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ABSTRACT
        This document outlines (with diagrams) the research
design, measurement techniques and experimental methods used in the
second year of a study of child care institutions in Georgia. The
purpose of the project was to experiment with different methods of
achieving change towards community-oriented care in children's
institutions. A related document which gives a detailed report of the
project is PS 006 790. (ST)

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Summary of Experimental Research

Procedures Used in the Study

of Child-Caring Institutions in Georgia

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　　　　　　　　Project Director

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March, 1973

Introduction

This document presents the sum and substance of the research design, measurement techniques, and experimental methods, being utilized in the conduct of the second year of our study of child-caring institutions in Georgia.*

The purpose of the second project year is to experiment with different methods of achieving change toward community-oriented care in children's institutions.

To fulfill this purpose, considerable work had to be done relative to developing techniques for measuring children's institutions as to degree of community-orientedness in present programing. Also, a model of community-oriented care had to be constructed for experimental use, methods for achieving institutional change had to be selected, and a research design complete with evaluation techniques had to be created.

The results of our efforts in these matters are summarized for the reader's scrutiny in the following 4 parts.

Part I.

Developing a Profile of Community-Orientedness

The following diagrams in this part indicate how the institutional profile was developed, what was measured and how each measure was "weighted" or evaluated in terms of what it reflect about community-oriented care.

The Institutional Profile (14 dimensional weights)*

A. Delivery Pattern: Meeting Community Need

1. Child Flow

2. Composition of Population: Serving Difficult Child?

3. Restrictiveness of Admissions Policies

4. Staff Capacity: Depth of Staff/Child Relations

5. Staff Capacity: Program Continuity/Expansion

6. Cross Flow: Exchange Community Persons/Staff

7. Institutional Status re: Program/Facility Change

B. Delivery Pattern: Preparing Resident Children

1. Use of Community: Replacement Preparation

2. Use of Community: Child Stigmatization

3. On Grounds: Centralization Live/Eat Facilities

4. On Grounds: Comprehensiveness of Program

5. On Grounds: Centralization Daily Life D-M

6. On Grounds: Modal Type Rewards/Discipline

7. On Grounds: Centralization Rewards/Discipline

C. Organizational Climate

1. Executives Change Orientation

2. Staff Attitudes re: Community-Oriented Care

3. Staff Job Satisfaction

4. Staff Child Rearing Philosophies

5. Child Population Self Appraisal re: Task/Social Relations Competence

6. Child Population Sense of Control Over Daily Lives

7. Child Population Learning Performance Levels

*397 variables have been reduced by Transgeneration Program to 81 summary scores. Each score is reduced to a + or - weight by comparison to a set criterion, most often, the sample average for that score. A dimension is considered more or less community-oriented depending on the pattern of + and - weights.

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│  Measures for Compiling Institutional Profiles    │
│                                                   │
│              (By Dimensions)                      │
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A. Meeting Community Need

A1. Child Flow (Range: -6 to +6)

    Number of Vancancies
    *Waiting List
    Average Length of Stay
    Ratio Admissions/Releases 1971
    *Modal (51%+) Source Referral?
    *Modal (51%+) Source Replacement?

A2. Composition of Population: Serving Difficult Child? (Range: -13 to +13)

    Serving Older Child?   *12 - 15 boys
                             *16 - 20 boys
                             *12 - 15 girls
                             *16 - 20 girls

    Serving Disadvantaged Child? % Non White
                                   % -$3,000 Family Income
                                   % No Parent Locatable at Admission
                                   % 1 or More Prior Placements

    Serving Special Problem Child? *Have Physical Handicapped Child?
                                      *Have Mental Retardates?
                                      *Have Delinquents?
                                      *Have Severe Behavior Problem Child?
                                      *Have Emotionally Disturbed Child?

A3. Restrictiveness of Admissions (Range: -5 to +5)

    Average Variability of Ages/Sexes Admitted.
    *Admissions Restricted by Distance in Miles?
    *Admissions Restricted by Geo-Political Boundaries?
    *Admissions Restricted by Parental Availability?
    Admit the Special Problem Child? (Average Score)

A4. Staff Capacity: Depth of Staff/Child Relations (Range: -3 to +3)

    Ratio: Total Full Time Ser/Adm. Staff/Total Child Population.
    Ratio: Total Adm. Staff (FT & PT)/Total Ser. Staff (FT & PT).
    Ratio: Total Paid Cottage Life Staff/Total Child Population.

