Practical Evaluation
Is For Everyone

Lory Alexander
Where’s LeBron James?
Player Evaluation

Known correlation between fatigue & injuries.

Data indicates player fatigued.

Decision to rest player during a game.

Source: The NBA’s Adam Silver: How analytics is transforming basketball.
Everyday Evaluation

Basketball vs. Juvenile Justice

Basketball:
- ✓ Daily – games
- ✓ Weekly – series
- ✓ Monthly - record
- ✓ Quarterly - playoffs
- ✓ Yearly - pre/post season

Juvenile Justice:
- ✓ Daily – session
- ✓ Weekly – enrollment
- ✓ Monthly - attendance
- ✓ Quarterly - changes
- ✓ Yearly - pre/post program
Today

• Why evaluate
• Evaluation is do-able
• Practical questions
• Use logic model
• Tips and tools
What is Program Evaluation

• Is systematic
• Does collect, analyze, utilize information
• Attempts to determine the merit, worth, value of a program
• Answers question: What difference does this program make in the lives and well-being of our youth?

Source: Engle, M. (2017, July 20). What exactly is program evaluation?
Why Evaluate

• Texas Human Resources Code
• Primary output is positive youth development
• Others want to know
• You want to know
• Ultimately for youth
• Reduce uncertainty
Evaluation is Do-able

OK

Not big enough

Functional

Face yukky

Favorite color

Leave it

Evaluation Question

See ...
Youth have this need
We planned to serve X
This is what happened
This is what data shows
Youth are doing this
Youth are attending
Sessions are good

But!
need not addressed
we are serving Y
this is what planned
this is what expected
youth are doing that
youth are not engaged
they could be better
Practical Questions

— What programs are needed?
— Are there enough youth for a program?
— Are we serving the right youth?
— Are youth getting the right dosage?
— Are we doing what said we would do?
— Are youth successful?
— Do we need to make changes?
Practical Questions

✓ We can answer/measure
✓ Will show progress
✓ Ask why for improvement
✓ Can be reported to others
Culture of Evaluation

• Routinely question/check feelings
• Get staff buy-in
• Have everyone evaluating something
• Share management of the program
• Set aside designated times
• Make time valuable
• Make part of work plan
Evaluative Research Cycle

Design → Noticing → Planning → Fieldwork → Design

Analysis, Conclusions, Reflection, Feedback

### Logic Model Template

Problem Statement: Issue to be addressed.

Goal: Plan to achieve.

|------------------------------------|-----------------------------|---------------------------|--------------------------------|----------------------------------------|

Date Created/Modified:
• 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.
**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.

**Target Population:**
- Ages 12-17
- Youth on probation
- Identified as chronically aggressive through relevant assessments
- Identified as accepting of anti-social behavior through relevant assessments

**Resources:**
- ART-trained group facilitators
- Assessment personnel (e.g. trained probation officers or case managers)
- Program materials
- Space for groups of 8-12 youth to meet
- Evaluation checklist
- Budget

**Activities:**
- **30 one-hour program sessions delivered 3 times per week over 10 weeks (1 hr. per component):**
  - 10 one-hour sessions, delivered 1 time per week over 10 weeks on Structured Learning Training:
    - Modeling
    - Role playing
    - Performance feedback
    - Transfer training
  - 10 one-hour sessions, delivered 1 time per week over 10 weeks on Anger Control Training:
    - Identifying triggers/cues
    - Using reminders/reducers
    - Self-evaluation
  - 10 one-hour sessions, delivered 1 time per week over 10 weeks on Moral Reasoning:
    - Moral dilemma exposure

**Outputs:**
- Participants will attend at least # of the 30 program sessions
  - # of Structured Learning Trainings given and attendance rate
  - # of Anger Control Trainings given and attendance rate
  - # of Moral Reasoning sessions given and attendance rate

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

What

How

1) How is it going?  →  Process evaluation
2) How is it working?  →  Outcome evaluation
3) How do I know on a continuous basis?  →  Ongoing program check-ins

Whom  →  Internal vs. external
Internal vs. External

**Insiders**

+ Implicit knowledge
+ Understanding
+ Practice wisdom
+ Informal evaluation

? Objective
?
Consider new ideas

- Time

**Outsiders**

+ Method knowledge
+ Past experiences
+ New ?s, ideas
+ Skilled facilitator

? Off the mark
?
Recommendations

- Can’t do all the work

## Evaluation Matrix

### ART Activities

- **30 sessions 3X per week over 10 weeks**
- **3 components, each 1X per week**

<table>
<thead>
<tr>
<th>Element</th>
<th>Question</th>
<th>Data Source</th>
<th>Tools</th>
<th>Timing</th>
<th>Analysis</th>
<th>Reporting</th>
<th>Check-In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dose received</td>
<td>To what extent did youth attend sessions for the three components?</td>
<td>ART facilitator; Department staff</td>
<td>Attendance checklist; Observation with checklist</td>
<td>ART facilitators report weekly; Two observations per facilitator</td>
<td>Calculate score based on % of sessions provided</td>
<td>Summarized by component type</td>
<td>Reviewed every two weeks by department staff</td>
</tr>
</tbody>
</table>
Who Will Do What?

