

Program Accountability

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Accountability Elements

- Evidence-based Practices
- Communicating Program Elements
- Outcome Evaluation



Evidence-Based Practices



Why Is EBP Important?

- It is important to be evidenced-based:
 - To be effective
 - To be accountable to the community
 - To improve over time
 - Required by statute



Triple P-Positive Parenting Program: Overview

- Target Population: Universal to targeted on at-risk families
- Age Range: Birth to 12
- Group-based or individual sessions
- Multi-disciplinary
- Goals:
 - Enhance knowledge of parents
 - Promote non-violent environments for children
 - Promote children's development through positive parenting



Triple P-Positive Parenting Program: Overview

- Enhances knowledge and confidence of parents
 - Helps to reduce behavioral, emotional, and developmental problems in children
- Five levels
 - Level 1: media-based parent information campaign
 - Level 2: brief selective intervention
 - Level 3: narrow focus parent training
 - Level 4: broad focus parent training
 - Level 5: behavioral family intervention modules



Effectiveness

- Population Level Evaluations
- Randomized Controlled Trials Targeting Different Delivery Contexts
- Randomized Controlled Trials with Specific High Risk and Clinical Populations
- Controlled Single Subject and Intra-Subject Replication Studies
- Applications with Culturally and Ethnically Diverse Populations
- Dissemination Studies



Evidence

- The randomized controlled studies indicate:
 - Reduced behavior problems
 - Lower levels of dysfunctional parenting
 - Reduced conflicts over parenting
 - High consumer satisfaction levels
- Considered a program with “Good Support” of evidence by Children’s Trust Research Group



EBP Level

- Would be considered a Level IV
- Has a theory of change
- Has a manual, implementation and administration standards
- Has demonstrated no evidence of harm as a result of the program
- Has done research establishing efficacy in different settings



Reporting Program Elements



Why a Logic Model?

- Charts program and service progress
- Identifies logical links to the outcomes you desire
- Clarifies thinking about programs and services
 - What is the intention?
 - What could be improved to be effective in producing results?



The Model: Step by Step

- Define outcomes
- Identify consumer needs
- Show the relationship between outcomes and services or strategies
- Examine underlying program assumptions

