

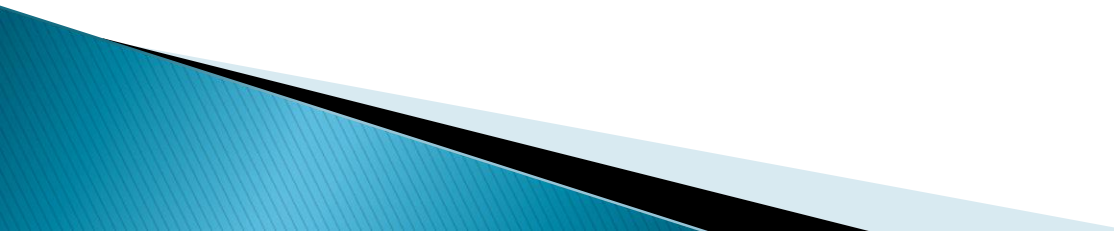
# How to Implement and Evaluate Programs

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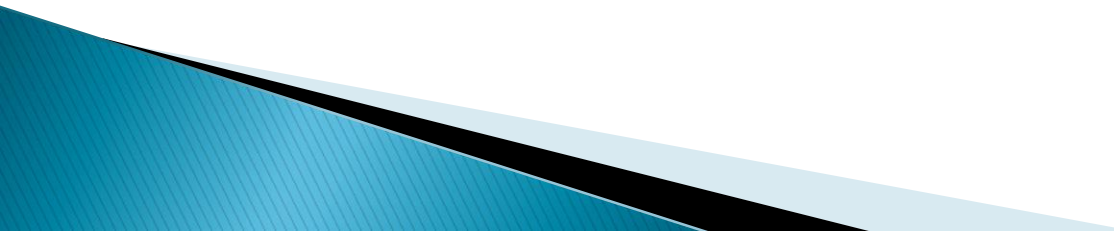
# Staying True to the Program Goals

- ▶ 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

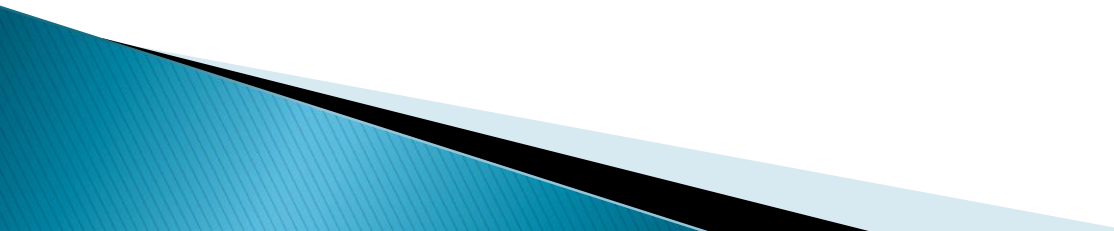
# Key considerations

- ▶ 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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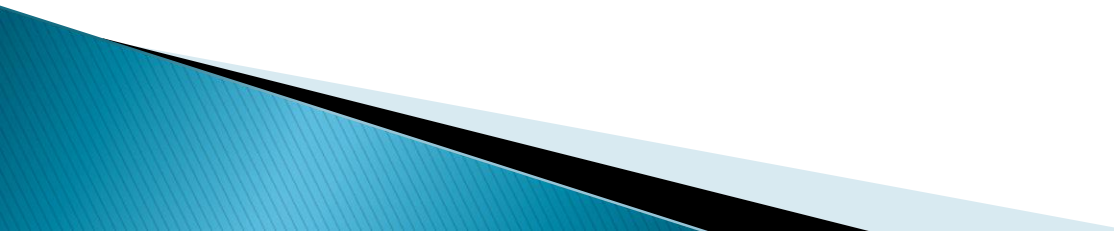
# Common Changes to Evidence-Based Programs

