

Appendix B. Templates and Examples

Logic Model

Table B.1. Sample Logic Model: Child Abuse Prevention Program

Inputs	Assumptions	Activities	Outputs	Immediate Outcomes	Subsequent Outcomes	Impacts
Program staff	Overview: Children of parents with substance use disorder (SUD) are at high risk for child maltreatment	Overview: Implement a program that addresses SUD and child maltreatment simultaneously	Overview: Serve 350 families over 3-year period	Overview: Improve overall quality of family functioning	Overview: Reduce SUD and child maltreatment in families	Overview: Eliminate SUD for all families; eliminate child maltreatment among families experiencing maltreatment
Program participants (parents and children)	The risk for child maltreatment will decrease if parents cease using substances	Provide SUD service referrals Provide home visiting services	285 parents receive at least 5 home visiting services	Parents enroll and engage in SUD services Parents reduce substance use	Parents complete SUD treatment and continue with support groups or other aftercare services	Eliminate SUD among participating parents
Program manuals and guides	The risk for child maltreatment will decrease if parents develop effective parenting skills	Provide parent effectiveness education Establish parent support groups Offer child development education	300 parents attend 80% of education sessions and 2 support group meetings	Parents increase parenting skill knowledge Parents increase child development knowledge Parents understand intergenerational trauma	Parents use healthy parenting practices with children	Eliminate child maltreatment among participating parents
Offices and facilities						
Recruitment and service delivery partners	Children of parents with SUD are at elevated risk for SUD	Provide refusal skill building classes to children Offer recreational activities to children	500 children attend 80% of skill building classes and 3 recreational activities	Children increase refusal skills Children form friendships within the group	Children increase in resilience and sense of purpose	Participating children stop intergenerational transfer of SUD
Program funding						

Context: Program is operating in Minneapolis; voluntarily serving children of parents with substance use disorders (SUDs) and their parents, recruited through attendance at SUD support groups. Community is currently experiencing significant increases in child maltreatment rates, partly attributed to opioid use disorder.

Table B.2. Worksheet: Logic Model

Inputs	Assumptions	Activities	Outputs	Immediate Outcomes	Subsequent Outcomes	Impacts

Context: Program is operating in Minneapolis; voluntarily serving children of parents with substance use disorders (SUDs) and their parents, recruited through attendance at SUD support groups. Community is currently experiencing significant increases in child maltreatment rates, partly attributed to opioid use disorder.

Implementation Objectives Stated in Measurable Terms

Table B.3. Worksheet: Describing Program Implementation Objectives in Measurable Terms

How You Know Planned Activity Occurred	Who Will Do It	What Population You Reach	How Many Individuals You Will Reach

Participant Outcome Objectives Stated in Measurable Terms

Table B.4. Worksheet: Participant Outcome Objectives Stated in Measurable Terms

Expected Change	How Change Is Expected to Occur	For Whom Expected Changed Will Occur	How You Will Know Expected Change Occurred

Analyzing Information on Implementation Objectives

Table B.5. Worksheet: Analyzing Information on Implementation Objectives

Implementation Objective	Actual Implementation	Differences? (Yes/No)	If Yes, Reasons for Change	Barriers Encountered	Facilitating Factors

Final Report Outline

Sample Outline: Final Evaluation Report

- I. Introduction: General Description of the Project
 - A. Description of program components, including services or training delivered and target population for each service
 - B. Description of collaborative efforts (if relevant), including the agencies participating in the collaboration and their various roles and responsibilities in the project
 - C. Description of strategies for recruiting program participants (if relevant)
 - D. Description of special issues relevant to serving the project's target population (or providing education and training to participants) and plans to address them
 1. Agency and staffing issues
 2. Participants' cultural background, socioeconomic status, literacy levels, and other characteristics
- II. Evaluation of Program Implementation Objectives
 - A. Description of the project's implementation objectives (measurable objectives)
 1. What you planned to do (planned services/interventions/training/education; duration and intensity of each service/intervention/training period)
 2. Whom you planned to have do it (planned staffing arrangements and qualifications/ characteristics of staff)
 3. Target population (intended characteristics and number of members of the target population to be reached by each service/intervention/training/ education effort and how you planned to recruit participants)
 4. Description of the project's objectives for collaborating with community agencies
 - a. Planned collaborative arrangements
 - b. Services/interventions/training provided by collaborating agencies
 - B. Statement of evaluation questions (Were program implementation objectives attained? If not, why not? What were the barriers to and facilitators of attaining implementation objectives?)

Examples

- How successful was the project in implementing a parenting education class for mothers with substance abuse problems? What were the policies, practices, and procedures used to attain this objective? What were the barriers to, and facilitators of, attaining this objective?
- How successful was the project in recruiting the intended target population and serving the expected number of participants? What were the policies, practices, and procedures used to recruit and maintain participants in the project? What were the barriers to, and facilitators of, attaining this objective?

