

A SMART Fund Guide to  
Using Outcomes  
to  
Design & Manage  
Community Health Activities

Splash  
Ripple

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SPECIAL ACKNOWLEDGEMENT:

Original guide developed by the Canadian Heritage  
and adapted here for health promotion activities

# Splash Ripple

Using Outcomes to  
Design & Manage  
Community Activities



## How to Use this Guide

This Guide was prepared for the SMART Fund to assist funded groups to use outcomes in designing and managing programs. It draws from a wide range of sources, making it relevant to many other community programs in the non-profit sector as a whole.

Outcome Measurement is easier to understand and use when you have a mental image of how it works. We use an image of rock dropped in water to show what we do and what difference we make in our projects. Read this guide once through to help you build that image. You will see that Outcome Measurement is a process of piecing ideas together like you would a puzzle - an Activity here, a Long Term Outcome there, until the puzzle pieces fit together in a logical way. These key terms are laid out in this guide in a logic chain, to help you understand this process.

Once you have read this guide through, go to page 4 for suggestions on getting started on using Outcome Measurement in your organization. An example of a completed framework and indicators can be found in the Appendix. By using the guide in this way, you will begin to internalize how Outcome Measurement works and it will become easier each time you use it. More importantly, it helps you visualize meaningful and achievable changes in your community. What is different about Outcome Measurement from previous planning approaches is that it challenges us to reach beyond traditional goals and objectives to describe how our community will be different.

*“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”*

*- Marcel Proust*

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# Introduction

## Outcome Measurement and the Sharon Martin Community Health Trust Fund

The Sharon Martin Community Health Trust Fund (SMART Fund) intends to demonstrate the importance of its population health promotion projects. All projects supported by the fund are asked to assist by adopting an 'outcome measurement' approach to project planning, management, and evaluation. This guide, as well as training and one-on-one support provided by SMART fund staff, are assigned to assist you in fulfilling this requirement.

## What is Outcome Measurement?

It is an approach to planning, managing and evaluating projects that encourages us to be clear about what our projects are DOING and what they are CHANGING. In the language of evaluation, this relationship is sometimes called the 'theory of change'. Outcome Measurement fits nicely with 'community capacity building', the principles of which community health organizations increasingly subscribe to.

Outcome Measurement stems from a global change in the way governments work. In Canada, and most industrialized countries, government agencies are re-organizing the delivery of social services to demonstrate and measure the changes that occur as a result of the investment and intervention.'

There is a similar trend within community health organizations, which are being asked to be accountable to their stakeholders, funders and the broader community. They are being asked to communicate the difference they are making in their own communities. Many groups find this to be a challenging requirement because of the nature of the change that the projects bring about.

Many of the changes involve growth in community capacity to address health issues. This growth, in part, can be described in quantitative terms, a fairly easy task to do. There are also qualitative aspects cannot be put easily into numbers. Outcome Measurement methods encourage project staff to

track both the qualitative and quantitative change created in the community. If designed and used well, these tools can help community groups demonstrate the real value of their work.

## What is Community Capacity Building?

SMART Fund projects build community capacity to engage and support its members to work toward improved health status for all. The greater the capacity of our communities, the greater the likelihood that its members will be able to work individually, collectively and in partnership with agencies, government and institutions to address community concerns. Some issues include: homelessness, child poverty, homophobia, racism and isolation issues. Community capacity building occurs in a way that builds on the skills and assets already present in the community, directing them towards desired health outcomes. Community capacity building activities include: public participation processes, volunteer training, peer support and mentorship, community-based planning, mediation and communication, organization development, networking and partnership building.

Some examples in the community health sector include:

- Recruiting and training youth volunteers to work in youth serving agencies, who would play an advisory role and gain valuable work experience at the same time.
- Establishing and fostering links with government and community agencies, ensuring a broad spectrum of programs and services are available and accessible to stakeholders.
- Training community volunteers with eating disorder experience, to: raise public awareness about disordered eating; provide safe, supportive environments for youth/adults struggling with this disorder, to share experiences and learn new ways of addressing issues that emerge.
- Building relationships with businesses in the community where a youth drop-in centre is located. This would provide relationships supportive of the centre, and an opportunity to communicate to address conflicts that may occur between businesses and street-involved youth.

*“A great wind is blowing, and that gives you either imagination or a headache.”*

*– Catherine II  
(The Great)  
1729 - 1796  
Empress of Russia*

*“Be the change you want to see in the world.”*

*– Gandhi*

Measuring community capacity outcomes is particularly challenging because capacity is often a much longer term process than the duration of the project. Capacity is influenced by factors outside the control of the project, and its outcomes are often not obviously countable. The way in which Outcome Measurement is applied to capacity building projects must consider all these challenges. This is not an easy task. It is new, and we are collectively learning as we go.

### How Can Outcome Measurement Help Your Organization?

By engaging people at all organizational levels in a reflective process, Outcome Measurement provides a coherent and systematic set of tools for supporting collaborative planning, making management decisions and establishing an evaluation process.

Outcome Measurement will help your organization:

- Know what to expect from project activities
- Identify who will benefit from the expected results
- Gather just the right information to know whether the project is achieving what you want
- Know how to improve project activities based on this information
- Know how to maximize positive influences (Opportunities), and to avoid or overcome negative influences (Obstacles)
- Communicate plans and achievements more clearly to people and other organizations
- Gain from the knowledge, experience and ideas of the people involved
- Provide accurate and convincing information to support applications for funding

If used for all these purposes, Outcome Measurement will also strengthen your community or organizations' capacity at the same time.

### A Word of Caution...

First, the language of Outcome Measurement can vary slightly from one funding body to another. Take heart in knowing that current Outcome Measurement is focused on planning and management approaches centered around a 'logic chain' that links resources (Inputs), Activities, and Outputs to desired results, such as: changes in people, families, organizations or communities. Short Term Outcomes, Intermediate Outcomes, and Long Term Outcomes are all the terms used in this guide for the results sought after.

Secondly, funding bodies each have their own styles of implementing Outcome Measurement. Some funders are more direct about the Outcomes they seek and fund projects largely on their own terms, while other funders are more open to negotiation.

The best way to prepare for the introduction of Outcome Measurement is to have a good understanding of the language and concepts, and knowledge of how to apply them inside your organization. It is most useful when your organization has a strong, organizational planning and management process already in place.

# Outcome Measurement

## The Basics

**This guide** is organized around the ten terms presented here, taking you through terminology, concepts and examples to help you apply Outcome Measurement inside your own organization.

The guide illustrates each of these concepts using an existing community based health promotion initiative as an example: Youth Volunteer Program.

### Getting Your Bearings

Defining organizational priorities. *(page 10)*



### Indicators

How you know you're achieving the results you seek. *(page 23)*



### Opportunities and Obstacles

What's helping and hindering your project. *(page 21)*



### Inputs

Resources you need to create results. *(page 12)*



### Activities

What you do to create changes. *(page 13)*



### Outputs

The project deliverables. *(page 14)*



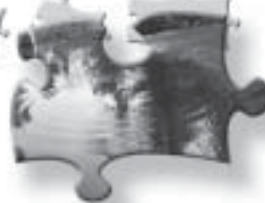
### Short Term Outcomes

Capturing the potential of Activities and their Outputs. *(page 16)*



### Long Term Outcomes

The vision of a preferred future. *(page 20)*



### Intermediate Outcomes

Achieving desirable changes for people, organizations and communities. *(page 18)*



# Getting Started

## How to get started on an Outcome Measurement Framework

*“We live life forward and experience it backwards.”*

– Soren Kierkegaard

### Outcome Measurement is a Cyclical Process

It’s hard to construct an Outcome Measurement Framework in one sitting. It usually happens over several sessions.

