

We heard you're Looking for external system evaluators.

COMMUNITY PROGRAMS OFFICE

Evaluation

To do or not to do...

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Evaluation – Context

A man found his neighbor down on his knees under a street lamp looking for something, “what are you looking for my friend?” “My key” replied the man on the knees. After a few minutes of helping the neighbor, the man asked, “Where did you drop it?” “In that dark pasture”. answered his friend. “Then why for heaven’s sake, are you looking here?” “...because there is more light here.”

Evaluation

- It allows us to see if what we want a program to accomplish is being accomplished.
- In order to know whether social programs work, or how they work, we have to evaluate them systematically and fairly, whether we personally like the program or not.

Evaluation involves assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness.

Purpose of the Evaluation

1. To improve the program, or some aspect of the program.
2. To measure the program's effectiveness.
3. To demonstrate effective use of resources.

Reason for the Evaluation

- ✓ What works and what does not
- ✓ Identify gaps between program plans and actual program delivery.
- ✓ Improve your staff's work with participants by identifying weaknesses as well as strengths.
- ✓ Feed your ego....or avoid the "dark pasture"

Today's buzzword in evaluation

Utilization focused evaluation

- the focus in utilization-focused evaluation is on intended use by intended users.
- No evaluation can be value-free, utilization-focused evaluation answers the question of whose values will frame the evaluation by working with clearly identified, primary intended users who have responsibility to apply evaluation findings and implement recommendations.
- Does not advocate any particular evaluation content, model, method, theory, or even use. A process for helping primary intended users select the most appropriate content, model, methods, theory, and uses for their particular situation.

Fostering Intended Use by Intended Users

- Five key variables that are absolutely critical in evaluation use....

People

People

People

People

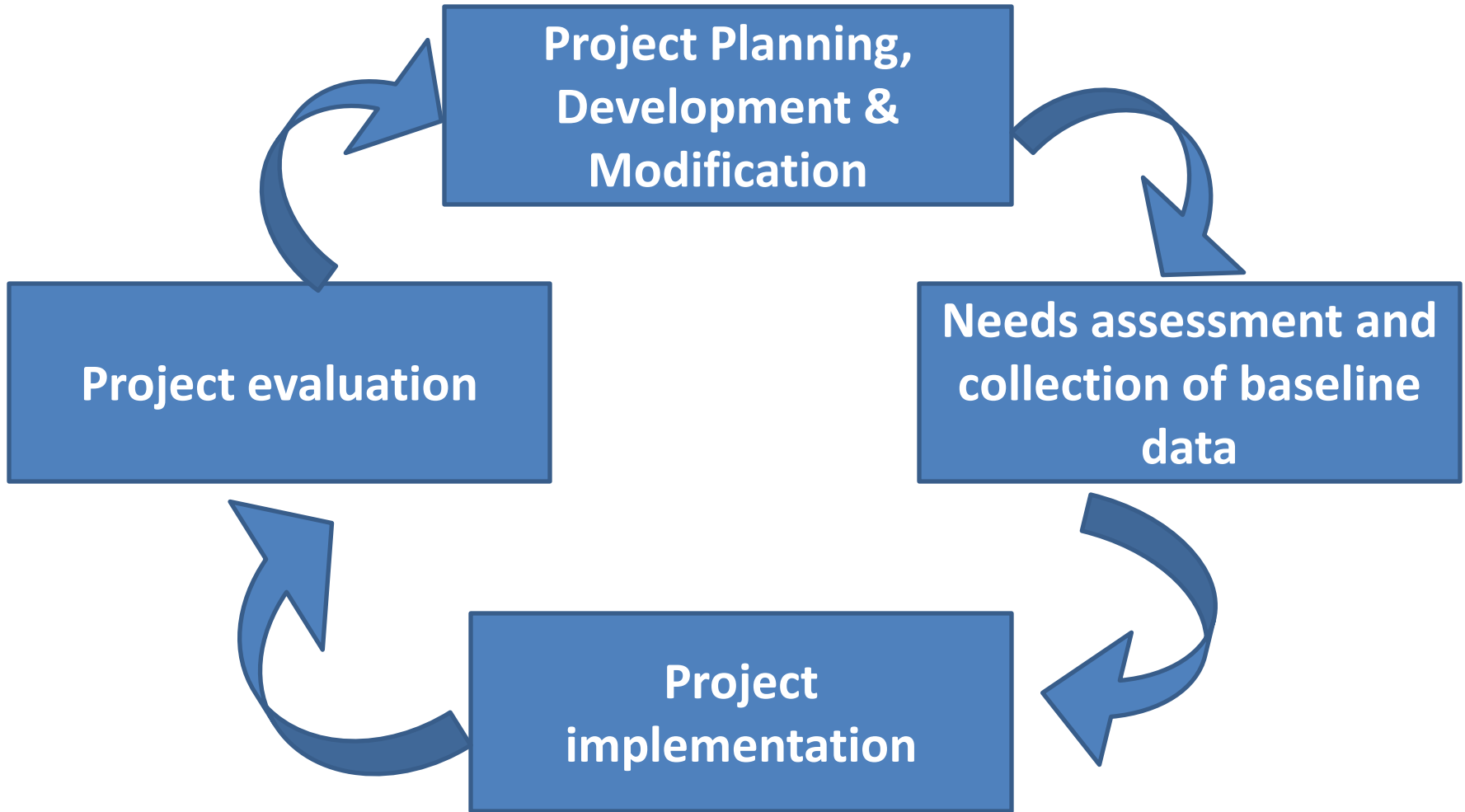
People

Evaluation wonderland...

