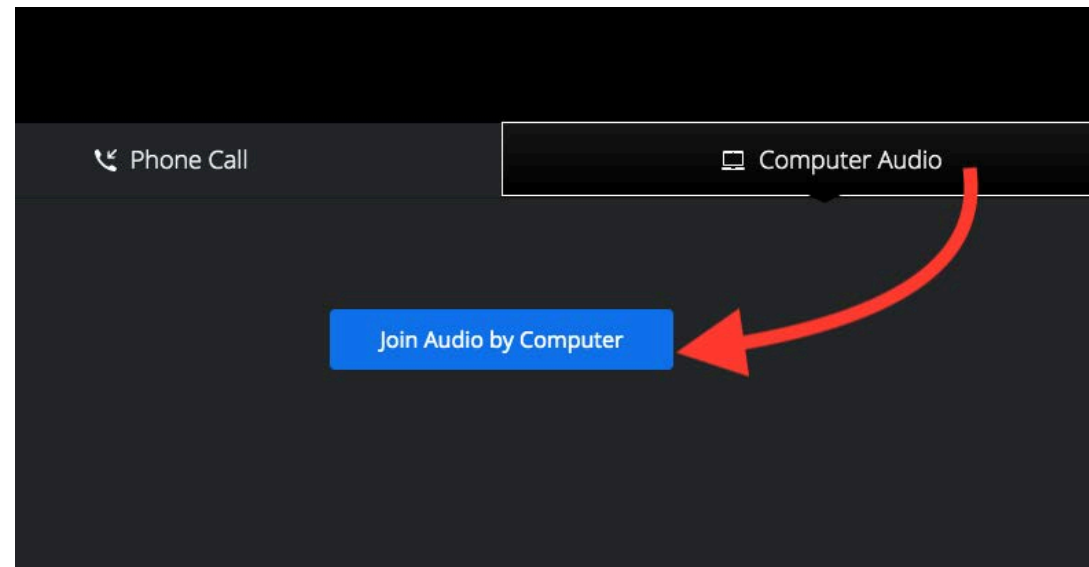# Webinar

The Development and Use of Outcomes to Evaluate Beginning Farmer and Rancher Training Programs

February 3, 2020

The webinar will begin shortly.
Please connect your audio.

On your screen, click the "Join Audio by Computer" button

If you are having trouble, you can join by phone –
click on the Phone Call tab

THE DEVELOPMENT AND USE OF OUTCOMES TO EVALUATE BEGINNING FARMER AND RANCHER TRAINING PROGRAMS

February 2020

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CASFS UC SANTA CRUZ

Presenters/Host

GREW Project
Gaining Results through Evaluation Work

Purpose: Support evaluation of beginning farmer training efforts

Activities: Tools, webinars, learning community

Desired Outcomes: Staff find evaluation accessible, efficient and useful; Organizations will do more evaluation and improve efforts

More Info: https://casfs.ucsc.edu/education/bfrdp-eet.html

If you don't hear anything now - please choose an audio connection – through your computer or your phone. There are two options to connect.

If you are having any **technical difficulties**, contact Vanessa Ackermann in the chat box, or email her directly vschlege@ucsc.edu. See registration email.

Everyone has been placed on **mute** to reduce background noise**.**
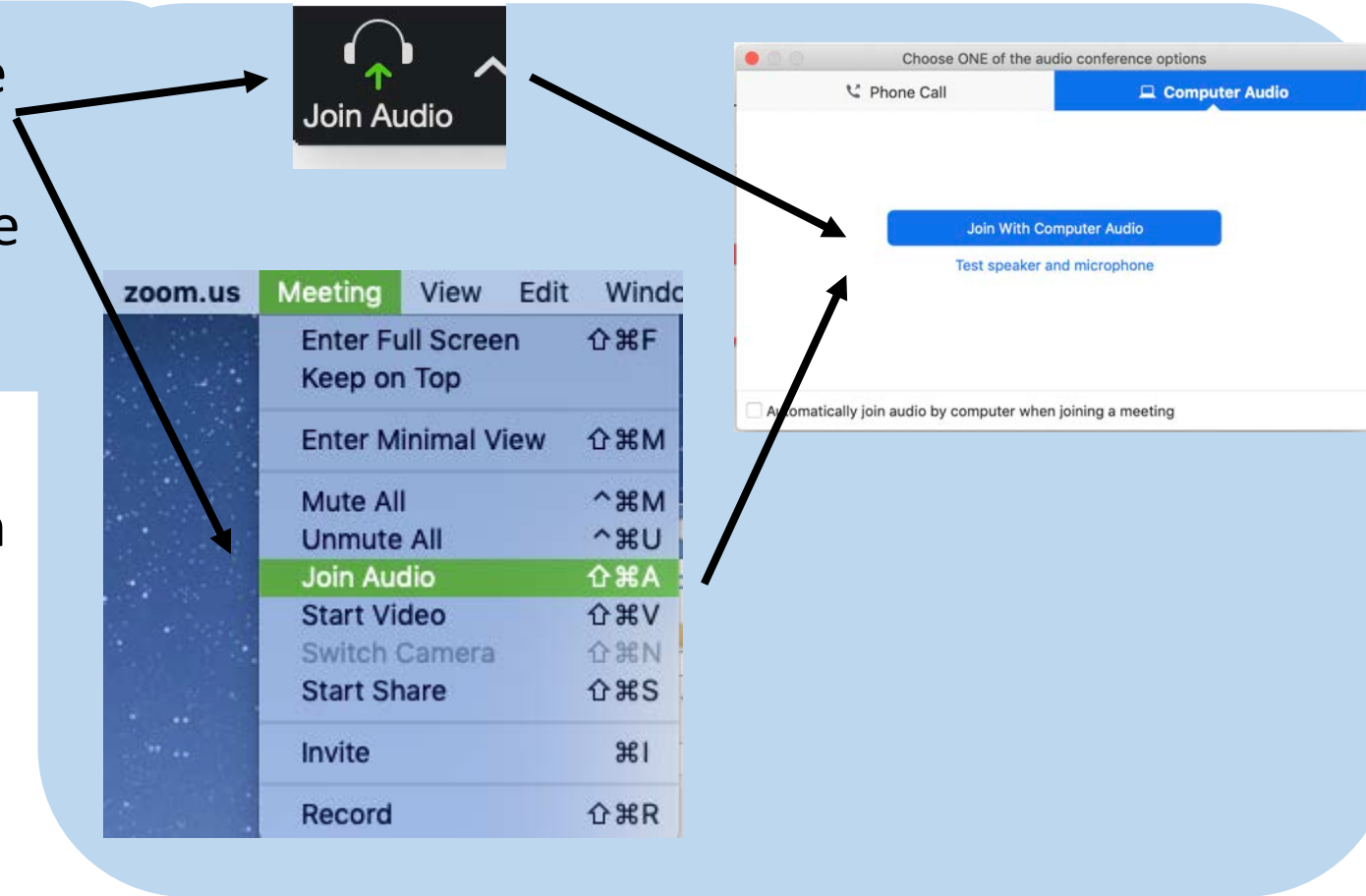
Technical Info & Process

Please enter your questions into the **chat box**. <mark>We will have time for questions at the end.</mark>

This webinar is being **recorded** and it will be placed on our website shortly.
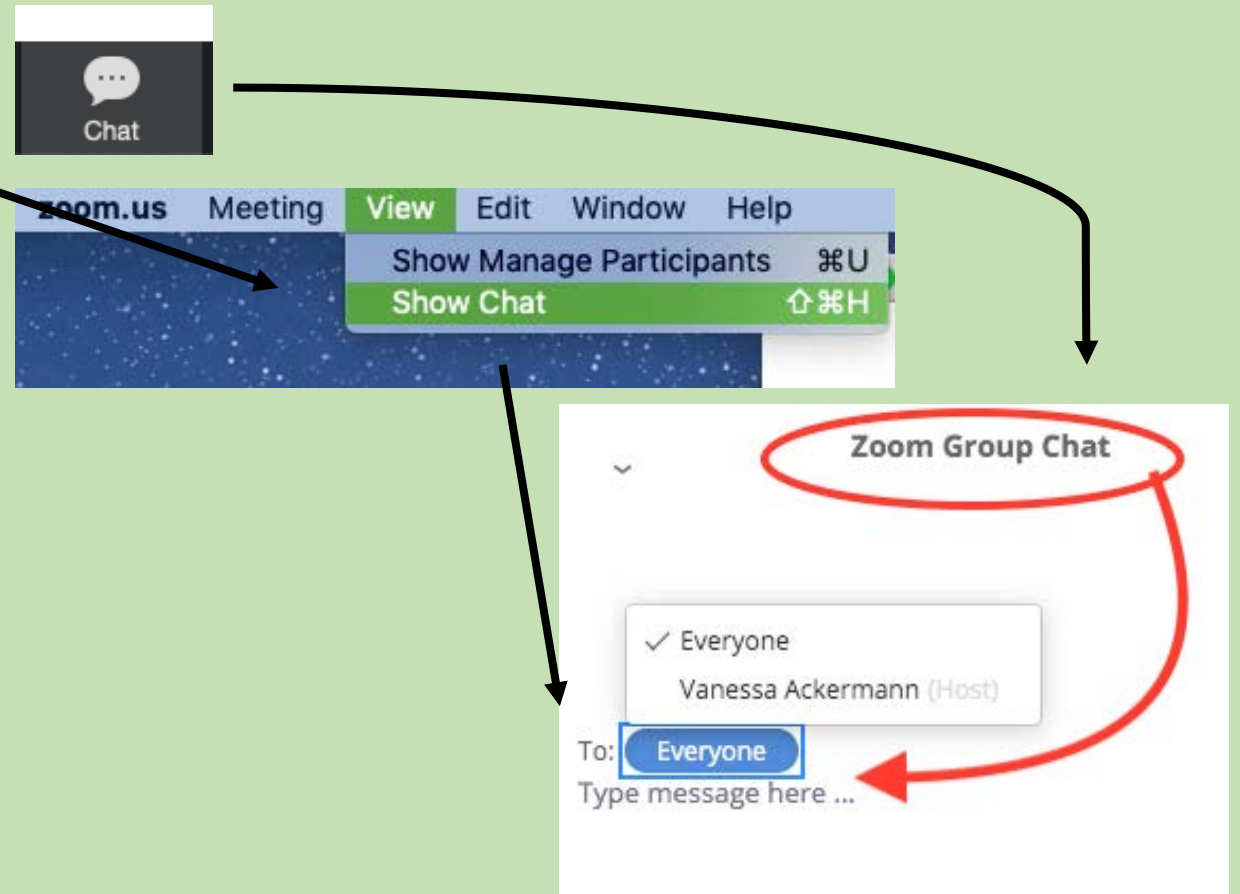
Technical Info & Process

