

The National Youth Court Center presents

**Making Evaluation for Youth Courts Simpler Using
Performance-Based Measures**

An Audio Teleconference with Optional Webcast

July 15, 2003
2:30 – 4:00 PM EDT

Participant Packet

Sponsored by the:
Office of Juvenile Justice and Delinquency Prevention
Office of Justice Programs
U.S. Department of Justice

and

National Highway Traffic Safety Administration
U.S. Department of Transportation



This project is sponsored by Cooperative Agreement No. 1999-JI-VX-K001, awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

Points of view or opinion expressed in this document and during the teleconference are those of the presenter and do not necessarily reflect the official position or policies of the U.S. Department of Justice or other funding agencies.

Table of Contents

| | |
|---|----|
| Instructions for Accessing the Teleconference and Webcast..... | 1 |
| Agenda..... | 3 |
| PowerPoint Slides..... | 4 |
| Handout #1: Expansion on Tracking Process and Outcome Measures..... | 18 |
| Handout #2: Performance Review Process Assessment: Ten Essentials for Making Data Driven Decisions..... | 21 |
| Handout #3: Supplemental Resources..... | 24 |

Instructions for Accessing the Audio Teleconference and Webcast

The "Making Evaluation for Youth Courts Simpler Using Performance-Based Measures," presented by the National Youth Court Center and sponsored by the Office of Juvenile Justice and Delinquency Prevention, will be broadcast live on **Tuesday July 15, 2003 from 2:30 – 4:00 EDT.**

To access the audio teleconference:

- Call 1-800-289-0496; please dial-in 5-10 minutes prior to scheduled start time.
- Your passcode is 405482.
- If you have difficulties connecting to the call or need technical assistance from Premiere Conferencing's staff, press *0 on your telephone keypad.

If you want to access the optional webcast to view the visual aids online while listening to the broadcast on your telephone:

PLACEWARE: System Requirements and Suggestions

Browser

Netscape Navigator 4.06 - 4.7x

Microsoft Internet Explorer 4.0 or later

Computer

166 Mhz Pentium-based PC with Windows 95, 98, NT, 2000, or XP

Sun SPARCstation with Solaris 2.5.1 or 2.6

64 MB RAM

Internet Connection Speed

56k or faster

Display

800x600 pixel resolution or higher

1. Enter the following meeting URL in your Internet browser:

<http://www.placeware.com/cc/vcc/A?id=w405482&pw=234590>

Or alternatively, use the following URL:

<http://www.placeware.com/cc/vcc>

2. On the "Enter Meeting" page that appears, supply this information if requested:

Your Name: (enter your name)

Meeting ID: w405482

Meeting Key: 234590

Conference Center Name: vcc

Then click "enter" at the bottom of the page

- To hear the presentation you must call in to the teleconference using your telephone (see instructions above for accessing the audio teleconference).

- Remember to close out your browser window at the end of the presentation to disconnect from the conference server.

This teleconference with optional webcast is interactive...

Therefore, you will have an opportunity to ask questions via your telephone. The moderator for the audio teleconference will announce when it is time to begin taking questions and will give instructions for asking questions. Essentially, if you have a question, you will need to touch *1 on your telephone keypad. Questions will be taken in the order received. If you change your mind or if your question is addressed before it is your turn and you want to remove yourself from the line of questioners, you can press the # key on your telephone keypad. That will take you out of the queue for questions, but will not disconnect you from the audio teleconference.

If you have questions after the teleconference or if your question was not addressed during the broadcast due to time constraints...

Please fax them to 859-244-8001 or email them to nycc@csg.org. We will provide your question to the speaker, and she or a NYCC staff person will respond back to you.

If you have questions prior to the audio teleconference with optional webcast...

Please call the National Youth Court Center at 859-244-8193 or email us at nycc@csg.org.

If you will have more than one person listening to this teleconference via speakerphone...

Please make enough copies of the Participant Packet and evaluation form for each listener. The speaker will be referencing material in the packet throughout the call. If you also wish to view the slides online while the speaker is making her presentation (and you have simultaneous access to a telephone and to the Internet), see the instructions for accessing the optional webcast discussed above.

