User Guide 3
Evaluation Planning Tools: How To Assess Community Corrections Programs

Session 3 User’s Guide
Evaluation Planning Tools: How to Assess Community Corrections Programs

Session 3
Muskie School of Public Service

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Slide 4

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Slide 5

Steps in the Evaluation Process

1. Engage Stakeholders
2. Describe Program
3. Determine Evaluation Design
4. Collect Data
5. Analyze and Interpret Data
6. Summarize Evaluation Findings

START HERE
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Session #2 Re-Cap

- Develop evaluation questions
  - How
  - Why
- Create performance indicators
- SMART
- Performance measures

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Measures Exercise

<table>
<thead>
<tr>
<th>Long Term Goal</th>
<th>Intermediate Outcome</th>
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<th>Intervention</th>
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Slide 9

Measures Exercise

<table>
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<th>Long-Term Outcome</th>
<th>Intermediate Outcome</th>
<th>Initial Outcome</th>
<th>Interventions</th>
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Training Objectives - Today

- Refine your logic models
- Complete Data Exercises Worksheet
- Understand data collection
  - What to collect
  - When

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Steps in the Evaluation Process

1. Specify Stakeholders
2. Describe Program
3. Define Evaluation Design
4. Collect Data
5. Analyze and Interpret Data
6. Ensure Use and Share Lessons Learned

START HERE

Steps in the Evaluation Process
Determine Evaluation Design/Method

1. Have logic model
2. Develop evaluation questions
3. Create relevant performance indicators and measures
4. Choose data sources and time lines

Data: Things to Think About

- Multiple sources and types (qualitative and quantitative)
- Quality (reliability and validity), quantity and logistics
- Collecting data (cost, skills, confidentiality, etc)
- Comparability across sites

Data Types

- **Qualitative Data**: Information gathered from words, observations and descriptions having been gained from documents, diaries, case studies, interviews, or focus groups
- **Quantitative Data**: Information focusing on things that can be counted, categorized and subjected to statistical analysis
Data Quality

- **Reliability**: The extent to which a technique/instrument applied repeatedly will produce the same result (measure or score) if applied two or more times, reproducibility
- **Validity**: Measuring what you intended to measure

Confidentiality

- Means ensuring that any data gathered from an individual or organization is done so without harming their privacy. Unless permission is granted, any data that are released should not reveal a person’s identity.

- National Institutes of Health website

Comparability

- Maine Dept of Education – tracks educational information for the children in Maine
- MYDAS (Maine Youth Drug and Alcohol Use Survey) – tracks tobacco and alcohol use for children in Maine
- BRFSS (Behavioral Risk Factor Surveillance system) – national data about health risks, can get state data
- Kids Count – tracks the status of children in the US, can get state data
- Maine Maps – tracks delivery of services to Maine children. They collect info from a variety of sources.
**Logic Model**

Program Components | Initial Outcomes | Intermediate Outcomes | Long-Term Outcomes
---|---|---|---
Interventions |  |  |  

**Process**

**Impact**

**Immediate effects or benefits of a program**
- Did the program have effects such as policy or environmental changes?
- Did knowledge, attitudes, beliefs or practices change as a result of the program?
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Outcome

Longer term effects on criminal activity

• What changes in recidivism occurred? (because of the program)

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Examples of Data Sources

<table>
<thead>
<tr>
<th>Process</th>
<th>Impact</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>Social report</td>
<td>Criminal History Records</td>
</tr>
<tr>
<td>Registration records</td>
<td>Special Surveys or Invenories</td>
<td>Recidivism studies</td>
</tr>
<tr>
<td>Planning products</td>
<td>Observations</td>
<td>Surveillance reports</td>
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<tr>
<td>Observations</td>
<td>Quarterly reports</td>
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<tr>
<td>Progress reports</td>
<td>Interviews</td>
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<td>Feedback surveys</td>
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</tbody>
</table>

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Data Collection Methods

• Observation
• Focus Groups
• Survey
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Data Collection Method: Observation

- Qualitative and quantitative
- Strengths
- Limitations
- Considerations

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Observation

- Can collect
  - Number of time specific behavior observed
  - Interactions – staff to clients, clients to clients
    - Number of
    - Type of
  - Type of interventions delivered
  - How well clients apply new knowledge during class times

