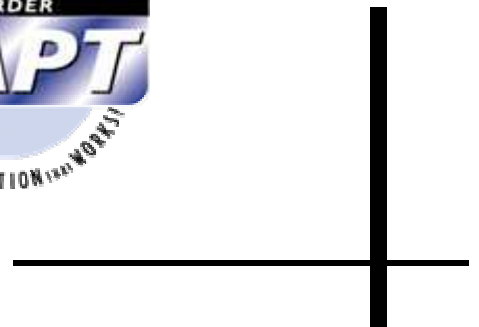
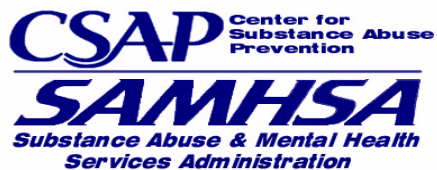




Outcomes Based Evaluations Using the Logic Model



Building capacity of substance abuse program staff
and administrators to develop and utilize
science based prevention interventions.



Introduction

Goal: The goal of this training is to build the capacity of substance abuse program staff and administrators to develop and utilize logic models for program planning and evaluation

Objectives: Upon completion of this training, participants will be able to:

1. Define logic model terminology.
2. Describe the uses and benefits of logic models.
3. Develop a logic model for a fictitious case example.
4. Develop an action plan for using a logic model approach to planning and evaluation for his/her program.

Intended Audience: This training is designed for staff and administrators that work in programs or projects for adolescents with substance abuse issues.

The ideal number of participants is 12-15. Too few participants will limit the scope of the discussion; too many participants will limit the amount of individual attention the trainer(s) will be able to provide during the application portions of the training.

Trainers: It is highly recommended that the trainer(s):

1. Have knowledge, skill and expertise in using the logic model and in program evaluation.
2. Have experience in facilitating interactive trainings for diverse groups of adults.
3. Attend a training of trainers to build the skills necessary to facilitate an effective training for adult learners.

It is also helpful to have more than one trainer, if practical, in order to share the facilitation and be available for technical assistance during application exercises.

Philosophy of Training: This workshop is designed using the Freirian principles of empowerment education. This approach values the experience each participant brings to the learning situation and uses activities to build upon this knowledge and expertise. Application of new knowledge and skills are essential components of ensuring that the learners or participants have fully grasped the information and can act on it in their lives beyond the training.

This workshop is highly interactive and encourages a dialogue between the trainer(s) and participants. Rather than the trainer lecturing or telling the participants the information, they are encouraged to pose questions which encourage participants to share their knowledge and experiences. The trainers can then validate accurate information and tactfully “connect” misinformation or misperceptions. Participants will feel more in control of the subject matter if they perceive themselves to have valued knowledge and experiences that they are building upon.

A further tenet of the Freirian approach to adult education is that everyone is both teacher and learner. Thus, the trainer(s) will learn from the participants, participants will learn from each other and participants will learn from the trainer(s).

Getting ready for the training

Things to do:

- * Read over the curriculum.
- * Make notes of additional examples from your own experience that will add “life” to the curriculum.
- * Make copies of all hand-outs and worksheets.
- * Create a list of participants’ names and contact information (address, phone numbers, fax number and email addresses, if applicable) to hand out during the workshops.
- * Set up the training room so that participants can see each other (e.g., in a circle, or u-shape).
- * Set up overhead projector and use one overhead to focus the projector.
- * Prepare the newsprints:
 - * Norms or group guidelines
 - * “Parking lot”
 - * “Goals”
 - * “Strategies”
 - * “Intended audience and time needed”
 - * “If-then”
 - * “Outcomes”
 - * “Impacts”
- * Prepare sentence strips (if using them).
- * Put out hand-outs and clay by each participant’s place. The clay is for people to play with during the workshop.
- * Assemble materials, equipment and supplies:
 - * Newsprint or chart paper
 - * Easel or newsprint stand
 - * Markers – enough for each participant to have one, as well as a package of different colored markers for the trainers.
 - * Masking tape
 - * Name tags
 - * Play dough or clay
 - * Overhead projector and screen (or make sure the training room has a blank wall to project overheads on).
 - * Overheads for trainer
 - * Hand-outs and worksheets for participants
 - * Ways to divide people into groups (see next page)
 - * Half-sheets of 8 ½ by 11 paper or sentence strips

Lay out of trainers' manual

1. The left-hand trainers notes column contains at-a-glance reminders of what to do while facilitating this training
 - ✿ An estimated time is provided for each major part of the session and is indicated with the symbol of a large clock
 - ✿ Estimated times for portions of each major part are indicated with the symbol of smaller clocks
 - ✿ Indicates the use of overhead transparencies
 - ✿ Indicates the use of assigned hand-outs
2. The right-hand trainer column is the content outline. It contains detailed directions for leading the workshop.
 - ✿ All items noted in italics are examples of exact wording that can be used. Don't feel constrained by this, but feel free to paraphrase or put the concepts in your own words.
3. "Note to trainer boxes" contain special information or instruction needed to facilitate the workshop. It also lists possible answers to questions posed to participants.

Dividing participants into groups and selecting the group recorder/reporter

When facilitating an interactive training, it sometimes is necessary to divide participants into groups and assign them roles. Following are some imaginative ways to accomplish a sometimes tedious task.

Ways to divide participants into groups

- ✿ Decks of cards – four suits are the four groups.
- ✿ Colored erasers, paper clips, marbles, sticks, rubber bands, plastic Easter eggs, etc. – as many different colors as number of groups needed.
- ✿ Plastic animals, e.g., cows, chickens, horses, etc. – as many different types as number of groups needed (or types of plastic flowers, insects, etc.).
- ✿ Index cards with different rubber stamp designs stamped on them.
- ✿ Colored stickers or dots placed on or under chairs.

- ✿ Different types of candy (e.g., peppermints, butterscotch, cinnamon, fruit flavors), which participants pick out of a basket.
- ✿ M&Ms of different colors.
- ✿ Paper play money of different denominations.
- ✿ If groups do not need to be exactly even, use things like types of cars participants drive, types of toothpaste, preferences for different types of music, etc.

Selecting a group recorder/reporter

- ✿ Select any date at random. The person whose birthday is closest to that date becomes the recorder.
- ✿ Choose a person who lives closest (or farthest) from the meeting site.
- ✿ Choose the person newest (or oldest) to the organization.
- ✿ Choose a person who flew in or drove to the meeting site.
- ✿ Choose a person who has been in his or her position 1 year or 5 years.

Trainer's Notes



H.O #1

**Workshop 7
hours**



Agenda

Setting the context	45 minutes
Planning and evaluating an event	35 minutes
Break	15 minutes
Developing a logic model	90 minutes
Lunch	60 minutes
Energizer	10 minutes
Application of logic model concepts	30 minutes
Conducting an evaluation	40 minutes
Break	15 minutes
Developing a logic model and evaluation plan	60 minutes
Closing and evaluation	20 minutes

45 minutes



Setting the context

Welcome and housekeeping details

- ☐ As participants arrive, ask them to fill out name tags and put them on.
- ☐ Welcome participants and thank them for taking time to participate in this training.
- ☐ Reassure them that even though many people might think that training on the logic model and evaluation could be a “dry” or boring topic, we are going to try to have fun while learning.
- ☐ Briefly introduce yourself and explain any experience you have that is pertinent to this training (e.g., your work in a substance abuse program, your experience as a trainer, your interest in evaluation, etc.)
- ☐ Go over “house keeping” details such as the location of restrooms, phones, water fountains. Clarify the time and arrangements related to lunch.

