Assessing Program Theory and Design

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| **Across**  **6.** Assessment in Relation to \_\_\_\_\_\_ \_\_\_\_\_\_\_-The most important assessment the evaluator can make is based on a comparison of the intervention specified in the program theory with the social needs the program is expected to address.  **7.** One of the primary sources of information for developing and differentiating descriptions of program theory: Interviews with \_\_\_\_\_\_\_\_\_\_\_  **8.** Theory of change  **9.** One of the primary sources of information for developing and differentiating descriptions of program theory: Social Science \_\_\_\_\_\_\_\_\_\_\_\_  **10.** When the underlying assumptions about how program services and practices are presumed to accomplish their purposes have not been fully articulated in recorded | **Down**  **1.** Negotiation and investigation undertaken jointly by the evaluator and the evlauation spoonsor to determine whether a program meets the preconditions for evaluation  **2.** The program’s assumptions about expectations about how to reach the target population, provide and sequence service contracts and conclude the relationship when services are no longer needed or appropriate  **3.** When a program’s theory is spelled out in program documents and well understood by staff and stakeholders.  **4.** One of the possible outcomes of program theory assessment  **5.** assumptions and expectations about what the program must do to bring about the interactions between the target population and the program that will produce the intended changes in social conditions |