"Building a Better Mousetrap, or Insights on the Design and Evaluation of Dispute Resolution Systems"

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Building a Better Mousetrap, Part I
Characteristics of Dispute Resolution Systems

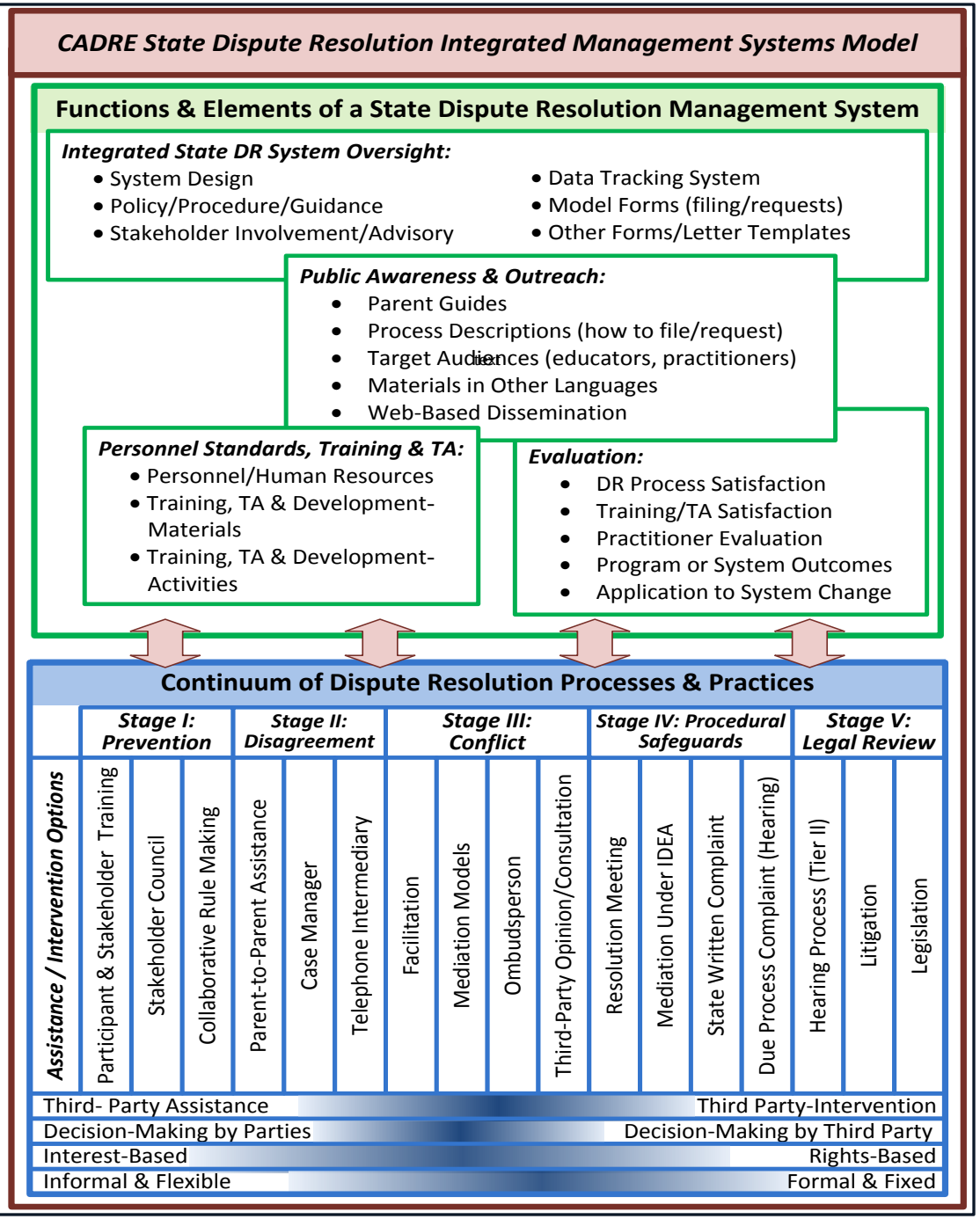
Dick Zeller

(They really are complex.)

A framework describing the functions of a Dispute Resolution Management System and a Continuum of Dispute Resolution Processes and Practices supported.

A Management System (Oversight, Awareness, Professional Standards/Training/TA , and Evaluation) are necessary to any State DR system, although these functions can vary in complexity and scope.

A "continuum of dispute resolution options" must consist of at least IDEA required processes, but also may include other local or state supported "early resolution" or other "alternate dispute resolution" processes.

