Evaluation Capacity Building Accomplishments, Recommendations, and Resources

Prepared for:
PEARLS for Teen Girls, Inc.

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EXECUTIVE SUMMARY

In February 2012, PEARLS for Teen Girls contracted with IMPACT Planning Council to assist them in developing an evaluation approach that could be integrated into their operations and support their planned expansion through the 10,000 Girls Initiative. This report provides a summary of key accomplishments, offers recommendations for the future, and includes resources to assist PEARLS in sustaining the progress achieved through the partnership.

Accomplishments

Over the three-year engagement, PEARLS and IMPACT worked collaboratively to establish trust, engage key stakeholders, document program strategies, identify relevant and compelling outcomes, and establish an evaluation approach that is built upon an existing culture of continuous learning and improvement. As a result of this work, PEARLS has a set of meaningful process and outcome statements that can be used to reliably document and communicate success over time (see p. ii). Moreover, because of this work, systems are in place to gather the data needed to substantiate and monitor these successes. Comments from the PEARLS staff on the progress they have made reflect their satisfaction with the experience and pride in their increased evaluation capacity (see p. iii). IMPACT is confident that with ongoing attention and support from leadership, PEARLS is poised to continue its progress.

Lessons Learned

PEARLS is rooted in a learning culture which enables it to be open to reflections, suggestions, and improvement. In this environment, establishing greater capacity for evaluation was generally a welcomed activity that benefitted from the active participation and involvement of staff. Nevertheless, it takes time to establish the trusting relationships required to explore challenging questions. Regular touch points between staff and IMPACT were essential and allowed the process to respond to pressures and demands of a busy nonprofit’s schedule while staying focused on the goal of developing PEARLS’s evaluation capacity. It will be essential to recognize and promote evaluation champions, continue broad participation in the process, and to acknowledge that evaluation is an ongoing process.

Recommendations

PEARLS is to be congratulated for its progress in integrating a practical evaluation approach into its operations. Specific suggestions for ongoing development are provided in the report, including:

- Continue to refine data collection, analysis, and reporting.
- Support the continuation of the Evaluation Advisory Team.
- Adopt a robust data management system.
- Formalize training protocols, including the role of the Data Analyst.
- Balance process and outcome evaluation components.
- Incorporate additional rigor as appropriate.
- Continue ongoing external support.

PEARLS will benefit from ongoing attention and support to solidify progress and respond to changing needs in the future. Multiple tools and templates are also included in the report to further assist PEARLS in its future evaluations efforts.
SAMPLE PROCESS AND OUTCOME STATEMENTS

Process Statements

XX groups were provided weekly PEARLS circles at XX sites during the [semester/year].

XX% of groups received evidence-based programs, including Making Proud Choices and Too Good for Drugs.

A total of XX girls were served through PEARLS during the [semester/year].

XX% of girls were retained in PEARLS programming during the [semester/year].

XX% of girls reported that they would recommend PEARLS to a friend.

XX% of Site Partners reported being “satisfied” or “very satisfied” with the PEARLS programming at their site.

Outcome Statements

XX% of girls demonstrated increased knowledge of pregnancy and HIV/STD prevention, and XX% avoided teen pregnancy.

PEARLS girls reported high levels of self-esteem in relation to their peers (XX%), home/family (XX%), and school (XX%).

XX% of girls reported making positive changes in their relationships because of PEARLS.

XX% of girls reported healthy boundaries and expectations for their relationships.

XX% of active seniors graduated from high school, and XX% of those girls were accepted to/enrolled in college or entered a career field of interest.

XX% of active girls set a goal, and XX% of those girls achieved their goals.

XX% of active girls participated in community service projects.
STAFF REFLECTIONS ON EVALUATION PROGRESS

“It has allowed us to focus on which areas need improvement.”

“We can say, ‘Here’s the outcome we want, here’s where we are, and how can we get to where we want to be?’ We can think more strategically about what we do.”

“I like how [IMPACT] came in and worked out how we could collect data in a way that was natural to us and the girls.”

“Being in a new program area with no baseline data, it’s been helpful to start with an evaluation mindset early.”

“Having this level of detail in data has allowed us to analyze programs in new ways.”

“It enhances what we do and serves as a catalyst to get us where we want to be.”

“[We’re more] intentional about doing things in real time, every day. It’s not an afterthought.”
EVALUATION CAPACITY BUILDING PROCESS

Background

Since 1993, PEARLS for Teen Girls has been committed to being Milwaukee’s signature non-profit program for maximizing girls’ self-development. Serving at-risk, primarily African American and Latina girls ages 10 to 19, PEARLS offers a unique array of programs focused on the development of leadership and resiliency skills to help teenage girls achieve their goals and realize their dreams.

In May of 2011, the PEARLS Board of Directors approved the 10,000 Girls Initiative, a five-phase strategy to increase the number of girls reached by PEARLS. As it pursues this goal, PEARLS is committed to maintaining and improving the quality of its programming through ongoing evaluation efforts. Beginning in February 2012, PEARLS embarked upon a three-year partnership with IMPACT (formerly Planning Council for Health and Human Services) to assist in building its evaluation capacity and assessing its success.

IMPACT’s process involved establishing a collaborative relationship with the PEARLS team of management and staff to determine realistic outcomes; document the program’s logic model; identify indicators for critical outcomes; ensure that processes are in place to gather the appropriate data; and support data analysis, reporting, and the use of findings.

Summary of Process and Accomplishments

IMPACT employed a participatory approach to implementing the evaluation capacity building process. In participatory evaluations, program staff actively contribute to the evaluation design and analysis and gain valuable knowledge and skills to improve not only the program in question but other programs in the organization. These skills include: understanding evaluation terms and methods; identifying realistic outcomes; making a logical connection between outcomes and program strategies; developing and implementing data collection tools and procedures; and interpreting, reporting, and using findings. This approach also makes the most of existing technical skills and the content knowledge and expertise of the program deliverers, resulting in more relevant, culturally-appropriate, useful, and ultimately more sustainable evaluations.

In the first stages of the process, IMPACT established relationships with the PEARLS team of management and staff, became familiar with its current evaluation systems, and gained a deeper understanding of the 10,000 Girls Initiative and broader organizational goals. With guidance from IMPACT, PEARLS then convened an Evaluation Advisory Team and engaged them in reviewing the program’s theory of change, determining agreed upon compelling outcomes, documenting the logic model, identifying the indicators for the critical outcomes, and developing and piloting tools for gathering outcome data. Concurrent with this process, PEARLS’s Director of Program Services and Data Analyst worked closely with IMPACT to refine tools and procedures for collecting and using process data (e.g., demographic information, feedback from girls and site partners, etc.).
Together, PEARLS and IMPACT experienced much success developing the organization’s evaluation capacity. Key to this success was building upon PEARLS’s existing processes to develop an outcomes framework and measurement system that more fully describes the program and documents its successes. Major accomplishments achieved throughout each stage of the process follow.

