

## **WHO? The Participants**

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The participants for this professional development event will be staff and grantees from the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS). Approximately 50 beginner-early intermediate grantee participants and 10 ODMHSAS staff members will comprise the participants.

To assist with this professional development event, the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Applied Prevention Technologies (CAPT), Southwest Resource Team (SWRT) as arranged for Kyle D. Barrington, PhD to facilitate the event. Dr. Kyle Barrington is the founder and CEO of Zajonc Corporation, a nationwide program evaluation company. Dr. Barrington has worked for governmental agencies, private and public organizations, school districts, and nonprofit organizations. His work experience prior to Zajonc Corporation includes juvenile probation officer, early childhood educational center director, adjunct faculty at the University of Houston and College of the Mainland, and executive director of a large nonprofit program for runaway and homeless youth. Dr. Barrington specializes in all aspects of program evaluation, including quantitative and qualitative data collection and data analysis, with special emphasis on impact evaluations. Dr. Barrington has five published articles and has conducted over three hundred program evaluations related to school and community-based substance abuse prevention programs, before and after-school programs, curricula, and techniques.

## **WHY? The situation that calls for the event**

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The ODMHSAS has recently released funding for community organizations to facilitate the implementation of community-based environmental prevention strategies throughout the State of Oklahoma. Though some of these grantee organizations have experience with program evaluations, including the evaluation of environmental strategies, many organizations are new to this type of evaluation endeavor.

## **SO THAT? The desired change**

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The intent of this training is to build the capacity of the ODMHSAS staff and its grantees to participate in community-level outcome evaluation as a consumer and evaluation team member. A greater understanding and appreciation for program evaluation is expected.

## **WHEN? Schedule**

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Tuesday, February 21, 2012, from 8:30 a.m. – 4:30 p.m.

## **WHERE? Course Location**

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Metro Technology Center - Springlake Campus  
Economic Development Center Room 114  
1900 Springlake Drive  
Oklahoma City, OK 73111

## **WHAT? Content**

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1. Defining program evaluation.
2. Why conduct program evaluations?
3. Understanding the different types of program evaluations.
4. Evaluating environmental strategies.
5. Best practices for consumption of evaluation services.
6. Information on ways to collect data and what to do with the data.

## **WHAT FOR? What participants will DO (Achievable Learning Objectives)**

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1. Identify at least one reason to conduct program evaluations.
2. Paraphrase the definition of program evaluation.
3. Practice identifying target populations.
4. Explain the different types of program evaluations.
5. Compare community-level evaluation terms to agency specific terminology.
6. Recommend program modifications based on using program evaluation data.

## **HOW? The topical program**

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### **Task #1 Feeling Evaluation**

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- 1A. Using the paper provided, **write** down or **illustrate**, the emotion you feel when you hear the words “Program Evaluation.”
- 1B. Using either words or symbols on the back of the paper **identify** whether your emotion is “Positive”, “Negative” or “Indifferent”.
- 1C. Once this is completed, take your paper and **place** it on the most appropriate point along the Evaluation Continuum. Note that you can place your paper anywhere along the Evaluation Continuum from “Negative” to “Positive.”
- 1D. Return to your table and, while in pairs, **discuss** why you chose your word or illustration and why you placed your paper where you did. We’ll hear a few samples from some of the groups.

## Task #2 Defining Program Evaluation

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- 2A. **Listen** to this brief description of Program Evaluation. As you are following along (see the box entitled *Defining Program Evaluation*) **circle** or **underline** what you think is most important or useful to you and your program.

### Defining Program Evaluation

To determine the definition of Program Evaluation we must first understand the definitions of “program” and then “evaluation.” A program is “any organized action or activity implemented to achieve some result” (Thomas Chapel).

According to Michael Scriven, an evaluation is the systematic investigation of the merit, worth, or significance of any object.” Thus, program evaluation is a systematic collection of information to “assess how well a program is working, typically focused on achievement of program objectives” (GettingResults.org).

- 2B. In pairs at your table, using your own words, **paraphrase** the definition of Program Evaluation. We’ll hear a sample from some of the teams.

### Task #3 Why Conduct Program Evaluations

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- 3A. **Read** the box containing *Success Story*? Consider the questions at the end of the story.

**Success Story?**

*Environmental Strategy:* Influential community members were concerned with the prevalence of underage drinking in their community, particularly among junior high and high school students. A local community-based organization helped to author, advocate for, and have passed a school district “randomized student drug testing program.” At the end of the year two students reported that their participation in the drug-testing program lead to the early identification of cancer.

*Was this program successful? Why or why not?*

- 3B. **Discuss** your answers with someone at your table or at your group. We will hear a sample from one or more groups.

### Task #4 What Do You Expect?

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- 4A. Take a minute to think about your specific program(s). Think about all the skilled people you employ and all the outstanding services you offer. If a community fully embraces your organizations environmental-prevention approaches what should change in your community? How would you know your program is working? **Write** or **illustrate** this on the paper provided at your table using a marker.
- 4B. **Discuss** with someone at your table what you selected and how you would assess your program. Does assessing what works make sense? We will hear a sample from one or more groups.

