Alberta Government

Family and Community Support Services

Basic Guide to Outcome Measurement

August 2014

The FCSS Outcomes Model: Chart of Outcomes and Indicators:

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Introduction

Family and Community Support Services (FCSS) is an 80/20 funding partnership between the Government of Alberta, and participating municipalities or Métis Settlements. Under FCSS, communities design and deliver social programs that are preventive in nature to promote and enhance well-being among individuals, families, and communities.

Note: The FCSS Act and Regulations are under review at the time of this writing. Knowing the legislative mandate and requirements for your local FCSS program is a key element to outcome measurement. With the move to outcome measurement, please see **The FCSS Outcomes Model** (March 2012).

Reporting on outcomes is mandatory for local FCSS programs in Alberta. *Please see **Appendix 1** for a copy of the letter sent to all chief administrative officers by Ken Dropko, Executive Director, on April 30, 2013.*

The purpose of this ***FCSS Basic Guide to Outcome Measurement*** is to support local FCSS program staff as you work with outcome measurement and incorporate it as a key, required element of your FCSS work.

Why outcome measurement for FCSS?

One clear and compelling answer to the question of "Why outcome measurement for FCSS?" is: ***To see if and how programs really make a difference in the lives of people and communities; does it bring about change to knowledge, to behaviour or condition?***

Although improved accountability has been a major force behind the move to outcome measurement, there is an even more important reason: ***To help programs improve services***. Outcome measurement provides a learning loop that feeds information back into programs on how well they are doing. It offers findings you can use to adapt, and improve programs so they become more effective and efficient. Outcome measurement:

- provides local FCSS programs with evidence of the difference your programs have made for individuals, families and communities;
- shows stakeholders the results of their contributions of time and resources; and
- helps local FCSS programs and its stakeholders understand what programs and activities are most successful and where changes are needed to make them work better.

The benefits often start to appear early in the process of setting up an outcome measurement system, i.e., a program logic model. Just the process of focusing on outcomes - on why the program is doing what it's doing and how it thinks participants will be better off - gives program managers and staff a clear picture of the purpose of their efforts. That clarification alone frequently leads to more focused and productive service delivery.

Down the road, being able to demonstrate that your efforts are making a difference for people pays important dividends for programs. Local FCSS programs would likely find it easier to:

1. recruit and retain talented staff;
2. enlist and motivate volunteers;
3. attract new participants;
4. engage collaborators;
5. garner support for innovative efforts;
6. retain or increase funding and enhance community support; and
7. deal with day-to-day client challenges.

Results of outcome measurement show not only where services are being effective for participants, but also where outcomes are not as expected. Local FCSS program managers can use outcome measurement results to:

- strengthen existing services;
- target effective services for expansion;
- identify staff and volunteer training needs;
- develop and justify budgets;
- prepare long-range plans;
- focus board members' attention on programmatic issues; and
- communicate better with their staff, their boards, and the public.

To increase its internal efficiency, a program needs to track its inputs and outputs. To assess compliance with service delivery standards, a program needs to monitor activities and outputs. But to improve its effectiveness in helping participants, to assure potential participants and funders that its programs produce results, and to show the general public that it produces benefits that merit support, <u>local FCSS Programs need to measure their outcomes</u>.

Overview of Outcome Measurement

So what are outcomes?

Outcomes usually are benefits or changes in participants' knowledge, attitudes, values, skills, behaviour, condition or status. Most often, an outcome represents a change for the better, although the outcome for some programs is that participants get worse more slowly than they would have otherwise. Participants have a change of:

1. **Knowledge:** to understand more about a topic;
2. **Attitude:** a feeling or emotion toward a fact or state;
3. **Values**: beliefs of a person or social group in which they have an emotional investment (either for or against something);
4. **Skills:** developed aptitudes or abilities;
5. **Behaviour**: to act, function or react in a particular way;
6. **Condition:** social circumstances in a community or locality, e.g., bullying, crime, environmental concerns, family violence, substance abuse; and/or
7. **Status:** the relative position or standing of people in a society, e.g., level of education, income, occupation.

In many cases there is not just one desired outcome for participants, but a series of outcomes, with one outcome contributing to another. This hierarchy of logically related changes or benefits comprises a series of "if-then" relationships. For example, **if** a program provides mentoring to teens about the importance of getting an education, **then** the teens are more likely to attend school. **If** the teens attend school, **then** teens are more likely to get better grades. **If** the teens get better grades, **then** the result is that the teens are more likely to graduate from high school.

What is outcome measurement?

Outcome measurement is ***determining the benefits, results or impacts a program has for its participants or the community as a whole***. The measurement of a program's outcomes can and will have a tremendous impact on local FCSS programs. Outcome measurement shifts the focus from activities to results, from how a program operates to the good it accomplishes. Information on the extent to which program participants are having the intended outcomes is powerful and useful feedback. Managers of local FCSS programs that already have implemented outcome measurement report that:

- a clear definition of the program's intended outcomes, in itself, provides focus for the program's work;
- understanding their current level of outcome achievement provides a barometer to assess progress and direct future activities;
- outcome measurement provides invaluable information to improve programs and then see if the improvements make the intended difference;
- outcome information is a powerful motivator of staff, who now can observe the progress they are making with clients in a consistent, tangible manner;

- it becomes a powerful recruitment tool for volunteers who have many other choices for how they spend their time; and
- it helps position the agency in the community as a successful organization, which in turn leads to increased promotion and financial support.

Value of outcome measurement

1. Outcome measurement benefits local FCSS programs in multiple ways – ways that counting outputs cannot. It helps them, for example:

    - provide feedback and direction to staff;
    - focus board members on policy and programmatic issues;
    - identify training and technical assistance needs;
    - pinpoint service units and/or participant groups that need attention;
    - compare alternate service delivery strategies;
    - identify partners for collaborations;
    - allocate resources;
    - recruit and retain volunteers;
    - attract participants;
    - track program effectiveness over time;
    - increase funding; and
    - enhance their public image.

2. Most local FCSS programs benefit from simply discussing their intended program or project. Staff members often have varying views of why a program exists, and what the program is trying to achieve. Getting everyone focused in the same direction can increase service effectiveness before data collection even begins.

3. The most important reason for implementing outcome measurement is that it helps programs improve services. It also can increase accountability, guide managers in allocating resources, and help funders make better funding decisions, but ***its value in enhancing service effectiveness is the primary focus of outcome measurement****.*

Tips to successful implementation of outcome measurement

1. Outcome measurement is doable. Its non-experimental design and basic data-analysis requirements make it manageable for even small, grassroots programs.

2. Commitment at the top is essential. Otherwise, the task gets overcome by the other demands of program operation.

3. Your local FCSS program identifies the programs or projects you will use to meet the social needs identified as priorities in your community.

4. Your local FCSS program staff members begin by creating written FCSS program logic models (PLMs) for the program or project. A complete PLM follows the project from the planning stages, through implementation, evaluation, review of findings and reporting.

   The approach to outcome measurement chosen by FCSS includes the following components:

   a.) a statement of need: what community issue, need or situation requires a response by FCSS?

   b.) an overall goal: what change or impact do you want to achieve?

   c.) a broad strategy: how will the program or project address the issue, need or situation?

   d.) a rationale: what evidence do you have for this strategy?

   e.) what target group is served by the program or project?

   f.) inputs: what resources will be invested to achieve your goal?

   g.) outputs: what activities and processes will you use?

   h.) outputs: who will you reach besides the target group?

   i.) outcome statements: what is the intended outcome for participants?

   j.) indicators of success for the outcome statements: how will you know whether or not you have been successful in achieving the desired outcomes?

   k.) choose the data collection method: survey or questionnaire, observation, focus groups, etc.

   i.) develop the data collection tool: start by choosing measures or questions from the **Measures Bank** that relate to the indicators of success of the outcomes identified for the program or project being undertaken. Measures are a way of evaluating how local FCSS programs make a difference in the lives of people and communities.

   m.) collect data, compile data, tabulate data, analyze and interpret data, determine and record findings and complete a report.

   n.) review the findings to determine if changes are needed to the program or project. Your decision regarding any changes forms part of the report mentioned above.

   o.) report findings to participants, staff, the board, the community and the province.

5. This step-by-step approach is a helpful way for you to think through the program design including why you are implementing it, to check the logic of the strategies you intend to use, on

through to the changes you expect participants to experience through the program or project.

6. FCSS Outcome Measures Trainers (OMTs) are available to provide encouragement, coaching and support as you use outcome measurement. The support of your FCSS OMT will help you to save time, reassure you and help you to improve results. OMTs may also be able to help you with data analysis if your local FCSS program does not have the in-house capacity to handle it.

7. Take your time and don't rush the process. Rushing the development process decreases the likelihood that the findings will be meaningful.

8. Over time, you will develop a **Program Logic Model** for each of your programs and use the **PDSA (Plan-Do-Study-Act) Cycle Model of Improvement**. Underpinning both of these models is the process of continuous quality improvement. (See the next section for more information about these models and continuous quality improvement. Your FCSS OMT will be more than happy to coach you through this.

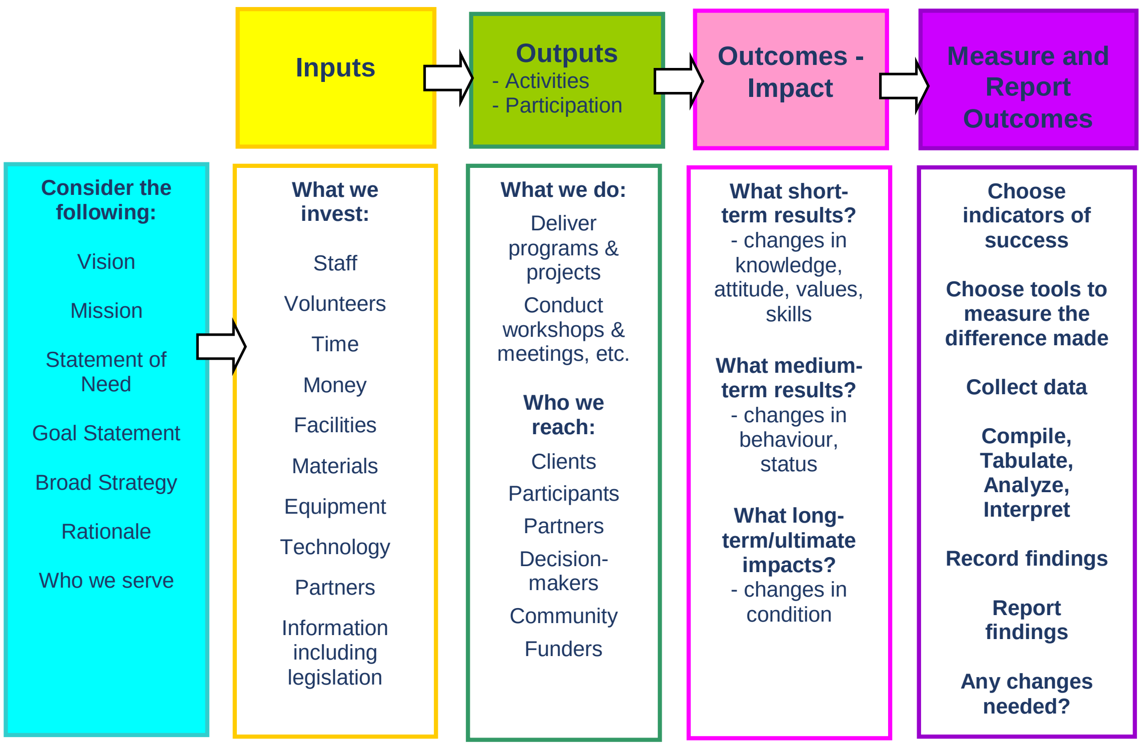
9. Outcome measurement is one part of the continuous quality improvement process. Using outcome measurement, you will learn about the difference your programs make for the participants and your communities. You will be able to make changes to improve your programs and services as you benefit from the results of outcome measurement.

