United Way of Greater Richmond & Petersburg

A Guide to Developing an Outcome Logic Model and Measurement Plan

Presentation Outline

United Way of Greater Richmond & Petersburg

Section 1: Overview of Outcome Measurement

Section 2: Use of a Logic Model

Section 3: Developing your Logic Model

Section 4: Developing Your Outcome Measurement Plan

Section 5: Final Examples and a Glossary

Overview of Outcome Measurement

Section 1: Overview of Outcome Measurement

Outcome Measurement Defined

Answering the Question, “So What?”

Process vs. Outcome

Outcome Measurement Defined

United Way of Greater Richmond & Petersburg

Outcome Measurement is the process for assessing, on a regular basis, the **results** of an agency's programs for its participants.

Those results – **OUTCOMES - are 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. They are what participants know, think or can do; how they behave; or what their condition is, that is different following the program.

Outcome-focused planning and evaluation

United Way of Greater Richmond & Petersburg

Answers: What difference did the program make?

Answers "So What?"

Outcome measurement

puts the focus on the client.

For human service programs it’s:

United Way of Greater Richmond & Petersburg

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.

Process Goals

Outcome Goals

So what?

Process Goals		Outcome Goals
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 program will provide social group work for teens after school.		Teens will resist negative peer pressure.
Our Center will provide child day care for 80 children age 2.5 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.

Use of a Logic Model

Section 2: Use of a Logic Model

United Way of Greater Richmond & Petersburg

What is a Logic Model?

Why Create a Logic Model?

Components of a Logic Model

- Inputs
- Activities
- Outputs
- Outcomes

Chain of Outcomes

Examples of Chained Outcomes

Logic Model Examples

A Logic Model Provides a Road Map to Reach Important Outcome Goals

United Way of Greater Richmond & Petersburg

- Graphic representation of the theory of the program
- A sequence of “if - then” relationships
- A planning and evaluation tool

A Logic Model

A systematic and visual way to present the perceived relationships among:

- ✓ **the resources you have to operate the program,**
- ✓ **the activities you plan to do,**
- ✓ **and the changes or results you hope to achieve.**

PROGRAM LOGIC MODEL

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

Influencing factors

United Way of Greater Richmond & Petersburg

Components of a Logic Model

- ✓ Inputs
- ✓ Activities
- ✓ Outputs
- ✓ Outcomes

Inputs

Resources Needed What we invest to make the program happen (drives your budget)	
•Money •Staff •Volunteers •Equipment •Collaborative partners	•Specialized facility •Curriculum •Sometimes constraints such as regulations, licensure requirements, etc.

Activities

United Way of Greater Richmond & Petersburg

Services What we do in our program	
•Train •Shelter •Counsel •Assess	•Tutor •Mentor •Role play •Provide educational speakers

Outputs

Products and participation The “how many’s”	
•Number of classes taught •Number of sessions completed •Number of youth served	•Number of nights of shelter provided •Number of newsletters sent

Outcomes

United Way of Greater Richmond & Petersburg

<table>
<tr><td colspan="3">The benefits for people

The results

The answer to “so what difference did this program make?”</td></tr>
<tr><td>New knowledge

Changed attitudes</td><td>New skills

Changed behaviors</td><td>Altered conditions

Changed status</td></tr>
</table>

Chain of Outcomes

United Way of Greater Richmond & Petersburg

Initial outcomes	Intermediate Outcomes	Longer term or ultimate outcomes
Changes in knowledge, skills, attitudes, opinions • 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 or action 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 • The longer term the outcome, the less direct influence a program has over its achievement • 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

Examples of chained outcomes

United Way of Greater Richmond & Petersburg

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.

