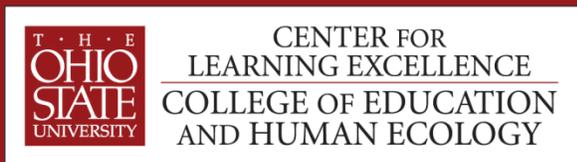


An Evaluation of Ohio's Investment in Programs to Reduce Disproportionate Minority Contact



May 31, 2011



The material summarized in this report describes a formal evaluation of program level interventions intended to decrease disproportionate minority contact (DMC) with juvenile courts in Ohio. Disproportionate minority contact means that the rate of contact with the juvenile justice system among juveniles of a specific minority group differs significantly from other groups based on race and/or ethnicity (Office of Juvenile Justice and Delinquency Prevention, 2007). In addition, data are reviewed related to the “evaluation capacity” of key stakeholders. The focus on evaluation capacity is based on the notion that relatively high levels of evaluation capacity are a prerequisite for providing programs that are likely to result in decreased DMC. Stockdill, Baizerman and Compton (2002) define evaluation capacity in terms of making quality evaluation and its uses a routine part of organizational culture.

EVALUATION QUESTIONS

The content summarized in this report addresses three formal evaluation questions:

1. Has DMC declined since 2007?
2. Did funded programs achieve outcomes related to reducing DMC?
3. Was the evaluation capacity of program providers and stakeholders enhanced?

COMPONENTS OF REPORT

The section of this report immediately following provides a brief review of literature related to DMC and evaluation capacity. The second section of this report focuses on the description of the program level interventions employed in Ohio’s effort to reduce DMC. The third section describes the evaluation of these programs. Evaluation procedures as well as data related to program successes and evaluation capacity are presented. The fourth and final section of this report provides a discussion of findings and implications for future efforts to address DMC.

DISPROPORTIONATE MINORITY CONTACT AND EVALUATION CAPACITY

Defining and Measuring Disproportionate Minority Contact

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) recognizes nine decision points related to juvenile contact with the justice system (Feyerman, Snyder & Villarruel, 2009). These decision points include: 1) arrest, 2) referral to juvenile court, 3) diversion, 4) detention, 5) petition or charges filed, 6) adjudication as delinquent, 7) placement on probation, 8) placement in secure juvenile correction and 9) transfer to adult court. OJJDP (Feyerman, Snyder & Villarruel, 2009) uses a “relative rate index” (RRI) approach to determine if disproportionality exists at each decision point.

This method compares the relative rate of activity at each decision point for minority youth with the rate of that activity for white youth and compares the percentage of minority youth at each decision point to the percentage of minorities at the previous stage (Feyerman, Snyder & Villarruel, 2009). The relative rate index is not affected by the relative proportion of minorities in the total youth population or the number of different population groups that must be compared (Feyerman, Snyder & Villarruel, 2009).

It is important to note that this approach defines disproportionality in terms of contacts with the juvenile justice system. As the RRI approaches 1.00, less disproportionality exists. Values that are more or less than 1.00 reflect disproportionality depending on the decision point in question. It is also important to note that disproportionality is not the same as bias in the juvenile justice system. Bias indicates that minority and non-minority youth are being treated differently or that some factor inherent in the system predisposes more contact and/or higher intensity interventions based on race. Ultimately, the effort to address DMC must be focused on eliminating bias from the system.

Factors Influencing Disproportionate Minority Contact

The factors thought to influence DMC most commonly found in the literature are summarized below (Leiber, Richetelli & Feyerherm, 2009). These factors include: 1) differential behavior; 2) mobility effects; 3) indirect effects; 4) differential opportunities for prevention and treatment; 5) differential processing or inappropriate decision making; 6) legislation, policies and legal factors; and 7) accumulated disadvantage.

DIFFERENTIAL BEHAVIOR. Differential behavior may be influenced by involvement in drugs, gangs or other serious offenses. The commission of more crime and more serious crime by minority youth, involvement at an earlier age and involvement with social services or justice related systems may also be related to DMC.

MOBILITY EFFECTS. Mobility effects imply that youth may spend considerable time in locations different from where they live. If arrested or other contact with law enforcement occurs, it is conceivable that youth are “processed further” than would be the case in their home jurisdictions.

INDIRECT EFFECTS. Indirect effects may influence disparity through socioeconomic conditions, location issues, mobility, institutional effects and family factors such as family structure, processes, values, parenting style, substance use and/or other stressors.

DIFFERENTIAL OPPORTUNITIES FOR PREVENTION AND TREATMENT. Differential opportunities for prevention and treatment are influenced by: access, eligibility, implementation factors, effectiveness, lack of alternatives to detention and incarceration and/or educational and other community system issues.

DIFFERENTIAL PROCESSING OR INAPPROPRIATE DECISION MAKING. Differential handling of minority youth cases may be influenced by a variety of factors including: the nature of decision making criteria; lack of culturally and linguistically appropriate services and court processes that might influence

minorities' ability to navigate the juvenile system successfully; misuse of discretionary authority in implementing laws and policies; and racial stereotyping and cultural insensitivity.

LEGISLATION, POLICIES AND LEGAL FACTORS. Legislative changes, administrative policies and legal factors appear to be influenced by practices that target certain types of offenses and/or offense characteristics that may have a disproportionate impact on minority youth. Policies that mandate specific handling of cases such as transfer to adult court or that have eligibility or threshold criteria based on prior delinquency or offense histories appear to disproportionately impact minority youth.

ACCUMULATED DISADVANTAGE. Accumulated disadvantage influences DMC through multiple risk factors creating an additive effect that may be simple accumulation or that may impact later decisions regarding court involvement.

Evaluation Capacity

The benefits of evaluation and the potential of evaluation to promote effective programming are apparent. However, Adams and Dickinson (2010) suggest that the capacity of local community and health promotion providers to conduct meaningful evaluations is limited. Julian, Ross and Partridge (2008) echo this sentiment based on their review of plans of community collaborations in Ohio convened to address health and social services issues. Training and technical assistance may provide a means of building the evaluation capacity of local program providers and community stakeholders. Such interventions typically involve a series of workshops or training experiences designed to transfer knowledge and build skills. Topics usually include program planning, program logic, program development, data collection and developing conclusions and disseminating results (Adams & Dickinson, 2010; Partnerships for Success, 2008; Chu-Clewell & Campbell, 2008). In this study, evaluation capacity was defined in terms of the ability to articulate a formal program description or protocol; specific program level outcome; and evaluation/measurement plan.

REDUCING DISPROPORTIONATE MINORITY CONTACT

Information about Local Counties and Funded Programs

Beginning in 2009, the Ohio Department of Youth Services (ODYS) funded programs to address the disproportionate number of minority youth entering Ohio’s juvenile justice system. Spurred by increases in minority admissions to ODYS and in partnership with the Disproportionate Minority Contact Subcommittee of the Governor’s Council on Juvenile Justice, the Bureau of Subsidies and Grants worked with juvenile courts and community stakeholders to focus on this issue. Funds were allocated to 21 programs in 13 Ohio counties. These counties are identified in Table I. For the purposes of summarizing data, counties were classified as “large” or “small” urbans based on population.

TABLE I. Counties, Number of Programs and Classification

County	Number of Programs	Total Population ¹	County Classification
Allen	1	104,357	Small Urban
Richland	1	124,490	Small Urban
Clark	1	139,671	Small Urban
Trumbull	1	210,157	Small Urban
Mahoning	1	236,735	Small Urban
Butler	1	363,184	Small Urban
Stark	1	379,466	Small Urban
Lucas	2	463,493	Large Urban
Montgomery	1	532,562	Large Urban
Summit	2	542,405	Large Urban

¹ US Census.

TABLE I. Counties, Number of Programs and Classification - continued

County	Number of Programs	Total Population ²	County Classification
Hamilton	3	855,062	Large Urban
Franklin	2	1,150,122	Large Urban
Cuyahoga	4	1,275,709	Large Urban

Large urban counties accounted for most of the activity directed toward reducing DMC. Large urban counties had total populations exceeding 400,000 individuals. Six (6) of the counties where programs were provided were defined as “large urbans” (see Table I). Fourteen (14) programs were provided in large urban counties. Seven counties were defined as “small urbans.” These counties had total populations that were less than 400,000 individuals. Small urban counties provided seven (7) of the programs funded to reduce DMC. The large and small urban counties identified above were home to almost nine out of ten of Ohio’s minority youth. Youth were defined as individuals less than 18 years old while minorities included Blacks, Hispanics, American Indians and Asians. Information aggregated by county classification is indicated in Table II.

TABLE II. Descriptive Information for Participating Counties and Programs

Type of County	Number of Counties	Number of Programs	Total Population Ranges ³	Percent Minority Youth Ranges ⁴
Large Urban	6	14	463,493 - 1,275,709	24.0% - 49.0%
Small Urban	7	7	109,357 - 379,466	14.8% - 32.0%
Total	13	21	109,357 - 1,275,709	14.8% - 49.0%

² US Census.

³ US Census.

⁴ US Census.

Table III indicates the decision points targeted by funded programs. Large urban counties targeted juvenile arrests, referrals to juvenile court, diversion of cases, secure detention and confinement in secure juvenile facilities. Small urban counties targeted juvenile arrests and referrals to juvenile court. All funded programs, regardless of county classification, targeted juveniles (youth focused programs) as opposed to policies and system procedures (system focused programs). Review of outcome statements indicated that all 21 programs defined “behavior change” among youth (short-term outcome) as a means of contributing to reducing DMC at the county level (long-term outcome). These data are summarized in Table III.

TABLE III. Decision Points Addressed by Program and Type of Desired Result

Decision Point ⁵	Large Urbans		Small Urbans	
	Youth Focused	System Focused	Youth Focused	System Focused
Juvenile Arrest	3	0	2	0
Referral to Juvenile Court	5	0	5	0
Diversion	4	0	1	0
Detention	3	0	0	0
Petition/Charge Filed	0	0	0	0
Adjudication as Delinquent	0	0	0	0
Placement on Probation	0	0	0	0
Confinement in Juvenile Correction	1	0	1	0
Transfer to Adult Court	0	0	0	0
Total	16	0	9	0

⁵ Four programs focused on multiple decision points. Thus totals sum to more than 21.

Description of the Intervention to Enhance Evaluation Capacity

To facilitate a statewide DMC reduction process, ODYS contracted with the Ohio State University, Center for Learning Excellence (CLEX). CLEX hosted a series of Institutes that assisted county teams to better understand procedures for reducing DMC. These Institutes were combined with technical assistance and information about emerging issues relevant to DMC. The various components of the capacity building intervention as provided by CLEX staff are indicated in Table IV. In addition, to capacity building efforts, coaching and other technical assistance were provided as requested.

TABLE IV. *Evaluation Capacity Building Interventions: Sequence of Workshops*

Workshop ⁶	Description
Developing Implementation and Measurement Tools: Part I	This workshop provided an overview of the planned evaluation process. Each participant received a workbook that guided them through the process of developing a logic chain, defining a program outcome and drafting measurement procedures. The workshop was interactive in that evaluation staff provided individual technical assistance. At the end of the day, each participant submitted their completed workbook for review.
Developing Implementation and Measurement Tools: Part II	This workshop provided a hands-on, interactive environment where program providers developed specific implementation and measurement tools. These tools were designed to help providers to understand where their programs were on the continuum of evidence and determine how to improve outcomes for their program participants. Each participant received a workbook to guide them through the process. At the end of the day, each participant completed several questionnaires that served as the basis for ongoing efforts to assist participants in providing evidence of program success.

⁶ Each workshop was approximately eight hours in duration.

TABLE IV. Evaluation Capacity Building Interventions: Sequence of Workshop - continued

Workshop ⁷	Description
Evaluation of Ohio DMC Projects	This workshop provided a hands-on, interactive environment where program providers refined implementation and measurement tools. The purpose of each tool was reviewed and opportunities for enhancements were presented. Several program providers presented their products and provided an overview of the product development process. Coaches provided individualized assistance as providers worked to enhance products. Finally, quarterly report expectations and the formal evaluation plan were reviewed.
Program Improvement for Ohio DMC Projects	This workshop provided an overview of program providers' progress on development of evaluation tools including the program protocol, outcome of accountability and evaluation plan. A framework for making program improvements based on data was presented. Participants walked through a simulation and explored implications for making improvements to their own programs.
Planning for Sustainability	This meeting provided participants with an introduction to sustainability concepts and tools necessary to develop sound plans to sustain programs over time.

EVALUATION QUESTIONS, METHODS AND FINDINGS

Descriptions of evaluation procedures and data are grouped into categories that correspond to formal evaluation questions. The first evaluation question focuses on whether DMC was reduced from 2007 to 2009.. The second evaluation question focuses on the extent to which programs achieved outcomes related to reducing DMC. The third evaluation question focuses on the extent to which the evaluation capacity of program providers and stakeholders was enhanced.

⁷ Each workshop was approximately eight hours in duration.

EVALUATION QUESTION 1: *Was DMC reduced over the period from 2007 to 2009?*

As part of the ODYS process to monitor DMC, county juvenile courts were required to submit data related to DMC on an annual basis. Courts typically reported these data for the nine decision points recognized by OJJDP (Feyerman, Snyder & Villarruel, 2009). Incomplete data were available for 2007, 2008 and 2009 for the counties that participated in this project. There is at least some evidence to suggest that disproportionality decreased from 2007 to 2009. However, it is important to note that this evidence does not speak to the extent that bias was decreased or eliminated or the extent to which funded programs were responsible for observed changes. These data are reviewed in terms of opportunities to move toward proportionality. An opportunity is defined as potential change that could have occurred for a specific intervention and decision points.

