Please share in the chat:

What words come to mind when you think about “Evaluation” and “Logic Models”?

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IDENTIFYING THE DATA THAT DEMONSTRATES YOUR OUTCOMES

PRESENTER:

Ivy Jones Turner, SPTAC Regions 1 & 2 Regional Director

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Webinar Logistics

- Please type your comments into the chat box.
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- Closed captioning is available. Please go to the bottom of your zoom screen and click on *'CC' Show Captions* to activate this function.
- Instructions for obtaining a certificate of attendance will be provided later in the webinar.

Agenda

- Review logic model components
- Describe performance measures
- Identify performance measures

Learning Objectives

- Review the role of logic models to identifying performance measures of outcomes or outcome measures
- Identify at least 2 types of potential process (fidelity) indicators and outcome indicators

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UNDERSTANDING LOGIC MODELS

Logic Model

A logic model is a visual representation of the logic, theory, or rationale, behind a program, intervention, or set of strategies.

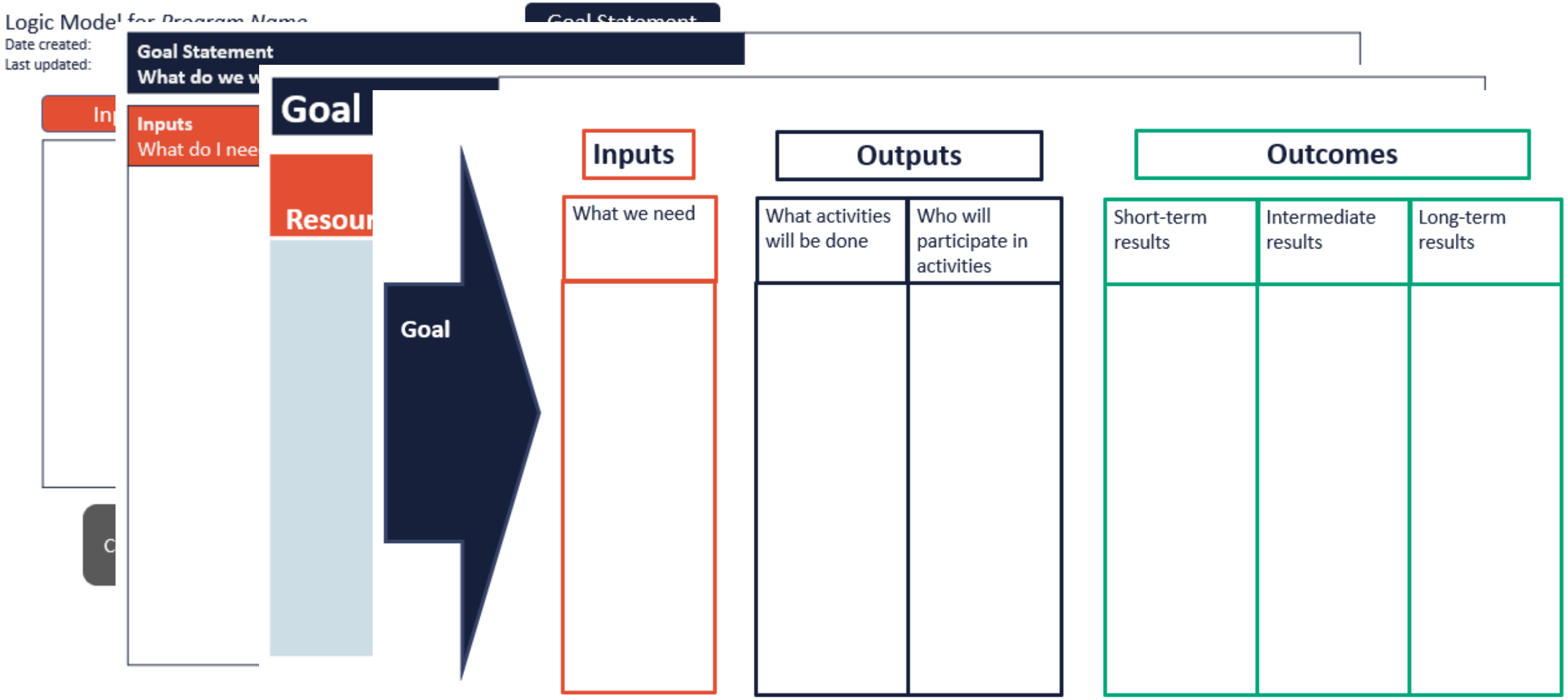
Key Components of a Logic Model

- **Need:** What is the problem?
- **Goal:** What do you want to accomplish?
- **Inputs/Resources:** What do you have/need?
- **Activities:** What will you do?
- **Outputs:** What will happen as a direct result of your activities?
- **Outcomes**: How will we know we were successful?