Continuous Quality Improvement

Two powerful models were chosen by FCSS to encourage and support continuous quality improvement (CQI) including outcome measurement. The two models are the **Program Logic Model** and the **PDSA (Plan-Do-Study-Act) Cycle Model of Improvement.**

The Program Logic Model

A program logic model provides the basic framework for an evaluation. It is a graphic that describes a program in evaluation terms. A program logic model provides you with “the whats” that you need to consider. It illustrates a program’s *theory of change*, showing how day-to-day activities connect to the results or outcomes the program is trying to achieve. Similar to a flowchart, it lays out program activities and outcomes using boxes, and, using arrows to connect the boxes, shows how the activities and outcomes connect with one another. The program logic can be captured in one or a series of “if-then statements”: *If you do these things then these results occur.*



A program logic model provides a foundation for your program or project and provides the basis for outcome evaluation.

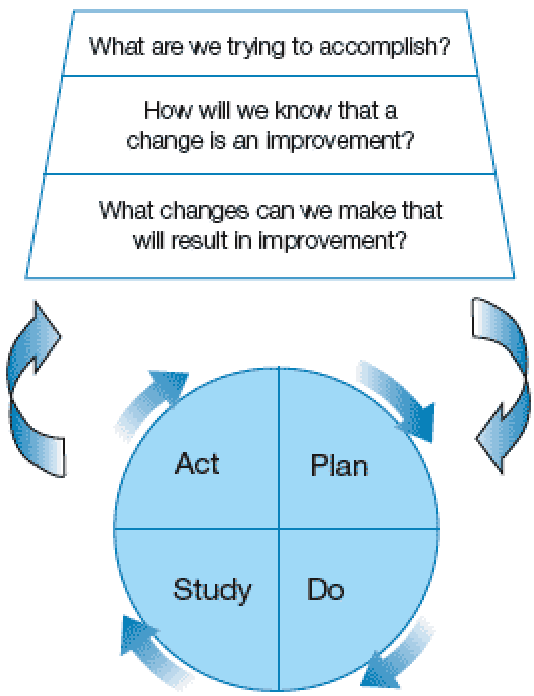
The PDSA Cycle Model of Improvement

In the 1930s, Dr. Walter Shewhart developed an overall model for process improvement. It has been used ever since.

Shewhart's model describes the four stages to go through when you set about improving a process. The four stages are:

1. Plan what you are going to do, after you have gathered some evidence of the nature and size of the problem.
2. Do it, preferably on a small scale first.
3. Study the results. Did the plan work?
4. Act on the results. If the plan was successful, standardize this new way of working. If it wasn't, try something else.

This is the PDSA Cycle Model of Improvement. The PDSA Cycle Model of Improvement is shown as a circle because plans do not always work the first time!



This PDSA Cycle Model of Improvement is adapted from a publication by the Government of Scotland.
Source: http://www.scotland.gov.uk/Publications/2008/01/14161901/3

Working through the three fundamental questions shown in the graphic above **before** making any change ensures that:

- your aim is clear;

- you know what you are going to measure;
- you can measure the impact of any change that is made.

Measurement is vital to the result.

Planning, Doing, Studying and Acting (PDSA) provides a way of testing ideas safely by starting small and building on the results of the cycle. With each cycle you gather more knowledge to help make the next improvement. By keeping the PDSA small and simple, you can measure the effect of change over time.

The How-to's of Outcome Measurement

The key to outcome measurement for local FCSS programs is to combine ***the whats*** of a program logic model (PLM) with ***the hows*** outlined in the PDSA Cycle Model of Improvement. You develop a program logic model (PLM) by figuring out the whats using the process described by the PDSA Cycle Model of Improvement.

Step one: Plan

Working through the planning part of the cycle will help you to determine what you are trying to accomplish and how you will know if you have made a difference. Developing a program logic model will help you to fill in the details. *See **Appendix 3** for templates you can use to help you develop your PLM.*

To begin, consider the following:

- The vision and mission statements of your local FCSS program;
- A statement of need;
- A goal statement;
- A broad strategy; and
- The rationale.

Review the vision and mission statements of your local FCSS program.

The vision statement is an inspirational and aspirational description of what your local FCSS program would like to achieve or accomplish in the future. It is intended to serve as a clear guide for you when choosing current and future courses of action.

The mission statement defines what your local FCSS program is, why it exists, its reason for being. At a minimum, a mission statement defines who your primary target populations are, the programs and services you provide, and describes the geographical location in which your local FCSS program operates.

Reviewing the vision and mission statements of your local FCSS program will ground your planning process in your organization's reason for being.

Vision and mission statements can also be developed for programs and projects to guide decision-making.

Develop a statement of need

Developing a statement of need is a critical first step in the planning process. Why are you interested in pursuing the development or continuation of this program or project? What are you hearing about this topic from community members, other agencies, staff members? What community issue, need or situation will your program or project address? What do you know about it? Write out a statement of need from the participants' perspective. Also provide information about how this **social issue** is presenting itself in your community. This information will help to guide the development of your PLM later in the process.

Develop a goal statement

Developing a goal statement comes next. At a very high level, what is the overall change or desired impact that you hope your target population will achieve with your program or project? Again, write the goal statement from the perspective of the participants in the program or project.

Determine your broad strategy

Developing your broad strategy is the next step in the process. Your broad strategy, in general terms, shows how your program or project will address the specific community issue, need or situation you identified in your statement of need.

Determine the rationale

It is very important to articulate your rationale. What evidence do you have that supports your approach to the development of this program or project? What are other local FCSS programs doing in this area of interest? Are there pilot programs addressing it? What is happening in other provinces and around the world? At this point, it is very helpful to do a web search. You can find out about other programs/projects that are addressing your area of interest.

You can also use a web search to find out what elements make up a successful program to address your area of interest. This information can help you to determine if what you are considering for your program/project is supported by the literature. This step can save you time in the long run. A web search can provide you with evidence-based information that may help you to refine your plan before it is fully developed and especially before it is implemented.

You use this information to develop an ***if-then statement***. The *if-then statement* illustrates the *theory of change* for your program or project. The *if-then statement* captures how day-to-day activities connect to the benefits, results, impacts or outcomes your program or project is trying to achieve. If you do these things, then these results will occur.

This is also a good time in the process to determine how your program/project relates to the FCSS over-arching goal:

> *FCSS enhances the social well-being of individuals, families and the community through prevention.* (FCSS Outcomes Model, March 2012)

Completing the first four steps in the planning process are critical to the success of your program or project. You now have the information you need to form the foundation for your planning decisions as you continue to build your PLM for this program or project. As you work through the remaining steps, you will find it helpful to refer back to the information you included in:

1. the statement of need;
2. the overall goal;
3. the broad strategy; and
4. the rationale.

This information will be particularly helpful as you make decisions about outcomes, the accompanying indicators of success and choose the measures you will use to determine the success of your program or project.

Determine who is served

Deciding who will be served directly by your program or project is the next step. Identify the intended participants of your program or project. Programs and projects delivered or funded by local FCSS programs help Albertans from conception to death. For example, programs and projects may help children and youth, families, adults, seniors, newcomers, Aboriginals, or the community as a whole.

Take a look back at your statement of need and your overall goal statement. Who were you writing about? This is most likely the target group that you are interested in participating in your program or project.

Determine the inputs

Now you are ready to determine the inputs you have available to invest in the program or project. Inputs are the resources a program uses to achieve program goals. Examples are staff and staff time, volunteers and volunteer time, money, facilities, materials, equipment, technology, partners and information. For example, inputs for an education class might include:

- the hours of staff time spent designing and delivering the program,
- educational materials purchased,
- any training required for the facilitators of the program,
- any volunteer involvement, etc.

Inputs also include constraints on the program, such as laws, regulations, and requirements of funders. A program uses inputs to support the activities of the program or project.

Determine the outputs

Next, you determine the outputs:

Activities: Outputs include the activities and processes you use to achieve your program or project goal(s). The activities and processes might include:

- advertising,
- staff orientation and training,
- volunteer recruitment, management, retention and recognition, etc.

Outputs also capture the volume of work accomplished. For example:

- the numbers of classes taught,
- the number of forms completed,
- the number of information packages distributed, etc.

Who do you reach? Outputs also identify who you reach with your program or project activities. For example, you may have partners, volunteers and local businesses involved in your program or project.

You also want to capture information about the people involved in the program or project. For example:

- the number of participants served,
- the number of volunteers involved,
- the number of volunteer hours,
- the number of referrals made, etc.

Outputs have little inherent value in themselves. They are important because they provide information about how the program or project works.

As you can see, inputs and outputs are about the program rather than the target group and the outcomes you want to achieve. However, you need all three: inputs, outputs and outcomes, to manage your programs and projects. Inputs and outputs provide useful administrative and program information. FCSS is focussed on the outcome measurement aspect since evaluation, particularly outcome measurement, is not as well understood by some local FCSS programs and their funded agencies.

Choose the outcomes

We are getting to the parts of planning directly related to outcome measurement. As described earlier, outcomes usually are benefits, impacts, results or changes in participants' knowledge, attitudes, values, skills, behaviour, condition and/or status. Most often, an outcome represents a change for the better, although the outcome for some programs is that participants get worse more slowly than they would have otherwise. Participants have a change of:

1. **Knowledge:** to understand more about a topic
   For example:
   - Parents have more knowledge about positive parenting,
   - Youth have more knowledge about handling conflict in peaceful ways, and
   - Seniors have more knowledge about the resources available to them in the community and provincially;
2. **Attitude:** a feeling or emotion toward a fact or state
   For example:

- Parents understand the importance of their parenting role,
- Citizens understand that family violence is a community issue rather than a family matter;

3. **Values**: beliefs of a person or social group in which they have an emotional investment (either for or against something)
   For example:
   - Citizens believe that volunteering is important,
   - Youth believe in donating time in their community,
   - Local businesses believe that they have a role to play in the social health of their community;
4. **Skills:** developed aptitudes or abilities
   For example:
   - Parents have better parenting skills,
   - Families have better communication skills,
   - Youth have better communication skills;
5. **Behaviour**: to act, function or react in a particular way
   For example:
   - School-aged children play well with others,
   - Youth and adults are more respectful toward each other,
   - Citizens donate their time by delivering Meals on Wheels;
6. **Condition:** social circumstances in a community or locality, e.g., bullying, crime, environmental concerns, family violence, substance abuse
   For example:
   - Vandalism by youth decreases in the community,
   - Citizens are willing to report family violence,
   - Citizens show pride in their community; and/or
7. **Status:** the relative position or standing of people in a society, e.g., level of education, income, occupation
   For example:
   - Newcomers are more involved in the community,
   - More youth are graduating from high school.

At this point, ask yourself what benefits, impacts, results or changes you want the participants to experience through your program or project.

- Write a series of outcome statements from the participants' perspective.
- Write as if the outcome you desire has already been achieved.
- Next, **rank** the outcome statements you have written. If your time and resources are limited, pick the two to four most important outcomes to examine for now.
- If your local FCSS program is small or unfamiliar with outcome measurement, picking one meaningful outcome to measure for one program is an acceptable way to begin.
- You will most likely start with short-term outcome statements.

At this point, refer to The FCSS Outcomes Model: Chart of Outcomes and Indicators (***The FCSS Outcomes Model***, March 2012). For ease of use, you can find the colour-coded chart on the inside of the front cover of this guide. The chart shows the over-arching provincial goal of FCSS along with the five strategic directions and a set of high-level provincial outcomes and indicators of success for individuals, families and community.

Next, determine where the outcome statements you wrote align with the provincial outcome statements:

Steps in this process:

- First, who are the intended participants of your program or project? Are you intending to work with individuals, families or the community? Note that individuals can be children, youth, adults, older Albertans/seniors, Aboriginal people, newcomers, people with disabilities, or others not listed.

- This gives you the information you need so you know where to look on the colour-coded chart. Individuals of all types are in the left column under "Improved social well-being of individuals"; families are in the centre column under "Improved social well-being of families"; and community is in the right column of the chart under "Improved social well-being of community".

- Next, choose the outcome statement you ranked first if you wrote more than one. Does your outcome statement align within any of the high-level provincial outcomes? To recap, the provincial outcomes are:

  - Improved social well-being of individuals:
    - Outcome 1: Individuals experience personal well-being.
    - Outcome 2: Individuals are connected with others.
    - Outcome 3: Children and youth develop positively.

