

Applying an Outcomes Measurement Framework to Measure the Results of Prevention and Intervention Programs

Diane DePanfilis, Ph.D., M.S.W.

Associate Professor

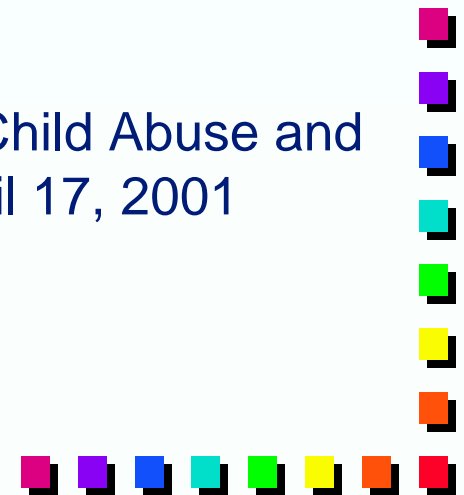
University of Maryland School of Social Work

Co-Director, Center for Families

Laura Ting, LCSW-C

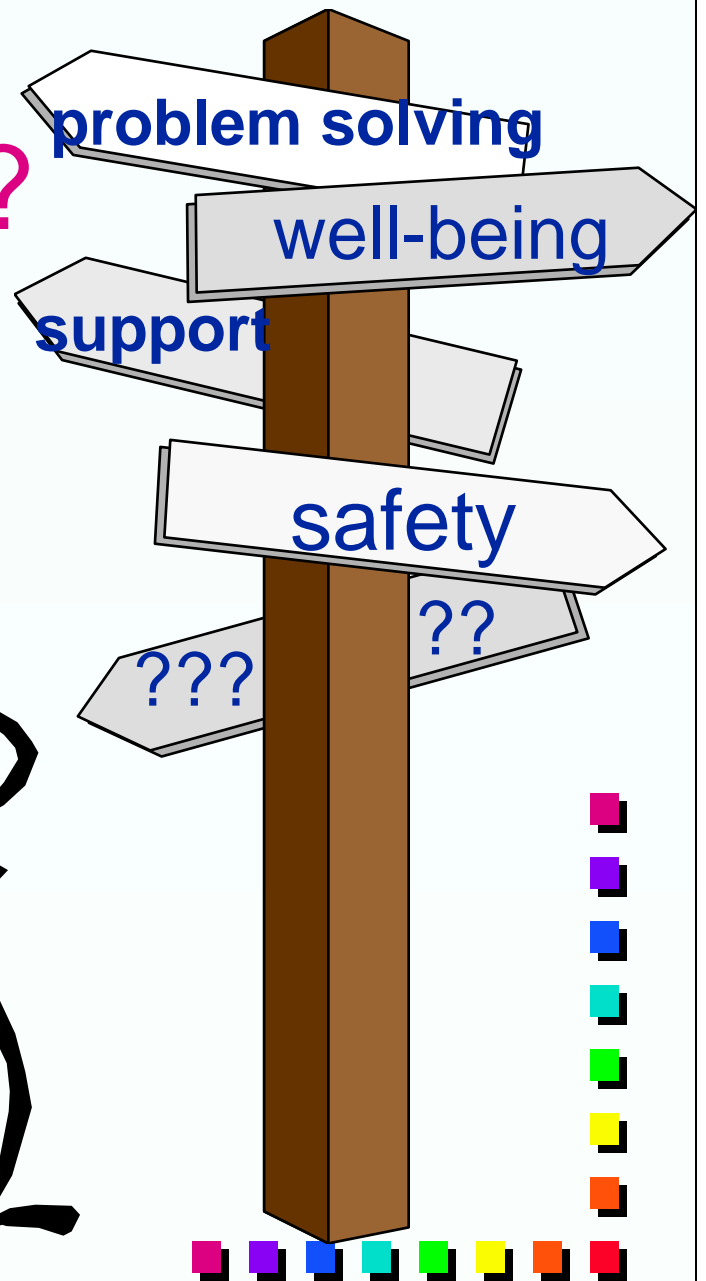
Research Assistant

The Governor's 8th Conference on Child Abuse and Neglect, Baltimore, MD, April 17, 2001



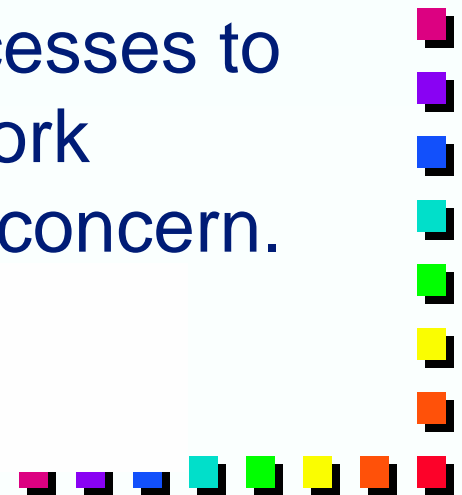
Why are measuring outcomes important?

- If we don't know where we are going, how will we know when we get there?



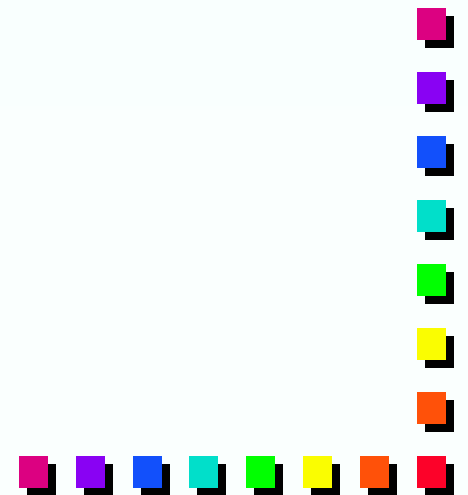
Why else is this important?

- Children and families are easier to engage around positive outcomes than around problems.
- The focus on outcomes helps us select the most appropriate assessment or intervention strategies.
- It is easier to demonstrate our successes to others as accountability in social work practice continues to be a growing concern.



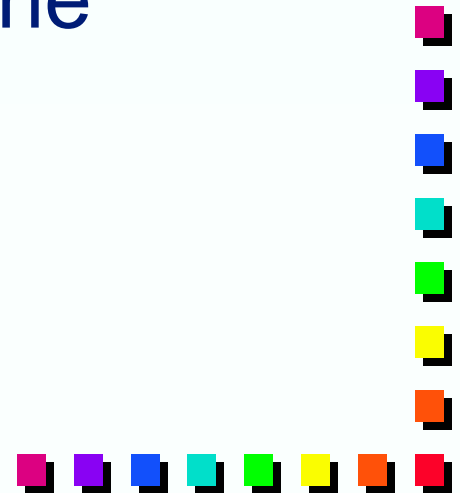
Agenda

- Introductions & expectations
- Definitions
 - Outcomes measurement
 - Inputs/outputs
 - Outcomes & outcome Indicators
- Levels of outcomes
- Using an outcomes measurement framework



What is outcomes measurement?

