



A Program Evaluation Plan for Getting to Zero Massachusetts Activist Academy

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Table of Contents

Question Overview	3
Intended Use and Users	4
Primary Stakeholders	4
Purposes of the Evaluation	4
Description of Getting to Zero Massachusetts	5
Evaluation Focus: GTZ MA Activist Academy	6
Social Problems & Policy Issues Addressed	6
Contextual Factors	7
Target Population	7
Stage of Development	8
Impact of COVID-19 on Activities	8
Activist Academy Logic Model	8
Statement of Need	8
Inputs and Program Resources	9
Program Activities	9
Evaluation Design	10
Data Collection Methods	10
Analysis and Interpretation	11
Measures and Indicators	11
Criteria for Success	12
Use, Dissemination, and Sharing	13
Sharing with Fellows, Support Staff, Advisors, and Mentors	13
Sharing Outside of GTZ	13
Conclusion	13
References	15
Appendices	16
Appendix A: Activist Academy Logic Model	16
Appendix B: Methods Matrix	17
Appendix C: Fellows Pre- and Post-Program Survey Sample	19
Appendix D: Advisors and Mentors Pre- and Post-Program Survey Sample	21
Appendix E: Post-Program Fellow Focus Group Sample Schedule	23
Appendix F: Post-Program Advisors and Mentors Focus Group Sample Schedule	24

Question Overview

Getting to Zero (GTZ) is a national coalition established to redefine the HIV/AIDS advocacy agenda. This program evaluation project will focus specifically on the Massachusetts (MA) branch, in partnership with the AIDS Action Committee of MA, Fenway Health, and 40 statewide organizations in MA working together to reach the goals of GTZ. To achieve their mission of bringing the number of new HIV cases to zero, zero AIDS-related deaths, and zero HIV stigma, GTZ works to engage the community and provide educational programs on HIV prevention in addition to coordination of HIV care.

For this program evaluation, Alyvia Norris and the GTZ MA team would like to focus on their Activist Academy Project. Launched to advocate for the local community, mobilize stakeholders, and move the conversation surrounding HIV/AIDS forward, the Activist Academy concluded its second year of the project in March 2021. The project recruits, trains, and develops community stakeholders and activists on an annual cycle to educate community members in HIV prevention and access to care for those living with HIV/AIDS.

According to the ESW, the primary purposes of the evaluation are 1) to assess the effectiveness of the Activist Academy in meeting its goals and the broader goals of GTZ; 2) to determine where GTZ can improve the Activist Academy better to meet its goals and the goals of GTZ, and 3) to be utilized as funding validation. Intended users of the evaluation are Alyvia Norris and other administrators at GTZ. The ESW would like to use the evaluation results in GTZ grant applications and post-program grant reporting. In order of priority, the ESW would like the evaluation to answer the following questions:

1. How do we define Activist Academy success?
 - a. How do we define and create an engaged community of Fellows?
 - b. How do Fellows positively impact and effectively organize in the MA community?
 - c. How do Fellows achieve Activist Academy objectives?
2. What specific metrics can be used to measure the program's progress?
 - a. How can we measure engaged Fellows and communities?
 - b. How do we measure positive community impact?
 - c. How do we measure progress in pushing forward the Activist Academy project topics?
3. How can the advocacy growth of Fellows be measured before and after completing the Activist Academy?
4. How comfortable are Fellows with utilizing the tools that they have learned from the Activist Academy?
5. To what extent and how do GTZ Activist Academy staff support the Fellows?
6. How can GTZ better define staff roles and responsibilities in the Activist Academy program?

Intended Use and Users

Primary Stakeholders

Because program stakeholders are the consumers of the evaluation results, discussing these significant persons is necessary. According to the CDC, stakeholders are those who are 1) interested in the program and would use evaluation results, such as clients, community groups, and elected officials; 2) those who are involved in running the program, such as program staff, partners, management, the funding source, and coalition members; and 3) those who are served by the program, their families, or the general public (*Developing an Effective Evaluation Plan 2011*). The GTZ MA Activist Academy stakeholders include community members/priority population members, mentors, topic advisors, administrators/decision-makers, fellows, other branches of GTZ, Fenway Health, and program funders. The evaluation stakeholder workgroup (ESW) comprises those stakeholders who are the primary users of the evaluation results and serve as consultants to the evaluators while planning and implementing the evaluation. The ESW for this evaluation includes the administrators and decision-makers of the GTZ Activist Academy, with Alyvia Norris, Policy and Advocacy Coordinator at Fenway Health, serving as the liaison between evaluators and administrators. By engaging primary users in the ESW, evaluators can ensure that the evaluation plan meets the needs of the GTZ Activist Academy and its stakeholders (*Developing an Effective Evaluation Plan 2011*).

Purposes of the Evaluation

According to the ESW, the primary purposes of the evaluation are 1) to assess the effectiveness of the Activist Academy in meeting its goals and the broader goals of GTZ; 2) to determine where GTZ can improve the Activist Academy to better meet its goals and the goals of GTZ, and 3) to be utilized as funding validation. Intended users of the evaluation are Alyvia Norris and other administrators at GTZ. The ESW would like to use the evaluation results in GTZ grant applications and post-program grant reporting. In order of priority, the ESW would like the evaluation to answer the following questions:

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5. To what extent and how do GTZ Activist Academy staff support the Fellows?
6. How can GTZ better define staff roles and responsibilities in the Activist Academy program?

