Using Data for Program Management

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Using Data for Program Management

- Assumption #1:
  - Evaluation needs to be a fluid process in which the Project Director, local evaluator, and other stakeholders work together to use data for program management.
- Assumption #2:
  - Project Directors may need ideas regarding how to best work as a partner with their evaluator in:
    - Interpreting data
    - Asking follow-up questions
    - Requesting additional analyses

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- Here's what NOT to do…
- An Evaluation Tragedy.wmv

Using Data for Program Management Nancy's story

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Examples from SSHS Projects

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- Is the program producing desired outcomes?
  - School Attendance Initiative (SAI)
  - Program was designed to help truant students increase attendance
  - Identified need to serve 9th grade students with few credits (associated attendance problems)
  - Implemented SAI with this population

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- Is the program producing desired outcomes?
  - Findings:
    - Attendance improved - 31 days absent to 21 days absent
    - Credits earned did not increase
    - Only 15% earned 5 credits

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- Is the program producing desired outcomes?
  - Results:
    - New program (RY) implemented for this population
    - Credits earned doubled and 31% earned 5 credits
    - Reductions in drug use
    - Significant improvement in anger management

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- Is the program meeting participants' needs?
  - Childcare provider training program
  - Several sessions over a number of weeks
  - Surveys at end of every session addressed content, format, and suggestions for improvements
  - Focus groups between sessions
  - Resulted in adjustments to many sessions and the addition of new training topics

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- Can we do this for less money?
  - Families and Schools Together (FAST)
    - Research based program with good outcomes
    - Focus is not solely on school/academics
    - Somewhat expensive program per child
  - Family Engagement
    - New program
    - Centered around families reading together
    - Less expensive

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- Can we do this for less money?
  - Results:
    - FAST led to greater behavioral improvements
    - Family Engagement led to improved perceptions of the school
    - Both programs were continued

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- What is the most effective service model?
  - Providing mental health services in schools
  - Consultation model used
  - Focus groups with MH Consultants
  - Survey of school administrators
  - Findings:
    - Valued MH Consultants
    - Wanted direct service
    - Wanted MH Consultants in school full-time
  - Result:
    - Hybrid service model was implemented

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- Is the program being accessed?
  - Campus Crime Stoppers (tip hotline)
  - Not fully staffed until SS/HS Year 2

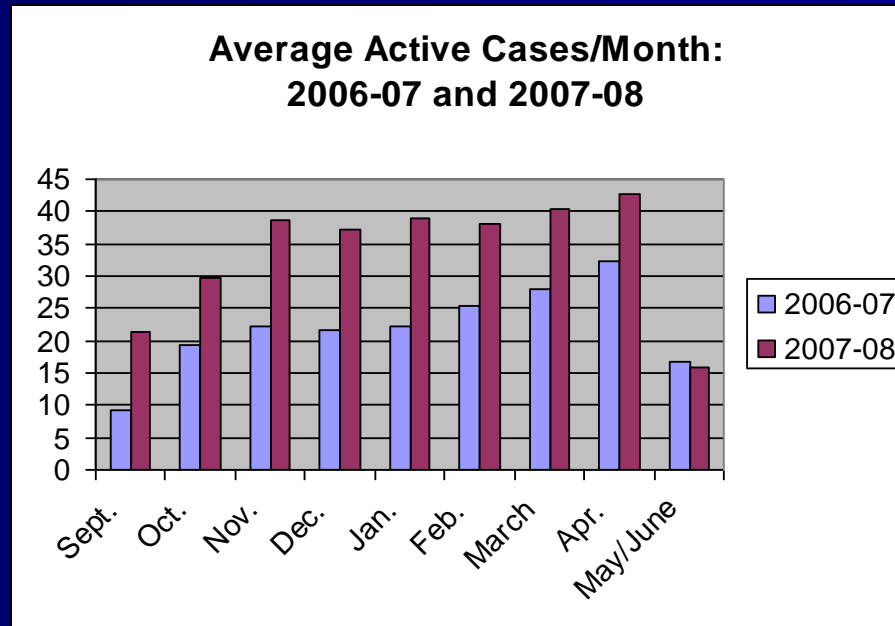# Using Data for Program Management

	Year 1	Year 2	Year 3
# arrests	6	8	30
% arrests	35%	38%	66%
# charges	15	14	81
# incidents	17	16	29
# firearms seized	0 of 0	5 of 6	6 of 6

