

Evaluation of the TPP Tier 1B Program

Abt Associates

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- The role of Abt Associates
- Grantee-level implementation and outcome evaluation activities
 - Implementation evaluation examples
 - Measuring community-level impacts
 - Working with a local evaluator
- Overview of the federal evaluation
 - What are the goals and what will we learn?
 - What does it entail?
 - What does it mean for you?

Abt awarded contract in September 2015 to:

- Document & summarize scale-up strategies used across grantee projects
- Provide evaluation technical assistance
- Plan a cross-site evaluation to determine effectiveness of OAH's overall grant strategy



IMPLEMENTATION EVALUATION

Core Purpose:

(1) Document implementation for continuous program improvement

(2) Provide context for explaining the results of the impact evaluation

- How was the community-wide strategy developed?
- Is the strategy being implemented as intended?
- What is the fidelity and quality of the implementation?
- What are the strengths and weaknesses of the implementation?
- What adjustments are made to improve implementation?

- Were the mobilization activities carried out as planned?
- How well does the community education plan reach intended audiences?
- How effective is the Community Advisory Group(s)?
- How engaged are youth in the mobilization effort?
- How engaged are adults in the mobilization activities?

Potential Methods

- Key informant interviews
- Observations
- Collaboration assessment tools
- Others?



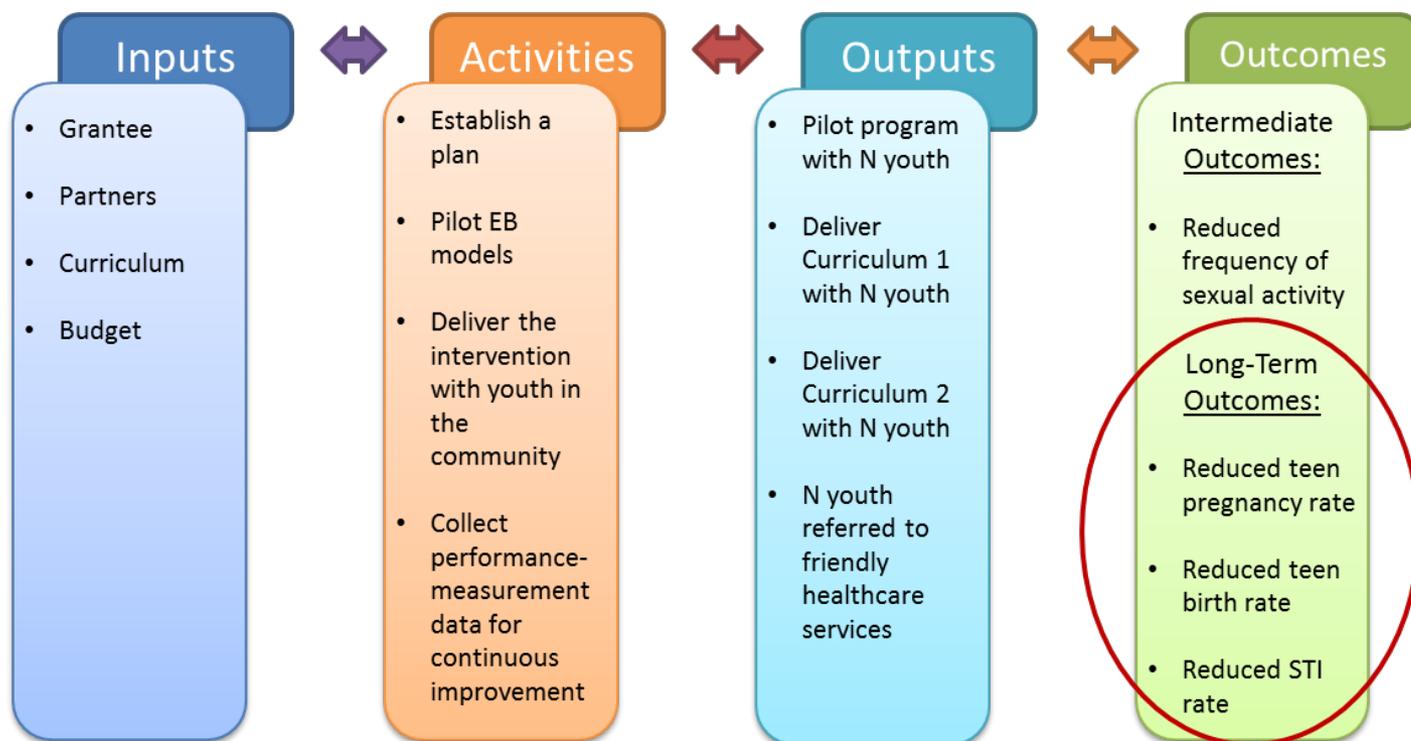
MEASURING COMMUNITY-LEVEL IMPACTS

- Evaluation Questions and Outcomes
- Data Sources
- Evaluation Strategies

- Most evaluation questions of policy interest can be thought of as **causal**.
- We want to know whether an input *causes* an outcome; i.e. if we *change* the input, the outcome *will also change*.
- **Example:** Does implementing a teen pregnancy prevention program reduce the teen birth rate?
- Because your interventions are at the community level, your evaluation questions will likely be about changes in community-level outcomes (e.g., *rates* of things)

- Evaluation questions about impact ask: “*Compared to what?*”
