

Children's Board of Hillsborough County Empowerment Evaluation Matrix Tip Sheet

	Goals: Specific aims of a particular program or project consistent with the mission and representing how this particular program or project intends to contribute to attainment of the vision.
1	Goals of the project are clearly stated and written as the outcomes the project wants to achieve and not describing the activity the program is doing.
2	Goals relating to different aspects of the project are separately stated.
3	Goals are consistent with the stated vision and mission.
4	Goals are realistic given the scope of the problem/need and the characteristics of the target population.
5	Target population is identified within the goal statement.
	COLUMN #1 Objectives (Process): What the program intends to accomplish in order to create or facilitate change.
6	One or more measurable and appropriate (logical) objectives are stated for each goal.
7	Objectives state what the program is performing on behalf of the identified population.
8	A process is described for monitoring progress toward accomplishing objectives and using data for quality improvement.
9	The objectives state how many participants are being served (when appropriate).
	COLUMN #2 Activities and Services: What the program staff propose to actually do for, to, or with clients.
10	Stated activities are key, descriptive and logically linked to the accomplishment of the objective.
11	Dates and timelines are included with activities as appropriate, e.g. report due dates, staff hiring deadlines, participant recruitment, etc.
	COLUMN #3 Responsible Parties: The person who is going oversee or execute the activities relative to the stated objective.
12	Specific individuals or position titles are indicated for each activity.
13	There is a match between the Responsible Party and the budget.
	COLUMN #4 Outcomes: The desired changes in the client or client situation the program hopes will result as a consequence of accomplishing stated process objectives.
14	No more than one measurable desired outcomes is stated for each objective. (There may be a variety of desired outcomes for each objective list the one that is most critical.)
15	Outcomes are reasonable given the characteristics and needs of the target population and the level of the intervention.
16	The target population of the outcome matches the target population described in the objective.
17	Outcomes are stated as numerical performance targets. <i>For example "80% of the 100 participants completing the curriculum will increase their understanding of parenting schools (N=80)." Note: If you use "increase, decrease, improve, gain, etc. a performance baseline is required.</i>
18	Outcomes include the number of participants served and a description of their level of participation to be eligible to meet the outcome (e.g. length of time participating in services). (When appropriate.)
	COLUMN #5 Indicators: Specific measures and/or benchmarks are used as evidence that outcomes have actually been achieved.
19	Indicators are specified for each stated outcome. Note: Evidence of performance is often strengthened when there is more than one indicator to measure the outcome from different sources (triangulation).
20	Indicators are appropriate & relevant to measure outcome variables. When available and feasible, valid and reliable (scientifically established perhaps in professional literature or part of the curriculum design) measures of outcome
21	Tests/measures are obtainable and can be applied given target population.
22	Activities for the collection, applying or analyzing of the indicator data is described in activities.
	COLUMN #6 Data Sources: If it is primary data (it is data that are collected first hand as part of your activities) then where is the data collected, observed and stored. If it is secondary data (if someone else has done the primary data collection and
23	Identify the source of the data (primary or secondary) and where the data are stored for each indicator.
	COLUMN #7 Times of Measurement, Analysis & Reporting: The specific time intervals or dates when indicator data is collected, aggregated and reported.
24	For measures that have specified data collection time points the specific time intervals or dates are identified for when indicator data is collected. This is not for "ongoing."
25	For measures that happen ongoing through the year the specific time intervals or dates are identified for when indicator data is aggregated and reported.