WELCOME TO

Program Evaluation And Outcomes Measurement Workshop

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Program Evaluation
Measuring Outcomes

This presentation provides an overview of the process used to develop, measure and evaluate your programs.

Overview

1. Understanding the why and what of outcomes

2. How to get started

3. Identifying outcomes and developing performance Indicators

4. Creating and implementing a data collection plan

5. Analyzing and using the data

Measuring Outcomes - Why Measure Outcomes?

1.Proving the success of a program/service.

2.Identifying what works.

3.Proving your value

What is outcome measurement?

It is a methodical way to assess the extent to which a program has achieved its intended results and should address:

1. What has changed?
2. Has this program made a difference?
3. How are the lives of clients better as a result of the program?

Outcome measurements ask and attempts to answer, the question, "So What?"

Outcome Measurement Standards

Utility
Feasibility
Propriety
Accuracy

Getting Started

Getting Ready Tasks

1. Decide who should be on your team.
2. Decide which program(s) to start with
3. Develop a timeline
4. Determine what resources will be needed

TASK 1 - Assembling your outcome measurement team

Consider who on your staff possesses the following skills

- Project Coordination
- Service or Program Knowledge
- Computer Skills

Whom should you invite to the evaluation process?

Consider the various tasks and roles needed.

- Program Director
- Front-line staff directly involved in providing service
- Staff from other programs working with you
- Volunteers

Responsibilities of Outcome Measurement Team

- Decide which program(s) to measure
- Develop a timeline
- Identify outcomes to measure
- Construct a logic model & Identify outcome indicators
- Create & Test Data collection instruments
- Plan for and monitor a pilot process
- Monitor data analysis and report preparation
- Evaluate the results of the pilot and make necessary changes.

Initial topics of discussion for the team

1. Definition of terms
2. Value of Outcome Measurement
3. Limitations and potential problems of outcome measurement
4. Expectation of agency and board

Definition of terms

1. Glossary of outcome measurement terms
2. Definitions of input, activity, output, and outcomes
3. Hints to what are and are not outcomes
4. Examples of outputs and related outcomes.

Understanding the benefit of outcome measurement

1. Shows what's being done & the difference the program makes
2. Helps justify your organizations existence
3. Benefits the clients who use your services
4. Proving your value to existing and potential funders
5. Can be used for future planning

Limitations and Potential Problems

1. **Outcome measurement do not show where problem lie or what is needed to fix it.**
2. **Outcome measurement does not prove that the program alone caused the outcomes.**
3. **There is a cost in time, effort and money that can be incurred.**
4. **Does not tell you if you are measuring the correct outcomes for the program**
5. **Places an extra burden on program participants.**

Do you need to get help?

Often, smaller organizations feel that they do not have the staff capacity to implement outcome measurement activities. You can hire an individual experienced in evaluation to design and/or implement your outcome measurement efforts.

Checklist for obtaining and using outside help

What exactly do we need help doing

- ✓ **What exactly do we need help doing?**
- ✓ **Do we need specialized expertise to carry out the outcome measurement tasks?**
- ✓ **How much control should this individual have as compared to our outcome measurement team?**
- ✓ **Who has the expertise and is available to help us?**
- ✓ **Do we know any other organizations who have obtained outside help?**

TASK 2 – Decide which program(s) to start with. Where should you focus?

- Does the program have defined mission/vision and clientele?
- Does the program represent a substantial portion of the agency's activities.
- Are funders or others asking about the results being produced by the program?
- Will program supervisors and staff be supportive of the effort?

What Do We Want to Accomplish with Our Outcome Measurement Efforts?

- To identify what would be success for a program and how it will be achieved
- To determine why an existing service has shaky performance and to make improvements
- To describe how you intend to measure a program impacts
- To report on a program's impact
- To determine whether the program has been effective

What resources will you need?

- Staff time
- Consultants
- Communication (e.g., postage and telephone)
- Supplies and equipment
- Printing

TASK 3 – Develop a timeline

Developing an outcome measurement plan will likely take a number of months even up to a year.

Allow yourself plenty of time

Is the timing right?

- Existing organizational deadlines or events.
- Length of a typical course of service
- How long after the start or completion of service one would expect to see at least initial outcomes.
- Availability of outside resources you may need.

Distribute the game plan to key players.

- This includes all levels of staff, volunteers involved in service deliver, board members, and members of committees that will have a role in or be affected by the plan

Checklist for Getting Started

- ✓ What program will you start with?
- ✓ Who will be involved
- ✓ Who will manage the process?
- ✓ Will you need outside help with your work?
- ✓ What additional costs do you anticipate
- ✓ What resources are available
- ✓ What is the timeline

Break Time

Preparing and conducting outcome measurements

Once you have developed your measurement team, you are now ready to prepare and conduct your outcome measurements. There are several steps to follow and we will cover each step in the following slides.

Steps for outcome measurement

Key steps

1. Identify outcomes and develop performance measures
2. Create and implement a data collection plan
3. Analyze the data and report your findings
4. Improve your system if necessary
5. Use your findings

Step 1 – Identify outcomes and develop performance measures

This phase has two objectives:

1. Establish a shared understanding of what the program or project is and how it is supposed to work by completing a logic model including inputs, activities, outputs, and outcomes.
2. Create a set of measures that correspond to your logic model and can be used to assess the accomplishments of staff and project partners.

