# Module V: Monitoring Program Implementation, Fidelity & Evaluation

Purpose:

This module will guide you through tools and activities to implement, monitor fidelity, and evaluate your chosen Evidence Based Programs and Practices (EBPPs) for your problem and population. After determining the evidence-based program, practices, and policies that will solve or address the challenges and strengthen your community assets, you will need to start setting up your evaluation correctly from the beginning of implementation. You can pick and choose which areas you need below, look through all tools, or start with " Evaluation Session 1 & 2 Meeting Agendas" which will guide you through this module.

Click on the following if you need help with:

Discussing & Determining Fidelity

Starting Evaluation- Develop a Logic Model and Evaluation Plan

Identifying Data Collection Methods & Evaluation Measurements & Execute Plan!

Figuring Out What to Do with Evaluation Data

Or review all Module 5 by starting with Evaluation Session 1: Meeting Agenda

Guiding Principles/Best Practices:

1. It is important to conduct your own evaluation of the EBPPs. Determine what measures and process will be necessary to assess your EBPPs.
2. An important part of evaluation is monitoring program fidelity. Fidelity should be addressed on a regular basis with service and program providers.
3. Programs often adapt to meet cultural needs, time frames, or other resource issues. It is best to follow the program as tested. If any adaptations are made, they should be clearly documented, and the core components of the program should still be intact.

# Evaluation Session 1 Meeting Agenda

Your group will likely meet multiple times, so this agenda can be broken into several different meetings as needed.

| Agenda Item | Description |
|---|---|
| Overview of EBPP Process to date | Remind the group where you are in the EBPP process and review the selected strategies |
| Overview of Implementation Fidelity, and Process and Outcome Evaluation | Provide the group with a foundational understanding of implementation fidelity, and process and outcome evaluations, along with the importance of each. See Tool 2: What is Implementation Fidelity and Tool 8: The Evaluation Plan Template to show them what deliverables they will accomplish from this process. |
| Strategies to build Fidelity for your Selected Strategies | Review strategies to build fidelity that are applicable to your selected strategies. See Tool 4: Strategies to Build Capacity and Increase Implementation Fidelity |
| Implementation Planning, Including Potential Necessary Adaptations | Refer to Tool 3: Implementation Timeline and Considerations, and use Tool 6: Action Plan Template develop a plan for implementing your strategy or strategies, ensuring you are incorporating your process evaluation<br><br>*Note: Depending on time and energy, you may choose to adjourn your meeting here and complete evaluation planning during the subsequent meeting* |
| Logic Model | Use Tool 6 : Logic Model Development Guide and the Logic Model Template to complete the Logic Model, identifying short, medium, and long-term outcomes<br><br>*Note: Facilitator should prefill all blue shaded boxes in Tool 7: Logic Model and leave only the process and outcome measures to be completed by the group* |
| Draft Evaluation Measurement Plan | Based on your Logic Model, draft an initial Measurement Plan to determine how you will measure your outcomes. This will be an initial draft that you will complete after finalizing your measures in the next section. |
| Data Collection Methods & Evaluation Measurement Identification | Use Data Collection Methods & Screening and Measures Tool to review options and then brainstorm a list of potential data measures to determine whether your strategies are accomplishing your goals. Review Youth Survey Measurements Pre/Post and the Data Collection Tool, in case this would be a useful survey and measure you can use for evaluating your services. |

| | |
|---|---|
| Finalize Evaluation Measurement Plan | Finalize your Evaluation plan, share it with all appropriate key stakeholders for accountability, and start collecting your data! |
| Celebrate! | Celebrate completing the EBPP Planning Process! You are now able to implement strategies that will have a big impact on making your community a better place, a strong proposal to increase your funding sources, and increased capacity and buy-in to move forward with your plans! |
| Use Your Evaluation Data | You put in all the hard work and now you need to track and see if what you are doing is reaching outcomes. Use the, "You have Evaluation Data- Now What? "to help guide you in using your evaluation data moving forward. |

## What is Implementation Fidelity[1]

Implementation is the process of establishing an existing evidence-based intervention or program in a school, family, or community setting. One key to successful implementation is ensuring what is commonly known as intervention *fidelity*. Fidelity is an indicator of how closely an intervention follows the same process and activities of an original program. Fidelity can be measured and compared to previous or future efforts to deliver the intervention or practice in the same manner.

