



NISN FACILITIES PROGRAM

Grant and Proposal Development

Topic 4: Defining Project Results

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A photograph showing a person's legs from the knees down, wearing bright red, high-top boots with intricate floral and geometric embroidery in blue, green, and orange. The person is standing on a stack of seven books. The books, from top to bottom, are: 'COLUMBUS | MARTIN DUGARD', 'THE AMERICAN IDEA' (with 'The Best of The Atlantic Monthly' on the cover), 'THE LAST VOYAGE OF COLUMBUS' by Martin Dugard, 'THE VOYAGE OF THE VIZCAINA' by Clemens Höges, 'COLUMBUS THE FOUR VOYAGES' by Lawrence Bergreen, 'CONQUEST' by Hugh Thomas, and 'CORTES' by Maria Montoya. The bottom-most book is 'The Conquistadors'. The background shows a library with bookshelves filled with books and a window with a view of a blue sky and trees.

BACKGROUND

This slide set is part of a learning module for school leaders who are writing grants and other types of funding proposals.

For access to other slides in this series and referenced tools, visit the [Facilities Resource Hub](#) and [Preparing Grant Requests](#) module.

TOPIC OVERVIEW

This topic explores developing the types of results often asked for in grants, such as goals, outputs, outcomes, and objectives.

It also explores evaluation planning and design; this is not often part of facilities grant requests but is common for education proposals.

RESULTS

Typical placement
of results sections
in a grant
narrative

Needs Statement

Project Design

Goals and Objectives

Organization & Partner
Info

Evaluation



RESULTS

Results proposals may require:

- Goals
- Objectives
- Outputs
- Outcomes

There are general definitions for each, but funders don't always align with those. Defer to funder definitions.



PROJECT GOALS

What are “Goals”?

- Overarching aims
- Often can't be measured
- May be an idealized or desired future state
- Often bigger than your organization/program

GOAL EXAMPLES

Examples of Goals

- Our goal is for every Indigenous student to graduate high school secure in their identity and on a pathway to leadership.
- We will improve seniors' wellness and ability to age in place through a healthy home visitation program.
- Create a comprehensive system of referral and care in central New Mexico for families at risk for or experiencing domestic violence.



PROJECT OBJECTIVES

What are “Objectives”?

- Specific achievements
- Part of proposed work
- Contributes towards reaching goals (or capture those goals in specific ways)
- Can be about the process or the results

S.M.A.R.T. OBJECTIVES

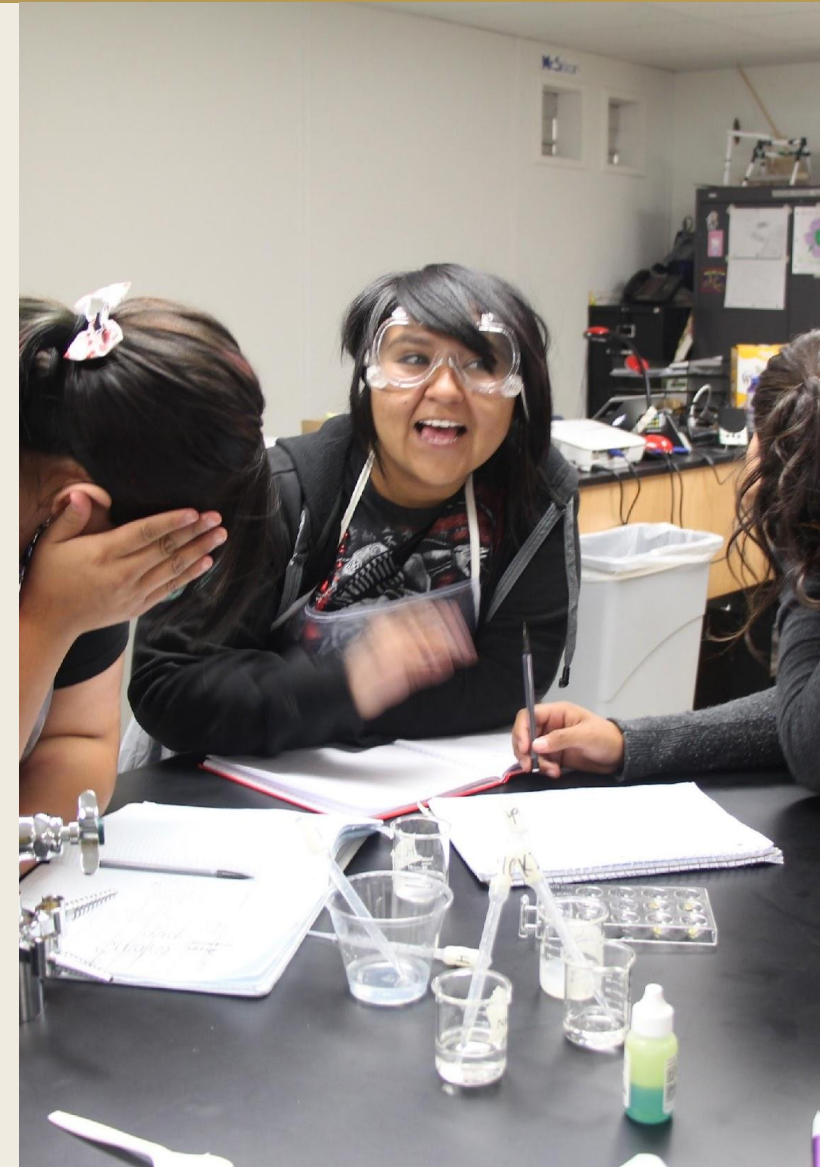
Funders often specify to make objectives “S.M.A.R.T.”

