ATTACHMENT B: PROJECT EVALUATION PLAN

INSTRUCTIONS FOR COMPLETION OF LOGIC MODEL AND INDICATOR FORMS[1]

LOGIC MODEL TABLE INSTRUCTIONS

Using the Logic Model Table included in this document the following for the HSCMG project:

1. Resources include the elements or ingredients that constitute the project. List the following:

    - Who provides the services for your project? (e.g., staff, volunteers, contractors)
    - Who participates in your projects? (e.g., individuals, families, etc.)
    - Where does the project take place? (e.g., clinic space, classrooms, etc.)
    - How is the project funded? (e.g., foundation/government grants, participant fees, etc.)

2. Activities are the processes or events that you undertake using the resources available. List your major project activities. Examples: "Meal Delivery Project", "Smoking Cessation Project".

3. Outputs describe the number and types of participants served, the number and duration of events, and all products generated by project activities (these output numbers should reflect expectations for an annual grant period). List:

    - The number, type, and duration of project events or interactions, and the number of project participants. Example: "30 single moms receive one hour of weekly one-on-one counseling and coping skills."

    - The number and types of any products created by the project. Example: "1,200 newsletters mailed to clients quarterly."

4. Outcomes describe changes in beliefs, attitudes, knowledge, and behaviors that the project produces. Describe appropriate outcomes for your projects at the individual, organizational, and community levels. Example: "Decrease smoking and drug use among low-income youth." As you identify your project outcomes, determine whether these are short-term, intermediate, or long-term outcomes of your project work. Structure your outcome statements using the following format:

Desired Effect	In What	For Whom
Increase	Attitude	Project Participant
Decrease	Perception	Client

Maintain	Knowledge	Individual
Improve	Skill	Family
Reduce	Behavior	Neighborhood
Expand	Condition	Organization
Etc.	Etc.	Community

[1]Source: Adapted from Foraker Group "Performance Outcome Evaluation" presentation to the Municipality of Anchorage Department of Health and Human Services, 10/15/13

5. A goal is a broad statement of what the project expects to accomplish. The ultimate impact the project expects to have on the community ("The Greater Good"). State the goal as what the project is to do, not how it will be done, identifying the population, setting, and problem to be addressed[2]. Examples are provided below; these are examples only and do not necessarily represent eligible projects under this RFGP.

Examples: Goals

1. A project that will provide job training and education to homeless women in Anchorage may identify the goal as:

	Population	Setting	Problem to be addressed
Goal:	Homeless women	in Anchorage	are economically self-sufficient.

2. A project to educate Anchorage elementary school children on healthy eating and exercise:

	Population	Setting	Problem to be addressed
Goal:	Elementary school children	within the Anchorage School District	are aware of the effects of obesity.

Example: Logic Model Table (from a child abuse reduction project)

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Resources (Input, resources used or consumed. What the project will need to do the work.)	Activities (Processes or events undertaken. What the program does.)	Outputs (Units of service or products produced for the funding provided. Services the project will deliver "so that" the outcome can be achieved.)	Outcomes (Changes in beliefs, attitudes, knowledge, behavior, status, or condition. The changes the project expects to happen.)	Goal (What the project is to do, not how it will be done.)
• Staff: Educator and Administrative Staff • Curricula • Planning time • Funding • Knowledge Base • Materials • Equipment • Space • Technology • Community Partners	• Conduct workshops, meetings • Deliver services • Develop products, curriculum, resources • Train • Assess • Facilitate • Refer • Promote	• # attending workshops • # completing workshops • # receiving referrals	• Increase parent awareness of how to positively interact with their children. • Increase comprehension of the triggers that lead to domestic abuse. • Improve parents' knowledge of coping strategies and positive discipline techniques.	• At-risk parents in Anchorage learn positive parenting skills.

[2]Source: U.S. Department of Health and Human Services, Family and Youth Services "PREP Logic Model Tip Sheet" accessed online 11/18/13

INDICATOR TABLE INSTRUCTIONS

Select one or more outcomes from the logic model to which the Agency believes the project can be held accountable. Complete the attached worksheet to describe the measure(s) (or indicators) by which the Agency will know if the project is successful. For the purposes of this grant, the selected indicator(s) should reflect only what is achievable during the period of the grant.

NOTE: Indicators should reflect only the HSCMG funded portion of the project. Example: If the project serves 100 individuals per year and HSCMG funds 20% of the program, then the indicator value would reflect service to 100 x .0.20 = 20 individuals.

Use the worksheet as you do the following:

1. Decide upon up to three indicators that are most appropriate for the outcome(s) you have selected. Indicators provide specific, observable, and measurable evidence that outcomes are being achieved. Please note, participant satisfaction is a measure of program quality but should not be used as an outcome measure. Before settling on a specific indicator, ask the following questions:

   - What could the project see, hear, or read that would demonstrate that this outcome is being achieved?
   - Do the indicators make sense in relation to the outcomes they are intended to measure?
   - Are the indicators specific and measurable in some way?
   - Are the indicators useful to the organization in determining the project effectiveness?
   - Based on the nature of the interactions with the target audience, can the project have a meaningful impact on this indicator?
   - Can the indicator(s) selected provide a meaningful measure during the period of the grant?

2. Describe some data gathering strategies appropriate for the indicators selected. They should utilize objective, standardized measurement tools, databases, etc. in comparison to anecdotal or highly subjective measures. For example:

   - Polls, surveys, or questionnaires
   - Interviews or focus groups
   - Direct observations
   - Client records
   - Official documents
   - Pre and post testing

Example: Indicator Table (from a child literacy program):

Outcome Carried over from Logic Model (Changes in beliefs, attitudes, knowledge, behavior, status, or condition. The changes the project expects to happen.)	Indicator (Specific, observable, and measurable evidence that outcomes are being achieved. What data the project has identified will demonstrate they are moving towards the success of their outcomes.)	Data-Gathering Strategy (The method(s) the project will use to collect the indicator data.)
Increase parent-child interaction in reading	Amount of parent time spent on reading or storytelling (for example, 80% of parents spend at least 2 hours per week reading or storytelling)	Survey or parent logs
Increase comprehension and use of language by children	Percent of children who demonstrate improved speaking skills (for example, 75% of children demonstrate improved phonological awareness	Documented teacher observations
Increased reading skills among children	Number of children who read at or above their grade level (for example, 75% of the children exit the program at or above grade level).	Testing by teachers

[3]Source: Indicator Table includes information excerpted from Outcomes for Success: 2000 Edition, Evaluation Forum, 2000: Seattle, WA

Logic Model Table

Human Services Community Matching Grant
APPLICANT AGENCY: _____

Resources	Activities	Outputs	Outcomes	Goal

Indicator Table

Human Services Community Matching Grant
APPLICANT AGENCY: _____

Outcome	Indicator	Data Gathering Strategy
1.	1.1.	1.1.1.
	1.2.	1.2.1.
	1.3.	1.3.1.
2.	2.1.	2.1.1.
	2.2.	2.2.1.
	2.3.	2.3.1.
3.	3.1.	3.1.1.
	3.2.	3.2.1.
	3.3.	3.3.1.