5 minutes



Purpose, learning objectives and agenda



O.H. #1

- ☐ Present the purpose or goal of this training:
 - * *The goal of this training is to build the capacity of substance abuse program staff and administrators to develop and utilize logic models for program planning and evaluation*



O.H. #2

- ☐ Review what participants will be able to do at the completion of this workshop:
 - * *By the end of the workshops, participants will be able to:*
 - 1) *Define logic model terminology.*
 - 2) *Describe the uses and benefits of logic models.*
 - 3) *Develop a logic model for a fictitious case example.*
 - 4) *Develop an action plan for using a logic model approach to planning and evaluating a program.*



H.O #1

5 minutes



- ☐ Refer participants to Hand-out #1, Agenda, and briefly go over the day’s schedule. Reassure them that we will end on time as long as people return promptly from breaks and lunch.

10 minutes



Norms

- ☐ Explain to participants that setting “norms” or ground rules for the training will help make the training a safe, respectful and comfortable environment for everyone to learn and share.
- ☐ Share with them a list of possible norms.
 - * *I'd like to share with you some norms other groups have found useful.*
- ☐ Review each norm and give a brief explanation.

Note to Trainer: Due to time constraints, we are sharing norms rather than eliciting from the group. The overhead has the ground rules only. The words following the bolded sections below include a further explanation of each ground rule. Adding this further explanation may be helpful.



O.H. #3

1. **Value everyone's input.** It doesn't matter who has what degrees or titles. Everyone has a valuable perspective.
 2. **Participate fully: share your experience and perspective.** We all benefit from the collective wisdom so please share yours.
 3. **Speak one at a time so everyone can hear: avoid side conversations.** This helps keep the workshop focused.
 4. **Ask questions: there is no such thing as a silly or stupid question.** Chances are if you have a question or don't understand something, there are others that need clarification as well.
 5. **Keep things that are said confidential.** It's ok to share what you've learned but don't repeat who in the room said what.
 6. **Disagree, respectfully.** It's ok to disagree but do so in a way that doesn't invalidate another person.
 7. **Have fun.** Even though this is a serious subject, we want people to have fun and enjoy the training and networking opportunities.
- ☐ Ask if anyone has additional ground rules to add.
 - ☐ Ask the group to signal by raising their hands if they agree to abide by these ground rules.
 - ☐ Post the ground rules on the wall to serve as a verbal reminder throughout the workshop.

20 minutes



Ice breakers

- ☐ Explain that we will be doing a lot of work together today so it's important to know a little about each other.
- ☐ Give the following directions:
 - * *In a minute, I'm going to ask you to pair up with someone you don't know at all or someone you don't know very well.*



H.O #2

- * *I'm going to ask you to take turns interviewing your partner using the questions on Hand-out #2 "Partner Interview Sheet." You can jot down their answers on the sheet if you would like.*
- * *Each person will have 3 minutes to interview his/her partner.*
- * *At the end of 6 minutes, I will call time and bring us back together as a large group.*
- * *Each person will then introduce his/her partner to the large group.*
- * *Now, please find someone to pair with.*

Note to Trainer: At end of 3 minutes, give participants a warning that it's time to start interviewing the 2nd person if they haven't already done so.

- ☐ At end of 6 minutes, call large group back together and ask for a volunteer to go first.
- ☐ Go around the room and make sure all pairs have had an opportunity to introduce each other.
- ☐ Record on newsprint a list of people's expectations. Affirm the ones that will be met during this workshop. Tell participants which ones are beyond the scope of this workshop. Suggest that these issues might be addressed in other trainings and give specific suggestions if you have any.
- ☐ Affirm the expertise and experience in the room.
 - * *It certainly seems like we have a good group of folks here today, with lots of different experience. In any training, we all learn best from the collective wisdom. That's why it's so important for everyone to share their expertise and experience. In my role as trainer I will be guiding the discussion and sharing some information. However, I'm counting on you all to share your thoughts with all of us.*

- ☐ Introduce the notion of the “parking lot.”
 - * *I’m going to post a piece of newsprint on the wall. This is a place for good questions or issues that need to be addressed but aren’t exactly on the topic we’re currently discussing. We will re-visit these by the end of the workshop.*
- ☐ Segue to the next session.
 - * *Now that we know a little about each other and where we are going together today, let’s start by looking at some of the factors we take into consideration when planning any event.*

35 minutes



Planning and evaluating an event

Introduction

5 minutes



- ☐ Explain that we all have many roles that require that we plan a variety of events on a regular basis.
 - * *State that we all wear many hats. We are sisters, brothers, mothers, fathers, partners, wives, husbands, church members, co-workers, aunts, uncles, god mothers, god fathers, and many other things.*
 - * *In our various roles, we are called upon to plan events.*
 - * *Ask group “What are some of the events you’ve had to plan in your personal lives?” Record the responses on newsprint.*

Note to Trainer: Some possible responses might include planning a:

- * wedding
- * birthday party
- * retirement or going away party
- * family trip
- * house building
- * church supper

- ☐ Emphasize that all events take planning. Sometimes we do things so routinely that we are not always conscious of all the steps we actually take to make sure the event takes place and is successful.
- ☐ Tell participants we will be dividing into small groups and discussing the steps we undertook to plan an event. Ask participants to divide into 4-5 small groups using one of the strategies on p. iii.

Note to Trainer: The number of small groups depends on the total number of participants. Each group should have no more than 6 participants.

15 minutes



- * *Assign each group a different type of event, using examples from the newsprint.*



H.O #3

- ☐ Pass out Hand-out #3, “Planning an event” and ask the group to discuss what it took to plan their event. Encourage all members of the group to participate.
 - * *Tell groups they will have 15 minutes to complete their work sheets.*
 - * *Circulate among the small groups to ensure that all are on task. Answer any questions that will help clarify the task.*
 - * *At the end of the 15 minutes, ask small groups to come back together as a large group.*

15 minutes



- ☐ Process the activity by asking the following questions:
 - * *How did your group go about doing this task? Ask for some examples of the various items on the worksheet.*
 - * *What surprised you most about this activity?*
 - * *What did you learn about the steps in planning an activity?*
 - * *How does this exercise relate to planning an intervention in your program at work?*
- ☐ Summarize the activity by saying that it sometimes helps to think about something from our everyday lives before we talk about concepts with new terms that may sound somewhat unfamiliar or even intimidating.
- ☐ Segue to the next activity by saying that after the break we will begin to discuss the logic model as a way to plan and evaluate our programs.
- ☐ Tell participants that there will be 15 minutes for the break and that the workshop will start again promptly at ____.

15 minutes



Break

100 minutes



Developing a logic model

5 minutes



O.H. #4

- ❑ Link back to the exercise before the break by telling participants that even though we didn't use a lot of the terms, essentially we used many of the steps of a logic model to plan out events.
- * *Emphasize that the logic model is really "a fancy term for what is merely a succinct, logical series of statements that link the problems your program is attempting to address, how it will address them and what the expected result it." (Measurements in Prevention: A Manual on Selecting and Using Instruments to Evaluate Prevention Programs; US Dept. Health and Human Services Center for Substance Abuse Prevention). It is really a map or guide for us to use in our programs.*
- * *Just as in the exercise before the break, we all use the logic model every day. We just don't think of our everyday decisions in those terms.*
- * *For example, if you have a headache that you want to get rid of, you might take some aspirin and lie down for 30 minutes. This is how we might describe it in logic model terms.*



O.H. #5

Problem

1. Stress and tension have produced a painful throbbing headache

Intervention

2. Take 2 aspirin and lie down for 30 minutes

Outcome

3. Headache pain will be eliminated or greatly reduced

- ❑ Emphasize that ideally the logic model should be developed at the beginning of a program or project but acknowledge that many programs may not have used this approach early on. However, it is never too late to go back and put a logic model in place.
- ❖ *Ask participants "When is the ideal time to develop a logic model?"*
- ❖ *Tell participants that although it is best to develop a logic model at the beginning of a program or project, if one doesn't currently exist one can always go back and develop this approach. In fact, it is never too late to start.*

10 minutes



- ☐ Review the benefits of using a logic model.