Inputs	Activities	Outputs	Initial Outcomes	Interm. Outcomes	Longer Term Outcomes
Meeting space **Interview space** **6 computer stations** **Job Counselor** **Job coaches** **Job prep curriculum** **XYZ Job Asmt. Tool**	**Complete 1 on 1 intake and job skills assessment;** **Group training sessions conducted daily;** **Link clients with select employers;** **Hold 1 on 1 meetings weekly;** **Active recruitment of partner companies**	**# of clients enrolled;** **# of clients attending daily group sessions;** **# of clients completing initial skills training;** **# of companies signing partner agreements**	**Clients learn:** **What jobs match their skills and interests;** **how to dress & groom;** **how to prep a resume and application;** **interview skills** **How to complete a job search;**	**Clients prep a resume;** **Clients demonstrate strong interview skills during practice;** **Clients plan transportation and child care;** **Clients apply for jobs that match their skills;** **Clients appear well groomed and neatly dressed.**	**Clients obtain a full time job.**

Example of a logic model

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	

Department/Program: University of Wisconsin-Extension/Agribusiness Incubator Project

Brief program description: In response to the Marathon County Task Force on the Rural Economy report asking that Marathon County create an agricultural transition program, the Agribusiness Incubator Project was created to facilitate the establishment of new and the transfer of existing agriculturally related business enterprises.

Mission Statement: The Agribusiness Incubator Project provides opportunities, processes and resources that facilitate the entry of new farmers and farm businesses into the agricultural community of North Central Wisconsin. Program customer: Primary: current and prospective farmers

Example

Inputs	Activities	Outputs	Initial Outcomes	Intermediate Outcomes	Long-term Outcomes
Lincoln/Marathon County UWEX Ag Development Agent/Office resources Lincoln/Marathon County Conservation Staff/Office resources Central Wisconsin River Graziers Farmer Network Marathon County Chamber/Economic Development Corp. staff and resources. Wisconsin Department of Agriculture Trade and Consumer Protection Farm Center. UW-Center of Integrated Ag Systems. USDA Dairy Industry Revitalization Grants	Research, develop, pilot and educate on: • Farmstead/farm business assessment tools. • Business planning tools and training for farm applications. • Farm business transfer alternatives. Develop Mentor Network • Develop mentor training program and support materials. • Develop process for linking new farmers with mentors. One-Stop-Shop (OSS) for Resources developed. Regular meetings of partners for program development and coordination.	Number of: • Farmsteads/farm businesses evaluated for determining transferability. • Farmers accessing and/or utilizing financial and business planning/management resources. • Farms aided in the transfer of ownership. Number of : • Existing farmers receiving training on mentoring skills. • New farmers teamed up with mentoring farmers. • Mentoring support materials created/distributed. Number of hits on OSS Resources Website	Existing and potential farm operators will have: • Increased knowledge on evaluating the transferability of farmsteads/businesses. • Increased knowledge of business plan development. • Increased knowledge of ownership transfer options.	• Existing and potential farmers will evaluate farmsteads/businesses to make objective transfer and purchase decisions. • New farmers will create and implement business plans. • Existing farmers will create and implement ownership transfer plans.	New agribusiness enterprises have increased their ability to stay in business. Existing farmers have improved their ability to profitably retain or transfer their farm businesses. Maintain or improve the contribution of the rural economy to the areas economic base.

Developing Your Logic Model

Section 3: Developing Your Logic Model

Need and Target Population

Steps to Building your Logic Model

- Long-term Outcomes
- Initial & Intermediate Outcomes
- Activities
- Inputs
- Outputs

Reviewing your Logic Model

Before you start:
Be clear on the need and Target Population

United Way of Greater Richmond & Petersburg

Need: Is there a true need for your program?

- **Document the need**
- **How large is the problem?**
- **Use data to support the need**

Who are you trying to influence?

- Be clear
- Be specific (very)
- Be reasonable about how large a group you can truly influence

Identify your specific target population

These are better: more specific

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”.
Potential donors	Single, working adults between 21 and 40 years old with incomes of at least $75,000.

