Maximizing Impact: Creative Ways for Using Performance Data

Amy Strickler, M.S.Ed, NCC
Annette C. Trunzo, PhD
Jennifer R. Peer, M.S.

Objectives

• Describe ways in which to use outcome data to improve the quality of services

• Utilize outcome data to create performance dashboards and to prepare impact reports

• Apply several methods to incorporate outcome data in daily practice with youth receiving residential treatment services

Quick Poll: Your Background

1. Executive Staff (President, Vice President)
2. Administration (Program Director, Program Coordinator, Supervisor)
3. Support Department (QI Specialist, Compliance Director)
4. Direct Care Staff (Therapist, Counselor, Family Worker)
• We’ll have 3 FaceTime discussions during the presentation.
• Look for the icon at left.
• Share your experience with the person next to you

About Pressley Ridge
• Non-profit organization founded in 1832
• Serves families, adults and youth
• 60 programs across several states and internationally
• Services:
  – Foster Care Connections
  – Educational Opportunities
  – Residential Options
  – Community-Based Support

Residential Options
• West Virginia- 5 locations
• 500 youth served in FY 2013
  – 84% White, 11% African American, 4% Biracial
  – 51% Female, 49% Male
  – Average Age: 16 years old
• Level II and Level III facilities
• All youth:
  – DSM-IV diagnosis
  – History of challenging behaviors
  – Unable to be served in the community
Residential Options Services

- Therapeutic Milieu
- Individualized Treatment Approaches
- Individual & Group Counseling
- Family Engagement
- Educational Support
- Psychiatric Services
- Drug & Alcohol Education
- Social/Recreational Activities

Organizational Performance Department

- Quality Improvement
- Research
- Program Evaluation

Organizational Structure

- Organization
- Organizational Performance
- Program
- Youth & Families
Small-Scale Evaluation Ideas

QI Tools

- Kaplan & Norton’s Balanced Scorecard Methodology
  - Monitors 4 perspectives:
  - Reviewed Quarterly by program/service line/organization

Balanced Scorecard

Translate the vision and strategy into measures that can be tracked
Reported to the Board

Old QI Process

Program Reviews

Review with Direct Care staff

New QI Process

Reported to the Board

QI Meetings

Regional Reviews

Program Reviews

“Power Users”

QI Tools

• Performance Dashboards
  – Designed to be shared with all levels of staff and stakeholders
  – Monthly/quarterly monitoring
  – Collaborative design process
Impact Map

• Identify the long-term benefits PR provides to the society at large.
• Specify the impact the organization makes in our communities.

FaceTime

• Performance reporting can be tricky in an organization, share with your neighbor: if you have instituted a performance scorecard or dashboard how has it worked?
• If you haven’t what are the barriers?

Small Scale Evaluation with Big Ideas
Overview of Program Evaluation

- What is Program Evaluation?
- Why is it important?

Benchmarking

- External benchmarks
- Alliance for Children & Families
  - Administrative
  - Clinical

Annual Impact Brochure
Communication Plan Activity

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>How</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Users</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will you say/content?</td>
<td>What does your audience care about?</td>
<td>How does the audience want the information?</td>
<td>When will you provide the information?</td>
</tr>
<tr>
<td>What do you want to tell them?</td>
<td>How will you present it?</td>
<td>How formal or informal?</td>
<td></td>
</tr>
</tbody>
</table>

Information adapted from University of Wisconsin-Extension

Impact Evaluation

- Assesses the changes that can be attributed to a program (both the intended & unintended ones).
- Is structured to answer the question: how would outcomes such as participants' well-being have changed if the intervention had not been undertaken?
- A comparison between what actually happened and what would have happened in the absence of the intervention

Quality Improvement Activities

The Plan-Do-Study-Act (PDSA) model (developed by Dr. Walter Shewhart)

- PDSA cycle for testing a change by:
  - Developing a plan (Plan)
  - Carrying out the test or trying it (Do)
  - Observing and learning from the consequences (Study)
  - Acting on what is learned from those consequences (Act)
Use of Results in Residential Programs

• Increased family work
• Monitor % of youth who have monthly visits
• Long term goal: decreased length of stay and recidivism

Has your organization shared data internally or externally?
• What were the results?
• Would there be anything you would do differently?
• If you haven’t shared data, how can you address the barriers that have stopped you?