1 **Methods for identifying outcomes**

2 **Examples of outcomes & measures**

3 **The value of using outcomes**

Agenda

TO LEAD TO THE ULTIMATE STEP:
USE

Outcomes

Results or changes of the program. Outcomes answer the questions, "So what?" and "What difference does the program make in people's lives?" Outcomes may be intended and unintended; positive and negative. Outcomes fall along a continuum from short-term/immediate/ initial/proximal, to medium-term/intermediate, to long-term/final/distal outcomes, often synonymous with impact.

Outputs

Products, participation, or other immediate tangible items generated by a program.

Program Development and Evaluation. (2002). Glossary of Common Evaluation Terms, Quick Tips #10, University of Wisconsin-Extension, Madison, WI

Terms

Summative

What happened as a result of the program, after the program is complete

Participatory

An approach that involves the stakeholders of a program or policy in the **evaluation process,** at any stage of the process, from the evaluation **design** to the **data collection** and **analysis** and the **reporting** of the study

www.BetterEvaluation.com

Formative

How the program is being implemented, or how it can be improved

Terms

Methods for identifying outcomes

- Program theory or logic
- Educational and other social theory
- Evaluation frameworks
- GREW tools

Program theory or logic

Program theory or logic

Legend

| Activities | Outputs | Short-Term Outcomes | Mid-Term Outcomes | Long-Term Outcomes |

Diagram content:

- Assist in the formation of 30 whole farm plans for participants. → Improved knowledge of farm business planning.
- On site farm visits for participants. → Collection of baseline data. → Evidence of proactive business planning.
- Class series/workshops for participants. → Develop knowledge of specific topic matter through workshops, field trainings, on site farm visits, whole farm plans and discussion groups.
- Discussion groups for participants. → Connect prospects with referrals, information, and resources as needed.
- Development of farmer to farmer learning opportunities and networking.
- Evidence of increased personal satisfaction, personal empowerment and sense of accomplishment and reward
- Implement farm business plan.
- Improve business profitability.
- Increase in the personal rewards and enhancement in the quality of life of farmers, their families and the communities in the region.
- Increase in the diversity of agricultural enterprises in Northern New York.
- Steadily increasing growth in the alternative livestock sector.
- Expansion of the productive and profitable use of the region's agricultural land resource.
- Enhancement of the regional agricultural economy.
- Increase in the profitability of the region's farms and farmers.

Program theory or logic

Educational and other social theory

Bloom's Taxonomy Verbs

Evaluation
Make and defend judgments based on internal evidence or external criteria.

Synthesis
Compile component ideas into a new whole or propose alternative solutions.

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.

Application
Apply knowledge to actual situations.

Comprehension
Demonstrate an understanding of the facts.

Knowledge
Remember previously learned information.

Higher Order Thinking Skills

Lower Order Thinking Skills

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state

Kirkpatrick Model

		Did the training influence performance?
Level 4	Results	
Level 3	Impact	Did the training change behaviour?
Level 2	Learning	Did learning transfer occur?
Level 1	Reaction	Did the learners enjoy the training?

Educational and other social theory

Theory of planned behaviour

Attitude

Subjective Norm

Intention

Behavior

Perceived Behavioral Control
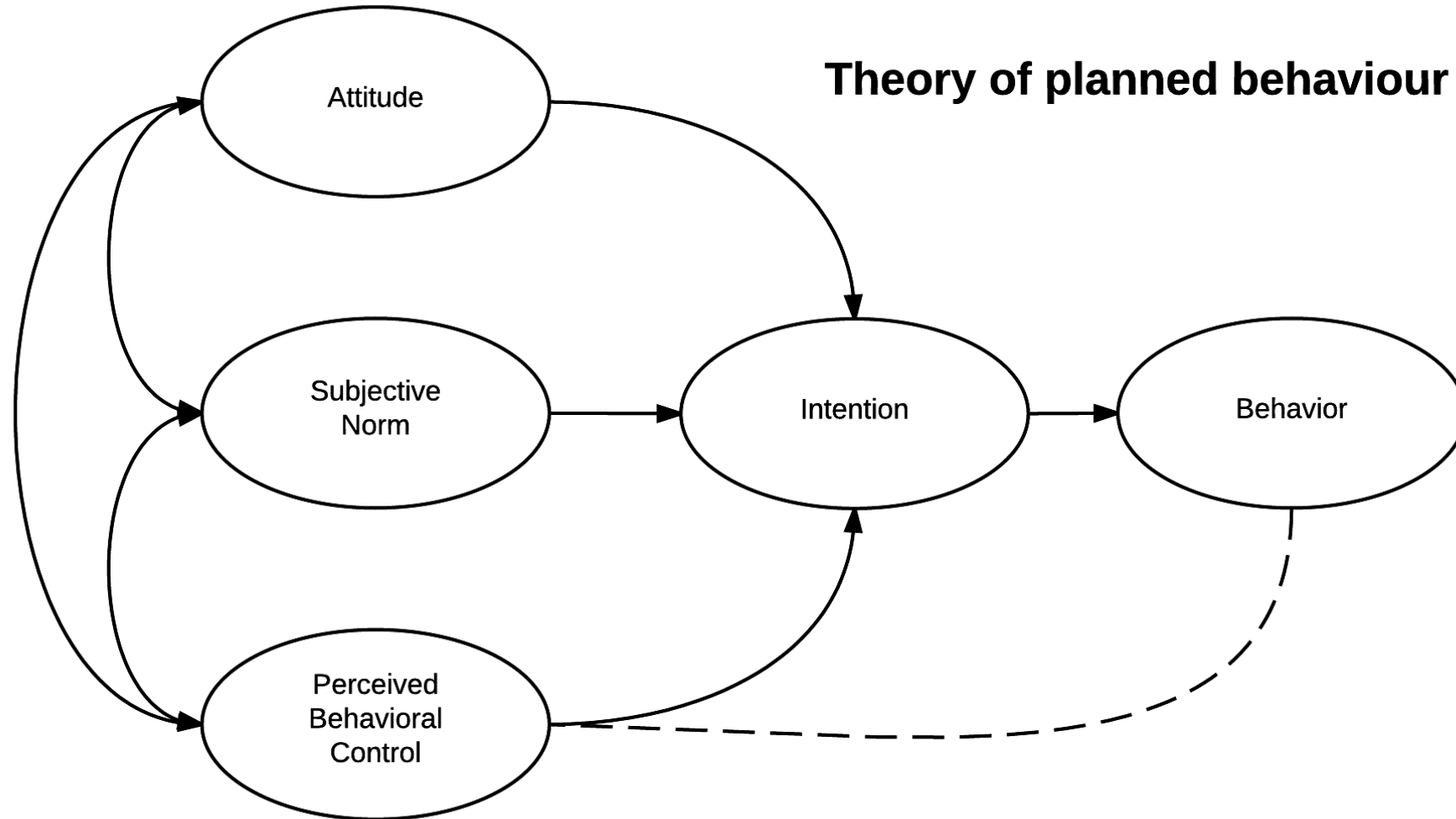
Educational and other social theory

Bronfenbrenner's Ecological Systems Theory

MACROSYSTEM
Attitudes and ideologies of the culture

EXOSYSTEM

MESOSYSTEM

Industry

Social services

MICROSYSTEM

Family

Peers

INDIVIDUAL
(sex, age, health, etc.)

