

Outcomes Training

Charlotte Mecklenburg Library

August 24, 2011

Laura Y. Clark, M.A.

Director of Research, Council for Children's Rights

Brett A. Loftis, J.D.

Executive Director, Council for Children's Rights



Overview of Training

- Outcomes overview
- Review of Logic Model Elements
- Developing CML Logic Models
- Plan Next Training

How do you know when your agency is successful with patrons?



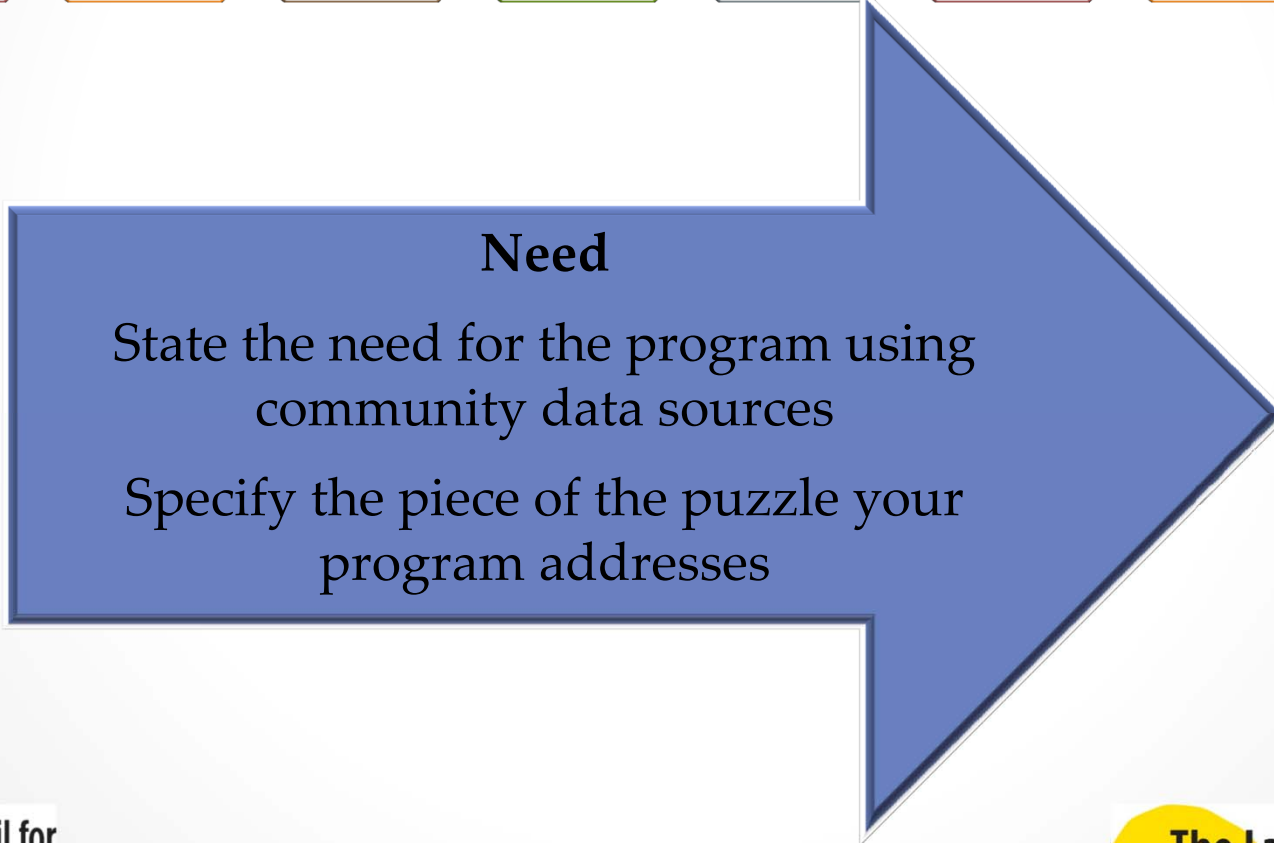
What are outcomes?