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Additional Resources for Observation

- A Brief from the CDC has an overview of how to use observation to collect data can be found at this site http://www.cdc.gov/healthyYouthevaluation/pdf/brief16.pdf
- A Tip sheet from Penn State that has some examples can be found at this site http://extension.psu.edu/Evaluation/pdf/TS37.pdf
Data Collection Method: Focus Groups

- Qualitative
- Strengths
- Limitations
- Considerations

Focus Groups

- Can collect
  - Perceptions
  - Feelings
  - Use of knowledge gained
  - Insights

Additional Resources for Focus Group

- A Brief from the CDC has an overview of how to use focus groups to collect data can be found at this site http://www.cdc.gov/healthyyouth/evaluation/pdf/brief13.pdf
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Data Collection Method: Surveys

- Quantitative and Qualitative
- Strengths
- Limitations
- Considerations

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Surveys

- Can collect
  - Demographics
  - Number of sessions attended
  - Thoughts or feelings using a 5-point scale

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Survey Links

- MYDAUS website
  - Click on “Results For Each Survey Question” to see each question, based on a category.
- BFRSS website
  - [http://www.cdc.gov/bfrss/](http://www.cdc.gov/bfrss/)
  - Click on a Questionnaire to see survey questions
Design Conclusions

- Be practical (keep it as simple as possible and affordable, use a logic model, get help, contact evaluation resources)
- Use multiple sources where possible
- Use secondary (existing) data sources whenever possible

Timing: When the Data is Gathered/Collected

- How often?
- At regular or specific intervals?
- Time of year
- When, relative to the intervention

Data Sources Exercise
**Data Sources Exercise**

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Initial</th>
<th>Intermediate</th>
<th>Long Term</th>
<th>Interventions</th>
<th>Evaluation</th>
<th>Questions</th>
<th>Performance</th>
<th>Indicators</th>
<th>Measure</th>
<th>Data Sources</th>
<th>Timing</th>
</tr>
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</table>

**Exercise Long Term Outcome**

- **Initial Outcome**: Students will attend RLP regularly
- **Intermediate Outcome**: During each quarter in RLP, 70% (42 of 60) of students will have no more than 5 unexcused absences.
- **Long Term Outcome**: Upon completion of RLP, 65% (41 of 60) of students will report having a more positive attitude towards school.

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**Restorative Learning Program**

- **Initial Outcome**: By Fall 2008, 65% (41 of 60) of students will report they are 'very satisfied' with the program.
- **Intermediate Outcome**: 80% of students will report being very satisfied with the program.
### Data Sources Exercise

<table>
<thead>
<tr>
<th>Long Term</th>
<th>Intermediate</th>
<th>Initial</th>
<th>Interventions Evaluation</th>
<th>Questions</th>
<th>Performance Indicators</th>
<th>Measure Data Sources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Did student attend RLP regularly?</td>
<td>During each quarter in RLP</td>
<td>70% (42 of 60)</td>
<td></td>
<td></td>
<td>Attendance records in RLP.</td>
<td>Upon completion of the RLP program.</td>
</tr>
<tr>
<td>Students will develop positive attitudes towards school</td>
<td>Did students develop positive attitudes toward school?</td>
<td></td>
<td></td>
<td>65% (41 of 60)</td>
<td></td>
<td></td>
<td>Student surveys. Baseline &amp; upon completion of the program.</td>
</tr>
<tr>
<td>Were the students satisfied with the Restorative Learning Program?</td>
<td>By Fall 2008, 65% (41 of 60) of students will report they are 'very satisfied' with the program.</td>
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<td></td>
<td></td>
<td>Student exit survey.</td>
<td>Upon completion of the program.</td>
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Check on Learning

• Answer the following questions to check on your learning
• 80% to pass
• Select your answer, and press the Submit button.
• If you wish to change your answer, press the Clear button, then select your new answer.

Check On Learning Results, Session #3

- Your Score: {score}
- Max Score: {max-score}
- Accuracy: {percent}
- Number of Quiz Attempts: {total-attempts}

Question Feedback/Review information will appear here.

