Safe Schools/Healthy Students Final Logic Model WorkSheet (Revised 9-4-09)

➔ Safe Schools/Healthy Students Final Logic Model

SS/HS Element:					
Goal:					
Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA

➔ STEP ONE: Specifying the SS/HS Grant Element

SS/HS grantees must focus activities, curricula, programs, and services in a manner that responds to the community's needs, gaps, or weaknesses in areas related to the five SS/HS comprehensive plan elements:

- Element 1: Safe school environments and violence prevention activities.
- Element 2: Alcohol, tobacco, and other drug prevention activities.
- Element 3: Student behavioral, social, and emotional supports.
- Element 4: Mental health services.
- Element 5: Early childhood social and emotional learning programs.

The five SS/HS grant elements are the major organizational framework upon which the logic model rests. As such, the first step in developing your final logic model is to identify which element each page of the logic model is addressing. You should refer to the *Safe Schools/Healthy Students* Program Announcement for a complete description of the five SS/HS elements. This process is intended to help organize your SS/HS project thematically.

Example
Example SS/HS Element: Element 1: Safe School Environments and Violence Prevention Activities.   **Inappropriate SS/HS Element**: Character education programs. **What's Wrong?** This is not one of the five SS/HS grant elements identified in the Program Announcement.

Step One: Specifying the SS/HS Grant Element for Each Page of the Logic Model	
SS/HS Element(s)	
Element 1: Safe school environments and violence prevention activities.	**Construction Tips**: When developing your final SS/HS logic model, you may find it useful to begin by working on the element that you feel most comfortable describing. Some grantees have found it useful to complete one element and then to send it to their Technical Assistance Specialist (TAS) for feedback. This can help ensure that you are on the right track and provide a site-specific model that can be used as a reference for working on the other elements.

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➔ STEP TWO: Defining Goals

Goals are *broad statements* that describe the longer-term impacts that you are trying to reach. Goal statements describe the intended long-term outcomes of your initiative in large, broad terms. When developing your final logic model, you should be asking yourself which needs cluster together to define a common issue. In fact, you may find it useful to first group together common needs/issues in Step Three and then return to Step Two to define the overarching goal. If you are able to specify the goal up front, you may still want to return to this step after completing Step Three to ensure that the goal still adequately captures or reflects the underlying needs/issues that have been identified.

Each page of the logic model should have its own goal – although you can use more than one page to describe the objectives, activities, and other factors associated with a single goal. Examples of program goals that are relevant to the SS/HS initiative are reducing youth drug use, reducing violence in schools, and increasing access to mental health services for students.

Example

Example Goal Statement: To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.

Inappropriate Goal Statement: To implement a violence prevention program. **What's Wrong?** This is an example of an activity, not a goal. Your ultimate aim is to reduce levels of bullying, not implement a program.

Step Two: Defining Goals

Goal	
1. To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.	**Construction Tips**: Goals are intended to be overarching. They are intended to guide your initiative. Your goals should always be on your mind when you do any planning related to the initiative. In writing your goals, you should ask yourself what you are trying to accomplish and what you want to achieve in the long-term. Each page of the logic model should have its own goal, although single goals can span multiple pages as needed. You may find it useful to complete Step Three prior to Step Two or to return to Step Two after completing Step Three to ensure that the goal adequately captures/reflects the needs that you have grouped together.

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➔ STEP THREE: Defining the Baseline Data/Needs

SS/HS projects are needs-driven. **Needs or problem statements** seek to identify information on the extent to which gaps or weaknesses in services, infrastructure, opportunities, and/or resources exist in your target area. The needs/problems that you are seeking to address should be data driven. That is, need/problem statements should be based on quantitative and/or qualitative data for the district, students, families, and the community. You must include baseline data for each of the objectives listed. As described in the SS/HS Program Announcement, you are expected to conduct two data collections in year one: the first to collect baseline data (prior to implementing the project) and the second to collect year one actual performance data for your annual performance report. Baseline data must either be included in the model, or you must identify when and how it will be collected prior to program implementation. In many cases, this information will most likely come from the "Needs and Gaps" column of your preliminary logic model from your original application.

Example

Example Need/Problem Statement: 25% of middle grades youth surveyed in April 20XX reported engaging in bullying activities during the past 30 days.