Table V indicates that referral to juvenile courts moved toward proportionality in four (4) of the six (6) opportunities (66.7%) where RRI data were available. . Diversion of cases moved toward greater proportionality in three (3) of the three (3) opportunities where RRI data were available (100% of opportunities). There was no observable movement toward proportionality with respect to juvenile arrests and secure detention.

TABLE V. Opportunities & Movement toward Proportionality from 2007-2009⁸

Decision Point	Counties	Total Number of Opportunities	Opportunities where RRI Data were Available	Movement toward Proportionality
Juvenile Arrests	Allen, Hamilton, Lucas, Mahoning	5	3	0
Referred to Juvenile Court	Allen, Butler, Clark, Cuyahoga, Hamilton, Montgomery, Richland, Summit, Trumbull	10	6	4
Cases Diverted	Cuyahoga, Franklin, Hamilton, Stark	5	3	3
Secure Detention	Franklin, Hamilton, Stark, Summit	5	2	0

EVALUATION QUESTION 2: *Did funded programs achieve outcomes related to reducing DMC?*

All 21 programs funded as part of Ohio's effort to reduce DMC were required to submit quarterly reports as a condition for funding. Agency leadership was charged with providing this information which was submitted to a member of the evaluation team housed at CLEX. Data were submitted approximately four to six weeks after the end of each quarter. Reports summarized demographic information for program participants and data related to five questions. These questions included number served, number of youth who offended or reoffended, number of youth exhibiting desired change in targeted behaviors, number of youth completing program requirements and the number of youth unsuccessfully terminated from the program.

⁸ "Opportunities" and "movement toward proportionality" are expressed for situations where data were available. Such data were not available for 39 opportunities (33.3%).

The “number of youth who offended or reoffended” represented the long-term outcome for all the programs that were part of the state effort to reduce DMC. Program providers were required to measure and report the number of youth who offended or reoffended as a condition for funding. Decreasing the number of youth offenders was judged to be one mechanism for reducing DMC. “Number of youth exhibiting desired change in targeted behaviors” was defined as a short-term or intermediate-term outcome.

Short-/intermediate-term outcomes were viewed as precursors to the long-term outcome, offending or reoffending. Examples of short- or intermediate term outcomes included developing new emotional regulation or conflict resolution skills; increasing school attendance; managing anger; and completing court diversion. Data from the quarterly reports were summarized for individual programs and in aggregate and were portrayed as “outcome achievement” data.

Table VI provides summary statistics for the programs that were part of the state effort to reduce DMC. Data indicate that the 21 programs served 2,017 youth. These youth were all African-American. Five (5) programs reported serving all age groups. The majority of programs served youth ages 12-13 or 14-15. Nine (9) programs reported serving youth under the age of 11 and sixteen (16) programs reported serving youth ages 16-17. Target population groups do not total 21 because many programs reported serving more than one age group. The majority of programs (19) targeted at-risk youth for participation in their programs. “At-risk” was defined by program providers but usually referred to prior contact with the court.

In aggregate, a small percentage (242/12.0%) of program participants offended or reoffended during their participation in funded programs. In contrast, 1,775 or 88.0% of youth did not offend or reoffend during the time in which they were program participants (88.5% in large urbans and 86.9% in small urbans). There was a small difference in rates of offending or reoffending in large verses small urbans (11.5% in large urbans and 13.1% in small urbans). Slightly more than half of youth completed

program requirements in large and small urbans. Again, there was a small difference in program completion rates in large (48.7%) versus small urbans (59.8%). These data are summarized in Table VI.

TABLE VI. Service Statistics for Programs Addressing Disproportionate Minority Contact

Type of County	Number					
	Programs	Served	Offended or Reoffended	Completed Program	Achieved Outcome ⁹	Unsuccessful Terminations
Large Urbans	14	1,385	159	674	616	285
Small Urbans	7	632	83	378	419	63
Total	21	2,017	242	1,052	1,035	348

Service statistics for individual programs are indicated in Appendix A. The majority of programs (61.9%) served 50 or more youth (13 out of 21 programs). Three programs served less than 20 youth. The number of program participants who offended or reoffended exceeded 11.0% for five programs (23.8%). In one case, 100% of program participants offended or reoffended. In another case, 60% of program participants offended or reoffended. These data must be interpreted cautiously. For example, little information was available regarding the characteristics of program participants beyond basic demographics. It is conceivable that programs that appeared less successful might have served high risk youth. Finally, some programs defined outcomes that could not be achieved in the time available.

⁹ Refers to short- or intermediate term outcome.

EVALUATION QUESTION 3: *Was the evaluation capacity of program providers and stakeholders enhanced?*

STAKEHOLDERS' PERSPECTIVES. An online survey was designed to evaluate the effectiveness of capacity building activities. A staff member of the ODYS distributed the survey via email to program administrators and program staff who attended at least one of the five capacity building institutes (see Table IV). A total of thirty-four (34) surveys were completed. At least one response was gathered from each of the counties where ODYS funded programs designed to address DMC were implemented. The questionnaire asked participants to rate their knowledge and skill level relative to various evaluation concepts prior to their participation in the DMC capacity building institutes and then to rate their current knowledge and skill.

The measure consisted of 13 questions that were rated on five-point Likert type scales where 1 meant "unaware," 2 meant "somewhat familiar," 3 meant "familiar," 4 meant "very familiar" and 5 meant "expert." Participants were also asked 11 questions related to their overall feelings about the value of the DMC institutes in relationship to their work. These questions were also rated on five-point Likert type scales where 1 meant "strongly disagree," 2 meant "disagree," 3 meant "neither disagree or agree," 4 meant "agree" and 5 meant "strongly agree."

Data were summed for each question and initial and post-intervention mean scores were calculated. Table VII indicates program providers responses to questions related to evaluation capacity. Mean ratings all increased indicating positive movement from the initial to the post-intervention ratings. The magnitude of change ranged from a low of .35 points ("Developing outcomes" and "Designing programs to achieve outcomes") to a high of .59 ("Developing a program logic model"). All differences were significant at the .05 level.

TABLE VII. Retrospective Assessment of Evaluation Capacity: Mean Ratings

Evaluation Capacity Item	Initial Rating	Post Rating	Difference
Developing a program logic model	2.94	3.53	.59
Understanding the importance of fidelity	3.03	3.55	.52
Choosing appropriate and relevant data collection methods	3.15	3.62	.47
Ability to evaluate programs	3.36	3.82	.46
Interpreting results and drawing conclusions	3.12	3.56	.44
Assessing the feasibility of implementing a program	3.15	3.58	.43
Overall sense of evaluation capacity	3.24	3.66	.42
Demonstrating program effectiveness	3.30	3.71	.41
Using evaluation data for program improvement	3.30	3.70	.40
Understanding the meaning of evidence based	3.38	3.76	.38
Collecting credible and reliable data	3.28	3.65	.37
Developing outcomes	3.44	3.79	.35
Designing programs to achieve outcomes	3.41	3.76	.35

Table VIII indicates program providers' perspectives related to evaluation capacity at the conclusion of the intervention period. Most respondents "agreed" or "strongly agreed" with the 11 statements indicative of evaluation capacity as defined in this study. Almost all respondents agreed or strongly agreed that "Evaluation is worth the time and money," "Evaluation should be part of a program design process" and "Evaluation contributes to program success." In contrast, a little more than half (58.8%) "agreed" or "strongly agreed" that "My organization has started to implement evaluation in other programs."

TABLE VIII. Participants Assessments of Gains in Collaborative Capacity

Item	Mean	Strongly Agree/Agree
My organization has started to implement evaluation in other programs.	3.74	58.8
I have better outcomes.	3.82	70.6
I have improved the design of my programs.	3.88	82.4
I understand where my program is on the evidence continuum.	3.94	75.7
I have more confidence in my ability to determine program success.	3.97	79.4
I am more knowledgeable about program evaluation.	4.12	88.2
I am confident our program will contribute to short & long-term outcomes.	4.21	88.3
Evaluation yields useful information.	4.32	91.2
Evaluation is worth the time and money.	4.38	97.1
Evaluation should be a part of a program's design process.	4.47	97.1
Evaluation contributes to program success.	4.53	97.1

REVIEWERS' PERSPECTIVES. This phase of the evaluation study focused on assessment of formal documents submitted for the 21 programs that were funded to address DMC. Documents were of three types: 1) program protocols (description of specific aspects of service delivery; 2) formal outcome statements; and 3) evaluation/measurement plans. This documentation was available early in the intervention and at the conclusion of the intervention. Program administrators were asked to submit products to the Center for Learning Excellence (CLEX) at the onset of the DMC project. At initial submission, staff from the CLEX reviewed all products and provided feedback to program administrators regarding areas for improvement.

Program administrators were then asked to reconsider the products and associated plans and resubmit them to CLEX. Four trained reviewers reviewed the program documentation referenced

above. These reviewers had no prior knowledge of the DMC programs or their intended outcomes. Two reviewers reviewed and scored initial products and two reviewers reviewed and scored final products.

The evaluation design insured that reviewers were not assigned to review initial and post-intervention materials for the same program. In addition, reviewers did not know whether the documents they reviewed were initial or post-intervention products. Therefore, each initial product was independently reviewed by two different reviewers and each final product was also independently reviewed by two different reviewers. Inter-rater reliability was established by comparing the scores of reviewers who reviewed the same programs.

The scoring tool consisted of 12 items that were designed to assess program delivery (4 items), outcome quality (4 items) and feasibility of evaluation/measurement procedures (4 items). Raters could score each item 0, 1, or 2 where 0 meant "inadequate" (information was not available or was poor with major need for improvement), 1 meant "adequate" (only minor need for improvement) and 2 meant "exemplary" (could serve as an example for other programs). A sub-score was calculated for program delivery, quality of outcome and feasibility of evaluation/measurement.

The mean rating for the two reviewers was calculated for each product for the initial submission and for the resubmission or post-intervention product. Table IX summarizes reviewers' assessments of the extent to which program products were enhanced from early in the intervention to post-intervention. Reviewers' assessments indicated that program protocols, quality of outcomes and feasibility of evaluation/measurement plans were enhanced over time. In each case, differences were significant at the .05 level.

TABLE IX. Reviewers' Mean Ratings of Gain in Evaluation Capacity

Evaluation Capacity Products	Initial Mean	Final Mean	Difference
Program Description/Protocol	5.38	6.79	1.11
Outcome Statement	4.79	6.40	1.61
Evaluation/Measurement Plan	4.86	6.74	1.88

CONCLUSIONS AND RECOMMENDATIONS

The results of this evaluation suggest a number of conclusions that may have significant implications for addressing DMC. Current data do not permit evaluators to determine if DMC changed in the targeted counties from 2009 to 2010. However, it is clear that in many cases, less DMC was observed from 2007 to 2009 at the decision points targeted by funded programs. In addition, the programs funded in the Ohio effort to address DMC appeared to be remarkably successful in terms of achieving long- and short-term outcomes.

Data from 2010 indicate that the 21 programs in this assessment served 2,017 youth. A small percentage of youth offended or reoffended during their participation in the program. In contrast, eight out of ten youth served did not offend or reoffend during the time in which they were program participants indicating that these youth avoided contact with the juvenile justice system. Available data did not permit evaluators to assess the quality of program level evaluation methods or data. Thus, the credibility of reported evaluation data is unknown.

Evaluation data indicated that both stakeholders and independent reviewers felt that key skills and knowledge related to evaluation capacity were enhanced. Evaluation capacity as defined in this study consisted of three formal skills: the ability to articulate a formal program description or protocol; specific program level outcome; and evaluation/measurement plan. Findings indicate that independent reviewers' assessments of these program level products showed enhancements over time. Enhancing

evaluation capacity may represent one mechanism for ensuring that appropriate data are collected that support valid conclusions regarding program effectiveness. It is important to note that the inability to know whether evaluation capacity was linked to outcome achievement represents a key limitation of this evaluation study.

The data reviewed in this evaluation report suggest several important conclusions and associated recommendations. Programs such as those funded by the ODYS appear to be a critical component in the effort to address DMC. However, given this as a primary strategy, significantly more programming (and funding) may be needed in order to impact DMC in any appreciative way at the state level. Programs should also define bias as it relates to specific decision points. It is important to note that all funded programs referenced in this report focused on individual level change. While important, review of DMC reduction strategies promoted by the OJJDP (Gies, Cohen & Villarruel, 2009) indicate that a focus on system level interventions including policies and procedures might have a significant impact on DMC. Thus, a focus on both individual and system level strategies will probably be required to reduce DMC.

The nature of the change process suggests that communities must focus on reducing DMC over several planning and intervention cycles. This will allow for investigation of the linkages between program level interventions and DMC. Such a commitment may allow communities to review data and enhance or modify existing strategies as well as make strategic additions to community-wide efforts. This suggests that communities will need to develop and employ planning and collaborative problem solving capacity. Finally, it also implies that local, state and federal policies and procedures might be amended to provide a more flexible foundation for collecting and using evaluation data to enhance programming and other interventions. Such flexibility might enable communities to design evaluation efforts to accommodate local conditions and to maximize investment in interventions designed to reduce DMC.

APPENDIX A

PROGRAM DESIGN AND EVALUATION

A summary of the 21 funded Title II programs that were included in the formal program evaluation is provided below. Each program participated in evaluation capacity building training sessions and submitted various products and quarterly reports to CLEX. The information provided below was distilled from those products and reports. The need identified by each program was based on an assessment report completed by a county level DMC planning team in 2008. Information on each program's outcome achievement was taken from quarterly reports submitted by the program provider to CLEX. It is important to note that the percentage of outcome achievement may be impacted by how program staff interpreted reporting instructions or the timing of measuring outcome success, and therefore, may not be a true reflection of the performance of the program. It is assumed that participants that were reported as completing the program requirements received the full benefit of program; therefore the calculation for the actual percentage of youth achieving success was based on the number of youth completing the program requirements.

