

A Guide for Youth-Serving Nonprofits to

Developing Outcomes, Indicators, and Targets for Use in Performance Management

*A Resource for the Edna McConnell Clark Foundation's
PropelNext Grantees • June 2015*



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Introduction

Welcome to **A Guide for Youth-Serving Nonprofits to Developing Outcomes, Indicators, and Targets for Use in Performance Management: A Resource for the Edna McConnell Clark Foundation’s PropelNext Grantees**. The purpose of this guide is to provide PropelNext grantees with information they can use when developing or revising outcomes, indicators, and targets for their programs.

Using information we collected from approximately fifty high-performing nonprofit organizations across the country, this guide presents the outcomes, indicators, and targets those organizations use to measure and manage their performance. While the guide is designed to help organizations reflect on appropriate outcomes, indicators, and targets, those presented herein are not one-size-fits-all. In other words, since no two programs or organizations are the same, developing meaningful and relevant outcomes, indicators, and targets requires a customized, iterative, and research-informed process that is unique to each organization. This guide serves as a single source of information to assist you with that process. In the future, the guide will be updated and revised to include information about other nonprofit organizations, as well as additional advice on how to make the best use of the information provided within the guide.

This section of the guide provides background information and offers suggestions for making the best use of it. The guide contains a lot of detailed information; as such, you may need to refer back to this introduction as you navigate through it. We hope this guide will help “propel” your work forward!

How are performance management terms defined?

There are many terms used within performance management: outcomes, indicators, measures, targets, actuals, benchmarks, etc. Yet, there are no standard definitions for these words. Therefore, to make the guide most useful, we must be explicit about what we mean by specific terminology. This guide adopts the following definitions:

- **Performance measurement** is the collection, tracking, and reporting of program accomplishments, including progress toward intended outcomes.
- **Performance management** is an internal form of evaluation, designed to assess the extent to which a program is operating as it was intended. Specifically, it helps determine whether program activities conform to program design, are implemented consistently, and are aligned with intended outcomes.¹
- **Outcomes** refer to the changes in the lives of individuals, families, organizations, or the community that your program wants to affect/influence in the long-term. Outcomes answer the question: “Is the program achieving its ultimate goals?”
- **Indicators** are measures of progress towards, and the achievement of, a program’s intended outcomes. Indicators answer the question: “Is the program achieving incremental changes that lead to outcomes?”
- **Targets** are the numeric values your program sets and aims to achieve relative to both outcomes and indicators. Targets answer the question: “What is the numeric value the program aims to achieve on this indicator or outcome?”

¹ Note that the definitions of “performance measurement” and “performance management” are adapted from this source: United States Government Accountability Office. (May 2011). *Performance Measurement and Evaluation: Definitions and Relationships*. Retrieved from <http://www.epa.gov/evaluate/pdf/eval-guides/program-measurement-and-evaluation.pdf>

Here are some examples:

- Outcome: Students will graduate from high school within four years.
- Indicator: Seventy-five percent of students will be promoted on-time to the tenth grade.
- Indicator with Target: Eighty-five percent of students will maintain a GPA of C+ or higher from ninth to twelfth grade; 85 percent of students will have a caring adult mentor to help them succeed in high school.

How is this guide organized?

This guide is intended for programs and organizations that serve young people. Within this broad programmatic focus, there are three key types of goals that organizations aim to achieve: advancing employment and careers, success in education, and keeping youth on a positive developmental pathway toward adulthood. Reflecting this, the guide is organized into four primary sections:

- **Workforce Development** - focuses on outcomes reported by organizations and programs that offer workforce development services.
- **Academic Achievement** - focuses on outcomes reported by organizations and programs that focus on academic achievement in K-12 schools, colleges, and universities. This section is divided further into three subsections: *K-12 Academic Achievement*; *Credit Recovery*; and *Enroll and Stay in College*.
- **Positive Behaviors, Attitudes, and Skills** - focuses on outcomes related to a broad variety of organizations and programs that aim to develop positive behaviors, attitudes, and skills among youth—either as ultimate goals or as intermediate steps to another goal—using a variety of programmatic strategies. This section is divided further into three subsections: *Socio-Emotional Development*; *Avoidance or Reduction in Risk Behaviors*; and *Well-Being, Safety, and Self-Sufficiency*.
- Also included in the guide is the final section **From Data to Action: Stories From the Field**. Based on in-depth interviews we conducted with a subset of thirteen organizations, these stories highlight how these organizations identified outcomes and indicators, set targets, and developed their staff's capacity to collect and use data. It also includes additional insights that illustrate how to be successful in this work.