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*Denotes items scored "yes" or "no" with + or - weight assigned. All other items
represent averages of aggregate measures to which + or - assignment is affixed
depending on whether average is above or below sample mean.

A5. Staff Capacity: Program Continuity/Flexibility (Range: -5 to +5)

Turn Over Rate, Paid Staff 1971
% Unfilled Adm/Ser. Positions, end of 1971.
Degree On-going Training Exec/Professional/Cottage Life Staff.

A6. Cross Flow: Exchange Community Persons/Staff (Range: -5 to +5)

Staff Community Involvement Ratio: Total Community Agencies/Number
  Agencies Staff Involved In.
Centralization of Staff Involvement, Ratio: No. Agencies Board-Exec.
  Represent/Total Number Agencies Involved.
Degree of Services to Non-Residents.
Ratio: Number of Volunteers/Total Paid Service Staff.
Degree of Community Use of Facilities.

A7. Institutional Status re: Program/Facility Change (Range: -3 to +3)

*Planning Facility (Physical Plant) Change?
*Planning Function (Program) Change?
*What is First Change Priority (Facility = -, Program = +).

B. Preparing Resident Children

B1. Use of Community: Replacement Preparation (Range: -3 to +3)

% child participation in 17 types of community activities.
Degree of program for work with parents of residents.
Degree of after-care program.

B2. Use of Community: Child Stigmatization (Range: -5 to +5)

*Modal type transportation of residents in groups.
*Modal type transportation of individual residents.
 Average frequency: who accompanies groups in community?
 Average frequency: who accompanies individuals in community?
 Degree of labeling children/equipment = community visability.

B3. On Grounds: Centralization of Live/Eat Facilities (Range: -8 to +8)

*Main bldg. residential?
*If yes, type living arrangements.
*No. cottages w/20 or less kids.
*If 1 or more, type living arrangements.
*No. dorms w/20 or more kids.
*If 1 or more, type living arrangements.
 Meals prepared (average score).
 Meals served (average score).

| B4. | On Grounds: Comprehensiveness of Program (Range: −7 to +7) |

Facilities: No. of bldgs. with separate functions.
*School on grounds.
% children receiving spec. education program.
% children receiving 5 types of counseling/therapy.
% children participating in 6 forms of recreation.
Average provision of 4 types of admissions diagnoses at institutions.
% children receiving 4 types of admissions diagnoses at institutions.

| B5. | On Grounds: Centralization of Daily Life D-M (Range: −2 to +8) |

Modal pattern community behavior items.
Modal pattern on-grounds behavior items.
Modal pattern adolescent behavior items.
Modal pattern-total items.
Centralization of final authority: Community behavior items (ave. score).
　　　　　　　　　　　　　　　　　　On-Grounds behavior items (ave. score).
　　　　　　　　　　　　　　　　　　Adolescent behavior items (ave. score).
　　　　　　　　　　　　　　　　　　Total Items　　　　　　　　　(ave. score).

| B6. | On Grounds: Modal Types Rewards/Discipline (Range: −5 to +5) |

Modal type discipline, 1st offense on-grounds items.
Modal type discipline, 1st offense community items.
Modal type discipline, repeated offense on-grounds items.
Modal type discipline, repeated offense community items.
Modal type rewards.

| B7. | On Grounds: Centralization Rewards/Discipline (Range: −5 to +5) |

Who disciplines, 1st offense on-grounds items　　　(ave. score).
Who disciplines, 1st offense community items　　　(ave. score).
Who disciplines, repeated offense on-grounds items (ave. score).
Who disciplines, repeated offense community items　(ave. score).
Who rewards,　　　　　　　　　　　　　　　　　　(ave. score).

Addendum on Organizational Climate Measures

C. Organizational Climate

C1. Executive's Change Orientation (Range: -6 to +6)

Degree satisfied w/present living arrangements.
      w/present indoor facilities.
      w/present outdoor facilities.
Reason for school on grounds, if one exists.
Perceived abundance/inadequacy of community child services (ave. score).
Expected community reaction to series of community-oriented
  innovations (ave. score).

C2. Staff Attitudes re: Community-oriented Care

Ave. score on community-oriented care battery.

