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Introduction to Outcome Measurement

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Welcome & Introductions

Workshop Purpose

Evaluation Anxiety

Outcome Measurement Components

Building a Logic Model

Wrap Up / Final Thoughts

What is Evaluation Anxiety???



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A set of cognitive, affective, and behavioral responses that accompany concern over possible negative consequences contingent upon performance in an evaluative situation.

Managing Evaluation Anxiety



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- **Expect and accept legitimate opposition**
- **Determine program philosophy**
- **Discuss why honesty is not disloyalty to the program**
- **Balance formative feedback (both positive and negative)**
- **Distinguish blame game from program improvement game**
- **Move toward a culture change: Professionals welcome evaluation**

Managing Evaluation Anxiety



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- **Discuss purposes of evaluation**
- **Discuss professional standards**
- **Establish a learning community**
- **Give program staff a chance to react and discuss**
- **Use multiple strategies**
- **Discuss volunteer decision making process**

**Anything you
NEED**

Inputs



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Resources that are dedicated to or consumed by a program

- Staff and staff time
- Volunteer and volunteer time
- Revenue
- Facilities
- Supplies and equipment
- Constraints on the program i.e. laws, regulations, licensing requirements

Anything you Do

Activities



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The actions taken and tasks performed to fulfill a program's mission

- Provide after-school tutoring for 12-18 year old students
- Design and distribute brochures and posters about neighborhood safety
- Develop materials for presentations on preventing elder abuse
- Pair children in grades 4-8 with a mentor

**What you get
from what you
DO**

Outputs



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The direct products or results of program activities

- 40 students receive after school tutoring
- 200 brochures and 20 posters about neighborhood safety are distributed to targeted area
- 10 presentations on preventing elder abuse are given to targeted community groups
- 40 Children in grades 4-8 are matched with mentors

Outcomes



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Positive changes or benefits for clients/ participants that occur as the result of the program

- **Student' academic performance improves**
- **Residents are aware of neighborhood safety strategies**
- **Community members are more knowledgeable about elder abuse.**
- **Children develop positive relationships with a trusted adult.**

Outcomes



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Outcome – Positive changes or benefits for clients/ participants that occur as the result of the program

- Parents increase their knowledge of Kindergarten Readiness**

Goal - A goal is a broad statement that answers the question, "What does your organization hope to accomplish?"

- The Youth Changing the World Program will increase the number of youth volunteering in their community.**

Prior to Identifying Your Outcomes



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First Clarify

- Who are your program's clients/ participants
- What service does your program provide to these individuals? What does it do with them or on their behalf?

Then ask yourself

- What do you want to be true of program participants during or after the program?
- What do you want to be able to say about participants knowledge attitudes, skills behavior, status or condition

THE ANSWERS ARE YOUR OUTCOMES

Examples for Phrasing Outcomes



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It helps to put participants as the “doer” of the outcome

***Participants* are better able to.....**

***Students* are more knowledgeable about**

***Women* in the prenatal class know.....**

***Target groups* are more aware of.....**

***Families* develop.....**

***High-risk families* demonstrate increased ability to.....**

***Participants* show improvement in.....**

***Homebound patients* will continue to.....**

***Residents* implement strategies for....**

Examples for Phrasing Outcomes



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Outcome statements must realistically reflect the kinds of change the program can make happen.

- **Change Statement: increase, decrease, maintain, improve, reduce, expand**
- **In What: attitude, perceptions, knowledge, skill, behavior, condition, agency, organization, community**
- **Target: program participant, client, individual, family**

Questions to Consider in Choosing Which Outcome to Measure



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- **Can the program learn anything from this outcome?**
- **Can the program have a significant impact on this outcome?**
- **Is this a meaningful Outcome for participants?**
- **Is the outcome aligned with the program and organization mission?**

Different Levels of Outcomes



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There can be various levels of outcomes in chronological order:

- initial outcomes
- intermediate outcomes
- longer-term outcomes

- initial: Students show increased commitment to learning
- intermediate: Students demonstrate personal responsibility for their academic success.
- longer-term: Students academic performance improves.

