Rotary Charities of Traverse City

Form A: Grantee Action Plan & Form B: Grantee Evaluation Plan INSTRUCTIONS

Rotary Charities of Traverse City is committed to providing resources and grants that lead to positive change in the region. This new logic model planning and evaluation framework was developed to help Rotary Charities' **Organizational Capacity Building** and **Program** grant applicants and current grantees 1) demonstrate that your proposed projects are built on sound logic and are likely to demonstrate tangible positive results, and 2) illustrate how you plan to evaluate your project's strengths, weaknesses and effectiveness.

The framework consists of two logic models that you will submit with initial and renewal grant applications and a third model that you will use for annual reporting of progress. This document provides instructions and guidance on completing Forms A & B and provides guidance and examples specific to the type of grant you are seeking. **Organizational Capacity Building applicants/grantees** should pay special attention to the headings in blue. **Program applicants/grantees** should pay special attention to the headings in red.

Form A: Grantee Action Plan – A logic model that identifies Project Need/Gaps, Activities, Outcomes, and Community Impact.

Form B: Grantee Evaluation Plan – A logic model that includes a Data Collection Plan and a Data Utilization Plan for your Activities and Outcomes.

Form C: Grantee Annual Update – A reporting form that captures progress on each Activity and Outcome and lessons learned and changes made based on finding.

Form A: Grantee Action Plan

The Grantee Action Plan (Form A) is a logic model where you will show how you believe your program will work. A logic model is a visual way to depict the relationship between the identified need you plan to address (organizational or community), what you plan to do to meet that need, and what the expected results are of your activities. There are many different types of logic models, but most use a table or flowchart that answers "if…then" questions from left to right. In this way, logic models create a common picture for all stakeholders of how a program will work.

The "If…Then" Logic of Logic Models

If/Since *these needs/gaps exist*	→	***Then*** *these activities will be implemented to meet those needs*	→	***If*** *those activities are implemented,* ***then*** *these outcomes will result*	→	***If*** *those outcomes result,* ***then*** *this will be the longer term impact*

1) PROJECT NEED/GAP

1) PROJECT NEED/GAP	2) ACTIVITIES	3) OUTCOMES	4) COMMUNITY IMPACT
What need is your project responding to?	*What activities will be completed to meet the need?*	*What will be different if your project is successful?*	*How will the outcomes of the project have a long-term community benefit?*

In Column 1 of Form A, you will identify the need/gap that your proposed project will be addressing. These needs should be based on organization- and community- specific data. You should use the most current and relevant data available and be clear about the sources of your information.

For Organizational Capacity Building Applicants/Grantees

Organizational Capacity Building grantees are required to complete an Organizational Capacity Assessment with NorthSky Nonprofit Network, a program of Rotary Charities, prior to applying for Organizational Capacity Building grant funds. In this section of Form A, you should identify the priority Organizational Capacity gaps from your most recent assessment that you plan to address with a Rotary Charities' grant. Also describe any work that is in process or completed that addresses your priority gaps.[1]

Example of a **PROJECT NEED/GAP** for Organizational Capacity Building Applicants/Grantees:

- *An organizational capacity assessment conducted by NorthSky Nonprofit Network in March 2009 revealed organizational deficiencies in Operational Capacity.*
- *Specifically, the organization lacks internal fundraising skills and expertise (score of 1.5 out of 4) and board participation in fundraising (2.1 out of 4).*
- *The organization completed a strategic planning process in May of 2009 and created a comprehensive fund development plan that the board approved in July of 2009. However, we currently lack the internal organizational capacity to fully implement the plan.*

An **Inappropriate** PROJECT NEED/GAP for Organizational Capacity Building Applicants/Grantees:

- *Our organization lacks the funds to continue to operate successful programs.*
- *We need to hire a development director to help us raise additional funds.*

(Weaknesses: Does not reference the organizational capacity assessment or any work that the organization has done to begin to address the capacity gaps.)

For Program Applicants/Grantees

In the PROJECT NEED/GAP section of Form A, program grantees should highlight the community-level data that indicate there is an unmet need for your program or services. You should use the most current

[1] The NorthSky Organizational Capacity Assessment tool measures 56 items across five capacity domains: Leadership, Adaptive, Management, Operational, and Technical. A sample of NorthSky's assessment tool can be found at: http://www.zoomerang.com/Survey/survey-intro.zgi?p=WEB229HGV3XJ2S

and accurate data available to show the nature and extent of the problem. Data collected by your organization is acceptable as well as other local, state and national sources – multiple sources of data that point to your need are encouraged. The data you present should show that you clearly understand the issue and trends and how the issue impacts your community. Only present data that clearly relate to the project you are proposing. Be careful of circular reasoning (e.g. the need is that the community lacks your proposed solution to the problem – see inappropriate example below).

