Program Narrative Pt. 1:

The Magi Group, LLC
OPGS Grant Writing Class

Purpose

- 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.

Program Narrative

In general, a program narrative explains the need for the project, what the project will be, and what will be accomplished. Essentially, it should answer the questions of <u>who</u>, <u>what</u>, <u>when</u>, <u>where</u>, <u>how</u>, and <u>why</u> about the project

A project narrative has at least five (5) main sections.

1. Goals and Objectives

2. Proposed activities

3. Staffing and Management

4. Organizational Capability

5. Evaluation

Goals

- A goal establishes the overall direction and focus of a program and is the foundation for developing program objectives

- 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

- Improve the academic achievement of students that regularly attend the Academic All-Star Program.

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

Objectives

- **Process Objective** – focus on the activities to be completed in a specific time period. Process objectives support accountability by setting specific activities to be completed by specific dates and explain what and when it will be completed.

  "85% of all regular attendees will participate in at least one nutrition class each week throughout the program year"

- **Outcome Objective** – define the expected results that state who will make what change, by how much, where and by when.

  "By December 2013, at least 200 African American and Latino young adults, ages 24-35, will report an increase in their intention to use condoms."

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).

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.*

Process Vs Outcome Objectives

1. To improve the reading level of 25 middle-school youth, by an average increase of at least one reading level, on a standardized reading level test

2. To recruit 20 high school student, by the end of the semester, from high school for a training program given by Stetson University students.

3. 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.

4. By 12/31/03, the Creative Healing Center will have increased from 10% to 50% the percentage of patients who say they feel emotionally prepared to leave the hospital at discharge.

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:

| INPUTS | → | ACTIVITIES | → | OUTPUTS | → | OUTCOMES |
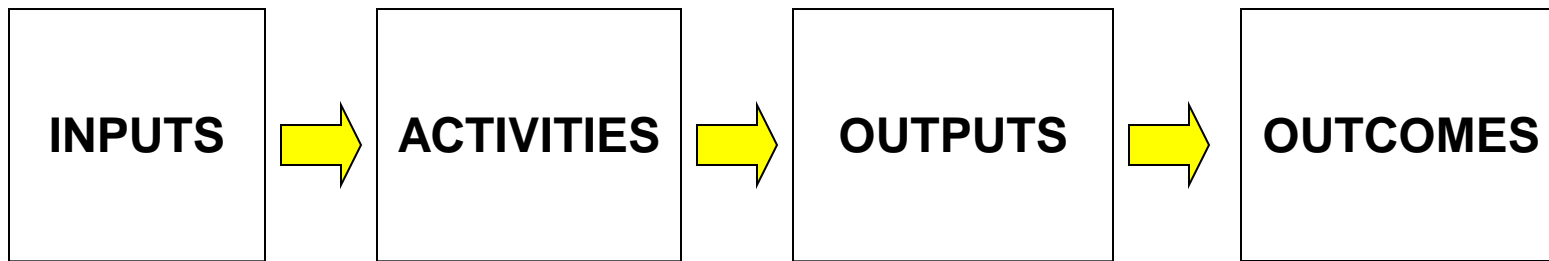
The resources that go into a program – INPUTS

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.

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 <u>match</u> 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??
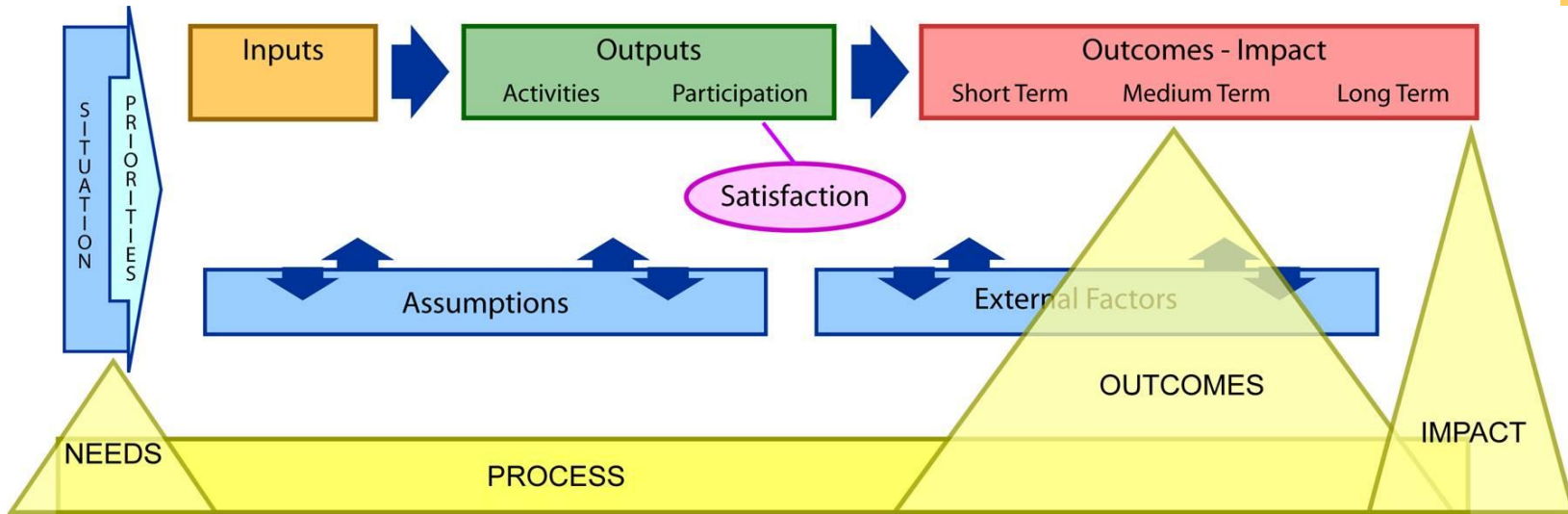
Types of evaluation