C3. Staff Job Satisfaction

Ave. score on job satisfaction battery.
  (7 sub-scale scores also possible)

C4. Staff Child Rearing Philosophies

Ave. score child rearing philosophies battery.
  (5 sub-scale scores possible)

C5. Child Population Self Appraisal re Task/Social Relations Competance

Ave. total score on task/social relations battery.
  (Sub-scores on task, peer relation, adult relation competance
  possible)

C6. Child Population Sense of Control Over Daily Lives

Ave. total score on "Locus of Control" battery.

C7. Child Population Learning Performance Levels

Ave. total score on Lorge-Thorndike battery.

Part II.

The Model of Community-Oriented Care

Proposed Study Agenda

Part I: Responding to Community Need

Sub Part Ia: Defining Service Needs and Goals

> Sub part Goal(s): Movement toward increased community/
> institutional communication, information exchange,
> and collaboration on defining community need and
> goals for children's services. Secondly, movement
> toward greater participation by institutions in
> planning community services and defining the role
> of institutions in giving services.

Study Areas:

- Review who presently defines which children will be
  served by institutions.

- Examine appropriate roles for various agencies/
  individuals (including parents) in defining who should
  be served.

- Explore what the role of the institution is now and
  should be in informing the community about its goals/
  purposes/services.

- Evaluate the contribution institutions now make to
  planning community children's services and defining
  their place in the service system and what it should
  be.

Sub part Ib: The Processing of Service Needs

> Sub Part Goal(s): Movement toward improved flow of
> children from source of referral through admissions
> process.

Study Areas:

- Review present patterns of child flow, including
  pattern of reliance on certain referral and replace-
  ment resources, problems of waiting lists and
  vacancies, relationship between a balance of admissions/
  releases and the length of time children are in
  residence.

- Examine present admissions procedures and policies
  and how they effect child flow, public image, and
  community/institution service relationships.

Sub Part Ib: (Continued)

- Evaluate present pattern of direct service collaboration
between institutions and community, including present
services provided by institutions such as case
consultation, referral, etc., and present paid and
voluntary services provided by community residents.

Sub Part Ic: Adapting to New Service Needs

> Sub Part Goal(s): Movement toward expanding present
> services and/or undertaking new services in light
> of growing and changing community need.

Study Areas:

- Review changes and developments in the community
that are producing greater needs for present
services as well as needs for new services.

- Identify types of new or innovative child services
need of expansion and evaluate role of institutions
in community planning to meet these needs and role
of institutions in actually providing new or expanded
services.

Part II: Preparing Residents for Return to Community

Sub Part IIa: Preparing through Institutional Program
Experience

> Sub Part Goal(s): Movement toward closer approximation
> of residential living/eating arrangements to a
> family model, increased resident, child involvement
> in community under community supervision, and/or
> reduction in practices which might label or
> stigmatize resident child as different.

Study Areas:

The Institutional program shapes the daily life
experiences of resident children. How closed do these
experiences approximate those children receive at home
in the community.

- Analyze the importance of various patterns of on-
grounds living/eating arrangements for the child.

- Review comprehensiveness of on-grounds educational
recreational, social, therapeutic programs, how the
presence or absence of same shape life experiences,
especially in terms of influencing the rate of
participation of children in community activities.

Sub Part IIa: (continued)

- Examine practices which may serve to stigmatize or
  label children as being different, undesirable, etc.
  by virtue of being institutionalized and evaluate how
  such practices may shut residents out of important
  life experiences among friends and/or in community.

Sub Part IIb: Preparing through Child Decision-Making Involvement

> Sub Part Goal(s): Movement toward child involvement in
>   making decisions governing his or her daily life
>   and use of reward/discipline methods to increase
>   child's sense of accomplishment, responsibility,
>   and fair play.

Study Areas:

How much responsibility a child is given in influenc-
ing decisions governing his daily life and the methods
of rewarding disciplining behavior are also crucial
factors in shaping his life experiences while in resi-
dence. They make together important contributions
to the growth or retardation of a child's sense of
accomplishment and self worth, and his sense of
responsibility and fair play.

- Examine current decision-making patterns and methods,
  their rationales, and possible effects.

- Review practices related to provisions of rewards
  and discipline, who carries out, and rationales for
  same.

Sub Part IIc: �Preparing Relative to Replacement Planning/
     Follow-up Services

> Sub Part Goal(s): Movement toward development of or
> enhancement of follow-up services and/or Replacement
> Planning Procedures.

