

Program Design & Development Resources

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United Way
Toronto & York Region

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Please note that all weblinks in this document were accessed on 22 March 2016 and found to be working.

How to use this document

Background

United Way of Toronto and York Region (UWTYR) is a non-profit charity focused on improving the long-term well-being of the community. It provides funding to over 200 social and community development agencies, providing a vital network of support. UWTYR's mission is to meet urgent needs and improve social conditions by mobilizing the community's volunteer and financial resources in a common cause of caring.

UWTYR believes in a strong network of community services to enable us to achieve our mission. Social services play a critical role in the greater Toronto area, supporting some of the most vulnerable people in our community while also supporting people from all walks of life with relevant programming.

Program design and development is an essential element of providing excellent service delivery.

Purpose

UWTYR commissioned the development of these resources to serve as an accompaniment to the evaluation resources developed in 2014. They are intended to assist community agencies with designing and developing new programs and updating existing programs. These resources include:

- A series of 11 brief backgrounders that introduce key program design and development topics and terminology, plus a sample program description;
- A directory of program design and development resources focusing on more technical aspects of needs assessment, logic models and general evaluation, presented separately and arranged in alphabetical order; and
- A directory of program design and development training options available to community agencies based in the Greater Toronto Area, arranged in alphabetical order by name of the training program or course.

These resources are not exhaustive. While there are other program design and development resources available, those presented in this document were found to be the most useful. The directories will be updated annually by UWTYR. Please note that the listing of a resource does not imply endorsement by UWTYR.

About the Author

Martha McGuire, C.E.

Martha teaches evaluation to Non-Profit Management Certificate students at Ryerson University School of Continuing Education. She is well versed in the latest issues facing non-profits and has frequent opportunity to review program descriptions and discuss the links to monitoring and evaluation.

With over 25 years' experience in monitoring and evaluation, Martha is a respected leader in the field. She is globally recognized for her understanding of evaluation issues and practices. This is combined with her expertise in program design and development. Through her own experience in developing programs, she understands the practical issues that arise and brings that experience to this set of resources.

Part 1:

Backgrounders

Program Design And Development Backgrounders

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1. Program design and development: the language we use

Language influences what we can accomplish. Having a common understanding of the terms that we use in program design and development can contribute to successful processes and outcomes. Terms such as organization, program, system, or intervention are often used inter-changeably. However, each word may have a slightly different interpretation, so it becomes important to clarify definitions. The following definitions will be used throughout the program design and development resources.

Glossary of terms

Adaptive capacity – the ability to learn from and respond to changes in the internal and external environment.

Anti-oppression practice – a practice that acknowledges oppression in societies, economies, cultures, and groups, and takes action to remove or negate the influence of that oppression.

Best practice – a practice that has been shown, through a rigorous process of evaluation, to be effective in improving outcomes for a particular population.

Context – the broader organizational, social, economic, and political environment in which a program operates. This includes program relationships, capacity, and other factors outside of the control of the program. Some contextual factors include community needs and assets, community economic, social and demographic characteristics, governmental policy, and the presence of similar or complementary programs.

Diversity and inclusion – involves respecting and embracing diverse abilities, perspectives, identities and experiences. It includes the promotion of equity – welcoming, celebrating and valuing the contributions of all.¹

Emerging practice – a practice, based on a theory that is being tested through a process of evaluation, to determine whether it is effective in improving outcomes for a particular population.

Evaluation – the systematic assessment of an initiative, program or policy, including the collection and analysis of qualitative and/or quantitative data. It not only looks at whether the program is achieving its intended objectives, but also explores why or why not and the implications for the organization. It may also include exploration of unintended outcomes.

**USE OF COMMON
TERMINOLOGY
MAKES
COMMUNICATION
EASIER AND
MORE EFFECTIVE.**

¹ <http://www.unitedwaytyr.com/our-values>.

Evidence – information that is presented to support or counter an assertion. Evidence can range from examples that demonstrate a point to information resulting from rigorous evaluation or research. Evidence is used to support the selection and implementation of program design elements.

Fidelity – the extent to which a program adheres to its original model.

Grey literature – articles, documents and research that have not been peer reviewed and are produced outside of traditional academic and commercial sources.

Indicators – measurable qualities which track the progress of the program, initiative or activity toward the intended outcome(s), and help assess whether or not the intended outcome(s) have been achieved. They can be both qualitative and quantitative.²

Initiative – steps, actions or a set of programs intended to start a change process. An initiative often involves a number of related programs aimed at resolving a specific issue.

Innovation – a novel solution to a social problem that is more effective, efficient, or sustainable than present solutions.³ This can include a completely new idea or a new way of applying an existing solution in a different context.

Inputs – a component of a program logic model. Inputs are the financial, human and other resources that go into a program.

Intervention – an action that is undertaken to produce some result. An intervention often refers to a program or initiative implemented to produce change among participants or a community.

Logic model – a systematic and visual way to present the relationships among the available resources to operate the program, the planned activities and the changes or results that the program is hoping to achieve. It provides a means for thinking through and recording what is expected or desired at different points in time in the 'life' of a program.

Measures of success – another term for indicators.

Monitoring – the systematic collection and review of data that indicates the extent to which a program is achieving its intended objectives.

Needs assessment – a type of evaluation that is conducted to determine the need for a program, the current mechanism for filling that need, determining what gaps exist and the most appropriate ways for filling those gaps.

Objective – a concise statement that describes the goal, intended aim or purpose of the program. It is often used interchangeably with goal or intended result.

2 Adapted from Bowen, S. (2012). A Guide to Evaluation in Health Research. Canadian Institute of Health Research, http://www.cihr-irsc.gc.ca/e/documents/kt_lm_guide_evhr-en.pdf.

3 Adapted from Centre for Social Innovation. Stanford Graduate School of Business, <http://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi/defining-social-innovation>.

Organizational development – a deliberate and planned set of activities or process to develop an organizations internal capacity to be effective and meet its mission.

Outcome – the change that participants experience as a result of participating in the program.

Outputs – concrete products or services provided by the program (e.g. workshops, clients provided counselling service).

Participants – people who use the services provided by a particular program. The term is often used interchangeably with program users and clients.

Pilot project – a small scale implementation of a program over a set period of time. Pilot projects use robust monitoring and evaluation processes to test whether a hypothesis or model is effective at addressing a specific issue and to determine how the model works in the real world.

Program – a group of clear, related, complementary activities that are intended to achieve a desired outcome among the target group(s). In the community services sector, the scale of a program can vary. A program may deliver a specific service (e.g. researching the links between employment and inequality) or a broader collection of related services (e.g. a youth employment program that provides wrap-around supports including housing, counselling and employment opportunities). A program should not focus:

- Too narrowly on only one activity of a program (e.g. providing transportation supports when those transportation supports are actually part of a broader community-connection program for seniors); or
- So broadly that it is difficult to understand the relationship between the activities, target population and intended outcomes (e.g. identifying all youth-related activities as one program, even though they are actually distinct programs with different activities and intended outcomes).

Program components – the elements that make up a program including strategy, principles, activities and outputs.

Program design and development – a process that an organization uses to develop a program. It is most often an iterative process involving research, consultation, initial design, testing and redesign. A program design is the plan of action that results from that process.

Program theory – a statement of assumptions, based on evidence, as to why a program should result in the intended outcomes.⁴

When organizations set out to make the world a better place, they develop programs to effect changes for individuals or groups. Programs vary, but the basic components of a program are essentially the same. All programs have objectives and a set of activities carried out by staff, volunteers and participants that are intended to achieve those objectives. Programs operate within an organization and often within a broader system of similar programs.

4 Adapted from Bowen, S. (2012). A Guide to Evaluation in Health Research. Canadian Institute of Health Research, http://www.cihr-irsc.gc.ca/e/documents/kt_lm_guide_evhr-en.pdf.

Program principles – the underlying philosophy and values of a program.

Project – a group of activities intended to achieve a specific goal, typically over a shorter duration that is more specific and narrow than a program.

Promising practice – a practice that has been shown, through a process of evaluation, to have the potential to be effective in improving outcomes for a particular population. The evidence is not as strong for a promising practice as it is for a best practice. This differs from an emerging practice in that it has moved past the theory stage through testing.

Qualitative data – non-numerical information that can be observed, described or written and is analyzed by themes.

Quality control – procedures intended to ensure that services are provided according to standards and program policies.

Quantitative data – numerical information that can be measured.

Scaling – a process of increasing or decreasing the size of a program in order to adjust to demand for service.

Stakeholders – any group that has an interest in a program and would be affected in some way by a program including program participants, funders, staff and other community agencies serving the same populations or providing similar services.

Strategic planning – an organization's process for defining its direction and long-term organizational goals. Any program within an organization should be consistent with its overall direction.

Strategy – a plan of action or chosen direction designed to help a program meet its overall aim.

System – a set of inter-connected activities, programs and organizations that combine with the external environment to form a complex whole.

Targets – used for monitoring purposes, it is what a program is trying to achieve in relation to its performance indicators.

Target group – the population that a particular program is trying to reach.

Theory of change – is the same as a program theory. This term is often used inter-changeably with the term logic models. In addition to describing the logic of a program, it should explain the underlying theory of why a program is expected to work. It can be a diagram, narrative or combination of both.

2. Program design and development

Program design is the process that an organization uses to develop a program. It is most often an iterative process involving research, consultation, initial design, testing and redesign. A program design is the plan of action that results from that process.⁵

Five reasons to do program design and development

You want to make sure that:

- 1 There is really a need for the program;
- 2 The design you are considering actually meets the needs of the intended participants;
- 3 The program you are considering has been shown to be effective;
- 4 The program has been appropriately adapted to fit your context; and
- 5 The program is actually working for the participants.

Considering the context

Some programs work for some people in some situations. When considering a particular program design, you need to ask questions such as:

- Is the design intended for the program's geographical situation (urban, rural, remote)?
- Is the design intended for the program's population group, taking into account their unique needs?
- Is the design part of a larger program delivery system? Does a system exist to support the program?
- Does the type of organization delivering the program make a difference to how it is perceived by potential participants?
- How readily can the design be adapted to our context?
- Does it appropriately consider aspects of diversity?

These questions can be addressed through consultation with stakeholders.

⁵ Gargani, John. Blog about program design and evaluation, <http://evalblog.com/program-design-and-evaluation-a-brief-description/>.

Stakeholder consultation

Programs can have many stakeholders with many different points of view, depending on whether they are staff, participants, funders or other community service providers. Balancing the values and principles of a program with the practicalities of implementation often means compromise. But what compromises are likely to undermine the core values of the program? Stakeholder consultation can help to determine what is important, particularly to those implementing and those using the program. It can also contribute to adapting a model.

What a program design includes

Need for the program – assesses what a population needs, what is available in community and the gap between what is needed and what is available (e.g. an organization serving youth notes that many of its participants need mental health supports, but need first to determine whether there is a broader need and whether there are existing programs).

Program objectives and outcomes – what the program is intended to accomplish for the particular target population.

Program principles – the fundamental norms, rules and values that guide the program (e.g. being inclusive, client-focused).

Program components – a specific set of inter-connected activities provided (e.g. a housing help program might include assessment of acuity of housing need, individual support, landlord search and education for landlords and tenants).

Budget/cost – what it will cost to implement the program.

Funding strategy – how the program will be funded. Can it be done within the current organizational budget? Usually not, so organizations look to funders like the municipality, province, federal government, United Way and foundations for funding. The funding strategy needs to include start-up and long-term funding.

Governance – some programs are set within an existing organization or some programs may be a collaboration among two or more organizations. The design needs to include the process for decision-making (e.g. an organization may have a board program committee that has responsibility for design of new programs as well as redesign of existing programs).