- Regular collection and reporting of information about the efficiency, quality, and effectiveness of human service programs as well as the use of such information to further improve the program.

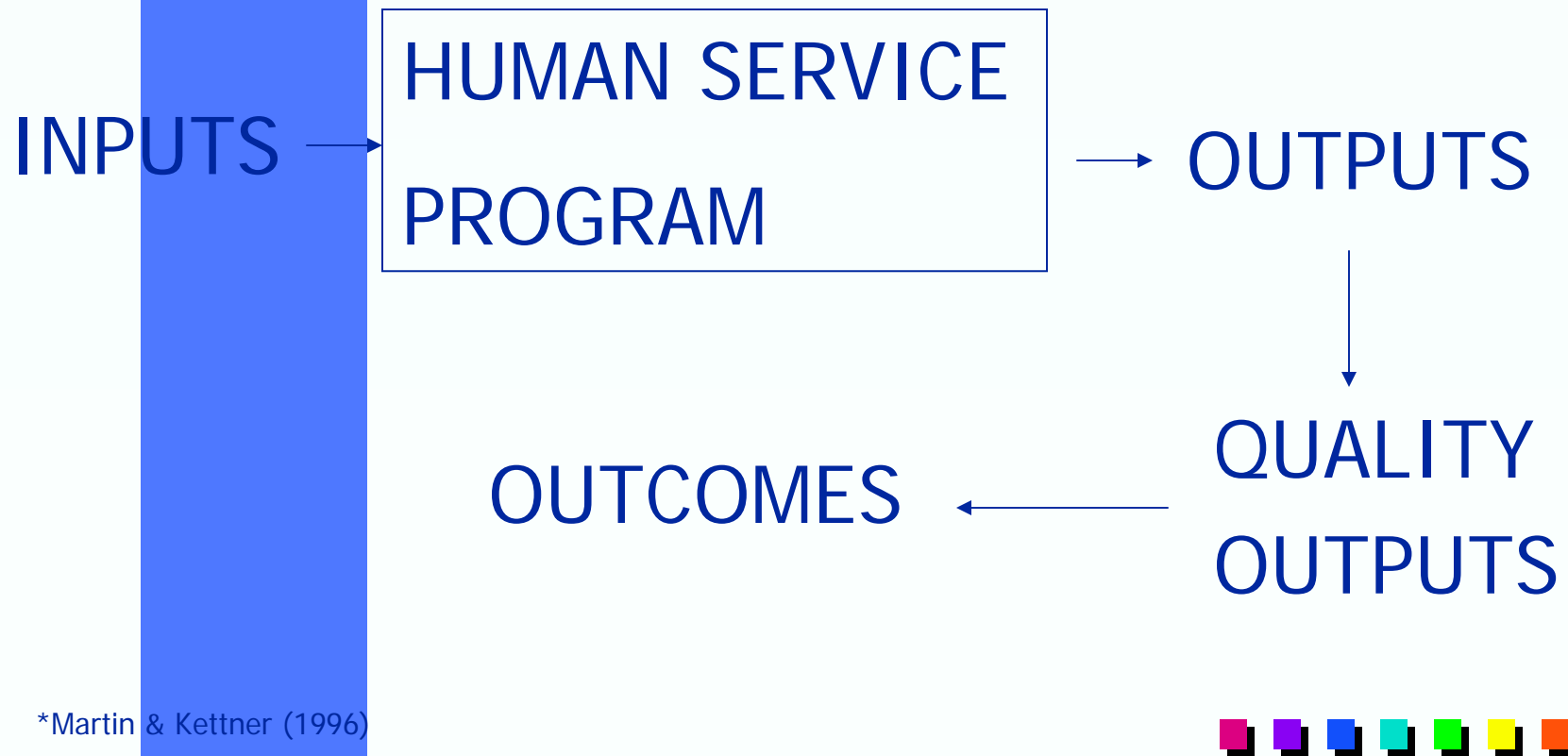


Purpose of Outcomes Measurement

- Outcomes Measurement focuses upon performance, or the result of services.
- Outcomes Measurement provides information on
 - how programs are performing
 - what can be improved
 - future allocation of resources



Effectiveness perspective*



*Martin & Kettner (1996)

Definition - Inputs

- Anything a system uses to accomplish its purposes.
- Resources & raw materials (e.g., funding, staff, facilities, equipment, clients, presenting problems) that go into a human service program.



Definition - Outputs

- Anything a system produces.
- Examples:
 - # of clients screened for service this month
 - # of assessments conducted this month
 - # of parenting group sessions provided this month
 - # of hours spent by staff in court this month
 - # of team meetings held this month



Definition - quality outputs*

- Outputs that meet a specified quality standard.
- Examples:
 - % of clients seen within 24 hours of referral.
 - % of interviews conducted by trained interviewers.

**(Also described as performance measures)*



Quality Dimensions

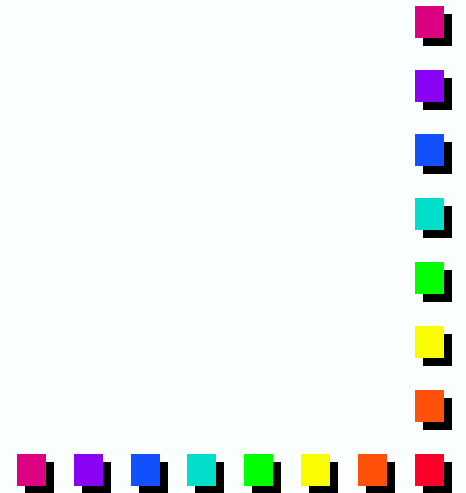
- Accessibility
- Assurance
- Communication
- Competency
- Conformity
- Courtesy
- Deficiency
- Durability
- Empathy
- Humaneness
- Performance
- Reliability
- Responsiveness
- Security
- Tangibles

Martin and Kettner (1996)



Definition - Outcome

- A condition of well-being for children, families, or communities.
- Examples:
 - child safety
 - child well being
 - family well being
 - permanency



Definition - Indicator

- A measure, for which data is available, which helps quantify the achievement of an outcome.
- Examples:
 - % of children who are not reported for future substantiated incidents within one year.
 - % of children who demonstrate achievement of appropriate developmental milestones.
 - % of families with stable residence for at least one year.



