

## Logic Model

**Program:** Coffee Break    **Agency:** Community Connection    **Date:** March 2013

**Purpose:** For women recovering from drug and/or alcohol addiction to improve their life skills and readiness for employment or additional training and education

Program Planning Section				Evaluation Section			
Inputs	Activities	Outcomes	Targets or Objectives	Indicators	Methods/Tools	Timeline	Who
Ingredients needed to conduct the activities and accomplish the outcomes	How, or, the methods and actions undertaken to achieve the outcomes	The benefits, changes or improvements that will result from your implemented program or project	Projected level of success or result you hope to achieve	The way change is observed and the data you will collect to measure the progression towards an outcome	The way in which you will collect the indicator data. How?	When you will measure the target(s) or objective(s)	Persons or entity responsible for evaluation
<ul style="list-style-type: none"> <li>▪ Program Plan: entry criteria, curriculum, program outline, levels of skills and attitudes needed for success in program and entry into work force or school</li> <li>▪ Referrals</li> <li>▪ Applications and self- assessments</li> <li>▪ 25 women who meet program criteria</li> <li>▪ 3.5 FTE staff</li> <li>▪ Coffee Shop</li> <li>▪ Customers</li> <li>▪ Equipment</li> <li>▪ Products and Supplies</li> <li>▪ Evaluation Plan</li> <li>▪ \$173,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Screen women, validate intake information</li> <li>▪ Tailor service plan to individual woman's initial skill level, update as needed</li> <li>▪ Assess baseline skill level</li> </ul>	1. Women understand their entering skill level(s) and can list skills they need to acquire in order to pursue and obtain entry-level employment	85% of women who are approved for and enroll in program	Women ask questions about specific tasks	<ul style="list-style-type: none"> <li>▪ Entry assessment with intake form</li> <li>▪ Service plan</li> <li>▪ Skills chart</li> </ul>	1 to 4 months	Program director evaluates, reports to the board of directors
	<ul style="list-style-type: none"> <li>▪ Staff teach women operational, interpersonal, communication, and customer service skills</li> <li>▪ Staff provide immediate skills feedback to women</li> <li>▪ Gather data, monitor skill levels throughout program</li> </ul>	2. Women demonstrate required skill(s) development in pre-identified areas (retail sales, customer service, communication, job readiness, etc.)	80% of women who achieve outcome #1 progress at least two levels from skill baseline matrix	<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Completion of tasks</li> <li>▪ Demonstrated skill levels</li> <li>▪ Positive observations and reports by program staff, customers, and other program participants</li> </ul>	4 to 6 months	Program director evaluates, reports to the board of directors	
	<ul style="list-style-type: none"> <li>▪ Staff provide counseling, specific to women's individual needs/situation</li> <li>▪ Info sharing of employment, education and training options</li> <li>▪ Women pursue and apply to available options</li> </ul>	3. Upon completing the program, women will either be employed or enrolled in one of the following: GED program, continuing education, vocational training	65% of women who achieve outcome #2  Remainder of women will be asked to repeat program or be assigned by Social Services to another program provider	<ul style="list-style-type: none"> <li>▪ Inquiring about options</li> <li>▪ Researching options</li> <li>▪ Applying to options</li> <li>▪ Enrolling in program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills Chart</li> <li>▪ Follow-up calls to employers or to vocational or college advisors</li> </ul>	6 to 10 months	Program director evaluates, reports to the board of directors