User Guide 4
Evaluation Planning Tools: How To Assess Community Corrections Programs

Session 4 User’s Guide
**Evaluation Planning Tools:**
*How to Assess Community Corrections Programs*

**Session 4**
Muskie School of Public Service

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Michele Polacsek, University of New England

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Session #3 Re-Cap

- Refine your logic models.
- Further discuss evaluation design and how it applies to your programs.
- Discuss measures.
- Discuss data sources & timelines.

Training Objectives - Today

- Refine your logic models
- Refine measures & data sources exercises
- Step 5: Analysis, interpretation of data
- Step 6: Ensuring use and sharing lessons learned
- Quick review
- Submit final Logic Model diagram and data source documents
### Slide 7: 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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### Slide 8: Collect Data

- Logistics
- Quality
- Data collection protocols
- Training staff to collect data
- Timing

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### Slide 9: Determine Evaluation Design/Method

1. Have logic model
2. Develop evaluation questions
3. Create relevant performance indicators and measures
4. Choose data sources and time lines

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Confidentiality

- Means ensuring that any data gathered from an individual or organization is done so without harming their privacy. Unless permission is granted, any data that are released should not reveal a person’s identity.

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**Logic Model**

<table>
<thead>
<tr>
<th>Program Components</th>
<th>Initial Outcomes</th>
<th>Intermediate Outcomes</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westbrook &amp; Windham Schools</td>
<td>Students will develop positive attitudes towards school</td>
<td>Students will attend RLP regularly</td>
<td>Improved school attendance</td>
</tr>
<tr>
<td>RLP Staff, Students, Westbrook &amp; Windham Schools</td>
<td>Students will learn study &amp; academic skills</td>
<td>Students will learn prosocial skills</td>
<td>Improved GPA</td>
</tr>
</tbody>
</table>

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### Slide 13

**Data Sources Exercise**

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Program</td>
<td>Learning Evaluation</td>
</tr>
<tr>
<td>Measure Data</td>
<td>Attendance</td>
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<tr>
<td>Attendance</td>
<td>Improved School Term</td>
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<tr>
<td>Attendance</td>
<td>Intermediate Term</td>
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<tr>
<td>Attendance</td>
<td>Group RLP</td>
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<tr>
<td>Attendance</td>
<td>Group RLP</td>
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**Muskie Data**

- Help
- Go Back
- Continue

### Slide 14

**Data Sources Exercise**

<table>
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<tr>
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</table>

**Muskie Data**

- Help
- Go Back
- Continue

### Slide 15

**Data Sources Exercise**

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<td>Attendance</td>
<td>Group RLP</td>
</tr>
</tbody>
</table>

**Muskie Data**

- Help
- Go Back
- Continue
Slide 16

**Data Sources Exercise**

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Method</th>
<th>Data Type</th>
<th>Time Period</th>
<th>Outcome Type</th>
<th>Outcome Question</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Go Back  Continue

Slide 17

**Design Conclusions**

- Be practical (keep it as simple as possible and affordable, use a logic model, get help, contact evaluation resources)
- Use multiple sources where possible
- Use secondary (existing) data sources whenever possible

Slide 18

**Steps in the Evaluation Process**

1. Engage Stakeholders
2. Describe Program
3. Determine Evaluation Design
4. Collect Data and Use and Share Lessons Learned
**Slide 19**

**Analyze and Interpret Data**

- Answer evaluation questions
- Refine outcomes if necessary
- Respond to required reporting
- Justify the claims
- Program improvement

**Slide 20**

**Analyzing and Interpreting Data**

- How will you:
  - Store data and retrieve
    - Database
  - Measure change
    - What does success look like?

**Slide 21**

**Analyzing data: Measuring change**

Measuring change?