- ▶ 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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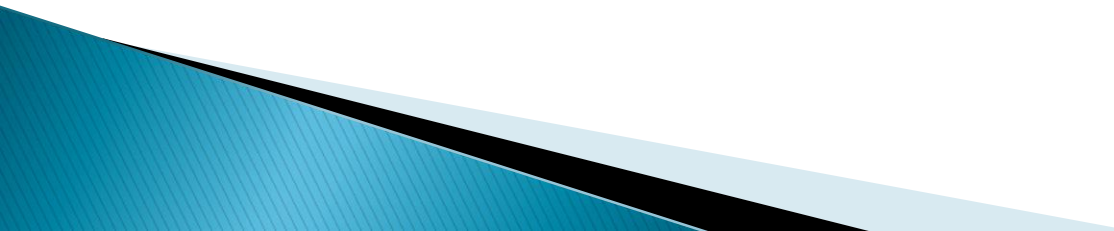
# Acceptable adaptations/changes:

- ▶ 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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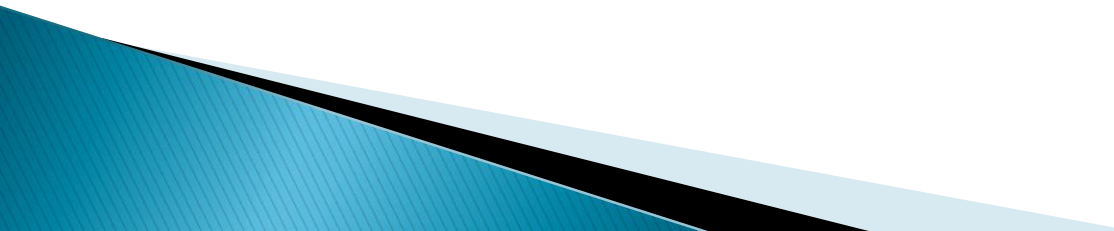
# Risky or unacceptable changes

- ▶ 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:

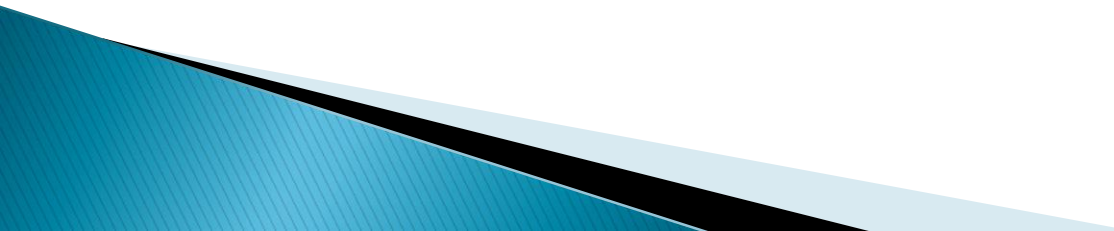
- ▶ Unintentional changes to program
  - ▶ Changes that happen over time
    - Eliminate program content
    - Introduce new program content from a different curriculum that is not supporting the program goals
    - Remove a phase in a program with several interrelated phases
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#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

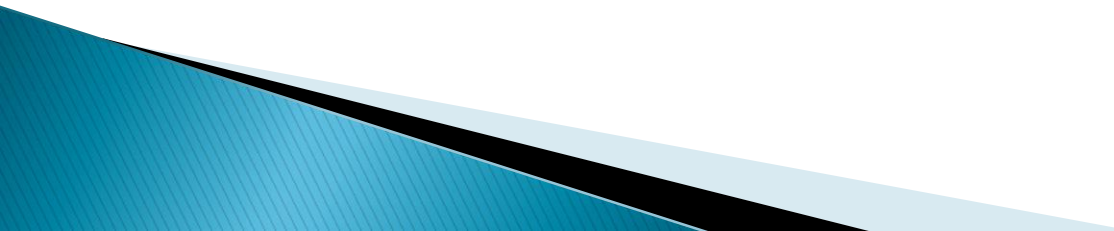
- ▶ Select a program that meets your need
  - ▶ Make sure staff are committed to program fidelity
  - ▶ Determine the key elements that make the program effective
  - ▶ Assess the need for cultural adaptation
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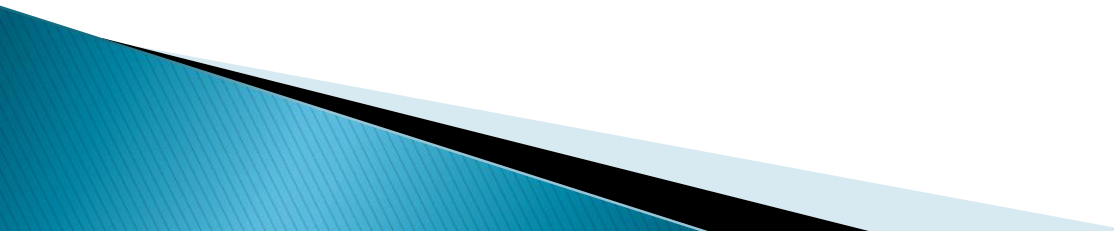
# Strategies to program fidelity:

- ▶ 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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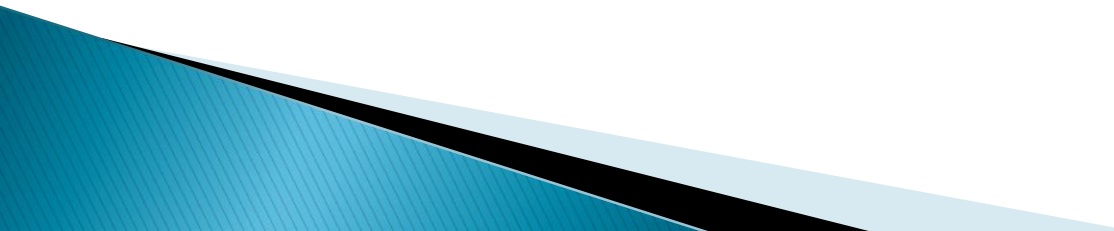
# Developed your own program?

- ▶ 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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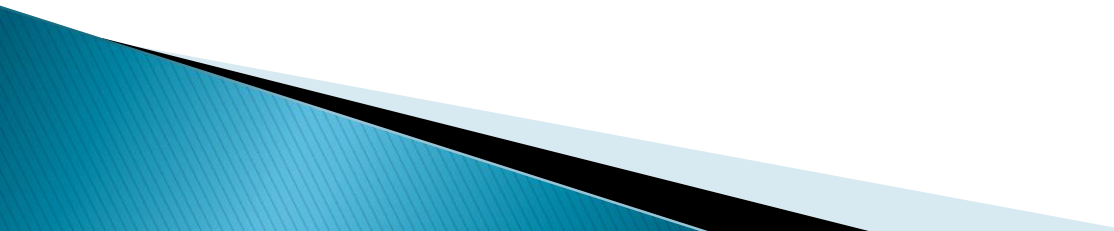
# Process Evaluation

- ▶ Process evaluation: Looks at the implementation of the program
    - Was the program delivered as intended?
    - Dosage?
    - Were 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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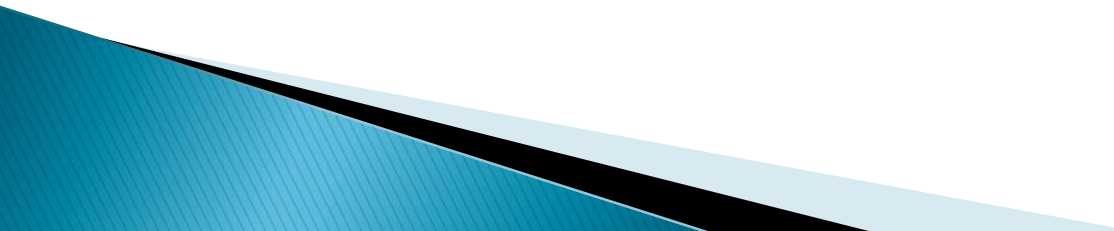
# Process Evaluation

- ▶ 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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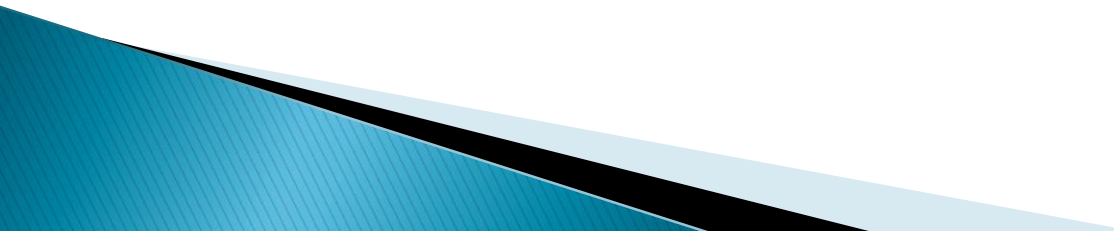
# Process Evaluation

