

ADHS-BTCD Evaluation Training 1

Data-Driven Planning

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Introduction to the ADHS-BTCD Evaluation Training Series

Goals of the Training Series

RTI International, in collaboration with **Arizona Department of Health Services – Bureau of Tobacco and Chronic Disease**, has developed a 4-part evaluation training series.

Introduce program evaluation

Support partners in learning and applying topics:

- 1) Data-driven planning
- 2) Conducting surveys and focus groups
- 3) Collaborating with community partners
- 4) Adapting evidence-based programs and process evaluation

Provide an opportunity for partners to communicate and collaborate with one another

Structure of Trainings

- 1) **Data-Driven Planning** – Sept. 24, 10am, webinar
- 2) **Conducting Surveys and Focus groups** – Oct. 22, 10am, in-person
- 3) **Tracking Community Outreach** – Dec. 1, 10am, webinar
- 4) **Adapting Evidence-based Programs and Process Evaluation** – Jan. 19, 10am, in-person

- Each of the 4 trainings will include:
 - Presentation of material
 - Demonstration of an example
 - Question and answer discussion among partners
 - Follow-up assignment to practice skills
 - (Optional) Individualized technical assistance

- In-person trainings will include Peer Forums on Collaboration

Training 1: Data-Driven Planning



Goals of Training 1

5 topics for
training in
**Data-Driven
Planning**

1 Introduction to Evaluation

2 Creating Logic Models

3 Choosing Data

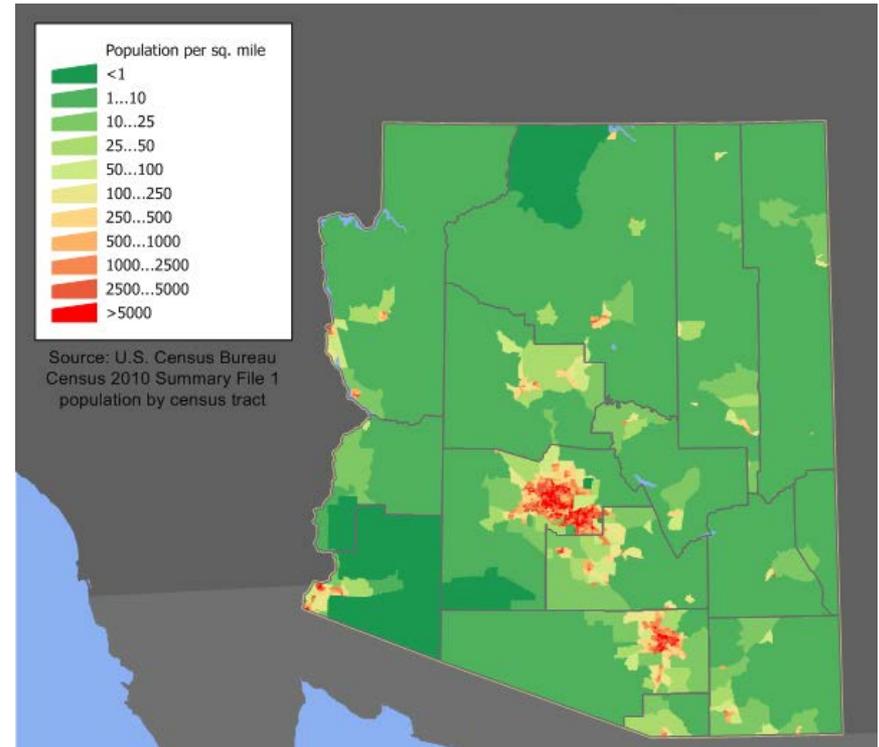
4 Assessing Capacity

5 Developing Action Plans

1 Introduction to Evaluation

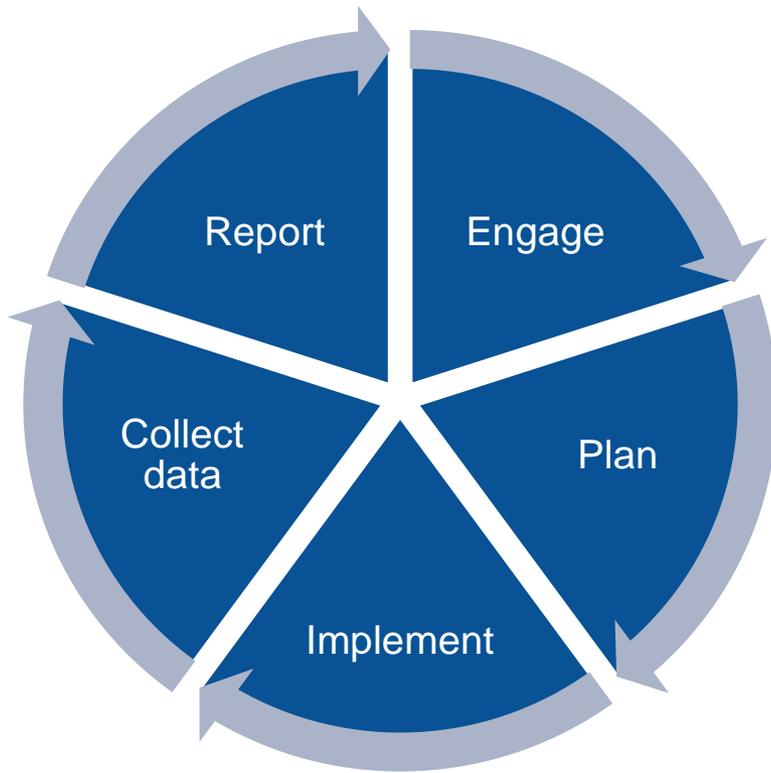
Why evaluate?

- To answer “How are we doing?”
- Complex public health problems require complex solutions
- Funders increasingly require evaluation
- Variety of populations across Arizona
- Maximizes your chances of seeing change



1 Introduction to Evaluation

5 Steps in the Evaluation Process



1. Engage your community

Reach out to understand community stakeholders and their needs

2. Plan your programs using data

What *should* we be doing to achieve our goals?

3. Implement your programs

Follow your action plan to implement your programs, adapt as necessary

4. Collect data to evaluate your programs and participants

Use methods such as surveys or focus groups

5. Report your findings to stakeholders

2 Creating Logic Models



- **What is a logic model?**
 - Graphic representation of the program
 - Shows how the program will accomplish specific outcomes
 - Planning, implementation and evaluation tool
 - Sequence of “if – then” statements

