FOELLINGER FOUNDATION

Evaluation Materials

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The Logic Model and Measurement Framework
as Tools for Organizational Learning

Logic models and measurement frameworks, basic tools of evaluation, serve two important purposes. First, they are a mechanism of grantee accountability. Having organizations articulate the connections between what they do, why they do it, and what difference they intend to make (the logic model) ensures that the programs and services are aligned with the greatest need. And having organizations provide a scorecard of progress in meeting the key outcomes (the measurement framework) puts the onus on grantees to track data that substantiates their claims about the outcomes they produce. Taken together, these processes help the Foellinger Foundation stay on the track it has developed for itself in honoring the wishes of the founding donors.

Second, the logic model and measurement framework can be a powerful learning tool for your organization. The construction of the logic model forces staff (and hopefully boards, too) to make explicit the underlying theories, assumptions, and beliefs about how an organization is meeting its mission. But in order for learning to occur, organizations need to abandon the idea that evaluation (i.e., the construction of the logic model and the tracking of data for the measurement framework) is an isolated event, a task to be checked off the to-do list. In place of this view is the idea of evaluative thinking, an ongoing process of informed reflection and decision-making.

Evaluative thinking can contribute to organizational learning by providing a common vocabulary, a set of processes, and the tools needed to address important organizational issues. The construction of the logic model, when understood as a mode of evaluative thinking, can bring to light some of those issues. Following this shift to evaluative thinking, several benefits are realized:

- Evaluative thinking is used to prompt reflection and dialogue within the organization, using information gathered in real time and integrated into program planning and strategy development.

- Evaluative thinking becomes integrated into the culture of the organization, rather than having evaluation activity seen as an add-on to the more important work of the organization.

Like a good evaluation, the value of the logic model and measurement framework is found in their utility: whether or not they provide insights that help the organization understand its own success, challenges, and possibilities. As a tool for organizational learning, the creation of a logic model can provide an entry point into deeper discussions about organizational mission, strategy, and ultimately, organizational effectiveness.

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Glossary of Evaluation Terms

LOGIC MODEL: A visual representation of the relationship among the various <u>resources</u> you have to support your mission, the <u>activities</u> you undertake in support of the mission and the type of <u>impact</u> your organization creates.[1]

- **Resources:** Key resources needed to support the mission of your organization.

- **Activities:** Key programs, services, or interventions that support the mission of your organization.

- **Outputs:** Units of "productivity" (e.g., number of people served, number of events held) that indicate the scale and scope of your organization's work.

- **Outcomes:** Benefits to individuals or groups as a result of your organization's activities.

    - <u>Short-Term Outcomes</u>: Changes in participant knowledge, attitudes, perceptions, or skills related to the mission of your organization.
    - <u>Intermediate Outcomes</u>: Changes in participant *behavior* that result from the short-term outcomes.
    - <u>Long-Term Outcomes</u>: Large scale changes in participant condition or status, often linked directly to your organizational mission.

- **Indicators:** Concrete, measurable evidence that an outcome is being achieved.

MEASUREMENT FRAMEWORK: A tool for identifying and tracking key outputs and outcomes that are reported to the Foellinger Foundation in the grantee progress reports.

GUIDE TO PROGRAM OUTCOMES: A document developed to aid grantees in identifying program outcomes that have been validated by credible research sources.

ORGANIZATIONAL EFFECTIVENESS: The ability of an organization to fulfill its mission by measurably achieving its objectives through a blend of sound management, strong governance and a persistent rededication to assessing and achieving results.[2]

STRATEGIC PRIORITIES: Used with the Operating Logic Model, strategic priorities designate one *organizational effectiveness* need (determined by the board of directors) and one *program improvement* need (determined by the staff) that the organization will address during the course of the grant period.

GUIDE TO CAPACITY OUTCOMES: A document to aid grantees in identifying organizational needs, capacity building activities, and relevant capacity outcomes and indicators of effectiveness as identified by credible research sources.

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[1] Adapted from the <u>Logic Model Development Guide</u>, W.K. Kellogg Foundation
[2] Definition developed by Grantmakers for Effective Organizations

- **Capacity Outcomes:** Products, projects, or processes that result from intentional activities aimed at organizational effectiveness.