If you will not be listening to the broadcast on the date it is scheduled...

Please contact the National Youth Court Center (859-244-8193) to cancel your registration. There is a waiting list for this broadcast and if you cancel in advance, we can provide your reserved line to someone else.

**Audio Teleconference with Optional Webcast
July 15, 2003
2:30 – 4:00 EDT**

Agenda

Introduction and Reference Materials

What is Results-Oriented Management?

Why Are Performance Measures Important?

Strategic Planning Model

System Model

Process and Outcome Measures

Implementation Strategies

Question and Answer Period

Making Evaluation Simpler Using Performance-Based Measures

Youth Courts
Audio Teleconference with Optional Webcast
July 15, 2003
2:30 - 4:00 EDT
Presenter: Michele Moczygemba Connolly

Application Task

Why does your program exist?

Gone Tomorrow

Gone in Five Years

Why are Performance Measures Important?

- A justification for agency existence
- A method for measuring short-term and intermediate outcomes
- A method for enhancing cost-benefit analysis as a decision-making tool
- An opportunity for results-oriented management
- A mechanism for clearly communicating the role of youth courts
- An ongoing system of monitoring and evaluation

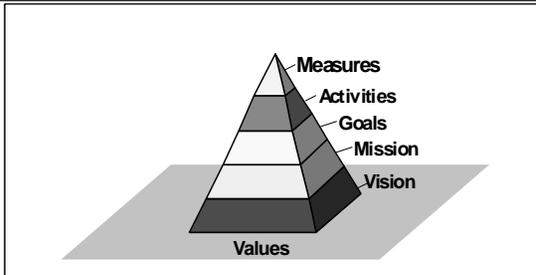
Results-Oriented Management

- What gets measured gets done.
- If you don't measure results, you can't tell success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

Benefits of Performance-Based Measures

- An improved ability to predict and reduce recidivism
- Assistance with goal clarification
- Improved service delivery
- Improved resource allocation
- Budget justification
- Enables programs to practice "results-oriented management"
- Creates a learning environment
- Empowers youth court programs

Strategic Planning Model



Clarifying Values

Principles, standards or qualities considered worthwhile and represent an organizations fundamental beliefs upon which agency or program practices are based.

What do you believe?

Youth Court Values

- Peer-driven Justice
- Youth Leadership
- Personal Responsibility

Attention to Vision

A compelling statement of a preferred future which those who develop and subscribe to it want to create.

Where you want to be!

Youth Court Vision

Affect positive offender and volunteer change.

Defining Mission

A mission statement sets forth in broad language the organization's ultimate purpose. They clarify an organization's strategic intent, its reason for being.

What you do!

Youth Court Mission

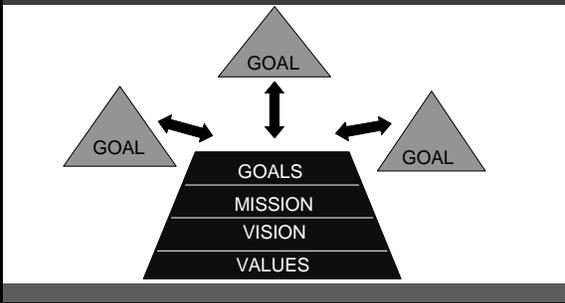
Community-based alternative intervention and prevention program to hold young offenders accountable and provide educational services to youth to promote citizenship and public safety.

Identifying Goals

Bring the mission into focus and break it down into manageable, achievable components. Goals specify the intentions of the program and direct activities.

What you would like to do!

Identifying Multiple Goals



Clarifying Program Goals

- Goals are the general end toward which the program directs their efforts
- Goals are ranked by priority
- Goals stretch and challenge the program, but are realistic and achievable
- Goals provide a clear direction for the program's actions
- Goals must be easily understood

Youth Court Goals

- Improve the capacity of youth to become responsible and productive citizens
- Hold young offenders accountable for minor delinquent and problem behavior
- Deliver peer-driven justice and promote positive youth leadership

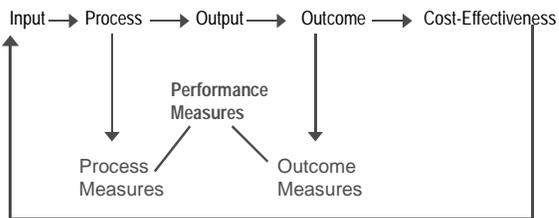
Pause for Questions

Participants are to take a moment and make note of any questions they have from this segment.

