



**Thank you for joining us. We will
begin promptly at 3PM EDT.**



Got Outcomes? Building the Case for Your Coalition's Contributions to Change

CADCA National Coalition Institute Webinar Series
Thursday, January 12, 2012
3:00 – 4:30PM EDT



Welcome and Introductions



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Who is on the call today?

Which of the following do you represent?

- A. Coalition leader
- B. Coalition Staff
- C. Evaluator
- D. Other



Learning Objectives

- **Receive an overview of the CADCA Got Outcomes! award process and benefits**
- **Understand how logic models are used to demonstrate coalition contribution to change**
- **Learn how coalitions can begin to identify gaps in data collection and evaluation**
- **Become familiar with the basics for presenting coalition data**



Overall Aim of the Institute

Increase the percentage of effective community anti-drug coalitions across the nation.

About GOT OUTCOMES!

Goal is to identify coalitions of excellence and market and disseminate winners as national models in three award categories.

www.cadca.org/gotoutcomes





Award Categories

Milestones

- Intermediate outcomes (single substance or multiple substances)
- 2 years of trend data

Coalition in Focus

- Long-term outcomes (single substance)
- 3 years of trend data

Coalition of the Year

- Long-term outcomes (multiple substances)
- 3 years of trend data



Application Process

All Applicants Submit:

- Logic model (1 for each substance)
- Coalition story / Narrative
 - ACPIE
 - Mirroring the logic model(s) submitted

Review Process (Two Phases)

- Semifinalists selected by CADCA National Coalition Institute staff
- Semifinalists expand on narrative / revise logic model(s)
- Winners selected by external review team

***Applicants provided with technical assistance and support throughout the process**



Benefits of the Process

- **Develop a stronger and more effective logic model(s)**
- **Improve local data collection and evaluation efforts**
- **Fine-tune ability to make the case for your coalition outcomes to different stakeholders**
- **Logical, flowing document to refer to and update as you translate the message into different formats (grants, presentations, etc.)**



Effective Coalition Basics

- Keep it local (data, plan, stakeholders, strategies, outcomes)
- Aim for comprehensiveness
- Track efforts over time (trend data)
- Make the case for contribution to population-level outcomes
- Stay current!



Logic Models: Making the Case

- 1. Ensure clarity on precisely how the group intends to make a difference.**
- 2. Establish a common language for how things will improve.**
- 3. To keep the focus on outcomes.**
- 4. Demonstrate link between assessment, planning, implementation, and evaluation.**



Logic Models: Improving the Work

- How well do you understand your unique community problems?
- Are you implementing a data-driven and comprehensive plan to address actionable local conditions?
- Have you set realistic goals and outcomes?



Polling

My coalition's logic model is useful in describing to others our problem(s) why they are happening and what we are doing to address them.

