

EVIDENCE GENERATION

Evaluation **Work Plan**

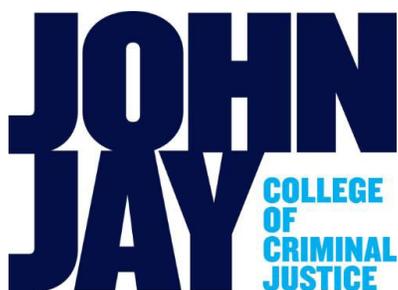
Graduate Research Fellowship Program, March 2013

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ABOUT EVIDENCE GENERATION

Evidence Generation is the mission of the Graduate Research Fellowship Program in the Research and Evaluation (R&E) Center at John Jay College of Criminal Justice. Graduate Research Fellows from the R&E Center work with affiliated justice agencies in New York City to identify, confront, and resolve the challenges that service providers often face as they build the data resources and administrative procedures required to generate compelling evaluation evidence. The goal of the program is not to conduct evaluations, but to prepare and empower agencies to generate credible evidence of their effectiveness.

ABOUT THE GRADUATE RESEARCH FELLOWSHIP PROGRAM

The Graduate Research Fellows that work with Evidence Generation are funded by the Pinkerton Foundation of New York, through the Pinkerton Fellowship Initiative at John Jay College, with added support from Mr. Jack Rudin and the Rudin family foundations in New York. Graduate Research Fellows work in teams to consult with nonprofit community-based organizations in the New York City justice sector. Research Fellows receive guidance and training in applied evaluation skills from John Jay faculty and staff and then apply these skills in building the analytic capacities of participating agencies. Fellows participate in workshops with the agencies involved in the initiative and assist in the formation of each agency's evaluation strategy. The purpose of the Fellowship program is to help agencies grow the skills needed to develop their own evidence base.

Rudin Fellows and Pinkerton Fellows work actively with each selected agency to identify any operational or managerial challenges that could limit the agency's ability to participate in rigorous outcome evaluation projects. The Fellows then work collaboratively with the agency staff to begin building and implementing the analytic resources necessary for evaluation efforts. Typically, this includes creating or refining an agency's theory of change and a conceptual framework or logic model that can be used to specify a program's key components and their relationship to desired outcomes at the client, family, and community level.

Next, the Fellows focus on the complex challenges each agency faces in developing accurate but flexible data collection methods to support future evaluation efforts. Depending on the program involved, agencies may work to improve their access to administrative information systems, client surveys, or even interviews when those are necessary to collect the client-specific and often subjective data elements required to test the long-term impact of an intervention.

Finally, Graduate Research Fellows cooperate with agency staff to develop a plan for implementing whatever research designs each agency chooses to use in evaluating the effectiveness of existing or future intervention programs. As in all human services systems, the most desirable research designs involve randomization and experimental comparison strategies, but Fellows also work with agencies to take advantage of reasonable alternatives to randomization, including the wide variety of quasi-experimental evaluation designs.

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EXECUTIVE SUMMARY

This report was drafted specifically for The DOME Project and its Bridge to Success Program to serve as a tool for its continued use in aiding court-involved youth.

MISSION: The DOME Bridge to Success ATD program serves as a unifying source of support for youth through counseling, court advocacy, supervision, and assistance with educational, vocational, mental health, housing, and substance abuse placement.

THEORY OF CHANGE: The DOME Project's goal is to provide at-risk and underserved youth counseling to improve their decision-making skills; court advocacy to help youth meet court obligations and receive a community disposition; and workshops covering topics such as, conflict resolution, gang prevention, and employment preparation.

LOGIC MODEL: Logic models present a visual depiction of a program's underlying program theory, illustrating how the activities of a specific program lead to certain outcomes. The DOME Project offers therapeutic case management and school and court advocacy with counselors, and then the counselors can conduct individual and group sessions with participants. If participants engage in counseling sessions as well as complete provided workshops, then DOME can expect that their participants will develop an improved sense of character, making them more productive members of society.