Steps for designing and developing a program



- 1 Identify a potential need** – often organizations see that people using their programs have additional needs that are not being addressed. This is not evidence of the need for a program, it is only evidence of the needs of people within your program. This may create an opportunity for new programming which will usually require additional resources.
- 2 Conduct a needs assessment** – in order to determine the needs of a specific target population, gather and analyze data taken from different sources in a systematic way, looking at the needs of the population and the existing programs in order to determine whether there are gaps.
- 3 Research potential programs for filling need** – deciding on how best to address an identified need requires searching for and reviewing existing programs. Contextual issues related to the demographic population, location and magnitude of the need are considered before selecting an appropriate program. Existing programs can be found using internet search engines, grey literature, and peer-reviewed journals, as well as asking key stakeholders.
- 4 Select an evidenced-based design** – after a thorough review of potential programs, select one that shows strong or promising evidence of being effective. This means the design has been previously implemented and evaluated and has demonstrated some ability to produce a desired outcome for the target group.

If such a program does not exist or is not suitable for the context, components of a program may be selected and adapted or a new program may be designed. If the program is new or innovative, that should be noted with reasons given for trying something new.

- 5 **Develop the program design** – using a logic model (or theory of change) as a tool, create a detailed plan that specifies program activities, resource allocations and expected outcomes. The theory of change specifies the underlying assumptions of the program. Program design consolidates all of the information gathered during the development process and sets out the program’s outcomes, outputs, activities and resources.
- 6 **Pilot the program** – before implementing a full-scale program, it is important to test whether it works in your particular context, if possible. Piloting includes developing the program on a small scale so you can gauge the level of readiness to deliver the program, determine whether it is making a difference for program users, and assess what, if any, changes are needed. A good pilot sets the stage for ongoing monitoring.
- 7 **Roll out the program** – if the pilot indicates the program works, you need to select a site, hire and train program staff, establish administrative processes, start service delivery, and carry out ongoing monitoring and quality control.
- 8 **Monitor and evaluate** – while testing or implementing the program, it is important to learn what’s working well and what isn’t. It is also helpful to review the program’s original goals. By using a systematic process that gathers and analyzes data from a variety of sources, steps can be taken to modify and improve the program before rolling it out or as it gets implemented. This also supports accountability to funders.

Consult with stakeholders – speaking with and gathering information from all people involved with the program generates buy-in and surfaces diverse perspectives during the planning process. Stakeholder consultation must be genuine and responsive to be effective, and should take place throughout the planning process.

Considerations for success

- **Involve stakeholders** at all stages. This can lead to better information, a smoother process, and a greater chance that the program will make positive difference.
- **Adapt program models** to meet your population’s needs.
- **Build monitoring and evaluation into your program** so that you know immediately if something needs changing.

The remainder of these program design and development resources will explore these steps in greater detail.

3. Conducting a needs assessment

A needs assessment is most commonly conducted to show that there is a need for a program, that the need is not already being addressed and to determine the type of content that should be included in the program.

Why is it important to conduct a needs assessment?

- To avoid duplication as a successful program may already exist or be underway.
- To ensure the needs have not changed and the existing program is still addressing the needs of the target population.
- Understanding the full complexity of needs will support the design and development of appropriate programs for a particular population.
- Understanding the assets and strengths of the particular population will contribute to appropriate program design and development.



Steps in conducting a needs assessment

1 Plan the needs assessment

- Determine the purpose of the needs assessment.
- Formulate needs assessment questions:
 - What are the population needs?
 - What programs are already being provided?
 - What is the gap between needs and programs?
 - What is the best program to fill that gap?
- Determine data sources that will provide information related to the needs assessment questions including existing information and new data.

Look to existing information sources first.

2 Collect and analyze information

- Secondary information is usually obtained from documents and the literature.
- Qualitative data is obtained from interviews, stories, photo-voice, and focus groups. It is analyzed by looking for trends or patterns in the responses.
- Quantitative data is obtained from surveys, administrative data and observation. It is analyzed in order to look at numbers, averages, percentages and trends.
- Interviews obtain information from open-ended questions in a one-on-one situation.
- Focus groups obtain information from open-ended questions in a group situation where dynamic discussion can occur.
- Surveys usually ask close-ended questions. Most surveys are done on-line although paper or telephone surveys are possible.
- Photo-voice, story-telling, community participatory statistics, administrative and monitoring data bases are other methods to collect relevant information about the need for a program.

3 Interpret the data

- Once the data is analyzed the information is organized by the questions that the needs assessment highlighted.
- Patterns should emerge, with consistency across the different sources of data.
- Any divergence that occurs needs to be explored to understand why the differences exist.

Asking the right questions when planning the needs assessments makes interpretation of the data easier.

An advisory group made up of stakeholders can ensure interpretation of the data is reasonable for the context.

4 Documenting findings

- Select a method for documenting and sharing findings that fits your needs and your audience:
 - A slide deck that provides an overview;
 - A full report; or
 - An executive summary.

Ultimately you want to know if there is a need for a program.

Think of your audience when documenting findings.

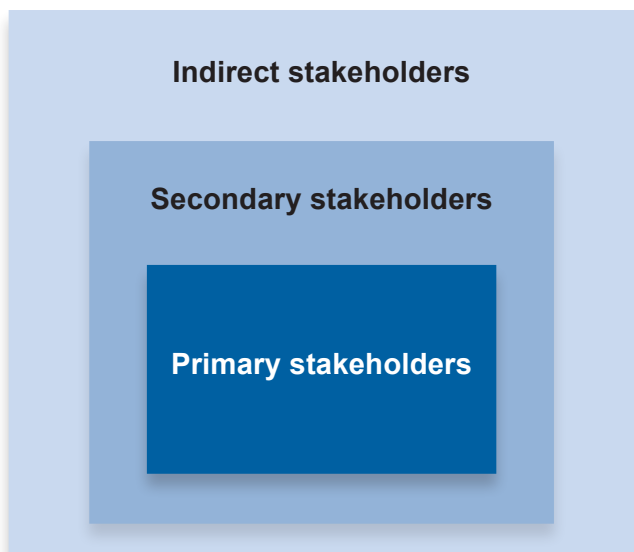
4. Engaging stakeholders

Engaging stakeholders ensures your program design and development process has received input from those who will be directly involved in delivering the program or those most affected by the program. Stakeholder engagement is about understanding the priorities, concerns and perspectives of different program users. This information is used to plan, communicate and improve all aspects of the program.

Who are the program stakeholders?

Program stakeholders are people who have a strong/vested interest in the program. Stakeholders are usually categorized in three ways:

- Primary stakeholders are people with the greatest connection to the program. This includes program users and staff;
- Secondary stakeholders may include program funders, sponsors and partners; and
- Indirect stakeholders include community members and organizations that may have some level of connection to the program or are impacted by it in some indirect way.



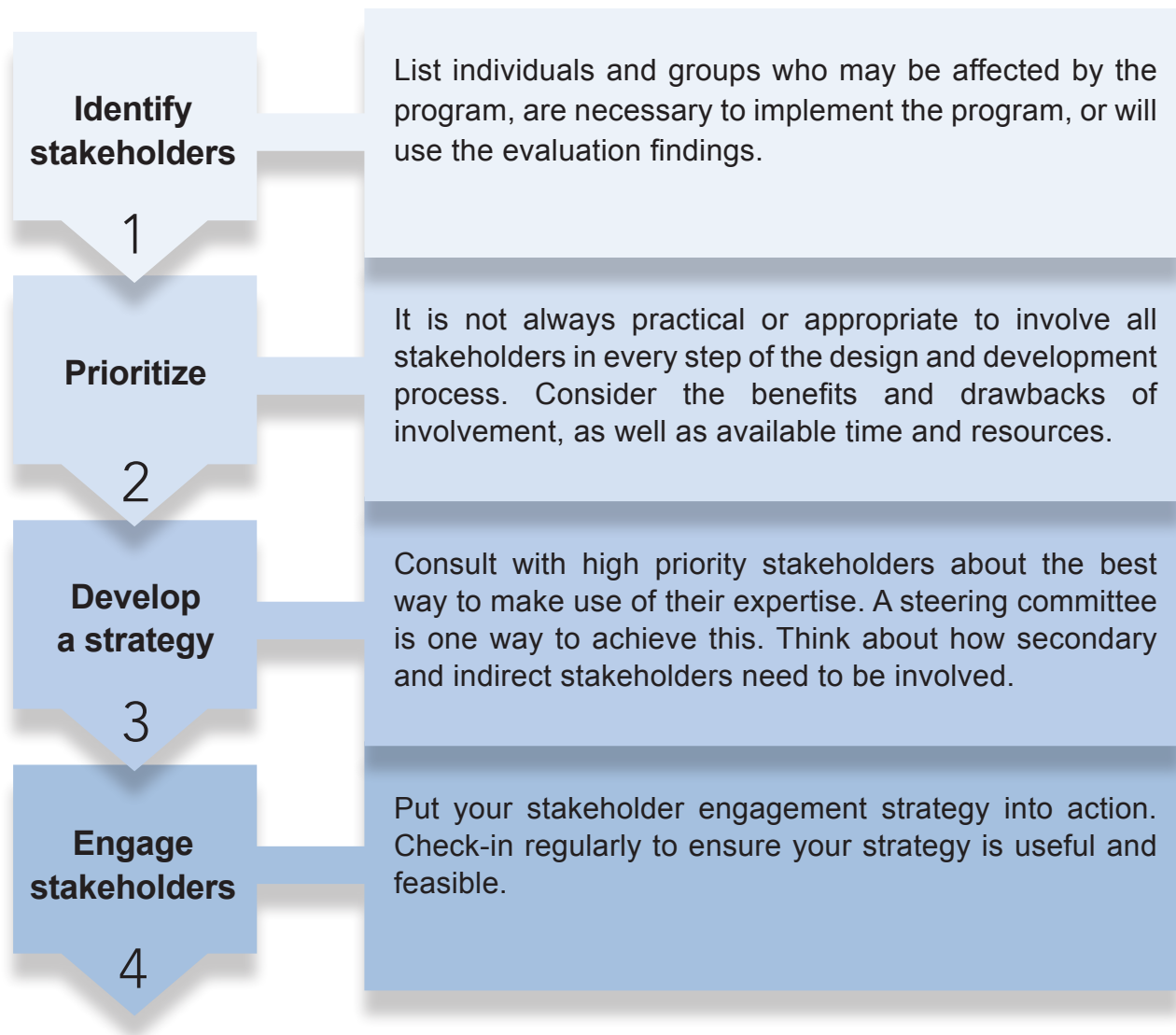
Why engage stakeholders?

Engaging stakeholders increases the likelihood that your program will be successful. By using the information gathered from various stakeholders, program design and development becomes responsive and therefore more credible in the eyes of its users.

We engage stakeholders to:

- Better understand the perspectives of potential users and implementers of the program;
- Gain support for the program;
- Ensure the program is coordinated with similar programs;
- Help understand the program context;
- Develop a program that is relevant for the particular context;
- Improve program results by directly involving the people who will be using the program; and
- Manage risks related to potential program aversion or weak community support.

Steps in engaging stakeholders



To learn more, see: Project Management Institute (2015). *White Paper: Engaging Stakeholders for Project Success*, <https://www.pmi.org/~media/PDF/learning/engaging-stakeholders-project-success.ashx>; Network for Business Sustainability (2012). *Engage Your Community Stakeholders*, <http://nbs.net/wp-content/uploads/Community-Engagement-Guide.pdf>; Mount Sinai Hospital (n.d.). *Community Engagement Framework: A Guide to Effective Partnership Building*, https://www.mountsinai.on.ca/about_us/community-development-integration/Community-Engagement-Framework.pdf; Toronto Central LHIN (2011). *Community Engagement Toolkit for Health Service Providers and the Toronto Central LHIN*, <http://www.torontocentrallhin.on.ca/communityengagement/ceresources.aspx>.

