Year: 2009

Resident: Steve Smith

Project: Rancho's Youth Working Together to help the homeless

Year
Two
Starting Your Project

Community groups have found that the most effective projects are those with work plans that specify what needs to be done, by when, and by whom. Although formats for project plans may vary, a successful Project Plan needs to be detailed adequately so as to be clear to other members involved in the project who is responsible for doing what, and by when. The Project Plan is a way to make the structure of the project concrete – it should provide organization and direction – and the Project Logic Model will provide you with a road map describing the sequence of related events connecting the need for the planned project with the project’s desired results.

The most basic principles of Project Design are encapsulated into four key questions:
1. What do we want? 
2. What do we have? 
3. How do we use what we have to get what we want? 
4. What will happen when we do?

ACTIVITY: First Steps of Project Planning

Project Title: Rancho’s Youth working together to help the homeless

Is this a: ☑ New Project ☐ Continuation of Existing Project

Statement of Problem: (Describe precisely the history and necessity of this project – include the need or problem that is the basis for the project – how you know the problem is important – who else supports the need for the project)

The first problem are the homeless of Sacramento & Rancho Cucamonga. This is not a problem unique to these cities as many cities across the nation struggle with it same. The other problem is that Rancho Cucamonga has several wonderful organized groups to help youth. I think these groups are not known enough. I would live more people to know they are out there. Therefore I want them to put the name out in Sacramento (Rancho) associated with a tree & also possibly perform. I feel that will also be confidence building experiences!!!
What group will benefit from this project and why? (Your target population, the number of children or families potentially affected, significant health statistics relevant to project, etc.)

Targets include: Broho Cordova, Collaborative, City of Broho Cordova, Roots & Branches, Birth Beyond, Reach, Student Union, the Families of Tree Youth, Cathedral Square, Homeless, Festival of Trees.

What are the access barriers to be addressed? (geographical, cultural, physical, socioeconomic, communication, etc):

Access barriers include: geographical-cultural-communication-self-esteem

Goals and Objectives

Adapted from the Planned Approach to Community Health, a Guide For The Local Coordinator.

GOALS:
A “Goal” is a broad statement of desired outcome - the large statements of what you hope to accomplish. They help create a vision of what you are striving to accomplish. Typically, goals are not measurable; they are conceptual and abstract, and are beneficial to your project because they will help keep your project focused and create a “vision” of what you are trying to accomplish.

Use the goals as guideposts under which project objectives and activities can be listed. This will be the beginning of your “Project Plan”.

A goal is easily defined as the solution to the problem that has been identified. The problem with such a “goal” is that it is too general; it is not easy to obtain consensus as to when it has been reached. You will define the goal of your project as the solution to the problem, and then refine the goal into a finite set of objectives.

OBJECTIVES
Objectives are the specific, measurable results of the project – the steps taken to achieve the goals. The objectives define what the project is trying to achieve. The data collected in year 1 will provide
valuable information which will assist you in writing the objectives that guide the project. Each objective should follow a “who”, “what”, “how much” and “by when” format.

For example:  By 1998, the prevalence of smoking among county residents aged 18 years and older will be reduced by 15% from 25% (1991 baseline) to 21%.

The best objectives also have several characteristics in common. They are all S.M.A.R.T. + C:
- They are SPECIFIC – They will tell how much of what is to be achieved, by when.
- They are MEASURABLE. Information concerning the objectives can be collected, detected, or obtained from records (at least, potentially).
- They are ACHIEVABLE. Not only are the objectives themselves possible, but you will be able to pull them off.
- They are RELEVANT to the project. Your community collaborative has a clear understanding of how the objectives fit in with the overall project plan.
- They are TIMED. You will develop a timeline by which the objectives will be achieved.
- They are CHALLENGING. They should stretch you to set aims on significant improvements that are important to the community^15.

Make sure the objectives are easily measurable – they will form the basis for activities of the project.

After reviewing the data from Year 1, what are some possible goals and objectives for your project? Fill in the Goals and Objectives on Page 28.

REMEMBER:
- Goals are where you want to go  (Don’t set goals so high that they are unattainable)!
- Objectives are the steps you will take to accomplish the task (Make sure your objectives are clear)!

**Developing an Intervention**

Once the goals and objectives have been defined, it’s important to develop a specific activity(s) or interventions for implementing each objective of the Project. For each activity in the Project, an individual should be identified who will be responsible for assuring that the activity is completed, and a reasonable time should be established for completion of each activity. Expected outcomes should also be defined.

