



One Year Later: Bosco Homes (Canada) Shares their Outcomes-based Service Model

Social Solutions is the leading provider of performance management software for human services, connecting efforts to outcomes, people to social services, and service providers and communities to funders.

Agenda



- Welcome and Introductions
- Who is Social Solutions?
- Who We Serve
- Bosco Homes, Blair Croft
- Implementation Process
- Value Add
- Program Example (Special Education School)
- Questions

Social Solutions Company Overview



Founded By
Former
Case Managers
In 2000



Chosen by
Thousands of High-
Impact Organizations



Approaching 100
Employees

“To Challenge and Equip Organizations to Turn Good Intent into Measurable Change by Relating Efforts to Outcomes”

Founders

ALLIANCE FOR EFFECTIVE
SOCIAL INVESTING

SUPERSTAR
FOUNDATION

BECAUSE GREAT SOCIAL SERVICE
WORKERS DESERVE A RAISE

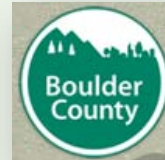


Social Solutions
transforming human services 

Who We Serve



Human Service Providers



Community Collaboratives



National Initiatives



The Annie E. Casey Foundation

Funders

MATHEMATICA
Policy Research



Evaluators



International Providers

Bosco Homes: Edmonton, Alberta Canada

Blair Croft,
Quality Improvement
Coordinator



St Francis Center

Bosco Homes is a non-profit charitable society dedicated to providing quality human service to individuals; families and communities.

**Incorporated since November 27,
1987.**

Bosco Homes:

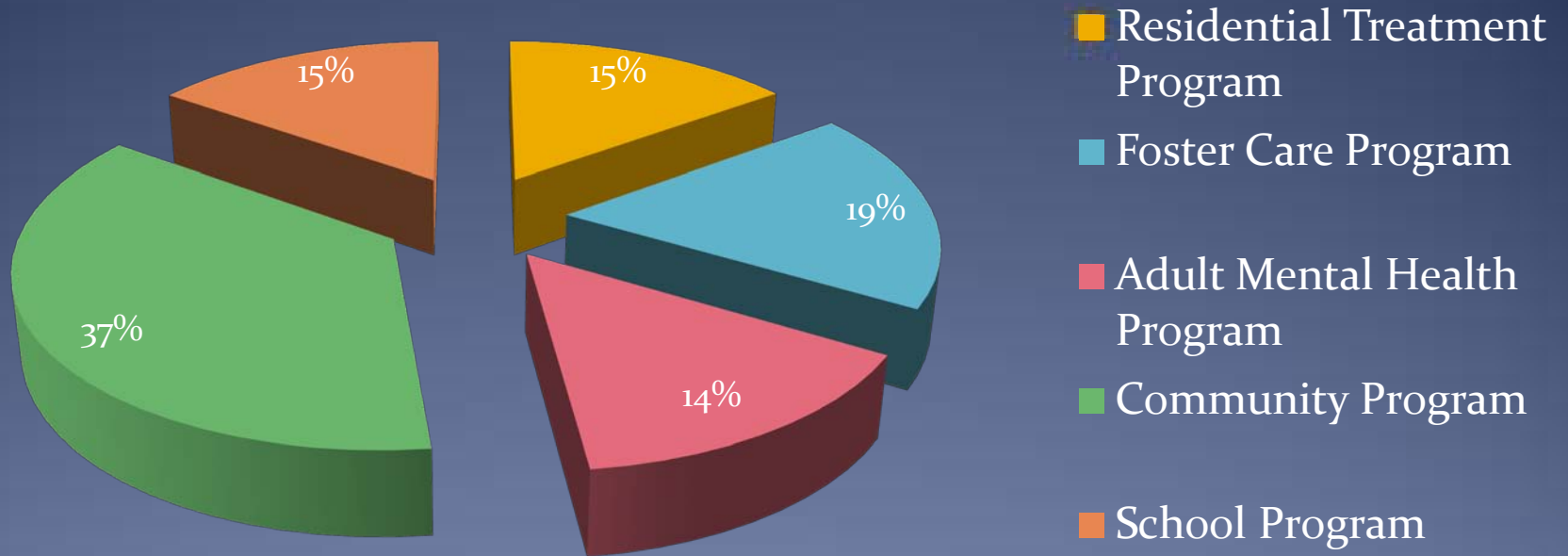
- **Is an accredited agency which provides services to:**
 - **Children**
 - **Adolescents**
 - **Adults and families**
 - **with developmental disabilities, emotional and/or psychological/psychiatric disorders.**
- **Clients are referred by:**
 - **Provincial and Territorial Health and Social Services;**
 - **Educational and Children Services Authorities.**

