



BSCC CaVIP Technical Assistance Workshop Series



*Workshop 3. Measuring Client Progress
Through Outcome Data*

December 6, 2023



Please Note...

- This workshop is being recorded & will be posted on BSCC's website once it becomes available



Zoom Etiquette

Remain on camera
(when possible)

Mute when you are not
talking

**Stay present &
engaged; eliminate
distractions**

Keep chat
conversations
**appropriate & on
topic**

Make sure your **full
name** is displayed

If you have a question,
raise your hand using
the Zoom function at the
bottom of your screen, or
use the chat feature



Agenda

- Introductions
- Project background
- Purpose of today's workshop
- SMART objectives
- Program outputs & participant outcomes
- Testing methodologies
- Interpreting results & validity
- Breakout discussion
- Closing

Introductions





RDA Introductions



Megan Drazek

Consulting Manager
Project Sponsor
mdrazek@rdaconsulting.com



Emily Rader

Senior Consultant
Technical Assistance Provider
erader@rdaconsulting.com



Felicia van Schie

Project Support Assistant
Consulting Assistant
fvschie@rdaconsulting.com



Carrie Coen

Associate Director-Justice
Subject Matter Expert
ccoen@rdaconsulting.com



Dr. Taylor Kidd

Consultant
Technical Assistance Provider
tkidd@rdaconsulting.com



Dr. Jenni Lux

Senior Consultant
Project Manager
jlux@rdaconsulting.com



Fabian Rivera Reyes

Consultant
Technical Assistance Provider
friverareyes@rdaconsulting.com

Introductions



- Now we'd like to get to know you better!
 - Please select the position that best describes your role in your program



Community Agreements

- Be present at start of workshop
- Actively participate
- Keep statements respectful, constructive, & relevant to workshop topic
- Be brief & mindful of everyone's time when sharing
- Respect others' thoughts & feelings when they differ from yours

Project Background





Project Goal

- To provide regional technical assistance (TA) for CalVIP Cohort 4 grantees to help build capacity in:
 - Data collection
 - Data entry
 - The development of data-sharing agreements



Project Objectives

- Conduct grantee discovery
 - Review relevant documents (e.g., grantee proposals, LEPs, QPR-Baseline Reports)
 - Administer TA Interest Survey
- Refine TA delivery plan
- Deliver TA
 - Targeted TA
 - Group-based TA workshops
 - Ongoing TA as requested



BSCC CalVIP Data Collection Requirements

- Quarterly progress report data
 - Enrollments & service outputs
 - Enrollment quarterly totals
 - Participation in services
 - Project service outcomes
 - Exits & participant outcomes
 - Exiting participants
 - Outcomes
- Local Evaluation Report data
 - Quantitative & qualitative data to answer your project's process & outcome evaluation questions

Workshop Purpose





Workshop Series Recap

- **Workshop #1: Best Practices in Data Entry, Collection, & Administration – Part 1**
 - Provided an overview of data quality considerations, with a focus on aligning data to grantees' evaluation questions
- **Workshop #2: Best Practices in Data Entry, Collection, & Administration – Part 2**
 - Focused on best practices in developing data collection instruments & described how to create quality instruments to meet data collection needs



Workshop #3 Goal

- To help build capacity in evaluating your program's efficacy by understanding how to ***measure client progress through outcome data***



Workshop #3 Objectives

1. Incorporate the notion of baseline data collection to motivate program evaluation
2. Understand the benefits of pre-/post-tests, retrospective tests, & post-tests only in alignment with program goals & resources
3. Understand the difference between participant outcomes and program outputs
4. Consider appropriate timing & be able to weigh the tradeoffs between measuring short-, medium-, & long-term outcomes



**What are you hoping
to take away from
today's workshop?**

SMART Objectives





Poll Questions

1. How familiar are you with SMART objectives?
2. Does your program currently use SMART objectives?



Goals

- Specific result or purpose expected from your project
- Specify what will be accomplished over the entire project period
- Should directly relate to your problem statement & vision
- Achieved through project objectives & activities



Objectives

- Specific steps that lead to successful completion of project goals
- Completion of objectives result in specific, measurable outcomes that directly contribute to achievement of project goals



SMART Objectives

- Specific
- Measureable
- Achievable
- Relevant
- Time-bound



Project Safe Streets (PSS) Example

- PSS is a case management program focused on providing individualized support for gang-involved youth & their families
- Outcome of interest: Increased rates of school enrollment & engagement for youth participants



Project Safe Streets (PSS) Example

- 80% of school-age youth who participate in PSS during the grant period will increase their school enrollment & attendance between their program enrollment & program exit as measured by rates of school enrollment & attendance
- 80% of school-age youth who participate in PSS during the grant period will increase their engagement in school between their program enrollment & program exit as measured by rates of engagement reported in the participant survey

Program Outputs & Participant Outcomes





Poll Questions

1. On a scale of 1 to 4, rate how much you agree with the following statement:
 - a. I can explain the difference between program outputs & participant outcomes.
2. Are you currently measuring both program outputs & participant outcomes for your evaluation?



