Data, Evaluation and Fidelity to the Model: Best Practices

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Overview

- What are the new standards in this area?

  - Data and Evaluation

  - Fidelity to the model

- What is evaluation? (Process, Outcome, Cost)

- How can you use evaluation? (Colorado)

- How do you use evaluation to maintain fidelity to the model? (Idaho)

BEST PRACTICE STANDARDS
FOR ADULT DRUG COURTS

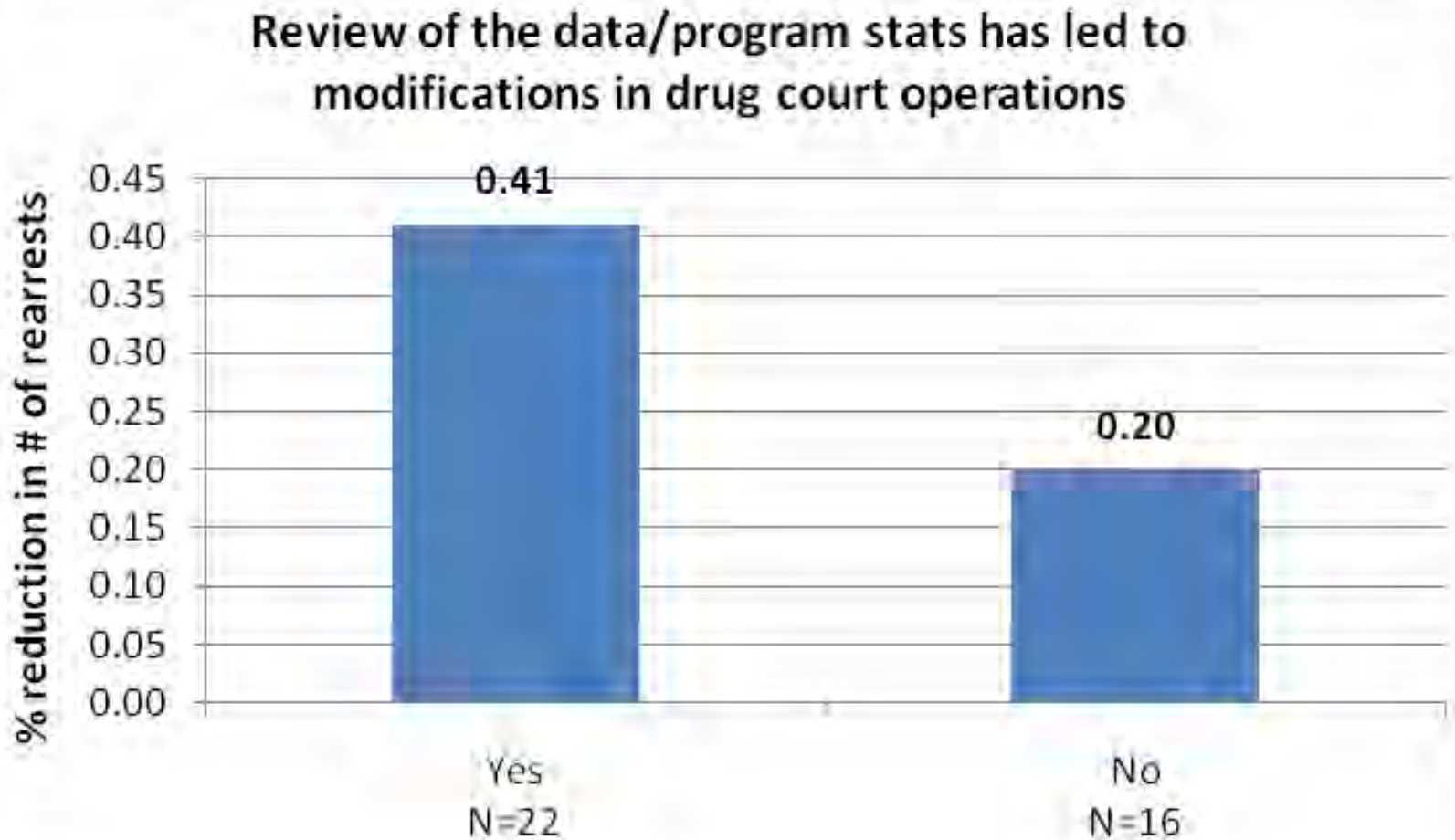Data and Evaluation Standard:
Use outside evaluation and self review of program data for program improvement

The program uses an electronic data collection (MIS) that provides relevant statistics on **program performance….**

....that the team can use to
- garner insights into its performance
- guide improvements
- reveal areas where training is needed

6. Drug Courts Where Review of the Data and/or Program Statistics Led to Modifications in Program Operations had 105% greater reductions in recidivism

Review of the data/program stats has led to modifications in drug court operations

Note: Difference is significant at $p<.05$

BEST PRACTICE STANDARDS
FOR ADULT DRUG COURTS

Data and Evaluation Standard:
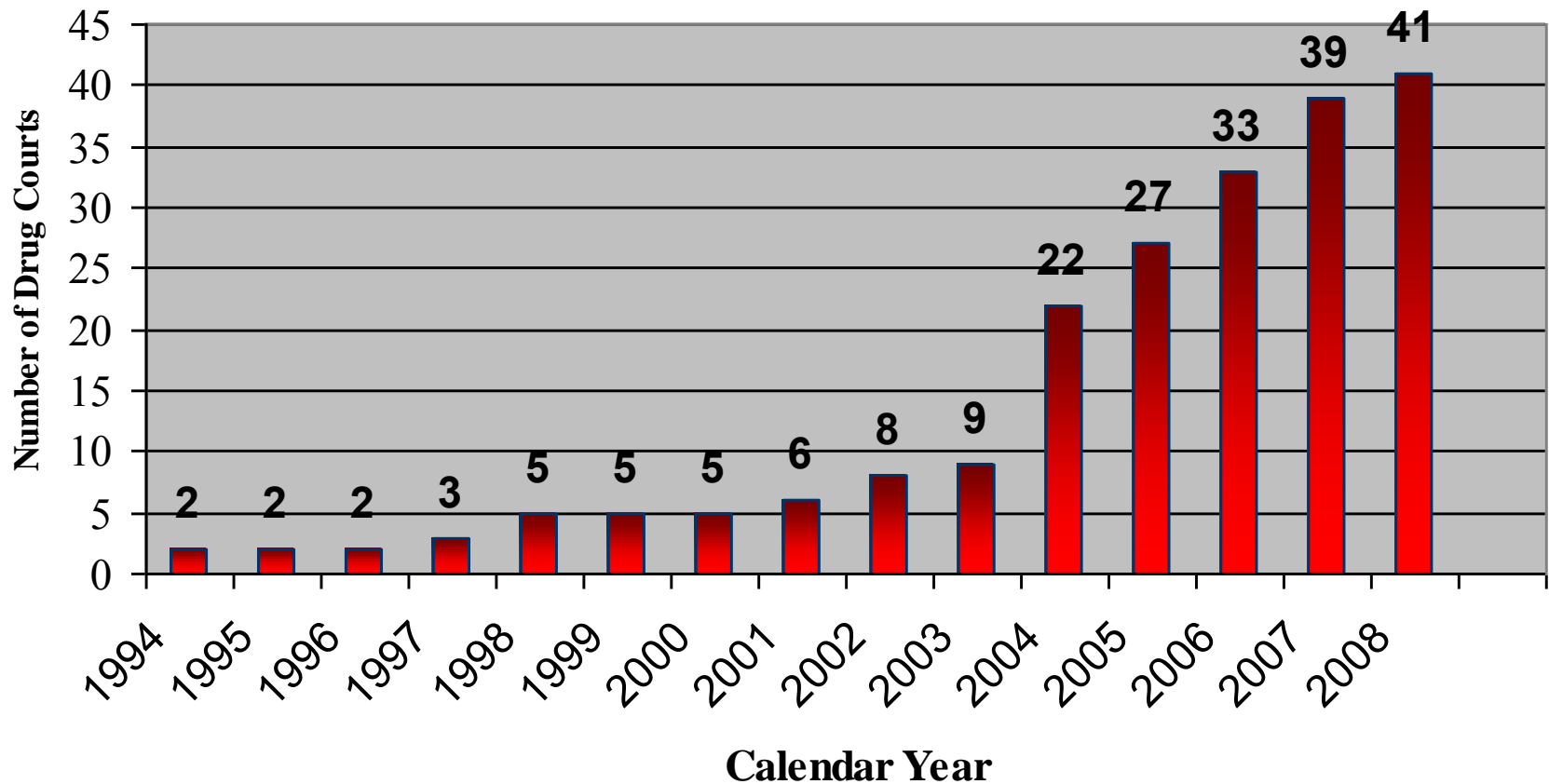Use outside evaluation and self review of program data for program improvement

The program has an evaluation by an outside research team that provides:

- insights into its program performance,
- guidance on potential improvements,
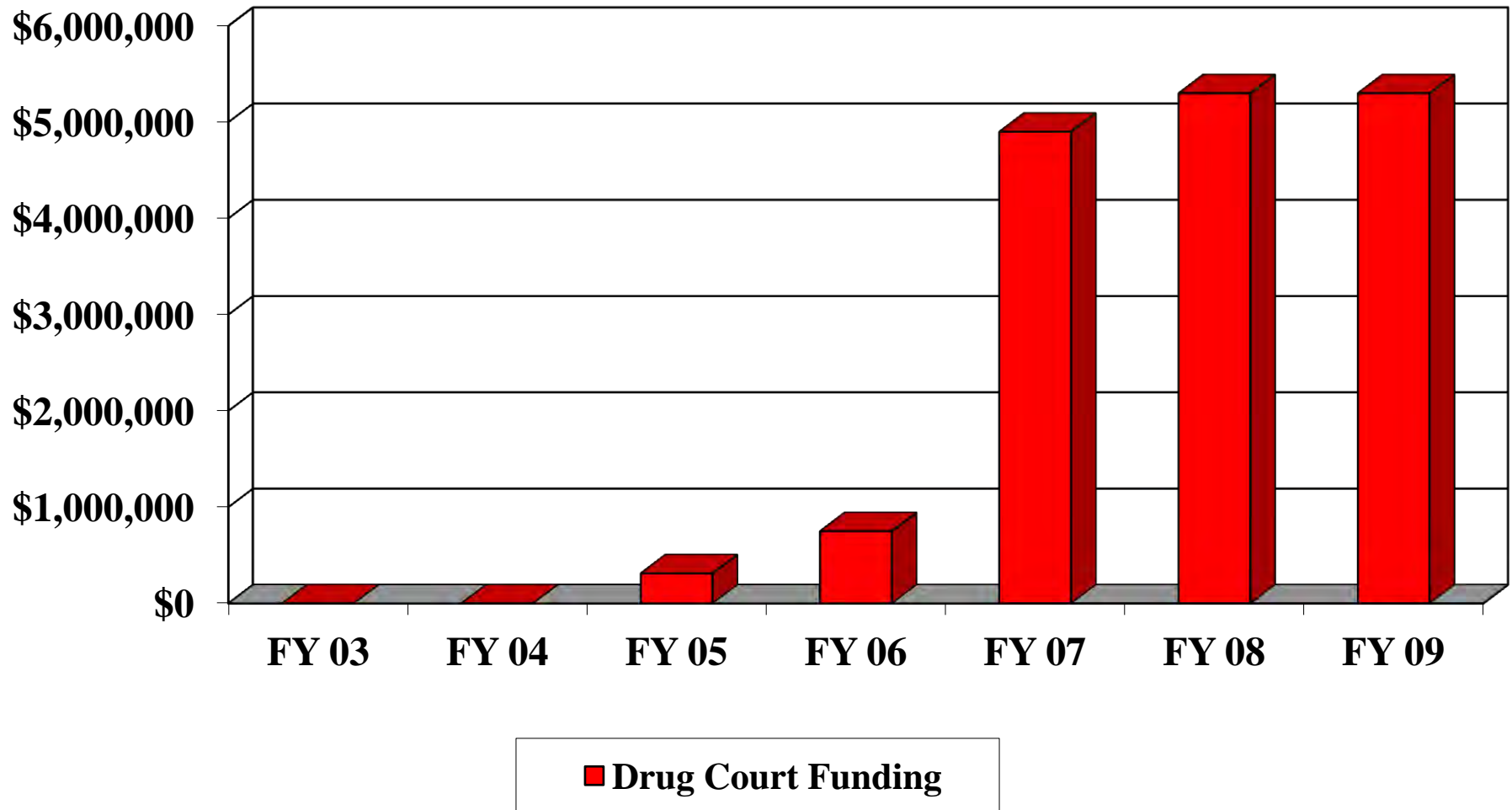- training in ongoing data collection to monitor improvements.

