THE HUD PARTNERSHIP CENTER'S CAPACITY BUILDING WORKSHOP SERIES: EVALUATION STRATEGIES AND LOGIC MODEL MODULE

U.S. Department of Housing and Urban Development
Center for Faith-Based and Neighborhood Partnerships

Evaluations and Logic Models

Strong, well run organizations have a system in place that measures whether the activities they conduct are having a clear impact on their targeted community. Additionally they have developed a mechanism that provides solid feedback on how or where changes need to be made to make a program more effective. For organizations that use funding from outside sources, a strong evaluation strategy is critical because it provides a nonprofit with data that proves its actions are having a direct impact on an identified problem.

Measuring Success

Organizations today must have a system in place to measure the impact their programs have on their target community. They also need strong information feedback loops to gauge how or where changes need to be made to make their program more effective.

It is critical to think through the steps of program planning with your outcomes clearly in mind. If you layout your program properly incorporating outcomes and outputs, benchmarks and milestones into your work plan you will be on your way to ensuring you have a solid framework for success. The materials in this section will provide you with an overview of the terms you that will assist you in designing a strong evaluation strategy using a *Logic Model* tool.

 To being, we need to define a series of terms:

*Goal:* a broad statement of the ultimate aims of a program

Outcome: the changes in the lives of individuals, families, organizations or the community as a result of a program.

Inputs/Resources: Resources available to the program that allow and support provision of assistance. These can include staff, funding, volunteers, materials, space, etc..

Outputs/Activities: The assistance or programs carried out by the agency that impact the target population. These generally are described numerically such as; the number of hours, the number of shelter nights, and the number of units built, etc.

Terms

- *Goal:* **a broad statement of the ultimate aims of a program**
- *Outcome:* **the changes in the lives of individuals, families, organizations or the community as a result of a program.**
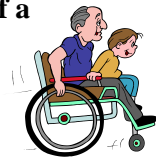
<table>
<tr>
<td>

Terms Continued

- *Inputs/Resources:* **Resources available to the program that allow and support provision of assistance. These can include staff, funding, volunteers, materials, space, etc..**

</td>
<td>

Terms Continued

- *Outputs/Activities:* **The assistance or programs carried out by the agency that impact the target population. These generally are described numerically such as:**
  - **the number of hours a program operates,**
  - **the number of shelter nights provided**
  - **the number of units built, etc.**

</td>
</tr>
</table>

Translating the terms: - Bloomfield School Case Study

The following is a simplified case study on a school in Bloomfield. (The full case study is presented later on in this training.) A local nonprofit would like to create an enrichment program to address a series of issues identified by a consultant hired by the school board to evaluate the school, its programs and the students. The consultant found the following:

The schools overall performance level is 1.8 out of 5, with 5 being considered excellent. A significant number of the students (35%) graduating from Bloomfield do not go on to complete High School. There is a high rate of expulsions and suspensions. At least 80% of the students are from low-income families. Sixty-five percent of the students come from single-parent families. Many children have working parents and are unsupervised after school hours. Students surveyed perceive delinquency, teen pregnancy, alcohol and drug use as risk factors they face based on their environment. Twenty five percent of the students have limited-English speaking families.

To address the problems facing the students the nonprofit would like to offer the following services:

Afterschool supervised activities such as homework help, tutoring, computer training, conflict resolution, and positive recreational activities.

Bloomfield School

Problems identified	Program activities
• Poor school performance	• Afterschool activities
• High drop out rate	• Summer programs
• High number of school suspensions/expulsions	• Case management services
• High % Low-income families, Single Head of Household	• Literacy training
• Limited English speaking skills	• Parenting workshops/ trainings
• Lack of afterschool supervision, etc.	

Summer programs that give students the opportunity to perform community service projects.
- Case management services for families

- Literacy training for parents and family members
- Parenting workshops/ trainings

Bloomfield School

Once enacted, the expected program outcomes are:

- **Children improve their performance in school**
- **The dropout rate is reduced**
- **Children have higher aspirations for their future**
- **Improvements in family functioning create less stress on the children**
- **Parents' increase their involvement in their children's education**

Once the program is operating, the nonprofit expects the following outcomes:

Children improve their performance in school
The dropout rate is reduced
Children have higher aspirations for their future
Improvements in family functioning create less stress on the children
Parents' increase their involvement in their children's education

Now – based on the above information, can you answer the following questions?:

List program activities the nonprofit would conduct to address the problems identified? (Some activities may already be provided in the case study.)

_____
_____
_____
_____
_____
_____

Suggest a number of outputs necessary for the program to operate. **Remember, outputs are numerical so you would list items such as the hours or days the program would operate.**

_____
_____
_____
_____
_____
_____

Question

Review the program activities the nonprofit would conduct to address the problems identified? Can additional information concerning the activities be added to ensure they will produce the desired outcomes?

Now, as you look at the information, think about what the evaluation strategy will need to be in order to show that the program is having its desired impact? One desired outcome is for children to improve their performance in school

through partaking in after school homework aid and tutoring programs.

Will this change, school performance be measurable? Information on grades and test scores will need to be collected to assist in verifying the program is having an impact. But this leads the organization to secure access to student grades and test scores. How often will such information be collected? If the program will create a positive change in parenting practices, how can it be documented? Who will physically collect data on the program's results, analyze, protect and store it?

An evaluation strategy requires the gathering of data to determine if a program is having a desired impact. There must be a system created where information is collected in an ongoing basis, at specific intervals and then analyzed to determine the level of change occurring in program participants. There are a variety of ways to collect data and each has their pros and cons.