Description of Getting to Zero Massachusetts

Getting to Zero (GTZ) is a national coalition established to redefine the HIV/AIDS advocacy agenda. This program evaluation plan will focus specifically on the Massachusetts (MA) branch, in partnership with the AIDS Action Committee of MA, Fenway Health, and 40 statewide organizations in MA working together to reach the goals of GTZ. To achieve their mission of bringing the number of new HIV cases to zero, zero AIDS-related deaths, and zero HIV stigma, GTZ works to engage the community and provide educational programs on HIV prevention in addition to coordination of HIV care.

GTZ adheres to the 90-90-90 Plan developed by the Joint United Nations Programme on HIV/AIDS in 2014, which aims to have 90% of people with HIV aware of their status, 90% of people with HIV infections regularly receiving antiretroviral therapy, and 90% of people receiving antiretroviral treatment having viral suppression, by 2020. Based on the progress seen in MA, it is hoped that by 2030 a 95-95-95 Plan will have been implemented and will subsequently expedite a decrease in MA HIV incidence to zero. To achieve these goals, seven priority activities have been outlined by GTZ MA:

1. Identifying Undiagnosed Individuals and Linking to Care.
2. Retention in Care and Achievement of Viral Suppression for People Living With HIV/AIDS (PLWHA).
3. Initiation of Pre-Exposure Prophylaxis (PrEP) for Eligible Persons.
4. Strengthening of Services for Key Populations.
5. Enhancement of Health Surveillance and Data Reporting Systems.
6. Adoption of Sexual Health as a Human Right.
7. Alignment with External Getting To Zero Efforts.

GTZ maintains a keen interest in equity and community involvement, advocacy, and education within these priority activities.

A strategy implemented by GTZ to achieve its priority activities is to engage and mobilize communities that are at high risk for HIV/AIDS but are not yet supported by a coalition network. One method employed by GTZ to operationalize this strategy is to hold forums in communities with a high prevalence of HIV/AIDS. Comprising clinical staff, community members, and public health officials of diverse backgrounds, these forums seek to collect data on the community's understanding of HIV/AIDS and which interventions are most effective. Social media is heavily utilized in tandem with peer health navigators to reach high-risk communities which have yet to be engaged. Support groups and community programming have been created in more rural communities and medium-sized cities where they hadn't existed previously. Engaging and mobilizing these communities only strengthens GTZ's ability to reach the goals of their 90-90-90 Plan.

To continue their statewide community engagement process, GTZ recruits a team of HIV and AIDS activists each year to participate in their Activist Academy Fellowship. This Fellowship focuses on equipping participants with the comprehensive knowledge and tools to advocate for their community, mobilize others, and work to move the conversation of HIV/AIDS forward in MA. Fellows of the 2020 cohort focused on harm reduction, overdose prevention, and sexual health with the opportunity to specialize in education outreach or policy and legislative development. GTZ has also designed a Youth Ambassadors Program to empower young people to better understand and advocate for public health issues that affect them.

GTZ provides a unique evaluation opportunity, as its multifaceted approach creates several targets for improvement. By evaluating GTZ's Massachusetts branch, effective targeted interventions can be realized to aid GTZ in accomplishing its 90-90-90 goal, position GTZ to expand to a 95-95-95 Plan, and help the MA community "get to zero".

Evaluation Focus: GTZ MA Activist Academy

Social Problems & Policy Issues Addressed

For this program evaluation, Alyvia Norris and the Getting to Zero MA team would like to focus on their Activist Academy Project. The project recruits, trains, and develops community stakeholders and activists on an annual cycle to educate community members in HIV prevention and access to care for those living with HIV/AIDS. These stakeholder activists are referred to as Activist Academy Fellows.

This fellowship project focuses on equipping participants (Fellows) with the comprehensive knowledge and tools to advocate for their community, mobilize others, and work to move the conversation of HIV/AIDS forward in MA. Fellows of the 2020 Activist Academy cohort focused on harm reduction, overdose prevention, and sexual health with the opportunity to specialize in education outreach or policy and legislative development.

The Fellows in the 2020 cohort formed the following: Overdose Harm Reduction Policy Team, Overdose Harm Reduction Community Team, Sexual Education Policy Team, and Sexual Education Community Team. The Overdose Harm Reduction Policy Team looked to research and bring to the attention of MA state legislators the co-linked meth use and HIV epidemics. Simultaneously, the Overdose Harm Reduction Community Team focused on community engagement in the same arena, working with community partners in areas without syringe service programs to educate community members and raise awareness. The Sexual Education Policy Team worked to gather data and lobby state legislators to pass the Healthy Youth Act, which would bring comprehensive sex-ed training, inclusive of LGBTQ+ youth medically accurate information, to MA schools. Conversely, the Sexual Education Community Team focused on educating the local community on comprehensive sexual education through a webinar series geared towards BIPOC communities, focusing on topics and education methods tailored to those aged 15-25. The Activist Academy's focus areas and their respective teams are updated annually, informed by legislative priorities set for the year by the Activist Academy stakeholders.