Levels of Outcomes*

- Community
- Service System
- Agency
- Program
- Family
- Individual
- Scorecards
- Accountable for what?
- Achievement of mission.
- What is success?
- Family success?
- Individual success?



*McCroskey (1997).

Principles*

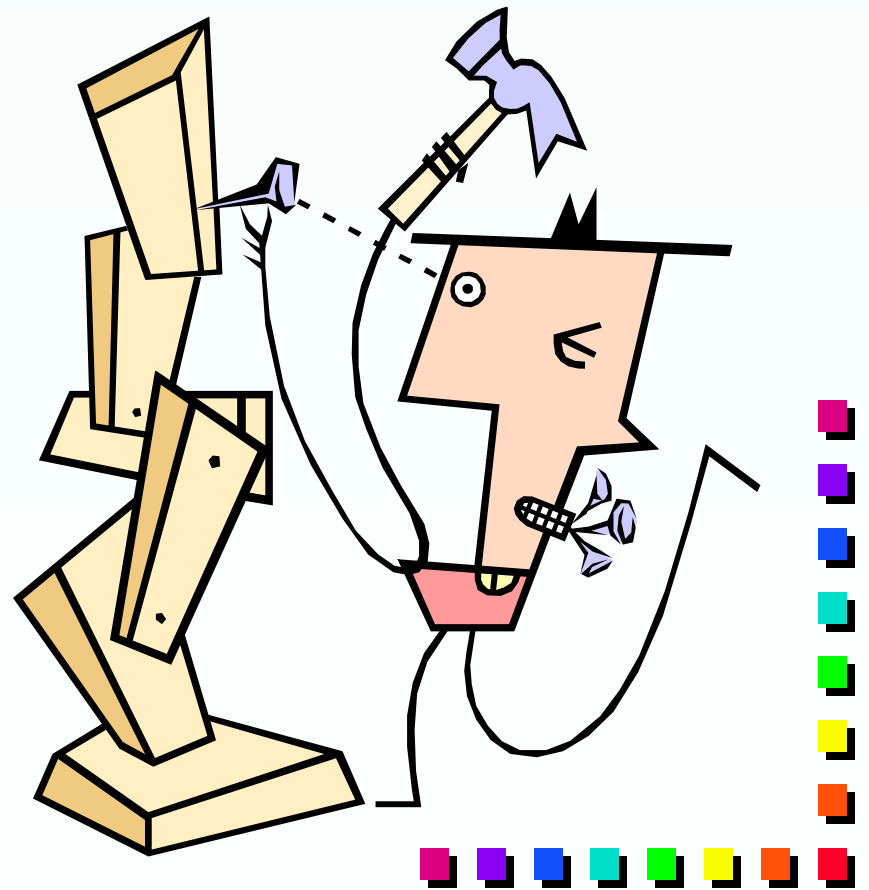
- Outcomes need to be measured differently at different levels.
- At all levels, outcomes and indicators should be practical, results-oriented, clearly important to the well-being of children and families, and stated in understandable terms.

*Adapted from McCroskey (1997).



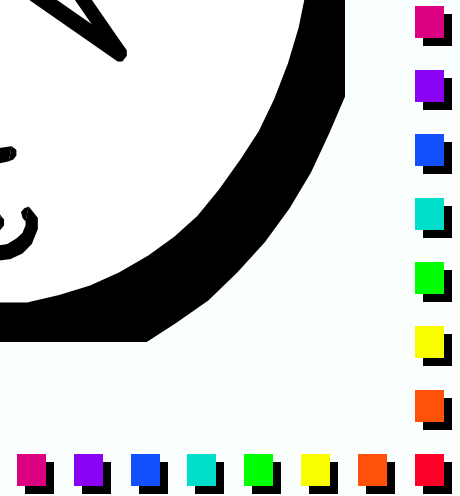
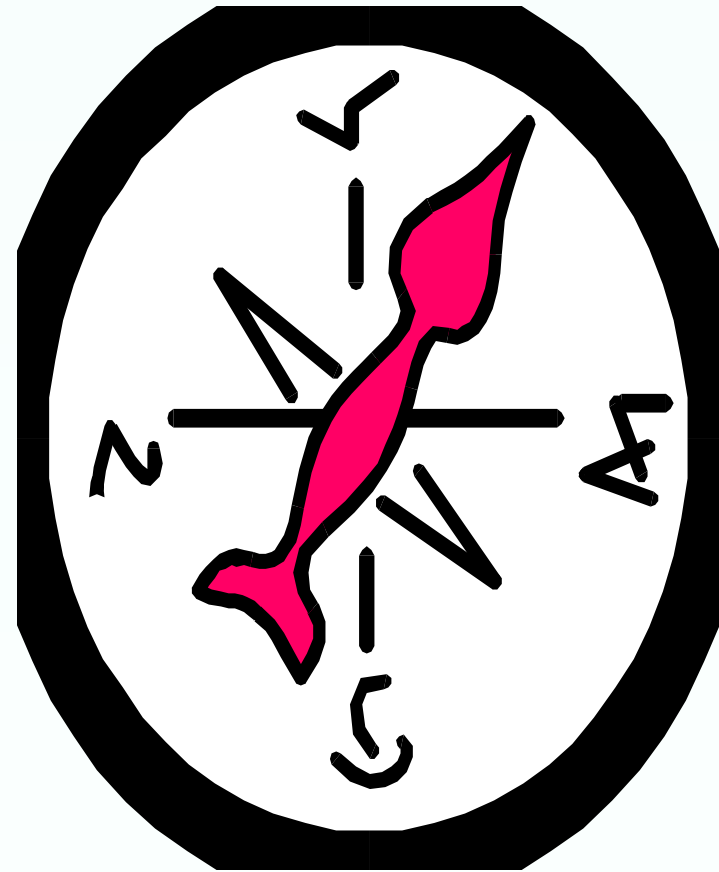
Why do we have to target client outcomes before we can achieve program outcomes?

- Faulty decision making at assessment can lead to targeting disjointed outcomes and interventions.



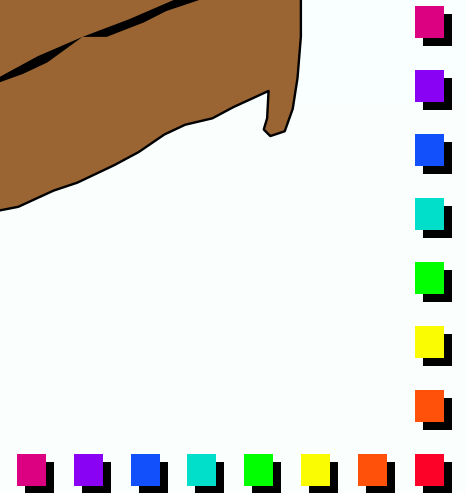
And then what happens?

