



Federal Grant Development:  
The Causal Factor Chain  
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Environmental  
Protection Network

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**What's Old is New: Green Jobs &  
What America's Federal  
Workforce Investment System  
Can do Now to Develop a Green Workforce**



# Welcome



## **Seminar Purpose:**

- To demystify the key structural components of federal grant projects vis a vis the federal grant application
- To build confidence in professional understanding, and a new level of mastery in federal grant planning, project scoping, and design
- To increase and enhance existing federal grant development skills, and
- To aid seminar participants in their work to organize projects and win federal funding to address issues of great concern and environmental need in their communities

## **Seminar Audience:**

- Early career grant developers
- Brand new federal grant developers
- Experienced grant developers interested in a refresher

- **What is a Federal Grant?**
- **What's a Federal Grant Application?**
- **The Public Service Business Plan**
- **The Causal Factor Chain**
- **Vision Statements**
- **Mission Statements**
- **Goals**
- **Objectives**
- **Methods**
  - **Strategies**
  - **Activities**
- **Work Plan**



- **Indicators**
  - **Inputs**
  - **Outputs**
  - **Outcomes**
- **Evaluation**
- **The Statement of Need**
- **The Theory of Change and Program Logic Models**
- **Differences Between Federal Grants, Contracts, and Cooperative Agreements**
- **Acronyms**
- **General Tips to Enhance a Grant Application**



Logic Model

U.S. Department of Housing  
and Urban Development  
Office of Departmental Grants Management and Oversight

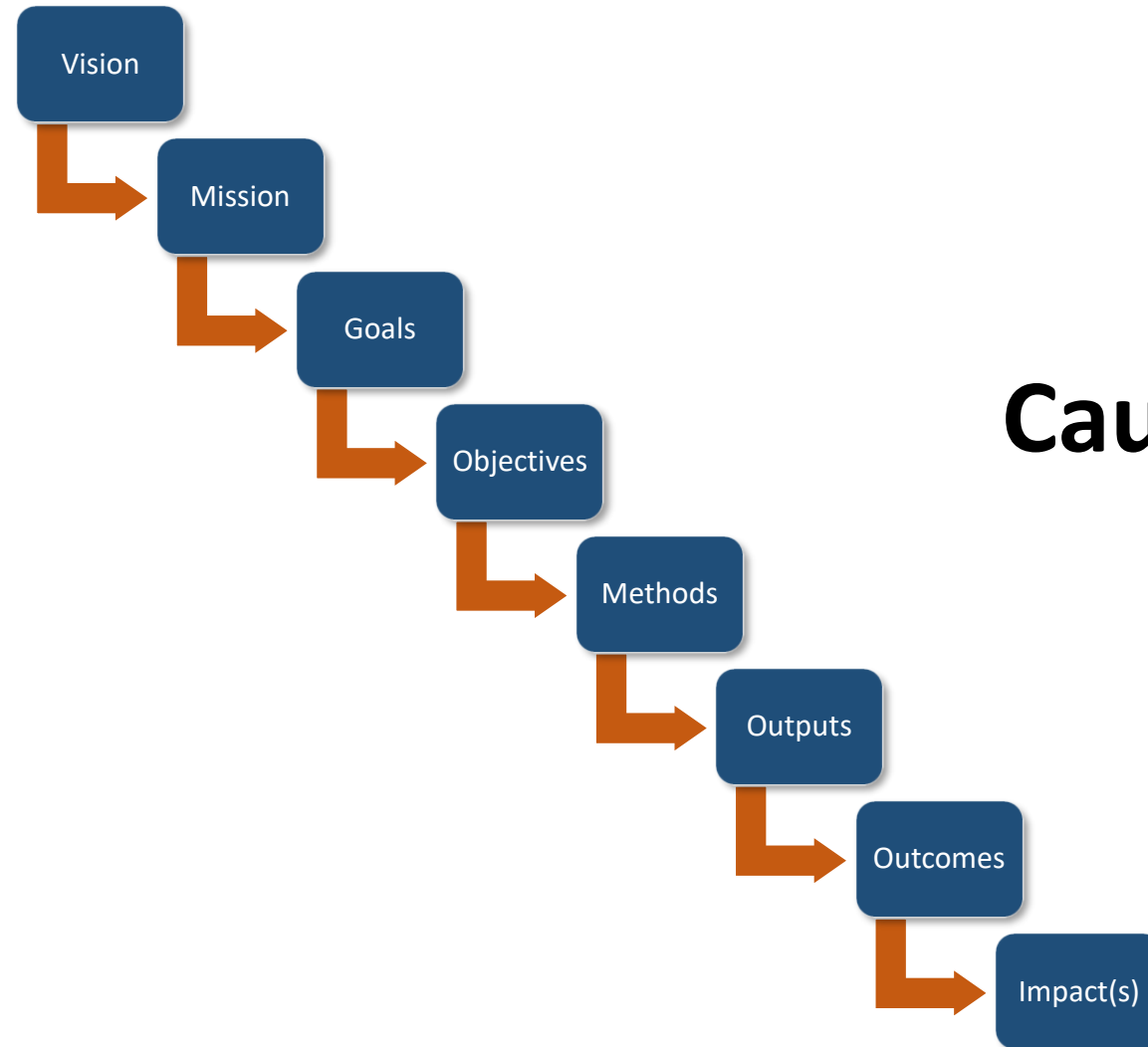
OMB Approval No. 2535-0114  
(exp.12/31/2006)

| Program Name:   |                   |                          |                     |                          | Component Name: |                           |             |                             |                    |
|-----------------|-------------------|--------------------------|---------------------|--------------------------|-----------------|---------------------------|-------------|-----------------------------|--------------------|
| Strategic Goals | Policy Priorities | Problem, Need, Situation | Service or Activity | Benchmarks               |                 | Outcomes                  |             | Measurement Reporting Tools | Evaluation Process |
|                 |                   |                          |                     | Output Goal              | Output Result   | Achievement Outcome Goals | End Results |                             |                    |
| 1               |                   | 2                        | 3                   | 4                        | 5               | 6                         | 7           | 8                           | 9                  |
| Policy          |                   | Planning                 |                     | Intervention             |                 | Impact                    |             | Accountability              |                    |
|                 |                   |                          |                     | <u>Short Term</u>        |                 |                           |             | a.<br>b.<br>c.<br>d.<br>e.  |                    |
|                 |                   |                          |                     | <u>Intermediate Term</u> |                 |                           |             | a.<br>b.<br>c.<br>d.<br>e.  |                    |
|                 |                   |                          |                     | <u>Long Term</u>         |                 |                           |             | a.<br>b.<br>c.<br>d.<br>e.  |                    |

HUD's Strategic Goals: a-f

Policy Priorities: a-g





# The Causal Factor Chain

# What is a Federal Grant?



- **A federal grant is a way the U.S. government funds ideas and projects to provide public services and stimulate the economy. Federal grants support critical recovery initiatives, innovative research, and many other programs listed in the Catalog of Federal Domestic Assistance**

# What's a Federal Grant Application?

# What's a Federal Grant Application?

- A federal grant proposal is a **formal offer to perform certain tasks if funded** by an applicant, which can be a single entity or organization or multiple organizations or groups
- When a grant proposal is funded the applicant is obligated to complete the tasks stated in its proposal

# What's a Federal Grant Application?

- A federal grant proposal is a **formal offer to perform certain tasks if funded** by an applicant, which can be a single entity or organization or multiple organizations or groups
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# What's a Federal Grant Application?

- Once a grant is funded, a **formal relationship exists between the federal funding agency (Grantor) and the applicant** receiving the funding (Grantee)
- To spend federal grant funds in any manner other than what was outlined in the proposal is a **violation of the agreement**

# What's a Federal Grant Application?

- Other than format and program specifics, there are no substantial differences between what various federal agencies refer to as a **NOFA (Notice of Funding Availability)**, **FOA (Funding Opportunity Announcement)**, **SFP (Solicitation for Proposals)**, **RFP (Request for Proposals)**, or **SGA (Solicitation for Grant Applications)**.

# What's a Federal Grant Application?

- They are synonymous and peculiar to different federal agencies when they refer to the procurement instruments they use for grantmaking

# What's a Federal Grant Application?

- **Federal grants represent public investments** in non-federal projects, programs, and initiatives led by capable grant recipients to address local, regional, and sometimes broader social issues
- Accordingly, a federal grant application is also a **Public Service Business Plan**

# The Public Service Business Plan

- The Merriam Webster Dictionary defines **Public Service** as “The business of supplying a commodity (such as electricity or gas) or service (such as [but not limited to] transportation) to any or all members of a community.” It is a service rendered in the public interest

# The Public Service Business Plan

- Entrepreneur.com describes a **Business Plan** as “A road map that provides directions so a business can plan its future and avoid bumps in the road. A business plan conforms to generally accepted guidelines regarding form and content and each section should include specific elements and address relevant questions that the people who read them will most likely ask.”



# The Public Service Business Plan

- **The U.S. Small Business Administration** says, “**Business Plans can help you get funding or bring on new business partners. Investors [like tax-payers and the federal government] want to feel confident they’ll see a return on their investment.** Your business plan *is the tool* you’ll use to convince people that working with you—or investing in your company [partnership, or organization]—is a smart choice.”

# The Public Service Business Plan

- As competitive federal grant awards represent taxpayer investments, you should *know your business* before you ask for government funding
- And as they say on *Shark Tank*— Know your numbers!
- You should also know if your project or program is ready for third-party funding

# The Public Service Business Plan

Before you contemplate writing a federal grant application, ask yourself:

- Is your **market already saturated** with the same or similar projects or programs as the one you propose? If so, **what makes your project or program unique or more effective** than others?
- What is your project or program's USP or **unique selling proposition**?
- Is your proposal strong and persuasive enough to overcome considerations of **geographic distribution**?

# The Public Service Business Plan

- **“Are we more prepared for federal funding than other grant competitors?”**
- Whether stated or not, federal funders often consider placing public investments in areas of the country where there is little to no project or program presence.

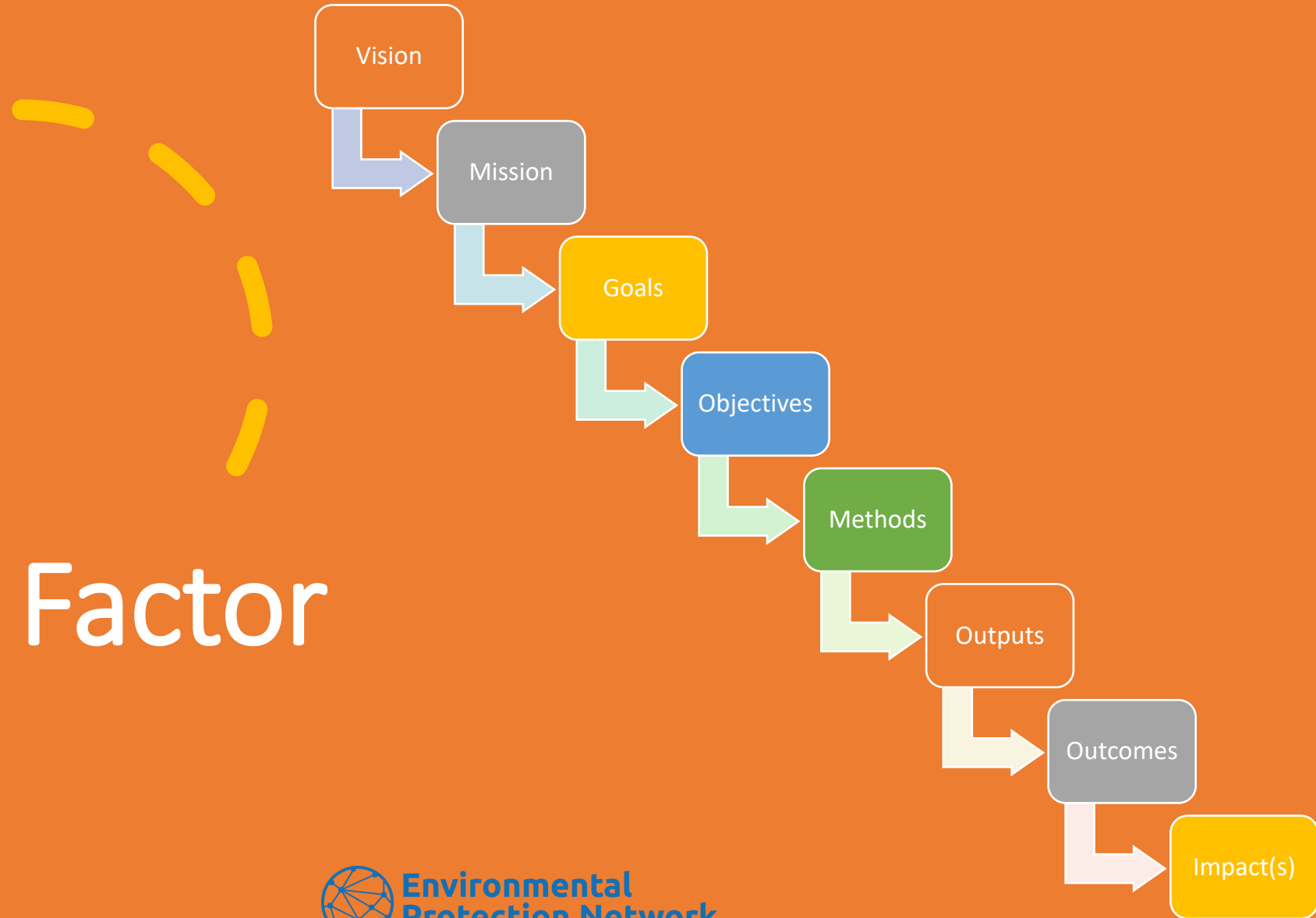
A **Project** is a planned undertaking or organized set of services designed to achieve specific outcomes that begin and end within the grant period (a successful project may become an ongoing program).

