

Overview of Incorporation of POE Requirements Into Technical Assistance

POE Requirements	Challenges	Areas for Exploration	TA/Training Activities
<p><i>Principle 1: Programs should be based on assessment of objective data regarding the incidence of violence and illegal drug use in the communities to be serviced, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use that is based on ongoing local assessment or evaluation activities.</i></p> <p>And</p> <p><i>Principle 4) Programs should be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, protective factors, buffers, assets, or other variables in communities in the state identified through scientifically based research.</i></p>	<p>Limited access to school level ATOD and risk/protective factor indicators.</p> <p>Issues with the validity of violence indicator data (CSSA)</p> <p>Limited skills amongst program administrators in gathering and interpreting needs assessment information.</p>	<ul style="list-style-type: none"> • How was the needs assessment conducted? • What types of objective and/or subjective data were collected? • At what level was the information collected? (i.e. county, district, school) • Were specific ATOD and violence indicators included? • What specific risk and protective factors were considered? • To what extent to which it guided service development • How was the specific population or targeted program site selected? 	<p>Statewide: Provide resources and training on appropriate needs assessment methods and data sources.</p> <p>--Work collaboratively with ADP and CDE representatives on creating more access to healthy Kids survey data.</p> <p>--Create template for collecting, interpreting, and documenting information.</p> <p>Regional Level: Provide skills training on collecting, interpreting, and documenting needs assessment data. Provide realistic approaches for utilizing local level data. Provide strategies for updating and incorporating needs assessment data in years 2 -5.</p> <p>Grantee Level: Work with programs in order to identify feasible data sources and local level indicators.</p>
<p><i>Principle 2: Based on an established set of performance measures aimed at ensuring that the communities to be served by the program have a safe, orderly, and drug-free environment</i></p>	<p>Difficulty in defining measurable indicators.</p> <p>Lack of clear alignment between services and outcome measures.</p> <p>Lack of identification of specific POE measures including ATOD/violence indicators and/or risk/protective factors</p> <p>Difficulty identifying appropriate evaluation instruments and administration design.</p>	<ul style="list-style-type: none"> • Identify specific assessment components (i.e. surveys, interviews) • Identify the target sample—who will be assessed? (i.e.youth, parents, teachers) • What instruments will be used? (specific surveys that have been chosen) • What constructs/outcomes will be measured? What are the specific measurable indicators that have been chosen? How many indicators have been identified? • How are these outcomes aligned with SDFSC services? • How are these outcomes aligned with SDFSC POE guidelines? 	<p>Statewide: Provide general resources and information on outcome-based planning methods</p> <p>Regional: Provide in-depth skills training on strategic planning, logic model design, defining feasible and measurable outcome indicators, and appropriate evaluation design and instrumentation.</p> <p>Grantee level: Identify specific TA needs through site visits and phone interviews. Work with programs on an individual basis to develop/refine their strategic plans, logic models, performance measures and evaluation design.</p>

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<p>3) <i>Based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use.</i></p>	<p>Lack of consistent definition of “science-based” among grantees.</p> <p>Lack of experience/knowledge in identifying and adapting effective models.</p> <p>Lack of experience monitoring and ensuring program fidelity.</p>	<ul style="list-style-type: none"> • Is the program implementing a program that has already been scientifically proven? • If so, by whom and to what level-promising, proven, model status? • Is the program basing services on scientifically based ATOD/violence prevention principles or strategies? • What is the general program theory? What are the programmatic principles of the theory? • How is the theory science-based--related to ATOD and violence prevention literature? To what extent does the program theory guide the services? • Has a program logic model been developed? If yes, how is the program logic model utilized? • What program fidelity measures are in place? 	<p>Statewide: Provide general information regarding “science-based” definition and parameters. --Showcase and highlight specific proven programs. --Invite program developers as guest speakers. --Provide information and examples of how programs can be modified/adapted to meet specific program needs (while maintaining fidelity) --Create a reference library of proven SDFSC curriculum. --Create a database/resource of “science-based” program strategies.</p> <p>Regional: Provide specific skills training on identifying/selecting appropriate “science-based” programs/strategies and on specific way of measuring and ensuring program fidelity. --Provide guidance to those programs that are interested in establishing the effectiveness of locally developed program models/curriculum.</p> <p>Grantee level: Work with programs to identify the level to which their program model/strategies are “science-based”. Assist programs in modifying/adopting more effective strategies. Provide consultation on appropriate fidelity approaches/measures.</p>
<p>5) <i>Include meaningful and ongoing consultation with and input from parents in the development of, application and administration of the program or activity.</i></p>	<p>Difficulty establishing and maintaining connections with parents.</p> <p>Limited experience of engaging parents in planning and implementation of services.</p>	<ul style="list-style-type: none"> • How are parents involved in the program planning process? • What methods have/will be used to solicit parental feedback (i.e. surveys, focus groups) • How often will parental input or involvement occur? (initial or on-going) • How is parental feedback utilized to guide SDFSC program development and implementation? • What are the expected challenges associated with involving parents? • How receptive have parents, schools, and other “key stakeholders” been thus far? How could this be improved? 	<p>Statewide: Provide overview of effective strategies for parental involvement/engagement at statewide training events. --Review the literature on effective strategies , borrow strategies from “Family Strengthening” programs on parental engagement. Provide resource materials. --Invite guest speakers and highlight programs that have succeeded to share effective strategies. --Highlight culturally appropriate strategies for different populations.</p> <p>Regional: Provide in-depth skills training on methods to establish and maintain advisory councils, methods for soliciting parental feedback (i.e. focus groups, surveys), and manners by which feedback can be integrated into program planning and implementation.</p> <p>Grantee level: Work with programs to develop parental input and involvement techniques that are relevant to their target community.</p>

