

Logic Model Refinement

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Presented by:

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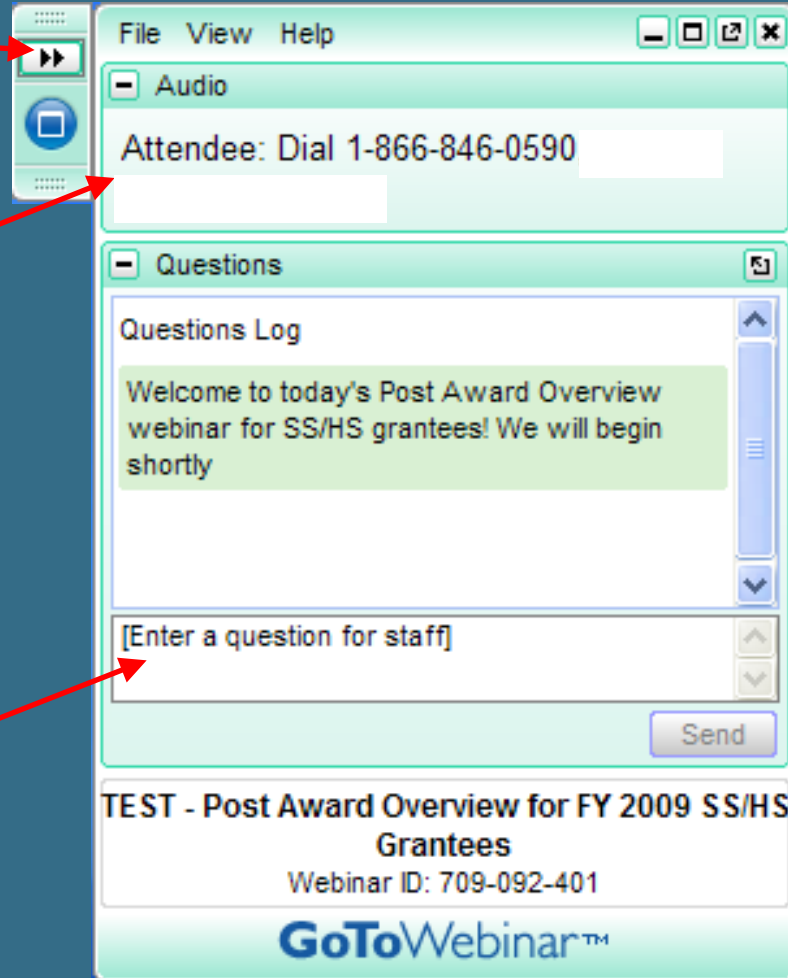
sformica@ssre.org

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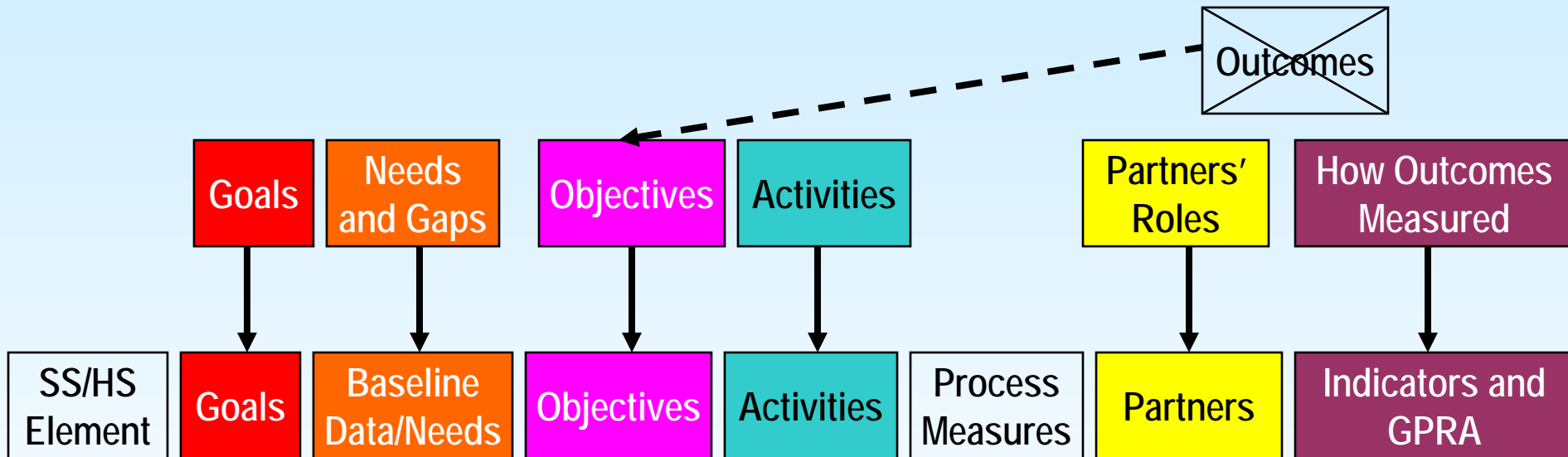
Question/Answer Box