How to choose the outcomes you want to measure

Tasks that will help your team complete this step:

1. **Gather ideas from a variety of sources**
2. **Construct a logic model**
3. **Select outcomes that are important to measure**
4. **Get feedback on your logic model and outcomes selected.**

Understanding the Levels of Outcomes

There are 3 levels of outcomes to understand:

Initial

Intermediate

Longer-term

An Example for Levels of Outcomes

If stop-smoking classes teach about health hazards and effective quitting techniques (output), **then** smokers acquire knowledge, change their attitudes, and gain skills to stop smoking (initial outcomes). **If** smokers know smoking is harmful, want to quit and have skills to minimize withdrawal symptoms, **then** they will quit smoking (intermediate outcome). **If** they quit smoking, **then** they will have fewer smoking related illnesses (longer-term outcome).

Task 1 - Getting ideas for your program outcomes

- **Review of agency or program materials**
- **Talk with program staff and volunteers who work directly with participants**
- **Talk with current and past participants.**
- **Review records of complaints or suggestions**

Outcome Checklist

- ✓ **Are the outcomes related to the "core business" of your program?**
- ✓ **Is it within your control to influence the outcomes?**
- ✓ **Are your outcomes realistic and attainable?**
- ✓ **Are your outcomes written as change statements**
- ✓ **Have you moved beyond client satisfaction in your outcomes?**
- ✓ **Is there a logical sequence among your short-term, intermediate, and long-term outcomes?**
- ✓ **Are there any big leaps in your outcomes?**

Task 2 – Creating A Logic Model

A program logic model is a visual that shows the connection between program activities and the changes those activities will produce.

The Logic Model Elements

1. **Input/Resources**: What do you need to operate your program.
2. **Activities:** What will you do?
3. **Outputs:** What will be the tangible results of your assistance?
4. **Outcomes:** What impact will your program have on your clients?

Issues in defining outcomes

- **There is no right or number of outcomes for a program**
- **Some programs may have more than one outcome track**
- **The more immediate the outcome the more influence a program generally has on its achievement.**
- **The longer term the outcome, the less direct influence a program has over its achievement and the more likely other outside forces are to affect it.**

Select the outcomes that are most important to measure

Outcome Criteria:

- Is it reasonable to believe the program can influence the outcome in a non-trivial way, even though it can't control it?
- Would the measurement of the outcome help identify program success and help pinpoint and address problems or shortcomings?
- Will the program's staff, volunteers, participants, collaborating organizations, funders, and the general community accept it as a valid outcome for the program?

Create a logic model for your program
an exercise

PROGRAM LOGIC MODEL

Program Name: ______________________________

INPUTS OR RESOURCES	ACTIVITIVIES	OUTPUTS	OUTCOMES		
			INITIAL	INTERMEDIATE	LONGER-TERM
Resources available to the program that allow and support provision of your program, including money, staff, volunteers clients, materials or equipment	Methods carried out by staff	The product delivered or service provided, usually described numerically, such as number of clients served, workshops provided, number of manuals provided, etc.	The changes that occur as result of services or program provided		

Share your logic model

After you have drafted a logic model and identified the outcomes that should be measured, distribute copies and seek reactions from staff, board and volunteers.

Feedback may result in further work, take the time to refine your logic model as it will pay off in the rest of your process

Task 3 - Developing Performance Indicators

Defining a set of performance measures or indicators.

Indicators are used to serve as a bridge between intended outcomes and the actual data collection process.

Indicators enable you to determine whether your program clients have, in fact, changed in the specific ways that indicate your intended outcome has occurred.

What are indicators?

1. **Specific, observable and measurable characteristic or changes that represent achievement of the outcome: and**
2. **If the specific statistic(s) (e.g. number and percent attaining outcome) of the program will calculate to summarize its level of achievement.**

Indicator Example

Program: Smoking Cessation
Outcome: Participants stop smoking
Indicator:

- Number and percent of participants who report they have quit smoking.
- Number and percent of participants who have not relapsed six months after the program.
- Number and percent of participants who have not relapsed after one year.

Indicator Example 2

Program: Shelter and counseling for runaway youth
Outcome: Family is reunified whenever possible; otherwise, youths are in stable alternative housing
Indicator:

- Number and percent of youths who return home.
- Number and percent of youths placed in alternative living arrangements who are in that arrangement 6 months later unless they have been reunified or emancipated.

Indicator Example 3

Program: English as a second language instruction

Outcome: Participants become proficient in English

Indicator:

- Number and percent of participants who demonstrate increase in ability to read, write, and speak English by the end of the course.

Indicator Exercise

Outcomes and Indicators Worksheet

Transfer the outcomes from your logic model into the first column of this worksheet and then use the remaining columns to identify up to three potential indicators for each outcome.

Agency:		Program Name:	
Outcomes	**Indicators**	**Indicators**	**Indicators**
Select the most meaningful, relevant, important outcomes from your logic model and write them here.	For each outcome, identify the specific, measurable information that will be collected to track success toward that outcome.	Is there another possible indicator?	Another?

Exercise Discussion

Task 4 Create and Implement a Data collection Plan

1. **Identify the data sources for your indicators.**
2. **Design data collection methods**
3. **Pretest your data collection instruments and procedures**

Step 1 - Identifying your data sources

- **Records** from either your program or other agencies or offices.
- **Specific Individuals**, such as program participants
- **General public**, such as neighborhood or community residents
- **Trained observers** who rate behavior, facilities or environments
- **Mechanical tests and measurements,** such as scales, rulers

Step 2 – Design Data Collection Methods

Surveys

Interviews

Observation

Record or document review

What is the best method of data collection for you?