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- Is the program being accessed?
  - Program was sustained
  - Staff position funded by City Police

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- Is the program being accessed?
  - 454 MHCC referrals in 2006-07 and 441 MHCC referrals in 2007-08
  - Average monthly caseload per MHCC has increased
   - 22 cases during 2006-07
    - 34 cases during 2007-08

Average Active Cases/Month: 2006-07 and 2007-08

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- Is the program being accessed?
  - The average number of OHP clients per month receiving mental health services increased 3% from 2006-07 to 2007-08 (clients ages 0-21 within district zip codes).
  - The penetration rate (# patients seen per average membership) increased by 24% among Hispanic/Latino OHP clients ages 0-21 (from .99% to 1.23%)
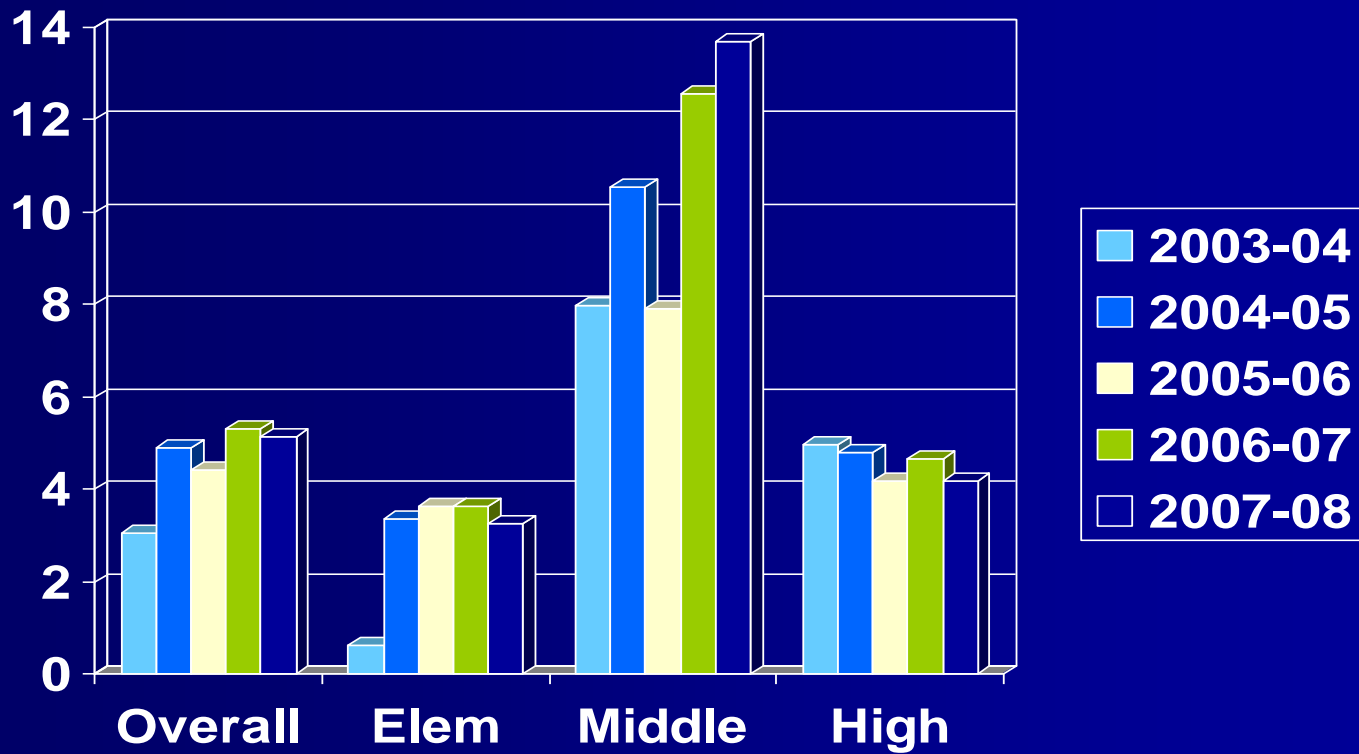
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- Is the program being accessed?
  - 74% of referrers agree that the MHCC linked the student with meaningful services.
  - 54% agree that the student's "ability to succeed in school" is "somewhat better or a lot better"
 - 54% agree that the student's "behavior at school" is "somewhat better" or "a lot better".
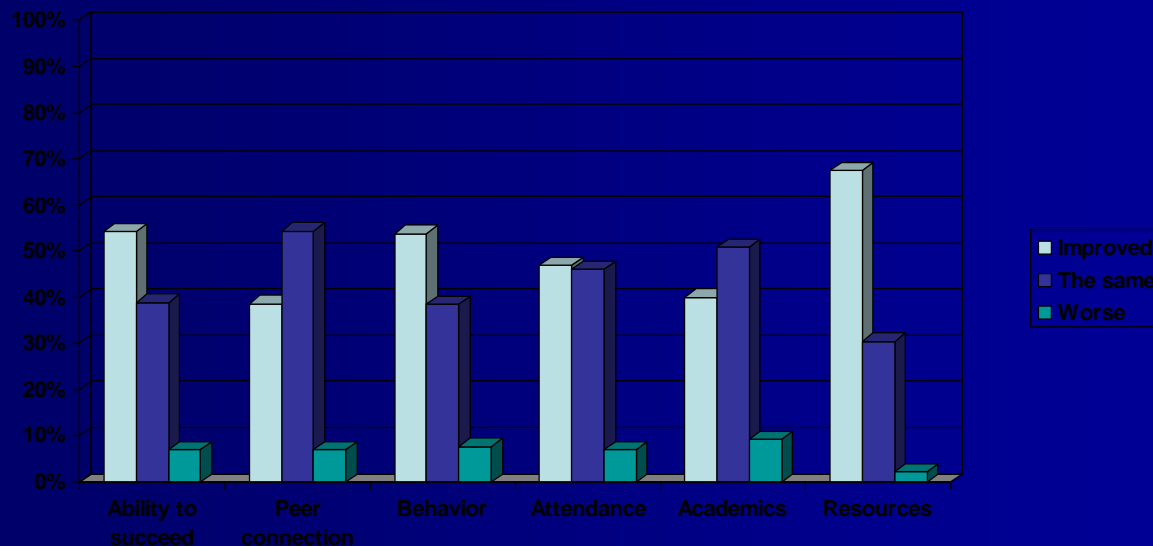
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- What is happening here?
  - In 2007-08, violence-related suspensions (both in and out of school) per 100 students decreased 3% overall, with 10% decreases at the elementary and high school levels.

