



Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Building the Prevention Workforce Skill-Base: A Virtual Training on the Strategic Prevention Framework

July 20 & 21, 2020

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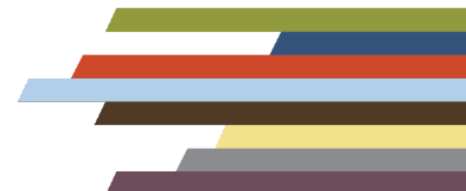
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Each TTC Network includes 13 centers.*



Network Coordinating Office

National American Indian and Alaska Native Center

National Hispanic and Latino Center

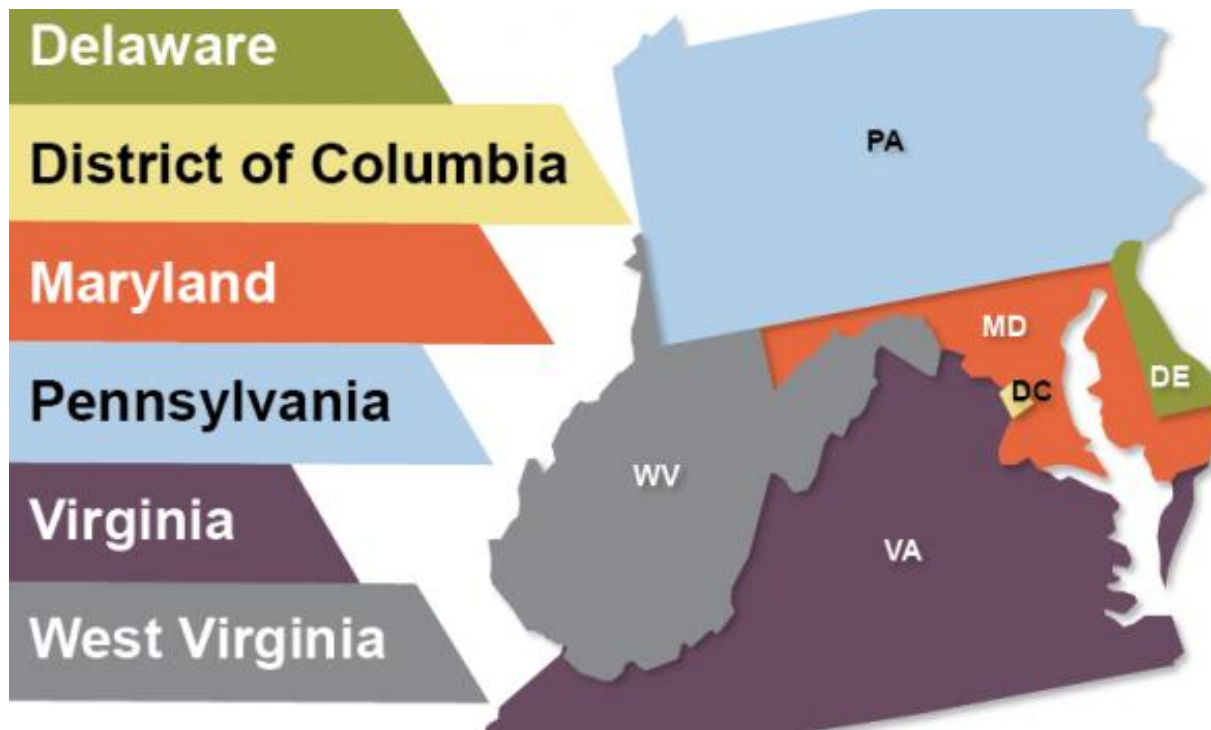
10 Regional Centers (aligned with HHS regions)

**The ATTC Network also includes 4 international HIV centers funded by the President's Emergency Plan for AIDS Relief.*



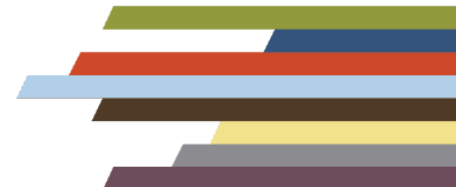
Central East Region

HHS REGION 3



What We Do

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the behavioral health awareness, knowledge, and skills of the health care and prevention workforce that address the needs of people with behavioral health disorders
- **Foster regional** and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, behavioral health training and technical assistance to health care and prevention professionals



PTTC Mission

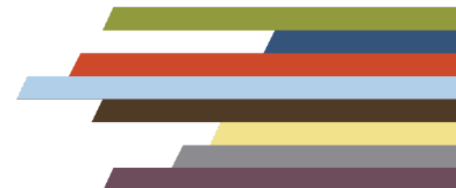


To Strengthen **the Capacity of the Workforce to Deliver Evidence-Based Prevention Strategies and Facilitate Opportunities for Preventionists to Pursue New Collaboration Opportunities, which include Developing Prevention Partnerships and Alliances**



Central East (HHS Region 3)

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Central East PTTC Specialty Area

Engaging and Collaborating with Primary Care Providers for Substance Use Prevention



Central East (HHS Region 3)

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Eligibility

Behavioral health and health care providers, consumers, families, state and local public health systems and other stakeholders

Consistent with
Regional, State
and Local
Needs

No cost

Data Driven

EBPs provided
by Subject
Matter Experts



PTTC Focus Areas

- Opioid/harm reduction strategies
- Suicide prevention and substance use overdoses
- Youth vaping/tobacco
- Youth alcohol and suicide
- Health equity and the elimination of disparities
- Trauma
- Workforce leadership development series-
strategic planning/SPF; data-informed decision-
making; environmental strategies



Other Resources in Region 3



Central East (HHS Region 3)

ATTC

Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



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Learning Objectives

- Explain the importance of an evidence-based approach to prevention
- Discuss the five steps of the Strategic Prevention Framework (SPF)
- Examine how to apply the SPF to implement evidence-based prevention interventions
- Practice the skills to implement the SPF



Agenda for Today and Tomorrow

- Today
 - Introductions and Overview
 - Why We're Here
 - Things to Keep in Mind
 - Needs Assessment Module
 - Presentation
 - Data Prioritization Small Group Exercise
 - Capacity Building Module
 - Presentation
 - Elevator Pitch Individual Exercise



Agenda for Today and Tomorrow

- Tomorrow
 - Planning Module
 - Presentation
 - Logic Model Group Exercise
 - Implementation Module
 - Presentation with built-in Action Planning Exercise
 - Evaluation Module
 - Presentation
 - Evaluation Questions Group Exercise



Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
- Step 2: Build Capacity
- Step 3: Planning
- Step 4: Implementation
- Step 5: Evaluation

- Be mindful throughout of:
 - Sustainability
 - Cultural Competence
 - Ethical Behavior



Our SPF Webinar Series

- Six Part Series (December 2019-March 2020)
- Recordings available through:
 - <https://pttcnetwork.org/centers/global-pttc/products-and-resources>
- Provides the background content for what we are doing today
- Resource pages with helpful links



Why We're Here

- The SPF is a process for identifying and implementing evidence-based prevention
 - Uses data to establish goals
 - Uses existing evidence to implement processes for achieving goals
 - Uses new evidence to make adjustments
- Evidence is important in prevention because it gives us confidence that the work we are doing has the greatest chance of success



Why We're Here, Part 2

- Over the next two days we are going to be providing you information on how to implement the SPF effectively
- We will also be working through training exercises with you to practice some of the skills necessary to support SPF implementation
- This training builds from our previous webinars, but it is not an endpoint. Much more can be said and learned about all the topics we are covering



Three Things to Keep In Mind



- Plan for Sustainability
- Practice Cultural Competence
- Engage in Ethical Behavior



Planning for Sustainability

- Sustainability means being able to continue an activity long-term
- Prevention, and the behavioral health field overall, often face challenges to sustainability from services being funded by temporary grant awards
- Identifying alternative funding sources to continue activities, using temporary funding for one-time activities, and implementing policies that do not require sustained funding are all examples of planning for sustainability



Cultural Competence

- Engaging in cultural competence means respecting the beliefs, values, and attitudes of the populations you are serving and incorporating them into the services being provided
 - It is a journey, not a destination
- Ensuring cultural competence can require including representatives in the planning process and adjusting activities to meet their needs



Importance of Ethics

- Creates a formalized system for accountability
- Guides the work of professionals
- Helps individuals make difficult decisions
- Fosters climate of respect
- Ensures the safety and wellbeing of those served by prevention activities
- Prevents unethical behavior





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Step One: Needs Assessment

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Strategic Prevention Framework (SAMHSA)

- **Step 1: Needs Assessment**
 - Step 2: Build Capacity
 - Step 3: Planning
 - Step 4: Implementation
 - Step 5: Evaluation
-
- Be mindful throughout of:
 - Sustainability
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 - Ethical Behavior



Learning Objectives

- Review the **IMPORTANCE** of a needs assessment
- Describe how to **CONDUCT** a needs assessment
- Discuss **CHALLENGES** and **SOLUTIONS** when working with data
- Examine the **DATA PRIORITIZATION** process
- **LEARN** data prioritization techniques



Summary of a Needs Assessment



DATA



KNOWLEDGE



ACTION



The Importance of a Needs Assessment

- Using data underpins the concept of delivering evidence-based prevention, and a needs assessment is how we can obtain comprehensive data about our communities (SAMHSA)
 - Prevalence data
 - Risk and protective factor data (NIH)
 - Capacity data
- Prioritizing data then guides our efforts through the rest of the SPF process



How to Conduct a Needs Assessment

- **Step One:** Understand research on needs assessment topics
- **Step Two:** Review existing, available data
 - Public data sets, previous assessments
- Identify and seek access to other existing data
 - Other agencies and stakeholders
- Collect and analyze new primary data
 - Interviews, focus groups, surveys
- **Step Three:** Prioritize data



Understanding Your Data



Common Challenges with Data

- Lack of resources to conduct own data collection
- Existing data not correctly collected
- Gatekeepers not willing/allowed to share data
- Data is available, but difficult to access
- Data not in readily usable forms
- Available data not directly relevant to current needs
- Outdated data or accompanied by misleading/incorrect analysis
- Lack of data other than prevalence data
- Lack of expertise at reviewing academic research



Potential Strategies to Overcome Challenges

- Identify which data sources may be available to you, and whether there are overlapping sources if any turn out to be unavailable
- Have a clear data request
- Request data as part of a broader collaboration effort
- Understand relevant regulations and statutes
- Value qualitative data
- Contact local experts and researchers
- Consider more feasible data collection efforts
- Re-focus primary data collection efforts



Using Your Data Effectively

- Once you understand your data and have identified and corrected any issues, you can now begin to use your data
- There is no universal, best strategy for allocating prevention resources
- Each community needs to decide for themselves what course of action is most appropriate
- This requires the use of data prioritization techniques



Planning for Data Prioritization



Types of Assessments (NACCHO)

- Before you start prioritizing your data, your organization should engage in a series of assessments and processes to be sure everyone is on the same page
 - **Community assessment:** This will help determine the current status of what is occurring in the community as well as detect any gaps so that you can focus on as many potential priority areas as possible
 - **Agency self-assessment:** This type of assessment is useful to evaluate your agency/organization's performance against recognized standards in the field

