SSIP Evaluation

Social and Emotional Outcomes
Cross-State Learning Collaborative

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## SSIP Activities by Phase

<table>
<thead>
<tr>
<th>Year 1 — FFY 2013 Delivered by April 2015</th>
<th>Year 2 — FFY 2014 Delivered by February 2016</th>
<th>Years 3–6 FFY 2015–18 Feb 2017–Feb 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I: Analysis</strong></td>
<td><strong>Phase II: Development</strong></td>
<td><strong>Phase III: Evaluation and Implementation</strong></td>
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<tr>
<td>• Data Analysis</td>
<td>• Multi-year plan addressing:</td>
<td>• Reporting on Progress including:</td>
</tr>
<tr>
<td>• Description of Infrastructure to Support Improvement and Build Capacity</td>
<td>– Infrastructure Development</td>
<td>– Results of Ongoing Evaluation</td>
</tr>
<tr>
<td>• State-identified Measureable Result</td>
<td>– Support EIS Program/LEA in Implementing Evidence-Based Practices</td>
<td>– Extent of Progress</td>
</tr>
<tr>
<td>• Selection of Coherent Improvement Strategies</td>
<td>– Evaluation Plan</td>
<td>• Revisions to the SPP</td>
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<tr>
<td>• Theory of Action</td>
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Adapted from Kasprzak and Cronheim, 2015
Phase II — Evaluation

- The plan to evaluate implementation includes:
  - Short-term and long-term objectives/outcomes to measure implementation and impact on results
  - Longer-term objectives/outcomes for children exiting Part C
- Plan must be aligned with:
  - Theory of Action
  - Other components of SSIP

Adapted from Kasprzak and Cronheim, 2015
Phase II — Plan must include:

- How stakeholders will be involved
- Methods to collect and analyze data on activities and outcomes
- How state will use evaluation results to:
  - Examine effectiveness of implementation plan
  - Measure progress toward achieving intended outcomes
  - Make modifications to plan
  - Decide how results of evaluation will be disseminated

Adapted from Kasprzak and Cronheim, 2015
Evaluation: Where do we start?
A good evaluation plan...

- Spells out exactly what you are trying to accomplish
  - Outputs and short- and long-term outcomes (logic model), evaluation questions
- Identifies the best way to capture the information that will tell you whether you’re on the right track
  - Indicators, methods
- Makes sense of the data and answers the question of whether or not you have accomplished what you hoped to achieve
  - Analysis, use

Adapted from Kasprzak and Cronheim, 2015
Defining Outcomes and Developing Logic Models
Outcomes at Different Levels

• **State system outcomes**
  – The state will develop an improved PD system with a coaching program that supports local specialists in implementing EBPs that support children’s social-emotional skill development

• **Local system outcomes**
  – Local programs will implement a coaching system for practitioners on EBPs that support children’s social-emotional skill development

*Adapted from Kasprzak and Cronheim, 2015*
Outcomes at Different Levels

- **Practice/Practitioner outcomes**
  - Practitioners will implement evidence-based practices with fidelity

- **Family outcomes**
  - Families will have increased ability to help their children develop and learn

- **Child outcomes**
  - Children who enter EI below age expectations will have greater than expected growth in social skills and relationships

*Adapted from Kasprzak and Cronheim, 2015*
Using Outcomes to Develop a Logic Model

- Align with Theory of Action*

- Guides your evaluation planning efforts

- Identify the following components:
  - Activities
  - Resources/Inputs
  - Outputs
  - Short-term, intermediate, long-term outcomes*
  - Impact*

- Develop a graphical representation with connections between components to ensure there are no logical gaps

* Your Theory of Action may specify these components

Adapted from Kasprzak and Cronheim, 2015
A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.

Why Use Logic Models?

- They provide an effective way to ensure program success in design, implementation, evaluation, & reporting
  - Program design and planning
  - Program implementation
  - Program evaluation & reporting

## Basic Logic Model Development Template

<table>
<thead>
<tr>
<th>Resources/Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short- &amp; Longer-Term Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to accomplish our set of activities, we will need the following:</td>
<td>In order to address our problem or asset, we will conduct the following activities:</td>
<td>We expect that once completed or under way, these activities will produce the following evidence of service delivery:</td>
<td>We expect that if completed or ongoing, these activities will lead to the following changes in 1–3, then 4–6 years:</td>
<td>We expect that if completed, these activities will lead to the following changes in 7–10 years:</td>
</tr>
<tr>
<td>E.g. - Personnel - Existing systems - Existing documents/tools - Funding</td>
<td>E.g. - Specific activities to implement broad state-level improvement strategies (Theory of Action)</td>
<td>E.g. - More qualified personnel - Improved systems/documents/tools - More funding</td>
<td>E.g. - Program-level outcomes - Practitioner-level outcomes - Family outcomes</td>
<td>E.g. - Your SIMR</td>
</tr>
</tbody>
</table>

Example: State will increase funding to hire staff, provide training, & support service delivery