Contextual Factors

Alyvia Norris expressed a desire to conduct an evaluation that would improve the experience of the Activist Academy for the Activist Academy Fellows. She stated that Activist Academy Fellows have been open to sharing their feedback in the past, but this feedback was not formally collected, analyzed, and disseminated.

A metric indicating the impact of the Activist Academy on target communities has yet to be created. Not only is the experience of participating Fellows a top priority, but ensuring sufficient funds to power the project effectively is necessary for the Activist Academy to continue. The Activist Academy provides flexibility for its Fellows to create projects they are passionate about, so long as they fall under the legislative priorities defined by GTZ. Further flexibility is granted by the fact that the projects are not constricted by bill-making and passing. Understanding the Activist Academy's short-term and long-term outcomes and cost-effectiveness could help develop a better understanding of GTZ's Activist Academy's performance. By having a robust knowledge of the Activist Academy project's influence, stakeholders may be inclined to provide additional funding, allowing GTZ to expand the Activist Academy's scope of work. Current funders of GTZ are Gilead, Janssen Therapeutics, and Broadway Cares.

Holistically, Alyvia Norris and her team hope that an evaluation can provide insight into how to improve the Activist Academy. Outcome and impact studies can reveal ways in which to improve the program Fellows' experience during their year with the Activist Academy. Currently, no formal feedback system exists, though the Fellows are eager to share their thoughts. Specifically, feedback is needed on the weekly training sessions the Fellows receive. Have the training sessions been helpful? Are the topics relevant? Is the frequency appropriate? An evaluation of the Fellow's mentors and advisors is also requested. Depending on their project team, Fellows are matched with a policy or engagement mentor, as well as a sexual education or overdose prevention mentor. GTZ wishes to know if this support system is sufficient and accessible and how it can be improved. Alyvia Norris also hopes to define staff roles and functions better to enhance the Activist Academy structure. Overall, a comprehensive evaluation can help GTZ see where the Activist Academy has been succeeding, as well as where improvements can be made.

Target Population

Each year, GTZ aims to recruit 25 Activist Academy Fellows passionate about HIV/AIDS community advocacy and Massachusetts mobilization. GTZ looks to accept applicants that identify with the communities they will be working with, specifically members of the LGTBQ+ community and BIPOC. Additionally, GTZ looks to recruit cross-generational Fellow cohorts, consisting of long-term survivors, individuals living with HIV, and individuals using PrEP for HIV prevention. Once accepted as a Fellow, community stakeholders are trained in educating community members on HIV prevention and access to care for those living with HIV/AIDS. Additionally, GTZ develops the Fellows' advocacy skills, giving Fellows the tools needed to advocate for, mobilize, and educate community members and state officials beyond their cohort's end date with the Activist Academy.

Stage of Development

The Activist Academy recently concluded its second cohort of Fellows (2020 cohort). The first cohort (2019) included 20 Fellows organized in six different community engagement teams focused on Supervised Consumption Sites, Healthy Youth Act, PrEP and Youth Access, HIV and Aging, Safe Communities Act, and the HIV State Budget Line Item. Each of the Activist Academy cohorts aims to train a team of HIV and AIDS activists to advocate for the community, mobilize others, and continue moving the conversations forward in Massachusetts (*Getting to Zero Activist Academy Information, 2019*). The 2020 cohort consisted of 25 members. A new feature of the Activist Academy is the allowance of Fellows to choose and participate in one of two project development tracks: Policy Engagement or Community Awareness (*Getting to Zero Activist Academy Fellowship Description, 2020*). Currently, the program is working to increase support and skills-building for their Fellows and develop a network for Fellows to utilize after having completed their program in March 2021.

Impact of COVID-19 on Activities

The COVID-19 pandemic has impacted this program significantly, as much of the work being done by the Activist Academy involves interacting directly with community members. Some of the surveying work has been moved online, as well as any seminars and events. This pushed the starting timeline for the 2020 cohort from Summer 2020 to Fall 2020.

Elements of the advocacy work done by Fellows are not easily converted to a virtual platform. For example, the Harm Reduction Policy Team studied the link between meth use and HIV. This involves surveying a target population that may be more difficult to reach virtually. Traditional methods of data collection with this population are face-to-face conversations and working with community centers. Regardless of the challenges faced due to COVID-19, the Activist Academy is focused on continuing its advocacy projects based on the legislative priorities as defined by GTZ.

Activist Academy Logic Model

The below narrative serves as the companion to the “Getting to Zero Logic Model: The Activist Academy,” which can be found in Appendix A, as a description of the program’s elements to ensure a shared understanding of the program and its stakeholders. The logic model represents the Activist Academy program and its theory of change, communicating how the Academy seeks to accomplish its goals by visually representing its components’ intended relationships.

Statement of Need

GTZ Activist Academy aims to address the health issue of HIV/AIDS in the local Massachusetts community, specifically in achieving the goals of zero HIV diagnoses, zero AIDS-related deaths, and zero HIV stigma in the local population.

Inputs and Program Resources

The inputs categorize the human, financial, organizational, and community resources responsible for executing the Activist Academy. The inputs are classified into different categories, including grants and private donations, mentors, topic advisors, administrative staff, Fellows, community partnerships, and supplementary resources.

