Outcome-based Program Development

Participant's Outline

Prepared for

nebhands *a faith-based and community initiative*

Funded by

Office of Community Services, Administration for Children and Families,
United States Department of Health and Human Services

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Outcome-based Program Development
Participant's Outline

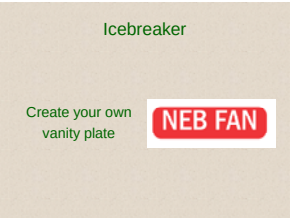
I. Welcome

- A three and one half hour curriculum that was developed by Lincoln Action Program, a Community Action Agency in Lincoln, Nebraska.
- Lincoln Action Program (LAP) has been supporting low-income families over come barriers to self-sufficiency for almost four decades.
- Funding for this project was provided by NEBHANDS ~ a faith-based and community initiative.

Trainer Introduction:

- Trainer name
- Brief bio

II. Icebreaker/Participant Introductions



1. Trainer will give each participant a form similar to a blank license plate.
2. Please create a personalized plate using not more than 7 letters or numbers.
3. Introduces yourself to the rest of the group using the new "vanity" plate as a starting point.
4. Ask the other workshop participants to "decode" the plate before explaining it.
5. You should include in your introductions:

    - Your name
    - Your organization
    - Why you are at the workshop

What is outcome-based programming?

Outcome based programming looks at impacts/benefits/changes to your clients

Carter McNamara, MBA, PhD. (2000). *Evaluation for Nonprofit Organizations with Very Limited Resources*. Retrieved from http://www.mapnp.org/library/evaluatn/outcomes.htm#anchor153409

Outcomes Measure:

- Increased knowledge
- Changes in attitudes & values
- Increased skills
- Modified behaviors
- Improved conditions
- Improved quality of life

Purpose of outcome-based programs:

- Increase service delivery effectiveness
- Communicate your program's value

- Inputs: A resource directed to meet the identified need.
- Services: An activity performed to fulfill the goals of the program.
- Outputs: Units of Services
- Outcomes: Measurable changes in the status, awareness, knowledge, and/or behavior of target population.

III. What is Outcome-based Programming?

Outcome based programming looks at impacts/benefits/changes and/or after their participation in your programs.[1]

Outcomes measures:

- Increased knowledge
- Changes in attitudes and values
- Increased skills
- Modified behaviors
- Improved conditions
- Improved quality of life

Purpose of outcome-based programs:

1. Increase service delivery effectiveness

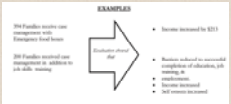
Large Group Activity: What are some program outcomes your organization measures? (*List answers on flip chart. The point of this completed, discuss next two power points.)*

Inputs: A resource dedicated to meet the identified need.
Activities: A type of service that is performed to fulfill the goals of the program.
Outputs: Units of Services
knowledge, and/or behavior.

[1] Carter McNamara, MBA, PhD. (2000) *Evaluation for Nonprofit Organizations with Very Limited Resources*. Retrieved from http://www.mapnp.org/library/evaluatn/outcomes.htm#anchor153409

Table II.A

Table II.B



Discussion of PowerPoint example - conversion of outputs to outcomes.

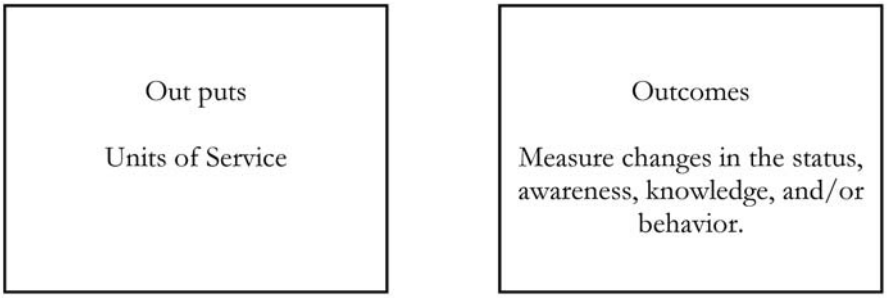


Table II.A

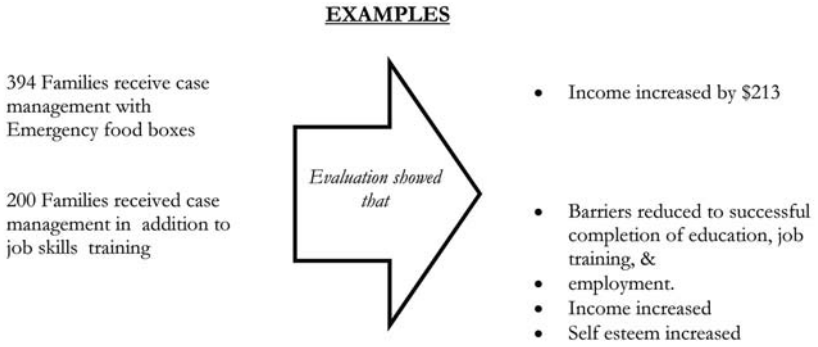


Table II.B

Large Group Activity: Which items on the list are inputs, activities, outputs, and outcomes? (*Tape flip chart sheet on the wall for reference, now ask group)* How can the first three be turned into outcomes? (*Write outcome conversions on wall. When finished tape flip chart sheet on wall for reference.)*

Why is Outcome-based Programming Important?

