

Quantitative Data Breakout Exercise & Prompts

For today's breakout activity you will pilot an intake data collection tool. You will read the four intake samples below and assign one breakout group member to share their screen and enter information into the **"Pilot Intake Data Collection Tool & Documentation"** Excel file. Odd-numbered breakout groups will read the odd-numbered intake samples (#1 and #3) and even-numbered breakout groups will read the even-numbered intake samples (#2 & #4).

As you pilot the intake tool, your breakout group should reflect on the discussion prompts below and assign another breakout group member to take notes so you can share your thoughts when we gather in the full meeting.

Discussion Prompts:

1. What specific changes would you make to the pilot intake tool and/or documentation to improve the program's ability to collect quality data? To get started, consider the following prompts:
 - a. Clarity of data entry instructions,
 - b. Availability of required data fields for reporting,
 - c. Proper functioning of the tool (e.g., data validation fields are incorporated and working as expected), and
 - d. Data accuracy.
2. Thinking about this exercise and what we've discussed today, is there anything you would like to change about your quantitative data collection tools and documentation practices going forward?

Sample Intake #1

Jonathan Hernández is a 15-year-old male-identifying Hispanic youth and was referred to the program through his school (DOB 8/15/2008). Met with him on 10/20/2023 at our west-side office location. This case manager initially spoke with Jonathan in English, but the interview was completed in Spanish, which is Jonathan's preferred language. Jonathan is currently a freshman at Eden Valley High School, skips school about once a week, and has previously been arrested for vandalism. Jonathan recently started meeting weekly with his guidance counselor because of his school absences, which he says has been very helpful. Jonathan has a goal to graduate from high school, and, thanks to his guidance counselor, is thinking about college for the first time. When asked if there are supportive adults in his life, he responded that he "agrees." He also responded that he "neither agrees nor disagrees" with the statement "I am confident that I can solve disagreements without violence."

Sample Intake #2

Devonte East is a 16-year-old male-identifying African American youth and was referred to the program through his school (DOB 3/20/2007). Met with Devonte on 10/25/2023 at our west-side office location. He is currently a junior at Lower Hill High School. He has been skipping school twice a week since the school year started but has no history of justice contacts. Devonte used to enjoy and be more engaged with school but has been struggling to stay motivated after the recent loss of his grandfather, who was his sole guardian. Devonte has goals to improve his school attendance. When asked if there are supportive adults in his life, he responded that he "disagrees." Devonte shared that he "strongly agrees" with the statement "I am confident that I can solve disagreements without violence."

Sample Intake #3

Andrew Flores is a 16-year-old male-identifying Filipino youth and was referred to the program through his school (DOB 6/9/2007). Met with Andrew on 10/21/2023 at our east-side office location. His preferred language is English. Andrew is currently a junior at Eden Valley High School. He has been skipping school about three times a month and was recently arrested for shoplifting with a group of his friends after school. Andrew is interested in joining his school's basketball team but hasn't tried out for the team because he says his grades aren't good enough. Andrew has a goal to spend more time studying and wants to improve his grades. When asked if there are supportive adults in his life, he responded that he "neither agrees nor disagrees." He also responded that he "agrees" with the statement "I am confident that I can solve disagreements without violence."

Sample Intake #4

Laura García is a 15-year-old female-identifying Hispanic youth and was referred to the program through her school (DOB 12/27/2007). Met with her on 10/02/2023 at our east-side office location. Laura's preferred language is English. She is currently a sophomore at Lower Hill High School and skips school about twice a month. Laura is involved in multiple school activities, including volleyball, but was removed from the team a couple of weeks ago after she got into a fight with another student. This was Laura's second fight this semester but otherwise has never been arrested before. Laura has spoken with her coach and was told she could rejoin if she made progress with her conflict resolution skills in this program. Laura's first goal is to rejoin the volleyball team, but she would also like to graduate from high school and hopes to get a scholarship to play the sport in college. When asked if there are supportive adults in her life, she responded that she "agrees." She also shared that she "disagrees" with the statement "I am confident that I can solve disagreements without violence."