

# Models of Program Outcome Measures

Margaret Higgins, MS      UT Southwestern  
Mary Mittelman, Dr PH      NYU ADC

# Development of an Outcome Model: What, Why and How

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- Ed Core Leaders are being challenged to demonstrate the effectiveness and efficiency of their outreach programs.

# Development of an Outcome Model: What, Why and How

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- Ed Core programs should be accountable to
  - ADC Center Directors
  - NIH, NIA (funding source)
  - Community
- There is a call for addressing the problems Ed Cores are experiencing in recruiting minority study patients. Inputs and outputs are not producing desired results.

# Development of an Outcome Model: What, Why and How

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- What is required is a Road Map for outreach activities showing what is supposed to be accomplished, with whom, and why.
- A tool to take program evaluations a step further by involving other Ed Cores, NIA, Alz Assoc.
  - to consider if objectives are being achieved,
  - whether programs address problems that are suited for Education Cores to accomplish.

# Where can We Find the Vehicle to Travel our Road Map?

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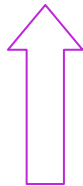


There is a vast literature on Program Evaluation

- A full-fledged movement in “outcomes” and outcome-based
- Volumes, organizations, newsletters, the internet

•Some of the best:

- Harvard Family Research Project, “The Evaluation Exchange”
  - The United Way of America - guidebook
  - Robert Wood Johnson Foundation -RE-AIM framework
  - Kellogg Foundation
  - U of Wisconsin Extension Service

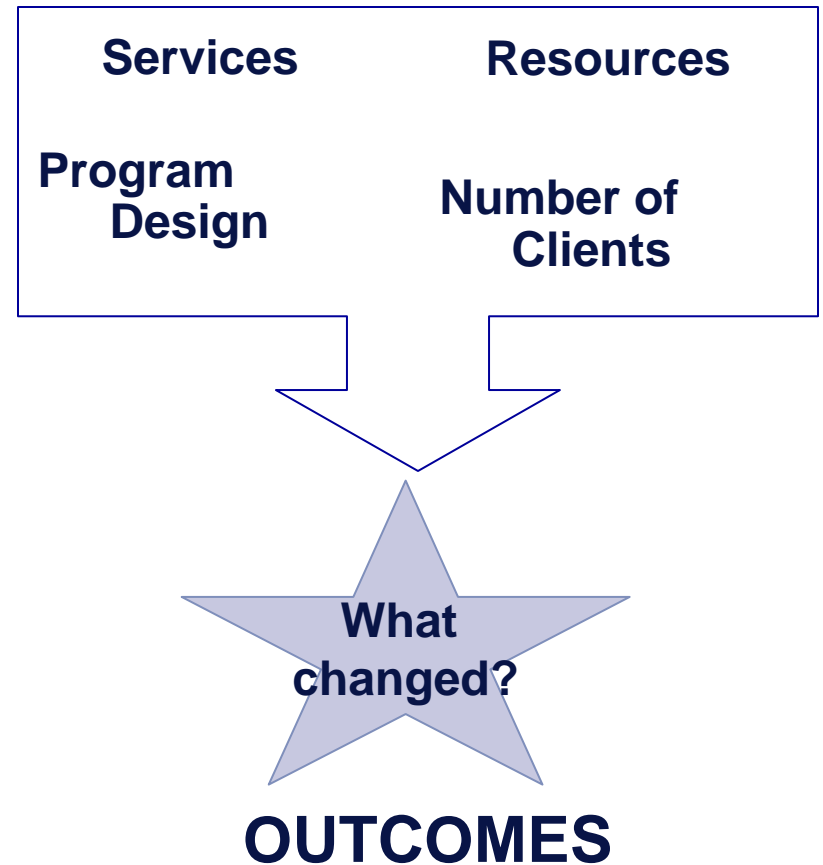


# Outcome Measurement Focus

## Traditional Focus

- ✓ What are the **Services**?
- ✓ How are the **Services** offered?
- ✓ How many people received **Service**?

## Outcomes Focus



# Outcome Measurement:

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The regular, systematic tracking of the extent to which program participants experience the benefits or changes intended.

United Way of America 2002

# Outcome:

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Not  
how many worms  
the bird feeds its young,  
but  
how well the  
fledgling flies

United Way of America 2002



# Outcome Measurement is NOT:

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- Experimental research
- Program evaluation
- Performance measurement
- A replacement for tracking inputs, activities and outputs
- The answer to all our problems

United Way of America 2002

# Outcome Findings Will Not:

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- Show whether this is the right outcome to measure
- Prove statistically that the program caused the outcome
- Explain why this level of outcome was achieved
- By themselves, tell what to change to improve the outcome

United Way of America 2002

# The Planning Process: On the Road to Outcomes

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1. What is the current situation that we intend to impact?
2. What will it look like when we achieve the desired situation or outcome?
3. What behaviors need to change for that outcome to be achieved?
4. What knowledge or skills do people need before the behavior will change?
5. What activities need to be performed to cause the necessary learning?
6. What resources will be required to achieve the desired outcome?

# The Planning Process: On the Road to Outcomes

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## Keep an eye on the community

1. Focus on what it is that we want to communicate to others
2. Use building blocks of accountability that we can incorporate into our program plans
3. Show characteristics of our programs that inspire others to value and support what we do.
  - Communicate relevance, quality, and impact,
  - Will foster buy-in from our stakeholders and audience.
  - Communicate to others why our programs are important to them.

# Structure of Accountability

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Paul F. McCawley. The Logic Model for Program Planning and Evaluation, U of Idaho Extension 2002

# Three Major Planning/ Management Tools: Outcome Models

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## 1. Outcome Funding Framework

- Key shifts in thinking away from traditional ways human services area usually funded
- Stresses funders as investors in the project
- A shift from *service activities* to focusing on *Performance targets*
- Defined in terms of client changes made
- Sequential steps. On-going assessment, mid-course adjustment is possible

# Outcome Models

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## 2. Results –Based Accountability (RBA)

- Starts with desired ends and works backwards toward the means to achieve them
- First describes what desired ends looks like and defines results in measureable terms.
- Uses those measures to gauge success/failure
  - Asks, what do we want?
  - How will we recognize it?
  - What will it take to get there?

# Outcome Models

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## 3. The Logic Model

- Provides graphic overview
- Outlines outcome to be accomplished,
- Program Activities, the process and resources, target group
- Extremely useful for first planning efforts





# Terms & Definitions

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## Logic Model

- *An agreed upon path that links inputs, activities, outputs, and outcomes in a logical fashion.*
- *A breakdown of the program “theory” into pieces – inputs, activities, outputs, and outcomes.*
- *A diagram for explaining why we think our programs will have a positive effect on a person or group of people.*

# Terms & Definitions

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## Inputs

*Resources dedicated to or consumed by the program(s) within an agency and constraints on the agency*

## Activities

*What the agency does with the inputs to fulfill its mission – the program services*

