

Outcomes Identified in Credible Research Sources For Early Childhood Development, Youth Development and Family Development

Key Sources: Child Trends Data Base, Family Support America (was Family Resource Coalition of America), Harvard Family Research Project, Institute for Research and Reform in Education, Knight Foundation, Michigan State University, National Center for Family Literacy, SEARCH Institute, The Colorado Trust, Tufts University, U.S. Department of Education, Youth Development Strategies, Inc.

PURPOSE

Outcomes and Indicators List

The Foellinger Foundation awards grants to nonprofit organizations that strengthen Allen County children and their families, particularly those children and families with the greatest economic need and the least opportunity. This is the Foundation's strategic intent. With this in mind, the Board of the Foellinger Foundation is interested in helping organizations focus their grant requests on outcomes that fit within the Foundation's strategic intent.

The Outcomes List is a compilation of outcomes in the fields of early childhood development, youth development, and family development. The outcomes were drawn from the literature that presents research conducted by recognized, credible organizations. A list of key sources is provided at the end of this document.

ORGANIZATION

Outcomes and Indicators List

The outcomes on the list are organized in increasing order of specificity.

- First, the outcomes are organized into three major **Categories**, reflecting the strategic intent of the Foellinger Foundation. Category A is Early Childhood Development; Category B is Youth Development; and Category C is Family Development.
- Within each of the categories are a number of **Clusters**, representing general strategies that have been shown by the research to be effective in addressing the issue reflected in that particular grant category.
- Under each cluster are listed specific **Outcomes**, representing the intended benefits for program participants. Also included within each cluster are **Supports and Opportunities**, a mix of outcomes, practices, and experiences that have been shown to enhance the likelihood of producing desired outcomes for program participants.

To locate outcomes that align with your program focus, begin with the broad **category**. If, for example, your grant is submitted under the Early Childhood Development program, you will go to *Category A*.

Next, identify the **cluster** that best matches your strategy for addressing early childhood development through this particular program or group of programs. For example, if your strategy is to provide support to parents of young children, you will go to *Cluster A-2, Parent Support*.

Finally, once you have identified the appropriate cluster, scan the list of **outcomes** and **supports and opportunities** to locate the outcomes that align with the intended results of your particular program. If the intended result of your program is to help parents gain new knowledge of child development, and to equip them to become more involved in the education of their young children, you would select *outcomes "a" and "i."*

In this example, the outcomes would be listed on your logic model and measurement framework as follows:

A-2-a – Parents gain new knowledge of child development

A-2-i – Parents apply knowledge of child development and behavior management

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Adding Context

Many of the outcomes listed are not specific to target individuals or groups. Similarly, many do not contain reference to specific content areas. Outcome **B-2-m** – “develops new interests” under Positive Youth Development – is a good example. If your program is aimed at a specific population of youth (e.g., foster care youth) and/or has a specific content focus (e.g., music performance), you may contextualize the wording of the outcome by simply adding the appropriate phrase at the beginning or end of the outcome statement. In this example, the outcome would be listed on your measurement framework in one of the following ways:

- B-2-m** – [*Youth*] develop new interests [*in music performance*]
- B-2-m** – [*Foster care youth*] develop new interests
- B-2-m** – [*Foster care youth*] develop new interests [*in music performance*]

Lastly, some of the outcome clusters contain bulleted items under specific outcome statements. For example, outcome **B-4-f** (“Uses leisure time productively” under Youth Development – Healthy Behaviors) contains the following items:

- Involvement in sports, clubs, or organizations at school and/or the community
- Participation in leadership opportunities
- Community involvement

If you select outcome statement **B-4-f** as one of the two key outcomes to track and measure on your measurement framework, you are asked to include the bulleted item or items that are relevant for your particular program. In this example, the outcome would be listed on your logic model and measurement framework as follows:

B-4-f – [*Youth*] use leisure time productively by participating in leadership opportunities.

DEFINITIONS	
Outcomes and Indicators List	
Term	Definition
Logic Model	A logic model is a pictorial representation of how a program or set of programs is expected to work. It shows the connection between <i>inputs</i> (the resources needed to complete the program), <i>activities</i> (the core services or interventions of the program), <i>outputs</i> (the units of productivity that shows the level of activity) and the <i>outcomes</i> , which are described below.
Measurement Framework	A measurement framework is an evaluation plan that lists the subset of outcomes for which an organization will hold itself accountable. The framework lists the indicators and targets for each outcome along with the means of data collection.
Outcomes	Outcomes are the desired benefits or changes in individual and/or resulting from an activity or intervention. <i>Short-Term</i> Short-term outcomes are changes in participant knowledge, attitudes, perceptions or skills needed to reach the program goal. <i>Intermediate</i> Intermediate outcomes are changes in participant behavior that demonstrate movement toward the program goal. <i>Long-Term</i> Long-term outcomes are the large scale changes in participant conditions that will result from the attainment of the program goal.
Indicators	Indicators are the concrete evidence that the outcomes (usually the short-term and intermediate outcomes) are occurring. Indicators must be observable and measurable.
Supports and Opportunities	Supports and opportunities are experiences and opportunities that have been shown to enhance the likelihood of producing the program goal.
Targets	Targets are numerical goals for a program’s level of achievement on its outcomes.