The number of Fellows is based on the funding GTZ receives each year, supported by grants and private donors that include Gilead, Janssen Therapeutics, and Broadway Cares. Fellows may choose how to focus their projects but are encouraged to take a more statewide approach as well as direct attention to areas with high need and limited amounts of resources. The 2020 cohort worked to engage and educate community members across Massachusetts on issues related to sexual health and harm reduction/overdose prevention by the end of the grant period. Due to COVID-19, the 2020 cohort of the Activist Academy transitioned to functioning fully online. Therefore, connecting and communicating with other program Fellows, mentors, and advisors was conducted within the virtual setting.

Program Activities

The activities encompass the processes, tools, events, and actions linked to the program outcomes through theory and best practice program logic. Activist Academy contains five activity categories, including four Fellow project teams, internal and external surveys, Fellow activities, program staff activities, and alumni network building. Activist Academy is a program comprising four individual project teams with separate visions but sharing the overall goal of developing programs that increase sexual education and overdose prevention, and risk reduction in the community while conducting policy advocacy. Fellows on all four teams engage in the program through activities like biweekly training, weekly team meetings with mentors, and monthly whole program meetings. Similarly, program staff participates through monthly staff check-ins and monthly program meetings with internal stakeholders. Surveys are used internally among Fellows and externally among program participants in the same cadence. Finally, alumni network building is conducted by administrative staff and Fellows to facilitate long-term relationships with former staff and program participants through channels like LinkedIn and email chains.

Evaluation Design

This evaluation design is a mixed-methods summative assessment that seeks to answer the following six questions and sub-questions, which have been created in accordance with the proposed criteria for success in the program:

- 1) How do we define Activist Academy success?
 - a) How do we define and create an engaged community of Fellows?
 - b) How do Fellows positively impact and effectively organize in the MA community?
 - c) How do Fellows achieve Activist Academy objectives?
- 2) What specific metrics can be used to measure the program's progress?
 - a) How can we measure engaged Fellows and communities?
 - b) How do we measure positive community impact?
 - c) How do we measure progress in pushing forward the Activist Academy project topics?
- 3) How can the advocacy growth of Fellows be measured before and after completing the Activist Academy?
- 4) How comfortable are Fellows with utilizing the tools that they have learned from the Activist Academy?
- 5) To what extent and how do GTZ Activist Academy staff support the Fellows?
- 6) How can GTZ better define staff roles and responsibilities in the Activist Academy program?

Data Collection Methods

To answer these questions, data will be collected through a mix of quantitative and qualitative methods, specifically focus groups, surveys, Fellow attendance data, and individual interviews with support staff (see Appendix B, Appendix C, Appendix D, Appendix E, & Appendix F). Pre-program focus groups and post-program surveys will be completed by Activist Academy Fellows and support staff to assess if the predetermined benchmarks of success were met during the program. Secondary surveys and data collection of attendance and Fellow work quality will be conducted to measure Fellow engagement and community impact as a result of Activist Academy immediately post-program and six months post-program. Additionally, at the beginning and end of each cohort, focus groups and surveys will be conducted to measure the objective and subjective change in the growth of Fellows' advocacy and attitude changes towards tools discussed in the Activist Academy Program. Finally, surveys will be disseminated to all relevant support staff and Fellows. Interviews will also be enacted with support staff to determine how the GTZ staff supports the Fellows post-program implementation and annual reviews of the program. The series of focus groups, individual interviews, and surveys can be condensed when appropriate to reduce the potential for survey fatigue and the number of meetings stakeholders will have to engage in during the pre-and post-program stages. There will be one advisors/mentors focus group, and two Fellows focus groups. Separating the advisors/mentors and Fellows focus groups will allow individuals to share their thoughts specific to their program experiences. Questions between the advisors/mentors focus group and Fellow focus groups will vary and be geared towards the focus groups' participants.

Each Activist Academy Fellow Cohort consists of around 25 Fellows broken up into teams based on their project interests. Because Fellows work with each other daily, it is easy for them to communicate via email and Zoom (and in-person once COVID-19 is resolved). For remote evaluation purposes, surveys can be administered via email, and focus groups and individual interviews can be conducted over Zoom or similar software. This evaluation method can be easily replicated for future iterations of the program. Suppose the program evaluation is carried out for this 2020 cohort or the subsequent 2021 cohort. In that case, it is crucial to consider the contextual impact of the COVID-19 pandemic on the program and its stakeholders. Much of the Activist Academy's work involves interacting directly with community members, which has made it challenging to shift to an entirely virtual format and potentially develop working relationships between Fellows and mentors. It will be essential to take this aspect into account when reviewing the evaluation results.

Analysis and Interpretation

Measures and Indicators

The evaluation will utilize a mixed-method design through qualitative and quantitative data collection. Utilizing both qualitative and quantitative data allows for a holistic understanding of the GTZ Activist Academy experience and ways to improve the program's success. For this evaluation, the scope focuses more on the Activist Academy Fellows' experience and aims to understand their perspective. In doing so, the program planners can make improvements for future cohorts. By improving the program's efficiency, the goal is that the impact of each Activist Academy team's efforts will become more meaningful for the communities they are serving.