Question

Suggest a number of outputs for the program described. Remember, outputs are numerical so you would list items such as the hours or days the program would operate. Example: 100 students enrolled in the afterschool program by August 15. What other kinds of outputs need to be listed for the program to go forward?)

To ensure your strategy will be sound, have the individuals who will be responsible for collecting client data assist in designing the evaluation tools and reporting system.

They will be able to offer valuable feedback on how t o incorporate reporting tools into the delivery of services.

Evaluation Strategy

- A successful evaluation strategy requires that data related to the impact of a program is gathered systematically and at predetermined timeframes.

- DETERMINE UPFRONT - Who will gather the information, When will it be collected , Where will it be stored and How will it be analyzed and reported should be done during the program design stage.

Data Collection Methods

Methods – Pros/Cons

Questionnaires, surveys
Easy to compare, analyze and administer but doesn't get the full story and they are impersonal.

Interviews
In-depth information but time consuming and costly

Document review
Information easily available but can be incomplete and data is limited

Focus group
Quick and efficient, reliable information but difficult to schedule

---

In designing a program, be aware that you may not know all of the information you need to address every issue you will face during implementation. For example, in the above simplified case study, transportation for students is not addressed. If students rely on the school bus system to transport them home because their parents do not have cars,

will they be able to stay and participate in an afterschool program?

An additional way to determine if the program being developed will achieve its outcomes is to provide information on the program in advance asking for input from the target audience. Another suggestion is to do a pilot program serving a limited number of people. Pilot programs often identify successful program interventions (activities) and reveal unanticipated problems so that an organization is better aware of what to expect when the program becomes fully operational.

Testing the Program

Pilot programs serving a limited number of clients is a great program test that can be performed prior to full implementation.

Testing, Testing,….

By now you should be thinking that there must be a better way to track activities and program results. The good news is that there is! You can use a Logic Model.

Logic Models

A tool to keep a program on track so it does not fall off the rails.

The Logic Model is a…

Planning Tool,
Work Plan,
Performance Management System, &
Continuous Improvement Program –
All Wrapped Up In One!

Logic Models are being used by a number of funding organizations in their request for proposals and grant applications. A Logic Model provides a snapshot as to how a program will address a problem by performing specific activities. It shows what resources are being used and what results the activities are having on the target population.

Earlier in the section we identified outcomes and outputs.

Logic Models contain both outputs as well as outcomes. They can sometimes seem confusing but they can easily be distinguished because outputs usually have numbers. Services are provided 5 days a week, three hours a day. There will be five nonprofit capacity building workshops offered this summer. We will distribute 100 food bags to clients on Saturday, for 12 months, first come – first served.

What is a Logic Model?

- **A chart that shows the relationship between:**
  - the problem or situation
  - the components of your program
  - what you plan to do
  - what you expect to achieve
  - how you will measure success
    - …integrates program operations with program accountability

---

5 Components for Program Management

The logic model supports the five fundamental components for managing a program:
- **Identification of need or problem**
- **Activities, services or interventions**
- **Outputs – counts products & time**
- **Outcomes – identifies results achieved**
- **Evaluation - measures performance by collecting and using data to provide evidence of actual achievements**

Outcomes are the actual change in the population served. Of the 20 people waiting for housing, we placed 15 in shelter with appropriate case management. Of those, 14 are still housed and 11 are no longer using alcohol or drugs after 12 months. Thus the lives of over 50% of the persons served have been enhanced and their overall health is better because they have stopped using.


Logic Model Language

OUTPUTS =	*OUTCOMES* =
services	results
means	ends
activities	benefits
quantity	quality

Both must be quantifiable & measurable!

By developing a logic model for a program, managers can have a clear picture of how a program is meeting a identified need, what work tasks are being performed, what resources are being brought to bear and what results are expected. The evaluation conducted during and after the program will provide documentation on what the program achieved, what changes occurred and how the results compared to the initial expectations. Once analyzed, the data can help refine a program, provide documentation to support funding requests and show participants how things have changed through their participation.
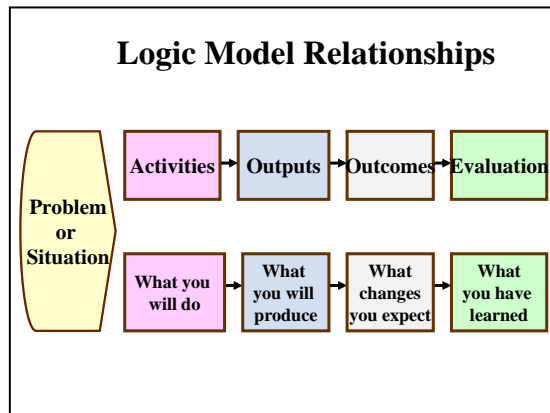
In drafting your logic model, it is helpful to further refine the problem statement. If your problem statement is too broad, it may be difficult to

Logic Model Example

Problem or Situation → Activities → Outputs → Outcomes → Evaluation
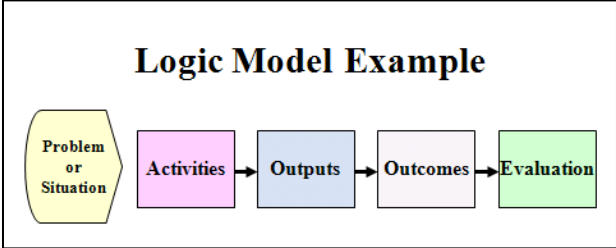
conduct sufficient activities to create a measurable change.