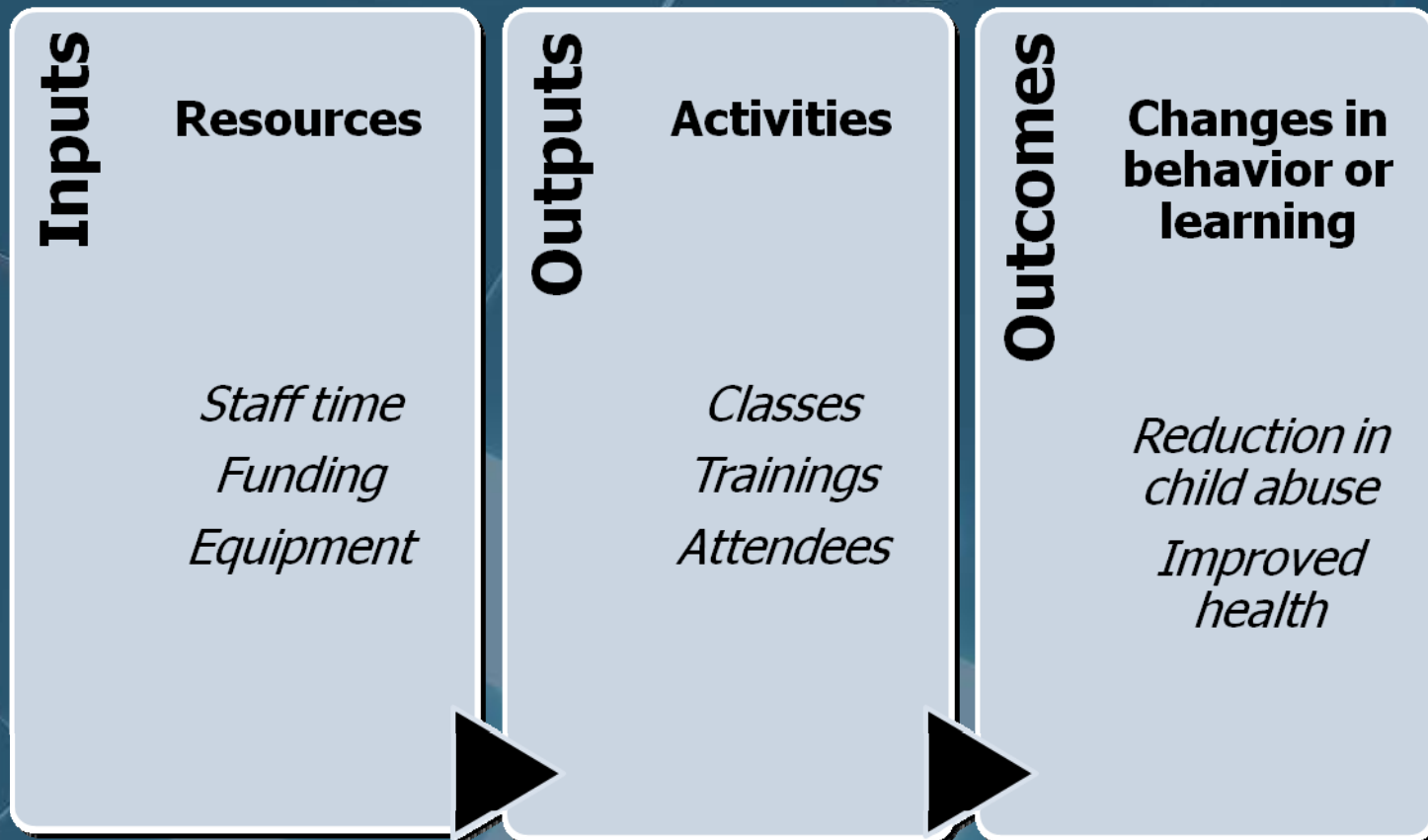


The Model: Step by Step

- Assist in linking service strategies to research showing the program is effective in promoting the expected change
- Identify appropriate tools to measure outcomes
- Set the stage to implement a plan to manage data collection and analysis



Logic Model Components





Resources

- Logic model builder
 - Child Information Gateway
 - [www. http://www.childwelfare.gov/](http://www.childwelfare.gov/)
 - KU community toolbox
 - [www. http://ctb.ku.edu/](http://ctb.ku.edu/)



Outcome Evaluation



What is outcome evaluation?

Outcome evaluation examines the changes brought about by the program and is used to:

- Demonstrate program effectiveness
- Help answer what works, for whom, and in what circumstances (to improve program delivery)
- Fulfill funding requirements
- Satisfy CIF accountability requests for outcome information



What are Outcomes?

Outcomes are **changes** in knowledge, attitude, skills, behavior, practices, policies that occur as a result of the program.

Outcomes are **NOT** strategies or activities designed to achieve program goals.



Types of Outcomes

| Type | Example |
|-------------------------------------|---|
| Individual, Client-Focused Outcomes | Increased knowledge of parenting; Decrease number of suspensions and expulsions; |
| Program and Systems-Level Outcomes | Increased efficiency in health care system; Stronger governance structure to support early childhood; New quality standards for afterschool programs |
| Family or Community Outcomes | Increased parent-child-school interactions; decreased community violence; increased collaboration among community agencies |
| Impact on personnel/agency | How are lives of project staff affected? How has the program affected the mission of the agency? |



Outcome Measurement Checklist

- ✓ **Outcome Statements:** Changes you expect as a consequence of your program.
- ✓ **Indicators:** *Measurable approximations* of the outcomes you are attempting to achieve
- ✓ **Data Collection Methods:** Information about how the data will be collected.
- ✓ **Analytical Techniques:** The methods you will use to assess progress toward outcomes.
- ✓ **Reporting Format:** Plan for disseminating results.