How else can you use it?

History of Drug Courts in Maryland

Operational Drug Court Programs in Maryland

History of Drug Court Funding in Maryland

BEST PRACTICE STANDARDS
FOR ADULT DRUG COURTS

Data and Evaluation Standard:
Use outside evaluation and self review of program data for program improvement

The Drug Court _uses_ the data and the outside evaluation results as a basis for practical program change

Drug Courts that used program evaluations to make modifications in drug court operations had <u>85% greater reductions in recidivism</u>

**The results of program evaluations have led to modifications in drug court operations**
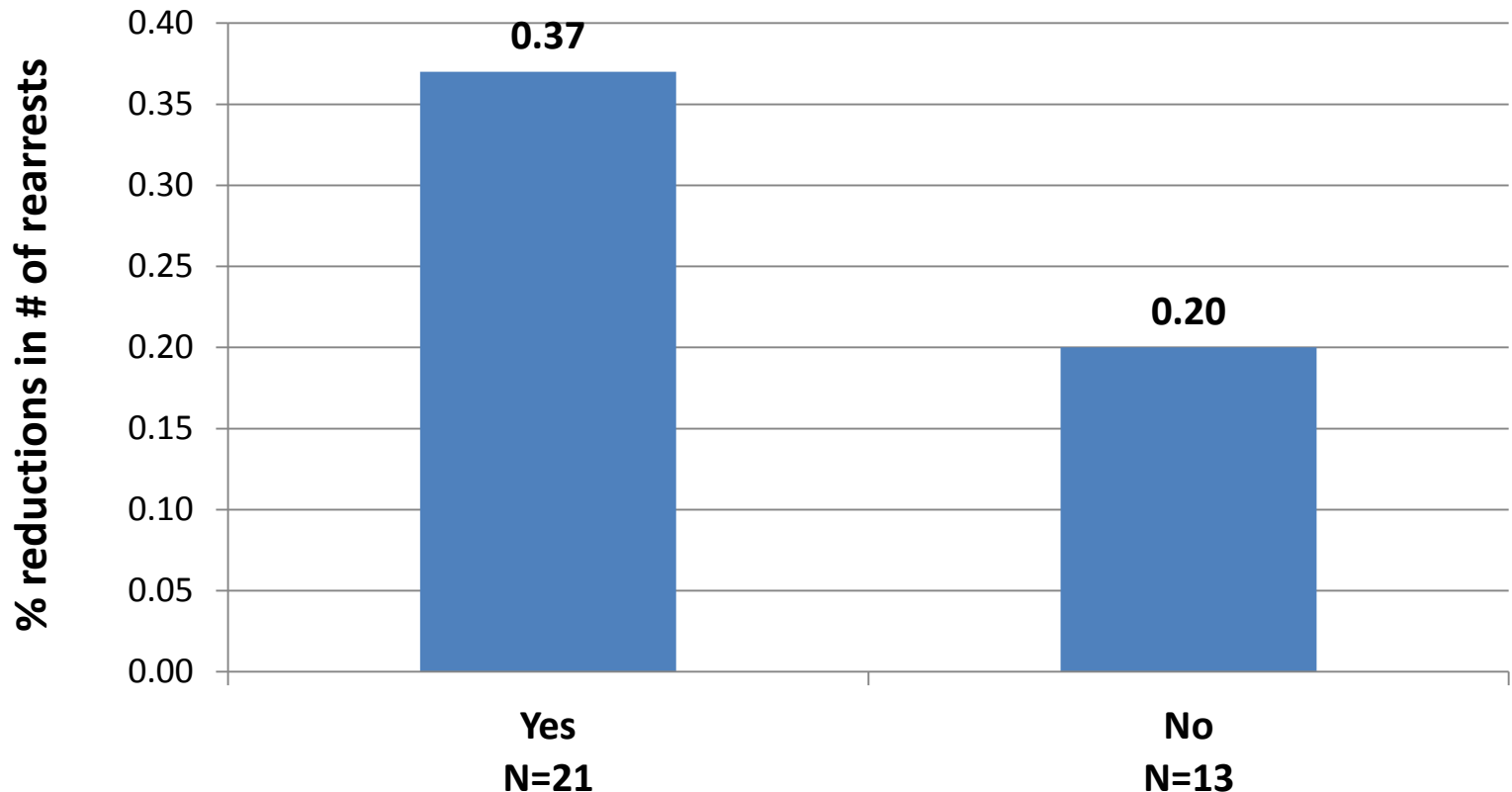
Note: Difference is significant at *p*<.10

BEST PRACTICE STANDARDS
FOR ADULT DRUG COURTS

Program Caseload Standard:

Drug courts should ensure that as the number of participants increases (particularly numbers greater than 125 active participants), fidelity to the model is maintained.

1. Drug Courts with a Program Caseload (Number of Active Participants) of less than 125 had 7 times greater reductions in recidivism

Program caseload (number of active participants) is less than 125

% reduction in # of rearrests

0.40

0.06

Yes
N=29

No
N=13
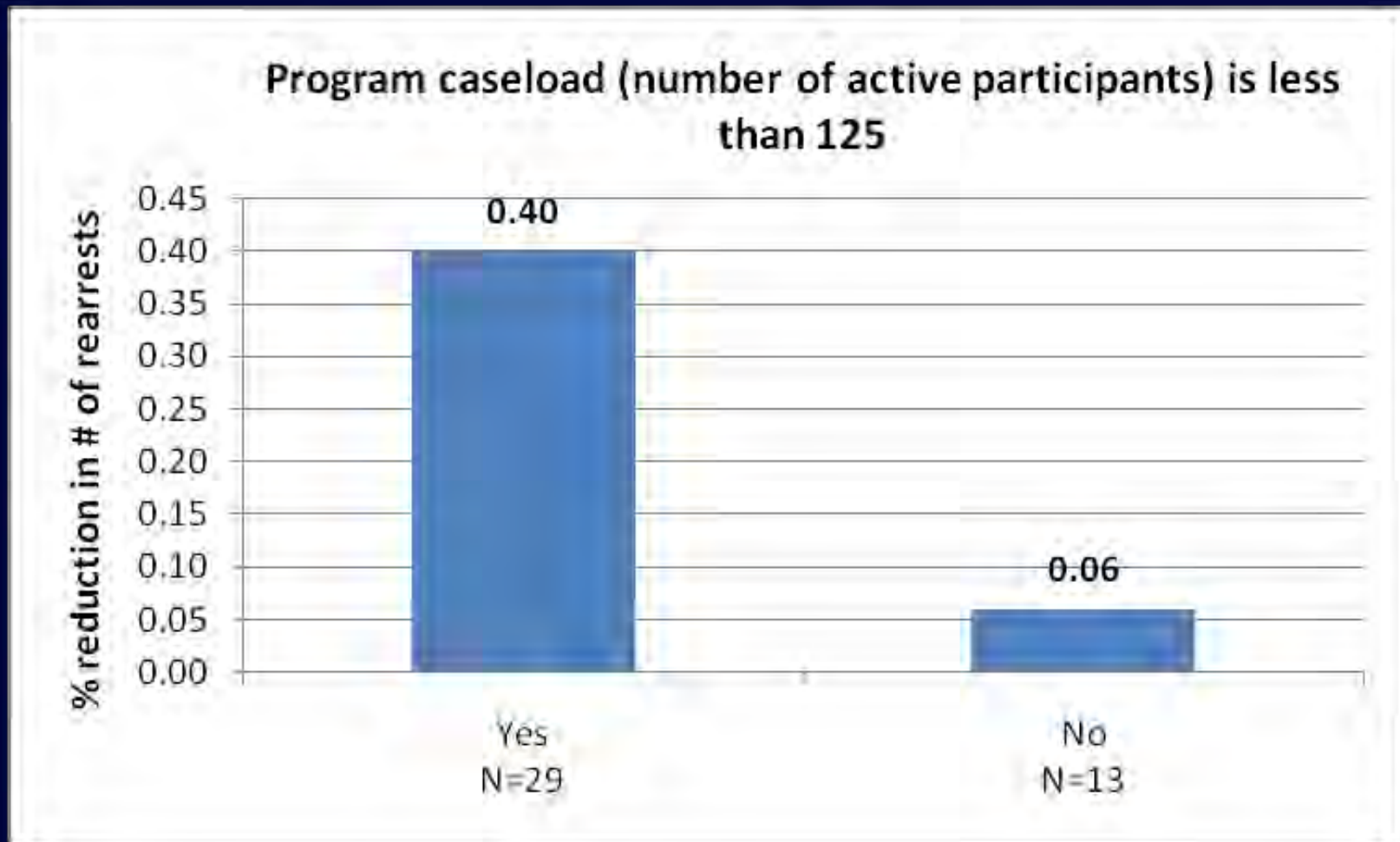
Note: Difference is significant at $p<.05$

1. Drug Courts with a Program Caseload (Number of Active Participants) of less than 125 had 7 times greater reductions in recidivism

Note: Difference is significant at $p<.05$
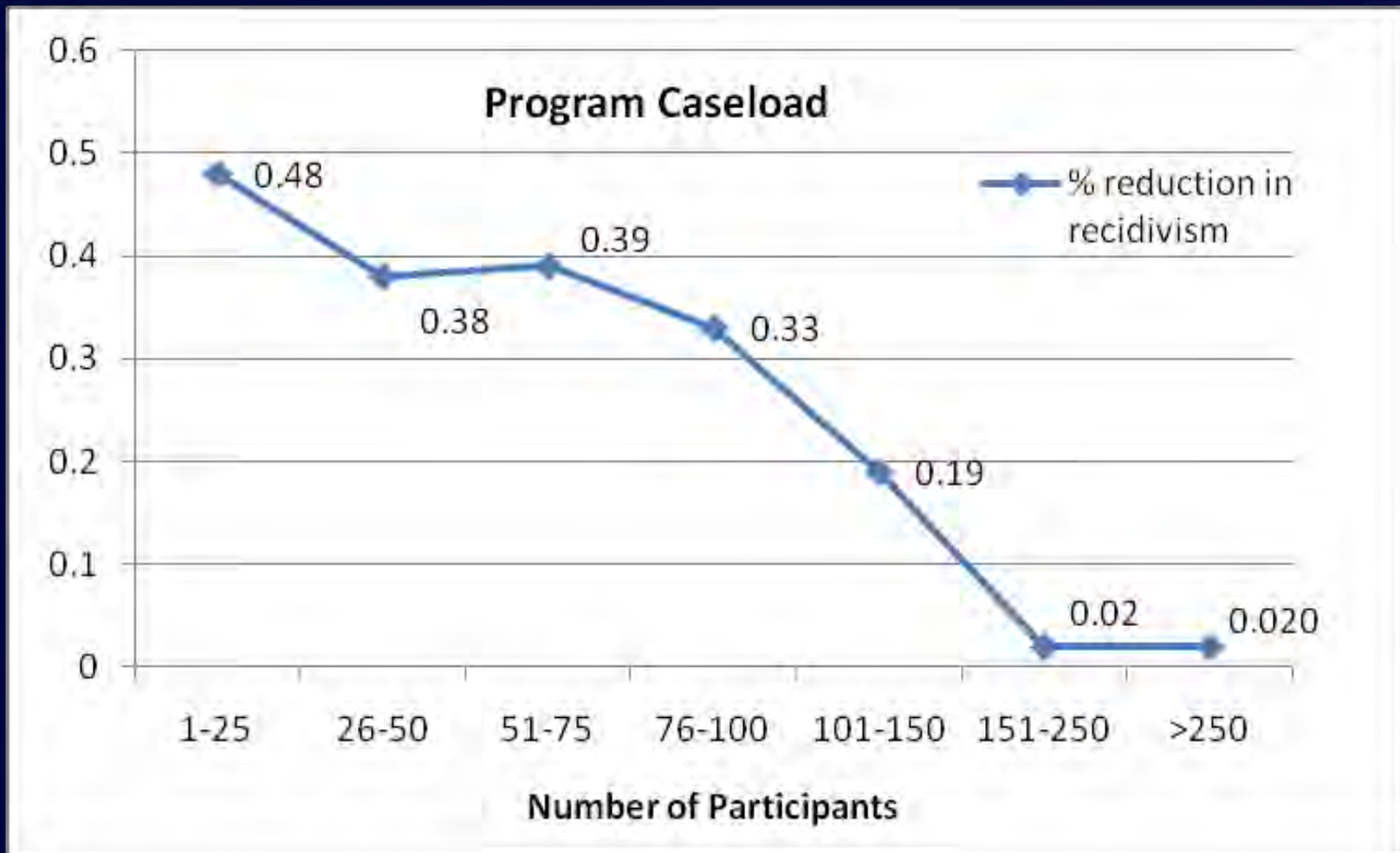
1. Drug Courts with a Program Caseload (Number of Active Participants) of less than 125 had 7 times greater reductions in recidivism

- The Judge spent less time per participant in court (about half the time)

- Tx and LE were less likely to attend staffings

  (All team members were less likely to attend staffings)

- Tx and LE was were less likely to attend court hearings

- Tx was less likely to communicate with the court through email

- Greater number of Tx agencies (8 vs 3)

- Drug tests were less frequent

- Team members were less likely to be trained

What is Evaluation?

