HCBS Conference

Doing What Works: How ACL evaluates programs and the increasing role of evidence in funding decisions

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Overview

- Evaluation
  - What is it and why it is important
  - ACL's evaluation approach
  - ACL's evaluations and activities
- Evidence-based Programming
  - What we mean by evidence
  - The importance of evidence-based programs
  - AoA Title III-D's focus on evidence
  - Sources of evidence-based programs

What is evaluation

The original mission of program evaluation in the human services and education fields was to **assist in improving the quality of social programs**. However, for several reasons, program evaluation has come to focus (both implicitly and explicitly) much more on *proving* whether a program or initiative works, rather than on *improving* programs.

(W.K. Kellogg Foundation Evaluation Handbook)

What is evaluation

"Evaluation is a **systematic process** for an organization to **obtain information** on its activities, its impacts, and the effectiveness of its work. So that it can **improve its activities and describe its work.**"

"…the goal of evaluation is action…"

(The Manager's Guide to Program Evaluation)

Why Evaluation is Important

- "Comprehensive evaluations that examine the coverage and effectiveness of federal programs and policies aimed at achieving similar outcomes could be ***key to coordinating and streamlining programs to reduce duplication and overlap***."

*Strategies to Facilitate Agencies' Use of Evaluation in Program Management and Policy Making (*GAO-13-570)

Tips for Evaluating Evaluations

1. *Reliability of Measures*- Do the tools provide consistent information?
2. *Validity of Measures*-Do the measures match the conclusions?
3. *Intervention Fidelity*- Did the actual intervention match the design?
4. *Missing Data and Attrition*-Studies with no attrition or missing data needing adjustment are strongest.
5. *Potential Confounding Variables*-Variables other than the intervention may account for the reported outcomes.
6. *Appropriateness of Analysis*-Appropriate analysis is necessary to make an inference that an intervention caused reported outcomes

Tips for Evaluating Evaluations

Provide enough technical detail so you can determine the merit of the evaluation

ACL's Evaluation Approach

- 3 legs of a stool:
  - Outcomes/Quality
    - % of caregivers reporting difficulty getting services
    - % of complaints not resolved to satisfaction of complainant
    - % of consumers reporting services are good to excellent
  - Targeting
    - % of Home-Delivered Nutrition clients with 3 or more ADL limitations
    - % of consumers living in poverty
  - Efficiency
    - Number of people served per million dollars of federal funding
    - Cost per service

ACL's Evaluations

Elderly Nutrition Services Program (ENSP)

Purpose: The evaluation is designed to determine how effective and efficient the OAA Title III-C ENSP is at helping to keep older Americans stay healthy and active in their homes and communities and preventing the need for more costly interventions through the provision of healthy meals, social interaction, health promotion, and linking older adults to other appropriate services.

ACL's Evaluations

National Family Caregiver Support Program (NFCSP)

Purpose: This is the first comprehensive federal evaluation of the NFCSP serving over 800,000 family caregivers. The NFCSP process and outcome evaluations have three broad goals to benefit policy and program decision-making:

- Collect and analyze information on program processes and site operations;
- Evaluate program efficiency and cost issues for approaches best suited to specific contexts; and
- Evaluate effectiveness of the program's contribution to family caregivers in terms of maintaining their health and well-being; improving their caregiving skills; and avoiding or delaying institutional care of the care recipient.

ACL's Evaluations

Process and Systems Change Evaluation of Partnerships for Employment Systems Change Grants

Purpose: The Administration on Intellectual and Developmental Disabilities awarded a six-year contract to The Lewin Group to serve as the evaluator of the eight Partnerships in Employment Systems Change projects. The Lewin Group has developed and is implementing a third party process and evaluation of the eight employment projects to inform AIDD and its partners about how to best support competitive, integrated employment systems for individuals with intellectual and developmental disabilities.

