Pierce County Funders Group

Essential Elements of Outcome Based Evaluation

Presented by the Outcomes Implementation Committee to support the common application and reporting process.

Visit www.co.pierce.wa.us/outcomes for more information.

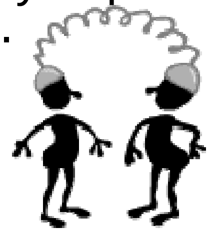
Contact your funder for application timelines.

Why Outcome Based Evaluation?

- The purpose of Outcome Based Evaluation is to evaluate, in a systematic way, the extent to which a program has achieved its intended goals.

- The shift is from outputs (what staff does) to outcomes (what has changed for the client) It is the "So what?" question. "If my agency does _(activity)__, then the client will have _(outcome)_."

- Agency benefits:
  - Provide accountability: Solid evaluations help convince Funders and community at large they are getting something for their money.
  - Program Improvement: Ability to make program and process changes based on achievement of intended goals from the service (activities) provided.
  - Market successful programs: A history of proven success provides an immense boost to fundraising efforts.



Outcome: Increased knowledge of Outcome Based Evaluation Process

Knowledge Indicators:

1. Able to identify the components of a logic model
2. Can identify service strategy from Mandated Outcome List and Catalogue
3. Understands the need to quantify indicator success with a measurement tool
4. Can identify data collection perspectives and appropriate tools
5. Understands validity and reliability standards for measurement tools
6. Can identify data collection process which demonstrates measurable change
7. Understands sampling options
8. Can identify indicator and outcome achievement criteria
9. Knows the components of the Semi-Annual Data Sheets
10. Knows the essential elements of the Data Collection Worksheet

Able to identify the components of a logic model

Program: After School Academic and Enrichment Activities

RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	GOALS
Staff Curriculum Peer Mentor Volunteers Technical Colleges Community Colleges Funding *Students from social service referrals (*difficulty of population)	Peer mentoring study hour Career Planning Higher Education and Scholarship search Deliver instruction from "Positive Approaches to Life" (PAL)	*2 peer mentors will assist 10 students per month during daily study hour for up to 90 unduplicated students per year A personalized resume for <u>each</u> student enrolled 2 hour personalized academic counseling for <u>all</u> students college bound. *2 PAL classes per week for six weeks (*intensity and duration)	*Skill Mandated O#1: Increased life skills Ind. A. Able to manage expectations Ind. B. Able to transfer work/school skills *Behavior O#2: Improved capacity to achieve life goals Ind. A. Develops action steps for his/her plan Ind. B. Completes 50% of action steps (*substantial outcomes)	Community has zero unemployment and a highly skilled workforce.

Can identify service strategy from Mandated Outcome List and Catalogue

Choosing your mandated outcome:

1. Based on the primary goal of the Program, choose your Service Strategy and then the target population from the Mandated Outcome List. This outcome will be used to define what group you wish to be categorized with by your funder.

Outcomes and indicators are listed within each **service strategy:**

- School-aged/Youth Development
- Children Services
- Family Services
- Emergency Services
- Intimate Violence
- Health and Seniors/Disabled
- Housing and Case Management
- Community Mobilization
- Employment and Education

From example logic model:
School Aged/Youth Development
*Skill Mandated O#1: Increased life skills
Ind. A. Able to manage expectations
Ind. B. Able to transfer work/school skills

For your second outcome, refer to the outcomes catalogue in the same manner:

- Children, Youth & families
- Children 0-8
- Family Focused
- Youth 9+
- Community Mobilization
- Employment & Education
- Health & Mental Health
- Intimate Violence
- Seniors & Disabled
- Stability
- Emergency Services
- Housing/Case Management

Can identify stages from Outcomes Catalogue

Choosing the stage of intended change:

- Which outcomes are most closely related to the core business (goals) of the program?
- Which outcomes can the program be held accountable to?
- Which outcomes are most realistic? (Likely to be achieved with the program resources and in the reporting period.)
- Knowledge outcomes are the easiest to accomplish when intensity and duration of service is limited.
- Attitude, skill and behavior outcomes hold the agency responsible for demonstration of a more difficult shift in the clients condition.

