Program

User Guide 1
Slide 1

Evaluation Planning Tools: How to Assess Community Corrections Programs

Muskie School of Public Service

Becky Noréus, Research Analyst, USM
George Shaler, Research Associate, USM
Michele Polacsek, University of New England

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Juvenile Justice Advisory Group
USM, Muskie School of Public Service

Funding for this web training was made possible by the Maine Department of Corrections, Division of Juvenile Services' Juvenile Justice Advisory Group.

Thank you!

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Juvenile Justice Advisory Group
USM, Muskie School of Public Service

This web training was created using Adobe Presenter software, navigation throughout the training is similar to the buttons on your VCR or DVD players.
At the end of this web training, there is a Check on Learning. If you are a JJAG sub-grantee please print off your score at the end and send to Kathryn McGloin, JJAG. An 80% is required to proceed to the next Session.
User Guide

Print the User Guide
Exercise Answers
Check on Learning slides

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Purpose of Trainings
To build capacity to move from reporting inputs/outputs at program level (the current state) to data-driven performance measurement and management linked to organizational goals and priorities (the future state).

Training Objectives - Overall
By completing this web based training, JJAG sub-grantees will develop a project-specific Logic Model(s), develop an evaluation strategy, and create or refine data collection instruments.
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Training Objectives – Today
(Session #1)

• Differentiate the three levels of Evaluation
• Understand the Steps in the Evaluation Process
• Identify Stakeholders for your Programs
• Recognize the advantages of Logic Models
• Complete a Basic Logic Model

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Program Evaluation.....

is the systematic collection, analysis
and reporting of information about a
program to assist in decision-making.

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Reasons to Evaluate

• Reflect and Learn
• Influence
• Build capacity
• Engage
• Share
• Strengthen accountability
Use Three Levels of Evaluation to help answer the evaluation questions

- **Process**: (Interventions, Activities or Strategies)
- **Impact**: (Initial and Intermediate outcomes)
- **Outcome**: (Long-term outcomes)

**Process**

- What activities were conducted?
- What materials or services did participants receive?
- What did people experience?

**Impact**

- Did knowledge, attitudes, norms, skills or behaviors change as a result of the program?
- Did participant behavior change?
- Did the program have effects such as policy changes?
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Outcome
(Long term effects, 1-3+ yrs out)

- Reduction in crime rates
- Changes in recidivism rates
- Reduction in drinking and driving accidents involving minors
- Changes in injury, death or disease rates

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Steps in the Evaluation Process

1. Engage Stakeholders
2. Describe Program
3. Determine Evaluation Design
4. Collect Data
5. Analyze and Interpret Data
6. Ensure Use and Share Lessons Learned

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Who Are Your Stakeholders?
Examples of Stakeholders:

- Key program staff
- Community leaders
- Advocacy groups
- State agencies
- Funding agencies
- Community members
- Clients/intervention recipients
- Evaluators or researchers
- Community members
- Clients/intervention recipients
- Evaluators or researchers
- Community members
- Clients/intervention recipients
- Evaluators or researchers
- Community members
- Clients/intervention recipients
- Evaluators or researchers

Steps in the Evaluation Process

1. Engage Stakeholders
2. Describe Program
3. Determine Evaluation Design
4. Collect Data
5. Analyze and Interpret Data
6. Ensure Use and Share Lessons Learned

Written Description

Minimum
- Mission, goals and objectives
- Expected effects
- Activities

Additional Info
- Need
- Resources
- Stage of development
- Context
**Purpose of a Logic Model**

To provide stakeholders with a road map describing the sequence of related events connecting the need for the planned program with the program’s desired results.

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**Logic Model Benefits**

- Tells a story visually and quickly
- Provides focus to your work
- Creates a shared understanding to your work
- Strengthen the case for program investment
- Proposals

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**Logic Model**

- Program Components
- Initial Outcomes
- Intermediate Outcomes
- Long-Term Outcomes
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**Logic Model Components**

- Program Components
- Interventions
- Outputs
- Initial Outcomes
- Intermediate Outcomes
- Long-term Outcomes

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**What are Program Components?**

- Human, financial, organizational and community resources a program has available to direct toward doing the work.

