

Proposal to Conduct a Process and Outcome on the Niagara Youth Drug Strategy

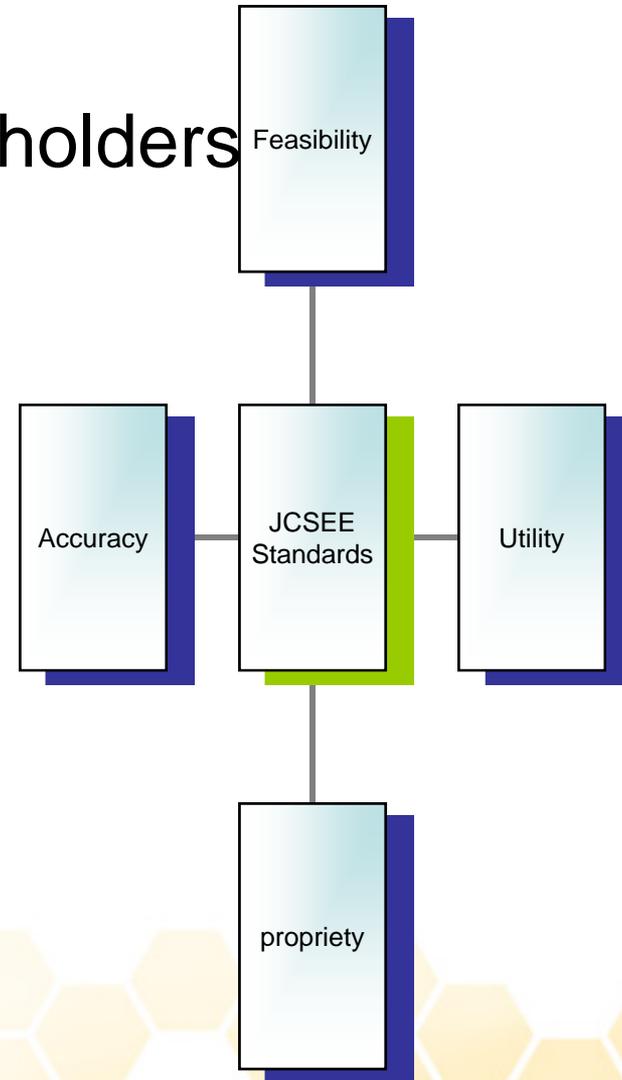
2009 CES Case Competition



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Agenda

- Program Context Stakeholders
- Proposed Logic Model
- Evaluation Design
- Evaluation Questions and Matrix
- Evaluation Challenges
- Timeline
- Budget
- Acknowledgements



