IMPLEMENTATION & MEASUREMENT PLAN – GUIDANCE

The following guidance should be used to develop an Implementation & Measurement Plan (IMP). This plan will assist you in planning how your project will be implemented and the ways you will measure achievement of its goals. Additionally, you will use this plan to inform your reporting against implementation milestones and outcome data to DHS on a quarterly basis.

Purpose and Use of the Implementation & Measurement Plan

The IMP will help you to:

- **Plan** your project by outlining the activities to be accomplished, timeframes, inputs and resources needed (personnel, equipment, meeting space, et al.), and how project results will be sustained.
- **Manage** implementation of your project by enabling you to track progress against expectations and identify potential risks as they emerge.
- **Report** quarterly on your progress in implementing the project. Program analysts will compare your quarterly progress reports to the IMP to ensure that the project is achieving its stated goals and objectives as planned.
- **Assess progress** by identifying the performance measures, targets, and data collection methods you will use to assess level and type of outcomes achieved as related to your goals, and the timeframes for collecting measurable outcome-level data. Some performance measures may require collection of baseline data at the start of the project for comparison.

CP3 expects that the IMP will reflect the scope of your project and the size of the grant for which you were awarded. Larger projects, either in terms of budget or scope of activities, will require more detailed IMPs. Use the IMP template to create your plan. View this plan as a "stand-alone" document and assume that your audience has no prior background on your project. Where technical language, statistics, or facts are included please include footnotes for clarification or reference. This template includes all required elements arranged in a logical layout.

Implementation & Measurement Plan Definitions

Implementation Plan Table:

Goal

A broad statement describing what you aim to accomplish with your project and how you plan to do it. There are two parts to a project goal statement: a "to" part, and a "by" part.

- The "to" refers to what you hope to accomplish in the project relative to the target population.
- the "by" summarizes the activities you will undertake in order to do so. A project goal statement should also include any systemic change expected to be achieved by the project. Your project may have more than goal.

Example: Goal 1: To improve access to health care for people with limited English proficiency in the service area by *creating sustainable systems to 1) train medical interpreters and health professionals in cultural competency and the use of medical interpreters, and 2) provide outreach and education via a targeted social media campaign to health care consumers about medical interpretation.*

Objective

A more specific and measurable component of your overall goal. Each goal can have multiple objectives to reflect the multiple sub-goals needed in order to attain your overall goal. Additionally, the objective should align with the SMART framework as outlined below. Please note that the objective should NOT be the same as your activities, rather, it should reflect the measurable purpose underlying the specific activities for your program. Additionally, for any number or figure provided in your objective, please provide a footnote explaining how you selected that number

Your objectives should be SMART: Specific, Measurable, Attainable, Relevant, and Time-bound. Consider the questions below for each objective:

- **S**pecific: What will be accomplished within the scope of your project? What actions will you take?
- **M**easurable: What data will accurately measure this objective? How much data and when? How well will the data measure the objective?
- **A**ttainable: Is the objective doable within the scope of your project? Do you have the necessary skills and resources?
- **R**elevant: How does the objective align with the goals? Is the data being collected relevant to the objective? Why is the result important?
- **T**ime-bound: What is the timeframe for accomplishing the objective? Will it fit within the scope of your project?[1]

As you design your objectives, keep in mind that your language should be realistically measurable. For example, using language like "to increase knowledge" or "to improve a response" requires a reliable and accurate baseline to measure "knowledge" or "response" prior to and after your project to observe change. Consider using specific terms that clearly communicate what your project intends to change.

