

WORKING TOGETHER FOR SAFE COMMUNITIES



Safe Communities Kit

# **SPLASH and RIPPLE**

Using Outcomes to Design & Guide Community Justice Work



# Welcome to the Safe Communities Kit

This guide, *Splash and Ripple: Using Outcomes to Design and Guide Community Justice Work*, forms part of a series of booklets published for inclusion in British Columbia's Safe Communities Kit. The Safe Communities Kit was developed to assist communities and individuals in preventing crime and enhancing safety across British Columbia.

Other Safe Communities Kit booklets include:

- *An Overview of Crime Prevention and Community Safety Planning*
- *Identifying Your Community's Crime Problem: A Guide to Needs Assessment*
- *Getting Your Crime Prevention Strategies Underway: Project Planning Guide*
- *Working With the Media*

All of these booklets are available on the Safe Communities Kit CD-ROM, and can be downloaded from the Community Programs Division Website at:  
[www.pssg.gov.bc.ca/community\\_programs](http://www.pssg.gov.bc.ca/community_programs).



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## Working Together For SAFE COMMUNITIES

**B.C.'s Provincial Safe Communities Working Group provided the expertise and advice needed to prepare this kit. The working group includes representatives from:**

- B.C. Association of Municipal Chiefs of Police
- B.C. Block Parent Association
- National Crime Prevention Centre
- B.C. Block Watch
- B.C. Coalition for Safer Communities
- B.C. Crime Prevention Association
- B.C. Crime Stoppers
- Community Programs Division, Ministry of Public and Solicitor General
- RCMP "E" Division
- Union of B.C. Municipalities
- B.C. Safe Schools and Communities Centre
- B.C. Youth Police Network
- Children of the Street Society



# Introduction

## What is Outcome Measurement?

It is an approach to planning and managing projects that encourages us to be clear both about what our projects are DOING and what they are CHANGING. Outcome Measurement largely stems from a global change in the way governments work.

## How Can Outcome Measurement Help Your Organization?

Outcome Measurement is not just a way to strengthen accountability for the use of resources. Used effectively, it can help organizations make wise planning and management decisions. It will help your organization:

- know what to expect from project Activities;
- identify who will benefit from the expected results;
- gather just the right information to know whether the project is achieving what you want;
- know how to improve project activities based on this information;
- know how to maximize positive influences (Enablers), and to avoid or overcome negative influences (Constraints);
- communicate plans and achievements more clearly to people and other organizations;
- gain from the knowledge, experience and ideas of the people involved;
- Provide accurate and convincing information to support applications for funding.

In Canada, and most industrialized countries, government agencies are re-organizing the delivery of community services and the non-governmental

organizations that supply these services to demonstrate and measure their results. Now, more than ever before, these agencies - our funders - are under pressure to show value for the public funds they spend.

The trend toward greater accountability is just beginning and is expanding throughout and beyond the public service.

## A Word of Caution...

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

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

The best way to prepare for the introduction of Outcome Measurement is to have a good understanding of the language and concepts and how to apply them inside your organization.

## How to Use this Handbook

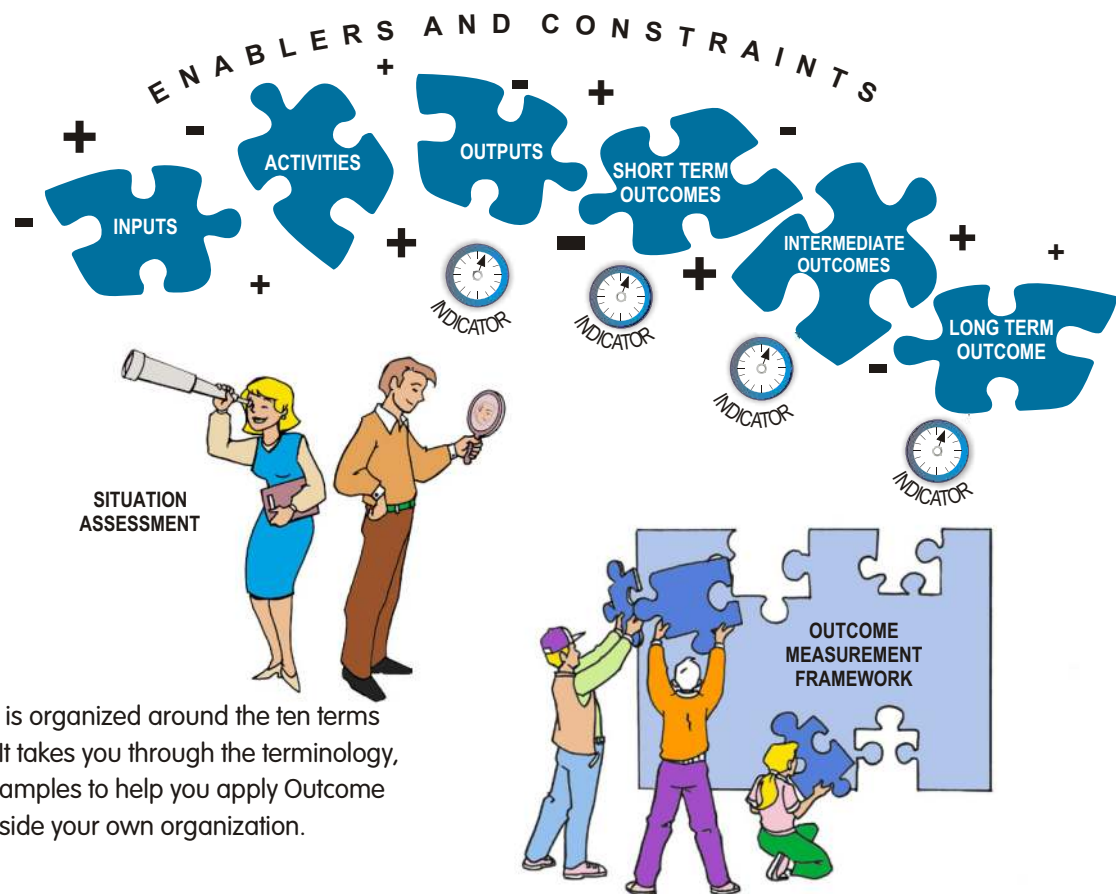
Read this handbook through once. Key terms are laid out in a logic chain to help you build a mental image of how Outcome Measurement works. However, when using Outcome Measurement it makes more sense to piece your ideas together more like you would a puzzle - an Activity here, a Long Term Outcome there, until the puzzle pieces fit together in a logical way.

When you've read this handbook through, go to page 26 to find a suggested process for getting started on using Outcome Measurement in your organization, and look at the example of a completed framework and indicators in the Appendix.



# Outcome Measurement

## The Basics



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

### Situation Assessment

Defining priorities for your organization. (page 7)

### Inputs

The resources you need to create the change you seek. (page 9)

### Activities

What you do to create the change you seek. (page 10)

### Outputs

The direct results of your Activities. (page 12)

### Short Term Outcomes

Capturing the potential of Activities and their Outputs. (page 14)

### Intermediate Outcomes

Achieving desirable changes for people, organizations and communities. (page 16)

### Long Term Outcome

The vision of a preferred future (page 18)

### Enablers and Constraints

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

### Indicators

How you know you're achieving the results you seek. (page 22)

### Outcome Measurement Framework

Putting these Outcome Measurement terms to work. (page 25)





# Splash & Ripple

## Another Image of Outcome Measurement

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

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

## There are five guiding ideas inside this image:

### Time

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

### Spread Effect or Reach

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



the ripples that a project generates important social changes.

