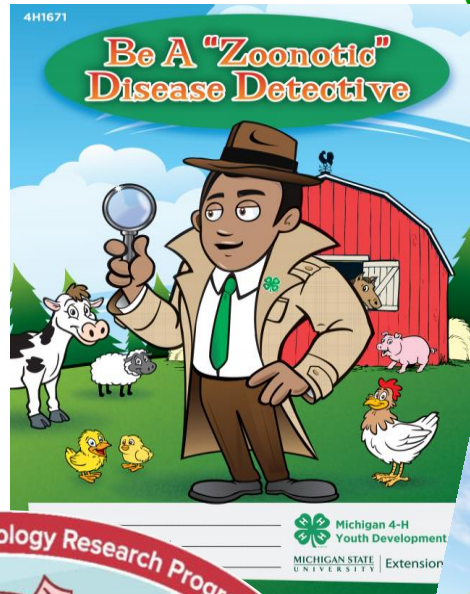


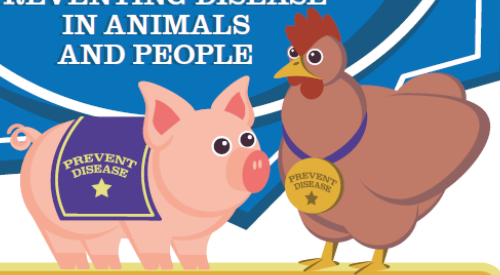
Evaluating Influenza Education Youth in Agriculture Projects

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**EXCELLENCE IN EXHIBITION:
PREVENTING DISEASE
IN ANIMALS
AND PEOPLE**



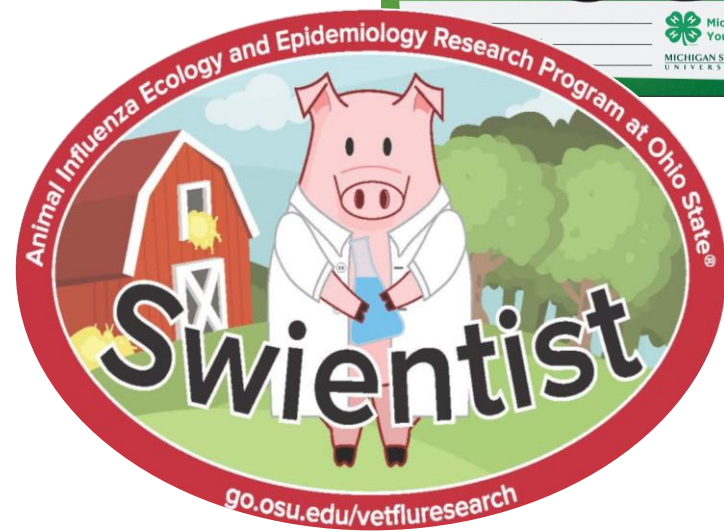
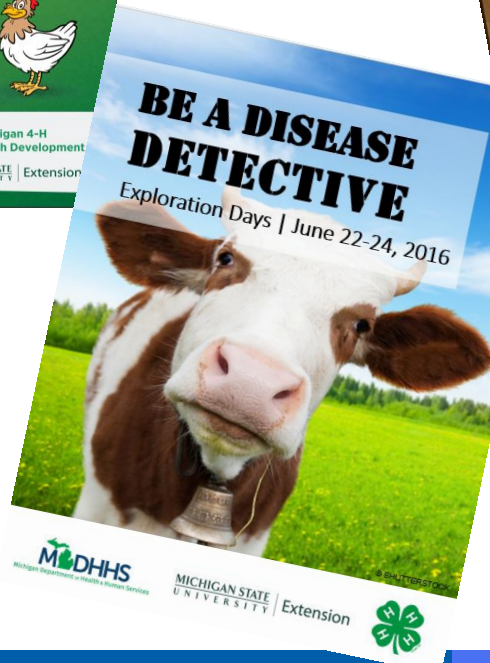
**FREE ONLINE COURSE
TO TEACH YOUTH ABOUT ZOONOTIC DISEASES**

Who should take the course?	What will you learn?
• Youth ages 13-16 exhibiting animals • Club leaders • Chapter advisors • Parents • Teachers	• Disease information • Disease risks • Disease prevention • Influenza case studies • Career opportunities in One Health

BRING HOME THE BLUE, NOT THE FLU!

