

	<h2 style="text-align: center;">Strengthening Programs Through Evidence-Based and Evidence-Informed Practice</h2>
	<p style="text-align: center;"><b>Edi Winkle, MSW</b> <b>October 16, 2008</b></p>
	
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	<h3>Desired Outcomes</h3>
	<ul style="list-style-type: none"> <li>• Outline steps to Strengthening Programs</li> <li>• Define Key Terms</li> <li>• Share existing research resources</li> <li>• Identify Key Components in Evaluation</li> <li>• Examine Logic Models for key Components</li> <li>• Understand Continuous Quality Improvement and data reporting and their role in Strengthening Programs</li> </ul>

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	<h3>Strengthening Programs</h3>
	<ul style="list-style-type: none"> <li>• Steps for a Successful Journey             <ul style="list-style-type: none"> <li>– Understand target population</li> <li>– A firm understanding of underlying research and how it supports your practice</li> <li>– An understanding and the willingness to implement the basic components of effective practice</li> </ul> </li> </ul>

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<b>Evidence-Based Practices</b>	
	<p>Approaches to practice that are validated by some form of documented scientific evidence. These practices can range from supported to well-supported based on the strength of the research design.</p>

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<b>Evidence-Based Programs</b>	
	<p>A program that uses a defined curriculum or set of services that, when implemented with fidelity, have been validated by some form of documented evidence. These can range from supported to well-supported based on the strength of the evidence.</p>

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<b>Evidence-Informed Practices</b>	
	<p>Practices that use the best available research and practice knowledge to guide program design and implementation within context.</p>

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## Practices vs. Programs

- **Practices** are skills, techniques, and strategies that can be used by a practitioner, program, or collaboration.
- **Programs** consist of collections of practices that are done within known parameters (philosophy, values, service delivery structure, and treatment components) and with accountability to the consumers and funders of those practices.

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## Where to Start

- **Look at the research base and how it applies to your existing program. Does it:**
  - Support the interventions you offer
  - Have resources (methodologies, evaluation tools, etc.) that could help support your work

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Where can you find EB/EI programs and practices?



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### Common Questions Asked

- What needs to be considered when exploring evidenced-based and evidence-informed interventions?
  - Where do we find information about them?
  - How do we learn more?
  - Who should we talk to?
  - What are the intervention components?
  - What about adaptation and fit?

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### Things to Know Before You Look

- Needs of Community
- Target Population
- Targeted Outcomes



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### Getting Started in Exploring EB/EI

- **Where do we find information about them?**
  - **Registries**
  - **Source Documents**
  - **Journals**

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<b>Registries</b>	
	<ul style="list-style-type: none"><li>• Multiple Registries Available<ul style="list-style-type: none"><li>– They each use different criteria</li><li>– Programs will be ranked differently between registries</li></ul></li><li>• A few to get you started with...</li></ul>

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<b>Registries 101</b>	
	<ul style="list-style-type: none"><li>• California Evidence-Based Clearinghouse for Child Welfare</li><li>• SAMHSA Model Programs Guide (NREPP)</li><li>• Promising Practices Network</li><li>• Wisconsin Clearinghouse for Prevention Resources</li></ul>

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<b>Child Welfare Information Gateway</b>	
	<ul style="list-style-type: none"><li>• Clearinghouse for a wealth of information</li><li>• Search feature that allows user to narrow terms and time frames</li><li>• User friendly</li><li>• Librarians on staff</li></ul> <p><a href="http://www.childwelfare.gov">www.childwelfare.gov</a></p>

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# “The Matrix”

## Integrating Evidence-Based Practices Into CBCAP Programs: A Tool for Critical Discussions

- Many resources for choosing the right fit for your programs
- CBCAP Evidence-Based Program and Practice Matrix

