Evaluation Framework Questions

Phase 1: Formative Evaluation
Formative evaluation assesses stakeholder's awareness, preferences, needs, and capacity and the existing evidence base to inform development of the intervention or policy.

Framework Component: INPUT
Inputs are the resources, contributions, and investments needed for the intervention or policy.

Evaluation Questions	Data Collection
1. Are the appropriate stakeholders identified for the current step in the process: a) those who will collaborate in developing and advocating throughout (collaborators) b) those will enact (policy makers), c) those who will benefit directly (recipients)? and d) those who will implement and maintain the program/policy (implementers).	Identify the agencies or individuals who need to be involved at each step in developing, enacting, and implementing/maintaining the program or policy. Describe the population you expect to benefit. At each step in the process, identify the individuals who have agreed to participate in the process. Note the extent to which all the stakeholders that you identified as needed are represented.
2. What administrative structures are in place to coordinate activities at each stage in the process of developing, enacting, implementing, and maintaining the program/policy?	Detail the administrative structures (planning committees, meetings schedules, etc.) and the communication procedures (agendas, minutes, listservs, etc.)
3. What data have been collected to assess awareness, needs, preferences and/or assets of the stakeholder groups involved in current step of process?	Review existing assessment data, conduct surveys, and/or conduct interviews with stakeholders.
4. What data have been collected on the capacity of the municipalities, agencies, organizations, and/or coalitions that will implement the intervention (e.g., staffing, funding, other resources)?	Review existing data, conduct surveys, and/or interview administrators, key staff, and community members.

Phase 2: Process Evaluation

Process evaluation focuses on enacting state level policies at the county or local levels and/or implementing programs or policies within organizations or communities.

Framework Component: ACTIVITIES
Activities are the steps taken to use inputs to develop, enact, implement and maintain policies and programs at the state level and at the level of municipalities, agencies, setting, and/or communities.

Evaluation Questions	Data Collection
Steps 1 & 2. Develop and enact policy/program	
5. What activities were used to engage stakeholders in the development and enactment process?	Document the extent that administrative structures (Q #2) are put in place as intended and the extent of stakeholders' participation (Q#1) (e.g., attendance at planning meetings). Assessment of stakeholder's perceptions of planning process via verbal review at end of meetings or surveys.
6. How were stakeholder assessment data and evidence from research integrated to develop an agenda and to select and adapt evidence-based approaches?	Document the sources of evidence used to develop the program/policy with particular attention to evidence that the central strategies are effective at changing targeted outcomes. Document the specific ways that the program/policy was adapted to address data from the formative evaluation (Q #3 & #4).
7. What activities are needed to raise awareness of the problem and advocate for the proposed policy solution?	Create a logic model that details the activities required to raise awareness and advocate for the program or policy. The logic model should also detail inputs and anticipated outputs.
8. To what extent have awareness and advocacy activities occurred as intended?	Collect data on activities as they occur and compare to the activities detailed in the logic model. Note any discrepancies and potential reasons for those discrepancies.
Steps 3 & 4. Implement and maintain policy/program	
9. What activities are needed to implement and maintain the policy and program?	Create a logic model that details the activities required to implement and maintain the program or policy. The logic model should also detail inputs and anticipated outputs and outcomes.
10. What are stakeholders' perceptions of the program/policy?	Conduct key informant interviews and observations with a sample of various participants.
11. How long has the program/policy been maintained over time? To what extent were different components continued or	Conduct ongoing evaluation of activities and outputs. Debrief with key stakeholders to identify strengths and weaknesses, and which aspects they

Evaluation Questions	Data Collection
institutionalized?	would be interested in continuing or modifying.

Framework Component: OUTPUTS

Outputs are the direct/tangible products that are an immediate result of program activities. Outputs can generally be counted or observed, for example, a policy that is enacted a the state level, the number of municipalities that adopt a new voluntary policy, or the number of children reached by of an intervention to change environment and practices in public schools. Materials developed for training, evaluation, or advocacy all are outputs.

