

Developing Effective Data Collection Processes

Juvenile Healing to Wellness Court Development and Planning

Developed By: Tribal Youth Resource Center
Strategic Planning Resource Materials
Updated Spring 2021





Open and Welcome

Today's Objectives

- Discuss the purpose and general processes of data collection to support program development.
- Consider data collection as relevant to a community-driven data collection plan and program performance measures.
- Engage in group discussion related to local level data collection and observe tools that may be integrated into the wellness court process to support access to youth data.

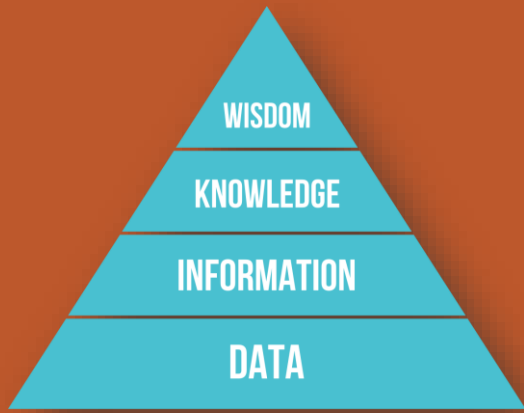
Data Collection and Program Evaluation

What is the importance of data collection in the development and implementation of the wellness court?

How can teams glean insight from data that will inform and improve program processes?

What is Data?

- ❖ Data is factual information (such as measurement or statistics) used as a basis for reasoning.
- ❖ Data can be **quantitative**
 - ❖ E.g., # of wellness court participants.
 - ❖ # of positive drug tests.
 - ❖ Average local graduation rate.
- ❖ Data can be **qualitative**
 - ❖ Types of incentives and sanctions used.
 - ❖ Types of treatments ordered.
 - ❖ Traditional/cultural elements that are integrated.



Data versus Information?

*What are the
differences between
raw data and helpful
program information?*

From “[The Data Use Toolkit](#)” (AIDC, 2004)-

“Although “data” and “information” are closely related they are different concepts. Data are facts and figures that can be stored within program records. [Data](#) are names, numbers and descriptors of people, places, and things- for example a zip code. [Information](#) is the meaningful details that are derived from data. We use data to gain information about our program.”

Data Collection and Program Evaluation

What is the importance of data collection in the development and implementation of the wellness court?

How can teams glean insight from data that will inform and improve program processes?

Different types of data-

- ❖ Data can be **primary**
 - ❖ Data that did not exist prior to the program. *E.g., number of program services offered to “Jane Deer”*
 - ❖ *Data is collected specifically to generate information for the program and comes from sources such as program records, clients and staff.*
- ❖ Data can be **secondary**
 - ❖ Data that already exists in some accessible form. *E.g., U.S. Census Data*
 - ❖ Collection- find the source, identify what form the data is in, decide how you will use the information.

(See Data Use Toolkit, AIDC, 2004)



Data versus Information?

*What are the
differences between
raw data and helpful
program information?
What is the purpose?*

From “[The Data Use Toolkit](#)” (AIDC, 2004)-

*Program data should generate **useable** information.*

- ❖ ***To analyze** programming efforts with information. (clients, caseload, management)*
- ❖ ***To educate, evaluate,** help us make sound decisions, interact with other agencies, and demonstrate effective management.*
- ❖ ***Demonstrate strengths and an opportunity to address unmet needs and means for developing specific services.** (Enhance/redefine service, develop new service, develop other initiatives/proposals)*

Wellness Courts: Key Component #8

Key Component #8: Monitoring and Evaluation

Process measurement, performance measurement, and evaluation are tools used to monitor and evaluate the achievement of program goals, identify needed improvements to the Tribal Healing to Wellness Court and to the tribal court process, determine participant progress, and provide information to governing bodies, interested community groups, and funding sources.

Lessons Learned- Gottlieb Report

From “[Lessons Learned in Implementing the First Four Wellness Courts](#)” (Gottlieb, 2010)

- ❖ Collect automated wellness court information systematically from day one. → *Think early and ongoing*.
- ❖ Program evaluation and monitoring **can be overlooked** during the bustle of new implementation.
- ❖ Monitoring during the course of the wellness court provides feedback for processes- **what works** and **what does not work** and **allows for timely adjustment**.