ALLEN COUNTY

Need

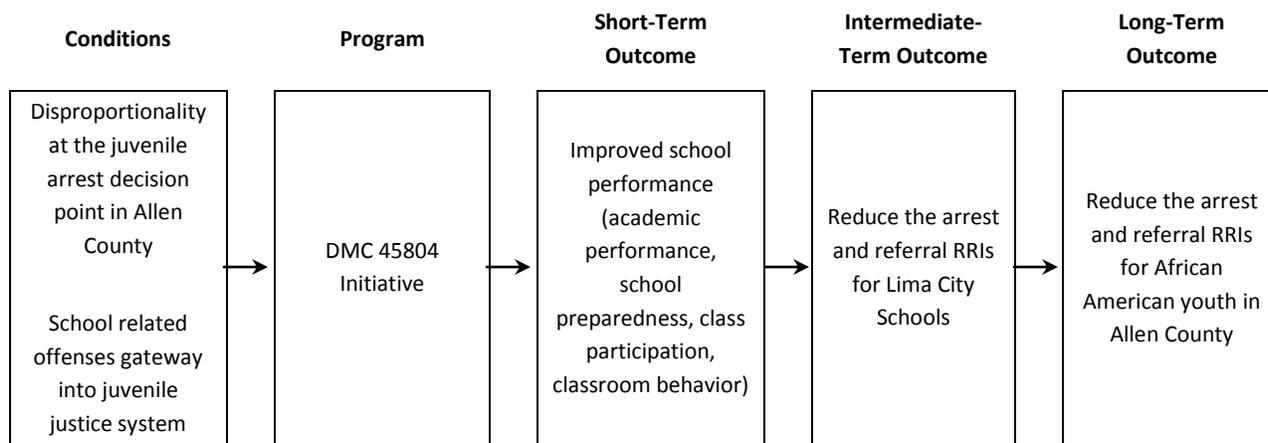
The county's assessment report revealed that the highest disproportionality existed at the juvenile arrest decision point. The DMC Committee became concerned by the number of Disturbance Relative to School and other school-related offenses since it appeared these charges were gateway offenses into the juvenile justice system.

BIG BROTHERS BIG SISTERS ASSOCIATION OF ALLEN COUNTY: DMC INITIATIVE

Program Summary

The Big Brothers Big Sisters DMC Initiative is a school-based mentoring program for African-American youth ages 6-14 (or grades 1st through 8th). Youth attend Freedom, Liberty and Unity elementary schools and South Middle School and have performed academically below grade level, have been habitually truant or habitually disobedient (per Lima City Schools policy). Mentors focus on relationship building, academics (emphasizing attendance, homework completion, and class participation), social skills, and behavioral issues. The program cycle is at least one year and matches are made at any time during the school year. Outcome achievement for this program was defined as school performance (areas of academic performance, school preparedness, class participation, and classroom behavior) is a little better or much better as measured by teacher surveys. Outcome data is collected at the conclusion of each academic year.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	60
Number of youth actually served	71
Difference in number of youth served	+11
% of youth served from projected	+18%
Number of youth who completed program requirements	0
% of youth who completed program requirements	0%
Number of youth unsuccessfully terminated from program	10
% of youth unsuccessfully terminated from program	14%
Outcome Achievement	
Number of youth offended/reoffended	0
% of youth offended/reoffended	0%
Anticipated number of youth achieving success	45
Number of youth reported as achieving success	31
Projected % of youth achieving success	75%
Actual % of youth achieving success (completers)	*
Actual % of youth achieving success (served)	44%
Difference in % of youth achieving success	*

* Unable to calculate due to reporting of more youth achieving success than completing program

** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.

In a report submitted to ODYS, the program provider reported the following outcome achievement:

Teacher surveys were gathered at the end of the 2009-2010 school year to measure outcomes. Excluding responses marked “Don’t Know” and “Not A Problem,” the surveys revealed:

- Academic performance: 64.1% were “a little better” or “much better”
- School preparedness (homework): 58.1% were “a little better” or “much better”
- Class participation: 61.8% were “a little better” or “much better”
- Classroom behavior: 43.2% were “a little better” or “much better”

BBBS will be analyzing teacher surveys during the summer of 2011 to determine whether the children sustained the progress achieved in the first year or demonstrated additional improvement. At the end of the 2010-2011 academic year 51 of the 71 children were active in the program. The majority of the 20 children no longer in the program moved away from Lima.

BUTLER COUNTY

Need

The county’s assessment report revealed that the highest disproportionality existed at the juvenile arrest decision point and there was an increase in the number of court referrals for African-American and Hispanic/Latino youth.

BIG BROTHERS BIG SISTERS OF BUTLER COUNTY: ONE-TO-ONE MENTORING

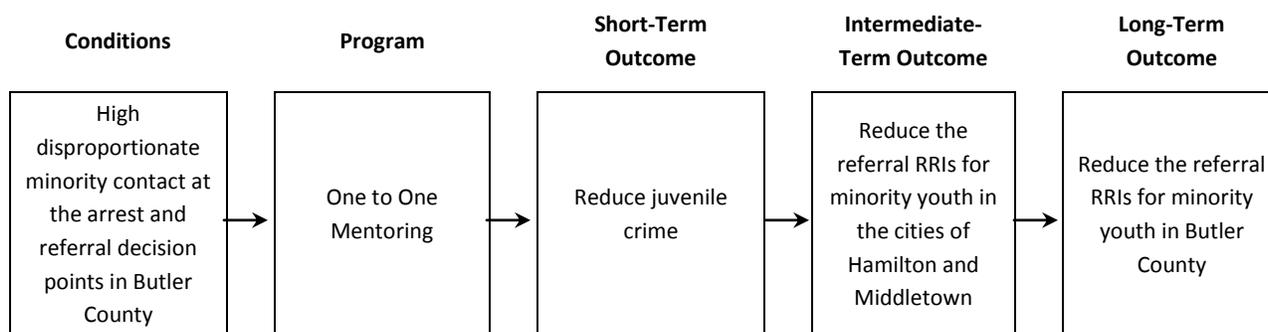
Program Summary

Butler County is implementing the evidenced based Big Brothers Big Sisters of America (BBBSA) mentoring model, placing youth and volunteers into professionally supported one to one mentoring relationships. Youth are referred from juvenile court and two urban school districts. Criteria for admission to the program include: involvement with Juvenile Court or extreme risk factors of future involvement such as:

- An adjudicated older sibling
- Truancy
- Suspension from school

Mentors are expected to take a youth out once a week for several hours for a period of 12 months or more. These outings can be educational or recreational. They are meant to provide the youth with a positive, stable adult who will help them make better choices in life. The program makes matches in one to one mentoring relationships throughout the year. Outcome achievement for this program was defined as a 12 month mentoring relationship without the onset of juvenile crime or recidivism while matched with a mentor.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	75
Number of youth actually served	39
Difference in number of youth served	-36

 Outputs (numbers served, completed, and terminated) - *continued*

% of youth served from projected	-48%
Number of youth who completed program requirements	14
% of youth who completed program requirements	36%
Number of youth unsuccessfully terminated from program	12
% of youth unsuccessfully terminated from program	31%

 Outcome Achievement

Number of youth offended/reoffended	3
% of youth offended/reoffended	8%
Anticipated number of youth achieving success	60
Number of youth reported as achieving success	14
Projected % of youth achieving success	80%
Actual % of youth achieving success (completers)	100%
Actual % of youth achieving success (served)	36%
Difference in % of youth achieving success	+20%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

Outcomes for participating youth:

- 19 month Average Match Length between volunteer mentor and child
- 55% improved in grades in 2 subject areas
- 62% increased their level of trust with their mentor
- 76% increased their personal sense of future

- 71% reported and increase in the ability to avoid substance abuse
- Only a 4% first offense or recidivism rate

CLARK COUNTY

Need

The county's assessment report revealed the RRI's for juvenile arrest and referrals to juvenile court had significant disparity for minority youth.

CLARK STATE COMMUNITY COLLEGE: STARS

Program Summary

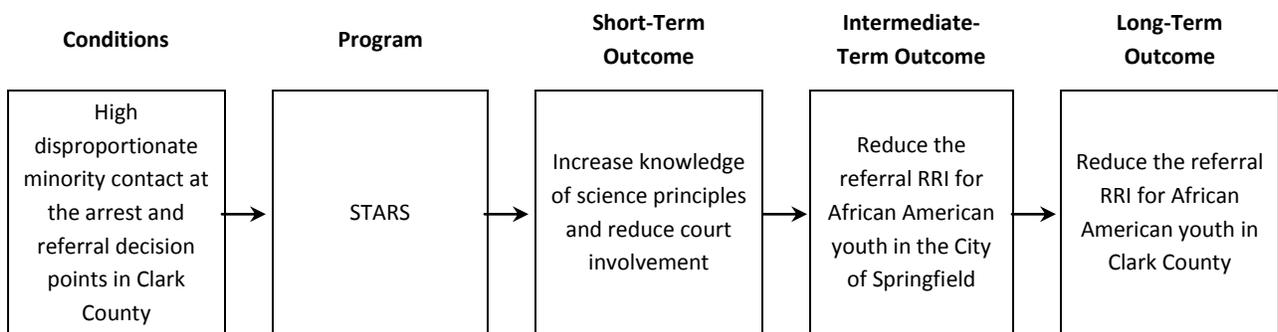
The STARS program includes science teaching such as CSI type experiments and building of First Lego League robots. All STARS activities are designed with the hope of encouraging students to get excited about school and their future. Other activities include:

- TechFest features hands-on interactive exhibits that are demonstrated by practicing scientists and engineers. Exhibit areas were filled with Biology, life sciences, chemistry, physics, aviation, electricity, weather, space, environmental science, computer technology, computer simulation, computer games, optics, math, civil engineering, project management, safety, and more. TechFest also included stage demonstrations and presentations on STEM topics.
- Career Talks
 - Criminal justice Career Talks
 - Science, Technology, Engineering and Math Career Exploration such career bingo
- Mentoring
- Early College Awareness Activities
 - College visit to Wittenberg University

- Watched the *Sixteen Summers* College video. Sixteen Summers, a multimedia program designed to inform students and families about ways to prepare for, apply to, and pay for postsecondary education.
- Conflict Management Activities
- Problem Solving Activities
 - Learned the game of Chess
- Early Awareness of the Juvenile Court System
 - Visited the Clark County Juvenile Court and had the opportunity to view a youth offender hearing, speak to the Juvenile court judge, speak to a probation officer, and tour the facility.

The program serves African-American students in the 5th grade transitioning into the 6th grade and are referred by school administrators and juvenile court. Outcome achievement for this program was defined as increased knowledge of science principles as demonstrated on pre and post test and reduced court involvement.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	40
Number of youth actually served	64
Difference in number of youth served	+24
% of youth served from projected	+60%
Number of youth who completed program requirements	27
% of youth who completed program requirements	42%
Number of youth unsuccessfully terminated from program	9
% of youth unsuccessfully terminated from program	14%
Outcome Achievement	
Number of youth offended/reoffended	1
% of youth offended/reoffended	2%
Anticipated number of youth achieving success	21
Number of youth reported as achieving success	26
Projected % of youth achieving success	53%
Actual % of youth achieving success (completers)	96%
Actual % of youth achieving success (served)	41%
Difference in % of youth achieving success	+44%

****** *It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

In 2010, no STARS student offended or re-offended. No students were terminated from the program. STARS students were recognized for their teamwork with a trophy during their first experience at the First Lego League Robotics Competition.

CUYAHOGA COUNTY

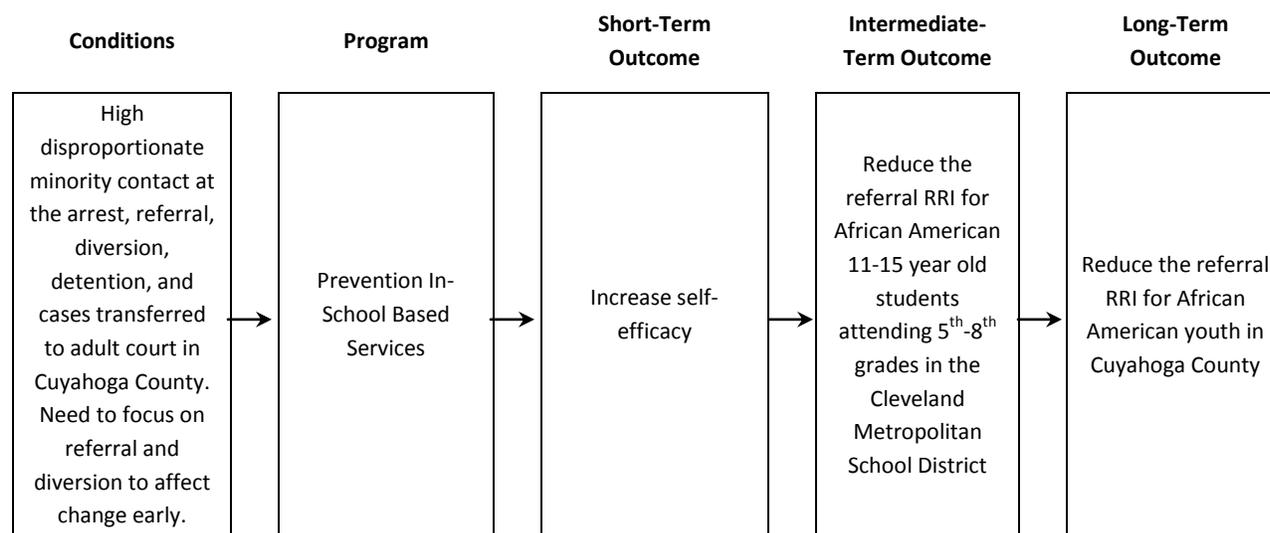
Need

The county's assessment report revealed the RRI's for juvenile arrest, referrals to juvenile court, diversion, detention, and cases transferred to adult court had significant disparity for minority youth. The county decided to focus on the decision points of referral and diversion because they reflect great disparity, address large numbers of youth, and by affecting change at these early points in the judicial process, the Court can reduce the possibility of "accumulated disadvantage" as referred to in the OJJDP DMC Manual.