- Consider a youth development program designed to increase school attendance. One possible question involving the intervention is:
 - **Following the intervention, do 80% of students have perfect attendance for the remainder of the semester?**
- Although the program may have this goal, the question does not directly address the effectiveness of the intervention. A better question would be:
 - **Does the intervention improve attendance, compared to what it would have been without the intervention?**

Evaluation questions should be linked to outcomes in your **logic model**



- Example outcomes for your programs:
 - Teen pregnancies or births
 - Health outcomes (e.g., STIs)
 - Sexual risk behaviors (e.g., contraceptive use)
 - Academic outcomes (e.g., grades, attendance)
- Outcomes need to be measured at the *community level*
 - i.e., the level to which you scale up the program
 - This could mean zip codes, school districts, cities, counties, or states

- ✓ Connected to the Logic Model
- ✓ Important to various stakeholders
- ✓ Can be measured well – and for communities other than the ones you serve!

If you can only measure an outcome for the people in your program, it will be difficult to do an impact evaluation.

- Evaluation Questions and Outcomes
- **Data Sources**
- Evaluation Strategies

- There are many potential sources for these measures
 - Many of you cited several such sources in your needs assessment!
- These sources are “administrative data”
 - as opposed to survey data, which you would have to collect yourself. FOIA states not to survey youth.
- You will be most interested in administrative data at the **community level**
 - Not at the individual level; e.g., student-level records from schools

Examples of Outcome Data Sources

Data Source	Measures	Level of Aggregation
National Vital Statistics	Teen birth rates	State, county, sometimes sub-county
School District Administrative Data	Student pregnancy rates, attendance rates	School district or school level
CDC Reportable STDs in Young People 15-24 Years of Age	Chlamydia, gonorrhea, and syphilis rates	County
State/County Health Assessments	Teen pregnancy rates	State, county, sometimes city
American Community Survey	Aggregate socioeconomic indicators	Census tract