ACL's Evaluations

Creating the Foundation for National Replication of Community-Based Oral Health Programs for Older Adults

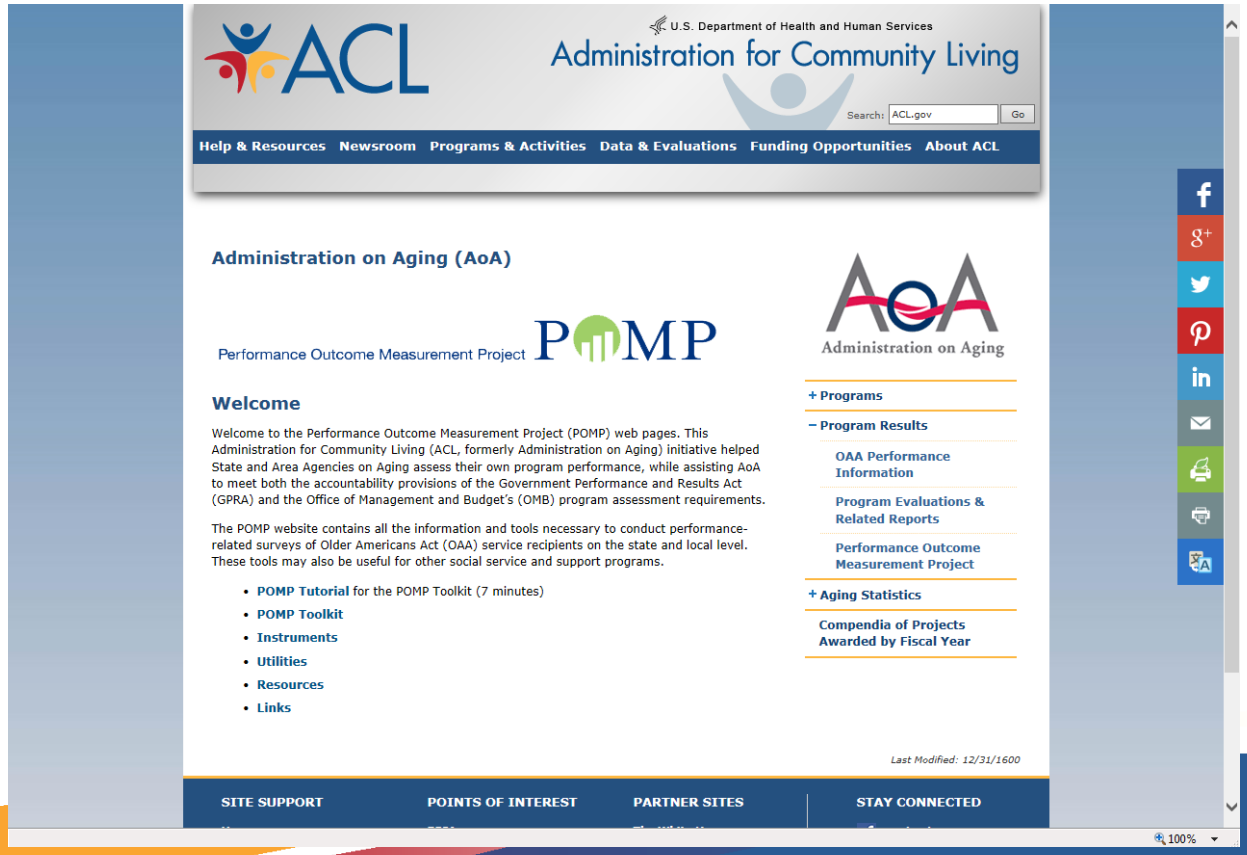
Purpose: To determine what community-based oral health programs for older adults and programs serving other populations which could be translated to older adults in community-based settings exist. The cross-Federal initiative titled, *Creating the Foundation for National Replication of Community-Based Oral Health Programs for Older Adults* will examine the existing fragmentation across Federal programs that result in a lack of oral health prevention and treatment services for older adults.

