

Lifecycle Identification and Alignment Worksheet

Program Name:	Date:
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To complete this worksheet, please refer to definitions of Lifecycle phases as given in the **Lifecycle Definitions and Alignment** handout.



I. Program Lifecycle Identification

The goal of this activity is to use your reflections about your program's history to select one of eight program lifecycle phases.

In practice, programs may be made up of components that are in different lifecycle stages. For example a program might combine an established curriculum or activities with some new initiatives, so that some parts of the program are well-understood and well-developed, while others are in a more pilot phase. If your program has components in different stages, pick the most representative phase overall, for now, but make note of the differences in program components.

What lifecycle phase is your *program* in? (IA, IIB, etc.) _____

Notes:

Program Modeling

Lifecycle Definitions and Alignment		
Program Lifecycle	Phase	Evaluation Lifecycle
Initiation Program is in initial implementation(s), either as a brand new program or as an adaptation of an existing program. Program still undergoing rapid or substantial change/adaptation or revision, after initial trials.	I-A	Examines implementation, participant and facilitator satisfaction. Uses process and participant documentation and assessment and post-only evaluation of reactions and satisfaction.
	I-B	Focuses on implementation, and increasingly on presence or absence of selected outcomes. Evaluation is post-only; outcome measures may be under development with attention to internal consistency (reliability).
Development Scale and scope of revisions or changes/adaptations are smaller; most program elements are still evolving while a few may be implemented consistently. Most program elements are implemented consistently; minor changes may still take place as some elements may still be evolving.	II-A	Examines program's association with change in group outcomes, for these participants in this context. Uses unmatched pre- and post-test of outcomes; quantitative/qualitative assessment of change, assessment of measure reliability and validity.
	II-B	Examines program's association with change in group (and/or individual) outcomes, for these participants in this context. Uses matched pre- and post-test of outcomes; quantitative/qualitative assessment of change, verifying measure reliability and validity.
Stability Program is implemented consistently; participant experience from one implementation to the next is relatively stable (formal lessons or curricula exist). Program has formal written procedures/protocol and can be implemented consistently by new well-trained facilitators.	III-A	Assesses effectiveness using design and statistical controls and comparisons (control groups, control variables or statistical controls).
	III-B	Assesses effectiveness using controlled experiments or quasi-experiments (randomized experiment, regression discontinuity).
Dissemination Program is being implemented in multiple sites. Program is fully protocolized and is being widely distributed.	IV-A	Examines outcome effectiveness across wider range of contexts. Multi-site analysis of integrated large data sets over multiple waves of program implementation.
	IV-B	Formal assessment across multiple program implementations that enable generalizations about this program in a wide variety of contexts (e.g., meta-analysis).

Netway (www.evaluationnetway.com)
Document available at: <http://www.evaluationnetway.com/guide/evaluation-guidance/lifecycle-analysis>

II. Evaluation Lifecycle Identification

Now, use your reflections on the history of your evaluations of the program, again referring to the **Lifecycle Definitions and Alignment** handout, and select the evaluation lifecycle stage that best describes the current state of the evaluation. If your program has components in different evaluation lifecycle stages, pick the most representative phase overall, but make notes of and address the differences in your evaluation plan.

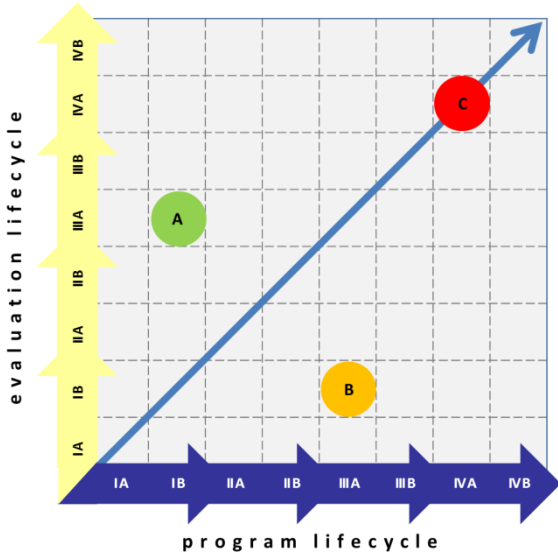
What lifecycle phase is your *program's evaluation* in? (IA, IIB, etc.) _____

Notes:

III. Program and Evaluation Lifecycle Alignment

Alignment between program and evaluation lifecycle phases is essential for ensuring that programs obtain the kind of information that is most needed at any given program lifecycle phase, and that program and evaluation resources are used efficiently.

The figure below offers a simple representation of what alignment and non-alignment of program and evaluation lifecycle looks like. Program C in this illustration lies on a 45-degree line indicating ideal alignment between its program and evaluation lifecycle phases.



Some points to consider about alignment:

- In practice it is very common to have programs whose program and evaluation lifecycles are *not* aligned.
- Moving toward alignment should be treated as a key goal of evaluation planning.
- Alignment does not necessarily happen after one evaluation cycle.
- Evaluations and programs are developmental and grow over time.

Now, on the figure to the right, plot the point that shows your program lifecycle and evaluation lifecycle. If it is on the blue 45 degree line, your lifecycles are aligned. If not, use this chart and your program and evaluation histories to reflect on why your lifecycles are out of alignment.

If your lifecycles are misaligned, **take notes here** on why that might be:

