



Outcome Accountability for Family Support Programs

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The FRIENDS National Resource Center Model

Chapel Hill Training and Outreach Program
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Workshop Agenda

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- **Write at least two short-term outcomes**
- **Understand logic models**
- **Understand selection of measurement tools for short-term outcomes**
- **Understand outcome accountability process and components**



FRIENDS Outcome Model

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- **Designing participant-focused services**
- **Stating desired participant changes**
- **Choosing/ designing information-collecting tools**
- **Measuring extent of changes**
- **Analyzing/reporting results, successes AND challenges**
- **Improving program using results**



Outcome Accountability is NOT:

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- **Control group or experimental research**
- **A replacement for tracking your program's resources, activities and demographics**



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Why Outcome Accountability?

- Provides an easier, in-house, entry-level means of measuring results
- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't learn from it or reward it
- If you can demonstrate results, you can win support



Measuring Change

Challenges in measuring change. It is difficult to:

- **Claim responsibility for preventing negative outcomes or things that didn't happen**
- **Demonstrate tangible results from things that are hard to measure**
- **Show long-term growth within a short and rigid time-frame**

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Developing a Logic Model

- **Target audience**
- **Outcomes (short to long term)**
- **Services**
- **Resources needed**
- **Indicators (of progress towards outcomes)**
- **Measurement tools**



“Translations” United Way vs. FRIENDS Terminology

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- **Target Group**
 - **Inputs**
 - **Activities**
 - **Outputs**
 - **Outcomes**
- **Participants**
 - **Resources**
 - **Service Strategies**
 - **Indicators**
 - **Outcomes**



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What is an outcome?

- **Movement towards or attainment of a CHANGE in attitude, belief, behavior**
- **Participant, not program-focused**
- **“What has changed for the people you serve as a direct result of the services you offered?”**



Good outcome statements are directly related to:

- **Needs of the target population**
- **Program's mission, purpose and activities**
- **Funders' goals and priorities**
- **Goals and priorities of your community**

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Engagement and Short-Term Outcomes

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Engagement:

- If you build it, will they come?
- First steps; can be attained in a short time (3-6 months)

Short term:

- Learning outcomes
- Changes in knowledge, attitudes, beliefs



Intermediate and Long-Term Outcomes

Intermediate:

- Moving from learning to action
- Practicing and refining new skills
- Adopting or changing behaviors
- Consistently practicing new skills, behaviors

Long-term:

- Impact on social, economic or environmental conditions

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Envisioning CHANGE

- **If you conduct your program's activities, and succeed with participants, what do they believe, know, have or do as a result?**
- **What one or two changes do you believe will occur in the lives of your program's participants as a result of your services in the next few months?**

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Writing Outcome Statements

- Describe changes in participants' knowledge, attitudes, skills or aspirations
- Written by determining:
 - Who
 - Will Do
 - What



What will change for THEM?

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Target Group- Participants

- **Who are they: characteristics and demographics?**
- **What do they want or need to change?**
- **How do you know?**
- **How are they involved in reaching decisions, determining directions, other programmatic processes?**



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Services and Resources

- **How are your service strategies tailored to meet the needs of your target population?**
- **Do you have the resources you need to effectively carry out your services?**



Program Vision: Safe, Nurturing Families

Target group/Participants:

Families with children under 3-years-old referred by the state because of parenting difficulties and unsafe home environments.

Long-term outcome:

Parents provide a safe home environment for their children.

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Long-term outcome: Parents provide a safe home environment for their children.

Intermediate outcome: Parents utilize the strategies learned to child-proof their homes.

Short-term outcomes: Parents recognize the benefits of child proofing their homes and identify strategies to child-proof their own homes.

Engagement Outcomes: Parents attend parent education groups and feel comfortable with parent educator.

Services: Parent education groups and home visiting services.

Resources: trainer, home visitor, transportation, child care, materials, space.



Indicators

- **Indicators** are specific signs needed to track progress
- **Indicators** are a link between your outcomes and the tools designed to measure them
- **Indicators** spell out what will be measured and can set a level of achievement to attain in #'s or %'s

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Parents attend education groups, home visits
Parents recognize benefits of child-proofing homes and identify safety strategies

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Indicators:

- # education groups offered and # or % of parents enrolled who attended each.
- # home visits offered and # or % of parents who participated each.
- # or % of parents who report increased knowledge of benefits and can identify strategies.



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Outcome



Indicator



Measurement Tool



Engagement Outcome

Outcome:

Parents attend parent education groups and home visits.

Indicator:

% Attendance

Measurement:

Class roster and home visitor notes

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Short Term Outcome

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Outcome:

Parents identify strategies to child proof their homes.

Indicator:

or % of parents identifying child-proofing strategies

Measurement

tool:

Paper/pencil test



Intermediate Outcome

Outcome:

Parents utilize learned strategies to child-proof their homes.

Indicator:

or % of parents reporting child-proofing their homes

Measurement:

Home Visitor or Parent Self Report Check List

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Measurement Tools

- **Checklists/charts**
- **Surveys/questionnaires**
- **Observational assessments**
- **Tests of knowledge, skills**
- **Interviews/focus groups**

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Selecting Tools

Consider:

- **Time and Money**
- **Standardized instruments: do they really reflect the outcomes you're trying to measure?**
- **Developing a program-specific instrument: are you involving participants; can you field test tool's effectiveness?**

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Designing Tools

- **Involve parent participants, staff, boards and funders**
- **Field test with small pilot group**
- **Revise and retest if possible**
- **Administer**



Constructing a Rating Scale

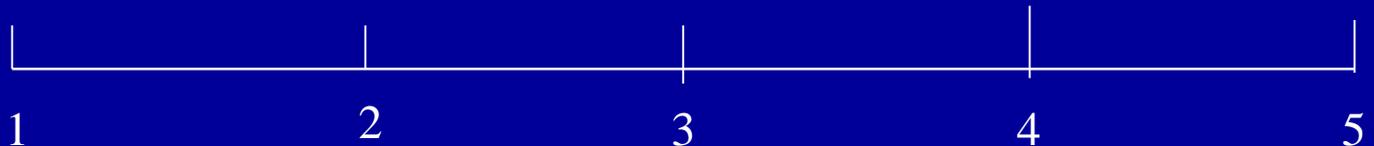
Likert scale: Usually a 1 to 9 point scale with anchors at each point

Example: How stressed are you as a result of child care demands?

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Rating Scales

- **Directly related to outcome and indicator**
- **Worded so that most will understand in the same way**
- **Worded sensitively, so most are not offended or threatened**
- **Clear, brief, consistent anchors**



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Retrospective Pre-Tests

- Ask respondents to “look back” and rate themselves before they began service
- Can sometimes provide more accurate assessment of pre-service skills and/or knowledge after receiving service
- Enable immediate pre-post comparison data



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Informed Consent

- How information will be used
- How privacy will be protected
- How data will be stored
- Benefits
- Any risks and how you will reduce them



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