Purpose

- **Purpose of Presentation:** To describe the recommended format for your final SS/HS logic model, which was developed by the federal partners, technical assistance partners, and national evaluation team.
- **Purpose of the Process:**
 1. To develop a tool for describing and sharing aspects of your SS/HS project.
 2. To promote the use of a consistent model/process across SS/HS grantees.
 3. To assist in the development of evaluation plans.
 4. To facilitate project reporting.

Translating from the Program Logic Model

Preliminary Program Logic Model



Recommended Final Implementation Logic Model

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
<p>1.1. 25% of middle grades youth surveyed in April 20XX reported engaging in bullying activities during the past 30 days.</p>	<p>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.</p>	<p>1.1.1. Implement the STOP Bullying program with middle school youth in grades 6-8 in all schools in the district.</p>	<p>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</p>	<p>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.</p>	<p>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></p>
<p>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.</p>	<p>1.2. To reduce the percentage of students in grades 6-8 who indicate 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.</p>	<p>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.</p>	<p>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.</p>	<p>1.2.1. Law enforcement partner will monitor SROs. 1.2.2. Community partner will help facilitate the bullying forum.</p>	<p>1.2. To reduce the percentage of students in grades 6-8 who indicate 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></p>

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 Elements** are intended to help organize your project thematically
 - **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

SS/HS Element					
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Example SS/HS Element

- “Element 1: Safe School Environments and Violence Prevention Activities.”
- **BAD EXAMPLE:** “Character education programs.” – (This is not one of the five SS/HS grant element).

SS/HS Element					
Goal					
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STEP TWO: Defining Goals

- Goals are *broad* statements that describe the longer-term impacts that you are trying to reach.
- Think about which needs cluster together to define a common issue. May need to go back and forth between this step and step #3.
- Examples of relevant goals for the SS/HS initiative are: 1) reducing youth substance use, 2) reducing violence in schools, and 3) increasing access to mental health services for students.

SS/HS Element					
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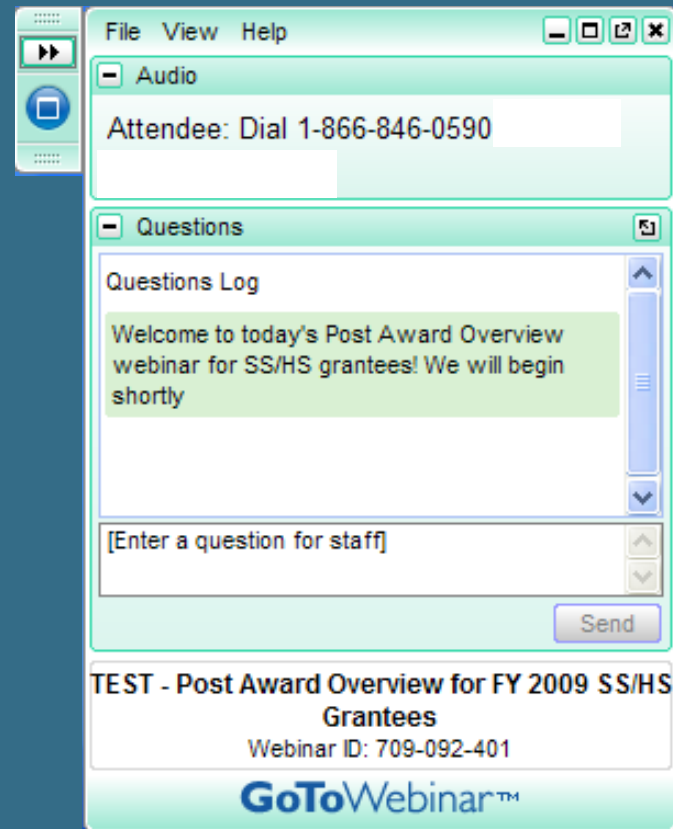
Example Goal Statement