When Alice encounters the Cheshire Cat in Wonderland, she asks, *“Would you tell me please, which way I ought to walk from here?”* *“That depends a good deal on where you want to get to,”* ... said the Cat. *“I don’t much care where –”* said Alice. *“Then it doesn’t matter which way you walk,”* said the Cat. *“-so long as I get somewhere,”* Alice added as an explanation. *“Oh you’re sure to do that,”* said the Cat, *“if you only walk long enough”*

- Lewis Carroll

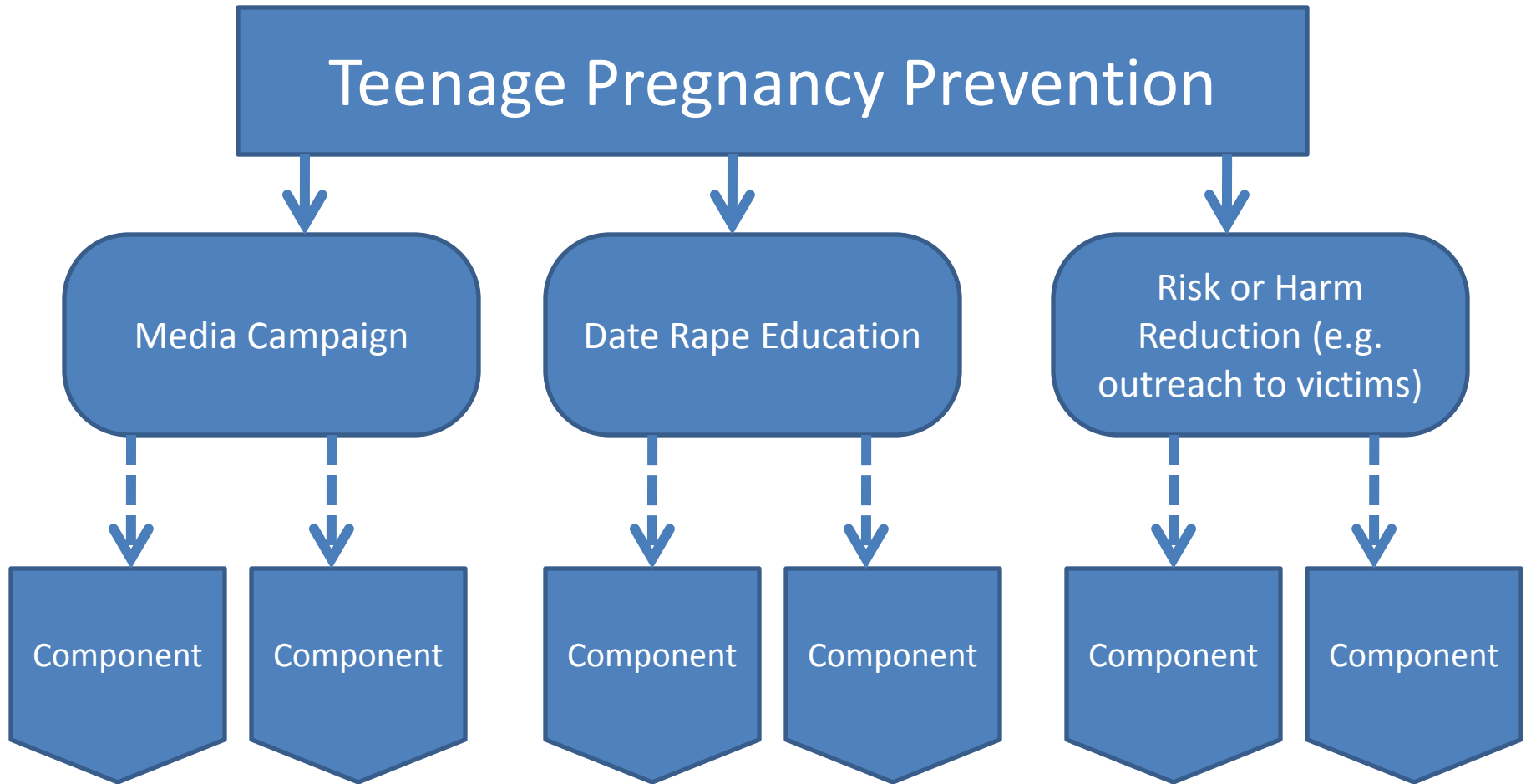
Project Cycle



Program vs. Project

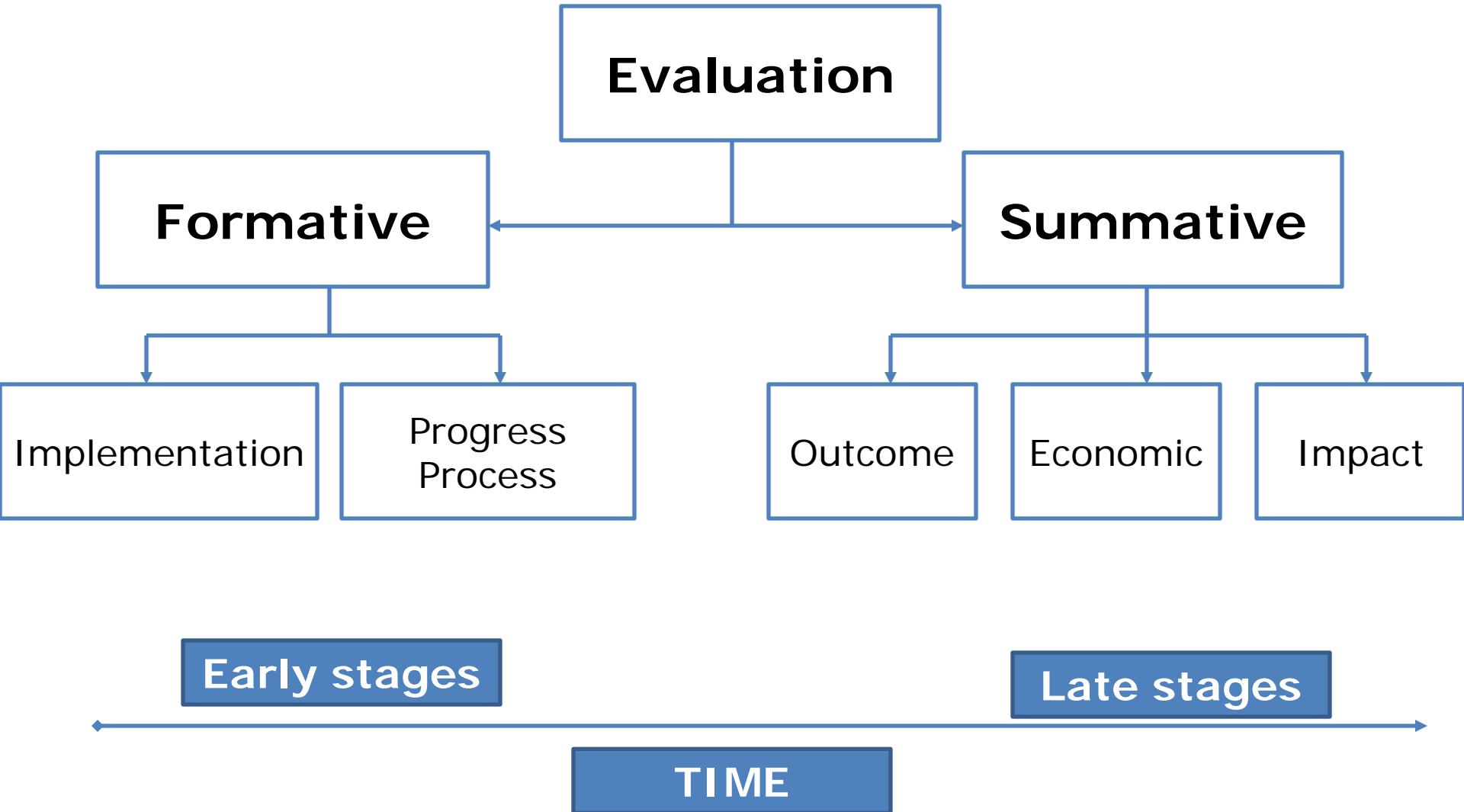
- A **program** is a coordinated approach to exploring a specific area related to agency's goal such as Teen Pregnancy Prevention.
- A **project** is a particular investigative or development activity funded by that program.
- A **program evaluation** determines the value of this collection of projects.
- In contrast, **project evaluation** focuses on an individual project funded under the umbrella of the program. The evaluation provides information to improve the project as it develops and progresses.

Program vs. Project



A component of a project may be a specific strategy, practice, or an approach

Types of Evaluation



Formative evaluation: What it is

Formative evaluation begins during project development and continues throughout the life of the project. Its intent is to assess ongoing project activities and provide information to monitor and improve the project.

When to use	What it shows	Why is it useful
<ul style="list-style-type: none">•As soon as program implementation begins.•During operation of an existing program.	<ul style="list-style-type: none">•How well the program is working.•The extent to which the program is being implemented as designed.•Whether the program is accessible and acceptable to its target population.	<ul style="list-style-type: none">•It allows for modifications to be made to the plan before full implementation begins.•Maximizes the likelihood that the program will succeed.