Study Areas:

- Review Replacement Planning/Follow-up Services
  procedures and methods for carrying out same,
  importance for children and value to institution
  as a device to obtain feedback on its effectiveness.

- Identify and evaluate potential community resources
  (including parents) for assisting in carrying out
  these activities.

Part III.

Selection of Experimental Approaches

Our examination of the literature on organizational change* revealed 5 basic approaches to inducing changes capable of application by a source external to the target organizations.

Two approaches are considered coercive (in the sense that change may be produced even if organizational members may not desire it), namely, the exercise of law or governmental regulations and the use of monetary inducements.

Both of these were set aside because we had neither the authority or the financial resources to penetrate children's institutions from the outside in these ways.

Three other general approaches held promise, all in one manner or another being ways of producing change through the combined processes of information exposure and social pressure. These approaches are:

1. Engagement of institutional personnel and concerned community persons in group discussion processes; and,

2. Undertaking a program of research and evaluation of institutional operations and practices accompanied by formal feedback mechanisms.

3. Conduct of an in-service training (staff development) program.

A decision was reached to operationalize all three approached thereby maximizing the prospects for comparative evaluations of the effectiveness of change inducing alternatives.

The only guideline we had in operationalizing the approaches was to "give it our best shot", that is, to incorporate the most promising (but essentially untested) innovations and proven methods that our thinking and reviews of the literature produced.

The basic structural properties of the three approaches as they were developed and are now being implemented are briefly summarized below.

The Macon Project

Description of Basic Experimental Process: Group Planning

Intro-   1.   Introduce project to executive directors and solicit their
ductory   cooperation as a base group to work together over the next
               year on issues of mutual concern related to the role of
↓   institutional services in Macon. Explain basic focus
               (community-oriented care) and approaches (group planning)
               and obtain tentative commitments to the year's work.

          2.   As a beginning on working together, obtain executive
               interview - responses and reactions - to the agenda we have
               developed to determine content emphases and mutual concerns
               in each segment of the agenda. The taped interviews will
               be content analyzed for such emphases and concerns thus
               yielding a final agenda.

Prepara- 3.   Still in the initial phase, efforts will have to be
tory   undertaken to locate an acceptable meeting place for
               group sessions and care will have to be taken to set out
↓   a time schedule of meetings for each segment of the agenda.

               Our office secretary will be used to keep a record of meeting
               dates, participants, etc., so that she may advance notify
               all of the next meeting date and location.

          4.   The shape of the final agenda will dictate the types of
               community people/agencies to be sought as participants in
               each agenda segment. The group leader will interview
               each and seek to obtain commitments to participate.
               Community participants will function as resource people for
               institutional executives and collaborators in changes where
               their participation is essential.

               Once under way, the group leader will solicit community
               participation for each impending segment as required while
               coincidentally conducting the presently engaged segment of
               the agenda.

Basic   5.   Group planning is the basic process. Prior to onset of
Process   each segment, a plan for sequencing meetings over the time
               period allowed for the segment will be developed and
↓   distributed to participants. This plan will also specify
               specifically the subject matter (issues, problems, etc.) to
               be covered in the sequence.

          6.   Each meeting in the sequence should have a specific purpose
               flowing from the accomplishments of previous meetings. This
               purpose is to be established prior to the meeting through
               weekly distribution of the minutes of the last meeting. The
               leader will be provided a project assistant to take minutes
               in the group planning sessions. The minutes should summarize

the substance of last week's discussion of problems/issues,
emphasize the progress made in exploring/analyzing same, and
stipulate specifically what the group is to take up at the
next meeting, including presentation or preparation of
materials, etc., as requested of specific participants by the
group.

The minutes should also include the names, title, etc.,
of all participants - this is essential for our purposes.

7. The role of the leader in each meeting will be to assist
in moving the group from exploration, through evaluation,
to commitment to act on specific changes. The group
should be reminded prior to the last allotted meeting for
for each segment that the last meeting will deal with
drawing conclusions and reaching commitments to under the
changes, if such are deemed appropriate.

8. Should the segment yield no change commitments at termination,
the participants should be reminded that this does not
constitute failure; perhaps more time is needed to achieve
desired changes. In such cases, the leader can offer tech-
nical assistance, as defined, on a limited continuing basis
outside the main group planning process (that is, after the
segment has expired).

In segments where no change commitments are produced (if
any) conclude by emphasizing the positives of sharing problems,
evaluating issues.