2 Purpose of Logic Models

Common
reference point

Illustrate
program logic

Incorporate
research findings
and existing data

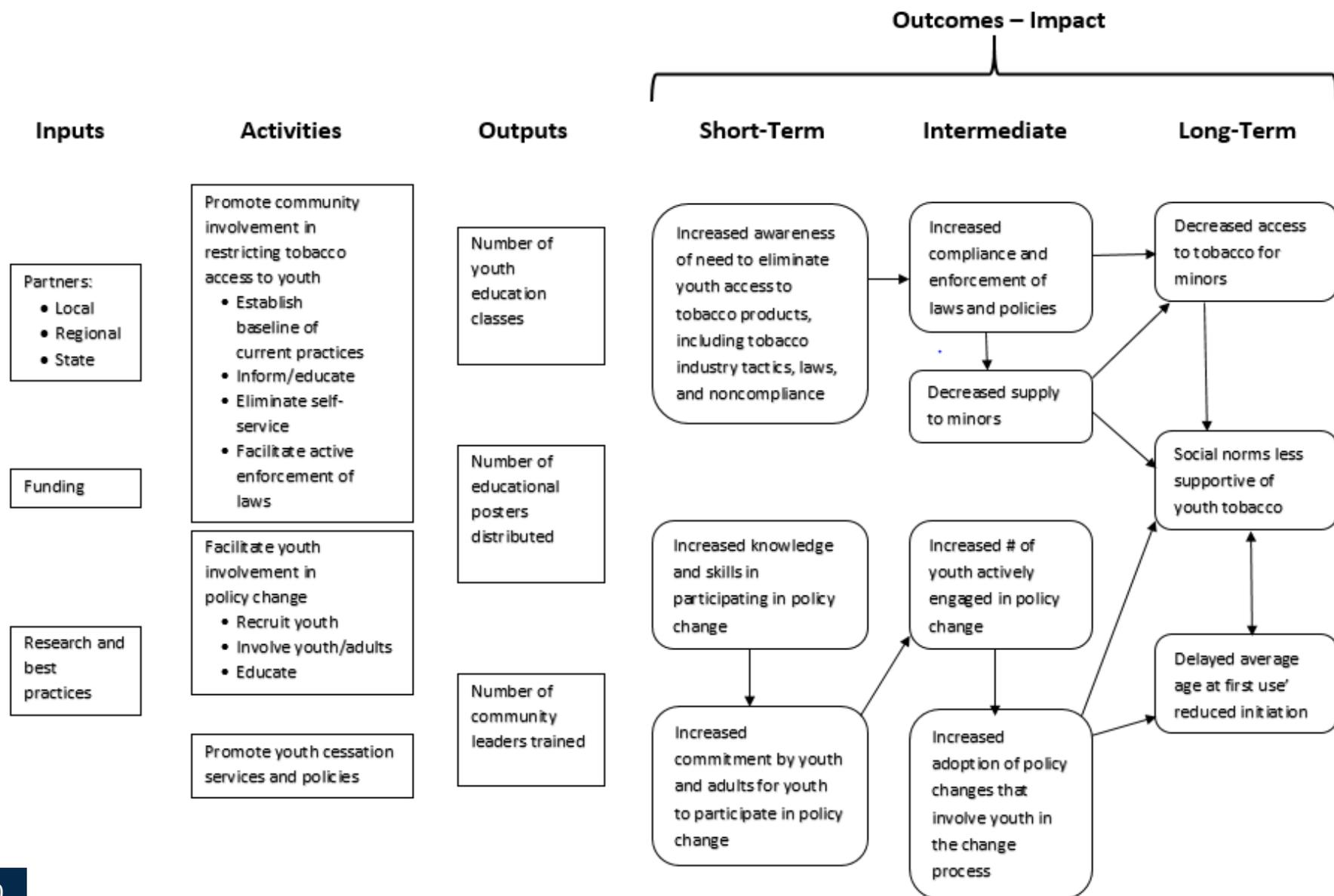
Identify and link outcomes to
program activities

Select indicators
