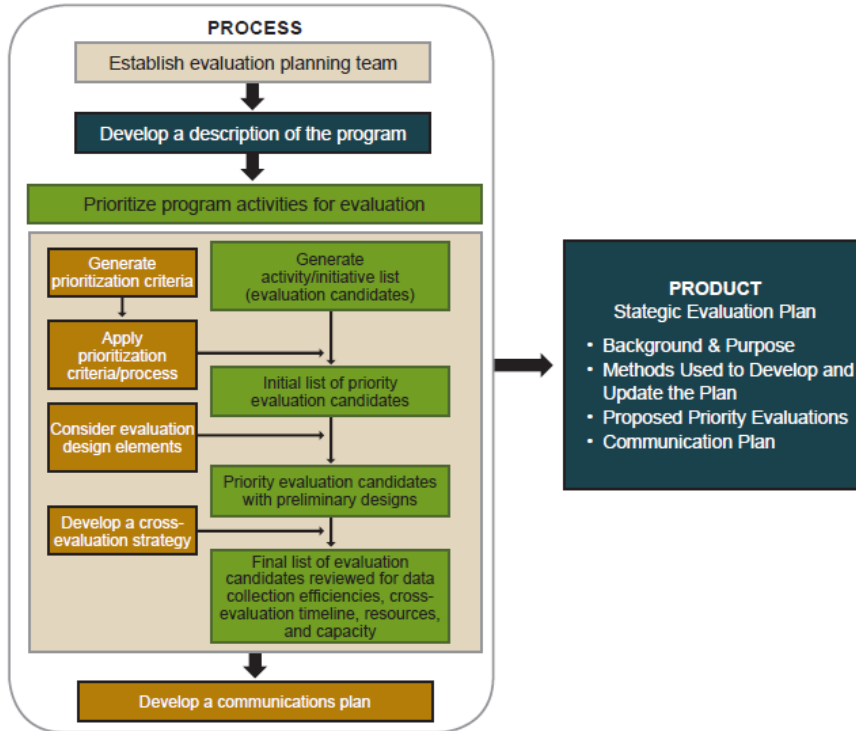# How to develop a strategic evaluation plan: what it is and what it is not
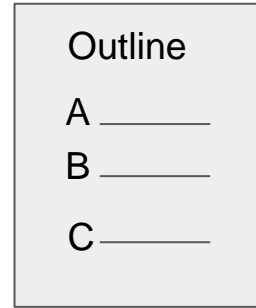
Utah Department of Health

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Strategic vs Individual

Strategic vs. Individual Evaluation Planning

Outline

A ——————

B ——————

C ——————

I KNOW THERE IS A FOREST IN THERE SOMEWHERE...

Strategic vs. Individual - Components

A. Establish an evaluation planning team (step 1)
   - Evaluation planning team consisting of individuals with diverse knowledge and skills and an interest in evaluation
B. Describe the **"program"** (step 2)
   - A list and corresponding profiles of evaluation candidates
C. Prioritize program activities for evaluation (step 3)
   - Prioritized list of evaluation candidates
D. Consider evaluation design elements (steps 3-4)
   - Table of possible evaluation questions connected to evaluation designs, data collection methods, and resource considerations for each priority candidate.
E. Develop a cross-evaluation strategy (steps 3-5)
   - A strategy that includes a sequence of potential evaluations to conduct over the cooperative agreement lifecycle.
F. Promote use through communication (step 6)
   - Strategy for communicating progress and lessons learned about strategic evaluation activities and products
G. Write and revise your strategic evaluation plan

1. Engage stakeholders
2. Describe the **"program"**
3. Focus the evaluation design
4. Gather credible evidence
5. Justify conclusions
6. Ensure use and share lessons learned

Context of the program...

They're coming...   ...in two years.

Zombie Apocalypse Prevention and Control Program

Step A - Establish Eval Planning Team

Product

- Evaluation planning team consisting of individuals with diverse knowledge and skills and an interest in evaluation

Evaluation Planning Team Members:

Director of the Zombie Apocalypse Prevention and Control Program

City council member

Healthcare administrator

School board member/office of education representative

The evaluator - You!

