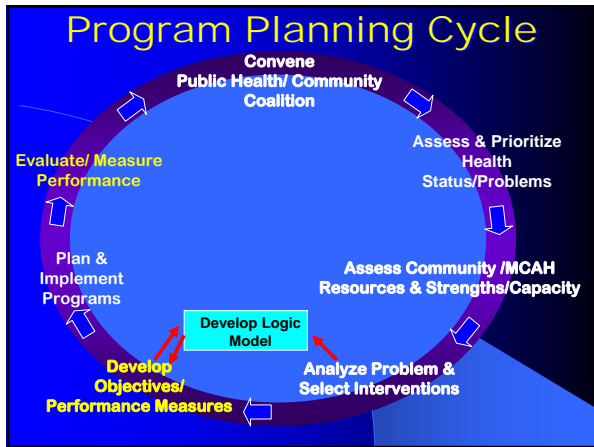


Family Health Outcomes Project

Using Objectives and Performance Measures to Evaluate Program Effectiveness

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Family Health Outcomes Project



Webinar Objectives

By the end of this session participants will :

- Understand the importance of using objectives and performance measures in evaluating MCAH programs
- Articulate key evaluation concepts
- Develop SMART objectives
- Develop program performance measures

Why Evaluate?

- Demonstrate to CA MCAH, the state legislature or other funders that resources are being effectively utilized to improve health outcomes
- Determine for themselves the effectiveness of a program or intervention
- Provide accountability / credibility within their community
- Use as part of a continuous quality assurance process to monitor and make adjustments in program operations or interventions

Why Evaluate?

- Build understanding and commitment to program goals. Use the process of evaluation to affect those who participate...stimulate dialogue, support organizational change, teach evaluation skills, stimulate critical thinking
- Share information for purposes of replication (models) or share experience (what hasn't worked/why)

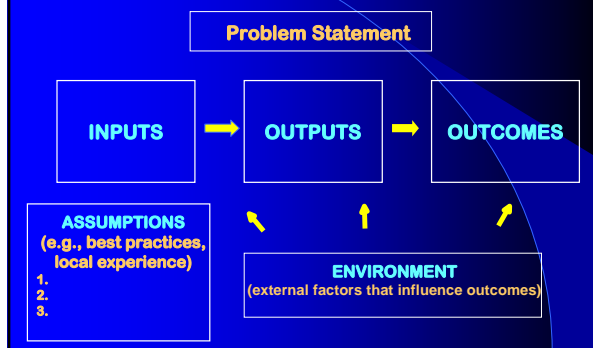
Key Concepts

- Program evaluation is a systematic investigation of the performance of a program (structure, activities, results and/or costs)
- Program planning and evaluation should not be separated. It should be an integrated process
- Focus the evaluation to the needs of the Stakeholders (decide who these are and involve them)

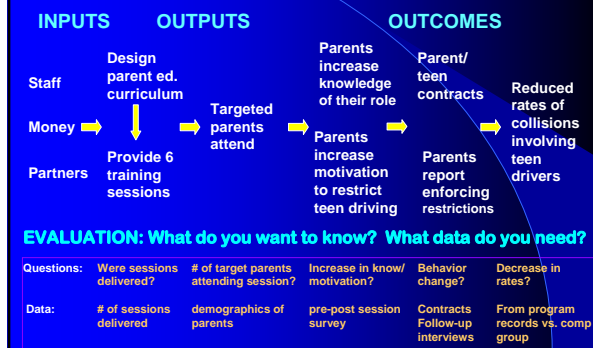
Key Concepts

- A program logic model should be developed that reflects theory (ies) of change as demonstrated in proven or promising interventions
- There must be a strong, logical relationship between the program structure, its activities and outcomes. A logic model depicts how the program will work to achieve desired change (outcome)
- Every step in the logic model must be evaluated to determine what went well and what didn't

The Logic Model Framework



Using The Logic Model To Develop The Evaluation



Key Concepts

- A logic model enables us to translate **expected outcomes** (results) into meaningful, measurable objectives and as program activities are defined, their **expected outputs** (services delivered) are translated into process objectives
- By quantifying the **expected reach** of the program activities (e.g. # served) a performance measure based on this number provides the data that tells stakeholders the extent to which program outcomes will be achieved

What Are Program Objectives?

Statements that define and quantify the expected results of a program and its activities and measure change in the population served by the program

What Are Program Objectives?

- Objectives are specific statements of desired achievements that are expected to occur as a result of an intervention or program
- Generally, become the standard by which achievement is measured
- If credible objectives are met, the program can claim success

Why Are Objectives Important?

