Evaluating Youth Justice Diversion Programs
Community of Practice (CoP)

April 20, 2021

1:00-3:00p

AGENDA

- ❑ Welcome & Introductions
- ❑ Submitted Questions
- ❑ Defining Program Evaluation
- ❑ Community Partnerships for Diversion from Youth Justice Evaluation Requirements
- ❑ Overview of Program Evaluation Steps
- ❑ Break
- ❑ Diving Deeper into Program Evaluation
- ❑ Revisit Submitted Questions
- ❑ Assessing Program Satisfaction
- ❑ Who Should Participate in this CoP

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Share a recent program success, win, good thing…

- *Acceptance of services in home setting for youth and family for one adolescent, getting supports in place for him.*

- *Collaboration survey administered, stronger collaboration indicated than expected.*

- *Schools have opened up more and seeing more referrals to program now, ability to help more kids.*

- *Connected with CPS and starting collaboration doing better with warm hand-offs for referrals.*

- *Case manager working with siblings who were referred and the school worked with the CM to connect with the child in the school setting; able to build rapport where there was some resistance.*

- *Building solid dashboards, looking at data individually and collectively. Diving deeper into data.*

- *37 kids enrolled, great relationship with 3 of 4 school districts- referring for a variety of things. Positive connection with one adolescent in particular, and then with mom as well, connecting to behavioral health.*

- *Program has rolled out, getting into schools more and connecting more. Getting more referrals.*

- *Rolled out diversion program in January, expanding the group, monthly meeting with SROs in schools and Rawhide to talk about family engagement. Warm transfer to services can start in school settings.*

- *Collaboration with one high school is going well. Expanding to work with CPS. In process of planning to expand services with another school district.*

- *Experienced staff are making transitions smooth.*

How do *you* define "program evaluation"?

- *Measuring success vs. Non-completion*

- *Client satisfaction*

- *Measuring performance*

- *Efficacy*

- *Determining if the program is succeeding at what it's supposed to do*

- *Short-term and long-term goal success*

- *Determine where referrals come from and where we need to make changes*

"The **systematic collection of information** about the **activities, characteristics, and results** of programs to **make judgments** about the program, **improve or further develop program effectiveness**, **inform decisions** about future program development, and/or **increase understanding**."

Source: Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Evaluation Type	When To Use	What It Shows	Why It's Useful
Needs Assessment/ Formative Evaluation	• During new program development • When an existing program is modified or used in a new setting or with a different population	• Whether the program is likely to be needed, understood, and accepted by those it's meant to reach	• Allows for modifications before full implementation begins • Increases likelihood of program success
Process Evaluation/ Program Monitoring	• When program implementation begins • During operation of an existing program	• How well it is working • The extent to which it is being implemented as designed and planned • Whether it is accessible and acceptable to its priority population	• Provides early warning of problems • Supports program improvement
Outcome Evaluation	• Once the program has reached at least one person or group in the priority population	• The extent to which it is achieving its expected short term and intermediate outcomes	• Tells whether the program is effective in meeting its objectives
Impact Evaluation	• During the operation of an existing program at appropriate intervals • At the end of a program	• The extent to which it has met its ultimate goal(s) • What is different because of the program	• Provides evidence for policy and funding decisions

3.2 Goals, Objectives, and Performance Expectations

3.2.1 In narrative form, outline the overarching goals and objectives for the program the vendor is proposing. The goals and objectives should be derived from the outcomes and outputs of the logic model. The vendor should consider the following elements when developing goals and objectives: access to services, program effectiveness, quality of services, participant satisfaction, and community indicators of program effectiveness.

3.2.2 In narrative form, describe the performance expectations the vendor is hoping to achieve in each of the potential five years of the grant. Describe how each successive year will build upon the previous ones in achieving these objectives. What steps will be taken by the vendor to expand capacity as the grant progresses. What steps will be taken by the vendor to assure the program can be sustained beyond the potential five years of the grant.