- ▶ 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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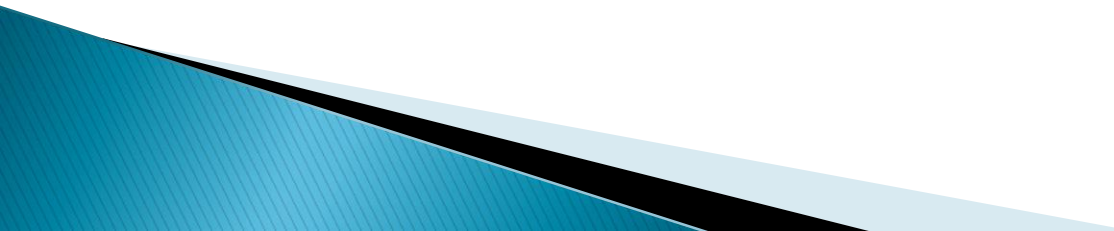
# Outcome Evaluation

- ▶ 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

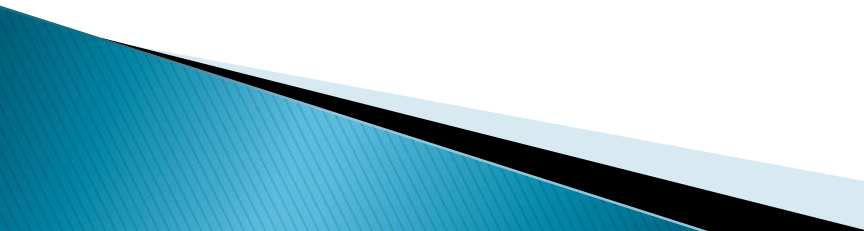
- ▶ Measure perceived effects and outcomes of program – helpful before outcome data are available
  - ▶ Ask participants what they think the effects and outcomes are for them? Challenges with program participation? Challenges to program success?
  - ▶ Methodologies:
    - Surveys
    - Interviews
    - 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?
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# 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
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# 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

- ACITIVITES:

- Attend an evening reporting center twice a week for 6 weeks .
- Tutoring; homework help; evening meals; and transportation home.

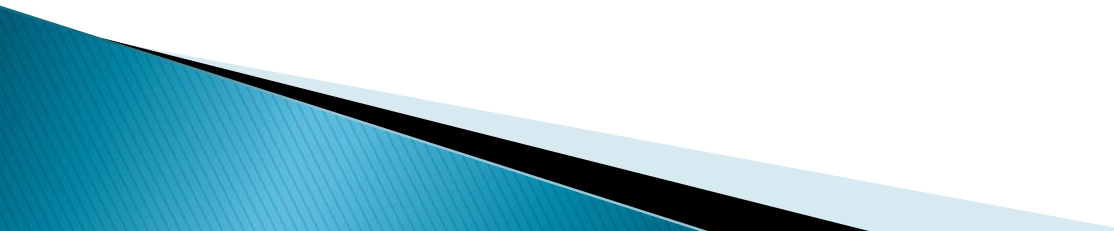
- ▶ OUTPUTS:

- ▶ Output 1: # of youth attending evening reporting center
- ▶ Output 2: ALOS in program
- ▶ Output 3: # of youth participating in tutoring

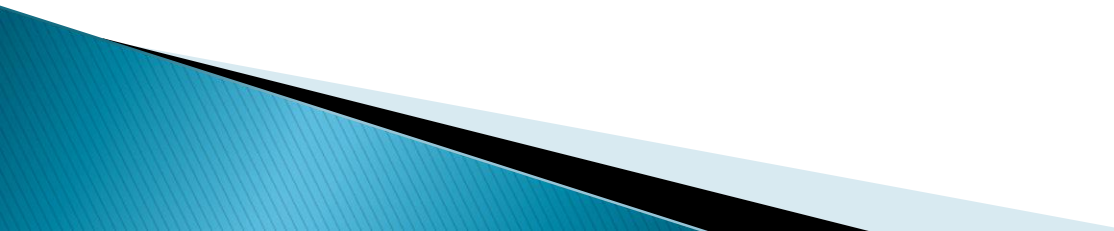
# Monitor implementation: VOP reduction program