RECOMENDATIONS: Outcome and process evaluation is included. These tools will help determine if the program is being implemented the way it is intended. Additionally, matching procedures specific to The DOME Project and some suggested matching organizations are provided to compare program strategies and outcomes. Finally, the Graduate Research Fellows have provided a list of preliminary recommendations for DOME to help facilitate strategic and effective programming and address some of the concerns that DOME staff have expressed in program implementation.

INTRODUCTION

The following work plan and appendices represent recommended procedures based on earlier meetings and provide information from The DOME Project.

Mission Statement: The DOME Project's Bridge to Success ATD program serves as a unifying source of support for youth through counseling, court advocacy, supervision, and assistance with educational, vocational, mental health, housing, and substance abuse placement. The program serves approximately 80 youths each year and is widely respected by all sectors of the criminal justice system (including judges, prosecutors, and defense lawyers). It is the goal of The DOME Project to provide youngsters with therapeutic case management and character building workshops so that they avoid future criminal activity and become productive members of society.

The Bridge to Success ATD program has been operating for over 25 years and comprises two separate programs for youth: the Youth on the Rise (YOTR) and Life Skills (LS) program. Both programs are in the process of restructuring and adjusting the needs of eligibility to fit the current changes in the NYC Court systems and the shift in the New York State Office of Family Services (OCFS) communities.

Youth on the Rise: A 2- month diversion program that operates for adolescence between the ages of 13 and 15. This program assists with juvenile delinquency cases for participants who are diverted at probation intake or have been referred by local community-based service providers to receive follow up services/aftercare. This also includes youth who have Persons in Need of Supervision (PINS) cases. Participating youth partake in character building workshops, group-based setting activities, and individual counseling.

Life Skills: A more intensive 4- month program for youth between the ages of 16-19 that consists of weekly individual counseling sessions, weekly workshops, and mandated supervision. These youths are also connected with outside resources when necessary. The goal of this program is to take preventative measures by improving skills such as literacy and addressing risk management strategies based on arrest behaviors.

Both of these programs operate with the assistance of consultants with the goal of being reactionary, preventative, and proactive with a heavy focus on education.

ADMISSIONS PROCESS

PROGRAM ADMISSION

Community-based youth programs must have a formal and consistent process when it comes to program admission. Program admission is the process by which agencies make the decision either to accept or reject an incoming referral. Client referrals usually stream from probation officers, prosecutors, lawyers, social workers, judges, etc. Prior to making a referral, the referral source first screens the youth to determine if diversion to a community-based program will be appropriate and beneficial for the youth. Once the referral source makes a decision, the next step is to determine which program will be most beneficial. It is at this point that it is necessary to conduct some type of assessment to determine the precise need(s) of the individual.

SELECTION PROCESS

Once the referral source decides which agency will better serve the need(s) of the youth based on the initial assessment conducted, they should share the initial assessment with the respective agency, in addition to any other requested forms. It is of utmost importance to share such information in an effort to minimize any unnecessary wariness from the youth. In most cases, when the youth is questioned about the same topic over and over, they may become irritated and resistant, which may diminish the validity of their answers. This initial assessment by the referral source should aid in deciding whether the youth is a good fit for the program or not.

DEFINING AT-RISK YOUTH¹

The term at-risk is widely used across disciplines to describe youth. While considerable research and literature has been published on at-risk youth, no consistent definition of the term exists due to the flexibility of its meaning and its variability in practice. For this reason, it is important for programs targeting at-risk youth to clearly identify what they are at risk of and how can “risk” be measured.

Broadly, the term at-risk describes youth who run the risk of not acquiring the necessary knowledge, skills, and attitudes to mature into successful and responsible adults. At-risk youth often face a range of economic, social, and academic hardships. Economic hardships that put youth at-risk include but are not limited to low socioeconomic status, living in a single parent household, and low-parental education. Social hardships include having poor social skills, antisocial behavior, exposure to negative peer influence, and living in

1. Material adapted from Dryfoos (1990).

high-crime neighborhoods. Academic hardships include attending poor schools with little support for students, poor attendance, and failing grades. Experiencing these factors during adolescence, a critical period of development puts youth at risk of experiencing potential negative outcomes such as substance abuse, teenage pregnancy, dropping out of school, and court involvement.

