

# Evaluation Materials

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## The Logic Model and Measurement Framework as Tools for Organizational Learning (Revised, March 2008)

Logic models and measurement frameworks, basic tools of evaluation, serve two important purposes. First, they are a mechanism of accountability for the Foundation. By having organizations articulate the connections between what they do, why they do it, and what difference they intend to make (the logic model), and by having the organizations provide a scorecard of its progress in meeting key outcomes (the measurement framework), the Foundation is able to ensure that it is dispensing grants responsibly and in a manner that supports the core values 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. However, to realize the potential of evaluation as a learning tool, organizations need to abandon the idea of *evaluation* as an isolated event (i.e., “completing the evaluation”) and adopt the idea of *evaluative thinking* as 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.<sup>1</sup> 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* becomes integrated into the culture of the organization, rather than having *evaluation activity* (including completion of a logic model) seen as an add-on to the more important work of the organization.
- *Evaluative thinking* is used to prompt reflection and dialogue within the organization, rather than viewing the completion of *the logic model* as merely the completion of just one more required task.

Like a good evaluation, the value of the logic model is found in its utility: whether or not it provides 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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<sup>1</sup> Hallie Preskill and Rosalie T. Torres (1999). *Evaluative Inquiry for Learning in Organizations*, p. 53. Sage Publications.

## Glossary of Evaluation Terms

**LOGIC MODEL:** A visual representation of the relationship among the various resources you have to support your mission, the activities you undertake in support of the mission and the type of impact your organization creates.<sup>2</sup>

- **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.
  - Short-Term Outcomes: Changes in participant knowledge, attitudes, perceptions, or skills related to the mission of your organization.
  - Intermediate Outcomes: Changes in participant *behavior* that result from the short-term outcomes.
  - Long-Term Outcomes: 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.<sup>3</sup>

**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.

- **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.

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<sup>2</sup> Adapted from the Logic Model Development Guide, W.K. Kellogg Foundation

<sup>3</sup> Definition developed by Grantmakers for Effective Organizations

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

<b>Logic Model Template</b>			
<b>Section I: Evidence of Program Outcomes</b>			
<b>Organizational Mission:</b>			
<b>Resources</b>	<b>Program Activities and Outputs</b>	<b>Program Outcomes</b>	<b>Outcome Indicators</b>
Key resources needed to support the organizational mission	<ul style="list-style-type: none"> <li>▪ 2-3 key programs or services that support the organizational mission</li> <li>▪ Number of clients served through each of these programs or services during the most recent fiscal year (number and fiscal year listed for each program)</li> </ul>	2-3 specific outcomes produced by the key programs or services  <i>(Selected from the Guide to Program Outcomes)</i>	Measureable evidence that these 2-3 outcomes are being achieved  <i>(Include the fiscal year in which the evidence was collected)</i>



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

<b>Logic Model Sample</b>			
<b>Section I: Evidence of Program Outcomes</b>			
<b>Organizational Mission:</b> Helping children and families in Allen County by promoting healthy youth development.			
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>▪ 4 full-time staff</li> <li>▪ Recreational facility</li> <li>▪ Educational curriculum</li> <li>▪ Private donors</li> </ul>	<p><b>Program Activities and Outputs</b></p> <ul style="list-style-type: none"> <li>▪ Mentoring and individual counseling (<i>total of 75 youth participating in 2011</i>)</li> <li>▪ Drop-in social and recreational activities (<i>average of 35 youth per day in 2011</i>)</li> <li>▪ After-school homework help (<i>average of 15 per day in 2011</i>)</li> </ul>	<p><b>Program Outcomes</b></p> <p>Youth develop attitudes that promote positive emotional development: <b>increased number of developmental assets</b></p> <p>Youth engage in behaviors that foster school success: <b>higher quality school work</b></p>	<p><b>Outcome Indicators</b></p> <p>75% of youth who participate in activities on a weekly basis show an increase in at least one asset as defined by the SEARCH Institute (2011)</p> <p>75% of regular participants in the after-school homework help program report improvement in study skills and habits (2011)</p>