Make the most of the different learning styles in your group; there are always some people who like to think “long range” and “big picture” first (Long Term

Outcome), and then work backward to identify the more concrete Activities and Outputs. There will also be people who like to start concretely with Activities and then work toward the big picture. Accommodate both learning styles by moving back and forth along the “logic chain.”

### 1. Brainstorm

Form a group. Brainstorm the things your organization does and why you are doing them. Consider the questions set out under Getting Your Bearings on Page 11. Write down all your ideas.

### 2. Categorize

Try putting the results of your brainstorming exercises into the categories you are familiar with from reading this guide. Some groups like to start with Activities because that is what you experience everyday. Do not dwell here. Get some rough categories down and move on. You will want to nail down your Long Term Outcome as soon as possible, so that as an organization, you know where you are heading.

### 3. Refine

Refine the information in each category, group activities into sets, check that your Outputs flow into Short Term, Intermediate and Long Term Outcomes, and that all the statements accurately reflect what you are doing and planning to change. List all your Opportunities and Obstacles.

### 4. Develop Indicators

You probably already have some indicators. Add more. Brainstorm different ways of collecting the information. Then run all the indicators through the checklist on Page 20. Choose the best ones for your organization or your particular project.

We cover all the steps in creating an Outcome Measurement Framework in the following pages. However, if you want a really quick guide, turn to Appendix 3 - Outcome Measurement-at-a-Glance.

### Theory and Practice are Always Different

There are just too many variables for your organization to control all of them. This is true even when you think you have a sound Framework including realistic, logical flow linking Inputs to Long Term Outcome, accompanying indicators and well anticipated Opportunities and Obstacles. Projects rarely unfold as expected. That’s okay. Frameworks should be living documents. They should guide your work, but be adaptable as your experience builds and the context continues to change. The degree to which you can alter your Framework during a project is a something for discussion between you and your funding organization.

# Splash & Ripple

## An Image of Outcome Measurement

For every project idea there are multitudes of people with ideas of what should be done and what can be changed. When these more diverse points of view are included in the planning process, the project is richer for it. Unfortunately the language of *Outcome Measurement* is often a barrier to participation. This is where images or metaphors can help. Here is one image to help people understand and use Outcome Measurement.

Imagine what happens when a rock is dropped into a pond.

The rock is like a material *Input*, the person holding the rock is like a human resource *Input*. The act of dropping the rock is like an *Activity*. When the rock reaches the water, it creates a *SPLASH*. These are your *Outputs*. The *RIPPLES*, spreading out from the splash are like your *Outcomes*, short, medium and long term. The edge of the pond represents the geographic and population boundaries of your project.



*"A picture is worth a thousand words."*

*- Anonymous*



There are six guiding ideas inside this image:

### Time

Splashes (Outputs) become Ripples (Outcomes) which move outward over time. The idea is that Outputs are immediate and flow directly from Activities. Short Term Outcomes are closely linked to Outputs. They describe the related "potential" generated by the Activity and its Output. Intermediate Outcomes take the lifetime of your project to show and are at least one step removed from Activities. Long Term Outcomes take longer than the life of your project to show and are many stages removed from Activities.

### Sphere of Influence

Splashes cover a smaller area than ripples do. This suggests that an Activity and its Output involve a relatively small number of people, but that just as a splash yields ever widening ripples, the benefits of the Activity and its Output spread beyond the initial group of participants to include other people. It is in this ripples zone that a project generates important social changes.

### Control

As splashes become ripples, control diminishes. You have considerable control over Inputs, Activities and even Outputs up to when the splash occurs in the pond, but after that you have less and less control.

### Context

The ripples (Outcomes) take their own course, affected by other disturbances in the pond. You can influence the ripples, at least those ripples that are closer to the original splash. To use this influence, you must know how to deal with the other disturbances in the pond, i.e. Opportunities and Obstacles.

At the outer edges of the pond, where the ripples are wide and distant from the splash, your influence has diminished further. Here, at the level of Long Term Outcome, all you can do is contribute to the big picture and the long-range changes you seek.

### Learning and Improvement

Every splash and ripple sequence is an experiment. The more you know about the Splash and Ripple effect of your project, the better able you are to add to or alter your Inputs and Activities to yield better results. Using this image: you can drop the rocks in differently, by dropping in bigger rocks, or dropping in fewer or more.

### Relationships

There are obvious connections between the dropping of the rock (activity) and the outer ripple (what you are aiming to change). In outcome measurement, these relationships are described in the Outcome Measurement Framework. Read on!

# Getting Your Bearings

## Defining Organizational Priorities

*“If you are not sure where you’re going, you are liable to end up some place else.”*

– Robert Mager

### Looking Outward

- What is happening in your environment?
- What issues/opportunities most need to be addressed?
- Who will benefit?
- What timeframe is needed to make a difference?
- Who are possible partners/ funders/clients?

### Looking Inward

- What is our mission/mandate?
- What are our best skills/ resources?



### TIP

In this guide, we refer to “your project,” but you can apply Outcome Measurement to an individual job description, a project, a program, a department or your entire organization. You need to decide which scale makes most sense for your organization. Applying it to individual projects makes sense since they are often managed and funded separately.

Before charting Activities, Outputs, Short Term Outcome, Intermediate Outcome and Long Term Outcome statements for a project, it is important to do some preparatory thinking. This involves an “outward” look at the issues and opportunities you could address, and an “inward” look at your organization’s mission, skills and resources. Taking time for preparatory thinking speeds up your planning process and sharpens your focus. In doing so, you should be clear about the following:


- The priority issues/opportunities that exist, and those that fall within your organization’s mission or mandate and capability, e.g. - you may see that your organization is well-positioned to address community concerns about “street involved youth, sleeping in front of local businesses.” The issue is “hot,” you have the contacts, and it fits your mandate.
- Spatial/geographic boundaries for the project (if any), such as a municipality, city neighbourhood or region, e.g. - in a project to address “street involved youth, sleeping in front of local businesses,” the boundaries might be confined to a particular neighbourhood or business district.
- Population boundaries (if any), such as youth, e.g. - in the same project, the boundaries might be youth with addictions.
- Particular groups (individuals, family and friends, other organizations/institutions) that might have a role to play in the project’s Outputs, Short Term Outcomes, Intermediate Outcomes and Long Term Outcome, e.g. - community leaders, youth serving groups, health agencies, community centres.
- The amount of time you need to address your priority issues/opportunity, e.g. - six months to participate in a participatory study of “youth homelessness and addictions in the downtown,” two months to engage the public in discussion of findings for a total of eight months.

# Our Example

## The Youth Volunteer Program

The Broadway Youth Resources Society's Youth Volunteer Program is a community health project similar to many other SMART Fund supported initiatives. As you read through the guide, you'll find examples of how this project's work would be described using Outcome Measurement language.

Each component is put together at the end in an Outcome Measurement Framework. This is a term you'll see again, which refers to the overall plan.

You'll find the complete Youth Volunteer Program Outcome Measurement Framework in the Appendix. Throughout this guide, whenever you see this symbol  , the Youth Volunteer Program will be used to help illustrate a concept.



