CHAPTER 7

Sustaining the Intervention

Contents

Note: Citations are listed by chapter in the references section at the end of the document.

Communication and Dissemination

A major goal of this document is to increase community interest in adolescent health in general and the 21 Critical Health Objectives in particular. Communicating what a coalition does will help accomplish this goal. Most coalitions incorporate some communication strategies in their interventions, whether through relatively small-scale activities (such as publicizing events or recruiting members) or larger activities (such as a comprehensive media campaign). Regardless of the scope of communication efforts, an intervention to achieve any of the 21 Critical Health Objectives will be enhanced by knowing how to frame messages, communicate information, and work effectively with the news media.

The communications arena provides a wonderful opportunity for increasing the involvement of coalition members. For example, members with experience or connections in journalism, media, event planning, or social marketing can be very creative. Youth involvement can be especially powerful in disseminating meaningful messages (e.g., through youth-specific message development, media interviews). Expanding coalition membership or partnering with other agencies may provide communication other routes. Community groups who are working on related issues may want to cosponsor campaigns or events (e.g., Students Against Destructive Decisions (SADD) and the PTA could sponsor a forum on decision-making strategies to prevent drunk driving). Depending on the communications experience within the coalition and the type of strategy, it may be wise to seek professional help from public relations firms.

Communication Strategies

Communication strategies benefit the work of the coalition in many ways. They can:

- Increase or create awareness about the health issue (e.g., increase media awareness about bullying and fighting in local elementary, middle, and high schools).
- Increase or create awareness about the group, available services, programs or projects (e.g., use a newspaper ad to publicize a free youth sports program that reflects the goal of increasing physical exercise among community teens).
- Motivate people to use program services, attend events, or change behavior (e.g., hold a health fair to promote the use of mental health screening services and treatment for youth).
- Recruit members, allies, or potential funders (e.g., e-mail fact sheets or promotional information to other organizations working on related issues to help introduce the coalition to the public).

General Kinds of Information Dissemination

In choosing the most appropriate strategy for dissemination of information, it is important to consider the message, target group, and timing of delivery. For example, a group focusing on reducing HIV infection may first try to recruit members by posting an introduction in e-mails, list servs, and established newsletters, and wait until later to hold a press conference for local media that discusses how the issue affects youth in the community. The requirements of communication strategies vary widely, with some options involving substantial time, training, and resources. Worksheets 11 and 12 are designed to help plan and evaluate communications efforts.

CASE STUDY: Communication

Attracting community interest in an organization is vital to its sustainability. Being creative in how youth are approached and engaged can yield substantial benefits to an organization's functioning, reach, and objectives. Essentially, a coalition must have a strong understanding of its target population in order to effectively galvanize it for organizational activities.

Yo! Memphis is dedicated to youth development in Memphis, Tennessee (*http://www.yomemphis.org/*). More specifically, this organization attempts to help teens stay in school, learn job skills, earn a GED, and obtain long-term employment. In an effort to encourage community support for the organization and to promote organizational objectives, *Yo! Memphis* and its partners held a teen music video contest that encouraged participants to showcase videos addressing social issues such as AIDS and crime. Entries were judged according to talent, social content, and originality. In 2001, citywide winners were selected. To assist their efforts, contestants received video resources from community sponsors as well as from *Yo! Memphis* and they could take media classes if they needed technical assistance.

When developing communication strategies, consider:

- Is the strategy realistic within the designated time frame?
- Is the strategy financially feasible at this time?
- Does the coalition have the capacity and experience to use this strategy effectively?
- What, if any, additional resources and support are necessary to use this strategy?
- How can the impact on the target audience be measured?

Potential dissemination approaches include:

- **Paid Advertising and Public Service Announcements (PSAs).** Effective paid advertising can be very expensive, but the coalition can maintain control over the timing and placement of paid ads. PSAs are free, but timing and placement are out of the group's control.
- **Entertainment and Events.** Examples include live theatre, music, and poster contests. Entertainment strategies can be very effective with teens, but they take a lot of creative energy and effort to be done well.
- **Non-Media Public Relations.** Public speaking (conferences, special events) and publications (classroom materials, newsletters, community, school and faith-based publications, posting of notices in libraries, and supermarkets) are examples. These can be very effective and have a wide reach; they can be very targeted or very broad.
- **Electronic.** Web sites, e-mails, list servs are examples of easy, fast ways to "get the word out."
- **Sales.** T-shirts, bumper stickers, calendars and other items could be sold. If done creatively, sales can be a good strategy and a great way to involve teens.
- **Media Relations.** TV, newspapers, radio are possibilities. Generating news coverage by the media is largely free or inexpensive, reaches a large, diverse audience, and has high credibility. It takes a lot of effort, however, to establish and maintain relationships, and there is a lot of competition with other stories.

Although many of the strategies and information discussed below are applicable to all modes of communication, the next section focuses primarily on the news media.

CASE STUDY: Media

In addition to drawing on the power of such traditional media outlets as television, radio, print media, and billboards to effect change, coalitions should explore nontraditional media, such as photography. Finding a medium that is heavily used by youth can increase their exposure to and use of a coalition's resources. Before undertaking any communications strategy, the coalition should study the media habits of its target population. Communications specialists and teen volunteers could provide valuable assessment assistance as part of this research project. Here are examples of organizations that used less traditional methods of getting their message across:

The Alameda County (California) Public Health Department (*http://www.co.alameda.ca.us/publichealth/*) planned to use photographs taken by a group of teenage youth, known as the Town Criers, to increase local awareness of AIDS. The pictures were taken within the county and depicted HIV-infected and AIDS-affected persons in various situations, such as relaxing at home, visiting relatives, or seeing the doctor. The photographs, which were accompanied by captions that describe the essence of AIDS as well as various perspectives on the disease, were designed to increase the visibility of AIDS in a county that has been severely affected by it.

As part of the CDC's "Choose Your Cover" initiative to prevent skin cancer (*http://www.cdc.gov/ChooseYourCover/*), Ogilvy Public Relations Worldwide worked with local restaurants to develop a "Choose Your Cover"-themed tray liner.

The Truth, an anti-tobacco organization, has created the "INFKT truth tour 2002"—a tour of U.S. cities that showcases DJs, oversees rap contests, and holds free giveaways—to go along with its core task of providing anti-tobacco information (*http://www.thetruthpress.com/press_release.html*).

Determining the Target Audience

In developing the action plan, the coalition should choose very specific strategies and groups on which to focus. It is very important to define the target audience as specifically as possible. Perhaps the strategy focuses on individuals (such as youth who carry weapons), or, if the intervention operates on multiple levels, aims various components at different populations (e.g., youth who carry weapons, their parents, local stores that sell weapons). Perhaps the strategy is geared to people familiar with the issue; perhaps it targets people not yet involved. In any case, the strategy needs to be tailored both to the audiences the coalition is trying to reach and to the message it seeks to convey.

To determine optimal ways to reach its target population, the coalition should consider the following (also see Worksheet 13):

1. **Target Audience:**

   Age, sex, race/ethnicity, culture, location.

2. **Information Sources:**

   Where do audience members get their information? Whom do they trust or respect? Who are their role models? What radio stations do they listen to? What TV shows do they watch? What other media do they use?

3. **Perception of Issue:**

   What do audience members think about this issue? Do they know the consequences or realities of the health issue? Have they been personally affected by the issue?

4. **Places to Reach:**

   Where do audience members spend their time? What are their hobbies? What transportation do they use? What are their travel routes?

5. **Cultural Issues/Languages:**

   Are there cultural aspects to the message that must be considered? Is it necessary to publicize the message in more than one language?

6. **Research Shows:**

   What does research show about the issue? What best practices have been found to be effective?

Example: Message Development Worksheet for Smoking Intervention Geared at Latina Youth (See Worksheet 13)

Target Audience	Information Sources	Perception of Issue	Places to Reach	Cultural Issues/ Languages	Research Shows
Latina females, ages 10-17 years, living in predominantly Latino neighborhoods	Spanish-speaking and hip-hop radio stations, Spanish-speaking local television stations	Focus group with Latina youth in the neighborhood where smoking was common	City subways, particularly in certain neighborhoods, local park where Latina youth hang out	Language, smoking common in this target group	Targeted interventions specifically focused on different segments of the population are more effective

Developing a Clear Message

The message the coalition promotes should conform to its action plan. To develop an effective message, the coalition first has to know what the target audience thinks or knows about the issue, and needs to be clear about the behavior or actions it wants to encourage. Focus groups, surveys, and key informant interviews are excellent ways to learn what types of messages the target group will respond to as well as how and where the group gets its information. It is extremely important to have members of the target group involved in the working group that develops and tests messages. It is best to test and refine the message until the target group finds it effective. The impact of an effective message can be enhanced by placing it in the media channels most frequently used by the target group.

Developing a clear message is extremely important. The message should be so straightforward that there is virtually no chance of misunderstanding it. It should stress a few key points and be honest and simple, yet complete. The message can be delivered in a variety of tones (e.g., reassuring, serious, emotional) as long as it is expressed in a way the target group will relate to and respect.

Once the core messages for the intervention or program are developed, they can be adapted for different audiences. All related communication activities regardless of vehicle (e.g., flyers, commercials, news media interviews) should reinforce the same message.

Targeting Young People

When developing messages targeted to youth, research has shown:

- Teens do not respond to scare tactics and negative images.
- Teens are more likely to respond to messages from people 2 or 3 years older than themselves.
- Immediate consequences are far more real to teens than long-term ones. Messages that focus on the short term have the most impact.
- Glamorizing the positive behavior being promoted is effective.

(National Campaign to Prevent Teen Pregnancy 1997)

EAT RIGHT COALITION (ERC) CASE STUDY (continued)

Many of the ERC's communication efforts had already taken place through numerous presentations prepared by the individual program component committees (PCCs) for area educators. Moreover, joint publicity events were being planned with other organizations. Still, it was imperative that the coalition assign several persons to handle its essential communication duties. The coalition's communications committee was composed of students, parents, business professionals, and teachers. These persons decided to develop a coherent media strategy that focused on three groups: youth, parents, and teachers.

