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CoreVIPP State Evaluation Plan Template

{FOCUS AREA} Evaluation Plan

{State PH Dept. Name}
{Injury & Violence Prevention Division/Unit Name}

Prepared by:
{Names}
{Affiliation}
{Date}

INTRODUCTION

Evaluation Purpose and Goals

It is often helpful to start your evaluation plan with a summary of the overall purpose of your evaluation as well as your evaluation goals. Specifying your evaluation goals helps to focus your evaluation's purpose and scope.

- What do you want to learn through your evaluation?
- How would you like to be able to use your evaluation findings?
- What impact do you hope your evaluation will have on your organization's work?

Here are some examples of evaluation goals:

- **Example 1- Implementation/Process Evaluation Goal**: Evaluate the implementation of our injury and violence prevention program's [FOCUS AREA] activities for the purpose of continuously improving these activities.
- **Example 2- Outcome Evaluation Goal**: Evaluate the impact of our injury and violence prevention program's [FOCUS AREA] activities for the purpose of communicating the value of our work to our stakeholders and the public.

Evaluation Team

It is also important to determine up front who will be responsible for "doing the work." It often helps to think of those who will be working on the evaluation as an "evaluation team," with one person serving as the evaluation lead/coordinator. Evaluation team roles can include: coordinating/leading the evaluation, developing the evaluation plan, collecting data, analyzing data, interpreting findings, reporting findings back to stakeholders, etc.

  - Who will be the Lead Evaluator for your evaluation? What will his or her responsibilities be?
  - Who are the other team members who will be involved in the evaluation? What will their roles/responsibilities be in carrying out the evaluation?

NOTE: See Tables 2 & 4. You can list each evaluation team member's name next to the evaluation activity(ies) he or she is responsible for.

NOTE: For team members who may be new to evaluation, check out CDC's EvaluAction tool: http://vetoviolence.cdc.gov/apps/evaluaction/ which provides an introduction to evaluation for injury and violence prevention practitioners

Evaluation Standards

When planning and implementing your evaluation, it is important to keep sight of the overarching standards and values that will guide your evaluation. These standards should be infused into every stage of your evaluation and guide your evaluation activities. CDC's

Evaluation framework specifies a number of standards which you may consider adopting/adapting to fit with the values of your own organization. CDC's standards include making sure your evaluation:

- Serves the information needs of intended users
- Is realistic, prudent, diplomatic and frugal
- Is conducted legally, ethically and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results
- Reveals and conveys technically adequate information about the features that determine worth or merit of the program being evaluated

I. ENGAGE STAKEHOLDERS

Once you have determined your core evaluation team (those who will be doing the majority of the "work" for the evaluation), it is important to engage stakeholders who will in some way have an interest in or be impacted by your evaluation (e.g. state/local decision makers, leaders or members of other divisions in your public health agency, leaders/staff from other state agencies, leaders/staff from local health depts., staff who will be implementing the activities, members of the public who will be participating in/served by the activities, etc.). Engaging stakeholders in your evaluation can help build buy-in for your evaluation activities, ensure that your evaluation questions and activities are in line with stakeholders needs, and increase the chances that the evaluation process and findings will be useful and meaningful.

- **Who** are the key stakeholders for your topic area activities in your state?
- **What role** do they have in the evaluation?
- **How** do you plan to engage your stakeholders (e.g., evaluation team(s), coalition, advisory board)?
- **When** will you engage your stakeholders (e.g. evaluation planning stage, ongoing, during data collection, during data analysis, during dissemination of evaluation findings, etc.)?

