THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SWN393T28	**Instructor's name:**	Cal Streeter
Unique Number:	90829	**Office Number:**	3.130G
Semester:	Summer 2016	**Office Phone:**	512.471.0543
Meeting Time/Place:	M-W, 1:30-4:00 pm, Room 2.132	**Email:**	cstreeter@utexas.edu
Office Hours:	M-W, noon-1:30 pm or by appointment		

PROGRAM EVALUATION

I. Course Description

Social work program evaluation involves the application of social research methodologies to the conceptualization, design, planning, administration, implementation, effectiveness, and utility of human services programs and policies. This course will introduce students to the different types of program evaluation, including formative evaluation (e.g. needs assessment, implementation assessment, process evaluation) and summative evaluation (e.g. impact assessment, outcomes assessment, and cost analysis). The course will cover experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. Some review of relevant data analytic methods will be presented. The influence of the historical, cultural, and political context of evaluation research will be examined.

II. Course Objectives

By the end of the course the student will be able to:

1. Demonstrate knowledge of the various purposes of program evaluation.

2. Demonstrate knowledge of the history of program evaluation.

3. Demonstrate an understanding of the impact of the political context on evaluation research.

4. Demonstrate an understanding of the potential effects of the cultural context in which the program or policy takes place.

5. Demonstrate an understanding of the iterative process of program evaluation and the participatory role of the stakeholders.

6. Demonstrate knowledge of basic models of program evaluation (i.e. experimental, quasi-experimental, and non-experimental study designs).

7. Demonstrate knowledge of the threats to validity associated with each study design.

8. Demonstrate knowledge of the role of qualitative research methods in program evaluation.

9. Demonstrate the ability to conceptualize evaluation questions and to develop appropriate objectives and valid indicators (measures) to answer the evaluation questions.

10. Demonstrate an understanding of the sources of program evaluation data depending on the purpose of the evaluation.

11. Demonstrate a working knowledge of general linear model methods for the analysis of evaluation outcomes.

12. Apply knowledge of program evaluation models and principles by designing an evaluation of a program.

III. Teaching Methods

Course content is covered through reading, listening, thinking, and discussing issues related to effective program evaluation. Each class session will be devoted to a discussion of assigned readings and participation in group activities designed to enhance student learning. Students are expected to complete assigned readings before class, to actively participate in class discussions, and to be engaged with group activities.

IV. Required and Recommended Texts, and Materials

Wholey, J. S., Hatry, H. P., Newcomer, K. E. (Eds.) *Handbook of Practical Program Evaluation, Third Edition*. San Francisco, CA: Jossey-Bass, 2010. **Available online.**

The text and all assigned reading and related course material will be available on the course Canvas page. The assigned readings are considered the minimum requirements for the course. It is expected that students will be reading additional material that will relate to the content of this class. When that happens, students are encouraged to share that content with the class through discussion and examples.

Statistics review: A basic understanding of statistical concepts will be required for this class. Students are not required to use any specific text for this, though the instructor will offer recommendations if needed. Additionally, there are many online stats texts, study aids, simulations out there. The following are among the more useful that I've found:

Rice: http://onlinestatbook.com/2/

UCLA: http://wiki.stat.ucla.edu/socr/index.php/EBook

StatSoft: http://www.statsoft.com/Textbook/Elementary---Statistics---Concepts/button/1

Websites relevant to this course

American Evaluation Association (2004). Guiding principles for evaluators, http://www.eval.org

CDC Evaluation Framework and Resources, http://www.cdc.gov/eval

Sources for meta-analyses and systematic reviews of behavioral interventions

> http://www.campbellcollaboration.org (meta-analysis of the effects of interventions in the social, behavioral, crime and justice, and educational arenas)

> http://www.cochrane.org (meta-analysis of the effects of health and mental health interventions)

> http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm (practice guidelines for psychiatrists for each psychiatric/mental/cognitive disorders)

> http://evidencebasedprograms.org Social programs that work

V. Course Requirements

Course requirements consist of class attendance and participation, completion of the CITI Human Subjects online training, five short quizzes, and a program evaluation proposal. Course requirements, due dates, and their contribution to the final grade are summarized below.

