



Making connections. Informing solutions.

A Data Walk Across CT's Communities

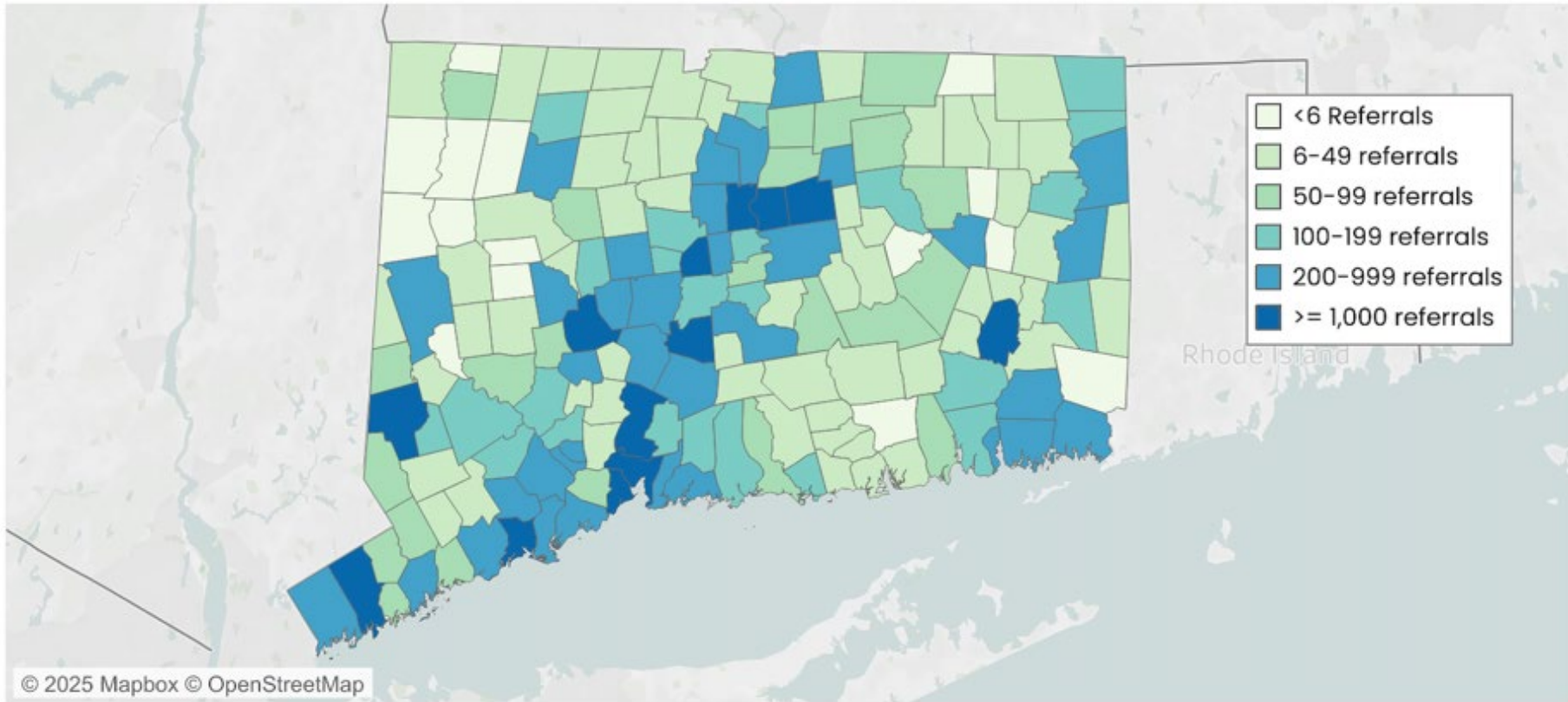
Level Setting: Juvenile Justice Equity Dashboard