Do you have a strategic plan?
What is working and what is not?

If you do not have a strategic plan,
what obstacles do you anticipate or
clarification do you need?

System Model



System Model

| Input | Process | Output | Outcome | Cost-Effective |
|--------------------------------|--------------------------|-----------------------------|--------------------------|-----------------------------------|
| What you put into the program? | What did the program do? | How many times was it done? | What effect did it have? | What was the cost for the effect? |
| Investment | Cause | Effect | Result | Savings |
| | You can control this. | You count this. | You cannot control this. | You may be able to change this. |
| | | Quantity | Quality | Efficiency |
| | | | So What? | Was it Worth it? |

System Model Components

- Inputs** The resources used in the program or service.
- Process** A particular method of doing something, generally involving a number of steps or operations.
- Output** The units of goods or services produced by a program or service.
- Outcome** The result of the program or services.

What are Performance Measures?

- Process Measures:**
To determine if a program was implemented as designed
- Outcome Measures:**
To assess a program's impact
- Intermediate Outcomes:**
Reflect results while an individual is still in the program or immediately upon program completion.
- Long-term Outcomes:**
Tracking results over a longer period of time, after the participant has left the program.

More on Process Measures

- Linked to staff activities
- Should be based on written policies, procedures, standards, rules and/or regulations
- Identify program goals
- Consider causal linkages to delinquent behavior
- Describe what services are actually being delivered
- Investigate unanticipated consequences
- Search for explanations of success, failure and changes

Process Measure Example

Program: Community Service

Standard: All referrals must be ordered community service.

Process Measure: % of referrals ordered community service

Data Elements: Number of referrals, Number ordered community service

Formula: $\frac{\text{Number of referrals ordered community service}}{\text{Number of sentenced referrals within time period}}$

Example: There were 100 referrals who were sentenced during a six month period. 95 referrals were ordered to complete community service.

95 ordered to complete community service

100 referrals in a six month period X 100 = 95%

The compliance rate for community service referral is 95%

Process Measure Example

Program: Victim Involvement

Standard: All victims should be notified of hearing date

Process Measure: % of victims notified of hearing date

Data Elements: Number of victims, Number of victims sent notification letters, Number of victims who received letter

Formula: $\frac{\text{Number of victims sent and received notification letters}}{\text{Number of victims within time period}}$

Example: There were 100 effected victims during a six month period. 50 were sent and received a notification letter.

50 sent and received a notification letter

100 effected victims X 100 = 50%

The compliance rate for victim notification is 50%

How to do it?

Process Measures

1. Establish a standard or requirement for performance.
2. Monitor staff and volunteer performance against the standards.
3. Assess level of compliance with standards.
4. Modify standard and/or train staff and volunteers.

More on Outcome Measures

- Linked to offender and volunteer change
- Multiple outcome measures should be used
- Include both intermediate and long-term measures
- Must be measurable and trackable
- Must be objective rather than subjective
- If only outcomes are examined, little direction is available for program policy making
- By controlling processes, program can control outcomes

Developing Outcome Measures

- Outcomes are indicators of the actual impact or effect upon a stated condition or problem
- Outcomes are the ultimate results or the impact your program has
- Outcomes assess the effectiveness of a program's performance and the public benefit derived from it
- Outcomes are what you accomplish vs. what you do (outputs)

Developing Outcome Measures (Examples)

- Percentage of time restitution is collected
- Percent of time referrals complete all of their conditions
- Percentage of referrals disciplined or suspended from school
- Percentage of referrals rearrested for a new crime

Outcome Measure Example

Program: Community Service

Program Purpose: To provide referrals an opportunity to repay the community for the harm they caused.

Program Goal: To provide service options to link offenders to their community and restore harm.

