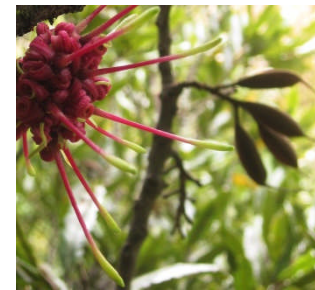
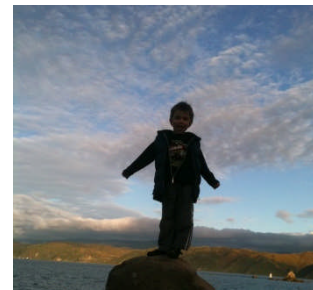
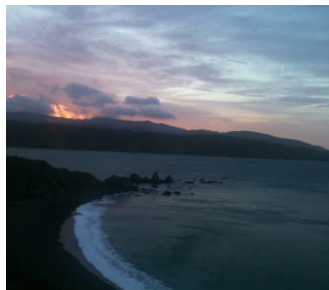




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Evaluating Success - A Practical Workshop



evaluate - why

the critical how what change features

what to measure

tools

road safety examples

review of questions



why evaluate

driving forces to reporting evaluation data

- enhancing safety
- effective community programmes
- accountability
- future funding



why evaluate

the funding imperative

- limited resources
- oversubscribed funds
- targeted allocation (rather than evenspread)
- mutiple funders/direct reports



why evaluate

evidence of success

*I know the project
is reaching the right people
and having
an impact on their behaviour
and enhancing
community safety*

prove



why evaluate

improvements to the programme

*I can improve how well the project
reaches the right people*

*I know how to have a greater impact
on their behaviour*

I know who I am not reaching

improve



solid programme
design
is the basis
for all quality
evaluation



what

how

change



what

Strategic context

Vision

Goals high level goals
the project contributes to

Evidence

of the problem

What's the
problem

What are the
strategic links



what

Strategic context

Vision

Goals high level goals
the project contributes to

Project links to sector strategic goals

- Safer Journeys strategy/other strategies
- Regional initiatives/strategies
- Council initiatives/strategies



what

Problem definition: national/local data

- National Road Safety stats
- Regional/Local research
- Target people/communities
- **Project specific, local/highly targeted 'before' data**

Evidence

of the problem

- Project specific data: local, highly targeted data
-school, street, target group



what

how

change



intent
evidence base
activities

how

How and what
we will do

Adaptation of
evidence based
approach



intent evidence base activities

how

- Project intent
- Project delivery
- Funding (reporting requirements/timing)

Intent: the project aim, purpose or focus

be specific:

to whom (define 'who')

by when

where (geographic location)

test and confirm intent with key stakeholders



intent evidence base activities

how

- Project intent
- Project delivery
- Funding (reporting requirements/timing)

project lead

stakeholder groups

procedures (how it happens)

who delivers it

who to

resources

locations

activities

KPIs/deliverables (how many)



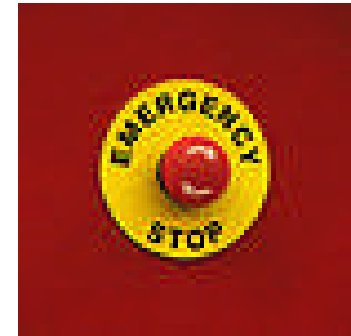
intent evidence base activities

how

- Project intent
 - Project delivery
 - Funding (reporting requirements)
- record of:
funders
funding timeframe
required 'targets'
reporting deadlines
expectations



intent evidence base activities



how

evidence-based

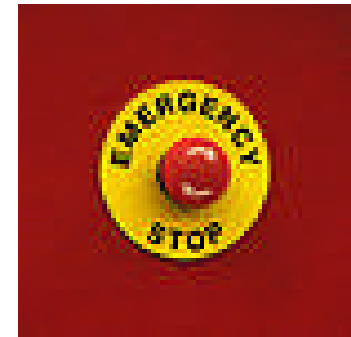
Evidence-based solutions

- replication
- adaptation of a known effective intervention
- adaptation of a range of disparate approaches



intent evidence base activities

how



intent evidence base activities

- Project intent
- Evidence-based solution
Project delivery
- Funding (reporting requirements)

how

Project specific data
-local/highly targeted data
-school
-street
-target group



intent evidence base activities

how

1. Project intent
2. Evidence-based solution
3. Project delivery
4. Funding (reporting requirements)
5. Project specific 'after' data



what

how

change



Demonstrate the project intent
in a cascade of outcomes that
show progress towards **change**

project specific **outcomes**
not strategic goals



behaviour change to whom
what change
by when



which outcomes are
within the realistic
sphere of influence
of your project

other strategic level goals

death and serious injury

contribute to ...

