



Program Design:

The Magi Group, LLC
OPGS Grant Writing Class, Session 5 & 6

Objectives



- To learn how to create impactful goals and objectives.
- To learn how to develop clear, concise goals and objectives.
- Increase participants ability to create logic models of their programs.
- Increase participants understanding of using logic models for program development and evaluation.

Goals

- State the intended result in broad terms and lead to measurable results
- Address outcomes, but not how the outcome will be achieved
- Describe the behavior or condition expected to change
- Should be listed in the order of priority/importance
- Should lead clearly to one or more measurable results

Sample Goals



- To delay and prevent high-risk behaviors in middle school-age adolescents (11 to 14 years old), including substance use, violence, and premature sexual activity, by fostering development of positive personal characteristics
- To lower the risk of future substance abuse and other high-risk activities by dramatically improving parent and child protective factors in the areas of communication, problem solving, self-esteem, and family skills.

Objectives



Specific accomplishments that must be achieved in total, or in some combination, to meet the goals .

Objectives answer:

- **Who** is going to be impacted or changed?
- **What** is going to happen?
- **When** will it happen?
- **How much** change will take place?
- **How** will change be measured?

Objectives



- **Specific** – clearly describes the action to be taken
- **Measurable** – can determine that specific targets can be met
- **Achievable** – can be obtained based on current resources or grant resources
- **Realistic** – consider real barriers, recognize limitations, and anticipates potential problems faced
- **Time Defined** – sets specified period for achieving outcomes

Basic Components of Objectives



- Description of the activity or service to be provided (e.g. tutoring)
- Expected result of the activity or service (e.g. increased reading level)
- Tool to measure the impact of the provided service or the quality of the provided product (e.g. pre/post reading level test).
- Standard of success the project hopes to meet (e.g. average increase of at least one reading level)
- Number of service recipients or individuals whom benefit (e.g. 25 middle-school youth).

Steps to a Measurable Objective



1. Describe your Activity
2. Define your Desired Result
3. Choose your Evaluation Measure (methods/instruments)
4. Define your Standard of Success
5. Describe your Beneficiaries

Objectives Format



To <action verb and statement of results and measurement indicator>

by <degree of change>

by <deadline>

Example: *To increase by at least one grade level the reading skills of 75% of the children who complete the Reading Enrichment Program.*

Sample Objectives



- To improve the reading level of 25 middle-school youth through tutoring as measured by an average increase of at least one reading level, on a reading level test, to be administered before and after the project.
- To recruit 20 high school student, by the end of the semester, from high school for a training program given by Stetson University students.
- To provide 40 hours of parenting training to 100 teen parents, resulting in 80% enrollment and 50% participation in the activities of a six-month parent-child education program.

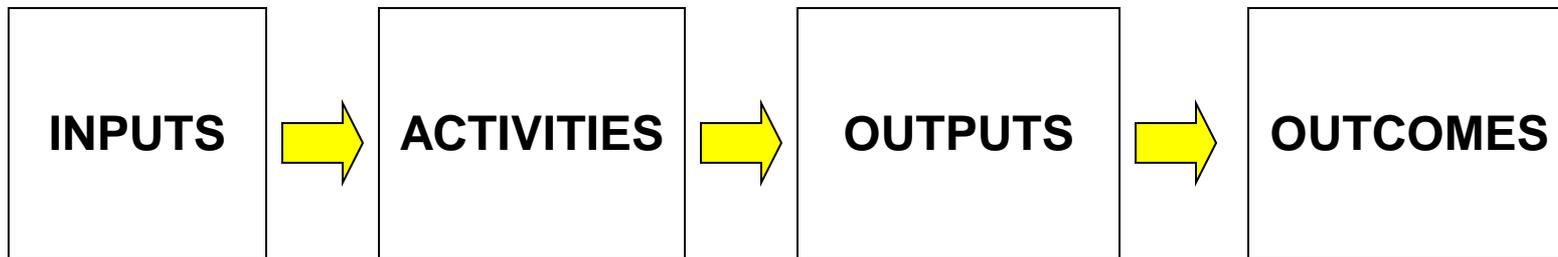
Logic Model



- A depiction of a program showing what the program will do and what it is to accomplish.
- A series of “if-then” relationships that, if implemented as intended, lead to the desired outcomes.
- The core of program planning and evaluation.

Basic Logic Model

A graphic representation that shows the logical representation between:



The resources that go into a program – **INPUTS**

The interventions the program undertakes - **ACTIVITIES**

The tangible results of activities - **OUTPUTS**

The change or benefits that results - **OUTCOMES**

Logic Model shows “if –then” Relationships



- Underlying a logic model is a series of “if-then” relationships that express the program’s theory of change

If A then B, If B then C, If C then D

- Logical chain of connections showing what the program is to accomplish
- A common problem is that activities and strategies often do not lead to the desired outcomes. Check your ‘if-then’ statements and ensure that they make sense and lead to the outcomes you want to achieve. A logic model makes the connections EXPLICIT.