**Why is Implementation Fidelity Important?**

- Implementing with fidelity ensures the same type of positive outcomes for participants as the original implementations
- Interventions are often less effective when they are altered significantly from their original form

**Monitoring Implementation Fidelity**

- Document intervention activities using a predesigned checklist with the core components that are included in each curriculum or intervention
- Or direct observation from a trained evaluator can observe live intervention sessions and rate an intervention adherence to program fidelity

**Changes to Implementation Fidelity**

- If changes need to be made to the original program in any way it is best to contact the original developers of the intervention to receive their consultation on what changes you may make without significantly altering the chance of receiving the same positive outcomes. Contact information is typically available on the internet.

[1] This section is adapted from Jenson & Bender (2014). *Preventing child and adolescent problem behavior. Evidence-based strategies in schools, families, and communities.* New York: Oxford University Press.

# Strategies to Build Capacity and Increase Implementation Fidelity

An ecological lens is helpful when reviewing factors associated with an organization's capacity to implement programs with fidelity. In this context, an ecological perspective is one that considers the effects of community, organizational, instructional, and intervention level factors on implementation. Level of preparation, degree of investment, and available resources within each level of influence can also impact fidelity. To ensure implementation fidelity, program planners and investigators must consider factors at all levels of influence.

Strategies for Building Capacity and Increasing Implementation Fidelity

Community-Level Strategies

- Select programs that target relevant risk and protective factors of children, youth, and families
- Include community members, elected officials, practitioners, teachers, parents, and students in program selection and planning processes

Agency-Level Strategies

- Maximize organizational stability
- Increase receptivity to evidence-based programs and interventions
- Promote organizational involvement in decision-making and planning
- Enhance and reward leadership that supports evidence-based programs

Instructional-Level Strategies

- Secure a commitment from teachers and practitioners to use evidence-based programs and interventions
- Provide training before implementation
- Provide opportunities for technical assistance and support during implementation

Program-Level Strategies

- Use manualized curricula
- Provide adequate time and structure for programming
- Make minimal changes to evidence-based programs
- Track and monitor necessary adaptation or program changes

# Implementation Timeline and Considerations

Each strategy will have an individual process. Some evidence-based strategies can be started right away, while others require building capacity such as training of staff to implement a specific curriculum or use of specific materials that come with some evidence-based strategy. Although the process is individualized based on the strategy and community partners, listed below are some things to consider for implementation and evaluation.

Funding:

- Do you have money in the budget to start this program immediately or will it have to wait for the next budget year?
- Do you need to put out proposals for agencies to bid on to implement your EBPP?

Agency Partners/Providers:

- Have you already determined which agency may be willing to provide this program? What is their capacity?
- Do they have a referral process in place? (for example, can the Juvenile Assessment Centers refer a youth directly to a specific agency or does it need to go through the court?)
- Do their staff have the necessary training? Do they have all the materials needed?

Clients:

- Are there youth identified who could benefit from this program right now?
- Will you need time to build up referrals to have a complete program?

Below is a sample chart that may help you organize and roughly determine time frames for implementing the EBPPs.

| Weeks 1-3 | Weeks 4-5 | Week 6 | Week 12 | Week 18 |
|---|---|---|---|---|
| Negotiate contracts with providers | Begin referring youth to provider | Program starts | Fidelity review | Program ends |
| Implement referral process | | Pre-test administered | Begin referrals for next round of groups | Post-test administered |
| Agency completes training process | | | Problem solve any challenges thus far | |

# Evaluation Basics (Insert PDF here)

# Logic Model Development Guide

## Introduction

At the core of most good program planning, management and evaluation is a well-constructed logic model.
Logic models are visual tools that depict a sequence of events that is expected to create a change and help address a problem or issue. They show the *logical relationship* between the need you will address, the services you will provide, and the changes you expect to see as the result.