❖ General definition: systematic efforts to collect and use program information for multiple purposes, including program improvement, program accountability, program management, and program development.

What is Useful Evaluation?

❖ Evaluation should help to inform and improve programs as they develop, and not focus only on whether the programs "worked" or "didn't work."

❖ Evaluation should involve a collaborative approach with the program sharing in the process and in understanding the results

Evaluation

Three main areas of evaluation:

- Process (program improvement)
- Outcome (impact)
- Cost (cost-benefit)

| Process | Outcome | Cost |
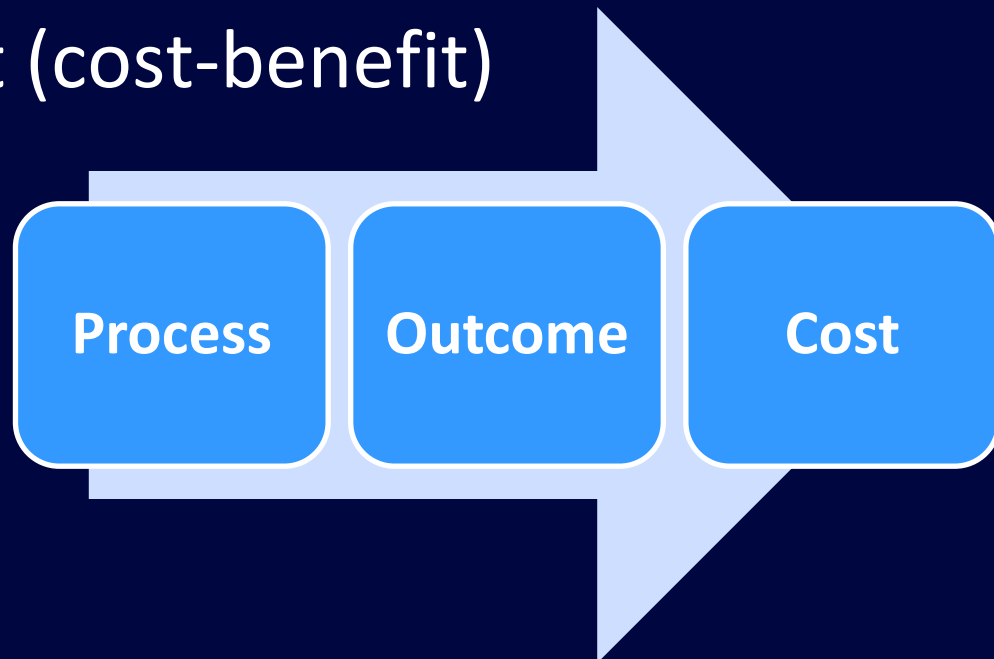
Process Evaluation

Purpose: Examine program policies & procedures to:

- Determine how the program was implemented and if it was implemented as intended

- Learn whether and how well the program is following the intended model.

Why do process evaluation?

Benefits:

- Useful Information about program functioning

- Allows an assessment of the reasons for successful or unsuccessful performance

- Provides information for replicating the program in another site

- Contribute to program improvement

- Increase effectiveness for participants

- Better Outcomes, Better Cost-Benefits

Drug Courts Where a Treatment Representative Attends Court Hearings had 100% greater reductions in recidivism
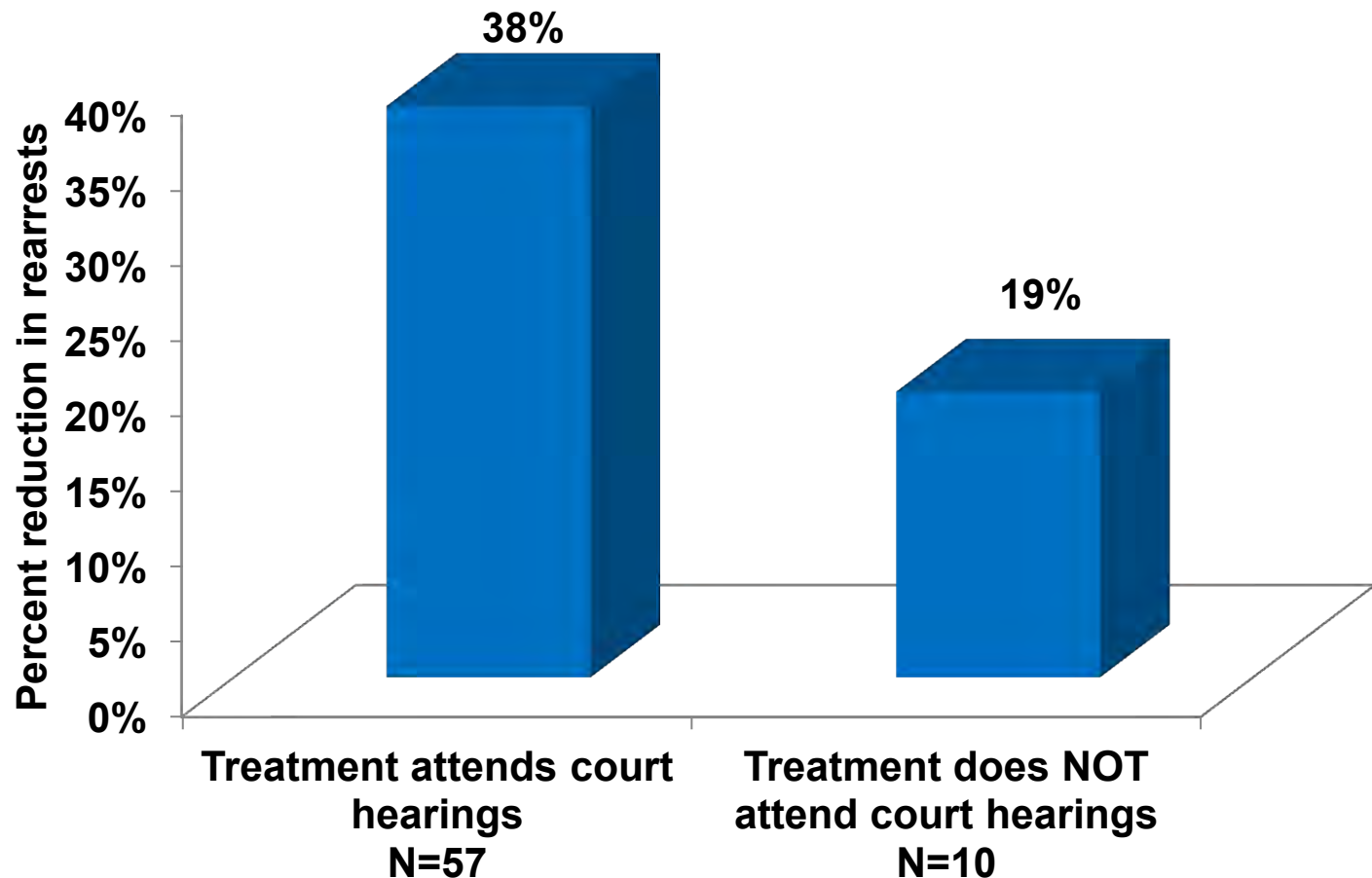
Note 1: Difference is significant at p<.10

Drug Courts that Include a Focus on Relapse Prevention Had Over 3 Times Greater Savings

Drug Court Has a Phase That Focuses on Relapse Prevention

Percent Improvement in Outcome Costs*

41% — Yes (N=9)
13% — No (N=2)

* "Percent improvement in outcome costs" refers to the percent savings for drug court compared to business-as-usual
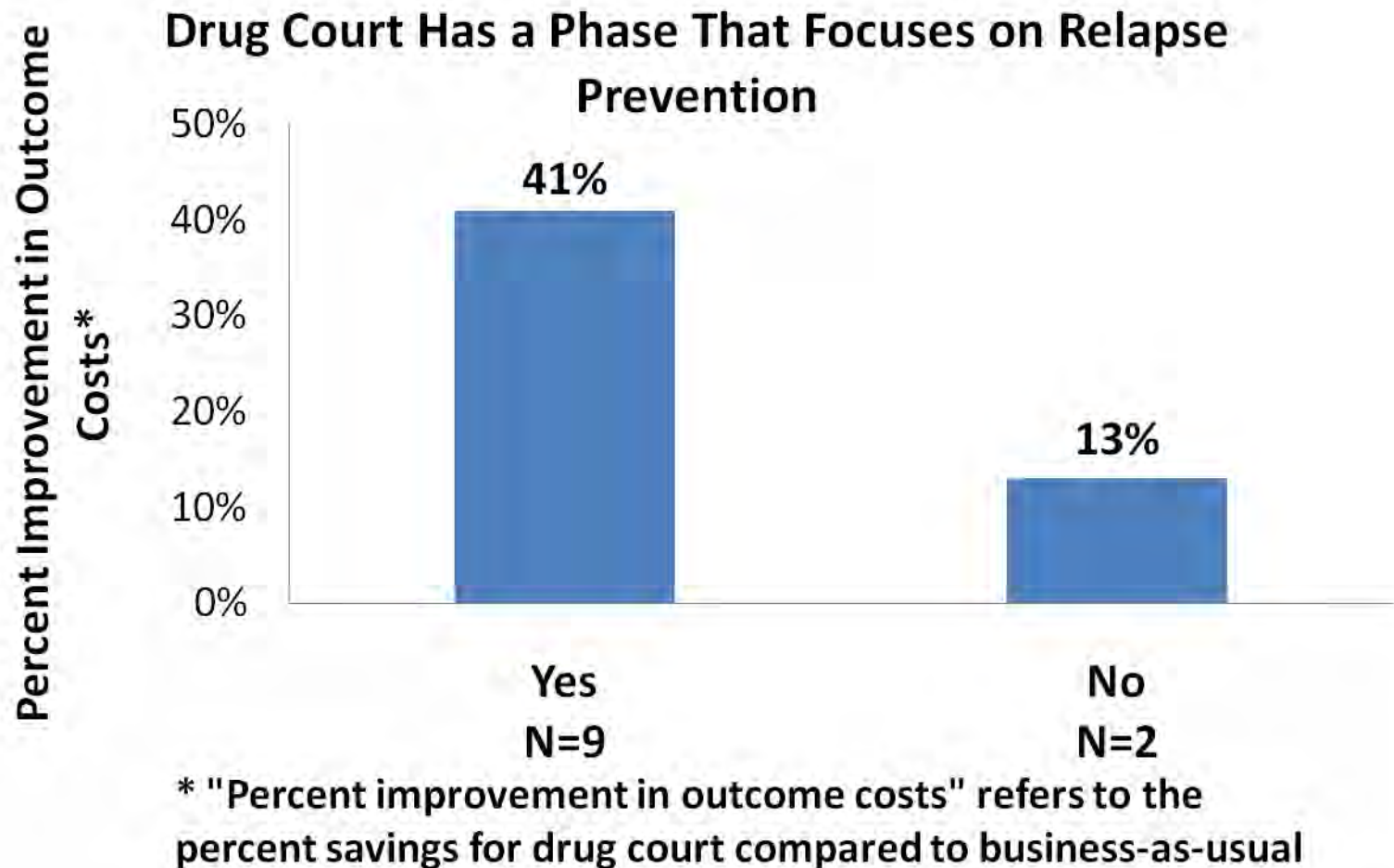
Note: Difference is significant at p<.05