## Your Public Service Project

And like a business start-up, a **Public Service Project** is mostly unproven, although its design, operators, services, or products may be familiar “and” based on proven practices. Accordingly, it is important to describe why and how your project will achieve its goal(s).



# The Causal Factor Chain



## The Causal Factor Chain

The framework of most federal grant-funded projects relies on a *causal chain* of vision, planning, and action toward achievement of a desired future state.

This causal chain consists of a **Vision** and organizational **Mission**, which motivate project **Goals** and **Objectives to** address a community need enabled by specified project **Methods** that result in **Outputs**, then **Outcomes**, and eventually, long-term project **Impacts**.

## The Causal Factor Chain

**Defining Goals, Objectives, Strategies, and Action Steps can be difficult.** For the early career grant-writer, the challenge is compounded by the existence of **different planning frameworks, and inconsistent terminology.**

In the confusion, **what you can rely on** are *cause and effect relationships*. In other words, **what comes before what, or what causes or leads to what?** Ask yourself, “What is the **Causal Factor Chain** of our project?”

Because, without understanding the elements of the **Causal Factor Chain** and how they're related, it will be difficult to write a coherent federal grant application.

This is where we'll begin.

# Vision

The background features a vibrant blue gradient on the left side, transitioning into a dark, almost black area on the right. Overlaid on this are several overlapping, semi-transparent circular shapes in various colors, including orange, yellow, purple, and red. These shapes create a sense of depth and movement, resembling a stylized globe or a complex optical illusion.

## Vision Identification

- A ***Vision Statement*** provides a focus on a desired future state of being or condition(s) and provides a context for creating measures of performance that reflect progress toward that future state
- A ***Vision Statement*** is often inspirational and helps answer the question, “Where do we need to go?”

## Vision Statement

- Although federal agencies often don't ask for an applicant's vision statement explicitly, **consider including it in your proposal** where appropriate. Your **Vision Statement** should appear early in your narrative.
- You needn't dwell on the **Vision Statement** with elaborate explanations in how it came to be (this will actually emerge as you define the problem you plan to address and lay out your response), merely **incorporate the statement into your narrative as a preamble or conclusion to your statement of goals and objectives.**

## Vision Statement

- When developing your **Vision Statement**, ask, “How would things look if the problem or issue were perfectly addressed?”
- Consider **guiding principles** to support your vision statement (*collective impact, diversity, quality, efficiency, collaboration, learning, passion, responsibility, service*)
- Use your vision to **guide choices in the planning process and to communicate priorities**
- State **what you want** in your vision, **not** how you plan to get there



## Vision Statement

### Vision Statement examples:

- A society of healthy, caring adults
- A community in which all graduating high school students are prepared for post-secondary education and initial workforce entry
- A community in which all children have access to health care
- A community free from substance abuse

After your vision statement has been developed, evaluate your existing Mission Statement to confirm that it is aligned with the funding opportunity before you.

## Vision Statement

Vision Statements should be:

- **Understood** and shared by members of the community
- **Broad enough to encompass a variety of local perspectives**
- **Inspiring** and **uplifting** to everyone involved in your effort
- **Easy to communicate**-for example, they should be short enough to fit on a T-shirt

## Vision Statement Examples

**Amnesty International:** A world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights instruments. (26 words)

**Goodwill:** Every person has the opportunity to achieve his/her fullest potential and participate in and contribute to all aspects of life. (21)

**Save the Children:** A world in which every child attains the right to survival, protection, development, and participation. (15 words)

**NPR,** with its network of independent member stations, is America's pre-eminent news institution (12 words)

**Habitat for Humanity:** A world where everyone has a decent place to live. (10 words)

**Oxfam:** A just world without poverty (5 words)

**Feeding America:** A hunger-free America (4 words)

**Alzheimer's Association:** A world without Alzheimer's (4 words)

**Human Rights Campaign:** Equality for everyone (3 words)

# Mission Statements



## Mission Statements

A Mission Statement is **more concrete than a Vision Statement.**

- A clearly defined Mission Statement **says what the purpose of the organization is** and helps the [grant] readers understand what is outside that purpose.
- This statement **helps the organization identify what it needs to accomplish, establish priorities, and set expectations.**



## **Effective Mission Statements:**

- Are clear and concise
- Are readily understood by your stakeholders
- Address your organization, group, or program's mandates
- Define who you serve
- Identify what you intend to accomplish
- Acknowledge the expectations of your primary stakeholders
- Serve as the foundation for your project direction
- Are realistic



## Mission Statement

- **Carefully consider your existing Mission Statement to determine if an update(s) is needed to reflect changes in environmental conditions, the way(s) in which you do business, and/or new priorities**
- **Your project's Mission Statement must be aligned to the problem or issue(s) you plan to address, one all partners agree to, and able to fulfill your project's vision and goal(s)**

**Consider at least four (4) different ways to integrate a Vision and Mission statement into your application if you don't already have one:**

- **Create them from scratch** by conducting a project-based strategic planning session
- **Write a Vision and Mission statement yourself** and seek feedback, buy-in, and approval from your partners (be ready to make changes,,, OH, be ready)
- **Adopt the existing vision and mission statements of your organization** or a trusted and mandate-aligned partner.
- **Craft a vision and mission statement for your project/partnership using the priorities and goals of the funder's grant program** as a template and guide.



**Environmental  
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# Mission Statement Examples

**Doctors without Borders (Médecins Sans Frontières):** To provide lifesaving medical care to those most in need. (10 words)

**World Wildlife Fund:** To conserve nature and reduce the most pressing threats to the diversity of life on Earth (16 words)

**Illinois Department of Public Health:** To promote the health of the people of Illinois through the prevention and control of disease and injury. (18 words)

**NRDC:** To safeguard the earth—its people, its plants and animals, and the natural systems on which all life depends. (19 words)

**Susan G Komen for the Cure** saves lives by meeting the most critical needs in our communities and investing in breakthrough research to prevent and cure breast cancer. (22 words)

**New York State Department of Health:** Working together and committed to excellence, we protect and promote the health of New Yorkers through prevention, science, and the assurance of quality health care delivery. (26 words)

**Alaska Division of Public Health:** To use the best available scientific knowledge to set public health policy and ensure provision of services which guarantee the health of all Alaskans, so that they can live full lives with optimum well-being. (35 words)



Goals

## Goals

Goals are broad statements about what should happen as a result of your program; they:

- Provide the **basis for your objectives**
- Should **align with your statement of need**
- Should only be **one sentence**
- **Address outcomes, not how outcomes will be achieved, and**
- **Describe the behavior or condition in the community that is expected to change**

## Goals

A strong Goal Statement...

- **Doesn't state what will be implemented; rather, they reflect the results of what will be implemented**
- **Is specific to the population, setting, and problem addressed.**
- **Focuses on a specific expected program effect**
- **Identifies a priority population(s) to be served**
- **Is jargon-free, short, concise, and easily understood**
- **Frames outcomes in positive terms or in terms of a decrease in undesired behavior or conditions**
- **Provides a framework for project objectives and strategies**

## Examples:

- Reduce HIV rates among adolescents in X community
- Reduce obesity rates in young adolescents in X state
- Improve cardio-vascular fitness in youth participating in X program
- Provide all community members with opportunities to safely participate in physical activity every day.
- Increase regular exercise among older adults. Eliminate secondhand smoke in public places.
- Eliminate secondhand smoke in public places.

## **Mission:**

In partnership with the diverse communities we serve, the Health Department strives to assure, promote, and protect the health of the people of Multnomah County.

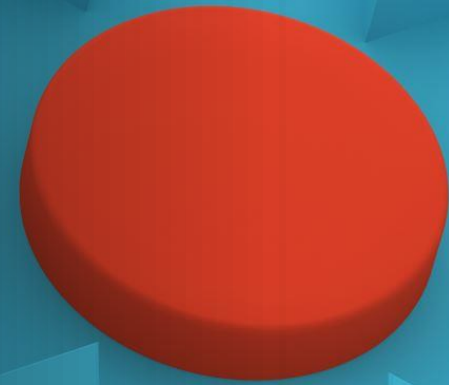
## **Goals:**

- Maintain or decrease levels of reportable diseases
- Contribute to a reduction in incidence and impact of disease
- Improve access to health care (including dental care) services for medically underserved residents
- Contribute to a reduction in the teen pregnancy rate
- Decrease substance abuse and its impact on families

<http://www.phf.org/resourcestools/Documents/PMCguidebook.pdf>



# Objectives



## Objectives

- Objectives **describe the results to be achieved by your project** and in what manner
- **Multiple objectives are generally needed** to address a goal
- Well-written objectives **help set program priorities and targets** for progress and accountability
- **Avoid verbs that may have vague meanings to describe the intended outcomes. Use verbs that document action**, such as:  
“By the end of 2018, 75% of program participants will be placed in permanent housing”



## Objectives

- Objectives should be written in the active voice and use action verbs like plan, write, conduct, and produce
- Well-written objectives will always answer the following question: **WHO is going to do WHAT, WHEN, and TO WHAT EXTENT?**

## Objectives

- Objectives should be clear and leave no room for interpretation
- **SMART** is a helpful acronym for developing objectives that are:
  - *Specific*
  - *Measurable*
  - *Achievable*
  - *Relevant, and*
  - *Time-bound*

## SMART Objectives Are:

- Specific:** What exactly are we going to do for whom?
- Measurable:** Is it quantifiable and can we measure it?
- Achievable:** Doable as proposed w/the resources/support we have?
- Relevant:** Will it have an effect on our desired goal or strategy?
- Time-Bound:** When will this objective be accomplished?

## Good Objectives Include a Baseline and Target

A **Baseline** is **where the community is now, or the first data point** in the tracking continuum.

Example of a **Baseline**: 21.9% of adults performed muscle strengthening activities on 2 or more days of the week in 2008

## Good Objectives Include a Baseline and Target

A **Target** is the desired end point amount of change, reflected by a number or percentage.

Example of a **Target**: *24.1% of adults performing muscle-strengthening activities on 2 or more days of the week by 2020*

### Target With Baseline

By 2020, increase the use of safety belts and child restraints to at least 93% of motor vehicle occupants in Franklin County.  
(Baseline: 69% in 2007)

### Target With Baseline

By 2020, increase to at least 95% the proportion of people who have a specific source of ongoing primary care in Colorado.  
(Baseline: 84% of adults aged 18 years and over in 2004)

## Example of a SMART Objective:

- By June 29, 2006 (**time bound**), increase the number of training sessions given for HDSP program partners on “Implementing and Evaluating System Change” (**specific & relevant**) from 10 to 14 (**measurable & achievable**).

## Example of a SMART Objective:

- By December 31, 2009 (**time bound**), increase awareness of the signs and symptoms of stroke and the importance of calling 9-1-1 among African American men in [State] (**specific & relevant**) from 11% to 15% (Baseline: 2005 BRFSS) (**measurable & achievable**).