Two of the most common and more specific definitions of at-risk youth are youth who are in danger of not graduating from high school and those who are court-involved. These definitions of at-risk youth are most salient to The DOME Project and align with its target population. Court-involved youth face the stigma of being adjudicated, as well as a variety of the hardships that may have been factors in their court-involvement, including school-dropout. The DOME Project's Bridge to Success ATD program aims to support court-involved youth with educational and vocational opportunities to prevent youth from involvement with criminal activity and to keep young offenders from reoffending.

ASSESSMENT TOOLS

DOME staff expressed some concern about intake assessment. They have been using the Child and Adolescent Needs and Strengths (CANS) instrument, but find it difficult to administer. Accordingly, Graduate Research Fellows have identified other possible assessment instruments that may be more suitable for DOME.

CHILD AND ADOLESCENT NEEDS AND STRENGTHS (CANS)²

The CANS is an assessment tool designed to assist children and adolescent service staff in decision support, including level of care and service planning, and to allow for the monitoring of service outcomes. The CANS was developed from a communications perspective to aid in the design of individualized service plans through the use of an assessment instrument. Training and certification are required to use the CANS. A minimum of a Bachelor's degree is required to complete the standard version, and a more specialized degree is required for anything above (e.g. CANS-Mental Health). The CANS is available free of charge.

The full version of the CANS consists of a total of 6 domains, including, risk behaviors, functioning, problem presentation, child safety, family caregiver needs, and strengths.

There are six key principles of the CANS:

1. It is an item-level tool. (Items are included because they might impact service planning.)

1. Material adapted from Anderson (2002).

1. Level of items translates immediately into action levels.
1. It is all about the child not about the service.
1. It is agnostic in etiology. (It is a descriptive measure only.)
1. It is applied within a 30 day window to keep assessments relevant and fresh.
1. It considers cultural and developmental factors.

The reliability of the CANS has been tested and the results demonstrate that it is a reliable assessment tool. The validity of the CANS has also been tested, first by its correlation with other valid assessment tools and, second, by its capacity to identify children and youth who benefit through the use of different programs and levels of care.

DOMÉ has encountered some difficulty in using the CANS. Challenges include:

- **Uncertainty as to whether DOMÉ staff are using it in the way it is intended to be used**
- **Fear that the validity of the measures is low**
- **Implementation might warrant a clinical background.**

Currently DOMÉ is using the CANS and Casey Life Skills assessment tools during intake and counseling, but they have expressed the desire to use different instruments that would better assist with the changes that the organization is experiencing. Several tools have been recommended and outlined below.

YASI (YOUTH ASSESSMENT AND SCREENING INSTRUMENT)

Developed by researchers in Washington State, the YASI is an assessment tool developed to assess risk, need, and protective factors for youth involved with the juvenile justice system. The need for the development of such an assessment tool came after a state mandate to create a better method for assigning youth to different programs and services offered throughout the state. With this in mind, the YASI's main goal is to efficiently and cost-effectively match and assign the youth to programs and services according to their risk, need, and protective factor level.

The three key principles (Andrews, Bonta, and Hoge, 1990) of the YASI are to assess:

- **Risk**
- **Need**
- **Responsivity**

Risk refers to matching the level of service to the youth's risk to re-offend. Need refers to assessing criminogenic needs and making sure that they are targeted at point of service.

Responsivity refers to responding to the risk and needs of youth and assigning them to the best possible community program in order to maximize the benefits of the rehabilitation process.