Step B - Describe the Program *Corresponds to Step 2 of CDC Framework*

Product

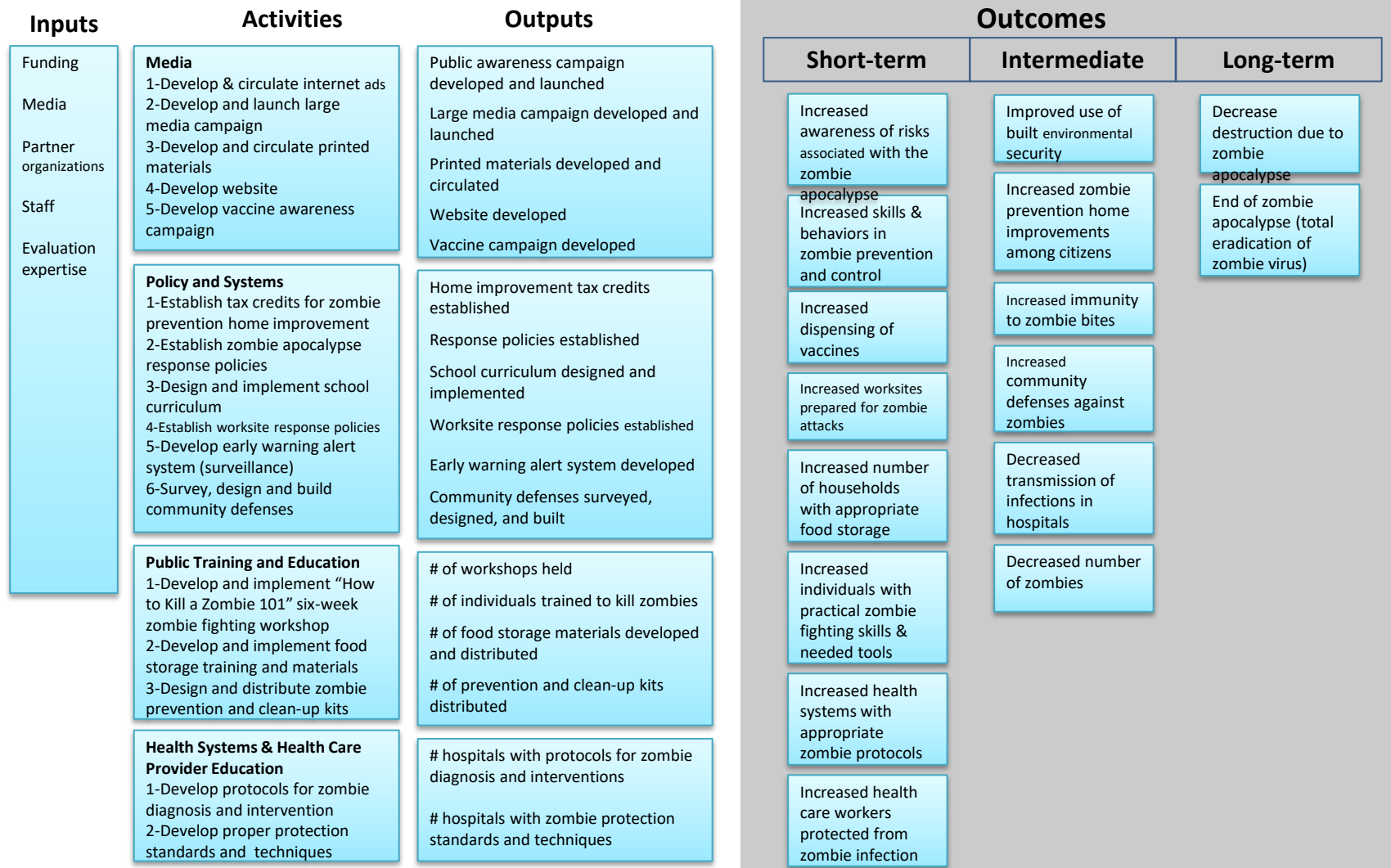- A list and corresponding profiles of evaluation candidates

How to get there

Review program documents

Summarize findings (Program Activity Profiles)

Develop program description (Logic Model)

Inputs

Funding

Media

Partner organizations

Staff

Evaluation expertise

Activities

Media
1-Develop & circulate internet ads
2-Develop and launch large media campaign
3-Develop and circulate printed materials
4-Develop website
5-Develop vaccine awareness campaign

Policy and Systems
1-Establish tax credits for zombie prevention home improvement
2-Establish zombie apocalypse response policies
3-Design and implement school curriculum
4-Establish worksite response policies
5-Develop early warning alert system (surveillance)
6-Survey, design and build community defenses

Public Training and Education
1-Develop and implement "How to Kill a Zombie 101" six-week zombie fighting workshop
2-Develop and implement food storage training and materials
3-Design and distribute zombie prevention and clean-up kits

Health Systems & Health Care Provider Education
1-Develop protocols for zombie diagnosis and intervention
2-Develop proper protection standards and techniques