**Words of Wisdom:**  
**“If you don’t measure results, you can’t tell success from failure”**  
**(Osborne and Gaebler, 1993)**

## Task #5 “Talk Amongst Yourselves”

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- 5A. **Read** the following statements and discuss with your tablemates if the statement is a Goal or an Objective. We will hear some opinions from the groups.
- i. To reduce underage drinking.
  - ii. To reduce, compared to 2009-2010 baseline data, the percentage of minors (i.e., under the age of 21) who receive ‘minor in possession’ charges by 10% after the first year of implementing the “Keg Registration Program.”
  - iii. To ensure all children are happy and healthy.
- 5B. Working in pairs at your table **read** the following statements. When considering the statements assume that your organization has been awarded funding to be the lead agency, partnering with 5 other agencies, to provide Communities Mobilizing for Change on Alcohol (CMCA). Determine if the statement is an output or a process measure. Once you have decided on your answer work with your tablemates to see if they came up with the same conclusion. **Discuss** your answers at your table but please be prepared to share with the larger group.
- i. Hire 4 new community-prevention specialists
  - ii. Begin community mobilization activities by March 1, 2012
  - iii. Create a highly effective Advisory Committee
  - iv. Provide training to 25 Advisory Committee Members on how to become a core leadership group
  - v. Hire a speaker/facilitator to present the essentials of “core leadership.”
  - vi. Create an application form to identify potential Advisory Committee Members
  - vii. Provide technical assistance training to projects implementing your program
  - viii. Send out invitations to the 5 partnering agencies implementing CMCA
  - ix. Provide 8-hours of community-prevention training to community-prevention specialists
  - x. Provide 20 hours of CMCA technical assistance to each partnering agency
  - xi. Purchase supplies for partner agency technical assistance training

## **Task #6 Outcome or Impact Measure**

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- 6A. **Read** the following statements and discuss with your tablemates if the statement is an Outcome Measure, Impact Measure or Neither. We will hear some opinions from the group.
- i. To reduce, compared to 2009-2010 baseline data, the percentage of minors (i.e., under the age of 21) who receive ‘minor in possession’ charges by 10% after the first year of implementing the “Keg Registration Program.”
  - ii. Number of school campuses implementing OBP curriculum with fidelity (fidelity includes: (1) number of classroom meetings held at each campus; (2) number of students counseled due to bullying at campus; (3) number of staff discussion groups held at each campus; and (4) number of school-wide events specific to bullying and violence).
  - iii. To increase, by 15%, the number of youth from high-risk environments who graduated high school on time three years after receiving “Reconnecting Youth” compared to youth from high-risk environments who did not receive “Reconnecting Youth.
  - iv. To ensure all children are happy and healthy.
- 6B. If your group identified one or more of the statements in 6A, above, as “Neither” what do you think the statement is (e.g., Goal, Objective, Performance Measure, etc.)?

## **Task #7 Assessing Programs: A Case Study**

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- 7A. For the purposes of this task, you and your tablemates have been hypothetically awarded a Federal Demonstration Grant that is designed to:
1. Increase Youths’ Negative Perception of Alcohol Use; and
  2. Reduce Underage Drinking.

As part of the Demonstration Grant you and your tablemates have been informed that you are to implement Reality Parties as part of your efforts to increase youths’ negative perception of alcohol use. Further, you are to help increase enforcement of the State of Oklahoma’s Social Hosting Law, called Cody’s Law, by tracking and publicizing the law enforcement efforts of your local city and county law enforcement agencies as it pertains to Cody’s Law.

At your table you should have an envelope that contains “data cards”. **Sort** the data cards into the following stacks:

- **Stack 1:** Goals
- **Stack 2:** Needs/Gaps
- **Stack 3:** Objectives
- **Stack 4:** Process Measures
- **Stack 5:** Outcomes
- **Stack 6:** Other

Based on the information from the “data cards” answer the following questions:

- What in your fictional *community needs* to be addressed?
- What *programs/services* should you implement to address this/these issues?
- What *population* are you identifying (i.e., Universal, Selective, Indicated)?
- What *objectives* would you strive to achieve?
- What would be your intended *outcome(s)*?
- What *tasks* need to be accomplished to achieve those objectives?
- What *deliverables* would be needed?
- What *deadlines* would you impose?
- How would you measure *progress*?
- What information could be used as *baseline* data?

7B. Once your group has answered the above questions ask the facilitator for the “Impact Cards.”

**Create** a brief evaluation report from the data provided. Answer the following questions:

- ***Is your program working? Why or why not?***
- ***Were there any unanticipated outcomes?***
- ***Were there any obstacles?***
- ***What recommendations would you make to improve your program?***

After discussing with your group, **write** down or **illustrate** what your group decided about each of these questions. Please be prepared to share with the larger group.

**Words of Wisdom:**

**“If you can demonstrate results, you can win public support.”**

**(Osborne and Gaebler, 1993)**

## Definitions

***Impact Evaluation:*** Assessment of the overall intended and unintended effects of the program are on participants over time

***Needs Evaluation:*** Assessment and identification of unmet needs.

***Outcome Evaluation:*** Assessment of the immediate and direct effects of program services on participants.

***Outputs:*** Things produced (usually a physical item) by the organization with an intended desire to benefit the Target Population.

***Performance Measures:*** An indicator used to determine the extent to which the project objectives are being met.

***Process:*** Address what the grantee/program will do to effect change in Target Population.

***Process Evaluation:*** Assessment of program implementation. Generally includes an assessment of program assessment.