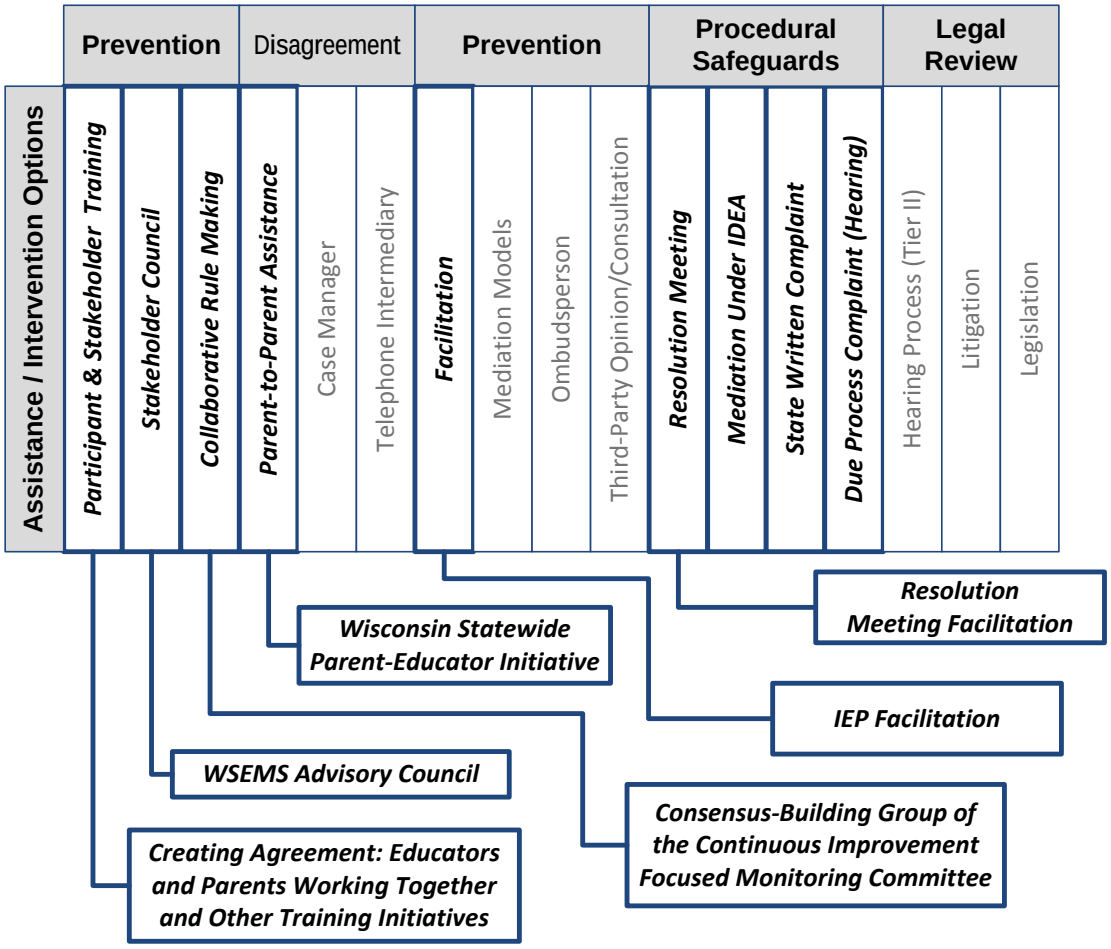


Using the Framework

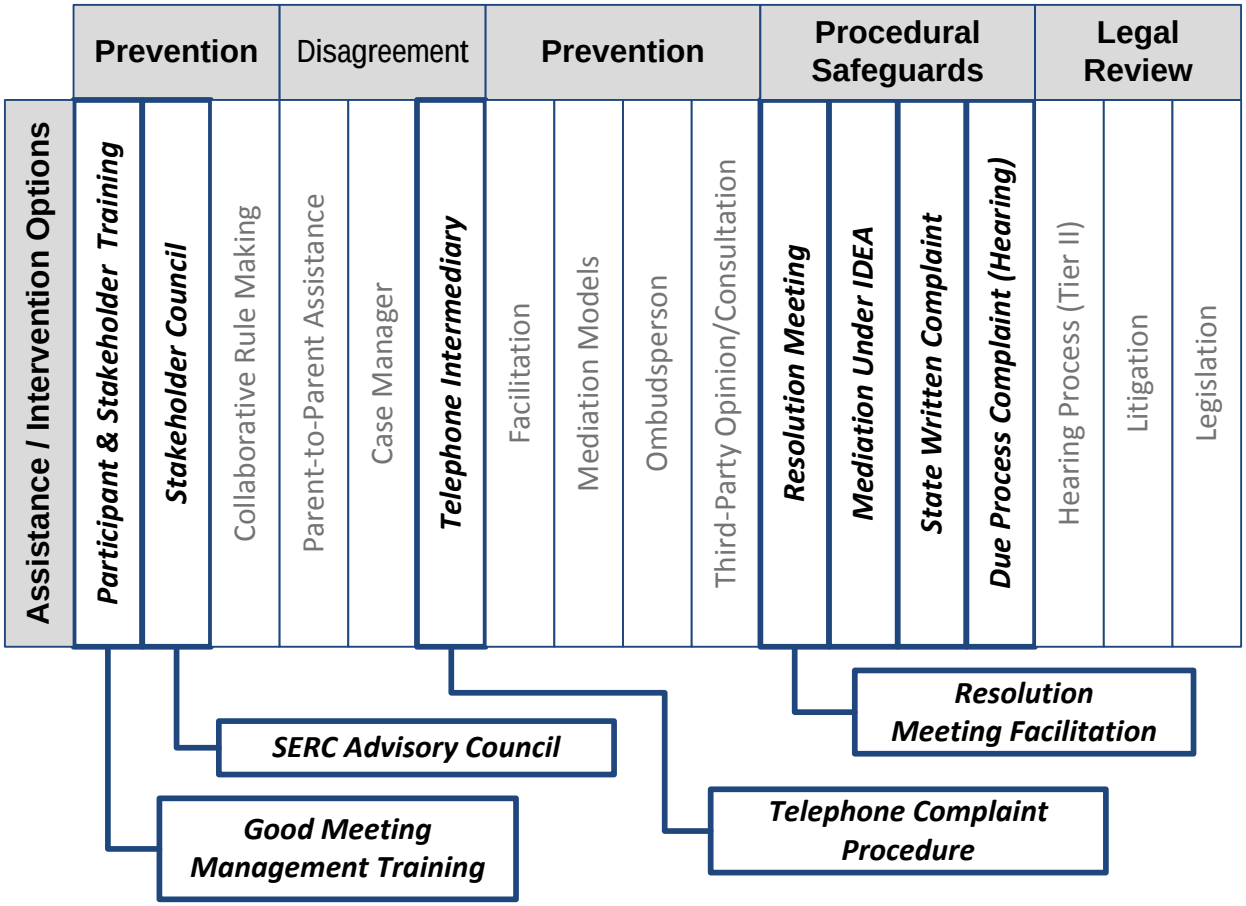
- As a template to think about the specifics of your state's DR system:
  - The functions of your management system
  - The Dispute Resolution processes you support
- Reduce or reconstruct the template to graphically depict your system

For example…

The CADRE Continuum and *Wisconsin's Dispute Resolution Options*



The CADRE Continuum and *Oklahoma's Dispute Resolution Options*



Dispute Resolution Systems Evaluation Challenges

DR Systems are complex, characterized by:

- External demand (you can influence, but you can't control or limit requests/filings)
- Multiple processes supported (written complaints, mediation, due process hearings, with ADR possibilities) – there are "hydraulic" connections among processes
- Inter-organizational relationships (at a minimum involving the state agency, DR practitioners, local districts/providers and families)
- Expressing multiple purposes (to protect rights, support options, resolve conflict, encourage collaboration) – there is no single measure of effective system performance (no single result)

Building a Better Mousetrap, Part II
Logic Models

Courtney Brown

(They really are important.)

What is a Logic Model?

- A road map to describe the sequence of related events connecting the activities of the program with the desired results.
- A simplified picture of a program, initiative, or intervention.
- Shows logical relationships among the resources that are invested, the activities that take place, and the benefits or changes that result.
- It is a "plausible, sensible model of how a program is supposed to work" (Bickman, 1987).

Logic Models: Position Program for Success

- Program Design and Planning
  - Planning tool
  - Examine best practice research
- Program Implementation
  - Core of a focused management plan
  - Monitor and improve programming
- Program Evaluation and Strategic Reporting
  - Inform progress toward goals
  - Advocate for program approach
  - Teach program stakeholders

Logic Model Benefits:

- Provides a common language
- Helps us differentiate between “what we do” and “results” – outcomes
- Increases understanding about program
- Guides and helps focus work
- Leads to improved planning and management
- Increases intentionality and purpose
- Helps to identify important variables to measure; use evaluation resources wisely
- Is often required

Sample Logic Model

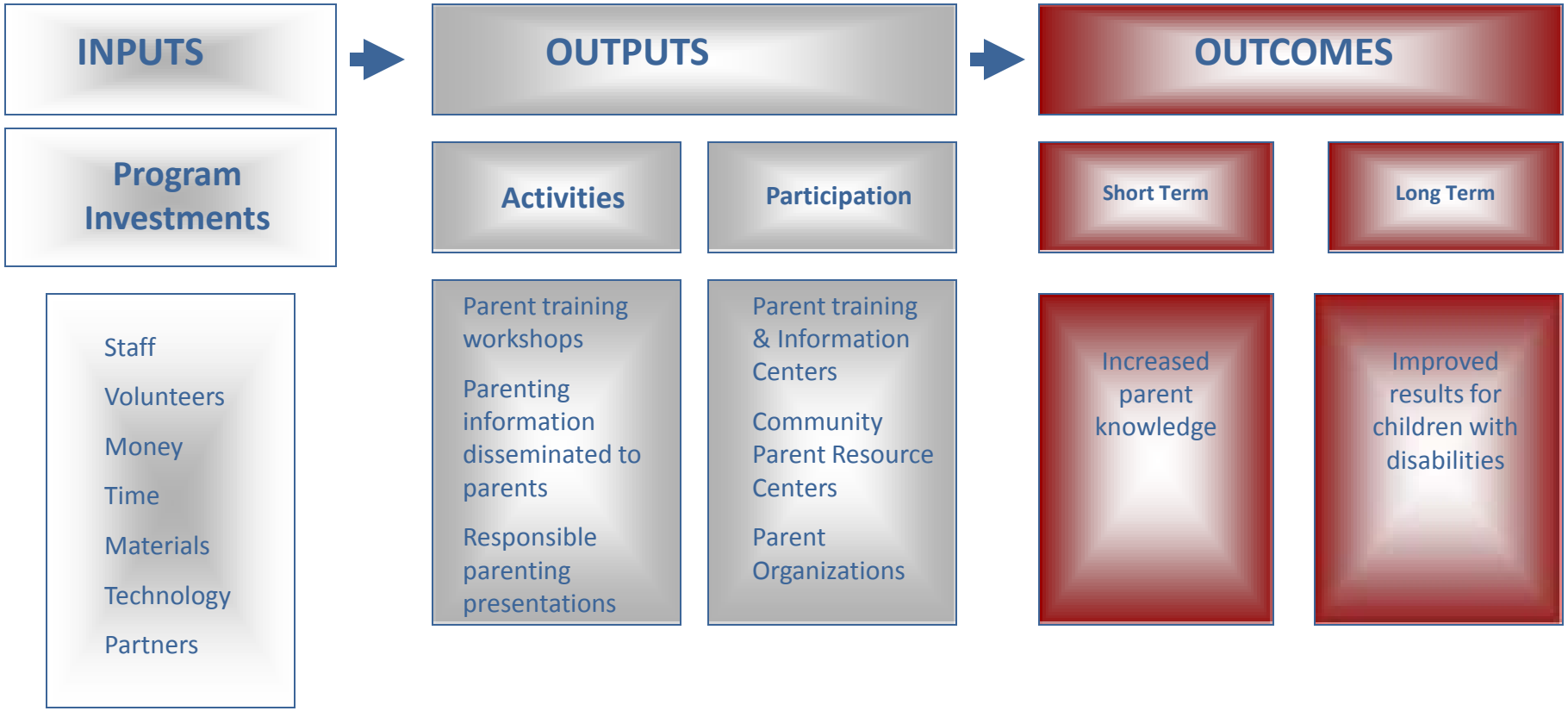
Inputs - the resources invested that allow us to achieve the desired outputs.