Assignment	% of Final Grade	Due Date
Class attendance and participation	**10%**	
CITI Human Subjects Training	**10%**	June 15, 2016
Quizzes (5 quizzes @ 5 points each)	**25%**	
Program evaluation proposal		
Draft proposal sections(4 @ 5 points each) 20%		See course schedule
Final Proposal 15%		July 25, 2016
Final Proposal presentation 10%		July 25, 2016
Individual grade 10%		
Total Project Grade	**55%**	

Grades for this course will be assigned using the following +/- scale.

94 and above = A	74.0 to 76.999 = C
90.0 to 93.999 = A-	70.0 to 73.999 = C-
87.0 to 89.999 = B+	67.0 to 69.999 = D+
84.0 to 86.999 = B	64.0 to 66.999 = D
80.0 to 83.999 = B-	60.0 to 63.999 = D-
77.0 to 79.999 = C+	Below 60 = F

Each of the course requirements is described in detail below. Sometimes students have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. Students may ask for clarification on an individual basis or they can ask questions at the beginning of each class session.

Class attendance and participation. Students are expected to attend all classes and to arrive on time, do assigned readings before the class for which they are assigned, to compile questions regarding the material for class discussion, and to actively participate throughout the class. Coming late and/or leaving early by more than 15 minutes will be considered an absence unless the student provides a compelling reason for doing so and receives instructor permission in advance. Students are permitted **one** excused absence in the event of unexpected emergencies, illness, medical appointments, university-sanctioned events, or religious holidays. To have an excused absence, students must email the instructor before the class they will miss. Medical documentation will be required to avoid losing grade points for more than one absence. Missing more than one class will result in a 2% per class deduction from the student's final grade. Please inform the professor if you will be late or not attending class.

CITI Human Subjects Training. Most social science research uses information about human subjects. Due to the potential for abuses in the research context, federal and university rules govern how research on human subjects can be conducted. All University research involving human subjects must be approved by an Institutional Review Board (IRB) before starting to ensure that the study minimizes risk to human subjects (beneficence), ensures all subjects consent to participate with full information about the project and its risks (autonomy), and promotes equitable conduct of research (justice).

Students must complete the online training Social and Behavioral Conduct of Research Course 1 through the Collaborative Institutional Training Initiative (CITI). There are 11 required modules and

you must score at least 80% on all modules to receive your completion certificate. After completing the training, print a copy of the completion certificate and submit it via the class Canvas page. Submission is due prior to class on **June 15, 2016**. Students can access the human subjects training course (CITI) at:

www.utexas.edu/research/rsc/humansubjects/training/index.html.

Quizzes. Rather than have mid-term and final exams, short quizzes will be given throughout the semester. The quizzes will be designed to help students and the professor assess understanding of class content. Quizzes will cover content assigned for that week and will be given at the professor's discretion. A total of six quizzes will be given throughout the semester and the lowest grade will be dropped. Each of the remaining quizzes will be worth 5 points.

Program Evaluation Proposal. Since most program evaluations are developed using a team approach, the program evaluation proposal will be a group project where students will work in teams of 3-4 to develop the proposal. Each group will write a draft proposal for evaluating a particular agency or program that is of interest to group members. The overall purpose of the evaluation proposal is for students to practice writing a rigorous yet feasible, scientifically valid, and relevant evaluation plan. Specific goals of this assignment are to:

1   Familiarize students with the evaluation research literature, and theoretical frameworks of program evaluation;

2   Allow students to generate evaluation questions that are relevant to the stakeholders, answerable given the operationalization of the target variables and the available and potential data sources, and conducive to scientifically solid research design,

3   Allow students to describe the methods of data collection and the strategy for analyses that optimally suits the chosen evaluation questions, setting, data, and target population.

The proposal will be divided into several components so students can obtain instructor and colleague feedback to develop the final project proposal. The proposal will include a Title Page, Executive Summary, Background and Significance, Proposed Evaluation Methods, Timeline/ Workplan, Assessment of Strengths and Limitations, Proposed Budget, and References. **A Program Evaluation Proposal Outline at the end of the syllabus (pages 12-13) provides more guidance on each element of the proposal.**

To facilitate development of the proposal, we will review sections of the proposals as a class so that students gain experience in both critiquing evaluation proposals and receiving useful feedback from colleagues. On those four days, **each team will submit their draft section before noon on the day prior to the in class presentation** so that the other members of the class will have time to review it before class. See course schedule for dates of these presentations. Students are expected to review each group's draft proposal prior to class and come to class with specific feedback to improve each group's proposal. Each group will make a brief present of their draft section (5 minutes max.) and we will take 10 minutes for feedback. Each of those feedback sessions will count 5 points (20%) toward the final course grade.