School

Church

Mass media

Health services

Neighbors

Local politics
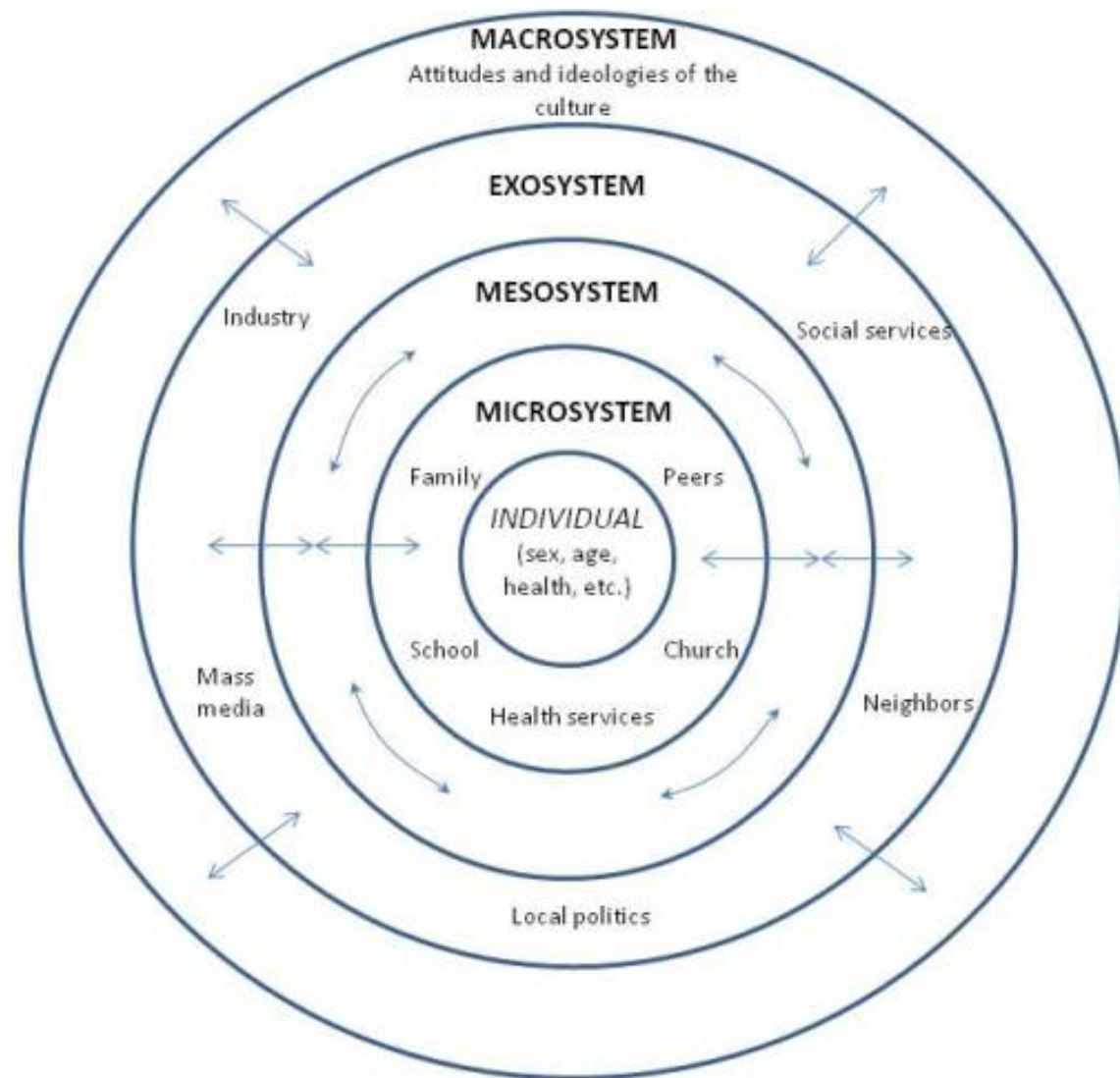
Educational and other social theory

Whole Measures for Community Food Systems

The *Whole Measures for Community Food Systems* Fields and Practices are:

Justice and Fairness
- Provides food for all
- Reveals, challenges, and dismantles injustice in the food system
- Creates just food system structures and cares for food system workers
- Ensures that public institutions and local businesses support a just community food system

STRONG COMMUNITIES
- Improves equity and responds to community food needs
- Contributes to healthy neighborhoods
- Builds diverse and collaborative relationships, trust, and reciprocity
- Supports civic participation, political empowerment, and local leadership

VIBRANT FARMS
- Supports local, sustainable family farms to thrive and be economically viable
- Protects and cares for farmers and farm-workers
- Honors stories of food and farm legacy through community voices
- Respects farm animals

HEALTHY PEOPLE
- Provides healthy food for all
- Ensures the health and well-being of all people, inclusive of race and class
- Connects people and the food system, from field to fork
- Connects people and land to promote health and wellness

SUSTAINABLE ECOSYSTEMS
- Sustains and grows a healthy environment
- Promotes an ecological ethic
- Enhances biodiversity
- Promotes agricultural and food distribution practices that mitigate climate change

THRIVING LOCAL ECONOMIES
- Creates local jobs and builds long-term economic vitality within the food system
- Builds local wealth
- Promotes sustainable development while strengthening local food systems
- Includes infrastructure that supports community and environmental health

Educational and other social theory

VCE model of Community, Local, Regional Food Systems

Communication & Marketing

Leverage Resources & Opportunities

Basic & Applied Research

Teaching (formal & non-formal)

Facilitating Partnerships & Building Capacity

Knowledge, Skills, & Social Change

Assessment, Evaluation & Impact

Viable Communities

Healthy People

Food Security

Sustainable Farmland & Natural Resources

Agricultural Profitability

Economic Development & Innovation

Justice & Fairness

Safe & Nutritious Food & Water

Grow Food

Processing (value added)

Distribute

Retail Markets & Access

Prepare Preserve (home)

Consume

Waste Recycling & Disposal

Community, Local, Regional Food Systems

Key

Inner dial: Food System Value Chain

Outer dial: Values-based Impacts

Arrows: Support Process and Function

Adopted from CS Mott Group at MSU Whole Measures for Community Food Systems: Values-Based Planning and Evaluation

Educational and other social theory

Evaluation frameworks

Box 8.1. Evaluation Purposes and Types

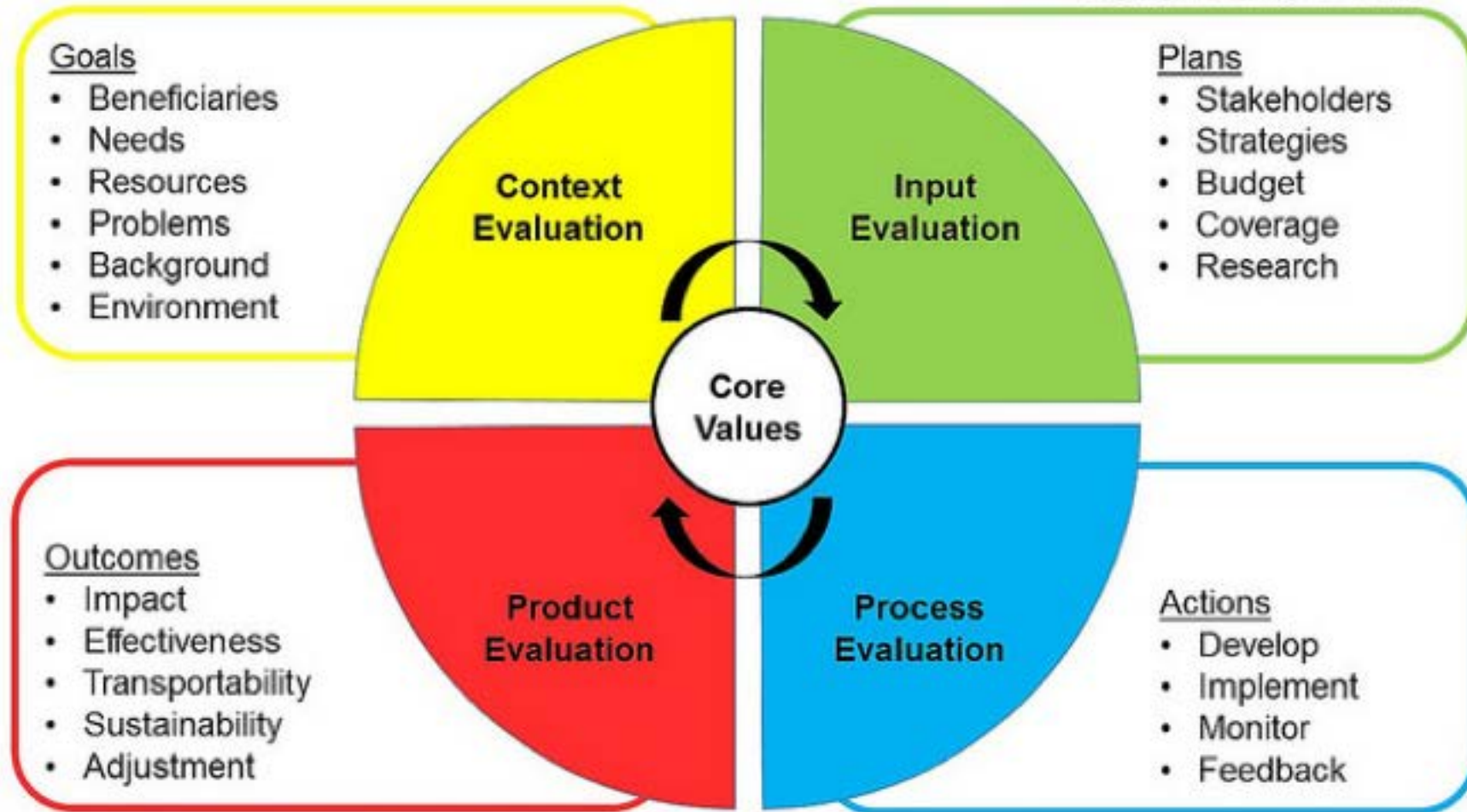| Purposes	Types of evaluation
To gain insights or to determine necessary inputs. For example: ■ To assess and build capacity in the community. ■ To assess needs, desires, and assets of community members. ■ To identify needed inputs, barriers, and facilitators to program development or implementation. ■ To determine feasibility of methods to describe and measure program activities and effects.	■ Context evaluation ■ Capacity building ■ Needs and assets assessment ■ Organizational assessment ■ Relevance evaluation
To find areas in need of improvement or to change practices. For example: ■ To refine plans for introducing a new service. ■ To characterize the extent to which intervention plans were implemented. ■ To improve the content of educational materials. ■ To enhance the program's cultural competence. ■ To verify that participants' rights are protected. ■ To set priorities for staff training. ■ To make midcourse adjustments to improve participant logistics. ■ To improve the clarity of communication messages. ■ To determine whether customer satisfaction rates can be improved. ■ To mobilize community support for the program.	■ Implementation evaluation ■ Responsive evaluation ■ Participatory evaluation ■ Process evaluation ■ Monitoring ■ Formative evaluation ■ Developmental evaluation

Box 8.1 (cont.)

