PROGRAM EVALUATION

DESIGN AND PLANNING

Jacob Campbell, LICSW
Heritage University
Spring 2020
SOWK 460

REVIEW: LOGIC MODEL DEVELOPMENT

What **success** did you have? What **barriers** did you face?

If you were to do it again, what would you do **differently**? Why?

WHAT ARE THE QUALITIES AND COMPONENTS OF A GOOD LOGIC MODEL?

OUR OBJECTIVES

1. We will use our logic models to identify information needs.

2. We will identify the strengths and weaknesses of various program evaluation design models.

3. We will utilize our logic models and our understanding of program evaluation design models to develop our evaluation plans.

USING LOGIC MODELS TO IDENTIFY KEY INFORMATION NEEDS

USING LOGIC MODELS TO IDENTIFY KEY INFORMATION NEEDS

Reviewing the logic model, ask yourself, "What information do we need to effectively evaluate the **processes** and **outcomes** of the program?"

PROCESS

A PROCESS IS THE IMPLEMENTATION OF A KEY COMPONENT OF THE PROGRAM. IN THE KELLOGG LOGIC MODEL, PROCESSES ARE DESCRIBED AS ACTIVITIES AND QUANTIFIED AS OUTPUTS.

OUTCOMES

OUTCOMES ARE RESULTS THAT OCCUR THAT ARE DIRECTLY LINKED TO PROGRAM PROCESSES.

RESIDENTIAL TREATMENT PROGRAM

Resources/Inputs	Activities	Outputs	Outcomes	Impact
• Funding • Staff • Clients • Facilities	• Group therapy • Family therapy • Residential care	• 4 weekly group therapy sessions • Weekly family therapy sessions for 30 families • 30 youth in residential care	• Youth maintain participation in employment or education program • Youth maintain legal lifestyle	• Families functioning productively • Families satisfied with functioning

RESIDENTIAL TREATMENT PROGRAM

Program Component	Indicator
Weekly group therapy sessions	# of sessions
Weekly family therapy sessions	# of sessions

RESIDENTIAL TREATMENT PROGRAM

Program Component	Indicator
Weekly group therapy sessions	# of sessions
Weekly family therapy sessions	# of sessions
Youth maintain participation in employment or education program	% of youth employed or in education program 3 months, 6 months, and 12 months out
Youth maintain legal lifestyle	% of youth with no encounters with the legal system with first 12 months

USING LOGIC MODELS TO IDENTIFY KEY INFORMATION NEEDS
REVIEWING YOUR LOGIC MODEL, ASK YOURSELF...

"WHAT INFORMATION DO YOU NEED TO EFFECTIVELY EVALUATE THE **PROCESSES** AND **OUTCOMES** OF THE PROGRAM?"

WHOLE CLASS

BRAINSTORM

How can we get the data we need for a program evaluation?

SOURCES OF INFORMATION

- Questionnaires, surveys, checklists

- Interviews

- Observations

- Focus groups

- Existing data (systematically gathered data, case files, treatment documentation, etc.)

- Controlled experiments

SMALL GROUP WORK

BE PREPARED TO SHARE.

WHAT ARE THE ADVANTAGES OF GETTING DATA USING THIS SOURCE?

WHAT ARE THE DISADVANTAGES?

RESIDENTIAL TREATMENT PROGRAM

Program Component	Indicator	Information Source
Weekly group therapy sessions	# of sessions	
Weekly family therapy sessions	# of sessions	
Youth maintain participation in employment or education program	% of youth employed or in education program 3 months, 6 months, and 12 months out	
Youth maintain legal lifestyle	% of youth with no encounters with the legal system with first 12 months	

IDENTIFYING DATA SOURCES

REVIEW THE PROGRAM COMPONENTS AND INDICATORS YOU IDENTIFIED

"WHAT IS THE BEST SOURCE OF INFORMATION FOR EACH INDICATOR?"

PLANNING YOUR EVALUATION

PLANNING YOUR EVALUATION

1. What program component(s) will you evaluate?

2. What indicator will you use to measure each component?

3. What will be your data source for each indicator?

4. What does "success" look like?

   A. Comparison with pre-established target? (What is the pre-established target?)

   B. Positive change over time? (What are the time frames?)

5. How will you collect the data?

6. By when will you collect the data?

7. Who will be responsible for collecting the data?

8. How will you share the data?

Evaluation Design				Data Collection		
Component	Indicator	Source	Success	Task	Person Responsible	Deadline