to measure
outcomes

Depict what products and short-term
outcomes will have an effect on long-term
outcomes

2 Logic Model Components

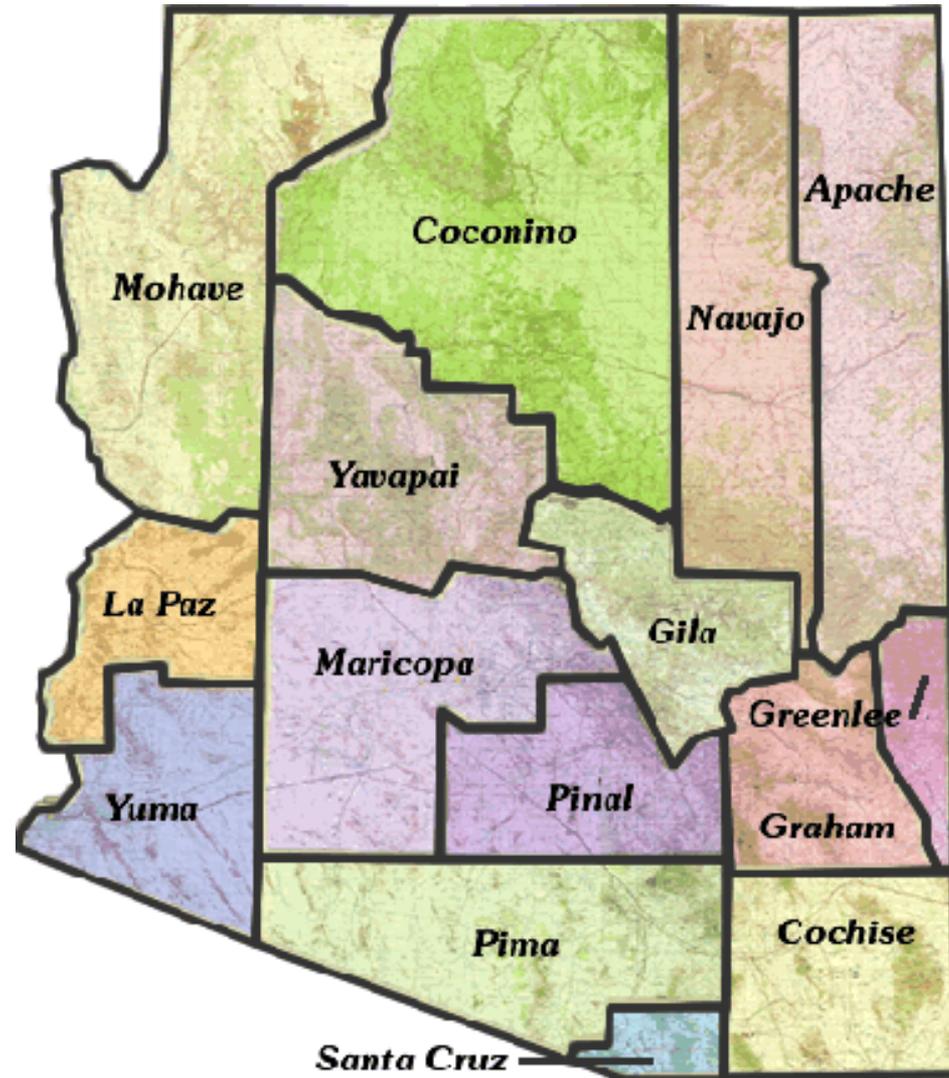
Overarching logic model: Reducing and Preventing Youth Tobacco Use