Outputs - activities conducted or products created that reach targeted participants or populations. Outputs lead to outcomes.

Outcomes - changes or benefits for individuals, families, groups, businesses, organizations, and communities.

Sample Logic Model

(Parent Centers)



Let's Practice

INPUTS	OUTPUTS		OUTCOMES		
Program Investments	Activities	Participation	Short Term	Intermediate	Long Term (Impacts)

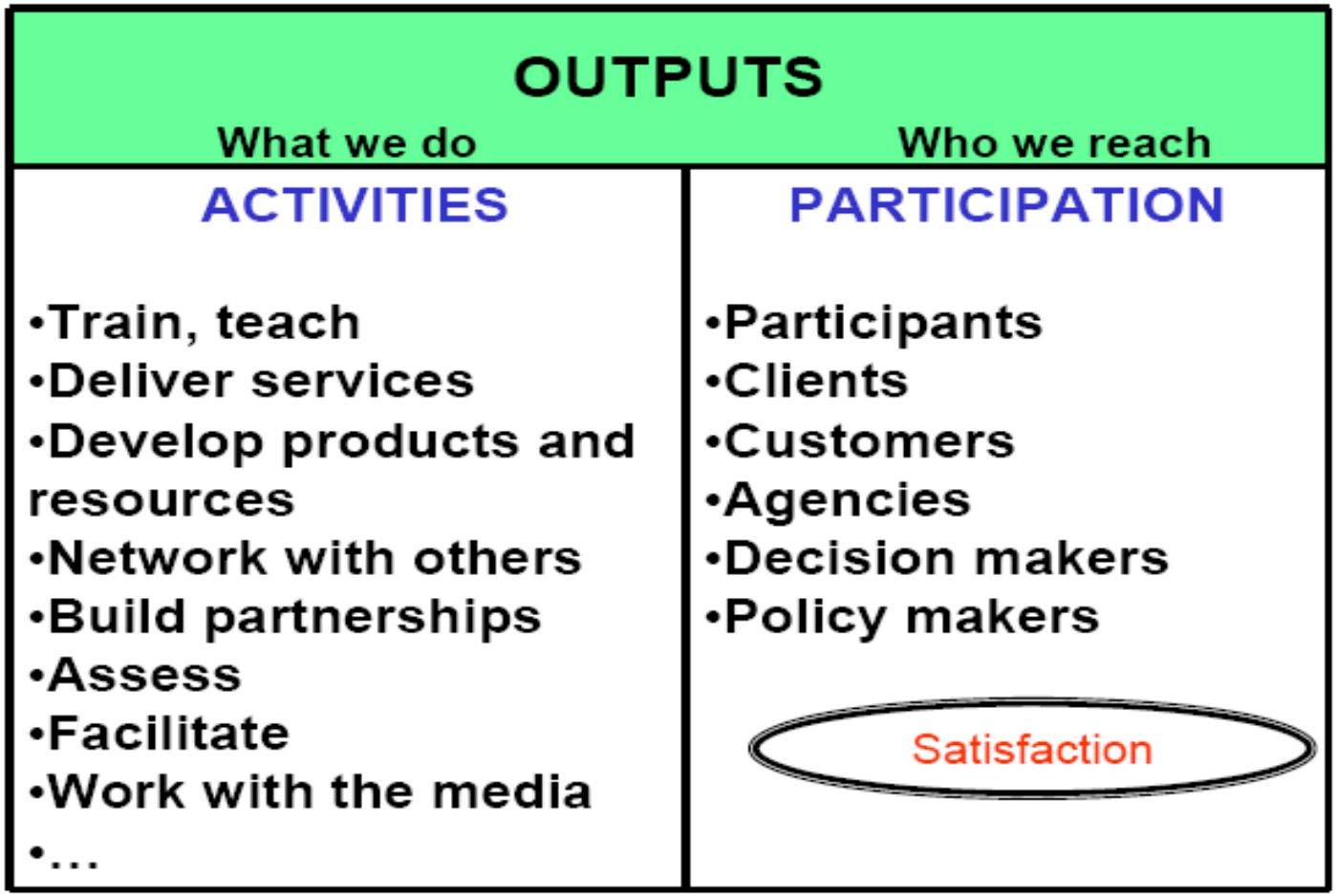
LET’S BREAK IT DOWN

Logic Model Components

INPUTS

What we invest

Staff
Volunteers
Time
Money
Research base
Material
Equipment
Technology
Partners


OUTPUTS
What we do
Who we reach
ACTIVITIES
•Train, teach
•Deliver services
•Develop products and resources
•Network with others
•Build partnerships
•Assess
•Facilitate
•Work with the media
•…
PARTICIPATION
•Participants
•Clients
•Customers
•Agencies
•Decision makers
•Policy makers
Satisfaction

OUTCOMES

What results for individuals, families, communities…..

SHORT *Learning*	MEDIUM *Action*	LONG-TERM *Conditions*
Changes in • Awareness • Knowledge • Attitudes • Skills • Opinion • Aspirations • Motivation • Behavioral intent	Changes in •Behavior •Decision-making •Policies •Social action	Changes in Conditions Social (well-being) Health Economic Civic Environmental