<table>
<thead>
<tr>
<th>Resources/Inputs</th>
<th>Activity</th>
<th>Outputs</th>
<th>ST Outcomes</th>
<th>LT Outcomes</th>
<th>Impact</th>
</tr>
</thead>
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<tr>
<td>Report on staffing needed vs. current staffing, vacancies, staff utilization, information on current staff IMH qualifications, child count, severity of disability by program. This is a “Staffing measurement tool.” Staffing needs, barriers to hiring, info on PD and TA system improvement needs, and costs and grants available</td>
<td>Formal governmental request to hire staff Develop tele-health capability Grant writing &amp; legislative funding requests</td>
<td>Additional staff hired by programs Adequate funding for training available Adequate funding/resources to support service delivery (e.g., equipment, qualified trainers, available coaches) Adequate funding for tele-health technology</td>
<td>EI providers will have enhanced capacity to provide appropriate services and supports to children and families</td>
<td>The quality and quantity of parent/child interactions will increase Social-emotional IFSP outcomes will be achieved</td>
<td>A greater percentage of infants and toddlers entering EI below age expectations will achieve greater than expected growth in social-emotional skills</td>
</tr>
</tbody>
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Adapted from Hawai`i Part C’s Logic Model Work in Progress
Example Logic Model Graphic

Adapted from Hawai`i Part C’s Logic Model Work in Progress
Evaluation Questions
Evaluation Questions

• What do you want to learn?
  – Did the implementation of our SSIP result in improved outcomes for children/families? (Important, but too general)

• More specific questions:
  – Did we implement strategy #1 (2, 3, 4)?
  – Did we achieve the short-term outcomes?
    • If not, why not? What should we do differently?
  – Did we achieve the long-term outcome?
    • If not, why not? What should we do differently?

Linking Logic Model Components to Evaluation Questions

**Note: These assumptions represent your hypotheses in your Theory of Action and Logic Model. You may not need to have an evaluation question for all of the assumptions hypotheses.

Adapted from Kasprzak and Cronheim, 2015
Evaluation Questions — Implementation/Process Questions

• Did we implement strategy #1 on the improvement plan?
• What activities on the improvement plan related to strategy #1 were implemented?
• What resources were expended?
• How well did we implement strategy #1?

Adapted from Kasprzak and Cronheim, 2015
Evaluation Questions — Short-Term Outcomes Questions

• Did we accomplish the outcome?
• More specific questions: e.g. if the outcome was local programs provide coaching supports
  – Which local programs are providing coaching supports?
  – What kinds of coaching supports are provided?
  – How often?
  – What is the quality of the coaching?

Adapted from Kasprzak and Cronheim, 2015
Evaluation Questions — Short-Term Outcomes Questions

- Did we accomplish the outcome?
- More specific questions: e.g. if the outcome was practitioners will access coaching supports
  - How many practitioners accessed coaching supports?
  - From which areas of the state?
  - What kinds of supports?

Adapted from Kasprzak and Cronheim, 2015
Evaluation Questions — Longer-Term Outcomes Questions

• Did we accomplish the outcome?

• More specific questions: e.g. if the outcome was children will increase social skills/social relationships
  – How many children showed an increase?
  – Which children showed an increase?
  – From which areas of the state?

Adapted from Kasprzak and Cronheim, 2015
# Example Evaluation Questions

<table>
<thead>
<tr>
<th>Type of Outcome</th>
<th>Outcome Description</th>
<th>Evaluation Questions</th>
</tr>
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<tr>
<td><strong>Output</strong></td>
<td>Training provided on practices in model</td>
<td>Did practitioners participate in training?</td>
</tr>
<tr>
<td><strong>Short-Term</strong></td>
<td>Practitioners have foundational knowledge of the practices included in the model</td>
<td>Did practitioners participating in training master the foundational knowledge required to implement the model?</td>
</tr>
<tr>
<td><strong>Longer-term</strong></td>
<td>Practitioners implement the practices with fidelity</td>
<td>Do practitioners implement the practices as intended?</td>
</tr>
</tbody>
</table>

*Adapted from Kasprzak and Cronheim, 2015*
How do you decide how many and which outcomes to evaluate in depth?

• The primary purpose of the evaluation is to collect information to inform mid-course corrections and allow you to learn from what you have done.

• Some possible criteria to use in deciding which outcomes to evaluate in depth:
  – Are some outcomes more closely tied to your vision and mission?
  – Are some outcomes more directly linked to your target population?
  – Are some outcomes taking significantly more human and fiscal resources to implement?
  – Are some outcomes going to be more powerful than others?
  – Are some outcomes required before others can be achieved?

Adapted from Kasprzak and Cronheim, 2015
Resources

Compilation of SSIP Evaluation Resources: http://ectacenter.org/topics/ssip/ssip.asp


System Framework that could be used in evaluating systems: http://ectacenter.org/sysframe/
Resources

Implementation measures:

• State Leadership Team Benchmarks of Quality:  

• Benchmarks of Quality for Classroom-Based Programs:  

• Benchmarks of Quality for Home-Visiting Programs:  
Resources

Logic Model Template: handout-ssip_worksheet2-logic_model_shel.pdf

RP checklists that could be used in evaluation: http://ectacenter.org/decrp/type-checklists.asp

SSIP Evaluation Planning: Steps and Considerations:
https://wested.box.com/s/o54o3f13v4anlen2t1sr2ug54ez9o4ce
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