For example: PROBLEM - Too many children in my community drop out of school. People will agree that having students leave school prior to graduating is problematic for both the students and the community. The likelihood of dropouts gaining sustainable income is limited and over time many need social service support systems to maintain their livelihood. But defining activities that address such a broad problem can lead an agency is a variety of directions. Should a program focus on helping those who have already left school? Should activities be focused on offering alternative education classes? Should the program focus on family issues to try and enlist parents in the efforts to reduce the dropout rate.

If the problem statement is detailed, work plan activities will be easier to define.
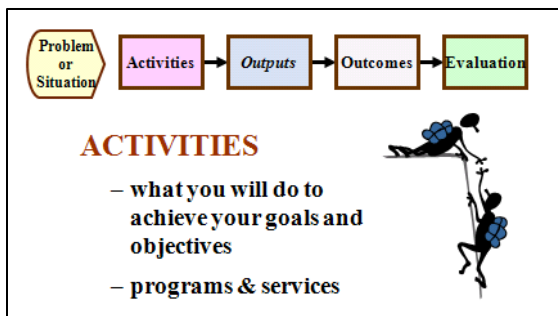
PROBLEM – The drop-out rate for non-Caucasian teens in New Town High School is 38 percent higher than in the other three high schools in Best Bet County.

PROGRAM ACTIVITY 1.- Develop a one-on-one year-long mentoring program for minority youth connecting them with successful businessmen and women from the surrounding neighborhood.

PROGRAM ACTIVITY 2. – Offer afterschool activities for freshman and sophomores on problem solving, ESL, tutoring, anger management and financial literacy.
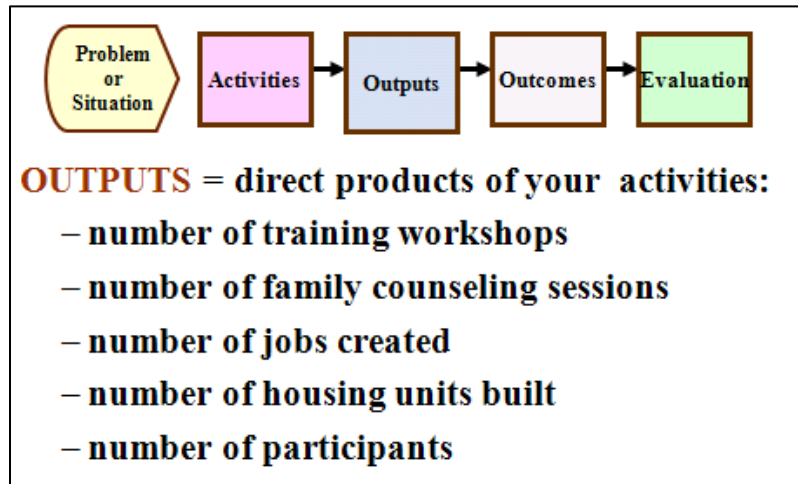
PROGRAM ACTIVITY 3. – Work with teachers and guidance counselors to identify teens that are struggling academically and face a higher risk of leaving school prior to graduation. Create peer-to-peer support system to aid student in the high risk group.

In the program you operate or plan to operate, can you identify one or two activities that are being conducted or you plan to operate?

Problem Statement: _____

Activities:_____
_____
_____

As we went over previously, outputs always have numbers. For years programs were designed to only show a number of products or widgets and these in turn were considered an end product. For example, for housing counseling conducting housing counseling classes for 30 people 1 time per month for 10 months was considered sufficient. This is no longer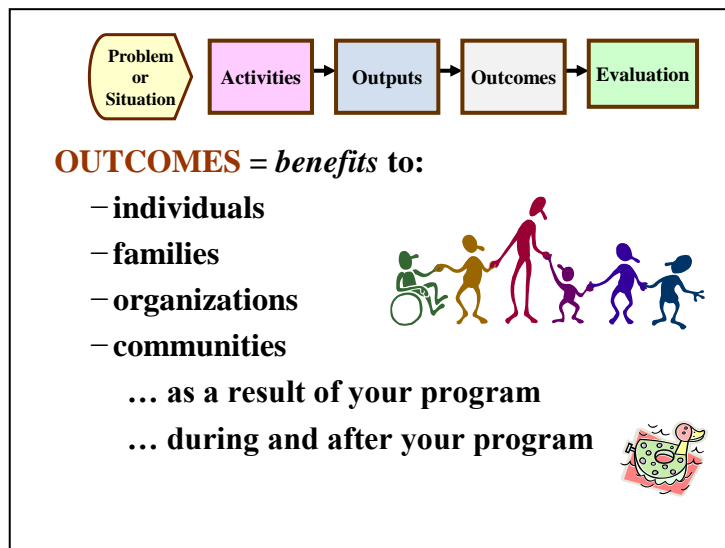 the case. Now you need to look deeper into your activities to determine how they created a change in your target population.

OUTPUTS = direct products of your activities:
- number of training workshops
- number of family counseling sessions
- number of jobs created
- number of housing units built
- number of participants

The outcome of conducting housing counseling classes is not conducting a class; it is to ready people for homeownership and then have them use the information to actually purchase a home. Thus the outcome is not conducting a class, the outcome is having a number of class participants find and purchase homes. A further outcome is to see that they are able to retain their ownership for a period of time, such as one year.
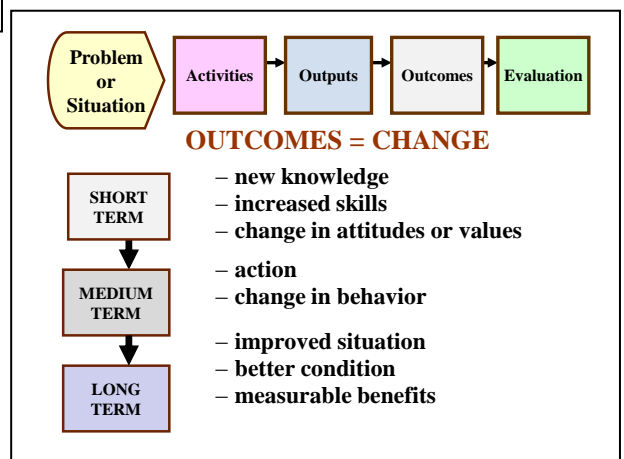
Outcomes are derived from the activities and outputs. Outputs are also measured but they reflect change. It is simply the difference of before and after.

