2011

Programming For Impact: An Approach to Measure Project Success

Project STAR

Programming For Impact: An Approach to Measure Project Success

(for NSSC programs)

Project STAR

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Introduction

The Programming for Impact (PFI) Approach used by NSSC programs provides you with a framework for developing measurable outcome/impact-based objectives for each need identified in your community and for reporting project results. This packet provides information to help you design measurable objectives to include in your work plan and an evaluation plan to assist in measuring the outcomes or impact of your service activities. Part I of this packet will assist you in identifying community needs and preparing outcome-based objectives to meet these needs. Part II will help you develop an evaluation plan for each objective in your work plan and guide you through the process of conducting an assessment of your service activities. Together, these aspects of the PFI Approach will provide you with a framework for measuring the impact of project services and communicating success to stakeholders.

In addition to the PFI Approach packet, Project STAR can provide you with other packets to aid you with instrument development, data collection, data analysis, and reporting.

Part I – Developing Objectives Based on Community Needs

Using the PFI Approach, you develop measurable objectives consisting of five elements: Community Need, Service Activity, Inputs, Anticipated Accomplishments, and the Anticipated Impact. First, you identify the issue area based on priority community needs in health/nutrition, human services, education, the environment, public safety, or community and economic development. Next, volunteer service activities are developed to respond to these needs. Then, program resources to sustain the service activity are described, as are the intended results of service for beneficiaries, participants, and communities. In addition, the PFI Approach lays the foundation for evaluating whether or not, and to what extent, these anticipated changes have occurred and consequently, the success of your program.

Part I of the packet describe each of the five elements and gives examples for each element. Examples in this packet are based on the issue area of *education* and relate to the service categories of elementary education, tutoring, and literacy. A sample Objective Worksheet can be found on page 16 and a blank Worksheet is available on page 18 for you to complete as you work through this packet.

Developing Measurable Objectives

1. **Identify your Community Need**
2. **Plan your Service Activity**
3. **Identify your Inputs**
4. **Plan your Anticipated Accomplishments**
5. **Plan your Anticipated Impact**

1. Identify your Community Need

Describe the salient characteristics and unmet needs of your community (e.g., urban, densely populated, high poverty, poor academic performance) and document the reason why your particular service activity is being conducted. Include a reliable source to establish the compelling need. Specifically, you should describe the need that your program addresses, furnishing concrete, quantitative evidence (at the school, local, state, or national level), when possible, to answer the question, "Why do we do this service?" Furthermore, cite a *source* to answer "why" this need must be addressed. This provides even stronger evidence for the need (e.g., achievement tests indicating low performance in reading scores, teacher reports identifying student weaknesses, parent surveys requesting additional assistance for students).

In identifying your Community Need, think about the following questions:	Example
What cities, counties, or municipalities will be served?	*City of Wildo.*
What are the characteristics of your community?	*Poor, urban area with high unemployment, high dropout rate, low academic performance, and limited community services.*
What is the issue or problem that the volunteers' service will address?	*Students are at-risk of academic failure in reading.*
Who or what is the community that is being affected?	*Children in kindergarten and first grade who will have been identified by the school as at-risk for reading deficiencies.*
Where in the community is this problem occurring?	*Neighborhood surrounding Noble Elementary School.*
What is the reliable source that establishes the compelling nature of the need (e.g., statistics)?	*Achievement tests in reading at Noble Elementary School show that 40% of children are reading below grade level.*

<u>A complete description of a Community Need might look like the following:</u>

According to achievement tests, 40% of children in kindergarten and first grade at the Noble Elementary School, in the city of Wildo where there is high unemployment and limited community resources, are performing below the national reading level and are at-risk of academic failure in reading.

It's Your Turn

Turn to the blank Objective Worksheet (page 18) and complete the "Community Need" for your program.