(Slides 44 – 53 have been removed as they displayed the answers to the Check On Learning questions.)
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**Homework, Part 1:**

Identifying Data Sources and Timings for your program

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**Data Sources Exercise**

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Samples</th>
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**Homework, Part 2:**

Data Source Samples

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Next Steps

- Send Check On Learning Results to Kathryn McGloin
- Send Homework to George and Becky
- Obtain approval from George or Becky prior to starting Session 4

Questions or Comments

Please contact Becky Noréus
rmoreus@usm.maine.edu
Or (207) 780-5835
User Guide 3

with

Presenter Notes
Evaluation Planning Tools: How To Assess Community Corrections Programs

Session 3 User’s Guide with Presenter’s Notes
Welcome back to Evaluation Planning Tools: How to Assess Community Correction Programs. This is session #3 out of four sessions. If you are a Juvenile Justice Advisory Group subgrantee, you should have received confirmation from Becky Noréus or George Shaler that you are ready to begin this session, based on the Data Exercise Worksheet you submitted at the end of session 2. You will want this worksheet as well as your draft logic model worksheet to review as we go thru today’s session.

Please take a few moments to review the navigation buttons in Presenter
Please click on the attachments (paperclip) to open and print or save these documents to your computer.

When you have identified the navigation buttons, and have saved or printed the attachments, please press continue to resume the presentation. Now would also be a great time to get your initial Logic Model, and your Data Exercise Worksheet, if you haven’t already done so.

These buttons are located at the bottom of your screen. You may press pause to stop the presentation at any time. Press Back to review the last slide again, or press Next to move forward to the next slide. You can adjust the volume of the presentation by pressing the Volume button. You can make the presentation full screen by moving the navigation buttons from the bottom to the side, so that they take up less room on your screen. Lastly, you can make the window full screen, by pressing the Maximize Window button.
Once you have pressed the Pause button, it turns into a Play button, so that you may start the presentation at the same point where it was stopped. Additionally, a few documents have been attached to this presentation. View them by clicking on the paperclip. Go ahead and click the paperclip on your screen now. From this window, you can open these documents for printing, or you can save these documents to your computer. Saving the documents to your computer will allow you to edit the document, and electronically submit it to the George and Becky when you are ready. This paperclip is available throughout the presentation, so whether you save or print the documents now, or later, is up to you. Also, please note the Outline and Notes tabs that are available to you. The Notes tab is a written narrative of the audio, and the Outline tab is a listing of slide titles, to allow you to go back and review a topic if you would like. Occasionally, additional buttons have been inserted into the presentation. The Go Back and Continue buttons work the same as the Back and Next buttons. Visually, they are an indicator that the presentation will automatically stop at the end of the slide to allow you to conduct an exercise, jot down notes, or reflect on the material just presented. You will need to click one of these buttons to move the presentation along. Click Go Back to
review the material on the slide again, or Continue to move to the next slide in the presentation.
When you have identified the navigation buttons, and have saved or printed the attachments, please press continue to resume the presentation. Now would also be a great time to get your initial Logic Model, if you haven’t already done so.

Session 2 focused on Step 3 of the evaluation process. We used the Data Exercise Worksheet to help us determine our evaluation design.

Let’s do a quick recap from the last session. We discussed the importance of evaluation questions. That they are based on your identified outcomes and need to reflect them clearly. Evaluation questions provide focus to your identified outcomes, can identify a timeframe, and guide data collection and analysis.
Once evaluation questions have been created, we enhance them by creating performance indicators. Performance indicators help a program define and measure progress towards its identified outcomes, and answer what, for whom, how much and by when. Performance indicators need to be written in a SMART manner. SMART is an acronym for
Specific, Measurable, Achievable, Realistic, and Time bound. 
Performance measures translate performance indicators into specific measurable parts. We can see examples of each of these in the following slide.

This is the Data Exercise Worksheet we were working on for the Restorative Learning Program. Last time, we learned how to populate this worksheet from the logic model; we created evaluation questions based on those outcomes; we created performance indicators for those outcomes, and we identified how those outcomes were going to be measured. This slide depicts the first two outcomes for the Restorative Learning Program.