Program Outputs vs. Participant Outcomes

Program outputs are the activities we do or accomplish that help achieve intended outcomes

Participant outcomes are the results for individuals, families, groups, or communities

Outputs are for programs, outcomes are for people



Using the PSS Logic Model

RESOURCES	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Existing network of CBOs located throughout the Smithson community that already engage with youth & their families</p> <p>Partnership with Smithson Community Independent School District</p> <p>Existing relationships with public officials in law enforcement, schools, & social services</p> <p>CalVIP & match funding</p>	<p>Intakes</p> <p>Assessments</p> <p>Referrals to supportive services</p> <p>ISP</p> <p>Home visits</p> <p>1:1 counseling</p>	<p># of assessments resulting in case management referrals/services</p> <p># of hours spent with youth/family in case management</p> <p># of referrals to supportive services that resulted in use of new resources</p> <p># of youth/families that exited the program with individual service plan goals completed</p>	<p>Community awareness of PSS</p> <p>Increased youth & family knowledge of community resources</p> <p>Increased problem-solving skills</p> <p>PSS staff promotion of the program</p> <p>Increased staff support for PSS activities</p>	<p>Increased rates of school enrollment & engagement</p> <p>Increased participation in substance use & mental health treatment services</p> <p>Increased youth/family participation in PSS</p> <p>Increased community participation in PSS activities</p>	<p>Increased individual service plan goal completion rates</p> <p>Increased rates of high school graduation</p> <p>Decreased rates of juvenile justice system involvement & recidivism</p> <p>Increased rates of diversion from juvenile justice system</p> <p>Decreased rates of gang involvement</p> <p>Decreased gang-related conflict, violence, & arrests</p>



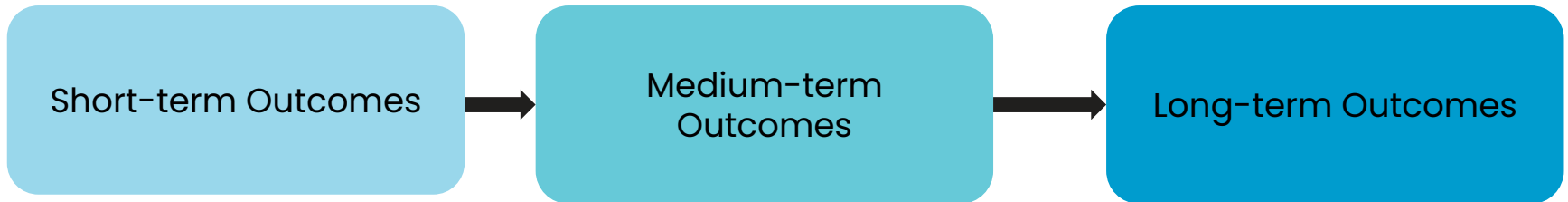
Using the PSS Logic Model

RESOURCES	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Existing network of CBOs located throughout the Smithson community that already engage with youth & their families</p> <p>Partnership with Smithson Community Independent School District</p> <p>Existing relationships with public officials in law enforcement, schools, & social services</p> <p>CalVIP & match funding</p>	<p>Intakes</p> <p>Assessments</p> <p>Referrals to supportive services</p> <p>ISP</p> <p>Home visits</p> <p>1:1 counseling</p>	<p># of assessments resulting in case management referrals/services</p> <p># of hours spent with youth/family in case management</p> <p># of referrals to supportive services that resulted in use of new resources</p> <p># of youth/families that exited the program with individual service plan goals completed</p>	<p>Community awareness of PSS</p> <p>Increased youth & family knowledge of community resources</p> <p>Increased problem-solving skills</p> <p>PSS staff promotion of the program</p> <p>Increased staff support for PSS activities</p>	<p>Increased rates of school enrollment & engagement</p> <p>Increased participation in substance use & mental health treatment services</p> <p>Increased youth/family participation in PSS</p> <p>Increased community participation in PSS activities</p>	<p>Increased individual service plan goal completion rates</p> <p>Increased rates of high school graduation</p> <p>Decreased rates of juvenile justice system involvement & recidivism</p> <p>Increased rates of diversion from juvenile justice system</p> <p>Decreased rates of gang involvement</p> <p>Decreased gang-related conflict, violence, & arrests</p>



