

P&I evaluation protocol: School Based Programming – Implementation Checklist

Overview

The goal of this evaluation is to assess the extent to which teachers are incorporating the core components of evidence-based curricula and implementing contract requirements related to those curricula as part of DHS' statewide ATOD prevention programming efforts. Fidelity to the model will be assessed for Slick Tracy, Amazing Alternatives, Power Lines, and Class Action. The checklists provide a simple, straightforward way for teachers to self-report on their activities. The forms offer teachers an opportunity to provide feedback on which facets of the curricula are working and which are not. By identifying teachers' challenges with implementation, targeted support and guidance can be provided to enhance fidelity to the curricula models. In addition, a few select questions related to satisfaction have been added to the checklists to gather teachers' perceptions of the quality of the curricula.

Data collection

Administration

- Ask teachers to complete a **single checklist for each curriculum they teach, each school year**. If they are teaching more than one section of a curriculum in a single year, they only need to complete one checklist.
- There are instructions for completing the form at the top of each form to help direct teachers. Please remind teachers about the importance of filling out the ENTIRE form, including the information at the top (school, teacher name, start/end dates, and class period), which is critical for tracking purposes.
- There are multiple options for completing the checklist: a) a paper-and-pencil version, b) a word-fillable version, and c) an online version via SurveyMonkey. The particular method(s) you choose should be determined by the preferences of your teachers. You may wish to administer the survey to teachers using a combination of these approaches. If you choose to use multiple approaches, please make every effort possible to ensure that each teacher only fills out one checklist per curriculum per term.

Paper-and-pencil version

One way in which teachers can complete the checklists is by filling out the **paper-and-pencil version**. Either at the start of the term (semester/quarter/trimester) or one month prior to the end of the term, give teachers one copy of each checklist for each curriculum they are teaching. You may mail, email, or hand-deliver the forms, depending upon the system that best suits you and your teachers. Ask the teachers to fill out the checklist(s) and return them to you at least two weeks before the term ends (allow more time if you have a lot of teachers to track). This will provide you time to follow-up with any teachers who have not returned the forms.

Teachers should return the forms to you directly. If teachers prefer to mail completed forms back to you, ensure that teachers have received addressed, postage-paid envelopes in which to return the forms.

Collect the forms, open envelopes as needed, and make a copy of the completed checklists. Send the copies to Wilder for further processing and reporting. Keep the original copies of the forms for your records. Review the forms to identify specific implementation challenges experienced by teachers. Follow up with individual teachers as needed to provide support, training, or other guidance related to these challenges.

Word-fillable version

You may also choose to email the checklists to teachers, giving teachers the opportunity to complete the form electronically. The Word-fillable version of the checklists allows teachers to type their responses into the shaded areas of the checklist. Once complete, teachers should save the document, and then either email it back to you as an attachment or print it out and give/send it to you. This method might be particularly appropriate for hard-to-reach teachers.

Online (SurveyMonkey) version

In some cases, it may be easier to administer the checklists online using the Wilder-programmed SurveyMonkey version of the checklists, particularly if teachers are comfortable with web-based formats. To do this, you will email teachers a link to the online checklists (provided by Wilder Research). Instruct teachers to click on the link to access the checklists. Their responses will be accessible to both you and Wilder Research through a SurveyMonkey account. Periodically check on the response rate. It may be necessary to send reminder emails to teachers to encourage their participation.

Tracking

- Create a tracking document (see attachment) with a list of all of the teachers you are sending the checklist to so you can track the method of administration as well as the dates the forms were sent/emailed to teachers, follow-up communication occurred, and teachers returned the forms.

- As with most surveys, it is important to collect information from as many teachers as possible. Our goal is to receive feedback from all teachers.

Consent

- The information requested is not personal or sensitive in nature so there is no need for a formal consent form.
- Although participation in this activity is ultimately voluntary, teachers should be strongly encouraged to participate.
- Teachers will be able to opt out, but only if they explicitly request to do so. A teacher simply not returning the survey should not be interpreted as a decline to participate.
- If a form is not returned, you should follow-up with teachers (by phone and/or email) until the form is submitted or participation is actively declined.

Other information

- Prior to implementing this evaluation, send all participating teachers a letter (see attachment) that outlines the purpose of the evaluation and their role and responsibilities in data collection.
- You may wish to also provide a face-to-face orientation with teachers about the checklists and the data collection process in order to increase buy-in for this evaluation, answer questions, ensure understanding, and continue building relationships.

Data entry and analysis

Wilder Research will enter all of the data and conduct the data analysis. Therefore, at the end of each term (e.g., semester, trimester, quarter), please collect all of the completed paper-and-pencil forms, make copies, and mail the copies in a sealed confidential envelope to Kristin Dillon at Wilder Research (451 Lexington Parkway North, Saint Paul, MN 55104). Word-fillable checklists can be emailed directly to Kristin Dillon (kristin.dillon@wilder.org). Wilder will be able to directly access all SurveyMonkey forms.

Reporting

Wilder Research will be reporting on the implementation of each curriculum across all P&I communities in aggregate, as well as P&I community-specific results. Aggregated results will be made available to DHS and all P&I grantees. Community-specific results will be made available to DHS and the relevant P&I communities.