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Webinar Series
Assessing Project Performance:
Building Blocks of Evaluation and Performance Measurement

Part 4: Data Collection and Analysis
Presented by OJJDP
in conjunction with the
National Juvenile Justice Evaluation Center

a project of the Justice Research and Statistics Association
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Webinar Archives

Approximately 10 business days after the webinar, you can access the slide presentation, audio recording and transcript at www.nttac.org. We look forward to you visiting the archives.
Where to Begin

Stan Orchowsky
Research Director
Justice Research and Statistics Association (JRSA)
Webinar Objectives

• Learn techniques for collecting accurate, high-quality data
• Become familiar with best practices for recording and storing data
• Discover techniques for using data and sharing results
Justice Research and Statistics Association (JRSA)
Welcome to NJJEC!

The National Juvenile Justice Evaluation Center (NJJEC) is designed to assist state, local, and tribal entities with the evaluation of juvenile justice programs and implementation of evidence-based initiatives. We provide a number of resources to guide juvenile justice agencies and practitioners to select, implement, evaluate, and sustain programs supported by research evidence.

NJJEC is a project of the Justice Research and Statistics Association (JRSA). JRSA previously had a similar project called the Juvenile Justice Evaluation Center (JJEC). Many resources from the JJEC project are available on this website.
Poll Question One
Examine Logic Model

• What do we need?
  – Measures in logic model
  – Other relevant information
    • Consider use for future evaluation

• What do we already have?
  – Review forms, documents

• How can we collect additional information that we need?
Operationalize → Translate components of the logic model into *relevant, usable data*.

<table>
<thead>
<tr>
<th>Goal: To encourage successful reentry of institutionalized violent juvenile offenders.</th>
</tr>
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<tbody>
<tr>
<td><strong>Objectives</strong></td>
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<td>To increase conflict resolution skills of youth.</td>
</tr>
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<td>To prevent reoffending during first year of reentry.</td>
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*At a minimum, measure these*
Pull data from what you already collect. Use attendance records for these process measures.

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<th>Process Measures</th>
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<td>To increase conflict resolution skills of youth.</td>
<td>Hold weekly counseling sessions with youth for first three months of reentry to teach nonviolent conflict resolution skills.</td>
<td>Number of counseling sessions attended in the first 3 months of reentry.</td>
<td>Number and percent of youth able to demonstrate 2 new ways to resolve conflicts without violence.</td>
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<td>To prevent reoffending during first year of reentry.</td>
<td>Hold monthly case management sessions with youth and family to maintain program and provide ongoing support.</td>
<td>Number of meetings with youth, family, and case manager during the 12-month program.</td>
<td>Number and percent of youth rearrested during the first year of reentry.</td>
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Consider what components of the intervention are most important. For example—does it matter if the youth attended 12 therapy sessions during the first 3 months, but not 1 per week?

**START DATE** *(date of release)* and **END DATE** *(one year from release)* in program/ intervention are critical pieces of information.
Administer pre-tests and post-tests to determine changes in knowledge or attitudes

Need a pre-test and post-test on the youth’s ability to resolve conflicts without violence for this.

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<td>Hold monthly case management sessions with youth and family to assess behavioral and academic progress.</td>
<td>Number of meetings with youth, family, and case manager during the 12-month program.</td>
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Consider an instrument demonstrated to be a **reliable** and **valid** way to measure certain attitudes (self-esteem) or behaviors (anti-social behavior).
Clearly define concepts

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How is “rearrest” defined? Must the arrest be for a violent offense? What about status offenses?

Find data sources outside of your program, agency, or organization if needed.
Consider collecting additional information that might be important for a future evaluation or program improvement.

Get offense of conviction for program participants, if possible. This information is important in describing the target population.

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<td>To provide ongoing management sessions with youth and family to assess behavioral and academic progress.</td>
<td>Number of meetings with youth, family, and case manager during the 12-month program.</td>
<td></td>
<td>Number and percent of youth rearrested during the first year of reentry.</td>
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What else is successful reentry for juveniles? Consider youth’s attitudes, academic performance, parent reports of behavior.
Collecting Good Data

Carrie Williamson
Research Associate
Justice Research and Statistics Association (JRSA)
Data Collection

• Systematic
  – When
    • Data collected may change over time
  – For Whom
    • Applicable program participants
  – What
    • Same type of data, same unit of measurement

• Across program sites
Ensure Good Quality

• Useful for staff
  – Note accomplishments of program
  – Program improvement where needed

• Efficient data collection
  – Repetition
  – Format

• Give stakeholders information regularly
Ensure Good Quality

• Pilot test data collection—measures and process
  – Able to change, improve early in data collection process

• Do quality checks
  – Also for data from outside sources

• Collect data continuously
Recording and Storing Data
Recording Data

• Data collection forms
  – Data (program participation, participant characteristics, etc.)
  – ALSO: Staff name, date of data collection, identifier for youth
  – Clear and easy to understand for staff
Recording Data: Aggregate

- Aggregate performance measures
  - To report on overall program performance
  - Number of youth served, percent of youth completing program, number and percent of youth exhibiting behavior change
Reporting Data: Aggregate

• Define measures, method for obtaining
• Percent of youth completing program
  – Completing?
    • Example: 2/3 of recommended sessions
  – Percent of whom?
    • Example: Released and referred to program
    • Alternate: Attended at least one therapy or case management session
Recording Data: Individual

• Individual-level (case-level) program data
  – To report program effectiveness for program participants