- ❖ *Ask participants to name all the reasons why they think using a logic model would benefit a program or project. Record all responses on newsprint.*

Note to Trainer: Possible answers include the following:

- * Builds understanding among staff and administrators about what program is, what it's expected to do and what measures of success will be used.
- * Helps monitor progress.
- * Serves as an evaluation framework.
- * Helps reveal assumptions.
- * Helps keep staff and program focused and guards against over-promising.
- * Promotes communication.



O.H. #6

- * *Show overhead "Reasons to use a logic model" and briefly comment on any concepts that participants did not mention.*



H.O #4

- * *Give participants Hand-out #4 "Benefits of a logic model."*
- * *Summarize by stating that it can be a really useful tool.*
- * *Acknowledge that some people are put off by some of the jargon but we are going to work together during this workshop to gain a better understanding and appreciation for its benefits.*

10 minutes



- ☐ Parts or components of the logic model.

- * *Tell participants that there are several different logic model frameworks. Each has a slightly different way of looking at things. To avoid confusion, we are going to be using the framework developed by the Western CAPT.*



O.H. #7

- * *Show overhead and review with participants that there are 6 parts to the logic model, as defined by Western CAPT. They are*
 - 1) *Goals*
 - 2) *Strategies*
 - 3) *Target group and length of time*
 - 4) *If-then statements*
 - 5) *Short term outcomes*
 - 6) *Long term outcomes*
- * *State that we will review each of these, using examples to help clarify their meaning.*

10 minutes



Goals

- ☐ The first step is to determine what risk and protective factors you plan to address.
 - * *This step ties back to reviewing the theories related to the prevention of unhealthful and undesirable outcomes.*
 - * *In the field of substance abuse prevention we take the risk factors/protective factors approach.*
 - * *Ask participants to explain that approach and fill in using the definition provided below. Link back to the exercise before the break by telling participants that even though we didn't use a lot of the terms, essentially we used many of the steps of a logic model to plan our events.*



O.H. #8

Note to Trainer: The basic premise of this approach is that in order “to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risk. At the same time, we must also identify those factors that buffer individuals from the risk factors present in their environments and then find ways to increase the protection.” (West CAPT. Training for Prevention Professionals, Facilitator’s Manual pp. 2-5)

- * *Thus, it is important to do an assessment of your target population to determine these needs (risks) and strengths (protective factors).*
- * *Encourage participants to review some of the many resources that summarize the research in this area.*
- * *Encourage participants who wish to learn more about science based prevention strategies to attend training on this topic.*



H.O #5



H.O #6



H.O #7

- ☐ Distribute Hand-out #5 “Designing a logic model” and Hand-out #6 “Sample Logic Model” and Hand-out #7 “Checklist of logic model parts.”



O.H. #9

□ Share the following with participants:

- * *Goals are general “big picture” statements of outcomes a program intends to accomplish.*
- * *Goals usually relate to changes in morbidity (incidence or problems or disease) or mortality (death rates). They often relate to changes in behaviors.*
- * *Goals answer the question “What do we want to accomplish this year?”*
- * *Give an example of one possible goal for a substance abuse program and write it on the transparency in the first column (e.g., Reduce alcohol rates among youth in Friendly County).*
- * *Ask participants to look at their hand-out #7 “Checklist of logic model parts” under goals and use the checklist to make sure this goal meets the criteria.*
- * *Encourage participants to write this sample goal in the first column on their hand-out #6 “Sample Logic Model.”*



O.H. #10

- * *Write the example on the overhead transparency #10 “Sample logic model.” Do this for each example given.*

10 minutes



Strategies



O.H. #11

□ The next step is to determine which activities your program will undertake. These are often referred to as objectives in other planning and evaluation frameworks.

- * *These are the big steps that will help us reach our goals.*
- * *You may choose your strategies from some of the manuals that describe best practices in substance abuse prevention.*
- * *Strategies have a number of pieces. They answer the questions:*
 - 1) *Who will do it?*
 - 2) *What will they do?*
 - 3) *When will they do it?*
 - 4) *Where will they do it?*
 - 5) *How much or how many will they do?*

- * *Let's go back to our goal to reduce the alcohol rates among youth in Friendly County.*

- * *One possible strategy for reaching this goal is:*

Peer educators will lead monthly 2-hour after school rap sessions at the community center focusing on ways to deal with peer pressure to drink.

- * *Ask participants to look at their hand-out #7 "Checklist of logic model parts" and assess this strategy. Does it meet all the criteria? If so, write it in the 2nd column on the transparency and encourage participants to do the same on their hand-out # 6 "Sample Logic Model."*

10 minutes



Target group and length of strategy

- ☐ Move to the next column on the hand-out.

- * *State that the strategy could be strengthened by indicating how many months and for whom the program is intended.*
- * *Explain that since it is an after school program, it is implied that it will last for 9 months but it might be clearer to state that specifically. Add a "9" before the word monthly in the 2nd column.*
- * *Explain that it would be helpful to know whom the sessions are targeted to.*



O.H. #12

- * *Ask participants if they are familiar with the 3 ways of describing the target population as put forth by the Institute of Medicine. They are:*
 - **Universal** – reaches the general population (i.e., all students in a school).
 - **Selective** – targets group at risk (e.g., children of alcoholics).
 - **Indicated** – designed for individuals who exhibit risk-related behaviors (e.g., students already engaged in heavy or binge drinking).
- * *Ask participants to select a target group for the strategy we discussed.*

Note to Trainer: Some possible answers might include:

- * youth of a specific age group (e.g., 15-18 year olds)
- * all youth in a school district
- * youth of a specific neighborhood (e.g., in the North area or school district)
- * youth of a certain race or ethnicity (e.g., Hispanics)
- * youth of a specific gender (e.g., male)
- * youth with specific risk factors (e.g., history of truancy)
- * youth exhibiting specific high risk behaviors (e.g., binge drinkers)

15 minutes



- * *On transparency write in one of the participants' examples in the 3rd column or use the following:
Hispanic males age 15-18 years old who live in the Blackstone area and have a history of truancy. Strategy will last 9 months.*
- * *Ask participants to refer to their hand-out #7 "Checklist of logic model parts" and assess the appropriateness of this target population. If it meets the criteria, suggest that they add this to their handout #6 "Sample Logic Model."*

If-then statements

- ☐ It is important to identify the assumptions underlying the program or project.
 - * *Ask participants why it might be important to identify what assumptions we've made when we chose our strategies.*
 - * *Reinforce that it's important to examine our assumptions because sometimes they are unconscious and lead us down the wrong path.*
 - * *It is important to think about why and how the program strategies we chose will lead to our desired outcome or goal.*
 - * *One way to do this is to create a series of "if-then" statements.*
 - * *We need to think about if we do this activity, then these are the outcomes we would expect.*
 - * *Let's look at our same example. Write in 4th column of overhead #10 "Sample logic model":*
 - *"If youth participate in rap sessions that are led by peer educators and focus on skills to resist peer pressure, then youth will be able to refrain from binge drinking with their buddies."*

- * *Ask the group what are the assumptions underlying that statement.*

Note to Trainer: Some possible answers include:

- * youth are influenced by both positively and negatively by their peers.
- * youth lack the skills needed to resist peer pressure.
- * youth often drink alcohol to fit in with the crowd.
- * knowing how to handle peer pressure will cut down on inappropriate alcohol consumption.

