Introduction to Outcome Evaluation

Office on Volunteerism and Community Services, Virginia Department of Social Services

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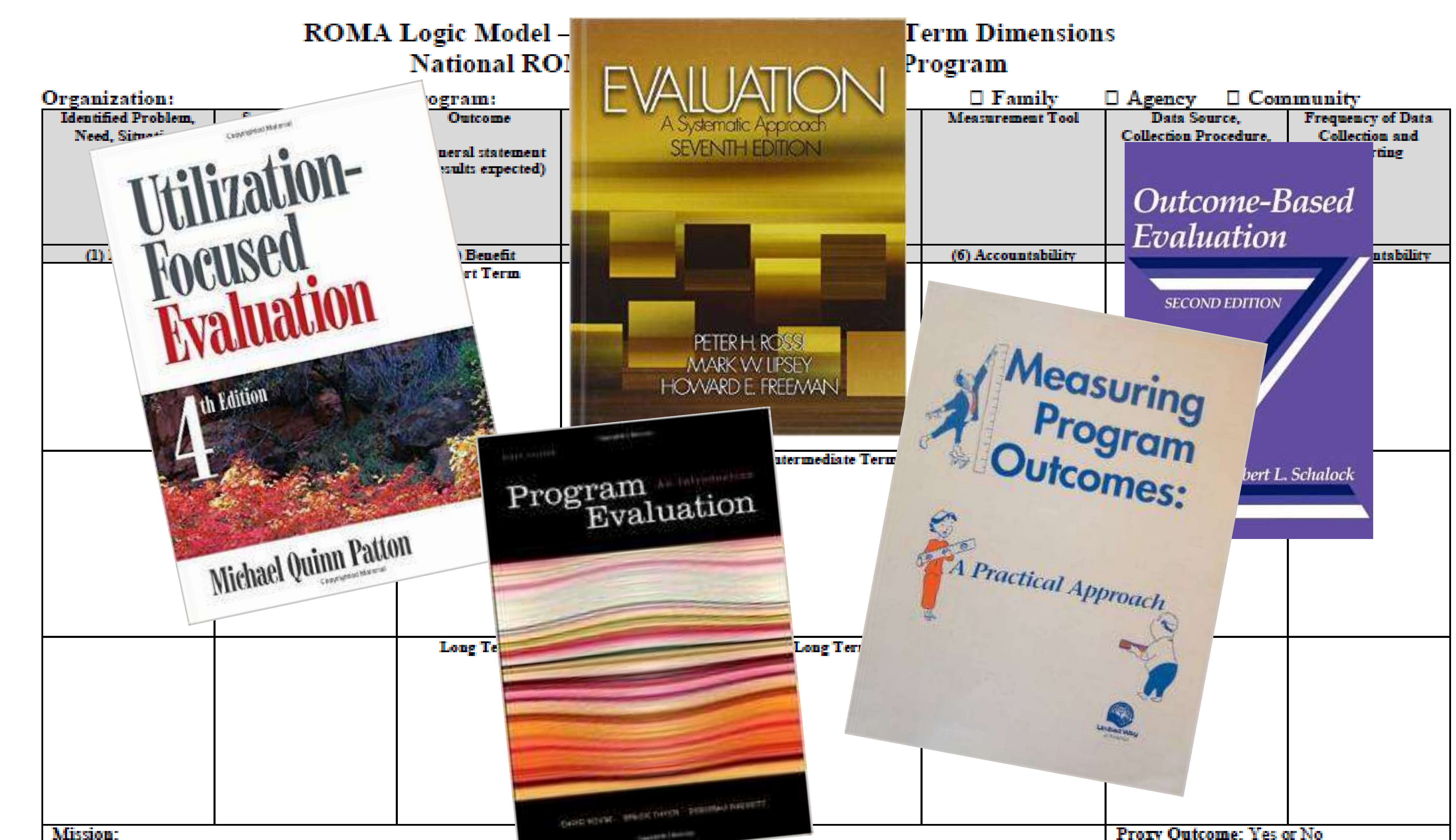
Desired Outcomes of Workshop

At the completion of training, participants will know:

- ✓ **Why stakeholders now require reporting of outcomes.**
- ✓ **How to identify outcome-focused goals and results.**
- ✓ **How outcomes differ from inputs, activities and outputs.**
- ✓ **How to develop a logic model *(basics).***
- ✓ **How to identify appropriate measurable indicators.**
- ✓ **Key issues around data collection and analysis.**


ROMA Logic Model –
Term Dimensions
National RO
Program
Organization:
ogram:
☐ Family
☐ Agency
☐ Community
Outcome
Measurement Tool
Data Source, Collection Procedure,
Frequency of Data Collection and
(6) Accountability
Intermediate Term
Long Te
Long Ter
Mission:
Proxy Outcome: Yes or No
Utilization-Focused Evaluation
4th Edition
Michael Quinn Patton
EVALUATION
A Systematic Approach
SEVENTH EDITION
PETER H. ROSSI
MARK W. LIPSEY
HOWARD E. FREEMAN
Program Evaluation
An Introduction
Outcome-Based Evaluation
SECOND EDITION
bert L. Schalock
Measuring Program Outcomes:
A Practical Approach

Evaluation

To determine the significance, worth,

or condition of something.

Usually by careful appraisal and study

(Webster's)

Why evaluate?