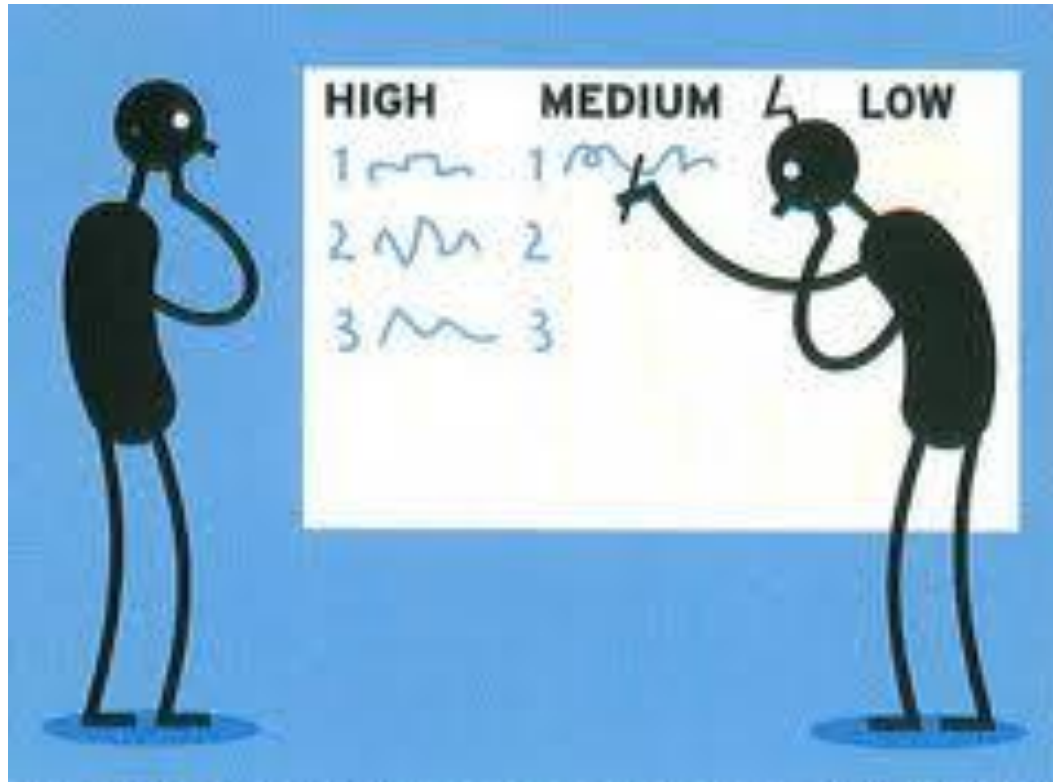


Creating Consensus (NACCHO)

- **Clarifying objectives and processes:** All team members should have a clear understanding of the goals and objectives of why you are undergoing this process
- **Establishing criteria:** The selection of appropriate prioritization criteria on which to judge the importance and relevance of potential areas of focus
 - Think about what should be established for the identification of the priority problem, e.g. cost, resources, urgency, scope
 - Consider the criteria for identifying the intervention you want to use, e.g. return on investment, effectiveness, implementation and maintenance



Prioritizing Your Data



Data Prioritization Techniques (NACCHO)



1. Multi-voting Techniques
2. Strategy Grids
3. Nominal Group Techniques (NGT)
4. The Hanlon Method
5. Prioritization Matrix



Multi-Voting Technique

- Helps to narrow scope
- Allows a problem which may not be a top priority of any individual but is favored by all to rise to the top



Grant Fund Ideas	Round 1 Vote	Round 2 Vote	Round 3 Vote
Printing Materials and Other Resources	XX	XX	
Community Trainings	X		
Furniture for Support Center	X		
School-based Outreach			
Purchasing Naloxone	XX	XXX	XXX
Identify and Use Evidence-based Best Practices Programming	XX	XXX	XXXXX



Nominal Group Technique

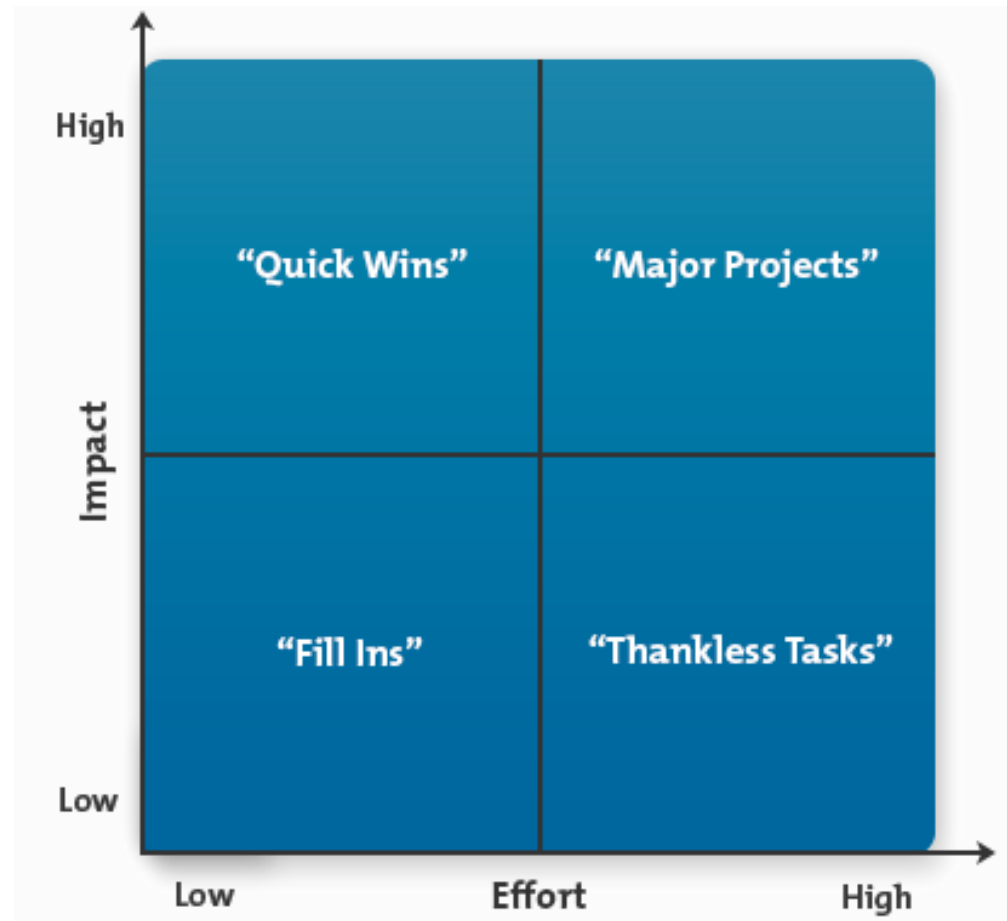
- Useful in early stages of prioritization
- Generate lots of ideas quickly
- Can be used with the Multi-Voting Technique
- Democratic process with input from all levels of the agency

Project Focus for FY2020	1st Choice Score =3	2nd Choice Score =2	3rd Choice Score =1	Total Score
Improve interagency communication and collaboration	3	3	2	17
Engage stakeholders and community groups	1	2	1	8
Review internal practices to see how we can streamline the project and refocus spending	1	2	4	11
Research and implement evidence-based best practices programming	3	1	2	13
Hire additional staff to better meet the needs of clients and increase capacity	2	1	2	10
Develop new materials that can reach wider audience	2	3	1	13



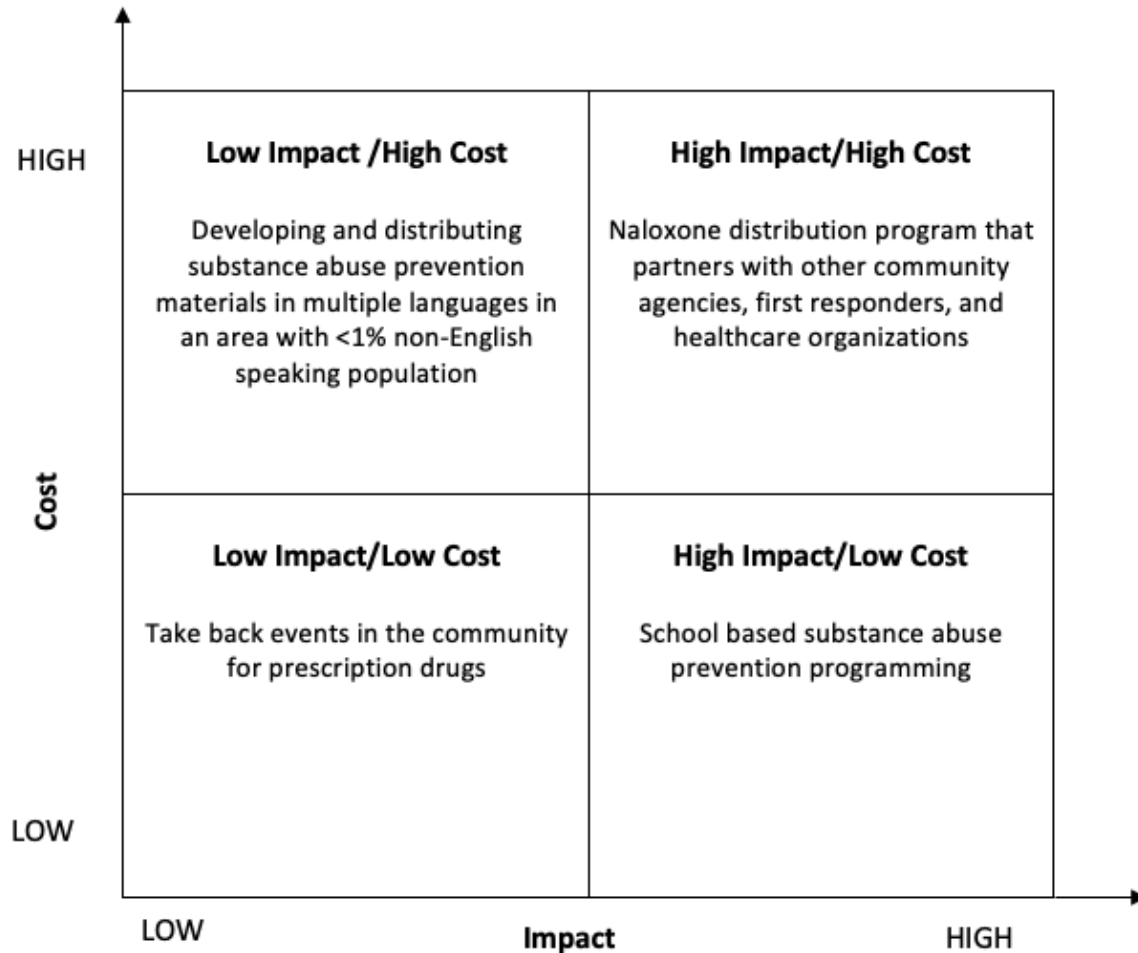
Strategy Grids

- Shifts an agency's focus to addressing issues that can yield the greatest results
- Achieve maximum results with limited resources
- Focuses the plan of action



Strategy Grid Example

An urban county received a small grant to enhance their substance use prevention efforts. The county conducted a needs assessment to see where they should invest their money and efforts based on substance use rates and prevalence.