Purposes	Types of evaluation
To assess program effectiveness. For example: ■ To assess skills development, knowledge gain, and/or attitude and behavior changes by program participants. ■ To compare changes in provider behavior over time. ■ To compare costs with benefits. ■ To find out which participants do well in the program. ■ To decide where to allocate new resources. ■ To document the level of success in accomplishing objectives. ■ To demonstrate that accountability requirements are fulfilled. ■ To aggregate information from several evaluations to estimate outcome effects for similar kinds of programs. ■ To gather success stories.	■ Outcome/impact evaluation ■ Summative evaluation ■ Policy evaluation ■ Replicability/exportability/transferability evaluation ■ Sustainability evaluation ■ Cost analysis
To address issues of human rights and social justice. For example: ■ To broaden consensus among coalition members regarding program goals. ■ To support organizational change and development. ■ To determine inequities on the basis of gender, race, ethnicity, disability, and other relevant dimensions of diversity.	■ DDE ■ CLE ■ CRT evaluation ■ Indigenous evaluation ■ Culturally responsive evaluation ■ Disability- and deaf-rights-based evaluation ■ Feminist evaluation ■ Gender analysis ■ Transformative participatory evaluation

Context, Input, Process, Product (CIPP) Evaluation Model

Designed by Ivan Teh RunningMan, March 2015

Goals
- Beneficiaries
- Needs
- Resources
- Problems
- Background
- Environment

Context Evaluation

Plans
- Stakeholders
- Strategies
- Budget
- Coverage
- Research

Input Evaluation

Core Values

Outcomes
- Impact
- Effectiveness
- Transportability
- Sustainability
- Adjustment

Product Evaluation

Process Evaluation

Actions
- Develop
- Implement
- Monitor
- Feedback

Source: Daniel L. Stufflebeam, "International Handbook Of Educational Evaluation" by Springer International Handbooks of Education, December 2002, ISBN-13: 978-1402008498
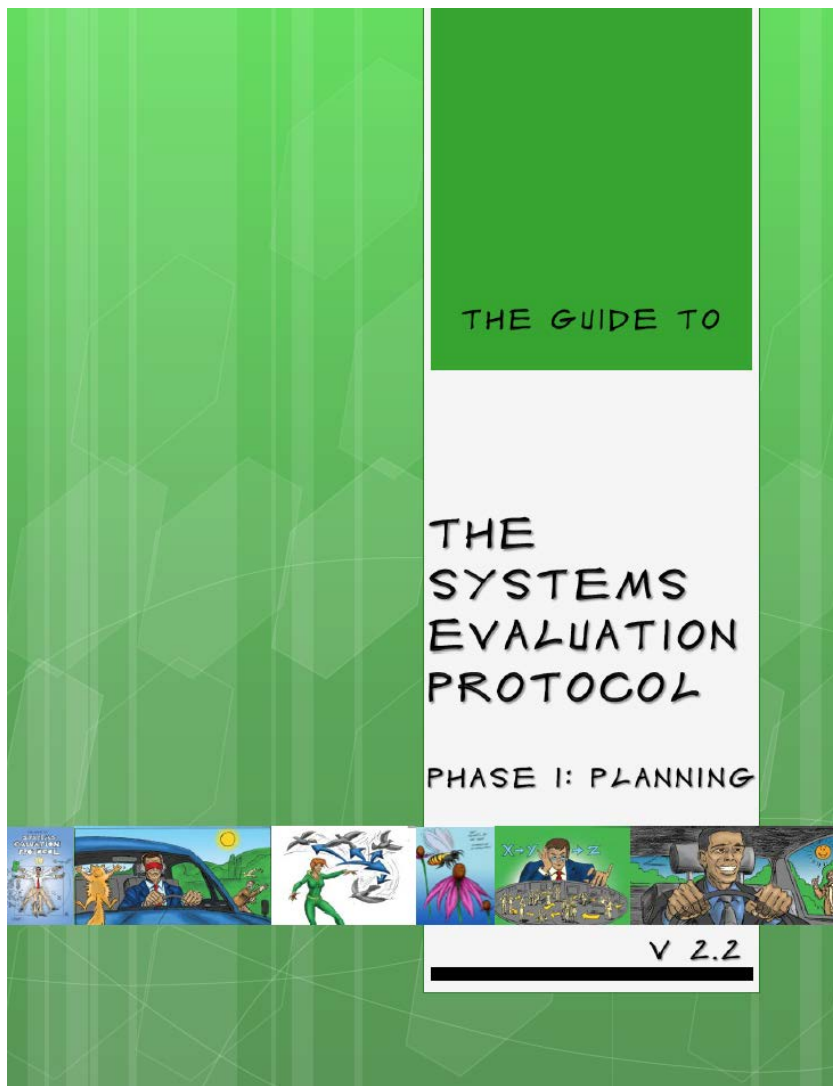
Evaluation frameworks

Getting to Outcomes
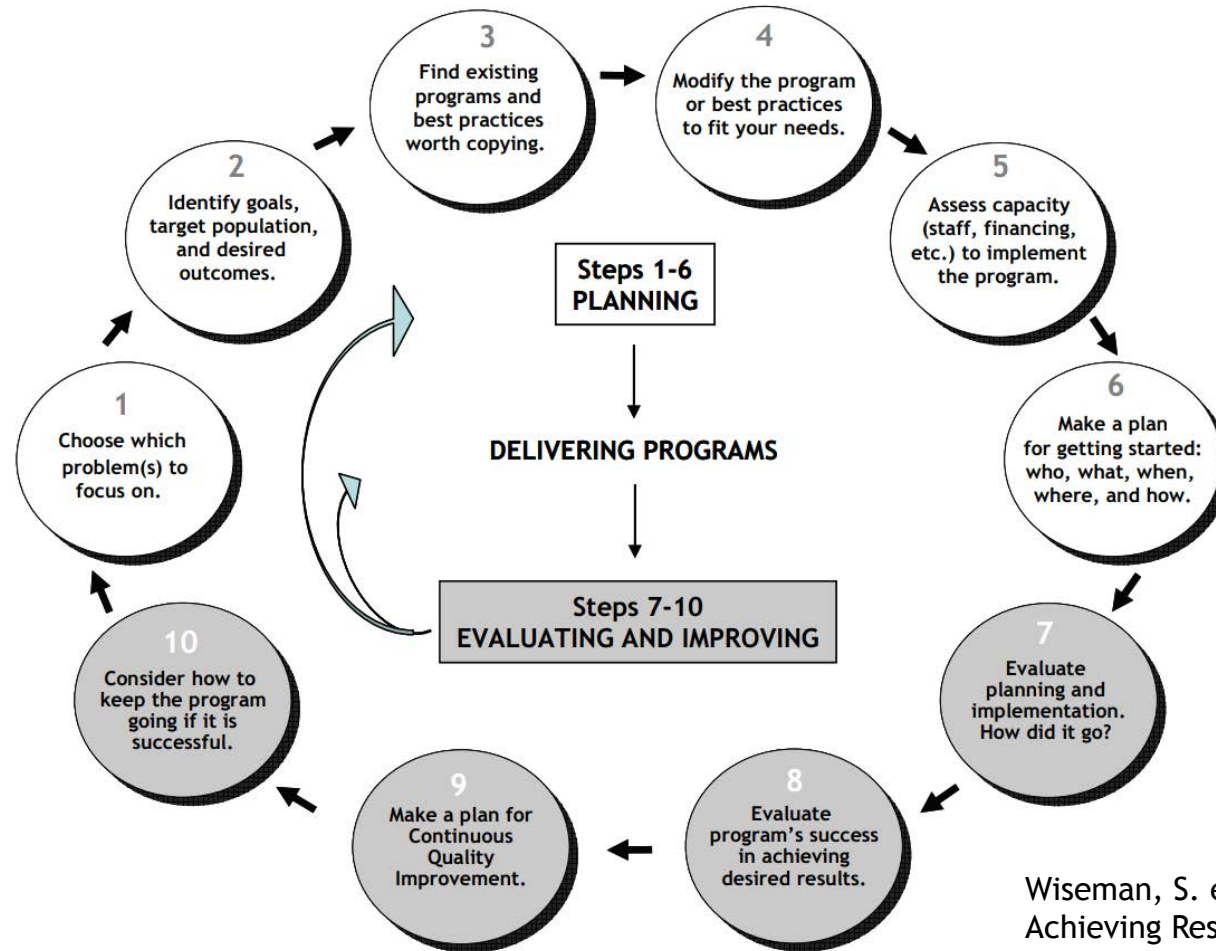
Wiseman, S. et al. (2007). Getting To Outcomes: 10 Steps for Achieving Results-Based Accountability. RAND Corporation

