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## **Rising above : Rising Eagle Youth Services (REYS) outcomes measurement**

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CHHS 400/496

Senior Capstone/Field Seminar

**Senior Capstone Project**

Rising Above:

Rising Eagle Youth Services (REYS)

Outcomes Measurement

**Keywords:** Rising Eagle, substance abuse, mental health, day treatment curriculum, outcomes measurement, pre/post test, evaluation protocol

**Abstract:** The project works toward giving a nonprofit organization the ability to measure the effect of its day-treatment curriculum on its clients. The project provides measuring instruments and an evaluation protocol, which guides survey process, survey evaluation, recording, and reporting.

***Executive Summary***

Rising Eagle Youth Services provides substance abuse and mental health services for Monterey County youth ages 12 to 18 through two programs: day treatment and outpatient. The treatment philosophy promotes personal responsibility, social and emotional skills and improved relationships with peers, family and the

This capstone project focuses in on the Day Treatment Program and the counseling sessions provided. The counseling sessions use a curriculum that focuses on anger management, healthy relationships, responsible thinking, stress management, drug education, and relapse prevention. It is in this area of the program structure that there is a need. The agency is looking for an improved way to measure the effectiveness of the program's curricula on clients.

The project works towards giving Rising Eagle the capacity to measure the effect of the program's curriculum on clients' knowledge, skills, and attitudes using outcome measurement. With entry (pre) and exit (post) surveys, Rising Eagle can begin to look for indicators that support identified outcomes. Such indicators include having a client gain new knowledge, increase an important life skill, and begin to change attitudes, values, or lifestyle.

In addition to the surveys, I have created an evaluation protocol for the organization. The protocol guides the organization during the pre and post testing procedure. The protocol also provides direction during the analysis stage. The protocol explains how the surveys are to be measured and evaluated. Finally, the protocol provides a chain of command. The chain of command allows information to travel through the necessary components in the most effective way.

***Area of Need***

Rising Eagle Youth Services (REYS) a program of Community Human Services. REYS attempts to reduce drug and alcohol abuse and related problems among youth ages 12-18, and to provide life-skills education that prepares clients to seek and obtain healthy relationships with their families, their communities, their peers, and themselves. Rising Eagle has two main programs: the Day Treatment Program and the Outpatient Program.

The Day Treatment Program is an intensive all-day program. The program works in collaboration with Monterey County Office of Education, and involves both counseling and academics. Clients participate in an on-site school classroom in the morning, and have counseling sessions in the afternoon. A weekly recovery meeting occurs on site in which all clients participate. Some individual and family therapy is also provided, based on client need. The minimum time to complete the day program is six months, and clients “graduate” only at the close of a semester in order to coordinate their school and counseling needs.

In Outpatient Program, the treatment program is individualized according to client need, but every client is encouraged to attend group therapy at some point. The outpatient groups are based on a sixteen-week curriculum, and clients can enter at any time and leave when they have made significant progress after a minimum sixteen weeks of groups.

This capstone project focuses in on the Day Treatment Program and the counseling sessions. I have included an organizational chart at the end of the capstone write up under the Additional Documentation section. Again, as illustrated by the organizational chart, I find myself working in the Day Treatment program along with

three Counselor Specialists (CIIIs) and two Counselors (CIIs). The Counselor Specialists are the clinicians and facilitators of the counseling sessions. The Counselors partake in the counseling sessions as co-facilitators.

The counseling sessions use a curriculum that focuses on anger management, healthy relationships, responsible thinking, stress management, drug education, and relapse prevention. It is in this area of the program structure that there is a need. The agency is looking for an improved way to measure the effectiveness of the program's curricula on clients. Having an ineffective program structure can hinder efficient service delivery.

### ***Background/History of the Need***

Since 1996, Community Human Services has collaborated with Monterey's county offices of Probation, Behavioral Health, Children's Mental Health, and Office of Education. In the last three years, the program has taken on a different model of service. This new model has created more structure and implemented a comprehensive curriculum. The purpose of the program's curriculum is to reach teenagers at their level of cognitive and emotional development.

Each of the selected curriculums contains threads of the others, and all are geared toward helping teens become better at self-awareness, self-control and communication. These skills lead to a sense of competency, self-esteem and personal power, which in turn enable a client to make positive changes and responsible choices. In order to see whether the curriculum is having an effect, an organization must look to measure such changes.

