Program Development and Implementation

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This presentation is adapted from a previous workshop presentation developed by Josie Rudolphi, PhD.

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 Planning

Program Evaluation

Program Implementation

- How 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.

  - Inform decisions about future program development.

Evaluation Framework

Evaluation Framework
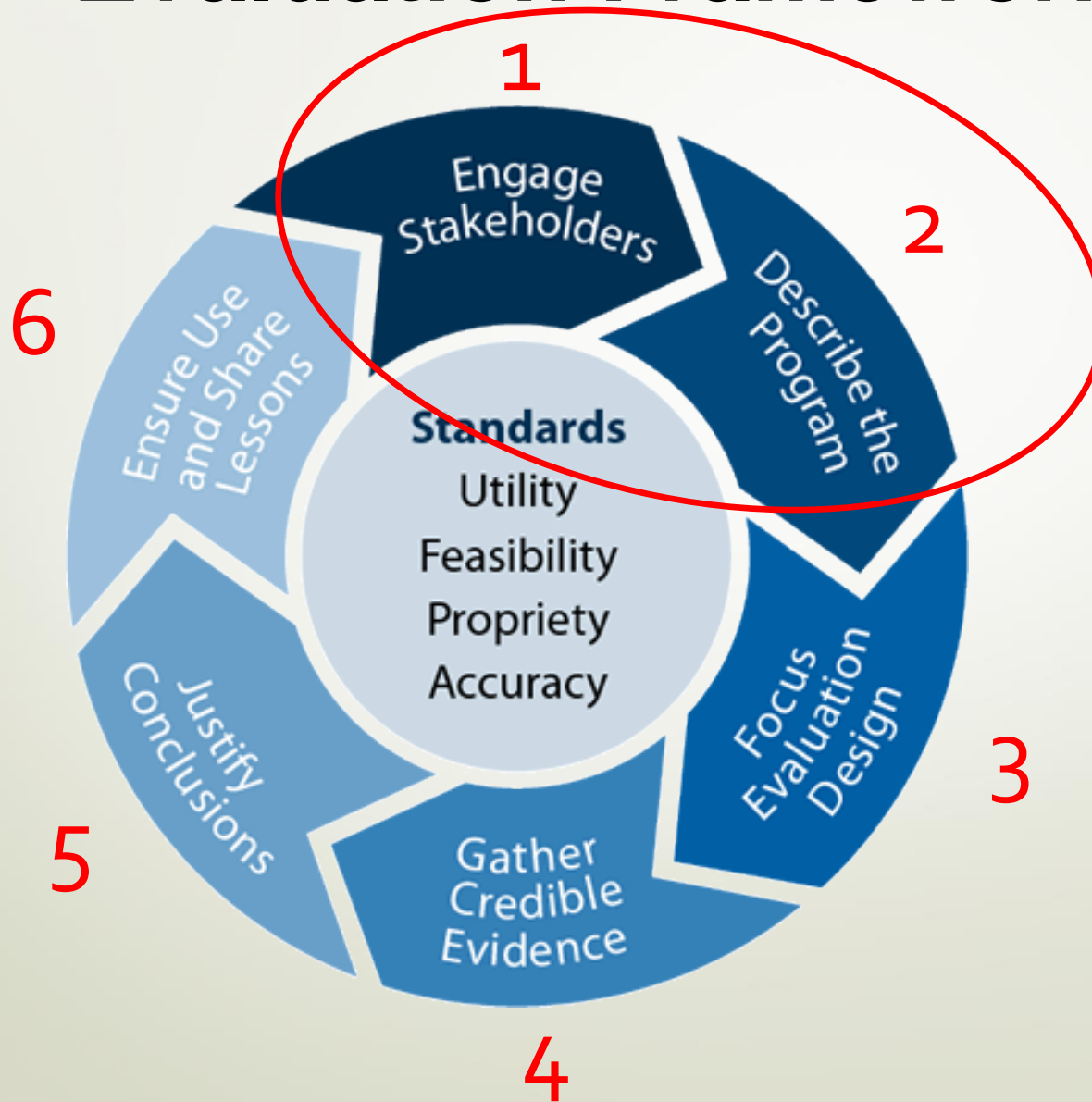
Engage Stakeholders

- 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 in which they can do or decide something regarding the program.