- “To reduce the level of bullying among middle grades youth (grades 6-8) in our school district.”
- **BAD EXAMPLE:** “To implement a violence prevention program.” – (This is an activity, not a goal. Your ultimate aim is to reduce levels of bullying, not implement a program).

Your Examples

Questions?

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SS/HS Element					
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STEP THREE: Defining the Baseline Data/Needs

- Identify the underlying need, problem(s), or gaps that you are trying to address.
- **Need or problem statements** seek to identify information on the extent to which gaps or weaknesses in services, infrastructure, opportunities, and/or resources exist in a target area.
- Need or problem statements should be data-driven (i.e., based on quantitative or qualitative data for a district, students, families, and/or the community)
- This column must include your baseline data.

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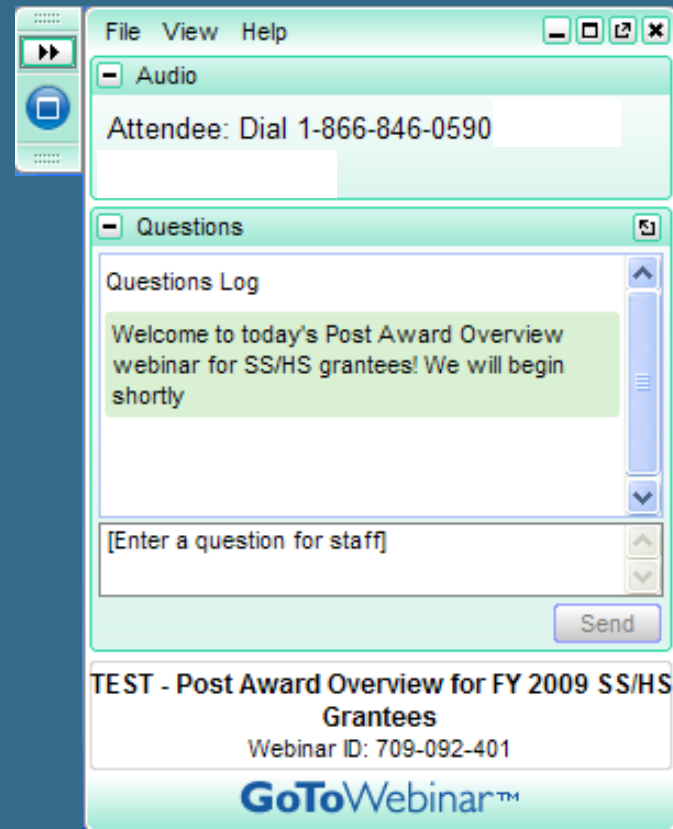
Example Needs Statements

- 25% of middle grades youth surveyed in April 20XX reported engaging in bullying activities during the past 30 days.
- 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.
- **BAD EXAMPLE:** “Bullying is a problem among middle grades students.” – (This statement is not supported by evidence and it not specific to the local setting).

Your Examples

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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 related to changes in knowledge, attitudes, skills, and behaviors.
- Should have one objective per need.
- It is probable that there will be multiple objectives for each goal.