- Provide articulated, defined purpose of the interventions/program
- Basis of accountability
- Keep the planning group / stakeholders focused. Enable the planning group / stakeholders to describe what will change as a result of the intervention(s)
- Guide the program staff in their work

Program Objectives

There are two types of program objectives:

2 Program Outcome Objectives
and
Program Process Objectives

Program Outcome Objectives

Quantify the intended results of a program and capture desired changes in the program's target group or participants

- Knowledge
- Behavior
- Health care system
- Attitudes
- Health status
- Policies

Developing Outcome Objectives

Outcome objectives should answer the key question, “What effect do we hope the project will have?” or “What do we hope will be the results of the project?”

Example

For a county-wide SIDS prevention media program:

By June of 2014 to reduce deaths or near miss deaths due to SIDS in which sleep positioning was an identified factor by 10%

Program Process Objectives

Quantify what services should be delivered by how much, how they will be delivered, and/or to whom they will be delivered

For example:

- Units of service provided
- Number of people served
- Percent of target population participating in the program

Developing Process Objectives

Write process objectives by answering the key question, “Who needs to do what, to or with whom, and when is it to be done?”

Example

For a county-wide SIDS prevention media program:

By June of 2011, a Community Health Worker, will have face-to-face contact and distribute SIDS prevention materials to at least 1000 postpartum women.

Objectives Should Be S.M.A.R.T.

Specific - identify who will receive the intervention, what will be done and where it will happen

Measurable - what benefit is expected and how much change is expected

Achievable - the objective is attainable

Realistic - it can be achieved given the time and resources available

Time-framed - identify when or within what period the objective will be achieved

Quantifying the Impact of the Program

- It is important to develop realistic objectives based on proven interventions or best practices
- Quantify the impact based on knowing the relative risk (the likelihood of an undesirable outcome in a population) and the attributable risk (the number or percent of the population that are affected by a particular risk)

Quantifying the Impact of the Program

- Avoid promising too much! Estimate the total number of individuals to be served in your stated timeframe
- Estimate the expected program impact on these individuals (based on effectiveness of the program)
- Consider both baseline data and standards (i.e. Healthy People 2010, models, experience) in setting goals

Writing Objectives



- The elements of the statement of an objective are:
 - The time-frame
 - The quantified target or change expected
 - The persons or entities receiving the intervention
 - The result expected

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Writing Objectives

- By _____, _____ of _____ will _____
(when) (#, % or % change) (who) (what result, change, benefit)

Examples

- By July 30, 2011, provide education about the importance of prenatal care to at least 100 African American pregnant women (Process)
- By July 30, 2016, 90% of babies born to African American mothers receiving program services will be born at greater than 38 weeks gestation (Outcome)

Developing Program Objectives:

Our 3 year program targets children in four schools in Example County. We want to reduce the # of child ER visits resulting from asthma attacks

Objective:

By July 30, 2014, there will be a _% reduction in the number of ER visits for children attending the targeted schools (Outcome)

Evaluation

Problem: Inputs → Strategy → Results

Evidence

Performance Measures

- Assess the achievement of program objectives
- Used for tracking change and for comparison with a standard (e.g., an objective) or baseline measure over time
- Provide data that tell stakeholders what progress is being made towards accomplishing program objectives
- Document whether the program is being implemented as planned (process)

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Performance Measures

- Monitor the implementation progress
- Identify implementation problems
- Satisfy the requirements of funding agencies



Difference Between Performance Measures And Indicators

PERFORMANCE MEASURE

A precisely defined measure of a desired result (health risk, health status, system change) of a specific program on its target population / system

Example: % low birth weight babies born to women enrolled in a particular program, number of targeted women enrolled in that program

OUTCOME INDICATOR

A precisely defined measure of a health risk, health status, or health service utilization for a defined population

Example: % low birth weight babies born in a county in 2010, in the targeted population

Questions Answered By Performance Measures Vs. Indicators

PERFORMANCE MEASURE

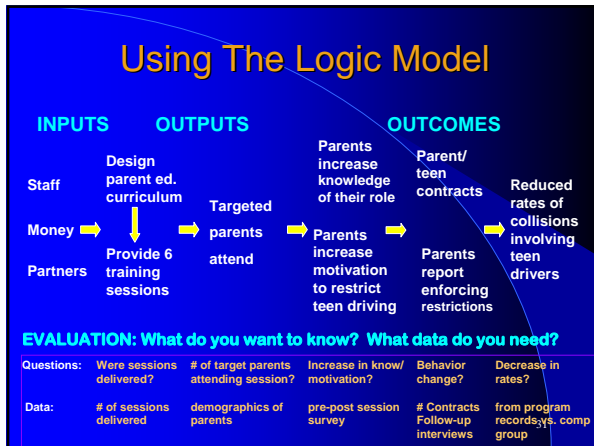
How well is my program doing in delivering services and how effective are those services?

