



TEXAS  
JUVENILE★JUSTICE  
DEPARTMENT

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TRANSFORMING YOUNG LIVES AND CREATING SAFER COMMUNITIES

# **Defining your Problem Statement, Goal, and Outcomes**

# What We've Learned So Far

## #1 Defining a program and what works

- Program theory
- Effective approaches

## #2 Risk, Needs, Responsivity, Target Population

- Risk-needs-responsivity model
- Identifying the target population

# Logic Model Template

Problem Statement: Issue to be addressed.

Goal: Plan to achieve.

Target

Population:

Who in program.

Resources:

What is required.

Activities:

Planned tasks.

Outputs:

Measure of activities.

Outcomes:

Measure of goal achievement.

Date Created/Modified:

# Identifying Problems or Needs

- Think of needs – not solutions
- Gather information
  - Reviewing data (Department/Ad-hoc reports)
  - Staffing cases
  - Looking at assessments (RANA, PACT, MAYSI-II)
  - Asking others (Service providers, community stakeholders, schools)
- Be clear – specifically define
- Determine if have the ability to solve

# Diversion

## Probation

- Increase probation ADP, 50% never on deferred
- How can increase % deferred prior to probation?

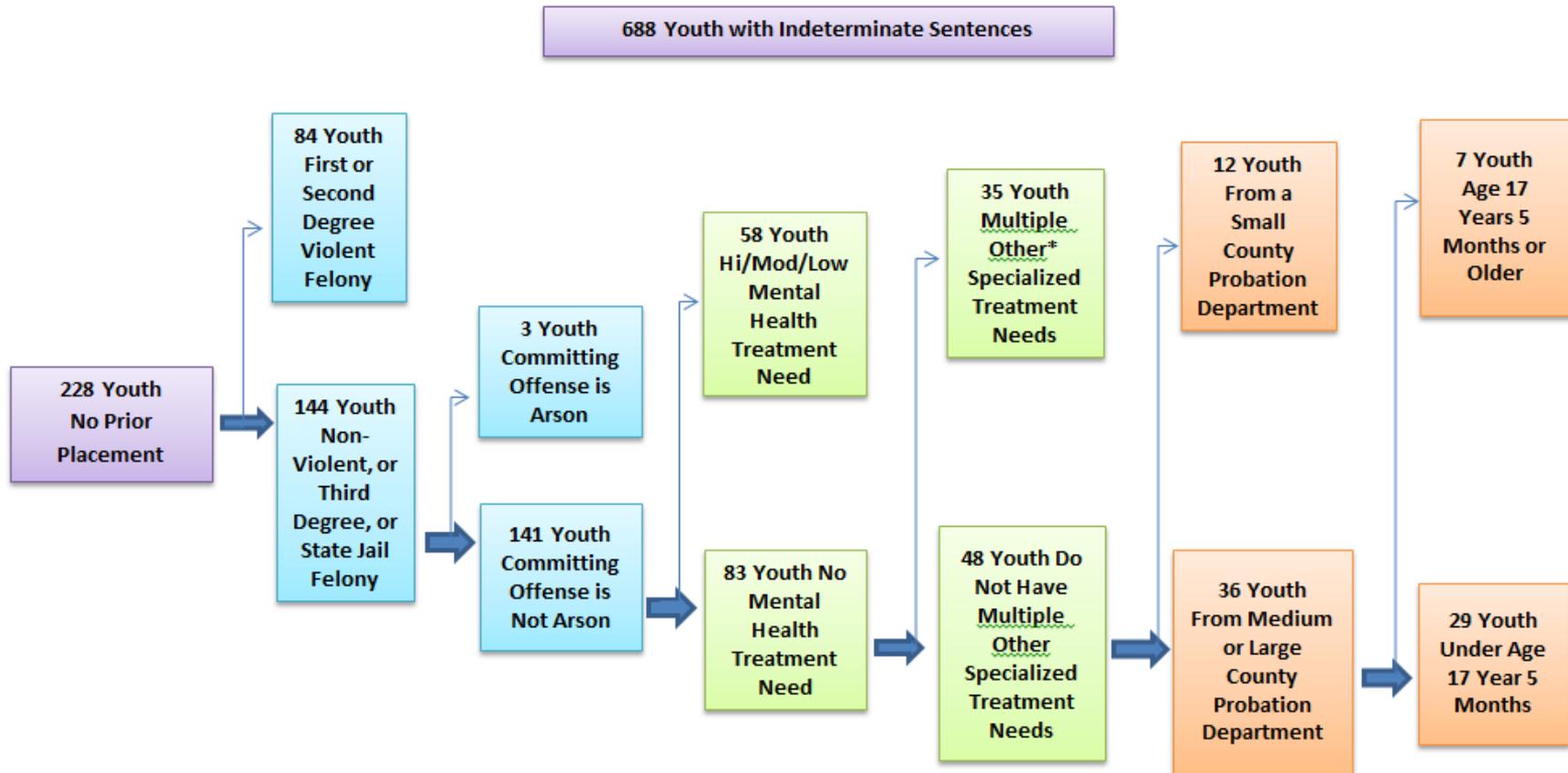
## Placement

- Increase placement ADP, need driving placement
- How can meet needs through continuum of treatment?

## TJJD

- Youth without prior placement
- How can try prior placement first?

# Identification Example #1



# Identification Example #2

Violation of Probation	Nov	Jan	Mar	May	July	Sept
Referrals	10	8	9	10	12	12
% Detention Population	52%	52%	55%	50%	56%	55%
% Placement Dispositions	60%	55%	60%	62%	65%	61%

➔ ↑ 10%

➔ Consistently 50%

➔ 60% of adjudications

Problem: Review of monthly reports shows a need for programming developed to reduce technical violations and formal referrals for VOP.

# Describing Problems or Needs

- Problem statement should:
  - Be clear and concise
  - Reference available data highlighting the problem or need
  - Indicate what is needed to address the problem
  - Indicate who the problem affects