The Hanlon Method

- Creates an objective list of priorities based on baseline data and numerical values
- Uses a rating scale (1-10) based on the
 1. Size of the problem
 2. Magnitude of the problem
 3. Effectiveness of potential interventions



P.E.A.R.L Test

- Calculates using priority scores to determine the top priority(ies)



Hanlon Method Example

- A large county was looking to implement community prevention programming using a newly awarded grant from the state. They conducted a needs assessment to determine areas of focus within the community. They produced 6 target areas and rated them using the established criterion.
- The county then applied the PEARL test to each target area and 5 passed. They excluded the one that did not.
- They then calculated the priority scores. Using those scores, they ranked their top three target areas

Target Area	Size (A)	Seriousness (B)	Effectiveness of Intervention (C)	Priority Score (D) (A+2B)C	Rank
Young Adult (18-24) Fentanyl Use	6	9	8	192	1
Youth Vaping	9	4	7	119	3
Young Adult (>35) Alcohol Misuse	9	6	8	168	2



Prioritization Matrix

- A commonly used tool, the prioritization matrix is useful if there are many criteria or if only a single problem can be addressed
- Creates visual documentation of its process
- Rates each issue on how well it meets certain criteria. For example:
 - 3 = criterion well met
 - 2 = criterion partially met
 - 1 = criterion not met
- Criteria is weighted by importance. For example:
 - Criteria A = 0.75
 - Criteria B = 0.5
 - Criteria C = 0.25



Prioritization Matrix Example

- A school board was looking to see what prevention programming they should implement across their middle and high schools. They wanted to target youths in grades 7th-10th. Using data from their annual survey they focused on 3 prevention areas.

Criteria

4 = High priority
 3 = Moderate priority
 2 = Low priority
 1 = Not priority

Weight of the criteria

Criteria A = .25
 Criteria B = .5
 Criteria C = .5

Proposed focus for a school-based prevention program	Evaluative Criteria				
	Designed for youths aged 12-15 (.25)	Teachers can be trained and can deliver the program (.5)	Effectiveness of the Program (.5)	Total Score	Rank
Alcohol	2 x (.25)	4 x (.5)	4 x (.5)	4.5	1
Smoking & Vaping	3 x (.25)	2 x (.5)	4 x (.5)	3.75	3
All Substances	3 x (.25)	3 x (.5)	4 x (.5)	4.25	2



Conclusion

- Conducting a needs assessment is a **CRITICAL** first step to gathering, understanding, and using data
- There are a wide variety of data **RESOURCES** available
- Be sure to **EXAMINE** your needs assessment data
- Prioritizing your data will help set your **DIRECTION** and **FOCUS**
- We are now going to **PRACTICE** two data prioritization techniques





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Step Two: Capacity Building

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Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
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- Be mindful throughout of:
 - Sustainability
 - Cultural Competence
 - Ethical Behavior



Learning Objectives

- Review the **IMPORTANCE** of capacity building
- Review the **METHODS** to build capacity
- Describe an **ELEVATOR PITCH** and how it relates to capacity building
- **CREATE** an elevator pitch



Why is Capacity Building Important? (SAMHSA)

- Expands the scope and reach of prevention
- An ongoing process, but especially important prior to planning new activities
- Three main types:
 1. Strengthening organizational staff and resources
 2. Raising community awareness about an issue
 3. Collaborating with diverse stakeholders



Strengthening Organizational Capacity

- Strengthening internal organizational capacity for prevention can be the most straightforward path but is not always feasible. It includes:
 - Hiring additional staff
 - Receiving training and technical assistance
 - Engaging with volunteers
 - Obtaining additional funding



Community Awareness

- Two intertwined aspects of awareness
 1. Understanding the scope and severity of the problem
 2. Readiness to address relevant issues
- Raising awareness can
 - Build support for new prevention initiatives
 - Reveal additional partners and resources
 - Expand the potential outreach of prevention
 - Reduce stigma against people who use substances and improve access to treatment



Collaborating with Stakeholders

- Allows greater sharing of data and knowledge
- Expands capacity for engaging in services
- Provides access to wider array of skills
- Increases stakeholder buy-in of services
- Promotes opportunities for diverse perspectives
- Improves service access to hard-to-reach populations

Collaboration is important in all phases of prevention planning!



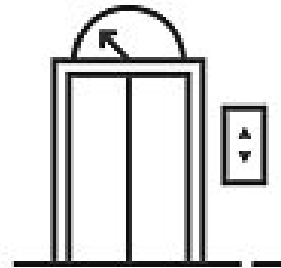
Steps to Beginning a Collaboration

- Determine your goals for a collaboration
- Identify potential partners to support those goals
- Research potential partners to learn their needs
- **Create and present an elevator pitch to potential partners**
- Build the relationship and develop a shared vision of the collaboration
- Promote open communication, transparent decision making, and be responsive to partner needs



What is an Elevator Pitch?

- Short, persuasive explanation of:
 - Who you are (if no relationship already exists)
 - Why you want to collaborate
 - What the collaboration would accomplish
 - What benefits **THEY** would see from collaborating
- Be concrete but brief



Three Steps to an Elevator Pitch

- **Step One: The Three W's**
 - Who you are
 - What you do
 - Why you do it
- **Step Two: Benefits and Barriers**
 - What you want to collaborate on
 - What are the benefits to you and them
 - What are the barriers to collaboration
- **Step Three: Call to Action**
 - What are the next steps
 - What do you need from them



Other Tips

- Avoid jargon
- Consider including recent news or developments
- Practice and time yourself to stay brief
- Reach out in an appropriate manner
 - Formal vs. informal request
 - In-person vs. call vs. email
 - One-on-one vs. group environment
 - Additional details vs. just the elevator pitch



Example Elevator Pitch, Pt 1

- I am Josh Esrick and I am the Prevention Lead for the County Department of Public Health. Our mission is to prevent and reduce rates of alcohol, tobacco, and illicit drug use. As you know, rates of prescription stimulant misuse and problem alcohol use are particularly alarming right now among older high school students. This is hindering their ability to successfully continue their education or join the workforce.
- **Who I Am; What I Do; Why I Do It/What It is Important**



Example Elevator Pitch, Pt 2

- We need to reach these students where they are if we are going to properly support them and prevent substance use. That's why we want to work with you to provide trainings on drug awareness and peer refusal skills. As the school district athletic director, you, and your coaches, are in close contact with many students on a daily basis. I understand that time is limited for both you and your players, and we certainly do not want to cut into practice time by interfering with their schedules. – **What I Want to Collaborate On; Understanding Your Concerns**



Example Elevator Pitch, Pt 3

- However, by working with us, we can help ensure that student athletes are happier and healthier, and able to learn the life lessons that come from participating in high school sports. – **Benefits of Working Together**
- We would do the content development and delivery; all we ask is that you set aside time and space for two trainings for each team at the start of each season, beginning with this fall semester. And to promote the importance of the training among your coaches. – **Next Steps; What I Need**



Example Elevator Pitch, Pt 4

- By working together, we can do a lot of good for these students and reinforce other prevention work we're seeking to implement in the school district. – **Closing Statement Using the Broader Context**



Things to Consider

- Is this pitch short enough to complete in 1-2 minutes?
- Did you cover the Three W's?
- Are you aware and understanding of the listener's responsibilities, goals, and values?
- Is there any jargon that can be simplified or cut?
- Are there any additional current events that can be linked to the pitch?



Conclusion

- Capacity building is **IMPORTANT** for expanding the scope and reach of prevention
- There are three main **METHODS** to build capacity
- Elevator pitches are the **FIRST STEP** to building capacity through collaboration
- We are now going to **PRACTICE** writing an elevator pitch



What Have We Learned?

- Needs Assessment
 - Key considerations to conduct a needs assessment
 - Importance of data prioritization and prioritization techniques
 - Deep dive on two prioritization techniques
- Capacity Building
 - The three types of capacity building
 - How collaboration is a cornerstone of capacity building
 - Elevator pitch writing





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Step Three: Planning

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Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
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- Be mindful throughout of:
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Key Objectives

- Summarize the **IMPORTANCE** of developing a comprehensive plan
- Explain how risk and protective factors **INFLUENCE** planning
- Review the **PROCESS** for determining ‘best fit’ interventions
- Review the **CORE ELEMENTS** of a logic model
- **PRACTICE** assembling the core elements of a logic model to create a plan



Summary of Planning



Importance of a Comprehensive Plan

- Developing a comprehensive plan is the core step of the SPF; bringing together all the steps
 - It links what you gained from your needs assessment and capacity building to what you will implement and evaluate
- It provides a road map for future activities, a justification to funders and other oversight entities, and a baseline to evaluate performance against



The Planning Steps (SAMHSA)

1. Identify and prioritize the risk and protective factors associated with the substance use problems found in your needs assessment
2. Identify evidence-based programs and strategies that address these factors
3. Select and synergize programs that you have the capacity to implement into a unified approach
4. Build and share a logic model that explains the plan



Importance and Changeability



Focusing on Risk and Protective Factors

- Identifying and collecting data on factors should be part of your needs assessment (SPF Step 1)
- In the planning step, we review the research on the factors identified as being present to learn more about their *importance* and *changeability*
- This information is used to help determine what factors our prevention activities will focus on, and guide our efforts to select the activities that will be implemented



Importance and Changeability

- Importance (or Relevance)
 - How important is a risk or protective factor?
 - How much does it contribute to our substance use focus?
 - Is it associated with other issues?
- Changeability
 - Is there capacity to address the factor?
 - Is there an evidence-based strategy to address the factor?
- Balancing these is the key to prioritizing factors to address



Risk and Protective Factors

- Stress coping skills
 - Relevant, Changeable
- Community poverty
 - Relevant, **Not Changeable** (for us)
- Drug detection dogs
 - **Not relevant**, Changeable

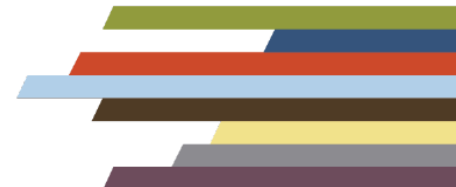


Risk and Protective Factors, 2

- Air pollution
 - Not relevant, Not changeable
- Beliefs about drugs
 - Relevant, Changeable



Identifying and Selecting Strategies



Identifying and Selecting Strategies

- Three components to finding the *best fit* strategies to implement
 - Conceptual Fit
 - Practical Fit
 - Evidence of Effectiveness
- Begin by identifying all available strategies
 - SAMHSA created guides exist
 - SAMHSA Evidence Based Practices Resource Center
 - Systematic reviews may be necessary



Determining Fit (SAMHSA)

- Conceptual
 - Does the strategy directly address your priority substance use problems and priority risk and factors for those problems?
 - Is there evidence the strategy producing positive outcomes among your populations of focus?
- Practical
 - Would the strategy be supported by community stakeholders?
 - Is the strategy feasible for you to implement?
 - Does the strategy complement existing prevention efforts?



