

Logically Speaking:

Using Logic Models for Planning and Evaluation

Presenters:

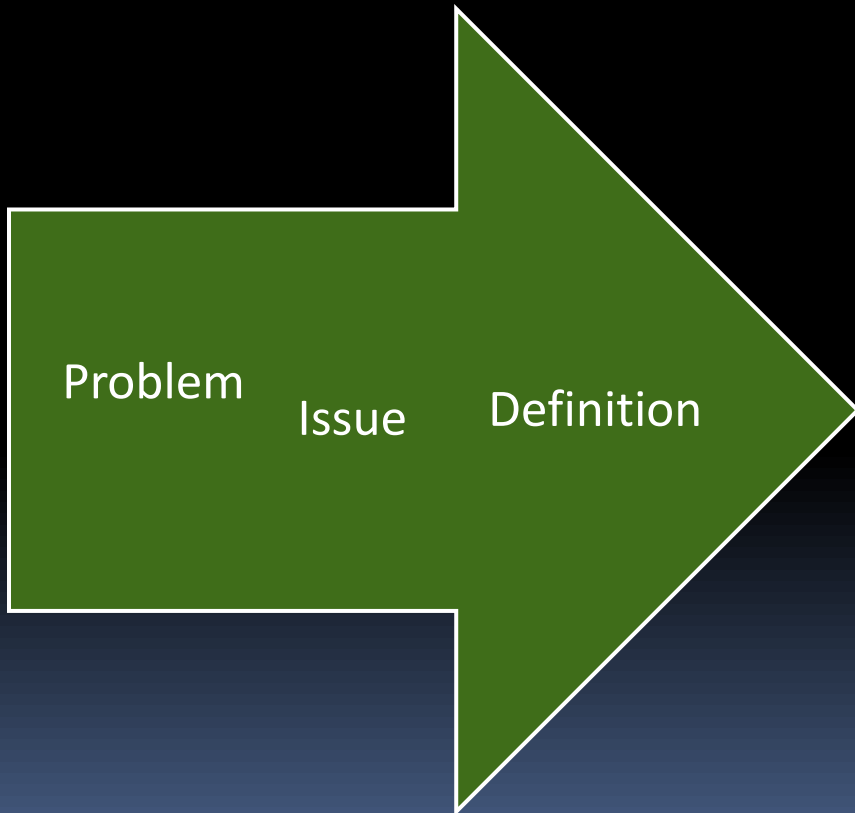
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Defining the Issue