- Examples include: Funding, existing organizations, target population(s), potential collaborating partners, organizational networks, staff, volunteers, time, facilities, equipment, and supplies.

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**Choosing Interventions**

- Perform an issue analysis (multiple levels)
- Review risk factors (think about demographics, geography and trends)
- Review the literature
- Review theory
- Ask yourselves whether the strategies fit with the state measures and federal measures.
Choosing Outcomes

- Address initial
  - Knowledge
  - Attitudes
  - Norms
  - Skills
- Address intermediate
  - Behavior
- Address long-term
  - Ultimate goal

JJAG Subgrantees Logic Model

<table>
<thead>
<tr>
<th>Program Components</th>
<th>Initial Outcomes</th>
<th>Intermediate Outcomes</th>
<th>Long-Term Outcomes</th>
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Process Impact Outcome
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**JJAG Subgrantees Logic Model**

- **Program Components**
- **Initial Outcomes**
- **Intermediate Outcomes**
- **Long-Term Outcomes**

**Process**

**Impact**

**Outcome**

- Interventions
  - Logic Model Training
  - Developing a high-quality logic model

- Interventions
  - Logic Model

- Outcome
  - Train Logic Model

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**VOA Family Treatment Drug Court Program**

- **Strategies**
  - Judge
  - DHHS
  - Treatment Providers
  - VOAP Case Managers
  - Clients

- **Initial Outcomes**

- **Intermediate Outcomes**

- **Long-Term Outcomes**

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**VOA Family Treatment Drug Court Program**

- **Strategies**
  - Judge
  - DHHS
  - Treatment Providers
  - VOAP Case Managers
  - Clients

- **Initial Outcomes**

- **Intermediate Outcomes**

- **Long-Term Outcomes**

- **Assessment**
  - Treatment Plan
  - Drug Testing
  - Other Therapies
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Referral
Program
Components
Strategies
Initial
Outcomes
Intermediate
Outcomes
Long
Term
Outcomes

VOA Family Treatment Drug Court
Program

Judge

DHHS
Treatment Providers

VOA Case Manager
Clients

Note: client-facing problems with substance abuse

Client acknowledges need for stable housing

Client realizes criminal behavior is not a positive norm

Increase in ability to retain housing and income

Increase in ability to comply with SA/MH programming

Decrease in criminal behavior

Parents complete program in 12-18 months

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Referral
Program
Components
Strategies
Initial
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Intermediate
Outcomes
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Term
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VOA Family Treatment Drug Court
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VOA Case Manager
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Decrease in criminal behavior

Parents complete program in 12-18 months

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Exercise:
Juvenile Detention Alternative Program

*Information taken from the Ingraham website

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Juvenile Detention Alternative Program Logic Model

Program Components: Interactions: Initial Outcomes (KANS)

Intermediate Intermediate Long-Term Outcomes Outcomes Outcome

KANS = Knowledge, Attitudes, Norms, Skills; B = Behavior

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Slide removed because it displayed the answer.
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Check On Learning

- Answer the following questions to check on your learning
- 80% to pass
- Select your answer, and press the Submit button.
- If you wish to change your answer, press the Clear button, then select your new answer

Go Back  Continue

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Slides 44-54 removed because they displayed the answers to the Check on Learning Exercise.

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Homework:
Developing a Basic Logic Model for your program
Next Steps:

- Send Check on Learning Results to Kathryn
- Send Homework to George or Becky
- Obtain approval from George or Becky prior to starting Session 2.
Program
User Guide
With
Presenter Notes
Evaluation Planning Tools: How To Assess Community Corrections Programs
User’s Guide with Presenter Notes
Welcome to Evaluation Planning Tools: How To Assess Community Corrections Programs. This training was developed by Becky Noréus and George Shaler from the University of Southern Maine and Michele Polacsek from the University of New England. It is intended to teach Juvenile Justice Advisory Group sub-grantees how to create evaluation tools to evaluate their own programs. This is session 1 of a four part series.

Funding for this web training was made possible by the Maine Department of Corrections, Division of Juvenile Services' Juvenile Justice Advisory Group. Thank you!

