



Reflecting on Practice

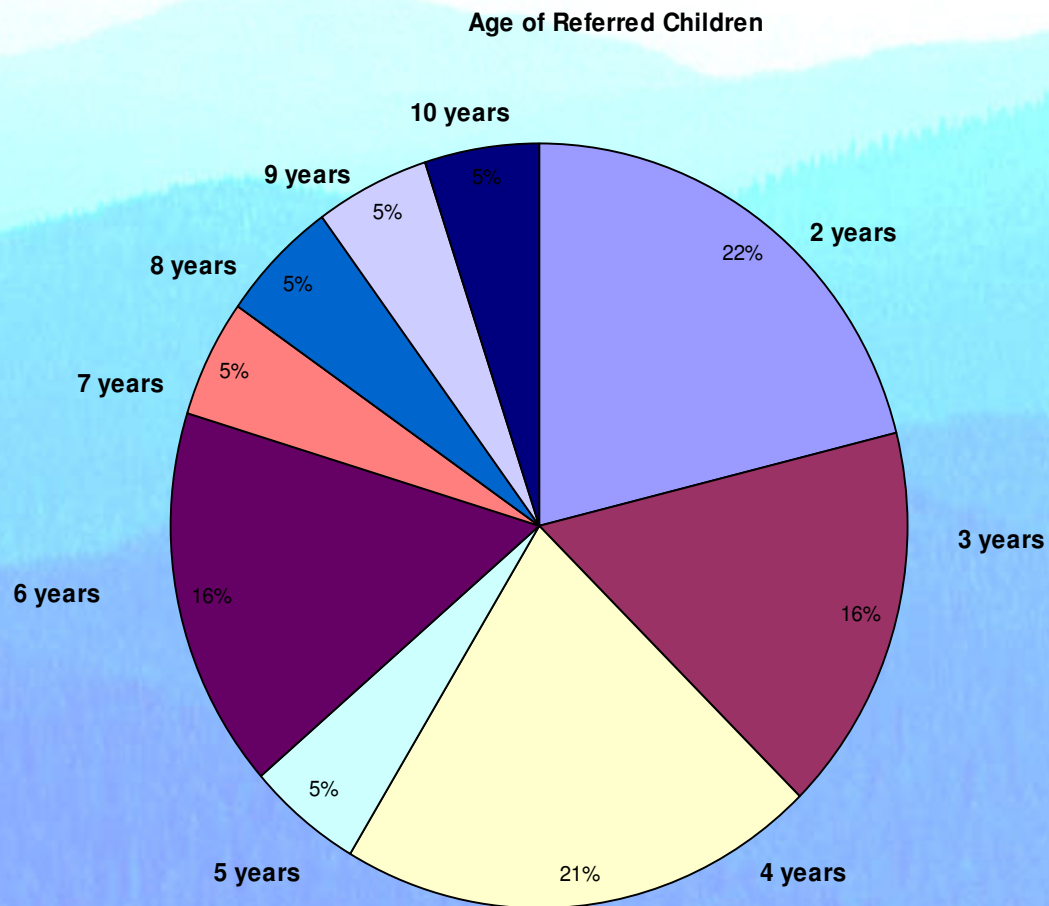
Defining the Practice Model of
Washington County's Local
Safe Start Evaluation and
A Referral Study Update

Keeping Children Safe Doweast Referral/Assessment Pilot Study

- KCSD designed a referral and assessment project to improve the timely referral and access to services of Children Exposed to Violence
- Five Child Service Agencies, including DV services, Agreed to Provide Referrals to a Single Provider of Child Mental Health Assessments
- Since inception in April 2003, 46 children have been referred; 32 child mental health assessments conducted

