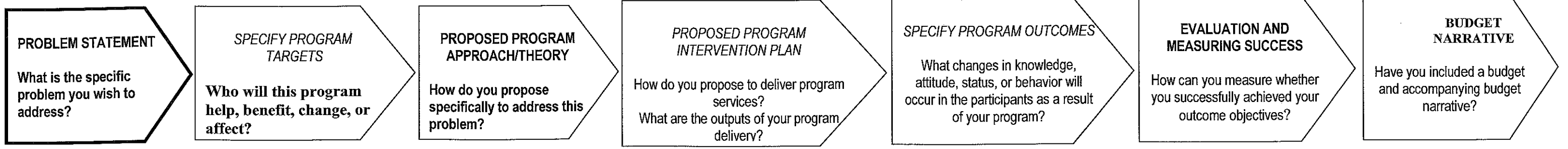


**SISTERS OF CHARITY FOUNDATION of Canton**



ISSUES TO CONSIDER						
<ul style="list-style-type: none"> <li>How do you know this is a problem in your community?</li> <li>Gather supportive information and data.</li> <li>Need to document that it is a problem: For whom? Why? Where?</li> <li>How have other organizations in your community addressed this problem?</li> <li>Is the problem defined in terms of the clients' needs or of your agency's needs?</li> </ul>	<ul style="list-style-type: none"> <li>Specifically identify who will get your program services.</li> <li>How will you attract them to your program?</li> <li>How will you keep them involved?</li> <li>Will other agencies be making referrals to your program? If so, have you contacted these other agencies?</li> <li>Have you included letters of agreement from the agencies with whom you will be working?</li> </ul>	<ul style="list-style-type: none"> <li>What is the relationship between your program and the problem? Are the two logically related?</li> <li>How do you know that your program will work?</li> </ul>	<ul style="list-style-type: none"> <li>What are your objectives for program implementation?</li> <li>What activities will you do? Where? When? How often? By whom?</li> <li>Is this a new program for your agency or an already existing program?</li> <li>If it already exists, do you want to expand or continue "as is"?</li> <li>How do you know what you're currently doing is working?</li> <li>Be realistic! What are you capable of doing during this grant with your organizational resources?</li> <li>What can you reasonably implement in the first year?</li> <li>Have you included a timeline for your program activities?</li> </ul>	<p><b>SHORT TERM OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>What do you anticipate to be the immediate effects to participants in your program?</li> <li>These are usually changes in values, attitudes, skills, knowledge, behaviors, or conditions.</li> <li>You must list at least one short-term outcome for your program!</li> </ul> <p><b>INTERMEDIATE OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>These take longer than short term outcomes</li> <li>Often relevant only for multi-year program grants</li> </ul> <p><b>LONG TERM OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>These may take several years to realize.</li> <li>Are usually impacts at the community level or beyond</li> </ul>	<ul style="list-style-type: none"> <li>What process will you use to collect data?</li> <li>Who will collect this? Where? How often?</li> <li>What tools will you use: Surveys? Interviews? Trained observers? Pre and posttests? Existing data?</li> <li>Be realistic! What is your organization's capacity to do this?</li> <li>Will you need external help with your evaluation? If so, have you budgeted accordingly?</li> </ul>	<ul style="list-style-type: none"> <li>Have you provided a narrative for each line item in your proposed budget?</li> <li>Have you explained how all of your costs and expenses were figured?</li> <li>Have your included a detailed listing of all possible sources of revenue for the project?</li> <li>Have you included a detailed listing of all possible expenses related to this project?</li> </ul>

**PROGRAM EXAMPLE: AN EXTENDED LEARNING/AFTER SCHOOL PROGRAM**

Children in public elementary schools in Canton City are not adequately prepared for the 6 <sup>th</sup> grade proficiency tests as demonstrated by data from the Canton City school system. They are particularly lacking in math skills.	45 school children in grades 1 through 5 from Baxter, Harter, and Lathrop Elementary Schools. Children exhibiting the poorest math skills will be referred to the program by classroom teachers. These schools have already been contacted and written referral agreements have been obtained.	Math tutoring twice a week for at least one hour each session has been shown to increase 6 <sup>th</sup> grade math proficiency scores at the national level. Whether done in an individual or smaller group setting, children with better math skills are more likely to successfully transition to high school and subsequently graduate from high school and college.	Math tutoring sessions will be held three times per week from 3:30pm to 5:30pm at the Canton Community Center for twelve weeks out of each school semester. Seven volunteer retired math teachers from local schools have been recruited and have agreed to act as tutors during these times. Snacks will be provided by this agency. Transportation to the tutoring sessions will be provided by Canton City Schools.	<p><b>SHORT TERM OUTCOME:</b> Students participating in the expanded learning math-tutoring program will increase their math grades one letter grade in the term following tutoring.</p> <p><b>BETTER DEFINED OUTCOME:</b> Students who participated in 80% of the tutoring sessions will outperform students attending less than 80% or students who dropped out of the program on end of year math GPA and math proficiency test score.</p>	<ol style="list-style-type: none"> <li>Attendance records will be kept to determine how many students attend the math tutoring program and how frequently and who drops out.</li> <li>End of year math grades on report card.</li> <li>Math proficiency test scores ("on" or "off" grade proficiency exams) for grade year.</li> </ol>	All possible related expenses and costs are included in the budget worksheet. For this program, these include: salaries for program staff; costs related to supplies and equipment (e.g., workbooks, pencils, snacks, etc.); transportation; rent for program space; etc.
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