LLA Evaluation Plan Review Tips, 2017-2021

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.
- 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. (e.g., Findings will be used to tailor education packet messaging, or findings will be used to demonstrate the scope of the problem to policymakers, etc.)
- Make sure that activity parameters (e.g., sample size, sample composition, locations, analysis) are appropriate and sufficient for the activity to serve its purpose.
- A qualified Local Program Evaluator (LPE) spent at least 4 hours on development and consultation on the entire scope of work, not just the evaluation (pp. 57 LLA Guidelines)
- NEW: Projects may contract with UC San Diego to collect County Student Tobacco Survey data from public high schools in their jurisdiction. The CTCP Evaluation Unit also compiled a list of survey vendors that can be contracted to oversample your jurisdiction and produce county-specific data. See the July 31st Partners Update for more information.

ALLOCATIONS

- At least 10% of the budget and plan deliverables must be devoted to evaluation activities (pp. 16 LLA Guidelines).
- At least 10% of a full-time position (a minimum of 208 hours per year) must be reflected in the salary (and responsible parties) for a qualified Internal Evaluation Project Manager (EPM) to oversee and manage project evaluation activities (pp. 26 LLA Guidelines).
- NEW: A minimum of 10% FTE must be allocated for a qualified External Evaluator to perform designated evaluation tasks (pp. 26 LLA Guidelines).
- NEW: In order to address tobacco-related disparities, the work plan should engage and involve priority populations in outreach, training, education, data collection, sense-making and results-sharing activities. A minimum of 15% of funds must be spent on activities led by qualified staff or sub-contractors that clearly target and involve priority populations and should state the intended priority populations (pp. 18-19 LLA Guidelines).

REQUIRED ACTIVITIES

- NEW: A coalition survey (consult TCEC) must be conducted every 12 instead of 18 months.
- NEW: A media activity record with a media tracking form submitted as a tracking measure is required for objectives that utilize paid media and social media. Earned and paid media may have separate tracking measures, but they do not require separate activities (see “Tracking measures” section. New ads must be consumer tested through focus groups or surveys (consult with the Tobacco Education Clearinghouse of CA (TECC).
- NEW: All policy objectives must include a policy record activity, with a signed policy submitted as a tracking measure (pp. 34 LLA Guidelines).
- Statewide HSHC activities must be included and may have large % deliverables (Appendix 6).
FOR EACH EVALUATION ACTIVITY

- **Topic/Utility**
  - States the topics that will be investigated
  - Describes how the activity will be used to further the objective or inform the intervention

- **Methods**
  - 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)
  - Describes the instrument to be used (e.g., adapt an instrument from TCEC)
  - States the analysis plan (e.g., 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 Method**
  - Stated sample size is large enough to be convincing to audiences, and justifies the % deliverable. Can be a range or have a minimum.
  - 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 other than non-experimental design is used, clearly explains whether intervention and control groups will be intact throughout or if a new sample will be drawn for each data collection wave.
  - States sampling method (i.e., census, simple random, stratified random, cluster, purposive, or convenience). Great if it states strategies to ensure representativeness.

- **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
  - Do not score down if the number of waves does not match the description, just comment

- **Data collector training**
  - Is required if there will be more than one person collecting data. However, this activity is now considered part of the intervention plan instead of an evaluation activity.
  - The description should include how data collector readiness will be assessed (observation during practices, % correct answers, 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%.
- Tracking measures
  - The tracking measure is sufficient/appropriate proof that the activity was completed.
  - Media activity record for earned media can be submitted in addition to the required media tracking form for paid media. This can be done in the same activity.

- 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. Evaluator should not be the only one listed on all evaluation activities; the EPM (Evaluation Project Manager) coordinates and works on evaluation, too.

- Reporting
  - Describes overall reporting plan for the objective as a whole, how and with whom results will be shared (for example with decision makers, with various segments of the community). Reporting back to 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. Clearly states how findings will be used/disseminated.
  - States the evaluation design: i.e. non-experimental or quasi-experimental if it include a control group and/or at least 3 waves, not just pre-/post measurement.
  - Limitations/Challenges: lists any anticipated limitations/challenges (e.g., low response rates, late policy adoption or implementation, non-representative results, political or economic factors, etc.) and suggests ways to prevent/overcome these challenges.
  - A Final Evaluation Report is required for each primary objective. A Brief Evaluation Report (BER) is required for each non-primary objective. Evaluation reports shall be consistent with the format described in Tell Your Story: Guidelines for Preparing Useful Evaluation Report.
  - NEW: The External Evaluator must be listed as a responsible party for reports.
  - NEW: Primary objectives covering more than one jurisdiction need at least one interim evaluation report, similar to a BER (pp. 34-35 LLA Guidelines).
**PLAN TYPE AND PROCESS VS. OUTCOME MEASURES**

- The objective wording, plan type, and use of outcome and/or process evaluation activities must match. Objectives types that are Policy implementation, Policy adoption & implementation, Individual behavior change, or Other with measurable outcome require outcome evaluation activities. See figure above.
- Process evaluation measures are useful in just about every objective – e.g., for collecting data to shape/inform activities, build momentum or understand what worked well.
- Outcome evaluation is used to confirm or measure the extent of change brought about as a result of the intervention. For tobacco control, that means number of tobacco licenses purchased, number of citations issued, presence of ‘no smoking’ signage, tobacco litter counts, observed smoking incidences or complaints, etc.
- Counting the number of policies adopted next year is NOT considered an outcome, only what happens as the result of policy implementation. That’s why ‘implementation only’ objectives require outcome evaluation, but ‘adoption only’ types don’t.
- Most HSHC evaluation activities will probably be used as process not outcome measures. Do not mark down if a plan says both; wizards list both, but it depends on the intended use.
- Asset objectives typically do not have a measurable outcome, and therefore are ‘Other WITHOUT measurable outcome’ plan types.

**NARRATIVE SUMMARY**

- Community Assessment and Analysis
  - Sentences begin with CTCP-provided prompts
- Major Intervention Activities
  - Make sense for the objective
- Theory of Change
  - Describes a desired impact, shows a clear and logical path to how to achieve said impact
- Evaluation Summary Narrative
  - Describes the plan in a logical order (e.g., chronological or by process and outcome activity)
  - Describes what will be accomplished as a result, what is expected to change, and how that change will be measured
  - Demonstrates logic, context, and utility by describing how evaluation will be used to inform the intervention plan and move the objective forward
  - States the evaluation plan type (e.g., policy adoption, implementation, both, other with measurable outcome, etc.)
  - If conducting outcome evaluation, states appropriate evaluation design: non-experimental (most common), quasi-experimental (less common), or experimental (very rare)

**OTHER**

- Contact TCEC if you have any questions: tobaccoeval@ucdavis.edu or 530-752-9951