Common Types of Evaluation

Process Evaluation

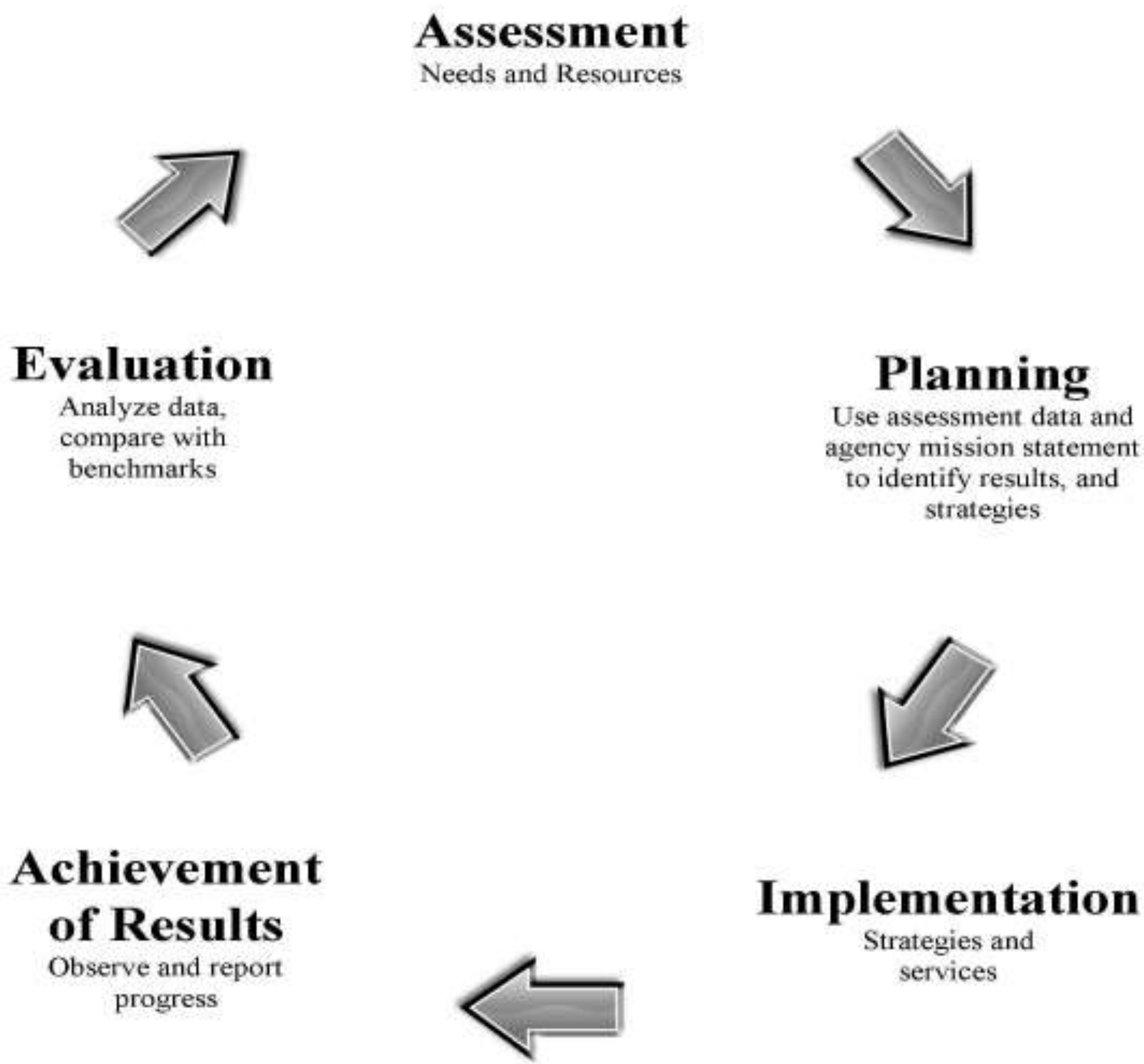
Outcome Evaluation

Cost benefit or Cost effectiveness Evaluation

Impact Evaluation

Or some combination of all of these

The Results Oriented Management and Accountability Cycle



Process Evaluation

- ❖ Looks at how a product or outcome is produced. An operations and **implementation** focus.
- ❖ Asks: *What's happening and why? Structures and supports. How do your **deliver** the program? How do participants experience the program?*
- ❖ Much of the emphasis is on YOU – the staff, the program
- ❖ How well did we deliver the program?

It is essential.

Outcome measurement puts the focus on the client

And answers

“what difference did the program make?”

“so what?”

Outcome Measurement Defined

Outcome Measurement is the process for assessing the benefits or changes for individuals or populations during or after participating in program activities

The outcomes may relate to **changes in knowledge, attitudes, skills, behaviors or condition.**

So What?

Process Goals (service delivery)	Outcome Goals (results)
Our program will provide emergency shelter to an average of 23 people every night.	Residents of the emergency shelter will obtain stable housing and full time employment.
Our Center will provide child day care for 80 children age 3 to 5 years from 7:30 am to 6:00 pm Monday - Friday.	Pre-school age children will demonstrate the knowledge and skills necessary for successful entrance into kindergarten
Our program will serve 40 frail elderly people Monday - Friday in an adult day care program.	Elderly participants will maintain their ability to continue living in own home.

Process Results

So What?

Outcome Results

25 tutors delivered an average of 50 hours of tutoring per week; Staff met with 20 teachers;

100 youth attended for an average of 2.5 hours a day for 200 days

Staff delivered 12 weeks of classes and completed 40 one on one coaching sessions

20 adults completed the full financial literacy program

75% of the 100 youth improved their grades in Math and Reading by at least one full letter grade

85% of the 100 youth missed fewer than 8 days of school during the school year

75% of the 20 adults completing the Financial Literacy Program increased their savings accounts by at least 25%;

50% of the 20 adults completing the Program opened an IDA account with at least $4,000

After-School Program: do these have an outcome or process focus?

a) Children master new individual and group activities

b) 15 at-risk children attend after school sessions at the church

c) Activities are designed to encourage cooperative play

d) Children’s social skills improve

e) Children make more positive use of free time outside the program

Parenting Education Program: do these have an outcome or process focus?

a) Parents from 10 families attend the workshops

b) Six group workshops are conducted

c) Parents’ understanding of normal child development increases

d) Parents provide more age-appropriate guidance to children

e) Parents participate in role plays and group discussions

f) 40 out of 50 parents completed the classes

Which of the following goals have a client outcome focus?

	Teens will get better grades in school
	Expanded recreation program sites will be established
	The program will increase the number of counseling sessions provided by 40%.
	We will increase the number of participants in the substance-abuse prevention class so that youth will refrain from drug use.
	The Case Management Program will maintain continued contact with clients before, during and after treatment to monitor mental health status.
	Youth will express a high level of satisfaction with the programs received
	Adults with developmental disabilities will participate in programs to begin making decisions and exercising choice
	95% of the parents will participate in at least 8 of the 10 sessions on positive discipline techniques
	Youth will increase their knowledge of ways to avoid contracting sexually transmitted diseases
	Teens with a history of truancy will regularly attend school.
	Balanced meals will be served to the elderly participants in the program.

	Low-income families receive food assistance.
	Low-income participants complete and maintain a budget for over 90 days
	Community partners create new transportation resources to job sites
	A community coalition, led by CAP, creates 50 new safe and affordable housing units
	A CAP trains low-income residents to provide meaningful input to decision-making and policy-setting with formal community organizations, government, boards or councils.
	Low income individuals receive emergency financial assistance for past-due rent

Challenges and benefits of outcome measurement

Benefits and Uses of Outcome Findings

- **detecting needed improvements**
- **reinforcing effective practices**
- **motivating and helping staff and volunteers and clients**
- **reporting to others : board members, funders, community**

- *(adapted from Using Outcome Information, The Urban Institute)*

What are the challenges?

- cynicism about whether anything can really change; skepticism about the worth of evaluation; lack of use
- time and money concerns
- fear of poor results
- fear of being judged in a different way

Challenges of Outcome Measurement

For human service programs it's:

Easy to talk about → **What we did**

(process evaluation)

And we have more control over our processes – what WE do.

HARD to explain → **So what? What difference did it make? (outcome evaluation)**

We can't CONTROL whether clients achieve outcome goals.

The goal is to make the focus on outcomes an effective tool for you

- for program development and improvement
- for staff & board understanding and training
- for accountability to your funders and donors
- for communication and fund raising

Starts with a LOGIC MODEL

Use of a logic model

What and Why?

What is a logic model?

A picture or representation of

- how your effort is supposed to work
- how your activities will bring about results

A planning and evaluation tool

Why use a logic model?

- **Brings detail to broad goals**
- **Makes your model/beliefs explicit**
- **Identifies gaps in program model**
- **Builds understanding and consensus**
- **Clarifies what to evaluate**
- **Explains complex programs to stakeholders**
- **Allows program to compete for resources**

A logic model clarifies the pathway.
It shows the logical connections between your planned activities and desired goals.

Situation

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
Resources Needed	**Services, what we do**	**Products, participation**	**Benefits for People**
Money Staff Volunteers Equipment	Train Shelter Counsel Assess	Classes taught Sessions completed Participants served	New knowledge Increased skills Changed attitudes Modified behavior Improved status

Real Life Logic

There is a logical, **if-then** sequence here.

