

Overview of Webinar Series

- Adapted from the Community Based Program trainings
- Divided into 6 meaningful content areas for more targeted training
- Goals:
 - Reach more county program staff to train on important program topics
 - Expand the topics covered in the CBP trainings to bolster understanding of difficult topics
 - Allow more time for county questions and commentary with a broader audience to facilitate knowledge sharing across Texas Juvenile Probation Departments

Recommended Webinar

- “Describing Your Programs Using Logic Models”
 - Located on TJJD Training’s [archived webinar page](#)
 - www.tjjd.texas.gov/regionaltraining/webinars.aspx

Logic Model Example

Problem Statement: Indicates the issue to be addressed. Should be clear and concise, reference available data highlighting the problem or need, indicate what is needed to address the problem, and who the problem affects (e.g. substance abusers, violent offenders, etc.)

Goal: Indicates what you plan to achieve. Should be specific and measurable, be directly tied to your outcomes (what you hope to see after program conclusion), and answer the question “what, for whom, and by when”.

Target Population: Indicates who, based on your problem statement and goal, needs to be in the program to achieve your desired outcomes. Should be specific to avoid net widening and address the risk/needs responsivity principle.

Resources: Indicates what is required to carry out your program. Consider staffing, budget, location, supplies, etc. Resources are typically tied to your activities and what is needed to measure your outputs and outcomes (e.g. assessments).

Activities: Planned tasks to achieve the program’s goal. Must match the program theory and include evidence-based components, have measurable or quantifiable outputs, and include dosage and service provider information. There must be a 1:1 relationship between your activities and outputs. For every activity, there must be a measurable output.

Outputs: Indicator or measure of your activities (performance or process measures). Expressed in terms of units such as number of youth served, hours completed, or sessions completed. Outputs assess how well a program is implemented by achieving set targets and assist in monitoring resources.

Outcomes: Indicator or measure of goal achievement. Must be specific, measurable, achievable, realistic, and time specific. Can be short (successful program completion), medium (reduction in school disciplinary referrals), or long term (recidivism).

Date Created/Modified: Important to keep track of all modified logic models to ensure everyone is operating from the most recent version.



TEXAS
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DEPARTMENT

TRANSFORMING YOUNG LIVES AND CREATING SAFER COMMUNITIES

Defining a Program and What Works

Road Map

- Program Theory
- Effective vs. Ineffective Approaches
- Keys to effective programming

Strong Foundation of “Evidence”

- 90’s - Effective and Promising programs:
 - Blueprint programs
- In 2017 there continues to be a strong initiative for “what works”
- Utilizing evidence- and research-based principles throughout the juvenile justice system nationally
- Expectation that evidence be incorporated into department processes statewide
 - Ex. Discretionary State Aid Grant Funding

