

## First 5 Northwest Region Evaluation Assessment Project

### Clarifying Evaluation Questions to be Answered at the Commission Level

May 21, 2009

#### **Introduction**

The purpose of this document is to provide assistance to the Executive Director to update/refine the questions the Commission seeks to answer tied to the strategic plan. It provides a summary of what evaluation processes and systems seek to accomplish, and questions to answer about the specific result areas are objectives (the higher order questions) and includes a list of questions that could be answered through evaluation linked to those areas, and potential indicators. It is intended to provide a starting point for further discussion and decision making by the Commission related to its overall evaluation objectives and processes for funded programs.

The document is organized into two sections. The first section lists the overall objectives to be achieved through an evaluation system and provided more detail about for the two objectives being addressed through this technical assistance task. The second section presents the “high level” evaluation questions that would be answered in order to understand the progress and achievements of individual Triple P-Positive Parenting Program investments, and the overall extent to which goals in the First 5 Shasta strategic plan are being achieved.

#### **Overall Evaluation System Objectives**

There are generally five overarching evaluation objectives to be met by First 5 Commissions, as listed below. This section and the next focus on the higher level questions and potential indicators related to program enhancement and strategic support, as described below.

- ***Program enhancement - information to systematically improve the quality and results of funded programs***
- Program accountability: information to understand if funded programs are achieving their objectives and are producing results that are appropriate for the level of resources invested
- ***Strategic support - information to monitor progress and achievement of the goals and objectives contained in the strategic plan, as well to help inform strategic decision making by the Commission***
- Statutory compliance: Ensure that all requirements of state law and First 5 California guidelines related to evaluation are met
- Public communications: Provide the information to communicate First 5 progress and achievements to the public

#### ***Program Enhancement***

The RBA framework is effective for creating meaningful evaluation methods at the program level that connect to the higher-level goals and results defined in the First 5 strategic plan. Under this model, evaluation questions are posed in four quadrants that enable assessment of the processes and activities conducted by a

program (*effort*) and the results or outcomes achieved for children, families, communities and/or systems (*effect*) while also concurrently assessing both the level of activity that occurred (*quantity*) and the extent to which activities were performed effectively (*quality*). The model is summarized in the following table.

	QUANTITY	QUALITY
EFFORT	<p><b>Q1</b></p> <p>Who did we serve? How much service did we deliver?</p>	<p><b>Q2</b></p> <p>How well did we deliver each type of service? Are clients satisfied?</p>
EFFECT	<p><b>Q3</b></p> <p>Is anyone better off (#)? How much change for the better did we produce?</p>	<p><b>Q4</b></p> <p>Is anyone better off (%)? What quality of change for the better did we produce?</p>

In each quadrant, the questions are answered with data statements using numeric counts (#), ratios or percentages (%), or scales showing the degree of change. Quadrant one data tracks the number of clients served and the demographic characteristics of those clients, along with the number of services or activities performed. Quadrant two data assesses how well services were provided and the extent to which participants in services are satisfied with those services, offering insights about quality. The first two quadrants are the most common type of information produced by evaluation systems. However, the critical questions remain: ***is anyone better off as a result of services and supports, and if so, to what degree?***

***Strategic Support***

The key evaluation questions for this area are:

- To what extent have the goals and objectives in the strategic plan been achieved?
- What is the status of health, development and well-being of children ages 0-5 and their families in the county overall?
- What are the trends in key indicators of health, development and well-being – are conditions getting better or worse?

Answers to strategic support questions can be through a combination of quadrant three and quadrant four program data and community or population indicators.

This section presents the “high level” evaluation questions that would be answered for the five objectives identified by First 5 Shasta related to Triple P-Positive Parenting Program investments. A list of **potential indicators** is included for First 5 to consider, based on the specific strategies and programs it selects for program investments. Where objectives have sub objectives (e.g., impacting more than one area such as development, growth, health, social competence or health and independence) a longer list of potential indicators is offered. The potential indicators are not all inclusive but should provide the Commission with a starting point for further discussion and decision making.