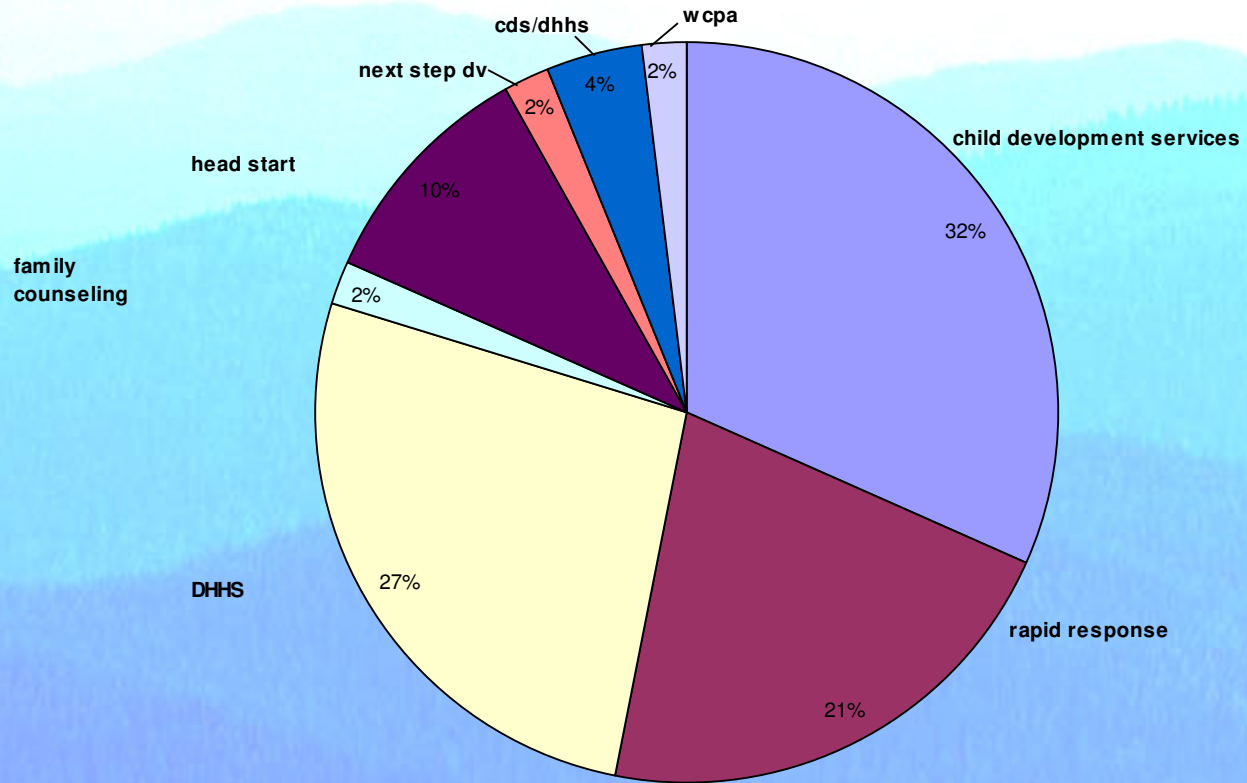
Referral/Assessment Study

Age of Referred Children



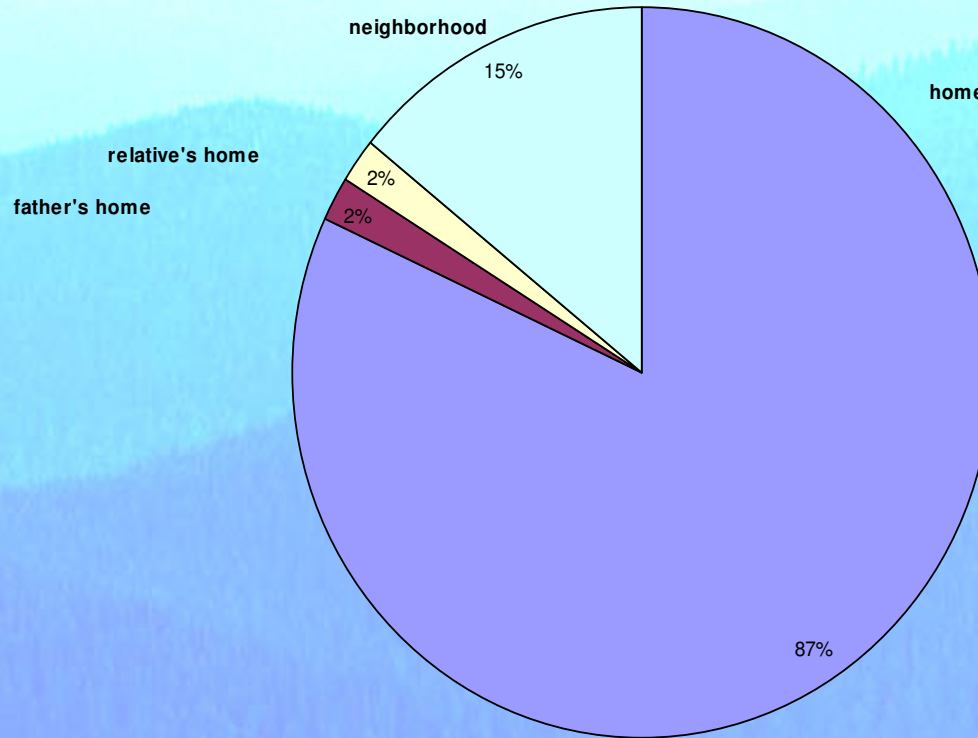
Sources of Referral

Agencies Referring Children

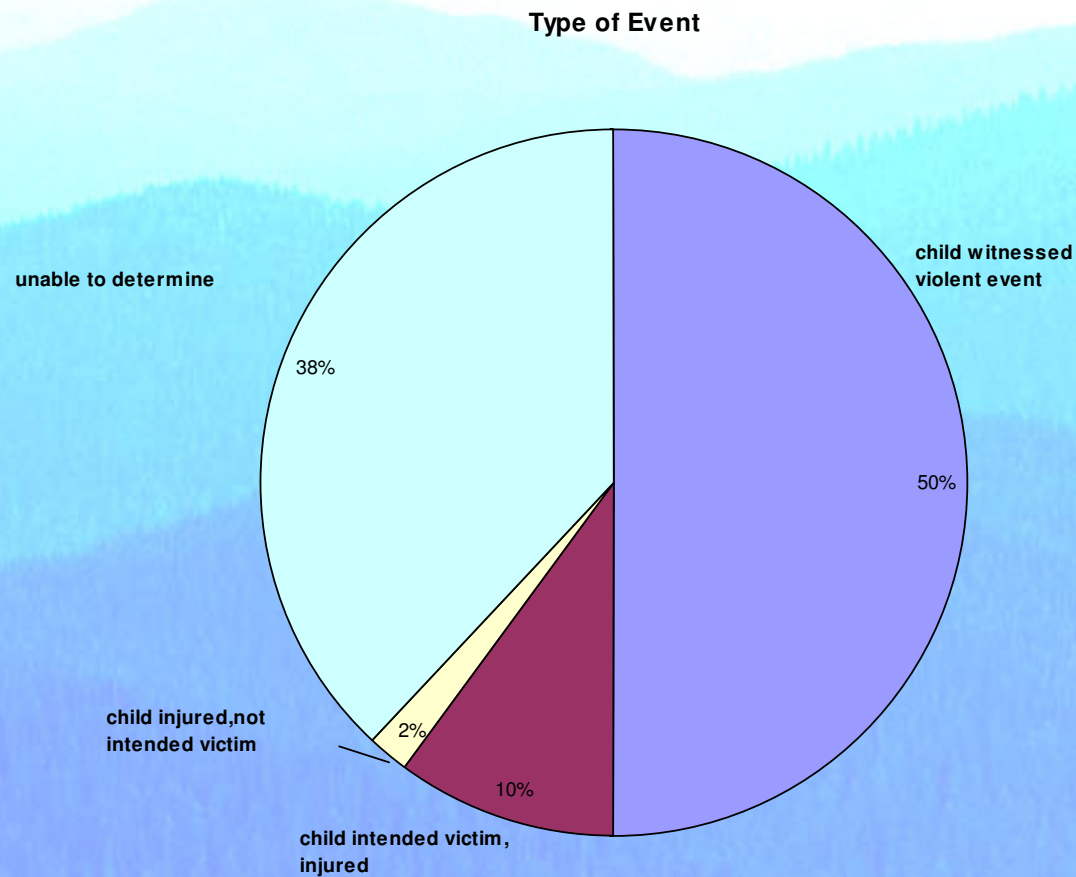


Where do children experience violence?

Location of Violent Incident



How do children experience violent events?



Reflecting on Practice

An Overview

- Define practice model and a range of models
- Illustrate the tasks and products of the local evaluation
- Try to fit the tasks and products into an appropriate model

Why Reflect?

- Self-monitor to improve design abilities
- Reflect on work process for continual improvement of present evaluation
- Self-assess to define working models for future Safe Start evaluations/evaluators
- Reflect to build professional skills and organizational capacity



A Practice Model?

An evaluation typology, format, or approach that embodies a particular philosophy resulting in a set of related methods and practices

