

## **Family Leadership in Systems Evaluation Family-to-Family Network Analysis**

**Evaluation data can be a powerful tool for agents of systems transformation.**

**F**ederally funded Systems of Care participate in a Congressionally mandated national evaluation and are encouraged to conduct their own local evaluations. The information learned through these evaluation efforts is very valuable and should help guide decisions about local, regional, territorial, tribal, or state level systems transformation. The evaluation team in each of these systems of care includes family members and youth in their activities. They may be included by “*providing feedback on the design and objectives of the evaluation, conducting interviews, analyzing data, and interpreting and reporting results*”, to give a few examples.<sup>i</sup>

**F**amilies and youth in these roles need to be linked to other families and youth, especially family-run organizations, to be effective.

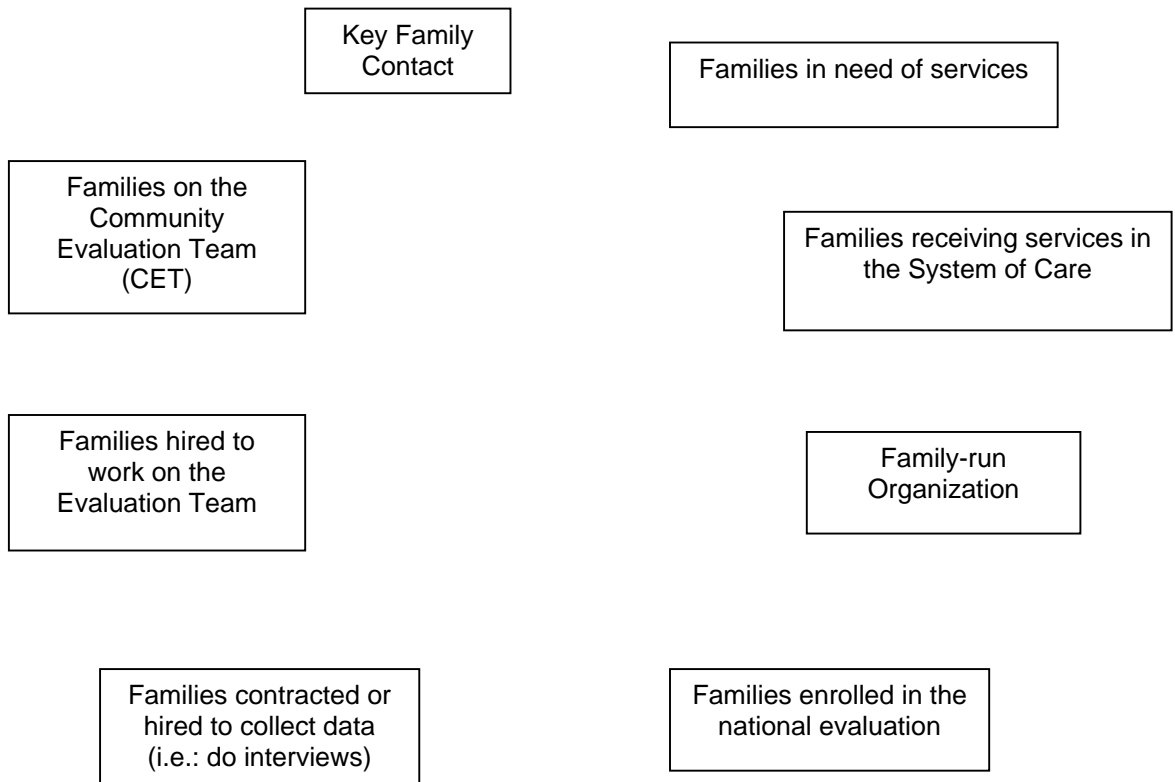
**F**amily-run organizations and individual families need to hear the information learned through these evaluation efforts. It will impact their decision-making, their advocacy, and their effectiveness as change agents.

**W**hat follows is a quick exercise to assess those linkages between families and youth in various roles in your community. Weak or missing links can be identified and strategies can then be built to make strong connections and improve the flow of information.