## SITUATION ASSESSMENT for the Youth Volunteer Program

Some youth in Vancouver's Mount Pleasant area are at risk of becoming engaged in substance abuse, criminal activity, leaving school early, and the sex trade. In 1996 service providers and youth identified the need for outreach and storefront drop-in services for youth. The program stems from a belief that at-risk youth are best served through programs that are empowering and youth-focused. The BYRC believes that positive outcomes are most

likely to be achieved when youth are involved in project design and implementation. However, at risk youth often have unstable lives and their involvement is characterized by high participant turnover. Significant support is required to maintain involvement. The BYRC, in collaboration with its community partners, is well situated to provide this support.

**Timeframe: 2005-2008**

### TIP

**B**efore launching into a listing of activities, outputs and outcomes, determine who is designing and implementing the activities and who is experiencing change as a result of participating in the activities.

# Inputs

## The Resources You Need to Create Results

### Inputs include:

#### Human Resources

For example: staff, volunteers, consultant time

#### Material Resources

For example: supplies, room rental, equipment.



This is the stage where you create a list of what you need to carry out the project. Consider, for example:

- **Staffing:** What skill sets? How many staff positions? How many volunteer hours?
- **Office or meeting space:** Size? Location?
- **Equipment:** Computers? Chairs? Tools?
- **Materials:** Stationery? Training text books? Bus tickets?

Having a good understanding of your INPUT requirements helps you to draft a **budget**. Remember that your claims about Outputs and Short, Intermediate and Long Term Outcomes are based on receiving a certain amount of money. If you receive less funding, you will need to modify these anticipated results.

### TIP

Although logic chains start with Inputs, do not start planning your Outcome Measurement Framework here. Sketch in some Activities, try writing your Long Term Outcome statement early on, complete Output and Short and Intermediate Outcome statements. Inputs are easier to fill in once you have the other parts completed, as it is easier to see what you will need once you've decided what you want to accomplish, and how you will go about it.



## INPUTS for the Youth Volunteer Program

Although the BYRC has not yet made a complete list of inputs, they know they will eventually need:

- Full-time Volunteer Program Project Coordinator
- Supervisory support
- Office space and supplies
- Office equipment - computer, desk, chairs, phone, fax
- Transportation

# Activities

## What you do to create changes

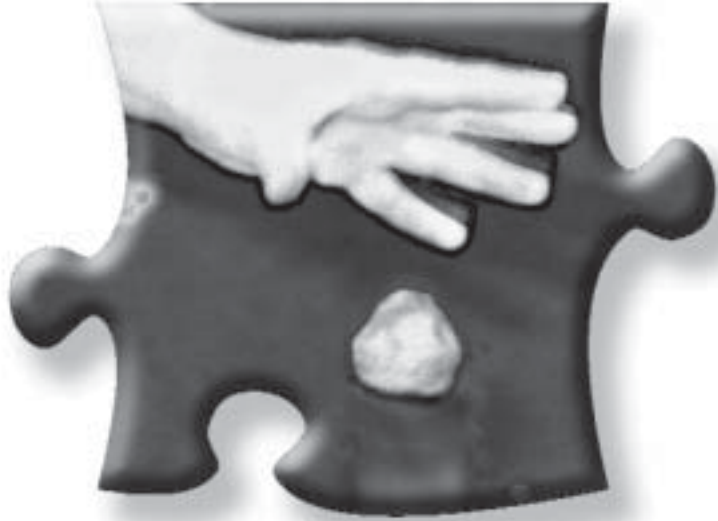
Activities are what you do with your Inputs.

The challenge is to group your list of activities into between five and eight “sets” or “clusters.” If you have too many activities listed, it’s very difficult to keep track of your progress.

### Common headings include:

- Promotion/Public Relations
- Mentoring
- Facilitation
- Education
- Networking
- Awareness Raising
- Advocacy
- Peer Support
- Training
- Resource Design & Development
- Partnership Building

Under these headings, you can write short paragraphs describing what the project is DOING.



## ACTIVITIES for the Youth Volunteer Program

When BYRC staff did their situation assessment, they talked with other community partners about ways to get youth involved in their community and the centre. The assessment produced the idea to develop the Youth Volunteer Program at the centre and to link youth involved with the program to other community groups. Because this initial work took place before the project, it does not appear under their current Activities.

Here are the Activity sets that the Equity Coalition came up with:

- **Design Volunteer Program and Youth Advisory:** determine needs; identify and design activities, protocols and policies.
- **Engage Community Partners:** identify potential partners; provide information on program, consult on program design.
- **Recruit and Train:** determine needs; determine and develop selection criteria and protocol, develop and implement training program.
- **Coordinate Volunteers:** match them to programs in the Centre and community; support development of materials supervise and monitor.
- **Youth Advisory:** Support and facilitate a process where youth participate in project decision-making.

# Outputs

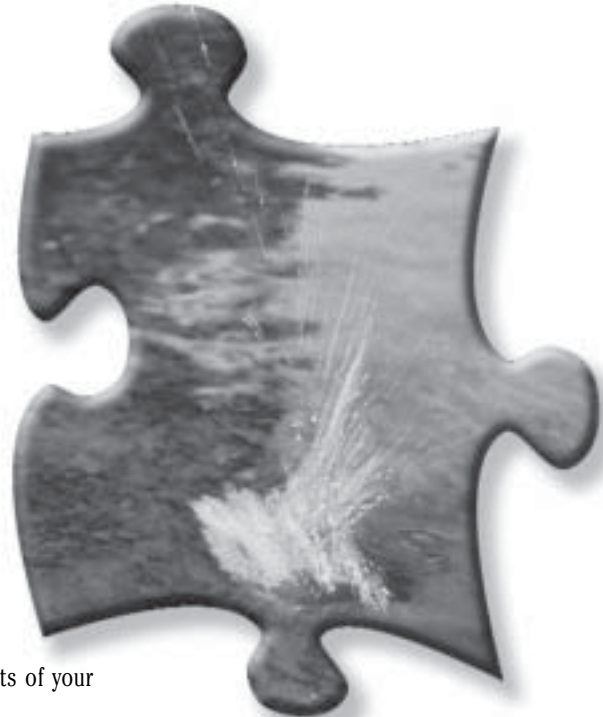
## The direct results of your activities

Usually each Output relates to one Activity, which is the direct “product” or “deliverable” of that Activity.

**Sphere of Influence** - limited to the creation of products, usually those that can be counted such as people trained or materials produced.

**Time Observable** - usually coincides with completion of the Activity.

**Degree of Control** - a lot.



### Output Characteristics

- Outputs are the most immediate results of your project Activities.
- Outputs occur at the completion of each Activity. You have a lot of control over what is produced at this point.
- Each Output relates directly to an Activity, so you should have at least as many Outputs as Activities. Often an Activity has more than one Output.
- An Output illustrates the volume of work done under the Activity.
- An Output is the product of an Activity such as a poster, people contacted, a policy submission, or a training session.
- Outputs are often stated using numbers, such as number of participants or number of materials produced.
- Just as splashes create ever-widening ripples, Outputs create the conditions for Project Outcomes: Short, Intermediate and Long Term.



## OUTPUTS for the Youth Volunteer Program

The project team has developed the Outputs for each of the activity sets. Notice how they're worded in the active (present) tense. They show potential being created which will be unleashed in the Outcomes.