On the last class day, **July 25, 2016**, each group will submit its revised proposal, along with a cover sheet summarizing all feedback received on the draft proposal and a statement outlining how the group responded to the feedback. Should a group have a sound reason for NOT addressing some piece of feedback, it should address this as they would in the "real world" – that is, rather than just ignore the feedback, they should write a detailed commentary about why addressing the feedback

would be unwarranted. Groups are encouraged to discuss such situations with the instructor PRIOR to submitting the final proposal.

In addition to the written proposal, each team will present their program evaluation proposal during the last class on **July 25, 2016**. The presentation may be done in either PowerPoint or some other presentation platform such as Prezi. If the group prefers, they can present their proposal as a poster that can be projected onto the screen in the classroom.

The individual portion of the grade (10%) will be determined from two sources of information. First, each member of the team will prepare a brief written statement outlining their contributions to the project (it may be helpful for each member of the team to maintain a log to document their effort throughout the semester). Second, at the end of the semester each member of the team will complete an evaluation of themselves and each of the other members of the team.

As a **"project teams"** I hold the entire team responsible for the successful completion of the proposal. That means the team should address issues regarding quality standards for the project, timely task completion, workload, etc. If and when problems arise in the team, the team should work as a unit to try to develop appropriate solutions. Of course, as professor, I will be available to consult with the team as needed.

NOTE: As the professor, I do reserve the right to award differentially weighted grades on the team project. This will normally occur when a member of the team fails to actively participate in the project, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par so that it jeopardizes the grades of the other members of the team, I will down grade that student.

VI. University and School Notices and Policies

Conditional Admission. Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Classroom civility. A course brings together diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, I do expect students to engage one another with respect and professionalism.

Unanticipated distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their

choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Policy on Scholastic Dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

Use of Class Materials. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Documented Disability Statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any

testing accommodations no later than five business days before an exam. For more information, visit http://ddce.utexas.edu/disability.

Religious Holidays. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at http://titleix.utexas.edu/.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by FERPA regulations as well. Discussions with individuals outside of the educational context are not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Use of email for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavioral Concerns Advice Line (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visithttp://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.

- In the event of an evacuation, follow the professor's instructions.

- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. Course Policies and Notices

Canvas: The instructor uses Canvas as the primary means of managing course materials. All course materials will be posted on the course's site. The site may also be used to communicate and collaborate online, to post grades, to give online quizzes or surveys. Students are responsible for checking this site regularly for class announcements and for new postings. Support in using Canvas can be obtained from the ITS Help Desk by calling 475-9400 between 8AM-6PM on Monday through Friday.

Late Assignment Policies: Except in the case of extreme emergencies, and then only with prior permission from the professor, late assignments will not be accepted without penalty. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least **48 hours PRIOR** to the date specified in the course syllabus.

Incompletes: Students are expected to complete all course work by the last day of class and to complete all assignments by the dates due. Only in emergency situations will an incomplete grade be given for a course and only when, prior to the emergency, the student has been in attendance and has done satisfactory work. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed.

Computer and Other Electronic Device Use Policy: Students are expected to use laptops and handheld computers in class for class related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom.

Course and Instructor Evaluations: At the end of the semester, the standard Course Instructor Survey (CIS) provided by the University of Texas at Austin will be used to evaluate the course. The CIS offers provides a systematic, campus--- wide method of evaluating courses and instructors. I hope that every student will complete the CIS.

VII.   Course Schedule

The course schedule below identifies reading assignments for each class session. All readings are available online in the course Canvas page. As we go through the semester, I may add reading to this list. When I do so I will notify you either in class or via email. All reading assignments should be completed prior to the class for which they are assigned.