- Is it feasible and not overly expensive?
- Will the resulting data be useful?
- Will the resulting data be credible?

Preparing Data Collection Instruments

Google

is a wonderful tool.

Deciding when and how to collect data

There are five approaches for collection you are likely to use:

Post-only measures

Pre/Post Measures

Time Series

Measures with a Comparison Group

Measure with a Comparison Standard.

Which approach is best?

- When would the change occur?
- Are there milestones that can be measured?
- What is the frequency of contact with the client? When will data be available?
- Can you compare your data?
- Do you have baseline data
- Are short-term outcomes or longer-term impacts required?
- What does your funder, board, or agency require?

Implementing your plan

- Who will collect the data?
- Have you prepared your clients for data collection?
- How will you ensure confidentiality and informed consent?
- How will ensure the quality of data?
- How can you boost response rates?

Step 3 – Test your data collection instruments

Questions to consider

1. The wording of questions
2. The content of questions
3. Adequacy of the response categories.
4. Clarity of instructions
5. Layout and format of instrument
6. Length of time for completion

Data collection exercise

Enclosed in your packet there is a data collection worksheet. Utilizing your outcomes and indicators you identified previously and the data collection checklist try to complete the requested information on the worksheet.

Exercise Discussion

Test out your outcome measurement system

- **Develop a trial strategy**
- **Prepare data collectors**
- **Track and collect outcome data**
- **Monitor the outcome measurement process**

Analyze the data

Once data is collected, the next step is to analyze the data. Data analysis is more than figuring out ways to make beautiful pie charts and other graphics. It is about looking at the information you have collected and asking yourself what it all means.

Steps for Analysis

Step 1 – Enter the data and check for errors.

Step 2 – Tabulate the data.

Step 3 – Analyze the data broken out by key characteristics.

Step 4 – Provide explanatory information related to your findings.

Step 5 – Present your data in clear and understandable form.

Use your findings

Use your findings to improve and promote your program.

Although your initial reason for implementing outcome measurement may have been to satisfy a funding requirement, outcome information has many more, and often more important applications in program planning and management.

Internal Uses of Outcome findings.

- Provide direction for staff
- Identify staff and volunteer training needs
- Point out program improvement needs
- Support annual and long-range planning
- Guide budgets and justify resource allocation
- Suggest outcome targets
- Focus attention on programmatic issues

External Uses of Outcome findings.

- Recruit talented staff and volunteers
- Promote your program to potential participants and referral sources
- Identify partners in collaboration
- Enhance your public image
- Retain and increase funding

Thank you!

A copy of this presentation will be made available on our website – ysedc.org at the end of the workshops.

Please be sure to complete the survey questionnaire and turn it in.

If you need assistance with outcome measurements on a more one on one basis, please feel free to give me a call or send me an email.

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Glossary Outcome Measurement Terms

Activities are what a program does with its inputs - the services it delivers 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.*

Anonymous data – Information where you do *not* know who provided the responses. (Compare with "confidential data" below.)

Baseline – Data gathered to provide a comparison for assessing program changes or impact.

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.

Comparative standard – Data used as a comparison or a standard of achievement for a specific indicator or outcome.

Compliance monitoring – Tracking and reporting information on what and how much service a program delivers, the clients it serves, how much money it expends, and, possibly, the outcomes it achieved, in relation to what an organization has agreed upon, generally referring to contractual arrangements made between an organization and its grant maker on the use of funds.

Confidential data – Information where you do know, or can find out, who provided the responses but keep the information private.

Data – Information collected in a systematic way that is used to draw conclusions about a program or its outcomes.

Evaluation – The systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of health or social interventions.

Goal – A broad statement of the ultimate aims of a program, generally beyond the ability of one organization to achieve on its own.

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.

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.*

Instrument – A tool used to collect data, including survey questionnaires, interview guides, observational checklists, and written record extraction forms.

Objective – A specific, measurable accomplishment within a specified time frame.

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 measurement – A systematic way to assess the extent to which a program has achieved its intended results; generally used in the nonprofit world.

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 pe1iod. It also can set targets for the amount of change it expects participants to experience.

Output – The product delivered or the unit of service provided by a program, usually described numerically, such as number of people served or number of hours of service delivered.

Performance measurement – Similar to outcome measurement but generally used in business and government arenas.

Process evaluation – Systematic examination of the degree to which a program is operating as intended, looking at what services it provides, how they are provided, who receives the services, and how much service is delivered. Another commonly used phrase is “formative evaluation.” (Also see “outcome evaluation.”)

Program logic model – A representation of the linkages between the inputs to a program, the resources available to it, and the activities carried out, and the outputs and outcomes those resources and activities are believed to produce.

Qualitative data – Descriptive or subjective information provided in narrative terms.

Quantitative data – Numerical information gathered in a structured way.

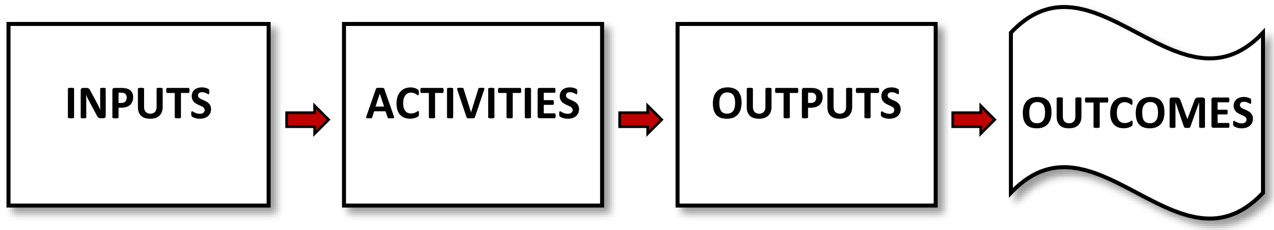
Reliability – The extent to which data collected are reproducible or repeatable.