Engaging stakeholders and assessing current state

- **Discussions with Senior Leadership Team:** Early on and at key points throughout the process, the PEARLS Senior Leadership Team met with IMPACT to identify priorities, review progress, and align plans with broader organizational goals (including the 10,000 Girls Initiative). These periodic discussions provided valuable opportunities to ensure that the process remained true to its original goal but responded to emerging opportunities and challenges.

- **Program and context:** PEARLS provided the IMPACT team with a clear understanding of the program’s structure and strategies, organizational culture and values, and the population served by providing IMPACT with program materials, data and reports, and the opportunity to conduct site observations early on in the process. This abundance of information helped to ensure the feasibility and relevance of the process.

- **Evaluation Advisory Team:** The Director of Program Services worked closely with IMPACT during Year 1 to identify and recruit members of the Evaluation Advisory Team (see Appendix A1 for a list of 2012 members). With members representing girls, alumnae, volunteers, staff, management, and governance, the Evaluation Advisory Team provided a wealth of insight into PEARLS’s program model and its value to girls over the course of partnership.

Documenting program strategies and solidifying relevant outcomes

- **Outcome and logic model development:** Over a four-month period in 2012, the Evaluation Advisory Team worked with guidance from IMPACT to identify program strategies and intended outcomes, test the logical links between program strategies and their intended effects, and refine a program logic model which could serve as a guide for future evaluation activities. (See Appendix A2 for the most current version of the PEARLS Program Logic Model.)

- **Interviews with girls:** To gain further insight into girls’ perceptions of the value of PEARLS programming, a member of the Evaluation Advisory Team (herself a PEARLS alumna) partnered with IMPACT to conduct brief, videotaped interviews with participants. The interviews helped to confirm the relevance of the outcomes identified on the logic model and provided valuable process feedback. (See Appendix A3 for a summary of the interview process and themes.)

- **Consultation with College & Career Readiness:** As the College and Career Readiness component of PEARLS has evolved, PEARLS has periodically made use of resources and
consultation from IMPACT to clarify the C&CR component’s program strategy, develop and refine a logic model, and identify appropriate outcomes to document.

Developing an evaluation approach

- **Integration with existing processes:** A goal of the evaluation capacity building process was to ensure that the work was compatible and consistent with PEARLS’s existing infrastructure for data collection, management, and reporting. To facilitate this integration, PEARLS oriented IMPACT to existing tools, procedures, management, and reporting mechanisms. In addition, staff provided their input on the benefits and challenges of existing activities to inform IMPACT’s recommendations.

- **Indicators for key outcomes:** Following the development of the logic model, the Evaluation Advisory Team worked with IMPACT to identify a subset of outcomes that they deemed important to measure and solicited input from key stakeholders (via an online survey) to identify appropriate indicators for those outcomes.

- **Overall scope:** Throughout the process, attention was paid to establishing realistic expectations regarding the scope of the overall approach and the need to phase in strategies over time. For example, during the outcomes development stage IMPACT provided a literature review supporting the linkages between short- and long-term Social and Emotional Learning (SEL) outcomes to provide a rationale for measuring shorter-term (and more readily measurable) SEL outcomes. In addition, the Evaluation Advisory Team and program staff received guidance from IMPACT in exploring the pros and cons of various data collection approaches and their feasibility given the program’s capacity and context.

- **Attention to process data:** While the Evaluation Advisory Team’s work with IMPACT primarily focused on identifying relevant outcomes and developing strategies for their measurement, much focus was given to the refinement of systems for documenting program outputs and other process data. This dual focus was intended to balance and derive the benefits of both process evaluation (looking at how the program is delivered) and outcome evaluation (looking at whether the program produces results).

- **Guidance on sampling strategies:** PEARLS received guidance in sampling a subset of girls to include in outcome data collection activities. Specifically, a stratified cluster sampling strategy was recommended, in which PEARLS groups are randomly selected within each age group (Middle School, Junior Teen, Senior Teen) to obtain an adequate sample of girls in each age range.

Developing data collection tools and procedures

Accomplishments related to data collection tools and procedures were focused on solidifying and refining process data collection, developing and piloting tools for newly-identified outcomes, and solidifying methods for documenting existing outcomes. (Tables outlining the

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identified process and outcome indicators and their associated data sources can be found in Appendix A4.)

**Process Evaluation Data**

- *Participation data:* Towards the end of Year 1, PEARLS lost its access to the UNCOM Database, which had for several years been used to track program attendance and other process data. The Director of Program Services and program staff worked with IMPACT to explore options and developed a revised Excel template and data entry procedures to track participation, demographic information, etc. In addition, PEARLS worked with IMPACT to develop a system to assign unique participant identification numbers to minimize duplicate entries and facilitate the merging of data sets for future analysis.

- *Girl feedback:* As noted above, videotaped interviews were conducted with girls early in Year 1 to solicit feedback on PEARLS programming and why girls choose to participate. While not designed as a routine data collection activity, the process that was employed could be utilized again in the future as necessary. In addition to the qualitative data collection, PEARLS worked with IMPACT to develop an End of Semester Survey to routinely collect feedback from girls. (See Appendix A5 for a copy of the End of Semester Survey.)

- *Site partner feedback:* Beginning in Year 1, PEARLS received guidance from IMPACT to revise its process for collecting feedback from site partners, resulting in an online survey (via Survey Monkey) and procedures for improving survey response rates. The survey and administration process have been fully integrated into regular end-of-semester data collection activities. (See Appendix A6 for a copy of the Site Partner Feedback Survey.)

- *Participation in other agency activities:* Over the course of the partnership, staff responsible for coordinating the College & Career Readiness and Volunteer & Alumnae program components received consultation from IMPACT to identify process data elements to capture on a routine basis. Over time, these program components have become more fully integrated with core program activities, data collection, reporting, and use.

**Outcome Evaluation Data**

- *Healthy relationships:* Together, PEARLS staff and IMPACT developed a “Healthy Relationships” tool to document the outcome, “Girls are equipped to form positive, healthy relationships.” The activity was intended to be a fun, culturally appropriate activity that would serve to both reinforce program messages and collect outcome data. The activity was piloted in Spring 2013, and learnings from the pilot were then used to inform modifications to the tool for the 2014 calendar year. PEARLS also worked with IMPACT with to develop a Microsoft Access database to facilitate data entry and to summarize results. (See Appendix A7 for a copy of the Healthy Relationships tool.)