OUTCOMES = *benefits* to:
- individuals
- families
- organizations
- communities
  … as a result of your program
  … during and after your program

For example: There was a problem – a community did not have, but wanted a swimming pool. The elected leaders conducted a vote to seek approval to bond to construct a pool. The community approved the bond which created the financial means to build a swimming pool. One pool was built. After the pool was in operation for six months the city conducted a survey. The survey showed that 73 percent of the citizens had used the pool; it has improved their sense of community by 67 percent, and 58 percent favor using bonding for future recreational complexes.

It is easy to see that building a swimming pool creates a change in a community, you now have a place to swim that

OUTCOMES = CHANGE

|	
SHORT TERM	– new knowledge – increased skills – change in attitudes or values
MEDIUM TERM	– action – change in behavior
LONG TERM	– improved situation – better condition – measurable benefits

you did not have before. But programs that provide social benefits also produce changes in the community they serve. It is critical that program designers have a clear and reasonable process for measuring the change that occurs because of their program. Also keep in mind that change generally happens over time. Many social program show an initial outcome, but over time the true impact is realized.

Previously we stated how important it is for programs to show that they have achieved results. Today, accountability is one of the most important parts of any program and you absolutely need a very clear strategy that will show that your program is making a difference.

When we talk about evaluation we want to know what the measurement tool will be – survey, case files, focus groups, etc..
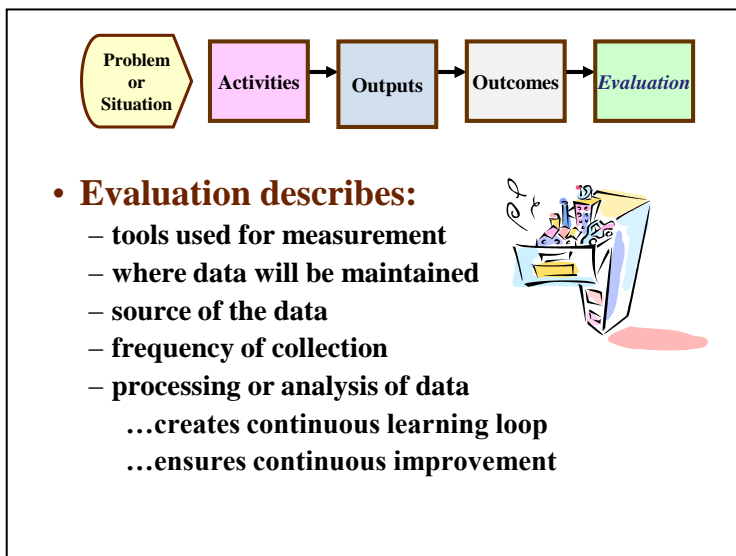
The data that is collected will need to be maintained and a process for keeping confidential information protected must be included as necessary.
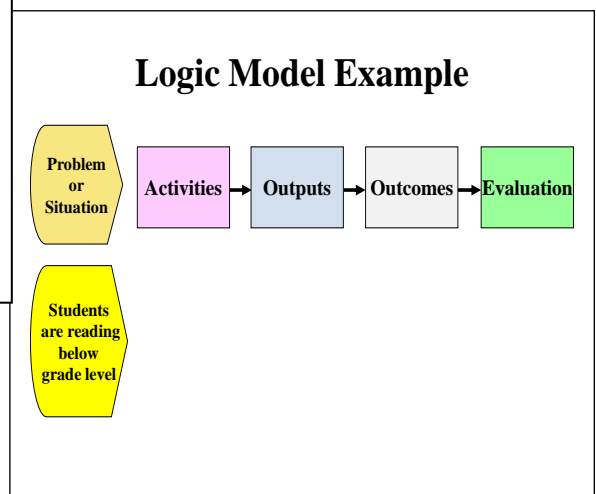
Will it be collected electronically? Will clients need to sign release forms?

What information will be used and collected and how often will the collection take place? Data might be collected daily but only analyzed on a monthly basis.

How will the data be analyzed and how will the results be used to change or improve the program?
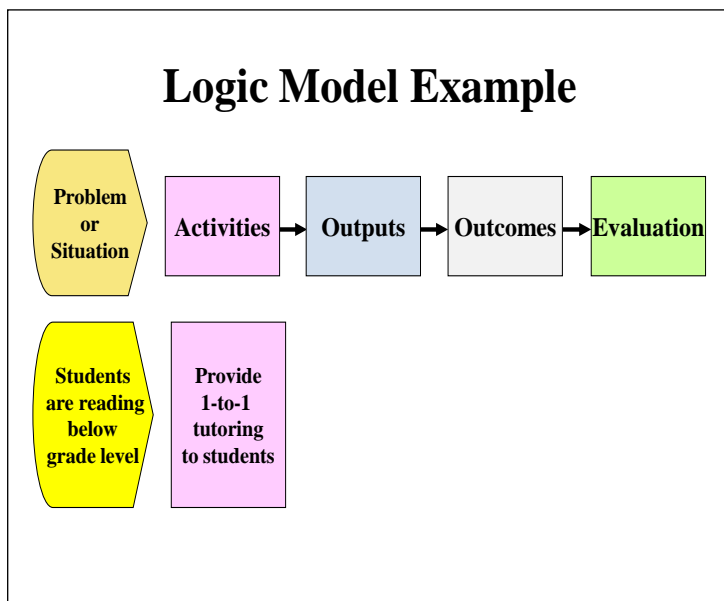
What evaluation strategy do you or would you use to conduct your program?

