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Today's Agenda

- What problem are we addressing and how are we going to address the problem? (Goals & Objectives Recap)

- How will we know if we successfully addressed the problem? (Evaluation vs. Evaluation Plans)

- If it's not logical, its not the model you want to use! (Logic Model)

- Program evaluation reporting

- Questions

"Your objectives keep you on target with your goal. Without them, you are doom to fail"-Holloway, 2018
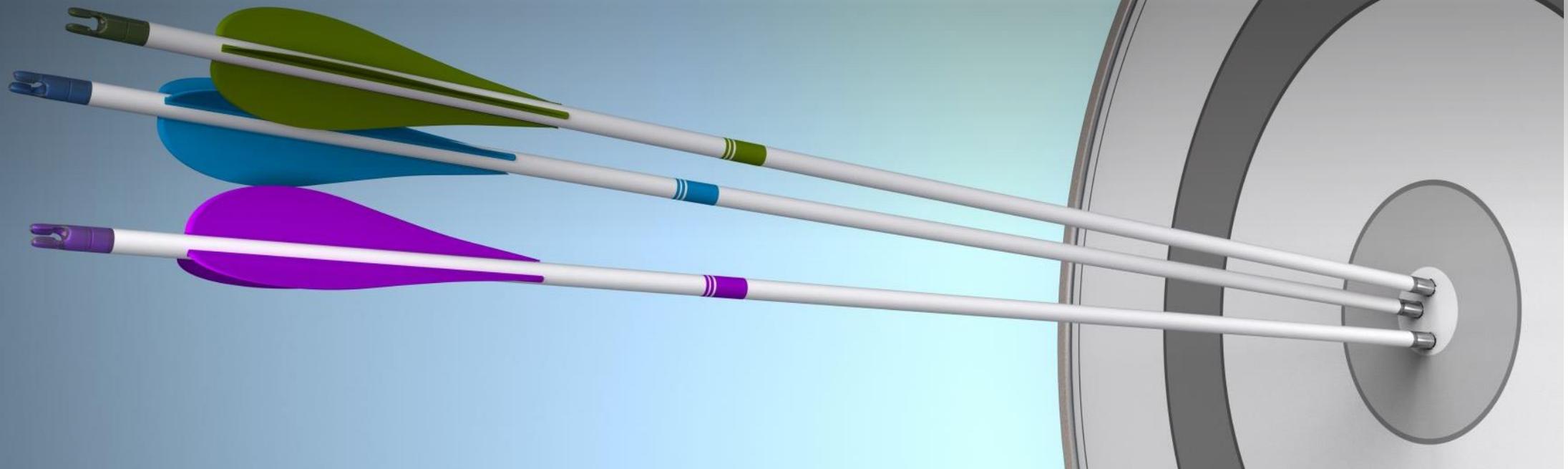
Remember, Goals Must Be.....

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**imed Based/Bound

SMART Goal Example: I'm going to work on my research paper today.
Specific: I will work on the **beginning** of my research paper today.
Measurable: I will complete the **first three pages** of my research paper today.
Achievable: I can do this because **I have done the research, organized my notes and completed my outline plan.**
Realistic:. **I can complete 3 pages** today because I have several hours of free time today.
Time Bound: I will **finish by 6:00 pm.**

Goals vs. Objectives

- There is a common misconception that **goals** and **objectives** are the same. However, there is a difference between them.
- A **goal** should be viewed as an aim or overall desired outcome.
- An **objective** is a set of steps completed in order to meet a goal.
- Hence, they should not be used interchangeably.

Goals	Objectives
- Broad statements - Difficult to measure unless they are SMART - Accomplished through 3-4 objectives	- Detailed statements 3-4 objectives to achieve a certain goal - Accomplished through a series of activities

Objectives are living documents

- They can be revised to meet your needs and program goals.

- Should you need to revise your objectives, contact your evaluator for a discussion.

- We will work with you throughout the program to review your objectives and ensure that you meet your goals.

Example of objective revision: One of ESD120 objectives was to complete 12 parent workshops. After further review of their truancy rates, they decided to revise this objective. They will now have 6 parent workshops and add 6 student workshops to address the importance of attendance.

Evaluation Component

Impact is the intended and unintended long-term change occurring as a result of activities.

- **Evaluation is the process that determines the impact,** effectiveness, and efficiency of a program. It reveals what worked and what didn't work.

- The evaluation assists in **maintaining control of your project**, telling both you and the funder where you are in relations to where you want to be.

- The evaluation component identifies: **The relationship between the expected goals or outcomes**, and the activities described in the proposal.

