

Building Evaluation Capacity in CCMHB and Funded Agencies Year 3 Report



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Study Session Aims

- I. Respond to questions regarding Year 3 Activities of University of Illinois Evaluation Capacity Building Team
- II. Introduce Five Components of the Evaluation Capacity Building Process
- III. Build Board Expertise to Consume and Critique Evaluation
 - Hands on work with parts of targeted programs' Theory of Change Logic Models
 - Begin to develop Theory of Change Logic Model for CCHMB

Evaluation Capacity Building

- Evaluation Capacity Building refers to the “process of improving an organization’s (or a program’s) ability to use evaluation to learn from its work and improve results” (Morariu, 2012)
- This can include:
 - Building knowledge and skills
 - Building buy-In/Evaluation culture
 - Building resources (human & material)
 - Strengthening information related organizational operations (e.g., management, technology, communications, advocacy, leadership, development)
 - Building supportive networks

Aim I: Year 3 Evaluation Capacity Building Activities

1. Continue to create learning organization among funded agencies and the CCMHB
2. Finalize and implement a uniform performance outcome format
3. Support the development of Theory of Change Logic Models as a requirement of CCMHB funding
4. Choose up to four programs for targeted evaluation support n consultation with CCMHB staff and board
5. Continue the evaluation consultation bank with emphasis on previous target agencies
6. Continue to build “Buffet” of Tools
7. Provide 1 or 2 technical trainings on topics of interest

Year 3 Evaluation Capacity Building Activities

1. Continue to create a learning organization among funded agencies and the CCMHB
 - FY2017 reports of targeted programs to peers at Mental Health Agency Council meeting, August 22,2017
 - Programs shared challenges and lessons learned via ECB activities and expressed the value of such activities for “creating, acquiring, and transferring knowledge” and for “modifying its [program] behavior to reflect new knowledge and insights” (pp. 79; Garvin, 1993).
 - Interest among CCMHB programs to participate in targeted ECB consultation in FY2018 far exceeded capacity
 - The 4 FY2018 targeted programs have participated enthusiastically, demonstrating desire to learn about and improve their own practices

Year 3 Evaluation Capacity Building Activities

2. Finalize and implement a uniform performance outcome format
 - worked with CCMHB staff to create a Performance Outcome template to provide specific guidance to agencies on how to prepare reports
 - Aimed to increase a) detail provided about evaluation efforts (e.g., sample size, how participants in evaluation were recruited, what measures were used) and b) what was learned as a result of such evaluation effort.

Year 3 Evaluation Capacity Building Activities

3. Support the development of Theory of Change Logic Models as a requirement of CCMHB funding
 - offered five logic model workshops for funded agencies, of which, based on demand, three were ultimately held
 - Seven programs participated
 - Child Advocacy Center, Developmental Services Center, Don Moyers Boys and Girls Club, DREAAM House, Promise Health Care, RACES, and the UP Center
 - Four programs received additional logic modeling support through the consultation bank:
 - DREAAM House, Mahomet Area Youth Center, RACES, and UP Center

Year 3 Evaluation Capacity Building Activities

4. Choose up to four programs for targeted evaluation support in consultation with CCMHB staff and board
 - Nine programs expressed interest in working intensively with the evaluation team
 - Four programs chosen
 - Courage Connection
 - DREAM House
 - GROW in Illinois
 - Youth Assessment Center
 - Individualized consultation – building from logic models to choose and implement measures, and evaluation processes

Year 3 Evaluation Capacity Building Activities

5. Continue the evaluation consultation bank with emphasis on previous target agencies
 - Goal is to provide time limited consultation to programs about specific evaluation needs
 - Responded to requests from: R.A.C.E.S., Mahomet Area Youth Club, First Followers, Rosecrance, and Youth and Family Peer Support Alliance.
 - requests focused on support to identify appropriate measures, refine consumer outcomes, and refine the processes for collecting, coding and utilizing data.