Examples of Strategies

- Risk Factor: Many youth lack life skills to cope with stress
- Strategies:
 - Remove all sources of stress
 - Conceptual, **Not Practical**
 - Host a drug awareness education event
 - **Not Conceptual**, Practical
 - Provide a life/coping skills training class
 - Conceptual, Practical



Reviewing the Evidence Base (SAMHSA)

- When looking at the evidence of effectiveness for a given strategy, key considerations of research studies are:
 - What research design did those studies use?
 - Do the studies have internal validity?
 - Were positive outcomes replicated across studies?
 - Do the studies have external and ecological validity?



Example Life/Coping Skills Program

- Botvin Life Skills Training program
 - 18 separate studies over 30 years
 - Multiple randomized control groups, longitudinal studies
 - Outcomes up to 10 years post-intervention
 - Numerous short- and long-term positive effects
 - Certified model program by outside reviewers
 - Helps overcome potential issue that most studies conducted by program developers

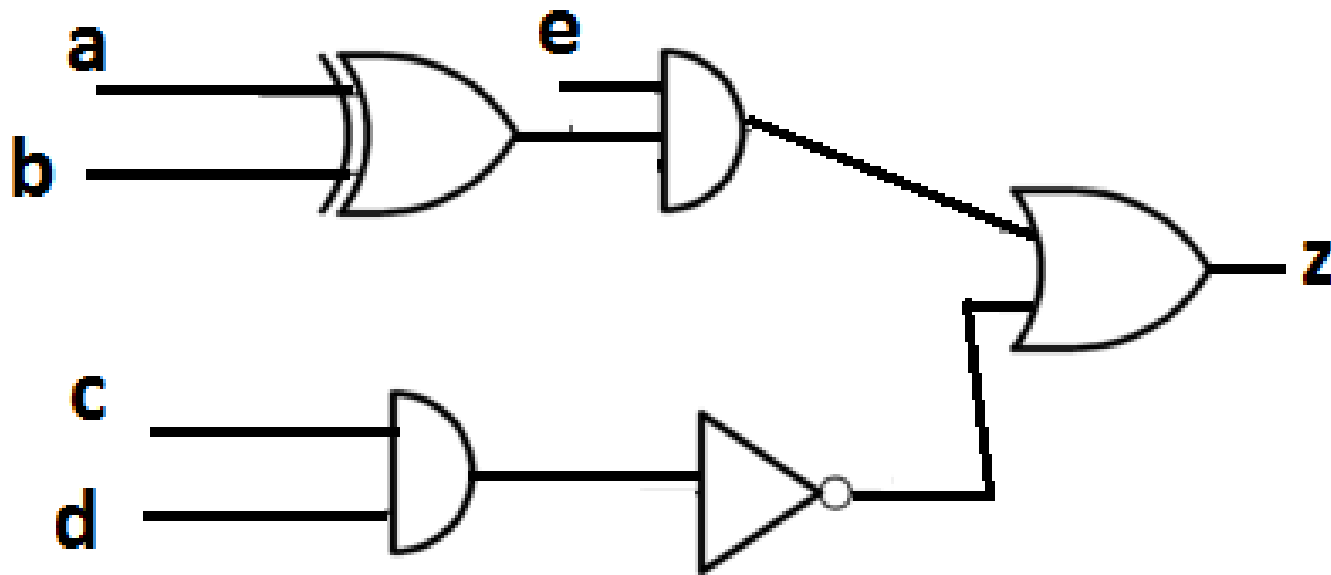


Selecting Strategies

- By reviewing the possible strategies against these criteria:
 - Is it a conceptual fit?
 - Is it a practical fit?
 - Is there strong evidence of effectiveness?
- We narrow down the list of strategies we would consider implementing and can select the best fit



Logic Model Review



What is a Logic Model?

- A way to see a plan, what it will do, how it will get it done, and what it is going to accomplish
- Can be viewed as a series of “if-then” relationships that, if implemented as intended, will lead to the desired result
- It is your ROAD MAP
- Developing one is an iterative process



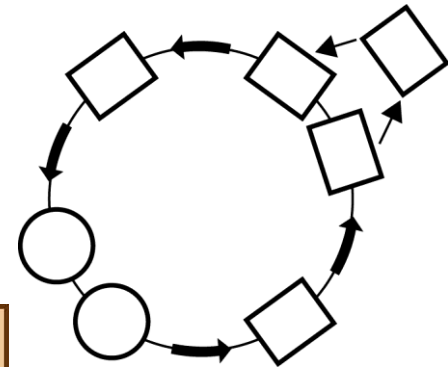
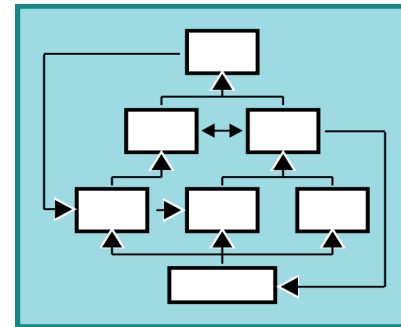
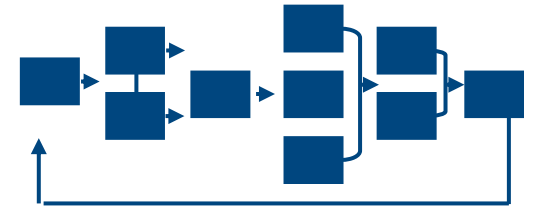
Creating a Logic Model

- Establish the purpose of the logic model
 - Who will use it
 - How will they use it
- Get a team together
- Set boundaries/limits for the logic model
 - Don't try to address all issues at once, start small and work your way up
- Get an understanding of the situation
- Do your research, gather materials
- Remember that this is a fluid process!



Representations of a Logic Model

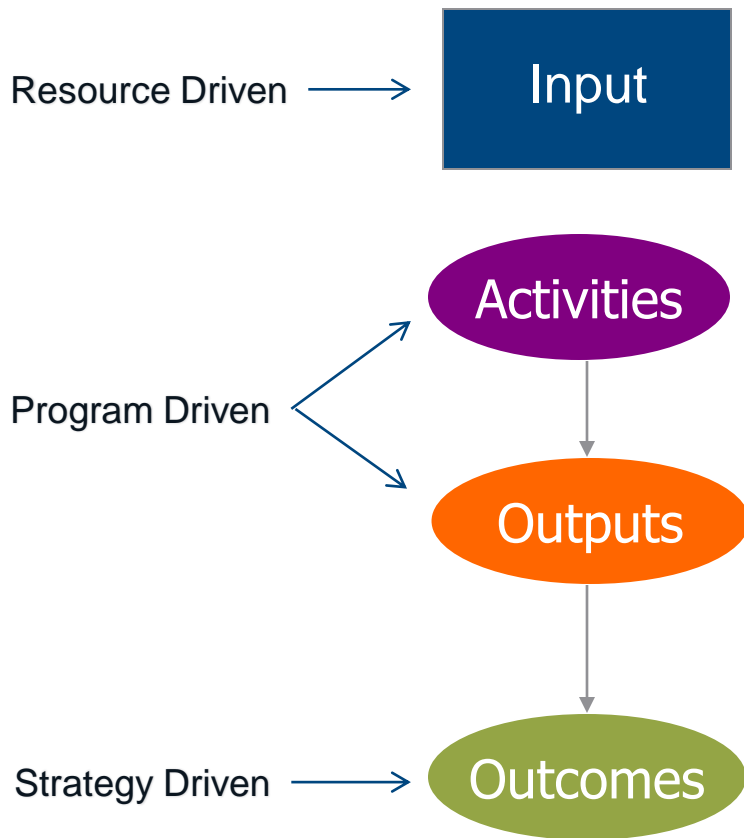
- Graphic display of boxes and arrows; vertical or horizontal
 - Relationships, linkages
- Any shape possible
 - Circular, dynamic
 - Cultural adaptations; storyboards
- Level of detail
 - Simple
 - Complex
- Multiple models
 - Multi-level programs
 - Multi-component programs



Inputs	Outputs	Outcomes
	1	1a b
	2	
	3	2a b c
	4	3a b



Logic Model Terminology



- Inputs are the “ingredients” of the system that allow it to do its work
- Activities are the mechanism to turn inputs into outputs
- Outputs are the most immediate consequences of the work done by the system
- Outcomes are the ultimate results



Logic Model Terminology

INPUTS

What we invest

- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners



Logic Model Terminology

Activities

What we do

- Train, teach
- Deliver services
- Develop products/
resources
- Network
- Build partnerships
- Assess
- Facilitate
- Work with the media



Logic Model Terminology

Outputs

What we accomplished

- Number of clients reached
- Number of service providers hired or volunteers organized
- Number of strategies implemented
- What policy changes were effected
- Number of meetings held
- Number of trainings provided



Logic Model Terminology

OUTCOMES

What are the results for individuals, families, communities, etc.

Short-Term *Changes in Learning*

- Awareness
- Knowledge
- Attitudes
- Skills
- Opinion
- Aspirations
- Motivation
- Behavioral intent