Program Context

Niagara Drug
Awareness
Committee

Drug Strategy
Community
Initiatives Fund

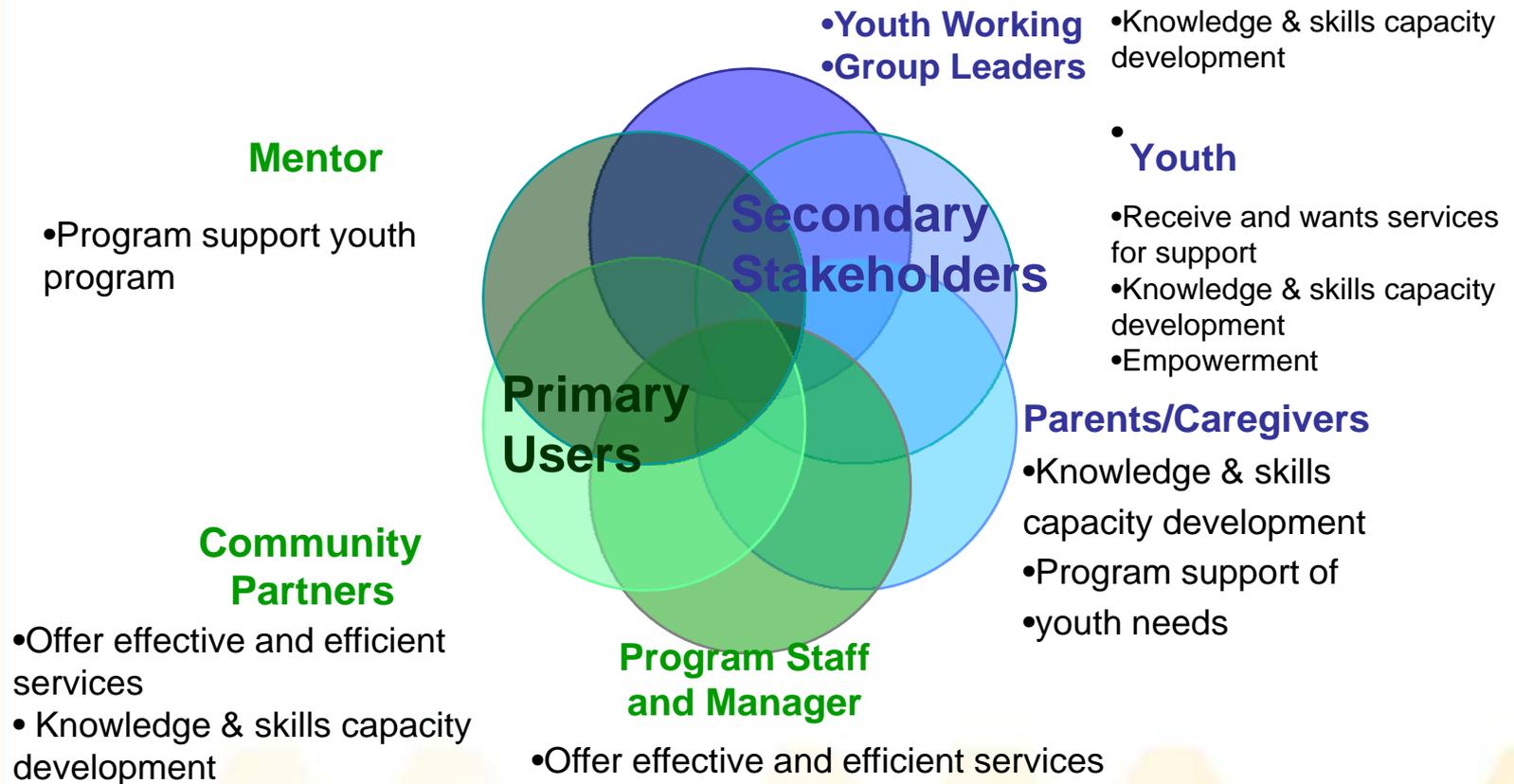
Niagara Youth Drug Strategy –
Engage, Educate & Empower

Program Objectives

Peer-led substance abuse prevention working groups that deliver substance abuse prevention activities in the school community