BELLEFAIRE JCB: SCHOOL BASED SERVICES

Program Summary

The Bellefaire JCB School Based program provides prevention based group programming to students predominantly from the Cleveland Metropolitan and East Cleveland School Districts. They utilize the Girls Circle/Boys Circle Curriculum as the basis for the sessions. The program serves African-American youth 11-15 years old and demonstrate risk factors in any of the following issues: risk for court involvement, gang recruitment, AOD issues, risk for out of home placement, defiant or disruptive behavior at home or school, or have a mental health diagnosis. Outcome achievement for this program was defined as an increase by 3 points on the sum of youth's Schwarzer Self Efficacy Scale from pre to post test.

Logic Model**Outcome Achievement**

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	110
Number of youth actually served	340
Difference in number of youth served	+230
% of youth served from projected	+209%
Number of youth who completed program requirements	209
% of youth who completed program requirements	61%
Number of youth unsuccessfully terminated from program	144
% of youth unsuccessfully terminated from program	42%
Outcome Achievement	
Number of youth offended/reoffended	36
% of youth offended/reoffended	11%

 Outcome Achievement - *continued*

Anticipated number of youth achieving success	55
Number of youth reported as achieving success	72
Projected % of youth achieving success	50%
Actual % of youth achieving success (completers)	34%
Actual % of youth achieving success (served)	21%
Difference in % of youth achieving success	-16%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

The School Based Program recorded that 209 students successfully completed the program requirements and 72 students exhibited the desired change in targeted behavior. This means that 72 students showed an increase in their reported self efficacy, as identified from the Schwarzer Self Efficacy Scale. These numbers are an accomplishment for the program because they represent a 250% increase in the amount of youth served in comparison to CY 2009. Almost 150 more youth completed the program than in CY 2009. More than 3 times the number of youth that reported the desired change in the targeted behavior compared to CY 2009.

In CY 2010, only thirty-six youth reported either offending or reoffending during their time in group programming. The program was able to target specific high risk areas such as the elementary school in the immediate neighborhood of the Imperial Ave murders. Furthermore, the program able to provide programming to students during a difficult transition time for the Cleveland Metropolitan School District when 12 school buildings were closed and hundreds of teachers were laid off.

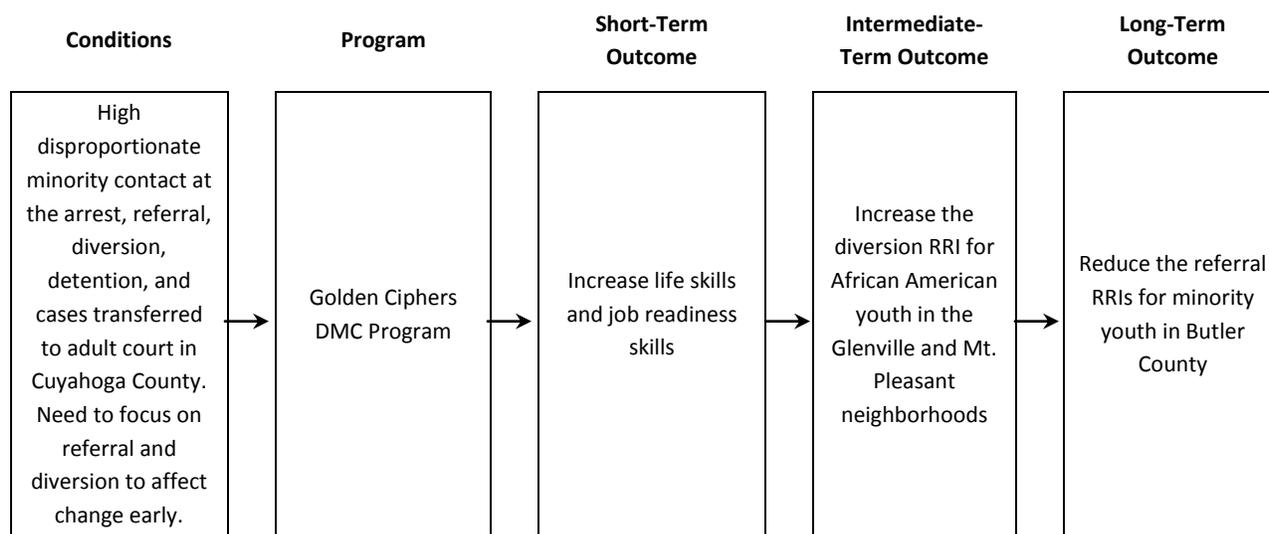
GOLDEN CIPHERS: GOLDEN CIPHERS DMC PROGRAM

Program Summary

The Golden Ciphers program offers interactive group discussions which focus on decision making, runaway prevention, problem solving, goal setting, anger management, forgiving, grief, violence prevention, violence intervention, academic achievement, higher education planning, job readiness, leadership skills, entrepreneurial skills . Other activities include:

- **Projects:** Golden Ciphers participated for the 10th year in Ohio Youth For Justice. This year the Young Men Emerge program chose “Underage Alcohol Consumption” as the project. They developed surveys that they gave to students at their various schools, presented workshops at two teen summits, and presented their project and action steps to the parents and youth at Golden Ciphers. The Young Men Emerge won one of four “Outstanding Project” awards.
- **Weekly Drum Lessons:** The program’s Drum Orchestra performed at the International House of Blues, the Mum Festival in Barberton, Ohio, Harvard Community Center and the Ritz Carlton. Participants also recorded in the studio and are featured on the Maasai Music Project & Environmental Club’s CD, “Together, Pamoja, Tenebo!”. Drumming is used as a form of teaching life skills. It is also therapeutic in nature, as it teaches youth how to overcome fears, think and act out of the box, and develop critical thinking skills.
- Youth attended Rites of Passage weekend experiences
- Youth learned silk screening, photography, pod casting and had monthly speakers.

The program serves minority youth ages 12 – 18 years living in the city of Cleveland or inner city suburbs. Outcome achievement for this program was defined as an increase in life skills and job readiness skills as demonstrated on pre/ post test.

Logic Model**Outcome Achievement**

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	60
Number of youth actually served	44
Difference in number of youth served	-16
% of youth served from projected	-27%
Number of youth who completed program requirements	44
% of youth who completed program requirements	100%
Number of youth unsuccessfully terminated from program	5
% of youth unsuccessfully terminated from program	11%
Outcome Achievement	
Number of youth offended/reoffended	0
% of youth offended/reoffended	0%

Outcome Achievement - *continued*

Anticipated number of youth achieving success	55
Number of youth reported as achieving success	44
Projected % of youth achieving success	92%
Actual % of youth achieving success (completers)	100%
Actual % of youth achieving success (served)	100%
Difference in % of youth achieving success	+8%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

The program has been successful in receiving referrals from the juvenile detention center when parents call and need assistance with their youth before they are involved in the system. The program continues to receive referrals from schools systems in Cuyahoga County and by word of mouth from other parents.

GODSSON: FINISH FIRST

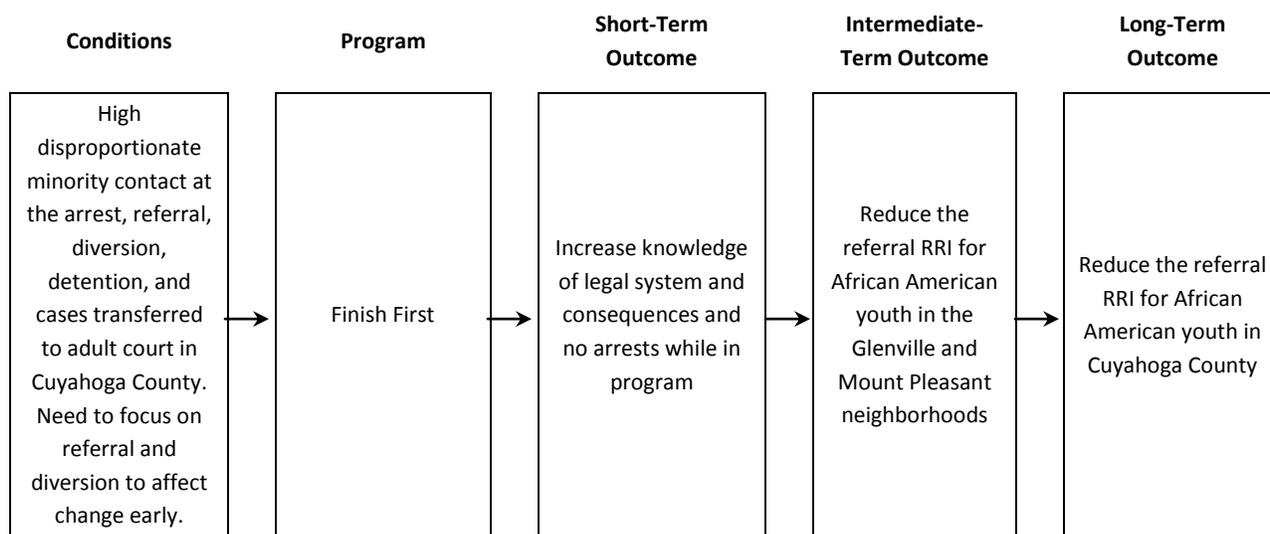
Program Summary

The Finish First program offers weekly classes focused on the common areas of the law that lead to DMC, on how to avoid negative interaction based in the common area of the law, and provide video presentations to support avoidance negative interaction.

The program serves minority youth ages 16-17 years who display negative behavior that can expose that person to the criminal justice system.

Outcome achievement for this program was defined as an increase in knowledge of the legal system and consequences and no arrests while in the program.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	25
Number of youth actually served	50
Difference in number of youth served	+25
% of youth served from projected	+100%
Number of youth who completed program requirements	25
% of youth who completed program requirements	50%
Number of youth unsuccessfully terminated from program	0
% of youth unsuccessfully terminated from program	0%

Outcome Achievement	
Number of youth offended/reoffended	0
% of youth offended/reoffended	0%
Anticipated number of youth achieving success	13
Number of youth reported as achieving success	50
Projected % of youth achieving success	52%
Actual % of youth achieving success (completers)	200%
Actual % of youth achieving success (served)	100%
Difference in % of youth achieving success	+148%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- The program has really connected with the students which has helped with their acceptance if the material
- Students have been very active in the class discussions
- Several students have diligently completed the homework assignments
- In the community at large, the program has been a big success. There have been requests to expand and bring this program to several schools in the nearby area.

YMCA OF CLEVELAND: TEEN COURT AND LEADERSHIP PROGRAM

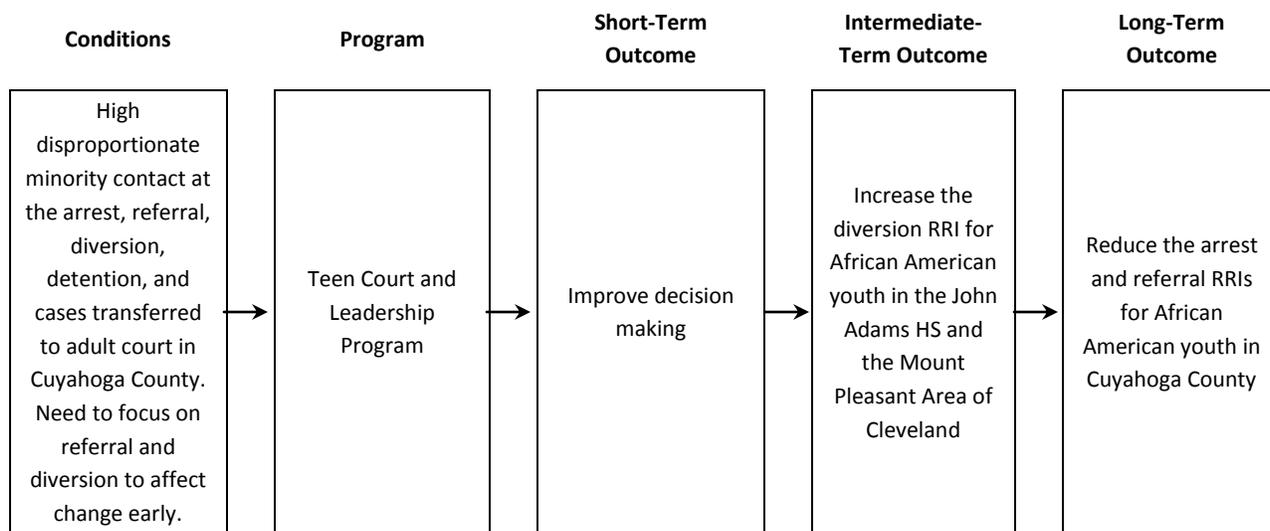
Program Summary

The Teen Court and Leadership program offers classes which include components of teen court and monthly seminars on teen topics such as decision making, the judicial system, drugs, alcohol, etc.

which are facilitated by outside speakers. The Leaders Club focuses on fun/game time, setting and accomplishing goals preview/status, character development training, career & college exploration, leadership skills development, tutoring, academic support.