Common Evaluation Approaches

Large-Scale Evaluation

• Lack of funding:

• Staffing for evaluation:

![Graph showing significant challenges]

Evaluative Research in Residential Programs

• Potential issues:
  – Varying and often unclearly-defined treatment modalities
  – Inability to use control groups
  – Lack of random assignment
Rationale for Evaluative Research

- Achieved past success in evaluation efforts
- Access to data
- Proving program effectiveness
- Identifying trends and patterns

Predictors of Functioning & Restrictiveness of Living Environment at Discharge: A Cross-Site, Five-Year Analysis of Residential Outcomes

Accountability

- What gets measured gets done
- If you measure results, you can tell success
- If you can see opportunities for improvement, you can learn from them
- If you can see success, you can reward it
- If you can demonstrate success, you can win public support

*(Osborne & Gaebler, 1992)*
Evaluation Plan

- Utilized two-time points of data

- Discharge data from four PR-Residential program sites (July 2008 to June 2013)

- Participants

Evaluation Research Questions

- Do youth in PR-Residential programs improve in functioning at time of discharge?

- Does improvement in functioning at discharge predict restrictiveness of living environment at discharge?

- Does time in treatment predict improvement in functioning and restrictiveness of living environment at discharge?

- What is the clinical profile of youth who benefit from PR-Residential treatment?

Measures

- Demographic data

- Time in treatment

- Clinical Profile:
  - Type of diagnosis
  - Functioning: CAFAS
  - Restrictiveness of Living Environment Scale (ROLES)
Clinical Measures

**CAFAS**
- Assesses degree of impairment in youth
- 8 Life Domains:
  - School
  - Home
  - Community
  - Behavior Toward Others
  - Moods/Emotions
  - Self Harm
  - Substance Use
  - Thinking
- Higher scores indicate greater impairment in functioning

**ROLES**
- 25 categories given a rating ranging from 0 to 10
- A higher score indicates more restrictiveness

Regression Analysis

Moderation Analysis

Moderator Effects:
- Predictor Variable (X) (e.g. time in treatment)
- Outcome Variable (Y) (e.g. functioning, ROLES)

Moderator Variable (Z) (e.g. gender, diagnosis)
Discussion

- Communicating success rate to youth and families
- Engagement strategies are critical in the first 6 months of treatment

FaceTime

Have you conducted evaluative research? If you have, how were the results used?

If not, what are the barriers to conducting evaluative research in your programs?

Pros & Cons of Both Types of Evaluation Approaches

<table>
<thead>
<tr>
<th>Small Scale Evaluation</th>
<th>Large Scale Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pros</strong></td>
<td><strong>Pros</strong></td>
</tr>
<tr>
<td>Real time data</td>
<td>Identify larger trends</td>
</tr>
<tr>
<td>More opportunity to act on results</td>
<td>Highlight overall impact</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td><strong>Cons</strong></td>
</tr>
<tr>
<td>Short-sided</td>
<td>Not considered a rigorous design</td>
</tr>
<tr>
<td>No causal conclusions can be made</td>
<td>No causal conclusions can be made</td>
</tr>
</tbody>
</table>
Learning Goals

• Residential treatment providers are able to demonstrate program quality and effectiveness
• There are cost-effective ways of documenting effectiveness of residential treatment centers using small and large scale evaluations

Questions?

Contact Information

• Amy Strickler
  astrickler@pressleyridge.org
• Annette C. Trunzo
  atrunzo@pressleyridge.org
• Jennifer R. Peer
  jpeer@pressleyridge.org
References


