

# OUTCOMES CATALOGUE

## A SELECTION OF OUTCOMES, INDICATORS & TYPES of MEASUREMENT TOOLS

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**Pierce County Funders Group**



**City of Tacoma  
Pierce County Community Services  
City of Lakewood  
Tacoma Urban Network**

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## INTRODUCTION TO THE OUTCOME CATALOGUE

### **Outcome Catalogue**

The purpose of this catalogue is to provide community-based organizations (cbo) with a menu of quality outcomes and indicators for their program. The catalogue is an effort to create a standard format for outcome selection and to provoke dialogue within the program service strategy. It is important for each program to review the outcomes with a clear understanding of their particular service strategy to determine if they are a good fit. If none of the outcomes in this catalogue are suitable for the program, discussion with the contracting funder is advised.

### **Use of the Outcome Catalogue**

The function of this catalogue is as a guide. As such, here is a list of questions that will help you determine the best outcome for your program.

#### BASED ON THE PROGRAM SERVICE STRATEGY

- Which outcomes are most important to achieve?
- Which outcomes are most closely related to the core business of the program?
- Which outcomes are most meaningful to the program? (Is the change or benefit something that makes a real difference for the participants?)
- Which outcomes are most useful? (Provide the best information for decision making or program improvement.)
- Which outcomes are most reasonable? (Outcomes the program can expect to influence in a non-trivial way.)
- Which outcomes can the program be held accountable to?
- Which outcomes are most realistic? (Likely to be achieved with the program resources and in the reporting period.)

Outcomes must realistically reflect the kinds of change the program can make happen. There are many stages of change, and it is the program's responsibility to determine which stage it can purposefully impact.

## OUTCOME STAGES DEFINITIONS

In an effort to understand the continuum of services offered in Pierce County the Funders Group has defined seven stages of outcomes. Each stage should be seen as an integral part of the human services continuum. As you review the stage definitions below, consider what level of the human service system your program is intended to impact. This will assist you in determining the outcomes best suited for your program.

**Customer Service:** How the customer feels about the service or how staff treated them; e.g. respectful, friendly, timely staff or service, is accessible/hours of operation. Service quality expectations; e.g. food is useful to family, shelter is safe.

**Temporary Change in Condition:** Temporary change in general state of physical needs. e.g. shelter needs met, immediate food needs met. Stabilizing or maintaining basic needs.

**Knowledge:** Demonstrates awareness or understanding. Attains a level of knowledge.

**Attitude:** A change in self perception, community perception, peer perception or a change in viewpoint.

**Skill:** A change in the level of proficiency or ability to perform the skill. Ability to demonstrate the skill attained.

**Behavior:** A change in the consistency of performing a skill, application of knowledge or attempting to apply new skill or knowledge.

**Status:** Long-term change in condition (1 or more years) e.g. sobriety, employment, stabilization of basic needs.

**Community:** A change in the community's understanding, attitude or response to a problem; e.g. blight, crime or neighborhood attachment.

**System:** A change in the efficiency, effectiveness or the economy of a human service system.

## SERVICE STRATEGY DEFINITIONS

**Children, Youth & Families:** This service strategy encompasses programs that serve three populations; children 0-8, families, and youth 9 plus years old.

**Children 0-8** are primarily after-school or child care type programs. **Family** programs include family therapy, family recreation and parenting programs.

**Youth 9+** include programs such as late night, crisis interventions, mentoring and after-school programs.

**Community Mobilization:** The focus of this strategy is to build a community's capacity to organize around problem behaviors in the community.

**Employment & Education:** This service strategy includes all programs that seek to enhance an individual's capacity to become employed, earn a living wage and/or maintain long-term employment. Education included in this area is primarily linked to employment or mastering English as a second language.

**Health & Mental Health:** The focus of this strategy area is to encourage self-management of personal health. Included in this strategy are mental health services, community clinics, and health education programs.

**Intimate Violence:** This service strategy includes both domestic violence and sexual assault programs.

**Seniors & Disabled:** The target populations for these programs are seniors or disabled persons. Programs include senior meal sites, senior respite care and services for disabled individuals, focusing on wellness and/or independent living.

**Stability:** This strategy is separated into two areas, Emergency and Housing/Case Management Services.

**Emergency Services** are defined as short-term interventions that do not provided on-going documented case management (Emergency Shelters, Food Banks, Hot Meal Sites).

**Housing/Case Management Services** are shelter programs that provide intermediate (30 or more days) to long-term interventions, part of which is documented case management.

## TYPES OF OUTCOME STATEMENTS

**Change Statements:** an increase, decrease or maintenance of a skill, behavior, attitude, knowledge, etc.

**Target Statements:** declare a specific level of achievement. Shelter 85% of the community's homeless population.

**Benchmark Statements:** comparative targets related to other time periods or organizations. Increase the percentage of homeless sheltered from 78% to 85% by 2004.

## SELECTING STRONG INDICATORS

Identify the logical link between the outcome and the indicator, for example an outcome that changes knowledge should have an indicator that demonstrates knowledge. Indicators should be a direct measure of the outcome. Good indicators are measurable—they can be seen, heard or read, they are specific—conveying one concept. Select indicators that will assist you in understanding the program and where program improvements might be necessary.

A concept rule for indicators that is often violated is using an indicator that is required by the program. For example, a drivers education program requires a valid driver's permit. An indicator of "attains valid driver's permit" for Increased driving skill would be inappropriate because entry into driving school requires the individual to attain a driver's permit. Another concept that is important to remember when selecting indicators is that an outcome and its indicators should represent one population. For example, in parenting programs there are two populations (parents and children). Select an outcome and indicators that are measurable for parents only or children only. Mixing the two populations in the outcome creates difficulty in setting indicators and the criteria to achieve them.

## SELECTING STRONG MEASUREMENT TOOLS

There are several key factors to consider when determining the Measurement Tool for your outcome. The primary consideration is whether or not the Client Perspective would result in valid data. Issues such as cultural biases, age or language may inhibit programs from gathering the clients' perspective. If this is the case, gathering data only from the Staff or Volunteers is advisable. If the Client Perspective is not biased it is recommended that programs gather data from the client.

## CLIENT PERSPECTIVE TOOLS:

Client Assessment Survey: A tool developed to test the client's knowledge or skill of the outcomes and indicators selected. The format could be: True/False, Multiple Choice, Lists or Essay. This tool is used primarily for Knowledge Outcomes.

Survey: A tool that assesses the client's perspective about the outcomes and indicators. It is a written instrument asking perception questions or statements.

Interview: Based on asking the client several written questions and documenting their responses. The added advantage of an interview tool is the ability to clarify ambiguous responses.

Focus Group: Asks a series of questions in a group setting where the participants comments are documented. An important factor in maintaining the validity of focus group data is in having a non-biased, experienced Focus Group Facilitator for the group.

## STAFF OR PROGRAM PERSPECTIVE TOOLS

Observation Tool: A first hand observation of interactions and events witnessed and documented by a staff member or volunteer.

Case Record: A documented summary of the client's case file or family plan.

Official Record: A review of existing information collected by agencies or institutions such as schools or courts.

Standardized Tools: Research-based tools that have been formulated to evaluate specific criteria (child development or self-esteem).

An additional factor to consider is the amount of resources a Measurement Tool will require. Surveys don't consume a lot of time, whereas interviews are time consuming. Consider whether or not the additional information will add significant value to your program's outcome effort.

The Outcomes Catalogue identifies appropriate measurement tools in the far right column of each outcome row.

