

# Stakeholder “Driven” Evaluation: The Kalamazoo Wraps Example



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<http://www.wmich.edu/sociology/kzoowraps.html>

# Outline

1. *What is “it”?*
  - *Kalamazoo Wraps*
  - *Kalamazoo Wraps Evaluation*
  - *Stakeholder Driven Evaluation*
2. ***What does Stakeholder “Driven” Evaluation look like at Kalamazoo Wraps?***
  - ***Main focus on “How To” and “What to Expect”***
3. *Why does it matter?*
4. *Challenges to implementation*
5. *Sharing products*



- Home
- Graduate Program
- Undergraduate Program
- Faculty & Staff
- Research

[WMU Home](#)

## Kalamazoo Wraps - Evaluation

[Reporting](#)

[Presentations](#)

[Other Publications](#)

[What is the evaluation?](#)

[Summary of Data Collection Instruments](#)

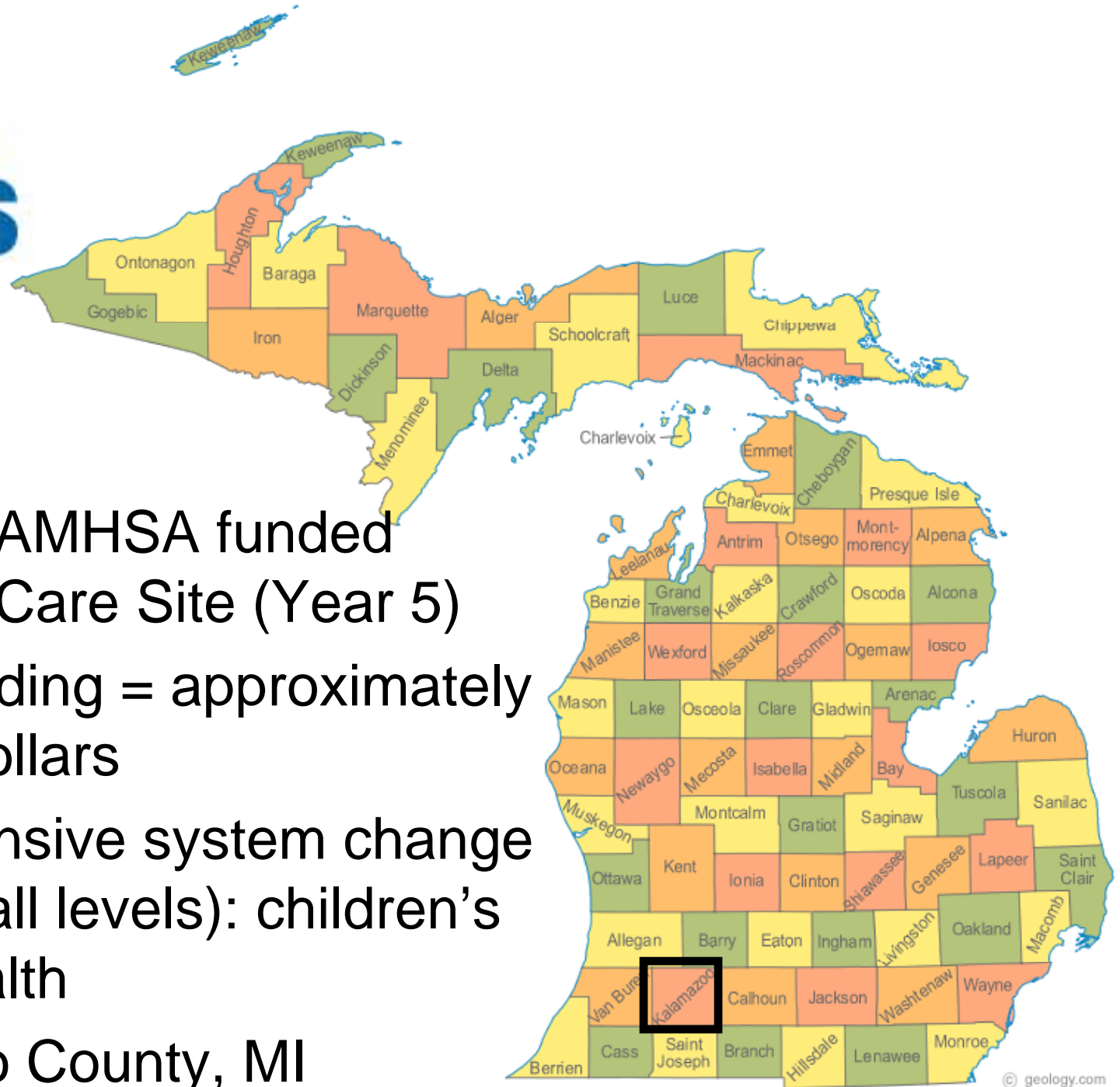
[Staff Bios](#)

[Kalamazoo Wraps Homepage](#)



Welcome to the evaluation page of the Kalamazoo Wraps Initiative. The Kalamazoo Wraps Initiative was designed to evaluate and improve the local system of care for children's mental health in our community.