5. Understanding the program context

Programs are designed and developed within a set of particular circumstances that influence key decisions and program outcomes. The program context is shaped by “contextual factors”, which may be fixed or fluid. Understanding the context in which a program is situated provides critical information about community functions, expectations, challenges, desires, history and needs. This information, in turn, helps program designers to plan accordingly.

Learning about contextual factors can also help to connect with other programs and exploration of potential collaboration. This is particularly important during times of funding restraint and unpredictability.

Key contextual factors which affect the design and use of a program include:

- **Community diversity and culture** – a program for people with disabilities would need to take into account the accommodation needs of participants. Because such needs vary, it is best to have a procedure of asking all participants if there is anything that they require in order to participate fully in the program.
- **Physical environment** – this includes things like how welcoming a setting is, whether it is in a location that is non-stigmatising, or how easily it can be reached by public transit.
- **Socio-economic profile of the community** – a person’s income can make a difference in whether she/he can pay for a service or not.
- **Demographic profile of the community** – factors like the age and gender of potential participants contributes to decisions regarding size and focus of a program.
- **Availability of similar programs** – other programs being available may lead to decisions about cross-agency collaboration and size of the program. For example, if a similar program exists but only provides co-ed programming and your organization specifically serves girls, a collaborative effort combining the other organization’s knowledge about the particular program and your organization’s knowledge about programming for girls may work best.
- **Political climate and policy direction** – the priorities of the current government as well as policy direction will need to be considered. For example, a children’s mental health program may need to take into account the most recent government policies.
- **Funding availability** – this is directly affected by the political climate and policy direction. Most governments and other funding agencies have priorities. These differ across funding agencies. It is important to match your fundraising efforts with a funder that has similar priorities to yours.
- **Community readiness** – your organization may recognize a need for a program, but if the community’s focus is different, the program is unlikely to be used. For example, a community with recent violent deaths will likely be focused on community safety and may not see the connection to the creation of supportive housing within the community.
- **Organizational structure and capacity** – an organization needs to have the infrastructure and expertise to support a new or scaled-up program. For example, a program aimed at a particular ethnic or cultural group should have knowledge and experience with that group. A new program should not be larger than the organization supporting it.

Steps in understanding context

- 1 Identify relevant contextual factors** – as part of your needs assessment process and throughout the life of the program, make a list of all the factors that may have an impact on the program. This might be done through a brainstorming session or through interviews with stakeholders. Try to prioritize factors that have the greatest potential for impact on the program. Some key questions that can be asked in order to gain a better understanding of program context include:
 - What is the history of existing related programs?
 - What is the community socio-economic and cultural profile?
 - Does the organization have the capacity to deliver the program?
 - What are the current government's priorities and policy directions?
 - How available is funding and from where?
 - What are the community's or target population's priorities?
 - Who are potential community partners?
- 2 Collect and analyze important contextual information** – develop a manageable way to collect contextual information. Focus groups, stakeholder interviews and some basic online research can elicit valuable data. A simple context information chart or checklist can be effective in collecting and organizing data. In the analysis, try to identify major areas of concern, patterns, and key themes that highlight contextual factors. Use tools that help you analyse the information you have gathered. There are many charts or diagrams that help you sort out where your advantages are, where your challenges lie, who is likely to help you, who will be neutral and who might disagree with your approach. Typical tools are a SOAR chart (strengths, opportunities, aspirations and results) or ORID (objective, reflective, interpretive, and decisional). It is important to consider what leverage you have, what advantages you can gain and how can you maximize the situation.
- 3 Incorporate relevant factors into the planning process** – sharing contextual information with program designers and implementers in a timely manner is crucial to program success. This can be done via a summary report or during a steering committee meeting. The goal of the report is to provide useful information that illuminates contextual factors that may impact program delivery.

AN EXAMPLE OF THE IMPACT OF CONTEXT ON A PROGRAM

A community-based program was set-up in a local community centre to help young mothers continue their education. The program offered academic counselling, tutoring and financial assistance for applications to college or university. After three months of strong attendance, the program began to experience high rates of attrition. The program was implemented quickly due to a short-lived funding opportunity, so there was little contextual information gathered prior to implementation. A subsequent program evaluation revealed that the following contextual factors contributed to poor attendance:

- Program users found it difficult to secure childcare during program hours;
- There was significant unmet need for transportation supports among participants;
- The public library offered a similar program and was situated in a more accessible location; and
- The program tutors did not reflect the racial/cultural backgrounds of participants.

These factors could have been identified if the needs assessment had included information about contextual factors, if those contextual factors had been explored further through focus groups with potential users and if the implications of those contextual factors had been included in the program design and development process.

To learn more, see: Public Health Agency of Canada (2016). Clarify Context, Assumptions and Overall Public Health Framework for Planning, <http://cbpp-pcpe.phac-aspc.gc.ca/resources/planning-public-health-programs/pphp1/>; ORID, <http://betterevaluation.org/evaluation-options/orid>; Capela, Stan and Ariana Brooks-Saunders. A Different Approach to Strategic Planning: SOAR-Building Strengths-Based Strategy, <http://coanet.org/conference/ppt/A7Presentation.pdf>.

6. Ensuring a program is evidence-based

While some funders support innovation, increasingly there is pressure to develop programs that have been shown to work – programs that are evidence-based. This does not mean that new and innovative programs should not be considered, but they too should refer to existing evidence and be based on a sound theory that indicates why the program will work in the particular context.

What is evidence-based?

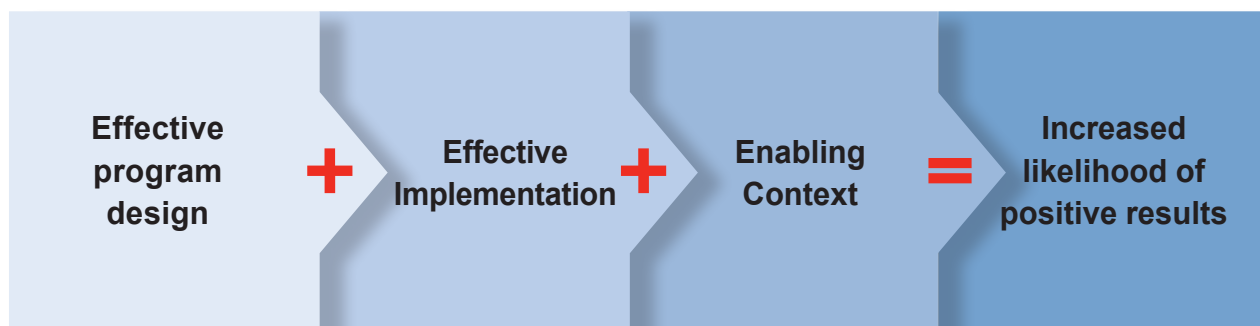
Programs, or particular activities within a program, that have been found to be effective based on the results of ongoing monitoring and program reporting or rigorous evaluation are generally considered to be evidence-based. A program is evidence-based if:

- Research shows the program produces the expected results; or
- The program is shown to contribute to the expected results; or
- Particular program activities have been shown to produce or contribute to the expected results.

What are possible sources of evidence?

- Agency history with similar programs;
- Program evaluations from your own or other agencies;
- Systematic evidence reviews; and
- Research on emergent, promising or best practices.

Formula for Success⁶



Successful programming starts with an effective program design.

⁶ Adapted from Fixen, Dean, Karen Blasé, Allison Metz, Melissa Van Dyke (2013). Statewide Implementation of Evidence-Based Programs, University of North Carolina at Chapel Hill, <http://ecx.sagepub.com/content/79/2/213.abstract>.

Steps for finding the evidence

- 1 Search for what has been written and researched about the type of program you are interested in – use key words that describe the type of program you want to develop. Start with a simple internet search engine, and widen your search to include on-line research databases (e.g. libraries, topic-related research websites) if necessary.
- 2 Look at websites of existing programs – this will provide basic information about the program and may include recent evaluations.
- 3 Talk to the people who are implementing the program – ask the following questions, getting as precise information as possible:
 - What are the intended outcomes of the program for its clients?
 - Who does the program serve?
 - What are the key program activities?
 - What approach is used in offering program activities?
 - How do you know that your program is achieving the intended outcomes?
 - To what extent have those outcomes been achieved?
 - In what ways could the program be improved?
- 4 Focus on monitoring reports and evaluations that show how well the program is working.

Adopting an existing program

This is a fairly straight-forward process that requires monitoring to ensure that the implementation is consistent with the existing program and that the program really is producing the intended outcomes.

Adapting a program to fit your context

This requires additional thought and planning, including the need to:

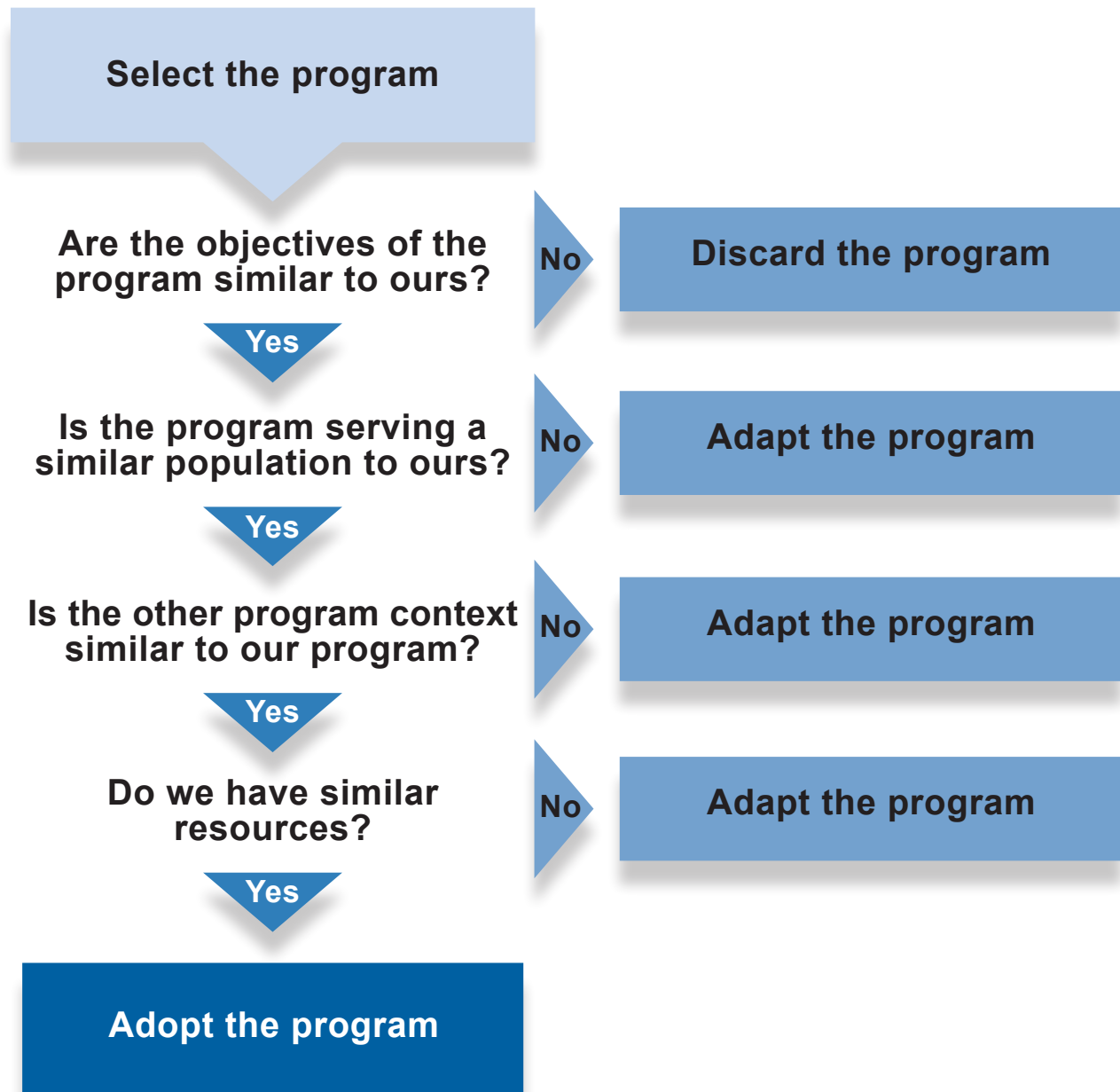
- Identify and preserve the core principles that make the program work. Determine the activities that are essential for achieving the intended outcomes. For example, a program based on intensive case management needs to ensure that intensive case management is provided; and
- Determine the activities that can be adapted or modified. There may be a range of specific activities that can be used depending on the interest and age of participants. For example, recreation may be a key program activity, but you may choose to offer a different type of recreation based on your knowledge of your target population.