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[1] Adapted from *University of California. SMART Goals: A How to Guide.* Performance Appraisal Planning, 2016-2017. https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf

	Example: Objective 1.1. To increase by 75% the awareness of 150 medical interpreters and 250 health professionals in LA County regarding the barriers toward accessing health care faced by people with limited English proficiency, achieved by the end of the period of program performance.
Inputs and Resources	The inputs and resources needed to implement a project activity and achieve project outputs. *Examples of inputs could include stakeholders such as staff, consultants, volunteers, and CP3 itself, who may review key Outputs created by your program (see "Outputs" below), existing networks of prevention practitioners, and key existing research products which will inform the implementation of a given activity.* *Examples of resources needed could include new technology such as online learning management systems, new equipment, supplies, trainings attended by staff, CP3 training materials such as the Community Awareness Briefing (CAB) or Law Enforcement Awareness Briefing (LAB), and risk assessment or threat assessment tools (refer to the NOFO Appendix D for examples).*
Activity	Actions taken through which inputs and resources are utilized to achieve specific outputs. Activities should correspond to the respective objectives they are listed under and should provide a step-by-step walkthrough of each action necessary to achieve a given objective. *Example 1: Identify a consultant to develop the training curriculum*. *Example 2: Develop the training curriculum.*
Output	A direct, tangible, and measurable anticipated product of a project activity. An output is usually expressed as a number of units delivered. Please ensure that your output is quantifiable and clearly measurable. Additionally, please note that key outputs of your program must be received and reviewed by CP3 prior to being utilized for program implementation. In the below example, this would include the 6 training modules developed. *Examples: 6 training modules developed; 5 trainings held; 3 outreach materials developed; 200 participants served; 300 hours of service provided*

Measurement Plan Table:

Performance Measure & Target

The quantitative (numbers, percentages, statistics, or other precise measures) or qualitative (descriptive, anecdotal) measure to tell you whether you have successfully implemented a given activity and achieved your desired outputs (as stated within the "Outputs" column of the implementation plan table). A performance measures provides the measurable "evidence" or information that will tell you whether your program is achieving its intended objectives. At least one performance measure and corresponding target should be provided for each of the key activities within your Implementation Plan table. The targets identified for each performance measure should be numeric. In many cases, particularly when survey data is being collected, more than one performance measure and target may be necessary to measure achievement of an intended output. CP3 recognizes that setting numeric targets can be difficult and, in some cases, unrealistic and cost prohibitive given the scope of the project. Therefore, revisions to these targets can be requested by the program during the program lifecycle pursuant to review and approval by CP3. These revisions should subsequently be recorded in each quarterly report submitted to CP3.

Performance Measures should directly measure the change stated in your goals and objectives.

Example Performance Measure: Practitioners receiving CP3's Community Awareness Briefing have increased knowledge of violence prevention measures they can take within their local communities.

Quantitative Performance Measure Example 1: % of knowledge increase demonstrated by prevention stakeholders of targeted violence and terrorism prevention information and strategies following TVTP training.

Target: 35% - Program seeks target of 35% increase in knowledge of TVTP issues, measured by comparing aggregate attendee scores of pre-tests and post-tests.

Quantitative Performance Measure Example 2: Number of prevention stakeholders that complete CAB training.

Target: 500 trainees

*Note, this number should match the number provided in the "Outputs" column of your Implementation Plan Table.

Qualitative Performance Measure Example: Anecdotes taken from practitioners surveyed six months following their completion of the training demonstrate how they were able to utilize the knowledge gained in the CAB training to further the mission of violence prevention within their local communities.

Target: 15% - Program seeks a target of at least 15% of practitioners surveyed can demonstrate anecdotally how they have applied the knowledge gained during the CAB

Data Collection Method

Methods and tools used to collect quantitative or qualitative information for each performance measure and target

Examples: surveys, interviews, focus groups, observation, document review, pre- and post-activity tests

Data Collection Timeframe	The timeframe identifies when and how often you plan to measure your identified performance measure and corresponding target for each activity. When thinking about timeframe, consider both what is reasonable in terms of when you expect to see change and what is realistic in terms of data collection workload. In many cases, it will make sense to collect data about outcomes early in the project (often called "baseline data") to enable you to show the change over the project period. *Examples: quarterly, once a semester, at start of project and end of project*