The data collected locally will also be combined with data from more than 50 other sites across the country to see how well the systems of care for children's mental health are



- Phase V SAMHSA funded System of Care Site (Year 5)
- federal funding = approximately 9 million dollars
- Comprehensive system change initiative (all levels): children's mental health
- Kalamazoo County, MI

# Kalamazoo Wraps Evaluation

## In a Nutshell:

*Help figure out if good “stuff” is happening in our System of Care.*

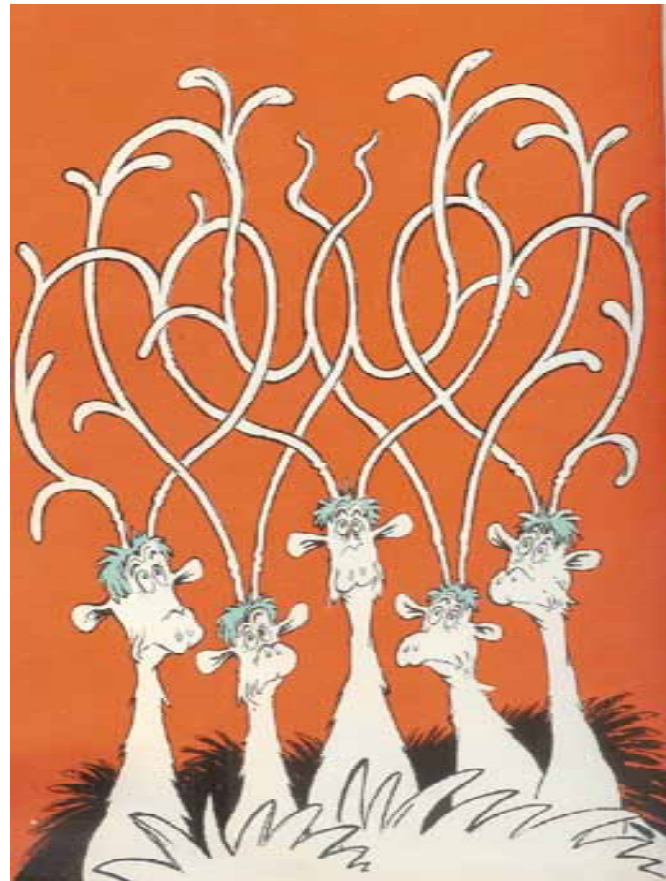
*If not, why not?*

*If not, what to do about it?*

Tis not a thing!

There is no it!

No such nutshell! Does not fit!



# Kalamazoo Wraps Evaluation Goals

## In an Expanded Nutshell:

### *Is youth functioning increasing?*

- Family, Community, School

### *Are services?*

- Timely, Effective, Helping the “right” folks

### *Is system operating in accordance with a set of (SOC) principles?*

- Coordinated
- Strength Based
- User Friendly
- Simplified
- Responsive
- Families as Equal Partners
- Cultural and Linguistic Competence
- Continuous Quality Improvement

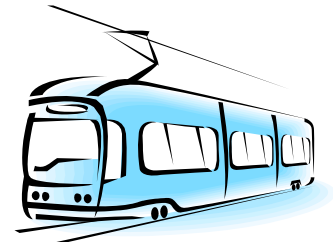
# Stakeholder Driven Evaluation: What Are the Pieces?

**Participatory evaluation:** requires shared power and influence in shaping study design, implementation, and data dissemination