- Service delivery is more effective
- Communication with stakeholders and funders is made easier

IV. Why is Outcome-based Programming Important?

Service delivery is more effective

Communication with stakeholders and funders is made easier

Importance of Outcome-based Services[2]

(Provide a few examples from your professional experience while providing this list)

- Increase program effectiveness
- Use limited resources in the most effective way
- Direct and motivate staff
- Identify training needs
- Support long-range planning
- Develop and justify budgets
- Recruit volunteers
- Clarify issues for the Board of Directors
- Guide partnerships with other organizations
- Strengthen public relations messages
- Impress funders and obtain grants
- Provide accountability to funders

During Planning

- Clearly define key program strategies, approaches, and concepts

During implementation

- Monitors services effectiveness

During Evaluation

- Quantified program results clearly illustrate the good results of community investment in your program

[2] Bissonette, Henry. (1996) *United Way Logic Model Orientation.* United Way of Connecticut. Retrieved from: wwww.ctunitedway.org/documents/om%20orientation%20%20pdf.pdf.

Support strategic marketing efforts (W.K. Kellogg Foundation, October 2000):

- Describing programs in language clear and specific enough to be understood and evaluated."
- Focusing attention and resources on priority program operations and key results for the purpose of learning and program improvement."
- Developing targeted communications and marketing strategies."

V. Session Overview

Action Learning Modules

- Brief explanation of small group activities to large group discussion
- Using controlled scenario versus real world
- Seven learning modules build one upon the other

Using this process back home

- Run a trial run with scenario
- Proceed to real world planning
- This is guide, not set in stone: Be creative!
- Do your research!

Pick small groups (*Number off to provide participants to mix. Due to time restraints, ask participants to move to group area and plan to stay there for the rest of the session.*)

Action Learning Modules

Logic Models

Fundamental tool for outcome-based programming

Logic Model is

"a roadmap of your program highlighting how it is expected to work."
(W.K. Kellogg Foundation, 2000)

VI. Action Learning: Logic Model.

Logic Models:

- Fundamental tool of outcome-based programming

Text Book Definition:

"A *logic model* is a tool often used to tie a program to its evaluation. A logic model is a picture showing what you hope to achieve and how you plan to do it. It is comprised of "if-then" statements that describe a program's theory of change, showing how day-to-day services connect to the outcomes the program is trying to achieve. Similar to a flowchart, the logic model shows how program services and outcomes connect with one another. The logic model has been likened to "a roadmap of your program highlighting how it is expected to work" or the basis for telling a convincing story of a human service program's expected performance."[3] (National Research Center, Inc. 2003)

Logic Model is:

- "a roadmap of your program highlighting how it is expected to work." (W.K. Kellogg Foundation, 2000)

Logic Model History:

- Standardized program planning
- Picked up program managers and funders
- Federal Mandate: The Government Performance and Results of Act 1993

[3] National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.

Basic Elements of A Logic Model

Inputs	Services	Outputs	Outcomes
•Money •Staff •Equipment •Supplies	•Mentoring •Training •Education •Counseling •Advocacy •Skill building activities	•Hours of service delivered •Number of participants served •Number of referrals to behavioral health resources •Number of classes taught	•Increased knowledge •Changes in attitudes and values •Increased skills •Modified behaviors •Improved conditions •Improved quality of life

Review "Basic Elements of the Logic Model" PowerPoint:

Examples of Basic Elements of the Logic Model*

Inputs	Services	Outputs	Outcomes
• Money • Staff • Volunteers • Equipment • Supplies	• Mentoring • Training • Education • Counseling • Advocacy • Skill building activities	• Hours of service delivered • Number of participants served • Number of referrals to behavioral health resources • Number of classes taught	• Increased knowledge • Changes in attitudes and values • Increased skills • Modified behaviors • Improved conditions • Improved quality of life

Table VI.A
*Adapted from *Community Food Security Evaluation Handbook* written by National Research Center, Inc. (www.n-r-c.com).

Good Faith Congregation

Read through Good Faith Congregation Scenario (*Share reading out loud responsibilities.*)

Good Faith Congregation

Let's take a look at what Ms. Eleanor, the Good Faith Congregation Volunteer Coordinator, is facing:

Scenario: Recently, there was a good sized lay-off at the local manufacturing plant. The minister of Good Faith Congregation has received calls from recently laid off and low-income families in need of food at least five times a week for over three months. The families are telling the minister that the local food bank is suffering a shortage due to the sudden high demand. The food bank has had to start turning families away. So, the Good Faith minister tells Ms. Eleanor, who coordinates the volunteer committee, of the mounting food need.

