

FY 2003
MARYLAND
PROMOTING SAFE AND STABLE FAMILIES
EVALUATION MANUAL

FY 2004



PROMOTING SAFE AND STABLE FAMILIES

EVALUATION MANUAL

FY 2004

EVALUATION TECHNICAL ASSISTANCE WORKSHOP
NOVEMBER 19, 2003

KELLY L HYDE, Ph.D
ACCOUNTABILITY SOLUTIONS, INC.
602.482.9745/41.598.2913
klhyde@juno.com

CHILD WELFARE GOALS/RESULTS/OUTCOMES

A. Goals of the Promoting Safe and Stable Families Program

The basic purposes of publicly-supported child and family services are:

- To assure safety for all children
- To assure permanent, nurturing homes for children
- To enhance the well-being of children and their families

B. Goals of the Family Preservation and Family Support Services Program

The Family Preservation and Family Support Services intends to:

- Alleviate family crisis that might lead to out-of-home placement
- Maintain the safety of children in their own homes
- Support families preparing to reunify or adopt; and Assist families in obtaining services and other supports necessary to address their multiple needs in a culturally sensitive manner

C. DHR CHILD WELFARE OUTCOMES FOR 2002-2004

1. At least 80% of children leaving foster/kinship care annually are returned to or placed in a permanent home.
2. At least 900 adoptions of children placed by the Department are finalized annually.
3. At least 92% of children remain with their families at least one year after receiving in-home family services from the Department that are designed to keep the family intact.
4. At least 65% of the children exiting foster/kinship care to reunification do so within 12 months.
5. At least 32% of children exiting foster/kinship care through adoption do so within 24 months.
6. No more than 8.6% of foster/kinship care re-entries are re-entries within 12 months of a prior episode.
7. At least 95% of families provide a safe home for their children during the time in-home family services are being provided by the Department.
8. At least 92% of families provide a safe home for their children within one year after in-home family services are provided by the Department.
9. No more than 0.4% of children in foster/kinship care will be abused or neglected by their foster parent or kinship caregiver.
10. At least 90% of children legally committed to the Department live in a family setting.

D. Federal Child Welfare Performance Measures for States

The federal government has established six performance measures for states. In 2004, Maryland will be reviewed by federal auditors for progress on achieving these standards.

1. No more than 6.1% of children will have a substantiated recurrence of abuse or neglect within six months.
2. No more than 0.6% of children in foster care* will be abused or neglected by their substitute caregiver.
3. No more than 8.6% of children entering foster care will be re-entries within 12 months of a previous episode.
4. At least 86.7% of children in foster care will have no more than 2 placements within one year.
5. At least 76.2% of children leaving foster care to reunification will do so within 12 months of entry.
6. At least 32% of children leaving foster care to adoption will do so within 24 months.

* The federal definition of foster care includes children placed with relatives.

EVALUATION TECHNICAL ASSISTANCE

Overview

The federally funded PSSF initiative requires that states use a portion of the allotted funds for the purposes of research, evaluation and technical assistance to identify and build on programs that work. The University of Maryland-School of Social Work Evaluation Technical Assistance Team, to include Kelly L. Hyde, Ph.D., Holly Matto, Ph.D., Susan Zuravin, Ph.D., Jodi Jacobson, MSW, Anlee Olson, BA, will continue to offer technical assistance and training in the areas of strategic evaluation planning, program evaluation and research development to all PSSF grant recipients in the state of Maryland.

The evaluation technical assistance will follow the guiding principles of the results-based accountability framework. This framework is consistent with the framework that has been utilized since 1995 to successfully provide evaluation technical assistance and evaluate the best practice efforts of the Maryland PSSF Initiative. It is also the same framework endorsed and used as a platform for evaluation by the Local Management Boards, the intended recipients of the grant funds.