We assist individuals and families with developing the skills and accessing the supports necessary to function effectively and independently within their community.

This is achieved through the provision of:

- individualized support
- training
- counselling
- cultural support
- foster care
- education
- treatment and group care services.

CLIENTS SERVED



CLIENTS SERVED

Residential Treatment Program	67
Foster Care Program	83
Adult Mental Health Program	65
Community Program	164
School Program	68
Total	447

Our Programs:

- **Fetal Alcohol Spectrum Disorder (FASD)**
 - Homeless Prevention
 - Corrections to Community
 - Treatment (2)
- **Intensive Treatment Program (2)**
- **Sexual Issues Program**
- **Treatment Based**
- **Community Based Programs (3)**
- **Family Shelter Foster Care**
- **Adult Mental Health Program (3)**
- **Designated Special Education Schools (3)**
- **Animal Assisted Therapy (CHIMO)**
- **Child Youth Support Services**

Impetus for Change

- In the fall/winter of 2008 -2009 there had been much conversation about Children and Family Services moving to an outcomes based service model, in regards to working with children and youth.
- Find a system that would allow us to track the outcomes for the children/youth/adults that we work with.
- Spring 2009 – Agency events led to critical decision...
- Previous database (HOMES) was going away

Implementation Timeline (6 months from contract Execution)

Engaged with
Social
Solutions
Spring 2009

Contract
Execution
October 2009

Requirements
Documented
December
2009

Blueprint
Completed/
Approved
Feb 2010

Configuration
/
Testing
March 2010

Go
live/Training
April 1, 2010

Quality Improvement Coordinator Task:

- Find a Software Solution to support this model
- Many program types which are required to produce **outcomes**
- Made contact with many Data Collection Organizations
 - Social Solutions was the first organization that was willing to engage in conversation and were very quick with response time in answering my questions.
 - We liked the fact that we could use ETO to customize to the needs of each of our programs.

“They were very engaged with seeing what they could do to meet our needs as an organization.”

Implementation Lessons Learned

- The team chosen to review system and process requirements is critical.
 - This step is the basis for the ETO Blueprint.
- Need a group that works well together
- People who know the agency/programs
- People who are willing to challenge one another

“There needs to be some challenging questions asked and decisions made.”

- Typical Project team includes:
 - Executive Sponsor
 - Project Manager
 - Subject Matter Experts (Program Managers)
 - ETO Administrator

Unanticipated Changes

“Within our agency there was a huge cultural change and thought process in the way in which we were doing things.”

For Example:

1. Staff responsibility for Work
2. Accountability
3. Going “paperless”
4. Fear of what the data will show/mean?

Shift in Accountability

Historically:

Our information for the children/youth/adults that we work with was evaluated on what they were doing to be successful to get where they wanted to be.

Now:

- What are staff doing?
- How much time is spent helping the children/youth/adult to be successful in achieving their goals?
- Staff accountability for what they are doing
- Showing what is working or what is not working with specific children/youth/adults

Value Added to the Agency

ETO has helped the agency to foster an environment where people on many different levels are able to ensure that information is accurate and updated.

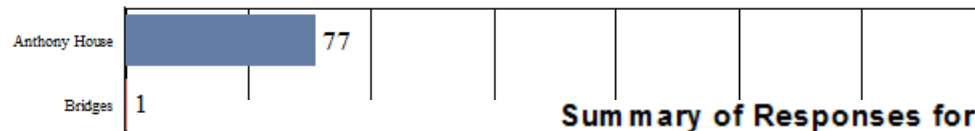
It has allowed for immediate review of critical incidents, to ensure that trends and situations are able to be monitored more closely.

Example: Critical Incident Reports

Summary of Responses for Critical Incident Report

Location of Incident

Defined Text /Non-Exclusive Review:	Number of Responses in Assessment:	1,407
	Number of Responses represented in graph:	1,407
	Percent of Responses represented in graph:	100.00%

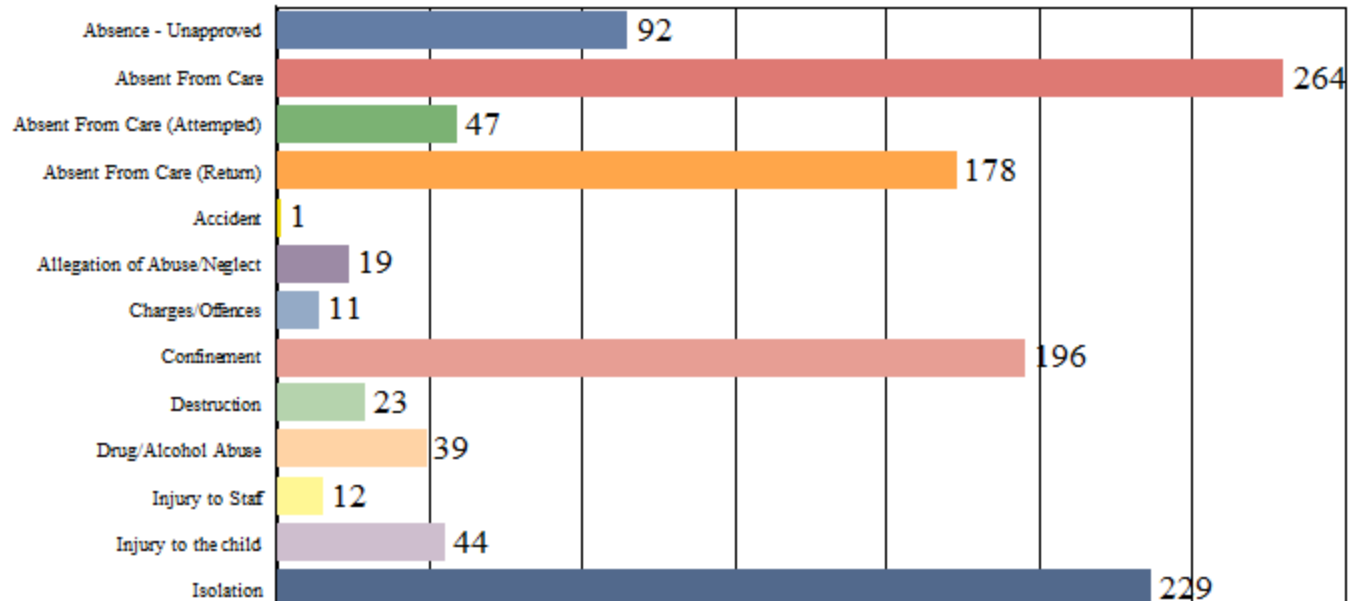


Summary of Responses for Critical Incident Report

Reasons For Writing the Critical Incident Report

Defined Text /Non-Exclusive Review:	Number of Responses in Assessment:	1,407
	Number of Responses represented in graph:	1,405
	Percent of Responses represented in graph:	99.86%

- Community Student- Thomas More Academy
- Community Student-Columbus Academy
- Community Student-Phoenix Academy
- Doreen Johnson
- Dream Catcher
- McGivney
- Meridian



Value Added to the Agency

- ETO has enabled the agency to go almost paperless.
- By allowing us to sign reports on-line, we now have the ability for all reports to be emailed directly to the service providers.