Objective	Evaluation Questions – Types of questions to be answered through evaluation activities related to Triple P.	Possible Indicators – measures that could be used to show progress toward objective; should be added to or selected based on program investment areas.
1. To promote the independence and health of families by enhancing parents’ knowledge, skills and confidence	<ul style="list-style-type: none"> <li><input type="checkbox"/> How much (#) / to what degree (%) has <u>family</u> independence been enhanced?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) has <u>family</u> health been enhanced?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) have families/children changed behaviors that lead to improved health?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number of family education and support programs and spaces</li> <li><input type="checkbox"/> Number and percentage of parents in the county participating in ongoing parenting education classes and/or health education programs</li> <li><input type="checkbox"/> Number of parents receiving education on healthy diets for young children</li> <li><input type="checkbox"/> Number and percentage of parents in the county served by Triple P programs focused on family support and basic needs assistance</li> <li><input type="checkbox"/> Number and percentage of parents in the county participating in parenting education classes and/or other education opportunities to achieve economic stability</li> <li><input type="checkbox"/> Number and percentage of families served participating in Triple P programs who are able to self-identify and access needed resources and supports</li> </ul>
2. To promote the development of non-violent, protective and nurturing environments for children	<ul style="list-style-type: none"> <li><input type="checkbox"/> How much (#) / to what degree (%) are <u>parents and providers</u> able to ensure a safe environment for children?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) are <u>parents and providers</u> able to provide an engaging environment for children?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) are <u>parents and providers</u> able to use assertive child management and discipline strategies?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) are <u>parents and providers</u> able to have realistic expectations for children’s behavior and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number and percentage of parents/providers in the county participating in parenting/education classes that demonstrate/report use of appropriate child management and discipline strategies</li> <li><input type="checkbox"/> Number of parents/providers in the county receiving education on child abuse and neglect</li> <li><input type="checkbox"/> Number and percentage of parents/providers participating in Triple P programs that are able to articulate realistic expectations for a child’s level of development</li> <li><input type="checkbox"/> Number of calls received by hot lines/warm lines per population over a year</li> </ul>

Objective	Evaluation Questions – Types of questions to be answered through evaluation activities related to Triple P.	Possible Indicators – measures that could be used to show progress toward objective; should be added to or selected based on program investment areas.
	<p>development?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How much (#) / to what degree (%) are <u>parents and providers</u> able to choose goals that are developmentally appropriate for their child and realistic for the parent?</li> </ul>	
<p>3. To promote the development, growth, health and social competence of young children</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How much (#) / to what degree (%) are quality early care, education and child development programs available throughout the county?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) are <u>providers</u> able to assist with referral process for children?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) do <u>providers</u> demonstrate knowledge and skills in <i>selective prevention areas</i> (Triple P - Level 2)?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number of children enrolled in child care/preschool programs</li> <li><input type="checkbox"/> Number of parents participating in playgroups/interactive sessions</li> <li><input type="checkbox"/> Number and percentage of providers demonstrating knowledge of core principles of positive parenting and behavior</li> <li><input type="checkbox"/> Number and percentage of providers with demonstrated competence in assisting in the referral process</li> <li><input type="checkbox"/> Number and percentage of providers with demonstrated competence responding to parents questions</li> <li><input type="checkbox"/> Number and percentage of providers with demonstrated competence in communicating positive parenting strategies for promoting child development</li> <li><input type="checkbox"/> Number and percentage of ECE settings either accredited and/or ECERS/FDCERS/ITERS attaining a satisfactory score</li> <li><input type="checkbox"/> Number and percentage of infants and toddlers with developmentally appropriate skills and behaviors in each of the 5 domains of child development as measured with a validated tool</li> <li><input type="checkbox"/> Number and percentage of three and four year olds with age appropriate skills in each of the 5 domains of child development as measured with a validated tool</li> </ul>