- *Self-esteem:* After reviewing several possible data collection approaches, the PEARLS program staff chose to implement a validated self-esteem measure to document the outcome, “Girls develop confidence and self-esteem.” The team chose to pilot two tools
during the Spring 2014 semester: the Hare Area-Specific Self-Esteem Scale and the Self-Concept Individual Protective Factors Index. Following the pilot, the team selected the Hare Area-Specific Self-Esteem Scale and implemented it again in Fall 2014. To sustain the use of the measure, IMPACT helped to develop a Microsoft Access database that will allow PEARLS to enter data, perform scoring, and run reports to summarize results. (See Appendix A8 for a copy and description of the Hare Area-Specific Self-Esteem Scale.)

- **Community service participation:** As a relatively new program focus, PEARLS did not have a solid method for documenting girls’ participation in community service projects. PEARLS worked with IMPACT to integrate documentation of girls’ participation in these activities (based on Program Coordinators’ report) into the Excel tracking template that was put in place during the Spring 2013 semester.

- **Documentation of existing outcomes:** At the outset of the partnership, PEARLS had established processes for documenting existing outcomes related to girls’ goal setting/attainment and avoidance of pregnancy. In addition, as part of its funding PEARLS has participated in data collection related to the Making Proud Choices (HIV/STI and pregnancy prevention) and Too Good for Drugs (substance use prevention) curricula. PEARLS received assistance from IMPACT to continue implementing these data collection activities and to make use of the data.

### Data Management Systems

- **Support for future transition to an integrated data management system:** As noted above, PEARLS transitioned from an externally-hosted tracking system (the UNCOM Database) to internal, Excel-based tracking in Spring 2013. Ultimately, the transition provided a valuable opportunity for PEARLS to increase its control of what and how data was being collected and managed, and it also provided real-time access to the data for monitoring and analysis. Recognizing that this served as a temporary solution, however, PEARLS received guidance from IMPACT in exploring alternative data management systems and their capabilities, costs, and potential fit with PEARLS.

### Analysis, interpretation, and use

- **Support for routine analysis and reporting:** Over the course of the partnership, PEARLS received support for the analysis, summary, and preparation of year-end and interim programming reports to the Board of Directors, Senior Leadership Team, program staff, and funders. This ongoing support has helped to assure the integrity of internal analysis practices and has promoted the use of findings for program improvement and sustainability.

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• **Analysis and summary of pilot data:** IMPACT analyzed data from the healthy relationships and self-esteem tools that were piloted in 2013 and 2014. Results were summarized and presented to staff for discussion and to determine future refinements to the tools and data collection procedures.

• **External analysis and dissemination of findings:** IMPACT conducted an independent analysis and prepared a report summarizing progress on the evaluation capacity building process and evaluation findings for the 2012/2013 program year. The report was presented at a stakeholder luncheon in the spring of 2014 to foster discussion and the use of evaluation findings.

• **Support for Data Analyst position:** As PEARLS has integrated the internal Data Analyst position, the Director of Program Services has worked with IMPACT to situate the position into PEARLS’s evaluation systems. The previous Data Analyst received training from IMPACT on data collection procedures, analysis techniques, MS Access, etc. In addition, the current Data Analyst received orientation on evaluation goals and progress to date to ensure the sustainability of systems as the PEARLS-IMPACT partnership has drawn to a close.

**Lessons Learned**

As the accomplishments listed above illustrate, the PEARLS-IMPACT partnership produced significant enhancements to PEARLS’s evaluation capacity. It has resulted in a more well-rounded set of intended outcomes, refinements to data collection and management procedures, new tools to help document success, and a greater appreciation and ability among program staff to participate meaningfully in evaluation activities. Reflecting on these achievements has led to the identification of several lessons learned, including:

• **Capacity building thrives in a learning culture:** The process benefitted from an existing organizational culture that fosters self-reflection and learning. Both management and staff exhibited an eagerness to examine data, consider causes and implications, and identify potential adjustments. This culture of learning will continue to promote the integration of feedback loops and support program improvement.

• **Establish genuine relationships:** The development of genuine, trusting relationships has been an important element to the success of the partnership. Regular communication helped to keep the process moving along; however, the quality of those regular exchanges was what ensured that the work was responsive to ever-changing opportunities, needs, and challenges. In addition, the rapport developed with staff and other stakeholders promoted greater buy-in to the process that will likely contribute to its long-term sustainability.

• **Broad participation enhances the process:** IMPACT routinely uses participatory approaches to evaluation capacity building, and the approach was particularly well suited to PEARLS’s inclusive organizational culture. It resulted in all levels of the organization having input and involvement in the process and contributed to the feasibility, relevance, and sustainability of tools and procedures.
• **Recognize and promote evaluation champions:** PEARLS has strong evaluation champions among its Senior Leadership Team and particularly in its Director of Program Services. In addition, several evaluation champions emerged among PEARLS staff during the three-year process. Working in close partnership with these champions and applying their unique talents and interests has and will continue to advance PEARLS’s internal evaluation capacity.

• **Adaptability and patience are essential:** At the outset of the partnership, IMPACT proposed a linear process with a specific, three-year timeline. However, it became clear during Year 1 that activities would more appropriately be integrated into PEARLS’s academic (i.e., semester-based) annual calendar. In addition, events and organizational initiatives have necessitated that the process be responsive to specific needs and priorities as they arise.

• **Stay attentive to the main goal:** Changes in the environment and unexpected events presented multiple opportunities for the process to become side-tracked. Bimonthly progress reports and periodic check-in meetings with PEARLS’s leadership helped to maintain a focus on the main goal of developing the organization’s ability to conduct and use evaluation to improve its services and document its success.
RECOMMENDATIONS

Looking ahead, IMPACT recommends that PEARLS continue to build upon the above accomplishments by intentionally integrating evaluation activities into its organizational structure and practices. Specific recommendations include:

- **Continue to refine data collection, analysis, and reporting:** As PEARLS moves forward with evaluation implementation, routinely reflect upon the utility, feasibility, and relevance of evaluation activities to identify needed adjustments to tools and processes. As necessary, strengthen and formalize promising components and discard any deemed extraneous. In this way, PEARLS can establish a consistent, manageable set of process and outcome measures, identify baselines and benchmarks, and refine reporting mechanisms to document success and identify program improvements.

- **Support the continuation of the Evaluation Advisory Team:** Determine which staff and other stakeholders are most appropriate to include to help sustain and refine evaluation accomplishments. Establish regular meetings to implement next steps, oversee progress, and continue to cultivate internal capacity. A dedicated, representative team will help to maintain momentum, support continued relevance, and add credibility to evaluation processes and results in the absence of (or in addition to) an external evaluation partner.

