



## Evaluating Project Implementation and Outcomes

### **Purpose of the Project Evaluation:**

- To help stakeholders identify what the program is expected to accomplish (and when)
- To enable stakeholders to be accountable and learn how to improve the program

## Program Evaluation Goals/Principles

*The goals of the evaluation are to document*

- the *Implementation* of *each* Project Component (also referred to as Process Evaluation)
  - Whether and how the *activities* identified in the Project Plan were accomplished
  - Was the target population/organization/entity reached?
  - Were the *deliverables* described in the Project Plan completed?
  - Was the Project Plan modified, and if so, how and why?
  - Were there other factors that influenced the implementation of the Plan (e.g., political, fiscal, policy changes that were external to the project)?
- the *outcomes achieved* for each Project Component
  - Did the target population/organization/entity change (as a result of the project activities) and if so, how (e.g., improved skills, knowledge, provision of service, access to service, organizational structure, policy)?

The intent is to provide ongoing feedback to project leadership and the Implementation Team as information is available to be used to inform ongoing activities, needed modification – accountability.

*The evaluation will be designed and conducted in a culturally and linguistically competent manner*

- Work toward building the foundation for a community based participatory evaluation approach [for discussion]
- Consumers and family members of deaf/hard of hearing individuals and community leaders partner with evaluator in all aspects of the evaluation
- Use of experts/consultants to as needed

*The evaluation may use a variety of data sources and data collection techniques to document project implementation and outcomes:*

- Observing and participating in project
- Review of documents (e.g., minutes, reports)
- Interviews (e.g., phone, in person with key informants, consumers, family members of consumers)
- Videotapes and translation of signed communication

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*Consider adding later in project:*

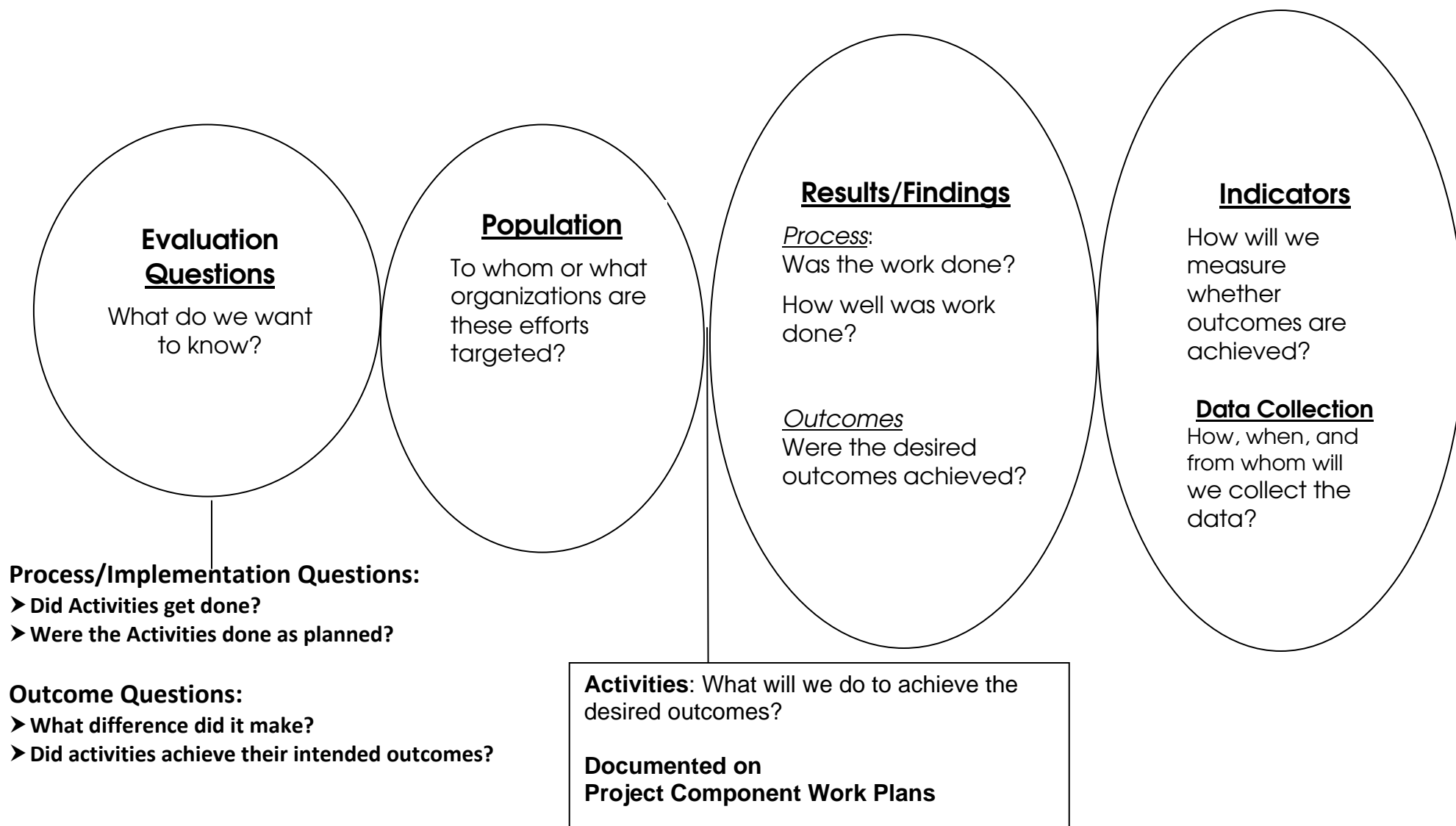
- Focus Groups or Group Interviews with individuals who have similar characteristics (e.g., 1) consumers who are deaf, 2) consumers who are hard of hearing)
- Surveys (e.g., online, written, mail)
- Town hall meetings, adding surveys on [www.coloradodeaf.com](http://www.coloradodeaf.com), Colorado Families for Hands & Voices, Legal Centers, Independent Living Centers – for discussion