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

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STEP FOUR: Specifying Your Objectives

- **S.M.A.R.T. Objectives**

- **Specific:** identify a defined event (e.g., reductions in bullying others)
- **Measurable:** 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%)
- **Achievable:** realistic to expect in the specified timeframe.
- **Relevant:** linked to your goals (and in this case, the SS/HS initiative).
- **Time-bound:** provide a specified timeframe by which the objective will be achieved (e.g., by the end of the project in June 20XX).

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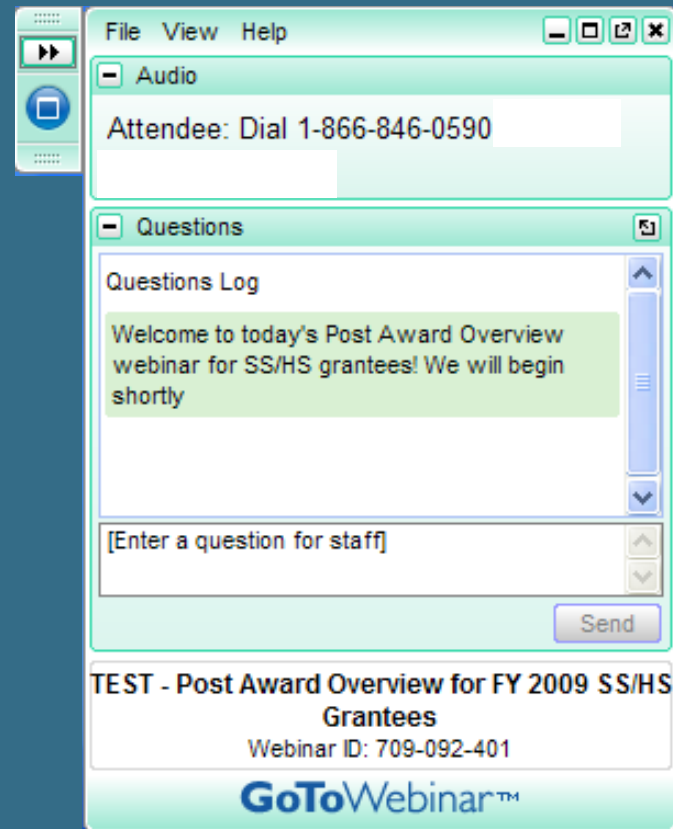
Example Objectives

- 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.
- 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.
- **BAD EXAMPLE:** “Reduce bullying.” – (Does not identify the target of the change, the quantity of the change, or the timeframe in which change is expected to occur).

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STEP FIVE: Specifying Your Program Activities