*What can it look like?*

*Stakeholders Drive a 2-Car Train*

**Train Car #1:** *The Data Reporting Car*



**Train Car #2:** *The Data Technical Assistance Car*

# What's up with the order?

- ***Have the most to say about reporting***

- Traditional (linear) model doesn't fit

Design/ planning → implementation → dissemination

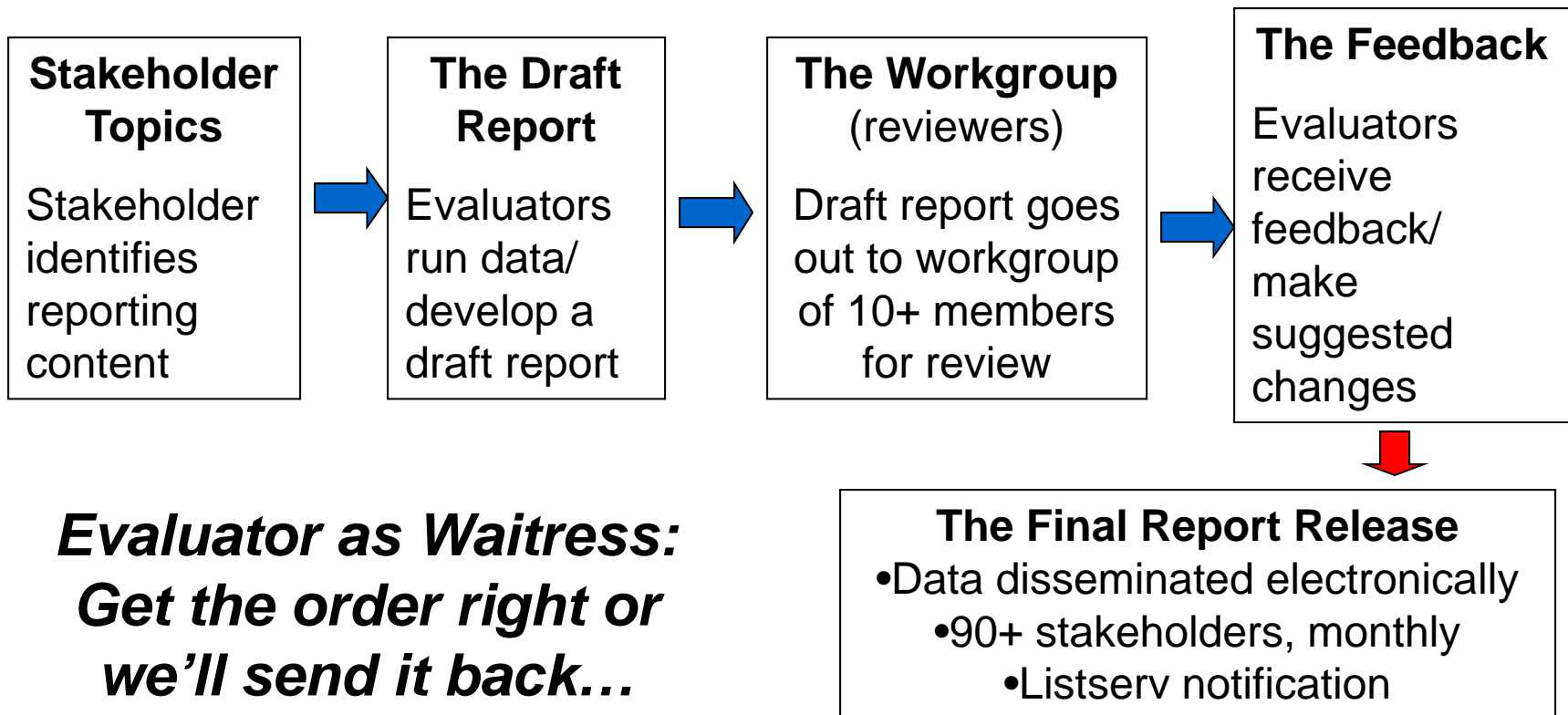
- Multiple systems
- Multiple agencies
- Multiple data sources
- Multiple stages

**It's not a program evaluation...**

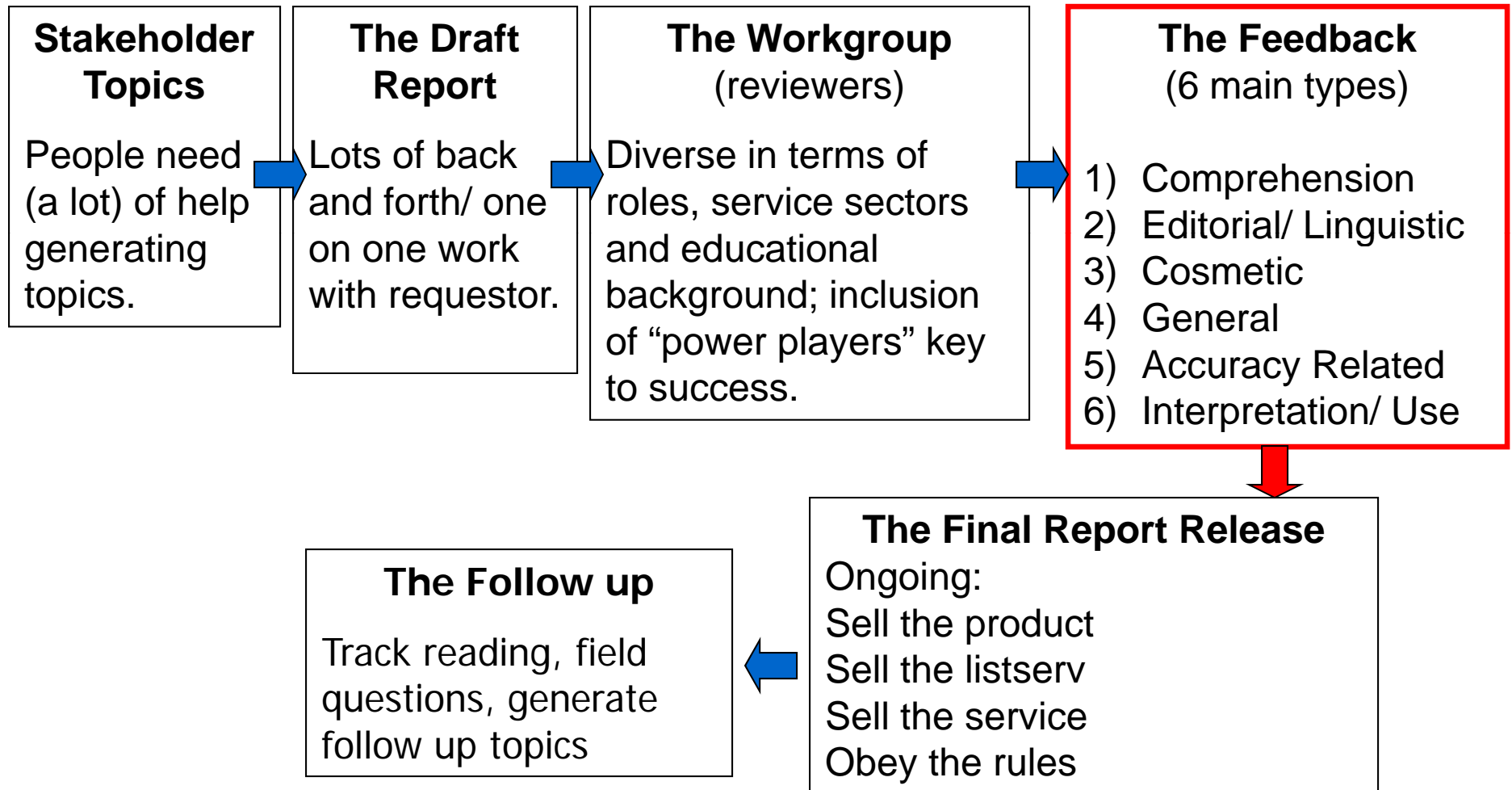
# Stakeholder Driven Reporting: What does it look like?

