Evaluating Your Program:
Tools to Tell Your Story and Sustain Your Program

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TLPI Healing to Wellness Court Enhancement
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What is Evaluation & Measurement

- Evaluation & Measurement are:
  - **MEASUREMENT** is a tool to help us track progress and see if and why our program is working / not working
  - **EVALUATION** helps us understand what is going well and what we can improve to make sure our program is the best it can be
- Evaluation and Measurement don’t have to be hard!
Why do we want to evaluate?

Evaluation is a way to show the success of your program. It offers another look at what’s going on

• Shows the program success
• Motivates your team
• Helps us make sure we are doing more good than harm
• Keep your program from making the same mistakes
• Identifies areas for improvement
• Tell your story how you want it told
• Get more funding!
What happens when we don’t use data and evaluation to guide programs?
We spend resources on the wrong thing...
We do harm instead of help...

- Studies have found that scared straight programs increase criminal behavior by 28%
- Youth who participate in scared straight programs have higher rates of recidivism than those who do not
Let’s start from the Beginning

Basic program development makes evaluation easier
How do you get from A to B?

• Logic Models are a road map for your program
• Logic Models → “Theory of change” helps your program understand WHY it does what it does
• Steps backed by evidence
• Is the root of programming
• A + B = C → D
Definitions

• There are some basic terms that are helpful to know:

https://youtu.be/lR8FalapJf0
Think, pair, share

• What is the mission of your program?
• How does your program get from A → B? (logic model/theory of change)
• Identify:
  • Inputs: resources
  • Outputs: activities + people
  • Outcomes: results (short, medium, long)
Define your Program Path

• SMART goals and objectives make evaluation easier
  • Specific – clear and concise
  • Measurable – the action/progress can be measured
  • Achievable – realistic given your circumstances
  • Relevant – address the issue AND fits the grant, the culture and the community
  • Time-bound – has a specific end date
Examples of **SMART** Goals

- **Not so SMART:** We want to decrease wait times in our court room.

- **SMART:** Over the next 30 days, we want to decrease wait times by 25% in our court room by allowing the front-desk/court clerk to check patient IDs and case files immediately upon check-in.

- **Not so SMART:** We want to increase the number of customer satisfaction surveys collected

- **SMART:** By allowing customer satisfaction surveys to be completed online and/or on a court room tablet before check-out, in addition to existing paper-based surveys, we hope to increase the number of surveys collected by 30% in the second quarter of fiscal year 2015. The court clerks will remind and assist people in completing this survey.
Write, Pair, Share

• Write 3 SMART goals for your program

• SMART goals and objectives make evaluation easier
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When is a program ready to be evaluated?

1. **Purpose** – Clear description of the intention and anticipated outcomes of the program
2. **Strategy** – Underlying theoretical or research basis
3. **Structure** – Documented processes and procedures
4. **Delivery** – Support for training and supervision
5. **Quality** – Documentation of implementation and outcomes
What’s behind and evaluation?

Important things to remember throughout evaluation:

- **Goals/Outcomes** – what is the program trying to accomplish?
- **Process/Activities** – how is the program accomplishing the goal?
- **Inputs/Resources** – what do we have to work with?

What we are measuring:

- Are we making progress?
- Are our methods working? Why or why not?
- Is there anything else that’s going on that might be influencing our progress?
3 parts of the Justice System:

- **Counting (Inputs)** – The number of people involved at various points of the system as well as the number of key system processing events including arrests, admissions to detention, referrals to court, and dispositions.

- **Responses (Activities)** – Describing the timeliness and equity with which the system responds to individual behavior.

- **Results (Outcomes/Impacts)** – Identifying the ways in which individuals change both while involved with the system and after their involvement.
The Lifecycle of Evaluation

- **Plan** – What do we want to collect and how?
- **Do** – Let’s collect it
- **Study** – What have we learned from our data? What does it mean?
- **Act** – What should we change going forward?
Continuous Quality Improvement (CQI)

Cyclical process of
• **Assessing** performance
• **Implementing** improvement plans
• **Reassessing** results

CQI is a mindset & a commitment to collecting meaningful and using it to improve organization practices and programs.
Collect data based on measurable objectives and data collection plans

Continue to monitor performance

Implement improvement strategies

Prioritize targeted improvement strategies

Brainstorm possible reasons that expectations were not met

Prioritize areas for improvement

Determine if established benchmarks were met

Determine the quality of data collected
3 essential steps to building a foundation of success for CQI:

- COMMIT
- FOCUS
- DESCRIBE
Turning data into information and knowledge to inform decisions and make change

Data + Structure

Information + Meaning

Knowledge + Recommendation

Data
Information
Knowledge
Decision
Change

Value

Slide: NCJFCJ
Data → Information → Change

• Data elements: Case number, gender, disposition
  
<table>
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• Information: Data are processed to be useful measures
  • There were 10 delinquency hearings today.
  • Of the 10 youth, 7 (70%) were males & 3 (30%) were females.
  • Of the 10 youth, 5 (50%) were ordered to probation.