## Outputs

*The direct products of agency services – the results of the process*

# Terms & Definitions

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## Outcomes

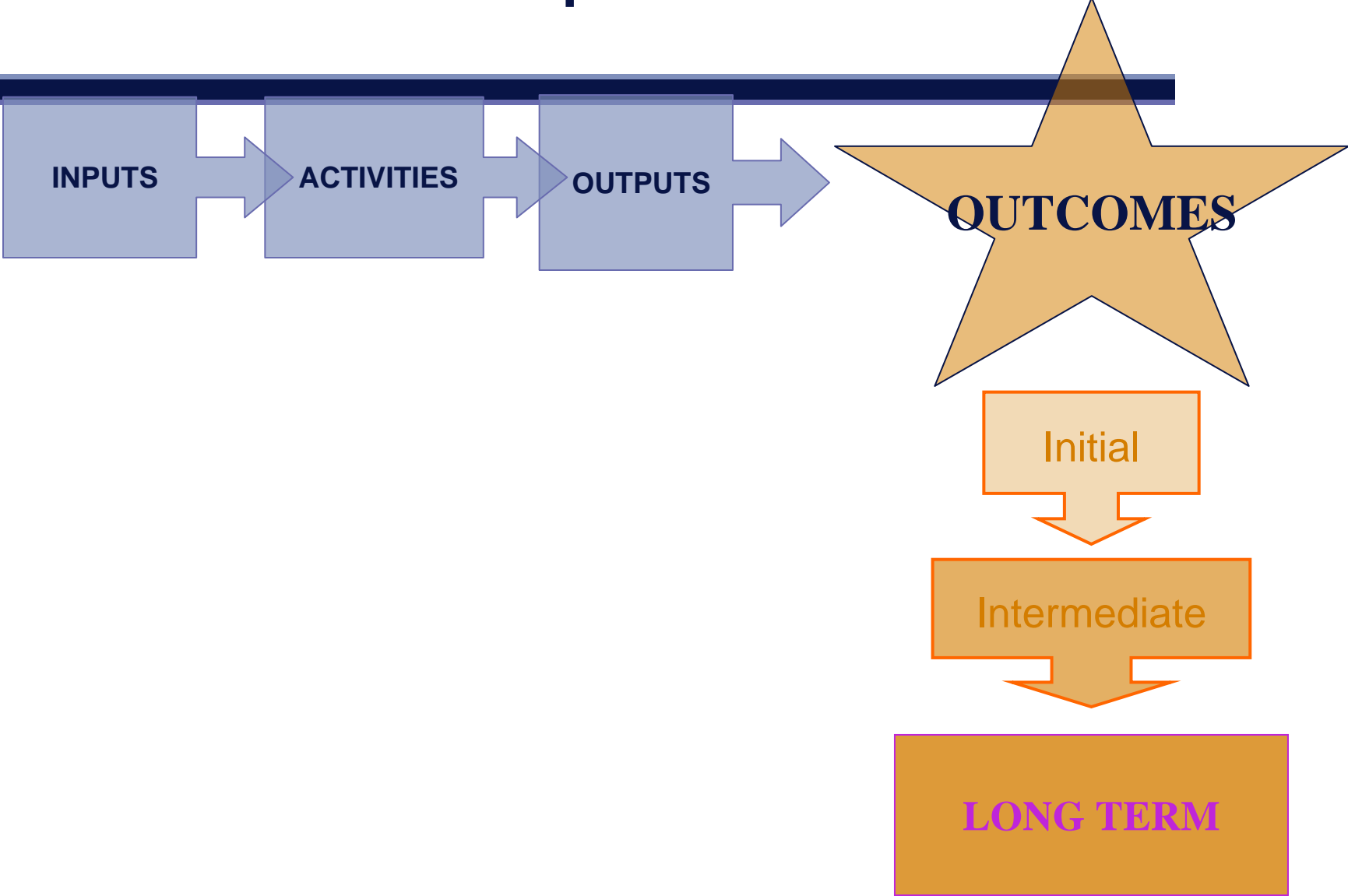
*Benefits or changes to individuals or populations during or after participating in agency activities*

Programs often seek to change or improve:

- Attitude
- Skills
- Behavior
- Condition



# Several Levels of Impact

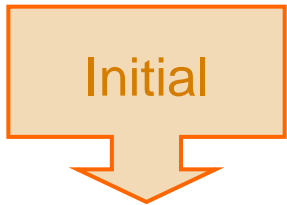


# Initial Outcomes An example

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*The most immediate benefits or changes participants experience and the ones most influenced by the program's outputs.*

- *Changes in knowledge, attitudes, or skills*



*What's the first change that you could expect?*

## Caregivers of Spouses with AD Communication Program

- **Caregivers are knowledgeable about the benefits of effective communication with a person with AD.**

# Intermediate Outcomes

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*Link a program's initial outcomes to the longer-term outcomes it desires for participants.*

- *Changes in behavior that result from the participants new knowledge, attitudes, or skills*

**Initial**



## **Caregivers of Spouses with AD Communication Program**

- **Caregivers are knowledgeable about the benefits of effective communication with a person with AD.**

**Intermediate**

- **Caregivers follow communication guidelines and engage in clear and direct speech with their spouse**

# Long -Term Outcomes

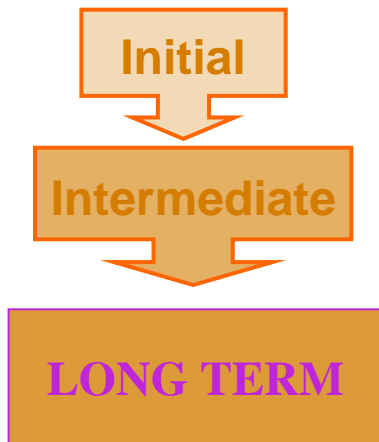
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*The ultimate outcome that a program desires to achieve for its participants.*