2 Steps for Constructing Logic Model

- **Step 1**

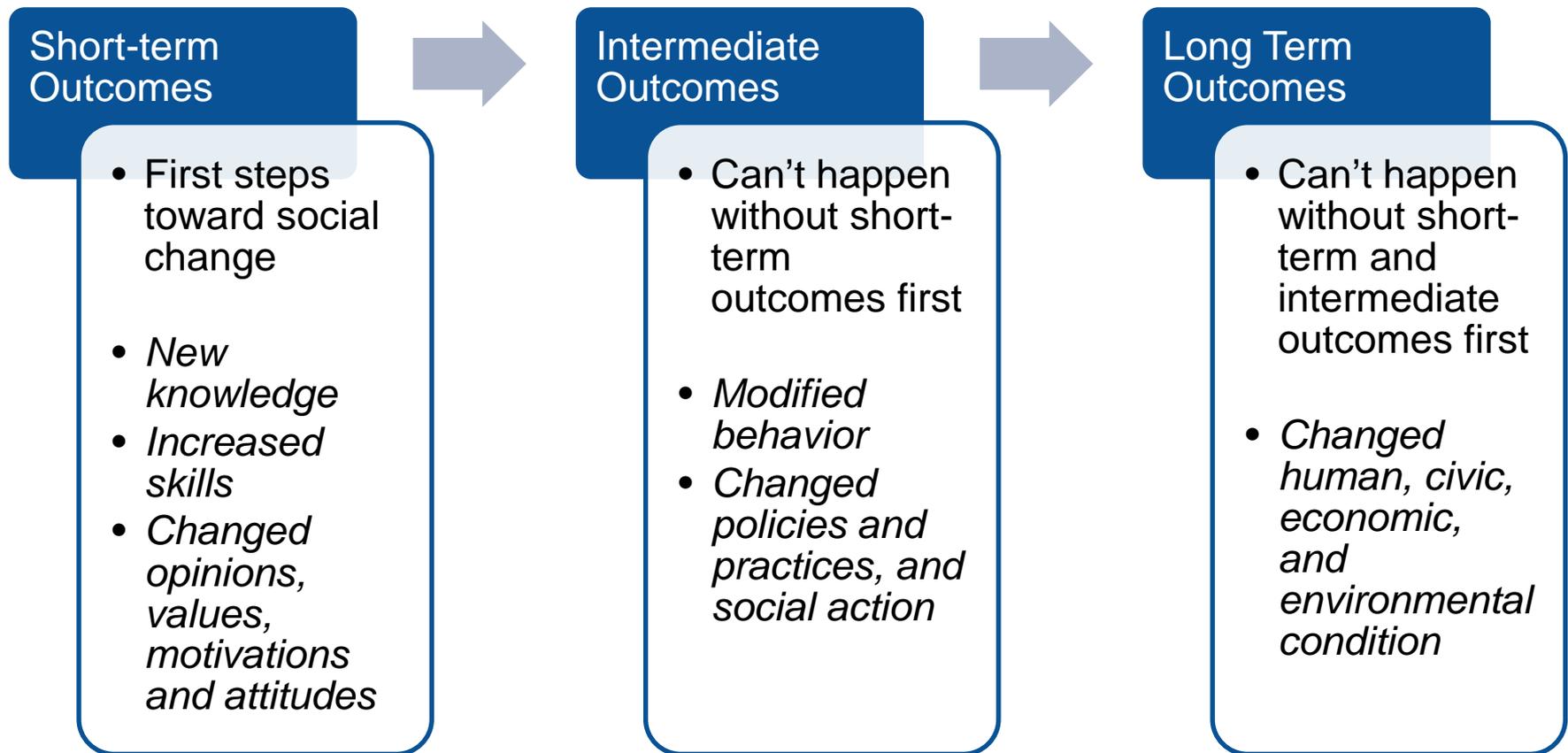
- Identify the community need and target population



