RACE to Rebuilding Trust & Community Grant

Technical Assistance Session 3

SMART Goals & Logic Models

October 15, 2024

ARLINGTON VIRGINIA

Partnership

ARLINGTON
VIRGINIA

United Way of the
National Capital Area

Meet the Team

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Agenda

- Section 2: Evaluation
- SMART Goals
- Logic Models
- Discussion

Section 2: Evaluation

For organizations with $250K+ budgets:

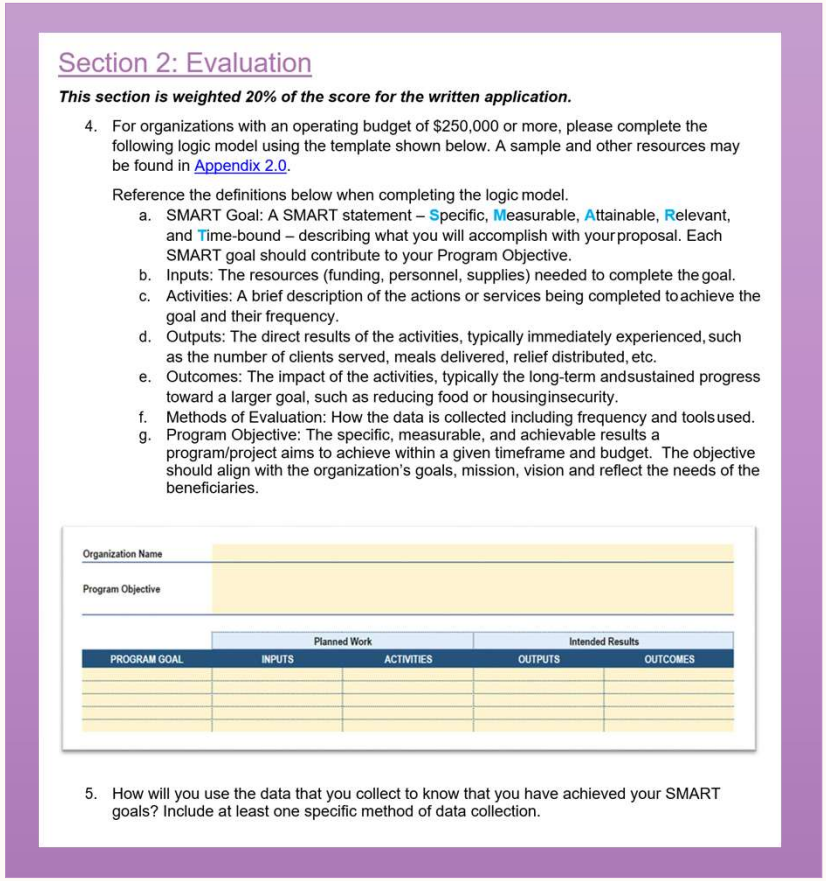
Logic Models

Organization Name					
Program objective:					
	Planned Work		*Intended Results*		
SMART Goal	Resources / Inputs	Activities	Outputs	Outcomes	Impacts/Goals

For organizations with >$250K budgets

Describe your SMART Goals

Section 2: Evaluation



Section 2: Evaluation

This section is weighted 20% of the score for the written application.

4. For organizations with an operating budget of $250,000 or more, please complete the following logic model using the template shown below. A sample and other resources may be found in Appendix 2.0.

   Reference the definitions below when completing the logic model.

   a. SMART Goal: A SMART statement – Specific, Measurable, Attainable, Relevant, and Time-bound – describing what you will accomplish with your proposal. Each SMART goal should contribute to your Program Objective.
   b. Inputs: The resources (funding, personnel, supplies) needed to complete the goal.
   c. Activities: A brief description of the actions or services being completed to achieve the goal and their frequency.
   d. Outputs: The direct results of the activities, typically immediately experienced, such as the number of clients served, meals delivered, relief distributed, etc.
   e. Outcomes: The impact of the activities, typically the long-term and sustained progress toward a larger goal, such as reducing food or housing insecurity.
   f. Methods of Evaluation: How the data is collected including frequency and tools used.
   g. Program Objective: The specific, measurable, and achievable results a program/project aims to achieve within a given timeframe and budget. The objective should align with the organization's goals, mission, vision and reflect the needs of the beneficiaries.

Organization Name				
Program Objective				
	Planned Work		Intended Results	
PROGRAM GOAL	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES

5. How will you use the data that you collect to know that you have achieved your SMART goals? Include at least one specific method of data collection.