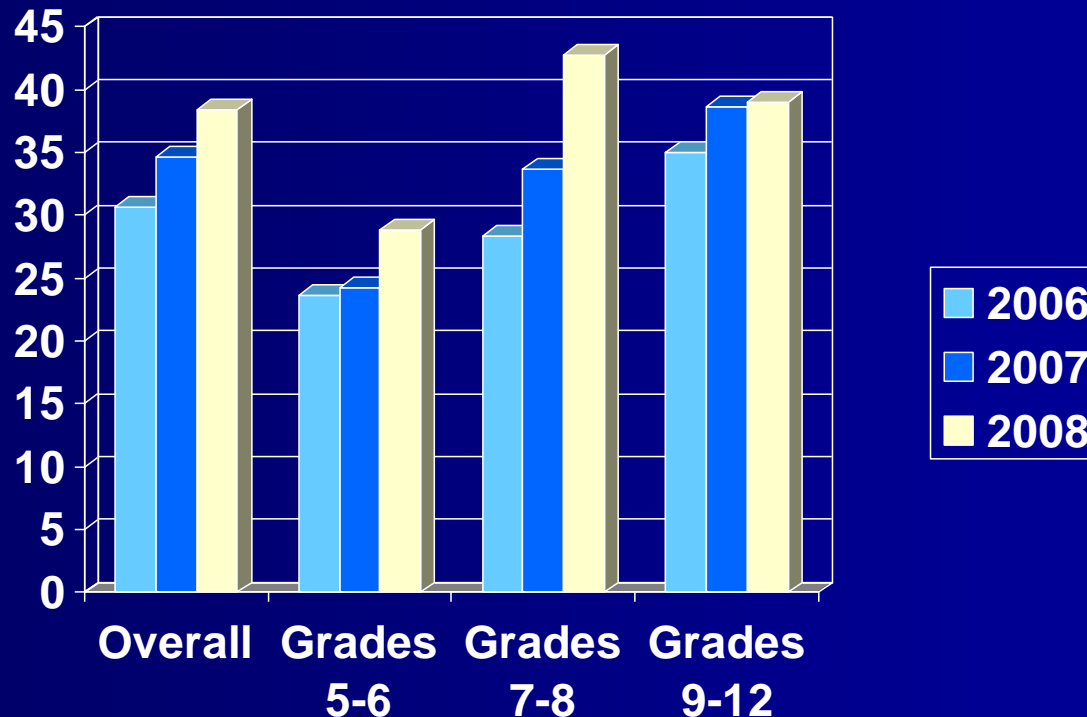# Using Data for Program Management

- What is happening here?
  - Overall, how safe do you feel at school (Q15)? Graph shows % reporting "Safe" or "Very Safe."
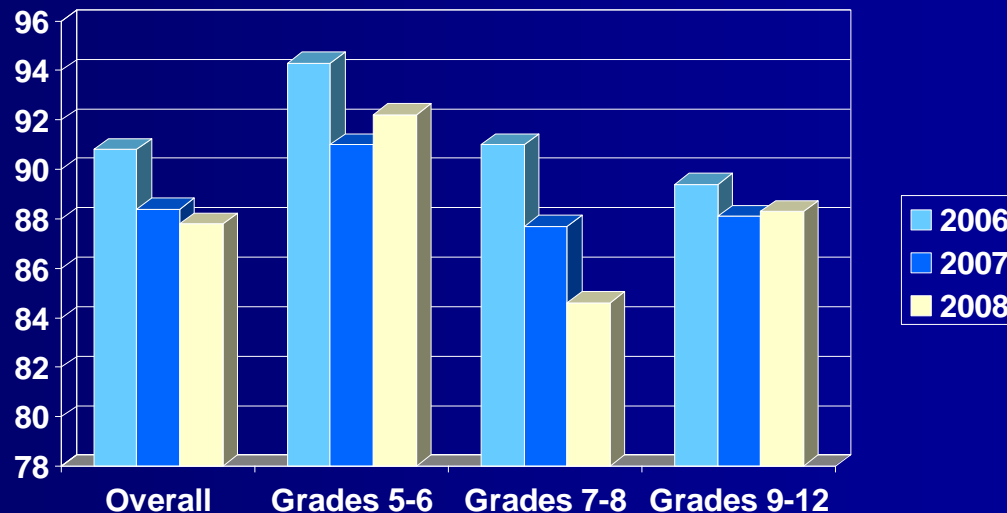
- Slight decrease overall from 2007 to 2008, but increases at the elementary and high school level.
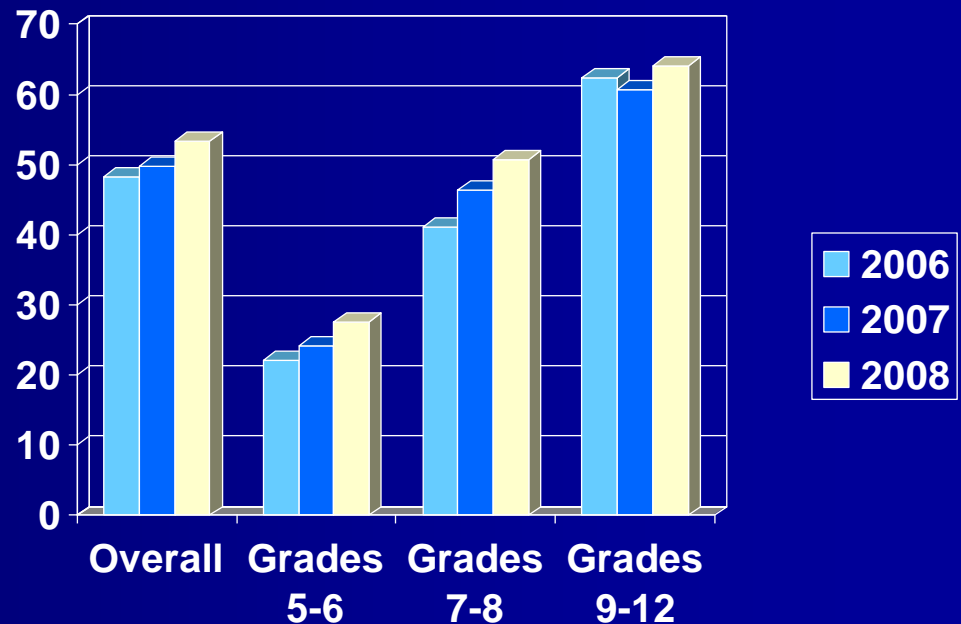
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- What is happening here?