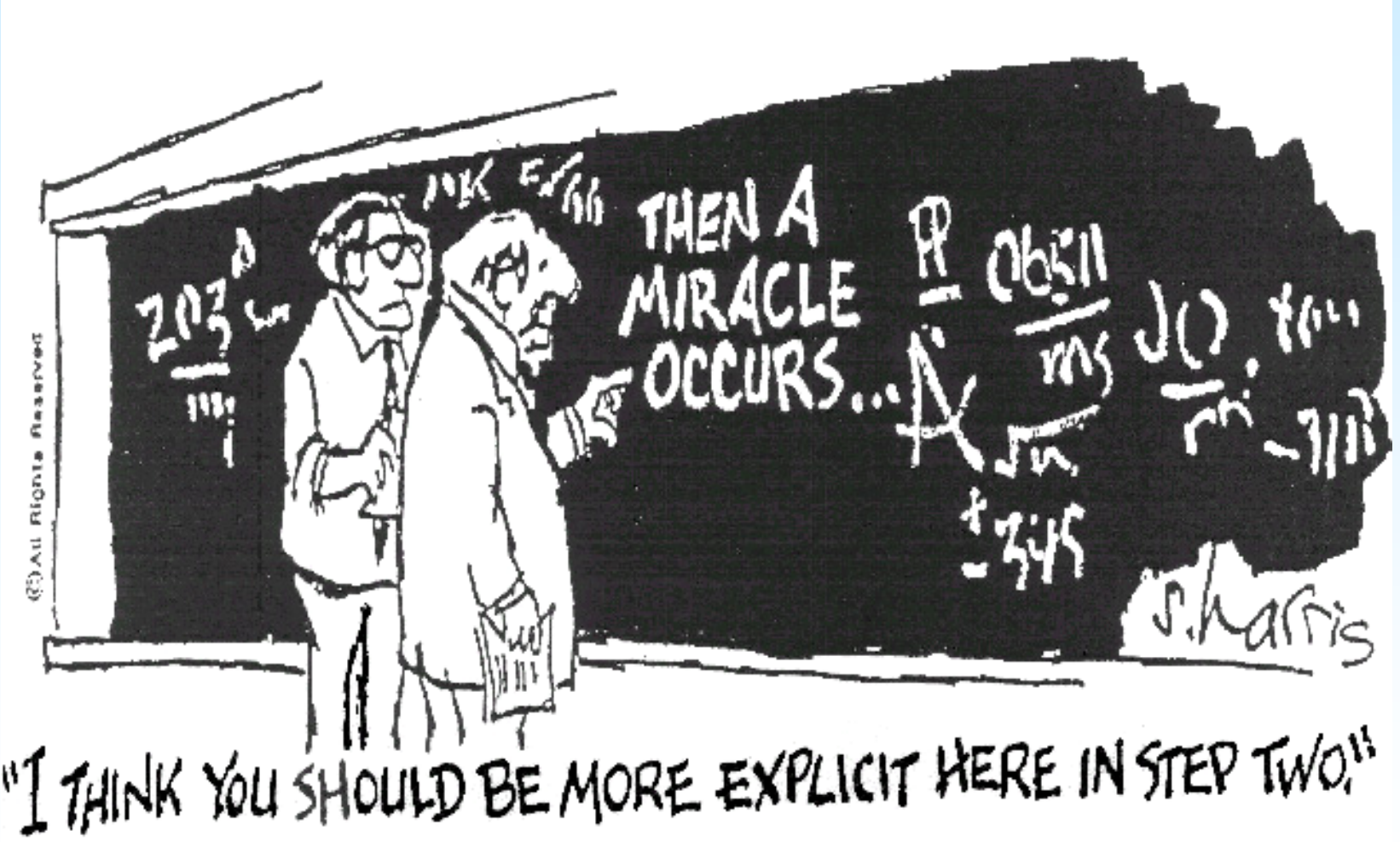
- **Activities** are the things that you are proposing to do to accomplish your goals and objectives.
- Any additions, deletions, or modifications to the original proposal must be approved by your FPO.
- **Your needs, goals, and objectives should guide your choice of activities – NOT vice-versa.**

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

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Example Activities

- Implement the STOP bullying program with middle school youth in grades 6-8 in all schools in the district.
- School Resource Officers will patrol the campus and common walking routes to school.
- **BAD EXAMPLE:** “We will reduce the level of bullying among middle grades youth.” – (This is an example of a goal, not an activity or strategy designed to reach the goal).

SS/HS Element					
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STEP SIX: Specifying Process Measures

- **Process measures** are the data used to document the implementation of activities (e.g., number of people served; number of sessions delivered; measures of program fidelity).
- Should have at least one process measure for each activity.