Data Collection- Guiding Questions

Team should ask two questions:

- ❖ ***What do we want to know?***
 - ❖ ***E.g. “How to implement early referral to treatment for juveniles and reduce youth recidivism rates?”***
- ❖ ***What do we plan to accomplish with the information that we collect?***
 - ❖ ***“We want to improve our services and see community change.”***



Stages of Data Collection- Pre-Implementation

- ❖ *What data is available to you now?*
 - ❖ **Local level data-** recent or current data collection initiatives for youth serving programs/populations.
 - ❖ **Known local trends**
 - ❖ **Existing data sharing agreements** with tribal agencies/departments.
 - ❖ **Development of future data sharing agreements** with local, county, or state partners.

Planning Period Data Collection

Existing Data- *What's available now?*

One-to-One interviews

Community Surveys/Planning/GONA

Forums/Focus Groups

Resource Mapping/Mind Mapping

Stages of Data Collection- Service Delivery

- ❖ Program Monitoring and Evaluation
 - ❖ **Real-time, consistent data collection related to-**
 - ❖ *Participants*
 - ❖ *Program Services*
 - ❖ *Community Activities, Issues, Trends*
 - ❖ *Other Data/Information as identified by the team*
 - ❖ Data points relevant to OJJDP performance measures.
<https://ojjdp.ojp.gov/funding/grant-performance-measurement/overview>

Stages of Data Collection-Service Delivery

- ❖ OJJDP- Data collection systems should focus on:
 - ❖ Sharing data across systems and organizations.
 - ❖ May require formal agreement or partnerships.
 - ❖ Gathering information on individual served.
 - ❖ Practitioner expertise or judgement
 - ❖ Self-reported by individuals or their legal representatives
 - ❖ Pre or post assessments, surveys, exit interviews and follow up communications using various methodologies.
 - ❖ <https://ojjdp.ojp.gov/funding/grant-performance-measurement/data-collection-methods-and-logic-models>

Program and Participant Data Collection



OJJDP Grantee Performance Measure Reporting

- OJJDP is in the process of updating performance measures.
- Current guidance indicates that **FY20** grantees will only report on the new progress narrative questions in JustGrants beginning in January 2021.

OJJDP Grantee Performance Measure Reporting

FY2020		
January 2021 Reporting Period	January-June 2021 report due July 30, 2021.	July-December 2021 report due January 30, 2022.
Updated Progress Reporting Questions (JustGrants)	Updated Progress Reporting Questions (JustGrants)	Updated Progress Reporting Questions and Updated Performance Measures

OJJDP Grantee Performance Measure Reporting

- **Sample Planning Period Questions** (Please refer to JustGrants for specific reporting questions)
- **Award Info:** POC and Financial POC completion of Financial Management and Grant Administration Training.
- **Status of Award** (Active/Inactive)
- **Subgrant Questions**
- **Planning Questions-** Planning activities start date, planning goals and objectives, planning documents completed (if required)
- **Story demonstrating the impact of OJJDP funding during the activity period.**
- **Narrative of progress since last report.**
- **Narrative that highlights progress since last report toward proposed grant deliverables.**
- **TTA-** received
- **Proposal Changes**
- **Challenges**
- **Financial Tracking**

OJJDP Updated Program Performance Measures

<https://ojjdp.ojp.gov/funding/grant-performance-measurement/fiscal-year-2021-performance-measures>

Tribal Healing to Wellness Program Performance Measures

OUTPUTS	
Individuals Served	
1.	Number of individuals served (by population)
Service Delivery	
2.	Percentage of eligible individuals served by a culturally specific service
3.	Percentage of eligible individuals served by a prevention service
4.	Percentage of eligible individuals served by a diversion service
5.	Percentage of eligible individuals served by a family-centered service
6.	Percentage of eligible individuals served by a substance use disorder treatment service
7.	Percentage of eligible individuals served by family support services
8.	Percentage of eligible individuals attended a parenting education service
Training and Technical Assistance	
9.	Number of training events held
10.	Number of individuals trained (population trained)
11.	Percentage of technical assistance requests delivered
Collaboration	
12.	Percentage of partnerships maintained
Program Outputs	
13.	Number of tribal healing to wellness courts established

