



Planning and Evaluation Unit

Meanings & Definitions

So, you're working with the Planning and Evaluation unit...

We are happy you are here!

We work with staff and partners to help plan, evaluate, and build strong programs to serve our community.

We created this document to review concepts and words that are part of the evaluation and planning world.

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When to work with Planning and Evaluation

HINT: It's never too early!

The Planning and Evaluation unit works with staff before, during, and after projects begin and end.

In other words, DCDHS staff work with Planning and Evaluation **ALL THE TIME**.

Planning helps decide where to go and how to get there.

Evaluation helps figure out how programs are doing and how to improve.

Contact the Planning and Evaluation unit **before** program implementation! We want to work with staff as early as possible.

This is particularly true with **data collection**. It's our job to help you make a data collection plan that:

- Makes good use of staff time and ensures you don't waste time collecting data that doesn't get used
- Helps get the information needed to show the good work your program does
- Is practical and doable

Evaluation and Quality Improvement

There are many types of evaluation, but when you work with us we'll mostly focus on **Program Evaluation**. Program Evaluation includes **Process Evaluation** and **Outcome Evaluation**.

Process Evaluation, also known as Implementation Evaluation, looks at whether program activities have been implemented as intended, and whether the implementation achieved the expected outputs. This type of evaluation provides us with early feedback as to how things are going.

Process Evaluation Example:

The ABC Treatment Program has low participation numbers. The Planning and Evaluation unit conducts its annual client survey with questions that look at potential barriers to participation. The results of the survey show that transportation to the treatment center is one of the main barriers to attendance. Using this information, program managers begin to offer the program in additional locations and provide bus passes to participants. This results in an increase in program participation.

Outcome Evaluation, also known as Effectiveness Evaluation, looks at whether programs are meeting their objectives. Outcome Evaluation gives us the information we need to provide to stakeholders so we can show program effectiveness.

Outcome Evaluation Example:

67% of ABC Treatment Program participants report at least 8 months of sobriety in the year following program completion.

Program Evaluation

Process Evaluation

Did the program and activities happen as planned?

What barriers were there?

What changes are needed?

How and why were outcomes achieved, or not achieved?

Outcome Evaluation

Did the intended outcomes happen?

What are the results?

Were our assumptions (or hypotheses) correct?

Evaluation may result in a call to action via Quality Assurance or Quality Improvement

Logic Model Overview

Logic models are tools to help us think about our programs, the changes we are trying to make, and the resources we need to make those changes.

Key components of a logic model include Inputs, Outputs, and Outcomes.

Inputs

What is invested?

Outputs

What is done?

Outcomes

What's the result?

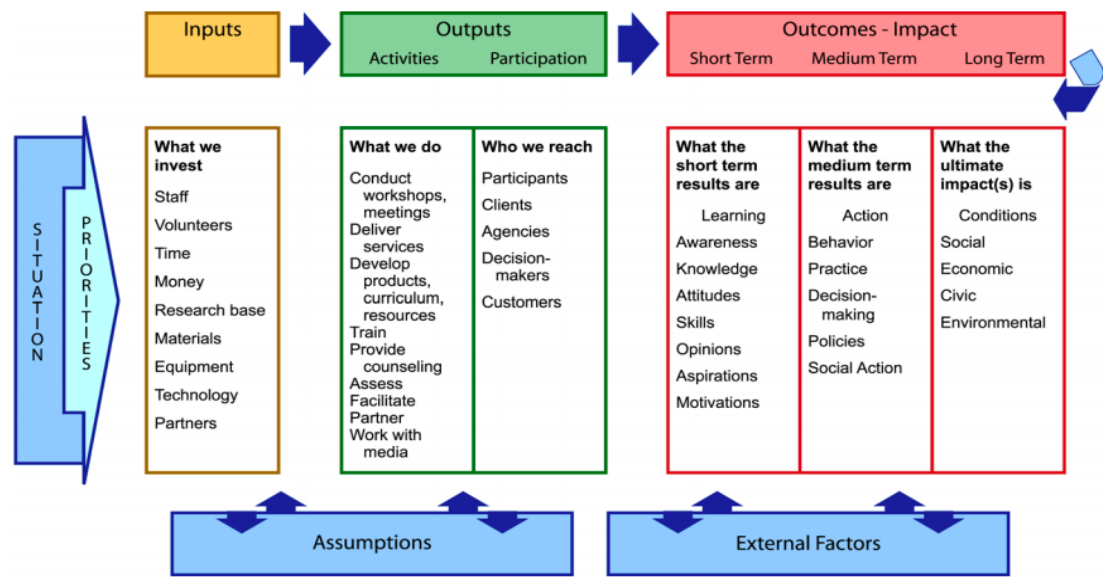
Inputs, or resources, include items like funding, staff, and materials.