Date	Description/Readings
Class 1 6/6/16	**Introduction and course overview** Create project teams
Class 2 6/8/16	**Evaluation Planning and Design** **Readings:** Ch. 1: Planning and Designing Useful Evaluations (Text) Ch. 2: Analyzing and Engaging Stakeholders (Text) Ch. 3: Using Logic Models (Text) Von Hippel & Bradburt: The effects of school physical education grants on obesity, fitness, and academic achievement Von Hippel: Lawmakers should use evidence-based policy for decisions
Class 3 6/13/16	**Ethical issues in program evaluation** **Readings:** Design, Monitoring & Evaluation: Ethics You Got a Problem With That?
Class 4 6/15/16	**Process and Implementation Evaluation** **CITI Human Subjects Training is due before class** **Logic Model in class presentation—submit online prior to noon on 6/14/2016** **Readings:** Ch. 5: Performance Measurement: Monitoring Program Outcomes (Text) Developing Process Evaluation Questions Using Process Evaluation to Monitor Program Implementation Developing a Process Evaluation Plan: A How-To Guide Implementation Fidelity in Community-Based Intervention
Class 5 6/20/16	**Outcome and Impact Evaluations** **Guest Lecturer:** Catherine Cubbin, Associate Professor, School of Social Work **Readings:** Ch. 6: Comparison Group Designs (Text) Ch. 7: Randomized Controlled Trials and Nonrandomized Designs (Text) Ch. 9: Recruitment and Retention of Study Participants (Text)

Class 6 6/22/16	**Measurement and Data Collection: Using Standardized Instruments** **Background and Significance in class presentation—submit online prior to noon on 6/21/2016** **Readings:** Composite Rating Scales Validity and reliability of measurement instruments used in research Levels of Measurement Measurement Error
Class 7 6/27/16	**Measurement and Data Collection: Surveys Methods** **Guest Lecturer:** Noel Landuyt, Director, Institute for Organizational Excellence **Readings:** Ch. 12: Using Surveys (Text) Ch. 15: Using the Internet (Text) LBB Instructions for Preparing and Submitting Agency Strategic Plans, FY 2015-2019 (in course module) How an Accounting Firm Convinced Its Employees They Could Change the World (in class module) Rethinking Work (in class module) **Optional:** Ch. 11: Using Agency Records (Text)
Class 8 6/29/16	**Measurement and Data Collection: Qualitative Data** **Guest Lecturer:** Lauren Galbus, Assistant Professor, School of Social Work **Readings:** Ch. 16: Conducting Semi-structured Interviews (Text) Ch. 17: Focus Group Interviewing (Text) Ch. 19: Qualitative Data Analysis (Text) **Optional:** Ch. 13: Using Trained Observer Ratings (Text) Ch. 14: Collecting Data in the Field (Text) Ch. 18: Using Stories in Evaluation (Text)
Class 9 7/4/16	**NO CLASS**

Class 10 7/6/16	**Measurement and Data Collection: Social Network Analysis and Concept Mapping** **Proposed Evaluation Methods in class presentation—submit online prior to noon on 7/5/2016** **Readings:** An Introduction to Social Network Analysis Exploring and Understanding Relationships Rural Networks: Using Social Network Analysis to Understand Communities An Introduction to Concept Mapping for Planning and Evaluation Concept Mapping: An Approach for Evaluating a Public Alternative School Austin Classical Guitar Society Program Evaluation Report
Class 11 7/11/16	**Organizing and Presenting Data: Descriptive statistics** **Readings:** Ch. 20: Using Statistics in Evaluation (Text) Ch. 3: Frequency Distributions (in course module) Ch. 4: Measures of Central Tendency and Variability (in course module) Ch. 6: Correlation (in course module) Excel Easy Analysis ToolPak Tutorial
Class 12 7/13/16	**Organizing and Presenting Data: Making inferences from the data** **Readings:** Ch. 22: Meta-Analysis, Systematic Reviews, and Evaluation Synthesis (Text) Ch. 8: Introduction to Hypothesis Testing (in course module) Excel Easy Analysis ToolPak Tutorial **Optional:** Ch. 21: Cost Effectiveness and Cost-Benefit Analysis (Text)
Class 13 7/18/15	**Avoiding Evaluation Pitfalls** **Workplan, Strengths and Limitations, Budget in class presentation—submit online prior to noon on7/17/2016** **Readings:** Ch. 23: Pitfalls in Evaluation (Text) Ch. 28: Evaluation Challenges, Issues, and Trends (Text)
Class 14 7/20/15	**Preparing the evaluation report and disseminating the findings** **Readings:** Ch. 24: Providing Recommendations, Suggestions, and Options for Improvement (Text) Ch. 25: Writing for Impact (Text) Ch. 26: Contracting for Evaluation Products and Services (Text)
Class 15 7/25/15	**Project Presentations**