**CHILDREN, YOUTH & FAMILY OUTCOME – INDICATOR LIST**
**Child Centered Programs (0-8 years)**

| <b>Attitude Outcomes</b>                          | <b>Indicators</b>   | <b>Measurement Tools</b>                       |
|---|---|--|
| Improved relationship with caring adult           | Believes that school staff care (adults)<br>Believes that they can ask school staff for help<br>Expresses feelings to school staff<br>Expresses needs to school staff   | Survey<br>Observation Tool                     |
| <b>Knowledge Outcomes</b>                         | <b>Indicators</b>   | <b>Measurement Tools</b>                       |
| Increased knowledge of safety issues              | Able to identify safety tips<br>Able to identify dangerous situation  | Client Assessment Survey                       |
| <b>Skill Outcomes</b>                             | <b>Indicators</b>   | <b>Measurement Tools</b>                       |
| Improved school readiness                         | Meets age appropriate language skills milestones<br>Meets age appropriate math skills<br>Meets age appropriate self-help skills<br>Meets age appropriate social skills  | Standardized Child Development Assessment Tool |
| Improved ability to meet developmental milestones | Meets age appropriate communication skills milestones<br>Shows an increase in ___ of ___ developmental milestones<br>Maintains progress in ___ of ___ developmental milestones<br>Meets age appropriate self help skills milestones<br>Meets age appropriate social skills milestones<br>Meets age appropriate movement milestones<br>Meets age appropriate behavioral milestones | Standardized Child Development Assessment Tool |

|                         |  |  |
|-------------------------|--|--|
| Improved reading skills | Reads at age or grade level<br>Improves one or more age or grade levels                    | Official Records<br>Standardized Tools |
| Improved math skills    | Demonstrates math skills at age or grade level<br>Improves one or more age or grade levels | Official Records<br>Standardized Tools |

| <b>Behavior Outcomes</b>                              | <b>Indicators</b>   | <b>Measurement Tools</b>                                |
|---|---|---|
| Improved stability in child's home/living environment | Adapts to new home<br>Child engages in positive activities<br>Child succeeds in school<br>Guardian/parent provides stable environment<br>Guardian has contact with school<br>Maintains placement for ___ months or transitions to permanent placement<br>Parent has positive contact with child<br>Parent has consistent contact with child<br>Parent complies with Disposition Order | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased parental involvement in school activities   | Participates in child's teacher conference<br>Participates in child's recognition assemblies<br>Participates in child's school-based activities<br>Assists child in homework activities   | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved social bonding                               | Works or plays alone at age appropriate levels<br>Works or plays with others at age appropriate levels<br>Demonstrates positive interactions with peers<br>Demonstrates positive interactions with teachers<br>Fewer negative behavior reports with peers<br>Fewer negative behavior reports with teachers  | Observation Tool  |
| Increased utilization of community services           | Recognizes service needs<br>Identifies services<br>Initiates services<br>Utilizes ___ community services  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased participation in positive activities        | Participates in learning activities   | Observation Tool  |

| <b>Behavior Outcomes</b>                  | <b>Indicators</b>  | <b>Measurement Tools</b>  |
|---|--|---|
|   | Participates in character development activities   |   |
| Improved academic performance             | Maintains average grades in school<br>Attains better than average grades in school<br>Maintains better than average grades in school<br>Achieves 50% of academic goals<br>Achieves 75% or more of academic goals | Survey<br>Interview<br>Observation Tool<br>Case Records<br>Official Records |
| Improved cooperation with peers or others | Helps others<br>Respects other (including property & environment)<br>Shares with peers or others   | Survey<br>Interview<br>Observation Tool<br>Case Records                     |

| <b>Status Outcomes</b>       | <b>Indicators</b>  | <b>Measurement Tools</b> |
|------------------------------|--|--------------------------|
| Attained Permanent Placement | Child placed with Parent<br>Child placed in Relative Adoption<br>Child placed in Non-relative Adoption | Official Records         |

**CHILDREN, YOUTH & FAMILY OUTCOME – INDICATOR LIST**

**Youth Development (9+ years)**

| <b>Knowledge Outcomes</b>                       | <b>Indicators</b>  | <b>Measurement Tools</b> |
|---|--|--------------------------|
| Improved knowledge of community resources       | Knows 2 appropriate community resources<br>Knows 3 or more appropriate community resources<br>Knows who to contact to attain community resources<br>Knows when to contact community resources<br>Knows how to get to community resources | Client Assessment Survey |
| Increased knowledge of juvenile legal system    | Knows curfew laws<br>Understands consequences of breaking curfew<br>Knows requirements of diversion contract<br>Understands consequences of not meeting diversion contract   | Client Assessment Survey |
| Improved knowledge of safety issues             | Able to identify safety tips<br>Able to identify dangerous situations  | Client Assessment Survey |
| Increased knowledge of advanced technology      | Knows hardware components<br>Able to identify three or more applications   | Client Assessment Survey |
| Increased knowledge of youth service strategies | Knows 2 appropriate youth service strategies<br>Knows ____ elements of youth service strategies  | Client Assessment Survey |

| <b>Attitude Outcomes</b>          | <b>Indicators</b>   | <b>Measurement Tools</b>           |
|-----------------------------------|---|------------------------------------|
| Increased sense of personal value | Believes adults care about him/her<br>Believes it is important to care for self<br>Believes he/she can make a positive contribution to (group, family, society) | Survey<br>Interview<br>Focus Group |
| Improved self esteem              | Demonstrates positive self image<br>Takes initiative for positive self development  | Survey<br>Interview<br>Focus Group |
| Increased sense of responsibility | Chooses to resist gangs, peer pressure, violence, and   | Survey                             |

| <b>Attitude Outcomes</b>      | <b>Indicators</b>  | <b>Measurement Tools</b>           |
|-------------------------------|--|------------------------------------|
|                               | drugs<br>Takes responsibility for being a bully, victim, or bystander                        | Interview<br>Focus Group           |
| Improved emotional well-being | Demonstrates progress on reducing presenting symptoms<br>Consistently follows treatment plan | Survey<br>Interview<br>Focus Group |

| <b>Skill Outcomes</b>                | <b>Indicators</b>   | <b>Measurement Tools</b>  |
|--------------------------------------|---|---|
| Improved communication skills        | Listens to others<br>Uses "I" statements<br>Articulates messages so others understand<br>Uses rephrasing techniques<br>Understands personal triggers<br>Able to negotiate solutions                       | Client Assessment<br>Survey<br>Observation Tool<br>Case Records |
| Improved life skills                 | Able to interact positively with others<br>Able to transfer work/school skills<br>Able to manage expectations (work, school, family)  | Client Assessment<br>Survey<br>Observation Tool<br>Case Records |
| Improved decision making skills      | Considers pros and cons for decisions<br>Thinks about consequences of decisions prior to decisions<br>Uses _____ decision making technique<br>Considers what is socially acceptable when making decisions | Client Assessment<br>Survey<br>Observation Tool<br>Case Records |
| Improved ability to cope with loss   | Shares with another in similar circumstances<br>Able to express feelings<br>Recognizes grieving is a process<br>Able to identify where they are in the grieving process                                   | Client Assessment<br>Survey<br>Observation Tool<br>Case Records |
| Increased advanced technology skills | Able to dismantle and reassemble a computer hard  | Survey  |

| <b>Skill Outcomes</b>                 | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
|---------------------------------------|--|---|
|                                       | drive<br>Able to produce streaming audio and video   | Interview<br>Focus Group                                |
| Improved resistance skills            | Demonstrates resolution skills<br>Able to negotiate solutions  |   |
| <b>Behavior Outcomes</b>              | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
| Reduced violent behavior              | Reports fewer verbal altercations<br>Reports fewer physical altercations<br>Reports using de-escalation techniques<br>Reports child is using de-escalation techniques  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved relationship with an adult   | Expresses feelings in an appropriate manner<br>Asks for help on a regular basis<br>Initiates contact<br>Shares experiences or ideas with an adult<br>Reports having caring (teachers, neighbors)<br>Reports having supportive family<br>Reports 3 or more adult resources<br>Reports having a mentoring relationship | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Reduced recidivism                    | No re-offenses for ___ months<br>No diversion violations while under contract<br>No probation violations resulting in detention<br>Fewer absences from school  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased positive peer relationships | Identifies friends as a positive influence<br>Identifies self as a positive influence on friends<br>Resists negative peer influence<br>Recognizes need for positive friends<br>Has friends<br>Interacts with peers in a positive manner  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased use of community resources  | Uses 2 community resources   | Survey  |