Common Analytical Techniques

- Progress Toward Benchmarks
- Progress Over Time
- Performance Relative to Others



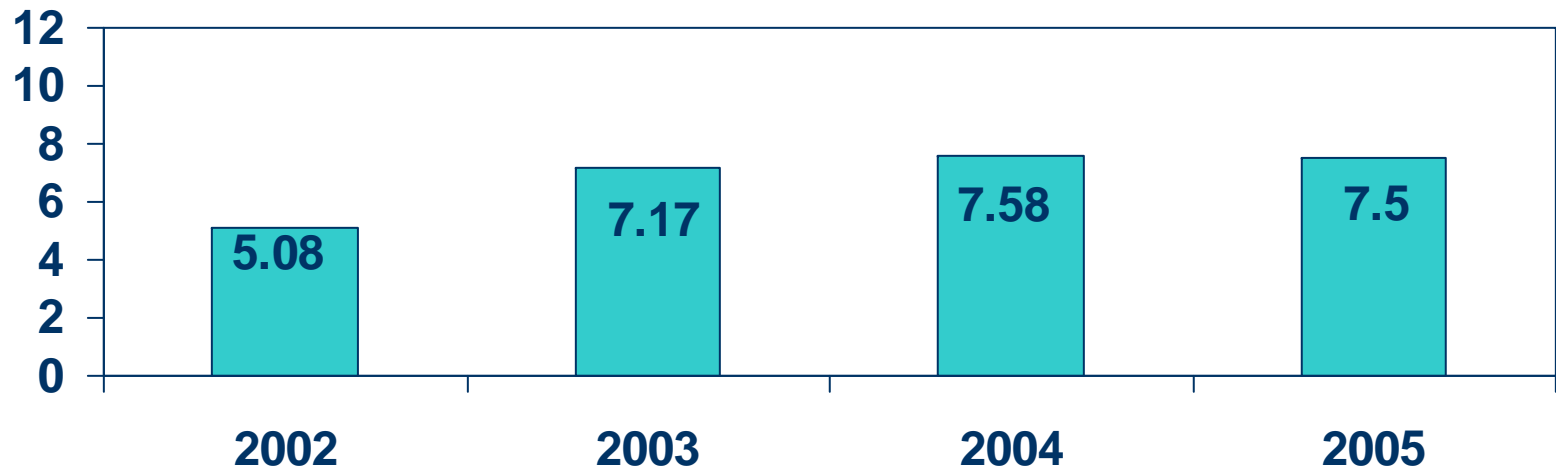
Progress Toward Benchmarks

| School | Benchmark | Fall 2007 % Benchmark (3) Identified Students | Spring 2008 % Benchmark (3) Identified Students | Has this school met the benchmark? | Consecutive years missed benchmark |
|---------------|-----------|--|--|---|--|
| Chubbuck | 70 | 64 | 84 | Yes | |
| Edahow | 70 | 42 | 84 | Yes | |
| Ellis | 70 | 57 | 60 | No | 1st Year |
| Gate City | 70 | 69 | 85 | Yes | |
| Greenacres | 70 | 81 | 94 | Yes | |
| Indian Hills | 70 | 67 | 93 | Yes | |
| Jefferson | 70 | 57 | 87 | Yes | |
| Lewis & Clark | 70 | 72 | 84 | Yes | |
| Syringa | 70 | 57 | 86 | Yes | |
| Tendoy | 70 | 58 | 87 | Yes | |
| Tyhee | 70 | 65 | 92 | Yes | |
| Washington | 70 | 59 | 66 | Yes +5% | |
| Wilcox | 70 | 56 | 81 | Yes | |
| PCCS | 70 | 81 | 66 | No | 1st Year |