2 Steps for Constructing Logic Model

▪ Step 2

– Identify Short-term, Intermediate, and Long-term Outcomes



2 Steps for Constructing Logic Model



Identify program activities

- *What activities increase knowledge and skills?*
- *What activities should be implemented to achieve program goals?*



Identify program outputs

- *What evidence is there that the activities were performed as planned?*
- *What tangible products were delivered?*

2 Steps for Constructing Logic Model



- **Step 5**

- **Identify program inputs**

- *What resources do you need to effectively run your program?*

- **Step 6**

- **Review your logic model**

- *Are the outcomes within the scope of influence of the program?*
- *Are the activities doable given program resources?*

Logic Model Challenges



3 Selecting Data for Planning

Now that you have a logic model, begin selecting data to

- Identify and evaluate program outcomes (Step 2)
- Finalize planning

May be very little or an overwhelming amount of data available

Identify indicators that are most important to measure the success of your program

3 Example Indicators

Indicators = purpose of the program, activities, inputs, and short-term, intermediate, and long-term outcomes

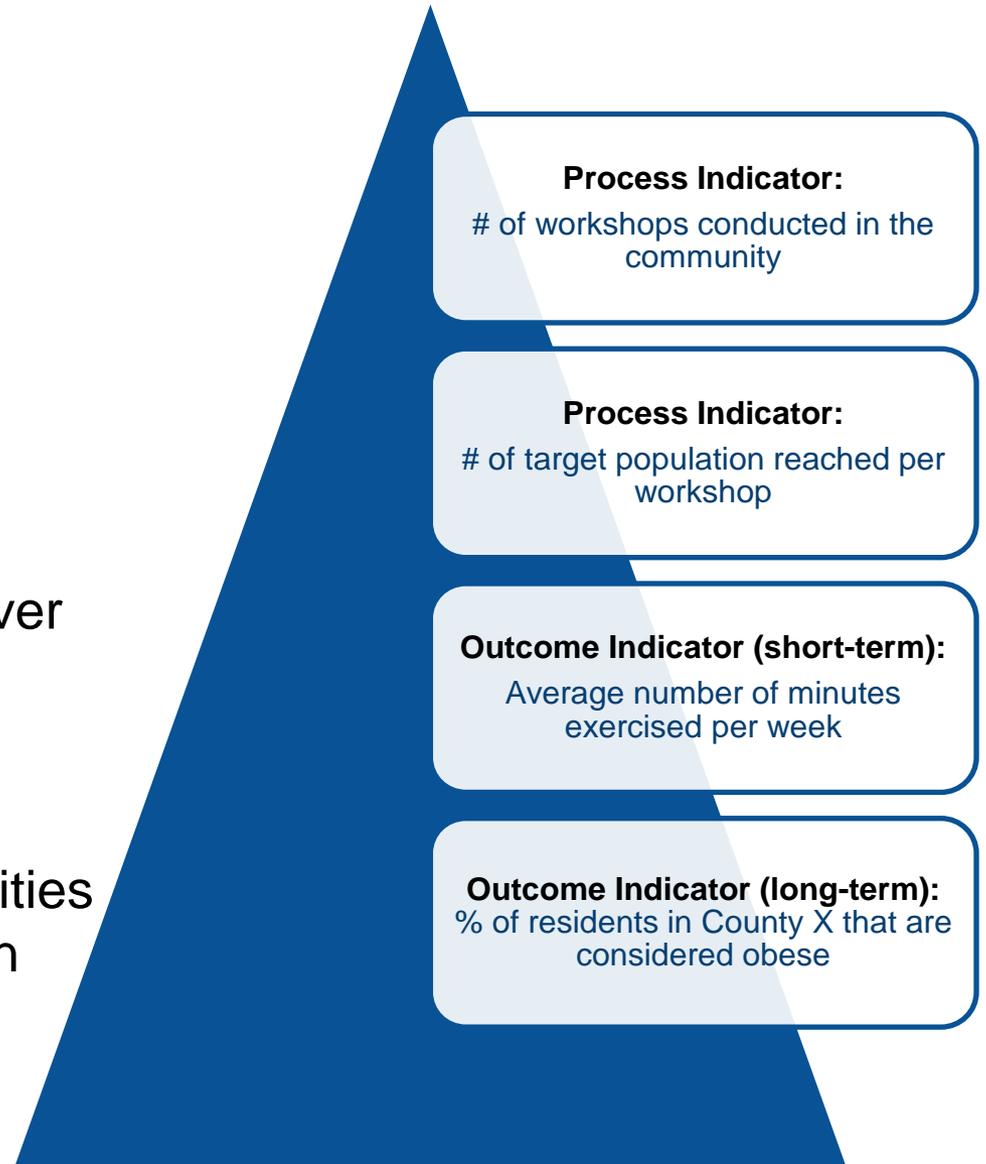
- **Process-based** indicators:
 - # of target population reached per session
 - # of staff trained

- **Outcome-based** indicators:
 - % change in youth past month tobacco use
 - # of minutes exercised per week
 - % change in deaths due to cardiovascular disease

- Can be multiple indicators for a single activity or outcome

3 Example of Selecting Indicators

- **Select indicators that are:**
 - **Appropriate**
 - **Specific**
 - **In line with your program implementation**
- Example outcome: Decrease obesity in County X by 10% over the next 3 years.
- Example activity: Conduct a monthly workshop in communities on wellness (including nutrition and physical activity).



3 Data Sources

Indicators may come from variety of sources:

- data you are collecting (e.g., program pre/post survey)
- data collected previously by another organization (e.g., BRFSS, YRBS).

Every data source comes with positives and negatives.

3 Selecting Data: Considerations

Quality

- What level of information is needed to inform implementation and answer your evaluation questions?
- Data should be
 - reliable,
 - accurate, and
 - relevant to your work.

Quantity

- How much data do you need to inform implementation and answer your evaluation questions?



3 Logistics

During the planning stage, determine what data are needed and develop a plan for gathering data

- When will data be gathered?
- One time data or repeated collection?
- Data needed for all participants or just a sample?
- Who is gathering the data?
- Who is analyzing the data?
- How will the data be used?

3 Summary Checklist for Selecting Data

Identify indicators

Choose the most appropriate data sources

Choose the data collection method best suited to your context and content

Consider quality and quantity issues

Develop a detailed protocol for data collection

Monitor periodically to ensure data quality and adjust data protocol

Using Data To Plan



4 Assessing Capacity to Implement Programs

Assessing Capacity refers to a review of an organization's ability to fulfill its action plan or programmatic goals.



