

Question	Answer
<p>Please comment on the possibility that a stakeholder value will feed back to the project in a way that weakens its originally stated outcomes? While such a phenomenon may be justified, it may also leave the project unfulfilled.</p>	<p>One of the challenges we face in evaluation is weighing the biases and values that we all (evaluators, stakeholders) bring to the table. An important aspect of evaluation is the use of the findings—and in setting the stage for evaluation use it is critical to engage stakeholders in order to better understand their information needs as well as how they judge whether information is credible enough to use for the intended purpose. Considering these aspects of “use” along with the other three big areas included in the Joint Committee on Standards for Educational Evaluation (feasibility, propriety, and accuracy) can assist evaluators in balancing stakeholder values with other important aspects of evaluation. Hence, these standards are used to “judge” the quality of evaluations—For example, is the evaluation well rounded or is it influenced by certain types of information (we could include in this values) more than others?</p>
<p>Into what audience would you place persons whose behavior is an outcome of a project?</p>	<p>It is most likely that these individuals would be considered tertiary audiences with respect to “use.” They are fairly distanced with respect to the inner workings of the program but may be interested in what was found in the evaluation.</p>
<p>Do you have any comments on how to engage stakeholders who are hard to connect with i.e.: working parents?</p>	<p>Incentives (even if just lunch) and methods to help stakeholders get to where you are hosting a meeting, etc. (such as transportation; childcare, etc.). Also, using “key informants” from within the community, e.g., other working parents that are active participants, to “recruit” people from your target group. There is nothing like working with people from the community in situations where access to a group is difficult.</p>
<p>To implement substance abuse prevention education for general learning for 18-24 year olds, what works?</p>	<p>We are somewhat unclear regarding what is being asked here. In terms of finding out what works, this would be an evaluation question that could be answered by implementing the CDC Framework steps presented in this webinar series. For information about the types of substance abuse prevention education programs that are effective for 18-24 year olds, we would suggest consulting the broader peer reviewed literature and agency websites such as SAMHSA.</p>

<p>Sorry, what does "potential decision makers do not operate with a clean slate" mean?</p>	<p>Decision makers have a lot of information to consider when making decisions—many that go far beyond evaluation findings. For example, decision makers receive information from the media and from other individuals with whom they work (e.g., colleagues, staff) about what is successful in practice. Decision makers have information from their own experiences and professional practice as well. These factors, and others, inform the decisions these individuals make. It is important to remember that how decision makers choose to weigh and use evaluation findings is influenced by the messages that are part of this larger informational context.</p>
<p>What are some sources for quality program evaluation (studies) that we can use as examples for our stakeholders familiar with the concept?</p>	<p>This is an excellent question. To date there are few reference materials that can be readily accessed for examples of quality program evaluations. Of course there are many that have been conducted, and the peer-reviewed literature (including sources such as the American Journal of Evaluation) will include examples of many evaluations that are well conducted. There is a series of articles in the Exemplars section of the American Journal of Evaluation that may be helpful. These are interviews conducted with evaluators about specific evaluations they have conducted. Another recent publication is <i>Evaluation in Action</i> (Fitzpatrick, Christie, & Mark; 2009), which is similar in nature to the Exemplars section of AJE— this is a compendium of interviews with evaluators about specific evaluations they have conducted.</p>
<p>Does your Web site suggest an evaluation bibliography?</p>	<p>There are many resources listed on CDC’s evaluation working group website: http://www.cdc.gov/eval/resources.htm. If you have an interest in CDC’s Framework for Program Evaluation in Public Health we would strongly recommend reviewing the <i>Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide</i> which can be obtained at: http://www.cdc.gov/eval/evalguide.pdf.</p>