A. Yes, but only with those who have experience with prevention.

B. Yes, I can use this with anyone in the community.

C. No, it is not useful for our community.

D. We don't have one / Not sure if we have one



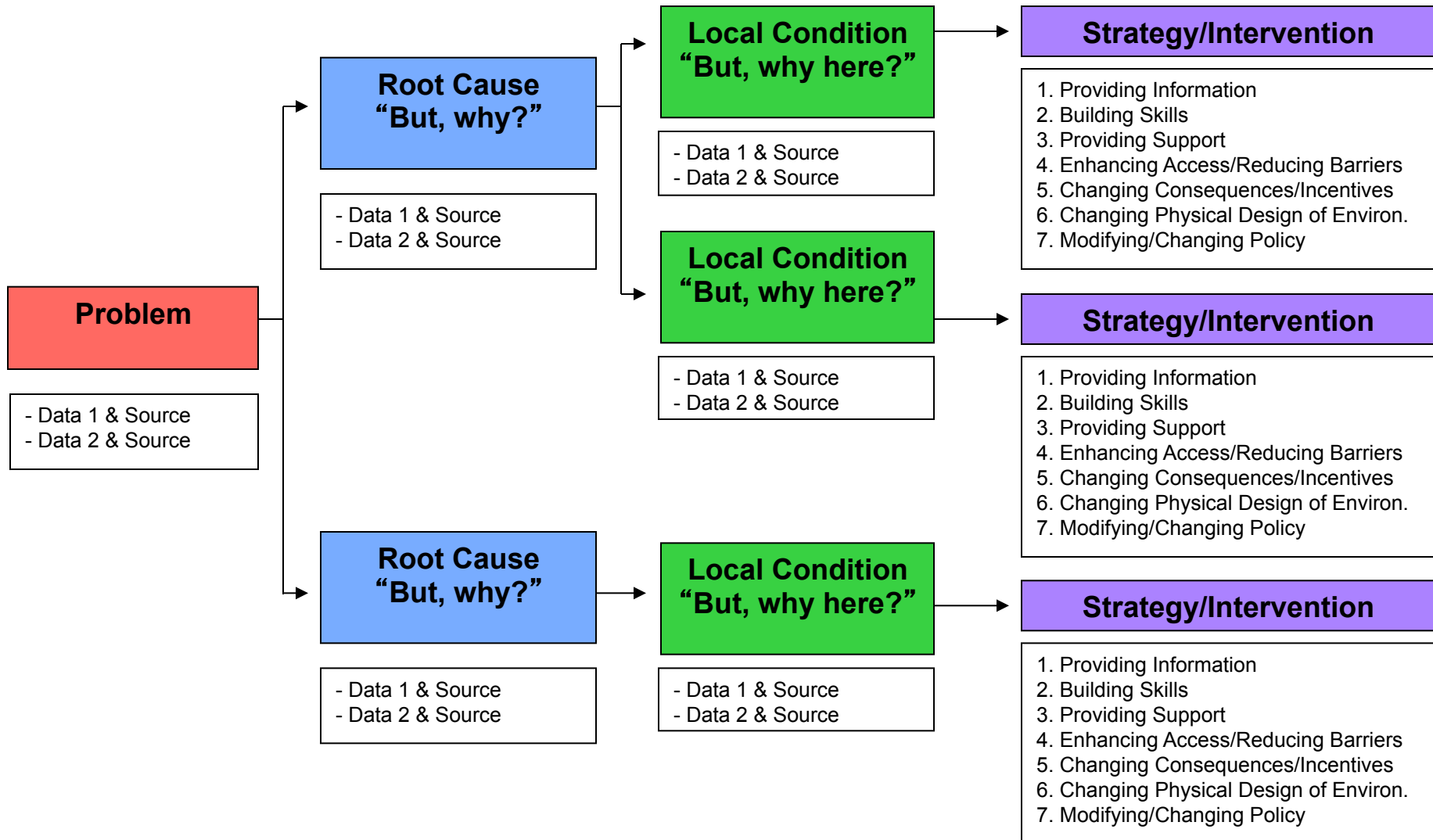
Logic Models: Essential Features

- **Provide data and measures/source for each:**
 - **Problem**
 - **Root causes**
 - **Local Conditions (S, I, A)**
- **Demonstrate link between the strategies, interventions and the local conditions being addressed.**



Problem Statements			Strategies	Interventions	Outcomes		
Problem	But why? Root Cause	But why here? Local Condition			Short Term	Intermediate	Long-Term ^[1]
			↔				

^[1] The long-term outcomes are affected not by any single strategy but by ALL of the strategies and interventions.