- **Adopt a robust data management system:** As PEARLS pursues the goals of the 10,000 Girls Initiative, adopt a more robust, relational database system to store and manage program data. Features to consider include streamlined data entry (to avoid duplication and error), the ability to generate user-friendly reports in real-time, integration of major program components (e.g., weekly programming, College & Career Readiness, etc.), and adaptability to changing data needs and priorities.

- **Formalize training protocols, including the role of the Data Analyst:** Identify specific evaluation responsibilities associated with each role, designate staff to oversee processes, and incorporate evaluation into job descriptions and ongoing staff development. In particular, establish and the Data Analyst’s role in evaluation activities, such as determining evaluation questions, conducting and overseeing data collection, reporting to internal and external stakeholders, etc.

- **Balance process and outcome evaluation components:** Seek to establish and maintain an appropriate balance between process and outcome evaluation activities. Process data and results will be a valuable management tool, particularly as PEARLS looks to expand its programming to serve more diverse girls across a wider geographical area. Outcome data and results will provide information to ensure that girls continue to benefit from PEARLS programming as it expands and will allow PEARLS to demonstrate its value to key stakeholders and the wider community.
• **Incorporate additional rigor as appropriate:** As PEARLS continues to expand its programming to serve more girls, consider the use of more sophisticated sampling techniques to increase efficiency while maintaining data validity. In addition, consider augmenting data analysis to explore dosage effects and well as possible subgroup differences on participant outcomes. Data collection strategies could also be enhanced (depending on the availability of resources) to more clearly demonstrate program effects.

• **Continue ongoing external support:** Finally, it is recommended that PEARLS consider ongoing assistance to ensure the long-term sustainability and refinement of the evaluation systems. Regular (e.g., monthly), in-person consultation and coaching would help to support and guide evaluation implementation, troubleshooting, and future evaluation strategies.

As PEARLS moves ahead in implementing and refining its evaluation system, the internal capacity developed among staff and the Evaluation Advisory Team will be valuable assets. Over time, staff and team members have developed familiarity with the basic steps in the outcome development process and an understanding of measurement approaches and strategies. Internal capacity in these areas will be valuable as PEARLS moves forward with the 10,000 Girls Initiative and additional opportunities to serve teen girls in Milwaukee.

In addition to drawing from the base of knowledge developed among staff and the Evaluation Advisory Team, IMPACT has identified several additional tools and resources to guide PEARLS in implementing next steps. Appendix B outlines the basic steps involved in developing an outcomes measurement system. Helpful handouts, worksheets, and a directory of additional resources related to outcome measurement and evaluation are also included.

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Appendix A: Documentation of Progress
Appendix A1: Evaluation Advisory Team Members, 2012

1. Krystal Askew, Program Coordinator
2. Kelly Blume, Program Coordinator
3. Courtney Campbell, Program Coordinator
4. Stephaine Crosley, Program Coordinator
5. Barbara Faucett, Board Member
6. Gerry Howze, Director of Program Services
7. Tawanna Jackson, Board Member & PEARLS Alumna
8. Ginny Kannenberg, Volunteer Higher Education Coach
9. Jocelyn Mason-Saffold, Program Coordinator
10. Shantee McKay, Teen Facilitator & PEARLS participant
11. Glenda McMiller, Site Partner at Business and Economics Academy of Milwaukee (BEAM)
12. Glenna Scholle-Malone, College & Career Readiness Coordinator
Appendix A2:
PEARLS for Teen Girls Program Logic Model

Mission: PEARLS for Teen Girls is improving quality of life and strengthening our community one girl at a time by empowering young women with self-development tools, guidance and support to strive for better, brighter futures by living out the PEARLS values: Personal Responsibility, Empathy, Awareness, Respect, Leadership and Support.

NOTE: Outcomes listed in bold are those with procedures currently in place for measurement.
Appendix A3: Process and Themes from 2012 Sleepover Interviews

• **What did we want to know from PEARLS girls?**
  Central to the growth model of the 10,000 Girls Initiative is the successful recruitment and retention of girls in PEARLS programming. However, very little has been previously documented about what leads girls to join PEARLS and what keeps them engaged. The PEARLS Evaluation Advisory Team, which consists of representatives from the Board, management, staff, volunteers, alumnae, and Site Partners, helped to develop a process for getting feedback from girls at the 2012 sleepover event. This event was selected because it includes girls of different ages and from a variety of site locations. The Evaluation Advisory Team developed a brief list of focused questions to guide the interviews, which were videotaped and later transcribed.
  The questions included:

  1. Where do you attend PEARLS, and how long have you been going?
  2. How did you first hear about the PEARLS program?
  3. What made you decide to join?
  4. Why do you keep coming back?
  5. What have you personally gotten out of PEARLS?

• **Who did we talk to?**
  o A total of 20 girls were interviewed at the event.
    • 13 were middle schoolers
    • 7 were high schoolers
  o Girls came from a variety of sites and had been in PEARLS from 1 to 6 years.

• **Where had girls first heard about PEARLS?**
  o School teachers/administrative staff (N=8)
    “I heard about the PEARLS program through my dean at my school.”
    “My teacher handed out flyers.”
  o Family members (sisters, cousins) (n=7)
    “I first heard about PEARLS through my cousin, and she told me that I should be with the group because it would help me with a lot of stuff going on with my life.”
    “My sister, she told me about PEARLS because she was in it.”
  o Other girls at school (n=3)
    “I first heard about PEARLS when, last year, when a whole bunch of girls was in it.”
  o PEARLS representative came to their school (n=2)
    “When I was in 5th grade, they came to my school and talked to the 5th graders and 6th graders and asked if we wanted to be a part of PEARLS.”
• Why did girls decide to join PEARLS?
  o To interact with other girls (n=8)
    “I decided to join PEARLS because I was a very shy person at first, and I didn’t really get along with girls that much.”
    “I’ve never really gotten along with a lot of girls; I’ve always hung out with a lot of boys, so I thought it would be something good to try to get used to hanging with girls.”
  o To learn new things (n=7)
    ▪ In general (n=4)
      “Because they would tell me lots of fun things they were learning about, like learning about peer pressure, and positive things.”
    ▪ About self/their body (n=3)
      “I decided to join PEARLS because I felt that as a young lady, I needed to know more about myself and more about my body, and what can help me in the future as I go along.”
  o To get guidance for their future (n=4)
    “Because I needed to find that I have other options. I was kind of, like, not doing anything at the time, and I thought that I didn’t really have a future—or, I didn’t know the path that I needed to take.”
  o To go on field trips/college tours (n=3)
    “I decided to join PEARLS because I heard about the college trips, and I do want to go to college when I get out of school.”
  o They heard it was fun (n=3)
    “I decided to join because when people talk about PEARLS, they say that it’s fun, and you get a lot of information from it.”
  o To have something different to do (n=2)
    “Because I thought it would be something active for after school, and just [something] to do.”
  o Mentorship from Program Coordinators (n=2)
    “What made me join was that it was kind of like a big sister program.”
  o The Compass Points (n=1)
    “It always heads back to one of those points. And they’re all really important.”

