

OUTCOME MEASUREMENT

Outcome measurement is a process for the ongoing monitoring of program results against agreed upon goals and objectives:

- To see if program really makes a difference in people's lives
- To help program improve quality and effectiveness of services

When identifying outcomes, consider the following:

- Who will be changed?
- What will be changed?
- What is the nature of the change?
- How much change will occur?
- When will the change take place?
- Is this a meaningful outcome for participants?
- Can the program learn anything from this outcome?
- Can the program have a significant impact on this outcome?

Inputs are resources that are dedicated to or consumed by a program. Examples include staff and staff time, volunteers and volunteer time, funding, equipment, supplies, facilities, technology, etc.

Activities are the actions taken and tasks performed to fulfill a program's mission. Examples include training, counseling, mentoring, sheltering, provide medical care, collect and distribute food, case management, etc.

Outputs are the direct products or results of program activities or "What can we count?" Examples include # of classes taught, counseling sessions conducted, educational materials distributed, hours of service delivered, participants served, shelter beds, pounds of food distributed, etc.

Outcomes are positive changes or benefits for participants that occur as the result of the program. Examples include change in awareness, knowledge, attitudes, skills, behavior, quality of life, change in status or condition, etc.

Outcome Statements should be brief, one-sentence statements, such as:

- Individuals become...
- Participants are better able to...
- Students are more knowledgeable about...
- Women in the prenatal class know...
- Target groups are more aware of...
- High-risk families demonstrate increased ability to...
- Participants show improvement in...
- Homebound patients will continue to...
- Residents implement strategies for...
- Participants show improvement in...

Measurement Tools are the data source and collection method. Examples include pre- and post-assessments, intake forms, evaluations, observations, surveys, tests, etc.

Indicators are specific items of information tracked to measure the achievement of outcomes.

- An indicator identifies the characteristic or change that signals that an outcome has been achieved.
- The indicator must be observable and measurable.
- An indicator is usually expressed as number and percent of participants achieving the outcome (e.g. 100 or 50% of program participants improve math skills by one grade level).

Please note: each outcome/outcome statement may only have 1 indicator. Examples of indicators for RSYE are:

1. Youth Skill Enrichment

A. Increased academic skills indicators

- # and % of youth demonstrating progress on an identified literacy skill
- # and % of youth demonstrating progress on an identified math skill
- # and % of youth acquiring a new academic skill

B. Increased appreciation of arts/music

- # and % of youth able to identify a new genre of music or visual art
- # and % of students creating a new piece of music or work of art (including performance art)

C. Increased awareness of earth-friendly environmental practices

- # and % of youth reporting an increased awareness of the importance of recycling
- # and % of youth who report being more likely to advocate for earth-friendly practices in their schools or communities as a result of participating in the program
- # and % of youth who adopt a new earth-friendly behavior as a result of participating in this program

2. Increased awareness of civic responsibility

A. Increased awareness of community needs

- # and % of youth who can identify 2-3 local community needs as result of participating in this program
- # and % of youth that can identify 2-3 ways in which they personally can positively impact an identified community need
- # and % of youth who can identify 2-3 ways in which they can raise awareness of an identified community need

B. Increased participation in volunteer opportunities

- # and % of youth who increase the amount of time they volunteer as a result of participating in this program
- # and % of students who volunteered in a new way or in a new organization as a result of participating in this program
- # and % of students who increase their understanding of how to identify and obtain volunteer opportunities

3. Youth engage in positive adult relationships

A. Role models

- # and % of youth who increase the number of adults who serve as positive role models as a result of participating in the program
- # and % of youth who increase their understanding of the qualities a positive role model possesses as a result of participating in the program
- # and % of youth who demonstrate an increased ability to serve as positive role model as a result of participating in the program

B. Mentors

- # and % of youth who report a positive change of behavior or attitude as the result of having a mentor
- # and % of youth who choose to have a mentor as a result of participating in the program
- # and % of youth who choose to be a mentor as a result of participating in the program

C. Tutors

- # and % of youth who demonstrate progress in an identified academic area as a result of tutoring
- # and % of youth who indicate that they are more likely to seek out tutoring during the school year as a result of participating in the program
- # and % of youth who indicate that they are more likely to serve as tutor to a peer in need as a result of participating in the program