_____
_____
_____
_____
_____

Here is where logic models can begin to help you layout your program in a way that will assist you manage your results.

As we stated, a logic model is a snapshot of a program showing items such as the activities and resources being brought to address an identified problem and once performed, what changes will occur within the population served. It can help you: plan your program; organize your activities and services; monitor your program, and keep it on track.
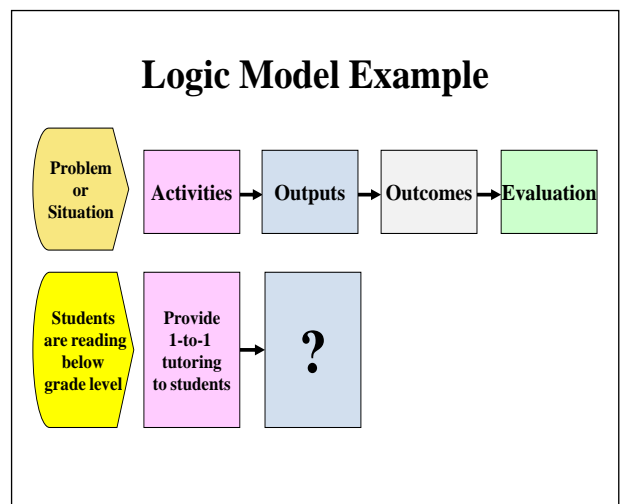
If you are developing a funding proposal you may be asked to include a logic model in your submission. Even if not required, including one can help you get funded. The evaluation piece provides information on how the changes will be measured and reported. The following is a series of slides that ask for you to determine outcomes and outputs for the following case study on the following pages:
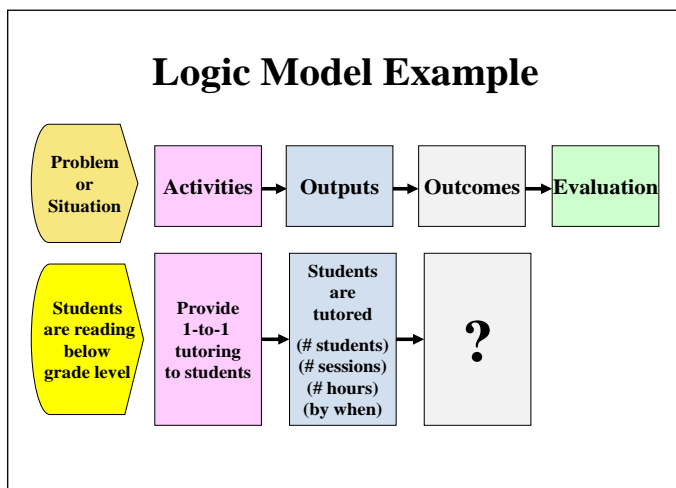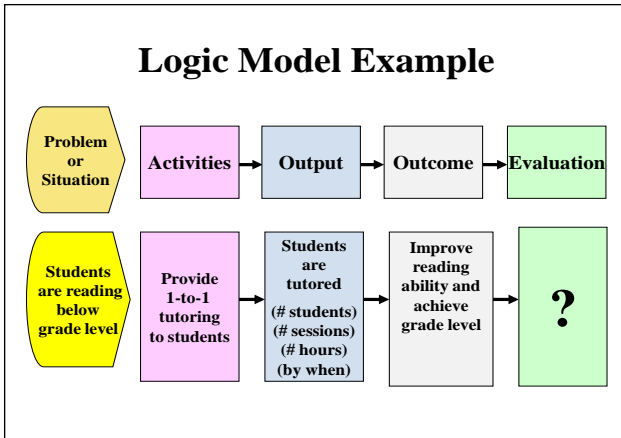
 Fill out the information in the boxes provided.

Logic Model Example

Problem or Situation → Activities → Outputs → Outcomes → Evaluation

Students are reading below grade level → Provide 1-to-1 tutoring to students

Outputs:
_____
_____
_____
_____
_____
_____

Outcomes:
_____
_____
_____
_____

Logic Model Example

Problem or Situation → Activities → Outputs → Outcomes → Evaluation

Students are reading below grade level → Provide 1-to-1 tutoring to students → **?**

Logic Model Example

Problem or Situation → Activities → Outputs → Outcomes → Evaluation

Students are reading below grade level → Provide 1-to-1 tutoring to students → Students are tutored (# students) (# sessions) (# hours) (by when) → **?**

Evaluation:
_____
_____
_____

Logic Model Example

Evaluation:

_____

_____

_____

_____

_____

_____
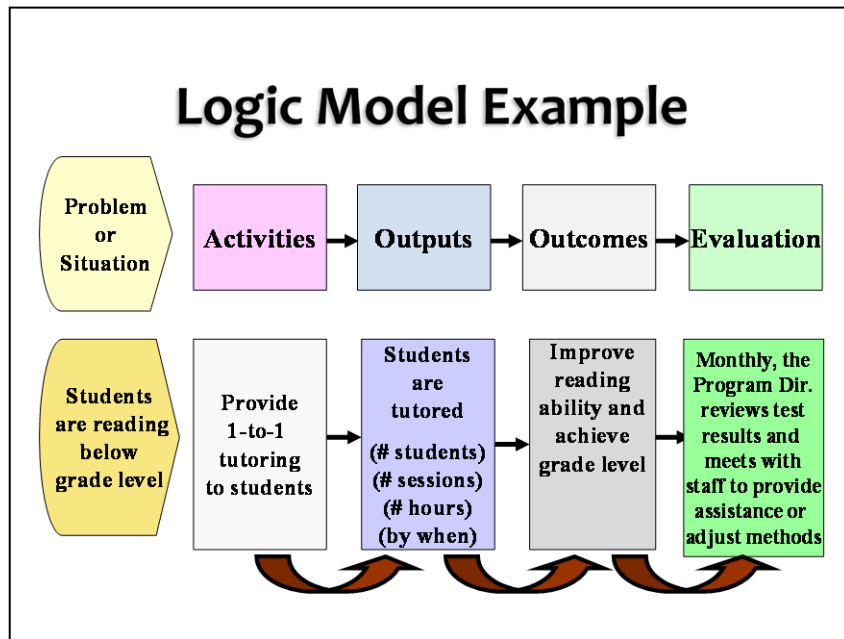
This is a critical point. The idea of one activity being responsible for an outcome is not reasonable. It often takes a variety of outcomes that will gained be performing a series of activities and the overall changes will be gained over time. It is often a combination of activities that impact the target population and changes are reveled in a variety of ways.

Logic Model Example

Logic Model Relationships

- **You are NOT looking for one-to-one relationships such as:**
    Activity A ➡ **Output A** ➡ **Outcome A**
    Activity B ➡ **Output B** ➡ **Outcome B**
- **Keep in mind that:**
    Outputs lead to outcomes. They are interim products.
    Outcomes measure success. They answer the question – "So what's the difference?"

To recap the information we have provided so far on Measuring Outcomes.

These are the important points you must keep in mind as you work to develop your work plan that will make your program successful.

Measuring Outcomes

- You must be able to measure outcomes.
- How will you know the change is occurring?
- What information will you use?
- Is it available or do you have to collect it?
- How difficult will it be to obtain?
- What about confidentiality and consent?
- Who or what will you measure?
- When will you measure?
- Who will do this work?

Logic Model in a Proposal
Abstinence Education RFP Format

GOAL: Prevent teenage pregnancies and sexually transmitted disease.

ACTIVITIES	OUTPUTS	OUTCOMES	EVALUATION
What you will do to achieve the objectives?	*How much will you do and when?*	*What change and how much change do you expect?*	*How will you measure your performance?*
Abstinence education Mentoring	100 students will participate in 6 after-school training sessions 50 students will be matched with mentors within 2 months	80% of the students who are mentored will practice abstinence	Counselors will survey students to determine effectiveness. Program adjusted, as needed.

Here is an example of a Logic Model for an Abstinence Education Request for Proposal

Here is a second Logic Model completed for a request for proposal for funding for a job readiness program

On the following pages you will find a case study and an exercise on completing a Logic Model.

Logic Model in a Proposal
Job Opportunity RFP Language

Objective: Assist welfare recipients to become self-sufficient.

ACTIVITIES	SHORT TERM OUTCOMES	MIDTERM OUTCOMES	PROJECT GOALS
Job Readiness Program	Within 3 months: •Know how to apply for a job •Have better grooming for job interviews •Learn basic interview skills	Within 6 months: •Apply for jobs •Improve interview skills •Gain confidence •Get jobs •Gain experience	•Acquire full time jobs with living wages & benefits •Maintain employment for more than one year

**Summary –
The Logic Model as a Management Tool**

- Serves as a learning loop that feeds information back into programs on how well they are doing.
- Provides findings that organizations can use to adapt, improve and become more effective.
- Focuses work efforts and help staff measure accomplishments.
- Pinpoints what is meaningful
- Creates client-oriented, results-driven programs and services

Logic Model Resources

- **HUD's Grants website:**
  http://www.hud.gov/grants/index.cfm

- **Innovation Network's Logic Model Workbook**
  www.innonet.org/client_docs/File/logic_model_workbook.pdf

- **Child Welfare Information Gateway's Logic Model Builder**
  http://toolkit.childwelfare.gov/toolkit/

There is an exercise on the following pages for you to do. Additional Logic Model information can be found in the workbook.

Instructions:

This exercise is about a proposal that is being developed for a federal grant program. The grant proposal must include a logic model that identifies:

- The need for the proposed project
- The activities that will be conducted
- The outputs that will be produced during the first year of the project
- The outcomes that are expected to occur as a result of the project; and
- The indicators that will be measured by the grantee.

The logic model chart on page 4 has a column for each of the required elements. There are two components in the proposed project, so the chart is divided into two sections. The "Need" and "Activities" columns have been completed. Use the case study information and the following definitions to add Outputs, Outcomes and Indicators to the logic model.

Outputs describe effort- the amount of services or the products of a project. Outputs are based on your activities but you don't need an output for each activity. Quantify the outputs when possible (50 workshops, 250 participants).

Outcomes describe the benefits that are expected to occur as a result of a project. An outcome is an end (fewer teen pregnancies), not a means to an end (girls have mentors). You only want a few outcomes.

Indicators describe how you will measure the outcomes. They are specific changes that can be expected to lead the outcome. One outcome can have multiple indicators. In a proposal, you should only use indicators that can be measured within the time frame of the grant period.

All of the information in this case study, except for the Research Findings section, was created only for training purposes to help you understand how to develop a logic model.