Process Evaluation: What it is

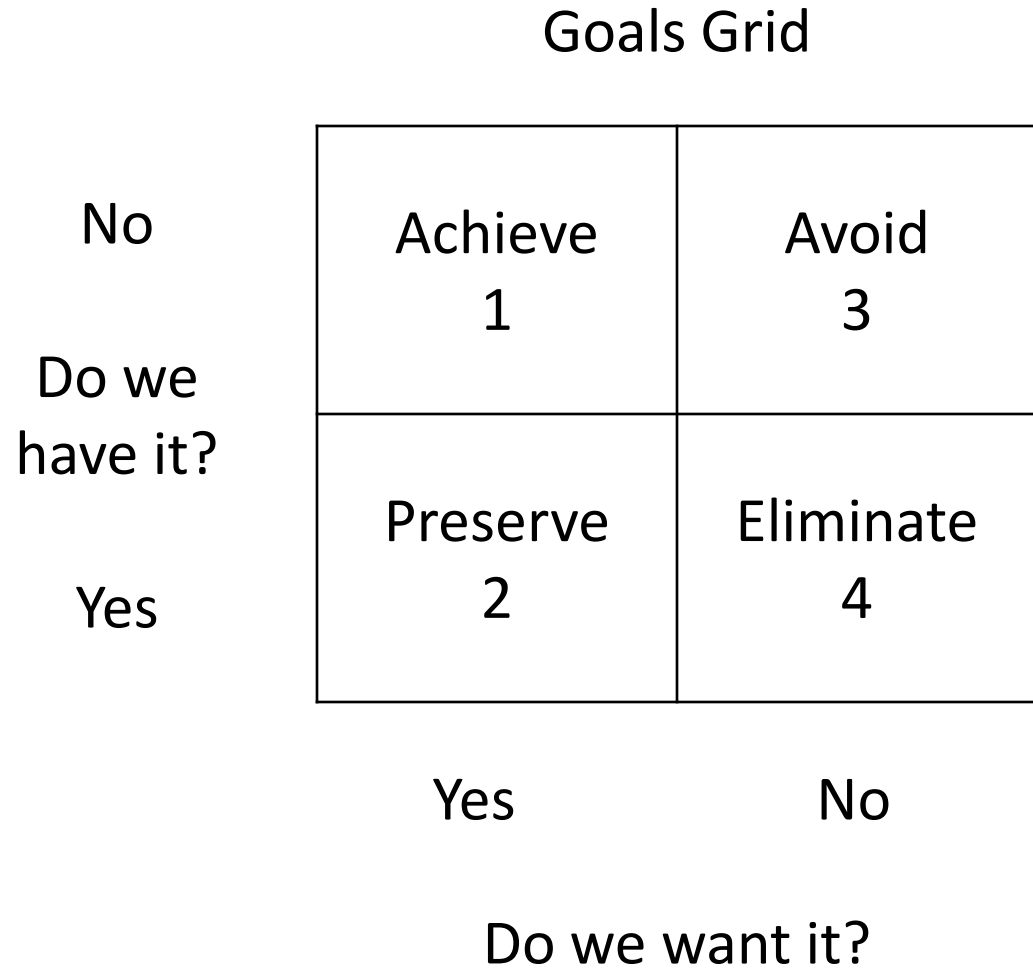
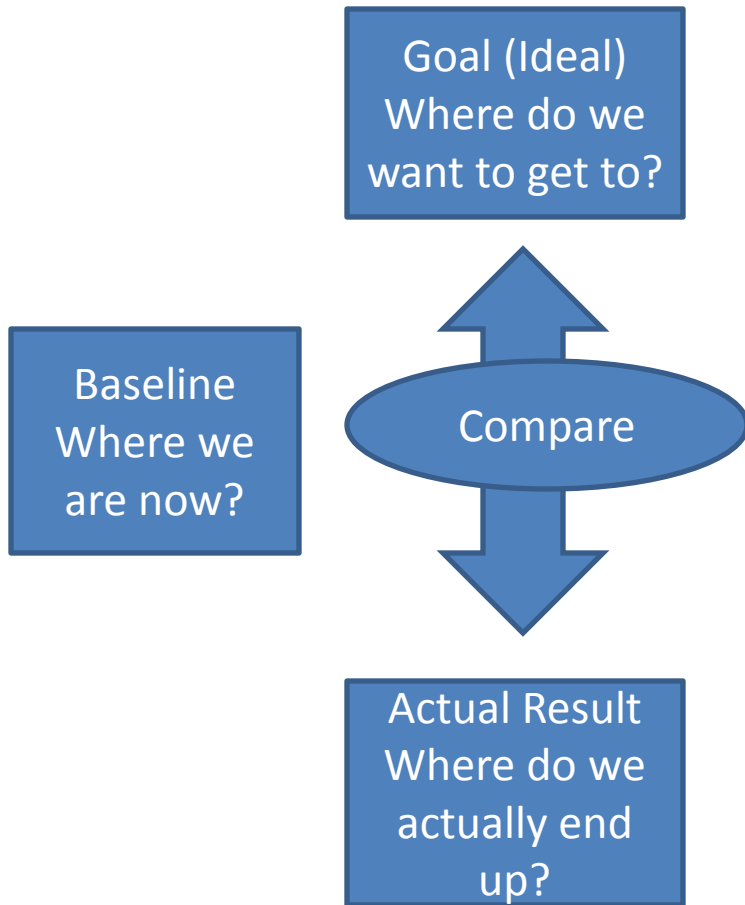
Process evaluation helps us understand whether the program is being delivered as planned. Process evaluation is linked to the activities and outputs in your logic model. It is concerned with quality control in the delivery of activities, and counts of outputs.