This slide depicts the last two outcomes that we were looking at for the Restorative Learning Program. This is just a sampling of the outcomes they chose to look at, and their full data exercise worksheet is multiple pages. You may find yours getting bigger as we go through this process as well.
Please pull out your reviewed Data Exercise Worksheet that you received back from Becky and George, as well as your draft logic model. Do your logic model components need to be revised in any way based on the feedback from Becky and George? Please take a few moments and make those revisions now. Please press Continue when you are ready to resume the presentation.

Our training objectives for this session are to refine your logic models, complete your Data Exercise Worksheets, and gain understanding with the data collection process; what to collect and when.

The past two sessions have explored Steps 1-3 in the evaluation process. Today, we will look at data collection.
In order to measure your outcomes, you need to collect data.
Today, we will start by focusing on data sources and timelines.
Data sources are places you will go to get the information to answer your evaluation questions
Just as important as where is when. When is the best time to capture this data?

When you are considering data, there are many things to keep in mind:
There can be multiple sources and types of information – Can you get the information from another source, like the Maine Department of Education for example, or do you have to collect the data yourself?

You want to consider quality, quantity and logistics of the data. – How good is the data? How much do you need? How ,and where, can you get it?

You'll want to consider cost, skills, and confidentiality associated with collecting the data – What information do you need? How will you collect it? Are there special considerations that need to be kept in mind? Choose a strategy within your capabilities and budget.
You also need to consider the skills of the person collecting the data. Also, you will want to consider Comparability across sites – If looking at other programs – ensure that their questions and answers line up with yours. For example: “How many students have good attendance?” One program may consider good program attendance as having only one unexcused absence per month, and another may think that it’s OK to have one a week. There's a big difference in interpreting the

results of the same question. We will look at each of these concepts in greater detail...

There are two types of data that can be collected. Qualitative Data is information gathered from words, observations and descriptions from documents, diaries, case studies, interviews, or focus groups. It is subjective, and based on individual thoughts and feelings.

Where, quantitative data is information that focuses on things that can be counted, and categorized. It is objective, but the numbers can’t tell you why. For example: 4 students were absent on Tuesday. That is quantitative data. The individual reasons that they were absent is not answered...

For this reason, it is necessary to collect both types of data to get the full picture of a situation.
In regards to data quality, it is important to consider the reliability and validity of the data. Reliability will yield consistent results regardless of where the tool is used. It is important to ask people things they are likely to know. Things that are relevant to them.

With validity, it is important to keep in mind that you design an instrument that actually measures what you need. Ask questions that are clear, not vague. For example asking the question “Did you get into a fight last week?” yes responses could be due to verbal argument, or a physical scuffle. Or, we could ask “How many times did your eat at home” would not get at the answer of how many home cooked meals a person ate last week. They could have eaten at home every night, but it could have been takeout, a frozen box meal, or mom’s homemade from scratch chili. Such quantitative questions will not tell you why... It is important to define such terms to ensure consistent interpretation of the question.

Another thing to consider when collecting data is confidentiality. At USM and any other academic institution we have to submit all research and evaluation oriented activities to an Office of Research Compliance. While you may not have to submit your survey instruments to such a body, you should consider what might happen if any of your surveys, data, etc ever was stolen or lost. What might happen to the people who completed the instrument? Working with juveniles, women who are pregnant, prisoners, elderly, or individuals with disabilities are protected populations due to their vulnerability. Extra precautions should be followed to ensure protection of their privacy. To learn more about confidentiality issues and to see a list of training resources, please visit the National Institutes of
Listed here are a few good sources of data. Some provide national data, and others are state specific. These sites also have some great survey questions should you choose to incorporate a survey into your evaluation process. Just remember, when you are obtaining data from other sources, it is important to cite their work if you use it, and ensure that their evaluation questions and responses are clearly defined to ensure that they line up with yours. It is important to interpret their results and compare them to your own findings correctly.