“Human service agencies are in a major shift from a focus on activities to a focus on results. They are getting this message from many directions - state and local governments, private foundations, corporate offices, individual donors, and their own associations (Hatry, van Houten, Plantz, Greenway, 1996).” In order to measure success, the agency needs to begin measuring their clients instead of measuring how many clients.

An outcome describes a specific desirable result or quality of an organization’s services. “Service organizations are increasingly recognizing that they need some form of regular feedback on their outcomes to help them improve their services (Morley, Vinson, & Hatry, 2001).” “The measurement of a program's outcomes – the benefits or results it has for its customers, clients, or participants – can and will have a tremendous impact on nonprofit health and human service organizations. Outcome measurement shifts the focus from activities to results, from how a program operates to the good it accomplishes (Plantz, Greenway, Hendricks, 2004).”

### ***Project Description***

The project works towards giving Rising Eagle the capacity to measure the effect of the program’s curriculum on clients’ knowledge, skills, and attitudes using outcome measurement. Outcome measurement involves the identification of outcomes, development of appropriate outcome indicators and data collection, data analysis to better understand organization achievements, and user-friendly regular reporting of the findings.

The overall outcomes that the curriculum is trying to attain include:

- Awareness of one’s thoughts
- Learning to distinguish thinking patterns

- Ability to evaluate relationships
- Understanding abuse
- Exploring values
- Understanding the nature of stress
- Understanding of the addiction process

With entry (pre) and exit (post) surveys, Rising Eagle can begin to look for indicators that support the above-mentioned outcomes. Such indicators include having a client gain new knowledge, increase an important life skill, and begin to change attitudes, values, or lifestyle. These indicators will allow the agency to identify modified behaviors, improved conditions, and altered status.

In addition to the surveys, I have created an evaluation protocol for the organization. The protocol guides the organization during the pre and post testing procedure. The protocol also provides direction during the analysis stage. The protocol explains how the surveys are to be measured and evaluated. Finally, the protocol provides a chain of command. The chain of command allows information to travel through the necessary components in the most effective way.

As for the evaluation of the project itself, the organization's Program Director/Coordinator and one Senior Counselor Specialist did the evaluation. Both people evaluated the project by answering two questions: Does the project measure curricula outcomes and indicators? In addition, does the project provide a system to measure the curricula's effectiveness?

***Application of Project to Academic Requirements***

The capstone project follows the vision of California State University Monterey Bay (CSUMB) in a way that my work promotes a response to a changing condition. Through the integration of work and learning, service and reflection, I practiced on a project that helped build upon an immediate region. With the acquired technical skills, critical thinking abilities, and social responsibility, I designed a capstone project that promotes the well-being of a community and organization, and allows me to be a productive citizen.

Furthermore, my capstone project addresses CSUMB Major Learning Outcomes (MLOs). The MLOs that this project covered are Information Management, Knowledge of Health and Human Services, Leadership, Personal and Professional Communication, Personal and Professional Ethics, and Statistics and Research Methods. ,

The evidence that supports these claims are copies of the Excel spreadsheets that will be used for managing information and presenting information in an electronic format. The surveys show my ability to assess a community health issue through the use of outcomes measurement and the surveys also show my skills in developing basic surveys to obtain health and human service information. The human subjects forms show my knowledge of ethical practice and appropriate research abilities. The oral presentation shows that I can present information in a professional manner, and the overall project shows my ability to design measurement tools that assist in the evaluation of direct service intervention and the ability to lead and promote goals, set clear direction for activities, and the vision to improve community conditions. Finally, the capstone project

will be presented during the capstone festival through PowerPoint and will be archived in the university's library for future reference.

### ***Conclusion***

In conclusion, the capstone project provides tools that measure the competency outcomes of the primary focus of the program. The project provides an efficient and practical system that allows the program and the clients to measure the curricula's effectiveness. Furthermore, the protocol has been established within the system that allows for expedient review and feedback of the survey results.

By moving towards outcome measurement, the agency can begin to show how well they are helping their clients rather than showing how many clients they served. In addition, the project helps the agency measure and improve services. By using outcome measurement, the agency and staff begin to show accountability for the services they provide. All together, the project will help the agency and client population because it will make and call for better services and structure, which in turn increase the possibilities of future grants/funding, and sustainability.