Problem #1

Too many youth in Somewhere County are using alcohol

- 65% of high school students reported having had at least one drink of alcohol in the past 30 days (2001 Student Survey Data)
- 42% of high school students had drunk alcohol (other than a few sips) for the first time before age 13 (2001 Student Survey Data)
- 72% of 11th and 12th graders reported binge drinking (5 or more drinks in a row) on at least 1 day in the past 30 days (2001 Student Survey Data)

**Root Cause #1
"But why?"**

Alcohol is easily available

- 75% of 12th graders surveyed "strongly agree" or "somewhat agree" that alcohol is "easy to get (2001 Student Survey Data)
- 48% of 10th graders surveyed "strongly agree" or "somewhat agree" that alcohol is "easy to get (2001 Student Survey Data)

**Local Condition #1
"But why here?"**

Minors can purchase alcohol from local retailers

- 75% of local alcohol retailers did not pass compliance checks in 2001. (ABC Board Data)
- Youth say that they have friends who "look" of age and can purchase alcohol without an ID. (2001 Town Hall Meeting - Youth Focus Group)

Strategies / Interventions

- Providing Information**
Flier distributed to retailers about minimum legal drinking age of 21 (MLDA-21)
- Building Skills**
Training retailers in correct ways to check IDs and comply with MLDA-21 laws
- Providing Support**
Create network for retailers to support each other in being compliant with MLDA-21 laws
- Enhancing Access/Reducing Barriers (Reducing Access/Enhancing Barriers)**
Implementing random compliance checks on a regular basis
- Changing Consequences/Incentives**
Increasing fines for retailers that sell alcohol to minors and rewarding retailers that comply with MLDA-21
- Changing Physical Design of Environ.**
Restricting alcohol outlet density, installing cameras in convenience stores
- Modifying/Changing Policy**
Passing local ordinance requiring all retailers have employees trained on a yearly basis in complying with MLDA-21 laws.



Outcomes

Short-term

Typically collected monthly or quarterly

Potentially influenced within 6-24 months

Intermediate

Typically collected annually

Potentially influenced within 1-4 years

Long-term

Typically collected annually

Potentially influenced within 3-10 years



Problem Statements			Strategies	Interventions	Outcomes		
Problem	But why? Root Cause	But why here? Local Condition			Short Term	Intermediate	Long-Term
			↔				
				DATA			
				DATA			
				DATA			

^[1] The long-term outcomes are affected not by any single strategy but by ALL of the strategies and interventions.



Telling Your Coalition Story



Assessment

- Define your community
 - Geographic, demographic, number of youth served, etc.
 - Demonstrate wide array of data sources
 - Quantitative and qualitative
 - Strong understanding of local conditions
-
- Effective coalitions are data driven
 - Effective coalitions keep a pulse on their community; updating data and modifying strategies/interventions as needed.



Capacity

Be able to communicate:

- **Strong leadership capacity development (existing leaders & future leaders)**
 - Youth involvement / training
 - Training for members, volunteers, staff
- **Who is doing the majority of the work?**
 - Coalitions should have strong member involvement
 - Effective meetings / skill assessments / project designation
- **Staying one step ahead (sustainability planning – not just \$\$)**
- **How your coalition engages different cultural groups**



Planning

Strong coalitions:

- Engage community (all sectors) in a collaborative planning process
 - Important to have “buy-in”
 - How do you bring key stakeholders to the table?
- Are data driven in their planning (biggest bang for your buck)
- Know the rationale behind prioritization of strategies



Implementation

Demonstrate you have:

- Breadth and depth of interventions
- Acted comprehensively
 - Environmental strategies → community-level reductions in substance abuse problems

Be able to:

- Link back to your logic model(s)
 - Justify why you selected certain interventions
 - Guide the selection of new initiatives (Does it fit?)
 - Keep people data-focused as much as possible



Evaluation

- Evaluation starts at the beginning – not the end
- Starts with strong measures (track over time)
- Be curious – don't stop asking questions
- Find out what your partners want to know and incorporate
- Have an evaluation communication plan – Celebrate!
- The coalition with the biggest outcomes is not the winner
 - Contribution (not attribution)
 - The big picture – tie it all together



Polling

I have used data provided by the coalition to do at least one of the following: (1) Help plan an activity, (2) Conduct a presentation in my community, (3) Describe or evaluate or work, (4) Strategic planning.