BACK ON TRACK! (BOT 4.1)

The Back on Track (BOT 4.1) assessment tool is used to assess risk and criminogenic needs. Developed by the Washington Association of Juvenile Court Associations, the assessment tool consists of two different components: a prescreen and a full screen to fulfill the needs of fast assessment for screening and long term trackers. Since its inception in 1998, this instrument has been used to address some of the limitations of checklist reliability and has increasing user friendliness.

The BOT 4.1 is a 90 question questionnaire that consists of items that offer several response options; this allows for a narrative description of the risk, need, and protective factors that will be assessed. Additionally it provides a common language for talking about clients and communicating with other service agencies, and offers more objective criteria for assigning services.

JESNESS INVENTORY REVISED (JI-R)

Jesness Inventory Revised (JI-R) is a self-report measure with a focus on personality and delinquent behavior with additional subtype scale items that use a true/false response template. This instrument was designed to better understand the nature and differences that define youth. Taking 30-40 minutes to complete, the JI-R assessment addresses children and adolescents who have serious behavioral problems and/or the potential for violence. Some of the personality scales that are included in the measure are:

1. Social maladjustment
2. Immaturity
3. Social anxiety
4. Repression
5. Manifest aggression
6. Withdrawal depression

These scales include some of the concerns that The DOME Project might want to isolate before individuals begin to participate in programming. Additionally, the DSM-IV subscales allow agency counselors to identify behaviors attributed to conduct disorder or oppositional defiant disorder. With early identification, counselors and staff can determine if the prospective youth can be appropriately matched to the organization or referred to an outside agency that can address the psychological needs of the youth. Although these

scores cannot be used for actual diagnosis of the participating youth, they can provide valuable information on the individual being assessed. Additionally, in place of complex scoring templates that might require a clinical background, the JI-R allows for key placement and raw score calculation from items that are answered in a true/false format.

PROGRAM COMPLETION AND COMPLIANCE

There are several reasons why youth who are engaged in a juvenile justice preventative initiative might not complete all program elements. These reasons include voluntary withdrawal from the program, lack of trust, non-compliance with program rules, or economic factors that might affect youth participation, such as money for transportation. Responding to issues such as lack of motivation and non-compliance is important to encourage program participants to complete treatment with the goal of fostering life-long learning and creating more productive members of society. Below is a list of suggested criteria to promote effective correctional programming. Goals should include:

- Structured workshop programming where participant attendance and participation is closely monitored and assessed
- Program model implementation to support compliance with court-ordered or PO conditions
- Programming should consist of methods that follow the risk, need, and responsibility of each individual in the program. A measurable evidence of success is required.

DOME staff recently developed a youth participation agreement for incoming youth. This signed contract clearly defines compliance and expected role of participants in the program. The contract promotes understanding of commitments to the program as well as court requirements. The youth contract also serves as a point of reference for both the participant and the DOME counselor.

The Graduate Research Fellows recommend that youth participants be given a copy of their signed contracts so that they have ready access to a written document of their responsibilities at all times, even when they are away from the DOME office. It also promotes accountability and rehabilitation depending on the needs of the youth.

Possible items for contracts can include:

1. Time-based criteria: the specific amount of time required for the youth to participate in the program
2. Performance- based criteria: goals that are measurable and evaluated regularly
3. Failure to comply criterion: identifies behaviors the program considers unacceptable and the consequences of an infraction.

As each participant has different needs, it is also recommended that contracts cater to the individual needs of the client. Additionally, it is recommended that youth contracts be flexible in the exit criteria. Personal issues at home, requirements of the court, and other problems might play a role in youth attendance. The program should have clear expectations, but also leave flexibility in terms of how the youth is doing in the program. Program completion should depend on meeting the defined exit criteria and the youth's overall progress within the program. Consistent monitoring and tracking of progress can assist with this goal.

THEORY OF CHANGE³

A theory of change, which is sometimes called a program theory, is a set of testable propositions about how a program affects a set of conditions or behaviors. The goal of a theory of change is to describe the process by which change is produced, articulating how and why a set of activities is expected to affect participants. To accomplish this goal, theories of change must be plausible, doable, testable, and meaningful. A properly developed theory of change should guide a process of data collection and measurement that can demonstrate that a program's intervention, rather than some outside condition, led to a change in the participant.

