



TEXAS
JUVENILE★JUSTICE
DEPARTMENT

TRANSFORMING YOUNG LIVES AND CREATING SAFER COMMUNITIES

Process Evaluation

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

#3 Problem Statement, Goal, Outcomes

- Using data to identify problems
- Defining “SMART” Outcomes

#4 Activities, Program Fidelity, Outputs

- Activities measured by outputs
- Fidelity contributes to success
- Ties directly to process evaluation

For Successful Program

1. Plan

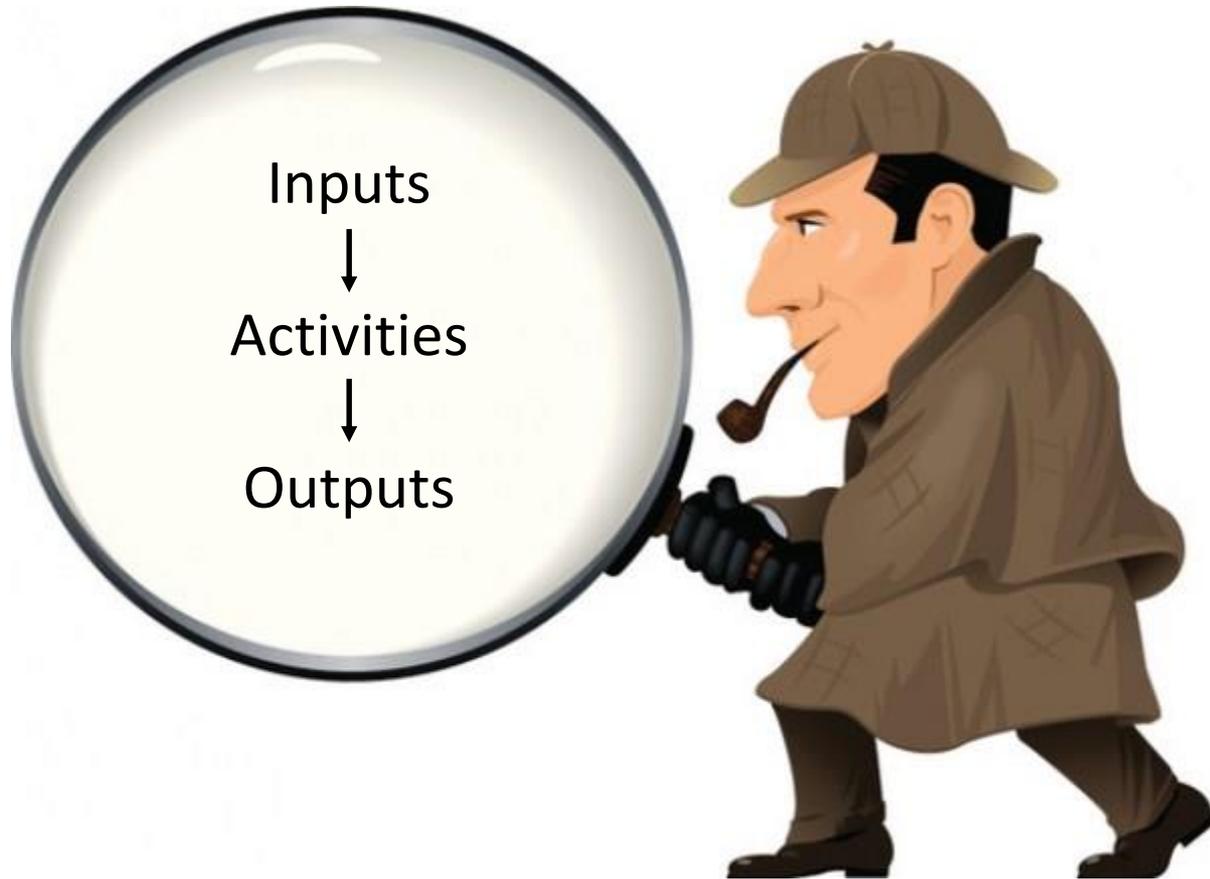
- ✓ Right program
- ✓ Right youth
- ✓ Right dosage

2. Implement

3. Evaluate

- Planning and implementation → process evaluation
- Success in achieving outcomes → outcome evaluation

Frequent Check-In



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:

Process Evaluation

- Why
- Plan
- Data Collection
- Results/review
- How to use
- Write-up/dissemination

Process Evaluation

- Examines implementation
 1. Service utilization (target population)
 2. Program organization (should=actual?)
- Includes ongoing program check-in (monitoring)
- Adjunct to outcome evaluation

Why Worry?