Potential Data Sources

- Organizational Data (trends in service usage, demographic data about clients or participants, etc.)
- Community Needs Assessments, Studies and Plans (e.g. regional housing needs assessments, community health assessments, youth services needs assessments, land use and transportation studies, natural resources protection plans, etc.)
- Northwest Michigan Council of Governments Population and Economic Data: http://www.nwmcog.org/
- American Community Survey: http://www.census.gov/acs/www/
- 2009 Kids Count Data Book: http://datacenter.kidscount.org/databook/2009/Default.aspx

Example of a **PROJECT NEED/GAP** for Program Applicants/Grantees:

- *A recent Anytown Intermediate School District report indicates that teacher-reported classroom disruptions and conduct problems have been increasing steadily for five years at all levels (K – 12).*
- *In a 2008 community-wide youth programming needs assessment, parents of K-6 students identified bullying as a top concern that is not being addressed in schools and the community.*
- *Anytown police report a 20% increase in juvenile incidents involving violence since 2000.*
- *Anytown courts report an estimated 75% of juvenile detention sentences in Anytown involve violence. Overall, detention sentences have increased to an average of 120 bed days/month, for an average cost of $18,000 a month, 200% of the cost to the community just four years ago.*
- *Recent literature reviews link early social and emotional competencies with behavior problems later in adolescence.*

An **Inappropriate** PROJECT NEED/GAP for Program Applicants/Grantees:

- *Anytown, MI does not have a school-based program to address aggression and problem behaviors among elementary students. Rates of youth violence are increasing.*

(Weaknesses: circular reasoning, data sources not identified, multiple sources of data not provided)

2) ACTIVITIES

1) PROJECT NEED/GAP	**2) ACTIVITIES**	3) OUTCOMES	4) COMMUNITY IMPACT
What need is your project responding to?	***What activities will be completed to meet the need?***	*What will be different if your project is successful?*	*How will the outcomes of the project have a long-term community benefit?*

In column 2 of Form A, identify the specific activities that you will accomplish in your proposed project to meet your identified need or gap. These should be stated measurably and refer to the steps necessary to accomplish a project. Activities should include who will complete the task and an anticipated completion date. When it makes sense, activities can also include measurable targets – numbers of people reached/served, number of trainings/workshops conducted, levels of client satisfaction, etc. If your project will span multiple years, please separate the activities by year.

Important: It is encouraged that applicants have multiple funding sources that will be used to implement a full-scale project or program. Please use these models to present your project or program as a whole. If Rotary Charities is only funding a portion of an entire program or project, please reference this in some way in your ACTIVITIES (see examples below).

Example of **ACTIVITIES** for Organizational Capacity Building Applicants/Grantees:

- *Executive Director will recruit and hire a full-time Development Director by Month 2 of the project to guide fundraising activities in accordance with the May 2009 Fund Development Plan. (Rotary Charities' request: 3/4 time support of Development Director in Year 1)*
- *Administrative Assistant will purchase and load fundraising software on Development Director's computer by Month 2 of the project.*
- *Development Director will educate board, staff, and volunteers on fund development plan and implementation strategies by Month 4 of the project.*
- *100% of the board and the Development Director will participate in two (2) NorthSky Nonprofit Network workshops focused on fund development by Month 8 of the project.*
- *Beginning in Month 5 of the project, the Development Director will implement and oversee all strategies in Fund Development Plan according to the planned timeline.*
- *Development Director will track the progress of fundraising goals established in the Fund Development Plan.*
- *Development Director will provide monthly reports on fundraising progress to board and staff.*

Example of **Inappropriate** ACTIVITIES for Organizational Capacity Building Applicants/Grantees:

- *Recruit and hire a development director. (Weakness: does not include who will complete the task or a timeline for completion)*
- *Increase volunteer retention. (Weakness: not related to need and project)*
- *90% of board members will increase their annual contribution to the organization. (Weakness: more appropriate as an Outcome because it relates to behavior change in part of your target audience)*

Example of **ACTIVITIES** for Program Applicants/Grantees:

- *Anytown ISD Human Resources Department will recruit and hire a part-time Program Director for the PATHS program in Month 1 of the program. (In-Kind)*
- *In Month 2, the Program Director will purchase the PATHS curriculum: Basic PATHS Kit (Grades 1 - 6) and the Turtle Unit (Kindergarten).*
- *In Month 2, the Program Director will complete a two-day national training on the PATHS curriculum provided by the Channing Bete Company.*
- *In Months 3-4, the Program Director will train K-3 teachers in one pilot school in Anytown ISD to pilot the PATHS curriculum in their classrooms. (In-Kind)*
- *Beginning in Month 5 of the Project, the PATHS pilot program will begin in one school and reach an estimated 80 children (K-3).*
- *In Months 5 -12, the Program Director will provide on-going teacher support to the K-3 pilot to promote curriculum fidelity and successful integration into lesson plans.*

- *In Months 2-12 the Program Director will contract with an Evaluator to assist with the planning and implementation of a rigorous evaluation of the K-3 pilot that will shape the expansion of the program in future years.*

Example of **Inappropriate** ACTIVITIES for <u>Program Applicants/Grantees</u>:

- *Recruit and hire a part-time director. (Weakness: does not include a timeline for completion)*
- *Repair the roof on the administration building. (Weakness: not related to need and project)*
- *85% of teachers implementing the Program will indicate a significant reduction in disruptive classroom behaviors. (Weakness: more appropriate as an Outcome because it relates to a change in behavior among program participants)*

3) OUTCOMES

1) PROJECT NEED/GAP	**2) ACTIVITIES**	**3) OUTCOMES**	4) COMMUNITY IMPACT
What need is your project responding to?	***What activities will be completed to meet the need?***	***What will be different if your project is successful?***	*How will the outcomes of the project have a long-term community benefit?*

In Column 3 of Form A, state your proposed project's anticipated Outcomes. Outcomes state in specific terms the **desired effect** the project or program will have on your target population/participants. Your target will differ depending on the type of Rotary Charities' grant you are applying for.

For most **Organizational Capacity Building Applicants/Grantees**, your target will be your organization (board, staff, volunteers, infrastructure).