3.3 Reporting, Performance Measurement, and Quality Improvement

3.3.1 Provide a narrative of how program performance will be evaluated and reported which includes but may not be limited to the semi-annual DHS performance reporting requirements. If the agency is subject to other program performance requirements through other contracts or professional affiliation, briefly describe this information.

3.3.2 Provide a narrative of how program outcomes will be measured; include method of data collection and frequency. The logic model should contain indicators of the outcomes; include a description of how the indicators will be evaluated.

3.3.3 Provide a narrative of the quality improvement processes the vendor has or will have in place that are related to this project. If a specific model is used, provide this information. Include a description of how the quality improvement processes inform and shape the delivery of services.

3.3.4 Provide a narrative of the quality assurance processes the vendor has or will have in place that are related to this project. In regards to the evidence-based practice that will be utilized for this program, describe how the vendor will assure fidelity to the model.

3.3.5 Provide a narrative of the project evaluation plan; include the plan and method of evaluation and how the results will be analyzed and reported. If the vendor intends to subcontract for evaluation, provide information on the experience and capacity of the subcontractor.

3.3.6 Provide a narrative of the training plan for all current and new employees related to this project. Include a description of the trainings, method of delivery, training objectives, required frequency.

3.3.7 Provide a narrative for how the vendor intends to promote policy change across systems that focus on the behavioral health needs of youth; enhance community-based services for youth; and promotes diversion from youth justice.

Engage the people involved in or affected by the program, and primary users of the evaluation.

Ensure use through evaluation design, stakeholder preparation, continuous feedback, follow-up stakeholder meetings, and tailored dissemination.

Justify conclusions and recommendations by linking them to evidence gathered and judging them against agreed-upon values or standards set by stakeholders.

Describe the need for the program, expected effects, activities, resources, context, logic model.

Assess issues of greatest concern to stakeholders while using time and resources as efficiently as possible. Consider the evaluation purpose, users, uses, questions, and methods.

Gather credible evidence to strengthen judgments and recommendations. Consider indicators, sources, quality, quantity, logistics.

Who are **your** program's stakeholders & how have they been engaged?

- *Schools they are working with*
- *The County*
- *Our community: youth, teens who are not in juvenile justice yet, but have concerns*
- *Youth, their families*
- *Boys and Girls Club*
- *Children's Wisconsin*
- *Court system*
- *General population of the community*
- *Law enforcement, officers*
- *SROs, schools*
- *Truancy court*

- *Outpatient AODA providers*
- *Mental health agencies*
- *DHS (funder)*
- *Program staff, administrators, program managers, frontline workers*

- *Engaging schools through meetings*
- *Development of "cheat sheet" for schools for budget and what their responsibilities are for providing information for outcomes*
- *Schools shared what was important to them as well (desired outcomes)*
- *Engaging through program development*

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Poll – Logic Model

1. Our logic model both 1) accurately reflects our program and its expected outcomes and 2) supports our evaluation.

Response	Count	Percent
Strongly agree	(2)	20%
Agree	(7)	70%
Disagree	(1)	10%
Strongly disagree	(0)	0%
Not sure, I've never seen it	(0)	0%
We have a logic model?	(0)	0%