  - Improved social well-being of families:
    - Outcome 1: Healthy functioning within families
    - Outcome 2: Families have social supports.

  - Improved social well-being of community:
    - Outcome 1: The community is connected and engaged.
    - Outcome 2: Community social issues are identified and addressed.

Most of the time, your outcome statement will fit within one of the high-level provincial outcomes. ***For example***, your outcome statement might read:

Families spend quality time together.

Your outcome statement seems to align with Families: Outcome 1: Healthy functioning within families. You will be able to verify this when you move on to indicators of success.

But, if your outcome statement does not fit, please proceed anyway. The key is that the program or project you are planning contributes to ***enhancing the social well-being of individuals, families and community through prevention***. If it does this, you are fine. However, you will not be able to report your outcomes to FCSS provincially. The Provincial Progress and Outcomes Reporting template is set up to align with The FCSS Outcomes Model: Chart of Outcomes and Indicators. So, in order to report on outcomes provincially your outcomes will need to align with the colour-coded chart.

Choose indicators of success for each outcome

The next step is to determine the indicators of success that relate to your outcome statement(s). How will you know that you have been successful? What will you observe or what impact or change will the participants be able to report to you?

Let's use the outcome statement about families used earlier:

Families spend quality time together.

What are potential indicators of success for this outcome statement? You might consider any of the following:

- Families eat meals together.
- Families work on projects together.
- Parents help children with their homework.
- Families have fun together.
- Family members take the time to listen to each other.

The key is to choose indicators of success that fit with your program or project. Which of these potential indicators of success are included in your program or project to assist families to spend quality time together? Only choose the ones that fit with your program. For example, if parents helping their children with homework is not included in your program or project, do not choose this indicator of success.

Next, determine how your indicators of success align with The FCSS Outcomes Model: Chart of Outcomes and Indicators. Earlier, it was determined that the outcome statement fit with Families: Outcome 1: Healthy functioning within families. The colour-coded chart contains a list of 3 indicators underneath this outcome statement:

- Positive family relationships,
- Positive parenting, and
- Positive family communication.

Let's think this through. The outcome statement and most of the indicators used in this example identify families as the target group of interest. That means families, rather than parents, are the target group. Therefore, positive parenting can be excluded. That leaves two potential indicators of success: positive family relationships and positive family communication.

Let’s look at the definitions for these indicators:

Positive family relationships:

- Family members have positive relationships.
- Parents have a positive relationship and support each other if applicable.
- Family members care about each other.
- Family members are safe from abuse, neglect and violence.

Positive family communication:

- Family members communicate effectively and positively.

From these definitions, it appears that the provincial indicator of success most likely to align with the indicators of success is “positive family relationships”.

At this point, we know the program we are designing to assist families to spend quality time together aligns with Families: Outcome 1: healthy functioning within families and the indicator of success: positive family relationships.

*For a complete list of the definitions of the FCSS indicators of success by outcome, see **Appendix 4**.*

Choose the data collection method(s)

Next, you decide how the information you need to measure your outcomes can be efficiently and realistically gathered. The most common method used by local FCSS programs is a survey. Other methods include focus groups, review of program and other documentation, observation of participants in the program, interviewing participants’ about their perceived benefits received from the program, case studies, etc.

*For more information, see the table on data collection methods in **Appendix 5** along with more detailed information on each of the various methods.*

The most common method of data collection used by local FCSS programs is a survey or questionnaire.

Develop the data collection tool(s)

What are *measures*?

Measures are the questions that relate to the indicators of the outcomes identified for the program or project being undertaken and are a way of evaluating *how local FCSS programs make a difference in the lives of people and communities.* (***FCSS Outcomes Measures Training Workbook***, 2010, page 3)

A Measures Bank has been created drawing survey questions, i.e., measures, from a variety of sources, e.g. Statistics Canada, and the Colorado Toolkit. The questions drawn from these sources have been used and tested many times and are therefore considered 'reliable' and 'valid'.

The Outcome Measures Trainers team created other measures when questions related to existing FCSS initiatives in Alberta communities were not found. For a complete list of sources, see the source list at the end of the instructions section in one of the Measures Bank documents.

Tip: Children under 8 years of age are not able to answer survey questions. That is why the Measures Bank has measures/questions for parents and caregivers for younger children. Children 8 – 12 years of age can answer simple questions.

How the Measures Bank is organized:

The arrangement of the measures or questions in the Measures Bank relate to the indicators of the outcomes identified in ***The FCSS Outcomes Model*** (March 2012). The measures are listed by indicator in the order they appear under each of the outcomes in the colour-coded *FCSS Outcomes Model: Chart of Outcomes and Indicators.* Each indicator has separate worksheet.

At the beginning of some indicators, there is a group of measures identified as Provincial Priority Measures. These measures show the areas of interest of the Provincial FCSS Program. A complete list of the measures for that indicator follows the list of Provincial Priority Measures. Each of the Provincial Priority Measures appear again in the complete list of measures. The Provincial Priority Measures were selected from, but not removed from, the original lists of measures.

The heading of the worksheet identifies whether the indicator relates to one of three areas: *the improved social well-being of individuals, the improved social well-being of families or the improved social well-being of community*. Next, one of the outcomes related to individuals, families or community is shown followed by a specific indicator with its definition.

Here is an example:

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS
Individual Outcome #1: Individuals experience personal well-being
Indicator: Resilience – *the extent to which people are able to deal with life's difficulties.*

The worksheet then includes a chart with both pre-test/post-test measures and post-only measures. Pre-test/post-test measures are on the left side and post-only measures are found on the right side of the page. For each measure of the indicator (both pre-test/post-test and post-only), the following information is displayed:

- The number of the measure;
- The wording of the measure;
- The type of scale used with the measure; and

- The source of the measure.

How to use the Measures Bank:

Develop or review the outcomes and indicators from your PLM for an FCSS program or project:

1. Check the colour-coded chart in ***The FCSS Outcomes Model*** (March 2012, page 8) or the inside cover of this Guide to see if the indicators you identified for your program or project are listed;
2. If an indicator is listed, review the listing in the measures bank to determine if any of the measures or survey questions fit for your specific program or project;
3. Use any of the measures or survey questions that fit; and/or
4. If there is no measure that fits, then modify one of the existing measures, use measures from other sources or create measures when needed.

Now, let's return to *the example* we have been using to illustrate the development of a PLM. We know the program we are designing to assist families to spend quality time together aligns with Families: Outcome 1: healthy functioning within families and the indicator of success: positive family relationships.

Review the potential indicators of success:

- Families eat meals together.
- Families work on projects together.
- Parents help children with their homework.
- Families have fun together.
- Family members take the time to listen to each other.

Next, look under "positive family relationships" in the Measures Bank to look for measures that fit with the program we are designing. Do any of the measures listed under "positive family relationships" fit the program being developed? The following measures seem to be a good fit:

- PM1
- Measure #2
- Measure #5
- Measure #8

Go to the Measures Bank, look up the measures listed and see if you agree. There doesn't seem to be a measure here related to the indicator of success: Parents help children with their homework. You would need to look elsewhere in the Measures Bank for a measure of this indicator of success. You might consider "positive parenting" under Families: Outcome 1 or Individuals: Outcome 3: Children and youth develop positively. In either case, this indicator of success aligns with a different provincial indicator and possibly a different provincial outcome statement. This needs to be taken into consideration as you develop your logic model for this program or project.

Pre-post versus post-only testing:

You will notice that the Measures Bank is divided into pre/post measures and post-only measures. Here is some information to help you understand how and when to use them.

(Adapted from The After-School Initiative's Toolkit for Evaluating Positive Youth Development, The Colorado Trust, 2004; website: http://www.coloradotrust.org/attachments/0000/2849/ASIToolkitJun04.pdf)

The pre-post survey question or measure asks participants to rate themselves on their current status. This rating is made twice – once at program start (pre-program) and once at program end (post-program). This method of questioning varies from the post-only question sets where participants are asked at program end to rate the amount of change they have made from program start to program end. An example question asked in each format is presented in the following table:

Pre-post test	Post-only test
Measure of positive attitudes toward others and the community: Administer at the beginning of the program or project: I feel a strong sense of community with the people on my block/in my neighbourhood. 1. Strongly disagree 2. Disagree somewhat 3. Disagree 4. Agree somewhat 5. Agree 6. Strongly agree Administer at the end of the program or project: I feel a strong sense of community with the people on my block/in my neighbourhood. 1. Strongly disagree 2. Disagree somewhat 3. Disagree 4. Agree somewhat 5. Agree 6. Strongly agree Analysis: Post-test rating is compared to the pre-test rating to see if any movement occurred.	Administer at the end of the program or project: As a result of [insert name], I feel a stronger sense of community with the people on my block/in my neighbourhood. 1. Strongly disagree 2. Disagree somewhat 3. Disagree 4. Agree somewhat 5. Agree 6. Strongly agree

Pre-post testing is designed to measure change mathematically in knowledge, attitudes, values, skills, and/or behavior experienced by people participating in the program or project. Post-only testing measures reported change in these same areas by participants. Pre-post testing is considered to be stronger methodologically.

For more information on how to use the measures bank, e.g., scales, please see the instructions section provided at the beginning of the Measures Bank Excel spreadsheets and hard copy documents.

Tip: The Measures Bank has only a few questions or measures about knowledge. There are simply too many potential content areas to address them all. If you need to measure knowledge, see the samples below. These measures/questions are not in the Measures Bank.

Notice there are two sets of measures: one for children 12 – 18 years and adults and another for children 8 – 12 years of age. Children under 8 years of age are not able to answer survey questions. That is why the Measures Bank has measures/questions for parents and caregivers for younger children. Children 8 – 12 years of age can answer simple questions.

For children 12 – 18 years of age and adults:

Pre-test/post-test measures:

Before I begin this (program/event/workshop), I know this much about (insert name of content area).

1--------------------2--------------------3--------------------4--------------------5

Nothing Very little Some Quite a lot A lot

After attending this (program/event/workshop), I know this much about (insert name of content area).

1--------------------2--------------------3--------------------4--------------------5

Nothing Very little Some Quite a lot A lot

Post only measure:

After attending this (program/event/workshop), I know more about (insert name of content area).

1--------------------2--------------------3--------------------4--------------------5--------------------6

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree

For children 8 – 12 years of age:

Pre-test/post-test measures:

Before this (program/event/workshop), I know this much about (insert name of content area).

1--------------------2--------------------3--------------------4

Nothing A little Some A lot

After this (program/event/workshop), I know this much about (insert name of content area).

1--------------------2--------------------3--------------------4

Nothing A little Some A lot

Post only measure:

After attending this (program/event/workshop), I know more about (insert name of content area).

1--------------------2--------------------3

Not really Kind of Yes

Put your survey tool together:

A survey tool includes the following:

1. **Directions to participants:**

- Include a short, clear explanation of the purpose of the questionnaire, e.g., find out if this program is helping you, the participants, so we can improve it; please help us by answering the following questions;

  Example:
  We would like to gain your thoughts and experience of this program so that we can learn if this FCSS program/event/activity is meeting your needs and making a difference in your life/in our community.

  For the questions below, please indicate which option best describes your experience.

- Include a clear explanation of how to complete the questionnaire, e.g., if pre/post-test explain they will fill out part of the questionnaire/survey at the beginning and the rest at the end of the program;
- Include directions about how to return the completed questionnaire, e.g., leave in a box, on a table as they leave

2. **The questions or measures:**

- Ask the questions or measures that you selected from the Measures Bank, i.e., get information in regard to the outcomes you want to measure through the evaluation.
- Ask questions beginning with the least personal or sensitive then move on to the more personal or sensitive questions, e.g., questions is a survey about a healthy dating relationships.
- Ask questions you are interested in from a program perspective, e.g., how did you find out about this program/project? What 3 things did you like best about the program? What 3 things need improvement? Do you have any comments you would like to share with us?

Tip: remember to ask only questions where you can make a change if people ask for it. For example, if you have no control over the venue for the program, do not ask questions about the venue if you cannot change it. Asking questions about things you cannot changes raises false expectations and can cause unnecessary problems.