Table 1. Stakeholder Assessment and Engagement Plan

Stakeholder Name	Stakeholder Category	Expertise/ Perspective	Role in the Evaluation	How to Engage	When to Engage
Example: John Doe	**Example:** State agency partner	**Example:** State Dept. of Transportation	**Example:** Help develop/review evaluation questions; Help interpret evaluation findings; Help disseminate evaluation findings	**Example:** Evaluation advisory board	**Example:** Early (evaluation planning stage), and ongoing
Example: Jane Doe	**Example:** Internal state health dept. partner	**Example:** Epidemiologist	**Example:** Help access and analyze morbidity and mortality outcome data	**Example:** Evaluation team	**Example:** Early (evaluation planning stage), and data collection/analysis stage

II. DESCRIBE THE PROGRAM

Need

- Why are your [FOCUS AREA] strategies needed (e.g. morbidity/mortality rates in your state)?

Population of Focus

- Who and where will your [FOCUS AREA] activities be directed?

Logic Model

Logic models are a key part of an evaluation plan. They help to create a "path" between your activities and the outcomes you are hoping to achieve. The sections and questions below will help you get started in building your logic model. You can also see some examples of logic models, templates for creating them, and further guidance in developing them here:
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

- **Resources/Inputs**
  - What resources are available for implementing your [FOCUS AREA] activities (e.g. staff, money, space, time, partnerships, etc.)?

- **Activities**
  - What activities are being undertaken (or planned) to achieve the outcomes you are looking for in [FOCUS AREA]?

- **Outputs/Implementation Outcomes**
  - How will you know that your activities are being successfully implemented?
  - What are some of the measurable or observable elements that can tell you about how well your [FOCUS AREA] activities are being implemented?
  - What products or direct achievements (i.e., materials, number of people served, number of staff trained, etc.) will be produced from the activities?

  NOTE: In some cases, your proximal [FOCUS AREA] objectives from your Annual Progress Report may be outputs/implementation outcomes.

- **Intermediate/Proximal Outcomes**
  - What are some of the more immediate outcomes you can expect from your [FOCUS AREA] activities that would begin to indicate success (e.g. passing of a graduated driver's licensing law; Increase in registered users of state Prescription Drug Monitoring System)?
  - How will you measure these short term outcomes?

  NOTE: In some cases, your proximal [FOCUS AREA] objectives from your Annual Progress Report may be the intermediate outcomes of your activities.

- **Long Term/Distal Outcomes**
    - What impact do you hope to achieve with your [FOCUS AREA] activities?
    - How will you measure these long term outcomes?

    NOTE: In many cases, your distal [FOCUS AREA] objectives from your Annual Progress Report may be the long term outcomes of your activities.

III. FOCUS THE EVALUATION DESIGN

Stakeholder Needs

The first step in developing your evaluation design is determining the needs of you and your stakeholders. You may want to refer back to what you have written in the "Engage Stakeholders" section as you think through the answers to the questions below.

- Who will use the evaluation findings?
- How will the findings be used?
- What do you need to learn from the evaluation? What do your stakeholders need/want to learn?
- Who will be involved in developing evaluation questions? How will they be involved?

Evaluation Questions

Evaluation questions help to focus your evaluation on the key information you want to learn about your [FOCUS AREA] activities. These are the questions that help you achieve your evaluation goals. You may want to refer back to your evaluation purpose and goals as you narrow down your specific evaluation questions.

- What do your evaluation team and stakeholders want to learn from the evaluation?
- What questions need to be asked in order to gather the information you want to know?

Here are some example evaluation questions:

- **Example 1- Process/Implementation Evaluation Question:** Were our [FOCUS AREA] activities implemented successfully?
- **Example 2- Process/Implementation Evaluation Question:** What can we do to improve the implementation of our [FOCUS AREA] activities?
- **Example 3- Outcome Evaluation Question:** Did our [FOCUS AREA] activities result in desired behavior change (e.g. increased number of prescribers registered in the state Prescription Drug Monitoring Program)?
- **Example 4-** Outcome Evaluation Question: Did our [FOCUS AREA] activities reduce injuries and death?

Resource Considerations

- What resources are available to conduct the evaluation?
- What data is available to you/are you already collecting?
- How will you prioritize you evaluation questions/activities given the resources you have available?