We have seen this slide quite a few times, but we have yet to address the words “Process”, “Impact”, and “Outcome”. Those are the three levels of evaluation. You can see how the different levels of evaluation correspond to different logic model components....
In some of the worksheets that we have reviewed, some people are mixing up behavioral outcomes that are impact oriented with process outcomes. Process outcomes look at how a program is implemented what activities were conducted? what materials or services did participants receive? What did people experience? Process outcomes measure interventions – How many people attended class? It can measure satisfaction by asking questions like “Did you like the program?”

The Impact level of data looks at immediate effects or benefits of a program Did the program have effects such as policy or environmental changes? Did knowledge, attitudes, beliefs or practices change as a result of the program? Impact outcomes measure changes in knowledge attitudes, norms, or skill or changes in behavior. These changes can be collected thru surveys, self reports, or by observation.
The Outcome level of data measures the ultimate goals of the program, such as increases in program completion rates, decreases in recidivism rates, and others. These results can take 1-3 years or more to realize, and they may extend far beyond your programs funding cycle.

Here is a listing of some data sources and at which evaluation level it may be appropriate to use them. It is important to keep in mind that all these sources can answer all types of outcomes, depending on the evaluation questions and indicators.

If you want to look at How a Program is implemented, good sources of data could include minutes from meetings, planning products or observations.

If you want to look at the immediate effects from a program, you could conduct a survey, or observation, or review quarterly reports.

If you want to look at the long term effect of a program, you could look at historical records or studies conducted on recidivism.

It is important to use products, assessments, and other tools that have already been created, that way you benefit from their lessons learned, and you may avoid making common initial mistakes. Most products, unless copyrighted, can be modified to fit your needs.
Some of the most common ways to collect data is thru observations, focus groups, and surveys. Let's look at each one in greater detail.

The observation method is good for capturing qualitative data, but can also capture quantitative data.

Strengths: Alternative to relying on self-report, can use simple/straight forward checklist or be more detailed

Limitations: Limited to what observer sees, presence of observer can alter behavior or group dynamic

Considerations: Who observes? How many times? Inter-rater reliability – how are you going to ensure that each observer uses the same definition for observed behavior? One observer may feel that slouching is a sign of disinterest, and another may interpret it as a sign of being uncomfortable. This can affect the write up of the observation. Data entry-is data going to be entered into a database? Does there need to be a list of observable behaviors identified to make data entry easier and more consistent? Need a systematic approach to ensure objectivity – determine, how many times a month, who will do observing, will observations be ‘surprise’, or scheduled?

Forms need to be created to ensure observers are looking for same things. It is helpful, if the data is going to be entered into database, that the information collected on the form is in the same order as the data would get entered into the database.
Quantitative information – number of times a specific observations observed

Considerations – need to establish process

Here are some examples of the types of information, both qualitative and quantitative, that observation forms can collect. When you are ready to proceed with the presentation, please click the Continue button.

Here are a few websites to review should you want to incorporate data collection thru observation into your evaluation process. Please press continue when you are ready to continue the presentation.
A focus group is a group interview of approximately six to twelve people who share similar characteristics or common interests. A facilitator guides the group based on a predetermined set of topics. The facilitator creates an environment that encourages participants to share their perceptions and points of view.

**Strengths:** Good for getting details about perceptions and feelings, and can be useful in interpreting quantitative data collection by answering why, Quick and relatively easy to set up. The group dynamic can provide useful information that individual data collection does not provide. Is useful in gaining insight into a topic that may be more difficult to gather through other data collection methods.

**Limitations:** Susceptible to facilitator bias. The discussion can be dominated or sidetracked by a few individuals. Data analysis is time consuming and needs to be well planned in advance. Does not provide valid information at the individual level. The information is not necessarily representative of other groups.

**Considerations:** Confidentiality concerns- some people may be afraid to share, or group confidentiality can be compromised by an individual.
Focus groups can collect data about:
- Perceptions on why a behavior occurred
- How clients felt about quality of services received
- How clients use the new knowledge gained
- Insights on how to make your program better

Here is a link to a brief from the CDC about data collection thru the use of focus groups should you decide to incorporate focus groups into your evaluation process. Please press continue when you are ready to continue with the presentation.

Surveys are a way of collecting quantitative and qualitative information from clients. They are usually conducted face to face, telephonically, online, or mailed.

Strengths: gather a large amount of data from a large amount of clients.