• Who is going to develop the tools?
• Where do data go after collected?
• Who enters data?
• What is the protocol for data entry?
• Who analyzes the data?
• How long will analysis take?
• Who will generate the summary reports?
• When will summary reports be generated?
• Who receives summary reports?
• When are the reports needed?
Evidence Tips

• Use data already collected
• Use existing interactions to collect data
• Invest time upfront in tools
• Schedule check-ins (data meetings)
<table>
<thead>
<tr>
<th>When</th>
<th>What (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Engagement</td>
</tr>
<tr>
<td>Weekly</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Monthly</td>
<td>Attendance</td>
</tr>
<tr>
<td>Quarterly</td>
<td>Program changes</td>
</tr>
<tr>
<td>Yearly</td>
<td>Pre-post program</td>
</tr>
</tbody>
</table>
**Process Sandwich**

- Discrepancies/concerns
  - In \(\rightarrow\) eligibility
  - Out \(\rightarrow\) program completion
  - What \(\rightarrow\) services provided

- Potential impact on outcomes
Eligibility (In) Questions

• LM: 12-17, probation, chronically aggressive, identified as accepting of antisocial behavior

• Ask:
  – How may youth entered?
  – Do all meet the eligibility criteria?
  – Are the youth meeting criteria but not served?
  – Are there youth who return to the program?
## Enrollment Data

**Target: 10 youth**

<table>
<thead>
<tr>
<th>Youth</th>
<th>Enrolled</th>
<th>Age 12-17</th>
<th>Probation</th>
<th>Chronic Aggressive</th>
<th>Antisocial Behavior</th>
<th>Met Criteria</th>
<th>Needs Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aladdin</td>
<td>8/1/17</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2 Donald</td>
<td>8/1/17</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3 Goofy</td>
<td>8/1/17</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4 Grumpy</td>
<td>8/1/17</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>5 Road Runner</td>
<td>8/1/17</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>6 Happy</td>
<td>8/1/17</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>No</td>
<td>x</td>
</tr>
<tr>
<td>7 Scrooge Duck</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Yes</td>
<td>x</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
Emergent Learning

• Question:
  What % enrolled met eligibility criteria?

• Ask:
  Past
  What does the data say?
  Why?
  Future
  So what?
  Now what?

Service Questions

• LM: 3 components, 10 sessions each

• Ask:
  – Are services being provided as planned?
  – Are staff adequately trained?
  – Is all content covered?
  – Are youth attending enough sessions?
  – Are youth engaged?
## Service Data

<table>
<thead>
<tr>
<th>Class Name</th>
<th>List of Students</th>
<th>8/1/2017</th>
<th>8/8/2017</th>
<th>8/15/2017</th>
<th>8/22/2017</th>
<th>8/29/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aladdin</td>
<td></td>
<td>Attended</td>
<td>Attended</td>
<td>Attended</td>
<td>Class Cancelled (unapproved)</td>
<td>Class Cancelled (approved)</td>
</tr>
<tr>
<td>Duck, Donald</td>
<td>Unexcused Absence</td>
<td>Attended</td>
<td>Excused Absence</td>
<td>Class Cancelled (unapproved)</td>
<td>Class Cancelled (approved)</td>
<td></td>
</tr>
<tr>
<td>Runner, Road</td>
<td></td>
<td>Attended</td>
<td>Attended</td>
<td>Attended</td>
<td>Class Cancelled (unapproved)</td>
<td>Class Cancelled (approved)</td>
</tr>
</tbody>
</table>

- Classes held 3/5 * 100 = 60%
- Donald Duck 1/3 * 100 = 33%
Completion (Out) Questions

- 2 criteria for successful completion
  - Attendance (18 of 30 sessions)
  - Skill demonstration (Role play)

- Ask:
  - Time in program?
  - What % successfully completed?
  - Did youth complete some but not all criteria?
  - Do outcomes vary with above?
# Completion Data

<table>
<thead>
<tr>
<th>Youth</th>
<th>Enrolled</th>
<th>Program End</th>
<th>Time in Program</th>
<th>Attendance</th>
<th>Skill Demo</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aladdin</td>
<td>8/1/2017</td>
<td>10/10/2017</td>
<td>11 wks</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Donald</td>
<td>8/1/2017</td>
<td>10/10/2017</td>
<td>11 wks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Goofy</td>
<td>8/1/2017</td>
<td>10/10/2017</td>
<td>11 wks</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4 Grumpy</td>
<td>8/1/2017</td>
<td>10/10/2017</td>
<td>11 wks</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>5 Road Runner</td>
<td>8/1/2017</td>
<td>10/10/2017</td>
<td>11 wks</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6 Happy</td>
<td>8/1/2017</td>
<td>10/10/2017</td>
<td>11 wks</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>6</td>
<td></td>
<td><strong>4</strong></td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>
Fieldwork Tips

• Write it down!
• Records
  – Useful
  – Serve many purposes
  – Systematic
  – Comprehensive
Timeline Tips

¼ Planning
¼ Fieldwork – observing, discussions, collecting data, thinking about it
¼ Analyzing, writing up
¼ Feedback, sharing, new actions

**Evaluation Tips**

- Be organized
- Focus on logic model
- Post timeline
- Keep files
- Keep manageable

Good Evaluation?

- Stayed in touch with situation
- Did justice to everyone’s view & ideas
- You learned things
- Useful where to go next
- Time to go full cycle

Who Needs LeBron James?
References