## Example of a SMART Objective:

- By February 15, 2006 (**time bound**), increase by 4 (**measurable & achievable**) the number of community health centers in [State] that have incorporated into the clinic system electronic medical records with reminders of treatment protocols (**specific & relevant**).



# METHODS

*Program design* refers to how the project is expected to work and solve the stated problem. The description of *methods* or *strategies* builds upon the statement of objectives. For each objective, a *specific plan of action* should be laid out. It should delineate *a sequence of justifiable activities*, indicating the proposed staffing and timetable for each task.

Source: <https://sgp.fas.org/crs/misc/RL32159.pdf>

## Methods encompass:

- *Strategies*
- *Activities* (sometimes referred to as process or product objectives when measurable)
- *Inputs* (personnel most commonly)
- *Outputs*

# STRATEGIES



- **Strategies** [the How] describe **how objectives will be accomplished**. Strategies are used to develop programs and activities that enable an organization to pursue its objectives.
- Generally, **organizations will have a wide variety of strategies that include people from the different parts, or sectors, of the community**. These strategies **range from the very broad**, which encompass people and resources from many different parts of the community, **to the very specific**, which aim at carefully defined areas.

<https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main>

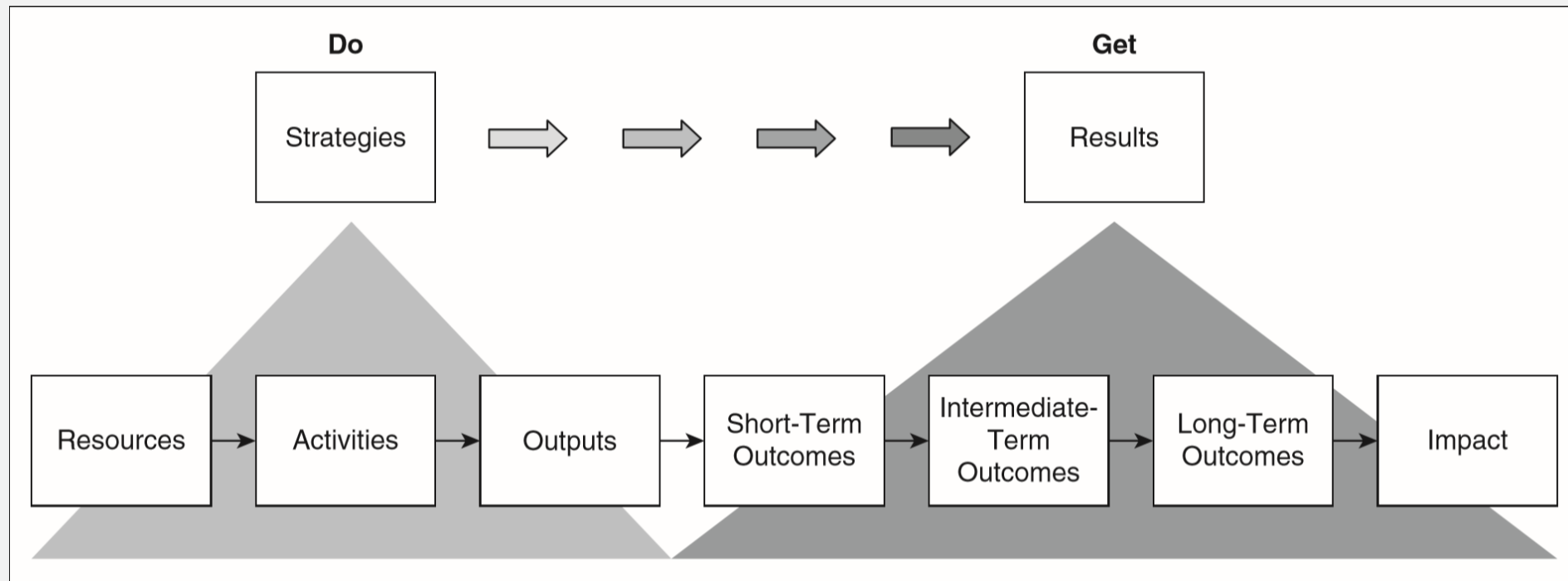
[https://www.nasact.org/files/News\\_and\\_Publications/White\\_Papers\\_Reports/2010\\_06\\_01\\_NASACT\\_GFOA\\_A\\_Performance\\_Management\\_Framework.pdf](https://www.nasact.org/files/News_and_Publications/White_Papers_Reports/2010_06_01_NASACT_GFOA_A_Performance_Management_Framework.pdf)

- **Strategies reflect a choice of optimal actions** (via activities or tactics) to secure intended results
- ***Marketing, training, political advocacy, and fund development*** are examples of common *Strategies*
- They [**Strategies**] represent an allocation of resources focused on a clearly defined objective

## Strategies

- It is important **not to confuse objectives with methods or strategies.**
- For example, “building a prenatal clinic in Adams County” is a method or strategy used to address the objective of “reducing the infant mortality rate in Adams County to X percent by a specific date.”

The Logic Model Guidebook  
Better Strategies for Great Results  
Lisa Wyatt Knowlton and Cynthia C. Phillips



# Activities

“Those trained in implementing activities correctly point out that **activities also have goals, objectives, and [sub] activities** within their implementation.

For instance, an individual training session, which is an activity within a larger program, contains a goal for that training, objectives on how to reach that goal, and a set of activities that collectively constitute the entire training.



## Activities

- Are **significant, necessary, and carried-out to implement or execute program strategies**
- Usually **result in or lead to Outputs and/or Short-Term Outcomes**
- Are **executed by a Responsible Party(ies)**
- Usually **have a clear starting point, an end-point** (From-To/By or Start-End), or may be **“ongoing”** (Start-Ongoing)
- Most activities **require resource inputs, which must be discussed in your narrative and budget** and may need to be shown briefly in tabular form
- Are **sometimes referred to as *Process Objectives, Action Steps, Tasks, or Procedures***
- Sample Activities: *Conduct RFP process, Develop and pilot training materials, Conduct training of trainers, Provide technical assistance*

## Activities

| Activity<br>(aka Process Objectives)                                                                                       | By<br>From-To | Responsible<br>Party              | Output/Outcome                                                                                                                                                                                                                                             | Measure                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Recruit 125 XYZ Middle School students for participation in alcohol prevention instruction at the XYZ Middle School Campus | 6/12          | XYZ Middle School Outreach Coord. | At least 100 XYZ Middle School students are identified, registered, and enrolled in alcohol prevention instruction at the XYZ Middle School Campus                                                                                                         | Orientation Sign-In Sheets<br><br>Project Application and Registration Forms                                                             |
| Provide alcohol prevention instruction for at least 90% of participating XYZ Middle School youth using the X curriculum.   | 12/12         | Health Educator                   | By 12/12, 90% of participating XYZ Middle School youth will have completed all lessons in alcohol prevention in the X curriculum<br><br>At least 75% of participating XYZ Middle School youth will be able to describe the importance of alcohol avoidance | Attendance Sheets<br>Completed Assignments<br>Test scores<br>Course grades<br><br>Final exams and student-completed Learning Inventories |

## Work Plan

- A project **Work Plan** lays out **specifically what Activities will be done, when** they will be done, and **who is responsible** for the activity.
- The Work Plan also **indicates outputs and outcomes** of Activities and Objectives.
- The [Work Plan] narrative **outlines your Activities in more detail than what is described in the Work Plan**. It draws the **relationship between needs, Activities, Objectives, and Goals**.

## Work Plan

- The Work Plan should be thought of as a **companion document to the Work Plan Narrative**. The Work Plan succinctly lays out the intended work, **while the Work Plan Narrative provides further detail and justification**.
- Information presented in **the Work Plan and Work Plan Narrative must clearly demonstrate the progression of your Goals, Objectives, Activities, measurable Outcomes, and Impact(s)**.
- Objectives designed for **completion over more than one year will need to define incremental Activities including the measurement strategy and intermittent targets** reflective of the Activities to be executed in addressing the Objectives and Goal.

## WORK PLAN

|                       |                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                          |          |                         |                               |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------|-------------------------|-------------------------------|
| <b>Goal 1:</b>        |                                                                                                                                  | <i>Improve control of high blood pressure in the state.</i>                                                                                                                                                                                                                        |                          |          |                         |                               |
| <b>Objective 1.1:</b> |                                                                                                                                  | <i>By June 28, 2006, increase from 2 to 5 the number of community health centers that have provided staff training on the JNC7 guidelines.</i>                                                                                                                                     |                          |          |                         |                               |
| <b>Activities</b>     |                                                                                                                                  | <b>By From/To</b>                                                                                                                                                                                                                                                                  | <b>Responsible Party</b> | <b>►</b> | <b>Outputs/Outcomes</b> | <b>Measures and Processes</b> |
| 1.                    | Form one collaborative of at least 5 health centers to examine issues related to blood pressure control.                         | 2/06                                                                                                                                                                                                                                                                               | Program Mgr.             |          |                         |                               |
| 2.                    | Provide 1 train-the-trainer program on the JNC7 guidelines for collaborative members.                                            | 5/06                                                                                                                                                                                                                                                                               | Program Trainer          |          |                         |                               |
| 3.                    | Provide training for 20 community health center administrators on the impact of using guidelines and electronic medical records. | 12/30/06                                                                                                                                                                                                                                                                           | Program Mgr.             | ►        |                         |                               |
| <b>Objective 1.2:</b> |                                                                                                                                  | <i>By June 29, 2008, increase from 2 to 10 the number of community health centers that have implemented use of electronic medical records with provider reminders of high blood pressure treatment guidelines. (There are currently 15 community health centers in the state).</i> |                          |          |                         |                               |
| <b>Activities</b>     |                                                                                                                                  | <b>By From/To</b>                                                                                                                                                                                                                                                                  | <b>Responsible Party</b> | <b>►</b> | <b>Outputs/Outcomes</b> | <b>Measures and Processes</b> |
| 1.                    |                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                          |          |                         |                               |
| 2.                    |                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                          |          |                         |                               |
| 3.                    |                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                          |          |                         |                               |
| 4.                    |                                                                                                                                  |                                                                                                                                                                                                                                                                                    |                          |          |                         |                               |

► Milestone

## WORK PLAN

|                       |                                                                                                                  |                                                                                                                                                                 |                                                               |          |                         |                               |
|-----------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------|-------------------------|-------------------------------|
| <b>Goal 1:</b>        |                                                                                                                  | <i>Reduce Youth Substance Abuse</i>                                                                                                                             |                                                               |          |                         |                               |
| <b>Objective 1.1:</b> |                                                                                                                  | <i>By 9/29/18, decrease the past 30-day alcohol use of county high school students (grades 9-12) by 5% as measured by the Youth Risk Behavior Survey (YRBS)</i> |                                                               |          |                         |                               |
| <b>Strategy 1.1:</b>  |                                                                                                                  | <i>Reduce youth access to alcohol within the community</i>                                                                                                      |                                                               |          |                         |                               |
| <b>Activities:</b>    |                                                                                                                  | <b>By From/To</b>                                                                                                                                               | <b>Responsible Party</b>                                      | <b>►</b> | <b>Outputs/Outcomes</b> | <b>Measures and Processes</b> |
| 1.                    | Provide Information: Conduct presentations at local businesses about strategies for preventing youth alcohol use | 3/1/19                                                                                                                                                          | Business Representative                                       |          |                         |                               |
| 2.                    | Reduce Access and Enhance Barriers: Work with law enforcement to conduct alcohol compliance checks               | Quarterly<br>7/17 to<br>6/18                                                                                                                                    | Law Enforcement Rep.<br>Business Rep.<br>Youth Project Coord. |          |                         |                               |
| <b>Strategy 1.2:</b>  |                                                                                                                  | <i>Increase the capacity of parents to address underage drinking.</i>                                                                                           |                                                               |          |                         |                               |
| <b>Activities:</b>    |                                                                                                                  | <b>By From/To</b>                                                                                                                                               | <b>Responsible Party</b>                                      | <b>►</b> | <b>Outputs/Outcomes</b> | <b>Measures and Processes</b> |
| 1.                    | Provide Support: Support the development and implementation of a Parent Network                                  | 2/1/19                                                                                                                                                          | Project Coordinator                                           |          |                         |                               |
| 2.                    | Enhance Skills: Conduct strengthening families workshops                                                         | Quarterly<br>7/19 to<br>6/20                                                                                                                                    | Treatment Rep.                                                |          |                         |                               |
| 3.                    |                                                                                                                  |                                                                                                                                                                 |                                                               |          |                         |                               |
|                       |                                                                                                                  |                                                                                                                                                                 |                                                               |          |                         |                               |
|                       |                                                                                                                  |                                                                                                                                                                 |                                                               |          |                         |                               |

► Milestone

# INDICATORS

## Inputs Outputs Outcomes

An Indicator is a measure of a characteristic or condition of people, institutions, systems, or processes that may change over time.