Within the first two sections, *Workforce Development* and *Academic Achievement*, we provide three tools:







Tool 1: Outcomes Sequence Chart - This tool provides information about how outcomes are sequenced over time. This tool can be used to help organize your thinking about the order of outcomes, and provides a framework for how information is presented in the other two tools. Organizations may choose to focus on a specific range of outcomes and indicators that fall on the sequence chart, or might provide programmatic supports along the full continuum of outcomes.

Tool 2: Inventory of Outcomes and Indicators - This tool lists all the outcomes, indicators, and targets used by the organizations that contributed to this project. Indicators and targets are organized by the outcomes listed in the *Outcomes Sequence Chart*. In many cases, organizations did not provide a target, and where none was provided, you will see a dash. In some cases, where multiple programs listed a target, we present a range of the targets provided. This tool can be used to understand the breadth of specific indicators and targets that other high-performing programs similar to yours are using to gauge their progress. Where a more thorough definition of an indicator is provided in the appendix, we have made a notation in this tool. We have also noted when a program indicator closely matches one used by government agencies. It may be useful for organizations to think about adopting the use of specific indicators if they are seeking government funding.

Tool 3: Outcomes and Indicators With Program Details - Provides information about the types of programs that use specific outcomes and indicators (where a specific target or actual was provided)

by participating organizations). This tool will help you understand the key characteristics (those the literature suggests are important) of programs that aim for a specific target for a specific indicator. This tool is one piece of information that can help programs assess if a particular target is meaningful and appropriate for use as an internal, external, or stretch target. However, programs should not simply adopt a target because it is being used by a similar organization. Instead, this tool should be used alongside other information, such as baseline rates, to determine the appropriate target.

Below is a key that shows how we use icons throughout this section to illustrate key characteristics of the programs highlighted in Tool 3.

KEY		Icons:					
	Target Population		Voluntary or Mandatory Participation		Number Served Last Year		Maximum Dosage Allowed in Program
	Target		Actual				

The section on Positive Behaviors, Attitudes, and Skills does not include Tool 1 (*Outcomes Sequence Chart*), since the order of the outcomes reported by participating organizations was not clear. It also does not include Tool 3 (*Outcomes and Indicators With Program Details*), since there was limited data available related to this tool. This section includes only Tool 2 (*Inventory of Outcomes and Indicators*).

What else should you know about the information presented in this guide?

One of the things we learned through this study is that few organizations actually set targets, even when they are collecting data related to how they performed on particular indicators (what we are calling “actuals” herein). This suggests that the field may be more focused on the measurement of results rather than on setting targets for the management of program performance.

However, because one of the goals of the guide is to gather and provide specific information about targets that high-performing organizations set for their programs, we decided to provide **actuals in place of targets** when **targets were not** provided or specified by the organizations we examined but **actuals were**. Also, throughout the guide, you will notice that several indicators do not have an associated target or actual listed because no organization or program provided one.

Another thing we learned is that there is far less consensus in the field on indicators than we anticipated. Ideally, the information collected for this guide would have suggested indicators that are common among similar programs; however, as you will see throughout the guide, while there is ample agreement on outcomes among similar programs, there remains substantial variation in the use of common indicators. Because of this, our ability to understand which indicators are most commonly used by programs is limited. In the future, we plan to collect data from additional organizations to bolster our understanding of which indicators are most common, if any.

Tool 3, the (*Outcomes and Indicators With Program Details*) tool, provides programmatic information to help interpret the indicators that certain organizations are using. Because we want to maintain the confidentiality of our sources, we provide ranges and not exact numbers on program characteristics. For example, we provide a range of the number of youth served by the program, such as 1,500 to 2,000. This approach also acknowledges that the actual number of youth served by a program is likely to vary from year to year.

Finally, while this version of the guide is designed to provide information with only modest interpretation (more analysis and interpretation is coming in future iterations of the guide), in some cases we opted to exclude outcomes or indicators because they were too specific to an individual organization or program and were not able to be generalized, or because they were so broad that they would not have provided the reader with usable information.

How can you use this guide?

You can use this guide in a variety of ways; there is no need to reinvent the wheel! This guide is intended to help you explore and apply outcomes and indicators in a meaningful way:

- Use it to inform your organization's thinking about appropriate outcomes and indicators for your program!
- Use it to explore what can and should be measured and why!
- Use it to think about why your program's targets may or should be different from others!
- Use it to advocate for the importance of robust outcomes, indicators, and targets across the nonprofit sector!