2. Plan your Service Activity

Provide a description of what the service volunteers will actually do to address the identified community need. A strong objective will contain a service activity that describes *who does what, when, where, for how long will the intervention last, and with whom.*

In planning your Service Activity, think about the following questions:	Example
What will the service volunteers do to address the community need?	*Since teachers are unable to provide the individual tutoring needed to help these children increase their reading skills, nine Foster Grandparents will be recruited and tutor students one-to-one in reading.*
Who are the direct recipients of this service?	*Thirty-six children in kindergarten and first grade who scored 50% or lower in reading (pre-literacy and literacy skills) based on the Criterion Referenced Test.*
When and where will the service be delivered?	*Tutoring will take place throughout the day during school hours. The school will provide specific areas for Foster Grandparents to tutor students such as the library and lunchroom.*
How long will the services be provided?	*Children will be tutored from October 1999 to June 2000.*
What is the name and type of organization through which the volunteers provide service?	*Nobel Elementary School, a K – 5 public elementary school.*

<u>A complete description of a Service Activity might look like the following:</u>

Nine Foster Grandparents will be recruited to tutor students one-to-one in reading for thirty-six children in kindergarten and first grade, who scored 50% or lower in reading based on the Criterion Referenced Test. Tutoring will take place at Nobel Elementary School, throughout the day during school hours at school identified locations, from October 1999 to June 2000.

It's Your Turn

Turn to the blank Objective Worksheet (page 18) and complete the "Service Activity" for your program.

3. Identify your Inputs

Describes the resources that will be used to create or sustain the service efforts in measurable units or terms (e.g., estimated number of volunteer hours, training, stipends).

In identifying your Inputs, think about the following questions:	Example
How many service volunteers will provide the service activity?	*Nine Foster Grandparents.*
How many hours will be devoted to the service activity during what period?	*Each FGP will provide two hours of tutoring a day, five days a week during school time, for an eight-month period. FGP's will provide a total of 2,700 hours of service.*
What training, if any, will the service volunteers receive?	*The school district reading specialist will provide four hours of monthly training in early childhood reading development and tutoring skills.*
What financial resources will be expended on the activity?	*Reading material (e.g. books, supplies) will be funded through a state grant.*

A complete description of Inputs might look like the following:

Nine Foster Grandparents will be recruited to provide tutoring. Each FGP will provide at least two hours of one-on-one tutoring, five days a week during school time resulting in a total of at least 2,700 hours of service during the eight-month period. The school district reading specialist will provide four hours of monthly training to the Foster Grandparents in early childhood reading development and tutoring skills. Reading material will be funded through a state grant.

It's Your Turn

Turn to the blank Objective Worksheet (page 18) and complete the "Inputs" for your program.

4. Plan your Anticipated Accomplishments

Describe the outputs from your service activities. This quantifies what will happen during your service activity (e.g., the number of persons to be served, the number of times an activity will be performed) and describe the amount of products or things that will be created (e.g., the number of individualized care plans that will be developed). In addition, you may also describe the extent to which a service will be expanded.

In planning your Anticipated Accomplishments, think about the following questions:	**Example**
Who and how many persons will be served?	*Thirty-six children will receive tutoring assistance in reading skills.*
How often will the service activity be provided?	*Each child will receive a thirty-minute, one-to-one tutoring session daily.*
What and how much of the product will be created?	*Individualized care plans indicating areas that need improvement will be created for each student.*
How much will the service activity be expanded?	*Because this is a new station, reading education provided by the school will be enhanced through the addition of nine tutors, each tutor assisting four students.*

<u>A complete description of Anticipated Accomplishments might look like the following</u>:

Thirty-six children will receive one-to-one tutoring assistance in reading skills. Individual care plans will be developed for each student. A thirty-minute one-to-one tutoring session will be provided daily for each student. Reading education provided by the school will be enhanced through the addition of nine tutors, one tutor for four students.

It's Your Turn

Turn to the blank Objective Worksheet (page 18) and complete "Anticipated Accomplishments" for your

program.

5. Plan your Anticipated Impact

Four sub-elements will be addressed when developing your Anticipated Impact: *Desired Result, Indicators, Measures, and Standard of Success*.

Identify your Desired Result

Describe the measurable change or outcome in the beneficiaries, participants, or community that will occur as a result of your service activity. This change could be in knowledge, skills, attitudes, behavior, social environment, cost-effectiveness, etc. This sub-element measures the effectiveness of your program and should answer the question, "What will happen or change in our beneficiaries because we did this activity?" Use only one desired result per activity. If your activity has multiple results, which some do, choose the most meaningful result that will be measurable during the program year.