- Performance indicator: Within 6 months, 90% of clients will have applied for a job.
  - Percentage = Number of clients applying for a job / Number of clients in program

- Performance indicator: By the end of the program, 75% of clients will increase their test scores by 10.
  - Subtract pre-test scores from post-test scores
  - Percentage = number of clients whose test scores increased by 10 / number of clients in program
Interpreting the Data

- Involve program staff, stakeholders, and users
- Reflect on what worked
- Come up with alternative explanations for findings

Presenting Data: Think about Stakeholders/Users

Steps in the Evaluation Process
Ensure Use and Share Lessons Learned

- Use takes deliberate effort
- Requires strategic thinking
  - Making a plan
  - Getting feedback
  - Disseminating results

Making a Plan

- How will evaluation findings be used
- Should the media be involved
- When will reflection occur and with whom
- Incorporate reflections into a report addendum
- Write up any follow-up steps

Getting Feedback

- Engaging stakeholders/users throughout whole evaluation process (creates trust)
  - on ideas,
  - interim findings,
  - provisional interpretations, and
  - drafts
Disseminate Findings

- Requires advance discussion of the reporting strategy with intended users and other stakeholders
- Requires consideration of the end use of the data (e.g., policy change)
- Requires consideration of the timing, style, tone, message source, vehicle, and format of information products

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

Check on Learning: Steps 5 and 6 of the Evaluation Process
Slide 31

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

Slides 32-37 have been removed as they revealed answers to the Check On Learning.

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Slide 38

Evaluation Tools Review

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Slide 39

Program Evaluation

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

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___________________________________
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___________________________________
Program Evaluation Can Answer:
- What have we done?
- How well have we done it?
- How much have we done?
- How effective has our program been?
- What could we do better or differently?
- Was it worthwhile?
- Was it important?
Slide 43

**Describing Your Program**

The description should address the following:

- Need
- Expected Effects
- Activities
- Resources

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Slide 44

**Program Components**

<table>
<thead>
<tr>
<th>Program Components</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLP Staff</td>
<td>Students</td>
</tr>
<tr>
<td>Westbrook &amp; Windham Schools</td>
<td>Windham &amp; Westbrook Schools</td>
</tr>
</tbody>
</table>

**Restorative Learning Program (RLP)**

- Students will learn study & academic skills
- Students will learn pro-social skills
- Students will increase their GPAs

**Westbrook & Windham Schools**

**Real School**

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Slide 45

**Steps in the Evaluation Process**

1. Engage Stakeholders
2. Describe Program
3. Determine Evaluation Design
4. Collect Data
5. Analyze and Interpret Data
6. Assess and Communicate Results

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### Determine Evaluation Design/Method

1. Have logic model/Description
2. Develop evaluation questions
3. Create performance indicators and measures
4. Choose data sources and time lines

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### Measures Exercise

**Long-term Outcome**

**Intermediate Outcome**

**Initial Outcome**

**Interventions Evaluation Questions**

**Performance Indicators Measure**

- Improved school attendance
  - Have RLP students' overall attendance improved when they return to their sending school?
  - 1 year after completing the program, 25% of 60 (15 of 60) students will have improved their attendance by 5% when they return to their sending school.
  - % of students who improved their attendance when they return to their sending school.

- Students will attend RLP regularly
  - What is the student's attendance in RLP?
  - During each quarter in RLP 70% (42 of 60) of students will not have more than 5 unexcused absences (full day).

- Restorative Learning Program
  - Were the students satisfied with the Restorative Learning Program?
  - By Fall 2008, 65% (41 of 60) of students will report they are 'very satisfied' with the program.
  - % of students who report being very satisfied with the program.
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

START HERE
Check on Learning: Evaluation Tools Review

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.

Logic Model Diagrams
Once you have completed your worksheets transfer some of this information to create your Logic Model diagrams.
Slide 65

Part 2:
Data Analysis Plan

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Slide 66

Next Steps:
- Send both Check on Learning Results to Kathryn
- Send Homework to George or Becky

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Slide 67

Questions or Comments

Please contact Becky Noréus
rnoreus@usm.maine.edu
Or (207) 780-5835
User Guide 4
With
Presenter Notes
Evaluation Planning Tools:
How To Assess
Community Corrections Programs

Session 4 User’s Guide with Presenter’s Notes
Welcome back to Evaluation Planning Tools: How to assess community Correction Programs. This is session #4 out of four sessions.