Organizations with Operating Budgets of:

$249,999 and Below

Set 3-5 SMART Goals

For Each SMART Goal:

- Min. 1 Activity
- Min. 1 Output
- Min. 1 Outcome
- Min. 1 Metric (Method of Evaluation)

$250,000 and Above

Set SMART Goals in LM

For Each SMART Goal:

- Min. 1 Activity
- Min. 1 Output
- Min. 1 Outcome
- Min. 1 Metric (Method of Evaluation)

Logic Model Required

SMART Goals

SMART Goal

SMART Goal Example:

Specific: *identifies 'Who' will be served and 'What' they will receive; also to what 'Purpose'*

Measurable: *"Prevent and reduce the effects" can be defined, operationalized and measured*

Attainable: *Organization's size, capacity, and history of delivering services to Arlington families can determine whether objective is attainable*

Relevant: *Proposed objective aligns with grant's purpose*

Timebound: *clearly defined time period in which objective would be completed*

Program Objective:

Provide 100 Arlington school district students and their families with a trauma-informed care program that aims to prevent and reduce the effects of Adverse Childhood Experiences (ACEs) during a 12-month period.

SMART Goal

Specific	***Measurable***	***Attainable***	***Relevant***	***Timebound***
What needs to be accomplished? What is the purpose?	How will progress be measured?	What resources are available to help accomplish this goal?	Why is this goal beneficial for your organization?	What is the deadline for completing this goal?
Who is responsible? Who is the beneficiary?	How do we know the goal has been accomplished?	Have we achieved this goal before?	What is the priority of this goal?	
What steps need to be taken to achieve it?		Can we achieve the goal with the activities and time we have?	How does it align with the organization's mission?	

SMART Goal

Program Objective:	Provide 100 Arlington school district students and their families with a trauma-informed care program that aims to prevent and reduce the effects of Adverse Childhood Experiences (ACEs) during a 12-month period.

Activity	Provide 100 students and families a trauma-informed care program during 12-month period
Output	100 students and families are referred and participate in activities, i.e., outreach and therapy
Outcome	100 students and families better understand and mitigate effects of ACEs, i.e., improved behavior
Metric / MOE*	Qty. and range of referrals; # students and families complete program; # behavioral infractions

MOE: Method of Evaluation

SMART Goal

Program Objective:	Increase awareness and outreach around this program's services by hosting at least 10 school and community events, address potential and perceived stigma related to program participation through educational sessions and testimonials, and promote school-community involvement through collaborative events and outreach efforts, all within the 12-month grant period.
Activity	School forums, school-district related community events; parent workshops, school fairs;
Output	10+ community outreach events: ACE prevention, focus on reducing stigma, increasing school-community involvement
Outcome	More school-community involvement; increased understanding of ACEs, resources and services
Metric / MOE*	Attendance at outreach events; # of events; # and type of referrals made; % family engagement

MOE: Method of Evaluation

Logic Models

Logic Models

ROADMAP / RECIPE

WHO

- Who is the population that you are serving?
- Who will deliver services?
- *What ingredients do you need?*

HOW

- How will you deliver services to create positive change?
- How will you monitor and measure activities to show services are achieving your objective?
- *What instructions do you follow?*

WHAT

- What will your program accomplish?
- What change will these accomplishments create?
- *What is the result and why is that important?*

Logic Models

(GOAL)

INPUTS → **ACTIVITIES** → **OUTPUTS** → **OUTCOMES**

WHO? *HOW?* *WHAT?*

- Resources
- Personnel
- Beneficiaries

- Services
- Programs
- Planned action

- Anticipated results
  - Near-term
  - Direct
  - Tangible

- Anticipated results
  - Long-term
  - Extended
  - Intangible

Logic Models

(GOAL): Bake a cake to celebrate my father's birthday today.

INPUTS → **ACTIVITIES** → **OUTPUTS** → **OUTCOMES**

WHO?

- Flour, sugar, eggs, etc.
- Oven, cake-tin, kitchen, plate
- Baker
- Birthday guests
- 1 hour

HOW?

- Mix ingredients
- Bake in oven
- Let cool, decorate
- Add candles
- Cut and serve

WHAT?

- 8 slices of cake
- Full bellies
- Happy guests

- Family bonding
- Fulfill tradition
- Bragging rights

Logic Models

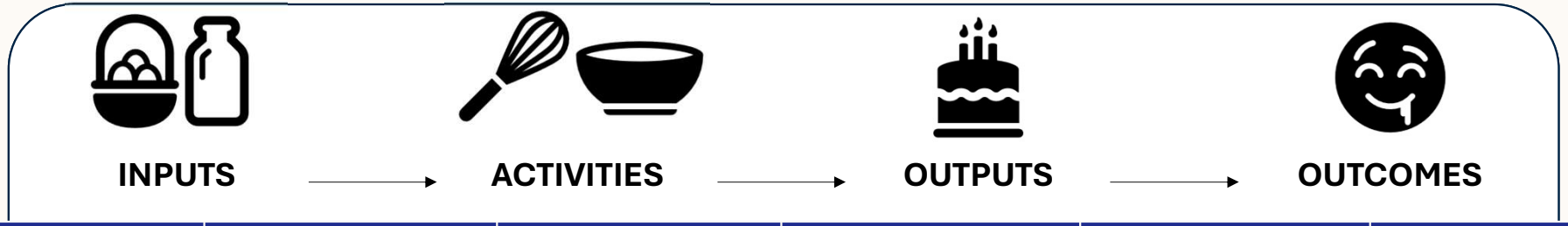
Template

Organization Name					
Program objective:					
	Planned Work		*Intended Results*		
Program Goal	**Resources / Inputs**	**Activities**	**Outputs**	**Outcomes**	**Impacts/Goals**