Total Delinquent Referrals

Total Delinquent Referrals

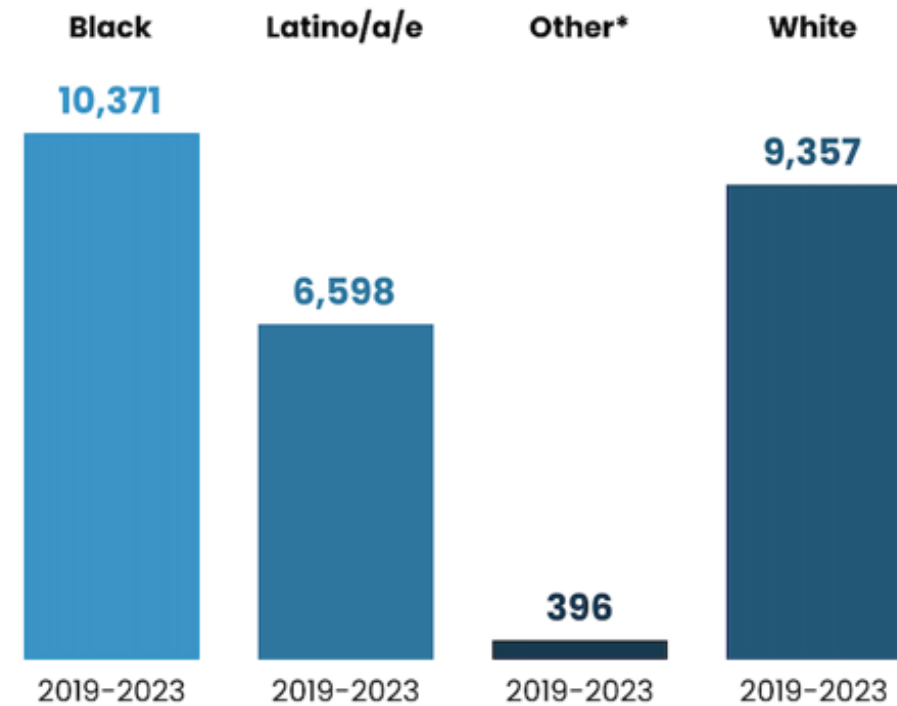
Select Year(s)