## “The Monthlies”: 2 Page Evaluation Briefs

Development (Method and Frequency)- also stakeholder driven

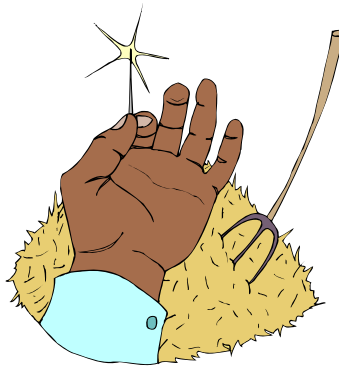


# Stakeholder Driven Reporting: Key Components Behind the Scenes



# Stakeholder Driven Reporting: More on the Feedback Step

- From fairly autonomous to collaborative...
- Collaborative at a whole new level...



***So... what do all the cooks in the kitchen have to say?  
Sharing actual feedback***

# Stakeholder Driven Reporting: Examples of Feedback

## Feedback Type 1: Comprehension

*“The intro information is what I had a hard time grasping and I could understand it with so effort but maybe more simple terms would help.”*

*“I do not think any of this information is at a fifth grade level I doubt a lot of our parents will understand what this all says.”*

*“What does i.e. stand for?”*

*“In the text, you talk about infrastructure and service delivery so then seeing those results make sense. It was confusing to me to see the overall as the first set of results. ”*

*“The descriptions/explanations were definitely necessary. Good job.”*

*“I found the report clear and direct. Great results too.”*

*“The explanation of standard deviation is so great to have. Otherwise, because memory recall is on a downward spiral with me, I would have been clueless as to what that really meant.”*

# Stakeholder Driven Reporting: Examples of Feedback

## Feedback Type 2: Editorial/ Linguistic

*“I highlighted in yellow wording I think needs changed and things that are cut off. I cannot think of a better word than "operationalize" right now but find this too technical”*

*“The dates in the titles don't match the legend boxes and can you delete the KWRAPS out of the first paragraph? I am not sure why this shortened version gets used.”*

*“First sentence appears to be missing – strives **“to”** create **“a”** system.”*

*“The tense sounds awkward – we compare vs. we compared and we examine vs. examined”*

*“I only changed one little extra word that you have probably already fixed.”*

*“2nd page, 2nd paragraph, 3rd and 4th line...it looks like there is a different font size beginning with...the 8-10 percent from 2005 to 2008, depending on the grade being examined.*

# Stakeholder Driven Reporting: Examples of Feedback

## Feedback Type 3: Cosmetic

*“The graphs would be better if they were in color. I would be more interested but that might not be for everybody.”*

*“Can you also **BOLD** Infrastructure and Service Delivery where you have italicized them?”*

*“Can you jazz up the colors by adding a color to the text boxes beside the graphs?”*

*“Only feedback is that the pie charts on page 1 are pretty small.”*

*“Can you add some color into the second page maybe by adding it to the fill in the heading of the chart and also the text box .”*

*“Looks clear and visually appealing.”*

# Stakeholder Driven Reporting: Examples of Feedback

## Feedback Type 4: General (before and after release)

*“Neat!! This is a very interesting report!”*

*“I am so happy with how you are pounding out the information for our community!”*