Long Term Outcome	
Intermediate Outcomes	
Initial Outcomes	
Outputs	
Activities	
Inputs	

Standard format for a logic model.

Long Term Outcome	**<u>Step 1:</u>** ***Identify your long term outcome for your client group.*** –Put the CLIENT first in your goal – the focus is the clients, not you. –The goal should be active, not passive voice (*what clients will achieve, not what will be done to them).* –See the next 3 pages for help. Example of a long term outcome goal: The pregnant teens, ages 12-17, in the ABC Program, will deliver healthy babies.
Intermediate Outcomes	
Initial Outcomes	
Outputs	
Activities	
Inputs	

Developing your outcome 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

Key Questions to Help Identify Outcomes for a Program

United Way of Greater Richmond & Petersburg

- What are you trying to achieve with your clients?
- What does success look like, for your clients?
- If you are successful, how will your clients be different after the program than before?
- What kinds of changes do you want to see?

  – *Adapted from Patton: Utilization-focused Evaluation*

Program Outcome Filter Questions

- **Can your program really influence the outcome in a meaningful way?**
- **Is this outcome truly important to you?**
- **Is this outcome important and valid to others?**
- **Is the outcome written using language that most people will understand?**
- **Are there unintended consequences?**

Long Term Outcome	
Intermediate Outcomes	***Step 3:*** What are the behaviors or changes that you will see clients exhibit or practice because of the new knowledge that they have gained? List those behaviors, actions and changes here.
Initial Outcomes	***Step 2:*** Identify the initial outcomes (new knowledge, skill development) that clients need to reach the Long Term Outcome that has been identified. As in Clients learn: xxxxx xxxxxx
Outputs	
Activities	
Inputs	

Long Term Outcome	
Intermediate Outcomes	
Initial Outcomes	
Outputs	
Activities	***Step 4:*** **Activities** Now that you have identified the initial and intermediate outcomes that clients need to achieve to reach their long term goal, you need to identify the ACTIVITIES that will take place to help the clients gain the knowledge and skills needed. What activities happen routinely? Try to include enough detail that the reader can understand your approach and method. (for example: home visits are completed weekly for one hour; a home safety check is completed at intake and every 6 months; parents attend weekly support and education sessions, etc.)
Inputs	

Long Term Outcome	
Intermediate Outcomes	
Initial Outcomes	
Outputs	
Activities	
Inputs	***Step 5:*** Inputs Now that you have identified the activities that will take place, list here the inputs needed to make those happen. What do you need to effectively run your program? Often these are things that you need to spend money on. Inputs could include things like: –2 Master's level social workers –4 12-passenger vans –Kitchen and Health Department License –XYZ Curriculum and web-based assessment tool –Weekly staff meetings with training –Lunch time volunteers (at least 5)

Long Term Outcome	
Intermediate Outcomes	
Initial Outcomes	
Outputs	***Step 6:*** **Outputs** As a result of those activities, what will be delivered or "put out"? This is usually a count of something. Outputs are important for reporting and for analyzing your outcome results. Typical outputs that could be tracked are: –Number of children attending each day –Number of educational sessions presented to parents; Parent attendance at educational sessions; –# of 3-year olds served, # of 4 year olds served (other demographics);
Activities	
Inputs	

Reviewing Your Logic Model

United Way of Greater Richmond & Petersburg

- 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 this outcome truly important to you? to others?
- Is the outcome written using language that most people will understand?
- Are there unintended consequences?

Reviewing Your Logic Model: Check to make sure there are LOGICAL connections

United Way of Greater Richmond & Petersburg

Can you see the connections of all parts of the logic model - the resources, activities, outputs and the outcomes?

In examining the relationship between each part ask

-- If this is done, then is it more likely that will happen?

{if these activities take place, it is more likely that the clients will learn abc? If the clients learn abc, is it more likely that they will demonstrate the behavior of xyz? If they demonstrate those behaviors regularly, is it likely they are getting to the long term outcome? }

Reviewing Your Logic Model

Are the activities *doable* given the program's resources?