Example Need/Problem Statement: 35% of middle grades youth surveyed in April 20XX reported being bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days.

Inappropriate Need/Problem Statement: Bullying is a problem among middle grades students. **What's Wrong?** This statement is not supported by evidence, and is not specific to the local setting.

Step Three: Defining the Baseline Data/Needs

Needs and Gaps	
1) 25% of middle grades youth surveyed in April 20XX reported engaging in bullying activities during the past 30 days. 2) 35% of middle grades youth surveyed in April 20XX reported being bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days.	**Construction Tips**: The needs/problems section should identify the factors that you are ultimately trying to address. In this example, the needs/problems are high levels of bullying and victimization. You must include baseline data against which you will be measuring progress. Here, it is stated that 25% of students in grades 6-8 report engaging in bullying behavior and 35% of students report being bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days. If baseline data are not available, you must identify when and how it will be collected prior to program implementation. Remember, you are required to have two data collection points in the first year of your grant – data from before program implementation, and data at the end of the year. When determining the needs you will be addressing, try to be as succinct as possible and try to limit yourself to the needs that you have already identified in your proposal.

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➔ STEP FOUR: Specifying Your Objectives

Objectives are *specific statements* that identify: 1) *what will change for whom*, 2) *by how much*, and 3) *by when*. Typically, objectives are related to changes in knowledge, attitudes, skills, and behaviors. Objectives can be either short-term (immediate) or long-term. It is possible (in fact, probable) that you will have multiple objectives for each goal based on the needs that you have identified. There should be a one-to-one relationship between the needs that you have identified and the number of objectives. This stems from the fact that you need to provide baseline data for each of the objectives you identify in your logic model.

Each objective should be numbered sequentially based on the Element number and Objective number. For example, the first objective under element #1 would be numbered Objective 1.1. The first objective under element #2 would be numbered Objective 2.1.

Example

Example Objective
What will change for whom? Reduce the percentage of students in grades 6-8 who report bullying others in the past 30 days; *By how much?* by 15% from baseline; *By when?* by the end of the project in June 20XX.

Example Objective
What will change for whom? Reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days;
By how much? by 25% from baseline; *By when?* By the end of the project in June 20XX.

Inappropriate Objective: Reduce bullying. **What's Wrong?** Does not identify the target of the change, the quantity of change, or the timeframe in which change is expected to occur.

Step Four: Specifying Your Objectives

Objectives	
1. To reduce the percentage of students in grades 6-8 who report bullying others in the past 30 days by 15% from baseline by the end of the project in June 20XX. 2. To reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days by 25% from baseline by the end of the project in June 20XX.	**Construction Tips**: Some guiding questions might include: 1) what changes are reasonable to expect; 2) what difference will your activities make, for whom, and by when; and 3) how is this objective logically linked to your needs and goal? Another way to think about writing objectives is based on the CDC's SMART process. According to this process, objectives should be: 1. **S**pecific: identify a defined event (e.g., reductions in bullying others) 2. **M**easurable: specify a baseline value and quantity of change that is expected to occur as a result of program activities (e.g., reduce from 25% to 21%) 3. **A**chievable: realistic to expect in the specified timeframe 4. **R**elevant: linked to your goals (and in this case, the SS/HS initiative) 5. **T**ime-bound: provide a specified timeframe by which the objective will be achieved (e.g., by the end of the project in June 20XX) When defining the quantity of change that is expected to occur, estimates should be based on the research literature, similar programs, and common sense.

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➔ STEP FIVE: Specifying Your Program Activities

The next step in developing your final logic model it to specify one or more program activities intended to address each stated objective. This information is most likely included in the "Activities, Curricula, Programs, and Services" column of your preliminary logic model.

This column should include the evidence-based programs, practices, and policies that you will be putting into place with grant funding. Your needs, goals, and objectives should guide your choice of activities, not vice-versa. Any additions, deletions, or modifications of the activities identified in your original grant application must be approved by your Federal Project Officer.

Each activity should be numbered in a manner such that it can be linked to your process measures and partners. For example, the first activity corresponding to Objective 1.1 would be Activity 1.1.1.