If you are a Juvenile Justice Advisory Group sub-grantee, you should have received confirmation from Becky Noréus or George Shaler that you are ready to begin this session, based on the Data Exercise Worksheet and other products you submitted at the end of Session 3. You will want this worksheet, the evaluation products, as well as your draft logic model worksheet to review as we go thru today’s session.

Please take a few moments to review the navigation buttons in Presenter Please click on the attachments (paperclip) to open and print or save these documents to your computer.

When you have identified the navigation buttons, and have saved or printed the attachments, please press continue to resume the presentation. Now would also be a great time to get your initial Logic Model, your Data Exercise Worksheet, and evaluation products, if you haven’t already done so.
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 make the presentation full screen by moving the navigation buttons from the bottom to the side, so that they take up less room on your screen. Lastly, you can make the window 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. Also, please note the Outline and Notes tabs that are available to you. The Notes tab is a written narrative of the audio, and the Outline tab is a listing of slide titles, to allow you to go back and review a topic if you would like. 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 have identified the navigation buttons, and have saved or printed the attachments, please press continue to resume the presentation. Now would also be a great time to get your initial Logic Model, if you haven’t already done so.

During Session 3, we refined your Logic Model Worksheets, discussed evaluation design and how it applies to your program. We also discussed how to measure your outcomes, and identify data sources and timelines.
This is what we have planned for today. Refine your logic models and measures & data sources exercises you submitted to George and Becky, We will also learn about Steps 5 and 6 of the evaluation process, which includes analysis, and interpretation of data as well as ensuring that the data is used and how to share those lessons learned. We will conduct a quick review of the entire evaluation process, so that you can submit a final Logic Model diagram and data source documents to George and Becky.

The past three sessions have explored Steps 1-4 in the evaluation process. Let’s review Step 4 on data collection that we explored during the last session.
Here are some considerations that you want to keep in mind when you are collecting your data. How you collect your data will help determine the resources you will need. Logistics can also vary between qualitative and quantitative data collection.

**Qualitative Data** is information gathered from words, observations and descriptions having been gained from documents, case studies, or focus groups, for example.

**Quantitative Data is defined as** Information focusing on things that can be counted, categorized and subjected to statistical analysis

Quality refers to the reliability and validity of the data. You want to ensure that the data is good, and that is based on reliability and validity.

**Reliability** is the extent to which a technique/instrument applied repeatedly will produce the same result (measure or score) if applied two or more times. Consistency. Reproducibility.

**Validity is** measuring what you intended to measure.

Data collection protocols include not only how and when the data will be collected, but also cost, skills of the person collecting the data, and confidentiality considerations. How will you train staff to collect the data in the most consistent way? We will look at confidentiality some more in the next slide.
We looked at how we would choose our data sources and timelines so that we can figure out how we are going to measure the identified outcomes.

Confidentiality is important to consider when collecting data. You should consider what might happen if any of your surveys, data, etc. ever was stolen or lost. What might happen to the people who completed the instrument? Collect as little personal data as possible, and protect it to great lengths, through the use of password protected computer documents, and locked file cabinets.

We also looked at this slide and talked about how “Process”, “Impact”, and “Outcome” are the three levels of evaluation. This slide depicts how the different levels of evaluation correspond to different logic model components... The process level of evaluation establishes that program activities and associated outputs work as planned and the underlying assumptions hold true. Some sources of data could be minutes, registration records, observations, and progress reports. The impact level of data assesses whether there were changes in
knowledge, attitudes, norms, skills or behavior. Some sources of data could be special surveys, inventories, observations, quarterly reports, or interviews.