Recently, the volunteer committee had defined the Good Faith Congregations mission as "being a resource to community members and families in need of food, clothes, and safe shelter, through direct service work and providing connections to existing resources."
Ms. Eleanor begins by solicit donations of canned goods to be brought into Sunday services. Mr. and Mrs. Henry volunteered to create and distribute five food boxes a week for three months. Ms. Eleanor also decided to handout a flyer with the Good Faith Congregation's contact information on it to see if those receiving food baskets had any other needs, concerns or questions.

A couple things happened. First, the Henry's noticed a few things the families they visited more then once. They came back and told the minister of the families' needs:

- One mother was concerned for her teenage son. He'd been staying out late and not listening. The mother didn't know what to do. She was very concerned, because this change in behavior was very recent.
- Another home had some loud yelling when they approached the house and the wife had a good bruise under her left eye. She was asked if everything was okay and said it was.
- One Mother needed childcare to accept a new job;
- One father was severely depressed after unsuccessful job hunting;
- Another family couldn't pay their heating bill due to recent lay offs;
- One mother was concerned because her third grade daughter seemed to be having trouble sitting down in class. Her grades were dropping and her teachers were showing concern.

Ms. Eleanor is very concerned with situation. On the internet, she found a foundation that might fund a program to help these folks. The grant application requires a logic model be created for the program. Ms. Eleanor isn't even sure exactly what the most effective way to address the needs of the food box recipients.

Let's help her.

Module 1: Stakeholders Involvement

Why invite Stakeholders into the planning process?

Who are stakeholders?

- Sectors: Where they come from….
  - Community
  - Government
  - Health
  - Education
  - Business
- Categories: What they do….
  - Implementers
  - Partners
  - Participants
  - Decision Makers

Module 1: Stakeholder Involvement

Why invite stakeholders into the planning process?

Stakeholders' inputs ensure the most effective program designs.

- Provide instant buy-in
- Increase sustainability
- Ensures data collection will provide adequate community resources

Sectors: Where they come from…

- Community
- Government
- Health
- Education
- Business
- Target Populations

Use Examples from TableIV.1.A:

	Examples of Stakeholders[4]
Community sector	• Target audience members • Neighborhood associations and residents (as well as community) • Churches and other religious institutions • Youth groups/organizations (as well as youth) • Senior groups/organizations (as well as seniors) • Funders • Nonprofits providing services to low-income and other in need populations • State & local chapters of Labor Unions
Government sector	• National, state, and local elected officials • Health and Human Services • Regional or local planning commissions • State, county, or city departments of education, children and families, etc. • Block grant agencies • Law enforcement agencies • Public housing committees • Workforce Development or Department of Labor
Health Sector	• Wellness councils or coalitions • Physicians in private practice • Mental Health Counselors in private practice • Insurance Companies • Public health department (nutrition education, adolescent health, etc.) • National and state nursing and medical associations • National and state health education associations
Education sector	• Universities, colleges, Technical schools • Cooperative Extension Service • Community Colleges • Adult Education Programs
Business sector	• Private and public employers • Temporary employment brokers • Chamber of Commerce

[4] Adapted from: US Department of Health and Human Services. (2002). *Physical Activity Evaluation Handbook*. Atlanta, GA: US Department of Health and Human Services, Centers for Disease Control and Prevention.

Review of Stakeholders roles:

Stakeholders fall into four roles (what they do):

- **Implementers**: people or groups involved in program operations"
- **Partners**: people or groups who actively support the program"
- **Participants**: people or groups who are served or affected by the program"
- **Decision Makers**: people or groups in a position to do or decide something about the program"[5]

Small Group Activity

Stakeholders Small Group Activity

Worksheet 1

Use worksheet 1 to create a stakeholders list

- Assist Ms. Eleanor in developing program
- address needs of food box recipients

- individual name – real life examples if possible, i.e. networking
- List sector
- List category
- Remember the Good Faith Congregation staff and volunteer
- A list of 15 is plenty

[5] National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.

Worksheet 1:

Stakeholder	Category	Sector
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Large Group Activity

Worksheet 2

Large Group Discussion

Ideal planning group size is between nine and 15

- Smaller may not have a diverse input

For workshop

- Create large group stakeholder list of five

Worksheet 2:

Stakeholder	Category	Sector
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

Stakeholder Role Play

Be sure your input in the planning process is relevant to your stakeholder role play and not your own personal circumstance!

For the rest of the learning module activities

- Should not be real life role

Be sure your input in the planning process is relevant to your stakeholder role play and not your own personal circumstance!