• Why do girls continue to be in PEARLS?
  o Learning new things (n=11)
    ▪ About sex (n=4)
      “Learning new things, and how to be safe, and how to say no to boys that try to force you to have sex.”
    ▪ About their bodies (n=4)
“Just seeing new faces, learning about myself and my body, and about others.”

- It’s always something new (n=2)
  “What makes me come back is that we never do the same thing over and over again, and it’s always something that I can take back and use in my personal life, or share with somebody else.”

- About AODA (n=1)
  “I learned not to use drugs at a young age and not to drink.”

- Support from Program Coordinators (n=5)
  “My group leader, she’s cool and you can gain a lot of different information from her. She can relate to you if you ever need someone to talk to. You can call her or text anytime and she’ll always text back.”

- The bond with their PEARLS sisters (n=4)
  “The activities and the secrets, the laughs and the cries, and just having that bond that no one else will ever have. It’s like a sisterly bond that can never be broken—once it’s started it will always be there.”

- Open, honest conversation (n=3)
  “I always feel like I can just be honest and speak my feelings and say how I feel. I don’t feel judged or anything, I feel like I can trust the people that’s there.”

- Fun activities (n=3)
  “The fun activities that we do every Thursday when we have PEARLS.”

- Meeting new people (n=2)
  “It’s something I look forward to, and we get to go new places, we get to know new information, we meet new people.”

- You can be yourself (n=2)
  “Basically, you can be yourself.”

- What have girls personally gotten out of PEARLS?
  - Learning to be themselves/seeing own unique strengths (n=7)
    “That I am somebody and that I can do things, not by people telling me that I can’t. And, just, be myself at all times.”
    “What I got personally out of PEARLS is that everyone is unique in their own way, and there’s no other way to show it than to be yourself.”

  - Getting along with others/going outside comfort zone (n=4)
    “It took me outside of my comfort zone…there’s different types of people, and you learn about different types of people and different types of situations.”

  - Decision making skills (n=4)
    “I learned to not let people pressure you into doing the wrong things.”

  - Self-esteem/self-confidence (n=3)
“I’ve personally gotten more self-confidence, and learned how everybody is unique and that it’s good to be different.”

- Learning about transitioning to womanhood (e.g., hygiene) (n=3)
  “I got a lot of different health stuff, like about our bodies and how we should treat ourselves and different stuff—like being a girl.”

- Learning to talk about problems (n=2)
  “I learned how to talk out my problems instead of me acting right away.”

- Anger management skills (n=2)
  “What I’ve gotten out of the PEARLS program is how to be a better leader and how to control my temper more.”

- Leadership skills (n=2)
  “It also taught me how to be a woman; it taught me how to build up my character and help other people, and do community service. And also how to be a leader, and a positive leader at that, and not fall into peer pressure or do what’s the latest trend or whatever’s in style.”
## Appendix A4:
### PEARLS Outcomes, Outcome Indicators, and Data Sources

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<th>Compass Area</th>
<th>Outcomes</th>
<th>Outcome Indicators</th>
<th>Data Sources</th>
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| Loving Myself | Girls learn about physical development, safe sex, and the risks of substance use. | 1) # and % of girls who demonstrate improved knowledge of HIV, STDs and pregnancy prevention  
2) # and % of girls who demonstrate improved knowledge of substance use risks | 1) Making Proud Choices pre/posttests; PHAT pre/posttests  
2) Too Good for Drugs pre/posttests |
| | Girls avoid teen pregnancy and substance use. | 1) # and % of girls who avoid pregnancy while in PEARLS | 1) Facilitator report |
| | Girls develop increased confidence and self-esteem. | 1) Girls’ scores/responses on a validated measure of self-esteem (compared on basis of number of semesters of PEARLS programming, compared to scores found in the literature, etc.).  
2) # and % of girls who score high (3 or above) on a validated measure of self-esteem. | 1) Hare Area-Specific Self-Esteem Scale (Shoemaker, 1980) |
| Building Relationships with Others | Girls form relationships with PEARLS staff and other girls. | 1) # and % of girls who demonstrate the ability to resolve conflicts.  
2) # and % of girls who can acknowledge their role in a conflict situation(s).  
3) # and % of girls who can appropriately articulate how they are feeling.  
4) # and % of girls who communicate effectively with their program coordinator. | |
| | Girls develop improved communication and conflict resolution skills. | 1) # and % of girls who report making changes in their relationships because of PEARLS.  
2) # and % of girls who report healthy boundaries and expectations. | 1) “Healthy Relationships” activity |
<table>
<thead>
<tr>
<th>Compass Area</th>
<th>Outcomes</th>
<th>Outcome Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Striving to Achieve</td>
<td>Girls value and strive to achieve in school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls graduate from high school.</td>
<td>1) # and % of active seniors who graduate from high school</td>
<td>1) Facilitator report</td>
</tr>
<tr>
<td></td>
<td>Girls pursue college and/or career after high school.</td>
<td>1) # and % of active graduating seniors who report acceptance to college or a post-secondary training program; service program; military; or entrance into a career field of interest.</td>
<td>1) Facilitator report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) # and % active graduating seniors who verify enrollment in college or a post-secondary training program; service program; military; or entrance into a career field of interest.</td>
<td>2) National Student Clearinghouse</td>
</tr>
<tr>
<td>Believing the Sky is the Limit</td>
<td>Girls set and work towards goals.</td>
<td>1) # and % of girls who set goals at beginning of semester</td>
<td>1) Goal reporting workbooks</td>
</tr>
<tr>
<td></td>
<td>Girls are confident in their ability to set and achieve goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls pursue a vision for a positive future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping Hearts in the Community</td>
<td>Girls become actively involved in community service.</td>
<td>1) # and % of girls who participate in PEARLS community service projects.</td>
<td>1) Facilitator report</td>
</tr>
<tr>
<td></td>
<td>Girls recognize the need and value of giving back to the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls embrace lifelong volunteerism/civic engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PEARLS Program Strategies, Process Indicators, and Data Sources

