Calgary

CPIP Evaluation Toolkit for

Social Development Programs

March 4, 2020

INTRODUCTION

The Crime Prevention Investment Plan (CPIP) supports time-bound, evidence-based programs focused on crime prevention. The long-term goals of CPIP are to reduce criminal offending or re-offending and enhance wellbeing. These goals are high-level, have multiple co-occurring causal factors, and are difficult to measure at the program level. Because of this, CPIP has also identified mid-term outcomes that research shows contribute to the long-term goals. In the mid-term, CPIP seeks positive change to risk and protective factors related to criminal offending or re-offending.

CPIP funds programs using either a social development lens, which can focus on early intervention for people most at risk of involvement in crime or prevention of reoffending for those already engaged with the criminal justice system; or the Siim ohksin: Wahkotiwin approach towards crime prevention among Indigenous[1] people. Likewise, the evaluation of CPIP-funded programs incorporates both Western approaches and Indigenous evaluation methodology, known as wisdom seeking[2].

This toolkit is for programs using a **social development approach** to crime prevention and interested stakeholders. It provides a step-by-step guide to CPIP evaluation and links to supporting resources.

A separate toolkit for programs using Siim ohksin: Wahkotiwin is available. For more information on the rationale underlying CPIP's evaluation strategy, see the Framework for Wisdom Seeking and Evaluation. Both are available in the "Evaluation" section of www.calgary.ca/CPIP.
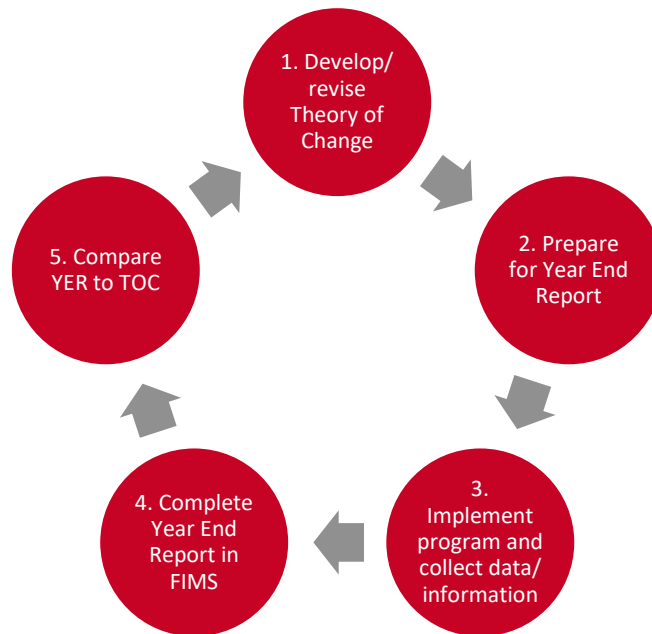
GOALS AND PRINCIPLES OF WISDOM SEEKING/EVALUATION

CPIP's goals for evaluation/wisdom seeking are to assess whether programs are being implemented as planned and whether they are contributing to mid-term outcomes. The following principles provide the foundation for CPIP evaluation/wisdom seeking:

1. CPIP accepts wisdom seeking as a valid approach to evaluation.

2. All programs are required to collect data/information and use it to report on program outcomes. Siim ohksin: Wahkotiwin programs use wisdom seeking, which parallels Western methods, as well as surveys developed for Siim ohksin: Wahkotiwin. Social Development programs can choose the data/information collection and analysis methods that work best for them.

3. Both funded programs and CPIP strive for continuous improvement.

STEP-BY-STEP GUIDE

Figure A is an overview of the steps in the process. More details on each step follow.

Figure A. Overview of Steps

STEP 1: Develop/revise Theory of Change

Each program will develop a one-page Theory of Change (template available here). Do not change the section titles, font size, spacing, or margins in the template.