Continuum of Program Effectiveness



Viewing Programs and their Supporting Evidence

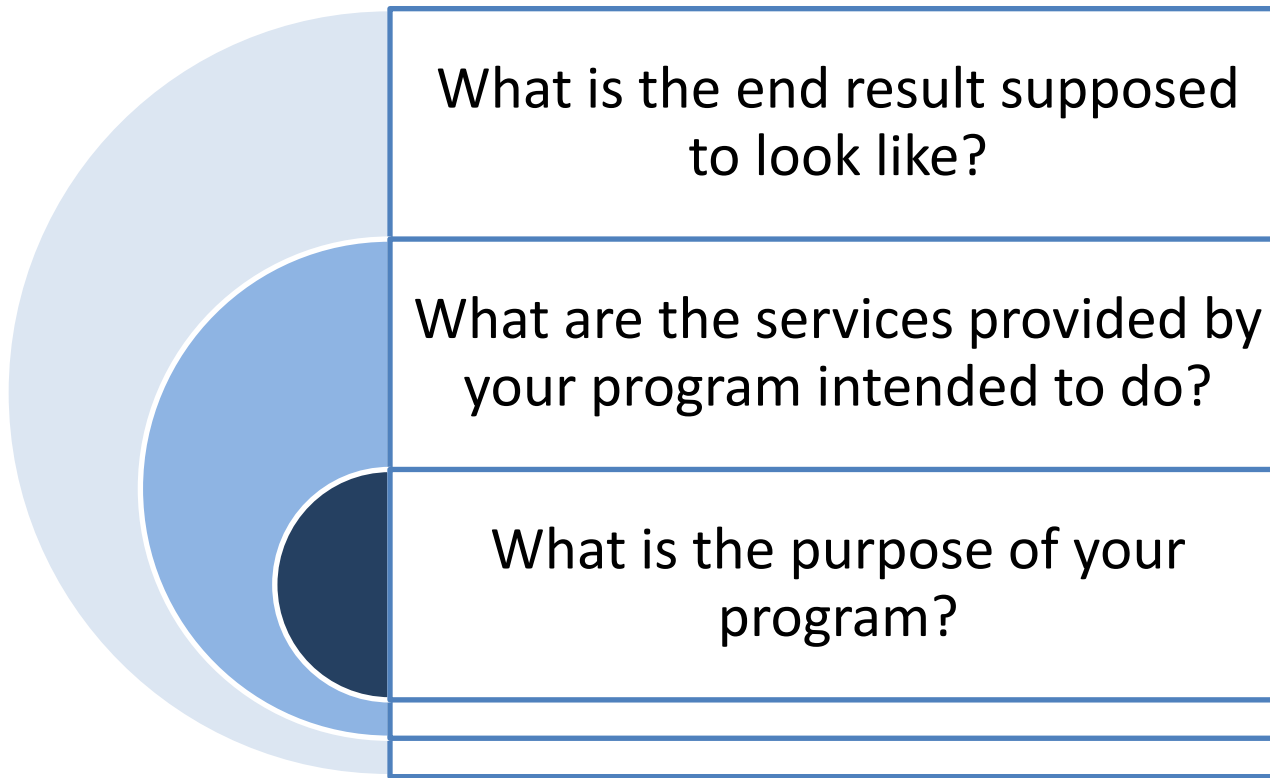
- **Brand name protocol programs**
 - E.g. Aggression Replacement Training
 - Manual or protocol specifies exactly how program is to be implemented
 - Require fidelity to attain desired results
- **Generic intervention types**
 - E.g. Cognitive Behavioral Therapy (CBT), family counseling
 - Utilize meta-analyses to determine average effects for program type (e.g. counseling)

Program Theory

- Definition:
 - The underlying premise of what must be done to bring about change.
- AKA:
 - Program Model or Action Theory
- Emphasis:
 - It is imperative that sufficient attention is given to develop a well conceptualized program theory.

Program Theory

- Think about it...

