Purpose and Scope of the 2011 Needs Assessment

In order to identify the evaluation-related training, technical assistance, and informational needs of states, localities, and tribes, the National Juvenile Justice Evaluation Center (NJJEC), a project of the Justice Research and Statistics Association (JRSA), conducted a national needs assessment in 2011 of Office of Juvenile Justice and Delinquency Prevention (OJJDP) grant award recipients. NJJEC’s purpose is to assist state, local, and tribal entities with the evaluation of juvenile justice programs and implementation of evidence-based practices (EBP).

State, Local and Tribal Grantee’s Training/Technical Assistance (TTA) Needs

The needs assessment asked agencies receiving grant awards to rate their level of need for training and technical assistance (TTA), as well as choose specific topics they would like to know more about. We asked agencies who make grant awards the same questions, but also asked them about their perception of their grantees’ need for TTA.

Agency/Organization Grant Role (n=955)
- Receives grant awards: 75%
- Makes grant awards: 16%
- Both receives and makes grant awards: 5%
- Tribal grant recipients: 4%

Agency/Organization Type (n=918)
- State government: 21%
- Local government: 38%
- Non-gvt agency or organization: 32%
- Tribal agency or organization: 5%
- Other: 4%

Evaluation Results for Sustaining Evidence-Based Practices (EBP) was the most frequently reported need by both grantors and grantees.

<table>
<thead>
<tr>
<th>State, Local and Tribal Respondents (n=831)</th>
<th>Percent Reporting Need for Training/Technical Assistance (TTA) for Selected Evaluation/EBP Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRANTORS RE: GRANTEES’ NEEDS</td>
<td>GRANTORS RE: OWN NEEDS</td>
</tr>
<tr>
<td>70.0</td>
<td>TTA on Sustaining Evidence-Based Practices was the most frequently reported need by both grantors and grantees.</td>
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<td>60.6</td>
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</tbody>
</table>

There is some evidence that certain TTA topics should be targeted to specific groups:

- A higher percentage of grantors stated that they had a need for TTA regarding Cost-Benefit Analysis (50.6%) than their grantees (42.9%). This percentage was also higher than the need stated by grantees for themselves (46.2%).
- Nearly twice the percentage of grantors stated their grantees need TTA related to Implementing EBP and How to Use Evaluation Results than the grantees stated themselves.

Tribal Challenges and Successes Related to Evaluation and Evidence-Based Practices

1. A specific evidence-based program or promising practice
2. Data collection methods
3. Partnership with an outside consultant, agency, evaluator, or TTA provider
4. Quality or consistency of data collection
5. Frontline staff training or compliance with program implementation

State and Local Challenges and Successes Related to Evaluation and Evidence-Based Practices (EBP)

Respondents’ Top Five Challenges Related to Evaluation and EBP:
1. Funding
2. Management, staffing, or time constraints
3. Data collection, cleaning, analysis
4. Training/knowledge of evaluation methods
5. Developing useful and/or informative performance measures

Respondents’ Top Five Successes Related to Evaluation and EBP:
1. Research or evaluation conducted on OJJDP initiative
2. The successes of tribal respondents are similar to those of state/local respondents, their key challenges were unique, including: difficulty in trust building and communication between tribal groups, inconsistent participation by youth, and a lack of resources to establish and sustain programs.

Tribal Challenges and Successes Related to Evaluation and Evidence-Based Practices

While the successes of tribal respondents are similar to those of state/local respondents, their key challenges were unique, including: difficulty in trust building and communication between tribal groups, inconsistent participation by youth, and a lack of resources to establish and sustain programs.

The top three training/technical assistance needs of tribal respondents are:

- Sustaining evidence-based programs and practices (66.7%)
- Establishing baseline data (55.6%)
- Use of evaluation results (55.6%)