The next paper discusses adapting a program as well as designing a new program in greater depth.

7. Designing the program

Once you determine the need for a program or to redesign an existing program, understand the context in which the program is to be delivered and found a program – or key elements of a program – you think will work, you need to take all of that information and design a program that will work for your target population in your particular setting.

Designing a program requires making a series of decisions



Adopting a program

If the answer to the questions is 'yes' all the way through, then simply adopt the original design.

Refreshing an existing program

Refreshing an existing program is similar to adapting a program and should follow steps similar to adapting a program, described below.

Adapting a program

Because there are so many programs already available, most organizations adapt a program rather than designing a completely new program.

Adapting a program is more complex than adopting a program. It requires:

- A good understanding of the core principles of the program;
- A good understanding of the population to be served and the context;
- Creativity and innovation;
- Ability to engage in real time learning and adjusting to that learning;
- Willingness to make compromises to reduce costs, if needed; and
- Learning as the program is being adapted.

Steps to adapting a program

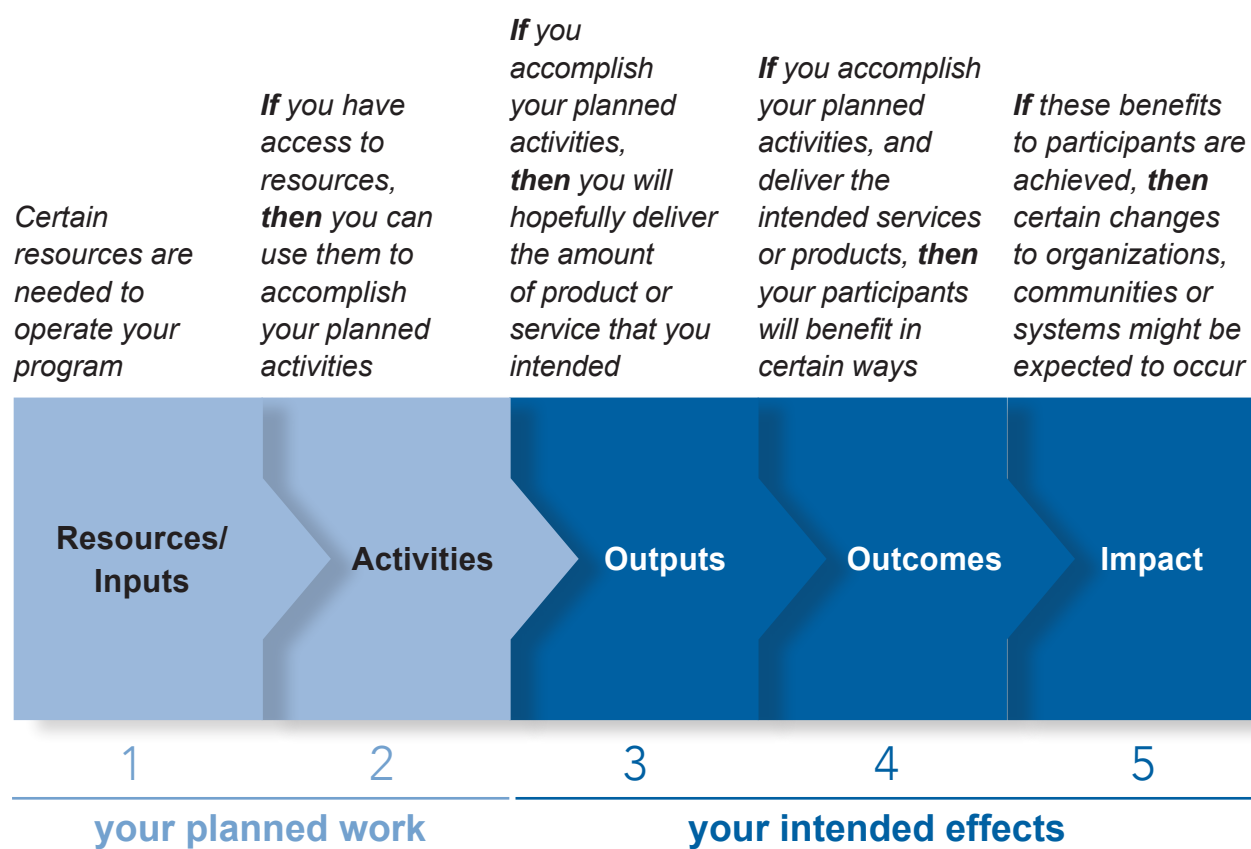
- 1 Develop your program logic model or theory of change so that you know what elements are core to the program (e.g. the program will not be successful without intensive case management) and how the inputs, activities and outputs link to the intended outcomes.
- 2 Determine what elements are not likely to be used by your target population and eliminate them (e.g. you know from experience that your population does not want to be singled out in a school setting).
- 3 Determine what new elements are needed to support your target population (e.g. you know from experience that your population frequents the community centre and will meet program staff there).
- 4 Determine what elements do not fit your context (e.g. a need for vehicles for all staff in order to travel long distances).
- 5 Determine additional elements that are needed to adapt to your context (e.g. provision of public transportation passes/tokens to support participants' participation).
- 6 Determine resources – money, staffing, volunteers, in-kind services, etc. – and assess what can be eliminated, if needed. This would be any of the elements that are not core to the program (e.g. if most participants are within a five block radius, then a support for transportation could be reduced).

Designing a new program

Designing a new program is complex and should only be undertaken if adapting an existing program does not meet the needs of the target population. The steps are similar to adapting a program, but it requires a much higher level of creativity and innovation. Piloting a new program will determine whether it really is the right solution.

Developing a program logic model: *Clean Hands* program

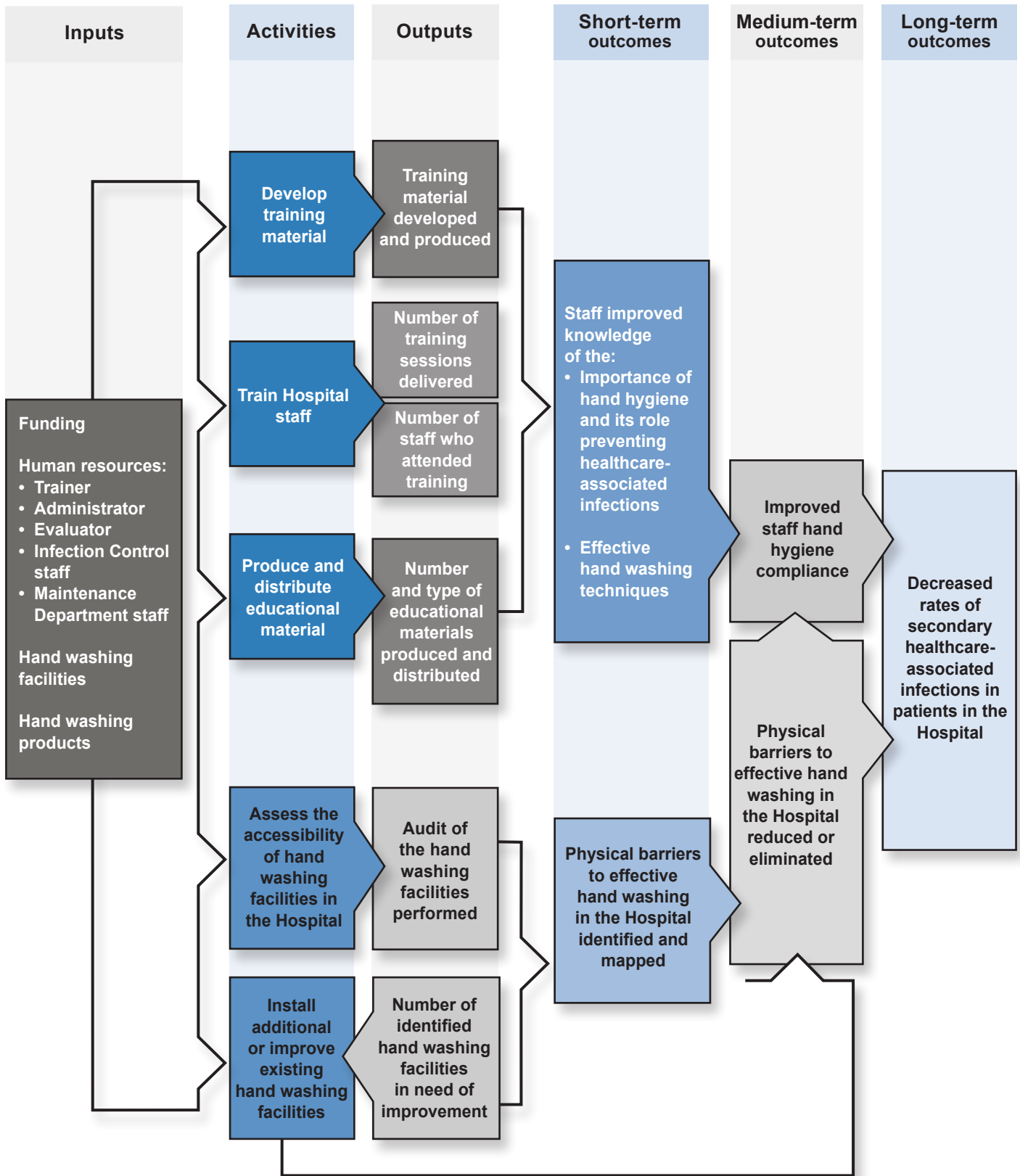
Whether you are adopting, refreshing, adapting or designing a new program, a logic model is a systematic and visual way to present the relationships among the available resources to operate the program, the planned activities and the changes or results that the program is hoping to achieve. It provides a means for thinking through and recording what is expected or desired at different points in time in the 'life' of a program. The following describes what a program logic model does which will help you design and develop your program better.



Adapted from W.W. Kellogg Foundation (2004).

Although logic models can take many shapes and forms, the example on the following page is a logic model that might be developed for the Head Start Program described in Backgrounder 12 of this document. Note that arrows are used to show linkages. In some cases only one activity leads to a single specific output while in some cases it requires more than one activity to lead to an output. As in this case, it usually requires a combination of activities and outputs to achieve the intended outcomes. Logic models should always include a narrative that further explains the linkages.

