




# So What Now?!

Evaluation and Data Collection Webinar Series



## Putting the Pieces Together for your Evaluation Plan

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Education, Training & Research Associates (ETR)  
251 Rhode Island St., Suite 204  
San Francisco, CA 94103  
(415) 252-2402  
<http://www.etr.org/tabono>



# TABONO CBA



PARTNERING TO BUILD EXCELLENCE IN HIV SERVICES

Tabono means "oar" or "paddle." It symbolizes unity of purpose and hard work to reach a destination or goal. In the same way, ETR Associates' Tabono CBA program works with community-based organizations (CBOs) to help them meet their HIV/AIDS program goals. The Tabono CBA program's overall goal is to improve HIV/AIDS programming and reduce HIV risk among youth and adult populations of African-American, Latino, MSM, LGBTQ and other high risk and racial/ethnic populations served by CBOs.



## What does Tabono CBA do for CBOs ?

### **Evidence Based Interventions (EBI):**

Pre-Implementation, Implementation, Maintenance and Adaptation support for: SIHLE, FOY, d-up!, SISTA

### **Public Health Strategies (PHS):**

Guidance for CBOs that provide Counseling, Testing, Referral (CTR), Partner Counseling and Referral Services (PCRS) and Comprehensive Risk Counseling and Services (CRCS)

### **Monitoring & Evaluation (M&E):**

Training and Technical Assistance (TA) on evaluation planning, process and outcome measures and tools, community discovery, logic modeling and more...

**Cultural “Competency”:** customized interactive Trainings and TA on workplace diversity, individual and group facilitation skills, and all related special issues faced by the youth, LGBTQ, MSM and women populations in your local community.

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## Meet Your Presenter: B.A Laris



### A few B.A Highlights:

- ETR since 1999
- CDC - DHAP with Tabono CBA
- FYSB & State PREP Planning
- CDC - DASH evaluations on nutrition and physical activity
- GLBTQ support for various school districts
- CA Office of Family Planning (OFP)
- TA and Evaluation in West Africa
- Avid Triathlete, Pilates Instructor and Mom





**Time is what we want most,  
but...what we use worst.**

**~ William Penn**

# Workshop Agenda

- Objectives
- Program Evaluation
- Evaluation Plans
- Evaluation Questions
- Data Sources
- Data Collection Methods
- Data Collection Timing
- Questions

# Workshop Objectives

- Increase comfort with evaluation language, terms and the evaluation planning process
- Improve skills in identifying process–and outcome-related evaluation questions
- Enhance understanding of methods for collecting data



**The only man who behaves sensibly is my tailor; he takes my measurements anew every time he sees me while all the rest go on with their old measurements and expect me to fit them.**

**~ George Bernard Shaw**





***Program Evaluation is....the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development.***

Patton MQ. *Utilization-focused evaluation: The new century text*. 3rd ed. Thousand Oaks, CA: Sage, 1997.