CHAIN OF OUTCOMES

Development of Logic Model

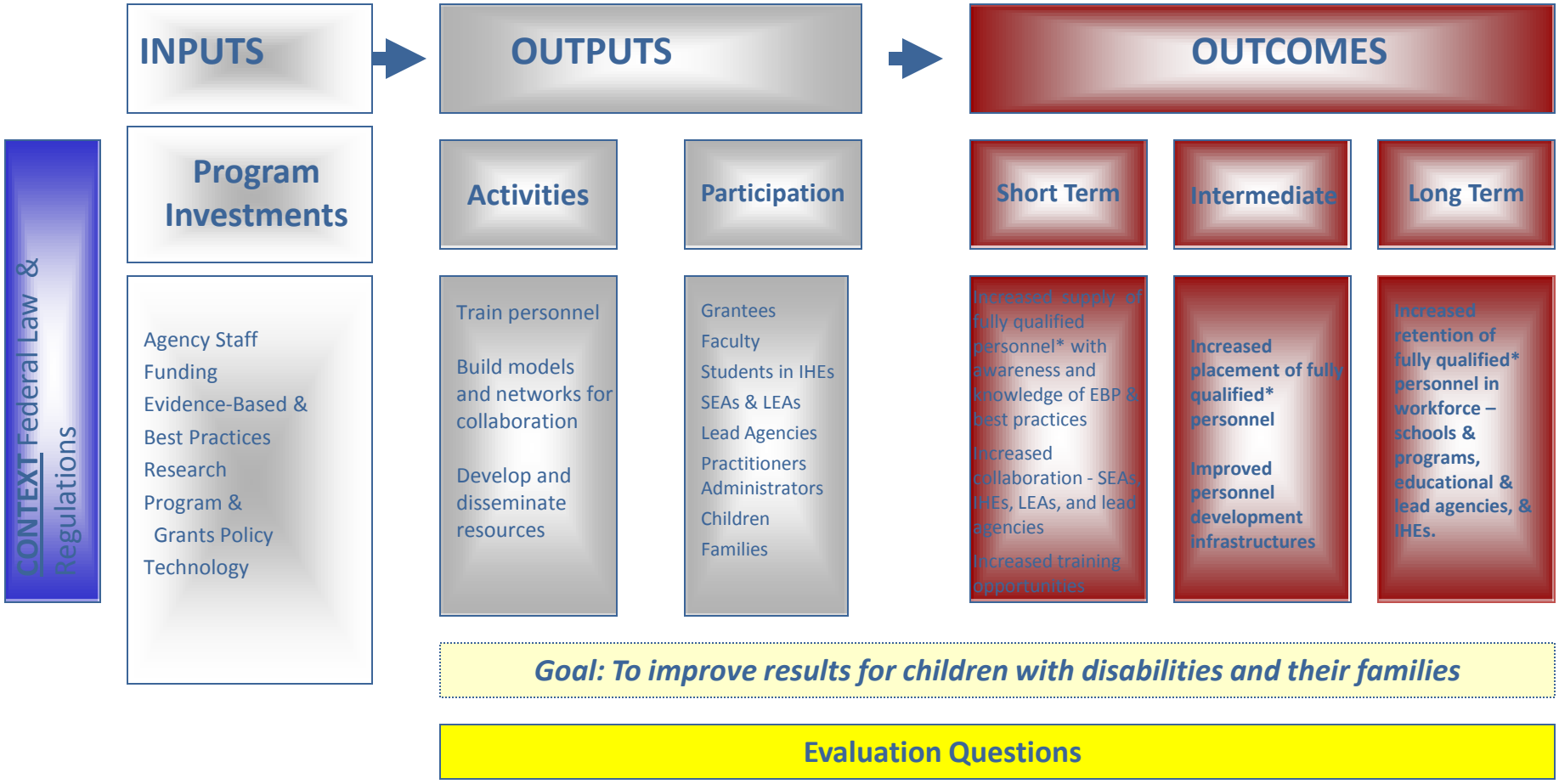
- Determine purpose of logic model
  - Who will use it? For what?
- Involve others
- Set boundaries for logic model
  - Level of specificity
- Understand situation
- Explore research, knowledge base, what others are doing/have done

Things to consider about your program…

- What IS your program?
- What does your program do? *(outputs - activities)*
- Who is served? *(outputs - participants)*
- How do they benefit? *(outcomes)*
- How would you know that your program is a success? *(outcomes/evaluation data)*

Sample Personnel Development Program - Logic Model

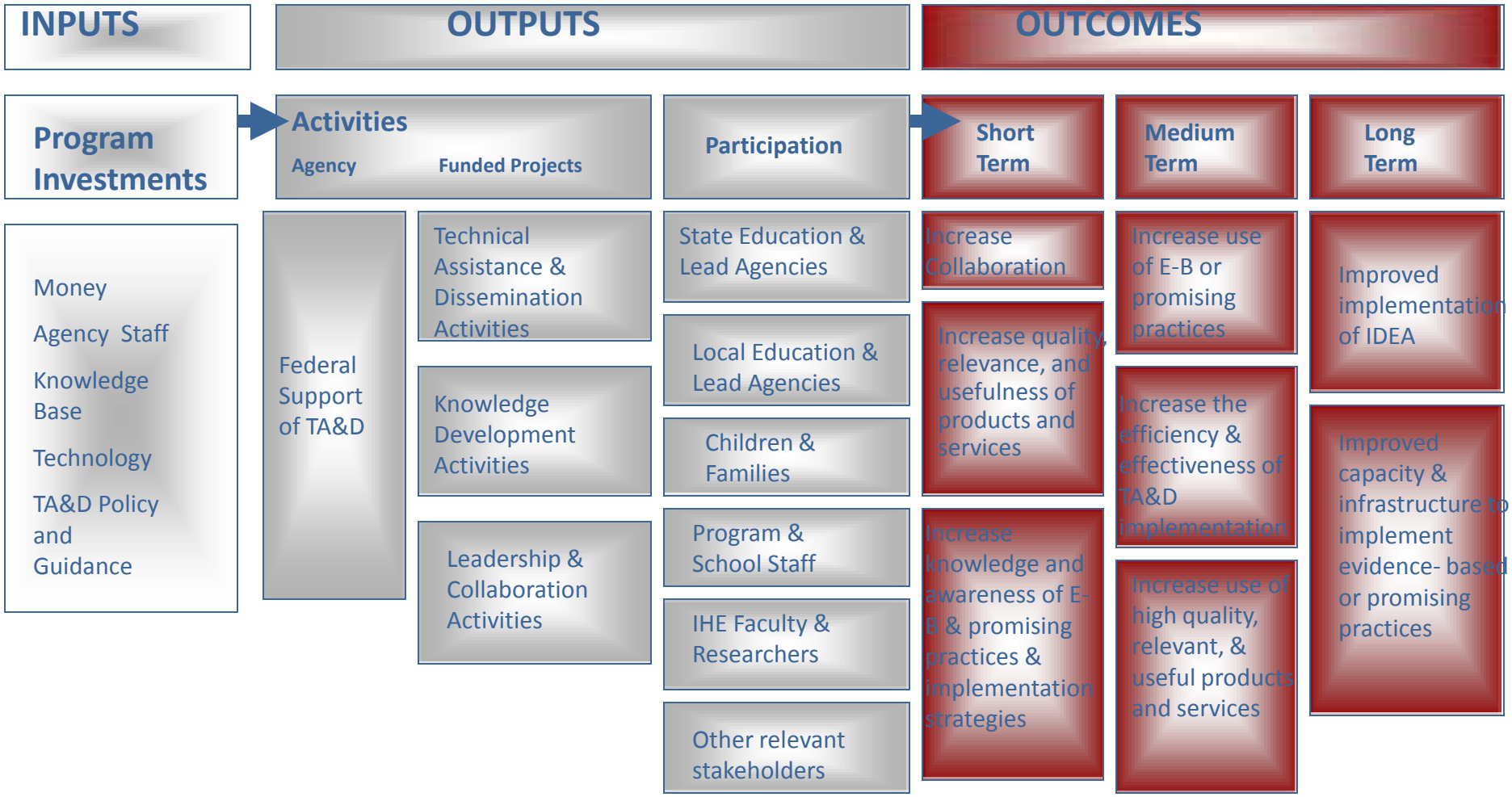
A blueprint to enhance understanding of the Program