change

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Don't directly measure strategic level goals (i.e. higher level outcomes)
and
realistically your project cannot be considered responsible for change of these strategic level goals (either for positive or negative change)

change

behaviour change

to whom
what change
by when



*The project is
reaching the right people
and
having an impact on their behaviour
and
enhancing community safety
so it is
contributing to
decreasing death and serious injury*



project specific outcomes

change



Project specific **outcomes**

If you have
thoroughly described
your problem and
your **project delivery**
some or even many
of your **outcomes**
will already be
apparent

change

Tips to defining/selecting outcomes

intent
'natural' before & after data
evidence base
project aim | project purpose
project description | activities
What change, to whom, by when



what

Strategic context

Vision

Goals

- high level goals that the project contributes to

Project links to sector strategic goals

- Safer Journeys strategy/other strategies
- Regional initiatives/strategies
- Council initiatives/strategies

Problem definition with national and local data

- National Road Safety stats (e.g. CAS)
- Regional/Local research (needs assessments)
- Selecting target people/communities for your project

Evidence

of the problem

- Project specific data: local, highly targeted data (school, street, target group etc.)

'the 'before' data



intent evidence base activities

how

- Project intent
- Project delivery
- Funding (reporting requirements/timing)

Intent: the project aim,
purpose or focus

to whom (define 'who')
by when
where (geographic location)



intent evidence base activities

how

if its critical to
success it may
need to
be part of the
cascade of
outcomes

reached
the
target
group



intent evidence base activities

- Project intent
- Evidence-based solution
Project delivery
- Funding (reporting requirements)

how

Project specific data
-local/highly targeted data
-school
-street
-target group

the 'after' data

tip: do you notice a
progression in the changes?



Behaviour change
outcomes

for the established
project

change



Project specific **outcomes**

Established project

sustained change, all settings

do behaviour : maintaining

do behaviour : trying/attempting/starting

do behaviour : planning/preparing

changes in attitudes/beliefs

know: new knowledge

aware of issue

change

to whom, when



Behaviour change
outcomes

for the new project

change



Project specific **outcomes**

New project

YEAR 1

sector behaviour change: gives resources & expertise,
takes responsibility, shows leadership

sector behaviour change: attends networking sessions,
participates, collaborates

sector accepts need for intervention

agrees: to participate, senior sign off, memo of understanding

sector has new knowledge: knows some solutions

sector has increased awareness of problem

change

to whom, when



6 months

12 months

18 months

Who:

'the sector' organisations in
local community



Project specific **outcomes**

New project

YEAR 2

YEAR 3

Looks like YEAR 1 of established

public do behaviour change

public change in attitudes/beliefs

public know: new knowledge

public aware of issue

sector do behaviour change continues evolving

change

to whom, when



which outcomes are within
the **sphere of influence**
of your project

and therefore
which
outcomes will
need to be
measured

change



But what do I measure?

1. Measure the outcomes
2. Project focus
3. Funders/Council requirements



1. **Prove**: Measure the outcomes

Get your baseline

Where is change going to happen

Measure this year's focus

Broad data (surveys,
existing/on-file/trend data)

2. **Improve**: Where is the barrier | failure

At which critical step in your outcomes
are you failing? Why?

Evaluation
information
needs

In-depth info
(interviews,
discussions,
comment
analysis)

3. **Accountability**

Can still be useful information

KPI/Funders/Council requirements

Accountability : Report on spend, deliverables, outputs, (numbers, KPI)
THIS IS CONTRACT MONITORING/REPORT BACK. BUT IS IT EVALUATION?



measuring project specific outcomes

Will you measure this?