## Definition of a Logic Model

- A logic model is a visual outline for a project plan that maps out the logical links between desired outcomes & chosen strategies
- Demonstrates the assumptions underlying the selection of specific strategies and the desired outcomes
- Shows the logical relationship between the need you will address, the services you will provide and the changes you expect to see as a result

## Components of a Logic Model

1. Issue
    - What problematic condition exists that demands a programmatic response? Review community data or needs assessment data.
    - Review or determine associated protective factors and risk factors

2. Goals

*A goal is a broad, generalized statement about what is to be accomplished in the long- term. A goal is meant to:*

- *Focus on a condition or outcome of interest based on real community need*
- *Establish the direction and reasoning of a strategy*
- *Avoid defining the problem in terms of a preferred solution*
- *Be framed in a way to build consensus*

Examples:
"Good" goal statements:
1. To increase early academic success in XYZ school district
2. Decrease in tobacco use in young adolescents in Cooltown, USA

"Needs Work" goal statements:
1. To provide tutoring to at-risk students in Alexander elementary school
2. To implement anti-tobacco social marketing campaign

3. Target population

*Target population is the specific group that you plan to impact. This group should logically connect to your identified goal and be a group that it is feasible for you to impact.*

Examples:

| Good | Needs Work |
|---|---|
| Preschool Program: 3-5 year olds with low socio-economic status in XYZ School | Everyone in Cooltown, USA |
| Social Marketing: children and adolescents aged 10-13 in Cooltown, USA | Some 4$^{th}$ grade students |

4. Services (strategies)

*Services and strategies are what you will deliver to your target population. These strategies should be research based and appropriate to your community's readiness for change.*

5. Outputs

*Outputs are the tracking of your service delivery. The outputs clarify the who, what, when and how or your strategy implementation.*

6. Outcomes (long-term, short-term, and intermediate)

- **Short-Term Outcomes:** immediate effects of the strategy (changes in knowledge, attitudes, skills, or behaviors).

- **Intermediate Outcomes:** longer term effects of strategy that are generally achieved one year after the implementation of the strategy (changes in knowledge, attitudes, skills or behaviors).

- **Long-Term Outcomes or Impact:** achieved generally in 4-6 years, and usually show change in conditions, health, norms, policies, and systems.

What Is a **Measurable** Outcome?

- Describes the extent of change (how much)
- Identifies the target population (for whom)
- Specifies the behavior, condition, or knowledge you hope to change (what)
- Includes a date or time frame by which the change can be expected (by when)

"Good" example: ABC Preschool Program

- Short term outcome: All 80 students who receive the Perry Preschool program meet at least 90% of the 58 key developmental indicators upon completion.

- Intermediate term outcome: 80% of students who participate in Perry Preschool program are on-track academically in the first grade; 80% of students who participate demonstrate less antisocial behavior and misconduct in the first grade.
- Long-term outcomes: 25% reduction in early academic failure in Alexander School District within the next 5 years

**About Outcomes**

- There is no right number of outcomes
- Don't discard an outcome because it's affected by other force
- Outcomes should not go beyond the strategy's purpose or target population

Creating the Logic Model

- Involve program staff and possibly community stakeholders and representatives from the target population in the discussion
- Gather information and data on your issue and articulate the problem you will address
- Identify the goals of the program
  - Answer the question: What is this program/project intended to do?
- Specify the population or populations you want to target
  - Answer the question: What group are we trying to impact?
- Outline the services you provide
  - Answer the question: What strategies (programs, project, policies) will we implement to achieve our goal?
- Identify the outputs
  - Answer these questions: How will we know we did what we said we'd do (with fidelity)? What services? How often will services be delivered? To how many participants? Who? What? When? Where? How?
- Identify outcomes
  - Answer this question: Based on the services we will provide what changes can we expect to see in our target population?

Putting the Logic Model to Use -Your evaluation plan

How will you measure your outputs?
How will you measure your outcomes?
How will you monitor your implementation?
-Review and update it regularly