An effective theory of change is based on research and best practices, with strategies designed to address a specific problem in a specific context. Theories of change should be developed by systematically organizing what is known about a particular problem and what a program is designed to accomplish. Four basic steps can be used to develop a theory of change:

1. State the problem that needs to be addressed
2. Identify the program's goals and objectives in addressing the problem
3. Specify what actions will be taken to achieve those goals and objectives
4. Clarify the rationale for taking those actions

3. Material was adapted from (Connell & Klem, 2000; Connell & Kubisch, 1998; Maxfield, 2001; and W.K. Kellogg Foundation, 2004).

THE DOME PROJECT THEORY OF CHANGE

Based on the information we have gathered, the Graduate Research Fellows developed the following theory of change for The DOME Project:

Youth in low-income communities face barriers that divert them from pursuing a positive educational experience. Youth from these communities may have high truancy and crime rates and are often involved with drugs, and external influences that prevent them from focusing on their educational progress. The DOME Project's goal is to provide at-risk and underserved youth with the necessary tools to prevent them from entering or reentering a criminogenic cycle and aid them in improving their education experience. The DOME Project provides participating youth with 1) Individual counseling to improve their decision-making skills; 2) Court advocacy to help youth meet court obligations and receive community dispositions; 3) Workshops covering topics such as, conflict resolution, gang prevention, and employment preparation to prepare youth to deal with life situations that they may face in the future; and 4) School advocacy to assist them to reconnect with school, as well as to assist them to find alternative educational programming. Providing youth with these tools will help them focus on academics and job training, which will foster a life-long learning trajectory and a crime free lifestyle, helping youth to become productive members of society.

LOGIC MODELS⁴

Logic models present a visual depiction of a program's underlying program theory, illustrating how the activities of a specific program lead to certain outcomes. As such, logic models can be useful tools for determining which aspects of a program achieve the desired outcomes and why these program aspects are effective. The content of the logic model will depend on the purpose, context, and audience of the program. Logic models usually present Inputs (resources), Activities (services offered), Outputs (measurable products of the delivery of services), Outcomes (short and long-term individual results of participation in services), and Impacts (long-term community and/or systemic change). Logic models are most useful when they can be linked to specific evaluation measures.