- Clients can be lead in the wrong direction.



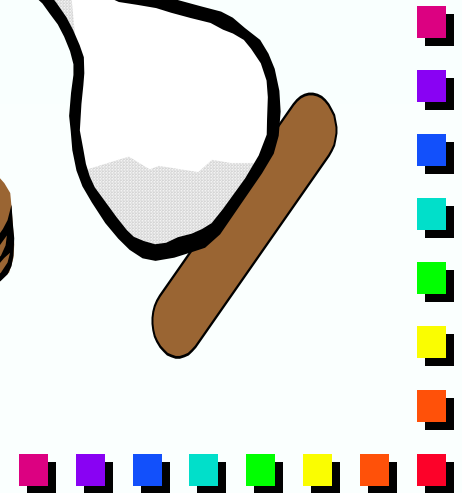
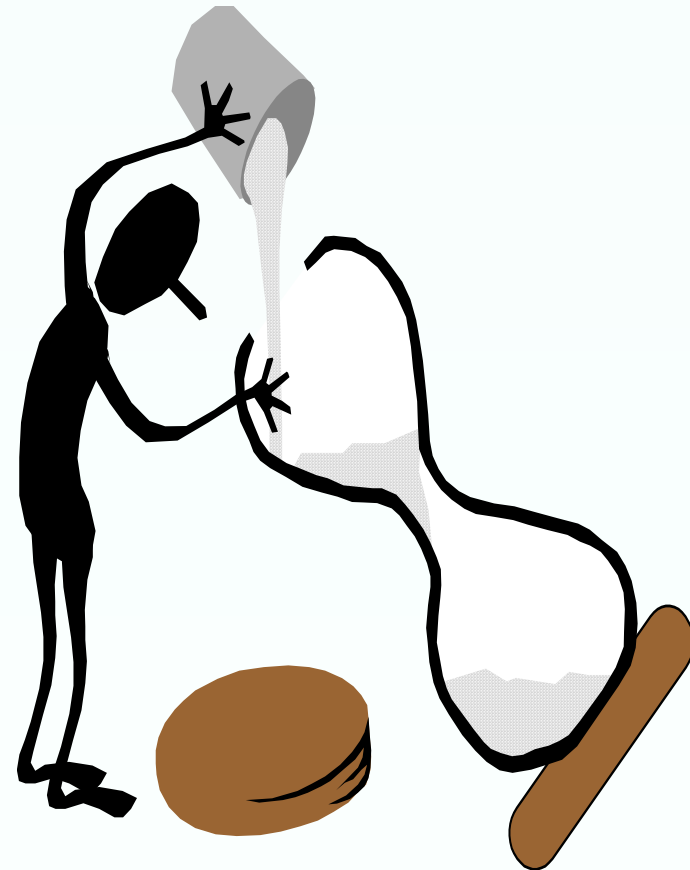
What does this mean?

- All case plans tend to look the same.



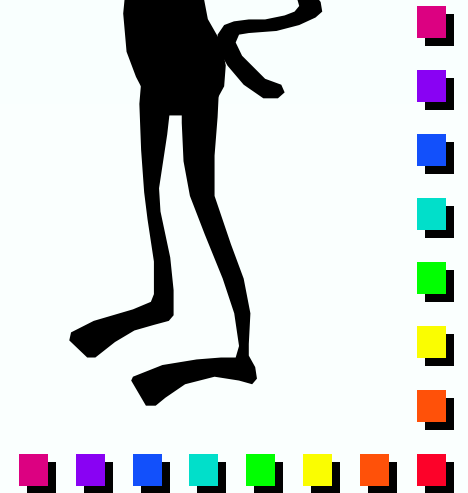
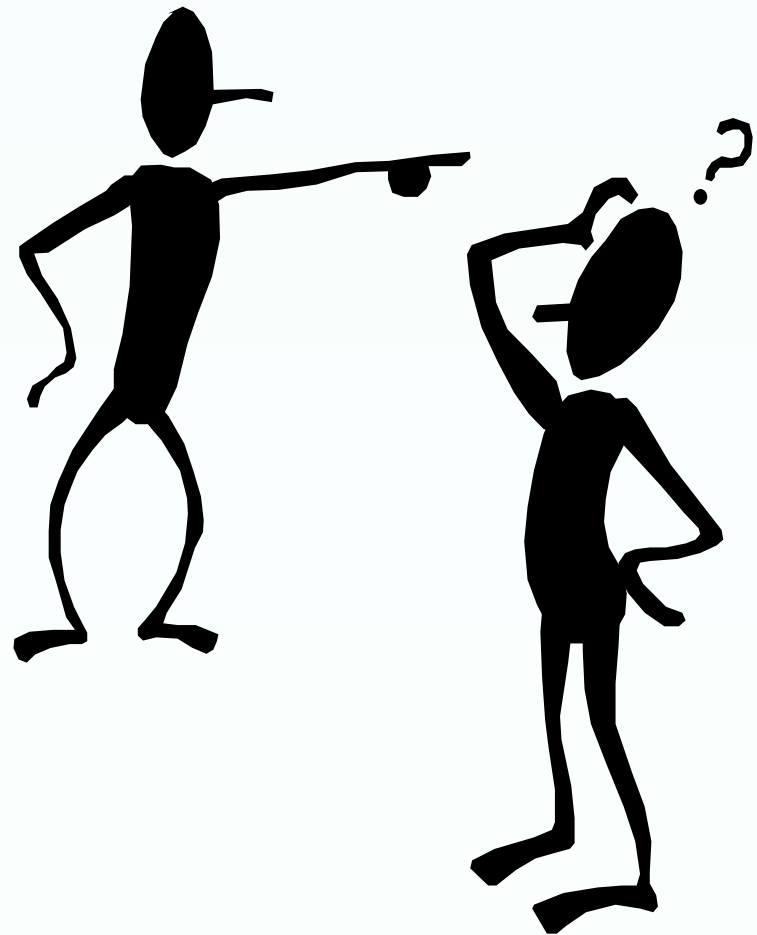
What are the consequences?

- Precious time is lost toward achieving the right outcomes and reducing risk.



How do clients feel?

- Clients are very confused and may appear “resistant” to intervention.



How does this affect children?

- Children may be extremely vulnerable and unsafe.



Connection between program outcomes and client outcomes

- Achievement of client level outcomes should increase achievement of program level outcomes
- For example, improved family functioning & increased social support should increase child safety as measured by recurrences of child maltreatment.



