From: Irving, Toni </O=STATE OF ILLINOIS/OU=FIRST ADMINISTRATIVE GROUP/CN=RECIPIENTS/CN=TONI.IRVING>
Sent: Tuesday, July 31, 2012 9:37 PM
To: Garate, Teresa <Teresa.Garate@Illinois.gov>
Subject: FW: NRI Data & Information

FYI

Toni Irving, Ph.D
Deputy Chief of Staff
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Governor Pat Quinn
100 W Randolph St
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From: Letavish, George
Sent: Tuesday, July 31, 2012 4:24 PM
To: Shaw, Barbara
Cc: Irving, Toni; Jenkins, Lorri
Subject: NRI Data & Information

Director Shaw,

The following is a list of the types of information I would like to acquire for each NRI program. The first two pieces are the most important – the cost of the programs and any quantitative and/or qualitative benefits. This is where the initial focus and energy needs to take place. The miscellaneous section is a list of additional questions that would provide valuable background information where it is available.

1) Cost
   a. How much money did each program receive
      i. "program" refers to each individual program in each community (parent leadership, school-based counseling, etc.). If an agency administers more than one program, I would like to look at the programs individually and try to isolate them as well as assessing the agency overall.

2) Performance
   a. Execution/Delivery
      i. How effective the agency is at implementing their contract and providing the agreed upon services. I imagine IVPA provided criteria to the agencies on how they should operate, what services to provide, other obligations and responsibilities, etc. For example, how timely were they when reporting, and how accurate were their reports. If not, we need to develop criteria and have staff assess agency delivery.

   b. Benefit/Outcome
      i. For each program, what benefits and/or outcomes were expected at the start of the program, and what has either been the progress thus far or the final result?
      ii. Are they on pace to reach their goals and objectives? Did they reach them at the end of the program?
      iii. If applicable, how can each benefit/outcome be quantified?
      iv. What benefits are "hard" data, such as number of employed youth or parents, drops in certain crime rates, reduction in recidivism, etc.?
      v. What benefits are not measured in "hard" data or are inaccessible at this time? Where no quantitative data is available, we need to either use IVPA qualitative metrics or develop other

criteria to assess outcomes.

vi. Were any surveys conducted or other feedback gathered from participants?

vii. Three key areas to take into account for each program are drop-out rates, recidivism, and the participant's violent behavior outcomes (increase, decrease, the same amount, type of violent activity, etc.)

3) Miscellaneous Information/Context
   a. Did any programs or program design change over time?
   b. Were there any significant disruptions to programs from outside factors? Or personnel changes?
   c. For jobs, what was the nature of the job (quality)? How useful were the skills taught? Any statistics or information on whether or not the job led to something else?
   d. For participants, what was the selection process? What was their background? How did this vary across communities?
   e. For mentors/coordinators/teachers, what was the selection process? What was their background? What training did they receive? Did they all receive the same training? How did this vary across communities? Was there continuity over the course of the program?
   f. What types of services were provided? Were they the same across programs? For example, 1 mentor for 5 kids in one program and 1 mentor for 20 kids in another program.
   g. How did programs vary across communities? Were they the same length? Selection process? Did certain neighborhoods or participants begin programs from a stronger starting point? If one group's starting benchmarks were lower, incremental improvement may be a better performance indicator.
   h. Were there interesting trends to consider beyond overall outcomes or data? For example, did one program or provider struggle early, adapt, and administer a highly effective program later that may appear weak due to initial problems?
   i. How was the data monitored and reported? Is it accurate? This will be included in the performance metrics but may also need to be considered overall, especially if significant positive or negative benefits/outcomes are on the border of categories or seem suspicious. Was there intentional manipulation of data, a potential error, or an extenuating circumstance that puts a group in a particular category that doesn't tell the whole story or skews the results?

I hope this is useful and helps you understand what I'm looking for as you discuss these issues with your staff. I look forward to meeting with you at 0930 this Thursday to discuss how we can best obtain this information and perform a sound analysis of the program as soon as possible.

Please let me know if you have any questions. I will be around all day tomorrow if you need to talk or meet with me for any reason.

Thank you.

Regards,

George

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