The outcome level of evaluation documents what the goals of the program are and the results of the evaluation. Some sources of data could be surveillance reports, or evaluation reports.

Here is the logic model from Westbrook and Windham School's Real School Program. We have referred to this logic model extensively while we were populating the Data Exercise Worksheet. Let’s use it again to discuss products that we could collect data from, for each level of evaluation. The process level of evaluation looks at how the intervention or strategy was planned, and did the outputs work as planned? We could gather information from the participants registration forms, conduct a survey, or have staff conduct an observation at the start of the program, and compare to results from products conducted at the end...

We will look at their choices in a few moments.

The impact level of evaluation looks at the immediate effects from a program, were there any changes in knowledge, attitudes, norms, or skills. We could gather information from surveys, quarterly reports, or interviews.

The outcome level of evaluation looks at the goals of the program, as well as the results of the evaluation. We could look at attendance records, grade reports, and incident reports.
Let’s take a look at how this data would look in the Data Exercise Worksheet. Again, we will the Restorative Learning Program as our model. To evaluate their outcome level of data, they decided to use the attendance records for each student from the school that sent them to the RLP. They decided that the best way to capture an increase in attendance would be to see how frequently the student was attending school at the start of the RLP, as well as 1 year later, to see if the changes stayed with the student. The timing piece comes in from the Performance indicator in this case. They established 1 year upon completion of their program as the benchmark, so in order for them to know that they met their performance indicator, this data collection must be done 1 year after completing the RLP. Please press the Continue button when you are ready to continue the presentation. If you have any questions you can email Becky Noréus using the Help button.
To evaluate their impact level of data, they chose to look at attendance records while the student participated in their program. They also created a student survey with questions that specifically targeted attitudes towards school. In order to ensure that this performance indicator was met, they needed to conduct this survey twice. Once at the beginning of the program, and once at the end, and that the change in responses would indicate if students had changed their attitude about school. Please press the Continue button when you are ready to continue the presentation. If you have any questions you can email Becky Noréus using the Help button.
To evaluate the process level of data, they added a question to the Student Exit Survey that was conducted at the end of the program. Press the Continue button when you are ready to continue the presentation. If you have any questions you can email Becky Noréus using the Help button.

Please take out your reviewed Data Exercise Worksheet and evaluation products that you received back from Becky and George, as well as your draft logic model. Do your logic model components need to be revised in any way based on the feedback from Becky and George? Please take a few moments and make those revisions now. Please press Continue when you are ready to resume the presentation.

Remember this type of evaluation should not be too time consuming. Keep it simple, use multiple data sources, and try to use existing data sources whenever possible to save time and effort.
The next step in the evaluation process is Step 5 which is to analyze and interpret the data you have collected to turn the data into valuable information. This step formalizes your plan for how to measure your outcomes, what is working well, and what needs some tweaking.

Answer evaluation questions to ensure that you measured all of your identified outcomes.

Refine outcomes if necessary. Were they realistic? Did you come close to your goal? Did your program have the desired impact?

Are you required to report to entities such as OJJDP? This reporting could include telling them what you were going to do, and that your did it.

Justify the claims. How are you going to show that your program is doing what it claims?

Program improvement. If your program outcomes missed the mark, was it because they weren’t realistic? You may want to add or refine some elements. You might also get ideas for how to improve your program through your survey responses, if you included such questions in your survey...
How will you store your collected data? Databases are often useful to house data. Queries can be designed into reports; client data can be stored and updated, etc. Formal processes will ensure ease of data entry and analysis, and that all of your information in one place.

How will you measure change? Are you going to conduct pre and post surveys or assessments? Are you going to use numerical values versus a percent increase, or in other words: the number of clients who show an increase versus the average score of increases. How are you going to measure ‘how much’? What will success look like?

Here are a few examples for how to measure change.

For the Performance indicator “Within 6 months, 90% of clients will have applied for a job.” Determine the percentage of change by dividing the number of clients applying for a job by the number of clients in program.