*“Looks great!”*

*“Nice job on this and interesting results.”*

*“Great report! I love it. Very interesting and easy to read.”*

*“I LOVE IT!!!! This is my favorite so far!!!!”*

*“This is amazing – thank you for sharing.”*

# Stakeholder Driven Reporting: Examples of Feedback

## Feedback Type 5: Accuracy

*“In the paragraph on Alphabetic Principle ... rewrite the second sentence: Alphabetic Principle, the ability to sound out letters and blend them into words, is an essential strategy as students will be exposed to an increasing number of unknown words in texts of growing difficulty.”*

*“I know that the National Evaluation is responsible for the four different categories that all encompass juvenile justice (family court, probation, juvenile court and corrections)... can these four categories all be combined when presenting this data as it is misleading to state that these four categories are different for the youth in Kalamazoo County.”*

*“The reading data is reflective of efforts by the individual schools with support from MiBLSi, PBLs, and KRESA, so it's not accurate to say it's "just" PBLs, because PBLs doesn't exist without the other partners/entities, so I just took that PBLs word out.”*

*“You have no definition of PAG on this page.”*

# Stakeholder Driven Reporting: Examples of Feedback

## Feedback Type 6: Interpretation/ Use (before and after release)

*“Good info. This makes for a strong argument to keep Wrap involved in our families.”*

*“I find it real interesting about the responsibility and blame for a onset for Marie. Could u talk a little today about this group?”*

*“This looks good. How do our numbers for inpatient and residential compare to the National Phase V Cohort Data?”*

*“This fits in nicely with a mid year report we are preparing for KPS.”*

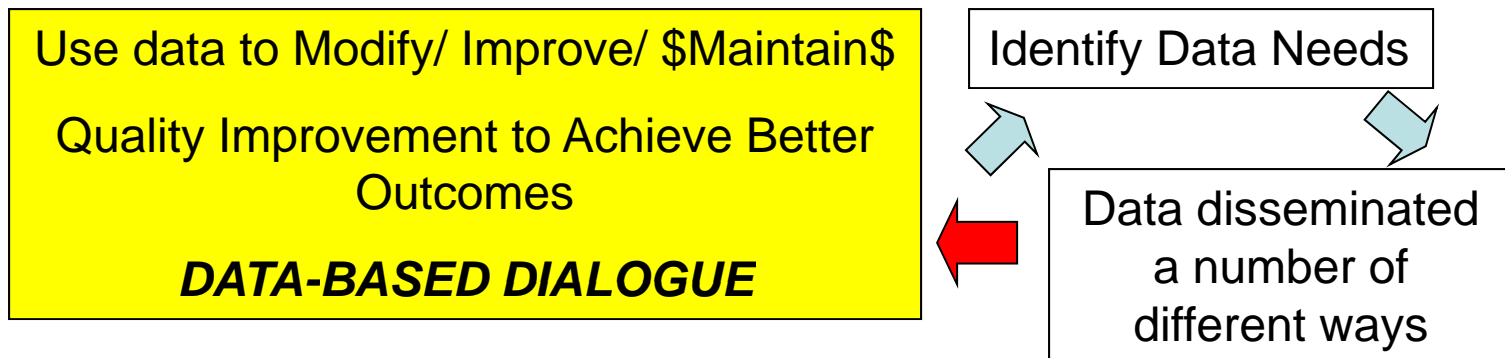
# Stakeholder Driven Reporting: Why on Earth?

- 1) **Engagement** (asked to play ball- topic development and reading drafts)
- 2) **Makes for a better product**  
(comprehension, relevance, clarity, context, etc.)
- 3) **Knowledge legacy**
  - systems change related to evaluation

# Stakeholder Driven Reporting: Why on Earth?

## 4) The Ultimate Goal: In the Field

- Increasing Utility of Information
- Increasing Data Based Dialogues
  - Report: in and of itself
  - Report: *A mechanism* for getting other pieces in place (e.g. TA)



# Stakeholder Driven Reporting: Keys to Success

## 1) Relationship Building

- Collegial Chumminess: personality at the helm
  - Evaluator as responsive
  - No wrong comment/ No hard feelings
  - No ownership/ turf concerns/ trust
  - Reducing Type 4: General feedback
- ....*Takes a while to develop; lots of one on one chit chat involved*

## 2) From Dust to Gold

- Mine the idea to product
- Rarely say no

## 3) Ferrell Cat Facilitation

- Take the time to deal with “competing feedback”
- Navigating ideas *and politics* of contributors: know your group

## 4) Flexibility

- In defining what it means to be a workgroup member (roles, ways to get involved)
- In turn around times of product