### Control

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

### Context

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

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

### Learning and Improvement

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



# Situation Assessment

## Defining Priorities for your Organization

### Looking Outward

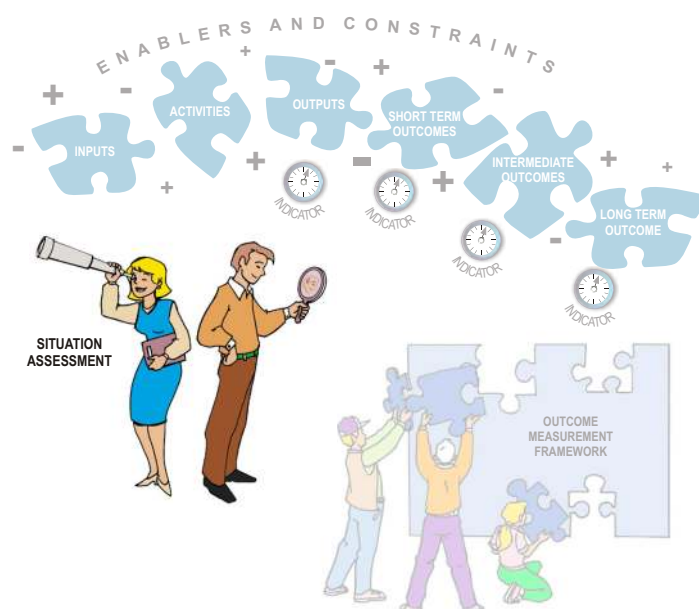
- What is happening in your environment?
- What issues/opportunities most need to be addressed?
- Who will benefit?
- What timeframe is needed to make a difference?
- Who are possible partners/funders/clients?

### Looking Inward

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

Before charting Activities, Outputs and Short Term Outcome, Intermediate Outcome and Long Term Outcome statements for a project, it is important to do some preparatory thinking. This involves an 'outward' look at the issues and opportunities you could address, and an 'inward' look at your organization, its mission, skills and resources. Take some time to do this; it will speed up your planning process and sharpen your focus. In doing so, you should be clear about the following:

- **The priority issues/opportunities** that exist, and those that fall within your organization's mission/mandate and capability, e.g. - you may see that your organization is well-positioned to address community concerns about "teenage smoking". The issue is "hot," you have the contacts, and it fits your mandate
- **Spatial/geographic boundaries** for the project (if any), such as a municipality, city neighbourhood or region, e.g. - in a project to address "teenage smoking", the boundaries might be confined to a



particular school and its catchment area.

- **Population boundaries** (if any), such as an ethnospecific community or gender group like teenage girls, e.g. - in the same project, the boundaries might be a particular school population.
- **Particular groups** (individuals, other organizations/ institutions) **that might have a role to play** in the project's Outputs, Short Term Outcomes, Intermediate Outcomes and Long Term Outcome, e.g. - school students, community leaders, teachers, school trustees, or key social service organizations.
- **The amount of time you may need to address your priority issues/opportunity**, e.g. - six months to participate in the teenage smoking study, two months to engage the public in discussion of findings for a total of eight months.



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



# The Industrial Site Restoration Project

**The Mountain Secondary School Parent Advisory Council (PAC) and its Industrial Site Restoration Project is our fictitious neighbourhood safety project.**

It is a composite of programs that have been funded by the Ministry of Public Safety and Solicitor General, Community Programs Division. As you read through the Handbook, you'll find examples of how this project's work would be described using Outcome Measurement language.

You'll find the complete Industrial Site Restoration Project Outcome Measurement Framework in the Appendix. Outcome Measurement Framework is a term you'll see again - it just refers to the overall plan. Throughout this handbook, whenever you see the graphic on the right, the Industrial Site Restoration Project will be used to help illustrate a concept.



**The Industrial Site Restoration Project**

## Situation Assessment for the Mountain Secondary Industrial Site Restoration



There is an abandoned industrial site owned by the municipality 100 metres from Mountain Secondary School. Over the past five years it has become a problem for the school and its neighbours. In the daytime, students go there to smoke.

In evenings and on weekends, there has been increasing partying, resulting in more traffic, noise, and fighting. The land is littered with illegally-dumped construction debris, cans, and broken bottles. The remaining walls of the abandoned industrial site have become prime targets for graffiti. Most people in the area avoid the site. The school's Parent Advisory Committee (PAC) believes that by mobilizing the students to clean up and landscape the lot, it can help create a safer, healthier neighbourhood as well as provide more positive outlets for local young people. They realize that as a Parent Advisory Committee, they are well placed to bring together a wide range of stakeholders from the school and community for the task.

Timeframe: 2003-2004



**Before launching into Activities, Outputs, Outcomes, etc., clarify from whose point of view the framework will be written. Any Outcomes based plan must be written from the point of view of those initiating the Activities - e.g. an organization allocates one quarter of its Coordinator's time and 50 hours of volunteer time to initiate a street safety program; here the framework would be written from this team's vantage point.**





# Inputs

## The Resources You Need to Create the Results You Seek

Inputs include:

### Human Resources

For example: staff, volunteers, consultant time, etc.

### Material Resources

For example: supplies, room rental, equipment, etc.

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

#### Staffing

What skill sets? How many full-time equivalents (FTE's), how many volunteer hours?

#### Office or meeting space

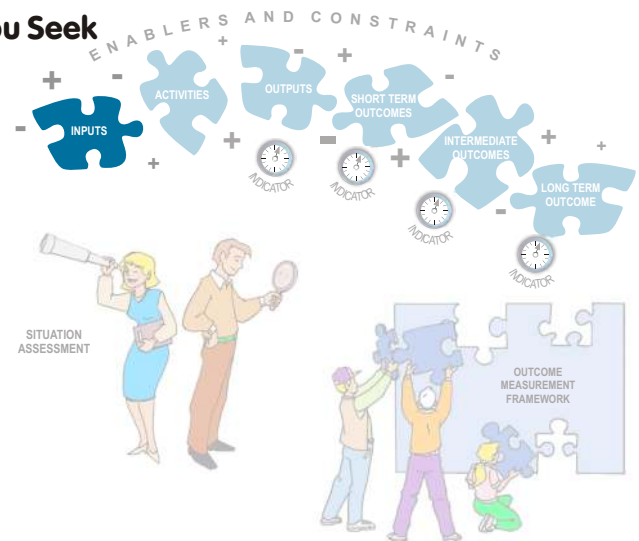
Size? Location?

#### Equipment

Computers? Chairs? Tools?

#### Materials

Stationery? Training text books? Bus tickets?



#### Budgeting

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



### Inputs for the Industrial Site Restoration Project

Although the School PAC, working with the principal and teachers to design the clean up project, has not yet made a complete list of inputs, they know they will eventually need:

- school staff time;
- volunteer time;
- tools like rakes and shovels, gloves and garbage bags
- paint or other materials to remove/cover the graffiti and perhaps replace it with chosen art
- office expenses, such as photocopying, telephone, fax
- funding
- meeting costs, such as coffee and flipcharts;
- at least one pickup truck to haul away debris
- plants, shrubs, grass seed



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



# Activities

## What you do to create the change you seek

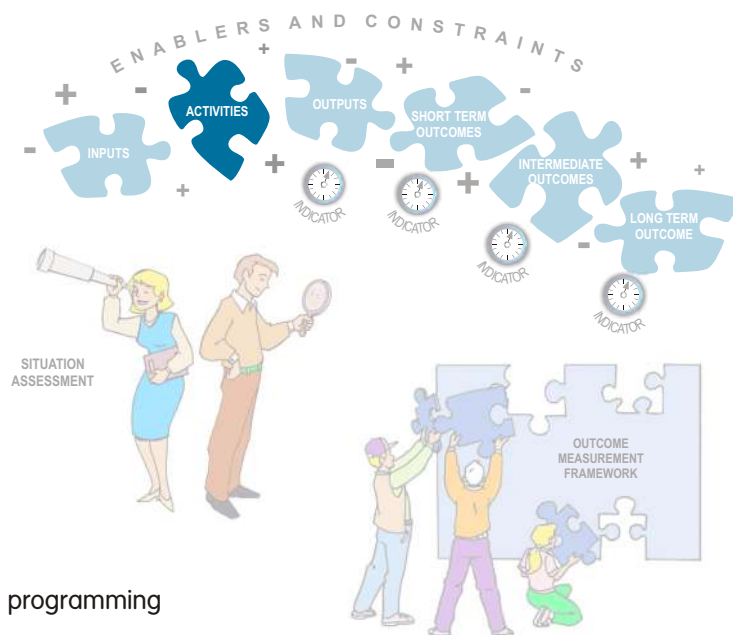
Activities are what you do with the Inputs that you have.