- A. Yes, I have done this in the last 3 months**
- B. Yes, but not recently (longer than 3 months)**
- C. No, I have not done any of the following**



Data Presentation: Planning

Know your audience

Know your purpose

- **Highlight a situation / problem**
- **Provide evidence**
- **Pose/Answer a question**
- **Tell a story**

Review available data



Data Presentation: What is your format?

Different formats allow for different levels of detail:

- Formal report
- Poster
- Slide Presentation
- Video
- Fact Sheet
- Web site



Data Presentation: Planning

Some ways to display data:

- **Tables (raw numbers)**
- **Graphs (Lots of data points)**
- **Narratives (quotes, pictures)**
- **Mapping**

Consider: How much detail do you need to provide?



Tables or Graphs?

Tables:

- Need individual values to look up / compare
- Need precise values
- Values involve multiple units of measure (e.g. %, N)

Graphs:

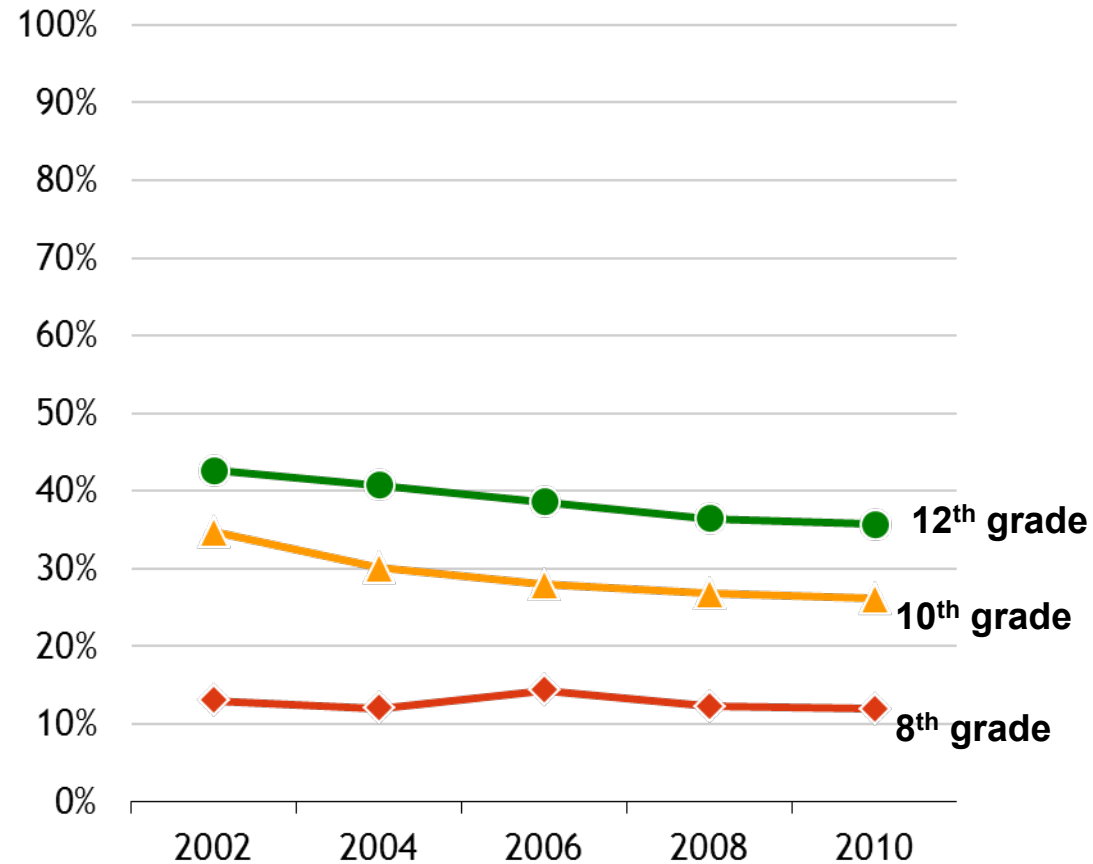
- Communicate a message with the shape of data
- Reveal relationships among many values