- The “so what” of services provided
- Demonstrate that resources are producing results
- A non-scientific way to approach reporting and tracking

Why measure outcomes?

- Strengthen existing services
- Target effective services for expansion
- Identify staff training needs
- Develop and justify budgets
- Prepare long-range plans

Logic Model Conceptual Chain



Example: Substance Abuse Treatment Program

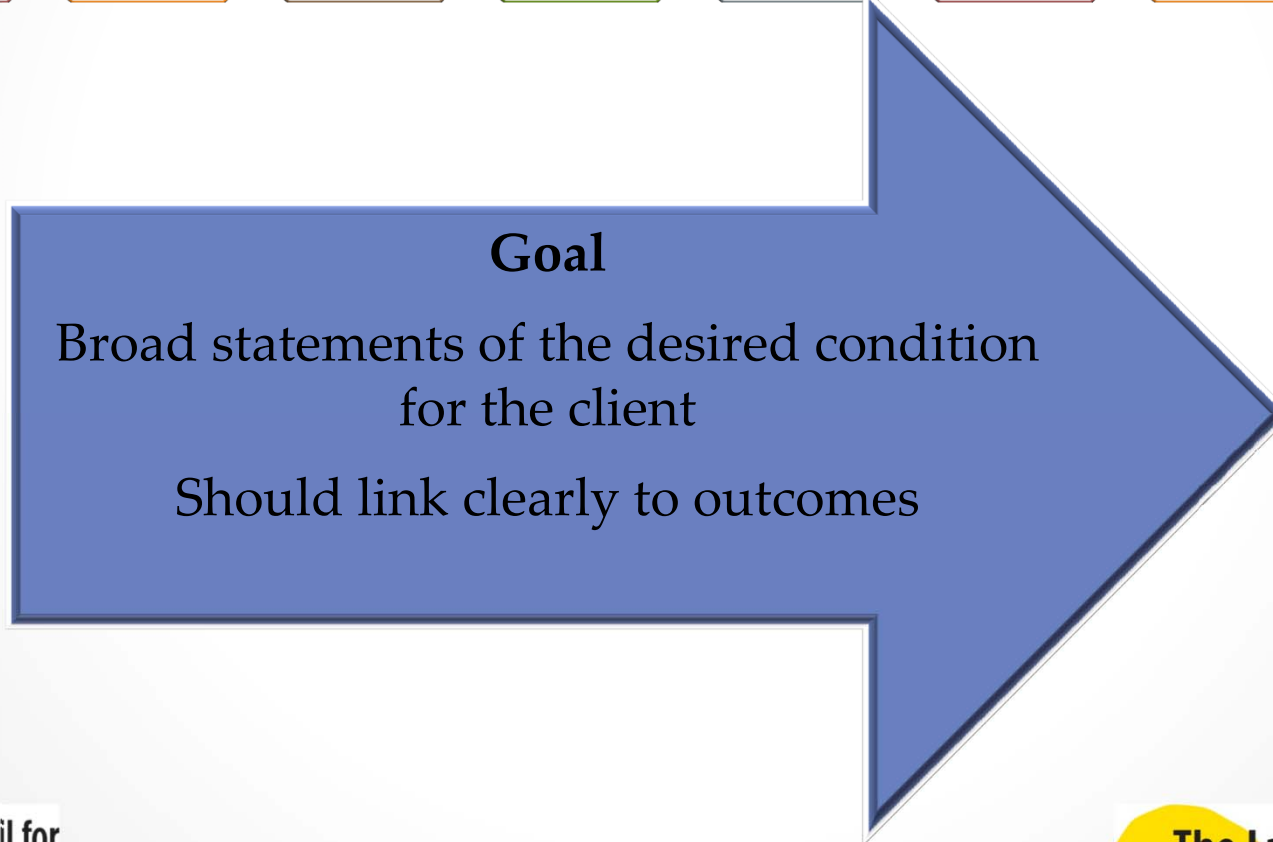
What is the community NEED for this program?

