Evaluation: How Do You Measure Success?

February 17, 2018
Activity – Take 5 Minutes

TALK TO YOUR NEIGHBOR ABOUT A TIME YOU MADE A PERSONAL GOAL
Examples of Common Goals

- Better grades in a class
- Good grade on a test
- Making the honor roll
- Getting a part in a play
- Improving as an athlete
- Getting more involved in my community
- Be more helpful around the house
All of these:

• Have a clear goal!!

• Give a clear idea as to what behaviors should be taken
  ◦ Study!
  ◦ Do homework!
  ◦ Practice for the play!
  ◦ Run drills for your sport!
  ◦ Find ways to volunteer and then do it!
  ◦ Find ways to help around the house!

• Can be easily evaluated – this is the part we’re really focused on today
Why do we want to evaluate?

• When we have a goal, it’s important to figure out if we’re meeting that goal – have we been successful?!

• If we are on track, we can keep doing what we’re doing
• If we met the goal, we can think of the next logical step
• If we haven’t, we can think about why haven’t we
  ◦ Do we need to change what we are doing?
  ◦ Are our measures not capturing the progress we know we’re making?
How Do We Measure Success?

We know why, but now what?
Things to Consider

• Outcomes – The target of your program
  ◦ What is it you’re hoping your program/activity has an effect on

• Something that can be observed or measures

• Related to our goals:
  ◦ Grades in the class
  ◦ Grades on the test
  ◦ Time spent volunteering

• IMPORTANT – your outcomes should relate to your program!!
  ◦ If your program gives tutoring to kids that are struggling, you maybe don’t want to measure how high they can jump, right?
  ◦ Maybe it’s better to measure how well the understand the material you’re tutoring?
Proximal and Distal Outcomes

• Sometimes there are short-term and long-term goals

• Think about school (sorry!)
  ◦ Short-term – you want to pass your classes
  ◦ Long-term – graduate high school
  ◦ Even longer-term – maybe go to college
  ◦ Even longer-term yet – get a job that matters to you/change the world (no pressure)

• Proximal – short-term
  ◦ Outcomes the program can affect directly and IMMEDIATELY
  ◦ What people “take away” after being involved with the program

• Distal – long-term
  ◦ May be more important, but occur later
Evaluating a Tutoring Program

Youth get tutoring

Youth do better on a post-test in the subject they are being tutored in

Better grade in the class
Proximal Outcome:

1. Youth get tutoring
2. Youth do better on a post-test in the subject they are being tutored in
3. Better grade in the class
Distal Outcome:

Youth get tutoring → Youth do better on a post-test in the subject they are being tutored in → Better grade in the class
How does this relate to your work here?
With this project…

• Same Shared Goal: Reduce Premature Death within our community
• The narrow focus of the program will vary based on your community
• Your first step – what are your specific outcomes?
  ◦ How will you know if your program is successful?
• These outcomes will allow you to check in on your progress toward your goal
  ◦ Also help you with next steps – once you’ve met your goal, what’s the next goal?
• Dashboard – a system that will keep track of your goals and allow you to measure success!!
Buckfield Adopts Holistic Approach to Health

Buckfield is a small rural town of 2,400 in western Maine’s Oxford County, which was designated as Maine’s unhealthiest county by the Robert Wood Johnson Foundation. Under the Engaging Youth, Serving Community Program, Buckfield 100 middle school youth collaborated with adults from the community and school in-school and out to develop a multi-pronged solution for addressing food insecurity, increasing physical activity and growing and eating healthy local foods. Each year the entire middle school is involved with some aspect of the program, culminating in a community harvest supper for 250.

The project started in 2010 with a small garden which expanded to a one acre garden. An added farm stand fostered entrepreneurial skills, although foods were offered on a donation basis in recognition of the community’s poverty. A trail system was also added to increase outdoor learning opportunities and involve the community in the school’s ongoing projects. Teachers in the program have been named “teacher of the year” for their inspiring co-leadership with youth in these expanded learning opportunities. Further, as the school continues to educate and promote healthy life, more students are eating from the salad bar, tasting new foods and having pride in their school through the garden project.
Let’s Practice – Case Study

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4-H@UMaine statewide youth conference led by EYSC youth.
Example – Using Evaluation to Move Work Forward

Chattooga County 4-H Teens Spark Community Revitalization

When 4-H teens looked around their hometown of Summerville, GA (population 4,528), they saw vacant store windows and a general dilapidation that did not make the business district look welcoming to either new businesses looking for a home or potential patrons. They teamed up with local concerned adults to undertake an economic improvement project, now beginning its third year.

Beginning with a simple beautification project, the team provided 41 hanging baskets with seasonal flowers, and followed up with the upkeep of the baskets in the downtown areas. This led to more work to revitalize and clean up downtown Summerville and highlight the county’s positive attributes. A different business was recognized each week with a SERVICE WITH A SMILE award. There were 52 award recipients who were acknowledged on local TV and radio.

The effort has grown to include a monthly open house for businesses after-hours, which is supported by the community as a whole. Six new businesses have joined downtown during this period and the EYSC efforts have contributed to this growth.

In addition to the youth/adult partnership team of 8 adults and 22 youth, Chattooga EYSC has worked collaboratively with the Chattooga County Government, Better Home Town, Lowe’s home improvement store, Extension Master Gardener’s, the ACCG (Association of County Commissioners), the local school system, FFA, and Chattooga County Garden Club. This project has been led through the University of Georgia State 4-H Program.

The EYSC Project has resulted in great recognition for Chattooga 4-H, including involvement in the planning and coordination of six community festivals and serving as greeters for the weekly train excursions coming through town and providing a great opportunity for the town to promote itself to out-of-state tourists.

The youth are collecting data about the sales tax revenue raised since their efforts in order to track the economic impact of their work upon the community.

Jerry Jordan of the Georgia State 4-H staff and co-PI said, “The Summerville 4-H EYSC project is the essence of 4-H and making the best better. The youth and adults have done an incredible job of making their hometown a better place and in the process are developing self-directed and contributing citizens.”

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Examples of Story Boards

**Needs/Issues to be addressed in the community**
(What is going on in the community?)

**Activity 1 Handout #2.1: Storyboard Example Square No. 1**
- Unhealthy School Snacks
- No Access to Fresh Produce

**Activity 1 Handout #2.2: Storyboard Example Square No. 2**
- Unhealthy School Meals
- Develop Policies that Improve School Meals and Snacks
- Teach Classes

**What will we do about the issue?**
(Community project activities and actions)

Unhealthy School Meals

Unhealthy School Snacks

Build Jogging Trail

Farmers Market
Examples of Story Boards

What happens in the community soon after the project begins? (short- and medium-term outcomes)

What happens in the community over a long period of time? (long-term outcomes)
What’s YOUR Story?

• Let’s create a story board to develop a theory of program change that can be used to guide our evaluation!

• Post-it 1:
  ◦ What is happening in the community project relates to the overall issue you want to work on (ending premature death)

• Post-it 2:
  ◦ What activities or community actions will you use to solve this issue?

• Post-it 3:
  ◦ What is happening in the community after the start of the project?
  ◦ Short-term goals?

• Post-it 4:
  ◦ What is happening at the end of the project?
  ◦ Long-term goals?
Any Questions?
Thank You.