- * *Encourage participants to begin thinking about some of the assumptions underlying their own programs. Tell participants that after lunch we will be looking at their own programs or projects and developing a logic model.*

20 minutes



Desired effects

- ☐ Remind participants that one of the major reasons for using a logic model is to provide a framework for evaluating our programs or projects. It is important for us to know if we are doing what we said we would do.
- ☐ Review some of the basic definitions of some common evaluation terms.
 - * *Ask participants what the difference is between process evaluation, outcome evaluation and impact evaluation.*



O.H. #13



O.H. #14



O.H. #15

Note to Trainer: Possible answers include:

- * **Process evaluation** focuses on how we've implemented our project. Did we implement it as we intended? It often documents the number of trainings, number of people attending, number of informational items distributed, etc.
- * **Outcome evaluation** focuses on the immediate changes as a result of our project's strategies or activities.
- * **Impact evaluation** documents the long term effects of the program or project. It is usually tied back to making progress toward or achieving your goal(s).

- ☐ Provide an example of each type of evaluation using the scenario from above.
 - * *Ask the participants for an example of a process measure related to our strategies in column 2.*

Process

Note to Trainer: Some possible answers include:

- * number of peers trained to do rap sessions.
- * number of rap sessions.
- * number of youth participating in rap sessions.
- * number of training materials developed

- * *Offer your own examples to supplement the participants' list.*
- * *Ask participants to give an example of a short term or immediate outcome we might expect as a result of youth participating in the rap sessions.*

**Outcome
Evaluation
(short-term)**

Note to Trainer: Some possible answers include:

- * youth are able to demonstrate through role plays strategies for resisting peer pressure.
- * youth share examples of ways they resisted peer pressure on specific occasions.
- * youth help organize alcohol free events.

- * *Offer your own examples to supplement participants' ideas.*
- * *Add 1-2 of these to the fifth column on the transparency.*
- * *Ask participants to review the goal and think about how we would know that we are reaching it. These measures are commonly called long term impacts.*

**Outcome
Evaluation
(long-term)**

Note to Trainer: Some possible measures for long term impact include:

- * decrease in number of DUI for youth residing in Friendly County.
- * increase in number of alcohol free events in Friendly County.
- * decrease in number reporting alcohol use.
- * decrease in number reporting binge drinking.

- * *Offer these and other examples to supplement participants' responses.*
- * *Add 1-2 in the last column on the transparency.*

- * *Segue to after lunch activities by stating that we've covered a lot of information during the morning sessions. Assure them that we will be spending the afternoon practicing using these concepts and learning more about how to use the logic model to conduct an outcome evaluation.*
- * *Wish participants a good lunch and encourage them to return promptly one hour from now so we can end the workshop at 4:00 pm.*

Note to Trainer: During lunch or right before the group re-convenes after lunch, put the 6 newsprint papers corresponding to the 6 components of the logic model up on the wall in order.

60 minutes



Lunch

10 minutes



Energizer

- * *Welcome participants back from lunch*
- * *Acknowledge that right after lunch can be a challenging time in any training so we have some activities planned that will get folks up and moving around.*
- * *Introduce the energizer by saying "First we're going to do an energizer that will get us more familiar with each other and give us a little exercise. The energizer is called 'That's me'."*
- * *Tell participants that you will be reading a series of statements. "If any statement is 'true' for you, please stand up and raise both arms above your head and shout 'that's me!'"*
- * *Let's start by my reading this statement "I work with a program for teens with substance abuse issue."*

Note to Trainer: We start with an item that relates to most people to get everyone up and moving. Proceed through the remainder of the statements suggested or make up some of your own. Encourage participants to sit down between statements. This gives more exercise.

- *I have grandchildren that I love.*
 - *I have lived or now live outside the United States.*
 - *I've been to a family reunion or big family gathering in the last year.*
 - *I've started doing my Christmas shopping.*
 - *I exercised this morning before coming to this workshop.*
 - *I plan to exercise before the week is over.*
 - *I know the 6 components of the logic model.*
- * *Segue to the next activity by saying that we're going to practice using the logic model through the next exercise.*

30 minutes



Applying the concepts of the logic model

- ☐ Introduce the exercise.

10 minutes



- * *Tell participants that we covered a lot of material before lunch. "Now we are going to do an activity to see how well we all understand those concepts."*
- * *I'm going to give each person 2-3 sentence strips or half-sheets of paper. (Facilitator make sure sentence strips are passed out now.) When I call your side of the room up to the front, I'd like you to come to the front of the room and put your sheets/strips in the appropriate column. We'll discuss all the items when everyone is finished.*
- * *Call people up in groups of 4 or 5*

Note to Trainer: Avoid having too large a group up in front at one time since this could cause a lot of confusion.

20 minutes



- ☐ Process the activity.
- * *Encourage participants to turn to their hand-out # 7 "Checklist of logic model parts" and use the checklist to evaluate if items are in the correct column.*
- * *Start with the items in the goal column and ask for a volunteer to read all the strips/sheets.*

- * *Ask participants if these are all goals.*
- * *Proceed through each column, encouraging discussion about whether or not items are in the correct place. Keep referring participants to their hand-out if they are unsure about certain items.*
- * *Answers for sorting exercise are as follows:*

Goals

- *Reduce rates of academic failure in Monte County.*
- *Increase school attendance in Cactus County.*
- *Increase community awareness of substance abuse problems in teens.*
- *Reduce rates of marijuana use among youth in Cumbre County.*
- *Increase coping skills of youth in Río County.*
- *Reduce youth delinquency rates in Luna County.*

Strategies

- *Classroom life/social skills training for 150 10th - 12th graders provided weekly.*
- *Weekly after school mentoring program for 75 males 15-17 years old provided by community leader.*
- *Anti-violence curriculum in grades 4 – 6, 2 hours/week.*
- *45 second public service announcements warning of dangers of drug use and other risk-taking behavior, aired weekly.*
- *Six, 3 hour parenting classes for young adults 20-28 years old.*
- *Weekly 4 hour community service projects for teens 14-18 years old.*

Target populations

- *All 10th grade teachers.*
- *Youth identified as high risk by school counselors.*
- *Parents of children identified as high risk for violent and aggressive behavior.*
- *Youth who have dropped out of school within the last year.*
- *Children of adult alcoholics currently in grades 1-6.*
- *African American males 16-19 years old with history of at least 2 misdemeanors.*

If-then statements

- *If tutoring is offered to children with academic difficulties, then they will have an opportunity to improve their school performance.*
- *If youth are given the skills to resist peer pressure, then they will be able to make independent decisions about alcohol use.*
- *If a community receives information about the seriousness of youth substance use, then they will take action through support of local substance abuse prevention programs.*

- *If alternative activities are available for teens, then they will be less likely to use recreational drugs.*
- *If the price of tobacco is increased, then youth will be less likely to initiate or continue to use tobacco products.*
- *If teens are given opportunities to increase their self esteem through community service, then they will be less likely to engage in destructive behaviors.*

Outcomes

- *Increased knowledge of dangers of substance use.*
- *Increased ability to refuse alcohol, tobacco and marijuana.*
- *Increased numbers of referrals for substance abuse.*
- *Improved teacher attitudes toward at-risk youth.*
- *Increase in numbers of youth who attend alcohol and drug free events.*
- *Increase in number of prevention programs in the community.*

Impacts

- *Reduction in rates of youth exhibiting signs of binge drinking.*
- *Decrease in rates of youth with DUIs.*
- *Decrease in numbers of gangs.*
- *Improved school attendance rates.*
- *Decrease in incidence of teen-aged alcoholism.*
- *Decrease in rates of violent outbreaks during school hours.*

Note to Trainer: Avoid too much time being spent debating whether ½ sheets should be in the outcomes or impacts column.