When to use	What it shows	Why is it useful
<ul style="list-style-type: none">• During the development of a new program.• When an existing program is being modified or is being used in a new setting or with a new population.	<ul style="list-style-type: none">• Whether the proposed program elements are likely to be needed, understood, and accepted by the population you want to reach.• The extent to which an evaluation is possible, based on the goals and objectives.	<ul style="list-style-type: none">• Provides an early warning for any problems that may occur.• Allows programs to monitor how well their program plans and activities are working.• Provides consistency across time and place.

Summative Evaluation

- The evaluation is an appraisal of worth, or merit of the project or program.
- Needed for decision making. Decision alternatives may include: disseminate the intervention to other sites or agencies; continue funding; increase funding; continue on probationary status; modify and try again; and discontinue.
- Consider unanticipated outcomes. Findings that emerge during data collection or data analyses that were never anticipated when the program was first designed.

Logic of Evaluation

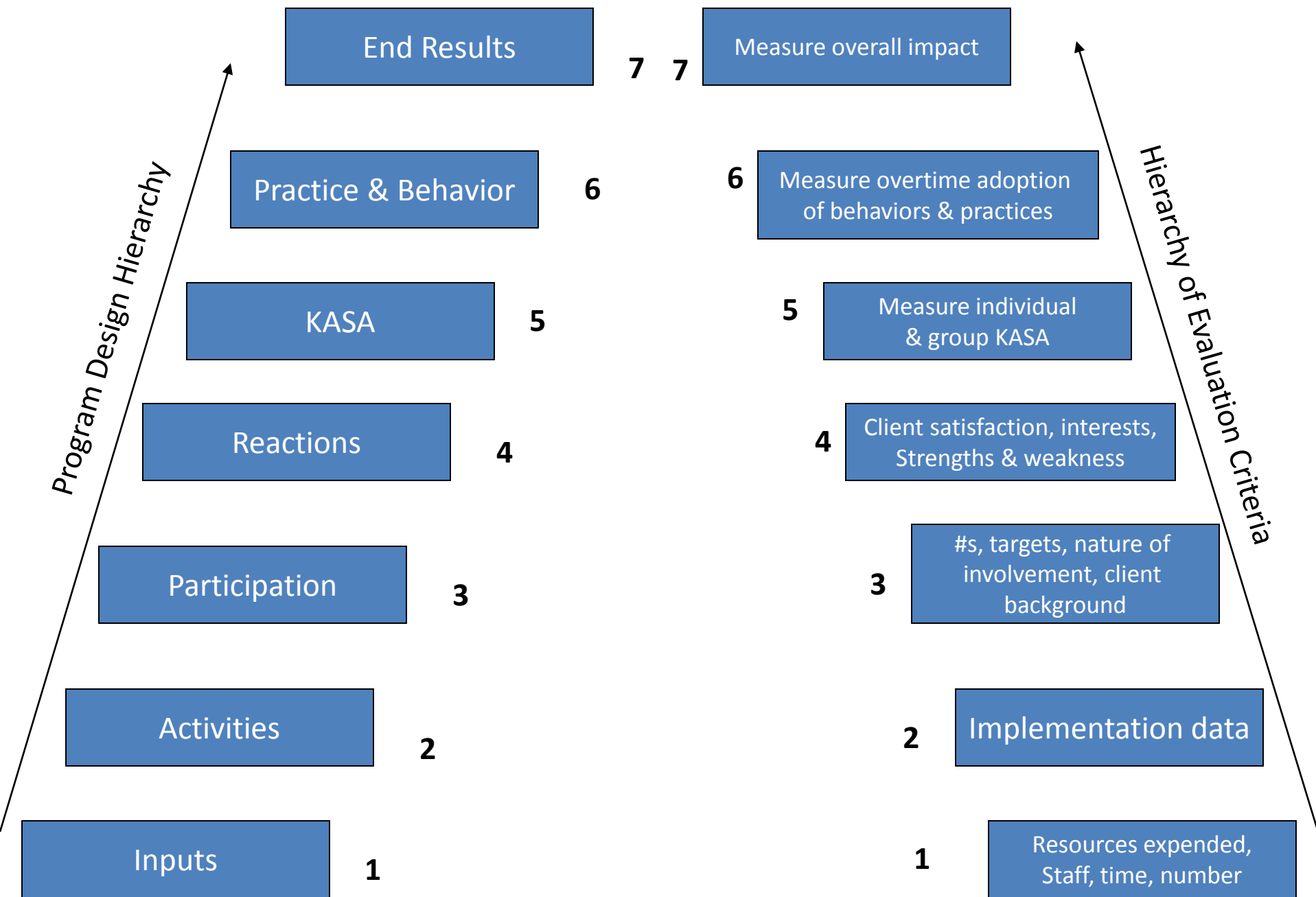


Performance Indicators & Evaluation

- Key Performance Indicators (KPI) = Govt. + Politics
 - Used for achieving targets and basis for accountability
 - Usefulness of KPI depends on **credibility, relevance, validity, transparency, and meaningfulness**
 - One tool in evaluation and used for monitoring purposes
 - Tells us trends and directions (whether it is increasing, declining, or staying the same)
- Evaluation = Digging deep
 - why indicators are moving in a certain direction they are
 - how the indicators are related to specific interventions
 - what is driving the 'movement' of indicators
 - what values should guide interpretation

If you can see in any given situation only what everybody else can see, you can be said to be so much a representative of your culture that you are a victim of it...