Year 3 Evaluation Capacity Building Activities

6. Continued to build “Buffet” of Tools
 - Goal is to encourage and facilitate programs to use evidence-based and empirically validated outcome tools
 - Created a Google drive that is a searchable archive of measures commonly used in mental health research, and measures developed with and/or for CCMHB funded programs
 - Currently includes over 60 measures that could be of use to funded programs
 - Ten new measures were added this year

Year 3 Evaluation Capacity Building Activities

7. Provide one or two technical trainings on topics of interest
 - Offered one workshop on the revised performance outcome report
 - Will provide additional workshops in the coming fiscal year as more agencies express interest and identify specific needs that lend themselves to group presentations

AIM II: Evaluation Capacity Building Process Components

- I. Education / Building Value for Evaluation
- II. Identifying Theory of Change (ToC)
- III. Apply ToC Logic Models to Identify Specific Questions for Evaluation
- IV. Develop Specific Evaluation Plan for Implementation
- V. Develop Plan for Data Usage and Dissemination

AIM II: Evaluation Capacity Building Process Components

I. Education / Building Value for Evaluation

- Educate regarding the value and nature of evaluation as a critical part of intervention

II. Identifying Theory of Change (ToC)

- Create a theory of change logic model with key staff
 - Identify program activities
 - Identify shorter-term outcomes
 - Identify longer-term outcomes

AIM II: Evaluation Capacity Building Process Components

III. Apply ToC Logic Models to Identify Specific Questions for Evaluation

- Choose from Logic Model specific activities, shorter-term and longer-term goals to be the focus of evaluation

AIM II: Evaluation Capacity Building Process Components

IV. Develop Specific Evaluation Plan for Implementation

- Review current data gathering processes and tools; evaluate against logic model and other reporting and data use needs
- Identify measures to capture constructs
- Create data collection plan (what will be collected? from who? by who? on what schedule? using what medium? confidentiality and privacy protections, etc.)
- Identify data storage needs & current capacity (software, hardware, personnel and processes)
- Build data storage capacity
- Trouble shoot ethical and logistical issues as they arrive (e.g., confidentiality, privacy, etc.)

AIM II: Evaluation Capacity Building Process Components

V. Develop Plan for Data Usage and Dissemination

- Identify data analysis needs & capacity
- Build data analysis capacity
- Identify report writing and data presentation needs and capacity
- Discuss questions that can be examined with the data and how these data can contribute to a continuous quality improvement orientation
- Build report writing and data presentation needs and capacity
- In all steps plan with sustainability in mind; identify possible barriers to evaluation implementation and resources needed to successfully implement the evaluation plan

AIM III: Build Board Capacity to Consume and Critique Evaluation

- Hands on work with parts of targeted programs' Theory of Change Logic Models
- Begin to develop Theory of Change Logic Model for CCHMB

TARGETED PROGRAM: DREAAM HOUSE



"Sustaining a Culture of Achievement, Engagement and Behavioral Health"

- After-school program to promote social and emotional learning and improve behavioral & academic outcomes for boys in grades K-5
- Involves daily social emotional learning lessons, relationship-building activities, homework help, and science, technology, engineering, art, and math programming
- Free of cost
- Targeted to boys:
 - With behavioral or academic difficulties
 - Living in high crime areas
 - At risk of mental health diagnosis, and/or involved in mental health or child welfare systems

DREAAM HOUSE: GOALS

- Characterize DREAAM House population
- Document and track changes across time in youths'...
 - reading and math literacy
 - social and emotional learning skills
 - developmental assets.
 - academic motivation and responsibility.

DREAM HOUSE GOAL 1: CHARACTERIZE POPULATION

- Intake document administered to each youth, stored in paper file & in database
- Adverse Childhood Experiences survey (ACE) administered to each caregiver living with youth

DREAM HOUSE GOAL 2: READING & MATH LITERACY

- Evaluate selected items from report cards quarterly (standardized between three school districts)

K-2nd Universal Literacy Outcome 1: Letter Sounds
1 st Grade
Unit 4: "Knows and applies grade-level word skills"
Urbana: "Uses knowledge of letter sounds to decode words"
Rantoul: "Phonics and word recognition"

1 st Grade Math Outcome 1: Addition and Subtraction - Solve
Unit 4: Solves addition and subtraction problems
Urbana: Uses place value understanding and properties of operations to add and subtract (within 100)
Rantoul: Apply place value to addition and subtraction

DREAAM HOUSE GOAL 3: SOCIAL & EMOTIONAL LEARNING SKILLS

Strengths and Difficulties Questionnaire (SDQ)

- Administered quarterly to teachers & parents
- To assess strengths and difficulties in emotion, conduct, attention, peer relationships, and prosocial behavior

Strengths and Difficulties Questionnaire

T 4-10

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behavior over the last six months or this school year.