The technical assistance will be designed to assure that the PSSF grant recipients meet all evaluation guidelines as requested by the Department of Human Resources (DHR). In addition, the Local Management Boards will be invited to become an active partner in all PSSF evaluation technical assistance efforts to assure that evaluation technical assistance opportunities are **pertinent** and **of maximum value**, while **minimizing the chance of duplication of efforts**.

PSSF Evaluation Technical Assistance Team

Kelly L. Hyde, Ph.D. (Lead Consultant)
University of Maryland Baltimore and
Accountability Solutions, Inc.
14410 North 10th St.
Phoenix, AZ 85022
klhyde@juno.com
phone-410.598.2913/602.482.9745
fax-480.349.0255

Jodi Jacobson, MSW, Doctoral Student
UMB-School of Social Work
525 W. Redwood St
Baltimore, MD 21201
jacobson.jodi@verison.net

Holly Matto, Ph.D.
University of Maryland Baltimore,
Virginia Commonwealth University and
Accountability Solutions, Inc.
5702 Wyngate Dr.
Bethesda, MD 20817
hmatto@mail1.vcu.edu
phone-703-823-4117/301.897.3157

Anlee Olson, BA
University of Maryland Baltimore and
Accountability Solutions, Inc.
106 Magnolia Lane
Annapolis, MD 21403
anleeolson@yahoo.com
phone-443.223.4613/410.268.0961
fax-410.263.1150

Susan Zuravin, Ph.D.
University of Maryland Baltimore and
Accountability Solutions, Inc.
School of Social Work
525 W. Redwood St.
Baltimore, MD 21201
szuravin@ssw.umaryland.edu
phone-410.706.3608

The Evaluation Technical Assistance Team will provide a full array of technical assistance and training services that may include the following:

PSSF Evaluation and Training Overview Meeting(s)

A half day meeting will be held with all selected grant recipients within the first 60 days of the grant period to review evaluation requirements, PSSF results, DHR results, evaluation expectations and quarterly reporting format. In addition, this time will also be used to brainstorm on evaluation related areas of training that the groups feels would be of benefit.

Strategic Evaluation Planning

Strategic evaluation planning will be conducted with each grant recipient for the purposes of developing a results-based evaluation plan for their respective PSSF initiative. During this process, the recipients will be led through a strategic evaluation planning process following the methodology of results-based accountability.

The results-based accountability planning process is one in which the stakeholder(s) involved are encouraged to define the end or result(s) they wish to achieve and indicators of success of the defined results. This process will also include planning relative to selection of program and/or social indicators, measurement instrument selection, data collection strategies and methodology, and data analysis.

Each grant recipient will be encouraged to participate in the strategic evaluation planning process within the first quarter of the grant award.

Jurisdictions choosing not to participate in the strategic evaluation planning process must demonstrate that they have a plausible evaluation plan for their PSSF initiative, and the resources and skills necessary to carry out the plan.

PSSF Evaluation Contract and Matrix Development

As an outcome of the strategic evaluation planning process, all jurisdictions will completion a PSSF evaluation matrix which will serve as an informal agreement between the grant recipients, DHR, and the Evaluation TA Team. The purpose of the agreement is to document the evaluation plans of the initiative and their intended process for completion of the plan.

At the time of the evaluation plan development an informal contract will also be developed between the grant recipient and the Evaluation TA Team. This contract will outline the perceived TA needs of the recipient with respect to meeting their evaluation contract requirements. This contract will be signed off by all parties involved.

Every six months all three documents will be reviewed by the grant recipient and TA Team, with amendments made as necessary. A copy of the grant recipient's evaluation contract, evaluation matrix and evaluation TA agreement will be submitted to DHR within the first 6 months of the first grant year, and within 30 days of any changes.

PSSF Evaluation Plan Implementation

Once the evaluation contract has been established, all grant recipients will be responsible for plan implementation. The Evaluation TA team will be available to assist with the implementation of the evaluation plan through on-site technical assistance, training, workshop activities, and regular phone contact with the grant recipients.