4 Levels of Capacity Assessment

Starting at the planning stage, it is important to gauge what is needed to implement and evaluate the program. May need to examine:

- **Staffing** in your organization
- **Commitment and support** from stakeholders
- The **organizational culture and practice**
- Your **program and evaluation design**



4 Staffing Capacity

Staffing is a crucial component

A personnel plan can help document staffing needs:

- Budgeted time (e.g., 15 hours per week)
- Primary job function and any other detailed description of expectations
- Skills Available
- Needed training/other expenditures needed to complete work (e.g., computer, transportation costs, software)
- Direct supervisor
- Period of performance

Also helpful to delineate roles for stakeholders, evaluation staff, and collaborators

4 Organizational culture and practice

- Willingness to be evaluated?
- Able to communicate evaluation findings - both positive and negative?
- Facilitates and values staff's learning about program implementation and evaluation steps?
- Will use findings for future decision-making?
- Use the evaluation to help improve staff performance?



4 Capacity to Implement and Evaluate

Understands planning steps including developing an action plan and logic model

Can describe expected change, how this will occur, and impact on larger environment

Has flexibility to adapt to changes while maintaining basic foundations

Can identify appropriate indicators (process and outcome)

Can identify and track outcomes to measure multiple levels of progress

Able to report, disseminate, and use findings for future work

Improving Capacity



5 Action Plans



- **Why use an action plan?**
 - Gives you a vision
 - Shows strength of organization
 - Helps you stay on task
 - Helps you be efficient