Describe the “plan of action” for implementation of the objectives. BE EXPLICIT! State exactly how the project activities will fulfill the project’s objectives, state who will be performing each activity, how long each activity will take, and what you expect to see accomplished from each activity.

Go to the next page and fill in the activities used to implement your objectives and what your expected outcomes will be.
<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>ACTIVITIES TO IMPLEMENT</th>
<th>EXPECTED OUTCOMES</th>
</tr>
</thead>
</table>
| My vision is to start an annual tradition that will benefit the people of Rancho Cucamonga (especially the youth) by providing them an opportunity to save, raise, money, create and perform. I hope to see them realize gifts from the way they may not have seen they had. | 1. Decorate, Fire, for Festival  
   DATE: November, 2008  
   Time: 6 PM  
   Location: Downtown Rancho Cucamonga | Planning meetings  
   Decorating meetings  
   Creating community  
   Fundraising | I expect the youth to visit and be so pleased with the experience that they will be motivated to keep it going a year after year. |
| 2. Service/ Learning  
   Date: November, 2008  
   Time: 2 PM  
   Location: Rancho Cucamonga Youth Homeless Shelter  
   Duration: 4 hours | Planning meeting  
   Serve  
   Debriefing/ Discussion after | Rehearsals  
   Grant Funds acquired  
   Used for costumes  
   Apply for Grant | I expect a beautiful tree that makes people want to bid to buy and will be given to a group of children. |
| 3. Sit/Performance  
   Date: November, 2008  
   Time: 6 PM  
   Location: Downtown Rancho Cucamonga  
   Duration: 1 hour | "Night before Christmas" | | I expect donations to increase and the group to exist.
Building a Logic Model


The logic model is defined as a picture of how your project is going to accomplish it’s task – the theory and assumptions underlying the project. A project logic model links outcomes (both short- and long-term) with project activities or processes and the theoretical assumptions of the project.

Learning and using tools like logic models can serve to increase the practitioner’s voice in the domains of planning, design, implementation, analysis, and knowledge generation. The process of developing the model is an opportunity to chart the course. It is a conscious process that creates an explicit understanding of the challenges ahead, the resources available, and the timetable in which to hit the target. In addition, it helps keep a balanced focus on the big picture as well as the component parts.

In general, logic modeling can greatly enhance the participatory role and usefulness of evaluation as a learning tool. Developing and using logic models is an important step in building community capacity and strengthening community voice. The ability to identify outcomes and anticipate ways to measure them provides all program participants with a clear map of the road ahead. Map in hand, participants are more confident of their place in the scheme of things, and hence, more likely to actively engage and less likely to stray from the course — and when they do, to do so consciously and intentionally. Because it is particularly amenable to visual depictions, logic modeling can be a strong tool in communicating with diverse audiences – those who have varying world views and different levels of experience with project development and evaluation.

The Basic Logic Model

1. Inputs
2. Activities
3. Outputs
4. Outcomes
5. Impact

The most basic logic model is a picture of how you believe your project will work. It uses words and/or pictures to describe the sequence of activities thought to bring about change and how these activities are linked to the results the project is expected to achieve. The Basic Logic Model components illustrate the connection between your planned work and your intended results. They are depicted numerically by steps 1 through 5.

YOUR PLANNED WORK describes what resources you think you need to implement your project and what you intend to do:
1. Inputs (Resources) include the human, financial, organizational, and community resources a program has available to direct toward doing the work. Sometimes this component is referred to as Inputs.
2. **Activities** are what the project does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the project implementation. These interventions are used to bring about the intended changes or results.

**YOUR INTENDED RESULTS** include all of the project’s desired results.

3. **Outputs** are the direct products of project activities and may include types, levels and targets of services to be delivered by the project.

4. **Outcomes** are the specific changes in participants’ behavior, knowledge, skills, status and level of functioning. There are both Short-term outcomes and Long-term outcomes.

5. **Impact** is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of project activities.

**READING A LOGIC MODEL**

When “read” from left to right, logic models describe project basics over time from planning through results. Reading a logic model means following the chain of reasoning or “if...then...” statements which connect the project’s parts. The figure below shows how the basic logic model is read.

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**BUILDING A LOGIC MODEL BY BASIC PROJECT COMPONENTS**

As you conceptualize your project, begin by describing your basic assumptions and then add the following project components in the order that they should occur.