As you dig in to the information in this guide, your team may want to consider selecting one or two of the outcomes that are well-aligned with your program. As you start using the tools, ask yourself these questions:

- Which outcomes and indicators meaningfully reflect progress towards what our program is trying to achieve? Are they realistic? Which aren't, and why?
- Based on our experience, do we think the targets presented in this guide are high, low, or just right for what we are trying to achieve? How do they compare to what we already know about the population we are serving?
- What are the key differences between our program and the programs presented here—target population, participant source, dosage, etc.—that might influence the selection of an outcome, indicator, or target to represent our program?

Next, as you begin to identify outcomes, indicators, and targets that are appropriate for your program, keep in mind that this work is ongoing, iterative, and requires resources! Here are some additional tips to keep in mind:

- Be sure to document the rationale for why you think certain outcomes, indicators, and targets are most appropriate (and why others are not).
- Begin to brainstorm about how you can or should collect data to ensure its reliability and high quality.
- Prioritize, prioritize, prioritize! Collecting too much data will leave staff weary, create unnecessary "noise," and drain resources unnecessarily.
- Don't neglect giving ample thought to *how* you will use the data for performance management! Data is only half of the equation; its use is contingent upon a strong performance management plan and organizational culture to support it.
- Lastly, remember that there are *a lot* of other organizations grappling with performance management—particularly when it comes to using outcomes and indicators. We encourage you to reach out to both those who are going through it, as well as those who have already gone through it, to find support for your own work.

Finally, a note of caution: this guide should not be used for benchmarking purposes. By benchmarking, we mean the process of comparing your performance metrics to those of best practice organizations. According to Wikipedia, in the process of best practice benchmarking, management identifies the best firms (programs) in its industry (sector), and compares its results and processes to those of others.² Where benchmarking relies on an "apples to apples" comparison, the outcomes, indicators, and targets contained within this guide are from varied organizations, serving varied populations, with different structures, goals, and capacities.

² "Benchmarking," last modified May 31, 2015, <https://en.wikipedia.org/wiki/Benchmarking>.

Who contributed to this guide?

The information presented in this guide is based on data gathered from almost fifty high-performing nonprofits across the United States. Organizations that participated were nominated by field experts, staff at the **Edna McConnell Clark Foundation (EMCF)** and the team at **McClanahan Associates, Inc. (MAI)**. In total, seventy-one organizations were nominated and invited to participate, and forty-seven have contributed to date. The group of forty-seven organizations includes thirty-five that completed a comprehensive survey on their own, and an additional twelve that were included because they publicly provided robust information about their outcomes, indicators, and targets. Thirteen of those that participated in the survey also participated in detailed interviews in which they shared their experiences with performance management—specifically how their outcomes and indicators were developed and used. Their stories are shared in the “From Data to Action: Stories From the Field” section of this guide. The guide also includes information about the outcomes and indicators that certain government agencies use in their funding (and measurement) requirements (agencies such as the Department of Labor, the Corporation for National and Community Service, and the Department of Justice). However, we encourage you to review their funding guidelines in greater detail, as we present this material strictly for informational purposes.