Evaluation frameworks

Systems Evaluation Protocol

THE GUIDE TO

THE SYSTEMS EVALUATION PROTOCOL

PHASE 1: PLANNING

V 2.2

Trochim, W., Urban, J. B., Hargraves, M., Hebbard, C., Buckley, J., Archibald, T., Johnson, M., & Burgermaster, M. (2012). The Guide to the Systems Evaluation Protocol (V2.2). Ithaca NY. Retrieved from https://core.human.cornell.edu/research/systems/protocol/index.cfm

Evaluation frameworks

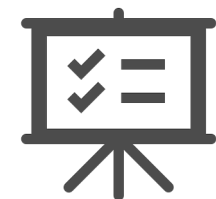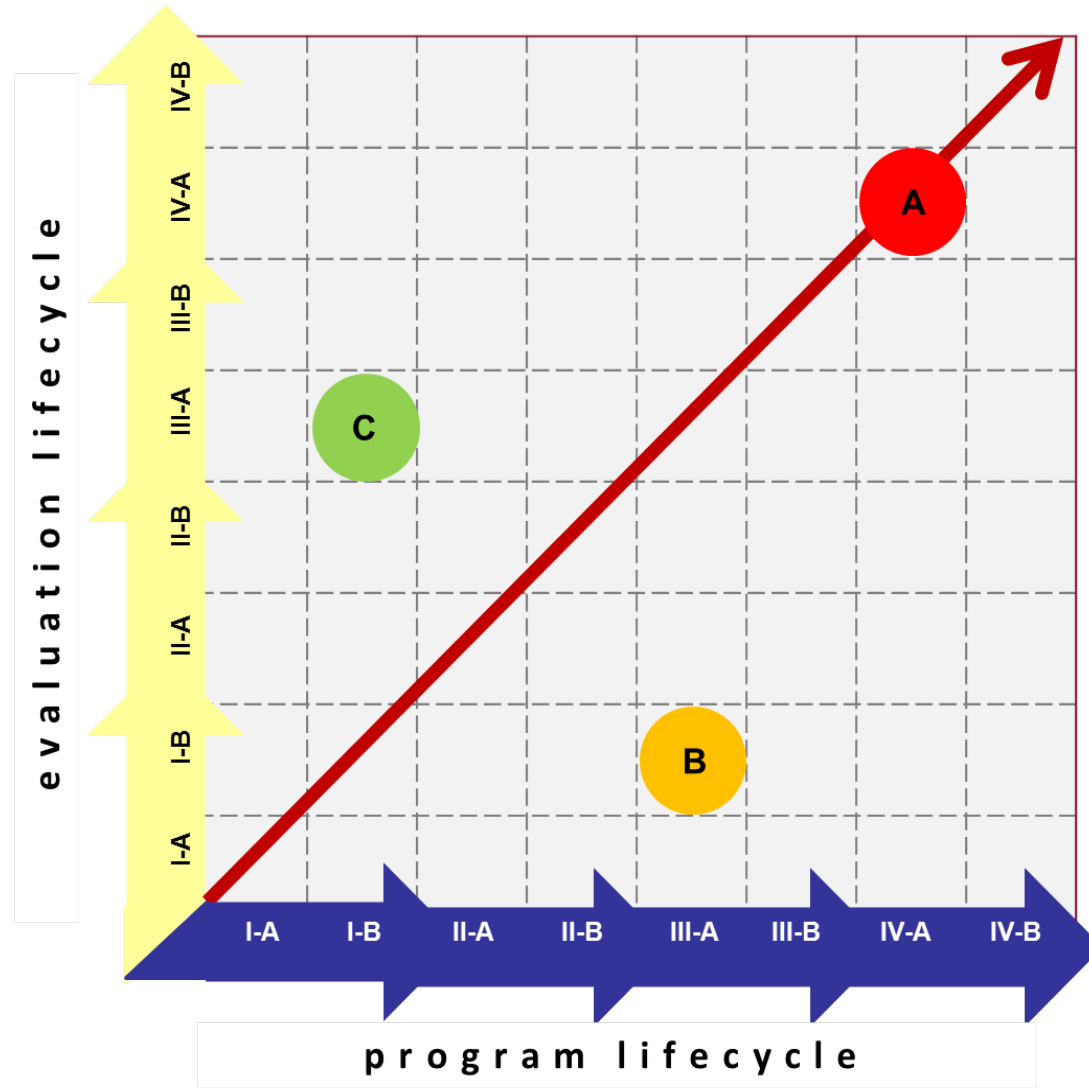|	**Program Lifecycle**		**Evaluation Lifecycle**	
Phase I Initiation	Program is in *initial implementation(s)*, either as a brand new program or as an adaptation of an existing program.	Phase IA	Examines *implementation, participant and facilitator satisfaction*. Uses process and participant *documentation* and assessment and *post-only evaluation of reactions and satisfaction*.	**Process & Response**
	Program still undergoing *rapid or substantial change* or revision, after initial trials.	Phase IB	Focuses on *implementation*, and increasingly on *presence or absence of selected outcomes*. Evaluation is *post-only*; outcome measures are under development with attention to internal consistency (reliability).	
Phase II Development	*Scale and scope of revisions are smaller*; most program elements are still developing while a few may be implemented consistently	Phase IIA	Examines *program's association with change in group outcomes*, for these participants in this context. Uses *unmatched pre- and post-test of outcomes*, quantitative/qualitative assessment of change, assessment of measure reliability and validity.	**Change**
	Most program *elements* are *implemented consistently*; minor changes may still take place as some elements may still be developing	Phase IIB	Examines *program's association with change in group (and/or individual) outcomes*, for these participants in this context. Uses *matched pre- and post-test of outcomes*, quantitative/qualitative assessment of change, verifying measure reliability and validity.	
Phase III Stability	*Program is implemented consistently*; participant experience from one implementation to the next is relatively stable (formal lessons or curricula exist)	Phase IIIA	Assesses *effectiveness* using design and statistical controls and comparisons (*control groups, control variables or statistical controls*).	**Comparison & Control**
	Program has *formal written procedures or protocol* and can be implemented consistently by new facilitators	Phase IIIB	Assesses *effectiveness* using *controlled experiments or quasi-experiments (randomized experiment; regression-discontinuity.)*	
Phase IV Dissemination	Program is being *implemented in multiple sites*; adaptations to new contexts have been made	Phase IVA	Examines *outcome effectiveness across wider range of contexts*. Multi-site analysis of integrated large data sets over multiple waves of program implementation.	**Generalizability**
	Program is *fully protocolized and is being widely distributed*	Phase IVB	Formal assessment across multiple program implementations that enable general assertions about this program in a wide variety of contexts (e.g., meta-analysis).	

Evaluation frameworks
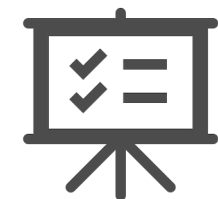
Evaluation Questions:
Guidance in Terms of Program Lifecycle
(meant to be suggestive, not rigid)

Program lifecycle	Element from LM or PM being evaluated	Evaluation question form	Results can be used to …(internal)	Results can be used for…(external)
Early phase Late phase	Buried assumptions *(may be appropriate for any element)* Activity	What are the starting conditions for this program, or the participants? How is [activity A] being implemented? What is level of participant engagement in [activity A]? How well is [activity A] being implemented?	Inform program development or creation Document program implementation Inform program revisions and development (curriculum choice, facilitator training or selection, materials, etc.) Inform program improvement Support alignment of programs with organization priorities and mission Inform program recruitment, marketing Inform organization's budget allocations and program mix	Needs assessment Accountability Reports on program effectiveness or impact (with appropriate strength of "causal" claims) – supports program marketing, funding, alignment with larger goals, etc. Program expansion to other contexts; dissemination
	Outcome	After program participation, how do participants perform on [outcome X]?		
		As a group, do participants engaged in [activity A] change on [outcome X]?		
		Do individual participants engaged in [activity A] change on [outcome X]?		
	Activity-Outcome Link	Do participants engaged in [activity A] change on [outcome X] differently than comparable non-participants?		
		Did participants change on [outcome X] differently compared to a group that differs only in their exposure to [activity A]?		

GREW Tools

EXAMPLE PATHWAY OF A 9-MONTH TRAINING PROGRAM

This document provides an example theory of change for a hypothetical training program for aspiring farmers. Use this diagram as a tool to reflect on your own program to develop your own outcomes or theory of change.

To help in that process, see Reflection Questions for Identifying Outcomes & Indicators in *Identifying Outcomes for Program Evaluation: Example Outcomes for Beginning Farmer and Rancher Training Efforts.*

PROGRAM DESCRIPTION

PRIMARY PROGRAM GOALS: Become proficient in organic agronomic skills. Understand business and financial basics.

ACTIVITIES: 9-month program, two weekends a month. Half classroom, half hands-on.

AUDIENCE: Mostly new to farming, few with access to land and resources.

CONTEXT: Expensive ag land. Most people intend to stay in this urban/peri-urban region.

