



Outcomes Brainstorming Session Handouts 2006

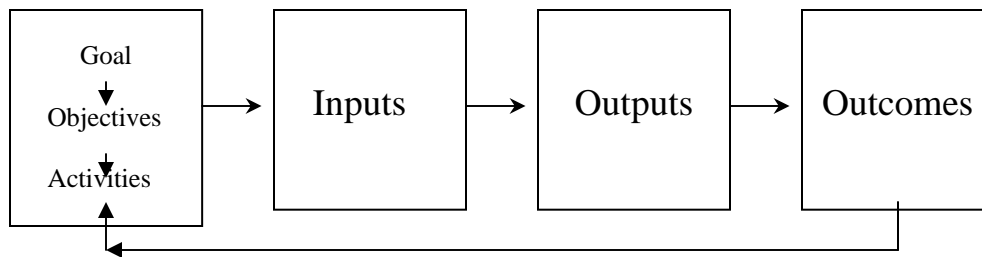
Materials in this handout were prepared by Yolanda Suarez-Balcazar and Tina Taylor-Ritzler.
Materials were adapted from: Outcomes Measurement Tool, United Way of America;
BP Evaluation Manual (Suarez-Balcazar, Y. & Orellana-Damacella, L., 2000); and
Extension Program University of Wisconsin, Logic Models.

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Outcomes Framework



- Some evaluators refer to this process as developing a Logic Model.
 - Applying an outcomes framework to your program is an important step before conducting the evaluation.
 - By developing a program logic model, you clarify what the program is designed to accomplish. Consequently, you are better able to know what exactly you are evaluating.
 - A way to develop the program logic model is by having one or more outcomes brainstorming sessions with the stakeholders involved in the evaluation process.

I. Program Goal

Goals are general statements about what the program hopes to achieve.
What would you like to achieve in your clients?

The goal states:

- The issue to be addressed.
- The client population to be served.
- The desired future state for the clients.

Goal characteristics:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**imely

Example of a goal:

- "Increase by 15% the number of minorities with disabilities employed in permanent jobs after a one-year follow-up"

What are the goals of the program?

II. Objectives

Objectives describe what we hope to accomplish to achieve the goal.

Objectives include information about:

- What will be done
- By whom
- By when
- Like the goals, the objectives should be:
 - Specific
 - Measurable
 - Attainable
 - Relevant to the goal

Example of an objective:

- "Teach participants job-related skills through a 48 hours series training workshop"

What are the objectives of the program?

III. Inputs

Resources that you need to allocate to your program to be successful.

Examples of inputs:

- Money
- Human resources (staff, volunteers, type of skills needed)
- Physical resources (facilities, transportation)
- Equipment and materials

What do you need to accomplish the program goal? What do you need to implement your activities?

What are possible constraints that might limit the implementation of the program?

IV. Outputs

Indicate the degree to which the activities were accomplished as planned.

Output indicators are about project/service activities:

- # of participants enrolled
- # of recreational activities conducted
- Actual amount of service delivered
- Type of service provided
- # of participants served
- Products generated

Example of an output:

- “A total of 45 participants completed the job training program.”

What are important outputs that might be generated by the program in order to achieve its goals?

V. Outcomes

What are the expected changes in participants?

- Changes in participants' level of knowledge, attitudes, behavior, skills, or condition
- Specific changes in the community
- Changes produced as a consequence of participating in the program
- Outcome indicators are the specific way in which goal attainment will be measured
- Outcomes might be separated into long-term and short-term outcomes. Short-term outcomes include changes in knowledge and attitudes Long-term outcomes include changes in status, behaviors and community conditions (impact indicators).
- Some evaluators like to distinguish between short-term goals, intermediate goals & long-term goals.

Examples of outcome indicators:

- Percentage of participants placed in permanent jobs.
- "30% of welfare-to-work participants have kept a job for at least 6 months after a one-year follow-up."

What are important outcome indicators for your program?

VI. Logic Model Worksheet

Goal:

Objectives	Inputs	Outputs	Outcomes