A TOC includes the following sections:

- <u>Crime Prevention Level</u> - Early Identification, Prevention of Reoffending, or Siim ohksin: Wahkotiwin (from CPIP application)
- <u>Need</u> - Statistical information about the population served, include references (City of Calgary Community Profiles, available at http://calgary.ca/communities, provide demographic, economic, and housing information for specific community and Calgary as a whole.)
- <u>Goal</u> - Short sentence stating program goal, references not needed
- <u>Strategy</u> - Description of strategies program will use to achieve the goal, references not needed
- <u>Rationale</u> - Summary of key research findings supporting why the strategy is expected to advance the program goal, include references
- <u>Risk/Protective Factors</u> - One to three risk/protective factors that closely align with program goals and strategies selected from the CPIP Risk/Protective Factors List, which is available online. The list has over thirty individual and family risk and protective factors that research demonstrates are linked with criminal involvement. Programs that focus on a risk or protective factor that is not on the list but is supported by research should contact their Partnership Specialist to discuss options.

Partnership Specialists approve TOCs and file them with CPIP.

STEP 2: Prepare for Year End Report

In the Year End Report, programs share information on their activities, outputs, and mid-term outcomes. The core of CPIP evaluation is comparing a program's intentions, as described in their TOC, to their performance, as described in their Year End report. **Programs should closely review the Year End Report form early in the year** to ensure that they are collecting the information necessary to complete it. The Year End Report includes five sections, four of which are compared to a section in the TOC, see figure B below.

> The core of CPIP evaluation is comparing a program's intentions, as described in their TOC, to their performance, as described in their Year End Report.

Figure B. Comparison between Year End Report and TOC

Year End Report section	TOC comparison section
Crime Prevention Level	Crime Prevention Level
Program Activities	Strategy
Clients, Contacts, Volunteers, Volunteer Hours	Need
Mid-Term Outcomes	Risk/Protective Factors
Continuous Improvement	not compared to TOC

In the Mid-Term Outcomes section, programs must provide evidence demonstrating whether their program is having a positive impact on each risk/protective factor in their TOC. For each risk/protective factor listed on the TOC, programs are required to respond to Parts A and B.

Part A: Check one of two boxes:

_____ Yes, the program is positively influencing this risk/protective factor.
_____ No, so far, the program has had little or no positive influence on this risk/protective factor.

CPIP funds evidence-based programs from organizations with a solid track record of effective service delivery but recognizes that few programs are successful on all fronts all the time. The evaluation process has built-in room for programs to report on both successes and challenges, in the spirit of continuous improvement.

Part B: Provide evidence to support the *"Yes"* or *"No"* statement in Part A.

Whether programs select "*Yes*" or "*No*" in Part A, they are required to provide evidence to back up their claim. To provide evidence, programs need to collect data/information about participants, analyze it, and report on what they learn. Programs can choose how to do this, and methods can be more or less formal, but to be successful, programs need to plan what approaches they will use to collect and analyze information/data about whether the program is making positive changes to risk and protective factors. They cannot rely only on anecdotes or impressions to draw these conclusions.

> Programs are required to use data/ information to draw conclusions about midterm outcomes.

For programs that already have evaluation processes in place, preparing to complete the Year End Report may be as simple as ensuring that the timing and methods they use will work for CPIP's requirements. Programs with less evaluation capacity may require more up-front work. Programs can choose to use more formal methods of data collection, like written or in-person surveys with each program participant at the beginning and end of the program, or less formal methods like a talk-back session at the end of the program. All data that is collected must be organized and made sense of, or analyzed, to identify trends or patterns that shed light on whether the program is impacting risk/protective factors. Appendix A. Learning About evaluation and Appendix B. Measuring Outcomes each include several resources to assist programs in developing and implementing evaluation plans. While researchers cannot provide detailed feedback about each program's evaluation processes, they can provide high-level consultation via the Partnership Specialist.

> **Confidentiality and Informed Consent**
> Program participants have the right to decide whether to participate in evaluation activities and to have their information be kept confidential. If your program doesn't already have confidentiality and informed consent procedures in place, see Appendix A. Learning About Evaluation.

STEP 3: Implement Program and collect data/information

Program implementation is ongoing. Programs follow their evaluation processes (described in Step 2) to collect and analyze data/information as they implement the program. Programs must analyze data/information in time to include results in the Year End Report.

STEP 4: Complete Year End Report in FIMS

Each year programs are required to submit a Year End Report in FIMS. (Sample form is available here.) Partnership Specialists review Year End Reports to ensure that all information is filled out correctly and any anomalies are explained. If revisions or additional information is necessary, Partnership Specialists may send Year End Reports back to programs before approving them.