  - "Have you ever heard anyone seriously threaten violence at school that gave you cause for concern?" Graph shows % of students answering "YES".
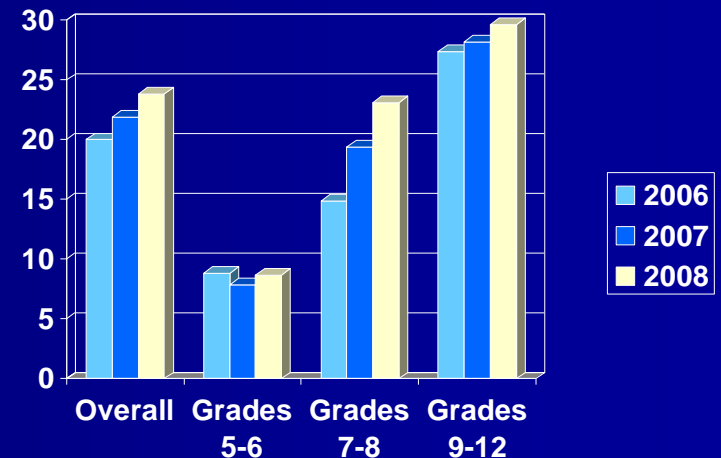
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- The percentage of students agreeing that they have "heard people make comments that insult or put down others because of their race or culture" at least monthly has increased district-wide.
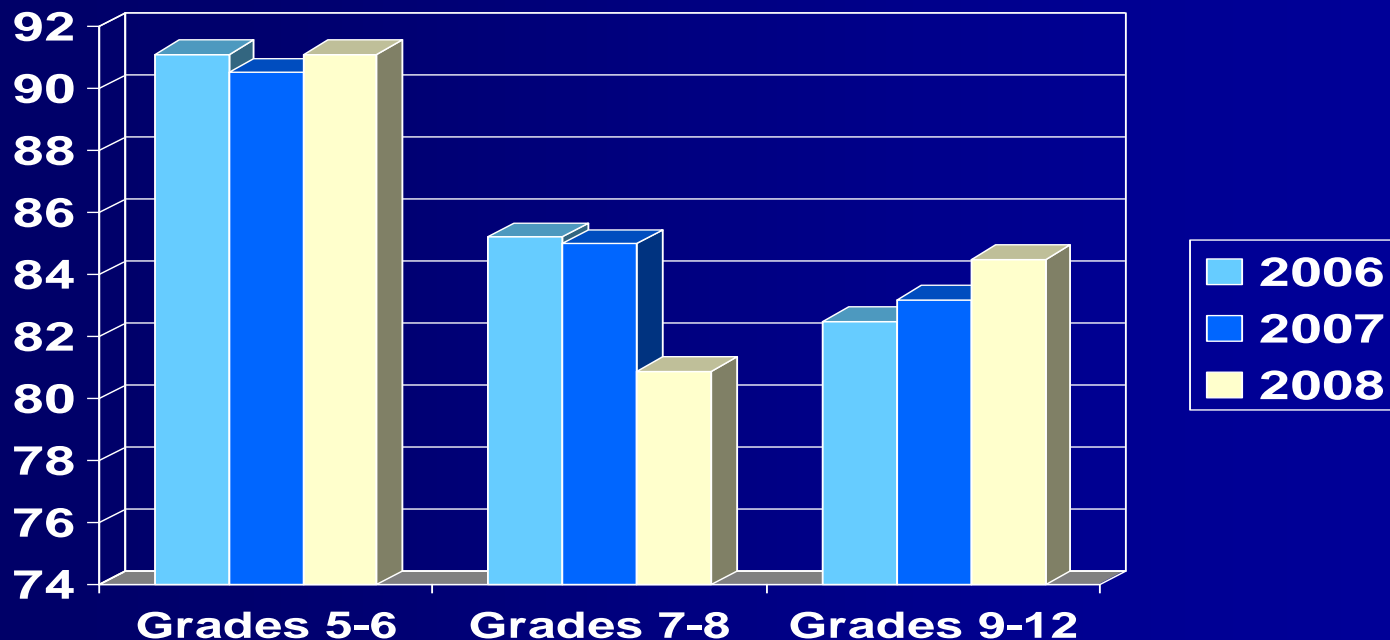