Case Study

Community Need

The town of Bloomfield has three schools. There are 600 students in the elementary school, 500 in the middle school and 400 in the high school, for a total of 1, 500 students. The performance index for each school is 1.8 on a scale of 1 to 5, with 5 being excellent performance. Many students in Bloomfield do not finish high school; the drop-out rate is 35%. Behavioral problems are very evident in the schools and there is a high rate of suspensions and expulsions.

80% of the students qualify for the school free-lunch program and 65% are being raised in single-parent families. There has been an influx of new immigrants in Bloomfield and 25% of the current students have families with limited-English speaking ability.

There is no after school program in Bloomfield. Many parents are working and children often have unstructured and unsupervised time after school. An 8th grade class in Bloomfield recently completed a project which surveyed 400 students about what they perceived as risk factors affecting their education. 70% of the students cited delinquency; 65% cited teen pregnancy and 55% cited drugs and/or alcohol.

Research Findings

The US Department of Education web site includes the following information:

– The rate for juvenile crime peaks in the after-school hours. About 10 percent of violent juvenile crimes are committed between 3 PM and 4 PM. Children are also at much greater risk of being the victim of a violent crime (murder, a violent sex offense, robbery, or assault) after the school day, roughly 2 PM to 6 PM.
– After-school programs help to improve academic performance. Reading and math scores improve because children can focus on areas in which they are having difficulties. Children also develop new interests and skills and improve school attendance.
– After-school programs contribute to raising children's self-confidence. Teachers and parents report that children develop better social skills and learn to handle conflicts in more socially acceptable ways.
– Children in good after-school programs indicate that they have higher aspirations for their future, including greater intentions to complete high school and attend college.
– Families indicate that the children are safer and more successful in school. The families also develop more interest in their child's learning.

Funding Opportunity

The federal government has announced a competitive grant program for school enrichment projects. The objectives of the program are to improve children's performance in school and prevent school drop outs. Language in the grant announcement indicates that the federal agency is interested in projects that will also address the needs of students' families. Eligible applicants include non-profit agencies in communities that have poor performing schools and high drop out rates. Applicants must collaborate with at least one school. Approaches that involve collaboration with other organizations are strongly encouraged. Grants are for a three-year period and awards can be up to $400,000 per year.

Proposed Project

Bloomfield Community Action (BCA) is proposing a school enrichment project that will provide structured, supervised after school activities and summer community service experience for middle school students who are high risk of failure. BCA is partnering with the Bloomfield Middle School and two other organizations-the Immigrants Services Project, operated by a local church, and the county's Family Assistance Program.

The project will be a collaborative undertaking with BCA serving as the grantee. BCA will manage the grant activities and grant funds and be responsible for all required reporting to the federal agency. BCA will also be responsible for collecting, maintaining, analyzing and protecting the confidentiality of information about the participating children and their families.

<u>After School and Summer Program:</u>

BCA will staff and supervise structured after school activities for 100 middle school students. The after school program will operate on all days when school is in session. State law requires a school calendar year of 172 days. The after school activities will include tutoring in reading and math, homework help, computer training, conflict resolution skills and recreation. Children will complete a questionnaire once a month to measure changes in their attitudes, behavior and self-esteem. Based on guidance on the US Department of Education website, BCA will use a ration of 1 staff person for every 10 students in the after school program. Multi-lingual, culturally competent staff will be hired to ensure that the needs of children are adequately addressed.

The Bloomfield Middle School will identify students who are at high risk of failure and obtain parental consent for children to participate in the after school program. The school will provide space, supplies, snacks and transportation. The school will also provide BCA with the following information about participating students: attendance and truancy records, test scores, reports of behavior problems, suspension and expulsions; and grade scores.

Children in the after school program will be encouraged to participate in community service projects during the summer when school is not in session. These projects will be organized and supervised by the after school staff. There will be 30 days of community service every summer and BCA expects at least 75 children to participate in community service each year.

<u>Family Support:</u>

BCA will offer its existing case management services to all families of participating children. Case managers provide life skills counseling to improve family functioning and reduce stress. They also make referrals for social and health services and advocate on behalf of families to obtain benefits and services for which they are eligible. BCA uses a management information system to track and report on all case management services, including improvements in family functioning and the family's access to other benefits and services.

During each year of the project, the Immigrant Services Project will enroll 40 of the children's parents in literacy training and the county's Family Assistance Program will enroll 30 of the children's parents in parenting classes. Both organizations have effective methods for evaluating what participants learn. The Family Assistance Program also makes follow-up visits to participants to determine whether the training leads to positive changes in parenting practices.

BLOOMFIELD SCHOOL ENRICHMENT PROJECT

NEED	ACIVITIES	OUTPUTS	OUTCOMES	INDICATORS
School performance is 1.8 (5 = Excellent)		**After School and Summer Program**		
35% of students do not complete high school	Hire staff			
High rate of school suspensions and expulsions	Identify and enroll at-risk students in the after school program			
80% of families are low-income	Provide supervised after school activities: — homework help — tutoring — computer training — conflict resolution — recreation			
65% of children are raised in single-parent families				
25% of students have limited-English speaking families	Organize and supervise community service projects during summer months			
Many children are unsupervised after school, increasing risk for involvement in delinquency, substance abuse and other unsafe behaviors	**Family Support**			
	Case management services to families			
Students perceive delinquency, teen pregnancy and alcohol and drugs as risk factors	Enroll parents in literacy training Enroll parents in parenting training			

Outcome language describes the impact on the client resulting from the service.*

For example, the outcomes of providing employment and training services to 50 clients could include:

- 10 obtained full-time jobs above minimum wage, including benefits, and are employed 90 days after placement;
- 20 obtained permanent full-time jobs at minimum wage without benefits;
- 10 obtained part-time temporary jobs;
- 5 are participating in on –the-job training programs;
- 5 remain unemployed after 90 days in the program.