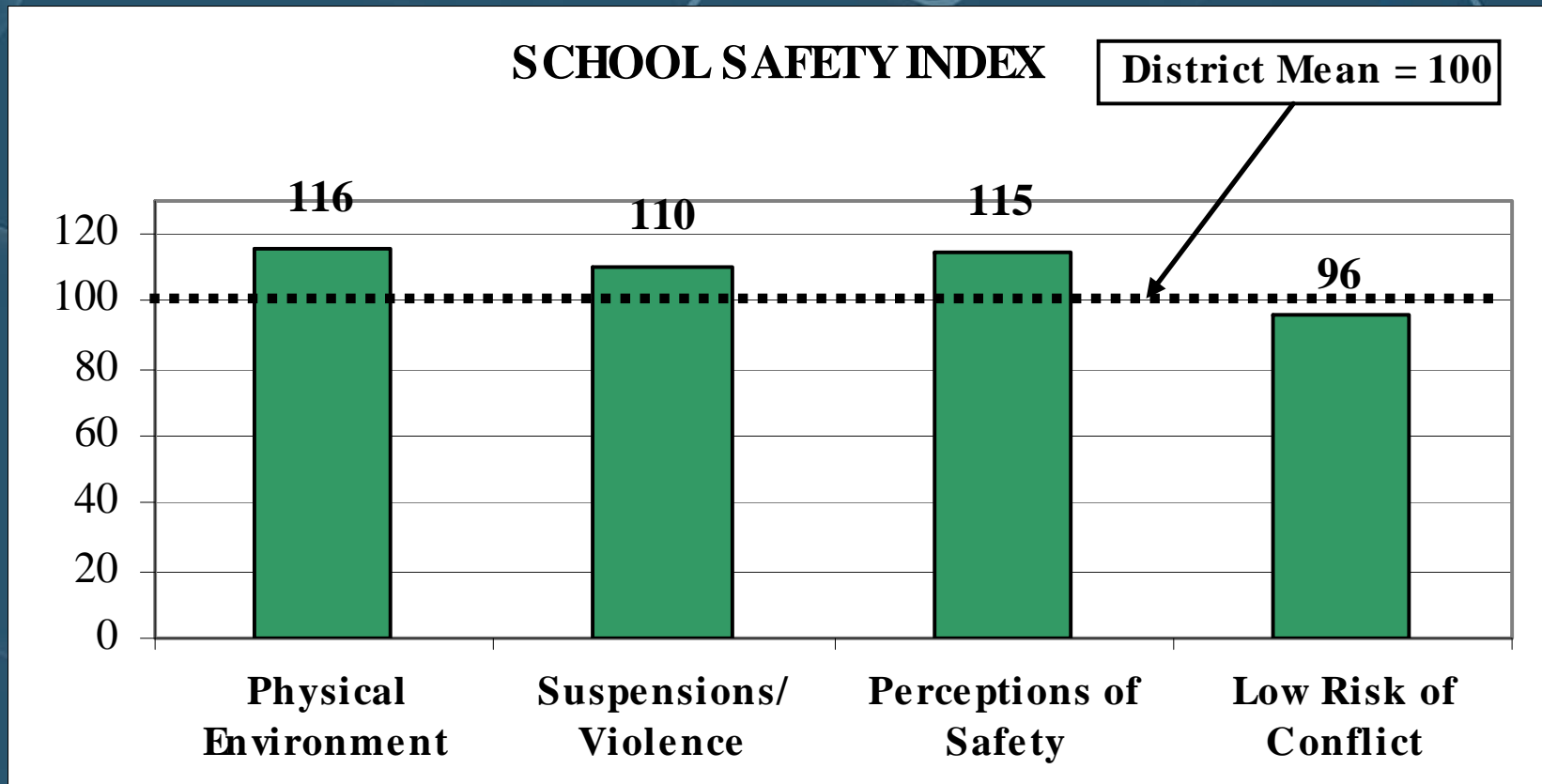


Progress Over Time

**Average Number of Partnerships
at the Collaboration Level or Higher**



Performance Relative to Others





Suggested CIF Outcome Reporting Format

1. List of FY09 Outcomes
2. Data Collection (measures, dates)
3. Results
4. Special Considerations (optional)



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