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

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





# OPERATING SUPPORT – *Logic Model Sample*

Community Interests Grants

*Logic Model Sample*

<b>Logic Model Sample</b>			
<b>Section I: Evidence of Community Impact</b>			
<b>Organizational Mission:</b> To promote art appreciation among Fort Wayne residents and to provide a venue for showcasing local artists.			
<p><b>Resources</b></p> <p>Individual patrons</p> <p>Corporate sponsors</p> <p>Local artists</p> <p>School partnerships</p>	<p><b>Program Activities and Outputs</b></p> <p>On-site art workshops for elementary and middle school students (<i>250 student participants in 2011</i>)</p> <p>Grants to local artists to complete works of art (<i>10 grants in 2011</i>)</p>	<p><b>Community Impact</b></p> <p>Residents of Fort Wayne, especially young children and youth, have the opportunity to develop interests and skills in the arts</p> <p>Local artists are able to pursue their works within a supportive environment</p>	<p><b>Evidence of Impact</b></p> <p>75% of students who participated in a workshop reported that they are more likely now than before to pursue some form of artistic expression in their spare time (<i>2011</i>)</p> <p>From 2010-2011, 90% of artists have reported that they would not have been able to complete their works without the grant</p>

**OPERATING SUPPORT – *Logic Model Sample***  
Community Interests Grants

<b>Section II: Strategic Priorities</b>			
<p><b>Organizational Effectiveness</b></p> <p>Need: Organizational assessment and planning to increase annual contributions from corporate sponsors</p>	<p><b>Activities</b></p> <p>Identify potential corporate donors, craft marketing strategy</p>	<p><b>Outputs/Outcomes</b></p> <p>Funding strategy supported by a comprehensive fundraising plan</p>	<p><b>Indicators of Effectiveness</b></p> <p>The organization has highly diversified funding sources</p>
<p><b>Program Improvement</b></p> <p>Create more space to display works of local artists</p>	<p><b>Activities</b></p> <p>Renovate existing structure to create a larger display area</p>	<p><b>Outputs/Outcomes</b></p> <p>More local artists will be able to display their work</p>	<p><b>Program Impact</b></p> <p>Increased space will attract more local residents, resulting in more people coming to appreciate the value of local art and artists</p>

## PROGRAM SUPPORT GRANTS – *Logic Model Template*

<b>Logic Model Template</b>			
<b>Program Title:</b>			
<b>Long-Term Outcome:</b>			
<b>Program Strategy:</b>			
<p><b>Resources</b></p> <p>List of key funding sources, in-kind contributions, specialized curriculum, and organizational partners</p>	<p><b>Activities</b></p> <p>List of core services or interventions that comprise the program</p>	<p><b>Outputs</b></p> <p>Key measures used to track the productivity of the program</p>	<p><b>Short-Term Outcomes</b></p> <p>Changes in knowledge, attitudes, perceptions, skills among participants</p> <p><b>Intermediate Outcomes</b></p> <p>Changes in behavior among participants</p> <p><i>Note: Short-term and intermediate outcomes must include the appropriate outcome and the specific common indicator relevant to your program.</i></p>
<p>Information for the gray-shaded boxes is to be taken from the <i>Guide to Program Outcomes</i> if you are applying under Early Childhood Development, Youth Development, or Family Development.</p>			

PROGRAM SUPPORT GRANTS – *Measurement Framework Template*

<b>Measurement Framework</b>				
<b>Period Covered:</b>				
<b>Key Outputs</b>	<b>Targets</b>	<b>Actual</b>	<b>Collection Methods</b>	

<b>Key Outcomes</b>	<b>Indicators</b>	<b>Targets</b>	<b>Actual</b>	<b>Data Collection</b>	
				<b>Method</b>	<b>Timing/Frequency of Collection</b>

