

Evaluation

Measuring & Managing Your G.R.E.A.T. Program



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This presentation is funded by the Department of Justice, Office of Justice Programs, Bureau of Justice Assistance (BJA). Through it's National Training and Technical Assistance Center (NTTAC), BJA aims to support services to provide the criminal justice field with specialized knowledge to identify problems, resolve issues, and enhance program activities.

Fox Valley Technical College coordinates training and technical assistance activities on behalf of BJA's National Training and Technical Assistance Center.



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To apply for training and technical assistance (TTA) and/or learn more about TTA opportunities, visit www.bjatrainning.org

To request assistance, complete the Technical Assistance Request Form, located at <http://bjatrainning.org/request-form/>

To speak to someone about TTA opportunities, call NTTAC at 1-888-347-5610 or send a question to NTTAC at bjn.ntta@fvtc.edu.



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Managing & Measuring Your **G.R.E.A.T.** Program

“You don’t get what you **expect**,
you get what you **inspect**”



Michael E. Zagury, MPA

www.TheGrantGuy.com



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Webinar Goals

- Introduction to **strategic planning, evaluation and managing** your program/project.
- Explaining the basic process for gathering and reporting **G.R.E.A.T. performance measures**.
- Explaining the steps to administer, report and **utilize pre and post course questionnaires**.
- Listing **resources for assistance** to get answers to your G.R.E.A.T questions.



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Measuring



**Inputs, Outputs,
Outcomes & Results**



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Why Measure? GREAT.

1. Running a business

- Allows you to **focus your activities** based on data
 - Not just to make reports.
- Allows **mid-course correction** or shows areas where you can **focus your efforts**.
- Enables you to **manage your program** and strategy **programmatically**, as well as **financially**.



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Good Police Skills are Transferable

- “Random patrol, random results...
Direct patrol, direct results”
- “Observation without investigation,
is useless”
- “Kid...If you can’t make it any better,
just don’t let it get any worse”