Contrast of Indicators

■ Program level

- % of children without recurrence of maltreatment within one year of case closure
- % of children reunified without a new placement within 12 months

■ Client level

- Improvement of family functioning
- Increased social support
- Improvement in child behavior
- Increased problem solving skills



Contrast of measures

■ Program level

- Numeric counts
- Rely on existing data
- Use of information systems
- Consistent data across all cases

■ Client level

- Self report clinical assessment instruments
- Observational measures
- Integration of new data collection with practice
- May have different data across cases dependent on assessment

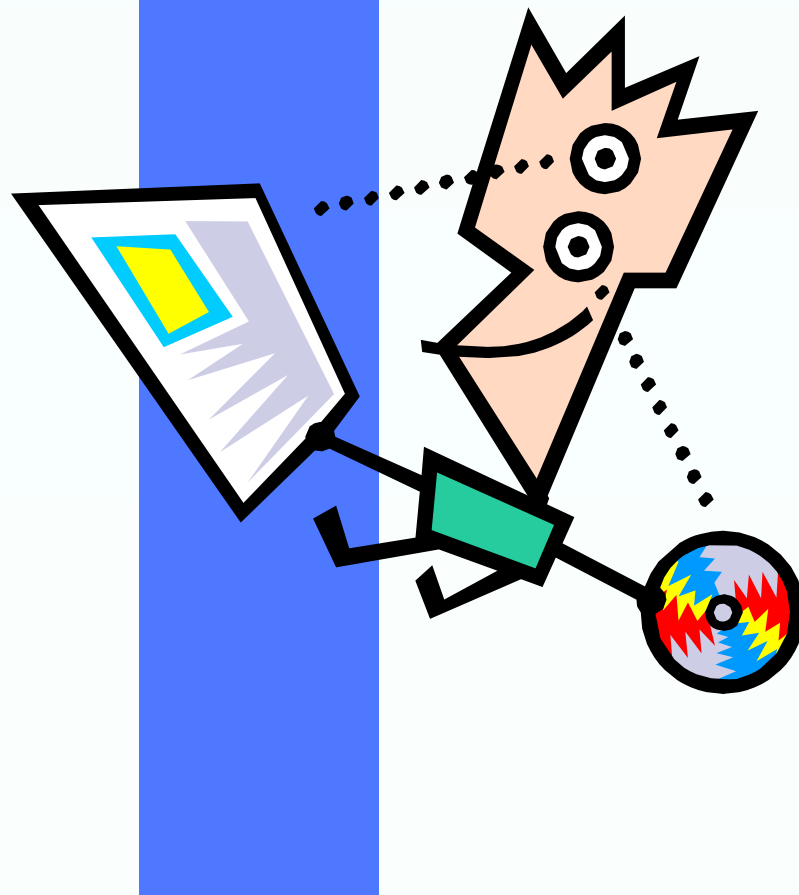


Primary FOCUS today

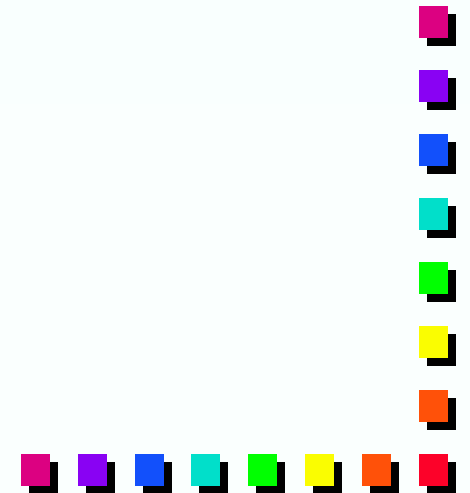
- Applying an outcomes measurement framework
- Identifying examples inputs, outputs and outcomes that apply to our program(s)