Module 2: Client Identification/Resolution

Small Group: Worksheet 3

- Who are the potential clients for the Good Faith Congregation program?
- What are their apparent needs?
- Does their need seem to be: Emergency, Crisis, Immediate, or Important?

Module 2: Client Identification/Resolution

Client identification is a straight-forward process.

Small Group Activity:
From example scenario, answer the following questions:

- Who are the potential clients for the Good Faith Congregation program?
- What are their apparent needs?
- Does their need seem to be: Emergency, Crisis, Immediate, or

Potential clients in scenario should represent a larger population in need:

- Example: One Mother needed childcare to accept a new job translates to single mothers seeking employment or single mothers seeking child care

Fill in Worksheet 3

Worksheet 3:

Potential Client	Need	Priority

Large Group Discussion:

Use Worksheet 4

- Create a consolidated list by priority

Resolution

- What would a resolution for client population look like?
- Where do they want to be?

Remember your stakeholders' role play!

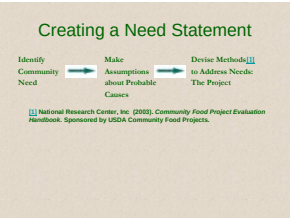
Large Group Discussion

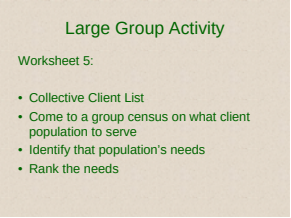
Resolution:

- What would a resolution for client population look like?
- Where do they want to be?
- Example: Client finds adequate employment

Worksheet 4:

Potential Clients	Need	Resolution
Emergency:		
Crisis:		
Immediate:		
Important:		





Module 3: Need Statement

A need statement

- Helps define who is being served and why

Identify Community Need	→	Make Assumptions about Probable Causes	→	Devise Methods[6] to Address Needs: The Project

Table IV.3.A

Large Group Discussion

Use Worksheet 5

Collective Client List

- Identify that population's needs
- Rank the needs

Worksheet 5:

Collective Client List	Client Need

[6] National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.

Small Group Activity: Worksheet 6

- Step one: Use Worksheet 5 to fill Worksheet 6
- Step two: Identify Assumed Causes for identified needs

Assumed causes

- Premise: for every need there is a set of factors creating it.

Assumed causes

- Premise: for every need there is a set of factors creating it.

Small Group Activity

Step one:

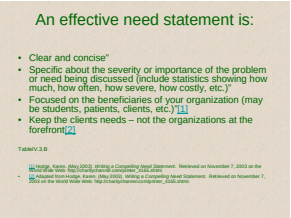
- Use Worksheet 5 to fill Worksheet 6

Step two:

- Identify Assumed Causes for identified needs

Worksheet 6:

Clients	Needs	Assumed Causes



Large Group Discussion

Karen Hodge, Director of Grants and Prospect Research for a small the need statement is key to the investment of stakeholders and funders.

- If they don't "buy" there is real need, they will not support the program.[7]

Effective Need Statement

An effective need statement is:

- Clear and concise"
- Specific about the severity or importance of the problem or need being discussed (include statistics showing how much, how often, how severe, how costly, etc.)"
- Focused on the beneficiaries of your organization (may be students, patients, clients, etc.)"[8]
- Keep the clients needs – not the organizations at the forefront[9]

Table IV.3.B

[7] Hodge, Karen. (May 2003). *Writing a Compelling Need Statement.* Retrieved on November 7, 2003 on the World Wide Web: http://charitychannel.com/printer_4165.shtml.
[8] Hodge, Karen. (May 2003). *Writing a Compelling Need Statement.* Retrieved on November 7, 2003 on the World Wide Web: http://charitychannel.com/printer_4165.shtml.
[9] Adapted from Hodge, Karen. (May 2003). *Writing a Compelling Need Statement.* Retrieved on November 7, 2003 on the World Wide Web: http://charitychannel.com/printer_4165.shtml.

Define needs

- "assets to be strengthened"[10]
- don't focus on a "problem" or "deficits."[11]

Understand Client Population

- critical in framing services
- vital to program buy-in and use

Small Group Activity

Create a Need Statement

- Write on flip chart

Large Group Discussion

Each small group shares need statements

- Similarities?
- Differences?

Create a large group need statement

- Remind participants to stay in role play
- Write on flip chart

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[10] Focusing on the assets of a community, many grassroots organizations can work from a model known as asset-based community development (ABCD). This model approaches community problem solving by identifying the community's assets rather than its needs. The ABCD model can be incorporated into the development of the logic model by including the community's assets within the "resources" section of the logic model as well as within the "Community Context" and "Program Support Activities" sections. For more information about on the ABCD model, see http://www.northwestern.edu/ipr/abcd.html. (Footnote cited to above)

[11] Fetterman, David. (2001). Welcome to my virtual office. Retrieved October 2002 (National Research Center, Inc.), from the World Wide Web: http://www.standford.edu/~davidf.