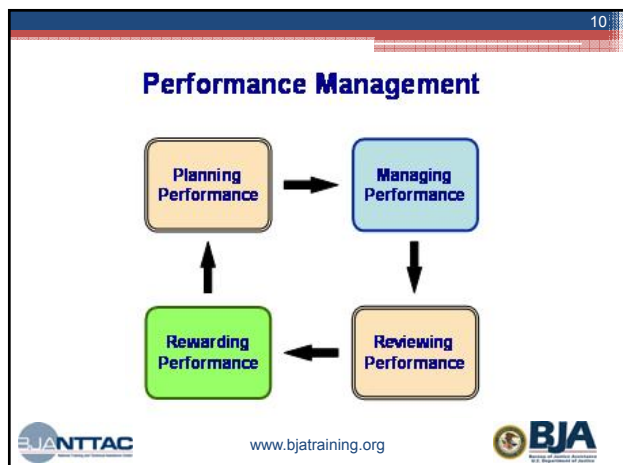


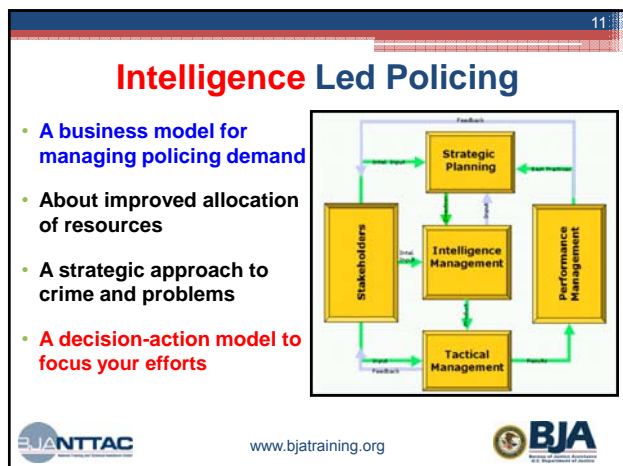
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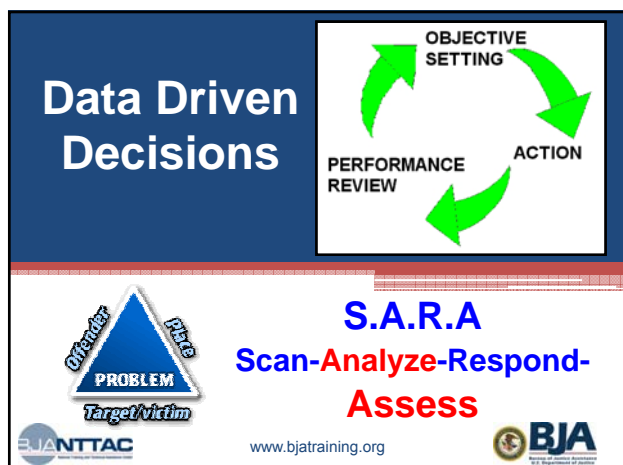
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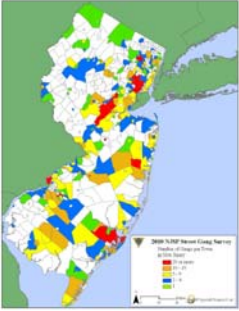




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Data Driven Decisions

Gangs in New Jersey:
Municipal Law Enforcement Response in the 2010 NJSP Gang Survey



2010 NJSP Gang Survey
Number of Gangs per County

1-2
3-4
5-6
7-8
9-10
11-12
13-14
15-16
17-18
19-20
21-22
23-24
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69-70
71-72
73-74
75-76
77-78
79-80
81-82
83-84
85-86
87-88
89-90
91-92
93-94
95-96
97-98
99-100

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Strategic Planning

Have a solid plan for your community, agency and project



Think Holistic Strategies, not Individual Programs or Grant to Grant



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Logic Model for each Component

BEGIN → **END**

| INPUTS | OUTPUTS | OUTCOMES |
|--|--|---|
| <p>Inputs are the resources used by the program.</p> <p>Examples: program staff, funding, time, external partners, volunteers, materials, equipment, technology</p> | <p>Activities are what the program does with its inputs to fulfill its mission.</p> <p>Examples: events, informational materials, products, workshops, trainings, conferences, exhibits, curricula</p> <p>Audience refers to the participants, clients, or customers reached by the program.</p> <p>Examples: number of people attending an event, workshop, and/or training, type of participants (grade levels, ages, ethnicities, etc. of participants)</p> <p>Satisfaction refers to participants' satisfaction with their experience in the program and how it was implemented</p> | <p>Outcomes are the results of your program. They are the changes that take place during or after the program for individuals, groups, communities, or organizations. These changes can take place over the short, intermediate, or long-term. Long-term outcomes are sometimes referred to as Impacts.</p> <p>Examples of short/intermediate-term Outcomes: knowledge, attitudes, awareness, opinions, skills, behavior</p> <p>Examples of Impacts: educational, environmental quality, or human health improvements</p> |

What's Next?


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Why Evaluate?

2. **Because...**Evaluation is expected and in many cases **required**

- Government Performance and Results Act (GPRA)
- ExpectMore.gov
- General and/or special grant conditions





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Government Performance Results Act of 1993

Office of Management and Budget

- Improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction
- Improve congressional decision making by providing more objective information on achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending

<http://www.whitehouse.gov/omb/mgmt-gpra/gplaw2m#h2>

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Process Evaluation

- “A process evaluation focuses on what services were provided to whom and how.
 - Its purpose is to describe how the program was implemented—who was involved and what problems were experienced.
- A process evaluation is useful for monitoring program implementation;
 - Identifying changes to make the program operate as planned; and,
 - Generally, for program improvement.”

