Seating

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| X | Malcolm Townes | Dan Ferris | X |
| Melissa Stone | X | James Tillis | X |
|  | Jacob “Jake” Fussell |  |  |

Notes

Summative evaluation 🡪 determine success in achieving outcomes

Formative evaluation 🡪 identity opportunities for improvement

Effectiveness 🡪 are outcomes being achieved

Efficiency 🡪 are we making the best use of resources (i.e., outcomes per unit of input resources)

Ex Ante 🡪 before implementation to choose options

Ex Post 🡪 after implementation to evaluation ongoing program and make changes

Uses of Logic Models

* Develop consensus among partners
* Facilitate strategic planning
* Facilitate project implementation
* Communicate with stakeholders
* Facilitate evaluation

Program activity statements begin with an infinitive verb.

Program outputs are tangible and countable or measureable.

Questions

* What is the difference between a policy and a program? (See Lecture 01 presentation, slide 4)
* How well do logic models apply to policy evaluation?
* What modifications must be made to apply logic models to policy?
* In practice, do program funders systematically review similar programs that have been tried before?
* Must one have an underlying hypothesis about the causes of an undesired social phenomenon in order to develop a logic model?

Evaluation design focuses on describing the policy or program and defining what will be measured.

Research design focuses on examining the linkages between policy and program constructs and observed outcomes.

It’s not uncommon to experience 15 to 20 percent attrition in program participation.

* Factor attrition into program design.

To mitigate resentful demoralization

* Informing participants in the control group they are on a wait list to receive the treatment or intervention.

Control group used more in experimental design.

Comparison group used more in quasi-experimental

Non-experimental designs don’t have explicit comparison groups.

Absent from class. No notes taken.

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