

Program Development and Implementation

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This publication or project was supported by SCAHIP through Grant 6U54OH007547. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the NIOSH/CDC."

Objectives

- Determine the importance of program planning, implementation, and evaluation.
- Describe the six steps to program implementation and evaluation (CDC).
- Apply the six steps to program implementation and evaluation (CDC).

Program Planning

- A multi-step process that generally begins with the definition of the problem and development of an evaluation plan.
- Although specific steps may vary, they usually include a feedback loop, with findings from program evaluation being used for program improvement.

Program Implementation

- How well a proposed program or intervention is put into practice.
- Includes steps necessary to put a program or intervention in place for the target population.

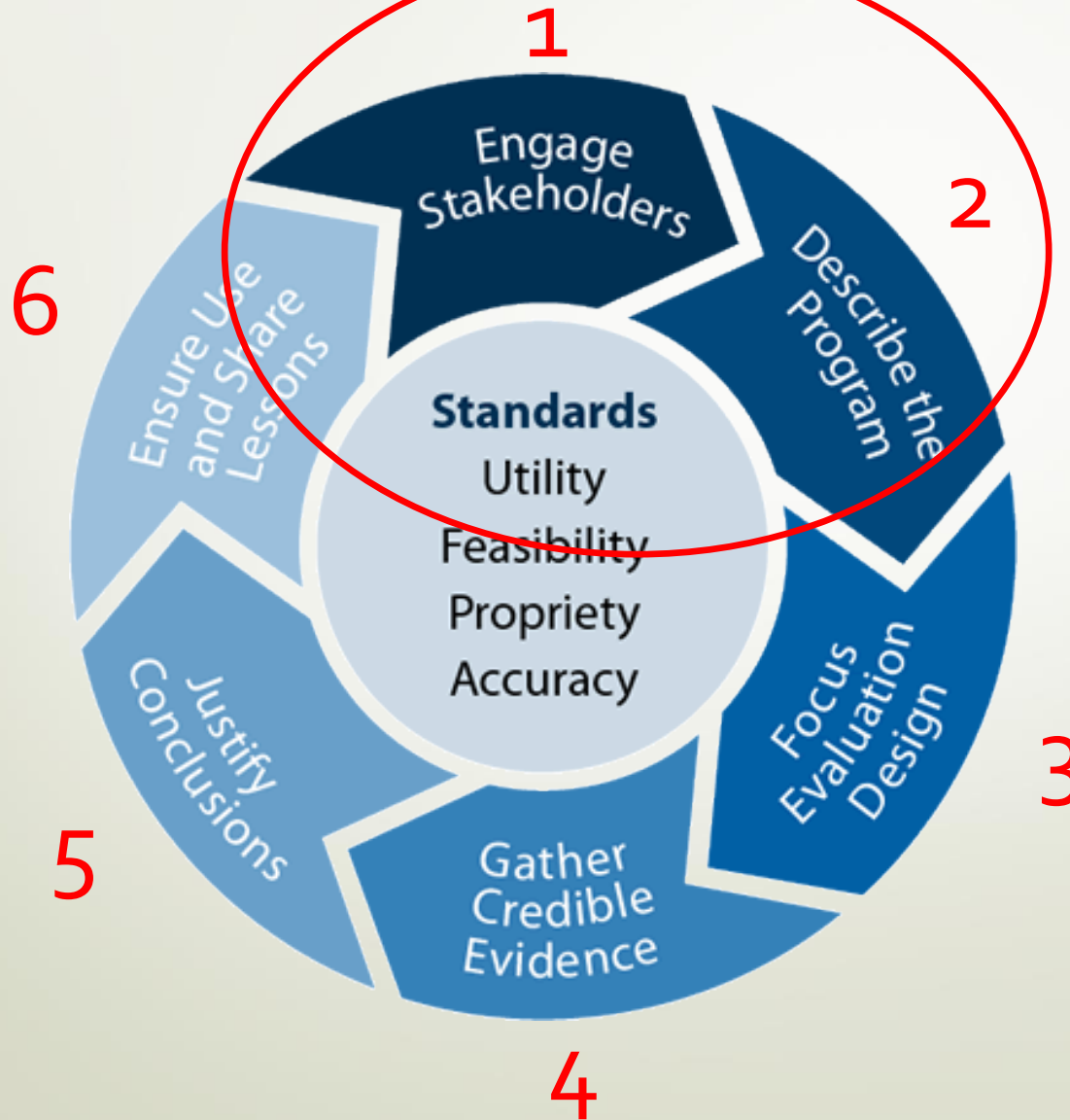
Program Evaluation

- The systematic collection of information about the activities, characteristics, and outcomes of a program to:
 - make judgements about the program;
 - improve program effectiveness;
 - and/or inform decisions about future program development.