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

### Common headings include:

- promotion/public relations
- group formation
- networking
- advocacy
- training
- mentoring
- education
- awareness raising
- pro-social recreational programming

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



### Activities for the Industrial Site Restoration Project

When the PAC did its situation assessment, members met with the principal, teachers, police, and municipal officials to explore ways to respond to the industrial site problem. The assessment produced the idea to restore the site with youth participation. Because this initial work took place before the project, it does not appear under their current Activities.

Here are the Activity sets that the PAC came up with:

- Present the industrial site restoration idea to students and invite them to have leadership roles in the project.
- Inform community leaders, neighbours, local businesses, and potential funders about the project to solicit in-kind and financial support.
- Coordinate leadership and project development training for student volunteers.
- Facilitate project planning sessions with student volunteers and community members.
- Assist student volunteers and other participants to implement activities identified in planning sessions (eg., safety audits, garbage clean ups, graffiti paintouts, etc.).
- Document project activities, produce a written and visual record of achievements and disseminate to community leaders, local businesses, the local school board, the media, etc.



At the Mountain Secondary School PAC Outcome Measurement planning session...



What do we need to do in this project to deal with this situation?



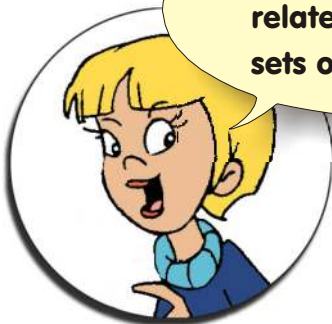
raise some money ...



talk to the students about the project ...



let the community know about what we want to do ...



Let's put those into related activity sets of...

# Outputs

## The direct results of your activities

Usually each Output relates to one Activity—it is the direct 'product' or 'deliverable' of that Activity.

## Sphere of Influence

Limited to the creation of products, usually those that can be counted such as people trained or materials produced.

## When Observable

Usually coincides with completion of the Activity.

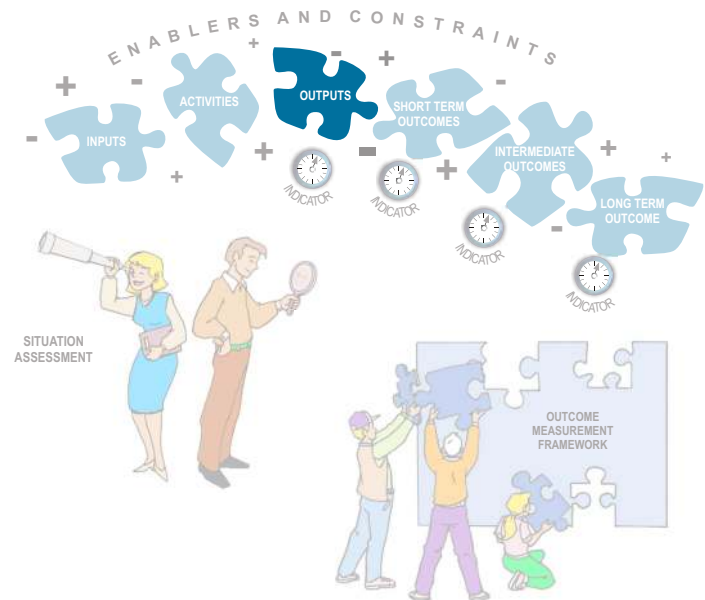
## Degree of Control

A lot.

## Output Characteristics

- Outputs are the most immediate results of your project Activities.
- Each Output relates directly to an Activity, so you should have as many Outputs as Activities.
- An Output is the product of an Activity.
- An Output illustrates the volume of work done under the Activity.
- Outputs can be stated using numbers, such as number of participants or number of materials produced.
- Just as splashes create ever widening ripples, Outputs create the conditions for Project Outcomes - Short, Intermediate and Long Term.

An Output is simply a product such as an eye-catching poster, a clearly argued policy submission, or training completed. Outputs occur at the completion of Activities. You have a lot of control at this point. For example:



**1) Conflict Resolution Course:** A youth who has a problem resolving conflict with her/his peers takes a course in conflict resolution. The course teaches participants how to communicate and work with people to resolve conflict and seek help when needed. Two possible outputs are: 1) the workshop is held, and 2) the number of people participating in the course.

**2) End Youth Violence Coalition Meetings:** Your coalition advocating programs to end youth violence has a number of activities. One of these is holding planning meetings for member individuals and organizations. The Output of this Activity might refer to the frequency of meetings (e.g. monthly) and the number of people/organizations participating.

**3) Street Safety Program Posters:** Members of your community policing society, equipped with an attractive poster, visit local businesses and request their support to promote a new street safety program by displaying the poster - this is just one of your activities. The Output may be that posters are distributed and publicly displayed.



### Outputs for the Industrial Site Restoration Project

**Activity:** Present the industrial site restoration idea to students and invite them to share leadership roles in the project.

**Output:** Students in the school receive information about the project through their classes and/or clubs and are invited to become involved.

**Activity:** Inform community leaders, neighbours, local businesses, and potential funders about the project to solicit in-kind and financial support.

**Output:** Flyers, posters, and proposals are distributed in the community and personal calls are made to key stakeholders (eg., phone calls, door-to-door visits, public meetings).

**Activity:** Coordinate leadership and project development training for student volunteers.

**Output:** Training sessions are held and students participate.

**Activity:** Facilitate project planning sessions with student volunteers and community members.

**Output:** Project planning sessions are held and students and community members participate.

**Activity:** Assist student volunteers and other participants to implement activities identified in planning sessions (e.g. safety audits, garbage clean ups, graffiti paintouts, etc.).

**Output:** Project participants carry out the jobs necessary to physically clean up and improve the old industrial site.

**Activity:** Document project activities, produce a written and visual record of achievements and disseminate to community leaders, local businesses, municipal officials, the local school board, the media, etc.

**Output:** Reports, narratives or media releases outlining the project's process and achievements are distributed to community leaders, local businesses, the local school board, etc.

**The Mountain Secondary School PAC carries out one of its Activities...**





# Short Term Outcomes

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

Short Term Outcomes are closely connected to Outputs. Where the Output describes the product of an Activity, the Short Term Outcome describes the potential created by the product. There are as many Short Term Outcomes as there are Outputs.

## Sphere of Influence

Remains limited to immediate change among those participating in the Activity or using the product.