There are many stages of change, and it is the program's responsibility to determine which stage it can purposefully impact.

Refer to your outcomes catalogue for a full definition of stages.

- Customer Service
- Temporary Change in Condition
- Knowledge
- Attitude
- Skill
- Behavior
- Status
- Community
- System

Understands the need to quantify indicator success with a measurement tool

Outcomes are often stated as abstract concepts that are difficult to measure directly.

- Improved capacity to achieve life goals

Indicators make outcomes measurable by stating them in specific terms.

- Ind. A. Develops action steps for his/her plan
- Ind. B. Completes 75% of action steps

A measurement tool is the instrument used to collect information about your indicator; it allows you to quantify the change being measured.

To explain: A survey collects information that demonstrates a shift in client behavior (a change in condition over time) which can then be used to calculate an achievement rate for that client and for the total sample or population.

Example from logic model: Indicator: Able to Manage Expectations

Staff perspective survey question: Refer to the student's action plan and list one goal (*i.e., Education, Career, Relationships*) and the progress that the student has made. (*i.e., Goal: Money for college. Progress: Student sent application for scholarship to technical college in April 10, 2006*).

Can identify data collection perspectives and appropriate tools

- **Measurement Tools/Approach:** Must be developed to represent each indicator of each outcome.

Weigh the results of choosing from different perspectives (Client or Staff) as appropriate for the population. **Refer to your Measurement Tools Catalogue for examples of tools appropriate for your service strategy and stage.**

- **Client** perspective:
  - Assessment Surveys - written instruments containing several questions about issues to be evaluated.
  - Interviews - a series of questions conducted in person or over the telephone. The advantage is the ability to clarify ambiguous responses.
  - Focus Groups - a series of questions conducted in a group setting, where all participants' comments are documented. Validity of focus groups is maintained by having an experienced Focus Group Facilitator.
- **Staff** perspective:
  - Observations - First hand observation of interactions and events witnessed and documented by a staff member or volunteer.
  - Case Records - Review of the clients case record or family plan.
  - Official Records - Review of existing information collected by agencies or institutions.

Understands validity and reliability standards for measurement tools

Validity is the degree of accuracy you can expect from a data collection tool. Does the tool measure what you intended to measure?

Example: Does having a resume on file mean that the student was able to transfer work/school skills?

Yes -- If the student wrote his/her resume. (Skills: uses a computer, applies good grammar, and can organize and format information in a professional manner.)

No -- If the staff wrote the resume.

NOTE: Test your subjective tools (surveys, interviews, etc.) on a focus group to determine if the tool is constructed in a way that will result in answers that match the intention of the indicators. Cultural sensitivity or client education level may drive the way questions are structured.

Reliability is the degree of consistency a particular data collection tool provides.

Clarifying question: If Jane and Joe both complete the same observation tool on Jim will they reach the same conclusion? What staff training was involved to assure application of the tool and data collection from the tool is consistent? What controls are in place to assure consistent delivery of the tool?

Data Collection Tools

Type	Validity	Reliability	Available Resources	Culturally Appropriate
Surveys	Low	High	Economical	Varied
Interviews	High	Low	Moderate	Strong
Observations	High	Moderate	Moderate Expensive	Moderate
Case Records	Moderate	Low to Moderate	Economical	Varied
Official Records	Low to Moderate	High	Economical	Moderate

Can identify data collection process which demonstrates measurable change

- How often is data collected?
  - Should be able to show a change in condition over time
  - Examples: case managers submitting monthly data (specific client tracking), pre and post tests for educational programs, using “slice in time” comparisons
- What data will be collected?
- Who will collect the data?
- When and where will the data be collected?
- How will the data be recorded and organized?

Understands sampling options

Sampling is a systematic method to gather data from a subset of the population receiving services. Sampling is only permissible if more than 100 clients will be served during the program duration.

Strategies of sampling:

- Simple Random Sample - Each member of the population has an equal chance of being selected into the sample.
- Stratified Sample - Separate the population into groups of similar individuals and then use a Simple Random Sample of each group.
- Systematic Sample - Assign a number to each person in the population and select people at equal intervals from a random starting place.
- Convenience Sample - Participants are selected based upon their availability. (Not recommended unless there are no other options)

Calculating Indicator Achievement:

Achievement of indicators is measured through your measurement tool.