EXAMPLE:
Ag Youth Work Guidelines

- Those involved in the program operations.

  - Creators of the guidelines (safety professionals, child development experts, equipment experts), those who will be sharing/distributing the guidelines, outreach team, etc.

- Those served or affected by the program.

  - Farmers, youth supervisors, children, farm cooperatives, ag insurance providers, community organizations, etc.

- Users of the evaluation.

  - NCCRAHS, National Farm Medicine Center, readers of Ag Journals, those considering implementing the program or like program, etc.
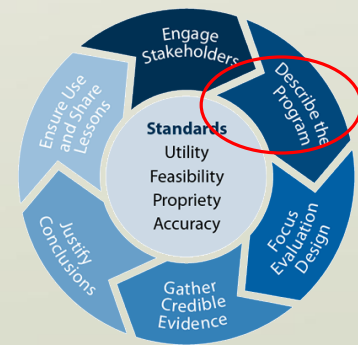
EXAMPLE:

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

Describe the Program

- Need

- Stage development

- Activities

- Resources

- Expected outcomes

- Context

Describe the Program

- Need: What problem or opportunity does the program addresses? Who experiences it?

- Stage development

- Activities

- Resources

- Expected outcomes

- Context

Describe the Program

- Need

- Stage development: How mature is the program (i.e., is the program mainly engaged in planning, implementation, or effects)?

- Activities

- Resources

- Expected outcomes:

- Context

Describe the Program

- Need

- Stage development

- Activities: What steps, strategies, or actions does the program take to create change?

- Resources

- Expected outcomes

- Context

Describe the Program

- Need

- Stage development

- Activities

- Resources: What assets are available to conduct program activities (e.g., time, talent, technology, information, money, etc.)?

- Expected outcomes

- Context

Describe the Program

- Need

- Stage development

- Activities

- Resources

- Expected outcomes: What changes resulting from the program are anticipated? What must the program accomplish to be considered successful?

- Context

Describe the Program

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

- Context: *What is the operating environment around the program? How might environmental influences affect the program and its evaluation (e.g., history, geography, politics, social and economic conditions, secular trends, efforts of related or competing organizations)?*