Outputs

Public awareness campaign developed and launched

Large media campaign developed and launched

Printed materials developed and circulated

Website developed

Vaccine campaign developed

Home improvement tax credits established

Response policies established

School curriculum designed and implemented

Worksite response policies established

Early warning alert system developed

Community defenses surveyed, designed, and built

# of workshops held

# of individuals trained to kill zombies

# of food storage materials developed and distributed

# of prevention and clean-up kits distributed

hospitals with protocols for zombie diagnosis and interventions

hospitals with zombie protection standards and techniques

Outcomes

Short-term

Increased awareness of risks associated with the zombie apocalypse

Increased skills & behaviors in zombie prevention and control

Increased dispensing of vaccines

Increased worksites prepared for zombie attacks

Increased number of households with appropriate food storage

Increased individuals with practical zombie fighting skills & needed tools

Increased health systems with appropriate zombie protocols

Increased health care workers protected from zombie infection

Intermediate

Improved use of built environmental security

Increased zombie prevention home improvements among citizens

Increased immunity to zombie bites

Increased community defenses against zombies

Decreased transmission of infections in hospitals

Decreased number of zombies

Long-term

Decrease destruction due to zombie apocalypse

End of zombie apocalypse (total eradication of zombie virus)

List of Program Activities (evaluation candidates)

- Media
  - Internet Advertising
  - Large Media Campaign
  - Printed media
  - Website
  - Vaccine Awareness Campaign
- Policy & Systems
  - Tax Credits for Home Improvement
  - Response Policies
  - School Curriculum
  - Worksite Response Policies
  - Early Warning Alert System
  - Physical Community Defenses

- Public Training and Education
  - How to Kill a Zombie 101
  - Food storage training & materials
  - Zombie Prevention Kits
  - Zombie Clean-up Kits
- Health Systems and Health Care Provider Education
  - Hospital protocols for zombie diagnosis and interventions protocols
  - Proper protection standards and techniques

Program Activity Profiles - Page 27

Program Component	Public Training and Education
Title of Activity	How to Kill a Zombie 101
Description of Activity	6-week skill-improvement workshop offered at community facilities for all ages
Duration of Activity	Starting monthly, ongoing
Partner Involvement	Parks and Rec locations, schools, libraries, churches, other established community organizations/locations, police academy/army reserves to train the volunteer trainers
Cost of activity	$100,000 (training materials-videos, dummies, weapons, incentives, transportation to training). Lots of other in-kind donations.
Known challenges in conducting the activity	Transportation, timing and location of the classes, scheduling conflicts, time to train volunteers, need to qualified trainers.
Prior Evaluation	None

Step C - Prioritize Program Activities for Evaluation
Corresponds to Step 3 of CDC Framework

Product

● Prioritized list of evaluation candidates

How to get there

Develop clear prioritization criteria

What are some potential criterion?

Apply criteria to list of potential evaluation candidates

Generate a rank-ordered list of priority evaluation candidates

Potential Prioritization Criteria

Table 2.2 on Page 2-8 of handout

Criterion	Information Required for Prioritization
Cost	What financial resources have we invested in this activity?
Labor/time intensive	How much staff time have we invested in this activity?
Prior evaluation	Have we evaluated this activity before?
Performance	Does information from our performance measurement system indicate a need for more in-depth examination of this activity?
Maturity	What is the stage of development or implementation for this activity?
Stakeholder interest	How interested are our stakeholders in this activity?
Sustainability	How much does this activity contribute to the sustainability of the state asthma program?
Centrality	How connected is this activity to our asthma partners across the state?

Prioritization Criteria Example

Activity: Select Prioritization Criteria

Instructions:

1. Turn Activity Worksheet found on page 28
2. Choose the prioritization criteria to use in the creation of rank-ordered list of evaluation candidates
3. Define the categories & values (i.e., will it be qualitative [high/low] or quantitative [1, 2, 3]?
4. Provide the definition of the criteria, each of the categories/values, and describe in more detail how the criteria will be applied.
   a. Will there be any thresholds?
   b. Can the criteria or categories be misinterpreted?

Table 2.3 Page 2-11

Activity	Criteria			
	Information Need	Sustainability*	Importance	Challenges
Surveillance				
Identify and fill gaps in existing data	High		High	Medium
Assess data quality	Medium		Medium	Medium
Analyze data	Low		High	High
Disseminate findings	High		Low	Low
Advocate for improvements in data quality	Medium		Low	Low
Respond to data requests	Low		Medium	Medium
Strategic Partnerships				
Coordinate asthma-related activities among partners	Medium	Medium	High	High
Identify membership gaps and recruit	High	Low	High	High
Maintain membership involvement	Low	High	Low	Low
Provide forum for networking and	High	Low	Low	Low

Step D - Consider Eval Design Elements

Product

- Table of possible evaluation questions connected to evaluation designs, data collection methods, and resource considerations for each priority candidate.