- **Indicators of Effectiveness:** Behaviors that indicate that an organization has a blend of sound management, strong governance, and a persistent rededication to assessing and achieving results.

OPERATING SUPPORT – *Logic Model Template*
Early Childhood, Youth, and Family Development Grants

Logic Model Template			
Organizational Mission:	**Section I: Evidence of Program Performance** *(Use data from last completed fiscal year.)*		
Resources Key resources needed to support the organizational mission	**Program Activities and Outputs** 2-3 key programs or services that support the organizational mission *For each program, include number of clients served from last completed fiscal year*	**Program Outcomes and Indicators** 2-3 specific outcomes produced by the key programs or services *(Selected from the Guide to Program Outcomes columns 3 and 4)*	**Outcome Measures** Measureable evidence that these 2-3 outcomes are being achieved *(Include the fiscal year in which the evidence was collected. Refer to the Common Outcome Measures chart on page 18)*

OPERATING SUPPORT – *Logic Model Template*
Early Childhood, Youth, and Family Development Grants

Section II: Strategic Priorities
(for the first year of grant request)

	Activities	Outputs	Indicators of Effectiveness
Organizational Effectiveness	What specific activities will you undertake to address this area of need?	What projects, products, or processes will result from these activities?	What are the tangible benefits to your organization that will result from this outcome?
What is the area of greatest need for your organization to enhance its overall capacity as determined by the board of directors? *(Selected from the first column of the Guide to Capacity Outcomes)*		*(Selected from the second column of the Guide to Capacity Outcomes)*	*(Selected from the third column of the Guide to Capacity Outcomes)*

	Activities	Outputs/Outcomes	Program Impact
Program Improvement	What will you do to enhance the program activity?	What will be different (e.g., new curriculum, more participants, etc.) as a result of these activities?	What evidence will you have to show how your overall program impact was enhanced by this outcome as measured by _____?
What program or activity will you seek to enhance or improve over the next 12 months? *(Selected from Section 1 of this Logic Model)*			

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OPERATING SUPPORT – *Logic Model Sample*
Early Childhood, Youth, and Family Development Grants

Logic Model Sample

Section I: Evidence of Program Performance
(last completed fiscal year 2017)

Organizational Mission: Helping children and families in Allen County by promoting healthy youth development.

Resources	Program Activities and Outputs	Program Outcomes and Indicators	Outcome Measures
- 4 full-time staff - Recreational facility - Educational curriculum - Private donors	- Mentoring and individual counseling *(total of 75 youth participated in 2017)* - Drop-in social and recreational activities *(average of 35 youth per day in 2017)* - After-school homework help *(average of 15 per day in 2017)*	Youth develop attitudes that promote positive emotional development: **increased number of developmental assets** Youth engage in behaviors that foster school success: **higher quality school work**	80% of 40 youth who participate in activities on a weekly basis show an increase in at least one asset as defined by the SEARCH Institute (2017) 75% of 12 participants in the after-school homework help program report improvement in study skills and habits (2017)

OPERATING SUPPORT – *Logic Model Sample*
Early Childhood, Youth, and Family Development Grants

Section II: Strategic Priorities for 2017			
Organizational Effectiveness	Activities	Outputs	Indicators of Effectiveness
Need: Board development	Board retreat, provision of BoardSource materials	New board and committee structure	Intentional recruitment of board members with needed skills and attributes
Program Improvement	Activities	Outputs/Outcomes	Program Impact
Program: After school homework help	Purchase tutoring software, train tutors on its use	Students can be more self-directed in the completion of homework	Students will learn to become more confident in their academic abilities as measured by school performance

PROGRAM SUPPORT GRANTS – *Logic Model Template*
Early Childhood, Youth, and Family Development Grants

Logic Model Template

Program Title:

Long-Term Outcome:

Program Strategy:

Resources	Activities	Outputs	Short-Term Outcomes
List of key funding sources, in-kind contributions, specialized curriculum, and organizational partners	List of core services or interventions that comprise the program	Key measures used to track the productivity of the program	Changes in knowledge, attitudes, perceptions, skills among participants
			Intermediate Outcomes
			Changes in behavior among participants
			Note: Short-term and intermediate outcomes must include the appropriate outcome and the specific common indicator relevant to your program.