Are the activities sufficiently described to provide a good understanding of what staff does?

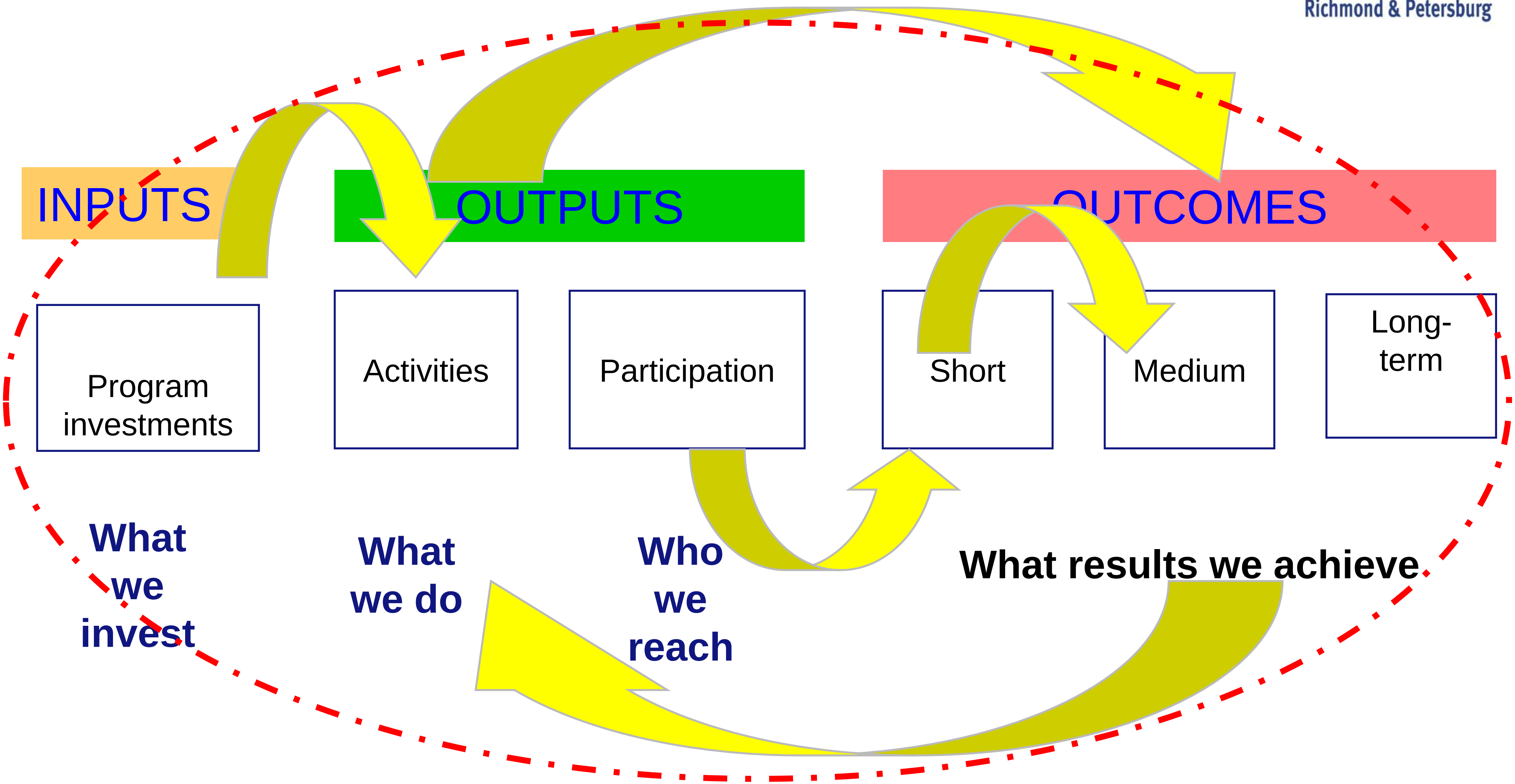
- **duration and intensity?**

Is your logic model presented on one page? This makes it easier to see the theory and linkages.

