



Successful Youth Programming:
Effective Program Development and
Evaluation Guide

Indiana Youth Services Association
September 6, 2013

Quarterly Meeting

Federal and State Priorities in Youth Programming

Federal Priorities of the HHS Administration for Children and Families

Federal priorities of the HHS Administration for Children and Families includes those practices which enhance a youth's:

- 1) well-being;
- 2) self-sufficiency;
- 3) safety; and
- 4) permanent connections to caring adults

Indiana Department of Child Services Priorities

- **Mission:** The Indiana Department of Child Services (DCS) protects children from abuse and neglect. DCS does this by partnering with families and communities to provide safe, nurturing, and stable homes.
- **Vision:** Children thrive in safe, caring, supportive families and communities.
- **Values:** Protecting our Children, Families and Future
 - We believe every child has the right to be free from abuse and neglect.
 - We believe every child has the right to appropriate care and a permanent home.

- We believe parents have the primary responsibility for the care and safety of their children.
- We believe the most desirable place for children to grow up is with their own families, when these families are able to provide safe, nurturing, and stable homes.
- We believe in personal accountability for outcomes, including one's growth and development.
- We believe every person has value, worth, and dignity.

Current Trends in Youth Programming and Funding

- Harm Reduction
- Positive Youth Development
- Trauma-Informed Care
- Evidence-Based Programming
- Outcomes

Harm Reduction

Harm Reduction refers to policies and practices that aim primarily to reduce adverse health, social, and economic consequences of high risk behaviors and benefits people engaging in high risk behaviors as well as their families and communities.

Harm Reduction Is:

- an approach that acknowledges ANY positive change an individual makes;
- an approach based on strong commitment to public health and human rights;
- a targeted approach that focuses on specific risks and harms;
- an evidence-based and cost effective approach which is practical and feasible;
- an approach that requires practitioners to accept youth as they are and avoid being judgmental;
- an approach that recognizes the value of all persons regardless of what behaviors they exhibit;
- an approach that requires open, honest dialogue between all stake holders;
- an incremental approach that is facilitative rather than coercive and is grounded in the needs of the individual

Reasons to Incorporate Harm Reduction in Your Program

- Youth serving programs must provide services to ALL youth in need especially those at the highest risk;

- Failure to operationalize a Harm Reduction Philosophy would exclude many youth with the greatest need of services;
- Harm Reduction incorporates Positive Youth Development Philosophy;
- Harm Reduction improves outcomes for youth and programs in the areas of self-sufficiency, well-being, safety, and permanent connections; and,
- Harm Reduction is an evidence-based approach to providing high quality services to some of our most vulnerable populations.

Resources for Harm Reduction

- <http://www.wellesleyinstitute.com/publication/drugs-homelessness-health-homeless-youth-speak-out-about-harm-reduction/>
- http://www.usich.gov/population/youth/harm_reduction_for_youth
- <http://www.harmreductionnetwork.mb.ca/docs/infokit.pdf>
- <http://harmreduction.org/about-us/principles-of-harm-reduction/>
- <http://harmreduction.org/>
- <http://www.harmreductiontherapy.org/sites/default/files/Harm%20Reduction%20Housing%202011%20DennigLittle.pdf>

Positive Youth Development

Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

Reasons to Incorporate Positive Youth Development into Programming

- PYD is a comprehensive framework outlining the supports all young people need to be successful.
- Youth programs that embrace this developmental model provide ongoing and intentional opportunities for young people to participate in meaningful activities.
- A variety of opportunities, that have real life application, are available for youth to design, implement, and evaluate the types of services they receive to best meet their needs.
- The program environment is caring and supportive, has high expectations, and offers youth the chance to develop positive relationships and connection with adults, peers, and the larger community.
- Youth development views young people as “resources” who have much to offer rather than as “problems” that need to be treated or fixed.