SOLUTION

INTERVENTION

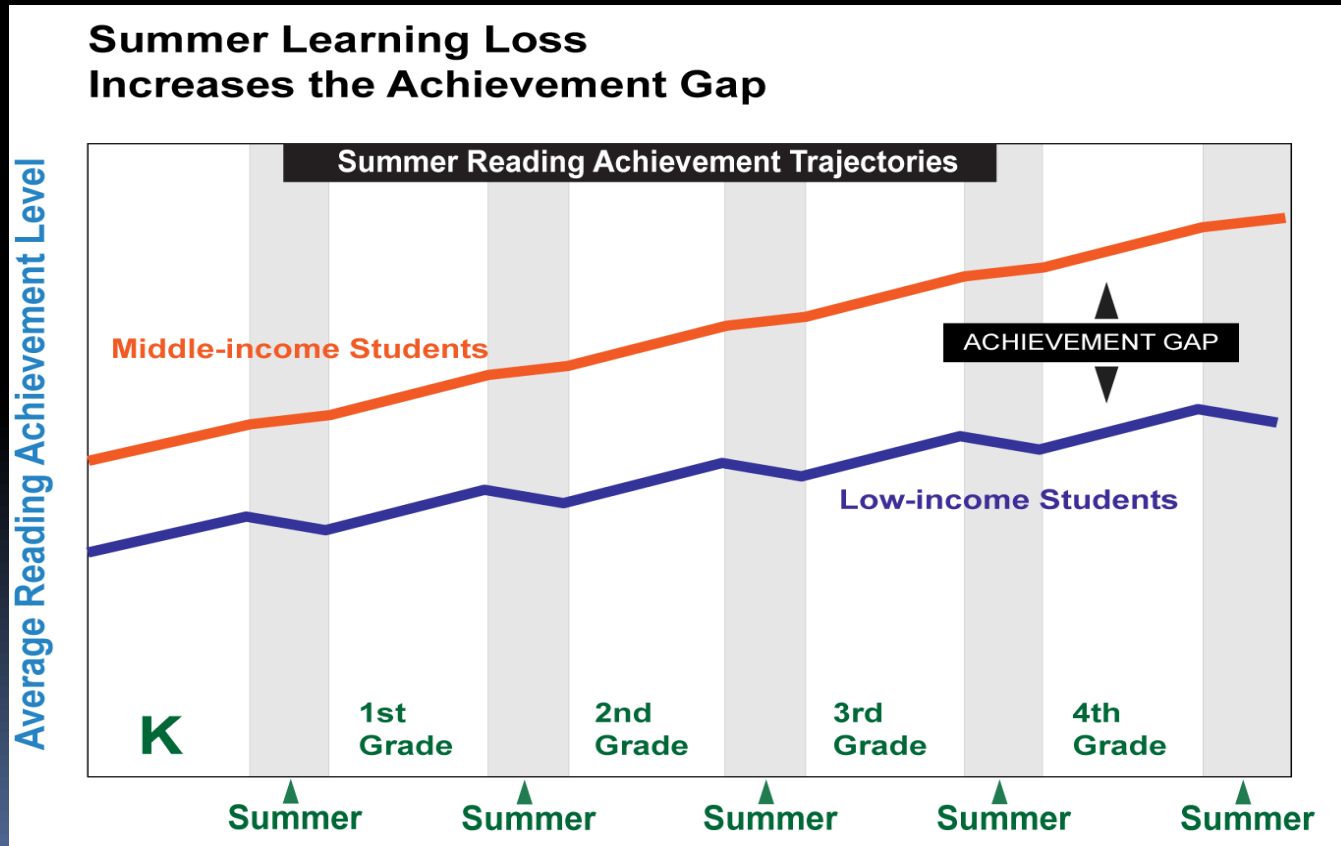
APPROACH



LACK OF

CASE STUDY: For Kids Only Afterschool

- Students in all socioeconomic groups learn at the same rate during the school year but during the summer months, students of low-income families experience learning loss at a much higher rate than their middle class peers.





CASE STUDY: For Kids Only Afterschool

- Needs Assessment of FKO Partner School Districts
 - Higher percentage of low-income students at risk of failing
 - Lower Student Growth Percentiles for low-income students
 - Lengthy state waitlist for financial assistance to attend summer programs
 - Increased number of referrals from school teachers, guidance counselors and Principals
- Evaluation of FKO's Summer Program
- Planning of new Literacy-Focused programming
- Logic Model used as a resource

LOGIC MODEL TEMPLATE

Issue or problem to be addressed: _____

<u>INPUTS</u> (What resources are being devoted or invested in this program? What do you need to make the program work?)	<u>ACTIVITIES</u> (What are you doing in the program? What actions, steps, or tasks are central to the program?)	<u>OUTPUTS</u> (What is the program producing? What services are offered, how frequently, and to whom?)	<u>SHORT-TERM OUTCOMES</u> (What results do you expect/want to occur immediately as a result of the program?)	<u>MEDIUM-TERM OUTCOMES</u> (What results would occur next?)	<u>IMPACT</u> (What is the “ultimate” or long-term results you would expect/want?)

CASE STUDY: For Kids Only Afterschool

Issue or problem to be addressed: There is a significant achievement gap between low-income students and their middle class peers in the communities served by FKO.

<u>INPUTS</u> (What resources are being devoted or invested in this program? What do you need to make the program work?)	<u>ACTIVITIES</u> (What are you doing in the program? What actions, steps, or tasks are central to the program?)	<u>OUTPUTS</u> (What is the program producing? What services are offered, how frequently, and to whom?)	<u>SHORT-TERM OUTCOMES</u> (What results do you expect/want to occur immediately as a result of the program?)	<u>MEDIUM-TERM OUTCOMES</u> (What results would occur next?)	<u>IMPACT</u> (What is the “ultimate” or long-term results you would expect/want?)

Impact: organizational, community, and/or system level changes expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena.

Start with the
vision of what
you hope to
achieve

					<u>IMPACT</u> (What is the “ultimate” or long-term results you would expect/want?)