<table>
<tr><td colspan="6">ISSUE: A concise description of the priority problems and consequences that you will seek to address.</td></tr>
<tr><td colspan="3">GOAL: A broad, generalized statement about what is to be accomplished in the long- term.</td><td colspan="3">TARGET POPULATION: The specific group that you plan to impact.</td></tr>
<tr><td>INPUTS</td><td colspan="2">PROCESS EVALUATION</td><td colspan="3">OUTCOMES</td></tr>
<tr><td>Resources</td><td>Strategies</td><td>Amount of Services<br><br>Process Outcomes (Outputs)</td><td>Short-Term<br><br>Outcomes</td><td>Intermediate-Term Outcomes</td><td>Long-Term<br><br>Outcomes</td></tr>
<tr>
<td>What RESOURCES are dedicated to this program/project?<br><br>➢ Money<br>➢ Staff<br>➢ Volunteers<br>➢ Staff time<br>➢ Volunteer time<br>➢ Supplies<br>➢ Facilities</td>
<td>What SERVICES are provided?<br><br>➢ Curriculum that is implemented<br>➢ Training that is available to participants<br>➢ Activities implemented in community<br>➢ Education materials that are created and disseminated<br>➢ Partnerships that are formed</td>
<td>Target #s &Types of amounts:<br>➢ # aiming to achieve & Tracking # of participants that attend the program<br>➢ # aiming to achieve && Tracking # of hours of community forums<br>➢ # aiming to achieve && Tracking # of brochures distributed</td>
<td>Types of Short-term benefits (Learning)<br><br>➢ Changes in:<br>➢ Awareness<br>➢ Knowledge<br>➢ Attitudes<br>➢ Skills<br>➢ Opinion<br>➢ Aspirations<br>➢ Motivation<br>➢ Behavioral Intent<br>(benefits that can be expected in the short-term</td>
<td>Types of Intermediate benefits:<br>(Actions)<br>Changes in:<br>➢ Behavior<br>➢ Decision-making<br>➢ Policies<br>➢ Social Action<br>➢ (benefits that can be expected soon, but not immediately)</td>
<td>Types of Long-term benefits:<br>(Conditions)<br>Changes in:<br>➢ Conditions<br>➢ Social (well-being)<br>➢ Health<br>➢ Economic<br>➢ Civic<br>➢ Environmental<br>➢ (benefits that cannot be expected for several years)</td>
</tr>
</table>

# Measurement Plan Development Guide

A measurement plan is how you will put your logic model to use to get the data you need to understand whether or not you are reaching your outcomes. A measurement plan will help compile information on evaluation data collection into one centralized document. This enables an organization to quickly and consistently understand what data are being collected and how data are being collected. A comprehensive plan will answer these questions:

- Who is responsible for data collection, analysis, and reporting?
- What tools, measures, and outcomes of interest will be included? (See Data Collection Methods and Screening and Measures tools)
- When are data collected?

## Process Outputs Example

| Output *(Defined output from logic model)* | Tool *(Survey, tracking system, or other documentation used to assess output)* | Data Collection Interval *(When and how often the data will be recorded or collected)* | Responsible Party *(Who is responsible for ensuring data are collected)* |
|---|---|---|---|
| # of participants that attend the program | Attendance Sheet | Start of each Program session | Lead instructor-John Doe |

## Outcomes Example

| Outcome *(Defined outcome from logic model)* | Tool *(Survey, tracking system, or other documentation used to assess output)* | Data Collection Interval *(When and how often the data will be recorded or collected)* | Responsible Party *(Who is responsible for ensuring data are collected)* |
|---|---|---|---|
| Short-Term | | | |
| Increased life-skills | Pre/Post survey | Pre =start of first session, Post= end of last session | Lead Instructor John Doe |
| Intermediate | | | |
| Decrease in Truancy | Truancy/Attendance rate -Local school or Dept. of Education | Annual | Lead Evaluator/Program manager- Jane Doe |
| **Long-Term** | | | |
| Decrease in Recidivism | Recidivism rate- Local school, police or Division of Criminal Justice | **Annual** | Lead Evaluator/Program manager- Jane Doe |

# Evaluation Logic Model and Measurement Plan Template

Community/Organization/initiative Name: Date Last Modified:

## Brief description of your goals and objectives:

[Information for this section may be able to be pulled from existing documents. For example, if you've done a strategic plan and/or needs assessment you should have a high-level summary of what the needs are (issue statement in logic model), how they are targeting them – high level/major undertakings, and major goals/objectives.]

## Evaluation plan purpose:

[This section will be a narrative summarizing the purpose of the evaluation plan. Narrative should be very high level. Key areas to touch on:

What are their goals for evaluation?

- Understand how we're doing with services
- How are we doing?
- Understand strengths and gaps with services
- What are the barriers to success?
- Barriers to success for population being served
- Are we being effective with meeting needs?
- Find the best practices to address prevalent needs/issues
- Data-driven
- Sharing results; learning from other communities

What are the key questions you would like answered through your evaluation?

- How are we doing?
- What are the barriers to success?
- Are we being effective with meeting needs?

How will evaluation information be utilized?

- Sharing results; learning from other communities
- Annual reporting and plan
- Local partners may be able to use evaluation information

Who will be interested in the evaluation results?

- JSPC/CMP
- Local stakeholders
- Statewide coordination team
- Youth being served; youth new to the program
- IOG and CET

How will results be shared out?