Target – The specific level of achievement for an indicator or outcome.

Validity – The accuracy of information collected.

Program Outcome Model

The program outcome model has four major components: program inputs (resources), activities (services), outputs (products) and outcomes (the benefits participants derive from the program).



- **Inputs** include resources dedicated to or consumed by the program. Examples are money, staff and staff time, volunteers and volunteer time, facilities, equipment, and supplies. For example, inputs for a parent education class include the hours of staff time spent designing and deliver the program.

- **Activities** are what the program does with the inputs to fulfill its mission. Activities include the strategies, techniques, and types of treatment that comprise the program's service methodology. For instance, sheltering and feed homeless families are program activities, as are training and counseling homeless adults to help them prepare for and find jobs.

- **Outputs** are the direct products of the program activities and usually are measured in terms of the volume of work accomplished. For example, the numbers of classes taught, counseling sessions conducted, educational materials distributed, and participant served. Organizations can control output levels if given enough resources. For example, in a capacity building program, the number of workshops held (3) and the number of nonprofits served are outputs. With enough funding, staff and supplies, the program could be doubled.

- **Outcomes** are benefits or changes for individuals or populations during or after participating in program activities. They are influenced by a program's outputs. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, status, or other attributes. They are what participants know, think, or can do; or how they behave; or what their condition is, that is different after the program.

  For example, in a program to counsel families on financial management, outputs – what the service produces – include the number of financial planning sessions and the number of families seen. The desired outcomes – the changes sought in participants' behavior or status – can include their developing and living within a budget, making monthly additions to a savings account, and having increased financial stability.

What Are and Are Not Outcomes Hints

Below are some program components that agencies sometimes have trouble classifying as activities, outputs, or outcomes. The hints provide general guidelines and point out when exceptions may be appropriate.

- **Recruiting and training staff and volunteers, purchasing or upgrading equipment and various support and maintenance activities.** These are internal program operations intended to improve the quality of program inputs. The numbers of staff recruited, number of volunteers trained, amount of equipment purchased, etc., indicate the volume of these internal operations. However, the operation do not represent benefits or changes in participants, and thus **are not outcomes**.

- **Number of participants served.** This information relates to the volume of work accomplished. In most cases, volume of service is an output. It tells nothing about whether participants benefitted from the service and therefore **is not usually an outcome**.

  In public education programs where the program aims to encourage citizens to seek a service, such as cancer screening, the fact that citizens become aware of the importane of the service and seek it out reflects a change in knowledge or attitudes and behavior resulting from the program. Therefore, the number of citizens who are motivated to seek a service by a public education program is an outcome of that program.

- **Participant satisfaction**. Most often, whether a participant is satisfied or not with various aspects of a program (e.g. courteousness of staff, timeliness of follow-up) does not indicate whether the participant's condition improved as a result of the service. Thus, participant satisfaction **generally is not an outcome.**

  In rare instances, participant satisfaction may be part of the series of changes a participant experiences in achieving a successful outcome. For example, if an individual's willingness to continue with long-term counseling is critical to the program's success and satisfaction is a key determinant of continuation, then satisfaction may be a necessary, although not sufficient, outcome. In programs whose purpose is to meet participant's basic needs, such as food kitchens and homeless shelters, it may be nearly impossible to track participants beyond the immediate delivery of service to identify outcomes beyond being fed and sheltered. In these cases, the program may have to settle for participant satisfaction as the closest approximation of an outcome it can measure.

Examples of Diverse Programs and Possible Outcomes

These are illustrative examples only. Programs should identify their own outcomes, matched to and based on their own experiences, missions and input of staff, volunteers, participants and others.

Program	Possible Outcomes
Comprehensive child care	■ Children exhibit age-appropriate physical, mental and verbal skills. ■ Children are school-ready for kindergarten
General Equivalency Diploma (GED) preparation	■ Participants obtain their GED certificate. ■ Within 6 months after obtaining their GED, participants are employed full-time.
Outpatient treatment for adolescent substance abusers	■ Adolescents increase knowledge about the effects of substance abuse and about substance abuse addiction. ■ Adolescents change attitude towards substance abuse ■ Graduates remain free of substance abuse 6 months after program completion.
Emergency Shelter beds on winter nights	■ Homeless persons agree to come off the street and use the shelter. ■ Those sheltered do not suffer from frostbite or die from exposure to cold.
Congregate meals for senior citizens	■ Participants have social interaction with peers. ■ Participants are not home-bound. ■ Participants eat nutritious and varied diet. ■ Seniors experience decrease in social and health problems.
Overnight camping for 8 to 12-year-old inner-city boys	■ Boys learn outdoor survival skills. ■ Boys develop enhanced sense of competence. ■ Boys develop and maintain positive peer relationships
Interpreter services for non-English speaking patients at a health clinic	■ Patients access needed health care. ■ Patients understand medical diagnosis and need for preventive measures or treatment. ■ Patients comply with medical recommendations. ■ Patients have decrease in health conditions that are preventable. ■ Patients recuperate from conditions that can be treated.
Capacity Building Program Grant Writing Basics workshop	■ Increased understanding of the grant writing process, requirements, outcomes, budgets, etc. ■ Improved ability to understand and search for funding ■ Improved funding sources ■ Improved grant writing skills. ■ Increased sustainability of local nonprofits

