



MONTANA TOBACCO USE PREVENTION PROGRAM

Evaluation Toolkit

Sourced with permission: Clackamas County Public Health Division 'HEAL Mini-Grant Program'
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Summary: This toolkit was adapted from publically available material for use by contractors and grantees of Montana's Tobacco Use Prevention Program. The toolkit is designed as an entry level resource to support contractors, grantees and program participants, specifically youth, to integrate evaluation and quality improvement into their program design and to support the documentation of outcomes. Questions on the toolkit can be directed to Montana Tobacco Use Prevention Program.

Section 1: Understanding Evaluation

What is Evaluation?

Evaluation is about using information that you collect to make a judgement about how successful your project has been in making the difference you intended to the people that you set out to support.

In order to evaluate your project, you will institute a system for monitoring or tracking your progress, which involves keeping track of what you are doing and what you are achieving. To do this you will gather relevant information, facts and figures, and feedback from key people involved in your project.

There are two types of information to think about collecting- **quantitative** or **qualitative**. Quantitative information typically tells you information that is numerical or can be counted. Qualitative information typically provides you information that cannot be counted and answers questions like “what is the value” “when did something happen” “what did you do”.¹ . Both methods are important and an evaluation can include just one type of information however the best evaluations include both types



¹ Principles of Community Engagement - Second Edition. (2011, August 01). Retrieved August 1, 2018, from https://www.atsdr.cdc.gov/communityengagement/pce_program_methods.html



Why do we do evaluation? What are the benefits?

Tracking and evaluating your project helps you to:

- Measure how well you are doing against your plans
- Learn from your experiences of the project and those who participated or were impacted by the project
- Identify ways to change to improve your project
- Understand how to be more effective and efficient
- Create evidence and documentation that can support future funding from other sources
- Help with planning future events and activities
- Demonstrate to yourself, your project, your volunteers, your funders the difference that your project is making to improve the health of your community

How to Use this Toolkit

This toolkit includes a mix of information about evaluation and how to do it, some tried and tested evaluation ideas and tools that you can choose from, and guidance to help you create and conduct an evaluation plan for your project(s).

In addition to this resource, there are many other Public Health resources on evaluation and quality improvement through agencies like the Centers for Disease Control, Institute for Healthcare Improvement, The Community Guide, and Healthy People.



Section 2: Evaluation Tools



Photo Documentation Tool

Photographs can be useful tools for evaluating a project and a great simple way to engage youth and community members in the process. This method asks project managers, volunteers and/or other participants to take pictures of the project. Use the questions below to guide which pictures to take. Write about why each picture was chosen and how it answers the question. Some questions will be more straightforward and others will ask the photographers to take pictures that represent attitudes, beliefs and ideas. There is no right or wrong way to photograph. All pictures show a unique perspective about the project. Questions can be added to fit the needs of your project.

Set- Up Instructions

1. **Pick your key questions** early in the program planning process (example questions on next page)
2. **Choose who will take the photos** (youth involved in the project, project participants, project organizers, etc) and ensure that they understand that consent is required for taking pictures of people
3. **Pick a camera type** (disposable cameras, digital cameras, smart phones etc).
 - a. Consider the cost of disposable cameras or how you will upload pictures from smart phones. One option is to create an Instagram page or a hashtag that smart phone pictures can upload too.
4. **Decide when the pictures will be taken** based on the question(s) you are asking
 - a. Pictures could be taken before and after an event or policy change (example policy change within a school, housing facility, community or park)
 - b. Pictures could be taken during an event (days of action, youth-led event)
5. **Think about the final product**
 - a. Depending on the size of the project and the questions asked, you may want to share the pictures with the caption with the community and decision makers
 - b. Remember to find the time to record or document a caption for each final photograph from each photographer.

Examples of Questions: Tip: Work with the youth and volunteers to pick, change or create new questions!

- What is the goal of this project?
- What did you like best about the project?
- Who participated in this project?
- What did you learn today that you didn't know before?
- What did I learn while doing this project?
- What did you not like about today's project
- What challenges have you faced during this project?
- How did this project influence or impact the community?
- What successes have you had during this project?

Here is a miniature example of a final product:

Question: Who participated in this project?



Name of photographer: Soreen Sfandes

Age of photographer: 17

Role of photographer: reACT member and organizer

Please describe the photograph and why you chose this picture; This is a picture of the tug rope game. Mostly students participated but one teacher participated and Stan's older brother Scout played with us. Some of the students were from Willow Creek elementary school and others were from Jefferson middle school. The people in the background were watching. I know some of the people from town but others I don't know.