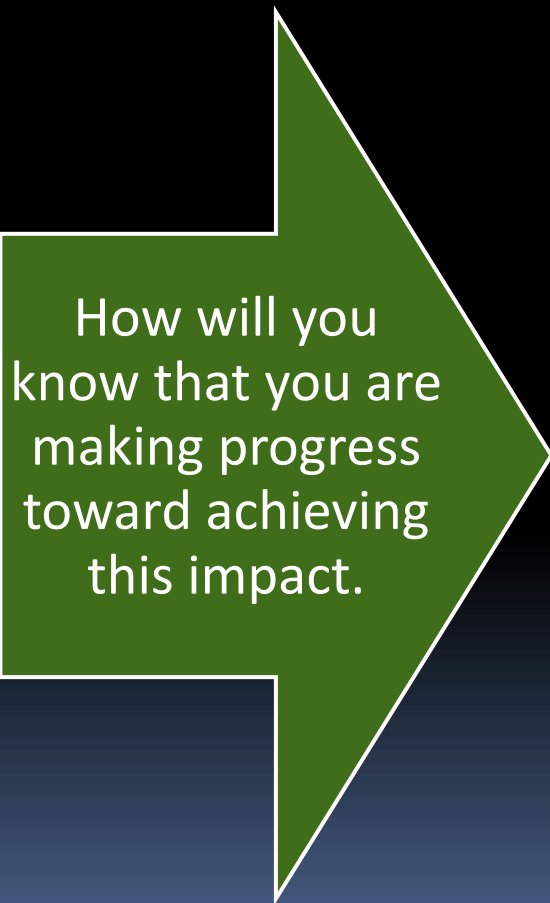


CASE STUDY: For Kids Only Afterschool

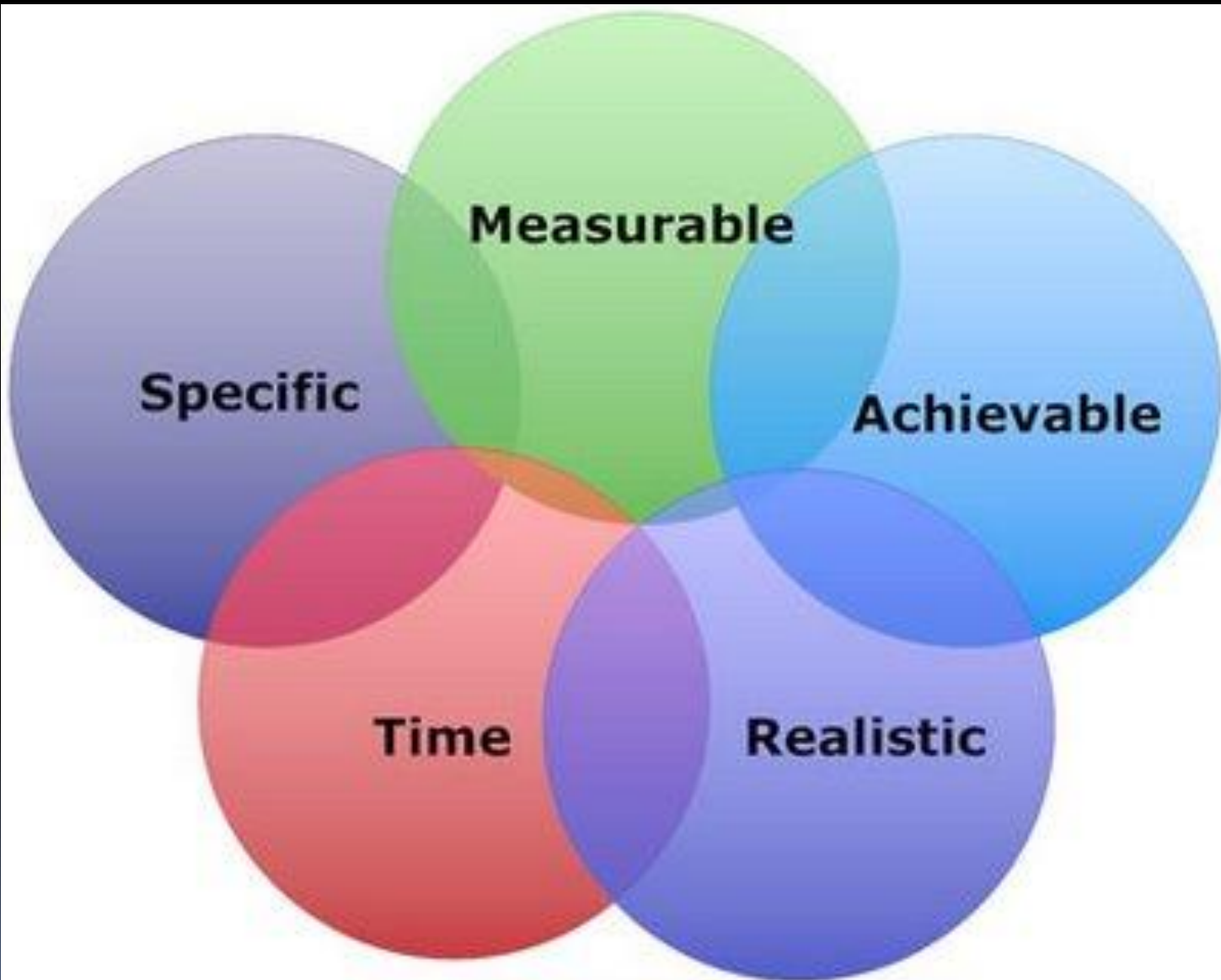
Impact: organizational, community, and/or system level changes expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena.