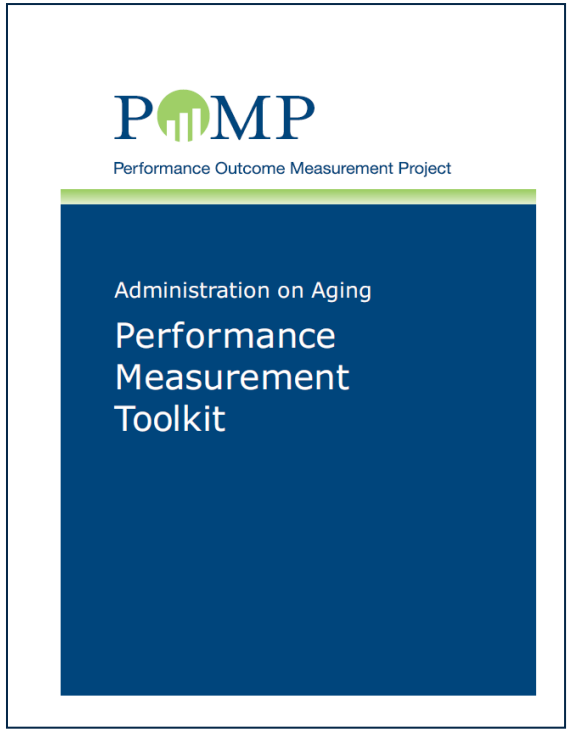
ACL's Evaluation Activities

- Evaluability Assessment
- Guidance for
  - Staff
  - Grantees
  - Resources centers

Resources for Evaluation

Performance Measurement Outcomes Project (POMP) Toolkit http://www.aoa.acl.gov/program_results/POMP/Toolkit.aspx