The screenshot displays the ETO SOFTWARE web application interface. At the top left is the logo "ETOSoftware®". Below it, a welcome message reads "Welcome Generic Staff - Bosco Homes:()". To the right of the welcome message is a dropdown menu set to "School (Columbus)" and a "Go" button. Below the welcome message is a navigation bar with buttons for "New", "Quick Search", "To Do List", "Messages (New)", "My Favorites", and "My Dashboard". Below the navigation bar is a search bar with the text "Enter Search Term(s)" and a "Search" button. To the right of the search bar are two dropdown menus: "within Participant" and "in School (Columbus)". Below the search bar is a section titled "Take Assessment For Bird, Riel". Under this section is a label "Select Assessment :" followed by a dropdown menu. The dropdown menu is open, showing a list of assessment options: "--Select--", "--Select--", Archives Form, Client Handbook Signature Page, Critical Incident Report, School Behavioural Checklist Anecdotal Records, School Case Conference Report Form, School Funding Assessment, School Individual Program Plan, School Psychiatric Referral Form, School Report Card, School Student Monitoring Form, and School Supplementary Intake Assessment.

Value Added to the Agency

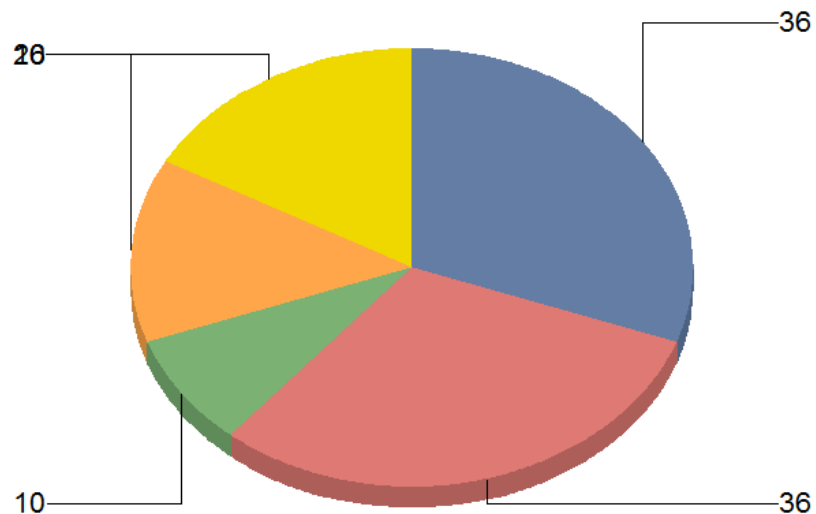
- Enables us to better meet the needs of the families that we serve.

- Section: Please ensure to re rate the
- Extreme Defiance
- Suicide Risk
- Self Harm
- Sexual Predatory Behaviour
- Alcohol or Drug Abuse
- Requires Safety Plan
- Running Away
- Lacks Problem Solving Skills
- Social Skills Deficits
- Grief, Separation, Loss
- Gender Identity Issues
- Boundary Issues
- Family Conflict
- Multiple Placements
- Mental Health Issues
- Low Self-Self Esteem
- Child Sexual Abuse Suspected
- Physical Aggression Towards Other
- Verbal Aggression Towards Others
- Depression
- Truancy From School

Summary of Responses for Needs Assessment

Extreme Defiance

Defined Text /Non-Exclusive Review:	Number of Responses in Assessment:	124
	Number of Responses represented in graph:	118
	Percent of Responses represented in graph:	95.16%



Major	30.5%
Minor	30.5%
Mostly Not	8.5%
No Issue	13.6%
Priority	16.9%
Total:	100.0%

Needs Assessment

Value Added to the Agency

- Identify and track effective and meaningful interventions with our clients in a more timely manner.



The screenshot displays a software interface for "Bosco Homes Intensive Treatment (TTC)". The interface is divided into several sections:

- Header:** On the left, there is a small image of a child's face with the text "Give A Kid A Chance" below it. To the right of the image, the text "Bosco Homes" is displayed in a large, bold, serif font. Further to the right, the text "Intensive Treatment (TTC)" is displayed in a large, bold, sans-serif font.
- Main Content Area:** A light blue rectangular area containing a numbered list of six items:
 1. Child's Information (View or Edit)
 2. Assessment (Fill out)
 3. Service Plan (Create or Edit)
 4. Track Your Efforts (Single Child)
 5. Track Your Efforts (Multiple Children)
 6. Record a Survey
- Footer:** A dark blue horizontal bar at the bottom containing four buttons with white text: "To Do List", "Review My Efforts", "Review Child's Efforts", and "Help".