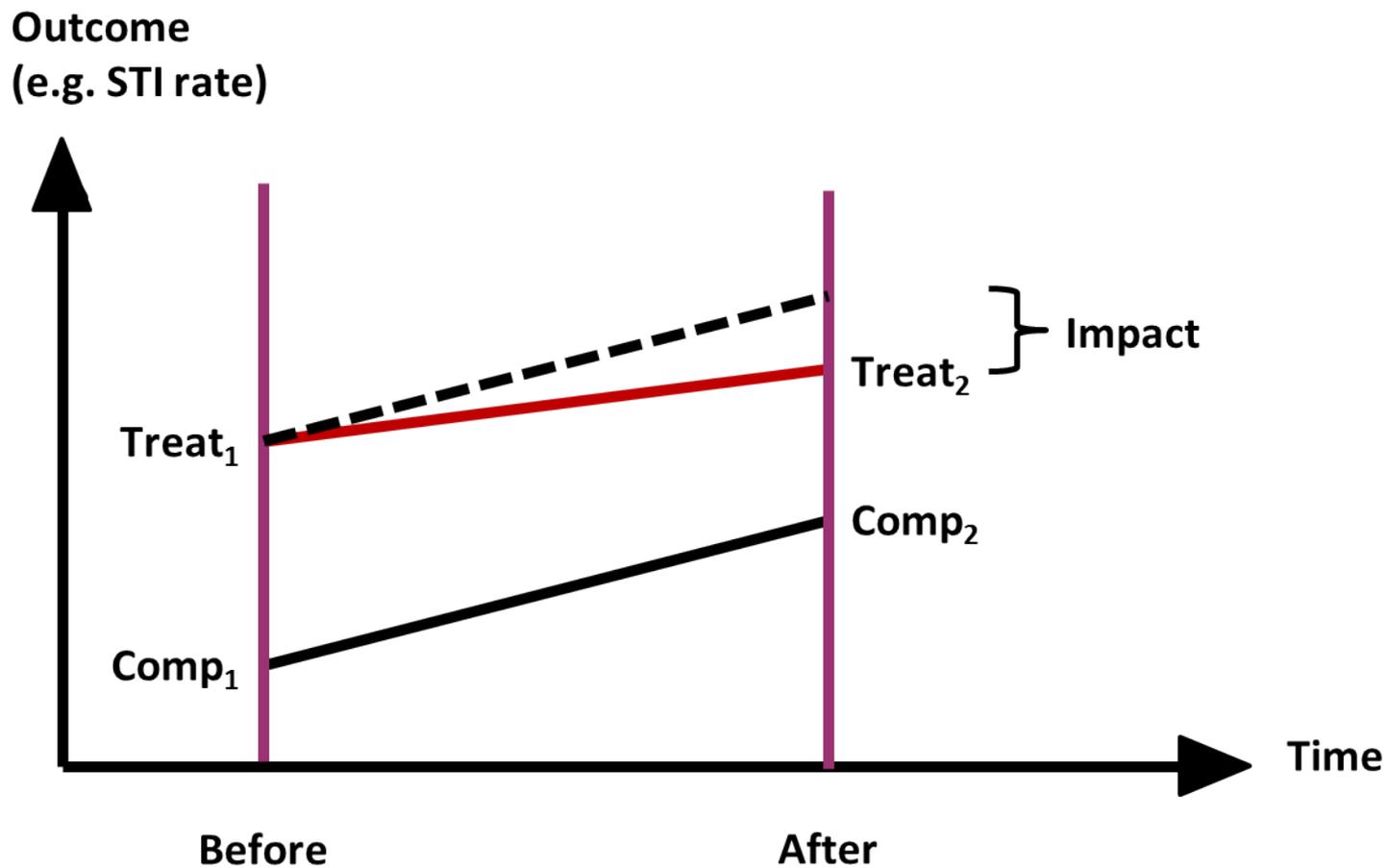
- Evaluation Questions and Outcomes
- Data Sources
- **Evaluation Strategies**

- **Randomized Control Trial (Experimental Design)**
 - Randomly assigns research participants to research conditions
- **Quasi-Experimental Design**
 - Uses pre-program data or data from a comparison group
- **Correlational and Descriptive Studies**
 - Useful for generating hypotheses

- Many of you will use a **Quasi-Experimental** design.
- **Example:** Does implementing a teen pregnancy prevention program reduce the teen birth rate?
- **Pre-post analysis** rarely will answer this question: Things change over time regardless of the intervention, often in ways that are *correlated with* the intervention.
- **Random assignment** would be very challenging to conduct, because you would need to randomly assign whole communities to receive (or not) the intervention. This would be *expensive and difficult*.

- It is possible to find a non-random comparison group, and statistically adjust for differences between the treatment and comparison groups.
- **Matching**
 - Communities in the comparison group are chosen based on how closely they resemble communities in the treatment group
- **Pre-Post With Comparison Group**
 - Uses data on treatment and comparison communities from both before and after the intervention to improve the comparison.

Pre-Post with Comparison Design



- Possible explanations:
 - Intervention not implemented well
 - Many people did not receive services (community saturation)
 - Comparison communities received similar services
 - Intervention design is flawed – that is, underlying theory does not hold up
- Without **implementation study**, potential explanations might not be identified.
- The implementation study illuminates “what happened” and makes impact evaluation results more useful.

- Many of you will use a quasi-experimental design to measure impacts
 - With a comparison group of similar communities
 - E.g., other zip codes, counties, or states
- Using outcomes that appear in the logic model
 - E.g., teen birth rate, school attendance
- Measured using administrative data
 - From sources like those you cited in the needs assessment

WORKING WITH A LOCAL EVALUATOR

- External evaluator not required by the grant.
- Many of you have identified an evaluation consultant.