In identifying your Desired Result, think about the following questions:	Example
What knowledge will change as a result of your activity?	*Increased vocabulary*
What skills will change as a result of your activity?	*Increases in reading performance*
What attitudes will change as a result of your activity?	*Increase in positive attitudes toward reading*
What behaviors will change as a result of your activity?	*Increase the time that students read.*

Choose your Indicators

Indicators are the concrete evidence of change. They are specific and observable ways to define your results. Indicators help you to determine if what you wanted to change did indeed, happen. Asking questions about what change would look like or sound like may help you determine indicators. Brainstorm as many indicators as you can for each activity. Then choose the ones that you will be able to measure most effectively.

In choosing your Indicators, think about the following questions:	Example
What change in knowledge will be observed in the persons that will be served?	*Reading vocabulary*
What change in skills will be observed in the persons that will be served?	*Increasing reading fluency and comprehend paragraphs*
What change in attitudes will be observed in the persons that will be served?	*Willingness of students to read books and write stories*
What change in behaviors will be observed in the persons that will be served?	*Student participation during reading periods*

Identify a Measure

Once you have defined your Indicators, choose an instrument to measure and record the results of your service activity. A measurement tool is a specific instrument for collecting and documenting information about the results of your service (e.g., a public safety survey, a reading skills rubric, pre/post communication skills test, a leadership skills observational checklist). Be sure to always connect your measurement tools to your activity, indicators, and results. For instance, if you want to evaluate an improvement in reading skills, a log to collect information on homework completion would not measure increased reading skills; however, a pre-post reading inventory would. In addition, be sure that you are able to access the type of information you need. For example, it may be difficult to get student grades if you do not work closely with the school district; however, you may be able to survey teachers on student progress.

In identifying a Measure (Method/Instrument), think about the following questions:	Example
How will changes in the knowledge of the persons served be assessed?	*Pre and Post Student Reading Test*
How will changes in the skills of the persons served be assessed?	*Pre and Post Student Reading Observation Log*
How will changes in the attitudes of the persons served be assessed?	*Teacher Survey on Student Reading Attitude*
How will changes in the behavior of the persons served be assessed?	*Tutor Reading Participation Tracking Sheet*
How will changes in the environment of the persons served or the community be assessed?	*Teachers Survey on Classroom Environment*

Set the Standard of Success

Measuring the indicators you identified will document the amount of change made. The Standard of Success indicates who will change (e.g., persons served), how many will change (e.g., percentage of persons served), and by how much they will change (e.g., percentage of change of the indicator). *This is the level that you want to attain in order to say that your program was successful.* Be realistic! Consider the ability of the individuals you are trying to change with the level you are hoping to change.

In setting a Standard of Success, think about the following questions:	Example
Who will change?	*K – 1st grade students at-risk for reading deficiencies.*
How many will change?	*80% of the K – 1st grade students tutored.*
How much will they change?	✍ *Students will increase their reading level by at least 30%* ✍ *Students will become proficient in 6 of 10 skills toward reading* ✍ *Students will demonstrate positive attitudes toward reading in 7 of 10 attitude indicators* ✍ *Students will increase weekly reading time by 20%*

A complete description of an Anticipated Impact might look like the following:

Desired Result: Increase in overall reading ability.

Indicators:

1. Students will increase in their reading vocabulary.
2. Students will become fluent readers.

Measure:

1. Pre and Post Student Reading Test
2. Pre and Post Student Reading Observation Log

Standard of Success: Eighty percent of the tutored K – 1st grade students, identified as at-risk for reading deficiencies, will:

1. demonstrate a 30% increase in their overall reading ability, based on the pre/post reading tests; and
2. become proficient in at least six skills in reading fluency as measured by a Reading Observation Log.

It's Your Turn

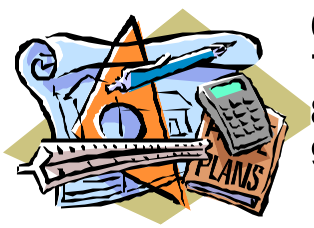
Turn to the blank Objective Worksheet (page 18) and complete the "Anticipated Impact" for your program.

