

Behavioral Health is Essential To Health



Prevention Works



Treatment is Effective



People Recover



Outcome Evaluation Documenting Your Success

SAMHSA's CAPT Southwest Resource Team

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Oklahoma City, OK



Program Evaluation

Activity

Please read Task #1: “Feeling Evaluation”, and complete the activity



Key Points

- **Evaluation is a process, not an event**
- **Good evaluations are planned**
- **Good evaluations will yield usable data**
- **Key stakeholders should be involved**
- **Anyone can conduct an evaluation**

What is Program Evaluation?

Program Evaluation is a systematic collection of information to “assess how well a program is working, typically focused on achievement of program objectives”

(The General Accounting Office, *Performance Measures and Evaluation*, 1998, p.3)

Target Population

Target Population is the entire targeted' group a researcher is interested in

Activity

Please read Task #2: “Defining Program Evaluation”, and complete the activity.





Understanding the Purpose of Evaluation

Purpose of Evaluation

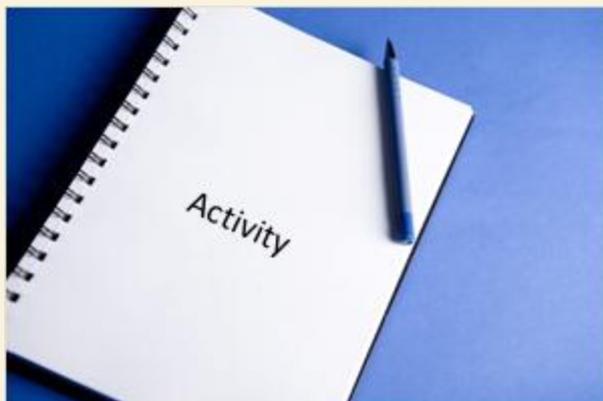
- To make *judgments* about the program, *improve* program effectiveness, and/or *inform* decisions about future program development (*Utilization focused evaluation*, Patton, 1997)
- Answers the question, “Why are we doing poorly or well?”

Evaluation Results In

Formative and *Summative* feedback

Activity

Please read Task #3: “Why Conduct Program Evaluations?”, and complete the activity.



Types of Evaluation

- **Needs Evaluation**
- **Process Evaluation**
- **Outcome Evaluation**
- **Impact Evaluation**

Outcome Evaluation Defined

Outcome Evaluation is a systematic method of collecting and analyzing data to assess the immediate and direct effects of program services on participants

It is the measurement of results

Types of Evaluation Data

Quantitative data are numerical

Qualitative data are non-numerical

Activity

Please read Task #4: “What Do You Expect?”, and complete the activity.



Why Good Evaluations are Necessary

Why Good Evaluations Matter

1. To determine achievement
2. To improve program implementation and delivery
3. For accountability
4. To increase support
5. To contribute to scientific base of knowledge
6. To inform policy decision
7. To permit comparisons among groups
8. To justify the need for further funding and support
9. To justify expansion
10. To find opportunities for improvement

Good Evaluations

- **Secure funding**
- **Keep funding**
- **Celebrate your successes**
- **Improve your programs**
- **Increase public support for your programs**

Research Versus Evaluation

- Research seeks to *prove*
- Research is *generalized* to the entire population
- Evaluations seek to *improve*
- Evaluations are for *local* consumption

Activity

At your table please answer the following questions and be prepared to share with the larger group.

- 1. “Why would grantors/funders require evaluation?”**
- 2. Is this evaluation or research – A community-based program found that its petition to make the “Dove Festival” alcohol-free resulted in a 50.0% reduction in alcohol sales at the event**