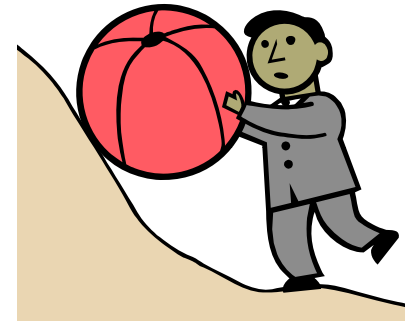
# Stakeholder Driven Reporting: *Big Picture Challenges*

## 1) Getting the right people

- Real feedback
- At the right tables

## 2) Front end of the model

- Topic development



## 3) From Findings to System Change

- Reading...Understanding... Interpreting... Now What?
- That Jump to QI... A Whole Other Process

# Stakeholder Driven Reporting: Ongoing *Implementation* Challenges

## 1) “Target” audience

- Irrelevant for someone important

## 2) Time/ Resources

- Isolated vacuum work is faster

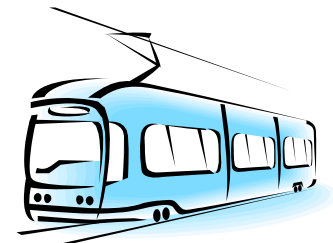
## 3) Technological Incompatibilities

# Stakeholder Driven Evaluation: Train #2

*Stakeholders Drive a 2-Car Train:*

**Train Car #1:** *The Data Reporting Car*

**Train Car #2:** *The Data Technical Assistance Car*



# Stakeholder Driven Technical Assistance

## 3 Main Types of Technical Assistance



### 1) What data do we have?

“Do you have any data that looks at...”

“YES”... → disseminate

“NO”... → collect

“NO”... → sorry, no can do

# Stakeholder Driven Technical Assistance



## 2) How can evaluation help my efforts?

- **Measurement-related**

“Can you help us find a tool that will...”

“Can you collect some data that will help us...”

- **Analysis/ reporting related**

“Can you do something with this pile of surveys...”

“Can you improve what we did with this pile of surveys...”

# Stakeholder Driven Technical Assistance

## 3) How do we analyze/ interpret data?

“We want to know whether....”

“Can you help us figure out what these numbers mean...”

“Can you help us learn how to interpret data (in general)...



# Stakeholder Driven Technical Assistance: Keys to Success

## 1) Relationship Building (Again)

- Collegial Chumminess: personality at the helm
- Evaluator as responsive

## 2) Open Door Policy

## 3) Flexibility

- In defining what kinds of help you're willing to provide

## 4) Willingness to Partner

- With experts
- Humble information seeking- especially regarding instrumentation (junk in/ junk out: reliability and validity)
- Working outside area of expertise

# Stakeholder Driven Technical Assistance: Ongoing Challenges

## 1) Familiarity with content

- “knows just enough to be dangerous”: recognition: self and others

## 2) Size of investment in evaluation

- How to do quality, small scale work

## 3) Readiness for Evaluation

- Hot on outcomes + undefined intervention...  
common ugh

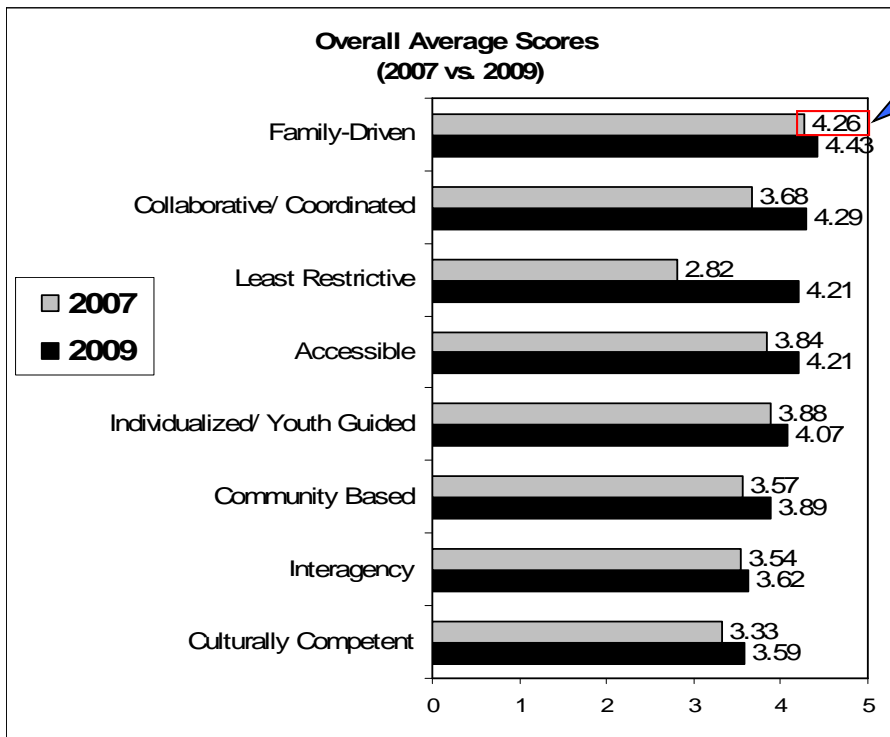
# Sharing Products

LEGEND FOR INTERPRETING SCORES	
Score	Interpretation
1	No effort or almost no effort has been made
2	Efforts in early stages and have been minimally effective
3	Efforts have been made but are still in developmental stages
4	Efforts thus far effective. More needs to be done to fully achieve principle
5	Intended goals are largely accomplished

**HOW TO USE THE LEGEND**

This score of 4.26 means that in 2007, efforts to implement the Family Driven Principle fell between 4 and 5. If we look to the legend on the left, we can see that a score of 4 means "efforts thus far effective. More needs to be done to fully achieve principle" and a score of 5 means "intended goals are largely accomplished."