Purpose of first four modules

- Brainstorming and focus
- Building a foundation

We've identified:

- Stakeholders
- Clients
- Their needs
- Client Resolutions
- Assumed causes for needs
- A need statement

Creating effective program goals

- Goals and Resolutions should be similar
- Good stakeholder input
- Good client input

Module 4: Identifying Goals

Purpose of first four modules

- Brainstorming and focus
- Building a foundation to create an outcome-based program

We've identified:

- Stakeholders
- Clients
- Their needs
- Client Resolutions
- Assumed causes for needs

Laying a good foundation of understanding, research, and team work in creating a logic model will help to ensure it works in the real world.

Creating effective program goals:

- Good stakeholder input
- Good client input

Review:

Goals:	• Must be firmly established and well-coordinated; • Should reflect the organization's response to existing and future mission requirements; and • Must be realistic and attainable.
Objectives:	• Are the steps to achieving a goal; and • Should be measurable, specific, and quantifiable.[12]

Table IV.4.A

[12] Adapted from *Creating A Plan – Goals and Objectives*. Retrieved on November 7, 2003, from the World Wide Web: http//www.afcee.brooks.af.mil/mmgpg/pages/plan/introduction/goalsobj.htm.

Small Group Activity

Pay extra attention to worksheet 4 where their small groups defined what the resolutions for these client populations would look like. Their organization's goals and the client resolutions should be similar for the program to effective. All goals should be within the mission

Small Group Activity: Worksheet 7

Good Faith Congregations mission is to be a resource to community members and families in need of food, clothes, and safe shelter, through direct service work and providing connections to existing resources.

Review Good Faith Congregations Mission Statement:
Good Faith Congregations mission is to be a resource to community members and families in need of food, clothes, and safe shelter, through direct service work and providing connections to existing resources.

Use Worksheet 7 to create a list of up to five goals for program

- List on small group flip chart when complete

Worksheet 7:

Small Group Program Goals
1.
2.
3.
4.
5.

Large Group Discussion

Small groups share their goals

- Discuss similarities
- Discuss differences

Create a large group goal list of up to five

- Worksheet 8

Worksheet 8:

Program Goals
1.
2.
3.
4.
5.

Once the list is complete, ask if all these goals are inline with the Good Faith Congregation mission.

TableIV.5.A

This learning module will complete (in this order):

- Outcomes
- Services
- Inputs

Creating services and inputs to fit outcomes:

- Streamlines evaluation process
- Creates more effective programming

Outcomes should be SMART[1]:

Specific
Measurable
Action-oriented
Realistic
Timed

[1] Logic Model Guide (October 2000). W.K. Kellogg Foundation

Module 5: Goals to Outcomes

Next two modules work hand in hand

- Outcomes
- Services
- Inputs

By starting with outcomes, services and inputs can be designed for the desired outcomes; versus trying to make outcomes fit services.

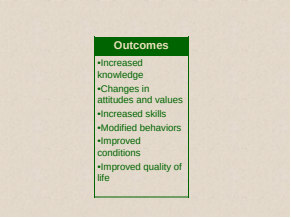
- Streamlines evaluation process
- Creates more effective programming

Outcomes are the "benefits to participants or the community that are associated with or caused by a project's services or outputs."[13]

Outcomes should be SMART[14]:

- **S**pecific
- **M**easurable
- **A**ction-oriented
- **R**ealistic
- **T**imed

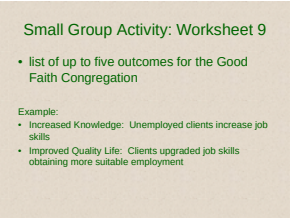
[13] National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.
[14] *Logic Model Guide*. (October 2000). W.K. Kellogg Foundation



Review TableIV.5.A:

Outcomes
• Increased knowledge • Changes in attitudes and values • Increased skills • Modified behaviors • Improved conditions • Improved quality of life

Table IV.5.A



Small Group Activity

Use Worksheet 9 to create list of up to five outcomes for the Good Faith Congregation

Example:

- Increased Knowledge: Unemployed clients increase job skills
- obtaining more suitable employment

Worksheet 9:

Small Group Outcomes
1.
2.
3.
4.
5.

When finished ask small groups to write outcomes on flip chart

Large Group Discussion

Review small groups list

- Discuss similarities/differences

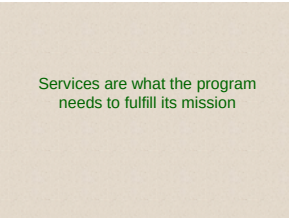
Create large group list of up to five outcomes

- Use flip chart in substitution of Worksheet 10

Stay focused for effective evaluation!