Sample

Organization Name :	Sample Organization				
Program objective:	Provide 100 Arlington school district students and their families with a trauma-informed care program that aims to prevent and reduce the effects of Adverse Childhood Experiences (ACEs) during a 12-month period.				
	Planned Work		*Intended Results*		
Program Goal	**Resources / Inputs**	**Activities**	**Outputs**	**Outcomes**	**Impacts/Goals**
Receive 100 school-based referrals within the 12-month grant period, conducting an intake and assessment process for each referral to identify their needs and connect them to appropriate resources (e.g., academic support, mental health services, family counseling) within two weeks of each referral	School district stakeholders School level staff Parents Counselors (Provider staff)	Receive, assess, and refer students and families continuously throughout the year	100 Student / Family intakes completed within 12 months.	Student / Family connected to intake processes and rebuilding service plans	Expanded awareness, understanding, and uptake for students via Student / Family referrals for program service plans

Logic Models



Program Goal	Resources / Inputs	Activities	Outputs	Outcomes	Impacts
Receive 100 school-based referrals within the 12-month grant period, conducting an intake and assessment process for each referral to identify their needs and connect them to appropriate resources (e.g. academic support, mental health services, family counseling) within two weeks of each referral	School district officials and staff School level staff Students Parents Counselors (Provider staff) Intake/Assessment	Receive, assess, and refer students and families continuously throughout the year (Target: 100 students and families)	100 student/ family intakes completed within 12 months.	Student/family connected to intake processes and co-building service plans	Expanded awareness, understanding, and uptake for students via Student/Family referrals for program service plans

Logic Models

INPUTS

ACTIVITIES

OUTPUTS

OUTCOMES

Program Goal	Resources / Inputs	Activities	Outputs	Outcomes	Impacts
Co-develop and execute individualized program service plans for up to 100 students and their families, in collaboration with program staff and family members, facilitating therapeutic mentoring activities (e.g. 1:1 mentoring, group therapy) and community engagement sessions (e.g. workshops) within 12-month grant period.	Social Worker Students Parents Referral materials (e.g. Assessment results) Service plans	Conduct student / family case management across 4-month cycle Design program service plan (3-4 weeks) Assist in program service plan activities Facilitate individual and small group therapeutic mentoring program (TMP) sessions within 10-week period in English/Spanish	100 Program service plans co-developed within 12 months Referral to TMP, with min. 3 home interventions completed as needed 4 cohorts of up to 8 families participated in TMP within 12 months	Family-centered program services improved family interactions and conditions Increased student/family understanding of behavioral impact of ACEs Improved interpersonal communication and relationships impacted by ACEs	Family informed of ACEs triggers and effects of trauma on behaviors Student/Family participants more likely to prevent future harm and destructive behavior Improved school and classroom behavior Increased student attendance Improved sense of belonging and school relationship