As for me the student, the capstone project has been an experience that has taught me to reflect, prepare, lead, and rise. I begin to see my knowledge, skills, and attitude come together in a project that shares ideas matching the vision of the university. I have learned that with the proper structure, many things can improve. However, they will not improve by themselves, there needs to be a change agent willing to take the lead and challenge the established.

### ***Bibliography***

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- Plantz, M., Greenway, M.T., and Hendricks, M., *Outcome Measurement: Showing Results in the Nonprofit Sector*. United Way of America, Alexandria, VA: 2004.
- Schwebel, R., *The Seven Challenges*. Woodbury Reports, Bonners Ferry, ID: 1993.

*Additional Documentation*

A.) Agency Organizational Chart

B.) Curriculum Surveys

- Anger Management
- Healthy Relationships
- Responsible Thinking
- Stress Management
- Drug Education/ Relapse Prevention/ 7 Challenges

C.) Microsoft Excel curriculum spreadsheets

D.) Evaluation Protocol

E.) Human Subjects Application

F.) CSUMB Library Archiving Information

G.) Letter of Support from Fieldwork Mentor

**Rising Eagle Youth Services**  
**Anger Management Survey**  
Entry \_\_\_\_ Exit \_\_\_\_ (please indicate)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

Please answer the following questions honestly and to the best of your abilities. Check the box that best reflects you.

**Knowledge (K):**

- |   |      |                          |       |                          |
|---|------|--------------------------|-------|--------------------------|
| 1.) I make myself angry.  | True | <input type="checkbox"/> | False | <input type="checkbox"/> |
| 2.) My body or health can be hurt when I am angry.              | True | <input type="checkbox"/> | False | <input type="checkbox"/> |
| 3.) When there is a demand, there is anger.                     | True | <input type="checkbox"/> | False | <input type="checkbox"/> |
| 4.) Irrational beliefs are false and rational beliefs are true. | True | <input type="checkbox"/> | False | <input type="checkbox"/> |

**Skills (S):**

- |  |       |                          |          |                          |        |                          |
|--|-------|--------------------------|----------|--------------------------|--------|--------------------------|
| 1.) I think of happy and funny memories to distract me from being angry.     | Never | <input type="checkbox"/> | At times | <input type="checkbox"/> | Always | <input type="checkbox"/> |
| 2.) I recognize my body cues so that I know when I am starting to get angry. | Never | <input type="checkbox"/> | At times | <input type="checkbox"/> | Always | <input type="checkbox"/> |
| 3.) I can control my anger.  | Never | <input type="checkbox"/> | At times | <input type="checkbox"/> | Always | <input type="checkbox"/> |
| 4.) I can change irrational thoughts to rational thoughts.                   | Never | <input type="checkbox"/> | At times | <input type="checkbox"/> | Always | <input type="checkbox"/> |

**Attitude (A):**

- |                                      |       |                          |          |                          |        |                          |
|--------------------------------------|-------|--------------------------|----------|--------------------------|--------|--------------------------|
| 1.) I can learn to control my anger. | Never | <input type="checkbox"/> | At times | <input type="checkbox"/> | Always | <input type="checkbox"/> |
| 2.) Other people make me angry.      | Never | <input type="checkbox"/> | At times | <input type="checkbox"/> | Always | <input type="checkbox"/> |

3.) I feel that anger wastes the energy you need to live, strive, and survive.

Never

At times

Always

4.) Anger has a way of wrecking friendships.

Never

At times

Always

**Complete this section out along with your counselor.**

Knowledge \_\_\_\_\_

Skills + \_\_\_\_\_

Attitude + \_\_\_\_\_

Overall Score = \_\_\_\_\_

### **Entry**

My Anger Management goal is...

---

---

### **Exit**

Find the difference between your entry score and exit score:

Exit Score \_\_\_\_\_

Entry Score (-) \_\_\_\_\_

Difference (=) \_\_\_\_\_

**Rising Eagle Youth Services**  
**Healthy Relationships Survey**  
Entry \_\_\_\_ Exit \_\_\_\_ (please indicate)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

Please answer the following questions honestly and to the best of your abilities. Check the box that best reflects you.