Child's name

Male/Female

Date of birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often offers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good attention span, sees work through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

DREAAM HOUSE GOAL 3: SOCIAL & EMOTIONAL LEARNING SKILLS

- Observation Template

Behavior	Date: 9/6/18
Prosocial Conflict Resolution Child-initiated	III
Staff-initiated	I
Acts of Harm Harm toward child	I
Harm toward staff	
Emotional outbursts	II
Emotion ID Expression Prompted	I
Unprompted	
Relationship Building	III

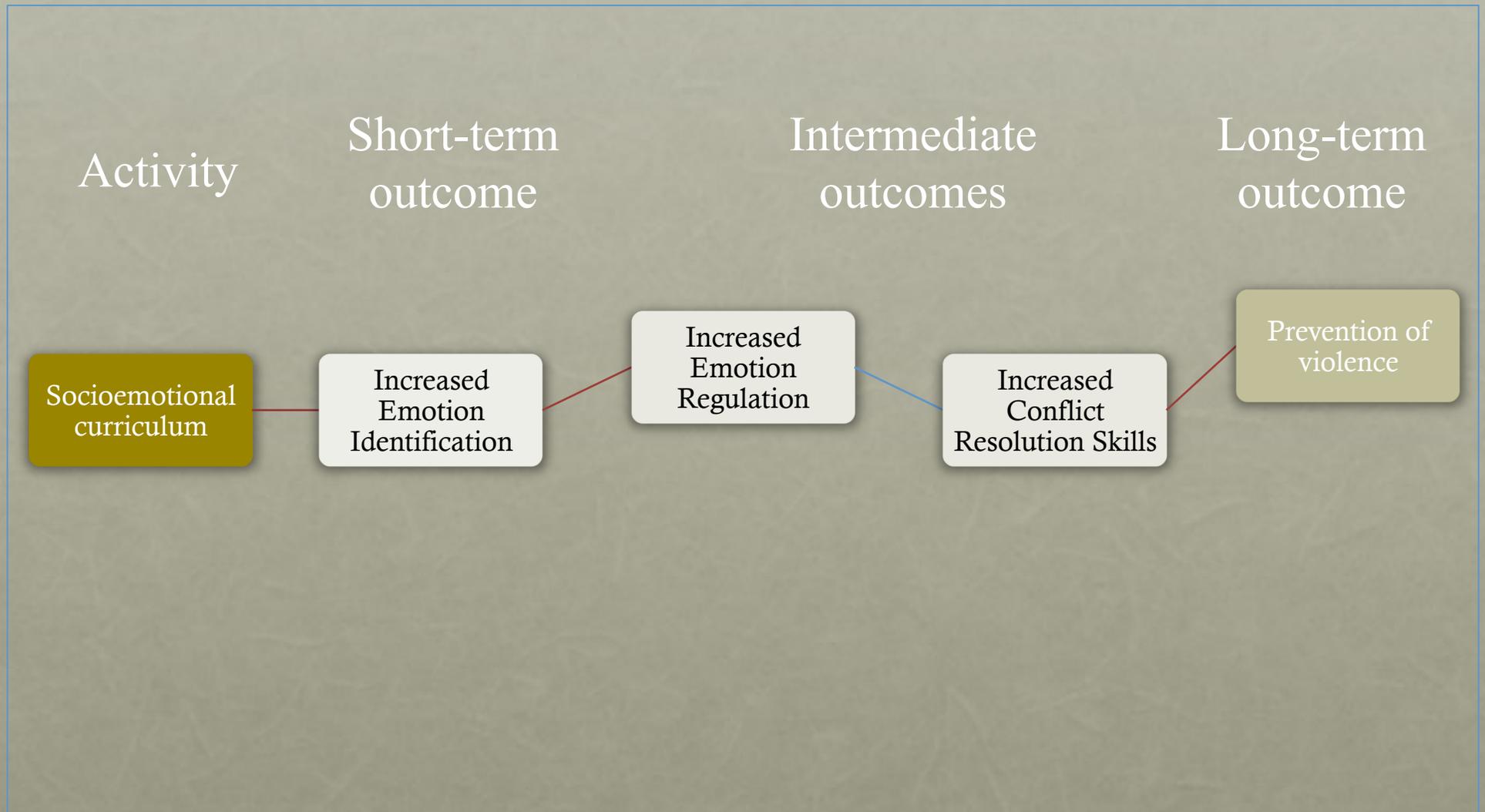
DREAM HOUSE GOAL 4: DEVELOPMENTAL ASSETS