	Planned Work		*Intended Results*		
Program Goal	**Resources / Inputs**	**Activities**	**Outputs**	**Outcomes**	**Impacts**
Receive 100 school-based referrals within the 12-month grant period, conducting an intake and assessment process for each referral to identify their needs and connect them to appropriate resources (e.g., academic support, mental health services, family counseling) within two weeks of each referral	School district stakeholders School level staff Parents Counselors (Provider staff)	Receive, assess, and refer students and families continuously throughout the year	100 Student / Family intakes completed within 12 months.	Student / Family connected to intake processes and co-building service plans	Expanded awareness, understanding, and uptake for students via Student / Family referrals for program service plans
Co-develop and execute individualized program service plans for up to 100 students and their families, in collaboration with program staff and family members, facilitating therapeutic mentoring activities (e.g., one-on-one mentoring sessions, group therapy) and community engagement/education sessions (e.g., workshops, seminars) within the 12-month grant period.	Social worker (CM / SW)	Conduct Student / Family case management across 4 month cycle; Design Program Service Plan (3-4 weeks) Assist in helping family conduct Program service plan activities (3-4 weeks) Facilitate individual and small group therapeutic mentoring program (TMP) sessions with Student / Family within a 10-week period in English Facilitate Hispanic-based therapeutic mentoring sessions based on language and cultural needs determined at intake (up to 12 weeks)	100 Program service plans co-developed within 12 months: - Referral to TMP, with min. 3 home interventions completed as needed - Enhanced family dynamics coaching delivered as needed Min. 3 enhanced violence-related community engagement and education sessions delivered as needed 4 cohorts of up to 8 families participated in the therapeutic mentoring program within 12 months	Family-centered program services Improved family interactions and conditions Increased student / family understanding of behavioral impact of Adverse Childhood Experiences (ACEs) Increased student / family awareness of interpersonal communication and relationships impacted by ACEs Enhanced public awareness of TMP approach and availability to student / family and wider community	Families informed of ACEs triggers and effects of trauma on behaviors Increased knowledge of ways to overcome ACEs and build resilience Student/ Family participants in program more likely to prevent future harms and destructive behaviors Improved school and classroom behaviors Increased student attendance Improved sense of belonging and school relationship
Deliver individual and family-based therapeutic services focused on understanding and reducing the effects of Adverse Childhood Experiences (ACEs) and other trauma through evidence-based interventions (e.g., cognitive-behavioral therapy, family counseling) as part of co-designed program service plans with students, families, and program staff, for up to 100 students and their families within the 12-month grant period.	Mental Health (MH) Counselors (Provider staff) Student/Family	Individual and/or Family Counseling services, per referral basis, ongoing Clinical appointments using several modalities: art, sand and play therapy, Eye movement desensitization and reprocessing (EMDR), talk therapy; per referral and assessment basis, ongoing On-school-site, ongoing Telehealth services, ongoing	Individual or family mental health behavior counseling. 80% of parents/youth to recognized their ACE triggers, acknowledge any grief, fear, depression, or other adverse emotional impact, and participate in developing a resiliency service plan.	Increased individual knowledge about behavior health and interactions associated with family trauma or negative experiences Increased knowledge and ability to deploy coping mechanisms	Mentally healthier families equipped with tools to increase their resiliency Behavior modification preventing further ACEs Improved school and classroom behaviors Increased student attendance Improved sense of belonging and school relationship
Increase awareness and outreach around this program's services by hosting at least 10 school and community events, address potential or perceived stigma related to program participation through educational sessions and testimonials, and promote school-community involvement through collaborative events and outreach efforts, all within the 12-month grant period.	Provider staff, School district stakeholders, school-level stakeholders	Conduct school forums, participate in school-district related community events within a 12-month period	10 community outreach events held on ACEs prevention, rights, and program service availability within a 12-month period	More educated community on TMP, mental health, and ACE/Trauma-related information and services	Increased school-community involvement Target population has enhanced awareness and understanding of ACEs/Trauma-related information and services

	Planned Work		*Intended Results*		
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Rubric

Section 2: Evaluation (20%)							
Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
4	For organizations with an operating budget of more than $250,000, please complete the following logic model using the template included in Appendix 2.0. Include 3 or more SMART goals in your logic model.	□ Does not complete the outcome logic model.	□ Completes the outcome logic model. □ Includes only one or two goals. □ Some goals listed are missing elements of SMART - specific, measurable, attainable, relevant, and time-bound. □ Includes corresponding Inputs, Activities, Outputs, and Outcomes for each SMART goal listed.	□ Completes the outcome logic model. □ Includes 3 or more SMART goals. □ All goals listed are SMART - specific, measurable, attainable, relevant, and time-bound. □ Includes corresponding Inputs, Activities, Outputs, and Outcomes for each SMART goal listed. □ There is a connection between each goal and its corresponding Inputs, Activities, Outputs, and Outcomes.	□ Completes the outcome logic model. □ Includes 3 or more SMART goals. □ All goals listed are SMART - specific, measurable, attainable, relevant, and time-bound. □ Includes corresponding Inputs, Activities, Outputs, and Outcomes for each SMART goal listed. □ There is a connection between each goal and its corresponding Inputs, Activities, Outputs, and Outcomes. □ There is a connection between each goal and the program objective.		

Section 2: Evaluation (20%)					
Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)
5	How will you use the data that you collect to know that you have achieved your SMART goals? Include at least one specific method of data collection.	□ Does not describe the data collection process.	□ Describes the data collection process. □ Includes at least one specific method of data collection (e.g., surveys, focus groups).	□ Describes in detail the data collection process. □ Includes at least one specific method of data collection (e.g., surveys, focus groups). □ Describes in detail how the data will be used to evaluate some but not all SMART goals listed in the logic model.	□ Describes in detail the data collection process. □ Includes at least one specific method of data collection (e.g., surveys, focus groups). □ Describes in detail how the data will be used to evaluate all SMART goals listed in the logic model. □ There is a connection between data collection and evaluation of SMART goals, outputs, and outcomes listed in logic model.

Discussion