Drug Courts where participants are expected to have greater than 90 consecutive days clean before graduation had <u>164% greater reductions in recidivism</u>
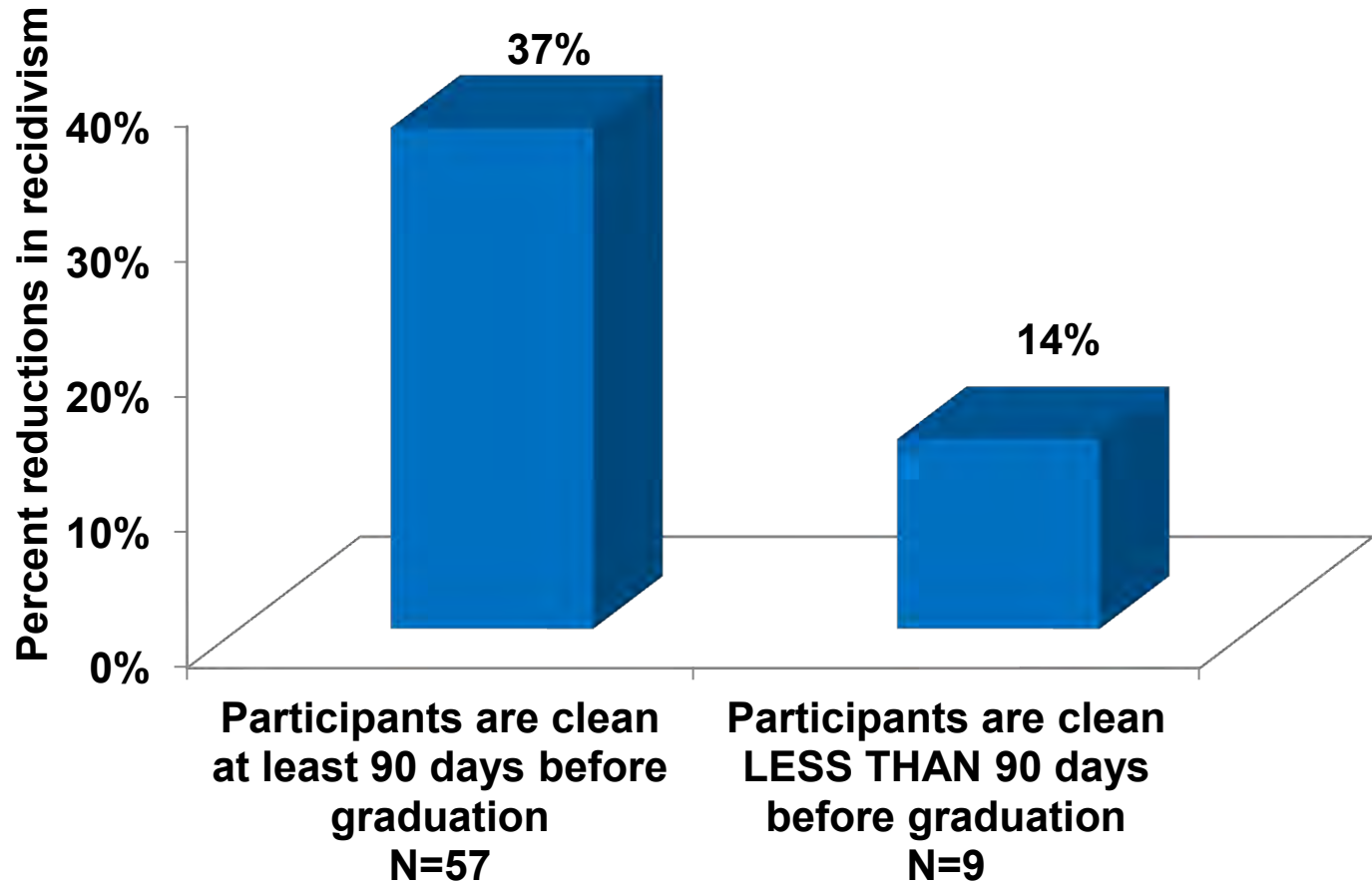
Note 1: Difference is significant at p<.15 (Trend)

Process Methods

- Program survey

- Interviews with program staff

- Document review

- Site visit/observations

- Focus groups with participants

- Review of program participant information from databases & paper files

- Analyze results (summarize data)

- Interpret results – best practices

Outcome and Impact Evaluation

Outcome and Impact Evaluation

***Outcome* Evaluation**: Within Program (services received, grad rate, completion in intended time-frame, factors that lead to graduation)

(No Comparison Group Needed)

***Impact* Evaluation**: Outside/After Program (recidivism, subsequent treatment, social services, health care)

(Comparison Group Needed)

Outcome and Impact Evaluation

Purpose: Determine whether the program has improved participant outcomes during and after participation

- Are services delivered as planned? (If not, why not?)

- Graduating participants as intended?

  (What is program graduation rate? What is different about those who graduate and those who do not?)

- Is the program having the intended impact?

  o Are participants being re-arrested less often?
  o Are participants spending fewer days in jail?

Outcome/Impact Methods

- Obtain access to data (IRB, MOU)

- Collect data

- Prepare datasets (examine/understand, put in format for analysis, match with other data)

- Select and match comparison group

- Analyze data

- Interpret results

Comparison groups

Purpose:

To answer the question, "Is the program effective?"

To learn whether the program is effective, there has to be something to compare it to. Effective compared to what?

A comparison group is the baseline. It tells us what would have happened if there had been no program.

Comparison groups

Without a comparison group you have to make *assumptions* about what would have happened:

Common Examples:

➤ Assumption 1: Participant would have had prison sentence so saved the time/cost of that sentence.

➤ Assumption 2: Participant would have had children in foster care or in shelter care so we saved those foster care resources.

Comparison groups

Problems with these Assumptions:

➢ Offender does not always get full sentence or get sentence at all.

➢ Offender almost never actually serves the full time of the sentence.

➢ Child does not always end up in foster care.

➢ If child is in foster care or shelter care, it is very difficult to predict how long s/he will stay there.

Comparison groups

Common Mistake: Comparing program graduates to program failures

"It is not surprising that succeeders succeed and failures fail"

---John Goldkamp

Comparison groups

Common Mistake: Comparing program graduates to program failures

- ✓ Both groups received the program. A comparison group needs to be those who did NOT receive the program so we can determine if the program makes a difference.

- ✓ By virtue of successfully completing or not completing the program, the two groups are inherently different.

Comparison groups

You can compare graduates to terminated *when you want to know what is different between those who graduate and those who do not* :

✓ <u>Example</u>: If more men graduate than women, it may be an indication that the program needs gender specific services

✓ <u>Example</u>: If those who had a shorter time between arrest and program entry were more likely to graduate, the program may want to look at ways to decrease this time.

Good comparison groups

➢ Should represent what would have happened if there was no program.

➢ Ideally has individuals who are exactly like the individuals who participated in the program but who did not participate.

Good comparison groups

Random Assignment
"*Gold Standard*" in research and evaluation

➢ Individuals who have been determined to be eligible for AODTC are randomly assigned (flip a coin) to participate in AODTC or "business-as-usual"

➢ Called a *Control Group*

Good comparison groups

Benefits of random assignment:

➢ Should eliminate any differences between the two groups that could affect outcomes (e.g., criminal history, ethnicity, motivation, age)

➢ Can be reasonably certain that any difference in outcome is due to the program

Good comparison groups

Drawbacks of random assignment

➢ Difficulty getting judge or team to agree

➢ Must begin project in real time and wait for outcomes to occur (2 to 3 years)

➢ This condition does not exist in reality (it is an artificial condition and may not represent true circumstances)

➢ Groups may not end up equal

Good comparison groups

Quasi-experimental design:

Historical Comparison Group

➤ Individuals who were eligible for the drug court before the drug court was implemented.

- ✓ Benefit: Motivation is less of an issue
- ✓ Benefit: Larger sample size
- ✓ Benefit: Reasonably easy to find appropriate individuals

Good comparison groups

Quasi-experimental design:

Historical Comparison Group

- ✓ Drawback: Changes in court system over time
- ✓ Drawback: Takes time to select (paper files)
- ✓ Drawback: May not have all the information necessary to determine exact eligibility

Good comparison groups

Contemporary Comparison Groups
(Same time as program participant sample)

Waiting lists

Eligible for the AODTC but no room
- ✓ Benefit: Very similar to participants
- ✓ Drawback: Generally very small sample (or doesn't exist).

Good comparison groups

Contemporary Comparison Groups
(Same time as program participant sample)

"Slipped through the cracks"

Eligible for the AODTC but were not referred
- ✓ Benefit: Less issue about motivation
- ✓ Benefit: Current "business-as-usual" contemporary
- ✓ Drawback: Can be difficult to find

How do you decide which comparison to use?

- ✓ What resources do you have available for evaluation?

- ✓ What data is available?

- ✓ Is the program too new for an outcome or impact evaluation?

- ✓ How much time do you have?

- ✓ What are you willing to do?

It is not always necessary or feasible to evaluate all outcomes for every program.

Final note on comparison groups

Do not compare graduates to the comparison group

Common for programs to want to look only at their graduates (Graduates are often considered the true product of the program)

❖ Terminated participants get program services and use program resources too.

❖ Terminated participants are also a product of the program.

Final note on comparison groups

Do not compare graduates to the comparison group

- ✓ Graduates = Apples; Terminated = oranges

- ✓ Comparison group has people who would have graduated (apples) had they participated in the program as well as people who would terminate (oranges). (But we don't know which ones.)

- ✓ Comparing graduates to the whole comparison group is comparing "apples" to "apples and oranges."

What Data Should We Collect?

What are your program goals?

- **Reduce recidivism?**

- **Reduce drug use?**

- **Employment?**

- **Education?**

- **Family Reunification?**

Think about the questions you might have about your participants and your program

Case Management Questions

Who drug tested positive yesterday?

(drug test dates and results)

Whose color came up for a drug test today?

(drug test dates and colors in advance)

Who missed a treatment session?

(dates of treatment sessions for each participant)

Who complied with all program requirements for the past two weeks?

Case Management Questions

Program staff are more likely to collect data if the data is useful to them in their every day work in the program

Data Needed within Program

- ❑ Identifiers (so we can find people in other databases)*
- ❑ Demographics*
- ❑ Drugs of Choice (Primary and secondary)*
- ❑ Risk-Need Score
- ❑ Program entry and exit dates*
- ❑ Date of eligible arrest and court case number
- ❑ Date of referral to AODTC program*
- ❑ Program status on exit (Graduated/Terminated/etc.)*
- ❑ If terminated, reason for termination
- ❑ Dates of entry into each phase*
- ❑ Dates of UAs (and other drug tests)*
- ❑ Dates of positive UAs (and other drug tests)*   *crucial data

Data Needed (Continued)

- Dates of AODTC court appearances*
- Dates of services received*
- General treatment issues
- Rewards and Sanctions (Dates, types and duration)*
- Non-compliant behavior (Dates, types)
- Aftercare services (Dates and types)
- Employment status at entry and exit
- Education status at entry and exit
- (For Juvenile) School attendance status at entry and exit
- (For Dependency and juvenile) Out-of-home placement and re-unification during program

*crucial data

Impact (and Cost Related) Data

(generally not collected by the program but IMPORTANT for evaluation – so find out source)

- ❑ Subsequent treatment episodes (after program)
- ❑ Dates of re-arrest after entering the AODTC program*
- ❑ Dates of DUI re-arrests after entering the program*
- ❑ Probation start and end dates
- ❑ Jail/Detention entry and exit dates
- ❑ Prison start and end dates
- ❑ Social and health services information
- ❑ (For juveniles) School related data such as completion status
- ❑ (For Dependency and Juvenile) Out-of-home placement and re-unification

Cost Evaluation

Cost-effectiveness **analysis calculates the cost of a program and then examines whether the program led to its intended positive outcomes. (Outcomes are not "costed." (e.g., for every $1 spent there is a 10% reduction in recidivism)**

Cost-benefit **evaluation calculates the cost of the program and also the cost of the outcomes, resulting in a cost-benefit ratio. (e.g., for every $1 spent on the program, $7.50 is saved in outcomes.)**

Cost Evaluation

Cost Evaluation questions:

1. What does it cost to run the program?

2. What are the benefits?

3. How will taxpayers be impacted by decisions to add, expand, eliminate or shrink these programs?

4. What are the financial implications of problem solving court approaches to meeting public service needs?

5. What does it cost the different agencies that contribute resources to the program? What are the benefits to these agencies?