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CBCAP Category	Evidence-Based / Evidence-Informed Program (EBP/EIP)	Program Type	California Clearinghouse on EBP in Child Welfare	SAMHSA Model Programs NREPP <sup>2</sup>	QJJD <sup>3</sup> Model Programs Guide	Promising Practices Network
Well-Supported Programs and Practices	<i>Early Head Start</i>	Skills-Based for Children Parent Education/Support Home Visiting			Promising	Proven
	<i>Families and Schools Together (FAST)</i>	Parent Education/Support			Exemplary	
	<i>Incredible Years</i>	Skills-Based for Children Parent Education/Support	Well-Supported Effective Practice	Model Programs	Exemplary	Proven
	<i>Nurse Family Partnership (NFP)</i>	Home Visiting			Exemplary	Proven
	<i>Parent Child Interaction Therapy</i>	Skills-Based for Children Parent Education/Support	Well-Supported Effective Practice			
	<i>Strengthening Families</i>	Skills-Based for Children Parent Education/Support		Model Programs	Exemplary	
	<i>Triple P</i>	Public Awareness Skills Based for Children Parent Education/Support Home Visiting	Well-Supported Effective Practice			

<sup>1</sup> Substance Abuse and Mental Health Services Administration  
<sup>2</sup> National Registry of Evidence-based Programs and Practices  
<sup>3</sup> Office of Juvenile Justice and Delinquency Prevention

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CBCAP Category	Evidence-Based / Evidence-Informed Program (EBP/EIP)	Program Type	California Clearinghouse on EBP in Child Welfare	SAMHSA Model Programs NREPP	QJJD Model Programs Guide	Promising Practices Network
Supported Programs and Practices	<i>Carolina Abecedarian Project</i>	Home Visiting				Proven
	<i>Get Real About Violence</i>	Skills-Based for Children			Promising	
	<i>Guiding Good Choices</i>	Parent Education/Support			Exemplary	Proven
	<i>Healthy Families New York</i>	Home Visiting				Proven
	<i>Helping the Noncompliant Child</i>	Parent Education/Support Home Visiting			Promising	
	<i>Infant Health and Development</i>	Parent Education/Support Home Visiting				Proven
	<i>Oveus/Bullying Prevention Program</i>	Skills-Based for Children		Model Programs	Effective	
	<i>Parenting Wisely</i>	Parent Education/Support	Promising Practice	Model Programs	Promising	
	<i>Parents as Teachers</i>	Parent Education/Support Home Visiting			Promising	Promising
	<i>Perry Preschool Project</i>	Skills-Based for Children Home Visiting			Exemplary	Proven
	<i>Schools and Families Educating Children (SAFE Children)</i>	Skills-Based for Children Parent Education/Support Home Visiting			Effective	
	<i>STEP: Systematic Training for Effective Parenting</i>	Parent Education/Support	Promising Practice			
	<i>Success in Stages</i>	Skills-Based for Children			Effective	

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## Program Developer

The originating source of an evidence-based program or practice model.

- Willing and able to work with you?
- Interested in adaptations if needed?
- Other communities using the model willing to talk with you?

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## Core Components

**Key services or activities of an Evidence-Based program that have been demonstrated or are believed, based on program theory, to lead to the identified outcomes.**

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## Fidelity Implementation

**The implementation of an evidence-based program faithful to the core components of the original model and implemented in full as it was intended.**



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	<b>Fidelity Measure</b>
	<p>An evaluation measure specifically designed to monitor the faithfulness of implementation to the core components of the model.</p> <p>Not an overall program evaluation!!!</p>

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	So, What Do You Mean by Adaptation?
	<p>Adaptation is the implementation of an evidence-based program with some changes to the original format.</p> <p>Simply put, it is a change in form but not function.</p>

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	Capacity to Implement Programs
	<p>A step all programs should undertake before changing or offering new services is an evaluation of their</p> <p style="text-align: center;"><b>CAPACITY</b></p>

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	<h2 style="margin: 0;">A National Trend</h2>  <ul style="list-style-type: none"> <li>• <b>Movement towards applying the limited dollars available in the best way possible</b></li> <li>• <b>EB/EI programs and practices help to maximize resources</b></li> <li>• <b>CBCAP Efficiency Measure looks at services on a continuum</b></li> </ul>