# VOP Reduction: Problem Statement

- VOP referrals have **increased 10% over the last year, consistently make up 50% of the detention population, and make up 60% of court-ordered placement**
- Demonstrating a **need for programming to address behavior that leads to technical violations**
- Addressing **youth who experience difficulties with pro-social attitudes and complying with rules of probation.**

# Identification Example #3

One-Year Re-Offense for Youth Disposed to Probation Supervision

	2013	2014	2015
MisdB Higher	39.6	41.4	43.5
Probation Program	40.2	43.4	48.6

➡ ↑ Re-offense Rate

Probation Program One Year Re-Offense by Offense Type

Fiscal Year	N	Assaultive	Drug	Property	Other
2015	150	30.0%	10.0%	5.2%	3.2%
2014	120	20.0%	8.6%	10.8%	4.0%
2013	110	17.6%	10.0%	8.0%	4.6%

➡ ↑ Violent Offenses

# ART: Problem Statement

- Youth on probation supervision have a **violent re-offense rate of 30%**
- Demonstrating a **need for a cognitive behavioral intervention program**
- Addressing **youth who experience difficulties with interpersonal relationships and pro-social attitudes.**

# Defining the Goal

- The goal should:
  - Be specific and measurable
  - Tie directly to your outcomes
  - Answer the question “**what** for **whom** by **when**”

# ART: Goal

- To **reduce recidivism**
- By modifying the anti-social behavior of **chronically aggressive youth**
- Through **skill streaming, anger control and moral reasoning training**
- By **24 months after program start**

# Define Outcomes

- Designate a timeframe for monitoring
  - Short-term
    - Successful completion of supervision
  - Medium-term
    - Reduction in school disciplinary referrals
  - Long-term
    - Recidivism

# Have “SMART” Outcomes

- Specific:
  - What change will occur, for whom, and how will it be implemented
- Measurable outcomes:
  - Can the change be measured; If so, how
- Attainable or achievable:
  - Can the change be made with the available resources
- Realistic or relevant:
  - Activities should work toward the overall goal
- Time specific:
  - The goal can be accomplished within a specified time frame

# Outcome Checklist

	Outcome	Specific	Measureable	Attainable	Realistic	Time Specific
#1						
#2						
#3						

