



Safer Napier Project Evaluation Guidelines

Are we making a difference?

1 Summit on Combating Loneliness, 2012
2 New Zealand Positive Ageing Strategy, 2001

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3 Adopted 6 April 2011 - <http://napier.digidocs.com/policies/safer-napier-policy.html?view=swf>

Introduction

International Safe Communities (ISC) accreditation requires evaluation measures to assess programmes, processes and effects of change. Safer Napier is using the Results Based Accountability (RBA) framework to achieve this¹. Safer Napier will monitor and report annually on a set of broad community wide indicators. To complement this we also need to report on the individual projects, programmes and initiatives that contribute to the Safer Napier objectives;

- People in Napier feel safe (Crime Prevention)
- People are injury free in Napier (Injury prevention)
- Napier roads are safe for all who use them (Road safety)
- People in Napier know how to keep themselves safe (Community resilience)
- Everyone works together to improve community safety in Napier (Collaboration and a coordinated approach)

We know project evaluations can be challenging so here are some tips and tools to help you evaluate your Safer Napier project, programme or initiative. The information you provide becomes part of the annual report and the collective effort to actively addressing community safety in Napier.

Please share your evaluations with the Safer Napier Coordinator Liz Lambert

Email: lizbell3@hotmail.com

Post: Napier City Council
Private Bag 6010
Napier 4142



¹ For more information on RBA see www.resultsaccountability.com or contact the Safer Napier Coordinator.

Planning for evaluations

Please note this section is based on *Preventing injuries in your community A Start-to-finish guide for your injury prevention project*, ACC (free copies of this publication can be ordered from www.acc.co.nz)

Safer Napier projects, programmes and initiatives are about improving safety, health and well-being in Napier. Evaluations allow you to measure how effective the project, programme or initiative has been in achieving its goals and objectives. Evaluations can be done when your project, programme or initiative is complete or still underway if it is a long-term project.

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Your evaluation plan

An evaluation plan can be a statement.

For example, “Our project goal is to reduce theft from cars in Napier. We are doing it because we have done some research and identified an issue. When we have completed our project, we will evaluate it to show what we have achieved and whether we reduced theft from cars in Napier.”

If you have a number of project objectives, for each objective ask:

1. What is the situation now – how do we know there is a problem? (This is your initial data or information that can be used as a benchmark)
2. How will we measure the impact our project has had?

Quick evaluation checklist

- Project goals
- Performance measures
- Evaluation methods
- Who will do the evaluation?
- Who needs to be involved?
- Evaluation answers;
 - How much did we do?
 - How well did we do it?
 - Is anyone better off?

The challenges of evaluation

If your project, programme or initiative goals are very broad, it can be difficult to measure your success once it is complete.

For example, a project might aim to reduce head-on car crashes by increasing people's awareness of the risks of crossing the centre line and therefore change the way people behave. However, a person's driving behaviour is related to many different things, such as their driving skills, road conditions, how slowly a truck in front is travelling or even the fact there is a police car at the side of the road. Although you might be able to get direct data on the number of crashes before and after this project, it would be difficult to be certain that the awareness project alone achieved (or didn't achieve) the result.

You can acknowledge this in your evaluation and try and use additional evaluation techniques to demonstrate the impact of your project, programme or initiative.

For example, ask a group of drivers (focus group) 'did you see the billboard on the side of the road and if so did it increase your awareness of the risk of crossing the centre line?'

Both pieces of information are useful and help tell the story.

An evaluation plan should be decided when the goals and objectives are being developed. This will help ensure the project, programme or initiative is realistic in what it can achieve and how that achievement can be measured.

Tip: Having people not involved in delivery of your project, programme or initiatives facilitate focus groups and interviews adds to an objective result

Results Based Accountability - talk to action

As part of the RBA framework here are seven performance accountability questions that your project team might find useful to ask themselves (in order) during or after a project, programme or initiative.

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?

Evaluation techniques

Once you know what you want to measure the next question is how. Here are some methods you might consider. Please note this is not a complete list and there is no universally correct approach. A project, resource, awareness campaign or event will use different techniques.

What you do will depend on the size of your project and the resources available. Please remember the scale of the evaluation should be proportionate to the project e.g. A small project would have a brief evaluation.

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Collecting benchmark information

You will have already done this when you were thinking about your project goal and objectives. It could include;

- Research on websites or in articles
- Observing or surveying unsafe behaviour
- Interviewing people in the community to find out about the problem
- Setting up groups of people (focus groups) to discuss the issues.