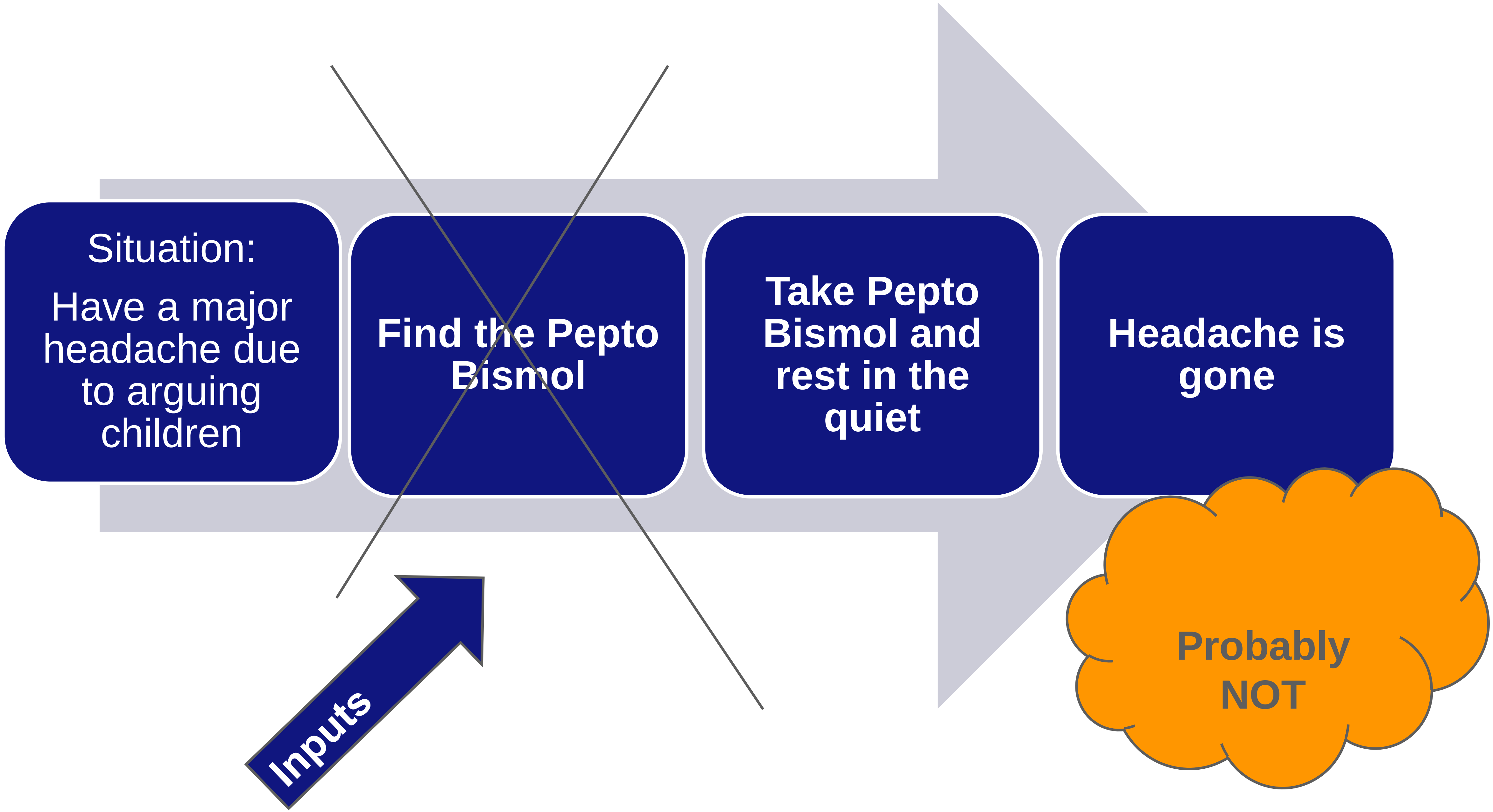
Situation:

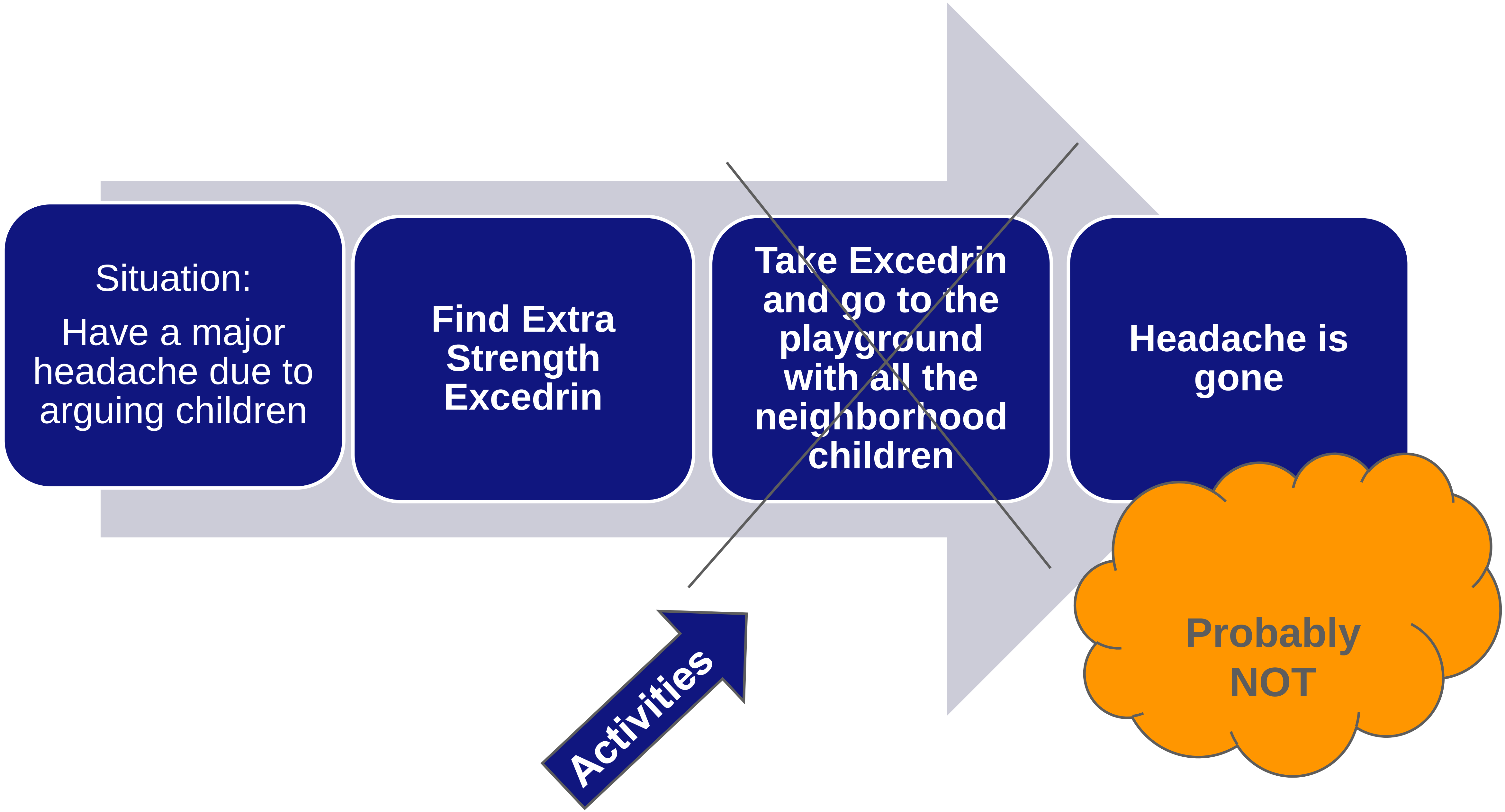
Have a major headache due to arguing children