Worksheet 10:

Outcomes
1.
2.
3.
4.
5.

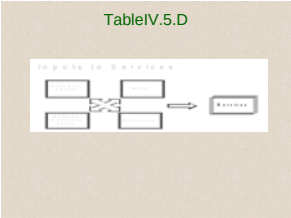


Services are what the program needs to fulfill its mission.

Review TableIV.5.C:

Services
• Mentoring • Training • Education • Counseling • Advocacy • Skill building activities

Table IV.5.C



Discuss TableIV.5.D

Inputs to Services

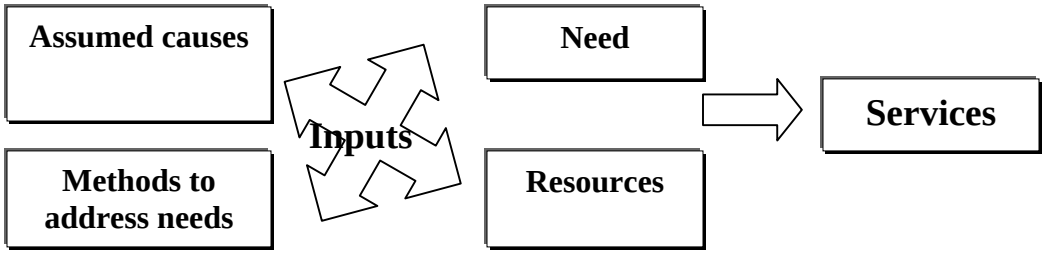
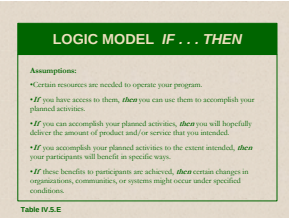


Table IV.5.D



Discuss TableIV.5.E

LOGIC MODEL *IF….THEN*[15]
Assumptions: • Certain resources are needed to operate your program. • ***If*** you have access to them, ***then*** you can use them to accomplish your planned activities. • ***If*** you can accomplish your planned activities, ***then*** you will hopefully deliver the amount of product and/or service that you intended. • ***If*** you accomplish your planned activities to the extent intended, ***then*** your participants will benefit in specific ways. • ***If*** these benefits to participants are achieved, ***then*** certain changes in organizations, communities, or systems might occur under specified conditions.

[15] *Logic Model Guide.* (October 2000). W.K. Kellogg Foundation

Small Group Activity:
Worksheet 11

- Create a list of up to 7 services for the Good Faith Congregation Program.
- When finished, write your results on flip chart.

Small Group Activity

Use worksheet 11 to create a list of up to 7 services for the Good Faith Congregation Program.

Worksheet 11:

Small Group Services
1.
2.
3.
4.
5.
6.
7.

When finished have small groups write results on flip chart

Large Group Activity:

Review small groups list

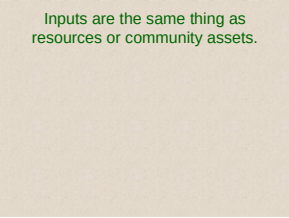
- Discuss similarities/differences

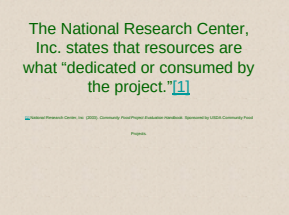
Create large group list of up to seven services

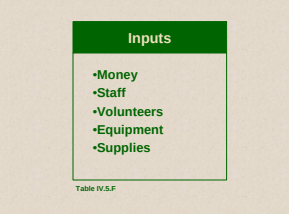
- Substitute flip chart for Worksheet 12

Worksheet 12:

Program Services
1.
2.
3.
4.
5.







Inputs

Inputs are the same thing as resources or community assets.

It's everything you and your cohort stakeholders can bring into the program. It's also what the program needs to function correctly.

The National Research Center, Inc. states that resources are what "dedicated or consumed by the project."[16]

Review TableIV.5.F:

Inputs
• Money • Staff • Volunteers • Equipment • Supplies

Table IV.5.F

[16] National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.

Small Group Activity: Worksheet 13

- What are the inputs or resources that this program needs to function properly?
- Remember your stakeholder role play, what can you offer this program?
- Write whether or not their dedicated or consumed after each input.

Small Group Activity:

What are the inputs or resources the Good Faith Congregation's program needs to function properly?

Remember your stakeholder role play, what can you offer this program?

Write whether or not they're dedicated or consumed after each input.

Worksheet 13:

Small Group Inputs
1. **2.** **3.** **4.** **5.** **6.** **7.** **8.** **9.** **10.** **11.** **12.** **13.** **14.** **15.**

Large Group Discussion:

All inputs listed as "consumed" will need to resource through funding or donations

Large Group Discussion:

From the small group's compilation, create a collective large group list.