## When Observable

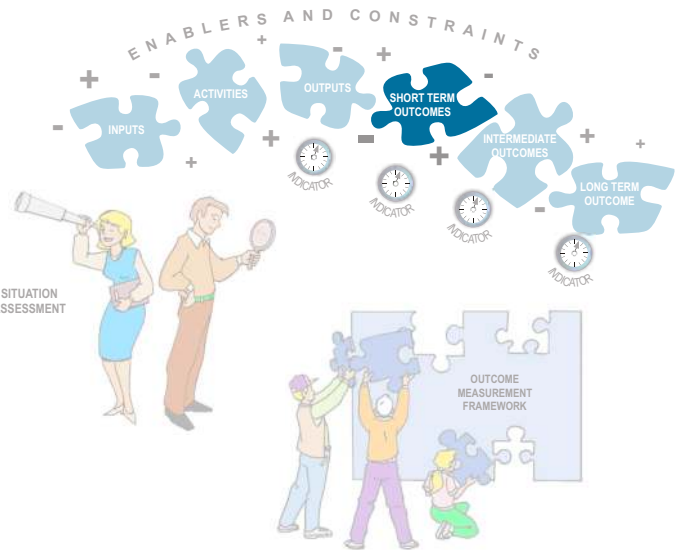
Within the timeframe of the project following the completion of the Activity.

## Degree of Control

Less than Outputs but more than Intermediate Outcomes.

## Characteristics of Short Term Outcomes

- Short Term Outcomes may describe an immediate benefit among those people directly participating in an Activity (e.g. trainees have new knowledge, skills, contacts, strategies, etc.)
- Short Term Outcomes may describe how people use a product to create the key changes, or Intermediate Outcomes, sought by the Project (e.g. taking the details for an upcoming meeting from an eye catching poster and subsequently attending the event).
- Each Short Term Outcome relates directly to an Output
- Short Term Outcomes capture the 'potential' for



change created through Activities and their Outputs.

- Short Term Outcomes are the first 'ripples' of a project Activity.

Often, Short Term Outcomes describe the potential for participants to do something different following an Activity. Sometimes they describe something that users of a product or audiences of a message know that they did not know before the Activity. Referring back to the examples of Outputs:

**1) Conflict Resolution Course:** The youth who participated in a course on conflict resolution now has the knowledge needed to practice new behaviour when s/he returns home. This is the Short Term Outcome. The conditions have been set. Whether the individual is able to apply this knowledge when s/he returns home is less certain, but very important to the success of the project. Application of the knowledge, ie., new behaviour, is the Intermediate Outcome (see next section).



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

- Relevant, well-argued messages are delivered through submissions to task forces.
- Students learn new cooperation skills and develop more confidence as a result.



## 2) End Youth Violence Coalition Meetings:

People who attend the coalition meetings to end youth violence gain new perspectives on youth violence and a sense of optimism for addressing the issues. This is the Short Term Outcome. They continue to attend the meetings because they see them as beneficial and potentially leading to high quality, coordinated programming (an Intermediate Outcome).

## 3) Street Safety Program Posters:

Neighbourhood teens, who are the target of the

street safety program, encounter the information posted in places where they frequently visit. The inherent potential in the posters is that they spark interest and give clear instructions for more information. This is a Short Term Outcome and an important pre-condition for making the program successful - i.e. achieving longer term Outcomes like 'youth participants routinely practice street wise behaviour'.

### Short Term Outcomes for the Industrial Site Restoration Project



The Mountain Secondary School PAC has identified five Short Term Outcomes that flow from the Outputs of the project:

- Students are enthusiastic about the idea of restoring the industrial site and volunteer to participate in the project.
- Community leaders, neighbours, local businesses and funders are enthusiastic about the project and offer in-kind and financial support.
- Students acquire leadership and project development skills.
- Youth and community members work together to identify and plan the work that needs to be done on the old industrial site.
- The physical environment of the industrial site is improved.
- Media and local organizations spread the project story to the audiences/constituencies.

### After a presentation about the project...



### At a project planning session...



# Intermediate Outcomes

## Achieving desirable changes for people, organizations and communities

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

### Sphere of Influence

Expanding into wider settings.

### When Observable

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

### Degree of Control

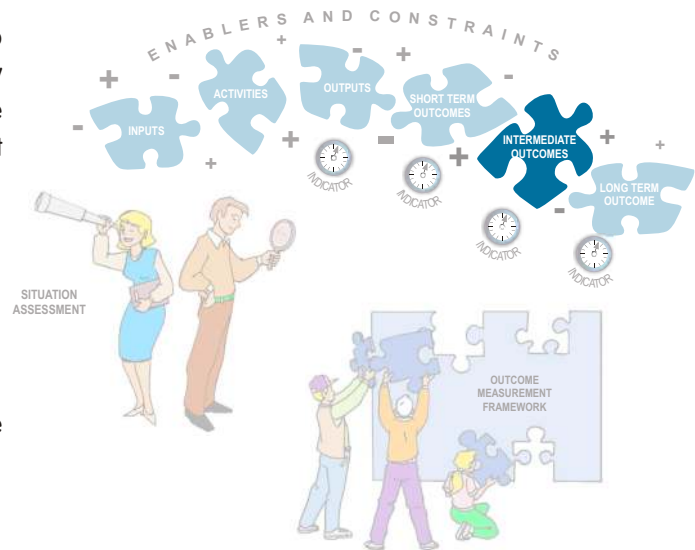
Much less than over Outputs and Short Term Outcomes, but still direct influence.

### Characteristics of Intermediate Outcomes

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

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

In **counselling projects**, Intermediate Outcomes may relate to what individual clients actually do with the advice or referral they receive (the Activity and its Output/Short Term Outcome). They may also relate to desired changes in relations between the client and the family or colleagues. And, if you add up these individual Outcomes, you can demonstrate the coverage your



project has achieved within a particular community or target group.

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

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

In **projects designed to build stronger communities**, you might be looking for Intermediate Outcomes like: more people actively involved, better connections to local services and supports, or innovative group initiatives. This is the case with our Industrial Site Restoration example; by working together on a particular project, different groups of people in the community achieve better connections. This has an effect on the ways that community members relate to



each other. It serves as a protective factor against involvement in crime and violence.

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

You don't have full control over Intermediate Outcomes because they are at least one step removed from your Activities, and with this kind of distance,

outside influences can easily get in the way. Nevertheless, it is very important to manage your project to achieve these Intermediate Outcomes because they represent the concrete changes you are trying to bring about through your work.



**“Goals” and “Objectives” are slippery terms; their meanings vary with each person using them. Often, they can be linked to Outcomes language: Intermediate Outcomes relate to “Objectives” and Long Term Outcomes to “Goals” (and sometimes “Vision Statement”).**

### Intermediate Outcomes for the Industrial Site Restoration Project



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

- Project participants - students, parents, teachers, neighbours, local business people - gain a better understanding of the different people and groups that make up their neighbourhood.
- Project participants share pride in their community and common achievement and begin to consider additional neighbourhood issues that might be addressed in a similar manner.
- The industrial site is attractive, accessible, and safe for a diverse cross section of the neighbourhood.

Two things to notice:

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



**Many of us have been trained to write Goal and Objective statements in a way that describes what is to be done rather than what will be different. In Outcome Measurement, you want to capture the results of your Activities - what you've changed; what's different, e.g. traditional Objective statement: “...to clean up and restore the old industrial site.”**

**Your Intermediate Outcome statement could be rewritten as the following: “The industrial site is attractive, accessible, and safe for a diverse cross section of the neighbourhood.”**

# Long Term Outcome

## Toward longer term change

This describes your vision of a preferred future and underlines why the project is important.

Your project alone cannot make this change, but it should contribute to bringing it about.

## Sphere of Influence

Expanding into yet wider settings.