**Activity:** Design Volunteer Program and Youth Advisory: determine needs; determine and design activities, protocols and policies

**Output:** Needs assessment report  
Volunteer manual

**Activity:** Engage Community Partners identify potential partners; provide information on program; consult on program design

**Output:** 10 community partners  
Program Plan

**Activity:** Recruit and Train: determine needs; determine and develop selection criteria and protocol; develop and implement training program.

**Output:** Number and type of participants trained  
Number of trainings held

**Activity:** Coordinate volunteers: match them to programs in the BYRC and community; support development of materials; supervise and monitor.

**Output:** Number and type of participants who are matched  
Number of programs in which volunteers participate

**Activity:** Youth Advisory: Support and facilitate a process through which youth participate in project decision-making.

**Output:** Number of youth who participate in decision-making process  
Number and type of decisions and actions taken by volunteers

# Outcomes

Outcomes are the changes in individuals and groups that your project will bring about or influence if the planned activities are undertaken in the proposed way. Unlike objectives that describe what you want to achieve, a good outcome describes:

- Who changed, i.e. the individuals or groups
- What change has occurred for those individuals or groups



An outcome statement should describe a changed state that can be measured and identify a particular point of change. For example: Program participants have the right set of skills and knowledge to train other young people on how to deal with racism incidents. It is important to have clearly crafted outcome statements so that you have a foundation for measuring the change when monitoring or evaluating.

There are three levels of outcomes:

- Short-term
- Intermediate
- Long-term

What we can see in a more detailed examination of each outcome level is that they are linked to each other and follow from the activities and outputs. If any part of the chain is not properly linked, the chances of reaching the intermediate outcomes are diminished. And the chances of achieving the long-term change are arguably very low indeed.

## TIP

One way to envision an outcome statement is to imagine what the situation was for a particular group before the activity was carried out, and the situation you expect to exist after the activity has taken place. The new situation flows from the combination of activities and outputs. A description of the particular group in the new situation is your outcome statement.

# Short Term Outcomes

## Capturing the potential for qualitative change that is created through Activities and their Outputs

Short Term Outcomes are the fraternal twins of Outputs. Where the Output describes the product of an Activity, the Short Term Outcome describes the potential created by the product. There are as many Short Term Outcomes as there are Activity-Output combinations.

**Sphere of Influence** – remains limited to immediate change among those participating in the Activity or using the product.

**When Observable** – within the timeframe of the project following the completion of the Activity.

**Degree of Control** – less than Outputs but more than Intermediate Outcomes.



### Characteristics of Short Term Outcomes

- Short Term Outcomes may describe an immediate benefit among those people directly participating in an Activity, (e.g. the knowledge or ideas that participants take away from the session).
- Short Term Outcomes may describe how people use a product to create the key changes sought by the Project (e.g. taking the details for an upcoming meeting from an eye catching poster and subsequently attending the event).
- Each Short Term Outcome relates directly to an Activity and its Output(s).
- Short Term Outcomes capture the “potential” for continued change created through Activities and their Outputs.

Short Term Outcomes are the first “ripples” of a project Activity. Often, Short Term Outcomes describe the potential for participants to know or do something different following an Activity. Sometimes they describe what users of a product or audiences of a message do or know, that they did not do or know before the Activity. Here are some SMART Fund examples:

1. In Peer Support Groups: The youth who participated in a workshop on communication now have the knowledge needed to practice new behaviour when they return home. This is the Short Term Outcome. The conditions have been set. Whether the individual is able to apply this knowledge when she/he returns home is less certain, but very important to the success of the project. Application of the knowledge, ie., new behaviour, is the Intermediate Outcome.
2. In a Coalition to Address Isolation Amongst Seniors: The seniors and community agencies participating in the meetings to form a coalition develop a shared understanding of the issues, current services, and gaps that might exist. This is a short-term outcome. There is a change in awareness that is the foundation for working together as a coalition.
3. Consumer Newsletter: Members of Mental Health Consumer Group identify and describe their experience with living and working in the community and begin to recognize what experiences might be useful to others. This is an important short-term outcome. Confidence in their own experience is the beginning stage of empowerment and self-advocacy.
4. Lesbian Gay Bisexual Transgender (LGBT) Diversity Training: Community groups receive clear and concise information about training that will help them understand and combat homophobia. This awareness is a change - or a Short Term Outcome - that leads to a commitment to supporting the program in their agency.



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## SHORT TERM OUTCOMES

### for the Youth Volunteer Program

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The BYRC has identified four Short Term Outcomes that flow from the Outputs of the project:

- Volunteer and Youth Advisory Programs are designed as empowering & youth focused.
- Youth participants have new knowledge, skills and confidence to support other youth seeking program resources.
- A core of competent volunteers is deployed to support BYRC programs and gain further personal development.
- Youth gain knowledge, skills and experience in negotiating, consensus building and recognizing Obstacles in relation to decision-making.

#### TIP

Use Active Language -

Active language helps the reader visualize the kind of change that the project is trying to foster. Focus either on the product of the Activity or the expected changes in the participants. Use the present tense.

# Intermediate Outcomes

## Achieving desirable changes for people, organizations and communities

Intermediate Outcomes are more than one step removed from Activities, are fewer in number (usually two to four), and flow from the unleashing of the potential contained in a combination of several Short Term Outcomes.

### ***Sphere of Influence*** -

Expanding into wider settings.

### ***When Observable*** -

Should be observable at or shortly after the end of the project.

### ***Degree of Control*** -

Much less than with Outputs and Short Term Outcomes, but still direct influence.



### **TIP**

Many of us have been trained to write goal and objective statements in a way that describes what is to be done. "...to inform local media about issues facing visible minorities in Anytown and assist them to cover these issues in a more culturally sensitive way." An outcome statement describes what is different, what has changed as a result of your Activities: "Local media outlets frame stories with greater sensitivity and make use of locally available contact people."

## Characteristics of Intermediate Outcomes

- Each Intermediate Outcome flows naturally from several of the Short Term Outcomes, so there will be fewer Intermediate Outcomes than Short Term Outcomes.
- Intermediate Outcomes point to the key changes that directly relate to your project. These are changes you think your project can create.
- Each change represents the unleashing of the potential created by your Activities and their Outputs and Short Term Outcomes.

Intermediate Outcomes relate to the individuals who directly participate in activities, but like ripples in a pond, they go beyond those individuals to include: the families, friends, or community contacts of those individuals.

In peer support projects, Intermediate Outcomes may relate to what individual clients actually do with the problem solving support they receive (the Activity and its Output/Short Term Outcome).

They may also relate to desired changes in relations between the individual and their family or colleagues. If you add up these individual Outcomes, you can demonstrate your project's coverage within a particular community or target group.

In coalition projects, Intermediate Outcomes may relate to the way in which individual organizations work more effectively, how they work with their peer organization more collaboratively, or how they influence decision-makers more convincingly.

In projects designed to increase self-advocacy capacity, you might be looking for Intermediate Outcomes like: more people actively involved, better connections to local services and supports, or innovative group initiatives. By working together, different groups in a community achieve better connections affecting the way people support each other and access preventative health services.

In projects designed to raise awareness, Intermediate Outcomes may relate to: what individual project participants do differently in their lives with the knowledge, tools, or strategies gained in training activities; or expected changes in those who surround the participants, like their peers and managers. You might be looking for changes in policies or in service delivery, or for something less concrete but equally important like a more inclusive and welcoming work environment.

Intermediate Outcomes often take more time to see but should be achievable within the life of your project.