*Data collection and analysis techniques vary with regard to effort needed to implement properly (e.g., time, labor, skill)*

- We will strive to collect the best information possible within the resources of the project

# Daylight Project: Evaluation of Project Implementation and Outcomes

## KEY ELEMENTS OF THE PROGRAM EVALUATION PLAN



# DAYLIGHT PROJECT (DLP) PROGRAM EVALUATION PLAN

## 1. Program-wide Implementation Process

| <u>Evaluation/Implementation Questions</u>   | <u>To whom/what organizations are efforts targeted?</u>   | <u>Results/Findings</u>   | <u>Indicators: How will we measure/know whether outcomes are achieved?</u>  |
|--|---|---|---|
| <ol style="list-style-type: none"> <li>1. Were the <i>right</i> DLP and external stakeholders identified and engaged?</li> <li>2. Were planning tools (e.g., Project Plan, Work Plans, and Evaluation Plan) developed in a timely, collaborative, and culturally/linguistically competent manner?</li> <li>3. Were project components designed and implemented in a timely, collaborative and culturally/linguistically competent manner?</li> <li>4. Was the Evaluation designed and implemented in a timely, collaborative, and culturally/linguistic manner?</li> </ol> | <ul style="list-style-type: none"> <li>• Implementation Team</li> <li>• Core Team</li> <li>• Work Groups</li> <li>• Key stakeholders, policymakers</li> <li>• Others community members as identified</li> </ul> | <p><b>How well was it done?</b></p> <ul style="list-style-type: none"> <li>• Diverse and representative external/community-based stakeholders provide input</li> <li>• Implementation Team members and key stakeholders/policymakers are active participants</li> <li>• Project, Work, and Evaluation Plans are completed and have been developed in a timely, collaborative, and culturally/linguistic manner</li> <li>• Daylight adopts a Community-Based Partnership (CBPR) Approach for evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• Completed Environmental Scan Report</li> <li>• List of participants in meetings and workgroups</li> <li>• Internal and External stakeholders attend meetings, contribute substantively, and/or advocate for Daylight efforts.</li> <li>• Measures/indicators of cultural/linguistic competences for components, evaluation</li> <li>• Indicators of a CBPR evaluation approach</li> </ul> <p style="text-align: center;"><b>Data Collection:</b></p> <p><b>How, when, and from whom will we collect needed data?</b></p> <ul style="list-style-type: none"> <li>• Key Informant Interviews</li> <li>• Observation</li> <li>• Participation</li> <li>• Review minutes, reports, project/work plans</li> <li>• Explore engagement issues with key informant interviews if needed.</li> </ul> |

