Safe Schools/Healthy Students Evaluation Plan Worksheet (Updated 2-12-08)

PURPOSE OF EVALUATION PLAN

The purpose of this document is to provide guidance for the content and structure of a plan to evaluate a Safe Schools/Healthy Students (SS/HS) grant. As summarized on page 25 of the SS/HS Program Announcement, the local evaluation plan should describe how you propose to conduct a process and outcome evaluation of the goals and objectives of your local initiative.

Much of this work has already been completed through the development of your SS/HS application and your SS/HS program logic model. The development of a more detailed evaluation plan provides you with an opportunity to update and expand upon the information contained in Section 4 (Evaluation) of your SS/HS grant application. This more detailed plan can: 1) reflect modifications that were made when finalizing the logic model or changes called for in the award letter from your Federal Project Officer, and 2) provide more information about evaluation methods than was initially possible in the original application.

The format for the evaluation presented in this document is intended to provide an *optional* structure for organizing an evaluation plan. If your agency/organization uses a structure/format that addresses all of the same issues identified here, there is no requirement that you use the approach outlined in this document.

REQUIREMENTS AND RECOMMENDATIONS

Evaluation Plan Requirement

Every SS/HS project is required to submit an updated evaluation plan to their Federal Project Officer to be filed with other paperwork in their official grant file. Project Directors should consult with their Federal Project Officer concerning the due date for your specific grant.

Government Performance and Results Act Requirement

The Government Performance and Results Act (GPRA) of 1993 requires federal agencies to collect and report data that measure the results of the funded initiatives. All Safe Schools/Healthy Students grantees are required to collect and report information on the following six GPRA indicators each year of the grant:

1. Student Victimization/Perception of School Safety

- Percentage of grantees that experience a decrease in 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.
- Percentage of grantees that experience a decrease in students who have been in a physical fight on school property in the 12 months prior to the survey.

2. Student Substance Use and Abuse

- Percentage of grantees that report a decrease in students who report current (30-day) marijuana use.
- Percentage of grantees that report a decrease in students who report current (30-day) alcohol use.

3. Mental Health Services Provided

- Percentage of grantees that report an increase in the number of students receiving school-based mental health services.
- Percentage of grantees that report an increase in the percentage of mental health referrals for students that result in mental health services being provided in the community.

In addition, all SS/HS projects must identify and include at least one measurable and attainable performance indicator for each of the five elements. It is allowable to use one or more GPRA indicator to meet this requirement. For example, the GPRA indicator concerning the number of students receiving mental health services in school may also be used to serve the requirement for a performance measure for Element 4. There is, however, an important restriction about using GPRA indicators to help meet the requirement to use at least one performance indicator for each of the five elements. That restriction is that you can use a GPRA indicator only once (i.e., a single GPRA indicator cannot serve as the performance indicator for multiple elements).

In the Reporting Section of this worksheet you will be asked to provide detailed information concerning how raw data (individual case-level data) for each of the GPRA measures you adopt will be transmitted to the National Evaluation Team at the end of each reporting period. For example, as a Statistical Package for the Social Sciences (SPSS) data file, as a SAS/STAT data file, as a tab-delimited or Excel data file, etc.

AUDIENCES FOR THE EVALUATION PLAN

There are at least four audiences to keep in mind when creating the evaluation plan: 1) the SS/HS Project Director who is ultimately responsible for the operation of the grant and for who may use the plan to monitor the performance of the local evaluator; 2) members of the local SS/HS partnership who need to understand and embrace the local evaluation; 3) the Federal funders who are responsible for helping each grant reach its full potential through mentoring and monitoring; and 4) the National Evaluation Team who need to understand the specifics of *how* each local evaluation is being implemented.

OVERVIEW OF WORKSHEET

The Evaluation Plan Worksheet consists of six different sections/steps: 1) populating the evaluation plan with project goals, elements, objectives, and activities from your SS/HS Logic Model; 2) creating the process evaluation portion of your evaluation plan; 3) creating the outcome evaluation portion of your evaluation plan; 4) specifying reporting mechanisms; 5) identifying project staffing and timelines; and 6) identifying provisions for the protection of human subjects.

As mentioned above, much of this information already exists in some form either as part of your SS/HS Logic Model or as a part of your original SS/HS Application. The following table identifies the likely source(s) of information for each step in the evaluation plan. In most cases this information will need to be expanded upon per the recommendations below, but these materials will very likely help you form the basis for the plan.