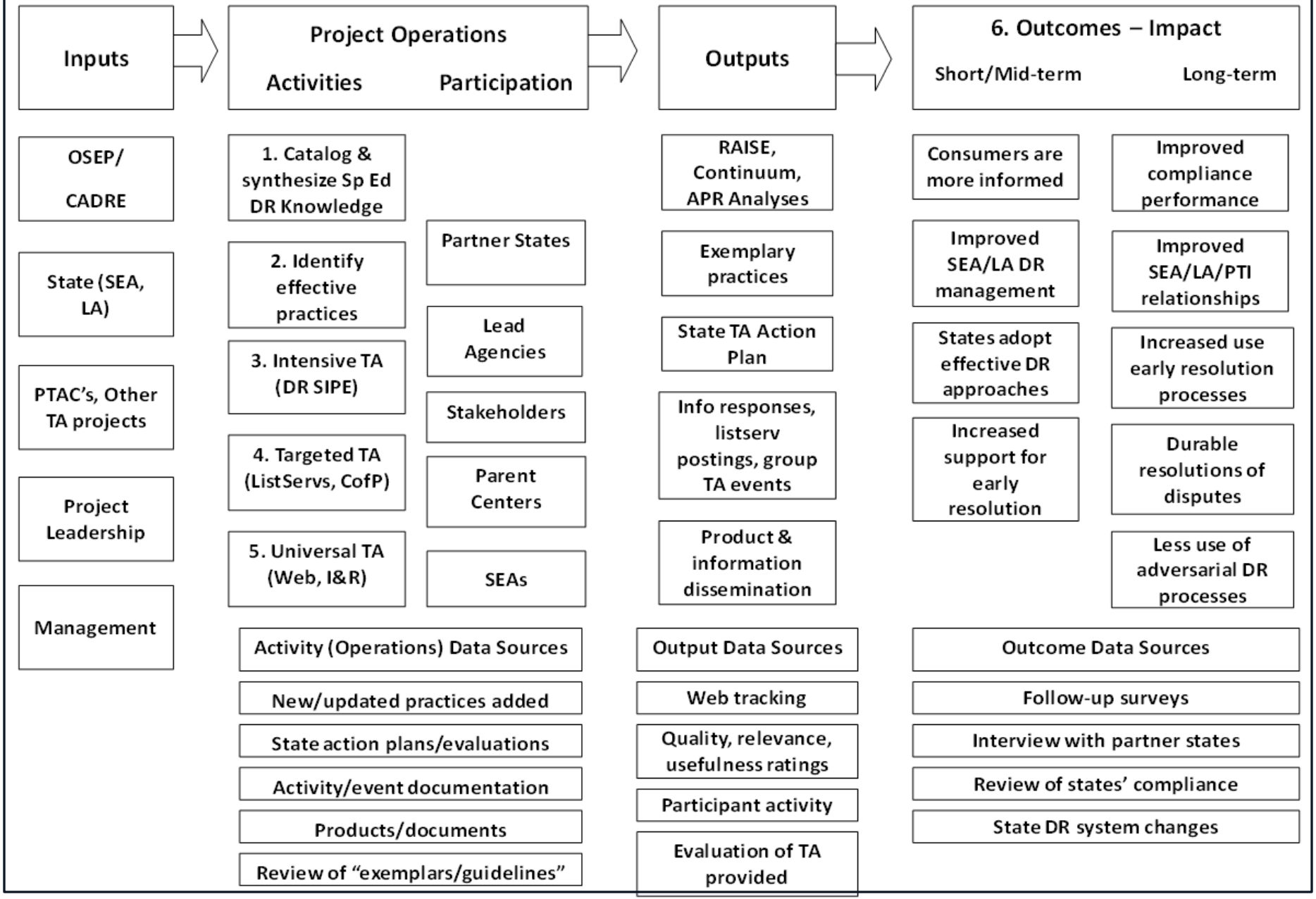
*Fully Qualified = ***Highly Qualified*** for special education teacher; ***Qualified*** for paraprofessional/aide; ***Fully Certified*** for administrator/coordinator, for related or supportive services in a school setting, or for teacher, related services, or supportive services in early intervention, early childhood.

Sample Technical Assistance & Dissemination Program Logic Model

Goal: Improved Outcomes for Children with Disabilities and their Families



CADRE Logic Model



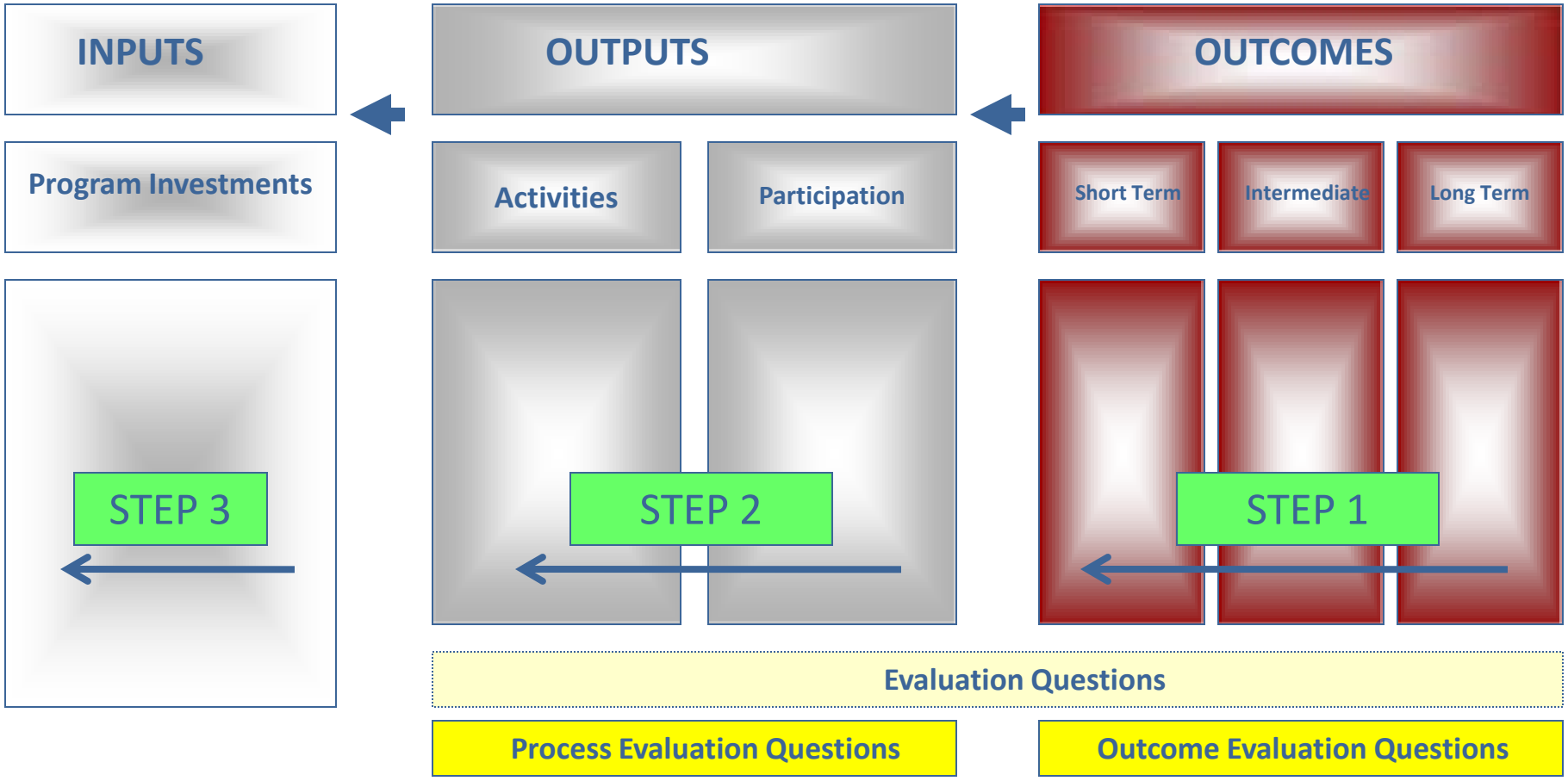
Activity

Let's sketch out a logic model for a dispute resolution in a state:

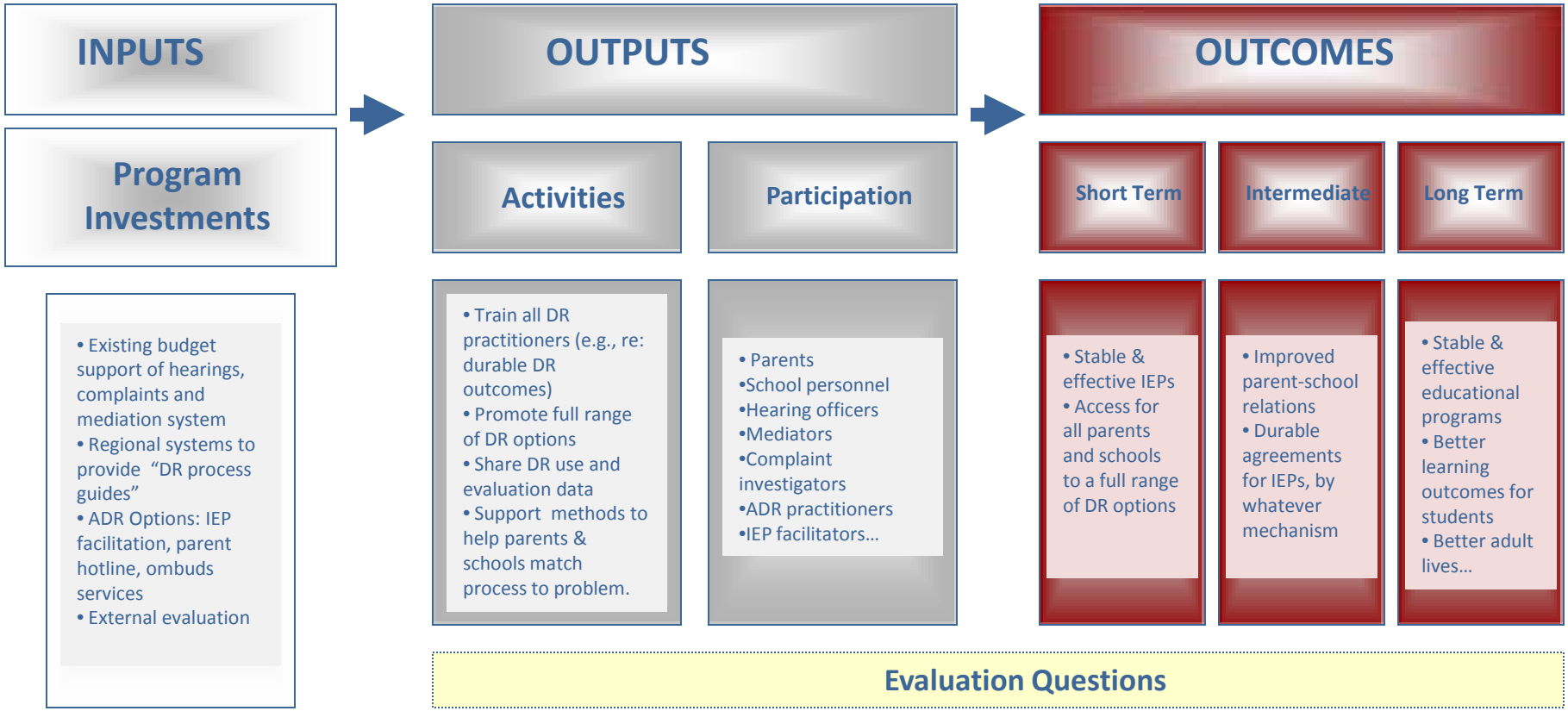
- What are we trying to accomplish? (outcomes)
- What will we do to get there? (outputs)
- What do we need to get it done? (inputs)

Developing a Logic Model:

(Articulate the desired long-term outcomes and work backwards)



State System (Big Picture) Logic Model



How good is your logic model?

Ask yourself…

- Is the model truly logical?
  - Inputs: why do we need these? Are they realistic?
  - Activities: why do we need to conduct these?
  - Outcomes: work backwards- how are we going to produce these?
- Is each listed outcome really an outcome?
- Ask yourself what else? (helps spot leaps of faith)
- How valid are the assumptions? Based on experiences, research, best guesses?

Logic model review

- Can someone unfamiliar with your program understand it by looking at the logic model?
- Can you use the logic model to come up with realistic, relevant, and useful evaluation questions?
- Is your program fixed or can the logic model change as needed?
- How can your evaluation questions help your program?

Limitations of Logic Models

- Represents intention, is not reality
- Focuses on expected outcomes
- Challenge of causal attribution
  - Many factors influence process and outcomes
- Doesn't address:

  "Are we doing the right thing?"

Cautions:

- Can become too time consuming
- May become too focused on outcomes without adequate attention to inputs and outputs
- May end up perfecting the key to the wrong lock
- Attending to context only at front end
- Thinking that logic model has to be “correct”
- Becomes ‘fixed’ rather than flexible and dynamic

Logic Models help with Evaluation

Provides the program description that guides our evaluation process

- Helps us match evaluation to the program
- Helps us know what and when to measure
  - Are you interested in process and/or outcomes?
- Helps us focus on key, important information
  - Prioritize: where will we spend our limited evaluation resources?
  - What do we really need to know??

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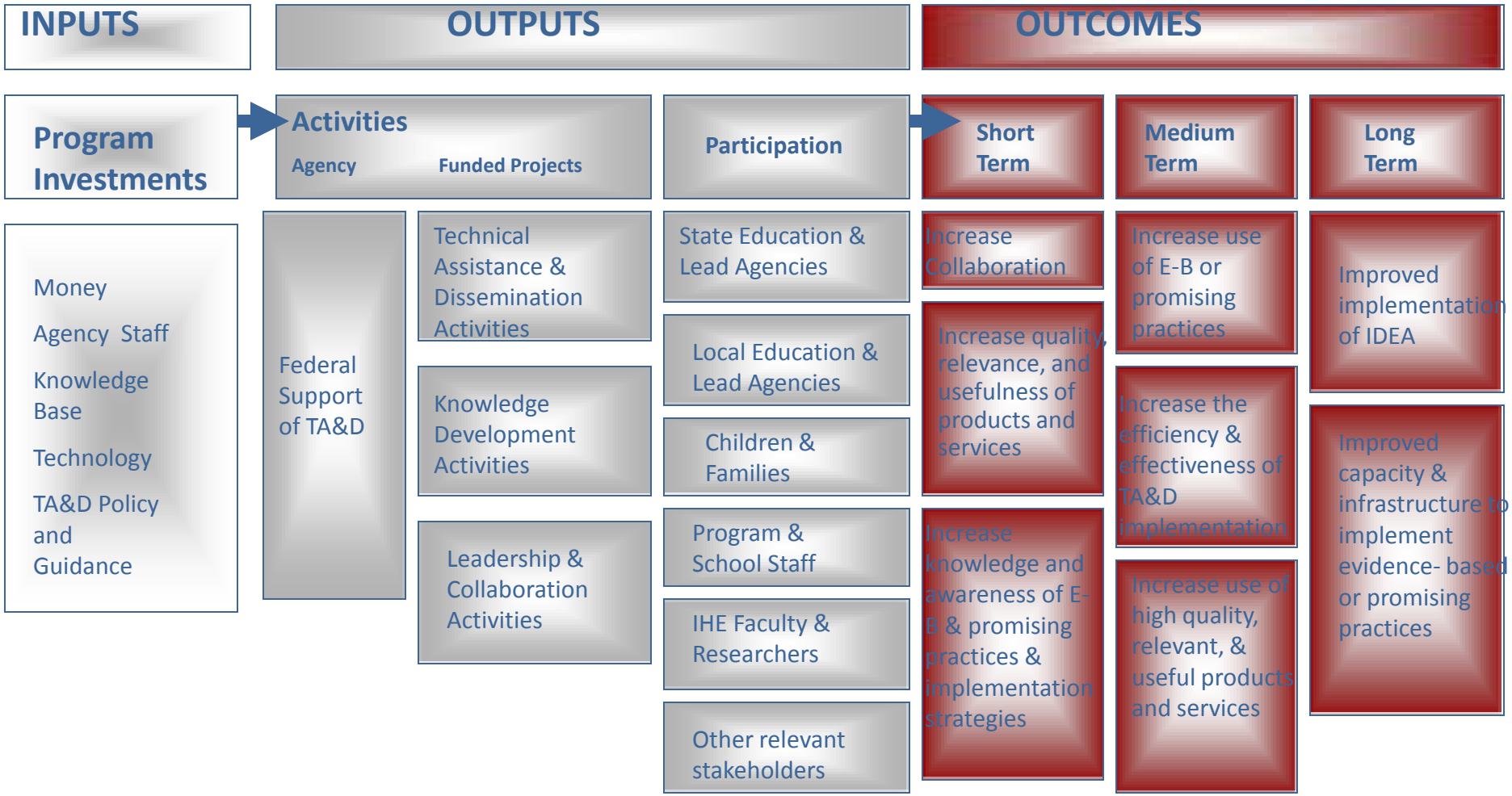


Formative Evaluation Questions:

To what extent are groups/people participating?

