

**ASSESSMENT BREAKOUT:
USING DATA TO DRIVE
IMPROVEMENT IN CHILD WELL-BEING**

Nebraska Child Welfare Forum

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The Annie E. Casey Foundation

Considerations in choosing assessments

- Purpose
- Source of data
- Focus
- Informant
- Well-being domains covered
- Appropriateness for age/developmental status
- Cost
- Other issues

Considerations in choosing assessments: *Purpose*

- Screening/identification of children
- Informing direct practice
(caregivers, health, mental health, and education professionals)
- Case management
- Program improvement/performance management
- Program evaluation

Considerations in choosing assessments: *Source*

Existing administrative data

- SACWIS data elements and case notes
- Medicaid claims
- Linked records from other partner systems (education, justice, health, etc.)

New data collection/ assessments

- Brief surveys (self-report)
- Clinical screenings/assessments
- New links to other data systems

Considerations in choosing assessments: *Focus*

- Child/youth
- Parent
- Parent-child relationship
- Family/household
- Birth, foster
- More than one of these?

Considerations in choosing assessments: *Informant*

- Child/youth
- Parent
- Caregiver
- Case worker
- Teacher, pediatrician, etc.
- More than one of these?

Considerations in choosing assessments: *Domains Covered*

- Physical health & safety
- Psychological health
- Social health
- Cognitive development & education
- Relationships

Consider well-being outcomes appropriate for child's age/developmental stage

For infants/preschoolers (ages 0-5):

- Percent with complete immunizations
- Percent whose caregivers regularly read to them or tell them stories

For elementary-school-age children (ages 5-12):

- Percent engaged in school (multiple measures)
- Percent regularly eating meals together with family
- Percent with appropriate self-help skills

For adolescents and older youth (12-24):

- Percent avoiding unhealthy behaviors
- Percent engaged in school
- Percent contributing to community
- Percent with connections with positive adults

Other considerations in choosing assessments

- Who will administer the assessment?
- What prior training is required?
- How long does an assessment take?
- How frequently will it be repeated?
- Is it culturally sensitive?
- Are processes in place to see that the information is *used* to improve practice? (including capacity to refer for indicated services)

Sample free assessments for child welfare systems

Instrument	Purpose	Focus	Informant	Training Req.?
A-COPE	assessment	youth	youth	no
BPI	screening	child/youth	caregiver, teacher, etc.	no
CANS	assessment	child/youth	program staff	yes
CEDV	assessment	child/youth	child/youth	no
CPSS	screening	child/youth	child/youth	no
MFQ	screening	child/youth	child/youth	no
NCFAS	assessment	family	program staff	yes
OH Scales	assessment	child/youth	child/youth	no
PSC-17	screening	child/youth	parent, child/youth	yes
PFS	perf.mgt./QI	Family	program staff	no
SCARED	screening	child/youth	child/youth	no
SDQ	assessment	child/youth	parent	no