

# Evaluation Plan Review Tips, 2021



## GENERAL ADVICE:

- A well-designed evaluation plan starts with SMART objective wording that clearly identifies what will happen, with how many, where (in which cities/jurisdictions) and by when
  - If you are having trouble determining what is being proposed, you may need to first check that the objective is clear
  - Then, for each evaluation activity, make sure the audience and purpose of the activity is clear. If you were to carry out this plan, would you know what to do and why?
- Evaluation activities should be appropriate for the objective and plan type. Each activity description field in OTIS should explain how the evaluation activity will support or inform activities that follow. For example findings will be used to tailor education packet messaging or findings will be used to demonstrate the scope of the problem to policymakers, etc.
- Evaluation activities should be tailored to the audience and community of interest
- Make sure that activity parameters (e.g. sample size, sample composition, locations, analysis) are appropriate and sufficient for the activity to serve its purpose
- Consider reading the narrative summaries first to get a broad view of the objective, then look at each evaluation activity and think about how it fits together to achieve the objective

## ALLOCATIONS AND REQUIRED ACTIVITIES ON EVALUATION:

- At least 10% of the plan deliverables on valuation activities (pg. 23, 37)
- At least 10% (4 hours/week) reflected in the duties description of the Project Director, Project Coordinator, or other internal program staff to oversee and manage the Plan evaluator and project evaluation activities (pg. 26)
- At least 10% FTE (208 hours/year minimum) allocated for a qualified Local Program Evaluator (LPE) to perform designated evaluation tasks. Must be different from the person providing oversight. (pg. 26)
- The Plan evaluator must certify that they are a qualified LPE and spent at least 4 hours on development and consultation on the entire scope of work, not just the evaluation (pg. 41)

## THE PLAN WILL MEASURE WHETHER THE OBJECTIVE WAS ACHIEVED AND HOW TO IMPROVE THE INTERVENTION

- Evaluation activities will measure if the objective was achieved. Look for data collection activities with the unit of analysis identified in the objective
  - E.g., if the focus is on coalition members and their participation in activities, look for the evaluation activity that gathers information about membership participation
  - E.g., if the focus is on the retail environment, look for the evaluation activity where the stores are the focus of the activity
- Evaluation activities should directly tie into intervention activities and follow a logical order

## FOR EACH EVALUATION ACTIVITY THE PLAN COVERS:

- **Topic/Utility**
  - States the topics that will be investigated
  - Describes how the activity will be used to further the objective or inform the intervention
  - States the data sources, end user, and stakeholders that will use the results
- **Method/Mode**
  - States where, when, and how data will be collected and by whom (e.g., pen/paper, mobile devices, email link; recorder, camera, or other tools; by volunteers, staff, evaluator, etc.)
  - Describes the instrument to be used (e.g., adapt an instrument from TCEC)
  - States the analysis plan i.e., content analysis for qualitative data; descriptive statistics as well as statistical tests (e.g., chi-square, T-test, correlations) for quantitative data
- **Sample Size, Composition, and Strategy**
  - Stated sample size is large enough to be convincing to audiences and justifies the % deliverable. It can be a range or have a minimum
  - Each activity states sampling method (i.e., census, simple random, stratified random, cluster, purposive, convenience). Great if it states strategies to ensure representativeness
  - Describes the composition of the population (i.e., the source from which the data will be gathered such as parks, retailers, health facilities, schools, etc.). If quasi-experimental design is used, it clearly explains whether intervention and control groups will be intact throughout or if a new sample will be drawn for each data collection wave
- **Waves of data collection**
  - Waves of data collection are used to measure change over time
  - The number of waves is the number of times the same data collection activity is used to collect data from the same population at different points in time. If the topics or population of investigation are different, it should be listed as a separate activity
  - The data collection periods correspond to the number of waves
  - The timing and combination of the evaluation and intervention activities make sense
  - Do not score down if the number of waves does not match the description, just comment
- **Data collector training**
  - Required if there will be more than one person collecting data
  - The description should include how data collector readiness will be assessed (observation of data collection protocol during practice, answering questions during the training, and/or other measures of inter-rater reliability)
- **Percent deliverables**
  - The description (e.g., methods, sample, etc.) justifies the percentage
  - Combined evaluation activity % deliverables from the whole SOW add up to at least 10%