- At meetings (presentation format)
- Handout and review logic model
- Email evaluation information to stakeholders;

# Logic Model (Click here to use the Logic Model Development Guide if needed)

| | | | | | |
|---|---|---|---|---|---|
| **ISSUE:** | | | | | |
| **GOAL:** | | | **TARGET POPULATION:** | | |
| **INPUTS** | **PROCESS EVALUATION** | | **OUTCOMES** | | |
| Resources | Strategies | Amount of Services<br><br>Process Outcomes (Outputs) | Short-Term<br><br>Outcomes | Intermediate-Term Outcomes | Long-Term<br><br>Outcomes |
| | | | | | |

# Measurement Plans(Click here to use the Measurement Plan Development Guide if needed)

## Process Outputs

| Output | Tool | Data Collection Interval | Responsible Party |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Outcomes

| Outcome | Tool | Data Collection Interval | Responsible Party |
|---|---|---|---|
| Short-Term | | | |
| | | | |
| | | | |
| | | | |
| Intermediate | | | |
| | | | |
| | | | |
| Long-Term | | | |
| | | | |
| | | | |

# Data Collection Methods

Data collection methods are typically categorized as either *quantitative* or *qualitative*.

- Quantitative methods have more structured responses that are typically easy to aggregate and analyze using statistical techniques. Examples include surveys/questionnaires and existing data (e.g., Census data)

- Qualitative methods allow for greater variability and detail in responses. Examples include interviews, focus groups, and case studies.

Which data collection method to use for your evaluation depends on what you want to know, the type of data you need, and your available resources. The table below can help you decide which data collection method(s) to use.

| Method | Overall Purpose | Advantages | Challenges |
|---|---|---|---|
| Questionnaires, Surveys, Checklists | When need to quickly and/or easily get lots of information from people in a non-threatening way | -can complete anonymously<br>-inexpensive to administer<br>-easy to analyze and compare across sources or over time<br>-administer to many people<br>-can get lots of data<br>-many sample questionnaires already exist | -might not get specific feedback<br>-question construction is important, as wording can bias responses<br>-are impersonal<br>-in surveys, may need sampling expert<br>- doesn't get full story |
| Interviews | When want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires | -get full range and depth of information<br>-develops relationship with interviewee<br>-can be flexible and responsive to interviewee | -time-intensive to administer & analyze<br>-can be challenging to analyze and compare across sources or over time<br>-can be costly<br>-interviewer can bias client's responses |
| Documentation review | When want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc. | -get comprehensive and historical information<br>-doesn't interrupt program or client's routine in program<br>-information already exists<br>-few biases about information | -time-intensive<br>-info may be incomplete<br>- data restricted to what already exists and quality of sources not initially meant for data gathering purposes |

| | | | |
|---|---|---|---|
| Observation | To gather accurate information about how a program actually operates, particularly about processes | -view operations of a program as they are actually occurring<br>-can adapt to events as they occur | -can be difficult to interpret seen behaviors<br>-can be complex to categorize observations<br>-can be challenging to obtain consistency across different observers<br>-can influence behaviors of program participants<br>-can be expensive |
| Focus groups | Explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing | -quickly and reliably get common impressions<br>-can be efficient way to get much range and depth of information in short time<br>- can convey key information about programs | -can be hard to analyze responses<br>-need good facilitator for safety and closure<br>-difficult to schedule 6-8 people together<br>-can be challenging if topic areas of discussion are sensitive or highly personal |
| Case studies | To fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases | -fully depicts client's experience in program input, process and results<br>-powerful means to portray program to outsiders | -usually quite time consuming to collect, organize and describe<br>-represents depth of information, rather than breadth |

McNamara, C. (1997-2008). Overview of methods to collect information. In *Basic guide to program evaluation*. Minneapolis, MN: Free Management Library. http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1585345

