Outputs, Outcomes, and Demographics

An In-depth Look at What You are Collecting & Why
Learning Objectives

Why TGKVF requires a logic model?

What is a logic model and why is it important?

What are the components of a logic model?

Inputs, Activities, Demographics, Outputs, and Outcomes

• Why are they important?
• How are they different?
• How do I record them?

Why is it important to collect data/document project effectiveness?
What is a Logic Model?

- A detailed visual representation of a project’s intent
- Demonstrates how project components relate to the expected project outcomes
  - Projects components:
    - Inputs/Resources
    - Activities/Demographics
    - Outputs
    - Outcomes
• Are there any parts of this logic model that you are unsure of?

• What sections do you find the most difficult to complete? Why?

• What sections do you feel most comfortable with completing? Why?
Why is it Important to Develop a Logic Model?

To create a clear and shared understanding of how a project works

Support project planning and improvement

Serve as a foundation for evaluation
- Help assess the program's effectiveness

Develops a realistic picture of what the project can expect to accomplish
Key Components of a Logic Model

The Logic Model Approach

Key Resources needed to carry out your project

What the project does with inputs to fulfill project goals

Direct products from project activities

Benefits or changes for participants during funding cycle

Changes that are theorized prerequisites for long term outcomes

Meaningful changes in characteristics and life circumstances

Your Planned Work

Your Intended Results
Logic Model “if-then” Statements

Inputs - Certain resources are needed to operate your program

Activities - If you have access to them, then you can use them to accomplish your planned activities

Outputs - If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended

Short Term - If you accomplish your planned activities to the extent intended, then participants will benefit in learning, knowledge, attitudes, and skills

Medium Term - If these benefits are achieved, then changes in behavior and action that result from participants’ new knowledge are expected to occur

Long Term - If changes in behavior and action are achieved, then changes in social, economic, health, civic and/or environmental conditions or status might be expected to occur

Source: W.K Kellogg Foundation Evaluation handbook 2004, adapted
A common problem in project development is that intended activities and strategies may not lead to desired outcomes

- A logic model creates a pathway to ensure that activities lead to the outcomes you want to achieve

- A logic model makes the connections explicit

- It provides the foundation for a systematic assessment and discussion of project concerns
Logic Model Components Explained
Inputs

What We Invest....

• **Inputs or Resources** - the human, financial, organizational, and community resources available for carrying out a project’s activities

• **Why is it important to identify inputs?**
  • Inputs identify what is needed to carry out project
Examples of Inputs

- Resources necessary to carry out project activities:
  - Workspace
  - Staff Time
  - Equipment and Materials
  - Transportation
  - Curriculum
  - Training for Staff
  - In-kind Services
  - Grantee Leveraged Dollars
    - (Not including TGKVF funding)
TGKVF Definitions and Clarifications

• **In-Kind Services and Leveraged Dollars:**
  
  • **In-kind Services:** refers to donations of goods, services or time instead of monetary funding.
  • A few examples include donated workspace, staff time, equipment/materials, or transportation

  • **Grantee Leveraged Dollars:** refers to other funding sources being brought to this project.
  • (Does not include TGKFV funding)
Activities
What We Do

• **Activities** - the processes, tools, events, and actions that are used to bring about a project’s intended changes or results
  • Who will be implementing the project?
  • What will participants be doing?
  • What will project implementation be?
  • When will the project be implemented?
  • When will the activities occur?

• Where will the project take place?
• Where will project activities take place?
• How will the project be implemented?
• Who will the project partner with to achieve project goals?
Activities
What We Do....

• Why is it important to identify activities?
  • Aids in prioritizing what activities will help to achieve outcomes
  • Provides clarification on methods of providing services

• Examples
  • If you provide artistic performances, you will want to record...
    • who will be performing, what the performances will be, when
      the performances will take place, where the performances will
      take place
  • If you provide presentations, you will want to record
    • who will be conducting the presentations, what will the
      presentations be, when the presentations will take place, where
      will the presentations take place
  • If you provide trainings, you will want to record
    • who will conduct the training, what kind of training will be
      provided, when will the training take place, where will the
      training take place
TGKVF Definitions and Clarifications

- **Presentations:**
  - **What is a presentation:**
    - Presentations can be one-on-one or composed of large audiences. Anytime information is being presented it can count as a presentation (with exceptions described below)
    - Examples: Webinars, theater performances, trainings/tutoring, orientations, workshops, virtual session, etc.
  - **What is not a presentation:**
    - Social media post, billboards/ advertising, etc.
    - Some of these items be be conducted using TGKVF funding(awareness campaigns, etc.) but these items would not qualify as presentations
    - In the application/report these are places where you could share this information
    - (App) Attachments tab>Supplemental Data Documentation (Report) Any additional info. you'd
Activities
Who We do it For....