Raising and showing livestock help youth develop responsibility, learn good sportsmanship, and gain confidence. While raising and showing animals have an overall positive impact on youth and the community, they can also be a source of zoonotic diseases that can be spread between people and animals. Several animal-related diseases have been associated with fairs and resulted in illness.

Youth livestock...



Evaluation Planning Goals: Today

- Describe current intervention activities
 - Review Youth in Agriculture project objectives/purpose of evaluation
 - Summarize current evaluation landscape
 - Identify current evaluation challenges or obstacles
 - Evaluation Case Study: Ohio
-
- Discuss preliminary evaluation toolkit and brainstorm about ideas
 - Introduce survey methods and ideas for further development

Evaluation Planning Goals: Near Future

- Track all activities by the #'s
- Modify existing surveys if needed
- Create new surveys to capture the most information in the most efficient way possible
- Expand depth of evaluation to include observational and in-depth interviews

Intervention Activity types

■ Trainings

- In person scenario-based training “ Becoming a Swientist” (OH)

■ Educational courses/programs

- Zoonotic Disease Educational Toolkit (MI)
- Adventures in Agritourism: Farmstead Enterprise Board Game (MN)
- Matching Games (ME)
- Web-based training courses
 - “Bring home the Blue not the Flu” course (IA)
 - Biosecurity Educational Video +others (MN)

■ Social media campaigns

- Messaging on Facebook and Twitter pages of county extensions leading up to county fairs #swientist, #4Hcares (OH)
- Instagram photo challenge (OH)

■ Traditional media (Newspaper, newsletter, public television, radio)

- Newsletter Ads (MN)

■ Educational Inter-agency Events

- Be Healthy at the Fair Meeting Series (MI)
- Emerging Issues Breakfast (MN)

Influenza Education Youth in Agriculture

Project objectives

Youth program objectives

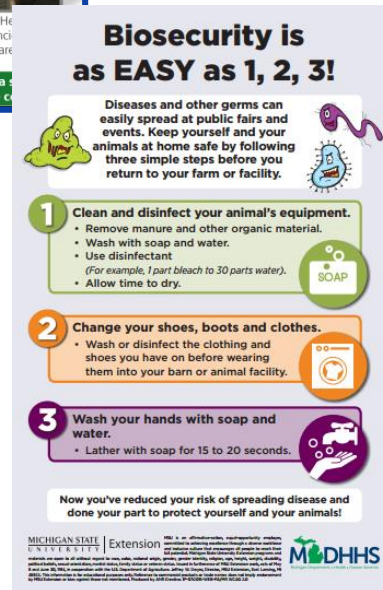
- Improvement in Participant **Awareness and Knowledge**
- Development of Positive **Actions** Among Participants

Partnership program objectives

- Increased member/organization **communication and collaboration**
- 2. Increased **understanding** of membership structure and goals at **local, state, and federal level**

Long-Term desired outcome: Improved prevention, detection, and monitoring of zoonotic diseases, especially emerging diseases with epidemic potential.

Evaluation connects the dots: Are our products/trainings/educational courses....



Evaluation connects the dots: Are our products/trainings/educational courses contributing to the desired outcomes?



Youth program objectives

1. Improvement in Participant Awareness and Knowledge
2. Development of Positive change

Partnership program objectives

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Define Landscape

- What forms of evaluation are currently taking place?

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 - Surveys
 - Pre-
 - Post -
 - Hybrid-
 - Post-post-
 - Observation
 - Other surveillance
 - In-depth interviews

Define Landscape

- What are the obstacles you're facing in evaluation?

Evaluation Questions:

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- ❖ Is there a difference in the effectiveness of products/activities?
- ❖ Is acquired knowledge resulting in changed attitudes and behaviors?
 - If not, why not? What is the cultural or other source contributing to a reluctance to change?