The program serves minority youth ages 12-17 years old that are first and repeat offenders, truant, unruly, suspended or expelled from school living in the Mt. Pleasant neighborhood or attend John Adams High School. Outcome achievement for this program was defined as improved decision making which includes completion of court sanctions, improvement in attendance and/or grades, improvement in behavior, improvement in respect for authority, and/or positive engagement or involvement in community activities

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	70
Number of youth actually served	19

Outputs (numbers served, completed, and terminated) - <i>continued</i>	
Difference in number of youth served	-51
% of youth served from projected	-73%
Number of youth who completed program requirements	20
% of youth who completed program requirements	105%
Number of youth unsuccessfully terminated from program	11
% of youth unsuccessfully terminated from program	58%
Outcome Achievement	
Number of youth offended/reoffended	19
% of youth offended/reoffended	100%
Anticipated number of youth achieving success	53
Number of youth reported as achieving success	42
Projected % of youth achieving success	76%
Actual % of youth achieving success (completers)	210%
Actual % of youth achieving success (served)	221%
Difference in % of youth achieving success	+134%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- Out of the youth served during 2010 approximately 1/3 of the youth graduated from the John Adams High School and have a better chance of not becoming a criminal statistic because they are high school graduates.

- In spite of the barriers or obstacles experienced the program was able to service the youth by expanding to the Collinwood area at the high school with a Student Leaders Club to give opportunity to learn new skills and be engaged within their community in a positive way.

FRANKLIN COUNTY

Need

The county’s assessment report revealed that substantial DMC issues existed at all seven of the decision points where data was available. Because referral and detention are sequentially and logically connected to the issue of diversion, all three decision points were selected for initial focus.

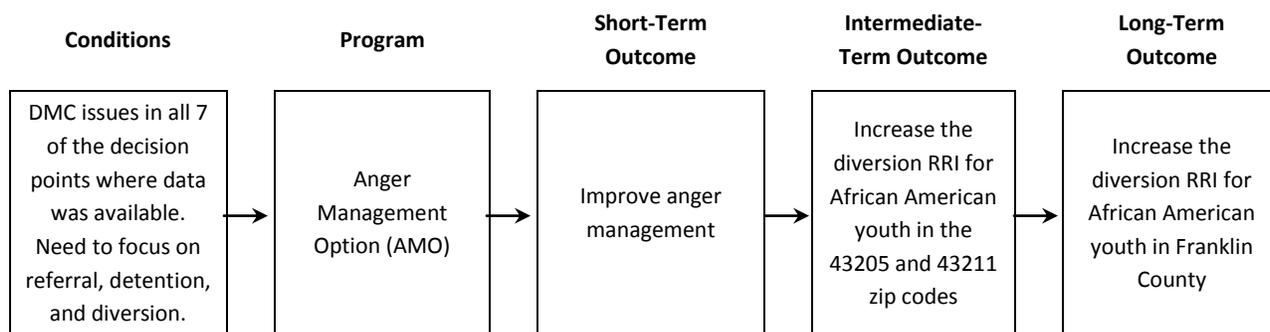
DIRECTIONS FOR YOUTH: ANGER MANAGEMENT OPTIONS

Program Summary

The Anger Management Options program provides individual services which include comprehensive psycho-social mental health assessment, development of Individualized Service Plan, implementation of individual intervention, group intervention, and family intervention to address the reduction of problem behaviors that have or could lead to interactions with the juvenile justice system. These services also include the development of treatment plans, reviews, and collaborations with schools, court, and protective services.

The program serves minority youth 10-17 years old at risk, 1st time offender or re-offender diverted from juvenile detention center. Outcome achievement for this program was defined as improved score in the anger management domain of the ISP Client Evaluation Scales pre/post.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	125
Number of youth actually served	137
Difference in number of youth served	+12
% of youth served from projected	+10%
Number of youth who completed program requirements	65
% of youth who completed program requirements	47%
Number of youth unsuccessfully terminated from program	21
% of youth unsuccessfully terminated from program	15%
Outcome Achievement	
Number of youth offended/reoffended	15
% of youth offended/reoffended	11%
Anticipated number of youth achieving success	75
Number of youth reported as achieving success	57
Projected % of youth achieving success	60%
Actual % of youth achieving success (completers)	88%
Actual % of youth achieving success (served)	42%
Difference in % of youth achieving success	+28%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- 87.6% of program completions exhibiting improved skills and behavior with anger management
- The Office of Performance Evaluation, Franklin County Juvenile Court completed 3 reports based on sample data during CY 2010. From this data 88.8% were successful in having no charges in juvenile court with 11.2% of youth recidivating. This exceeds the program target rate of 80% non-recidivism.
- The program population consisted of 100% minority youth, 37.4% had previous charges with FCJC, and 28% were previously involved with FCJC due to abuse, neglect or dependency
- The program demonstrated excellent community access as referrals were received from, in order of frequency: School, Parent/Guardian, Protective Services (FCCS, OYAP, PFSN), Net-Care, and Juvenile Court

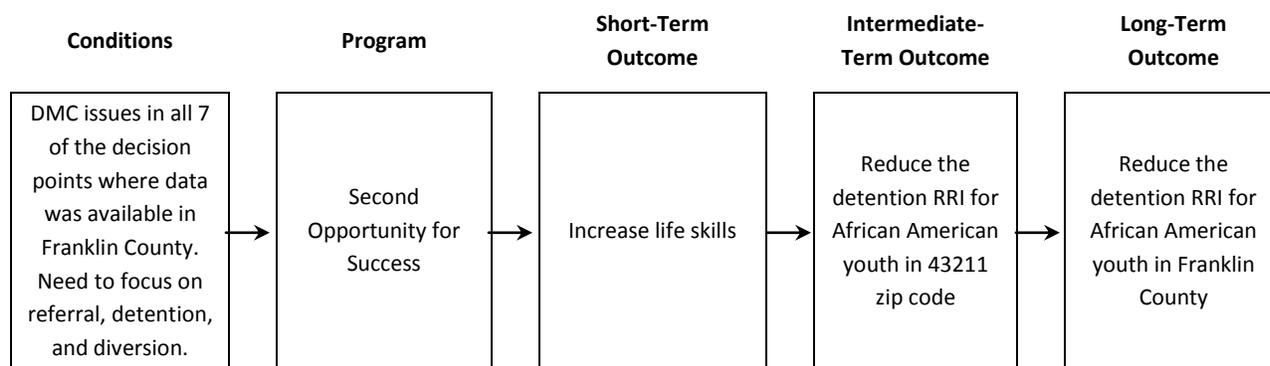
URBAN LEAGUE: SECOND OPPORTUNITY FOR SUCCESS

Program Summary

The Second Opportunity for Success program provides classes which focus on basic life skills such as employment, health, peer pressure, drugs/alcohol, legal issues, education, family and various other issues.

The program serves African- American and other minority youth between the ages of 11-17 who have no or limited contact with the Juvenile Court System in Franklin County. Outcome achievement for this program was defined as increase in life skills as demonstrated on pre/posttests.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	55
Number of youth actually served	69
Difference in number of youth served	+14
% of youth served from projected	+25%
Number of youth who completed program requirements	38
% of youth who completed program requirements	55%
Number of youth unsuccessfully terminated from program	14
% of youth unsuccessfully terminated from program	20%
Outcome Achievement	
Number of youth offended/reoffended	5
% of youth offended/reoffended	7%
Anticipated number of youth achieving success	45
Number of youth reported as achieving success	40
Projected % of youth achieving success	82%
Actual % of youth achieving success (completers)	105%
Actual % of youth achieving success (served)	58%
Difference in % of youth achieving success	+23%

****** *It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

This program did not submit further information to ODYS.

HAMILTON COUNTY

Need

The county's assessment report revealed that there was a notable difference in the relative rate at which African-American youth and White youth were arrested and diverted from the system. To address these identified disparities, Hamilton County selected diversion and secure detention as the initial decision points to address.

THE CROSSROADS CENTER: FAMILY STRENGTHENING PROGRAM

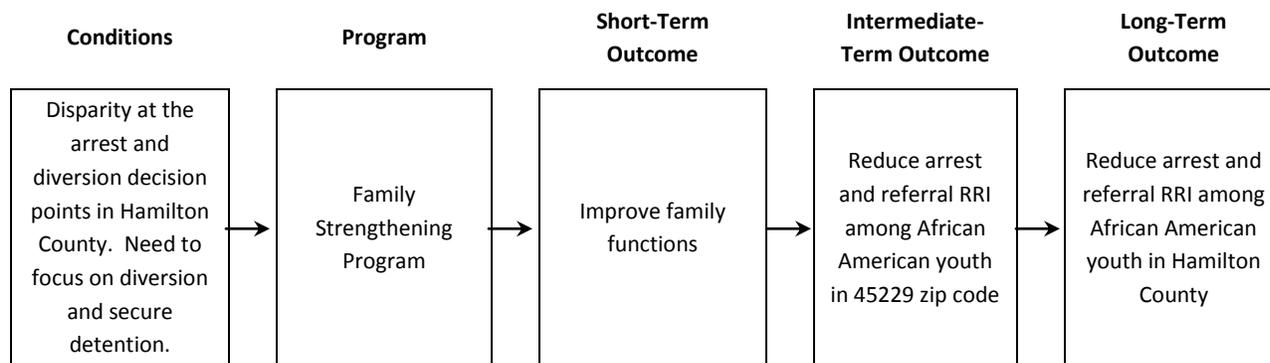
Program Summary

The Family Strengthening program is aimed at helping youth creatively respond to conflict and cooperative discipline by focusing on strengthening emotional intelligence and family dynamics. The program sought to effect this change by building effective communication skills, effective conflict management strategies, and providing tools for discipline that respect the authority of the parent, the safety of the child, and the rules of the home and of the community at-large.

Activities for this program centered on the weekly family groups combining a communal meal and interaction between parents and their youth and between parents, some of whom face similar challenges with the adolescents in their family. The Educational portion of these gatherings included group discussions on topics pertinent to family communication and parenting skills. Five topic areas are covered in the 20 week program. Topics related to Protective Family Environment, Social and Emotional growth, Development of Effective Communications, Internal and External Pressures on Students and Parents and Parent Involvement with Youth are broken down into smaller discussions providing both didactic materials and group support and interaction.

The program serves first time offenders or at-risk minority youth between the ages of 12-17 years old primarily from the “empowerment zone” of Cincinnati. Outcome achievement for this program was defined as improved family functions (Family Identity, Information Sharing, and Coping/Resource Mobilization) as demonstrated on pre/posttest.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	30
Number of youth actually served	33
Difference in number of youth served	+3
% of youth served from projected	+10%
Number of youth who completed program requirements	9
% of youth who completed program requirements	27%
Number of youth unsuccessfully terminated from program	0
% of youth unsuccessfully terminated from program	0%

Outcome Achievement	
Number of youth offended/reoffended	0
% of youth offended/reoffended	0%
Anticipated number of youth achieving success	21
Number of youth reported as achieving success	9
Projected % of youth achieving success	70%
Actual % of youth achieving success (completers)	100%
Actual % of youth achieving success (served)	27%
Difference in % of youth achieving success	+30%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- Of the at-risk youth served, 40% were first time offenders
- Of these, 15% re-offended and 85% did not recidivate
- When looking at the clients who were discharged from the program, 90% actually completed the program; 85% showed desired positive changes and 95% were successfully diverted from placement at ODYS
- Overall, 80% to 90% of the parents indicated that they were either satisfied or very satisfied with the program.
- Overall, youth's communication with their parents improved significantly as indicated by the parents' satisfaction level with the program.

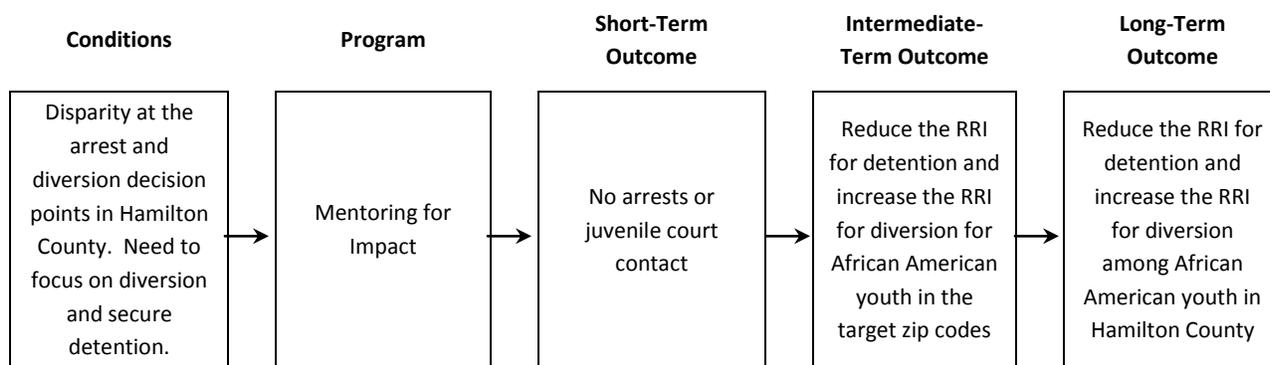
BIG BROTHERS BIG SISTERS OF GREATER CINCINNATI: MENTORING PROGRAM

Program Summary

The Big Brothers Big Sisters of Greater Cincinnati program provides one to one mentoring between a positive adult or teen role model and a child. Mentor assists with decision making, encouragement, goal setting through relationship building activities, talking, and participating in shared activities. Youth are served by both programs, Community-Based and School-Based. In the Community-Based program volunteers go to the youth's home to pick him or her up to engage in activities in the community. In the School-Based program volunteers meet with the youth at his or her school, once a week during the school year and have the opportunity to keep in touch over the summer through letter writing and a summer picnic.