Process Evaluation

Outcome Evaluation

Sample Logic Models



VT Examples

Goals*	Inputs/Resources	Activity	Output	Outcome
• Reduce underage and binge drinking among persons aged 12 to 20 • Reduce cannabis use among persons aged 12 to 25 **These are Vermont Goals for Gender Sexuality Alliance/Gay Straight Alliance (GSA), Peer Leadership/Youth Empowerment (PL/YE), and Policy interventions*	• Program Guides/Resources • Committed Youth • Trained Peer Leaders • Willing Partners • Prevention Staff • Interested Parents • RPP Support	• Assign staff to program, build team • Hold planning meetings • Establish Committee • Host trainings • Reflect/evaluate activities • Advertise program/event	• Number of trainings • Number of youth served • Number of prevention campaigns launched • Number of new/updated policies • Number of GSA started/restarted • Number of compliance checks conducted	**<u>Short-Term</u>** • Increase awareness of harm of substance use among youth/young adults(YA), LGBT youth/young adults(YA) **<u>Long-Term</u>** • Decrease substance use among youth/YA and LGBT youth/YA • Increase capacity of parents & community partners to prevent substance misuse among youth/YA

In the chat:

Please share from your program:

- an Activity
- an Output
- an Outcome

Key Components of a Logic Model

- **Need:** What is the problem?
- **Goal:** What do you want to accomplish?
- **Inputs/Resources:** What do you have/need?
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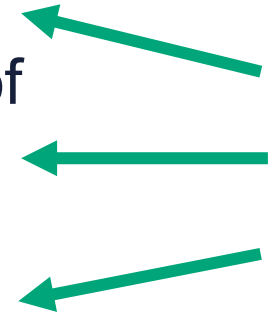


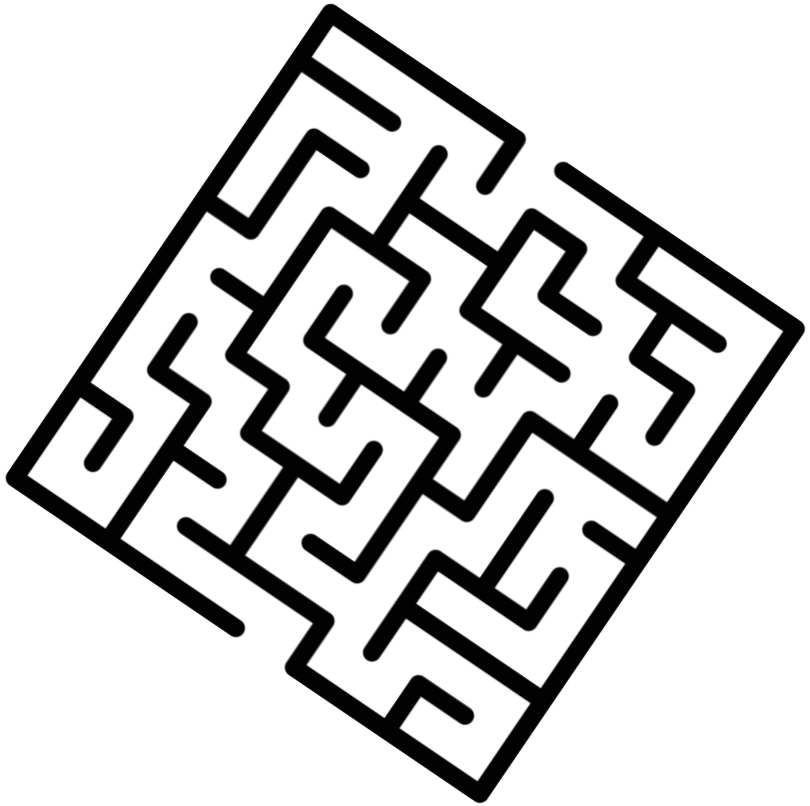
Performance Measures (Indicators):

How will you mark accomplishment or progress?

