

## Outcome Measurement Tip Sheet

The Logic Model is a “snapshot” of the program. Just by looking at this document, you as a reviewer should know what the program does, why it does it, who it is directed towards and what benefits the program participants are expected to gain.

**Program Goal(s)** should link to the organization’s mission statement. This section should be a statement of rationale for the program.

**Look for:**

- Why does the program exist?
- How was the program need determined?
- How were the goals of the program determined?

**“Brief Description of Program”** should include the “who,” “what,” “when” and “where” details about the program. Ideally, it is a one or two sentence succinct description.

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**Inputs** are the resources that are dedicated to or consumed by the program – the things that are needed to run the program.

**Look for:**

- A complete listing of the resources needed to run the program: staff, funding, facilities, equipment, volunteers, referral sources, etc.

**Common mistakes include:**

Giving too much information for each input, for example: Program Director, MSW social worker, 2 certified teachers” is sufficient versus a complete resume of staff.

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**Activities** are the major services that the program provides. For example, a parenting program might “Provide weekly parent support groups to parents which may include: information on child development, information on how to set boundaries with children, guest speakers, etc.”

**Look for:**

- A listing of 1- 4 Key program activities
- The major activity and its component parts (see above example)

**Common mistakes include:**

- Listing the component parts of an activity (the bulleted points in the example above) as separate activities versus focusing on the overall activity

- Listing a major activity that does not appear in the Program Description

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**Outputs** are the direct products of the program activity – the important items that can be counted.

**Look for:**

- Items that can be tracked and counted when the activity occurs (may be listed with an actual number or the “#” sign). Could be # of participants, # of sessions held, # of materials distributed, etc.

**Common mistakes include:**

- Not listing obvious items that could be counted as part of that particular activity
- Listing items that do not appear as part of the activity description

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**Outcomes** are the benefits that program participants gain during or immediately after participation in the program.

**Look for:**

- Outcome statements that are focused on the participants, i.e., “Youth will...,” “Clients have...,” “Parents gain...”
- Outcomes that logically flow from the activity
- Initial outcomes will be knowledge gained or skills learned
- Intermediate outcomes will be action or behavior oriented
- Longer term outcomes will result in a condition change
- Not all programs will have Longer-term outcomes
- May be able to infer longer term outcomes from intermediate outcomes and assumptions
- Some outcomes may look like outputs

**Common mistakes include:**

- Outcomes that are not focused on the program participants
- Statements that go well beyond the scope of the local program
- Outcomes that do not flow out in a logical sequence – results identified may be too “grand” too quickly

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**Indicators** are specific and measurable items or pieces of information that will show that the outcome is occurring. This will be shown as aggregate data gathered on a group of individual participants.

**Look for:**

- Real numbers and percentages or the symbols “#/%...”
- Specific information that shows the outcome

**Common mistakes include:**

- Not being specific. For example, “#/% of parents who understand parenting better...” is not as clear as “# or % of parents who can list 2 developmental needs of their 3 year old.”

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**Assumptions** are facts or statements that are believed to be true. Assumptions should be evidence based; experience based, or best practices.

**Look for:**

- Programs that have been proven to work elsewhere
- Research supported assumptions
- Assessment and/or evaluation reports
- Common sense approach

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**External Factors** or environmental factors may influence the organization’s proposed program. Examples include politics, the economy, demographic patterns, government regulation, history, funder requirements, community attitudes, etc.

**Look for:**

- Constraints that limit the use of the programs resources
- Factors that will likely interact with the program
- Factors that will influence a component(s) of the logic model

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**Program Evaluation** is needed to determine the impact of the program on the intended participants.

**Look for:**

- Mechanisms to determine the value and/or effectiveness of the program
- Pre/post tests, follow-interviews, surveys etc.