How do you use evaluation results to get funding?

- Fact sheets (1 or 2 page quick summary of positive outcomes – e.g., cost savings)
- Executive summaries
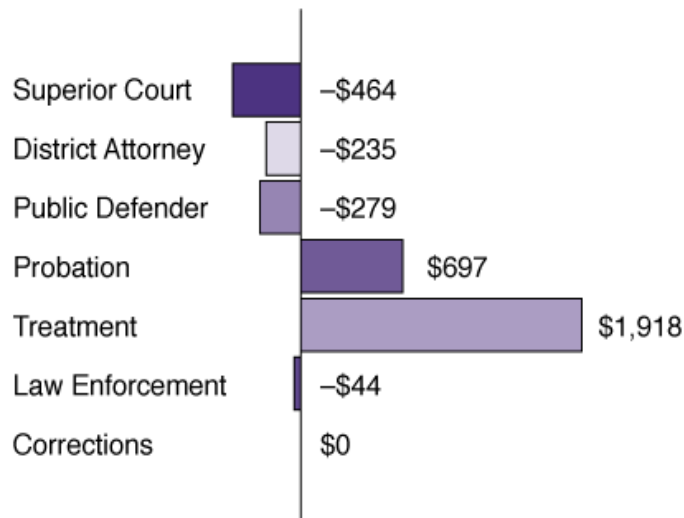- Anecdotes from graduates
- Graduates in person

Percentage of People Re-Arrested Within Two Years

33%	41%	67%
Drug Court Graduates	All Drug Court Participants	Comparison Group
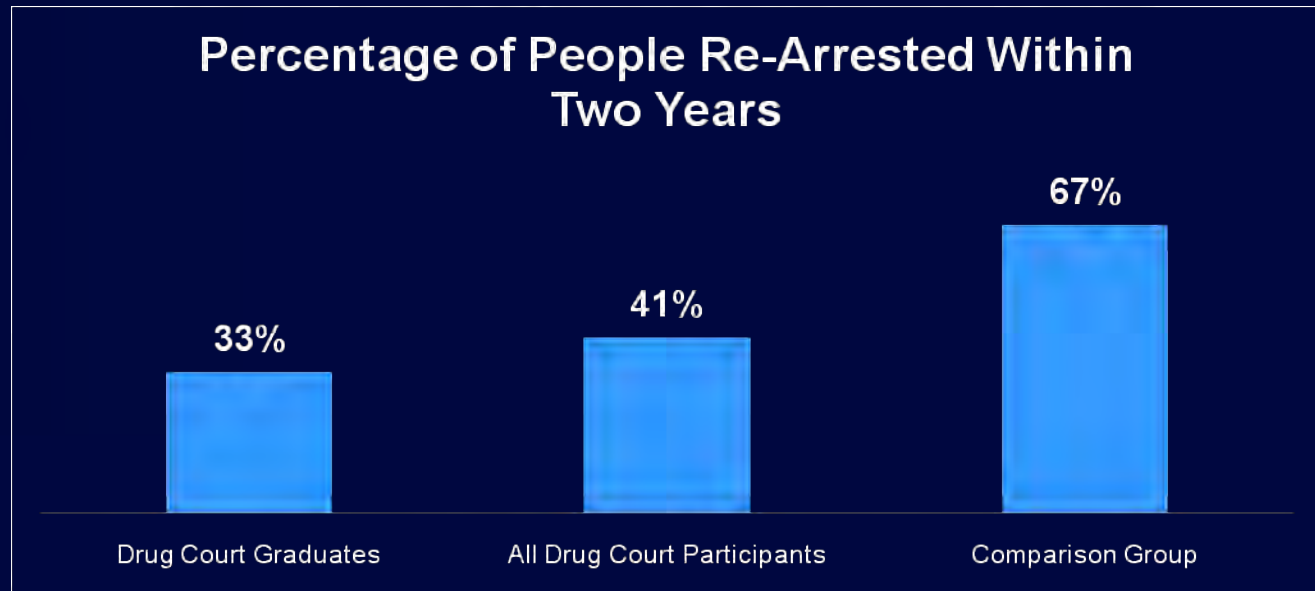
Results
Costs by Agency

Net Investment: Case Processing Costs

Most agencies spent less on drug court than on traditional case processing.

Agency	Amount
Superior Court	–$464
District Attorney	–$235
Public Defender	–$279
Probation	$697
Treatment	$1,918
Law Enforcement	–$44
Corrections	$0

Phase II: Six-site average per participant

Net Savings From Positive Outcomes

Corrections and law enforcement realize greatest savings from reduced recidivism of drug court participants.

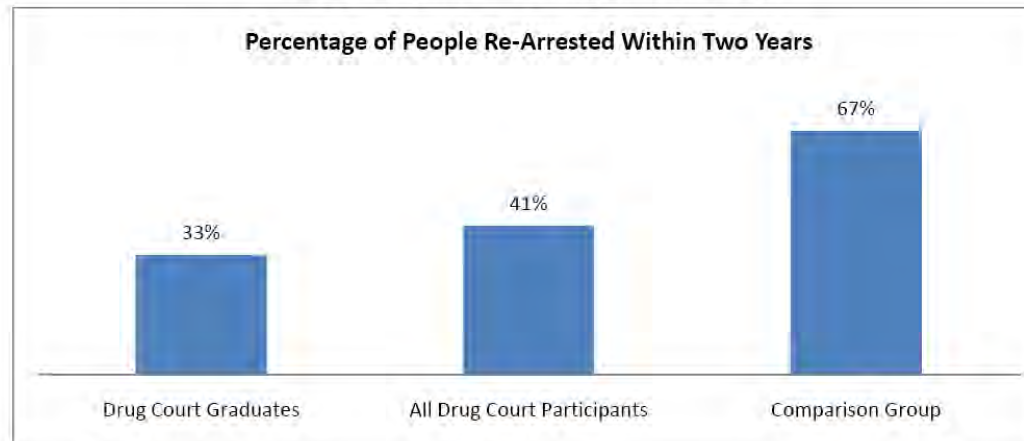| Agency	Amount
Superior Court	$46
District Attorney	$12
Public Defender	$19
Probation	$53
Treatment	–$637
Law Enforcement	$1,525
Corrections	$3,292
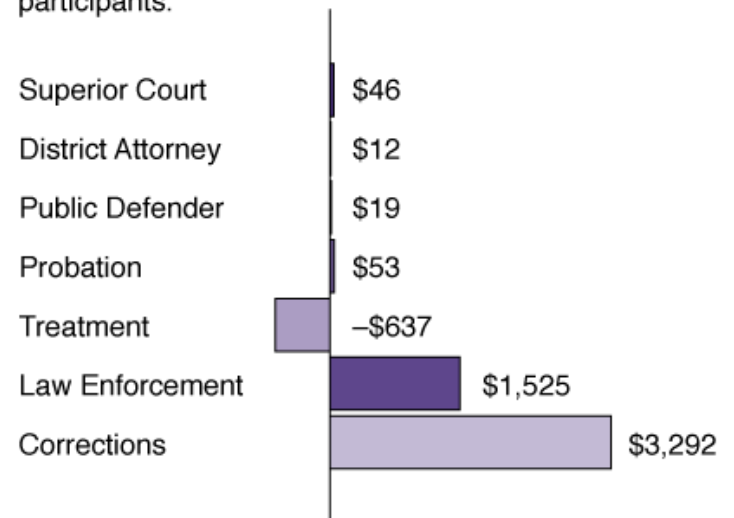
Phase II: Six-site average per participant

SAN MATEO COUNTY (CALIFORNIA) DRUG COURT - SOUTH COST STUDY FACT SHEET

The following statistics are part of a multi-site evaluation of the costs and benefits of California's drug courts. This fact sheet is a component of Phase III, statewide launch phase, of a research effort to develop a statewide methodology for assessing the benefits and costs of drug courts in the State of California. The aim of this effort is to produce a validated methodology to conduct inexpensive cost-benefit studies on an ongoing basis of drug courts throughout the state. As a part of this effort, a web-based tool was created – the Drug Court Cost Self-Evaluation Tool (DC-CSET) – which drug courts statewide can use to help determine their own costs and benefits. For more information on this study and other drug court studies go to www.npcresearch.com and www.courtinfo.ca.gov/courtadmin/aoc.

RECIDIVISM RATE

San Mateo County Drug Court - South participants had the following recidivism (re-arrest) rates over a two-year period.[1] Re-arrests include any type of arrest (but not including traffic citations).

Figure A: Two-Year Re-Arrest Rate for San Mateo County Drug Court – South: Graduates, All Participants and Comparison Group

Percentage of People Re-Arrested Within Two Years

- Drug Court Graduates: 33%
- All Drug Court Participants: 41%
- Comparison Group: 67%

COSTS AND BENEFITS DUE TO RECIDIVISM

Table A shows the average number of recidivism events (e.g., re-arrests, jail time, prison time) per offender for drug court graduates, all drug court participants (regardless of graduation status) and the comparison group over 2 years after drug court entry.[2]

❖ What individual and programmatic factors influence recidivism?

- **Younger participants and individuals with more arrests prior to DTC participation were more likely to re-offend.**

- When controlling for the other variables, the odds of re-offending decreased 7% with each additional year older the participant was at DTC start and increased 48% with each additional prior arrest.

- An optimal length of stay in the program—approximately 13 to 14 months—was associated with no cumulative subsequent arrests.

Drug Treatment Court Produces Savings Over Time
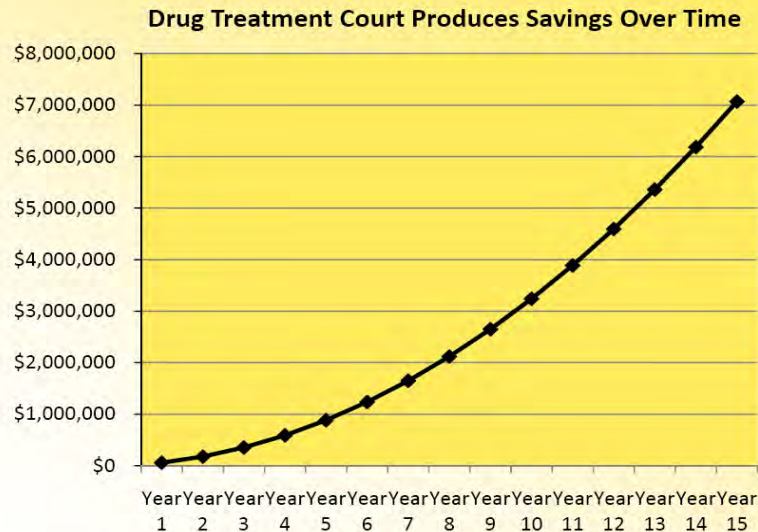
❖ Do drug treatment courts save money in the long run?

YES. Overall, the DTC results in cost savings, especially for program graduates. The DTC program had criminal justice system outcome cost savings of **$2,945 per participant** after 10 years. Outcome cost savings were **$46,207 per graduate** after 10 years, so there is a clear benefit to the taxpayer in working to engage offenders and helping them successfully complete the DTC program. Overall, these results demonstrate that the DTC program uses fewer criminal justice system resources than traditional court processing.

The chart above illustrates actual and projected cost savings over time.

Show the Human Side

Before DC   **After DC**

Who do you tell?

- **The Media:**

  To get the word out to the general public (e.g., community activities)

- **The Legislature**:

  Senate Health & Welfare, House & Senate Judiciary Committees, Senate & House Appropriations, House Institutions & Correction

- **State Policy Executives**:

  Secretary of the Agency of Human Services, Deputy Commissioner of Health, Commissioner of Mental Health, Commissioner of Corrections

What Does it Cost to Evaluate a Drug Court?