Examples of Potential Benefits of Outcome Measurement

- Provide a communication tool to let people know what’s being done and the difference that it makes
- Reaffirm that we are on the right track
- Get information to use for program development
- Focus on programs that really make a difference for clients
- Make programs tangible by describing expected outcomes
- Benefit the agency and its long-range planning efforts
- Benefit participants that use the services
- Let clients have a say in services
- Do a better job for clients
- Have data to show quality
- Help focus on primary tasks
- Use for future planning
- A reality check
- Demonstrate “intangibles”
- Collect information as a routine part of what organization is doing
- Get information that will be useful for decision-making
- Communicate to funders a balance of outcomes and outputs
- Help justify existence
- Help the Board
- Be accountable and cost-effective
- Take pride in accomplishment and quality

Sample Timeline for Planning and Implementing Outcome Measurement in a Program

	Initial Preparation							Trial Run				Implementation	
	Month							Month				Month	
STEP	1	2	3	4	5	6	7	8-?	?+1	?+2	?+3	?+4	?+5
1. Get Ready	X	X											
2. Choose the Outcomes You Want to Measure			X	X									
3. Specify Indicators for Your Outcomes					X								
4. Prepare to Collect Data on Your Indicators						X	X						
5. Try Out Your Outcome Measurement System								XXXXX					
6. Analyze and Report Your Findings									X	X	X		
7. Improve our Outcome Measurement System												X	
Launch full-scale implementation													X→
8. Use Your Findings									X	X	X	X	X→

This sample allows 7 months for initial preparation. The amount of time for Step 5 which starts in month 8, is left open because can vary so widely. After Step 5, the sample shows 3 months for Step 6 and 1 month for Step 7. Full-scale implementation starts 5 months after the data collection trial end.

Please note: The timeline is an approximation only and your organization may take less or more time depending upon your programs and their complexity.

Examples of Outcomes based on Observation
Program: Neighborhood After-school Program

Observation	Comments	Inferred Outcomes
■ Several children with learning disabilities or attention deficit disorder are able to work for relatively long periods of time	■ The observers note that the children's attention span is longer than what they would have expected from children with these learning problems. They talk to the after-school supervisor, who explains she has been working with these children to increase their attention span. However this outcome has never been tracked.	■ Children with learning disabilities and/or ADD have increased attention span.
■ Children help each other with homework and games ■ Children praise positive achievement of peers ■ Children discourage name calling and other negative interactions ■ Children are able to organize themselves when using games. They wait for their turn ■ Children don't swear while in program	■ The observers note that the behavior of the children in the program is markedly different from the behavior at the local school, nearby playground and streets. Staff explain that not only do the children understand that strict behavioral norms exist in the program, but that the children themselves try to maintain these norms. This desired behavior has never been tracked and has not been reported to funders or outsiders.	■ Children provide mutual support and encourage positive behavior of peers ■ Children learn self-control ■ Children develop social skills
■ The children seek guidance from the adults	■ Observers note that children respect and trust adults and go to them for help with a wide range of problems such as simple questions about homework assignments to personal and family problems. From staff, observers learn that many of the children have few positive adult role models, especially male role models	Children demonstrate: ■ Increased trust of caring adults ■ Increased use of caregiving adults as resources ■ Decreased sense of helplessness and isolation
■ Children seek out new challenges without fear of failure.	■ Observers note that the children's initiative and apparent sense of confidence. It is suggested that these attributes be measured and compared with children who are not in the program.	Children demonstrate: ■ Increased self-confidence ■ Increased choice of new activities and experiences

LOGIC MODEL CHECKLIST

☐ What resources are available to conduct outcome measurement?

☐ What is the timeline for your outcome measurement process?

☐ Have you included all of the resources you will need? Are the following items listed?

✓Service providers: staff, volunteers
✓Program setting: community settings, agency facilities
✓Service technologies": curriculum/class material, treatment plans
✓Funding sources: private or public funding, donations, fee for service
✓Participants: client organizations

☐ Are all of the activities included and described in some detail (e.g., number and length of coaching sessions, types of computer training)?

☐ Have you described an output, product, or unit of service for each activity? (e.g., number of FBCOs trained, number of hours of training each organization received, type of computer assistance, etc.)?

☐ Have the participants been counted and described in your output column? (e.g., nine FBCOs, fifty-tour staff, eighty-eight board members, etc.)?

☐ Is the intensity of the activities appropriate for the type of organization with whom you are working? Organizations with greater needs require more assistance, e.g., six four-hour coaching sessions on fundraising rather than two four-hour sessions. (You will need to develop your outcomes before you can answer this question; that's one reason to create the outcomes first. If you don't know your clients' needs or abilities at the outset, you may not know the answer to this question and will have to come back to it later.)

☐ Is the duration of the activities appropriate for the type of organization? Higher-needs organizations will take longer to absorb and implement the improvements you are helping them make, e.g., you may be providing coaching for twelve months rather than six. (Once again, you'll need to define the impacts you hope to make before you can assess how much assistance your clients will require, and you may need to come back to this question if you don't know about your clients' needs or abilities.)

☐ Are your outcomes directly related to your activities (i.e., is it possible to achieve the results you have listed with the type and amount of activities you are planning to deliver)?

