

Measures of Progress/Outcomes Tracker -- **EXAMPLE**

Organization Name: Music for Babies

Project Name: An Introduction to Instruments

Instructions

1. Define up to three outcomes for the project or the organization aligned with the funding opportunity. As a reminder, these outcomes may not be achieved during the time of the grant. Outcomes should be tied to your theory of change (rationale for why you expect your project activities to contribute to the Measures of Progress and the longer term goals for the initiative).
2. Determine approximately 5 or fewer Measures of Progress that correspond to the outcomes. Input them in the "Measures of Progress" column. Align Measures of Progress and associated targets with the timeframe of what can be achieved during the grant period.
3. Only include Measures of Progress that are measurable and reportable during the time period of the grant. Note: You will be asked to report on progress made against these Measures. Multi-year grants will include an interim report that documents progress towards achieving the Measures described in the Measures of Progress Chart.
4. Data sources may include, but are not limited to, pre- and post-surveys, focus groups, interviews, administrative data, financial reports. Please be specific on your data collection methods.
5. Be as detailed as necessary - do not worry about making everything visible on the chart.

Outcome(s)	Measure of Progress	Baseline	Actual FINAL REPORT ONLY	Data Source and Data Collection Method	Comments
Increase awareness of instruments in children 1-3 year(s) old.	Increase by 60% the number of participants with the ability to identify musical instruments.	Of the 30 Music for Babies participants, 5 currently show an awareness of instruments by accurately identifying musical instruments in pre-tests.	Of the 30 Music for Babies participants, 9 show an awareness of instruments by accurately identifying musical instruments in post-tests. That is an increase of 90% in the number of participants with this skill.	Teacher rated pre- and post-assessment of knowledge and skills capacity, utilizing a matching game. Participants were rated on a 5-point scale indicating level of mastery (1 point indicated no mastery, 5 points indicated high level of mastery).	The outcomes from the project were greater than anticipated.

**This example is not based on a real organization or real data. It is for learning purposes only.*

Logic Model -- EXAMPLE

Organization Name: Music for Babies
Project Name: An Introduction to Instruments

Instructions

This plan should present a high-level snapshot of activities that will be undertaken during the grant period and the outputs, outcomes, and impact those activities will have on the community.

Provide enough detail to understand the plan, while still being succinct. Click on the column titles for further instructions.

1. Provide a short description of the Resources needed, anticipated Activities (related to the primary activities in the Activities and Milestones chart), Outputs, Short- & Long-Term Outcomes, and Impact.
2. Mark the anticipated year/quarter an activity will take place by placing an X.
3. Add or delete rows and columns as needed to accommodate planned activities. Show information for the entire project, so we can get a sense of the project as a whole. Consider Year 1 to be the grant period for The CFMC's 2020 Transformational Grants. You may delete the columns for Years 2 and 3 if not needed.

Resources	Activities	Year 1				Year 2				Year 3				Outputs	Short- & Long-Term Outcomes	Impact
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
<i>In order to accomplish our set of activities, we will need the following:</i>	<i>In order to address the need, we will accomplish the following activities:</i>													<i>We expect the following services delivery as a result of accomplishing these activities:</i>	<i>We expect that, if these activities are accomplished, we will see the following changes in 1-3 then 4-6 years:</i>	<i>We expect that, if these activities are accomplished, we will see the following changes in 7-10 years:</i>
<ul style="list-style-type: none"> •Instruments (drums, maracas), •Portable stereo equipment, •Transportation, •1 FTE and 1 PTE, •Evidence-based curriculum, •\$10,000 required in funding. 	Experiencing Musical Instruments	X	X	X	X									30 participants complete a year-long course that meets weekly to develop awareness of musical instruments.	Short-Term Outcomes: The number of participants with an awareness of musical instruments will increase by 60%. Long-Term Outcomes: Increased interest in instruments and music by participants.	Children are school ready, and have an awareness and interest in music and musical instruments.