

The GLS Memorial
Campus Suicide
Prevention
Cross-site Evaluation

Cohort 2 Cross-site
Evaluation Orientation
January 17, 2007

Session Purpose and Topics

TOPICS

- What is the **PURPOSE** of the cross-site evaluation?
- What is the **APPROACH** of the cross-site evaluation?
- What is the **TIMELINE** for cross-site evaluation information gathering and data collection?
- What **TECHNICAL ASSISTANCE** is available to support local implementation?

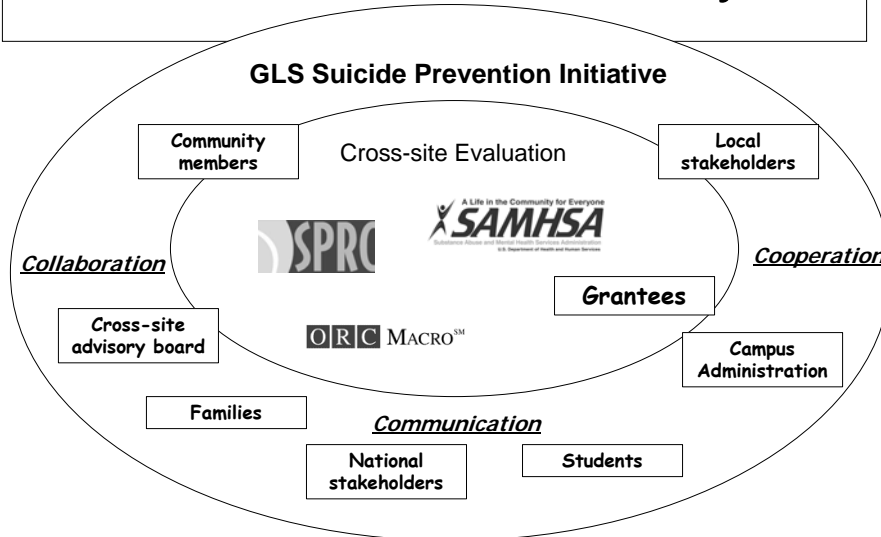
Relevant Team Experience

- Original contractor for the GLS Suicide Prevention Cross-site Evaluation
- Design and implementation of complex, multi-site evaluations of federal initiatives
- Technical assistance and training for implementation of large, multi-site evaluations
- Development of complex and integrated data systems and management of large cross-site datasets
- Conducting prevention research and community-based evaluations
- Working with Tribal communities

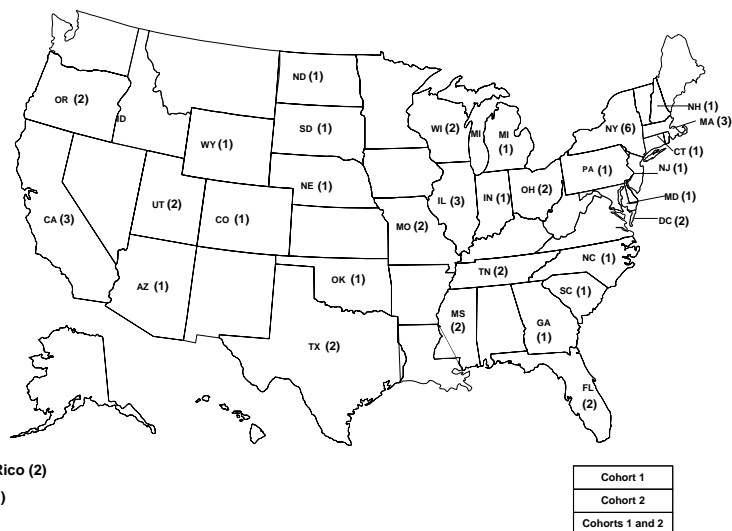


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Stakeholders and Key

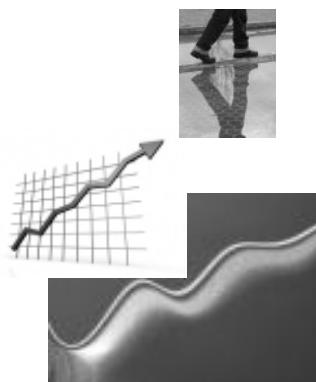


GLS Suicide Prevention Campus Grantees Cohorts 1 and 2



The Cross-site Evaluation

- Fundamental component of the Garrett Lee Smith Memorial Act
- Consistent information across programs
- Suicide prevention
 - Understood,
 - Improved, and
 - Sustained
- Inform local and federal programmatic decision making



What will program stakeholders gain?