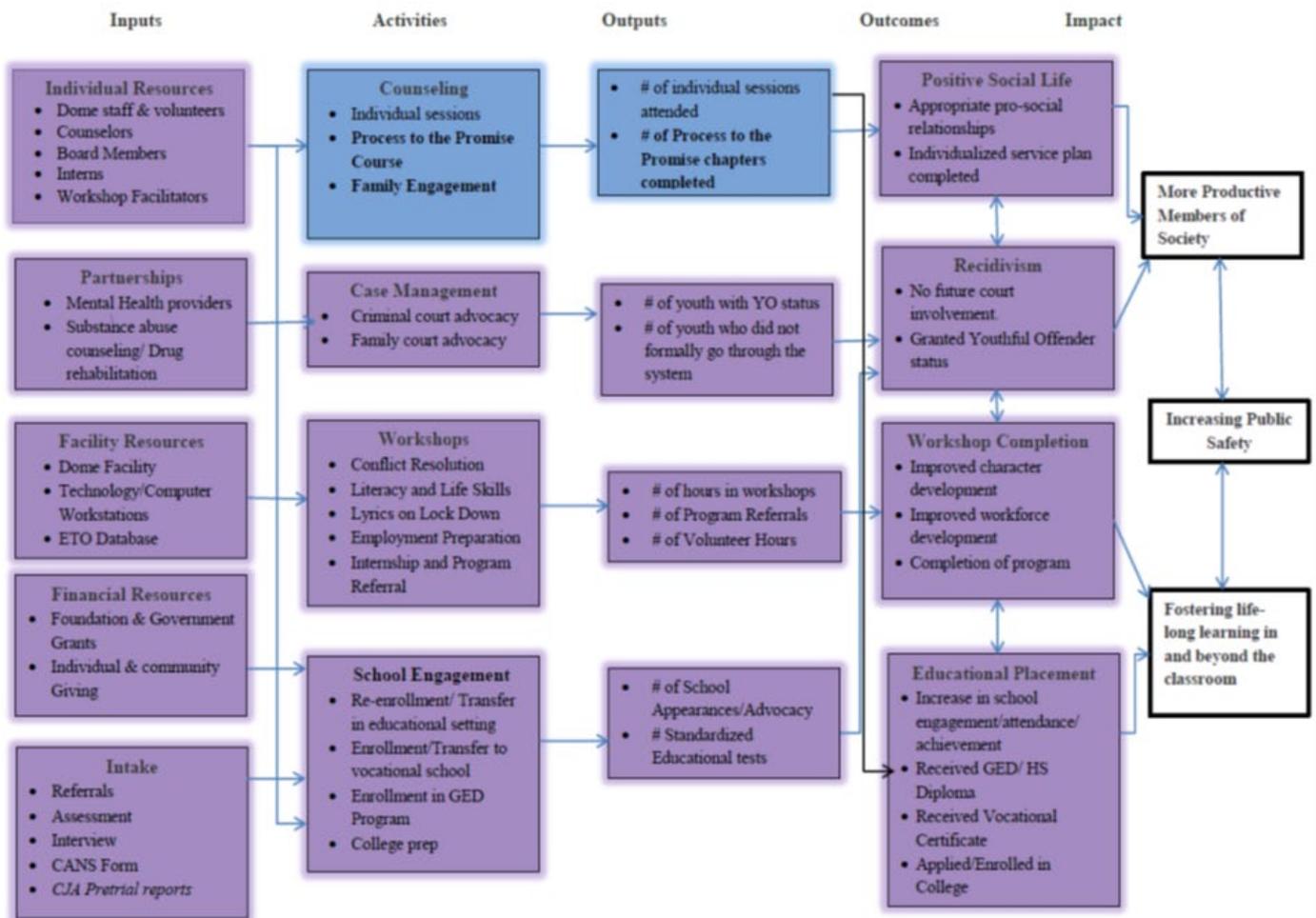
When designing logic models, it is often helpful to begin with a series of "if/then" statements as a means of clarifying how the goals of the program can be achieved through the proposed activities. For example, if The DOME Project offers individual counseling and court advocacy with counselors (resources), then the counselors can conduct

4. This material adapted from (Maxfield, 2001; Wilder, 2009; Taylor-Powell & Henert, 2008; and W. K. Kellogg Foundation, 2004).

individual sessions (activities) with participants. If participants engage in counseling sessions as well as complete provided workshops (activities), then DOME can expect that their participants will develop an improved sense of character (outcome), making them more productive members of society (impact). This can also serve as a means of designing activities that will lead to outcomes that the program can realistically achieve in the designated time.

The Graduate Research Fellows developed the following logic model for The DOME Project's Bridge to Success ATD program:

THE DOME PROJECT: BRIDGE TO SUCCESS LOGIC MODEL



PROCESS TO THE PROMISE⁵

Parts of DOME's efforts to work with at-risk youth are based on *The Process to the Promise*. As described by its developer, Ramon Maisonet, The Process to the Promise is a course for personal transformation and human development designed specifically for youth who are either at risk or in recovery from criminal involvement or substance abuse. The intervention consists of a 12-session curriculum delivered as a series of workshops that aims to lead youth through the process of rediscovering their dreams, setting goals, and developing skills to navigate through life's challenges. Training sessions are offered for staff to first experience the process themselves and then lead their own groups. As a part of the course, youth receive The Process to Promise book, which has 6 chapters with one chapter for every 2 sessions of the curriculum. Each chapter ends with a worksheet that presents reflective questions. Currently, several youth organizations in the New York City area use The Process to Promise, including The DOME Project, Henry Street Settlement, and The Promised Land Church.