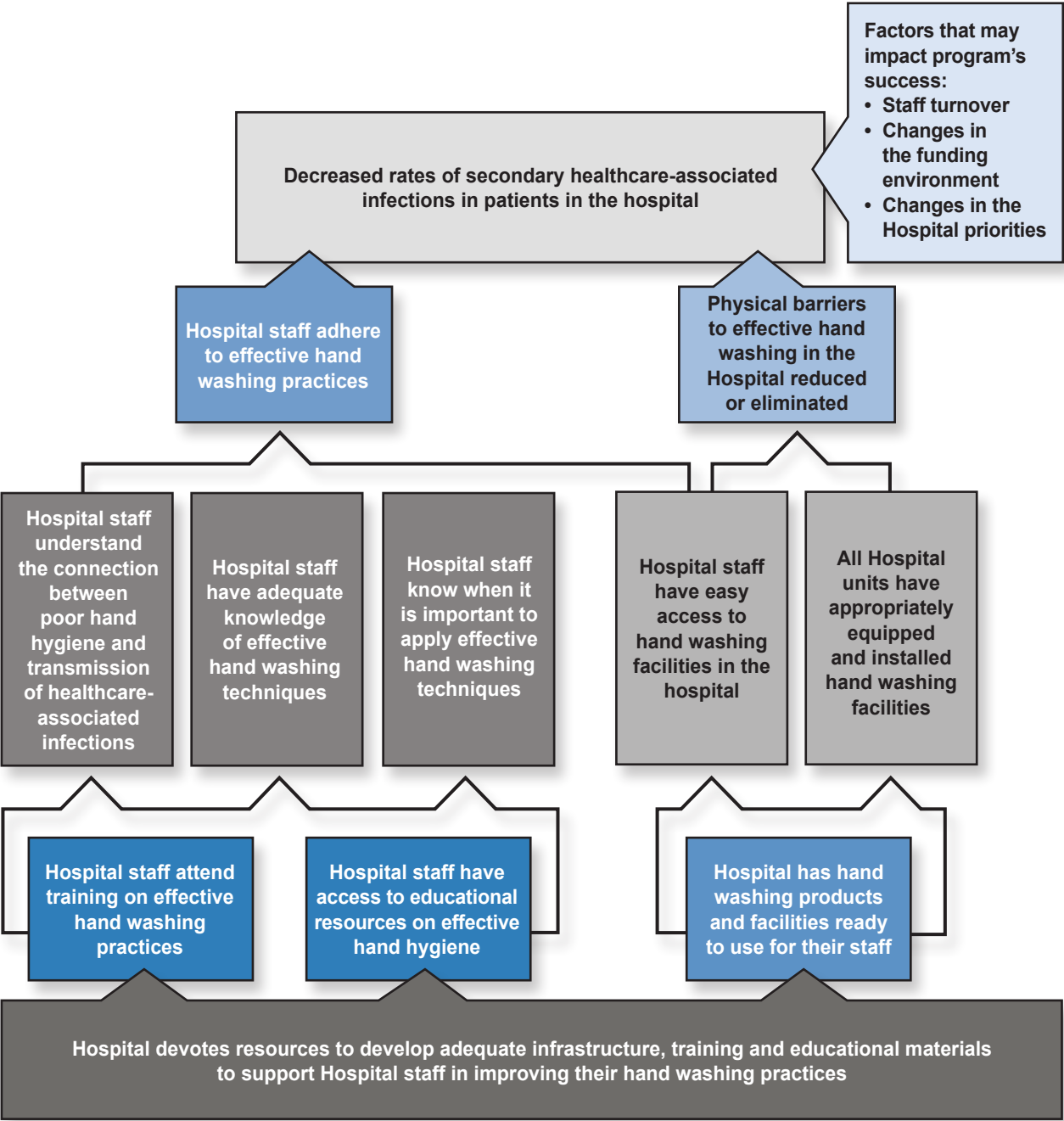
Example of a logic model: *Clean Hands* program



Developing a program theory of change: *Clean Hands* program

A theory of change for a program describes the underlying program theory as well as the contextual factors that can affect a program, but are not part of that program. It can either replace the logic model or be used in addition to the logic model. The following is an example of a theory of change that might be developed for the *Clean Hands* program to explain the underlying assumptions and theory behind the program. A theory of change is usually accompanied by a narrative description of the assumptions and theory as well as evidence to support the theory where possible.

Example of a theory of change: *Clean Hands* program



To learn more, see: W.W. Kellogg Foundation (2006). Logic Model Development Guide, <http://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>.

8. Piloting the program

A pilot project is a small scale implementation of a program over a set period of time. Pilot projects use robust monitoring and evaluation processes to test whether a hypothesis or model is effective at addressing a specific issue and to determine how the model works in the real world. It is a time where program elements are tested and adapted to the context.

When to pilot

A program should be pilot tested when:

- It is a completely new program; or
- It is an adaptation of a program that has been implemented elsewhere; or
- There are significant changes to a program you are already operating.

WHY PILOT?

To ensure that the program works.

How to pilot

Piloting a program is similar to rolling out a program, only on a smaller scale. It involves the following steps:

- 1 Ensure that the logic of the program is fully developed with detailed explanations of the objectives and outcomes and how the activities and outputs link to those objectives and outcomes.
- 2 Develop an implementation plan that sets out the activities of the program, who is responsible for carrying out the activities, the outputs that are a result of those activities and the timelines for carrying out the activities and achieving the outputs. The implementation plan should include a process for monitoring the achievement of the desired outputs as well as intended outcomes. This plan should serve as the basis for program delivery.
- 3 Develop an evaluation plan that looks at whether the program is being implemented as planned, whether it is being efficiently implemented, that it collects baseline data about the program participants and that it measures changes in the participants that occur as a result of the program.
- 4 Determine the resources needed for the pilot including funding, staffing and evaluation costs. Ensure the funds are secured.
- 5 Recruit and hire the initial staff based on the program design (e.g. one manager and one staff per an appropriate number of participants) and the budget. This requires the development of job descriptions and recruitment activities, such as posting jobs, short-listing candidates and selecting the most suitable candidate.

- 6 Orient staff so they have a full understanding of the logic and intent of the program, their roles and responsibilities related to the program and the evaluation. It is essential that staff understand the guiding principles, the core elements, and the program's implementation plan.
- 7 Conduct limited outreach. Because the pilot program will be small, outreach should focus on engaging participants who are representative of the population to be served. This will allow exploration of the fit between the program and potential participants.
- 8 Begin programming. Once there is staff, the activities of the program can begin, whether it is designing materials, doing research or serving participants.
- 9 Evaluation is crucial during the pilot phase. It is what will tell you if the design of the program is appropriate, whether the design is being implemented as planned and whether the program works in your particular context. The evaluation should tell you whether you should go forward with the program as is, make adjustments to the program or not roll it out at all. If adjustments are needed, the evaluation should provide recommendations for change.
- 10 If the program is feasible, adjust the design and implementation process, if needed, and begin the process of rolling out the program.

**Evaluation
determines the
feasibility of the
program.**

What to do if you can't pilot

If it is not possible or sensible to pilot a project, it is still important to monitor the following:

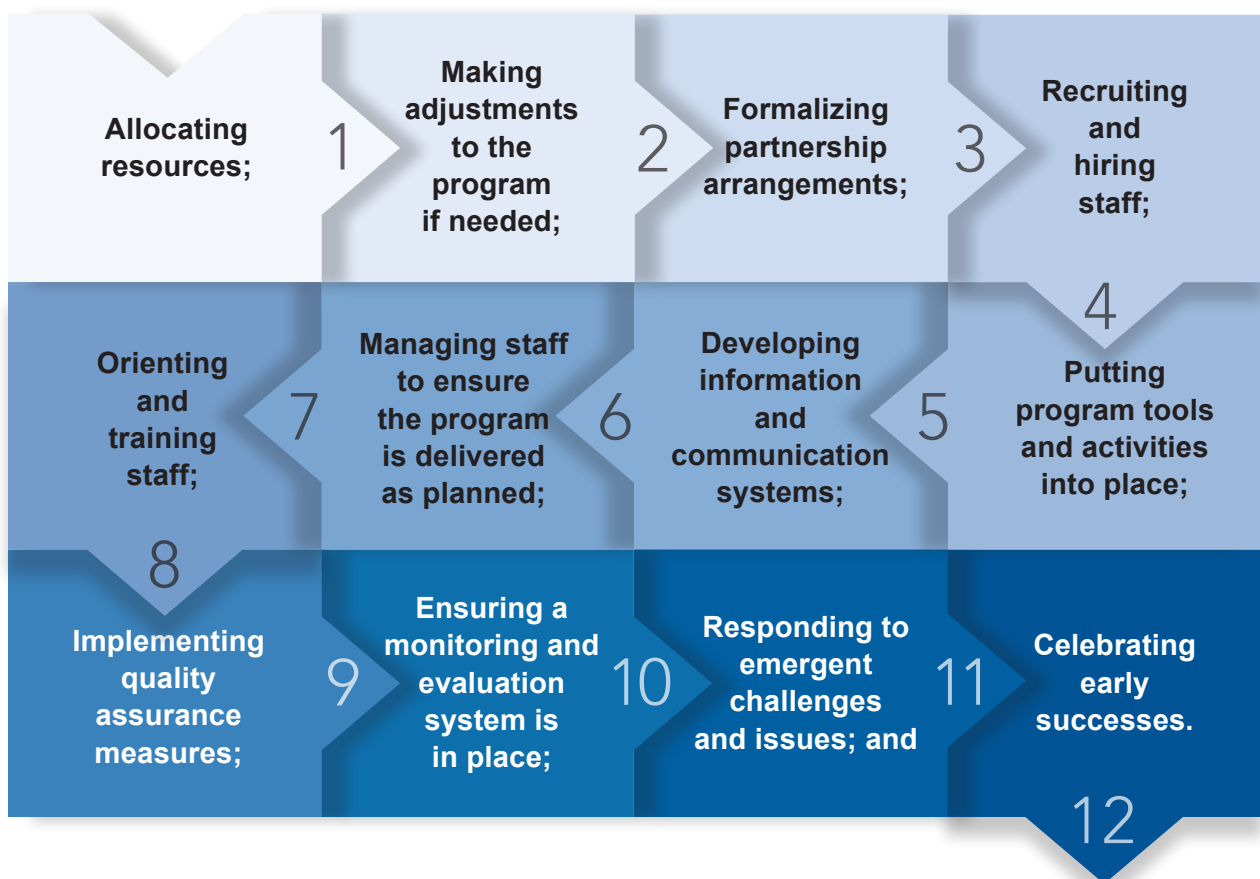
- Whether the program is being implemented as planned (e.g. serving the intended population, providing the program activities as intended);
- Whether it is being provided efficiently (e.g. ensuring overheads are reasonable, serving the optimum number of participants); and
- The extent to which early outcomes are being achieved.

9. Rolling out the program

Once a program has been designed and, if possible, piloted and has shown some evidence that it is likely to be successful, it is time to roll it out. Rolling out a program involves implementing the plan for program delivery, monitoring the progress and responding to changes in population needs. Program implementation involves effective allocation of resources, clarification of roles and responsibilities among program staff, program participant engagement and management of unexpected challenges that emerge after the program starts.

Program implementation can be done in many different ways depending on the nature, objectives, size and social context of the program. However, implementation is typically about ensuring processes, policies, staff and program activities are aligned with the program's objectives. This often means anticipating and responding to challenges.

Program implementation involves:



1 **Allocating resources**

A preliminary allocation of resources is usually done as part of preparing proposals to obtain funding for the program. Once the funding is received, it is important to review that the program design is based on the amount received and the current context. For example, you may have found while piloting the project that it will cost more to hire qualified staff than you had originally anticipated. Or the rent at the site for the program has increased. Or transportation costs for participants to get to the program can be covered through other funding. Any factor that changes the cost of the program requires an adjustment to the budget. Most funders require that they be advised of any major changes and why those changes are occurring.

2 **Making adjustments to the program**

Any significant change in the program delivery context requires an adjustment to the program. For example, if the cost of hiring staff increases and only three can be hired instead of the four originally planned, you will need to adjust the number of participants served or the services provided to those participants.

3 **Formalizing partnership agreements**

If a joint funding proposal was submitted, there may already be a formal agreement in place. If one does not exist, a formal agreement can ensure that all parties are clear about their roles and responsibilities.

Less formal arrangements should also be clarified. For example, if part of the program delivery plan includes referral to other agencies, it is important to clarify the referral process and how quickly such referrals can occur. If there is an expectation that referrals from your program will be treated differently than the agencies treats others, this should be formalized in a partnership agreement.