Applied Evaluation TA

Each grant recipient will receive 4 TA site visits. These site visits will be made on dates agreed upon by the TA Team and the grant recipient

If a jurisdiction does not desire applied evaluation TA assistance, regular site visit will be made by the evaluation TA team for the purposes of monitoring evaluation activities.

Potential site based TA Activities include:

- a. Measurement instrument selection
- b. Measurement instrument training
- c. Data base development
- d. Data base user training
- e. Data analysis training
- f. Applied data analysis assistance
- g. Report/presentation writing training
- h. Applied report/presentation writing training
- i. Assistance in the development, implementation and follow-up of longitudinal evaluation

Evaluation “Special Topics” Training and Workshop Series

Twelve ½ day workshops will be held each grant year. The workshops will feature evaluation related “Special Topics”. These topics will be selected in advance by the grant recipients and Evaluation TA team (see PSSF Evaluation and Training Overview Meetings above).

Training topics will be submitted to DHR/SSA within 30 days following the PSSF Evaluation and Training Overview Meeting. Trainings will be held at locations convenient to the grant recipients. When possible (and applicable), refreshments and lunch will be provided to the Workshop registrants.

Potential workshop topics may include:

- How to Select Appropriate Measures to Evaluate the Effectiveness of Your PSSF Initiative
- Presentations on the Use of Specific Assessment Instruments
- How to Effectively Train Vendors in the Use of Measurement Instruments
- Knowing What Data Analysis Techniques to Use to Maximize Your Data Output
- Using Evaluation Data as a Marketing Tool
- Using Evaluation Data to Drive Decision Making
- Presentation Techniques for the Purposes of Maximizing Data Impact

PSSF Quarterly Report Review

Four times a year, the Evaluation TA team will participate in meetings with the Helene Hornum (DHR Staff to Promoting Safe and Stable Families, Rosalie Street, Program Consultant and Harriet Goldman, Program Consultant, to review the Quarterly reports submitted by the grant recipients.

These meeting will take place within 30 days of the quarterly report deadline dates. Individual feedback letters will be drafted to each PSSF sites that will include program and evaluation feedback and concerns of DHR and the PSSF Technical Assistance team. The letters will be sent to PSSF sites/jurisdictions within 30 days of the Quarterly Report Review meetings.

PSSF QUARTERLY REPORTS

PSSF sites/jurisdictions are responsible for demonstrating the effectiveness of the programs and strategies they are trying to implement. In order to assess each sites progress, quarterly reports are to be submitted on the following dates:

First Quarterly Report- Third Friday in January 2004

Second Quarterly Report- Third Friday in April, 2004

Third Quarterly Report- Third Friday in July, 2004

Fourth Quarterly Report- Third Friday in October, 2004

The quarterly reports are to be prepared with knowledge and data gleaned from the evaluation plans that have been put in place. The quarterly reports must contain the following information:

- Program Description
- Program Highlights
- Community Partnerships and Interagency Collaboration
- Issues and Concerns
- Evaluation Matrix
- Individual child/family demographics
- PSSF/DHR data analysis
- Child/Family Vignettes

QUARTERLY REPORT COMPONENTS

Program Description(s)

The program description component of the report should include a description of the program or program being offered, the vendor agency providing the service, the location of service delivery and the target population being served.

Example of Program Description:

The STEP program is one component of the Partnership's activities to promote safe, healthy and stable Wicomico families. The sub-result of the parenting education effort is that parents have the necessary skills to raise healthy children.

The STEP program is a free seven-week parent education group study course, which meets once per week for approximately two hours. The curriculum covers a variety of general topics (encouragement, misbehavior, discipline, communication, mutual respect, cooperation and self-esteem) taught in the philosophical context of "Adlerian Psychology".

The Partnership's "Parenting Coordinator", schedules the sessions at selected hosts sites throughout the county. The host organizations are required to sign a "Mini" contract with the Partnership obligating them to provide the space and support needed to conduct the sessions. The hosts are encouraged to provide refreshments and baby-sitting, but it is not a requirement of the contract.