3. The format:

- Make the survey/questionnaire attractive:

    - use your local FCSS program logo,
    - use colour: choose a colour that photocopies well and is easy on the eyes,
    - use left alignment when setting up the questionnaire: this is standard and ensures that the questions are easy to read,
    - use a larger font with a clear typeface, e.g., Ariel, Calibri, Verdana, to make the survey tool,
    - use even larger fonts if your participants may have difficulty reading smaller type, and
    - use lots of open, white space so the survey is both attractive and easy to complete.

- Limit the number of questions: you only need to ask one measure for each of your indicators of success. If you have 3 measures to ask along with 4 other program-related questions, you can keep the survey/questionnaire to no more than one sheet of paper. If you are using a pre/post-test approach, consider putting the post-test questions on the back of the sheet of paper.
- Remember to include a thank you to the participants for helping you out.

Tip: if you are using a pre/post-test approach and the program runs for more than one session, provide the participants with an envelope they can put the survey in, then get them to seal it, sign the front and return it to you. You can then return the survey tools to the same participants at the end of the program for completion. Pre-post-test results are only useful when you know the same person completed the pre- test and the post-test questions on the questionnaire.

Tip: Creativity in presentation of surveys can be very useful in obtaining more responses from participants. For example: Put your post-only measure with the accompanying scale on a large wall poster. Hand out stickers to the participants and ask them to use their sticker to mark the point on the scale which fits for them as they leave.

Ethics: Informed consent from program participants

If you plan to include personal information about people participating in the evaluation in your report, then you should first gain their consent to do so. They should understand what you're doing with them in the evaluation and how any information associated with them will be reported. You should clearly convey terms of confidentiality regarding access to evaluation results. They should have the right to participate or not. Have participants review and sign an informed consent form.

Step two: Do

Carry out the program.

You developed your plan in Step one. Now, you implement your plan.

Note: If the program is new, you may need to evaluate the program processes to verify that the program is indeed carried out according to your original plans. This way you know that the outcomes you are measuring relate to the program as designed for implementation.

Collect the information on impacts.

Administer the survey tool or questionnaire you designed earlier. Your approach can have a huge impact on how the participants perceive and comply with your request for help. If you are upbeat and are sincere when you ask for their help to find out how the program helped and if they have any suggestions to help improve it, most people are more than willing to help you out. Most people like being asked for their opinion and helping you out. However, if you don’t think you should be asking participants to fill out the survey in the first place that will come across to the participants and will have an impact on your completion rate. Why fill out a survey when the person asking thinks it is an imposition?

Step three: Study

Compile the data.

- Pull out the file with the completed surveys in it. If you would like to write on the surveys, first make copies and put the originals away.

- Record the number of participants who attended the program/event/project.

  10 people participated in the program/event/project

- Record the number of returned surveys.

  8 participants returned surveys

- Determine the response rate: How many completed surveys do you have out of the total number of people participating in the program/event/project, i.e., what is your response rate using a percentage?

  The response rate is the number of completed surveys divided by the number of participants multiplied by 100 to get a percentage. Here is the formula:

  $$\frac{\text{\# of surveys completed}}{\text{\# of participants}} \times 100$$

  For example: 8 out of 10 participants returned surveys
  8/10 X100 = 8X100 / 10 = 80%

  The response rate is 80%

- Number each returned survey so you have a number for each participant who returned a survey

- Outcome measurement questions:

  1. Pre-test/post-test question using a 6-point agreement scale:

1--------------------2	--------------------3	--------------------4	--------------------5	--------------------6	
Strongly disagree	**Disagree**	**Somewhat disagree**	**Somewhat agree**	**Agree**	**Strongly agree**

- Compile the responses to a pre-test/post-test question as shown below:

Pre-test/post-test question 1:

Respondent number	Pre-test response	Post-test response	Difference
1	2	4	+2
2	1	5	+3
3	4	4	0
4	No response	No response	
5	3	6	+3
6	2	5	+3
7	1	3	+2
8	3	4	+1
9	2	4	+2
10	1	4	+3
Total:	19	39	+19
Average Difference: 19/9			2.11

2. Post only question using a 6-point agreement scale

- If you used a post only question, compile the responses as shown below:

Post-only question 1: Questions in the Measures Bank are written from a positive perspective. Therefore, you are looking for responses that show agreement.

Respondent number	Response: Strongly Disagree	Response: Somewhat Disagree	Response: Disagree	Response: Somewhat Agree	Response: Agree	Response: Strongly Agree
1						
2					X	
3					X	
4			X			X
5				X		
6						X
7		X				
8					X	
9			X			
10					X	

Analyze the data.

Let's analyze the data for question1 in the pre/post-test chart on the previous page.

- First, one participant did not answer this question. You can do these calculations using an Excel spreadsheet if you are familiar with the software.

  Here is the calculation: 9/10 completed the question:

  Therefore 9/10 X100 = 9 X100 / 10 = 90%

  The response rate for question 1 is 90%

  Next, we look to see how many of the responding participants show a positive change:

  - 1 person shows no change
  - 8 people show a positive change moving from a lower number to a higher one on the scale
  - Therefore, 8 of the 9 participants who completed this question show a positive change
    - 8/9 X100 = 8 X 100 / 9: 88%

  Therefore, 88% of respondents (participants who completed a survey) answered this question. Eighty-eight per cent of respondents showed a positive change when answering this question.

  This is a powerful statement to make about change achieved when reporting!

  You would follow this same procedure for each of the pre-test/post-test questions in your survey.

  Summary table for pre-test/post-test survey questions: Once you have completed the tabulations for each pre-test/post-test question, you can create a summary table.

Questions	Pre-test Average	Post-test Average	Average Difference
Q1			2.11
Q2			1.25
Q3			0
Q4			3.75

Ask yourself these questions:

- Which question (indicator) showed the biggest change?
  - In the above example, it is Q4.
- Which question showed the smallest change?
  - In the above example, Q1 and Q2 showed smaller amounts of change.
- Did any questions show no change?

- In the above example, Q 3 showed no change.

It can be helpful to rank the questions/indicators from the most change to the least change.

- Most change: Q4
- Smaller amount of change: Q1
- Least change: Q2
- No change: Q3

Let's analyze the data for question1 in the post-only chart above.

- First, all the participants who completed a survey answered this question. Therefore, the response rate for this question is the same as the overall response rate.

  To determine results if measuring after a program, event or project - Total the number of responses for each category selected by participants, divide by the number of respondents and multiply by 100.

  Of the 10 respondents:

  1 indicated Somewhat Disagrees: 1/10 x 100 = 10%

  2 indicated Disagree: 2/10 x 100 = 20%

  1 indicated Somewhat Agree: 1/10 x 100 = 10 %

  4 indicated Agree: 4/10 x 100 = 40 %

  2 indicated Strongly Agree: 2/10 x 100 = 20%

  Analysis:
  70% (10% + 40% + 20%) of respondents indicated a positive response by choosing to somewhat agree, agree or agree strongly
  30% (10% + 20%) of respondents indicated a negative response by choosing somewhat disagrees or disagree

  Next, we look to see how many of the responding participants reported a positive change:

  - All 6 people who answered this question reported a positive change
  - Therefore, 100% reported a positive change for this question.

  You would follow this same procedure for each of the post only questions or measures in your survey.

*For information on analyzing the data from the open-ended questions you may have included in your survey, please see **Appendix 5** on data collection methods.*

Interpret the data to get information.

If you have several pre/post-test questions, you can compare them and rank them by the amount of positive change shown by the respondents.

For example, you asked 3 pre/post-test questions:

- For question 1, 80% of the participants responding to this question showed a positive change
- For question 2, 65% of the participants responding to this question showed a positive change
- For question 3, 100% of participants responding to this question showed a positive change

You could rank these responses as follows:

- Rank the responses to question 3 **first** since question 3 had the highest percentage of participants showing positive change at 100%,
- Rank the responses to question 1 **second** since question 1 had the second highest percentage of participants showing positive change at 80%
- Rank the responses to question 2 last since question 2 had the lowest percentage of participants showing positive change at 65%.

You could also use this ranking to order the results when you record your findings and prepare reports of your findings.

If you have several post only questions, you can compare them and rank them by the amount of positive change reported by the respondents.

For example, you asked 3 post only questions:

- For question 1, 100% of the participants responding to this question reported a positive change
- For question 2, 70% of the participants responding to this question reported a positive change
- For question 3, 80% of participants responding to this question reported a positive change

You could rank these questions, placing question 1 first (100%), question 3 second (80%) and question 2 (70%) last.

Once again, you could use this ranking to order the results when you record your findings and prepare reports of your findings.

*For more information on compiling, analyzing and interpreting data, see **Appendix 6.***

Record your findings.

See Appendix 6, for Program Summary reporting templates that you can use to record your program/project and the results you achieved. Recording your findings on a Program Summary Report makes transferring your information to the Provincial Progress and Outcomes Report very easy. You have everything you need in one place to fill in the provincial report.

Compare the actual results to anticipated impacts.

Are the results you got what you expected? What might have contributed to the results you got? Was the program implemented as planned? Did other things take place that may have had an impact on the results?

Summarize what was learned.

From the results, you know the areas where the participants showed/reported the most, the least and possibly no positive change at all.

Report the results.

Reporting is an important part of the continuous quality improvement process underpinning outcome measurement for local FCSS programs in Alberta. The level and scope of content depends on the audience for the report. You could report to:

- Participants through presentations,
- Staff through a presentation and discussion of the findings,
- Your board through a presentation and written report,
- Any partners at an inter-agency meeting, through a report or presentation,
- Your community through your local FCSS program's annual report, newspaper articles, etc.
- To the province on the electronic *FCSS Provincial Progress and Outcomes Report*.

Remember to include stories or quotes that illustrate the change or impact experienced by the participants. For example, after attending a community resource fair, 80% of participants knew more about how to access the resources available to them in the community. One participant stated: "*Being new to the community, I was feeling lost and not sure what was happening but after attending this great resource fair, I not only know what is available in my community, I also know how to access it! Thank you to the organizers."*

Be sure staff members have a chance to carefully review and discuss the report. Translate recommendations into action plans: identify the tasks, who is responsible and by when.

Annual reports of other local FCSS programs can be helpful examples as you create your own template. It is fine to build on what others have done. Check out their websites and borrow away!

Step four: Act

The next step in the process is to carry out a critical review of the results you achieved. What went well? What could be improved? Do any changes need to be made? At this point, if you decide to make changes, you would revise your PLM and put the date revised on it so you have a record of what has taken place. Then, whether you make any changes or not, the cycle begins again.

List of Appendices:

Appendix 1: April 30, 2013 letter from Ken Dropko re mandatory reporting on outcomes

Appendix 2: Glossary

Appendix 3: Program/project logic model templates and worksheets

Appendix 4: Definitions of the FCSS indicators of success by outcome

Appendix 5: Data collection methods

Appendix 6: Compiling, analyzing and interpreting data

Appendix 7: Program summary report templates

Appendix 1: April 30, 2013 letter from Ken Dropko re mandatory reporting on outcomes

April 30, 2013

To: All Chief Administrative Officers.

As of 2012, all Family and Community Support Services (FCSS) programs were required to begin collecting outcome data for a minimum of one program/project. Reporting of outcomes is now mandatory and all FCSS programs are required to report on 2012 outcomes.

Many FCSS programs have been submitting Provincial Outcome Reports for several years now and we are seeing positive progress on identified outcomes.

The Government of Alberta is reviewing all programs and services under Results-Based Budgeting to ensure they are meeting intended outcomes and are delivered in the most effective and efficient way possible. The data you provide through your outcome measures reports will help to identify the collective impact and progress of the FCSS program in improving the well- being of Albertans. It will feed directly into the Results-Based Budgeting review.

Programs just starting to collect outcome data can provide a minimum of output data, information about efforts to do outcome measurement and continuous quality improvement, the type of support needed, and a success story demonstrating the impact of a program/project. The only exception to the reporting requirement is FCSS programs that transfer 100% of their grant to other FCSS programs. In these cases, the recipient of the grant transfer will be required to report on their outcomes.