EVALUATION

Evaluation Component

Did we do what we said we would do?

It is extremely important to plan how the organization can:

- Demonstrate the success of the program

- Measure program impact

- Capture the lessons learned

*The evaluation component is often where a potential funder decides if the grant proposal will be approved/selected for approval.

Evaluation vs. Evaluation Plan

What's the difference?

While the evaluation identifies the strengths and weaknesses of your project, the evaluation plan identifies how the strengths and weaknesses will be assessed.

The evaluation allows you to make the necessary adjustments to increase the efficiency of your project, and the evaluation plan allows you to develop a process of evaluating the efficiency of your project.

*In short, the evaluation plan tells the process of evaluating what is being evaluated.

Evaluation Plans

Evaluation Plans answers the following questions:

- What will we evaluate? How – why?

- When will the evaluation occur?

- Who is conducting the evaluation?

- How will we determine if we met our goals?

- How will we collect the data required to evaluate the project?

Evaluations

Evaluations answers the following questions:

- Did we reach our goals - if not - why not?

- Was the project effective - if not - why not?

- What did we do right?

- Where should we make changes to improve project/program effectiveness?

- What are the impacts and major change as a result of our project?

"If it is not logical, it is not the model you want to use"
-Friday, 2016

What Is The Logic Model?

Planning experts describe the Logic Model as:

- A Logic Model is a graphic/chart depiction of the program plan that visually connects and summarizes key resources, needs, activities, personnel, outputs, and outcomes for a particular program.

- It is a fill **in-the-box** method of planning that includes the essential elements of a program.

- Logic Models are **road maps** for the grant reviewers and evaluators.

- The Logic Model **condenses your major program elements** and communicates briefly, what it will take pages of a narrative to write out in detail.