☐ Do the outcomes address changes in knowledge, perceptions, attitude, skills, or behavior?

PROGRAM LOGIC MODEL EXAMPLE

Program Name: Capacity Building Program for Local Nonprofits/Service Providers

INPUTS OR RESOURCES	ACTIVITIVIES	OUTPUTS	OUTCOMES		
			INITIAL	INTERMEDIATE	LONGER-TERM
Resources available to the program that allow and support provision of your program, including money, staff, volunteers clients, materials or equipment	Methods carried out by staff	The product delivered or service provided, usually described numerically, such as number of clients served, workshops provided, number of manuals provided, etc.	The changes that occur as result of services or program provided		
Agency Staff Workshop Training Manuals Meeting space for workshops Grant subscriptions	Agency to conduct and analyze Nonprofit/Service providers needs assessment Agency to develop, design, and present workshop and print presentation materials for workshops as identified by needs assessment. Provide two-year no-cost grant search subscription to local nonprofits/service providers	Provide 3 grant basic workshops to 60 representatives of local nonprofits/service providers. Provide 2 additional workshops to be determined by needs assessment. Provide workshop training manuals for each attendee of workshops (approximately 180 manuals) Provide up to 50 no-cost two year grant search subscriptions. Provide 80 hours of Technical Assistance	Increased understanding of the grant writing process, requirements, outcomes, budgets, etc. Ability understand and search for funding.	Improved funding sources. Improved grant writing skills.	Increased sustainability of local nonprofits. Improved capacity of local nonprofits

PROGRAM LOGIC MODEL

Program Name: ____

INPUTS OR RESOURCES	ACTIVITIVIES	OUTPUTS	OUTCOMES		
			INITIAL	INTERMEDIATE	LONGER-TERM
Resources available to the program that allow and support provision of your program, including money, staff, volunteers clients, materials or equipment	Methods carried out by staff	The product delivered or service provided, usually described numerically, such as number of clients served, workshops provided, number of manuals provided, etc.	The changes that occur as result of services or program provided		

Example Outcomes and Outcome Indicators for Various Programs

Type of Program	Outcome	Indicator(s)
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
Information and referral program	Callers access services to which they are referred or about which they are given information	■ Number and percent of community agencies that report an increase in new participants who came to their agency as a result of a call to the information and referral hot line. ■ Number and percent of community agencies that indicate these referrals are appropriate
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
English as a second language instruction	Participants become proficient in English.	■ Number and percent of participants who demonstrate increase in ability to read, write, and speak English by the end of the course
Counseling for parents identified as at risk for child abuse or neglect	Risk factors decrease. No confirmed incidents of child abuse or neglect	■ Number and percent of participating families for whom Child Protective Service reports no confirmed child abuse or neglect during 12 months following the program completion.

These are illustrative examples only. Programs need to identify their own outcomes and indicators, matched to and based on their own experiences, missions and input of their staff, volunteers, participants and others.

Outcomes and Indicators Worksheet

Transfer the outcomes from your logic model into the first column of this worksheet and then use the remaining columns to identify up to three potential indicators for each outcome.

Agency:		Program Name:	
Outcomes	Indicators	Indicators	Indicators
Select the most meaningful, relevant, important outcomes from your logic model and write them here.	For each outcome, identify the specific, measurable information that will be collected to track success toward that outcome.	Is there another possible indicator?	Another?

Checklist for Selecting Data Collection Methods

This checklist can help you decide which data collection methods are most appropriate for your outcome measurement.

SURVEYS		
1. Do I need data from the perspective of the participant, client, beneficiary, or customer?	Yes	No
2. Do I have a systematic way to get it from these individuals?	Yes	No
3. Do I need data that are standardized so that statistical comparisons can be made?	Yes	No
4. Will participants be able to understand the survey questions? (consider age, cultural background	Yes	No
5. Do participants have the necessary knowledge or awareness to accurately answer questions about the outcomes.	Yes	No
If you answered **Yes** to questions 1 through 5, surveys may be appropriate for collecting data on your outcomes and indicators.		

INTERVIEWS		
1. Do I need data from the perspective of the participant, client, beneficiary, or customer?	Yes	No
2. Do I have a systematic way to get it from these individuals?	Yes	No
If you answered **Yes** to questions 1 through 2, interviews may be appropriate for collecting data on your outcomes and indicators.		

OBSERVATION		
1. Is it difficult to accurately measure the indicators by asking people questions about opinions or perceptions?		No
2. Can this outcome or indicator be assessed accurately by someone trained to observe it in action (i.e., can something actually be observed)?	Yes	No
3. Do you have the staff resources for someone to observe events, conditions, interactions, or behaviors?	Yes	No
If you answered **Yes** to questions 1 through 3, observation may be appropriate for collecting data on your outcomes and indicators.		

INTERNAL RECORD REVIEW		
1. Do you have individualized records, reports, logs, or other systematic ways that you track things in your program or services?	Yes	No
2. If an information system exists, are the data consistently entered into it in a timely way?	Yes	No
3. IF a system exists, can information be extracted from it easily?	Yes	No
If you answered **Yes** to questions 1 through 3, internal record review may be appropriate for collecting data on your outcomes and indicators.		

OFFICIAL RECORD REVIEW		
1. Do official records exist exist that track the data you need on your outcomes and indicators?	Yes	No
2. Are the data accessible to you (i.e., will it be possible to get the cooperation of outside agencies or institutions in order to get access to official records)?	Yes	No
If you answered **Yes** to questions 1 and 2, official record review may be appropriate for collecting data on your outcomes and indicators.		