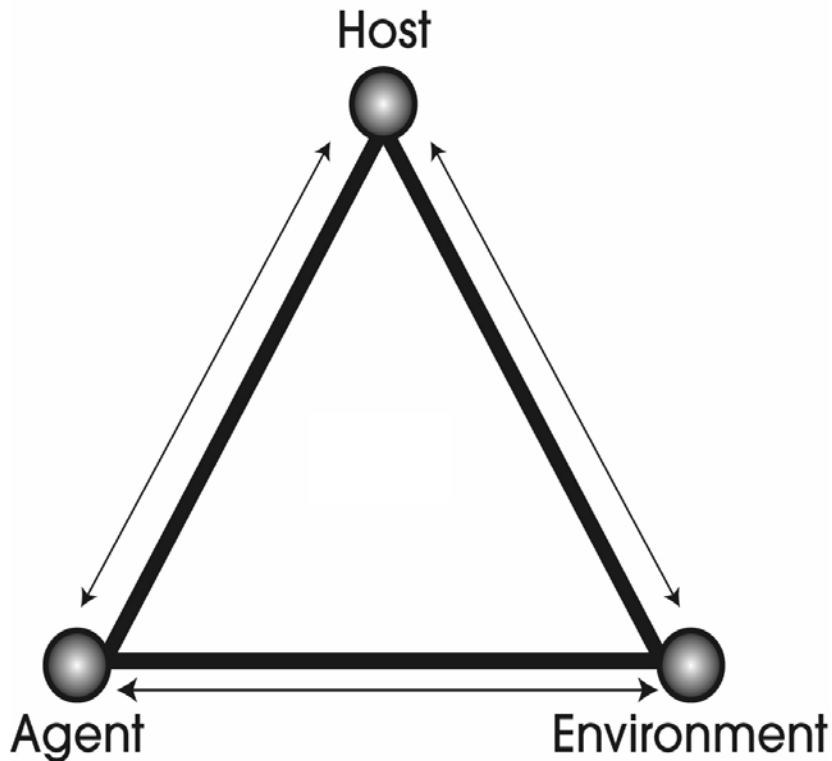
S. I. Hayakawa



Source: Patton

Epidemiology & Etiology

The Epidemiologic Triangle



In the case of Sexual Violence
'agent' (is the perpetrator);
'host' (victim/survivor);
'environment' (setting of
exposure, where it occurs).

Prevalence of sexual violence
can never be accurately
estimated.

Etiological Research

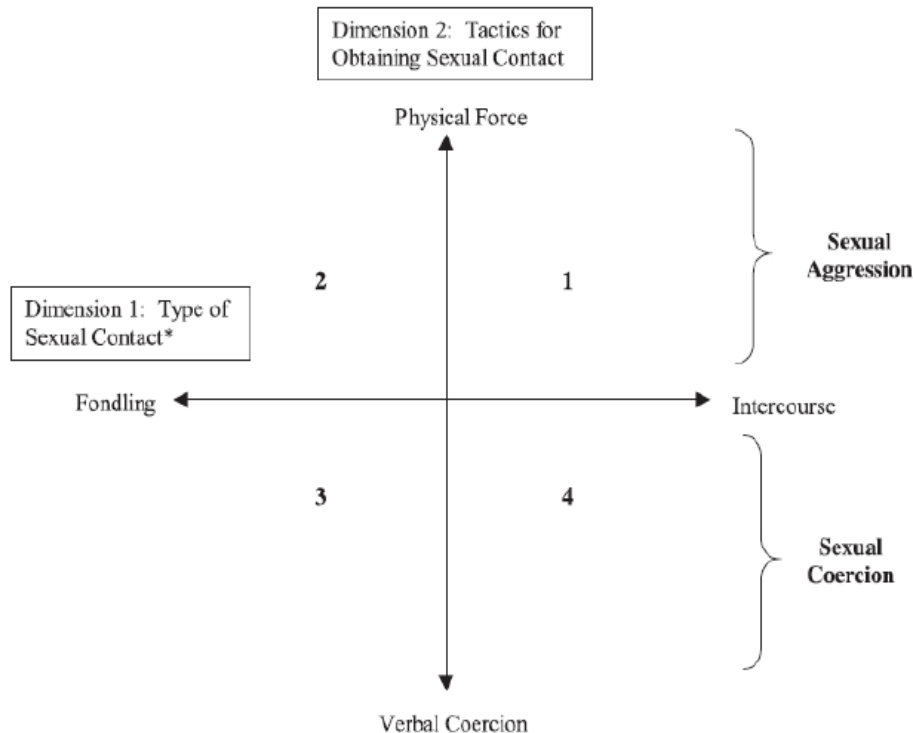


Fig. 1. A definitional model of sexual misconduct. *Note = all sexual contact is assumed to be unwanted. Consent is not given or is coerced.

Etiological research deals with likely causes and correlates of a problem.

