

Injury Prevention Program: Evaluating Your Success

Evaluation answers the question “Did I do what I set out to do and did it make a difference”?

In other words, a well done evaluation should tell us if our program did what we wanted it to do, and it also helps us measure any changes that resulted from our program.



- Evaluation does not have to be difficult. Instead of using a complex design and complicated analysis, community-based programs can focus evaluation efforts on determining if they meet their program’s specific objectives.
- Evaluation can be done inexpensively. You may be able to find someone willing to evaluate your program at little cost. Local IHS staff, or a State or Tribal health department representative may be able to conduct the evaluation.
- A well planned evaluation should not produce last minute unpleasant results. Instead, it will provide information to help fine-tune your program every step of the way so that you can make adjustments and avoid surprises later.

Why evaluate your program?

- Accurately identify the problem you are trying to solve.
- Establish reasonable, practical objectives for dealing with these problems.
- Identify implementation problems and make timely adjustments.
- Determine if you have accomplished your program’s objectives.
- Market the program by providing information to funding sources, the media, and the public.
- Suggest ways to increase the program’s effectiveness in the future.

When do you evaluate your program?

- Most of evaluation work is done while the program is being developed, not left until the end.
- Evaluation begins when the idea for a program is conceived.
- To be most effective, evaluation activities must be integrated into the program and be ongoing.

Types of Evaluation

- ✚ Formative
- ✚ Process
- ✚ Impact
- ✚ Outcome

Formative

- Tests materials and messages before the project are implemented.
- Done during program development, before implementation.
- Shows which part of the program needs to be revised.
- Typically uses qualitative methods.

Formative Example: Sleep Safe Curriculum Development

- Conducting focus groups
- Interviewing Head Start staff
- Pilot-testing curriculum and seeking feedback
- Revising materials to better suit target audience

Process Evaluation

- Tests whether the program is implemented as planned.
- Does not measure the program's actual results.
- Begins as soon as the program begins.
- Allows for timely adjustments.
- Typically uses quantitative methods.
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Process Example: IHS Tribal Injury Prevention Grants Program

- 25 Funded Tribal Injury Prevention Programs
- Each coordinator writes quarterly reports:
 - Update on activities
 - Barriers encountered
 - Success stories
- Project officer and external evaluators give feedback
- Report and feedback used to improve IP efforts

Impact Evaluation

- Measures short term changes in the target audience.
- Begins after a baseline measurement has been made.
- Tells whether the program is moving toward achieving its goal(s).
- Typically uses quantitative methods.
- Can be challenging for small projects.

Impact Evaluation Example: Alaska PFD Promotion Project

- Drowning rate in Alaska's YK Delta more than 3 times greater than the State average
- PFD promotion project began in YK Delta
- Observational surveys of PFD use were conducted after baseline data was collected
- Timely changes made to increase sales and PFD use

Outcome Evaluation

This last stage of evaluation is used less frequently than impact evaluation in Native American injury prevention programs. This type of evaluation focuses on the program's long-term effect on its target audience.






- Measure whether the program meets its ultimate goal(s).
- Begins when the program is planned.
- Shows degree to which a program has met its goal(s).
- Typically uses quantitative methods.
- Usually requires significant resources, long periods of time, and ongoing data monitoring.

Evaluation Practice : Identify the evaluation type ?

1. Number of PDF distributed
2. Decrease in the number of drinking and driving violations
3. Review of IP materials describing storage of poisons
4. Many meetings with Tribal council to discuss possible speed limit ordinance
5. Number of completed suicides
6. Changes in snowmobile helmet use rates
7. Changes in the number of hospital admissions from domestic violence
8. Number of home site visits to check smoke alarms
9. Focus groups with drivers who do not usually wear seat belts

Formative=3, 9 Process=1, 4, 8 Impact=2, 6 Outcome=5, 7

Five Evaluation Steps:

-  Select evaluation type
-  Data collection planning
-  Collect data
-  Data analysis
-  Report results

Step 1: Select the Evaluation Type

- Decide which of the four stages of evaluation your program should use.
- Decision should be based upon certain characteristics of your program.
- Some of these characteristics include:
 - If the program is being introduced to a new population or in a new setting
 - If your program has run into problems
 - The maturity of the program

Step 2: Data Collection Planning

- Decide what type of information will be collected, how this information will be collected, and by whom.
- Develop a schedule for collecting data.
- Gather baseline data for comparisons.

Step 3: Collect Data

- Design and pretest instruments for collecting your program's data.
- These instruments must be appropriate to the methods selected.
- Revise the data collection methods based on the results of your pre-testing.
- Begin data collection.

Step 4: Data Analysis

- Become familiar with the data that is generated.
- Begin analyzing these data.
- Use preliminary results to identify problems and make any changes to your program.

Step 5: Report Results

- Communicate the findings, both positive and negative, in a timely manner.
- Customize the reports for each of the different audiences to whom you are reporting the results (funding source, Tribe, media, etc.).

Additional Resources

Explore the following link for further information about evaluation or assistance in conducting an evaluation project.

www.cdc.gov/eval/resources.htm

Resources are divided into the following groups:

- Ethics, Principles, and Standards
- Organizations, Societies, Foundations, Associations
- Journals and On-Line Publications
- Step-by-Step Manuals
- Logic Model Resources
- Planning and Performance Improvement Tools
- Reports and Publications: General
- Reports and Publications: GPRA
- Suggestions
- Disclaimer