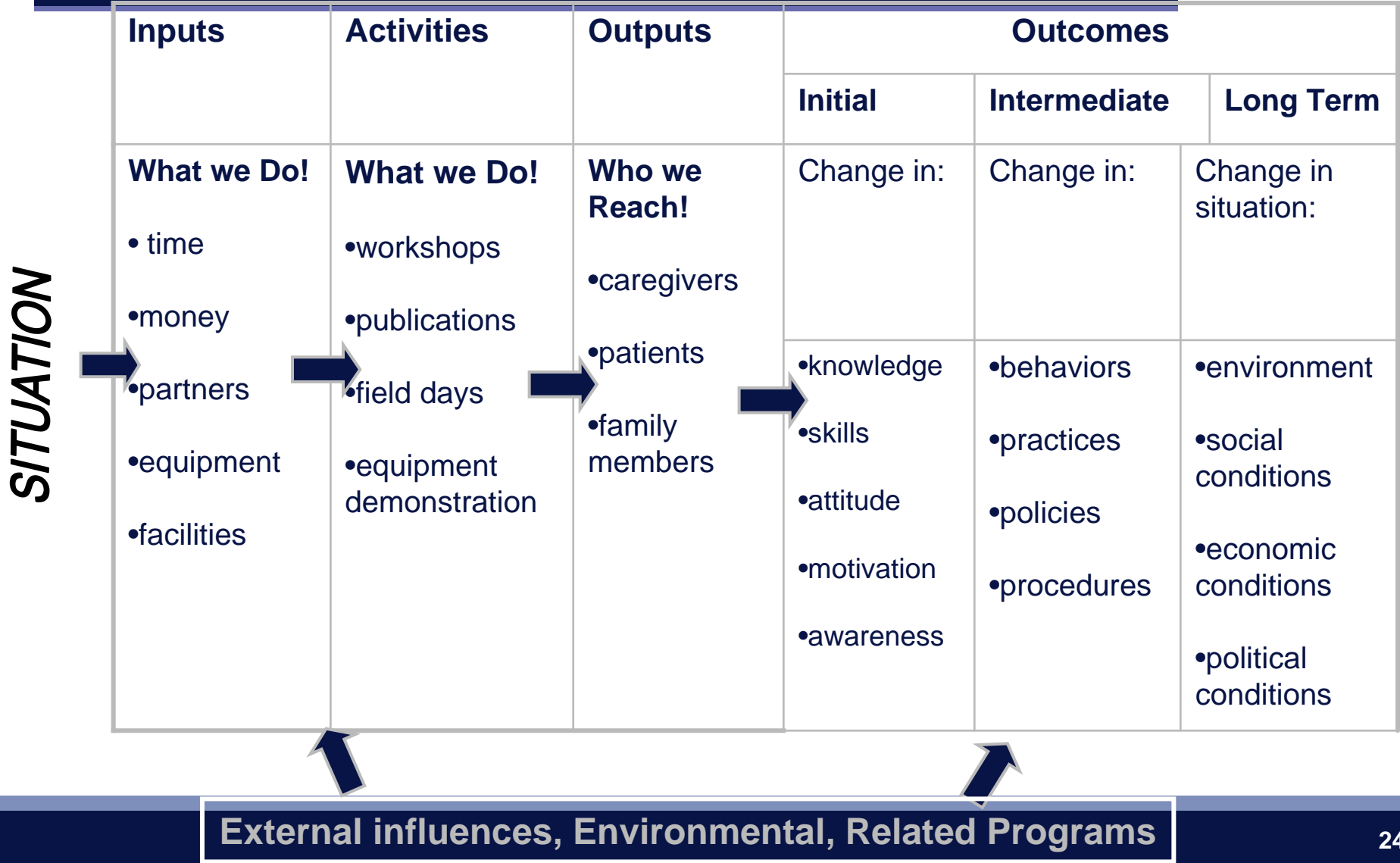
*The program's Long -Term Outcomes are the most removed benefits that a program can reasonably expect to influence.*

## Caregivers of Spouses AD Communication Program

- Caregivers are knowledgeable about the benefits of effective communication with a person with AD .
- Caregivers follow communication guidelines and engage in clear and direct speech with their spouse.
- Caregivers have less daily stress and anxiety when effective communication is