As indicated above, a large amount of the data collected among the Fellows and the advisors will be through surveys, focus groups, and individual interviews. The survey results will be analyzed based on the individual's score and will follow the format of traditional Likert scaled surveys. For example, a Fellow will be asked to rate how comfortable they feel utilizing the skills they learned through the Activist Academy from one to five, with one being not very comfortable and five being extremely comfortable. The Likert scale survey results will be analyzed for statistically significant differences from the pre and post-surveys. The surveys can be compared as a whole score (sum of all of an individual's answers) or between different questions. The statistical analysis can be done using a two-sample t-test. The results will be coded and analyzed for common themes among participants regarding the focus groups and individual interviews. The appropriate qualitative statistical analyses will be conducted for further understanding of the effects of the program. This is the inaugural evaluation for GTZ's Activist Academy, and therefore there is limited information for program coordinators to compare the results. Ideally, performing this evaluation over consecutive years would provide practical standards for the program's performance from the Fellows' and advisors' perspectives. However, it is crucial to keep in mind that this evaluation will be conducted amid COVID-19. The results may be heavily affected by this, ultimately not reflecting the program's outputs and outcomes under normal circumstances.

Criteria for Success

Regarding the program's effectiveness, the evaluators will analyze whether the Fellows met their objectives and utilize secondary data to measure the impact. Unfortunately, because the Activist Academy works with small subsets of a community and with indirect or infrequent contact with the priority population, there is limited information available to analyze the impacts of the GTZ Activist Academy itself.

Surveys, focus groups, and individual interviews to improve the overall experience and implementation of the Activist Academy for the Fellows will be implemented. The quantitative method offers a measurable process with limited bias to assess the experience of the Fellows. A measurable quantitative method, such as the rankings, attendance data, and the Likert scale, offers declarative statements with an ordered continuum of response categories. For each category of the Likert scale questions, a descriptive label (e.g., strongly disagree to strongly agree) will be included that corresponds to a numerical value. These numerical values will be comparable to the other Fellow respondents as well as analyzed between pre- and post-surveys. Additionally, this quantitative technique offers an opportunity to utilize various statistical analyses to measure the Activist Academy's impact.

For the qualitative approach, data will be extracted to identify various themes and relationships among Fellow respondents from the surveys, focus groups, and interviews. These questions will be more open-ended and allow Fellows and support staff to expand their responses and thoughts. These open-ended questions will provide more candid and thorough answers to analyze the "how" and "why" questions. Thus, it is essential to first review the data and assess recurring themes and relationships. Therefore, the qualitative analysis will include organizing the data, evaluating the recurring themes and relationships to categorize the data, coding the data, and interpreting the takeaways that describe the Fellows' and support staff's experience within the Activist Academy. Depending on the data, structural and thematic coding will be utilized to address the designated evaluation questions to improve the Activist Academy's experience for Fellows and staff. This analysis will complement the quantitative data obtained from the surveys, such as the Likert scale. Both methods will help capture a well-rounded and holistic understanding of the Fellows' experience along with identifying and intervening in internal barriers to impacting and effectively organizing in the Massachusetts community with GTZ.

After the data has been analyzed, the results will be assessed regarding whether they meet the criteria for success set forth by the Activist Academy stakeholders. The criteria for success are developed based off of the three main goals of Getting to Zero's Activist Academy. These goals are 1) creating an engaged community that expands beyond the program, 2) impacting the community positively through effective community organizing and information sharing; and 3) pushing forward on each of the project topics. To rule out alternative explanations and justify the conclusions, the evaluations are focused on the Fellows and support staff participating in the program because this evaluation is geared towards their experience and what they value. Overall, Getting to Zero will gain insight on various facets of the program that are received positively and are beneficial to Fellows, advisors, and mentors, and support staff, along with components of the program that can be improved. With the open-ended questions, it will be helpful to allow Fellows and support staff to offer their suggestions and strategies to improve the program for consideration in developing the Activist Academy in the coming years.

Use, Dissemination, and Sharing

After the evaluation of the Getting to Zero Activist Academy is complete, and potentially while the evaluation is ongoing, the results must be disseminated to the appropriate stakeholders. Sharing the evaluation with stakeholders will allow them to understand the cost-efficiency and effectiveness of program activities. The results should be clear, timely, and tailored to each stakeholder group, including Fellows, support staff, advisors and mentors, and community partners. This includes highlighting specific information and results pertinent to each group and including language at a level of comprehension that is suitable for each target audience. Although essentially the same, the dissemination plan is different for those within and outside the Activist Academy activities.

Sharing with Fellows, Support Staff, Advisors, and Mentors

The evaluation plan is an internal outcome evaluation. The results will be compiled and sent out in the form of a report to the mentors, Fellows, advisors, and other support staff shortly after the evaluation has been completed to ensure it can be utilized for further cohort planning. This will be in the form of an email. Although the results will be in the form of a report, the language should be clear, concise, and in the form of graphics when appropriate. Further, a meeting will be held to go through the report with program decision-makers. Ideally, this can provide an avenue for feedback and suggestions for improvement. Because Fellows are with the program for six months (one program cycle/cohort), their feedback offers a new perspective for the program staff. It may serve as valuable data for comparison of program improvement from cohort to cohort. When writing and disseminating the evaluation results, clarity and readability are essential to ensure that an action plan can be devised. Future evaluations may wish to consider follow-up data collection from past cohort Fellows.

