

## Program Development

In this module, you will learn how to design and develop your nonprofit programs to properly translate its functions to funders.



### What is a Non-Profit Program?

A program is a collection of resources in an organization and is geared to accomplish a certain goal or set of goals. Programs are one major aspect of the non-profit's structure. The typical non-profit organizational structure is built around programs, that is, the non-profit provides certain major services, each of which is usually formalized into a program.

Two other major aspects of the non-profit structure are its governance (the board and, for some, the chief executive, too) and its central administration. The board oversees the entire non-profit organization. The central administration exists to use the non-profits common resources to ensure each program is developed and operated effectively.

Since Non-Profit Programs are a major aspect of the nonprofit structure it is best to keep in mind that nonprofit programs are geared towards assets/resources. The structure of the nonprofit organization is built on programs for nonprofit organizations. The program must be thoroughly designed prior to applying for grant funding. Before you can develop your Non-Profit program/s you must identify your local assets and resources. You should consider who can assist you on designing this program. What resources (space, people, money, time, equipment) do you already have that you can contribute to the project? What experts do you know who can work with you? A good program design is geared towards concrete long-term goals. Your program design should be well-researched and demonstrate what has worked in the past, what has failed, and how you have learned from that experience. Program designs relate their strategies to concrete intended outcomes.

A Non-Profit organization can have one or more programs that aligns with the organization's mission statement. As we examine the programs for your organization, you'll want to consider that a program is a system with inputs, processes, outputs (tangibles) and outcomes (impacts on clients) with ongoing feedback amongst the parts. This system perspective helps keep clarity about programs and will help a great deal during program planning and designing.

Program inputs are the various resources needed to run the program, e.g., money, facilities, clients, program staff, etc. The process is how the program services are delivered, (e.g., clients are counseled, children are cared for, art is created, association members are supported, etc.). The outputs are the units of service, (e.g., number of clients counseled, children cared for, artistic pieces produced, or members in the association). Outcomes are the impacts on the clients who are receiving the services, (e.g., increased mental health, safe and secure development, richer artistic appreciation and perspectives in life, increased effectiveness among members, etc.). The outcomes are the "guiding light" for the organization and help it keep its direction. This is the reason why funders are increasingly requesting outcomes-based evaluations from non-profits.

### **6 Cornerstones for Solid Program Planning**

With these cornerstones in place, the non-profit is assured of a program plan that has a strong foundation and can survive multiple changes as the program develops.

- Programs Should Tie to the Organization's Mission
- Program Planning Should Tie in With Strategic Planning
- Involve the Board
- Conduct Program Planning as a Team
- Program Planning Should Involve Potential Clients as Much as Possible
- Don't Worry About Developing a Perfect Program Plan



### **Programs Should Tie to the Organization's Mission**

Each program should be strongly associated with the organization's overall mission. That is, the organization's leaders should work from the mission to identify several overall, major goals that must be reached and that, in total, reach the mission. If an idea for a program comes up at some time other than during strategic planning, non-profit leaders must ask themselves if the program is really appropriate for the organization.

A great mission statement describes an organization's fundamental unique purpose. The mission statement communicates the value that the nonprofit organization delivers, the groups the organization serves, and how the groups are served.

Mission statements will explain:

1. Why your nonprofit organization exist?
2. Who do you serve?
3. How do you serve them?

Mission Statements are an essential component to the nonprofit organization because of the following:

1. It clarifies purpose and determine direction.
2. It motivates staff, supporters, board, and volunteers.
3. It provides a template for decision making.
4. It focuses energy and attention.
5. It sends out a powerful message to the public.

### **Program Planning Should Tie in With Strategic Planning**

Depending on the nature of the organization, strategic planning typically includes review of the organization's vision, mission, values, overall issues and goals (each of which often becomes a program) and strategies to reach the goals (strategies to reach the goals often are the roadmap for how the program meets its own goals). Because the program planning must be tied to the nature of the organization's mission, the program planning should be closely tied with the organization strategic planning as well. Typically, at a point right after the strategic planning process has identified strategic goals and issues, a team of planners can draft a framework for how goals can be met. This framework is often the roadmap for a new program.