You do not have full control over Intermediate Outcomes because they are at least one step removed from your Activities and can be easily influenced by outside influences. But it is still very important to manage your project to achieve intermediate outcomes because these are concrete changes you are trying to bring about through your work.



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## INTERMEDIATE OUTCOMES

### for the Youth Volunteer Program

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Here are three Intermediate Outcomes the Youth Volunteer Program has identified. You can see that they don't exactly match the number of Short Term Outcomes, in the way that Short Term Outcomes match up with Outputs and Activities. Instead, there are three Intermediate Outcomes flowing from five Short Term Outcomes.

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#### Two things to notice

- The potential created through Activities, their Outputs and Short Term Outcomes is unfolding into desirable and achievable changes
- Like ripples, the benefits generated through Activities, their Outputs and Short Term Outcomes are spreading outward to involve others

#### Sample Intermediate Outcomes

1. Personal Growth – Youth integrate the knowledge and skills learned through their volunteer activities into their daily lives, making informed and healthy lifestyle decisions.
  2. Organizational Approach – The BYRC routinely engages young people in design, implementation, and evaluation of centre programming.
  3. Youth in Community – Youth employ their new knowledge and skills volunteering within their community.
-

# Long Term Outcome

## Toward longer term change

This is the goal or vision that your project is aiming for. This goal or vision describes the bigger picture and longer term changes.

**Sphere of Influence** -  
expanding into yet wider settings.

**When Observable** –  
beyond the lifetime of your project.

**Degree of Control** –  
very little, only indirect influence.



### TIP

Create your Long Term Outcome statement early on, as you will need it to help create your Activities, Output, Short Term and Intermediate Outcomes

### Characteristics of Long Term Outcomes

- The Long Term Outcome is your vision of a preferred future. It underlines why the project is important to the broader community.
- Aim for one statement that describes this preferred future.

The Long Term Outcome is like the more distant, outer ripples of a splash that take time to appear. Long Term Outcomes tend to affect a wide audience.

As a project's influence lessens – as the ripples become more distant – the project encounters more and more influences or ripples from other sources. Together they create a dynamic to which the project contributes but does not control.



## LONG TERM OUTCOME

### for the Youth Volunteer Program

At risk youth in Mount Pleasant use and benefit from health services designed and implemented in a way that meets their specific needs.

# Opportunities & Obstacles

## What's helping and hindering your project?

These forces can be found affecting every part of your project: Inputs, Activities, Outputs, Outcomes and Long Term Outcome.

They can be found at every scale: family, community, national and international, and inside and outside your organization.

They can be generated by: humans or by forces of nature (e.g. the weather).

The more you know about these influences, the better prepared you are to manage them by doing Activities differently.



You may use the positive Opportunities to increase the effect of the changes you bring about. For example: Your Mayor is a “champion” for multiculturalism; invite her to chair a task force on building diversity in the City’s administration and moderate a panel at a regional diversity forum for civic administrators.

You may be able to revise your plans to minimize the effect of the negative Obstacles. For example: You may change workshop dates to avoid religious holidays.

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## Examples from the BYRC

Opportunities:

- BYRC is involved in a network of community agencies that are prepared to support youth volunteer involvement in their agency.

Obstacles:

- The provincial government department responsible for youth services has been eliminated and programs cut.

List the Opportunities and Obstacles, then decide if you can modify your Framework to maximize the effect of the Opportunities and minimize the effect of the Obstacles. You may find that some of them are too big for you to influence.

# Opportunities & Obstacles

## Assumptions and Risks – the Necessary Conditions for Success

Sometimes the opportunities and risks present themselves on such a large scale that you have little or no control over them. Knowing this, you may need to make some assumptions on which the project's success is based.

They are the conditions that need to be in place for your project to have the intended results. For example: The schoolboard allocates resources to support its commitment to English as a second language learning.

Risk refers to the probability that the necessary conditions will not be in place.

Add a short explanation of the risk, which can be stated as high, medium or low.

Assessing risk involves bringing together your best collective understanding of the project and its context. Occasionally with large, complex projects, funding bodies may require a more formal risk analysis. Once risk is assessed, it is important to review your activity plan once again to ensure you have strategies in place to manage the risk where possible.



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### **ASSUMPTIONS** for the Youth Volunteer Program

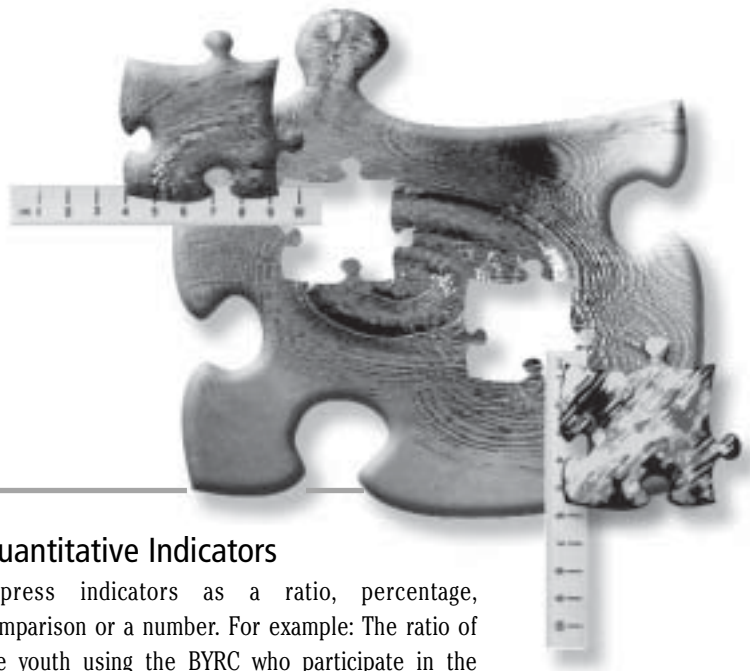
---

- BYRC is able to respond to the changes suggested by the Youth Advisory Committee.  
***Risk: Low***
  - The characteristics of youth in Mount Pleasant area do not change dramatically during the life of the project.  
***Risk: Medium***
  - Community groups see net advantage of investing time in supporting youth volunteers in their agencies.  
***Risk: Medium***
-

# Indicators

## How you know you're achieving the results you seek

Indicators point to the information that you need to gather to know if the project is making a difference. They represent the most meaningful identifiers of changes made. Writing meaningful indicator statements is very challenging.



### Characteristics

- They should be identified for Short, Intermediate and Long Term Outcomes
- Output statements are often expressed as indicators
- Each indicator must be finely tuned to ensure that it best measures the specific Output or Outcome statement
- Both qualitative and quantitative indicators should be used so that you capture the richness of the experience
- Each should provide information that helps the project improve
- Each must be cost-effective to use
- Look for only 1-2 indicators for each outcome in smaller projects, 3-4 indicators in larger projects

### It's like an Airplane Cockpit...

Imagine the dials and displays inside the cockpit of an airplane. These provide important information to pilots about the performance of the plane, including: its position in relation to its destination, wind speed, altitude and fuel level. Without these indicators, pilots have very little to guide them on their journey. Pilots do not use all the dials at once, and sometimes it takes a combination of dials and displays to give them all the information they need at a specific point in time. For pilots and project managers alike, indicators are important for navigation.

Putting indicators to work, requires a variety of information gathering tools. Tools are discussed under "Measuring Change" on Page 26.

### Quantitative Indicators

Express indicators as a ratio, percentage, comparison or a number. For example: The ratio of the youth using the BYRC who participate in the Volunteer Program.