Evaluation Questions	Data Collection
At all steps in the process	
12. What tangible media and marketing products were generated and how broadly were they communicated?	Document the number and type of media spots covering the problem, program, or policy. Document all other forms of communication and the numbers and characteristics of the populations to which they were distributed or delivered.
13. To what extent were policy makers, stakeholders, and the public aware and engaged (at the step of the process being evaluated)? Is their political will to work for the change?	Document the number of stakeholders (Q #1) that remain involved in the process. Note reasons for changes to stakeholders' engagement. Assess stakeholder, policy maker, public awareness and attitude towards the problem, policy solution, or enacted policy/program. Assess stakeholders' capacity to engage in program/policy development and/or implementation.
Steps 1 & 2. Develop & enact policy/program	
14. What is the quality of the partnerships' overall policy agenda?	Copy of the partnerships' overall policy agenda Document how the policy agenda integrates evidence-based approaches and state needs
15. What is the quality of the proposed policy/program?	Copy of the proposed policy/program Document how the proposed policy/program matches evidence-based approaches, state needs, and expert recommendations for model policies
16. What is the quality of the enacted policy/program?	Copy of the enacted policy/program Document how the enacted policy/program matches evidence-based approaches, state needs, and expert recommendations for model policies

Evaluation Questions	Data Collection
	Detail the type and number of resources allocated to implement the policy/program.
Steps 3 & 4. Policy/program implementation and maintenance	
17. To what extent are intended settings/sectors/municipalities adopting or complying with the program/policy? RE-AIM criteria: Adoption	Collect data on the number of settings/sectors/municipalities that have adopted or complied with the program/policy via existing data, survey, or key informant interviews. Compare that number to the overall number of setting/sectors/municipalities targeted. What proportion of those targeted ultimately adopted the intervention or policy? Compare demographic data and other characteristics of the adopters versus non-adopters to assess extent to which those who adopted are or are not representative.
18. To what extent has the intervention or policy been implemented and maintained as intended? For policy interventions, what mechanisms are in place to ensure policy compliance and are those mechanisms working as planned? RE-AIM criteria: Implementation	Collect data on activities as they occur and compare to the activities detailed in the logic model (Q# 9). Note any discrepancies and potential reasons for those discrepancies.
19. How acceptable, feasible, and affordable was program/policy implementation?	Collect data on practitioners' perceptions of the policy/program and on the resources required to implement it. Collect data on the cost of implementing the program.
20. How many people participated in or were exposed to the program or policy (i.e., reached)? What proportion of those targeted were reached and were those reached representative of the overall population? RE-AIM criteria: Reach	The number of people who participate in or are exposed to the program/policy following its implementation. To calculate the proportion reached, identify the intended population (Q #1) – this is the denominator. How many members of this population did the intervention/policy reach– this is the numerator. To what extent were those reached representative of the target population?

Phase 3: Outcome Evaluation

Outcome evaluation focuses on the results or changes for individuals, groups, organizations, communities or systems.

Framework Component: OUTCOME
Outcomes focus on short and longer term outcomes as well as overall public health impact.

Evaluation Questions	Data Collection
21. What changes to the environment (physical, economic, and communication) occurred following implementation of the intervention/policy?	Assess changes to the environment and extent to which they match those detailed in the logic model (Q #9) (e.g., walking trails, changes in food pricing, point of purchase labeling, sidewalks, etc.)
22. What changes to the social environment occurred following implementation of the intervention/policy?	Conduct surveys and focus groups with individuals and groups to assess changes in behaviors, practices, and normative attitudes towards a particular issue.
23. How effective was the intervention/policy at improving the health behaviors and/or health outcomes of the intended population?	Assess changes in knowledge, attitudes, beliefs, skills, behaviors and/or health outcomes of the individuals reached by the intervention or policy. Also note the extent to which the population affected is representative of the intended population, with particular attention to the extent to which you did or did not achieve positive effects with those who can most benefit.
24. How effective was the intervention/policy in achieving population level improvements in health behaviors, particularly in populations at greatest risk? (longer term outcome)	Surveillance data on population level changes in behaviors or health outcomes.
25. Is this policy/program the most efficient way to allocate resources?	Documentation of the costs and benefits of the program/policy. Cost effectiveness studies of the ratio of costs to health outcomes for this policy/program as compared to other options.