Gomby and Larson (1992)

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Outcome Evaluation

- An evaluation that assesses the extent to which an intervention affects:
 - Participants (i.e. the degree to which changes occur in their knowledge, skills, attitudes, or behaviors) and
 - Environments of the school, community, or both
- Several important design issues must be considered
 - How to best determine the results
 - How to best contrast what happens as a result of the intervention with what happens without the program
 - Variables unrelated to the evaluation can impact the outcomes

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Impact Evaluation-Pre/Post

- An impact evaluation measures the program's effects and the extent to which its goals were attained.
 - Pre- and post-tests document the services of a program, measure outcomes, and demonstrate success.
- Pre- and post-tests are useful not only for obtaining impact data for progress reports required by funders, but they also act as a thermostat, providing real-time feedback of program efforts.

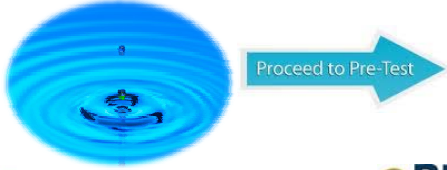
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Impact Evaluation - Pre/Post

- Impact evaluation can help program directors decide **whether or not to make changes** in the implementation of activities throughout the program year.



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Pre- Course

- A test or measurement taken before a service or intervention begins.
- The results of a pre-test are compared with the results of a post-test to **assess change**.
- A pre-test can be used to obtain **baseline data**.



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Baseline Data

- Baseline data is basic information gathered **before** a program begins.
- It is used later to provide a **comparison** for assessing program impact.

"If you don't know where you're going, you'll wind up somewhere else."



Lawrence Peter Berra AKA "Yogi" Berra



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Post-Course

- A test or measurement taken after a service or intervention has occurred.
- The results of a post-test are compared with the results of a pre-test to seek **evidence of the change in the participant's knowledge, skills, attitudes or behaviors** or changes in schools or community environments that have resulted from the intervention.



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Science is an enterprise that **builds and organizes knowledge** in the form of **testable explanations** and **predictions** about the world.



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Award acceptance and compliance

- The **recipient agrees to comply** with the financial and administrative requirements set forth in the current edition of the Office of Justice Programs (OJP) Financial Guide.
 - QUARTERLY Financial Reports**
 - FFR-425 report is due 30 days after the end of every quarter that the grant is active.
 - Final due 90 days after end date.
 - Progress reports**
 - Program specific-progress reports through GMS



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Award acceptance and compliance

- The award recipient agrees to participate in a data collection process measuring program outputs and outcomes.
 - The data elements for this process will be outlined by the Office of Justice Programs (OJP).
- The grant recipient agrees to submit a completed copy of the G.R.E.A.T. Data Collection Form as an attachment to the required semi-annual progress report in the online Grants Management System.
 - The G.R.E.A.T. Data Collection Form is available on the BJA website at <http://www.ojp.usdoj.gov/BJA/grant/great.html>.



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Who is Responsible?

- Grantee staff person(s) responsible for filing G.R.E.A.T. Progress Reports




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Keeping current



- The lines of communication from grantor to grantee is usually through the Grants Management System (GMS).
- It is the grantee's obligation to keep the names of **responsible parties, email, snail-mail addresses and phone numbers current.**
 - The flow of communications within the grantee organization is critical for vital information to be passed down & up in a timely fashion.

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G.R.E.A.T. Middle School Component

- Goal: To prevent** youth crime, violence, and gang involvement while **developing a positive relationship** among law enforcement, families, and our young people to **create safer communities.**



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Mission, Vision & Values

- G.R.E.A.T. Program Vision**
- Building Safer Communities One Child at a Time*
- G.R.E.A.T. Program Mission**
 - Prevent Youth Crime,**
 - Violence and**
 - Gang involvement**



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G.R.E.A.T. Middle School Component

The G.R.E.A.T. middle school curriculum is a skills-based curriculum designed to produce **knowledge** and **attitudinal** and **behavioral changes** through the use of facilitative **teaching**, positive behavior rehearsal, cooperative and interactive **learning** techniques, and extended teacher activities.