### Qualitative Indicators

Express indicators as a change or a comparison between two states or situations. For example: Changes in perceived levels of self-confidence among youth involved in volunteering.

### Target Indicators

A target indicator (or success indicator) includes a level that you are aiming to achieve. It's difficult to set attainable targets unless you've been gathering data for years and are repeating activities in a familiar setting. For example: 20% of trained volunteers offer their time to support other community-based initiatives.

### Neutral Indicators

This kind of indicator does not predict any kind of direction or target for the change. It simply names the information necessary to show progress. For example, a neutral indicator may read as: proportion of trained volunteers who offer their time to support other community-based initiatives.

### Using Indicators

For each indicator you must be able to determine:

- Where you will get the information;
- What method you will use;
- Who will gather it;
- When will it be gathered.

This information provides the basis for Measuring Change (page 22).

### TIP

Imagine the situation for participants before the project began. Take a mental picture. Now imagine the participants and their peer group, families, and possibly communities after the project is over. Take another mental picture. Place these imaginary pictures side by side. Think of cutting out a small square of that picture that best represents the change that has occurred. The content of that little square is your indicator.

# Indicators

How you know you're achieving the results you seek



## INDICATORS for the Youth Volunteer Program

Staff and volunteers have developed quite a few indicators, both qualitative and quantitative, to measure Outputs, Short Term Outcomes, Intermediate Outcomes and Long Term Outcomes. There are too many to list here but they are listed in the information Gathering Plan Appendix 2. The Team chose which indicators were best for their organization using the following "Indicator Test."

### Indicator Test

You could use a very large number of indicators to gather information, some of which would require hiring more staff just to collect and summarize the data. It is better not to go overboard, only choose the indicators that provide the most meaningful

information. Indicators should be cost-effective, accurate, and useful to your organization.

Generate a list of candidate indicators for your Output and Outcome statement(s). Use this checklist to help you decide which of these indicators work best.

### For each indicator statement, ask...

Number each statement you wish to test, then for each question post the number at the appropriate place on the line.

- |  |       |     |    |
|--|-------|-----|----|
| 1. Accuracy - Does it measure the result?  | _____ | YES | NO |
| 2. Is it cost-effective to collect the information?  | _____ | YES | NO |
| 3. Can information be gathered without invading privacy?   | _____ | YES | NO |
| 4. Does the information help project managers understand how the project is affecting men and women, and/or specific groups of people differently? | _____ | YES | NO |
| 5. Does it give useful information with which to make management decisions?  | _____ | YES | NO |
| 6. Will the information communicate well to stakeholders – including funding bodies?   | _____ | YES | NO |

As you test your selected indicators with these questions you may realize that you can:

- Improve your indicator - make it clearer to understand, or more specific to the Output or Outcome you want to measure;

- Improve your Output, Short Term, Intermediate or Long Term Outcome statements.

Feel free to do either. Even then, you may not have the best possible indicator. Look for improvements over time as you put them into practice.

### TIP

Once you have identified the piece of the picture of change that you think best represents it, shape it into an indicator statement by inserting one of the following prefixes:

- % of participants who
- Number and type of
- Examples of changes in
- Extent to which participants experienced
- Before and after comparison of

# Outcome Measurement Framework

## Putting Outcome Measurement to work

We have introduced the key terms of Outcome Measurement. These help to identify actions and desired results, and to decide how to measure progress toward those results. You have now essentially completed an Outcome Measurement Framework.

*“Experience seems to be like the shining of a bright lantern. It suddenly makes clear in the mind what was already there, perhaps, but dim.”*

- Walter de la Mare

### What Can You Do with this Framework?

This framework can now be an active, living tool to be used on a day to day basis. Here are some ways we think it can be used. In time you will find other ways to use the framework in your own practice.

#### Communicate Intent

Use your Framework to plan or clarify the project internally, as well as explain your project idea to potential sponsors. A Framework can provide a powerful summary of:

- What you intend to DO
- What you intend to CHANGE
- WHY the project is important
- Your resource requirements

#### Manage the Project

Once your project has been accepted, the real work begins. With your Outcome Measurement Framework in hand, you can walk through the inputs and activities to develop an operation plan including a detailed budget, program plan, staff plan, program schedule and facility schedule. Use this process to begin planning beyond the project for sustainability of the work.

#### Monitor and Evaluate

With the project underway, use your Outcome Measurement Framework to MONITOR your progress or EVALUATE what has been achieved. Monitoring, or collecting and tabulating data, is part of regular project management. It provides information for continuous improvements or the fuel for modifying future work. And it establishes an historical marker from which the organization can measure whether things have improved or not. Your Indicators, in particular, help you focus on the information you need.

An EVALUATION involves assessing whether the change you said would occur (“theory of change”) actually occurred in this project. It examines the day to day monitoring information, changes in the project’s context - e.g. whether the project still makes sense, whether it connects well to other activities going on in the community. It looks at progress toward the longer term results. Evaluation can be done internally (by the project or agency staff), externally (by an independent consultant) or jointly. It can range in scope from a small, reflective exercise to a comprehensive review.

#### Modify

Information generated through monitoring and evaluation provides insight at many levels within a project.

- Involving participant or beneficiary groups can enrich their understanding and create additional momentum towards the desired change.
- Managers, field staff and volunteers are able to examine the information and modify as appropriate. Or, they may want to revise part of your Outcome Measurement Framework based on your new understanding of the project.
- Using the Activity, Output and Outcome statements, you can write reports for funders that show progress against what was agreed upon and expected.

#### Accountability through Communication

Having used the Outcome Measurement Framework to build support, manage and monitor your project, you are now in a good position to communicate your work to those who have an interest in your project: participants, the broader community, and the funding organization. Because you used the Framework throughout the project cycle and the information helped you to adapt to changing conditions, you are also in a good position to describe what worked well, what did not and what changes were made to ensure the Outcomes could be achieved.

# Measuring Change

By identifying indicators of change early on in the project's development, the stage is set for project monitoring and/or evaluation. Whether it is a small exercise or comprehensive review, one characteristic monitoring and evaluations have in common is that they are both systematic - both require a plan for how data on each indicator will be collected, and most methods involve a "data sample," a "baseline," and "information gathering."

## Preparing a Plan

The preparation of a monitoring and evaluation plan helps you explore how you will collect data on the indicators that you have identified for each outcome. Important considerations are the resources and time available.

## Choosing a Method of Information Gathering

Some data collection methods work well for quantitative indicators and others for qualitative. It is best to use both so that a full picture of the project is presented. You can also combine methods and be creative. It is important to collect data that will have meaning for your organization.

## Interviews, Surveys and Questionnaires

Informal conversations: including at the agency coffee room with colleagues; or in the school yard with parents dropping off their children. For Informal Conversations to be a valid way of collecting data, you need to advise the person you are talking with what you are using his/her ideas for (qualitative).

Guided interviews: where your questions are fixed. This helps you collect comparable information - especially important if you have different people conducting interviews. Questions could include: What community centre activities are you involved in? What skills did you learn in this project that you can use in your everyday life? (quantitative and qualitative).

Closed, fixed choice questions: Where you offer statements, and the respondent indicates the level to which they agree or disagree with the statement.

Example: Question - What kinds of community centre activities are you involved in? What skills did you learn in this project that you can use in your everyday life? (qualitative and quantitative).

