

Program Title:

Problem Statement:

Resources:

- Fiscal
- FTE
- Local Match, etc.

Core Strategies (Outputs):

- State Actions
- LEA Actions
- School Actions
- Classroom Actions

Short Term Outcomes:

- Indicators of success at the local level
- Indicators of success at the state level

Performance Measure(s) Alignment:

- Long-term outcomes selected from USBE performance measures

Financial Data

Appropriation History by Expenditure Category



Show:

Categories of Expenditure	2020 Actual	2021 Actual	2022 Actual	2023 Actual	2024 Appropriated	2024 Rev. Approp	2025 Appropriated
Other Charges/Pass Thru	97,944,700	101,421,000	111,106,500	117,446,900	130,493,700	130,493,700	130,775,200

USBE Program Support and Administration

USBE Personnel

(Roles and Responsibilities)

Job Title #1

- Core task
- Core task
- Core task

Job Title #2

- Core task
- Core task
- Core task

Fiscal Administration Requirements

- Core task
- Core task
- Core task

Monitoring/Evaluation Requirements

- Core task
- Core task
- Core task

Recommended Alignment to R277-114

Category: XX

Rationale: XX

Policy Questions for the Board

- *Are there changes to rule/code that the Board may consider?*
- *The field has demonstrated more applications than the current budget allows the agency to fund. Does the Board have interest in funding additional LEAs to engage in the work of PCBL?*
 - *Are there additional resources or recommendations for reduction that the Board may consider?*
- *Are there future opportunities for alignment, merging, or sunset of the program that the Board may consider?*

STAFF PROCESS GUIDANCE

These slides are to help guide staff through the process of creating the program specific content for slides #1-3 for the Board. The following process slides would not be presented to the full Board.

Pre-Assignment

- For whom is the program or policy designed?
- What are the main goals or objectives of the program or policy?
- What is the timeline and duration of the program or policy?
- What are the major activities or strategies associated with the program or policy?

A Logic Model is a Timeline

Consider:

- Where are you now?
- Where are you going?
- How will you get there?
- What will tell you that you have arrived?

Outcome Approach Model

Outcomes approach models are most useful for program evaluation. They consider the strategies and activities as they relate to the desired results of a program or policy.

In these models, the focus is on outcomes, and they often divide the outcomes into short-term outcomes, long-term outcomes, and impacts.

A theory of change drives these models just as it does the others. But in an outcomes approach logic model, the emphasis is on examining the outcomes and making the case that the program or policy is responsible for the desired outcomes.

Inputs vs. Outputs vs. Outcomes

Take a simple example: You have a headache and you want it to go away.

What is the input?

- Quiet time.
- Water.
- A hot compress.
- Two aspirin.

What is the output?

(What do you do with the inputs?)

- Sit quietly for five minutes.
- Drink a full glass of water.
- Put hot compress on.
- Take aspirin.

What is the outcome?

- You are more relaxed.
- You are hydrated.
- Your headache goes away.
- You are able to return to your work

Problem Statement

- The problem statement is the problem or challenge that the program or policy is designed to address.
- Consider:
 - What is the problem or issue?
 - Why is this a problem? (What causes the problem?)
 - For whom (individual, household, group, community, society in general) does this problem exist?
 - Who has a stake in the problem? (Who cares whether it is resolved?)
 - What is known about the problem, issue, or people who are involved? What research or experience is available? What do existing research and experience say?
- The final problem statement should be targeted and specific, but it should not be a simple restatement of the program as a need.
 - For example, in the blended learning case, “Students lack access to their own netbook” is really a statement about the lack of the program. The problem statement should address the real issues underlying the need for the program, such as “Students have limited one-on-one attention from teachers.”

Resources (Inputs)

- Resources include both the material and the intangible contributions that are or could reasonably be expected to be available to address the problem.
- Material resources include:
 - Money
 - Materials and equipment
 - FTE
- Intangible resources include:
 - Time
 - Partnerships

Outcomes

Outcomes ask, “What difference does it make?” In other words, what is the difference that the resources, and strategies and activities, taken together, should have on the various participants in these efforts?

- For example, in the College Ready case, “What difference does the mentoring program have on students’ daily school attendance?” or “What difference does the mentoring program have on students’ grade point average or college attendance?”
- Outcomes usually come in stages and fall along a continuum from short- to long-term outcomes.