The 2012 Provincial Progress and Outcomes Report template will be uploaded to the FCSS On- line system in June 2013. Please ensure that your FCSS program submits its report. If you have any questions or need additional information, please contact Joyce Mellott, Senior Manager, FCSS, at 780-415-6285 (toll-free by first dialing 780-310-0000) or by email at joyce.mellott@gov.ab.ca. Thank you.

Original signed by:

Ken Dropko

Executive Director

cc.
FCSS Directors and Board
Chairs

Appendix 2: Glossary:

Activities: What the program or project does to achieve its goal(s). Activities include the services provided or actions undertaken by the program or project.

Benchmarks: Performance data used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance. It also can use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary and its data are used as a target to strive for, rather than as a baseline.

Broad Strategy: In general terms, how the program/project will address the specified community issue, need or situation.

Evaluation: How you determine how well your program has achieved its goal(s).

FCSS Annual Report: A summary report of detailed financial information submitted to the Provincial FCSS Program on an annual basis by local FCSS programs.

FCSS Provincial Progress and Outcomes Report: A report on the progress of, and outcome measurement by, local FCSS programs submitted to the Provincial FCSS Program on an annual basis.

Goal statement: What you hope to achieve with your program/project, i.e., the overall change or desired impact.

Indicators of success: The specific items of information that track a program's ability to achieve the desired results. They describe observable, measurable characteristics or changes that represent achievement of an outcome. For example, a program whose desired outcome is that participants improve their parenting skills would look to ***The FCSS Outcomes Model: Chart of Outcomes and Indicators***. Under *Improved social well-being of families: Outcome 1: Healthy functioning within* *families* is the indicator: “positive parenting”. The next step is to go to the **Measures Bank** to look under the section on Families for the measures under “positive parenting” and choose the measures that fit your program or project.

Individual served: Someone who would be considered a client or participant. The contact could be face-to-face by appointment or walk-in, by telephone and/or by email. Each individual is counted only once in the reporting period.

Inputs: The resources a program uses to achieve program goals. Examples are staff, volunteers, time, facilities, money, materials, equipment, technology, partners and information. For instance, inputs for a parent education class include the hours of staff time spent designing and delivering the program. Inputs also include constraints on the program, such as laws, regulations, and requirements of funders. A program uses inputs to support activities.

Local FCSS program: A municipality (or group of municipalities) or Métis Settlement enrolled in the FCSS Program.

Measures: Measures are the questions that relate to the indicators of the outcomes identified for the program or project being undertaken and are a way of evaluating *how local FCSS programs make a difference in the lives of people and communities.* (***FCSS Outcomes Measures Training Workbook***, 2010, page 3)

Mission: A statement that defines what an organization is, why it exists, its reason for being. At a minimum, a mission statement defines who your primary target populations are, the products and services you produce, and describes the geographical location in which your organization operates.

Outcomes: The benefits, impact or changes for individuals, families, communities or populations during or after participating in program activities. They are influenced by a program's outputs. Outcomes may relate to knowledge, attitudes, values, skills, behaviour, condition, status or other attributes. They are what participants know, think, or can do; or how they behave; or what their condition or status is, that is different following the program.

For a particular program, there can be various "levels" of outcomes, with initial short-term outcomes leading to medium and longer-term ones. For example, a youth in a mentoring program who receives one-to-one encouragement to improve academic performance may attend school more regularly, which can lead to getting better grades, which can lead to graduating from high school.

Outputs: The direct products of program activities. Outputs usually are measured in terms of the volume of work accomplished, for example, the numbers of classes taught, counseling sessions conducted, educational materials distributed, and participants served. Outputs have little inherent value in themselves. They are important because they are intended to lead to desired outcomes or benefits for participants or target populations.

Outreach: The act of extending services, benefits, etc., to a wider section of the population, as in community work.

Participants: Participants are those who are engaged in the activity and are making a significant contribution to achieving the goals and outcomes as outlined in the program he or she is attending. Also, a person or group that uses or benefits from the programs and services provided by a local FCSS program.

Program logic model (PLM): A systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan to do, and the changes or results you hope to achieve.

Project: A service or activity that local FCSS programs deliver or support.

Province: Government of Alberta, Human Services, FCSS

Rationale: The evidence that would support your approach, e.g., research, best practices, etc.

Referral: To direct people to a source for help or information.

Response rate: The response rate is the number of completed surveys divided by the number of participants multiplied by 100 to get a percentage. Here is the formula:

$$\frac{\text{\# of surveys completed}}{\text{\# of participants}} \times 100$$

Statement of Need: The community social issue, need or situation your program/ project will address.

Target group: The people or participants you commit to achieving specific outcomes with. Participants might include:

- Children and youth (0 through 18 years of age)
- The Community
- Families
- Seniors (65+ years of age)
- Adults (19 through 64 years of age)
- Newcomers
- Aboriginal people
- People with disabilities

Vision statement: An inspirational and aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serves as a clear guide for choosing current and future courses of action.

Workshop: A seminar, discussion group, or other group learning opportunity that emphasizes exchange of ideas and the demonstration and application of techniques, skills, etc.

Appendix 3: Program/project logic model templates and worksheets

Here you will find 2 different PLM templates as well as worksheets you can print out and write on if that is your preferred method of thinking things through.

PLM template 1:

This template is suitable for programs and projects with only a few outcomes to be evaluated.

Program/Project Title:	
Statement of Need: ***What*** community issue, need or situation are you responding to?	
Overall Goal: ***What*** change or impact do you want to achieve?	
Broad Strategy: ***How*** will you address the issue, need or situation?	
Rationale: What evidence do you have that this strategy will work? Research? ***if/then statement***	
FCSS Overarching Goal: **How does it contribute?**	FCSS enhances the social well-being of individuals, families and community through prevention.
Who is served? Target Group	

Inputs: *Resources invested to achieve your goal,* e.g., staff, volunteers, money, materials, equipment, technology, partners, information, e.g., legislation	
Outputs: - *Activities and processes used,* e.g., advertising, workshops	
Outputs: – *Who will you reach?* e.g., community, partners, number served	

Short-term Outcome(s)	**Indicator(s):**	**Measure(s):** *Question(s) used to measure impact*	**Measures Bank Numbers:**
1.	a.	i.	
		ii.	
	b.	i.	
		ii.	
Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators: Outcome: Indicator:			
2.	a.	i.	
		ii.	
	b.	i.	
		ii.	
Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators: Outcome: Indicator:			
3.	a.	i.	
		ii.	
	b.	i.	
		ii.	
Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators: Outcome: Indicator:			

4.	a.	i.	
		ii.	
	b.	i.	
		ii.	
Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators: Outcome: Indicator:			
Data Collection Method(s):	Date(s) data collected:	☐ Pre/post ☐ Post only ☐ During	
Medium-term Outcome(s)	**Indicator(s):**	**Measure(s):** *Question used to measure impact*	**Measures Bank Numbers:**
1.	a.	i.	
		ii.	
	b.	i.	
		ii.	
Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators: Outcome: Indicator:			
2.	a.	i.	
		ii.	
	b.	i.	
		ii.	
Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators: Outcome: Indicator:			
Data Collection Method(s):	Date(s) data collected:	☐ Pre/post ☐ Post only ☐ During	
Long-term Outcome:			

Date PLM created:

Date PLM revised:

Date PLM revised:

Date PLM revised:

PLM template 2:

This template is suitable for more complex programs and projects where you have multiple outcomes, indicators of success and measures.

Program/Project Title:	
Statement of Need: ***What*** community issue, need or situation are you responding to?	
Overall Goal: ***What*** change or impact do you want to achieve?	
Broad Strategy: ***How*** will you address the issue, need or situation?	
Rationale: What evidence do you have that this strategy will work? Research? ***if/then statement***	
Who is served? Target Group	
FCSS Overarching Goal: **How does it contribute?**	FCSS enhances the social well-being of individuals, families and community through prevention.
Inputs : resources invested to achieve your goal, e.g., staff, volunteers, money, materials, equipment, technology, partners, information including legislation	
Outputs: - *Activities and processes used,* e.g., advertising, workshops	
Outputs: – *Who will you reach?* e.g., community, partners, number served	

Short-term Outcome(s):	**Indicator(s):** *(may have more than one indicator per outcome)*	**Measure(s):** *Question(s) used to measure impact (may have more than one measure per indicator)*	**Measures Bank Numbers:**	**Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators:**
1.	1.	1.		
		2.		
	2.	1.		
		2.		
2.	1.	1.		
		2.		
	2.	1.		
		2.		
Data Collection Tool(s) Used:		**Date(s) when data collected:**	☐ Pre/post ☐ Post only ☐ During	

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Question(s) used to measure impact</th><th>Measures Bank Numbers:</th><th>Alignment with the FCSS Outcomes Model: Chart of Outcomes and Indicators:</th></tr>
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<tr><td colspan="5">Long-term Outcome:</td></tr>
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Prepared by: **Date:**	
Revised by: (to note changes made to initial PLM) **Date:**	

PLM template 3: Worksheets:

Worksheet #1: Your Program Logic Model Part 1: Needs, Goal, Strategy, Who is served

Worksheet #2: Your Program Logic Model Part 2: Inputs, Activities, Outputs; FCSS Strategic Directions

Worksheet #3: Your Program Logic Model Part 3: Short-term outcomes

Worksheet #4: Your Program Logic Model Part 4: Medium-term outcomes

Worksheet #5: Your Program Logic Model Part 5: Long-term outcomes

Worksheet #1: Your Program Logic Model Part 1

Worksheet #1 asks a series of questions to help you to start development of your program logic model. Worksheet #1 helps you with identifying the program or project, the statement of need, your overall goal, and the broad strategy as well as identifying the people you intend to reach.

Program or Project Title:

Statement of Need: What community issue, need or situation does this program or project address?

Overall Goal: What do you hope to achieve with the program or project (overall benefit, change or impact in the long-term)?

Broad Strategy: In general terms, **how** will the program or project address this issue, need or situation?

Rationale: What **evidence** do you have that this strategy will work, i.e., if you do these things, then these results will occur? What is your “if-then statement”?

Note: A web search is useful to determine/confirm the key elements of the proposed program and associated best practices.

How does your program or project contribute to the FCSS over-arching goal?

FCSS enhances the social well-being of individuals, families and the community through prevention.

Who is served? What is the **target group** or population you want to reach with your program or project? Who are your participants?

Worksheet #2: Your Program Logic Model Part 2

Worksheet #2 continues the development of your program logic model.

Worksheet #2 focuses on inputs, and outputs. Worksheet #2 also asks you to consider how your program or project relates to FCSS over-arching goal.

Inputs: Identify the specific **resources** you have available for this program or to complete the project. (Consider staff, volunteers, money, materials, equipment, technology, partners and information including legislation.)

Outputs: Identify the specific program **activities and processes** you will use to work toward your program or project goal(s).

Outputs: Identify **who you will reach** with this program or project.

Worksheet #3: Your Program Logic Model Part 3: short-term outcomes

Worksheet #3 helps you to identify the short-term outcomes for your program or project. In addition, you will be guided to identify the indicators of success for each outcome and how best to measure them.

Short-term outcomes: What short-term impact(s) will occur if all activities are carried out as anticipated?

Indicators of success (outcome indicators): How will you know that the short-term outcome(s) has/have been achieved, i.e., what are your indicators of success?

Data collection method: What is the most appropriate method for you to collect data to measure each of these indicators?

For a survey or questionnaire, select measures from the Measures Bank which fit with your outcome and indicator. For each measure include:

- The FCSS Outcomes Model Outcome and Indicator alignment;
- The number of the measure;
- The wording of the measure;
- The type of scale used with the measure; and
- Whether the measure is a pre-test/post-test measure or a post-only measure

Worksheet #4: Your Program Logic Model Part 4: medium-term outcomes

Worksheet #4 helps you to identify the medium-term outcomes for your program or project. In addition, you will be guided to identify the indicators of success for each outcome and how best to measure them.

Medium-term outcomes: What medium-term outcome(s) will occur if all the short-term results are achieved?