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Programmatic Reporting

- **Completing G.R.E.A.T. Data Collection Forms**
 - **Actual number of students that completed G.R.E.A.T. during the reporting period (not in process) collected from officers; not what was submitted on Appendix B, submitted with application**
 - **Provide detail info on what goes in each field**
 - **Scan & attach process**



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Mandatory Reporting

- This process will serve as the **“data collection process”** that is referenced in the **Special Conditions** section of your grant.
- **Participation is mandatory** in order for your agency to be in compliance with your grant requirements.
- Questions regarding your agency’s participation should be directed to your **BJA grant manager**.



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Mandatory Reporting

- **Specific response to the qualitative performance measures (PM)**
 - Requires G.R.E.A.T. officers to use the **Pre/Post Questionnaires**
 - Requires that they be **sent in timely manner** to IIR for processing
 - **Requires that the data received back from IIR be calculated from a percentage into a number**
 - Requires that **the number for each measure be reported in the GMS Performance Measures** section of the semi-annual reports



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Performance Measures

- What were **your accomplishments** within this reporting period?
- What **goals were accomplished**, as they relate to your grant application?
- What **problems/barriers** did you encounter, if any, within the reporting period that prevented you from reaching your goals or milestones?
- Is there any **assistance that BJA can provide to address any problems/barriers identified** in question #3 above?
 - **Please answer YES or NO.**



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Performance Measures

- Are you **on track to fiscally and programmatically** complete your program as outlined in your grant application? (Please answer YES or NO. If no, please explain.)
- What **major activities** are planned for the next 6 months?
- Based on your knowledge of the criminal justice field, are there any **innovative programs/accomplishments** that you would like to share with BJA?
- Report Pre-Post results.




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Programmatic Reporting



- Performance measures
 - Review Performance Measures and prepare your performance management plan.
 - Narrative in word to copy/paste in GMS (time-out)
- Remedies for **non-compliance** with conditions of the grant
 - Withholding of funds (Freeze in GPRS)
 - Recovery of funds (Audit & repayment)
 - High Risk grantee list (for OJP Programs)
 - Suspension & Debarment

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Non-Funded Agencies



- Currently, only G.R.E.A.T. funded agencies' statistics will be entered into the G.R.E.A.T. National Program Office's database.
 - Your students' feedback is important.
- If you are interested in learning what your G.R.E.A.T. middle school students think, you may implement the pre & post-questionnaires
 - The resulting statistics from the questionnaires are for you and your agency to study and learn from.

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Choose to Be GREAT™

Accountability

The responsibility of program staff to provide evidence to stakeholders and sponsors that a program is effective and in conformity with its goals, legal, and fiscal requirements.

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Pre and Post Questionnaires




How the process works

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Information Flow

- A list of active grantees is pulled from information in the Grants Management System (GMS)
- Email is sent to Programmatic Point of Contact (PPOC) for G.R.E.A.T Grant.



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Email to Grant Point of Contact

I am contacting you on behalf of the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance (BJA).

According to information provided to us by BJA, your agency is **required as a G.R.E.A.T. grant recipient to participate in a data collection process for measuring the G.R.E.A.T. Program's outputs and outcomes.**

This process will serve as the "data collection process" that is referenced in the **Special Conditions** section of your grant.

Participation is mandatory in order for your agency to be in compliance with your grant requirements...

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Submitting forms

2010- 2011 G.R.E.A.T. Performance Measures

Please indicate your agency's status for the spring 2011 semester by placing a check mark in the box adjacent to the appropriate criteria below.

| FY2010 – 2011 Grant Recipients | |
|--------------------------------|---|
| <input type="checkbox"/> | Received grant funds and will teach in the spring. |
| <input type="checkbox"/> | Waiting for funds but will not teach in the spring. |
| <input type="checkbox"/> | Other (please explain): |

| FY2007/2008/2009 Grant Recipients | |
|-----------------------------------|---|
| <input type="checkbox"/> | Still receiving funds and will teach in the spring. |
| <input type="checkbox"/> | Funds have been depleted and no longer a grant recipient. |
| <input type="checkbox"/> | Other (please explain): |

IF NOT PARTICIPATING in the spring 2011 semester, please stop and submit form.