# DAYLIGHT PROJECT (DLP) PROGRAM EVALUATION PLAN

## 2a. Training & Technology Assessment – Providers (TTA-P)

| Evaluation/Implementation Questions   | To whom/what organizations are efforts targeted?   | Results  | Indicators: How will we measure/know whether outcomes are achieved?   |
|---|--|--|---|
| <p>2. <b>Context.</b> What are the prevalence rates and Sociodemographic characteristics of individuals who are d/hoh in Colorado?</p> <p>a. What do we know about those who use public mental health and substance abuse services?</p> <p>3. <b>Phase I.</b> Did the Training and Technology Assessment...</p> <p>a. Reach the intended respondents?</p> <p>b. Determine providers' organizational and clinical capacity, technology needs, training needs, and readiness?</p> <p>c. Help us learn about the challenges in collecting this type of information and strategies that can be used to minimize</p> | <ul style="list-style-type: none"> <li>• Organizations/Agencies</li> <li>• Clinicians</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Activities:</b> What will DLP do to achieve the desired outcomes?</p> <p>→ <b>Training &amp; Technology Assessment Work Plan</b></p> <p>→ <b>Evaluation Work Plan for context</b></p> </div> | <p><b>How well was it done?</b></p> <ul style="list-style-type: none"> <li>• Representative mental health and substance abuse provider participants/respondents</li> <li>• Reports identify capacity and needs of provider organization</li> <li>• Developed &amp; implemented in a timely, collaborative, &amp; culturally/linguistically appropriate manner.</li> </ul> <p><b>Were outcomes achieved?</b></p> <ul style="list-style-type: none"> <li>• Provider communities are more aware of its needs relative to providing competent services to target populations.</li> <li>• “Early adopters”, i.e., agencies to participate in the first round of training and technology distribution, are identified</li> <li>• The Assessment informs the training development and technology distribution plans</li> <li>• Assessment tools are useful to other service systems, cultures and linguistic minority groups</li> </ul> | <ul style="list-style-type: none"> <li>• Response rates are adequate (&gt;= 50% and representative across agency types/populations)</li> <li>• Assessment data analysis and report</li> <li>• X (TBD) agencies/orgs enter into participation agreements with DLP</li> <li>• Work plans reflect TTA-P findings</li> <li>• Report disseminated throughout provider/stakeholder/advocacy communities other systems</li> <li>• Roster of providers who have the skills and/or interest in serving deaf and hard of hearing individuals.</li> <li>• Inquiries are made, efforts planned to use tools in other service systems</li> </ul> <p style="text-align: center;"><b>Data Collection:</b></p> <p><b>How, when, and from whom will we collect needed data?</b></p> <ul style="list-style-type: none"> <li>• Document Review:             <ul style="list-style-type: none"> <li>○ Response rates, Meeting minutes, MOUs, final report, dissemination lists</li> <li>○ Division Behavioral Health –other gov't agencies/docs.</li> </ul> </li> </ul> |

