Outline

- 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
Basic Implementation Evaluation Questions

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?

Step 7 in Getting to Outcomes
Example: Evaluating Community Mobilization

- 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
Outline

- 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: Impact Evaluation

- 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?
The Logic Model

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

**Inputs**
- Grantee
- Partners
- Curriculum
- Budget

**Activities**
- Establish a plan
- Pilot EB models
- Deliver the intervention with youth in the community
- Collect performance-measurement data for continuous improvement

**Outputs**
- Pilot program with N youth
- Deliver Curriculum 1 with N youth
- Deliver Curriculum 2 with N youth
- N youth referred to friendly healthcare services

**Outcomes**

**Intermediate Outcomes:**
- Reduced frequency of sexual activity

**Long-Term Outcomes:**
- Reduced teen pregnancy rate
- Reduced teen birth rate
- Reduced STI rate
Potential Outcome Measures

- 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
Criteria for Selecting Outcomes

✓ 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.
Outline

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

- 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. FOA 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

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

- Evaluation Questions and Outcomes
- Data Sources
- Evaluation Strategies
Rigor of the Design for Measuring Impacts

- 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.
Quasi-Experimental Designs

- 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

Outcome (e.g. STI rate)

Before

After

Comp₁

Comp₂

Treat₁

Treat₂

Impact

Time
What if Your Evaluation Finds No Effect?

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
Do You Need an External Evaluator?

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

Advantages

- Credibility
- Technical expertise
- Efficiency
- Perspective
Characteristics to Consider

- 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
Goals 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!
### Guiding Questions and Activities

<table>
<thead>
<tr>
<th>How do grantees take TPP programs to scale with community-wide approach?</th>
<th>How effective is the Tier 1B grant strategy in reducing teen pregnancy and disparities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Review and synthesize grant applications</td>
<td>✓ Review evaluation designs and context</td>
</tr>
<tr>
<td>✓ Qualitative phone interviews (50 grantees + partners)</td>
<td>✓ Invite up to 10 grantees for one-on-one TA; collaborate to finalize evaluation designs</td>
</tr>
<tr>
<td>✓ In-depth case studies (5 grantees)</td>
<td>✓ Combine 10 designs for cross-site evaluation design</td>
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Timeline

Fall 2015/Winter 2016
- Summarize applications
- Phone discussions
- Invite up to 10 grantees for TA

Spring 2016
- Begin working with 10 grantees
- Invite 5 grantees to participate in case studies

Fall 2016/Winter 2017
- Phone interviews (all)
- Case study site visits

Summer 2017
- Implementation report & grantee profiles
- Case study reports
- Evaluation design report
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