## Things to consider when selecting a data collection method

| Data Collection Standard | Excellent | Okay | Needs Improvement | Comments |
|---|---|---|---|---|
| **UTILITY – How useful is your data collection method?** | | | | |
| Will the data sources and collection methods serve the information needs of your primary users? | | | | |
| Are your sources of information clear? | | | | |

| | | | | |
|---|---|---|---|---|
| Are your sources of information appropriate? | | | | |
| **FEASIBILITY – How practical is your data collection method?** | | | | |
| Are your sources and methods practical and efficient? | | | | |
| Do you have the capacity, time, and resources? | | | | |
| Are your methods non-intrusive and non-disruptive? | | | | |
| **PROPRIETY – How appropriate your data collection method for your participants?** | | | | |
| Are your methods respectful, legal, ethical, and appropriate? | | | | |
| Does your approach protect and respect the welfare of all those involved or affected? | | | | |
| **ACCURACY – Are your data collection methods technically adequate?** | | | | |
| Does your method adequately answer your questions? | | | | |
| Does your method measure what you intend to measure? | | | | |
| Does your method reveal credible and trustworthy information? | | | | |
| Does your method convey important information? | | | | |
| Are your data collected in a consistent and quality manner? | | | | |

Adapted from University of Wisconsin-Extension, Cooperative Extension (2008). Building capacity in evaluating outcomes: A teaching and facilitating resource for community-based programs and organizations. Madison, WI: UW Extension, Program Development and Evaluation.

# Screening and Measures Tool

Measures, assessments, and screenings are typically considered a tool for evaluation. They are often used to demonstrate change. However, they can also be used as a way to predict future behaviors. The Juvenile Justice system uses several measures in this way, including the Colorado Juvenile Risk Assessment (CJRA) and the Juvenile Delinquent Screening and Assessment Guide (JDSAG). Whether using tools for measuring outcomes or to guide treatment decisions, the measures should also be evidence based and well researched.

### How are these measures "evidence based?"

Certain screening tools or measures have gone through a process of validation. This process allows for specific questions to be answered including:

- How well scales measure abstract concepts and underlying constructs
- How well items interact with each other to assess this construct
- Whether the scale can measure change over time
- If the scale accurately measures the construct in different populations

Typically, evidence-based scales have gone through research with very large sample sizes, multiple administrations and are compared to other concrete examples of the same concept. These large samples are then analyzed through statistical methods to determine how well each question performs, and how well the scale as a whole represents the underlying construct.

### Why should we use evidence-based measures?

They provide a quick way to understand and measure concepts that are often difficult to quantify. Because they are evidence based and have been studied over time, they have demonstrated to measure constructs in a way that is more universal and can be used to demonstrate a need or demonstrate change.

### What to look for when choosing a measure:

Reliability - how accurate is the measure? Think of a ruler - it is reliable in that it always measures the same amount each time. Does it measure the concept in the same way over time? Do the items seem to fit together well to create a concept better than a single question might?

- There are specific statistics that measure whether or not a measure is reliable. You will see this listed as Cronbach's alpha or often just "alpha." To be considered reliable, the alpha should be above .70.

Validity - does it measure what it claims to measure? For example, depression is not just feeling sad, but also problems with energy, sleep and motivation. For example, a school engagement measure may be compared to youths' attendance and grades as indicators of how they are participating in school.

### Some things to consider when choosing a measure:

Can I get access to it?

- Is it free and available in the public domain or do I have to pay for it?
- If I have to pay for it, how much does it cost?

- Does the license to use it include just permission, or does It also include some type of reporting or analysis?

What is the experience of the users?

- How much time does it take to complete?
- How easy is it to understand and navigate?
- Is the literacy level appropriate so that you your participants can read and understand it?

Who were the participants in the validation studies?

- Does it match the population with which I am working?
- If not, can it be adapted?

# Youth Measurement Survey

## The EBPP Toolkit Youth Pre- and Post- Surveys

The EBPP Toolkit Youth Pre- and Post-Surveys were designed to measure the following at intake (prior to the youth receiving any programming), and upon completion of the program.

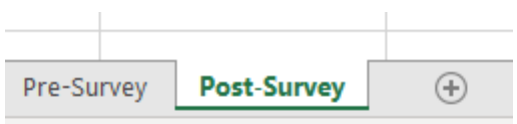
- Alcohol and substance use
- Connection to adults and community
- Engagement in pro-social activities
- School safety
- Employment

The Youth Pre-Survey is designed to be administered during the intake process to ensure that responses are captured prior to the youth receiving services or engaging with the program. The Youth Post-Survey is designed to be administered when the youth is about to exit the program.

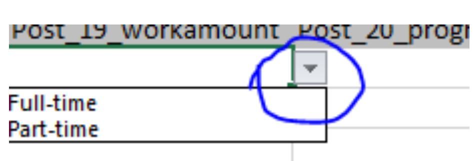
The survey may be administered as a paper-and-pencil survey or easily built in SurveyMonkey or other online survey tool.

