

Project Title: _____



Goal: _____

Objectives
(SMART)

Resources

Activities

What YOU will do

Outputs

What YOU will produce

Short-Term Outcomes

Mid-Term Outcomes

Long-Term Outcomes

I will ...

What changes will occur within the target population and the issue because of what you do and produce?
The target population will...

Needs Assessment (or front end assessment)

Design

Develop

Implement

Evaluate

- **Who** is your target population?
- **What** about the issue are you trying to impact with your project?
- **What knowledge, skills, attitudes, or behaviors** need to change?
- **How** can you best accomplish this?

- **Broadly outline** the project.
- Define your **goals and objectives**.
- **What are the activity milestones and the resources needed to achieve these?**
- Develop an evaluation plan.

- Select the specific **content**.
- How will you **structure** the content?
- Select the appropriate **delivery methods**.
- **Sequence** the delivery methods to ensure even flow and varied levels of participation.

- **Pilot** the project.
- **Implement** the project according to the needs assessment, design, and development criteria.

- Use the **appropriate type(s) of evaluation**.
- Evaluate at the correct **level of impact**.
- Evaluate to **determine merit and worth**.
- Revise or make other project **decisions** based on evaluation results.

12-Step Needs Assessment Process*

Plan

1. Describe the issue and target population.
2. Establish planning team.
3. Gather existing data and information.
4. Characterize the target population.
5. Identify the data to collect.
6. Select data collection methods.

Collect

7. Determine sampling strategy.
8. Design and pilot data collection instrument.
9. Gather and record data.

Analyze and Report

10. Analyze data.
11. Manage data.
12. Synthesize information and create report.

* The 12-steps that are used for needs assessments (front end evaluations) are similar to those for evaluations at other points in the program (formative evaluations and summative evaluations).

Create a Program Logic Model

1. Identify the outcomes of the project on the intended target population and/or issue. Start with the broadest, or long-term outcome, then add the steps (mid- and short-term outcomes) needed to get there.
2. List the activities and outputs needed to achieve the outcomes.
3. List the resources needed and/or available.
4. Read the model left-to-right as a series of "if . . . then . . ." statements.
5. Write SMART objectives for the outcomes.

Write SMART Objectives

Specific
Measurable
Audience/issue-directed
Realistic and ambitious
Time-bound

Example: Tools to Assist with Development of Meetings and Workshops

Activity-Objective Matrix	Instructional techniques and delivery methods used are appropriate to achieve the objectives.
Methods Variety Scale	Project includes an optimal mix of active and passive learning strategies to increase retention of learning.
Process Agenda	Describe and clarify the process used to deliver information. Also clarifies roles, responsibilities, materials, and timing for the learning experience.

Formative Evaluation

- Gathers info/data about ongoing issue-based changes, as well as the audience's reactions to and learning from a project's pilot or prototype products. Changes are made as a result of formative evaluation.
- Gathers info/data about problems with the delivery and outcomes of a project after implementation. Corrections are often made as a result of remedial evaluation.

Performance Measurement

- Collect, interpret, and report on performance indicators related to how well the program performs, particularly with regard to the delivery of services (process and outputs) and achievement of results (outcomes).

Types of Evaluation

Front-end (needs assessment) – see the first column.

Formative – see the fourth column.

Summative –

- Gathers info/data about the audience's KSA* and behaviors after project implementation.
- Gathers info on the program development process.
- Use for programmatic decision-making.

Levels of Evaluation

1. Reactions—participants' response.
2. Learning—participants' increase in knowledge.
3. Application—(Behavior)—use of the KSAs.
4. Results—did the application/use of new KSAs affect the issue?
5. Return on investment (ROI) or cost-effectiveness.

* KSA = knowledge, skills, attitude