Part II – Measuring Project Success: Developing an Evaluation Plan

Part II of the PFI Approach will help you develop an evaluation plan for each objective in your work plan and guide you through the process of conducting an assessment of your service activities. It includes specific information on who will complete the instruments; when data will be collected and how often; as well as who will be responsible for aggregating data, analyzing data, and reporting the results.

To help measure project success using the PFI Approach, you need to do four things: identify respondents, develop a data collection strategy, conduct data aggregation and analysis, and report evaluation results to benefit your project. A sample Evaluation Plan Worksheet is included on page 17. One evaluation plan should be created for *each objective in your work plan*. A blank Worksheet is provided on page 18 for you to complete as you work through this packet.

Developing an Evaluation Plan



6. **Identify the Respondents**
7. **Plan your Data Collection**
8. **Plan your Data Aggregation and Analysis**
9. **Plan your Reporting Loop**

Before you proceed with developing an evaluation plan, take a moment to review the glossary at the end of the packet to familiarize yourself with "Evaluation Lingo."

6. Identify the Respondents

Keep in mind that respondents are those who complete the instrument; they may or may not be the people receiving the service. The method of evaluation and type of instrument used will determine who will complete the instrument. For example, if the method chosen to evaluate a tutoring program is to measure reading skill gains by students, the instrument used may be a basic reading inventory. In this example, the students would be the group completing the instrument as well as the persons receiving the service. However, if the evaluation method chosen is to measure the increase in amount of time students read, the tutor or program administrator may be the person completing a Reading Time Log. In this example, the respondents are not the group receiving the service, but the person(s) documenting student reading time. The fifth element of your objective, "Anticipated Imp act," will help you determine who will complete the instrument.

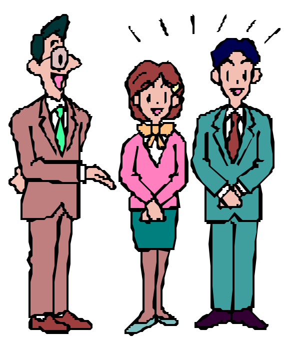
In identifying the Respondents, think about the following questions:	Example
Who will respond/complete the instrument?	*K – 1st grade students* *Teachers*
How many people will respond/complete the instrument?	*36 students* *9 teachers*

<u>A complete description of Respondents might look like the following</u>:

Thirty-six K – 1st grade students and nine teachers will complete the instrument.

It's Your Turn

Turn to the blank Evaluation Worksheet (page 18) and complete "Respondents" for your program.



7. Plan your Data Collection

Data collection is the process of gathering information in a uniform and predetermined manner for future aggregation and analysis. Two critical tasks in collecting data include the development of a specific timeline when data will be collected, and the identification of someone to monitor the data collection timeline. If the data collection schedule is not followed, you may miss the opportunity to collect the data altogether, or if you still are able to collect the data, it may not measure accurately the total impact of your program. For example, if you need to collect data from students at the end of a school year and miss the opportunity to do so before school ends, it will be near impossible to collect the data after school is out (e.g., students may not be reachable during the summer or next school year). Missing the opportunity to collect data at the beginning of a program year can also make a big difference in your outcome results. For example, if you are late in conducting a pre-survey to measure the increase in student reading abilities, and do so after the first school quarter, the data collected will not reflect the gains students achieved for this first quarter.

To reduce the possibility of missing the times when data is to be collected, identify a person responsible for monitoring the timeline and implementing the data collection strategy. This person does not necessarily need to be the person who collects the data; however, this person must be responsible for seeing that the data is collected in a timely manner.

In planning your Data Collection, think about the following questions:	Example
Who is/are the person(s) responsible for developing a data collection schedule?	*Project Director and Coordinator*
Who is the person responsible for monitoring the data collection timeline?	*John Smith*
What is this person's position/title?	*Coordinator*
How often will data collection occur (include specific dates whenever possible)?	*Beginning of the school year, October 1999 , and end of the school year, June of 2000*

<u>A complete description of Data Collection might look like the following</u>:

John Smith, Project Coordinator, will monitor the data collection at the beginning of the school year, October 1999 and at the end of the school year, June 2000.

It's Your Turn

Turn to the blank Evaluation Worksheet (page 18) and complete "Data Collection" for your program.