Example

Example Activity: Implement the STOP bullying program with middle school youth in grades 6-8 in all schools in the district.

Example Activity: School Resource Officers will patrol the campus and common walking routes to school.

Inappropriate Activity: We will reduce the level of bullying among middle grades youth. **What's Wrong?** This is an example of a goal, not an activity or strategy designed to reach the goal.

Step Five: Specifying Your Program Activities	
Program Activities	
1. Implement the STOP bullying program with middle school youth in grades 6-8 in all schools in the district. 2. School Resource Officers will patrol the campus and common walking routes to school.	**Construction Tips**: Activities should be logically linked to the objectives such that their completion can be expected to cause the intended changes determined in the objectives. ***Your needs, goals, and objectives should guide your choice of activities, not vice-versa.***

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➔ STEP SIX: Specifying Your Process Measures

After you have identified your program activities, you should identify your process measures. This information was most likely not provided in your preliminary logic model, but it is important going forward for both the creation of your local evaluation plan, and as a way of defining measures of implementation.

Process Measures are the data used to document the implementation of activities.

You should have at least one process measure for each activity identified in your logic model.

Process measures should use the same numbering convention as activities so that it is clear which process measure goes with each activity. If you have more than one process measure for an activity you can accommodate this using letters. For example, the first process measure for Activity 1.1.1 would be Process Measure 1.1.1a, and the second would be Process Measure 1.1.1b.

Example

Example Process Measures: 1) Number of teachers trained to deliver the curriculum; 2) Number of 6-8th grade classrooms who receive the bullying prevention program; 3) number of sessions delivered per classroom; 4) measures of program fidelity such as classroom observation or teacher checklists; 5) school resource officer event logs.

Inappropriate Process Measures: Reduction in the level of bullying in the school. What's Wrong? This is measuring the potential outcome of the program, not the process by which it is implemented.

Step Six: Specifying Your Process Measures

Process Measures	
Number of teachers trained to deliver the curriculum. Number of 6-8th grade classrooms who receive the bullying prevention program Number of sessions delivered per classroom Measures of program fidelity such as classroom observation or teacher checklists. School resource officer event logs	**Construction Tips**: Process measures can be thought of as documentation of whether the activity is being implemented according to the original plan. You should strive to have at least one process measure for each activity listed.

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➔ STEP SEVEN: Specifying Your Partners

After you have identified your process measures, you should identify who will help with each activity. This information will most likely come from the "Partners' Roles" column of your preliminary logic model. This will help map out how each of your partners is contributing to the overall initiative, and can help to serve as a work plan or the basis for ongoing memoranda of agreement.

Each entry in the Partners column should be numbered in a way that links it to a specific activity. For example, partner entries for Activity 1.1.1 would each include this identifier.

Example
Example Partners Mental health partner will assist with staff training. Teachers will deliver the bullying program. Students who exhibit high levels of risk will be referred to the mental health partner for services. **Inappropriate Partners Example**: Implement a bullying prevention program. **What's Wrong?** Does not identify who will help with program implementation.

Step Seven: Specifying Your Partners	
Partners	
1. Mental health partner will assist with staff training. 2. Teachers will deliver the bullying program. 3. Students who exhibit high levels of risk will be referred to the mental health partner for services.	**Construction Tips**: This field is designed to describe the means available to achieve your outcomes. It can also help you to promote accountability by defining roles and responsibilities for all of the grant partners.

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➔ STEP EIGHT: Specifying Your Performance Indicators and GPRA

Performance Indicators and GPRA are the source of evidence for determining whether or not your program is reaching its specified objectives. This column is similar to the "How Outcomes Will Be Measured Column" in the preliminary logic model.

Performance Indicators and GPRA will match your objectives with the addition of <u>how</u> performance will be assessed. This means that you should simply copy your objectives in this column and add on a phrase at the end of each objective that identifies the source of information you will be using to measure the objective. The numbering in this column should match the Objectives column.

Important: All grantees <u>must</u> identify and include at least one measurable and attainable performance indicator for each of the five SS/HS element and all six GPRA indicators listed in the SS/HS Program Announcement. GPRA indicators should be identified as such.