9. Conclude each segment by promising rapid delivery of a
full segment summary, which will include recommendations
for change (even if commitments are not developed),
types of changes, what should be done, and who should
or needs to do the changing.

Final Note: A technical assistance log must be kept by the
leader. This will, in conjunction with meeting summaries,
etc., round out our picture of experimental activities.

The log should specifically include entries on type and
nature of all assistance provided to institutional/community
participants outside the group meeting context.

The Savannah Project

Description of Basic Experimental Process: Social Sponsorship through Feasibility Studies

Intro-
ductory
↓

1. After arrangements for offices, etc., have been completed,
this project will be introduced by beginning in a fashion

1. (Continued)

   .similar to the Macon approach. Executive directors are
   to be interviewed first regarding their views on the agenda
   we have prepared to obtain their mutual concerns and
   priorities.

2. In addition, the interviews will be directed to obtaining
   the "operating assumptions" of each director about each
   segment of the agenda. This will be done by asking them
   to describe how they operate the phase of their programs
   covered by each agenda segment and why (the principles, reasons,
   etc., used to justify) they currently operate as they do.

3. Finally, through prior analysis and review of executive
   interviews, a network of agencies/persons comprising
   the children's service system in Savannah will be drawn
   up. These persons will then be interviewed to obtain
   an assessment of their knowledge about, use of, needs for
   change in, and present value of institutional services
   to them. Conducting these interviews we will be obtaining
   community "operating assumptions" about the usefulness
   of present institutional services.

Prepara- 4. These interviews will be drawn together for a preliminary
tory   feedback report on "operating assumptions" in the system
                from the community and institutional viewpoints.
↓
                The report will be structured to present "operating assump-
                tions"in each of the 6 segments of the agenda. It will be
                distributed to all participants with a request for their
                priorities as to what in each segment should be studied from
                a feasibility standpoint to determine whether change is
                possible, how it could be achieved, and by whom. (We
                may use a group meeting(s) to obtain this kind of feedback,
                or any other promising technique.)

Basic   5. The feasibility study is the basic process, and this
Process   should be understood by participants from the outset.
                They should also understand that we will fully fund and
↓   staff all feasibility studies. What we need from them
                is their continued support and participation.

          6. The process to this point should yield change priorities
                in each segment convertible to feasibility analysis.
                Once an issue/problem is selected for study and time
                limits for the segment are set, the entire staff should
                be given over to implementing what ever strategies are
                necessary to do a detailed feasibility analysis.

                Some strategies might include:

                    1. Participant observation to assess operations,

1. (continued)

   problems and how they occur;

2. Interviewing small samples of crucial participants
   (for example parents if the study deals with assessing
   the feasibility of new programs for working with
   parents);

3. Small scale time/cost studies, such as having a staff
   worker run through a new referral procedure, etc.,
   to determine how costly adoption of same would be for
   an agency;

4. Development of theoretical models of what a change
   might look like, such as, drafting the details
   of a new procedure, policy, staff role realignment,
   flow chart of how new activities should be carried
   out, etc.

7. Each feasibility study must be completed within allotted
   time limits and followed by a detailed report to all
   participants on the results and what they indicate regarding
   needed changes. There should be accompanied by recommenda-
   tions for implementation.

8. The project leader 'll also include the offer of technical
   assistance regardin_ implementation which can be carried
   out in response to reactions to the segment report.
   Technical assistance in implementing any segment report
   will not go beyond the content of the report and its
   recommended changes. The project leader will be expected
   to do much of this T.A.

9. The purpose of each feasibility study is to show as
   concretely (objectively and factually) as possible the true
   nature of the problem/issue under study, the sources of
   barriers and their nature, the feasible alternatives for
   change in a community-oriented direction, and a call for
   participants to commit themselves to specific change
   action.

10. Following up the segment feasibility study the Project
    Leader will be responsible -- by what ever are deemed
    appropriate methods - for soliciting participant commitments
    and offering further T.A. However, the Project Leader will
    not spend any great length of time trying to solicit
    commitments, the report should be allowed to basically
    speak for itself. Obviously, according to the various
    change models, it is not necessary to obtain commitments
    from every participant before launching into change actions.

11. This process is to be repeated over a time schedule
    until the agenda is exhausted. The explicit matters taken
    as foci for the various feasibility studies – and whether
    one, two, or more   studies   are to be undertaken in
    a given agenda segment – will be decided upon following the
    introductory interviews.