8. Plan for Data Aggregation and Analysis

Aggregating data is the task of organizing returned surveys or other instruments, extracting the respondents' data, and categorizing or creating a database for analysis. Data aggregation can be a simple process if you are organized. The two areas that will help you organize your data aggregation is "paper control" and "tallying data or data entry." More then likely, you will have a large volume of paper - surveys or other instruments. Make sure the instruments are appropriately labeled (e.g., pre-survey/post survey, dates, specific site names). Then, organize your "paper" by categories (e.g., pre-post surveys matched by respondent, instruments sorted by site). Second, develop a system of how you will tally data or enter data in a database. Be sure not to mix those instruments you have tallied with instruments you have not tallied. Aggregating your data is often the first step in data analysis.

Data analysis is the process of using the aggregated data to answer questions about your program, and determine whether or not you achieved your stated level of success. The person analyzing the data interprets the results of the data and establishes conclusions, using the information provided from your “Anticipated Accomplishments” (fourth element) and “Anticipated Impact” (fifth element) of your objective in your work plan. Of particular importance is the sub-element of your anticipated impact, “Standard of Success.” By comparing your “Standard of Success” with your conclusions of the evaluation results, you can describe whether or not you achieved your stated standard of success.

In planning for your Data Aggregation and Data Analysis process, think about the following questions:	**Example**
Who is the person and position/title responsible for aggregating the data?	*John Smith, Program Coordinator, will aggregate the data.*
How often will the data be aggregated for each instrument identified?	*Data for both the student tests and teacher observations will be aggregated after the pre-data is collected and again after the post-data is collected.*
Who is the person and position/title responsible for analyzing the results?	*John Smith, Program Coordinator, will analyze the data.*
When will the data be analyzed (include specific dates whenever possible)?	*The data will be analyzed after the student's pre- post tests and teacher observations are aggregated.*

A complete description of Data Aggregation and Data Analysis might look like the following: John Smith, Project Coordinator, will aggregate the data for both the student tests and teacher observations after the pre-data is collected and again after the post-data is collected. John Smith will analyze the data after both the pre and post surveys tests and teacher observations are aggregated.

It's Your Turn

Turn to the blank Evaluation Worksheet (page 18) and complete “Data Aggregation/Data Analysis” for your program.

9. Plan your Reporting Loop

Now that you have analyzed your data and have established conclusions based on evaluation results, including whether or not you reached your stated standard of success, what do you do with this information? The last step of the PFI Approach is the Reporting Loop, using the results of your evaluation to determine the project's success in meeting the community need(s). The two components that contribute to the Reporting Loop are: 1) turning the results into reports and, 2) using the results to improve program services.

There are many ways to write evaluation reports, gearing it towards specific audiences. Regardless of the way you choose to report your evaluation results, the report should describe all nine elements used in developing and implementing the PFI Approach (hence, the Reporting Loop). An effective report also addresses the issues of primary interest to stakeholders and is tailored to meet the information needs of multiple audiences. Remember that different users want different information. *Primary Users* are the individuals that will use your results, and are often the funders (e.g., the Corporation for National Service or community partners). *Secondary Users* are individuals who may be associated with your program or have an interest in knowing what you are doing (e.g., city council, internal organization, neighborhoods, and participants). It is also important to remember that reporting results can come in a variety of formats, including oral reports, videos, press releases, and/or other forms of communication.

The second component of the Reporting Loop is to use the evaluation results to reflect on how your program services/activities contributed/did not contribute to the anticipated accomplishments and impact.

?? Discuss these results with staff and other stakeholders to see if your results did in fact address the community needs identified, were the results achieved because of the service activity provided, and did the results reflect the inputs invested.

?? Brainstorm how program services/activities can be modified and improved to better serve your beneficiaries. Discussion groups can be an effective means to generate new ideas and suggest changes.

Remember to include this reflection process and decisions for program improvement in your report.