# Strategic Planning Cycle



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## Involve the Board

A major responsibility of boards is to set strategic direction for non-profits. The non-profit's board should be highly involved in authorizing and guiding initial direction for programs. Therefore, boards should be involved in strategic planning of programs. (Admittedly, many experienced executive directors might argue that they actually drive the board to conduct strategic planning. Many experienced practitioners believe that ultimately, it's the working relationship of the board and executive director that determines the success of a non-profit.) As you've learned in Module 1 of this training that the Board of Directors are the driving force to the organization and be sure to include them in all program planning decisions.

## Conduct Program Planning as a Team

The chief executive, key planners on the board, relevant middle managers and major clients should be involved in program planning. "Relevant middle managers" are those who lead

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programs or other departments that will integrate or coordinate with the new program being planned. Often, initial plans for a program are suggested to the board by the chief executive and sometimes the program managers. Program planning is often initiated as part of the organization's overall strategic planning process and so is conducted by the strategic planning team, which should be comprised of board, the chief executive, staff and key clients, as much as possible.

### **Program Planning Should Involve Potential Clients as Much as Possible**

One can embark on a wonderful program planning process with all the right parts, but if key clients aren't involved to provide perspectives from the program user's point of view, the organization may build a beautiful ladder -- on the wrong roof. Involve clients in initial ideas about a program, discuss your perceived unmet need among those clients, ask how they would like the need to be met. You might run a final draft of your program plan past a couple of key clients. This involvement of clients is a critical aspect of the marketing process as well, because the clients are key to the program's successful implementation and use.

### **Don't Worry About Developing a Perfect Program Plan**

If the organization involves the right people, and if everyone participates and reflects on their experiences, then the organization will develop the "perfect" plan. The organization remains the only real "expert" on their own planning. Outside consultants and facilitators can be brought in, but each planning decision is ultimately up to the organization members. The "perfect" program plan will meet the nature and needs of the organization.

### **Keep Program Planning on Track**

Planning is taking one's best shot at working up a "tree" of decisions that must be made at some time, and the earlier the better, to propose developing a program. Your plan doesn't have to be perfect and, like any plan, it isn't a rule. Rather, it's a set of guidelines that serve as reference for the future. You can change your plans -- just know why and be able to explain (e.g., to your board and funder) why you changed the plans. This planning effort is almost always more than non-profit personnel want to undertake, but is almost always less than they fear. Regardless, this planning effort is required if the non-profit plans to pursue funding in the form of grants.

The following **guidelines** will help ensure the program planning process points in the right direction and will help ensure the resulting program is run effectively and efficiently.

- Program Names
- Focus on Outcomes
- Examine Your Intended Outcomes - Conduct Some Basic Marketing
- Coordinate the New Program with Other Current Programs
- Explore if Client Services Can Be Delivered More Effectively via Collaboration
- Plan Key Indicators of Program Success
- Include Short-Range Focus in a Long-Range Plan
- Learn by "Testing the Waters"?
- Plan Program Reviews

### **Program Names**

A Non-Profit Program name can be memorable and descriptive of the work that your nonprofit provides. The program name can be interesting enough to catch a funders attention and can assist with a funder re-calling your organization to submit a full detailed proposal.

Here are the characteristics of your proposal/program that you could capture in the name:

- The purpose of your program or project.
- The primary strategy of your program.
- Who is involved with or will be served by your program? This may be a geographic location, demographic group, or field.

Your program name doesn't have to be long and describe all details of the project. Below are some examples of program names that were funded by California Wellness Foundation:

**Health Career Pathways**-To support the development of partnership that will provide health career support and opportunities for youth ages 7-16 in San Diego.

**Dual Language Learners**- To promote high-quality programs for Dual Language Learners starting from birth, by meaningfully identifying and including Dual Language Learners in early learning quality improvement systems; and support the early learning workforce to build on the strengths of Dual Language Learners and meet their needs.

**Advance Peace Impact**- To work with and support a targeted group of individuals at the core of gun hostilities and altering the trajectory of men's lives.

**Re-entry Project-** To lead a demonstration project providing integrated economic security and employment services for formerly incarcerated women of color as a health improvement strategy in Los Angeles County.

### **Focus on Outcomes**

Outcomes are benefits to clients from participation in the program. Outcomes are usually in terms of enhanced learning (knowledge, perceptions/attitudes or skills) or conditions, e.g., increased literacy, self-reliance, etc. Outcomes are often confused with program outputs or units of services, e.g., the number of clients who went through a program.