4 **Recruiting and hiring staff**

If the program has been piloted, you usually can build on an existing team. Recruitment and hiring requires:

- Developing job descriptions;
- Posting the jobs in locations where you will reach people with the needed qualifications (professional websites, post-secondary institution services often provide free posting services);
- Short-listing three to four potential candidates;
- Interviewing the short-listed candidates;
- Conducting reference checks;
- Selecting the preferred candidates and making job offers;
- Ensuring diversity;
- Conducting police checks if the person will be in direct contact with vulnerable people; and
- Entering into contracts.

5 **Orienting and training staff**

Orienting and training staff is often an iterative process, particularly with a program that is new to the agency. Staff need to be oriented to the agency and the intent of the program. They may be involved in developing the program tools and activities needed to implement the program. Once the program is fully developed, further training needs should be assessed.

6 **Managing staff to ensure the program is delivered as planned**

Staff management involves providing orientation to the organization, training related to specific program tools and services, day to day support to help staff address issues as they arise, regular staff meetings to discuss and resolve issues and ongoing performance development.

7 **Developing information and communication systems**

Programs are often complex and multifaceted. Depending on the size of the program, it may be necessary to secure program management tools and software that will help with data collection, tracking of milestones, data analysis and reporting during the implementation phase and beyond. Content management systems and databases are some examples of important tools that help managers to gather and store useful program information. They also provide staff members with access to pertinent user information that supports participant engagement. It is important to test such tools as part of rolling out the program.

Program plans provide the details about how a program is to be implemented including:

- The required behaviours for carrying out a program;
- The program delivery processes;
- Information about handling critical incidents; and
- Client management information.

8 **Putting program tools and services in place**

Once the program is designed and staff have been hired, the tools and services which make up the program can be put in place. The intake process can begin and services can be delivered.

9 **Implementing quality assurance measures**

Quality control is an ongoing process that needs to be in place from the beginning of a program. It ensures that the service provided by staff to participants meets professional and program standards as well as legislative requirements.

10 **Ensuring a monitoring and evaluation system is in place**

The program manager should create a plan to measure the program's progress in order to determine if additional information or resources are needed, or whether resources should be reallocated, and occasionally whether a new approach to the program should be taken. Monitoring of the implementation phase may include program performance and quality control, staff performance, budget expenditures, participant satisfaction and feedback and fidelity to the program model. The monitoring system should include vehicles for ongoing input from the people who use the program. More detailed information about monitoring and evaluation is available in Section 10.

11 **Responding to emergent challenges and issues**

Even if a program is piloted and many issues resolved during the pilot, no program is without emergent challenges and issues. As well, circumstances can change and the program needs to respond accordingly. Management and staff should meet periodically to review the monitoring information, discuss changing context and develop strategies to respond appropriately.

12 **Celebrating early successes**

Starting a new program and making significant changes to an existing one can take a lot of energy. There may be times when the process may feel like it is a series of challenges. It is important to look for early successes. Your monitoring system can point to these successes. The celebration of these successes can bring new energy to a program.

10. Ensuring quality and ongoing relevance

Three elements are involved in ensuring quality and ongoing relevance

Quality control

ensures that the service provided by staff to participants meets professional and program standards as well as legislative requirements.

Monitoring program delivery and results provides information about what is happening with the program.

Evaluation of the program explores in greater depth what is happening with the program as well as why it is happening and what the implications are for the program.

Quality control

Quality control is important to all funders. There are many different guidelines on how to do this from a variety of funders. One example is the Ontario Ministry of Community and Social Services, which as of July 1, 2011, requires that all of their funded agencies meet the requirements set out in the Regulation on Quality Assurance Measures. These can serve as guidelines for any community agency and their programs. The regulations cover:

- Promoting social inclusion, individual choice and independence;
- Developing individual support plans;
- Preventing and reporting abuse;
- Maintaining confidentiality and privacy;
- Ensuring safety on site;
- Having human resource practices about training and reference checks for the people who work there; and
- Keeping service records.

These, along with other guidelines or accrediting requirements, can support quality delivery of service.

For more information, the regulations can be found at this website: <https://www.ontario.ca/laws/regulation/100299>.

Monitoring and evaluation

Embedding monitoring and evaluation into program design, development and implementation helps to ensure that the program makes a positive difference for program participants. When program staff collect information and report on it regularly, needed minor changes can be made in a timely manner. Evaluations can also help determine if major changes are needed. Evaluations are undertaken to improve ongoing programs or policies, to determine the effectiveness and impact of a program, and to inform decision-making and planning. Different approaches to evaluation can be used to encourage accountability, learning, and collaboration.

Evaluation during the design and development stage

Two different types of evaluation can occur during the design and development phase of a program cycle.

- **A needs assessment** – in order to determine whether the need for a program exists beyond the organization’s immediate participants, a needs assessment is required. This consists of research into needs of the broader community (geographical or specific population), research into the existing programs, and analysis to determine whether there is a gap between the needs of people and the services available to them. The gap analysis would look at the presence or absence of services as well as other qualities, such as accessibility, quality of services and the waiting times for services. It should involve extensive consultation with key stakeholders. A more detailed description of how to conduct a needs assessment is presented in Backgrounder 3.
- **Evaluation of a pilot project** – when developing a new program, it is always wise to pilot it. This means testing the program out on a smaller scale prior to full implementation. This evaluation should look at:
 - Whether the program is being implemented as planned;
 - Whether the model works in your agency’s particular context and with your target population;
 - What the critical elements of the a program are that contribute to success; and
 - What modifications are needed so that the program is appropriate for the context and intended population group.

It is much easier to adjust a program when it is still relatively small. Doing an evaluation while piloting the program can establish a process that makes monitoring and evaluation an integral part of the program from the beginning. A more detailed description of how to pilot a program is presented in Backgrounder 8.

Monitoring during the implementation process

Ongoing monitoring can help you know if the program is achieving its objectives once it is being implemented. Monitoring systems include outcome indicators that should tell you whether the program is making a positive difference for the participants. You will need to establish ways to collect, store and review that information on a regular basis. Monitoring tells you what is happening and can indicate when a more comprehensive review or evaluation is needed. Establishing indicators is a critical step towards ensuring that your program can be evaluated. It also indicates a real commitment to achieving results and measuring achievements.

Periodical evaluation or when the program is being renewed

A more extensive evaluation is needed periodically to determine whether the program needs to change. Evaluation is a systematic assessment of an initiative, program or policy, including the collection and analysis of qualitative and/or quantitative data.

To learn more, see: Ontario Agency for Health Protection and Promotion (Public Health Ontario). Planning Health Promotion Programs: Introductory Workbook, 4th ed. Toronto, ON: Queen’s Printer for Ontario 2015, https://www.publichealthontario.ca/en/eRepository/Planning_health_promotion_programs_workbook_En_2015.pdf; United Way Toronto and York Region (2014). Evaluation Resources www.unitedwaytyr.com/document.doc?id=231

11. Scaling up a program

Scaling up a program requires some activities similar to starting a new program



1 Conducting a needs assessment

A needs assessment related to scaling up should look at whether the program is still needed and document the increased demand that would justify scaling up. It is often carried out as part of an evaluation.

2 Undertaking evaluation

Often the need for scaling up emerges from an evaluation that indicates that the program is working and that there is increasing demand for a program. If such an evaluation has already been carried out, further evaluation is not needed. If an evaluation has not been recently completed, an evaluation could contribute to addressing the following questions:

- To what extent is the current program serving the needs of the program participants?
- To what extent is the current program consistent with best practices?
- What is needed to make the program consistent with best practices?
- What is the optimum size for the program in order to achieve economies of scale and still provide client-focused programs?

Responding to recommendations emerging from the evaluation places the program in a better position to continue to be successful once it is scaled up.

3 Adjusting the program design

If the program needs to be re-designed, the adjustments should be consistent with the best practices emerging from the evaluation.

4 Testing the program

If the program has been re-designed, it may be appropriate to pilot it in order to ensure that any changes will continue to result in the intended outcomes.

5 Scaling up

The scaling up process should be planned in order to place the least amount of strain on the organization. Often scaling up is carried out incrementally to allow for some initial testing and to ease the pressure on the organization as new people are hired and introduced to the program. It is much easier to assimilate new staff one or two at a time than to hire and orient many people at once.

12. Sample program summary: *Clean Hands* program

A program summary should provide enough information so that someone who is not familiar with the program knows why it is needed, who will benefit from the program, what the program will do about the need and precisely how the program will address the need.

The following example is a fictitious program summary that highlights the key components of program design outlined in these resources. It is loosely based on a program called *Just Clean Your Hands*⁷, a hand hygiene program in Ontario hospitals and long-term care facilities.

Program description

Keeping hands clean is the single most important method of preventing the spread of infections in healthcare settings. The *Clean Hands* program works to address barriers to proper hand washing, improve compliance with hand hygiene best practices, and ensure that regular hand washing becomes a part of the workplace culture, so as to reduce secondary infection rates and ensure optimal care for patients. The program is led by the Peter Pan Hospital's Unit for Infection Control, but involves all staff who engage with patients on a regular basis.

Target population

The *Clean Hands* program targets all personnel working within the Peter Pan Hospital in the city of Metropolis who have regular contact with patients. This includes physicians, nurses, personal service workers, students, volunteers, and patient transporters. Research conducted by Public Health Ontario⁸ shows that a significant number of secondary infections are passed from caregiver to patient through both the systematic handling of patients, as well as indirect patient contact once patients have been admitted into the hospital. This includes basic activities like shaking hands, taking blood, assisting a patient in and out of bed, sharing equipment or not changing gloves frequently. The World Health Organization (WHO) has identified barriers to frequent hand washing in healthcare settings.⁹ Many healthcare professionals do not have a clear understanding of when and how often hands should be cleaned. The WHO reported that targeting healthcare professionals who have close contact with patients with consistent messaging about hand hygiene can have a significant impact on their workplace behavior and achieve safer patient care with lower secondary infection rates.¹⁰

7 Public Health Ontario (n.d.). *Just Clean Your Hands*, www.publichealthontario.ca/en/BrowseByTopic/InfectiousDiseases/JustCleanYourHands/Pages/Just-Clean-Your-Hands.aspx#Vwe2xeFY

8 Public Health Ontario (n.d.). *The Science Behind Just Clean Your Hands*, <https://www.publichealthontario.ca/en/eRepository/The%20Science%20Behind%20Just%20Clean%20Your%20Hands.pdf>

9 World Health Organization (n.d.). *Clean Care is Safer Care*, <http://www.who.int/gpsc/en/>

10 World Health Organization (n.d.). *Clean Care is Safer Care*, <http://www.who.int/gpsc/en/>

Needs assessment

In Canada, approximately 220,000 people admitted to hospital each year pick up secondary infections while being treated for something else. More than 8,000 of these patients die from these secondary infections.¹¹ As one of Canada's busiest hospitals, the secondary infection rate at the Peter Pan Hospital is even higher, where it is estimated that between 5-10% of patients acquire one or more infections. These figures can be even greater in intensive care units, where healthcare-associated infection can reach as high as 44%.¹²

There is a growing body of evidence regarding the impact that good hand washing practices in healthcare settings can have on reducing secondary infection rates, as hand hygiene helps to destroy the microorganisms that cause infection. A study completed by the Royal Knights Hospital in Australia showed that improved hand hygiene was the single most effective measure in reducing healthcare-associated infections.¹³ After a targeted hand washing campaign, infection rates dropped by as much as 20-40%. The study also reported that with the reduction in secondary infection rates, hospital costs decreased by \$8 million in one year.

There can be barriers to regular and effective hand washing. From various focus-groups and surveys completed by staff at the Peter Pan Hospital, we know that people often lack a good understanding of proper hand washing techniques to eliminate infections they may be carrying and some believe they are already washing their hands effectively. Staff also report a lack of access to cleaning products and an unwillingness to wash hands "too frequently" as they believe cleaning products can be hard on skin.