This web training was created using Adobe Presenter software, navigation throughout the training is similar to the buttons on your VCR or DVD players.
These buttons are located at the bottom of your screen. You may press pause to stop the presentation at any time. Press Back to review the last slide again, or press Next to move forward to the next slide. You can adjust the volume of the presentation by pressing the Volume button. You can move the navigation buttons from the bottom of the presentation to the side, so that they take up less room on your screen. Lastly, you can make the presentation full screen, by pressing the Maximize Window button.

Once you have pressed the Pause button, it turns into a Play button, so that you may start the presentation at the same point where it was stopped. Additionally, a few documents have been attached to this presentation. View them by clicking on the paperclip. Go ahead and click the paperclip on your screen now. From this window, you can open these documents for printing, or you can save these documents to your computer. Saving the documents to your computer will allow you to edit the document, and electronically submit it to the George and Becky when you are ready. This paperclip is available throughout the presentation, so whether you save or print the documents now, or later, is up to you. Occasionally, additional buttons have been inserted into the presentation. The Go Back and Continue buttons work the same as the Back and Next buttons. Visually, they are an indicator that the presentation will automatically stop at the end of the slide to allow you to conduct an exercise, jot down notes, or reflect on the material just
presented. You will need to click one of these buttons to move the presentation along. Click Go Back to review the material on the slide again, or Continue to move to the next slide in the presentation. When you are ready to continue, please press the Continue button.

At the end of this web training, there is a Check on Learning. If you are a JJAG sub-grantee please print off your score at the end and send to Kathryn McGloin at the JJAG. An 80% is required to proceed to the next Session.

If you have not already done so, you may want to print the User Guide to take notes on that you can refer back to later. You will notice that the slide that depicts the answer to the exercise, as well as the Check on Learning slides, have all been omitted from the User Guide as those slides displayed the answers to the questions. Please press the Continue button when you are ready to continue this presentation.
The purpose of these trainings is to build capacity to move from reporting inputs and outputs at program level (the current state) to data-driven performance measurement and management linked to organizational goals and priorities (the future state). We want to move towards: common outcome measures, quality data collection for those outcomes, a clearer understanding of individual program process measurement needs, as well as program evaluation that is practiced locally.

By completing this web based training, JJAG sub-grantees will develop a project-specific Logic Model(s), develop an evaluation strategy, and create or refine data collection instruments. The Logic Models will identify concrete, measurable, and specific outcomes. Evaluation strategy will include performance indicators, and the best time and place to collect data. We'll look at each of these in greater detail throughout this training.
The training objectives for today are:
- Differentiate the three levels of Evaluation
- Understand the Steps in the Evaluation Process
- Identify Stakeholders for your Programs
- Recognize the Advantages of Logic Models
- Complete a Basic Logic Model

Let's begin this process by talking about program evaluation. Program evaluation is the collection, analysis and reporting about a program to assist in decision making. Simply put, program evaluation looks at what you do, how you do it, and what type of impact your program is having on your community.

Reflect and Learn about your program, what you do well, and learn about what you can be doing better. Influence decision makers. Build capacity to get more funding. Engage the community and your stakeholders. Share your info. Strengthen accountability: Are you hitting your targets?

You may be able to think of other reasons to evaluate....
Three Levels of Evaluation

- **Process**: (Interventions, Activities or Strategies)
- **Impact**: (Initial and Intermediate outcomes)
- **Outcome**: (Long-term outcomes)

**Process**: What does your program do?

**Impact**: How are you going to change thoughts and behaviors?

**Outcome**: What is the ultimate goal of your program?

There are three levels of evaluation:
- The Process level of evaluation looks at "What does your program do?"
- The Impact level of evaluation looks at "How will you impact the thoughts, attitudes, and behaviors of your clients?"
- The Outcome level of evaluation looks at "What is the ultimate goal of your program?"

We will look at each of these three levels in greater detail...

**Process** (HOW a program is implemented)

- What activities were conducted?
- What materials or services did participants receive?
- What did people experience?

The Process level of evaluations looks at how a program is implemented.

What activities were conducted?

What materials did the participants receive?
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Impact
(Changes in Thoughts / Actions)
- Did knowledge, attitudes, norms, or skills change?
- Did participant behavior change?
- Did the program have effects such as policy changes?

The impact level of evaluation looks at the immediate effects or benefits of a program. Did knowledge, attitudes, norms, skills, or behaviors change as a result of the program? Did the program have effects such as policy changes?