• Knowledge: Applies data and measures and represents a pattern
  • More than half of delinquency cases involve males.
  • Half the cases were ordered to probation.
  • Males were more likely than females to be ordered to probation.

Slide: NCJFCJ
Types of data: Quantitative

- Quantitative data are things that are tracked by numbers:
  - How many; How much; How often
  - Provides concise answers that are easy to analyze and understand

Yes/no:

... Have you ever been involved with the Justice system?

How many:

... Drinks have you had in the past week?

... Times have you smoked in the past month?

Rate on a scale from 1 – 10

... Likelihood to recommend this program?
Types of Data: Qualitative

- Data that is non-numerical
- Approximates and characterizes
- Observations and descriptions
- Provide explanations, reasons and context

... Were you happy with the program? Why or why not?
... Describe your most recent interaction with drugs
... How would you describe your relationship with your parents?
What data/measures are needed?

It depends on what goals you are trying to accomplish--

The justice system’s goals:

• **Hold individuals accountable**
• **Be fair**
• **Prevent reoffending**

• What data are needed to track whether the system is meeting its goals?
• These questions are known as the “Key Performance Indicators” (KPIs)
10 Key questions

Questions that every program should ask themselves
Write, Pair, Share

- What do you want to know about your program?
- How would you measure that (numbers; written; yes or no)?
- What questions would you ask to get those measures?
1. How many people are involved in your program?

- How many people are in your program?
- How long are they in your program?
- How many people complete your program?
2. Who is involved in your program?

- Date of birth
- Gender
- Race/ethnicity
- Residence
- Risk Level
- Strengths & Protective Factors
- Prior involvement
- Living situation
- Education status
- Employment status
- MH diagnosis
- Substance use
- Suicide risk
- Trauma exposure
- Gang involvement
- Involvement with other systems
- Poverty
- Family issues
3. Why are they involved in your program?

- Offense/infractio type (felony, misdemeanor, status, technical violation)
- Offense group (person, property, drugs, public order)
- Offense detail (domestic violence, drugs, theft)
- Source of referral (police, probation, family, etc.)
- Location of offense
- Number of victims & relationship to victims
4. What are your clients backgrounds?

- Family relationships
- Mental Health
- SES/ access to services needed
- Referral to/from program
- Arrest record
- Criminal Justice System History
- Prior use of drugs/alcohol
5. Is your program fair?

- Legal representation (at multiple points)
- Are sanctions appropriate given risk and the harm caused?
- Is there racial/ethnic fairness?
- Do victims, justice-involved individuals, and their families perceive that they were treated fairly?
- What are the community’s perceptions and attitudes regarding the fairness of the system?
6. What were the impacts of your program?

- Successful completion of supervision plan
- Employment skills and/or gainful employment
- Pro-social skills attainment
- Health related outcomes (mental health, substance use, medical issues)
- Community service / civic engagement
- Connections to family
7. Is your program addressing the issue?

- Service availability and accessibility
- Service types
- Are appropriate services available?
- Are services matched to needs?
- What is the quality of the services?
8. Were people happy with your program?

- Punishments/sanctions vs. rewards/incentives
- Conditions
  - Treatment by staff, treatment by other youth
  - Safety
- Personal growth
  - Education, skills, relationships, employment
9. How much does it cost?

- Cost across various system stakeholders
- Cost per day for services, detention, or placement
- Budget for research and planning
- Sources of funding
10. What are the long-term measures of success?

- Positive outcomes
  - Stability
  - Graduation
  - Employment
  - Marriage/family
  - Income above poverty
  - Stable housing
  - Recidivism
Data collection methods

- Surveys (quant + qual)
  - Randomized
  - Targeted
- Focus groups (qual)
- Interviews (qual)
- In-take/ release forms
- Court/ police Records
Tracking Systems:
- Simple and Understandable
- Relevant
- Useful
- Impactful
- Measurable
- Replicable

### PEACEMAKING COURT TRACKING

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1. Client Name:
2. Client DOB:
3. Date of Charge:
4. Client Charge:
5. Peacemaking Court (Yes/no):
6. Resolution reached?
7. Is this the clients first charge?
8. Is this the clients first time in PM court?

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Storing your data

- Hard paper files
- Digital Files
- Online platform (cloud, dropbox, google, etc.)

Confidentiality is key!
What can you do to improve data capacity?
Resources

- Continuous Quality Improvement
  - [http://www.ncjj.org/publications.aspx](http://www.ncjj.org/publications.aspx) search for Continuous Quality Improvement

- Model Juvenile Justice Data Project
  - [http://www.ncjj.org/Projects/model_data_project.aspx](http://www.ncjj.org/Projects/model_data_project.aspx)

- National Juvenile Court Data Archive
  - [https://www.ojjdp.gov/ojstatbb/njcda/default.asp](https://www.ojjdp.gov/ojstatbb/njcda/default.asp)

- Statistical Briefing Book
  - [https://www.ojjdp.gov/ojstatbb/](https://www.ojjdp.gov/ojstatbb/)

- NCJFCJ ICWA Benchbook
  - [http://www.ncjfcj.org/ICWABenchbook](http://www.ncjfcj.org/ICWABenchbook)
THANK YOU!

Questions?

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