

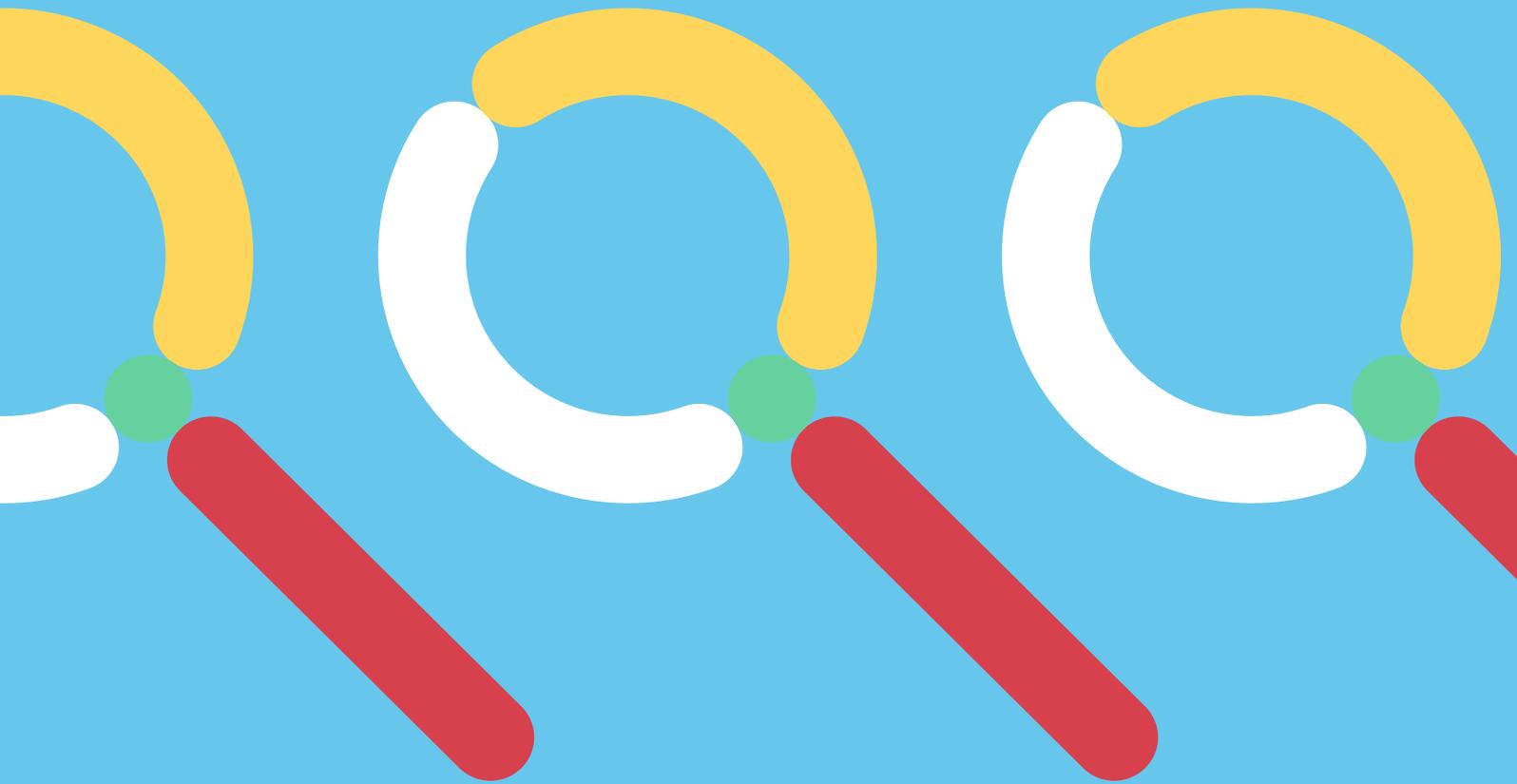


Alcohol
and Drug
Foundation



Local Drug Action Team Program

Evaluation Resource.



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1. Evaluation basics: what is evaluation?

Evaluation is an important part of prevention-based work. It helps generate information, which can assist in the assessment of a program, service, policy or project (hereafter referred to collectively as activities).¹ The underlying goal of evaluation is to provide information about the delivery and impact of the activity. This includes whether project objectives have been met and findings will inform the future direction of the activity.

There are different types of evaluation depending on what is being assessed. This resource provides a definition of four types of evaluation: formative, process, impact and outcome. It also provides some guidance about the timing of each type of evaluation in your activity.

1.1. Evaluation terminology

Local Drug Action Team (LDAT) terminology:

These terms are used throughout LDAT evaluation resources

Term	Definition
Target population	The group of people that your LDAT is aiming to work with.
Reach	The number of stakeholders, settings or general members of the community that have been exposed to or participated in the activity.
Goal	A short statement used to describe the anticipated long-term benefits of an intended activity (use an 'outcome' evaluation to assess this). <i>Example: To reduce the harms associated with alcohol and drug use among young people in the community using various activities.</i>
Aim	Sometimes interchangeable with goal, this is also a short overarching statement used to describe the anticipated long-term benefits of an intended activity. When a program is extensive, it may have one goal and multiple aims. <i>Example: To reduce the harms associated with alcohol and other drug use in the community through organised and inclusive events.</i>
Objective	This is a short statement describing the short to medium-term effects of an activity (use an 'impact' evaluation to assess this). You may have numerous objectives for a single activity. <i>Example: Organise at least one sports-based activity targeting young people in the next 12 months, to promote community health services and prevention programs available locally.</i>

1. O'Connor-Fleming, M. L., Parker, E., Higgins, H., & Gould, T. (2006). A framework for evaluating health promotion programs. *Health Promotion Journal of Australia*, 17(1), 61-66.

LDAT terminology: These terms are used throughout LDAT evaluation resources	
Term	Definition
SMART	These are criteria that can be used to develop objectives, which then allow for simple impact evaluation. It stands for: S pecific – clear and precise M easurable – to allow for evaluation A chievable – realistic R elevant – to the alcohol and other drug issue you are trying to prevent T ime specific – timeframe for achieving your objective.
Activity	The work that your LDAT will undertake to prevent the harms of alcohol and other drugs in your community.
General evaluation terms: These are terms that you might read if you investigate broader resources on evaluation	
Intervention	An activity or series of activities delivered to a target audience with the intention to effect short or long-term impacts.
Data	Facts used to calculate, analyse, or plan something. Data can be qualitative or quantitative.
Baseline data	Data that is collected at the beginning of a study or project before it occurs (pre-test or survey). This establishes the status quo and provides a foundation to measure change. The baseline data can then be compared to post-activity data to measure impact.
Qualitative data	Data that is used to describe qualities or characteristics. Qualitative data is often in narrative form, for example it may include notes that are taken during a focus group session. ³
Quantitative data	Data that can be represented by a quantity or number. Quantitative data provide information on the ‘what’ or ‘how many’ aspects of a research question. For example, you may count the number of participants in your activity. ⁴

1.2. Formative evaluation

Formative evaluation is used to determine if an activity is feasible, appropriate and acceptable.⁴ This type of evaluation is conducted before an activity is implemented, whether it is new, being revised or modified. This form of evaluation can provide information on how to develop and shape your activities. LDATs are not expected to complete a formative evaluation; however, they are encouraged to be reflective during development and implementation, and to record findings where possible.

1.3. Process evaluation

Process evaluation seeks to assess the implementation of the intended activity. During the planning stages, process evaluation can focus on the quality and appropriateness of the activity you would like to deliver in your community. During implementation stages, the process evaluation can be useful in tracking the reach as well as identifying potential or emerging problems. At this point, the process evaluation will allow for solutions to be identified and the planned activity can be modified or adjusted with minimal impact on the activity.⁵

2. Macalester University. (2018). *Quantitative vs. Qualitative Data*. Retrieved from Research Guides: libguides.macalester.edu/c.php?g=527786&p=3608639

3. Ibid.

4. Centers for Disease Control and Prevention. (n.d.). *Types of Evaluation*. USA. Retrieved from [cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf](https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf)

5. Hawe, P., Degeling, D., & Hall, J. (1994). *Evaluating Health Promotion*. Artarmon: MacLennan and Petty.

During process evaluation, you may consider the following questions:⁶

- Is the activity reaching the target group?
Are all parts of the activity reaching all parts of the target group?
- Are participants satisfied with the activity?
- Are all the intended aspects of the activity being implemented?
- Are all the materials and components of the activity of good quality?

