

EVALUATION ADVISORY COMMITTEE

October 4, 2004

Members Present: Patty Gregory, Director ICWRTC, Rick Phillips, Research Director, ICWRTC, Alberta Dooley, Director Child Welfare Center Boise State, Mardell Nelson, Program Manager PET, Wes Engel, Oscar Morgan, Frank Seseck.

Guests: Cynthia Sanders and Will Rainford – Boise State University

Policy Discussion

1. Focus of the Evaluation Advisory Committee

Discussion:

Lack of focus has created complications for moving forward an evaluation agenda.

Multiple projects where Department has a different direction than the evaluation.

PM's frustration over wanting to be involved and provide direction (in May); particularly precipitated by the foster care initiative

Mike Peterson suggested that we needed a Governance Structure and a form was laid out for the Governance structure with 4 sub-committees (degree programs, foster care, evaluation and academy)

Frank has agreed to join the committee and help to formulate the focus.

Needed liaison and procedure for getting back to PM's

Model for Governance

Administration – Governance

BSU Center

Mardell

EWU Center

R & Evaluation Advisory Group

Advisory Committees

Student Advisory

Academy

FC

Depending on the role of the R & E – is it a political arm of IDHW? Is it about policy and politics?

What do we need so that products can be used politically? Is the purpose of evaluation to promote programs, then we need to get on someone's agenda?

Research and evaluation are two different modes of practice

Evaluation is about what people are trying to accomplish – Are we evaluating programs?

Past history regarding IRB with Attorney General regarding the word “research”

Research shouldn't have a political goal; evaluation always has political goal – and should move systems forward.

If our mission and vision is to be a learning organization – there has been a push back on this being another model. To complete the learning organization – evaluation gets more to the learning model approach.

Evaluation can promote participant voice; research has a harder time doing it.
Evaluation: the more data we have we can see the impact.

What is the purpose of evaluation?

No infrastructure within the Department around evaluation.

Strategic planning Goal #2: Individuals, families and communities – the goal is around evaluation.

Continuous quality circle: Good model – action research model – participatory model.

Action Research model:

Score card measures: Department is interested; department wide will be score card measures looked at monthly – newly CDIU committee which is a cross-divisional committee The purpose is to coalesce different division data to see the impact Department wide – only at the stage of seeing what kind of data is going to be collected.

How could we distinguish action research from this collection of data? It's a particular methodology? If we take a participatory evaluation is goal dependant. How the division is dependant on client progress to meet systems goals. Everything is measured by the goals that everyone has helped to develop.

CFSR is client centered but not client driven – Safety, permanency and well-being. Representative outcomes (CFSR) and functional outcomes (changes in behavior).

When evaluation becomes a full partner then it becomes the driver for the change in practice.

CQI process? How does that fit?

National evaluation agenda? 10 partnerships across the country and they want to craft the CFSR (feds: inspect and correct) in a way that has more meaning to set a research agenda. They want access to the SACWIS and AFGARS and then “they” want to interpret the data.

Within CFSR track 21 measures are tracked by Department, by Region..... could be by worker and families. Design down and measure up.....
Representative outcomes. We become clear on what we are trying to achieve and how we are going to achieve it.

Part of the evaluation committee work is to see how this can all come together.

Constructed Reality – get buy in from all the way down to the line worker. Particularly critical is the supervisory role.

We can use the CQI process if we have a place for the data to land. Who is going to get the data, what will be done with it, how will it be used?

What is it that you’re trying to accomplish? If the curriculum is to influence field staff...

Pre-service training is trying to accomplish what? What are the goals? Art or craft of practice can be the process of supervision.

The what of academy??? Some of goals of academy are safety, permanency and well-being and make it systemic. What else needs to happen in academy to increase those three goals. The representative outcomes – what are the functional outcomes? Academy training – transfer of learning – to address the systemic training factor of IDHW.

Are there hallmarks of family centered practice and are they obvious? How does staff achieve the hallmarks? How will they come “**data hungry**”

How are we doing?

On what?

What are you trying to accomplish?

The standards are the what we are doing.

2. **Purpose of this committee?** The role might be to help the IDHW see that evaluation can occur? Building the infra-structure.
Imbedded evaluators would be attached to this evaluation committee.

Can you change this without changing the practice? CQI process..