The program serves minority youth age 10 and above from the most at-risk, inner city neighborhoods of Cincinnati. Outcome achievement for this program was defined as not having any arrests or juvenile court contact.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	100
Number of youth actually served	60
Difference in number of youth served	-40
% of youth served from projected	-40%
Number of youth who completed program requirements	0
% of youth who completed program requirements	0%
Number of youth unsuccessfully terminated from program	9
% of youth unsuccessfully terminated from program	15%
Outcome Achievement	
Number of youth offended/reoffended	10
% of youth offended/reoffended	17%
Anticipated number of youth achieving success	70
Number of youth reported as achieving success	0
Projected % of youth achieving success	70%
Actual % of youth achieving success (completers)	0%
Actual % of youth achieving success (served)	0%
Difference in % of youth achieving success	-70%

****** *It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

In order to determine the success, the program tracks court involvement of all our Littles with Hamilton County Juvenile Court. This is conducted on a quarterly basis with the consent of all the parents of our Littles in the DMC program. As identified, less than 5% of the children served in the DMC program have become court involved or arrested in 2010. Those few who have had court involvement have benefitted from their Big Brother or Big Sister staying by their side, encouraging them to make better choices for the future.

HAMILTON COUNTY JUVENILE COURT: COMMUNITY ALTERNATIVE TO DETENTION

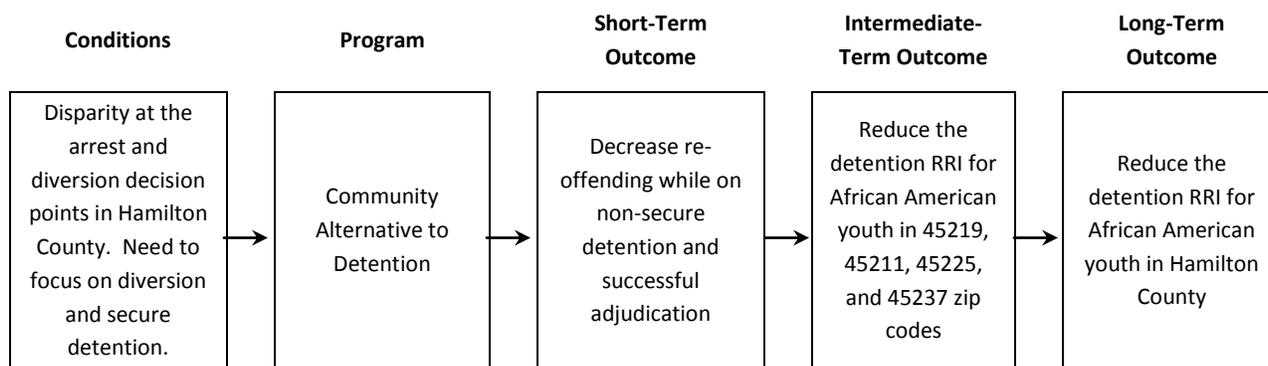
Program Summary

The Community Alternative to Detention program targets urban, minority youth to provide an alternative to detention by utilizing community programming and monitoring to disrupt juvenile justice institutionalization. The program works in collaboration with the University of Cincinnati to establish a partnership between the Court, parents and the child to achieve program goals. During sessions, program referrals are continuously made. Program staff contact youth participants' parents, via phone and physical contact, to ensure the child's compliance to established expectations, verification of valid contact information and knowledge of upcoming court appearances.

Additionally, the Court began an action plan for addressing the decision points concerning Cases Resulting in Confinement in Secure Juvenile Correctional Facilities and Cases Transferred to Adult Court. The plan has since been implemented in CY 2011 to establish a post mortem in assistance with the University of Cincinnati to quality assurance services provided to youth having been permanently committed to DYS or bound over to adult jurisdiction.

Outcome achievement for this program was defined as a decrease in re-offending while on non-secure detention and successful adjudication.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	500
Number of youth actually served	343
Difference in number of youth served	-157
% of youth served from projected	-31%
Number of youth who completed program requirements	209
% of youth who completed program requirements	61%
Number of youth unsuccessfully terminated from program	35
% of youth unsuccessfully terminated from program	10%
Outcome Achievement	
Number of youth offended/reoffended	36
% of youth offended/reoffended	10%

Outcome Achievement - *continued*

Anticipated number of youth achieving success	350
Number of youth reported as achieving success	204
Projected % of youth achieving success	70%
Actual % of youth achieving success (completers)	98%
Actual % of youth achieving success (served)	59%
Difference in % of youth achieving success	+28%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- Incorporation of Alternatives to Security Detention Program in detention's population control procedures; minority youth are now targeted for the program in coordination between the detention Clerk's Office and the Youth Center Superintendent
- The program reached targeted program improvements to incorporate goals and objectives with the Court's Probation department and Intervention Unit. Targeted youth charged with Domestic Violence are referred to the Courts Intervention Unit as a means of providing family resources to allow the youth to be returned to parent/guardian instead of being detained
- The youth in the community have benefitted and been served by better coordination of community agencies/ resources with the Court. Although initially planned in CY 2010 but to be implemented in CY 2011, the Court is sponsoring county wide diversity training in October, 2011.

LUCAS COUNTY

Need

The county's assessment report revealed African-American youth were disproportionately involved in the juvenile justice system at the arrest, detention, adjudication, probation placement and secure confinement decision points. The decision points with the highest disparity were arrests and secure confinement. Since Lucas County has been proactive in initiating detention reform in the past years, they decided to focus on the arrest decision point.

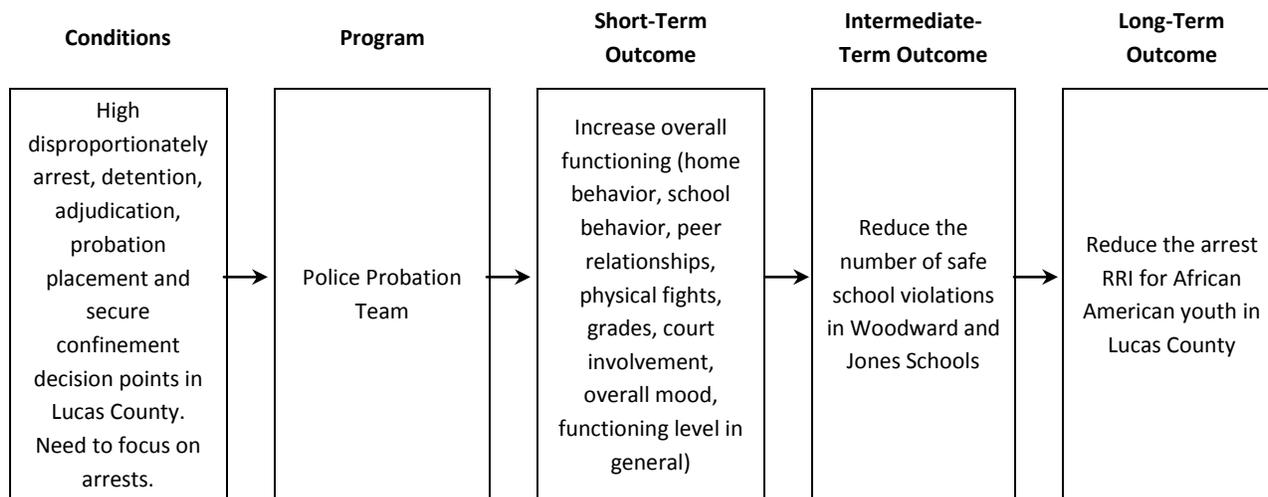
FAMILY SERVICES OF NORTHWEST OHIO: POLICE PROBATION TEAM

Program Summary

The Police Probation Team works with the youth, their family, the School Resource Officers, and the school to divert charges from being filed in Juvenile Court. Specifically, staff complete hearings with the youth and their family in which the youth admit to the offense they were faced with. Youth are then assigned to complete community service as part of the program and they are monitored and mentored by staff for up to one year in the home, school, and community settings. Youth participate in mentoring activities as available and are linked to needed community services.

The program serves minority youth who have committed a safe school violation, are ages 11-17, and that attend either Woodward High or Jones Junior High Schools. Outcome achievement for this program was defined as an increase in overall functioning (home behavior, school behavior, peer relationships, physical fights, grades, court involvement, overall mood, and functioning level in general) as demonstrated on Overall Functioning Scale from admission to termination.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	85
Number of youth actually served	108
Difference in number of youth served	+23
% of youth served from projected	+27%
Number of youth who completed program requirements	8
% of youth who completed program requirements	7%
Number of youth unsuccessfully terminated from program	12
% of youth unsuccessfully terminated from program	11%
Outcome Achievement	
Number of youth offended/reoffended	34
% of youth offended/reoffended	31%

Outcome Achievement - *continued*

Anticipated number of youth achieving success	59
Number of youth reported as achieving success	23
Projected % of youth achieving success	69%
Actual % of youth achieving success (completers)	288%
Actual % of youth achieving success (served)	21%
Difference in % of youth achieving success	+218%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- 2010 was also a time when other program component revisions were implemented, as a result of information obtained in the DMC Institutes during the first year.
- Many youth benefited from having their suspensions reduced, many from ten days to three or five. As part of this arrangement, staff worked with the school and had youth complete community service projects throughout the reduced number of days, which was directly supervised by PPT staff. This enabled the youth to return to school more quickly and begin focusing on their education again.
- There were two important activities that many youth participated in during 2010. One was a mentoring activity, in which PPT staff obtained donated tickets for the Pistons vs. the Knicks basketball game in Detroit, MI in November, 2010. This was an exciting activity for youth, as few are afforded such an opportunity under other circumstances. In addition, they benefited from being mentored by staff and police officers throughout the entire day. The other activity that occurred was a one day job search that approximately fifteen youth participated in. PPT

staff and police officers took these youth by vans into the community to meet with various retail and restaurant businesses. They met with managers who provided information on employment skills, worked to complete applications, and all had at least one on-site interview during the day as well. As a result, a couple of youth were given job offers. Linking youth with employment opportunities has worked to address the DMC issue as well.

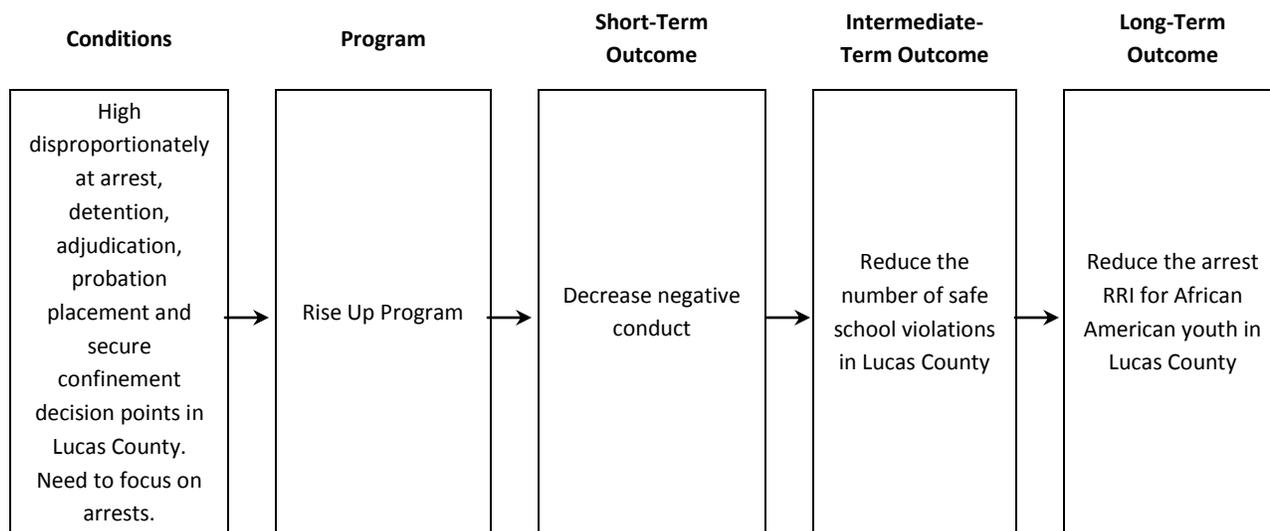
PARACLETE SOCIAL OUTREACH, INC.: RISE UP PROGRAM

Program Summary

The Rise Up program offers classes utilizing materials from Casel (Collaborative for Academic, Social and Emotional Learning) and Building Character workbook for Elementary Students. By working with the youth in small (4 – 5 youth) group sessions, the project has been able to more effectively address the issues related to negative school behavior. It is anticipated that addressing the negative behaviors at an early age will help each youth cope with issues as they proceed through school and lead to a decrease of negative school related behaviors in the future.

The program serves minority youth under the age of 13. Referrals are made by principals and they use experience and expertise including demerits, detentions, number of suspensions, visits to office for disciplinary concerns, teachers input, grade cards, etc. to determine who to refer. Outcome achievement for this program was defined as a decrease in negative conduct as determined by pre/posttest completed by teachers.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	10
Number of youth actually served	8
Difference in number of youth served	-2
% of youth served from projected	-20%
Number of youth who completed program requirements	6
% of youth who completed program requirements	75%
Number of youth unsuccessfully terminated from program	3
% of youth unsuccessfully terminated from program	38%
Outcome Achievement	
Number of youth offended/reoffended	0
% of youth offended/reoffended	0%

 Outcome Achievement - *continued*

Anticipated number of youth achieving success	8
Number of youth reported as achieving success	4
Projected % of youth achieving success	80%
Actual % of youth achieving success (completers)	67%
Actual % of youth achieving success (served)	50%
Difference in % of youth achieving success	-13%

****** *It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- Successful youth had increased post-test scores of 33%, compared with the pre-test scores, as measured by the classroom teacher
- The intended outcome is that the youth who receive the intensive group setting will not act out in school in the future, will not violate the Safe School Ordinance (SSO) and will ultimately succeed in school and will not become involved in the juvenile justice system. There is an established correlation between committing an initial SSO offense and future involvement with the juvenile justice system

MAHONING COUNTY

Need

The county's assessment report revealed that African-American juveniles were over-represented in the arrest data with African-American youth accounting for 57% of all juveniles arrested.