It depends:

- **What kind of evaluation?**
- **What do you want to know?**
  - o **Are you following best practices?**
  - o **How are your participants doing in the program?**
  - o **What is the program's impact on long-term client outcome?**
- **Who is doing it?**
- **What kind of data do you have available?**
- **Comparison group availability**

How do you choose an evaluator?

How do you find an evaluator?

- Talk to your state office to find out if the state has evaluators available to do your drug court evaluation.

- Check with the county or city to see if they have evaluators identified.

- You can also find an evaluator by contacting local universities-departments of psychology, education, criminal justice, political science, etc.

- Talk to other programs that have been evaluated and find out what worked for them

- Look for evaluations you like online and see who did them

BREAK

Colorado – Outside Evaluation

Brenidy Rice

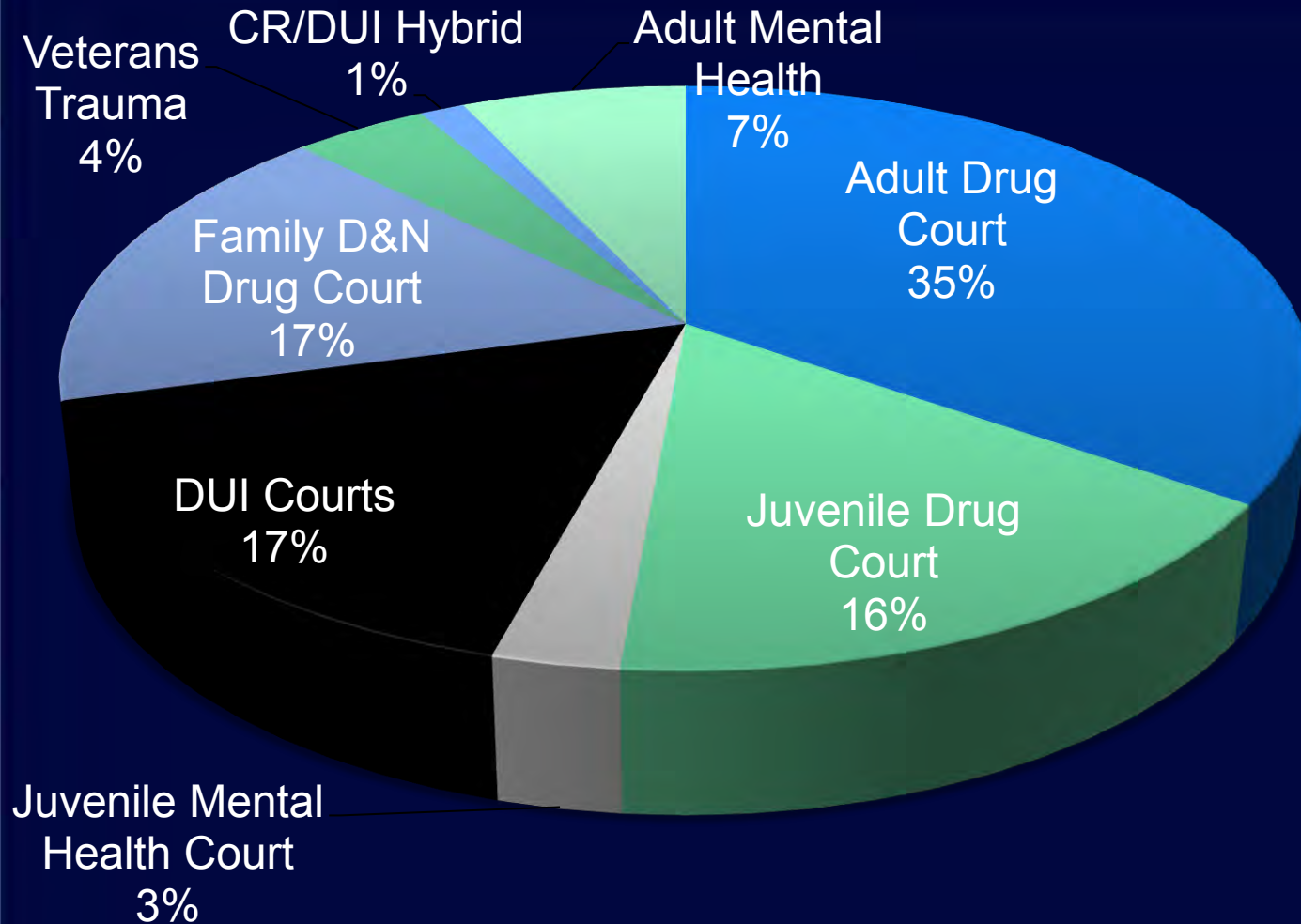# Colorado: Changing the Culture of Data
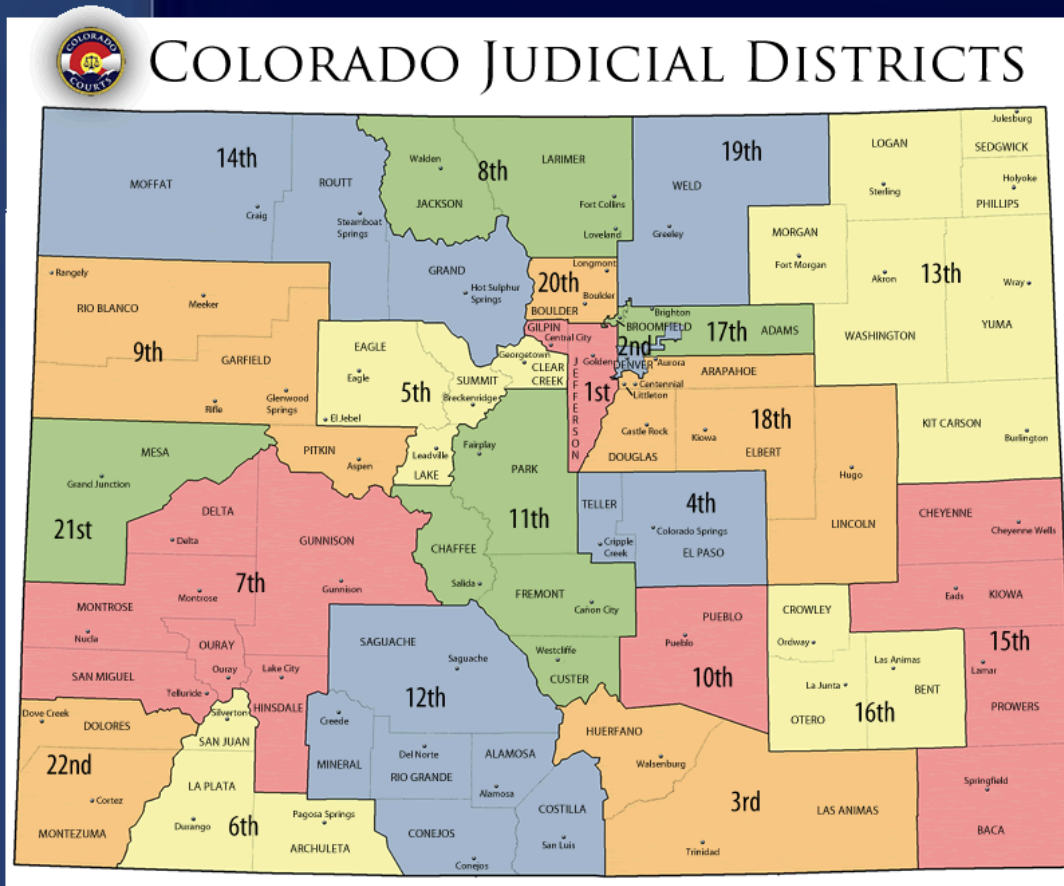
- First drug court started in Denver in 1994