Observation Tool:

Observation Tools make use of visual and auditory senses to better understand how the public interacts with a project, a place, even a tabling at an event. You can tailor the questions specific to the site that you are observing. For example, if you are observing how the community uses a park that is the subject of a tobacco-free policy, you can ask questions specific to features in the park- such as how many people are using the play features. Be aware that site observations of a park, a main street, a building etc will be influenced by the day of the week, the time of day, the weather, and if there are any other popular events going on nearby that may mean less people than usual are at the site.

Observation Tools on Next Page



Check List Observation Tool for a Site (park, building, street, business, event, etc)

Name of Site: _____

Date: _____ Time: _____ Day of Week: _____

Description of weather: _____

1. How many people are at the site? _____
2. About how many do you think are under the age of 18? _____
3. About how many families do you see? _____
4. What are people doing at the site? Please describe general activity

5. Would you describe any of the activities as healthy? Y/N
a. Please describe why you chose Y or N:

6. Would you describe any of the activities as unhealthy? Y/N
a. Please describe why you chose Y or N:

7. Is there a dominant emotion among the people at the site: Y/N
a. If Yes, which emotion(s) do people appear to be feeling?

8. Do you observe anything unexpected? Y/N
a. If Yes, what do you observe?



Check List Observation Tool for an Event or Project (days of action, table at an event, etc)

Name of Event/Project: _____

Date: _____ Time: _____ Day of Week: _____

Description of weather: _____

1. How many people are at the event? _____
2. About how many do you think are under the age of 18? _____
3. About how many families do you see? _____
4. What are people doing at the event? Please describe general activity

5. Is it loud? Y/N
 - a. Describe the noises you are hearing:

6. Does anyone appear unable/unwilling to engage in the activity being promoted? Y/N. If Yes please describe:

7. Is there a dominant emotion among the people at the event

8. : Y/N

- a. If Yes, which emotion(s) do people appear to be feeling?

9. Are people engaging in group or individual activity? (circle majority)

10. Do you observe anything unexpected? Y/N

- a. If yes, what do you observe?



Qualitative Observation Guide: Some projects are too complex to use a simple checklist for. You can use some of the following questions to evaluate the who, what, where, why and when of a project. **What** services are being provided, **Who** is impacted, **Where** it is happening, **Why** they are doing what they are doing. To get answers to these questions you can ask other people (project manager, participants, youth) but be sure to ask their permission before writing down their responses or recording with a phone camera. Here is a list of possible questions.
[Tip: Youth could record interviews on their phone.](#)

Specific questions for Project Managers and Organizers:

- What is the name of the project you are observing?
- Who did you speak with to learn more about the project?
- What are the goals of the project?
- How did the community participate (or not participate) in the project?
- How did youth participate (or not participate) in the project?
- Who was the target audience for the project?
- Who benefits from the project?
- What kind of activities were involved with the project?
- What is the project?
- Is the project a short term or long term project?
- What kind of materials and resources were used for the project?
- What was the main success of the project?
- What were the challenges?
- Did the project do what you wanted it to do?
- What would you do differently next time?

Specific questions for interviewee or any program participants or volunteers:

- Why did you decide to participate in this project?
- What was your favorite part about the project?
- Did you learn anything new?
- Would you do this again?
- Is there anything you didn't like about today's project?

Surveys

Surveys are a relatively easy and inexpensive method of collecting data to evaluate your program. They are often used to assess the impact of programs, generalize results to a larger population and determine program progress. These can be administered by project staff or volunteers at a predetermined time. Ideally, you will distribute these to everyone who participated in the project though that is not always possible. If your project is an event that happens over a specific time-frame, then we recommend attempting to survey as many participants as possible. If your project is something like a tobacco free park policy, then we recommend choosing various times to survey users. For example, try not to survey people in the morning and then in the late afternoon.

We have provided one survey template option, a Post-then-Pre Survey. This option will allow you to show change in the participant's knowledge, skills or behaviors. It will measure the benefit or impact of your project. Post-then-Pre survey is taken after a project is just completed. You are encouraged to pick questions that are specific to your topic- you are welcome to change the survey to fit your needs.

You can also use one of many Survey platforms, such as www.surveymonkey.com to build an online survey. You can use our question formats to build your online survey. The benefit of using online survey platforms is that they offer a simple way to distribute, collect and analyze results however this often comes at a cost..

Once you distribute a survey you will collect and analyze the results. Microsoft Excel can support simple data analysis- it's always easiest to learn about Excel from someone who knows Excel however there are also many youtube video's and online tutorials available to support Excel skill development.

TIP: Only ask questions that you will use. Do not ask unnecessary questions that will give you information that you will not use.

SURVEYS ON FOLLOWING PAGES



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I want to quit using e-cigarettes								
I know where to go to quit using tobacco								
Nearly 1 out of 2 high schoolers in Montana have tried e-cigarettes								
Nicotine can cause long lasting damage to young brains								

Questions?

CONTACT

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Prevention Program

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