- **S - Specific** | It is clear who the target population is and what will be accomplished.
- **M - Measurable** | It is quantifiable, can be measured by the agency, and the objective includes a target result.
- **A - Achievable** | The objective can realistically be accomplished during the proposed time frame, with available resources, and using applicant methods.
- **R - Relevant** | Meeting the objective is important in accomplishing goals.
- **T - Time-Bound** | The objective establishes when it will be met.

PROJECT OUTPUTS

What are “Outputs”?

- “Products” from activities (a.k.a. deliverables)
- Results generated by the effort or quantifying the effort
- Does not explore the question of effect in the population



EXAMPLE OUTPUTS

Examples of Outputs

- A new 12-unit STEM curriculum
- 10 sessions of Homework Diner
- Parent surveys and compiled results
- A student garden including annual vegetable beds and a rain garden
- Distribution of food to 20 families each week



PROJECT OUTCOMES

What are “Outcomes”?

- These are about effect or impact
- They bridge the actions you plan to take and the change you wish to make
- Outcomes describe changes in behavior, attitudes, perceptions, knowledge, skills, beliefs, or conditions resulting from the project

EXAMPLE OUTCOMES

Examples of Outcomes

- 60% of participating students will advance at least one grade level in reading.
- Self-reported student confidence among tutored students will increase 10%.
- Fewer families will be food insecure.
- Lacrosse club members will learn match rules and key terms of the sport.



EVALUATION

Typical placement
of evaluation
information in a
grant narrative



EVALUATION PLAN

As a general concept, evaluation describes examining something, figuring out what is working and not working, and (hopefully) adjusting actions to improve results. An evaluation section in a grant proposal serves the following functions:

- Outlines the process for determining whether a program accomplishes key aims and results
- Shows how you will measure your efforts, quality, effectiveness, and—ultimately—impact in the lives of those you serve
- Indicates how and what information will be gathered for reporting
- Ensures measurement is built into the project plan

EVALUATION PLAN

Tips for Evaluation Approach

- Should be right-sized for the project and award amount
- Be realistic about what you can do
- Leverage existing processes when they can be used for relevant data collection (like existing annual surveys and convenings)
- Consider third-party evaluators for larger awards

EVALUATION PLAN

Developing your Evaluation Plan

Build from grant activity requirements, reporting needs, and results:

- Look at what is required from the funder for reporting. Are there required measures? Are there required ways of reporting data? How often will you need to collect data to meet reporting requirements?
- Look at other project components. The evaluation plan should cover measurable results included in your narrative. If there is a logic model – the evaluation plan should follow closely, detailing how you will track outputs and measure outcomes.
- For evaluation involving students or community members, consider issues of data/subject protection, data justice, and data sovereignty. Will you need tribal approvals? Is the data you want to collect subject to school district or tribal Institutional Review Board (IRB)? If collecting data from tribal members, who owns the data and how will it benefit and be shared with the community?

EVALUATION PLAN

Developing your Evaluation Plan, cont.

- Think about measuring:
 - Effort/Process – How much you are doing (e.g., # sessions, # students, # staff trained)?
 - Quality – What indicates you are delivering high-quality programming (e.g., staff training, model fidelity, participant perception of quality)?
 - Impact/Outcomes – What indicates whether there are meaningful changes for your beneficiaries (students, faculty, community, etc.)?
- Talk with your team about how to approach gathering this information. Who holds the knowledge you seek? How will you gather data? Who will perform evaluation tasks? What are the tasks? When will they happen? How will you use and share results?