| Behavior Outcomes                                   | Indicators  | Measurement Tools                                       |
|---|---|---|
|   | Uses 4 or more community resources<br>Uses clothing resources<br>Uses _____ resource (mental health, financial, etc.)   | Interview<br>Observation Tool<br>Case Records           |
| Improved positive interactions with family or group | Shares feelings with family or group<br>Talks positively with family or group<br>Respects other's points of view<br>Suggests compromises to assist in resolutions<br>Accepts compromises to assist in resolutions<br>Manages behavior in group or family<br>Positive movement through identified measurement of cooperative behavior<br>Participates in family activities | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved capacity to achieve life goals             | Has plans for future<br>Listens to advise from Advisor<br>Develops action steps for his/her plan<br>Initiates _____ action steps for his/her plan<br>Completes 50% of action steps<br>Completes 75% of action steps<br>Completes 100% of action steps   | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved family functioning                         | Identifies goals and actions steps for family<br>Meets _____ time(s) per week as a family to work on goal<br>Completes 50% of actions steps<br>Completes 75% of action steps<br>Attains goal identified by family<br>Participates in family activities  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved social functioning                         | Manages anger appropriately<br>Shows constructive level of assertiveness<br>Relates positively with peers   | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved academic performance                       | Attends school _____ days per month   | Survey  |

| <b>Behavior Outcomes</b>                               | <b>Indicators</b>   | <b>Measurement Tools</b>  |
|--|---|---|
|  | Maintains C+ or better grades<br>Develops academic goals<br>Achieves 50% of academic goals<br>Achieves 75% of academic goals<br>Attains academic goals<br>Maintains academic goals<br>Does not miss more than one day per month | Interview<br>Observation Tool<br>Case Records<br>Official Records |
| Increased participation in positive activities         | Participates in learning activities<br>Participates in character-development activities   | Survey<br>Interview<br>Observation Tool<br>Case Records           |
| Maintained progress on goal plans                      | Completes ____ financial goal(s)<br>Completes ____ other goal(s)  | Survey<br>Interview<br>Observation Tool<br>Case Records           |
| Improved social bonding                                | Demonstrates positive interactions with peers<br>Works or plays alone at age appropriate levels   | Survey<br>Interview<br>Observation Tool<br>Case Records           |
| Improved positive interaction between parent and child | Demonstrates knowledge of age appropriate child development<br>Demonstrates knowledge of child's basic needs  | Survey<br>Interview<br>Observation Tool<br>Case Records           |
| Maintains healthy behaviors                            | Eats a balanced diet<br>Participates in aerobic exercise 3 or more times per week<br>Receives annual physical health exam<br>Receives annual dental health exam   | Survey<br>Interview<br>Observation Tool<br>Case Records           |
| Increased engagement in community improvement          | Participates in social service activities<br>Volunteers in human service organizations<br>Participates in civic events  | Survey<br>Interview<br>Observation Tool<br>Case Records           |

| Behavior Outcomes | Indicators | Measurement Tools |
|-------------------|------------|-------------------|
|                   |            |                   |

| System Outcomes                                   | Indicators   | Measurement Tools |
|---|--|-------------------|
| Improved/maintained youth service system capacity | Youth organizations participate in public awareness events and or activities<br>Engages in ____ activities for recruiting purposes (contractor)<br>Increases participating youth service organizations by ____%<br>Maintains participating youth service organizations | Survey Records    |
|   |  |                   |
|   |  |                   |
|   |  |                   |

| <b>Family Focused</b>                     |   |                          |
|---|---|--------------------------|
| <b>Knowledge Outcomes</b>                 | <b>Indicators</b>   | <b>Measurement Tools</b> |
| Improved knowledge of community resources | Knows how to access 2 community services<br>Knows how to access basic needs services<br>Knows how to access self sufficiency services<br>Knows how to access services to meet family's needs<br>Recognizes need for services<br>Identifies appropriate services | Client Assessment Survey |
| Improved knowledge of child development   | Knows age appropriate child development<br>Knows the child's basic needs<br>Knows age appropriate child activity  | Client Assessment Survey |

| <b>Attitude Outcomes</b>         | <b>Indicators</b>   | <b>Measurement Tools</b>           |
|----------------------------------|---|------------------------------------|
| Improved confidence in parenting | Demonstrates confidence as a parent<br>Consistent messages to child<br>Consistent with parenting strategies<br>Doesn't feel easily flustered by parenting<br>Feels confident in their parenting ability | Survey<br>Interview<br>Focus Group |
| Increased feeling of belonging   | Demonstrates mutual importance to each other<br>Demonstrates mutual concern for each other  | Survey<br>Interview<br>Focus Group |
| Improved emotional well-being    | Feels supported by others (during pregnancy/birth)<br>Feels confident about birthing process  | Survey<br>Interview<br>Focus Group |

| <b>Skill Outcomes</b>             | <b>Indicators</b>  | <b>Measurement Tools</b>                                   |
|-----------------------------------|--|--|
| Improved parenting skills         | Able to apply non-violent approaches to discipline<br>Uses age appropriate child development information<br>Meets child's basic needs (emotional, physical, medical) | Observation Tool<br>Client Assessment Tool<br>Case Records |
| Improved family management skills | Able to identify triggers in self  | Observation Tool   |

| <b>Skill Outcomes</b>         | <b>Indicators</b>   | <b>Measurement Tools</b>                                   |
|-------------------------------|---|--|
|                               | Able to identify triggers in other family members<br>Uses negotiation skills as part of family management<br>Uses communication skills as part of family management                 | Client Assessment Tool<br>Case Records                     |
| Improved communication skills | Listens to others<br>Uses "I" statements<br>Articulates messages so others understand<br>Uses rephrasing techniques<br>Understands personal triggers<br>Able to negotiate solutions | Observation Tool<br>Client Assessment Tool<br>Case Records |

| <b>Behavior Outcomes</b>                               | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
|--|--|---|
| Improved positive interaction between parent and child | Nurtures child's development<br>Uses appropriate discipline<br>Facilitates child's development<br>Participates in child's daily activities   | Survey<br>Interview<br>Case Records<br>Observation Tool |
| Improved parenting                                     | Develops close relationships with child(ren)<br>Maintains close relationships with child(ren)<br>Responds to child's behavioral cues<br>Takes responsibility for parenting<br>Reports using natural/logical consequences   | Survey<br>Interview<br>Case Records<br>Observation Tool |
| Improved individual/family functioning                 | Develops milestones for strengthening relationships<br>Meets milestones for strengthening relationships<br>Identifies goals and action steps for family<br>Attains goals identified by family<br>Family makes progress toward identified goals<br>Increase in families' use of community resources | Survey<br>Interview<br>Case Records<br>Observation Tool |
| Improved/maintained level of functioning in community  | Able to deal with daily activities<br>Able to find solutions to own challenges   | Survey<br>Interview<br>Case Records<br>Observation Tool |

**COMMUNITY MOBILIZATION OUTCOME – INDICATOR LIST**

| <b>Knowledge Outcomes</b>                                      | <b>Indicators</b>   | <b>Measurement Tools</b> |
|--|---|--------------------------|
| Increased knowledge of how to use community resources          | Knows how to use phone trees, crac trak, CPTED, City Services<br>Members are accessing community resources [Police, NPO, Faith, HS]   | Client Assessment Survey |
| Increased knowledge of best practices in community organizing  | Knows the tools to mobilize the community<br>Knows how to implement a phone tree<br>Knows how to network<br>Knows how to put together Community gatherings<br>Knows how to develop fliers | Client Assessment Survey |
| Increased knowledge of underlying community concern            | Knows neighborhood issues<br>Sees trends in neighborhood issues   | Client Assessment Survey |
| Increased knowledge of underlying community concern            | Knows neighborhood issues<br>Sees trends in neighborhood issues   | Client Assessment Survey |
| Increased knowledge of how to respond to community emergencies | Understands how to respond to community emergencies   | Client Assessment Survey |
| Increased knowledge of crime prevention activities             | Knows steps to prevent illegal activity<br>Knows abatement procedures   | Client Assessment Survey |
| Increased knowledge of how to respond to community emergencies | Understands how to respond to community emergencies<br>Understands how to contact community and emergency services  |                          |

| <b>Attitude Outcomes</b>  | <b>Indicators</b>  | <b>Measurement Tools</b>            |
|---|--|-------------------------------------|
| Increased feeling of belonging or connectedness                     | Demonstrates mutual importance to each other<br>Demonstrates mutual concern for each other<br>Demonstrates commitment to stay in neighborhood<br>Demonstrates commitment to the neighborhood | Survey<br>Interview<br>Focus Groups |
| Increase in shared values for the community.                        | Professes common beliefs<br>Acknowledges shared values   | Survey<br>Interview<br>Focus Groups |
| Increased internal incentives to participate in mobilization effort | Perceives benefits outweigh costs<br>Willing to commit time necessary for mobilization effort  | Survey<br>Interview<br>Focus Groups |
| Improved attitude toward volunteering                               | Feels volunteer experience is meaningful<br>Feels respected as a volunteer   | Survey<br>Interview<br>Focus Groups |
| Improved attitude towards life                                      | Feels positive about life<br>Feels active in life  | Survey<br>Interview<br>Focus Groups |
| Increased positive feelings toward police/law enforcement services  | Perceives police as being helpful<br>Has confidence in police  | Survey<br>Interview<br>Focus Groups |

| <b>Skill Outcomes</b>         | <b>Indicators</b>   | <b>Measurement Tools</b>                         |
|-------------------------------|---|--|
| Improved communication skills | Members frequently communicate with each other<br>Members communicate with representatives of community resources                     | Client Assessment<br>Survey)<br>Observation Tool |
| Improved facilitation skills  | Members demonstrate facilitation skills<br>Engages all members of the group<br>Able to resolve conflict<br>Able to set meeting agenda | Client Assessment<br>Survey<br>Observation Tool  |

| <b>Skill Outcomes</b>                                       | <b>Indicators</b>   | <b>Measurement Tools</b>                        |
|---|---|---|
| Improved leadership skills                                  | Members demonstrate leadership skills<br>Takes initiative<br>Voices opinions on issues<br>Assumes responsibility for projects<br>Motivates others to assume responsibility for projects   | Client Assessment<br>Survey<br>Observation Tool |
| Improved negotiation skills                                 | Members demonstrate negotiation skills<br>Able to identify the problem and differences<br>State other sides position<br>Identifies areas of compromise<br>Demonstrates willingness to compromise<br>Members seek solutions to real or perceived conflict<br>Members set up opportunities to dialogue about conflict | Client Assessment<br>Survey<br>Observation Tool |
| Improved ability to work with diverse groups or individuals | Members demonstrate ability to address diversity<br>Diverse populations participate in community mobilization effort<br>Members of affected group participate in mobilization effort<br>Able to identify diversity  | Client Assessment<br>Survey<br>Observation Tool |
| Improved planning skills                                    | Formalizes guidelines for community mobilization<br>Formalizes roles for members<br>Members understand their roles<br>Formalizes procedures to guide the effort<br>Goals are clearly articulated<br>Goals are time specific   | Client Assessment<br>Survey<br>Observation Tool |
| Maintains progress on community goals                       | Sets action plan<br>Makes progress on action plan   | Official record                                 |
| <b>Behavior Outcomes</b>                                    | <b>Indicators</b>   | <b>Measurement Tools</b>                        |
| Increased community networking                              | Shares information<br>Coordinates resources<br>Identifies partners  | Survey<br>Interview                             |

| <b>Behavior Outcomes</b>  | <b>Indicators</b>  | <b>Measurement Tools</b>   |
|---|--|----------------------------|
|   | Brings new partners to the group   |                            |
| Increased acceptance of responsibility for maintaining relationships in the community | Block groups maintains for 6 months post organization<br>Block groups maintains for 12 months post organization<br>Shares leadership among several group members | Survey<br>Interview        |
| Increased leadership by community members   | Members pull together when necessary<br>Members regularly work together to get tasks done<br>Members assume responsibility for projects                          | Survey<br>Interview        |
| Improved/maintained nutritional status  | Participates at senior nutrition site twice a week<br>Demonstrates reduced/maintained nutritional risk   | Survey<br>Observation Tool |
| Implementation of crime free strategies   | Progress on CPTED plan<br>Progress on crime free certification   | Case Records               |
| Increased effectiveness of crime free program   | Police and fire calls for service<br>Property values   | Official Records           |

| <b>Status Outcomes</b>            | <b>Indicators</b>   | <b>Measurement Tools</b>   |
|-----------------------------------|---|----------------------------|
| Reduced criminal activity         | Reduces drug dealing<br>Reduces auto theft<br>Reduces gang activity | Official records           |
| Reduction in blighting conditions | Meets City Code standards<br>Meets community standards              | Official records<br>Survey |
| Increase in public safety         | Meets CPTED standards<br>Meets community standards                  | Official records<br>Survey |

| <b>System Outcomes</b>                     | <b>Indicators</b>  | <b>Measurement Tools</b> |
|--|--|--------------------------|
| Improved system to recruit foster families | Families attend information meetings<br>Families complete foster parent licensing training |                          |

|  |  |  |
|--|--|--|
|  | Families licensed to be foster parents<br>Referrals made<br>____% of families recruited will be accepting meth-impacted children |  |
|--|--|--|

## EMPLOYMENT &amp; EDUCATION OUTCOME – INDICATOR LIST

| <b>Knowledge Outcomes</b>                                    | <b>Indicators</b>  | <b>Measurement Tools</b>                                 |
|--|--|--|
| Increased education level                                    | Achieves GED/HS diploma<br>Completes ABE program<br>Is proficient at ____ level<br>Enrolls in next education level<br>Meets test score criteria                    | Client Assessment Survey<br>Case records<br>Certificates |
| Increased knowledge of the English language                  | Proficiency at ____ level<br>Enrolls in next education level<br>Increase proficiency by ____ level(s)  | Client Assessment Survey<br>Case records<br>Certificates |
| Increased knowledge of resume writing techniques             | Knows components of a resume<br>Knows resume formats<br>Submits resume in 2 different formats  | Client Assessment Survey<br>Case records<br>Certificates |
| Increased knowledge of interviewing techniques               | Knows components of an interview<br>Knows how to present self<br>Knows how to research for job interview<br>Completes a mock interview                             | Client Assessment Survey<br>Case record                  |
| Increased understanding of how to maintain employment        | Knows employers expectations<br>Knows appropriate work place behavior<br>Knows own stressors<br>Knows how to get assistance<br>Knows how to progress in job skills | Client Assessment Survey                                 |
| Increased understanding of how to use employment services    |  | Client Assessment Survey                                 |
| Increased understanding of college options and opportunities | Knows college degree and certificate options<br>Knows available services and activities  | Client Assessment Survey                                 |

| <b>Attitude Outcomes</b>                             | <b>Indicators</b>  | <b>Measurement Tools</b>           |
|--|--|------------------------------------|
| Increased confidence in ability to attain employment | Shows confidence in seeking employment opportunities<br>Shares experiences/knowledge<br>Shows confidence he/she will be a valuable employee<br>Believes he/she has transferable skills   | Survey<br>Interview<br>Focus Group |
| Increased willingness to attain employment           | Willing to actively seek employment<br>Willing to try temporary employment<br>Willing to complete application<br>Identifies reason(s) to be employed<br>Willing to participate in WEX or OJT program   | Survey<br>Interview<br>Focus Group |
| Increased willingness to maintain employment         | Willing to show up consistently for work<br>Willing to show up for work on time<br>Willing to follow work place rules<br>Willing to dress appropriately<br>Willing to complete the work day<br>Willing to complete assigned work<br>Willing to achieve high quality work | Survey<br>Interview<br>Focus Group |

| <b>Skill Outcomes</b> | <b>Indicators</b> | <b>Measurement Tools</b> |
|-----------------------|-------------------|--------------------------|
|-----------------------|-------------------|--------------------------|