Resources for Positive Youth Development

- <http://www.findyouthinfo.gov/youth-topics/positive-youth-development>
- <http://www.helpstartshere.org/kids-families/youth-development/youth-development-tip-sheet-tips-for-families.html>
- <http://www.nrcyd.ou.edu/publication-db/documents/2008-positive-youth-development-toolkit.pdf>
- <http://www.nrcyd.ou.edu/publication-db/documents/youth-leadership-toolkit-member-outreach.pdf>
- http://www.freechild.org/allies_of_youth.htm
- <http://www.council-bluffs.k12.ia.us/documents/40Assets.pdf>
- <http://www.findyouthinfo.gov/youth-topics/positive-youth-development>
- <http://www.helpstartshere.org/kids-families/youth-development>
- <http://ase.tufts.edu/iaryd/documents/pubPromotingPositive.pdf>
- <http://freechild.org/ReadingList/adultallies.htm>

Trauma-Informed Care

Trauma informed care is a strength-based framework that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment.” (consensus-based definition from Shelter for the Storm: Trauma Informed Care in Homelessness Services Settings. 2010)

Reasons to Use Trauma-Informed Care in Youth Programming

* Adapted from: “ 10 Reasons for Integrating Trauma- Informed Services For Runaway and Homeless Youth” © 2009, Hollywood Homeless Youth Partnership, all rights reserved.

- High prevalence of trauma in homeless youth;
- Increase youth engagement;
- Increase youth retention;
- Promote healthy attachment, self-regulation and developmental skill competencies;
- Improve the match between homeless youth needs and programs;
- Establish more appropriate milestones;
- Increase youth success;
- Reduce staff burnout;
- Increase staff retention; and,
- Compelling to stakeholders.

Benefits of Using Trauma-Informed Care

Youth benefit by:

- Gaining skills they will need to become successful adults.
- Creating new relationships with adults and peers, further connecting them to their community and enlarging their support network.
- Gaining a better understanding of the community and its diversity.
- Becoming positive about their future and value to others and their community.

Adults benefit by:

- Feeling a stronger connection with the youth their program serves.
- Gaining a better understanding of the needs of youth.
- Feeling a renewed energy for their work.

Organizations benefit by:

- Becoming more focused on the needs of the youth they serve.
- Having programs that are more relevant for youth.
- Widening their impact, as reflected by increased program attendance.
- Growing potential new leaders and workers who come from the communities they serve.

***Adapted from: Participants in Partnership: Adults and Youth Working Together, New York State Youth Council from the National 4H Council Youth Adult Partnerships Training Curriculum, n.d.**

Common Components of Programs Operating Within a TIC Framework:

- Trauma Awareness
 - Staff training for *all* is a crucial component for successful implementation
 - Supervision- demonstration of trauma-informed care is part of staff performance evaluation
 - Recognizes vicarious trauma experienced by adults working with youth and provides appropriate staff support to reduce effects of vicarious trauma
- Emphasis on Understanding the Influences of the Past
 - Current behavior is understood from framework of the youth's past experiences
 - Facilitates provider understanding that a youth's future is influenced by the past
- Meets the Youth in their Developmental "Present"
 - Facilitates an understanding of how trauma impacts development
 - Allows adults to identify realistic expectations of youth behavior and respond appropriately
 - Appropriate adult interactions and expectations facilitate positive relationships for effective intervention
 - Identifies appropriate intervention plans and learning opportunities to facilitate positive development
- Strength-based Approach to Development

- Helps identify maladaptive coping methods
- Emphasis on the importance of choice
- Focus on the future and introduces healthy coping skill-building

Resources for Trauma-Informed Care

- <http://www.samhsa.gov/nctic/healing.asp>
- http://www.dpw.state.pa.us/ucmprd/groups/public/documents/manual/s_001585.pdf
- http://www.justicepolicy.org/images/upload/10-07_REP_HealingInvisibleWounds_JJ-PS.pdf
- <http://homeless.samhsa.gov/ResourceFiles/cenfdthy.pdf>
- http://www.samhsa.gov/trauma/index.aspx?WT.ac=A D20121218HP_COPING
- <http://www.samhsa.gov/nctic/>
- <http://www.safestartcenter.org/resources/tip-sheets.php>

Evidence-Based Practices (EBP)

Evidence-Based Practice (EBP) is defined as bringing together the best available research, professional expertise, and input from youth and families to identify and deliver services that have been demonstrated to achieve positive outcomes for youth, families, and communities.