1.4. Impact evaluation

Impact evaluation seeks to assess the effects of the intended activity. Impact evaluation is undertaken at the conclusion, or within six months of the conclusion of the delivery of an activity, such as a workshop or community event. It is used to measure immediate effects and assesses whether the objectives were met. For this reason, it is important to write objectives in a way that allows for impact evaluation directly after the activity. Using the SMART criteria is a common way to structure objectives in a way that assists with impact evaluation.

1.5. Outcome evaluation

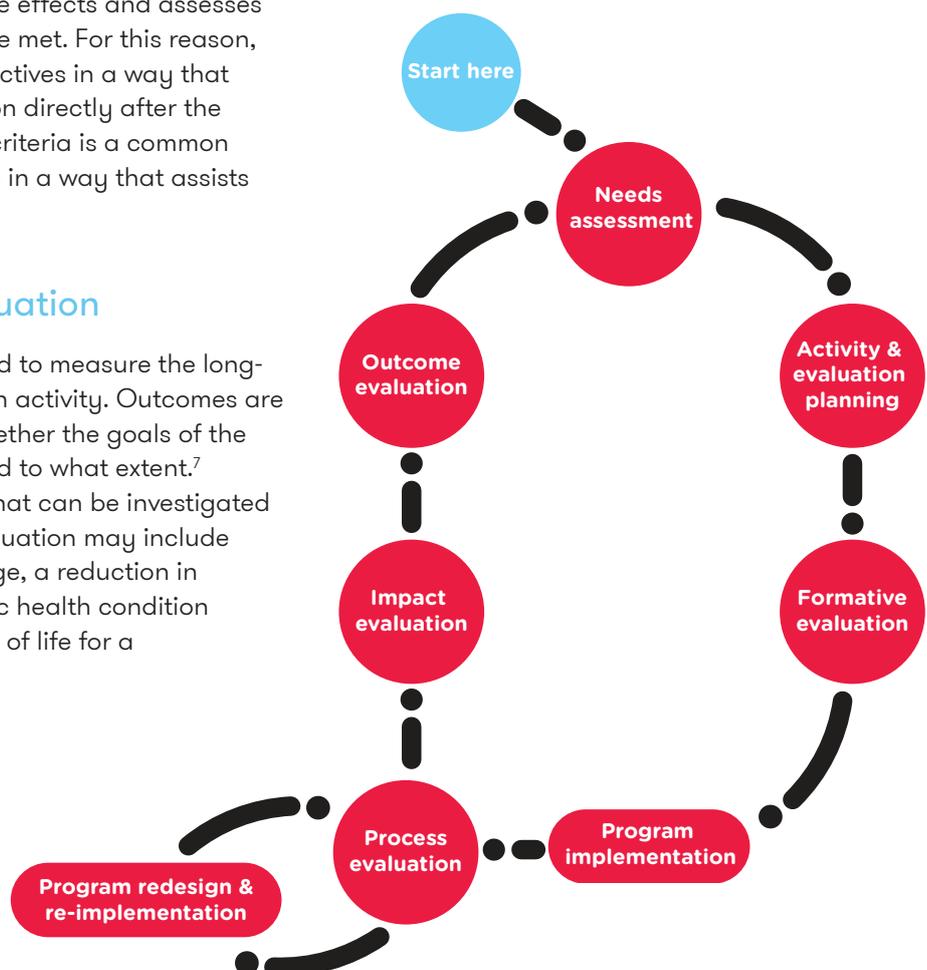
Outcome evaluation is used to measure the long-term effects of your chosen activity. Outcomes are assessed by looking at whether the goals of the activity have been met, and to what extent.⁷ Typical long-term effects that can be investigated as part of an outcome evaluation may include sustained behaviour change, a reduction in the prevalence of a specific health condition or improvements to quality of life for a target population.

LDATs are not expected to report on outcomes, and instead focus on including process and impact evaluations for planned activities. However, if any observations are made about outcomes, LDATs are encouraged to take record these findings.

1.6. Planning and evaluation cycle

Figure 1 and Table 1 outline the steps associated with planning an activity and where you may include different types of evaluation.

Figure 1: Planning and evaluation cycle, adapted⁹



6. Hawe, P., Degeling, D., & Hall, J. (1994). *Evaluating Health Promotion*. Artarmon: MacLennan and Petty.
7. Round, R., Marshall, B., & Horton, K. (2013, February 22). *Planning for effective health promotion evaluation*. Retrieved from Victorian Department of Health: health.vic.gov.au/about/publications/policiesandguidelines/Planning-for-effective-health-promotion-evaluation.
8. Hawe, P., Degeling, D., & Hall, J. (1994). *Evaluating Health Promotion*. Artarmon: MacLennan and Petty.

Table 1: Summary of planning and evaluation steps as applicable to LDAT activities

Step	Local Drug Action Team Specific Step	Example
Needs assessment: What does your community need?	This is completed as part of your application process.	It has been identified that young people in the community should be the focus – specifically during the transitional period after high school.
Activity & evaluation planning	You will do this when developing your Community Action Plan (CAP).	You may start to develop some networks in the community to involve the relevant stakeholders and partners, and connections to key influencers when developing your CAP and evaluation plan.
Formative evaluation	LDATs are not required to do this, however while developing your CAP, you would be expected to determine what the key issues are within the community, consult with the community to determine needs, and build partnerships. You are encouraged to take note of any observations, findings and assessments.	You might determine that school-based alcohol and other drug education is not feasible for your LDAT. Following best practice, you may decide that this kind of education program requires a qualified teacher who uses an evidence-based curriculum. Instead, you may choose to focus on facilitating events targeting young people.
Program implementation	Once your CAP is approved, you will be funded to conduct the activity.	Your LDAT is approved to run three events with young people, where you will provide alcohol and other drug information and resources.
Process evaluation	You will be required to demonstrate whether you've met your activity objectives using at least two process measures.	You may choose to measure: <ul style="list-style-type: none"> • Participant satisfaction • Did all the events occur and did they involve all intended components?
Activity redesign and re-implementation	You will be required to think about how you can improve the intended activity as you progress, especially where your activity includes multiple events over a period of time.	One of the events is not well attended, so you may revisit how you promote the next two events.
Impact evaluation	You will have planned what data to focus on collecting as you plan the activity. LDATs are expected to measure at least one impact measure. This is the point where you gather the data and interpret it to prepare for evaluation reporting and sharing.	You may have chosen to complete short surveys on the day using roaming volunteers: <ul style="list-style-type: none"> • Collate information on participant demographics • Increase in knowledge or confidence with respect to alcohol and other drug topics • Increase in understanding of alcohol and other drugs.
Outcome evaluation	This is not a requirement for LDATs, however if you collate any outcome evaluation data, you should take note and include it in your evaluation reporting. This may be feasible for ongoing activities where follow-up with the community/ participants is possible.	You may notice: <ul style="list-style-type: none"> • A change in behaviour among young people with respect to alcohol and other drug issues via follow-up with parents/guardians • Increased access of alcohol and other drug resources among relevant local services.

2. Evaluation methodologies: what kind of evaluation should I use?

There are two key types of evaluation that Local Drug Action Teams (LDATs) will need to undertake to demonstrate whether they have met their objectives. This includes process evaluation and impact evaluation. Planning your evaluation should begin when you start planning your activities. When you are preparing your Community Action Plan (CAP), you need to include a number of evaluation considerations. This includes: how you will undertake process and impact evaluation; what kind of data you will collect; and how you will assess the data to report on your activities. The type of data you collect will be driven by the kind of activity you deliver.

As part of Section 6 of the CAP, you must consider how you will 'Measure your success'. This means taking into account at least two process measures and at least one impact measure. Therefore you must plan for evaluation during development of your CAP.