Medium-Term *Changes in Action*

- Behavior
- Decision-making
- Policies
- Social action

Long-Term *Changes in Conditions*

- Social (well-being)
- Health
- Economic
- Civic
- Environmental



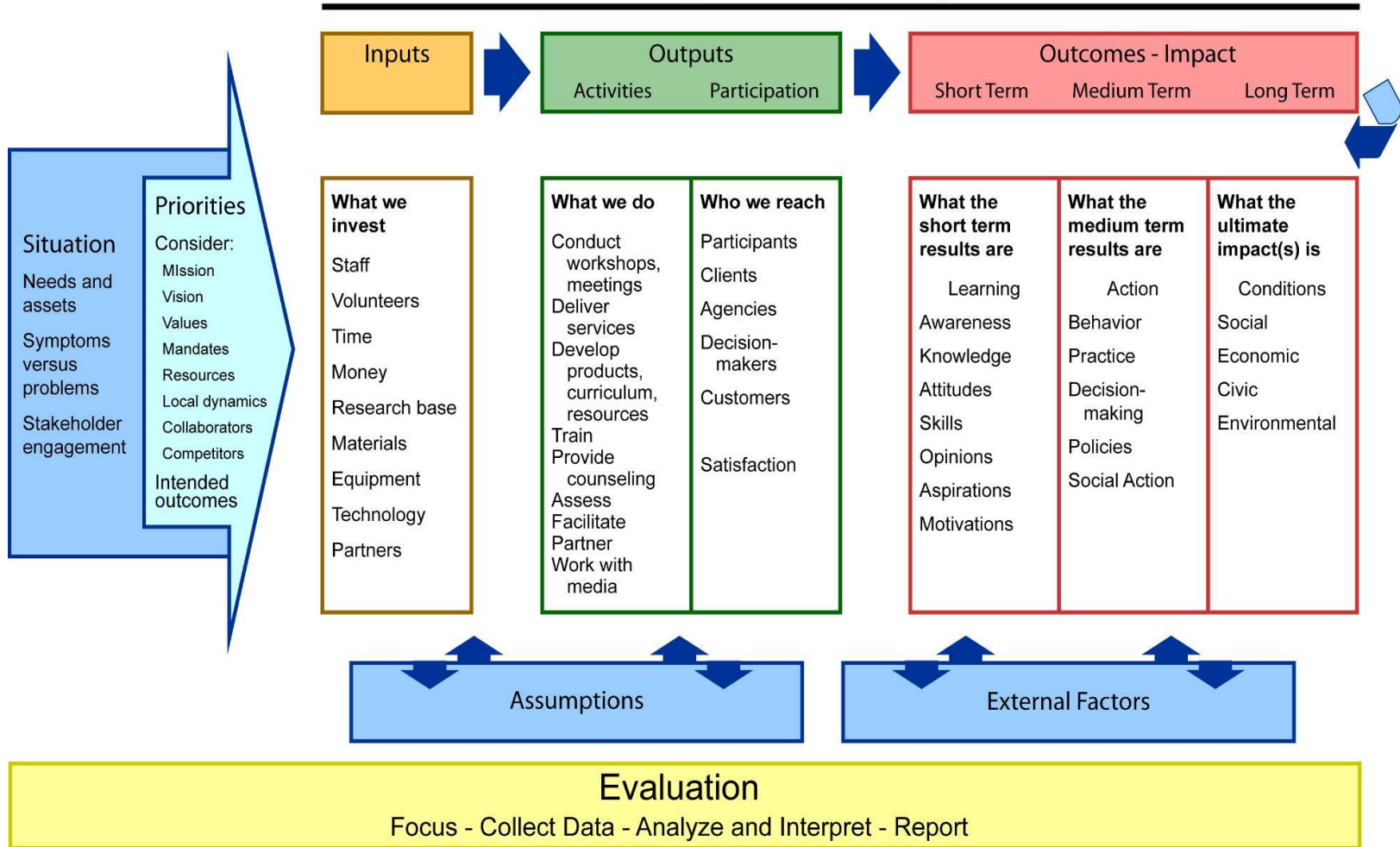
Example Logic Model

Inputs	Activities	Outputs	Short-Term	Medium-Term	Long-Term
<i>What We Invest</i>	<i>What We Do</i>	<i>What Occurred</i>	<i>Changes in Learning</i>	<i>Changes in Action</i>	<i>Changes in Conditions</i>
Staff	Meetings	Participants reached	Knowledge	Behaviors	Social
Volunteers	Services	Participant satisfaction	Awareness	Practices	Economic
Time	Products	Activities implemented	Attitudes	Decisions	Civil
Money	Campaigns	Process steps	Skills	Policies	Environmental
Evidence			Opinions	Actions	
Equipment			Aspirations		
Partners			Motivations		



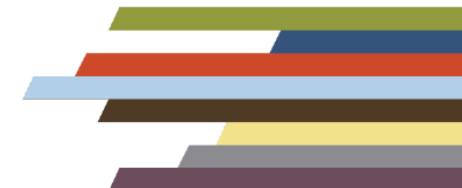
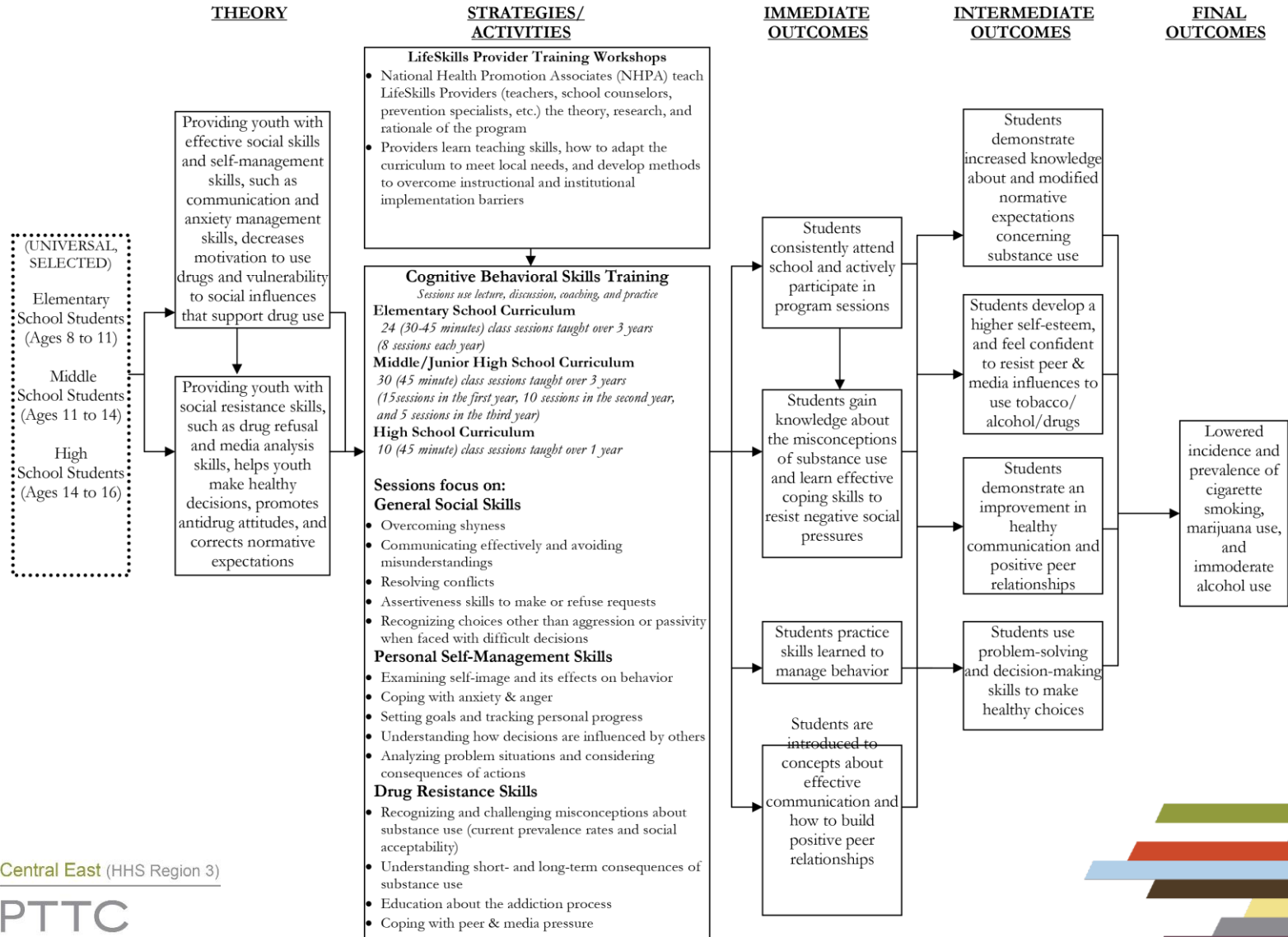
Another View

Program Action - Logic Model



Life Skills Training Logic Model

LifeSkills Training (LST) – Gilbert J. Botvin



Review the Logic Model

- Is the logic model you created:
 - Meaningful?
 - For whom?
 - Does it make sense?
 - Is it doable?
 - Can it be verified/ measured/ quantified?
- Revise as needed
 - Things can change, and that's ok!



Conclusion

- Planning is the **KEY STEP** of the SPF
- Planning relies on having **ACCURATE INFORMATION** on risk and protective factors
- These factors are used to determine what interventions are the **BEST FIT** for the situation
- **LOGIC MODELS** are a tool to illustrate and confirm how a plan will work
- We are now going to **PRACTICE** assembling a logic model





Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

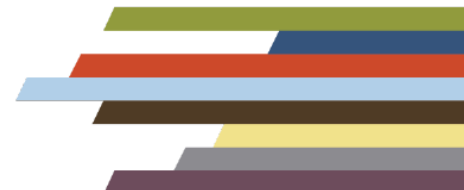
Step Four: Implementation

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Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
 - Step 2: Build Capacity
 - Step 3: Planning
 - **Step 4: Implementation**
 - Step 5: Evaluation
-
- Be mindful throughout of:
 - Sustainability
 - Cultural Competence
 - Ethical Behavior



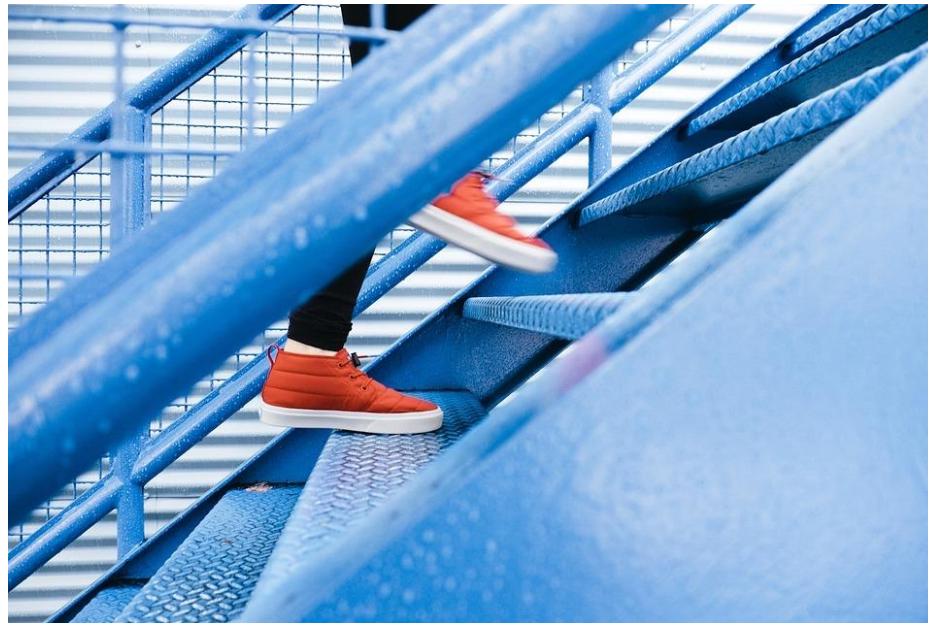
Learning Objectives

- Discuss the **COMPONENTS** of implementation
- Describe the **PROCESS** of action planning
- Explain the **CONNECTION** between action planning and logic models
- Demonstrate the **IMPORTANCE** of action planning **INTERACTIVELY**



Implementation... It's a BIG Step

- Steps 1-3 get you READY for Step 4
- In Step 4 you DO YOUR INTERVENTION(S)



Key Components of Implementation

- Selecting **EVIDENCE-BASED** intervention(s)
 - (You selected it/them in Steps 1-3!)
- Balancing **FIDELITY** and **ADAPTATION**
 - **Fidelity**: Implementing the intervention as intended
 - **Adaptation**: Modifying the intervention to suit local need
- We covered tips for balancing in our last webinar



Implementation Supports (SAMHSA)

- Favorable prevention history
- Leadership and administrative support
- Provider selection
- Provider training and support
- Clear **ACTION PLAN**
- Implementation monitoring



Focus on... ACTION PLANNING

- Lots of Implementation is based on the specific:
 - Intervention selected
 - Community needs
 - Community capacity and/or resources

Our first webinar focused on high-level guidance in these areas. To remain relevant to ALL possible EBPs, we will focus on **ACTION PLANNING**

Everyone needs Action Planning!



What is an Action Plan?