References: E. A. Balcerzakm The Bruner Foundation; United Way of Dickinson

Remember, a logic model is a representation.
In real life:

Programs are not linear!



Developing Your Outcome Measurement Plan

Section 4: Developing Your Outcome Measurement Plan

Outcome Measurement Plan: What to Include

Building your Outcomes Framework

- Indicators
- Relevant Clients
- Performance Targets
- Data Sources
- Methods

An Outcome Measurement Plan

United Way of Greater Richmond & Petersburg

For each outcome, the measurement plan should include:

1. Specific measurable INDICATOR(s)
2. A clear definition of RELEVANT CLIENTS: exactly which clients will be measured on each indicator
3. A PERFORMANCE TARGET for each indicator
4. A DATA SOURCE
5. A METHODS plan for data collection

Outcomes Framework

Need: (this is a good place to briefly describe the community need being addressed by your program)

Target Population:

Outcome	**Indicators**	**Relevant Clients for the Indicator**	**Performance Target**	**Data Source**	**Methods**
(the long term outcome from your logic model can be repeated here)					

Outcomes Framework

Outcome	**Indicators**	**Relevant Clients for the Indicator**	**Performance Target**	**Data Source**	**Methods**
(the long term outcome from your logic model can be repeated here)	***Step 1:*** Identify one or more measurable indicators for the outcome goal. Indicators should be specific and quantifiable. Indicators are usually expressed as the *Number & Percent of the clients who…* *See the next 4 pages for suggestions.*				

United Way of Greater Richmond & Petersburg

Outcome indicators are the specific items of information that track a program's success on outcomes. They describe observable, measurable characteristics or changes that represent achievement of an outcome.

For example, a program whose desired outcome is that participants pursue a healthy lifestyle could define "healthy lifestyle" as not smoking; maintaining a recommended weight, blood pressure, and cholesterol level; getting at least two hours of exercise each week; and wearing seat belts consistently. The number and percent of program participants who demonstrate these behaviors then is an *indicator* of how well the program is doing with respect to the outcome.

Outcome Indicators should be:

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

Client Focused (generally)

Quantitative
Number and percent of clients who…

Outcome indicators should be:

United Way of Greater Richmond & Petersburg

- **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.***

Examples of Outcome Indicators

TYPE OF PROGRAM	OUTCOME	**INDICATORS**
Smoking cessation class	Participants stop smoking.	**Number and percent of participants who report that they have quit smoking by the end of the course** **Number and percent of participants who have not relapsed six months after program completion**
Tutorial program for 6th grade students	Students' academic performance improves	**Number and percent of participants who earn better grades in the grading period following completion of the program than in the grading period immediately preceding enrollment in the program**
Family planning for teen mothers	Teen mothers have no second pregnancies until they have completed high school and have the personal, family and financial resources to support a second child.	**Number and percent of teen mothers who comply with family planning visits** **Number and percent of teen mothers using a recommended form of birth control** **Number and percent of teen mothers who do not have repeat pregnancies prior to graduation** **Number and percent of teen mothers who, at the time of next pregnancy, are high school graduates, are married, and do not need public assistance to provide for their children**

Source: Measuring Program Outcomes: A Practical Approach

Outcomes Framework

Outcome	**Indicators**	**Relevant Clients for the Indicator**	**Performance Target**	**Data Source**	**Methods**
		***Step 2*:** identify the group of clients that will be measured on each indicator. Sometimes ALL participants will be measured on an indicator but sometimes only subset will be included. See next page for examples.			