For the Performance Indicator “By the end of the program, 75% of clients will increase their test scores by 10.” You can subtract pre test scores from post test scores, then calculate the Percentage by dividing the number of clients whose test scores increased by 10 by the number of clients in program.
To interpret data, it is best to involve program staff, stakeholders, and users. The more people involved ensures a broader perspective in the report. Gather them all into a room to reflect on what worked, and what could have worked better. Try to come up with alternative explanations for findings. Was your program solely responsible for the change, or was anything else going on at the same time simultaneously? Does your program deserve all the credit, or was there another program that was also a benefit to your participant?

Which of your stakeholders would you involve in such a process? You want to present data that is meaningful to each set of your stakeholders. By involving them at the beginning of this evaluation process, you should have been able to determine what was important to them, as these points were included in identifying your outcomes. Each time you present your data, you want to consider which set of stakeholders is in your audience. If your audience is mostly parents, your presentation may focus more on the improved social skills, or that you were able to decrease the negative peer associations. If your audience is mostly funders, you will want to focus your presentation on being cost effective, as well as getting results...
The last step in our evaluation process is Step 6 where you ensure the use of evaluation findings and share the lessons learned. Show what you are going to do with the data. How are you going to use it to improve your program?

Once you have received your data and analyzed it, how will you use the information? Are the results what you wanted to see? If not, what changes need to be identified and implemented? Do these changes only impact your organization, or do they need to expand beyond your program? You’ll need to make a plan to share your evaluation results, get feedback from your stakeholders, and disseminate the results. We’ll take about each of these in a little more detail.

Considerations to keep in mind when you are creating your plan for sharing your results are:
How will evaluation findings be used?
Should the media be involved?
When will reflection occur and with whom?
Incorporate reflections into a report addendum?
Write up any follow-up steps.
Getting Feedback
• Engaging stakeholders/users throughout whole evaluation process (creates trust)
  – on ideas,
  – interim findings,
  – provisional interpretations, and
  – drafts

When seeking feedback, you want to engage your stakeholders and users again. Keep them involved throughout whole evaluation process, as this will create trust, as well as buy in: on ideas for your program, on the interim findings, on the provisional interpretations, and draft products that will be created from this process.

Disseminate Findings
• Requires advance discussion of the reporting strategy with intended users and other stakeholders
• Requires consideration of the end use of the data (e.g., policy change)
• Requires consideration of the timing, style, tone, message source, vehicle, and format of information products

What do you want to happen with your findings? How are you going to disseminate the findings? This step requires advance discussion of the reporting strategy with intended users and other stakeholders, requires consideration of the end use of the data. Are potential policy changes going to be requested? This also requires consideration of the timing of the message, as well as how the message will be delivered.

Steps in the Evaluation Process
It is important to involve stakeholders in all steps of the evaluation process. This minimizes surprises and setbacks for them, as well as your program...
Now it is time to check your learning on Steps 5 and 6 of the Evaluation Process. If you wish to review any, or all, of this presentation, before moving on to the Check On Learning, please do so now. Please press Continue when you are ready to begin.

Please answer the following questions to check your learning. You’ll need an 80% or better 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. Please press Continue when you are ready to proceed with your Check On Learning. (Slides 32 thru 37 have been removed as they revealed answers to the Check On Learning questions.)

Let’s do a quick recap of all four sessions of the Evaluation Planning Tools curriculum.
Program evaluation is the systematic collection, analysis and reporting of information about a program to assist in decision-making.

Program evaluation can answer these questions and more. As you go forward with your work, I think it is important to keep the following questions in mind.