OUTCOMES	
Training and Technical Assistance	
14.	Percentage of training participants who reported they applied training knowledge or skills within 3 months of attending a training
15.	Percentage of organizations who employed a new evidence-based or promising service, policy, or practice recommended by a technical assistance provider
Prevention/Intervention	
16.	Percentage of eligible individuals detained
17.	Percentage of eligible individuals adjudicated for a first-time status offense
18.	Percentage of eligible individuals adjudicated for a first-time delinquency offense
19.	Percentage of eligible individuals adjudicated for an offense by a Tribal court
20.	Percentage of eligible individuals who violated a court order/condition

OJJDP Updated Program Performance Measures

<https://ojjdp.ojp.gov/funding/grant-performance-measurement/fiscal-year-2021-performance-measures>

OUTCOMES	
System Improvement	
21.	Number of new diversion services employed
22.	Number of new data-informed services employed
23.	Number of new family-centered services employed
24.	Percentage of Tribal Healing to Wellness 10 Key Components employed
Program Quality	
25.	Percentage of eligible individuals engaged in their services based on the program model
26.	Percentage of eligible individuals who completed their required court conditions
Victimization	
27.	Number of individuals who experienced a victimization
Productive Lives	
28.	Percentage of eligible individuals employed (full or part-time)
29.	Percentage of eligible individuals who completed high school
Protective Factors	
30.	Percentage of eligible individuals with improved positive relationships with tribal elders
31.	Percentage of eligible individuals who participated in cultural rites of passage
32.	Percentage of eligible individuals who exhibited cultural competencies
33.	Percentage of eligible individuals who engaged in traditional enculturation activities
34.	Percentage of eligible individuals who exhibited improved positive self-esteem
35.	Percentage of eligible Individuals with positive parent/caregiver relationships
36.	Percentage of eligible individuals who participated in positive leisure/recreational activities
37.	Percentage of eligible individuals who exhibited social competencies
38.	Percentage of eligible individuals who actively engaged with school
39.	Percentage of eligible individuals who exhibited improved mental health
40.	Percentage of eligible individuals who abstained from or reduced substance misuse
41.	Percentage of eligible individuals who received educational support from family members
Program Outcomes	
42.	Percentage of eligible individuals' wellness plans informed by family members

While not specifically Tribal, Models for Change has a suggested list of variables in “Evidence-Based Practice Recommendations for Juvenile Drug Courts,” that could be utilized to develop case management variables.¹ See the MFC and other possible variables below.

Type of Court Program	Referral Source	Gender Identity
Eligible Charge	Docket/Case Reference Number	Offense Category(ies)
Prior Adjudications	Prior Substance Use History (Age at first use and prior treatment)	Drug(s) of choice
Method of Drug Administration	Coded Mental Health Diagnoses (if any)	ASAM Placement Criteria
Recommended Treatment Alternatives (Tribal/Restorative/Other)	Current Medications	Other Mental Health Treatment History
Highest Level of Educational Attainment	Employment History/Job Skills	Number of previous addresses
Acceptance or Rejection in JHWC Court Program	Personal Strengths Goals	Cultural Connection/Knowledge/Skills
School/Peer Linkages	Social/Family History (Trauma, Neglect, ICW, Dependency History)	

While not specifically Tribal, Models for Change has a suggested list of variables in “Evidence-Based Practice Recommendations for Juvenile Drug Courts,” that could be utilized to develop case management variables.¹ See the MFC and other possible variables below.

Arrest Date	JHWC Entry Date	Sentencing Date
Drug Test Frequency	Drug Test Results	Days in current program phase
Sanction Date(s)	Sanction Type	Incentive Type
Treatment Provider(s)	Treatment Admit Date	Types of Treatment Modalities
Length of Service in each modality	Intensity/Frequency of Service/Type of Service (Restorative/Cultural)	Number of sessions/Treatment Units Attended
Program Discharge Date and Reasons	Disposition at Discharge from Drug Court Program	Supervision Status at Discharge
Educational Status at Discharge (Grades/Attendance)	Engagement/Connectedness in Community	Family/Caregiver Engagement
Number Contacts with JHWC Team	Length of Sobriety	Cultural/Pro-Social Skills-building opportunities Increase in knowledge

Step 1- Identifying the need to collect data.

Step 2- Collect and Manage through Developed and Adapted Tools.

Step 3- How will we store and share data?