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	<h2 style="margin: 0;">The Need to Measure EBP</h2> <ul style="list-style-type: none"> <li>• The Children's Bureau is responding to the Program Assessment Rating Tool (PART) <ul style="list-style-type: none"> <li>– PART seeks to build on the Government Performance and Results Act of 1993 to integrate performance information and budget decision-making</li> <li>– PART seeks to identify strengths and weaknesses of programs to inform funding and management of programs and improve program performance</li> </ul> </li> </ul>

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	<h2 style="margin: 0;">CBCAP and PART</h2> <ul style="list-style-type: none"> <li>• CBCAP was reviewed in 2004 <ul style="list-style-type: none"> <li>– Results not demonstrated</li> </ul> </li> <li>• 1<sup>st</sup> Time Victims in NCANDS</li>   <li>• Developed 2<sup>nd</sup> measure <ul style="list-style-type: none"> <li>– Examines dollars and services on a continuum of EB/EI programs and practices</li> </ul> </li> </ul>

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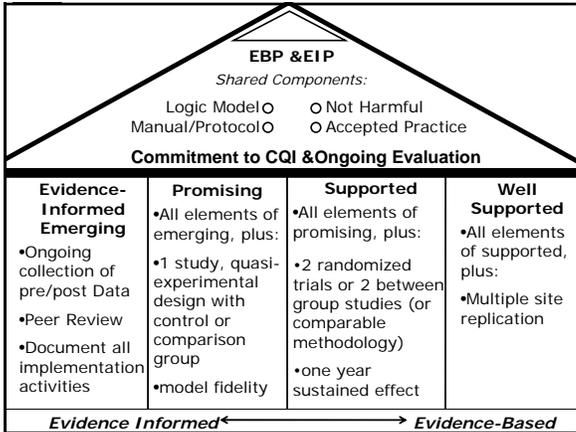
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<b>Manuals and Protocols</b>	
<ul style="list-style-type: none"> <li>• Should pass the “joined the circus test”</li> <li>• Benefits include sustainability and program consistency</li> </ul>	

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<b>Evaluation and Evidence</b>	
<ul style="list-style-type: none"> <li>• All programs started out as innovations</li> <li>• Evaluation is the key that moved them on the continuum</li> </ul>	

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<b>Logic Models</b>	
<ul style="list-style-type: none"> <li>• <b>Integral component in Evaluation</b></li> <li>• <b>Provides a “Map” for programs to follow</b></li> <li>• <b>Helps to strengthen your case</b></li> </ul>	

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<b>Logic Model: Linking Services to Outcomes, Outcomes to Measures</b>	
<ul style="list-style-type: none"> <li>• <b>Vision</b></li> <li>• <b>Target Group</b></li> <li>• <b>Assumptions</b></li> <li>• <b>Services</b></li> <li>• <b>Resources</b></li> <li>• <b>Outcomes</b></li> </ul>	

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<b>EGrAMS and Logic Models</b>											
<table border="1"> <thead> <tr> <th>FRIENDS Term</th> <th>EGrAMS Term</th> </tr> </thead> <tbody> <tr> <td>Outcome</td> <td>Objective</td> </tr> <tr> <td>Services</td> <td>Activity</td> </tr> <tr> <td>Indicators</td> <td>Expected Outcome</td> </tr> <tr> <td>Measurement Tool</td> <td>Measurement</td> </tr> </tbody> </table>		FRIENDS Term	EGrAMS Term	Outcome	Objective	Services	Activity	Indicators	Expected Outcome	Measurement Tool	Measurement
FRIENDS Term	EGrAMS Term										
Outcome	Objective										
Services	Activity										
Indicators	Expected Outcome										
Measurement Tool	Measurement										