Marijuana use past year	8th grade	10th grade	12th grade
Somewhere County Youth Survey 2002	13% n=3,633	34.7% n=3,835	42.6% n=2,688
Somewhere County Youth Survey 2004	12.0% n=4,443	30.1% n=4,132	40.7% n=2,785
Somewhere County Youth Survey 2006	14.3% n=4,667	27.9% n=3,719	38.6% n=2,759
Somewhere County Youth Survey 2008	12.2% n=4,250	26.8% n=4,111	36.4% n=2,699
Somewhere County Youth Survey 2010	11.9% n=4,455	26.1% n=4,235	35.7% n=2,725

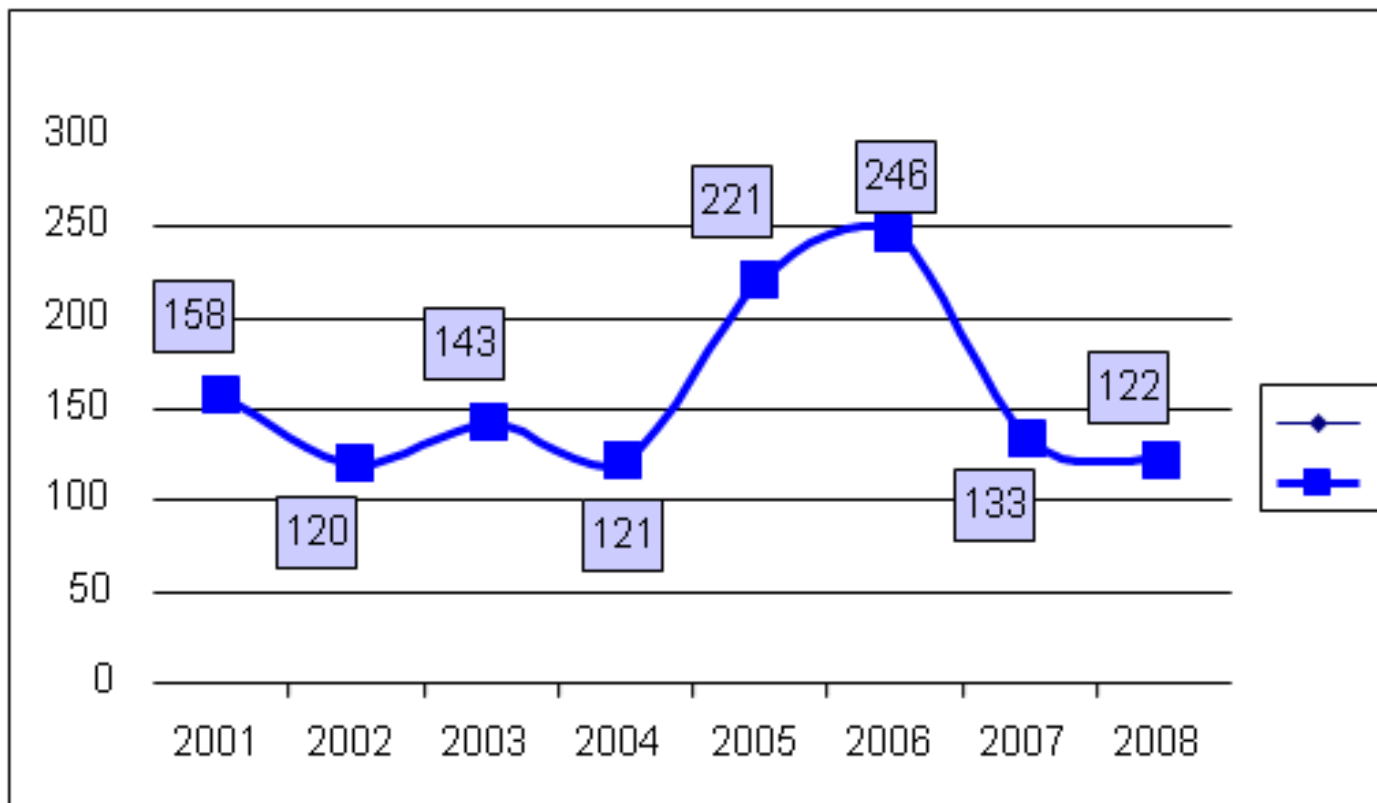


Somewhere County 8th, 10th, and 12th Grade Students Who Reported Using Marijuana in the Past Year (2002-2010)