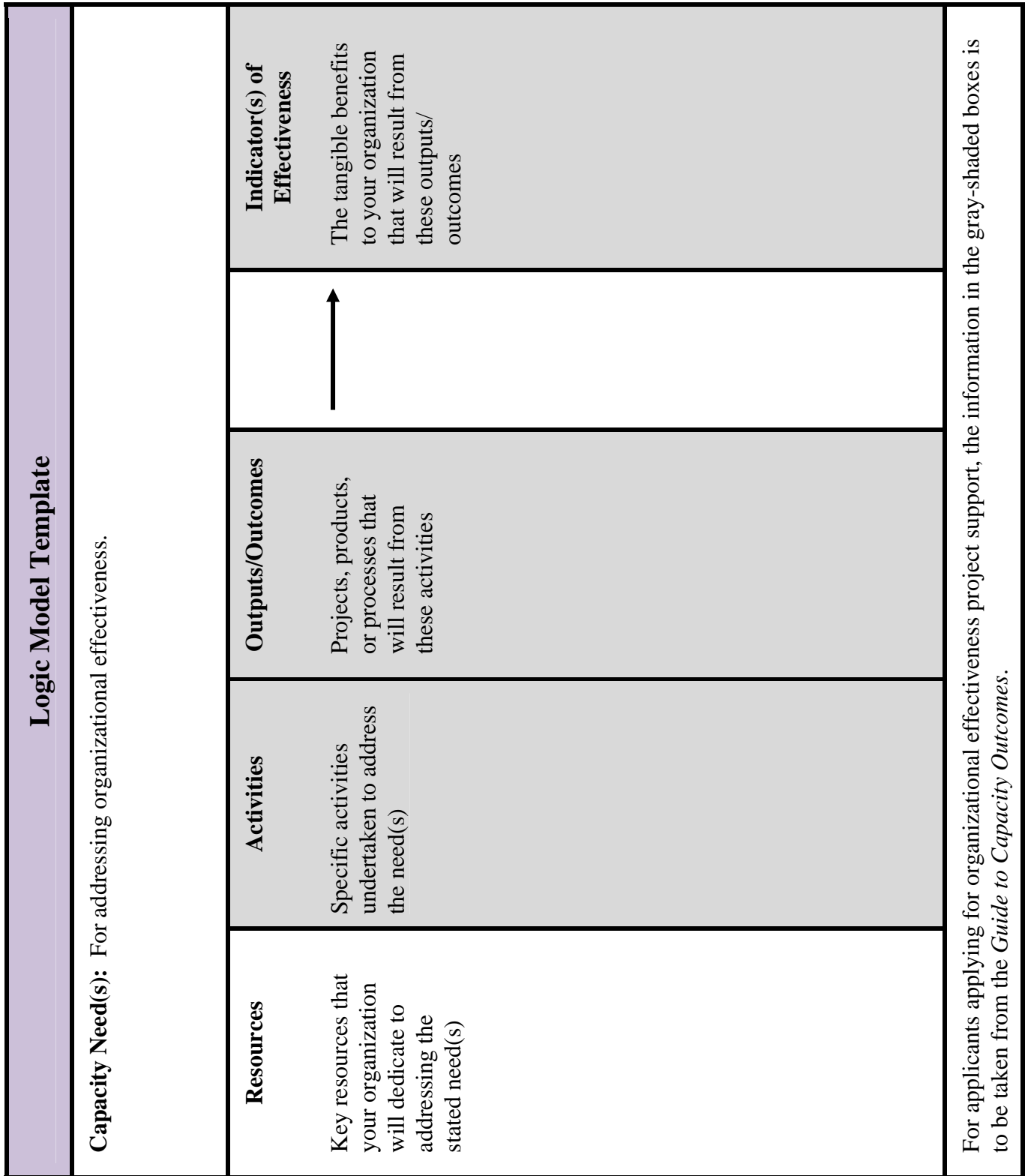
PROGRAM SUPPORT GRANTS – *Logic Model Sample*