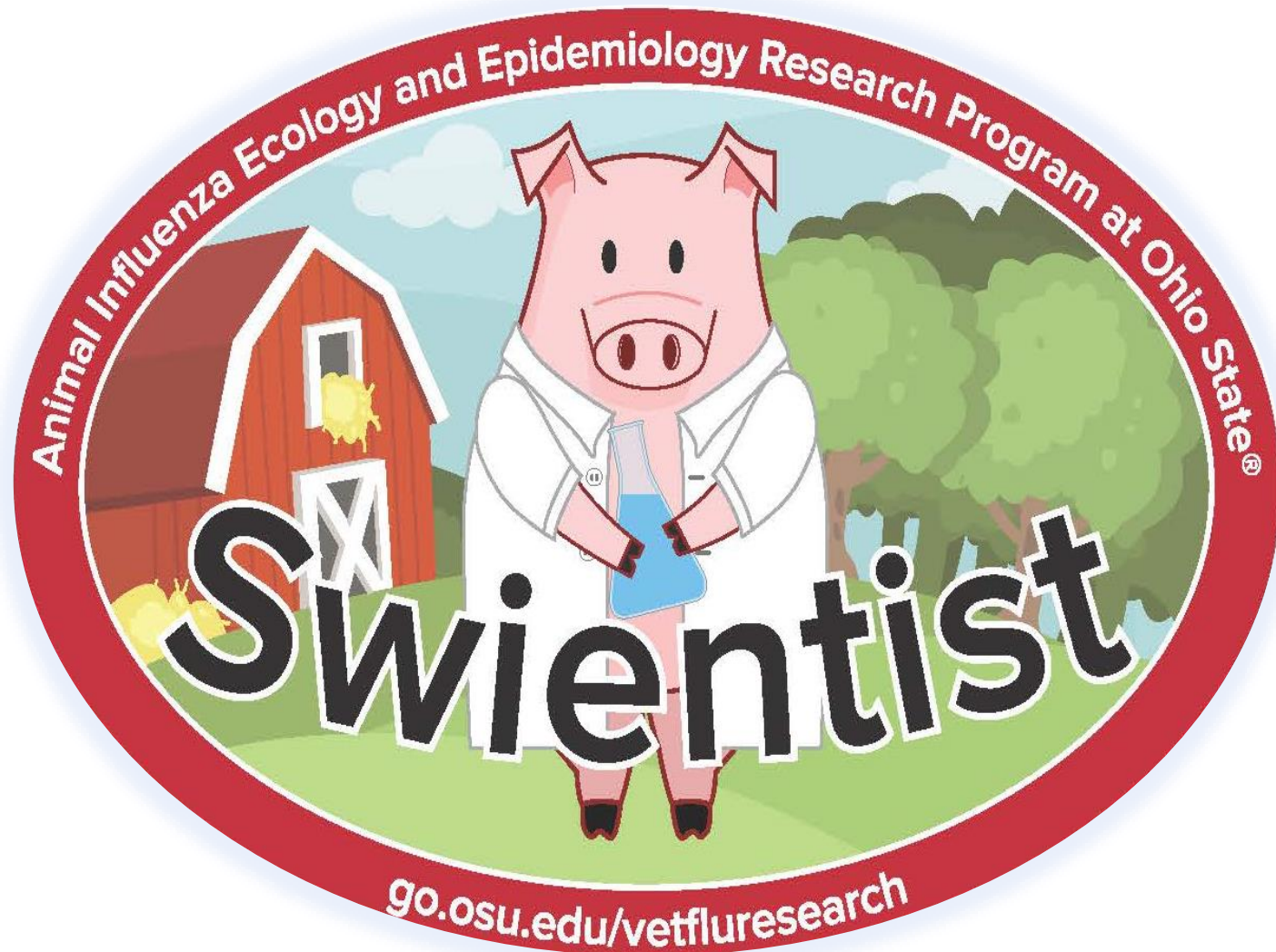
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Case Study: Ohio