Find Extra Strength Excedrin

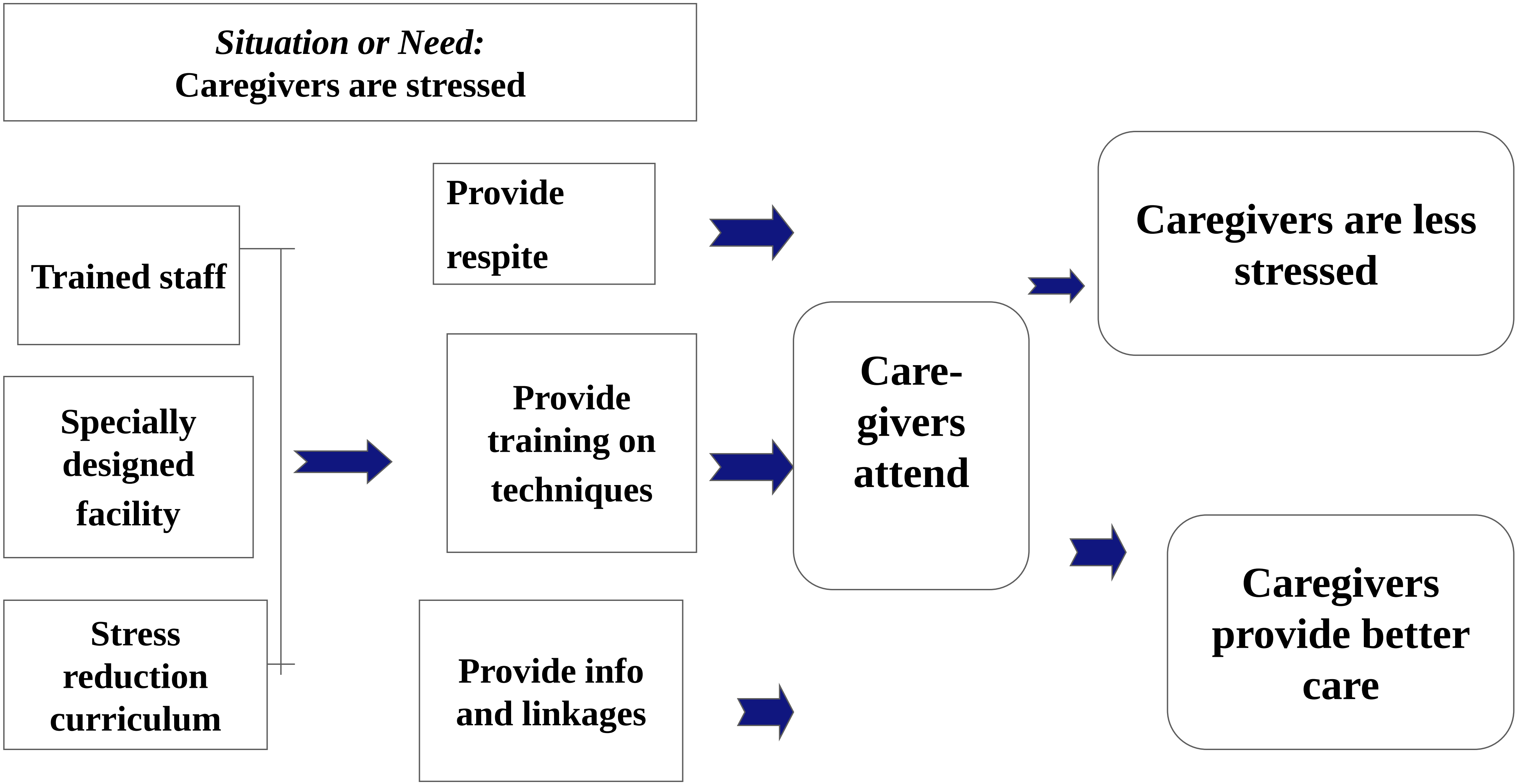
Take Excedrin and rest in the quiet

Headache is gone


Situation:
Have a major headache due to arguing children
Find the Pepto Bismol
Take Pepto Bismol and rest in the quiet
Headache is gone
Inputs
Probably NOT



Situation:
Have a major headache due to arguing children
Find Extra Strength Excedrin
~~Take Excedrin and go to the playground with all the neighborhood children~~
Headache is gone
Probably NOT
Activities


Situation or Need:
Caregivers are stressed
Trained staff
Specially designed facility
Stress reduction curriculum
Provide respite
Provide training on techniques
Provide info and linkages
Care-givers attend
Caregivers are less stressed
Caregivers provide better care

Actually…

People generally don't just jump to longer term outcomes like these

– Caregivers are less stressed

– Caregivers provide better care

We gain some new <u>knowledge,</u>

we practice some new skills and <u>behaviors,</u>

then we may move to a <u>change in condition.</u>

Progression of Outcomes

Not "long term" in TIME but in sequence of development

Initial outcomes	Intermediate Outcomes	Longer term or ultimate outcomes
➢ Changes in knowledge ➢ Often not ends in themselves ➢ Rarely represent major change ➢ Are necessary steps but not desired ends ➢ Are important indicators of participants' progress toward those ends	➢ Changes in behavior that result from participants' new knowledge	✓ Meaningful changes, often in their condition or status in life ➢ The most removed benefits that the program can reasonably expect to influence ➢ Should be far enough along the "if-then" chain to capture the full benefit and to reflect the full extent of the program's influence

Progression of Outcomes

Initial outcomes	Intermediate Outcomes	Longer term or ultimate outcomes
Caregivers learn: • About stress reduction techniques • To avoid social isolation • That support groups exist • How to access and pay for respite care	Caregivers: • Practice stress reduction techniques each day • Call others for support • Use respite at least once a month	Caregivers are less stressed Caregivers provide better care to their family member

Examples of chained outcomes

Initial or Short Term Outcomes	Intermediate Outcomes	Long Term or Ultimate Outcomes
Seniors increase their knowledge of diabetes prevention steps.	Seniors modify their diet and exercise routines.	Seniors maintain good health.
Clients learn how to establish a budget and savings plan.	Clients follow budget. Clients put money into a savings account monthly.	Clients reduce debt and increase financial stability.
Pregnant women learn the importance of early and regular prenatal care.	Pregnant women complete all scheduled prenatal doctor visits.	Pregnant women and babies display healthy indicators.