Sharing Outside of GTZ

The evaluation report mentioned above will be disseminated to GTZ and Activist Academy funders and donors to prompt continued engagement with the program. Further, evaluation results can be shared with the general public. The most important findings and “success stories” from the program will be shared through an email chain and on social media. Sharing the success stories and the potential for the program’s impact can inspire community members to become involved, either as Fellows or by bringing their organization to work with GTZ. Similar to the evaluation communication dissemination plan for Fellows, mentors, and support staff, the information will be easy to read and accessible for all communities that will interact with the evaluation. As a result of the evaluation and dissemination, program staff should propose an action plan and consider the results before selecting a new cohort of Fellows. A report of the evaluation will be posted on the GTZ MA website for public viewing.

Conclusion

The above encompasses the evaluation plan for Getting to Zero MA’s Activist Academy program. It includes the evaluation questions, intended use, guidance for data analysis, and a

results dissemination plan. This proposed evaluation design aims to support GTZ MA's Activist Academy and aid them in their goal of *getting to zero*.

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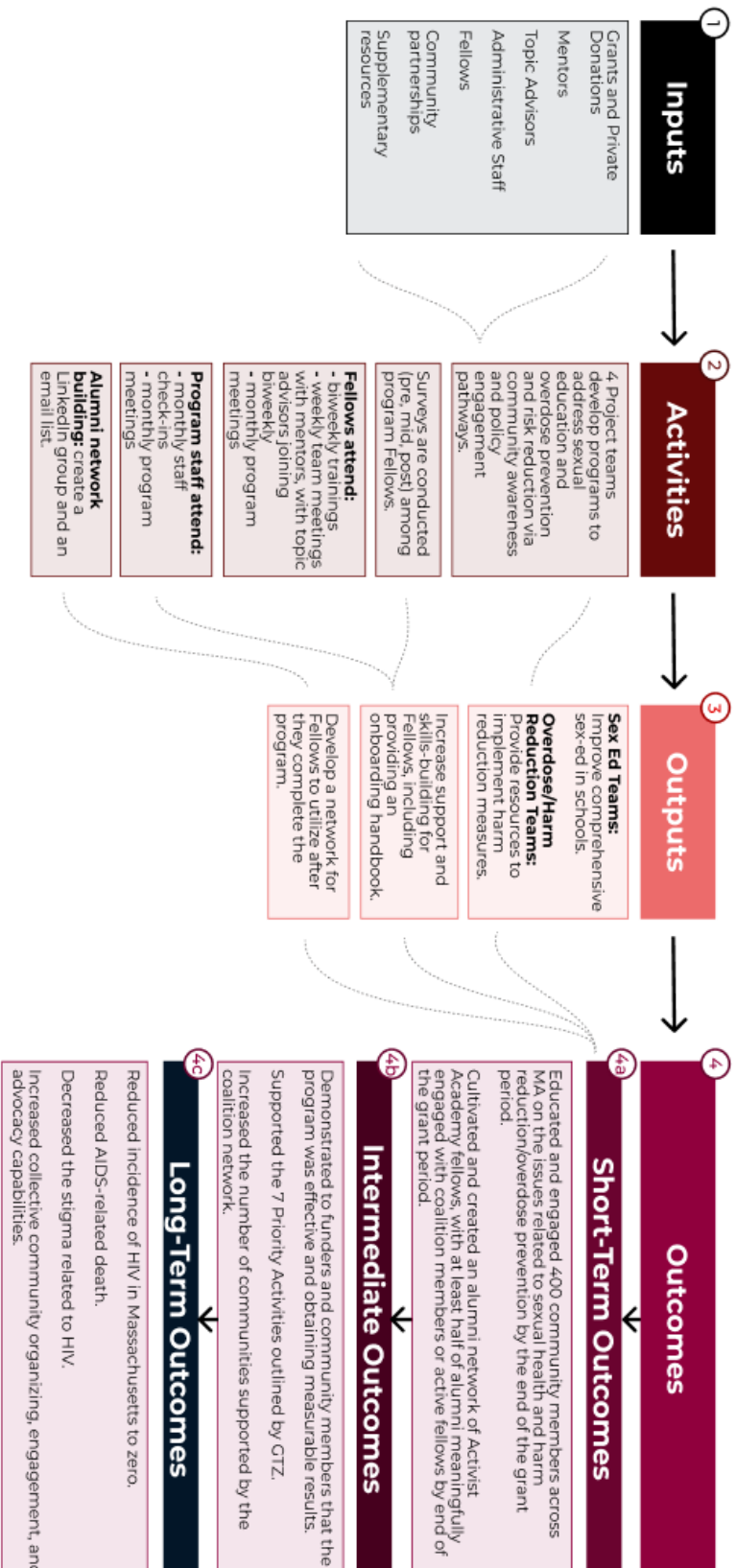
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Getting to Zero: Activist Academy Logic Model

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Techniques of Program Evaluation — Spring 2021



Appendices

Appendix A: Activist Academy Logic Model

Context: Getting to Zero (GTZ) MA is a coalition of 40+ organizations in Massachusetts that is dedicated to ending the HIV epidemic. GTZ share a vision of zero new HIV diagnoses, zero AIDS related deaths, zero HIV stigma. The Activist Academy is a fellowship that aims to teach fellows to advocate for the local community, mobilize stakeholders, and move the conversation surrounding HIV/AIDS forward. The project recruits, trains, and develops community stakeholders and activists on an annual cycle to educate community members in HIV prevention and access to care for those living with HIV/AIDS.

