

# How Can My Reentry Program Evaluation Deal with Disruptions Caused by COVID-19 – Described Audio Transcript

(min:sec)

- 00:00 [A circle with the title “How can my reentry program evaluation deal with disruptions caused by COVID-19” appears.]
- 00:08 >> Narrator: Because of the pandemic, reentry program staff haven’t been able to interact with clients in person.
- [Two people appear on screen and slowly are pushed apart to the far left and right sides of the screen.]
- 00:13 >> This has reduced enrollment and changed the way services are delivered.
- [The two people disappear and a new person wearing a mask appears on the left side of the screen. A clipboard with the word “Enrollment” and an image of a bar chart with shrinking data appear.]
- 00:18 [A piece of paper appears with the words “Problem 1: Disruptions to the program” written at the top.]
- 00:21 >> Additionally, our evaluation can no longer conduct in-person interviews and focus groups we had planned.
- [An image of a group of people in a focus group appears. A large red X appears on top of them.]
- 00:28 [The piece of paper reappears, with “Problem 2: Disruptions to evaluation data collection plans” added.]
- 00:31 >> How can we adapt?
- [Three people wearing masks are shown with question marks over their heads.]
- 00:36 >> New Narrator: Many evaluations no longer reflect the pre-COVID conditions they were designed for. But there are several things you can do.
- [A group of people are chatting and hanging out together.]
- 00:46 >> First, update your logic model to reflect actual conditions during the period of disruption.
- [The piece of paper reappears. Under “Problem 1,” “Solution” is written, followed by, “Tip: Update your logic model.”]
- 00:54 >> When making updates, think about the following. What has changed with staffing and resources your program is working with?
- [A logic model with the columns “Inputs,” “Activities,” “Outputs,” and “Outcomes” is shown. A red circle appears around the column “Inputs.”]
- [We get a close-up of the “Inputs” column. Three bullets are listed: “research partner,” “4 case managers,” and “stipend from county.” The last two bullets are crossed out, and a new bullet is added: “3 case managers.”]
- 01:04 >> How have service delivery activities changed?

[We get a close-up of the “Activities” column. There are three bullet points: “in-person individual management sessions,” “group work readiness sessions,” and “referral to housing assistance.” In the first bullet, “in-person” is crossed out and replaced with “virtual.” The entire second bullet is crossed out.]

01:11 >> If changes of service delivery activities are substantial, consider collecting data from participants and staff on what they think of the changes.

[A whiteboard appears with the questions “What worked during COVID? What changes do we want to keep? What do we want to go back to normal?” One person stands next to the whiteboard talking to two people in the room.]

01:19 >> This could help inform future service delivery decisions.

[Images of hands scribbling notes on pieces of paper.]

01:24 >> How have these changes affected program outputs?

[We get a close-up of the “Outputs” column. The three bullet points read “50 clients screened per month,” “25 enrolled per month,” and “10 case management sessions delivered.” The numbers 50, 25, and 10 are crossed out and replaced with the numbers 10, 2, and 5, respectively.]

01:31 >> Finally, do the key outcomes the program can be expected to affect need to be updated?

[We get a close-up of the “Outcomes” column with one bullet point that reads “housing independence, employment, and recidivism.” The word “employment” is crossed out.]

01:40 >> Your new logic model will be a critical record of what happened during the disruption.

[The completed logic model appears on a screen with a woman standing next to it.]

01:47 >> When you are ready to run your outcome analyses, run them separately for the cohorts enrolled prior to, and after, the disruption.

[The piece of paper with Problems reappears. A second tip is added beneath the first. It reads “Tip: Analyze data separately for the cohort that experienced the “disrupted” program.”]

[The paper disappears and a whiteboard appears with a bar chart. The bar chart has “% rearrested” on its Y axis. “Pre-disruption” and “After disruption” are on its X axis, with bars for the Treatment and Control groups.]

01:55 >> When you interpret the findings, be sure to note the potential for COVID effects.

02:02 >> Explore new methods that don’t rely on in-person contact.

[The piece of paper reappears. Under Problem 2 the word “Solutions” is written. Below that it says “Tip: Explore alternative data collection methods.”]

[That paper disappears and a new one appears with check boxes for “Online surveys,” “Video or phone based interviews,” “Video based focus groups,” and “Previously untapped administrative data.”]

02:09 >> But be sure any new methods protect participants’ rights and keep their data secure. IRB approval may be needed for changes.

[The piece of paper reappears and a second tip appears under Problem 2. It reads “Tip: Ensure human subjects protections”.]

[The image is replaced with an example of an informed consent document.]

02:20 >> Also, for methods that require access to technology, consider ways to make sure all participants can be included.

[The piece of paper reappears. A third tip is added under Problem 2. It reads “Tip: Be inclusive of all participants.”]

[A new scene appears that shows a man typing on a computer and a woman texting on her phone. A third woman is shown without electronic devices. She looks sad.]

02:29 >> For more on this topic, see our additional resources in the links below this video.

[A computer screen appears with the home page for the National Reentry Resource Center.]

[Closing screen: logos for RTI International and the Center for Court Innovation.]

[Disclaimer text: The Evaluation and Sustainability Training and Technical Assistance (ES TTA) Project is conducted by RTI International and the Center for Court Innovation with funding from Grant No. 2019-MU-BX-K041 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Department of Justice’s Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the SMART Office. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.]