For most **Program Applicants/Grantees**, your target will be the people benefitting from your program or services.

For those program grantees that do not directly serve individuals (person-to-person), like community development or environmental projects, outcomes will likely look different and include units of preservation, clean-up, restoration, etc.

Guidelines and criteria that may be helpful in creating measurable outcomes include:

1) Outcomes should always relate to the ***effects*** of your program/activities.

For Organizational Capacity Building Applicants/Grantees:

Outcomes should be thought of in terms of <u>changes in the Knowledge, Skills, Attitudes, Behaviors or Conditions of your **Organization**</u> that are likely to result from your capacity building project. It may be helpful to try to answer the following questions:

If we are successful with our capacity building project, how will our ***organization*** *be different after the project than it was before the project? What knowledge will we have that we didn't have before, what skills, attitudes? How will the organization, board, staff behave differently?*

For Program Applicants/Grantees:

Outcomes should be thought of in terms of changes in the Knowledge, Skills, Attitudes, Behaviors or Conditions of your **Participants** that are likely to result from your program. It may be helpful to try to answer the following questions:

If we are successful with our program, how will ***participants*** *be different after the program than they were before the program? What knowledge will they have that they didn't have before, what skills, attitudes? How will participants behave differently?*

2) Outcomes should always tie directly to your *set* of project/program activities. This does not have to be a 1-to-1 relationship (this activity will produce this outcome), but each outcome should always relate to your *set* of activities as a whole (your project/program).

3) Outcomes should be measurable. If the magnitude or quantity of something can be determined through observation, tracking, or through the use of a tool like a survey or focus group, it is measurable. If possible, including timeframes, targets, percentages, or a clear sense of direction (increases, decreases, etc.) can be helpful.

4) Each outcome should be a statement that contains only one main idea and be concise. Separating your ideas will enable you to assess progress towards each outcome individually. This will help you distinguish which aspects of your project/program are working well and which aspects may require refinement. Tip: review your outcomes for words like AND, BUT, and ALSO. They are clues that you have included more than one idea.

5) Outcomes should be realistic given the intensity of your project/program. Don't try to promise more than you can reasonably deliver in your timeframe.

Example of **OUTCOMES** for Organizational Capacity Building Applicants/Grantees:

- *90% of fundraising goals established in the May 2009 fund development plan will be achieved by the end of year three of the project.*
- *By month 12 of the project, 90% of the board will agree that they have the data needed to monitor the success of the organization's fundraising efforts.*
- *100% of the board will indicate that their knowledge of fund development has increased as a result of the project.*
- *90% of board will increase their annual contribution to the organization each year of the project.*

Example of **Inappropriate** OUTCOMES for Organizational Capacity Building Applicants/Grantees:

- *The organization will be able to raise more money with a full-time development director. (Weakness: No targets or timeframes set.)*
- *The board will increase their knowledge of fund development, be more supportive of fund development, realize the importance of their own contributions to the organization, and 100% of the board will increase their contribution by 100%. (Weaknesses: More than one main idea. 100% of board by 100% not a realistic target.)*

- *85% of volunteers will be retained from the previous year. (Weakness: Does not relate directly to a fund development project)*

Example of **OUTCOMES** for Program Applicants/Grantees:

- *At the end of each year, 85% of teachers implementing PATHS will report a 15% or greater reduction in the number of conduct problems in their classrooms.*
- *At the end of each year, 70% of students participating in PATHS will show a 50% or greater increase in knowledge of vocabulary for emotions.*
- *At the end of each year, 70% of students participating in PATHS will show a 50% or greater improvement in interpersonal problem-solving skills.*
- *At the end of three years, there will be at least a 5% decrease in juvenile incidents involving violence in Anytown.*

Example of **Inappropriate** OUTCOMES for Program Applicants/Grantees:

- *There will be a reduction in youth violence in Anytown. (Weaknesses: No target or timeframe. Not specific.)*
- *90% of teachers will be satisfied with the curriculum. (Weaknesses: Does not relate to an effect of the project. Satisfaction is more appropriate in the Activities Column.)*
- *85% of participants will show an increased ability to resist peer pressure. (Weaknesses: Does not relate directly to Program and need.)*

4) COMMUNITY IMPACT

1) PROJECT NEED/GAP	2) ACTIVITIES	3) OUTCOMES	4) COMMUNITY IMPACT
What need is your project responding to?	***What activities will be completed to meet the need?***	***What will be different if your project is successful?***	***How will the outcomes of the project have a long-term community benefit?***

Rotary Charities strives to make lasting positive change in communities. One way we do this is by funding projects and programs that are working towards the same goal. Community Impact can be hard to define and even harder to measure, but it is imperative to *begin to* think about how our efforts are impacting the community in the long-term.

One way of getting from Outcomes to Community Impact is to ask yourselves, “So That?” after your Outcomes.

Example of **COMMUNITY IMPACT** for Organizational Capacity Building Grantees/Applicants:

Outcomes (from previous section):

- *90% of fundraising goals established in the May 2009 fund development plan will be achieved by the end of year three of the project.*
- *By month 12 of the project, 90% of the board will agree that they have the data needed to monitor the success of the organization's fundraising efforts.*
- *100% of the board will indicate that their knowledge of fund development has increased as a result of the project.*
- *90% of board will increase their annual contribution to the organization each year of the project.*

So That?
The Organization has sufficient funds to successfully operate our programs.