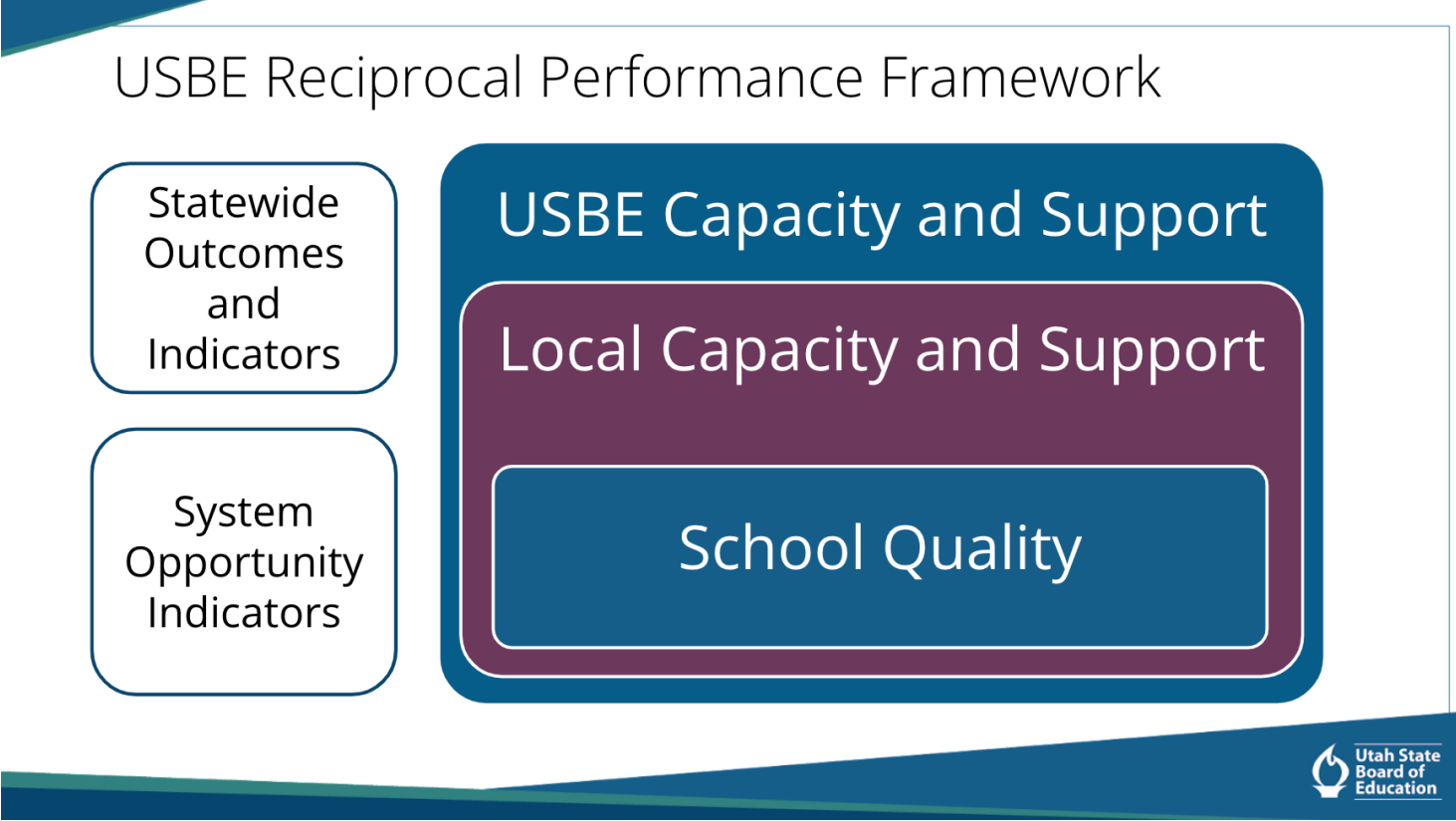
Developing Outcomes

- Being clear about program outcomes is essential for both focused program implementation and effective evaluation. Consider:
 - Who is the target? Who is the group targeted with the strategy? Is it students? Parents? A school?
 - What is the desired change? Use an action verb to demonstrate a kind of change or an impact. For example: increase, improve, engage.
 - In what? What is the activity, strategy, or program in which the target population is going to enact this desired change? What is the resulting action in which the target population will engage to achieve the goal?
 - By when? Here is where the timeline for outcomes is clarified. Is a particular outcome a short- or long-term outcome?

Utah Performance Measures

- In Utah, the **legislative and executive branches** collaborate on performance measurement which includes line-item and funding-item performance measures.
- Through this work, we seek to tie performance measures to the budget by telling **the story of investments, outputs, and outcomes** for any organization or project funded by Utah taxpayer dollars.

USBE Performance Measures – Long-Term Outcomes



Appendix A. Simple logic model