12. The project leader will work closely with Project Director to
    develop the investigative/interviewing/reporting
    format for each study, often while previously developed
    feasibility studies are being carried out by project
    staff.

Final Note: A technical assistance log could be required which
    will entail entering all instances by type and nature of
    T.A. provided by Leader and staff. This log will be the
    responsibility of the Leader.

The Atlanta Project

Description of Basic Experimental Process: In-Service Training

Intro-   1. This project will be introduced in a fashion similar to the
ductory   others in many respects. Scope (community-oriented care)
↓   as reflected in the agenda and approach (in-service training)
              will be presented in soliciting commitments to participate
              among selected executive directors.

              One difference, however, is that only executives will be
              interviewed, and interview tapes content analyzed, to pro-
              duce a final agenda modified to fit their mutual concerns
              and priorities. This difference relates to the fact that
              this approach does not directly deal with involvement of
              community participants.

Prepara-   2. Following this, a clear time schedule listing of participants
tory   (which may change from segment to segment), and stipulation
↓   of the content will be needed (for each segment). Also,
              locations and other mechanics for carrying out sessions
              will need to be settled upon.

Basic   3. The content of the basic in-service training process is
Process   underdevelopment by Miss Schaub and will be added when
              compeleted, which should include stipulation of use of
↓   consultants, etc.

           4. It can be noted, however, that emphasis in each segment
              of the presented agenda will be similar to those in the
              other projects. Specifically, emphasis will be placed on
              getting participants to move toward commitments to change
              actions toward the end of each segment.

5.   In this regard, appropriate feedback and segment summary
     devices will be utilized (to be decided upon) and partici-
     pants will be encouraged to undertake changes on a trial basis
     following termination of (or perhaps if it seems possible during)
     a segment.

Final Note: Technical assistance in bringing off change beyond
     expiration date of a segment is also possible in this project
     and, as in the others, a technical assistance log book will be
     required incorporating entries by type and nature of T.A. given
     beyond or outside the basic In-Service Training Process.

Diagram of Maximum Experimental Design

Condition I				Condition II			Condition III	
Social Sponsorship				Leader-Exec. Sessions			In-Service Training	
Replicate		Control		Replicate			Replicate	

Institutional Starting Point

-A +B	-A -B	-A -B*	-A -B	-A -B		-A -B	-A -B	
-A +B	-A +B	-A +B	-A +B	-A +B		-A +B	-A +B	
+A -B	+A -B	+A -B	+A -B	+A -B		+A -B	+A -B	

*+ or - equals high or low on meeting community need (A) and preparing residents for community return (B).

Experimental Agenda*

A. Meeting Community Need

A1. Explore Nature of Community need, institutional provision, match between the two.

A2. Explore institutional role in providing non-resident services and community role in institutional services.

A3. Explore institutional role in provision of new services.

B. Preparing Residents for Community Return

B1. Explore institutional programs for emphasis on institutional adjustment vs community preparation.

B2. Explore on-grounds decision-making structures and involvement patterns.

B3. Explore nature of and need for replacement planning/follow-up programs.

*To be introduced in uniform sequence over 1 year time period in all three conditions.

Change Expectations Conditioned by Institution's Starting Point*

	I		II		III	
	Social Sponsorship		Leader-Exec. Sessions		In-Service Training	
Institutional Starting Point	-A -B	Change, A+B	-A -B	Change, A only	-A -B	Change, B only
	-A +B	Change, A only	-A +B	Change, A only	-A +B	No change
	+A -B	Change, B only	+A -B	No Change	+A -B	Change, B only

*Evaluation of each component of agenda at 6 month and 12 month intervals.

Actual Implementation of Design

In deciding to employ a full range of three experiments it was also decided to lodge them in three major metropolitan areas in Georgia in order to maximize the number of institutions that might participate.