So That?
The Organization can meet our mission of assisting low-income single mothers complete their education and achieve economic self-sufficiency through empowerment skills, access to affordable housing, child development services, health care, support services and meaningful employment. (Jeremiah Program – MN)

So That?
Low-income single mothers can help break the cycle of poverty by creating stability and prosperity for their children.

Longer Term Community Impact: *With sufficient funding, the Organization can successfully operate programs to better meet our mission of assisting low-income single mothers complete their education and achieve economic self-sufficiency through empowerment skills, access to affordable housing, child development services, health care, support services and meaningful employment. This will enable low-income single mothers to help break the cycle of poverty by creating stability and prosperity for their children.*

Example of **COMMUNITY IMPACT** for Program Applicants/Grantees:

Outcomes (from previous section):
- *At the end of each year, 85% of teachers implementing PATHS will report a 15% or greater reduction in the number of conduct problems in their classrooms.*
- *At the end of each year, 70% of students participating in PATHS will show a 50% or greater increase in knowledge of vocabulary for emotions.*
- *At the end of each year, 70% of students participating in PATHS will show a 50% or greater improvement in interpersonal problem-solving skills.*
- *At the end of three years, there will be at least a 5% decrease in juvenile incidents involving violence in Anytown.*

So That?
Students in Anytown have the knowledge, skills and abilities to choose alternatives to violent behavior.

So That?
Anytown has few incidences of violence and is a safe and healthy environment for all residents.

Longer Term Community Impact: *If students in Anytown have the knowledge, skills and abilities to choose alternatives to violent behavior there will be fewer incidences of violence and Anytown will be a safe and healthy environment for all residents.*

Form B: Grantee Evaluation Plan

Your progress towards completing your Activities and Outcomes must be measured and documented. The Grantee Evaluation Plan (Form B) is a model where you will show how you plan to evaluate the activities and outcomes of your project.

At a minimum, your evaluation plan should be built to answer the following Evaluation Questions:
Activity Evaluation Questions:
Were activities delivered as planned?
Was the target population reached?
Was the target population satisfied with services?

Outcome Evaluation Questions:
Did your project have the *desired effect* on your organization (OCB) or target population (program)?

1) ACTIVITIES & OUTCOMES	2) DATA COLLECTION PLAN	3) DATA UTILIZATION PLAN
Activities & Outcomes from Action Plan columns 2 & 3.	*Describe how achievement will be measured and documented.*	*Describe who will receive the information (including funders), in what form, how often, and how it will be used (improvement, etc.).*

1) ACTIVITIES & OUTCOMES

In this column, simply copy and paste the Activities *and* Outcomes from Action Plan columns 2 & 3.

2) DATA COLLECTION PLAN

1) ACTIVITIES & OUTCOMES	**2) DATA COLLECTION PLAN**	3) DATA UTILIZATION PLAN
Activities & Outcomes from Action Plan columns 2 & 3.	***Describe how achievement will be measured and documented.***	*Describe who will receive the information (including funders), in what form, how often, and how it will be used (improvement, etc.).*

In Column 2 of Form B, you will describe how the achievement of your Activities and Outcomes will be measured and documented by answering the following:

a) What information will be collected: These are your Indictors - the specific measurable characteristics or changes that represent the achievement of your activities and outcomes.

Common Indicators for <u>Activities</u>:

- # of people hired, dates of hire
- # of partners
- Amount of products/services delivered
- #/type of clients served
- #/type of materials produced/disseminated
- Timeliness of service provision
- Quality of services (satisfaction data)

Common Indicators for <u>Outcomes</u>:

- #/% demonstrating increased knowledge/skill
- #/% demonstrating attitude or behavior change
- % changes in conditions (longer-term) (reduced poverty rates, unemployment rates, etc)

b) From whom: Who will provide the data? Will there be different comparison groups?

Common <u>Sources of Information</u>:

- Existing records, logs, reports, etc.
- Program participants
- Key informants (nonparticipants, proponents, critics, staff, collaborators, funders, etc.)

c) In what way: What tool(s) will you use to collect the data?

Common <u>Data Collection Methods</u>:

- Activity tracking
- Surveys
- Focus groups
- Interviews
- Tests
- Observation
- Case studies
- Document review

d) By whom: Who will be in charge of physically collecting the data? Program director, an evaluator, teachers, etc.

e) When: At what intervals will data be collected? Do you need to plan for longer-term follow up with participants?

f) How will the information be stored and managed: Will a computer program be used to store, manage and analyze the data?

Answering these questions will give you a basic plan for evaluating your project or program's progress. You can choose to answer these questions in the way the makes most sense for your project or program. It is probably best NOT to organize this column with a 1 to 1 answer for each item (a – f) for each activity and outcome. However, it is important to work through the answers to each question for each activity and outcome. It may be helpful to use a data collection plan worksheet to help you do this. One such worksheet created in Excel is included with these instructions as an Attachment.

Once you have worked through a planning worksheet you will likely see that you have identified some common evaluation methods (“In what way” column). It may be easiest to organize the other answers to your questions under the methods you have identified (see examples below).

Example of a **DATA COLLECTION PLAN** for Organizational Capacity Applicants/Grantees:

The following evaluation methods have been identified to measure the progress of Activities and Outcomes of the proposed project.