Link Between Logic Model, Application, and Evaluation Plan

Steps in Evaluation Plan	Source Document(s)
Step 1: Goals, Elements, Objectives, Activities	Logic Model Columns: Goals, Element, Objectives, and Activities
Step 2: Process Evaluation	Logic Model Column: Process Measures
Step 3: Outcome Evaluation	Logic Model Column: Indicators and GPRA
Step 4: Reporting	SS/HS Application Section 5: Management, Local Evaluation Scope of Work, MOA, or Contract
Step 5: Staffing and Timelines	SS/HS Application Section 5: Management, Local Evaluation Scope of Work, MOA, or Contract
Step 6: Protection of Human Subjects	SS/HS Application Appendix Attachment F

ORGANIZATION OF THE WORKSHEET

Objectives as the Main Organizational Element

In order to maximize the correspondence between the SS/HS Evaluation Plan Worksheet and the SS/HS Program Logic Model Worksheet, objectives serve as the main organizational element of the evaluation plan. This has been done because your objectives implicitly reflect your underlying evaluation questions. For example, if your objective was “To increase the percentage of students in grades 6-8 who report feeling safe at school or on the way to or from school by 25% from baseline by the end of the grant,” the underlying evaluation question might be stated, “Was there a meaningful increase (at least 25%) in the percentage of students in grades 6-8 who report feeling safe at school or on the way to or from school?” If you feel more comfortable explicitly stating the underlying evaluation question rather than the objective, this should be done in the space where Objectives are located below.

➔ STEP ONE: Populating the Evaluation Plan with Project Goals, Elements, Objectives, and Activities

The first step in developing your SS/HS Evaluation Plan is to extract information from your SS/HS Program Logic Model on the goals, element(s), objectives, and activities. This information forms the basis for a more in-depth description of the process and outcome evaluation methods that will follow.

The example summary boxes (box #1 and #2) below highlight what this step might look like for two separate objectives (a short-term and long-term) that are both related to the same goal. When features of the summary box are repetitive, such as in the list of activities provided below, you might choose to use space-saving techniques. In the examples provide below, since the activities for Objective 1.2 are identical to those for Objective 1.1, a note has been made under "Activities Related to Objective 1.2" that refers the reader back to the activities identified under Objective 1.1.

What to Do When You Have Cross-Goal Evaluation Questions

There may be evaluation questions that span multiple goals or that focus on a particular activity not covered in the other evaluation questions. For example, "What activities were most successful at creating a positive cultural shift in the schools?" In these instances, you should follow the same formatting as below but be clear to identify them as cross-goal questions in either the Goal or Element fields. These should be presented in the plan <u>after</u> you have addressed the goals and objectives related to the five SS/HS elements. As described above, you can either create objectives for these cross-goal evaluation questions or provide them in question form in the space where Objectives are located in the example below.

Summary Box #1

GOAL #1: To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.

Element(s): Element 1 (Safe School Environments and Violence Prevention Activities)

Objective 1.1: To increase the percentage of middle school students who report using peer mediation strategies by 25% from baseline by June 2008.

Activities Related to Objective 1.1:
Purchase curriculum, train staff, arrange school schedule to accommodate curriculum, & obtain parental permission for student participation, as needed.

Implement the evidence-based bullying prevention curriculum in grades 6-8 with all students

Summary Box #2

GOAL #1: To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.

Element(s): Element 1 (Safe School Environments and Violence Prevention Activities)

Objective 1.2: 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 from 35% to 25% by June 2009.

Activities Related to Objective 1.2:
See activities related to objective 1.1

➔ STEP TWO: Creating the Process Evaluation Portion of Your Evaluation Plan

Your process evaluation consists of data used to document the implementation of policies, programs, and activities delivered as part of your SS/HS initiative. Process evaluation measures may also address issues of specific concern for managing the program such as the reach of individual interventions, the fidelity with which interventions are being implemented, and how the program might be improved. You should have already identified the process measures that you intend to use to document the delivery of services as part of your SS/HS Program Logic Model.

The evaluation plan asks you to expand upon the information provided in your logic model by identifying: 1) whether the data are being collected on the entire population or on a sample, 2) the source of information/instrument(s) to be used, 3) the person(s) responsible for collecting the information, 4) the timing of data collection, and 5) how the data will be described/analyzed. Each of these issues is described below.

Source of Information/Instruments: This field identifies the source of information or the instrument(s) to be used. In the examples on the next page, teachers will be filling out session logs, and trained observers will make teacher observations. Simply put, this field identifies the methods, measures, or tools you will use to collect the data. *Note*: For the GPRA indicators, you should specify the actual measure(s) to be used – the specific question to be used with response options (for a survey question) or how the variable will be calculated (e.g., "we will define the number of students receiving school-based mental health services as the number of new students who have attended one or more sessions").