Sample 1: Outcome Measurement Framework
Program: Teen Mother Parent Education

Outcome	Indicator(s)	Data Source	Data Collection Method
Teens are knowledgeable of prenatal nutrition and health guidelines	Number and percent of program participants able to identify food items that are good sources of major dietary requirements	Participants	Self-administered survey after second week in the program
Teens follow proper nutrition and health guidelines	Number and percent of participants within proper ranges for prenatal weight gain	School Scales	Weekly weigh-in
	Number and percent of participants that eat a least 4 calcium servings and one of each other nutritional group each day	Participants	Self-report on “Healthy Baby” checklist for daily food intake
	Number and percent of participants that do not smoke	Participants	Self-report on daily checklist
		Teachers	Observation reported on weekly record
	Number and percent of participants that take a prenatal vitamin each day	Participant	Self-report on “Healthy Baby” checklist for daily food intake
Teens deliver healthy babies	Number and percent of newborns weighing 5.5 pounds and above and scoring 7 or above on Apgar scale	Hospital records	Contact hospital for birth records

Influencing Factor	Data Source	Data Collection Method
Mother’s Age	Program records	Record review
Mother’s household income	Program records (based upon mother self-report	Record review
Number of parenting classes mother attended	Program records	Record review.

Sample 2: Outcome Measurement Framework
Program: Safe/Clean Neighborhood Organizing

Outcome	Indicator(s)	Data Source	Data Collection Method
Residents sign up to clean up vacant lots and build playgrounds	Number of residents on sigh-up sheets	Sign-up Sheets	Distribute forms to all meeting attendees asking them to indicate interest in volunteering
Volunteers for each vacant lot meet and develop action plans	Number of action plans developed	Staff report	Staff and board member teams organize and observe planning meeting and document action plans
Volunteers create clean, drug-free play areas.	Number of vacant lots that are free of litter, have grass or other appropriate ground cover, have play equipment, and are free of drug sales and/or use	Staff/Volunteer observation	Apply observation checklist
Children play in clean, safe areas	Number of children observed in play areas on one random sunny day per week for 3 months after clean up	Staff/Volunteer observation	Apply observation checklist
Residents feel neighborhood is safer place for children	Percent of neighborhood residents that say neighborhood is safer for children today than it was one year ago	Neighborhood residents	Mail surveys to every household in the neighborhood

Influencing Factor	Data Source	Data Collection Method
Number of volunteers for each vacant lot	Staff	Observation
Race and sex of volunteers, children, and community residents	Staff (for volunteers and children)	Observation
	Self-report (for community residents)	Mail survey (Same survey used for outcome data

Collection Plan for Outcome Measures

OUTCOME	INDICATOR	WHAT DATA COLLECTION METHOD?	WHEN WILL DATA BE COLLECTED?	WHO WILL COLLECT DATA?	WHAT WILL THEY DO?	HOW WILL DATA COLLECTED BE MONITORED?
Increased ability to raise funds for program services	Number and percent of organizations who put new fundraising practices in place	Survey of organizations receiving fundraising technical assistance	Once – 6 months after completion of technical assistance services	Technical assistance staff	Email survey to participating organizations 6 months after completion of services	Program manager will track completion of services, distribution of surveys, and response rate to the survey and notify staff if additional follow-up is needed.

DATA COLLECTION INSTRUMENT EXAMPLES

Questionnaires/Surveys

Questionnaires are the most common type of data collection instrument. Programs can use them to gain data from participants, staff, and others who know and work with participants, such as parents or employers. You can also use questionnaires to obtain information from neighborhood or community residents or from target papulations that the program has served on a general, rather than a one-by-one basis.

Effective questionnaire construction should consider content and wording.

Content is the information the questionnaire seeks to elicit:

- **Participant needs**, knowledge, attitudes, skill level, behavior, life situation, status, experiences in the program and the results of the experience. Questions on these topics can be asked of participants themselves or of others in a position to comment, such as family members, counselors and employers.
- **The amount and type of service received**. Although this information is probably available from program case records, the program may want to obtain such information from the participant. The participants' perception of the services received may provide useful information to the program and will avoid requiring the program to link two different sources.
- **Why respondents gave a particular answer or rating.** Ask especially for explanations about poor ratings but keep in mind, that questions requiring more than a check mark or a few words to answer take more time to collect and analyze.
- **Demographic and other information**, such as sex, income, race/ethnicity, etc. needed to break out the outcome findings. Some respondents are uncomfortable answering some demographic questions. To increase the likelihood that they will answer the other questions, put demographic questions at the end of the form and explain briefly why the data is needed.

Wording: Questions must be clear, unambiguous, and neutral in their presentation. It is surprisingly easy to use biased or unclear wording. For instance, questions that provide four response categories, of which three are favorable and one is unfavorable, bias the response in a favorable direction. The question, "When do you experience this event?" may mean at what time or "under what circumstances." Be specific.

To write effective questions:

Keep each question short. Use simple sentence structures.

Use basic vocabulary.

Ask only one question in each question.