Early Childhood Development

Cluster	Type	Outcome
A1	School Readiness	<ul style="list-style-type: none"> a. Emergent literacy skills <ul style="list-style-type: none"> ▪ <i>[Increase in]</i> size of vocabulary ▪ Improved receptive vocabulary ▪ Increase in print knowledge ▪ Increase in phonological awareness b. Social skills <ul style="list-style-type: none"> ▪ Ability to interact in groups ▪ Understand social rules and norms c. Physical motor skills d. Cognitive skills e. Emotional development f. "Teachability" traits <ul style="list-style-type: none"> ▪ Ability to follow directions ▪ Demonstration of pre-academic skills ▪ Ability to get along with peers ▪ Cooperation
A2	Parent Support	<ul style="list-style-type: none"> a. Parents gain new knowledge of child development b. Parents gain improved understanding of own children's abilities, strengths and needs c. Parents have increased awareness of their roles as teachers of their children d. Parents have increased awareness of school expectations e. Parents gain awareness of alternative approaches to discipline and behavior management f. Parents gain knowledge of new life management techniques g. Parents provide nurturing and positive emotional support to their children h. Parents communicate positively and effectively i. Parents apply knowledge of child development and behavior management j. Parents interact in ways that enhance children's learning and development k. Parents are actively engaged in their children's learning and education l. Parents read to children daily/assist with homework m. Parents promote school attendance n. Parents are involved in school activities o. Parents decrease use of punitive discipline
A3	Quality Child Care	<ul style="list-style-type: none"> a. Providers gain new knowledge of child development b. Providers engage in new behaviors to foster child development
A4	Quality Child Care <i>(Supports and Opportunities)</i>	<ul style="list-style-type: none"> a. Children have access to/participate in high quality early care and education b. Children with developmental delays receive appropriate intervention services

Early Childhood Development *(continued)*

Cluster	Type	Outcome
A5	Health, Safety and Well Being	<ul style="list-style-type: none"> a. Children have frequent involvement with and receive emotional support from parents b. Children develop attitudes and behaviors leading to improved self-image and mental health c. Children live in supportive and safe environments d. Children's physical safety is improved and maintained e. Increased family safety f. Children's physical care is improved g. Children are better able to engage in play with parents h. Children display less aggressive behavior/fewer behavior problems i. Enhanced social skills and emotional well-being j. Improved children's physical health and development k. Higher rates of immunization l. Women deliver healthy babies
A6	Health, Safety and Well Being <i>(Supports and Opportunities)</i>	<ul style="list-style-type: none"> a. Children have access to/participate in high quality early care and education b. Children with developmental delays receive appropriate intervention services

Youth Development

Cluster	Type	Outcome
B1	Success in School	<ul style="list-style-type: none"> a. Increased interest in and ability to read b. Content knowledge, cognitive improvement, academic skills improvement c. Expectations of success d. Higher aspirations for the future including intention to complete high school and go to college e. Positive attitudes toward school f. Increased school engagement/time on task g. Improved student behavior/getting along with others h. Improved study habits and skills i. Turn in more and better quality homework j. Improved school attendance/decreased absenteeism/fewer days of skipped classes k. Fewer disciplinary problems l. Improved test scores m. Good grades for conduct n. Improved academic achievement scores/improved academic outcomes/improved grades o. Reduced retention in grades p. Youth remaining in school/reduced dropout rate q. Better graduation rates/graduation from high school or GED r. College attendance s. Persistence in college/college graduation

Youth Development *(continued)*

Cluster	Type	Outcome
B2	Positive Emotional Development	<ul style="list-style-type: none"> a. Sense of belonging/few feelings of loneliness and depression b. Belief in the ability to positively impact own and others' circumstances c. Interest in and has self-concept of own ability in academics d. Development of positive parent, peer, other close relationships e. Positive view of the future f. Improved self confidence/stronger self concept g. Cultural awareness h. Empathy for others i. Respect for others j. Develops positive character traits k. Perceived feelings of safety at home, school and community l. Increased physical skills/improved fitness m. Develops new interests n. Foster children achieving permanency
B3	Life Skills	<ul style="list-style-type: none"> a. Social skills b. Communication skills c. Ability to work as a team d. Financial skills e. Professional/workforce skills f. Computer skills g. Ability to solve problems/resolve conflicts h. Coping skills i. Decision-making skills j. Ability to plan and set goals k. Leadership ability
B4	Healthy Behaviors	<ul style="list-style-type: none"> a. Increased number of developmental assets as defined by the SEARCH Institute b. Awareness of community resources c. Knowledge of the consequences of substance use d. Knowledge of the consequences of sexual behavior e. Utilizes community resources f. Uses leisure time productively, including: <ul style="list-style-type: none"> ▪ Involvement in sports, clubs, or organizations at school and/or the community ▪ Participation in leadership opportunities ▪ Community involvement g. Exercises responsible decision making and behavior, including the areas of: <ul style="list-style-type: none"> ▪ Substance use ▪ Sexual behavior ▪ Gang membership