Individual-level data collection is preferable.
### POSITIVE RESOLUTIONS PROGRAM

**Name:** Stan Justice  
**ID:** 182736  
**DOB:** February 19, 1998

**Program start date:** May 5, 2012  
**Program end date:** May 5, 2013

**Sessions attended:**
- May 30, 2012
- June 2, 2012
- June 12, 2012
- July 3, 2012
- July 18, 2012
- July 30, 2012

**Total of 6 sessions attended**

<table>
<thead>
<tr>
<th>DATE</th>
<th>ID</th>
<th>DOB</th>
<th>ATTEND</th>
<th>COMPLETE</th>
<th>START</th>
<th>SESSION_1</th>
<th>SESSION_2</th>
<th>SESSION_3</th>
</tr>
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| Total      | 18     | 50%           |

**Number of youth served:**

**Number of sessions attended by youth:**

**Percent completing program successfully:**

Compile data so that totals can be reported.
Recording Data

• Data sources should be uniform for comparison, aggregate reporting
  – Same information might be available from multiple sources
  – Juvenile’s age ➔ self-report, DOB on medical records, school records
Recording Data

• Reliability checks
  – Transcription from source to dataset
    • Therapy attendance forms
    • Case management files
  – Check a sample periodically

• Importance of accuracy
  – E.g. dates of treatment sessions-- were dosage, timing correct?
Recording Data: Individual-level

• Data files and codebook
  – Define variable labels, units of measurement
    • 0,1 → yes, no; male, female
    • OFFENSE → offense of conviction; most serious offense; etc.
    • DRUG_1, DRUG_2 → types of drugs; drug test results at two different times; etc.
Recording Data

• How much detail is needed?
  – Enough to be thorough, but not excessively burdensome
  – Consider purpose, audience
  – Example: Measuring occurrence of behavior
    • Yes/no vs. scale vs. exact count
Recording Data

• Coding rules
  – Direction of coding
    • Scale of 1 to 5
  – Relationships between variables that might affect analysis, be N/A
  – Identify missing values
    • Reflect service delivery or data collection
    • 0 = No sessions attended, or information not collected?
Storing Data

• Retain data and coding instructions
  – Replication of data collection
  – Future analysis, comparison

• Regularly scheduled data back up
Privacy Concerns

• Know obligations
  – Anonymity vs. confidentiality
  – Staff awareness

• Removal of identifying information
  – Considerations beyond name, address, etc.

• Restricted access to storage location
Poll Question Two
Questions submitted during the presentation will now be addressed!
Using Data

Mary Poulin
Senior Research Associate
Justice Research and Statistics Association (JRSA)
Tips for Analysis

1. Pick questions to address before analysis begins
2. Transparency in analysis
3. What to analyze
Why Ask Questions in Advance?

• Keep on track
• Meet needs
  – Collect high-quality data relevant to the issues you are concerned with
    – Treatment dosage: weekly therapy sessions
    – Intervention dosage: academic progress checks
• Do program stakeholders agree?
• Are you able to answer questions?
Transparency

• Include definitions
  – Data source
  – Key terms *(program completion, recidivism)*

• Percents and numbers
  – 25 people completed v. 50% completed (25 of 50 people)
Transparency

• Report good and bad results
  – Ensure trust in results
  – Shows what is working well and what can be improved
  – Replication of analyses
  – Clearly designate preliminary reporting
Transparency

• Address data collection challenges
  – Missing data
  – Refusals
• Address attrition and non-completers
• Implications for analysis
• Examine quality of outside data
Irregularly attended therapy sessions through July 30, 2012. If he does not attend additional sessions with a therapist or case manager past that date, try to determine why.

Moved out of town? Rearrested?
Compare Data

• Similar programs
  – Same goal, target population, method
• Last year’s results for your program
• Expectations of stakeholders
What to Analyze

• Thorough but understandable

• Be able to highlight key findings for external audiences:
  – Population served
  – Program implementation
    • Challenges and successes
  – How well program accomplished objectives
What to Analyze

• Differences by type of participant
  – Age, gender, etc.
  – Completers
  – Risk
  – Other key subgroups

• Implications for program improvement
Sharing Results
Tips for Presenting Findings

1. Include executive summary
2. Consider the audience
3. Make a convincing argument - 3 parts
Presentation: Executive Summary

• One page

• Should include:
  – Purpose
  – Logic/theory
  – Methods
  – Findings
  – Takeaway
Presentation: Convincing Argument

Different audience, different focus:

- Funders and community are more focused on examples of program successes
- Researchers more focused on implementation and outcomes
Presentation: Audiences

• Program Management
  – Implementation details and recommendations for improvement
  – Outcomes and explanations
Presentation: Audiences

• Funders
  – Did you achieve your objectives? Why or why not?
    • Is this type of therapy effective for violent youth?
  – What will you do next year?
  – Evidence to continue funding
Presentation: Audiences

• Legislators
  – Does it work?
  – Should program/project continue or expand?
  – Who did the program help?
Presentation: Audiences

• Other Stakeholders
  – Is this a good program/project for the community?
  – Who did the program help?
Presentation: Convincing Argument

• Three parts
  – Implementation
  – Outcomes
  – Anecdotes
Selling the Results: Language

• For performance measurement, say:
  – Implemented well
    • Program activities have been carried out according to the program plan
  – Program appears promising
    • Objectives have been accomplished, change is demonstrated
  – Challenges with implementation and outcomes
Selling the Results: Language

• Need sophisticated evaluation design for causal connections like:
  – *Program reduced reoffending*
  – *Program improved youth success in reentry*

• Evaluation needed to establish evidence base
Selling the Results

• Who will it help?
• How much will it/can it help?
• Don’t oversell or undersell
Questions submitted during the presentation will now be addressed!
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