<b>Logic Model Sample</b>			
<b>Program Title:</b> Families for a Healthy Tomorrow			
<b>Long-Term Outcome:</b> Families have healthy relationships			
<b>Program Strategy:</b> Enhance the ability of parents to provide a positive and supportive home environment			
<b>Resources</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short-Term Outcome</b>
Foundation grants Partnership with local food bank In-kind contribution of space from local churches	Site-based training and support sessions with young families Family to family support and mentoring	Total number of families participating Number of families attending at least 80% of the training and support sessions	Parents gain new knowledge and skills to foster healthy family and social relationships: <i>awareness of their role as teachers of their children.</i>  <b>Intermediate Outcome</b>  Parents engage in behaviors that foster healthy family and social relationships: <i>parents set clear expectations, rules and consequences for their children</i>
Information for the gray-shaded boxes is to be taken from the <i>Guide to Program Outcomes</i> if you are applying under Early Childhood Development, Youth Development, or Family Development.			

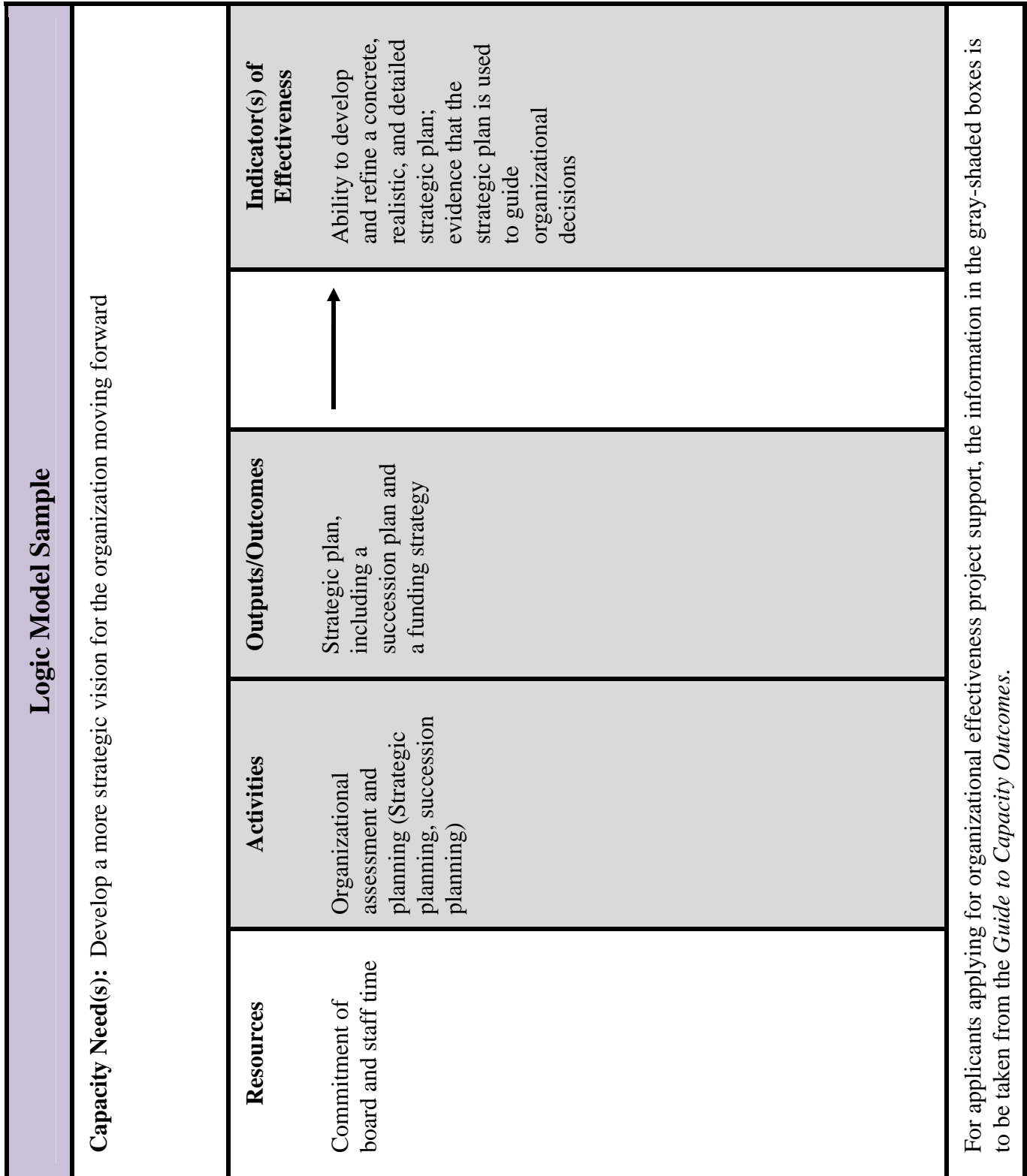
PROGRAM SUPPORT GRANTS – *Measurement Framework Sample*