- Decide what the success criteria is for each indicator

- For example: On an assessment survey administered before and after participation in the program, clients must answer:
  "I manage school expectations" with either:
  - All of the time, Most of the time, or Sometimes, OR
  - Move at least one step on the scale (i.e. from "not very often" to "sometimes") when comparing the pre and post test

- It is recommended that you compare client perspective results with staff perspective results for attitude, skills, and behavior outcomes in order to enhance validity.

Can identify outcome achievement criteria

<u>Calculating Outcome Achievement</u>

Indicator achievement is used to calculate overall outcome achievement

Questions to ask in determining outcome criteria:

- Is it important to your program to see change in more than one indicator? The recommended standard is to choose indicators that are equally important to the outcome success.
- Does your client need to meet both indicators to achieve the outcome?

  Can you reasonably expect your student to build the action plan and achieve 50% of the action steps? Then you would choose both indicators as your outcome achievement criteria.

There are five options to choose from:

1. Indicator A and B, (recommended standard)

Choose from these <u>only if one indicator is sufficient to reach the outcome</u>.

For example a health outcome could have a blood test indicator that assures compliance.

1. Indicator A only,
2. Indicator B only,
3. Indicator A or B,
4. or Other (i.e. Must meet Indicator A and 50% of Indicator B).

Knows the Components of the Semi-Annual Data Sheet

IIn January and July, agencies submit their outcome achievement data results on data sheets to their funders. This information is put into a database, so historical data analysis is accessible and achievement comparisons across service strategies can be compiled. This information is also used in application scores.

Data Sheet components are:

1. Funders Group funding (Cities of Tacoma and Lakewood and Pierce County)
2. Financial information (January only)
3. Outputs: Total number of unduplicated individuals or families (1st report = 6 months, 2nd report = 12 months)
4. Outcome achievement and criteria used
5. Indicator Achievement analysis
6. Measurement tool used, total number of people served and sampling strategy if used.
7. Categories for achievement or nonachievement
8. Program duration

Section One: Contracted Outcome 1

A. <u>Contracted</u> <u>Outcome</u>: (e.g., #1) (List Mandated Outcome First)
B. _________% & _____# of clients achieved

C. <u>Define criteria for achieving outcome:</u> *See Attachment A for guidelines to calculate achievement rates. Describe the rationale for choosing the criteria in Question 2 of narrative.*
Mark one of the following: ☐ Must meet Indicator A only; ☐ Must meet Indicator B only; ☐ Must meet both Indicator A and B; ☐ Must meet either Indicator A or B; ☐ Other __________________________________ (must be clear and specific; e.g. *Must meet Indicator A and 50% of Indicator B*)

Section Two: Indicators

List indicators for above outcome

A. Indicator **Measurement Tool** *(attach blank copy)* **Total # of people served** ________________ **# of people data collected on** _____________ **Sampling Strategy used: Yes No** **If yes, which strategy was used?** Random Sample Systematic Sample Stratified Sample Convenience Sample **Total # of people in sample** _____	**Data Analysis** a)___**# or ___% of clients achieved** b)___# or ___% of the data was missing. c)___# or ___% were not in the program long enough to evaluate. d)___# or ___% left the program prior to evaluation e)___# or ___% did not achieve this indicator and were in the program the appropriate duration. f) ____*Total. This should equal "# of people served" or if sampling "# of people in sample". *Sum of a) through e) will equal f). *Use only if program is designed to work with clients 12 or more months* **Program duration > 1 year Yes No** **If yes, complete the following** ___# or ___% less than 1 year achieved indicator. ___# or ___% greater than 1 year achieved indicator.
B. Indicator **Measurement Tool** *(attach blank copy)* **Total # of people served** ________________ **# of people data collected on** _____________ **Sampling Strategy used: Yes No** **If yes, which strategy was used?** Random Sample Systematic Sample Stratified Sample Convenience Sample **Total # of people in sample** _____	**Data Analysis** a)___**# or ___% of clients achieved** b)___# or ___% of the data was missing. c)___# or ___% were not in the program long enough to evaluate. d)___# or ___% left the program prior to evaluation e)___# or ___% did not achieve this indicator and were in the program the appropriate duration. f) ____*Total. This should equal "# of people served" or if sampling "# of people in sample". *Sum of a) through e) will equal f). *Use only if program is designed to work with clients 12 or more months* **Program duration > 1 year Yes No** **If yes, complete the following** ___# or ___% less than 1 year achieved indicator. ___# or ___% greater than 1 year achieved indicator.