Indicators of success (outcome indicators): How will you know that the medium-term outcome(s) has/have been achieved, i.e., what are your indicators of success?

Data collection method: What is the most appropriate method for you to collect data to measure each of these indicators?

For a survey or questionnaire, select measures from the Measures Bank which fit with your outcome and indicator. For each measure include:

- The FCSS Outcomes Model Outcome and Indicator alignment;
- The number of the measure;
- The wording of the measure;
- The type of scale used with the measure; and
- Whether the measure is a pre-test/post-test measure or a post-only measure

Worksheet #5: Your Program Logic Model Part 5: long-term outcomes

Worksheet #5 helps you to identify the long-term outcomes for your program or project. Considering the long-term outcomes you want to achieve can sometimes be useful to help you decide upon the short-term outcomes.

Long-term outcomes: What ultimate impact(s) would you like to achieve with your program or project in the long-term?

Complete the development of your measurement tool with the measures selected from the Measures Bank to collect data from participants in this program or project.

Appendix 4: Definitions of the FCSS indicators of success by outcome

Improved social well-being of *Individuals:*

Outcome 1: Individuals experience personal well-being.

Indicators of success with definitions:

Resilience
- The extent to which people are able to deal with life's difficulties.

Self-esteem
- The extent to which people feel good about themselves.

Optimism
- The extent to which people expect the best possible outcome from any given situation and are hopeful about their future.

Capacity to meet needs
- Ability to meet needs is the extent to which people have the life skills to function in a positive manner.

Autonomy
- The extent to which people feel free to do what they want and have the time to do it.

Competence
- The extent to which people feel accomplishment from what they do and are able to make use of their abilities.

Personal engagement
- How far people feel absorbed in what they do and that they have opportunities to learn.

Meaning and purpose
- The extent to which people feel that what they do in life is valuable, worthwhile and valued by others

Outcome 2: Individuals are connected with others.

Indicators of success with definitions:

Quality of Social Relationships
- How people experience their connections with others and the strength of those relationships.

Social Supports Available
- The extent to which people have the support of family, friends and others available to them.

Trust and Belonging
- People's experiences of trusting other people, being treated fairly and respectfully by them, and feeling a sense of belonging with and support from people.

Outcome 3: Children and youth develop positively.

Indicators of success with definitions:

Developmental Assets

- *The Search Institute lists 40 different Developmental Assets, each being a potential indicator for this outcome. Please visit www.search-institute.org/research/developmental-assets and click on "English" on the left hand side to download your age appropriate list(s) of Development Assets.*

Improved social well-being of *Families:*

Outcome 1: Healthy functioning within families

Indicators with definitions:

Positive family relationships

- Family members have positive relationships.
- Parents have a positive relationship and support each other if applicable.
- Family members care about each other.
- Family members are safe from abuse, neglect and violence.

Positive parenting

- Parent(s) use positive parenting with their children.

Positive family communication

- Family members communicate effectively and positively.

Outcome 2: Families have social supports.

Indicators of success with definitions:

Extent and quality of social networks:

- Family has social networks to support them, e.g., extended family, friends and neighbors.
- The family can reach out and get support.
- Quality of close relationships: family, friends, neighbors, etc. For example: family feels close to them, family feels at ease with them, family can share freely with them, and family can ask them for help or a favor.

Family accesses resources as needed:

- The family can access community resources when they need them.

Improved social well-being of *Community:*

Outcome 1: The community is connected and engaged.

Indicators of success with definitions:

Social engagement

- A diverse range of activities individuals participate in for their own enjoyment or benefit or to provide benefit to others in the wider community.
- Informal and formal volunteering is an example.

Social support

- The activities individuals undertake, within the context of social relationships, to share information, and provide emotional or physical support

Awareness of the community

- Awareness of and use of programs and services available in the community.

Positive attitude toward others and the community

- How people feel, what they believe and what they value
- Trust
- Respect for diversity
- Supporting others and receiving support from them *(Also see social engagement and social support)*
- Sense of belonging to the community

Outcome 2: Community social issues are identified and addressed.

Indicators of success with definitions:

Awareness of community social issues

- Awareness of existing/emerging social issues

Understanding of community social issues

- Understanding of existing/emerging social issues

Agencies and/or community members work in partnership to address social issues in the community

- Partnerships created to address priority social issues in the community.
- Levels of partnership:
- Communication
- Cooperation
- Coordination
- Collaboration

Appendix 5: Data collection methods:

Method	Overall Purpose	Advantages	Challenges
Questionnaires, surveys, checklists	When you need to quickly and/or easily get lots of information from people in a non-threatening way	-can complete anonymously -inexpensive to administer -easy to compare and analyze -administer to many people -can get lots of data -many sample questionnaires already exist	-might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
Interviews	When you want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	-get full range and depth of information -develops relationship with client -can be flexible with client	-can be time-consuming -can be hard to analyze and compare -can be costly -interviewer can bias client's responses
Documentation review	When you want an impression of how the program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	-get comprehensive and historical information -doesn't interrupt program or client's routine in program -information already exists -few biases about information	-often time-consuming -info may be incomplete -need to be quite clear about what you are looking for -not flexible means to get data; data restricted to what already exists
Observation	When you want to gather accurate information about how a program actually operates, particularly about processes	-view operations of a program as they are actually occurring -can adapt to events as they occur	-can be difficult to interpret seen behaviors -can be complex to categorize observations -can influence behaviors of program participants -can be expensive
Focus groups	When you want to explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	-quickly and reliably obtain common impressions -can be efficient way to get much range and depth of information in short time - can convey key information about programs	-can be hard to analyze responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together
Case studies	When you want to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	-fully depicts client's experience in program input, process and results -powerful means to portray program to outsiders	-usually time-consuming to collect, organize and describe -represents depth of information, rather than breadth

Note: To accomplish an outcomes-based evaluation, you should first pilot, or test, this evaluation approach on one or two programs at most (before doing all programs).

How to Apply Certain Data Collection Methods

Hint: Avoid choosing a data collection method that imposes an unreasonable burden on program staff or participants. The difficulty a data collections method presents depends both on the type and length of service people are receiving and on the level of skill of the people taking or administering the data collection method. Even a short written survey may present an undue hardship for participants who have difficulties reading, while longer observations, interviews or phone surveys may not present a problem at all. You need to know your target population to decide what data collection method(s) to use.

For purposes of measuring outcomes, first go to the Measures Bank to find the questions or measures which fit with your indicator(s) of success and your outcome statement(s). The selected measures will form part of your survey tool or questionnaire.

The following material is general evaluation information intended to provide you with additional information to help you better understand evaluation.

Purposes and Formats of Questions:

Much of the information in this section was gleaned from Michael Quinn Patton's **Qualitative Evaluation and Research Methods** book.

Types of information collected by questions:

Questions are geared to find out what people know, feel, think and did...
1. To find out what information they know, ask them to describe something, e.g., "Please describe ..."
2. To find out what they feel, ask them, e.g., "How do you feel about ...?" or "How did you feel when ...?"
3. To find out what they think, ask them for their opinion on something, e.g., "How could the ... be improved?"
4. To find out what they did, ask them to describe an activity they did.

Two types of questions:

1. **Open-ended:**

No options are provided for the participant to answer the question. They must think of their own response and describe it in their own words. If participants have and take the time to reflect on answers to the question, you can get more meaningful information than from closed questions.

2. **Closed**:

The participant is given a set of alternative choices from which he or she can choose to answer the question, i.e., "yes," "no," multiple choice, a rating, ranking, etc. Closed questions can usually be answered quickly, allowing you to get a lot of information. However, participants may rush through the questions and not take enough time to think about their answers. Your choices may not include the answer(s) they prefer.

How you configure your questions together, depends on whether they're used in questionnaires, interviews or focus groups.

Basics of Developing Questionnaires/Surveys

Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2008.
Adapted from the Field Guide to Consulting and Organizational Development.
Whether developing questions for questionnaires or interviews or focus groups, there are certain guidelines that help to ensure that participants provide information that is useful and can later be analyzed.

Key preparation
Before you start to design your questions, clearly articulate what problem or need is to be addressed using the information to be gathered by the questions. Review why you're doing the evaluation and what you hope to accomplish by it. This provides focus on what information you need and, ultimately, on what questions should be used.

Directions to participants

1. Include a brief explanation of the purpose of the questionnaire.
2. Include a clear explanation of how to complete the questionnaire.
3. Include directions about how to return the completed questionnaire.
4. Note conditions of confidentiality, e.g., who will have access to the information, if you're going to attempt to keep their answers private and only accessed by yourself and/or someone who will collate answers. (Note that you cannot guarantee confidentiality about their answers. If a court sued to see answers, you would not likely be able to stop access to this information. However, you can assure that you will make every reasonable attempt to protect access to their answers. You should consider using an informed consent form as well.)

Content of questions

- Ask about what you need to know, i.e., get information in regard to the outcomes you want to measure through the evaluation.
- Will the participant be able to answer your question, i.e., do they know the answer?
- Will participants want to answer the question, i.e., is it too private or silly?

Wording of questions

1. Will the participant understand the wording, i.e., are you using any slang, cultural-specific or technical words?
2. Are any words so strong that they might influence the participant to answer a certain way? Attempt to avoid use of strong adjectives with nouns in the questions, e.g., "highly effective government," "prompt and reliable," etc.
3. To ensure you're asking one question at a time, avoid use of the word "and" in your question.

4. Avoid using "not" in your questions if you're having participants answer "yes" or "no" to a question. Use of "not" can lead to double negatives, and cause confusion.
5. If you use multiple choice questions, be sure your choices are mutually exclusive and encompass the total range of answers. Participants should not be confused about whether two or more alternatives appear to mean the same thing. Participants also should not have a clearly preferred answer that is not among the alternative choices of an answer to the question.

Order of questions

1. Be careful not to include so many questions that potential participants are dissuaded from responding.
2. Make it easy for participants to complete the questionnaire. Start with fact-based questions and then go on to opinion-based questions, e.g., ask people for demographic information about themselves and then go on to questions about their opinions and perspectives. This gets participants engaged in the questionnaire and warmed up before more challenging and reflective questions about their opinions. (Consider if they can complete the questionnaire anonymously; if so, indicate this on the form where you ask for their name.)
3. Attempt to get participants' commentary in addition to their ratings, e.g., if the questionnaire ask participants to choose a response by circling an answer or provide a rating, ask them to provide commentary that explains their choices.
4. Include a question to get participants' impressions of the questionnaire itself. For example, ask them if the questionnaire was straightforward to complete ("yes" or "no), and if not, to provide suggestions about how to improve the questionnaire.
5. Pilot or test your questionnaire on a small group of clients or fellow staff. Ask them if the form and questions seemed straightforward. Carefully review the answers on the questionnaires. Does the information answer the evaluation questions or provide what you want to know about the program or its specific services? What else would you like to know?
6. Finalize the questionnaire according to results of the pilot. Put a date on the form so you can keep track of all future versions.

Use of pre- and post-test methods to measure program outcomes

Pre- and post-tests help answer the question: "What changed from the beginning of the program to the end?" If outcome indicators have been developed to measure success toward achieving desired outcomes, then a pre- and post-test will provide the most concrete and direct evidence of impact. The pre-test provides a baseline, captured before service took place that can be compared with the results of the post-test post-service scores. Other methods such as asking questions only after the service is delivered, e.g., "What do you know about *fill – in the topic* now that you didn't know before participating?" may not measure changes as accurately as pre- and post-tests, or may not give information on increases at all.

When pre- and post-tests are used:

- Impact data for progress reports required by management, boards and funders is obtained;

- Immediate feedback of program efforts is gained; and
- Overall program accountability is increased.

General Guidelines for Conducting Interviews

Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2008. Adapted from the Field Guide to Consulting and Organizational Development.

Introduction

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around a topic. Interviews may be useful as follow-up to certain participants to questionnaires, e.g., to further investigate their responses. Usually open-ended questions are asked during interviews.

Before you start to design your interview questions and process, clearly articulate to yourself what problem or need is to be addressed using the information to be gathered by the interviews. This helps you keep clear focus on the intent of each question.