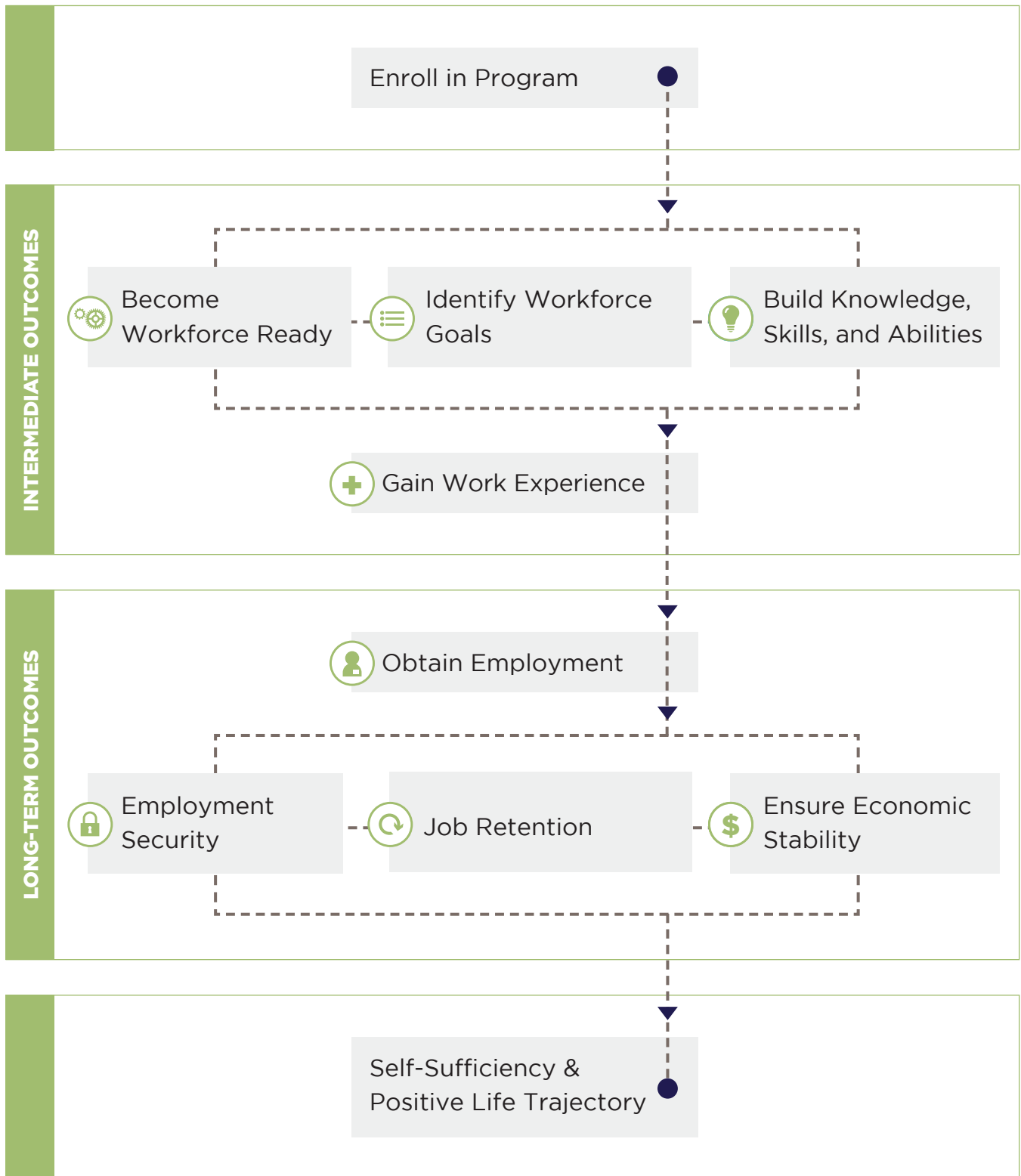
Workforce Development

This section describes the outcomes, indicators, targets, and/or actuals used by organizations and programs aiming to assist individuals in obtaining and retaining meaningful employment. In total, eighteen organizations contributed data to this section of the guide. These organizations provide workforce development programs that encompass a variety of strategies—program activities range from classroom training on both hard and soft skills to internships and transitional employment opportunities to employment retention support to follow-up mentoring.

As you review this section, keep in mind that ...









- The *Outcomes Sequence Chart* tool provides information about how outcomes “flow”. Organizations may choose to focus on a few of the steps or on the entire sequence of outcomes.
- The *Inventory of Outcomes and Indicators* tool lists all of the outcomes, indicators, targets, and actuals used by the organizations that contributed to this project.
- The *Outcomes and Indicators With Program Details* tool provides information about the characteristics of programs that use specific outcomes and indicators.

Tool 1: Outcomes Sequence Chart - Workforce Development




See **Inventory of Outcomes and Indicators - Workforce Development** to review the indicators that fall under the outcome areas.