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- The percentage of students who agree that they have "seen arguments or fights caused by cultural or racial differences happen at your school" at least monthly increased district-wide.
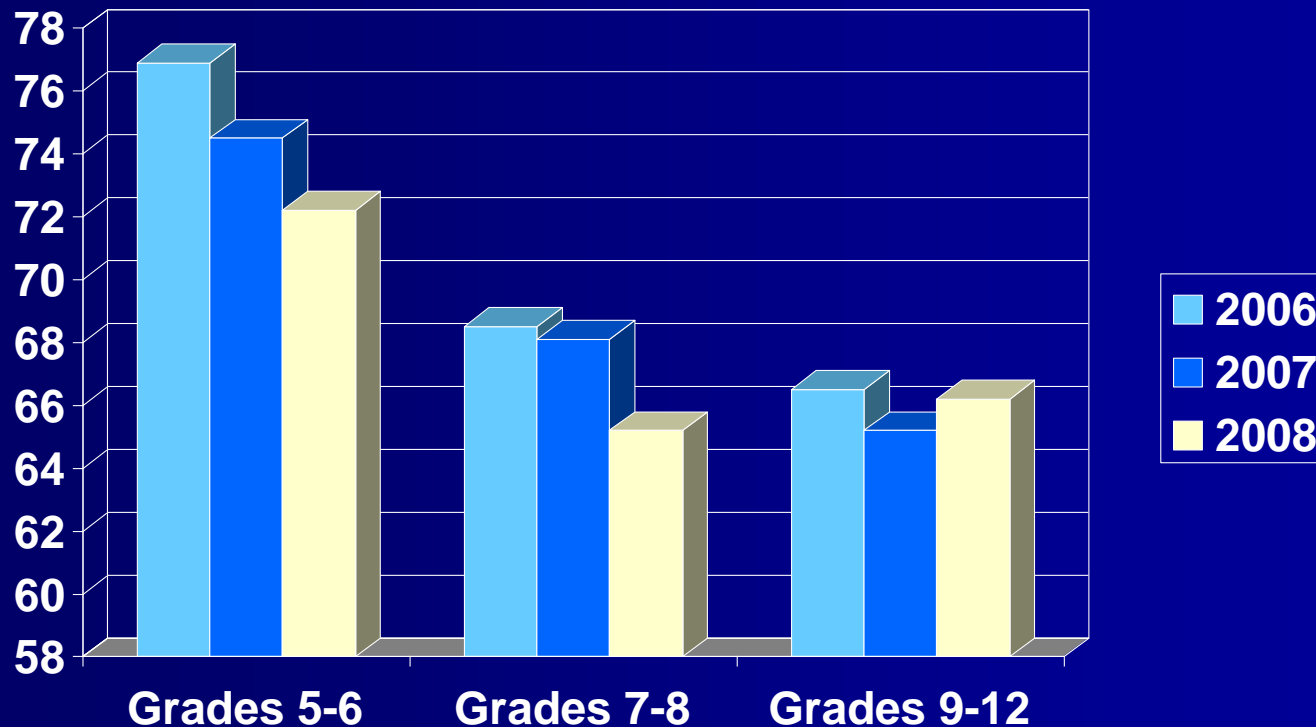
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- What is happening here?
  - "There is at least one teacher or other adult at school who I like and trust." The figure below shows the % who "Strongly Agree" or "Agree Somewhat."