IF YOUR AGENCY IS PARTICIPATING, please continue and complete the information below. In order to provide your agency with the correct number of both pre- and post-course questionnaires for all students receiving the G.R.E.A.T. middle school component, the following information must be provided no later than **Monday, December 27, 2010**.



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Submitting forms

IF YOUR AGENCY IS PARTICIPATING, please continue and complete the information below. In order to provide your agency with the correct number of both pre- and post-course questionnaires for all students receiving the G.R.E.A.T. middle school component, the following information must be provided no later than **Monday, December 27, 2010.**

| |
|---|
| TOTAL NUMBER OF STUDENTS estimated to participate in the G.R.E.A.T. lessons from January-June 2011 (Middle School curriculum only) |
| TOTAL NUMBER OF MIDDLE SCHOOL CLASSES estimated to be taught from January- June 2011 ("Class" is defined as a full 18-lesson presentation to a single group of students. It does not refer to the number of individual lessons taught.) |

TOTAL NUMBER OF MIDDLE SCHOOL CLASSES estimated to be taught from January- June 2011 ("Class" is defined as a full 13-lesson presentation to a single group of students. It does not refer to the number of individual lessons taught.)

Note: This information should be the aggregate number for all officers in your agency who will present the middle school curriculum during the January to June 2012 time period. At this time, it is not necessary to specify each individual officer's statistical information.

Please provide the **street address** (no P.O. Box) to which you would like the materials shipped via UPS.

| | |
|-----------------|--|
| Agency Name: | |
| Contact Name: | |
| Street Address: | |
| City/State/Zip | |
| Contact Phone: | |

Submit this form via fax to (850) 386-5356 or via e-mail to klake@iir.com. Every agency that receives this e-mail is required to respond no later than December 27, 2010. Thank you for your agency's participation.



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Use of Pre/Post Questionnaires

- **When to administer Pre-course questionnaire**
- **When to administer Post-course questionnaire**

| G.R.E.[®] General Records Examination and Training | | Date: _____ | |
|---|--|--|----------------------------------|
| Student Questionnaire | | School: _____ _____ _____ | |
| I am _____ <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Graduate | <input type="checkbox"/> Male <input type="checkbox"/> Female | <input type="checkbox"/> Pre-Enlistee <input type="checkbox"/> Enlistee | |
| What I Think About College Going to college is just a waste of time and money. I don't want to go to college because I can't afford it. I don't want to go to college because I don't like to study. | | | YES NO maybe YES YES |
| What I Think About Public Officials Public officials are dishonest and corrupt. Public officials are not honest and trustworthy. Public officials are not honest and trustworthy. | | | YES NO maybe YES YES |
| How I Handle Conflicts If I get angry with someone, I will go to the police and sue them. If I get angry with someone, I will go to the police and sue them. If I get angry with someone, I will go to the police and sue them. | | | YES NO maybe YES YES |
| How I Handle Decisions I always make a decision based on the advice of others. I always make a decision based on the advice of others. I always make a decision based on the advice of others. | | | YES NO maybe YES YES |

Reliability, Validity and Sensitivity in Program Evaluation




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G.R.E.A.T. Program Questionnaire Instruction Sheet

- The Questionnaire Is to Be Given Only to Students Receiving the *Middle School Curriculum*
- Have students complete the questionnaire **prior to receiving the first lesson** (pre-course).
- Students are not to put their names on the form.





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Pre-Course Questionnaire

- After administering the pre-course questionnaire, **you must return the pre-course forms BY CLASS, using the self-addressed envelope provided.**
- ***Use ONLY the envelopes provided, as each envelope is already labeled with your agency's assigned code to ensure correct processing.**
 - Postage is not required.
 - **DO NOT FOLD FORMS.**

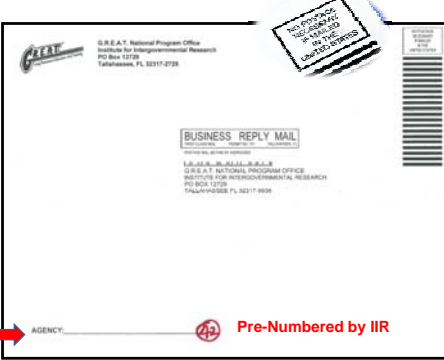
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ONE WAY →