- Activities-
  - Who will be participating
    - Target Population Demographics
      - Demographic information provides data regarding project participants
      - Examples
        - Race, Gender, Income Level, Age, Geographic Location
  
Why is it important to identify target population demographics?
- Allows you to better understand certain background characteristics of your audience
- What you know about your target population can influence how you design your project to meet their needs
Target Population Demographics

- In this section of the application you need to identify what specific demographics you are looking for in your participants.
- The sum of each section should equal your unduplicated number of participants.
Activities - Who We do it For....

- **Target Population Demographics Defined**
  - **Age Group**
    - # of individuals in a project’s target population by age group
  - **County**
    - # of individuals in a project’s target population by county
  - **Race/Ethnic Group**
    - # of individuals in a project’s target population by race/ethnicity
      - Multi-Ethnic is for individuals who identify with more than one race/ethnic group
  - **Gender**
    - # of individuals in a project’s target population by gender
  - **Income level**
    - # of individuals in a project’s target population by income level
TGKVF Definitions and Clarifications

• **Demographics:**
  
  • **Age Group:** The number of individuals in a project’s target population by age group.
    
    • NOTE: The categories Child_Age Unknown and Adult_Age Unknown can be used if you are unsure of the specific age of your target audience.
  
  • **Ethnicity:** The number of individuals in a project’s target population by ethnic group.
    
    • NOTE: The category multi-ethnic refers to individuals who identify with more than one race/ethnic group.
  
  • **Gender:** The number of individuals in a project’s target population by gender.
    
    • NOTE: The category other refers to individuals that do not identify as male or female.
      
      *CJ will cover what reporting target data will look like in our application on the next slide*
Activities
Who We do it For....

*Example Project*

This project will serve 300 low income women between the ages of 19-40, who live in Boone County.

• Age Group
  • How many individuals do you plan to target from each group- **300**
    • 0-5 years -0
    • 6-12 years - 0
    • 13-18 years - 0
    • 19-24- **150**
    • 25-45- **150**

• County
  • How many individuals do you plan to target from each county- **300**
    • Boone- **300**
    • Clay – 0
    • Fayette-0

• Race/Ethnic Group
  • How many individuals do you plan to target from each category- **300**
    • African American- **100**
    • Caucasian- **200**

• Gender
  • How many individuals do you plan to target from each gender- **300**
    • Male-0
    • Female- **300**
    • Other- 0

• Income level
  • How many individuals do you intend to target from each income level- **300**
    • All- 0
    • Low- **300**
• Outputs - the direct products of a project’s activities
  • May include types, levels, and targets of services to be delivered by the program

• Why is it important to identify outputs?
  • Aids in tracking the volume of work accomplished by the project

• Examples
  • # of individuals served
  • # of items provided
  • # of people in attendance
TGKV Definitions and Clarifications

• Outputs:
  • What is an output:
    • Outputs are made up of six measurements:
      • # of items provided
      • # of things built or improved
      • # of people presented to
      • # of partnerships developed/sustained
      • # of presentations made
      • grantee leveraged dollars/resources.
  • What is not an output:
    • Outputs do not include services (rides, trips to grocery store, etc.) in # of items provided.
    • Services can be included as supplementary data in the application but not included as an output measurement
Outputs
What Was Produced...

- **Outputs** - the direct products of a project’s activities

- **Examples**
  - If you provide artistic performances, you will want to record...
    - # of performances, # of attendees, # of items provided
  - If you provide presentations, you will want to record
    - # of presentations, # of people presented to, # of items provided
  - If you provide trainings, you will want to record
    - # of trainings, # of trainees in attendance, # of items provided
Outputs Represent Production

"Just measuring your job performance..."
Outcomes
What Changed

• **Outcomes**- the expected changes in the population served that result from a project’s activities
  • Short term: Changes in knowledge, skills, and or attitudes
  • Medium-Term: Changes in behavior or action
  • Long Term: Changes in condition or status in life

• **Why is it important to identify outputs?**
  • Identifies WHO we want to see a change for, WHAT that change will be and in WHAT way it should change

• **Examples**
  • Short term- improved skills
  • Medium term- improved preventative behavior
  • Long term- decreased premature mortality
## Difference Between Outputs and Outcomes