THEORY OF CHANGE
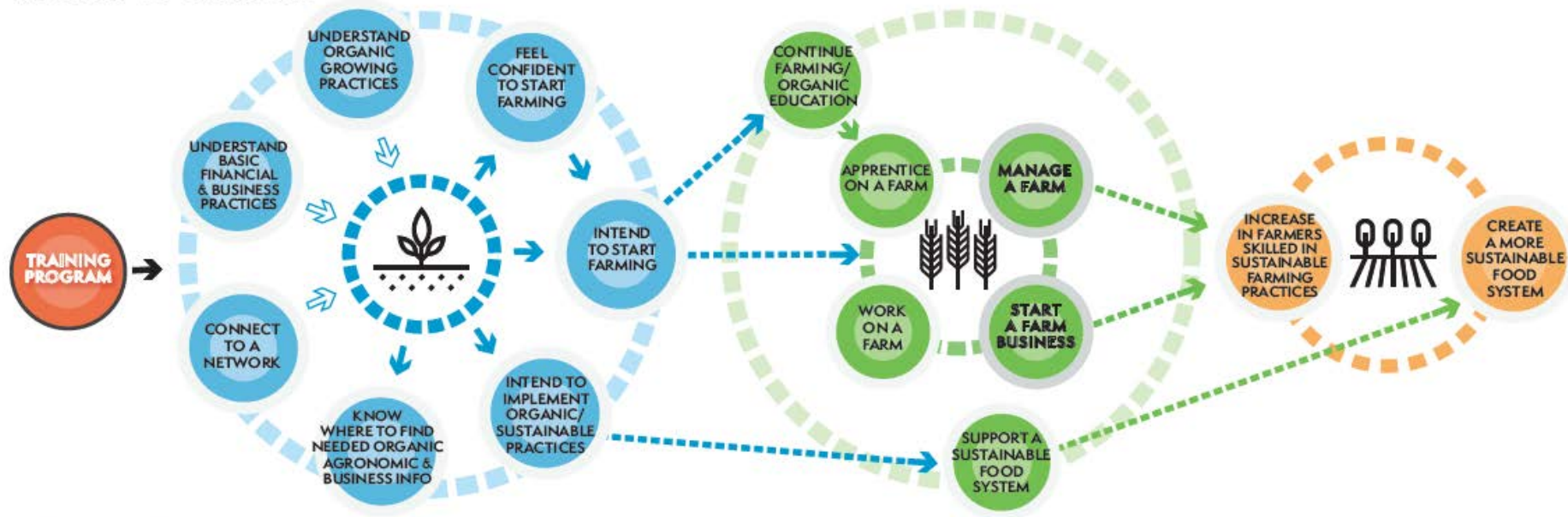
INDICATORS

AT THE END OF THE PROGRAM

___% understand agronomic, financial & business practices

___% know where to find needed info

___% feel confident to start farming

___% intend to start farming

___% intend to do work that supports a sustainable food system

1 YEAR AFTER THE PROGRAM

___% have continued in organic/ sustainable agriculture

___% manage a farm

___% start a farm business

___% work in sustainable food system

3 YEARS AFTER THE PROGRAM

___% manage a farm

___% start a farm business
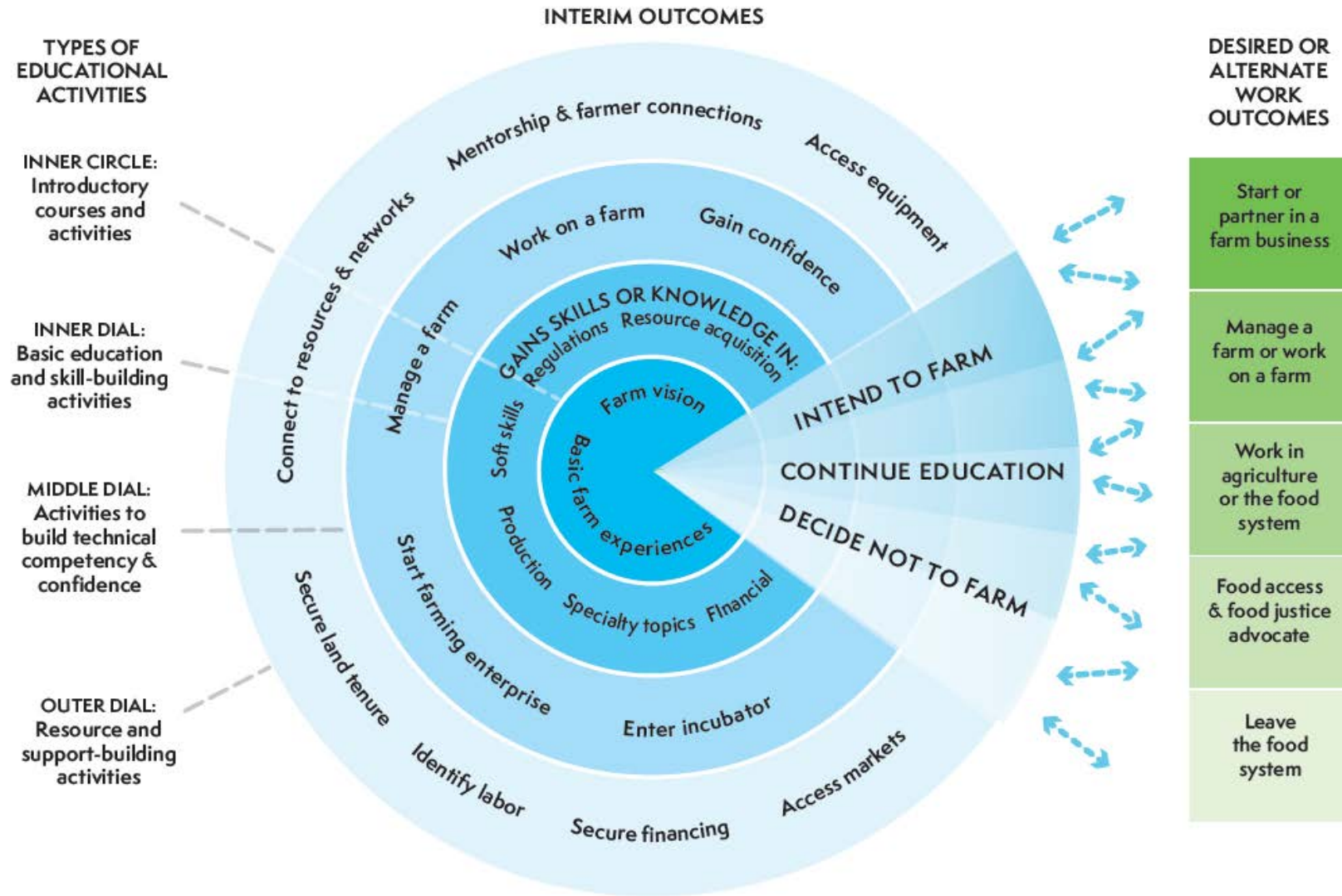
___% work in sustainable food system

10 YEARS AFTER THE PROGRAM

___% manage a farm

___% start a farm business

___% work in sustainable food system

GREW Gaining Results through Evaluation Work · CASFS · UC SANTA CRUZ · USDA
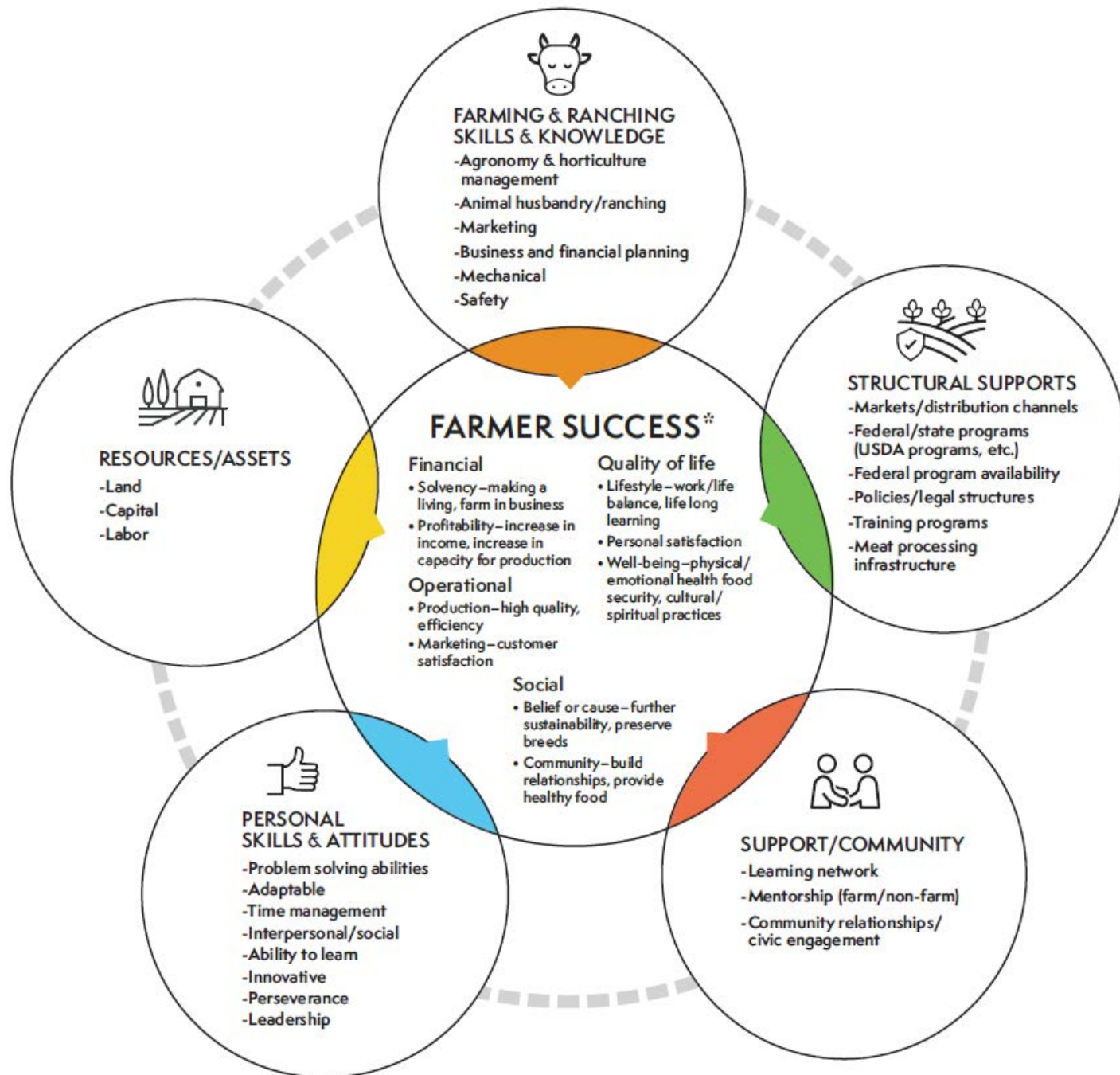
OUTCOMES FOR ASPIRING FARMERS AND RANCHERS

This diagram identifies common (but not exhaustive) outcomes for programs serving aspiring farmers and ranchers. Due to the extensive barriers for farmers to "start to farm independently," this diagram provides other work outcomes and interim outcomes that may be useful to track. Interim outcome examples are based on what might be expected from different types of educational activities (listed in left column).