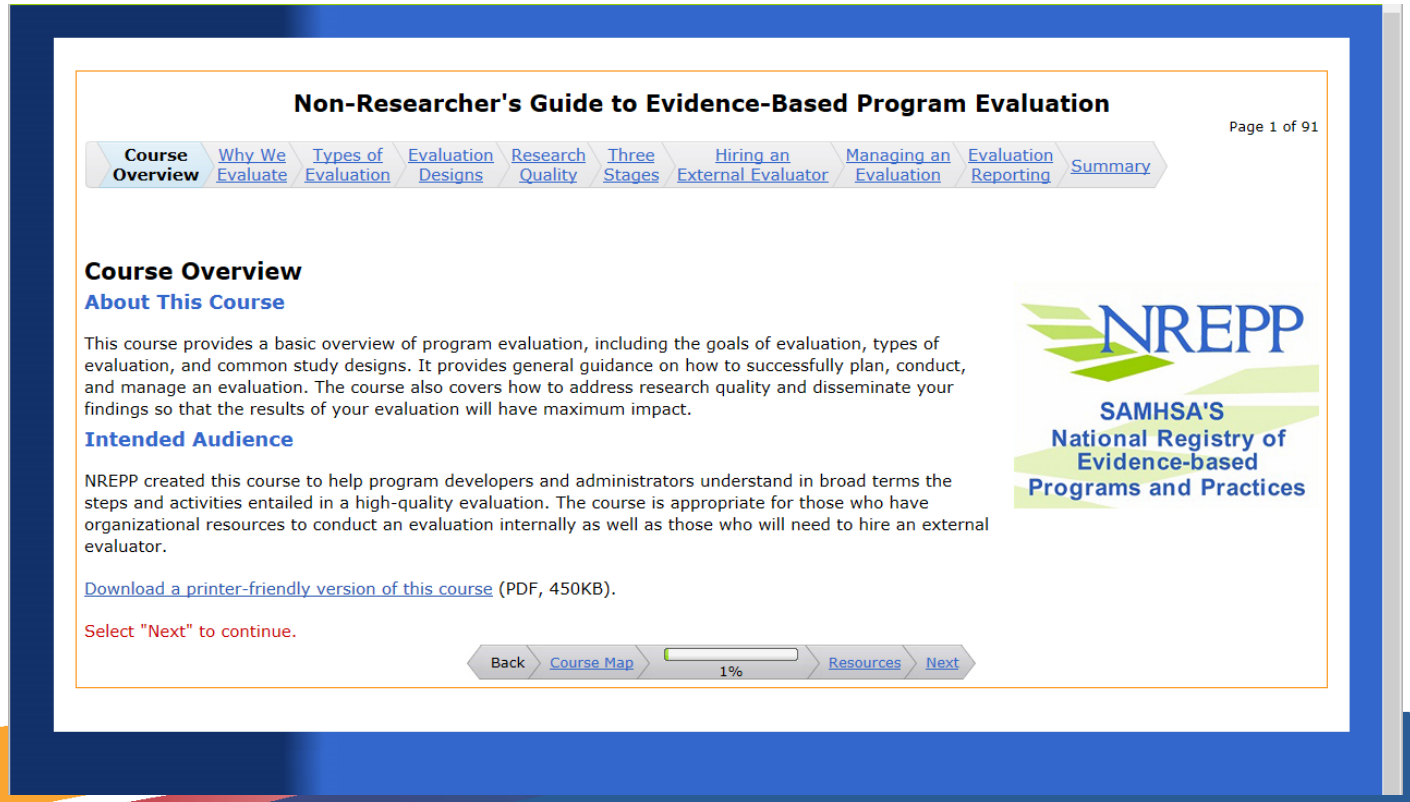




Resources for Evaluation

Non-Researcher's Guide to Evidence-Based Program Evaluation

http://www.nrepp.samhsa.gov/Courses/ProgramEvaluation/NREPP_0401_0010.html



Encouraging Evaluations in Your Programs

- Involve Stakeholders in the Evaluation
- Prioritize Evaluation Quality
- Plan and Execute Several Dissemination Methods
- Encourage and Support an Evaluation Culture

Source: The Lewin Group. (2009). Getting the Most out of Evaluations: A Guide to Successful Evaluation Utilization. http://aspe.hhs.gov/opps/reports/09/EvaluationGuide/index.pdf

What is "Evidence-Based Programming (EBP)"?

- Evidence-based = Rigorous, scientific study demonstrating statistically significant positive outcomes that can be attributed to intervention and not to extraneous factors or events.
- Programming / Programs = organized, multi-component interventions with clearly identified linkages between core components of the program and expected outcomes for an identified target population.

Effective, Sustainable, Sizable

Why is Evidence Important?

- Confirms that desired positive outcomes can be achieved if program is properly implemented
- Increases confidence that program participants may:
  - improve their health status,
  - prevent and/or manage chronic diseases , and
  - mitigate the negative impact of injuries, such as falls, which in turn will reduce the use of hospital services and emergency room visits
- Ensures the greatest impact given available funding

Title III-D's Push Towards Evidence

- Title III-D currently uses three levels of EB criteria
- **As of October 1, 2016, all Title III-D programs must meet EBP's "highest level criteria"**
  - Proven effective for improving the health and wellbeing or reducing disease, disability and/or injury among older adults, using Experimental* or Quasi-Experimental** Design (*a rigorous evaluation*)
  - Published research results in a peer-review journal
  - Fully translated in one or more community site(s)
  - Ready with publicly available dissemination products

* Experimental designs use random assignment and a control group.

**Quasi-experimental designs do not use random assignment.

(Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Genealized Causal Inference*. Boston: Houghton Mifflin.)

Sources of Evidence-Based Programs

- AoA: Health, Prevention and Wellness Programs
- ACL: Aging and Disability Evidence-Based Programs and Practices (ADEPP)
- CDC: Community Health Improvement Navigator Interventions Database
- CDC: Compendium of Effective Fall Interventions: What Works for Community-Dwelling Older Adults
- HealthyPeople.gov: Healthy People 2020 Evidence-Based Resources
- NCI: Research-tested Intervention Programs (RTIPs)
- NCOA: Center for Healthy Aging
- NIH: Cancer Control P.L.A.N.E.T. portal
- SAMHSA: National Registry Evidence-Based Programs & Practices (NREPP)
- Title IIID Evidence-Based Disease Prevention and Health Promotion Programs Cost Chart