Preparation for an interview

1. **Choose a setting with little distraction.** Avoid loud lights or noises, ensure the interviewee is comfortable (you might ask them if they are), etc. Often, they may feel more comfortable at their own places of work or homes.
2. **Explain the purpose of the interview.**
3. **Address terms of confidentiality.** Note any terms of confidentiality. (Be careful here. Rarely can you absolutely promise anything. Courts may get access to information, in certain circumstances.) Explain who will get access to their answers and how their answers will be analyzed. If their comments are to be used as quotes, get their written permission to do so. See getting informed consent.
4. **Explain the format of the interview.** Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.
5. **Indicate how long the interview usually takes.**
6. **Tell them how to get in touch with you later if they want to.**
7. **Ask them if they have any questions** before you both get started with the interview.
8. **Don't count on your memory to recall their answers.** Ask for permission to record the interview or bring someone to take notes.

Types of interviews

1. **Informal, conversational interview** - no predetermined questions are asked, in order to remain as open and adaptable as possible to the interviewee's nature and priorities; during the interview, the interviewer "goes with the flow".
2. **General interview guide approach -** the guide approach is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting information from the interviewee.

3. **Standardized, open-ended interview -** here, the same open-ended questions are asked to all interviewees (an open-ended question is where participants are free to choose how to answer the question, i.e., they don't select "yes" or "no" or provide a numeric rating, etc.); this approach facilitates faster interviews that can be more easily analyzed and compared.
4. **Closed, fixed-response interview -** where all interviewees are asked the same questions and asked to choose answers from among the same set of alternatives. This format is useful for those not practiced in interviewing.

Types of topics in questions

Michael Patton notes six kinds of questions. One can ask questions about:

1. **Behaviors -** about what a person has done or is doing
2. **Opinions/values -** about what a person thinks about a topic
3. **Feelings -** note that participants sometimes respond with "I think ..." so be careful to note that you're looking for feelings
4. **Knowledge -** to get facts about a topic
5. **Sensory -** about what people have seen, touched, heard, tasted or smelled
6. **Background/demographics -** standard background questions, such as age, education, etc.

Note that the above questions can be asked in terms of past, present or future.

Sequence of questions

1. **Get the participants involved in the interview as soon as possible.**
2. **Before asking about controversial matters (such as feelings and conclusions), first ask about some facts.** With this approach, participants can more easily engage in the interview before warming up to more personal matters.
3. **Intersperse fact-based questions throughout the interview** to avoid long lists of fact-based questions, which tends to leave participants disengaged.
4. **Ask questions about the present before questions about the past or future.** It's usually easier for them to talk about the present and then work into the past or future.
5. **The last questions might be to allow participants to provide any other information they prefer to add and their impressions of the interview.**

Wording of questions

1. **Wording should be open-ended.** Participants should be able to choose their own terms when answering questions.
2. **Questions should be as neutral as possible.** Avoid wording that might influence answers, e.g., evocative, judgmental wording.
3. **Questions should be asked one at a time.**

4. **Questions should be worded clearly.** This includes knowing any terms particular to the program or the participants' culture.
5. **Be careful asking "why" questions.** This type of question infers a cause-effect relationship that may not truly exist. These questions may also cause participants to feel defensive, e.g., that they have to justify their response, which may inhibit their responses to future questions.

Conducting interviews

1. **Occasionally verify the tape recorder (if used) is working.**
2. **Ask one question at a time.**
3. **Attempt to remain as neutral as possible.** That is, don't show strong emotional reactions to their responses. Patton suggests acting as if "you've heard it all before."
4. **Encourage responses** with occasional nods of the head, "uh huh's", etc.
5. **Be careful about the appearance when note taking.** That is, if you jump to take a note, it may appear as if you're surprised or very pleased about an answer, which may influence answers to future questions.
6. **Provide transition between major topics**, e.g., "we've been talking about (some topic) and now I'd like to move on to (another topic)."
7. **Don't lose control of the interview.** This can occur when participants stray to another topic, take so long to answer a question that times begins to run out, or even begin asking questions to the interviewer.

Immediately after interviews

1. **Verify if the tape recorder, if used, worked throughout the interview.**
2. **Make any comments on your written notes,** e.g., to clarify any scratchings, ensure pages are numbered, fill out any notes that don't make sense, etc.
3. **Write down any observations made during the interview.** For example, where did the interview occur and when, was the participant particularly nervous at any time? Were there any surprises during the interview? Did the tape recorder malfunction?

Basics of Conducting Focus Groups

Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2006.

Preparing for the session

1. **Identify the major objective of the meeting.**
2. **Carefully develop five to six questions (see below).**
3. **Plan your session (see below).**
4. **Call potential members to invite them to the meeting.** Send them a follow-up invitation with a proposed agenda, session time and list of questions the group will discuss. Plan to provide a copy of the report from the session to each member and let them know you will do this.
5. **About three days before the session, call each member to remind them to attend.**

Developing questions

1. **Develop five to six questions** - Session should last one to 1.5 hours -- in this time, one can ask at most five or six questions.
2. **Always first ask yourself what problem or need will be addressed by the information** gathered during the session, e.g., examine if a new service or idea will work, further understand how a program is failing, etc.
3. **Focus groups are basically multiple interviews.** Therefore, many of the same guidelines for conducting focus groups are similar to conducting interviews.

Planning the session

- **Scheduling** - Plan meetings to be one to 1.5 hours long. Over lunch seems to be a very good time for other to find time to attend.
- **Setting and refreshments** - Hold sessions in a conference room, or other setting with adequate air flow and lighting. Natural light, i.e., windows, is preferred. Configure chairs so that all members can see each other. Provide name tags for members, as well. Provide refreshments, especially box lunches if the session is held over lunch.
- **Ground rules** - It's critical that all members participate as much as possible, yet the session move along while generating useful information. Because the session is often a one-time occurrence, it's useful to have a few, short ground rules that sustain participation, yet do so with focus. Consider the following three ground rules: a) keep focused, b) maintain momentum and c) get closure on questions.
- **Agenda** - Consider the following agenda: welcome, review of agenda, review of goal of the meeting, review of ground rules, introductions, questions and answers, wrap up.
- **Membership** - Focus groups are usually conducted with 6-10 members who have some similar nature, e.g., similar age group, status in a program, etc. Select members who are likely to be participative and reflective. Attempt to select members who don't know each other.
- **Plan to record the session with either an audio or audio-video recorder.** Don't count on your memory. If this isn't practical, involve a co-facilitator who is there to take notes.

Facilitating the session

1. **Major goal of facilitation is collecting useful information to meet goal of meeting.**
2. **Introduce yourself and the co-facilitator, if used.**
3. **Explain the means to record the session.**
4. **Carry out the agenda** - (See "agenda" above).
5. **Carefully word each question** before that question is addressed by the group. Allow the group a few minutes for each member to carefully record their answers. Then, facilitate discussion around the answers to each question, one at a time.
6. **After each question is answered, carefully reflect back a summary of what you heard (the note taker may do this).**
7. **Ensure even participation.** If one or two people are dominating the meeting, then call on others. Consider using a round- table approach, including going in one direction around the table, giving each person a minute to answer the question. If the domination persists, note it to the group and ask for ideas about how the participation can be increased.
8. **Closing the session** - Tell members that they will receive a copy of the report generated from their answers, thank them for coming, and adjourn the meeting.

Immediately after the session

1. **Verify if the tape recorder, if used, worked throughout the session.**
2. **Make any notes on your written notes**, e.g., to clarify any scratching, ensure pages are numbered, fill out any notes that don't make senses, etc.
3. **Write down any observations made during the session.** For example, where did the session occur and when, what was the nature of participation in the group? Were there any surprises during the session? Did the tape recorder malfunction?

Basics of Developing Case Studies

Adapted from: Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2008.

(NOTE: Much of the information herein was gathered from Michael Patton's book, "Qualitative Evaluation and Research Methods.")

Uses of case studies

Case studies are particularly useful in depicting a holistic portrayal of a client's experiences and results regarding a program. For example, to evaluate the effectiveness of a program's processes, including its strengths and weaknesses, evaluators might develop cases studies on the program's successes and failures. Case studies are used to organize a wide range of information about a case and then analyze the contents by seeking patterns and themes in the data, and by further analysis through cross comparison with other cases. A case can be individuals, programs, or any unit, depending on what the program evaluators want to examine through in-depth analysis and comparison.

Developing a case study

Selecting which methods to use

1. All data about the case is gathered.
For example, if the study is to highlight a program's failure with a client, data would be collected about the program, its processes and the client. Data could result from a combination of methods, including documentation (applications, histories, records, etc.), questionnaires, interviews and observation.

2. Data is organized into an approach to highlight the focus of the study.
In our example, data in the case would be organized in a chronological order to portray how the client got into the program, went through the program and did not receive effective services.

3. A case study narrative is developed.
The narrative is a highly readable story that integrates and summarizes key information around the focus of the case study. The narrative should be complete to the extent that it is the eyes and ears for an outside reader to understand what happened regarding the case. In our example, the narrative might include key demographic information about the client, phases in the program's process through which the client passed and any major differences noticed about that client during the process, early indicators of failures and key quotes from the client.

4. The narrative might be validated by review from program participants.
For example, the client for whom the program failed would read the narrative to ensure it fully depicted his or her experience and results.
5. Case studies might be cross-compared to isolate any themes or patterns.
For example, various case studies about program failures might be compared to notice commonalities in these clients' experiences and how they went through the program. These commonalities might highlight where in the program the process needs to be strengthened.

Overall Goal in Selecting Methods:

The overall goal in selecting evaluation method(s) is to get the most useful information to key decision makers in the most cost-effective and realistic fashion. Consider the following questions:

1. What information is needed to make current decisions about the program or project?

2. Of this information, how much can be collected and analyzed in a low-cost and practical manner, e.g., using questionnaires, surveys and checklists?

3. How accurate will the information be (reference the table in the body of the workbook under **Choose the data collection method** for disadvantages of methods)?

4. Will the methods get all of the needed information?

5. What additional methods should and could be used if additional information is needed?

6. Will the information appear as credible to decision makers, e.g., to funders or top management?

7. Will the nature of the audience conform to the methods, e.g., will they fill out questionnaires carefully, engage in interviews or focus groups, let you examine their documentation, etc.?

8. Who can administer the methods now or is training required?

9. How can the information be analyzed?

Note that, ideally, the evaluator uses a combination of methods, for example, a questionnaire to quickly collect a great deal of information from a lot of people, and then interviews to get more in-depth information from certain participants to the questionnaires. Perhaps case studies could then be used for more in-depth analysis of unique and notable cases, e.g., those who benefited or not from the program, those who quit the program, etc.

Appendix 6: Compiling, analyzing and interpreting data

The following basics can help you to make sense of reams of data.

Always start with your evaluation goals:
When compiling and analyzing data (whether from questionnaires, interviews, focus groups, or whatever), always start from a review of your evaluation goals, i.e., the reason you undertook the evaluation in the first place. This will help you organize your data and focus your analysis. Since you are conducting an outcomes-based evaluation, you can categorize data according to the indicators for each outcome.

Basic analysis of "quantitative" information (for information other than commentary, e.g., ratings, rankings, yes's, no's, etc.):

1. Make copies of your data and store the master copy away. Use the copies for making edits, cutting and pasting, etc.
2. Tabulate the information, i.e., add up the number of ratings, rankings, yes's, and no's for each question.
3. For ratings and rankings, consider computing a mean, or average, for each question. For example, "For question #1, the average ranking was 2.4". This is more meaningful than indicating, e.g., how many participants ranked 1, 2, or 3.
4. Consider conveying the range of answers, e.g., 20 people ranked "1", 25 ranked "2", and 16 people ranked "3".

Basic analysis of "qualitative" information (participants' verbal answers in interviews, focus groups, or written commentary on questionnaires):

1. Read through all the data.
2. Organize comments into similar categories, e.g., concerns, suggestions, strengths, weaknesses, similar experiences, program inputs, recommendations, outputs, outcome indicators, etc.
3. Label the categories or themes, e.g., concerns, suggestions, etc.
4. Attempt to identify patterns, or associations and causal relationships in the themes, e.g., all people who attended programs in the evening had similar concerns, most people came from the same geographic area, most people were in the same salary range, what processes or events participants experience during the program, etc.
5. Keep all commentary for several years after completion in case it is needed for future reference.