Why Performance Measures?

If you don't know where you are going, any road will get you there.

—Lewis Carroll



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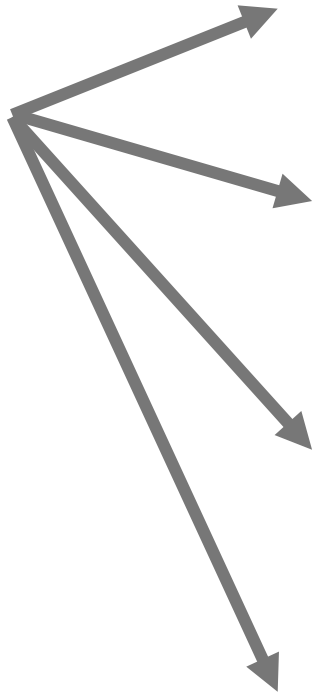
S.M.A.R.T.I.E. Performance Measures

- **Specific:** clearly describes what want to measure and includes who (population) and what (activity)
- **Measurable:** numerical changes reflected as percentage or ratio
- **Achievable:** able to accomplish via planned activities
- **Realistic:** reasonable, valid
- **Time-based:** include the time frame during which you plan to meet the objective
- **Inclusive:** responsive to the culture, and context
- **Equitable:** address potential inequities in the process or outcomes
- **Observable:** able to document the action or change

Performance Measures Answer

Were the intervention

- Activities
- Outputs
- Outcomes



Delivered
(e.g., number, length of sessions)

Delivered to the right people in the right setting
(e.g., reached target audience)

Delivered well
(e.g., content was relevant, useful, and delivered by competent, trained facilitators)

Delivered *as designed*
(e.g., right content was delivered in the right order using the right format)

Let's Practice:

In the chat, list a performance measure for the examples below:

Activity:

- Train partners on conducting compliance checks
- Review/assess local policies (school-discipline/town-retail sales)

Output:

- Retailers recognized in media for passing compliance checks
- Youth and community members aware of 30-day alcohol use rates

Outcome:

- Increase feelings of community connectedness among youth and LGBT youth
- Decrease in access to substances from adults/retailers

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IDENTIFYING PERFORMANCE MEASURES

Potential Start for Performance Measures

Delivered
(e.g., number, length of sessions)

Delivered to the *right* people in the *right setting*
(e.g., reached target audience)

Delivered well
(e.g., content was relevant, useful, and delivered by competent, trained facilitators)

Delivered *as designed*
(e.g., right content was delivered in the right order using the right format)

- **Logic Model**
- **Intervention Guide**
- **Intervention Fidelity Assessment/Checklists**

Let's Practice:

Intervention	Activity	Output	Outcome
Compliance Checks	• Identify community alcohol retailers & invite to participate • Recruit & train youth and law enforcement to conduct compliance checks • Review/assess local policies (school-discipline/town-retail sales)	• Retailers invited • Youth trained • Law enforcement trained • Retailers recognized in media for passing compliance checks	• Increase use of support systems by youth and LGBT youth • Increase feelings of community connectedness among youth and LGBT youth • Decrease in access to substances from adults/retailers
GSA Clubs/Peer Leadership	• Engage school partners for support • Hold planning meetings to identify youth goals	• Peer Leaders Trained • High school leaders attended GSA/Youth Group info session • Positive school climate rates increase • Youth and community members aware of local 30 day alcohol use rates	• Increase use of support systems by youth and LGBT youth • Increase sense of community connectedness among youth and LGBT youth • Increase capacity of parents & community partners to prevent substance misuse among youth and young adults

Putting it All Together

List in the chat a Performance Measure for your program:

- Activities
- Outputs
- Outcomes

Selecting Meaningful Measures

- **Direct:** be a direct measurement (e.g. # who attended *full* training)
- **Practical:** reasonable to collect given available resources (e.g. frequency of surveys request completed during the year)
- **Culturally Appropriate:** relevant to the audience and context. (e.g. identify different forms of engagement or participation based on gender or location)

Key Takeaways about Performance Measures

Measures are:

- Specific
- Measurable
- Achievable
- Realistic
- Time-Based
- Inclusive
- Equitable
- Observable

Identify Measures for:

- Activities
- Outputs
- Outcomes

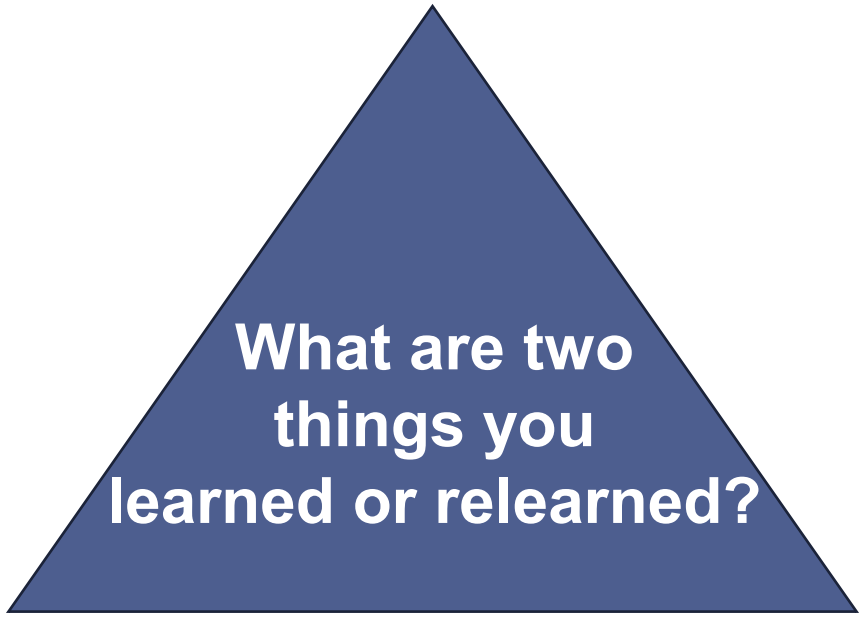
Select Measures that answer:

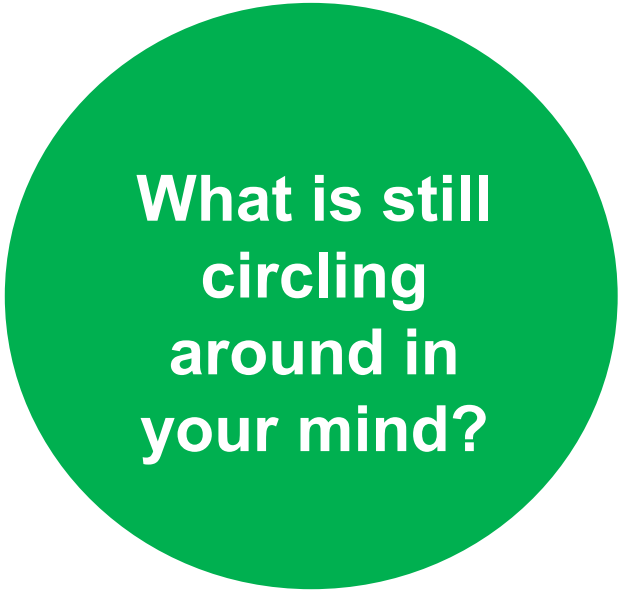
- Did it happen?
- To what degree?
- Was it delivered as intended?

Create Measures based on:

- Logic Model
- Intervention Guide
- Intervention Fidelity Assessment/Checklists

Wrap Up & Questions





Evaluation

Please take the time to complete a brief evaluation:

https://edc.co1.qualtrics.com/jfe/form/SV_cuvD5pskve4Bjgi

Your feedback is appreciated!

Certificate of Attendance

To obtain your certificate of attendance, please visit the link below and select “date, *title of this presentation*" from the drop-down menu.