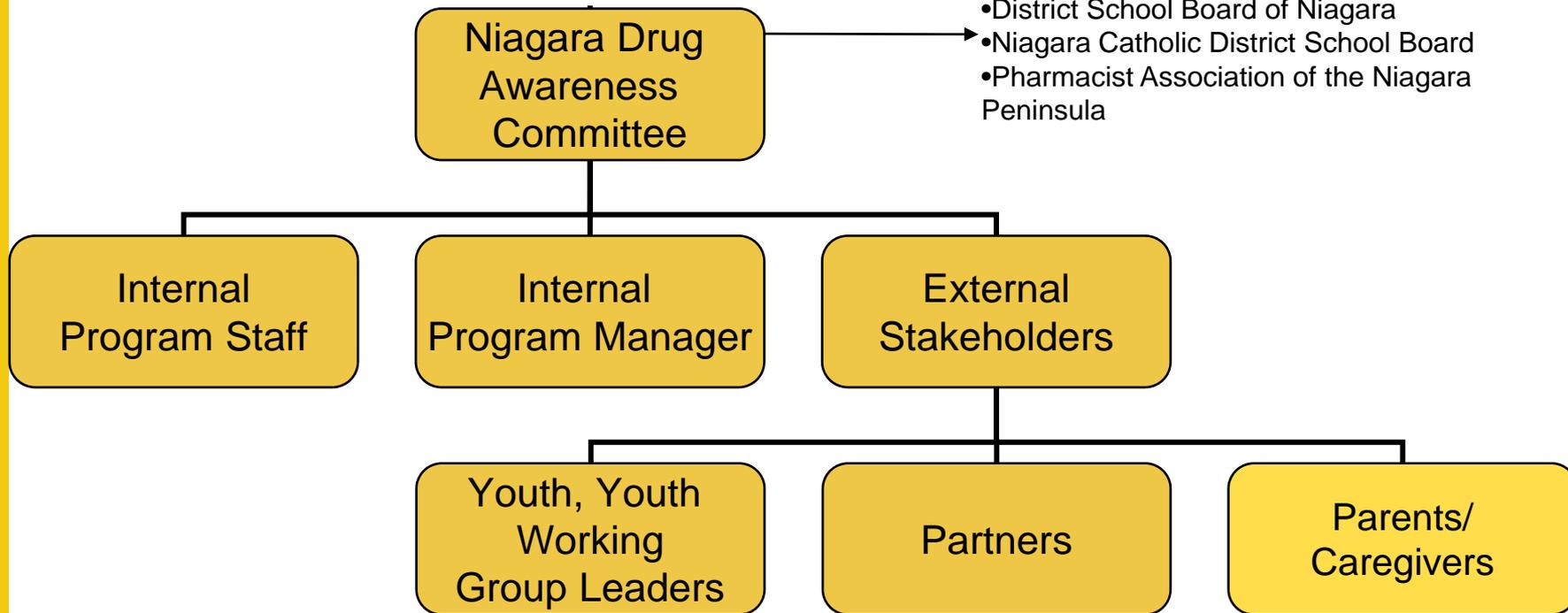
- ✓ Increased Skills/knowledge for working groups leaders
- ✓ Increased knowledge re: illicit substances in parents/caregivers
- ✓ Increased knowledge/skills in youth service providers who are mentoring peer-led school working groups re: prevention of substance use
- ✓ Increased accessibility of substance abuse prevention info for youth, parents/caregivers, and youth service providers who are mentoring peer-led substance abuse prevention working groups
- ✓ Identifying unintended consequences