Goals for Data Management



- **Collect in a retrievable or usable format**
- **Record in a uniform and consistent manner.**
- **Organize so data can be compared and analyzed (Tracking)**
- **Organize to assist and facilitate with reporting/assessment.**

(See Data Use Toolkit, AIDC, 2004)

Team Communication and Data Management



- ❖ **Paper Files-** Include weekly summaries or face sheets that provide quick/updated information.
- ❖ **Electronic Database or Shared Access Points-** Online and Network shared spreadsheets that allow for data insertion.
- ❖ **Relational cloud-based or electronic data management services.**
- ❖ * *Across all modalities teams must consider confidentiality, necessary consent forms, and participant privacy*

Develop Team Tools

Standardizing forms and communication formats will assist with information flow and team awareness



Wellness Court Progress/Compliance Report ⁵⁹		
Today's Date:		Case Number:
Participant Name:		DOB:
Current Phase:	Phase:	Week:
Date Moved to Current Phase:		
Proximal Goal(s):		
Coordinator Comments:		
Treatment Provider #1 Comments [Insert Name of Treatment Agency]		
Treatment Provider #2 Comments [Insert Name of Treatment Agency]		
VRNA Comments		
Social Worker Comments		
Attendance: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor		
Effort in Change/Recovery: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor		
Days of Sobriety:		Recovery Sponsor(s): <input type="checkbox"/> Yes <input type="checkbox"/> No
Number of Relapses Since Intake: ____		Family Involvement: <input type="checkbox"/> Yes <input type="checkbox"/> No Supportive Family: <input type="checkbox"/> Yes <input type="checkbox"/> No
Supportive Group Attendance:	Number of Meetings Since Last Update:	Drug/Alcohol Screen Results:
Employment: <input type="checkbox"/> Yes <input type="checkbox"/> No	Employer:	Weeks Employed:
Sanction:		Sanction Received:

[Tribal Healing to Wellness Court Case Management](#)

Develop Team Tools

Standardizing forms and communication formats will assist with information flow and team awareness



MCA (WC-A.B) Truancy (-TR) Tobacco (-TOB) Curfew (-CUR) Other (-OTH)

NVB Juvenile Wellness Program: Intake Form

NVB Case #: _____ Today's Date: _____
 SOA Case #: _____ Referral Date: _____
 Name: _____ DOB: _____
 SSN: _____ Grade: _____ School: _____
 Street Address: _____
 Mailing Address: _____
 Barrow, Alaska 99723 Email: _____

Parent/Guardian Name: _____
 Physical Address: _____
 Mailing Address: _____
 Barrow, Alaska 99723 Phone#: _____ Cell#: _____
 Employment: _____
 Email Address: _____

The Native Village of Barrow Tribal Court; Juvenile Wellness Program is a program through Court Ordered Assessment and recommended treatment monitored by petition only entrance on attendance, progress reporting and talking circles reports for juvenile and parent participation.
 The program has 3 phases of completion
 1st Phase: Consent Decree Petition/Assessment/Court Ordered sanctions
 2nd Phase: Recommendation for Treatment/Local counseling service providers
 3rd Phase: Talking Circle sessions for aftercare / overall 4 consecutive UA Test filed

NVB Juvenile Wellness Program Guide

PHASE I: (Paammaaginniq - Cooperation) 30 day compliance reporting **Date of Completion**
 P-0: EXTENSION PETITIONS (Dock -10 Points) Extension Extension Extension
 P-1: Day 1: **Consent Decree Petition**; signed by all parties; **Date:** _____
 UA Test (first UA; establishes baseline for reporting compliance)

P-2: Week 1: **Court Order: Assessment** (required for parent to accompany child on Assessment) _____
 Recommendation for Mental Health Assessment
 Recommendation for Parent to get Assessment

P-3: Week 2: **Court Order: Sanction: Community Service** _____
 1 Page Essay on _____
 Apology Letter _____

P-4: Week 3: **Court Order :** _____
Promotion Phase II Treatment: _____
 Submit Resume; SAVAAT Job Club Resume (10 points)
 UA Test; (first Tuesday of each Month thereafter)

No recommended Treatment: (Upon compliance on all criteria to Phase I; promote to phase III);
 Local One on One Counseling; 12 weeks (it may be recommended for parent to accompany child)
 Family One on One Counseling; for 12 weeks
 Prime for Life; Alcohol Education Class
 Tobacco Cessation class
 Other Recommendation: _____