The committee realized it may be difficult to gain the acceptance and approval of youth while simultaneously exciting and motivating them. Therefore, it was especially important to obtain feedback from student members. First, the committee tried to organize events in which youth would participate. Thus, talent shows (including one Latin talent show catering to the community's Hispanic population), food tastings showcasing some of the new healthy/appetizing foods to be offered, and basketball tournaments were held at various schools, and high school seniors were recruited to organize events and encourage other youth to participate. In addition, the committee attempted to sponsor events and have booths and presentations at relevant events. The committee used a variety of communication strategies, including school flyers, youth speakers in local classrooms, and short speeches at sponsored events. In each setting the committee explained in basic terms the activities the coalition intended to offer and how youth could take advantage of them, while emphasizing the impact that healthy eating could have on a person's energy level and self-esteem. In fact, the committee created a slogan that promoted such a message: "Eat Right, Feel Good!"

To target parents and teachers, the committee tried to employ different methods. It had learned from many of the coalition's initial meetings that these groups were fairly supportive. Thus, it felt its goal should be to explain how parents and teachers could involve themselves in the various interventions. It gave short presentations at PTA meetings, teacher meetings, the work sites of large employers, and to faith-based groups. Its presentations clearly explained what the coalition was doing, and audience members received a flyer entitled "How You Can Help." These flyers gave suggestions to teachers on how to coordinate health messages in their classes with healthy-eating campaigns taking place around the schools. The campaigns' purposes were to help students make healthy food choices, as well as to promote healthy-cooking classes and contests. Flyers encouraged parents to familiarize themselves with healthy food options at schools and to conduct healthy-eating campaigns in their own homes that dovetailed with what was going on in the schools. Presentations emphasized that the interventions would have minimal impact on the school teaching environment, and would not consume a large part of the school's resources. Finally, all teachers and parents were given healthy-food vouchers that students could use in the cafeteria.

The committee also tried to publicize the coalition's message to the greater community. For example, it held a joint press conference with the school board superintendant and health department director to announce the project. Coalition members wrote editorials and placed ads in local newspapers, and they developed "sound bites" in preparation for subsequent interviews. Press kits were sent to area newspapers, radio, and television stations, as well as to the mayor and other prominent community figures. In addition, one committee member worked extensively with a local television station to plan a series of youth health reports that corresponded with National Physical Fitness and Sports Month.

Finally, the coalition sponsored a community-wide healthy cooking competition in which local businesses and residents set up booths at an area park, showcased healthy foods, and vied for the first prize, the "Scrumptious and Healthy" award.

The committee's activities required more expenditures than initially anticipated. The expense of printing various items and sponsoring events was quite large, so that this committee had to coordinate with the resource committee to ensure that funds were available. These extra cost placed considerable strain on the resource committee's ability to maintain adequate funds for the coalition. Some of the expenditures were recovered by selling ERC T-shirts, which proved to be exceptionally popular and were sold at each of the community events.

The News Media

There are many benefits to working specifically with the news media which has the capacity to reach a large audience, offers free exposure, and specializes in communication. It takes significant time and effort, however, to work with the news media effectively. In addition, what the news media views as "newsworthy" changes constantly, and many issues compete for daily coverage.

Strengths of the news media:

- Informs the public on a broad scale about health issues.
- Informs policy and decision makers and influences them to take action.
- Gives community members who might not otherwise be heard a stronger voice and a sense of empowerment and importance.
- Gives exposure to stories and issues that will help a community mobilize its members.

There are **three main approaches** to working with the media:

- **Proactive:** A member of the group approaches the media to propose a story about an issue, service, or event.
- **Reactive:** The media asks the group to respond to an issue or statement currently in the news.
- **Self-defense:** The media asks the group to respond to a crisis or negative press regarding the organization or the issue at hand.

Working with the media proactively is usually the best approach. By building a relationship with media representatives, the coalition can initiate dialogue and present stories and efforts strategically. Correspondingly, most media opportunities can be used to the group's advantage.

Certain times are especially strategic and appropriate for collaborating with the media:

- During the announcement of a new project or new development (e.g., the results of a community needs-and-assets assessment)

- When the coalition has information that can be tied to current community events or recent news (e.g., injuries in the national news can be tied to local adolescent profiles), and
- When opportunity for publicity could mean the difference between meeting coalition goals and having an alternative (or opposing) view of the problem receive attention (e.g., directing attention to rates of youth depression when a mental health bill is being considered).

Relationships with the Media

Making friends with, and becoming a credible source for, the media takes a lot of time and effort, but it is well worth expending this energy. Developing this relationship illustrates to media representatives that the coalition respects the role they play in making its message visible, and it will build their trust in the coalition as a respected source for health information.

Tips for developing a relationship with the media:

- Research the types of articles or topics covered by local or other media sources, and examine which reporters and newspaper sections cover the issues related to the Critical Health Objectives the coalition is addressing. Be creative, perhaps approaching the sports editor, for example, to focus on unintentional injuries that affect youth.
- Designate media contacts (or a group) within the coalition. These persons should introduce themselves to the media, follow up on all calls, and keep the media informed of group activities or relevant developments on the issue.
- Research and connect with a variety of media organizations, such as local, ethnic, faith-based, and educational resources, including ethnic-specific newspapers or radio stations.
- Keep a current media contact file that is easily accessible and well organized.
- Share new information, related news, and important contacts as they come up, not just when the coalition has an upcoming event or services to publicize.
- Put together a press kit that contains background information on your organization, including its accomplishments, current projects, and, possibly, staff biographies. Send the press kit to media contacts to introduce the coalition and include it with any topical information the group sends out.
- Keep a media "hit file," which includes the actual piece if possible (e.g., newspaper article or online printout) as well as how many individuals it reached (e.g., Web hits, newspaper circulation, presentation audiences). This infomation will help assess how well the group is working with the media and will prove useful when applying for funds or conducting an evaluation.

Connecting with the Media

Establishing connections with the media can take numerous forms based on the specific purpose—to inform about events, to initiate ideas, and to present information to the general public. These opportunities are excellent for local youth to offer their perspectives and experiences regarding the Critical Health Objectives. Strategies for contacting the media are described below:

- Pitch letters—Short, concise letters to propose ideas for a story or to spark media interest.

- Media advisories—Announce the particulars of an upcoming press event in bullet form (often sent a few weeks before an event).
- Press releases—Short, concise memos that describe the "who, what, when, where, how, and why" of an upcoming event. Should be written so they can be printed "as is" and easily distributed; should be sent to the media approximately a week before an event.
- Press conferences and briefings/community forums—Events the coalition can sponsor that provide opportunities to discuss the issue the media is invited to explore.
- Press/media kits—These kits, which should be assembled and ready to go at a moment's notice, can contain fact sheets about the organization, supporting documents (reports, informational flyers, or brochures), and fact sheets about the issue, including sources for all facts.
- Opinion pieces (op-eds)—Most op-eds are 500-1000 words. Because newspapers have different policies, check with the local paper about how to submit an opinion piece so that it is published at the correct time.
- Letters to the editor—Shorter than op-eds, these letters are usually written in response to a newspaper article and should be submitted as soon as possible after that article appeared.

Framing Messages for the Media

Because exposure from the media is often limited, it is important to make the message as compelling as possible and to frame it in a manner that is easy for the media to communicate.

Prepare a Media Bite

Oftentimes, regardless of the amount of time spent with a reporter or information offered to this person, only one or two sentences see print or are broadcast. Therefore, it is a good idea to incorporate a media bite – the core message in a quick and succinct form – that the media can easily use. Once the coalition knows the core message it wants to deliver, the following strategies can help:

- Keep it short and simple – 15 seconds maximum.
- Communicate shared values – Stress themes that appeal to the general public (e.g., safety, education).
- Communicate what is at stake – Who is affected? Why is it important?
- Use reasonable language easy for the public to understand – Avoid jargon or acronyms.
- Present a solution to the problem or concern of interest.
- Frame the problem and solution in terms of institutional accountability – if appropriate, name the body the coalition holds responsible for taking action.

Make the issue "newsworthy"

As media reporters have so many potential stories and issues to cover, consider framing the issue in a manner they will find attractive and "newsworthy." Some possibilities are:

Local angles to national news information—statistics or trends

Personal stories—especially of interesting events, personalities, achievements against great odds, or racial or socioeconomic inequalities

Quotable people—celebrities and policy makers

Seasonal/anniversaries—a critical objective can be tied to a holiday or an annual or historic event

Some examples include:

- *A popular young celebrity discloses a history of drug abuse and a stay in rehabilitation. This can be related to drug use among the community's youth and efforts to work with adolescents and their families on this problem.*
- *Bringing attention to drinking and drug use on prom night can serve as a tie to community programs for youth that are drug and alcohol free.*
- *A teen suicide in national headlines can prompt a report on suicide and depression among youth in the community.*
- *Cuts in funding for physical education classes could be an opportunity to highlight the need for physical activity.*

(Hutchins 1999; Wallack et al. 1999; Whitman 2002a)

Communicate the Meaning Behind the Statistics

Many of the statistics behind the Critical Health Objectives have striking implications. Even so, when a powerful statistic is shared with the community, its meaning can be lost because the public cannot relate to its significance. Expressing a statistic in a context that is easy to understand can help provide the desired effect.

- Break down numbers by time – how many teens a day, per hour, every weekend. For example, every weekend, more than 1,000 teenagers will be involved in a car accident due to drinking.
- Break down numbers by place – how many classrooms of students every year or day, the size of a city.
- Provide comparisons with familiar entities – the number of kindergarten classrooms needed every year because of teenage births, for example.
- Provide ironic comparisons – money spent on violence prevention vs. juvenile halls vs. college tuition.
- Personalize the statistic – what it means for each child, adolescent, and family.

(Wallack et al. 1999)

General Interview Tips

- ***Timing is everything***

  If a conversation with a reporter is proactive, asking if it is a good time to talk and offering to call back at a later time if needed might be useful. If journalists or reporters call, respond promptly, as they may be working to meet a deadline. A delayed response might tempt journalists to find someone else, who may not present the perspective of the coalition. Be prepared to respond immediately to breaking news, which is often the priority for news media.

- ***Only discuss issues when ready—if not ready, refer to someone who is***

  If reporters call the organization to request an interview or information, first determine the specific issues about which they want to know. This will help to decide who in the coalition the reporters should be interviewing. If they should be speaking to someone else or the information is not available, inform the reporters that the necessary information will be gathered and delivered to them as soon as possible.