Information for the gray-shaded boxes is to be taken from the *Guide to Program Outcomes*.

PROGRAM SUPPORT GRANTS – *Measurement Framework Template*
Early Childhood, Youth, and Family Development Grants

Measurement Framework Template

Period Covered:

Key Outputs	Targets	Actual	Collection Methods

Data Collection

Key Outcomes	Indicators	Targets	Actual	Method	Timing/Frequency of Collection

PROGRAM SUPPORT GRANTS – *Logic Model Sample*
Early Childhood, Youth, and Family Development Grants

Logic Model Sample

Program Title: Families for a Healthy Tomorrow

Long-Term Outcome: Families have healthy relationships

Program Strategy: Enhance the ability of parents to provide a positive and supportive home environment

Resources	Activities	Outputs	Short-Term Outcome
Foundation grants	Site-based training and support sessions with young families	Total number of families participating	Parents gain new knowledge and skills to foster healthy family and social relationships: *awareness of their role as teachers of their children.*
Partnership with local food bank	Family to family support and mentoring	Number of families attending at least 80% of the training and support sessions	**Intermediate Outcome**
In-kind contribution of space from local churches			Parents engage in behaviors that foster healthy family and social relationships: *parents set clear expectations, rules and consequences for their children*

Information for the gray-shaded boxes is to be taken from the *Guide to Program Outcomes.*

PROGRAM SUPPORT GRANTS – *Measurement Framework Sample*
Early Childhood, Youth, and Family Development Grants

Measurement Framework Sample

Period Covered: January – December 2017

Key Outputs	Targets	Actual	Collection Methods
Total number of families participating	60		Registration records
Number of families attending at least 80% of the training and support sessions	75% of families (45) will attend at least 80% of the sessions		Attendance sheets

Key Outcomes	Indicators	Targets	Actual	Data Collection	
				Method	Timing/Frequency of Collection
Parents gain new knowledge and skills to foster healthy family and social relationships: *awareness of their role as teachers of their children*	Percentage increase in knowledge after the program (for those attending at least 80% of the	90% will report gains in knowledge		Parent questionnaire	Administered prior to and at the completion of the program
Parents engage in behaviors that foster healthy family and social relationships: *parents set clear expectations, rules and consequences for their children*	Percent increase in reported behavior frequency (for those attending at least 80% of the	90% will report new behaviors		Parent questionnaire	Administered prior to the program and 6 months after completion

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Guide to Program Outcomes
(Early Childhood, Youth, and Family Development Applicants Only)

Purpose of the Guide

The Foellinger Foundation awards grants to nonprofit organizations that strengthen Allen County children and their families, particularly those children with the greatest economic need and the least economic opportunity. This is the Foundation's strategic intent. With this in mind, the board of the Foellinger Foundation is interested in helping organizations focus their grant requests on outcomes that fit within the Foundation's strategic intent.

The *Guide to Program Outcomes* is a compilation of outcomes in the field of early childhood development, youth development, and family development. The outcomes and indicators listed in the *Guide* were drawn from the literature that presents research conducted by recognized, credible organizations. A list of key sources is provided after the chart on page 17.

About the Guide

The *Guide to Program Outcomes* is divided into sections that correspond to the program logic model and measurement framework required by the Foellinger Foundation.

- The first column lists the **long-term outcomes** relevant to each of the three grant categories (i.e., early childhood development, youth development, and family development). You should begin by locating the long-term outcome at which your program is aimed.

- The second column lists the various **program strategies** that have been shown to produce the relevant long-term outcomes. Program strategies describe the general approach taken to attain the long-term outcome. Location of your program strategy will help you identify the appropriate short-term and intermediate outcomes.

- The third column contains broad **outcome statements** that align with each program strategy. You will note that the outcomes are broad statements of the benefits that will be attained by the participants in your program.

- The fourth column is a list of specific **outcome indicators** by which you will identify the attitude, skills, or behaviors related to your program. The indicators allow you the flexibility to place the broad outcome statement within the context of your particular program or intervention.