While a score of 4.5 would fall exactly ½ way between 4 and 5, a score 4.26 is closer to 4 than 5 on the legend.



Average overall scores were higher in 2009 for all 8 principles.

The most improvement was made in implementation of the Least Restrictive principle.

For 2009 data, the principle with the highest level of implementation was Family Driven; the lowest was Culturally Competent.

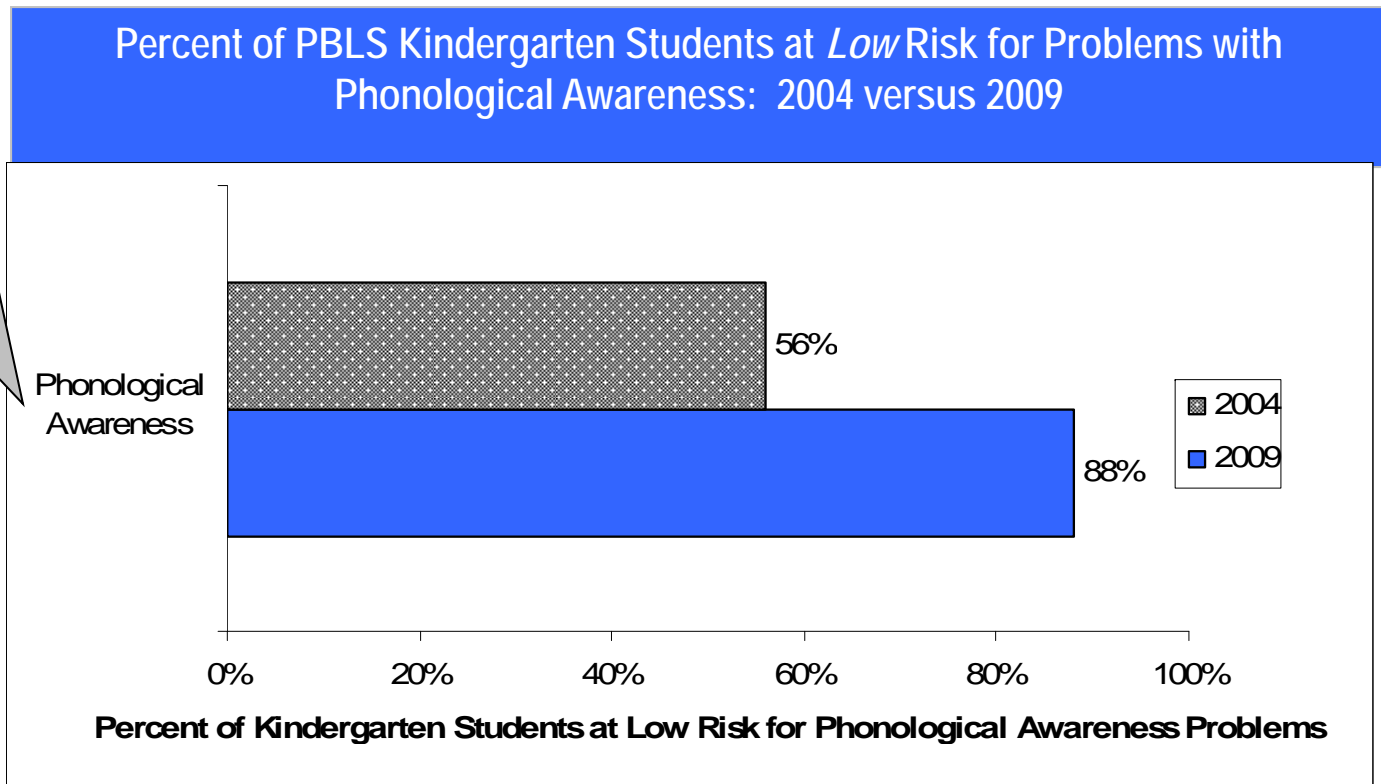
Overall scores on 5 out of the 8 principles were over 4 in 2009.