- ***Prepare for anticipated questions***

  Draw on the core message and mission of the coalition to determine what messages need to be stressed, and how. Generally, it is wise to prepare answers to questions like:

  - Why is this issue important to the community?
  - What is the solution to the problem?
  - How can community members become involved?

- ***Say only what you are willing to see in print***

  Speak positively and remain as friendly and relaxed as possible. Understand the reporter's perspective, answer directly and honestly, and maintain control of the interview by focusing on the topic to be discussed. If the reporter phrases the issue negatively or is trying to steer the conversation in a different direction, you might have to reframe the issue and bring it back to the core message (e.g., "What is really important is…"). If you do not know the answer to a question, it is okay to say so and promise to get back to the reporter as soon as possible. As the interview is closing, summarize key points and the take-home message. Finally, if the reporter misrepresents what was said in the interview, or related facts – ask for a correction in print or on the air.

- ***Develop a group of credible community members who can speak on the topic***

  Have a prepared contact list of community members who can discuss how this issue affects them personally and professionally (e.g., community youth, parents, teachers, physicians) to make it easy for reporters to obtain the quotes and information they are seeking (National Campaign to Prevent Teen Pregnancy 1997; Wallack et al. 1999).

Disseminating messages to the community, both through media and non-media approaches, calls for initiative and perseverance. The options for disseminating information can seem overwhelming, and first steps such as determining the target audience and developing clear messages require time and careful consideration. Developing relationships with the media also entails significant energy and commitment. Although challenging, all of these efforts are integral to reaching the 21 Critical Health Objectives for adolescents and young adults in a meaningful way. Communication strategies shape the environment and influence teens on a variety of levels. Thus, working to transform key messages into health-promoting influences is an effort well spent.

Fundraising and Redeployment of Resources

Regardless of the direction in which the coalition has decided to channel its Critical Health Objective efforts, additional resources will probably be needed to carry out these strategies. The resource development process depends on many factors (e.g., the coalition's age and structure, current financial standing, and potential strategies) that must be addressed prior to or concurrent with putting the Critical Health Objective strategies into action. For certain strategies, some resources can be redeployed or donated; for others, substantial funds must be raised.

Determining Development Strategies

There are a variety of approaches for acquiring necessary resources. The route the group takes will depend on such factors as timing, the stage of the coalition, findings from the needs-and-assets assessment, and strategies in the action plan.

The coalition might consider the following questions to help determine appropriate resource development strategies:

Financial Standing

- What is the current financial situation of the coalition? Does it have a tax-exempt or nonprofit status?
- What are the current sources of funding? How are funds currently being allocated?
- Can any of the existing sources be further increased?
- What is the fundraising goal at this time? What are future goals? What kind of funding will be needed in the future to maintain the interventions?

Current and Future Strategies

- Which, if any, current activities/components are to be maintained? Which activities can be eliminated if funding is not available?
- Are more staff and positions needed to implement strategies effectively?
- What may not be absolutely necessary but would facilitate meeting objective goals (e.g., space, supplies, essential equipment, transportation)?

Available Resources

- To what resources (e.g., staff, space, board members) does the coalition have access?
- Are there more effective ways to use existing facilities and resources? How can resources from members of the coalition be pooled to maximize their potential?
- Are additional funds really needed at this time, or could the needed services or personnel be redeployed, provided in-kind, or obtained voluntarily from existing resources?
- How much money is already dedicated by the community to the issue? What other groups are working on similar issues? Is there potential for collaboration?
- What funding/resources are generally available in the community? (This information may be available from the needs-and-assets assessment).

Approaches to Resource Development

The coalition can choose from several approaches to resource development. The majority of these strategies can be carried out at different times or in conjunction with each other. Youth can be creatively involved in all these approaches.

- **Collaboration with Other Organizations**

  Collaborate with other organizations to work towards meeting needs together (e.g., applying for joint funding) or sharing resources with each other.

- **Events (e.g., Fundraisers, Conferences)**

  Hold events that draw attention to the issue. Charge registration or admission fees, or request donations.

- **Fees or Dues**

  Develop a fee-for-service structure or membership fees.

- **Sales**

  Sell products (e.g., greeting cards, T-shirts related to the issue and the target population) that contribute to youth development.

- **In-Kind Support, Volunteers, or Donations**

  Seek donations, obtain in-kind support, or use volunteers to meet administrative or program needs.

- **Resource Use and Redeployment**

  Use resources more fully and redeploy existing resources (personnel and administrative).

- **Submission of Funding Proposals**

  Submit proposals to governmental (federal, state, local) or private (e.g., philanthropic) funding sources.

CASE STUDY: Fundraising

Despite having multiple funding sources, an organization can find itself struggling to make ends meet. To raise funds effectiviely, it is necessary to know what resources are available, to be efficient and creative, and always to be prepared.

LA Youth (*http://www.layouth.com/*) is a countywide, independent, teen-written newspaper with a readership of over 300,000. Among the newspaper's many goals are to give youth a voice in civic life as well as a forum to discuss relevant subjects and ideas. The organization has several funding streams but is primarily supported by grants from such foundations as the Irvine Foundation, the Ford Foundation, and The California Endowment. Although the newspaper receives funds from 25 to 50 foundations overall, no one foundation accounts for more than 20% of the total funds received. Besides this source of income, the newspaper receives small amounts of revenue from advertising, subscriptions, and donations. Despite having developed such innovative and diversified strategies to create income, the organization still does not always feel financially stable; thus, it has developed a strong appreciation for all the monetary support it receives.

Understanding and Developing a Budget

Before adopting any fundraising options, the coalition needs to understand its current financial standing and be able to anticipate future expenses required to implement the intervention. A clear understanding of where its money is going, how it is coming in, and how it can be used will help determine realistic goals for the present and provide a base from which to determine future development needs. Understanding the financial status of the coalition is essential to all fundraising work, including more formal fundraising efforts such as grant proposals.

Budgeting may be particularly complicated if the coalition has operated rather informally. The development of present and future budgets may bring to the surface such issues as salaries, job stability, long-term commitments, and sponsorship. For example, determining whether assurance of fiscal responsibility is the coalition's job or something for individual agencies (many of them are also concerned about their own long-term sustainability) to provide could be a point of contention. Redefining roles and commitments may be necessary in developing a clear understanding of what is expected of those involved. (*Note: Refer to Coalition Building section for more information on the challenges of collaboration*).

There are different ways to organize a budget. For example, it can be broken down by organizational and activity expenses, personnel and non-personnel costs, or other categories required by a funder. Approaches used to facilitate this process can range from using computer software programs to working formally with an accountant. A

budget typically has two core components: **Current Financial Standing** and **Future Expenses and Income** (see Worksheets 14 and 15).

Current Financial Standing – integrates the costs associated with components, activities, and funding streams currently in effect.

Example: Current Financial Standing (see Worksheet 14)

	Department of Public Health	United Way	Membership	Totals
Salaries				
Supplies				
Equipment				
Totals				

(Rabinowitz 2002a)

Future Expenses and Income – incorporates projected expenses (the amount of money the coalition expects to spend in the coming fiscal year) in established categories, projected income by source (the amount of money the coalition expects to take in for the coming fiscal year, broken out by sources such as fundraising, memberships, and sales), and the interaction of expenses and income. Funding sources can be broken out in general categories (e.g., fundraising, memberships, donations) or more specifically (e.g., the department of public health, the community health foundation). Make sure to build in the flexibility to make adjustments as the year goes on. Plan for unexpected expenses!

Potential expenses include:

- Salaries, wages, and fringe benefits for employees, listed separately by position
- Rent and utilities for organizational space
- Phone and Internet service
- Insurance (e.g., liability, fire, and theft)
- Taxes (these can reach 15% of the total payroll)
- Consultants (e.g., accountant, marketing)
- Transportation expenses/travel allowances
- Administrative costs (e.g., printing, postage)
- Program/office supplies (e.g., pens, paper, software)
- Program/office equipment and repairs (e.g., fax machine, copier)
- Training/professional development costs
- Program/strategy costs

Estimating expenses can be difficult, especially for expenses with which the coalition has no experience. Expenses can be estimated based on previous years' figures, from general research, or by asking other agencies. For supplies and equipment, look through a store catalog and create budget items based on coalition needs. In general, it is wise to estimate high when estimating expenses and low when estimating income. The group needs to be able to defend the reasons and costs behind all estimates (formal grant proposals usually include a budget justification).

Example: Future Expenses and Income (see Worksheet 15)

Expenses		
	Salaries	$XXX
	Supplies	
Total Expenses		
Income		
	Department of Public Health	
	Membership dues/fees	
Total Income		

(Rabinowitz 2002a)

In-Kind Services and Redeployment of Resources

Although traditional fundraising is a valuable strategy, there is also a potential for donations and for redeployment (redistribution of available resources to use them more effectively) at structural, organizational, and individual levels. Donations, in-kind services, and redeployment can advance both individual and collective organizational goals. Review the needs-and-assets assessment to determine possible contributors. After reviewing the needs-and-assets assessment, consider how community resources can be used to fill project needs through partnerships or shared resources (e.g., using schools and houses of worship as program space). Such sharing of resources assists the coalition by helping it reach its goal, and at the same time avoids duplication of services while effectively meeting community needs. Worksheet 16 can help identify available in-kind and redeployment options.

Consider:

- What exists that can be used for the intervention?
- Are there better ways to use existing facilities?
- Who else is serving the same population or working on the same issues?
- Can resources be pooled to maximize their potential?
- What does the coalition have to offer other groups?

Possible In-Kind or Redeployable Services

- Space, including maintenance and utilities for that space
- Professional staffing, including counselors and school nurses
- Health professionals or university students in training
- Administrative assistance
- Services

- Equipment/furniture
- Construction and renovation

CASE STUDY: Redeployment

Using existing community resources or getting in-kind support can provide substantial financial savings to a coalition. The advantages of such a structure are more than monetary, however. Using existing resources can allow a program to be more heavily used because it takes place in a setting with which local constituents are already familiar. It also allows a program to be better integrated in the daily life of the local community and improves its chances for sustainability. Finally, by taking advantage of existing capabilities, coalition activities take on the feel of a community-run program and increase their public acceptance.