Only the assigned envelope for your agency's pre or post

Keep all names consistent →



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Give Specific Age Appropriate Instructions







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Demonstrate



City, State & School
Keep names uniform
Grade – 6th, 7th, 8th
Demonstrate proper use of
scantron form on board without
leading the student to a particular
answer

Helpful
Tips

" You can observe a lot by watching "
-Yogi Berra





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Officers to guide students through completing Pre/Post Course Questionnaires

- Explain purpose of Pre/Post Questionnaires
- Write info that goes at top on the black/white board, so all forms are completed consistently
- Explain varying degrees of responses
 - Don't lead students to particular answer
- Explain about **taking time**, pen is permanent
 - Scan forms won't read properly with multiple marks





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Student Instructions

- Students should use a **blue or black ink pen**.
- The circles reflecting their answers must be completely filled in.
- Students must first fill out the requested information on the top, right-hand corner of page 1 of the questionnaire
 - Then check the appropriate information in the three large boxes.
- All middle school students are presumably in the 6th, 7th, or 8th grade.


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Decide on the standard City & state and stick with it

G.R.E.A.T.
Gang Resistance Education And Training

Student Questionnaire

City: _____
State: _____
School: _____



☒ Sixth Grade
☐ Seventh Grade
☐ Eighth Grade

☒ Male
☐ Female



☒ Pre-Course
☐ Post-Course

Make sure students color in the whole box



Decide on the standard school name and stick with it


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| | | |
|---|--|--|
| What I Think About Gangs Gangs will get me in trouble with the law. Joining a gang will give me protection and keep me safe. Getting involved with a gang will interfere with reaching my goals. | NO: no maybe yes YES! <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | Good  Bad  DO NOT LEAD TO A PARTICULAR ANSWER |
| What I Think About Police Officers Police officers care about youth my age. Most police officers are usually friendly. It is OK to ignore what police officers say. | NO: no maybe yes YES! <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | |
| How I Handle Conflicts If I am upset with someone, I tell the person off or yell at them. It is important to manage my anger without violence. If I am upset, I first try to calm down. | NO: no maybe yes YES! <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | |
| How I Handle Decisions When I have a problem, I like to think through all of my options to solve it. If my friends want me to do something wrong, I have a hard time saying "no". I usually think about how my decisions will affect my future. | NO: no maybe yes YES! <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | |

Make sure students color in the whole circle




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Student Instructions please explain

- Explain to the students that when they are marking their responses, they should use the following guidelines:
 - NO!**—if they really disagree
 - no**—if they mostly disagree
 - maybe**—if they are not sure
 - yes**—if they mostly agree
 - YES!**—if they really agree

Age appropriate, not leading instructions

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Use same City & state as Pre-Course

G.R.E.A.T.
Gang Resistance Education And Training

Student Questionnaire
Fill in the correct boxes



City:
State:
School:

☒ Sixth Grade
☐ Seventh Grade
☐ Eighth Grade

☒ Male
☐ Female

☐ Pre-Course
☒ Post-Course



Use same school name as Pre-Course

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Post-Course Questionnaire



- Have students complete the questionnaire **after** receiving the final lesson (**post-course**).
- Students are **not** to put their names on the form.
- After administering the **post-course questionnaire**,
 - Check forms for completeness
 - Return the post-course forms **BY CLASS**, using the self-addressed envelope provided.
 - Postage is not required.
 - DO NOT FOLD FORMS.**

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Submission

- It is critical that all G.R.E.A.T. officers carefully follow the instructions for administering these questionnaires and then **return them (ONLY in the envelopes provided)** to the Institute for Intergovernmental Research (IIR).
- Once the data is rated, the **results will be returned to your agency to be included in its semiannual progress report** to BJA.
 - Additionally, BJA will email the PPOC a one-page summary of the semi-annual data to provide you with a snapshot of G.R.E.A.T. efforts across the country.