Timeline of Outcomes

When identifying which outcomes to measure for your evaluation, consider the timeline of anticipated outcomes





Short-Term Outcomes

Changes in knowledge or skills

- a. Most immediate & measurable results for participants that can be attributed to program activities
- b. Expected within a short period after implementation



Medium-Term Outcomes

Changes in attitudes, behaviors, & practices

- a. More distant, though anticipated, results of participation in program activities
- b. Require a longer period to fully take place



Long-Term Outcomes

Systemic changes or changes in participant outcomes

- a. Ultimately desired outcomes of implementation of program activities
- b. Impacts of the program dependent on conditions beyond the scope of the program
- c. May manifest after the program concludes



Key Questions to Consider

1. Have we identified all the changes in participant knowledge & skills (short), behaviors, attitudes, & practices (medium), & participant & systemic impacts (long) that our program hopes to achieve?
2. On what timeline would we expect these outcomes to reasonably occur?
3. How does this timeline of outcomes align with my program model?

Testing Methodologies to Measure Participant Outcomes





Baseline Data





Baseline Data

- Measure the condition of a community or participant before the intervention (your program)
- Use as a comparison point for data captured at various intervals in program implementation to measure the effect your program is having



Baseline Data Examples

Objective	Outcome Data Measured	Baseline Data for Comparison
Reduced justice system involvement for participants	Number of arrests a participant has one year after exiting the program	Number of arrests each participant had in the year prior to participating in the program
Increased participant knowledge of non-violent conflict resolution strategies	Knowledge of conflict resolution strategies upon program exit	Knowledge of conflict resolution strategies upon entering the program
Reduced number of neighborhood gang-related incidents	Annual number of neighborhood gang-related incidents	Average annual number of neighborhood gang-related incidents based on five years before program implementation



Poll Questions

1. Have you begun collecting baseline data for your program?
2. If so, what are you collecting?



Pre-Test / Post-Test





Pre-Test / Post-Tests

- Administered to participants before an intervention (program) & again after a predetermined length of time (intermittent, end of program, post-discharge)
- Use the same instrument (e.g., survey, validated tool, assessment, questionnaire) before & after the intervention so you are able to compare responses



Pre- / Post-Tests

Advantages

- Can provide a reasonable estimate of the post-intervention change compared to post-test alone
- Provides multiple data points— such as entry, midpoint, & exit—that can also be used to inform program services in some cases
- Better when measuring factual knowledge or skill sets rather than participant perceptions of change
- More accurate for measuring behavior recall due to minimal time between behavior & test

Disadvantages

- Can be difficult to create instruments that assess factual knowledge rather than perceptions of knowledge
- Requires a minimum of two times to administer the instrument & requires matching of data, which can be a higher burden for program staff & participants & limits anonymity
- For some programs, it may be difficult to collect data from participants until a rapport is established
- Requires participants to be present at both program entry & exit to collect pre & post tests
- Response shift bias may lead to measurement error (i.e., responding lower on the post-test responses after learning they did not know as much as they initially thought)



Retrospective Post-Then Pre-Test (Retrospective Pre-Post)





Retrospective Pre-Post

- Tool is administered just once at the end of the program
- Respondents are asked to assess knowledge & behaviors at two points in time (before & after the program)



Retrospective Pre-Post

Advantages

- Can provide a reasonable estimate of the post-intervention change compared to post-test alone
- Helps control response shift bias by having participants complete the instrument without a shift in their frame of reference
- Better at measuring perceptions of change
- Only requires one administration point & does not require data matching
- Beneficial when no baseline data are available or it is difficult to collect baseline data, such as needing time to build rapport with participants

Disadvantages

- Participants may not always be able to accurately recall the requested information, especially for longer programs
- May be difficult to measure baseline of participants' factual knowledge or skills
- May report changes that did not actually occur because they know changes are expected
- Missing an important segment of the program participants if participants become disengaged before completing the tool



Post-Test Only





Post-Test Only

- Participants only take a survey or questionnaire after the intervention / program
- Solution when a baseline equivalency is already established
- Can use language to provide a frame of reference for the participant, such as “Because I participated in this program, I learned how to ...”



Post-Test Only

Advantages

- The easiest & shortest survey design to implement
- Only requires one administration point & does not require data matching
- Can use to compare outcomes across multiple versions of the same intervention

Disadvantages

- Difficult to compare knowledge, attitudes, behaviors for before the program, making it hard to gauge program effect, especially if no baseline data were collected through another means

Interpreting Results & Validity





Poll Questions

1. On a scale of 1-4, rate how much you agree with the following statement:
 - a. I feel confident in interpreting & reporting out my program evaluation results
2. Have you discussed potential limitations of your evaluation with your team?