<b>Measurement Framework</b>					
<b>Period Covered:</b> June – December 2011					
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	
Parents gain new knowledge and skills to foster healthy family and social relationships: <i>awareness of their role as teachers of their children</i>	Percentage increase in knowledge after the program (for those attending at least 80% of the sessions)	90% will report gains in knowledge		Method	Timing/Frequency of Collection
Parents engage in behaviors that foster healthy family and social relationships: <i>parents set clear expectations, rules and consequences for their children</i>	Percent increase in reported behavior frequency (for those attending at least 80% of the sessions)	90% will report new behaviors		Parent questionnaire	Administered prior to and at the completion of the program
				Parent questionnaire	Administered prior to the program and 6 months after completion

STRENGTHENING ORGANIZATIONS GRANTS – *Logic Model Template*



STRENGTHENING ORGANIZATIONS GRANTS – *Logic Model Sample*



## 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 21.

### 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 **common 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
Common Indicator:	Improved study habits

The last section of the *Guide* is a list of **Measurement of Indicators** (page 22) 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. This information will be stated on your measurement framework.

**Category: Early Childhood Development**

**Foellinger Foundation Goal:** Young children in Allen County will have high quality early childhood education.

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Common Indicators
<p><b>Children enter school ready to learn</b></p>	<p>Provide quality Pre-K education</p>	<p><u>Short-Term/Intermediate</u> Children achieve developmental milestones.</p>	<p>Children show gains in one or more of the following:</p> <ul style="list-style-type: none"> <li>▪ Emergent literacy skills</li> <li>▪ Social skills</li> <li>▪ Physical motor skills</li> <li>▪ Cognitive skills</li> <li>▪ Emotional development</li> <li>▪ Teachability traits</li> </ul>
	<p>Enhance the ability of parents to foster early childhood development and education</p>	<p><u>Short-Term</u> Parents gain new knowledge, skills, and techniques that foster early childhood development</p> <p><u>Intermediate</u> Parents gain confidence in their ability to foster early childhood development</p> <p>Parents engage in behaviors that foster early childhood development</p>	<ul style="list-style-type: none"> <li>▪ Awareness of school expectations</li> <li>▪ Improved understanding of children’s needs and abilities</li> <li>▪ Increase in self-esteem and self-confidence</li> <li>▪ Alternative approaches to discipline</li> <li>▪ Involvement in school activities, including reading and homework</li> <li>▪ Increased positive, supportive interaction with their children</li> </ul>
	<p>Enhance the ability of early childhood educators to provide quality Pre-K education</p>	<p><u>Short-Term</u> Providers gain new knowledge, skills, and methods to foster childhood development</p> <p><u>Intermediate</u> Providers engage in new behaviors that foster childhood development</p>	<ul style="list-style-type: none"> <li>▪ Introduction of new curriculum</li> <li>▪ Children with developmental delays receive appropriate intervention services</li> </ul>
	<p>Enhance the ability of parents to foster child health and well-being</p>	<p><u>Short-Term</u> Parents gain new knowledge about child health and well-being.</p> <p><u>Intermediate</u> Parents engage in behaviors to support their child’s health and well-being</p>	<ul style="list-style-type: none"> <li>▪ Increase in nurturing behaviors</li> <li>▪ Improvement in physical care</li> <li>▪ Higher rates of immunization</li> <li>▪ Higher rates of prenatal care</li> <li>▪ Higher rates of wellness care</li> <li>▪ Increased family safety</li> <li>▪ Women deliver healthy babies</li> </ul>