<table>
<thead>
<tr>
<th>Program Strategies</th>
<th>Process Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide quality PEARLS programming, including weekly groups, all-site events, and evidence based prevention programs (MPC, TGFD, Life Skills).</td>
<td>Observable and measurable evidence that an objective has been achieved.</td>
<td>Where the evidence can be found.</td>
</tr>
<tr>
<td>1) # girls served and demographic characteristics</td>
<td>1) Participant attendance tracking spreadsheet (completed weekly by Program Coordinators)</td>
<td></td>
</tr>
<tr>
<td>2) # “active” girls (i.e., who participate in 23 session per semester)</td>
<td>2) Site Partner Feedback Survey</td>
<td></td>
</tr>
<tr>
<td>3) # and % of girls who are retained within semesters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) # and % of girls who are retained between semesters, focusing on key transitions (i.e., 8th to 9th grade and 10th to 11th grade)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Girls’ frequency of attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) # of PEARLS groups/sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Site partner feedback</td>
<td></td>
<td></td>
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<tr>
<td>Develop trusting relationships, including reciprocal girl-adult partnerships.</td>
<td></td>
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<tr>
<td>Create a consistent, safe and supportive environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support goal setting and achievement</td>
<td>1) # and % of active girls who set a personal goal at the outset of the semester</td>
<td>1) Goal reporting workbooks</td>
</tr>
<tr>
<td>Facilitate participation in community service projects</td>
<td>1) # and type of girl-driven community service projects facilitated by PEARLS</td>
<td>1) Management information</td>
</tr>
<tr>
<td>Provide support for academic achievement and college/career readiness</td>
<td>1) # of girls and served by College &amp; Career Readiness programs, events, and activities.</td>
<td>1) College &amp; Career Readiness Coordinator tracking spreadsheet</td>
</tr>
<tr>
<td></td>
<td>2) Girls’ frequency of attendance in College &amp; Career Readiness programs, events, and activities.</td>
<td></td>
</tr>
<tr>
<td>Engage volunteers and PEARLS alumnai</td>
<td>1) # of volunteers who have participated in a PEARLS activity at least once within the calendar year.</td>
<td>1) Volunteer and Alumnai Coordinator tracking spreadsheet</td>
</tr>
<tr>
<td></td>
<td>2) # of alumnai who were engaged in PEARLS (based on a 4-tier system)</td>
<td></td>
</tr>
<tr>
<td>Develop partnerships in the community</td>
<td>1) # of businesses, organizations or professional groups that have actively participated in volunteering their time, held a supply or fundraising drive, or hosted a PEARLS function within the calendar year.</td>
<td>1) Management information</td>
</tr>
</tbody>
</table>
Appendix A5: End of Semester Survey (2014)

Grade: ______  PEARLS Group: ____________________________

1) Please rate your PEARLS experience on a scale from 1-10, with 1 being very bad, 5 being OK, and 10 being excellent.

1 2 3 4 5 6 7 8 9 10
   Bad   OK   Excellent

2) Please rate your PEARLS facilitator(s) on a scale from 1-10, with 1 being very bad, 5 being OK, and 10 being excellent. Please place your coordinator’s name on the line to the left of the number scale.

__________________________
   1 2 3 4 5 6 7 8 9 10
      Bad  OK  Excellent

__________________________
   1 2 3 4 5 6 7 8 9 10
      Bad  OK  Excellent

__________________________
   1 2 3 4 5 6 7 8 9 10
      Bad  OK  Excellent

3) Would you recommend a friend to join PEARLS? YES  NO

3) Please tell us about your PEARLS experience. What did you like and dislike the most about the program?

4) If you could change anything about your PEARLS experience, what would it be?
Appendix A6: Site Partner Feedback Survey (2014)

Fall 2014 Site Partner Feedback Survey

Your feedback is critical to our success in partnering with schools and community organizations to provide PEARLS programming to local girls. It is also vital for providing us with information that assists us in training our programming team. Please share your feedback on your site's experience this semester by completing the following brief survey by Friday, December 12th.

First, please tell us the name of your site and who is completing this feedback survey.

* 1. Site Name

* 2. Your Name

* 3. Your Role at Site

Next, we would like your feedback on your site's overall experience as a PEARLS site partner this past semester (this will help us improve our processes and may be used for marketing purposes).

4. How would you rate the value of PEARLS programming at your site?

   - Very Satisfied
   - Satisfied
   - Somewhat Satisfied
   - Dissatisfied

   Provide details (optional)

5. What benefits did your site experience as the result of hosting PEARLS this semester? (Check all that apply)

   - [ ] We saw a positive impact on girls' behavior
   - [ ] We saw girls working harder to succeed academically
   - [ ] We saw girls forming positive relationships with one another

   Other (please specify)
Fall 2014 Site Partner Feedback Survey

6. What challenges (if any) did your site experience hosting PEARLS this semester?
   (Check all that apply)
   
   [ ] Communication challenges (e.g., scheduling, special events)
   [ ] Challenges working together to best address the needs of girls
   [ ] Furniture or equipment left out of place after PEARLS groups
   [ ] Low participation among girls

   Other (please specify)

7. What suggestions can you offer us to improve our programming or partnership next year?

   We would also like your feedback on your experience working with the Facilitator assigned to your site this semester (this will support our Staff Performance Reviewing Process).

8. What strengths did your site experience working with your site's Facilitator this semester? (Check all that apply)

   [ ] They developed good rapport with girls
   [ ] They supported girls in making positive choices
   [ ] They were professional and responsive
   [ ] They were flexible and open to suggestions

   Other (please specify)
Fall 2014 Site Partner Feedback Survey

9. What challenges (if any) did you experience while working with your site’s Facilitator this semester? (Check all that apply)
   - [ ] Challenges getting responses to calls or e-mails
   - [ ] Lack of adequate notice regarding special events
   - [ ] Lack of engagement with site contact to understand our practices, policies, and/or procedures
   - [ ] Lack of communication regarding girls’ progress, challenges, and/or goals

Other (please specify):

10. What feedback for improvement can you offer your site’s Facilitator to better support your site and the girls served by PEARLS?

11. Is there anything else you would like us to know about your site’s experience hosting PEARLS this semester?

12. Do we have your permission to share any of your feedback on our website or other marketing materials? (We will not include your name with any quotes)
   - [ ] Yes
   - [ ] No

*13. What information or data does PEARLS provide you that is useful?
14. What information or data would you like to see more of from PEARLS?

15. Through a 5 phased process, we plan to serve 10,000 girls annually. We are currently in Phase 2. Your feedback on your intentions for our longer-term partnership is vital to us as we are currently refining our Strategic Growth Plan. Your response to the following questions are greatly appreciated!

- 1 - 2 years
- 3 - 5 years
- 6 - 10 years
- We're in it for the long haul!
- Other (please specify)

16. Are you interested in adding additional PEARLS groups at your location next semester (January 2015)?

- Yes
- No

- Other (please specify)

17. Would you be interested in discussing how we can expand our partnership to serve a much larger number of girls at your location over time?

- Yes
- No

- Other (please specify)
Strategic Growth Planning

18. Please list the name and contact number of the staff person we should connect with to begin this exciting discussion!