- Grassroots work

- Strong local leadership and support of programs

- Statewide organization started in 2007

Colorado: Changing the Culture of Data

❑ **75 Operational Problem Solving Courts**

❑ **7 Problem Solving Courts in Planning**

❑ **Now serving over 3,000 Defendants/Clients**

❑ **Most Commonly used drugs**

   ❑ **Alcohol**

   ❑ **Marijuana**

   ❑ **Amphetamines**

   ❑ **Cocaine**

   ❑ **heroine and prescription drug use growing**

Colorado Problem Solving Courts

Colorado Problem Solving Courts

Total Problem Solving Courts
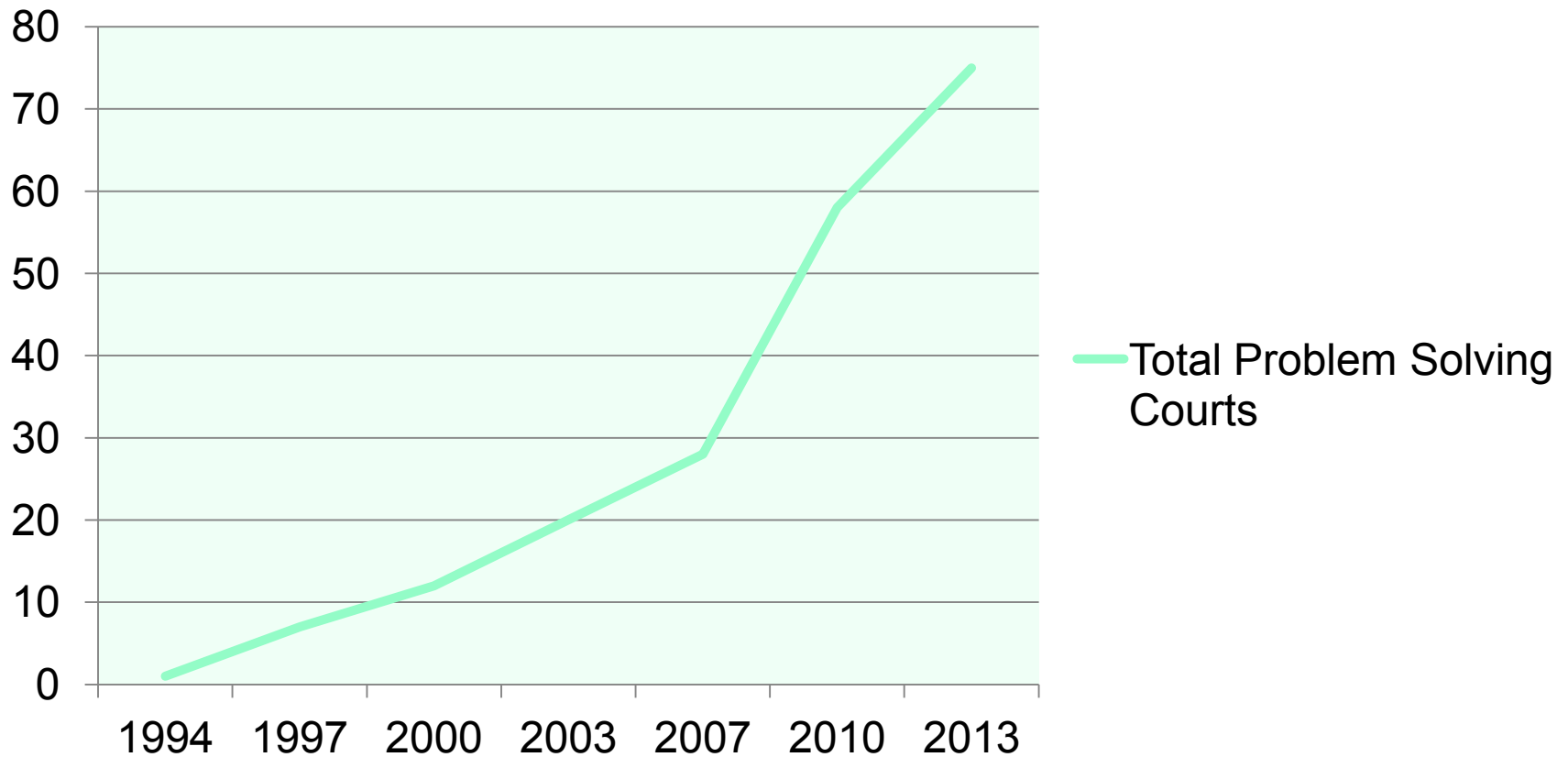
Growth in Colorado
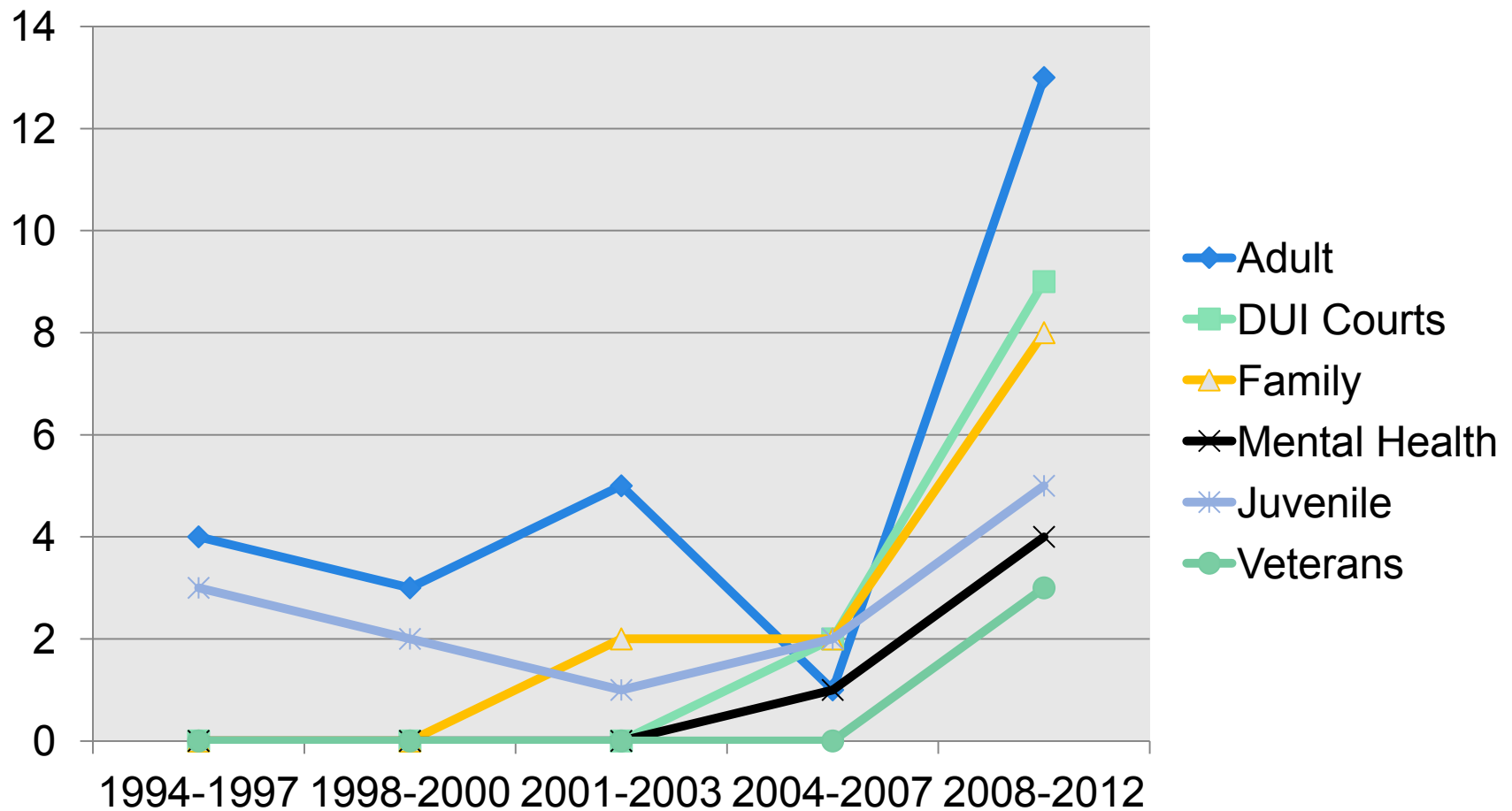
Changing the Culture of Data: Getting started

- ❑ No drug court specific data collected prior to 2008
- ❑ Statewide courts system could not adequately track drug court data
- ❑ Drug Court specific database created in 2007
  - ❑ Capture data that will answer important questions from different audiences
    - ❑ Stakeholders
    - ❑ Funders
    - ❑ Program managers
    - ❑ Drug Court teams

THERE ARE TWO KINDS OF PEOPLE

THOSE WHO CAN EXTRAPOLATE FROM INCOMPLETE DATA

Changing the Culture of Data: Getting started

❑ Why we needed an evaluation
  ❑ Tell the Colorado Story
  ❑ Programs are doing well…but we always need to be improving and adapting with emerging research
  ❑ Have data to support programs are reaching goals
  ❑ Garner increased community, legislative and Judicial support
  ❑ Justify and keep funding
    ❑ What is our money buying us?

Database design: What I wish I would have known

- Make key data elements required
- Use drop down menus whenever possible
- Use data validations when possible- Dates, Numbers
- Use edits to make sure data is correct-
    - DOB can't be prior to 1900
- Provide on screen instructions and definitions for data entry
- Date stamp data entry

Changing the Culture of Data: Making the case for data

❑ Its all about the relationships!
  ❑ People need to understand what the data means and why they should spend their time collecting it
  ❑ Buy in from leaders
  ❑ Making the data useful to the individual program
    ❑ Creating reports
  ❑ Incentivize use of data system

Colorado Evaluation: How do you prepare for an evaluation?

❑ Make sure you have the data to answer the critical questions
  ❑ The right data, enough data and over a long enough period of time
  ❑ Who inputs the data and where
  ❑ Definitions of data elements

❑ Get to know your data people!
  ❑ Know which data is stored where
  ❑ How/If data can be accessed
  ❑ Plan for transferring data- Formats, ensuring confidentiality and size limitations

Colorado Evaluation: How do you prepare for an evaluation?

- ❑ Know what data you need to answer the questions you want answered: Program Perspective
  - ❑ Measurable Program goals
  - ❑ Reaching your target population
  - ❑ Validated instruments to measure addiction severity, drug of choice
    - ❑ Results from beginning and throughout program
  - ❑ Court process
    - ❑ Phases advancements
    - ❑ Graduation
    - ❑ Client behavior
    - ❑ Responses to behavior

Colorado Evaluation: How do you prepare for an evaluation?

- ❑ Treatment / Service dosage
- ❑ Functioning of drug court team
  - ❑ Attendance at staffing and review hearings
  - ❑ Membership of team
- ❑ Outcomes
- ❑ Retention
- ❑ Recidivism
  - ❑ Define what measure of recidivism you will use for your program
- ❑ Sobriety
  - ❑ Measured by drug tests

Colorado Evaluation

"The results of the outcome analysis for Colorado's adult drug courts and DUI courts are overwhelmingly positive."

- ❑ Evaluation included a total of 33 Adult (24) and DUI (9) Courts

- ❑ Programs have graduation rates that are equivalent to, or better than, the national average. (47% for adult drug courts and 61%)

- ❑ Participants are graduating within the intended time frame

- ❑ 24 months after drug court entry program participants (regardless of whether they graduated from the program) had significantly lower recidivism, including:
  - ❑ significantly fewer drug charges and DUI charges
  - ❑ significantly fewer person charges
  - ❑ significantly fewer misdemeanor and felony charges

Adult Drug Court Impact
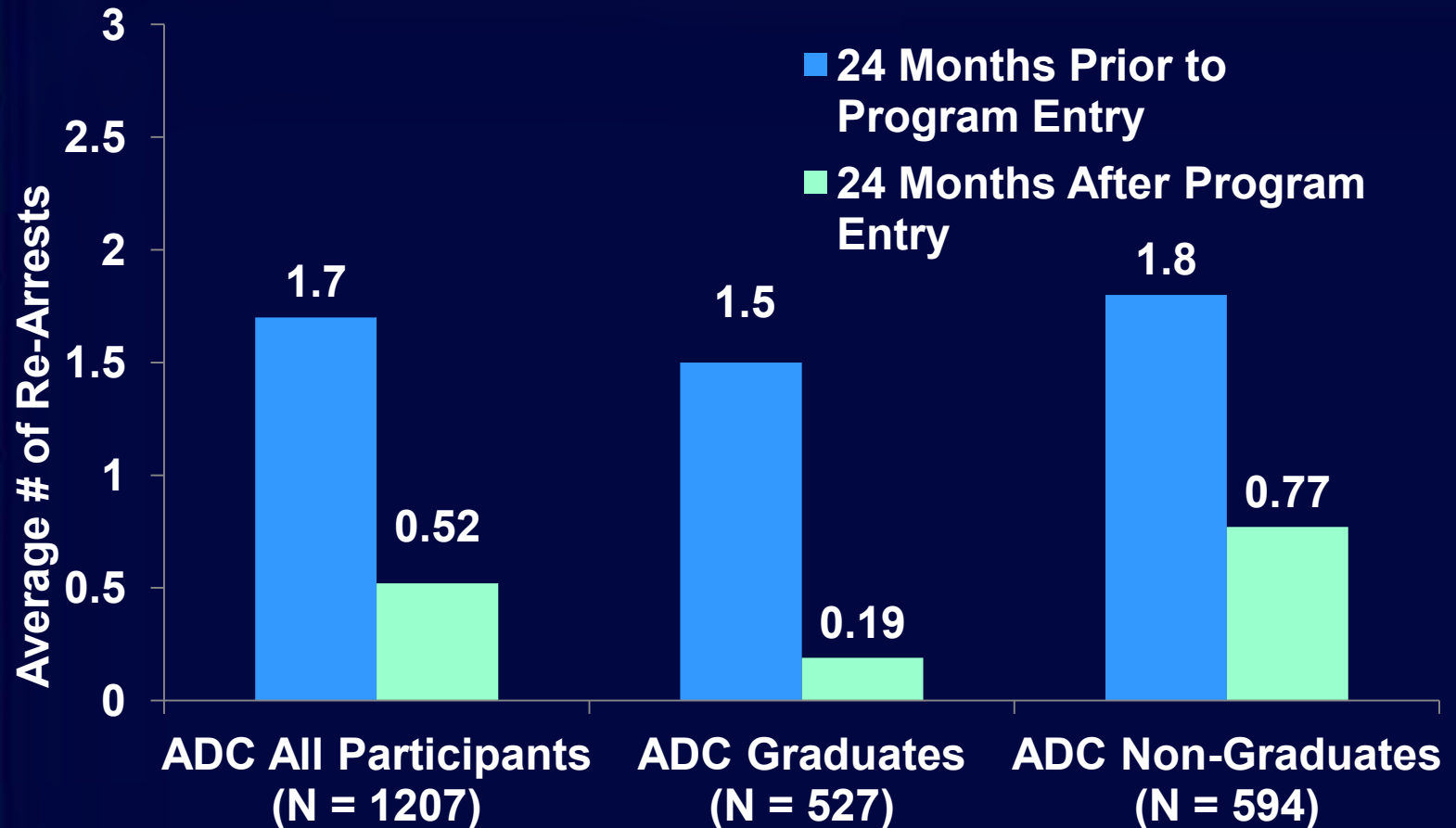
DUI Court Impact
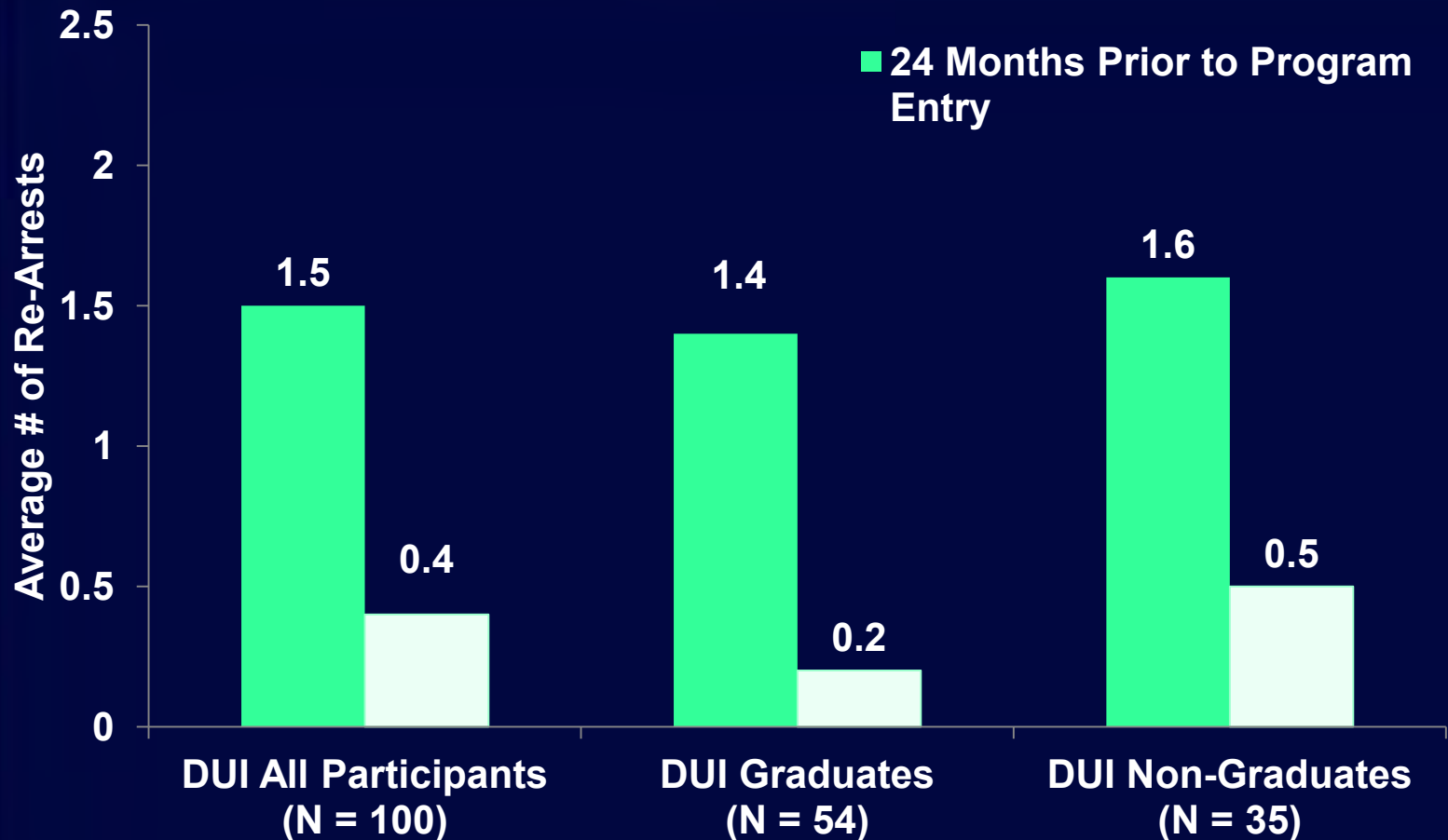
Colorado Process Evaluation