Context: Stakeholder Profile



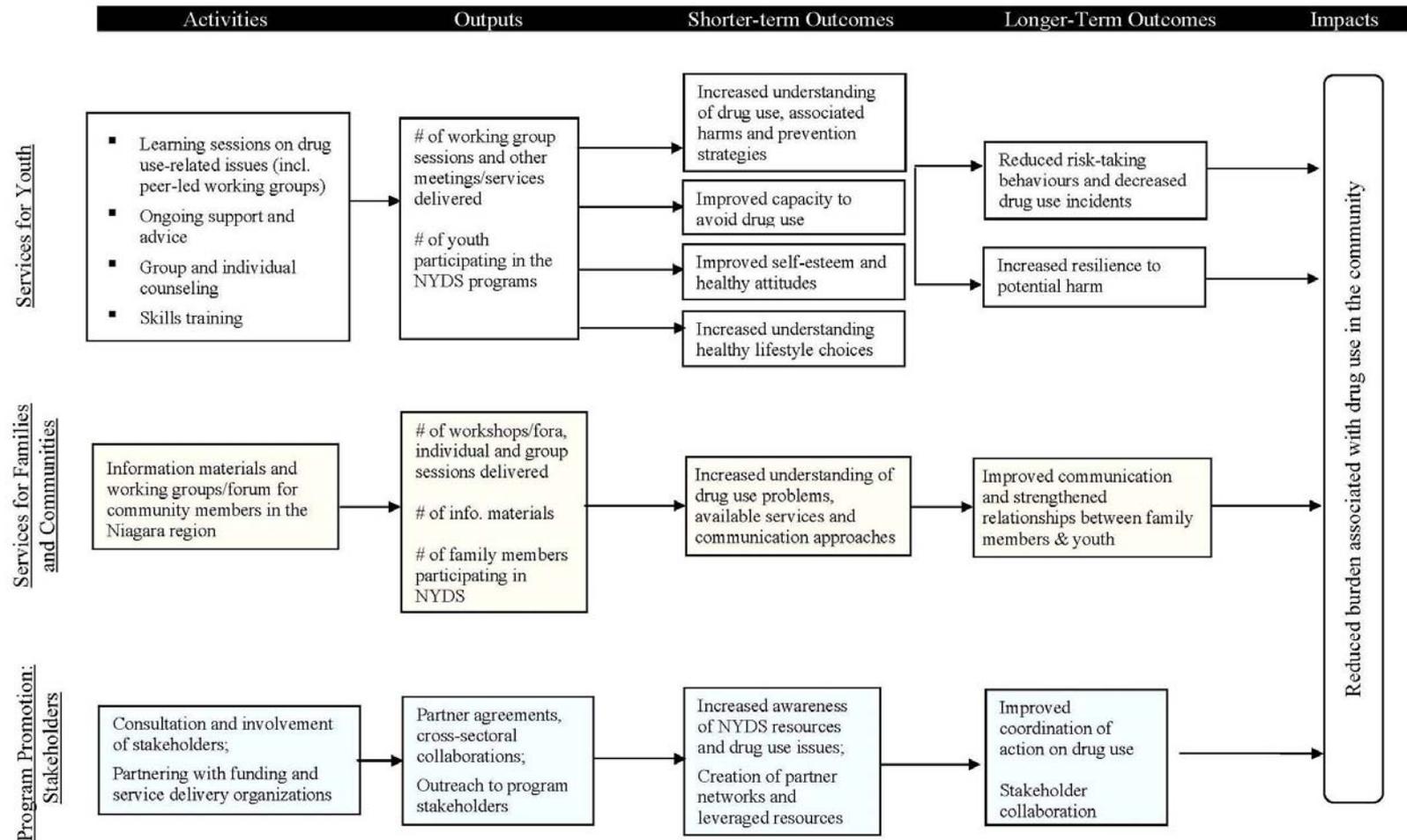
Stakeholder Involvement

- Niagara Region Public Health
- Center for Addiction & Mental Health
- Niagara Police Service
- Port Colborne/Wainfleet Healthy Lifestyles Coalition
- Parent Action on Drugs
- District School Board of Niagara
- Niagara Catholic District School Board
- Pharmacist Association of the Niagara Peninsula