Advantages

- Credibility
- Technical expertise
- Efficiency
- Perspective

- Advanced degree in a social science, public health, or other with methods and statistics?
- Experience evaluating community-based social programs ?
- Both quantitative and qualitative skills? Comparison group designs? Community mobilization?
- Understands your program and its needs?
- Communicates effectively?
- Capacity – single person or a team?

Where To Find an Evaluator

- Recommendations from colleagues
- Professional associations
 - American School Health Association
 - American Evaluation Association
- Local universities/colleges

Data ownership agreements
Communicating results
Establish oversight



OVERVIEW OF THE FEDERAL EVALUATION

- Document & summarize scale-up strategies
- Provide evaluation technical assistance
- Plan a cross-site evaluation to determine effectiveness of OAH's overall grant strategy

Learn from you!

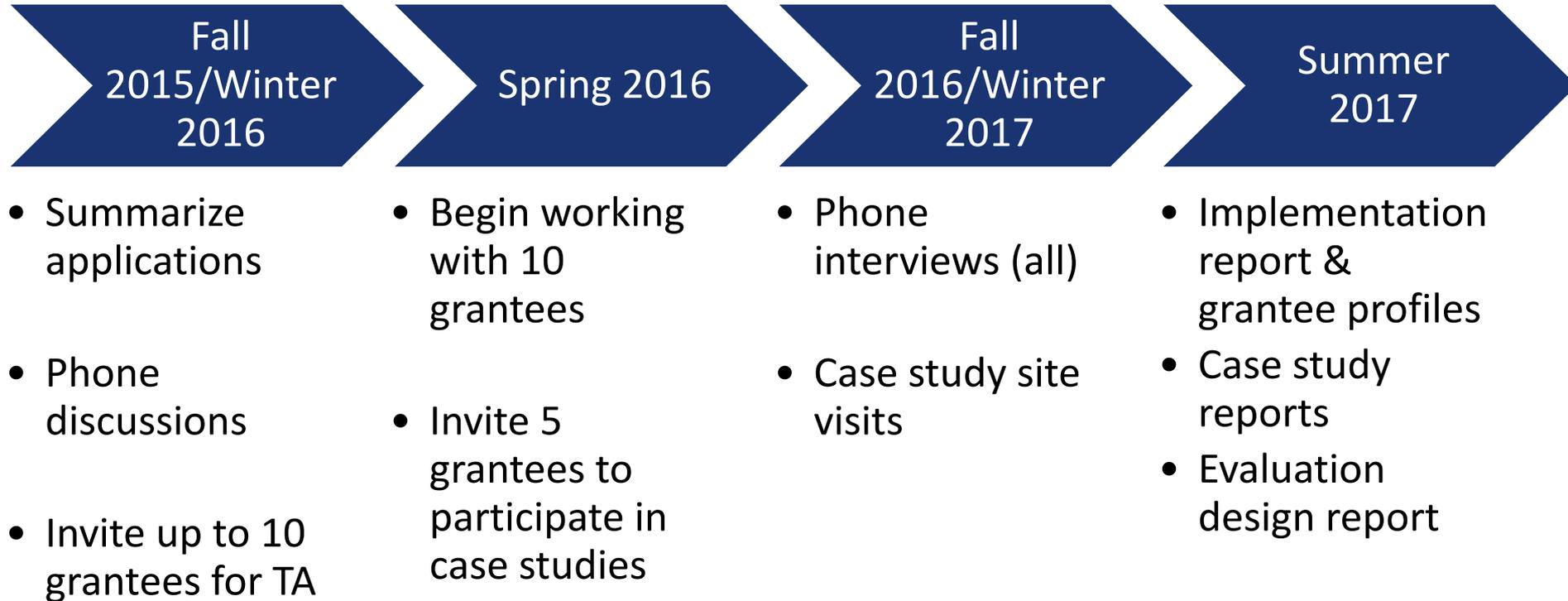
How do grantees take TPP programs to scale with community-wide approach?

- ✓ Review and synthesize grant applications
- ✓ Qualitative phone interviews (50 grantees + partners)
- ✓ In-depth case studies (5 grantees)

How effective is the Tier 1B grant strategy in reducing teen pregnancy and disparities?

- ✓ Review evaluation designs and context
- ✓ Invite up to 10 grantees for one-on-one TA; collaborate to finalize evaluation designs
- ✓ Combine 10 designs for cross-site evaluation design

Timeline



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