## When Observable

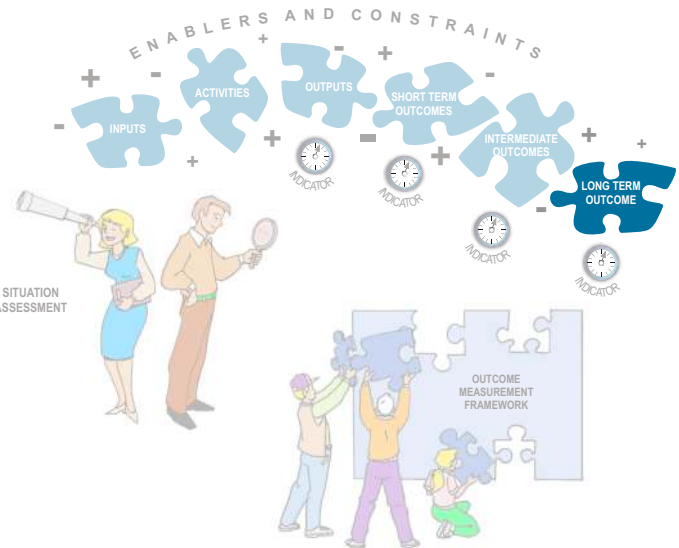
Beyond the lifetime of your project.

## Degree of Control

Very little, only indirect influence.

## Characteristics of Long Term Outcomes

- This is the goal or vision that your project is aiming for; it describes the bigger picture and longer term changes.
- It answers the question "Why is this work important?"
- Aim for one statement that describes this preferred future.



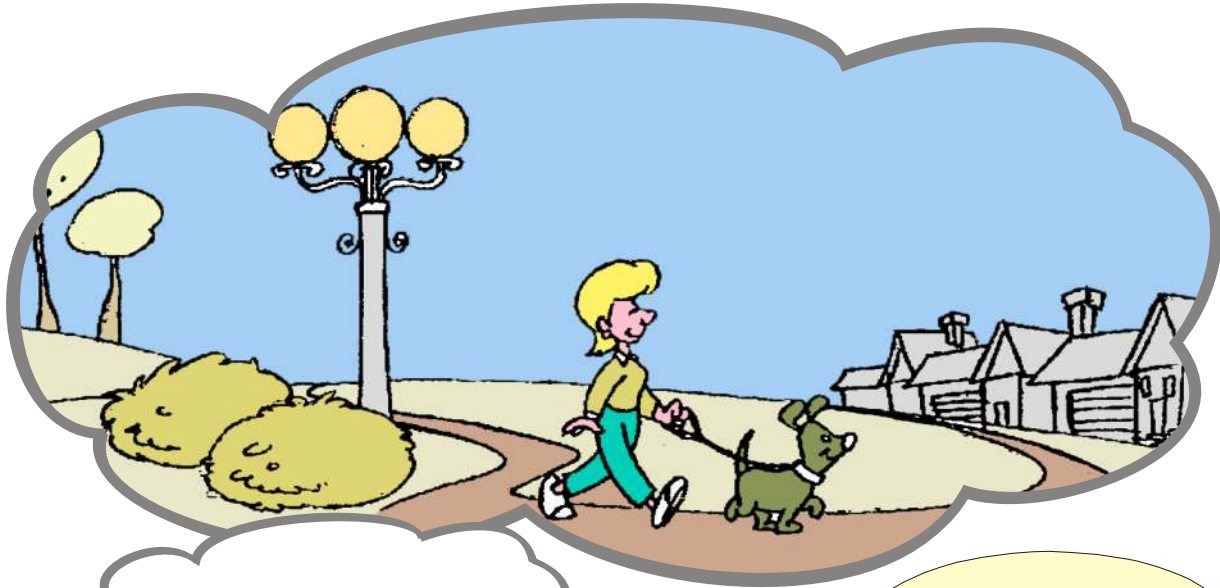
The Long Term Outcome is like the more distant, outer ripples of a splash that take time to appear. Long Term Outcomes tend to affect a wide audience.

As the project's influence lessens, other influences become increasingly involved. To put it another way, as the ripples become less powerful and more distant, other disturbances are more visible. A new dynamic is created by the combination of the project and all the other forces - positive and negative. This far removed from the original project activities, the project can only contribute to the changes, rather than control.





Participants in a project planning session describe what their community will look like after this project...



The old industrial site will now be a park that everyone can use.

And what would that mean for the community?

The area will be quieter at night.

People will feel safer walking down the road around here at night.

Young people will feel like they have a stake in the new park and in the community.

Yes, and young people will be more confident about what they can do.

There won't be as much fear of young people.

### Long Term Outcome of the Industrial Site Restoration Project



Students, residents and business people in the neighbourhood of the industrial site continually demonstrate and nourish an interconnected, safe community.



**Create your Long Term Outcome statement early on - you'll need it to help create Output, Short Term Outcome and Intermediate Outcome statements.**

## Perspective

### The view of Outcome Measurement from the Government of British Columbia

We hope by now you are getting excited about the benefits of using Outcome Measurement Frameworks in your organization to shift the focus from managing for immediate results (Outputs) to managing for more lasting results (Outcomes). Building a framework together is also a useful way to open a dialogue about what changes you'd like to see, and what will be needed to get there with project implementers.

Having a command of Outcome Measurement language, and a solid framework in hand, is a good foundation on which to both develop your organization and build your funding support. Many funders have websites to help you understand 'their language'. For information on how the BC Government views Outcome Measurement, click [www.bcauditor.com/PUBS/2001-02/Report3/QRG2001.pdf](http://www.bcauditor.com/PUBS/2001-02/Report3/QRG2001.pdf) for the *Quick Reference*

*Guide to Performance Measures* from the Auditor General of BC. The BC Ministry of Finance Treasury Board Staff also discusses performance measurement in *Guidelines for Ministry Service Plans 2003/04 2005/06* at [www.fin.gov.bc.ca/tbs/SPG03-06.pdf](http://www.fin.gov.bc.ca/tbs/SPG03-06.pdf).

A Federal government perspective on Outcome Measurement can be found at [www.tbs-sct.gc.ca](http://www.tbs-sct.gc.ca) at the link called "Results for Canadians". This is the web site of the Treasury Board Secretariat, the government agency responsible for helping all federal agencies adopt a results focus.



# Enablers & Constraints

## What's helping and hindering your project?

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

They can be found at every scale - family, community, national, international - and within your organization as well as outside.

They can be generated by humans, or by forces of nature, e.g. the weather.

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

You may use the positive Enablers to increase the effect of the changes you bring about. For example: Your Mayor is a 'champion' for more low cost housing; invite her to chair a task force on homelessness and moderate a panel at a property development forum.

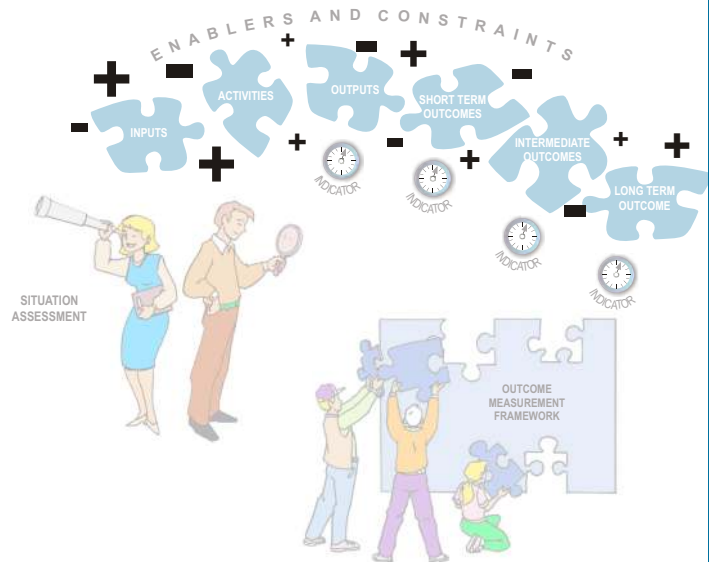
You may be able to revise your plans to minimize the effect of the negative Constraints. For example: Change workshop dates to avoid religious holidays.

List the Enablers and Constraints, then decide if you can modify your plans to maximize the effect of the Enablers and minimize the effect of the Constraints. You may find that some of them are too big for you to influence. If this is so, make them conditions that need to be in place for your project to be successful. Call these ASSUMPTIONS.