This decision guaranteed that we would have institutions in each experiment that varied widely on levels on community-orientedness at the point of initiation of the experiments.
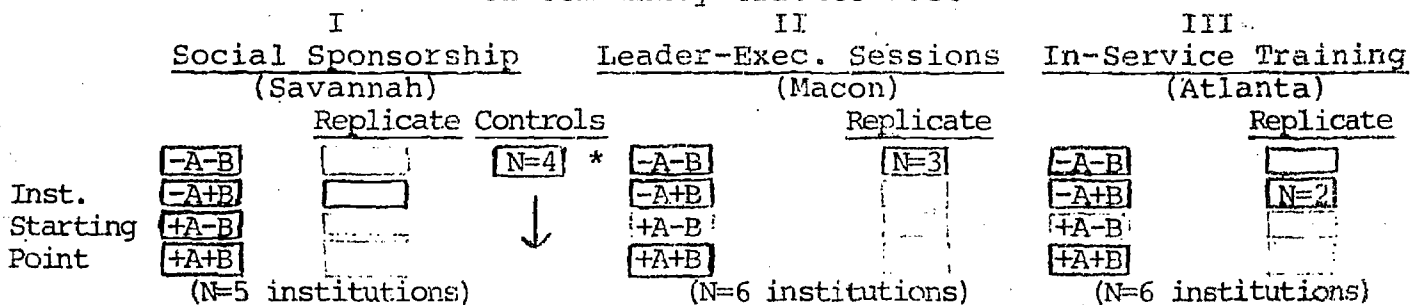
It is obvious that this procedure did not afford us the opportunity to objectively match and assign institutions to each experimental condition. Thus, some hoped for comparisons, evaluations and replications, are not possible in the implemented design.

It can be noted from the following diagram, however, that a large number of comparisons and evaluations (including some tests of replicate effects) are possibly consistent with our initial ambitions.

By way of explanation, A and B represent the two basic dimensions of institutional operations in our model (A=Responding to Community Need, B=Preparing Residents for Return to Community). The + or - symbol indicates an institution is above or below the total sample score (mean or similar aggregate measure) on that dimension relative to community-orientedness.

The heavy bordered cells are those filled in our current experiments.

Diagram II
Display of Conditions Met
by Institutional Starting Points
On Community-Orientedness

	I Social Sponsorship (Savannah)			II Leader-Exec. Sessions (Macon)		III In-Service Training (Atlanta)	
		Replicate	Controls		Replicate		Replicate
Inst. Starting Point	-A-B -A+B +A-B +A+B		N=4 *	-A-B -A+B +A-B +A+B	N=3	-A-B -A+B +A-B +A+B	N=2
	(N=5 institutions)			(N=6 institutions)		(N=6 institutions)	

*At least one non-experimental (control) is obtainable for each experiment condition.

The following comparisons/evaluations of the three change-inducing approaches can be made drawing upon our existing design:

The comparative effectiveness of the three approaches in inducing change in institutions:

1. uniformly low in community-orientedness (with partial replication);

2. low on A but high on B regarding community-orientedness (with partial replication);

3. uniformly high on community-orientedness (with no replication);

4. comparison of experimental effectiveness of all three approaches across three conditions (partial comparison for fourth condition) to matched non-experimentals (controls).

Hypotheses Being Tested

We believe the achievement of institutional change is conditioned by three basic factors, namely:

1. Institutional starting points on community-orientedness.

2. Type of experimental inducement provided.

3. Level of complexity of the change commitment following experimental exposure.

When institutions are already above average on community-orientedness in that part of the content agenda being covered, we believe reinforcement of current practices, not change, will occur.

Regarding the types of approaches being used, we believe Social Sponsorship is most likely to create a change impact across all six parts of the content agenda because it will directly investigate every part and create the widest possible community exposure of (and social pressure for) needed changes.

In the Leader-Executive sessions, executives will be subject to intense face-to-face pressures from community persons, but since they are the only institutional personnel involved they stand as gate-keepers regarding passing or preventing a downward flow of change influences originating in the group to staff within

their own institutions. For this reason, we believe the Lead-
er-Executive Sessions approach will effect change related to
responding to community need, but little change related to pre-
paring children for community return.

Conversely, In-Service Training involves staffs of insti-
tutions exclusively. Therefore, we expect the reverse: change
in preparing children within institutions, but little or no
change in responding to community need.

Diagram III summarizes our change expectations, or hypoth-
eses:

Diagram III

Institutional Change Expectations

Institutional Starting Point	Social Sponsorship	Leader-Exec Sessions	In-Service Training
-A -B	Change, A and B	Change, A only	Change, B only
-A +B	Change, A only	Change, A only	No Change
+A -B	Change, B only	No Change	Change, B only
-A -B	No Change	No Change	No Change

When institutions make change commitments at the conclusion
of each part of the six part agenda, the commitments may be clas-
sified in terms of the complexity of the network of participants
required to carry the change out. Change may be unilateral by
one institution (I) or involving other institutions and/or commu-
nity agencies/persons (C), as shown in Diagram IV.