Progression of Outcomes

Inputs	Activities	Outputs	Initial Outcomes	Interm. Outcomes	Longer Term Outcomes
Meeting space, **interview space,** **6 computer stations;** **Trained staff;** **Job prep curriculum**	**Group training sessions;** **Link clients with select employers** **Hold 1 on 1 meetings initially weekly;** **Complete job skills assessment**	**40 clients;** **50 partner companies;** **2 group sessions per week**	**Clients learn:** **How to complete a job search;** **how to dress & groom;** **how to prep a resume and application;** **interview skills** **Etc.**	**Clients prep a resume;** **Clients role play interviews;** **Clients practice answers;** **Clients plan transportation and child care**	**Clients obtain a full time job.**

LOGIC MODEL

Longer term or Ultimate Outcomes	**Students in the West End After School Program will improve their grades in school.**
	⇑
Intermediate Outcomes	*Academic skills:* Children will: ✱ Take tests with more confidence ✱ Complete homework assignments and reduce error rate ✱ Turn homework in on time ✱ Study during assigned time block utilizing tutors and mentors; ✱ Demonstrate good time management ✱ Use the computer for homework and research ✱ Have more communication with teachers. ✱ Demonstrate improved study skills. ✱ Ask for help when needed.
	⇑
Initial Outcomes	*Academic skills:* Children learn: ✱ Study and comprehension improvement skills ✱ Test taking skills ✱ Time management and organizational skills ✱ Basic computer skills ✱ How to research ✱ Keep better track of assignments. ✱ Become better organized. ✱ Learn how to ask for help.
	⇑
Outputs	# of youth attending tutoring / homework time each day # attending regularly # tutors and source and hours # parent and teacher contacts
Activities	• Supervision of after school time • Study time and homework assistance • One to one tutoring from trained tutors • Skill building through computer games • Reading activities and games • • Library time and visits • Guest speakers • Field trips
Inputs	✱ Two full time staff plus part time. ✱ Trained volunteers present Monday – Thursday after school ✱ incentive and rewards systems in place. ✱ Regular contacts from staff with parents and teachers. ✱ Funding ✱ Licensure ✱ Vans ✱ Ongoing staff development training ✱ Tutor training sessions ✱ Parent resource center ✱ Rewards and incentives ✱ Lesson plans ✱ Up to date computers and software

SAMPLE Domestic Violence Emergency Shelter LOGIC MODEL

Longer term or Ultimate Outcomes	Survivors exiting the shelter have safe and stable housing, family-sustaining income, and the ability to implement their family safety plan.		
Intermediate Outcomes	Survivors apply for and obtain jobs that match their skill sets.	Survivors apply for and obtain all possible public assistance and benefits. Survivors secure affordable transitional or permanent housing.	Survivors identify safe options and develop a plan for themselves and their children. Survivors exercise their legal remedies.
Initial Outcomes	Survivors learn how to conduct a job search, prepare resumes, and interview successfully.	Survivors identify all public resources for which they are eligible. Survivors identify housing options within their budget.	Survivors learn about the dynamics of SDV, power and control, and red flag behaviors. Survivors learn about their legal options and how to access legal support.
Outputs	# of adults sheltered; # of children sheltered; # of days served/length of stay; # of activities survivors participated in		
Activities	Initial intake, 48-hour assessment, goal-setting plans, case management, counseling, house meetings, links to community resources, job readiness skill development, links to child care, financial literacy activities, housing exploration, educational advancement plans		
Inputs	Hotline, shelter building, 2 social workers, 4 shift staff, interns, food and other basic household supplies, bus tickets		

Long Term Outcome	**Children are prepared for successful entrance into Kindergarten.**	
Intermediate Outcomes	Children exhibit progress toward developmentally appropriate: •cognitive skills ; fine and gross motor skills; •pre-writing/language skills; •social skills including ability to develop and maintain peer and adult relationships; •sense of self, individual creativity and curiosity about environment; •self-help skills; recognition of alphabet and numbers; •use of basic vocabulary; basic computer skills	Parents: • demonstrate understanding of child's development; •abide by day care center policies; •support curriculum outside of class; • play an active role in childcare center activities; •communicate appropriately and effectively with school, medical and other professionals involved with child's health, safety and welfare
Initial Outcomes	Children: •adjust to day care setting •gain awareness of self, family and environment •learn how to interact with peers & adults •learn about self worth •learn self-help skills •learn alphabet, numbers, vocabulary •learn basic computer skills	Parents learn: •about children's age appropriate growth and development •center policies •about curriculum •about program activities and schedules •importance of involvement •how to support the curriculum at home
Outputs	# of children enrolled; # of hours of curriculum/days of instruction; # of children receiving transportation # of parents attending day care center activities; # of parents on committee/advisory group # of support services provided; # of referrals to other services	
Activities	Implementation of structured curriculum; Cultural enrichment activities; Field trips; Monthly theme-focused activities; Outside play; Parent participation on Board Program committee; Daily parent-teacher communication; Parent "drop-in" lunches; Parent advisory group; Parent education; Family assessments/Social histories Transportation; Referrals; Parent-Teacher conferences	
Inputs	Staff (teachers, aide, driver, cafeteria); Lesson plans; Facility; Volunteers; Computers Funding; Licensure; Vans; Ongoing staff development training	

Let’s practice one together

Target population:
Need being addressed:

INPUTS	ACTIVITIES	OUTPUTS	Initial or short term outcome goals	Intermediate outcome goals	Long term outcome goal

If → then

If → then

If → Then

Target Population:
Need:

Long Term Outcome	
Intermediate Outcomes	
Initial Outcomes	
Outputs	
Activities	
Inputs	

Target population:
Need being addressed:

INPUTS	ACTIVITIES	OUTPUTS	Initial or sh… …m outco… …ls		

1. **Define the <u>client needs</u> you are addressing and the characteristics of the target group.**

(be specific and clear; define if it is a subset)

Be sure you focus on the client need…the problem that exists.
The NEED here is NOT the need for your program, it is the need that the program will attempt to alleviate.

1

First Step: **Be Clear on**

Need and Target Population

Who are you trying to influence?

- Be clear
- Be specific (very)
- Be reasonable
- Document a full definition
    - Target population vs. population served

1

Identify your specific target population

Children in Northside	Children in grades 1 – 5 who attend Carver Elementary School.
New board members of ABC agency	Board members of ABC agency who have served less than 1 year.
Men who are homeless	Men in the shelter who meet HUD's definition of "chronically homeless" and have lived in this shelter for at least 30 days.
Potential donors	Single, working adults between 21 and 40 years old with incomes of at least $75,000.

2 Identifying the Outcome Goals

Target population:
Need being addressed:

INPUTS	ACTIVITIES	OUTPUTS	Initial or short term outcome goals	Intermediate outcome goals	Long term or end outcome goal

2. What is the goal for those <u>clients</u>?

2

Start by explicitly identifying the “end result”

—the targeted benefits for people that the program or initiative aims to influence. (the outcomes)

- The outcomes may relate to changes in knowledge, attitudes, skills, behaviors or condition.
- They are what participants know, think or can do; how they behave; or what their condition is, that is different following the program.

2

Key Questions to Help Identify Outcomes for a Program

What are you trying to achieve with your clients?

- What does success look like, for your clients? What is the CHANGE?
- If you are successful, how will your clients be different after the program than before?