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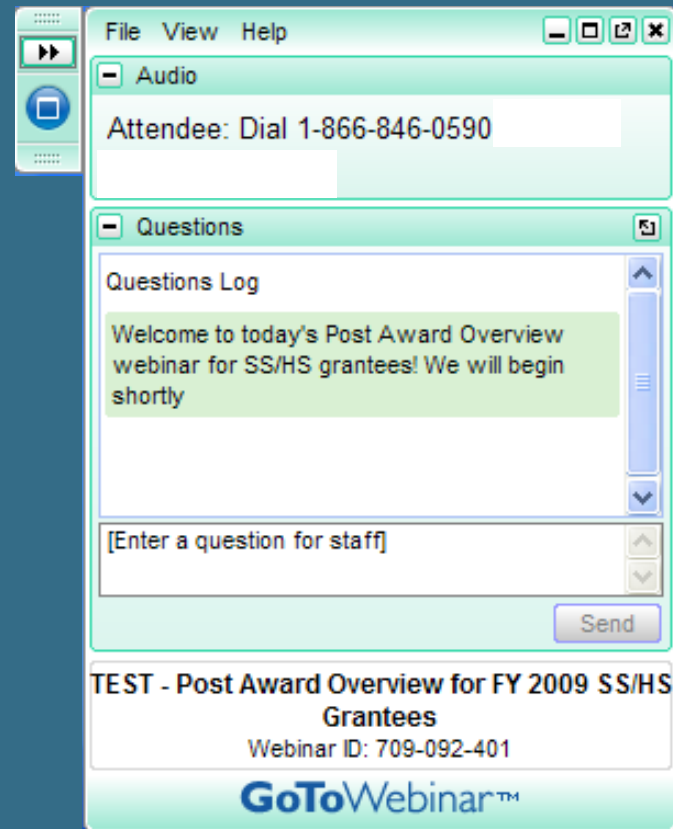
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Example Process Measures

- 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.
- **BAD EXAMPLE:** “Reduction in the level of bullying in the school.” – (This is measuring the potential outcome, not the process by which it is implemented).

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STEP SEVEN: Specifying Your Partners/Resources

- **Partners** are those people/organizations who will help with each activity.
- 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.
- Should be a partner entry for each activity.

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Example Partners/Resources

- 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.
- **BAD EXAMPLE:** “Implement a bullying prevention program.” – (Does not identify who will help with program implementation).

SS/HS Element					
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STEP EIGHT: 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.
- **Your Performance Indicators and GPRA must match your objectives with the addition of how performance will be assessed. One-to-one relationship.**

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STEP EIGHT: Performance Indicators and GPRA

- All sites are **required** to collect and report information on the following six GPRA indicators:
 - 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.

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Example Performance Indicators/GPRA

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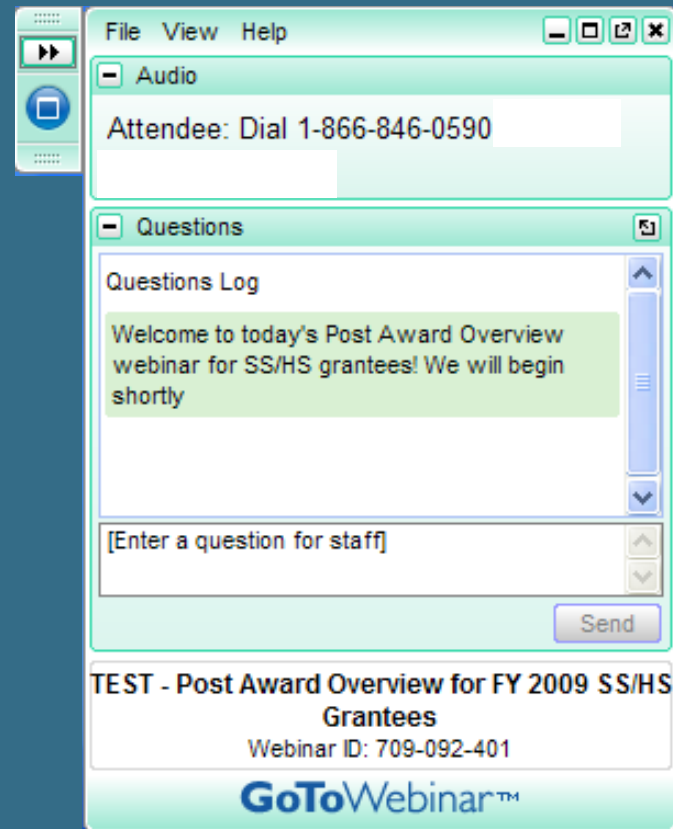
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