Outcome Measure: Percentage of offenders completing their ordered community service hours.

Outcome Measure Example (cont.)

Data Elements: Number of Discharges, Date of Discharge, Number of Hours Ordered, Number of Hours Completed

Formula:
$$\frac{\text{Number of offenders discharged from the program that completed their community hours}}{\text{Number of offenders discharged from program}} \times 100$$

Example: There were 50 referrals who were discharged from the program. 11 referrals have completed their community service hours.

$$\frac{11 \text{ referrals complete their hours}}{50 \text{ offenders have discharged from the program}} \times 100 = 22\%$$

22% of referrals complete their community service hours

Outcome Measure Example

Program: Victim Involvement

Program Purpose: To provide victims an opportunity to engage in the youth court process.

Program Goal: To give victims a voice and increase their understanding in the youth court process.

Outcome Measure: Percentage of victims that attend the youth court hearing.

Outcome Measure Example (cont.)

Data Elements: Number of Victims, Number of Victims that attend their hearing.

Formula: $\frac{\text{Number of Victims that Attend their Hearing}}{\text{Number of Victims}} \times 100$

Example: There were 100 victims in the tracking time period. 22 attend the hearing that effected them.

$\frac{22 \text{ attend the hearing}}{100 \text{ Victims}} \times 100 = 22\%$

22% of victims engage in the youth court process.

How to do it?

Outcome Measures

1. Establish/estimate a level of performance.
2. Monitor outcomes.
3. Assess level of performance.
4. Analyze why.
5. Feedback to process, adjust, begin again.

Data Collection Issues

- Making it a part of your routine process (data collection forms)
- Surveys
- Pre and Post Tests
- Software Programs
- Compile and report information on a regular basis

Pause for Questions

Participants are to take a moment and make note of any questions they have from this segment.

Can you think of process and outcome measures that apply to your program?

Are there any measures you can think of that you are not sure are process or outcome measures.

Implementation Issues

Customer Focus

Internal Processes

What do you look at that tells you whether or not you are going to be successful?

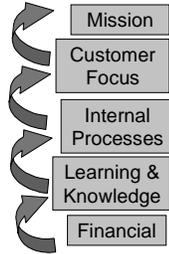
Financial

Mission

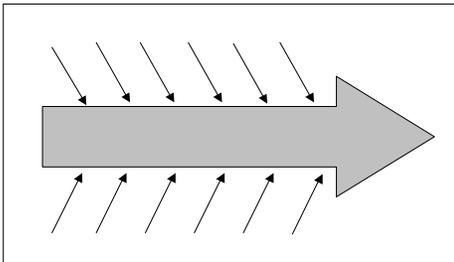
Learning & Knowledge

Cause and Effect Relationships to Success

- Satisfied stakeholders & customers
- Efficient, high quality internal processes
- Skilled employees/ volunteers
- Allocated resources



Example System Map



Implementation Strategies

Why are results not frequently used?

- Too Limiting
- No Other Options Provided
- Fear of outcome
- Organizations Resistance to Change
 - Feasibility
 - Acceptability
 - Ideology

Implementation Strategies

- Need a determined administrator who insists results be used to reach peak performance
- Involve staff and constituencies in planning and conducting studies
- Must know the cognitive style of decision makers
- Must respect stakeholders program commitments
- Must get the information out

Implementation Strategies

- Information must be timely and available when needed
- Present implementation and utilization plans
- Make useful comparisons
- Always ask stakeholders what type of information they want

In Conclusion...

- Review Rubric (Handout #2)
- Question and Answer Period
- For More Information, see Supplemental Resource Listing (Handout #3)

Handout #1

National Youth Court Guidelines **Chapter 10: Program Evaluation** **Expansion on Tracking Process and Outcome Measures**

Characteristics of youth referred to the program (Input) – Critical for understanding the results of process and outcome measures.

Tracking Elements

Demographics (Date of Birth, Gender, Race, Ethnicity)
Family Status (Parents Married, Divorced, Separated, Other)

Academic History

Delinquency History/School Disciplinary History

Degree to which volunteers fulfilled their responsibility (Process and Outcome) – The degree to which program staff has the ability to do activities that can assist volunteers in fulfilling their duties will determine if this is a process or outcome measure.