Youth Development <i>(continued)</i>		
Cluster	Type	Outcome
B4	Healthy Behaviors <i>(continued)</i>	<ul style="list-style-type: none"> h. Displays fewer risky behaviors, including: <ul style="list-style-type: none"> ▪ Less aggression; decreased weapons possession ▪ Fewer behavior problems ▪ Decreased/low incidence of vandalism at school ▪ Decreased/low incidence of delinquency ▪ Decreased/low frequency of truancy ▪ Fewer risky behaviors ▪ Low incidence of pregnancy/fewer teenage pregnancies ▪ Decreased television watching ▪ Lower levels of substance abuse i. Decreased crime/decreased juvenile crime/decreased victimization/reduced community crime
B5	Parent Support	<ul style="list-style-type: none"> a. Parents gain knowledge of new parenting skills b. Parents gain improved understanding of own children's abilities, strengths, and needs c. Parents gain awareness of alternative approaches to discipline and behavior management d. Parents decrease use of punitive discipline e. Parents gain knowledge of new life management techniques f. Parents provide nurturing and positive emotional support to their children g. Parents communicate positively and effectively h. Parents display positive attitudes toward children i. Parents are actively engaged in their children's learning and education j. Parents have increased awareness of school expectations k. Parents read to children daily/assist with homework l. Parents promote school attendance m. Parents are involved in school activities
B6	Parent Support <i>(Supports and Opportunities)</i>	<ul style="list-style-type: none"> a. Improve the ability of families and family members to meet their own needs b. Greater family and community involvement in children's learning and schools c. Increased parental involvement in school d. Parent involvement with youth e. Family members reinforce and facilitate the development of positive youth skills and competencies f. Increase the capacity of families to meet the needs of young people as they navigate adulthood transitions
B7	Transition to Adulthood	<ul style="list-style-type: none"> a. Community involvement b. Economic self-sufficiency c. Healthy family and social relationships
B8	Creating a Supportive Community	<ul style="list-style-type: none"> a. More individuals volunteer in the community b. Increased participation in community/school events c. Increased communication with schools and the community d. Increased sensitivity to the needs of the family by schools and the community

Youth Development *(continued)*

Cluster	Type	Outcome
B9	Creating a Supportive Community <i>(Supports and Opportunities)</i>	<ul style="list-style-type: none"> a. Youth workers reinforce and facilitate the development of positive youth development skills and competencies b. Youth have positive interaction and relationships with caring adults c. Youth participate in volunteer opportunities d. Youth participate in employment opportunities e. Strengthening schools, families and communities f. Development of community schools g. Youth serve as a role model for other children and youth h. Youth workers reinforce and facilitate the development of positive youth skills and competencies

Family Development

Cluster	Type	Outcome
C1	Parent Support	<ul style="list-style-type: none"> a. Knowledge of new parenting skills b. Parents learn new life management techniques c. Parents practice life management techniques d. Increased awareness of alternative approaches to discipline and behavior management e. Increased self-confidence and skill in parenting f. Increased parenting competence or effectiveness g. Increase in knowledge of child development h. Improved understanding of own children's abilities, strengths and needs i. Increased awareness of their roles as teachers of their children j. Increased awareness of school expectations k. Parents provide nurturing and positive emotional support to their children l. Parents display positive attitudes toward children m. Parents communicate positively and effectively n. Parents apply knowledge of child development and behavior management o. Parents interact in ways that enhance children's learning and development p. Parents are actively engaged in their children's learning and education q. Parents read to children daily/assist with homework r. Parents promote school attendance s. Parents are involved in school activities t. Families set clear expectations, rules and consequences u. Improved ability of families to meet their own needs v. Adults have a support network w. Improved social support for the family x. Expanded social service networks y. Families access formal and informal networks
C2	Parent Education	<ul style="list-style-type: none"> a. Greater educational attainment among parents and adult family members b. Improved academic skills
C3	Change in Family Condition	<ul style="list-style-type: none"> a. Families are more self-sufficient b. Economic self-sufficiency c. Healthy family and social relationships d. Increased/improved employment of family members e. Families moving from welfare to work

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Family Development *(continued)*

Cluster	Type	Outcome
C4	Creating a Supportive Community	<ul style="list-style-type: none"> a. More individuals volunteer in the community b. Increased participation in community/school events c. Increased communication with schools and the community d. Increased sensitivity to the needs of the family by schools and the community
C5	Creating a Supportive Community <i>(Supports and Opportunities)</i>	<ul style="list-style-type: none"> a. Family involvement in the community b. Development of community schools c. Strengthening communities
C6	Intergenerational Support	<ul style="list-style-type: none"> a. Increased intergenerational socialization and interaction b. Older adults are stimulated by interaction with younger people c. Older adults experience less loneliness/sense of purpose d. Older adults experience improved health

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