RBA looks at baselines. What the measures show about where we have been and where we're heading. It is therefore useful if we have past data. Baseline data has a historical part that tells where we have been, and a forecast part that shows where we are heading if we don't do something differently. Success should be measured based on the predicted trend of the base line, can we turn the curve?

Measuring your success

The techniques can be the same as those used for collecting your benchmark information. It's a matter of comparing the before and after results.

In addition there are also other techniques listed below. When possible remember to include hard data (quantitative / numbers) and soft data (qualitative / words). Combining numbers and stories is the most powerful way to report progress. The stories illustrate what the numbers mean and put a human face to the statistics.

Quantitative techniques

Direct measurement	Comparing the baseline data to now
Statistical information	<p>There is a lot of statistical information that can be used.</p> <p>For example,</p> <ul style="list-style-type: none"> • Your own statistical data collected during the project • New Zealand Police Statistics are available through Statistics New Zealand- allowing you to gather detailed crime information about your local area for the last 10 years.

	<ul style="list-style-type: none"> Interactive New Zealand Injury Statistics are available through the National Injury Query System (NIQS) – a simple free online injury query system which allows you to produce numbers and rates of injuries in New Zealand and Territorial Local Authorities (Council boundaries) based on your parameters of interest, such as years, age groups, geographic area, cause, or intent. https://blogs.otago.ac.nz/ipru/statistics <p>There are many agencies that are part of Safer Napier and they may also be able to help with statistical information. Please contact the Safer Napier Coordinator for more details.</p>
<p>Number of resources developed, customers helped, numbers attending etc.</p>	<p>This helps answer- how much have you done.</p>
<p>Budget Reconciliation</p>	<p>There are many ways to do a survey, including; postal, telephone, online or at destination points. Data can then be coded to produce quantitative data.</p> <p>For example, in 2011 81% of survey respondents said they are now physically active for 30 minutes a minimum of three times a week after receiving a Green Prescription (GRx).</p>
<p>Quick survey</p>	<p>To give you a quick estimate of what impact your project, programme or initiative is having you could ask a question at a meeting and get people to put their hands up. This can be useful during a project, programme or initiative.</p> <p>For example, at an Age Concern meeting of approximately 70 people 60% raised their hand for- who have used the Home Safety Flipchart? This let the project team know the resource was being used and a more in depth survey can be done later.</p>
<p>Comparing to the whole of New Zealand, other areas, standards or similar programs</p>	<p>For example, in an evaluation of the Firewise Intervention Programme (FAIP) for 2011 the evaluation included that the average amount of residential property damage in Napier dropped by 20% and is the lowest in the country.</p>
<p>Control group research</p>	<p>Create two groups with comparable characteristics. Provide treatment to one, deny treatment to the other and then see if there is a difference. Please note it is not always possible to have a control group.</p>
<p>Observations and visual survey</p>	<p>Has anything changed?</p> <p>For example, in 2011 as part of work with the Crash Reduction Study / Road Safety Action Plan, improvements have been made to the physical road network in two identified ‘problem areas’.</p>

One-on-one interviews	<p>These can be structured, semi structured or unstructured with key participants and stakeholders. You want to be asking questions so you can answer;</p> <ul style="list-style-type: none"> • How well did we do it? • Is anyone better off? • Is there any way we could improve?
Survey / Questionnaires	<p>There are many ways to do a survey, including; postal, telephone, online or at destination points. It is good to use both closed and open ended questions (how or why questions). You will therefore get quantitative and qualitative data.</p>
Customer satisfaction survey	<p>When you can't think of any other way to determine if your customers are better off, ask them.</p> <p>For example,</p> <ul style="list-style-type: none"> • Were you treated with respect in the waiting room? (a how well did we do it? measure – did we treat you well) • Has your child's behavior improved since we started working with you? (an Is anyone better off? measure – did we help you with your problems) <p>Please note low response rates or customers bias can distort your results. If this is the case you should mention this so the reader is aware.</p>
Focus Groups	<p>The focus group technique involves facilitating a small group discussion between selected individuals on a particular topic. It is good to include representatives from your target audience in the focus group.</p>
Photovoice	<p>Getting people to tell their story through taking photos. This is very visual and a good prompt for discussion. For example, get participant to take a photo(s) of something that represents how the project or service impacted on them and get them to describe it to you.</p>
Art, skits or performance	<p>Reflecting on the impact of the project through art and performance. This can be a fun and interactive way to get kids involved.</p>

Tip: It is good to use percentages to make comparisons

As part of your evaluation you may also want to consider who should be involved including stakeholders and your target audience. Also who conducts the evaluation, having a person not involved in delivery of the project, programme or initiative facilitate focus groups and interviews adds to an objective result. For large projects that have had a large budget you may consider getting someone external to do the evaluation. As a guide your evaluation could cost up to 10% of your total budget.