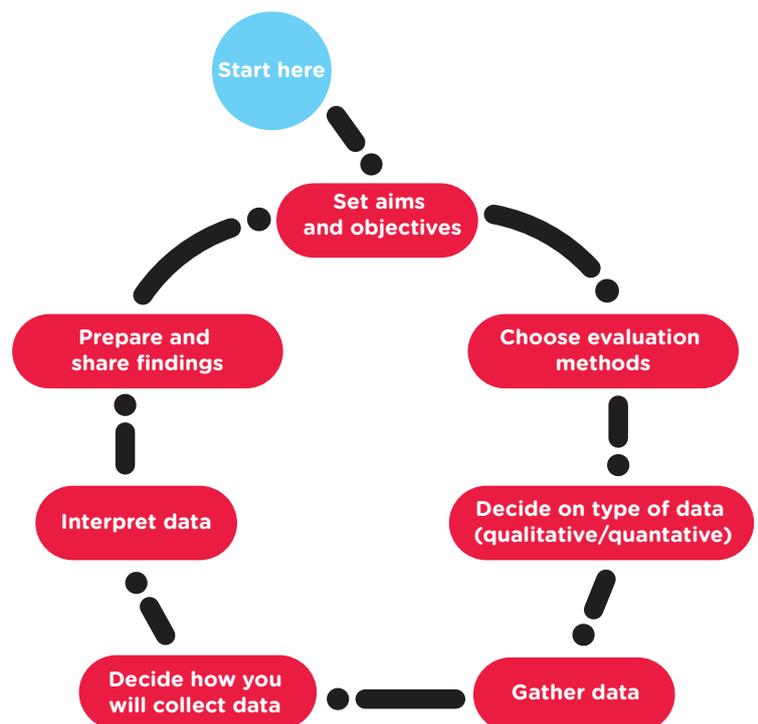
Community Hub page for Developing a CAP: community.adf.org.au/plan/developing-community-action-plan/

Before you start your evaluation, you will need to answer the following question: **How are the methods I use, and the data I gather, going to be useful?**

The following resource provides a guide on how you can plan for evaluation while you are preparing your CAP. This will make it easier to outline your 'Measures of Success'.

Figure 2 represents the various components of evaluation that are outlined in this guide.

Figure 2: Guide to evaluation diagram



2.1. Setting an aim and objectives

The overall aim of your activity should reflect the overall outcome that you would like to achieve. The aim is what you want your activity to do, and the objectives are how you are going to achieve your aim. As a part of your LDAT application, you would have already thought about your aim and objectives. Now is the time to be more specific to help with planning your evaluation.

The aim of your activity should be provided as part of the 'Determine your activity' section of the CAP, and objectives should be provided as part of the 'Set your objectives' section of the CAP.

2.1.1. Aim

The aim is sometimes used interchangeably with the goal, but it can also be slightly different depending on the activity. For larger scale programs, there may be an overarching goal with a range of aims across several smaller projects. For the purposes of the LDAT program, you will most likely only require an aim, which will then be achieved through your objectives. Refer to Section 4 of this guide for examples of activity aims.

2.1.2. Objectives

It is important to keep objectives clear, concise, structured and measurable. This ensures you remove possible ambiguity from your objectives. The SMART tool offers a simple set of criteria that you can use to structure your objectives. Using these criteria to inform development of your objectives will make evaluation easier. This is described in the following column.⁹

Objectives should be:

Specific (clear and precise):

What are you going to do?

Measurable (able to be evaluated/measured):

For example, how many people will you aim to reach? How many events? How long will it take to deliver certain activities?

Achievable (realistic):

For example, can you realistically organise an event within a specific time-frame, and do you have access to the target audience that you want to engage in your activity?

Relevant (to the health issue, the target group and your LDAT):

You might answer this question by engaging with the community and completing a needs analysis.

Time specific (the timeframe that your LDAT intends to implement the activity/project):

For example, you can specify that you will complete an activity within six months or that an activity might take three hours to deliver.

2.2. Evaluation methods

To set your objectives, it is recommended to think about the kind of data you may be able to collate as a result of your activity. The quality of the evaluation you complete as part of your activity will be dependent on the strength of the evidence that is collected. As part of the evaluation design, you may want to consider the following components:¹⁰

- Choosing an evaluation method that is within the limitations of your work, considering practical and financial constraints
- Selecting the appropriate method for the different stages of design (process and impact)
- Finding the right data collection tools for your activity and the type of evaluation you are doing.

9. Round, R., Marshall, B., & Horton, K. (2013, February 22). *Planning for effective health promotion evaluation*. Retrieved from Victorian Department of Health: health.vic.gov.au/about/publications/policiesandguidelines/Planning-for-effective-health-promotion-evaluation

10. Prevention and Population Health Branch. (2011, April 1). *Evaluation framework for health promotion and disease prevention programs*. Retrieved from Victorian Department of Health: www2.health.vic.gov.au/about/publications/policiesandguidelines/Evaluation-framework-for-health-promotion-and-disease-prevention-programs

2.2.1. Qualitative methods

The following section provides a description of different qualitative methods you could use to evaluate your activity. This can include methods such as observation, individual and group interviews, and focus groups.

These methods involve engagement with the participants or target group for your activity. Qualitative methods aim to explore audience members' perceptions of the key factors contributing to the findings of your process and/or impact evaluations.¹¹

Key advantages of qualitative methods may include:

- Allowing deeper exploration of ideas, perspectives and thoughts on the specific topics relating to your activity
- Using qualitative approaches to fill in the gaps in quantitative data findings
- Utilising your knowledge of the activity to make sense of your data.¹²

Key disadvantages of qualitative methods may include:

- Analysing data is time consuming
- Difficulty in generalising the findings outside of the group you engage with
- Reviewer interpretation may introduce bias to the interpretation of the data
- The data collected are subjective and can be interpreted in different ways
- Limitation with the number of people you can engage and get feedback from.¹³

The methods that you use to collect qualitative data will vary. While some methods of qualitative data collection will be structured, such as pre-determined interview schedules, others may be more explorative and allow for individuals or groups to play more of a role in guiding the data they provide. When using qualitative methods of evaluation, you may be concerned with looking at the 'why' of the activity/project – what was the value added? Or who was responsible? Or why did that activity have the unexpected positive/negative effect on the target population?

2.2.1.1. Observational approaches

Observational approaches can provide either qualitative or quantitative data. Observational approaches to evaluation that are qualitative can incorporate a variety of methods, including:¹⁴

- **Participant observation** – a person who is also involved in the activity might make the observations about other participants, as well as their own involvement and experiences. This can be a researcher who has been intentionally allocated to an activity for the purposes of observation
- **Second-hand reports** – done by people who can observe participants and provide feedback via interviews, journals, surveys or checklists etc.
- **Products of behaviour** – sometimes it might be difficult to observe the behaviour itself, but you might take note of the outcome, for example if you are promoting the reduction of sugary drink consumption, you may observe what people are drinking.

Observational approaches can be useful throughout your activity design and implementation. These approaches can offer important data to inform the way you are delivering your activity, and the activity itself.

11. Hawe, P., Degeling, D., & Hall, J. (1994). *Evaluating Health Promotion*. Artarmon: MacLennan and Petty.

12. Centres for Disease and Control and Prevention. (2009). *Analyzing Qualitative Data for Evaluation*. Retrieved from Program Evaluation: [cdc.gov/healthyouth/evaluation/pdf/brief19.pdf](https://www.cdc.gov/healthyouth/evaluation/pdf/brief19.pdf)

13. Ibid.

14. Fawcett, S. B., & Rabinowitz, P. (2018). *Section 3. Data Collection: Designing an observational system*.

Retrieved from Community Toolbox: [ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/design-observational-system/main](https://www.ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/design-observational-system/main)

2.2.1.2. Interviews

Interviewing people as part of your evaluation can be done in person or via the phone, often using a pre-determined script. This method is useful for activities with either individuals or smaller target groups. Using this method, you can have a general conversation with the participant to gain insights into their experience of the activity. Group interviews can include two or more people, where the participants may know one another and are able to provide insights in a discussion format.

2.2.1.3. Focus groups

Focus groups are a type of group interview and are run by a qualified facilitator. The aim is to gather data about specific aspects of your activity through focussed discussion. Focus groups usually engage a small group of people who can represent a larger target group. They provide an opportunity for people to provide detailed feedback to the facilitator. Input from people in a focus group can be valuable when informing either the development of an activity or when analysing the overall impacts.¹⁵ The participants of a focus group may be selected on the basis that they do not know each other to encourage discussion. One potential disadvantage of focus groups is that sometimes one or two participants may dominate the conversation, forcing less vocal participants into silence.