We also looked at this evaluation process. Step 1 in the evaluation process is to engage your stakeholders. Stakeholders can be anyone who is interested in the results of your work, such as your key staff, community leaders, and the people who are conducting the review. By engaging them in your evaluation process, you ensure a broader perspective, boost credibility of evaluation findings, as well as enhancing partnerships.
Step 2 in the evaluation process is to describe your program. While this can be done many ways, we are exploring the benefits of using a Logic Model for this purpose. It provides a quick, visual look at your program, showing how your program has grown or evolved over time. It indicates your resources, strategies and outcomes that you are anticipating, and provides focus to those goals in your work.

There are many ways to describe your program. One way is through the use of a Logic Model Diagram. Regardless of how you describe your program, ensure that it addresses all of these components.

This is the Restorative Learning Program Logic Model Diagram that we used extensively throughout the sessions. Notice how it visually answers the Needs that will be met, the Expected Effects from the activities, the Activities they will conduct, as well as the Resources they have available...
Step 3 in the evaluation process is Determine Evaluation Design. We used the Data Exercise Worksheet to help us determine our evaluation design.

Once we had our Logic Model drafted (or a written description) we developed our Evaluation Questions. Evaluation questions narrow the focus of the evaluation by making it more specific, they determine the evaluation timeframe, guide data gathering, data source selection, and data analysis. Once we had our Evaluation questions, we developed performance indicators and measures. Performance Indicators answer What, For Whom, How Much, and By When. We put all of this information onto a Data Exercise Worksheet.
This is how this information looked when placed in the Data Exercise Worksheet that we were working on for the Restorative Learning Program. This slide depicts the first two outcomes for the Restorative Learning Program.

This slide depicts the last two outcomes that we were looking at for the Restorative Learning Program. This is just a sampling of the outcomes they chose to look at, and their full data exercise worksheet is multiple pages. You may find yours getting bigger as we go through this process as well.

Once we had this information populated into our data exercise worksheet, we were ready to move onto Step 4, identifying how, when and where we were going to collect our data. We discussed different data types, and sources, and stressed the importance of confidentiality of clients.
Once we had decided our data collection protocols, and collected out data, we moved onto Step 5 in the evaluation process which is to analyze and interpret the data to turn the data into valuable information. This step formalizes your plan for how to measure your outcomes, what is working well, and what needs some tweaking.

The last step in our evaluation process is Step 6 where you ensure the use of evaluation findings and share the lessons learned. Show what you are going to do with the data. How are you going to use it to improve your program?

Now it is time to check your learning on the Evaluation Tools Review. If you wish to review any, or all, of this presentation, before moving on to the Check On Learning, please do so now. Please press Continue when you are ready to begin.
Please answer the following questions to check your learning. You’ll need an 80% or better 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. Please press Continue when you are ready to proceed with your Check On Learning. (Slides 54 thru 60 have been removed as they revealed answers to the Check On Learning.)

We have seen many logic model diagrams. Now it is time to turn your draft Logic Model worksheet into a Logic Model diagram by adding bubbles and arrows. We have created a Logic Model Diagram Template to assist you with this, or you can simply convert your worksheet by adding bubbles and arrows to it.

Here is the Healthy Androscoggin Diversion Program’s Logic Model Diagram. When you are done adding bubbles and arrows, your Logic Model should look something like this. Each outcome is inside of a bubble, and arrows to indicate which outcome is responsible for the next. For example by participating in the Diversion Program, should lead to “Increased knowledge of resource people”, which should lead to “School referred participants will increase their use of community resources”, which will lead to “Reduced subsequent youth
substance use violations in the community”.

Your homework for today’s session is to submit an updated logic model diagram along with your data analysis plan of your program to George and Becky. More details for each task are outlined on the following slides.

Part of your homework for today’s session is to submit an updated logic model for your program to George and Becky. As we have proceeded through each of the four sessions, you may find that the wording in your Logic Model became more refined. Now is the time to ensure that the language is consistent from the outcome to the evaluation questions, to the performance indicators, to the identified measures. We have included a Logic Model Diagram Template in the attachments section of the presentation to assist you with converting your Logic Model Worksheet.
into the Logic Model Diagram. Please press the continue button when you are ready to proceed with the second part of today’s homework. If you have questions about this, please feel free to contact Becky Noréus using the Help button.