- Substitute Flip Chart for Worksheet 14

Take note how many are resources consumed: all inputs listed as "consumed" will need to resource through funding or donations.

Worksheet 14:

Program Inputs
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.

The last step is creating outputs.

This is the step of quantifying your program.

Quantifying a program that doesn't exist is a process of making educated guesses.

Module 6: Logic Model Completed

The last step is creating outputs. This is the step of quantifying the Good Faith Congregation's program.
Quantifying a program that doesn't exist is a process of making educated guesses.

Review Table IV.6.A:

"Outputs are data about activities (or services).

They are the direct results of program activities. They are usually described in terms of size and scope of services or products delivered or produced by the program. They indicate if a program was delivered to the intended audiences at the intended "dose." A program output, for example might be the number of classes taught, meetings held, materials distributed, program participation rates, or total service delivery hours."[17]

Review Table IV.6.B:

Outputs

- Hours of service delivered
- Number of participants served
- Number of referrals to behavioral health resources
- Number of classes taught

Table IV.5.F

Outputs
• Hours of service delivered • Number of participants served • Number of referrals to behavioral health resources • Number of classes taught

Table IV.6.B

[17] *Logic Model Guide.* (October 2000). W.K. Kellogg Foundation

Large Group Discussion: As a large group, decide how many of each client population your program is going to serve. Collectively, create the outputs for the program.

Example: 100 clients complete the program

150 clients will be assessed for eligibility
100 clients will complete program
80 clients will update computer skills
75 clients will be referred to community resources

Substitute Flip Chart for Worksheet 15.

Worksheet 15:

Large Group Outputs	
1.	**9.**
2.	**10.**
3.	**11.**
4.	**12.**
5.	**13.**
6.	**14.**
7.	**15.**
8.	**16.**

Large group Good Faith Congregation's logic model: On wall tape in order large group flip chart sheets for: Inputs, Services, Outputs, and Outcomes.

Briefly discuss Worksheet 16 versus the taped flip sheets on the wall.

Worksheet 16

	Inputs
	Services
	Outputs
	Outcomes

Discuss completed logic model:

Keep in mind that a logic model for a program that does not exist is an ideal, a perfect world scenario.

Some services might be badly needed, but are too expensive for your organization to make available. They might also be offered already. Do not service duplicate, unless the existing services simply do not meet all the community need. Your organization will want to look at information & referral and partnerships. Information & referral is where you maintain a database of community organizations that have services applicable to your client's needs that are not provided by your program. Partnerships are where you work in a formal relationship with another organization to share resources thereby making more services available to your clients.

Are there any adjustments that the Good Faith Congregation may need to adjust for real world application?

Module 7: Program Evaluation

- **Definition**: Evaluation is the systematic way that data are assembled into a picture of (1) how well an organization is delivering its services and (2) the impact of those services on the target population.[1]

[1] Rossi, P.H., and H.E. Freeman (1993). *Evaluation: A systemic Approach*. Thousand Oaks, CA: Sage Publications, Inc. To order this textbook on evaluation, visit: www.sagepub.com. (Community Food Security Evaluation Handbook)

Definition: Evaluation is the systematic way that data are assembled into a picture of (1) how well an organization is delivering its services and (2) the impact of those services on the target population.[18]

There are four questions you should keep in mind throughout the designing of your evaluation:

Is the evaluation….[19]

Is the evaluation….

- Useful?
- Feasible?
- Accurate?
- Fair?

Useful? Will the amount and type of information you collect meet the needs of those who intend to use the evaluation findings?

Accurate? Will the evaluation findings be correct?

Fair? Will the evaluation be conducted with awareness of the rights of the people involved in the program and will it be fundamentally unbiased?

According to the National Research Center, Inc, there are 9 major steps to program evaluation[20]:

9 Major Steps

1. Setting the Environment
2. Planning the Evaluation
3. Selecting the Outcomes
4. Preparing for Evaluation
5. Collecting Data
6. Analyzing Data
7. Sharing Results
8. Using Results

1. Setting the environment for evaluation
2. Planning your evaluation
3. Selecting your outcomes: from program goals to outcome measures
4. Preparing for evaluation
5. Collecting data
6. Analyzing data
7. Sharing results
8. Using results

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[18] Rossi, P.H., and H.E. Freeman (1993). *Evaluation: A systemic Approach*. Thousand Oaks, CA: Sage Publications, Inc. To order this textbook on evaluation, visit: www.sagepub.com. (Community Food Security Evaluation Handbook)

[19] The Joint Committee on Standard for Educational Evaluation (1994). *The Program Evaluation Standards: How to Assess Evaluations of Educational Programs* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

[20] National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.

