CCLC Evaluation Workshop

SMART Objectives & Logic Models

Office of Research
Logic Model

“A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve”

W.K. Kellogg Foundation Logic Model Development Guide.

“A logic model’s purpose is to communicate the underlying ‘theory’ or set of assumptions or hypotheses that program proponents have about why the program will work, or about why it is a good solution to an identified problem”

http://www.insites.org/documents/logmod.htm
Logic Model: Purpose

• Design and planning
  – To clearly communicate the central goal of an initiative, why it is important, and what will result from it.
  – To select specific and measurable objectives expected to lead to the desired result.
  – To identify activities and resources needed to meet selected objectives.

• Implementation
  – To identify and collect data need to effectively monitor initiative activities and improve programming.
  – To create a common reference point for everyone involved in the initiative.

• Evaluation
  – To help determine if activities are being implemented as planned.
  – To help determine if the initiative is making progress.
  – And, ultimately, to determine if the initiative has led to the desired result.
Logic Models: Components

- Goal(s)
- Objective(s)
- Activities
- Input/Resources
- Outputs
- Outcome(s)/Impact(s)
- Indicator(s)
Logic Model: Goals vs. Objectives

• **Goal**: A broad statement of intended outcomes for a program, line of business or an organization.
  
  – Goals are typically intended to guide the formation of (more specific) objectives that can be linked to goals.
    
    (McDavid and Howthorn, 2006)

• **Example**
  
  – *To decrease the dropout rate of at-risk students in grades 9-12 at Washington High School.*
Logic Model: Goals vs. Objectives

• **Objective**: A statement of intended outcomes that is focused and time-specific (that is, achievable in a specified time frame). (McDavid and Howthrorn, 2006)

• **Examples**
  – By May 2016, at least 80% of all at-risk students in grades 9-12 who meet with an adult advocate at least twice a week will show greater sense of school engagement, reduced risky behavior, and improved student achievement.

  – By August 2013, all core curriculum teachers at Washington High School will receive evidence-based professional development on (1) how to help struggling students, (2) differentiated instructional methods, and (3) managing student behavior.
S.M.A.R.T. Objective

- **Specific**
- **Measurable**
- **Attainable**
- **Result-oriented and relevant**
- **Time-bound**
Specific Objective

• Is your objective **Specific**?

• If you have a specific objective, you should be able to answer the following six questions:
  – **What**: What do you want to accomplish?
  – **Why**: What are the reasons, purpose or benefits of accomplishing the objective?
  – **Who**: Who is involved? Who are the stakeholders?
  – **Where**: Where is it going to happen?
  – **Which**: Which attributes are important? (Requirements and constraints; risk and protective factors).
Measurable Objective

• Is your objective measurable?

• If your objectives are specific and measurable, you should be able to establish concrete criteria for measuring progress toward the attainment of each.
  – How will you know when it is accomplished?
  – What indicators will you look for to measure progress and success?
  – Are data to measure your progress and success readily available? Or do you need to develop new measures, e.g., surveys, focus groups, etc...?
Attainable Objective

• Is your objective attainable?

• Given resources available to you, the objective must be realistic and attainable.
  – Do you have sufficient financial capacity to accomplish your objective?
  – Do you have personnel with sufficient abilities and skills to accomplish your objective (including evaluation)?
  – Do you have sufficient time to accomplish your objective?
  – What other types of resources do you need to attain your objective (i.e., technology, space, equipment, etc...)?
Result-Oriented and Relevant Objective

• Is your objective result-oriented and relevant?

• Ultimately, your objectives should help you achieve your major project goal(s).
  – Is it worthwhile?
  – Is this the right time?
  – Does this align with other efforts/needs?
Time-Bound Objective

• Is your objective **time-bound?**

• Objectives should have starting points, ending points, and fixed durations.
  – When will you achieve this objective?
  – When will you undertake activities to achieve our objective?
  – When can you expect to see some short-term outcomes?
S.M.A.R.T. Objective: Example

• **Goal 1**: To decrease the dropout rate of at-risk students in grades 9-12 at Washington High School.

• **Objective 1.1**: As a result of the program attendance rates at Washington High School will be at 100%.

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<td>As a result of the program attendance rates at Benedictine High School will be at 100%.</td>
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<td>Attendance rates at Benedictine High School will increase by 2% one year after the apprenticeship/coaching program is established.</td>
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<td>Attendance rates for at-risk youth at Benedictine High School at grades 10, 11, &amp; 12 will increase by 2% one year after the apprenticeship/coaching program is established.</td>
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S.M.A.R.T. Objective: Example

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- **Objective 1.1:** Attendance rates for at-risk youth at Benedictine High School at grades 10, 11, & 12 will increase by 2% one year after the apprenticeship/coaching program is established.
S.M.A.R.T. Objective: Exercise

1. Choose an objective you want to accomplish.

2. Using the worksheet provided, examine your objective to ensure that it is S.M.A.R.T. with respect to the major goal(s) of your project.