## Assumptions and Risks

Assumptions and risks are the necessary conditions for success.

Assumptions refer to influences that are on such a



large scale that you have little or no control over them.

They are the conditions that need to be in place for your project to have the intended results. For example:

- Funding for community-based crime prevention projects will continue to be available.
- There are no plans to develop the old industrial site in the near future.
- The community will maintain an interest in the project.

The risk can be stated as high, medium, or low that these conditions will not be in place. Add a short explanation of the risk.

Assessing risk involves bringing together your best collective understanding of the project and its context. Occasionally with large, complex projects, funding bodies may require a more formal risk analysis.



### Assumptions for the Industrial Site Restoration Project

- Students are interested in participating. **Risk:** Low
- The municipality gives permission for the school to lead in the clean up and transform the old industrial site. **Risk:** Medium
- Nearby residents, small business holders, and other neighbourhood stakeholders see net advantages to investing time, talent and funds in the project. **Risk:** Medium



# Indicators

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

These point to the information that you need to gather to know if the project is making a difference.

- They should be identified for: Outputs as well as Short, Intermediate and Long Term Outcomes.
- Each must be calibrated to measure a specific Output or Outcome statement.
- Information should be a mix of qualitative and quantitative and can be gathered in a variety of ways.
- Each should provide information that helps the project improve.
- Each must be cost-effective to use.

## It's like an Airplane Cockpit

Imagine the dials and displays inside the cockpit of an airplane. These provide important information to the pilots about the performance status of the plane - its position in relation to its destination, windspeed, altitude, fuel level and much more. Without these indicators, the pilots have very little to guide them on their journey. The pilots don't use all the dials at once, and sometimes it takes a combination of dials and displays to give them all the information they need at a specific point in time. For pilots and project managers alike, Indicators are important for navigation.

There is a variety of data collection methods (see following page for a further explanation of these methods).

## Establish a Baseline

You need to have information before you begin so that you have something to compare your results to. This is how you'll demonstrate there's been a change. If it is not possible to establish a baseline, a second best option is to ask 'before-after' questions when meeting people who participated in the Project. That way you can capture the difference the project might have made.



## Quantitative Indicators

Express indicators as a ratio, a percentage, a comparison, or a number. For example: The ratio of the Mountain Secondary School Population who participate in the Restoration Project

## Qualitative Indicators

Express indicators as a change or a comparison between two states or situations. For example: Changes in perceived levels of self-confidence among children involved in an anti-bullying program.

## Target Indicators

A target indicator (or success indicator) includes a level that you are aiming to achieve. It's difficult to set attainable targets unless you've been gathering data for years and are repeating activities in a familiar setting. For example: 75% of locations that have been part of an anti-graffiti campaign will see a reduction in the incidence of graffiti.



**Don't be dismayed - it takes a lot of trial-and-error to get just the right indicators for your project.**





## Sampling

When it is difficult to conduct a census of an entire population, a researcher will select a portion of that population, a sample, which is thought to be representative of that population. Sampling is a common method for collecting quantitative and qualitative data. It does not require as much staff or volunteer time for collection, but can still provide reliable information.

Under ideal conditions, a sample should be the exact representation of the population that you wish to probe. The bigger your sample, the more reliable your information. For example:

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

Sampling can be used for most methods of data collection. For example, instead of asking every community resident to comment on the newly restored industrial site, the project team fans out in the community and each asks 30 people randomly - shopkeepers, people getting into their cars parked on nearby streets, people crossing the park, men and women of all age groups and across backgrounds and ethno-racial groups.

Many different kinds of sampling techniques have been developed and it is important to find the method that is most appropriate for your organization. For all you ever wanted to know about sampling techniques and tools, visit Lancaster University's Statistics Glossary at [www.cas.lancs.ac.uk/glossary\\_v1.1/main.html](http://www.cas.lancs.ac.uk/glossary_v1.1/main.html).

## Methods of Data Collection

You can combine methods and be creative. Collect data that will have meaning for your organization, and don't forget that you'll need to tabulate your results.

## Interviews

These could be:

- Informal conversations, e.g. At the drop-in centre, in the community garden while people are working.



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

- Guided interviews, where your questions are fixed. This helps you collect comparable information, especially important if you have different people conducting interviews, e.g. What kinds of recreational activities are you involved in? What skills did you learn in this project that you can use in your everyday life?
- Closed, fixed choice questions, where you offer biased statements, and the respondent indicates the level to which they agree or disagree with the statement, e.g. My age and dress affect how I'm served by local merchants (Strongly Agree, Agree, Disagree, Strongly Disagree).
- Standardized open-ended questions, e.g. Please add any personal comments you'd like to make on the situation of youth in your community.

## Observation

No direct questions, you're just collecting data or stories, e.g. checklists or frequency counts done by a fieldworker or caseworker, oral histories or anecdotal information.

## Documents/Records

Gathering information you need from existing documents such as participant diaries, organizational logs, test scores, literature searches, minutes from meetings, statistics from government departments and reports.

## Focus Groups

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

## Surveys

Either written or done over the telephone, surveys are good if you need to ask a larger number of participants for their feedback. Response rate is usually not as high as with face-to-face methods.





### Indicators for the Industrial Site Restoration Project

They've developed quite a few indicators, both qualitative and quantitative, to measure Outputs, Short Term Outcomes, Intermediate Outcomes and Long Term Outcomes. There are too many to list here, so go to the Appendix to see them. They still have to choose which ones are best for their organization... for that, they'll need to use "The Indicator Test".

### The Indicator Test

You could use a very large number of indicators to gather information - enough to require hiring more staff just to collect and summarize data. It is better not to go overboard - choose the indicators that provide the most meaningful information. Indicators should be cost-effective, accurate, and useful to your organization.

Generate a list of candidate indicators for your Output, Outcome or Long Term Outcome statement(s). Use this checklist to help you decide which candidates work best.

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

(Number each statement you wish to test, then for each question below, mark the number at the appropriate place on the line.)

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

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

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

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

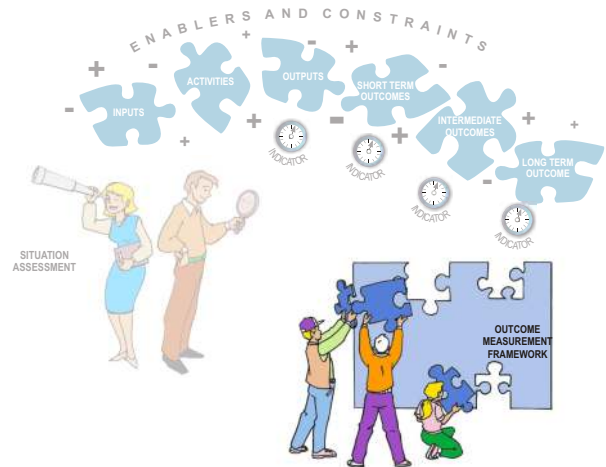
Feel free to do either. Even then, you may not have the best possible indicator. Look for improvements over time as you put them into practice.



# Outcome Measurement Framework

## Putting Outcome Measurement to work

We have introduced the first nine terms of Outcome Measurement. These help to identify actions and desired results, and to decide how to measure progress toward those results. There is one more term. You now have all you need to complete an Outcome Measurement Framework. This is the tool you use to summarize the design of your project. For a model, see the completed Framework for the Mountain Secondary School PAC in the Appendix.



## What can you do with this framework?

### Communicate Intent

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

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

### Monitor and Evaluate

Once the project is underway, use your Outcome Measurement Framework to MONITOR your progress. Monitoring, collecting, tabulating and analyzing data is a task that you build into your regular routines. This provides information for continuous improvements or the fuel for modifying future work and establishes a historical marker from which the organization can measure whether things have improved or not. Your Indicators, in particular, help you focus on the information you need.