Methodology and Purpose

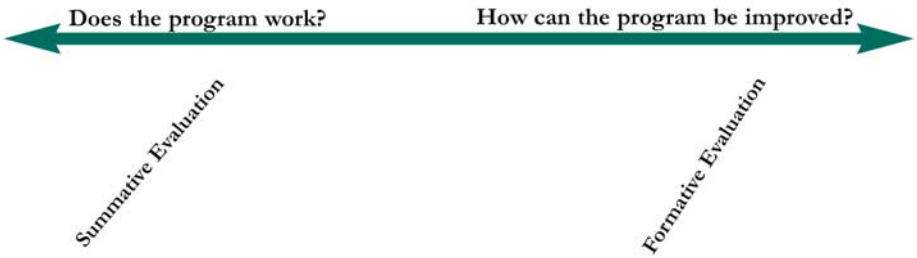
Discuss Table IV.7.B:

Methodology[21]: Your evaluation will probably combine the use of quantitative and qualitative methods of data collect and analysis.

> **Quantitative** emphasizes numbers from surveys, databases, and different forms of testing. These studies bore from the "hard" science fields such as biology and statistics.
>
> **Qualitative** emphasizes words from stories, focused discussions, and personal interviews. This methodology patterns after the "soft" sciences such as anthropology and sociology.

Both studies require following rigorous methodologies in order to be legitimate evaluations.

Purpose: Formative to Summative[22]



Formative evaluations describe how a programs services might be improved. They ask "What is it?", "How does it work?", and "How can it be improved?" They are often used at early stages of a program because they provide feedback and allow for changes in the program.

Summative evaluations demonstrate what a program has accomplished. They ask "Did it work?" They occur when a program is fully in place.

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[21] Adapted section from National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.
[22] Adapted section from National Research Center, Inc (2003). *Community Food Project Evaluation Handbook*. Sponsored by USDA Community Food Projects.

	Basic evaluation strategy guideline for measuring outcomes
Outcome	**Possible evaluation strategy**
Increased knowledge	Pre- and Post testing Post-project surveys identifying new areas of knowledge Degrees/certifications earned
Changes in attitudes and values	Pre and post attitude surveys Testimonials
Increased skills	Pre/post skill assessments (speed, accuracy, etc.) Self-assessments, pre and post Third-party observation Post project surveys identifying increased skills
Modified behaviors	Behavioral surveys – pre and post Target behavior comparisons – pre and post (How many servings of fresh fruits and vegetables consumed per week, number of cigarettes smoked daily, frequency of using seat belt or child restraints, etc.)
Improved conditions	Income measures, pre and post Housing safety and comfort ratings pre and post Testimonials, journaling Surveys measuring housing, workplace, leisure conditions Frequency of utility disconnect notices or other indicators
Improved quality of life	Initial Intake evaluation Three and six month follow-up interviews Surveys and testimonials

Golden Rule

- Know your clients!

Golden Rule of Evaluation: Know your clients! A good evaluation respects and recognizes the effects of age, gender, color, ethnicity, race, religion, sexual orientation, communication patterns, and socioeconomic status. Know and value the different cultural views on test taking and giving forth of personal information. Be adaptive and flexible. Be a vehicle for telling the stories "from the voices not very well heard."[23]

Program evaluation for large projects can be complicated. On large federal grants, third party evaluators are often required as part of the application. Up to ten percent of the budget will be allocated to pay for these evaluations.

A simple evaluation plan can be created by your stakeholder group.

Just be advised that this resource is written as a precursor to utilizing more in depth resources.

The take-home workshop manual covers the terminology the participant should make themselves familiar with. It also gives them an idea on which kind of evaluation tools should be created for each outcome type.

[23] LaFrance, J. (2001, November). *Non-Western Evaluation: Alternative Thoughts and Practices.* Presented at the meeting of the American Evaluation Associations, St. Louis, MO.

Your *Take-home Manual* is your resource for further investigation into outcome-based programming and evaluation applied to your real world situation.

VII. Review/Build Upon Today: More Learning Resources

The Workshop Manual has additional supporting information that will not be formally covered in the workshop. This curriculum is designed to have a practical application. At completion of workshop, each participant should be tooled to guide their own organization through this planning process with materials provided.

The Outcome-based Programming Workshop Manual took each work group through the steps needed to create a through outcome-based program. The basic tool used in this process was the logic model. Please be aware that the logic model procedure has more in depth applications. An excellent resource to source this out is the Logic Model Guide by the W.K. Kellogg Foundation (http://www.wkkf.org). Outcome-based programming is designed to provide an overall structure that has flexibility to adjust to changing internal and external factors. Although initial change is always uncomfortable, once this type of programming becomes a daily mindset the organization will value the efforts provided by the pioneering workgroup.

If your organizations has questions about this curriculum, resources, or needs further consultation please refer to www.lincoln-action.org. Go to Technical Assistance and Curriculums.

THANK YOU!!

IX. Workshop Evaluation

Please fill out and leave evaluation with workshop facilitator.

THANK YOU!