# Good Evaluations Are...

- Planned and purposeful
- Practical and feasible
- Useful



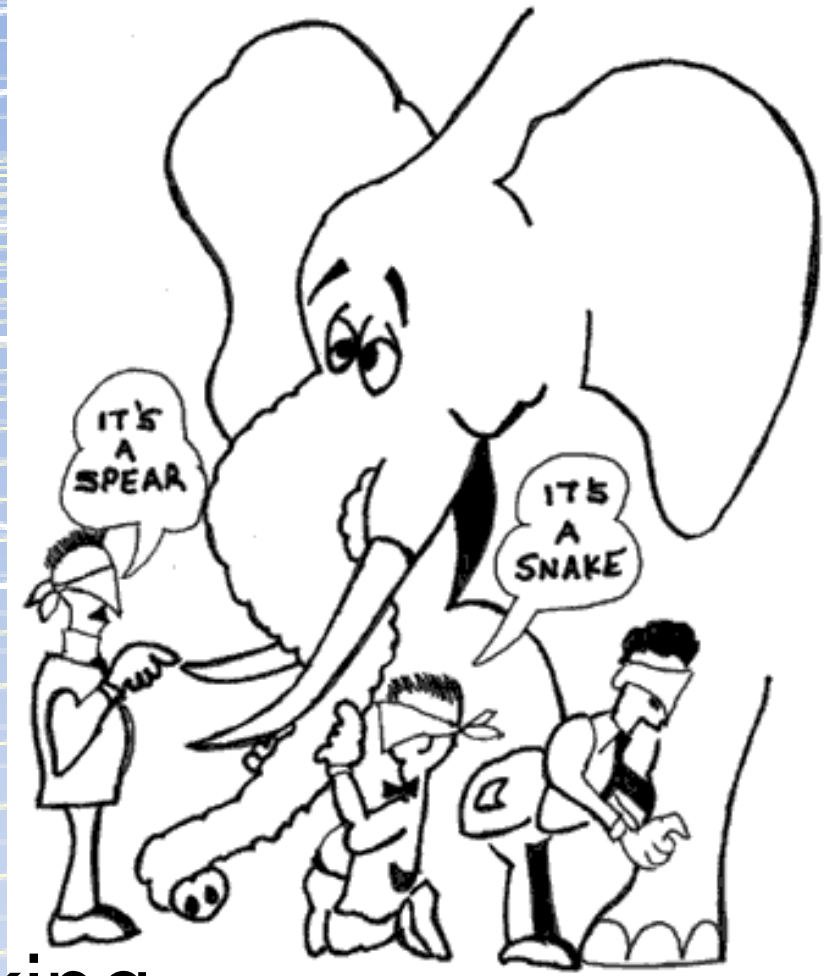


# Why use Evaluation?

- Do our outreach workers feel prepared?
- Are our educators meeting their participant numbers?
- Does it make sense for us to run small groups in 6 different health centers?
- Do our transgender youth have more awareness of condoms or substance use issues?
- Do our homeless youth know where to access HIV testing?
- Have program participants decreased the number of sex partners?

# Why use Evaluation?

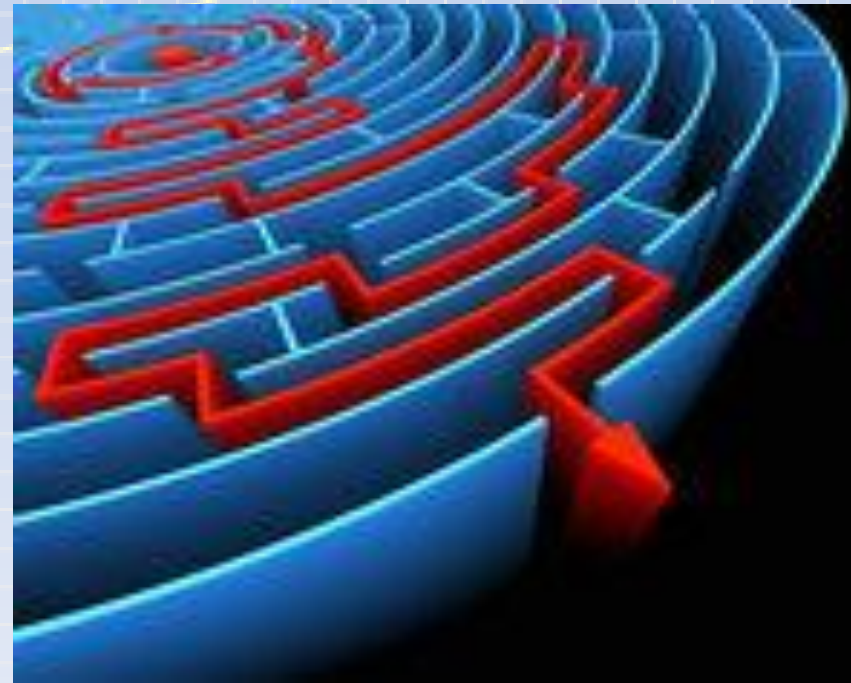
- Monitor progress
- Accountability
- Pilot/test
- Cost-effectiveness
- Attribution
- Data-based decision making
- Continuous program improvement
- Increase knowledge base
- Demonstrate effectiveness/impact





# Two Primary Types of Evaluation...

- Process Evaluation
- Outcome Evaluation



# Process Evaluation

- Formative
- Implementation
- Means vs. ends
- What happened along the way?

# Outcome Evaluation

- Summative
- Impact
- Ends vs. means
- What was the result?



**When planning for a year, plant corn.  
When planning for a decade, plant trees.  
When planning for life, train and educate  
people.**

**~ Chinese Proverb**



# Developing an Evaluation Plan

- Step 1: What do you want to know?
- Step 2: Who/what can provide what you want to know?
- Step 3: How will you find out what you want to know?
- Step 4: When should you find out what you want to know?