**Examine Your Intended Outcomes - Conduct Some Basic Marketing** We've noted that the intended outcomes are the guiding light for a system. Therefore, it's critical to verify that these planned outcomes are indeed useful to someone in your community. Many people mistakenly believe that marketing is selling a product or idea -- selling is only part of marketing. Sound marketing includes researching a market to identify its needs or to assess if an idea you already have is really needed by that market. (A market is a group of people or organizations that may buy or need your program services). Basically, you're verifying there's a group of clients who are interested in, or even better, really need your planned service or product. Marketing also includes working with clients to identify how they prefer to have the service delivered.

Marketing gives a strong impression of how much they're willing to pay for this service -- or what to set the price at for the service. Non-profits typically don't place the same high priority on setting prices that for-profits do. However, funders won't support a program indefinitely. The non-profit is always wise to explore what revenue can be generated from a service to offset its operating costs. Non-profits that relied on federal funding would be wise to plan programs that recover costs through the use of fees because the federal government is substantially reducing its contributions to nonprofits.

### **Explore if Client Services Can Be Delivered More Effectively via Collaboration**

Successful collaboration brings two or more organizations together to work in synergy, in an effort that is "more than the sum of its parts." That is, if both organizations worked apart, both would serve clients and produce some benefits but not as many and as well as if both organizations worked together. In working together, there's an economy of scale, or sharing of resources, that lowers costs and focuses more resources on serving clients.

Funders love it when grantees collaborate and organizations partner on a program. In the nonprofit sector, partnerships demonstrate that the issue you're working on has support and that there is a clear need in your community.

An increasing number of funders are requiring evidence of collaboration planning from nonprofits applying for funding. Many non-profit leaders naturally struggle with the notion of collaboration, of sharing resources and control with other organizations. Collaboration can be quite frustrating for non-profit leaders. This dilemma invites leaders to carefully consider whom it is that they really want to serve. If collaboration will better serve clients (and it usually will) and better serving clients is the overall goal, then collaboration should be attempted.

Collaborators and partners can contribute tremendously to a program, helping you take on tasks and scale your work to a level that would have been out of your reach without the collaboration. There might also be grants that you or your organization alone don't qualify for, but you can bring in someone you have a good relationship with and who can help you qualify based upon their experience, budget, and other resources.

Funders see this collaboration as a greater service to the field or community than multiple organizations working separately towards the same or similar goals. Funding collaborative efforts is also a means that grant makers can have greater impact.

Collaboration takes work, and if partners aren't all on the same page there can be misunderstandings. This is not meant to discourage collaboration, but to encourage careful selection and development of a system for collaboration that will set you up for success in your work together.

### Working with Partners

When you work with a partner, one of you will be the lead applicant, and the others will be listed as partners or collaborators, depending on how extensive you want the relationship to be. If you want an extensive relationship in which everyone is contributing significant time and resources, time and resources that need to be paid for by the grant, you might want to pursue the arrangement as a partnership in which everyone involved is listed in the grant. In this case, you should all be splitting the work in somewhat equal measure, all in effort to achieve a common goal.

### Partnership Example

A partnership on a grant meant to help low-income families overcome educational, workforce, and interpersonal barriers to success. The lead organization has a GED program and job training program. The partner organization offers life skills education and family counseling. Together, they can offer a well-rounded program that helps mothers improve various aspects of their lives. These partners will want to establish an understanding regarding how they will work



together, how they will be compensated (if applicable), and which tasks each partner will assume.

Keep in mind that Collaborators are less involved than Partners and they can provide letters of support as support when submitting grant proposals.

### **Plan Key Indicators of Program Success**

These planned indicators will help you establish whether the program is successful or not, and will help you avoid doing a program for the sake of a program. Consider planning indicators associated with intended outcomes, e.g., "increased self-reliance (an outcome) for 70% of adult, African American women living in the inner city of Minneapolis as evidenced by the following measures (indicators) ". An outcomes-based evaluation will help you ascertain if you've reached this indicator or not. You can also resort to indicators in terms of outputs (tangible results), e.g., amount of clients served, money made, milestones accomplished, measures of satisfaction among clients per questionnaires, etc. (Note that many evaluators will assert that measuring outputs is not a valid determination of whether outcomes have been reached or not.) If you struggle with identifying key indicators of success, then imagine the program operating in a highly successful manner at some time in the future. Then describe what features of the program indicate that the program is successful.