sustained change, all settings

behaviour - **measure final change**

behaviour - **measure trying/attempting/starting**

behaviour - **measure planning/preparing**

changes in attitudes/beliefs - **measure before and after attitudes**

new knowledge - **measure for two new skills**

awareness of issue - **measure level of free recall and prompted recall**

change



Handout – exercise measures to prove outcomes

1. Agree a project
2. Write outcomes
3. Write measures

Evaluating Success - A Practical Workshop | SASTA Day, Sept. 2014

Scenario: → <i>project name/focus [safe speeds in town]</i>	
outcome and outline of measure	Success measure (questions you would ask)
behaviour - measure change (in some settings sustained change)	Observation shows:
behaviour - measure trying/attempting/starting	Participants describe... They report that...
behaviour - measure planning/preparing	[Teachers/Probation offices...] report participants have... Participants describe...
changes in attitudes/beliefs - measure before and after attitudes	(Strongly agree, Agree, Neither, Disagree, Strongly disagree) How strongly do you agree or disagree with the following statements? I think that its OK to ...
new knowledge - measure for two new skills	Participants describe ... Participants demonstrate ...
aware of issue - measure level of free recall and prompted recall	(free recall) What are ... <i>what road safety messages ... heard about our town</i> (prompted) Which of the following ... <i>which of the following ... a danger in our town</i>

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Start here *speeding in built up areas harms pedestrians*
Do outcomes from bottom
Do measures next



Evaluation Tools



Tools for evaluation

tools

project model - 1 pager

presenting outcomes – linear logic or logic diagrams

measuring matrix

handouts

Hand out – what how change

Hand out – writing measures exercise

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Example 1



Information for examples

- Strategic context and problem

what

- Project intent / activities (evidence based solutions)

how

- Changes (outcomes) and measures (data)

change



Safe crossing project

Strategic Context

- Links to regional CT work
- Links to School Programme goals

Evidence

- CAS data (for 0-14 years pedestrians)
- Noted behaviour around schools
- Reports to Police of people crossing unsafely



Safe crossing project

Project intent

Project Goals:

- Reduce the number of private vehicle trips to schools by 12,000 in the morning peak. (2013 school year)
- Delivery of Road Safety messages to 100,000 participants.
- Raised awareness of pedestrian safety especially with children near schools
- Increased knowledge of Pedestrian and Kea crossing laws



Safe crossing project

Project Intent

- Scope: Target school aged children and parents/caregivers near crossing at schools and in the community
- Targets and KPI:
 - Number of participants engaged in each education campaign, event or communication.
 - Change in crossing behaviour near schools
- Contribution towards Road Safety education aim to reduce the number of all Serious and Fatal crashes on the Auckland network by 2% per annum.



Safe crossing project

Project description

- Pre survey of crossing behaviour
- Core flute signs (generic messages and branding – use across schools and communities)
- Information for parents about crossings, importance of using them
- Incentives to excite and encourage safe behaviour and to influence their parents for students and road patrollers
- Post survey of crossing behaviour



Example 1

Some new ideas



Safe crossing project

what

Strategic Context

- **Links to Safer Journeys**
- Links to regional CT work
- Links to School Programme goals

Evidence

- CAS data (for 0-14 years pedestrians)
- Noted behaviour around schools
- Reports to Police of people crossing unsafely
- **Detailed crossing behaviour data at each school**

4 observations
- mix of
weather
- 2 weeks
- am & pm



Safe crossing project

how

Project intent

Project Goals:

- Reduce the number of private vehicle trips to schools by 12,000 in the morning peak. (2013 school year)
- Delivery of Road Safety messages to 100,000 participants.
- Raised awareness of pedestrian safety especially with children near schools
- Increased knowledge of Pedestrian and Kea crossing laws

Change behaviour

-Aware

-Know

-Do safe actions

Raised awareness of pedestrian safety especially with children near schools.

Increased knowledge of Pedestrian and Kea crossing laws



Project **outcomes**

sustained change, all settings

do behaviour: maintaining =

do behaviour: starting =

do behaviour: planning/preparing = where park ...