For each indicator you must determine:

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

Sometimes you have Indicators that do not fit well into regular project monitoring; they require periodic and intensive assessment. This is an EVALUATION; it can be done internally, externally or jointly. Evaluations look more comprehensively at the project - examining the

day to day monitoring information, changes in the project's context, and progress toward the longer term results.

### Modify

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

- Information may be very important to **those directly involved in Activities such as community members or clients**. Involving participant or beneficiary groups can enrich their understanding and create additional momentum toward the desired change.
- There is information that can best be used by **those carrying out the project - managers, field staff, volunteers**. Your examination of the information may lead to modifications in the design of your Activities, changes in the allocation of Inputs, or new strategies to address Constraints and Enablers. Or, you may want to revise part of your Outcome Measurement Framework based on your new understanding of the project.
- At a more general level, there is information about the state of the project overall. This is particularly useful to **funding organizations or private donors**. Using the Activity, Output and Short Term Intermediate and Long Term Outcome statements from your Outcome Measurement Framework, you can write reports that show progress against what was agreed upon and expected.



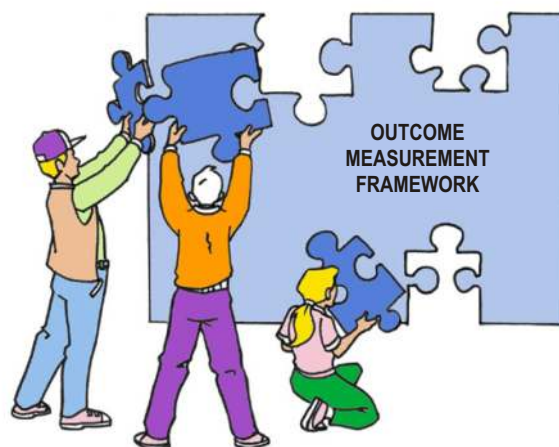
# Getting Started

## How to get started on an Outcome Measurement Framework

### Outcome Measurement is a Cyclical Process

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

Make the most of the different learning styles in your group - there are always some people who like to think 'long range' and 'big picture' first (Long Term Outcome), and then work backward to identify the more concrete Activities and Outputs. There will also be people who like to start concretely with Activities, and then work toward the big picture. Accommodate both learning styles by moving back and forth along the "logic chain".



### 1. Brainstorm

Form a group. Brainstorm the things your organization does and why you're doing them. Consider the questions set out under Situation Assessment on Page 7. Write down all your ideas.

### 2. Categorize

Try putting the results of your brainstorming exercises into the categories you've become familiar with by reading this handbook. Some groups like to start with Activities because you're most familiar with talking about what you do. Do not dwell here. Get some rough categories down and move on. You'll want to nail down your Long Term Outcome as soon as possible, so that as an organization, you know where you're heading.

### 3. Refine

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

### 4. Develop Indicators

You probably already have some indicators. Add more. Brainstorm different ways of collecting the information. Then run all the indicators through the checklist on page 24 and choose the best ones for this particular project.

### Theory and Practice are Always Different

There are just too many variables for your organization to control them all. Even when you think you have a sound framework (smooth, logical flow linking Inputs to Long Term Outcome, accompanying indicators and well anticipated Constraints and Enablers), projects rarely, if ever, unfold as expected. That's okay, frameworks should be living documents. They should guide your work, but be adaptable as your experience builds and the context continues to change. The degree to which you can alter your framework during a project is a matter between you and your funding organization.



# Resources

## Website Resources on Outcome Measurement

### Government of British Columbia

Office of the Auditor General of B.C.

“Quick Reference Guide to Performance Measures”

[www.bcauditor.com/PUBS/2001-02/Report3/QRG2001.pdf](http://www.bcauditor.com/PUBS/2001-02/Report3/QRG2001.pdf)

Estimates and Performance Planning Branch,  
Treasury Board Staff, BC Ministry of Finance,  
“Guidelines for Ministry Service Plans 2003/04  
2005/06”

[www.fin.gov.bc.ca/tbs/SPG03-06.pdf](http://www.fin.gov.bc.ca/tbs/SPG03-06.pdf)

### Government of Canada

Treasury Board Secretariat - “Results for  
Canadians”

[www.tbs-sct.gc.ca/res\\_can/rc\\_e.html](http://www.tbs-sct.gc.ca/res_can/rc_e.html)

Office of the Auditor General

[www.oag-bvg.gc.ca](http://www.oag-bvg.gc.ca)

### Outcomes Focus in Canada's Voluntary Sector

1999 Panel on Accountability and Governance in  
the Voluntary Sector, Ed Broadbent (chair)

[www.vsr-trsb.net/pagvs/index.htm](http://www.vsr-trsb.net/pagvs/index.htm)

### Outcomes Focused Evaluation

United Cerebral Palsy, Greater Utica (NY) Area

[www.ucp-utica.org/uwlinks/outcomes.html](http://www.ucp-utica.org/uwlinks/outcomes.html)

University of Ottawa, School of Medicine

[www.uottawa.ca/academic/med/epid/toolkit.htm](http://www.uottawa.ca/academic/med/epid/toolkit.htm)

### Selected Foundations Interested in Outcome Measurement

Canadian Centre for Philanthropy

[www.ccp.ca](http://www.ccp.ca)

Harvard Business School

[www.hbsp.harvard.edu/products/hbr](http://www.hbsp.harvard.edu/products/hbr)

The Centre for Accountability and Performance

[www.aspanet.org/cap/links.html](http://www.aspanet.org/cap/links.html)

United Way of America

[www.national.unitedway.org](http://www.national.unitedway.org)

[www.national.unitedway.org/outcomes/ndpaper.htm](http://www.national.unitedway.org/outcomes/ndpaper.htm)

United Way of Canada

[www.unitedway.ca](http://www.unitedway.ca)

W.K. Kellogg Foundation

[www.wkcf.org](http://www.wkcf.org)

### General Planning and Management for Organizations

Free Management Library

[www.mapnp.org/library/plan\\_dec/plan\\_dec.htm](http://www.mapnp.org/library/plan_dec/plan_dec.htm)

### Community Justice and Outcomes Measurement

Peacemakers Trust

[www.peacemakers.ca/links.html#public](http://www.peacemakers.ca/links.html#public)

Bureau of Justice Assistance

[www.ncjrs.org/html/bja/commpros/bja2.html](http://www.ncjrs.org/html/bja/commpros/bja2.html)

Department of Justice Canada

[www.canada.justice.gc.ca/en/ps/pb/page9.html](http://www.canada.justice.gc.ca/en/ps/pb/page9.html)

National Youth Development Information Centre

[www.nydic.org/nydic/outcome.html](http://www.nydic.org/nydic/outcome.html)



# Appendix I

## Outcome Measurement Framework for a Fictitious Community Crime Prevention Project



**ORGANIZATION:** Mountain Secondary School Parent Advisory Committee

**PROJECT NAME:** Industrial Site Restoration Project

**TIME FRAME:** 2003 - 2004

How?