Reasons to Use Evidence-Based Practices

- Quality of Services
 - Evidence-driven services – agencies can choose from programs and practices proven to work thus improving service delivery
 - Standardized service delivery – promotes consistency of programming among staff thus equalizing impact for all clients
- Proven Effectiveness
 - Established methods of evaluations & assessments are built into evidence-based practices and programming allowing agencies to more effectively evaluate impact and success
 - Able to demonstrate outcomes through effective evaluation and established measures
- **Greater Impact on Clients**
 - Reduces risks and effects of trauma – evidence-based practices identify the appropriate clients

and client characteristics for whom the intervention is most appropriate allowing agencies to individualize and create appropriate treatment plans

- Builds skills for successful living – the goal of all EBPs is to improve healthy functioning and quality of living for clients
- Compelling to Stakeholders
 - Required by Funders – Federal agencies, to include Health and Human Services, Office of Juvenile Justice and Delinquency Prevention, Housing and Urban Development, and the Department of Education, now either require or make funding decisions based on the use of EBPs
 - Increases Stakeholders Support and Advocacy for Agency – when agencies, funders and other stakeholders can speak about the changes demonstrated by EBPs on the lives of youth and families, it provides justification for support and resources

Steps to Choosing Evidence-Based Practices

- Identify the Need: Convert information needs into well-structured answerable questions;
- Identify programs that fit the need: Track down with maximum efficiency, the best evidence with which to answer them;
- Critically appraise evidence for its validity (level of effectiveness), impact (size of effect) and applicability (usefulness in practice);
- Critically appraise the agency's capacity to implement programming with fidelity assessing staffing levels, qualifications, necessary resources, required funding
- Apply the results of this appraisal to practice-policy decisions. This involves deciding whether evidence found (if any) applies to the decision at hand (e.g., is a client similar to those studied? Is there access to services described?) and considering client values and preferences in making decisions as well as other application concerns;
- Evaluate effectiveness and efficiency in carrying out steps 1 – 4 and seek ways to improve them in the future.

Evidence-Based Practices and Programs in Youth Programming

Across Ages

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=138>

Across Ages is a school- and community-based substance abuse prevention program for youth ages 9 to 13. The unique feature of Across Ages is the pairing of older adult mentors (55 years and older) with young adolescents, specifically those making the transition to middle school.

Boys and Girls Club Project Learn

[Http://www.ojjdp.gov/mpg/Boys%20and%20Girls%20Club%20Project%20Learn-MPGProgramDetail-303.aspx](http://www.ojjdp.gov/mpg/Boys%20and%20Girls%20Club%20Project%20Learn-MPGProgramDetail-303.aspx)

Project Learn is a non-school program of the Boys & Girls Club (BGC) that aims to enhance educational performance of economically disadvantaged adolescents through the provision of out-of-school educational enrichment activities. The program strives to increase students' interest in education and their scholastic abilities to improve their school grades. The objective is to offset the gamut of problems associated with low educational achievement, including difficult behavior and limited employment opportunities.

BUILD

<http://www.ojjdp.gov/mpg/Broader%20Urban%20Involvement%20and%20Leadership%20Development%20Program%20%28BUILD%29-MPGProgramDetail-662.aspx>

Chicago, Illinois's BUILD (for Broader Urban Involvement and Leadership Development) program combines several popular gang prevention strategies in an ambitious attempt to curb gang violence in some of the city's most depressed and crime-ridden

Aggressors, Victims, and Bystanders: Thinking and Acting To Prevent Violence

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=142>

(AVB) is a curriculum designed to prevent violence and inappropriate aggression among middle school youth, particularly those living in environments with high rates of exposure to violence.