The “Teachers and Health Plans for Healthy Kids” program, which has been initiated throughout the state of California relies on teachers to inform the families of uninsured children about their eligibility for medical insurance (*http://www.calendow.org/news/NewsReleases/2002/09/090402catpressrelease.htm*). Forged from a partnership between the California Teachers Association and the California Association of Health Plans, and using grant money from The California Endowment, the program aims to insure the 656,000 uninsured children who are currently eligible for low-cost Healthy Families or no-cost Medi-Cal coverage. The program is attempting to have more than 330,000 teachers hand out information and hang posters saying “You Can’t Help Kids Learn When They Aren’t There.” Teachers will be given leeway to inform families about their insurance options in the manner they find most suitable. A previous pilot version of the program was very successful—on just one day, 489 families and their children signed up for health care insurance.

Fundraising

Fundraising needs and sources vary according to the stage of coalition development. In the beginning, funding may be needed for administrative purposes, such as conducting the needs-and-assets assessment. In the middle and end stages, funds are likely to be needed for sustaining or enhancing the intervention. The activities to be funded may dictate the funding sources. For example, a planning grant from a philanthropic foundation may be necessary to conduct the needs-and-assets assessment. Once the data are available, collaborative members may be able to write grant proposals to the federal and state governments in order to fund the program intervention itself.

There are a variety of avenues from which to secure funds; the coalition needs to decide which type of funding is appropriate and most accessible at particular times. A combination of funding sources is recommended; the coalition should not depend on any one source. Because donors prefer to give in different ways, having diversified funding strategies offers a greater opportunity for attracting contributors.

Personal Connections

When seeking funding, do not underestimate the importance of personal connections. Does anyone in the coalition know a potential funder (e.g., from the public or private sector, a foundation, an agency)? If possible, propose a meeting to discuss the coalition’s mission and action plan in more detail.

The following persons and groups are potential sources of program funding:

- Coalition and board members
- Current staff and volunteers
- Individuals/community members who use the services

- People who have volunteered or donated in the past
- People who are interested and involved in the field
- Family and friends

The three main sources for grants are government, private business, and philantropic foundations.

Government: National, State, or Local

The coalition may be eligible for funding from federal, state, or local governmental agencies. At the federal level, a wide variety of funding programs exist both within health and in related areas such as education, human services, justice, and labor (for more information on government and funding sources, see Chapter 8). However, the coalition will need to demonstrate its capabilities and experience in order to receive competitive funding.

Private Businesses or Corporations

Businesses and corporations can be a valuable resource for community organizations, and the reverse can be true as well. Businesses can benefit in terms of tax relief, community involvement, and demonstrating their investment in the community. Finding a set of champions from the business community can be invaluable to the coalition.

Local, State, and National Philantropic Foundations

Foundations are an indispensable source of funding. Foundations rarely support ongoing program and service delivery, however. It is important to research and make sure they match the goals of the coalition. In addition, try to determine what aspects of grant-making are of most interest (e.g., start-up funds). Because local foundations generally invest in local communities and are likely to provide planning grants or fund demonstration projects, they are a good place to start. Securing local funding can also help attract state and national funding. National foundations generally have certain priorities or areas they fund (e.g., innovative models) that address a specific health issue or population group.

Narrowing the Field—Determining Where to Focus Efforts

With so many options, it is important to focus on realistic chances for securing funds. Eligibility, particularly for government grants, should be the first consideration. Review a potential source's funding history (e.g., its Web page or annual report) and ask for its grant or grantee list. Find out how and why the organization was created, its areas of interest, general types and amounts of past grants, and application procedures. Worksheet 17 can be used to compare potential funders and identify the best matches.

Consider:

History—In what areas has the funder given in the past? Are they relevant to what the coalition is working towards?

Purpose—What purposes does the funder support (e.g., start-up, administrative, program related)?

Size—What size grants has it given in the past? Are these amounts useful to the organization, given the effort it will take to apply and the chances of acceptance?

Location—In what areas of the country has the funder given in the past? Does it seem to support cities more than rural areas?

Considering all this information, what are the chances the funder is a good match for the coalition's work and interest?

CASE STUDY: Fundraising

Simply learning about a foundation can provide important clues for the grant proposal process. It is important to consider the foundation's primary focus, the awards usually given, where its activities are concentrated, what types of proposals are eligible or ineligible, and the length of the review process (if funds are needed immediately). Even modest research can save valuable time and help pinpoint foundations worth targeting. Quick research can yield facts such as these examples:

(Note: Names are not those of actual foundations)

- The Health Foundation's awards are primarily focused on health care and only support domestic efforts. In general, many grantees' projects appear to focus on children and adolescents.

- The Northwest Foundation's Pacific Northwest Division is involved in supporting nonprofit organizations in Washington and Oregon, including organizations supporting the civic engagement of youth.

- The Helpful Foundation does not generally award grants for annual fund drives, building campaigns, major equipment, or biomedical research. It prefers to fund organizations attempting to improve human services.

Basic clues such as these can go a long way in deciding which foundations to approach, how to shape a proposal, and even how to figure out a funding focus for a coalition.

Federal Tax-Exempt and Nonprofit Status:

The coalition status (e.g., whether it is a certified nonprofit organization or the subset of a lead agency) influences the manner in which funds can be acquired. If the group has federal tax-exempt status (e.g., *501[c][3]*), potential donors can make tax-deductible contributions, which is very important for groups that rely primarily on grants. The group can also apply for grant funds directly. Certified nonprofit organizations can also assume fiduciary responsibility for themselves. If the group does not have either of these classifications, however, it will need a fiscal sponsor to receive the funds. In turn, the fiscal sponsor (potentially a lead agency within the coalition) will support the coalition's activities.

After determining the best match (or matches) for its fundraising efforts, the coalition can examine its specific grant-making processes. Funding sources range widely in their application processes, and it is extremely important to follow application procedures carefully and completely, and be courteous and businesslike in all communication and correspondence.

The request should clearly demonstrate: (see Worksheet 18)

- A clear representation of the coalition's mission and goals and the program the group plans to carry out with the requested funds.
- Past accomplishments (e.g., needs-and-assets assessment, youth development work) and the group's ability to carry out the proposed program.
- Why the targeted Critical Health Objective is important—to the coalition, the community, and the potential funder.
- Why the approach was selected. How is it known to be effective (e.g., it is based on a successful model, or is linked to research)? How is it innovative? Make sure it is realistic—be reasonable and establish specific criteria by which to measure success.

- Strong commitment to the community. This illustrates to potential funders that the coalition is dedicated to working with the community to effect change.
- A clear justification of the request, its purpose, and cost. Do not ask for more funds than needed—they can be hard to justify and the request may illustrate poor planning.
- Why the group is interested in this particular funder. How does the coalition's project relate to the funder? What benefits will involvement in this project offer the funder? For example, will it help it demonstrate its connection to the community; does it fit its mission?

Following Up

Regardless of outcome, follow up with the potential funder. If funding is obtained, immediately call and thank the funder and send a formal thank-you letter as well. Deposit the money as soon as possible. Keep in contact and complete any requested progress reports in a timely manner, clearly illustrating what the support is helping the coalition accomplish. Add the funder to the coalition's mailing list, invite your program officer to events, and acknowledge the funders support at any public events or in published materials as appropriate.

- If funding is not obtained, send a formal thank-you letter for the time the funder spent considering the application. The four most common reasons proposals are not funded are that:
    1. the funder does not believe the applicant understands the problem;
    2. the funder does not believe the applicant's proposed solution provides an adequate response;
    3. the organization's qualifications are considered insufficient;
    4. the proposed budget is considered inadequate.

  (Brindis & Davis 1998)

If interested in this funder, ask the program officer or representative how to improve the proposal for future applications (for example, what was missing), and when the next funding cycle begins. It is important and valuable to learn from rejection. Sometimes, however, the foundation will ask for more information or justifications. Make these proposed changes and resubmit if appropriate.

EAT RIGHT COALITION (ERC) CASE STUDY (continued)

The implementation phase of the coalition was filled with a multitude of activities. One of the primary activities was to establish a budget committee that would oversee the financial management of the organization. A group of three volunteers, one an accountant, agreed to serve in this capacity. Their first order of business was to establish the coalition as a nonprofit 501(c)(3) entity. This step would allow donors to make tax-deductible contributions and permit the coalition to apply directly for funds. Second, the committee needed each program component committee (PCC) to formulate initial 1-year and 3-year maintenance budgets based on expected costs for labor, materials, administration, program/office supplies, consultants, transportation, and training. The PCCs, taking into account labor, material, and administrative costs, requested $100-125,000 for the first year and a 3-year maintenance budget of $120,000. The committee then began a series of discussions with coalition leaders and other members to review various methods for obtaining funds. A minimal membership fee was discussed but rejected because it would likely generate few funds

while dampening member enthusiasm for the coalition's activities. Other ideas, however, such as event fundraisers, local concerts, and sales of ERC T-shirts (designed by youth), were discussed as powerful ways of raising funds while making inroads into the community. It was imperative that the coalition make use of redeployed and in-kind resources. The curriculum PCC's budget projections were based on using existing teachers who teach the nutrition curriculum as well as the schools' offer to provide more in-kind support in the form of classroom space and some program materials in exchange for the benefits of the intervention itself. Several organizations in nearby communities that focused on improving nutrition offered to provide additional materials for school health campaigns. The committee also received commitments from several fitness organizations to hold joint fundraising events and promotions.

The committee realized that the bulk of its resources, especially funding, would have to come from multiple large sources, including the government, private corporations, and foundations. The committee sent out grant applications to several large local and national foundations focused on youth health. In addition, several coalition members with prominent positions in local corporations/businesses presented the ERC at meetings to stimulate further financial support from the business community. A total of $35,000 was received from local businesses.

Applications were sent to the state and federal governments requesting for program implementation funds. One foundation cited lack of detail about how the funds would be used as its primary reason for not offering funds. ERC provided more detail and reapplied. In the end, the community foundations that historically had supported child issues and education provided a total of $100,000. These foundations were generally satisfied with ERC's plans for documenting progress and asked that they also be informed of major coalition activities. The funds were provided for 2 years, to be reevaluated after that time based on the intervention success and efficiency of implementation, etc. State and federal grants amounted to another $100,000. Overall, although adequate sources of initial funding had been found, the budget committee would need to maintain vigilance for seeking future sources. Moreover, it would have to work with the PCCs to keep detailed spending accounts that verified that money received was being used efficiently.

