Introduction to Outcome Evaluation

Office on Volunteerism and Community Services, Virginia Department of Social Services
Gail P. Harris, Director
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.
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

**Assessment**
Needs and Resources

**Evaluation**
Analyze data, compare with benchmarks

**Planning**
Use assessment data and agency mission statement to identify results, and strategies

**Achievement of Results**
Observe and report progress

**Implementation**
Strategies and services
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.
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.
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
<table>
<thead>
<tr>
<th>Goal</th>
<th>Client Outcome Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teens will get better grades in school</td>
<td>Yes</td>
</tr>
<tr>
<td>Expanded recreation program sites will be established</td>
<td>Yes</td>
</tr>
<tr>
<td>The program will increase the number of counseling sessions provided by 40%</td>
<td>Yes</td>
</tr>
<tr>
<td>We will increase the number of participants in the substance-abuse prevention class so that youth will refrain from drug use.</td>
<td>Yes</td>
</tr>
<tr>
<td>The Case Management Program will maintain continued contact with clients before, during and after treatment to monitor mental health status.</td>
<td>Yes</td>
</tr>
<tr>
<td>Youth will express a high level of satisfaction with the programs received</td>
<td>Yes</td>
</tr>
<tr>
<td>Adults with developmental disabilities will participate in programs to begin making decisions and exercising choice</td>
<td>Yes</td>
</tr>
<tr>
<td>95% of the parents will participate in at least 8 of the 10 sessions on positive discipline techniques</td>
<td>Yes</td>
</tr>
<tr>
<td>Youth will increase their knowledge of ways to avoid contracting sexually transmitted diseases</td>
<td>Yes</td>
</tr>
<tr>
<td>Teens with a history of truancy will regularly attend school.</td>
<td>Yes</td>
</tr>
<tr>
<td>Balanced meals will be served to the elderly participants in the program.</td>
<td>Yes</td>
</tr>
<tr>
<td>Low-income families receive food assistance.</td>
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<tr>
<td>-------------------------------------------</td>
<td></td>
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<tr>
<td>Low-income participants complete and maintain a budget for over 90 days</td>
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<tr>
<td>Community partners create new transportation resources to job sites</td>
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</tr>
<tr>
<td>A community coalition, led by CAP, creates 50 new safe and affordable housing units</td>
<td></td>
</tr>
<tr>
<td>A CAP trains low-income residents to provide meaningful input to decision-making and policy-setting with formal community organizations, government, boards or councils.</td>
<td></td>
</tr>
<tr>
<td>Low income individuals receive emergency financial assistance for past-due rent</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Needed</td>
<td>Services, what we do</td>
<td>Products, participation</td>
<td>Benefits for People</td>
</tr>
<tr>
<td>Money</td>
<td>Train</td>
<td>Classes taught</td>
<td>New knowledge</td>
</tr>
<tr>
<td>Staff</td>
<td>Shelter</td>
<td>Sessions completed</td>
<td>Increased skills</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Counsel</td>
<td>Participants served</td>
<td>Changed attitudes</td>
</tr>
<tr>
<td>Equipment</td>
<td>Assess</td>
<td></td>
<td>Modified behavior</td>
</tr>
</tbody>
</table>

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

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
Situation or Need:
Caregivers are stressed

- Trained staff
- Specially designed facility
- Stress reduction curriculum

Provide respite
Provide training on techniques
Provide info and linkages

Caregivers 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 **knowledge**, we practice some new skills and **behaviors**, then we may move to a **change in condition**.
## Progression of Outcomes

<table>
<thead>
<tr>
<th>Initial outcomes</th>
<th>Intermediate Outcomes</th>
<th>Longer term or ultimate outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in <strong>knowledge</strong></td>
<td>Changes in <strong>behavior</strong> that result from participants’ new knowledge</td>
<td>✓ Meaningful changes, often in their condition or status in life</td>
</tr>
<tr>
<td>Often not ends in themselves</td>
<td></td>
<td>✓ The most removed benefits that the program can reasonably expect to influence</td>
</tr>
<tr>
<td>Rarely represent major change</td>
<td></td>
<td>✓ 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</td>
</tr>
<tr>
<td>Are necessary steps but not desired ends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are important indicators of participants’ progress toward those ends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not “long term” in TIME but in sequence of development*
<table>
<thead>
<tr>
<th>Initial outcomes</th>
<th>Intermediate Outcomes</th>
<th>Longer term or ultimate outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregivers learn:</td>
<td>Caregivers:</td>
<td>Caregivers are less stressed</td>
</tr>
<tr>
<td>• About stress reduction techniques</td>
<td>• Practice stress reduction techniques each day</td>
<td>Caregivers provide better care to their family member</td>
</tr>
<tr>
<td>• To avoid social isolation</td>
<td>• Call others for support</td>
<td></td>
</tr>
<tr>
<td>• That support groups exist</td>
<td>• Use respite at least once a month</td>
<td></td>
</tr>
<tr>
<td>• How to access and pay for respite care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Examples of chained outcomes

