

# Evaluation and the Prevention Agenda

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# Structure

- CYPFEI & ALEC Fund and prevention
- Evaluations and prevention
- Challenges
- Evidence
- Embedding evaluation in the prevention agenda
- Useful resources

## CYPFEI & ALEC Fund: Prevention

- Fund vision:

*Deliver nationally on improved outcomes for children, families, young people and adult learners through supporting the Third Sector **in prevention and early intervention** approaches.*

- Baseline survey:

On a scale of one to ten, please rate...	Average
Importance of prevention & early intervention to your organisation	9.3
Extent to which prevention & early intervention are embedded in the delivery your organisation's core services	8.7

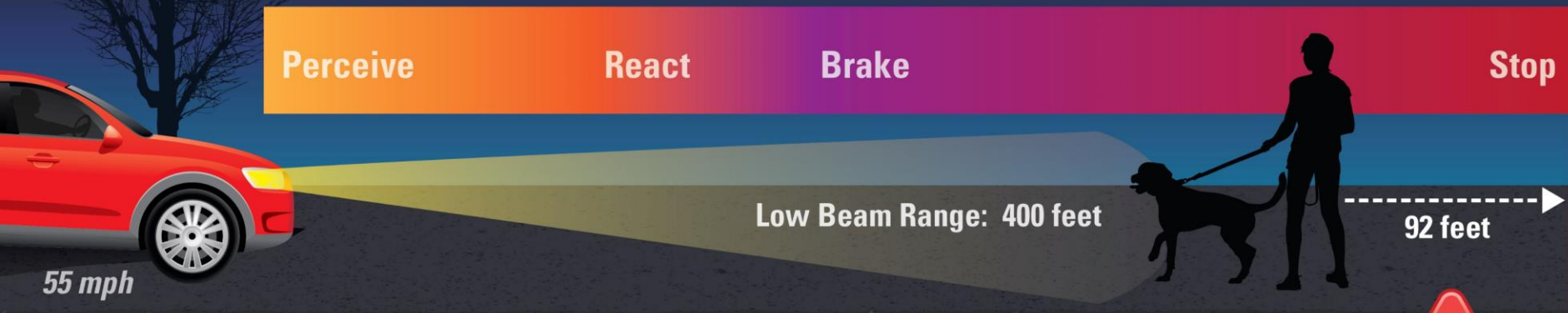
# Evaluations

- Focus on process and/or impact
- Commonly, impact on: 1) beneficiaries, 2) lead organisation(s), 3) partner agencies
- Commonly, focus on most immediate & direct impacts:
  - improved knowledge/skills (beneficiaries)
  - relationship with service user (lead organisations)
  - partnership working (other agencies)

# AAA testing found that, at speeds greater than 45 mph\*, headlights may fail to safely illuminate unlit roadways.

*By the time the driver sees something, or someone, in the roadway, it may be too late to stop.*

Stopping  
Sight  
Distance\*\*  
492 feet



55 mph

Low Beam Range: 400 feet

92 feet



[NewsRoom.AAA.com](http://NewsRoom.AAA.com)

\*Halogen Projector Headlamps \*\*AASHTO



# Evaluation and prevention

- Broader focus, such as:
  - population as well as beneficiaries
  - other / statutory services as well as service provider
- Forward looking





**CHALLENGES  
AHEAD**

# Challenges

- CYPFEI & ALEC Fund:
  - Focus on core services & infrastructure
  - Intermediary organisations
- Generic:
  - Preventative i.e. stops something happening
  - Impact over the (very) long term
  - Evidence
  - Attribution