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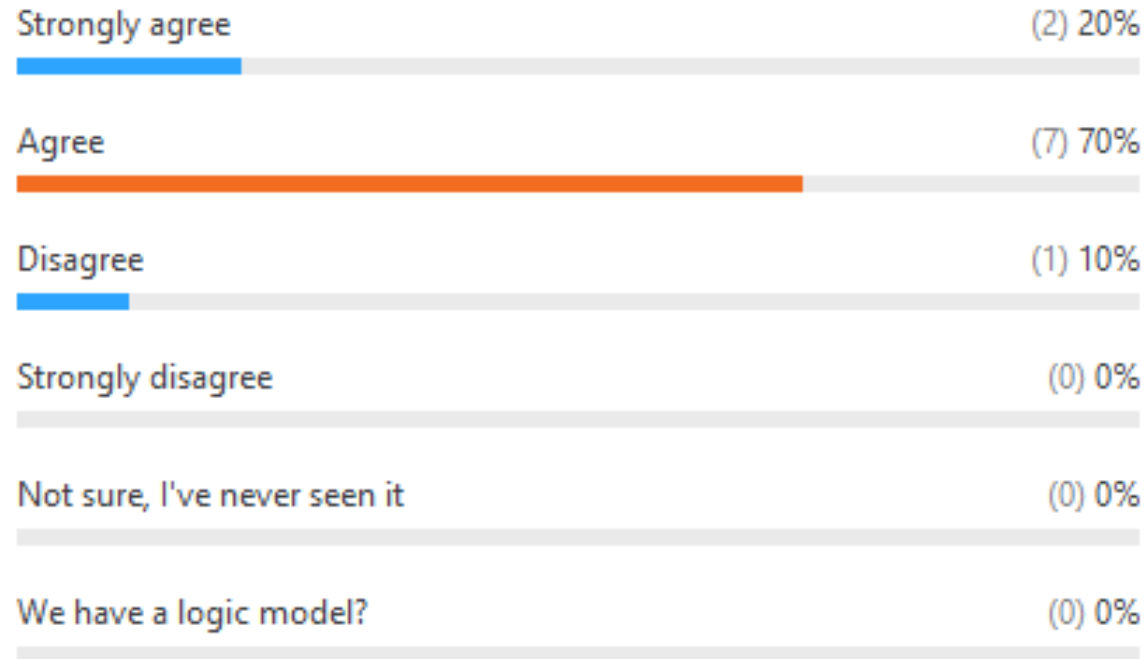Describe the need for the program, expected effects, activities, resources, context, logic model.

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Engage Stakeholders

Describe the Program

Ensure Use and Share Lessons

Justify Conclusions

Focus Evaluation Design

Gather Credible Evidence

Standards
Utility
Feasibility
Propriety
Accuracy

Gather credible evidence to strengthen judgments and recommendations. Consider indicators, sources, quality, quantity, logistics.

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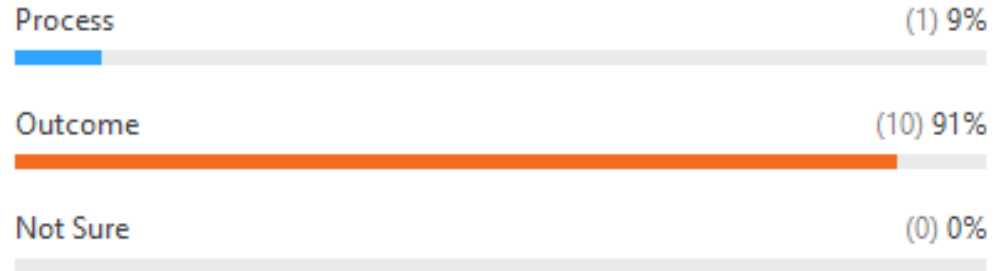Wisconsin Collaborative of Treatment Professionals
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What do **your** program's stakeholders care about?

- *How many people have been served?*
- *Did they complete the program?*
- *Were there successful outcomes?*
- *Some measure of success in building collaborations*
- *Bottom line: Did we save the county money? Did youth not interact with youth justice?*

- *Less kids are entering the formal youth justice system*
- *Do youth have greater sense of identity? Feel more empowered as an individual?*
- *Relationships between schools, law enforcement: School reaches out to us before law enforcement*
- *Tracking offenses referred for – identifying where efforts should be targeted*

Poll – Evaluation Questions

1. To what extent has the program met its objectives?

Process	(1) 9%
Outcome	(10) 91%
Not Sure	(0) 0%

2. How can the program be improved?

Process	(9) 82%
Outcome	(2) 18%
Not Sure	(0) 0%

3. Are program activities going to plan?

Process	(9) 82%
Outcome	(1) 9%
Not Sure	(1) 9%

Sample Process and Outcome Evaluation Questions

- Is the program reaching the intended audience?