STEP facilitators are insured and licensed mental health professionals or agencies from the community. The Partnership enters into a contract with each facilitator or agency to conduct a set number of sessions each year. The Parenting Coordinator then matches facilitators with host sites throughout the year. The facilitators are also chosen based on desire to participate in the program, experience, flexibility, and apparent ability to work with a variety of populations, including families in crisis or at risk.

Quarterly Highlights

The quarterly highlights section of the report should include an overview of the activities of the program in the previous quarter. The highlights section can include an update of the program, or any particularly relevant information about the program that has developed over the last 90 day period.

Example: Program Highlights

This quarter saw the conclusion of the after-school youth development portion of the program, a second offering of parent education classes, and preparations for the summer program. Windows serves families of fourth and fifth grade students at Dr. Mudd Elementary School, most of who live in the Gallery Place neighborhood (an apartment complex with a large number of subsidized apartments, in the county's high-crime "Hot Spot").

Typical activities included a weekly guest speaker (police officers and health/safety speakers, for example), daily homework lab, and tutoring and psychosocial activities four times a week. Examples of the psychosocial activities have included substance abuse prevention education, as well as activities promoting self-awareness and self-esteem. Organized sports are provided daily, and a daily snack is provided by the Board of Education. In this quarter, children participated in special programs for Martin Luther King Day, Presidents' Day, and Easter. The program reports (and NCFAS and YDA data corroborates) that child behavior has improved as a result of the program.

The program remains unique in combining youth development programming with parent education. Parent education is provided using the Catholic Charities/Boystown Effective Parenting curriculum. The program experienced a poor turnout for parenting classes offered in the second quarter. Staff attributes the poor attendance to parents with a history of low academic achievement being intimidated by the idea of parenting "classes". The program reports that attendance improved with the second offering, as the classes were re-framed as parenting "meetings." Despite an evening schedule of classes held at the Gallery Place apartment, some parents' work schedules interfered with attendance at the meetings.

Community Partnerships and Interagency Collaboration

This component of the report gives the PSSF site a chance to describe any/all community partnerships and collaborative efforts that have impacted and/or enhanced the program's effectiveness.

Example: Community Partnerships and Interagency Collaboration

The PSSF program works collaboratively on funding and service programs with the March of Dimes. For three years, the PSSF program received a local chapter grant to provide the Stork's Nest program. The Stork's Nest program is a prenatal education program that consists of seven education sessions and incentives for obtaining prenatal care. Participants earn points by attending prenatal appointments, stopping smoking, attending classes, bringing support people like fathers and relatives to the classes, and completing early well-baby visits. These points can then be used to "shop" in the Stork's "nest" for items like: diapers, wipes, bottles, infant clothes, and bassinets.

The local March of Dimes receives referrals from the doctors then the Outreach Specialist personally contacts all referrals to invite them to the classes. Both the PSSF program and the March of Dimes obtain items to stock the "nest" through both purchases and donations. As part of the collaboration the PSSF program staff chooses to participate the March of Dimes "Walkathon" and "Blue Jeans for Babies." Finally, PSSF staff also participates in the March of Dimes prenatal health committee and shares public relations responsibility for folic acid awareness.

Issues and Concerns

The issues and concerns provide the PSSF site the opportunity to share any information of concern that may be inhibiting or limiting their ability to be optimally effective in their service delivery.

Example: Issues and Concerns

Example A

-One lingering problem for the program has been lack of a consistently adequate meeting space at Dr. Mudd Elementary School. Catholic Charities operates administrative activities, parent education classes, and the summer program in an apartment at Gallery Place donated by the property managers. The program is exploring the feasibility of holding the after-school program in the Gallery Place apartment to lessen the over-flow noise and overcrowding from other after-school programs.

Example B

-One issue area of service delivery that needs further improvement is the Family Support Plan process (FSP - also called an IFSP). The FSP is a process of goal setting and service planning with the family. Although the FSP has been used with families since the program began, the FSP process was very challenging for families and workers alike.