Who Will Collect the Data: This field identifies the person(s) responsible for collecting the data. In the examples on the next page, the teachers will be completing the session logs themselves on a daily basis, and trained observers will be making the observations.

Timing of Data Collection: This field identifies when (or how often) you will be collecting the data. In the examples on the next page, the teachers will be filling out session logs on a daily basis, and observations will be conducted once weekly until all teachers have been observed twice.

Population or Sample: This field identifies whether the data will be collected from all of the service recipients or units assessed or from a sample of service recipients or units assessed. Using the examples on the next page, will all teachers be required to fill out session logs or just every other teacher? Will all teachers be observed or will only some teachers? Another way of asking this question is from whom or on what will you be collecting data – all or some? *Note:* If the answer is "some," you should also indicate which grade(s) and/or which school(s) or other subgroups are used, and whether or not the sample will represent the whole population.

How Will the Data be Described/Analyzed: This field identifies how the data collected will be described and/or analyzed. In the example below, data from the teacher session logs will be used to present the number of classrooms receiving the bullying curriculum and the number of sessions that each classroom received. Qualitative data from observations will be summarized by the observer and be fed back to the teacher being observed, information about program fidelity will be summarized and given to the evaluator.

Example of STEP #2: Process Evaluation

GOAL #1: To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.

Element(s): Element 1 (Safe School Environments and Violence Prevention Activities)

Objective 1.1: To increase the percentage of middle school students who report using peer mediation strategies by 25% from baseline by June 2008.

Activities Related to Objective 1.1:
Purchase curriculum, train staff, arrange school schedule to accommodate curriculum, & obtain parental permission for student participation, as needed.

Implement the evidence-based bullying prevention curriculum in grades 6-8 with all students

Process Measure 1.1a: Number of teachers trained to deliver the curriculum
- **Source of Information/Instrument(s):** Training sign-in sheets
- **Who Will Collect the Data:** Administrative assistant will require participants to sign in
- **Timing of Data Collection:** Prior to the training
- **Population or Sample:** Population (participants from all trainings will be counted)
- **How Will the Data be Described/Analyzed:** Total number of teachers trained will be reported

Process Measure 1.1b: Number of 6-8 grade classrooms that receive the bullying prevention program
- **Source of Information/Instrument(s):** Teacher session logs
- **Who Will Collect the Data:** Teachers will fill out logs
- **Timing of Data Collection:** After each session
- **Population or Sample:** Population (all teachers will fill out logs)
- **How Will the Data be Described/Analyzed:** Total number of classrooms that receive the bullying prevention program

Process Measure 1.1c: Number of sessions delivered per classroom.
- **Source of Information/Instrument(s):** Teacher session logs
- **Who Will Collect the Data:** Teachers will fill out logs
- **Timing of Data Collection:** After each session
- **Population or Sample:** Population (all teachers will fill out logs)
- **How Will the Data be Described/Analyzed:** Frequency counts of sessions per classroom and average number of sessions across classrooms

Process Measure 1.1d: Measures of program fidelity such as classroom observation or teacher checklists.
- **Source of Information/Instrument(s):** Trained observers and teacher checklists
- **Who Will Collect the Data:** Trained observers will conduct observations and teachers will fill out checklists
- **Timing of Data Collection:** Observations will happen once weekly until all teachers are observed twice; teacher checklists will be filled out at the end of each session
- **Population or Sample:** Population (all teachers will be observed and required to fill out checklists)
- **How Will the Data be Described/Analyzed:** Qualitative data from observations will be summarized by the observer and fed back to the teacher being observed, information about program fidelity will be summarized and given to the evaluator; descriptive statistics will be computed from teacher check-lists

➔ STEP THREE: Creating the Outcome Evaluation Portion of Your Plan

Your outcome evaluation consists of data used to determine whether or not your program is reaching its specified objectives. In the last column of your SS/HS Program Logic Model you should have already identified your performance indicators (some may also be GPRA indicators). In most cases these will mirror the language of your objectives with the addition or how performance will be assessed. In the example provided below, the outcome measure is placed directly under the summary box to make it more prominent and easier to locate at a quick glance.

The evaluation plan asks you to expand upon the information provided in your logic model by identifying: 1) the baseline against which you will measuring change, 2) the evaluation design being used, 3) whether the data are being collected on the entire population or on a sample, 4) the source of information/instrument(s) to be used, 5) the person(s) responsible for collecting the information, 6) the timing of data collection, and 7) how the data will be described/analyzed.