- A detailed description of the steps to be taken to enact a specific program, activity, or objective
- A roadmap for **HOW** you will get the work done



Good Action Plans Are...

- Tied to your Logic Model
- Bridges from the conceptual to the practical
- Comprehensive & detailed
- Step-by-step guides for all users
- Living documents
- Not sexy but important!

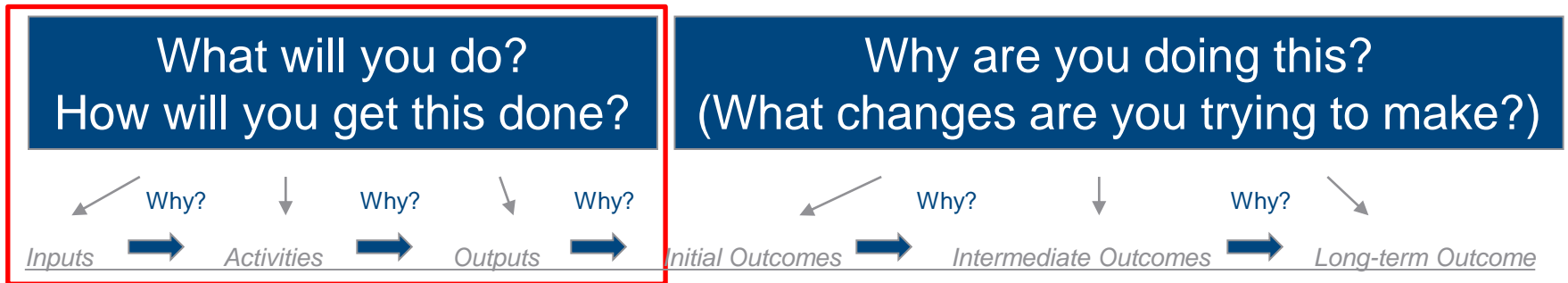


Good Action Plans Should...

- Lay out the **Steps** needed to implement your logic model
- Identify **Resources**
- Identify **Responsible Parties**
- Set **Timelines**
- Set **Expectations**



Action Plans Stem From Logic Models



Elements of an Action Plan

Goal: Reduce Youth Substance Use

Objective: Strengthen school-based prevention to reduce youth substance use, particularly HS stimulant use

Priority Action: Implement Classroom-Based Prevention Program

What do you need to **Do**?
List **Each Step**

Who is responsible for the step?

What **resources** do they need?

How do you know they've made **progress**?

When should they be done?

What is the **result** of their action?

Activities/Action Steps	Responsible Party	Resources Needed (Internal + External)	Progress at Benchmark	Completion Date	Evidence of Improvement



Build & Review Action Plans Together

1. Identify and flesh out Action Steps
2. Review other components
 - Resources
 - Progress Benchmarks & Completion Dates
 - Evidence of Success/Completion
3. Look for **Red Flags** together as we go



Action Steps Should be...

- **INDIVIDUALLY DETAILED**
 - What *specifically* will be done in each step
- **COLLECTIVELY COMPREHENSIVE**
 - All actions should be accounted for in the plan
- **WELL-TIMED**
 - Sequential or parallel, as needed
- **CLEAR** to all who will use the plan



Identify Action Steps: How?

- Start with your logic model!
- Logic model (LM) activities will **NOT** be comprehensive
- Moving from conceptual to **PRACTICAL**
- Will need greater **DETAIL**
 - One LM “activity” may be many steps
- Will need **NEW Steps** not on the logic model



Logic Model For a County Public Health Department Funding a Teacher-Led, Classroom-Based Student Prevention Program

GOAL: Reduce youth substance use

OBJECTIVE: Strengthen school-based prevention efforts as a means to reduce youth substance use; particularly high school student stimulant misuse

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			SHORT-TERM	MEDIUM-TERM	LONG-TERM
Funding from a state-directed prevention sub-grant County public health department employees Relationship with school district administration Student and community administrative, survey, and focus group data and tools School-based prevention program materials School-based prevention program developers County public health department knowledge of school-based evidence-based prevention programs Teachers School classrooms Class time	Verify that prevention sub-grant can fund all necessary program activities Educate school district administration staff on importance of implementing Educate school district administration staff and teachers on how implementation of school-based prevention program will Purchase and distribute school-based prevention program materials Purchase and schedule teacher training time from program developers Survey on student knowledge, attitudes, and beliefs towards substances is administered pre- and post-implementation of the program Teachers begin implementing school-based prevention program Relevant data is reviewed	School district administration staff agree to implementation of school-based prevention program Number of schools in the school district with teachers who agree to implement school-based Quantity of school-based prevention program materials purchased and distributed to teachers Number of teachers who receive training and implement the school-based prevention program Number of students who participate in the school-based prevention program Number of students who complete the pre- and post-implementation surveys	Teachers report confidence in being able to successfully implement the school-based Pre-post survey data reveals that students learn more about the risks of substance misuse Pre-post survey data reveals that middle school students learn more about effective study habits Pre-post survey data reveals that middle school students learn more about and practice substance Pre-post survey data reveals that middle school students learn more about and practice social and self-management skills	Annual survey data reports decline in high school substance use rates Annual school district administrative data reports improved rates of academic achievement Annual school district administrative data reports increased enrollment in	County surveillance data shows improved youth and young adult health care outcomes Increased rate of high school graduation

Are Steps Missing or Incomplete?

- Verify that prevention sub-grant can fund all necessary program activities
- Educate school district administration on importance of program
- Educate school district administration on program implementation
- Purchase and distribute program materials
- Purchase and schedule teacher training time from program developers
- Administer pre-intervention student knowledge test



Examples: New Steps or More Detail

- Brief teachers on implementation
- Educate teachers on importance of prevention (ground staff buy-in)
- Develop pre- and post-intervention knowledge test
- Train and/or deploy knowledge test
- Purchasing & Training Steps
 - Purchase training time from developer
 - Schedule and coordinate trainings
 - Conduct trainings



Our Action Steps

Action Step

Verify subgrant can fund program activities

Educate district administrative staff on program roll out

Educate teachers on program roll out

Purchase program materials from developer

Distribute program materials to schools

Purchase training time from developer

Schedule and coordinate trainings at each school

Conduct trainings at each school

Conduct pre-intervention knowledge test

Provide classroom instruction



Action Owners Should Have ...

- **AUTHORITY** to manage the task
- **TIME** to accomplish the task
- **SKILLS** to succeed at the task
- **STAFF** to accomplish the task
 - An owner may not DO all the work themselves



Action Owners: Version 1

Action Step	Owner
Verify subgrant can fund program activities	Stacy
Educate district administrative staff on program roll out	Stacy
Educate teachers on program roll out	Stacy
Purchase program materials from developer	Stacy
Distribute program materials to schools	Stacy
Purchase training time from developer	Stacy
Schedule and coordinate trainings at each school	Stacy
Conduct trainings at each school	Stacy
Conduct pre-intervention knowledge test	Stacy
Provide classroom instruction	Teachers



Example: Action Owner Problems

- Stacy has **ALL** the tasks!!
 - Does she have the right expertise?
 - Does she have the time to get this done?
 - What about simultaneous tasks?
- If Stacy is delegating this across her staff, identify those people
 - That will help you (and Stacy) manage this process and hold people accountable



Updated Action Owners

Action Step	Owner
Verify subgrant can fund program activities	Stacy
Educate district administrative staff on program roll out	Lauren
Educate teachers on program roll out	Lauren
Purchase program materials from developer	Emily
Distribute program materials to schools	Emily
Purchase training time from developer	Emily
Schedule and coordinate trainings at each school	Josh
Conduct trainings at each school	Raanan
Conduct pre-intervention knowledge test	Stacy
Provide classroom instruction	Teachers



Needed Resources Should Include...

- **INFORMATION**

- Examples: contact info, budgets



- **TOOLS**

- Examples: work email, training materials



- **HUMAN CAPITAL**



- **FUNDING**

Note the Importance of **SEQUENTIAL STEPS**

- Step 1 Outputs may be Step 2 resources
- Example: A training schedule is a resource for training but a completion metric for scheduling



Needed Resources: Example 1

Action Step	Resources Needed
Verify subgrant can fund program activities	
Educate district administrative staff on program roll out	
Educate teachers on program roll out	
Purchase materials from developer	
Distribute program materials to schools	
Purchase training time from developer	
Schedule + coordinate trainings at each school	
Conduct trainings at each school	
Conduct pre-intervention knowledge test	Test materials, mechanism to administer
Provide classroom instruction	



Example: Resource Issue

- Some “Resources” Need to be Action Items earlier in the timeline
- Conduct Pre-Intervention Knowledge Test
 - **Resource:** Test Materials
 - **Potential Problem:** What materials? Who creates them or selects them?
 - Implications for **Timing** and **Responsible Party**



Benchmarks & Schedules Should...

- Set **REASONABLE** and **CLEAR** expectations
 - What needs to get done by when?
- Establish **REALISTIC** timelines
 - Are tasks parallel/sequential? Is enough time allotted? Will some tasks take longer than others?
 - Do you want a **phased approach**?
 - Takeback events must be a single day
 - Our program could start earlier at some schools
- Provide **USEFUL** progress measure
 - How do we know we are making progress?



Our Benchmarks & Schedule

Action Step	Owner	Progress at Benchmark	Completion
Verify subgrant can fund program activities	Stacy	Developed program budget	8/1/20
Educate district administrative staff on program roll out	Lauren	Meetings/calls scheduled	8/5/20
Educate teachers on program roll out	Lauren	Meetings/calls scheduled	8/5/20
Purchase program materials from developer	Emily	Email sent	8/5/20
Distribute program materials to schools	Emily	Email sent	8/5/20
Purchase training time from developer	Emily	Email sent	8/10/20
Schedule and coordinate trainings at each school	Josh	Emails sent	8/15/20
Conduct trainings at each school	Raanan	Schedule set	8/15/20
Conduct pre-intervention knowledge test	Stacy	Test created	9/10/20
Provide classroom instruction	Teachers	See above	9/1/20



Scheduling: Problems & Solutions

- Aggressive timeline
 - We probably need to do this over more time
 - Consider phased approach; start at 1 or 2 schools and see how it goes before deploying more
- District admin and teacher training too close
 - Make steps 2 and 3 sequential and more spaced out
- Emily purchasing materials 4 days after the budget is set
 - Space out Steps 1 and 6
- Emily Distributing and purchasing program by same date
 - Space out Steps 4 and 5



Problems & Solutions Continued

- Josh scheduling all trainings 5 days after Emily buys training time
 - Space out Steps 6 and 7
- Raanan conducting all trainings without a finalized schedule
 - Space out Steps 7 and 8
- Stacy's deadline for the pre-test is after the intervention
 - Move up deadline for Step 9
 - Delay intervention start
- Revisit Benchmarks for Steps 7-9



Updated Schedule & Benchmarks

Action Step	Owner	Benchmark	Completion Date
Verify subgrant can fund program activities	Stacy	Developed program budget	8/1/20
Educate district administrative staff on program roll out	Lauren	Meetings/calls scheduled	8/10/20
Educate teachers on program roll out	Lauren	Meetings/calls scheduled	8/20/20
Purchase program materials from developer	Emily	Email sent	8/10/20
Distribute program materials to schools	Emily	Email sent	8/25/20
Purchase training time from developer	Emily	Email sent	8/15/20
Schedule and coordinate trainings at each school	Josh	Half of schools scheduled	9/1/20
Conduct trainings at each school	Raanan	50% completion	9/20/20 (Phase 1)
Conduct pre-intervention knowledge test	Stacy	Tests delivered	9/20/20
Provide classroom instruction	Teachers	See above	9/30/20 (Phase 1)



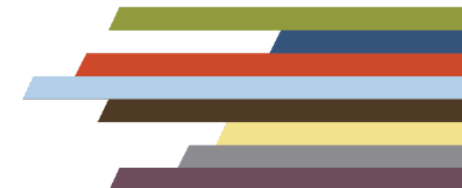
Evidence of Accomplishment Should...