<table>
<thead>
<tr>
<th>Initial or Short Term Outcomes</th>
<th>Intermediate Outcomes</th>
<th>Long Term or Ultimate Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors increase their knowledge of diabetes prevention steps.</td>
<td>Seniors modify their diet and exercise routines.</td>
<td>Seniors maintain good health.</td>
</tr>
<tr>
<td>Clients learn how to establish a budget and savings plan.</td>
<td>Clients follow budget. Clients put money into a savings account monthly.</td>
<td>Clients reduce debt and increase financial stability.</td>
</tr>
<tr>
<td>Pregnant women learn the importance of early and regular prenatal care.</td>
<td>Pregnant women complete all scheduled prenatal doctor visits.</td>
<td>Pregnant women and babies display healthy indicators.</td>
</tr>
<tr>
<td>Inputs</td>
<td>Activities</td>
<td>Outputs</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Meeting space,</td>
<td>Group training sessions;</td>
<td>40 clients;</td>
</tr>
<tr>
<td>interview space,</td>
<td>Link clients with select employers</td>
<td>50 partner companies;</td>
</tr>
<tr>
<td>6 computer stations;</td>
<td>Hold 1 on 1 meetings initially weekly;</td>
<td>2 group sessions per week</td>
</tr>
<tr>
<td>Trained staff;</td>
<td>Complete job skills assessment</td>
<td></td>
</tr>
<tr>
<td>Job prep curriculum</td>
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</tr>
</tbody>
</table>
Students in the West End After School Program will improve their grades in school.

**Longer term or Ultimate Outcomes**

**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

**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

- Library time and visits
- Guest speakers
- Field trips

- 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

- **Left Column**
  - Survivors apply for and obtain jobs that match their skill sets.

- **Middle Column**
  - Survivors apply for and obtain all possible public assistance and benefits.
  - Survivors secure affordable transitional or permanent housing.

- **Right Column**
  - Survivors identify safe options and develop a plan for themselves and their children.
  - Survivors exercise their legal remedies.

### Initial Outcomes

- **Left Column**
  - Survivors learn how to conduct a job search, prepare resumes, and interview successfully.

- **Middle Column**
  - Survivors identify all public resources for which they are eligible.
  - Survivors identify housing options within their budget.

- **Right Column**
  - 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
<table>
<thead>
<tr>
<th>Long Term Outcome</th>
<th><strong>Children are prepared for successful entrance into Kindergarten.</strong></th>
</tr>
</thead>
</table>
| **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:

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>Initial or short term outcome goals</th>
<th>Intermediate outcome goals</th>
<th>Long term outcome goal</th>
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</table>

If then

If then

If then

If then

If then
<table>
<thead>
<tr>
<th>Target Population:</th>
<th>Need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term Outcome</td>
<td></td>
</tr>
<tr>
<td>Intermediate Outcomes</td>
<td></td>
</tr>
<tr>
<td>Initial Outcomes</td>
<td></td>
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<tr>
<td>Outputs</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
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<tr>
<td>Inputs</td>
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</tbody>
</table>
Target population: Need being addressed:

<table>
<thead>
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<th>ACTIVITIES</th>
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</table>

1. Define the **client needs** 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.
First Step: Be Clear on

Who are you trying to influence?

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

- Children in Northside
- New board members of ABC agency
- Men who are homeless
- Potential donors

- Children in grades 1 – 5 who attend Carver Elementary School.
- Board members of ABC agency who have served less than 1 year.
- Men in the shelter who meet HUD’s definition of “chronically homeless” and have lived in this shelter for at least 30 days.
- Single, working adults between 21 and 40 years old with incomes of at least $75,000.
Identifying the Outcome Goals

2. What is the goal for those clients?
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.
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…

<table>
<thead>
<tr>
<th>IMPORTANT? Does the end outcome represent important change or improvement valued by participant? And key stakeholders?</th>
<th>UNDERSTANDABLE? Is the outcome written using language that most people will understand?</th>
</tr>
</thead>
<tbody>
<tr>
<td>REALISTIC? Is the outcome achievable given resources, the situation?</td>
<td>ANY POSSIBLE NEGATIVE EFFECTS? What else might happen?</td>
</tr>
</tbody>
</table>
## Getting to an outcome focus in goals