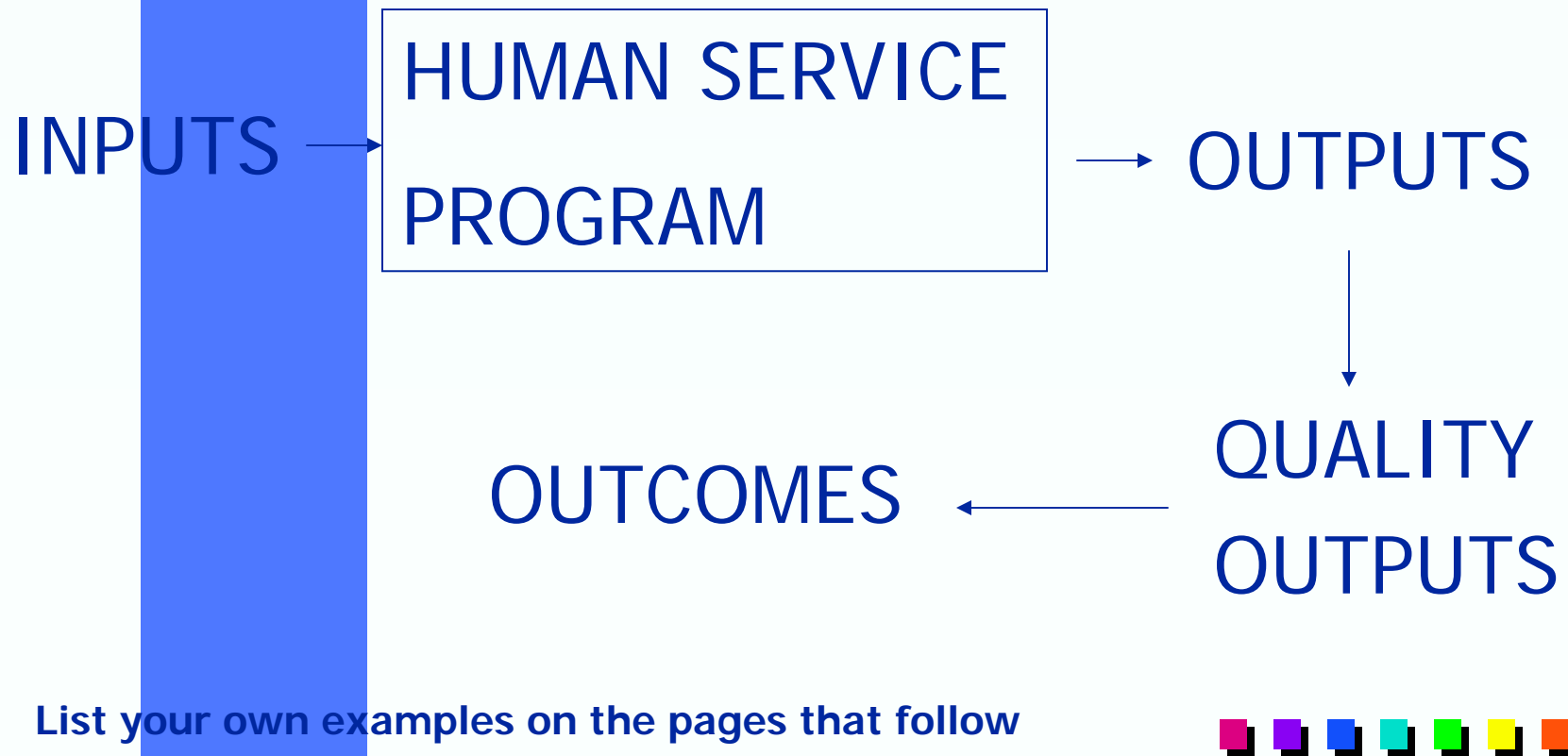
Time for practice



- We will work together to complete your program's effectiveness chart



Your Program's Effectiveness



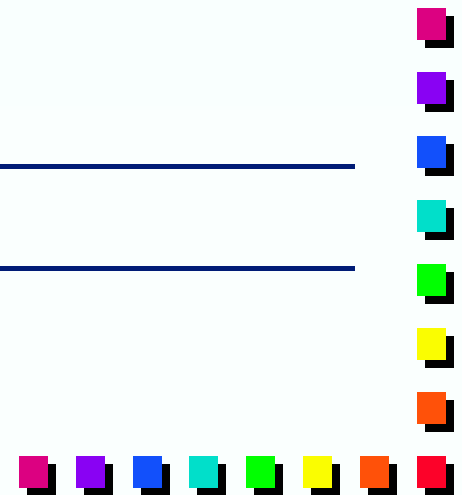
List your own examples on the pages that follow

Start with Defining your Program Outcomes

- What is a primary purpose of your program?

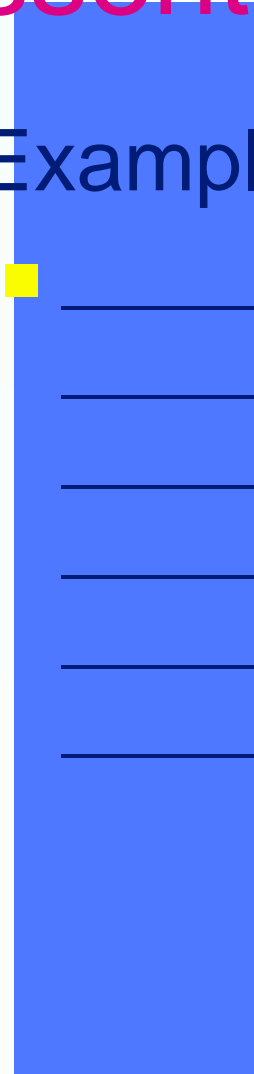


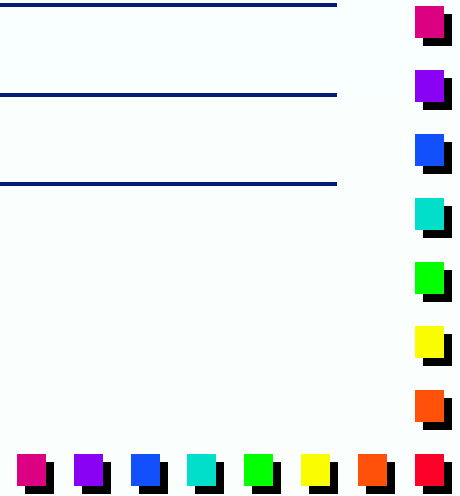
- What condition of client well-being will indicate success? (define it)



Identify examples of inputs essential for your program.

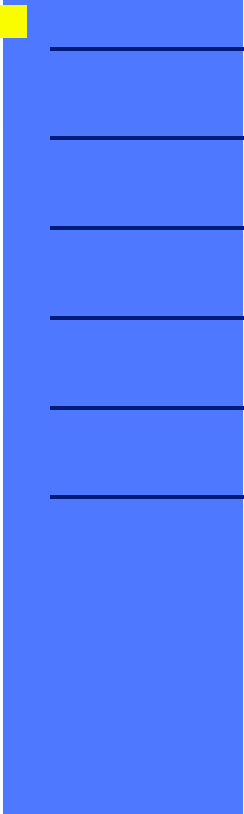
- Examples:



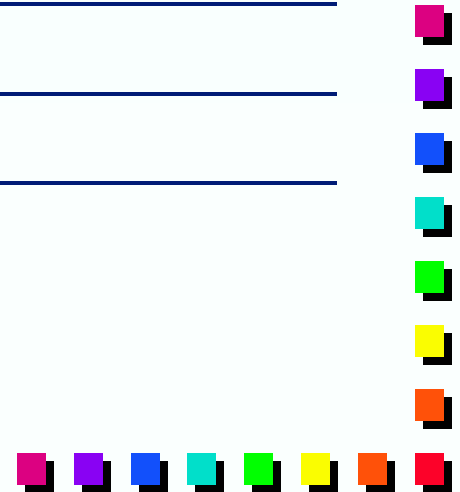


Identify examples of outputs of your program:

- Examples:

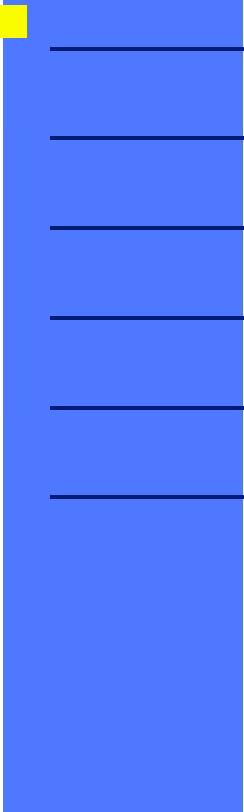


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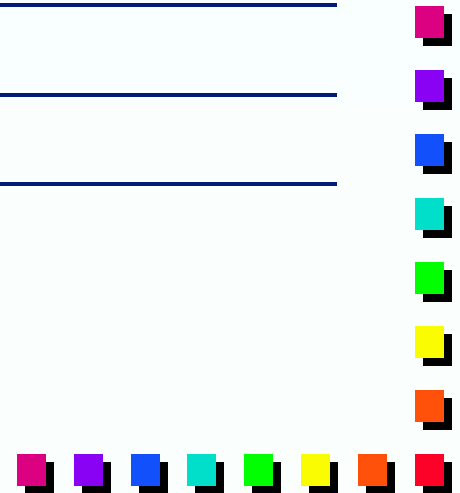