Strategic Prevention Framework



Steps of the SPF

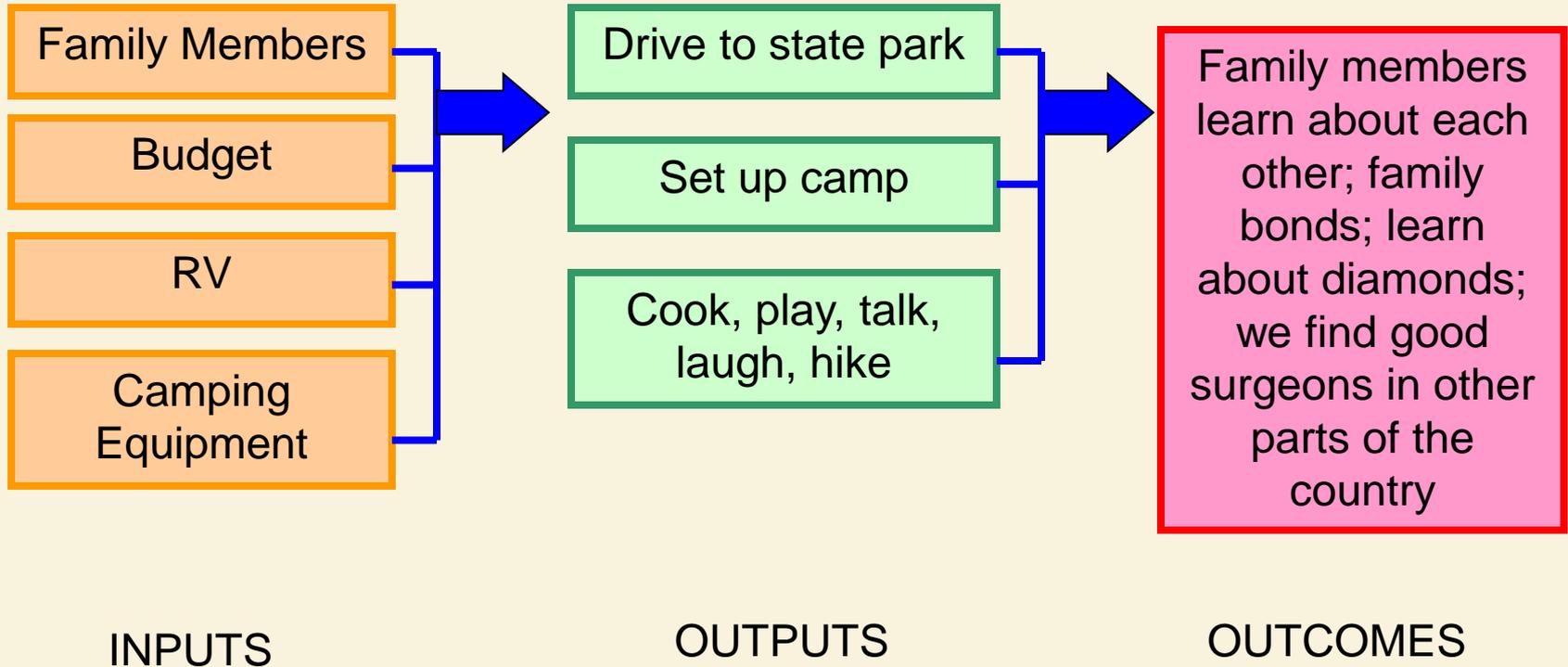
- 1. *Assessment of community***
- 2. *Capacity of your agency/coalition***
- 3. *Planning (Needs/Gaps)***
- 4. *Implementation***
- 5. *Evaluation***

Logic Model

- **A depiction of a program showing what the program will do and what it is to accomplish**