You can be creative with questionnaires, but adapt the questions to the language skills or culture of the group being surveyed. Examples of creative questionnaires are:

- Using happy/sad faces to indicate a continuum of satisfaction with aspects of a service, facilitate participants through a sociogram where they are asked to physically place themselves in the room according to how they want to answer the question. (quantitative)
- Standardized open-ended questions; e.g. How would you describe the situation of refugees in your community? (qualitative)

Response rates for written and telephone questionnaires are usually not as high as with face-to-face methods.

## Observation

No direct questions, you are just collecting data or stories e.g. checklists or frequency counts done by project staff or volunteer, oral histories or anecdotal information (qualitative and quantitative).

## Documents/Records

This involves gathering the information you need from existing documents such as participant diaries, organizational logs, test scores, literature searches, minutes from meetings, statistics from government departments and reports (qualitative and quantitative).

### TIP

Gathering data does not have to be a separate activity that everyone dreads. Work it into the Activities you're already doing, which might even help you achieve the Outcomes you are looking for.

*"Not everything that counts can be counted.*

*And not everything that can be counted, counts."*

*- Albert Einstein*

## Focus Groups

A sample or portion of participants is brought together for a discussion. You are not building a consensus, you are simply trying to understand the range and depth of opinion on a few choice questions. Make sure you have someone to record what people say (qualitative and quantitative).

You can collect very useful information by inviting participants before the program begins and after the program ends to demonstrate their experience with an issue in a creative way. They may choose to demonstrate the change they experienced through a video, diagram, song or a play.

## Data Sampling

It is not always possible to conduct a survey of a whole group. When a group is too large, you can select a “sample”, a smaller selection of individuals thought to be representative of that population. A sample does not require as much staff or volunteer time for collection, but can still provide reliable information.

The bigger your sample, the more reliable your information. For example:

*Three people’s responses may give you a skewed impression of how 100 people feel, whereas responses from 25 of those people will yield a more accurate picture.*

Sampling can be used for most methods of data collection. For example:

*Instead of asking every community resident to comment on street involved youth sleeping in front of businesses, the project team fans out in the community and each asks 30 people randomly, including: shopkeepers, people on nearby streets getting into their parked cars and people crossing the park. The sample group should include men and women of all age groups, across all backgrounds and ethno-racial groups.*

Many different kinds of sampling techniques have been developed and it is important to find the method that is most appropriate for your organization. For information about sampling techniques and tools,

visit Lancaster University’s Statistics Glossary at [www.cas.lancs.ac.uk/glossary\\_v1.1/main.html](http://www.cas.lancs.ac.uk/glossary_v1.1/main.html) and <http://www.surveysystem.com/sscalc.htm>

## Establishing a Baseline

Once you have determined what your data sample will be, a baseline (also called pre and post testing) is established.

A baseline gives information about conditions before the project begins so that you have something to compare your results to. This is how you will demonstrate that there has been a change. The baseline uses the same sample selection process that will be used in data collection throughout the project. This makes an actual comparison possible (i.e. apples are compared with apples and not oranges).

If it is not possible to establish a baseline, a second best option is to ask “before-after” questions when meeting people who participated in the project. That way you can capture the difference the project might have made.

## Collecting Data

Once a baseline has been established, change data is collected on each indicator identified in the Outcomes Measurement Framework. The data is collected using a wide range of data collection methods such as those described earlier in this guide.

## Analyzing

This involves comparing pre and post data to identify changes. Identify any meaningful patterns. For example: look at patterns of local media coverage before and after the project, at changes in policy statements and budget allocations over time or pre- and post-responses to interview questions with community leaders. You may review the data with a group of stakeholders and other staff to explore what the findings mean to them.

## Reporting

You should present the findings with your audience’s information needs firmly in mind. It is important to write in a clear and concise way, using your own voice and reflecting the depth of experience and knowledge gained through the project.

# Appendix 1

## Outcome Measurement Youth Volunteer Program



### How?

#### INPUTS

#### ACTIVITIES

#### OUTPUTS

	<p><b>Design Program</b> Determine program need; identify community partners; determine and design activities, protocols and policies.</p>	<ul style="list-style-type: none"> <li>• # of needs identified</li> <li>• # of community partners involved</li> <li>• Volunteer training manual</li> <li>• Youth Advisory protocols</li> </ul>
<ul style="list-style-type: none"> <li>• Volunteer/Youth Advisory Coordinator 1 FTE</li> <li>• Supervisory support 1 FTE</li> <li>• Office space and supplies</li> </ul>	<p><b>Recruit and Train</b> Identify volunteer training requirements; determine and develop selection criteria and protocol; develop and implement training program.</p>	<ul style="list-style-type: none"> <li>• # and type of participants trained by cultural group</li> <li>• # of trainings held</li> </ul>
<ul style="list-style-type: none"> <li>• Office equipment (computer, desk, chairs, phone, fax)</li> <li>• Transportation</li> </ul>	<p><b>Coordinate Volunteers</b> Match volunteers to appropriate programs in the Centre and community; supervise and monitor them as appropriate.</p>	<ul style="list-style-type: none"> <li>• # and type of participants who are matched</li> <li>• # of programs in which volunteers participate</li> </ul>
	<p><b>Youth Advisory</b> Support and facilitate a process through which youth participate in project decision-making.</p>	<ul style="list-style-type: none"> <li>• # of youth who participate in decision-making process</li> <li>• # decisions and actions taken by volunteers</li> </ul>

## Purpose

To provide at-risk-youth with meaningful volunteer opportunities in the Centre and in the community, so access for and service provision to youth can be improved and the capacity of youth to make healthy lifestyle decisions strengthened to gain human service skills, develop a healthy social network, and work with other community members to address community issues.

## Situation Assessment

Some youth in the Mount Pleasant area are at risk of becoming engaged in substance abuse, criminal activity, leaving school early and the sex trade. In 1996 service providers and youth identified the need for outreach and storefront drop-in services for youth. The BYRC Program was developed to provide these services. The BYRC believes that at-risk youth are best served through programs that are empowering and youth-focused,

most likely to be achieved when youth are involved in the design and implementation. However, at risk youth often have unstable lives and their involvement is characterized by high participant turnover. Significant support is required to maintain involvement. The BYRC in collaboration with its community partners is well situated to provide this support.

**Timeframe: 2005-2008**

## What we want

## Why?

### SHORT TERM OUTCOMES

### INTERMEDIATE OUTCOMES

### LONG TERM OUTCOMES

Volunteer and Youth Advisory Programs are designed as empowering and youth focused.

Youth participants have new knowledge, skills and confidence to support other youth seeking program resources.

A core of competent volunteers is deployed; they support BYRC programs and gain further personal development.

Youth gain knowledge, skills and experience in negotiating, consensus building and recognizing Obstacles in relation to decision-making.

#### **Personal Growth**

Youth integrate the knowledge and skills learned through their volunteer activities into their daily lives, making informed and healthy lifestyle decisions.

#### **BYRC Approach**

BYRC routinely engages young people in the design, implementation, and evaluation of centre programming.

#### **Youth in Community**

Youth use their new knowledge and skills volunteering, or in paid positions within their community.

At risk youth in CHA #5 use and benefit from health services designed and implemented in a way that meets their specific needs.

# Appendix 2

## Creating an Information Gathering Plan

### Short Term Outcomes

#### INDICATORS

Volunteer and Youth Advisory Programs are designed as empowering and youth focused.

- Degree to which youth are involved in identifying program needs, and in the choice and design of activities.