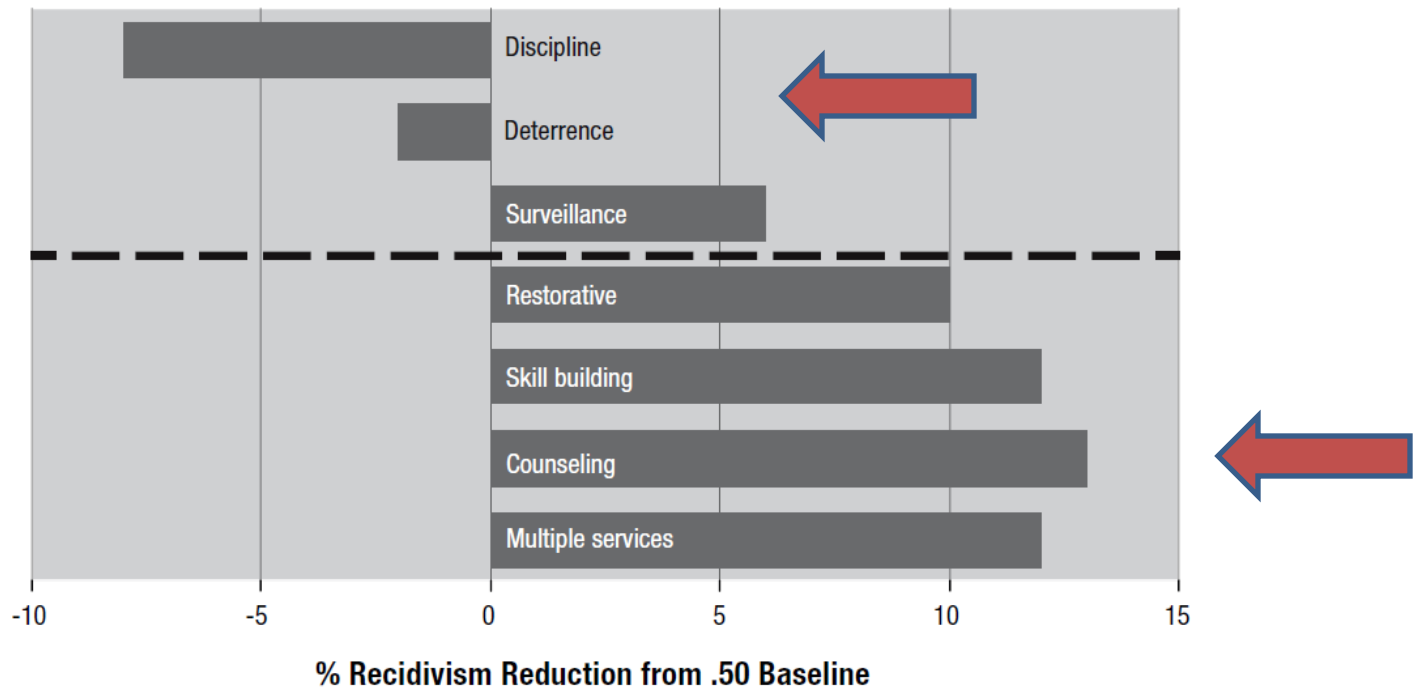


Primary Principles: Ineffective Approaches

- Confinement
- Deterrence
 - Prison visitation (Scared Straight)
- Discipline
 - Paramilitary regimens in boot camps
- Surveillance (Electronic Monitoring, ISP)
 - If not paired with evidence-based programming
- Punitive approaches

Therapeutic versus Control

Figure 1. Mean recidivism effects for the program categories representing control and therapeutic philosophies

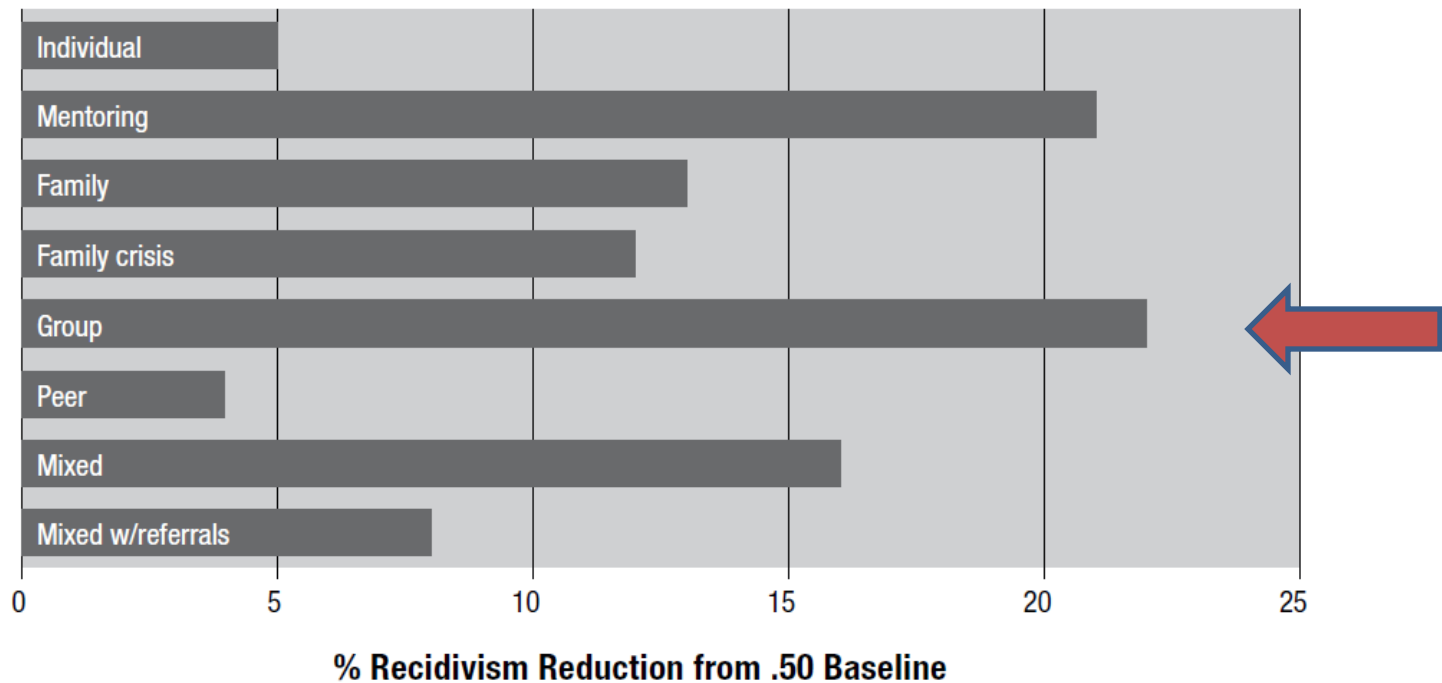


Primary Principles: Effective Approaches

- Therapeutic philosophy
- Cognitive-behavioral techniques
- Behavior management
- Restorative
- Multiple coordinated services
- Supervision if paired with evidence-based programming