Five Year Totals: 2019-2023

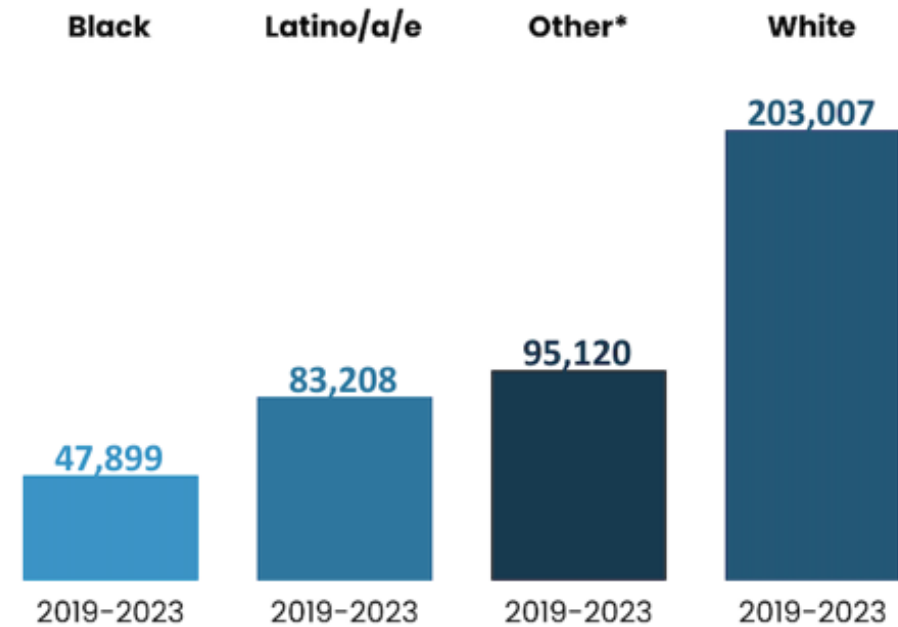


Total Delinquent Referrals by Year

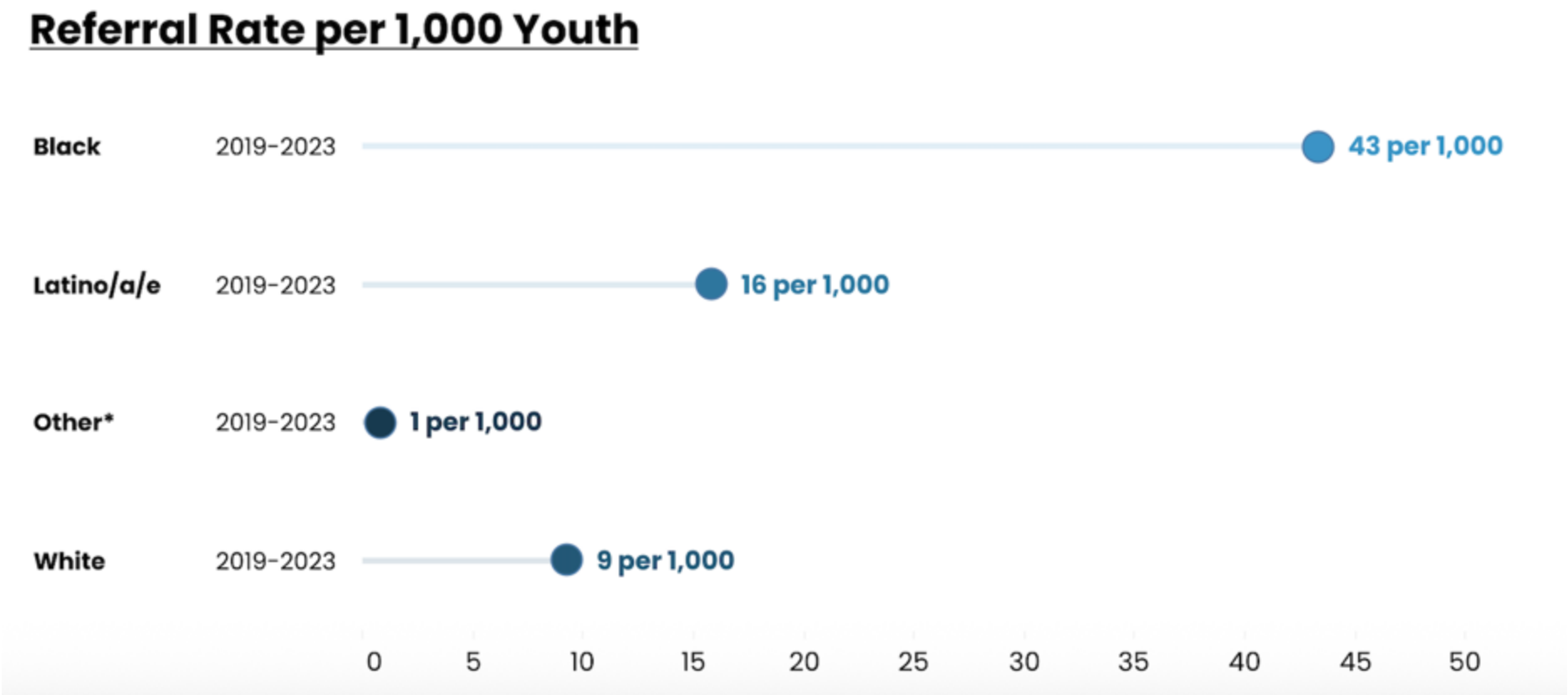
Total Delinquent Referrals by Year



Estimated Number of Youth Younger than 18

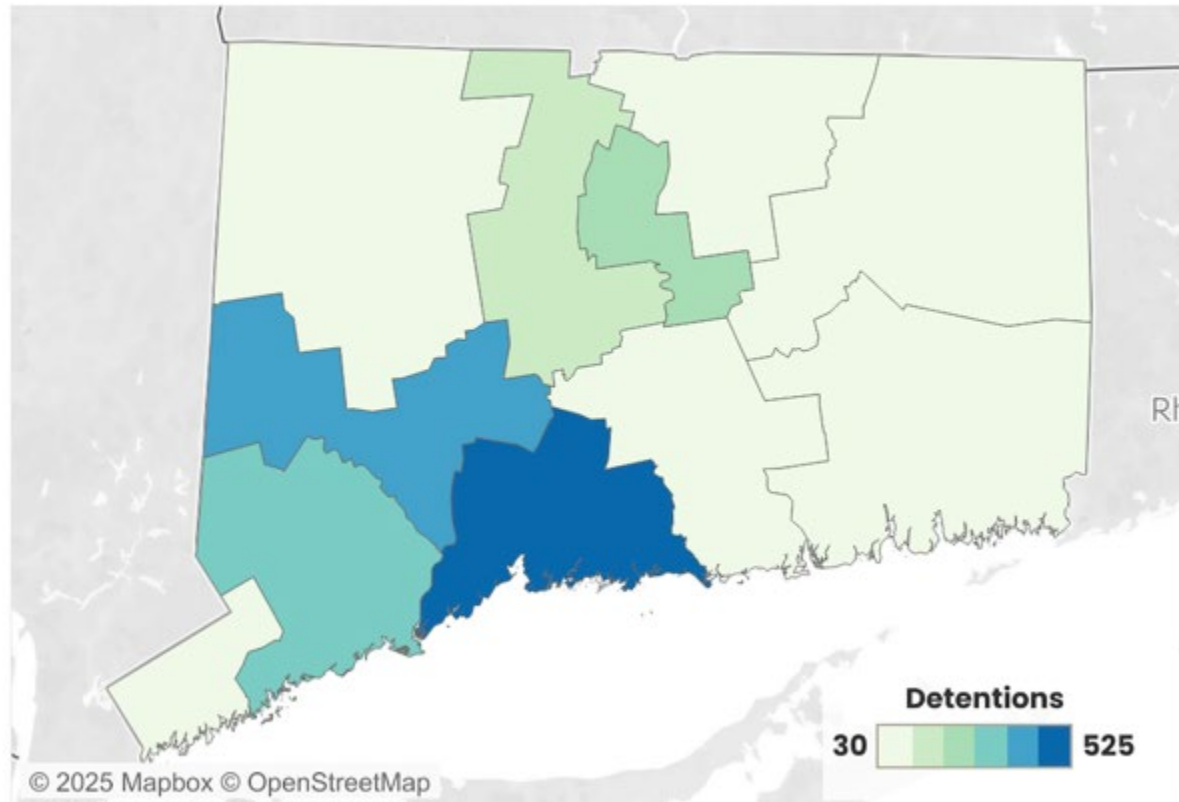


Referral Rate per 1,000 Youth



Total Juvenile Detentions

Total Juvenile Detentions



Select Year(s)

Five Year Totals: 201..

Select Court(s)

Connecticut

Felony

Misdemeanor

1,782

Detentions

9,735

Referrals

17,494

326

Detentions

Referrals

CCA RED Meetings

CCA's RED Committee

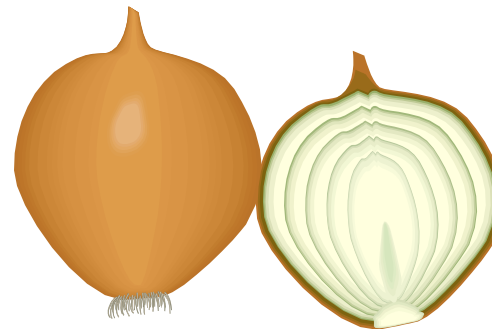
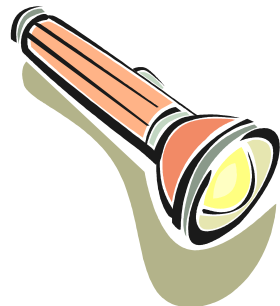
CCA's RED Committee engages with Clergy, Community Service Providers, Community Activists, Defense Attorneys, Youth, Judges, Juvenile Probation Officers, Parents, Police, Prosecutors, and School Systems to reduce over representation of youth of color at key decision points, reduce the disparate treatment of youth of color at key decision points, and prevent youth of color from unnecessarily entering and moving through the juvenile justice system.

The RED Committee Meetings are used to review Diversion, School-Based Arrest, Community-Based Arrest, Crossover Youth, as well as School Disengagement and Prevention Data and recommend new or revised policies and practices to decrease RED.