- * Emphasize that it is often difficult to determine if something is an outcome or impact. Remember that **outcomes** are short term results and are often linked back to change in knowledge, attitudes, skills or behaviors. **Impacts** are long term effects and generally relate back to increases or decreases in larger issues like **rates** of violent behavior, substance use, school drop out or attendance rates. It is more difficult to determine whether something is an outcome or impact outside of the context in which the goal is known.

☐ Summarize the activity.

- * *Reaffirm that some of these concepts can be difficult to grasp but that the group did a good job.*
- * *Segue to the next activity by saying that now that we understand the components of the logic model, we are going to look at ways to use it to evaluate our projects or programs.*
- * *Ask participants if these are all goals.*

40 minutes



Conducting an evaluation

- Link back to the logic model as the basis for conducting an evaluation of our project or program.

5 minutes



- * *Remind participants that the logic model serves as a good framework for both planning and evaluating a program.*
- * *State that we will now be reviewing some types of data collection methods.*
- * *Ask the group to discuss the difference between quantitative and qualitative methods*
- * *Ask for a couple of examples of each.*



O.H. #16



O.H. #17

Note to Trainer:

Quantitative methods – typically answer the question “how many.” In quantitative approaches we gather what is often referred to as “hard data” (e.g., scores, ratings, counts). Examples include:

- * surveys
- * tabulations of numbers of participants

Qualitative methods – typically answer the questions “how” or “why.” In qualitative approaches we gather what is often referred to as “soft data” or descriptions. Examples include:

- * focus groups
- * open-ended interviews
- * observations

- * *Show the overhead and fill in any additional information not mentioned by participants.*
- * *Emphasize that comprehensive evaluations combine both qualitative and quantitative approaches.*
- * *Ask participants to take a few minutes to look over hand-out # 8 “Types of data collection methods.” Encourage people to read over this entire hand-out when they have more time.*
- * *State that all data collection methods have both strengths and challenges or pros and cons.*
- * *Ask several participants to share examples of evaluation methods they have used in the past and how they used them.*
- * *Encourage them to talk about the pros and cons from their experiences.*



H.O #8

10 minutes



5 minutes



□ Applying evaluation methods to the logic model examples

- * *Ask participants to take out their logic model.*
- * *State that first we must ask ourselves how we will know we achieved our desired effects.*
- * *Review the expected results – both the short term outcomes and the long term impacts.*
- * *So we need to come up with our evaluation questions.*
- * *Let's look at our goal. What question might we ask to see if we've met our goal?*

Note to Trainer: A possible answer might be:

- * *Were alcohol rates among youth in Friendly County reduced?*

- * *Encourage participants to fill this in on their hand-out #6 "Sample Logic Model."*
- * *Now let's think about what evaluation methods and sources we could use to answer that question.*
- * *Ask the group for possible places or sources of information about alcohol rates among youth.*

Note to Trainer: Possible answers include:

- * *There may be surveys that have been administered that you could use as your base-line.*
- * *You may need to administer own survey before and after the intervention to determine this.*

5 minutes



- * *Encourage participants to fill this in on their hand-out #6 "Sample Logic Model."*
- * *Now let's look at our strategies. What might be a good evaluation question or questions to ask to see if our strategies were effective and were implemented as planned?*

Note to Trainer: Possible answers include:

- * *Did the number of students we were hoping to participate actually attend rap sessions? If not, why not?*
- * *Was the number of rap sessions we intended actually offered?*

- * *Ask participants how we could determine the answer to the first question.*

Note to Trainer: Possible answers include:

- * Review sign-in sheets
- * Conduct a focus group or interview youth regarding why they did or did not participate in the rap sessions.

5 minutes



- * *Encourage participants to fill this out on their hand-out #6 “Sample Logic Model.”*
- * *Next, we will look at our target group. A possible evaluation question here might be “were the youth who attended the rap sessions actually the ones we intended?”*
- * *Ask the group how we could get an answer to that question. Give the answer if no one else does.*

Note to Trainer: Possible answers include:

- * Have attendees at rap sessions fill out a short demographic form that asks age, ethnicity/race, risk factors, etc.

- * *Encourage participants to add this to their hand-out #6 “Sample Logic Model.”*
- * *The next column is the “if-then” column. Ask respondents “What evaluation question should we ask to test out “if youth participate in rap sessions that are led by peer educators and focus on skills to resist peer pressure, then youth will be able to refrain from binge drinking with their buddies.” Give answer if no one else can.*

Note to Trainer: Possible answers include:

- * Were youth who participated in the rap sessions able to resist peer pressure?

- * *Next ask participants how we could answer that question. What evaluation method could we use?*

Note to Trainer: Possible answers include:

- * Self reports from participants in the program.
- * Observation of youth at community events.

- * *Encourage participants to add this to their Hand-out #6 “Sample logic model.”*

5 minutes



- * *Now we are getting to the outcomes of our intervention. What evaluation question might we ask? Give answer if no one else does.*

Note to Trainer: Possible answers include:

- * Are youth able to demonstrate increased skills in resisting peer pressure?

- * *Ask participants what method we would use to determine the answer to this question. Give answer if no one else does.*

Note to Trainer: Possible answers include:

- * Observe youth during role-plays, using a checklist to determine skills at resisting peer pressure.
- * Conduct interviews with youth who attend the program.

- * *Encourage participants to add these examples to their “Sample logic model” sheet.*

- * *Ask participants how they would evaluate whether or not youth helped organize alcohol free events.*

Note to Trainer: Possible answers include:

- * review of meeting minutes.
- * review of brochures or programs of alcohol free events.
- * tabulation of number of youth on the planning committee.
- * interviews with youth planners and attendees.

- * *Make the point that in the first example we used qualitative approaches (interviews and observations) while in the second example we used both qualitative (document review and interviews) and quantitative approaches (tabulating numbers).*

5 minutes



- * *Tell the participants we will now evaluate whether we reached our long term impacts.*
- * *Use the example, “Was there a decrease in the number of DUIs among youth residing in Friendly County?”*
- * *Ask “What we would need to know before we started our intervention and how we would measure or evaluate if we reached our long term impact?”*

Note to Trainer: Possible answers include:

- * Before the intervention, we would need to establish a baseline by getting numbers from local law enforcement agencies reporting the number of DUI among youth ages ____ years to ____ years.
- * Then we would need to look at the data after our intervention to see if the numbers had decreased.
- * There's always a possibility that there were other things that might have effected the change in numbers. For example, a local MADD group may have formed or a local celebrity may have spoken out about the issue. Thus it is sometimes difficult to say for certain that the decrease in DUIs was as a result of your intervention. However, it is still important to measure these changes and then mention in your report any other significant events that occurred in addition to your intervention.