- Administer Developmental Assets Profile to youth at intake and at the end of the year
- Assesses 40 developmental assets such as
 - Positive peer influence
 - Responsibility
 - Peaceful conflict resolution
 - Self-esteem

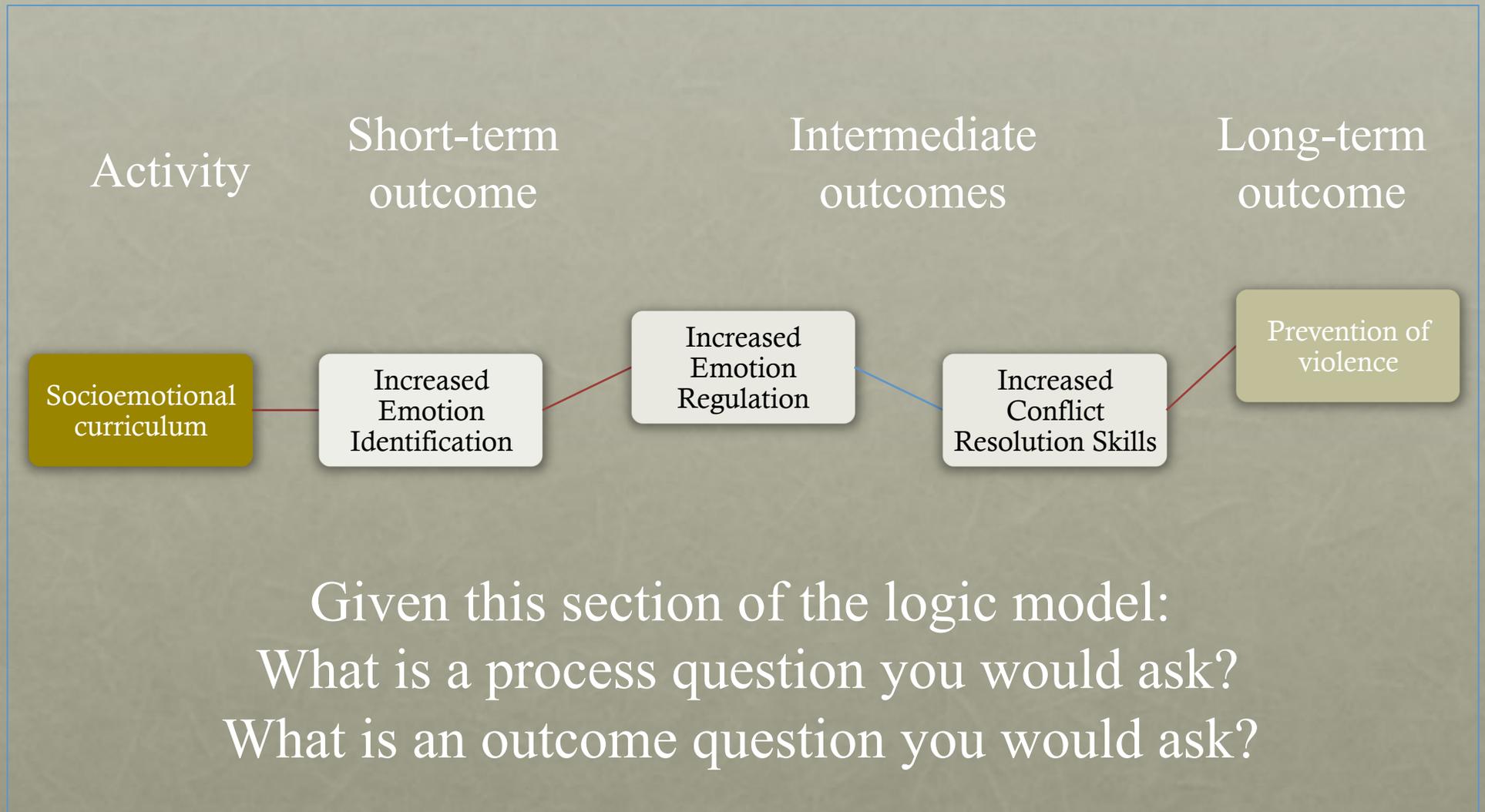
DREAAM HOUSE GOAL 5: ACADEMIC MOTIVATION AND RESPONSIBILITY

- DREAAM House Teacher Survey
 - Administered to teachers quarterly
 - Assesses youths' homework completion and consistency

DREAM HOUSE LOGIC MODEL CLOSE UP



DREAM HOUSE LOGIC MODEL CLOSE UP



SHORT-TERM OUTCOME: EMOTION IDENTIFICATION

- What would indicate that your chosen intermediate outcome has occurred?