Analysis: This logic model illustrates the flow from inputs to outcomes for GTZ's Activist Academy. This helps elucidate the gaps in needs within the program that can then be addressed through program evaluation. By creating this logic model in conjunction with support from GTZ staff, we have come to a mutual understanding of program needs and will be addressing them through program evaluation. More details are included in the logic model narrative.

Appendix B: Methods Matrix

Evaluation Questions: In order of priority per GTZ MA <i>What questions will be answered by the data you collect?</i>	Evidence <i>What will be measured to determine if change occurred?</i>	Method(s) & Measurement Tool (s) <i>How will data be collected?</i>	Sample <i>Who will be the source of information, and how will they be selected?</i>	Time Frame <i>When will data be collected?</i>
<p>1. <i>How do we define Activist Academy success?</i></p> <ul style="list-style-type: none"> a) How do we define and create an engaged community of Fellows? b) How do Fellows positively impact and effectively organize in the MA community? c) How do Fellows achieve Activist Academy objectives? 	<p><i>Pre-program:</i> clearly defined outputs and outcomes relating to Activist Academy achievement of goals 1) create an engaged community, 2) impact the community positively, and 3) push the project topics forward.</p> <p><i>Post-program:</i> Successfully meeting outputs and outcomes identified pre-program to ultimately achieve program goals</p>	<p>Pre-program: qualitative focus groups with Fellows and support staff</p> <p>Post-program: quantitative surveys completed by Fellows and support staff to determine if benchmarks of success were met during the program</p>	<p>All participating support staff and Fellows may participate in pre-program focus groups</p> <p>All participating support staff and Fellows will receive post-program survey</p>	<p>Pre-program and post-program</p>
<p>2. <i>What specific metrics can be used to measure the program's progress?</i></p> <ul style="list-style-type: none"> a) <i>How can we measure engaged Fellows and communities?</i> b) <i>How do we measure positive community impact?</i> c) <i>How do we measure progress in pushing forward the Activist Academy project topics?</i> 	<p><i>a. Measuring engaged Fellows:</i></p> <ul style="list-style-type: none"> i. High training, meeting, and activity attendance ii. Increased communication with respective communities iii. Increased participation in community advocacy and legislation <p><i>b. Measuring positive community impact:</i></p> <ul style="list-style-type: none"> i. Fellows work with respective communities to identify goals and objectives to address community-specific needs ii. Increased collaboration between Fellows and communities by taking action to address identified goals and objectives in the community iii. Increased relationships among Fellows and communities through these processes <p><i>c. Measuring project topic agenda progress:</i></p> <ul style="list-style-type: none"> i. Fellows educate community members on HIV prevention ii. Fellows educate community members on access to care for those living with HIV/AIDS iii. Fellows engage state officials iv. Fellows conduct projects relating to advancing the goals of their advocacy focus and GTZ MA 	<p>Surveys to collect data on Fellow activities</p> <p>GTZ secondary data tracking attendance of Fellows and Fellow work</p>	<p>All Fellows will receive surveys</p> <p>Attendance information will be collected by GTZ</p>	<p>Immediate post-program and 6 month post-program</p>

<p>3. <i>How can advocacy growth of Fellows be measured before and after completing the Activist Academy?</i></p>	<p>Objective and subjective change in the growth of Fellow advocacy</p>	<p>Qualitative: Focus groups with Activist Academy Fellows</p> <p>Quantitative: Survey assessing number of instances and degree of advocacy efforts of each Fellow</p>	<p>Fellows, Simple Random Sample</p>	<p>At the beginning and end of each Activist Fellow cohort</p>
<p>4. <i>How comfortable are Fellows with utilizing the tools that they have learned from the Activist Academy?</i></p>	<p>Pre- and post-program attitudes toward tools discussed in Activist Academy</p>	<p>Focus groups with Activist Academy Fellows and quantitative survey collection</p>	<p>Fellows, SRS for focus groups; all selected for survey participation</p>	<p>At beginning and end of each Activist Fellow cohort</p>
<p>5. <i>To what extent and how do GTZ Activist Academy staff support the Fellows?</i></p>	<p>Quantitative measurement of attitudes of both Fellows and support staff to determine congruences, incongruences, and targets for improvement within this relationship</p>	<p>Surveys disseminated to all relevant support staff and Fellows</p> <p>Focus group with support staff</p>	<p>Fellows, Mentors, Advisors, and other support staff. All selected to complete surveys</p>	<p>Post-program implementation</p>
<p>6. <i>How can GTZ better define staff roles and responsibilities in the Activist Academy program?</i></p>	<p>Qualitative methods to collect attitudes held by Fellows and staff to determine what is going well and what should be changed to improve staff effectiveness</p>	<p>Focus groups</p>	<p>Focus groups including all involved</p> <p>Simple random sampling of Fellows and staff for in-depth interviews</p>	<p>Annual review, post-program implementation</p>