- Only 50% of economically disadvantaged 3rd graders are on grade level in reading and math
- The percent of children in poverty rose nearly 6% from 2008-2009
- There are over 6,000 children on the wait list for subsidized child care in Mecklenburg County

Source: Unlocking the Potential of a Community: The Plan to Improve School Readiness



Logic Model Conceptual Chain



Example: Early Literacy Program

What are the GOALS of a program like this?

Develop pre-literacy skills

Foster a love of reading

Help parent become child's first teacher

Contribute to school preparedness

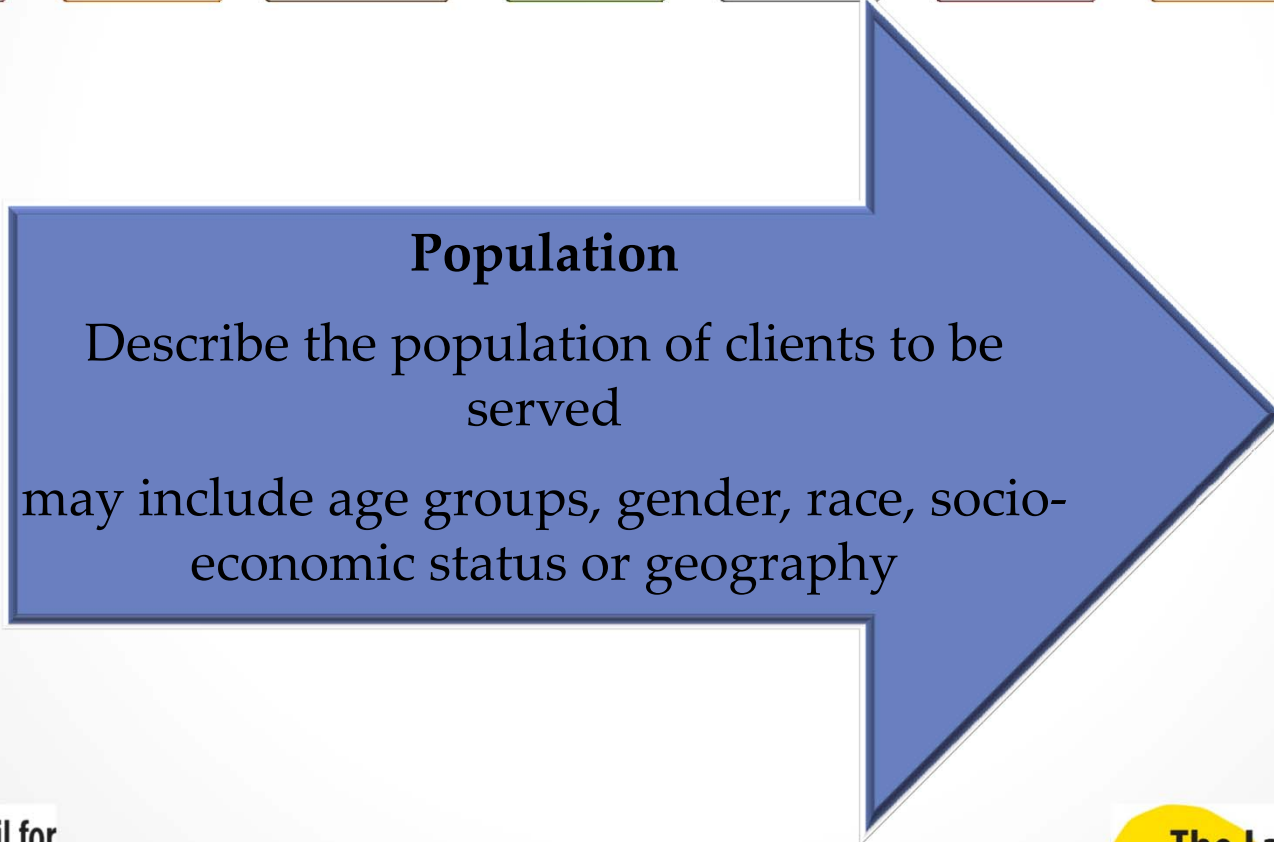
Promote importance of a literacy-rich environment