Youth participants have new knowledge, skills and confidence to support other youth seeking program resources.

- % of participant youth who describe new knowledge and skills geared to supporting youth peers.
- % of participant youth who demonstrate increased confidence in abilities to perform identified tasks.

A core of competent volunteers is deployed; they support BYRC programs and gain further personal development.

- % of trained volunteers who are deployed to BYRC and community programs.
- % of trained volunteers are able to independently perform their tasks.

Youth gain knowledge, skills and experience in negotiating, consensus building and recognizing Obstacles in relation to decision-making.

- % of youth who understand communication requirements, and recognise obstacles to decision-making.

### Intermediate Outcomes

#### INDICATORS

#### Personal Growth

Youth integrate the knowledge and skills learned through their volunteer activities into their daily lives, making informed and healthy lifestyle decisions.

- Degree to which participants can describe situations where they made more informed and healthy decisions than they might have before they participated in the program.

#### BYRC Approach

The BYRC routinely engages young people in design, implementation, and evaluation of centre programming.

- # and type of roles fulfilled and work done by youth volunteers
- Degree to which program participants describe the youth centred approach of the Centre.

#### Youth in Community

Youth use their new knowledge and skills volunteering, or in paid positions within their community.

- % of at-risk youth who volunteer or are employed in the community on an ongoing basis.

**INFORMATION  
SOURCES**

**COLLECTION METHODS  
AND FREQUENCY**

**PERSONS/GROUP  
TO DO THE WORK**

**INFORMATION  
SOURCES**

**COLLECTION METHODS  
AND FREQUENCY**

**PERSONS/GROUP  
TO DO THE WORK**

# Appendix 3

## Outcome Measurement at a Glance

	<b>Defining Characteristic</b>	<b>Who is Affected</b>	<b>When Observable</b>	<b>Degree of Management Control</b>	<b>Splash and Ripple Analogy</b>
Inputs...	<p>...are the human and physical resources that make the initiative possible - the people, equipment, supplies and other ingredients.</p> <p>...give you the essential information for budgeting.</p>				...are like THE PERSON AND THE ROCK
Activities...	<p>...describe the essential work of the initiative - how the Inputs are to be combined.</p> <p>...are to be summarized in between 5 to 8 statements.</p>	...are written from the vantage point of those instigating the work (e.g. managers, staff facilitators, volunteers).			...are like DROPPING THE ROCK
Outputs...	<p>...are the most direct and immediate results. Its usually something that can be counted. Each Output relates to one Activity.</p>	...refers to the product of your activities (e.g. number of participants).	...are observable as you complete the activity.	...allow you substantial control - not total though; there are often surprises during implementation.	...are like CREATING THE SPLASH
Short Term Outcomes...	<p>...create the potential for Intermediate and Long Term Outcomes to occur. Each Short Term Outcome relates to one Output.</p>	...often refers to an immediate benefit among those people directly participating in an activity (e.g. trainees).	...are observable within the timeframe of the project.	...allow you less control than Outputs, though you still have a significant amount of control.	...are like THE MOST IMMEDIATE RIPPLES
Intermediate Term Outcomes...	<p>...are several steps removed from Activities.</p> <p>...describe the key changes you want to make in the initiative.</p> <p>...are fewer in number; each flows naturally from several of the Short Term Outcomes.</p>	<p>...expand into wider settings - includes those who are directly involved in Activities, but goes beyond those direct participants to include the families, organizations, or neighbourhoods surrounding them.</p> <p>...may also include those people or workplaces who use or are influenced by products created in the initiative.</p>	...are observable at or shortly after the completion of the initiative.	<p>...allow you direct influence - you must keep your sights set on the Outcomes; then manage activities for the best chance of success - learn by doing, adapt as you go.</p> <p>Caution:: you should be reasonably confident in your claims, since you may be responsible for bringing them about.</p>	...are like THE MIDDLE RIPPLES
Long Term Outcome...	<p>...is the picture of a preferred future; the reason why it is important to do the initiative.</p> <p>...describes a scenario that is close enough to show a real contribution to the desired change, yet big enough and far enough out on the horizon to be visionary.</p>	...may expand into yet wider settings to include societies, districts, communities, professions, whole organizations.	...are observable well after the initiative has been completed.	...allow you only indirect influence - the initiative will not achieve the vision, only contribute toward it.	...are like the OUTER RIPPLES

# Appendix 4

## Commentaries, Tips, Tools, Techniques and Additional Links to Help You Implement Outcome Measurement

On how and why the Canadian Government has committed itself to an outcomes orientation in public spending...

### **www.tbs-sct.gc.ca**

**The Treasury Board Secretariat.** This Canadian Government agency provides advice and support to Ministers in the Federal Government about their role of ensuring value for money. It also provides oversight of the financial management functions in departments and agencies. Results for Canadians: A Management Framework for the Government of Canada is a particularly important

document for those implementing outcome measurement with federal government support. It sets out a framework for management in the Government of Canada and an agenda for change in the way that departments and agencies manage and deliver their programs and services. To get to this document, enter 'Results for Canadians' in the Search Engine.

On outcomes focused planning, monitoring, evaluation and reporting among voluntary organizations...

### **www.vserp.ca**

**The Voluntary Sector Evaluation Research Project (VSERP).** The VSERP Web site serves as a resource centre for access and comment on evaluation models, frameworks and tools, and provides a discussion forum for issues related to assessing performance in voluntary organizations. The section "VSERP research" contains new evaluation resources which provide guidance and practical advice to voluntary organizations in making strategic choices about assessing their performance. VSERP is a joint initiative of the Canadian Centre for Philanthropy, Centre for Voluntary Sector Research and Development, Carleton University, United Way of Canada - Centraide Canada, YMCA Canada, Volunteer Canada, Max Bell Foundation, CCAF Canada (formerly the Canadian Comprehensive Auditing Foundation), Community Foundations of Canada and Philanthropic Foundations Canada and is being funded by a Community-University Research Alliance grant from the Social Sciences and Humanities Research Council (SSHRC), an independent federal granting agency, and the Max Bell Foundation.

### **national.unitedway.org/outcomes**

**The United Way of America's Outcome Measurement Resource Network.** The web-site offers information, downloadable documents, and links to resources related to the identification and measurement of program- and community-level outcomes.

### **www.mapfornonprofits.org**

**Management Assistance Program for Non-Profits.** Click on the Free Management Library. It includes original material, which is updated regularly by MAP consulting managers, specialists in nonprofit management practices. The site also provides links to the best nonprofit resources on the Internet. It is a free community resource intended for users across the world.

### **www.mande.co.uk**

**MandE News.** A news service focusing on developments in monitoring and evaluation methods relevant to development projects and programs with social development objectives. MandE NEWS is supported by: Oxfam (GB), Save the Children Fund (UK), ActionAid (UK), Christian Aid, CAFOD (UK), CIIR (UK), IDRC (Canada), World Vision (UK), WWF (UK) and Exchange via BOND.

### **www.hmrp.net/CanadianOutcomesInstitute**

**Canadian Outcomes Research Institute.** This web-site describes the work of this Canadian non-profit educational and research organization in four key areas: educational services, HOMES database, resources and research. Click on "Resources" to access various tools that can assist in implementing outcome-based planning and management.









# Splash Ripple

Using Outcomes to  
Design & Manage  
Community Activities

Produced by



**Strathcona Research Group**

for the Department of Canadian Heritage, Multiculturalism Program (October 2004)

Supported by

**SMART Fund**