For example, the outcomes of providing case-management services to 20 families could include:

- 5 families increased their household income by 20% or more;
- 4 families obtained safe, affordable rental housing;
- 1 family purchased a home;
- 3 persons received their G.E.D. (General Educational Development) high-school equivalency diploma;
- 1 person completed the A.B.E. (Adult Basic Education) curriculum;
- 1 person opened a home-based childcare center and;
- 5 families are currently receiving case-management services and have not achieved any goal on their case-management plan.

*Please note that the service, intervention or activity is also referred to as the output.

OUTPUT? or OUTCOME?

Understanding the difference between outputs and outcomes will help you create a better proposal. Work through these examples.

Put a checkmark in one of the first two columns (Output or Outcome) for each statement. Then determine whether the Outcomes are short, medium or long term changes.

	Output	Outcome	Type of Outcome		
			Short Term	Medium Term	Long Term
1. Two hundred teachers attended the youth development conference.					
2. Teens learned new leadership skills.					
3. Health care specialists counseled women about pre-natal care.					
4. Your agency helped the community assess the needs of families.					
5. Employees who were trained applied their new skills on the job.					
6. Newsletters were distributed in three languages.					
7. Three agencies partnered to develop a mentoring program.					
8. Participating households cut their winter heating fuel costs by 15%.					

20

BLOOMFIELD HIGH SCHOOL ENRICHMENT PROJECT LOGIC MODEL – __EXAMPLE__

NEED	ACTIVITIES	OUTPUTS	OUTCOMES	EVALUATION
		After School and Summer Programs		
School performance is 1.8 (5=Excellent)	Identify and enroll at-risk students in the after school program	100 students enrolled in after school program by August 15	Students enrolled increase GPA by 15% by final marking period	Assistant principals maintain data, report weekly and meet bi-weekly with teachers to identify and resolve student performance issues on:
35% of students do not complete high school	Provide supervised after school activities: September 1	Schedule 172 days of after school activities by September 1	85% attendance rate for all after school activities	1. GPA progress 2. attendance rates 3. participation in community service
High rate of school suspensions and expulsions	1. homework help 2. tutoring 3. computer training 4. conflict resolution 5. recreation	Organize 30 days of community service projects by December 1	85% of students participate in community service projects by June 15	
80% of families are low-income	Organize and supervise educational, recreational and community service projects during summer months	75 students perform community service by June 1	Youth leadership program established and 2nd year announced.	
65% of children are raised in single-parent families	Hire 2 employees to develop & manage youth leadership activities by Sept. 1		Future Leaders ceremony and community recognition completed at school assembly	
25% of students have limited-English speaking families	Establish Future Leaders and peer-to-peer mentoring programs		Guidance counselors report weekly on development of youth leadership programs, recruitment, activities, degree of youth participation, impact on student's self-esteem and overall performance	
		Family Involvement Program		
Many children have working parents and are unsupervised after school	Orient case management services to families	90 guardians attend orientation to services by Sept 31	2% reduction in suspensions and expulsions	Family Resource Center Director report weekly on: 1. % suspensions and expulsions 2. ESL class enrollments 3. $ increase in parental involvement in all activities
Middle students entering high school perceive delinquency, teen pregnancy, alcohol and drugs as risk factors	Enroll guardians in literacy training	40 guardians complete literacy training	10% increase in ESL class enrollments for next semester	
	Enroll guardians in parenting training	75% families receive services including parenting skills	Increase parental participation in activities	

BLOOMFIELD HIGH SCHOOL ENRICHMENT PROJECT LOGIC MODEL – <u>EXAMPLE</u>

<u>PERFORMANCE REPORT FOR QUARTER ENDING:</u> _____

NEED	OUTPUTS	PERFORMANCE	OUTCOMES	PERFORMANCE	EVALUATION
Describe the baseline needs or problems that will be addressed by this grant proposal	Outline the major program components or activities that will be accomplished and corresponding measurable goals (numeric & time)	Outline the cumulative accomplishments to date against the measurable output goals (numeric & time)	Outline the measurable benefits or results that the activities will result in for the students/district (numeric & time)	Outline the cumulative benefits/results accomplished to date against the targeted benefits/results	Describe the evaluation process, record keeping and staff responsible for the internal controls and analysis of the performance measurements.
PEG Factor #2	PEG Factor #1		PEG Factor #3		PEG Factor #3
School performance is 1.8 (5=Excellent) 35% of students do not complete high school High rate of school suspensions and expulsions 80% of families are low-income 65% of children are raised in single-parent families 25% of students have limited-English speaking families	100 students enrolled in after school program by August 15 Schedule 172 days of after school activities by September 1 Organize 30 days of community service projects by December 1 75 students perform service by June 1 Hire 2 employees to develop & manage youth leadership activities by Sept. 1		Students enrolled increase GPA by 15% by final marking period 85% attendance rate for all after school activities 85% of students participate in community service projects by June 15 Youth leadership program established and 2nd year announced. Future Leaders ceremony and community recognition completed at school assembly		Assistant principals maintain data, report weekly and meet bi-weekly with teachers to identify and resolve student performance issues on: 1. GPA progress 2. attendance rates 3. participation in community service Guidance counselors report weekly on development of youth leadership programs, recruitment, activities, degree of youth participation, impact on student's self-esteem and overall performance