Exercise: Goal Setting



Logic Model Conceptual Chain



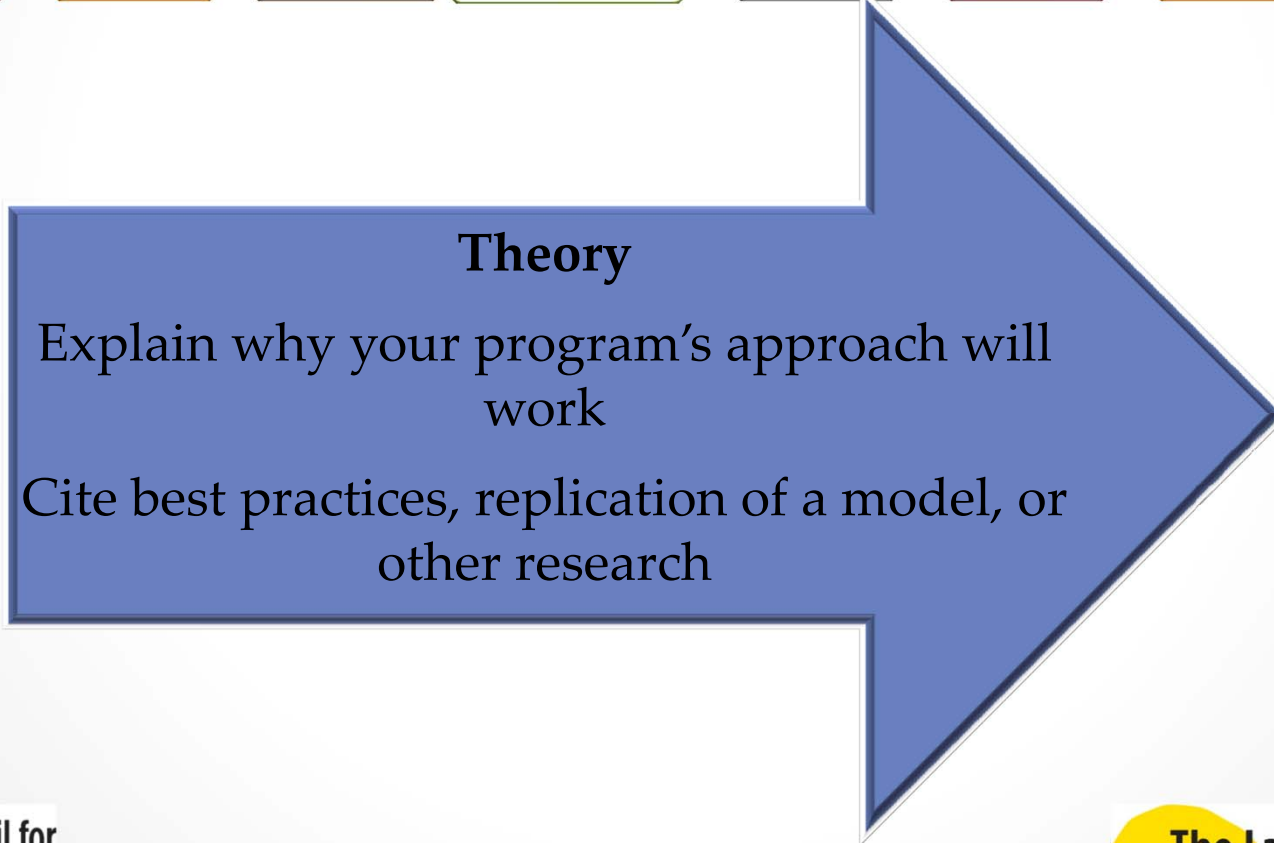
Example: Early Literacy Program

What POPULATION could this program serve?

Young children and their parents



Logic Model Conceptual Chain



Example: Early Literacy Program

What is the THEORY that underlies the program?