Relevant Clients for the Indicator
Very important to think this through

United Way of Greater Richmond & Petersburg

Is every client you serve going to be measured on every indicator?

If not, this needs to be defined.

Examples of how relevant clients might be defined:

- **Only mothers who have been in the home visiting program for at least 6 months (as opposed to ALL mothers in the program)**
- **Only the homeless shelter residents with a mental health diagnosis (as opposed to ALL the clients in the shelter)**
- **Students in grades 1 – 5 who attend the youth development program at least 10 times per month (as opposed to those that have only attended one session)**

Outcomes Framework

Outcome	Indicators	Relevant Clients for the Indicator	Performance Target	Data Source	Methods
			Step 3: **Targets** are numerical objectives for a program's level of achievement on its outcomes. After a program has had experience with measuring outcomes, it can use its findings to set targets for percent of participants expected to achieve desired outcomes in the next reporting period. It also can set targets for the amount of change it expects participants to experience.		

Set a target for your indicator

Example: 80% of the participating parents will score in the Strong Range on the ….

Outcomes Framework

Outcome	**Indicators**	**Relevant Clients for the Indicator**	**Performance Target**	**Data Source**	**Methods**
				Step 4: Identify the data source for each of the indicators.	

Identify Data Sources

Use existing data sources if possible

United Way of Greater Richmond & Petersburg

Possible data sources:

Existing files or databases

- **Intake and exit records**
- **Case notes**
- **Follow up calls and notes**

Surveys (validated if possible)

- **Of participants**
- **Of staff**
- **Of family members, teachers, mentors, etc.**

Tests or measurement Instruments (validated if possible)

Outcomes Framework

Outcome	**Indicators**	**Relevant Clients for the Indicator**	**Performance Target**	**Data Source**	**Methods**
					Step 5: document the basic method and plans for data collection

Design your measurement and data collection process:

When will data be collected?

- **When entering the program? When completing the program? Fixed interval after entering? Fixed interval after completing?**

Who will collect the data? Who will analyze it?

Where will the data be stored? A database? How will data quality be assured?

Outcome	Indicators	Relevant Clients for the Indicator	Performance Target	Data Source	Methods
Youth in the Norwich Youth Club 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.

Final Examples and a Glossary

Example of a completed logic model

West End After School Program
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

Example of a completed outcomes framework

West End After School Program OUTCOME FRAMEWORK

Describe the specific need that is being addressed by this program:
Many youth in the after school program get poor grades. Study skills are weak and many youth don't do their homework and this contributes to their poor grades.

Describe the specific target group that is served in this program:
Youth in the program are in grades 3 to 5 and are primarily from lower income families in the West End neighborhood of Ithaca.

Outcome (This should be the same as the long term outcome on your logic model)	**Indicator/s** (Generally stated as: the number and percent of clients who …)	**Relevant Clients for this indicator**	**Performance Target** (The percent of success that you are aiming for on the indicator. For example: 75% of the youth in the program will …)	**Data Source**	**Data Collection Method**
Students in the West End After School Program will improve their grades in school.	# / % of students with at least a C in Language Arts at baseline vs. year end	All clients enrolled in the after school program by at least October 1st and still attending in June.	Target for year end is 75%	Report cards; first report from October is captured for baseline grades.	Permission for obtaining grades is obtained from all parents on the intake forms. Grades are obtained through Smith and Wood Elementary schools. Grades are recorded by the Program Director in the Access Database within 2 weeks of getting the grades.
	# / % of students with at least a C in Math at baseline vs. year end	All clients enrolled in the after school program by at least October 1st and still attending in June.	Target for year end is 75%	Report cards; first report from October is captured for baseline grades.	Permission for obtaining grades is obtained from all parents on the intake forms. Grades are obtained through Smith and Wood Elementary schools.
	# / % of students with at least a C in Social Studies at baseline vs. year end	All clients enrolled in the after school program by at least October 1st and still attending in June.	Target for year end is 75%	Report cards; first report from October is captured for baseline grades.	Permission for obtaining grades is obtained from all parents on the intake forms. Grades are obtained through Smith and Wood Elementary schools.
	# / % of students with at least a C in Science at baseline vs. year end	All clients enrolled in the after school program by at least October 1st and still attending in June.	Target for year end is 75%	Report cards; first report from October is captured for baseline grades.	Permission for obtaining grades is obtained from all parents on the intake forms. Grades are obtained through Smith and Wood Elementary schools.