IV. GATHERING CREDIBLE EVIDENCE

Data Collection and Timeline

The kinds of data you will be gathering for your evaluation depend on your evaluation questions, the type of evaluation you'll be conducting (e.g. process/implementation or outcome), and how you'll be using your data (e.g. to improve your program/activities; to demonstrate your activities' impact).

Some examples of Process/Implementation data and data sources include:

- Number of trainings delivered (source: training logs)
- Number of sites implementing activities (source: MOUs)
- Number of individuals served (source: service logs)
- Staff attitudes/enthusiasm/confidence in their ability to deliver the activities (source: staff survey)
- Public perceptions/attitudes towards the activities (sources: participant survey; media/news coverage)
- Barriers/challenges encountered during implementation (source: Program Improvement Log- NOTE: see Table 3).

Some examples of Outcome data and sources include:

- **Intermediate/Proximal Outcome:** Percentage of teens using seatbelts (State Dept. of Transportation database)
- **Intermediate/Proximal Outcome:** Number of prescribers registered for the state Prescription Drug Monitoring System (State Prescription Drug Monitoring Program database)
- **Intermediate/Proximal Outcome:** Number of Question, Persuade, Refer suicide prevention program trainers trained (Training records from the Question, Persuade, Refer program)
- **Long Term/Distal Outcome:** Rate of emergency room visits due to prescription opioid poisoning (Emergency room data).
- Long Term/Distal Outcome: Rate of hospitalizations due to older adult falls (Hospital discharge data)
- **Long Term/Distal Outcome:** Rate of motor vehicle related deaths (Vital statistics)

Other considerations to keep in mind when preparing for data collection include:

- How often will data be collected?
- Who is responsible for collecting the data?
- How will you manage and store the data?

NOTE: You can use Table 2 to plan your data collection timeline and to organize your answers to these questions.

Table 2. Data Collection and Analysis				
Evaluation Question	**Data Source(s)**	**Data Collection, Analysis, and Reporting Activities**	**Person Responsible**	**Timeline/Due Date**
Example: Were our [FOCUS AREA] activities implemented successfully?	**Example:** Participation logs, Service logs	**Example:** Data Collection- get program participant logs from local partners	**Example:** Jane Doe	**Example:** April, 2015
		Example: Data Analysis- calculate total number of participants and compare to participation goals	**Example:** John Doe	**Example:** May, 2015
		Example: Meet with local partners and share participation data. Brainstorm ways to increase participation.	**Example:** Jane Doe	**Example:** June, 2015

Collecting Data for Program Improvement

One of the main purposes of conducting an implementation or process evaluation, is to gather data on how well (or not) your activities are being implemented. Gathering this kind of data enables you to become aware of potential issues and develop solutions to improve your activities. These kinds of "mid course corrections" help increase the likelihood that your activities are being implemented well and will eventually lead to better outcomes and impact.

Planning Ahead

Before you start implementing your program, you can start the program improvement process early and think pre-emptively about some of the potential challenges or barriers you may come across when putting your activities into place. This will allow you to think of ways to avoid or mitigate these issues before they arise.

- What from your agency/state's broader context is or has the potential to influence the successful implementation of your activities (e.g. new state policies or laws/lack of key state policies or laws, staff turn over, local tragedy related to your focus area, etc.)?
- How might these contextual factors influence your activities (e.g. changes/adaptations to the activities themselves, changes in timeline for implementation, changes in partners needed to successfully implement the activities)?
- How can you avoid or mitigate the impact of these factors on the implementation of your activities (e.g. coalition building/reaching out to new partners, gathering key stakeholder buy-in before implementation, involving stakeholders in program planning and evaluation, etc.)?

Tracking Challenges and Solutions

Even the most thoughtful planning processes cannot foresee all challenges and barriers that may come up once you begin implementing your strategies. It is important to put a system in place to track these challenges as they come up, communicate the data to key stakeholders, brainstorm solutions, and make changes/improvements.