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Pre – Post Questionnaire Common Errors




- Inconsistent agency and/or school names.
- Forms will come back missing information- missing agency and/or school.
- Copied or duplicated forms-Only original forms from IIR can be used.
- Only returning pre or post questionnaires.
 - Only returning pre and not post (or vice versa) nullifies the evaluation.
 - There is no comparison to tabulate and that agency will have incomplete data and may be deemed non-compliant with grant conditions.



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Pre – Post Questionnaire Common Errors




- Sending back forms with NO identification.
 - Proper cover page
- Using expired or wrong envelopes.
- Circles not completely filled in and/or stray marks that confuse tabulation.

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Tracking & Reporting

- Once collected and tabulated by IIR, the data for your agency will be **reported back to you so that you can include the results in your grant semi-annual Programmatic Progress Report** following the conclusion of the school year.



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Email to Grant Point of Contact

- The report form lists the **number of questionnaires received both pre-course and post-course**, and provides a ratio of post-course to pre-course forms as a percentage.
- The average score for each of the **four performance measures** is shown for both **before and after the course**, and indicates **average change for all the children taught** through your department.
- The report provides ratio data first by individual school and then by **agency as a whole**.

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SAMPLE

Just Do The Math

Pre-Course
Post-Course
Change

| Questionnaires Returned | Average Performance Measure Scores | | | | |
|---------------------------------|------------------------------------|--------|--------|-------|------|
| | PM 1 | PM 2 | PM 3 | PM 4 | |
| Pre Workshop | 1307 | 4.45 | 4.15 | 4.00 | 3.94 |
| Post Workshop | 1357 | 4.48 | 4.09 | 3.97 | 3.95 |
| Pre/Post Return Ratio | 103.83% | | | | |
| Average Score Change for Agency | 0.79% | -1.58% | -0.62% | 0.24% | |

Agency Performance Measures





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Pre – Post Average % to # Calculation

- Number of middle school youths who demonstrate **increased negative views** about gangs. $.0079 \times 1307 = 10$
- PM1
- Number of school-aged children who improve their **positive perception of law enforcement**. $-.00158 \times 1307 = -2$
- PM2



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Pre – Post Average % to # Calculation

- Number of school-aged children who report they have **resolved conflict nonviolently** since the beginning of the program. $-.0062 \times 1307 = -8$
- PM3
- Number of middle school youths who acknowledge **improved tools or skills** to address problems and conflicts. $.0024 \times 1307 = 3$
- PM4

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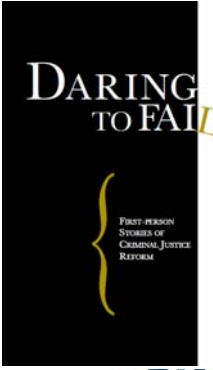



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Dare to Try

“We tend to only look at failure in times of crisis, such as when a parolee commits a heinous crime. But paying attention in times of calm is when it’s most valuable.”

William Bratton has served as the Police Commissioner of Boston, New York City, and Los Angeles

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Local News **Context**



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**45 percent of NJ towns
have report gang presence**

- A study conducted by the New Jersey State Police reveal 45 percent of the state's municipalities have a gang presence.
- The fourth installment of "Gangs in New Jersey:
 - Municipal Law Enforcement Response to the 2010 NJSP Gang Survey" found more than 1,500 gang operations in the state and 244 distinct gangs.

January 28, 2011

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**Instructions for Completing
the Bureau of Justice Assistance (BJA)
G.R.E.A.T. Grants
Progress Report Data Collection Form**

Reports should reflect dates for the periods of:
January 1 through June 30
or
July 1 through December 31

- This report is being offered in MS Word format and can be completed on a computer.
- This report **must be filed along with** the Standard Categorical Discretionary Progress Report.