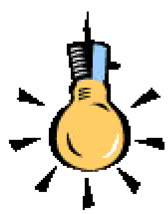
In planning your Reporting Loop process, think about the following questions:	Example
Who will be responsible for turning the results into a report?	*Project Director*
What audience is requiring or wanting a report and by when?	*State CNS Office, Quarterly updates and end-of-reports*
What method should you use (text report, oral report)?	*Text Document*
Who should be involved in the reflection process of the evaluation results for program improvement?	*Project Director, Staff, Senior Volunteers*
What method do you want to use for the reflection process?	*Discussion groups, individual interviews, submit written suggestions.*

A complete description of Reporting Loop might look like the following:

The Project Director and Project Staff will participate in discussion groups reflecting on the results of the data analysis. Senior Volunteers will be individually interviewed to get their feedback and suggestions. The Project Director will submit a quarterly update and an annual report to the State CNS Office.

It's Your Turn

Turn to the blank Evaluation Worksheet (page 18) and complete the descriptions for your program.



STAR
SUPPORT & TRAINING FOR ASSESSING RESULTS
PFI APPROACH

Date: Sept. 30, 1999

Name: Susan Sarandon **Project Name:** Noble Foster Grandparents

Activity Start Date: Oct. 1, 1999 **Activity End Date:** June 13, 2000

PFI Issue Area: Education

Part I. Developing Objectives Based on Community Needs	
Element and Definition	
1. Community Need Describe the community that will be served and the priority community issue or problem that your volunteers' service activities will address. (This should be measurable and include a reliable source to establish the compelling nature of the need.)	*According to achievement tests, 40% of children in kindergarten and first grade at the Noble Elementary School, in the city of Wildo where there is high unemployment and limited community resources, are performing below the national reading level and are at-risk of academic failure in reading.*
2. Service Activity Describe the national service activity you will be evaluating – the service description. (Who are the direct recipients of service? What, when, and where does it happen? How long and how often is service provided?)	*Nine Foster Grandparents will be recruited to tutor students one-to-one in reading for thirty-six children in kindergarten and first grade, who scored 50% or lower in reading based on the Criterion Referenced Test. Tutoring will take place at Noble Elementary School, throughout the day during school hours at school identified locations, from October 1999 to June 2000.*
3. Inputs Briefly describe the resources to be used to create or sustain service efforts (i.e., number of service hours, number of service volunteers, financial resources, and training provided).	*Nine Foster Grandparents will be recruited to provide tutoring. Each FGP will provide at least two hours of one-on-one tutoring, five days a week during school time resulting in a total of 2,700 hours of service during the eight-month period. The school district reading specialist will provide four hours of monthly training to the Foster Grandparents in early childhood reading development and tutoring skills. Reading material will be funded though a state grant.*
4. Anticipated Accomplishments Describe the immediate outputs or products of your service (e.g., the number of people served, the amount of something created, the number of times an activity was provided, or the extent to which a program was expanded).	*Thirty-six children will receive one-to-one tutoring assistance in reading skills. Individual care plans will be developed for each student. A thirty-minute one-to-one tutoring session will be provided daily for each student. Reading evaluation provided by the school will be enhanced through the addition of nine tutors, one tutor for four students.*
5. Anticipated Impact *a Desired Result* – Describe the measurable change or outcome in the community, clients, or agency that will occur as a result of your service. *b Indicators* – What observations will you look for, which denotes a change when you see them? *c. Measure* – What instrument or method will you use to measure the changes?. *Standard of Success* – How many will change and by how much?	*Increase in overall reading ability* *1. Students will increase in their reading vocabulary.* *2. Students will become fluent readers.* *1. Pre and Post Student Reading Test* *2. Pre and Post Student Reading Observation Log* *Eighty percent of the tutored k – 1st grade students, identified as at-risk for reading deficiencies, will :* *1. demonstrate a 30% increase in their overall reading ability, based on the pre/post reading tests, and* *2. become proficient in at least six skills in reading fluency as measured by a Reading Observation Log.*