In May of 2001, the PSSF program revised the entire process including forms. A June 2001 training focused on learning the forms and practicing the introduction, completion, and encouragement of the process with the families. Since that time nearly all families have timely completion of the FSPs, but challenges remain. Some of the goals are still unrealistic, the home visitors still struggle with the getting families to set goals, and the required reviews are not always completed. The Program Manager and Clinical Supervisor are currently working on ways to further refine the process.

Evaluation Matrix

The evaluation matrix is essentially a copy of the PSSF site’s evaluation plan written out in a matrix format to include a definition of the program result(s), program indicator(s), program measures and the program demographics to be collected. The matrix should serve as the “blueprint” of the evaluation that the PSSF is conducting.

Example: Evaluation Matrix

EVALUATION MATRIX

SSF RESULT	PROGRAM INDICATORS	PROGRAM MEASURES	PROGRAM STRATEGY	DEMOGRAPHICS
Children are safe in their home and community.	<p>82% of participants will increase effective parenting knowledge and skills.</p> <p>95% of families will not have a child abuse report or re-occurrence during the program</p> <p>85% of families will not have a CPS report or reoccurrence within 1 year of the start of the STEP program</p>	<p>STEP Pre & Post Surveys</p> <p>CPS/LMB child abuse and neglect occurrence data</p>	<p>1. Conduct 24 Free STEP classes in one year.</p> <ul style="list-style-type: none"> ▪ Three STEP curriculums offered: Early Childhood STEP, STEP and STEP/Teen. ▪ At least 6 intervention classes. (STEP Teen) ▪ At least 6 prevention classes. (Early Childhood and STEP) ▪ All other classes conducted on community/participant need basis. 	<p>-Age</p> <p>-Gender</p> <p>-Race</p> <p>-Number of Children and Age of Children</p> <p>-Household Income/SES status</p> <p>-Level of Education</p> <p>-Previous child protective services involvement</p> <p>-Current child protective services involvement</p> <p>-Previous out of home placement</p> <p>-Current out of home placement</p>

Required Child and Family Demographics

Individual child and family demographics of each program enrollee must be submitted to the Evaluation TA each quarter. Aggregate demographics are expected to be included in the data analysis component of the report (see next section).

As a part of Federal/DHR requirements, the TA Team will be responsible for putting together a composite picture of the children and families served statewide by PSSF funds. Therefore, demographics must be documented by individual child and/or family. Demographic information to be collected includes:

- program id
- client/family id
- reporting quarter
- date of program entry
- date of program exit
- age
- dob
- pregnancy status
- gender
- race
- household size
- number of children
- age of children (8)
- family composition
- former CPS involvement
- current CPS involvement
- former out-of-home placement of a child
- current out-of-home placement of a child
- case disposition

This data can be given to the TA team in one of three forms: data entry in EXCEL, ACCESS or SPSS.

Appendix A also includes a copy of variable labels and coding information so that a jurisdiction can adequately prepare their database in EXCEL, ACCESS or SPSS. If the jurisdiction chooses to enter and store their own data, it is important that the assigned variable labels are used. Please make sure all variables are stored as either numeric or date variables.

Data Analysis

The data analysis section of the report should provide a demonstration of the progress of the program toward meeting the defined program indicators. Data can be presented in terms of frequencies, descriptive statistics, means testing, graphs and charts.