Appendix C: Fellows Pre- and Post-Program Survey Sample

Demographic Questions

1. What is your age?
 - a. 18 to 30
 - b. 31 to 40
 - c. 41 to 50
 - d. 51 to 60
 - e. 61 or older
2. Gender? (Select all that apply)
 - a. Man
 - b. Woman
 - c. Nonbinary
 - d. Other
 - e. Decline to Answer
3. Race/Ethnicity? (Select all that apply)
 - a. American Indian or Alaska Native
 - b. Asian/Pacific Islander
 - c. Black or African American
 - d. Hispanic
 - e. Latinx
 - f. White or Caucasian
 - g. Other (Specify)

GTZ/Activist Academy-Specific Questions:

4. What is your project development track?
 - a. Community Awareness
 - b. Policy Engagement

Likert Scale Questions (Strongly Agree (7)-Neutral(4)-Strongly Disagree(1))

Please indicate your level of agreement with the following statements:

5. I am comfortable with utilizing the skills and tools learned through the Activist Academy.
6. I enjoy working with my team to create projects related to HIV/AIDS education and advocacy.
7. The weekly team meetings and monthly fellowship meetings are beneficial.
8. The topic advisors and mentors are supportive and helpful.
9. I feel prepared and supported to advance the Getting to Zero conversation in Massachusetts.
10. I have made meaningful connections and relationships through the Activist Academy Fellowship.
11. I would recommend the Activist Academy Fellowship program to others.

Open-Response Question

12. Please elaborate on the previous responses.
13. Is there anything else you would like to share with us?
14. **Pre-Program Survey Only: What are you most looking forward to in participating in the GTZ Activist Academy Fellowship Program?
15. **Post-Program Survey Only: Did participating in this program meet your expectations? Please elaborate.

Appendix D: Advisors and Mentors Pre- and Post-Program Survey Sample

Demographic Questions

1. What is your age?
 - a. 18 to 30
 - b. 31 to 40
 - c. 41 to 50
 - d. 51 to 60
 - e. 61 or older
2. Gender? (Select all that apply)
 - a. Man
 - b. Woman
 - c. Nonbinary
 - d. Other
 - e. Decline to Answer
3. Race/Ethnicity? (Select all that apply)
 - a. American Indian or Alaska Native
 - b. Asian/Pacific Islander
 - c. Black or African American
 - d. Hispanic
 - e. Latinx
 - f. White or Caucasian
 - g. Other (Specify)

GTZ/Activist Academy-Specific Questions:

1. ***If you are a Topic Advisor***, which Activist Academy team do you support?
 - a. Harm Reduction
 - b. Sexual Education
 - c. N/A, I am a Mentor
2. ***If you are a Mentor***, which Activist Academy team do you support?
 - a. Policy
 - b. Community
 - c. N/A, I am a Topic Advisor
3. How clear are you on the purpose and vision of the Activist Academy?
 - a. Not clear at all
 - b. Somewhat clear
 - c. Clear
 - d. Very clear
4. How well do you know your team of Activist Academy Fellows?
 - a. Barely

- b. Somewhat
 - c. Fairly well
 - d. Very well
5. How often do Activist Academy Fellows seek your help or advice?
- a. Not at all
 - b. Sometimes
 - c. Often
 - d. Very often
6. How much training did you receive for your work with the Activist Academy?
- a. No training at all
 - b. Some training
 - c. Just enough training
 - d. Too much training
7. How prepared do you feel to advise Activist Academy Fellows?
- a. Not prepared at all
 - b. Somewhat prepared
 - c. Neutral
 - d. Fairly prepared
 - e. Very prepared
8. How rewarding has your experience with GTZ and the Activist Academy been?
- a. Not rewarding at all
 - b. Somewhat rewarding
 - c. Neutral
 - d. Fairly rewarding
 - e. Very rewarding
9. How likely would you be to work with GTZ or the Activist Academy again?
- a. Not likely
 - b. Somewhat likely
 - c. Very likely
 - d. Unsure

Open-Response Question

10. Please elaborate on the previous responses.
11. Is there anything else you would like to share with us?
12. ****Pre-Program Survey Only:** What are you most looking forward to in participating in the GTZ Activist Academy Fellowship Program?
13. ****Post-Program Survey Only:** Did participating in this program meet your expectations? Please elaborate.

Appendix E: Post-Program Fellow Focus Group Sample Schedule

1. Can you describe your overall experience with the Activist Academy?
2. Do you feel like your team was able to achieve its goals? Why or why not?
3. Did you feel supported by program staff? What could be done to improve this?
4. Describe your experience working with your team.
5. What are specific areas of improvement for the Activist Academy?
 - a. Community advocacy work?
 - b. Mentor support?
 - c. Organization?
6. What was your favorite part of working with the Activist Academy? Your least favorite?
7. Is there anything you wanted to talk about but we didn't bring up?

Appendix F: Post-Program Advisors and Mentors Focus Group Sample Schedule

1. Can you describe your overall experience with the Activist Academy as an advisor/mentor?
2. Do you feel that GTZ provided enough support for you as an advisor/mentor throughout the program? In what ways do you think GTZ better support our mentors/advisors throughout the program in the future?
3. What positive experiences or outcomes have you had while participating as an advisor/mentor in this program?
4. What are specific issues, concerns, or problems you've faced when participating as an advisor/mentor in this program?
5. If you could choose an aspect of this program to develop further in the future, what would you choose and why?
6. Is there anything you wanted to talk about but we didn't bring up?