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<b>Vision</b>	
<p>Does your logic model include your vision statement?</p> <ul style="list-style-type: none"> <li>• Vision statements are a statement of why you are doing the work in the first place. <ul style="list-style-type: none"> <li>– <b>Simple, straight-forward statements</b></li> <li>– <b>Does not need to be measurable</b></li> </ul> </li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Stable Nurturing Families</li> <li>• Children Ready for School</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<b>Target Population</b>	
 <ul style="list-style-type: none"> <li>• Who are your participants?</li> <li>• What are their characteristics and demographics?</li> <li>• What are their needs?</li> <li>• Does your program address those needs?</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<b>Taking a Look</b>	
<ul style="list-style-type: none"> <li>• <b>Evaluate your current logic model. Do you have:</b> <ul style="list-style-type: none"> <li>– A Vision statement that clearly states the purpose for the project?</li> <li>– A clearly defined target population?</li> <li>– The basic needs of the target population clearly identified?</li> </ul> </li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<b>Assumptions</b>	
<ul style="list-style-type: none"> <li>• Does your logic model clearly state your assumptions for your services?</li>   <li>– Services should be based on what is known to be effective.</li> </ul>	

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<b>Services</b>	
<ul style="list-style-type: none"> <li>• Does your logic model clearly document all your program activities and services?</li>   <li>– What services are you providing?</li>   <li>– What do they look like?</li>   <li>– How frequently will they occur?</li> </ul>	

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	<p><b>Services:</b></p> <ul style="list-style-type: none"> <li>• Twelve 1 hour parenting education sessions using the "Safe Homes" curriculum.</li> <li>• Access to concrete materials (such as fencing, stair gates, car seats, etc.)</li> </ul>
	<p><b>Assumptions:</b></p> <p>Two evaluations of the <i>Safe Homes</i> curriculum (Fisher, 2000, Hale &amp; Carter, 2003), each conducted over a 3-year period, found that children of parents who had participated in the program were 50% less likely to experience preventable injuries than children in comparison groups.</p>

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## Resources

- Based on the services you provide
  - What resources do you need to carry out these services?

•Money	•Staff
•Space	•Curriculum
•Materials	•Office Support

- How do you get them? Direct funding, in-kind, collaborations?

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## Outcomes

- Does your logic model clearly state your intended outcomes?
- They should document:
  - **Movement towards or attainment of a *change* in attitude, belief, behavior**
  - **What has changed for the people you serve as a *direct result of the services you offered*?**

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## Good outcome statements are directly related to:

- Needs of the target population
- Funders' goals and priorities
- Your mission & purpose
- Services & activities

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<b>Envisioning CHANGE</b>	
<ul style="list-style-type: none"><li>• If you conduct your program's activities, and succeed with participants, what do they believe, know, have or do as a result?</li><li>• What one or two changes do you believe will occur in the lives of your program's participants as a result of your services?</li></ul>	

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<b>Challenges in Evaluating Outcomes</b>	
<ul style="list-style-type: none"><li>• Claiming responsibility for preventing negative outcomes or things that didn't happen</li><li>• Demonstrating tangible results from things that are hard to measure</li><li>• Showing long-term growth within a short and rigid time-frame</li></ul>	

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<b>Outcomes</b>	
<ul style="list-style-type: none"><li>• Short-term</li><li>• Intermediate</li><li>• Long-term</li></ul> 	

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<b>Short-Term Outcomes</b>	
	<ul style="list-style-type: none"> <li>• <i>Engagement outcomes:</i> First steps: gaining trust, interest and involvement</li> <li>• <i>Learning outcomes:</i> Changes in knowledge, attitudes, beliefs</li> </ul>

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<b>Intermediate Outcomes</b>	
	<p><b><i>Intermediate (practice):</i></b></p> <ul style="list-style-type: none"> <li>• Moving from learning to action</li> <li>• Practicing and refining new skills</li> <li>• Adopting or changing behaviors</li> </ul>

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<b>Long-Term Outcomes</b>	
	<p><b><i>Long-term (integration):</i></b></p> <ul style="list-style-type: none"> <li>• Consistently practicing new skills, behaviors</li> <li>• Impact on social, economic or environmental conditions</li> </ul>
	

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	<b>Writing Outcome Statements</b>
	<ul style="list-style-type: none"> <li>• Identify the desired changes in <u>participants'</u> knowledge, attitudes, skills or aspirations</li> <li>• Written by determining:             <ul style="list-style-type: none"> <li>--Who (example: Participants)</li> <li>--Will Do (example: will know)</li> <li>--What (example: where to access basic health-care information for their children)</li> </ul> </li> </ul>