The resource development process needs to address many issues before undertaking formal fundraising (e.g., determining current financial standing, and evaluating potential strategies, resources, and type of development approach). The resource development process can also prove beneficial in unexpected ways; as it facilitates greater communication and collaboration with other community groups, and offers an opportunity for the coalition to evaluate itself in terms of where it is and where it wants to go.

Program Monitoring and Evaluation

The groundwork undertaken to develop an intervention focused on improving the health and well-being of a community's adolescents and young adults requires a substantial investment of time and effort from community members, project staff, and other stakeholders. Such groundwork includes building a coalition, conducting a needs-and-assets assessment, and developing an action plan. Assuring that the resulting intervention is as effective as possible requires evaluation. Any evaluation relies heavily on ongoing documentation during implementation; it could cover how the intervention is proceeding and the challenges that arise during implementation. Documentation can also provide feedback that will allow the coalition to change how the intervention is being delivered before a more formal evaluation takes place.

Documenting Implementation

The logic model, with its indicators, provides a framework for documenting a program's progress. Information from the model reveals whether the intervention is serving the target population and helps bring about any necessary modifications (a process sometimes called program monitoring).

Collecting data requires a well-organized information system that allows staff to track and manage the activities of participants and other items or events. Staff must be trained and supported in data collection, and the group must agree on data collection procedures, especially if numerous people are involved. To facilitate this process, it is important to give the staff resources for documenting project information.

There are many ways to collect program data (e.g., observations, questionnaires, sign-in sheets). The types of data collected depend on the indicators the coalition selected as part of the action plan (e.g., how many participants enter or participate in each component of a program per week, participants' ethnicity or neighborhood). Coalition meetings provide wonderful opportunities for program staff to offer feedback as well as to discuss and document program status. Although it requires time and effort, it is much easier to document project information as the effort moves forward than to recall it after some time has passed.

Assessing a Program's Readiness for Evaluation

Even with a very thorough planning process, it often takes time and adjustments during implementation before key program elements run smoothly. Unexpected events and other hurdles (such as staff turnover, lack of community or administrative support) affect the quality and quantity of programs implemented. Because of these challenges, participants may not be receiving the actual intervention that the coalition set out to implement. An evaluation at this point would reflect the effect of these challenges, not the intervention as it was meant to be delivered. Thus, for programs still in the early stages of implementation, conducting an evaluation may not be a strategic use of time, funding, and other resources. Before it undertakes any type of evaluation, the coalition should feel confident that the program is running smoothly and that it has sufficient time and resources to plan for the evaluation.

The questions listed below can help a coalition determine if it is ready to invest in an evaluation. Most programs will need to collect information about implementation for at least one program cycle before answering these questions. This process gives the coalition information needed to make changes *before* substantial time and financial resources are invested in an evaluation. Consider these questions and discuss whether more time and effort need to be spent in any of these areas before embarking on a comprehensive program evaluation. Worksheet 19 can be completed by coalition members and staff or used as a discussion guide to help the group work through some of these questions.

- What proportion of staff have been retained for at least a year?
- Do staff know the program's goals, objectives, and target group?
- Do staff have all the skills they need to implement the program?
- Do staff feel supported by management?
- Are staff given the opportunity to suggest program changes?
- Are staff enthusiastic about the program?
- To what extent was the community involved in developing the program?

- How frequently does the program seek input from community members in revising the program?
- To what extent were youth involved in program development?
- How frequently does the program seek input from participants in revising the program?
- Is sufficient time available to deliver each program component?
- Are adequate supplies/physical resources available to deliver each component?
- How often is each component delivered as planned?

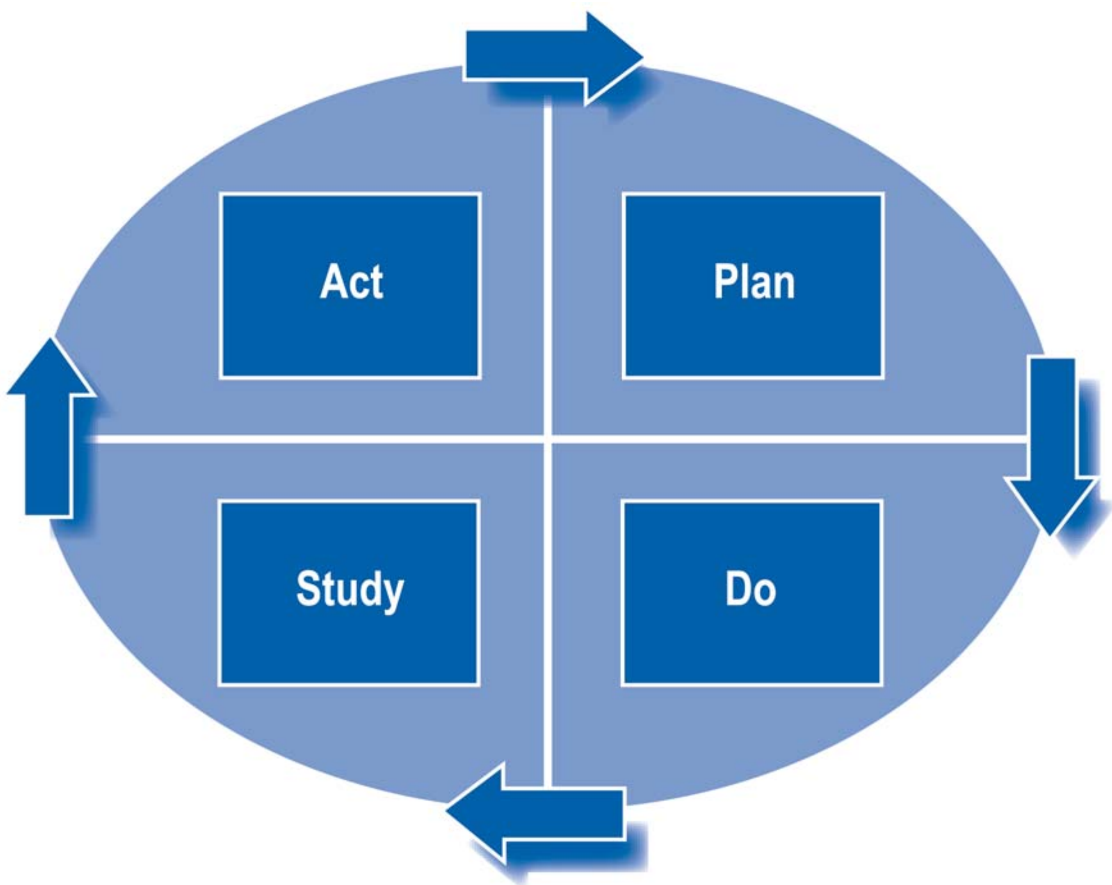
(Source: Sedivy & Brindis 2001).

If, after discussing these issues, the group is ready to move into a formal evaluation, it should proceed. Many programs, however, will benefit from at least minor adaptations to better reach their goals before committing to an evaluation. The information uncovered during program monitoring may reveal potential adjustments needed to help the intervention run more smoothly and effectively.

Program Adaptations: The Plan-Do-Study-Act Cycle

One strategy that may help the coalition reassess its intervention in an on-going way is the Plan-Do-Study-Act (PDSA) model, a tool for continuous quality improvement that employs a trial-by-learning approach. This approach can be used for the whole intervention, employed for individual strategies, used to test small changes, or employed to pilot-test a larger program.

Figure 1: Plan-Do-Study-Act Model for Continuous Quality Improvement



The PDSA model's four steps are as follows:

- **Plan:** Plan for change (e.g., develop an action plan, modify the existing program).
- **Do:** Carry out the strategies or desired change in strategies. Collect program monitoring data while testing out the action plan or selected changes.
- **Study:** Analyze the data to determine the effectiveness of strategies.
- **Act:** Based on the analysis, collaborate with others to discuss which steps to take next. For example, if the change in the plan improved program implementation, consider how the coalition can implement this change in the original program model.

EAT RIGHT COALITION (ERC) CASE STUDY (continued)

To illustrate how the PDSA cycle might work, consider the Eat Right Coalition's intervention to offer healthy food options on the school cafeteria menu. Knowing that pizza is a popular item and profitable to food services, the Coalition convinces the school to sell pizza that meets USDA dietary guidelines (e.g., fat accounts for 30% or fewer calories in the item).

- The **Plan** stage involves determining how to make pizza meet these guidelines. The Coalition suggests selling cheese and vegetarian pizzas made with reduced-fat cheese.
- During the **Do** stage, the Coalition monitors pizza sales and collects students' feedback through brief questionnaires asking how satisfied they are with the pizza.
- The **Study** stage entails analyzing the data collected during the 6 weeks of selling the healthier pizza.
- For the **Act** stage, the Coalition presents findings from the data – students were satisfied with the healthier pizza – and convinces the high school to make the reduced-fat pizza a permanent addition to the menu (replacing the pizza previously sold). The Eat Right Coalition also contacts other schools in the district to implement a similar change in their cafeterias.

After the intervention has been adapted, strengthened, and is running smoothly, the time may be right to invest in a formal evaluation. (Keep in mind that program monitoring and changes the group has made as part of the PDSA cycle are forms of process evaluation, which is discussed later in this section.)

Documenting Implementation: Creative Uses of Participant Data

Using a computer to create participant profiles by address, age, sex, and race helped the Mary Ryan Center, one of five Milwaukee Boys and Girls Club neighborhood centers, with its program planning decisions (*http://www.boysgirlsclubs.org/*). With the assistance of the Nonprofit Center of Milwaukee, the Mary Ryan Center conducted a geographic analysis of these data. It found that although the Center was in a racially integrated area, its participants were predominantly African American and that more than 20% of participating youth lived within a few blocks of the Center. Using these findings, the Center modified the original intervention model so that programs better matched actual participants' characteristics. In addition, results from the analysis raised the following questions: How should the Center reach out to youth from other ethnic backgrounds? How should the Center facilitate transportation for youth who lived beyond walking distance?

Why Evaluate?

Being able to demonstrate program effectiveness has become increasingly important – especially for potential funders and stakeholders who want to ensure that their investments (of money or time) are worthwhile. Even though program evaluation requires substantial time and effort, it is extremely valuable. The feedback allows the program planners, funders, and community at large to consider the program's effectiveness, strengths, and weaknesses. It can demonstrate the need for continued funding, and programs found effective can serve as models for other communities. Even if project goals are not reached or findings are disappointing, evaluations offer valuable information about how interventions can be improved.