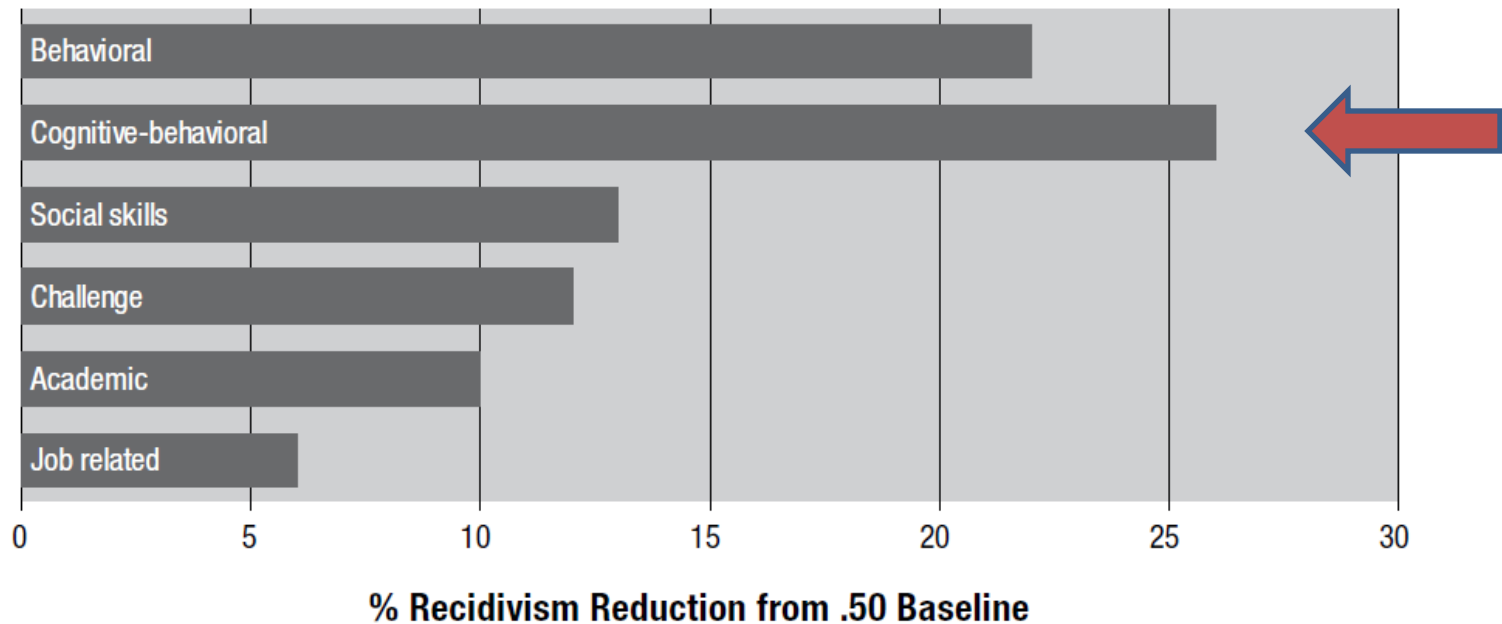
Generic Program Types - Counseling

Figure 2. Mean recidivism effects for the generic program types within the counseling category



Generic Program Types – Skill Building

Figure 3. Mean recidivism effects for the generic program types within the skill-building category



Key to Effective Programming

- Involving chief executive of the program in program development and implementation
- Staff training, supervision, and support in program implementation and development
- Involving offender in their own program planning and implementation
- Evaluating and modifying the program based on acquired knowledge
- Program development based on theoretical construct demonstrating internal validity and reliability

Effective Programs Resources

- Blueprints for Violence Prevention
- OJJDP Model Programs Guide
- National Institute of Justice Crime Solutions
- SAMHSA National Registry of Evidence-based Programs and Practices

Questions?



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