“If-Then” Assumptions



1. Certain resources are needed to operate your program.
2. If you have access to them, then you can use them to accomplish your planned activities.
3. If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended.
4. If you accomplish your planned activities to the extent intended, then your participants will benefit in specific ways.
5. If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might occur under specified conditions.

Defining the Situation: Critical First Step in Logic Model Development



- What **problematic** condition exists that demands a **programmatic** response?
 - Why does it exist?
 - For whom does it exist?
 - Who has a stake in the problem?
 - What can be changed?
- If incorrectly understood and diagnosed, everything that flows from it will be wrong.
- Factors affecting problems: protective factors; risk factors
- Review research, evidence, knowledge-base
- Traps:
 - Assuming we know cause: symptoms vs. root causes.
 - Framing a problem as a need where need is actually a program or service. “Communities need leadership training” Precludes discussion of nature of the problem: what is the problem? Whose problem? Leads one to value provision of the service as the result – is the service provided or not?

Inputs



Resources necessary to be able to deliver the program and outcomes

- Staff
- Volunteers
- Money
- Materials
- Equipment
- Technology
- Partners

Activities



- Who you reach – PARTICIPATION (Specific!!)
 - Clients
 - Agencies
 - Participants

- What you do – ACTIVITIES (Clear)
 - Training/Sessions
 - Deliver services
 - Develop products and resources

Outputs



Tangible results/product of the Activities:

- Outputs are generally described as deliverables or milestones in a work plan or timeline.
- Outputs are statements of your “process” objectives, the measures used to show that you have completed the activities you have identified as necessary to achieve your goals.
- For example, an activity might be “delivery of services” and the output would be “# of services actually delivered.”
- Satisfaction would be considered an output. (Not an outcome!!)

Outcomes



- The changes or benefits that occur as a result of a program/intervention.
- Outcomes occur along a path from short-term achievements to longer-term end results (impacts).
- Short Term – Changes in learning
- Medium – Changes in actions
- Long – Changes in conditions
- Impact – Change in systems

Short Term Outcomes (Learning)



- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivation
- Behavioral Intent

Medium Term Outcomes (Action)



- Behaviors
- Decision-Making
- Policies
- Social Action

Long Term Outcomes (Conditions)



- Conditions
- Social (Well-being)
- Health
- Economic
- Educational
- Civic
- Environmental
- Financial
- Employment

Impact



- The fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities over an extended period of time.
- Usually occurs over an extended period of time.
- While funders may request impact goals, it is usually not reflected in a logic model.

Outputs Versus Outcomes



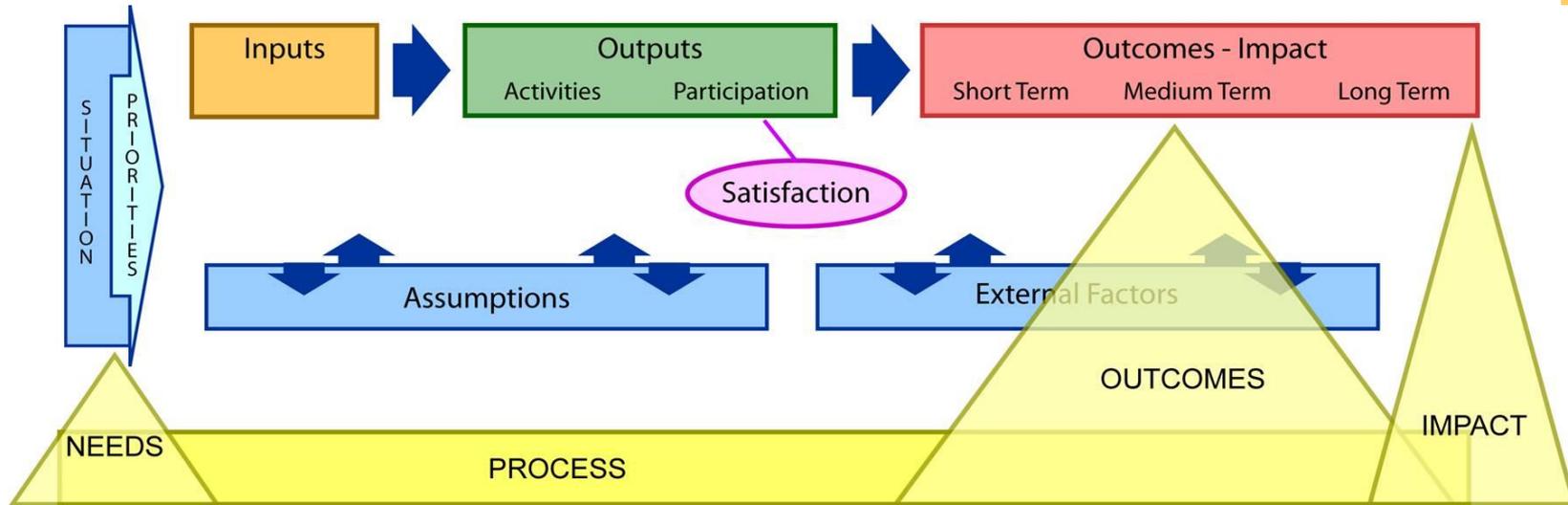
- One of the most important distinctions in logic model development is the difference between outputs and outcomes.
- What we do VERSUS what results.
- Outputs demonstrate process objectives while outcomes demonstrate final outcome objectives.