An example of the relationship between the elements of the *Guide* is presented below:

Category: Youth Development
Long-Term Outcome: Youth succeed in school
Program Strategy: Directly engage youth in activities that build personal assets
Outcome Statement: Youth develop skills that foster school success
Outcome Indicator: Improved study habits

The last section of the *Guide* is a list of **Common Outcome Measures** (page 18) that will help you select the appropriate type of evidence you will gather to substantiate that the outcomes stated on the logic model are being achieved.

Category: Early Childhood Development

Foellinger Foundation Goal: Young children will have high quality early childhood education.

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Outcome Indicators
Children enter school ready to learn	Provide quality Pre-K education	<u>Short-Term/Intermediate</u> Children achieve developmental milestones.	Children show gains in one or more of the following: ▪ Emergent literacy skills ▪ Social skills ▪ Physical motor skills ▪ Cognitive skills ▪ Emotional development ▪ Teachability traits
	Enhance the ability of parents to foster early childhood development and education	<u>Short-Term</u> Parents gain new knowledge, skills, and techniques that foster early childhood development <u>Intermediate</u> Parents gain confidence in their ability to foster early childhood development Parents engage in behaviors that foster early childhood development	▪ Awareness of school expectations ▪ Improved understanding of children's needs and abilities ▪ Increase in self-esteem and self-confidence ▪ Alternative approaches to discipline ▪ Involvement in school activities, including reading and homework ▪ Increased positive, supportive interaction with their children
	Enhance the ability of early childhood educators to provide quality Pre-K education	<u>Short-Term</u> Providers gain new knowledge, skills, and methods to foster childhood development <u>Intermediate</u> Providers engage in new behaviors that foster childhood development	▪ Introduction of new curriculum ▪ Children with developmental delays receive appropriate intervention services
	Enhance the ability of parents to foster child health and well-being	<u>Short-Term</u> Parents gain new knowledge about child health and well-being. <u>Intermediate</u> Parents engage in behaviors to support their child's health and well-being	▪ Increase in nurturing behaviors ▪ Improvement in physical care ▪ Higher rates of immunization ▪ Higher rates of prenatal care ▪ Higher rates of wellness care ▪ Increased family safety ▪ Women deliver healthy babies

Category: Youth Development

Foellinger Foundation Goal: Youth will have high quality opportunities to develop healthy social, academic, and emotional attributes.

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Outcome Indicators
Youth succeed in school	Directly engage youth in activities that build personal assets	<u>Short-Term</u> Youth develop a positive attitude towards school Youth develop skills that foster school success <u>Intermediate</u> Youth engage in behaviors that foster school success	- Increased interest in reading - Higher expectations for success - Higher aspirations for the future - Improved study habits - Increase in content knowledge - Higher quality school work - Increase in grades, test scores - Fewer disciplinary problems - Improved attendance/fewer drop-outs - Higher graduation rates - College planning activities
Youth: **a) experience positive emotional development and,** **b) make a successful transition to adulthood**	Directly engage youth in activities that build personal assets	<u>Short-Term</u> Youth develop attitudes that i) promote positive emotional development, or ii) facilitate a successful transition to adulthood. Youth gain new skills and knowledge that i) promote positive emotional development, or ii) facilitate a successful transition to adulthood. <u>Intermediate</u> Youth engage in behaviors that i) promote positive emotional development, or ii) facilitate a successful transition to adulthood.	- Increased number of developmental assets - Sense of belonging - Belief in self-efficacy - Positive view of the future - Positive parent and peer relationships - Cultural awareness - Respect for others - Empathy toward others - Feelings of safety, security at home - Knowledge of consequences of risky behaviors - Improved fitness - Development of new interests - Awareness and use of community resources - Decrease in risky behaviors - Responsible decision-making - Positive use of leisure time - Acquisition of life skills - Acquisition of workplace skills - Financial literacy - Community involvement/ participation in volunteer opportunities - Healthy family and social relationships - Economic self-sufficiency - Youth serve as a mentor/role model for children and youth

