

Work Plan Cheat Sheet

GOAL	OBJECTIVE
<ul style="list-style-type: none"> • A broad statement of intent • Non-specific, non-measurable <p>Example: Increase the proportion of SNAP recipients and eligibles aged two years and older who meet dietary recommendations for fruit and vegetable consumption.</p>	<ul style="list-style-type: none"> • A realistic target for the program • Answers: Who will do how much of what by when? <p>Example: By the end of the class series, 50% of low income 3rd grade students participating in the Fruits & Veggies—More Matters® classes will report an increase in fruit and vegetable consumption.</p>

S.M.A.R.T. OBJECTIVES	
<p>Specific</p> <ul style="list-style-type: none"> • What are you going to do, with or for whom? • Focus on results, not how they are achieved 	<p>Achievable</p> <ul style="list-style-type: none"> • Can you achieve this objective? • Set objective after considering the baseline • Keep objectives within reach • Is this objective realistic? • Can we do this? • Why are we doing this?
<p>Measurable</p> <p>Is the objective measurable?</p> <ul style="list-style-type: none"> • Quality • Resources • Quantity • Time 	<p>Relevant</p> <ul style="list-style-type: none"> • Is this objective logical as it relates to SNAP-Ed goals?
	<p>Time Bound</p> <ul style="list-style-type: none"> • What is the timeframe for this objective?

TYPES OF OBJECTIVES		
Process (Operational)	Outcome (Knowledge)	Outcome (Behavior)
<ul style="list-style-type: none"> • Tells what you are doing and how you will do it • Tracks participants, interactions and activities <p>Example: By September 30, 2010 at least 5,000 Fun Food News will be distributed to SNAP-Ed participants at community events.</p>	<ul style="list-style-type: none"> • Tells how you will change attitudes and knowledge <p>Example: By the end of the class series, 80% of low income 3rd grade students participating in the BBB classes will increase their knowledge of activities that help build strong bones.</p>	<ul style="list-style-type: none"> • Tells what the long term implications of your program will be. <p>Example: By the end of the class series, 50% of low income 3rd grade students participating in the Fruits & Veggies—More Matters classes will report an increase in fruit and vegetable consumption.</p>

ACTION STEPS vs. OBJECTIVES	
ACTION STEPS	OBJECTIVES
<ul style="list-style-type: none"> • Focus on the activities • Provide the 'How' • Should work towards the objective • Should provide how you will attain your objective • Should be brief and succinct <p>Example: 1. Teach Fruits & Veggies—More Matters classes to low income 3rd grade students in 18 schools. 2. Conduct pre-/post-surveys.</p>	<ul style="list-style-type: none"> • Focus on the results • Provides the 'What' <p>Example: By the end of the class series, 50% of low income 3rd grade students participating in the Fruits & Veggies—More Matters classes will report an increase in fruit and vegetable consumption.</p>

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BASELINES
<ul style="list-style-type: none"> • Clearly defined starting point from where implementation begins, improvement is measured, or comparison is made. • The first data point for your evaluation. • Allows you to create achievable objectives by providing a starting point. • Allows for tracking trends over time.

EVALUATION MEASURES		
Formative	Process	Outcome
<ul style="list-style-type: none"> • Collects data for improvement of program/processes. • Formative research is conducted before a program is designed and implemented or while a program is being conducted. <p>It helps you:</p> <ul style="list-style-type: none"> • Decide on and describe your target audience, • Understand the needs of the audience and the factors which influence their behavior • design programs, services, and products to address those needs. <p>Examples:</p> <ul style="list-style-type: none"> • Needs assessments • Focus group discussions • In-depth interviews • Market assessments • Teacher evaluations • Pilot programs where content of nutrition education is tested and evaluated, etc. 	<ul style="list-style-type: none"> • Evaluates that the program is being delivered as planned • Process evaluation focuses on how the program operates the services it delivers, and the function it carries out. • It addresses whether the program was implemented and is providing services as intended. <p>Examples</p> <p>Tracking:</p> <ul style="list-style-type: none"> • Number of materials distributed • Number of clients viewing a food demonstration • Number of classes held • Number of participants reached 	<ul style="list-style-type: none"> • Measures change in knowledge, attitudes or behaviors • An outcome evaluation assesses the change in knowledge or behaviors as a result of a particular program or intervention. • The goal of an outcome evaluation is to learn how effective the intervention was in changing the target population's attitudes, awareness, and behaviors. <p>Examples</p> <ul style="list-style-type: none"> • Outcome: Pre-/post-test showing an increase in knowledge • Outcome: Pre-/post-surveys showing an improvement in self-reported behaviors

EVALUATION PLANS SHOULD TIE DIRECTLY TO THE OBJECTIVE
<ul style="list-style-type: none"> • Process objective=process evaluation • Outcome objective=outcome evaluation <p>You can include evaluation plans for each action step, however at least ONE evaluation plan must directly apply to the objective.</p>