- How successful was the project in developing and implementing a multidisciplinary training curriculum? What were the practices and procedures used to develop and implement the curriculum? What were the barriers to, and facilitators of, attaining this objective?
 - How successful was the project in establishing collaborative relationships with other agencies in the community? What were the policies, practices, and procedures used to attain this objective? What were the barriers to, and facilitators of, attaining this objective?
- C. Description of data collection methods and data collected for each evaluation question
 1. Description of data collected
 2. Description of methodology of data collection
 3. Description of data sources (such as project documents, project staff, project participants, and collaborating agency staff)
 4. Description of sampling procedures
 - D. Description of data analysis procedures
 - E. Description of results of analysis
 1. Statement of findings with respect to each evaluation question

Examples

- The project's success in attaining the objective
 - The effectiveness of particular policies, practices, and procedures in attaining the objective
 - The barriers to and facilitators of attainment of the objective
2. Statement of issues that may have affected the evaluation's findings

Examples

- The need to make changes in the evaluation because of changes in program implementation or characteristics of the population served
- Staff turnover in the project resulting in inconsistent data collection procedures
- Changes in evaluation staff

III. Evaluation of Participant Outcome Objectives

- A. Description of participant outcome objectives (in measurable terms)
 1. What changes were participants expected to exhibit as a result of their participation in each service/intervention/training module provided by the project?
 2. What changes were participants expected to exhibit as a result of participation in the project in general?

3. What changes were expected to occur in the community's service delivery system as a result of the project?
- B. Statement of evaluation questions, evaluation design, and method for assessing change for each question

Examples

- How effective was the project in attaining its expected outcome of decreasing parental substance abuse? How was this measured? What design was used to establish that a change occurred and to relate the change to the project's interventions (such as preintervention and postintervention, control groups, comparison groups, etc.)? Why was this design selected?
 - How effective was the project in attaining its expected outcome of increasing children's self-esteem? How was this measured? What design was used to establish that a change occurred and to relate the change to the project's interventions? Why was this design selected?
 - How effective was the project in increasing the knowledge and skills of training participants? How was this measured? What design was used to establish that a change occurred and to relate the change to the project's interventions? Why was this design selected?
- C. Discussion of data collection methods (for each evaluation question)
1. Data collected
 2. Method of data collection

Examples

- ▶ Case record reviews
 - ▶ Interviews
 - ▶ Self-report questionnaires or inventories (if you developed an instrument for this evaluation, attach a copy to the final report)
 - ▶ Observations
3. Data sources (for each evaluation question) and sampling plans, when relevant
- D. Discussion of issues that affected the outcome evaluation and how they were addressed
1. Program-related issues
 - a. Staff turnover
 - b. Changes in target population characteristics
 - c. Changes in services/interventions during the project
 - d. Changes in staffing plans
 - e. Changes in collaborative arrangements
 - f. Characteristics of participants

2. Evaluation-related issues
 - a. Problems encountered in obtaining participant consent
 - b. Change in numbers of participants served requiring change in analysis plans
 - c. Questionable cultural relevance of evaluation data collection instruments and/or procedures
 - d. Problems encountered due to participant attrition
- E. Procedures for data analyses
- F. Results of data analyses
 1. Significant and negative analyses results (including statement of established level of significance) for each outcome evaluation question
 2. Promising, but inconclusive analyses results
 3. Issues/problems relevant to the analyses

Examples

- Issues relevant to data collection procedures, particularly consistency in methods and consistency across data collectors
- Issues relevant to the number of participants served by the project and those included in the analysis
- Missing data or differences in size of sample for various analyses

- G. Discussion of results
 1. Interpretation of results for each evaluation question, including any explanatory information from the process evaluation
 - a. The effectiveness of the project in attaining a specific outcome objective
 - b. Variables associated with attainment of specific outcomes, such as characteristics of the population, characteristics of the service provider or trainer, duration, or intensity of services or training, and characteristics of the service or training
 2. Issues relevant to interpretation of results

IV. Integration of Process and Outcome Evaluation Information

- A. Summary of process evaluation results
- B. Summary of outcome evaluation results
- C. Discussion of potential relationships between program implementation and participant outcome evaluation results

Examples

- Did particular policies, practices, or procedures used to attain program implementation objectives have different effects on participant outcomes?

- How did practices and procedures used to recruit and maintain participants in services affect participant outcomes?
- What collaboration practices and procedures were found to be related to attainment of expected community outcomes?
- Were particular training modules more effective than others in attaining expected outcomes for participants? If so, what were the features of these modules that may have contributed to their effectiveness (such as characteristics of the trainers, characteristics of the curriculum, the duration and intensity of the services)?

V. Recommendations to Program Administrators or Funders for Future Program and Evaluation Efforts

Examples

- Based on the evaluation findings, it is recommended that the particular service approach developed for this program be used to target mothers who are 25 years of age or older. Younger mothers do not appear to benefit from this type of approach.
- The evaluation findings suggest that traditional educational services are not as effective as self-esteem building services in promoting attitude changes among adolescents regarding substance abuse. We recommend that future program development focus on providing these types of services to youth at risk for substance abuse.
- Based on the evaluation findings, it is recommended that funders provide sufficient funding for evaluation that I permit a long-term follow-up assessment of participants. The kinds of participant changes that the program may bring about may not be observable until 3 or 6 months after they leave the program.

Final Report

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