- Better understanding of:
 - Suicide prevention efforts on campuses across the country
 - Campus populations participating in training and educational seminars
 - Types of suicide prevention information dissemination on campuses



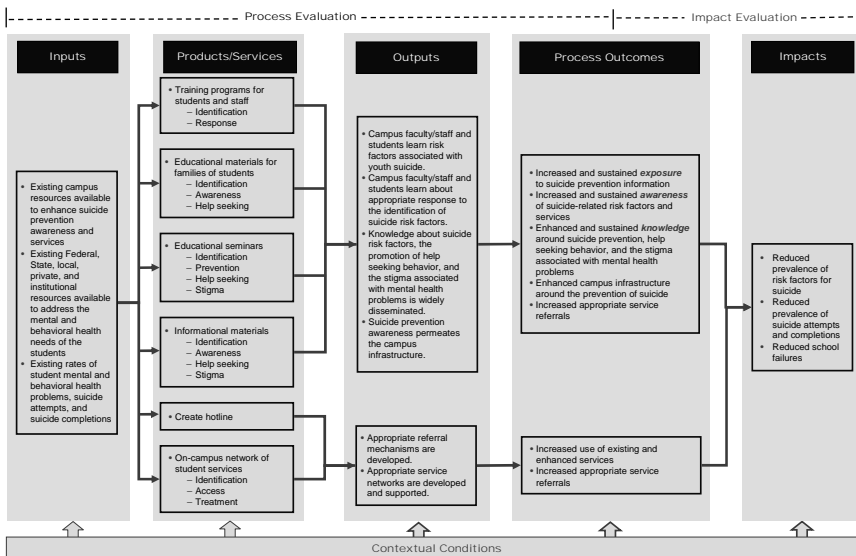
Cross-site Evaluation Team Responsibilities

1. Design the cross-site evaluation
2. Provide training & technical assistance
3. Monitor cross-site evaluation participation
4. Utilize data to assess program activities and impact
5. Report program activities and their impact

Campus Grantee Responsibilities

1. Participate in the evaluation needs assessment
2. Participate in training and technical assistance activities
3. Obtain IRB and Data User Approvals
4. Share responsibilities for cross-site evaluation data collection activities
5. Gain stakeholder buy-in
6. Use and report data

Campus Program Evaluation Logic Model



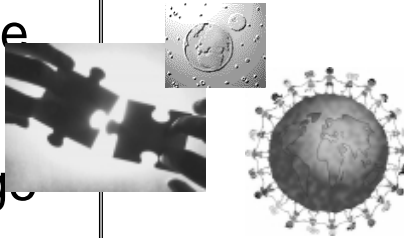
Four Stage Cross-site Evaluation Approach

● Context Stage

● Product Stage

● Process Stage

● Impact Stage



Cross-site Evaluation Guiding Questions

Stage	Guiding Questions
Context	<ul style="list-style-type: none"> What are the contextual features for key activities of each grantee?
Product	<ul style="list-style-type: none"> What products and services are being developed, delivered, and utilized? What are their costs? What audiences/populations are being targeted? Are they consistent with originally proposed products and services? What evidence-based practices are being utilized?
Process	<ul style="list-style-type: none"> What is the overall level of suicide prevention awareness and knowledge among campus staff/faculty and students? Does it vary as a function of targeted activities? Does it vary as a function of products/services developed? Does it vary as a function of student and faculty characteristics? How does the suicide prevention infrastructure develop and evolve over time?
Impact	<ul style="list-style-type: none"> What is the impact of program activities? How many students are being referred for mental health services? How many students receive mental health services? How many students are accessing crisis support services?

Six Data Collection Activities

Information Gathering Activities

Responsibility	YR 1	YR 2	YR 3
Local Evaluation	<ul style="list-style-type: none"> •Training Activity Reporting •Product and Services Inventory (quarterly) •MIS Extraction and Submission 	<ul style="list-style-type: none"> •Training Activity Reporting •Product and Services Inventory (quarterly) •Existing Database Inventory •MIS Extraction and Submission 	<ul style="list-style-type: none"> •Training Activity Reporting •Product and Services Inventory (quarterly) •Existing Database Inventory •MIS Extraction and Submission
Cross-site Evaluation	<ul style="list-style-type: none"> •SPEAKS-Student •SPEAKS-Faculty/Staff 	<ul style="list-style-type: none"> •SPEAKS-Student •SPEAKS-Faculty/Staff •Campus Infrastructure 	<ul style="list-style-type: none"> •SPEAKS-Student •SPEAKS-Faculty/Staff •Campus Infrastructure

Cross-site Evaluation Potential Challenges

- Balancing self-evaluation activities with cross-site evaluation requirements
- Maintaining evaluator/project director relationship to accomplish evaluation activities
- Stakeholder buy-in and participation
 - Student/gatekeeper/school administration participation in data collection
 - Sustained support from Campus Administration

Cross-site Evaluation Potential Challenges

- Availability and access to local data & data systems
- Confidentiality issues
 - HIPAA and FERPA requirements
 - Providing student information for SPEAKS administration and key informant interviews

Cross-site Evaluation Benefits

- Access to data from multiple perspectives
- Access to information to support sustainability
- Data tools and data systems to support evaluation efforts
- Identify resources from similar programs
- Other benefits

Cross-site Evaluation Contacts

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