**Knowledge (K):**

- 1.) A healthy relationship is based upon the equality of both people.  
True  False
- 2.) Gay and Lesbian people are discriminated against because they do not conform to society's gender roles.  
True  False
- 3.) A healthy partner is one who supports relationships with other people.  
True  False
- 4.) Being assertive means you consider the thoughts and feeling of others without ignoring your own.  
True  False

**Skills (S):**

- 1.) I support others' individual goals in life, such as educational or career goals.  
Never  At times  Always
- 2.) I apologize when I am wrong.  
Never  At times  Always
- 3.) I solve conflicts without putting others down, cursing, or making threats.  
Never  At times  Always
- 4.) I stand up for my rights while maintaining respect for the rights of others.  
Never  At times  Always

**Attitude (A):**

1.) It is normal to be jealous and put limits on your partner so you feel more secure.  
Never  At times  Always

2.) A husband should have the right to discipline his wife.  
Never  At times  Always

3.) It is not abuse when there are no physical injuries.  
Disagree  At times  Agree

4.) It is okay to lie to your partner.  
Disagree  At times  Agree

**Complete this section out along with your counselor.**

Knowledge \_\_\_\_\_

Skills + \_\_\_\_\_

Attitude + \_\_\_\_\_

Overall Score = \_\_\_\_\_

**Entry**

My Healthy Relationships goal is...

---

---

**Exit**

Find the difference between your entry score and exit score:

Exit Score \_\_\_\_\_

Entry Score (-) \_\_\_\_\_

Difference (=) \_\_\_\_\_

**Rising Eagle Youth Services**  
Responsible/Good Thinking Survey  
Entry \_\_\_\_ Exit \_\_\_\_ (please indicate)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

Please answer the following questions honestly and to the best of your abilities. Check the box that best reflects you.

**Knowledge (K):**

- 1.) How people think guides their behavior. True  False
- 2.) A person cannot control and change his/her beliefs. True  False
- 3.) Responsible thinking means a person accepts responsibility for himself or herself and he or she can admit when they were wrong. True  False
- 4.) Thinking errors are part of everyone's life from time to time. True  False

**Skills (S):**

- 1.) I plan ahead and make goals. Never  At times  Always
- 2.) I can talk myself out of being angry. Never  At times  Always
- 3.) I use affirmations to adjust my attitude. Never  At times  Always
- 4.) I ask politely for something I want. Never  At times  Always

**Attitude (A):**

1.) I think it is important to show concern for people's feelings.

Never

At times

Always

2.) I have a feeling of self-worth.

Never

At times

Always

3.) It is okay to accept my limitations and limitations of others.

Never

At times

Always

4.) I am motivated to change my negative behavior.

Never

At times

Always

**Complete this section out along with your counselor.**

Knowledge \_\_\_\_\_

Skills + \_\_\_\_\_

Attitude + \_\_\_\_\_

Overall Score = \_\_\_\_\_

**Entry**

My Responsible Thinking goal is...

---

---

**Exit**

Find the difference between your entry score and exit score:

Exit Score \_\_\_\_\_

Entry Score (-) \_\_\_\_\_

Difference (=) \_\_\_\_\_

**Rising Eagle Youth Services**  
Stress Management Survey  
Entry \_\_\_\_ Exit \_\_\_\_ (please indicate)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

Please answer the following questions honestly and to the best of your abilities. Check the box that best reflects you.

**Knowledge (K):**

- 1.) Stress is the response to any action that puts special physical or psychological demands on us. True  False
- 2.) Stress cannot weaken your body and cause colds, heart and stomach problems, backaches, and headaches. True  False
- 3.) The use of alcohol and other drugs increases stress. True  False
- 4.) Sex, friends, school, parents, and other family members are common stressors in teenagers' lives. True  False

**Skills (S):**

- 1.) I use an assertive communication style to help reduce stress. Never  At times  Always
- 2.) I use deep relaxation and meditation to help manage stress. Never  At times  Always
- 3.) I use affirmations and positive self-talk in my daily life. Never  At times  Always
- 4.) I participate in physical activities to reduce life's stressors. Never  At times  Always

**Attitude (A):**

1.) I want to learn ways to manage stress because it is an important life skill.  
Never  At times  Always

2.) It is okay if I sit alone in a quiet room and not do anything at all, not even watch TV or read a book.  
Never  At times  Always

3.) During the past month, I have felt cheerful and energetic.  
Never  At times  Always

4.) Stress is a natural part of my life.  
Never  At times  Always

**Complete this section out along with your counselor.**

Knowledge \_\_\_\_\_

Skills + \_\_\_\_\_

Attitude + \_\_\_\_\_

Overall Score = \_\_\_\_\_

**Entry**

My Stress Management goal is...