Logic Models and Evaluation



- Provides the program description that guides our evaluation process
- Helps us match evaluation to the program
- Helps us know what and when to measure
 - Are you interested in process and/or outcomes?
- Helps us focus on key, important information
 - Prioritize: where will we spend our limited evaluation resources?
 - What do we really need to know??

LOGIC MODEL AND EVALUATION



Types of evaluation

Needs/asset assessment:

What are the characteristics, needs, priorities of target population?

What are potential barriers/facilitators?

What is most appropriate to do?

Process evaluation:

How is program implemented?

Are activities delivered as intended? Fidelity of implementation?

Are participants being reached as intended?

What are participant reactions?

Outcome evaluation:

To what extent are desired changes occurring? Goals met?

Who is benefiting/not benefiting? How?

What seems to work? Not work?

What are unintended outcomes?

Impact evaluation:

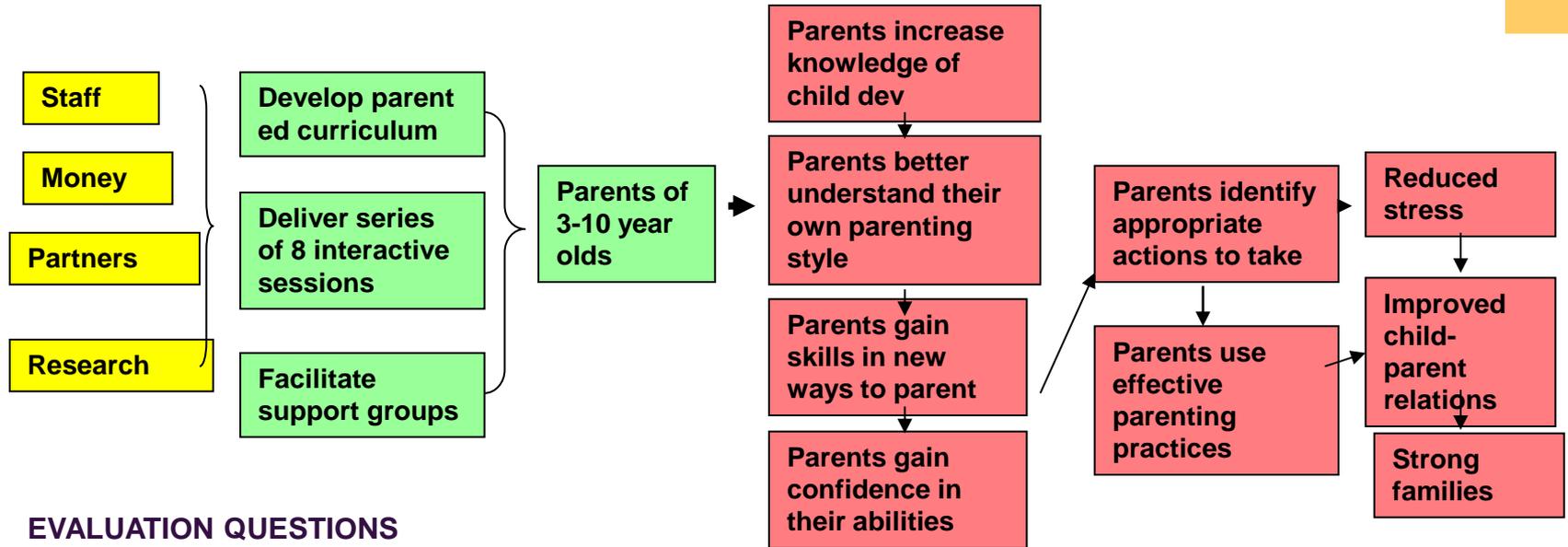
To what extent can changes be attributed to the program?

What are the net effects?

What are final consequences?

Is program worth resources it costs?

Parent Education Example: Evaluation questions, indicators



EVALUATION QUESTIONS

What amount of \$ and time were invested?	How many sessions were held? How effectively? #, quality of support groups?	Who/how many attended/did not attend? Did they attend all sessions? Support groups? Were they satisfied – why/why not?	To what extent did knowledge and skills increase? For whom? Why? What else happened?	To what extent did behaviors change? For whom? Why? What else happened?	To what extent is stress reduced? To what extent are relations improved?
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INDICATORS

# Staff \$ used # partners	# Sessions held Quality criteria	#, % attended per session Certificate of completion	#, % demonstrating increased knowledge/skills Additional outcomes	#, % demonstrating changes Types of changes	#, % demonstrating improvements Types of improvements
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QUESTIONS?