- How could you measure your chosen intermediate outcome (data collection tools)?
- From whom could you collect this data?
- What else would you like to know about this outcome? What would you be interested in next?

HOW WE APPROACHED IT:

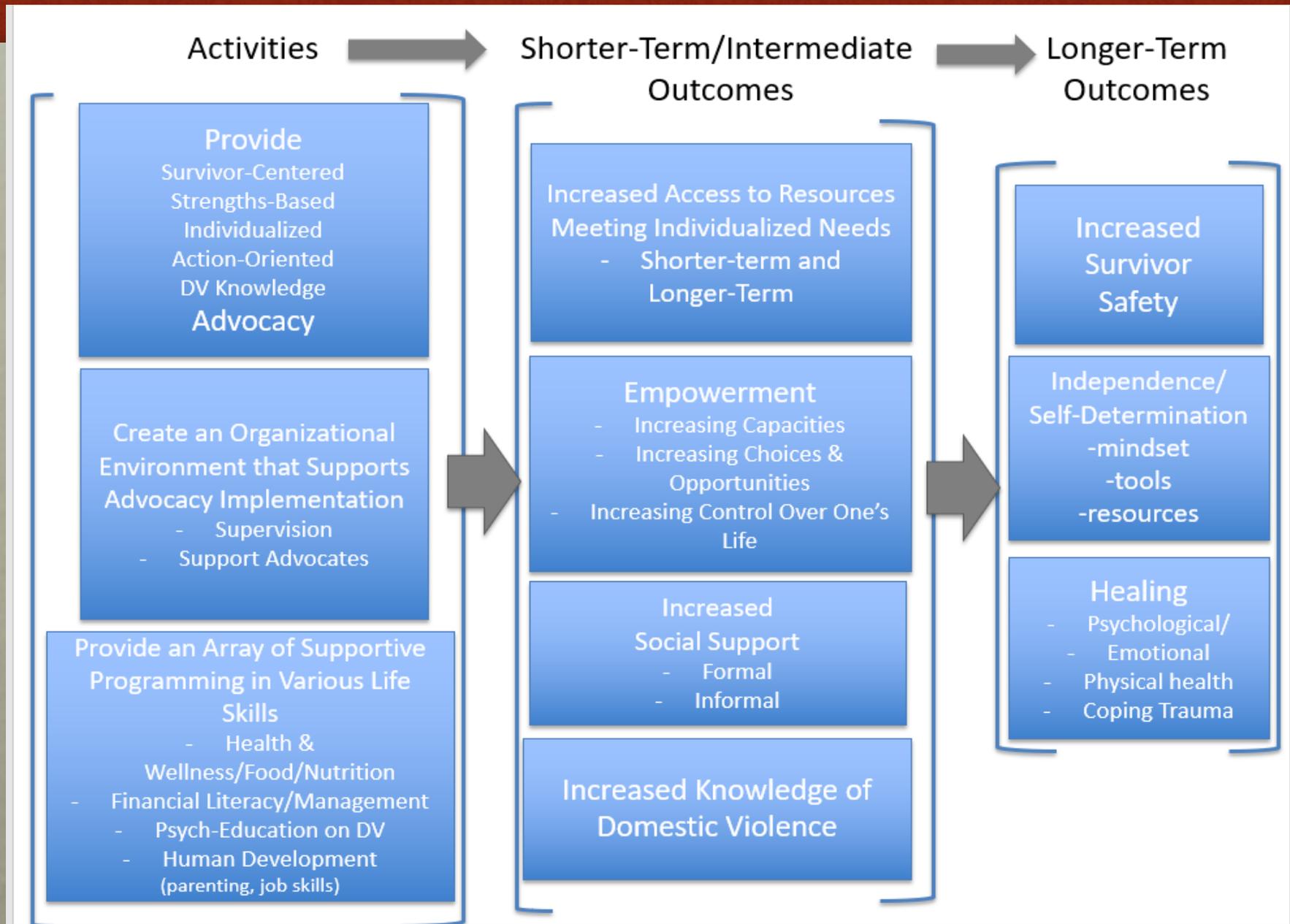
- Emotion identification: ability to name and explain an emotion in yourself and/or others
- How would you measure it? From whom would you collect the data?
 - Strengths & Difficulties Questionnaire items
 - Administered to parents & teachers
 - Observation of youth
 - Documenting instances in which youth in the afterschool program name and explain emotions – e.g., “I’m sad because he took my toy.”

