Measuring success: Adapting Child Advocacy Centres evaluation models for the BC Safe Kids and Youth program

What you need to know:
The British Columbia (BC) Safe Kids and Youth (SKY) Coordinated Response rural program, based on the Child Advocacy Centre model (CAC), is a multi-disciplinary team (MDT) of professionals and local agencies that work together to support children and youth who have experienced abuse or neglect in a way that reduces the potential for re-traumatization.

What is this research about?
The BC SKY program aims to ensure that local agencies and professionals work together to support children and youth who have experienced abuse or neglect. SKY is a rural program based on the CAC, which includes a regional multi-disciplinary team (MDT) of professionals and agencies who are trained to respond to child abuse cases in a way that reduces the potential for re-traumatization.

The BC Ministry of Children and Family Development (MCFD) is interested in learning whether the SKY program achieves the same desired outcomes as a CAC, and how to measure program success. This review focused on finding and describing literature on evaluation approaches of the effectiveness of CACs.

What did the researcher do?
The researcher conducted a literature review of academic and grey literature to answer the questions: a) What approaches have been implemented in order to evaluate the effectiveness of CACs and related service coordination strategies? b) Can these models be adapted to evaluate the SKY Model?

The researcher used Summon 2.0 and Google Scholar search engines, as well as individual databases (e.g., PsychINFO, Web of Science, PubMed) to find relevant journal articles and grey literature, with no date published restrictions. Reference lists were also searched.

The researcher reviewed the titles and abstracts of the articles to assess relevance to the research question, and then analyzed the articles for key themes.
What did the researcher find?
This review included 46 academic articles and grey literature (government reports, published theses) sources. The majority of the sources came from the United States (USA) with a limited amount of Canadian and international sources.

Three evaluation themes emerged for CAC programs:

1. Process evaluation - “Is the CAC functioning as intended?”
2. Outcome evaluation - “Are the goals of the centre being achieved?”
3. Impact evaluation - “Does involvement with the CAC have the intended impact on those accessing the service (i.e. the child victim)?”

Recommendations:
- Evaluative approach to the SKY model should include process, outcome and impact evaluation areas
- Employ both quantitative and qualitative methods in evaluating the MDT
- SKY program leaders must decide if legal outcomes are of importance to program evaluation
- Develop a unique tool in order to evaluate the SKY program

About the researchers
Rileigh Marcheluzzo is a University of Victoria (UVic) graduate student supervised by Dr. Sibylle Artz and Ms. Thais Amorim. The researcher did this project for the Graduate Studies (GS) 505 course. Facilitated by Research Partnerships and Knowledge Mobilization, GS 505 is a partnership between MCFD and UVic. The researcher gratefully acknowledges the financial support of the Province of British Columbia through the Ministry of Children and Family Development.

Keywords
Child and youth advocacy centre/center; child advocacy centre/center; child advocacy centre/center model; children’s advocacy centers; program evaluation; rural or remote; child abuse or neglect; child protection or investigation or response or service or multidisciplinary or integrated.

Citation

How can you use this research?
This research is relevant to practitioners and service providers working with children and youth who have experienced abuse or neglect, and for policymakers and program coordinators.

This research provides an overview of evaluation approaches of the effectiveness of CACs and the evaluative approaches can be used for similar programs in other jurisdictions.

Future research is needed on how to engage the MDTs, as MDT member buy-in is necessary for an effective evaluation. Further research is also needed on how caregiver and child satisfaction feedback can sensitively and reliably be obtained.