How to get there

Generate **evaluation questions** of interest (no more than 5 per candidate)

Sketch out possible **evaluations designs**, **data collection methods,** and **timelines**

Consider resource requirements and feasibility of data collection

Example Design and Data Collection Summary

Table 2.5
Page 2-15

Question	Possible Evaluation Design(s)	Potential Data Collection Methods	Possible Data Sources	Data Collection Begins	Final Results Due	Resources Required
Surveillance What measures have we taken to identify gaps in our asthma surveillance data over the past 2 years? Are these activities sufficient?	Case-study	Document review; Semi-structured interviews; Online survey	Surveillance work plans; Asthma epidemiologists; Surveillance data users	Year 3	Middle of Year 4	Modest
Strategic Partnerships To what extent does the asthma program interface with health systems & payers? To what extent are our partnerships strategically focused on specific outcomes?	Case-study	Document review (meeting logs, agendas); key informant interviews	Staff calendars Meeting notes	Year 2	Year 2	Modest
Health Systems To what extent has information exchange improved between clinics and schools?	Pre-post (with comparison)	Surveys or interviews?	Clinic managers, school nurses	Baseline collection ASAP	End of Year 3	Modest

Step E - Develop Cross-Evaluation Strategy

Corresponds to Steps 3-4 of CDC Framework

Product

● A strategy that includes a sequence of potential evaluations to conduct over the cooperative agreement lifecycle.

How to get there

● Ensure good mix of evaluations:

● Look for data collection efficiencies

● Develop new timeline (include milestones and capacity building activities)

Issues to consider when looking across proposed evaluation strategies.

See pg. 2-20 Table 2.6

Area	Definition	Issues to Consider
Evaluation Design	What evaluation designs are proposed?	• Will a proposed evaluation design be suitable for answering multiple evaluation questions?
Data Collection: Target Audience	From whom is information being collected?	• If several data collection strategies have the same target audience, can you collect information for more than one purpose using a single data collection tool? • Are data collection activities concentrated too heavily on one target audience? • Can burden be shared more equitably?
Data Collection: Timeline	When is information being collected?	• How can evaluation data collection needs be integrated into the program timeline? For example, if baseline data need to be collected, program activities may need to be delayed. • If information on different evaluation activities needs to be collected at the same time, do you have the resources to conduct multiple evaluation activities simultaneously?
Data Collection: Source	From where is information being collected?	• Can the same data source be used for multiple evaluation activities? • Can a single source be modified or enhanced to support your strategies for the future?
Who	Who will conduct the evaluation activity?	• Do you have the personnel and resources to conduct the evaluation strategies you prioritized? • Do they have the necessary skills and expertise or how could they obtain these skills? • Can you leverage additional evaluation assistance from partners?
Analysis	How will the information from the evaluation be analyzed?	• Who will do the analysis? • Do they have the necessary skills and expertise or how could they obtain these skills? • Can you leverage additional analytic capability from partners?
Use	How will the information from the evaluation likely be used?	• Will the information be provided in time to inform decisions? • Who will use the information provided? • Are there capacity-building activities that need to be conducted with intended users to increase the likelihood that results will be used?

	Year 1		Year 2	
	Quarters 1 & 2	Quarters 3 & 4	Quarters 1 & 2	Quarters 3 & 4
Evaluations	How to Kill a Zombie 101 workshops		Community Defenses	
		Healthcare system protection standards and techniques		
Program Milestones	Central database up and running with access given to healthcare admin. Mandate in place for reporting of progress. Facilitators have been trained, locations acquired, and workshops up and running.	Defenses built (wall completed)		
Evaluation Capacity Building	Train healthcare admin on use of central database. Cops/firefighters, trained on skills assessment tests.	Train observers		

Example: Timeline for Evaluations including Program Milestones and Capacity Building Efforts

Step F - Promote Use through Communication

Corresponds to Steps 6 of CDC Framework

Product

- Strategy for communicating progress and lessons learned about strategic evaluation activities and products

How are you doing?

- Are your results being disseminated?
- Do you have a process/plan for communicating your results?

Communication Plan Summary

Pg. 2-24 table 2.7. This can be modified to meet your needs!

Purpose	Audience	Possible Formats	Timing	Person Responsible
Present final SEP	UAP and UATF	PPT presentation	October 2015 Task Force Mtg.	UAP Evaluator
Update SEP annually	Evaluation Planning Team	In-person meeting/discussion	Annually (January)	UAP Evaluator
Provide updates and collaborate on IEs	UATF and stakeholders engaged in the IEs	Google Applications, PPT presentation, Listserv email	As needed during IEs	UAP Evaluator and UAP HPS
Share IE results	UAP staff (staff meeting) Relevant stakeholders (in-person meeting)	Reports, PPT presentation, conference abstracts	After IE is completed	UAP Evaluator, UAP HPS, and relevant stakeholders

Conclusion

- How can you specifically apply these principles in your own work?
- What is one thing you are going to do when you get back to the office?

Q&A

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