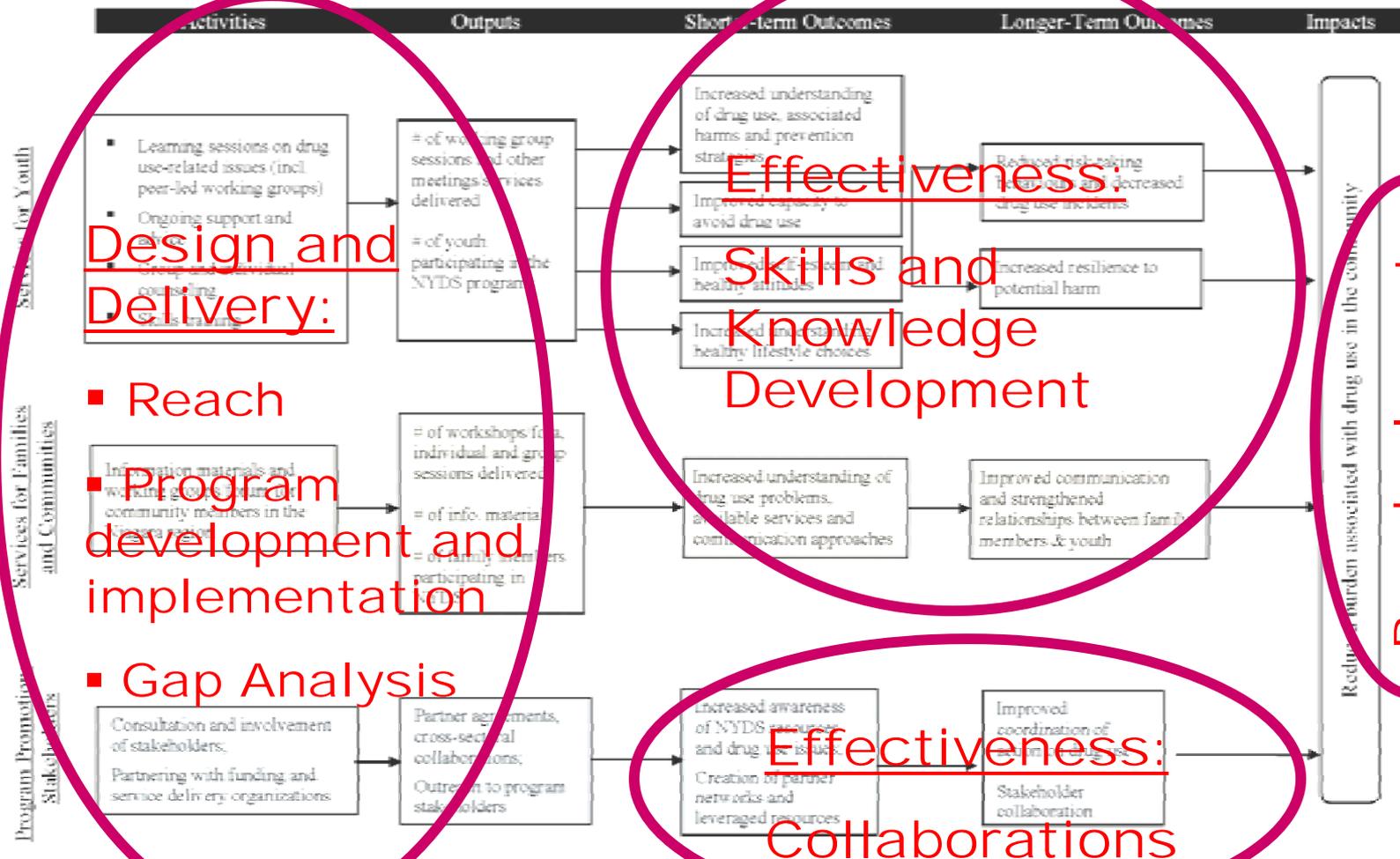
Proposed Logic Model

Engage, Educate and Empower: Niagara Youth Drug Strategy (NYDS)



Evaluation Issues

Mapped out to the NYDS Logic Model



Preliminary Evaluation Questions

Evaluation Questions

Evaluation Issue 1: Design and Delivery

1. Have the required programs to deliver the NYDS strategy been implemented as planned?
 - a) Have all the planned components/ services within the programs been implemented?
 - b) Have the components of the programs been design to facilitate engagement of community stakeholders?
2. Have the target groups been reached by the NYDS programs?
3. To what extent were the target groups engaged with the NYDS programs?
4. Were the target groups satisfied with the delivered services?
5. Were the mechanisms and methods to deliver knowledge and skills appropriate to the target groups?
 - a) In terms of meeting the learning needs of target groups &
 - b) In term of application of proven/effective learning principles and methods
6. Are the resources (FTEs, \$\$) appropriate to meet the NYDS Strategy programs needs and yearly work plans?
7. Are alternative delivery options or programs that could achieve this for less cost, better gain?
8. What unintended impacts have the NYDS programs had, either positive or negative?