RED Committee Meetings are held in Bridgeport, New Haven, Waterbury, Hartford and Hamden.

Effective Use of Data

- Examine baseline data at key decision points, disaggregated by:
 - Race
 - Ethnicity
 - Age
 - Referral Source
 - Gender
 - Geography
 - Offense
 - Reason for Referrals
- Identify points of disparity for deeper analysis
- Use data to select sub-populations for targeted reductions



Performance Based Accountability

Performance Based Accountability (PBA)

Project Objective: This project aims to establish a robust performance-based accountability framework for organizations receiving Youth Service Prevention Grant funding. The primary objective is to enhance these organizations' ability to clearly demonstrate the impact of their services.

Project Goals:

Strengthen Organizational Capacity: Equip organizations with the tools and knowledge to effectively showcase the positive outcomes of their youth prevention services.

Develop a Comprehensive Framework: Create a standardized yet flexible framework that includes:

- Effective data collection methodologies.
- Ongoing training and technical assistance.
- User-friendly report templates.
- A diverse menu of performance measures for different service types

Transparent Reporting: Support the development of a public-facing reporting tool (dashboard) to communicate the benefits of community violence prevention programming to children, families, and communities.

"HOW WELL" MEASURES

Attendance Rate including frequency
Average individual attendance rate
% participants completing entire program

HOW WELL DEFINITIONS
for this reporting period, the number of attendees at each session divided by the total number of enrolled participants that day/week/session (ex. 35 out of 42 enrolled participants attended session 1. 35/42=83%)
For this reporting period, the average percentage of sessions attended by each participant
for this reporting period, The number of participants completing the entire program divided by the total number enrolled in the program (completion should be defined for each program after examination threshold for completion)
determining an appropriate survey divided by the program satisfaction (usually through a survey) divided by the total number of participants reporting how they felt about the program
for this reporting period, the number of program completers who enroll in music/drama programs after they complete the program divided by the total number of program completers
for this reporting period, The total number of contacts for all mentees divided by the number of mentees active during this reporting period
for this reporting period, the number of mentees who report they have a good rapport with their mentor divided by the total number of mentees currently matched to a mentor
for this reporting period, the number with only one mentor for their entire time in the program divided by the total number of mentees matched with at least one mentor during this reporting period
for this reporting period, the number of instructors/staff members divided by the number of participants in the program
for this reporting period, the number of staff members with appropriate education/ training credentials/qualifications for credentialing as defined by program and program elements)
for this reporting period, the number of staff members who have received training in trauma-informed service (during this reporting period or previously) delivery divided by the total number of program staff
for this reporting period, the total number reached **who are members of the target population**, divided by the total number of individuals in the target population

HOW WELL DATA ELEMENTS
count of individual participants per session, for each session, and the number of individuals enrolled at the time of the session
number of sessions attended by each participant, and the total number of sessions
count of individuals enrolled in the program, count of individuals completing the program
individual survey responses on program satisfaction
count of individual program completers, count of individual completers who enroll in music or drama programs
count of individual contacts to mentees; count of mentees individual mentee survey responses on rapport with mentee
count of mentees, count of mentees with only one mentor throughout the program
number of instructors/staff members, number of program participants
number of staff members w/ appropriate education/training
total number of staff
number of staff memt appropriate education/ training
total number of staff
count of total target pr
count of total number of individuals reached who are members of the target population