Describe the Program

- Need

- Stage development

- Activities

- Resources

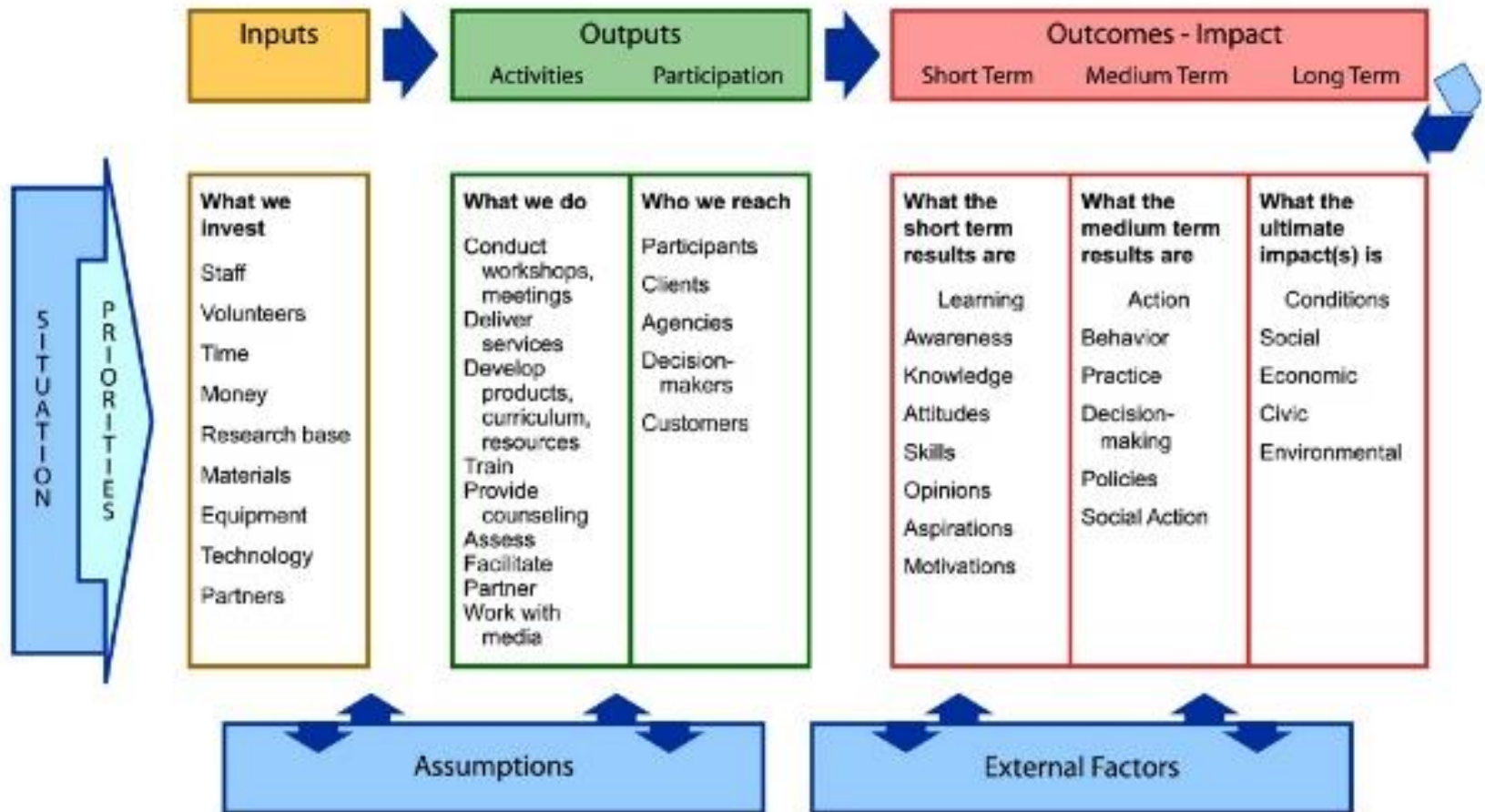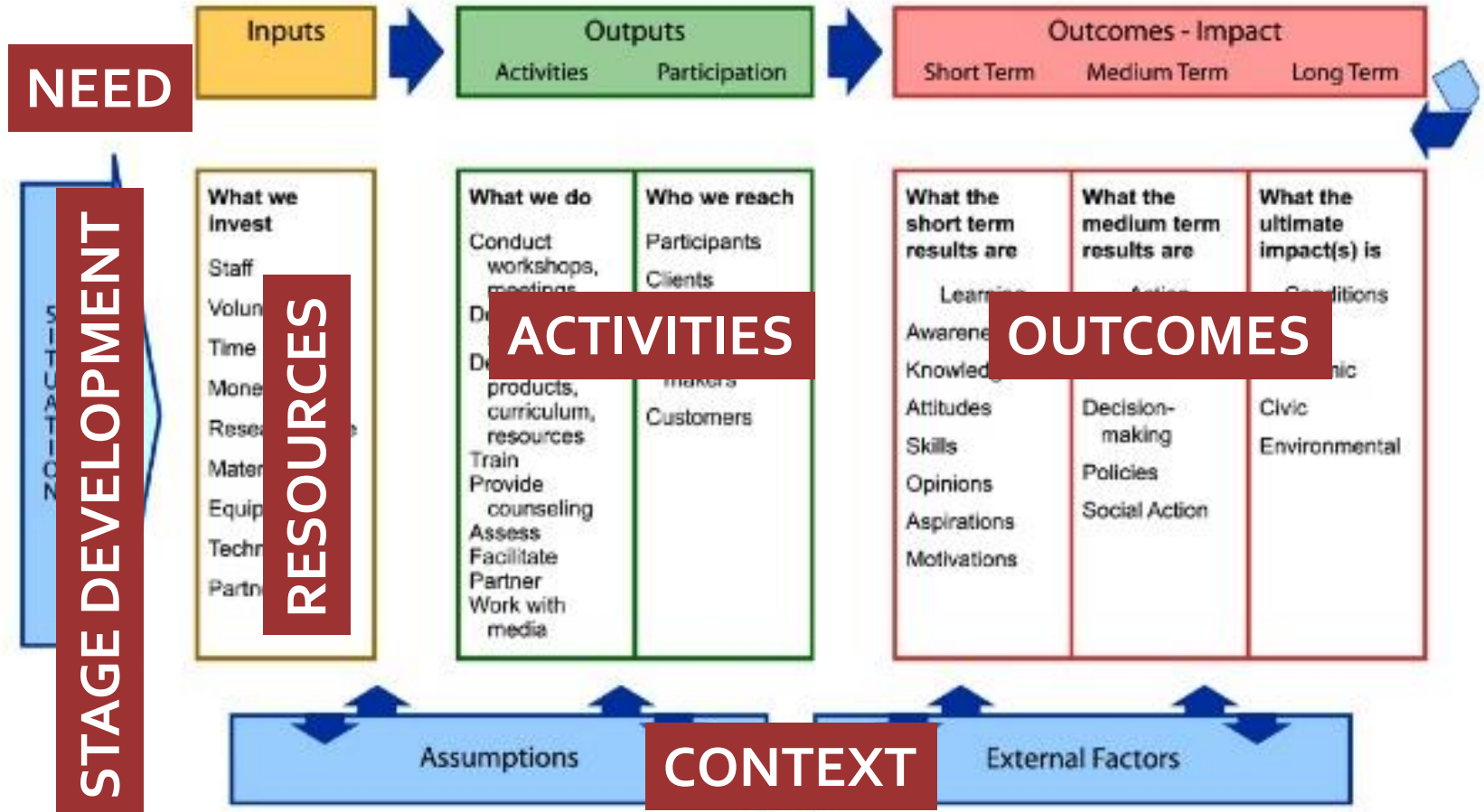- Expected outcomes