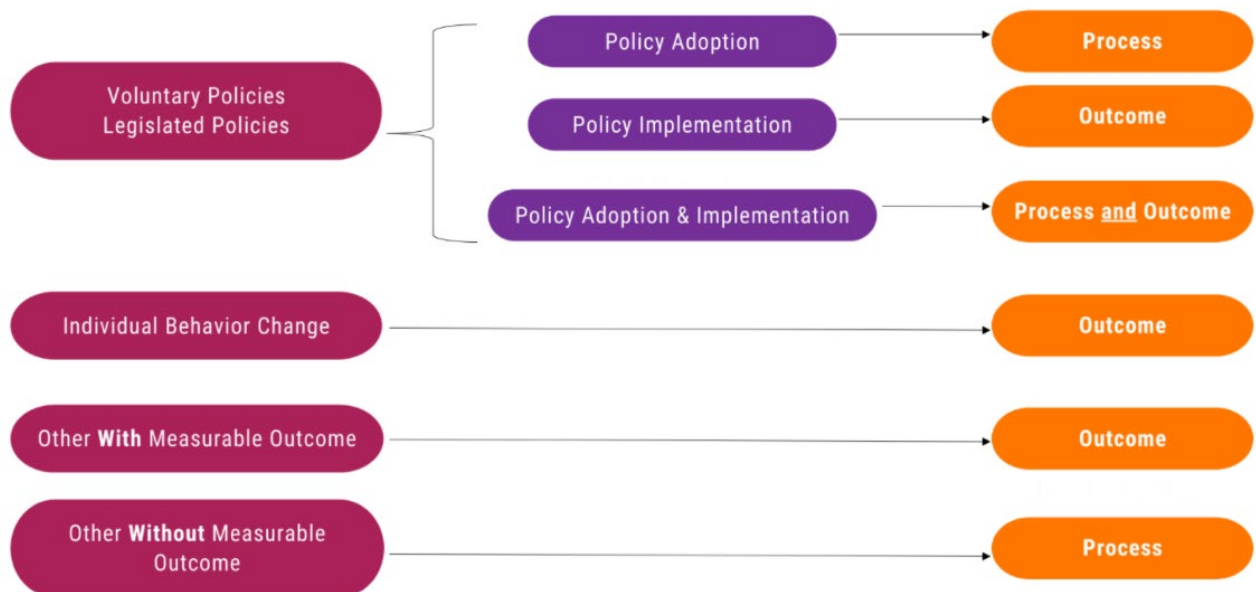
**FOR EACH EVALUATION ACTIVITY (CONTINUED):**

- **Tracking measures**
  - The tracking measure is sufficient/appropriate proof that the activity was completed (pg. 42)
  - All policy objectives must include a policy record activity with a signed policy submitted as a tracking measure (pg. 37)
  - Plans with original advertising or educational materials needs to have consumer testing and submit to TECC through MatTrack (pg. 22, 28, 36, 37, 55)
- **Responsible parties**
  - Lists the parties responsible for completing the activity and whether those individuals are budgeted or non-budgeted
  - Listed parties match personnel and responsibilities listed in budget justification.
  - Options for responsibly parties include the Project Director/Coordinator, community or coalition, internal staff, evaluator, and the position providing evaluation oversight

**PLAN TYPE AND PROCESS VS. OUTCOME MEASURES:**

- The objective wording, plan type, and use of outcome and/or process evaluation activities must match. Policy objectives with implementation require outcome evaluation
- Process evaluation measures are useful in just about every objective – e.g., to describe the scope of the problem, demonstrate a need for policy change, shape/inform activities, build momentum or understand what worked well or did not
- Outcome evaluation is used to confirm or measure the extent of change brought about as a result of the project’s efforts

## DATA COLLECTION BY PLAN TYPE



Note: All objectives benefit from process evaluation activities.

## REPORTING AND SHARING RESULTS

- The reporting activity describes overall reporting plan for the objective as a whole as well as how and with whom results will be shared including the community, stakeholders, decision makers, the field of tobacco control, and the population from whom data are collected. Sharing findings with data sources shows reciprocity and is important for data equity
- Sharing results with stakeholders should happen throughout the contract period, not just at the end with the evaluation report
- Results should be utilized and may be communicated via fact sheets, press releases, ads, social media posts, community presentations or incorporated into journal articles
- Dissemination methods should be appropriate for the intended audiences
- The reporting activity states the evaluation design: i.e. non-experimental or quasi-experimental if it include a control group and/or at least 3 waves of data collection
- The reporting activity lists any anticipated limitations/challenges (e.g., low response rates, late policy adoption or implementation, non-representative results due to sampling, political or economic factors, etc.) and suggests ways to prevent/overcome these challenges

## NARRATIVE SUMMARY:

- **Community Assessment and Analysis**
  - Sentences begin with CTCP-provided prompts
- **Major Intervention Activities**
  - Make sense for the objective and the community
- **Theory of Change**
  - Describes a desired impact, shows a clear and logical path to how to achieve said impact
- **Evaluation Summary Narrative**
  - Describes what will be accomplished, what is expected to change, and how that change will be measured
  - Explains how evaluation results will be used to inform the intervention plan and move the objective forward
  - Clearly state how findings will be used and disseminated
  - For outcome evaluation, states the evaluation plan type (i.e. policy adoption and/or implementation, other with or without measurable outcome) and appropriate evaluation design (i.e. non-experimental, quasi-experimental). See figure above

## OTHER

- Contact TCEC if you have any questions: [tobaccoeval@ucdavis.edu](mailto:tobaccoeval@ucdavis.edu) or 530-752-9951