INTERIM OUTCOMES

TYPES OF EDUCATIONAL ACTIVITIES

INNER CIRCLE: Introductory courses and activities

INNER DIAL: Basic education and skill-building activities

MIDDLE DIAL: Activities to build technical competency & confidence

OUTER DIAL: Resource and support-building activities

DESIRED OR ALTERNATE WORK OUTCOMES

Mentorship & farmer connections · Access equipment · Work on a farm · Gain confidence · Connect to resources & networks · Manage a farm · GAINS SKILLS OR KNOWLEDGE IN: Regulations · Resource acquisition · Soft skills · Farm vision · Basic farm experiences · Production · Specialty topics · Financial · Start farming enterprise · Secure land tenure · Identify labor · Enter incubator · Secure financing · Access markets

INTEND TO FARM · CONTINUE EDUCATION · DECIDE NOT TO FARM

Start or partner in a farm business

Manage a farm or work on a farm

Work in agriculture or the food system

Food access & food justice advocate

Leave the food system

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FARMING & RANCHING SKILLS & KNOWLEDGE
- Agronomy & horticulture management
- Animal husbandry/ranching
- Marketing
- Business and financial planning
- Mechanical
- Safety

RESOURCES/ASSETS
- Land
- Capital
- Labor

STRUCTURAL SUPPORTS
- Markets/distribution channels
- Federal/state programs (USDA programs, etc.)
- Federal program availability
- Policies/legal structures
- Training programs
- Meat processing infrastructure

FARMER SUCCESS*

Financial
- Solvency–making a living, farm in business
- Profitability–increase in income, increase in capacity for production

Operational
- Production–high quality, efficiency
- Marketing–customer satisfaction

Quality of life
- Lifestyle–work/life balance, life long learning
- Personal satisfaction
- Well-being–physical/emotional health food security, cultural/spiritual practices

Social
- Belief or cause–further sustainability, preserve breeds
- Community–build relationships, provide healthy food

PERSONAL SKILLS & ATTITUDES
- Problem solving abilities
- Adaptable
- Time management
- Interpersonal/social
- Ability to learn
- Innovative
- Perseverance
- Leadership

SUPPORT/COMMUNITY
- Learning network
- Mentorship (farm/non-farm)
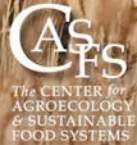- Community relationships/civic engagement

* The majority of these farmer success characteristics were used, with permission, from: Kristen Pool. 2014. Farmer Perspectives on Success and Challenges: A Study of Small Farms in Oregon's Willamette Valley. M.S. Thesis, p. 70.

SOCIETY/ENVIRONMENT/CULTURE

Soil Conservation
Civic Engagement
Water Conservation
Environmental Health
Increased Productive Capacity
Improve Health and Reduce Obesity and Malnutrition
Fight Hunger and Ensure Global Food Security
Resources Are Used Sustainably
Improve Well-being of Rural Communities
Safe Food Supply
Addressing Climate Needs
Open Space
Equitable Access to Land and Capital
Wildlife Conservation
Networked Organizations

COMMUNITY

Ecological Services
Ag Literacy
Employment
Community Food Security
Civil Engagement in Food Policy
Economic Development
Improved Nutrition
Community Organization Coordination
Preserved Cultural Heritage
Food Access
Equity

ORGANIZATION

Highly Competent Staff
Leadership in the Field
Effective Curricula
Innovation & Continuous Learning
Policy Development
Financial Stability

INDIVIDUAL

Lifestyle Aligned with Values
Meeting Personal Goals
Successful Farmer
Started Farming

Identifying Outcomes for Program Evaluation

EXAMPLE OUTCOMES FOR BEGINNING FARMER & RANCHER TRAINING EFFORTS

CASFS
The CENTER for AGROECOLOGY & SUSTAINABLE FOOD SYSTEMS

UC SANTA CRUZ

January 2020

IDENTIFYING OUTCOMES for PROGRAM EVALUATION:
Example Outcomes for Beginning Farmer & Rancher Training Efforts

Purpose

The primary purpose of this document is to help staff at beginning farmer and rancher (BFR) training organizations identify useful outcomes for program evaluation. Examples of common or frequently used outcomes for BFR programs, as well as other examples of outcomes that programs might find useful, are provided to facilitate the process. The document also provides examples of indicators and data collection questions to further assist with the development of an evaluation plan.

Why Outcomes

Identifying desired and expected outcomes is a key piece of evaluating the success or impact of a program. It is also an important part of creating a strategic and actionable program plan. If you don't know where you are going, how will you get there? How will you know if you have accomplished what you hoped to achieve? Identifying outcomes is an important first step to answering these questions.

Intended Audience

Over the last few years, BFR program staff have indicated a growing interest in learning more about BFR outcomes for improved program evaluation. While this document was developed to address these specific organizations' needs, it can also be of use to others who train aspiring or practicing farmers in any stage of their development, whether through extension efforts, university programs, non-governmental organizations, etc.

Suggestions for Using this Tool

OUTCOMES

Begin by identifying which of the main education efforts or support services are most applicable to your organization (e.g., production, marketing, resource acquisition, community support, etc.).

PRODUCTION

	OUTCOME CATEGORIES	EXAMPLE OUTCOMES	EXAMPLE INDICATORS	EXAMPLE QUESTIONS FOR DATA GATHERING TOOLS
SHORT-TERM	**Knowledge and Skills**	• Learns new or improved production practices • Understands basic vocabulary and concepts regarding the farming or ranching field • Understands food safety regulatory requirements • Develops knowledge of preventative/management practices of common problems (e.g. pests, diseases) • Knowledge of crop or grazing planning strategies	__# of aspiring farmers participating in an introductory training program report better understanding of the skills, abilities, and resources needed to successfully farm or ranch at the end of the program. 88% of participants report an increase in knowledge on the primary course topics (e.g., soil tillage & cultivation, irrigation, propagation, etc.).	Please rate your level of improved familiarity with the regulatory requirements for value-added food processing as a result of this training. 4) High; 3) Medium; 2) Low; 1) I don't know (Derived from Bowman & Oberholtzer, 2018) What were the 3 most important things you learned or took away from this aspiring farmer training program?
	Attitudes and Intensions	• Develops confidence in production/growing ability • Has confidence in ability to prevent and/or manage common problems (e.g., pests, diseases) • Committed to learning more about food safety rules • Intends to add a new product to the farm • Intends to get certified in production method or process (e.g. GAP, organic) • Intends to implement new production practices	55% of training participants reported feeling more confident in their ability to prevent and/or manage common fruit production problems (e.g. pests, diseases, poor growing conditions). (Derived from Mark et al., 2016) __% of participants in the training reported that they intend to implement at least one new sustainable production practice on their farm in the next year.	After participating in this workshop, how would you rate your interest in learning more about food safety regulations that apply to your farming operation? 1) No interest); 2) Little interest; 3) Some interest; 4) Interest; 5) High interest; 6) Unsure Of the practices demonstrated and discussed in the field day, how many of the practices would you like to explore implementing on your own ranch? 1) One; 2) Two; 3) Three; 4) Four or more; 5) Unsure
MEDIUM-TERM	**Actions**	• Creates a food safety plan • Implements new production techniques • Adds a new crop, commodity, or value-added product to the farm plan	__% of participants report that they have completed or made good progress on a food safety plan within 6 months of attending the workshop.	In the past 6 months, what progress have you made on a food safety plan for your farming or ranching operation? 1) None; 2) Started a plan; 3) Made progress on plan; 4) Completed plan
	Results/ Impacts	• Increase in amount of food produced • Increase in sales made to a local market • Increase in amount of land being farmed with sustainable practices	__% of participants report that they have adapted practices that increased productivity in the year after completing this program. (Derived from Angelic Organics Learning Center, Inc., 2012)	"Over the last 5 years, has the amount of land you have in sustainable production changed? 1) Increased; 2) Decreased; 3) Stayed the same" (Farm Beginnings Collaborative, 2015)

Reflection Questions for Identifying Outcomes & Indicators

1. Over the long haul, *what's the impact* you are working toward?
2. What are the four or five *significant outcomes* you want your program to achieve *in a specified timeframe*?
3. What is *realistic* to expect from participants *immediately after taking part* in a program event?
4. How do your outcomes *relate to one another*?
5. Which of these outcomes are *most important to use*?
6. How *will you know* if you've achieved these outcomes?