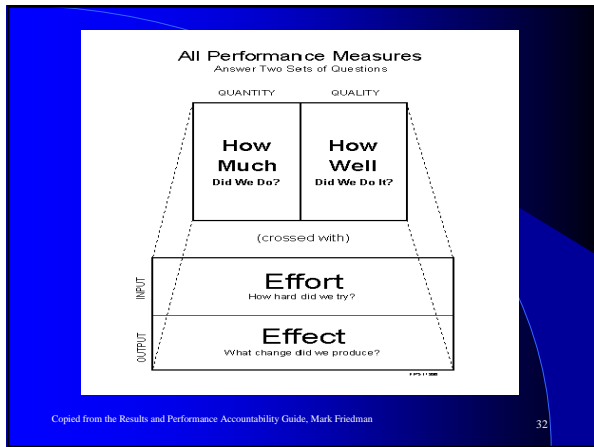
INDICATOR

How well is the community doing in terms of its health and well-being?

The Value of Using a Logic Model

- CDC recommends using the logic model to align performance measures with each step of the program strategy
- Promotes looking at lines of responsibility and accountability





- ## Criteria For Developing Performance Measures
- Purpose / Importance
 - A standard (stated objectives, professional standards, past performance, agreed upon targets, expert opinion)
 - A definition: numerator/denominator
 - Evidence you can reasonably collect the data

Performance Measures: Considerations

- Measures should specify the calculation used (percent, rate), the numerator and denominator for the calculation, and the data source for each
- Several different measures may be needed to capture progress towards an objective

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Performance Measures (Example)

Process Objective: By June 2012, have a face-to-face contact and distribute SIDS prevention materials to at least 1000 postpartum women

Process Performance Measure

Numerator → The # of face-to-face outreach contacts with postpartum women where outreach workers distributed SIDS prevention materials

Denominator → 1000 postpartum women

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Performance Measures (Example)

Outcome Objective: By June 2016, increase to 90% the proportion of mothers in the program who use correct infant sleep positioning

Performance Measure (before , periodically, after)

Numerator → The number of mothers in the program who use correct infant sleep positioning

Denominator → The number of mothers in the program

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Shorthand Performance Measures

A "name" or shorthand phrase is often used when developing or talking about performance measures

Example

Instead of saying "the number/percent of babies born with preventable congenital anomalies in the population targeted by the outreach and education program (during a specified time period), people usually say "number of babies with congenital anomalies who will receive outreach/education"

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Performance Measures

Performance Measures	Parts: Numerator/Denominator	Data Source
Number of face-to-face contacts PROCESS	# of face-to-face contacts where SIDS materials given 1000 postpartum women (# in the objective)	Activity log, sign-in sheet
Percent of mothers who use correct infant sleep positions OUTCOME	# of mothers in the program who use correct infant positioning Number of mothers in the program	Observations

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Performance Measures

Performance Measures	Parts: Numerator/Denominator	Data Source
# of teen drivers at X school receiving information about risks of speeding PROCESS		
% of teen drivers observed driving above the speed limit OUTCOME		

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Data Sources For Measures

- There must be a data source for both the numerator and denominator
- The data source should be accessible and affordable
- Use existing data whenever possible
- Program data collected by an existing Management Information System may be very useful for process measurement

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Examples of Data Sources

- Program documents
- Pre- and post- client knowledge
- Behavioral assessments
- Survey instruments
- Client records
- Program administrative databases

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Mini-Exercise

Identify the type of measure, assess it's adequacy and suggest corrections



By the end of the asthma management classes, 75% of the children will be able to describe and demonstrate the appropriate use of a Peak Flow meter.

By May 31, 2012 the health education staff from the American Lung Association will have planned and conducted six "Open Airways" classes for 150 children, grades 4 through 6 at the Ideal Elementary-Middle School in Ideal, California to reinforce asthma management.

By the end of the diabetes skills building workshops 60% of the attendees will be able to describe and identify four new skills they have learned and will use in managing their child's diabetes.

By April 30, 2012 the Health Education staff from the American Diabetes Association will have planned and conducted 4 skills building workshops for 50 parents of recently diagnosed diabetic children ages 8 to 10 at the Wonderful Elementary School in Wonderful County.

By April 30, 2015, Emergency Room visits at Hospital X and Y for acute asthma episodes in children attending Wonderful Elementary School will be reduced by 30%

References

- The Results and Performance Accountability Guide, Mark Friedman, Fiscal Policy Studies Institute www.resultsaccountability.com www.raguide.org
- Developing An Effective MCH Planning Process: A Guide for Local MCH Programs, 2nd edition, September 2003

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