Indicators measure inputs, outputs, and *outcomes* of strategies, projects, or activities; they are the basis for observing progress and measuring actual results compared to expected results.



A dense field of colorful balls in orange, yellow, green, and blue. The balls are scattered across the entire frame, creating a vibrant, textured background. The text "First, Let's Denoise" is overlaid in the center in a white, sans-serif font.

First, Let's Denoise



## Indicator

An indicator is a **value, characteristic, or metric** used to track the performance of a program, service, or organization, or to gauge a condition. It is **synonymous** with the term, “**measure.**”

## Measure

A measure is a **value, characteristic, or metric** used to track the performance of a program, service, or organization, or to gauge a condition. It is **synonymous** with the term, “**indicator.**”

## Output

An output is a **unit of a product or service** produced through activities and programs (e.g., clients served, lunches served, tons of waste removed, and applications processed).

## Outcome

An **Outcome is the result of a program, service, set of activities, or strategy**. It should be used to describe the impact of the **service, set of activities, or strategy**, **NOT** to describe what was done. Outcomes are **often identified as immediate, intermediate, and long-term**. It is **synonymous** with the term, **“Result.”**

## Results

- A **Result** is the **outcome of a program, service, set of activities, or strategy**. The term **should be used to describe the impact of the service, set of activities, or strategy, NOT** to describe what was done. Results are **often identified as immediate, intermediate, or long-term**. It is **synonymous** with the term, **“Outcome.”**

## Indicators

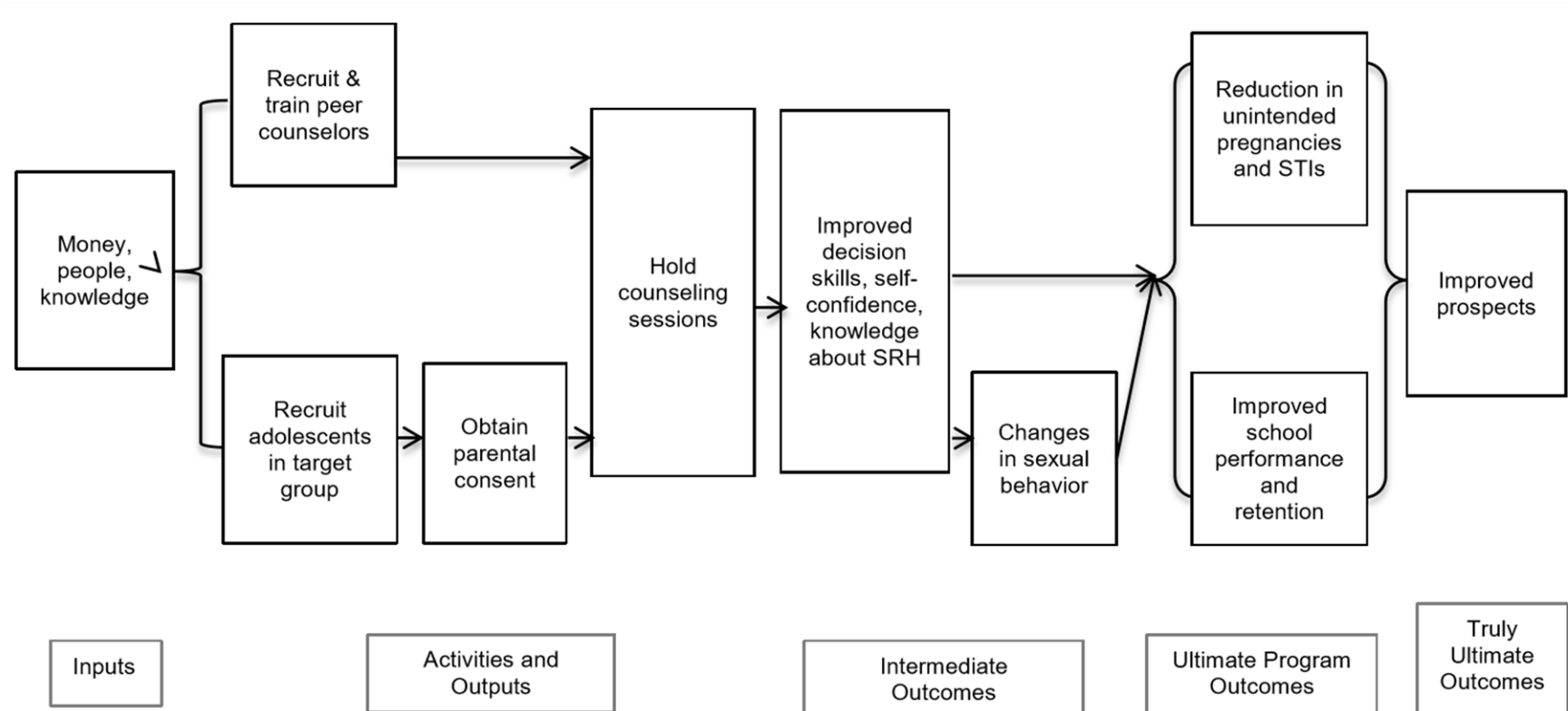
- There are different types of “Indicators.” Some of the most common include:
  - **Input** Indicators
  - **Output** Indicators
  - **Outcome** Indicators
  - **Efficiency** Indicators
  - **Quality** Indicators, and more

## Inputs

- **Input (descriptive) Indicators** are designed to **report the amount of resources** (e.g., *financial, personnel, material, etc.*) **that are available or have been used for a specific service or program**
- **Financial and personnel data** are the most common
- You may include indicators of other project resources that are managed or consumed
- Input measures are **helpful in illustrating the scope of work, but not the actual activities performed**
- Input data are **typically reported as numbers**, not percentages

## Examples of **Input Indicators**:

- Number of client referrals
- Number of fleet vehicles
- Number of jail beds
- Number of branch hours opened
- Number of maintained centerline/lane miles
- Number of helpdesk covered PC terminals
- Number of prosecution cases received
- Tons of concrete
- Yards of lumber



The organization's inputs are the funds, human resources, and knowledge necessary to engage in the activities or to produce the outputs that lead to the intended goals or outcomes. Planning a strategy necessarily begins with outcomes and works backward to the inputs, which can only be ascertained after the rest of the logic model has been worked out.

## Outputs

- **Outputs** are the direct (usually quantifiable or measurable in some way) result(s) of *Activities*
- Often in government-funded programs, **Output** measures are indicators of the amount of service provided [by a project] such as the *number of students enrolled*, the *number of lunches served*, or the *number of riders transported*
- It is common for programs to have **more than one Output** indicator; the data are **typically reported as numbers** and not percentages
- **Outputs describe the activities that a program has completed, but not necessarily their results**



## **Output Indicator Examples:**

- Number of treatment episodes delivered
- Number of vehicle repairs performed
- Number of client screenings provided
- Number of purchase orders issued
- Number of vaccinations given to children
- Number of centerline/lane miles resurfaced

## Efficiency Indicators

- Measure **how effectively (Productivity) a program is performing the activities it is doing.**
- **It measures the cost of resources** (e.g., in dollars, FTE, employee hours, time, etc.) **per unit of output** (e.g., per repair, per case, etc.).

## Examples of **Efficiency Indicators**:

- Reports generated per analyst FTE
- Average number of days to close a case
- Cost per jail bed day
- Labor-hours per proper vehicle repair

## Quality Indicators measure:

- **Effectiveness in meeting the expectations of customers and stakeholders**
- These measures include things like ***reliability, accuracy, courtesy, competence, responsiveness, and completeness*** associated with a product or service
- **Lack of quality can also be measured.** Such examples include rework, correcting errors, or resolving complaints.

## Examples of **Quality Indicators**

% of error-free reports

% accuracy of information entered in a data system

% of customers who rank service as exceeding expectation(s)

% of clients wait-listed more than a month for treatment

### Examples of Indicator Components

|                                                                              | Example 1                                                                                                                                                                                                                             | Example 2                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Indicator Components</i>                                                  | Indicator: Increase the percentage of participants from the southern districts reporting an improvement in their relationship with the other(s) to the point where they now enter each other's homes from 20% in 2005 to 70% by 2008. | Indicator: Increase the number of men and women participating in at least two inter-community activities from 75 men and women/year in 2005 to 450 men and women/year for all ten program communities before the end of 2007 |
| <i>What is to be measured – what is going to change</i>                      | Participants reporting an improvement in their relationship with the other(s)                                                                                                                                                         | The number of men and women participating in at least two inter-community activities                                                                                                                                         |
| <i>The unit of measurement to be used to describe the change</i>             | Percentage of participants                                                                                                                                                                                                            | Number of women and men                                                                                                                                                                                                      |
| <i>Pre-program status/state, also known as the baseline (where possible)</i> | From 20% of the participants in 2005                                                                                                                                                                                                  | From 75 men and women/year in 2005                                                                                                                                                                                           |
| <i>The size, magnitude or dimension of the intended change</i>               | To 70% of the participants in 2008                                                                                                                                                                                                    | To 450 men and women/year before the end of 2007                                                                                                                                                                             |
| <i>The quality or standard of the change to be achieved</i>                  | Improved to the point where they enter each others' homes                                                                                                                                                                             | At least two inter-community activities                                                                                                                                                                                      |
| <i>Target population(s)</i>                                                  | People in the southern district                                                                                                                                                                                                       | Men and women from all 10 program communities                                                                                                                                                                                |
| <i>The timeframe</i>                                                         | Between 1 January 2005 and 1 January 2008                                                                                                                                                                                             | Between 2005 and the end of 2007                                                                                                                                                                                             |

## Outcomes

- Outcome statements specify the **intended results or impact(s) of a project**. It is often useful to identify both short-term and intermediate outcomes.
- Programs **typically have multiple, sequential outcomes across the full program performance story**.
- It is **important to identify the order in which outcomes are expected to be attained**—which will come earlier and which later.

- **Short-Term Outcomes:** Are the *changes or benefits most closely associated with or “caused” by the project’s activities and outputs*
  - **Intermediate Outcomes:** Are *changes that result from the project’s short-term outcomes*
  - **Long-Term Outcomes:** *Follow from the changes or benefits accrued by the project’s Intermediate Outcomes*
- [https://www.acf.hhs.gov/sites/default/files/documents/prep-logic-model-ts\\_0.pdf](https://www.acf.hhs.gov/sites/default/files/documents/prep-logic-model-ts_0.pdf)
- **Short-Term Outcomes** are *the immediate intended knowledge, awareness, attitudes, skills, intentions, etc. sought by the project*
  - **Intermediate Outcomes** *specify what individuals do with the short-term outcomes. They are the intended behaviors, practices, and actions.*
  - Sometimes **Long-Term Outcomes** are also identified. Typically, but not always, these mirror the goal statement.

<https://www.pmn.net/wp-content/uploads/logic-models-a-tool-for-telling-your-programs-performance-story.pdf>



## **In other words,,,**

- **In many cases, there is not just one desired Outcome, but a series, each contributing to another benefit or change that leads closer to the ultimate outcome(s) the project hopes to achieve.**
- **Various sources recognize different numbers of outcome levels and call them by different terms (e.g., short-term, intermediate, long-term, longer-term or “impact”). The real issue is not the terms, but the concept of a hierarchy of logically related changes or benefits.**

## For example:

- An *energy saving technology prototype* may be a **Short-Term Outcome**;
- The technology's *commercial scale prototype* would be an **Intermediate Outcome**; and
- A *cleaner environment* once the energy-saving technology is in use may be one of the program's desired **Long-Term Outcomes or Impacts**.

## Outcomes

- **Outcomes are not intrinsically *initial* [Short-Term], *Intermediate*, or *Longer-Term*.**
- An Intermediate Outcome for one program can be a Longer-Term Outcome for another. **Their designation is determined by the logical relationship among the sequence of effects for the particular program. This relationship can be thought of as an "*if A, then B*" chain of influences and benefits.**

## Outcomes

- Example 1. of the "If-Then" relationship:
  - If, A) Stop-smoking classes teach about health hazards and effective quitting techniques (*output*) then, B) smokers acquire knowledge, change their attitudes, and gain skills to stop smoking (*initial outcomes*). If, smokers know smoking is harmful, want to quit, and have skills to minimize withdrawal symptoms, then C) they will quit smoking (*intermediate outcome*). If, they [smokers] quit smoking, then they D) will have fewer smoking-related illnesses (*longer-term outcome*).