Last Question!

19. May we contact you by phone to follow up on any of your feedback for us?

☐ Yes

☐ No

It has been an honor partnering with you to serve girls this semester. Thank you for making time to complete this survey, and know that all of us at PEARLS wish you a wonderful holiday!
Appendix A7: Healthy Relationships Tool (2014)

[Diagram of concentric circles labeled: People You Keep at a Distance, Casual Acquaintances, People Closest to You, and YOU]

Healthy Relationships Activity, 11-6-2014
How old are you? ________
What grade are you in? ________
How many semesters have you been in PEARLS (Do not count this current semester. If this is your first semester, write “0”)? ________

1. Below are some examples of expectations that you might have for people in different kinds of relationships. Think about the people you put in each relationship circle, and put an “X” in the box if you expect some or all of the people in that circle to treat you that way.

<table>
<thead>
<tr>
<th>Expectations for Others</th>
<th>People closest to you</th>
<th>Acquaintances/Associates</th>
<th>People at a distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Treat you with respect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Show you loyalty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Be honest with you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Try to understand your perspective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Be nice to you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Can be trusted with your secrets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Don’t gossip about you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Support your goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Below are some examples of things that you might do with people in different kinds of relationships. Think about the people you put in each relationship circle, and put an “X” in the box if you would do that activity with some or all of the people in that relationship circle.

<table>
<thead>
<tr>
<th>Boundaries for Others</th>
<th>People closest to you</th>
<th>Acquaintances/Associates</th>
<th>People at a distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Hug them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Kiss them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Acknowledge them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Tell them “I love you”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Tell them your secrets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Hang out outside of school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Give them your phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Friend/follow them on social media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Text with them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Let them call you something other than your name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Healthy Relationships Activity, 11-6-2014
3. What have you learned about “healthy” vs. “unhealthy” relationships while being in PEARLS?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Have you made changes in your relationships because of being in PEARLS?
   □ Yes
   □ No
   If yes, what kinds of changes have you made?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Healthy Relationships Activity, 11-6-2014
Appendix A8:
PEARLS Self-Esteem Survey
(Hare Area-Specific Self-Esteem Scale)

How old are you? ________
What grade are you in? ________

How many semesters have you been in PEARLS (Do not count this current semester. If this is your first semester, write “0”).? ________

This survey asks how you feel about yourself in relation to your peers, your family, and at school. It will tell us whether PEARLS is helping girls see themselves positively. Please read each statement and circle the number to say how much you agree or disagree. Your answers will be anonymous, so do not write your name anywhere on the survey.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I am not as popular as other people my age.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2) Other people think I am a lot of fun to be with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3) I wish I were a different kind of person because I’d have more friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4) My parents are proud of the kind of person I am.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5) No one pays much attention to me at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6) I often feel unwanted at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7) My parents believe that I will be a success in the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8) In the kinds of things we do in school, I am at least as good as other people in my classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9) I often feel worthless in school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10) I am an important person in my classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

11-6-2014
Description:

The Hare Area-Specific Self-Esteem Scale is a 10-item self-report measure of youth’s self-esteem in relation to their peers, family, and at school. Items are rated on a 4-point Likert scale ranging from 1 (“strongly disagree”) to 4 (“strongly agree”). The measure yields a total score and three subscale scores: Peers, Home, and School. To produce a total score, the values are summed and divided by the total number of items for each respondent (note that items 1, 3, 5, 6 and 9 are reverse coded). The intended range is 1-4, with a high score indicating a greater feeling of self-worth.

References:


- Describes the development of the original 30-item scale.


- Study using the 10-item version with 110 youths living in an urban American community (mean age=13.1, 54% female, 96% African American). Total scores on the Hare ranged from 1.6-4.0, with a mean score of 3.19 ($SD= .54$).


- Study using the 10-item version with 151 urban adolescents of color (55% female, 57% Latino, mean age=13.3). Raw total scores on the Hare ranged from 10-40, with a mean score of 29.74 ($SD= 4.77$) (which would translate to a score of 2.97).
Appendix B: Tools and Resources
Appendix B1: Basic Steps for Developing an Outcomes Measurement System

1. Get Ready

   Prepare and plan
   a. Identify and convene appropriate team members
   b. Review basic steps and outcome measurement terms (SEE “GLOSSARY OF OUTCOME MEASUREMENT TERMS”)
   c. Determine the program of focus
   d. Identify needs and scope of measurement system
   e. Establish timeline for developing and implementing the plan

   Assess the selected program’s current state:
   a. What information is currently being collected?
   b. How is that information currently being used?
   c. What information would be the most relevant to funders, clients, and other stakeholders?
   d. What makes the program unique?

2. Choose Outcomes

   Develop a program logic model
   a. Use team approach to brainstorm logic model elements for the program.
      Inputs = Resources dedicated to or consumed by a program.
      Activities/Strategies = The services the program provides to fulfill its mission.
      Outputs = The direct products of program operation.
      Outcomes = The benefits to participants during or after participating in the program.
   b. Put elements into logic model format and see if it makes sense (cause→effect).
   c. Get feedback from clients, other staff, “friends” of the agency, funders, etc.

   Select outcomes to measure, considering:
   a. Which outcomes can the program reasonably be expected to influence?
   b. Which outcomes would help to identify program successes and pinpoint challenges?
   c. Which outcomes would be seen as most compelling and credible to stakeholders?
3. Select Indicators

Identify at least one indicator for each outcome, considering:

a. What would be the evidence that the program is achieving that outcome?

b. Identify at least one reasonable indicator for each outcome. (SEE “INDICATORS & DATA SOURCES WORKSHEET”)

c. “Walk back” through each indicator, outcome, and activity—does it still make sense?

4. Prepare to Collect Data

Select data sources for indicators (SEE “INDICATORS & DATA SOURCES WORKSHEET”)

a. Is this information already being collected?

b. Where do we get the information that we don’t have but need? (SEE “METHODS FOR COLLECTING DATA”)

c. Do the data sources actually measure what we’re trying to measure?

Develop data collection plan (SEE “DATA COLLECTION PROCEDURES WORKSHEET”)

a. Who collects the data?

b. How is the data collected? Which participants are included?

c. When/how often is the data collected?

d. What happens with the data? How is it stored and managed?

e. To whom and how often is it reported?

f. Is this a reasonable plan for data collection, management, and reporting?

5. Try Out the System

Do a trial run

a. Determine a timeline for trial implementation

b. Prepare and train necessary staff

c. Collect your outcome data

d. Monitor data collection, documenting ideas for changes as they arise

6. Analyze your Findings

Prepare the data

a. Enter the data into a spreadsheet or manual tracking log (including any key participant characteristics that may influence the indicators)

b. Check the data for errors
Do a preliminary analysis
a. Tabulate the data, including the number and percent of participants who achieved the outcome
b. Break out the data by key characteristics (e.g., age, education level, time in program, etc.)