Ansell-Casey Life Skills Assessment

<http://www.casey.org/Resources/Tools/cls/default.htm>

Casey Life Skills (CLS) is a free tool that assesses the behaviors and competencies youth need to achieve their long term goals. It aims to set youth on their way toward developing healthy, productive lives. Examples of the life skills CLS helps youth self-evaluate include: Maintaining healthy relationships, Work and study habits, Planning and goal-setting, Using community resources, Daily living activities, Budgeting and paying bills, Computer literacy, Their permanent connections to caring adults.

ART for Adolescents in a Runaway Shelter

<http://www.ojjdp.gov/mpg/ART%20for%20Adolescents%20in%20a%20Runaway%20Shelter-MPGProgramDetail-957.aspx>

The Aggression Replacement Training program combines anger control training, social skills training, and moral reasoning education in an attempt to alter the behavior of chronically aggressive adolescents with antisocial behavior (ASB) problems. The goal of the program is to reduce aggression and violence in youths by providing them with opportunities to learn prosocial skills, to control angry impulses, and to appreciate the perspectives of others.

A condensed version of ART was targeted at adolescents who lived temporarily in a short-term residential facility (a runaway shelter) and had exhibited signs of ASB.

Big Brothers/Big Sisters

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=227>

The Big Brothers Big Sisters Mentoring Program is designed to help participating youth ages 6-18 ("Littles") reach their potential through supported matches with adult volunteer mentors ages 18 and older ("Bigs").

Boys and Girls Club Project Learn

<http://www.ojjdp.gov/mpg/Boys%20and%20Girls%20Club%20Project%20Learn-MPGProgramDetail-303.aspx>

Project Learn is a non-school program of the Boys & Girls Club (BGC) that aims to enhance educational performance of economically disadvantaged adolescents through the provision of out-of-school educational enrichment activities. The program strives to increase students' interest in education and their scholastic abilities to improve their school grades. The objective is to offset the gamut of problems associated with low educational achievement, including difficult behavior and limited employment opportunities.

Brief Strategic Family Therapy

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=151>

Brief Strategic Family Therapy (BSFT) is designed to (1) prevent, reduce, and/or treat adolescent behavior problems such as drug use, conduct problems, delinquency, sexually risky behavior, aggressive/violent behavior, and association with antisocial peers; (2) improve prosocial behaviors such as school attendance and performance; and (3) improve family functioning, including effective parental leadership and management, positive parenting, and parental involvement with the child and his or her peers and school.

Building Assets--Reducing Risks

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=108>

(BARR) is a multifaceted school-based prevention program designed to decrease the incidence of substance abuse (tobacco, alcohol, and other drugs), academic failure, truancy, and disciplinary incidents among 9th-grade youth.

Career Academy

<http://www.ojjdp.gov/mpg/Career%20Academy-MPGProgramDetail-96.aspx>

Career Academies are schools within schools that link students with peers, teachers, and community partners in a disciplined environment, fostering academic success, mental and emotional health, and labor market success. Originally created to help inner-city students stay in school and obtain meaningful occupational experience, Career Academies and similar programs have evolved into a multifaceted, integrated approach to reducing delinquent behavior and enhancing protective factors among at-risk youths. These academies enable youths who may have trouble fitting into the larger school environment to belong to a smaller educational community and connect what they learn in school with their career aspirations and goals.

Caring School Community

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=152>

Caring School Community (CSC), formerly called the Child Development Project, is a universal elementary school (K-6) improvement program aimed at promoting positive youth development. The program is designed to create a caring school environment characterized by kind and supportive relationships and collaboration among students, staff, and parents.

Children of Divorce Intervention Program

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=220>

The Children of Divorce Intervention Program (CODIP) is a school-based preventive intervention delivered to groups of children ages 5-14 who are dealing with the challenges of parental separation and divorce.

Cognitive Behavioral Therapy for Adolescent Depression

<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=106>

Cognitive Behavioral Therapy (CBT) for Adolescent Depression is a modified version of the classic cognitive therapy model developed by Aaron Beck and colleagues which emphasizes the way client's think and feel.