Baseline Data: This field identifies the baseline information against which progress will be measured. In most cases, you have already provided this information in the first column of your SS/HS Program Logic Model under Needs/Gaps. In the event that this information is not available at the time that you are creating this plan, you should identify when this information will become available. *Note:* When available, baseline data points should represent pre-grant levels (the levels before the grant was actually awarded). This is particularly true for the GPRA indicators. If pre-grant levels are not available, the baseline measure should represent data points as close to the beginning of the grant as possible.

Evaluation Design: This field provides space for you to identify the evaluation design that you will be using for each objective. Common designs include a post-only design, a one-group pretest-posttest design, and a pretest-posttest control group design (with or without randomization).[1] You should identify the design using standard language such as in the references provided in footnote #1 to avoid confusion.

**Note*: The Evaluation Design field is also the appropriate area for you to expand upon or qualify exactly how progress towards your objectives will be assessed. For example, will the 25% change identified in your objective be a pre-post change assessment on a group of students or will it be a 25% increase or decrease relative to a comparison or control group? It may be for instance that you originally anticipated having a control or comparison group, but this design is no longer feasible. This should be described here. Alternatively, you may have identified an alternative design or located a control or comparison group since the objective was originally written. Again, this would be the place to clarify the nature of these modifications.

The remaining fields in the outcome evaluation section are identical to those described above under the Process Evaluation section (e.g., population or sample, source, data collector, timing, analysis).

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[1] Classic texts on evaluation design include: Campbell, D.T., & Stanley, J.C. (1967). Experimental and Quasi-Experimental Designs for Research. Cook, T.D., & Campbell, D.T. (1979). Quasi-Experimentation: Design & Analysis Issues for Field Settings. Shadish, W.R., Cook, T.D., & Campbell, D.T. (2001). Experimental and Quasi-Experimental Designs for Generalized Causal Inference.

Example of STEP #3: Outcome Evaluation

GOAL #1: To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.

Element(s): Element 1 (Safe School Environments and Violence Prevention Activities)

Objective 1.1: To increase the percentage of middle school students who report using peer mediation strategies by 25% from baseline by June 2008.

Activities Related to Objective 1.1:
Purchase curriculum, train staff, arrange school schedule to accommodate curriculum, & obtain parental permission for student participation, as needed.

Implement the evidence-based bullying prevention curriculum in grades 6-8 with all students

Outcome Measure 1.1: To increase the percentage of middle school students who report using peer mediation strategies by 25% from baseline by June 2008.

- **Baseline Data:** In June 2006, 0.3% of students indicated that they had used peer mediation strategies.
- **Evaluation Design:** One-group pretest-posttest design
- **Source of Information/Instrument(s):** Evaluator-designed survey asking the frequency of use of peer mediation strategies
- **Who Will Collect the Data:** Teachers will administer the survey in classrooms
- **Timing of Data Collection:** End of each semester
- **Population or Sample:** Population (all 6^{th}-8^{th} grade students in the targeted schools will take the survey)
- **How will the data be described and/or analyzed:** Descriptive statistics will be used to present the percentage of students who report using each type of mediation strategy and the percent change from pretest to posttests.

Process Measure 1.1a: Number of teachers trained to deliver the curriculum

- **Source of Information/Instrument(s):** Training sign-in sheets
- **Who Will Collect the Data:** Administrative assistant will require participants to sign in
- **Timing of Data Collection:** Prior to the training
- **Population or Sample:** Population (participants from all trainings will be counted)
- **How Will the Data be Described/Analyzed:** Total number of teachers trained will be reported

Process Measure 1.1b: Number of 6-8 grade classrooms that receive the bullying prevention program

- **Source of Information/Instrument(s):** Teacher session logs
- **Who Will Collect the Data:** Teachers will fill out logs
- **Timing of Data Collection:** After each session
- **Population or Sample:** Population (all teachers will fill out logs)
- **How Will the Data be Described/Analyzed:** Total number of classrooms that receive the bullying prevention program

Process Measure 1.1c: Number of sessions delivered per classroom.

- **Source of Information/Instrument(s):** Teacher session logs
- **Who Will Collect the Data:** Teachers will fill out logs
- **Timing of Data Collection:** After each session
- **Population or Sample:** Population (all teachers will fill out logs)
- **How Will the Data be Described/Analyzed:** Frequency counts of sessions per classroom and average number of sessions across classrooms

Process Measure 1.1d: Measures of program fidelity such as classroom observation or teacher checklists.

