

How to Implement and Evaluate Programs

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Staying True to the Program Goals

- ▶ Programs that are implemented properly:
 - Decrease incarceration
 - Have the greatest effect on recidivism
 - Use money more efficiently
- ▶ Fidelity principle:
 - Is the program being delivered as designed and with integrity
 - Evidence-based programs

Key considerations

- ▶ Adopting and Adapting existing research-based programs
 - ▶ Common changes to evidence based–programs
 - ▶ Acceptable adaptations/changes to programs
 - ▶ Risky/Unacceptable changes to programs
 - ▶ Program drift
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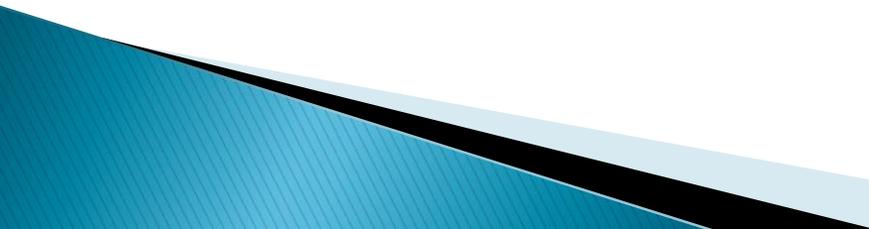
Common Changes to Evidence-Based Programs

- ▶ Reducing the number or length of program sessions
 - ▶ Reduce the number of staff delivering the program
 - ▶ Replace staff with paraprofessionals or volunteers without adequate training
 - ▶ DOSAGE of program and POSITIVE RELATIONSHIPS with staff are often critical components for program effectiveness
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Acceptable adaptations / changes:

- ▶ Cultural adaptation
 - ▶ Translating and/or modifying vocabulary
 - ▶ Replacing images to show youth and families that look like the target audience
 - ▶ Replacing cultural references
 - ▶ Modifying aspects of activities (e.g. physical contact)
 - ▶ Adding relevant evidence based content
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Risky or unacceptable changes

- ▶ Reducing the number and length of session
 - ▶ Changing how long participants are enrolled in program
 - ▶ Lowering the level of participant engagement
 - ▶ Eliminating key messages or skills learned
 - ▶ Removing topics
 - ▶ Changing the theoretical approach
 - ▶ Using staff or volunteers that are not adequately trained
 - ▶ Using fewer staff than recommended
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Program Drift:

- ▶ Unintentional changes to program
 - ▶ Changes that happen over time
 - Eliminate program content
 - Introduce new program content from a different curriculum that is not supporting the program goals
 - Remove a phase in a program with several interrelated phases
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Strategies to program fidelity:

- ▶ Select a program that meets your need
 - ▶ Make sure staff are committed to program fidelity
 - ▶ Determine the key elements that make the program effective
 - ▶ Assess the need for cultural adaptation
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Strategies to program fidelity:

- ▶ Stay true to the duration and intensity of the original program
 - ▶ Take steps to avoid program drift
 - ▶ Contact the program developer
 - ▶ Stay up-to-date with program revisions and material
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Developed your own program?

- ▶ Important to identify core program components that will lead to change
 - ▶ Identify the resources needed
 - ▶ Even more important to scrutinize how the program is delivered; challenges and successes
 - ▶ Link program outputs and outcomes to program activities, objectives and goals
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Process Evaluation

- ▶ Process evaluation: Looks at the implementation of the program
 - Was the program delivered as intended?
 - Dosage?
 - Where all planned activities/core components included in the program?
 - How were the program activities/components perceived by the target population?
 - Where changes needed to the program? Why? How were changes made?
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Process Evaluation

- ▶ Measure program outputs
 - ▶ Outputs– expressed as counts or percentages
 - How many youth were served by the program?
 - How many attended each session?
 - What was the average length of stay in program?
 - Did participants' characteristics match those of the intended target population?
 - How many staff were involved? Where there staff turnover? How many new staff? Experienced staff?
 - What was the cost of the program? Cost per unit?
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Process Evaluation

- ▶ Provides understanding of what was done correctly
 - ▶ Evaluates the fidelity to the program
 - ▶ Provides understanding of what elements / activities / components were difficult to implement and why
 - ▶ Provides understanding of why the program was successful or not as part of the outcome evaluation
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Outcome Evaluation