Limitations: Many people do not respond to written surveys. This method may require intensive follow-up activities (i.e., second mailing of surveys, telephone contact).

Considerations: Time and money can be wasted if expertise in survey design, implementation, and analysis is not utilized. If the planning group does not agree up-front as to the purpose of the survey, the process can lead to misunderstanding and disappointments later.
Confidentiality of respondents is important, as is anonymity.

Surveys can collect information about:
- Demographics like race and ethnicity
- Number of sessions attended
- Thoughts or feelings using a 5 point scale, similar to a Likert scale, where 1 may be Excellent and 5 may be Poor.

Here are two websites that feature the use of surveys. You may be able to utilize similar survey questions that they use.

Maine Youth Drug and Alcohol Survey (MYDAUS) website
From this page you can access data from:
Click on “Results For Each Survey Question” to see each question, based on a category.
Behavioral Risk Factors Surveillance System (BFRSS) is a large, on-going telephone health
survey system, tracking health conditions and risk behaviors in the United States yearly since 1984.
Click on a Questionnaire to see survey questions

Here are some final thoughts on the design of your evaluations process: keep it simple, use multiple sources, and try to use existing sources whenever possible.

When is the data going to be collected?
How often?
At regular or specific intervals? You could do a pre and post data collection method where you take a sample from the client when they first enter the program, and a sample when they have almost completed your program to capture a change in attitudes, behaviors, etc. This “sample” could be any one of the data sources listed a few moments ago.
Time of year? Depending on the data you are collecting, the time of year could be very critical to the success of your evaluation. If you wanted to evaluate student attitudes towards school, the data you collect in September, would be different than the data that is collected in
December (prior to holiday break), which would be different than the data captured in June.

In addition to collecting pre, and post data, a follow-up data collection may be useful to see if the impact noted upon completion of the program remains with the individual. With juveniles, it has been established that 90 – 120 days after release from commitment is the most riskiest time in terms of re-offending and re-commitment.

Let's see where this information will go onto the Data Exercise Worksheet. We have two more columns that are empty of our Data Exercise Worksheet. Let's look at the Restorative Learning Program outcomes, and add data source and timing information to each of the outcomes. We'll do the first one together. First, look at the outcome and how it will be measured. We see that it has to do with improving attendance at the sending school. Based on that measurement, where would you find that data? That's right, you could ask the sending school to provide attendance records for that student. When do we want to collect that data? In order to measure an improvement, you will need to know how frequently they were attending school prior to participating in the Restorative Learning Program, that’s referred to here as the baseline. You will also need to know how frequently they attend school after completing the Restorative Learning Program. The timing piece comes in from the Performance indicator in this case. They established 1 year upon completion of their program as the benchmark, so in order for them to know that they met their performance indicator, this data collection must be done 1 year after completing the RLP. A handout has been created for you to print off to assist you with this exercise. Please click on the attachment icon and print the Data
Sources Exercise Handout. Please press the Continue button when you are ready to continue the presentation. If you have any questions you can email Becky Noréus using the Help button.

Slide 36

Continue this Data Sources Exercise by identifying data sources and timings for each of the three remaining outcomes.

Slide 37

Press the Continue button when you are ready to continue the presentation. If you have any questions you can email Becky Noréus using the Help button.
When you are ready to see the answers to this exercise, please press the Continue button. If you have any questions you can email Becky Noréus using the Help button.

Here are our suggested data sources and timings for the Intermediate Outcome “Students will attend RLP regularly”. Press the Continue button when you are ready to continue to see the remaining two outcomes, and compare with your answers. If you have any questions you can email Becky Noréus using the Help button.

For the Initial Outcome “Students will develop positive attitudes towards school” potential data source that has been identified was student survey. The RLP decided that the best product that would meet their needs would be to poll students about their attitudes towards school. In order to ensure that the performance indicator was met, they needed to conduct this survey twice. Once at the beginning of the program, and once at the end, and that the change in responses would indicate if students had changed their attitude about school. Press the Continue button when you are ready to continue the presentation. If you have any questions you can email Becky Noréus using the Help button.
For the Intervention “Restorative Learning Program” a question could be added to the Student Exit Survey that gets conducted at the end of the program. Press the Continue button when you are ready to continue the presentation. If you have any questions you can email Becky Noréus using the Help button.