**Category: Youth Development**

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

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Common Indicators
<p><b>Youth succeed in school</b></p>	<p>Directly engage youth in activities that build personal assets</p>	<p><u>Short-Term</u> Youth develop a positive attitude towards school</p> <p>Youth develop skills that foster school success</p> <p><u>Intermediate</u> Youth engage in behaviors that foster school success</p>	<ul style="list-style-type: none"> <li>▪ Increased interest in reading</li> <li>▪ Higher expectations for success</li> <li>▪ Higher aspirations for the future</li> <li>▪ Improved study habits</li> <li>▪ Increase in content knowledge</li> <li>▪ Higher quality school work</li> <li>▪ Increase in grades, test scores</li> <li>▪ Fewer disciplinary problems</li> <li>▪ Improved attendance/fewer drop-outs</li> <li>▪ Higher graduation rates</li> <li>▪ College planning activities</li> </ul>
<p><b>Youth:</b></p> <p><b>a) experience positive emotional development and,</b></p> <p><b>b) make a successful transition to adulthood</b></p>	<p>Directly engage youth in activities that build personal assets</p>	<p><u>Short-Term</u> Youth develop attitudes that i) promote positive emotional development, or ii) facilitate a successful transition to adulthood.</p> <p>Youth gain new skills and knowledge that i) promote positive emotional development, or ii) facilitate a successful transition to adulthood.</p> <p><u>Intermediate</u> Youth engage in behaviors that i) promote positive emotional development, or ii) facilitate a successful transition to adulthood.</p>	<ul style="list-style-type: none"> <li>▪ Increased number of developmental assets</li> <li>▪ Sense of belonging</li> <li>▪ Belief in self-efficacy</li> <li>▪ Positive view of the future</li> <li>▪ Positive parent and peer relationships</li> <li>▪ Cultural awareness</li> <li>▪ Respect for others</li> <li>▪ Empathy toward others</li> <li>▪ Feelings of safety, security at home</li> <li>▪ Knowledge of consequences of risky behaviors</li> <li>▪ Improved fitness</li> <li>▪ Development of new interests</li> <li>▪ Awareness and use of community resources</li> <li>▪ Decrease in risky behaviors</li> <li>▪ Responsible decision-making</li> <li>▪ Positive use of leisure time</li> <li>▪ Acquisition of life skills</li> <li>▪ Acquisition of workplace skills</li> <li>▪ Financial literacy</li> <li>▪ Community involvement/participation in volunteer opportunities</li> <li>▪ Healthy family and social relationships</li> <li>▪ Economic self-sufficiency</li> <li>▪ Youth serve as a mentor/role model for children and youth</li> </ul>

### Youth Development (Continued)

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Common Indicators
<p><b>Youth:</b></p> <p>a) experience positive emotional development and,</p> <p>b) make a successful transition to adulthood</p>	<p>Enhance the ability of parents to foster positive youth development</p>	<p><u>Short-Term</u> Parents gain new knowledge and skills to foster positive youth development</p> <p><u>Intermediate</u> Parents create an environment that promotes positive youth development</p>	<ul style="list-style-type: none"> <li>▪ Positive attitude towards youth</li> <li>▪ Parenting skills</li> <li>▪ Improved understanding of needs of youth</li> <li>▪ Alternative approaches to discipline</li> <li>▪ Life management skills</li> <li>▪ Positive communication</li> <li>▪ Involvement in youth's education</li> <li>▪ Increased awareness of school expectations</li> <li>▪ Involvement in school activities</li> </ul>
<b>Creating a Supportive Community</b>			
<p><b>Youth benefit from a supportive community</b></p>	<p>Engage the community in fostering positive youth development</p>		<ul style="list-style-type: none"> <li>▪ Increased communication between schools, families, and other organizations</li> <li>▪ Increased participation in youth-focused activities and events</li> <li>▪ Youth have opportunities to participate in volunteer activities</li> <li>▪ Youth have the opportunity to serve as a mentor/role model for children and youth</li> <li>▪ Youth workers reinforce and facilitate positive youth development</li> <li>▪ Youth have positive interaction between youth and caring adults</li> <li>▪ Youth-serving agencies collaborate on behalf of youth</li> </ul>