Evaluation is an ongoing process; planning for it should be incorporated in earlier group processes, such as coalition building, the action plan, and the logic model. For example, responsibility for data collection should be written into job descriptions, and grant proposals should incorporate time and financial estimates for planning and implementing evaluation (even as placeholders for evaluations to be conducted in the future). The evaluation will rely on the indicators developed for the logic model and the program monitoring data collected by the coalition.

A comprehensive evaluation requires significant time and financial resources. Build sufficient time for the evaluation into the timeline (e.g., for gaining approval for surveys of participants and pilot testing). In general, it is good to designate 10-15% of the overall program budget for evaluation. Although this figure may seem expensive, evaluations are well worth the investment. Well-done evaluations that demonstrate successful programs increase funding opportunities and foster support within the community.

The coalition can choose varying levels of complexity for the evaluation. Many factors—such as the scale of a program or initiative, availability of resources, budgets, and timelines—shape the type of evaluation that may be appropriate. Be realistic yet thorough in evaluation planning. It is usually better to plan a small but complete evaluation than to invest in a complex evaluation at an early stage.

Evaluation Resources Within the Coalition and the Community

Strong leadership is crucial to conducting a meaningful evaluation. It is advisable for a subset of the larger group to focus on different aspects of the evaluation process. As planning and conducting an evaluation requires a wide range of skills and resources, there are many opportunities to involve coalition and community members throughout the evaluation process. Using the needs-and-assets assessment as a guide, the coalition could examine the resources within the community that are available for an evaluation. A good idea is to make a list of the skills necessary for the evaluation, then recruit people who may be able to provide them. For example, partnering with psychology or sociology departments at local colleges can be a mutually beneficial collaboration for data collection and analysis. As with all processes related to the intervention, everyone involved needs a clear understanding about timelines and deadlines as well as roles and expectations (see Worksheet 20).

Because evaluation can be an intimidating term to people unfamiliar with it, working closely with community and coalition members to plan the evaluation process is important. If coalition members are not experienced in evaluation, it may be useful to have an outside evaluator or consultant (e.g., someone from a university or a consulting firm) provide assistance. An outside evaluator who has the additional benefit of maintaining objectivity regarding the results, which may increase credibility.

Tips for hiring an evaluator:

- Determine the specific reasons you want to evaluate; share this information with the potential evaluator.
- Select an evaluator who has worked directly with programs, preferably in your field.
- Determine appropriate audiences for the evaluation findings, and decide whether you want the results to be made public (even if unfavorable).
- Ask the evaluator for a sample report/presentation and references.
- Have a clear idea of your resources.
- Ask the evaluator what s/he will require of your staff/program.
- Make sure you're comfortable with the evaluator's design/techniques.
- Determine deliverables, timelines, and costs ahead of time.

(Adapted from the Institute for Program Development and Evaluation 2001).

Involving Youth in Evaluation

Involving youth and incorporating the perspective of young people participating in the program can help assure that the evaluation findings are used in meaningful ways. If properly trained, youth can be employed as interviewers, focus group facilitators, and analysts. They can also be instrumental in modifying and field-testing evaluation tools, such as questionnaires, to ensure their validity and appropriateness (e.g., How do you interpret these questions? Do they make sense? How would you reword questions to make sense?).

Teens can also be very effective in presenting evaluation findings because they provide a unique perspective and can offer personal insight about how the intervention affected them. This personal perspective can be very powerful.

Determining the Scope of the Evaluation

Planning an evaluation can be intimidating. Given the wide range of evaluation choices, the coalition should determine which type of evaluation is most appropriate now and what may be appropriate in the future. The following questions may help the coalition decide on the evaluation's purpose, which data to collect, and the level of community participation:

- Which aspects of the initiative do you want to evaluate?
- What is the purpose of the evaluation? To whom is it geared?
- How will the evaluation's findings be shared?
- Who will oversee the evaluation? Will you use a consultant or another resource person to help?
- How will data be collected? From which data sources?
- By what time does the data need to be collected?
- What information or training is needed to design the evaluation and analyze its results?
- How can youth, parents, and the greater community be involved in planning and implementing the evaluation?

There are three types of evaluation—process, outcome, and impact—that may be relevant to the coalition's needs.

Process Evaluation

A process evaluation compares actual implementation of the program with the original action plan. That is, it examines how closely the program has adhered to its design and the extent to which it is producing all the materials and services promised. It may uncover challenges that occurred during implementation (e.g., tensions among staff, lack of administrative support) and potential ways to overcome them (e.g., through processes such as the previously described Plan-Do-Study-Act model). If the project seems to have gone off course, a process evaluation might identify changes that can refocus it. The ongoing program monitoring conducted by the coalition throughout implementation will prove highly valuable.

A process evaluation addresses these questions:

- Are appropriate personnel, equipment, and financial resources available in the right quantity, in the right place, and at the right time to meet program needs? If not, what are the barriers?
- Is the program providing the expected services and reaching the target population?
- What key ingredients contribute to the results being achieved?
- Are the activities being completed on time? Does the timeline allow sufficient time to reach the selected objectives?

Worksheet 21 can help the coalition determine the kind of data and record keeping that will help answer the questions above. Process evaluations can be conducted for the intervention as a whole or for particular components. If time, personnel, funding, or other resources are lacking, the coalition should conduct a process evaluation for the most important components of an intervention. For each activity to be evaluated, the group should ask questions that relate to the indicators selected during the action plan, such as:

- How will we know if we reached our target population?
- How will we know that the program delivered an appropriate quantity of services?
- How will we know that the program was implemented as planned?

To facilitate this discussion, the group should list each program activity as written in the action plan and then discuss how each activity was actually implemented. Explain why any program changes (e.g., additions, deletions, modifications) were made. Focus on aspects that could have strong effects on teens; findings of the needs-and-assets assessment are very important.

It is also essential to describe how actual participants compare to the program audience described in the action plan. In addition, describe the organizational, community, and social context for the program, which also may differ from the coalition's initial impressions. All of this information may help explain differences between the original program model and how it is being implemented. For example, what are the physical conditions of the program's facilities, such as a clinic or community center? Do teens in the program depend on public transportation or their parents to participate? Are there other programs in the community that focus on the issue? Are there any community factors that make implementation especially difficult or easy?

Comparing Process vs. Outcome and Impact Evaluations

It can be difficult for a coalition to distinguish between process and impact evaluations. Process evaluations represent how well the "game plan" of an organization is/was followed—how many seminars were conducted, how many Public Service Announcements (PSAs) were run, how many pamphlets were developed, etc. That is, process evaluations look at how well a program was implemented (i.e., what was done in relation to what was supposed to be done). Their primary value is in assessing the overall functioning of the intervention. Impact and outcome evaluations assess whether an organization actually "won the game" once an intervention was fully implemented. They answer the central question of "did the organization's activities have the expected impact on the target population?" Outcome evaluations tend to focus more on short-term objectives (e.g., did teens talk to their parents more about depression and suicide after exposure to a suicide reduction campaign?). In contrast, impact evaluations focus on long-term objectives (e.g., did suicide ideation and suicide attempts decrease as a result of the campaign?). The value of each type of evaluation is in showing how useful the intervention is to a community. Using these different types of evaluations can help an organization determine how well its activities are conducted and whether it is worthwhile conducting them.

Case Study

"Not Me, Not Now" (*http://www.notmenotnow.org/welcome.cfm*) is an abstinence-based adolescent pregnancy prevention program in Monroe County, NY. The program which focuses mostly on youth aged 9 to 14, was started in 1994 to reduce the county's teen pregnancy rate. The program is based on several goals, including promoting parent-child communication about sexuality and relationships and raising awareness of adolescent pregnancy. An analysis of its accomplishments provides a useful example of the distinction between process and impact evaluation measures:

"Not Me, Not Now"

Process Evaluations

1. Developed a parent's guide, "Unlocking the Secret—A Parent's Guide to Communication with Your Kids." Over 50,000 copies of the parent packet were distributed to parents in Monroe County.
2. Each year printed and distributed 5,000 posters in schools, community centers, and pediatricians' offices.
3. Sponsored a school-based educational series presented in Monroe County elementary and middle schools: Postponing Sexual Involvement.

Impact Evaluation

1. According to the Monroe County Youth Risk Behavior Survey, the percentage of students who reported having had sexual intercourse by age 15 fell from 46.6% in 1992 (before the program was started) to 37.8% (the second year of the program) to 31.6% (the fourth year).
2. The decline in teen pregnancy rates between 1993 and 1996 was faster in Monroe County than in four comparison areas (New York state, upstate New York, and two large counties in western New York).

Outcome and Impact Evaluations

While a process evaluation helps determine whether the intervention is *doing* what it set out to do, outcome and impact evaluations indicate whether it has *accomplished* its goals and objectives. Process evaluations also contrast with outcome and impact evaluations by beginning during implementation and continuing throughout the intervention. It is important to conduct a process evaluation before committing to an outcome or impact evaluation. Conducting outcome and impact evaluations demands significant time and resources as well as careful planning.

Outcome and impact evaluations address the following types of questions:

- What was the impact of the intervention on participants' subsequent behavior, skills, knowledge, or attitudes?
- How did the intervention compare to other model programs?
- How did teens in the evaluated program compare to those in the comparison or control group who did not receive an intervention?
- For whom did the program work and under which circumstances?

Outcome evaluations emphasize the immediate results of program efforts; they specifically address the following questions:

- Did the program meet its stated objectives?
- What were the short-term results of the interventions?
- Can the results of the program be attributed to the program itself (as opposed to other factors and influences)?

Impact evaluations help determine whether the program ultimately had the desired long-term effect. Measures are more related to achievement of goals than are outcome evaluations. Impact evaluations address the following questions:

- Did a particular program produce the desired effect? For example, was weapon carrying reduced in the school?
- Could these effects have occurred in the absence of the program or in the presence of an alternative program?

To conduct an outcome or impact evaluation, a comparison group—persons who did not receive the intervention—is necessary. Comparison and control groups strengthen evaluations because they help determine whether participants improved as a result of the program rather than for some other reason. A control group is established by random assignment of the entire pool of subjects into participant and control groups prior to the intervention. A comparison group is selected to be as similar as possible to the "experimental" group, but random assignment is not used. Control/comparison groups are especially relevant when working with young people, who change overtime by normal growth and maturaion.

