Finalizing Your Logic Model and Evaluation Plan: Strategies for Success

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Presentation Outline

- 20 strategies for success (tips) on finalizing your SS/HS Logic Model for submission and for use throughout the duration of your initiative.

- 15 strategies for success (tips) on finalizing your SS/HS Evaluation plan for submission and for use throughout the duration of your initiative.

SS/HS Element: Safe School Environments and Violence Prevention Activities (Element One)					
Goal: To increase the safety of 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 being in a physical fight on school property in the past 12 months.	1.1. To reduce the percentage of students in grades 6-8 who report being in a physical fight on school property in the past 12 months by 15% from baseline by the end of the project in June 20XX.	1.1.1. Implement the STOP Fighting 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 curriclulum. 1.1.1. Teachers will deliver the STOP Fighting program 1.1.1 Students who exhibit high levels of risk will be referred to the mental health partner for services.	**GPRA** 1.1. To reduce the percentage of students in grades 6-8 who report being in a physical fight on school property in the past 12 months by 15% from baseline by the end of the project in June 20XX as measured by a school-wide survey.
1.2. 35% of middle grades youth surveyed in April 20XX reported not going to school on 1 or more of the past 30 days because they felt unsafe at school or on the way to or from school.	1.2. To reduce the percentage of students in grades 6-8 who indicate they did not go to school out of fear for safety 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.	**GPRA** 1.2. To reduce the percentage of students in grades 6-8 who indicate they did not go to school out of fear for safety in the past 30 days by 25% from baseline by the end of the project in June 20XX as measured by a school-wide survey.

Finalizing Your SS/HS Logic Model - 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

Source: SS/HS Program Announcement (March 4, 2009) – pages 22-24.

- **Tip 1:** Remember to go back and read the element descriptions in the Program Announcement – don't make assumptions based solely on the short titles.

- **Tip 2:** Think through what belongs under each element in your logic model by paying attention to the goals and objectives – not the activities or partners (e.g., just because an activity is being delivered by a mental health professional doesn't mean that it automatically belongs under Element 4).

- **Tip 3:** An activity may appear under more than one element if it is intended to influence multiple goals or objectives (e.g., reduce physical fighting and alcohol use).

Finalizing Your SS/HS Logic Model - Goals

Goals are generally broad outcome statements (for example, improve school safety).

Source: SS/HS Program Announcement (March 4, 2009) – page 25.

- **Tip 4:** Make sure your goals are broadly stated – keep the BIG PICTURE in mind.

- **Tip 5:** Don't confuse goals with activities. Goals describe <u>where</u> you are going, not how you are going to get there.

- **Tip 6:** Be stingy with your goals – look for instances where multiple goals may be subsumed under one main goal. Your objectives are the place to make finer distinctions.

- **Tip 7:** Assess correspondence between the goal and the element by asking yourself whether progress towards the goal, as stated, addresses the underlying themes represented in the element under which it is listed.

Finalizing Your SS/HS Logic Model – Baseline Data/Needs

In year one, grantees are expected to provide or collect baseline data (prior to implementing the project) and to collect year one actual performance data for the annual performance report. Grantees will be asked to provide data for each of the measures listed so that staff can determine whether grantees are achieving progress in these areas.

Source: SS/HS Program Announcement (March 4, 2009) – page 11.

- **Tip 8:** If baseline data are not available, remember to identify when and how it will be collected. *Remember that baseline data __need__ to be collected prior to program implementation.*

- **GPRA TIP**: Do the six GPRA measures match or are they comparable with the recommended GPRA measures? http://www.sshs.samhsa.gov/community/pdf/GPRAMeasuresandItems508.pdf

- **Tip 9:** If your baseline data are based on percentages (e.g., 25% of the students in grades 6-8 had at least one drink of alcohol in the 30 days prior to the survey), it is helpful if you also include the numerator and denominator (e.g., 100 of 400 students).

- **Tip 10**: Identify the data source (e.g., Youth Risk Behavior Survey), month and year when the data were collected (e.g., May 2008).

Finalizing Your SS/HS Logic Model – Objectives

Objectives are more specific statements for achieving the goal. Objectives are attainable, measurable, and time specific.

Source: SS/HS Program Announcement (March 4, 2009) – page 25.

- **Tip 11:** Make sure that you have identified: a) what will change, b) for whom, c) by how much, and d) by when.

- **Tip 12**: Remember to indicate the percent change (relative) or the number change that you expect to occur *either* annually or by the end of the funding period.