- 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
- 

# 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:

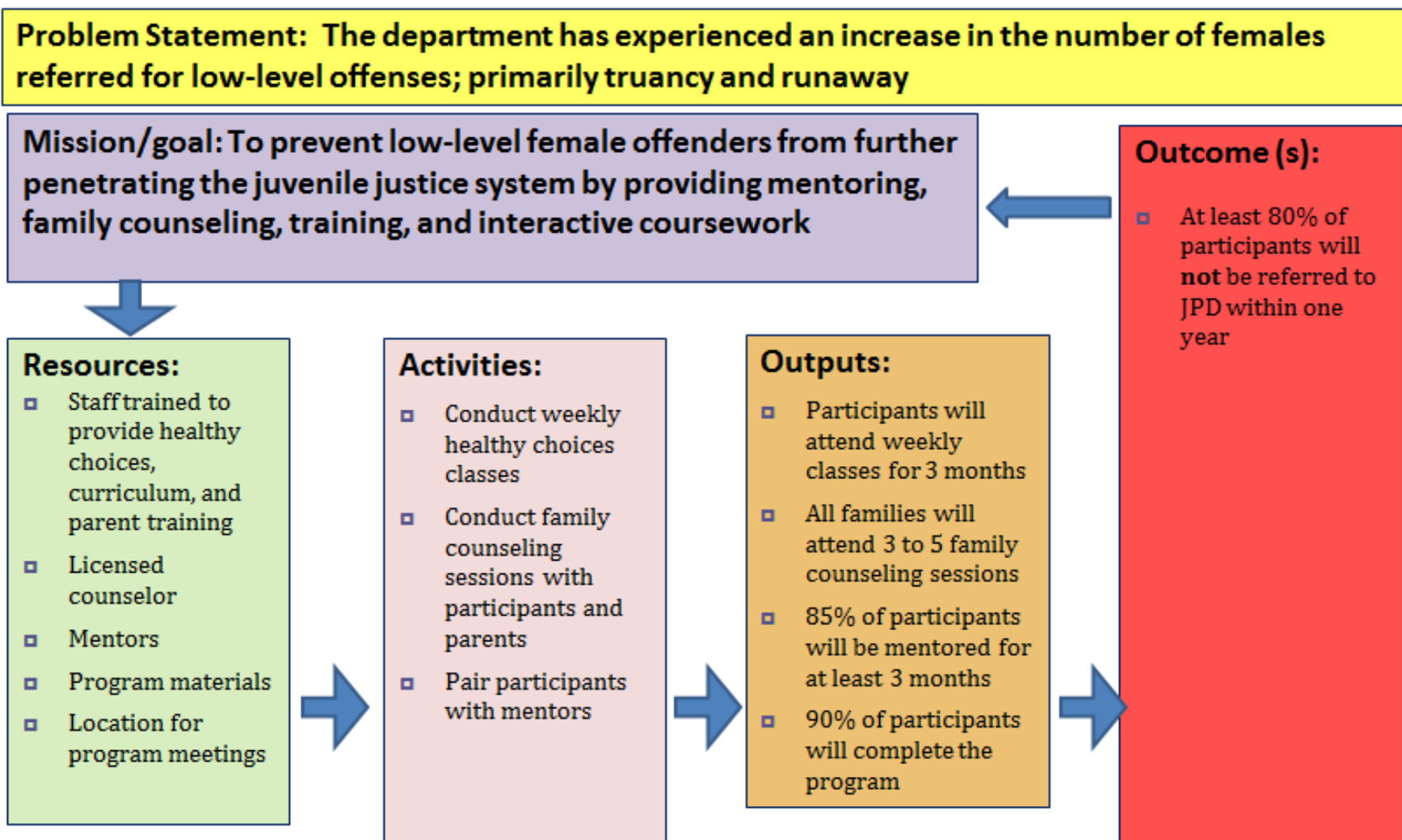
- Staff trained to provide healthy choices, curriculum, and parent training
- Licensed counselor
- Mentors
- Program materials
- Location for program meetings

## 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.