| Skill Outcomes                        | Indicators   | Measurement Tools  |
|---------------------------------------|--|--|
| Increased job search technical skills | <p style="text-align: center;"><b>Resume Writing Skills</b></p> <ul style="list-style-type: none"> <li>Resume on file</li> <li>Cover letter on file</li> <li>Thank-you letters on file</li> <li>Application filled out correctly</li> </ul> <p style="text-align: center;"><b>Interviewing Skills</b></p> <ul style="list-style-type: none"> <li>Shakes hands with interviewer</li> <li>Asks for business cards</li> <li>Makes eye contact</li> <li>Answers questions appropriately</li> <li>Dresses appropriately</li> <li>Follows up with interview</li> </ul> <p style="text-align: center;"><b>Computer Skills for Job Search</b></p> <ul style="list-style-type: none"> <li>Demonstrates word processing skills</li> <li>Demonstrates email skills</li> <li>Demonstrates internet skills</li> <li>Demonstrates basic computer use skills</li> </ul> | <ul style="list-style-type: none"> <li>Case Records</li> <li>Observation Tool</li> <li>Client Assessment Survey</li> </ul> |
| Increased life skills                 | <p style="text-align: center;"><b>Time Management</b></p> <ul style="list-style-type: none"> <li>Comes to class on time</li> <li>Comes back from break on time</li> <li>Turns in assignments</li> </ul> <p style="text-align: center;"><b>Conflict Resolution Skills</b></p> <ul style="list-style-type: none"> <li>Uses "I" statements</li> <li>Manages emotions</li> <li>Demonstrates appropriate assertiveness</li> <li>Demonstrates listening skills</li> </ul> <p style="text-align: center;"><b>Resource Location</b></p> <ul style="list-style-type: none"> <li>Able to identify who could help them out</li> <li>Knows resources for financial emergencies</li> <li>Knows resources for food emergencies</li> <li>Knows resources for transportation emergencies</li> </ul>  | <ul style="list-style-type: none"> <li>Observation Tool</li> <li>Client Assessment Survey</li> <li>Case Records</li> </ul> |

| Skill Outcomes                                | Indicators   | Measurement Tools  |
|---|--|--|
|   | <p style="text-align: center;"><b>Problem Solving</b></p> <p>Able to deal with difficult people<br/>                     Able to deal with stressful situations<br/>                     Able to find solutions for own challenges</p> <p style="text-align: center;"><b>Planning</b></p> <p>Plans for childcare<br/>                     Plans for transportation<br/>                     Has back up plans<br/>                     Able to plan a budget<br/>                     Able to save for emergencies</p> |  |
| Increased job specific skills                 | Completes vocational training<br>Completes industry specific training<br>Attains certification in job skill<br>Enters an apprenticeship<br>Completes on the job training<br>Demonstrates basic computer skills   | Observation Tool<br>Client Assessment<br>Survey<br>Case Records<br>Certificate |
| Increased client’s ability to access services | Makes connection with one community resource<br>Client receives services   | Survey   |
| Made educational gains                        | Attains basic skill<br>Attains English language skills<br>Attains computer literacy  | Client Assessment<br>Survey<br>Case Records<br>Certificate                     |

| Behavior Outcomes            | Indicators   | Measurement Tools  |
|------------------------------|--|--|
| Increased employment seeking | Completes ____ information interviews per _____<br>Applies for _____ jobs per _____<br>Visits WorkSource _____ times per _____ | Observation Tools<br>Case Records<br>Survey<br>Interview |

| <b>Behavior Outcomes</b>             | <b>Indicators</b>   | <b>Measurement Tools</b>                                 |
|--------------------------------------|---|--|
| Reduced barriers to employment       | Develops milestone(s) for barrier reduction<br>Meets milestone(s) for barrier reduction<br>Eliminates _____ or more barriers<br>Develops action plan for barrier resolution<br>Completes action plan for barrier resolution                                 | Observation Tools<br>Case Records<br>Survey<br>Interview |
| Maintained progress on goal plans    | Achieves at least ___% of goals at 6months<br>Achieves at least ___% of goals at 12 months<br>Completes ___ educational goals<br>Completes ___ financial goals<br>Completes _____ other goals (specify _____)<br>Completes education or job skills training | Case Records   |
| Increased access to higher education | Eligible students register for college classes<br>Completes registered classes  | Official records   |

| <b>Status Outcomes</b>              | <b>Indicators</b>   | <b>Measurement Tools</b>            |
|-------------------------------------|---|-------------------------------------|
| Attained employment                 | Achieves employment goals<br>Completes temporary job experience<br>Completes volunteer/internship<br>Completes subsidized employment opportunity<br>Completes employment screening process<br>Attains employment<br>Attains job in chosen field | Case Records<br>Survey<br>Interview |
| Maintained employment (30-180 days) | Maintains employment 30 days<br>Maintains employment 60 days<br>Maintains employment 90 days<br>Maintains employment 120 days<br>Maintains employment 150 days<br>Maintains employment 180 days   | Case Records<br>Survey<br>Interview |

| Status Outcomes          | Indicators  | Measurement Tools                   |
|--------------------------|---|-------------------------------------|
| Attained livable wage    | Reduces cash assistance<br>Receives employee benefits (dental/medical)<br>Eliminates public assistance                                    | Case Records<br>Survey<br>Interview |
| Wage progression         | Increases wage by 10% over 18 months.<br>Increases wage by ____%<br>Increases benefit value by ____%<br>Achieves promotion in ____ months | Case Records<br>Survey<br>Interview |
| Adjustment of INS status | Completes INS application progress<br>INS confirmation of status change   | Case Records                        |

## HEALTH &amp; MENTAL HEALTH OUTCOME – INDICATOR LIST

| <b>Temporary Change in Condition Outcome</b>    | <b>Indicators</b>   | <b>Measurement Tools</b> |
|---|---|--------------------------|
| Immediate dental needs met                      | Provides treatment appropriate for condition<br>Provide dental hygienic care  | Case Records             |
| <b>Knowledge Outcomes</b>                       | <b>Indicators</b>   | <b>Measurement Tools</b> |
| Increased knowledge of health condition         | Knows symptoms of health condition<br>Understands health condition<br>Knows symptoms of diagnosis<br>Understands diagnosis<br>Knows personal risk factors<br>Knows rights & responsibilities of a patient for health management | Client Assessment Survey |
| Increased knowledge of treatment                | Understands treatment<br>Knows what to do for self care<br>Knows what to do for prevention  | Client Assessment Survey |
| Increased knowledge of breast health            | Knows symptoms of breast cancer<br>Knows what to do for early detection   | Client Assessment Survey |
| Increased knowledge of health care resources    | Knows the difference between primary and emergency care<br>Knows where to go for appropriate care<br>Knows how to access appropriate care<br>Knows how to access appropriate health care coverage                               | Client Assessment Survey |
| Increased awareness of preventable health risks | Knows what to do for prevention<br>Understands risk factors<br>Knows myths related to risks<br>Knows where to go for appropriate care   | Client Assessment Survey |
| Increased knowledge of mental health condition  | Knows symptoms of mental health condition<br>Understands mental health condition  | Client Assessment Survey |

| <b>Knowledge Outcomes</b>                                   | <b>Indicators</b>   | <b>Measurement Tools</b> |
|---|---|--------------------------|
|   | Knows symptoms of diagnosis<br>Understands diagnosis  |                          |
| Increased knowledge of treatment of mental health condition | Understands treatment of condition<br>Knows what to do for self care<br>Knows what to do for prevention<br>Knows what personal risk factors | Client Assessment Survey |
| Increased knowledge of mental health resources              | Knows where to go for appropriate care<br>Knows how to access appropriate mental health care coverage                                       | Client Assessment Survey |

| <b>Attitude Outcomes</b>   | <b>Indicators</b>   | <b>Measurement Tools</b>           |
|--|---|------------------------------------|
| Increased confidence/belief that treatment can be effective  | Discloses relevant experiences<br>Engages in developing treatment plan<br>Willing to participate in treatment<br>Willing to change perception of self worth | Survey<br>Interview<br>Focus Group |
| Increased willingness to use mental health services, including follow-up for controllable conditions | Willing to make follow-up appointments<br>Willing to go to follow-up appointments   | Survey<br>Interview<br>Focus Group |