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Outcome
(Long term effects, 1-3+ yrs out)
- Reduction in crime rates
- Changes in recidivism rates
- Reduction in drinking and driving accidents involving minors
- Changes in injury, death or disease rates

Outcome level of evaluation looks at Longer Term Effects as a result of participation in your Programs,

These usually look 1-3 years out, or more, and may not be accomplished within the JJAG funding cycle...

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Steps in the Evaluation Process

These are steps in the evaluation process we will be discussing. Let's start with Step 1: Engage Stakeholders

Stakeholders are people who care about what will be learned from the evaluation and about what will be done with the knowledge gained. Stakeholders may be those involved in implementing the program, Those served or affected by the program, primary users of the evaluation

Why Include Them? To promote equity, To boost credibility of evaluation findings, To ensure a broad perspective, To promote collaboration/partnerships
Take a few moments to identify your stakeholders. Consider those involved with implementing the program, those served or affected by the program, and the primary users of the evaluation. Press the Continue button when you are ready to continue the presentation.

Here are a few other individuals you may want to add to your list, such as key program staff and community leaders. Press the Continue button when you are ready to continue with the presentation.

Step 2 in the Evaluation cycle is to describe your program. Describing your Program can be done several ways. the most common are:

In Writing (a written summary)
Creating a Logic Model (a visual summary)
A written description should be a one page document that explains everything about your program. It should include your mission, goals and objectives, and may even include your needs and a list of resources.

Another way to describe your program is through a Logic Model. A Logic Model is a graphic representation of the resources that go into a program, activities conducted, and changes that occurred as a result of your program. It describes the sequence of events to bring about change over a period of time.

Logic models describe how a program functions over time from inception to completion. The model is read from left to right.

A logic model will aid program staff to develop a more sound program design and will enable systematic monitoring of program outcomes and impacts and the collection of data that answers the research questions posed by program staff. A Logic Model can be the core of your evaluation program. When it comes to evaluation, you cannot do a good one, if you have a poorly designed program.
Logic Model Benefits

- Tells a story visually and quickly
- Provides focus to your work
- Creates a shared understanding to your work
- Strengthens the case for program investment
- Proposals

Here is an overview of a logic model. It is comprised of Program components, Interventions, Initial, Intermediate, and Long-term Outcomes. Program Components are the Resources/Inputs for your program, like your staff or clients.

Interventions are your Activities.

Initial outcomes are outcomes that are a result of a change in thought. The individual has changed their viewpoint, or enhanced their knowledge in a particular area, or topic.

Intermediate Outcomes are Outcomes as a result of action. The individual has moved from thinking about the problem to doing something about the problem.

Long Terms Outcomes are the ultimate impact(s) you want your program to have. These outcomes can take 1 – 3 yrs to be seen. Please press the Continue button when you are ready to proceed with the presentation.
Logic Model Components

- Program Components
- Interventions
- Outputs
- Initial Outcomes
- Intermediate Outcomes
- Long-term Outcomes

As you can see from the previous slide, these are the basic components of a logic model. We will look at each one of them in greater detail.

Program components are your program resources, or contributions. They can even include stakeholders, as well as your key staff. You may see program components depicted as inputs in some logic models.

Interventions are activities, services, events and products that reach your targeted population. These interventions are intended to create a change in thinking then behavior. You may see this referred to as Strategy in some Logic Model Programs.

If this is the first time you have set up your program, you may find yourself in a position where you need to choose an intervention to use. If this is the case, you'll want to: Perform an issue analysis; Review risk factors; Review the literature and theory; reflect on past experiences, and ask yourself whether the strategies fit
with the state and federal measures.

When identifying outcomes for your program, you may want to refer to your RFP. Identify any initial outcomes. Initial outcomes target the knowledge, attitudes, norms, and skills of the individual/group. This is sometimes referred to as KANS. Next, identify your intermediate outcomes. Intermediate outcomes target changing the behavior of the individual/group. Lastly, identify your long-term outcome. Long term outcome reflects the ultimate goal or impact of your program, such as reducing incarceration rates. This may take 1 - 3 yrs or longer to see, or it may not be realized by your program at all.... If you are doing a program that measures college admission rates for at risk youth, if the youth are 15 or 16, it will take awhile (because of their age) for them to apply to college. College completion could be another aspect of your program. Both of these things may be measured, but well after your program has ended.
Let’s try an example:
We will look at the training that JJAG sub-grantees attend to learn about Logic Models.