Evaluation Framework

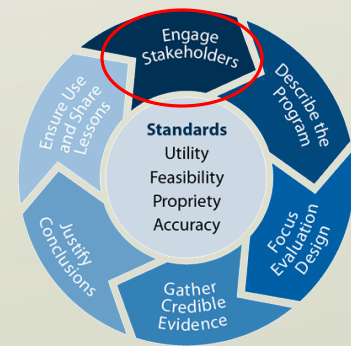


Evaluation Framework



Engage Stakeholders

- Almost all program work involves partnerships
- Any assessment of a program requires considering the value systems of the partners.
- When stakeholders are not engaged, programs may be resisted because they do not address the stakeholders' questions or values



Stakeholders

- Those involved in the program operations
 - sponsors, collaborators, coalition partners, funding officials, administrators, managers, and staff
- Those served or affected by the program
 - clients, family members, neighborhood organizations, academic institutions, elected officials, advocacy groups, professional associations, skeptics, opponents, and staff of related or competing agencies
- Users of the evaluation
 - the specific persons in a position to do or decide something regarding the program

EXAMPLE:



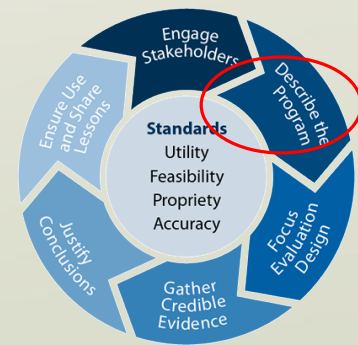
- If you were planning a Tractor Safety Program in your community, who are some stakeholders?

EXAMPLE: CROPS program

- Those involved in the program operations
 - SCAHIP, UK faculty, administrators, managers, and staff
- Those served or affected by the program
 - CROPS Participants, farmers, those who share tractors, teachers of ag ed
- Users of the evaluation
 - SCAHIP, readers of Ag Journals, those considering implementing the program

Describe the Program

- Need
- Activities
- Resources
- Expected outcomes
- Stage development
- Context



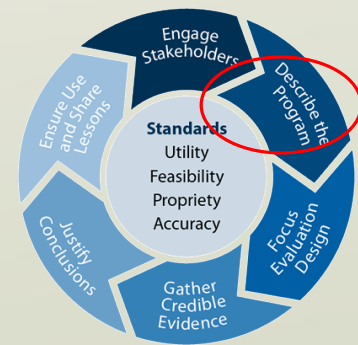
Describe the Program

- Need: *What problem or opportunity does the program address? Who experiences it?*
- Activities
- Resources
- Expected outcomes
- Stage development
- Context



Describe the Program

- Need
- Activities: *What steps, strategies, or actions does the program take to effect change?*
- Resources
- Expected outcomes
- Stage development
- Context



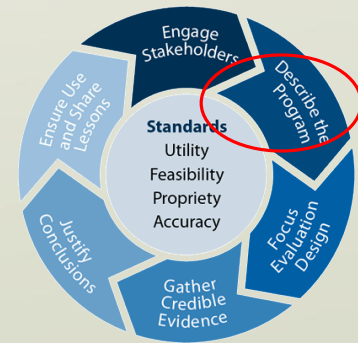
Describe the Program

- Need
- Activities
- Resources: *What assets are available or needed to conduct program activities (e.g., time, talent, technology, information, money, etc.)?*
- Expected outcomes
- Stage development
- Context



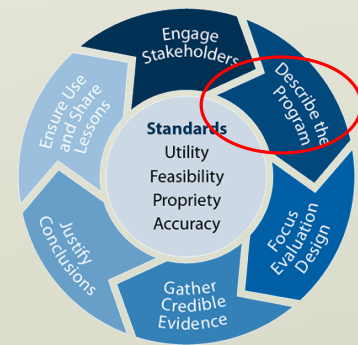
Describe the Program

- Need
- Activities
- Resources
- Expected outcomes: *What changes resulting from the program are anticipated? What must the program accomplish to be considered successful?*
- Stage development
- Context



Describe the Program

- Need
- Activities
- Resources
- Expected outcomes:
- Stage development: *How mature is the program (i.e., is the program mainly engaged in planning, implementation, or effects)?*
- Context



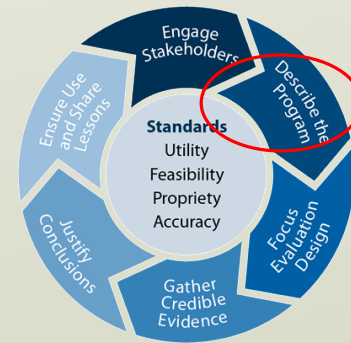
Describe the Program

- Need
- Activities
- Resources
- Expected outcomes:
- Stage development: *How mature is the program (i.e., is the program mainly engaged in planning, implementation, or effects)?*
- Context: *What is the operating environment around the program? How might environmental influences (e.g., history, geography, politics, social and economic conditions, secular trends, efforts of related or competing organizations) affect the program and its evaluation?*

Describe the Program

- Need
- Activities
- Resources
- Expected outcomes
- Stage development
- Context

Logic Model



Logic Model

- The hypothesized sequence of events for bringing about change.
- How the program elements connect with one another to form a plausible picture of how the program is supposed to work and can be evaluated.