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Direct product of projects activities</td>
<td>• Changes resulting from project activities</td>
</tr>
<tr>
<td>• Often expressed numerically or quantified in some way</td>
<td>• Quantify changes in knowledge, behavior, or condition</td>
</tr>
<tr>
<td>• Examples</td>
<td>• Examples</td>
</tr>
<tr>
<td>• # of presentations</td>
<td>• Increase GED attainment</td>
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<tr>
<td>• # of things built or improved</td>
<td>• Reduced food insecurity</td>
</tr>
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<td></td>
<td>• Increased household wealth</td>
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</tbody>
</table>
Short-term Outcomes

Benefits or changes for participants that occur during the grant period (framed by forms of community wealth):

Examples:
- Improved attitudes
- More positive expectations about family relationships, employment, or a healthy lifestyle
- Greater knowledge or skills for resolving family disputes, securing employment, or maintaining a health lifestyle
# TGKVF Specific Short-Term Outcomes

<table>
<thead>
<tr>
<th>Individual Wealth</th>
<th>Intellectual Wealth</th>
<th>Social Wealth</th>
<th>Political Wealth</th>
<th>Natural Wealth</th>
<th>Built Wealth</th>
<th>Financial Wealth</th>
<th>Cultural Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved attitudes, knowledge, beliefs and awareness of target population</td>
<td>Established and sustainable proven educational or vocational program (e.g. programs will follow TGKVF funding)</td>
<td>Participants engaged in activities (non-school and work) in their community, including after-school educational programs</td>
<td>Increased self-advocacy and civic engagement among target population</td>
<td>Increased improvements to &quot;built&quot; structures (buildings, roads, sidewalks, websites, broadband, etc.)</td>
<td>Improved participant employment outcomes (e.g., wages, hours, connections) beyond survival/household savings</td>
<td>More equitable opportunities that are inclusive, engaging, and accessible to all community members</td>
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</tr>
<tr>
<td>Improved skills of program participants: Academic (STREAM) Creative Technical Social Business/Work readiness</td>
<td>Increased number of qualified tutors, mentors, and teachers</td>
<td>Increased access to early learning programs (birth to age 5)</td>
<td>Changes in policy or practice (may affect any of 13 priority areas; however, please note that the Foundation does not directly support legislative activity or lobbying)</td>
<td>Increased new &quot;built&quot; structures</td>
<td>Increased participant financial literacy skills/knowledge of how to spend, save, and invest in local economy</td>
<td>Include/emphasize marginalized residents</td>
<td></td>
</tr>
<tr>
<td>Increased attainment of high school diplomas</td>
<td>Increased access to a diverse population (target population) to quality post-secondary and training programs (particularly for promising sector jobs)</td>
<td>Increased feelings of support and trust among target population</td>
<td>Public support for Education Health Community Economic Development</td>
<td>Improved safety and access to public spaces</td>
<td>Increased small business development and growth and micro business growth (new businesses start-up focus)</td>
<td>Identify and incorporate intersect and needs of marginalized residents</td>
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<tr>
<td>Increased student proficiency on standardized tests (e.g., 3rd grade reading scores, 7th grade math scores)</td>
<td>Increased improvements in spread and accessibility of information related to preventative, chronic, behavioral health and/or oral healthcare</td>
<td>Increased civic engagement and diversity in volunteerism, voting, community leadership</td>
<td>Improved access to facilities that provide trails, greenspace, and stream access while managing the sites to ensure user safety</td>
<td>Increased awareness/appreciation/use of natural environment</td>
<td>Increased access to capital</td>
<td>Eliminate participation barriers</td>
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</tr>
<tr>
<td>Increased target population utilization of locally grown healthy foods</td>
<td>increased access to information about recreational activities, access to green space, and locally grown foods</td>
<td>Increased number of people who volunteer</td>
<td>Improved access to social places where people can gather (may also be recorded under built wealth)</td>
<td>Increased awareness/appreciation/use of natural environment</td>
<td>Increased access to capital</td>
<td>Increased exposure and understanding of various ideas, traditions, ethnicities, and backgrounds</td>
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</tr>
<tr>
<td>Increased target population utilization of effective healthcare</td>
<td>Increased number of people employed in the economic sectors of health, outdoor and recreation, local food, and/or arts and culture</td>
<td>Increased capacity and reach of programs that develop, promote, and support leaders from underrepresented groups</td>
<td>Improved access to social places where people can gather (may also be recorded under built wealth)</td>
<td>Improved access to capital</td>
<td>Increased participation opportunities for community members to learn about (appreciate, create, or disseminate) the arts and/or cultural work</td>
<td>Increased opportunities for community members to create or disseminate the arts and/or cultural work (including for-profit activities)</td>
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<td>Increased livable wage</td>
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</tbody>
</table>
Medium Term Outcomes