					<u>IMPACT</u> (What is the “ultimate” or long- term results you would expect/want?)
					<ul style="list-style-type: none">• Reduce school drop-out rate• Increase post-secondary education and career options

Outcomes: Changes that result from participation in program activities, such as changes in attitudes, behaviors, skills, knowledge, status or functional levels



			<u>SHORT-TERM OUTCOMES</u> (What results do you expect/want to occur immediately as a result of the program?)	<u>MEDIUM-TERM OUTCOMES</u> (What results would occur next?)	<u>IMPACT</u> (What is the “ultimate” or long-term results you would expect/want?)



Specific	<p>Is the objective precise and well-defined?</p> <p>Is it clear?</p> <p>Can everyone understand it?</p>
Measurable	<p>How will the individual know when the task has been completed?</p> <p>What evidence is needed to confirm it?</p> <p>Have you stated how you will judge whether it has been completed or not?</p>
Achievable	<p>Is it within their capabilities?</p> <p>Are there sufficient resources available to enable this to happen?</p> <p>Can it be done at all?</p>
Realistic	<p>Is it possible for the individual to perform the objective?</p> <p>How sensible is the objective in the current business context?</p> <p>Does it fit into the overall pattern of this individual's work?</p>
Timely	<p>Is there a deadline?</p> <p>Is it feasible to meet this deadline?</p> <p>Is it appropriate to do this work now?</p> <p>Are there review dates?</p>



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			<ul style="list-style-type: none">• Grant funds received for scholarships• Increased OST Educator confidence• 85% of participants maintain or improve reading skills	<ul style="list-style-type: none">• Reduction in reading achievement gap• Improvement in MCAS Scores• Decrease in school drop-out rate	<ul style="list-style-type: none">• Reduce school drop-out rate• Increase post-secondary education and career options

Outputs: direct products of program activities such as the types, levels and targets of services, can also include the size and/or scope of products and services delivered.

		<u>OUTPUTS</u> (What is the program producing? What services are offered, how frequently, and to whom?)	<u>SHORT-TERM OUTCOMES</u> (What results do you expect/want to occur immediately as a result of the program?)	<u>MEDIUM-TERM OUTCOMES</u> (What results would occur next?)	<u>IMPACT</u> (What is the “ultimate” or long-term results you would expect/want?)

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		<ul style="list-style-type: none">• 10 hours of training• \$50k in grant funds• 75 children enrolled• 160 hours of literacy enrichment• 90% attendance rate	<ul style="list-style-type: none">• Grant funds received for scholarships• Increased OST Educator confidence• 85% of participants maintain or improve reading skills	<ul style="list-style-type: none">• Reduction in reading achievement gap• Improvement in MCAS Scores• Decrease in school drop-out rate	<ul style="list-style-type: none">• Reduce school drop-out rate• Increase post-secondary education and career options

Activities: the processes, techniques, tools, events, technology, and actions of the planned program. These may include products – promotional materials and educational curricula; services – education and training and counseling; and capacity used to bring about desired results

	<u>ACTIVITIES</u> (What are you doing in the program? What actions, steps, or tasks are central to the program?)	<u>OUTPUTS</u> (What is the program producing? What services are offered, how frequently, and to whom?)	<u>SHORT-TERM OUTCOMES</u> (What results do you expect/want to occur immediately as a result of the program?)	<u>MEDIUM-TERM OUTCOMES</u> (What results would occur next?)	<u>IMPACT</u> (What is the “ultimate” or long-term results you would expect/want?)

