Cross-Program Evaluation Frameworks, Outcomes, and Reporting
Training, Technical Assistance and Capacity Building
Regional Workgroup Meetings

Outline
• Why evaluate across programs?
• Evaluation framework
• Evaluation metrics
• Outcomes on common metrics
• Reporting
• Next steps for TTACB in Phase 2
• Conclusion and evaluation

How Are Common Measures Across Programs Useful?
• Assess collective impact of programs toward a shared outcome goal
• Allow stakeholders to discuss the relative needs of participants, program reach, and their effectiveness across programs
• Inform decisions about – Are key subgroups being served? – Which programs might be improved? – Are program costs in line with need, reach, and effect?
• Enable shared learning about the effectiveness of various program models across counties
What Are Key PEI Evaluation Questions?

- Are we serving our target audience / people in need?
- Are we making a difference at different levels of need and with different populations?
- Where are the gaps?
- Where do programs need to be enhanced or redirected?
- Does the effect justify the cost of the services?

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An Overall Approach for Understanding the Impact of Prevention and Early Intervention (PEI) Funding

Improved resilience, emotional well-being, and decreased suffering

Socio/Economic Context

Community Planning Process
- Needs assessment
- Inclusiveness
- Values and stakeholder satisfaction
- Evaluation and quality improvement
The MHSA Identifies Eight Positive Outcomes

Emotional well-being

- Prolonged suffering
- Homelessness
- Unemployment
- School drop out
- Removal from home
- Suicide
- Incarceration
- Stigma and discrimination

“Emotional Well-Being” Overlaps with a Number of Other Concepts

- Emotional well-being
- Psychological distress
- Psychological functioning
- Mentally healthy days
- Resilience/ coping skills

Example: Emotional Well-Being Framework

- Emotional well-being is a key intermediate outcome between PEI programs and activities and long-term outcomes such as school drop out and incarceration
- Increasing emotional well-being is an implicit or explicit goal of most PEI programs
- Framework presented identifies the logical program activities that are antecedents to increased emotional well-being
- Frameworks for other outcomes are included on CD
Analyze outcomes by age, gender, language, social characteristic, location, race/ethnicity, time.

Examples of Programs That May Increase Emotional Well-Being

- TAY programs
- Parenting programs
- School-based programs
- Peer support and training programs
- Older adult community services
- Family resource centers

Thought Exercise #1: What Is Your County Measuring?

- Thinking about emotional well-being, highlight the areas that your county is measuring
- Where are the gaps?
- What are the opportunities and challenges for collecting data on an emotional well-being outcome in your county’s programs?
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Key Definitions

• Emotional well-being: broad symptom assessment to indicate emotional health
  – Assesses an individual’s symptoms such as anxiety and depression, as well as emotional strengths, social-emotional skills, happiness
• Psychological functioning: functional/health status related to mental health
  – Assesses an individual’s ability to function well in home, school (as appropriate), and community

What Are the Advantages and Disadvantages of Common Metrics Across Programs?

Assess impact of programs toward a shared outcome goal
Allow stakeholders to discuss the relative needs of participants and effectiveness across programs to inform decision making
Gauge different programs serving different populations on single metric

BUT...
• May unfairly set expectations and comparisons
• May generate anxiety and “push back” from stakeholders
**What Makes a Good Measure?**

- What are your highest priorities when considering the use of a measure?
- On what criteria do you base your choice?

**What Makes a Good Measure?**

- Brief
- Meaningful items
- Low cost
- Sensitive to change
- Appropriate for multiple cultural/language/ethnic groups
- Reliable and valid
- Easy to administer and score

**Small Group Exercise: How Do Sample Measures “Measure Up”?**

- In small group, review profiles of selected youth or adult measures of emotional well-being.
  - Note: a more detailed inventory of selected youth and adult measures will be available on a CD-ROM after the meeting
- Discuss within group: Which measure might make the grade according to high priority criteria? What are pros and cons of its use?
Report Out: How We Think These Measures “Measure Up”

• Youth measures:
  – Which measure might make the grade according to high priority criteria?
  – What are pros and cons of its use?

• Adult measures:
  – Which measure might make the grade according to high priority criteria?
  – What are pros and cons of its use?

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Information to Provide in Reporting Outcomes

• Why outcome is relevant / important to which audiences
• Information about indicator / measure used
• How and when data were collected
• Number of respondents and extent to which they represent number of participants served
• Whether baseline and follow-up data are for the same participants
• Practical and statistical significance of change observed
• Comparison or benchmark county, state, or national data if available

Example: K-6 Adult Psychological Distress

• Relevance/importance: Identifying instances of serious psychological distress and potential reductions in distress over time
• Six items: nervous, hopeless, depressed, worthless, low energy
• Collected at program entry and exit
• Score ranges from 0-24; 13+ is high risk; 10-11 indicates non-serious psychological distress, less than 10 is lower risk
• Age: 18 and above
• County and state data available from the CHIS
**K-6 Data from Each Program**

- For each participant:
  - Person ID number (preferably unique within and across programs)
  - Program ID number
  - Sex
  - Hispanic or not
  - Race
  - Age
  - Type of underserved group
  - Program entry score for K-6
  - Program follow up score for K-6
  - # Weeks in program

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**Plotting Data on Psychological Distress**

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**What Can You Learn from Baseline Scores?**

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Adding Size of Program, Number Reporting

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Considering Multiple Outcomes for a Program

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Small Group Exercise: Reporting on Outcomes

• Use the charts on Psychological Distress in the following vignettes:
  – A report on cross program results at a meeting with all your programs at the end of a funding year to discuss quality improvements and program enhancements
  – A report to your Mental Health Advisory Board on PEI outcomes

What Outcomes to Report

Prepare responses to each question:
1. Are we serving our target audience / people in need?
2. Are we making a difference at different levels of need and with different populations samples?
3. Where are the gaps?
4. Does the effect justify the cost of the services?
5. What are your audience-specific concerns?
**Reflections**

- What was useful about having common data?
- What felt challenging about making comparisons?
- Are there additional data you would want to have?
- What are audience-specific concerns?

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**TTACB Phase 2**

- Topics?
  - More on logic models, measures, reporting
  - Effectively using electronic health records,
- Format?
  - Workgroups
  - Webinars
- Locations?
  - Statewide
  - Regional
Outline

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Please give us your feedback

• What did you find helpful?
• What could be improved?
• What would you like to see in the future?
• Comments and suggestions

Thank you for your participation!