TARGETED PROGRAM: COURAGE CONNECTION



- Multiple, complementary services for domestic violence survivors and their children
- Currently offers residential housing services including emergency shelter and transitional living
- Other services include counseling, legal advocacy (e.g., orders of protection), parenting groups, and aspects of community advocacy

COURAGE CONNECTION LOGIC MODEL



COURAGE CONNECTION (CC): GOALS

- Simplify current data collection processes
- Increase staff understanding of current data collection processes (i.e. what is being collected and why)
- Integrate new data collection processes for identified outcomes
- Understand how all data collection processes contribute to the larger evaluation plan

CC GOAL 1: SIMPLIFY CURRENT DATA COLLECTION PROCESSES

- Synthesized documents to remove duplicate information
 - e.g., synthesized multiple intake forms into one form

CC GOAL 2: INCREASE STAFF UNDERSTANDING OF CURRENT DATA COLLECTION

- Conversations with staff led to increase in data usability by:
 - Limiting unnecessary open-ended questions when closed ended options are appropriate
 - Integrating evidence-based measures with clear scoring processes (when appropriate)
 - Beginning process of updating weekly tracking methods to better reflect strengths-based services and increase data usability
 - Beginning process of reworking data collection forms using the same data, but formatted in a way more accessible for analysis

CC GOAL 3: INTEGRATE NEW DATA COLLECTION PROCESSES FOR IDENTIFIED OUTCOMES

- Implementation of:
 - a modified intake document
 - a resource needs interview
 - a fidelity evaluation of Courage Connection's implementation of the Community Advocacy Project
 - the Trauma Informed Practice scales
 - survey to assess safety-related empowerment called the Measure of Victim Empowerment Related to Safety (MOVERS)