- Be **CONCRETE** and **MEASURABLE**
 - Example: Call occurred, schedule created, materials purchased
- Be **RELEVANT**
 - Specific to the step
 - An OUTPUT not an OUTCOME
- Be **ACHIEVABLE** and **REALISTIC**
 - If you can't do it, that's a problem!



Evidence of Completion

Action Step	Evidence
Verify subgrant can fund program activities	Written verification
Educate district administrative staff on program roll out	Meeting/call(s) occurred
Educate teachers on program roll out	Meeting/call(s) occurred
Purchase program materials from developer	Materials obtained
Distribute program materials to schools	Materials at schools
Purchase training time from developer	Training purchase receipt
Schedule and coordinate trainings at each school	Full schedule created
Conduct trainings at each school	Trainings completed
Conduct pre-intervention knowledge test	Tests conducted & data collected
Provide classroom instruction	Instruction begins



Action Step	Owner	Resources Needed	Benchmark	Completion Date	Evidence
Verify subgrant can fund program activities	Stacy	Subgrant information, cost of program	Developed program budget	8/1/20	Written verification
Educate district administrative staff on program roll out	Lauren	Access to administrative staff, program info	Meetings/calls scheduled	8/10/20	Meeting/call(s) occurred
Educate teachers on program roll out	Lauren	Access to teachers, program info	Meetings/calls scheduled	8/20/20	Meeting/call(s) occurred
Purchase program materials from developer	Emily	Authority to spend \$, developer contact info	Email sent	8/10/20	Materials obtained
Distribute program materials to schools	Emily	School location/contact info, program materials	Email sent	8/25/20	Materials at schools
Purchase training time from developer	Emily	Authority to spend \$, developer contact info, training schedule	Email sent	8/15/20	Training purchase receipt
Schedule and coordinate trainings at each school	Josh	Contact info for all schools, info on trainer constraints	Half of schools scheduled	9/1/20	Full schedule created
Conduct trainings at each school	Raanan	Transportation, materials, trainers	50% completion	9/20/20 (Phase 1)	Trainings Complete
Conduct pre-intervention knowledge test	Stacy	Test materials, mechanism to administer	Tests delivered	9/20/20	Tests conducted & data collected
Provide classroom instruction	Teachers	Training materials and time	See above	9/30/20 (Phase 1)	Instruction begins

Conclusion

- How action plans **FIT** in the SPF
- How to **CREATE** an action plan
- How to **LINK** logic models & action plans
- How and why **DETAILED** action planning is **IMPORTANT** for SPF implementation





Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Step Five: Evaluation

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Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
 - Step 2: Build Capacity
 - Step 3: Planning
 - Step 4: Implementation
 - **Step 5: Evaluation**
-
- Be mindful throughout of:
 - Sustainability
 - Cultural Competence
 - Ethical Behavior



Learning Objectives

- Review the **IMPORTANCE** and **PRINCIPLES** of effective evaluation
- Explain **PROCESS vs. OUTCOME** evaluations
- Describe how **RESEARCH QUESTIONS** shape evaluation
- Explore the **RELATIONSHIP** between evaluation and the other SPF steps





Evaluation: Basics & Principles

Recap: What is Evaluation? (SAMHSA)

- Systematic collection of information related to an activity to:
 - Reduce uncertainty
 - Improve effectiveness
 - Facilitate decision-making
- Called SPF “Step 5”
- An ongoing feedback loop



Recap: Why Do Evaluation? (SAMHSA)

- Document & describe what you are doing
 - Create an “in-house” record
 - Inform other stakeholders
- Inform programming decisions with feedback
 - Continuous quality improvement (CQI)
- Learn about outputs & outcomes of activities
 - If something doesn’t work, don’t repeat it
- Build support for evidence-based prevention & advance prevention science



So, Evaluations Answer Our Questions!

- What did our program do?
 - Did we do what we meant to do?
 - Why or why not?
- How well did we do what we meant to do?
 - What worked well? What did not work?
 - Why or why not?
- Did we achieve our long-term goals?
 - Why or why not?
- How can we **LEARN** from all of this?
- It matters **WHICH** questions we ask and **HOW** we ask them



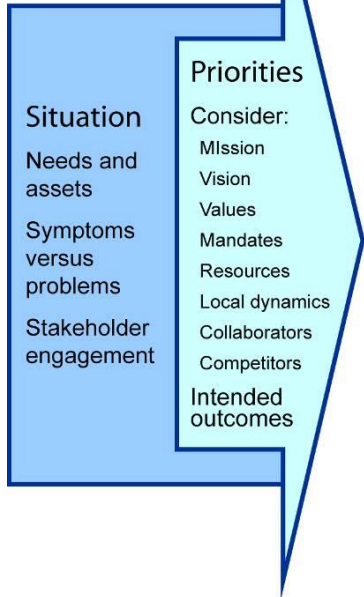
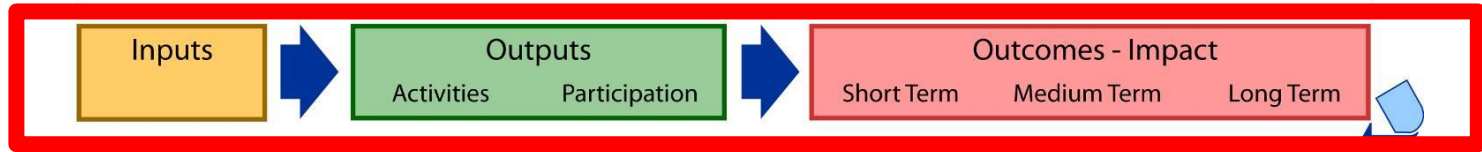
What Evaluation Is NOT...

- **Score keeping**
 - Some things wont work... and that's OK
 - This is how you **FIGURE OUT** what works
- **A competition**
 - You are trying to learn from your program, not compete with other programs
- **A “box to check”**
 - Take it seriously, you get out what you put in



When? All the Time!!

Program Action - Logic Model



What we invest

- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

What we do

- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Who we reach

- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

What the short term results are

- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are

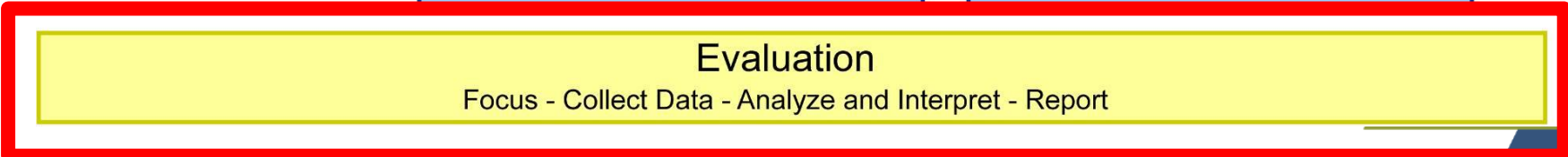
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact(s) is

- Conditions
- Social
- Economic
- Civic
- Environmental

Assumptions

External Factors



Principles of Evaluation (SAMHSA)

- **Utility:** The evaluation meets your needs
- **Feasibility:** The evaluation is doable & realistic
- **Accuracy:** The evaluation is precise, dependable & honest
- **Propriety:** The evaluation follows legal & ethical guidelines and respects cultural contexts & norms



Utility... is it **USEFUL**?!

Good evaluations...

- Will **ANSWER** your stakeholders' **QUESTIONS**
- Will **NOT** answer **EVERY QUESTION**
- Must be **SHARED** to be of value
- Help you **LEARN** about your program
- Provide a **FEEDBACK LOOP** to **IMPROVE** your program
- Should **NOT** seek to **JUSTIFY** your program
 - They might do that, but they might help you re-focus your efforts instead!
- Should be **PLANNED** early and carefully



Feasibility... Can we DO it?!

Should be **REALISTIC** and **DOABLE**...

- **Budget** is a factor
 - We can't afford everything we want!
- Data collection should be **practical** and not disruptive
 - You may not be able to collect the “ideal” dataset
- Try to anticipate and mitigate **disruptions & obstacles**
- Ensure that you are being **efficient** and **cost-effective**
- **PLAN!**





Accuracy... Is it RIGHT?



- Data must be **VALID** and **RELIABLE**
 - **Validity:** Measuring what we are supposed to measure
 - **Reliability:** Test produces consistent results
- Analyze data **SYSTEMATICALLY** – don't look for the answers you want
 - You may justify your program, but you may also re-focus your efforts!
- Support all conclusions and do **NOT** cherry pick



Propriety... Is it **JUST** and **HONEST**?

- Respect the **RIGHTS** of all involved and protect their well-being
- Be **THOROUGH** and **IMPARTIAL**
- Be clear – upfront – about what findings you will publish and who you will share them with



So, Good Evaluations Should Be...

- Honest
- Rigorous
- Replicable
- Inclusive
- Tailored to specific programs needs
- Built on existing knowledge & resources
- Started early and planned carefully
- Helpful to stakeholders
 - Improve program design & implementation
 - Demonstrate program impact





Evaluation: Types and Purpose(s)

Recap: Evaluations Types, by Phase

Program Stage	Before Program Begins	New Program	Established Program	Mature Program
	FORMATIVE		SUMMATIVE	
Question Asked	To what extent is the need being met? What can be done to address this need?	Is the Program operating as planned?	Is the program achieving its objectives?	What predicted and unpredicted impacts has the program had?
Evaluation Type	Needs Assessment	Process / Implementation Evaluation	Outcome Evaluation	Impact Evaluation

These summative evaluations build on data collected in the earlier stages.



SPF: What is Process Evaluation?



Answers: “Did we do what we said we would do?”