– *Adapted from Patton: Utilization-focused Evaluation*

Outcome Filter Questions: Is your outcome…	
IMPORTANT? Does the end outcome represent important change or improvement valued by participant? And key stakeholders?	**UNDERSTANDABLE? Is the outcome written using language that most people will understand?**
REALISTIC? Is the outcome achievable given resources, the situation?	**ANY POSSIBLE NEGATIVE EFFECTS? What else might happen?**

2

Getting to an outcome focus in goals

Who? (who are you trying to influence?)	Will	Do what? (an active verb)	What is the desired outcome?
•Clients •Teens in the After School Program •Participants •Children •Older adults •Neighborhoods •Residents		Display Demonstrate State Obtain Maintain Improve	•Improved conflict resolution skills •Adequate self care skills •A full time job •Better grades in school •Knowledge of components of a logic model

2

We're at the goal stage
Don't worry about being measurable yet

Women and children with no medical insurance
will have their immediate medical care needs met

Children in the ABC preschool program will acquire the readiness skills needed for successful entrance into kindergarten

Participating children are healthy, developmentally on target, free from abuse and neglect, and ready to learn when they reach kindergarten.

3

INPUTS	ACTIVITIES	OUTPUTS	Initial or short term outcome goals	Intermediate outcome goals	Long term or end outcome goal

3. What changes need to occur for those <u>clients</u> to reach the goal?
   - What do they need to LEARN and DO to reach the goal? List your initial and intermediate outcomes

4

Target population:
Need being addressed:

INPUTS	ACTIVITIES	OUTPUTS	Initial or short term outcome goals	Intermediate outcome goals	Long term or end outcome goal

4. What activities are necessary for those changes (outcomes) occur?

(this is what you will do; the activities that you will offer to your clients.

Necessary and sufficient

5

Target population:
Need being addressed:

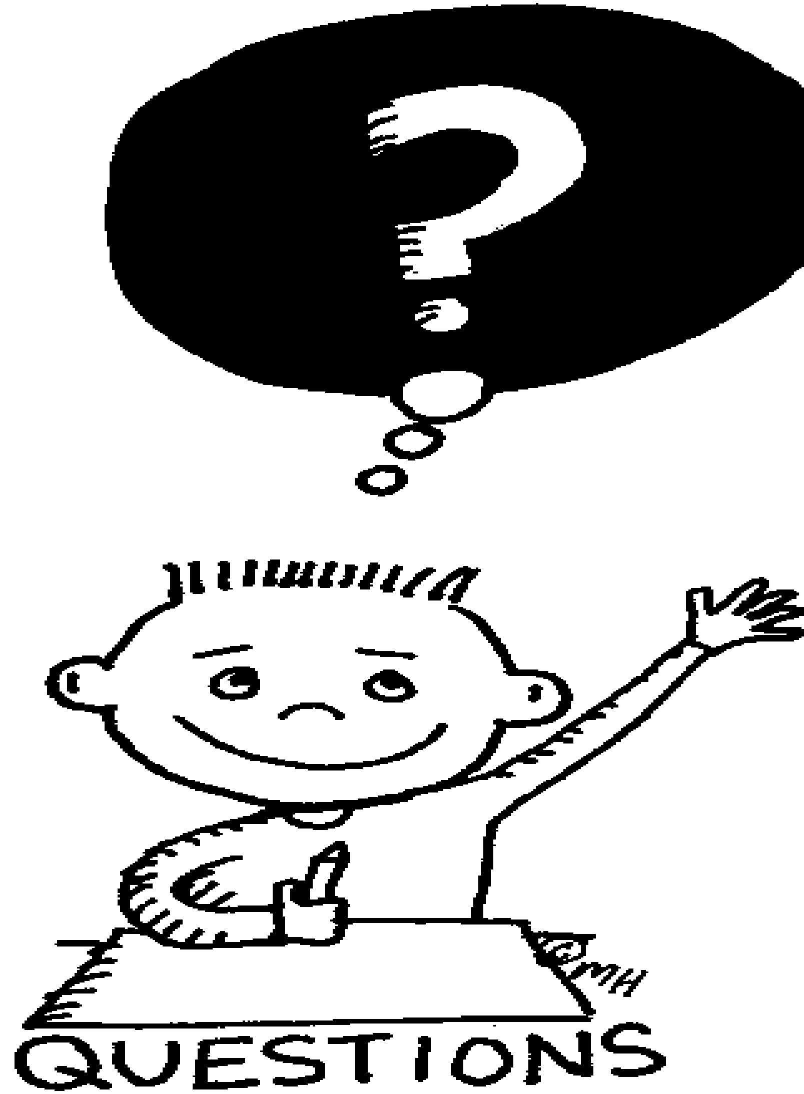
INPUTS	ACTIVITIES	OUTPUTS	Initial or short term outcome goals	Intermediate outcome goals	Long term or end outcome goal

5. What resources are needed to support those activities? (things like materials, budget, staffing)

6 **Target population:**
Need being addressed:

INPUTS	ACTIVITIES	OUTPUTS	Initial or short term outcome goals	Intermediate outcome goals	Long term or end outcome goal

6. **How much and how many? (how much will you deliver? How many participate?)**


QUESTIONS

Group Practice

Identify the need and the target population to be addressed

Pick a program for the group

Develop a logic model for that program

1. **Identify your need and target population**
2. **Determine your long term outcome goal**
3. **complete initial and intermediate outcomes**
4. **then : what activities are needed to increase the likelihood of clients reaching those outcomes?**
5. **what inputs will you need?**
6. **what are the outputs you will produce and track?**

