Systems of Care are....

- Rooted in a philosophy, set of values, and a framework (not a program)
- Coordinated network of community-based services and supports
- Organized to meet the physical, behavioral, social, emotional, educational, and developmental needs of children and their families
- All stakeholders act as equal partners with the youth and family guiding the process
- Supports are effective, build on the strengths of individuals and those that care about them while addressing each person's cultural and linguistic needs.
- Helps children, youth, and families achieve success at home, in school, in the community, and throughout life.

NYS Success

- Network of communities across NYS working to enhance their SOC
- Strengthening Family and Youth meaningful involvement, Cultural & Linguistic Competence, Use of Social Marketing
- County → State Structure, Communication and Planning
- On-going training, technical assistance and coaching including Implementation Team, NYS Partners & TA Pool
- Innovation & TTA Funding
- Strategic Financing Plan (guidance on flexible funding of supports)
- Evaluation for continuous improvement

New York State System of Care

SAMHSA Funding

- Upstate New York System of Care Expansion Project (with Monroe County Public Health Department and 55 Upstate New York State counties; $4,000,000 2012-2016; $741,934 for evaluation, Funded by SAMHSA—Substance Abuse and Mental Health Services Administration, Center for Mental Health Services).
Learning Objectives

- How to evaluate the effectiveness of changes in the services as the system of care is expanded
- How to utilize data dumps from the management information systems of schools, mental health and other services to continuously evaluate
- How to use research methods drawn from epidemiology and effectiveness research (e.g., quasi-experimental designs and logistic regression) to investigate patterns between the demographics, interventions and outcomes
- How to use realist evaluation at regular intervals in a continuous evaluation that is sustainable
- How to use this data to promote cultural competence, family and youth partnerships, and interagency collaboration.

Specific Topics Covered

- How to build partnerships to utilize data dumps from schools, mental health and other services for continuous evaluation of the effectiveness of the SOC expansion (Didactic—30 minutes)
- Using real data in a continuous evaluation (group discussion and analysis of data undertaken with the group—30 minutes)
- Family engagement perspective—what do these findings actually mean for the youth and families in the New York State counties; how to interpret these apparently statistical findings in a meaningful way, what do these findings mean for cultural competence, youth and family partnerships, and interagency collaboration (10 minutes interactive discussion)

Learning Activities

- Develop a plan of action in relation to the data your own agencies collect, and how that data could be analyzed using these methods to investigate what interventions work and for whom.
- Formulate a plan of action to improve services based on the findings from this data, and how the realist evaluation strategies could be integrated into practice to evaluate these services prospectively and indefinitely.

Effectiveness Research and Epidemiology Traditions (Videka, 2003)

- Efficacy approach: testing hypotheses about intervention effects
- Epidemiology approach: explanation of the problem
- Combining or blended approach: explanation-oriented, individual and environmental characteristics and study of service outcomes

Realist Evaluation

- Realist evaluation seeks to evaluate practice within the realities of society based on Emergent and Symbiotic elements of natural law.
- All systems are emergent and constantly in a state of evolution, along with the reality that we are all symbiotically connected to nature and to each other.
- Practice takes place in an open system that consists of a constellation of interconnected structures, mechanisms and contexts.
- Realism aims to address all the significant variables through a realist effectiveness cycle which links the models of intervention with the circumstances in which practice takes place (Rom Harre’s models, analogous with reality).
- Explanation at any one time requires further investigation and further explanation (continuous testing & development of Rom Harre’s models).

Local Evaluation Strategy for Each County

- Evaluation resource and service for you and for each participating agency
- How to access and to use your own MIS data
- How to analyze this data repeatedly to inform practice
- Carried out with you and for you only—you decide who to share with and how to use the findings
Realist Evaluation: What Interventions work & in what circumstances

A combination of efficacy research & epidemiology traditions

Management Information System (MIS) Data routinely collected but typically not used for evaluation in agencies

Investigate interrelationships between outcomes, client demographics, client circumstances, & services provided (interventions)

Methods such as binary logistic regression can predict the likelihood of effectiveness of an intervention in given circumstances

Use findings at regular intervals to better target and develop services

Evaluation Strategy examples

- Rhonda Cynon Taf (South Wales, 2010/12, n = 50,765)
- Moray Council Scotland, Helsinki Social Services & Manchester Youth Offending Team (10 years)
- Tompkins County—data-dump from mental health since 1980—18,389 users; over 500,000 treatment events
- Essex, Chenango, Cattaraugus counties: mental health over 5 years
- Franklin County, 3 yrs: DSS (n = 304) and Probation (n = 848)
- Chemung: CASA (n = 1298, 2 yrs); DSS (3029, 7 yrs)

School Examples of Realist Evaluation

- Greene and Columbia counties: merger with mental health, not-for-profits, DSS and school district data (e.g. Hudson schools, n = 2028)
- Rensselaer County—Merger with probation (10 yrs, n = 2412), mental health (5 yrs, n = 3325) Head Start and Troy Schools (5 years, n = 12,992)
- Yates: Dundee School District (n =786; 100% evaluation of all services)
- Started with Broome, Cayuga
- Chautauqua County: Evaluation with over 50 agencies since 2008

Evaluation Strategy

- We are here to help you—as an evaluation resource
- Implement TRAC NOMS and infrastructure survey requirements for SAMHSA
- Help you to use your own data for evaluation
- Can connect to others in Chautauqua County and others who have done this (e.g. data-dumps)
- Data findings can inform your decision-making and help make your services more effective
- This evaluation will also help you to be in a better position to apply for grants and other funding
- Enhance your own capacity for evaluation
- Utilizing SAMHSA funding, a free evaluation service for all participating counties (21 counties; more next year)

Detailed Examples: Franklin County

- DSS
- Probation
INTERACTIVE LIVE EXAMPLES

- COLUMBIA COUNTY
- GREENE COUNTY
- YATES COUNTY

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Evaluating County’s SOC utilizing 100% sample data from schools, mental health and other services

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