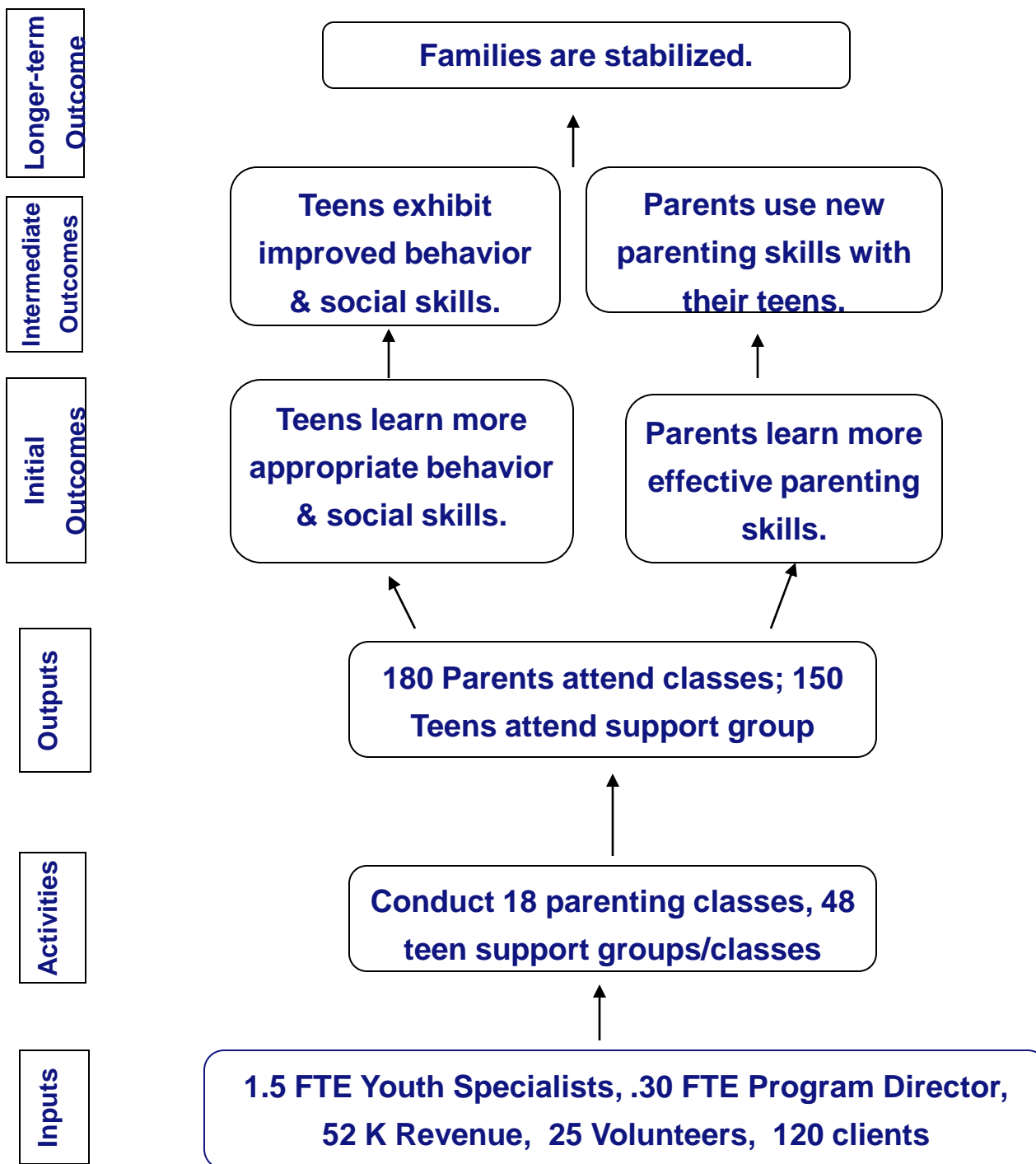
Logic Models



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Once a program's staff has identified the program's inputs, activities, outputs and outcomes, these elements can be put into a LOGIC MODEL !!

A logic model is a description, in diagram form, of how the program's components (inputs, activities, outputs) theoretically lead to positive results/benefits for the program's clients.