# DAYLIGHT PROJECT (DLP) PROGRAM EVALUATION PLAN

## 2b. Training & Technology Assessment – Consumers and Family Members (TTA-C/F)

| Evaluation/Implementation Questions  | To whom/what organizations are efforts targeted?   | Results   | Indicators: How will we measure/know whether outcomes are achieved?  |
|--|--|---|--|
| <p>1. <b>Phase II.</b> How do the characteristics and experiences of d/hoh consumers (and their family members) of mental health and substance abuse identify</p> <ul style="list-style-type: none"> <li>a. The primary barriers to receiving public mental health and substance abuse services</li> <li>b. What training, technical assistance, and technology is needed at Provider level (e.g., environment, linguistic, clinical) to increase access to culturally and linguistically high quality services?</li> </ul> <p>2. What are the challenges in collecting this type of information and strategies that can be used to minimize them in the future?</p> | <ul style="list-style-type: none"> <li>• Current and past Consumers/Families of Consumers of public MH and SA services</li> <li>• Broader Deaf/HoH Community?</li> </ul> | <p><b>How well was it done?</b></p> <ul style="list-style-type: none"> <li>• Representative consumer/family participants</li> <li>• Reports identify consumer and family member needs of provider organization to increase access to services</li> <li>• Assessment is developed &amp; implemented in a timely, collaborative, &amp; culturally/linguistically appropriate manner.</li> <li>• Process is foundational in building a Community-Based Partnership Approach</li> </ul> | <ul style="list-style-type: none"> <li>• Response rates to invitations are adequate (not sure how to measure) and represent consumer and family communities/populations</li> <li>• Data analysis and report</li> <li>• Report disseminated throughout provider/stakeholder consumer/advocacy communities other systems</li> <li>• Inquiries are made, efforts planned to use tools/methods in other service systems</li> </ul> |
|  | <p><b>Activities:</b> What will DLP do to achieve the desired outcomes?</p> <p>→ <b>Training &amp; Technology Assessment Work Plan</b></p>                               | <p><b>Were outcomes achieved?</b></p> <ul style="list-style-type: none"> <li>• Provider communities are more aware of its needs relative to providing competent services to target populations <b>from consumer/ family perspective.</b></li> <li>• The Assessment informs the training development and technology distribution plans</li> <li>• Assessment tools/methods are useful to other systems, cultures and linguistic minority groups</li> </ul>                           | <p style="text-align: center;"><b>Data Collection:</b><br/><b>How, when, and from whom will we collect needed data?</b></p> <hr/> <ul style="list-style-type: none"> <li>• Individual Interviews</li> <li>• Focus Groups</li> <li>• Town Hall – other general?</li> </ul> <p><b>Timeline: Nov '09 - May 2010</b></p>   |

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## 3. Technology Support & Training

### Evaluation/Implementation Questions

1. Was technology distribution plan developed? Responsive to needs?
2. Was technology training and support provided according to the plan? In a timely manner?
3. What were the barriers/challenges encountered?
4. Recommendations to overcome?
5. What changes in the mental health and substance abuse service systems do consumers and family members identify
6. Do consumers have increased access to culturally and linguistically competent mental health and substance abuse services?
7. How will needs beyond the resources of the grant be addressed?

### To whom/what organizations are efforts targeted?

- Organizations/Agencies
- Clinicians

**Activities:** What will we do to achieve the desired outcomes?

→ **Technology/Training Work Plan**

### Results

#### **How well was it done?**

- A technology distribution and training plan that addresses the technological needs identified in the Assessment (and other sources) is developed and implemented in a timely, inclusive, and culturally appropriate manner.

#### **Were outcomes achieved?**

- Direct service providers have access to appropriate technology and know how to use it.
- Early adopter track the accommodations provided to d/hoh consumers/family members
- Deaf and hard of hearing consumers and family members have increased and ongoing access to culturally/linguistically appropriate public mental health and substance abuse assessment and treatment
- Strategies for obtaining technology needs beyond the capacity of the DLP are identified

### Indicators: How will we measure/know whether outcomes are achieved?

- Schedule of ongoing technology training
- #/type trainings provided to agencies, individuals, barriers/challenges documented
- Providers are more knowledgeable about assistive technology and use
- Providers are satisfied that technology and training needs have been met or that a realistic plan is in place.
- Tracking system developed and implemented; data collected

### Data Collection: How, when, and from whom will we collect needed data?

- Review of records
- Review of minutes
- Pre-Post Provider Survey – online
- Pre-Post Consumer Survey