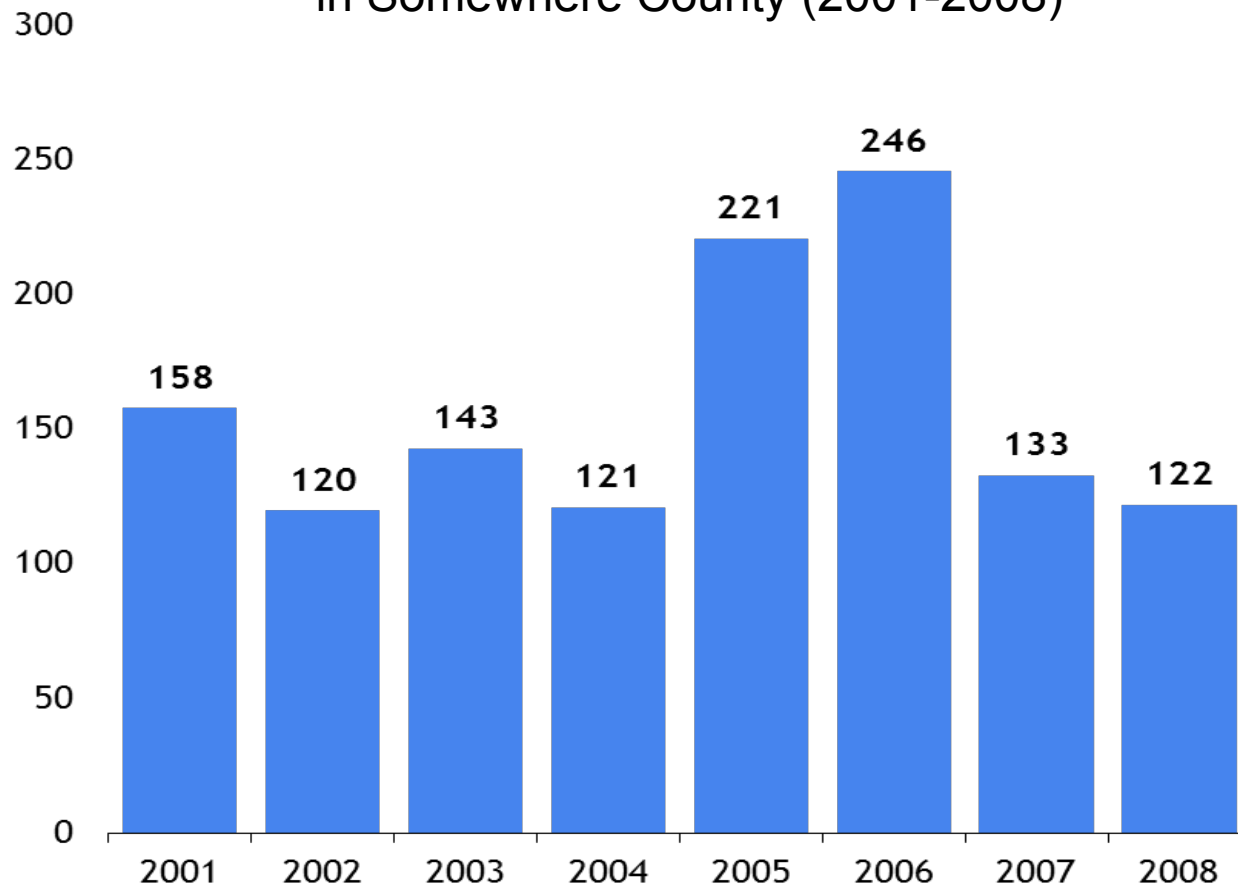


Minor in Possession Citations in Somewhere County (2001-2008)