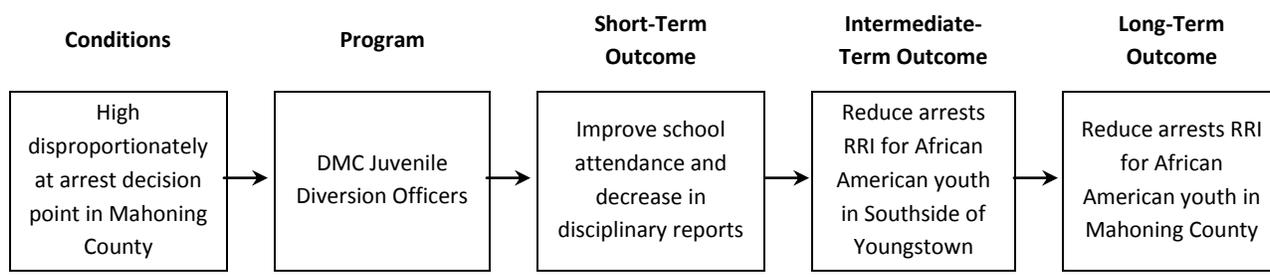
MAHONING COUNTY JUVENILE COURT: DMC DIVERSION

Program Summary

DMC Diversion focuses on the youth as well as the family unit and strengths that exist. The family and the Officer identify the areas to be worked on by developing a Case plan to be completed in approximately 4 months. The case plan will utilize various established programming developed for at-risk youth. The DMC Diversion Officer then will meet with the juvenile for a minimum of 20 minutes a week to review progress with the case plan and make modifications as needed. The DMC Diversion officer will either meet face-to-face or via a phone call with the parents/guardians and school officials to discuss progress through the case plan and make modifications as deemed necessary. The juvenile may also be required to participate in one or more of the following programs weekly: anger management, anti-bullying, CHOICES, community service, counseling, drug/alcohol abuse treatment, mediation, mental health counseling, or the sports program.

The program serves minority youth ages 10-17, who commit misdemeanor offenses or exhibit unruly behaviors. Outcome achievement for this program was defined as improved school attendance and decrease in disciplinary reports as indicated on school reports.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	20
Number of youth actually served	81
Difference in number of youth served	+61
% of youth served from projected	+305%
Number of youth who completed program requirements	48
% of youth who completed program requirements	59%
Number of youth unsuccessfully terminated from program	7
% of youth unsuccessfully terminated from program	9%
Outcome Achievement	
Number of youth offended/reoffended	7
% of youth offended/reoffended	9%
Anticipated number of youth achieving success	20
Number of youth reported as achieving success	60
Projected % of youth achieving success	100%
Actual % of youth achieving success (completers)	125%
Actual % of youth achieving success (served)	74%
Difference in % of youth achieving success	+25%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

In 2010 an active effort began, and continues, to educate and inform the Youngstown Police Department about the DMC program. The DMC Project Director has hosted In-Service trainings and has had speaking engagements throughout the County to discuss how the program is funded, operated and how to make referrals to the Court. This open line of communication between the Project Director, community leaders and YPD Officers allows for the possible reduction of DMC.

The Ohio Department of Justice, Youngstown Metropolitan Housing Association, Weed N Seed and Youngstown Police Department began an initiative approximately 3 years ago called Operation Fore_Cast. This initiative targets high call housing units in the City. In May of 2011 the initiative reached out to the Social Service Agencies in the county for assistance and the Juvenile Court. The DMC Project Direct now sits on the Steering Committee developed to enhance the initiative. Currently specific calls will be referred to the Intake Director for further assistance to the youth and family. If eligible this may be a referral to the DMC Officer to work with the family and reduce calls to YPD and build upon the strengths in the family.

In addition to working with the police department and initiatives, the DMC Project Director actively works with the City Board of Education, Administration, School Resource Officers and School personnel to discuss what DMC is and the Court Program. Truancy referrals can be diverted to the DMC Diversion Officer to work on a higher supervision level to reduce Truancy which has been determined to be a gateway to delinquency. This high level identification and school system support allows for a greater impact and potential reduction in DMC.

MONTGOMERY COUNTY

Need

The county's assessment report revealed the RRI's for juvenile arrests, referrals to court, secure confinement, and adult transfer had significant disparity for minority youth.

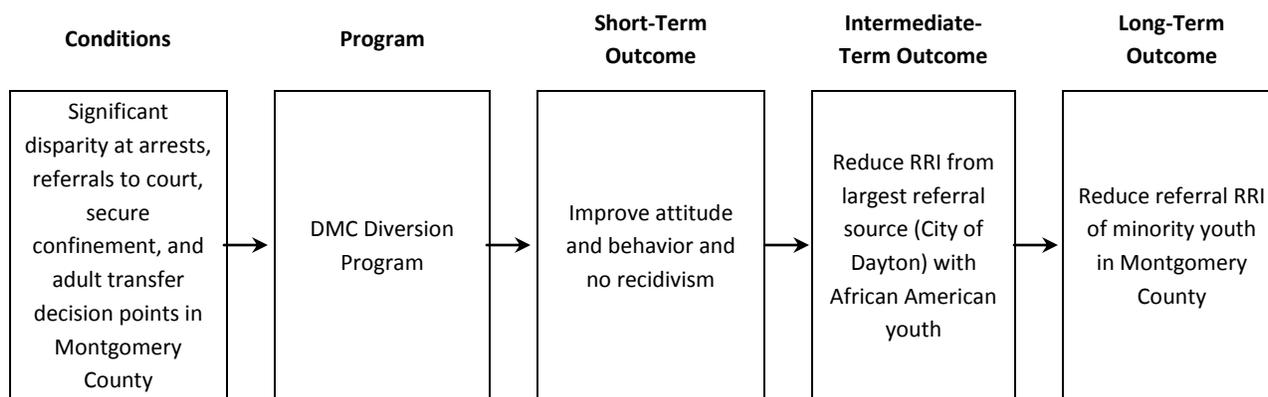
MONTGOMERY COUNTY JUVENILE COURT: DMC DIVERSION

Program Summary

The DMC Diversion program in Montgomery County serves youth who are diverted from the Juvenile Court System to the DMC/DP where they, and any victims, will meet with a mediator who will empower the parties to come to a resolution of their issues through communication.

In all cases, including those cases not involving victims, the mediator will assess family dynamics and the youth's behavior at home, school and community. As a result of this assessment, the mediator will link the youth/family to community services appropriate to their needs. Additionally, the mediator's presence in the school settings for truancy mediations has resulted in involvement in the mediation process, in the school setting, of youth peripherally involved with those youth referred to the Court. The program serves minority youth, ages 11-17, who have no, or very little, prior contact with Juvenile Court and who are referred for unruly or misdemeanor offenses. Outcome achievement for this program was defined as improved attitude and behavior as indicated pre to post test and no recidivism.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	150
Number of youth actually served	178
Difference in number of youth served	+28
% of youth served from projected	+19%
Number of youth who completed program requirements	73
% of youth who completed program requirements	41%
Number of youth unsuccessfully terminated from program	23
% of youth unsuccessfully terminated from program	13%
Outcome Achievement	
Number of youth offended/reoffended	18
% of youth offended/reoffended	10%
Anticipated number of youth achieving success	65
Number of youth reported as achieving success	73
Projected % of youth achieving success	43%
Actual % of youth achieving success (completers)	100%
Actual % of youth achieving success (served)	41%
Difference in % of youth achieving success	+57%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

Through teaching youth, co-offenders, youth peripherally involved and victims the value of resolving matters in a non-violent means through communication and by linking referred youth/family to services addressing specific needs impacting upon behavior, it is anticipated that their likelihood of coming to the attention of the Court will be significantly decreased.

Progress is being made in addressing DMC through the Diversion Program, in that 110 youth successfully completed the program requirements and only 10 of those 110 youth have been referred to the Court for additional behavioral/criminal issues in the 6 months following successful completion of the program. The families express appreciation that the program attempts to link them with services helpful to them, and the perception is that the concern is more for the youth's progress than it is for a judicial declaration of guilt or label of delinquent. The pre and posttests reflect a positive attitude change in the participants.

RICHLAND COUNTY

Need

The county's assessment report revealed the RRI's for juvenile arrests, referrals to juvenile court, and cases diverted had significant disparity for minority youth.

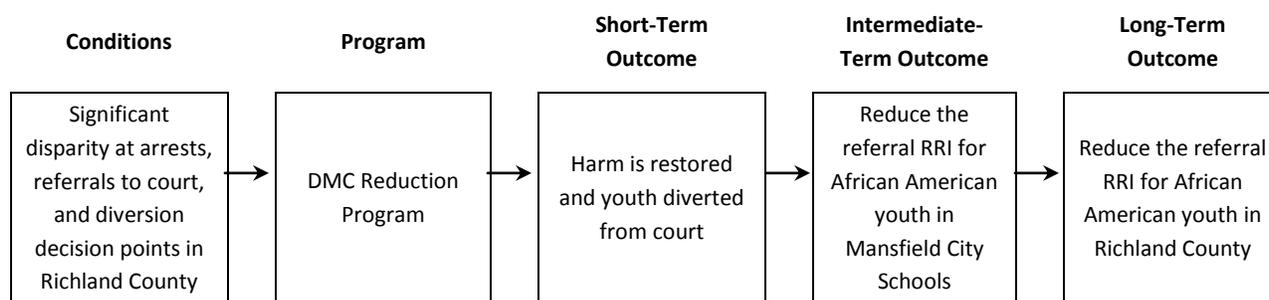
FAMILY LIFE COUNSELING: DMC REDUCTION PROGRAM

Program Summary

The DMC Reduction program in Richland County consists of facilitating a Restorative Conference with the person who was the victim and the person who is the offender. The primary purpose of the conference is to identify the harm caused and together seek a solution as to how the harm can be healed and future incidents can be avoided. The Restorative Interventionist facilitates the process by following a carefully designed set of questions to accomplish these important goals.

The program serves minority youth 11 – 17 years of age who is a resident of Richland County Census Tracts 6 and 7 or a student at Mansfield Senior High School or Malabar Middle School. Outcome achievement for this program was defined as harm is restored and youth is diverted from court.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	100
Number of youth actually served	120
Difference in number of youth served	+20
% of youth served from projected	+20%
Number of youth who completed program requirements	91
% of youth who completed program requirements	76%
Number of youth unsuccessfully terminated from program	8
% of youth unsuccessfully terminated from program	7%
Outcome Achievement	
Number of youth offended/reoffended	0
% of youth offended/reoffended	0%

 Outcome Achievement - *continued*

Anticipated number of youth achieving success	65
Number of youth reported as achieving success	110
Projected % of youth achieving success	65%
Actual % of youth achieving success (completers)	121%
Actual % of youth achieving success (served)	92%
Difference in % of youth achieving success	+56%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

The Restorative Practices Program has experienced continued success in reducing the number of minority youth being referred to Juvenile Court, and also reducing the recidivism rate of the youth who have successfully completed our program. The mentoring program has been an asset to what is being attempted to accomplish in Richland County. With the goal of reducing minority contact as the priority, the program has been able to provide a well-needed service that not only affects youth, but families, schools, and community in a positive way.

The Restorative Practices Program has succeeded the initial goal of having a 60% success rate of youth served. Our FY2010 success rate culminated at 99% of youth served. To date, we have a 100% success rate with every party that has agreed to participation in the program. This in turn has drastically reduced the number of referrals to Juvenile Court. The work in the schools has helped reduce expulsions, suspensions, arrests, and citations, thereby enabling youth to stay in school with an opportunity to be educated and learn appropriate behaviors, as opposed to being at home or on the streets unsupervised creating an atmosphere to commit crime.

STARK COUNTY

Need

The county's assessment report revealed the RRI's for juvenile arrests, referrals to court, diversion, secure confinement, and adult transfer had significant disparity for minority youth.

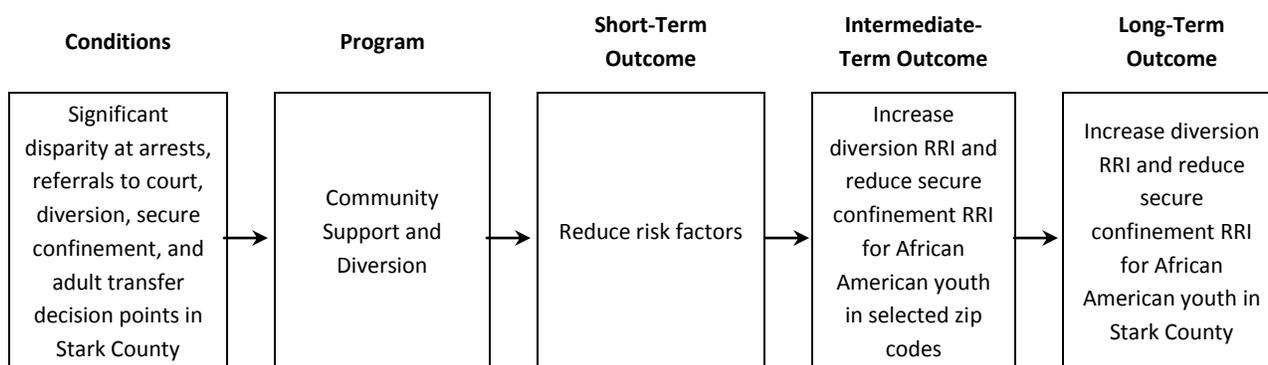
STARK COUNTY FAMILY COURT: COMMUNITY SUPPORT AND DIVERSION

Program Summary

The Community Support and Diversion program provides High Fidelity Wraparound which involves a structured interview with the parent, called the strength, culture, challenges discovery; team meetings consisting of the youth, parents, court representative, and other professional and informal supports the family has identified; and establishing goals, assigning case responsibilities, and monitoring progress.