Identify examples of quality outputs of your program:

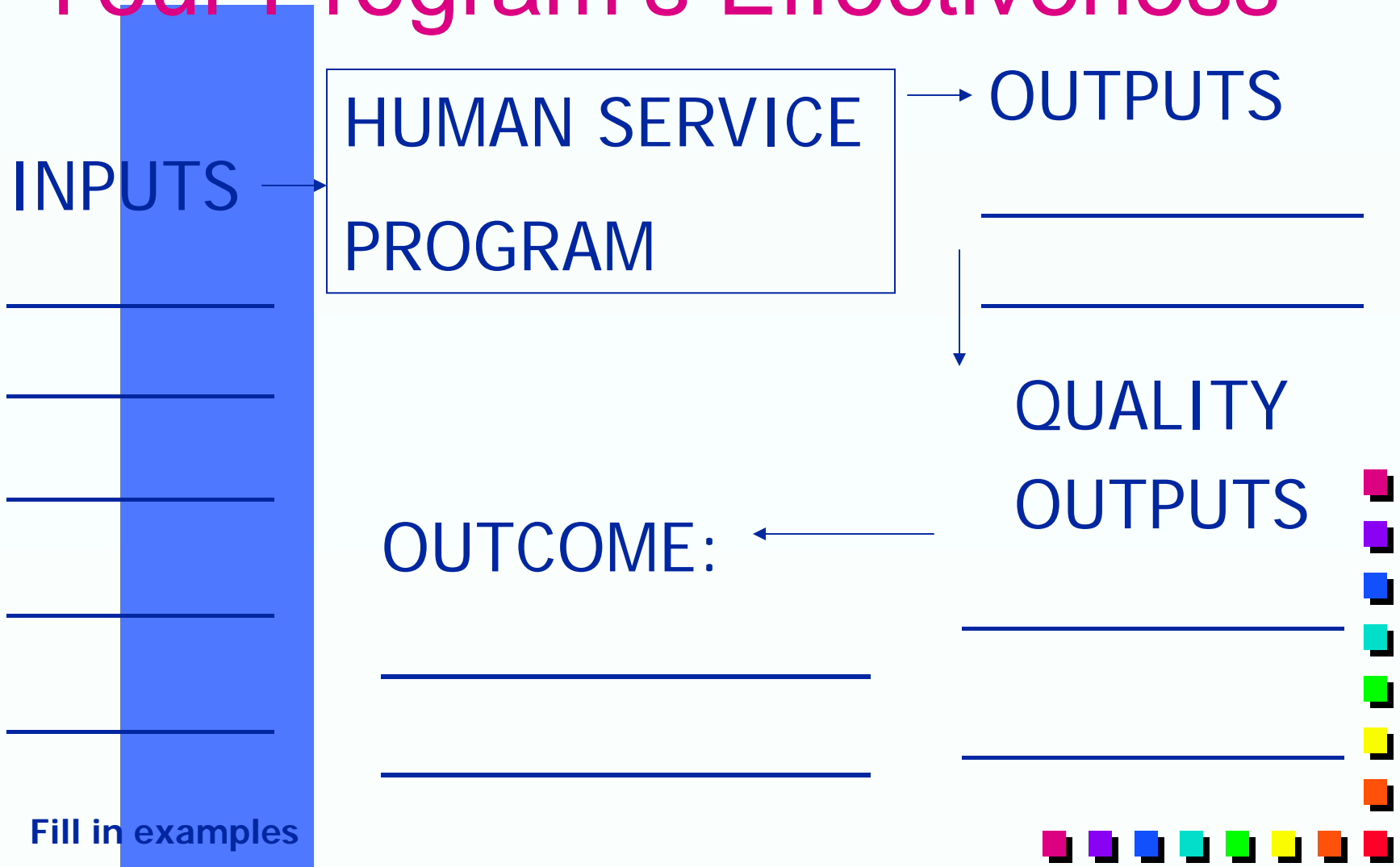
- Examples:



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Your Program's Effectiveness



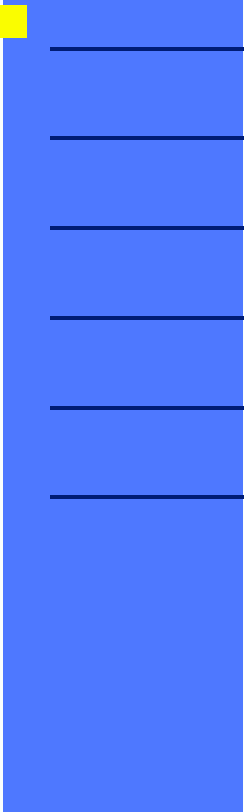
Selecting Indicators for Program Outcomes

- Usually select data that is already available or can be made readily available.
- Numeric counts most often used as indicators at a program level
 - e.g., % of children who are placed in safe circumstances without a new incident of child maltreatment within 12 months.

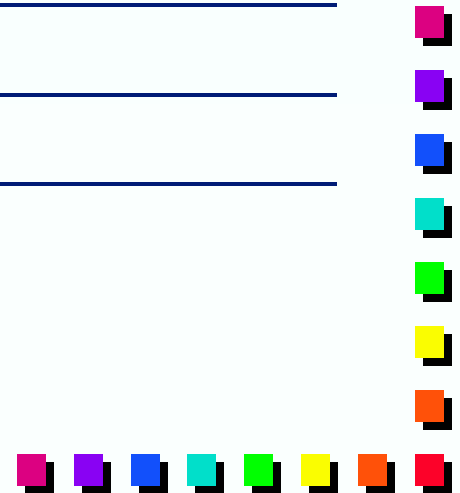


Identify examples of indicators for your program outcome:

- Examples:



- _____
- _____
- _____
- _____
- _____
- _____
- _____



Assessment of Numeric Counts

- Utility High
- Validity Low to Medium
- Reliability High
- Precision Low
- Feasibility High
- Cost Low to Medium



Assess your indicators against criteria

- Utility - how useful to stakeholders?
- Validity - measures the right outcome?
- Reliability - how consistent?
- Precision - level of measurement?
- Feasibility - how likely that you can obtain this information?
- Cost - how much effort or resources will it take to track this indicator?