Sexual violence is multifactorial:

- a) attitudinal or belief systems;**
- b) behavioral tendencies; c) personality characteristics;**
- d) childhood abuse experiences**

Source: DeGue, S. & DiLillio, D. (2005). "You would if you loved me": Toward an improved conceptual and etiological understanding of nonphysical male sexual coercion. *Aggression & Violent Behavior, 10*(4), 513-522.

Prevention Concepts

- Prevention research basically combines the epidemiological and etiological framework and focuses exclusively on intervention.
- Prevention can occur before the actual behavior occurs called **primary intervention**;
- After the onset of the behavior but before it becomes habitual called **secondary intervention**;
- And finally, **tertiary intervention** after the behavior becomes habitual, but with the objective of harm reduction and/or eliminating the behavior.

Risk Factors Framework

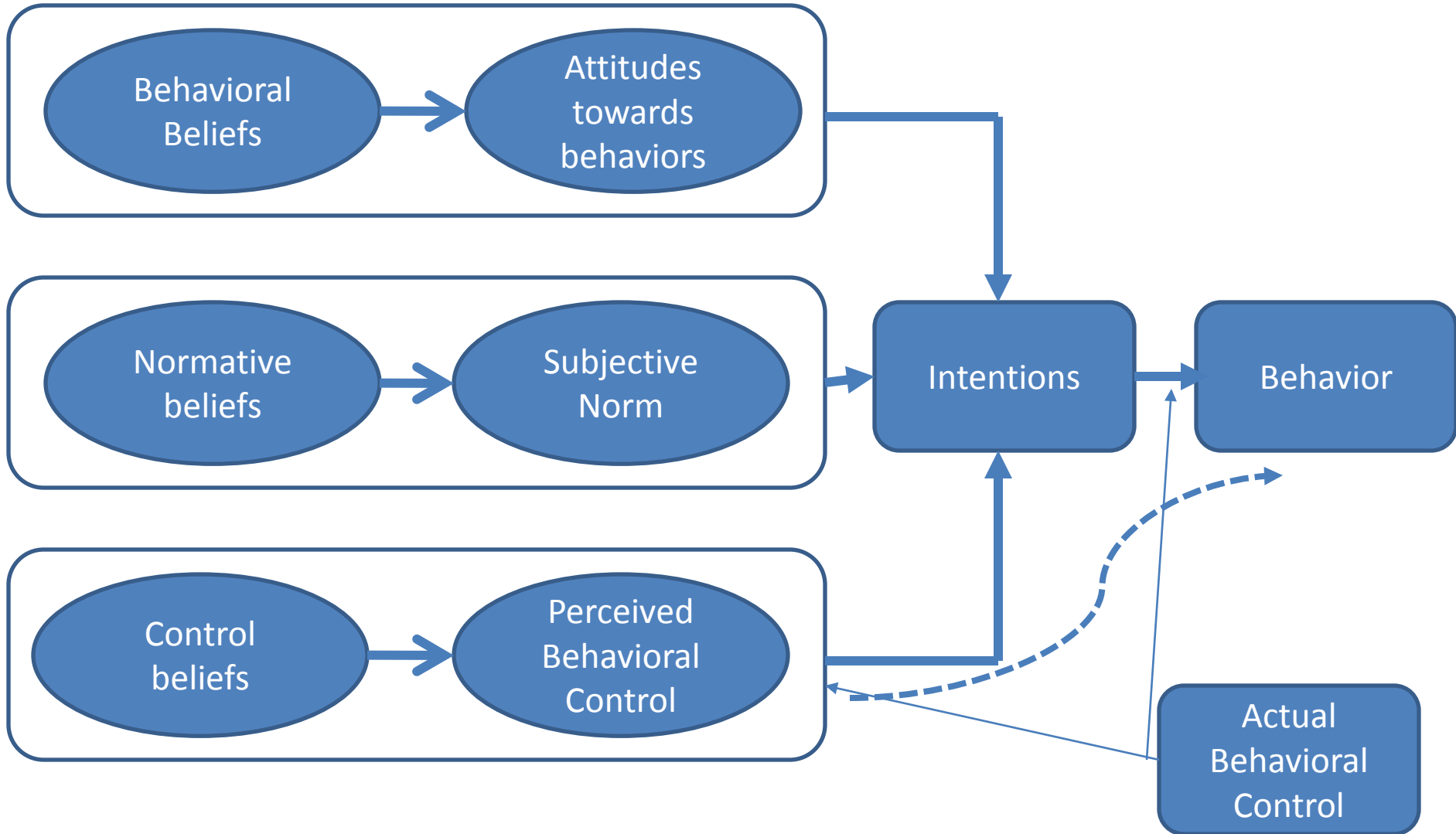
ADOLESCENT RISK FACTORS & PROBLEM BEHAVIORS

Adolescent Problem Behaviors

RISK FACTORS	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community Domain					
Availability of Drugs	X				
Availability of Firearms		X			X
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	X	X			X
Media Portrayals of Violence					X
Transitions and Mobility	X	X		X	
Low Neighborhood Attachment and Community Disorganization	X	X			X
Extreme Economic Deprivation	X	X	X	X	X
Family Domain					
Family History of the Problem Behavior	X	X	X	X	
Family Management Problems	X	X	X	X	X
Family Conflict	X	X	X	X	X
Favorable Parental Attitudes and Involvement in the Problem Behavior	X	X			X
School Domain					
Academic Failure Beginning in Late Elementary School	X	X	X	X	X
Lack of Commitment to School	X	X	X	X	X
Individual/ Peer Domain					
Early and Persistent Antisocial Behavior	X	X	X	X	X
Alienation and Rebelliousness	X	X		X	
Friends Who Engage in the Problem Behavior	X	X	X	X	X
Gang Involvement	X	X			X
Favorable Attitudes Toward the Problem Behavior	X	X	X	X	
Early Initiation of the Problem Behavior	X	X	X	X	X
Constitutional Factors	X	X			X

Can you identify what risk factors may play role in sexual violence?