Category: Youth Development

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Outcome Indicators
Youth: **a) experience positive emotional development and,** **b) make a successful transition to adulthood**	Enhance the ability of parents to foster positive youth development	<u>Short-Term</u> Parents gain new knowledge and skills to foster positive youth development <u>Intermediate</u> Parents create an environment that promotes positive youth development	▪ Positive attitude towards youth ▪ Parenting skills ▪ Improved understanding of needs of youth ▪ Alternative approaches to discipline ▪ Life management skills ▪ Positive communication ▪ Involvement in youth's education ▪ Increased awareness of school expectations ▪ Involvement in school activities
Creating a Supportive Community			
Youth benefit from a supportive community	Engage the community in fostering positive youth development	**Outcome Indicators:** ▪ Increased communication between schools, families, and other organizations ▪ Increased participation in youth-focused activities and events ▪ Youth have opportunities to participate in volunteer activities ▪ Youth have the opportunity to serve as a mentor/role model for children and youth ▪ Youth workers reinforce and facilitate positive youth development ▪ Youth have positive interaction between youth and caring adults ▪ Youth-serving agencies collaborate on behalf of youth	

Family Development

Foellinger Foundation Goal: Families will have high quality opportunities that foster healthy inter-family relationships.

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Outcome Indicators
Families have healthy relationships	Enhance the ability of parents to provide a positive and supportive home environment	Short-Term Parents gain new knowledge and skills to foster healthy family and social relationships Parents gain confidence in their ability to foster healthy family and social relationships Intermediate Parents engage in behaviors that foster healthy family and social relationships	▪ Parenting skills ▪ Knowledge of child development ▪ Awareness of their role as teachers of their children ▪ Knowledge, application of life management techniques ▪ Use of alternative approaches to discipline ▪ Awareness of school expectations ▪ Effective communication ▪ Positive interactions with children ▪ Involvement in the education of their children ▪ Parents promote school attendance ▪ Parents set clear expectations, rules and consequences for children
Families have improved ability to meet their own needs and become self-sufficient	Provide direct support to families, connect families to existing resources	Short-Term Family members gain new skills and knowledge needed to become self-sufficient Intermediate Family members engage in behaviors that lead to self-sufficiency	▪ Improved academic skills ▪ Higher levels of educational attainment ▪ Family members obtain employment ▪ Families access formal and informal support networks ▪ Family involvement in the community

Creating a Supportive Community

Families benefit from a supportive community	Engage the community in supporting families	**Outcome Indicators:** ▪ Strengthening communities ▪ Volunteer opportunities ▪ Development of community schools ▪ Increased communication among families, schools, and the community ▪ Family involvement in the community	

Key Sources: Child Trends Data Base, Family Support America, Harvard Family Research Project, Institute for Research and Reform in Education, Knight Foundation, Michigan State University, National Center for Family Literacy, SEARCH Institute, The Colorado Trust, Tufts University, U.S. Department of Education, Youth Development Strategies, Inc.

Common Outcome Measures

Short-Term Outcomes	
Outcome Type	
Acquisition of Skills	▪ Percent increase in scores after attending ▪ Percent that believe skills were increased after attending ▪ Percent increase in knowledge (before/after program)
Changes in Attitude	▪ Percent improvement as reported by parent, teacher, co-worker, other ▪ Percent improvement as reported by participant
Degree of Readiness	▪ Percent feeling well-prepared for a particular task/undertaking ▪ Percent meeting minimum qualifications for next level/undertaking

Intermediate Outcomes	
Outcome Type	
Incidence of bad behavior	▪ Percent reduction in reported behavior frequency
Incidence of desirable activity	▪ Percent increase in reported behavior frequency ▪ Percent that achieve goal ▪ Rate of improvement
Maintenance of new behavior	▪ Number weeks/months/years continued ▪ Percent change over time ▪ Percent moving to next level/condition/status ▪ Percent that do not reenter the program/system

Long-Term Outcomes	
Outcome Type	
Participant social status	▪ Percent with improved relationships ▪ Percent who graduate ▪ Percent who move to next level/condition/status ▪ Percent who maintain current level/condition/status ▪ Percent who avoid undesirable course of action/behavior
Participant economic condition	▪ Percent who establish career/employment ▪ Percent who move to long term housing ▪ Percent who maintain safe and permanent housing ▪ Percent enrolled in education programs ▪ Percent who retain employment ▪ Percent with increased earnings
Participant health condition	▪ Percent with reduced incidence of health problem ▪ Percent with immediate positive response ▪ Percent that report positive response post-90 days