PHASE II : (Paaqlaktatunninik-Resolution of Conflict) **Date:** _____

P-5: Initial Report; Acceptance to the NSB Treatment program _____

P-6: UA Test 1st Month Report; NSB progress Report _____

P-7: UA Test 2nd Month Report; NSB progress Report _____

P-8: UA Test 3rd Month Report; NSB progress Report _____

P-9: Report of Treatment Completion; Promotion to Phase III with completed tasks: _____

Court Orders completed tasks: Community Service Essay Apology Letter Resume Job Club

PHASE III : (Ilagiinniq – Family and Kinship) Talking Circle sessions **Date:** _____

P-10: **Talking Circle Session Report** (week 1) Points: 0 15 30 45 60 _____

P-11: **Talking Circle Session Report** (week 2) Points: 0 15 30 45 60 _____

P-12: **Talking Circle Session Report** (week 3) Points: 0 15 30 45 60 _____

P-13: **Talking Circle Session Report** (week 4) Points: 0 15 30 45 60 _____

P-14: **Last Court Hearing**, Completion Acknowledgement; Graduation date; (Friday) _____

P-15: Petition to **Approve Incentive Gift Certificate from NVB Wellness Program** _____ NVB Court

Clerk: Tally "Point System" for wellness program participant gift certificate:

Tally Points for Late Fee Attendance & Extension petitions (negative). Total: _____

Submit a Job Club Resume - 10 Points: _____ Total: _____

Tally Points for ALL Talking Circle Sessions _____ Total: _____

Tally Points for ON-TIME court attendance and showing Respect ... Total: _____

♦ Incentive Graduation Gift Certificate: A. C. Store **Grand Total Points: \$** _____

Consider Necessary Confidentiality

- ❖ *Court coordinators and wellness court teams should adhere to all applicable confidentiality laws. Consider all Tribal and Federal laws of applicability.*
 - ❖ Section 42 C.F.R of the U.S. Code requires that substance abuse treatment providers maintain the confidentiality of all participants in substance abuse treatment programs. Participants in state drug courts and tribal Wellness Courts are required to execute limited waivers of these confidentiality requirements to permit specifically designated individuals – e.g., those on the Wellness Court “Team” - to receive information about their progress in treatment.
- ❖ *Preservation of confidentiality- contributes to court integrity, participant honesty, and trust. (See “[Case Management](#)”, at 24)*
- ❖ *Treatment may share what is “necessary” - and team should protect information from unauthorized persons (Id.)*
- ❖ *See The Tribal Law and Policy Institute’s, “[Policies and Procedures Guide](#)” for example waivers/consents at 115.*

Develop MOU or Partnership Agreements to Support Data Sharing

- ❖ It may be necessary to develop both internal MOU and external MOU to support partnerships, communication and to support program sustainability.
- ❖ MOU can detail the information that will be shared, by whom, and for what limited purpose.
- ❖ MOU should contain the acknowledgment of the team members as to the applicability of and adherence to federal and tribal laws.
- ❖ *See The Tribal Law and Policy Institute's, "[Policies and Procedures Guide](#)" for example MOU at 347.*

Consider types of tools and manner in which they are administered.

- ❖ Utilization of Intake and Other Screening Tools- Consider Risk/Needs/Responsivity framework.¹
- ❖ Juvenile Justice Recommendations-
 - ❖ Utilize tools that are brief;
 - ❖ Developed for adolescents;
 - ❖ Can be administered in a standardized way;
 - ❖ Established reliability and validity with the population and jurisdiction.²

1. Bridging Research and Practice in Juvenile Probation: Rethinking Strategies, <https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/252234.pdf> at 10.

2. Id at 14.

Consider the types of tools that will be utilized to collect data.

- General Juvenile Justice Recommendations- Use screening tools to identify youth who require immediate attention or further assessment for substance use, mental health, trauma-related symptoms, family dysfunction, and other risk factors.
- Numerous tools are available, including the [Massachusetts Youth Screening Instrument—Version 2 \(MAYSI-2\)](#), the [Global Appraisal of Individual Needs-Short Screener\(GAIN-SS\)](#), and the [Trauma Symptom Checklist for Children \(TSCC\)](#).

1. Bridging Research and Practice in Juvenile Probation: Rethinking Strategies, <https://ojdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/252234> pdf at 14.