- Are program activities going to plan?

- Are program resources being used efficiently?

- How can the program be improved?

- What are the strengths and weaknesses of program materials/strategies?

- Are participants and other stakeholders satisfied?

- To what extent has the program met its objectives?

- What have been the main benefits of the program so far?

- What progress has been made towards the program's overall goals?

- What has helped and hindered the program?

- What aspects of the program should be sustained and how?

Selecting Evaluation Questions

Answers to this evaluation question are likely to...	Not at all likely		Somewhat likely		Very likely
Help us improve our program	1	2	3	4	5
Help us show the success of our program – or – reduce uncertainty about the program's effectiveness	1	2	3	4	5
Be of interest to stakeholders and have leverage to influence deliberation and action	1	2	3	4	5
Be of interest to program managers and have leverage to influence deliberation and action	1	2	3	4	5
Be of interest to program staff and have leverage to influence deliberation and action	1	2	3	4	5
Be answerable given our timeframe	1	2	3	4	5
Be answerable given our financial resources	1	2	3	4	5
Be answerable given our evaluation expertise	1	2	3	4	5

Adapted from: Worthen, et al. (1997).

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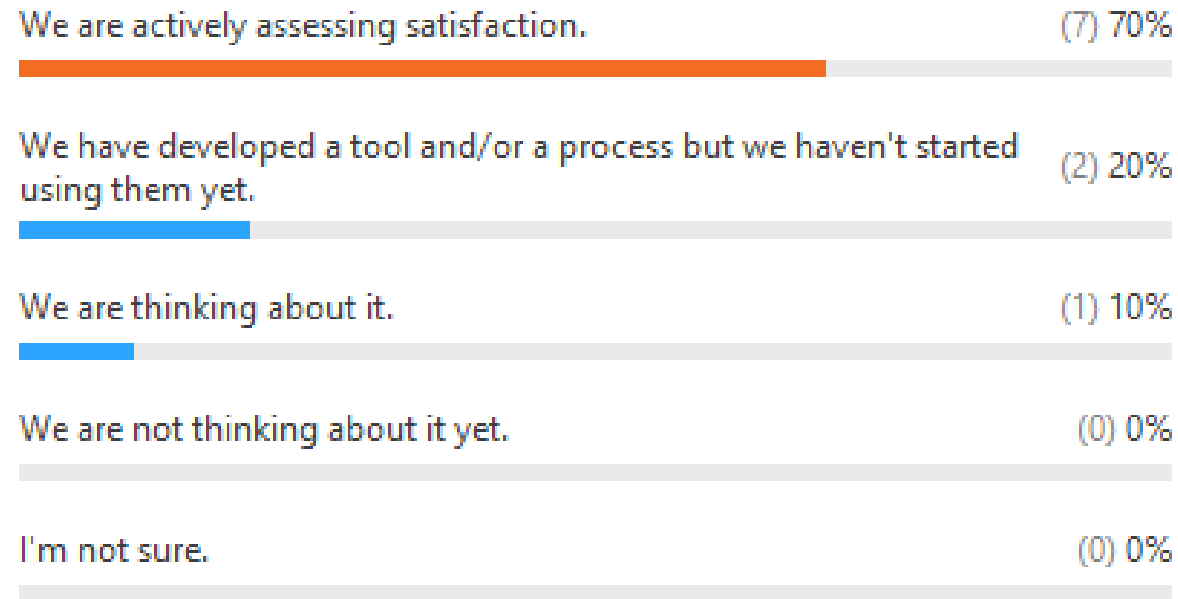
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What kinds of data is **your** program collecting/ planning to collect? How was the decision made?