- ▶ Measures the direct effects of program activities on targeted recipients
 - ▶ Measurements often describing change or comparison
 - ▶ Did the program work? What benefits did the program provide?
 - ▶ How many completed the program?
 - ▶ What were the long-term benefits from the program?
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Measure Perceived Outcomes

- ▶ Measure perceived effects and outcomes of program – helpful before outcome data are available
 - ▶ Ask participants what they think the effects and outcomes are for them? Challenges with program participation? Challenges to program success?
 - ▶ Methodologies:
 - Surveys
 - Interviews
 - Focus groups
 - On-going “reflection meetings”
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Defining outcomes: Successful completion

- ▶ Key measure: Successful program completion
- ▶ How is success defined?
- ▶ How are successful outcomes dependent on program types?
 - Pre-adjudication electronic monitoring?
 - Truancy enforcement program?
 - Gang-intervention program?
 - Drug treatment program?
 - Mental health treatment program?

Defining outcomes: Recidivism

- ▶ Key measure: Recidivism– a long term outcome
- ▶ Re–arrest/re–referral
- ▶ Re–adjudication
- ▶ Re–incarceration
- ▶ For different times at risk:
 - One–year
 - Two–year
 - Three–year

Learning from outcomes

- ▶ What can recidivism tell us about our program's effectiveness
 - ▶ Is successful completion related to lower recidivism?
 - ▶ Who is successfully completing the program? Who is not? Why? What are the participants telling you?
 - ▶ Who is recidivating?
 - ▶ Within what time-period is the recidivism occurring? What type of re-offenses?
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Monitor implementation: VOP reduction program

- ACTIVITIES:
 - Attend an evening reporting center twice a week for 6 weeks .
 - Tutoring; homework help; evening meals; and transportation home.
- ▶ OUTPUTS:
 - ▶ Output 1: # of youth attending evening reporting center
 - ▶ Output 2: ALOS in program
 - ▶ Output 3: # of youth participating in tutoring

Monitor implementation: VOP reduction program

- Truancy enforcement: 1) daily check-in calls to youth; 2) GPS monitors; 3) Transportation to school when necessary.
- Probation Officers to provide: 1) face-to-face contacts at ERC; Motivational Interviewing.
- ▶ Output 4: # of truancy check-in calls/week
- ▶ Output 5: # of youth transported/week
- ▶ Output 6: # of face-to-face contacts at ERC
- ▶ Output 7: # of POs trained in MI

Outcomes: VOP Reduction Program

- ▶ **Short-term outcomes:**
 - ▶ # and % Successfully completing program
 - ▶ # of truant episodes
 - ▶ # of curfew violations
 - ▶ # with formal VOP referrals
 - ▶ # with detention for formal VOP
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Outcomes: VOP Reduction Program

- ▶ **Long-term outcomes:**
 - ▶ # with Adjudication for VOP
 - ▶ # with Residential Placement for VOP
 - ▶ # of youth participating in VOP reduction program with delinquent recidivism
 - Type of recidivism
 - How long to recidivism
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Girls Club: Logic Model

Problem Statement: The department has experienced an increase in the number of females referred for low-level offenses; primarily truancy and runaway

Mission/goal: To prevent low-level female offenders from further penetrating the juvenile justice system by providing mentoring, family counseling, training, and interactive coursework

Outcome (s):

- At least 80% of participants will **not** be referred to JPD within one year

Resources:

- Staff trained to provide healthy choices, curriculum, and parent training
- Licensed counselor
- Mentors
- Program materials
- Location for program meetings

Activities:

- Conduct weekly healthy choices classes
- Conduct family counseling sessions with participants and parents
- Pair participants with mentors

Outputs:

- Participants will attend weekly classes for 3 months
- All families will attend 3 to 5 family counseling sessions
- 85% of participants will be mentored for at least 3 months
- 90% of participants will complete the program

References:

O'Connor, Cailin; Stephen A. Small; and Siobhan M. Cooney. 2007. Program Fidelity and Adaption: Meeting local needs without compromising program effectiveness. What Works, Wisconsin—Research to Practice Series.