1. **Inputs** (or Factors) are resources and/or barriers, which potentially enable or limit project effectiveness. Enabling *protective factors* or *resources* may include funding, existing organizations, potential collaborating partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies. Limiting *risk factors* or *barriers* might include such things as attitudes, lack of resources, policies, laws, regulations, and geography.
2. **Activities** are the processes, techniques, tools, events, technology, and actions of the planned project. These may include *products*—promotional materials and educational curricula; *services*—education and training, counseling, or health screening; and/or *infrastructure*—structure, relationships, and capacity used to bring about the desired results.

3. **Outputs** are the *direct results* of project activities. They are usually described in terms of the *size and/or scope of the services and products delivered or produced* by the project. They indicate if a project was delivered to the intended audiences at the intended “dose”. A project output, for example, might be the number of classes taught, meetings held, or materials produced and distributed; project participation rates and demography; or hours of each type of service provided.

4. **Outcomes** are specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from project activities and which are most often expressed at an individual level.

5. **Impacts** are *organizational, community, and/or system level changes* expected to result from project activities, which might include improved conditions, increased capacity, and/or changes in the policy arena.

Thinking about a project in logic model terms prompts the clarity and specificity required for success. Using a simple logic model produces (1) an inventory of what you have and what you need to instigate your project; (2) a strong case for how and why your project will produce your desired results; and (3) a method for project management and assessment.
ACTIVITY: Create a Project Logic Model

Your ideas here

Financials
- Fund for renovations, costumes, speakers, transportation, catering
- Solicitation for funds
- Sponsorship opportunities
- Rent at reduced rate
- Local businesses

Human (children) to participate:
- Yearly fundraising event
- Gala celebration
- Holiday season

Your ideas here

1. Plan and timeline for project:
   - Project timeline
   - Budget breakdown
   - Legal requirements

Your ideas here

2. Activities:
   - Tree planting
   - Tree planting training
   - Tree planting day

Your ideas here

3. Outputs:
   - Tree planted
   - Tree planted in a park
   - Tree planted in a garden
   - Tree planted in a forest

Your ideas here

4. Outcomes:
   - Tree planted
   - Tree planted in a park
   - Tree planted in a garden
   - Tree planted in a forest

Your ideas here

5. Impact:
   - Tree planted
   - Tree planted in a park
   - Tree planted in a garden
   - Tree planted in a forest

Your ideas here

- More focus will be on serving youth
- More focus will be on serving adults
- More focus will be on serving seniors
- More focus will be on serving businesses

Your ideas here

- More focus will be on serving youth
- More focus will be on serving adults
- More focus will be on serving seniors
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Applying Community Assets

Communities, no matter how disadvantaged, have assets that are often overlooked by professionals who seek to improve health in the community. Assets in the community include the knowledge and skills of community members, local associations and social networks, and community facilities such as schools, parks, and houses of worship.

Engaging local associations in local child health efforts can significantly increase project success. Local associations can participate in community-based efforts in three ways:
1. Associations can serve as vehicles to communicate information, both to their memberships and well as to the community at large, e.g. by distributing informational flyers.
2. Associations may be involved in planning a particular effort.
3. Association may actively engage in the implementation of a community activity, e.g. by conducting a specific educational component of a program.

A community collaborative is an “association of associations.” Consider how your collaborative can help you network with community members, associations, and institutions to help you plan and implement a successful project.
**ACTIVITY: Identifying Partners**

Successful community projects depend on establishment of partnerships with community individuals, associations, and institutions. In asset-based community development, assets in the community are tapped to address community issues.

List the individuals, associations, and institutions who will be partnering in your project and what assets they can contribute to your project. Assets can include space, materials, funds, time, knowledge or expertise, etc.