Now it is time to check your learning. If you wish to review any, or all, of this presentation, before moving on to the Check On Learning, please do so now. Please press Continue when you are ready to begin.
Please Answer the following questions to check on your learning
Remember an 80% or better is required to pass.
Select your answer, and press the Submit button.
If you wish to change your answer, press the Clear button, then select your new answer

Thank you for completing our Check On Learning Exercise. If you scored an 80% or higher; Congratulations, you are now ready to submit your results to Kathryn McGloin and start your homework. Instructions for sending the results to Kathryn are found in the attachments portion of this presentation. If you scored less than 80%, you may want to review the quiz before deciding if you need to restart session 2, or simply retaking the Check on Learning. Press the Continue button to move onto the Homework portion of this session.

Your homework for today’s session consists of two parts. Part 1 is to complete the Data Exercise Worksheet that was started in Session 2, and Part 2 is to write a paragraph about your current data collection measures and submit samples of those products to George and Becky. More details for each task are outlined on the following slides.
For Part 1 of the Homework assigned is to complete the Data Exercise Worksheet you began in session 2, by identifying your data sources for your program as well as the best time to collect that data. Sometimes the data sources are already being used, please indicate that such a data source is in existence.

For Part 2, please write a paragraph about your current data collection measures and submit samples of those products to George and Becky. This paragraph should identify what your current data collection looks like, and when it is collected. Please also address 1) how well these tools fit with the outcomes and questions you have just identified on your Data Exercise Worksheet. 2) can you revise these existing tools to fit your needs? Then gather samples of these tools and submit these to George or Becky.

In order for JJAG sub-grantees to receive credit for this training, they must submit a Check on Learning Results to Kathryn McGloin, and send both portions of their homework to George and Becky. Please obtain prior approval from George or Becky prior to starting Session 4.
If you have any questions, comments or general feedback on this session, please feel free to contact Becky Noréus at the email and phone number provided on the screen. Thank you for training with us today. We look forward to seeing you at the next session.
Data Exercise Template
<table>
<thead>
<tr>
<th>Long-Term Outcomes</th>
<th>Intermediate Outcomes (Behavior)</th>
<th>Initial Outcomes (KANS)</th>
<th>Interventions</th>
<th>Evaluation Questions</th>
<th>Performance Indicator</th>
<th>Measure</th>
<th>Data Sources</th>
<th>Timing</th>
<th>Outputs</th>
</tr>
</thead>
</table>

Insert Program Name Here  *date*
How to submit Homework
How to submit Homework to Becky Noréus and George Shaler

1). By email:
   
a) Create your logic model using the Logic Model Handout. Save to your computer.

b) Open your email software and create a new mail message.

c) Address it to rmoreus@usm.maine.edu or gshaler@usm.maine.edu and type LM Session #1 (or applicable session number) in the Subject line.

d) Attach your logic model to the email.

e) Click Send.

2). By mail:
   
a) Create your logic model using the Logic Model Handout. Save to your computer.

b) With your logic model open, click File in the menubar. Verify the printer is the one you want to use. Click All, and click Ok.

c) Mail your results to:

George Shaler or Becky Noréus, USM, PO Box 9300, Portland, ME 04404-9300
How to submit results
How to submit Check on Learning results to Kathryn McGloin

1). By email:
   a) With the Check on Learning Results slide open, press CTRL + PrtSc (or the Print Screen button on your keyboard)
   b) Open your email software and create a new mail message.
   c) Address it to kathryn.mcgloin@maine.gov and type LM Session #1 (or applicable session number) in the Subject line.
   d) In the body of the email, click CTRL + V to paste your results into the email.
   e) Click Send.

2). By mail:
   a) With the Check on Learning Results slide open, click File in the menubar. Verify the printer is the one you want to use. To print only this slide from the presentation, click Current View, and click OK.
   b) Mail your results to:

      Kathryn McGloin  
      Juvenile Justice Advisory Group  
      #111 State House Station, MDOC  
      Augusta, ME 04333-0111