The *Clean Hands* program addresses these barriers to facilitate regular hand washing and to ensure it is done effectively.

Program objectives

The *Clean Hands* program's key objectives are to:

- Educate all staff in the Hospital on the importance of hand hygiene and its role in preventing healthcare-associated infections;
- Educate all staff in the Hospital on effective hand washing techniques based on best practices;
- Establish good hand washing practices as part of the Hospital workplace culture;
- Reduce physical barriers to effective hand washing within the Hospital; and
- Decrease rates of secondary healthcare-associated infections in patients in the Hospital.

Program activities

1 Develop training materials for educating staff on effective hand washing:

This will include reviewing currently available materials in this area and research best practices for hand hygiene in a hospital environment. The Peter Pan Hospital's Unit for Infection Control will be responsible for this component of the program and will establish a training module for all staff.

11 Public Health Ontario (n.d.). The Science Behind Just Clean Your Hands, <https://www.publichealthontario.ca/en/eRepository/The%20Science%20Behind%20Just%20Clean%20Your%20Hands.pdf>

12 The Peter Pan Hospital Unit for Infection Control (2015). Client Data (Data file). (fictional reference for purposes of example)

13 Royal Knights Hospital (2013). Clean Hands Study. (fictional reference for purposes of example)

2 Implement training modules for all staff:

Current staff will participate in mandatory training on effective hand washing. Any new employees will participate in training as part of their orientation. Training modules will be facilitated by the Unit for Infection Control and managed by each department head. Modules will be approximately one hour in length and department heads will assign time during regular shift hours for participation in training.

3 Hand washing accessibility audit:

The Unit for Infection Control will engage in a three month audit period to assess the accessibility of hand washing facilities within each unit of the Hospital. This will include mapping of current facilities, surveying all staff through training modules on improving accessibility for their use, and making recommendations for improved and/or increased accessibility of hand washing facilities.

4 Improvements to hand washing facilities:

Based on the recommendations of the audit, the Unit for Infection Control will engage with the Hospital's Maintenance Department to install additional and/or improved hand washing facilities in designated areas. All improvements will be implemented within six months of the beginning of the program.

5 On-going awareness and education:

The Unit for Infection Control will develop signage and pamphlets to remind staff, patients and other visitors to the Hospital of the importance of hand washing and the ways to do it effectively. Each unit within the Hospital will be responsible for ensuring signage and pamphlets are accessible and placed in the locations that are the most visible. As part of the annual performance review process, staff will be required to report on their hand washing practices in conjunction with the evaluation process and performance review tools used in their unit.

Program design evidence-base

Evidence regarding the effectiveness of hand hygiene programs began to be accumulated as early as 1841 in Austrian maternity facilities by Ignz Philipp Semmelweis whose studies showed a significant decrease in maternal mortality rates upon introduction of hand hygiene. From 1975 to 2005, 17 studies have been completed that demonstrate the effectiveness of hand hygiene promotion in reducing healthcare-associated infections. For example, a study completed in 2005, five years after a clean hands initiative in a Chicago-based hospital, reported a reduction in the overall prevalence of secondary infections and cross-contamination rates of 87%.¹⁴ All of the studies indicate that increased, effective hand washing was the primary action to reduce healthcare-associated infections. The *Clean Hands* program is based on the learnings from 30 years of research in this area.

Intended program outcomes and targets

Short-term outcomes:

Improved staff knowledge of the importance of hand hygiene and its role in preventing healthcare-associated infections.

Targets:

- 80% of trained staff are able to explain the connection between hand hygiene and healthcare-associated secondary infections after the training.
- 80% of trained staff are able to name the four most important moments for hand hygiene in the hospital environment after the training.
- 50% of full-time employees will be trained within the first 6 months of the program launch.
- 50% of full-time employees will be trained between 6 months and a year of the program launch.
- 80% of part-time employees will be trained within a year of the program launch.

Improved staff knowledge of effective hand washing techniques.

Targets:

- 80% of trained staff are able to demonstrate proper hand washing techniques after the training.

Physical barriers to effective hand washing in the Hospital identified and mapped.

Targets:

- 100% of all Hospital units identified their hand washing facilities improvement needs within 6 months of the program launch.

Medium-term outcomes:

Improved staff hand hygiene compliance.

Targets:

- 85% of all trained staff adhere to the effective hand washing techniques within 6 months and 1 year of the program launch.
- Increase of 50% in hand hygiene product consumption within 1 year of the program launch Physical barriers to effective hand washing in the Hospital reduced or eliminated.

Physical barriers to effective hand washing in the Hospital reduced or eliminated.

Targets:

- 100% of all Hospital units installed additional, or improved existing, hand washing facilities within a year of the program launch.

Long-term outcomes:

Decreased rates of secondary healthcare-associated infections in patients in the Hospital.

Targets:

- 20% decrease in the rate of secondary healthcare-associated infections in patients within 1 year of the program launch.
- 60% decrease in the rate of secondary healthcare-associated infections in patients within 2 years of the program launch.

Evaluation activities

Continuous monitoring and evaluation of the *Clean Hands* program is one of the critical elements of the Hospital's strategy to improve hand hygiene among staff and reduce the rates of secondary healthcare-associated infections in patients. The main purpose of evaluating the program is to capture the changes induced by implementation and to ensure that program has been effective in improving hand hygiene knowledge and practices among healthcare workers in the Hospital.

In order to support evaluation efforts, a comprehensive monitoring and evaluation (M&E) framework was developed, which provides an outline of the processes, tools and activities that will be used to systematically capture the outcomes of the program. Development of the M&E framework and its data collection tools was guided by the following key evaluation questions:

- To what extent is the program contributing to improving staff knowledge on effective hand washing practices?
- To what extent is the program contributing to improving staff hand hygiene compliance?
- How successful is the program in reducing physical barriers to effective hand washing within the Hospital?
- To what extent is the program contributing to decreasing rates of secondary healthcare-associated infections in patients in the Hospital?

The following evaluation data collection tools will be used to help provide answers to the key evaluation questions:

- Pre- and post-training hand hygiene knowledge questionnaire for healthcare workers.
- Pre- and post-training observations to assess the degree of compliance with hand hygiene among healthcare workers.
- Six-months and 1-year post launch observations to assess the degree of compliance with hand hygiene among healthcare workers.
- Pre- and 1-year post program launch hand hygiene product consumption survey.
- Pre- and 1-year post program launch Hospital units' infrastructure survey on available hand washing facilities.
- Hospital centralized data base on rates of secondary healthcare-associated infections in patients – pre-, 1-year and 2-years post program launch.

Part 2:

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Additional Resources

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Program design and development

In this section you will find resources that cover multiple topics to help with planning and implementing program design and development. For example, many of the resources in this section are 'how to' guides that address multiple aspects of program design and development. Other resources listed here address broader program design and development issues, such as a literature review of best practices.

A. Believe IT. Build It: Intentional Program Design

Creator: Ignite Afterschool

Year: 2012

Cost: Free

Type: Website

Location:

<http://igniteafterschool.org/bibi/bb1/>

Description: This website provides several tools for intentional program design related to building and managing quality programs, developing logic models and theories of change and developing impact maps.

Suggestions: While the focus is on youth, the same principles and processes can be applied to planning programs for other populations.

B. Design and Refine: Developing effective interventions for children and young people

Creator: Axford, Nick, Vashti Berry, Sara Blower, Michael Little, Tim Hobbs and Sonai Sodha

Year: No date

Cost: Free

Type: PDF

Location: The Social Research Unit at Dartington,

<http://www.dartington.org.uk/inc/uploads/Design-and-Refine-guide.pdf>

Description: This document discusses what constitutes reasonable evidence, sets out practical steps for what needs to be considered when designing and developing a program, describes system readiness for program design and development and sets out a comprehensive glossary of terms used in the guide.

Suggestions: The guide uses a practical approach with links to other useful resources. Although it refers specifically to children and youth,

much of the advice is consistent with what is needed in any program design and development exercise.

C. Design for youth-focused programs

Creator: Youth Learn

Year: 2012

Cost: Free

Type: Website

Location:

<http://www.youthlearn.org/learning/planning/planning>

Description: This website provides a range of high quality resources with a focus on youth programs, but are also applicable to other programs. It includes a 10-step guide to program planning and a program planning checklist as well as integrating logic model development and evaluation into the planning process.

Suggestions: While the focus is on youth, the same principles and processes can be applied to planning programs for other populations.

D. Guide on the Implementation of Evidence-Based Programs: What do we Know So Far

Creator: Julia Savignac and Laura Dunbar

Year: 2014

Cost: Free

Type: PDF

Location:

<https://www.publicsafety.gc.ca/cnt/rsr/cs/pblctns/gd-mplmntn-vdnc-prgrms/gd-mplmntn-vdnc-prgrms-en.pdf>

Description: This comprehensive document from the National Crime Prevention Centre provides information on the stages of the program implementation process and discusses fidelity to the model. It provides case examples so there is a link between theoretical and actual application.

Suggestions: This is probably a good resource to start with.

E. Making it big: Strategies for Scaling Social Innovations

Creator: Madeleine Gabriel

Year: 2014

Cost: Free

Description: This resource looks at the need for scaling a program to match the demand. It defines what is meant by scaling as well as establishing a strategy and provides ideas for

Type: PDF

Location:

https://www.nesta.org.uk/sites/default/files/making_it_big-web.pdf

implementing scaling. The provision of scaling stories helps to link the theory to actual practice.

Suggestions: This document provides a straight-forward introduction to scaling. Combined with other program development resources, it is a good resource to look at prior to scaling a program up or down.

F. Planning Health Promotion Programs: Introductory Workbook, 4th Edition

Creator: Public Health Ontario

Year: 2015

Cost: Free

Type: PDF

Location:

https://www.publichealthontario.ca/en/eRepository/Planning_health_promotion_programs_workbook_En_2015.pdf

Description: This easy-to-read workbook provides a six-step approach to planning health promotion programs. It provides links to useful on-line tools that can assist with planning, including *Six Program Planning Steps*, *Online Business Case Creator* and *Project Management Tools*.

Suggestions: This workbook can be readily adapted to other types of program planning. It takes a practical approach to planning, but does not include program development.

G. Planning Workbook Online

Creator: Public Health Ontario

Year: 2015

Cost: Free

Type: Website

Location:

<http://www.publichealthontario.ca/en/ServicesAndTools/ohpp/LearningCentre/PlanningWorkbookOnline/Step1/Pages/What-is-this-step-about.aspx>

Description: This website provides a step-by-step interactive design planner that allows the user to build a detailed program plan.

Suggestions: This resource is particularly useful when used in conjunction with the Planning Health Promotion Programs Workbook. The concepts and information can be readily applied to any type of program.

H. Program Design A Literature Review of Best Practices

Creator: United Way of Calgary and

Description: This comprehensive document outlines the benefits of program design,

Area

Year: 2011

Cost: Free

Type: PDF

Location:

http://www.calgaryunitedway.org/images/uwca/our-work/supporting-non-profits/capacity-building/program_design_a_literature_review_of_best_practices.pdf

discusses core design components, defines the key elements that contribute to best practice in program design and presents indicators of effective program design.

Suggestions: This can be used to supplement the resources provided by United Way Toronto and York Region as it goes into greater depth in four key areas.

I. Program Planning Fact Sheet

Creator: Ontario Ministry of Agriculture, Food and Rural Affairs

Year: 2012

Cost: Free

Type: Website

Location:

<http://www.omafra.gov.on.ca/english/rural/facts/96-007.htm#2f>

Description: This brief generic practical fact sheet provides a seven-step guide for designing a program.

Suggestions: This is a good starting point and can be used to organize your thinking for getting started. It needs to be supplemented with more detailed resources.