Example: Data Analysis

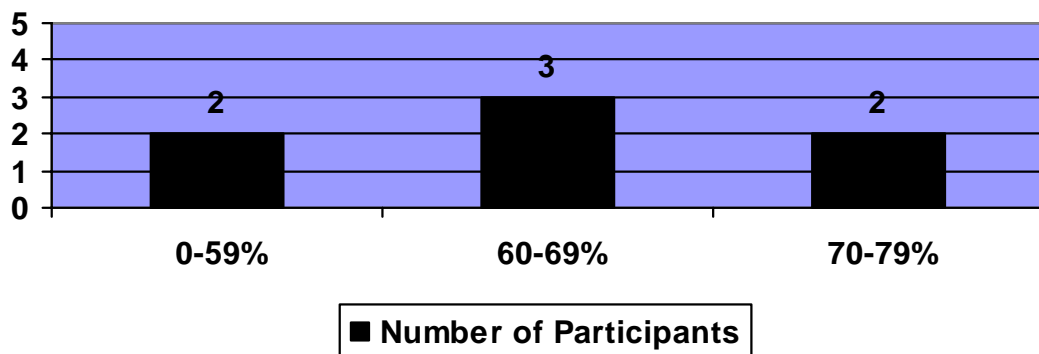
The typical student receiving Chicago Public Schools Wraparound services was a 15 year old, eighth grade, African American male. The student was a regular education student, performing in the 60-69% academic performance range. At the time of referral, the student was in an alternative education placement and in transition back to the Chicago Public School system.

The student was most likely referred by his Case Manager, Therapist, Principal or Assistant Principle for reasons related to emotional/social needs and academic difficulties. At the time of referral, the student was reported to have poor social skills and exhibiting aggressive, impulsive and/or defiant behavior. Wraparound services requested for this student were likely to include counseling, anger management, and some form of structured, pro-social recreational activity.

On the average, the student had received Wraparound services for only 4 weeks from the start of the program to the end of the academic year. This was primarily related to the referral of the student for Wraparound services late in the 2001/2002 school year. From the time of referral to the end of the 2002 academic year, the student had an average of 2.5 team meetings, with 3-4 participants in attendance, including themselves. These team meetings generally resulted in the establishment of two to three issues in need of strategies for resolution. Due to the limited time the student was enrolled in Wraparound services, complete data in resolution of these issues were unavailable.

While the seven students referred for Wraparound services all presented with their own unique set or needs and issues, a summary of the reasons for referral revealed that emotional and/or social related issues were an area of concern for all seven students. Secondly, students were also referred due to academic difficulty, with the average Wraparound student academic performance falling between 60 and 69%. Other reasons for referral included legal involvement, psychiatric issues, gang involvement, drug and alcohol issues, housing issues and previous sexual abuse issues.

Academic Performance of 2002 Chicago Wrap Participants



Vignettes

The vignette section should contain a story about the success of a child, family program or system that has been impacted by the PSSF.

Example: Vignette

This vignette is about a family who is enrolled in our program. This particular family is a young mom who had her three children taken away and who was pregnant with her fourth child. The Mother of the Baby (MOB) was very down and didn't know what to do to get her children back. The Family Support Worker (FSW) helped MOB with a Goal Plan (Family Support Plan) with all the steps that the social workers wanted MOB to do in order to get her children back. The MOB was very good about completing all of her steps in a timely manner as well as taking an additional parenting class that she had not been required to take. The FSW still provided Parents As Teachers developmental information to MOB for the target child, but also offered support to the MOB. The FSW helped the MOB to make sure that she understood all the requirements that Child Protective Services asked of her. The MOB has now gotten one of her other three children back and is working on getting back her other two. This MOB is becoming more independent and now has a job to support herself and her children. The MOB and FSW continue to work on PAT information for the target child, understanding the developmental stages for her older children, as well as maintaining the support that the MOB needs for her success.

APPENDIX A

Promoting Safe and Stable Families

General Demographic Information Database Coding Form

Instructions for creating a database for PSSF client demographics. Using the SPSS database or another database read by SPSS (EXCEL, ACCESS), enter data given on the PSSF - General Demographic Information Data Entry Form.

General Information about Client from Form

1. PROGRAM ID (circle one) (prog.id)

Enter the circled location under the caption *Program ID* indicated on the General Demographic Information Data Entry Form, under the SPSS variable named **progid**. If this area is not marked enter the code for unknown/missing data.