- Over 40 years of research demonstrates that from birth to age 5, children “rapidly develop foundational capabilities on which subsequent development builds.” They demonstrate “remarkable linguistic and cognitive gains” that are critical to later success in life.
- Evidence shows a wide gap in the number of vocabulary words a child knows between economically disadvantaged children and their non-economically disadvantaged counterparts
- Maternal speech patterns predict vocabulary growth during the first 3 years as well as measures of emergent literacy and print-related skills
- Programs should combine child-focused educational activities with “explicit attention” to parent-child interactions
- Children benefit from parenting practices that expose them to high amounts of “rich discourse” and print-related experiences
- Early interventions can impact vocabulary, multiword combinations as well as social skills, speech intelligibility and parental engagement

Source: Neurons to Neighborhoods



Exercise:
What is the theory that
underlies your program?



Logic Model Conceptual Chain



Example: Early Literacy Program

What are the **RESOURCES (INPUTS)** needed for this program?

Librarians

Parents & children

Books

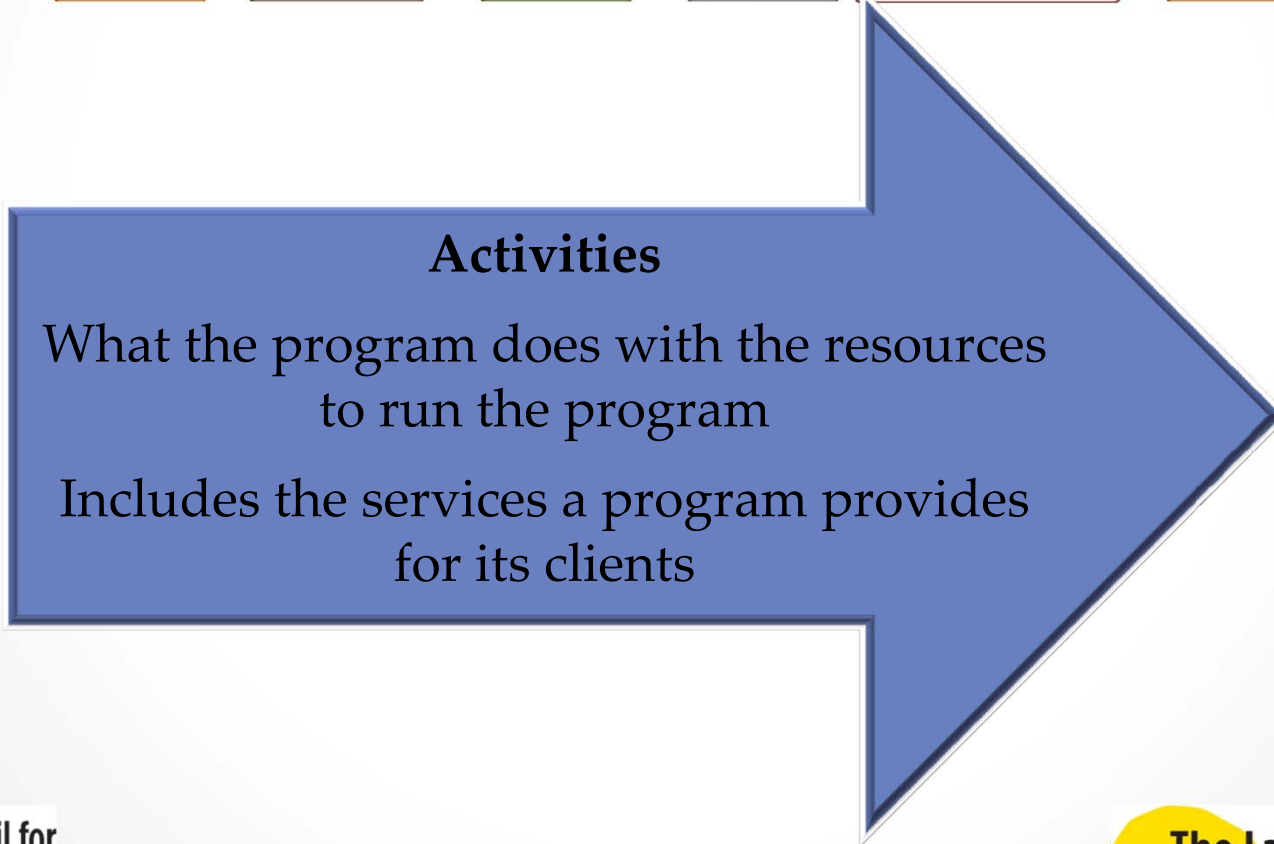
Location

Marketing materials

Volunteers



Logic Model Conceptual Chain



Example: Early Literacy Program

What are the STRATEGIES (ACTIVITIES) the program could utilize?