The program serves African- American youth ages 9-17 residing in zip codes 44703,44704,44705,44707, who are involved in juvenile court at either the diversion or secure care decision point. Outcome achievement for this program was defined as a reduction in risk factors as determined by the Wraparound Risk Screen.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	25
Number of youth actually served	17
Difference in number of youth served	-8
% of youth served from projected	-32%
Number of youth who completed program requirements	4
% of youth who completed program requirements	24%
Number of youth unsuccessfully terminated from program	1
% of youth unsuccessfully terminated from program	6%
Outcome Achievement	
Number of youth offended/reoffended	1
% of youth offended/reoffended	6%
Anticipated number of youth achieving success	15
Number of youth reported as achieving success	4
Projected % of youth achieving success	60%
Actual % of youth achieving success (completers)	100%
Actual % of youth achieving success (served)	24%
Difference in % of youth achieving success	+40%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

Family engagement is frequently seen as a milestone. It takes time, but most often, we are able to accomplish this integral piece of the program. We have heard families say, “Finally, someone is willing to help us.” Other accomplishments include: increased school attendance on the part of the youth, a meaningful relationship established between school and parents where none existed before, abstinence from substances, changes in thinking toward family, changes in thinking toward peer activities, youth/families connected with meaningful and appropriate community services for their specific issues, job readiness for the youth and then employment, parents increasing their ability to earn income by returning to school or increasing their skill base through training, being invited to graduation that no one thought would take place.

SUMMIT COUNTY

Need

The county’s assessment report revealed the RRI’s for juvenile arrest, referrals to juvenile court, secure detention, confinement in secure juvenile correctional facilities, and cases transferred to adult court had significant disparity for minority youth.

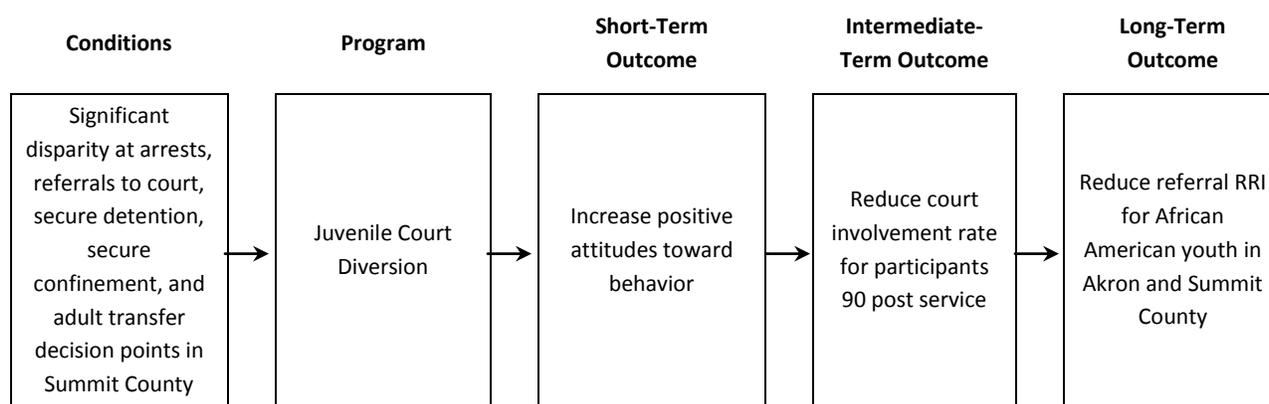
SUMMIT COUNTY JUVENILE COURT: JUVENILE COURT DIVERSION

Program Summary

The Juvenile Court Diversion program provides individual services which include an intake interview conducted with parent/guardian/ youth as well as recommendation for sanctions, informal hearing with court hearing officer, signing of contract of obligations by parent/guardian and youth. The individualized plan must then be completed within 30-60 days, depending on plan requirements (i.e. community service requirements usually need to be completed within 30 days while anger management/teens on task through Greenleaf Family Center may take up to 60 days to complete). The

program serves minority youth 10-17 years old who are residents of Summit County and have not previously involved in DMC Diversion. Generally the program was designed to admit unofficial referrals to the court to divert them from official court contact, but was expanded to include some official domestic violence charges (1st-time offenses) with no serious injury involved usually involving sibling altercations. If program is completed case is dismissed and sealed. Outcome achievement for this program was defined as an increase in positive attitudes toward behavior as determine by Character Measurement Device pre/posttest.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	200
Number of youth actually served	180
Difference in number of youth served	-20
% of youth served from projected	-10%
Number of youth who completed program requirements	135
% of youth who completed program requirements	75%

 Outputs (numbers served, completed, and terminated) - *continued*

Number of youth unsuccessfully terminated from program	8
% of youth unsuccessfully terminated from program	4%

 Outcome Achievement

Number of youth offended/reoffended	33
% of youth offended/reoffended	18%
Anticipated number of youth achieving success	120
Number of youth reported as achieving success	93
Projected % of youth achieving success	60%
Actual % of youth achieving success (completers)	69%
Actual % of youth achieving success (served)	52%
Difference in % of youth achieving success	+9%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

The project's RRI's fluctuated in 2010 versus 2009. Improvement in 4 and regression in 4 others occurred. We do 2010 arrest data is not available yet so the program cannot calculate that RRI. None of the movement was substantial. The program did perform an in-depth look at diversion as that RRI is trending downward. With the court diversion program it appears the biggest issue is the failure to appear of back youth. Black males failed to appear at a 43% rate and black females at a 10% rate. All other races had less than a 3% fail to appear rate. This information is being incorporated into public education presentations to try to determine why there is such a high rate. Another impact was the 18

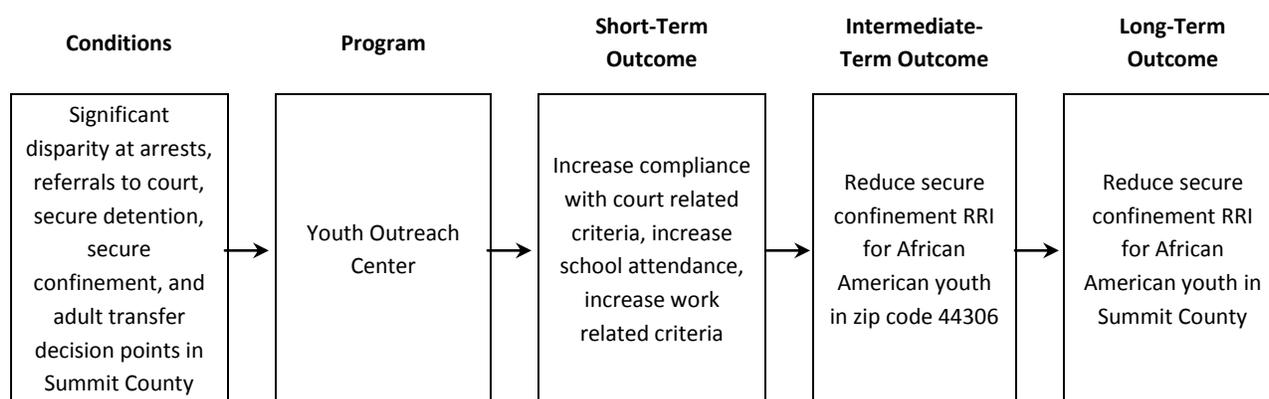
police based diversion units that diverted 928 youth before they were ever sent to court. DMC is present there also but the fail to appear issue is there also at similar rates to that of the court.

EAST AKRON COMMUNITY HOUSE: YOUTH OUTREACH CENTER

Program Summary

The Youth Outreach Center program addresses the needs by developing, implementing and instituting a minority Work Program. This program addresses the number of youth being committed to the Ohio Department of Youth Services in the demographic of predominately zip code of 44306, eastside of Akron. The program has been very successful in working with intensive and probation youth with meaningful employment from Summit County Juvenile Court. At the time of employing the youth, staff meet with a parent and/or guardian and explain the particulars to them. If they are in agreement of the terms of employment a written contract is signed by both parties as well as the mentor/counselor that will maintain a case-file on the youth. They also attend classes on work readiness, work ethics, life skills, banking and personal hygiene. During employment, youth have been on various educational as well as recreational trips. Participating youth have traveled out of state to Chicago, New York, New Jersey. The program serves minority youth ages 14-17 who are on probation in the Summit County area. The majority of the youth referred are on intensive probation (higher risk population). Outcome achievement for this program was defined as increased compliance with court related criteria, increase in school attendance, and increase in work related criteria.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	20
Number of youth actually served	21
Difference in number of youth served	+1
% of youth served from projected	+5%
Number of youth who completed program requirements	16
% of youth who completed program requirements	76%
Number of youth unsuccessfully terminated from program	7
% of youth unsuccessfully terminated from program	33%
Outcome Achievement	
Number of youth offended/reoffended	3
% of youth offended/reoffended	14%
Anticipated number of youth achieving success	8
Number of youth reported as achieving success	16
Projected % of youth achieving success	40%
Actual % of youth achieving success (completers)	100%
Actual % of youth achieving success (served)	76%
Difference in % of youth achieving success	+60%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

Several youth have complied with the contract by having a negative urinalysis, perfect attendance and most importantly no further involvement in the court system. Several youth have completed the program and through the work experience given they have continued on to be successfully employed outside the agency.

More importantly, the work program has changed the lives of many of the youth. Participating youth indicate they have learned the values of hard work and the benefits that go along with being employed. They have learned to appreciate having a job.

The youth are elated to receive a pay check and this in turns builds character and improves one's self esteem. The majority of the youth are able to view themselves in a different light. One of the participating youth was asked to explain what the DMC work program has done for him. He first took a moment to think about it and then he replied, "I use to only think about the immediate gratification whatever it may be, but now I know I have a future and I 'm able to look to the future instead of live in the moment." This is a profound statement for an African American male, 15 years of age to make when we have many older people who have not come to this understanding.

TRUMBULL COUNTY

Need

The county's assessment report revealed the RRI's for juvenile arrest and referrals to juvenile court had significant disparity for minority youth.

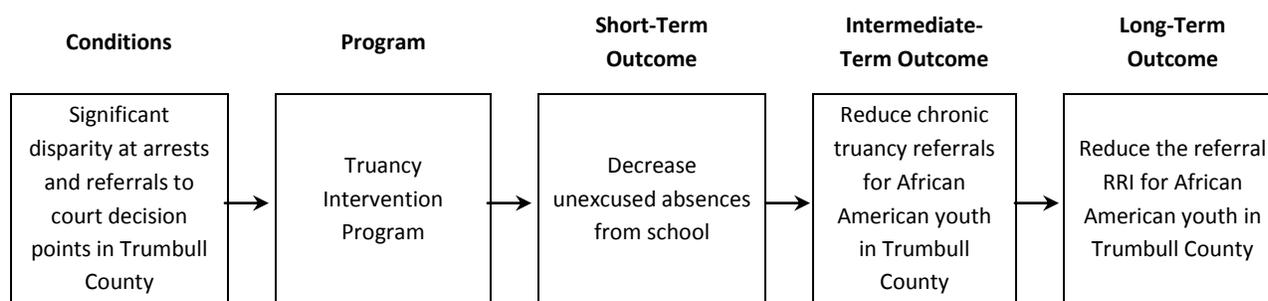
UNITED METHODIST COMMUNITY CENTER: TRUANCY INTERVENTION PROGRAM

Program Summary

The Truancy Intervention Program provides home visits, school visits, court visits and community visits. During home visits, staff conduct a needs assessment, develop an Individual Success

Plans, and links students and families to additional services. School visits involve attendance monitoring, communication with students and school personnel, and school/board hearings. Court visits include legal sanctioning and referral to the prosecutor's office for non-compliance, court hearings and case reviews. Community visits provide an opportunity to build rapport with student and families in extracurricular areas of interest. The program serves African American youth ages 15-17 and reside within Trumbull County (Emphasis zip codes on 44485, 44483 and 44446). Outcome achievement for this program was defined as a decrease in unexcused absences from school.

Logic Model



Outcome Achievement

Based on the Title II Formula Grant Performance Reports submitted quarterly to CLEX:

Outputs (numbers served, completed, and terminated)	
Target number of youth to serve	50
Number of youth actually served	35
Difference in number of youth served	-15
% of youth served from projected	-30%
Number of youth who completed program requirements	11
% of youth who completed program requirements	31%
Number of youth unsuccessfully terminated from program	9

Outputs (numbers served, completed, and terminated) - <i>continued</i>	
% of youth unsuccessfully terminated from program	26%
Outcome Achievement	
Number of youth offended/reoffended	21
% of youth offended/reoffended	60%
Anticipated number of youth achieving success	35
Number of youth reported as achieving success	63
Projected % of youth achieving success	70%
Actual % of youth achieving success (completers)	573%
Actual % of youth achieving success (served)	180%
Difference in % of youth achieving success	+503%

*** It is recommended that programs have the opportunity to review findings and provide information to further inform conclusions about outcome achievement.*

In a report submitted to ODYS, the program provider reported the following outcome achievement:

- 4 TIP (Truancy Intervention Program) participants are no longer on probation
- 3 TIP (Truancy Intervention Program) participants have improved their grade point average by 50%
- 5 TIP (Truancy Intervention Program) participants have not reoffended in any area

Progress has been made in relationships with the Trumbull County Juvenile Court personnel (i.e. Probation Department) in that the working relationship includes access to detention and probation staffing departments.

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