| <b>Skill Outcomes</b>   | <b>Indicators</b>  | <b>Measurement Tools</b>                                     |
|---|--|--|
| Improved response in emergent situations  | Attains life saving skills (CPR/First Aid)<br>Perceives skill level will be adequate in an emergent situation            | Client Assessment Survey<br>Observation Tool<br>Case Records |
| Increased perception of improved level of functioning in a controlled environment | Able to deal with daily activities<br>Able to deal with stressful situations<br>Able to find solutions to own challenges | Client Assessment Survey<br>Observation Tool<br>Case Records |
| Improved capacity to achieve life goals   | Attains coping skills<br>Meets at least one goal identified for therapy  | Client Assessment Survey                                     |

| <b>Behavior Outcomes</b>   | <b>Indicators</b>   | <b>Measurement Tools</b>                                |
|--|---|---|
| Improved individual/family stability   | Demonstrates stable relationships<br>Develops milestones for strengthening relationships<br>Meets milestones for strengthening relationships  | Observation Tool<br>Case Records                        |
| Improved/maintained level of functioning in the community  | Able to deal with daily activities<br>Able to deal with stressful situations<br>Able to find solutions to own challenges<br>Able to stabilize                                       | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased utilization of mental health services, including follow up for controllable conditions | Makes follow up appointments<br>Goes to follow up appointments<br>Shows up consistently for treatment<br>Identifies reasons to be in treatment<br>Takes prescription medication     | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased utilization of health care services, including follow-up for controllable conditions   | Makes follow-up appointments<br>Goes to follow-up appointments<br>Demonstrates self care<br>Avoids personal risk factors<br>Takes prescription medication<br>Follows treatment plan | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved positive interaction between parent and child   | Nurtures child's development<br>Uses appropriate discipline   | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased utilization of dental care services, including follow-ups for controllable conditions  | Goes to follow-up appointments<br>Follows treatment plan  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Increased number of children above the   | Number of immunizations provided to children  | Official Records  |

| <b>Behavior Outcomes</b>                           | <b>Indicators</b>   | <b>Measurement Tools</b>           |
|--|---|------------------------------------|
| immunization guidelines                            | Provides sole source of vaccinations<br>% of children meeting immunization schedules  | Survey                             |
| <b>Status Outcomes</b>                             | <b>Indicators</b>   | <b>Measurement Tools</b>           |
| Improved mental health                             | Demonstrates progress in reducing presenting symptoms<br>Consistently follows treatment plan<br>Demonstrates self care<br>Avoids personal risk factors  | Case Records                       |
| Stable health                                      | Maintains physical signs within normal limits<br>Has current immunizations<br>Has recommended dental sealant<br>Practices preventative dental care<br>Carries pregnancy to term<br>Achieves ___ lbs birth weight<br>Attends well baby checkups  | Case Records<br>Official Records   |
| Improved health (dental, prenatal)                 | Remains illness free<br>Remains symptom free<br>Demonstrates progress in reducing presenting symptoms<br>Consistently follows treatment plan  | Case Records                       |
| <b>System Outcomes</b>                             | <b>Indicators</b>   | <b>Measurement Tools</b>           |
| Reduced barriers to receiving health care services | Hours of operation meets patients needs<br>Location of operation meets patients needs<br>Criteria for receiving services meets patients needs<br>Individual and/or system assumptions meet patients needs<br>Able to meet needs of diverse populations<br>Understand cultural barriers to receiving medical | Survey<br>Interview<br>Focus Group |

| <b>System Outcomes</b> | <b>Indicators</b>  | <b>Measurement Tools</b> |
|------------------------|--|--------------------------|
|                        | services<br>Applications accepted for insurance coverage |                          |

**INTIMATE VIOLENCE OUTCOME – INDICATOR LIST**

| <b>Knowledge Outcomes</b>                   | <b>Indicators</b>   | <b>Measurement Tools</b> |
|---|---|--------------------------|
| Improved knowledge of community resources   | Knows how to access advocacy services<br>Knows how to access basic needs services<br>Knows how to access counseling services<br>Knows 2 community resources that are appropriate to their needs   | Client Assessment Survey |
| Improved knowledge of safety planning       | Know components of a safety plan<br>Knows why a safety plan is important<br>Knows who can help with a safety plan<br>Knows safety planning is an option   | Client Assessment Survey |
| Improved understanding of sexual violence   | Knows their body is okay (child)<br>Understands physical anatomy (child)<br>Understands effects of sexual abuse (family)<br>Understands risks for sexual assault (family)<br>Understands impact of sexual assault on their child<br>Knows the myths of sexual violence<br>Knows what is welcome/consensual behavior<br>Understands connection between sexual assault and current symptoms | Client Assessment Survey |
| Improved understanding of domestic violence | Knows jealousy is an abusive tactic<br>Knows they are responsible for violent actions<br>Knows violence in a relationship is not normal<br>Knows information about domestic violence<br>Knows the dynamics of power and control   | Client Assessment Survey |
| Improved knowledge of the legal system      | Has primary knowledge of the legal system<br>Knows their next legal action step<br>Knows who can assist with next legal step<br>Knows how to report probation violations  | Client Assessment Survey |

| <b>Attitude Outcomes</b>                   | <b>Indicators</b>  | <b>Measurement Tools</b>  |
|--|--|---|
| Increased feeling of safety                | Feels assured that they are safe now<br>Feels that they will be safe in the future<br>Feels that they are safer than when with abuser  | Survey<br>Interview<br>Focus Group                              |
| Increased confidence to make change        | Feels confident in their ability to problem solve<br>Feels independent<br>Feels like they are making progress<br>Presents self in a positive manner<br>Feels like they have control over some things | Survey<br>Interview<br>Focus Group                              |
| <b>Skill Outcomes</b>                      | <b>Indicators</b>  | <b>Measurement Tools</b>  |
| Improved ability to work with legal system | Demonstrates skills to advocate for self<br>Demonstrates ability to use advocacy services  | Client Assessment<br>Survey<br>Observation Tool<br>Case Records |
| <b>Behavior Outcomes</b>                   | <b>Indicators</b>  | <b>Measurement Tools</b>  |
| Increased personal safety                  | Creates a safety plan<br>Implements at least ___% of safety plan<br>Uses safety plan in a d.v. emergency<br>Tells others about their situation   | Survey<br>Interview<br>Observation Tool<br>Case Records         |
| Increased use of community resources       | Accesses safe housing<br>Uses 2 community resources<br>Uses 3 community resources<br>Uses culturally appropriate services  | Survey<br>Interview<br>Observation Tool<br>Case Records         |

| <b>System Outcomes</b>                      | <b>Indicators</b>   | <b>Measurement Tools</b> |
|---|---|--------------------------|
| Improved efficiency in abuse investigations | Essential components of investigation are completed in a timely manner<br>Case collaboration occurs in cases that involve multiple agencies | Case Records             |

## SENIORS &amp; DISABLED OUTCOME – INDICATOR LIST

| <b>Temporary Change in Conditions Outcome</b> | <b>Indicators</b>  | <b>Measurement Tools</b> |
|---|--|--------------------------|
| Reduction in barriers to assistance           | Overcomes transportation barriers<br>Provisions of information and referrals meet client's needs | Survey                   |