## Outcomes

- Example 2. of the "If-Then" relationship:
  - If, A) Youth are mentored by adults who *stress the importance of education* (output), then B) the youth will *see education as important* (initial outcome). If, the youth see education as important, then C) they will *attend school more regularly* (intermediate outcome). If, youth attend school more regularly, then D) they are *more likely to graduate* (intermediate outcome). If they graduate, then E) they are *more likely to become employed* (longer-term outcome).

## **Other Examples of Outcomes:**

% reduction in juvenile recidivism

% of youth living independently at discharge

% of clients who reduced drug use at discharge (initial outcome)

% of clients drug-free at 1 year after discharge (long-term outcome)

% reduction in incidents of disease

% reduction in repeat calls for service

## Outcome Measures should be:

- **Meaningful (Valid):** Measure the right things. If a measurement fails to measure what was intended, then it is not valid
- **Consistent (Reliable):** The data used to generate the measurement must be consistently accurate and reliable and describe what is being measured.
- **Understandable (Clear):** Can the measure be understood by people who are interested in the program.
- **Avoid Perverse Incentives:** Might the measure lead to behaviors that reduce quality or outcomes (e.g., Creaming or Parking) just so the “numbers look good?” If so, re-think how the measure can be modified to reflect the desired change/behavior

## Sample Outcomes:

- At the end of year 1 of the project, 80% of 100 educators trained will report they feel comfortable implementing X curriculum
- By June 30, 2012, 95% of 8th grade students who received instruction in the alcohol prevention curriculum will report an increase in their assertive communication skills on a post-survey
- On the 2012 state YRBS, 90% of middle school respondents will report they have not consumed alcohol



**Impact:** A result or effect that is caused by or attributable to a program, project, process, or policy. Impact is often used to refer to higher-level effects that occur in the medium or long-term and can be intended or unintended and positive or negative.

# EVALUATION

There is no “one size fits all” evaluation methodology. *The best evaluations are designed to provide you with the information you need and to match the scope and complexity of your strategy, initiative or project’s major activities.*

<https://www.wkkf.org/resource-directory/resources/2017/11/the-step-by-step-guide-to-evaluation--how-to-become-savvy-evaluation-consumers>

## Evaluation

- Your evaluation plan **should be a consideration at every stage of the proposal's development.**
- **Understand that data collected for your problem statement will form a comparative basis for determining whether your objectives are indeed being met, proposed methods are accomplishing their ends; or whether different parts of the plan need to be fine-tuned.**

## Evaluation

There are several kinds of evaluations:

- Process Evaluations: Monitor programs by focusing on activities performed and the number of participants served
- Outcome Evaluations: Measure the effects of a program against the goals it sets out to accomplish
- Efficiency Evaluations: Assesses whether the [project's] resources were used in the most efficient manner
- Comprehensive Evaluations: Are a combination of process and outcome evaluations, which assesses program operations, activities and outcomes

## Stages of the Evaluation Process

1. **Preparing** for the Evaluation;
2. **Identifying Stakeholders**;
3. Formulating a **Theory of Change** and **Program Logic Model**, and
4. Developing an **Evaluation Plan** Using Your Logic Model to:
  1. **Identify Assumptions** regarding why your project will achieve its desired results and what will be different;
  2. **Define your evaluation questions**;
  3. **Construct your measurement framework** (including qualitative and quantitative measures of change);
  4. **Identify data sources**; and
  5. **Determine your data collection frequency**

## Evaluation

Evaluations may be **conducted by an internal staff member, an evaluation firm, or both**. Evaluation designs **may start at the beginning, middle, or end of a project**, but the applicant should specify a start-up time.

It is desirable and advisable to **submit an evaluation design at the start of a project** for two reasons:

- 1. Convincing evaluations require the collection of appropriate baseline data before and during program operations; and**
- 2. If the evaluation design cannot be prepared at the outset, then a critical review of the program design may be advisable.**

## Evaluation

Among the considerations will be whether **evaluation will be done by the organization itself or by outside experts**. You (the organization) will have to **decide whether outside experts have the standing in the field and the degree of objectivity that would justify the added expense, or whether the job could be done with sufficient expertise by your own staff** without taking too much time away from the project itself.





# **The Statement of Need**

## The Statement of Need

- The Statement of Need **provides detailed information on the problem or need your project will address and the solutions you propose.**
- Describe **why and how the problem is occurring** in the target population and/or area **using relevant information and data** from authoritative sources, **including economic and demographic data, behavioral science** (if applicable), and **other relevant data** (polls of community concerns, surveys, studies, reports, evaluations, interviews, etc.).

Three of the best ways to demonstrate the need for your project include Expert Opinions, Statistics and Anecdotes.

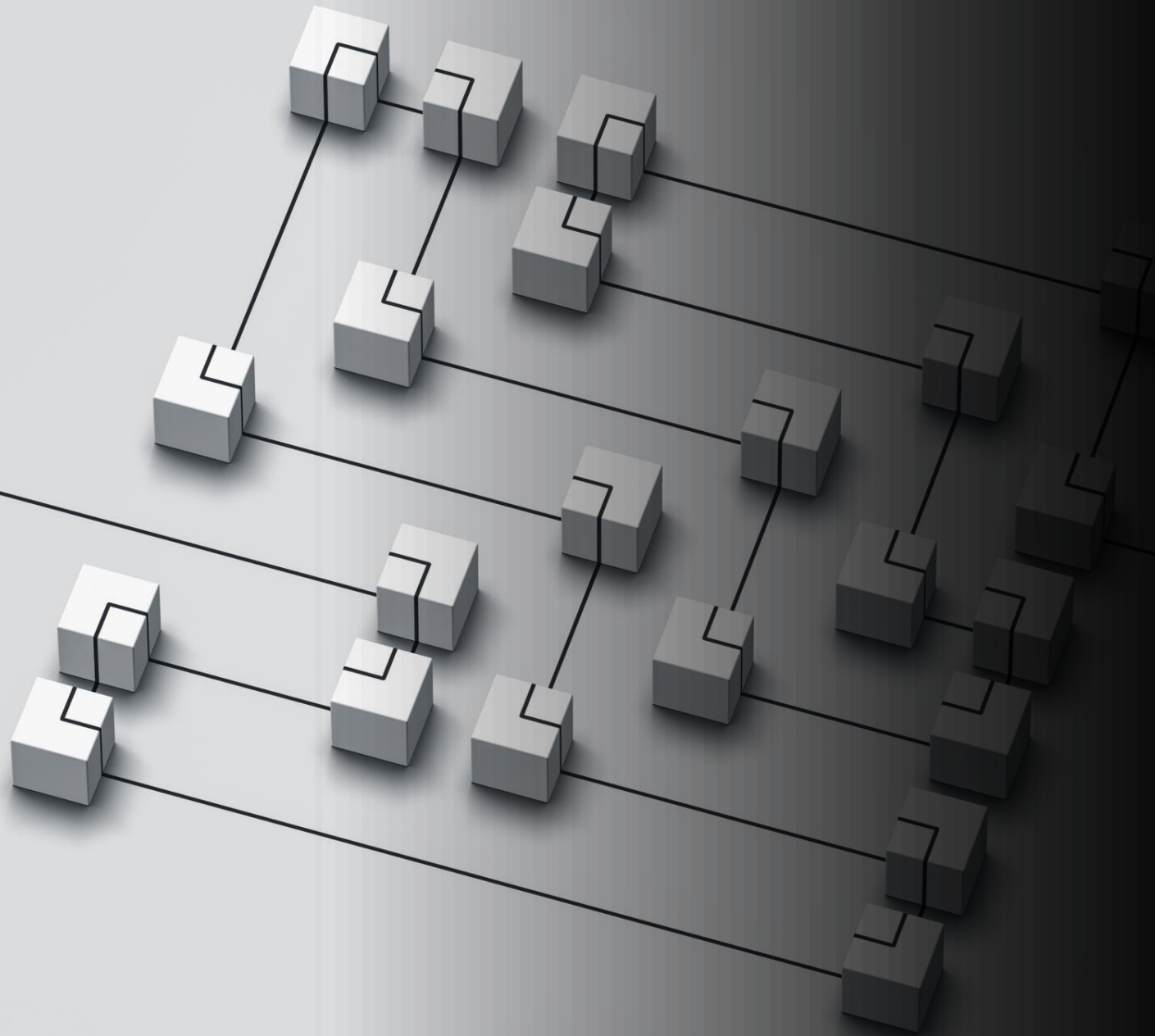
- **Expert Opinions:** Use quotes from leaders in the field, confirming that the problem exists. If effective methods to solve problems include your proposed approach or project, these should also be cited.
- **Statistics:** Numbers and data help demonstrate the need for a project. You need to make sure that the data you use are current, relevant, and accurate.

(Cont.)

- **Data** may come from a variety of sources, e.g., local community groups, local/state agencies, national statistics, other local nonprofit organizations, the Internet and agencies around the country that address and serve similar target populations and issues.

## Developing Your Written Statement of Need and Other Narrative Components

- **Use the questions found in the grant solicitation narrative section to create an interview tool;** then use this tool to interview (phone or in-person) your key project partners—they will often provide you droves of information that can be used to complete your application narrative.
- **People love to talk about themselves and what they (they're organizations/agencies) have done** and would like to see happen in the future.
- **Be an investigator, editor, and systems-integrator** rather than a lonely (and sometimes frustrated) grant writer.



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# The Theory of Change and Program Logic Models

## **A Theory of Change:**

- **Explains how a group of early and intermediate accomplishments sets the stage for producing long-range results**
- **Is a method that a community group can use to think critically about what is required to bring about a desired social change**
- **Is a process designed to depict how a complex change initiative will unfold over time**
- **Creates an illustration of all the various moving parts that must operate in concert to bring about a desired outcome**

**A Theory of Change asks project planners:**

- **To predict exactly who or what is going to change, over what period of time, and by how much, at every single step in an often complex process**
- **To specify how and why they expect change to happen in a particular way**
- **How they are going to bring their resources to bear on creating early and intermediate changes that add up to their ultimate goal**