Since The Process to Promise has yet to be formally evaluated, it cannot be considered an evidence-based practice. It is more reasonably viewed as an experience-based practice since its author, Ramon Maisonet, developed this course during his own journey of recovery that included a period of incarceration. Like many "Scared Straight" programs that try to scare at-risk youth from a future of crime, Maisonet believes fear will prompt youth to desist from a life of crime while pursuing pro-social personal and emotional development. Although The Process to Promise is not a traditional "Scared Straight" program that takes youth on prison expeditions, it is similar in its use of fear that stems from the author's challenging experiences. Evaluations of Scared Straight have found it to be ineffective and counterproductive. No evidence is available to support any positive impact from The Process to the Promise.

EVALUATION⁶

Program evaluation should be purposive (with specific goals in mind), analytic (following sound logic and reasoning), and empirical (based on actual data). A two-step process should be followed: first, a process evaluation is done to make sure a program is doing what it says it is doing; second, an outcome evaluation is done to see what effect the program has on its participants.

5. Material adapted from (Petrosino et al., 2003).

6. Material adapted from (Baranowski & Stables, 2000; Bliss & Emshoff, 2002; and Maxfield, 2001).

PROCESS EVALUATION

Process evaluations examine if a program is being implemented the way it was intended and assess the overall effectiveness of the program. Good process evaluations use data that are collected immediately after the program begins (e.g., participant demographic information and selection criteria), during the intervention (e.g., number of counseling sessions offered and client attendance), and after the intervention (e.g., individual service plan completed). For example, if DOME participants are not much interested in change, do not show up for counseling sessions that are offered, or are not cooperative with the provided court advocate, a process evaluation would indicate that youth are not receiving the intervention as intended (the structured workshops), which signals problems with implementation.

Process measures are indicators of program delivery that are used to determine the amount and quality of a specific type of activity and output. The most common type of process measure is a counting system, which quantifies how much of something is being administered. For example, The DOME Project attempts to improve educational goals and achievement with the use of an educational building component. Recording participant attendance and completing the individualized service plan that is created with their matched counselor may be used to measure program delivery. It is helpful to keep in mind that *the outcome of an activity greatly depends on the process by which the activity is delivered*.

Other types of process measures are more complex in nature because they require more than a tallying system. For The DOME Project, these include the characteristics, behaviors, attitudes, opinions, and beliefs of individuals enrolled in the program. The quality of these measures can be measured directly or indirectly. If, for example, The DOME Project wants to measure the behavior of a client, then clients can be directly observed by the counselor who would then complete an observational protocol. An indirect measure, on the other hand, would involve counselors asking questions about the client's behavior.

OUTCOME EVALUATION

An outcome evaluation assesses the short and long-term results of a program's activity or set of activities. Outcome measures are used to examine whether participants are improving as a result of the program or due to other outside factors. Outcomes are selected based on the goals of the organization. Examples of outcomes specific to The DOME Project include:

1. Increase in school engagement/attendance
2. Improvement in school grades
3. Increase in engagement in positive leisure activities

4. No re-arrest of participating youth
5. Meet requirements of the courts

COMPARISON STRATEGIES

Comparison strategies and follow-up techniques (discussed in the next section) are used to determine if the expectations of a program have been met. Comparison groups create a frame of reference to assess improvement in participants and program effectiveness. Participant changes that are due to the intervention program can be determined by comparing DOME participants to a group of individuals who did not participate in the program (for example, a control group). The specific comparison strategy most appropriate for The DOME Project depends on the specific program.

The DOME Project's Bridge to Success ATD program consists of two subprograms: the Youth on the Rise program for youth between the ages of 13 and 15, and the Life Skills program dedicated to youth between the ages of 16 and 19. The inclusion criteria for both programs include:

- At the time of intake, participants must have a place in which they reside during programming; and
- Participants must be involved in Family Court or Criminal Court.