Source: The Center for What Works

Guide to Capacity Outcomes

Organizational Effectiveness

The Foundation recognizes that organizations that are able to deliver on their mission over time are characterized by sound management, strong governance, and a persistent rededication to assessing and achieving results.[3] To this end, the Foundation offers Transform, Renew, and Inspire capacity building grants. For more information, contact the Foundation at 260.422.2900.

Purpose of the Guide

The *Guide to Capacity Outcomes* is a compilation of activities, outputs/outcomes, and indicators of organizational effectiveness drawn from the research conducted by recognized, credible organizations. The *Guide* corresponds to the operating support logic models (Section II Strategic Priorities) and the Transform capacity building logic model required by the Foellinger Foundation.

- The first column lists the various **capacity building activities** that have been shown to enhance the effectiveness of nonprofit organizations.

- The second column lists the capacity **outputs,** defined as new products, projects or processes that result from the capacity building activities.

- The third column lists the **indicators of organizational effectiveness** and is intended to highlight the concrete, observable behaviors and characteristics of high-performing organizations.

An example of how the various elements work together is presented below:

> **Activity:** Board Development
>
> **Output:** New processes to recruit and orient new board members
>
> **Indicator of Effectiveness:** Regular review of board performance; intentional recruitment of board members with needed skills and attributes.

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[3] Adapted from the Grantmakers for Effective Organizations definition of organizational effectiveness.

Guide to Capacity Outcomes

Capacity Building Activities	Outputs	Indicators of Organizational Effectiveness
▪ Board Development	▪ New board *roles, structure,* and/or *composition* ▪ New processes to recruit and orient new board members ▪ New processes to keep the board engaged in the development and monitoring of strategies	▪ Clear expression of the organization's values, purposes, priorities, and desired impact ▪ Mission drives major strategic discussions and decisions ▪ Regular review of board performance; intentional recruitment of board members with needed skills and attributes ▪ Process is in place to develop effective board/executive leaders
▪ Executive Leadership Development	▪ Enhanced leadership and management skills	▪ Board meets with executive director and conducts annual performance evaluations ▪ Board/executive leaders provide strong direction, support, and accountability to staff
▪ Preparation for Leadership Transitions	▪ Board and staff succession plans	▪ The full board/executive leadership understand how the organization receives and spends its funds

The framework for identifying core capacities, their definitions, and the related capacity-building activities were developed by Paul Connolly of the TCC Group. The indicators of organizational effectiveness were taken from the Foellinger Foundation's *Organizational Structural and Cultural Assessment Matrix* developed by Bryan Orander, Charitable Advisors, Inc.

Guide to Capacity Outcomes

Capacity Building Activities	Outputs	Indicators of Organizational Effectiveness
▪ Organizational Assessment and Planning	▪ Strategic plan ▪ Financial development strategy and plan ▪ Communication strategy and plan	▪ Regular review and refinement of programs goals and desired program impact ▪ Ability to develop and refine a concrete, realistic, and detailed strategic plan; evidence that the strategic plan is used to guide organizational decisions ▪ Use of external benchmarks, evaluation data to assess organizational and program performance ▪ The organization has highly diversified funding sources ▪ The organization is able to attract and retain top people in its field
▪ Program Evaluation (including training) ▪ Community Needs Assessment ▪ Knowledge Management	▪ Systems and processes to track program outcomes ▪ Systems and processes to use program performance data to inform organizational decisions ▪ Program modifications based on changing community needs	
▪ Collaborative Planning	▪ Partner relationships with other organizations to achieve administrative efficiencies and/or greater programmatic impact	

The framework for identifying core capacities, their definitions, and the related capacity-building activities were developed by Paul Connolly of the TCC Group. The indicators of organizational effectiveness were taken from the Foellinger Foundation's *Organizational Structural and Cultural Assessment Matrix* developed by Bryan Orander, Charitable Advisors, Inc.