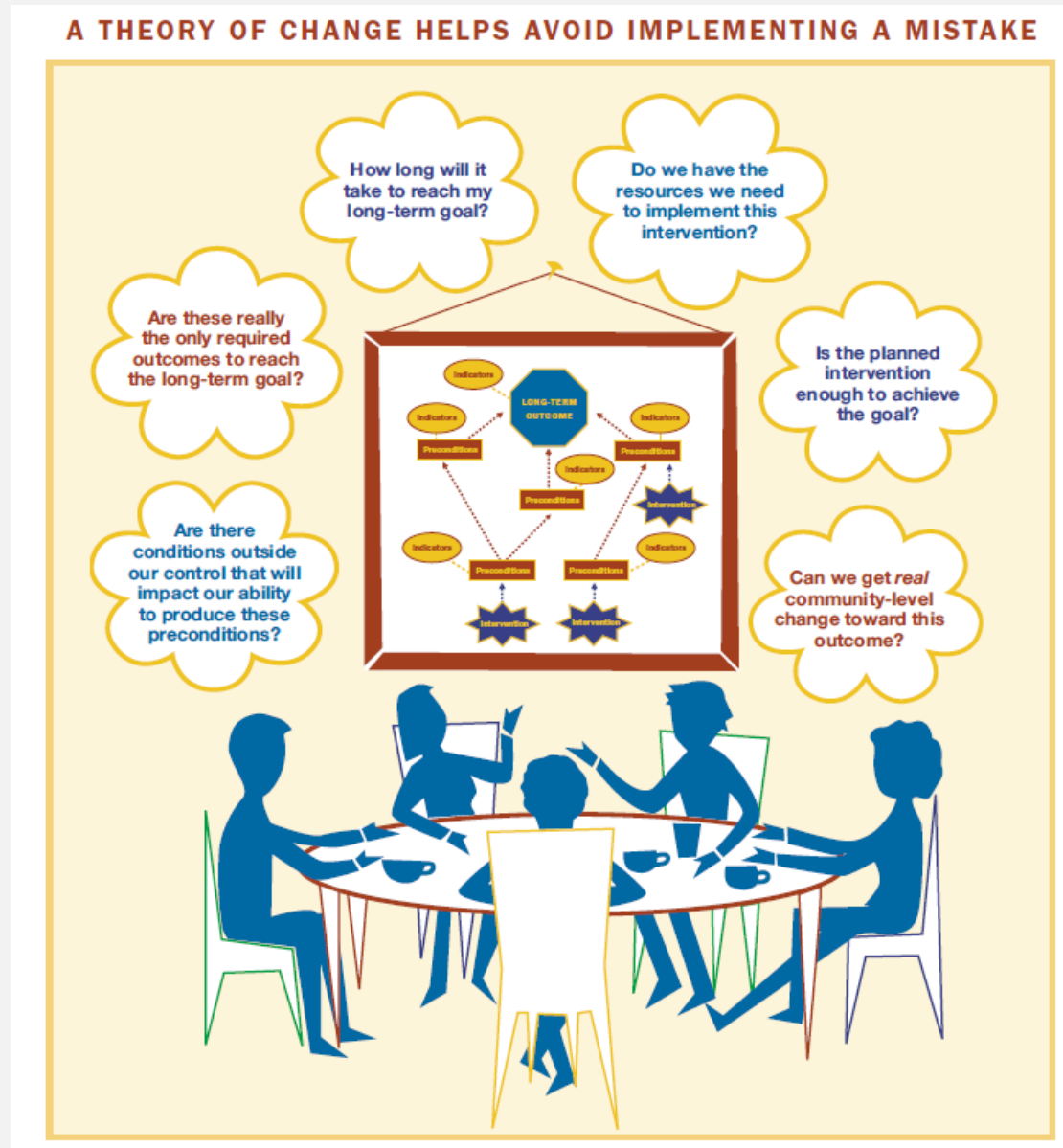
**A Theory of Change is essentially an explanation of how a group of stakeholders expects to reach a commonly understood long-term goal**



## Theory of Change – Proof or Hypothesis

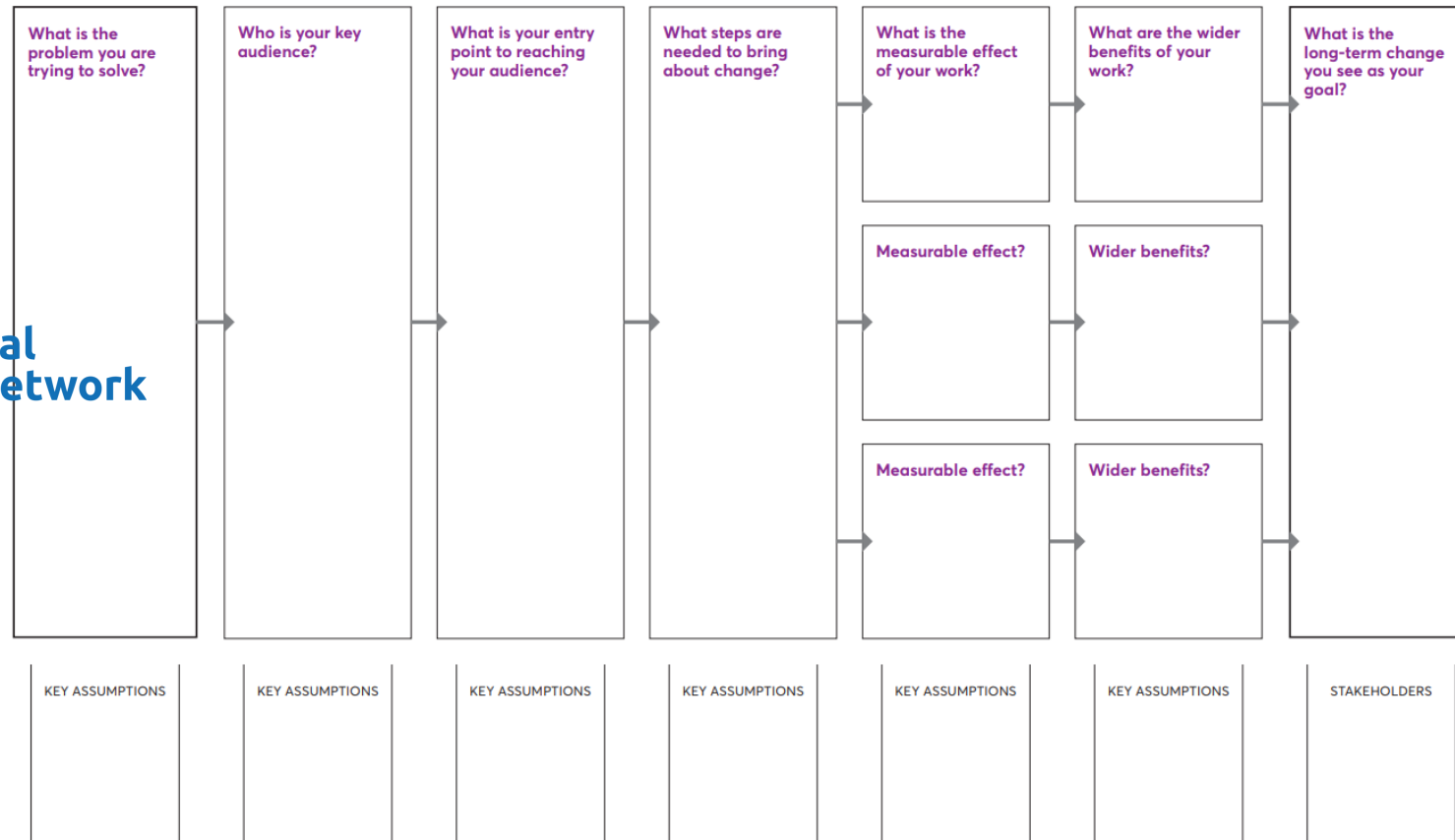
- A **Theory of Change** can be grounded either in an established claim with *proof* or in a *hypothesis*. Programs based on *proofs* are a replication of something that has worked. *Hypotheses* are rationales based on research literature that show promise of working and are therefore something worth trying.
- Programs based on *hypotheses* are *innovations*.
- If the Theory of Change is supported by a body of evidence, there is a stronger chance that the strategies chosen will secure the desired results.

The  
Community Builder's Approach to  
Theory of Change  
A Practical Guide to Theory  
Development  
by Andrea A. Anderson, PhD  
The Aspen Institute



THEORY OF CHANGE

Define your goals and how you will achieve them

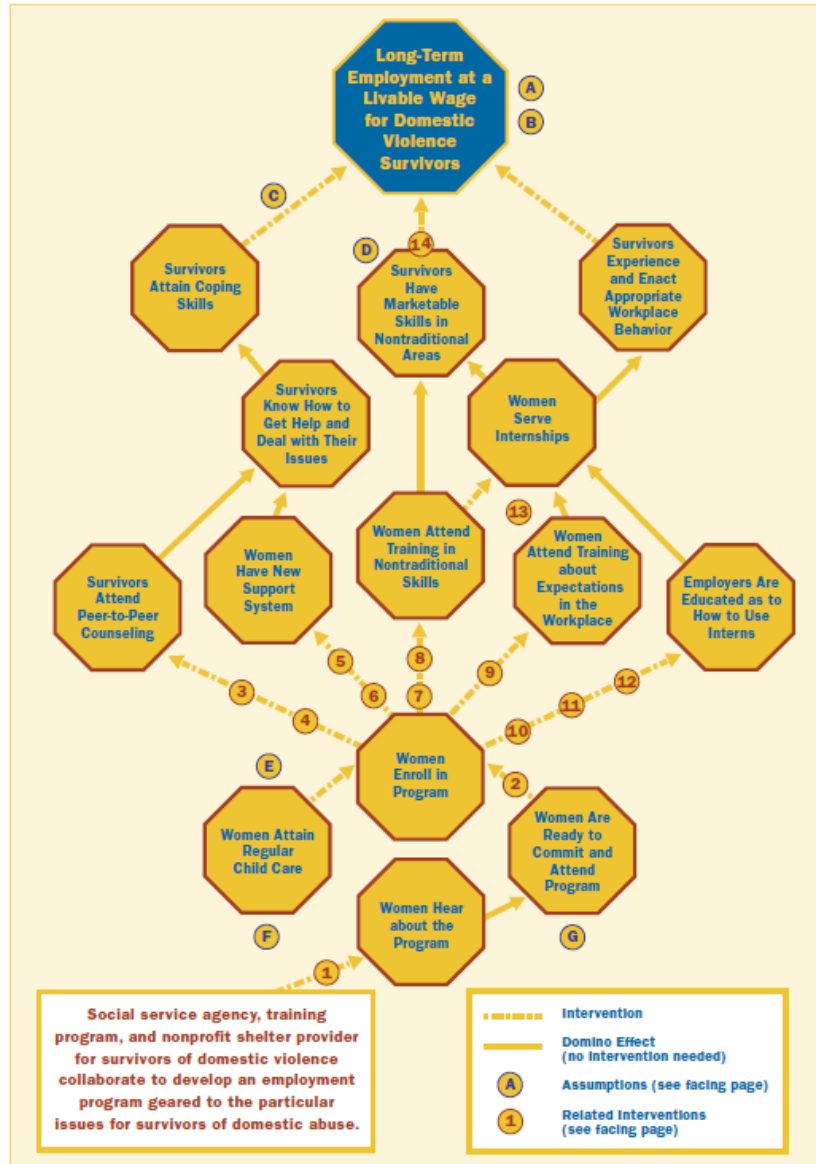


INSPIRED BY: Nesta (2011) Theory of Change

The  
 Community Builder's Approach to  
 Theory of Change  
 A Practical Guide to Theory  
 Development  
 by Andrea A. Anderson, PhD  
 The Aspen Institute



PROJECT SUPERWOMAN: A THEORY OF CHANGE



## EXAMPLE PATHWAY OF A 9-MONTH TRAINING PROGRAM

This document provides an example theory of change for a hypothetical training program for aspiring farmers. Use this diagram as a tool to reflect on your own program to develop your own outcomes or theory of change.

To help in that process, see Reflection Questions for Identifying Outcomes & Indicators in *Identifying Outcomes for Program Evaluation: Example Outcomes for Beginning Farmer and Rancher Training Efforts*.

### PROGRAM DESCRIPTION

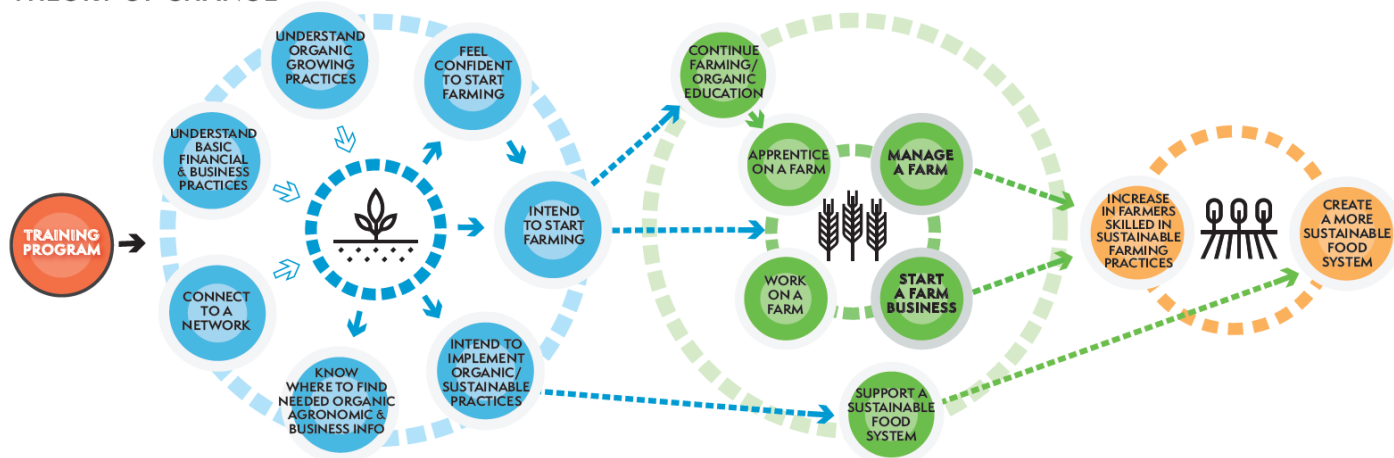
**PRIMARY PROGRAM GOALS:** Become proficient in organic agronomic skills. Understand business and financial basics.