## Survey Data Tracking Sheet

This simple Excel workbook provides a straight-forward method for recording responses from paper-and -pencil surveys. You will see two spreadsheet tabs titled “Pre-Survey” and “Post-Survey”. Click on the type of survey you are entering.




Every question on each of the surveys is indicated across the top of the spreadsheet in the order each appears on the survey. Drop down menus have been built into the spreadsheet. Click on the dropdown arrow as indicated below and the options for that specific survey item will appear from which to select what the youth indicated on their completed paper survey.




The data collected may then be used to track if youth who participate in the program are experiencing positive behavioral and attitudinal changes from intake to exit from program.

Insert Youth Pre-Survey, then Insert Youth Post-Survey, then Insert Pre and Post Survey data collection (excel)

# You Have Evaluation Data! Now what?

## Analyze your data!

Analyzing data can be a very complex process. If you do not have qualified evaluation staff within your organization, it may be beneficial and cost effective to hire a qualified evaluator to analyze the data. If data are analyzed incorrectly, it can lead to misinterpretation or misunderstanding of a program and its effects.

## Questions to Ask Yourself When Interpreting and Utilizing Your Data

Data results are a useful source of information about your progress toward the achievement of intended outcomes. This information can help determine how to maximize the effectiveness of your program.

1. How large was your sample (i.e., what is the number of matched pre and posttests or how much data did you collect)? ______________________
    a. If the number is lower than anticipated:
        i. Does it reflect challenges in reaching the number of people you planned to reach? If yes, how might you change or expand your recruitment process?
        ii. Does it reflect challenges with data collection and management (e.g., surveys were lost)? If yes, how might you modify your data collection and/or data management process?

    a. Were there other challenges encountered that could have affected the sample you obtained? If yes, what steps will you take in the future to address these challenges?

    b. How does the sample size impact your interpretation of the findings? Consider both the absolute number, and the proportion of program participants.

        i. If using quantitative methods, small sample sizes (fewer than 15-20 people) can limit the utility of the information.

        ii. If only a very small proportion of program participants responded, consider how representative the results are likely to be.

2. What do the overall results for each of your measures tell you about the progress toward the outcomes you hope to achieve?

3. Are results what you expected?
    a. If not, what factors might have affected the results? (e.g., the population served was different than the target population, participant attrition, participant motivation, lost data, issues with program fidelity/adeptness of program facilitator, staff turnover, etc.)
4. How do you explain the results you see, and what are some alternative explanations for

your results? How might you engage stakeholders or participants to consider explanations and alternative explanations?

4. If you used any other methods to obtain data/information (e.g., interviews, focus groups), what methods did you use? What were some of the major findings from that data?
5. Is there a need for new and/or additional measurement tools and/or evaluation components in order to help you better assess the outcomes you hope to achieve? If yes, please explain.
6. How do you plan to share your findings and who do you plan to share the findings with?

## Applying what you learned

Use the questions below to guide your thinking about steps you will take to build upon successes and lessen challenges to implementation and evaluation of your program.

7. How will you apply what you have learned?

8. What kind of support (e.g., evaluation and/or other assistance) might be useful to achieve your desired outcomes?

    a. Do you have the internal capacity for this? If not, do you need to consider expanding your staff and/or contracting services?

# How Well Are You Using Your Evaluation Findings?

| How well are you using your evaluation findings to... | Excellent | Okay | Needs Improvement | N/A | Comments |
|---|---|---|---|---|---|
| educate decision makers, funders, and/or key stakeholders | | | | | |
| demonstrate accountability; satisfy public inquiries | | | | | |
| guide budget and resource allocations; gain resources | | | | | |
| show progress when planned outcomes aren't expected until a distant future | | | | | |
| make people aware of the program, achievements, and/or needs (program visibility) | | | | | |
| guide program improvements | | | | | |
| promote the program, maintain commitment | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| enhance public image | | | | | |
| recruit volunteers, participants, and/or partners | | | | | |
| identify effective practices | | | | | |
| share lessons learned | | | | | |
| celebrate accomplishments | | | | | |

*Adapted from University of Wisconsin-Extension, Cooperative Extension (2008). Building capacity in evaluating outcomes: A teaching and facilitating resource for community-based programs and organizations. Madison, WI: UW Extension, Program Development and Evaluation.