Preliminary Evaluation Questions

Evaluation Question
Evaluation Issue 2: Effectiveness: Knowledge & Skills
9. To what extent have youth and parents/ caregivers acquired skills and knowledge re: substance use issues: a) Healthy lifestyles b) Drugs and consequences c) Resilience skills d) Available services?
10. To what extent the target groups demonstrate improved behaviour, self-esteem and efficacy?
Evaluation Issue 3: Effectiveness: Partnerships
11. To what extent have partnerships/ collaborations been established in support of the NYDS strategy?
12. How effectively has the NYDS strategy achieved its objective with regard to building synergies among stakeholders with the mutual goal of reducing the burden associated substance use?
Evaluation Issue 4: Broader Impacts
13. How has the community been impacted by the NYDS Initiative (e.g., reduced drug-related crime rates, school attendance)?

Evaluation Design

A mixed methods approach with sequential and parallel implementation of evaluation key steps

The outcome component of the evaluation is both and non-comparative.

- Comparative - each youth/parent/caregiver groups
- Non comparative - for youth leaders and mentors

The process component of the evaluation

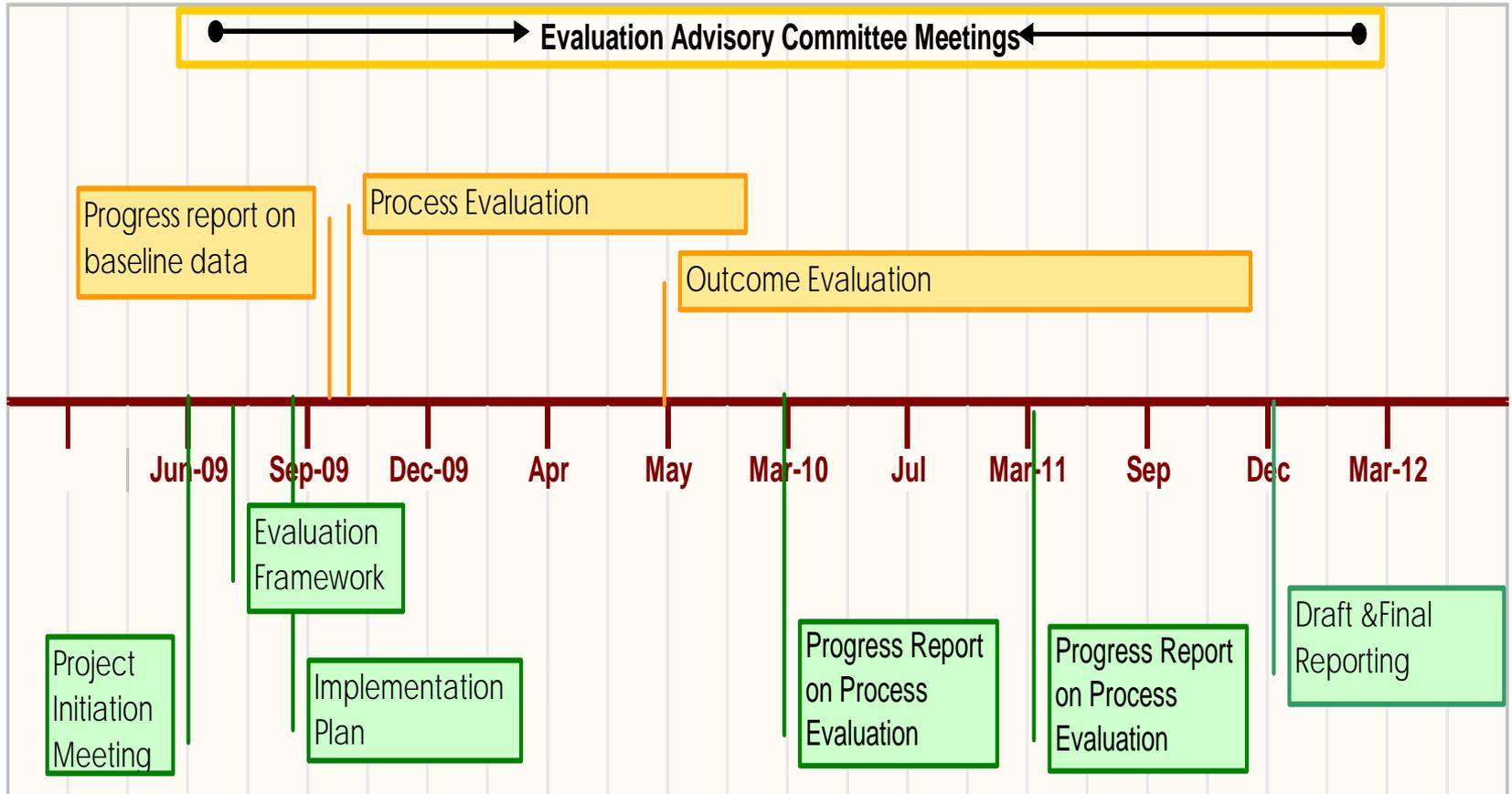
- Within program inquiry
- Longitudinal trend analysis