### **Include Short-Range Focus in a Long-Range Plan**

Getting the program off on the right foot includes not falling over your own feet because you were looking far off into the distance. Many non-profit strategic plans are usually three years in scope, with particular planning focus on the first year of the three years. Follow this format for the program planning as well. Don't worry about exhaustive detail even in the first year of the plan. **Plans are guidelines, not rules. Plans can be changed** -- but understand why you changed them.

### **Learn by "Testing the Waters"?**

Consider planning a six-month or one-year pilot effort. The pilot will be a sort of mini-program that will reflect many of the aspects of a full-blown program. However, planning and operations regarding the pilot will include numerous reviews and assessments from which to learn from experiences around the pilot program. This learning will go into planning for the full-blown

program. Note that funders are often highly cooperative in funding pilots as an approach to research or verify the non-profit's proposed plans.

### **Plan Program Reviews**

Program reviews are regular examinations of the program's activities to assess how the program is doing. Program reviews are also referred to as **Program Evaluations**. A program review team should probably include the chief executive, the head of the new program and one or two other program directors, particularly those from programs that closely coordinate with the new program. A board planner should be involved, if possible. There is always a starting point for measuring the outcomes of a grant, whether you're seeking funding for an existing program or a new one. Tracking the success of your programs is something that is done ongoing to assure that the program is effective. The data collection that you will mention in your grant proposal for a specific grant period will need to be an ongoing act within the organization. It's recommended to evaluate the data collection on a quarterly basis to use periodically assessments to guide in strategy adjustments to your program.

Examine if the program seems to be following the original plan. If it's not, the deviation is not as important as understanding why and assessing if the deviation was necessary. Take a look at the key indicators as noted in the plan. What is the progress toward the key indicators? What major problems exist and what is needed to address them? How are the actual costs comparing to the planned costs? Are any actions needed to avoid financial problems? What would you do differently about the program if you could do anything? What limitations are holding you back from what you would ideally do if you could? What are you learning from the program implementation so far?



### **Program Evaluation**

Programs should be evaluated on a quarterly or at a minimum yearly basis to discern if the programs are reaching their goals, achieving their outcomes and if they are doing so in an efficient manner. Small nonprofits seldom have the resources to conduct evaluations of a program's goals, outcomes and process. However, they can think about where they have the most concerns about a program and then gear an evaluation to look at that aspect of the program.

Program evaluation holds numerous advantages. It can verify or increase the impact (or outcomes) on constituents. It can fine tune delivery of program services, which, in turn, saves costs and time. Evaluations often provide wonderful client testimonials that can be used for public relations and credibility when applying for funding. In fact, evaluations are often used by program planners to ensure that the program is indeed carrying out the original process planned for the program in the first place. Often, non-profit leaders develop a program plan which ends up changing dramatically over time as program staff are overcome by events. Program processes can naturally deviate from the original plan because program plans were flawed in the first place, the program's environment changed a great deal or program staff simply found a much better way to deliver services to clients.

**Program Evaluation Example**

Let's say that you applied for a grant that assist afterschool and tutoring assistance programs with raising academic grades and test scores. Your evaluation of this program should include ways that you are measuring the success of your program to see if it is working.

*Here is an **example** of how the Program Evaluation section from an afterschool/tutoring assistance program is reported to a grant funder in a grant proposal.*

**Measures of Success**

*The following are tools to help measure success in our CollegeTrek and MyCollegeTrek programs. The numbers in parentheses under Results are for students enrolled in 2016-17.*

**TOOLS**

- *Sign-in sheets – used daily at the center and in offsite classes to track student attendance*
- *Homework and Studies Log – used daily at the center to track student participation*
- *i-Ready.com – quarterly assessments conducted at the center in reading and math*
- *Outcomes Report – completed weekly to track progress for all outcomes*
- *Outcomes Summary – completed at year-end to summarize outcome results*
- *Student and Parent Surveys – completed at SAT-prep workshops and at the center*

**OUTCOME RESULTS****CollegeTrek**

1. *80% of students will complete homework and/or studies by June (82%)*
2. *80% of students tested will increase their scores in math (80%) and reading (84%) by June*
3. *10% of students will attain grade level proficiency in math (15%) and reading (7%) by June*
4. *80% of students will be promoted to their next grade level or graduate high school by June (100%, 21 youth)*
5. *80% of high school seniors will enroll in college by June (100%, 3 youth)*

MyCollegeTrek

- *80% of SAT workshop participants will be satisfied (101) or very satisfied (106) with the instruction (95%)*