–Short-Term

- What's working well, what's not
- Show early successes

–Long-Term

- Help explain outcome results
- Help when repeat the program

Juvenile Drug Court Study

–Goals

- Reduce recidivism? (outcome)
- Using evidence-based approaches? (process)

–Methods

- Outcomes drug court vs. traditional probation
- Evidence-based Correctional Program Checklist

–Results

- No significant impact on outcomes

Blair, L., Sullivan, C., Latessa, E., & Sullivan, C. J. (2015). Juvenile drug courts: A process, outcome, and impact evaluation. OJJDP Juvenile Justice Bulletin.

Juvenile Drug Court Study

Court	Score
1	✓
2	
3	
4	✓✓
5	
6	✓
7	
8	
9	

Effective → ↓ Recidivism

Highly Effective → ↓↓ Recidivism

Effective → ↓ Recidivism

Blair, L., Sullivan, C., Latessa, E., & Sullivan, C. J. (2015). Juvenile drug courts: A process, outcome, and impact evaluation. OJDP Juvenile Justice Bulletin.

Benefits

- Evaluates fidelity to the program design
- Provides understanding of
 - what is done correctly
 - what activities and/or components are difficult to implement and why
 - potential problems to address early
 - why the program was successful or not as part of the outcome evaluation

What's the Question?

- 1) How many youth are receiving services?
- 2) Are those receiving services the intended targets?
- 3) Are they receiving the correct type, dosage, and quality of services?
- 4) Is staffing sufficient? Competent?
- 5) Are resources, facilities, funding adequate?
- 6) Is program in compliance with any requirements?
- 7) If >1 site, are some sites better than others?
- 8) Are participants satisfied with the services?

Process Evaluation Plan

- 1) Fidelity (quality)
- 2) Dose delivered (completeness)
- 3) Dose received (exposure, satisfaction)
- 4) Reach (participation rate)
- 5) Recruitment (staff, youth, family)
- 6) Context (organizational, other factors)

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

Component Content

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Date Created/Modified:

What's the Criteria?

- Program manual
- Generic program type
- Standards (legal, ethical, professional)
- Policies or procedures
- Comparable programs or groups
- Prior measurement
- Past experience
- Professional judgement

Process Matrix

Element	Question	Data Source	Tools	Timing	Analysis	Reporting	Check-In
Fidelity	1.						
Dose delivered							
Dose received							
Reach							
Recruitment							
Context							

Adapted from Saunders, Evans, & Joshi (2005).