Program Components would be the JJAG sub grantees in this case, you.

Interventions would be this training.
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Initial outcomes would be to “Develop the skills needed to create a logic model”

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Intermediate Outcomes would be that you would complete a basic logic model for your program

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A Long Terms Outcome would be that you will be able to measure outcomes identified in your logic model. These outcomes can take 1 – 3 yrs to be seen.
This is the beginning of a logic model for a family treatment drug court program. They have identified their resources as the Program Components. The components are resources that they have available to do the work. There are individuals as well as agencies listed here: Judges who order the Drug Court Program, sometimes DHHS is involved with the family, the treatment providers that the family will have access to, as well as the Volunteers Of America Case Manager assigned to assist them thru this process.

Next, this program identifies any strategy, intervention, or activity they will use to bring about a change in the knowledge, attitudes, norms, skills, or behavior of the participating clients. The activities they have listed are: the referral to the treatment programs, the assessments that need to be conducted to identify appropriate treatment programs, as well as the Treatment Plan which may call for ongoing drug testing and identification of other therapies that the family may need to participate in.
The initial outcomes they have identified all reflect a change in KANS, or knowledge, attitudes, norms or skills of the participants. The clients will acknowledge problems with substance abuse. The clients will acknowledge the need for stable housing. The clients will acknowledge the need for mental health services and realize that criminal behavior is not a positive norm.

Intermediate outcomes all reflect a change in behavior of the participating clients. Such as: increase the clients ability to remain sober; increase the client's ability to retain housing and income; increase the client's ability to comply with substance abuse and mental health programming; as well as decrease criminal behavior.

The long-term outcome, or an ultimate goal, of this program is that parents will complete this program in 12-18 months.
For this exercise, we will identify interventions, initial outcomes, and intermediate outcomes for the Juvenile Detention Alternative Program. Given that many may not be familiar with JDAP, I will read a brief summary of the program, which can be printed off and referred to while conducting the exercise. Please print off the JDAP Exercise Handout. It contains the narrative that I will read, as well as the JDAP started logic model that you can complete. Please press the Continue button when you are ready to begin hearing about JDAP.

We fill in a partially completed LM in the following example. For our first exercise, we will fill in the blanks of a started logic model for the Juvenile Detention Alternative Program. While public safety is always a primary concern, most juvenile justice professionals realize that less serious juvenile offenders benefit from a more community based supervision and interventions than they do from secure confinement. In fact, receiving timely support in the least restrictive environment possible can keep the youth from getting more deeply involved with the corrections system. That's where JDAP comes in. JDAP provides intensive supervision, monitoring, and case management services to youth involved in the criminal justice system. Thru the use of assessments, staff can identify treatment needs, criminogenic risk and protective factors of those youth. The focus is on keeping the client engaged with their family, school, and community. Their goal is to prevent
commitment of new crime by the client as well as interference with ongoing court processes. By providing services in the community, JDAP reduces the states needs for costly pretrial confinement. Based on the description you just heard, what are the main interventions, initial outcomes, and intermediate outcomes you think would belong in this JDAP logic model? Remember, that outcomes should build off each other. Initial outcomes lead to intermediate, which lead to long term outcomes. If you need to hear this scenario again, press the Go Back button. When you are ready to see the answer, please press the Continue button.