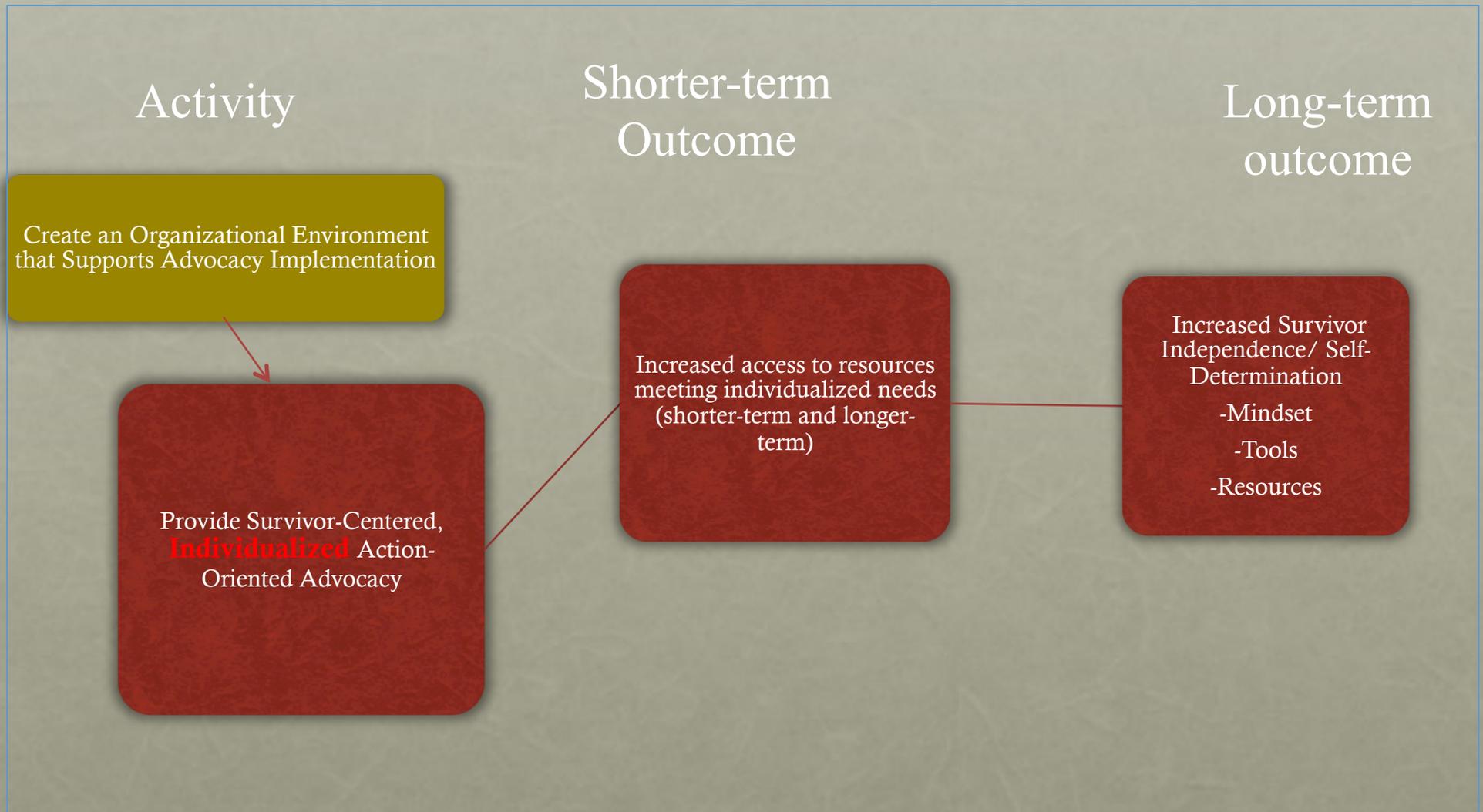
CC GOAL 3: MEASURE OF VICTIM EMPOWERMENT RELATED TO SAFETY (MOVERS)

	Never True	Sometimes True	Half the Time True	Mostly True	Always True
1. I can cope with whatever challenges come at me as I work to keep safe.	1	2	3	4	5
2. I have to give up too much to keep safe.	1	2	3	4	5
3. I know what to do in response to threats to my safety.	1	2	3	4	5
4. I have a good idea about what kinds of support for safety that I can get from people in my community (friends, family, neighbors, people in my faith community, etc.).	1	2	3	4	5
5. I know what my next steps are on the path to keeping safe.	1	2	3	4	5
6. Working to keep safe creates (or will create) new problems for me.	1	2	3	4	5
7. When something doesn't work to keep safe, I can try something else.	1	2	3	4	5
8. I feel comfortable asking for help to keep safe.	1	2	3	4	5
9. When I think about keeping safe, I have a clear sense of my goals for the next few years	1	2	3	4	5
10. Working to keep safe creates (or will create) new problems for people I care about	1	2	3	4	5
11. I feel confident in the decisions I make to keep safe	1	2	3	4	5
12. I have a good idea about what kinds of support for safety I can get from community programs and services	1	2	3	4	5
13. Community programs and services provide support I need to keep safe.	1	2	3	4	5