Parent Surveys

*Students from the Pepperdine Service Leadership Project are currently conducting a survey of parents in our afterschool program and at local schools. The surveys are part of a larger community assessment we are conducting, to be completed by the students in December. We will use the assessment in planning and developing activities under our capital campaign. The following are results from eight Wooten parents surveyed to date:*

- *How likely is it that you would recommend the Wooten Center to another parent?  
Extremely Likely 7 / Very Likely 1*
- *How responsive have we been to your child(ren)'s needs?  
Extremely Responsive 2 / Very Responsive 6*
- *Overall, how satisfied or dissatisfied are you with our afterschool program?  
Very Satisfied 3 / Satisfied 5*
- *Do your children feel like they are learning anything at the center?  
Yes 8*
- *Has the center helped them prepare for college?  
Yes 7 / Maybe 1*

**Program Direction: Goals and Objectives**

Goals are the long-term accomplishments or plans that you have for your research or your nonprofit organization and objectives are the more finite, measurable outcomes. Program Goals Program goals should come from and be closely associated with the organization's outcomes. Think about what, e.g., three to five major accomplishments must be reached to attain each outcome. Goals are an overall status to be reached through continued efforts in the program.

Goals should be described such that the organization can assess whether it's reached the goal or not. The goal should establish clear direction for the organization and portray that direction

to others. The program's goal may be to fix a problem or meet a need among your constituents not to fix a problem in your organization.

**For example**, if you are just starting out to develop a new program, typical overall goals might include: develop staff, pilot services to one group of clients, evaluate the program process and finalize program process based on evaluation results.

However if you are applying for a grant with restricted funds then you'll want to examine your program goals to see if it aligns with the mission of the organization and the funder's values.

#### SAMPLE GOALS for an Academic Project

Let's say that the ABC Foundation received a grant in the amount of \$100,000 from Jackson Foundation to redesign their SAT Program so that high school graduates receive higher test scores on the SAT exam in LA County. Jackson Foundation's values are to enhance academic opportunities of inner-city youth.

- Re-Design their current SAT program model and guidelines.
- Hire SAT Tutors who have a track record of tutoring in PSAT/SAT programs.
- To create awareness of the new guidelines that have been put in place for parents and students.
- To improve future training of the program from answered surveys from students and parents.

These goals are broad but clear on the result that the ABC Foundation would like to accomplish and stay in alignment with funder's values.

#### **Program Objectives**

Think about each goal and what sub-goals, or objectives, you need to accomplish to reach that goal. (Depending on your nature, it may work to instead think of how the program process will carry out and then identify specific milestones, or objectives, along this process.) Objectives should be worded such that one can rather easily discern if it's been reached or not. They should specify who is going to do what to whom and when and how much.

For example, referring to the above goals, associated objectives might be: recruit new staff, train staff, obtain facilities and equipment, install the equipment, develop advertising materials, distribute the materials, recruit 50 clients for the pilot, develop procedures for delivery of services to clients in the pilot, deliver services to clients over a fixed period of time, conduct evaluation of the process and outcomes, generate recommendations from the evaluation, update policies and procedures in the program's process, and update the overall program plan.

## Strategies

Strategies are the means by which you will accomplish the program objectives. Many researchers and organizations need to take a multi-pronged approach to their strategies. Whether you're trying to provide a service or contribute to a body of research, you will need to use more than one strategy to do so.

To get started, look at your pre-planning stages (especially your resources and objectives). Ask yourself what you will need to actually do to make these changes.

### Example

Strategies usually have plans (big steps like giving classroom presentations on youth entrepreneur programs: Who will give the presentations? What will the content/activities be? Who will plan the presentations? How long will they be? Good Strategies are based on the research of things that have been proven to work in the past.

Be sure to keep a list of resources (the things that you need to accomplish your activity) to use in your budget.

## Provide Evidence

Look at the major objectives and the strategies you've outlined to accomplish them. How do you know these strategies will accomplish these objectives? Do you have evidence from your previous work? Have you done some benchmarking of other programs? Is it based on sound scientific, economic, political, or even social theory? You will want to look at your research in the Statement of Needs section of the Grant Proposal in Module 4 to explain how each strategy will accomplish your goals.

### Example

One of the strategies to redesign the SAT program can include a detailed need analysis. For the need's analysis, you may specifically propose to use multiple research methods such as (interviews, classroom observations, questionnaires, journals) and diverse sources (learners, program graduates, learner family members, teachers, administrators.)