At the bottom left of the screenshot, the URL secure.etosoftware.ca/ProgramServices.asp is visible.

Value Added to the Agency

- Identify and track effective and meaningful interventions with our clients in a more timely manner.

Services for * TTC (Intensive Treatment)

between 01/01/2011 and 03/02/2011

<i>Outcome Name</i>	<i>Current Outcome Value</i>	<i>Last Recorded Date</i>	<i>Number Of Efforts</i>	<i>Time Spent</i>
2- Display a Decrease in Sexually Inappropriate Behaviours	No	02/17/2011	32	00:20
2- Show Decrease in BOTH Verbal and Physically Aggressive Behaviours	Yes	02/17/2011	32	08:25
4- Increased Ability to Identify to Staff Feeling Grief/Loss Emotions	No	02/17/2011	32	01:45
Activities Attended	Outing	02/19/2011	18	19:05
Case Note	Yes	02/20/2011	126	00:00
Group Attendance	No Participation	02/17/2011	20	13:45
Occupancy PM	Residence	02/20/2011	53	00:00
Track Program Process	Services	01/09/2011	3	00:00

Number of Outcomes: 8

Number of Efforts: 316

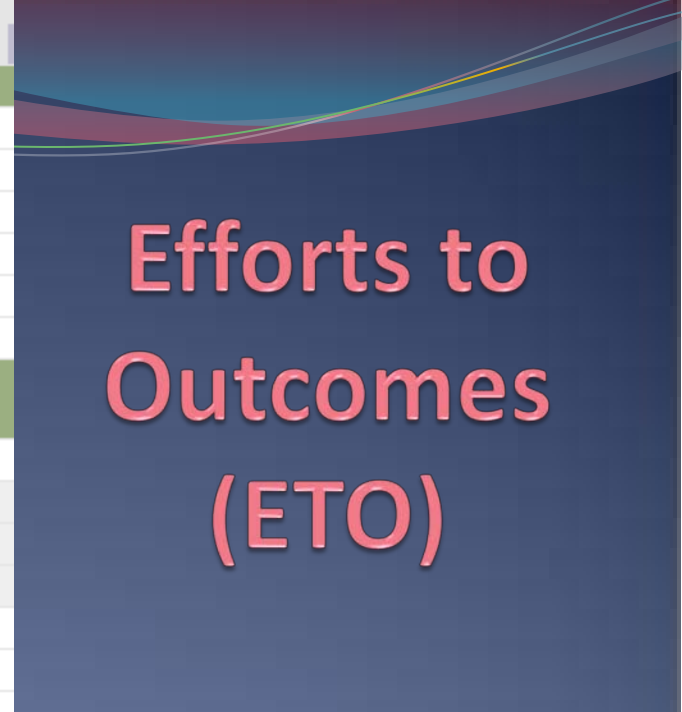
Total Time spent on Participant: 43:20

Participant Information

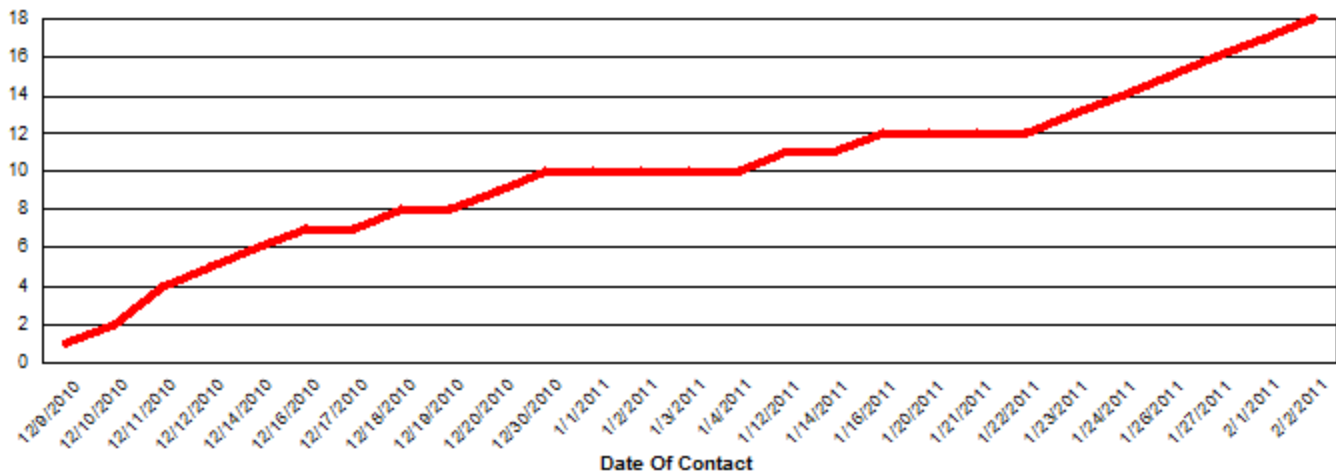
Participant:	[REDACTED]
Case Number:	10652
Site:	Bosco Homes
Period:	23/2/2009 - 2/3/2011
Program(s):	* TTC (Intensive Treatment) , Intake (GroupCare)

Overall Statistics

Number of Point of Service Elements:	8
Number of Efforts:	434
Total Time Spent (hh:mm):	68:23
Attendance:	0
Total Events Attended:	0
Total Events Scheduled:	0
Total Time Spent (hh:mm) (If applicable):	0
Attendance %:	N
Employment Placements:	0
Education Placements:	0
Attached Processes:	0