<table>
<thead>
<tr>
<th>Who? (who are you trying to influence?)</th>
<th>Will (an active verb)</th>
<th>What is the desired outcome?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clients</td>
<td>Display</td>
<td>• Improved conflict resolution skills</td>
</tr>
<tr>
<td>• Teens in the After School Program</td>
<td>Demonstrate</td>
<td>• Adequate self care skills</td>
</tr>
<tr>
<td>• Participants</td>
<td>State</td>
<td>• A full time job</td>
</tr>
<tr>
<td>• Children</td>
<td>Obtain</td>
<td>• Better grades in school</td>
</tr>
<tr>
<td>• Older adults</td>
<td>Maintain</td>
<td>• Knowledge of components of a logic model</td>
</tr>
<tr>
<td>• Neighborhoods</td>
<td>Improve</td>
<td></td>
</tr>
<tr>
<td>• Residents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. What changes need to occur for those clients to reach the goal? – What do they need to LEARN and DO to reach the goal? List your initial and intermediate outcomes.

<table>
<thead>
<tr>
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</tbody>
</table>

(Blank table cells)
Target population: Need being addressed:

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<th>Long term or end outcome goal</th>
</tr>
</thead>
</table>

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
Target population: Need being addressed:

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<tr>
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</tr>
</thead>
</table>

5. What resources are needed to support those activities? (things like materials, budget, staffing)
Target population: Need being addressed:

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<thead>
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</tr>
</thead>
</table>

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
<table>
<thead>
<tr>
<th>Long Term Outcome</th>
<th>Men in the homelessness shelter will obtain stable housing and employment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Outcomes</td>
<td></td>
</tr>
<tr>
<td>Comply with rules</td>
<td></td>
</tr>
<tr>
<td>Eat healthy meals</td>
<td></td>
</tr>
<tr>
<td>Enter by 6:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Initial Outcomes</td>
<td></td>
</tr>
<tr>
<td>Learn rules of the shelter</td>
<td></td>
</tr>
<tr>
<td>Learn intake procedures</td>
<td></td>
</tr>
<tr>
<td>Outputs</td>
<td></td>
</tr>
<tr>
<td>50 men per night</td>
<td></td>
</tr>
<tr>
<td>365 nights per year</td>
<td></td>
</tr>
<tr>
<td>18,000 meals</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Sign in</td>
<td></td>
</tr>
<tr>
<td>Eat dinner meal</td>
<td></td>
</tr>
<tr>
<td>Socialize</td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td></td>
</tr>
<tr>
<td>Inputs</td>
<td></td>
</tr>
<tr>
<td>Food, cots, intake worker</td>
<td></td>
</tr>
</tbody>
</table>
Programs are not linear!

Program investments

Activities

Participation

Short

Medium

Long-term

What we invest

What we do

Who we reach

What results we achieve

University of Wisconsin Extension
Introduction to Outcome Evaluation
Part 2: Measurement
### Outcomes Framework (measurement plan)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator/s</th>
</tr>
</thead>
</table>

(often presented as the #/% of clients who... {exhibit a certain behavior or knowledge level, etc.})

<table>
<thead>
<tr>
<th>Relevant Clients for the Indicator</th>
</tr>
</thead>
</table>

(Describe specifically what clients will be measured in each indicator.)

<table>
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<tr>
<th>Performance Target</th>
</tr>
</thead>
</table>

(The percent of success that you are aiming for on the indicator.)

<table>
<thead>
<tr>
<th>Data Source</th>
</tr>
</thead>
</table>

(This should state for each indicator exactly where the data is found.)

<table>
<thead>
<tr>
<th>Methods</th>
</tr>
</thead>
</table>

(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.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator/s (often presented as the #/% of clients who... {exhibit a certain behavior or knowledge level, etc.})</th>
<th>Relevant Clients for the Indicator (Describe specifically what clients will be measured in each indicator.)</th>
<th>Performance Target (The percent of success that you are aiming for on the indicator.)</th>
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</tr>
</thead>
</table>