J. Project and Program DEsign in an International Context

Creator: International Federation of Red Cross and Red Crescent Societies

Year: 2010

Cost: Free

Type: PDF

Location:

<http://www.ifrc.org/Global/Publications/monitoring/PPP-Guidance-Manual-English.pdf>

Description: This document provides a three-staged approach to program design and implementation linking it to a program cycle and monitoring and evaluation. It provides some planning tools and provides concrete examples of many of the concepts and terms.

Suggestion: Although the focus is international, the information in this document is applicable to Toronto and York Region, particularly given the multi-cultural nature of this area.

K. Steps in Intervention Research: Designing and Developing Social Programs

Creator: Mark W. Fraser and Maed J. Galinsky

Year: 2010

Cost: US \$30

Type: PDF

Location:

<http://rsw.sagepub.com/content/20/5/459>

Description: This article describes a five-step model of intervention research. It provides an outline of core activities in designing and developing social programs. These include (a) develop problem and program theories; (b) design program materials and measures; (c) confirm and refine program components in efficacy tests; (d) test effectiveness in a variety of practice settings; and (e) disseminate program findings and materials. Using a risk and protective factor perspective, it discusses the adaptation of interventions for new settings and populations.

Suggestion: This article may be of interest for those wishing to explore the more theoretical aspects of program design and development.

L. Ten Steps for Planning Educational Programs

Creator: Ellen Taylor-Powell

Year: 2013

Cost: Free

Type: PDF

Location:

<https://www.ag.ndsu.edu/programming/program-planning-resources/tenstepsguidelines.pdf>

Description: This document provides ten steps needed to develop high quality education programs.

Suggestions: Although the focus is education, the steps and practical advice can be applied to other programs. The specific advice can be adapted to social program planning.

Needs Assessments

Needs assessments are a type of evaluation. Many of the resources listed here stop at determining needs and do not include solutions and gap analysis.

A. Needs Assessment (An Overview)

Creator: James W. Altschuld and David Davraj Kumar

Year: 2010

Cost: \$50

Type: Book (168 pages)

Location: Sage Publications,
<https://us.sagepub.com/en-us/nam/needs-assessment/book233914>

Description: This needs assessment kit that takes the reader through a step by step experience of conducting a needs assessment.

Suggestions: This is part of a series of books on needs assessment. It gives good practical advice that can be followed up with other books in the series if you want to understand needs assessments in greater depth. Other books include *Bridging the Gap Between Asset/Capacity Building and Needs Assessment*, *Needs Assessment Phase III: Taking Action for Change*, and *Needs Assessment: Trends and a View Toward the Future*.

B. Program evaluation and performance measurement: An introduction to practice

Creator: James C. McDavid, Irene Huse and Laura R. L. Hawthorn

Year: 2013

Cost: \$91

Type: Book (560 pages)

Location: Sage Publications,
<http://www.sagepub.com/books/Book234254>

Description: This book provides an accessible, practical introduction to program evaluation and performance measurement. The book uses extensive examples and also provides helpful checklists. Written by Canadians, it is one of the few general texts for evaluation with a Canadian context.

Suggestions: Chapter 6 of this text book provides in-depth information about needs assessments. Chapter 2 focuses on logic models.

C. Work Book 3: Needs Assessment

Creator: World Health Organization

Year: 2000

Cost: Free

Type: Book (560 pages)

Location:
<https://cyfernetsearch.org/sites/default>

Description: This workbook provides different practical approaches to conducting needs assessments for health care needs. It goes beyond programs and looks at systems as well. In doing so it assures that context is taken into account.

<t/files/WHO,%202000.pdf>

Suggestions: Although the focus is on health, it can be used in determining need with other types of intervention services.

Logic models and theory of change

Most evaluation texts address logic models. This section provides practical resources that are designed to help users develop their own logic models. These resources can be used by groups to ensure stakeholder input.

A. Build Your Own Logic Model

Creator: University of Minnesota

Year: 2015

Cost: Free (requires registration)

Type: Website

Location:

<https://cyfernetsearch.org/build-your-own-logic-model>

Description: This resource is part of a website that includes information about logic models and needs assessments.

Suggestions: It is a great exercise to learn about logic model. It could be done with a group of stakeholders.

B. Logic Model Development Guide

Creator: W.K. Kellogg Foundation

Year: 1998, updated 2006

Cost: Free

Type: PDF

Location:

<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

Description: This resource provides a guided and in-depth approach to understanding, developing, and using logic models. Step-by-step guidelines, exercises, examples, and checklists provide hands-on learning activities for the serious student who wants an in-depth understanding of the logic model process and its use in evaluation planning.

Suggestions: This is the companion document to the WK Kellogg Foundation publication *Evaluation Handbook*.

C. What is a Logic Model?

Creator: University of Minnesota

Year: 2015

Cost: Free

Type: Website

Location:

<https://cyfernetsearch.org/what-logic-model>

Description: Describes what a logic model is and provides an online video about logic models.

Suggestions: The video is not particularly visual, but may be useful for those who learn best by hearing.

D. An Introduction to Theory of Change

Creator: Anderson, Andrea

Year: 2005

Cost: Free

Type: Website

Location: The Evaluation Exchange volume XI,

<http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluation-methodology/an-introduction-to-theory-of-change>

Description: This resource discusses what is a theory of change, the value of creating one, and how to create one. Also discusses the difference between a theory of change and logic model.

Suggestions: This is a good starting point and can be used to organize your thinking for getting started. It needs to be supplemented with more detailed resources.

E. Purposeful Program Theory: Effective Use of Theories of Change and Logic Models

Creator: Funnell, Sue C. and Patricia Rogers

Year: 2011

Cost: \$70.00

Type: Book

Location: Wiley Publications,
<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-0470478578.html>

Description: This resource shows how to develop, depict and use program theory, applying it to different situations with different constraints. It looks at how theories of change can support needs assessment, program design and outcome evaluation. It explains, in easy to understand language, how program theory helps shed light on how the program works, looking at the intermediate outcomes that are necessary for achieving the desired impacts.

Suggestions: It is an excellent resource for those wanting to go more deeply into developing theories of change.

Evaluation

Program design and development is closely linked with evaluation. These resources were selected because they provide that link.

A. BetterEvaluation

Creator: BetterEvaluation Consortium

Year: 2013

Cost: Free

Type: Website

Location:
<http://www.betterevaluation.org/>

Description: This website provides guidance and tools for every step in the evaluation process. The information and resources have been carefully vetted by an international collaboration of experienced evaluators. Membership (free) allows you to ask questions, contribute content, and connect with other members.

Suggestions: This site can be used as a complete reference guide to plan an evaluation and provides advice on what needs to go into a description of a program.

B. Building a strategic learning and evaluation system for your organization

Creator: Hallie Preskill and Katelyn Mack

Year: 2013

Cost: Free

Type: PDF (32 pages)

Location:
<http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Building an Evaluation System.pdf>

Description: Authored by leading evaluation thinkers and educators, this document is a call for organizations to take a strategic approach to utilizing evaluation resources and planning evaluation activities. Readers will learn to focus evaluation resources towards building a learning organization.

Suggestions: Designed for organizational leaders and managers, this resource may be useful to third sector organizations that hope to embed evaluation in their organizational culture.

Part 3:

Training Resources

Training Resources

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Training Resources

There are very few courses in program design and development. A few organizations provide workshops but not necessarily on a regular basis. Some training and education programs include program design and development as part of the course content but are do not provide training specifically on the topic.

A. American Evaluation Association

The following is an example of training provided by the AEA. They also have webinars and blogs on evaluation and program development. Information is available on their website related to upcoming events.

Name of Training: Basics of Program Design: A Theory-driven Approach

Location: Provided at the 2014 AEA conference

Cost: Approximately \$100 over the cost of the conference

Time commitment: 3 hours

Website: <http://www.eval.org/>

Target audience: Evaluators, program designers and providers

Level: varies		Sector	
✓	Beginner	✓	General/not sector specific
	Intermediate		Sector specific:
	Advanced		

Description: This workshop, presented by Stewart Donaldson and John Gargani, was designed primarily for evaluators but would also be useful to anyone designing and developing a program.

B. CORE (Centre for Organizational Resilience)

Name of Training: Intentional Program Design

Location: Online toolkits

Cost: Free

Time commitment: not specified

Website: http://www.foryouth.ca/tags/program_design

Target audience: Nonprofit organizations

Level: varies		Sector	
✓	Beginner	✓	General/not sector specific
	Intermediate		Sector specific:
	Advanced		

Description: The Intentional Program Design Workshop is a logical overview of program development. The workshop focuses on the framework and fundamentals of a project cycle. This session will require that participants create their own project. The objectives of the session are to ensure attendees are able to:

- Understand the different stages of a project development cycle;
- Identify different methods and strategies to use for different stages of the program; and
- Understand the connection between activities, outputs and outcomes.

C. Ryerson University

Name of Training: Nonprofit and Voluntary Sector Management

Location: In-class and online

Cost: Approximately \$600/course

Time commitment: Courses can be taken individually or part of working towards a certificate. Each course is a full term requiring approximately 40 hours class participation per term plus study and assignment preparation outside of class.

Website: <http://ce-online.ryerson.ca/ce/default.aspx?id=2794>

Target audience: anyone managing or interested in managing programs and organization in the nonprofit and voluntary sector.

Level		Sector	
✓	Beginner	✓	General/not sector specific
	Intermediate		Sector specific:
	Advanced		

Description: The Certificate in Nonprofit and Voluntary Sector Management program offers the following:

- An interdisciplinary curriculum pooling knowledge from Business Management, Public Administration, and Social Work;
- A practical blend of theory and application taught by practitioners; and
- A wide range of current and relevant courses covering key areas such as marketing, financial management, fundraising, advocacy, strategic planning, public relations, organizational management, and organizational change.

The specific courses that provide education in program design and development include:

- CINI 902 Evaluation - In the current climate of increased demands for public accountability, nonprofit organizations need to develop sound program planning and evaluation skills. Both funder and public demand for internal and external accountability at the program and organizational levels is explored. This course focused on the development of knowledge and skills to plan and evaluate programs and services in a variety of human service organizations.
- CINI 913 Leading through Change - Societal transformations affecting the non-profit sector today are so fundamental that they demand new models of action. This course provides tools to plan for changes necessitated by economics and political restructuring, emerging informational technologies and increasing demographic diversity. Topics include environmental scanning, organizational diagnosis, planning change strategies, managing transitions, overcoming resistance, mobilizing commitment among volunteers, and changing the organizational culture.

D. University of Minnesota

Name of Training: Evaluation and Intentionality: You can't have one without the other

Location: Online

Cost: Free

Time commitment: 1 hour

Website: <https://cyfar.org/resource/evaluation-and-intentionality-you-cant-have-one-without-other>

Target audience: programs serving youth

Level		Sector	
✓	Beginner		General/not sector specific
	Intermediate	✓	Sector specific: Youth
	Advanced		

Description: This webinar looks at issues related to evaluation and intentionality including the development of logic models, program fidelity, the black box, and the design and implementation of effective evaluations. It explores the relationship between intentional programming and evaluation and have opportunities to apply this knowledge to their own programs.

E. YOUTHREX

Name of Training: Intentional Program Design

Location: Online

Cost: Free

Time commitment: 1 hour

Website: <http://youthrex.com/feb-24-webinar-recap-intentional-program-design/>

Target audience: Programs serving youth

Level		Sector	
✓	Beginner		General/not sector specific
	Intermediate	✓	Sector specific: Youth
	Advanced		

Description: This one hour seminar was presented on February 24, 2016 by Jennifer Skuza and Sherry Boyce from the [University of Minnesota Extension Center for Youth Development](#). The session discussed how to be intentional in program planning and began with an overview of program development cycles, describing how design is nested within this process. The presentation explored the structure and schedule of youth programs from three different lenses. Participants learned about effective program design from the participant's perspective.