  

| <b>Knowledge Outcomes</b>  | <b>Indicators</b>  | <b>Measurement Tools</b> |
|--|--|--------------------------|
| Increased knowledge of health condition associated with aging      | Knows health conditions associated with aging<br>Knows personal risk factors associated with age<br>Knows rights and responsibilities of a senior patient for health management  | Client Assessment Survey |
| Increased knowledge of health condition associated with disability | Knows health conditions associated with disability<br>Knows personal risk factors associated with disability<br>Knows rights and responsibilities of a disabled patient for health management<br>Knows options for health management | Client Assessment Survey |
| Increased knowledge of health care resources for seniors           | Knows where to go for appropriate care<br>Knows how to access appropriate care<br>Knows how to access appropriate health care coverage   | Client Assessment Survey |
| Increased knowledge of health care resources for disabled          | Knows where to go for appropriate care<br>Knows how to access appropriate care<br>Knows how to access appropriate health care coverage<br>Knows how to access services provided by TACID   | Client Assessment Survey |
| Increased knowledge of community resources                         | Knows where to go to meet social needs<br>Knows how to access recreational activities  | Client Assessment Survey |
| Increased understanding of disability                              | Knows how to access effective communication modes<br>Knows resources for people with disabilities  | Client Assessment Survey |

| <b>Attitude Outcomes</b>                           | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
|--|--|---|
| Increased willingness to use senior services       | Willing to contact senior services<br>Willing to use senior services that are available  | Survey<br>Interview<br>Focus Group                      |
| Improved attitude toward volunteering              | Feels useful in volunteer experience<br>Feels volunteer experience is meaningful<br>Feels volunteer experience gives back to the community<br>Feels respected as a volunteer   | Survey<br>Interview<br>Focus Group                      |
| Improved attitude toward life                      | Feels positive about life<br>Has a positive sense of well-being<br>Feels social supports are adequate<br>Feels active in life  | Survey<br>Interview<br>Focus Group                      |
| Increased willingness to use services for disabled | Willing to contact services<br>Willing to use services that are available<br>Willing to use services provided by TACID   | Survey<br>Interview<br>Focus Group                      |
| <b>Behavior Outcomes</b>                           | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
| Improved or maintained endurance level             | Able to negotiate needs<br>Meets ____% of functional ability goals<br>Participates in at least ____ activities per week<br>Meets ____% of functional ability requirements for class<br>Able to participate in group activity for full duration of activity | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved or maintained independent living          | Meets ____% of self identified independent living goals<br>Client is able to do more for him/herself   | Survey<br>Interview<br>Observation Tool<br>Case Records |

| <b>Behavior Outcomes</b>                  | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
|---|--|---|
| Improved/maintained nutritional status    | Participates at senior nutrition sites ___ times per week<br>Demonstrates reduced nutritional risk   | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Decreased isolation                       | Able to identify social needs<br>Knows resources to satisfy social needs<br>Believes social needs are being met<br>Attends support groups<br>Participates in at least ___ activities each week/month<br>Interacts with others socially<br>Uses available resources<br>Completes at least ___ items on psych/social plan<br>Feels less isolated<br>Has positive feelings about participation in social activities | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved/maintained community involvement | Meets vocational goals<br>Meets recreational goals   | Survey<br>Interview<br>Observation Tool<br>Case Records |

| <b>Status Outcomes</b>                                    | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
|---|--|---|
| Improved/maintained independent living                    | Able to move with no or limited assistance<br>Able to maintain home at a functional level<br>Able to maintain sufficient funds to live independently<br>Avoids personal risk factors<br>Demonstrates self care | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Maintained client in least restrictive living environment | Able to perform daily activities<br>Avoids personal risk factors   | Survey<br>Interview<br>Observation Tool<br>Case Records |

| <b>Status Outcomes</b>                        | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
|---|--|---|
| Maintained safety of at-risk elderly/disabled | Maintains adequate care<br>Able to participate in plan of care<br>Has zero incidents of physical or financial exploitation or abuse  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Maintained role as caregiver                  | Demonstrates self-care<br>Uses new methods to adapt to client’s environmental needs  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| <b>System Outcomes</b>                        | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
| Improved/maintained volunteer services        | Participates in _____ public awareness events and/or activities per reporting period<br>Engages in _____ activities for recruiting purposes<br>Increases volunteer base by _____ percent<br>Maintains volunteer base | Official Records  |

**STABILITY OUTCOME – INDICATOR LIST****Emergency Services – (Food banks, Hot meal sites, Overnight Shelters)**

| <b>Temporary Change in Condition Outcomes</b> | <b>Indicators</b>   | <b>Measurement Tools</b> |
|---|---|--------------------------|
| Immediate improvement in hygiene              | Utilizes showers<br>Utilizes laundry services<br>Utilizes hygiene products  | Survey                   |
| Immediate need for clothing met               | Provides clothing appropriate for season<br>Provides clean clothes<br>Provides clothing fits<br>Provides an amount of clothing meets needs<br>Provides clothing appropriate for lifestyle | Survey                   |
| Immediate need for shelter met                | Ensures shelter is available at appropriate times<br>Reserves a bed<br>Refers to other shelters<br>Meets program requirements for assistance<br>Maintains housing for 30 days             | Survey                   |
| Immediate need for food met                   | Ensures food available at appropriate times<br>Ensures quantity of food is appropriate  | Survey                   |
| Immediate needs met                           | Provides clothing<br>Provides food<br>Provides hygiene products<br>Provides school readiness materials<br>Provides medical assistance   | Official Records         |
|   |   |                          |

| <b>Customer Service Outcomes<br/>(Client Perspective)</b> | <b>Indicators</b>  | <b>Measurement Tools</b> |
|---|--|--------------------------|
| Sense of safety   | Surrounding area is secure enough to bring children<br>Facility is secure enough to bring children<br>Feels personal property is secure<br>Feels physically safe in the facility<br>Steps are taken by facility to assure physical safety<br>Feels privacy is protected<br>Staffing levels are adequate to assure safety | Survey                   |
| Cleanliness of site                                       | Restrooms are adequately stocked<br>Bedding is clean<br>Floors are free of debris and waste<br>Tables in eating area are clean   | Survey                   |
| Treated with respect                                      | Treats clients nicely<br>Feels welcomed<br>Treats client like a person<br>Intakes are timely<br>Feels like I have value<br>Answers questions   | Survey                   |
| Comfort/service amenities                                 | Provides appropriate waiting area<br>Provides locker for belongings<br>Provides toiletries<br>Ensures temperature is comfortable<br>Provides adequate bedding<br>Provides reading material or games<br>Provides fresh/frozen foods<br>Provides bags for food<br>Provides voice mail service<br>Provides postal service   | Survey                   |
| Positive interactions with staff                          | Staff initiates conversation with clients<br>Staff knows client's name<br>Staff members are helpful  | Survey                   |

| <b>Customer Service Outcomes<br/>(Client Perspective)</b> | <b>Indicators</b>   | <b>Measurement Tools</b> |
|---|---|--------------------------|
|   | Can ask staff for assistance<br>Ensures non- threatening interactions   |                          |
| Quality of food   | Ensures food is appropriate temperature<br>Ensures food packages are sealed properly<br>Ensures food is fully cooked<br>Ensures food tastes good<br>Provides balanced food selection or meal<br>Provides variety of foods available<br>Ensures food is culturally appropriate | Survey                   |
| Quantity of food  | Provides food bag that will feed family (3 meals for 3 days)<br>Ensures hunger was satisfied<br>Able to return for food when necessary  | Survey                   |
| Food is nutritious  | Ensures all food groups were available<br>Ensures primary food groups were provided<br>Ensures balanced meals   | Survey                   |

| <b>Knowledge Outcomes</b>                 | <b>Indicators</b>   | <b>Measurement Tools</b> |
|---|---|--------------------------|
| Improved knowledge of community resources | Knows the shelter<br>Knows the meal sites<br>Knows where health care clinics are located<br>Knows how to access CSO/DSHS<br>Knows the food bank system<br>Knows United Way Helpline number<br>Knows housing options<br>Knows who to contact to attain community resources<br>Knows how to get community resources | Client Assessment Survey |

| <b>Behavior Outcomes</b>                     | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
|--|--|---|
| Immediate improvement in hygiene             | Utilizes showers<br>Utilizes hygiene services<br>Utilizes laundry service  | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Improved access to service                   | Accesses services that meet needs<br>Implements action plan to meet service needs with other community resources   | Survey<br>Interview<br>Observation Tool<br>Case Records |
| Reduction in barriers to assistance          | Overcomes transportation barrier<br>Overcomes clothing barrier<br>Overcomes basic skills barrier<br>Overcomes lack of motivation barrier<br>Overcomes challenge of getting to foodbank   | Survey  |
| Increased social connections                 | Recognizes other clients in the system<br>Has social support from staff<br>Has social support from other clients<br>Talks to other clients in system<br>Belongs to a peer group<br>Referred by other clients to services             | Survey  |
| Improved nutrition over time                 | Eats food from 4 food groups ___ times per week (Protein, Dairy, Fruit-Veg,Grains)<br>Takes daily vitamins and mineral required (kids)   | Survey  |
| <b>System Outcomes</b>                       | <b>Indicators</b>  | <b>Measurement Tools</b>                                |
| Reduce barriers to receiving food assistance | Hours of operation meets clients needs<br>Location of operation meets clients needs<br>Criteria for receiving food meets clients needs<br>Type of food is useful to clients<br>Individual &/or system assumptions meet clients needs | Survey  |