Storytime

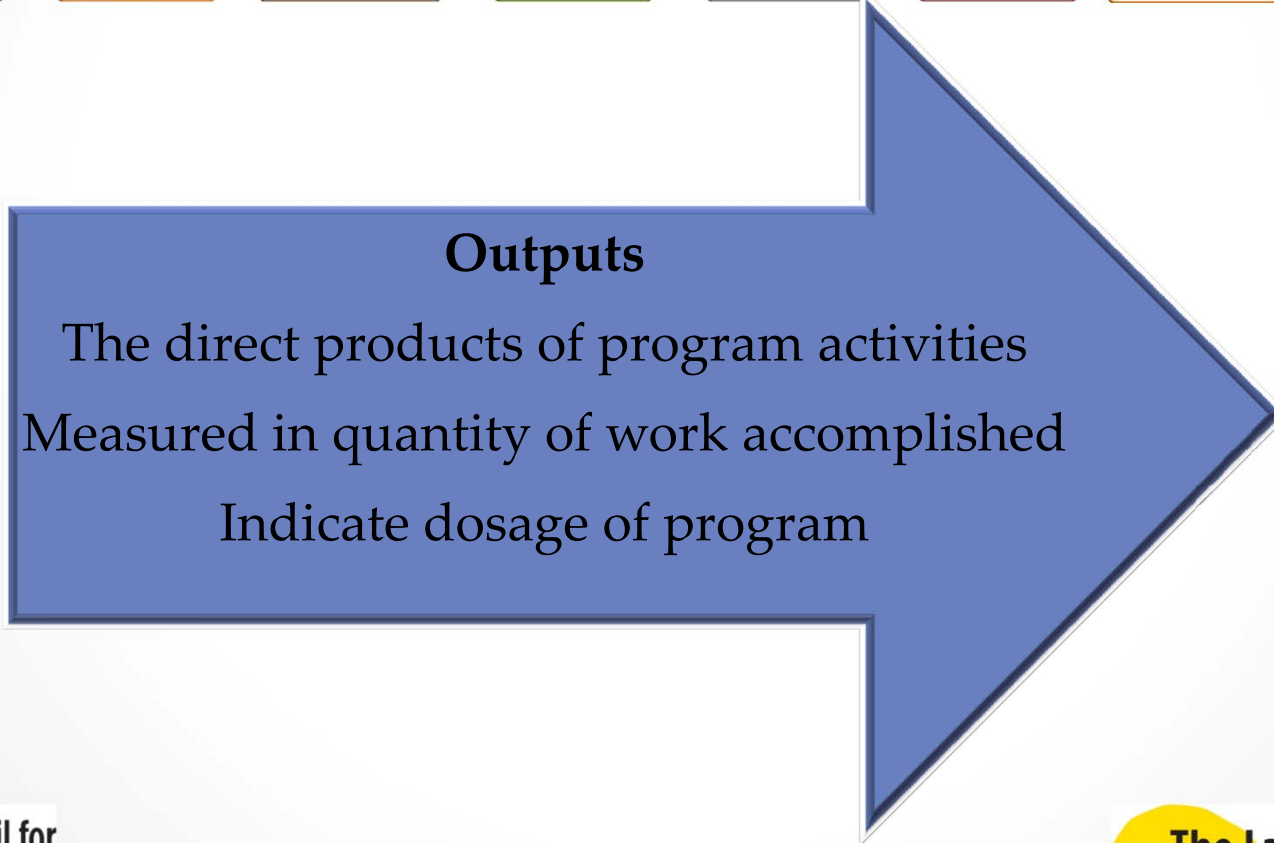
Reading buddies

Library card sign-up campaign

Educational sessions with parents about creating literacy-rich environment



Logic Model Conceptual Chain



Example: Substance Abuse Treatment Program

What are the OUTPUTS the program will produce?