- With the Logic Model you **begin with the end in mind.**
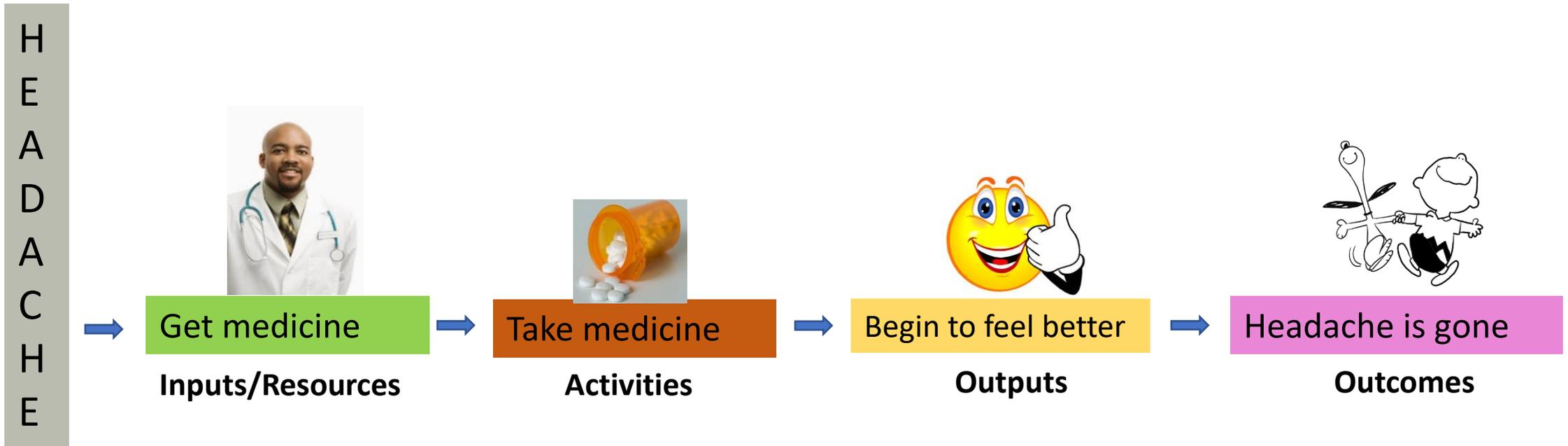
The Logic Model Answers......
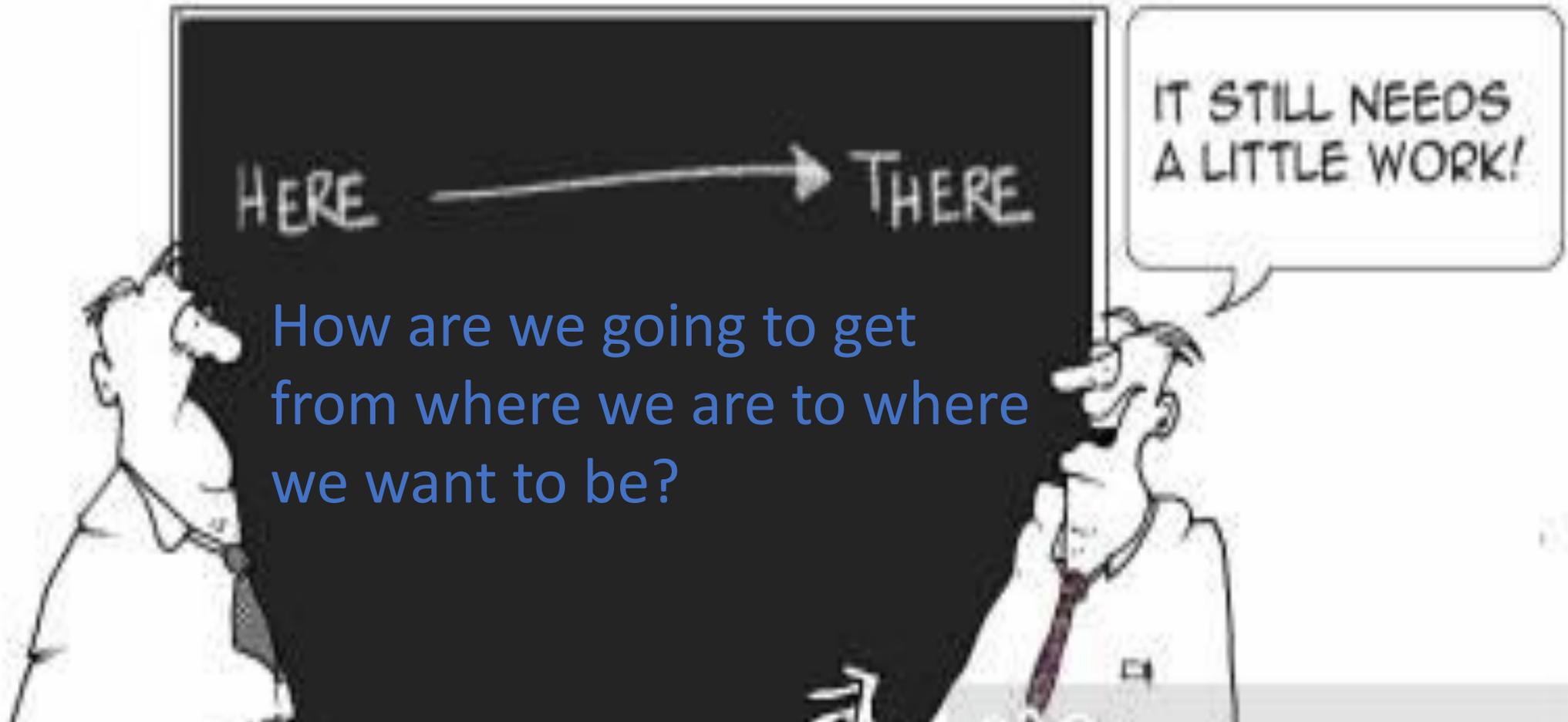
Uses of the Logic Model

- **Helps everyone understand** the difference between what we do and what happens as a result
- Helps **clarify critical activities** to attain outcomes
- **Identifies** critical resources
- **Improves** planning, management, and evaluation
- **Increases** intentionality and purpose
- **Helps** a reader, reviewer, parent, board member—any **audience— understand the program quickly**
- Helps you **connect the dots**, see the cause and effect, and make sure that all components are logically connected
- Shows that you will **achieve the outcomes** through clear activities that address a well-documented need.

