



# Writing Effective Outcomes and Indicators



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**FRIENDS National Resource Center for Community Based Child Abuse  
Prevention**

*A Service of the Children's Bureau*

# Desired Outcomes

- Further Defining Outcomes and Indicators
- Understand the philosophy behind setting benchmarks
- Practice composing Outcome and Indicator Statements

# FRIENDS Outcome Model

- Practical
- Understandable
- Participant-focused
- Do-able
- Credible

## Providing Data

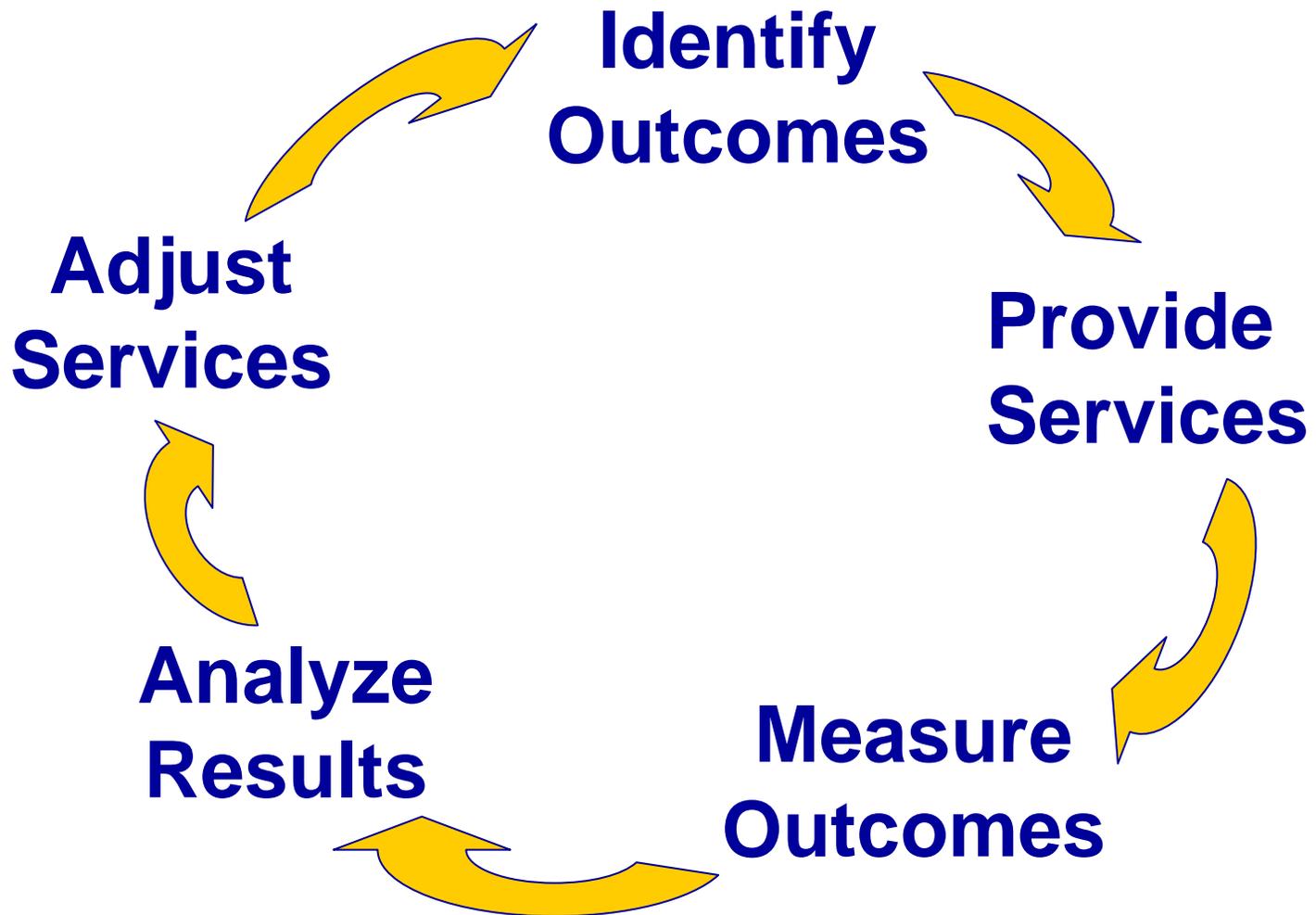
- To persuade funders
- To improve services



# We evaluate because...

- What gets measured gets done
- If you don't identify the intended results you can't tell success from failure
- If you can't see success (and shortcomings) you can't learn from them.