Data Collection Worksheet

- The DCW will be used to explain your outcome and indicator choices and their criteria for success as well as your data collection process.

- Another main function is to guide the onsite data collection monitoring session. A visit to your worksite will be scheduled, so you can demonstrate the process described in your Data Collection Worksheet. The onsite monitoring scores will be calculated into the total scores of your funding application.

- In July, 2008, the application process began using the essential elements of your OBE process which are stated on the Data Collection Worksheet (DCW). This worksheet took the place of most of the OBE questions in the Common Application.

Six Essential Elements of the Data Collection Worksheet

1. <u>Outcomes Criteria</u>:
   - Lists both outcomes and their indicators, and the criteria for success for all
2. <u>Measurement Tools</u>:
   - You will attach a copy of your clearly labeled measurement tools, and the rational for the usage.
3. <u>Data Collection Process</u>:
   - The questions “Who?” and “When?” will be answered.
4. <u>Data Collection Method</u>:
   - The questions “Do you gather data on All clients?” and “What is your rationale for using the identified strategy?” will be answered.
5. <u>Validity assurance</u>:
   - You will be asked to identify your step(s) to ensure validity
6. <u>Reliability assurance</u>:
   - You will be asked to identify your step(s) to ensure reliability.

Outcomes Criteria:

Lists both outcomes and their indicators, and the criteria for success for all

REMEMBER TO ELIMINATE THE EXAMPLES (in bold type) BEFORE FILLING IN YOUR REPORT

Be sure to answer for each Outcome and Indicator

Outcome 1 **(State Here)**

Criteria to achieve outcome 1

(A&B, AorB, A only, etc. & provide a rationale for criteria other than A&B)

Indicator A **(State Here)**

Criteria to achieve indicator A

(Example: Survey: Answer to Question #12 must increase by at least one point).

Indicator B **(State Here)**

Criteria to achieve indicator B

(Example: Survey: Answer to Question #11 & #14 must be "Almost Always or Always").

Repeat for Outcome 2:

Measurement Tools:

You will attach a copy of your clearly labeled measurement tools, and the rational for the usage.

Please attach copy of current tools.

Discuss only the tools used to measure the outcomes and indicators listed on the left

- Outcome 1**: (List tool and why selected)**
- Outcome 2**: (List tool and why selected)**

Data Collection Process:
The questions "Who?" and "When?" will be answered.

DATA COLLECTION PROCESS

Process used to collect data

- Who **- Who collects the Data?**
- When **– At what points in time is the data collected?**

Data Collection Method:

The questions “Do you gather data on All clients?” and “What is your rationale for using the identified strategy?” will be answered.

DATA COLLECTION METHOD

Do you gather data on ALL Clients?

- **YES or NO**
- **If NO, what SAMPLE STRATEGY do you use? (Random, Stratified, etc.)**
- **What is your RATIONALE for using the identified strategy?**

Validity assurance:

You will be asked to identify your step(s) to ensure validity

Reliability assurance:

You will be asked to identify your step(s) to ensure reliability

VALIDITY

- Identify step(s) to ensure (List the most important - at least one step for each tool)
- **(Please list out the steps – narrative is not necessary)**

RELIABILITY

- Identify step(s) to ensure (List the most important - at least one step for each tool)
- **(Please list out the steps – narrative is not necessary)**

NOTES:

This form can be the beginning of an OBE Desk Reference Manual to benefit their staff. Having a manual will be a requirement of your OBE progress.

It is advised that you download all reference materials from the website, and maintain a collection of the materials provided at trainings. It is also advisable to track your agency staff's attendance at trainings.

Thanks for your attention.

QUESTIONS?

Please complete the evaluation sheet before leaving.