Diagram IV

Degree of Complexity of Change Commitment

Declining Likelihood of Accomplishment
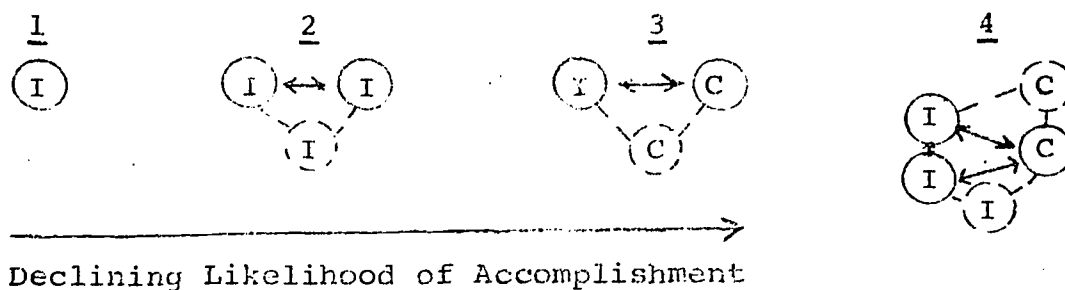
Outcome Measures

A. Meeting Community Need	B. Preparing Residents for Return	C. Organizational Climate

A. Meeting Community Need

A1. Response to Community Defined Need

- Movement toward broader more democratic board representation

- Movement of staff into community child service system planning

- Movement toward eliminating policy barriers to serving difficult child

- Movement toward improved child flow

A2. Direct Service Cross Flow

- Movement toward staff provision of non-resident services in community

- Movement toward community provision of on-grounds services to residents

- Movement toward use of facilities and programs on-ground for non-residents

- Movement toward on-grounds provision of facilities/program for visitors

A3. New Services Approaches

- Movement toward day care, day services

- Movement toward short-term care

- Movement toward decentralized group care

- Movement toward institutionally coordinated child service system

B. Preparing Residents for Return

B1. Institutional Adjustment

- Movement toward decentralizing daily-life and rewards/discipline D-M

- Movement toward decentralizing on-grounds programs and live/eat facilities

- Movement toward increasing children's participation in community under community supervision

- Movement toward lowering stigmatization

B2. Replacement Planning/Procedure

- Movement toward formalized case planning from point of admission

- Movement toward formal on-going contact with placement source (parent/agency)

- Movement toward search/evaluation and trial visits re: potential replacement sources

- Movement toward involvement of child in replacement process from point of admissions

B3. Follow-up Services

- Movement toward formal collaboration with replacement source for specified period

- Movement toward provision of direct service following replacement

- Movement toward formal plan for emergency assistance to child in crisis following replacement

- Movement toward staff advocacy function for services needed by children following replacement

C. Organizational Climate

- Movement toward more receptive orientation among exec. directors

- Movement toward more staff receptivity of community oriented care

- Movement toward higher staff job satisfaction

- Movement toward less repressive staff child-rearing philosophies

- Movement toward more positive child population self appraisals of task/social relations competence

- Movement toward greater sense of self control over daily lives in child populations

- Movement toward improved child population learning performance levels

> EVALUATION APPROACHES

1. Cross-Sectional Analysis

    Using 1st year base line data, evaluate the following question:

    "Is degree of community-orientedness in institutional operations related positively to better productivity?" (as reflected in measures listed under Organizational Climate Section)

2. Longitudinal Analysis*

    Using follow-up data gathered over the experimental year on children replaced to community or elsewhere by institutions, evaluate following question:

    "Is degree of community-orientedness in operations related positively with initial and continued success rates among replaced children?"

3. Pre/post Change Analysis

    Using data gathered following experimental year on same measures used to obtain base line data, evaluate the questions:

    "Do experimental approaches produce differential changes toward community-oriented care in institutional operations as predicted?"

    "What differences in outcomes for staff/children (as reflected in measures listed under Organizational Climate Section) occur in association with experimentally induced changes in institutional operations?"

    _____

    *This approach will be undertaken only within the limits of project time/manpower resources. It has 3rd priority, cross sectional analysis has 2nd priority, and pre/post change analysis 1st priority in this schema.