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G.R.E.A.T. Grant – Progress Report Data Collection Form



Grantee Name: _____ State: _____

Period Covered by this Report: _____ through _____

Award #: _____ Date of this Report: _____

Note: The data reported on this form should accurately reflect actual G.R.E.A.T. program activities for the period covered by the report.

| 1. Certified G.R.E.A.T. Officers | | 2. Name(s) of School(s) and # of Instructional Classes | | 3. Curriculum Core or Elective | | 4. G.R.E.A.T. Program | | 5. G.R.E.A.T. Success | |
|----------------------------------|----------------|--|--------------|--------------------------------|------------------------------------|-----------------------|-------------------|-----------------------|--|
| Last Name/First Name | Position Title | School Name | # of Classes | Core or Elective | Total # of Students by Grade Level | # of Family Units | # of Days of Work | # of Students | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |



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Progress Report Data Collection

Instructions correspond with the data field #s on the form


- List all G.R.E.A.T.-certified officers, from your agency, **who taught G.R.E.A.T. during the period covered** by this report.
 - List by **last name**, then **first name**.
- Use the letters "Y" or "N" to indicate whether each **officer is active** in your agency's G.R.E.A.T. Program **on the date this report is completed**.

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Progress Report Data Collection Form

- For each officer, listed, please provide the **name(s) of the school(s)** at which the officer taught the G.R.E.A.T. program.
 - Keep consistent on all reports, pre & post Grant, pre/post questionnaires and reports.**
- For each school, state how many individual **classes of students were instructed** in the G.R.E.A.T. Program

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Progress Report Data Collection Form

3. Enter a **"C"** for CORE/Middle School Curriculum and **"E"** for Elementary curriculum.

- State the number of students, **by grade level**, who **completed the curriculum**.

- Note: Students must have **completed** the *13-week CORE/Middle School* or *6-week Elementary* curriculums.



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Progress Report Data Collection Form

4. If your agency sponsored a **G.R.E.A.T. Families** Component, during the period covered by this report, please state the **# of Family Units** (parents, legal guardians or custodial adults and children) that **completed the 6-week program**.



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Progress Report Data Collection Form

5. If your agency sponsored a **G.R.E.A.T. Summer Component**, during the period covered by this report, please state the **# of days or # of weeks of Summer activities** your agency sponsored and the **number of students that participated** in the Summer activities.



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Reporting in GMS

- The Grants Management System allows grantees to file **financial, programmatic** and conduct other grant management tasks.
- The tasks are divided based on the agency's **segregation of duties**.
- Only certain persons have access to certain functions so reports and other tasks must be **carried out on time to be compliant with grant conditions**.




Late of missing reports is always in the top ten audit findings!




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BJA Grant Program Manager

**They should think of you often...
And think of you kindly!**

<http://www.ojp.gov/BJA/resource/ProgramsOffice.html>





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G.R.E.A.T. BJA Program People

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www.ojp.usdoj.gov/BJA/grant/great.html

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GMS Help

- GMS Helpdesk @ 888 549 9901, option 3.
- GMS Helpdesk email:
GMStier2Support@ojp.usdoj.gov.
- GMS Computer Based Training website:
<http://www.ojp.gov/gmscbt/>

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G.R.E.A.T. Pre-Post Questions

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Or
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Midwest-Atlantic Region

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 Portland, Oregon
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West Region

Phoenix Police Department
 Phoenix, Arizona
 (800) 24-GREAT
Southwest Region



Metropolitan Nashville Police Department
 Nashville, Tennessee
 (800) 363-5569
Southeast Region

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CONCLUSION

- If you **plan well**, this will all be easier.
- A **well managed** strategy will **yield a better return on investment** of money, time & effort.
- Measuring both the process and outcomes allows you to **make adjustments** as you go, gives **ideas for next steps** and the evidence you'll need to **sustain your efforts**.

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**So many questions,
So little time...**

" It ain't over 'til it's over "
-Yogi again

www.great-online.org/ bjan.tta@fvtc.edu

All questions submitted during or shortly after this webinar will be analyzed, answered and published as a list of Frequently Asked Questions (FAQ) on GREAT online

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