Summative Evaluation Questions:

To what extent is collaboration increasing? Using promising practices? Implementing IDEA?

Logic Model Next Steps

What information can we gather based on our theory of action to help improve our program and/or demonstrate success?

- What evaluation questions should we ask?
- How do they relate to our logic model?
- What tools/measures can we use?

Building a Better Mousetrap, Part III
Evaluation Measures

Tim Hedeen

(They really are fun.)

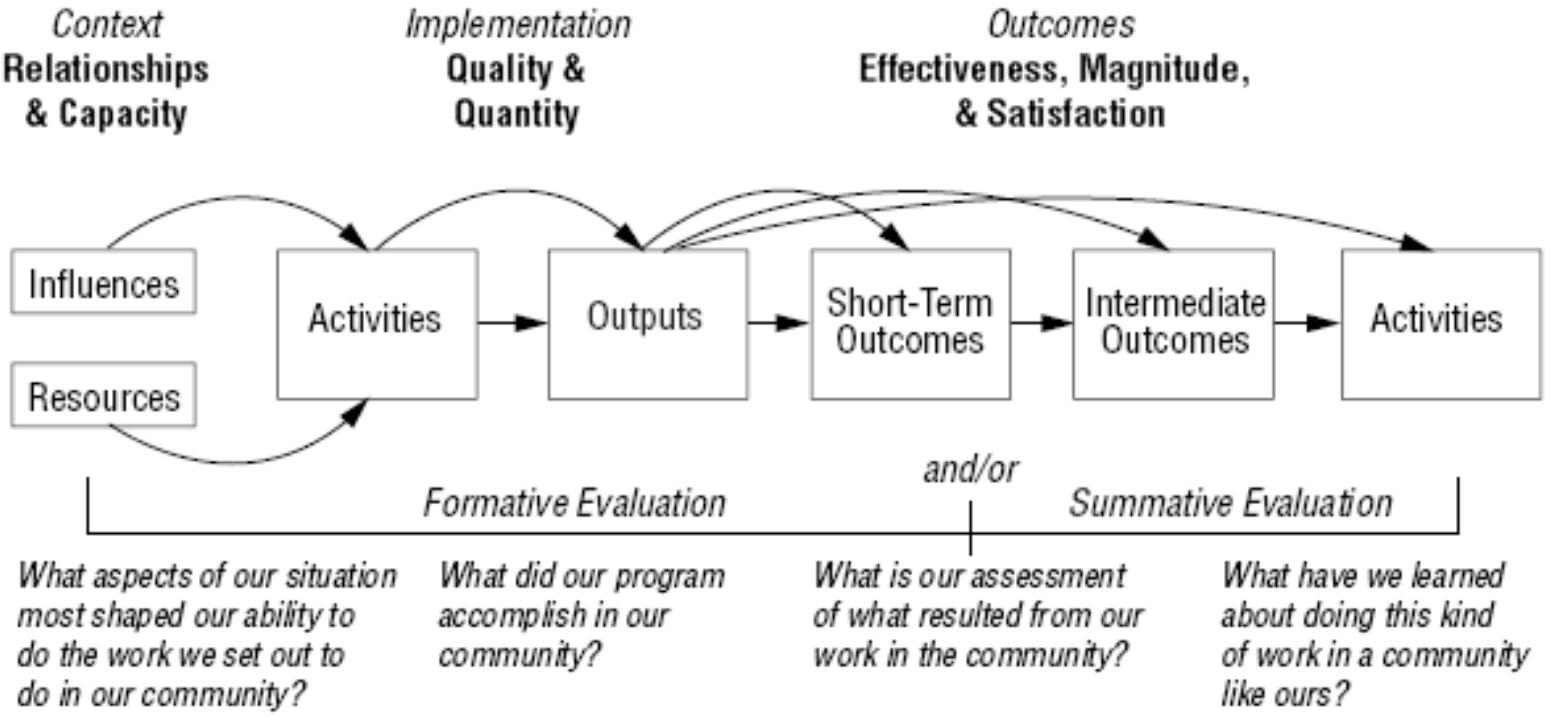
Evaluation

Various levels and types of evaluation:

- Process evaluation
- Project evaluation
- Program evaluation

- Formative feedback
- Summative feedback

Evaluation levels, questions



www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx

Evaluation measures

What's measurable?

How can each be measured?

Evaluation measures

PERFORMANCE AREAS	KEY PERFORMANCE ISSUES
Program Efficiency	Cost to participants Time from referral to resolution
Program Effectiveness	Outcomes of mediation Participant satisfaction with mediated outcomes Durability of mediated outcomes Impact on relationship between participants Program neutrality
Mediation Process	Appropriateness/Usefulness Preparation process and materials Fairness *(opportunity to tell story, feeling understood, respectful treatment, control over outcomes)*
Mediator Performance	Skills of the mediator Knowledge of the mediator Impartiality of the mediator

Hedeen, 2002, Using Participant Feedback… CADRE

Evaluation exercise

Let’s work together to mock-up evaluation strategies for our models.

Distinct measures: outputs, outcomes

'Number of patients discharged from state mental hospital' is an output.

'Percentage of discharged who are capable of living independently' is an outcome.

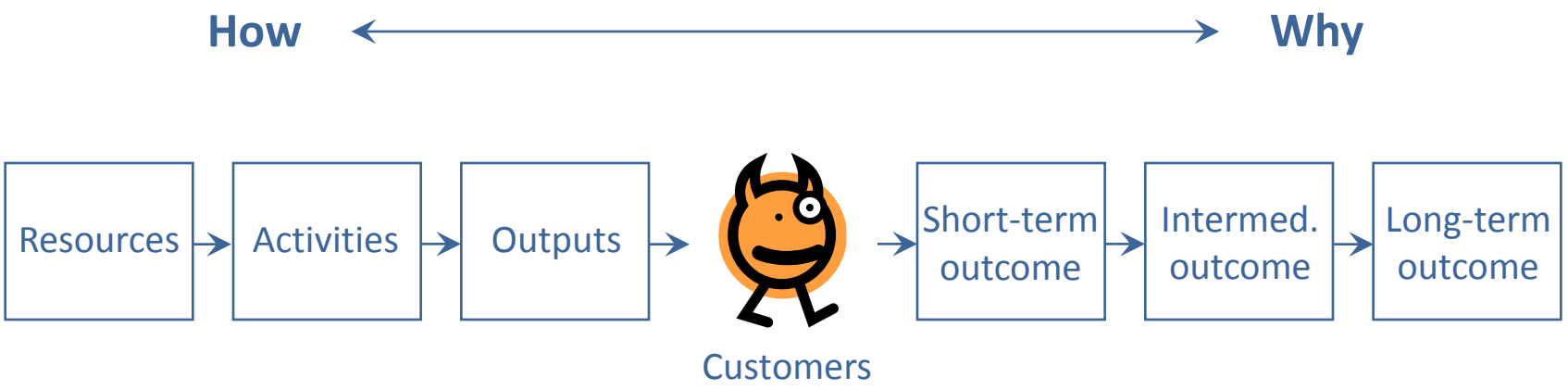
"Not how many worms the bird feeds its young, but how well the fledgling flies"

(United Way of America, 1999)