changes in attitudes/beliefs = what is the change

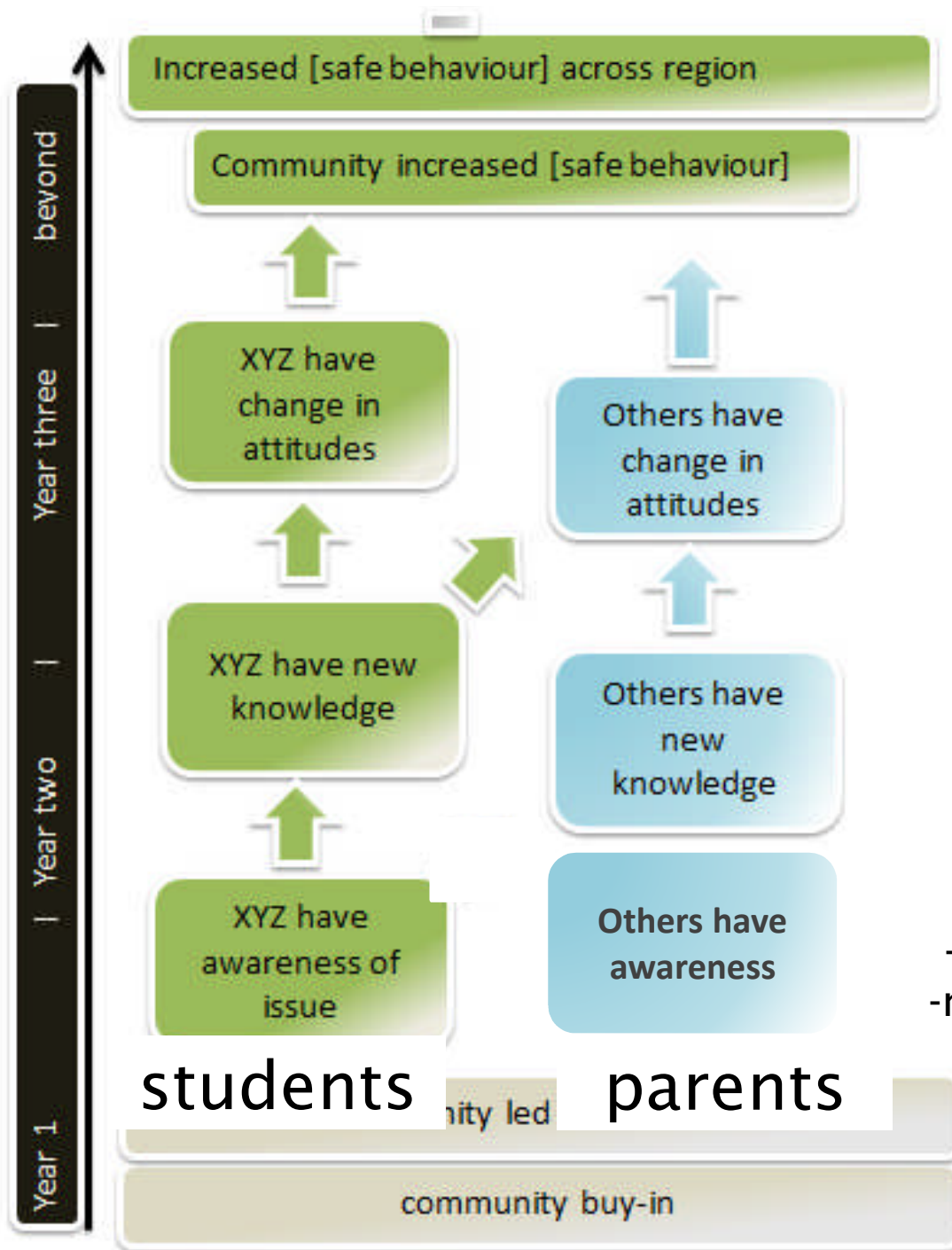
know two or three safe actions = what are these

aware = aware that there is a problem and a need to use safe crossing behaviour

change

to whom, when





Aware of
-problem
-crossing laws
-need for safety



Safe crossing project

change

Project Intent

- Strategic contributions?
 - Aware
 - Problem
 - Law
 - Need to act safely
 - Know
 - Tips and techniques (how to)
 - Do - safe crossing behaviours
 - x, y and z (DESCRIBE)
- Who
 - Who? : Parents and students
 - Specific schools? Specific Communities?
 - Selection criteria: Are they targeted locations (e.g. in high accident areas, migrant populations)



Safe crossing project

how

Project description

- Pre **study** of crossing behaviour
- **Pre survey of parents and students on knowledge and attitudes**
- Core flute signs (generic messages and branding – use across schools and communities)
- Information for parents about crossings, importance of using them
- Incentives to excite and encourage safe behaviour and to influence their parents for students and road patrollers
- Post **study** of crossing behaviour
- **Pre survey of parents and students on knowledge and attitudes**
- **Extended post study of crossing behaviour (3 or 6 months later)**
- **Monitor Police communications on unsafe behaviour (pre, post, 3 or 6 months)**



Safe crossing project

Measures (pre, post, extended post) **change**

- **Aware**
 - Student and parent awareness of: the problem / law / need for safety
- **Attitudes**
 - (be subtle) Parents: “I think its OK to cross away from a crossing when I, or another adult, are supervising my children”
- **Know**
 - Students know two to three safe techniques (DESCRIBE THESE)
 - Parents and caregivers know two to three safe techniques (DESCRIBE THESE)
- **Do**
 - Ratio of safe to unsafe behaviours at pre, post, extended post (on matching days)
 - Number of incidents reported to Police