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	<ul style="list-style-type: none">• Hire and train Literacy Coach and staff• Design curriculum• Literacy-Focused enrichment• Off-site Learning Trips	<ul style="list-style-type: none">• 10 hours of training• \$50k in grant funds• 75 children enrolled• 160 hours of literacy enrichment• 90% attendance rate	<ul style="list-style-type: none">• Grant funds received for scholarships• Increased OST Educator confidence• 85% of participants maintain or improve reading skills	<ul style="list-style-type: none">• Reduction in reading achievement gap• Improvement in MCAS Scores• Decrease in school drop-out rate	To significantly reduce the achievement gap between low-income children and their middle class peers in FKO’s partnering school communities.

Inputs: human, financial, organizational, and community resources a program has available to direct toward doing the work.

<u>INPUTS</u> (What resources are being devoted or invested in this program? What do you need to make the program work?)	<u>ACTIVITIES</u> (What are you doing in the program? What actions, steps, or tasks are central to the program?)	<u>OUTPUTS</u> (What is the program producing? What services are offered, how frequently, and to whom?)	<u>SHORT-TERM OUTCOMES</u> (What results do you expect/want to occur immediately as a result of the program?)	<u>MEDIUM-TERM OUTCOMES</u> (What results would occur next?)	<u>IMPACT</u> (What is the “ultimate” or long-term results you would expect/want?)

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<ul style="list-style-type: none">• Staff• Staff Training• Grant funds• Literacy Curriculum• Literacy Supplies/Materials• Transportation	<ul style="list-style-type: none">• Hire and train Literacy Coach and staff• Design curriculum• Literacy-Focused enrichment• Off-site Learning Trips	<ul style="list-style-type: none">• 10 hours of training• \$50k in grant funds• 75 children enrolled• 160 hours of literacy enrichment• 90% attendance rate	<ul style="list-style-type: none">• Grant funds received for scholarships• Increased OST Educator confidence• 85% of participants maintain or improve reading skills	<ul style="list-style-type: none">• Reduction in reading achievement gap• Improvement in MCAS Scores• Decrease in school drop-out rate	<ul style="list-style-type: none">• Reduce school drop-out rate• Increase post-secondary education and career options

CASE STUDY: For Kids Only Afterschool

<u>INPUTS</u>	<u>ACTIVITIES</u>	<u>OUTPUTS</u>	<u>SHORT-TERM OUTCOMES</u>	<u>MEDIUM-TERM OUTCOMES</u>	<u>IMPACT</u>
<ul style="list-style-type: none"> • Staff (Site Director, OST Educators, Literacy Coaches) • Staff Training (Space, Trainers, Materials) • Grant funds for scholarships • Literacy Curriculum • Literacy Supplies/Materials • Transportation for off-site trips • Breakfast, lunch, snacks 	<ul style="list-style-type: none"> • Hire and train Literacy Coach and staff • Design and implement fundraising plan • Outreach • Purchase supplies • Design curriculum • Create an evaluation plan • Implement literacy-focused curriculum • Hold Family Literacy Nights 	<ul style="list-style-type: none"> • 10 hours of training • \$50k in grant funds • 30 tuition scholarships • 75 children enrolled • 440 hours of service • 160 hours of literacy enrichment • 80 hours of literacy coaching • 90% attendance rate 	<ul style="list-style-type: none"> • Grant funds received for scholarships • Increased OST Educator confidence • 85% of participants maintain or improve reading skills • Increased family awareness of importance of literacy at home • Increased community awareness of summer programs 	<ul style="list-style-type: none"> • Reduction in reading achievement gap • Improvement in MCAS Scores • Lifelong love of reading • Sustained partnership between school, community, program and family 	<ul style="list-style-type: none"> • Reduce school drop-out rate • Increase post-secondary education and career options

Questions?

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