Everyday Logic Model

RV Vacation

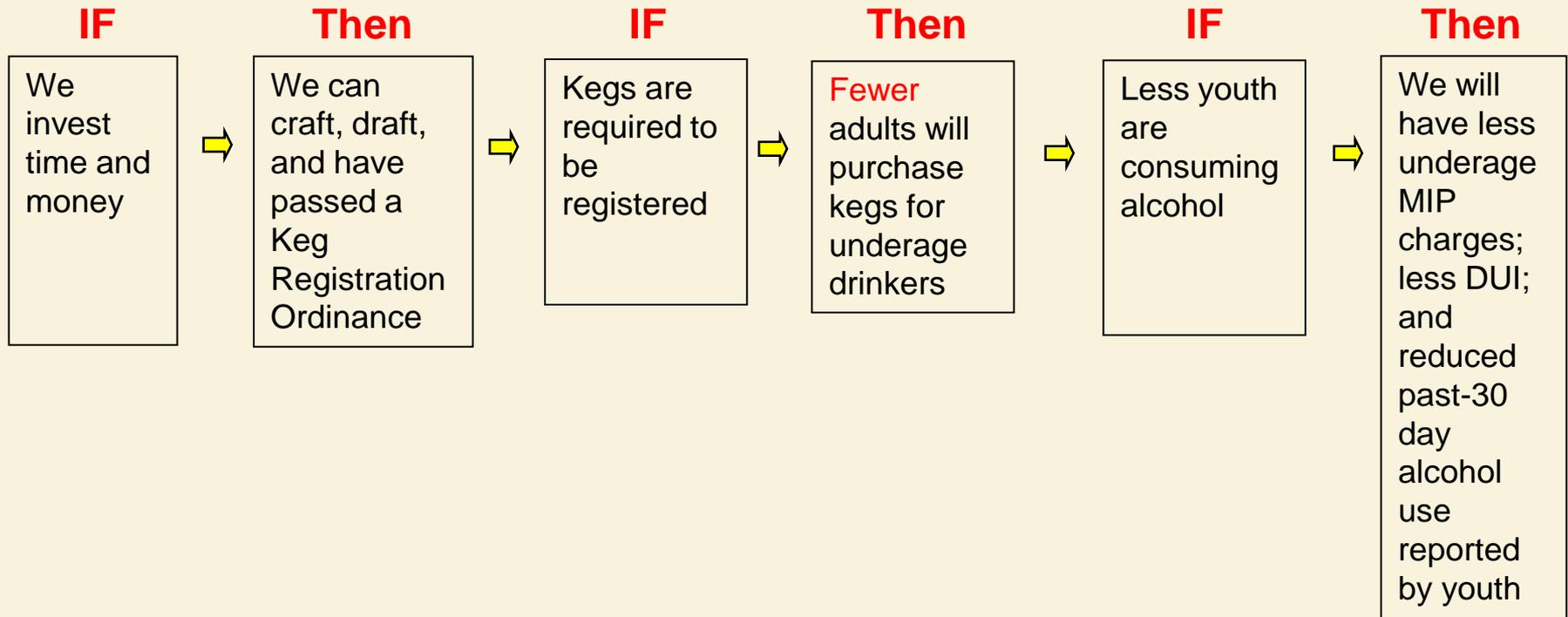


Logic Model

- **A series of “if-then” relationships that, if implemented as intended, lead to the desired outcomes**

Keg Registration Example

How will activities lead to desired outcomes?
(series of if-then relationships)



Logic Model

- **Aligns with the Strategic Prevention Framework in that a Logic Model requires you to consider your...**
 - ***Community assessment***
 - ***Internal capacity***
 - ***Planning***
 - ***Implementation strategy***
 - ***Evaluation strategy***

Strategic Prevention Framework



Why Logic Models?

- Focus on, and to be accountable for, what matters – ***OUTCOMES***
- Provide common language
- Make assumptions ***EXPLICIT***
- Support continuous improvement
- Promote communication



The Evaluation Process

Major Components of the Evaluation Process

- ***Goal:*** A broad plan or idea.
- ***Objective:*** Describes what a program aims to do, achieve, or accomplish.
- ***Performance Measure:*** An indicator used to determine the extent to which the project objectives are being met.

Goals and Objectives

Goals

- **Broad plan**
- **Generic action**
- **Generally not measureable**
- **Longer-term**
- **Based on ideas**

Objectives

- **Narrow plan**
- **Specific action**
- **Are measureable**
- **Short- to medium-term**
- **Based on fact**

Major Components of the Performance Measures

Performance Measures

- **Process**
 - **Outputs**
- **Outcomes**
- **Impact**

Process Measures and Outputs

Process Measure

- **Steps or tasks required to achieve the stated outcome**
- **Address program implementation activities that involve the target population**
- **Required to make a change in the targeted population's attitude, knowledge, or behavior**

Process Measures and Outputs

Outputs

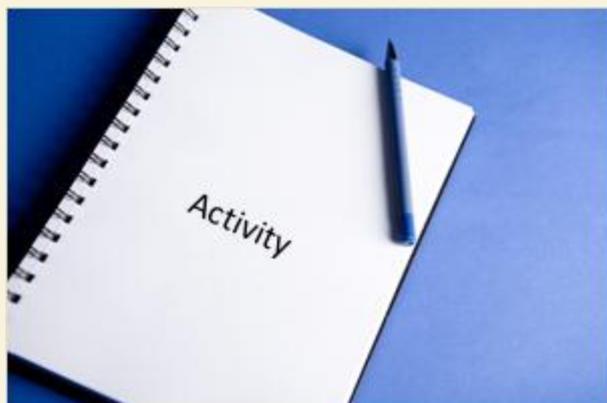
- Derived from the steps or tasks of a process measure
- Usually something that can be touched
- Does *not directly* affect the target population's attitudes, knowledge or behavior

Common Misperception

Process measures are not activities that will be done to *administer* the program (e.g., run payroll, purchase a copy paper, conduct fiscal audits, etc.)

Activity

Please complete Task # 5: “Talk Amongst Yourselves”, and be prepared to share with the group.