Functional Family Therapy

http://www.fftinc.com/about_model.html

FFT is a short-term, high quality intervention program with an average of 12 sessions over a 3-4 month period. FFT is a strength-based model. At its core is a focus and assessment of those risk and protective factors that impact the adolescent and his or her environment, with specific attention paid both intrafamilial and extrafamilial factors, and how they present within and influence the therapeutic process.

Healing Species Violence Intervention and Compassion Education Program

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=253>

This program is designed to prevent and reduce violent and aggressive tendencies among youth ages 9-14. The intervention is based on the premise that a lack of concern for the thoughts and/or feelings of others and often abusive behaviors toward animals during youth contribute to these violent and aggressive tendencies.

Lifelines

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=37>

Lifelines is a comprehensive, school wide suicide prevention program for middle and high school students. The goal of Lifelines is to promote a caring, competent school community in which help seeking is encouraged and modeled and suicidal behavior is recognized as an issue that cannot be kept secret.

Media Ready

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=184>

Media Ready is a media literacy education program for 6th- to 8th-grade students. The goal of the program is to prevent or delay the onset of underage alcohol and tobacco use by encouraging healthy beliefs and attitudes about abstaining from alcohol and tobacco use and by enhancing the ability to apply critical thinking skills in interpreting media messages, particularly those related to alcohol and tobacco products.

Motivational Interviewing

<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=130>

Motivational Interviewing (MI) is a goal-directed, client-centered counseling style whose goal is to seek behavioral change by helping clients to explore and resolve ambivalence.

Multisystemic Therapy for Juvenile Offenders

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=254>

Multisystemic Therapy (MST) for Juvenile Offenders addresses the multidimensional nature of behavior problems in troubled youth. Treatment focuses on those factors in each youth's social network that are contributing to his or her antisocial behavior.

Nurturing Parenting Programs

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=171>

The Nurturing Parenting Programs (NPP) are family-based programs for the prevention and treatment of child abuse and neglect. The programs were developed to help families who have been identified by child welfare agencies for past child abuse and neglect or who are at high risk for child abuse and neglect.

Parenting Wisely

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=35>

Parenting Wisely is a set of interactive, computer-based training programs for parents of children ages 3-18 years. Based on social learning, cognitive behavioral, and family systems theories, the programs aim to increase parental communication and disciplinary skills.

Positive Action

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=78>

Positive Action is an integrated and comprehensive program that is designed to improve academic achievement; school attendance; and problem behaviors such as substance use, violence, suspensions, disruptive behaviors, dropping out, and sexual behavior.

Project MAGIC

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=193>

Project (Making A Group and Individual Commitment) is an alternative to juvenile detention for first-time offenders between the ages of 12 and 18. The program's goals include helping youths achieve academic success; modifying attitudes about alcohol, tobacco, and other drugs; and enhancing life skills development and internal locus of control.

Relationship Smarts PLUS

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=280>

Relationship Smarts PLUS (RS+) is designed to help youth ages 14-18 gain knowledge and develop skills for making good decisions about forming and maintaining healthy relationships. Based on the cognitive and communications theories and concepts embodied in the Prevention and Relationship Enhancement Program (PREP), reviewed separately by NREPP, RS+ aims to increase reasoning and positive conflict management skills, healthy relationship skills and knowledge, and beliefs regarding healthy relationships, while decreasing destructive verbal and physical aggression.

Safe Dates

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=141>

Safe Dates is a program designed to stop or prevent the initiation of emotional, physical, and sexual abuse on dates or between individuals involved in a dating relationship. Intended for male and female 8th- and 9th-grade students, the goals of the program include: (1) changing adolescent dating violence and gender-role norms, (2) improving peer help-giving and dating conflict-resolution skills, (3) promoting victim and perpetrator beliefs in the need for help and seeking help through the community resources that provide it, and (4) decreasing dating abuse victimization and perpetration.