- **Tip 13**: You may find it helpful to document, under each objective, the annual targets or the initiative-length target that you are trying to achieve. For example: Year 1: 15.6%; Year 2: 12.3%; Year 3: 9.7%; Year 4: 7.9%   **or**   End of Initiative: 7.9%. It is easily done and will save you time later on the ED524B.

- **Tip 14:** Set targets by thinking about how many individuals would need to change to make a convincing case for sustaining an activity.

Finalizing Your SS/HS Logic Model – Process Measures

The local evaluation design should include both process and outcome measures linked directly to goals and objectives. Process measures describe what was done, how it was done, and to whom and for whom it was done. Process measures are especially important to ensure that evidence-based programs are implemented with fidelity in order to maximize their effectiveness.

Source: SS/HS Program Announcement (March 4, 2009) – page 25.

- **Tip 15:** Is there at least one process measure for each of the activities?

- **Tip 16**: Are the measures specified going to provide you with enough information on the actual implementation of the activity (e.g., dose/exposure; fidelity)?

- **Tip 17**: Have you struck an appropriate balance between the effort required to collect these data and the utility of the information you are collecting (i.e., burden versus reward).

Finalizing Your SS/HS Logic Model – Indicators and GPRA

Applicants must present a plan for evaluating their SS/HS comprehensive plan and collecting data on the six GPRA performance measures.

Source: SS/HS Program Announcement (March 4, 2009) – page 25.

- **Tip 18:** Have you included indicators for each of the objectives in your logic model and provided baseline data for each of these indicators?

- **GPRA TIP**: Are the six GPRA measures clearly identified?

- **Tip 19**:   Remember to include the source of information for each of the indicators listed.

- **Tip 20**:   Does the overall logic model flow from left to right such that anyone could pick it up and understand: a) what you are trying to accomplish, b) the need you are trying to address, c) how you are defining success, d) what activities you are putting in place and how they connect logically with the expected outcome, e) how you are tracking implementation, f) how project partners are contributing, and g) how you are actually measuring success?

Characteristics of Strong SS/HS Evaluation Plans

- Consistent with the goals and objectives and links process and outcome measures to activities. ☑

- Describes both process and outcome measures that:
  - Describe how the applicant will determine whether goals and objectives have been met.
  - Report on fidelity/adaptation of implementation of selected evidence-based programs.
  - Show if, and to what extent, the initiative is producing its intended effects with the targeted population(s). ☑

- The evaluation plan describes how the SS/HS partners will be provided with data that can be used to make adjustments in service delivery. ☑

- The design allows for the accurate and timely collection of Government Performance and Results Act data. ☑

Source: SS/HS Program Announcement (March 4, 2009) – page 25.

GOAL: To increase the safety of middle grades youth (grades 6-8) in our school district.
Element(s): Safe School Environments and Violence Prevention Activities (Element One).
Objective 1.1: To reduce the percentage of students in grades 6-8 who report being in a physical fight on school property in the past 12 months by 15% from baseline by the end of the project.
Activities Related to Objective 1.1: Activity 1.1.1. – Implement the STOP Fighting program with middle school youth in grades 6-8 in all schools in the district.

Outcome Measure 1.1: To reduce the percentage of students in grades 6-8 who report being in a physical fight on school property in the past 12 months by 15% from baseline by the end of the project as measured by a school-wide survey **(GPRA)**.
Baseline Data: 25% of middle grades youth surveyed in April 20XX reported being in a physical fight on school property in the past 12 months.
Evaluation Design: One-group pretest-posttest design.
Source of Information/Instruments: Youth Risk Behavior Survey.
Who Will Collect the Data: Teachers will administer the survey in classrooms.
Timing of Data Collection: End of each academic year.
Population or Sample: Population (all 6th-8th grade students in the targeted schools will take the survey).
How Will the Data be Described/Analyzed: Descriptive statistics will be used to present the percentage of students who report fighting on school property.

Process Measure 1.1.1a: Number of teachers trained to deliver the curriculum
Source of Information/Instruments: Training sign-in sheets
Who Will Collect the Data: Administrative assistant will require participants to sign in
Timing of Data Collection: Prior to 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 1.1.1b: Number of sessions delivered per classroom
Source of Information/Instruments: 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

Finalizing Your SS/HS Evaluation Plan – Goals, Elements, Objectives, Activities

GOAL: To increase the safety of middle grades youth (grades 6-8) in our school district.
Element(s): Safe School Environments and Violence Prevention Activities (Element One).
Objective 1.1: To reduce the percentage of students in grades 6-8 who report being in a physical fight on school property in the past 12 months by 15% from baseline by the end of the project.
Activities Related to Objective 1.1: Activity 1.1.1. – Implement the STOP Fighting program with middle school youth in grades 6-8 in all schools in the district.