If no one is data hungry for the information then the substance abuse grant? If the IDHW is not interested in the results then why do we have the grant? \$\$ is little and the demand is high.

What steps do we need to take as a group to make certain that when we apply for a grant? What kind of grant do we apply for that support the Department's agenda.

What is a step we can take to assure that the grant we apply for fits for IDHW vision? What are we trying to accomplish?

If we create principles around Department evaluation or have a checklist. Does it include a participatory model?

There is clear Division authority/ Start with Children and Family Services and whatever guidelines are developed would go to the Division. Given the vacuum within the Department, this committee can take a leadership role and demonstrate how these principles work?

Do we have the right people at the table? Department representation
If we're going to go with a participatory model then we should be one --- outcome of this meeting could be something that is presented for buy in.
Audiences: at each level there is a forum available. When we do CQI reviews one forum for this is the individual managers that go through the CQI – academies need to include the participatory model and a forum to present the principles that we come up with today.

MISSION STATEMENT

PURPOSES: What is it that this committee is doing?

1. Help evaluation occur
2. Training and orientation – importance of
3. How do we support the system to be 'data hungry'
 - a. What are you trying to accomplish?
 - b. What are you doing within a program contributing to increasing safety, permanency and well-being? (Could these be benchmarks)
 - c. Would they want to know if these interventions work? How do you see that this intervention is effective? Then they would identify the indicators that makes this effective --- can move to structure the indicators.
 - d. How do we the Department to sponsor a forum – what about focus groups???
 - e. What are their programs doing to achieve these measures?
 - f. CQI – needs to be beyond that – focus groups would bring us beyond the CQI process
 - g. What will stimulate at the Program Manager level? What would stimulate the process? Would buy into the process of evaluation. Don't call it a focus group

4. Align the committees work with the vision and mission of the Department
 - a. Projects that align with evaluation
5. Grant alignment – capacity and readiness
 - a. Review of grants
 - b. Creating a matrix of what’s happening
6. Create principles and guidelines for projects
7. Academy – evaluation
8. Promote ‘evidence based practice’ or best practice
 - a. Adopting data driven decision making
9. Help formulate advisory structure.
 - a. Charter
 - b. Communication
 - c. Liaison
 - d. Leadership
 - e. Membership
10. Help with formation of agency/university partnership
 - a. Partner with managers
 - b. Facilitate access to evaluation and research from the u-partners
11. Standard achievement within children’s services
 - a. How does each of these committees achieve these standards?
 - b. How do these standards achieve client outcomes
12. Division evaluation standard recommendation
 - a. Make a recommendation for a standard related to evaluation
 - b. Design it as a continuum so no matter where they start they are successful
 - c. Setting up the developmental process for achievement

PURPOSE:

How do we provide guidance to people who are doing evaluation?
 Set out a plan that would stimulate the interest.

The forum that they have endorsed is the structure of the governance body. They want these committees to be working.

Would it be possible to bring those people together around the committee formation of these groups? No form of communication. Problem solving and recommending group. Process whereby each group create a structure and a form of communication. Create a design

What are the principles that need to be in place?

Around these three committees would convene these as a group

The purpose of the group would be to design the implementation of the group

In the design they would be imbedding the evaluation and outcomes in the formation of the committees

Determine how each committee relates to the standards---

Look at how the academy apply to the client outcomes and in that way set up the evaluation criteria.

How are we going to operationalize these outcomes within these committees?

Which should lead to measurable indicators

6 CFS outcomes

30 standards

What outcomes do we care about that are related to the 15 left over standards?

This group has to develop the rubric between the standards and the outcomes

What are you trying to accomplish around Outcome #1?

Which outcomes relate

Client outcomes (10-12) – all of these apply to each committee

- Indicators
 - o To achieve Standards(100)
 - Process
 - Practice

Central Office managers will propose the 10-12 outcomes (timeliness of response) that we are going to evaluate the field operations of children's and families services? Set the agenda for evaluation.

Action Plan:

Department will put together the outcomes and the standards - What is the process of the committee? Needs to come back so that the committee for development of a rubric.

Administrative structure to the formation of the committees (academy, stipend, foster care)

A product will be a facilitation tool and a plan and provide input into outcomes.

Implementation plan. Facilitate the process of having that implementation plan being put into place by someone else.

What is the plan??? How do you facilitate the process of implementation of the plan.