2. Work on one indicator and think it all the way through.
# Outcomes Framework (measurement plan)

<table>
<thead>
<tr>
<th>Outcome</th>
<th><strong>Indicator/s</strong>&lt;br&gt;(often presented as the #/% of clients who... {exhibit a certain behavior or knowledge level, etc.})</th>
<th><strong>Relevant Clients for the Indicator</strong>&lt;br&gt;(Describe specifically what clients will be measured in each indicator.)</th>
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<tbody>
<tr>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Observable</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the outcome LOOK like? What can you SEE that is different?</td>
<td>What can you count, weigh, measure?</td>
</tr>
<tr>
<td>Specific, Clear, Not Ambiguous</td>
<td>Quantitative</td>
</tr>
<tr>
<td>Number and percent of clients who...</td>
<td></td>
</tr>
</tbody>
</table>
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)

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<th>Performance Target</th>
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<tbody>
<tr>
<td></td>
<td>(often presented as the #/% of clients who... {exhibit a certain behavior or knowledge level, etc.})</td>
<td>(Describe specifically what clients will be measured in each indicator. Usually it is all but it might be a subset.)</td>
<td>(The percent of success that you are aiming for on the indicator.)</td>
<td>(This should state for each indicator exactly where the data is found.)</td>
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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)

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</table>

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)

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<tr>
<th>Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. Identify the data source for this indicator. It may differ by indicator. Pre-test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identify Data Sources

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.

6. Identify the data source for this indicator.

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)

<table>
<thead>
<tr>
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<th>Methods (Describe specifically how, when and by whom data is collected. This should also describe how “baseline” is determined.)</th>
</tr>
</thead>
</table>
Think through, test and document a data collection and analysis plan

7. Design data capture system.
Design your measurement and data collection process: Key Issues

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?

7. Design data capture system.
Determine influencing factors that you want to track

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

7. Design data capture system.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator/s</th>
<th>Relevant Clients for the Indicator</th>
<th>Performance Target</th>
<th>Data Source</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth will improve their school grades.</td>
<td>Of youth participants who attend at least 5 sessions, the #/% who get at least a C in English, Math, Soc. Studies &amp; Science</td>
<td>A participant is any youth in Grades 3-5 who attends at least 5 Homework Helper sessions during the school year</td>
<td>80% of youth participants</td>
<td>Grades are taken from the participants report cards. Parent permission on annual enrollment form.</td>
<td>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.</td>
</tr>
<tr>
<td>Youth will be absent from school fewer than 8 days in the second semester.</td>
<td>All youth who are in the program during the second semester (January – June)</td>
<td>90%</td>
<td>Student report cards. Parent permission to copy obtained at enrollment.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th></th>
<th>Unit</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total served</strong></td>
<td>500</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td><strong>Number helped</strong></td>
<td>300</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td><strong>Percent helped</strong></td>
<td>60%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>
Outcome Findings Broken Out by Service Delivery Unit and Level of Difficulty of Participants’ Problems

<table>
<thead>
<tr>
<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All participants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Number helped</td>
<td>300</td>
<td>235</td>
</tr>
<tr>
<td>Percent helped</td>
<td>60%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Non-difficult clients</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>200</td>
</tr>
<tr>
<td>Number helped</td>
<td>300</td>
<td>160</td>
</tr>
<tr>
<td>Percent helped</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Difficult cases</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>Number helped</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Percent helped</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>#/% who obtain a full time job</td>
<td>Employed at intake</td>
<td>Employed during 3 month program</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Program A</td>
<td>0</td>
<td>70/100 70%</td>
</tr>
<tr>
<td>Program B</td>
<td>0</td>
<td>40/70 57%</td>
</tr>
<tr>
<td>Program C</td>
<td>0</td>
<td>27/60 45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Retention</th>
<th>After 30 days</th>
<th>After 90 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program A</td>
<td>“We don’t track that. It’s too hard.”</td>
<td>We don’t track retention. It’s too hard.</td>
</tr>
<tr>
<td>Program B</td>
<td>30/70 43%</td>
<td>23/70 33%</td>
</tr>
<tr>
<td>Program C</td>
<td>25/60 42%</td>
<td>23/60 38%</td>
</tr>
<tr>
<td>Outcome</td>
<td>Indicator/s</td>
<td>Relevant Clients for the Indicator</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The children in Mrs. Jones’ class will be successful in their 3rd grade year in school.</td>
<td>The # / % of the children who get at least a C in Reading and Math and Social Studies and Science on their final grading period.</td>
<td>All children present during the last grading period.</td>
</tr>
<tr>
<td></td>
<td>The number/ percent of the children who pass the 3rd grade SOL tests in English, Math, SS, and Science</td>
<td>All students in the class</td>
</tr>
<tr>
<td></td>
<td>The number/percent of the children who are promoted to 4th grade</td>
<td>All students in the class</td>
</tr>
</tbody>
</table>
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
For information please contact:

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Virginia Department of Social Services

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804.726-7075