of participants

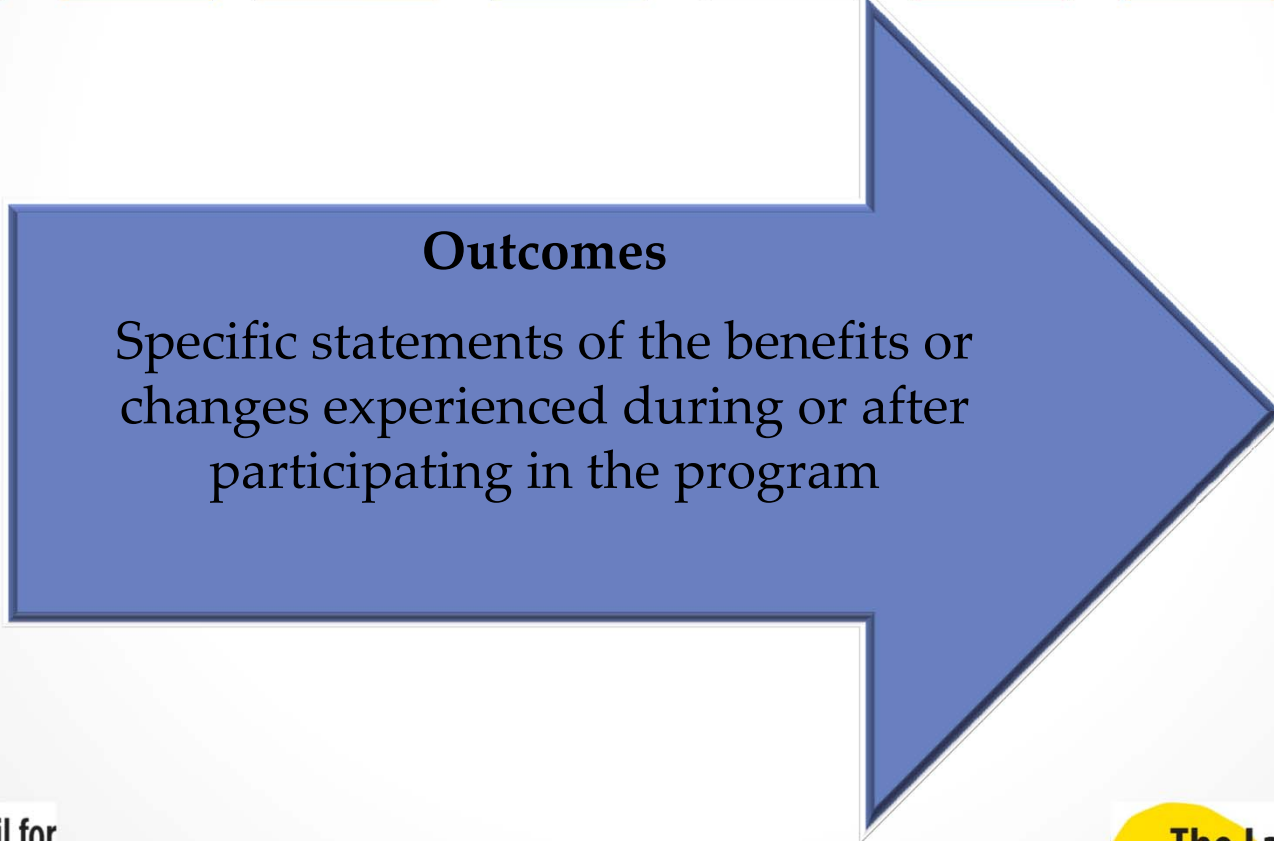
of reading buddy sessions

of library cards disseminated

of parents who participate in educational sessions



Logic Model Conceptual Chain



Types of Outcomes

Initial

First benefits
or changes
participants
experience
Knowledge
change or
skills learned