**ACTIVITIES:** 9-month program, two weekends a month. Half classroom, half hands-on.

**AUDIENCE:** Mostly new to farming, few with access to land and resources.

**CONTEXT:** Expensive ag land. Most people intend to stay in this urban/peri-urban region.

### THEORY OF CHANGE



### INDICATORS

**AT THE END OF THE PROGRAM**

- \_\_\_% understand agronomic, financial & business practices
- \_\_\_% know where to find needed info
- \_\_\_% feel confident to start farming
- \_\_\_% intend to start farming
- \_\_\_% intend to do work that supports a sustainable food system

**1 YEAR AFTER THE PROGRAM**

- \_\_\_% have continued in organic/sustainable agriculture
- \_\_\_% manage a farm
- \_\_\_% start a farm business
- \_\_\_% work in sustainable food system

**3 YEARS AFTER THE PROGRAM**

- \_\_\_% manage a farm
- \_\_\_% start a farm business
- \_\_\_% work in sustainable food system

**10 YEARS AFTER THE PROGRAM**

- \_\_\_% manage a farm
- \_\_\_% start a farm business
- \_\_\_% work in sustainable food system

## The Program Logic Model

- **Logic model describes both what is planned by your project (the doing) and what results are expected (the getting)**
- **It provides a clear road map to a specified end.**
- **The modeling process provides an opportunity to review the strength of connections between proposed project activities and outcomes.**
- **By clarifying issues of need and concern, documenting their dynamics, and reviewing your assumptions regarding causes and solutions, these models will graphically illustrate your understanding of what is intended to work under which conditions**

The Logic Model Guidebook: Better Strategies for Great Results

Lisa Wyatt Knowlton and Cynthia C. Phillips

[https://www.sagepub.com/sites/default/files/upm-binaries/50363\\_ch\\_1.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/50363_ch_1.pdf)

## The Program Logic Model

- It is essential to note that a **Logic Model** is a **graphic display of a project or program captured at *one point in time***.
- Logic Models can **untangle and clarify complex relationships** among elements or parts.
- A Logic Model is a **snapshot of an individual's or group's current thinking** about how their idea or program might work.

The Logic Model Guidebook: Better Strategies for Great Results

Lisa Wyatt Knowlton and Cynthia C. Phillips

[https://www.sagepub.com/sites/default/files/upm-binaries/50363\\_ch\\_1.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/50363_ch_1.pdf)

## The Program Logic Model

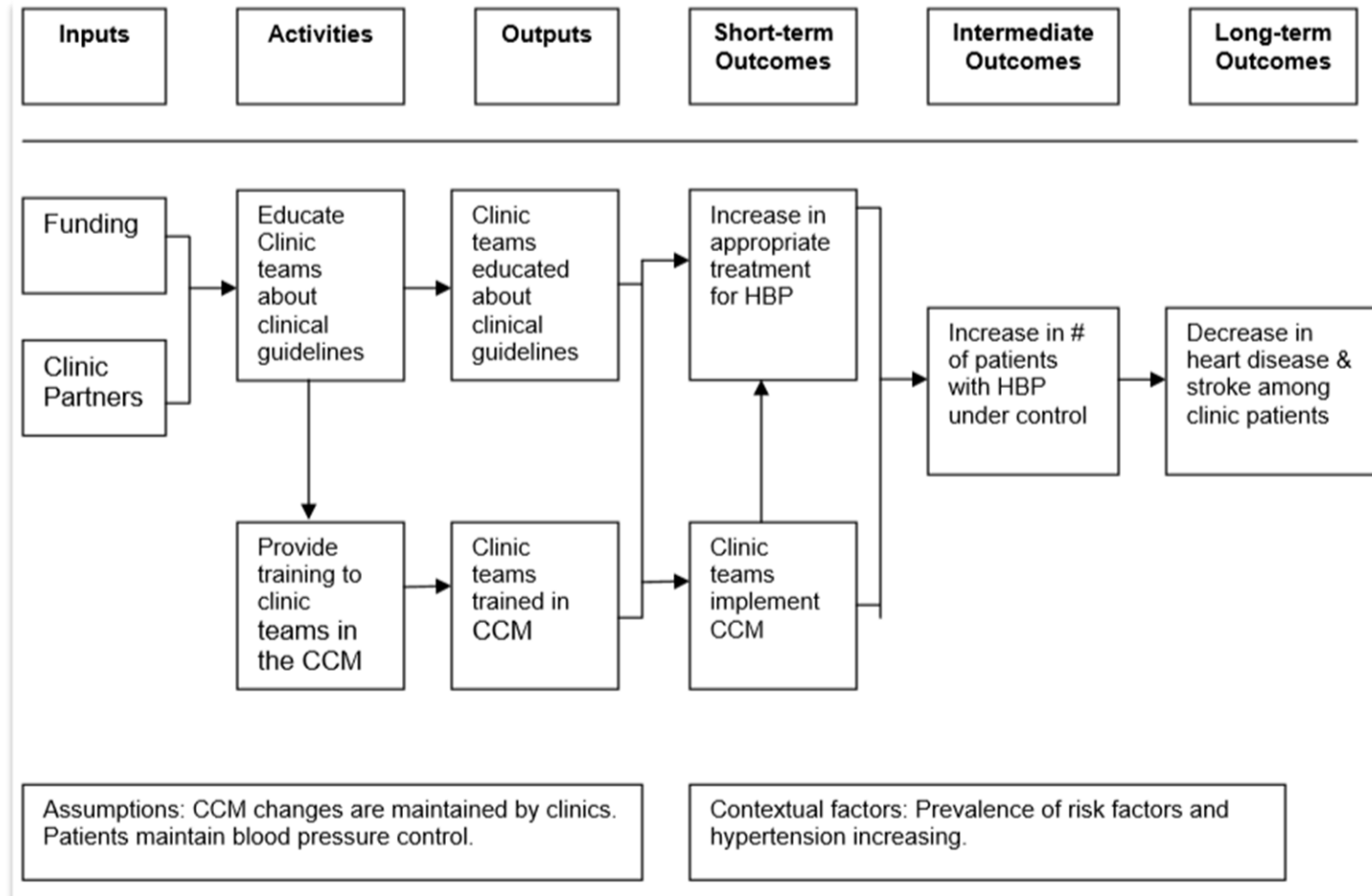
Logic Models typically **include 5 major components:**

- **Inputs (Resources)**
- **Activities**
- **Outputs**
- **Short-Term Outcomes, and**
- **Long-Term Outcomes.**

Once this model of expected performance is produced, critical measurement areas can be identified.



|                    |                   |                | <b>Outcomes</b>           |                     |             |
|--------------------|-------------------|----------------|---------------------------|---------------------|-------------|
| <b>INPUTS</b>      | <b>ACTIVITIES</b> | <b>OUTPUTS</b> | <b>SHORT</b>              | <b>INTERMEDIATE</b> | <b>LONG</b> |
|                    |                   |                |                           |                     |             |
|                    |                   |                |                           |                     |             |
|                    |                   |                |                           |                     |             |
|                    |                   |                |                           |                     |             |
| <u>Assumptions</u> |                   |                | <u>Contextual Factors</u> |                     |             |



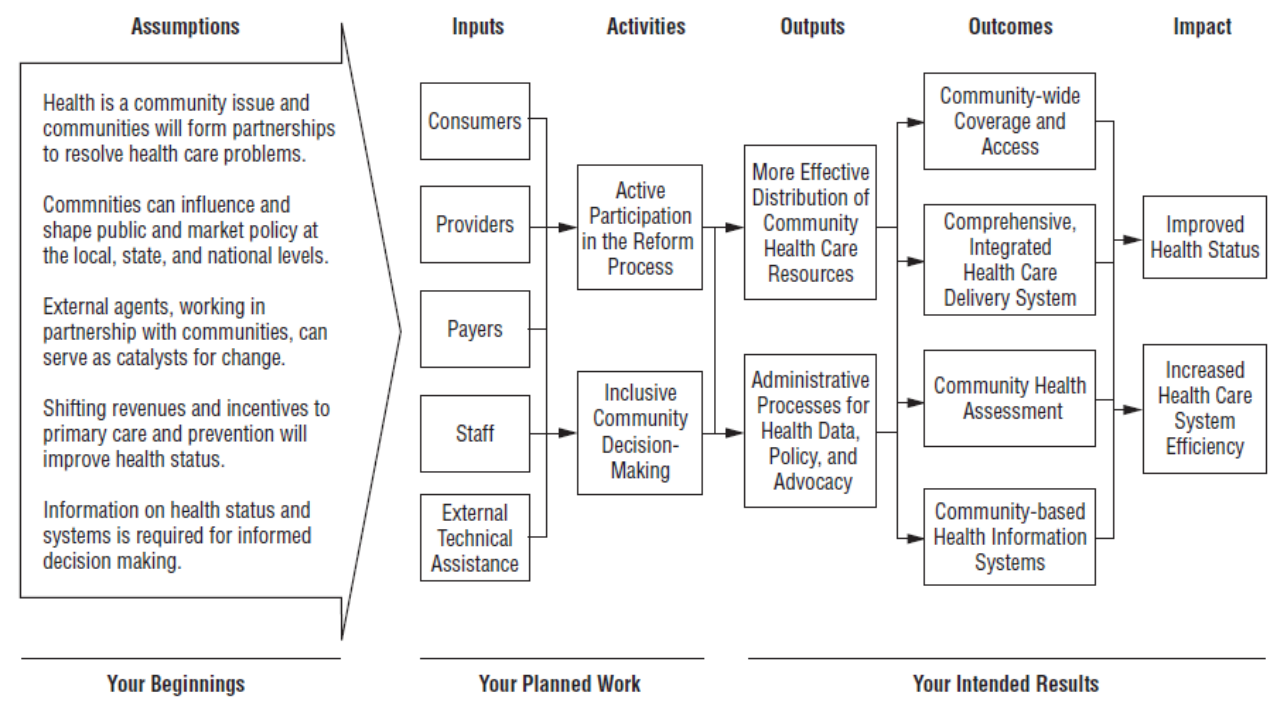
## CAA MARRIAGE ENRICHMENT PROJECT LOGIC MODEL

| GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ASSUMPTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | INPUTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | OUTPUT MEASURES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Increase awareness in the API and Hispanic Immigrant Communities about the importance of sustaining a healthy marriage and the skills necessary to do so.</p> <p>2. Strengthen Marriages in the API and Hispanic Communities.</p> <p>3. Strengthen the ability of engaged and pre-engaged individuals in the API and Hispanic Communities to create healthy marital relationships.</p> <p>4. Promote health and self-sufficiency through a rigorous system of case management.</p> <p>5. Promote career advancement and self-sufficiency among TANF recipients, past recipients and individuals eligible for TANF or at risk of becoming TANF recipients.</p> | <p>Serious pressures faced by API and Hispanic families and immigrants lead to higher than average rates of divorce, depression, and stressful/unfulfilling inter personal relationships.</p> <p>Socio-economic factors play a substantial role in the success of marital relationships.</p> <p>Cultural norms that undervalue women complicate attempts to create a healthy and equal marital relationship.</p> <p>Providing a continuum of services and supports to couples and families can pave the way to creating healthier marriages and to sustaining the marital relationship for the long term.</p> <p>With career guidance, individuals can successfully transition from welfare to lives of self-sufficiency, helping to reduce relationship stress, improving family stability and help couples to succeed in marriage.</p> | <p>OFA Funding.</p> <p>Evidence-Based curriculum.</p> <p>Culturally and Linguistically appropriate staff.</p> <p>1 PT Program Director, 1 FT Program Coordinator. 5 FT Healthy Marriage Educators and 2FT Career Advancement Personnel.</p> <p>Ongoing staff training.</p> <p>Solicited community input /feedback from clients.</p> <p>Group and Individual support/relationship skills training.</p> <p>Inter-agency collaboration/referral network to address needs along a continuum.</p> <p>CAA's reputation in the community which will foster collaboration—particularly in terms of potential employers.</p> | <p>Launch a Public Awareness Campaign</p> <p>Update evidence-based curriculum for relationship skills and career development</p> <p>Provide an evidence-based program on relationship skills training for married couples.</p> <p>Provide an evidence-based program on relationship skills training for engaged and pre engaged individuals.</p> <p>Provide rigorous Case Management Services to all program participants throughout the program and for 90 days post completion.</p> <p>Provide Career Advancement Support to program participants.</p> | <p>5,000 individuals contacted via 50 ads in ethnic radio, newspapers, and television, 1,200 pieces of print materials (flyers, posters, calendars) and 100 Outreach sessions.</p> <p>150 couples and 300 engaged and pre-engaged individuals will complete the MEP relationship skills training program.</p> <p>100% of participants will practice techniques to improve communication, manage anger, and resolve conflict.</p> <p>100% of participants (600 total served) will receive intensive case management.</p> <p>15% of participants (100 individuals) will enroll in Career Advancement (CA).</p> <p>100% of CA participants will complete the OWRA and develop an employment plan.</p> <p>85% of CA participants will attend job readiness training that includes resume writing and pre-employment or soft-skills development.</p> <p>85% of CA participants will attend one-on-one career counseling/development sessions.</p> <p>60% of CA participants will attend basic ESL training.</p> <p>80% of participants referred for job/vocational training will complete the program and return for job research and placement assistance.</p> <p>85% of CA participants will identify 10 or more appropriate jobs and will complete the application/resume submittal process.</p> | <p>The communities served will have increased knowledge about the existence and availability of marriage strengthening programs in Long Beach.</p> <p>Improved relationship skills will result in reduced conflict, stronger bonds, better functioning partnerships and reduced divorce among participants</p> <p>Participants will experience increased knowledge, a more positive attitude toward marriage and will experience improvements in emotional expression, anger management, conflict resolution, communication, and financial management.</p> <p>API and Hispanic current and former TANF recipients participating in Career Advancement will have the skills and training necessary to secure gainful employment.</p> <p>Participants will have access to a broad array of services geared to through case management and support services.</p> <p>CAA will have a broadened cross section of linkages with the business community resulting in enhanced capacity to facilitate job placement for participants.</p> |