Cluster	How Much	How Well	Better Off
Sports	Number of participants served	Attendance Rate including frequency	% increase in sports skill/Knowledge % with positive Change in behavior(s)
	Number of coaches	% participants staying for entire program	% increase in confidence, self-esteem and resilience
	Number of Games Held	% reporting satisfied with program	
Extra Curricular Skill Building (non-academic activities: music, drama, art)	Number of participants served	Attendance Rate	% increasing skill or knowledge
	Number of hours of instruction	% completing program	% increasing confidence, self-esteem and resilience
	Number of events held (including community engagement events)	How many enroll in music/drama etc programs after program completion	% improving school attendance % with positive Change in behavior(s)
Mentoring Programs	Number of participants served	Average number of contacts per mentee	% increasing self esteem and resilience
	Number of Mentors	% reporting having a good rapport with mentor	% with positive Change in behavior(s)
	Number of matches	% of mentees with same mentor throughout program participation	% of youth becoming mentors
Vocational /Employment Programming	Number of participants served	% completing program	% of participants with increased career knowledge
	Number of hours of instruction (classroom, online, professional development, including drivers ed where appropriate)	% reporting satisfied with program	% of participants with increased career competencies
	Amount of mentoring provided	Instructor – participant ratio	% entering employment % job retention (length of time tbd) Avg. hourly wage % of employers (customers) indicating satisfaction with program % of participants receiving certification(s) % of participants who receive driver permit/license
Education Focused Skill Building	Number of participants served	Attendance Rate	% earning credits % improving skills (math, reading especially)
	Number of hours of instruction	% completing program	% graduating HS/GED
		% of staff with educational credentials	% improving school attendance

PERFORMANCE MEASURE DEFINITIONS AND DATA SOURCES

PERFORMANCE MEASURES

"HOW MUCH" MEASURES

Number of participants served
Number of coaches
Number of Games Held
Number of hours of instruction
Number of events held (including community engagement events)
Number of Mentors
Number of matches
Number of group events
Number of hours of instruction (classroom, online, professional development, including drivers ed where appropriate)
Amount of mentoring provided
Number of services by type of
Number of activities delivered
Number of scholarships provided
Number of volunteers engaged
Number of hours volunteered
Number of hours of advocacy programming

DEFINITIONS

"HOW MUCH" DEFINITIONS

How many unique participants (specify whether individuals or families) your program has served this reporting period. This can be disaggregated by: bilingual, female head of household...
For this reporting period, the number of coaches actively working with participants through your program
For this reporting period, the number of games that your participants have played in
For this reporting period, the total number of hours of instruction that have been delivered by all staff/volunteers for all participants
For this reporting period, the number of events that your program has delivered
For this reporting period, the number of mentors actively engaging with participants
For this reporting period, the total number of active mentor/mentee matches
For this reporting period, the total number of group mentoring events held
For this reporting period, the total number of hours of instruction delivered. This can be reported by the type of instruction: classroom, online, professional development, including drivers ed, etc.
For this reporting period, the number of hours of mentoring provided by individual mentors to individual mentees
For this reporting period, the number of unique services delivered, reported by type of service
For this reporting period, the number of activities delivered, reported by type of activity
For this reporting period, the number of scholarships provided to individuals
For this reporting period, the number of unique volunteers provided some type of service on behalf of your program
For this reporting period, the total number of volunteer hours provided by all volunteers combined
For this reporting period, the total number of hours of advocacy programming delivered through your program
unique participants, unique families
number of coaches
number of games
total hours of instruction
number of events
number of mentors actively engaged
mentor-mentee matches
event type
total hours of instruction delivered
number of hours of mentoring provided
number of unique services delivered, service type
number of activities delivered, activity type
number of scholarships provided
number of unique volunteers providing some service
volunteer hours
number of hours of advocacy program delivered

DATA ELEMENTS

HOW MUCH DATA ELEMENTS

The Data Connection

Data collection, management and analysis are all critical components of using data to inform practice. The utilization of data to inform practice not only improves programs but also provides participants with better experiences and more positive outcomes. Looking to the future of evidence-based programming, data collection, management and analysis are all critical components programming and system improvement.

Live Demonstration of the Juvenile Justice Equity Dashboard, Panel Discussion and Audience Feedback



Making connections. Informing solutions.

Moderator:

Rep. Corey P. Paris, House
Chair of the Committee on
Children

Panelists:

Ken Barone

IMRP Associate Director and Project Manager , Connecticut
Racial Profiling Prohibition Project

Kevin Neary

Policy Development Coordinator, Criminal Justice Policy &
Planning Research Unit, Office of Policy and Management

Nieka Thompson, JD

Director of Racial Justice Project, Center for Children's
Advocacy

Miles Daniels

President, Community Level Up Inc