## Family Development

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

Long-Term Outcomes	Program Strategies	Short-Term/Intermediate Outcomes	Common Indicators
<b>Families have healthy relationships</b>	Enhance the ability of parents to provide a positive and supportive home environment	<p><u>Short-Term</u> Parents gain new knowledge and skills to foster healthy family and social relationships</p> <p>Parents gain confidence in their ability to foster healthy family and social relationships</p> <p><u>Intermediate</u> Parents engage in behaviors that foster healthy family and social relationships</p>	<ul style="list-style-type: none"> <li>▪ Parenting skills</li> <li>▪ Knowledge of child development</li> <li>▪ Awareness of their role as teachers of their children</li> <li>▪ Knowledge, application of life management techniques</li> <li>▪ Use of alternative approaches to discipline</li> <li>▪ Awareness of school expectations</li> <li>▪ Effective communication</li> <li>▪ Positive interactions with children</li> <li>▪ Involvement in the education of their children</li> <li>▪ Parents promote school attendance</li> <li>▪ Parents set clear expectations, rules and consequences for children</li> </ul>
<b>Families have improved ability to meet their own needs and become self-sufficient</b>	Provide direct support to families, connect families to existing resources	<p><u>Short-Term</u> Family members gain new skills and knowledge needed to become self-sufficient</p> <p><u>Intermediate</u> Family members engage in behaviors that lead to self-sufficiency</p>	<ul style="list-style-type: none"> <li>▪ Improved academic skills</li> <li>▪ Higher levels of educational attainment</li> <li>▪ Family members obtain employment</li> <li>▪ Families access formal and informal support networks</li> <li>▪ Family involvement in the community</li> </ul>
<b>Creating a Supportive Community</b>			
<b>Families benefit from a supportive community</b>	Engage the community in supporting families		<ul style="list-style-type: none"> <li>▪ Strengthening communities</li> <li>▪ Volunteer opportunities</li> <li>▪ Development of community schools</li> <li>▪ Increased communication among families, schools, and the community</li> <li>▪ Family involvement in the community</li> </ul>

**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.

## Measurement of Indicators

<b>Short-Term Outcomes</b>	
<b>Outcome Type</b>	
<i>Acquisition of Skills</i>	<ul style="list-style-type: none"> <li>▪ Percent increase in scores after attending</li> <li>▪ Percent that believe skills were increased after attending</li> <li>▪ Percent increase in knowledge (before/after program)</li> </ul>
<i>Changes in Attitude</i>	<ul style="list-style-type: none"> <li>▪ Percent improvement as reported by parent, teacher, co-worker, other</li> <li>▪ Percent improvement as reported by participant</li> </ul>
<i>Degree of Readiness</i>	<ul style="list-style-type: none"> <li>▪ Percent feeling well-prepared for a particular task/undertaking</li> <li>▪ Percent meeting minimum qualifications for next level/undertaking</li> </ul>
<b>Intermediate Outcomes</b>	
<b>Outcome Type</b>	
<i>Incidence of bad behavior</i>	<ul style="list-style-type: none"> <li>▪ Percent reduction in reported behavior frequency</li> </ul>
<i>Incidence of desirable activity</i>	<ul style="list-style-type: none"> <li>▪ Percent increase in reported behavior frequency</li> <li>▪ Percent that achieve goal</li> <li>▪ Rate of improvement</li> </ul>
<i>Maintenance of new behavior</i>	<ul style="list-style-type: none"> <li>▪ Number weeks/months/years continued</li> <li>▪ Percent change over time</li> <li>▪ Percent moving to next level/condition/status</li> <li>▪ Percent that do not reenter the program/system</li> </ul>
<b>Long-Term Outcomes</b>	
<b>Outcome Type</b>	
<i>Participant social status</i>	<ul style="list-style-type: none"> <li>▪ Percent with improved relationships</li> <li>▪ Percent who graduate</li> <li>▪ Percent who move to next level/condition/status</li> <li>▪ Percent who maintain current level/condition/status</li> <li>▪ Percent who avoid undesirable course of action/behavior</li> </ul>
<i>Participant economic condition</i>	<ul style="list-style-type: none"> <li>▪ Percent who establish career/employment</li> <li>▪ Percent who move to long term housing</li> <li>▪ Percent who maintain safe and permanent housing</li> <li>▪ Percent enrolled in education programs</li> <li>▪ Percent who retain employment</li> <li>▪ Percent with increased earnings</li> </ul>
<i>Participant health condition</i>	<ul style="list-style-type: none"> <li>▪ Percent with reduced incidence of health problem</li> <li>▪ Percent with immediate positive response</li> <li>▪ Percent that report positive response post-90 days</li> </ul>