<table>
<thead>
<tr>
<th>Partners (Individuals, associations, institutions)</th>
<th>Assets</th>
<th>Needed Resources (Staff, supplies, time, equipment, training, workshops, advertising – anything not readily available to fulfill Project goals/objectives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole CCC Head Honcha</td>
<td>Power Center Meetings, Decoratin (oz., creating ornaments), Rehearsals</td>
<td>Events: Fundraising, Planning Meetings, Grant Writing, Rehearsals, Decorative Day, Performance Day, Dedication Mts.</td>
</tr>
<tr>
<td>Janel my Visa Contact for Both</td>
<td>Cathedral Square Service, Field Trips</td>
<td>People: Youth Leaders, Other residents who can help, Drama coach to teach critique &amp; script writing, Abortion theatre for most interested parents</td>
</tr>
<tr>
<td>Linda B. Raiford</td>
<td>Grant Application Due March 28th</td>
<td>Supplies: Pallet Tree (obtained), Craft supplies, trees to decorate, Cashmo, Food for meetings</td>
</tr>
<tr>
<td>Katie Bobby &amp; Horace</td>
<td>Stage 1 potential help with $1,000 cashmo</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation Planning

Strong research studies and evaluations have clear goals and outcomes. Evaluators who want their work to help comprehensive community initiatives, and the children and families they serve must first clearly understand what these unique improvement efforts are trying to do. This means asking hard questions about what comprehensive community initiatives can and should accomplish, which outcomes can realistically be expected, and how contextual factors, including culture, influence decisions about target populations, service strategies, and goals.\(^\text{20}\)

The following was adapted from the Family Health Outcomes Project,\(^\text{21}\) and Planned Approach to Community Health\(^\text{22}\) Monitoring, reporting, and evaluation. These three things differ, but are related to each other. They are also essential, even though they are the ones most often overlooked in developing a project. Monitoring means watching the ongoing process of the project as it is underway (being “implemented”). Not only actions taken, but also results of those actions must be monitored. This is necessary to keep the project on track. Reporting is the means (verbal and written) of keeping all stakeholders informed of the monitoring. Evaluating is making judgments about what is happening or has happened (and the “impact” or results of the activity) in order to change plans, goals, objectives, or activities if needed.\(^\text{23}\)

Your evaluation should be consistent with your project’s logic model; it should meet the needs of your community; it should be achieved in a reasonable amount of time; and it should be doable within a reasonable amount of time. Start planning your evaluation at the same time you begin planning your community project. Major issues to be examined when deciding which activities to evaluate include the potential impact of the activity on the overall project, the amount of resources that the activity requires, and the relationship or importance of the activity to the overall goals of the project.

The evaluation plan can be a separate section or incorporated into the project logic model. For each objective and for each activity in the planning matrix, describe how you will determine its accomplishment or effectiveness. This can range from keeping records of process data to monitoring a set of performance measures. The ongoing monitoring and evaluation system should be described so that the reader knows which evaluation activities will take place and when they will occur.

The first step in developing an evaluation plan is to define the purpose of the evaluation by identifying the audience(s) for the report and the questions the audience will have about the project. Possible questions could include:

- What population is the project targeting vs. who is it reaching?
- Who is utilizing the benefits of the project? How many times/how often?
- What are the benefits to the recipients of the project?
- How is the health status of the recipients being affected by the project?
- What is the impact of the project on the community as a whole?
- Is the project cost-effective?
- How does the project compare with other alternatives, if any exist?
ACTIVITY: Outcome Measures

List the outcome measures to be used in your evaluation and indicate the method you will be using to measure the outcome. Methods to measure outcomes include surveys, focus groups or interviews, direct observations, etc. If you are collecting baseline data, please include it here.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method of Measurement</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire among youth to continue the project</td>
<td>At Debrief meeting, I will be able to assess if someone or someone's have interest in continuing project.</td>
<td></td>
</tr>
<tr>
<td>↑ Awareness of Grant programs in Puyallup</td>
<td>↑ Participation in 2009 Intergovernmental Council</td>
<td></td>
</tr>
<tr>
<td>Youth ↑ Confidence in performance ↑ in completing a service task</td>
<td>At Debrief meeting, group will meet with youth to discuss these points.</td>
<td></td>
</tr>
<tr>
<td>↑ in youth awareness of importance of service ↑ helping those less fortunate</td>
<td>Also will be discussed at planning meetings, reassessed at Debriefing meeting.</td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY: Daily Journal**

Use the spaces below during EACH DAY of your rotation to jot down ideas, new information and REFLECT about your experiences.

Day One: ____/____/____

Day Two: 2/11/08

Liz help up Yuza
Jarell in Vegas stranded

Day Three: 2/12/08

1st meeting with Nicole & Jarell
School union - tutored young man in Algebra

The meeting was spent on run things by Nicole to get her effective tutoring idea

Day Four: 2/13/08

Tahoe Elementary - great experience
Urgent care pm
Love doing this

Day Five: 2/14/08

Continuity Clinic
PICU Overnight