- **Tip 1:** Have you created an evaluation sheet for each objective listed in the logic model?

- **Tip 2:** You may find it useful in the objective field to identify the corresponding question that you are trying to answer (e.g., was there a meaningful decrease in the percentage of students in grades 6-8 who were in a physical fight on school property in the past 12 months?). Framing it this way may help communicate this information to your grant partners and others.

- **Tip 3:** Looking at the information this way in one consolidated box, do the activities listed under the objective still make sense (i.e., would we logically expect the objective to show movement based on the activities listed?). If not, you may need to go back and tweak your logic model.

Finalizing Your SS/HS Evaluation Plan – Outcome Evaluation

Outcome Measure 1.1: To reduce the percentage of students in grades 6-8 who report being in a physical fight on school property in the past 12 months by 15% from baseline by the end of the project as measured by a school-wide survey **(GPRA)**.
Baseline Data: 25% of middle grades youth surveyed in April 20XX reported being in a physical fight on school property in the past 12 months.
Evaluation Design: One-group pretest-posttest design.
Source of Information/Instruments: Youth Risk Behavior Survey.
Who Will Collect the Data: Teachers will administer the survey in classrooms.
Timing of Data Collection: End of each academic year.
Population or Sample: Population (all 6th-8th grade students in the targeted schools will take the survey).
How Will the Data be Described/Analyzed: Descriptive statistics will be used to present the percentage of students who report fighting on school property.

- **Tip 4:** Be as specific as possible when identifying who will collect the data and the timing of data collection. This information can be extracted to create a data collection timeline and can be disseminated to those responsible for collecting the data.

- **Tip 5**: Information on simple evaluation designs and links to common measurement instruments can be found in the SS/HS Evaluation Toolkit at: http://www.promoteprevent.org/Resources/evaluation_toolkit/index.html

- **Tip 6:** If your logic model includes information on actual performance targets, you may want to include this information in the evaluation plan to help you track progress – this will be useful later when working on your USED 524B.

Finalizing Your SS/HS Evaluation Plan – Process Evaluation

Process Measure 1.1.1a: Number of teachers trained to deliver the curriculum
Source of Information/Instruments: Training sign-in sheets
Who Will Collect the Data: Administrative assistant will require participants to sign in
Timing of Data Collection: Prior to 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.

- **Tip 7:** Have you included all of your process measures from the logic model?

- **Tip 8**: If the description of the process measure in the logic model is generic (e.g., will track program fidelity), this is the place to elaborate on how this will be accomplished. For example, attendance lists, teacher observations, teacher checklists, etc.

- **Tip 9:** For each activity, really look at these measures. Unless you plan to supplement these data with additional qualitative descriptions, this may be the only information that you have on the interventions being put into place. Is this enough?

- **Tip 10**: Are you doing a good job of balancing the level of assessment along the lines of amount of resources allocated to an activity, number of people served, political importance, etc.?

Finalizing Your SS/HS Evaluation Plan – Reporting

Reporting
The local evaluator will report on the process data in scheduled 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.

- **Tip 11:** You may find it helpful in drafting the reporting section to think through the audiences, methods/mechanisms, and timing of data reporting. Is this section inclusive of all of your partners or potential audiences? Does it identify who will bear the responsibility for generating reports, preparing presentations, delivering presentations, etc.?

- **Tip 12**: The Project Evaluator may not always be the most appropriate person to call upon to share data (e.g., would they be the best person to use to speak to the parent-teacher association?).

Working Together

- **Tip 13:** Roughly 90 minutes have been set aside for PDs and Evaluators to work together to start finalizing these two documents. This is the time to raise the issues and questions that still linger – (e.g., How will we define mental health services? Can we really expect teachers to complete this form each month? Have we set reasonable targets?)

- **Tip 14**: Take advantage of the experience of technical assistance staff and national evaluation team staff members present at the meeting.

- **Tip 15**: Don't be shy about raising questions during the breakout sessions today and tomorrow – we are all part of a learning community – each site is unique.