*Source: The Center for What Works*

## Guide to Capacity Outcomes

### Purpose of the Guide

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.<sup>4</sup> To this end, the Foundation offers capacity-building grants through its Strengthening Organizations category.

### About 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 Strengthening Organizations project support and operating support logic models 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/outcomes**, 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/Outcome:** 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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<sup>4</sup> Adapted from the Grantmakers for Effective Organizations definition of organizational effectiveness.

## Guide to Capacity Outcomes

Guide to Capacity Outcomes		
Capacity-Building Activities	Outputs/Outcomes	Indicators of Organizational Effectiveness
<ul style="list-style-type: none"> <li>▪ Board Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ New board <i>roles, structure, and/or composition</i></li> <li>▪ New processes to recruit and orient new board members</li> <li>▪ New processes to keep the board engaged in the development and monitoring of strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear expression of the organization’s values, purposes, priorities, and desired impact</li> <li>▪ Mission drives major strategic discussions and decisions</li> <li>▪ Regular review of board performance; intentional recruitment of board members with needed skills and attributes</li> <li>▪ Process is in place to develop effective board/executive leaders</li> </ul>
<ul style="list-style-type: none"> <li>▪ Executive Leadership Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced leadership and management skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board meets with executive director and conducts annual performance evaluations</li> <li>▪ Board/executive leaders provide strong direction, support, and accountability to staff</li> </ul>
<ul style="list-style-type: none"> <li>▪ Preparation for Leadership Transitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board and staff succession plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ The full board/executive leadership understand how the organization receives and spends its funds</li> </ul>

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

Guide to Capacity Outcomes		
Capacity-Building Activities	Outputs/Outcomes	Indicators of Organizational Effectiveness
<ul style="list-style-type: none"> <li>▪ Organizational Assessment and Planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategic plan</li> <li>▪ Funding strategy and plan</li> <li>▪ Marketing/communication strategy and plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular review and refinement of programs goals and desired program impact</li> <li>▪ Ability to develop and refine a concrete, realistic, and detailed strategic plan; evidence that the strategic plan is used to guide organizational decisions</li> <li>▪ Use of external benchmarks, evaluation data to assess organizational and program performance</li> <li>▪ The organization has highly diversified funding sources</li> <li>▪ The organization is able to attract and retain top people in its field</li> </ul>
<ul style="list-style-type: none"> <li>▪ Program Evaluation (including training)</li> <li>▪ Community Needs Assessment</li> <li>▪ Knowledge Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Systems and processes to track program outcomes</li> <li>▪ Systems and processes to use program performance data to inform organizational decisions</li> <li>▪ Program modifications based on changing community needs</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Collaborative Planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner relationships with other organizations to achieve administrative efficiencies and/or greater programmatic impact</li> </ul>	

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