STEP 5: Compare Year End Report to TOC

After approving a program's Year End Report in FIMS, Partnership Specialists, with support from CPIP researchers, compare it to the program's TOC. The comparison focuses on the extent to which a program's intentions, as outlined in the TOC, align with their performance, as described in the Year End Report. Partnership Specialists will meet with programs to discuss the comparison and lessons learned. This discussion leads back to STEP 1, revising the TOC.

References and Notes

1. For the purposes of this document, Indigenous refers to not only the legal definition contained in Section 35 of the 1982 Canadian Constitution Act, First Nations, Metis and Inuit, but also the historic – individual, familial, and communal definitions of what it means to be an Indigenous person in Canada. The complex history and current scope of the political, cultural, economic and social influences on Indigenous communities results in a spectrum of Indigenous identity at both the individual and community levels.

2. Term is borrowed from University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills | Be determined. Together we succeed. http://www.bluequills.ca/. Accessed February 11, 2020.

Appendix A. Resources for Learning About Evaluation

All these resources are available for free using the links provided.

- *Program Evaluation Guide* developed by the Robert R. McCormick Foundation and promoted by the Tamarack Institute. This guide explains why evaluation is useful and provides a straightforward approach to doing program evaluation, including tools to plan an evaluation and real-world examples:
  http://documents.mccormickfoundation.org/PDF/MC120_Evaluation_FINAL.pdf

- *Program Evaluation Toolkit: Tools for Planning, Doing and Using Evaluation*, developed and distributed by the Ontario Centre of Excellence for Child and Youth Mental Health, but is relevant to a wide variety of social programs. This toolkit provides tips on creating and implementing evaluation activities and using evaluation results. It also provides worksheets, templates and tools: http://www.excellenceforchildandyouth.ca/resource-hub/program-evaluation-toolkit-tools-planning-doing-and-using-evaluation

  They also offer mini-toolkits on specific evaluation methods, including:

  - *Collecting information using questionnaires*, with step-by-step guidelines for using existing questionnaires or developing your own.
    https://www.cymh.ca/Modules/ResourceHub/?id=7b3c5ace-bddc-4bf0-9a4e-9beb0de47d51

  - *Focus group interviews*, with step-by-step guidelines for developing interview guides, conducting focus groups, and analyzing data.
    https://www.cymh.ca/Modules/ResourceHub/?id=68a0b148-d3c7-46b7-9c9d-97291f9569f0

- **Splash and Ripple**: **Using Outcomes to Design and Guide Community Justice Work** developed by British Columbia's Ministry of Public Safety and Solicitor General. This guide provides an accessible look at designing and implementing outcomes-focused crime prevention projects.
  https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/crime-prevention/community-crime-prevention/publications/safe-community-splash-ripple-guide.pdf

Appendix B. Tools to Measure Crime Prevention Project Outcomes

There is a large body of research dedicated to measuring crime prevention outcomes. CPIP recommends the three compendiums below as good starting points for programs to find tools to measure their outcomes or to develop their own, custom-designed tools.

- ***Tools to Identify and Assess the Risk of Offending Among Youth*** is a compendium developed by Canada's National Crime Prevention Centre in Ottawa. It includes detailed information about surveys/interviews to assess the risk of offending. While the toolkit does not include lists of survey questions, it does link to survey questions and also reviews tools and provides information about the intended age group, number of questions and length of time to administer. https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/tls-dntf-rsk-rprt/tls-dntf-rsk-rprt-eng.pdf

- ***Measuring Violence-Related Attitudes, Behaviors and Influences Among Youths: A Compendium of Assessment Tools (2nd Ed.)*** is provided by the American Division of Violence Prevention, National Center for Injury Prevention Control, and Centers for Disease Control and Prevention. It focuses on risk factors for violence among young people and includes an extensive list of survey/interview questions that programs can use to measure violence-related beliefs and behaviors. https://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf

- The ***Compendium of Offender Assessments*** was developed by Corrective Services New South Wales (Australia). Despite the title, this compendium includes surveys/interviews for people in the community as well as those in correctional settings. While the compendium does not include lists of survey questions, it does review tools and provides information about the intended population, length of time to administer, and method of administration. Additional research is required to locate questions and information on how to score instruments. https://www.correctiveservices.justice.nsw.gov.au/Documents/programs/Compendium-of-Assessments.PDF