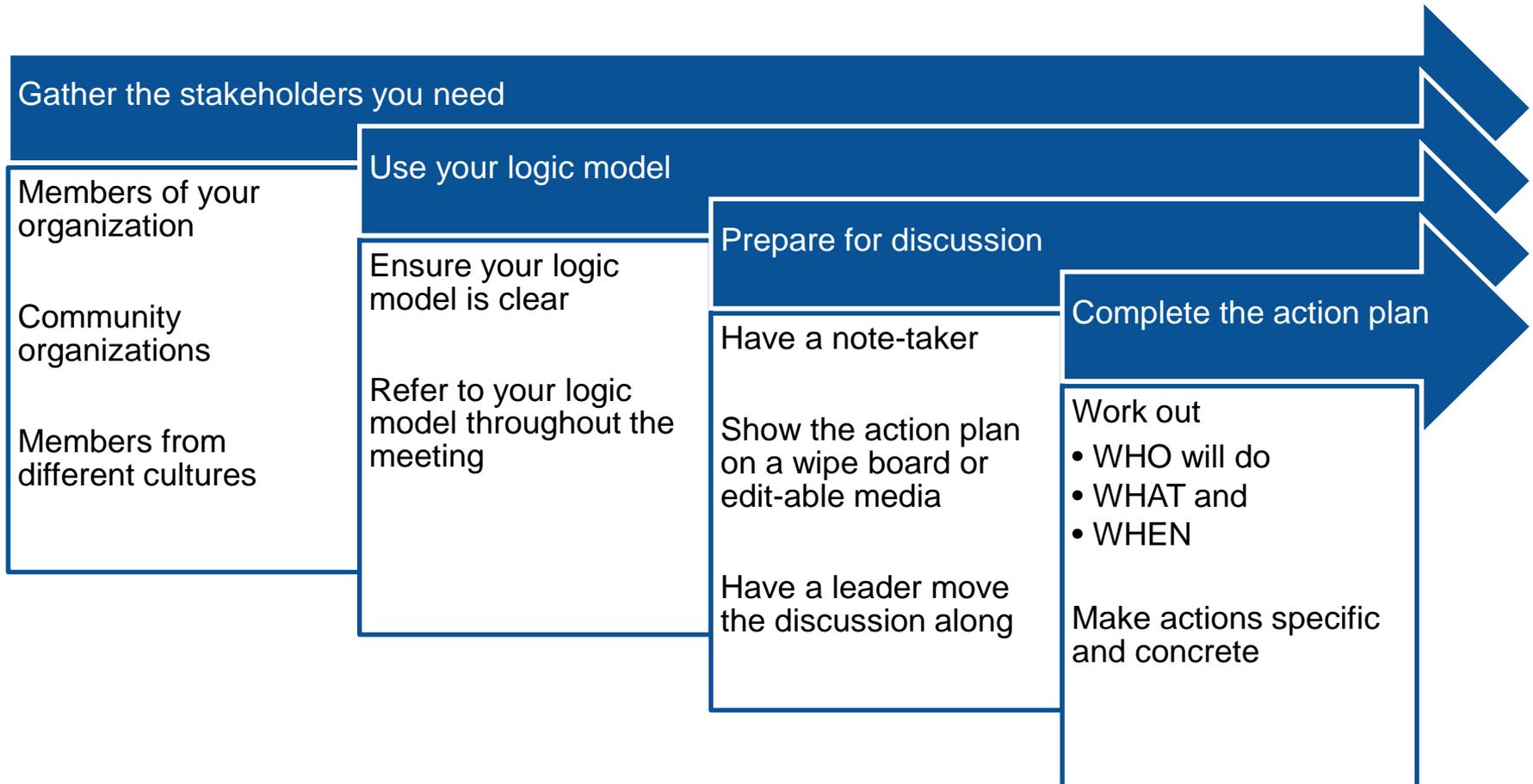
5 Action Plans

- **What is an action plan?**
 - Action plans outline the **HOW** of your activities.
 - **Who** will administer the activities?
 - **When** will the activities be completed?
 - **What resources** will be needed for the activities?
 - What are the **potential barriers** and how will they be overcome?



5 Action Plans

■ Creating your action plan



5 Action Plans

■ SAMPLE action plan

Action Steps	WHO	WHEN	Resources and Support Available / Needed		Potential Barriers or Resistance	Communication Plan for Implementation
			Resources Available	Resources Needed (financial, human, political, and other)		
What needs to be done? <i>Break down activities in Logic Model.</i>	Who will take actions?	By what date will the action be done?			What will be difficult? Might partners resist? How?	What individuals and organizations should be informed about / involved with these actions?
Step 1: Facilitate youth involvement in policy change by recruiting youth. - Provide information to youth. - Explain benefits of participation.	- School guidance counselors led by Asst. Principal – Ms. X - Local Dept. of Health staff led by Ms. Y	January 1, 2016	- Contact lists from schools - Handouts with info about Youth Coalitions.	- Additional volunteers to recruit youth.	- Time away from classes at school - Only certain youth are interested	- Ms. X will communicate with Ms. Y by email at least once per week to report on school-based recruitment.
Step 2: By involving youth and adults.						
Step 3: By educating youth.						

5 Action Plans

■ SAMPLE action plan

Activities from Logic Model

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5 Action Plans

■ SAMPLE action plan

Consider capacity

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5 Action Plans

■ SAMPLE action plan

- Inputs from Logic Model