Understanding Behavior



Sexual Violence Prevention: What works!

Seven key concepts should be included:

- 1. awareness and knowledge about rape;**
- 2. rape myths and rape supportive attitudes;**
- 3. alcohol consumption;**
- 4. effective self-protection (resistance) strategies;**
- 5. self-defense (assertiveness) training;**
- 6. telling a friend;**
- 7. health-care based interventions**

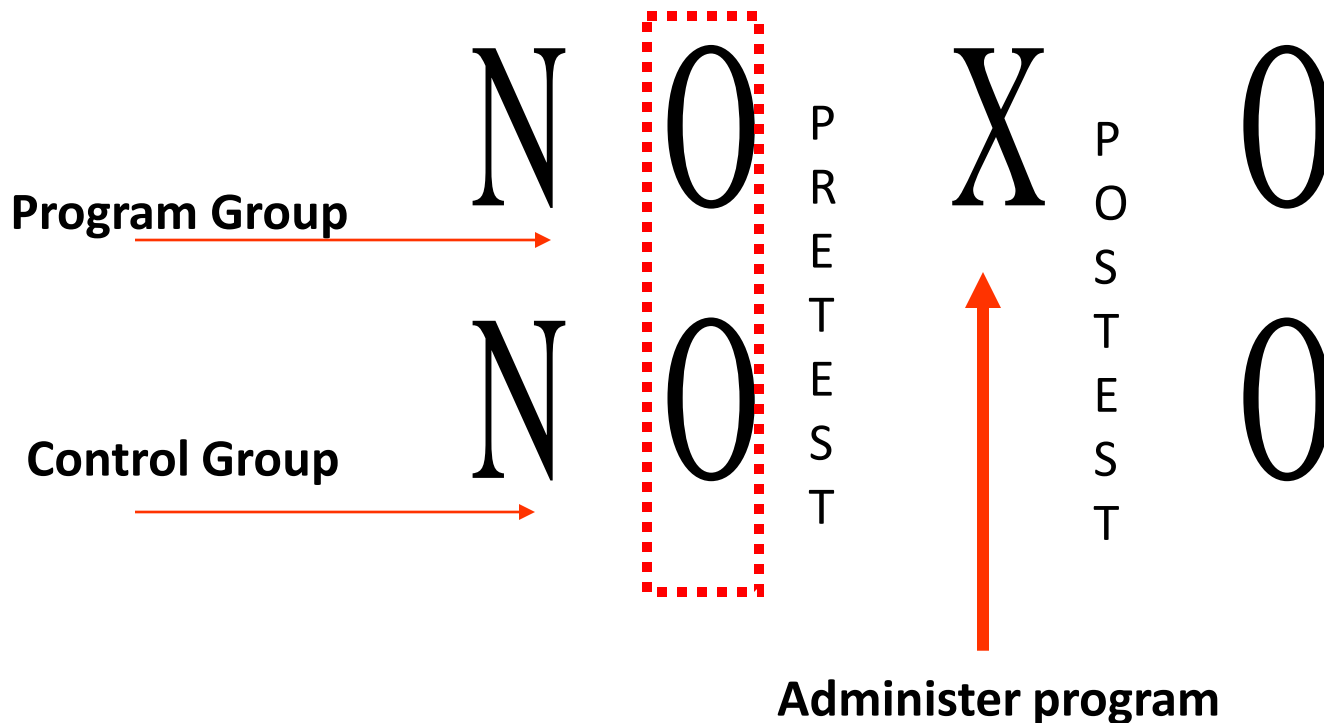
Rape education is just one aspect of prevention!

So what's next?

- ❑ Needs assessment is most critical! Part of your developing your logic model, *if people don't own it they don't believe in it.*
<http://www.acjc.state.az.us/ACJC.Web/sac/AYS.aspx>
- ❑ Involve stakeholders in developing not only describing the problem, but also 'solution' and evaluation (participatory action!)
- ❑ Collaborate with agencies, programs, projects that address issues relating to youth.
- ❑ Keep your focus as to what your activities, strategies in the project should lead to (logic model) and what you'd expect from evaluation

So what's next?

- Ideal evaluation scenario: Experimental
- The next-best scenario: Quasi-experimental (Pre/Post tests with a comparison group) also called NEGD *non-equivalent group design*



Evaluation...

- To do or not do....

Lady, I do not make up things. That is lies. Lies in not true. But the truth could be made up if you know how. And that's the truth

*- Lily Tomlin as character "Edith Ann"
Rolling Stone, October 24, 1974*