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	<b>Formatting Outcomes</b>
	<ul style="list-style-type: none"> <li>• <b>Short-term:</b> Participants demonstrate knowledge of how to appropriately supervise their children.</li> <li>• <b>Intermediate:</b> Participants provide appropriate supervision of their children.</li> <li>• <b>Long-term:</b> Participants provide appropriate supervision according to the changing needs of the children as they grow and develop.</li> </ul>

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	<b>Logic Model Activity</b>
	<ul style="list-style-type: none"> <li>• Write outcome statements             <ul style="list-style-type: none"> <li>--Who</li> <li>--Will do</li> <li>--What?</li> </ul> </li> </ul>

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## Continuous Quality Improvement is. . .

CQI is a process to ensure programs are systematically and intentionally increasing positive outcomes for the families they serve. It is about getting better and better.

Instead of “if it ain’t broke, don’t fix it,” CQI emphasizes that even if programs aren’t broken, they can always be improved.”

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## Plan, Do, Study, Act Cycle

- **PLAN** services that are
  - responsive to consumer needs and desires
  - evidence based or evidence informed
  
- Map your plan in a logic model
- Plan your evaluation methods
- Develop a manual that passes the “joined the circus test”



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## Plan, Do, Study, Act Cycle, cont.

### Do: Provide services

- Hire, train and supervise staff
- Document activities
- Monitor fidelity
- Collect data
  - formally
  - informally



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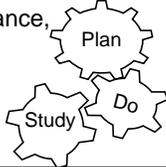
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## Plan, Do, Study, Act Cycle, cont.

### Study your data

- formally, in the course of staff supervision, full staff meetings, board meetings, and
- informally, through daily discussions with staff and participants; self-assessment of job performance, observation of day-to-day participant progress and satisfaction.



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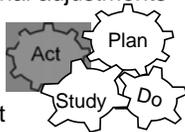
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## The Plan, Do, Study, Act Cycle, cont.

### Act by adjusting practices

- formally, at the agency level by adopting new practices, programs, policies and procedures based on findings
- informally, by making personal adjustments to improve job performance

Plan, Do, Study, Act may begin as a linear process but soon all steps are happening all the time.



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## What Drives CQI?

### Safe Environment

- System Wide
- Consumer Involvement
- Logic Model
- Manual
- Staff
- Evaluation
- Data Driven Decision Making

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## CQI Activity

- What CQI activities are occurring in your agency?
  - Be sure to discuss formal and informal activities
- How you would like to strengthen the atmosphere of CQI in your agency?
  - What would you add or subtract to the way you do business?
  - What internal and external supports do you need to make this happen?

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## Reporting and CQI

- CQI emphasizes data driven decision making
- Making data available in an easy-to-read and informational format makes this process much smoother
- Reporting outcomes in a clear manner helps programs make the case for funding

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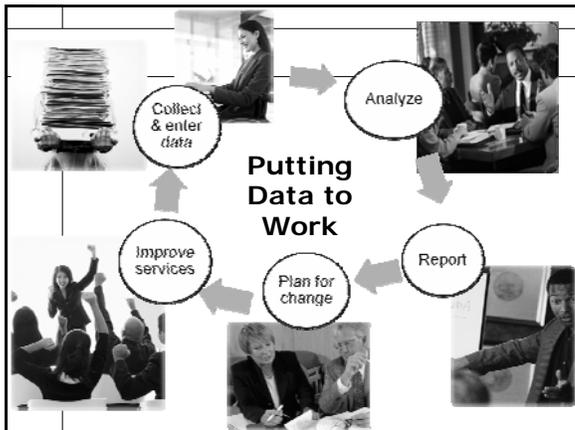
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## Putting Outcome Data to Work

- Learning which aspects of your program are working
- Learning which aspects of your program need adjusting
- Telling your story



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## Quantitative Data

- **The most frequently thought of data**
- **Easiest to compile**
- **Lends itself to comparison through graphs and charts**

**Not the Whole Story**

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## Qualitative Data

- Qualitative data can be gathered with open-ended questions
- Allows information sharing that many evaluation tools cannot capture
  - surveys
  - personal interviews
  - focus groups
- Provides quotes that can be used to ‘flesh-out’ reports on quantitative data.