Outputs include products of our inputs. Sometimes logic models separate outputs into activities (what we do) and participation (who we reach).

Outcomes/Impact include short-, medium-, and long-term outcomes of the inputs and outputs.

Below is an example logic model developed by the UW Extension. This shows the inputs -- staff, volunteers, time, etc.; the outputs as activities and participation; and the short to long-term impact. The UW Extension has a great [website](#) with logic model templates and additional resources.

Logic Model



SMART Goals

SMART is an acronym for goals that are Specific, Measurable, Achievable, Relevant, and Time-Bound.

SMART goals help create a clear understanding of what is expected, why it is important, and what success looks like. You may hear the term “SMART goal” or “SMART objective” – they are the same.

The table below outlines what a SMART goal looks like:

| | |
|-------------------|---|
| Specific | Who? What? Where? Which? Why? |
| Measurable | What data will show that you are meeting your goal? How will you track progress? |
| Achievable | Is this doable? Realistic? |
| Relevant | Does the goal align with your broader values/vision/mission? Why is the goal important? |
| Time-Bound | What’s the timeframe for accomplishing the goal? |

Examples of goals that are not SMART:

1. Clients will learn work skills.
2. Ensure students receive a meal after school.

Examples of SMART goals:

1. 80% of clients will complete vocational skills training within the first year of the program.
2. Serve 3,000 meals after school to youth in the Sesame Street District by July, 2022.

DCDHS Strategic Plan

[Vision Next: 2021 - 2026 DCDHS Strategic Plan](#) includes our department's priorities, initiatives, and tactics. In the chart below, you can see the corresponding terms you might hear when we talk about planning and evaluation. The Planning and Evaluation unit uses the DCDHS Strategic Plan to stay on track as we plan and evaluate our programs.

By looking at both the broad, big picture stuff as well as the specific details, we can help define **what** you want to achieve, **how** you want to get there, and **measures** of progress--and we'll ensure we are aligning with the priorities of DCDHS.

| Vision Next: 2021 - 2026 DCDHS Strategic Plan | | Planning and Evaluation |
|--|-----------------------|-------------------------|
| Broad | Strategic Priorities | Goals |
| | Strategic Initiatives | Strategies |
| | Strategic Tactics | Objectives |
| | | KPI |
| Specific | | Measures/Metrics |

Glossary of Terms:

Activity: Actions taken to achieve specific outcomes. In planning and evaluation, activities are program outputs.

Evaluation: A process of collecting and looking at information to figure out information about a program's activities, outcomes, or other characteristics. The type of evaluation we use depends on the questions that we want to answer.

- **Process Evaluation** determines if program activities have been implemented and if they have resulted in certain outputs.
- **Outcome Evaluation** looks at whether programs are meeting their objectives.

Goal: Broad statement of outcome of a program or intervention. Goals are usually longer-term and express the general intentions of the program.

Impact: Long-term effect of a program or intervention. Note: impacts are difficult to measure—they may or may not happen, and they may not be attributable to a single program or intervention. Instead, a program may contribute to impacts on a population. (See also: Outcomes)

Inputs: Resources that go into a program including staff and volunteer time, materials, equipment, and facilities.

Intervention: A set of activities intended to bring change to some aspect(s) of a population (e.g. increased pre-K literacy).

Key Performance Indicators (KPIs): a set of measures that we can use to measure performance in terms of meeting strategic and operational goals.

Logic Model: A graphic that shows the relationship between program inputs and the results. Ideally logic models are developed during program design.

Measures: Numbers, with units, e.g. 250 people.

Metrics: A measure that is used to track and assess, e.g. 250 people were taught job skills in quarter 1.

Objective: Statement of a desired result that is Specific, Measurable, Attainable, Realistic, and Time-based (SMART). Sometimes also referred to as a SMART goal.

Outcome: Short-term, medium-term, and long-term results from the program such as change in skills, behaviors, policies, and beliefs. Outcomes are the effects of an intervention's outputs.

Outputs: Direct products of a program.

Strategy: The broad desired outcome that provides direction and alignment for programs, services, funding, and operations over a significant time period. DCDHS strategic priorities are broad statements of "where we want to be" and are used to make decisions that will help the Department achieve those priorities.