Tool 2: Inventory of Outcomes and Indicators - Workforce Development

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
	Become Workplace Ready		
	<i>Attend program including job readiness trainings, program orientation, and ongoing activities</i>	80%	--
	<i>Complete job search preparation activities, including cover letters, resume, and mock interview</i>	100%	--
	<i>Have contact information to provide to potential employer</i>	--	--
	<i>Have clothes suitable for work</i>	--	--
	<i>Have reasonable expectations for work</i>	--	--
	<i>Have engaged interest in employment</i>	--	--
	<i>Keep appointments</i>	--	--
	<i>Demonstrate punctuality, appropriate behavior, and follow through</i>	--	--
	<i>Demonstrate job search preparation</i>	--	--
	<i>Complete workforce readiness assessment with a sufficient score</i>	--	--
	Identify Workforce Goals		
	<i>Engage in career interest activities (complete interest inventory; participate in workshops or interviews)</i>	--	--
	<i>Develop meaningful employment plans</i>	--	--
	Build Knowledge, Skills, and Abilities		
	<i>Improve soft skills (communication skills, customer service, initiative, problem solving, interaction with coworkers)</i>	80%	60%
	<i>Improve hard skills (math skills, proficiency with software, coding)</i>	--	60%
	<i>Develop career planning skills</i> 	85%	--
	<i>Attend certification classes</i>	80%	--
	<i>Pass certification exams and/or obtain professional certification (retail, Microsoft, medical admin assistant program) *</i> 	70-80%	--
	<i>Complete program *</i>	70%	70%
	Gain Work Experience		
	<i>Obtain employment opportunity (e.g., transitional employment or internship opportunity) *</i>		77%, 88%
	<i>Hours of training</i>	--	100 per participant
	<i>Hours worked</i>	--	500 per participant
	<i>Complete performance review process</i>	--	--
	<i>Complete employment opportunity</i>	70-80%	--
	<i>Actively pursue permanent employment</i>	--	--

Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.


* Star indicates that this is an indicator used by **government agencies**.

 Book indicates that the definition for this indicator is available in the **appendix**.

INDICATORS BY OUTCOME FOCUS AREA		TARGET	ACTUAL
	Obtain Employment		
	<i>Obtain job</i> * 	65-100%	--
	Employment Security		
	<i>Average hours working per month</i>	--	--
	<i>Placed in a job working 20+ hours per week</i>	--	--
	<i>Receive positive employee evaluations</i>	--	--
	<i>Have sustainable experience directly related to career goals</i>	--	--
	<i>Have position with potential for advancement</i>	--	--
	Job Retention		
	<i>30-day job retention</i>		97%, 91%
	<i>60-day job retention</i>	70%	--
	<i>90-day job retention</i>	60-80%	--
	<i>180-day job retention</i> * 	70%	50-85%
	<i>1-year job retention</i>	30-50%	50%
	<i>Average consecutive months of employment</i>	12 months	--
	Ensure Economic Stability		
	<i>Initial wage</i>	\$9.50	\$10.15
	<i>Receive wage increase</i>	--	--
	<i>Obtain benefits: health insurance, paid sick leave, and vacation time</i>	65%	77%
	<i>Obtain promotion with change in title</i>	--	--
	<i>Advance to management role</i>	--	--
	<i>Annual earnings</i> *	--	--

Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.

* Star indicates that this is an indicator used by **government agencies**.

 Book indicates that the definition for this indicator is available in the **appendix**.

Tool 3: Outcomes and Indicators With Program Details - Workforce Development



Become Workplace Ready

Indicator 1 • Attend program including job readiness trainings, program orientation, and ongoing activities

Programs that use this indicator have the following characteristics...

Program Type: 	18-24 yr. olds, low-income & out of school	Voluntary	--	--	80%

Indicator 2 • Complete job search preparation activities, including cover letters, resume, and mock interview

Programs that use this indicator have the following characteristics...

Program Type: 	18-24 yr. olds, low-income & out of school	Voluntary	--	--	100%



Build Knowledge, Skills, and Abilities

Indicator 1 • Improve soft skills (communication skills, customer service, initiative, problem solving, interaction with coworkers)

Programs that use this indicator have the following characteristics...

Program Type: 	18-24 yr. olds, low-income & out of school	Voluntary	Program Type: 	H.S. students without post-secondary plan	Voluntary
	--	--		500-600	10 months
	80%			60%	

KEY



Programs that provide services for **young people who have had interactions with the criminal justice system** or populations "at risk" for interactions with the criminal justice system.



Programs in **multi-service, community-based agencies** that serve populations with a variety of experiences, age ranges, and employment goals.









Programs for high school students that focus on developing specific skill sets through **internships and employment**.



Programs for youth that **are in transitional housing environments**.







Indicator 2 • *Improve hard skills* (math skills, proficiency with software, coding)

Programs that use this indicator have the following characteristics...

Program Type: 	 H.S. students without post-secondary plan	 --	 500-600	 10 months	 60%
---	---	--	---	---	---







Indicator 3 • *Develop career planning skills*

Programs that use this indicator have the following characteristics...