3. Revise as needed until the objective meets all five (S.M.A.R.T.) criteria.
## S.M.A.R.T. Objective

### Worksheet

**Goal:**

**Objective:**

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Logic Models: Components

- Goal(s)
- Objective(s)
- Activities
- Input/Resources
- Outputs
- Outcome(s)/Impact(s)
- Indicator(s)
Logic Models: Components

• **Activities**: the actions that are needed to meet your objectives.
• **Resources**: inputs needed to design and implement activities.
• **Outputs**: the tangible and direct results of activities.
• **Outcome(s)**: specific, attainable and measurable changes that are likely to occur as a result of activities.
• **Indicator(s)**: data to monitor implementation, and measure progress as well as success of initiative.
## Logic Model

**Goal 1:**

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<th>Objectives</th>
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**Objectives** *(Specific, Measurable, Achievable, Relevant, and Time-bound)*

**Activities** *(what we do to achieve objectives/goals)*

**Inputs/Resources** *(human, financial, technology, etc... resources needed for activities)*

**Outputs** *(tangible and direct products of activities that lead to desired outcomes)*

**Outcomes** *(short-, medium-, and long-term desired results of activities)*

**Indicator/Data Source** *(indicators we look for to measure implementation, progress and success)*
**Logic Model: Example**

### Goal 1: To decrease the dropout rate of at-risk students in grades 9-12 at Washington High School.

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<th>Objectives</th>
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<tr>
<td>1.1 By May 2016, at least 80% of all at-risk students in grades 9-12 who meet with an adult advocate at least twice a week will show greater sense of school engagement, reduced risky behavior, and improved student achievement.</td>
<td>1.1.1 Identify at-risk students</td>
<td>-School staff, community members, and/or social workers to work as advocates</td>
<td>1.1.1 Number of at-risk students identified by grade level</td>
<td>1.1.1 By May 2014, at-risk students in grades 9-12 will indicate a greater sense of school membership and involvement (short-term)</td>
<td>1.1.1. Student survey to measure effect on sense of school membership and involvement (pre/post).</td>
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<td>1.1.2 Identify, recruit, and train adult advocates</td>
<td>-Monetary compensation for trainers and advocates. -Cost of training facility, printed materials, meals for participants. -Staff to document, monitor and evaluate implementation and progress.</td>
<td>1.1.2 Number of advocates; list of training dates, locations, and participants. 1.1.3 A document that elucidates the roles and responsibilities adult advocates, students, school staff, parents/guardians, and other stakeholders</td>
<td>1.1.2 By May 2015, at-risk students in grades 9-12 will have reduced risky behaviors and absentee rate (intermediate)</td>
<td>1.1.2. Student disciplinary and attendance record (baseline and post program implementation)</td>
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<td>1.1.3 Clearly define the roles and responsibilities of all stakeholders (guiding document)</td>
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<td>1.1.3 By May 2016, at-risk students in grades 9-12 will have improved grades (long-term)</td>
<td></td>
<td>1.1.3. Student academic record (baseline and post program implementation)</td>
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<td>1.1.4 Assign 10 or less at-risk students per advocate</td>
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<td>List of all at-risk students and those who participated in the adult advocate program to ascertain the % of at-risk students reached. Also, participation rate for each student so that you can see if there is a relationship between frequency of attendance and outcomes. That is, are students who participate at higher rate more likely to have better outcome?</td>
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**Ultimate outcome (Impact): The sum total of all objectives will result in a decrease in dropout rate of at-risk students in grades 9-12.**
Logic Model: Exercise

• Insert the objective you developed earlier in the logic model template.
• Identify activities and inputs/resources needed to achieve the objective.
• Explicitly state expected results of activities in terms of outputs and outcomes.
• Identify indicators/data sources that will allow you to document and monitor implementation as well as measure progress and success.
## Logic Model

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Next Steps

• Examine your remaining objectives and ensure that they are all S.M.A.R.T.!
• Insert each objective in the logic model template
• Identify activities and inputs/resources needed to meet objectives.
• Explicitly state expected results of activities in terms of outputs and outcomes.
• Identify indicators/data sources that will allow you to document and monitor implementation as well as measure progress and success.
Thank You

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