- ***Tracking of Activities:*** *The achievement of each Activity will be tracked and managed by the Development Director in an Excel Spreadsheet. The following data will be collected: date of activity initiation; date of activity completion; internal training dates and participation; external training titles, dates and participation; dates of monthly reporting of progress; deviations from timeline, reasons for deviation, and any effect of deviation.*

- ***Board Survey:*** *A board survey will be developed and implemented by the Development Director that will include a self-assessment of knowledge gained through internal and external fund development training, as well as their level of satisfaction with the data provided to help them monitor the success of the organization’s fundraising efforts. This will be implemented by the Development Director annually. Data will be managed and analyzed by the Development Director using Excel.*

- ***Tracking Fundraising Goals:*** *The development director will track the progress of all fundraising activities implemented using the new fundraising software and measure progress monthly against goals stated in the 2009 Fund Development Plan.*

- ***Tracking Financial Contributions of the Board:*** *The Development Director will establish the baseline for existing financial contributions of the board. At Month 12 of the project and annually thereafter, the Development Director will measure the board contribution levels and calculate the percent increase. These data will be managed, tracked, and analyzed using Microsoft Excel.*

Example of a **DATA COLLECTION PLAN** for Program Applicants/Grantees:

The PATHS Program will contract with an evaluator to assist in developing and implementing a rigorous evaluation plan. The following preliminary evaluation methods have been identified by the Program Team and will be refined with the evaluator to measure the progress of Activities and Outcomes of the proposed project.

- ***Tracking of Activities:*** *The achievement of each Activity will be tracked and managed by the Program Director in an Excel Spreadsheet. The following data will be collected: date of activity initiation; date of activity completion; external training titles, dates and participation; internal training dates and participation; date of all PATHS classroom instructions; number of students reached; dates and types of teacher support provided; modifications made to the curriculum (dates and types); deviations from timeline, reasons for deviation, and any effect of deviation.*

- ***Tracking of Conduct Problems:*** *Conduct problems in the classroom are regularly tracked by all Anytown teachers. These data are housed at the ISD level and classroom-specific data will be provided to the Program Director on a monthly basis. The Program Director will track changes in Excel by grade, class-type (special needs or mainstream), school, and at the aggregate ISD level.*

- ***Student Surveys:*** *Grade-appropriate survey methods will be used to measure student achievement in the areas of knowledge of vocabulary for emotions and increased interpersonal problem-solving skills.*

The evaluator will assist in creating the surveys and the Program Director will instruct teachers on their proper implementation. Teachers will administer the surveys after each of five core curriculum components and provide the raw data to the Program Director. The Program Director will code the survey data and enter the data into Excel where it will be managed and analyzed by grade, class-type (special needs or mainstreams), school and at the aggregate ISD level.

- ***Tracking of Police Incidents:*** *Anytown police regularly track all juvenile incidents involving violence. These data are housed at the Anytown Police headquarters and a data sharing agreement has been made where these data will be provided to the Program Director on a quarterly basis. They will be stored, managed and analyzed for percent change by the Program Director using Excel.*

1) ACTIVITIES & OUTCOMES	2) DATA COLLECTION PLAN	3) DATA UTILIZATION PLAN
Activities & Outcomes from Action Plan columns 2 & 3.	***Describe how achievement will be measured and documented.***	***Describe who will receive the information (including funders), in what form, how often, and how it will be used (improvement, etc.).***

3) DATA UTILIZATION PLAN

In Column 3 of Form B, outline your plan to make maximum use of your evaluation findings. Rotary Charities requires that you report your progress on activities and outcomes annually using Form C: Grantee Annual Update. This should be one use noted in your Data Utilization Plan, but other uses should also be considered including:

- Develop recommendations for program improvement;
- Identify additional technical assistance or training needs;
- Highlight the most effective strategies by comparing outcomes for different participant groups, trainers/presenters, between years, etc.;
- Use in organizational planning;
- Assist in budgeting and justifying resource allocations;
- Promote program to recruit participants, staff, volunteers;
- Promote program to increase funding.

For the uses that you identify, state who will receive the information, how, how often.

Example of a **DATA UTLIZATION PLAN** for Organizational Capacity Applicants/Grantees:

Evaluation data will be used in the following ways.

Reporting*: Progress on Activities and Outcomes will be reported annually to Rotary Charities using Form C. Form C will also be used as part of the grant renewal application and used to provide an annual update to the board, staff and volunteers on project progress. The board will also receive a dashboard at monthly meetings that tracks progress on fund development goals.*

Highlight the most Effective Fund Development Strategies/Use in Planning*: The effectiveness of different fund development strategies will be compared by the Executive Director and board and used to inform annual planning and allocation of resources.*

Identify Additional TA or Training Needs*: At the close of the second year, evaluative data will be examined to determine if there are underperforming fund development strategies that could be addressed early in Year 3 through the use of a fund development consultant.*

Example of a **DATA UTLIZATION PLAN** for Program Applicants/Grantees:

Reporting*: Progress on Activities and Outcomes will be reported annually to Rotary Charities using Form C. Form C will also be used as a part of the grant renewal application and used to provide an annual update to the board, staff and volunteers on program progress. The staff, teachers, and ISD will also receive quarterly updates of the program's progress.*

Recommendations for Program Improvement: *Evaluative data will be examined at least quarterly by the Program Director and ISD administrative staff to determine if the program is having the intended effects and to strategize mid-course curriculum adjustments.*

Highlight the Most Effective Strategies: *Outcomes will be tracked for different participant groups (grades, special needs, etc.) to determine with which groups the program is most effective. This information will be provided to the ISD to inform future planning.*