Safe crossing project

change

To recap:

Data for
each school
/community

Evaluation activities

- Pre **study** of crossing behaviour
- [redacted] and students on knowledge and attitudes
- Post **study** of crossing behaviour
- [redacted] and students on knowledge and attitudes
- Extended post study of crossing behaviour (3 or 6 months later)
- [redacted]

Classroom
based
(curriculum
linked) – pre
and post
surveys of
students

Students
involved in
pre and post
and
extended
studies

key: new activity



Example 2



Alcohol Impairment Education Programme

AIEP project

Strategic Context/Vision

- Safer Journeys 2020 - Safer Road User pillar
 - to ensure road users are competent, alert, unimpaired, comply with road rules, choose safer vehicles, take steps to improve safety and demand safety improvements.
- Supports the New Zealand Police Turning of the Tide strategy
 - applies the prevention ethos to victimisation, offending and crashes among Maori and commits Police and Maori to working together to achieve common goals



AIEP project

Project Intent

AIEP aims to lower victimisation and offending in Maori communities and road trauma. It will do this by

- **identifying** members of the community who are '**at risk**' for alcohol related harm/infringements and referring to them to AIEP
- **educating** AIEP participants about the Ripple Effect or consequences of poor decision making on the entire community
- **helping** AIEP participants to understand and accept the adverse effect that any level or alcohol or drugs has on safe driving and riding
- **educating** AIEP participants on the effects of alcohol and drug use on the body
- **motivating** a change in attitude and behaviour in AIEP participants
- and **providing** AIEP participants with the **tools** and **support** to undertake change.



AIEP project

Project description

- Scope: members of the community identified by Police and Corrections as 'at risk' for alcohol related harm/infringements.
- Referral path: AIEP participants identified and referred from Probation via Corrections Department
- KPI: 10 courses per calendar year; 10 participants per course (14 registrations to allow for drop off)



AIEP project

Project activities

Programme:

- consistent delivery that covers all required areas of learning
- eight hours of education to be countered against their enforced sentence/probation hours
- local speakers from Emergency Services through to Morticians to share their experiences encountered as part of their role at work
- each attendee will receive a certificate of attendance



AIEP project

Project activities - evaluation

- Course visitors' views (opinion on course value, suggestion to improve)
- Participants post course evaluation form
 - age
 - whether liked course
 - whether challenged/threatened etc. by course (comment why threatening)
 - whether would recommend course
 - whether attitude has changed towards drinking and driving (comment how)
 - course usefulness (comment why)
 - comment: key message took away
 - rate speakers (poor/no value to really valuable)
- Police to collate/maintain long term record of post AIEP attendee offences over 12 month period



AIEP project

Funding (allocation)

- Community Road Safety Programme 2012-15, subsidised by NZTA (3 year cycle).
- Programme is to be reviewed every year by the committee
 - based on the crash statistics and change in trends and budget allocations
 - allows flexibility to change the number of days devoted to AIEP

Reporting

- A budget sheet is to be maintained by Council and reported to NZTA.



Example 2

Some new ideas



AIEP project

Strategic Context/Vision

(As before)

what

Project description

(Description as before)

how



AEIP project

how

Project description – evidence based solution

What came before

- International examples?
- AEIP in other regions
- Local provider models
- Your adaptations for local success

Success features

- List critical success features
- Risks to success – and counter measures



Project outcomes

sustained change, all settings

do behaviour: maintain

do behaviour: starting

do behaviour: planning

change in attitudes

know 2 or 3 tools

aware

change

to whom, when



Project outcomes

sustained change, all settings

do behaviour: maintain = use designated drivers, talk to family re their behaviour

do behaviour: starting = have a plan

do behaviour: planning = identify designated drivers

change in attitudes = everyone is effected when I drink and drive

know 2 or 3 tools = make a plan, think of ripple effect, zero tolerance

aware = aware that there is a problem and a need to change

reach = referred participants choose to attend and participate in AIEP

key influencers recommend AEIP: past participants , Probation



AIEP project

change

REACH: Referred participants choose to attend AIEP

Project Intent

- **Aware**
 - problem & need to change
 - ripple effect of alcohol misuse
 - drug/alcohol effects on the body
- **Know**
 - knows tools and techniques (how to be safe)
- **Do**
 - safe behaviours that decrease risk of harm from alcohol
 - x, y and z (DESCRIBE)