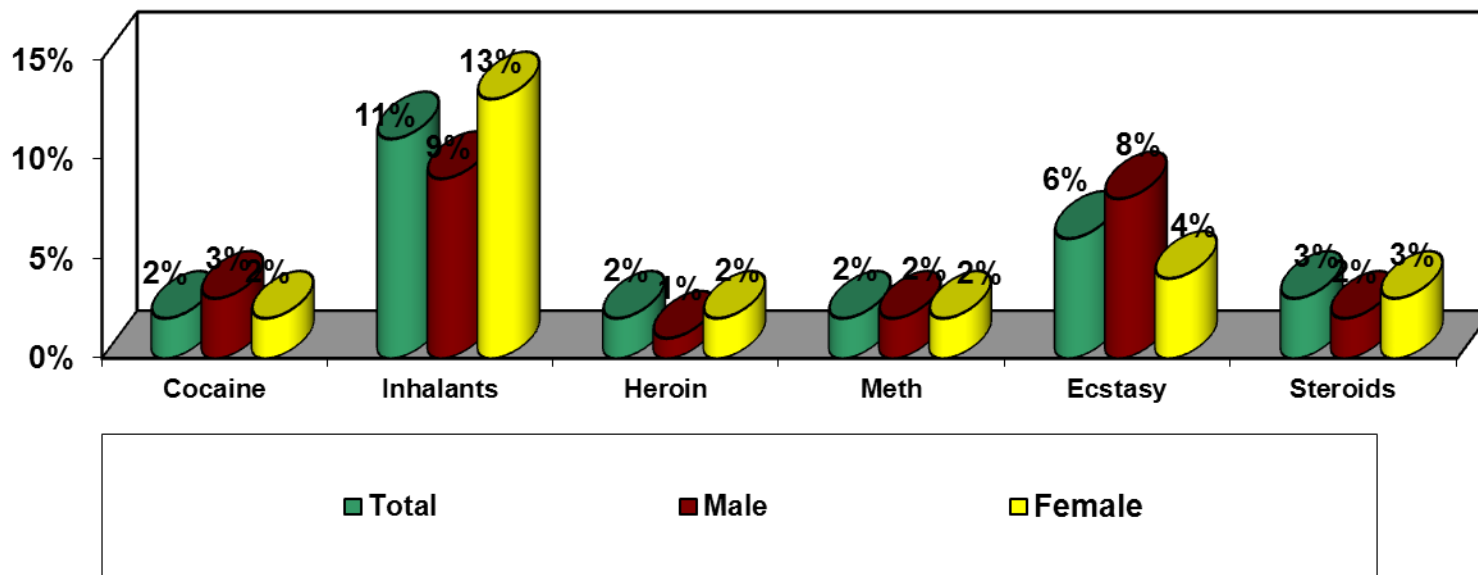


Number of Minor in Possession Citations in Somewhere County (2001-2008)