Here is a solution to the JDAP Logic Model Exercise. We have identified the interventions, or strategies that the JDAP Program may use as: intensive supervision; monitoring; case management; and assessment. These should lead to a change in knowledge, attitudes, norms, or skills. These are listed underneath the Initial Outcomes. The increase in pro-social attitudes represents a change in attitudes. While improve decision making, and increase protective factors or positive influences are both changes in skill. Leading to the Intermediate Outcomes, which are changes in behaviors. Those behaviors are identified as: decrease commitment of crime; and reduce interference with court processes. Leading to the Long-term goal, or ultimate goal of the JDAP Program is to reduce recidivism. Your answer may look something like this.
Check On Learning

- Answer the following questions to check on your learning
- 80% to pass
- Select your answer, and press the Submit button.
- If you wish to change your answer, press the Clear button, then select your new answer

Thank you for completing our Check On Learning Exercise. If you scored an 80% or higher: Congratulations, you are now ready to submit your results to Kathryn McGloin and start your homework. Instructions for sending the results to Kathryn are found in the attachments portion of this presentation. If you scored less than 80%, you may want to review the quiz before deciding if you need to restart session 1, or simply retaking the Check on Learning. Press the Continue button to move onto the Homework portion of this session.
Take a few minutes to create a basic logic model for your program.

One tip is to look at your RFP to ensure that outcomes identified are addressed on your Logic Model.

Add arrows to show the flow or relationship of your Logic Model Components, as seen in the examples presented...

If you have any questions or comments about this presentation, please contact Becky Norëus by email or by phone.
In order for Juvenile Justice Advisory Group sub-grantees to receive proper credit for this training. They should send a Check on Learning Results screen to Kathryn McGloin, send a draft Logic Model to George and Becky, and obtain approval from George or Becky prior to starting session 2. Thank you so much for participating in this training. We look forward to seeing you in session 2.
JDAP Exercise Narrative
JDAP Exercise Narrative

This information was taken from the Ingraham website:
http://www.yimaine.org/community-supports/juvenile-detention-alternatives-program-jdap

For our first exercise, we will fill in the blanks of a started logic model for the Juvenile Detention Alternative Program.

While public safety is always a primary concern, most juvenile justice professionals realize that less serious juvenile offenders benefit from a more community based supervision and interventions than they do from secure confinement. In fact, receiving timely support in the least restrictive environment possible can keep the youth from getting more deeply involved with the corrections system. That’s where JDAP comes in.

JDAP provides intensive supervision, monitoring, and case management services to youth involved in the criminal justice system. Thru the use of assessments, staff can identify treatment needs, criminogenic risk and protective factors of those youth. The focus is on keeping the client engaged with their family, school, and community. Their goal is to prevent commitment of new crime by the client as well as interference with ongoing court processes. By providing services in the community, JDAP reduces the states needs for costly pretrial confinement.

Based on the description you just heard, what are the main interventions, initial outcomes, and intermediate outcomes you think would belong in this JDAP logic model? Remember, that outcomes should build off each other initial outcomes lead to intermediate, which lead to long term outcomes.
Program
Logic Model
Handout
### (Program Name)

### (Program Coordinator)

### (Funding Cycle)

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<thead>
<tr>
<th>Program Component</th>
<th>Interventions</th>
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HOW TO SUBMIT HOMEWORK
HOW TO SUBMIT HOMEWORK TO BECKY NORÉUS AND GEORGE SHALER

1) By email:
   a. Create your logic model using the Logic Model Handout. Save to your computer.
   b. Open your email software and create a new mail message.
   c. Address it to rmoreus@usm.maine.edu or gshaler@usm.maine.edu and type: LM Session#1 in the Subject line.
   d. Attach your logic model to the email.
   e. Click Send.

2) By mail:
   a. Create your logic model using the Logic Model Handout. Save to your computer.
   b. With your logic model open, click File in the menu bar. Verify the printer is the one you want to use. Click All, and click Ok.
   c. Mail your results to:
      
      George Shaler or Becky Noréus, USM, PO Box 9300, 34 Bedford Street, Portland, ME  04404-9300
HOW TO SUBMIT RESULTS
HOW TO SUBMIT CHECK ON LEARNING RESULTS TO KATHRYN MCGLOIN

1) By email:
   a. With the Check on Learning Results slide open, press CTRL + PrtSc (or the Print Screen button on your keyboard)
   b. Open your email software and create a new mail message.
   c. Address it to kathryn.mcgloin@maine.gov and type: LM Session#1 in the Subject line.
   d. In the body of the email, click CTRL + V to paste your results into the email.
   e. Click Send.

2) By mail:
   a. With the Check on Learning Results slide open, click File in the menu bar. Verify the printer is the one you want to use. To print only this slide from the presentation, click Current View, and click OK.
   b. Mail your results to the address given on the screen.