## Sustainability

You will need to consider the long-term future of your proposed program. After the first year of your program, how will you sustain and even build your program? This is both about financial sustainability and growth of the scope or scale of the program. If this is a one-time project, you won't need to write about this in the proposal. To get super specific about the resources you'll

need to sustain and grow the program, you'll have to create a budget. However, you should be able to consider what kind of funding model you'll use in the future.

- Will you have memberships?
- Will you have donors from fundraising events or direct mailings?
- Will you have other grants?
- What other grants will you request funding?
- Can you charge enough for your services to cover part of your expenses?

There are many more financial models than relying on grants alone, and funders want to see that you have more than grants to sustain your programs. So besides just listing other funders, consider ways your program could self-sustain itself. Funders want to see long term impact that they can say they contributed to.

**(We will revisit this in the Module 3 Sustainability Planning)**

### **Program Process**

(Process, Resources and Budget). Program planners' thoughts about the processes needed to reach each of the program objectives (above) often culminate in the overall program process as well. After documenting the planned general process for the program, take time to reflect on whether that process will really accomplish the outcomes you set out to accomplish for your clients.

Program Resources and Budget Examine the program's process to the extent that you can associate what resources are needed to carry out that process.

Consider: personnel costs (salaries and wages, fringe benefits, consultants), training, space, equipment purchase or rental, travel, copier, telephone, general office supplies, etc. Develop a program budget by estimating the cost for each resource identified above.

Note that this budgeting activity is almost always required in a proposal if the non-profit wants to pursue funding for the new program.

**(Please refer to the Budget Example, Budget Template, and Budget Development Guide attached to this training to determine your program's annual budget)**

**We will re-visit the organization's Program & Operational Budget area in Module 4 (Effective Grant Writing)**





# Assignment

1. Let's Design your program/s, you can use this part of the assignment to design each one of your programs. We will include this information in your Grant Proposal in Module 4 **(Use the provided worksheet to complete this part of the assignment.)**
2. Review the Budget Development Guide, Budget Example, and Budget Template to build your programs budget. Use the Budget Template-**include** all resources that are needed to carry out the program process, salaries and wages, fringe benefits, consultants, training, space equipment purchase or rentals, travel, copier, telephone, general office supplies, etc. Develop a Program Budget by estimating all costs associated with your program.

## Program Development Worksheet

### Step 1:

Draft Project Names Start by listing the purpose, strategy, and beneficiaries of your project in one or two words each. Then get as creative as you can without straying from the main idea of your project. If you have more than one program you will include the different names here.

### Step 2

Find your competition (other organizations or researchers doing something similar to what you're doing or proposing to do.) Do some research by Googling your main program/ project terms. (Learn who they are and what they do-you'll need to inform funders in proposals of what your organization does different in grant proposals)

**Step 3**

What sets you apart from your competition? What does your organization do differently?

**Step 4**

Identify potential Collaborators and Partners. Who can you work with to fill any gaps of the program or organization? How will they contribute to your work? What benefits would they receive from working together?

**Step 5**

Identify your resources that can commit to the Program/Project. Will you need money from the grant to purchase the resources, or have someone on your board or volunteer list who can make an in-kind donation to provide that service for you for free or at a reduced cost.

**Step 6**

Clearly Define Your Goals for this Program/Project. What are the top 3 goals that you'll like to accomplish for this Program? How does your goals support the long-term goals of your mission?

**Step 7**

Turn each Goal into achievable Objectives.

*Example: Lets focus on the goal of raising SAT test scores in LA County.*

*Specific: Increase the number of SAT test takers.*

*Measurable: Current registered test takers are 50 students per semester, expected number after redesigning the program is 60-65.*

*Attainable: The redesign SAT program will attract more students to become test takers.*

*Relevant: In 2018-2020 the number of registered SAT test takers decreased by 65%.*

*Time Bound: 1 year after the conclusion of this project approximately 300 students will become SAT test takers.*

**Objective #1**

**Specific**

**Measurable**

**Attainable**

**Relevant**

**Time Bound**

**Objective #2**

**Specific**

**Measurable**

**Attainable**

**Relevant**

**Time Bound**

**Objective #3**

**Specific**

**Measurable**

**Attainable**

**Relevant**

**Time Bound**

**Step 8**

List the 3-5 Strategies that you'll take to accomplish each of your objectives.

**Step 9**

**Explain how you will measure the success (evaluate) of your programs. What data collection methods will be used?**