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?

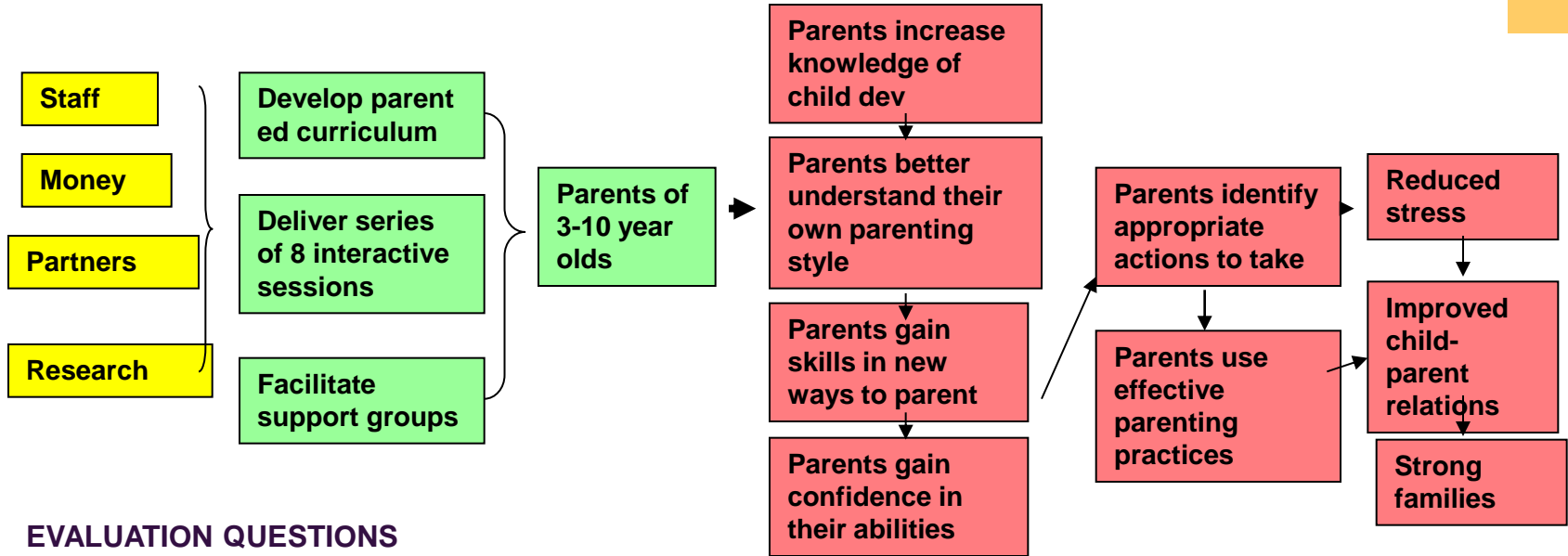What are unintended outcomes?

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?

Staff		Develop parent ed curriculum			Parents increase knowledge of child dev			
Money		Deliver series of 8 interactive sessions		Parents of 3-10 year olds	Parents better understand their own parenting style	Parents identify appropriate actions to take	Reduced stress	
Partners					Parents gain skills in new ways to parent	Parents use effective parenting practices	Improved child-parent relations	
Research		Facilitate support groups			Parents gain confidence in their abilities		Strong families	

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? Supports 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?

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

QUESTIONS?