Present your findings
a. Summarize your findings, including necessary explanatory information
b. Report the findings to key stakeholders
c. Gather feedback on the findings, reporting methods, etc.

7. Improve the System
Based on the trial run, make necessary adjustments to:
   a. Data collection tools
   b. Training of data collectors
   c. Collection and entry procedures
   d. Data analysis procedures

Start Full-Scale Implementation
a. Integrate system into regular operations
b. Provide ongoing monitoring, adjusting the system as necessary

8. Use the Findings
Use findings internally to:
   a. Identify areas for additional training and technical assistance
   b. Identify program improvement needs and strategies
   c. Guide organizational planning and budgeting
   d. Identify outcome targets

Use findings externally to:
   a. Promote the program to potential participants, referral sources, volunteers, etc.
   b. Market the program to potential funders, donors, and the broader community
   c. Contribute to the larger field
Appendix B2: Glossary of Outcome Measurement Terms

Logic Model: A diagram that demonstrates the causal linkages between a program’s inputs, strategies/activities, outputs, and outcomes.

Inputs: The resources you invest in your program (e.g., money, staff time, facilities).

Strategies or Activities: What you do to achieve your mission (e.g., educating participants, providing therapy).

Outputs: The direct products of program operation, or “units of service” (e.g., number of participants served, number of therapy sessions conducted).

Outcomes: The benefits to participants during or after program participation (e.g., changes in behavior, knowledge, skills, level of functioning).

Outcome Indicators: Observable and measureable evidence that an outcome has been achieved (e.g., number and percent of participants who demonstrate increased skill level).

Data Sources: Sources of information to document your outcome indicators (e.g., surveys, observation, record review, interviews, focus groups).

Targets: The desired level of achievement on an outcome indicator; usually set after a program has experience measuring an outcome and knows what is achievable with their participants.

Benchmarks: Performance data used for comparative purposes; can be a program’s own data or data from other programs or locations (e.g., state-wide data, national data).
Appendix B3:
Indicators & Data Sources Worksheet

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The benefits to program participants.</td>
<td>Observable &amp; measureable evidence that an outcome has been achieved.</td>
<td>Where the evidence can be found.</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
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</tbody>
</table>
## Methods for Collecting Data

<table>
<thead>
<tr>
<th>Method</th>
<th>When To Use It</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>
| **Questionnaires & Surveys**| - When you want to collect data from a lot of people  
- When you don’t have a lot of time  
- When you want to allow people to respond privately | - Can be anonymous  
- Can be inexpensive  
- Can be done with a lot of people  
- Can get lots of data  
- Lots of surveys already exist, so you don’t always have to start from scratch  
- Are easy to analyze | - Are impersonal  
- Don’t always give you the full “story”  
- If people don’t understand what you’re asking, you may get “wrong” answers  
- People may not give their answers a lot of careful thought |
| **Interviews**             | - When you want an in-depth understanding of people’s experiences or thoughts  
- When you want to find out more about people’s survey answers | - Can explore more topics and in more depth  
- A relationship can develop between the interviewer and interviewee  
- Can ask follow-up questions | - Can take a lot of time  
- Can be hard to analyze  
- The interviewer can influence the interviewee’s responses  
- Can only interview a limited number of people |
| **Focus Groups**           | - When you want to gather the thoughts and opinions of several people about a specific topic (e.g. how to improve a program) | - Can be an efficient way to gather a lot of information in a short period of time | - Need a good facilitator to manage the group and the discussion  
- Can be hard to schedule  
- Can be hard to analyze |
| **Observation**            | - When you want to see what happens instead of just hearing about it          | - Can collect information about activities and processes as they are happening | - The observer’s presence can influence what’s happening  
- Can be difficult to interpret behaviors  
- Can take a lot of time |
| **Review of Products from Activities** | - When you want to collect information without interrupting program activities | - The information may already exist  
- The information hasn’t been influenced by the researcher or evaluator  
- A learning activity can serve as a source of data  
- Can be fun and interactive | - Can take a lot of time  
- May not contain all the information you need  
- May be seen as less credible to outsiders  
- Can be hard to analyze |

Adapted from the University of Wisconsin-Extension’s Building Capacity in Evaluating Outcomes (2008)
Appendix B5:
Data Collection Procedures Worksheet

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source</th>
<th>Who collects it?</th>
<th>From which clients?</th>
<th>When &amp; how often?</th>
<th>What happens with it?</th>
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Appendix B6: Evaluation Resources

Manuals and Guides


Online Evaluation Toolkits

University of Kansas, Work Group for Community Health and Development

*The Community Toolbox*

http://ctb.ku.edu/en/tablecontents/chapter_1036.aspx

University of Wisconsin Extension

*Building Capacity in Evaluating Outcomes (BCEO Resource)*

http://www.uwex.edu/ces/pdande/evaluation/bceo/index.html

**Other Online Resources**

American Evaluation Association

Online Resources [www.eval.org](http://www.eval.org)

Has listings of and links to:

- Professional groups of interest to evaluators;
- Sites containing compilations of tools and instruments of use to evaluators;
- Evaluation consultants;
- Email-based discussion lists (listservs) focusing on evaluation and/or evaluation-related methodologies;
- Foundations funding applied research;
- Evaluation divisions/units of government entities as well as evaluation units of non-government organizations (NGOs); Online handbooks and texts;
- Products for developing and administering surveys as well as scanning survey/form results;
- Products for analyzing qualitative data;
- University/academic departments and centers that focus a significant portion of their work in the area of evaluation; and
- University and college programs that offer graduate-level programs and/or certificates in evaluation.

Centers for Disease Control and Prevention (CDC) Program Performance and Evaluation Office (PPEO)

Resources [http://www.cdc.gov/eval/resources/index.htm](http://www.cdc.gov/eval/resources/index.htm)

Has links to resources related to:

- Evaluation ethics, principles, and standards;
- Organizations, societies, foundations, and associations;
- Journals and on-line publications;
- Step-by-step manuals;
- Logic model resources;
- Planning and performance improvement tools; and
- Reports and publications.


Resources include the guide *Measuring the Difference: Guide to Planning and Evaluating Health Information Outreach*, as well as supplemental booklets in the series *Planning and Evaluating Health Information Outreach Projects*. Also includes links to other tools and resources for evaluation and data collection.


Resources include collections of evaluation plans, instruments, and reports, which are organized into project categories, such as curriculum development and teacher education. Also includes professional development modules that can be used to better understand and utilize the materials made available.