Aging and Disability Evidence-Based Programs and Practices (ADEPP) *

- EnhanceFitness
- Fit and Strong
- HomeMeds
- Improving Mood—Promoting Access to Collaborative Treatment (IMPACT)
- Programa de Manejo Personal de la Diabetes (Spanish language version of Chronic Disease Self Management)

Program of All-Inclusive Care for the Elderly (PACE)

- Program to Encourage Active, Rewarding Lives for Seniors (PEARLS)
- Tai Chi: Moving for Better Balance
- Tailored Caregiver Assessment and Referral (TCARE)
- Wellness Initiative for Senior Education (WISE)

ADEPP inclusion does not constitute an ACL endorsement of specific interventions.

Identifying and Selecting an EBP Questions to Consider

WHAT:

- Is the issue you want to address?
- EBPs are addressing this issue?
- Outcomes has the EBP achieved?
- Evidence of effectiveness has the EBP published?
- Independent reviews of results or replications exist?
- Successful implementations of this EBP are there?
- Evaluations found it effective compared to other EBPs?
- Do others familiar with EBP say about:
  - Effectiveness?
  - Ease of implementation?
  - Costs? Cost savings?

Adapted from SAMHSA NREPP "Identifying and Selecting Evidence-Based Programs and Practices: Questions to Consider" PDF on SAMHSA NREPP Learning Center site

Resources for Assessing EBPs -1

Follow EBP Review Process

- Quality of Research
  - http://www.nrepp.samhsa.gov/ReviewQOR.aspx
- Readiness for Dissemination
  - http://www.nrepp.samhsa.gov/ReviewRFD.aspx
- Translations

Resources for Assessing EBPs - 2

ADEPP Criterion	Ratings Outcome 1	Ratings Outcome 2	Ratings Outcome 3	Ratings Outcome 4	Ratings Outcome 5
Reliability of Measures					
Validity of Measures					
Intervention Fidelity					
Missing Data and Attrition					
Potential Confounding Variables					
Appropriateness of Analysis					
Overall Rating					

ADEPP Criterion	Rating
Implementation Materials	
Training and Support	
Quality Assurance	
Overall Rating	

STATE EXAMPLE WORKSHEET

Evidence-Based Requirement Checklist

PSA		Name of Proposed Service		Service approved	Yes ☐ No ☐
Contract		Proposed Service Code			
DOEA Only		Reviewed By		Date	
		Approved By		Date	

Part I: Service Description

1. Does proposed service meet the description of the proposed service code as written in the Department of Elder Affairs programs and Services Handbook?
   Yes___ No ___ *(If yes, proceed to next section)*

Comments:

Part II: Supporting Documentation

1. Did provider submit a detailed description of the proposed service?
   Yes___ No ___ *(If yes, proceed to next question)*
2. Did the provider submit sufficient back up documentation to determine if program is evidence-based?
   Yes___ No___ *(If yes, proceed to next question)*
3. Did the provider submit an article from a peer-reviewed journal?
   Yes___ No___ *(If yes, program maybe intermediate or high level) (proceed to next section)*

Comments:

Part III: Evaluation review

1. Does the evaluation demonstrates that that proposed service is effective for improving the health and wellbeing or reducing disease, disability and/or injury among older adults
   Yes___ No ___ *(If yes, proceed to next question)*
2. Does program description match back-up documentation provided?
   Yes___ No ___ *(If yes, proceed to next question)*
3. Please select the type of evaluation that supports the proposed service
   Case Study___
   Pre-Post Test___
   Adapting research-tested intervention programs___
   Experimental/Quasi-Experimental Design___ *(If this one is selected program may be highest level) (please proceed to next section)*

Comments:

Part VI: Dissemination Review

1. Is proposed program delivered by credentialed practitioner?
   Yes___ No ___ *(If yes, proceed to next question)*
2. Did provider submit back documentation of the practitioner's credentials?
   Yes___ No ___ *(If yes, proceed to next question)*
3. Program dissemination materials available
   Yes___ No ___ *(If yes, program maybe intermediate or high level)*

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