- Context

Logic Model

Logic Model

- The hypothesized sequence of events for bringing about change.

- Visualization of how program elements connect with one another.

- Tool for program planning, implementation, and evaluation.

Logic Model

Source: University of Wisconsin Extension, Program Development and Evaluation

Logic Model

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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

Logic Model Example:

Program Name: Next Generation of Agricultural Work Guidelines for Youth
Situation: Youth who live and work on farms have a high risk for injury and fatality. Guidelines are needed to inform safe work opportunities for youth.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Core team	Industry Assessment	Safety professionals	Increased awareness of appropriate tasks for developmental abilities.	Increased assignment of tasks based on developmental abilities.	Reduce child ag injury and fatalities that result from inappropriate assignment of work tasks.
Internal team	Update 10 existing guidelines.	Child safety advocates			
Steering Committee	Consultants, advisors, and steering committee advise on development of guidelines.	Farmers	Increased knowledge of developmental abilities for tasks.	Increased organizational policies on task assignment based on guidelines.	Increase collaborative effort between safety professionals, organizations, and farmers supporting youth in ag.
Content Consultants		Farm cooperatives			
Technical Advisors	Feedback on processes are incorporated.	Agricultural bankers			
Money	Lessons learned from first 10 guidelines are applied to all guidelines.	Agricultural insurance providers			Create safer working conditions for youth in agriculture.
Time					
Media	Creation of new guidelines.	Various community-based organizations			

Assumptions
People will be motivated to use guidelines if they know about the guidelines.

External Factors
Current agricultural economic and environmental climate, recent community events, competing events (time)

Logic Model Activity

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

Evaluation Framework

Questions?

References

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