CREATING GOOD EVALUATION QUESTIONS

HOW TO FOCUS AN EQ

- Logic models, Pathway models, Theory of change diagrams

- Thinking ahead to desired claims

- Building on your past evaluations

- Understanding the program/evaluation lifecycle

- Knowing your area of work (i.e., literature)

- Using your gut, your intuition

HOW TO FOCUS AN EQ: ASK YOURSELF…

- What do I want to know about my program?

- What kinds of claims do I want to be able to make?

- How do I define key constructs involved?

- What would provide evidence of what I am trying to assess?

- How might I gather that evidence?

EQ	Construct/variable	How is it defined?	How would you know it if you see it? (indicators)	How might you collect data on it, with what sort of tool?

VIRGINIA TECH

THROUGHOUT THESE STEPS, THE MOST IMPORTANT FACTOR IS ALIGNMENT

→QUESTION
→EVIDENCE
→CLAIM

ALIGNMENT: THE NEW GOLD STANDARD FOR CREDIBLE EVIDENCE

Question	Method	Analysis	Intended Claim
Is participation in our program associated with an increase in knowledge?	Measure knowledge using a survey both before (pre-) and after (post-) the program	Score pre- and post- surveys and compare scores for each individual participant	Participants demonstrated an increase in knowledge after participating in the program as compared to before

MISALIGNMENT

Question	Method	Analysis	Intended Claim
Can participants perform [X skill] after participating in the program?	Interview each participant about their knowledge of [X skill] both before and after the program	Thematically code the interviews, allowing for emergent themes related to knowledge	Participation in the program causes an increase in participants knowledge in a variety of ways

FIND, ADAPT, OR WRITE?
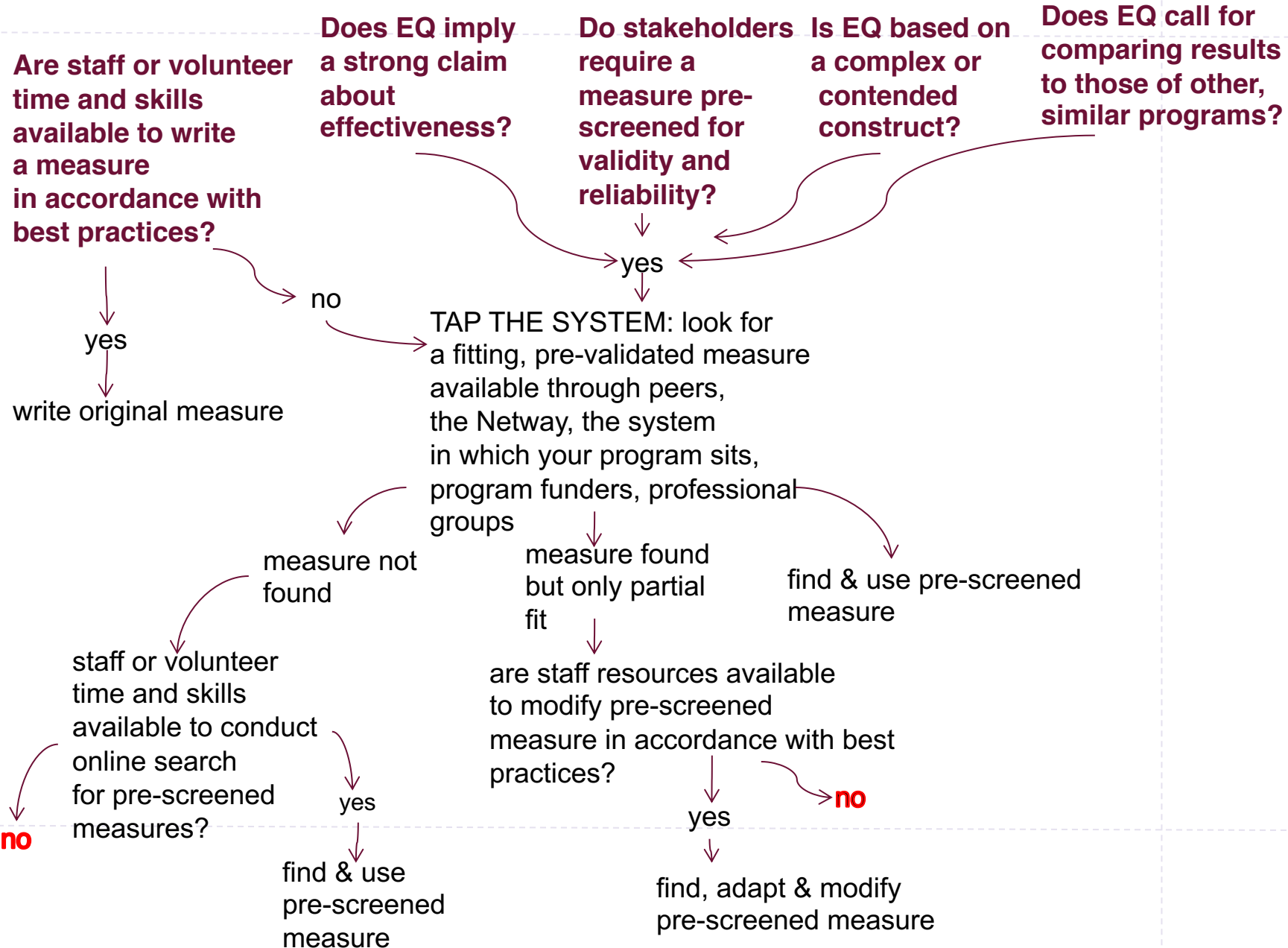
Are staff or volunteer time and skills available to write a measure in accordance with best practices?

Does EQ imply a strong claim about effectiveness?

Do stakeholders require a measure pre-screened for validity and reliability?

Is EQ based on a complex or contended construct?

Does EQ call for comparing results to those of other, similar programs?

yes

no

yes

write original measure

TAP THE SYSTEM: look for a fitting, pre-validated measure available through peers, the Netway, the system in which your program sits, program funders, professional groups

measure not found

measure found but only partial fit

find & use pre-screened measure

staff or volunteer time and skills available to conduct online search for pre-screened measures?

are staff resources available to modify pre-screened measure in accordance with best practices?

no

yes

no

yes

find & use pre-screened measure

find, adapt & modify pre-screened measure

REMEMBER THE ULTIMATE STEP: USE
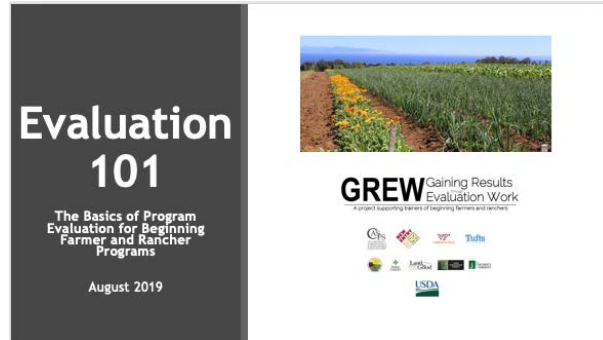
Reviewers Decide

Primary Sources of Help

- BFRDP RFA
- Outcomes Based Reporting Guide (See BFRDP website)
- BFRDP Program Officers

BFRDP Proposal – A Couple Important Points

Evaluation 101 Webinar

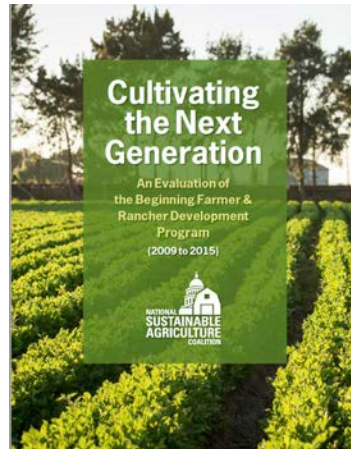casfs.ucsc.edu/ education/bfrdp/

Evaluation Resource Library

nesfp.org/program-evaluation/library

Evaluation of the BFRDP Funding Program

sustainableagriculture. net/publications/bfrdp/

Outcomes & Measures Webinar

Video recording - https://www.youtube.com/watch?v=PUjIzkBD1tQ&t=2606s

Slides - casfs.ucsc.edu/education/bfrdp/ bfrdp-outcomes-webinar.pptx

Other Resources

- For 3 year projects – include both short- and medium-term outcomes

- For 1 year project – short-term outcomes may be the most appropriate

- Including indicators, as seen in *Identifying Outcomes for Program Evaluation*, can be useful.
  - If you get an award, you will enter these into the RVS system for reporting.

A few ideas for the BFRDP RFA

BFRDP Terms	GREW Project Tools
RFA term - Long-term outcomes	Can be either long-term or mid-term outcomes – in outcome list/diagrams
RFA term - Behavior change	See "Actions" in outcome list
RFA term - Condition change	See "Results/Impacts" in outcome list
RVS term - Proposed result	See "Indicator" in outcome list

Term Translation

Give Us Feedback!

- See survey link in the chat box – or look in your email inbox for a link:
https://survey.qualtrics.com/jfe/form/SV_ac7neO7tJEQf2GF

Next Webinar – February 25, 12-1 PT/3-4 ET

- Alternative Outcome Development & Data Collection Strategies: Most Significant Change (MSC) and Photovoice

Thank you!