Intermediate

Changes in
behavior that
results from
new
knowledge,
attitudes or
skills



Long-Term

Meaningful
changes for
participants in
their condition
or status

Example: Substance Abuse Treatment Program

What are the client OUTCOMES for this program?

Participants have a positive experience with library

Parents read to children regularly

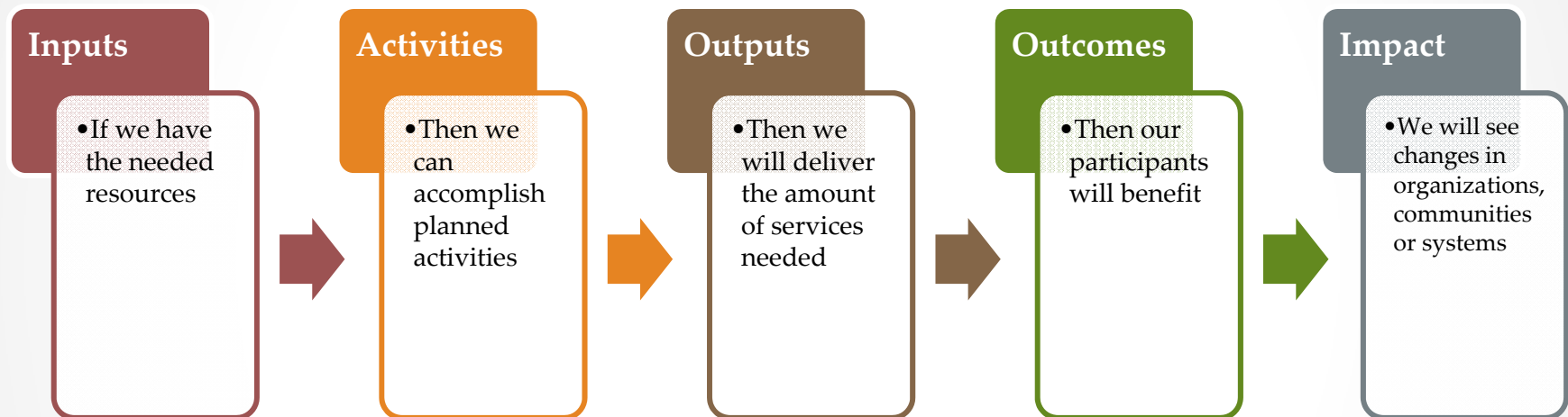
Children develop necessary pre-literacy skills

Children enter school ready to learn



If....Then....

Theory



Exercise: Build Your Logic Model



Outcome Indicators

- Specific Items of data that are tracked to measure how well a program is achieving an outcome
- Outcome indicators are the observable pieces of information that represent the observable facts

Outcome Indicators

S - Specific

M - Measureable

A - Attainable

R - Realistic

T - Timebound

U - Unambiguous

Outcome Indicators:

Common Mistakes

- Vague Indicators
- Not written measurably
- Listing measurement plans or documents
- Listing activities or outputs
- Listing outcomes
- Not associated with outcome

Example: Early Literacy Program

What are the client OUTCOME INDICATORS for this program?

Participants have a positive experience with library

#/% of parents who indicate positive experience with library on survey

Parents read to children regularly

#/% of parents who attend storytime regularly who report they read to their children at least 3 times a week

Children develop necessary pre-literacy skills

#/% of children who demonstrate pre-literacy skills on standardized measure



Next Time....

- Developing Measures
- Data Management & Utilization
- Developing a Learning Culture