ATTACHMENTS

Sample Form A – Grantee Action Plan (Organizational Capacity Building Grantee/Applicant)
Sample Form A – Grantee Action Plan (Program Grantee/Applicant)
Sample Form B – Grantee Evaluation Plan (Organizational Capacity Building Grantee/Applicant)
Sample Form B – Grantee Evaluation Plan (Program Grantee/Applicant)
Data Collection Planning Spreadsheet (Organizational Capacity Building Grantee/Applicant)
Data Collection Planning Spreadsheet (Program Grantee/Applicant)

FORM A: GRANTEE ACTION PLAN

ORGANIZATION: Jeremiah Program
DATE: August 14, 2009

GRANT CATEGORY: Organizational Capacity Building

1) PROJECT NEED/GAP	2) ACTIVITIES	3) OUTCOMES	4) COMMUNITY IMPACT
What need is your project responding to?	***What activities will be completed to meet the need?***	***What will be different if your project is successful?***	***How will the outcomes of the project have a long-term community benefit?***
▪ An organizational capacity assessment conducted by NorthSky Nonprofit Network in March 2009 revealed organizational deficiencies in Operational Capacity. ▪ Specifically, the organization lacks internal fundraising skills and expertise (score of 1.5 out of 4) and board participation in fundraising (2.1 out of 4). ▪ The organization completed a strategic planning process in May of 2009 and created a comprehensive fund development plan that the board approved in July of 2009. However, we currently lack the internal organizational capacity to fully implement the plan.	▪ Executive Director will recruit and hire a full-time Development Director by Month 2 of the project to guide fundraising activities in accordance with the May 2009 Fund Development Plan. (Rotary Charities' request: 3/4 time support of Development Director) ▪ Administrative Assistant will purchase a laptop computer for Development Director by Month 2 of the project. ▪ Administrative Assistant will purchase and load fundraising software on Development Director's computer by Month 2 of the project. ▪ Development Director will educate board, staff, and volunteers on fund development plan and implementation strategies by Month 4 of the project. ▪ Beginning in Month 5 of the project, the Development Director will implement and oversee all strategies in Fund Development Plan according to the planned timeline. ▪ 100% of the board and the	▪ 90% of fundraising goals established in the May 2009 fund development plan will be achieved by the end of year three of the project. ▪ By month 12 of the project, 90% of the board will agree that they have the data needed to monitor the success of the organization's fundraising efforts. ▪ 100% of the board will indicate that their knowledge of fund development has increased as a result of the project. ▪ 90% of board will increase their annual contribution to the organization.	With sufficient funding, the Organization can successfully operate programs to better meet our mission of assisting low-income single mothers complete their education and achieve economic self-sufficiency through empowerment skills, access to affordable housing, child development services, health care, support services and meaningful employment. This will enable low-income single mothers to help break the cycle of poverty by creating stability and prosperity for their children.

1) PROJECT NEED/GAP	2) ACTIVITIES	3) OUTCOMES	4) COMMUNITY IMPACT
	Development Director will participate in two (2) NorthSky Nonprofit Network workshops focused on fund development by Month 8 of the project. ▪ Development Director will track the progress of fundraising goals established in the Fund Development Plan. ▪ Development Director will provide monthly reports on fundraising progress to board and staff.		

FORM A: GRANTEE ACTION PLAN

ORGANIZATION: Anytown ISD
DATE: August 14, 2009

GRANT CATEGORY: Program

1) PROJECT NEED/GAP	2) ACTIVITIES	3) OUTCOMES	4) COMMUNITY IMPACT
What need is your project responding to?	***What activities will be completed to meet the need?***	***What will be different if your project is successful?***	***How will the outcomes of the project have a long-term community benefit?***
▪ A recent Anytown Intermediate School District report indicates that teacher-reported classroom disruptions and conduct problems have been increasing steadily for five years at all levels (K – 12). ▪ In a 2008 community-wide youth programming needs assessment, parents of K-6 students identified bullying as a top concern that is not being addressed in schools and the community. ▪ Anytown police report a 20% increase in juvenile incidents involving violence since 2000. ▪ Anytown courts report an estimated 75% of juvenile detention sentences in Anytown involve violence. Overall, detention sentences have increased to an average of 120 bed days/month, for an average cost of $18,000 a month, 200% of the cost to the community just four years ago. ▪ Recent literature reviews link early social and emotional competencies with behavior problems later in adolescence.	▪ Anytown ISD Human Resources Department will recruit and hire a part-time Program Director for the PATHS program in Month 1 of the program. (In-Kind) ▪ In Month 2, the Program Director will purchase the PATHS curriculum: Basic PATHS Kit (Grades 1 -6) and the Turtle Unit (Kindergarten). ▪ In Month 2, the Program Director will complete a two-day national training on the PATHS curriculum provided by the Channing Bete Company. ▪ In Months 3-4, the Program Director will train K-3 teachers in one pilot school in Anytown ISD to pilot the PATHS curriculum in their classrooms. (In-Kind) ▪ Beginning in Month 5 of the Project, the PATHS pilot program will begin in one school and reach an estimated 80 children (K-3). ▪ In Months 5 -12, the Program Director will provide on-going teacher support to the K-3 pilot to promote curriculum fidelity and successful integration into lesson	▪ At the end of each year, 85% of teachers implementing PATHS will report a 15% or greater reduction in the number of conduct problems in their classrooms. ▪ At the end of each year, 70% of students participating in PATHS will show a 50% or greater increase in knowledge of vocabulary for emotions. ▪ At the end of each year, 70% of students participating in PATHS will show a 50% or greater improvement in interpersonal problem-solving skills. ▪ At the end of three years, there will be at least a 5% decrease in juvenile incidents involving violence in Anytown.	If students in Anytown have the knowledge, skills and abilities to choose alternatives to violent behavior there will be fewer incidences of violence and Anytown will be a safe and healthy environment for all residents.