**The most serious mistakes are not being made as a result of wrong answers. The truly dangerous thing is asking the wrong question.**

**~ Peter Drucker**





# 1. What Do You Want to Know?

What are the **BIG** and **little** questions you want to or need to answer about your program?



# Selecting your Questions

- Goals
- Objectives
- Logic model
- Work plan
- Scope of work
- Grant requirements
- Performance measures



# An example...

- Increase intention to use condoms

Casual partners

Age

Steady partner

GENDER

Frequency

Currently sexually active

All

participants

V  
I  
R  
G  
I  
N



# How do you focus your questions?

- Depends on...
  - purpose
  - users
  - priorities
  - resources

F O C U S  
E O C U S

## 2. Who Can Provide Answers?



# Data sources may include...

- Existing documents/records/data
- Program participants
- Program implementers
- Community stakeholders





# Sampling data sources...

- Random sample
- Purposive sample
- Convenience sample



**Don't forget about your  
Process and Outcome  
objectives**



# 3. How Will You Find Out What You Want to Know?

- Typical Methods
  - Survey
  - Logs
  - Interview
  - Focus Group
  - Observation
  - Document Review





# Advantages & Disadvantages

- Resources
- Time constraints
- Quality of data
- Sensitivity





**Everything that  
can be counted  
does not  
necessarily  
count;  
everything that  
counts can not  
necessarily be  
counted.**

**~ Albert Einstein**

# Think about...

- Data collection logistics
- The way you word your items
- Ensuring quality
  - Validity
  - Reliability
- Cultural sensitivity





# Examples of Evaluation Tools





# Example: Participant Survey

**I understand the changes my body is going through during puberty.**

- Strongly Agree
- Disagree
- Agree
- Strongly Disagree
- Not sure

**How comfortable would you be saying NO to sex with a boyfriend/girlfriend, when you DON'T want to have sex?**

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

**What are your thoughts about having sexual intercourse in the NEXT 3 MONTHS?**

- I'm sure I will have sex in the next 3 months
- I probably will have sex in the next 3 months
- I probably won't have sex in the next 3 months
- I'm sure I won't have sex in the next 3 months

# Example: Focus Group

A. Introductions	Group agreements/consent
<p>B. Icebreaker *5 Min.* <i>The group facilitators should go first. Have fun with this!</i></p>	<p><i>We've placed name cards on the table in front of you to help us remember each other's names. Let's find out some more about each other by going around the table and introducing ourselves.</i></p>
<p>C. Introductory Questions about bullying and harassment</p>	<p><i>We want to start by getting a sense of how safe people feel at school.</i></p>
<p>C.1. Extent of problem <i>Probe for:</i> ◎ <i>How safe do you feel?</i> ◎ <i>What type (physical and verbal)</i></p>	<ul style="list-style-type: none"><li>• How would you describe your school environment?</li><li>• Tell us about harassment and bullying on campus. Or, to what extent do students harass and bully each other on campus?</li><li>• Can you describe a typical situation?</li></ul>

# Example: Session Observation

Please check off activities that were completed

Activity	√	Facilitator	√	Teens
1. Introduction		Had youth introduce themselves Explained importance of Group Agreement		Introduced themselves one at a time Made suggestions for agreements Signed group agreements
2. Networking Icebreaker		Explained the networking game		Placed their networking sheet in a safe place
3. Journal Decorating		Explained the importance of the journal		Decorated journals
4. ....				

1. Were there any activities that took too long? Why?
2. Were there any challenges with the activities/session? If any of the activities were skipped, please describe the reason.
3. Did an activity go especially well?

# 4. When Should You Collect Data?

- How often?
- What specific time points?





# Time considerations

- Prior to program implementation
- During program implementation
- Immediately after program implementation ends
- Some period of time after implementation ends



**If you don't  
measure results,  
you can't tell  
success from  
failure.**

**~ Anonymous**



# Questions & Answers



**If you have knowledge, let others light  
their candles in it. ~ Margaret Fuller**

**Thank you!**

**We hope you join us for the next in our**

**“So What Now?!”**

**Evaluation and Data Collection Webinar series**

**Asking the Right Questions for  
your Data Collection Activities ~ Nov.8<sup>th</sup>**

**Mapping Your Program Ideas to a  
Useful Logic Model ~ Jan 18<sup>th</sup>**

**What is Really Going On Here...  
Understanding Situational Analysis ~ Feb 29<sup>th</sup>**