# Defining Outcomes: Success

- Key measure: Success
- Success is dependent on program type and audience
- Individual level
  - Set clear standards that youth must meet to be deemed successful
    - E.g. Maximum allowable number of absences from the program
    - E.g. Maximum allowable number of positive drug tests within X number of months
- Program level
  - Set clear standards on what it means for your program to be successful
    - E.g. 10% reduction in recidivism after one year of program completion

# Success: Individual Level

A youth is referred to your department for a misdemeanor drug charge. The youth admits to using both cocaine and marijuana regularly and tests positive for both at program start. Your substance abuse program is three months in duration and requires random drug tests twice per month for three months. At program conclusion, the youth is negative for cocaine but positive for marijuana. However, his THC levels at program conclusion are lower than at program start.

**Did this youth successfully complete your program?**

# Success: Program Level

Is your program successful if 20 out of your 30 program cohort have three positive drug tests during your three month program?

# Program Outcome Options

- S – Completed
- B – Absent without Permission
- D – Deceased
- E – Supervision Ended
- F – Depletion of Funds/Closure
- J – Transferred out of Jurisdiction
- U – Unsuitable/ Not Eligible
- X – Failure to Comply

Successful

Administrative

Unsuccessful

# ART: Outcomes

- At least 80% of participants will abstain from recidivating within 18 months of their program completion date
- At least XX% of participants will have improvement of XX% in parent- and teacher-reported scores on the Social Skills Rating System (SSRS).
- At least XX% of participants will have improvement of XX% on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI).
- At least XX% of participants will report improvement of XX% on the HIT instrument.

# Outcome Targets

- Literature
- Model/Effective programs
  - Blueprints for Violence Prevention
  - OJJDP Model Programs Guide
  - National Institute of Justice Crime Solutions
  - SAMHSA National Registry of Evidence-based Programs and Practices
- Same/similar program in other places

# Outcome Targets

- Department numbers
  - Compared to last year
  - Depend on risk level
  - Vary by program
  - Depend on the starting level
  - Vary by department size

# Resources for Program

- Budget
- Staff
- Supplies
- Location
- Transportation

# Program Staffing

- Develop a process for staffing selection
  - Internal vs. contract out
  - Include specific requests in the request for proposal (RFP)/contract
  - Verify credentials
  - View curriculum
  - Make a plan for provider feedback

# Maintaining Staff Commitment

- Develop a plan to ensure and sustain commitment
  - Open communication between line staff and leadership
  - Ongoing program training
- Identify barriers to implementation
  - Conflicting principles
  - Staff training and leadership support
  - Available staffing resources

# ART: Resources

- ART-trained group facilitators
- Assessment materials and personnel
- Program materials
- Space for groups of 8-12 youth
- Evaluation checklist
- Budget

**Problem Statement:** Youth on probation supervision have a violent re-offense rate of 30% demonstrating a need for a cognitive behavioral intervention program that addresses youth who experience difficulties with interpersonal relationships and prosocial behavior

**Goal:** To reduce recidivism by modifying the anti-social behavior of chronically aggressive youth through skill streaming, anger control and moral reasoning training

<b>Target Population:</b>	<b>Resources:</b>	<b>Activities:</b>	<b>Outputs:</b>	<b>Outcomes:</b>
<ul style="list-style-type: none"><li>• Ages 12-17</li><li>• Youth on probation</li><li>• Identified as chronically aggressive through relevant assessments</li><li>• Identified as accepting of anti-social behavior through relevant assessments</li></ul>	<ul style="list-style-type: none"><li>• ART-trained group facilitators</li><li>• Assessment personnel (e.g. trained probation officers or case managers)</li><li>• Program materials</li><li>• Space for groups of 8-12 youth to meet</li><li>• Evaluation checklist</li><li>• Budget</li></ul>			<ul style="list-style-type: none"><li>• At least 80% of participants will abstain from recidivating within 18 months of the date of program completion</li><li>• At least XX% of participants will have XX% improvement in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)</li></ul>

Date Created/Modified:

# Questions?



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