1) PROJECT NEED/GAP	2) ACTIVITIES	3) OUTCOMES	4) COMMUNITY IMPACT
	plans. ▪ In Months 2-12 the Program Director will contract with an Evaluator to assist with the planning and implementation of a rigorous evaluation of the K-3 pilot that will shape the expansion of the program in future years.		

FORM B: GRANTEE EVALUATION PLAN

ORGANIZATION: Jeremiah Program
DATE: August 14, 2009

GRANT CATEGORY: Organizational Capacity Building

1) ACTIVITIES & OUTCOMES	2) DATA COLLECTION PLAN	3) DATA UTILIZATION PLAN
Activities & Outcomes from Action Plan columns 2 & 3.	***Describe how achievement will be measured and documented.***	***Describe who will receive the information (including funders), in what form, how often, and how it will be used (improvement, etc.).***
▪ Executive Director will recruit and hire a full-time Development Director by Month 2 of the project to guide fundraising activities in accordance with the May 2009 Fund Development Plan. (Rotary Charities' request: 3/4 time support of Development Director in Year 1) ▪ Administrative Assistant will purchase and load fundraising software on Development Director's computer by Month 2 of the project. ▪ Development Director will educate board, staff, and volunteers on fund development plan and implementation strategies by Month 4 of the project. ▪ 100% of the board and the Development Director will participate in two (2) NorthSky Nonprofit Network workshops focused on fund development by Month 8 of the project. ▪ Beginning in Month 5 of the project, the Development Director will implement and oversee all strategies in Fund Development Plan according to the planned timeline. ▪ Development Director will track the progress of fundraising goals established in the Fund Development Plan. ▪ Development Director will provide monthly reports on fundraising progress to board and staff. ▪ 90% of fundraising goals established in the May 2009 fund development plan will be achieved by the	**Tracking of Activities:** The achievement of each Activity will be tracked and managed by the Development Director in an Excel Spreadsheet. The following data will be collected: date of activity initiation; date of activity completion; internal training dates and participation; external training titles, dates and participation; dates of monthly reporting of progress; deviations from timeline, reasons for deviation, and any effect of deviation. **Board Survey:** A board survey will be developed and implemented by the Development Director that will include a self-assessment of knowledge gained through internal and external fund development training, as well as their level of satisfaction with the data provided to help them monitor the success of the organization's fundraising efforts. This will be implemented by the Development Director annually. Data will be managed and analyzed by the Development Director using Excel. **Tracking Fundraising Goals:** The development director will track the progress of all fundraising activities implemented using the new fundraising software and measure progress monthly against goals stated in the 2009 Fund Development Plan.	**Reporting**: Progress on Activities and Outcomes will be reported annually to Rotary Charities using Form C. Form C will also be used as part of the grant renewal application and used to provide an annual update to the board, staff and volunteers on project progress. The board will also receive a dashboard at monthly meetings that tracks progress on fund development goals. **Highlight the most Effective Fund Development Strategies/Use in Planning**: The effectiveness of different fund development strategies will be compared by the Executive Director and board and used to inform annual planning and allocation of resources. **Identify Additional TA or Training Needs**: At the close of the second year, evaluative data will be examined to determine if there are underperforming fund development strategies that could be addressed early in Year 3 through the use of a fund development consultant.

1) ACTIVITIES & OUTCOMES	2) DATA COLLECTION PLAN	3) DATA UTILIZATION PLAN
end of year three of the project. ▪ By month 12 of the project, 90% of the board will agree that they have the data needed to monitor the success of the organization's fundraising efforts. ▪ 100% of the board will indicate that their knowledge of fund development has increased as a result of the project. ▪ 90% of board will increase their annual contribution to the organization each year of the project.	**Tracking Financial Contributions of the Board:** The Development Director will establish the baseline for existing financial contributions of the board. At Month 12 of the project and annually thereafter, the Development Director will measure the board contribution levels and calculate the percent increase. These data will be managed, tracked, and analyzed using Microsoft Excel.	