Process Measures

Volunteer Recruitment Rate – Number of people you want to recruit from, Volunteer screening criteria, Number of recruitment meetings held, Number of volunteer training programs held

Outcome Measures

Volunteer Participation Rate – Number of hearings volunteers attend, Number of hearings a volunteer was supposed to attend, Number of hearings adequately staffed

Program Satisfaction -- This can involve sending satisfaction surveys to any stakeholder you are interested in receiving feedback from (e.g., victim, parent, respondent, volunteer). On these surveys make sure to use the same scale and word all questions in the same direction

Sample Questions

Overall, how satisfied are you with the youth court program?
How satisfied are you with the sentence you respondent received?
How satisfied are you with the youth court staff?

Sample Scale

5 Very Satisfied, 4 Satisfied, 3 Neutral, 2 Unsatisfied, 1 Very Unsatisfied

Educational Workshops – These measures can be used for any program or service area in which respondents are ordered to participate.

Process Measure

Educational Workshop Referral Rate – Number of respondents referred to education workshops, Number of respondents sentenced during a specific time period that should have had the referral

Education Workshop Continued

Outcome Measure

Educational Workshop Participation Rate – Number of respondents referred to education workshops, Number of respondents who attend workshops, Average attendance rate for program or Attendance rate for each respondent

Sample Data

10 people are to be in the class that meets five times

Class 1: 8 attend

Class 2: 9 attend

Class 3: 10 attend

Class 4: 7 attend

Class 5: 5 attend

Sum = $39 / 5 = 7.8$ average class attendance. $7.8 / 10 \times 100 = 78\%$ average class attendance.

Joe Smith attends 3 of the 5 classes. He attended 60% of the sessions ($3/5 \times 100$).

Restitution Ordered and Collected (Process and Outcome) -- There can be numerous ways to compile financial statistics. How information is presented will depend on its priority with key stakeholders.

Process Measure

Restitution Ordered – Number of youth ordered to pay restitution, Number of youth sentenced where restitution payment was applicable

Restitution Collection Procedures to be Followed – What do the youth court staff need to do to assist in restitution collection (e.g., set-up a payment plan and have youth and parent sign it, send delinquent notices)

Outcome Measure

Restitution Collected – Amount of money collected, Amount of money owed, Delinquency Rate, Percent of youth delinquent in payment

Program Completion – (Intermediate Outcome Measure) A number of decisions would need to be made regarding what is considered a completed sentence. For example, if the youth still owes

\$50.00 in restitution, but has completed all other aspects of their sentence, is this a completion?

Outcome Measures

Number of youth, during a one-month period, that should have completed their sentence,
Number of youth that completed all the components

Handout #2

| Performance Review Process Assessment Ten Essentials for Making Data Driven Decisions | | | | |
|--|---------------------------------------|---|------------------------------|-----------------|
| Process Indicator | In place and being implemented | In place and not being fully implemented | Needs to be developed | Priority |
| Purpose of Program | | | | |
| 1. Values | | | | |
| 2. Vision Statement | | | | |
| 3. Mission Statement | | | | |
| 4. Goals Statement | | | | |
| 5. Policy Manual | | | | |
| Data Collection | | | | |
| 6. Written policy stating what process and outcome data is to be collected, how it is to be collected, and by whom | | | | |
| Data Analysis | | | | |
| 7. TEAM YC or similar software program is used for producing summaries and reports | | | | |
| 8. Published list of members of performance review team and regular meeting dates | | | | |
| 9. Published minutes or summaries of performance review team meetings | | | | |
| Communication | | | | |
| 10. Reports sent to all stakeholders (internal, associated, press) | | | | |