An outcome evaluation might continue for 6 months or so after the intervention ends, but it might be longer or shorter based on program goals. An impact evaluation requires data collection for 1 to 5 years (or more) after the intervention has been completed. Because long-term follow-up with teens can be difficult, consider the stability of the populations you are measuring and the resources (both money and time) that will be required to maintain contact with them. What proportions of program participants and members of the comparison groups can be followed at least 12 months?

The following questions can help determine the evaluation areas and the indicators that can be used to measure the answers. Worksheet 22 can be used to plan for data collection once indicators are selected.

- How will we know if the quality of services was adequate?
- How will we know if the program met its outcome objectives?
- How will we know if the program made a difference?
- How will we know what happened as a result of the program that would not have happened had we not implemented it?

CASE STUDY: Impact Evaluation

Impact evaluations are vitally important to the function of all service-oriented coalitions, including those operating in youth health. Not only do they measure a coalition's adherence to its mission, but they can also provide the needed credibility to justify its work to funding agencies and the local community.

When the Montana Social Norms Project, a project of Montana State University's Health and Human Development Department, started its teen tobacco reduction project in September 2000, it was venturing into uncertain territory. The campaign, "MOST of US Are Tobacco Free" (*http://www.socialnorm.org/montanatobacco.html*), was the first state use of social norms theory on a region-wide basis. This project attempted to prevent unhealthy behaviors and dispel common myths by promoting the fact that most people actually engage in healthy activities. During the 8-month tobacco awareness campaign, which took place in seven counties, the project employed a variety of media, including television and billboard, to popularize such messages as "70% of Montana teens are tobacco free." An evaluation of teens in the pilot area at the conclusion of the campaign showed that only 10% who had never before tried cigarettes reported a first-time use of cigarettes in the academic year 2000-2001, versus 17% in the parts of the state that did not receive the campaign. Such results were not only a local success, but were also a boon to statewide officials, who wanted to see state dollars supporting successful programs. As Joe Mazurek, former Montana Attorney General, said, "With $932 million being awarded to Montana in the Master Tobacco Settlement, the people of our state deserve to have their money invested in a comprehensive prevention program, including efforts like those of Montana State University's MOST of US campaign that can demonstrate effectiveness in saving money and lives."

Evaluation Design: Data Sources and Collection

Evaluation designs determine when and from whom data are collected. There are several possible designs (e.g., post-assessment only, one group pre-assessment and the other post-assessment, and time series), and there are various ways of establishing comparison groups if the coalition is conducting outcome or impact evaluations. (Note: Detailed information regarding evaluation design is beyond the scope of this document; refer to the References of this section and Chapter 8 for more information.)

Possible data sources include teenage participants, their parents, and program staff, as well as program records. Baseline and comparison data can be drawn from existing national and state data sources, such as those reviewed in Chapter 4. The needs-and-assets assessment also provides some baseline data, but much information will need to be gathered during the implementation process itself. There are many ways to measure the attitudes, intentions, and behaviors that the intervention aims to affect. Tools for data

collection include existing databases, questionnaires, interviews, pre- and post-tests, observations, and focus groups.

Maintaining confidentiality is important in any data collection. The group should establish guidelines and procedures regarding how to collect the data and how the data can be accessed. Before giving "informed consent," potential participants should be told the purpose of the data collection and how the information will be used. They should also be told that data will be kept confidential and in many cases will be collected anonymously, that data from all interviews or questionnaires will be summarized rather than reported for specific persons, and that they have the right to refuse participation or not to answer any particular question without jeopardizing their right to receive any services.

Informing people of the evaluation's findings is an important step in making the evaluation count. As with the needs-and-assets assessment, the data need to be summarized in a meaningful way after being reviewed by the intended audience (e.g., program staff, funders, community members, and media).

EAT RIGHT COALITION (ERC) CASE STUDY (continued)

The ERC worked hard to maintain a record of what happened during the implementation process. Each program component committee (PCC) met every 2 weeks, and both PCCs met with each other and the informal administrative committee (health director, school board chief, secretary, and others) every month. The meetings served as a way to gauge progress, discuss funding and administrative issues, and consider what adjustments needed to be made to the timeline. Minutes were taken at every meeting and maintained in an archive file of ERC documents. ERC members, area educators, and local media outlets received quarterly progress reports from each PCC detailing what had/had not been achieved to date and what adjustments were being made. In addition, meetings with all ERC members were held every 4 months to discuss member concerns and note progress. Because the coalition had no real governing structure, ERC members felt free to contact PCC members and the informal administrative structure directly to relay their concerns. Through these series of meetings, calls, and reports, the ERC achieved the multiple goals of maintaining written records of the implementation process, keeping coalition members and partners informed and interested in coalition activities, measuring the progress of the coalition, and making necessary adjustments.

For a project of this nature, evaluation was deemed central to success. The ERC needed to document that the curriculum was having the expected effect and that the changes in food environment were in place. Thus, within each PCC, one person was assigned the task of coordinating the evaluation. These representatives came together during the monthly group PCC meetings and decided upon the type of evaluative structure to put in place. The first decision was to create a logic model that would provide the theoretical underpinnings of the project and highlight necessary evaluation measures (see logic model section in Chapter 6).

The logic model pointed out several needs for evaluation. First, the coalition needed to develop survey instruments that would track the progress of area schools in implementing these measures and the overall effect the project was having on students and educators. Definitions of measures and concepts were a specific concern. For example, the following terms would need to be defined: "full implementation of a nutrition curriculum," "more healthy, appetizing foods in school menus" and "healthy-eating campaigns." Moreover, a survey of educators and students would need to include questions that, would measure whether they felt that the food service environment had improved and whether students were making healthier food choices at school. In addition, the questionnaire would have to be administered before implementing of the intervention and periodically thereafter to judge its progress. This questionnaire would also have to be administered alongside a survey that tested students' understanding of basic nutritional concepts as well as their general feelings about the nutrition curriculum. Such a tool had been included in the curriculum package, and it was believed by the evaluation volunteers to be a good yardstick of nutritional knowledge. Beyond the administration of surveys measuring the progress of the coalition, ERC needed to create project feedback forms that could be answered by students, parents, teachers, and educators so that appropriate changes could be made during and after the implementation process. Finally, the evaluation process would require a timeline so that various instruments would be administered on schedule. If the effort of developing and conducting the evaluation proved too arduous for the PCC members, the coalition would have to consider forming an evaluation committee or hiring an outside consultant.

Although their complexity can feel overwhelming, program evaluations play a crucial role in programmatic interventions designed to improve adolescent health and safety. The information they provide can help new programs modify their interventions to enhance effectiveness as well as inform other communities seeking to apply similar interventions.

The coalition should not be discouraged if evaluation results do not reflect the intervention's intended impact on some key players and participants. Some results of the intervention are difficult to measure – the influence of working closely with youth and the community, capacity building for individuals, bringing certain stakeholders together. Through the relationships the intervention helped facilitate—both personal and professional—its actual effects and ramifications may last a long time and lay a foundation for a new generation of programming.

Worksheet 11: Communications Work Plan

Use this worksheet to create a plan, or road map, for the coalition's media and communications activities. Start by listing the different messages the coalition has developed in the left-hand column. For each message, list the target audience, strategy for communicating the message, and time frame for it. Some messages may be used for more than one target audience or communicated using several different strategies. It may be necessary to use arrows when completing the first three columns. In the Resources Available section, try to identify coalition members or other colleagues who might be able to connect the group with in-kind services or free advertising. Lastly, identify resources that need to be obtained (Resources Needed), such as supplies, specific expertise, and skills. These items should be factored into the cost. Some research may be needed to complete the cost column. For example, the coalition should research the cost of creating printed materials, placing a print ad, or running a radio spot.

Message	Target Audience	Strategy	Time Frame	Cost	Resources Available	Resources Needed

Source: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities. Atlanta, GA: 2004.*

Worksheet 12: Communications Evaluation

Use this worksheet to plan the coalition's evaluation of its media and communications strategy. This exercise will help to identify benchmarks of success for each strategy and sources of data for measuring the benchmarks.

Message	Target Audience	Strategy	Evidence of Success*	Data Source†

*Examples:
- Increase in people enrolled in program
- Increase in knowledge
- Increase in coalition members

†Examples:
- Enrollment forms
- Surveys/Qustionaires
- Membership lists

Source: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. *Improving the Health of Adolescents & Young Adults: A Guide for States and Communities. Atlanta, GA: 2004.*

Worksheet 13: Message Development

Use this worksheet to help develop media messages for different target populations. By identifying where the target group is most likely to seek health information, and how it currently perceives the health issue, as well as identifying best practices for communicating health messages, the coalition can tailor its media messages and determine the best communication channels for reaching its intended audience. Some research (e.g., conducting focus groups or literature reviews) may be necessary to complete this worksheet.

Target Audience	Information Sources	Perception of Issue	Places to Reach	Cultural Issues/Barriers	Research Shows

Source: Hutchins, J. (1999). Working with the media to promote teen pregnancy prevention. In T. Kreinin, S. Kuhn, A.B. Rodgers, & J. Hutchins (Eds). *Get organized: A guide to preventing teen pregnancy: Vol. 3.* Washington, DC.: The National Campaign to Prevent Teen Pregnancy.

Worksheet 14: Current Financial Standing

Use this form to allocate expenses to your various funding sources. The left-hand column should list all expenses, including salaries, supplies, space rental, utilities, etc. Under each funding source, list either the dollar amount or percentage that is going toward each budget item.

Expenses	Amount Budgeted	Funder #1:	Funder #2:	Funder #3:	Donations	Income from Events and Product Sales	Membership	In-Kind	Totals
Salaries									
Program Director	50,000	20,000	10,000						
Totals	Total Expenses:	Total Funder #1:	Total Funder #2	Total Funder #3:	Total Donations:	Total Sales:	Total Membership:	Total In-Kind:	Total Income:

Source: Rabinowitz, P. (2002a). Planning and writing an annual budget. In *Community Toolbox: Part L, Chapter 43, Section 1*. Retrieved September 29, 2002, from *http://ctb.lsi.ukans.edu/tools/en/sub_section_main_1303.htm*

Worksheet 15: Future Expenses and Income

Use this table to list projected expenses (the amount of money the coalition expects to spend in the coming fiscal year, broken down into established categories), projected income by source (the amount of money the coalition expects to have for the coming fiscal year, broken down by sources such as fundraising, memberships, and sales), and the interaction of expenses and income. Funding sources can be separated into general categories (e.g., fundraising, memberships, donations) or into more specific categories (e.g., the department of public health, the Health Foundation). Also, make sure to build in flexibility to make adjustments as the year goes on.