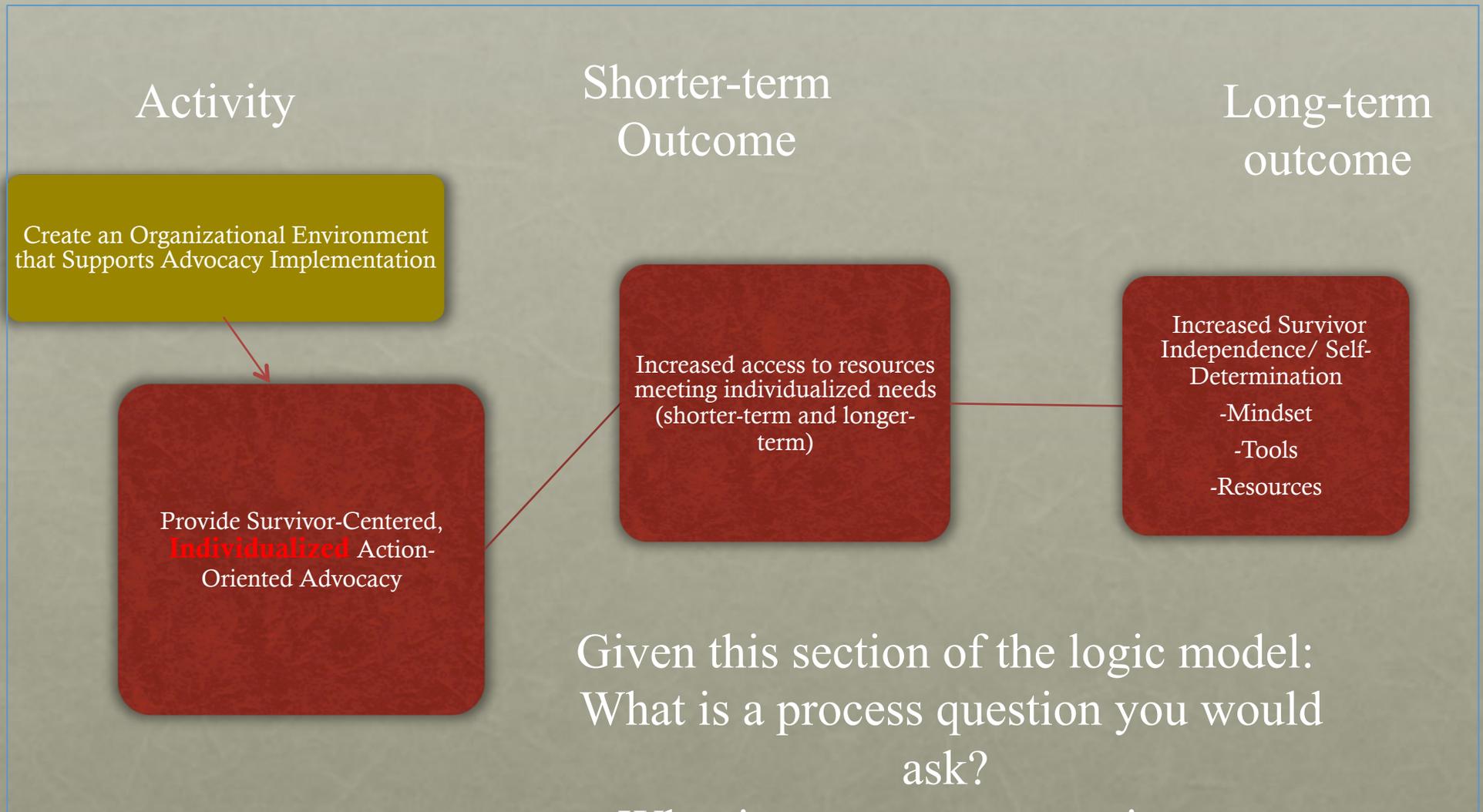
CC GOAL 4: UNDERSTAND HOW DATA COLLECTION PROCESSES CONTRIBUTE TO LARGER EVALUATION PLAN

- Weekly meetings and modifications to paperwork
- Created evaluation process overview document

COURAGE CONNECTION LOGIC MODEL CLOSE UP



COURAGE CONNECTION LOGIC MODEL MODEL CLOSE UP



Given this section of the logic model:
What is a process question you would ask?

What is an outcome question you would ask?

SHORT-TERM OUTCOME: INCREASED ACCESS TO RESOURCES MEETING INDIVIDUALIZED NEEDS

- How would you know which resources clients need?
- How could you measure increased access to resources (data collection tools)?
- From whom could you collect this data?
- What else would you like to know about this outcome?
What would you be interested in next?

HOW WE APPROACHED IT:

Resource Interview

CAP Outcome Survey