Interpreting and Reporting Results

- General rules:
 - Stay away from sweeping generalizations & be careful using terms like “causes” & “effect”
 - Discuss the limitations of your program & the evaluation
 - Rely on other sources to contextualize your program’s outcomes
 - Know your audience & make your report transparent & accessible



Threats to Validity

- Validity refers to the extent a method (tool, evaluation, or research study) measures what it intends to measure
- “Threats to validity” recognizes that there may be other factors that are influencing the data
- These are important to keep in mind when interpreting & reporting your outcome results



Internal Validity vs. External Validity

- **Internal validity** refers specifically to whether a program or intervention makes a difference or not, & whether there is sufficient evidence to support the claim
- **External validity** refers to how generalizable your evaluation findings are



Internal Validity

Threats	Definition
Attrition	Dropout from participants results in missing data for a segment of participants
Selection Bias	Treatment group differs from the comparison group in a meaningful way
Instrumentation	Observed changes may be due to changes in testing procedure
Testing	administration of a pretest prior to the program may convey knowledge to the participants
Regression	Tendency for the people who score high or low to “regress” (or move closer) to the norm
Maturation	Outcomes vary naturally over time, especially with young people
History	Observed program results may be explained by events or experiences (external)
Response Shift Bias	After an intervention, a participant experiences a shift in frame of reference



External Validity

Threats	Definition
Contextual factors	Programming & observed results are specific to certain populations, personal & community characteristics, & points in time
Multiple Treatments	External factors in addition to the program may cause the evaluation to detect a different effect than it would if the external factors were not present
Hawthorne Effect	Individuals may act differently because they know they are taking part in an evaluation



Example Interpretation





PSS Evaluation Component

PSS staff conduct a survey asking clients about their engagement with public support services & law enforcement interaction. The survey is conducted when clients first arrive to PSS & 8 weeks afterwards. The PSS program evaluator measures a statistically significant increase in client use of support services after 8 weeks of PSS services. None of the 40 clients receiving services in this cohort have reported interactions with police since starting the program.



Possible Interpretations

Interpretation 1: PSS services dramatically increased client participation, reducing their chances of interacting with police or exhibiting violent behavior.

Interpretation 2: Using survey data, PSS saw a statistically significant increase of 40% probability in client's likelihood to report consistently using an additional public service after beginning the program. Some of these public services were: public libraries, better engagement with Case Management, Employment Connection services, & so on. Additionally, none of the clients reported having an interaction with law enforcement since engaging with PSS services. Focus group data suggest that this could be due to a reduction in underlying illegal activity brought about by the additional support as well as the requirements clients must fulfill in order to continue using those services.

Breakout Activity





Breakout Activity

30 Minutes

1. Recall the 3 topics we discussed today:
 - a. Program outputs & participant outcomes
 - b. Testing methodologies to measure participant outcomes
 - c. Interpreting results & validity
2. Instructions:
 - a. Choose one of the topics above
 - b. In groups, discuss takeaways from the discussion topic you chose & implications for your program evaluations

Closing



Upcoming BSCC CalVIP TA Workshop Topics & Dates

Title	Date
1. Using best practices in data collection, administration, & entry-Part I	Sept. 13, 10:00 am-12:00 pm PST
2. Using best practices in data collection, administration, & entry-Part II	Oct. 19, 11:00 am-1:00 pm PST
3. Measuring client progress through outcome data	Dec. 6, 10:00 am-12:00 pm PST
4. Streamlining & managing data collection processes-Part I	Jan. 31, 10:00 am-12:00 pm PST
5. Streamlining & managing data collection processes-Part II	Feb. 28, 11:30 am-1:30 pm PST
6. Monitoring data collection & establishing CQI processes	April 3, 10:00 am-12:00 pm PST
7. Using secondary data to support BSCC-Part I	April 24, 11:30 am-1:30 pm PST
8. Using secondary data to support BSCC-Part II	May 23, 11:00 am-1:00 pm PST



Ongoing TA as requested

Two ways to request TA support from RDA!

1. Via the RDA TA Request Portal—Use your phone to scan the TA Interest Form QR code

or

2. Email RDA_TA@RDAconsulting.com

- Provide your name, agency & program name, & a brief description of your TA needs



TA Interest Form



We want to hear from you!

- Help us improve future BSCC CalVIP TA workshops!
- Use your phone to scan the QR code or click on the link in the chat to provide feedback on today's session



Contact Information



Jenni lux

Senior Consultant
Project Manager
RDA Consulting



Email:

jlux@rdaconsulting.com

Phone:

(510) 319-6124



Thank you!