Several comparison strategies have been identified for The DOME Project based on the above criteria. These include:

1. Non- random comparison;
2. Pre- and Post-score comparison;
3. Pre-intervention score comparison; and
4. Level of implementation comparison.

MATCHING

Matching is a direct method of comparison, where persons receiving the intervention (e.g., court advocacy) are compared to persons who have very similar social and criminal backgrounds, but are not in the program thus did not receive the intervention. Individuals can be matched with similarly situated individuals, or groups can be matched based on aggregate characteristics of group members.

Additionally, the outcomes of clients enrolled in similar ATD programs could be compared to the outcomes of clients from The DOME Project as a matching strategy. The ATD programs listed below provide similar intervention strategies (e.g., court advocacy, individual & group counseling, life skills workshops), and could potentially be used as

comparison groups for The DOME Project. These programs were selected based on the use of similar treatments that are constant across groups. A program that completely matches the services provided and serves the same population is highly unlikely. However, the examples provided offer intervention programs that share similar qualities and can serve as a similar match for the agency. Key services that DOME provides, such as court advocacy and educational placement, should be kept constant across groups when using these comparison strategies. Programs that share the same model include:

1. The Andrew Glover Youth Program; and
2. Boys Town of New York.

FOLLOW UP⁷

To evaluate the success of any program or intervention, it is important to follow up with clients after they have completed or left the program. Longer term client success can be considered a reflection of how successful the services offered by the program are at targeting the intended issue. Follow-up can also provide an opportunity for receiving positive or negative feedback on the program from the client, as well as to determine why clients who failed to complete the program terminated their participation. The information collected in follow-up can then be presented to the program board and potential funding organizations as evidence of the impact that the program has on participants.

The primary focus of the Bridge to Success ATD program at The DOME Project is to reduce recidivism and increase school engagement, which can be measured by the number of individuals who have completed the program and enrollment numbers of alumni in college or a vocational school. *A detailed follow up plan specific to The DOME Project can be found in the supplemental Follow-Up Guidebook.*

PRELIMINARY RECOMMENDATIONS

1. *Data Collection.* Continue to use the Efforts to Outcomes software to monitor the intake, progress and outcomes of DOME clients. As per our last conversation, an ETO consultant will soon be reconfiguring the ETO database so that it best fits the needs of DOME and addresses some of the intake and data field difficulties that DOME is currently experiencing. We continue to recommend that the data be added continuously and consistently, with frequent monitoring of missing or incorrect information. Examples of checklists and other resources that can improve consistency in data collection will be presented in evaluation guidebooks prepared for DOME. Behavioral contracts with participants are promising sources of measures.

7. Material adapted from (Hall et al., 2003).

2. *Establishing consistent contact with parents/primary caregivers and other supporting family members.* DOME staff mentioned in earlier meetings that they hope to establish stronger relationships with the parents and families of participating youth. Parents can help provide crucial information regarding youth history and be a supportive link for program completion. The GRFs recommend that DOME staff begin to identify the areas in which they would like parents to become involved and begin to establish a more consistent form of contact to address these needs.

3. *Identify the assessment tool that best fits the needs of DOME staff.* DOME staff and counselors completing assessments should be trained in an assessment tool that addresses the feasibility and subjectivity concerns of the CANS assessment. This will better serve the needs of the participating youth and streamline the intake and assessment process. This is also important for the designing of accurate individualized service plans for the youth.

NEXT STEPS FOR GRADUATE RESEARCH FELLOWS

- Determine the next steps for the Bridge to Success ATD programming.
- Work with DOME to design a process evaluation, outcome evaluation, and follow-up strategy that best fits the needs of DOME's clients, staff and administration.
- Provide DOME with a list of possible databases that they might want to use to supplement the ETO database.
- Provide the DOME staff with research on levels of consent necessary to monitor recidivism after participating youth complete the program.
- Provide DOME with suggestions on aftercare programming that has been successful in the past with like programs.
- Provide DOME with suggestions on validated courses that can be used in conjunction with current programming or can serve as possible replacements.

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