- Self evaluation tool
  - Pros
  - Cons
  - Results

Process Evaluation Results

❑ <u>79%</u> of Colorado adult drug and DUI court programs reported that treatment communicated with the team via email

❑ <u>81%</u> of Colorado's adult drug and DUI courts reported performing drug tests at least twice weekly

❑ <u>90%</u> of Colorado's adult drug and <u>DUI</u> courts reported requiring participants to have 90 days clean before graduating the program

Process Evaluation Results

❑ <u>67%</u> Impose sanctions immediately after non-compliant behavior

❑ <u>100</u>% Reported that their judges spend at least 3 minutes per participant during drug court hearings

❑ <u>85%</u> Require new staff to be trained on the drug court model before or soon after joining the team

Process Recommendations

- Prompt placement in the ADC or DUI court program- 21% reported participants entered the program within 50 days of arrest

- Having both defense attorney and prosecutor as members of the drug court team *and* attending staffings and court sessions -66% reported that all six core team members attended staffings and 61% reported all members attended court sessions

- Including graduation requirements for sober housing and employment or school

Recommendations

❑ Ensuring that sanction and reward guidelines are written and provided to the team- 64% give team members a written copy of sanction guidelines

❑ Decreased use of jail, particularly for first positive drug test- 88% reported jail can be used after the first positive drug test

Recommendations

❑ Adjusting drug test procedure so drug tests results are back within 24 hours 55% received drug test results within 2 two days

❑ Looking for opportunities to provide health and dental care

❑ Finding ways to provide transportation (particularly in DUI courts)

❑ Adding law enforcement to the team 52% of reported that law enforcement is a member of the team.

Outcome Evaluation Results

❑ Our DUI Court participants were found to be different from our Adult Drug court participants: More likely to be older, more educated, employed and with higher incomes, and scored out substantially lower on the Risk Assessment

❑ 70% of adult drug court participants scored as medium to high risk on the LSI and ASUS

❑ Identified key difference in graduates and non-graduates

ADC Participants	Graduates (n = 864)	Non-Graduates (n = 1139)	Statistically Significant?
Male	66%	70%	**NO**
Mean age at index case arrest	32.61	32.09	**NO**
Race			**YES**
American Indian/Alaskan Native	.1%	1.0%	
Asian/Pacific Islander	1%	.4%	
Black/African American	11.3%	22%	
Hispanic/Latino	11.8%	14.2%	
White	75.1%	62.1%	
Other	.7%	.3%	
Level of Education at Program Entry			**YES**
Less than 12th grade	25.6%	34.6%	
Graduate Equivalency Diploma (GED)	15.2%	21.5%	
High School Graduate	22.9%	16.3%	
Some Vocational/Technical Program	3.5%	3.0%	
Vocational/Technical Diploma	2.1%	3.5%	
Some College	19.5%	13.1%	
Associates Degree	2.1%	1.4%	
Bachelors Degree	6.4%	2.5%	
Masters Degree	.5%	0%	
Doctorate, Ph.D., advanced degree	.5%	0%	
N/A	1.6%	4.1%	
Employment Status at Program Entry			**YES**
Full-Time	33%	16.6%	
Part-Time	15.4%	14.6%	
Unemployed	47.3%	64.9%	
Disabled	4.4%	3.7%	
Retired	0%	.3%	
Income for 3 Months Prior to Program Entry			**YES**
Under $2,000	48.8%	71.1%	
$2,000-$3,999	25.1%	16.3%	
$4,000-$6,999	14.1%	5.4%	
$7,000-$8,999	2.1%	2.5%	
$9,000-$12,999	2.1%	.3%	
$13,000-$15,999	.8%	0%	
Above $16,000			

DUI Court Participants	Graduates (n = 119)	Non-Graduates (n = 70)	Statistically Significant?
Male	73%	72%	**NO**
Mean age at index case arrest	39.3	38.1	**NO**
Race			**YES**
American Indian/Alaskan Native	1.7%	14.3%	
Asian/Pacific Islander	.8%	0%	
Black/African American	3.4%	4.3%	
Hispanic/Latino	12.6%	5.7%	
White	81.5%	75.7%	
Other	0%	0%	
Level of Education at Program Entry			**NO**
Less than 12th grade	12.7%	19.2%	
Graduate Equivalency Diploma (GED)	6.3%	3.8%	
High School Graduate	25.4%	11.5%	
Some Vocational/Technical Program	4.8%	11.5%	
Vocational/Technical Diploma	4.8%	0%	
Some College	17.5%	34.6%	
Associates Degree	6.3%	7.7%	
Bachelors Degree	17.5%	3.8%	
Masters Degree	1.6%	7.7%	
Doctorate, Ph.D., advanced degree	1.6%	0%	
N/A	1.6%	0%	
Employment Status at Program Entry			**NO**
Full-Time	87.1%	73.1%	
Part-Time	4.8%	15.4%	
Unemployed	6.5%	11.5%	
Disabled	1.6%	0%	
Retired	0%	0%	
Income for 3 Months Prior to Program Entry			**NO**
Under $2,000	9.5%	23.1%	
$2,000-$3,999	27%	19.2%	
$4,000-$6,999	34.9%	34.6%	
$7,000-$8,999	4.8%	7.7%	
$9,000-$12,999	11.1%	0%	
$13,000-$15,999	1.6%	0%	
Above $16,000			

You Have an Evaluation…Now What?

❑ Make sure people have the results!

  ❑ Make it easy and digestible for people – Executive Summary and individual court reports

❑ Communication plan

  ❑ Share results with stakeholders, partners, funders and practitioners

  ❑ Report both the negative and the positive- show transparency and program integrity

You Have an Evaluation…Now What?

Develop a follow up plan

- ❑ Colorado Statewide Advisory Committee

- ❑ Strategic plan

- ❑ Annual action planning

- ❑ Integrated into ongoing TA and trainings

You have an evaluation…now what?

❑ 2011- Even sharing with the legislature that we were going through an evaluation gave us justification to request permanent funding to replace grant funding

❑ 2012-Received additional 9 FTE from legislature after evaluation was completed

  ❑ Bipartisan and unanimous support

❑ 2013- Critical component to maintaining treatment funding

❑ 2014- Justification for requesting additional treatment funding and FTE

What I wish I would have known…

- ❑ Data can be dirty
- ❑ Working with programs to ensure records are complete
- ❑ Consistent communication Before, During and After with practitioners and program leaders
  - ❑ Specifically address fear of evaluation
- ❑ Give the process plenty of time

In the Headlines

The chance that you'll enter a drug court that might help you avoid getting arrested again is about 50-50, the equivalent of a coin toss.

Huffington Post "Drug Courts, Enter at your own Risk" 12/15/11

In the Headlines

Drug courts reduce crime by up to 50 percent and have been found to save up to $13,000 for every individual they serve. We also now know that 75 percent of those who complete drug court are never arrested again, an impressive track record for the courts.

Huffington Post "Drug Courts are Crucial to Criminal Justice Reform" 6/29/11

In the Headlines

On the average "our success rate in drug court is 74 percent and in Veteran's Treatment Court, it is 78 percent."

Huffington Post "Brooklyn Treatment Court: A second chance for drug offenders" Chuck Gomez 4/22/13

In the Headlines

"It has the added benefit of saving taxpayers the $37,000-a-year cost of incarcerating an individual"

www.nj.com The Jersey Journal "Morgan's Corner: Learning about Drug Court Options" 6/26/13 Earl Morgan

BREAK*

Idaho Peer Review

Norma Jaeger

Process Evaluation/
Peer Review

- Process evaluation can be considered as an evaluability evaluation

- Some programs that "did not work" actually never happened

- Process evaluation clarifies that all intended elements of the program are actually in place, operational and implemented with fidelity

Structured Peer Review

- Peer review can be a three way "win"

- Trained peer brings knowledge of the standards to the "home court"

- The court that is reviewed gains an independent review of operations

- Both peer reviewer and the court reviewed get an opportunity to hear about other ways of operating, innovative practices

Idaho Peer Review Components

- Fully structured review process / procedures

- Based on the latest research findings

- Tied to adopted Idaho Adult Drug Court Statewide Standards and Guidelines

- Archived Peer Reviewer Webinar on-line

- Easily customizable to other jurisdictions

- Cost-effective approach to fidelity oversight

What are the components?

- Document of Peer Reviewer Tasks and recommended Timelines

- Introductory Letter to court to be reviewed

- On-line Pre-visit Court Operations Survey

- Summary report of survey results

- Key informant interview outlines including participant interview outline

Components (Continued)

- Pre-court Staffing review checklist

- Court Status Hearing review checklist

- Overall on site checklist (copy left at exit interview)

- Report Template, including action plan form for the court

Policy / Procedures

- Statewide Standards and Guidelines address expected compliance and potential sanctions

- Coordinating Committee adopted Peer Review Policy and Procedures

Policy

- General policy is one of positive expectation, support and assistance

- Initial non-compliance treated as need for assistance

- Continued non-compliance triggers a corrective action planning process ; up to 18 months

- Ultimate non-compliance will result in loss of state funds for operation and treatment

Procedures

- Statewide Coordinator determines reviews

- Reviews every three years or for cause at any time

- Reviews will generally involve two days

- Peer reviewer expenses paid but not time

- Courts expected to cooperate and facilitate the review when selected

- Two reviewers desirable but budget unclear

Additional Thoughts

- Need to continue to update the review criteria

- Need to continue to train reviewers and build in feedback and communication among reviewers and state coordinator

- Need to beef up the review of treatment

- May use the on-line survey regularly with all courts, outside the on-site peer review

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