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## Qualitative Data

- Qualitative data can be quantified
  - Count instances that participants reported on similar outcomes/issues/concerns
  
- Qualitative data should inform future evaluation efforts.
  - If it reveals a theme, you may want to include survey items related to that theme in future quantitative items in surveys.

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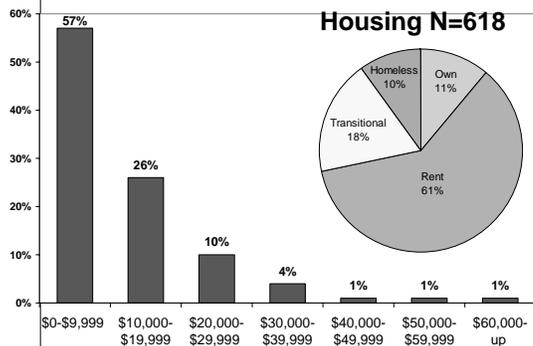
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## Family Income N=610




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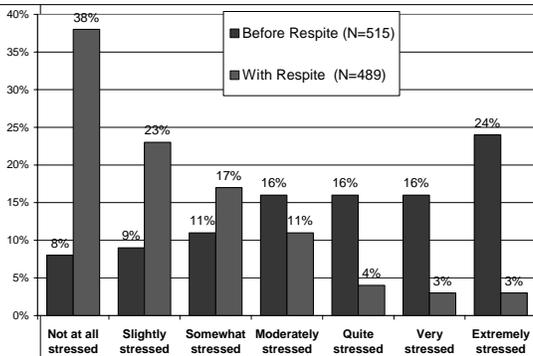
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## Parent-Reported Stress Levels




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**What would you have done if Crisis Care had not been available? (N=571)**

Left child unattended	4%
Delay attending to family medical needs	6%
Missed school, work or job opportunity	6%
Kept child with me in possibly dangerous situation	9%
Requested a foster care placement	9%
Left child in the care of another child	11%
Left child with an inappropriate caregiver	14%
Kept child in an inappropriate situation	20%
Other	21%

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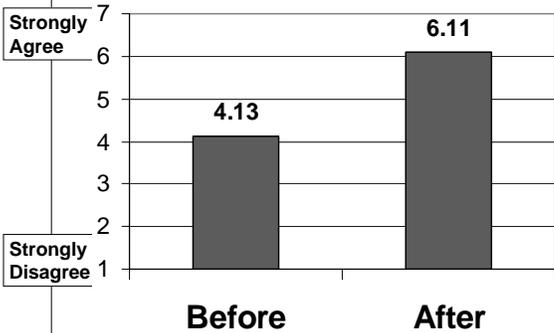
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**I know who to contact in the community when I need help. N=574**




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**Reporting on Outcomes**

The report should include:

- Executive Summary
- Body of the Report
  - Use your logic model as a map for developing this major section of the report
- Conclusion

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## The Main Body of the Report

- a) Population Targeted/Population Served
- b) Services Planned/Services Provided (Implementation and Fidelity)
- c) Outcomes Projected
- d) Evaluation Methodology
- e) Outcome Achievement
- f) Analysis of Results
- g) Future Planning

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## Implementation Planning

- A crucial step in developing an effective and sustainable program.
- Clearly documents key program areas:
  - Measurement tool
  - Timelines
  - Staff Training
  - Data Management
  - Data Analyzation
  - Data Dissemination



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## Mapping Your Progress

- To summarize:
  - Analyzing your data on outcomes details your progress
  - Updating your outcomes to reflect the current conditions keeps your services timely
  - Adjusting your services according to meet your outcomes ensures you are meeting the needs of your population

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## Contact Information

**Edi Winkle**  
**[ediwinkle@windstream.net](mailto:ediwinkle@windstream.net)**



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