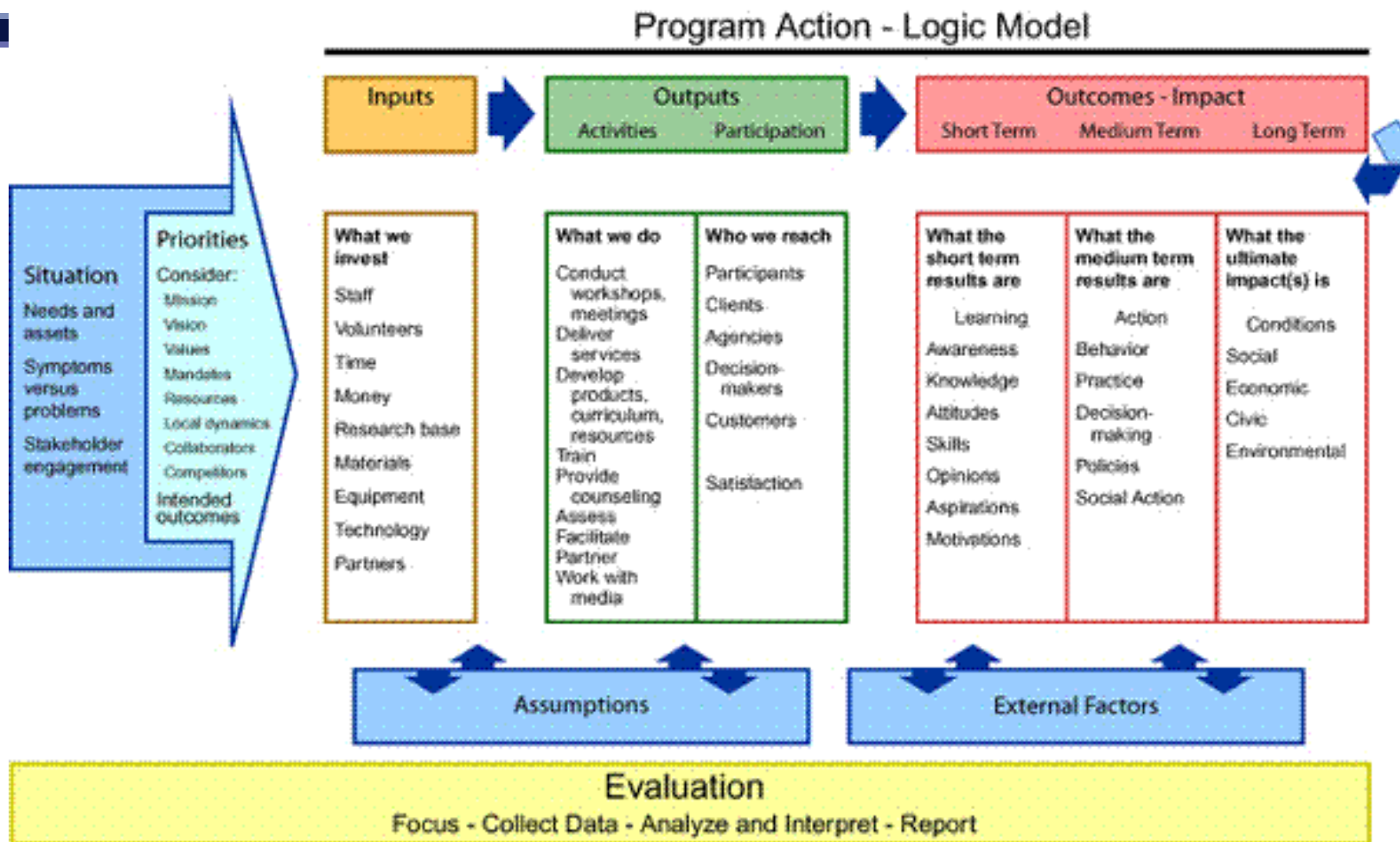


# Sample Logic Model





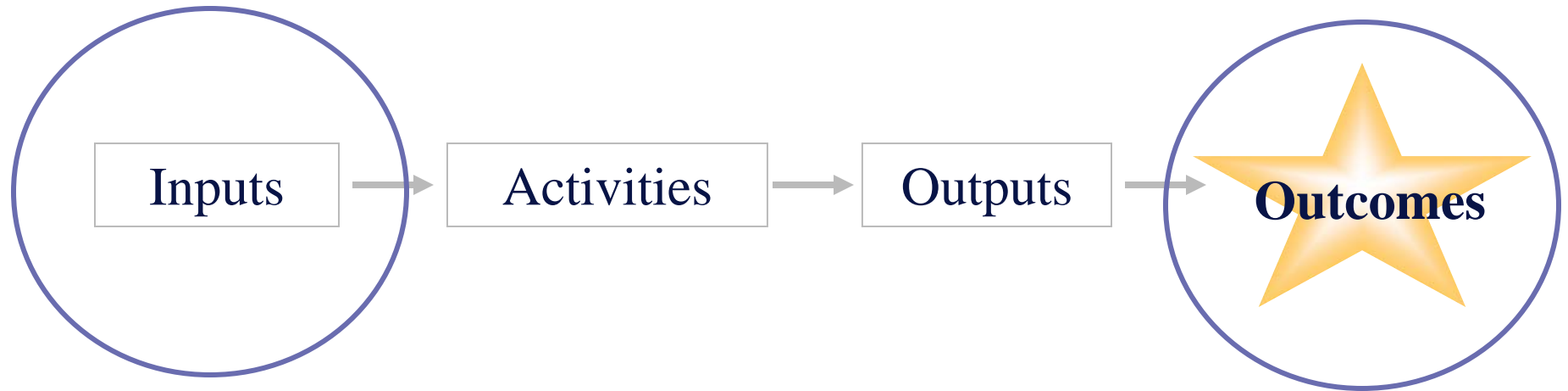
# More Logic Models



# Where Do I Start?

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**Where I am**



**Where I want  
to go**

# Create a Logic Model



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Discussion Group: Create a logic model using recruiting minority patients as an example. Be sure to include a few examples for each term

Inputs

Initial Outcome

Activities

Intermediate Outcome

Outputs

Long-Term Outcome

# Benefits to Programs

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- The *findings* (data) and the *logic model* provide your agency with a communication tool;
- Clarify the intended purpose of the program(s) and the agency's mission; and help to focus staff
- Improve the service delivery of the program by focusing on key tasks;
- Identify effective practices within the program and/or agency;
- Enhance record keeping system

# Partnering with Local Community Agencies to foster Increased Enrollment of Minorities in ADCs

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- Can we provide education and outreach to minority communities on our own?
- Are we welcome in minority communities?
- What do we offer that they want?
- How can we make them want what we offer?
- Should we change what we offer?
- Wouldn't it be better to train local agencies to educate the community about aging and cognition?

# Advantages to Partnering

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- Community agencies are familiar to residents
- Community agencies know what appeals to residents
- We can use the train the trainer model to reach more people than we can on our own.

# Disadvantages to Partnering

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- It will be hard to convince the agencies that it is in their interest to partner with us
- How will we know whether they are giving correct information?
- Will they work with us without funding from us?

# RE-AIM

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- **Developed by the Workgroup to Evaluate and Enhance the Reach and Dissemination of Health Promotion Interventions**
- **Used in AoA demonstration projects**
- **Adopted by the CDC**
- **Website with easy-to-follow learning tools**



# Purpose of RE-AIM

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- Originally developed to encourage consistent reporting of research results,
- Now used to encourage better identification, implementation, and sustainability of evidence-based health promotion programs in different settings/locations/organizations