Check your logic

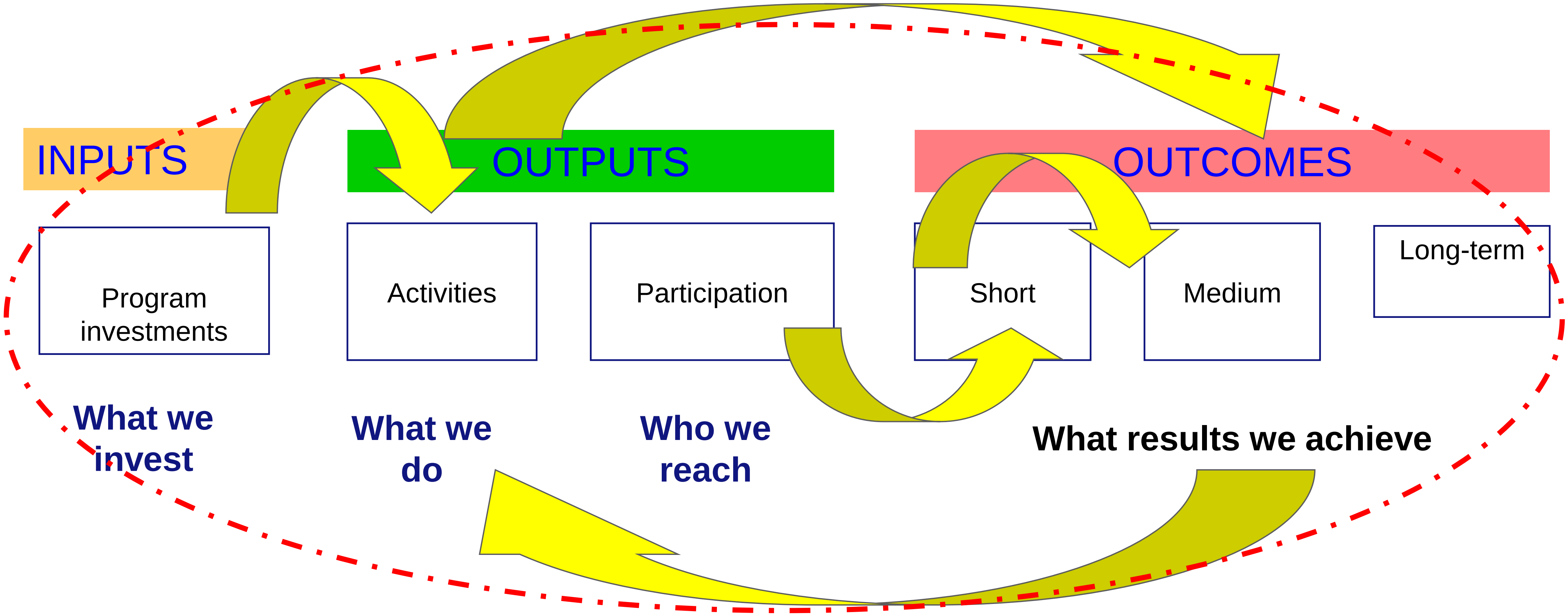
Reviewing Your Logic Model

- ✓ **Is the NEED for the program clear?**
- ✓ **Is the Target Population clear?**
- ✓ **Are the outcomes focused on the client (not what the program will do)?**
- ✓ **Are the outcomes within the scope of influence of the program ?**
- ✓ **Is the DOSAGE (intensity and duration) sufficient to reach the outcomes?**
- ✓ Are there **clear linkages**? *If this is done, then is it more likely that will happen?*
- ✓ Generally a logic model should fit on **one page** so you can view the linkages easily

Long Term Outcome	**Men in the home ssness shelter will obtai stable hous mployment.**
Intermediate Outcomes	**Comp Eat hea Enter by 6**
Initial Outcomes	**Learn rules o Learn intake proc**
Outputs	**50 men per nigh 365 nights p**
Activities	**Sign in Sleep**
Inputs	**Food, cots, ker**

NOT LOGICAL

Programs are not linear!



University of Wisconsin Extension


QUESTIONS

Introduction to Outcome Evaluation Part 2: Measurement

Outcomes Framework (measurement plan)

Outcome	**Indicator/s** (often presented as the #/% of clients who… {exhibit a certain behavior or knowledge level, etc.}	**Relevant Clients for the Indicator** (Describe specifically what clients will be measured in each indicator.)	**Performance Target** (The percent of success that you are aiming for on the indicator.)	**Data Source** (This should state for each indicator exactly where the data is found.)	**Methods** (Describe specifically how, when and by whom data is collected. This should also describe how "baseline" is determined.)

1. **Usually this is the same wording as the long-term outcome that you have put in your logic model.**

Outcomes Framework (measurement plan)

Outcome	**Indicator/s** (often presented as the #/% of clients who… {exhibit a certain behavior or knowledge level, etc.}	**Relevant Clients for the Indicator** (Describe specifically what clients will be measured in each indicator.)	**Performance Target** (The percent of success that you are aiming for on the indicator.)	**Data Source** (This should state for each indicator exactly where the data is found.)	**Methods** (Describe specifically how, when and by whom data is collected. This should also describe how "baseline" is determined.)

2. Work on one indicator and think it all the way through.

Outcomes Framework (measurement plan)

Outcome	**Indicator/s** (often presented as the #/% of clients who… {exhibit a certain behavior or knowledge level, etc.}	**Relevant Clients for the Indicator** (Describe specifically what clients will be measured in each indicator.)	**Performance Target** (The percent of success that you are aiming for on the indicator.)	**Data Source** (This should state for each indicator exactly where the data is found.)	**Methods** (Describe specifically how, when and by whom data is collected. This should also describe how "baseline" is determined.)

3. **Identify a specific, measurable indicator.** The specific characteristic or behavior measured to show how fully the program or initiative is achieving the outcome.

3. Identify a specific, measurable indicator.

Outcome Indicators

Measures of success that help us know to what extent an outcome goal is being achieved.

Observable What does the outcome LOOK like? What can you SEE that is different?	**Measurable** What can you count, weigh, measure?
Specific, Clear, Not Ambiguous	**Quantitative** Number and percent of clients who…

3. Identify a specific, measurable indicator.

Indicators of Success should be:

- the most direct evidence of the result or condition
- defined the same way over time
- collected in the same way over time
- based on data that will be available
- based on data that's cost effective
- important to most people
  - *adapted from Harvard Family Resource Center article.*

Example:

3. Identify a specific, measurable indicator.

Outcome goal: The children in Mrs. Jones' class will be successful in their 3rd grade year in school.

What are indicators of "successful in 3rd grade"? How can we measure the extent to which that outcome goal is achieved?

As measurable indicators, we could use:

- ❑ The #/% of the children who do not get expelled;
- ❑ The #/% of the children who are promoted to 4th grade
- ❑ The #/% of the children who pass the SOL tests in English, Math, SS, and Science;
- ❑ The #/% of the children who get at least a C in all subject areas on their report cards.

Which one(s) would you use? Why?

Outcomes Framework (measurement plan)

Outcome	**Indicator/s** (often presented as the #/% of clients who… {exhibit a certain behavior or knowledge level, etc.}	**Relevant Clients for the Indicator** (Describe specifically what clients will be measured in each indicator. Usually it is all but it might be a subset.)	**Performance Target** (The percent of success that you are aiming for on the indicator.)	**Data Source** (This should state for each indicator exactly where the data is found.)	**Methods** (Describe specifically how, when and by whom data is collected. This should also describe how "baseline" is determined.)

4. Define your relevant client group for this indicator. It may be the same for each indicator or could be different.

4. Define your relevant client group for this indicator.

Relevant Clients for the Indicator: **Is every client you serve going to be measured on every indicator?**

Examples

Of the clients with mental health issues, the number and percent who…

Of the mothers who have been enrolled in the program at least six months, the number and percent who…

All clients who complete an intake process will be counted in this indicator.

All clients who have both a pre and a post assessment.

Outcomes Framework (measurement plan)

Outcome	**Indicator/s**	**Relevant Clients for the Indicator**	**Performance Target**	**Data Source**	**Methods**
	(often presented as the #/% of clients who… {exhibit a certain behavior or knowledge level, etc.}	(Describe specifically what clients will be measured in each indicator.)	(The percent of success that you are aiming for on the indicator.)	(This should state for each indicator exactly where the data is found.)	(Describe specifically how, when and by whom data is collected. This should also describe how "baseline" is determined.)

5. **What level of success are you aiming for on this indicator?**

Usually expressed in a percent since you can't determine the exact number of clients you'll serve in a time period.

Target: 80% of the participants will obtain a full time job.

Outcomes Framework (measurement plan)

Outcome	**Indicator/s** (often presented as the #/% of clients who… {exhibit a certain behavior or knowledge level, etc.}	**Relevant Clients for the Indicator** (Describe specifically what clients will be measured in each indicator.)	**Performance Target** (The percent of success that you are aiming for on the indicator.)	**Data Source** (This should state for each indicator exactly where the data is found.)	**Methods** (Describe specifically how, when and by whom data is collected. This should also describe how "baseline" is determined.)

