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

Jesus Clemente Ruiz
California State University, Monterey Bay

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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, aims 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


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          False
2.) My body or health can be hurt when I am angry.       True                            False
3.) When there is a demand, there is anger.        True                 False
4.) Irrational beliefs are false and rational beliefs are true.     True                  False

Skills (S):

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

Attitude (A):

1.) I can learn to control my anger.
Never       At times       Always
2.) Other people make me angry.
Never       At times       Always
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 □

**Entry**

My Anger Management goal is…
________________________________________________________________________
________________________________________________________________________

**Exit**

Find the difference between your entry score and exit score:

<table>
<thead>
<tr>
<th>Exit Score</th>
<th>Entry Score</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Knowledge _______
Skills +_______
Attitude +_______

Overall Score =_________
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:

<table>
<thead>
<tr>
<th>Exit Score</th>
<th>_______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Score (-)</td>
<td>_______</td>
</tr>
<tr>
<td>Difference (=)</td>
<td>_______</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>client name (id)</th>
<th>Knowledge (pre)</th>
<th>Knowledge (post)</th>
<th>Skills (pre)</th>
<th>Skills (post)</th>
<th>Attitude (pre)</th>
<th>Attitude (post)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXXXXXXXXXXX</td>
<td>X</td>
<td>Y</td>
<td>X</td>
<td>Y</td>
<td>X</td>
<td>Y</td>
</tr>
</tbody>
</table>

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.