2.2.2. Quantitative methods

The use of quantitative data will mean that you can measure the overall effect of your activity by looking at numerical data such as frequencies, measurements or percentages. The methods used to collate quantitative data will generally be systematic and use a standardised approach to collect and interpret the data. Quantitative data investigate the ‘how much?’ aspect of your activity by looking at the numbers.¹⁶

The key advantages of quantitative data may include:

- Common types of analysis are relatively fast and straightforward
- You can ask for feedback from a larger number of people
- Answers the questions relating to the ‘what’ and ‘how many’ of evaluation activities
- The findings are relatively free of bias since they typically count something.¹⁷

The key disadvantages of quantitative data may include:

- Data collection can be time consuming
- It can be more complicated to explain the ‘why’ of evaluation activities
- Some advanced data analysis requires specific software, which may require training for staff and therefore additional cost.¹⁸

Quantitative data can be collected in several ways, including via surveys/questionnaires, observation or review of existing documents and databases. The data can be collected in person via face-to-face interviews, the phone, through self-administered tests/surveys or online. Once the data is collated, it can be entered into software, which can assist in statistical analysis and trend identification.¹⁹

15. Berkowitz, B. (2018). Section 6. Conducting Focus Groups. Retrieved from Community Toolbox: ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main

16. Hawe, P., Degeling, D., & Hall, J. (1994). *Evaluating Health Promotion*. Artarmon: MacLennan and Petty.

17. Centres for Disease Control and Prevention. (2009). *Analyzing Quantitative Data for Evaluation*. Retrieved from Program Evaluation: cdc.gov/healthyyouth/evaluation/pdf/brief20.pdf

18. Ibid.

19. Prevention and Population Health Branch. (2011, April 1). *Evaluation framework for health promotion and disease prevention programs*. Retrieved from Victorian Department of Health: www2.health.vic.gov.au/about/publications/policiesandguidelines/Evaluation-framework-for-health-promotion-and-disease-prevention-programs

2.2.2.1. Surveys

There are two types of surveys that will be relevant to LDATs, including:

- Case study surveys – focus on collecting information from part of a group or community
- Census surveys – focus on providing opportunity to a whole population to provide feedback.²⁰

There are multiple reasons to conduct a survey, including to find out about the behaviours, attitudes, needs and opinions of your target population. You can also gauge participant satisfaction and what kind of improvements can be made in future activities.

Two key disadvantages to conducting surveys include low response rates, and they can be difficult to write in a way that collates useful data. Some things to consider before you plan a survey include:

- Do you really need the data or is it already available via other organisations?
- How will you use the data that you gather?
- Are there ethical considerations regarding the target population?
- How can you phrase your questions so that they are: clear and easy to understand, get the data you need, and minimise the time spent in preparing and collating data?

Wherever possible, you should ask questions that provide for detail in the response rather than just yes/no answers. Rather than asking “Were you satisfied?” you can ask “How satisfied were you?”. You can provide a 1–5 scale for responses where 1 is ‘not at all satisfied’ and 5 is ‘totally satisfied’. Some additional example questions and responses are provided in Table 2.

Similarly, you might want to know about enjoyment. You could ask “How enjoyable did you find the activities?”. Responses could again be on a 1–5 scale with 1 being ‘not at all enjoyable’ and 5 being ‘totally enjoyable’.

Table 2: Examples of survey questions with scaled responses

Example survey question	Example of scaled responses
How satisfied were you? (Avoid: Were you satisfied?)	1 – Not at all satisfied 2 – Unsatisfied 3 – Moderately satisfied 4 – Satisfied 5 – Highly satisfied
How enjoyable did you find the activities? (Avoid: Did you enjoy the activities today?)	1 – Not at all enjoyable 2 – Not very enjoyable 3 – Moderately enjoyable 4 – Enjoyable 5 – Highly enjoyable
How well was the day organised? (Avoid: Was the day organised?)	1 – Very poorly organised 2 – Poorly organised 3 – Acceptable 4 – Organised 5 – Very well organised
How frequently do you participate in sporting activities at the club? (Avoid: Do you still participate in the sporting club?)	1 – More than once a week 2 – Twice a month 3 – Once a month 4 – Less than once a month 5 – Don't participate at all

20. Hampton, C., & Vilela, M. [2018]. Section 13. Conducting Surveys. Retrieved from Community Toolbox: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main>

2.2.2.2. Direct observation

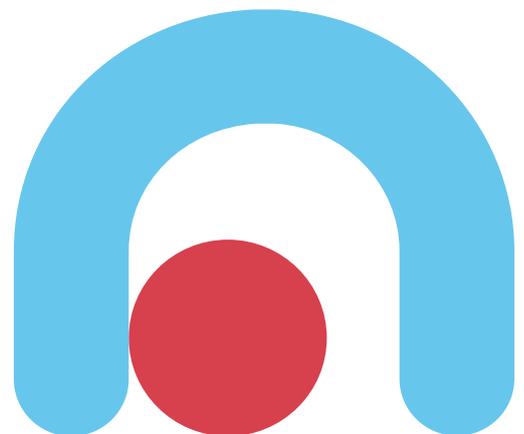
Direct observation is a method that involves taking note of specific behaviours or conditions firsthand.²¹ The observer can be a person from your LDAT that takes note of specific information during an event aiming to reach a certain demographic of people. For example, they might take note of gender or the number of people who participate. You may also choose to plant an ‘invisible’ observer into your activity as a participant. They are not known to other participants as an observer, but they might be asked to record data for your LDAT.

2.2.2.3. Using existing data

You may also find existing datasets useful when planning your activity and evaluation. This can include public records such as census data for your local area, police reports, employment statistics, or public health information. Typically, you can access this information online, and it can help to inform your baseline data and for analysing the data you collect as part of your evaluation.²²

2.2.2.4. Mixed method

It is quite common for process and impact evaluations to include a mixed-method approach, where some of the data may be qualitative, and some may be quantitative. This should be determined at the planning stages of your evaluation. LDATs are most likely to use mixed-methods due to the nature of community-based work.



21. Fawcett, S. B., & Rabinowitz, P. (2018). Section 3. Data Collection: Designing an observational system. Retrieved from Community Toolbox: ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/design-observational-system/main

22. Ibid.

2.3. Important considerations for data collection

There are some critical considerations when preparing to collect data, as outlined in Table 3.

Table 3: Important considerations when preparing to collect data

Consideration	Example
Be sure to differentiate between enjoyment/satisfaction and achieving objectives	An objective might be to increase knowledge on safe partying. Your LDAT may have had a stall at a local event as part of your activity. You might receive good feedback from participants about their enjoyment of the stall. However, they may not have achieved the objective of increasing knowledge.
Consider the ethics involved in asking questions of your target audience, particularly if they are a vulnerable group	It is important to be mindful that ethical considerations are a critical part of engaging with any target audience, and there are some specific issues to keep in mind. It is essential that the way we collect our information does not harm those we are collecting it from, as this will undermine our overall aims. Examples of vulnerable populations may include people under 18 (require parent/guardian consent), people who inject drugs, or people who are newly arrived in Australia, and have limited understanding of English. Ethical considerations for LDATs are addressed in a separate document, see Ethics Toolkit.
Participation barriers to your data collection method	When collecting data, you may use specific wording or language to ask questions. Inappropriate or inaccessible language can lead to: <ul style="list-style-type: none"> • Non-completion of surveys or interviews/focus groups • Non-commencement of surveys or interviews/focus groups • Disengagement from the survey and future activities • Poor quality data • Inability to interpret and analyse your data and therefore produce reliable results.
Wording problems	It is important to consider your language when writing content for data collection, such as surveys or interview questions. In particular: <ul style="list-style-type: none"> • Stigmatising language. This may alienate people from participating in the activity or evaluation. For example, asking a question like ‘Do you consider drug addiction an issue in the community? If yes, why?’ implies that it is, and will limit the value of the data you collect. • Clarity. Be clear on what information you want. You can test your evaluation approach and questions on a selection of colleagues. • Double barrelled questions. Make sure you are only asking about one thing at a time. For example, don’t ask what people thought of an activity and if they would attend future events, since they may have enjoyed it, but feel no need to attend a second event. • Leading questions. It is important not to sway participants towards a particular response. Keep questions neutral. For example, when asking ‘In your experience with alcohol and other drugs, how much did peer pressure influence your use?’ you are implying that peer pressure had an influence.