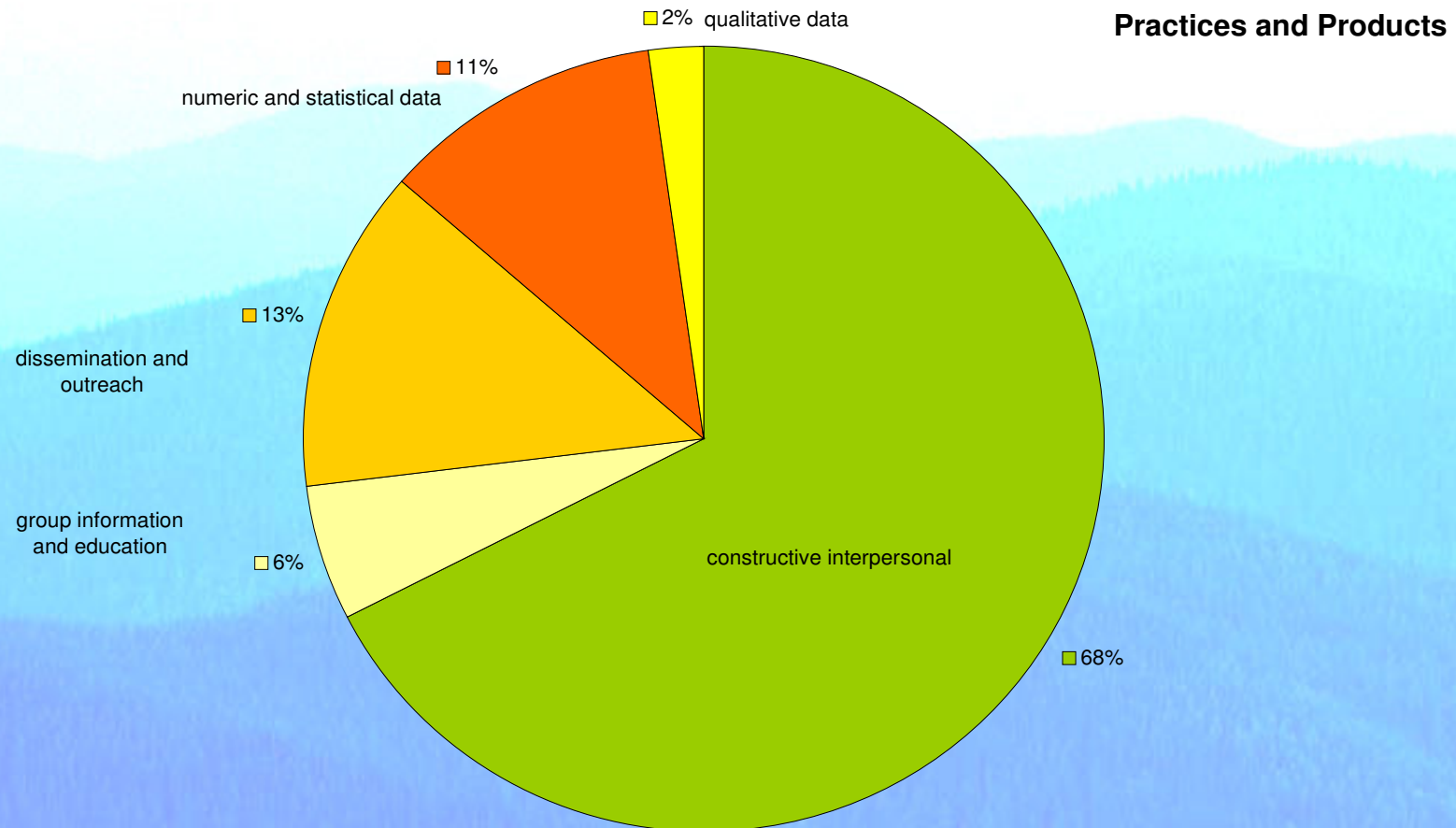
A Range of Practice Models

- Traditional; experimental designs, random sampling, numerical measures
- Naturalistic; qualitative methods, in-situ observations, case study narratives
- Utilization-Focused; mixed methods, collaborative, design influenced by use
- Participatory; active stakeholder involvement, shared decisions and analysis
- Empowerment; emphasizes participant self sufficiency, activism, social change

Enumerating tasks and practices

ACTIVITY CATEGORY	PRACTICES AND PRODUCTS	NUMBER OF APPLICATIONS
Constructive Interpersonal; teamwork; group facilitation; building relationships	Attend meetings; board and subcommittees, conduct focus group	50-60 meetings
Within group information sharing and interpreting to educate and increase understanding	Literature reviews; protocol handbooks	5
Dissemination, outreach, reporting	Articles, presentations, planning docs	12
Numeric and statistical data collection and reporting	Social indicators; referral reports; digital cam use; prosecution report, etc.	10
Qualitative data collection and reporting	IDT interview project; clinician interviews;	2

Comparing Practice Categories



A Viable Practice Model Match: “Development Evaluation”

- Evaluator functions as project team member to elucidate discussion and data based decision making
- Evaluation tasks emerge as project unfolds
- Evaluation processes support articulation of interventions and development, not replicable models
- Evaluation supports continuous progress; rapid responsiveness expected (Patton 1997)

An Alternate Practice Model

Match: Eclecticism

- A mixed method model
- Methods are both traditional(quasi-experimental) and naturalistic (participant observation and interviewing)
- Methods are designed to respond to project needs and potential for use

Parting Thoughts

- Beware of underestimating the structural resource requirements of “constructive interpersonal, team building” activities
- Assure that Evaluation practitioners are skilled in facilitation, interpersonal awareness, conflict resolution, and possess generally high level communication skills (verbal)
- Consider the importance of the “likeability” factor

Bill Goddard, Muskie Evaluation Team, 2005