Example 1. Survey Questions on family counseling

1. Since you started at the agency, has there been any change for better or worse in the way the members of your family get along with each other. Would you say you not get along:

   _____ Much better
   _____ Somewhat better
   _____ The same
   _____ Somewhat worse*
   _____ Much worse*

   *Please Explain: ____

   ____

2. How do you feel the service provided by the agency influenced the changes you reported.

   _____ Helped a great deal
   _____ Helped somewhat
   _____ Made no difference
   _____ Made things somewhat worse*
   _____ Made things much worse*

   *Please Explain: ____

   ____

2. How satisfied were you with the way you and your counselor got along with each other?

   _____ Veru satisfied
   _____ Somewhat satisfied
   _____ No particular feelings one way or the other
   _____ Somewhat dissatisfied*
   _____ Very dissatisfied*

   *Please tell us why you felt this way: ____

   ____

Example 2. Fixed-Choice Response Sets.

Below are examples of the types of fixed choice responses you may want to use in your questionnaires or surveys.

Question Type	Examples
Yes or No	Have you used this new skill in the past week? ☐ Yes ☐ No
Agree/disagree scale	How much do you agree or disagree with the following statement: "The public service announcements about the effect of second-hand smoke gave a very powerful argument against smoking around small children." ☐ Strongly Agree ☐ Disagree ☐ Agree ☐ Strongly disagree
Frequency Scale	How often do youo read to your child ☐ At least once a week ☐ Once a month or less ☐At least twice a week ☐ Never
	Last week, how many evenings did you read a bedtime story to your child(ren)? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ None
	What percentage of your income do you put into a savings account? ☐ None ☐ 6 to 10 percent ☐ 1 to 5 percent ☐ More than 10 percent
Comparative response scale	Compared to other programs that your child(ren) take part in, how important is the after-school tutoring program? ☐ Very Important ☐ Somewhat important ☐ Unimportant
Identification response	Below is a list of services provided by our program. Please check the ones your child participated in since the beginning of the year: ☐ After-school program ☐ Sports program ☐ Tutoring program ☐ Summer camp

Example of a Record Extraction Form

Identification Number ________________________

Date of birth: _______/____/________
Month Day Year

Sex (Circle One): 1. Male 2. Female

Race or Ethnicity (Circle One):
1. African American
2. White, non-Hispanic
3. Asian
4. Hispanic
5. Hawaiian, Pacific-Islander
6. American Indian, Alaska Native
7. Other ______________________

Intake Date: _______/____/________
Month Day Year

GED pre-test score: ______________________

Date of first GED exam: _______/____/________
Month Day Year

Result of first exam
(Enter score or circle 9): ______________________

9 Not Applicable. Youth dropped out before first exam

Date of 2nd GED exam: _______/____/________
Month Day Year

Result of 2nd exam
(Enter score or circle 9): ______________________

9 Not Applicable. Youth completed GED with first exam or dropped out before second exam.

Information from your own records or records of another program that you will use in measuring outcomes needs to be copied (extracted) from those records. Information to extract includes:

Data related to outcome indicators

Data on factors that may influence participant outcomes (age, sex, race, level of problem severity at intake, etc.)

Data needed to link the record with other data about the participant, if applicable.

Program Evaluation & Measuring Outcomes Workshop

Evaluation Questionnaire

Date: ________________________

Organization Name: ____

Participant Name: ____

Title: _________________________________Email: ____

INSTRUCTIONS – Please circle your response to the items. Rate aspects on a 1 to 5 Scale:

1 = Strongly Disagree, or the lowest, most negative impression

3 = Neither agree or disagree, or an adequate impression

5 = Strongly Agree, or the highest, most positive impression

Workshop Content – Circle your response to each item
1=Strongly Disagree 2=Disagree 3=Neither Agree or Disagree 4=Agree 5=Strongly Agree

1. The workshop lived up to my expectations	1	2	3	4	5
2. The content was relevant and understandable	1	2	3	4	5

Workshop Design – Circle your response to each item

1. The workshop objectives were clear	1	2	3	4	5
2. The workshop activities stimulated my learning	1	2	3	4	5
3. The difficulty level of this workshop was appropriate	1	2	3	4	5
4. Presentation was informative	1	2	3	4	5
5. The pace of the workshop was appropriate	1	2	3	4	5
6. Presentation materials improved understanding	1	2	3	4	5
7. The length of the workshop was appropriate	1	2	3	4	5

Workshop Instructor – Circle your response to each item

1. The instructor was well prepared	1	2	3	4	5
2. The instructor was helpful	1	2	3	4	5

Workshop Results – Circle your response to each item

	1	2	3	4	5
1. I have a clearer understanding of outcome measurement	1	2	3	4	5
2. I will be able to use what I learned in this workshop	1	2	3	4	5
3. I will be able to use sample materials provided to Improve & develop outcome measurement	1	2	3	4	5
4. I gained new knowledge about outcome measurement	1	2	3	4	5

Workshop Analysis – Circle your response to each item

1. The workshop was a good way for me to learn this content 1 2 3 4 5

2. How would you improve this workshop? Check all that apply.

- ☐ Clarify workshop objectives
- ☐ Reduce the content covered
- ☐ Increase the content covered
- ☐ Improve instructional methods
- ☐ Have more workshop activities/exercises
- ☐ Improve the workshop organization
- ☐ Provide better information before the workshop
- ☐ Slow down the pace of the workshop
- ☐ Speed up the pace of the workshop
- ☐ Shorten the time of the workshop

3. What other improvements would you recommend?

4. What is least valuable about this workshop?

5. What is most valuable about this workshop?

6. Are you interested in receiving/attending other educational materials/workshops to build your organization's capacity? ☐ Yes ☐ No

If you checked yes we will be sure to forward you information on future workshops and include you in our bi-monthly newsletter.

7. What additional assistance do you need/want for your agency right now?