| System Outcomes  | Indicators   | Measurement Tools                  |
|--|--|------------------------------------|
|  | Provides training that improves services<br>Has a diverse volunteer pool<br>Has an adequate number of volunteers<br>Able to meet needs of diverse populations (homeless/homebound)<br>Understands cultural barriers to food assistance |                                    |
| Improved food distribution system                      | Maintains level of staple food needed<br>Maintains level of fresh food needed<br>Provides timely food delivery   | Survey<br>Interview<br>Focus Group |
| Improved food donation system                          | Increases donated pounds of food by ___%<br>Increases number of food donation sites by ___%<br>Meets community's need for hours of operation by food donation sites  | Survey<br>Interview<br>Focus Group |
| Improved food bank's ability to operate                | Maintains level of food needed<br>Able to complete financial reports<br>Able to write competitive grants   | Survey<br>Interview<br>Focus Group |
| Improved readiness to respond to large scale disasters | ___ of facilities with disaster shelter agreements<br>___ of shelter supply sites<br>___ of new shelter managers from partner agencies and shelter housing facilities<br>___ of trained emergency responders                           | Survey<br>Interview<br>Focus Group |
| Improved quality standards for shelters                | # of shelters met guideline standard #1<br># of shelters met guideline standard #2<br># of shelters met guideline standard #3  |                                    |

**Housing Services/Case Management**

| <b>Knowledge Outcomes</b>                  | <b>Indicators</b>  | <b>Measurement Tools</b> |
|--|--|--------------------------|
| Improved knowledge of community resources  | Knows __ resources for clothing<br>Knows __ resources for food<br>Knows __ resources for housing assistance<br>Knows __ resources for medical assistance<br>Knows __ resources for employment assistance | Client Assessment Survey |
| Improved knowledge of financial management | Knows ways to reduce utility bills<br>Knows ways to stay within budget   | Client Assessment Survey |
|  |  |                          |

| <b>Attitude Outcomes</b>                         | <b>Indicators</b>   | <b>Measurement Tools</b>           |
|--|---|------------------------------------|
| Improved emotional well-being                    |   | Survey<br>Interview<br>Focus Group |
| Increased feeling of belonging and connectedness | Expresses mutual concern for each other<br>Try to meet each other's needs |                                    |
|  |   |                                    |

| <b>Skill Outcomes</b>  | <b>Indicators</b>  | <b>Measurement Tools</b>                                     |
|--|--|--|
| Improved ability to access community resources                     | Able to identify services to meet their needs<br>Able to create an action plan to utilize services<br>Able to match goals with community services<br>Able to advocate for self in the future                           | Client Assessment Survey<br>Observation Tool<br>Case Records |
| Improved ability to remove barriers to attaining permanent housing | Identifies __ personal barriers to housing<br>Develops an action plan for removing __ barrier(s)<br>Identifies resources to assist in barrier removal<br>Identifies __ personal change(s) necessary to remove barriers | Client Assessment Survey<br>Observation Tool<br>Case Records |
| Improved financial management skills                               | Able to develop a comprehensive budget   | Client Assessment Survey                                     |

| <b>Skill Outcomes</b>    | <b>Indicators</b>  | <b>Measurement Tools</b>   |
|--------------------------|--|--|
|                          | <ul style="list-style-type: none"> <li>Able to balance check book</li> <li>Able to identify cost saving strategies</li> <li>Able to identify income producing opportunities</li> <li>Able to develop a credit report improvement plan</li> <li>Able to meet financial obligations</li> </ul> | <ul style="list-style-type: none"> <li>Observation Tool</li> <li>Case Records</li> </ul>                                   |
| Improved life skills     | <ul style="list-style-type: none"> <li>Able to interact positively with others</li> <li>Able to manage expectations</li> </ul>   | <ul style="list-style-type: none"> <li>Client Assessment Survey</li> <li>Observation Tool</li> <li>Case Records</li> </ul> |
| Improved quality of life | <ul style="list-style-type: none"> <li>Demonstrates improved decision-making skills</li> <li>Demonstrates improved goal planning skills</li> </ul>   | <ul style="list-style-type: none"> <li>Client Assessment Survey</li> <li>Observation Tool</li> <li>Case Records</li> </ul> |

| <b>Behavior Outcomes</b>          | <b>Indicators</b>   | <b>Measurement Tools</b>   |
|-----------------------------------|---|--|
| Improved financial resources      | <ul style="list-style-type: none"> <li>Has a working budget</li> <li>Has sufficient move in costs</li> <li>Has implemented a savings plan</li> <li>Maintains employment for ____ weeks</li> <li>Attains wage of at least \$_____ per hour</li> <li>Attains employment of at least ____ hours per week</li> <li>Attains State/Federal income benefits</li> <li>Attains additional State/Federal benefits (medical, child care, food stamps, etc.)</li> <li>Pays rent in full for at least ____ months</li> <li><i>Attains knowledge of ways to reduce utility bills</i></li> <li><i>Attains knowledge of ways to stay within budget</i></li> </ul> | <ul style="list-style-type: none"> <li>Case Records</li> </ul>                           |
| Improved educational status       | <ul style="list-style-type: none"> <li>Completes high school or GED Certificate</li> <li>Completes vocational training</li> </ul>   | <ul style="list-style-type: none"> <li>Case Records</li> <li>Official Records</li> </ul> |
| Maintained progress on goal plans | <ul style="list-style-type: none"> <li>Achieves at least ____% of goals at 6months</li> <li>Achieves at least ____% of goals at 12 months</li> <li>Completes ____ educational goals</li> <li>Completes ____ financial goals</li> <li>Completes ____ other goals (specify_____)</li> </ul>   | <ul style="list-style-type: none"> <li>Case Records</li> </ul>                           |

| <b>Behavior Outcomes</b>  | <b>Indicators</b>  | <b>Measurement Tools</b>                   |
|---|--|--|
|   | Completes education or job skills training   |  |
| Attained permanent housing  | Attains permanent unsubsidized housing<br>Attains permanent subsidized housing<br>Maintains good standing with landlord for ____ months  | Case Records                               |
| Maintained drug free lifestyle  | Achieves consistently clean U.A.s<br>Achieves satisfactory court reports<br>Complies with Disposition Order<br>Completes Disposition Order                                       | Case Records<br>Official Records           |
| Improved access to community resources                                      | Accesses ____ community resources<br>Accesses services that meet needs<br>Implements action plan to meet service needs with other community resources                            | Survey<br>Observation Tool<br>Case Records |
| Improved financial resources  | Has a working budget<br>Has implemented a savings plan   | Case Records                               |
| Improved individual/family stability  | Develop self-sufficiency goals and milestones for achievement<br>Meets milestones for achieving self-sufficiency goals   | Case Records                               |
| Maintained stable housing in a group home                                   | Demonstrates acceptance of program norms and rules<br>Demonstrates effective interpersonal skills<br>Achieves ____% of goals at 6 months<br>Achieves ____% of goals at 12 months | Observation Tool<br>Case Records<br>Survey |
| Increased utilization of services and follow-up for controllable conditions | Avoids personal risk factors<br>Follows treatment plan   | Observation Tool<br>Case Records<br>Survey |
| Improved/maintained independent living                                      | Meets ____% of independent living goals<br>Maintains appropriate living environment  | Observation Tool<br>Case Records<br>Survey |
| Reduced barriers to stable housing  | Develops action plan for barrier removal<br>Eliminates ____ or more barriers   | Observation Tool<br>Case Records<br>Survey |

| <b>Status Outcomes</b>       | <b>Indicators</b>  | <b>Measurement Tools</b> |
|------------------------------|--|--------------------------|
| Maintained permanent housing | Maintains housing for 6 months<br>Maintains housing for 12 months<br>Able to meet monthly expenses<br>Learned ____ new independent living skills | Case Records             |