Say it Straight

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=186>

Say It Straight (SIS) is a communication training program designed to help students and adults develop empowering communication skills and behaviors and increase self-awareness, self-efficacy, and personal and social responsibility.

Second Step

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=66>

Second Step is a classroom-based social-skills program for children 4 to 14 years of age that teaches socioemotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence.

Seven Challenges Substance Abuse Interventions

<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=159>

The Seven Challenges is designed to treat adolescents with drug and other behavioral problems. Rather than using pre-structured sessions, counselors and clients identify the most important issues at the moment and discuss these issues while the counselor integrates the seven challenges into the conversation.

SMART Leaders/Stay SMART

<http://www.ojjdp.gov/mpg/SMART%20Leaders-MPGProgramDetail-610.aspx>

The SMART Leaders program reinforces the skills and knowledge learned in Stay SMART's 12 sessions: 1) gateway drugs, 2) decision-making, 3) advertising, 4) self-image and self-improvement, 5) coping with change, 6) coping with stress, 7) communication skills, 8) social skills: meeting and greeting people, 9) social skills: boy meets girl, 10) assertiveness, 11) relationships, and 12) life planning skills. SMART Leaders encourages participants to stay involved in prevention activities and to be positive, drug-free role models for their peers.

Trauma Informed Care

<http://www.samhsa.gov/nctic/trauma.asp>

Trauma-specific interventions are designed specifically to address the consequences of trauma in the individual and to facilitate healing.

Trauma Focused Cognitive Behavioral Therapy

<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=135>

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) is a psychosocial treatment model designed to treat PTSD and related emotional and behavioral problems in children and adolescents. The model is designed to be delivered by trained therapists who initially provide parallel individual sessions with children and their guardians with parent-youth sessions increasingly incorporated over the course of treatment.

Resources for Evidence-Based Practices

- <http://www.nrepp.samhsa.gov/>
- <http://ncfy.acf.hhs.gov/>
- <http://www.childtrends.org/what-works/links-syntheses/>
- <http://guides.mclibrary.duke.edu/content.php?pid=431451&sid=3529499>
- http://www.promisingpractices.net/briefs/briefs_evidence_based_practices.asp
- <http://depts.washington.edu/ebpi/>
- <http://www.ojjdp.gov/mpg/>
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Understanding Outputs, Outcomes and Logic Models

Outputs vs. Outcomes

Outputs are the services and numbers of what we do.
Outcomes are the reasons for doing what we do.

Outputs

Outputs relate to the activities that we do and the participants in those activities.

- Outputs tell the number story; for example, “The emergency shelter will provide residential services 365 days a year to at least 8 youth a day.”
- Outputs answer the questions of “what,” “how many” and “to whom.”
- Identifying Outputs:

There are two ways to think through output statements:

Activities Provided →	Number & Type of Participants →	Number and Duration of processes or events
Product Provided →	Quantity →	Timeframe, if appropriate

Output statements involve:

- How much is done
- How many people

Outcomes

Outcomes identify the measurable impact of our activities on the clients served

- Outcomes answer the question “what difference did we make” and tell the story of impact. The outcome related to the example given above then, would be “Reduce the number of youth on the street or without shelter in the service area” or “Area youth will be at lower risk for victimization on the street.”
- Outcomes can be short-term, intermediate or long-term.

Outcome Statements include the following elements:

- 1. Change** terms: increase, decrease, maintain, improve, reduce, expand
- 2. Amount** terms: percentage, ratio, rate, amount
- 3. In What:** attitude, perceptions, knowledge, skill, behavior, condition
- 4. For Whom:** population, program participants, community, families, youth

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Identifying Indicators and Checkpoints in Outcomes:

- Questions to Answer:
 - **How will we know when change has occurred?**
 - **How will we know the outcomes have been achieved?**
- Indicators (a.k.a. performance or outcome indicators) – Indicators must be *specific* items of information that describe *observable* and measurable characteristics or changes in corresponding outcomes. Indicators must be measures that can be seen, heard, counted, reported, or enumerated using some type of data collection method
- Need to be meaningful, clear, and realistic
- Outcomes Check Points:

Each outcome you identify will generally have one to three supporting indicators depending on the complexity of the outcome. When selecting indicators, keep things simple and be sure to collect indicators that are useful, meaningful, and informative. Keep in mind that you will be responsible for measuring these indicators through your data collection process. Consider the following checklist:

 - Do your indicators *make sense* in relation to the outcomes they are intended to measure?
 - Are your indicators directly related to the outcome? Do they *define* the outcome?