Part II: Measuring Project Success: Developing an Evaluation Plan	
6. Respondents Describe who and how many people will respond/complete the instruments.	*Thirty-six K – 1st grade students and nine teachers will complete the instrument.*
7. Data Collection Describe who will be collecting the data and how often data will be collected.	*John Smith, Project Coordinator, will monitor the data collection at the beginning of the school year, October 1999 and at the end of the school year, June 2000.*
8. Data Aggregation and Analysis Describe who will be aggregating and analyzing the data and how often data will be analyzed.	*John Smith, Project Coordinator, will aggregate the data for both the student tests and teacher observations after the pre-data is collected and again after the post-data is collected. John Smith will analyze the data after both the pre and post surveys tests and teacher observations are aggregated.*
9. Reporting Loop Describe who will write your reports and when will they be due. Include other forms of reporting evaluation information (newsletter, press release).	*The Project Director and Project Staff will participate in discussion groups reflecting on the results of the data analysis. Senior Volunteers will be individually interviewed to get their feedback and suggestions. The Project Director will submit a written report to the State CNS Office at the end of the 4th quarter.*

STAR

SUPPORT & TRAINING FOR ASSESSING RESULTS

PFI APPROACH

Date: ______________

Name: ______________________________ **Project Name:** ______________________________

Activity Start Date: ____________________ **Activity End Date:** ______________________________

PFI Issue Area: ____

Part I: Developing Objectives Based on Community Needs	
Element and Definition	
1. Community Need Describe the community that will be served and the priority community issue or problem that your volunteers' service activities will address. (This should be measurable and include a reliable source to establish the compelling nature of the need.)	
2. Service Activity Describe the national service activity you will be evaluating – the service description. (Who are the direct recipients of service? What, when, and where does it happen? How long and how often is service provided?)	
3. Inputs Briefly describe the resources to be used to create or sustain service efforts (i.e., number of service hours, number of service volunteers, financial resources, and training provided).	
4. Anticipated Accomplishments Describe the immediate outputs or products of your service (e.g., the number of people served, the amount of something created, the number of times an activity was provided, or the extent to which a program was expanded).	
5. Anticipated Impact ✍✍ *Desired Result* – Describe the measurable change or outcome in the community, clients, or agency that will occur as a result of your service. ✍✍ *Indicators* – What observations will you look for, which denotes a change when you see them? ✍✍ *Measure* – What instrument or method will you use to measure the change? ✍✍ *Standard of Success* – How many will change and by how much?	
Part II: Measuring Project Success: Developing an Evaluation Plan	
6. Respondents Describe who and how many people will respond/complete the instruments.	
7. Data Collection Describe who will be collecting the data and how often data will be collected.	
8. Data Aggregation and Analysis Describe who will be aggregating and analyzing the data and how often data will be analyzed.	
9. Reporting Loop Describe who will write your reports and when will they be due. Include other forms of reporting evaluation information (newsletter, press release).	

Evaluation Lingo

Terminology can be confusing when discussing how to measure your services and impact. This packet uses the following definitions to describe the Programming for Impact Approach.

Accomplishment: What happens in a program or project (e.g., the things you do to make your desired results happen).

Beneficiaries: Those who most directly benefit from your service.

Community Need: The problem within your community that your project intends to address. A written statement of community need for Programming for Impact should have justification in the form of statistics or other documented information from your community.

Data Aggregation: The task of organizing returned surveys or other instruments, extracting the respondents' data, and categorizing or creating a database for analysis.

Data Analysis: The process by which you create meaning to evaluation questions from the raw information you collect in your evaluation.

Evaluation Plan: A written framework describing who will be responsible for collecting and reporting specific information as well as when information will be collected.

Evaluation: Process of systematically looking at how a project works and what effects it has for reporting and continuous improvement.

Goal: General statement of program intent.

Impact: What happens as a result of your project. (Note: Impact is sometimes used to denote long term, multi-year changes that result from your project.)

Indicator: Specific and observable ways to define your impacts. Concrete evidence of change.

Input: The resources your project applies to create or sustain your service effort.

Instrument (Measurement tool): Specific tools to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol).

Measure: (verb) To count information. (noun) The instrument used to quantify information.

Method (Measure): Approaches to collect needed information. (e.g., interviewing, observing, or counting)

Outcome/Result: A general statement of what happens immediately (within a year or less) as a result of your project activities.

Output: Your project's accomplishments (e.g., 250 youth tutored).

Pre/Post-Test: Pre-tests collect baseline data before your service is implemented, which can be directly compared to data collected on a post-test after your service has been implemented.

Service Activity: Actions or services your project conducts