Legend: 2006, 2007, 2008

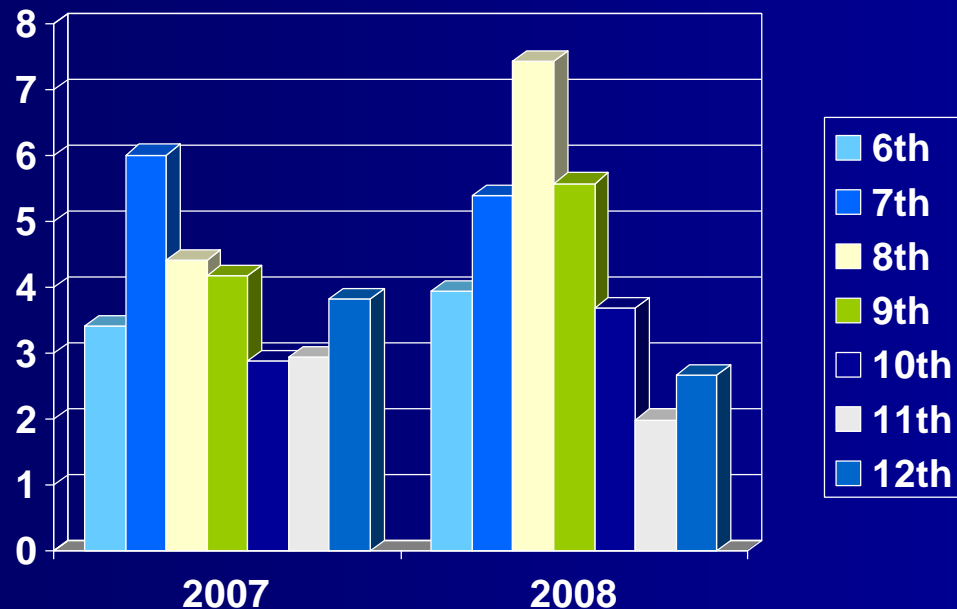Categories: Grades 5-6, Grades 7-8, Grades 9-12

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- What is happening here?
  - "I like school." The figure below shows the % who "Strongly Agree" or "Agree Somewhat."

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- What is happening in this cohort?
  - One cohort (8th graders in 2007-08) has reported disproportionate inhalant use for the past two school years

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- What is happening in this cohort?
  - Among this cohort, use was highest at two middle schools.

	% of 8th graders reporting inhalant use in the past 30 days
School #1	10.5%
School #2	8.5%
Entire Cohort	7.4%

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- What is happening in this cohort?
  - At the school with the highest reported inhalant usage, it was highest among:
    - Females (13.2% compared to 6.3% of males reported inhalant use)
    - Hispanic/Latino students (14.9% compared to 10.5% of 8th graders school-wide)

Using Data for Program Management Nancy's Story: Part Deux

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- Project Director Roles
  - Set the tone for the project that evaluation is valued
  - Use evaluation data when you make programmatic decisions
  - If you don't have the data to answer a specific question, talk to your evaluator
    - Can we obtain already existing data?
    - Can we collect new data?
    - Can we make something up so I can keep my job?

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- Evaluator Roles
  - Actively participate in project meetings
  - Share data in a timely fashion
  - Write useful and reader-friendly reports
  - Listen to stakeholder input and respond appropriately

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- Project Director & Evaluator Teamwork
  - Work together to make evaluation useful, and to develop programs
  - Your different roles and areas of expertise should complement each other
  - Value the perspective of the other

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- Questions?