<table>
<tr><th colspan="2">Step Eight: Specifying Your Performance Indicators and GPRA</th></tr>
<tr><th>Performance Indicators/GPRA</th><th></th></tr>
<tr><td>1. Reduce the percentage of students in grades 6-8 who report bullying others in the past 30 days by 15% from baseline by the end of the project in June 20XX <u>as measured by a school-wide survey.</u>

2. To reduce the percentage of students in grades 6-8 who indicate that they were bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days by 25% from baseline by the end of the project in June 20XX <u>as measured by a school-wide survey.</u> (GPRA #1)</td><td>Construction Tips: Remember that all SS/HS projects <u>must</u> identify and include at least one measurable and attainable performance indicator for each of the five elements and all six GPRA measures listed in the GFA. These are:

1. Percentage of students who did not go to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school.
2. Percentage of students who have been in a physical fight on school property in the 12 months prior to the survey.
3. Percentage of students who report current (30-day) marijuana use.
4. Percentage of students who report current (30-day) alcohol use.
5. Number of students receiving school-based mental health services.
6. Percentage of mental health referrals for students that result in mental health services being provided in the community.

In general, the first two GPRA should appear with Element 1 (Violence Prevention), the second two GPRA should appear with Element 2 (Substance Use and Abuse), and the final two GPRA should appear with Element 4 (Mental Health Services).

It is recommended that grantees specify up to 11 performance indicators for their project (one for each of the five SS/HS elements, and the six GPRA measures). It is permissible to combine a performance indicator for the SS/HS element with a GPRA measure, resulting in 8 performance indicators.

It will make it easier to complete the USED 524B reporting form if you identify which performance indicators you will use for each element (as in the example above).

It is recommended that grantees limit themselves to 11 total performance indicators for reporting in Section A of the ED524B form. If you choose more than 11 performance indicators, additional indicators can be reported in the narrative in Section C.</td></tr>
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Safe Schools/Healthy Students Final Logic Model Example

This is an example of what a SS/HS Logic Model might look like for one goal. Note that using one row per each need associated with the goal helps to organize the model in a manner such that it can be easily followed from left to right.

SS/HS Element: Safe School Environments and Violence Prevention Activities (Element One)

Goal: To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.

Baseline Data/Needs	Objectives	Activities	Process Measures	Partners	Indicators and GPRA
1.1. 25% of middle grades youth surveyed in April 20XX reported engaging in bullying activities during the past 30 days.	1.1. To reduce the percentage of students in grades 6-8 who report bullying others in the past 30 days by 15% from baseline by the end of the project in June 20XX.	1.1.1. Implement the STOP Bullying program with middle school youth in grades 6-8 in all schools in the district.	1.1.1a. Number of teachers trained to deliver the curriculum 1.1.1b. Number of sessions delivered per classroom 1.1.1c. Measures of program fidelity	1.1.1. Mental health partner will train teachers in use of the curriculum. 1.1.1. Teachers will deliver the STOP Bullying program 1.1.1 Students who exhibit high levels of risk will be referred to the mental health partner for services.	1.1. To reduce the percentage of students in grades 6-8 who report bullying others in the past 30 days by 15% from baseline by the end of the project in June 20XX <u>as measured by a school-wide survey</u>.
1.2. 35% of middle grades youth surveyed in April 20XX reported being bullied, threatened, or pushed around in school or on the way to or from school in the past 30 days.	1.2. To reduce the percentage of students in grades 6-8 who indicate they were bullied, threatened, or pushed around in school of on the way to or from school in the past 30 days by 25% from baseline by the end of the project in June 20XX.	1.2.1. School resource officers will patrol the campus and common walking routes to school. 1.2.2. The principal will host an open forum with faculty to talk about the issue of bullying.	1.2.1. School resource officer event logs. 1.2.2a. Number of faculty present at the forum 1.2.2b. Satisfaction survey post-forum.	1.2.1. Law enforcement partner will monitor SROs. 1.2.2. Community partner will help facilitate the bullying forum.	1.2. To reduce the percentage of students in grades 6-8 who indicate they were bullied, threatened, or pushed around in school of on the way to or from school in the past 30 days by 25% from baseline by the end of the project in June 20XX <u>as measured by a school-wide survey</u>. **(GPRA #1)**