Evaluation Challenges

Risk Level	Likelihood	Impact	Mitigation Plan
High	<ul style="list-style-type: none"> •Stakeholders do not have required information •Multiple Stakeholders/ geographical dispersion •Collaboration of stakeholder • Concurrent school activities 	<ul style="list-style-type: none"> •Lack of information re: impact of program •Availability, workload •Outside influences have an affect on outcomes 	<ul style="list-style-type: none"> •Use Ontario drug Use and Health Surveys •Learn about the existing programs, consideration into evaluation matrix
Medium	<ul style="list-style-type: none"> •Existing data collection tools may not capture exactly what we need •Maturation Threat •Testing Threat 	<ul style="list-style-type: none"> •Program did not impact drug use, but rather students matured •Students know outcomes, therefore they behave in a certain way •Existing PMF are self-reporting 	<ul style="list-style-type: none"> •Upfront assessment on the ability of existing data sources to answer questions – develop additional tools if needed
Low	<ul style="list-style-type: none"> •Attrition •Attribution 	<ul style="list-style-type: none"> •People drop out of the study so we cannot track them •indicators selected, evaluation questions 	<ul style="list-style-type: none"> •Depending on the point of the data collection we could use replacement sampling •Have a higher sample size than we need to account for attrition

Evaluation Approach



Data Triangulation

- Data triangulation is “**synthesis and integration of data from multiple sources**” for arriving at inferences.
- There is a need to be **parsimonious** in choosing the appropriate data from a multitude after **assessing quality**.
- Knowledge of **interrelationships** is essential to achieve triangulation.

Budget

Steps	Cost
Step 1. Project Initiation	5,000
Step 2. Evaluation Matrix and Plan	15,000
Step 3. Process Evaluation	40,000
Step 4,5 Process Evaluation and Progress Report	15,000
Step 6: Outcome Evaluation	60,000
Step 6. Draft & final reports, presentation	20,000
Total	155,000

Criteria for a Credible Evaluation

Research Criteria

- Measurement issues:
 - Reliability
 - Validity
 - Breadth and depth
- Attribution issues:
 - Validity of casual inferences

Decision Environment Criteria

- Feasibility of credible conclusions
 - Objectivity
 - Relevance to program, organization
 - Appropriateness of the level/type of evidence
 - Comprehensiveness
- Practical Issues
 - Affordability
 - Timely
 - ethical

Conclusion

- Process and Outcome
- Multi-Phase methodology over proposed 3 year timeline
- Results chain, Data Triangulation, Validity addressed
- Budget \$155,000.



Acknowledgements



CANADIAN
EVALUATION
SOCIETY

LA SOCIÉTÉ
CANADIENNE
D'ÉVALUATION

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Questions and Discussion