Did We Make a Difference?

Outcome and Impact Measures

Outcome Measures

- Assess the extent to which the objective is immediately met
- Always involve some level of change in attitude, knowledge, behavior
- Have a baseline or benchmark

Impact Measures

- Designed to assess impact of the program or service over time
- Almost always include a comparison group

Outcomes Need To

- **Be specific about what will change;**
- **Detail how much change is expected;**
- **Detail who will achieve the change;**
- **Detail when the change will occur;**
- **Detail how you will measure the change.**

Parts of an Outcome Measure

- **WHO** will achieve the change (i.e., target population)?
- **WHAT** is going to change as a result of the program?
- **HOW MUCH** change will occur?
- **WHEN** will the change occur?
- **MEASURED BY** what?

Outcome Measure Examples

To reduce, compared to 2009-2010 baseline data, the percentage of middle school students (6th, 7th, and 8th) who report past-30 day use of alcohol by 5%, 8%, 11%, and 14%, respectively, in Years 1, 2, 3, and 4 as measured by self-reported student alcohol use on the PRIDE Survey.

Outcome Measure Examples

To reduce, compared to 2009-2010 baseline data, the percentage of middle school students (6th, 7th, and 8th) [WHO] who report past-30 day use of alcohol [WHAT] by 5%, 8%, 11%, and 14%, respectively, [HOW MUCH] in Years 1, 2, 3, and 4 [WHEN] as measured by self-reported student alcohol use on the PRIDE Survey [MEASURED BY].

Measuring Change

- **Raw Number**
- **Ratio**
- **Rate**
- **Rate of Change**

Raw Number

- ***Raw Number*** : a specific number
- **Example: 13 students reported binge drinking in the past 30-days**

Ratio

- ***Ratio***: a relationship between two numbers of the same kind
- **Example: 13 students out of 65 students report binge drinking in the past 30-days**

Rate

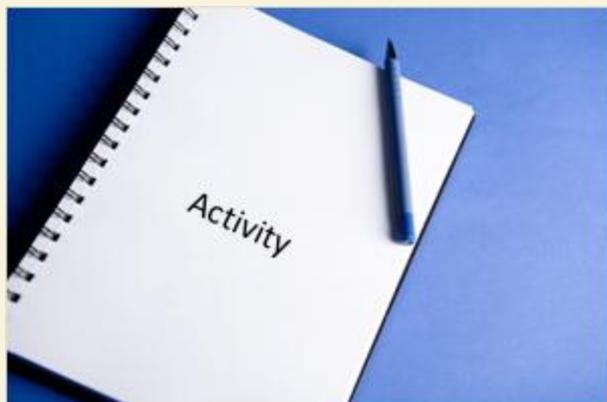
- ***Rate*** : a calculation used to help accurately compare activities and services for groups of students with different populations sizes
- **Example: 20 per every 100 students reported binge drinking in the past 30-days**

Rate of Change

- ***Rate of Change:*** A calculation used to determine the change in any data (i.e., raw number, ratio, rate) from one specific time to another specific time
- **Example:** During the past 12 months the number of students reporting binge drinking in the past 30-days increased 23.5 percent

Activity

Please complete Task # 6: “Outcome or Impact Measure”, and be prepared to share with the group.



Environmental Prevention Strategies

Bridging Medicine and Prevention Terminology

What is Environmental Prevention?



Environmental prevention removes focus from individual behavior and attempts to impact the larger environment.

Environmental Prevention Strategies

- **Focus on changing the environment**
- **Aim to decrease social and health consequences**
- **Community is the vehicle for change**

Environmental Prevention Populations

Environmental Prevention attempts to impact three distinct populations:

- **Universal: General population**
- **Selective: Environmental risk factors**
- **Indicated: Individual risk factors**

Utility of Environmental Strategies

- **Effective and efficient**
- **Immediate results**
- **Inherently sustainable**

Comparing Individual and Environmental Strategies

- **Individual Strategies**

- *Focus on behavior change*
- *Focus individual*
- *Short-term focus*
- *Individual not a decision maker*
- *Individual as audience*

Comparing Individual and Environmental Strategies

- **Environmental Strategies**

- *Focus on policy and policy change*
- *Focus on the social, political and economic context*
- *Long-term focus*
- *Collaborative effort*
- *Individual as advocate*



Putting It All Together

Activity

Please complete Task # 7: “Assessing Programs: A Case Study”, and be prepared to share with the group.



Contact Information

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