What are Inputs, Outputs, Outcomes and Impact?

The Logic Model Approach



- Resources dedicated to or consumed by the project

- Usually a **NOUN** staff, facilities, money, time...

- What the project does with inputs to fulfill its mission

- Usually a **GERUND** a verb in its "-ing" form, such as assessing, enabling, reviewing...

- The volume of work accomplished by the project

- Usually a **QUANTITY** the number of projects, the number of case studies...

- Benefits or changes for participants during or after project activities

- Usually a **CHANGE** better projects, increased skills...

- The long term consequences of the intervention

- A fundamental **CHANGE** intended or unintended in a system or society

Your Planned Work

Your Intended Results

Logic Model

- A logic model helps answer the questions:
 - **Where are you going?**
 - **How will you get there?**
 - **How do you know if you've arrived?**
- *"If you don't know where you are going, how are you gonna know when you get there?" Yogi Berra*

Program: CROPS Logic Model

Situation: Tractor injury and fatalities in rural farm communities put youth who live and work on farms had high risk for injury and fatality as less than 50% of older model tractors are equipped with life-saving ROPS. With over 8000 Ag Education programs in the US, these education programs have potential to be strong advocates for farm safety and to engage ag students in actually learning to build and install NIOSH approved CROPS plans to reduce exposure to the hazard of an unprotected tractor without a roll over protection system.

| Inputs | Outputs | | Outcomes -- Impact | | |
|---|--|---|--|--|---|
| | Activities | Participation | Short | Medium | Long |
| Faculty from ag safety, education Time Money Materials to construct 2 CROPS per participating school CROPS plans and related materials provided in a binder and app | Annual Conference App Social media training on doing a Go Fund Me Newsfeed on ag injuries Mentoring relationship between secondary agriculture teacher and student use of an approved curriculum construction and installation of a NIOSH approved CROPS | 10-12 teacher trained per week session Students School districts Farms receiving CROPS CROPS installed funding for more CROPS through Go Fund Me | Behavioral shift among participating secondary agricultural education youth in regards to a) concern of tractor turnover and b) becoming an activist for the installation of approved retrofit designs. Increase in CROPS installations | Increased awareness in poverty-stricken rural communities, throughout the Southeast, of the importance of CROPS CROPS and farm safety becomes part of ag ed | Reduction of farm hazards Reduction of injury and fatality |

Assumptions Ag ed teacher willing to be a farm safety advocate, teachers work in schools with the infrastructure needed to construct CROPS, CROPS will be installed

External Factors Recent community events, environmental climate

Program: CROPS Logic Model

Situation: Tractor injury and fatalities in rural farm communities put youth who live and work on farms had high risk for injury and fatality as less than 10% of rural youth have received agricultural education programs in the US, these education programs have strong emphasis on learning to build and install NIOSH approved CROPS plans to reduce exposure to the hazard of an unprotected tractor without a roll over protection system.

NEED

STAGE OF DEVELOPMENT

| Inputs | Outputs | | Outcomes -- Impact | | |
|---|--|---|---|--|---|
| | Activities | Participation | Short | Medium | Long |
| Faculty from ag safety, education Time Money Materials to construct 2 CROPS Participate in school CROPS CROPS and related materials provided under and a | Annual Conference App Social media training on doing Newsfeed on injuries Mentoring relationship between secondary agriculture teacher and student use of an approved curriculum construction and installation of a NIOSH approved CROPS | 10-12 teacher trained per week session Students CROPS CROPS installed funding for more CROPS through Go Fund Me | Behavioral shift among participating secondary agricultural education youth in regards to a) concern of tractor turnover and b) becoming an activist the installation of approved retrofit designs. Increase in CROPS installations | Increased awareness in poverty-stricken rural communities, throughout the Southeast, of the safety becomes part of ag ed | Reduction of farm hazards Reduction of injury and fatality |

RESOURCES

ACTIVITIES

OUTCOMES

Assumptions Ag ed teacher willing to be a farm safety advocate work in schools with the infrastructure needed to construct CROPS will be installed

CONTEXT

Factors Recent community events, environmental climate

Logic Model Activity



- Logic Model Puzzle: Fill in the blanks of a logic model using the puzzle pieces provided.

Evaluation Framework



Questions?



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