## Step 1

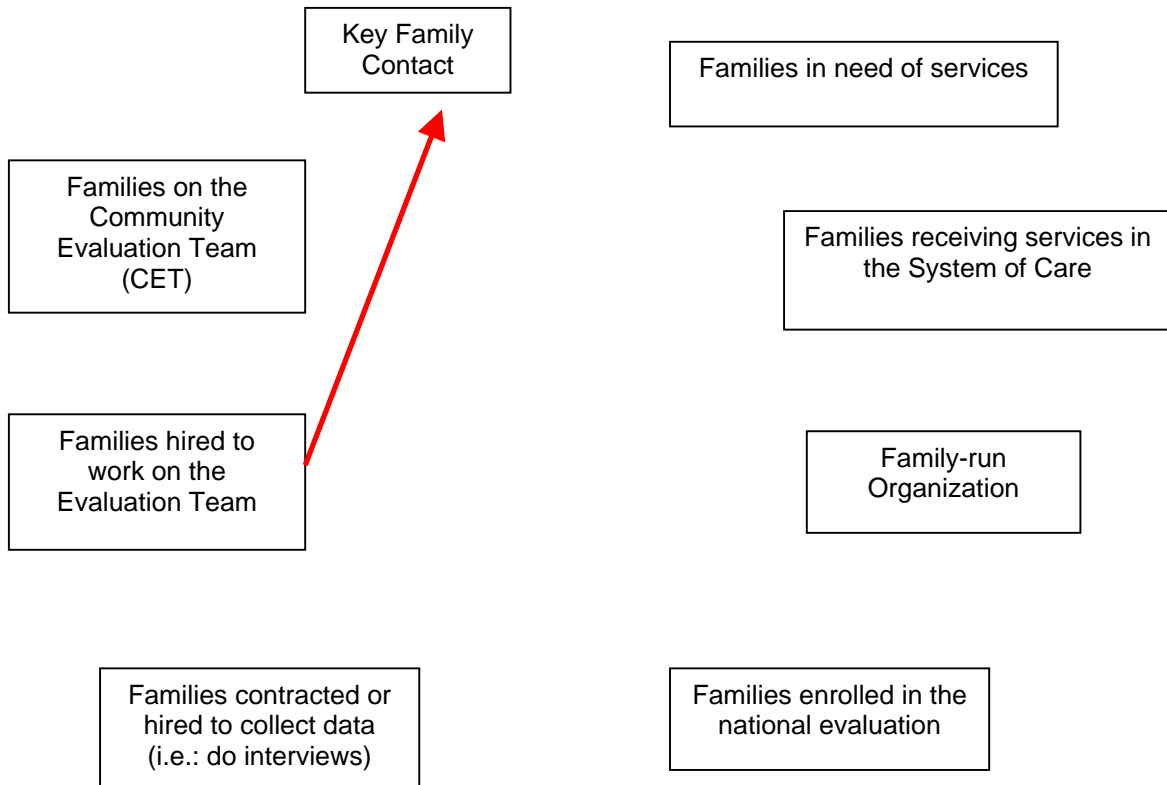
On a large sheet of paper, draw 8 circles or boxes and label each to represent one of the following. This exercise begins with families, for simplicity's sake. You can add youth categories and missing family categories as needed to better represent your community.

1. Key Family Contact (system of care employee)
2. Families on the Community Evaluation Team (CET)
3. Families hired to work with the evaluation team
4. Families contracted or hired to do data collection (i.e. interview families)
5. Families in need of services
6. Families receiving services
7. Family-run organizations
8. Families enrolled in the national system of care evaluation



## Step 2

Using **red** pen or pencil, draw arrows indicating the direct flow of information between families. For example, does the family member on the evaluation team share reports from the evaluation directly with the Key Family Contact?