- *Drug and alcohol use- self report*

- *Referrals to mental health and AODA services*

- *Pre-post data about trauma symptoms, internalizing/externalizing symptoms*

- *Participants' course work started, completed, deadline met, reasons it took X time*

- *How many youth have an IEP*

- *Attendance/participation*

- *Where referrals come from, names of officers/SROs*

- *Participant satisfaction*

Poll – Assessing Participant Satisfaction

1. Where are you at in the process of assessing participant satisfaction?

We are actively assessing satisfaction. (7) 70%

We have developed a tool and/or a process but we haven't started using them yet. (2) 20%

We are thinking about it. (1) 10%

We are not thinking about it yet. (0) 0%
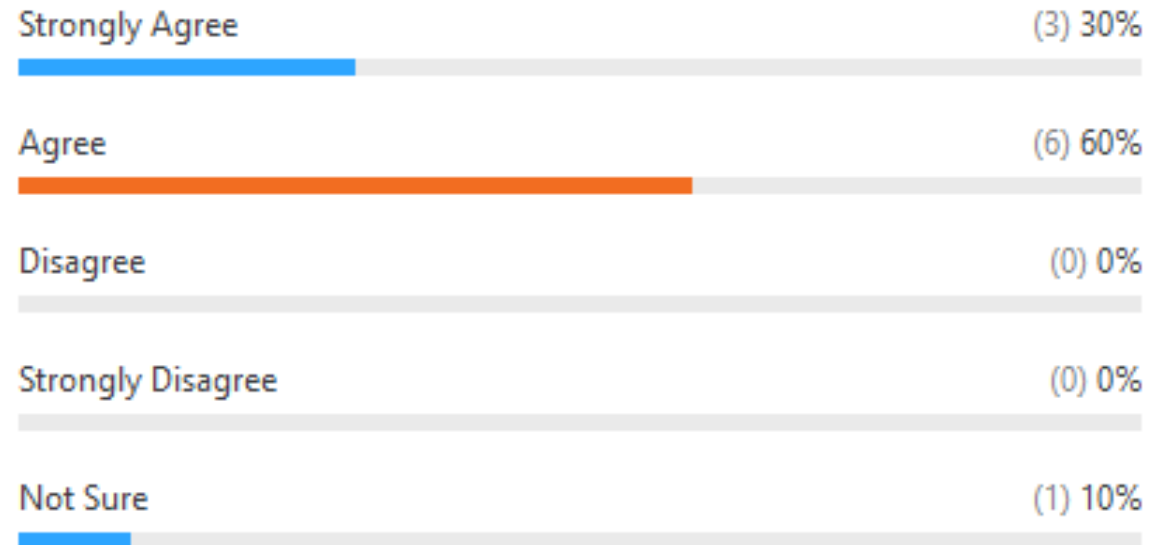
I'm not sure. (0) 0%

Assessing Participant Satisfaction...share **your** examples

- *Pre- and post-program satisfaction survey to youth, to families, to teachers (as they enter the program is the pre time point and when they complete is the post time point) (What was most helpful? What could we change to make it better?)*

- *As social workers, assessing the situation day-to-day (the communication, family engagement, are people appreciative [the percent who say "thank you"])*
  Recidivism is decreased
  Youth are kept out of juvenile justice system

- *Survey (likert type scale agree- disagree): Satisfied with services received, teen less reactive than before, teen makes safer choices than before (should the satisfaction be separated out from the other questions?)*
  "I would recommend [the program/service] to other youth and families"

- *Haven't compiled/shared these data yet, but in the past have shared it to report on grants, when seeking other funding, when creating budget justification, used internally for encouragement/improvement*

Poll - Who Should Participate in this CoP?

1. I feel all the right people from my program are participating in this CoP.

Strongly Agree	(3) 30%
Agree	(6) 60%
Disagree	(0) 0%
Strongly Disagree	(0) 0%
Not Sure	(1) 10%