TGKVF Specific Medium Term

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Reduced food insecurity</td>
</tr>
<tr>
<td>• Increased use of locally grown, healthy foods</td>
</tr>
<tr>
<td>• Increased number of healthy recreational opportunities and utilization of expanded greenspace &amp; bikeable/walkable paths</td>
</tr>
<tr>
<td>• Expansion of small business and entrepreneurship</td>
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<tr>
<td>• Expand visitor and tourism activity</td>
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<tr>
<td>• Increased coordination between public and private sectors for CED purposes</td>
</tr>
<tr>
<td>• Improved preventative, behavioral, and oral health outcomes</td>
</tr>
<tr>
<td>• Increased participation of marginalized community members in leadership, planning, and decision making</td>
</tr>
<tr>
<td>• Increased success in people using their skills (artistic, technical, educational) to earn a higher wage</td>
</tr>
<tr>
<td>• Increased coordination and/or collaboration among arts and culture organizations working toward a shared vision</td>
</tr>
</tbody>
</table>

Behavioral changes that result from emergence of positive short-term outcomes (typically after activity cycle):

Examples:

• Better communication with children after learning new parenting strategies
• Gainful employment after learning how to write resumes and interview for jobs
• Adoption of a more health lifestyle after learning about good eating habits and exercise
Long-Term Outcomes
Changes in condition or status of life.

TGKVF Specific Long term

Long Term Outcomes

- Increased educational attainment
- Improved academic proficiency
- Increased family engagement
- Increased job opportunities

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<table>
<thead>
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<tr>
<td>TGKVF regions</td>
<td>Improved employment activity, increased household wealth, increased access and use of preventative and curative healthcare, increased use of the natural environment, decreased premature mortality</td>
<td>Increased equality, diversity, and/or inclusiveness throughout our communities, improved quality of life in the region, TGKVF’s region is place people want to stay or relocate (increased population)</td>
</tr>
</tbody>
</table>

- Increased educational attainment
- Improved academic proficiency
- Increased family engagement
- Increased job opportunities
Benefits of Outcome Measurement

• Increased accountability

Questions that Outcomes Answer
• Did the project achieve its intended goals/impact?
• How does the project contribute to the strategic goals?
• Did the project reach the target population?
• How can implementation be improved?
• Is what was promised being achieved?
• Is the project working?
• What is the project accomplishing?
• How does the project compare to others?
• How have participants changed as a result of the project?
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</thead>
<tbody>
<tr>
<td># of persons who demonstrated improved attitudes, knowledge, beliefs, and/or awareness</td>
<td># of educational or vocational programs established or sustained</td>
<td># of persons engaged in (non-school and work) activities in the community</td>
<td># of persons who demonstrated increased self-advocacy and civic engagement</td>
<td># of improvements to the natural environment</td>
<td># of persons with improved employment outcomes</td>
<td># of persons with more equitable opportunities that are inclusive, engaging, and accessible to all community members</td>
<td></td>
</tr>
<tr>
<td># of persons who demonstrated improved skills.</td>
<td># of qualified tutors, mentors, and teachers trained and or enlisted</td>
<td># of persons who have improved social bonds/improved personal relationships</td>
<td># of documented changes in policy or practice</td>
<td># of persons that demonstrated an increased awareness/appreciation/use of natural environment</td>
<td># of persons with increased household savings.</td>
<td># of persons with increased exposure and understanding of various ideas, traditions, ethnicities, and backgrounds</td>
<td></td>
</tr>
<tr>
<td># of persons who obtained a GED</td>
<td>Increased access to early learning programs (Birth-age 5)</td>
<td># of persons who have increased feelings of support and trust</td>
<td># of events that documented public support for the program or issue</td>
<td># of new built structure/activities</td>
<td># of improvements made to increase safety and access to public spaces</td>
<td># of persons with increased financial literacy skills/knowledge of how to spend, save, and invest</td>
<td></td>
</tr>
<tr>
<td>Increased attainment of High school diplomas</td>
<td># of persons who had increased access to quality post secondary training programs</td>
<td>Number of persons who demonstrated increased civic engagement, voting, or community leadership.</td>
<td># of persons who volunteered</td>
<td>Amount of additional funding attracted to the local economy</td>
<td>Number of small/micro/new business that start or grow</td>
<td>Amount of additional funding attracted to the local economy</td>
<td></td>
</tr>
<tr>
<td>Increased student proficiency on standardized test</td>
<td># of persons who were given information or increased accessibility to preventative, chronic, behavioral and/or oral health</td>
<td># of persons who were given information about or had increased access to recreational activities, access to green space, and locally grown foods</td>
<td># of persons who volunteered</td>
<td>Number of small/micro/new business that start or grow</td>
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<td># of persons who had increased utilization of locally grown health foods</td>
<td># of persons who were given information about or had increased access to recreational activities, access to green space, and locally grown foods</td>
<td># of persons who volunteered</td>
<td># of improvements made to increase safety and access to public spaces</td>
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<td># of persons who had increased utilization of effective healthcare</td>
<td># of persons who were given information about or had increased access to recreational activities, access to green space, and locally grown foods</td>
<td># of persons who volunteered</td>
<td># of improvements made to increase safety and access to public spaces</td>
<td>Number of small/micro/new business that start or grow</td>
<td>Number of small/micro/new business that start or grow</td>
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<td></td>
</tr>
<tr>
<td># of persons who obtained employment</td>
<td># of persons who volunteered</td>
<td># of improvements made to increase safety and access to public spaces</td>
<td>Number of small/micro/new business that start or grow</td>
<td>Number of small/micro/new business that start or grow</td>
<td>Number of small/micro/new business that start or grow</td>
<td></td>
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</tr>
<tr>
<td># of persons who had increased income/wages</td>
<td># of persons who volunteered</td>
<td># of improvements made to increase safety and access to public spaces</td>
<td>Number of small/micro/new business that start or grow</td>
<td>Number of small/micro/new business that start or grow</td>
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- Individual Wealth
- Intellectual Wealth
- Social Wealth
- Political Wealth
- Natural Wealth
- Built Wealth
- Financial Wealth
- Cultural Wealth

