Evaluation: Best Practices and Challenges for PDs
New Grantee Evaluation Meeting, January 29-39, 2009

QUESTIONS	DOs	DON'Ts
How do you work with **partners** to help them understand the importance of **collecting data and reporting** it to CMT?	• Do ask partners for "stories" to illustrate data. • Do give examples of how the data will be used to improve implementation and make a case for sustainability. • Do illustrate how data helps drive decisions that make the best use of their time and resources. • Do remind partners that SS/HS data can be of value for their own organizations.	Don't ask partners to share data without a plan for how it will be used
How do you engage **core team** members in the **evaluation** process?	• Do have each member report out evaluation data at CMT. • Do include CMT members in the process of designing the evaluation. • Do check in with them regularly to make sure they remain satisfied with the evaluation process.	• Don't assume some members have nothing to contribute.
How do you use **baseline data** to get early buy-in for your programs and services?	• Do share your relevant data with key stakeholders and audiences to illustrate the need for your programs and services. • Do share an overview of where you anticipate progress once programs in place. • Do allow stakeholders and audiences to ask questions—and do provide answers.	• Don't assume every audience wants—or needs—to see all of your data.
How do you use **process data** for **implementation**, including measures of fidelity, to **inform actions** needed by the CMT and partners?	• Do use the implementation checklists provided by programs. • Do ask your evaluator to report on fidelity and process measures at CMT meetings.	• Don't give up if the program doesn't work at first; let data drive mid-course corrections.
How do you most effectively use **data to influence the community**, teachers, parents, etc. to **increase program effectiveness** with students?	• Do put the needs of each separate audience first and communicate data that is relevant to *them*. • Do present data in a way your audience will fully understand. • Do remember that data is part of a larger "human story" of your initiative. • Do include anecdotal stories/qualitative data to support and enhance your hard data. • Do work with your Communication Specialist to identify appropriate strategies for effectively communicating with each audience group.	• Don't overwhelm with data. • Don't assume your audiences "get it."

How do you engage *evaluators in communicating* results?	• Do remind your evaluator how crucial he/she is to successfully collaborating to communicate data. • Do have your evaluator present at CMT meetings. • Do work with evaluator to refine collection of data that will be important to and motivate stakeholders. • Do provide your evaluator with the templates and other resources for communicating evaluation data on the Communication Team's Website at http://www.sshs.samhsa.gov/communications/toolkit/celebrationkit2007.aspx. • Do invite your Communication Specialist to work with you and your evaluator on communication strategies that make sense to and for all of you.	• Don't assume your evaluator has engaged in communication before. • Don't send your evaluator off to communicate in a vacuum. • Don't call your evaluator only at semi-annual report time.
How do you engage *core team* members in *communicating* results?	• Do talk with CMT members regularly about their own data needs—and work with your evaluator to meet them. • Do identify specific opportunities for CMT members to share data outside of team meetings. • Do provide CMT members with tools they can use—media releases, PowerPoint templates, report templates, etc.—from the SS/HS Communication Team.	• Don't forget about the value CMT members bring to the table and what they can do. • Don't make unilateral decisions about what CMT members will communicate and how they will do it.
What are the best ways to *communicate evaluation* results to partners, school administrators, parents, and other stakeholders in order for your Initiative to have a long term impact?	• Do consider the needs and sophistication of *each* audience, creating materials that meet your audience's different needs. • Do pull data that illustrates how your initiative aligns with your audiences' specific needs, values and beliefs. • Do frame data into messages that will resonate. • Do work with your Communication Specialist to identify strategies that will work for your community. • Do connect your positive outcomes with the potential for continued impact	• Don't assume your audience has any knowledge of or expertise in your initiative. • Don't forget that data supports the "human story" of your initiative. • Don't assume that providing information will result in your audience using the information • Don't be "the best kept secret in town"!

For more information/resources, please see the SS/HS Evaluation Toolkit:
http://www.promoteprevent.org/Resources/evaluation_toolkit/index.html

For self-assessment purposes, you can make use of the Evaluation section of the Levels of Implementation Toolkit:
http://learn.aero.und.edu/pages.asp?PageID=131437