ALLEGANY	11001	FREDERICK	110061,62	TALBOT110111-113
BALTIMORE CITY	11002	GARRETT	11007	WORCESTER 11012
CAROLINE	11003	HARFORD	11008	
CARROLL	110041,42	HOWARD	11009	
CHARLES	110051,52	SOMERSET	11010	

2. DATA REPRESENTING (quarter)

Enter the quarter that is indicated on the General Demographic Information Data Entry Form, found under the caption *Data Representing*, under the SPSS variable named **quarter**

1	1 st QTR	3	3 rd QTR
2	2 nd QTR	4	4 th QTR

3. CLIENT/FAMILY ID (clientid)

Enter the *ID Number* of the client/family listed on the General Demographic Information Data Entry Form, under the variable named **clientid**

4. DATE of PROGRAM ENTRY (enter)

Enter the *date* the client entered this program. This information is found on the General Demographic Information Data Entry Form, next to the caption *Date of Program Entry*, under the SPSS variable named **entry**. Use the following format **mm/dd/yyyy**.

5. DATE of PROGRAM EXIT (exit)

Enter the *date* the client exited this program. This information is found on the General Demographic Information Data Entry Form, next to the caption *Date of Program Exit*, under the SPSS variable named **exit**. Use the following format **mm/dd/yyyy**.

6. DATE of BIRTH of PRIMARY CARETAKER (pcdob)

Enter the *date of birth* of the primary caretaker of the client in this program. This information is found on the General Demographic Information Data Entry Form, next to the caption *Date of Birth of Primary Caretaker*, under the SPSS variable named **pcdob**. Use the following format **mm/dd/yyyy**. If no date is entered, enter the code for unknown/missing data.

999 Unknown/Missing Data

22. SOCIO-ECONOMIC STATUS (ses)

Enter the corresponding number as to the *economic* status of the household of the client in this program next to the caption **Socio-Economic Status**, under the SPSS variable named **ses**. If no information is available enter the code for unknown/missing data.

1	0 - 4,999	2	5,000 - 9,999	3	10,000 - 14,999
4	15,000 - 19,999	5	20,000 - 24,999	6	25,000 - 29,999
7	30,000 - 34,999	8	35,000 - 39,999	9	40,000 - 44,999
10	45,000 - 59,999	11	50,000 and above	999	Unknown/Missing

23. PERVIOUS CPS INVOLVEMENT (cpspre)

The definition of CPS involvement includes *any previous unsubstantiated or indicated cases of child abuse or neglect*. Enter the corresponding number as to the *past CPS* status of the household of the client in this program next to the caption **Previous CPS Involvement**, under the SPSS variable named **cpspre**. If no information is available enter the code for unknown/missing data.

1	Yes	2	No
---	-----	---	----

24. CURRENT CPS INVOLVEMENT (cpsnow)

The definition of CPS involvement includes *any current unsubstantiated or indicated cases of child abuse or neglect*. Enter the corresponding number as to the *current CPS* status of the household of the client in this program next to the caption **Current CPS Involvement**, under the SPSS variable named **cpsnow**. If no information is available enter the code for unknown/missing data.

1	Yes	2	No
---	-----	---	----

25. PREVIOUS OUT-OF-HOME PLACEMENT (outpre)

The definition of out-of-home placement includes *any child who previously has been in a foster care placement, purchase of care placement, kinship care placement or pre-adoptive services*. Enter the corresponding number as to the past *out-of-home placement* status of the client in this program next to the question about **Previous out-of-home Placement**, under the SPSS variable named **outpre**. If no information is available enter the code for unknown/missing data.

1	Yes	2	No
---	-----	---	----

26. CURRENT OUT-OF-HOME PLACEMENT (outnow)

The definition of out-of-home placement includes *any child who is currently in a foster care placement, purchase of care placement, kinship care placement or in pre-adoptive services*. Enter the corresponding number as to the current *out-of-home placement* status of the client in this program next to the question about **Current out-of-home Placement**, under the SPSS variable named **outnow**. If no information is available enter the code for unknown/missing data.

1	Yes	2	No
---	-----	---	----