# Outcome Accountability Process



# Outcomes

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

# Good outcome statements are directly related to:

- Needs of the target population
- Funders' goals and priorities
- Your mission & purpose
- Services & activities

# Envisioning CHANGE

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

# Challenges in Evaluating Outcomes

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

# Outcomes

- Short-term
- Intermediate
- Long-term



# Short-Term Outcomes

- *Engagement outcomes:* First steps: gaining trust, interest and involvement
- *Learning outcomes:* Changes in knowledge, attitudes, beliefs

# Intermediate Outcomes

## *Intermediate (practice):*

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

# Long-Term Outcomes

## *Long-term (integration):*

- Consistently practicing new skills, behaviors
- Impact on social, economic or environmental conditions



# Writing Outcome Statements

- **Identify the desired changes in participants' knowledge, attitudes, skills or aspirations**
- **Written by determining:**
  - **Who** (example: Participants)
  - **Will Do** (example: will know)
  - **What** (example: where to access basic health-care information for their children)

# Formatting Outcomes

- **Short-term:** Participants demonstrate knowledge of how to appropriately supervise their children.
- **Intermediate:** Participants provide appropriate supervision of their children.
- **Long-term:** Participants provide appropriate supervision according to the changing needs of the children as they grow and develop.

# Logic Model Activity

- **Write outcome statements**
  - Who
  - Will do
  - What?

# Outcomes need indicators



The diagram consists of two large, dark blue arrows pointing towards each other, meeting at a central point. The arrow on the left points to the right and contains the text 'Desired Change'. The arrow on the right points to the left and contains the text 'Evidence of Change'. The background is white with a dark blue horizontal band at the top and a purple vertical band on the left side.

**Desired Change**

**Evidence of Change**

# Indicators

- **Indicators** are specific signs needed to track progress
- **Indicators** answer the question: What would I see or hear that would tell me that the outcome was being achieved?
- Can spell out what will be measured and can set a level of achievement to attain in #'s or %'s

**Outcome:** Participants appropriately manage child behavior.

```
graph TD; A[Outcome: Participants appropriately manage child behavior.] --> B[Indicator: Participants encourage positive behaviors]; A --> C[Indicator: Participants clearly express their expectations.]; A --> D[Indicator: Participants use non-violent consequences when their rules are not obeyed.];
```

**Indicator:** Participants encourage positive behaviors

**Indicator:** Participants clearly express their expectations.

**Indicator:** Participants use non-violent consequences when their rules are not obeyed.

# Indicators Can Be Outcomes

**Participants use non-violent consequences when their rules are not obeyed.**

```
graph TD; A[Participants use non-violent consequences when their rules are not obeyed.] --> B[Participants disengage from non-destructive tantrums]; A --> C[Participants use "time-out" appropriately.]; A --> D[Participants do not hit, slap, spank or yell at their children.];
```

**Participants disengage from non-destructive tantrums**

**Participants use "time-out" appropriately.**

**Participants do not hit, slap, spank or yell at their children.**

# Setting Benchmarks

- You may need to identify performance targets (benchmarks) for each indicator).
- If possible, set benchmarks based on earlier evaluations.
- If you need to set benchmarks *before* you provide service, consult with peers to set realistic benchmarks and adjust them based on your evaluation findings.

# Parents demonstrate knowledge of how to provide a safe home environment for their children.

```
graph TD; A[Parents demonstrate knowledge of how to provide a safe home environment for their children.] --> B[80% of the participants name 6 features of a child-safe house.]; A --> C[80% of the participants identify at least 6 common household hazards.]; A --> D[80% of participants describe how to eliminate or reduce at least 6 household hazards.];
```

**80% of the participants name 6 features of a child-safe house.**

**80% of the participants identify at least 6 common household hazards.**

**80% of participants describe how to eliminate or reduce at least 6 household hazards.**

# Activity

- **Outcomes**
- **Indicators**



# Contact Information

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