Phrasing change



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Change / Desired Effect	In What	For Whom
Increase	Attitude	Population group
Decrease	Perceptions	Program participant
Maintain	Knowledge	Client
Improve	Skill	Individual
Reduce	Behavior	Family
<i>Examples of phrasing:</i>		
Increase	knowledge	parent/guardian
Increase	communication	teens
Improve	relationships	parent and teens

**INDICATORS ARE
THE PROOF!**

Indicators



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Identify the characteristic or *change that signals* that an outcome has been achieved

- **Must be observable and measurable**
- Students who have lower than an A in reading and Math at the end of the first grading period will have a higher letter grade in reading and/or Math in the last grading period.
- 20 Residents of the Riverdale neighborhood report they feel better equipped to make their neighborhood a safer place.

Outcomes and Indicators ask Different Questions:



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Outcome: What positive benefits/changes do we want to see in those being served by our program?

Indicators: What measurable information will indicate or provide evidence that the desired positive benefit/changes have occurred?

Community Priorities and Goals



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- **Directly relate to the “well-being” of the population you serve (population result).**
- **What community priority does the program address?**
- **What is the overall goal of your program?**
- **If this goal is achieved what community issue or problem would be solved, making your program no longer necessary?**
- **Do the priority and goal of the program align with a Priority need?**

Targets are a numerical objective related to the measurement of the indicator.

Target Base Number



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Target Base Number: A whole number is that identifies the total number of subjects that will be measured in a specific indicator.

- 90 of **130** Students who have lower than an A in reading and Math at the end of the first grading period will have a higher letter grade in reading and/or Math in the last grading period.
- 20 of **200** Residents of the Riverdale neighborhood report they feel better equipped to make their neighborhood a safer place.

Target Indicator Achievement



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Number

Target Indicator Achievement Number: A whole number is that identifies the total number of subjects that have successfully met the objective of a specific indicator.

- **90** of 130 Students who have lower than an A in reading and Math at the end of the first grading period will have a higher letter grade in reading and/or Math in the last grading period.
- **20** of 200 Residents of the Riverdale neighborhood report they feel better equipped to make their neighborhood a safer place.

Example of Indicators and Targets



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Initial Outcome: Clients have a better understanding of basic job seeking skills.

Indicators & Targets: 90 of 100 clients are able to identify the 5 essential steps of a job search; 80 of 100 clients are able to complete an application.

Intermediate Outcome: Clients demonstrate mastery of basic job seeking skills.

Indicators & Targets: 75 of 90 of clients are able to write an effective resume; 70 of 80 of clients receive a rating of “good” or “excellent” in interview simulations.

Longer-term Outcome: Clients secure gainful employment.

Indicator & Target: 50 of 70 of clients secure gainful employment within 3 months of completing the program

Example of Indicators and Targets



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TYPE OF PROGRAM	OUTCOME	INDICATOR
Teen parenting program	Teens deliver healthy babies.	85% of newborns weigh at least 5.5 pounds at birth.
Elder abuse awareness/prevention	Individuals are more knowledgeable about the signs of elder abuse/neglect	80% of the target audience can name at least 3 signs of elder abuse/ neglect.
Child care program	Children are prepared for kindergarten.	90% of age-eligible children demonstrate the skills needed to transition to kindergarten.

Example of Indicators and Targets



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TYPE OF PROGRAM	OUTCOME	INDICATOR
Emergency housing program	Clients secure and maintain stable housing.	70% of clients maintain stable housing 3 months after leaving the shelter.
Tutorial program	Students' academic performance improves.	70% of students earn better grades in the grading period following the program than in the period preceding it.

Example of Indicators and Targets



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TYPE OF PROGRAM	OUTCOME	INDICATOR
Homemaking services	Participants are able to remain in their own homes and avoid placement in a nursing home.	Not more than 10% of participants will be placed in a nursing home for non-medical reasons.
Neighborhood program	Residents' perception of their neighborhood is improved.	The percent of residents responding to the annual survey who feel that they live in a quality neighborhood increases by 20%.

Some Things to Keep in Mind



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- **Outcome Measurement is not scientific research**
- **Start with what you already have**
- **Things will change**
- **It is ok to make mistakes**
- **Remember goals are usually imperfectly met. No matter how well you perform improvements can be made!!!**
- **Email Melonya for Technical assistance**
melonyac@dayton-unitedway.org or jointrfpinfo@dayton-unitedway.org
- **Keep it simple!**