Tribal Adaptation of Tools/Scales

- ❖ Adaptation of tools and scales for other measures/factors
 - ❖ E.g., Cultural connectedness measurement [Cultural Connectedness Scale](#)
- [Cultural Connectedness Scale](#)- developed in Canada by First Nations/Indigenous persons for First Nations/Indigenous.
- 29 items with three sub-scales
 - Identity, traditions and spirituality.
 - Indigenous Quantitative Methodological Framework, community and strengths-based approaches are the core of the framework.¹
 - Culture is an important determinant of health for Indigenous peoples.²

1. Cultural Connectedness and Indigenous Youth Well-being Fact Sheet, National Indian Child Welfare Association, <https://www.nicwa.org/wp-content/uploads/2019/11/2019-10-30-Cultural-Connectedness-Fact-Sheet.pdf>

Adaptation of Tools/Resources

- Other methods to measure
 - Awareness of Connectedness Scale
 - 18 item quantitative assessment.
 - Utility in the study of culture-specific protective factors and as an outcome measure for behavioral health programs with Native American Youth.
 - Adaptation is Key.

1. King et al., [Culture is Prevention Project: Adapting the Cultural Connectedness Scale for Multi-Tribal Communities](#), American Indian and Alaska Native Mental Health Research, Centers for American Indian and Alaska Native Health, Colorado School of Public Health at 110-11

2. Id at 119

Data to Collect	Where is data and how will it be collected?	Who is responsible for collecting the data?	Target date for data collection?	How will this data be stored?/ Progress
Cultural connectedness of youth age 12-18	Cultural Connectedness Scale Items	<p>Traditional teachings, equine assisted learning program, pre-post test. Youth age 12-14</p> <p>Youth GONA Pre-Post Test with youth age 15-18</p>	Timing: Annual	<p>Assessment tool shared with the CAC.</p> <p>Data security plan training completed.</p> <p>Will keep information confidential as part of wellness court coordinator file.</p>

Strategic Planning Guide

Data Collection Plan/Table Format- Page 23

Data to Collect	Where is data and how will it be collected?	Who is responsible for collecting the data?	Target date for data collection?	How will this data be stored?
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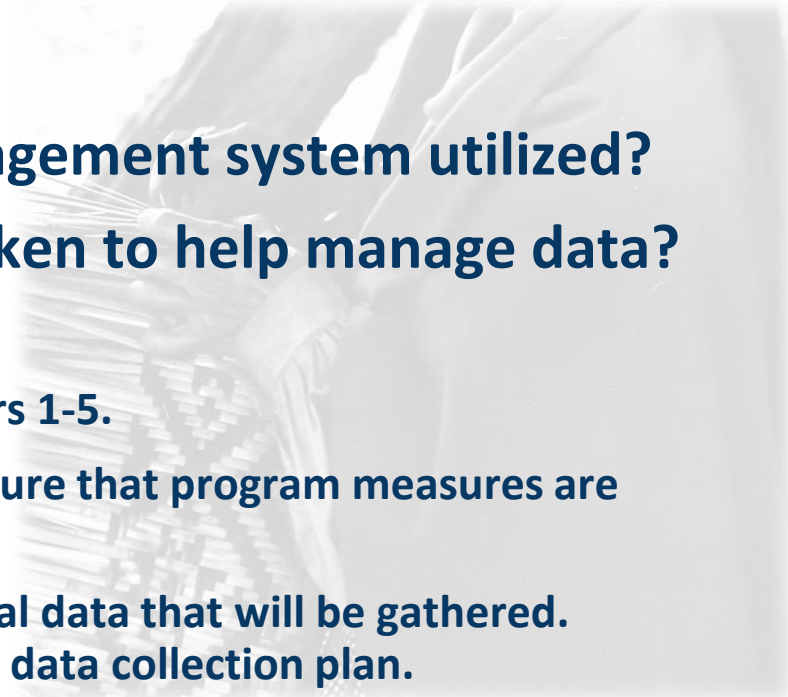
Stop and Reflect

❖ Data Management-

- ❖ What is the current data management system utilized?
- ❖ What steps may need to be taken to help manage data?

❖ Next Steps

- ❖ Review grant program measures for years 1-5.
- ❖ Develop data collection processes to ensure that program measures are collected on a regular basis.
- ❖ Use guiding questions to assess additional data that will be gathered. Work with TTA provider to complete the data collection plan.





The [Tribal Youth Resource Center](#) is led by the [Tribal Law and Policy Institute](#) in partnership with the [National Native Children's Trauma Center](#)



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This project was supported by Grant #2018-MU-MU-K001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.