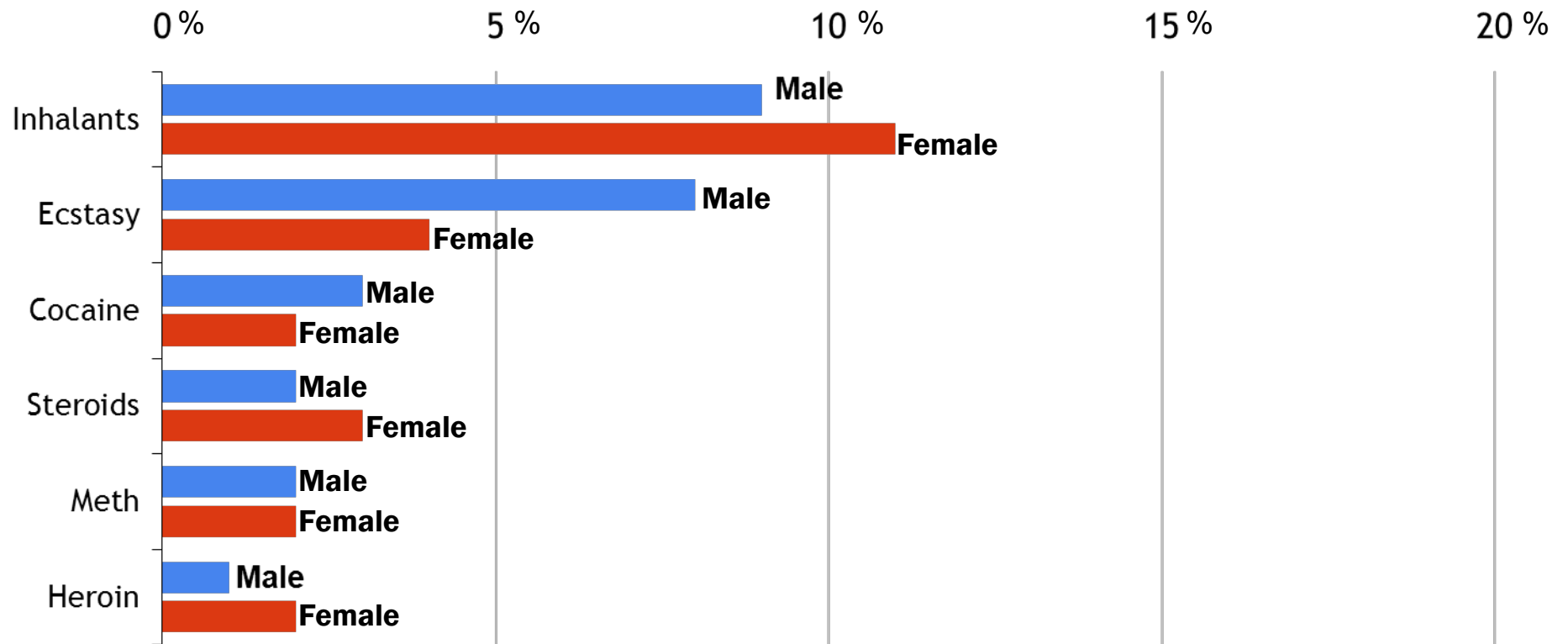


Somewhere County Youth Lifetime Drug Use





Somewhere County Youth Reported Lifetime Drug Use (2011)



Somewhere County Youth Risk Behavior Survey, 2011 (Male; N=720, Female; N=817)



A Few Final Tips

- Typically less is more
- Use multiple formats (different learning styles)
- Highlight important data points
- Find good examples!





GOT OUTCOMES! Application Timeline

*(*subject to change)*

April 2012 - Application process opens

June 2012 – First round of applications due / Semifinalists selected

August 2012 – Phase II applications due

October 2012 – Winners selected



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Resources and Further Reading

- CADCA (www.cadca.org)
- Got Outcomes Web Page (www.cadca.org/gotoutcomes)
- SPF Primer Series (<http://www.cadca.org/resources/series/Primers>)
- Graphing Made Simpler (www.chartchooser.com)
- For A Large Logic Model to Print Contact evaluation@cadca.org
- Common Mistakes in Data Presentation
http://www.perceptualedge.com/articles/ie/data_presentation.pdf
- Planning Your Data Presentation
<http://www.rahulbotics.com/collateral/GotData-PlanningYourDataPresentation.pdf>
- Using Graphs and Tables on Presentation Slides
http://www.thinkoutsidetheslide.com/articles/using_graphs_and_tables.htm
- Communicating Effectively About Prevention Data
http://www.washoe.k12.nv.us/edcollab/_drug/onlineevents/presentingdata/index.htm