## Evidence

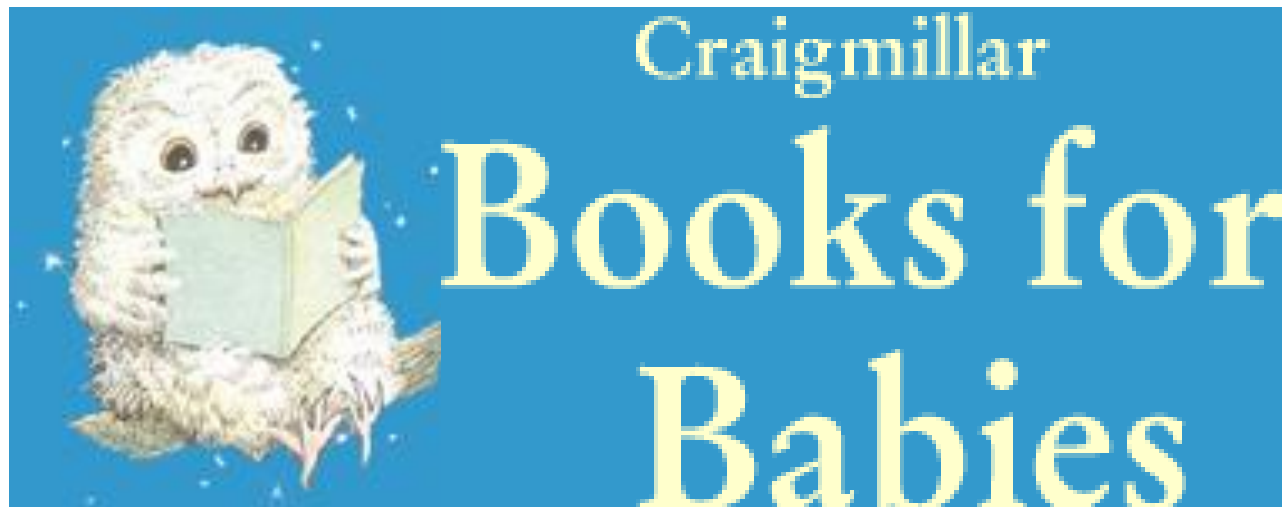
- ‘Beyond reasonable doubt’ (*criminal law*) v ‘the balance of probabilities’ (*civil law*)
- Demonstrate **intervention** with **target group** that **reduces risk**
- Make *reasonable* assumptions or logical conclusions
- Logic models, theories of change, situation trees....



# CYPFEI & ALEC Fund: Logic Model

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<p>Staff time</p> <p>Financial support</p> <p>Novel partnership management model</p>	<p>General support provided through having an external administrator</p> <p>Robust and challenging monitoring</p> <p>Support and influence around policy areas through officers</p> <p>Brokering of partnerships between groups of organisations</p> <p>Provision of a bespoke web system allowing networking and sharing</p> <p>Provision of a broad programme of capacity building including shared learning</p> <p>A programme of events including thematic, regional and national</p> <p>Maintaining existing, and developing new relationships between organisations and policy officers</p>	<p>Policy officers</p> <p>Lloyds TSB Foundation for Scotland</p> <p>Central support team</p> <p>Funded organisations</p>	<p>Monitoring demonstrates progress towards individual award outcomes</p> <p>More collaborative working and improved relationships between organisations</p> <p>Organisations making use of web resources</p> <p>High level of attendance at events and positive feedback</p> <p>Organisations understand needs of policy area and policy officers understand contribution organisations make</p>	<p>Formal and informal partnerships</p> <p>Sector with improved capacity, skills and knowledge</p> <p>Reduction in duplication across services/activities/ organisations</p> <p>Better informed policy co-produced with sector</p>	<p>Delivery of Scottish Government priorities</p> <p>Sector infrastructure is robust and moving towards being less reliant on SG funding where appropriate</p>

## An example



# Building blocks of evidence

- Personal outcomes e.g. improved behaviour, engagement, attainment, skills, relationships
- Outcomes for others e.g. family members or classmates
- Financial e.g. increased income for beneficiaries or reduced spending by service providers
- Service use e.g. preventing future input from existing service providers, or other / statutory services
- Raised profile / policy influence (less tangible)

# Evidence: your organisation

- Take five minutes to think about how your organisation is contributing to the prevention agenda and how you could evaluate and evidence it
- Work in small groups (or alone if you want!)
- Think about:
  - What support/services do you provide?
  - Who are the target groups?
  - What are the underlying issues?
  - What difference does the service make?
  - What impact could this have in the future?

# Evidence: your organisation

So, how is your organisation contributing to the prevention agenda and how could you evaluate and evidence it?



# Embedding evaluation in the prevention agenda

- Planning: funders, evaluation commissioners, service providers, evaluators
- Gathering the “building blocks” of evidence
- Using the findings: service providers, statutory services, funders, policy makers

## Useful resources



[www.evaluationsupportscotland.org.uk](http://www.evaluationsupportscotland.org.uk)



[www.whatworksscotland.ac.uk](http://www.whatworksscotland.ac.uk)



**Any questions?**