References & Resources

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- Section 7: Using Logic Models in Evaluation; 7.9: How will you know it? – The indicators [Online Course Chapter]. In **Enhancing Program Performance with Logic Models**. University of Wisconsin-Madison Extension. https://logicmodel.extension.wisc.edu/introduction-overview/section-7-using-logic-models-in-evaluation-indicators-and-measures/7-9-how-will-you-know-it-the-indicators/
- **Getting to 'Y': Youth Bring Meaning to their Youth Risk Behavior Survey.** MCH Innovations Database Practice Summary & Implementation Guidance. https://amchp.org/wp-content/uploads/2021/05/Getting-to-%E2%80%98Y_Practice-Handout_Best.pdf or Garnett B, Beattie H, Koller S, Moore M, Scott K, Maseroni M, Holmes B. Participatory Survey Data Analysis as Catalyst for Empowering Youth as School Health Change Agents. Health Promot Pract. 2019 Jul;20(4):483-488. doi: 10.1177/1524839919849029. Epub 2019 May 12. PMID: 31081370. retrieved from: https://www.upforlearning.org/wp-content/uploads/2019/10/FINAL-GTY-Article-July-2019.pdf
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THANK YOU

Ivy Jones Turner
ijonesturner@edc.org

Developing Evaluation Plans: Vermont Regional Prevention Partnerships

17 January 2024

Presented by: Danielle Schwartz, Substance Use Program Evaluator at the Vermont Department of Health, Division of Substance Use Programs

VERMONT
DEPARTMENT OF HEALTH

Meeting Agenda

- What is evaluation?
- Why evaluate?
- Types of evaluation
- Components of the evaluation plan
- Step-by-step review of the evaluation plan template
- Next steps
- Resources and support
- Questions and feedback

Learning Objectives

- Gain an understanding of evaluation, why we evaluate, and how evaluation can benefit your program
- Know how to access the necessary tools to develop an evaluation plan for your Regional Prevention Partnership (RPP) program

What is evaluation?

Evaluation is the systemic collection and analysis of information about prevention activities to reduce uncertainty, improve effectiveness, and facilitate decision-making.

Why evaluate?

DOCUMENT

INFORM

IMPROVE

IMPACT

IDENTIFY

ADVANCE

Types of Evaluation: Process and Outcome

Process Evaluation

- Were programs and practices implemented as planned?
- What adaptations were made?
- Were resources sufficient?
- What challenges/successes were encountered?
- Who participated and for how long?

Outcome Evaluation

- What changes occurred?
- How did changes compare with what was expected to happen?
- How did changes compare to those of individuals not exposed to the program or practice?

Components of the Evaluation Plan

- Overview
- Evaluation lead contact and team
- Purpose and scope
- Logic Model (optional)
- Evaluation Questions and Indicators
- Data Collection and Analysis
- Use
- Limitations
- Communication Plan
- Goals and Timeline
- Dissemination

Overview

Evaluation Contact/Team

Overview

Briefly describe the program being evaluated (Vermont Regional Prevention Partnerships) including the program goals and objectives and how they relate to the Strategic Prevention Framework.

What is your program trying to achieve?

Lead Evaluation Contact: *(name, role, affiliation)*

Evaluation Team

Complete the table below and add additional rows to include evaluation team members as needed:

Name	Role/Organization	Responsibilities
Lead evaluator name	*Lead evaluator's job title/organization*	*Coordinate evaluation, oversee data collection, write evaluation report*
Program staff name (e.g., Officer Alex James Murphy)	*Program staff's job title/organization (e.g., Officer/XYZ sheriff's office)*	*Data collection, data entry, etc.*
DSU Grant Manager	*Grant Manager/DSU*	*Receive, review, and approve evaluation plan and final report*

Purpose

Scope

Purpose

Why is the evaluation being done?

E.g., The purpose of this evaluation is to understand the implementation (I.e., process) and outcomes of prevention strategies implemented by (your organization here) as part of the Regional Prevention Partnerships grant with the Vermont Department of Health, Division of Substance Use Programs (DSU). Additionally, this evaluation will look at how well these strategies support the Strategic Prevention Framework.

What will the findings of this evaluation inform?

E.g., This evaluation will inform future programming implemented by (your organization here). By identifying how well prevention strategies demonstrate fidelity and provide positive outcomes, we can make improvements to existing programming and learn how to better support youth in our community.

Scope

The scope of this evaluation includes information and data collected during the grant period from 2020 to 2025.

What is the focus of the evaluation (i.e., what activities are you evaluating)?