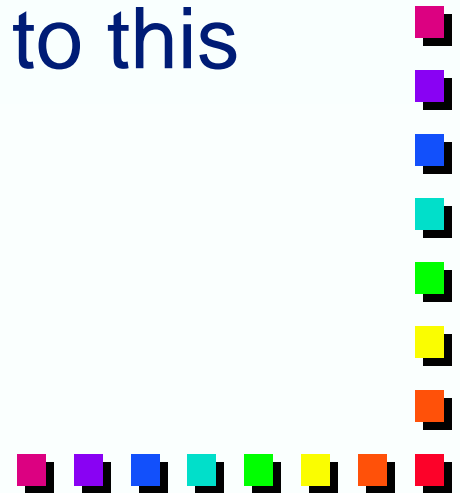
Compare your work to ASFA

- Outcome 1: Reduce recurrence of child abuse and/or neglect.
 - Measure 1.1: Of all children who were victims of substantiated or indicated child abuse and/or neglect during the reporting period, what percentage had another substantiated or indicated report within a 12-month period?



Select any outcome

- What inputs will be essential to successfully achieve this outcome?
- What outputs will relate to this outcome?
- What quality outputs will relate to this outcome?



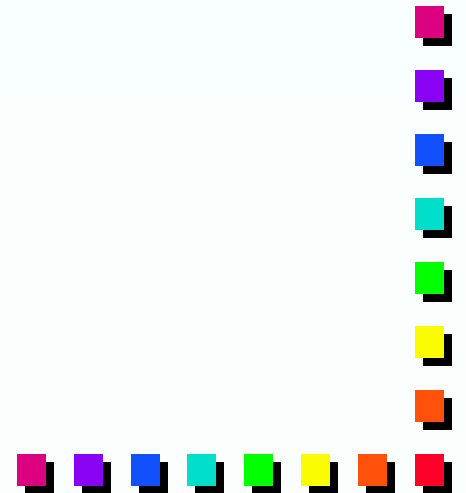
Review points

- Outcomes should be results oriented and relate to the primary purposes of your program
- Numeric counts more easily measure child safety and permanency than child or family well being.
- Your program services (outputs) must have the capacity to influence achievement of outcomes.



Types of clinical measures

- Standardized self-report
- Observation
- Client satisfaction (with respect to outcomes not just outputs)



Criteria for selection

- Utility - relevance to stakeholders
- Validity - measures the right outcome
- Reliability - consistency of results
- Precision - level of measurement
- Feasibility - practicality of use, training, costs, amount of time, receptivity of staff and clients, helpful to clinical process



Use of Self-Report Measures

- Validity - high
- Reliability - high
- Precision - medium to high
- Client receptivity can be high if there is a good match between problem and outcome
- Utility - low to high
- Feasibility - can be low due to training, scoring issues
- Cost can be high
- Client receptivity can be low if there is not a good match with focus of intervention



Observational measures

- Utility can be high
- Validity - medium to high
- Reliability - medium to high
- Precision - medium
- Feasibility - don't have to rely on client's participation
- Utility can be low
- Validity can be low if it doesn't match focus of intervention
- Reliability can be low if definitions are not clear
- Can be time consuming for practitioner



Client satisfaction

- Reliability - medium
- Feasibility - medium
- Feasibility - medium
- Cost - low
- Utility - medium
- Validity - low to medium
- Precision - low - many focus on outputs not outcomes
- Feasibility - may get a low return



Types of Reliability

- Test-Retest
- Alternate Form
- Internal Consistency
 - Split half
 - Coefficient alpha
- Inter-observer
- Correspondence at 2 points in time
- Similar scores with 2 forms
- Scores
 - similar-2 halves
 - single concept
- Equivalency by raters



Types of Validity

- Content
- Face
- Concurrent
- Predictive
- Convergent
- Discriminant
- Major dimensions
- Appear relevant
- Predict score on other instrument
- Predict future event
- Measures all concepts
- Does not measure irrelevant concepts



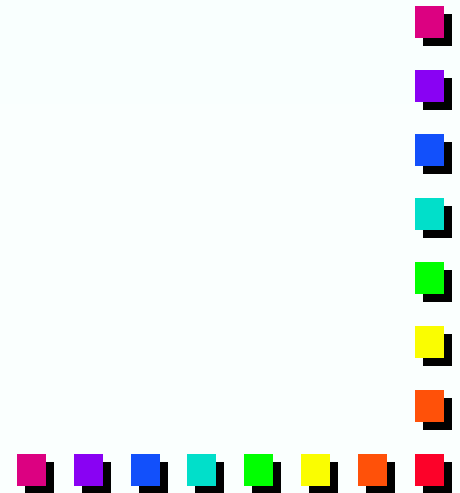
Take home points

- Clearly define your program's purpose
- Define outcomes that are "true" measures of your program's success
- Select measures or indicators of your outcomes
- Assess whether your program has sufficient inputs to achieve the quality of outputs that will lead to achievement of outcomes.



Key Reference

- Martin, L. L., & Kettner, P. M. (1996). Measuring the performance of human service programs. Thousand Oaks, CA: Sage publications.



Copies of slides

- Copies of the Power Point slides of this presentation can be obtained by going to: <http://family.umaryland.edu>
- Click on Research
- Look for Governor's Conference 4/17/01





APSAAC

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Society on the Abuse of
Children**



APSSAC MISSION

The Mission of APSSAC is to ensure that everyone affected by child abuse and neglect receives the best possible professional response.



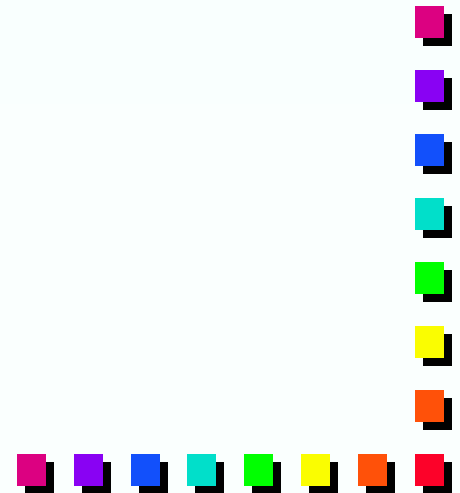
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- Providing interdisciplinary professional education.
- Promoting research and guidelines to inform professional practice
- Educating the public about child abuse and neglect
- Ensuring that America's public policy regarding child maltreatment is well-informed and constructive.



APSAC Colloquium

- June 20-23, 2001
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 - CONTACT: P. O. Box 26901/CHO 3B-3406, Oklahoma City, OK 73190
 - 405-271-8202
 - 405-271-2931 (fax)
 - Jennifer-moslander@ouhsc.edu
 - <http://www.apsac.org>



APSAAC Contact us:

- in MARYLAND –

- ddepanfi@ssw.umaryland.edu

- Diane DePanfilis – 410-706-3609

