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| Promoting Engagement, Acceptance and Community Empowerment (PEACE) Program-Level Evaluation Logic Model |
| Date: June, 2017 |
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| **PEACE Resources** | **PEACE Activities** | **PEACE Outputs** | **PEACE Short Term Outcomes** |
| **Resources Employed by Executive Office of Health and Human Services (EOHHS)**   * **Leadership strategy** * **Human resources** to develop the PEACE Project Grant Application * **Technical expertise** in family and children well-being**.**   **Resources by Empower Peace for OnLine4Good Academy**   * # of paid staff involved * # of volunteers engaged * # of presenters/trainers involved * Resources (such as equipment and technology) for social media campaign development, leveraged through the Academy and supported by participating schools   **Resources Employed by the Somali Development Center for SAFE Initiative**     * # of paid staff involved * # of volunteers engaged * # of trainers for career coaching, psychological first aid, leadership, etc. | **Activities Performed by EOHHS**   * **Engage stakeholders and gather feedback**:   + Interviews   + Meetings   + RFI   + Literature Review * **Develop the** **PEACE Project Grant Application**   + Writing of Grant Application   + Dissemination   + Reviewing and scoring process   + Contracting * **Provide** **technical assistance** to PEACE awardees as needed. * **Engage PEACE awardees** to network and learn from each other and from experts in the field. * **Engage academia in the evaluation and learning process:** Coordination with the Harvard Chan School evaluation team, and other evaluators, to develop a monitoring and evaluation plan and evaluation tools for awardees.   **Activities Performed by Empower Peace for OnLine4Good Academy**   * Identify and engage **education leaders.** * Create a **website** * Create an **advisory board** * Identify and invite **creators of successful anti-hate campaigns and representatives from leading social media companies** to present at the OnLine4Good Academy * Identify and recruit **schools** (including teachers and students) to participate in the Academy * Develop a **student training program/curriculum** in utilization of social media for good. * Develop a **teacher training program/curriculum** in utilization of social media for good.   **Activities Performed by the Somali Development Center for SAFE Initiative**   * Organize **SAFE meetings**. * Identify and recruit community members to participate in strategic discussions about **violence prevention and hate** that impacts the community. * Identify and recruit female community members to participate in group discussions about **day-to-day** **issues and challenges** in the community as well as key elements to **community building such as social capital and trust**. * Identify and recruit community members to receive **psychological first aid** training. * Identify and recruit community members to participate in **educational and professional development of women and young girls** (i.e. job and career training and planning, financial planning support and English Language Learning (ELL)). * Identify **relevant and appropriate scenarios** to facilitate discussions about the prevention hate and violence in the community. | **Outputs by EOHHS**   * PEACE Project Grant Application * # of PEACE Project Grant Application Awards * # meetings hosted with awardees   **Outputs by Empower Peace for OnLine4Good Academy**   * A **website** for promotion of the OnLine4Good Academy and recruitment of students. * An **interactive training exercise** designed to guide the student leaders through the creation of their self-created social media campaign plans. * A **student training program/curriculum** is created in utilization of social media for good. * A **teacher training program/curriculum** is created in using social media for good. * # of **advisors** committed to the Academy. * # of **education leaders** engaged in # of strategic discussions about the anti-hate campaign. * # of **schools** (target: 25) recruited to participate in the OnLine4Good Academy. * # of **teachers** (target: 25) trained to oversee the student teams and advise on social media efforts. * # of **student teams** (target: 25) developing and implementing social media campaigns for good. * # of **students** (target: 100) recruited and trained to conduct social media campaigns for good. * # of **students** (target: 200) - not involved in the campaigns -recruited to take the evaluation surveys. * # of **presentations** by creators of successful anti-hate campaigns and representatives from leading social media companies. * # of **social media campaigns** are created. * # of **students reached** (target range: 100-500 students per team) per campaign. * # of **shares and likes** per campaign, if appropriate.   **Outputs by the Somali Development Center for SAFE Initiative**  **Community Forums:**   * **Strategic discussions**: # of community members participating in strategic discussions about the **violence prevention and hate** that impacts the community. * **Female community forums:** # of community female members participating in female forums/group discussions addressing the **day-to-day issues and challenges** in the community. Key elements to **community building such as social capital and trust** will also be introduced to the forums.   **Training and workshops**   * # of community members receive **psychological first aid** training. * # of community members engaged in the **educational and professional development of women and young girls.** Topics include: job and career training and planning, financial planning support and English Language Learning (ELL), and domestic violence. * # of **employment workshops** held (target: 5), with # (target: 10) participants per workshop; # of topics addressed (target topics: mock interviews, dressing for success, resume building, work site visits) | **Short-term Outcomes by EOHHS**   * Execution and implementation of PEACE Projects aligned with the stated goals in the Grant Application.   **Short-term Outcomes by Empower Peace for OnLine4Good Academy**   * Good level of **satisfaction with the execution of the initiative** among youth and teacher participating in the project activities. * **Increased availability of social media campaigns** generated by youth in Massachusetts focusing on violence prevention and/or anti-hate. * **Increased motivation to promote a culture of tolerance and acceptance** among youth and teachers engaged in the program.   **Short-term Outcomes by the Somali Development Center for SAFE Initiative**   * Good level of **satisfaction** among community members participating in the project activities. * Increased knowledge among community members on how to address trauma, resolve conflicts, and provide **psychological first aid** to men and women served by SDC and their networks of family and friends. * Increased awareness among female community members on **day-to-day issues and challenges, as well as community building factors such as social capital and trust** in the community. * Increased understanding among community members on the issues impacting women and girls and willingness to engage/offer/promote active **leadership roles for women**. * **Improved employment success:** Increased access to job opportunities among participants trained in employment workshops. * Increased understanding among community members on **how to address violence, intolerance and hate in the community served by SDC.** |

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**Evaluation Methodology to be Employed by the Team at the Harvard Chan School Emergency Preparedness Research, Evaluation & Practice (EPREP) Program**

The **PEACE project resources and activities** will be monitored by interviews and surveys with the PEACE project funder and awardees. The **PEACE project outputs** will be monitored by reporting frequency of meetings based on planned activities, participation in meetings documented and reported by the PEACE project and awardees.

The **PEACE project outcomes** identified will be assessed by the use of:

1. Validated measures of empowerment and tolerance derived from the literature will be gathered and discussed prior to developing the surveys and interview guides;
2. When appropriate, a quasi-experimental study design with baseline and end-point measures aligned with project objectives;
3. When appropriate, a control group of peer individuals will be recruited and surveyed on awareness, empowerment and tolerance measures.
4. Evaluation surveys on level of satisfaction, knowledge/awareness acquired by the participants, in person or online;
5. SDC SAFE Initiative: Interviews, which will be conducted by a trained interviewer within the community served by SDC to assess issues around violence and hate as well as issues impacting women and girls, the change in attitudes among participants around these identified issues, and how such changes affect the overall community including empowerment and tolerance.