2.4. Gathering and interpreting the data

Collecting your data is not just about collecting information on **what you want to know** but also considering **why you want to know this** and **what is the best way to collect this data**.

Depending on the activity/project that you are looking to facilitate, you may need to collect a range of data. For example, this could include:

- Demographic data, such as age, sex, education level
- Number of attendees/participants
- Number of brochures/pieces of information that were distributed
- What they know
- What behaviours they engage in
- What their preferences and/or beliefs are
- How people heard about your activity
- How many people talked with your organisation
- If they enjoyed themselves and whether they would benefit from future activities from you
- In social media, the number of likes, shares and comments, etc.

This list is not exhaustive and will need to be developed as part of your evaluation plan to suit your specific activity. You can use different methods to gather your data. The most common methods include:

- **Hard copy** – you may hand out short surveys on the day, collate observational data on paper, record interview responses in notes
- **Computer based** – for example a survey may be conducted online before or after an activity, or photos may be taken
- **Audio recording** – you may record an interview or focus group (with permission) to analyse discussion later.

2.4.1. Interpreting qualitative data

Qualitative data requires identification of common themes and notable exceptions. Depending on the qualitative method used, you can draw on:

- **What seemed to work** – is there anything that the majority of people found valuable?
- **What didn't work** – anything that people didn't enjoy or find useful?
- **Were there any limitations** – could you do anything differently?
- **Unexpected thoughts/comments/perceptions from people** – leaps in knowledge come from the things to which we respond with 'oh, that's interesting' rather than 'oh, yes I was expecting that'.

It is also possible to sometimes turn qualitative data into quantitative data. For example, you could count the number of times that something occurs.²³

You can use software such as MS Excel to log the responses from tools like surveys and focus groups. This will allow you to keep a record of your data in electronic format, which will make it easier to interpret. As a general approach, you could follow the below steps when interpreting qualitative data:²⁴

- **Review the data** – become familiar with what you've gathered and make sure you understand it by taking notes and collaborating with colleagues
- **Organise your data** – these types of data can be long and complex. Once you're familiar with what data you've collected, you can group parts of it. For example, based on question asked, date, interview or focus group
- **Code your data** – think about themes that are common between groups or people and assign them to a group. You could colour code them or arrange responses to specific themes together
- **Interpret your data** – this involves attaching meaning and significance to your themes and data. You may need to revisit the data multiple times to make sure you've captured the data accurately.

23. Rabinowitz, P., & Fawcett, S. B. (2018). Section 5. *Collecting and Analyzing Data*. Retrieved from Community Toolbox: ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/collect-analyze-data/main

24. Centres for Disease and Control and Prevention. (2009). *Analyzing Qualitative Data for Evaluation*. Retrieved from Program Evaluation: cdc.gov/healthyouth/evaluation/pdf/brief19.pdf

2.4.2. Interpreting quantitative data

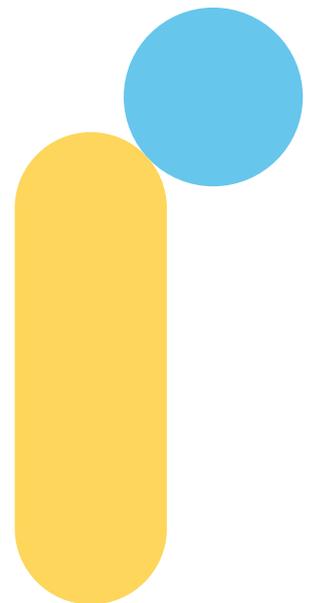
Quantitative data requires the analysis of numbers that need simple statistical calculations. For example, this can include:²⁵

- **Frequencies** – count of how often something has occurred within a given time. For example, the number of participants that had heard about the activity via social media
- **Percentages** – this is a good way to compare two different groups or times. For example, percentage of people that enjoyed the activity
- **Ratio** – this shows a numerical relationship between two groups. For example, two out of three participants found the activity useful for their work
- **Mean** – this is the average. For example, you may calculate the average age of participants
- **Median** – the middle point of a set of data, with half of the values below and half above this point
- **Mode** – the category or number that occurs the most frequently in a set of data.

Quantitative data are often presented using visual aids such as graphs, charts or tables. You can develop these using software such as MS Excel. If you've collected the data in hard copy surveys or other hard copy forms, you may need to enter it manually for summarising, analysis and interpretation. If you've collected data using online tools such as 'Survey Monkey', you may be able to download your data for analysis and interpretation. Once you have gathered your data, you will need to do some work to clean and organise your data.²⁶ This will involve going through the data and making sure that there are no errors. For instance, if you asked people how old they are, and someone (who you expected to be an adult) wrote '3', you would remove this piece of data during your data cleaning process as it is improbable. This may require several people to complete, to minimise incorrect interpretation.²⁷

Once your data have been gathered and organised, you could consider the following questions during analysis:

- How many participants were engaged?
- How many knew about the activity and didn't participate?
- Is there an increase in knowledge or confidence about a topic among participants?
- Is any of the data surprising? Why?
- Have any of the participants changed their behaviour (e.g. drink less alcohol) or seen changes in their lives (e.g. they are more engaged in their community)?



25. Centres for Disease Control and Prevention. (2009). *Analyzing Quantitative Data for Evaluation*.

Retrieved from Program Evaluation: [cdc.gov/healthyouth/evaluation/pdf/brief20.pdf](https://www.cdc.gov/healthyouth/evaluation/pdf/brief20.pdf)

26. Ibid

27. Ibid

2.5. Preparing findings

The findings of an evaluation can be presented in different ways, including reports, case studies, acquittal documents, online platforms and presentations. Depending on the activity that you've chosen, the findings, the purpose of the report, and the intended audience, some of these options may suit better than others. LDATs must present their evaluation findings as a part of the acquittal of funding. There may also be other opportunities for you to share your successes.

As a part of preparing your findings, you may consider the following:

- Process evaluation²⁸
 - Reach:
 - Did the activity reach the target group?
 - Did all parts of the activity reach every part of the target group?
 - Satisfaction:
 - Was the activity engaging for participants?
 - Was there anything that you could do differently based on feedback?
 - Implementation:
 - How did your LDAT work as a team?
 - What could be done differently in the planning stages?
 - What could be done differently in the implementation?
 - Quality:
 - Was the method used to evaluate process useful?
 - Is there any data that would be useful to collect next time?
 - What were the limitations during planning and implementation of your activity?
- Impact evaluation
 - Did you meet your objectives, as demonstrated by qualitative and quantitative data?
 - What patterns did you notice in the qualitative and quantitative data?
 - How do these patterns impact upon future activities?
 - Were there any unintended consequences?
 - What were the limitations in your evaluation?

2.6. Sharing lessons

The data that you gather, interpret and prepare can be useful within your LDAT, partner organisations and further afield. To share the knowledge that you gain throughout planning, implementation and evaluation of your activity, you may utilise different channels. For example:

- **Internal** – for the purposes of your activity, you may keep all planning, implementation and evaluation content and data in one place. This can include your final report and findings associated with your activity. This can inform future work
- **External (with partners)** – LDATs will need to prepare their evaluation as part of their acquittal, which will most likely be in the form of a report
- **Public** – you may choose to prepare a case study on your activity that can be shared by your partners and the Alcohol and Drug Foundation, which will inform future work in this space
- **Academic** – if your activity has the potential to involve a research perspective, there may be an opportunity to attend conferences and share knowledge regarding your activity
- **Media** – you may utilise traditional or social media throughout your activity or engage with local media to celebrate the success of your activity.

When preparing to share your lessons, you will need to consider ethical considerations around privacy and consent. Refer to the Ethics Resource on the Community Hub.