Analysis of a Simple Logic Model

H E A D A C H E

Situation/Problem

Get medicine → Take medicine → Begin to feel better → Headache is gone

Inputs/Resources   **Activities**   **Outputs**   **Outcomes**
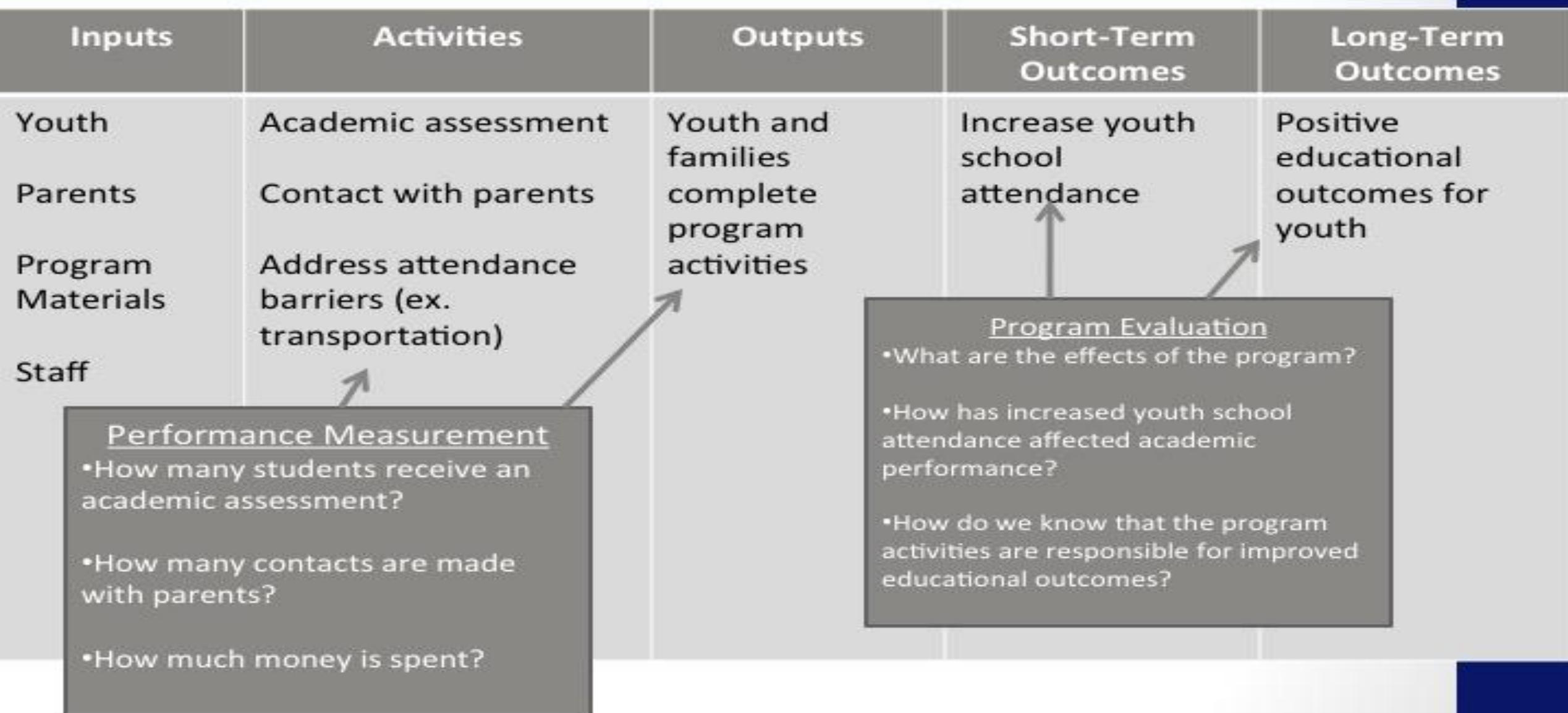
The Logic Model = 'If, Then" Statements

"If I had a bad headache, and then I went to the doctor, and if the doctor gave me a prescription for medicine and I took it, then I would begin to feel better and my headache would eventually be gone'.

Example of the Kellogg Logic Model

Resources/ Inputs.	Activities	Outputs	Outcomes	Impact/Long-term Outcomes
Certain resources are needed to operate your program.	**If** you have access to them (the resources) **then** you can use them to accomplish your planned activities.	**If** you accomplish the planned activities, **then** you will deliver the services you intended.	**If** the activities are accomplished to the extent planned, **then** the participants will benefit in certain ways.	**If** the benefits are achieved, **then** certain changes in organizations, communities, or systems might be expected to occur.
What it will take to implement the project.	Use the resources to achieve the desired outputs	The things that a project produces such as increases and decreases.	Describes the benefits or change that takes place.	Long-term change expected
Your Planned Work		**Your Intended Results**		

Truancy Program Logic Model Example

Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Youth	Academic assessment	Youth and families complete program activities	Increase youth school attendance	Positive educational outcomes for youth
Parents	Contact with parents			
Program Materials	Address attendance barriers (ex. transportation)			
Staff				

Performance Measurement
• How many students receive an academic assessment?

• How many contacts are made with parents?

• How much money is spent?

Program Evaluation
• What are the effects of the program?

• How has increased youth school attendance affected academic performance?

• How do we know that the program activities are responsible for improved educational outcomes?

Questions?

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Program Development, Evaluation & The Logic Model

"Bringing It All Together"

Relativity Resources