# Sharing Products

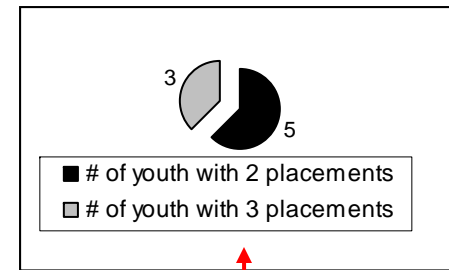
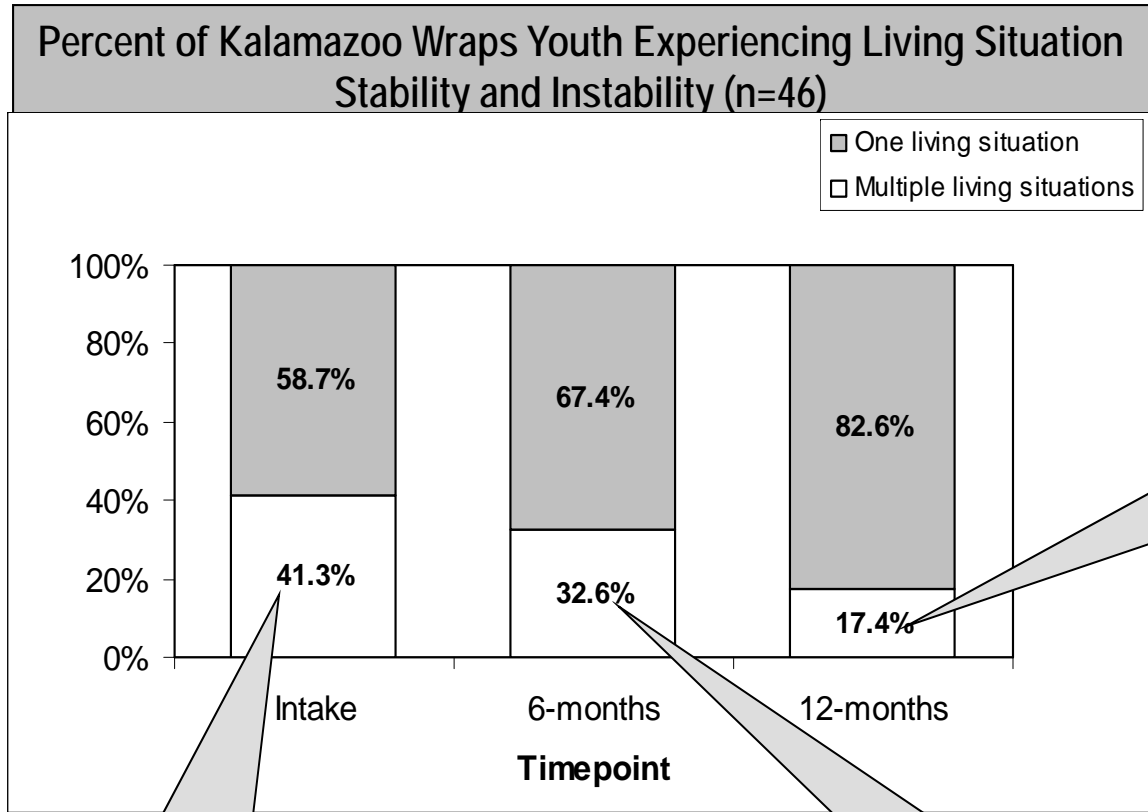
Embarrassing Nickname: “The Textbox Queen”

On Segmenting  
Phonemes: A  
Kindergarten  
Teacher's Jingle

*"Listen, listen to my  
word,  
Then tell me all the  
sounds you heard:  
race  
/r/ is one sound  
/a/ is two,  
/s/ is last in race it's  
true."*

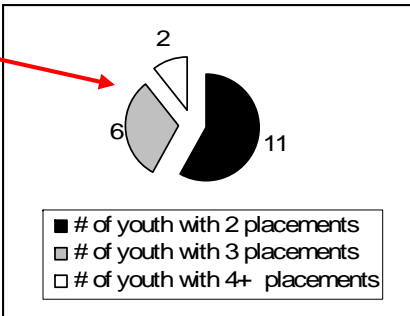


# Sharing Products

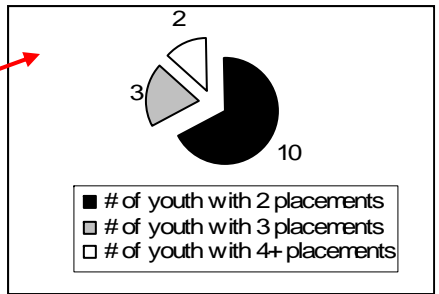


This represents **8 youth** that, as a group, experienced a *total* of 5 different living situations during the 180 days prior to their 12-month interview.

This represents **19 youth** that, as a group, experienced a *total* of 23 different living situations during the 180 days prior to their intake interview.



This represents **15 youth** that, as a group, experienced a *total* of 19 different living situations prior to their 6-month interview.



# Sharing Products

<http://www.wmich.edu/sociology/kzoowraps.html>

**Open Door Policy!**

***Thanks to Dr. Carolyn Sullins and the WMU team for  
all their hard work behind the scenes!***