Interpreting the information:

1. Attempt to put the information in perspective, e.g., compare results to what you expected, promised results; any common standards for your services; indications of accomplishing outcomes.
2. Consider recommendations to help program staff improve the program, conclusions about program operations or meeting goals, etc.
4. Record conclusions and recommendations in a report document, and explain your interpretations to justify your conclusions or recommendations.

Appendix 7: Program summary report templates:

Program summary report template 1:

Simple Program Summary Report Template

1. **Program/Project Name:** **Date:**
2. **Identify the primary target population for your program/project:**

   Children/Youth Adults Seniors Families Community

3. **How was this program/project delivered?**
   - ❑ Directly by the FCSS program
   - ❑ Indirectly by a community agency funded by the FCSS program

4. **Outcome statement for this program/project:**

5. **Indicator of success for your outcome:**

6. **Measure(s): from the Measures Bank (include the #(s) of the measure)**

Alignment with Provincial FCSS Outcomes Model:

7. **Improved social well-being of:**

   Individuals Families Community

8. **Outcome statement from The FCSS Outcomes Model:**

9. **Indicator of success from The FCSS Outcomes Model:**

10. **Identify the measurement tool(s) used to measure your outcomes:**

    Survey Observation Interview Document review Focus group

    Other, please explain: ________________

11. **When was/were the measurement tool(s) used?**

    Pre-test/post-test: both before and after your activities

    Post-Only: after your activities

    During activities:

12. **Data calculations:**

Total # of participants	
Total # of participants completing the measurement tool	
Total # of participants completing this measure/question	
Total # of participants experiencing positive change	
Percentage of positive change	%

Note: Add additional indicators and outcomes by copying #6 - #12 above as needed.

13. **Volunteer involvement in this program/project only (if applicable)**

    # of volunteers: _____________

    # of volunteer hours: _____________

14. Stories - please share a story that describes the significant impact for the participants.

Note: Include this story in the annual report for your program and/or submit to the FCSS Storybook. The province will be using the FCSS Storybook to gather stories.

15. Continuous Quality Improvement:

a) After analyzing the information, should we continue with this program/project? Why or why not?

b) What improvements can we make to the program/project?

c) What improvements can we make to the outcome measurement process?

16. Successes:

17. Changes to be made (if any):

18. Completed by: **Date completed:**

Name(s): ________________

19. Reported To: **Date reported:**

- **Staff:** ____________________
- **Clients:** ____________________
- **Community:** ____________________
- **Board:** ____________________
- **Council:** ____________________
- **Municipality:** ____________________
- **Provincial FCSS:** ____________________

Program summary report template 2:

Program/Project Name:	**Date:**
Primary Target Population: ❑ Children/Youth ❑ Adults ❑ Seniors ❑ Families ❑ Community **# of Participants:** _____________	
Outcome Statement:	
Indicator of Success #1:	
Measure #1: (include Measures Bank Number)	# of Participants: • completing measure: _____ • experiencing a positive change:_____
Measure #2: (include Measures Bank Number) *(if more than one)*	# of Participants: • completing measure: _____ • experiencing a positive change:_____
Indicator of Success #2: *(if more than one)*	
Measure #1: (include Measures Bank Number)	# of Participants: • completing measure: _____ • experiencing a positive change:_____
Measure #2: (include Measures Bank Number) *(if more than one)*	# of Participants: • completing measure: _____ • experiencing a positive change:_____
Indicator of Success #3: *(if more than two)*	
Measure #1: (include Measures Bank Number)	# of Participants: • completing measure: _____ • experiencing a positive change:_____
Measure #2: (include Measures Bank Number) *(if more than one)*	# of Participants: • completing measure: _____ • experiencing a positive change:_____

Please copy and paste or print pages 1 and 2 for each outcome related to this program.

Alignment with The FCSS Outcomes Model: Chart of Outcomes and Indicators *Please select the **one** indicator that contributes most to this outcome:*	
Individual Outcome 1: Individuals experience personal well-being.	**Indicator:** ☐ Resilience ☐ Capacity to meet needs ☐ Personal Engagement ☐ Self-esteem ☐ Autonomy ☐ Meaning and Purpose ☐ Optimism ☐ Competence
Individual Outcome 2: Individuals are connected with others.	**Indicator:** ☐ Quality of social relationships ☐ Social supports available ☐ Trust and belonging
Individual Outcome 3: Children and youth develop positively.	**Indicator:** ☐ Developmental Assets Asset # _____________ Asset Title ____________________
Family Outcome 1: Healthy functioning within families.	**Indicator:** ☐ Positive family relationships ☐ Positive parenting ☐ Positive family communication
Family Outcome 2: Families have social supports.	**Indicator:** ☐ Extent and quality of social networks ☐ Family accesses resources as needed
Community Outcome 1: The community is connected and engaged.	**Indicator:** ☐ Social engagement ☐ Social support ☐ Awareness of the community ☐ Positive attitudes toward others and the community
Community Outcome 2: Community social issues are identified and addressed.	**Indicator:** ☐ Awareness of community social issues ☐ Understanding of community social issues ☐ Agencies and/or community members work in partnership to address social issues in the community

Additional Information				
Identify Measurement Tool(s) Used:				
	❑ Survey	❑ Checklist	❑ Interview	❑ Documentation Review
	❑ Observation	❑ Focus Groups	❑ Case Studies	❑ Other
When Measurement Tool(s) Used:	❑ Pre-test/post-test: both before and after your activities	❑ Post-Only : After Activities	❑ During your activities:	

Other output information related to this program/project:

Volunteer involvement in this program/project only (if applicable)

# of volunteers: ____________

# of volunteer hours: ____________

Stories - please share a story that describes the significant impact for the participants:
(Note: Include this story in the annual report for your program and/or submit to the FCSS Storybook. The Provincial FCSS Program will be using the FCSS Storybook to gather stories.)

Continuous Quality Improvement:

After analyzing the information, should we continue with this program/project? Why or why not?

What improvements can we make to the program/project?

What improvements can we make to the outcome measurement process?

Successes:	**Changes to be made (if any):**

Completed by:	**Date completed:**
Reported to:	**Date reported:**
Staff	
Clients	
Community	
Board	
Council	
Municipality	
Provincial FCSS	

Program summary report template 3:

FCSS Program/Project Summary Report				
Program/Project Name:			**Date:**	
Primary Target Population: ❑ Children/Youth ❑ Adults ❑ Seniors ❑ Families ❑ Community **# of Participants:** ____________				
Outcomes(s):	**Indicator(s) of Success:**	**Measure(s):**	**Measures Bank Numbers:**	**Alignment with The FCSS Outcome Model: Chart of Outcomes and Indicator:**
1.	1.	1.		
		# completing the tool: _____ # completing measure: _____ # experiencing a positive change:_____		
		2.		
		# completing measure: _____ # experiencing a positive change:_____		
	2.	1.		
		# completing measure: _____ # experiencing a positive change:_____		

		2.		
		# completing measure: _____ # experiencing a positive change:_____		
2.	1.	1.		
		# completing measure: _____ # experiencing a positive change:_____		
		2.		
		# completing measure: _____ # experiencing a positive change:_____		
	2.	1.		
		# completing measure: _____ # experiencing a positive change:_____		
		2.		
		# completing measure: _____ # experiencing a positive change:_____		

Additional Information				
Identify Measurement Tool(s) Used:				
	❑ Survey	❑ Checklist	❑ Interview	❑ Document Review
	❑ Observation	❑ Focus Groups	❑ Case Studies	❑ Other, please explain: ______________________________
When Measurement Tool(s) Used:	❑ Pre-test/post-test: both before and after your activities	❑ Post-Only : After Activities	❑ During your activities:	

Other output information related to this program/project: **Volunteer involvement related to this program/project only: (if applicable)** **# of volunteers: ____________ # of volunteer hours: ____________**	
Stories - please share a story that describes the significant impact for the participants. (Note: Include this story in the annual report for your program and/or submit to the FCSS Storybook. The province will be using the FCSS Storybook to gather stories.)	
Continuous Quality Improvement: After analyzing the information, should we continue with this program/project? Why or why not? What improvements can we make to the program/project? What improvements can we make to the outcome measurement process?	
Successes:	**Changes to be made (if any):**
Completed by:	**Date completed:**

Reported to:	Date reported:
Staff	
Clients	
Community	
Board	
Council	
Municipality	
Provincial FCSS	

Appendix 8: Things to Consider from an Outcomes Perspective when working with Community Agencies that you may fund

There are different approaches you can use when working with agencies you are considering for funding:

Letter of intent:

A letter of intent is submitted and reviewed then successful agencies are asked to submit an application

- Reduces the amount of work required by the community agency to indicate intent;
- Local FCSS program has an understanding of the programming community agencies are interested in getting funding for;
- Local FCSS program can weed out community agencies that do not meet FCSS requirements before the community agencies put in a lot of work;
- Can explain requirements of the application to community agencies with successful letters of intent

Simple application:

A funding application that gets you the key pieces of information you need then you work with the funded agencies to determine outcomes, indicators and measures and data collection methods

- Local FCSS program gets enough information to make an informed decision then works with the successful community agencies to determine the required outcomes, indicators and reporting

Full Application

A funding application that asks for all the information you need

- May include elements of a program logic model (see templates) and requires the community agency to determine the outcomes, indicators and measures

All of these approaches work well. Which one or combination would work best in your community?

When making your decision, things to consider include e following:

- the capacity of community agencies;
- the size of grants available; and
- the interests of your local Board.

The key elements of the 3 approaches suggested above are outlined in the chart below:

Note: Your application will ask for contact information, budgetary requirements and other information that is key to any funding application. This information is focused on getting the information you need to report on outcomes within your program, to your community and to the province.

Elements	Letter of intent	Simple Application	Full application
Name of program/project	Yes	Yes	Yes
Statement of need	Yes	Yes	Yes
Overall goal	Yes	Yes	Yes
Broad strategy	Yes	Yes	Yes
Rationale		Yes	Yes
Target group	Yes	Yes	Yes
Resources needed		Yes	Yes
Activities & processes used		Yes	Yes
Short-term outcomes with indicators and measures			Yes
Alignment with The FCSS Outcomes Model: Chart of Outcomes and Indicators			Yes
Contribution to FCSS over-arching goal			Yes
Medium-term outcomes with indicators and measures			Yes (if appropriate)
Alignment with The FCSS Outcomes Model: Chart of Outcomes and Indicators			Yes
Long-term outcome			Yes (if appropriate)
Data collection methods used			Yes
When data collection tools used			
Reporting requirements			Yes

Key questions to ask when reviewing letters of intent or applications:

- How does this program/project address the local priorities identified for your FCSS program?
- How does this program/project address the social priorities identified in your community?

Sources

General information on outcome measurement:

- The United Way of America website was a key source for this workbook. Unfortunately those pages are no longer available with a website redesign. Readers are now sent to the Department of Health and Human Services website: http://www.acf.hhs.gov/programs/ocs/ccf/about_ccf/gbk_om/om_gbk_gs.html This material is similar to that on the United Way website but not the same.

- The Free Management Library *Basic Guide to Outcomes-Based Evaluation for Nonprofit Organizations with Very Limited Resources*: http://www.managementhelp.org/evaluatn/outcomes.htm

For more information on program logic models:

- *Using the Logic Model for Program Planning* drawn from The Logic Model Development Guide, prepared for the W.K. Kellogg Foundation: http://www.lri.lsc.gov/pdf/other/TIG_Conf._Materials/EMcKay_Logic_Model_Intro_LSC.pdf

Plan, Do, Study, Act (PDSA) Cycle Model of Improvement:

- The PDSA Cycle Model of Improvement used in this workbook is adapted from a publication by the Government of Scotland: http://www.scotland.gov.uk/Publications/2008/01/14161901/3

Data collection methods:

- The Free Management Library *Basic Guide to Program Evaluation* http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1585345 :