Steps in an Evaluation Plan

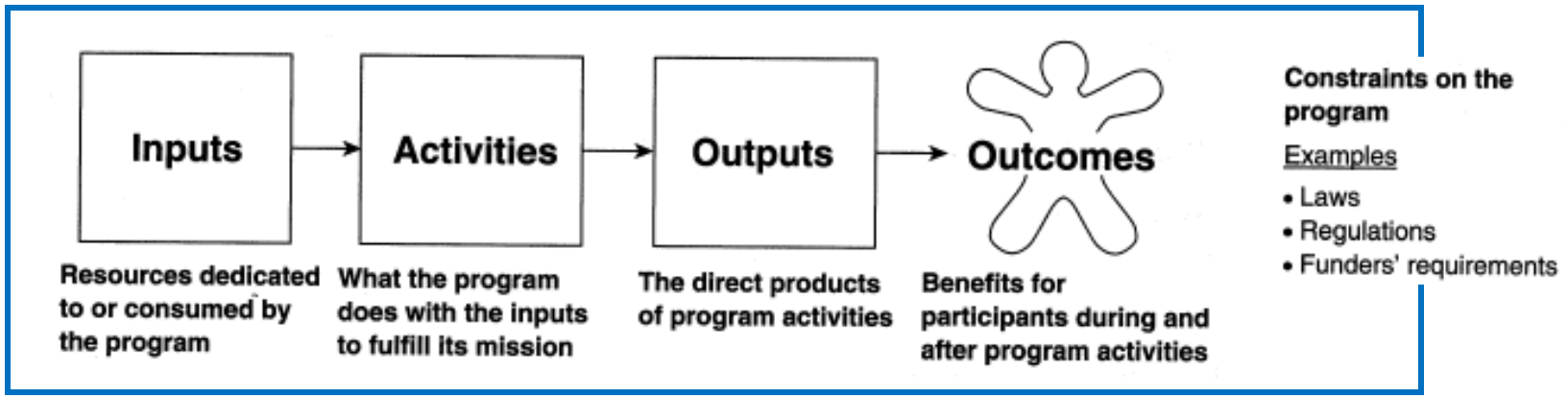
	ACTION STEPS IN THE DESIGN & IMPLEMENTATION OF AN EVALUATION PLAN
1.	Identify stakeholders and key individuals related to mediation services and evaluation. This group includes: state and local education agency personnel, parent advocates, students with disabilities, cultural/ethnic representatives, parents, mediators, and evaluators.
2.	Define the role of stakeholders and key individuals for the evaluation process and clarify decision-making procedures.
3.	Establish the purpose of the evaluation (e.g., system improvement, training needs, customer satisfaction, etc.)
4.	Identify the key performance indicators and measures that will be useful to stakeholders as they advise the evaluation process.
5.	Determine and secure the resources-including evaluation materials, staff members, and other supports-that are needed to carry out the evaluation.
6.	Use the appropriate instruments and methodologies to conduct the evaluation. These might include questionnaires, interviews, observations, or focus groups.
7.	Collect and analyze the data.
8.	Use the data to identify potential improvement strategies and opportunities.
9.	Implement the appropriate strategies.
10.	Conduct an evaluation to measure the impact of the improvement strategies.

Logic model format: “basic”



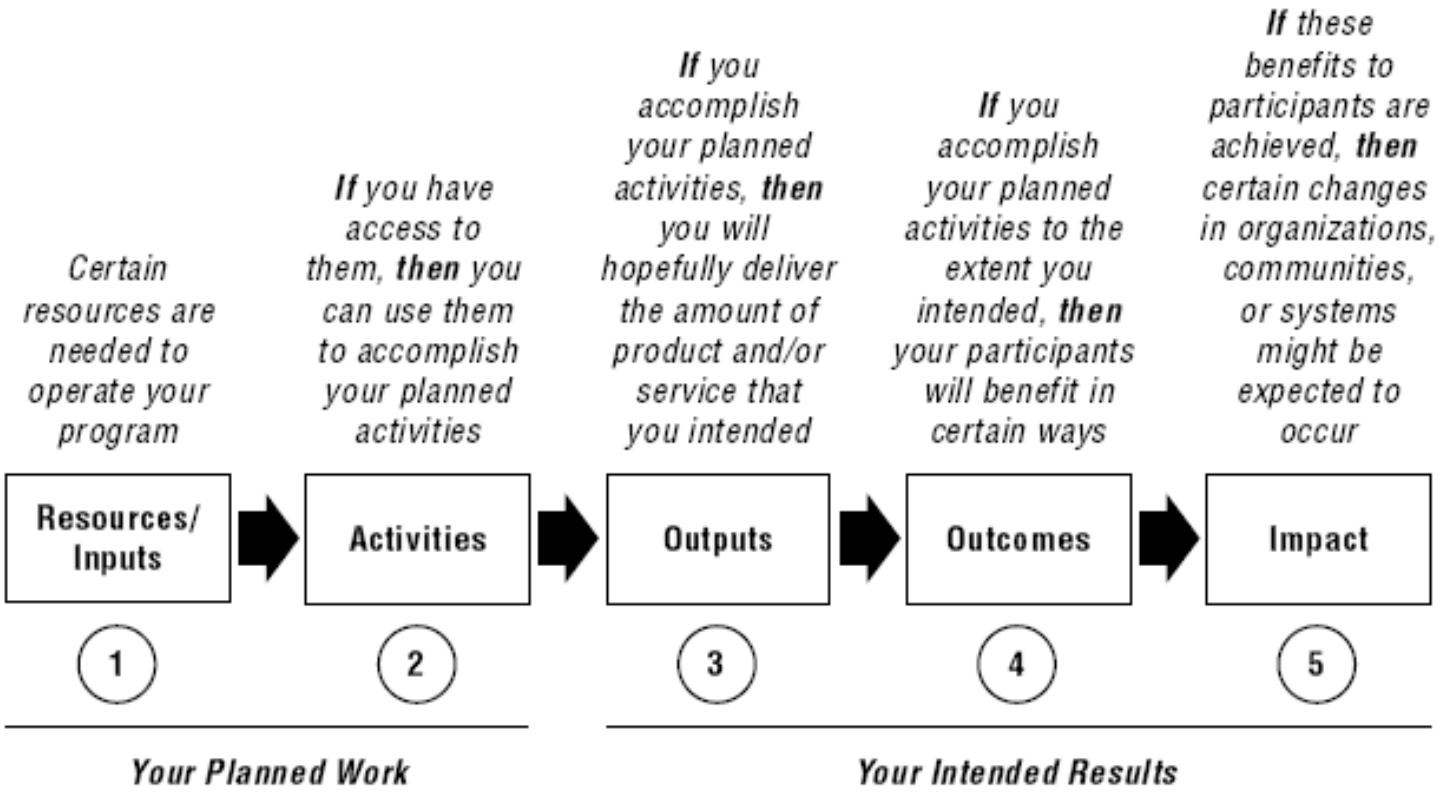
Wholey et al., Handbook of Practical Program Evaluation, 2004, Fig 1.1, p.9

Logic model format: United Way



Chen, Practical Program Evaluation 2005, p.35

Logic model format: WKKF



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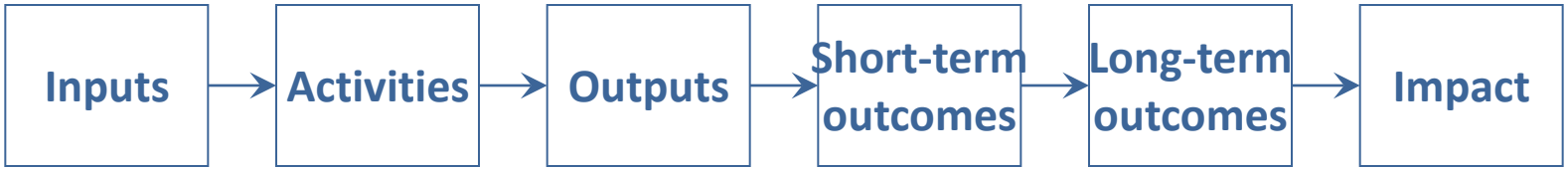
Logic model format: simple



Sources of Comparative Data

CADRE National Longitudinal Database:

- Five Year national summaries at: http://www.directionservice.org/cadre/statecomprpts.cfm
- Five Year individual state summaries at: http://www.directionservice.org/cadre/aprspb.cfm
- Ask: rwzeller@directionservice.org

Discussion

Comments

Q and A

Evaluation of this Workshop