Data Collection

–What, where, when, who

- Program Records
- Program Participants
- Evaluator Observation

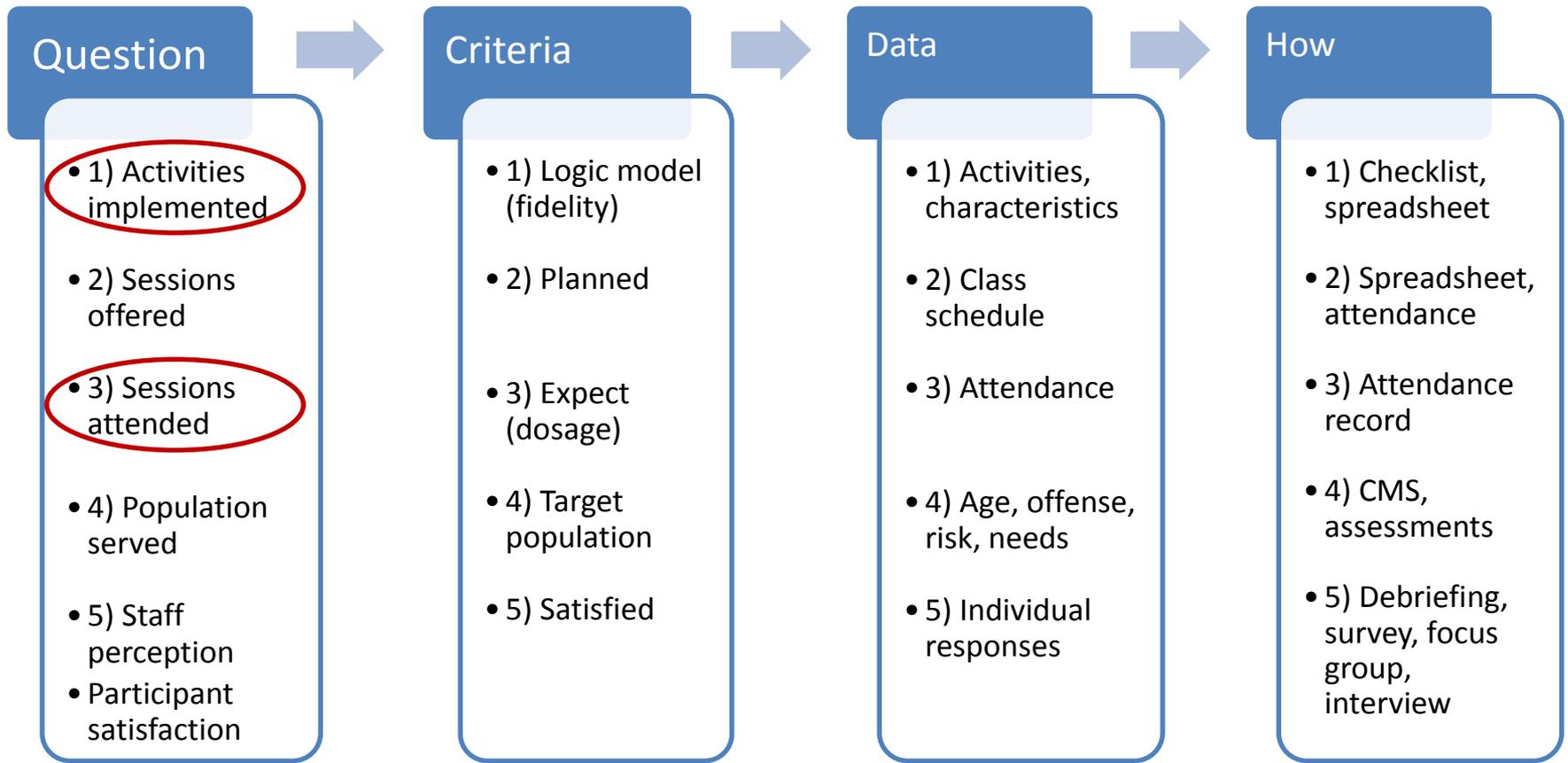
–Examples

- Case Management System/JCMS
- Excel

Excel is Your Friend

- Readily accessible
- Large amounts of data
- Different types of data
- Reliability/consistency
- Graphs or other visual presentation
- Statistics/calculations
- Flexible
- Training available
- Design yourself

Data Collection



Attendance Tracker

Class Name	Behavioral Skills Class				
List of Students	4/4/2017	4/11/2017	4/18/2017	4/25/2017	Total Attended

Attendance Options

Attended

Excused Absence

Unexcused Absence

Class Cancelled (approved)

Class Cancelled (unapproved)

Process Matrix

ART Activities

30 sessions 3X per week over 10 weeks

3 components, each 1X per week

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

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?

Program Chrono

- Key dates
- Standard Activity or Challenge
- Description
- Concerns
- Resolution

Program Chrono

Program	ART
Program Start Date	2/12/17
First Service Date	4/4/17
Project Director	Glenn Like

Date	Standard Activity or Challenge	Description	Concerns	Resolution
4/4/2017	Standard	First class begins (20 youth)		
5/1/2017	Challenge	2 youth arrested out of class-- they are no longer attending class.	Annual goal is 50 youth completing. Decision on whether to add new youth.	Determine too hard to have new youth come in "midstream." Leadership group decides that if 10 youth drop out during 1 fiscal year, they will meet with funders to determine if target adjustments have to be made.
6/12/2017	Challenge	Program subcontractor informs leadership that they are losing money and may have to pull out at the end of the contract cycle.	Subcontractor provides service that we are required to provide via the contract.	The leadership group appoints Carolina to investigate alternative subcontractors. The leadership group informs the funders of the issue.

Program Chrono

Date	Standard Activity or Challenge	Description	Concerns	Resolution
6/17/2017	Standard	Select youth for class 2		
7/1/2017	Standard	First class graduates (18 youth)		
8/10/2017	Standard	Second class begins (19 youth)	1 youth not enrolled due to work schedule conflict.	Youth will enroll in next class.
9/1/2017	Standard	New Fiscal Year starts		
11/9/2017	Challenge	New Program Idea	Chara has found research on a new program. The leadership group needs to decide if they should replace the current program with a new one.	The leadership group meets to assess the pros and cons of the new program vs. the current program. The group decides the pros outweigh the cons. One concern is that the group is contracted to use the current program. The group assigns Lory the task of meeting with the funders to see if they would be willing to change the program either during this contract or the next contract cycle.