- *Include list of strategies outlining the strategy name, goal(s) and activities for each. Specify the time period of program implementation/data collection for evaluation purposes.*
- *What outcomes are your program trying to achieve?*
- *What do you want to learn from the evaluation?*

Logic Model *(optional)*

Insert your logic model here. While logic models are not a grant requirement, they can be a very useful tool when developing an evaluation plan.

A logic model provides a visual representation of the program and is a succinct way of describing what was/will be done. The logic model outlines the inputs, activities, outputs, and outcomes of your program.

- *Logic model overview*
- *Logic model templates*

Logic Model (this section is optional, but useful!)

Goal Statement **What do we want the RPP grant to achieve?**	Strengthen and sustain state, regional, and community-level capacity to deliver evidence-based strategies preventing the onset of substance use and reducing progression to misuse among Vermont youth and young adults, with a specific focus on the LGBT youth and young adult population.		
Inputs What do we need to be able to do RPP work?	**Activities** What are we looking for each group to do?	**Outputs** What information and data are we looking to measure/capture?	**Outcomes** What changes are we looking to have resulted from RPP work?

• Funding
  • SPF-PFS 2020 SAMHSA Award
• Staff
  • DSU
  • Outright Vermont
  • Prevention Organizations
  • Community Coalitions
• Regional partnerships
  • Prevention Organizations
	DSU
	• Provide trainings to prevention organization staff
	• Prevention Consultants provide technical assistance (TA) consults
	• Provide prevention organizations with public messaging toolkit
	• Provide outreach and education to employers of young adults
	• Update substance use policies at Vermont institutes of higher education
	• SAMHSA reporting requirements
	
	Outright Vermont
	• Provide statewide training to prevention organizations specific to LGBT youth and young adults
	• Provide LGBT youth-based social support program in each subgrantee region
	• Report quarterly to DSU
	
	Prevention Organizations
	• Implement evidence-based prevention strategies
	• Plan and implement a substance use education and wellness program with employer of young adults in the region
	• Create SPF-informed:
	  • Logic model
	  • Strategic plan
	  • Work plan
	• Attend trainings
	• Report quarterly to DSU
		• Number of trainings provided by DSU to prevention organizations (PO) statewide.
		• Number of TA consults provided by DSU regional prevention consultants statewide.
		• Number of public messaging toolkits provided by DSU to POs statewide
		• % of Vermont higher education institutions to review and update substance use policies
		• Number of unique individuals reached by quarter
		• Cumulative number of unique individuals reached annually
		• Number of unique individuals served by quarter and how many served by:
		  • Age group
		  • Sex
		  • Race
		  • LGBT
		• Cumulative number of unique individuals served annually and how many served by:
		  • Age group
		  • Sex
		  • Race
		  • LGBT
		• Evidence-based Practices, Policies, Programs (EBPPPs)
		  • How many/what strategies implemented
		  • Progress of strategies implemented
		  • Target of the intervention
		  • Number of individuals reached and served by each program
		• Community Outcomes
		  • YRBS
		  • PACE
		  • YAS
		• Successes
		• Challenges
		• Training survey
		  • Increase in knowledge/skills
		• Website analytics for prevention campaigns
		• End-of-program semi-structured interviews with POs
			Short-Term
			• Increase awareness of harm of substance use among youth and young adults and LGBT youth and young adults
			• Increase support systems use among youth and young adults and LGBT youth and young adults
			
			Long-Term
			• Increase feelings of community connectedness among youth and young adults and LGBT youth and young adults
			• Decrease substance use among youth and young adults and LGBT youth and young adults
			• Increase state, regional, and community capacity to prevent substance misuse among youth and young adults
			• Increase community partners' self-sufficiency by providing them with the needed tools and resources for independent strategy implementation

Take a look at DSU's logic model for the Vermont RPP grant!