Who

Who: people at risk of alcohol related harm/infringements

Selection criteria: identified by Police or Corrections as at risk

Geographic area: local community



AIEP project

change

Measures (pre, post, extended post)

- Reach: [if included]
- **Aware:** Participants are aware that (DESCRIBE)
 - I can support others who have a drink drive problem
 - There is a ripple effect when they drink and drive; x, y, z

Locally/culturally relevant: Build up evaluation questions through interviews/survey feedback to develop attitudinal statements



AIEP project

change

Measuring for change (pre, post, extended post)

- Reach: [if included]
- **Aware:** Participants are aware that (DESCRIBE)
 - I can support others who have a drink drive problem
 - There is a ripple effect when they drink and drive; x, y, z
- **Attitudes** (Using 5 point strongly agree to strongly disagree scale)
 - If I drink and drive is really just my own business OR If I drink and drive it everyone else's problem too
 - I often plan how I will get home before I start drinking
 - I am happy to talk to family about their drinking and driving



AIEP project

change

Measures (pre, post, extended post)

- Knowledge
 - Participants know two to three tools to stay on track (DESCRIBE make a 'get home' plan, have a designated driver, motivate self by thinking about the ripple effect ...)
- Behaviour
 - Participants self report safe behaviours (DESCRIBE: use of tools to stay on track, can describe a success, sharing what they now know with others, what to do if they mess up ...)
 - Probation officer interview/discussion (DESCRIBE use/understanding of tools to stay on track, have had some successes, keep trying if they trip up ...)
 - Offences data



So what it different?

REACH
(improve)

- Evaluation: course visitors' views (opinion on course value, suggestion to improve)

- Evaluation: participants post course evaluation form

- age
- whether liked course
- whether challenged/threatened etc. by course (comment why threatening)
- whether would recommend course

REACH

- whether attitude has changed towards drinking and driving (comment how)
- course usefulness (comment why)

CHANGE

- comment: key message took away **(some aware, know, attitude)**

- rate speakers (poor/no value to really valuable)

REACH

- Police to collate/maintain long term record of post AIEP attendee offences over 12 month period **CHANGE**
(do: but higher level & only if apprehended)



AIEP project

change

Recap: Evaluation activities

Pre study

- collation of participants' behaviour data (Police, Probation)
- **survey of participants:** knowledge, attitudes and behaviours [literacy: face-to-face talk rather than written survey]

Post study

- survey of participants: knowledge, attitudes and behaviours
- **survey of others** (Probation): participants knowledge, attitudes and behaviours

Extended post study

- collate and compare (with pre) participants' behaviour (3, 6 or 12 months later)
- **follow-up survey** - random selection of participants/probation



your questions



your questions

Triangulation is the
gold standard
is more than
one piece of
evidence

how much should I spend **5-10%**

what do I measure **prove (outcomes) & improve triangulate**

what is success **CHECK expectations/develop success**

indicators with stakeholders (funders/reviewers)

what do I compare it with? **your baseline data**

just as only process/description is not proof
Death & Serious Injury is not proof your project has succeeded



your questions

what's important to report? **evidence of success (and failure)**

[improvements are more for your information]

how big should the sample be? **technically may need to be**

large – but small is OK, triangulate use admin data

small budget – now what? **focus on:**

get your baseline data

this year's outcomes

select 2 measures of key outcomes



your questions

how can I be more cost effective?

cost effective data is

- highly relevant, focused specifically on looking for **evidence of change** (that is, focusing on your outcomes)
- administrative data
- opportunistic data
- very targeted paper or online surveys or interviews
- 'expert' paper or online surveys or interviews
- collate: don't collect all your data

What is essential data?
Less is more
ONLY: prove or improve

Pre-write your report
(what data do you need)

Mini data dump
– check its good



collate or collect

we often use

- surveys
- focus groups

try administrative data

- enforcement data
- truancy/absenteeism

interviews/discussions with key stakeholders

- case workers
- school counsellors

opportunistic data

- outcome described but not measured

Not a chat:
purposeful looking for
evidence of change



parents describe student lessons
talk of behaviour in new settings



evaluate for evidence of change

- be relevant
- align with strategic goals
- identify targeted need
- **evaluate for evidence of change**
- use effective evidence-based solutions
- do **prove** success/failure
- do ongoing **improvement**

define project outcomes
define success





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