☐ Summarize by stating:

- * *Evaluation can often seem overwhelming but is an important part of any effective intervention.*
- * *Evaluation should be conducted throughout the project, not left until the end. This way, if there is a need to make "mid-course corrections" there is still time to do so.*
- * *If there is not anyone on staff who feels comfortable designing an evaluation plan, ask for assistance.*
- * *Ask participants where they might get assistance in developing an evaluation plan or in analyzing the data collected.*

Note to Trainer: Possible answers include:

- * local university faculty or graduate students.
- * local consultants.
- * other agencies or community based organizations.
- * local, regional or state substance abuse professionals

- * *Segue to the next activity by stating that "we are going to practice putting together everything we've talked about today after the break."*

15 minutes



Break

60 minutes



Developing a logic model and evaluation plan

- ☐ Tell participants that following:

30 minutes



H.O #9

- * *Of course, “The rubber meets the road” as the expression goes, when we take what we’ve learned and apply it to our own situations.*
- * *We’re now going to have an opportunity to try our hands at developing a logic model for our own program. Tell participants to get out Hand-out #9 “Blank Logic Model”*
- * *Encourage people from the same program to work together.*
- * *State that they will have 30 minutes to develop a logic model. Using only 1 goal they hope to accomplish.*
- * *After they have developed their logic model, they will then need to come up with 1 evaluation question and 1-2 methods to determine how well they’ve done.*
- * *State that we will be sharing some of our examples with the large group.*
- ☐ Trainer(s) should circulate during this activity to make sure participants understand the directions and are on the right track.
- ☐ Trainer(s) should provide technical assistance to participants, as needed.
- ☐ Give participants a 5 minute warning so they can finish their logic model.
- ☐ At the end of 30 minutes, call the group back together.

30 minutes



- * *Ask participants to get out hand-out # 7 “Checklist of logic model parts.”*
- * *Pass out index cards with one of the 6 elements of the logic model printed on each card.*
- ☐ As each person shares his/her example of a logic model, ask the participants who have each of the 6 elements to use their checklist to make sure the examples meet the criteria. For example, when the first participant shares his/her goal, ask which participants received the index card with “goal” printed on it. Then ask them to critique the goal. Next, ask those with the “strategies” cards to critique the strategies column of the first participant’s example. Repeat this process until all columns have been critiqued.

- * *Ask the participant to share their evaluation questions and methods.*
- * *Ask the other participants to give additional suggestions.*
- * *Repeat this process with as many participants as time allows.*

20 minutes



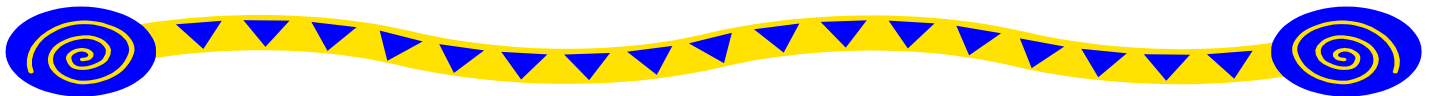
Closing and evaluation

☐ Conduct the evaluation

- * *State that just as evaluation is important in a program or project, so too is it important in a training.*
- * *Hand-out the evaluation form and explain that this is called “Head, Heart and Feet.”*
 - *Mention that they might want to adopt an evaluation like this for use in their own programs.*
 - *Ask each participant to write down a couple of new things they learned today in the head area.*
 - *Ask them to write down 1 or 2 feelings they have about the workshop near the heart.*
 - *Ask them to write down 1 or 2 things they plan to do as a result of this workshop near the feet.*
- * *When most people have completed the evaluation, go around the room and ask them to share one thing from their evaluation.*
- * *Thank the participants for all their hard work and wish them well in their programs.*



H.O #10



List of Hand-outs

Agenda.....	1
Partner Interview sheet.....	2
Planning an event.....	3
Benefits of a logic model.....	4
Designing a logic model.....	5
Sample logic model.....	6
Checklist of logic model parts.....	7
Types of data collection methods.....	8
Blank logic model.....	9
Evaluation form – Head, Heart and Feet.....	10

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Agenda

Setting the context	45 minutes
Planning and evaluating an event	35 minutes
Break	15 minutes
Developing a logic model	90 minutes
Lunch	60 minutes
Energizer	10 minutes
Application of logic model concepts	30 minutes
Conducting an evaluation	40 minutes
Break	15 minutes
Developing a logic model and evaluation plan	60 minutes
Closing and evaluation	20 minutes

Partner Interview Sheet

Name:

Where they work and their role:

One thing they were hoping to learn today:

One interesting thing about them (e.g., something they like to do when they have free time):

Planning an event

First, read over the directions and the example. Then fill in the following:

1. What was your overall goal or purpose?

e.g., Celebrate the contributions Jose Gomez made to the Saquara Substance Abuse Program.

2. What were the big steps or activities you did to accomplish your goal?

e.g., Found a place, set a time, invited guests, got the refreshments, got a gift and plaque.

3. What tasks did you do to accomplish those big steps?

e.g., Finding a place – called various places re: price and availability, visited a couple of places, signed a contract.

e.g., Set a time – polled people at office to see best time, asked Jose and his family for good time.

e.g., Invited guests – asked Jose who he wanted there, made list of people who had relationship with Jose both inside agency and in community and other agencies.

4. What did you expect to happen?

e.g., If people came to the party, then Jose would feel appreciated.

5. How would you know you were immediately successful?

e.g., Lots of people would come.

6. How would you know you were successful in the long run?

e.g., Jose would feel appreciated and might stay involved with program as a volunteer or consultant.

Benefits of a logic model

Building a logic model provides the following benefits:

1. A logic model develops understanding. It helps build understanding, if not consensus, about what the program is, what it's expected to do, and what measures of success will be used.
2. A logic model helps to monitor progress. It provides a plan against which you can keep track of changes so that successes can be replicated and mistakes avoided.
3. A logic model serves as an evaluation framework. It makes it possible to identify appropriate evaluation questions and relevant data that are needed.
4. A logic model helps to reveal assumptions. It helps program planners to be more deliberate about what they're doing and identifies assumptions that may need validating.
5. A logic model helps to keep us from over-promising. It helps program planners and others realize the limits and potential of any one program.
6. A logic model promotes communications. It creates a simple communication piece useful in portraying and marketing your program to others.

Adopted from "Applying Prevention that Works:
Substance Abuse Prevention Specialist Training" Western CAPT

Designing a logic model

1. What are the risk and protective factors to be addressed? (the goals)

The first thing you will need to know is what risk and protective factors you plan to address. If you've done a needs assessment, prioritized your needs, and identified resources, you should have a good idea about the goals that are important for your program to address.

2. What services and activities will be provided? (the strategies)

What are the activities involved in your program? That is, what will you actually be doing? It's very important to specify what activities you plan to do: A program that isn't implemented in the way that it's planned isn't likely to lead to the expected program outcomes. Also, specify when the activities will be implemented and how often.

3. Who will participate in or be influenced by the program? (the target group)

To whom is the program being delivered? That is, who is the recipient of your program, or whom do you expect to be influenced by your activities? You should also know whether the strategy you've chosen is for universal, selective, or indicated populations.

4. How will these activities lead to expected outcomes? (the "if-then" statement)

Identify the assumptions underlying your program. That is, think about why and how program activities are expected to lead to the desired outcomes. A very common problem in prevention programs is when program activities and strategies that are chosen don't lead logically to the goals or outcomes that the program would like to achieve. That's why we recommend thinking through the assumptions of why and how you expect your program to lead to the desired changes. What are the steps that turn inputs into outputs into outcomes?

5. What immediate changes are expected for individuals, organizations, or communities? (the short term outcomes)

Short term outcomes are the immediate program effects that you expect to achieve. For example, a life skills training program is expected to show an increase in students' problem-solving skills when the program is completed.

HAND-OUT
#5 (continued)

6. What changes would the program ultimately like to create? (the long term impacts)

Long term impacts, on the other hand, are the long term or ultimate effects from the program. Let's follow our life skills training program example one step further. We attempt to increase students' problem-solving skills, the immediate outcome, because we believe that these increased skills will ultimately help to prevent or reduce student drug use, the long term outcome. However, research shows us that many factors (e.g., knowledge, skills, attitudes, behavior, policy) must change and much time must pass before we can detect any changes in the ultimate impact on drug use.