- **Source of Information/Instrument(s):** Trained observers and teacher checklist
- **Who Will Collect the Data:** Trained observers will conduct observations and teachers will fill out checklists
- **Timing of Data Collection:** Observations will happen once weekly until all teachers are observed twice; teacher checklists will be filled out at the end of each session
- **Population or Sample:** Population (all teachers will be observed and required to fill out checklists)
- **How Will the Data be Described/Analyzed:** Qualitative data from observations will be summarized by the observer and fed back to the teacher being observed, information about program fidelity will be summarized and given to the evaluator; descriptive statistics will be computed from teacher check-lists

➔ STEP FOUR: Specifying Reporting Mechanisms

Once you have completed the process and outcome evaluation sections for each of your SS/HS objectives, the next step is to document how and when data will be reported. In many cases this information was provided as part of the Evaluation Section of your original SS/HS application. This area provides you with the opportunity to revisit and expand upon this information. Examples from two funded SS/HS applications are provided below. The level of detail needed in this section should be discussed and agreed upon by the SS/HS Project Director, the SS/HS partners, and the local evaluator. At a minimum, however, you should indicate that you will comply with the SS/HS reporting requirements for the grant.

Reporting Examples

Example #1 from SS/HS Application Shared Under Freedom of Information Act
Reports of outcomes and results will be provided on an annual basis or as required by the funding agency. They will also be provided on a more informal basis at SS/HS partnership meetings. Evaluation reports will be provided monthly to implementing agencies to help assess progress, determine strengths and weaknesses, and adjust strategies.

Example #2 from SS/HS Application Shared Under Freedom of Information Act
The local evaluator will report on process data in schedules monthly meetings and conduct briefings to provide project staff and steering committee members with recommendations for strengthening programs and strategies. Outcome evaluation results will coincide with the semi-annual and annual reporting cycle of the grant. Results will be provided to the Project Director and SS/HS partners. Data will be placed on the SS/HS website for access to parents and interested community members.

NET Reporting

In addition to identifying how and when information will be reported to the local project, you should also include a sub-section concerning how, when, and in what format data on the GPRA indicators will be submitted to your NET liaison at the end of each annual reporting period. For example, as a Statistical Package for the Social Sciences (SPSS) data file, as a SAS/STAT data file, as a tab-delimited or Excel data file, etc.

Note: In the event that datasets cannot be provided to the NET, please be sure to document this and make provisions for supplying the NET with sample sizes and mean scores for each GPRA indicator for each subgroup being studied.

NET Reporting Example

The local evaluator will submit a SPSS data file and codebook to the NET liaison with raw (individual case-level) data for the fours student victimization/school safety and substance use/abuse GPRA measures at the close of each grant year (e.g., September, October). Data on the two mental health measures will be submitted as Excel spreadsheet files extracted from the program database.

➔ STEP FIVE: Identifying Project Staffing and Timelines

The evaluation plan should also include information on project staffing and an evaluation timeline. The staffing section should identify who will be doing the work, including the percentage time each person will devote to evaluation activities. Evaluations often involve a team on which there is a senior evaluator who heads the team and junior staff who do much of the work. This section should identify which tasks the lead evaluator will perform and which tasks will be carried out by assistants. A timeline of major evaluation activities and due dates for major deliverables should also be included. Much of this information should already be available either as part of your original SS/HS application or as part of your evaluation contract, scope of work, or memorandum of agreement.

Staffing Example

Staff Person	Percent Time	Tasks
Sally Sorensen (lead evaluator)	50%	Purchase and development of necessary evaluation tools, training of staff for data collection, data analysis, presentation of evaluation activities and evaluation results at coalition meetings, oral updates for the project director, report writing, telephone surveying, coordinate with the National Evaluation Team to supply necessary data
Alex Adler	25%	Data entry and cleaning, data analysis, report writing, telephone surveying
Betsy Brighton	25%	Data entry and cleaning, data analysis, report writing, telephone surveying

Timeline Example

Evaluation Activity	Due Date
Submit logic model, evaluation plan, and performance report data sections	Winter of Year 1
Submit annual performance report data sections	Summer of Year 1
Submit semiannual performance report data sections	Winter of Year 2
Submit annual performance report data sections	Summer of Year 2
Submit semiannual performance report data sections	Winter of Year 3
Submit final performance report data sections	Summer of Year 3
Submit final evaluation report	3 months after the end of the grant

➔ STEP SIX: Identifying Provisions for the Protection of Human Subjects

When you wrote your SS/HS application you were required to attach information dealing with Confidentiality and Participant Protection Requirements and the Protection of Human Subjects. This information should be summarized or replicated here and updated to reflect any changes that have occurred since the grant was funded.

If your site was required to obtain additional approvals from an Institutional Review Board (IRB), your IRB plan should be included as an appendix to the evaluation plan.