Example of Outcome Goal, Indicators, Targets and Results

Program Outcome Goal: **Parents will correctly install and use child safety seats.**

Indicators of Success:

- the number / percent of participants who can name important installation factors;
- the number / percent of participants who can demonstrate correct installation.
- the number / percent of participants' children's safety seats that are properly installed during a spot check approximately one month after instruction

Targets

- 90% of participants who can name important installation factors;
- 75% of participants who can demonstrate correct installation.
- 65% of participants' children's safety seats will be properly installed during a spot check approximately one month after instruction

Outcome Results (example)

- following a 30 minute class, 83% (25 out of 30) of the participants could name at least 5 of the 6 critical installation rules.

- following a 30 minute class, 70% (21 out of 30) of the participants could independently install a child safety seat at an acceptable level as judged by the instructor.

- during a spot check approximately one month after instruction, 43% (13 out of 30) of participants' children's safety seats were properly installed

Glossary of Selected Outcome Measurement Terms

Inputs are resources a program uses to achieve program objectives. Examples are staff, volunteers, facilities, equipment, curricula, and money. A program uses *inputs* to support *activities*.

Activities are what a program does with its inputs-the services it provides-to fulfill its mission. Examples are sheltering homeless families, educating the public about signs of child abuse, and providing adult mentors for youth. Program *activities* result in *outputs*.

Outputs are products of a program's activities, such as the number of meals provided, classes taught, brochures distributed, or participants served. Another term for "outputs" is "units of service." A program's *outputs* should produce desired *outcomes* for the program's participants.

Outcomes are benefits for participants during or after their involvement with a program. Outcomes may relate to knowledge, skills, attitudes, values, behavior, condition, or status. Examples of outcomes include greater knowledge of nutritional needs, improved reading skills, more effective responses to conflict, getting a job, and having greater financial stability.
For a particular program, there can be various "levels" of outcomes, with initial outcomes leading to longer-term ones. For example, a youth in a mentoring program who receives one-to-one encouragement to improve academic performance may attend school more regularly, which can lead to getting better grades, which can lead to graduating.

Outcome indicators are the specific items of information that track a program's success on outcomes. They describe observable, measurable characteristics or changes that represent achievement of an outcome. For example, a program whose desired outcome is that participants pursue a healthy lifestyle could define "healthy lifestyle" as not smoking; maintaining a recommended weight, blood pressure, and cholesterol level; getting at least two hours of exercise each week; and wearing seat belts consistently. The number and percent of program participants who demonstrate these behaviors then is an *indicator* of how well the program is doing with respect to the outcome.

Outcome targets are numerical objectives for a program's level of achievement on its outcomes. After a program has had experience with measuring outcomes, it can use its findings to set targets for the number and percent of participants expected to achieve desired outcomes in the next reporting period. It also can set targets for the amount of change it expects participants to experience.

Benchmarks are performance data that are used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance. It also can use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary and its data are used as a target to strive for, rather than as a baseline.

Source: Measuring Program Outcomes: A Practical Approach

United Way of Greater Richmond & Petersburg

For additional information on outcome measurement, evaluation or human service research, please contact:

Research & Evaluation Department

United Way of Greater Richmond & Petersburg

Michael Mallett: 804-771-5870

Anne Talley: 804-225-7907

Gail Harris: 804-771-5871

www.yourunitedway.org