Attachment O. Training Study Logic Model

TRAINING EVALUATION LOGIC MODEL

Inputs/Resources	Activities	Outcomes - Short Term	Outcomes - Long Term
 Garrett Lee Smith Suicide Prevention and Early Intervention Program Grants SAMHSA National Registry of Evidence-based Programs & Practices Federal suicide prevention partners ZeroSuicide.com Toolkit National Action Alliance for Suicide Prevention National Strategy on Suicide Prevention Innovator Suicide Safer Programs Suicide Prevention Resource Center National Standards, Training & Practices & Guidelines Subcommittee 	 Provide gatekeeper training, training in suicide risk identification, protocols and policies to support at risk youth and to behavioral health and primary care providers, educators, students, communities Develop collaboration with curriculum developers, technical assistance providers and training facilitators Develop tailored training curricula and supporting materials for community/cultural relevance Provide training via different methods: in-person, online, with behavioral rehearsal and/or feedback Provide booster or refresher trainings Provide resources and supporting materials to training participants Provide other types of trainings in grantee communities, including: EBT and workforce training, clinical trainings 	 Increased knowledge about suicide prevention by trainees Increased awareness of warning signs of suicide by trainees Increased trainee efficacy to help at risk individuals Improved identification of youth at risk by trainees Improved referrals by trainees and referral networks Increased use of evidence based practices Improved awareness of prevention activities and resources in community/campus/tribe Increased understanding of protocols and policies to support youth at risk with community/schools/institution/state/tribe Increased in number of trainers available to provide training in suicide prevention identification in community/school/campus Improved understanding of costs to implement trainings of different delivery modes Improved maintenance of knowledge, skills and identification and referral behaviors over time. 	 Increased number of youth identified at risk (TUP-S) Increased number of youth referred for services (TUP-S) Increased number of youth served