Performance Review Process Assessment Explanation

Ten Essentials for Making Data Driven Decisions

| |
|---|
| Purpose of Program |
| 1. Values - A cross-section of stakeholders should meet and write a list of core values for the program. |
| 2. Vision Statement - A cross-section of stakeholders should meet and write a vision statement for the program. A vision statement is the "perfect world" vision for your program. |
| 3. Mission Statement - A cross-section of stakeholders should meet and write a mission statement for the program. A mission statement should serve as the "center of gravity" for all policies and decisions. Every goal should be justified as a way of somehow furthering the mission, every policy should be consistent with this statement. |
| 4. Goals Statement - The performance review team should establish goals based on the mission and current data. They should regularly assess how well processes are working towards reaching these goals, and make policy recommendations when needed. Goals should change as the program develops and grows. Goals should be measurable and measured. |
| 5. Policy Manual - All policies and procedures should be written, published, and accessible. Policies should be consistent with the mission and goals. Employees should be trained on policies and processes and held accountable for following these. Training should emphasize both the "why" and the "how" of policies. |
| Data Collection |
| 6. Written policy stating what process and outcome data is to be collected, how it is to be collected, and by whom - What gets measured gets done. Procedures for accurately and efficiently collecting data about internal efficiency (process measures) and impacts of the program (outcome measures) should be in place. |
| Data Analysis |
| 7. TEAM YC or similar software program is used for producing summaries and reports - An effective data collection and analysis tool should be integrated into the daily functioning of the program to ensure accurate and timely entry and reporting of meaningful data. |
| Resource: TEAM YC - Read about and download free software for tracking the success of your program at www.teamyc.com |

8. Published list of members of performance review team and regular meeting dates - The performance review team is essential for enacting performance driven management. The team should be composed of a cross-section of stakeholders. It should meet regularly to review and analyze data, assess progress towards goals, create and revise goals and make policy recommendations. As this is a time consuming process, "retreat" style meetings can be very effective.

9. Published minutes or summaries of performance review team meetings - The deliberations and recommendations of the performance team should be an open process. The minutes should be available for any interested party.

Communication

10. Reports sent to all stakeholder (internal, associated, press) – Spread the word. Meaningful reports of successes, challenges, and recommendations should be sent to all stakeholders. A list of all people and groups that are potentially affected by the program contribute to the program, or are associated with the program should be maintained and used as a mailing list. Reports should be written in an appropriate language so as to be meaningful for different groups. A report sent as an internal memo will probably be written in very different language than a press release sent to a local daily or school newspaper.

Resource:

Teen Courts: A Focus on the Research – This Juvenile Justice Bulletin features many examples of clearly reported outcome measures and high level summaries of findings by teen courts in studying their effectiveness.

www.jbutts.com/pdfs/teencourtsfocus.pdf

Handout #3 Supplemental Resources

For more information on youth courts, contact:

National Youth Court Center
c/o American Probation and Parole Association
PO Box 11910
Lexington, KY 40578-1910
Phone: 859-244-8193
Fax: 859-244-8001
Email: nycc@csg.org
Websites: www.youthcourt.net
www.ycyouth.net

Supplemental Readings on Youth Court Evaluations and Performance-Based Measurements

Bureau of Justice Statistics. (October 1993). *Performance Measures for the Criminal Justice System*. NCJ-143505

Butts, J.A., Buck, J., and Coggeshall, M.B. (2002, April). *Impact of Teen Courts on Young Offenders*. Washington, DC: Urban Institute.

Butts, J.A., and Buck, J. (2000, October). Teen Courts: A Focus on the Research. *Juvenile Justice Bulletin*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Butts, J.A. (2002, Spring). "Findings from the OJJDP Evaluation of Teen Courts to be Released at National Youth Court Conference." *In Session*, 2(2).

Butts, J.A. (2002, Fall). "Encouraging Findings from the OJJDP Evaluation." *In Session*, 2(3).

Godwin, T.M., Heward, M., and Spina, T. (2000). *National Youth Court Guidelines*. Lexington, KY: National Youth Court Center, American Probation and Parole Association. (To obtain a free copy, contact the National Youth Court Center)

Kaplan, Robert. S. and David P. Norton. (1996). *The Balanced Scorecard*. Harvard Business School Press, Boston, Massachusetts.

Olve, Nis-Goran, Jan Roy and Magnus Wetter. (1999). *Performance Drivers*. John Wiley and Sons, New York.

Osborne, D and T. Gaebler. 1993. *Reinventing Government*. New York: Plume.