Evaluation template

Below are key things a Safer Napier project, programme or initiative evaluation should include. Please note this is based on RBA and *Trying Hard Is Not Good Enough: How to Produce Measureable Improvements for Customers and Communities* by Mark Friedman.

<p>What did we do?</p>	<p>Title and narrative description</p> <p>Include:</p> <ul style="list-style-type: none"> • Goal and objective(s) (the agreed activities – what differences did we intend to make) • Target audience • Reason for project (rationale / need) • Project partners (team members, volunteers and acknowledgement sponsors) • Project methodology (overview of what you did)
<p>How well did we do it?</p>	<p>Reach / Numbers</p> <p>Here is where you look at the quantity and quality (effort and effect). You may include;</p> <ul style="list-style-type: none"> • Number of programmes implemented, clients seen, brochures produced etc • Number of people involved • Unexpected outcomes or mitigating factors • Was it within budget and on time (if relevant) • Customer satisfaction if applicable (did we treat the customer well?).
<p>Is anyone better off?</p>	<p>Effects of the project. What changes did we produce?</p> <p>This could include change in;</p> <ul style="list-style-type: none"> • Skills/ knowledge (For example, percentage of participants achieving NCEA level 1 or 2) • Attitudes / opinions (For example, percentage of participants who believed the service helped them) • Behaviour or circumstance (For example, change in number of family violence call outs for families involved in the project (Operation Bliss)
<p>Lessons Learnt</p>	<p>Information that can inform the development of future programmes or improve ongoing ones.</p> <ul style="list-style-type: none"> • What worked well, what didn't (strengths and weaknesses) • Should the project be continued? • What would make it better? • Who else should be involved? • Any recommendations (if anything else remains to be done, include actions and who will be responsible for doing them)

Appendix: some examples

Here are some examples for *how much did we do?*, *how well did we do it?* and *is anyone better off?*

Examples from Mark Friedman’s book *Trying Hard Is Not Good Enough: How to Produce Measureable Improvements for Customers and Communities*’.

Drug and alcohol treatment program

How much did you do?	Number of people treated
How well did we do it?	Percentage of staff with advanced training or certification
Is anyone better off?	Percentage of your clients who are off of alcohol and drugs – at program exit, and 12 months later if you can get the data.

Health Plan or Practice

How much did you do?	Number of patients treated and hours of treatment
How well did we do it?	Average time in waiting room, and the retention rates of nursing and clerical staff
Is anyone better off?	Number and rate of incidents of preventable disease. These are for the people in the health plan or practice, not the whole community.

Fire Department

How much did we do?	Number of responses to an alarm
How well did we do it?	Average response time
Is anyone better off?	Number and rate of fire deaths and injuries in your catchment area , and property damage from the fire in total and as a percentage of assessed property values.

‘The absence of a bottom line is what makes public and non-profit management so difficult. The answer to this dilemma can be found in – is anyone better off? ‘Is anyone better off?’ measures are equivalent of profit for government and non-profit agencies.’

Mark Friedman

Examples from the Safer Napier Annual Report 2011

Home Fire Safety Checks

How much did you do?	Over a six month period Napier firefighters visited 420 individual homes of people at risk.
How well did we do it?	Firefighters punctual and all trained in Home Fire Safety Checks.
Is anyone better off?	Over a 12 month period the average amount of residential property damage in Napier has dropped by 20% and is the lowest in the country.

Hawke's Bay Road Safety Expo 2011

How much did you do?	Approximately 2,000 Year 11 students attended from the Hawkes Bay region. Approximately 20 community members attended the parent/community evening session.
How well did we do it?	The event run to time and was very professionally organized. The crash scenes, live demonstrations, presentations, interactive exhibits and workbook resources were of high standard and memorable to students and their families.
Is anyone better off?	<p>A logic model was prepared and comprehensive evaluation undertaken (pre and post event) and the following outcomes were noted –</p> <ul style="list-style-type: none"> • Increased awareness of services available • Increased organisational partnership • Consistent messaging communicated during Expo and reinforced in workbook resource • Expo was perceived as a credible and valuable experience by schools. <p>Increased awareness of consequences of drink-driving and of risks of sharing a vehicle with an alcohol impaired driver.</p>

Closed Circuit Television (CCTV)

How much did you do?	14 cameras operating 24/7 in Napier.
How well did we do it?	Real time monitoring occurring at the peak hours of 9pm-4am Thursday to Saturday.
Is anyone better off?	76 incidents were identified and 25 arrests were made that were directly attributed to the cameras.