

**Evaluation Board Agenda**  
**September 18, 2008 ~ 1:00pm – 4:30pm**  
**Boise State Child Welfare Center ~ Training Room**  
**Teleconference Call-In Number: 1-888-751-0624 ~ Participant #: 604110**



**Partnership Goals:**

- #1 ~ Improve retention of Workforce and Resource Families
- #2 ~ Improve Recruitment of Workforce and Resource Families
- #3 ~ Decrease Disparate Outcomes in Child Welfare

Attending: Brian Baldwin, Butch Rodenhiser, Frank Sesek, Kathy Tidwell, Alberta Dooley, Mardell Nelson, Wes Engel, Oscar Morgan (call), Roxanne Printz (call). Guest- Andrew Yoder Grad Student in Social Work, Robert Hernandez (Notes)

Agenda Item	Beginning Time	Guests	Action Items/Action Takers
<b>Welcome</b>	1:00		<p>The meeting began with introductions.</p> <p><b>EVALUATION FRAMEWORK</b>            The Evaluation Frameworks drafts were then passed around for everyone to review. This revised Framework would replace the current Evaluation Framework.</p> <p><b>Student Projects.</b> A question was asked as to whether or not the Evaluation Board will look at all student projects. Another issue brought up was how to handle projects and making sure that there is access to data, the computer systems and how the information is disseminated.</p> <p><b>Non IV-E Students.</b> The students who are not connected with IV-E and doing projects are causing challenges. The Evaluation Board should be the place for this type of activity to happen. The reason for this board is to interface challenges for evaluative work for the university systems. If this is not handled as shared governance, then it will be handled through contracts.</p>

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			<p><b>IRB.</b> If a case can be made with the DHW IRB that what is being done is strictly program evaluation and not research, then there would not be an interest. They take a very protective stance on information. The DHW IRB is not fully functioning and only began about a year ago. There has been communication between the IRB and the Evaluation Board.</p> <p><b>Document Drafts.</b> A challenge has been communicating what the Evaluation Board is doing with the other boards and having the Admin Board filter that information. A more involved discussion will take place on Rick Phillip's document drafts in all categories. These documents will be reviewed for the next meeting. It was brought up to also send out the Evaluation Board Charter for review at the next meeting.</p>
<b>FGDM Update</b>	1:10	Ed Byrnes	Ed was not able to participate in the meeting.
<b>Scholars Board</b>	2:00	Ray Mullenax	<p>Discussion took place on how the Scholars Board can partner with the Evaluation Board.</p> <p><b>Student Institute.</b> It was brought up that not all the projects are research projects. They are trying to engage the Program Managers to be more involved in the projects and have these help the regions. If this fits in the scope and the faculty approve, then they can use the research project.</p> <p><b>Student Research Projects.</b> Foster care project has come with theme, <i>"Working in teams for outcomes in foster care."</i> A concern was expressed regarding continual evaluation of foster parents. They have good idea of the student projects and so it may be good for Ray to overlap with Evaluation Board to inform them of student projects.</p>

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			<p><b>Research Project Form.</b> The Scholars Board already has a form for the Program Manger to complete. Ray will forward what they use to Brian. Work can be done to align DHW and university methodologies. What can be put on the form is that this is a participatory model. It was brought up that a BSU requirement is that the students are doing strength based, participatory, projects.</p> <p><b>Evaluation Helping Scholars Board.</b> An invitation was given for the Evaluation Board to come to a Scholars Board meeting and to the Student Institute. The way that the Evaluation Board can be helpful to the Scholars Board is by providing needed data on recruitment and retention. There is no data on region to region or on the turnover rate. There is also no baseline for what DHW looks like for them. Having how the Scholars Board can participate scheduled as an Evaluation Board agenda item for the next meeting can be done.</p> <p><b>Student Racial Baseline.</b> It was asked what baseline is there for child welfare students? There currently is no official baseline on this. Heath from LCSC could give stats on student data. It was concluded that if we have 23 non-whites in the workforce and the student pool is the same, then there is no movement on disproportionality in the workforce. The schools can provide racial info on their child welfare students since every department must report this data. However, this data is voluntary. So if it is not completed then it is not known what the racial makeup is. Yet with course programs this information does comes out. Then there is the challenge of retention for those students of color hired- whether or not they feel part of the DHW. Butch indicated he will contact other universities to get student data information from them.</p>
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			<p><b>Comparing Student Baseline Data.</b> A comparison of university data with the workforce data can be done. Brian can work on this. The plan is to get this information for all scholars and social work students. This will be an agenda item for the Scholars Board.</p>
<b>Break</b>	3:00		
<b>Disproportionality</b>	3:15		<p><b>Disproportionality Plan.</b> Mike Scholl and the Practice Development Board will develop a disproportionality plan.</p> <p><b>DHW Workforce.</b> HR Director Paul Spannknebel provided input and feedback on the workforce. The number of non-whites in the workforce is very small and not exact. If someone does not indicate their race in the form, it defaults to white, which skews the workforce statistic. There is a need to know the racial makeup of the workforce in order to match the community that is being served. DHW does not have an affirmative action policy. It was suggested to pursue refinement of the workforce data with HR and FACS Management. The figures for the racial makeup of foster children should also be obtained.</p> <p><b>Tribes IV-E.</b> The feds are currently working on a IV-E agreement for the tribes. This has passed the House and is currently in the Senate.</p> <p><b>Document Revisions.</b> The following revisions were given:</p> <ul style="list-style-type: none"> <li>• Add foster parent resource data to #2 of page 13.</li> <li>• Add Chapin Hall to Focus Staff to #2 of page 13.</li> <li>• Add action plan activities that took place on page 13.</li> <li>• Add data element to the scholar’s vital statistic sheet in the action plan.</li> </ul> <p>Discussion took place on revising some of the action plan.</p>
<b>Adjourn</b>	4:30		<p>The next meeting was tentatively set for the week of 10/27- 10-2pm and will be confirmed after everyone checks their schedules.</p>

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