Data Collection



Analyze Data

- Quantitative
 - Frequency - # trainings attended
 - Average – average attendance
 - Percentage - % attendance
- Qualitative
 - Descriptive
 - Content analysis

Results/Review

- $\% \text{ Output} = \text{Actual}/\text{Anticipated} * 100$

Class Name	Behavioral Skills Class				
List of Students	4/4/2017	4/11/2017	4/18/2017	4/25/2017	5/2/2017
Duck, Donald	Unexcused Absence	Attended	Excused Absence	Class Cancelled (approved)	Class Cancelled (unapproved)
Runner, Road	Attended	Attended	Attended	Class Cancelled (approved)	Class Cancelled (unapproved)
White, Snow	Attended	Attended	Attended	Class Cancelled (approved)	Class Cancelled (unapproved)

- Classes held $3/5 * 100 = 60\%$
- Donald Duck $1/3 * 100 = 33\%$

Results/Review

Planning Activities

Component	Key Planning Activities	Scheduled Completion	Actual Completion	On Time
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Target Groups

Target Group	Anticipated Number	Actual Number	Reach (%)	Recruitment	Met
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Outputs

Component	Date	Implemented as Planned	Measure	Target	Actual	%	Met
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Progress, Problems, Lessons Learned

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Results/Review

Planning Activities

Component	Key Planning Activities	Scheduled Completion	Actual Completion	On Time
ART Program Sessions	Identify ART facilitators	2/15/2017	2/1/2017	Yes
	Identify 1st group of youth	3/15/2017	3/1/2017	Yes
	Weekly class 4/4-6/13/2017	6/13/2017	7/1/2017	No

Progress, Problems, Lessons Learned

Two classes cancelled by facilitator which required adding additional weeks to program.

Results/Review

Target Groups					
Target Group	Anticipated Number	Actual Number	Reach (%)	Recruitment	Met
1st Group	20	20	100%	Program discussed with youth and families.	Yes
2nd Group	20	19	95%		No

Progress, Problems, Lessons Learned

One youth not enrolled due to work schedule conflict.

Results/Review

Outputs

Component	Date	Imp. as Planned	Measure	Target	Actual	%	Met
Structured Learning	7/1/2017	Medium-High	Trainings Given	10	10	100%	Yes
			Attendance Rate	95%	96%	101%	Yes
Anger Control	7/1/2017	High	Trainings Given	10	10	100%	Yes
			Attendance Rate	95%	90%	95%	No

Progress, Problems, Lessons Learned

Anger control sessions held 5-6 p.m. which resulted in transportation issues.

Quality Matters

- Need both
 - ✓ Appropriate program and program theory
 - ✓ High quality implementation

Process

- 1) High quality
- 2) High quality
- 3) Poor quality

Outcomes

- 1) Positive
- 2) Negative
- 3) Negative

Program

- 1) Appropriate
- 2) Inappropriate
- 3) ?

Population Matters

- Did target the intended population?
 - ✓ Risk level
 - ✓ Offense

Program	N	Re Offend in One Year	1 yr Re- Offense Rate	Average # of Prior Referrals	Prior Violent/ Assaultive Referral	Prior VOP	Majority Offense Type
ART	50	10	20.0%	0.36	90.0%	0.3%	Misd. Assaultive

Dosage Matters

- How much did youth receive?

Attendance

- 1) Very high
- 2) Very low
- 3) Very low

Outcomes

- 1) Negative
- 2) Negative
- 3) Positive

Program

- 1) Right program?
- 2) Not enough
- 3) Change not due to program

Program Improvement

- Document
 - Implemented with fidelity?
 - What worked well or didn't?
 - Modifications along the way?
- Ask
 - Reach intended participants?
 - Successful for subgroup of participants?
 - Resources available to make changes?

Write-Up

- What
 - 1) Program description
 - 2) Logic model
- How
 - 3) Process matrix
 - 4) Results
- Why it matters
 - 5) Conclusions & interpretation
 - 6) Recommendations

Practical Suggestions

- Document program requirements
- Develop department friendly templates
- Start collecting data early
- Make program check-ins doable
- Schedule & budget evaluation
 - Time
 - \$\$



Questions?



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Evaluation Resources

- Standardized Program Evaluation Protocol (SPEP)
 - Provider services compared to effective programs
 - Characteristics (service type, dosage, quality, risk)
 - <http://www.episcenter.psu.edu/juvenile/spep>
- Evidence-Based Correctional Program Checklist
 - Capacity (leadership, staff, quality assurance)
 - Content (risk, need, responsiveness, treatment principles)
 - https://www.uc.edu/corrections/services/program_evaluation.html

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