- What challenges or barriers have come up that have affected the implementation of your activities?
- Who will track these challenges when they arise?
- How will this information be communicated to key stakeholders? Who will be in charge of doing this?
- What solutions have been found/are proposed for addressing these barriers?
- Who will be responsible for implementing changes/improvements to the activities?
- Who will track/record these improvements?

NOTE: You can use Table 3 to track and record your implementation challenges and solutions and plan how to use this data for program improvement.

Table 3. Program Improvement Log				
Barrier/ Challenge	**Potential Solutions**	**Action Items**	**Person Responsible**	**Timeline/ Due Date**
Example: Lack of participation from other state agencies in the State Traumatic Brain Injury Prevention Coalition	**Example:** Have State Health Dept. leadership reach out to leadership in members' agencies to encourage participation	**Example:** Set up a meeting with State Health Dept. leadership **Example**: Draft letter/email from State Health Dept. leadership to send to other agency leads	**Example:** Jane Doe **Example:** Jane Doe	**Example:** Nov 10, 2014 **Example:** Nov 12, 2014
	Example: Send an anonymous survey to members to determine reasons for low participation	**Example:** Develop and send survey **Example:** Analyze survey results and report back to evaluation team	**Example:** John Doe **Example:** John Doe	**Example:** Nov 15, 2014 **Example:** Dec 1, 2014

V. JUSTIFY CONCLUSIONS

Analysis

- How will you analyze your data?
- Who will be responsible for analyzing your data? Do members of your evaluation team have the time, expertise, and resources (e.g. software) to analyze your data?
- How often will you need to analyze your data? If your data is being used for program improvement, what is the best timeline for ensuring data can be used in a timely manner to improve your program?

NOTE: You can use Table 2 to plan your data analysis timeline and to organize your answers to these questions.

Interpretation

- Who will you involve in drawing, interpreting and justifying conclusions?
- What are your plans to involve them in this process?

NOTE: Information from the "Engaging Stakeholders" section above may be useful for thinking through this.

VI. ENSURE USE AND SHARE LESSONS LEARNED

Dissemination

It is important to develop a plan for how you will share your evaluation findings with your stakeholders, and how these findings will be used. Referring back to your evaluation goals can help you focus your dissemination activities. Was your goal to evaluate your program for the purpose of improving it? Or was the purpose of your evaluation to show the impact of your activities on selected outcomes? The answers to these questions, and the ones below, can help you organize your plan for disseminating and using your evaluation findings.

- Who is your audience/audiences? (e.g. coalition members, state public health department, state decision makers, community members, potential funders, etc.)
- What medium(s) do you plan to use to disseminate the evaluation findings to your audience (e.g. presentation at a meeting, brief fact sheet/summary of findings, weekly program improvement meetings, overview of findings on a website, etc.)?
- Who will develop these dissemination materials and/or present your evaluation findings to key stakeholders?

Use

- What are your plans for using evaluation findings? (e.g. program improvement, generating stakeholder buy-in, demonstrating impact, etc.)
- How, where, and when will the findings be used?
- Who will use these findings?
- How will you monitor the use of these findings?

Table 4. Data Dissemination and Use

Evaluation Finding/ Result	Dissemination Medium/ Method	Intended Audience	Goals/ Intended Use	Person Responsible	Time-line/ Due Date
Example: Bicycle helmet safety program serving 50% more youth than expected, and running out of helmets to give to youth who participate	**Example:** Health department leadership meeting	**Example:** Health department leadership	**Example:** Use data to communicate a programmatic need (more helmets) to leaders/those who can access more resources	**Example:** Jane Doe	**Example:** Dec 5, 2014
Example: Youth hospitalization for sports concussions have decreased by 20% since implementing the	**Example:** Evaluation brief	**Example:** State legislators	**Example:** Use data to communicate program/policy success to state legislators	**Example:** John Doe	**Example:** Feb, 2015

State's return to play law	**Example:** Evaluation presentation	**Example:** School superintendents	**Example:** Use data to communicate program/policy success and encourage continued implementation in schools	**Example:** Jane Doe	**Example:** Mar, 2015

Appendix

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