Objective	Evaluation Questions – Types of questions to be answered through evaluation activities related to Triple P.	Possible Indicators – measures that could be used to show progress toward objective; should be added to or selected based on program investment areas.
<p>4. To reduce the incidence of child abuse, mental illness, behavioral problems, delinquency, and school failure</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How much (#) / to what degree (%) are <u>parents</u> able to practice positive self-care and coping strategies?</li> <li><input type="checkbox"/> What percentages of children in funded programs complete a comprehensive developmental screening?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) do <u>providers</u> demonstrate knowledge and skills in <i>intensive, selective intervention</i> (Primary Care Triple P - Level 3)?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) do <u>providers</u> demonstrate knowledge and skills in <i>working with high-risk individuals with detectable problems- but not at diagnostic criteria level for behavioral disorder</i> (Standard, Group, or Self-Directed Triple P - Level 4)?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) do <u>providers</u> demonstrate knowledge and skills in <i>working with families not responding to lower levels of intervention</i> (Enhanced Triple P - Level 5)?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number and percentage of providers with demonstrated competence in developing specific strategies for improving personal coping skills and reducing parenting stress, anxiety and depression</li> <li><input type="checkbox"/> Number of pediatric health and dental screening services available locally</li> <li><input type="checkbox"/> Number of children entering first grade in Shasta County receiving comprehensive screenings</li> <li><input type="checkbox"/> Number and percentage of children 0-5 who received services identified in the screening</li> <li><input type="checkbox"/> Number of parents of young children participating in prevention and treatment programs</li> <li><input type="checkbox"/> Number and percentage of mothers screened for and referred for depression</li> <li><input type="checkbox"/> Number and percentage of parents receiving treatment for depression or other mental health problems</li> <li><input type="checkbox"/> Number of women reporting they can access quality prenatal care</li> <li><input type="checkbox"/> Number of women using drugs/alcohol and tobacco during pregnancy</li> <li><input type="checkbox"/> Number of women smoking or experiencing second hand smoke during pregnancy</li> <li><input type="checkbox"/> Number and percentage of families served by programs to reduce exposure to family violence</li> <li><input type="checkbox"/> Number and percentage of providers with demonstrated competence in conducting effective parent consultations</li> <li><input type="checkbox"/> Number and percentage of providers with demonstrated competence in identifying indicators suggesting more intensive interventions are necessary</li> </ul>

<b>Objective</b>	<b>Evaluation Questions</b> – Types of questions to be answered through evaluation activities related to Triple P.	<b>Possible Indicators</b> – measures that could be used to show progress toward objective; should be added to or selected based on program investment areas.
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Violent crime rates for the county</li> <li><input type="checkbox"/> Law enforcement response/call out rates for domestic disturbance/ domestic violence</li> <li><input type="checkbox"/> Number and percentage of children with substantiated or confirmed (open) cases of child abuse</li> <li><input type="checkbox"/> Number and percentage of child maltreatment in which there is a recurrence within a 6-month period</li> <li><input type="checkbox"/> Number and percentage of children who have ever witnessed domestic violence</li> </ul>
<p>5. To enhance the competence, resourcefulness and self-sufficiency of parents in raising their children</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How much (#) / to what degree (%) have families' general knowledge and understanding about early childhood issues and services increased for families with children 0 to 5?</li> <li><input type="checkbox"/> How much (#) / to what degree (%) have families incorporated new information and understanding to support their child's health and development?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number of prevention programs and opportunities to educate parents provided in a culturally and linguistically appropriate way</li> <li><input type="checkbox"/> Number of families accessing resources through Triple P program partners</li> <li><input type="checkbox"/> Number and percentage of providers with demonstrated competence in helping parents develop independent problem solving skills</li> <li><input type="checkbox"/> Number and percentage of providers with the required level of Triple P program training</li> <li><input type="checkbox"/> Number and percentage of parents involved in joint planning at service level</li> <li><input type="checkbox"/> Number and percentage of families in the county served by family/community resource centers concerning family support</li> </ul>