- # of persons who demonstrated improved attitudes, knowledge, beliefs, and/or awareness
- # of persons who demonstrated improved skills.
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- # of persons who had increased utilization of effective healthcare
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- # of persons who had increased income/wages

- # of educational or vocational programs established or sustained
- # of qualified tutors, mentors, and teachers trained and or enlisted
- Increased access to early learning programs (Birth-age 5)
- # of persons who have improved social bonds/improved personal relationships
- # of persons who have increased feelings of support and trust
- Number of persons who demonstrated increased civic engagement, voting, or community leadership.
- # of persons who volunteered
- Increased number of improvement to social places where people can gather (may also be recorded under built wealth)

- # of persons engaged in (non-school and work) activities in the community
- # of persons who have improved social bonds/improved personal relationships
- # of documented changes in policy or practice
- # of events that documented public support for the program or issue

- # of improvements to the natural environment
- # of persons that demonstrated an increased awareness/appreciation/use of natural environment
- # of new built structure/activities
- # of improvements made to increase safety and access to public spaces

- # of persons with improved employment outcomes
- # of persons with increased household savings.
- # of persons with increased financial literacy skills/knowledge of how to spend, save, and invest

- # of persons with more equitable opportunities that are inclusive, engaging, and accessible to all community members
- # of persons with increased exposure and understanding of various ideas, traditions, ethnicities, and backgrounds
- # of persons with increased opportunities for community members to learn about the arts and/or cultural work
- # of persons with increased opportunities for community members to create or disseminate the arts and/or cultural works
- # of persons with increased opportunities for member of the community to participate in/consume/enjoy the arts and/or cultural work
Why Are We Doing This?
Importance of Evaluation and Outcomes

Accountability

The measurement of Results

Analysis & Learning

Action & Improvement

Importance of Evaluation and Outcomes
Why Document Program Effectiveness?

• Funding sources and other stakeholders want to make wise community investment decisions in an environment of finite resources. So, they need information to answer 2 key questions:
  
  - Do your activities effectively address a problem in the community? **Identifies what works.**
  
  - If they do, what aspects of your efforts have the greatest effect? **Leads to model programs.**
Logic models guide the process for documenting effectiveness by specifying linkages between components for different project dynamics, such as:

• Project Design – what activities define a project experience.
• Theory of Change – how processes facilitate outcomes (our focus).
• Project Improvement – what are procedures to improve processes.
• Project Information – how will you manage project info (MIS).
THANK YOU

Any questions? Please use the comment box

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