

North Region Excellence In Programming Academy Bulletin #2

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Introduction to Program Development Models

In Bulletin #1 you were introduced to Texas Agrilife Extension Service Programming. You learned that the educational program is the sum of all components/methods and is consummated with the evaluation of the entire program. Such educational programs need to address issues identified with various resources involved in the planning, implementation, and evaluation or interpretation. Additionally in Bulletin #1 you were introduced briefly to various program development models. In this Bulletin we will focus on the Targeting Outcomes of Programs (TOP) Model and the Logic Model, both of which were utilized in the development of the Texas Model.

Targeting Outcomes of Programs - TOP

The TOP Model was developed by Dr. Claude Bennett and Dr. Kay Rockwell in 1994, as an "outgrowth" of Bennett's hierarchy. TOP consists of nine different steps that will help an educator focus his or her program planning in strategic areas to achieve social, economic, and environmental outcomes. If used effectively, TOP's nine steps should help an educator answer the following questions:

- Why have a program?
- How should the program be conducted?
- Is the program design implemented?
- What is the payoff from the program?

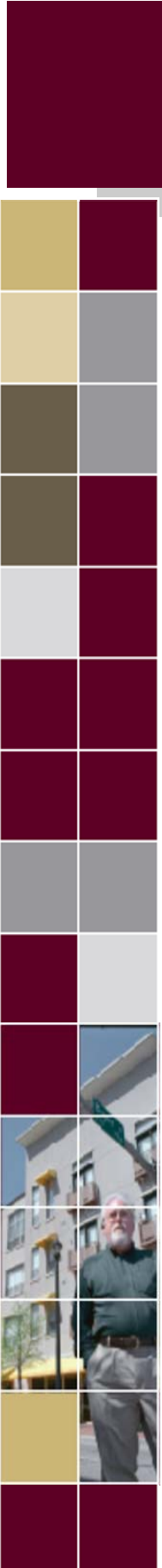
Using TOP in developing an educational program allows an educator to target specific outcomes, track progress towards reaching such outcomes, and evaluate the performance of the program. It is a way to conceptualize a program plan.

TOP includes a two-sided hierarchy with seven levels which, are assumed to be reflective of both program development and evaluation. In this hierarchy, program development starts at the top left-hand side and works down the tiers to the bottom. To evaluate program performance, start at the lower right-hand side and work up. The seven levels of this hierarchy are:

- SEE – Social, Economic, and Environmental conditions/outcomes.
- Practices – Patterns of behaviors, procedures, or actions that influence SEE conditions.
- KASA - Knowledge, Attitude, Skills, and Aspirations that influence the adoption of practices and technologies to achieve SEE outcomes.
- Reactions – Participants' degrees of interest in topics addressed, acceptance of activity leaders, and attraction to educational methods.
- Participation – Individuals, families, groups, organizations, or communities.
- Activities – Various educational strategies and events used to inform, educate, or train target audiences.
- Resources – Time, money, and staff used to plan, promote, implement, and evaluate programs.

In summary, TOP is a tool for educators to plan effective programs based upon specific needs determined to be important, track the progress of the program and its implementation, and evaluate the overall performance of programs upon completion (Rockwell & Bennett, 1995).

For more information regarding TOP, visit <http://citnews.unl.edu/TOP/index.html>.



Introduction to Program Development Models—Continued

Logic Model

As described in the University of Wisconsin Extension's online tutorial: "Enhancing Program Performance with Logic Models," logic models are another common tool used by educators to develop educational programs. Logic models are developed on a situational basis. They have been said to be a simplified picture of the program designed to respond to the situation at hand and show the logical relationships among the resources, activities, and benefits. A Logic Model is a, "plausible, sensible model of how a program is supposed to work." (Bickman, 1987, p.5).

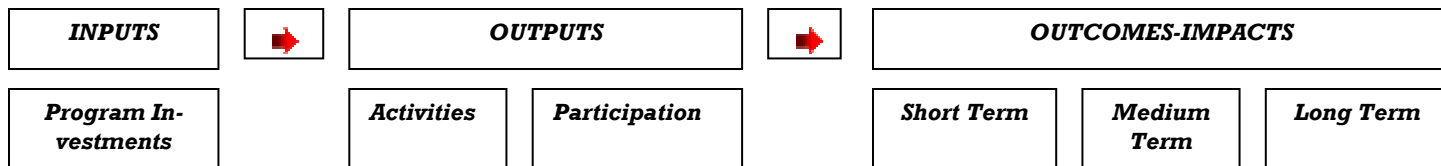
A Logic Model should serve as the core of planning, program management, evaluation, and communications. When planning an educational program, a Logic Model can provide a framework and process to get from where you are to where you would like to be. It will display the connections between resources, activities, and outcomes; which is the basis for creating a more in-depth management plan.

Though a Logic Model is not an evaluation model, it can serve as a useful tool in evaluating a program. A Logic Model can serve as the first step in evaluating a program and will help an educator understand when and what should be evaluated in regards to the program. This helps the educator make more efficient use of available resources.



In its most simple form, a Logic Model can be represented as:

The diagram above shows the logical relationships between what is invested (inputs), what is done (outputs), and what results (outcomes-



impact) from the program. A Logic Model can help to describe the sequence of events over time that are thought to bring about benefits or change. It is a chain of reasoning that links investments to results. As you begin to develop a Logic Model, you may choose to use more detail and identify specific inputs, outputs, and outcomes. For example, a more detailed Logic Model may look like this:

In summary, a Logic Model is a tool that will aid us in our planning of educational programs. It looks at the relationship between the inputs and outputs of a program that result in certain outcomes. The inputs or the resources invested allow us to achieve desired outputs. Outputs are the activities conducted or products created that lead to outcomes. Outcomes are the changes or benefits that occur (Enhancing Program Performance with Logic Models, n.d.).

For more information regarding Logic Models, visit <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html#more>

References:

Bickman, L (1987). The functions of program theory. In L. Bickman (Ed.), *Using program theory in evaluation: New directions for program evaluation*, No. 33 (pp. 5-17). San Francisco: Jossey-Bass.

"Enhancing Program Performance with Logic Models." (n.d.). Retrieved September 2, 2008, from <http://74.125.45.104/u/univwisc?q=cache:CwclVkcQHZMJ:ecow.engr.wisc.edu/cgi-bin/get/che/562/yin/groupworkb/whatisallogicmodel.doc+logic+model&hl=en&ct=clnk&cd=4&gl=us&ie=UTF-8>

Rockwell, Kay, Bennett, Claude (1995). *Targeting Outcomes of Programs: A Hierarchy for Targeting Outcomes and Evaluating Their Achievement*. Retrieved September 2, 2008 from University of Nebraska at Lincoln Website: <http://citnews.unl.edu/TOP/downloads/TOP.pdf>