6. Identify the data source for this indicator. It may differ by indicator. Pre-test.

Identify Data Sources

6. Identify the data source for this indicator.

What type of data do you already have? •Build off the data you have to avoid duplication. •Improve accuracy if needed. •What additional information will you need to collect? +++ Try to limit adding new data collection sources.	**Existing files or databases** **Intake and exit records** **Case notes** **Follow up calls and notes** **Surveys (validated not agency-made)** **Of participants** **Of staff** **Of family members, teachers, mentors, etc.** **Tests or measurement Instruments (validated not agency-made)**

Outcomes Framework (measurement plan)

Outcome	**Indicator/s** (often presented as the #/% of clients who… {exhibit a certain behavior or knowledge level, etc.}	**Relevant Clients for the Indicator** (Describe specifically what clients will be measured in each indicator.)	**Performance Target** (The percent of success that you are aiming for on the indicator.)	**Data Source** (This should state for each indicator exactly where the data is found.)	**Methods** (Describe specifically how, when and by whom data is collected. This should also describe how “baseline” is determined.)

7. Design data capture system. What data? How? Who? Pre-test. Monitor

7. Design data capture system.

Think through, test and document a data collection and analysis plan

the best plans sink here

Design your measurement and data collection process: Key Issues

7. Design data capture system.

When will data be collected?

- **When entering the program**
- **When completing the program**
- **Fixed interval after entering**
- **Fixed interval after completing**
- **Combination of above**

Who will collect the data?

How will confidentiality be protected?

How will participants or parents) be informed about data collection?

Determine influencing factors that you want to track

7. Design data capture system.

Participants' characteristics
- Age group
- Sex
- Race/ethnicity
- Educational level
- Household income group
- Household composition (size, number of children, etc.)
- Disability status

Degree of Difficulty of the Participant's Situation

Geographic Location of Residence or Program Unit

Outcome	**Indicator/s**	**Relevant Clients for the Indicator**	**Performance Target**	**Data Source** .	**Methods**
Youth will improve their school grades.	Of youth participants who attend at least 5 sessions, the #/% who get at least a C in English, Math, Soc. Studies & Science	A participant is any youth in Grades 3-5 who attends at least 5 Homework Helper sessions during the school year	80% of youth participants	Grades are taken from the participants report cards. Parent permission on annual enrollment form.	Report cards copied on each 9 week reporting day. Incentives used. Baseline grades are from 1st report card. Year end report from last report card. Grades are entered into client database by Program Manager within 2 weeks.
	Youth will be absent from school fewer than 8 days in the second semester.	All youth who are in the program during the second semester (January – June)	90%	Student report cards. Parent permission to copy obtained at enrollment.	Report cards copied on each 9 week reporting day. Incentives used. Year end report from last report card. Program Manager enters the number of absences into each student record in database within 2 weeks.

Results

Get results and data you can trust and use!

Check for errors; assign someone

Tabulate the data; transfer to a spreadsheet or new form

Analyze data broken out by key characteristics. Slice and dice data.
LEARN FROM IT!

Provide explanatory information related
to your findings

Present your data in a clear and
understandable form

Periodically check for completion and accuracy of data collection !!!

Learn from your results. Use your results.

What did you learn? How can you make it better?

- Which clients did well?
- What worked?
- What didn't work? Identify the barriers.
- Is your model (your logic) correct? Was it implemented according to plan?
- What will you continue?
- What will you change? *DO IT AND DOCUMENT IT.*

Communicate

- To your staff
- To your board
- To funders
- Your public

Outcome Findings Broken Out by Service Delivery Unit

	Unit	
	1	2
Total served	500	500
Number helped	300	235
Percent helped	60%	47%

Outcome Findings Broken Out by Service Delivery Unit and Level of Difficulty of Participants' Problems

	Unit	
	1	2
All participants		
Total	500	500
Number helped	300	235
Percent helped	60%	47%
Non-difficult clients		
Total	400	200
Number helped	300	160
Percent helped	75%	80%
Difficult cases		
Total	100	300
Number helped	0	75
Percent helped	0%	25%

#/% who obtain a full time job	Employed at intake	Employed during 3 month program
Program A	0	70/100 70%
Program B	0	40/70 57%
Program C	0	27/60 45%

Job Retention	After 30 days	After 90 days
Program A	“We don’t track that. It’s too hard.	We don’t track retention. It’s too hard.
Program B	30/70 43%	23/70 33%
Program C	25/60 42%	23/60 38%

Outcome	Indicator/s (	Relevant Clients for the Indicator	Data Source .	Methods	Target	**Outputs for 9/12 – 6/13**	**Results for 9/12-6/13**
The children in Mrs. Jones' class will be successful in their 3rd grade year in school.	The # / % of the children who get at least a C in Reading and Math and Social Studies and Science on their final grading period.	All children present during the last grading period.	Grades are taken from the students' final report cards.	Grades are submitted to the school database by the teacher. Final analysis completed by the Ast. Principal by July 1.	85%	**40 students served during the year;** **36 at year end due to attrition;**	**31 out of 36** **86%** **(5 students got below a C in Science)**
	The number/ percent of the children who pass the 3rd grade SOL tests in English, Math, SS, and Science	All students in the class	School student database	SOL tests are administered on classroom computers and scores automatically uploaded to school database. Asst. Principal gathers summary data by 6/30.	80%	**40 students served during the year;** **36 at year end due to attrition;**	**25 out of 36** **69%** **(11 students failed the SOLs. 10 failed more than one SOL)**
	The number/percent of the children who are promoted to 4th grade	All students in the class	Final student report cards	Promotion is indicated on final report cards and entered into school database. Asst. Principal gathers data by 6/30.	100%	**40 students served during the year;** **36 at year end due to attrition;**	**36 out of 36** **100%**

Example Outcome Results

The refugee employment program served 72 refugees last year providing over 1,000 hours of service. {so what?}

Outcome Goal: Unemployed refugees in the employment program will obtain competitive employment.

Result: None of the refugees had a job when they arrived in Richmond and started the program. Within 3 months, 78% (56 out of 72) of the refugees in the Employment Program obtained a job.

Result: 100% of those refugees were still employed at least 90 days after job placement.

Result: 94% of the refugee workers obtained jobs paying at least $7 per hour. The average wage was $8.12/hour.

Summary Points

Summary Points

It doesn't have to be complicated

Build the components

- Outcome goal(s)
- Indicators
- Target / relevant clients
- Target
- Success criteria on measurement

Summary points

- ✓ **Outcome Measurement does require resources, time and some expertise**
- ✓ **Some outcomes are harder to measure than others**
- ✓ **Logic models may look quite different but the basic components are the same**
- ✓ **Outcome Measurement is NOT experimental research. It will not prove statistically that the program *caused* the outcome**
- ✓ **Outcome Measurement is not a replacement for tracking inputs, activities, and outputs**
- ✓ **Measuring and using outcome results has become standard practice for most programs**

Desired Outcomes of Workshop

At the completion of training, participants will know:

- ✓ **Why stakeholders now require reporting of outcomes.**
- ✓ **How to identify outcome-focused goals and results.**
- ✓ **How outcomes differ from inputs, activities and outputs.**
- ✓ **How to develop a logic model *(basics).***
- ✓ **How to identify appropriate measurable indicators.**
- ✓ **Key issues around data collection and analysis**

Thoughts and questions

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