<div align="center">**PROGRAM EVALUATION PROPOSAL OUTLINE**</div>

I. Executive Summary (1 page)

Provide a clear overview summary of the program evaluation that you are proposing. This should include:

1. a brief description of the agency/program (e.g. homeless day drop-in center);
2. the mission, goals and objectives of the agency/program;
3. the theoretical concept/framework of the agency/program,
4. the target client population;
5. the specific program component/intervention being evaluated,
6. the specific evaluation questions (formative and summative);
7. the purpose or aims of the evaluation research (i.e. type of evaluation and audience).
8. the primary measures/outcomes of interest.
9. the product and dissemination plan.

II. Research Strategy (6 pages)

Organize the research strategy in the specified order and using the instructions provided below. Start each section with the appropriate section heading.

A. Background & Significance (B&S) (approximately 2 pages)

The B&S section will be a thorough write-up of points 1-9 of the executive summary. This section should include a description of the agency/program. What is the agency's mission, goals and objectives? Who funds the agency? Who are the stakeholders? What services are provided and who receives those services? What is the theoretical foundation for their services? On what specific component of the services is the evaluation going to focus? What are the specific evaluation questions and what types of evaluations are you proposing (i.e. process, impact/outcome, efficiency)? How will the measures (variables or constructs of interest) be operationalized? What research supports your choice of evaluation constructs. What will be the product of your evaluation and how will it be disseminated? This section will also include a basic **logic model** outlining the inputs, activities, outputs and outcomes for the program you propose to evaluate.

B. Proposed Evaluation Methods (approximately 4 pages)

Use this section to describe how you plan to carry out the program evaluation. You may choose either a process/implementation evaluation or an outcome/impact evaluation.

Process/Implementation Evaluation
1. State the evaluation questions. These should include an evaluation of the concurrence of the program with its stated objectives, the construct validity of the program, the fidelity of the program implementation, and issues of efficiency.
2. Describe the methods of the process evaluation including at a minimum record reviews, service observations, interviews, and objective measures.
3. The methods should include the source of the data and specific plans for assessing. For instance for the interviews, you want to state how many and who will be targeted (50 clinical staff of which 20 will be randomly chosen and interviewed). Another example would be intake records will be reviewed (how many?) and what type of data will be extracted?
4. The methods should include how the data will be analyzed and how results will be disseminated. Will there be a feedback loop with the administration and staff?

Impact/Outcome Evaluation

1. State the evaluation questions. These should include an evaluation of the program effectiveness in producing its desired outcome.
2. The methods should include:
    a. the design of the study (e.g. experimental, quasi-experimental;
    b. a description of the population and sample;
    c. a sampling plan
        i. randomization scheme if appropriate
        ii. description of the comparison group if appropriate
        iii. the inclusion / exclusion criteria
        iv. the measures/ constructs to be evaluated
        v. an analysis plan
        vi. a dissemination plan

Develop and describe a group experiment or quasi-experiment for evaluating the outcome of the program. The methodology for the study you design should contain the highest degree of internal validity and scientific rigor allowed given the real world setting. You should control as many threats to internal validity as possible and reasonable efforts should be made to minimize measurement bias. **This proposal should provide a concise enough description on how the study is to be conducted so that readers would be able to conduct the study themselves from your description.**

C. Timeline/Workplan

The Timeline should include each of the functions (preparation, data collection, analysis, dissemination) of your program evaluation

D. Strengths and Limitations

Discuss the potential limitations of the study (e.g. design, internal validity for impact/outcome, social desirability, political issues)

E. Proposed Budget

Develop a basic budget to estimates the cost of conducting the evaluation. The budget should include the common cost categories for creating a program evaluation budget: Staffing, Materials and supplies, Equipment, and Travel.

F. References

Provide references using APA Sixth edition format

Remember to write this paper in future tense, i.e. will do