Adopted from "Applying Prevention that works:
Substance Abuse Prevention specialist Training" Western CAPT

Sample Logic Model

A.	B.	C.	D.	E.	F.
In order to address the level of this risk or protective factor (goals):	We will do the following program activities (strategies –who, what, where, when and how much):	For these people and for this amount of time (target group):	We expect that this activity will lead to changes in these factors, _____, which in turn will lead to our program goal (“if-then” statement):	We will know these changes have occurred if (short-term outcomes):	We will know we are reaching our goals if (long-term impacts):
1. Logic model					
2. Evaluation questions					
3. Evaluation methods and sources					

Checklist of logic model parts

Goals

Is it a general statement of what the program or project hopes to accomplish this year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does it clearly describe the desired outcome the program intends to accomplish?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is it clearly written?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is it supported by Prevention Theory?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Strategies

Does it specify <u>who</u> will do it?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does it say <u>what</u> they will do?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does it specify <u>when</u> they will do it?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does it state <u>where</u> they will do it?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does it state <u>how many</u> they will do?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does this strategy relate to the goal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a time frame for the strategy?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Target population

How is the target audience defined?		
Universal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Selective?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Indicated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If...then

Are the strategies tied back to the factors addressed in the goal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Short term outcomes

Does this describe an immediate expected outcome of our strategies or intervention?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Long term outcomes

Does this describe our long term progress toward the goal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Data Collection methods at a Glance

Methods	Pros	Cons	Costs	Time to Complete	Response Rate	Expertise Needed
Self-Administered Surveys	Anonymous; cheap; easy to analyze; standardized so easy to compare to other data	Results are easily biased; misses information; Attrition is a problem for analysis	Moderate	Moderate, but depends on system (mail, distribute at school)	Moderate, but depends on system (mail has the least)	Little needed to gather, need some to use
Telephone Surveys	Same as paper and pencil but allows your target a wider area and clarify responses	Same as paper and pencil but misses people without phones (those with low incomes)	More than self-administered	Moderate to high	More than Self-administered	Need some to gather and to use
Face-to Face Structured Surveys	Same as paper and pencil but you can clarify responses	Same as paper and pencil but requires more time and staff time	More than telephone and Self-administered surveys	Moderate to high	More than self-administered survey (same as Telephone survey)	Need some to gather and to use
Archival Trend data	Fast, cheap, a lot of data available	Comparisons can be difficult; may not show changes	Inexpensive	Quick	Usually very good, but depends on the study that collected it	None needed to gather, need some to use
Observation	Can see a program in operation	Requires much training, can influence participants	Inexpensive, only requires staff time	Quick, but depends on the number of observation	Not an issue	Need some to device coding scheme
Record Review	Objective, quick, does not require program staff or participants, pre-existing	Can be difficult to interpret, often is incomplete	Inexpensive	Takes Much time	Not an issue	Little needed; Coding scheme may need to be developed
Focus Groups	Can quickly get info about needs, community attitudes and norms; info can be used to generate survey questions	Can be difficult to run (need a good facilitator) and analyze; may be hard to gather 6 to 8 people together	Cheap if done in house; can be expensive to hire facilitator	Groups themselves last about 1.5 hours	People usually agree if it fits into their schedule	Requires good interview/ conversation skill; technical aspects can be learned easily

Adopted from "Getting to Outcomes: Methods and Tools for Self-Evaluation" by Wandersman for CSAP.

#8 (continued)

Methods	Pros	Cons	Costs	Time to Complete	Response Rate	Expertise Needed
Interviews-Face- to Face and Open Ended	Gather in depth, detailed info; info can be used to generate survey questions	Takes much time and expertise to conduct and analyze; potential interview bias possible	Inexpensive if done in-house; can be expensive to hire interviewers and/or transcribers	About 45 minutes per interview; analysis can be lengthy depending on method	People usually agree if its into their schedule	Requires good interview/ conversation skills; formal analysis methods are difficult to learn
Open-Ended Questions on a written Survey	Can add more in depth, detailed info to a structured survey	People often do not answer them; may be difficult to interpret meaning of written statements	Inexpensive	Only add a few more minutes to a written survey; quick analysis time	Moderate to low	Easy to content analyze
Participant-Observation	Can provide detailed information and an "insider" view	Observer can be biased, can be a lengthy process	Inexpensive	Time consuming	Settings may want to be observed	Requires skills to analyze the data
Archival Research	Can provide detailed information about a program	May be difficult to organize data	Inexpensive	Time consuming	Settings may not want certain documents reviewed	Requires skills to analyze the data

Archival Trend Data

Archival data already exists. There are national, regional, state and local sources (i.e., health departments, law enforcement agencies, the Centers for Disease Control). This data is usually inexpensive and may be fairly easy to obtain. Several examples include rates of DUI arrests, unemployment rates, and juvenile drug arrest rates. Many Sources can be accessed using the internet. However, you may have a little choice in the data format since it was probably collected by someone else for another purpose. It will probably require most quality programs several years to change archival trend data indicators (if it is even feasible) since archival trend data usually covers larger groups (schools, communities, states).

Observations

Observations involve watching others (usually without their knowledge) and systematically recording the frequency of their behaviors according to pre-set definitions (e.g., number of times 7th graders in one school expressed anti-smoking sentiments during lunch and recess). This method requires great deal of training for observers to be sure each one records behavior in the same way and to prevent their own feelings influencing the results.

#8 (continued)**Review of Records**

Using existing records from different groups or agencies (e.g., medical records or charts) as a data source begins your record review. Record reviews usually involve counting the frequency of different behaviors. One program counted the number of times adolescents who had been arrested for under-age drinking said that they obtained the alcohol by using false identification.

Focus Groups

Focus groups are typically used for collecting background information on a subject, creating new ideas and hypotheses, assessing how a program is working, or helping to interpret the results from other data sources. "The contemporary focus group interview generally involved 6 to 12 individuals who discuss a particular topic under the direction of a moderator who promotes interaction and assures that the discussion remains on the topic of interest." (Stewart and Shamdasani, 1990). Focus groups can be advantageous because they are a quick and inexpensive way to collect information from a group (as opposed to a one-on-one interview), allow for clarification of responses, can provide information in more depth, and create easy to understand results. The limitations of focus groups are that they use a small number of people who may not accurately represent the largest population. Also, they can be affected by a bias of the moderator and/or the bias of one or two dominant group members.

Unstructured Interviews

Similar to a focus group, but with just one person, in an unstructured interview the interviewer has a set of open-ended questions designed to obtain very rich and detailed information. The interviewer guides the participant through the questions, but allows the interview conversation to flow naturally, encouraging the participant to answer in his or her own words. The interviewer will often ask follow-up questions to clarify responses and to get more information. It takes a great deal of skill to conduct an unstructured interview and analyze the data. It is important to define criteria that determine who will be interviewed if you decide to use unstructured interviews.

Open-Ended Questions on a Self-Administered Survey

Usually at the end of a self-administered survey, these open-ended questions ask those being surveyed to write their responses in sentences or phrases. Content of this data can be analyzed similarly to focus group data. The analysis required some skill.