Evaluation Questions and Indicators

Evaluation Questions and Indicators

When coming up with your evaluation questions, use the following criteria:

- *It is important to staff and stakeholders.*
- *It reflects program goals.*
- *It can provide information that can lead to program improvement.*
- *It can be answered using available resources.*

Evaluation Questions	Evaluation Type	Indicators *Indictors are how you will measure success. What are some of the measurements or observable elements that can help you answer your question?* *Note: there may be more than one indicator for each evaluation question*
Was each strategy implemented as intended?	Process	• Number of strategies implemented • Number of individuals served/reached • Successes and challenges • Description of adaptations made to strategies
How well did program implementation adhere to the Strategic Prevention Framework?	Process	• Summarize fidelity to the Strategic Prevention Framework
Did strategies produce positive outcomes?	Outcome	• Increased percent of youth/young adults reporting awareness of harm of substance use over time • Increased percent of youth reporting feelings of support/community connectedness over time

Additional questions/indicators can be added that are specific to your own goals:

Q: *Did youth self-advocate and take on leadership roles in the community?*

***I**: Increased number of Getting to Y focus group attendees*

Data Collection and Analysis

Data or information need	Data source	Why is it needed?	How is it collected/calculated?	When this data will be available?
Number of individuals served	Quarterly report	Understand how many individuals were served by each strategy		
Number of individuals reached	Quarterly report	Understand how many individuals were reached by each strategy		
Successes and challenges faced	Quarterly reports/program review	Context for implementation	Narrative	
Description of adaptations made to strategies	Program review	Context for implementation	Narrative summary of adaptations and reasoning for change	
Fidelity to the Strategic Prevention Framework	Program review	Understand how well your program adhered to SPF	Narrative summary of program fidelity	
Youth (grades 9-12) feel like they matter in their community	YRBS	Measure feelings of support/community connectedness over time	Bi-annual survey	
Perceived risk of alcohol and marijuana use among youth (grades 9-12) and young adults (age 18-25)	YRBS/YAS	Measure increased awareness of harm of substance use over time	Bi-annual survey	

What is your plan for collecting the data listed above?

Briefly explain how collected data will be analyzed and used to answer your evaluation questions. This doesn't need to be complex.

Who is involved in interpreting and justifying conclusions?

Use

Limitations

Use

What are your plans for using evaluation findings?

How can findings improve health equity?

Limitations

What are the limitations of this evaluation? May include:

- *Available resources*
- *Available staff*
- *Time constraints*
- *Data collection limitations*

Communication Plan

Communication Plan

Outline your anticipated communications and routine meetings with the evaluation team/stakeholders in the table below.

Purpose	How often	Who to include
e.g., Evaluation subcommittee meeting to monitor progress	*Monthly*	*Evaluation lead and additional program staff involved in evaluation processes.*
e.g., report evaluation progress to DSU grant manager at quarterly RPP meetings	*Quarterly*	*This meeting includes all DSU RPP grantees*

Goals and Timeline

Goals and Timeline

When will evaluation activities occur? Use the table below to describe the timeline of evaluation activities.

Date	Goals	Who is responsible?
March 2024	*Submit draft of evaluation plan to DSU with Q2 report*	*Lead evaluator*
April 2024	*DSU reviews plan and provides feedback*	*DSU grant manager* *DSU evaluator*
June 2024	*Submit final evaluation plan to DSU with Q3 report*	*Lead evaluator*
September 2024	*Start data collection in grant Year 5*	*Evaluation team*
April 2025	*Draft and review report*	*Lead evaluator and evaluation team*
June 2025	*Report finalized and submitted to DSU*	*Lead Evaluator*

Dissemination

Dissemination

How will the results of this evaluation be shared?

Audience *Who is/are the target audience(s)?*	Dissemination Plan *What method/medium will you use to disseminate evaluation findings to your audience(s)?*	Responsible person *Who is responsible for sharing information?*
DSU	*Final evaluation report*	*Lead evaluation contact*
Your organization	*Final evaluation report and key highlights communicated internally by email*	*Lead evaluation contact*
Local community/media	*Data highlights from programs shared by email*	*Lead evaluation contact*

Next Steps

- Develop your evaluation plan in Year 4 and conduct evaluation in Year 5
- Submit a draft of your evaluation plan with your Q2 report (deadline March 15th, 2024)
- Strategic Prevention Framework: Assessment

Resources and Support

- The RPP evaluation plan template can be found on the VDH Alcohol & Drugs Reporting Forms and Guidance Documents page
- Youth Risk Behavior Survey (YRBS)
- Young Adult Survey (YAS)
- Strategic Prevention Framework
- CDC: Types of Evaluation

Additional questions about evaluation plans/need logic model assistance? Please contact: danielle.schwartz@vermont.gov

Questions?

Please take a moment to provide your feedback!

Vermont Regional Prevention Partnerships Post-training Survey