---

---

**Exit**

Find the difference between your entry score and exit score:

Exit Score \_\_\_\_\_

Entry Score (-) \_\_\_\_\_

Difference (=) \_\_\_\_\_

**Rising Eagle Youth Services**  
Drug Education/ Relapse Prevention/ 7 Challenges Survey  
Entry \_\_\_\_ Exit \_\_\_\_ (please indicate)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

Please answer the following questions honestly and to the best of your abilities. Check the box that best reflects you.

**Knowledge (K):**

- 1.) Alcohol can damage every organ in your body. True  False
- 2.) Using cocaine can make you feel paranoid, angry, hostile, and anxious, even when you are not high. True  False
- 3.) Meth may be as addictive as crack and more powerful. True  False
- 4.) Marijuana affects the nerve cells in the part of the brain where memories are formed. True  False

**Skills (S):**

- 1.) I am breaking the habit of lying. Never  At times  Always
- 2.) I see the harm and potential harm in alcohol and drug use. Never  At times  Always
- 3.) I take responsibility for my own actions. Never  At times  Always
- 4.) I make plans for success and follow through with them. Never  At times  Always

**Attitude (A):**

- 1.) My future is important to me. Never  At times  Always

2.) I appreciate my strengths.

Never

At times

Always

3.) I am committed to learning new life skills.

Never

At times

Always

4.) I feel it is important to have new goals and dreams.

Never

At times

Always

**Complete this section out along with your counselor.**

Knowledge \_\_\_\_\_

Skills + \_\_\_\_\_

Attitude + \_\_\_\_\_

Overall Score = \_\_\_\_\_

**Entry**

My Alcohol and Other Drugs (AOD) recovery goal is...

---

---

**Exit**

Find the difference between your entry score and exit score:

Exit Score \_\_\_\_\_

Entry Score (-) \_\_\_\_\_

Difference (=) \_\_\_\_\_

## Evaluation Protocol

### Rising Above: Rising Eagle Youth Services Outcomes Measurement

#### **Surveys:**

- I. Consists of Pre- and Post-Surveys
- II. Group Facilitator will conduct testing at introduction and conclusion of a curriculum module.
- III. Surveys are to be done in a setting that does not influence client's answers.

#### **Evaluation:**

- I. Knowledge (K) Scores are calculated as follows:
  - a. Each correct answer represents one point, which are totaled together and recorded in second page.
    - 0= No knowledge
    - 1= Poor knowledge
    - 2= Some knowledge
    - 3= Exceptional knowledge
- II. Skills (S) and Attitude (A) Scores are calculated as follows:
  - a. Points are totaled together;
    - Never= 0
    - At times= 1
    - Always= 2
  - b. Then divided by two.
  - c. Scores are rounded up if needed:
    - 1= No skills present
    - 2= Poor skills
    - 3= Some skills
    - 4= Exceptional use of skills
- III. All scores are recorded on second page of surveys.

IV. Goal Setting will be analyzed in reference to service plans.

a. This information is for counselor use only.

V. Scores and progress are revisited at the conclusion of the Post-survey.

**Agency Records:**

I. Group facilitators will pass scores and surveys on to Program Coordinator, Program Coordinator will pass to Office Manager.

II. Office Manager will record:

a. Client Names/ID

b. Pre- & Post- Scores:

- knowledge, skills, and attitude

III. Information can be stored in Microsoft Excel. Which will include two sets of scores (Pre- and Post-) for each client and curriculum.

(EXAMPLE)

client name (id)	Knowledge (pre)	Knowledge (post)	Skills (pre)	Skills (post)	Attitude (pre)	Attitude (post)
XXXXXXXX	X	Y	X	Y	X	Y

IV. Information attained from Pre- and Post-testing can be examined for any changes in client's knowledge, skills, and attitudes. Furthermore, with the appropriate statistical program, the information can be further studied and effectively presented through quarterly reports. The information is to be passed back to Program Coordinator and Program Director. Ultimately passed back on to counselors, clinicians, agency administration, and board of directors.