**Timeline: Nov '09 - May 2010**

# DAYLIGHT PROJECT (DLP) PROGRAM EVALUATION PLAN

## 4. Statewide Training to Behavioral Health Providers

| <u>Evaluation/Implementation Questions</u>   | <u>To whom/what organizations are efforts targeted?</u>   | <u>Results</u>  | <u>Indicators: How will we measure/know whether outcomes are achieved?</u>   |
|--|---|---|--|
| <ol style="list-style-type: none"> <li>1. Were the trainings and curricula developed:               <ol style="list-style-type: none"> <li>a. Representative of the diversity within and across DHOH populations?</li> <li>b. Based on research and the training needs identified?</li> </ol> </li> <li>2. How were the trainings and curricula implemented?               <ol style="list-style-type: none"> <li>a. How were training opportunities identified?</li> <li>b. Which orgs. participated?</li> <li>c. Were course modules adopted?</li> </ol> </li> <li>3. Were trainings effective?               <ol style="list-style-type: none"> <li>a. Were providers more knowledgeable of topics covered?</li> <li>b. Were further areas of training identified?</li> <li>c. Did providers see trainings as useful?</li> </ol> </li> <li>4. Do consumers have increased access to culturally and linguistically competent MHPA services?</li> </ol> | <ul style="list-style-type: none"> <li>• Clinicians</li> <li>• Early adopter orgs. identified by the Training Assessment</li> <li>• MHPA governing bodies</li> <li>• Consumers</li> </ul> | <p><b>How well was it done?</b></p> <ul style="list-style-type: none"> <li>• Statewide training plan and curricula that address the training needs identified in the Assessment (and other sources) is developed and implemented in a timely, inclusive, and culturally appropriate manner.</li> </ul> <p><b>Were outcomes achieved?</b></p> <ul style="list-style-type: none"> <li>• Curricula address:               <ul style="list-style-type: none"> <li>◦ The spectrum of TANF eligible individuals who are DHOH</li> <li>◦ Provider training needs</li> </ul> </li> <li>• The curricula are adopted by SA bodies and introduced to MH orgs.</li> <li>• Early adopters participate and find the trainings effective, are more knowledgeable, and use their new skills.</li> <li>• Early adopter track the d/hoh consumers/family members to whom they provide services</li> </ul> | <ul style="list-style-type: none"> <li>• The curricula reflect needs outlined in the Assessment Report and DBH data</li> <li>• Curricula address diversity.</li> <li>• List of early adopter orgs that had participating clinicians.</li> <li>• Agreement/MOU with SA governing bodies to adopt curricula.</li> <li>• Survey responses from participating administrators, direct service providers.</li> <li>• Responses from consumer/family member interviews/focus groups.</li> <li>• Tracking system developed, implemented, data collected</li> </ul> |
|  | <p><b>Activities:</b> What will we do to achieve the desired outcomes?</p> <p>→ <b>Statewide Training Work Plan</b></p>   |   | <p style="text-align: center;"><b>Data Collection:</b><br/><u>How, when, and from whom will we collect needed data?</u></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation</li> <li>• Review minutes, curricula, plans</li> <li>• Surveys – administrative and direct service participants</li> <li>• Interviews – consumer/families</li> </ul> <p><b>Timeline: Jan '10 – June '11</b></p>  |

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### 5. Consumer & Family Leadership (TBD)

Evaluation/Implementation Questions

To whom/what organizations are efforts targeted?

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Results

**How well was it done?**

- A Work group representing target populations is convened and develops strategic plans for recruiting and training advocates
- The recruiting and training plans are implemented in a timely, collaborative, and inclusive manner.

Indicators: How will we measure/know whether outcomes are achieved?

**Activities:** What will we do to achieve the desired outcomes?

→ **Consumer and Family Leadership Work Plan**

**Were outcomes achieved?**

- Network of trained advocates representing deaf and hard of hearing consumers and family members
- Advocates participate in all components of the Daylight Project

**Data Collection:**  
How, when, and from whom will we collect needed data?

- Observation
- Participation
- Review minutes, reports, plans

**Timeline:**

# DAYLIGHT PROJECT (DLP) PROGRAM EVALUATION PLAN

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## 7. Sustainability Planning

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Evaluation/Implementation Questions

To whom/what organizations are efforts targeted?

- 

**Activities:** What will we do to achieve the desired outcomes?

→ **Sustainability Planning Work Plan**

Results

**How well was it done?**

- A Sustainability plan ...is developed
- The Sustainability Plan is implemented in a timely, collaborative, and inclusive manner.

**Were outcomes achieved?**

- 

Indicators: How will evaluator measure/know whether outcomes are achieved?

- 

**Data Collection:**

How, when, and from whom will we collect needed data?

- Review of Plan
- Review of minutes/documents
- ...

**Timeline: Nov '09 - May 2011**