28. Hawe, P., Degeling, D., & Hall, J. (1994). *Evaluating Health Promotion*. Artarmon: MacLennan and Petty.

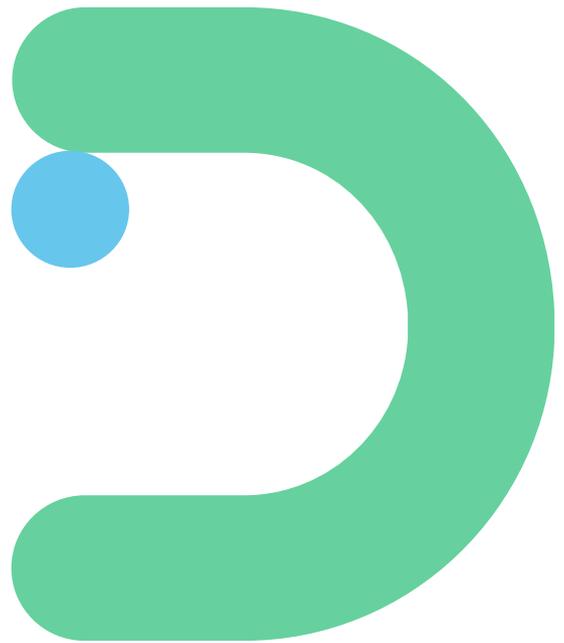
3. Additional resources

Community Tool Box:

ctb.ku.edu/en/evaluating-initiative/examples

Program Evaluation Western Australia:

programevaluation.wa.gov.au/Home



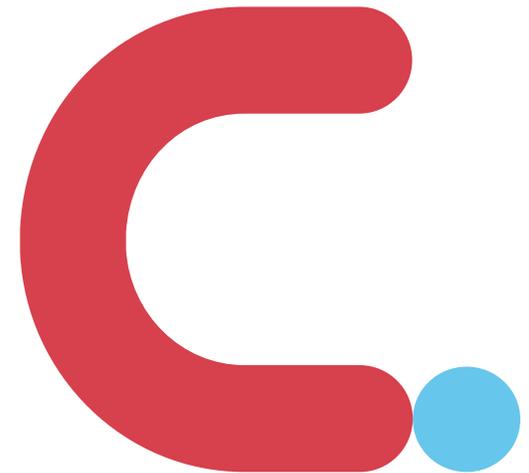
4. Evaluation plan examples

This section provides four examples of evaluation plans for activities that LDATs have previously completed. These projects are de-identified and modified to suit the purposes of this resource. These example plans are intended as examples only, as each LDAT will need to plan their evaluation based on their specific aim and objectives. Evaluation plans should be completed alongside the planning of your intended activity.

The evaluation plan examples below contain the following components of evaluation:

- Aims
- SMART objectives
- Evaluation stages that may be involved for the objectives
- Evaluation methods
- Example questions that you may want to answer as part of your evaluation
- Analysis tools and data storage that you may use as part of your evaluation.

Additionally, there are two examples of how these evaluation plans can be used to inform the 'Measure your success' section of the CAP. You are not expected to provide a full evaluation plan with your CAP.



4.1. Example activity 1: Series of community basketball matches

The following example is adapted from a real activity that was completed as part of the LDAT program. The evaluation plan presented here is one way that an LDAT may prepare to evaluate their activity. Following this table, the content is used to populate the ‘Measuring your success’ template from the CAP. This is also an example that demonstrates how you might summarise your overall evaluation plan.

Name of activity: Series of community basketball matches			
Target population: Young people in the community.			
Aim: To reduce the harms associated with alcohol and other drug use in the community through organised and inclusive events.			
Activity outline: The LDAT will work with community partners such as schools and sports clubs to organise a series of three basketball events. The events will include a tournament, a healthy eating barbeque and a few stalls that promote local services for young people. A series of short presentations will be given by key community organisations. The events will provide an opportunity for young people in the community to meet each other in an inclusive environment and learn about services that they can utilise. The LDAT will work with the local primary health services to determine a baseline for youth using their service prior to the events, and then follow up three and six months after the conclusion of the events to observe any changes.			
Objective 1: Organise and deliver three basketball events in the next 12 months to engage young people and build community spirit			
Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
Process: Assess implementation of intended activity.	Mixed method survey: At the conclusion of each event.	Survey to consist of five questions: <ol style="list-style-type: none"> Did you feel included in activities today? (1 – not at all included, 2 – not included, 3 – moderately included, 4 – included, 5 – totally included) How well was the day organised? (1 – very poorly organised, 2 – poorly organised, 3 – acceptable, 4 – organised, 5 – extremely well organised) How much did you enjoy the activities you participated in today? (1 – not at all enjoyable, 2 – not enjoyable, 3 – moderately enjoyable, 4 – enjoyable, 5 – totally enjoyable) What’s one thing we could do differently? (short answer response) What is one thing that you learned about yourself or your community today? (short answer response) 	<ul style="list-style-type: none"> Set up a wall on the event day with each question in a column, then hand out post it notes to get responses from participants. They can then stick their answers up either on a ‘scale’ or write a short answer and stick it up Use MS Excel to collate responses and analyse data Can also photograph the wall as a visual aid that you can then include in your evaluation report/assessment Use the lessons learnt from each event survey to inform the implementation of the following event.
Process: Reach, implementation.	Quantitative: Count the number of participants.	How many young people attended?	Participation register: Take note on the day.

Name of activity: Series of community basketball matches

Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
<p>Process: Assess implementation</p>	<p>Mixed method:</p> <ul style="list-style-type: none"> Organiser assessment against checklist, and post-event debrief meeting 	<ul style="list-style-type: none"> Were all the intended activities delivered? If not, why not? Were they all delivered in their entirety? List of activities on the checklist may include: <ul style="list-style-type: none"> Cross section of local organisations holding stalls Healthy eating BBQ, was this delivered? Basketball tournament Short presentations at the start and end, can include information/run-down of the day 	<ul style="list-style-type: none"> Checklist can be printed and then transcribed into MS Excel for record Discussion format – meeting between staff who work on the day (could involve stall holders)
<p>Impact: Assess the effect of the events post event conclusion</p>	<p>Mixed method:</p> <ul style="list-style-type: none"> Quantitative count: Engage with local health services three and six months after conclusion Qualitative: Three focus groups; 15 minutes with up to five young people 	<p>Questions for health services:</p> <ul style="list-style-type: none"> How many young people used the service before the events, and how many used the service three and six months after the events? Was there any noticeable change in the type of users of your service or the types of issues they were raising? <p>Focus group questions:</p> <ul style="list-style-type: none"> What, if any, impact have the events had on your social life? What, if anything, do you do differently now because of the events? Would you want to see more opportunities like this to connect with other young people in the community? What sorts of things might work for you? 	<p>MS Excel</p> <ul style="list-style-type: none"> Can use this to collect data from the health services, and also collate notes from the Focus Groups. You can use this to assess the data collected for both impact measures

Example of how one objective from the previous example evaluation plan can be summarised in the ‘CAP: Measuring your success’

Objectives and related steps	Measuring your process	Tools to measure success in process	Measuring your impact	Tools to measure impact and success
You have already identified your objectives and steps to achieve these. Insert them here.	What process measures will help you to determine the success of your activity? (Two or more measures)	What tools will collect data for the related process measure?	What impact measures will help you to determine the success of your activity? (One or more measures)	What tools will collect data for the related impact measure?
Organise and deliver three basketball events in the next 12 months to engage young people and build community spirit.	Number of participants engaged (Quantitative) count the number of participants.	How many young people attended (capture in participation register) take note on the day.	Mixed method: <ul style="list-style-type: none"> Quantitative count: engage with local health services three and six months after conclusion Qualitative: three x focus groups – 15 minutes with up to five young people. 	Example questions for health services: <ul style="list-style-type: none"> How many young people used the service before the events, and how many used the service three and six months after the events? Example focus group questions: <ul style="list-style-type: none"> What, if any, impact have the events had on your social life? MS Excel <ul style="list-style-type: none"> Can use this to collect data from the health services, and also collate notes from the Focus Groups. Can use this to assess the data collected for both impact measures.
	Mixed method: Organiser assessment against checklist, and post-event debrief meeting.	Capturing delivery of activities (e.g. Were all the intended activities delivered? If not, why not? Were they all delivered in their entirety?) Checklist of planned activities can be printed and then transcribed into MS Excel for record.		