Assesses quality of implementation



Keeps implementation on track



Informs programmatic adjustments

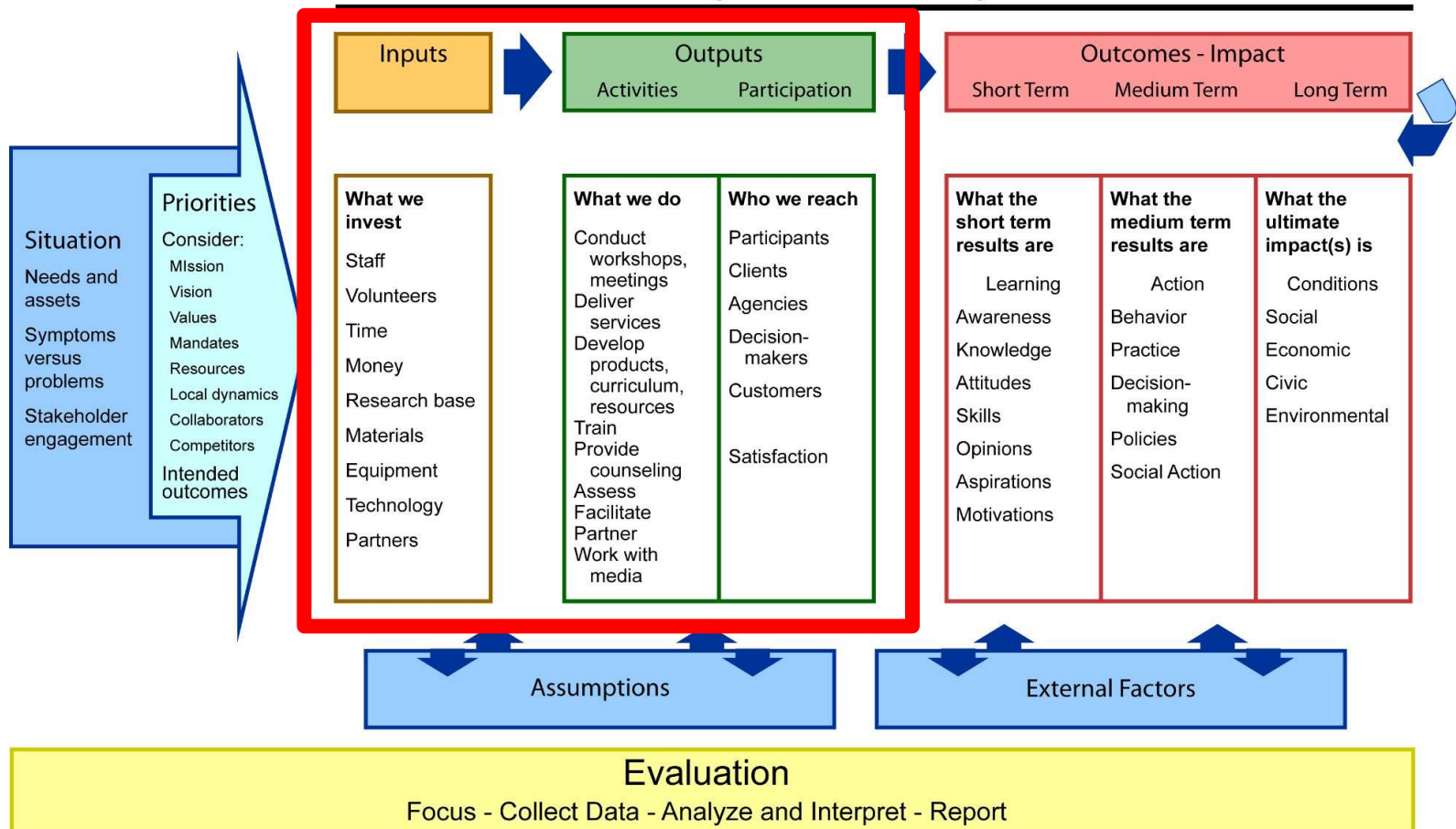


Is required for a good outcome evaluation, too!



This is PART of Logic Model Planning

Program Action - Logic Model



SPF: Process Evaluation Questions

Generic Process Questions

- Were programs and practices implemented as planned? Why or why not?
- What adaptations were made?
- Were the resources sufficient?
- What obstacles were encountered?
- Who participated and for how long?

In the field, questions will be more SPECIFIC!!



SPF: Outcome Evaluation



Measures the **DIRECT EFFECTS** of a program



What **CHANGED** after implementation?



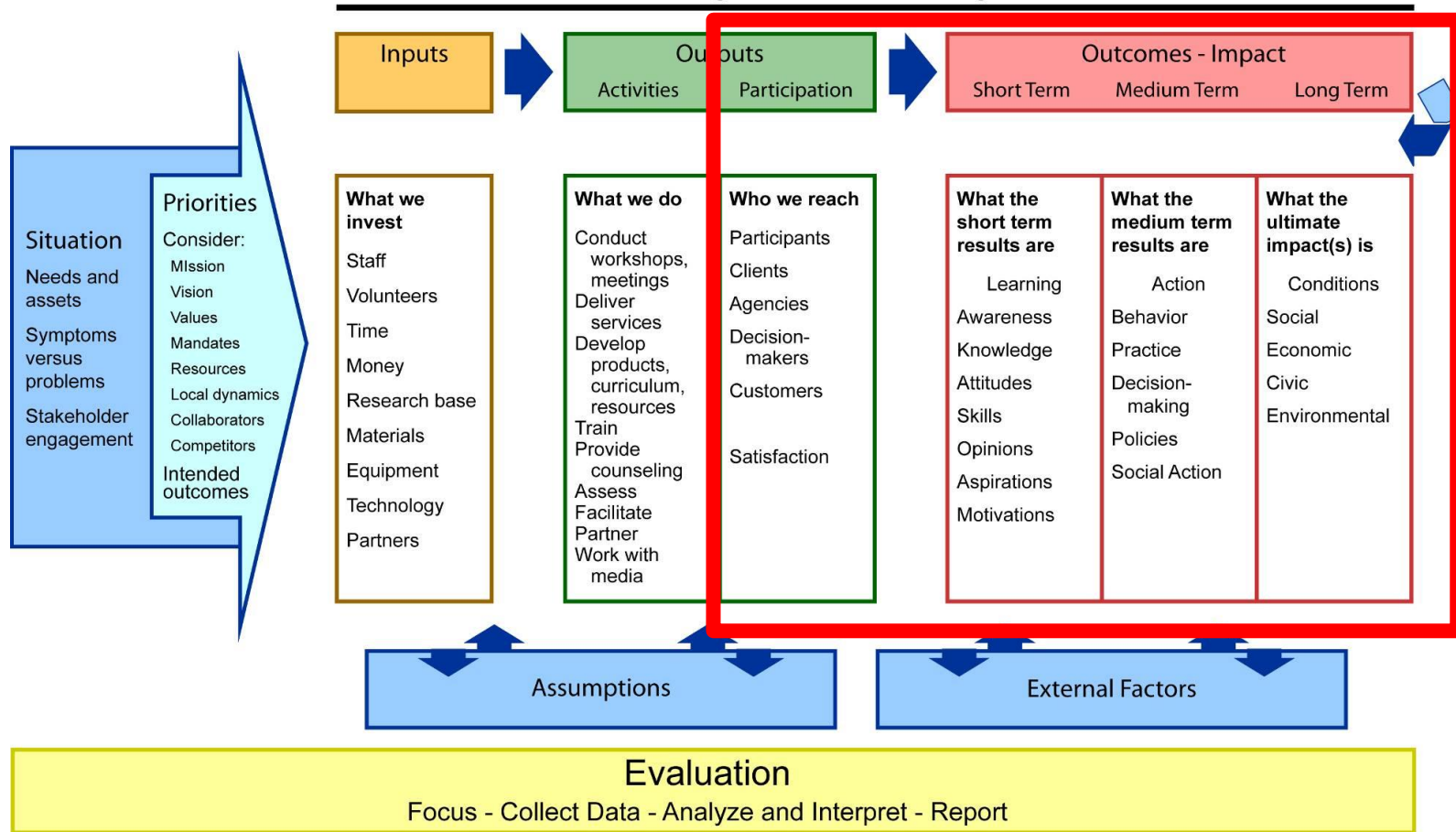
Did the program **IMPACT**
what it was supposed to?

Why? Why not? How?



This is ALSO Part of LM Planning!

Program Action - Logic Model



SPF Outcome Evaluation Questions

Generic Outcome Questions

- What changes occurred after the program?
- How did those changes compare to what the program was expected to achieve?
- How did those changes compare with those of individuals not exposed to the program or practice?
- How did changes documented in the **PROCESS EVALUATION** impact outcomes?

In the field, questions will be more SPECIFIC!!





Fun with Research Questions: A Group Activity



Unpacking The Activity: What Did We Learn?

Activity Deep Dive: Outcome Question 2

How did **CHANGES** to the program effect expected outcomes?

- This question **BUILDS** off the **PROCESS EVALUATION**
- If you have not **MEASURED** program changes, you cannot measure their **RESULTS**
- **HOW** you measure **PROCESS** determines **WHETHER** and **HOW** you can examine **OUTCOMES**



Deep Dive Continued: All 3 Lessons

Outcome: Did youth who got all 3 lessons have different outcomes than youth who got only some?

- **Process Question:** Did students receive the full program or only part?
- The outcome question requires **INDIVIDUAL-LEVEL** process data
- If you collect only # of students who get the full program, you can't tell anything about the effects



Deep Dive Continued (One More Time)

- We may not want to answer EVERY question we could ask about your program
- Decide early in the SPF process what questions you want to answer, they determine
 - What your logic model looks like
 - What you ask from your partners (and possibly if they will participate)
 - What data you collect
 - How you collect the data you want



Evaluation Throughout the SPF

Effects on Planning & Capacity Building

- Higher burden on teachers
- Requires buy-in upfront
- Requires a JOINT decision with all stakeholders and evaluator
- Decision must be made during PLANNING – maybe even as part of CAPACITY BUILDING



Evaluation Throughout the SPF (Still!)

Effects on Implementation

- Data collection must be built into the **ACTION PLAN!**
 - It was missing from ours because we had not created **RESEARCH QUESTIONS** yet!
- Evaluation is how you monitor **EBP FIDELTY**
- Evaluation occurs at **EVERY** step!



Conclusion

- The **IMPORTANCE** and **PRINCIPLES** of effective evaluation
- Differences in **PROCESS vs. OUTCOME** evaluations
- How **RESEARCH QUESTIONS** shape evaluation
- The **RELATIONSHIP** between evaluation and the other SPF steps



Wrap-Up



What Have We Learned?

- Needs Assessment
 - Key considerations to conduct a needs assessment
 - Importance of data prioritization and prioritization techniques
 - Deep dive on two prioritization techniques
- Capacity Building
 - The three types of capacity building
 - How collaboration is a cornerstone of capacity building
 - Elevator pitch writing



What Have We Learned?, 2

- Planning
 - Importance of planning and its key steps
 - Importance and changeability of risk and protective factors
 - Conceptual and practical fit of interventions
 - Review of logic models
 - Assembly of a logic model



What Have We Learned?, 3

- Implementation
 - Key components of implementation
 - Components of action planning
 - Connection between logic models & action planning
 - Deep dive into action planning processes, components, and importance



What Have We Learned?, 4

- Evaluation
 - Importance & principles of evaluation
 - Differences in process & outcome evaluations
 - Purpose & importance of research questions
 - Role of evaluation in other SPF steps



Next Steps

- This training was intended to provide more information on the SPF and practice a few of the skills necessary to its successful use
- There are many other important skills relevant to the SPF and implementation of evidence-based prevention programming
- Please contact the Central East PTTC if you are interested in any additional information or future trainings



Contact Us



Central East (HHS Region 3)

PTTC

Prevention Technology Transfer Center Network
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