Referrals:	0
Total Time Spent on Referrals (hh:mm):	0
Assessments:	1



7- Demonstrate Appropriate Boundaries w/Family and Peers



Total Number of Efforts: 28

Total Time Spent: 3h20m

Program Example: Special Education Schools

- Category 1 Private, Designated Special Education Schools
 - Students aged 5 to 17 with behavioral and learning difficulties.
- Goal: To prepare students for successful reintegration into community schools.
- Staff are highly trained professional teachers and educational assistants, offering a student to staff ratio of approx. 3 to 1.



Enter Search Term(s) within in



Columbus Academy

[To Do List](#)

[Review My Efforts](#)

[Edit My Efforts](#)

[Review Participant Efforts](#)

Bosco Homes
6770-129 Avenue
Edmonton AB T5C 1V7
P 780.440.0708
F 780.440.0760
Email:
abh_admin@boscohomes.ca

- [View/Edit Student's Information](#)
- [Fill out Forms for a Student](#)
- [Track Your Efforts with a Single Student](#)
- [Take Daily Attendance for Multiple Students](#)
- [Record a Survey](#)

Services for School (Columbus)

between 01/01/2011 and 03/02/2011

Outcome Name	Current Outcome Value	Last Recorded Date	Number Of Efforts	Time Spent
Academic Goal Progress	On-Going	03/02/2011	31	04:04
Behavioral Goal Progress	On-Going	03/02/2011	31	05:53
Classroom Observation	Yes	03/02/2011	40	00:00
Daily School Attendance AM	Absent	03/01/2011	39	00:39
Daily School Attendance PM	Absent	03/01/2011	37	00:37
Track Program Process	Services	02/28/2011	6	00:00

Number of Outcomes: 6
 Number of Efforts: 184
 Total Time spent on Participant: 11:13