4.2. Example activity 2: Connecting young people to sport

The following example is adapted from a real activity that was completed as part of the LDAT program. The evaluation plan presented here is one way that an LDAT may prepare to evaluate their activity. Following this table, the content is used to populate the ‘Measuring your success’ template from the CAP. This is also an example that demonstrates how you might summarise your overall evaluation plan.

Name of activity: Linking young people with sport and recreational clubs			
Target population: Young people aged 18–25 years, who meet criteria for scholarship.			
Aim: Increase accessibility for local young people to participate in community sport and recreational activities as a protective factor to prevent and minimise alcohol and other drug harms.			
Activity outline: The LDAT will engage with local sporting clubs and other relevant stakeholders to provide a 12-month scholarship to 30 young people. The scholarship recipients will be provided with access to a supportive sporting club, where they will be encouraged to attend on a weekly basis and participate in sport. This program is designed to provide access to recreational activities for local young people as a protective factor against alcohol and other drug harms. It is known that there is a significant group of young people in the community facing disadvantage, which isolates them from pro-social activities such as weekly sports. Through this activity, it is intended for the scholarship recipients to build connections in the local community and therefore provide opportunities for them to be involved in the broader community.			
Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
Objective 1: Work with 15 local sporting clubs to be able to provide a supportive environment for scholarship recipients as they join in the next 12 months			
Process: Assess engagement with sporting clubs.	Mixed method: Number of meetings held with potential clubs and content of the meetings.	Meet with clubs to: <ul style="list-style-type: none"> Record number of meetings How interested are clubs? Take note of engagement approach, assessing whether this needs to be modified to increase engagement Of potential clubs, how many did you make contact with? How many of those decided to participate in the program? 	<ul style="list-style-type: none"> Develop a club register to record who meetings were held with, discussion topics and follow up actions Meeting agendas and minutes Record any communications (such as emails) that may inform the process of engagement.

Name of activity: Linking young people with sport and recreational clubs

Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
Objective 2: Provide scholarships to 30 young people who meet selection criteria to enable participation in sporting activities in the next 12 months			
<p>Process: Scholarship application.</p>	<p>Mixed method: Count and qualitative assessment.</p>	<ul style="list-style-type: none"> • How many applications were received? • Were the applications able to be assessed? • How many scholarships? 	<ul style="list-style-type: none"> • Collate information from the applications in a database • Use database to collate themes on assessment process, make adjustments as needed for future scholarships.
<p>Process: Monthly reports from students.</p>	<p>Qualitative: Short one page survey to be completed at the end of each month.</p>	<ul style="list-style-type: none"> • How many times did you participate in the sports club activities? • How satisfied are you with the activities provided and the opportunities? (1 - very satisfied, 2 - satisfied, 3 - moderately satisfied, 4 - not very satisfied, 5 - completely unsatisfied) • How many people did you meet? • Were the activities delivered by experienced, qualified and engaged facilitators/trainers? (Y/N) • How engaging were the activities? (1 - not at all engaging, 2 - not engaging, 3 - moderately engaging, 4 - engaging, 5 - completely engaging) • How satisfied are you with the opportunity you have to participate in the sport club on scholarship? (1 - Not at all satisfied, 2 - Unsatisfied, 3 - moderately satisfied, 4 - Satisfied, 5 - Highly satisfied) • Were you able to take part in as many activities as you wanted to? If not, why not? (Short answer) 	<ul style="list-style-type: none"> • Annotated notes from paper or online surveys collated into MS Word or Excel (could print and hand out or create online and ask participants to complete on their phone/tablet) • Analyse comments and collate themes • Use monthly feedback to inform clubs on participation and progress.

Name of activity: Linking young people with sport and recreational clubs

Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
<p>Process: Meetings.</p>	<p>Quantitative: Number of meetings with relevant partners.</p>	<p>Record the meetings using agendas and minutes. Take note of the following:</p> <ul style="list-style-type: none"> • Attendance record to keep track of who participated in meetings • Record purpose of the meeting • Record meeting actions, with a record of dates and owners for actions. 	<ul style="list-style-type: none"> • Can help to record any observations from partners and staff involved. The content of meeting minutes and agendas will provide some context for what actions were taken to address identified tasks and issues during planning and implementation • A memorandum of understanding or a partnership plan may assist with sustaining the partnership for future projects • Use the attendance data to liaise with partners who may be disengaged • Revise meeting frequency throughout the activity and adjust if required.
<p>Impact: Post participation (six month follow up).</p>	<p>Mixed method: Interviews or focus groups with scholarship recipients.</p>	<p>Ask broader questions on participation: What does your involvement with the club look like now? Have you maintained your involvement in the club? Why or why not?</p> <ul style="list-style-type: none"> • How frequently do you participate in sporting activities at the club? • In what other ways are you involved in the club, other than playing a sport? • What were some of the positive impacts of this scholarship on your life? • What could be improved about the experience you had on scholarship? • How interested do you think other people you know would be to participate in this sort of activity? 	<ul style="list-style-type: none"> • Annotate the answers into MS Excel • Assess the responses and identify themes • Develop an evaluation report that incorporates the process and impact measures from the 12 months and follow-up interviews.

Example of how one objective from the above evaluation plan can be summarised in the ‘CAP: Measuring your success’

Objectives and related steps	Measuring your process	Tools to measure success in process	Measuring your impact	Tools to measure impact and success
You have already identified your objectives and steps to achieve these. Insert them here.	What process measures will help you to determine the success of your activity? (Two or more measures)	What tools will collect data for the related process measure?	What impact measures will help you to determine the success of your activity? (One or more measures)	What tools will collect data for the related impact measure?
<p>Objective 2: Provide scholarships to 30 young people who meet selection criteria to enable participation in sporting activities in the next 12 months.</p>	<p>Process: Number of meetings held with relevant partners. Will address a range of factors, such as attendance, actions from meetings including owners and dates, and an assessment of meeting frequency.</p>	<p>Agendas and minutes: Can help to record any observations from partners and staff involved. This can be used to demonstrate ongoing process evaluation. Can also use the data from meetings to prepare an ongoing partnership plan to sustain the work beyond the intended activity. Collate data in MS Excel.</p>	<p>Impact: Post participation (six month follow up).</p>	<ul style="list-style-type: none"> • Mixed method interviews or focus groups • Annotate the answers into MS Excel • Assess the responses and identify themes • Develop an evaluation report that incorporates the process and impact measures from the 12 months and follow-up interviews.

4.3. Example activity 3: Preventing AOD harm in a remote Aboriginal community

The following example is adapted from a real activity that was completed as part of the LDAT program. The evaluation plan presented here is one way that an LDAT may prepare to evaluate their activity. Following this table, the content is used to populate the ‘Measuring your success’ template from the CAP. This is also an example that demonstrates how you might summarise your overall evaluation plan.

Name of activity: Preventing alcohol and other drug harms in remote Aboriginal community			
Target population: General population of a small, remote township.			
Aim: To distribute alcohol and other drug information that is relevant to the community in order to prevent and minimise associated harms.			
Activity outline: The LDAT consists of an Aboriginal primary health care service that is located within a small, remote community. It has been identified that the residents of the community are significantly socially and financially disadvantaged when compared to non-Aboriginal Australians. This disadvantage exposes the community to a greater level of risk and harm associated with alcohol and other drugs. Using collaborative approaches, the LDAT will work with the local community to develop and deliver relevant, evidence-informed content to the general public. This will be done using an initial consultation process, where the community will determine their preferred methods of content delivery. The LDAT will consult with the local council of Elders to ensure adherence to Aboriginal and Torres Strait Islander cultural engagement protocols.			
Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
Objective 1: Facilitate five focus groups in the next six months, with local people, to better understand their concerns and their ideas for prevention and minimisation of alcohol and other drug harm			
Process: Assess implementation of proposed activity.	Mixed method: Five focus groups with at least eight participants in each. At least one of these groups will be comprised of community elders.	<ul style="list-style-type: none"> • Were all five focus groups delivered? Were the questions appropriate? Was discussion used to inform future focus groups? • Were the participants satisfied with the discussion, topics, facilitator, resolutions (if appropriate), etc. • Were any materials used of good quality? Did the facilitator show respect to participants? Was the facilitator appropriately prepared and skilled? • How many potential participants knew about the focus groups? How many attended? How many contributed? 	MS Excel <ul style="list-style-type: none"> • Reflect on each focus group as they occur and re-design questions/approach if needed.

Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
Objective 2: Co-design or source already developed relevant alcohol and other drug information for the community in the next 12 months and deliver the content to target group(s) (this will be determined in the focus groups, e.g. you may focus some on young people, some on elderly etc.)			
<p>Process: Assess the development and delivery of the information to the local community at the conclusion of the delivery.</p>	<p>Qualitative: Interviews with small groups.</p>	<ul style="list-style-type: none"> • Was the content appropriate? Was there opportunity to reflect and redesign content as required while providing the information to different groups? • How satisfied were you with the information that was presented? • Were any materials used of good quality and culturally respectful/appropriate? • How many community members knew about the resources being developed? 	<ul style="list-style-type: none"> • Collate the responses into an Excel spreadsheet and draw on themes to improve the delivery of the information in future sessions.
<p>Impact: Assess the effect of this information on the community three months after each information session/event.</p>	<p>Mixed method: Analyse health data from the health service and facilitate group interviews.</p>	<p>Group interviews:</p> <ul style="list-style-type: none"> • Have you seen any information recently about alcohol and other drugs in the community? • What information have you seen? • What was the message in that information? • What did you learn from the information? • What sort of changes do you intend to make because of what you learned from the information? • What sort of changes have you already made? <p>Data from the health service:</p> <ul style="list-style-type: none"> • Have a look at who has accessed the service in the three months following information delivery, and for what purpose. 	<ul style="list-style-type: none"> • Collate responses from focus groups • Use MS Excel to draw on common themes • Compare the findings from focus groups to data from the health service to see if there are any discrepancies • Compare the data regarding health service use before and after the information was co-designed and delivered to the community • Use the data comparison to prepare your evaluation report.

Example of how objectives from the above evaluation plan can be summarised in the ‘CAP: Measuring your success’.

Objectives and related steps	Measuring your process	Tools to measure success in process	Measuring your impact	Tools to measure impact and success
You have already identified your objectives and steps to achieve these. Insert them here.	What process measures will help you to determine the success of your activity? (Two or more measures)	What tools will collect data for the related process measure?	What impact measures will help you to determine the success of your activity? (One or more measures)	What tools will collect data for the related impact measure?
<p>Objective 2: Co-design or source already developed relevant alcohol and other drug information for the community in the next 12 months and deliver the content to target group(s) (this will be determined in the focus groups, e.g. you may focus some on young people, some on elderly etc.).</p>	<p>Process: Assess the development and delivery of the information to the local community at the conclusion of the delivery, using interviews with small groups. Will look at whether all intended components were delivered, satisfaction, quality and reach.</p>	<p>Mixed method: Interviews with small groups. Collate the responses into an Excel spreadsheet and draw on themes to improve the delivery of the information in future sessions.</p>	<p>Impact: Assess the effect of this information on the community three months after each information session/event.</p>	<p>Mixed method: Analyse health data from the health service and facilitate group interviews.</p> <ul style="list-style-type: none"> • Collate responses from focus groups • Use MS Excel to draw on common themes • Assess feedback from focus groups regarding messaging, knowledge, etc. of distributed information • Compare the data regarding health service use before and after the information was co-designed and delivered to the community.

4.4. Example activity 4: Increasing youth engagement in learning via a curated hospitality program.

The following example is adapted from a real activity that was completed as part of the LDAT program. The evaluation plan presented here is one way that an LDAT may prepare to evaluate their activity. Following this table, the content is used to populate the ‘Measuring your success’ template from the CAP. This is also an example that demonstrates how you might summarise your overall evaluation plan.

Name of activity: Youth engagement in learning via cooking and hospitality program			
Target population: Young people in Years 9 and 10 at the local high school, at risk of leaving school.			
Aim: To engage young people of high school age who are at risk of leaving school, in an educational activity, to prevent harms associated with alcohol and other drug use.			
Activity outline: The LDAT will develop and implement a youth mental wellbeing activity, which will be coordinated and delivered by the lead organisation. The activity will include a 20-week program that involves a weekly event for students to attend and participate in. The activities will be centred in the hospitality space, and will involve skill building such as cooking, nutrition and food-service. The weekly events will be an opportunity for the students to build on their skills in team work, create a sense of rapport among their peers and improve their employment opportunities through their certification.			
Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
Objective 1: (short term) At least 50% of students participating in the program will aspire to remain in some form of education and learning following the completion of the program			
Process: Assess the delivery of the program.	Mixed method: Weekly feedback from students via group interview and roll call to measure school attendance.	Hold a brief discussion with students at the conclusion of each weekly activity, asking: <ul style="list-style-type: none"> • Was the skill level appropriate for the group? • Were the participants satisfied with the activity for the week, was there enough of a balance of delivery and practical application? Was there enough individual/group work? • Were the lessons of good quality? Was the trainer adequately inclusive of participants? Did the teachers have the appropriate skills? Roll call to measure attendance: <ul style="list-style-type: none"> • Create a roll call to take note of student attendance at their regular classes, as well as the planned activities. 	<ul style="list-style-type: none"> • Create a register or database to collate the weekly responses. Draw on themes and use these to improve and build on the future sessions • MS Excel to record attendance.

Evaluation stage	Evaluation method	Example questions	Analysis tool/Data storage
Process: Assess the implementation of the program.	Qualitative: Checklist for weekly activity.	<ul style="list-style-type: none"> Facilitators to check off whether they have completed tasks for the week, which would be pre-determined as part of the planning stages. 	<ul style="list-style-type: none"> Develop a register for the checklist which can be used to reflect on implementation of future weekly activities.
Impact: Assess the effect of the activity on student attendance during delivery and at three-month follow-up.	Qualitative: Brief survey.	Survey question may include: <ul style="list-style-type: none"> What do you plan to do once you finish the program? (response options: stay in school, go to TAFE, get an apprenticeship etc.) What was your experience of the program and taking part? (short answer) How has this changed your perception of staying in school or moving onto some other type of education? (short answer) 	MS Excel <ul style="list-style-type: none"> Use this data to demonstrate any changes to attendance during and after the conclusion of the activity.
Objective 2: (long term) 75% of participants have learned personal skills and gained various competencies in hospitality, which will enhance their opportunities for employment following the program			
Impact: Assess the effect of the activity on student competency and confidence to gain employment.	Mixed method: Individual interviews.	Develop a series of interview questions that may include: <ul style="list-style-type: none"> What are some key competencies that you gained from participating? Have you got a job since completing the activity? If so, what are you doing? How often do you go to school? 	<ul style="list-style-type: none"> Collate responses using MS Excel Assess the collated information for recurring themes Draw on this analysis to determine the level of impact on participants' employment opportunities following the delivery of the activity

Example of how one objective from the above evaluation plan can be summarised in the ‘CAP: Measuring your success’.

Objectives and related steps	Measuring your process	Tools to measure success in process	Measuring your impact	Tools to measure impact and success
You have already identified your objectives and steps to achieve these. Insert them here.	What process measures will help you to determine the success of your activity? (Two or more measures)	What tools will collect data for the related process measure?	What impact measures will help you to determine the success of your activity? (One or more measures)	What tools will collect data for the related impact measure?
<p>Objective 1: (short term)</p> <p>At least 50% of students participating in the program will aspire to remain in some form of education and learning following the completion of the program.</p>	<p>Process:</p> <p>Assess the delivery of the program, to allow for improvement of delivery as the program progresses from week to week.</p>	<p>Mixed method:</p> <p>Weekly feedback from students via group interview</p> <p>Create a register or database to collate the weekly responses. Draw on themes and use these to improve and build on the future sessions.</p>	<p>Impact:</p> <p>Assess the effect of the activity on student attendance during delivery and at three-month follow-up.</p>	<p>Mixed method:</p> <ul style="list-style-type: none"> • Quantitative – observational • Qualitative – brief survey • Collate responses using MS Excel • Assess the collated information for recurring themes • Draw on this analysis to determine the level of impact on participants’ employment opportunities following the delivery of the activity.