- Are your indicators *specific*?
- Are your indicators *measurable* or observable? Can they be seen (i.e., observed behavior), heard (i.e., participant interview), or read (i.e., client records)?
- Is it *reasonable* that you can collect data on the indicators?
- Is it within your resources to collect data?

Making Indicators Meaningful

When developing indicators, it is often helpful to identify targets, baselines, and comparative standards.

- *Targets* are the specific levels of achievement that you hope to achieve for an indicator or outcome. Targets are the quantifiable goals you hope to achieve.
- *Comparative standards* are the data points that are used as a comparison or standard of achievement for a particular indicator or outcome. Comparative standards help to provide insight into how your targets relate to or improve on past performance.
- *Baselines* are the data points that are gathered to provide a comparison for assessing program changes or impact. A baseline will allow you to set reasonable targets and measure the progress against these targets.

Logic Models

A logic model is a planning tool to clarify and graphically display what your project intends to do and what it hopes to accomplish and impact.

- **Logic models capture underlying assumptions and program theory.**
 - This connection between the activities you provide and the outcomes you hope to accomplish is known as the program theory; it articulates the assumptions about the ability of certain activities to drive particular changes. Many nonprofit providers use logic models as a tool to reflect the program theory underlying their programs. One contribution that outcome measurement can make in your own organization is to demonstrate whether or not the program theory underlying your organization's activities and initiatives is valid.
- **Logic models document relationships.**
 - While not all logic models look the same, they all serve the same purpose: to graphically capture the assumptions and cause and effect relationships that drive your organization's work on a project.
- **Logic models explain your programming to stakeholders, staff and clients**
 - In today's outcome-driven world, logic models provide a visual representation of your agency's

programs. At a glance, a logic model demonstrates the necessary resources, activities, and goals of your program in a clear, concise and understandable manner.

Key Elements of a Logic Model

- *Inputs/Resources:*
 - What inputs or ingredients do you need to operate your program?
 - How many staff?
 - How large a budget?
- *Activities:*
 - What will you do?
 - What methods will you use to deliver your program or activities?
 - What content areas will you cover?
 - What will you provide?
- *Outputs:*
 - What will be the tangible products?
 - How many units of your program or activity?
 - How many clients will you serve?
- *Outcomes:* What impact will your program or activities have on your clients? What is reasonable to expect in the way of change?

Logic Model Template

INPUTS OR RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES
<i>Resources available to the program that allow and support service delivery, including money, staff, volunteers, clients, materials, or equipment</i>	<i>The methods of service delivery carried out by staff</i>	<i>The product delivered or unit of service provided, usually described numerically, such as number of people served or number of hours of service delivered</i>	<i>The impact that occur for the individuals, families, organizations, or community as a result of the program</i>
<ul style="list-style-type: none"> • Sustainable Funding • Facilities • Staffing/Organization • Evidence-Based Programming • Partners and Service Linkages 	<ul style="list-style-type: none"> • Programs • Community Education • Information and Referral • Advocacy 	<ul style="list-style-type: none"> • Programs • Community Education • Information and Referral • Advocacy 	<p>2014-2016 Service Standard Outcomes:</p> <p>Outcome 1</p> <p>Outcome 2</p> <p>Outcome 3</p> <p>Outcome 4</p> <p>Outcome 5</p>

Resources for Outputs, Outcomes and Logic Models

- <http://www.cdc.gov/eval/resources/index.htm>
- <http://friendsnrc.org/evaluation-toolkit/menu-of-outcomes-and-indicators>
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