Details for [Redacted] And Behavioral Goal Progress

Value Assigned	Contact Date	Contact Location	Time Spent (min)
1. Improving Notes: Behavior Goal: By March 2011, Riel will consistently comply with school requests and expectations resulting in Riel following direction on the first cue on 3 out of 5 times a day during a three week period. NOTES: Riel followed directions and cues well today. He was quite independent in the afternoon, getting started without cues. Academic Goal: By March 2011 Riel will be able to use full sentences in assignments in 2 out of 5 over a two week period.	01/04/2011	Columbus Academy	10
2. Improving Notes: Behavior Goal: By March 2011, Riel will consistently comply with school requests and expectations resulting in Riel following direction on the first cue on 3 out of 5 times a day during a three week period. NOTES: Riel was very distracted today and did not follow through with staff requests to work on assignments	01/05/2011	Columbus Academy	10
3. On-Going Notes: Behavior Goal: By March 2011, Riel will consistently comply with school requests and expectations resulting in Riel following direction on the first cue on 3 out of 5 times a day during a three week period. NOTES: Riel was very distracted today and did not follow through with staff requests to work on assignments. He was required to stay back for some time before gym to make up wasted time this am. Academic Goal: By March 2011 Riel will be able to use full sentences in assignments in 2 out of 5 over a two week period. NOTES: Riel did a good job in using full sentences today although very simple in structure.	01/06/2011	Columbus Academy	20
4. Improving Notes: Behavior Goal: By March 2011, Riel will consistently comply with school requests and expectations resulting in Riel following direction on the first cue on 3 out of 5 times a day during a three week period. NOTES: Riel had a good day today and seemed alert and focused today. He had no problem with transitions. Academic Goal: By March 2011 Riel will be able to use full sentences in assignments in 2 out of 5 over a two week period. NOTES:	01/07/2011	Columbus Academy	5
5. On-Going Notes:	01/10/2011	Columbus Academy	5

Welcome Generic Staff - Bosco Homes:()

Enter Search Term(s) within in

Record Participant Effort

Point of Service Information

Participant:	<input type="text" value=""/>
Point of Service / Activity:	School Goals Progress
* Contact Location / Method:	<input type="text" value="--Select Location / Method--"/>
Date of Last Contact:	Recorded on 02/03/2011 2:23:27 PM Mountain Standard Time
* Date of Contact:	<input type="text" value="02/03/2011"/> <input type="button" value="Calendar"/> <input type="button" value="Help"/>
Date of Next Contact:	<input type="text" value=""/> <input type="button" value="Calendar"/>

Academic Goal Progress

* Time Spent:	<input type="text" value=""/>
* Value:	<input type="text" value="On-Going"/> <input type="button" value="Dropdown"/> A value of "On-Going" was recorded for 02/03/2011.

Behavioral Goal Progress

* Time Spent:	<input type="text" value=""/>
* Value:	<input type="text" value="On-Going"/> <input type="button" value="Dropdown"/> as recorded for 02/03/2011.

School Goals Progress Notes

Notes:

- On-Going
- Select--
- Goal Not Addressed
- Goals Achieved
- On-Going
- Improving
- Goal Not Achieved

Report Card/Goal Assessments

Please Choose a Long Term Goal1:

- Behaviour: To Exhibit self-Control and Cooperation in the Classroom and School Activities
- Career: To Identify and Explore a Variety of Career Opportunities
- ESL: To increase Proficiency in Oral and Written English Language Skill
- Gifted and Talented: To Develop Creative Thinking Skills and Abilities Through Challenging Learning Experiences
- Mathematics: To Develop Skills to Increase Mathematical Competencies
- Reading: To Improve reading and Comprehension of Appropriate Written Materials
- Self Esteem: To Build Confidence and Self Esteem
- Thinking Skills: To Improve Cognitive Processing Skills
- Writing: To Improve Written Communication Skills
- Writing: To Develop and Increase Vocabulary and Language Concepts
- Work Habits: To Develop Organization, Study, Homework, and Time Management Skills

Progress Review of Long Term Goal:

- Achieved
- Improved
- On Going
- Not Achieved
- New Goal

Short Term Objective 1

	Short Term Objective(s)	Learning Strategies
	Short Term Objective(s)	Learning Strategies
Short Term Objective (s)		

Questions?

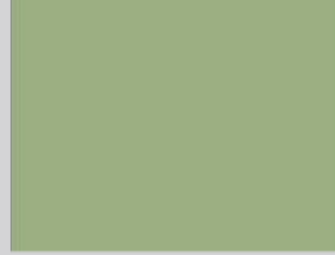
Blair Croft

**Quality Improvement Coordinator
Bosco Homes**

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Please Join Us:

- Innovative Practices for Youth and Workforce Development with Los Angeles Conservation Corps
- March 31, 2011
- 3pm EST