FORM B: GRANTEE EVALUATION PLAN

ORGANIZATION: Anytown ISD
DATE: August 14, 2009

GRANT CATEGORY: Program

1) ACTIVITIES & OUTCOMES	2) DATA COLLECTION PLAN	3) DATA UTILIZATION PLAN
Activities & Outcomes from Action Plan columns 2 & 3.	***Describe how achievement will be measured and documented.***	***Describe who will receive the information (including funders), in what form, how often, and how it will be used (improvement, etc.).***
▪ Anytown ISD Human Resources Department will recruit and hire a part-time Program Director for the PATHS program in Month 1 of the program. (In-Kind) ▪ In Month 2, the Program Director will purchase the PATHS curriculum: Basic PATHS Kit (Grades 1 -6) and the Turtle Unit (Kindergarten). ▪ In Month 2, the Program Director will complete a two-day national training on the PATHS curriculum provided by the Channing Bete Company. ▪ In Months 3-4, the Program Director will train K-3 teachers in one pilot school in Anytown ISD to pilot the PATHS curriculum in their classrooms. (In-Kind) ▪ Beginning in Month 5 of the Project, the PATHS pilot program will begin in one school and reach an estimated 80 children (K-3). ▪ In Months 5 -12, the Program Director will provide on-going teacher support to the K-3 pilot to promote curriculum fidelity and successful integration into lesson plans. ▪ In Months 2-12 the Program Director will contract with an Evaluator to assist with the planning and implementation of a rigorous evaluation of the K-3 pilot that will shape the expansion of the program in future years. ▪ At the end of each year, 85% of teachers	▪ **Tracking of Activities:** The achievement of each Activity Objective will be tracked and managed by the Program Director in an Excel Spreadsheet. The following data will be collected: date of activity initiation; date of activity completion; external training titles, dates and participation; internal training dates and participation; date of all PATHS classroom instructions; number of students reached; dates and types of teacher support provided; modifications made to the curriculum (dates and types); deviations from timeline, reasons for deviation, and any effect of deviation. ▪ **Tracking of Conduct Problems:** Conduct problems in the classroom are regularly tracked by all Anytown teachers. These data are housed at the ISD level and classroom-specific data will be provided to the Program Director on a monthly basis. The Program Director will track changes in Excel by grade, class-type (special needs or mainstream), school, and at the aggregate ISD level. ▪ **Student Surveys:** Grade-appropriate survey methods will be used to measure student achievement in the areas of knowledge of vocabulary for emotions and increased interpersonal problem-solving skills. The evaluator will assist in	**Reporting**: Progress on Activities and Outcomes will be reported annually to Rotary Charities using Form C. Form C will also be used as a part of the grant renewal application and used to provide an annual update to the board, staff and volunteers on program progress. The staff, teachers, and ISD will also receive quarterly updates of the program's progress. **Recommendations for Program Improvement:** Evaluative data will be examined at least quarterly by the Program Director and ISD administrative staff to determine if the program is having the intended effects and to strategize mid-course curriculum adjustments. **Highlight the Most Effective Strategies:** Outcomes will be tracked for different participant groups (grades, special needs, etc.) to determine with which groups the program is most effective. This information will be provided to the ISD to inform future planning.

1) ACTIVITIES & OUTCOMES	2) DATA COLLECTION PLAN	3) DATA UTILIZATION PLAN
implementing PATHS will report a 15% reduction in the number of conduct problems in their classrooms. ▪ At the end of each year, 70% of students participating in PATHS will show a 50% increase in knowledge of vocabulary for emotions. ▪ At the end of each year, 70% of students participating in PATHS will show a 50% improvement in interpersonal problem-solving skills. ▪ At the end of three years, there will be a 5% decrease in juvenile incidents involving violence in Anytown.	creating the surveys and the Program Director will instruct teachers on their proper implementation. Teachers will administer the surveys after each of five core curriculum components and provide the raw data to the Program Director. The Program Director will code the survey data and enter the data into Excel where it will be managed and analyzed by grade, class-type (special needs or mainstreams), school and at the aggregate ISD level. ▪ **Tracking of Police Incidents:** Anytown police regularly track all juvenile incidents involving violence. These data are housed at the Anytown Police headquarters and a data sharing agreement has been made where these data will be provided to the Program Director on a quarterly basis. They will be stored, managed and analyzed for percent change by the Program Director using Excel.	

DATA COLLECTION PLANNING WORKSHEET - Organizational Capacity Building

ACTIVITIES & OUTCOMES	What Information	From Whom	In What Way	By Whom	When	How Managed
EXAMPLES: *Executive Director will recruit and hire a full-time Development Director by Month 2 of the project.*	*Recruitment Start Date* *Hire Date*	*Human Resources*	*Request from HR* *Include in Activity Tracking Sheet*	*Executive Director*	*Month 2*	*Activity Tracking - Excel*
90% of fundraising goals established in the May 2009 fund development plan will be achieved by the end of year three of the project.	*Percent achievement of all fundraising goals from fund development plan*	*Development Director*	*Track using new fundraising software program*	*Development Director*	*Ongoing Beginning in Month 2*	*Fundraising Software*
By month 12 of the project, 90% of the board will agree that they have the data needed to monitor the success of the organization's fundraising efforts.	*Percent of board who agrees or strongly agrees that they have the data that they need to monitor fundraising efforts*	*Board of Directors*	*Board Survey*	*Development Director*	*Annually*	*Excel*

DATA COLLECTION PLANNING WORKSHEET - Program

Activities & Outcomes	**What Information**	**From Whom**	**In What Way**	**By Whom**	**When**	**How Managed**
EXAMPLE: Anytown ISD Human Resources Department will recruit and hire a part-time Program Director for the PATHS program in Month 1 of the program.	*Recruit Start Date Hire Date*	*Human Resources*	*Request from HR*	*Program Director*	*Month 3*	*Excel Activity Tracking Sheet*
Beginning in Month 5 of the Project, the PATHS pilot program will begin in one school and reach an estimated 80 children (K-3).	*For Each Session: Grade Level; Dates of Classes; Times; Teacher; Number of Students*	*Teachers Implementing*	*Tracking Sheet Provided to Teachers*	*Program Director*	*Beginning w/ First Implementation*	*Excel Activity Tracking Sheet*
At the end of each year, 85% of teachers implementing PATHS will report a 15% reduction in the number of conduct problems in their classrooms.	*Number of conduct problems tracked by classroom*	*ISD (Teachers Currently Report to ISD)*	*ISD will provide data reports*	*Program Director*	*Annually*	*Excel Spreadsheet; calculate percent change from baseline annually; compare teachers implementing with non-implementing*