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# W.K. Kellogg Foundation Logic Model Development Guide, 2004



Example of a Theory Logic model (Adapted from WKKF's Comprehensive Community Health Models of Michigan).

PROJECT PLANNING FORM

| Project Name:               |                       |            |                              |                                         |
|-----------------------------|-----------------------|------------|------------------------------|-----------------------------------------|
| Project Coordinator:        |                       |            | Executive Team Oversight:    |                                         |
| Need:                       |                       |            |                              |                                         |
| Beneficiaries:              |                       |            |                              |                                         |
| Goal # ____:                |                       |            |                              |                                         |
| Significant Collaborations: |                       |            |                              |                                         |
|                             | Outcomes / Objectives | Activities | How Success Will be Measured | Timetable for Activities and Evaluation |
| #1                          |                       |            |                              |                                         |
| #2                          |                       |            |                              |                                         |
| #3                          |                       |            |                              |                                         |
| #4                          |                       |            |                              |                                         |
| #5                          |                       |            |                              |                                         |

**Logic Model**

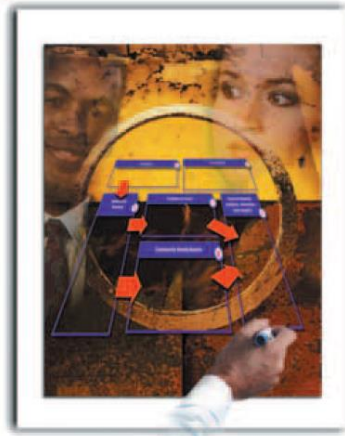
**U.S. Department of Housing  
and Urban Development  
Office of Departmental Grants Management and Oversight**

OMB Approval No. 2535-0114  
(exp. 12/31/2006)

| Program Name:   |                   |                          |                     |                          | Component Name: |                           |             |                             |                    |
|-----------------|-------------------|--------------------------|---------------------|--------------------------|-----------------|---------------------------|-------------|-----------------------------|--------------------|
| Strategic Goals | Policy Priorities | Problem, Need, Situation | Service or Activity | Benchmarks               |                 | Outcomes                  |             | Measurement Reporting Tools | Evaluation Process |
|                 |                   |                          |                     | Output Goal              | Output Result   | Achievement Outcome Goals | End Results |                             |                    |
| 1               |                   | 2                        | 3                   | 4                        | 5               | 6                         | 7           | 8                           | 9                  |
| Policy          |                   | Planning                 |                     | Intervention             |                 | Impact                    |             | Accountability              |                    |
|                 |                   |                          |                     | <u>Short Term</u>        |                 |                           |             | a.<br>b.<br>c.<br>d.<br>e.  |                    |
|                 |                   |                          |                     | <u>Intermediate Term</u> |                 |                           |             | a.<br>b.<br>c.<br>d.<br>e.  |                    |
|                 |                   |                          |                     | <u>Long Term</u>         |                 |                           |             | a.<br>b.<br>c.<br>d.<br>e.  |                    |

HUD's Strategic Goals: a-f

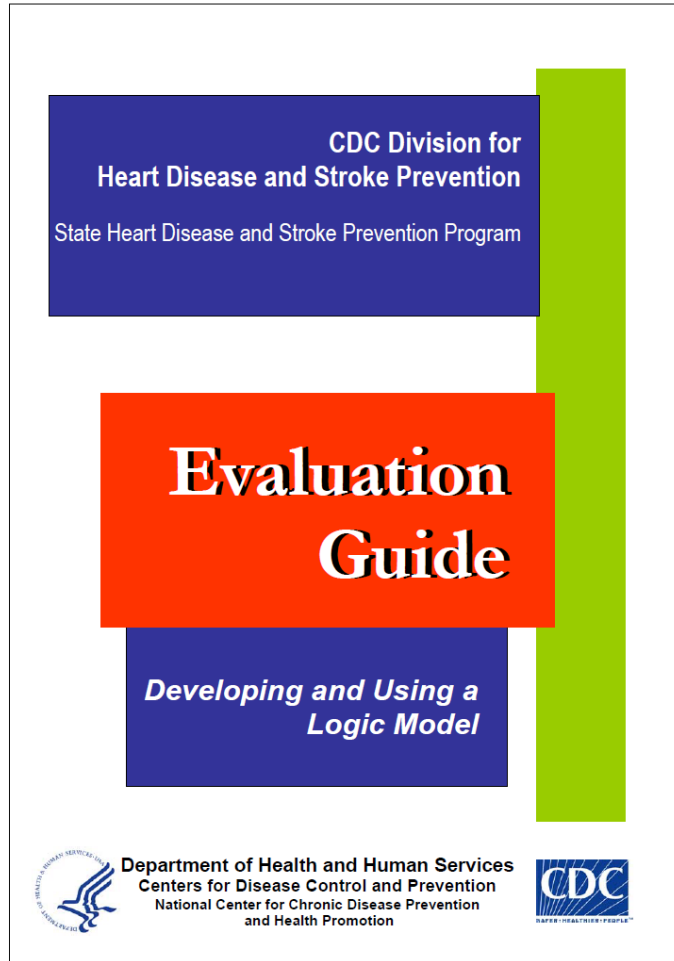
Policy Priorities: a-g



*W.K. Kellogg Foundation  
Logic Model Development Guide*



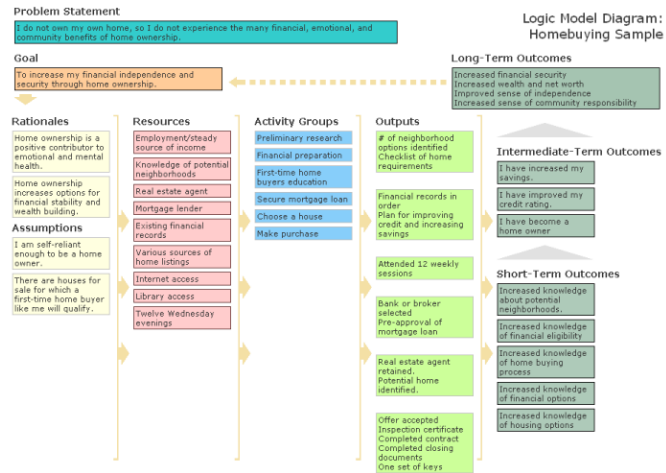
[https://www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/KelloggLogicModelGuide\\_161122\\_162808.pdf](https://www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/KelloggLogicModelGuide_161122_162808.pdf)



[https://www.cdc.gov/dhdsp/docs/logic\\_model.pdf](https://www.cdc.gov/dhdsp/docs/logic_model.pdf)



## Logic Model Workbook



[www.pointk.org/client\\_docs/  
File/logic\\_model\\_workbook.  
pdf](http://www.pointk.org/client_docs/File/logic_model_workbook.pdf)



## How to Develop a Program Logic Model

Operation AmeriCorps TA Call #4



[https://americorps.gov/sites/default/files/document/2014\\_10\\_23\\_LogicModelSlides\\_ORE.pdf](https://americorps.gov/sites/default/files/document/2014_10_23_LogicModelSlides_ORE.pdf)



THE ASPEN INSTITUTE  
ROUNDTABLE ON COMMUNITY CHANGE

The Community Builder's Approach to  
**Theory of Change**

A PRACTICAL GUIDE TO THEORY DEVELOPMENT

Andrea A. Anderson, Ph.D.



[https://www.theoryofchange.org/pdf/TOC\\_fac\\_guide.pdf](https://www.theoryofchange.org/pdf/TOC_fac_guide.pdf)

## Differences Between Federal Grants, Contracts, and Cooperative Agreements

- **Grant** – Are used **when the U.S. Federal government transfers anything of value to a non-federal entity** to carry out a public purpose authorized by U.S. law.
- **Contracts** – Are used when the U.S. government acquires (i.e., purchases or procures) goods or services from a non-federal entity.
- **Cooperative Agreements** – Are distinguished from grants in that **they provide for substantial involvement between the Federal awarding agency or pass-through entity and the non-Federal entity in carrying out the activity(ies) contemplated by the Federal award.”**



## Basic Differences Between Federal Grants, Contracts, and Cooperative Agreements

- **In a grant, the federal government usually maintains an oversight and monitoring role. In a cooperative agreement, federal employees participate more closely in carrying out the program.**
- **When you read “cooperative,” think working “side-by-side.”** The specific ways this involvement is integrated varies across programs and agencies.

## **Common Acronyms Found in Grant Solicitations**

**There are Many More**

|        |                                                     |      |                                          |
|--------|-----------------------------------------------------|------|------------------------------------------|
| CFDA   | Catalog of Federal Domestic Assistance              | CFR  | Code of Federal Regulations              |
| USC    | U.S. Code                                           | FAR  | Federal Acquisition Regulation           |
| FFR    | Federal Financial Report                            | EIS  | Environmental Impact Statement           |
| EO     | Executive Order                                     | FAC  | Federal Audit Clearinghouse              |
| FAIN   | Federal Award Identification Number                 | FICA | Federal Insurance Contributions Act      |
| FOI    | Freedom of Information                              | FOIA | Freedom of Information Act               |
| FTR    | Federal Travel Regulation                           | GAAP | Generally Accepted Accounting Principles |
| GAGAS  | Generally Accepted Government Accounting Standards  | GMO  | Grants Management Officer                |
| GMS    | Grants Management Specialist                        | GMP  | Guaranteed Maximum Price                 |
| GPO    | Government Printing Office                          | GSA  | General Services Administration          |
| HIPAA  | Health Insurance Portability and Accountability Act | IRB  | Institutional Review Board               |
| NEPA   | National Environmental Policy Act                   | NoA  | Notic of Award                           |
| P.L.   | Public Law                                          | PA   | Program Announcement                     |
| PII    | Personally Identifiable Information                 | SPOC | State Single Point of Contact            |
| U.S.C. | United States Code                                  |      |                                          |

## General Tips to Enhance a Grant Application

- Read the grant solicitation carefully
- Organize your application according to the grant solicitation
- Pay attention to the rating criteria before you begin writing
- Explain things - don't DECLARE them
- Don't make assumptions of your reviewers
- Avoid jargon and A.C.R.O.N.Y.M.S.
- Don't simply reiterate buzzwords
- Be innovative...new audiences, new techniques, etc.

## General Tips to Enhance a Grant Application

- Be passionate
- Be realistic
- Be specific
- Show the funding agency the return on its investment
- Check grammar, spelling, and typos
- Ask someone else to review it
- Solicit partners
- If the funding organization says "no," ask why





**GOOD LUCK!**



**QUESTIONS?**