Evaluation Toolkit – initial thoughts

- Templates to capture Impact
 - Quantitative
 - Qualitative
 - Survey question bank by age group and category (ideally)
 - Guidelines and templates to carry out observational surveys
- General strategy
 - One-pager with strategies to increase survey response
- Evaluation team
 - Available for assistance with specific issues via phone or in-person

Evaluation tools to capture Impact

Quantitative template: captures the most basic information
(tracking the #'s)

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Quantitative template: captures the most basic information (tracking the #'s)

Purpose: provides baseline; measures REACH and EXPANSION



Template to capture activities by the #'s (will replace/be integrated with quarterly reporting for next reporting period)

Purpose: Provide baseline and measure reach and expansion

[illegible]

Evaluation tools to capture Impact and to assess program effectiveness

■ Qualitative impact:

— Surveys

- Closed-end questions
- Open-ended questions (start to get at why something happens)

Sample Survey Questions by Category/Attribute

Purpose: To provide a bank of viable survey questions to cover each program outcome objective

Categories surveys will measure

- 1) Awareness and knowledge
- 2) Attitude of participants
- 3) Intended behavior change

Core Evaluation Questions by Category/Attributes	Sub category (youth aged x-x)	Purpose	Method	Timing of data collection
Awareness and Knowledge			Survey	
Question #1				
Question #2				
Question #3				
Attitudes of participants			Survey	
Intended Behavior Change			Survey	

Evaluation tools to capture Impact and to assess program effectiveness

■ Qualitative impact:

—Surveys

- Closed-end questions
- Open-ended questions (start to get at why something happens)

—observation (what exactly is occurring and how),

—in-depth interviews (why a behavior is occurring),

All about Surveys!
with Lauren Polansky
after a short break



Evaluation Options

- Self-administered

Paper, Computer-assisted/Electronic (Survey Monkey)

- Observation

- Observer makes recordings at a specific time and place to understand **what** behaviors actually occur and **how**

- Personal in-depth interviews

- Interviewer goes through asks questions, records responses, and can probe for clarification and follow-up on certain questions for greater depth of information to understand **why**

Evaluation Questionnaire (page 1)

Purpose: To detail what and how specific activities are being evaluated; to identify trends, opportunities, potential gaps, and areas CDC can support.

Activities (trainings, events), Products (courses, board games, etc)	Target Group (Who are you doing the activity or creating the product for?)	Are you evaluating? If yes, how? (In depth interviews, open ended questions, surveys (what kind?), animal or human health surveillance, etc.?)	Is evaluation directly measuring target group? If not, who is responding on their behalf?
1)			
1)			
1)			
1)			
1)			
1)			

^[1] Pre-test, post-test, hybrid (post-test that covers knowledge pre-test as well), post-test 3-6 months out

^[2] If target group is not evaluated directly, who is responding on their behalf? (An educator, parent, etc?)

Evaluation Questionnaire (page 2)

1. If evaluating youth directly what are you evaluating? Knowledge, Attitudes, Intended Behavior change? All three? Do you need support in this area?
2. Would you like someone from the CDC to help create/customize surveys or other evaluations tools?
3. Are you using social media and a web-presence to educate? Are you capturing those metrics?
4. Do you have the manpower to analyze evaluation results and make changes based on evaluation findings? Would you like someone from the CDC to help analyze the findings and make 'next step' recommendations?
5. Are you interested in pursuing an anthropological study? Do you have potential leads through the local University to develop a partnership?
6. Are you collaborating with other states? How many? To what extent? Did you hold joint events? Do you have an idea we should pursue related to this?
7. Do you have questions or concerns about anything evaluation? What have we missed? What else do you need/want from us?

Evaluation Resources

On Basecamp: An evaluation folder containing:

- Survey questions
 - Ideally by platform
 - Sub-divided by age-group and survey timing (pre, post, hybrid, post-post)
- Guidelines
- Published papers about youth in agriculture that include an evaluation component

We (CDC) can also provide:

- Assistance individually to customize surveys to your target group
- Templates and guidelines for introducing observational research into your evaluation plan
- Hands-on assistance with compiling and analyzing survey results and making 'next step' recommendations