Part two of your homework for today’s session is to submit a data analysis plan for your program to George and Becky. We have included a form in the attachments section of this presentation to assist you with this. We are looking for you to tell us what data you are collecting and when or how often. Please identify all data sources, how data will be collected from that source, identify your data collection protocols (if giving a survey, how will they decide who to call, ensure anonymity, etc. If its school administrative data, how will they get it - do they have an MOU with school that allows them to access it, is there a request form?) Also identify timing of when or how often the data will be collected (could be monthly, could be January, could be twice a year). Please identify how will the data be stored - will it be in an excel file, in a database, a paper copy...

What analysis will be run on the data? How will they run it – will it be done by a hand tally or will you use Excel, will you export a report?
In past sessions you have identified specific data sources, now we want you to tell us how you plan to use them to collect the data to answer your evaluation questions so you can measure the identified outcomes for your program.
If you have questions about this, please feel free to contact Becky Noréus using the Help button. To find out what your next steps are, please press the Continue button.

In order for Juvenile Justice Advisory Group sub-grantees to receive proper credit for this training. They should send both Check on Learning Results screens to Kathryn McGloin, one was for Steps 5 and 6 of the Evaluation Process, and the second one was on the Evaluation Planning Tools Review. Also, send a completed Logic Model Diagram with a data analysis plan to George and Becky. Handouts for how to send each of these documents to the appropriate party are included in the handout section of this presentation. Thank you so much for participating in this program. We wish you the best of luck with your program.
If you have any questions or comments about this presentation, please contact Becky Noréus by email or by phone.

Questions or Comments

Please contact Becky Noréus
rnoreus@usm.maine.edu
Or (207) 780-5835
Logic Model Template
Instructions: Transpose components, interventions, and outcomes from the first worksheet into the corresponding boxes. Boxes can expand. Copy and paste additional boxes if necessary and delete unused boxes. Commonly used shapes are found below - Copy and paste as necessary to illustrate how outcomes link together. Insert additional shapes.
Data Exercise Template
<table>
<thead>
<tr>
<th>Long-Term Outcomes</th>
<th>Intermediat e Outcomes (Behavior)</th>
<th>Initial Outcomes (KANS)</th>
<th>Interventions</th>
<th>Evaluation Questions</th>
<th>Performance Indicator</th>
<th>Measure</th>
<th>Data Sources</th>
<th>Timing</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Analysis Summary
Data Analysis Summary for (program name)

Instructions: Please identify all data sources, how data will be collected from that source, identify your data collection protocols (if giving a survey, how will they decide who to call, ensure anonymity, etc. If its school administrative data, how will they get it - do they have an MOU with school that allows them to access it, is there a request form? ) Also identify timing of when or how often the data will be collected (could be monthly, could be January, could be twice a year). Please identify how will the data be stored - will it be in an excel file, in a database, a paper copy... What analysis will be run on the data? How will they run it – will it be done by a hand tally or will you use Excel, will you export a report?

Data Source:

How will data be collected from this source?

Summarize data collection protocols for this data source:

Timing of data collection:

How will the data be stored?

Summarize data analysis protocols for this data source:

Data Source:

How will data be collected from this source?

Summarize data collection protocols for this data source:

Timing of data collection:

How will the data be stored?

Summarize data analysis protocols for this data source:

Data Source:

How will data be collected from this source?

Summarize data collection protocols for this data source:

Timing of data collection:

How will the data be stored?

Summarize data analysis protocols for this data source:
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 noreus@usm.maine.edu or gshaler@usm.maine.edu and type LM Session #1 (or applicable session number) 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 menubar. 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, 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 (or applicable session number) 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 menubar. 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:

       Kathryn McGloin  
       Juvenile Justice Advisory Group  
       #111 State House Station, MDOC  
       Augusta, ME 04333-0111