- Consider capacity

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5 Action Plans

- **Communication plan in action**
 - How will you talk to one another? When?
- **Create a designee to:**
 - Follow up with partners
 - Update the action plan monthly
 - Celebrate accomplishments

Benefits of Action Plan



Follow-Up Assignment

Assignment 1 Details

Please develop a logic model for a particular type of program (tobacco, chronic health) or strategy (school health, worksite wellness, healthy community design) you implement.

To assist with your logic model development, RTI International has developed a template for you to use. Please refer back to the Data Driven Planning Power Point for guidance during your logic model development.

All follow up assignments should be returned via email to RTI International **by Friday, October 2nd, 2015**. Please send your populated logic model to Venita Embry (vembry@rti.org).

Closing Notes

- Register for *Training #2: Conducting Focus Groups and Community Conversations (CC) and Collecting Surveys and Questionnaire*
 - Link: [Training #2 Registration](#)*
 - Date and Location: Thursday October 22nd, in-person at ADHS in Phoenix
 - Morning 10a-12p: Training (both in-person and webinar)
 - Afternoon 1p-3p: Peer-Sharing Collaboration Forum (in-person only)

In the file share box, please download:

- *Training #1 Follow-Up Activity: Building a Logic Model (Instruction Sheet/Template)*
- *Training #1 Presentation*
- *Action Plan Template (additional resource)*
- *Evaluation 101 (additional resource)*

- By Friday, October 2nd:
 - Complete [Training #1 Evaluation Survey](#)*
 - Complete *Training #1 Follow-Up Activity: Building a Logic Model**

*This information will also be sent out via email.

Peer-Sharing Collaboration Forum



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