

## Evaluation

Evaluation is another important component to a science-based approach. Luckily the work you put into a logic model pays off when developing your evaluation plan. Once you have planned a program – having considered the behaviors and the determinants of those behaviors that your program aims to influence - objectives that you will want to measure become clear. You then write objectives that are SMART – a mnemonic which stands for:

- SPECIFIC** – Objectives should specify what you want to achieve. Clarify who, what, how much and by when.
- MEASURABLE** - Are there ways to measure success and do you have the resources to do so?
- ACHIEVABLE** - Are the objectives attainable?
- REALISTIC** - Similarly, are the objectives realistic given resources and time restraints?
- TIME** - By when do you want to achieve the set objectives?

Evaluation is important not only to program staff so they know what works and what doesn't, but also to funders, parent and community members. Evaluation can take many forms and is usually classified into two categories: process or outcome evaluation. Process evaluation is anything that measures the extent to which the plan of the program is carried out. Process evaluation is sort of like a checklist of all the things you said you would do. Outcome evaluation is interested in the changes in knowledge, attitude and behavior as a result of the program. Administering pre and post tests, or conducting focus groups are ways of capturing this type of information. If you or your program staff would like more information or technical assistance on evaluation planning and tools, please contact Kennon Jackson at [kjackson@appcnc.org](mailto:kjackson@appcnc.org) or Sally Swanson at [sswanson@appcnc.org](mailto:sswanson@appcnc.org).