# Reach

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- Are the outreach methods reaching the intended audience?
- What outreach methods are proving effective/ineffective?
- What is the participation rate among the target population?

# Effectiveness

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- What impact is being observed for the participants in the ADC or its affiliated research studies?
- Is there an observed population-wide impact (e.g., around better awareness, earlier self-identification, or increased volume of applicants) that can be measured?

# Adoption

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- Are the targeted organizations adopting the information and outreach methods and continuing to provide them for their members?
- Are there resources for continuing the educational efforts within the organizations?

# Implementation

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- Are the community organizations able to implement the education efforts themselves?
- What barriers to implementation are being observed?
- What catalysts to implementation (expected or unexpected) are being observed?

# Maintenance

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- Are educational effects sustained over time?
- Do we observe a continuing stream of larger numbers of new participants from within the target community
- Are more community organizations interested in offering education about cognitive impairment to their members?
- How are the educational efforts imbedded into practice?
- How will they be sustained?
  - Are there staff and financial resources dedicated to continuing the educational efforts?
  - Do community organizations have the educational costs built into their budgets?

# Resources

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1. University of Wisconsin - Cooperative Extension

[http://www.outcome measures\Evaluation Logic Model wisconsin\\_files\logicmodel.jpg](http://www.outcome measures\Evaluation Logic Model wisconsin_files\logicmodel.jpg)

**Developing a logic model: Teaching and training guide.** February 2008

Taylor-Powell & Henery

2. Free Management Library: Online Library for Non-profits and Profits

<http://www.managementhelp.org/aboutfml/what-it-is.htm>

A search for outcomes & evaluations yields 19 articles

[http://www.managementhelp.org/evaluatn/fnl\\_eval.htm](http://www.managementhelp.org/evaluatn/fnl_eval.htm)

3. United Way of America - Outcome Measurement Resource Network

<http://www.liveunited.org/outcomes/>

- Outcome Measurement, What and Why. 2002

4. The Logic Model for Program Planning and Evaluation, U of Idaho Extension 2002

Paul F. McCawley <http://www.uidaho.edu/extension/LogicModel.pdf>