Participant-Observation

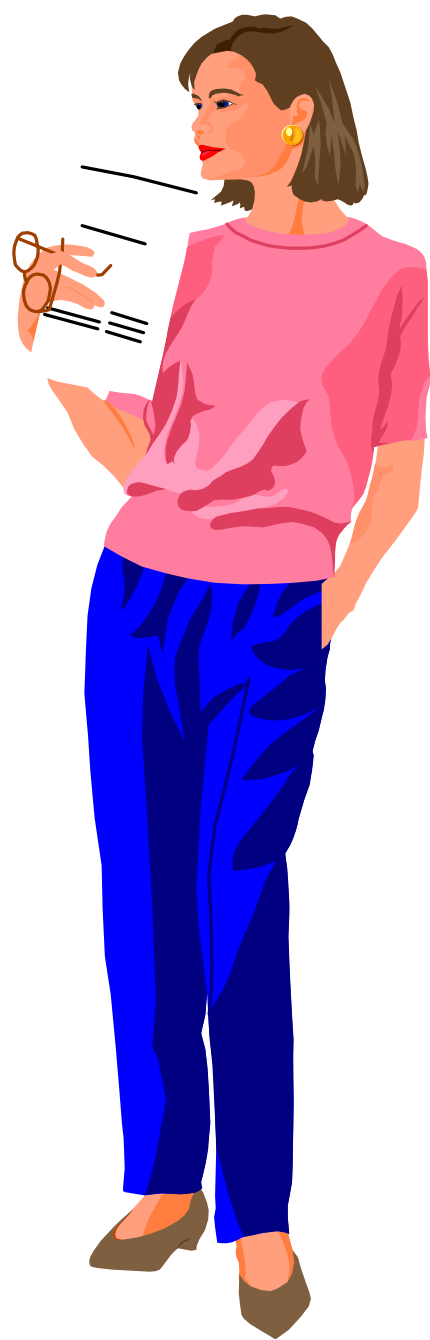
This method involved joining in the process that is being observed to provide more of an "insider's" perspective. Participant-observers then record the processes that occur as well as their own personal reactions to the process. This method produces detailed information, but it takes time (i.e., to gain trust, to gather enough data). It can be biased by the observer's personal feelings. The information is analyzed like focus group data, which requires a fair amount of skill.

Archival Research (qualitative focus)

Rather than counting frequencies of behaviors, qualitative archival research involves reviewing written documents (e.g., meeting minutes, logs, letters, reports) to get a better understanding of a program. This method may clarify other quantitative information or create new ideas to pursue later.

Blank Logic Model

A.	B.	C.	D.	E.	F.
In order to address the level of this risk or protective factor (goals):	We will do the following program activities (strategies –who, what, where, when and how much):	For these people and for this amount of time (target group):	We expect that this activity will lead to changes in these factors, _____, which in turn will lead to our program goal (“if-then” statement):	We will know these changes have occurred if (short-term outcomes):	We will know we are reaching our goals if (long-term impacts):
1. Logic model					
2. Evaluation questions					
3. Evaluation methods and sources					



List of Overheads

Purpose or goal of this training.....	1
By the end of this workshop.....	2
Norms.....	3
Defining the logic model.....	4
Getting rid of a headache.....	5
Reasons to use a logic model.....	6
Six parts of the logic model.....	7
Risk factor/protective factor approach.....	8
Goals.....	9
Sample logic model.....	10
Strategies.....	11
Describing the target population.....	12
Process evaluation.....	13
Outcome evaluation.....	14
Impact evaluation.....	15
Quantitative methods.....	16
Qualitative methods.....	17

Purpose or goal of this training

To build the capacity of substance abuse program
staff and administrators
to develop and utilize logic models for program
planning and evaluation

By the end of this workshop, participants will be able to:

1. Define logic model terminology
2. Describe the uses and benefits of logic models
3. Develop a logic model for a fictitious case example
4. Develop an action plan for using a logic model approach to planning and evaluation of their own program

Norms

- * Value everyone's input
- * Participate fully: share your experiences and perspective
- * Speak one at a time so everyone can hear: avoid side conversations
- * Ask questions: There is no such thing as a silly or stupid question
- * Keep things that are said confidential
- * Disagree, respectfully
- * Have fun

Defining the logic model

"A fancy term for what is merely a succinct, logical series of statements that link the problems your program is attempting to address, how it will address them and what the expected results is."

Measurements in Prevention: A Manual on Selecting and Using Instruments to Evaluate Prevention Programs;
US Dept. Health and Human services Center for Substance Abuse Prevention

Getting rid of a headache

Problem

Stress and tension have produced a painful, throbbing headache

Intervention

Take 2 aspirin and lie down for 30 minutes

Outcome

Headache pain will be eliminated or greatly reduced

Reasons to use a logic model

- * Builds understanding among staff and administrators about what program is, what it's expected to do and what measures of success will be used.
- * Helps monitor progress
- * Serves as an evaluation framework
- * Helps reveal assumptions
- * Helps keep staff and program focused and guards against over-promising
- * Promotes communication

Six parts of the logic model

- 1) Goals
- 2) Strategies
- 3) Target group and length of time
- 4) If-then statements
- 5) Short term outcomes
- 6) Long term outcomes

Risk factor/protective factor approach

In order to prevent a problem from happening, we need to identify:

- * factors that increase the risk of that problem developing
- * ways to reduce these risk factors
- * factors that buffer individuals from these risk factors (which are present in their environments)
- * ways to increase these protective buffers

Goals

- * general 'big picture' statements of outcomes a program intends to accomplish
- * usually relate to changes in morbidity, mortality, and/or behaviors
- * answer the questions "What do we want to accomplish this year?"

Example of a goal

"Reduce alcohol rates among youth in Friendly County"

Sample Logic Model

A.	B.	C.	D.	E.	F.
In order to address the level of this risk or protective factor (goals):	We will do the following program activities (strategies –who, what, where, when and how much):	For these people and for this amount of time (target group):	We expect that this activity will lead to changes in these factors, _____, which in turn will lead to our program goal (“if-then” statement):	We will know these changes have occurred if (short-term outcomes):	We will know we are reaching our goals if (long-term impacts):
1. Logic model					

Sample Logic Model

2. Evaluation questions					
3. Evaluation methods and sources					

Strategies

Strategies are big steps that will help us reach our goals

Strategies answer the following questions:

- * Who will do it?
- * What will they do?
- * When till they do it?
- * Where will they do it?
- * How much or how many will they do?

Describing the target population

- * **Universal:** reaches the general population (e.g., all students in a school).
- * **Selective:** targets group at risk (e.g., children of alcoholics).
- * **Indicated:** designed for individuals who exhibit risk-related behaviors (e.g., students already engaged in heavy or binge drinking).

Process evaluation

Process evaluation focuses on how we've implemented our project:

- * number of trainings
- * number of people attending workshops
- * number of informational items distributed

Outcome evaluation

Outcome evaluation focuses on the immediate changes as a result of our project's strategies or activities

Impact evaluation

Impact evaluation documents the long term effects of the program or project. It is usually tied back to making progress toward or achieving your goal.

Quantitative Methods

Typically answer the question “how many”

Gather information often referred to as “hard data”

Examples of quantitative methods include:

- * surveys
- * tabulations of numbers of participants

Qualitative Methods

Typically answer the questions “how” and “why”

Gather information often referred to as “soft data”

Examples of qualitative methods include:

- * focus groups
- * interviews
- * observations



Border Capt

Bringing Research to Practice

Evaluation Form

Please take a minute to provide us with your honest feedback. Thank you!

	Very Useful	Somewhat Useful	Not Useful	Not Applicable
• Content:	_____	_____	_____	_____
	Very Likely	Somewhat Likely	Not Very Likely	Not at All Likely
• Likelihood of Using Information:	_____	_____	_____	_____
	Excellent	Good	Fair	Not Applicable
• Logistics:				
Date/time	_____	_____	_____	_____
Location	_____	_____	_____	_____
Facilitators/trainers	_____	_____	_____	_____
English/Spanish interpretation	_____	_____	_____	_____
Room set up	_____	_____	_____	_____
Other _____	_____	_____	_____	_____
• What aspects of this experience were most useful for you?				
• What aspects of this experience were least useful for you?				
• What other training topics should Border CAPT provide your community?				



	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Satisfaction with this event:	_____	_____	_____	_____
Additional Comments:				