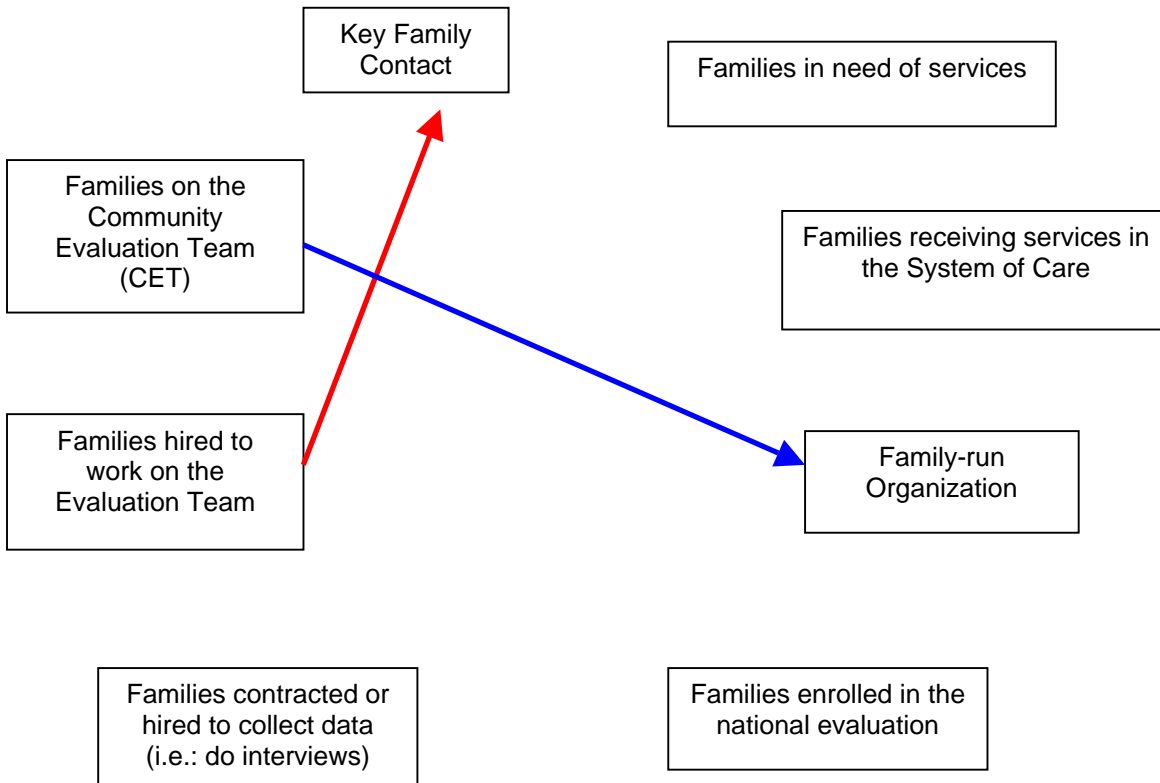


**When you have completed this step, stop and study ....**

- Where are the communications direct? What strategies support the direct flow of information?
- Where are there no direct communications? What strategies could be used to create them?

### Step 3

Using **blue** pen or pencil, draw arrows indicating the *indirect* flow of information between families. For example, families on the Community Evaluation Team make presentations at regional meetings where the family organizations be in attendance and able to hear it.

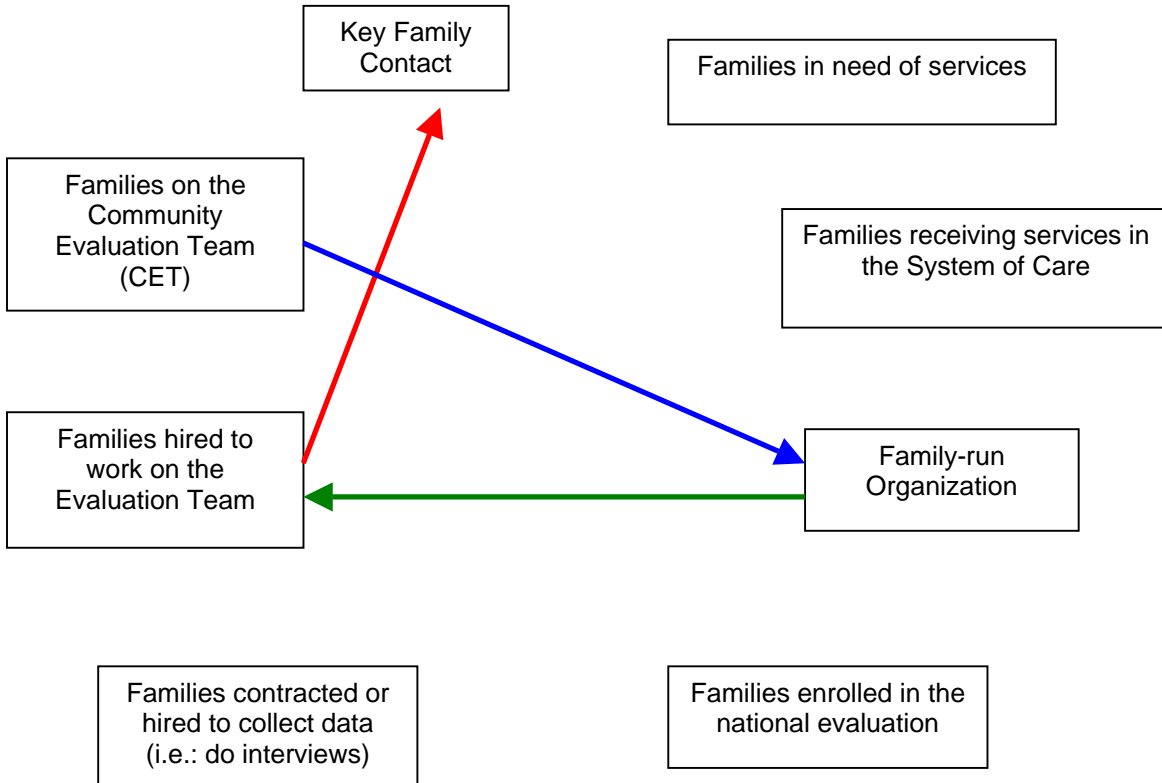


**When you have completed this step, stop and study ....**

- Where are there indirect communications?
- How effective are they for ensuring that all families who need to know are being given access to the information?
- Do they need to be more direct communications?

## Step 4

Using **green** pen or pencil, draw arrows indicating the *direction of any decision making authority* that exists between these entities. For example, does the family-run organization have a role in the hiring of families on the system of care's evaluation team?



**When you have completed this step, stop and study ....**

- Related to the national evaluation, does any family role, group of families, or family organization have power over another? (Considering that decision-making authority can be power.)
- Does such authority influence the flow of information about the evaluation in any way?

## Step 5

1. Related to making use of the system of care evaluation, where are the strengths in your family-to-family network?
2. Related to making use of the system of care evaluation, where are the weaknesses in your family-to-family network?
3. How can the weaknesses be turned into strengths?
4. Are there threats that can be turned into opportunities?

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<sup>i</sup> DHHS, SAMHSA, CMHS. CFDA 93:104; Section D