

## Why Conduct a Rigorous Evaluation – Described Audio Transcript (min:sec)

- 00:00 [A man is working at a computer, looking at the website of the National Reentry Resource Center. The whiteboard in his office gets larger and displays the text “Why Conduct a Rigorous Evaluation.”]
- 00:09 >> Narrator: As a reentry program, you might be wondering why a rigorous evaluation is necessary.  
[A woman appears looking thoughtful. The words “Why do we need to do a RIGOROUS evaluation?” are shown.]
- 00:15 >> Maybe you have received positive feedback from program participants in the past or have seen some positive outcomes.  
[The text is replaced with the image of four people who appear to be cheering.]
- 00:20 >> These anecdotes might seem compelling, but without rigorous evaluation, there’s no way to know if the program was implemented as intended or if it has an impact.  
[A man appears on the right side of the screen, talking. The words “a RIGOROUS evaluation is the only way to know if your program is really working” appear on screen.]
- 00:32 >> A rigorous evaluation 1) describes the program, 2) details how it’s implemented, and 3) assesses if it had an impact.  
[The text “1. Describe your program” appears on screen with a piece of paper below it that has writing on it. The words are replaced with “2. Detail implementation.” A forklift is shown picking up the piece of paper. The text is replaced with “3. Assess program impact.” An arrow pointing to a group of people appears beside the paper.]
- 00:43 >> The first step in a rigorous evaluation is to clearly describe your program model.  
[The text “Describe your program” is shown at the top of the screen. Six outlines of people are shown at various places on the screen.]
- 00:50 >> Who is it that your program is targeting and what types of services are you providing?  
[All but three of the people disappear. The three remaining people are enclosed in a circle together.]
- 00:54 >> A logic model can help to show how your program resources are designed to impact participant outcomes. Think of this process as writing your program description down on paper.  
[The people in the circle are replaced by the image of a piece of paper and a pen.]
- 01:04 >> Next, you need to evaluate how your program was implemented. This is called a process evaluation.  
[The text “Process Evaluation” is shown at the top of the screen. Text below it reads “Study of program implementation.” To the right of that are the words “Process Evaluation” in a box.]
- 01:14 >> Sometimes, the way a program is described on paper isn’t how it’s implemented in practice.

- [The image of the piece of paper and pen in a circle reappears. It is then crossed out.]
- 01:18 >> A process evaluation involves documenting 1) who the program actually served, 2) whether the program activities were carried out as planned,
- [The outlines of three people appear on the left side of the screen. They are connected by a line to the images of a series of location markers.]
- 01:28 >> 3) how much programming clients received, and 4) the rates of program completion.
- [Below those images is a bar graph with bars of varying heights. Everything disappears except two of the people. The words “2 in 3 completed the program” appear next to the people.]
- 01:36 >> The third and final step in a rigorous evaluation is an outcome evaluation.
- [The text “Outcome Evaluation” appears at the top of the screen. The images of eight people are shown within an oblong shape.]
- 01:43 >> Outcome evaluations are based on empirical and systematic measures of outcomes, such as re-arrest rates.
- [Images of handcuffs are randomly displayed over the heads of four of the individuals.]
- 01:49 >> Outcome evaluations compare outcomes between program participants who received services and a similar group of people who did not.
- [The eight people on screen are pulled into two separate groups, each outlined in a box. The left group is labeled “Treatment Group” and the right group is labeled “Control Group.”]
- 01:59 >> Through these three steps, a rigorous evaluation can make a convincing and evidence-based case for your reentry program.
- [Text successively appears on the screen, reading “1. Describe Program,” “2. Process Evaluation,” and “3. Outcome Evaluation.”]
- 02:14 >> For more information on this topic, please click on the link below.
- [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.]