Mayor's Office of
WORKFORCE DEVELOPMENT

Program Self-Assessment for Non-Evidence-Based Practice

- This is a tool to be used by programs that are **not currently using Evidence-Based Practice (EBP)**
- It is intended to be used for **thinking about aspects of what your program does, how it works, who it reaches and how it is evaluated**
- The tool is organized around four categories: **program design and content, relevance, delivery and quality assurance**
- **Engage in a process with your stakeholders to complete this self-assessment as a first step** in evaluating your current programming and its design

PROGRAM DESIGN AND CONTENT
Effective program design and implementation is guided by clear program theory linking program activities to outcomes.

Component Areas for Assessment	Notes: Self-Examination of Current Programming	Thoughts for Further Exploration	Capacity to Address: I – In-house currently N – Need to build capacity
What is the theory of change guiding the program?			
Is there any research evidence that the programs activities work to bring about the desired outcomes?			
Does your target audience believe the program is interesting and engaging? Does the target audience attend long enough for behavior changes to occur?			
How does the program dosage compare to evidence-based practices? Are the contact hours sufficient to achieve outcomes?			
Effective programs recognize individuals are served within many settings and programs (schools, work, programs). Does your program address a variety of settings or processes? What additional settings/ processes could be targeted to strengthen the program?			

Adapted from: Grinnell, R. M., Gabor, P. A., Unr, Y. A. (2019). Evidence Based Programs. *Program Evaluation for Social Workers: Foundations of Evidence-Based Programs*. (8th ed.) (pp 153-178).

Are there behaviors or attitudes that your program hopes to reduce? Does research suggest effective strategies for behavior change? How can you incorporate these?			
What strategies could be used to promote positive behaviors and develop desired competencies?			
Does the program require more active than passive participation?			
Are there parts of the program that participants find boring? Are there times when participants are disengaged?			
Can more opportunities be created for participants to practice critical skills?			

RELEVANCY

Effective programs target services that are age and stage appropriate.

Component Areas for Assessment	Notes: Self-Examination of Current Programming	Thoughts for Further Exploration	Capacity to Address: I – In-house currently N – Need to build capacity
Does the program target risk and protective factors that are relevant for the participants ages and stages of development?			
Are there ways to make the program's content or activities more developmentally appropriate?			
Given the goals of the program and existing evidence, what is the optimal time for your targeted population to participate?			
Do you have a method for assessing participants' readiness to participate in and benefit from the program?			
Can you identify additional transitions or events that might motivate youth to participate			

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in the program? How can you make potential participants aware of your program?			
Are all the program activities and materials consistent with the cultural traditions of the targeted participants?			
Are program staff comfortable with and equipped to deliver services with cultural humility?			

DELIVERY

Behavior change happens in the context of positive, supportive relationships where individuals feel safe and trust one another. Thoughtful program planning recognizes that these trusting relationships need time to develop.

Component Areas for Assessment	Notes: Self-Examination of Current Programming	Thoughts for Further Exploration	Capacity to Address: I – In-house currently N – Need to build capacity
How supported, safe, and comfortable do participants feel while attending the program?			
Is the program delivered in a way that allows participants to develop positive relationships with each other and with staff?			
Are staff given adequate training before implementing programming?			
Do staff meet regularly to discuss and reflect on programming?			
Do staff receive feedback and guidance from supervisors?			
What could be done to increase staff members' investment in the program and reduce turnover?			

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ASSESSMENT & QUALITY ASSURANCE

Documentation is key to demonstrating and maintaining program effectiveness. It is also important to track how well implementation matches original program design.

Component Areas for Assessment	Notes: Self-Examination of Current Programming	Thoughts for Further Exploration	Capacity to Address: I – In-house currently N – Need to build capacity
Do the people running the program know what it is supposed to accomplish and what each component involves?			
Is the program adequately documented so that others could implement or replicate it?			
Are there outlines, checklists, and materials to monitor how well the program is being implemented?			
Do you have a system for monitoring how the program is implemented and for obtaining feedback about how each part is operating?			
How can current program participants assist you in the improvement process?			
What type of evaluation would be most appropriate for the program's current staff of development?			
What kinds of training, resources, and technical assistance would you need to conduct an evaluation?			
What are some short-, medium, and long-term outcomes you could measure in an evaluation of your program?			

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