### INPUTS

- school staff time;
- volunteer time;
- tools like rakes and shovels, gloves and garbage bags
- paint or other materials to remove/cover the graffiti and perhaps replace it with chosen art
- office expenses, such as photocopying, telephone, fax
- funding
- meeting costs, such as coffee and flipcharts;
- at least one pickup truck to haul away debris
- Plants, shrubs, grass seed

### ACTIVITIES:

1. *Present the industrial site restoration idea to students and invite them to share leadership roles in the project*  
PAC members and teachers connect with students in classes and clubs to explain the project to them. Ask for ideas about what should be done and how to implement them. Ask them to participate in the various aspects of the project.
2. *Inform community leaders, neighbours, local businesses, and potential funders about the project to solicit in-kind and financial support*  
PAC members, teachers, and students prepare information flyers and posters to distribute in the neighbourhood. Organize a public meeting at the school. Offer presentations to other organizations in the area. Determine what kinds of materials and how much funding will be required to complete the project. Draw up a donation plan, including identification of potential donors. Approach local businesses and possible funders to inquire about donations of materials and finances needed for the project.
3. *Coordinate leadership and project development training for student volunteers*  
Notify students about the sessions. Consult with teachers, youth workers, etc. on developing a training package. Organize and gather resources necessary for training sessions. Conduct training. Assess students' preparedness for the project.
4. *Facilitate project planning sessions with student volunteers and community members*  
Work with students to prepare notices for distribution in the community. Organize and gather resources necessary for planning sessions.
5. *Assist student volunteers and other participants to implement activities identified in planning sessions (e.g. safety audits, garbage clean ups, graffiti paintouts, etc.)*  
Volunteers gather necessary tools and other materials, including transportation. Work teams: conduct safety audit; pick up, bag and haul away debris; paint over graffiti; plant grass and shrubs.
6. *Document project activities, produce a written and visual record of achievements and disseminate to community leaders, local businesses, the local school board, the media, etc.*  
Ask a group of students to undertake an ongoing documentation project. Document planning and activities in a variety of media. Distribute documentation to various people in the community. Use the documentation in ongoing fundraising and support activities.





## Situation Assessment (Context: Program Vision and Mission, Statement Needs, Strategy, Rationale, Program Goals)

There is an abandoned industrial site owned by the municipality 100 metres from Mountain Secondary School. Over the past five years it has become a problem for the school and its neighbours. In the daytime, students go there to smoke. In evenings and on weekends, there has been increasing partying, resulting in more traffic, noise, and fighting. The land is littered with illegally-dumped construction debris, cans, and broken bottles. The remaining walls of the abandoned industrial site have become prime targets for graffiti. Most people in the area avoid the site. The school's Parent Advisory Committee (PAC) believes that by mobilizing the students to clean up and landscape the lot, it can help create a safer, healthier neighbourhood as well as provide more positive outlets for local young people. They realize that as a Parent Advisory Committee, they are well placed to bring together a wide range of stakeholders from the school and community for the task.

What we want			Why?
OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
1. Students in the school receive information about the project through their classes and/or clubs and are invited to become involved.	1. Students are enthusiastic about the idea of restoring the industrial site and volunteer to participate in the project.	Project participants - students, parents, teachers, neighbours, local business people - gain a better understanding of the different people and groups that make up their neighbourhood. (Outputs 1, 2, 3, 4, 6)	Students, residents and business people in the neighbourhood of the industrial site continually demonstrate and nourish an interconnected, safe community.
2. Flyers, posters, and proposals are distributed in the community and personal calls are made to key stakeholders (e.g. phone calls, door-to-door visits, public meetings).	2. Community leaders, neighbours, local businesses and funders are enthusiastic about the project and offer in-kind and financial support.	Project participants share pride in their community and common achievement and begin to consider additional neighbourhood issues that might be addressed in a similar manner. (Outputs 1, 3, 4, 5)	
3. Training sessions are held and students participate.	3. Students acquire leadership and project development skills.		
4. Project planning sessions are held and students and community members participate.	4. Youth and community members work together to identify and plan the work that needs to be done on the old industrial site.		
5. Project participants carry out the jobs necessary to physically clean up and improve the old industrial site.	5. The physical environment of the industrial site is improved.	The industrial site is attractive, accessible, and safe for a diverse cross section of the neighbourhood. (Outputs 2, 5, 6)	
6. Reports, narratives or media releases outlining the project's process and achievements are distributed to community leaders, local businesses, the local school board, etc.	6. Media and local organizations spread the project story to their audiences/constituencies.		



# Appendix I (cont'd)

## POTENTIAL INDICATORS



**ORGANIZATION:** Mountain Secondary School Parent Advisory Council

**PROJECT NAME:** Industrial Site Restoration

**TIME FRAME:** 2003-2004



	OUTPUTS	SHORT TERM OUTCOMES
<b>POTENTIAL INDICATORS</b>	<ul style="list-style-type: none"> <li>• Number/percentage of students who are informed and invited to become involved</li> <li>• Number of teams of students that are ready to share and complete designated tasks (overall coordination, community awareness, funds/resources raising, clean-up, site restoration plan)</li> <li>• Number of training and planning sessions held</li> <li>• Number of meetings that are held with community leaders, businesses, and residents</li> <li>• Attendance at community meetings</li> <li>• Number of flyers and posters distributed versus the number of households and businesses in the neighbourhood</li> <li>• Number of individual contacts made to inform and explain about the project</li> <li>• Number of funders that are contacted and receive a proposal</li> <li>• Production of project documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Proportion of Mountain Secondary students who directly participate in the project</li> <li>• Perceptions of students about the project</li> <li>• Level of student participation in leadership and project development training</li> <li>• Level of student participation in planning and carrying out the project versus the participation of other groups, ie., PAC members, teachers, neighbours</li> <li>• Level and type of support offered by neighbours, businesses, and others in the community, such as number of individual donations and the in-kind and dollar value of donations</li> <li>• Perceptions of neighbours, officials, and businesses in the area about the project</li> <li>• Perceptions of funders who have been contacted</li> <li>• Amount of money made available by funders relative to the amount required</li> <li>• Types of activities conducted during site restoration</li> <li>• Level of media interest in the project</li> </ul>
<b>PEOPLE/GROUPS/ COMMUNITIES INVOLVED</b>	PAC members, students, teachers, residents of the neighbourhood, businesses in the area, municipal officials, media.	PAC members, students, teachers, residents of the neighbourhood, businesses in the area, municipal officials, media.
<b>ASSUMPTIONS AND RISKS</b>	<ul style="list-style-type: none"> <li>• Students are interested in participating. <b>Risk:</b> Low</li> <li>• The municipality gives permission for the school to lead in the clean up and transform the old industrial site</li> <li>• Nearby residents, small business owners, and other neighbourhood stakeholders see net advantage</li> </ul>	



### INTERMEDIATE OUTCOMES

- Changes in the mutual perceptions of and relationships between students, teachers, neighbours, and businesses
- Degree to which students are able to transfer skills gained through the project to other activities
- Change in the frequency and intensity of partying and other dangerous/destructive conduct centred on the industrial site
- Change in the degree to which the community members feel safer in the area of the industrial site
- Level and types of use of the industrial site by different sectors of the community

### LONG TERM OUTCOME

- Extent to which students, local residents and businesses continue to work together to maintain the old industrial site
- Extent to which other local issues have been identified and addressed by representatives from all neighbourhood sub-communities
- Extent to which PACs, municipal officials and neighbourhood representatives from other communities have come to learn from the industrial site restoration project

Project participants listed to the left plus citizens from the neighbourhood and beyond who pass by the industrial site, as well as social agencies and community groups looking for alternative models of involving diverse sectors of the community in projects.

Citizens of the region and beyond.

industrial site. **Risk:** Medium

antages to investing time, talent and funds in the project. **Risk:** Medium



## Appendix II: OUTCOMES MEASUREMENT FRAMEWORK TEMPLATE

SITUATION ASSESSMENT (Context: Program Vision and Mission, Statement of Need, Strategy, Rationale, Program Goals)		ORGANIZATION:		PROJECT TIME FRAME:	
		PROJECT NAME:			
HOW?		WHAT WE WANT?		WHY?	
INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG TERM OUTCOME
INDICATORS					
		SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES		LONG TERM OUTCOME
PEOPLE/GROUPS/COMMUNITIES/SECTORS INVOLVED					
ASSUMPTIONS AND RISKS					



NOTES