Expenses		**Amount**
	Salaries	
	Supplies	
Total Expenses		
Income		**Amount**
	Grants	
	Membership	
	Donations	
	Other	
Total Income		

Source: Rabinowitz, P. (2002a). Planning and writing an annual budget. In *Community Toolbox: Part L, Chapter 43, Section 1.* Retrieved September 29, 2002, from *http://ctb.lsi.ukans.edu/tools/en/sub_section_main_1303.htm*

Worksheet 16: Assessing availability of in-kind contributions and redeployment options

What in-kind resources exist that can be applied to the coalition's/project's strategies?

Are there better ways to use existing resources and facilities?

Who else is serving the same population or working on the same issues?

What resources can be pooled to maximize their potential?

What does the coalition have to offer other groups?

Source: Brindis, C.D., & Davis, L. (1998). Building strong foundations, ensuring the future. In *Communities responding to the challenges of adolescent pregnancy prevention: Vol. 2.* Washington, DC: Advocates for Youth.

Worksheet 17: Grantwriting Grid

Use this grid to gather information about potential funders. Completing this form will help determine which funders are strong matches and help you create a timeline or work plan for writing proposals based on their funding cycles. It is helpful to have information on hand as the funding needs change across time. List the name of the funder in the top row and fill in answers in the columns below.

	Potential Funder			
	#1	#2	#3	#4
Applied to this source in the past?(Y/N, date, result)				
Funder's priority area(s) that match coalition goals				
Has funder made awards to similar projects in the recent past?				
Areas funder tends to support (start-up, capacity building, etc.)				
Average award				
Proposal due dates				
Dates awards are made				
Name of coalition member who has a personal contact				
Name of contact person at funding organization				
Contact information				

Source: Berkowitz. B. (2002). Applying for a grant: The general approach. In *Community Toolbox: Part L, Chapter 42, Section 4*. Retrieved September 29, 2002, from *http://ctb.lsi.ukans.edu/tools/en/sub_section_main_1300.htm*

Worksheet 18: Background for Writing a Grant Proposal

Provide a clear description of the coalition's mission and goals and the project the group hopes to carry out with the requested funds.

List past accomplishments (e.g., needs-and-assets assessment, youth development work) that provide proof of the coalition's ability to carry out the proposed project.

List at least three reasons why the targeted Critical Health Objective (or cluster of objectives) is important – to the coalition, the community, and the potential funder.

Describe why the approach was selected. How is it known to be effective (e.g., it is based on a successful model, is it supported by research)? How is it innovative? What criteria will be used to measure success?

List at least three reasons why the coalition's project demonstrates a strong commitment to the community (i.e., that the coalition is dedicated to working with and within the community to effect positive change).

Provide at least three clear reasons why the approach will be effective for the population and community.

Provide three reasons why the group is interested in this particular funder. How does the coalition's project relate to the funder? How will involvement in this project benefit the funder? For example, will it help it demonstrate its connection to the community;? Does it fit its mission?

Source: Butts, D. (1999). Raising funds for teen pregnancy prevention. In T. Kreinin, S. Kuhn, A.B. Rodgers, & J. Hutchins, *Get organized: A guide to preventing teen pregnancy: Vol. 3.* Washington, DC.: The National Campaign to Prevent Teen Pregnancy.

Worksheet 19: Assessing Program Readiness for Evaluation

The purpose of this form is to assess whether a program is ready to conduct a formal evaluation or whether additional program changes are needed. This form should be completed by program managers and staff and by coalition members. The assessment can be completed as part of a staff meeting or coalition meeting. After compilation, the answers will be used to help decide which aspects of the program need work to improve its readiness for a more thorough assessment.

Answer the following questions using a scale of 1-5. Space is provided below each question and at the end of the form to list suggestions for improving the program. Respondents are encouraged to answer questions as honestly as possible. The forms can be completed anonymously.

	Not at All		Somewhat		Outstanding
The program/agency has been successful in retaining staff for 1 year or longer.	1	2	3	4	5
If not, why?					
Staff know the program's goals, objectives, and target group.	1	2	3	4	5
If not, why?					
Staff have all the skills they need to implement the program.	1	2	3	4	5
If not, why?					
Staff feel supported by management.	1	2	3	4	5
If not, why?					
Staff are given the opportunity to suggest program changes.	1	2	3	4	5
If not, why?					
Staff are enthusiastic about the program.	1	2	3	4	5
If not, why?					
The community is involved in developing the program.	1	2	3	4	5
If not, why?					

The coalition seeks input from community members in revising the program.	1	2	3	4	5
If not, why?					
Youth are involved in program development.	1	2	3	4	5
If not, why?					
The coalition seeks input from participants in revising the program.	1	2	3	4	5
If not, why?					
Sufficient time is available to deliver each program component.	1	2	3	4	5
If not, why?					
Supplies/physical resources are available to deliver each component.	1	2	3	4	5
If not, why?					
Each component is delivered as planned.	1	2	3	4	5
If not, why?					

The following steps can improve staff retention:

1) ____________________

____

2) ____________________

____

3) ____________________

____

The following steps can improve staff understanding of the program's goals, objectives, and target population:

1) ____________________

____

2) ____________________

____

3) ____

____

List three skill areas where staff capacity building is necessary and steps the program can take to ensure improved staff capacity:

Skill	Action Step
1)____________________	1)____________________
____________________	____________________
2)____________________	2)____________________
____________________	____________________
3)____________________	3)____________________
____________________	____________________

Management can take the following steps to be more supportive of staff:

1) ____

____

2) ____

____

3) ____

____

The following steps can give staff more opportunities to provide input on program operations and suggest program changes:

1) ____

____

2) ____

____

3) ____

____

The following steps can improve community input into the program:

1) ____

____

2) ____

____

3) ____

____

The following steps can improve youth input into the program:

1) ____

____

2) ____

____

3) ______________________________

____

The following steps can improve participant input into the program:

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

The following steps can ensure that sufficient time is available to deliver each program component:

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

The following steps can ensure that supplies/physical resources are available to deliver each program component:

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

The following steps can ensure that each program component is delivered as planned:

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

Thank you!

Source: Sedivy, V., & Brindis, C. (2001). Minimizing the Risk of Premature Evaluation: Lessons from an Evaluation of Seven Adolescent Pregnancy Prevention Programs. Manuscript submitted for publication.

Worksheet 20: Evaluation Timeline/Work Plan

Complete this timeline to determine what resources are available and what people, organizations, tools, etc. will be needed to conduct a program evaluation. Examples of tasks this timeline/work plan might include are to: decide on evaluation design, create/research data collection tools, recruit comparison/control group, train staff/community members in evaluation skills, obtain consent, pilot tools, collect data, analyze data, present findings.

Task	Time Frame	Resources Needed (e.g. staff time, school approval, specific skills)	Persons Responsible

Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. **Improving the Health of Adolescents & Young Adults: A Guide for States and Communities.** ***Atlanta, GA: 2004.***

Worksheet 21: Process Evaluation Planning Tool

The purpose of a process evaluation is to determine how well the program was actually implemented by comparing it with the original action plan. It examines whether a program has stayed true to its design and the extent to which it is producing all the materials and services promised. The left-hand column lists several questions that process evaluations often seek to answer. First select the questions to be used in the process evaluation, then use the subsequent columns to list the data the coalition can collect to answer the questions, sources of that data, and baseline measures that help gauge whether the program is achieving what it set out to do. The form is partially completed to provide examples of possible data and baseline measures.

Evaluation Question	Data Needed to Answer the Question	Data Source	Baseline Measure
Are appropriate personnel, equipment and financial resources available in the right quantity, in the right place, and at the right time to meet program needs? If not, what barriers exist?	• Staff skills, education, and training • Staff productivity • Perceived barriers	• Resumes • Staff activity logs • Schedules of program activities • Interviews with managers and staff	• Job descriptions • Staff work plans • Program activities
Is the program providing the expected services and reaching the target population?	• No. of program components implemented (No. of classes implemented, No. of events held, etc.) • Participant characteristics (age, sex, race, neighborhood of residence, etc.) • No. of sessions in which persons participate	• Program activity logs • Participant registration forms • Participant sign-in sheets for each activity	• Action plan/program plan • Grant proposal or program plan
How well is the program meeting the needs of participants, their families, and staff?	• Participant, parent, and staff satisfaction with the program	• Interviews with participants, parents, and staff • Client satisfaction forms	• Needs-and-assets assessment data
Are the activities being completed on time? Was sufficient time given in the timeline to reach the selected objectives? Are we reaching our target population?			

Is the program delivering an appropriate quantity of services?			
Is the program being implemented as planned?			

Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. **Improving the Health of Adolescents & Young Adults: A Guide for States and Communities.** ***Atlanta, GA: 2004.***

Worksheet 22: Evaluation Data Planning Tool

Outcome and impact evaluations indicate whether an intervention or initiative has accomplished its short- and long-term goals, respectively. This form helps identify what data need to be collected for the evaluation. List short- and long-term outcomes in the left-hand column, then list indictors for each outcome, sources of existing data, and the method that will be used to collect new data. Much of the information needed for this worksheet can be taken directly from the logic model worksheet.

	Indicators	Data Source	Data Collection Method
Short-Term Outcomes: Example: Schools/school board will adopt policies that promote healthier eating through enhanced nutrition curriculum, as well as changes in the schools' Good Service program and foods sold through vending machines.	Policies regarding nutritional content of school meals	School district records	Records review
Long-Term Outcomes: Example: Reduce the proportion of teens who are overweight or obese.	% of overweight teens (ages 10-19)	County health profile	

Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health; Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health; National Adolescent Health Information Center, University of California, San Francisco. **Improving the Health of Adolescents & Young Adults: A Guide for States and Communities.** ***Atlanta, GA: 2004.***