Program Type: 	 18-25 yr. olds, homeless or at risk of homelessness	 Voluntary	 50-100	 2 years	 85%
---	---	---	--	---	---







Indicator 4 • *Attend certification classes*

Programs that use this indicator have the following characteristics...

Program Type: 	 18-24 yr. olds, low-income & out of school	 Voluntary	 --	 --	 80%
---	--	---	--	--	---

Indicator 5 • *Pass certification exams and/or obtain professional certification* (retail, Microsoft, medical admin assistant program)













Programs that use this indicator have the following characteristics...

Program Type*: 	 17-24 yr. olds, out of work & out of school, low-income	 Voluntary & mandatory	 Less than 50, 200-300	 3 months, 5 months, 3.5 months	 70-80%
--	---	---	---	--	--

Note: Each exam has its own targets and benchmarks.

Indicator 6 • *Complete program*

Programs that use this indicator have the following characteristics...













Program Type: 	 18-24 yr. olds, generic, engaged in targeted risk behaviors	 --	Program Type: 	 14-18 yr. olds, specified grade	 --
	 50-100	 3 months, 6 months		 700-800	 4 years
	 70%			 70%	

*This organization provided data for **more than one program**. At the time of publication, it could not be verified which program uses this indicator.

+ Gain Work Experience







Indicator 1 • *Obtain employment opportunity (e.g., transitional employment or internship opportunity)*

Programs that use this indicator have the following characteristics...

Program Type: 	 H.S. students, generic	 Voluntary	Program Type*: 	 17-24 yr. olds, out of work & out of school, low-income	 Voluntary & mandatory, voluntary
	 500-600	 1 year		 Less than 50, 200-300	 3 months, 5 months, 3.5 months
	 77%			 88%	






Indicator 2 • *Hours of training*

Programs that use this indicator have the following characteristics...

Program Type: 	 H.S. students without post-secondary plan	 Voluntary	 500-600	 10 months	 100 hours per participant
---	---	---	---	---	---













Indicator 3 • *Hours worked*

Programs that use this indicator have the following characteristics...

Program Type: 	 H.S. students without post-secondary plan	 Voluntary	 500-600	 10 months	 500 hours per participant
---	---	---	---	---	---

Indicator 4 • *Complete employment opportunity*

Programs that use this indicator have the following characteristics...

Program Type: 	 17-24 yr. olds, court involved and engaged in targeted risk behaviors	 Mandatory	Program Type: 	 17-21 yr. olds, overage and under-credited so off-track to graduate H.S.	 Voluntary
	 400-500	 4 years		 3,600-3,700	 --
	 70-80%			 80%	

This organization provided data for **more than one program. At the time of publication, it could not be verified which program uses this indicator.*

Program Types:

KEY



Programs that provide services for **young people who have had interactions with the criminal justice system** or populations “at risk” for interactions with the criminal justice system.



Programs in **multi-service, community-based agencies** that serve populations with a variety of experiences, age ranges, and employment goals.



Programs for high school students that focus on developing specific skill sets through **internships and employment**.



Programs for youth that **are in transitional housing environments**.



Obtain Employment

Indicator 1 • Obtain job

Programs that use this indicator have the following characteristics...

Program Type*: 	17-24 yr. olds, out of work & out of school, low-income	Voluntary & mandatory, voluntary	Program Type: 	18-24 yr. olds, foster care alumni	Voluntary
	Less than 50, 200-300	3 months, 5 months, 3.5 months		400-500	2 years
	65%			65%	
Program Type: 	17-20 yr. olds, at risk for juvenile justice involvement or have disability	Voluntary	Program Type: 	18-24 yr. olds, homeless or at risk of homelessness	Voluntary
	--	1 year		--	2 years
	100%			70%	

Indicator 2 • Obtain employment (upon successful completion of program)

Programs that use this indicator have the following characteristics...

Program Type: 	17-24 yr. olds, court involved and engaged in targeted risk behavior	Mandatory	400-500	4 years	70-80%
--------------------------	--	-----------	---------	---------	--------



Job Retention

Indicator 1 • 30-day job retention







Programs that use this indicator have the following characteristics...

Program Type: 	17-24 yr. olds, court involved and engaged in targeted risk behaviors	Mandatory	Program Type: 	17-20 yr. olds, at risk for juvenile justice involvement or have disability	Voluntary
	400-500	4 years		100-200	1 year
	97%			91%	

*This organization provided data for **more than one program**. At the time of publication, it could not be verified which program uses this indicator.













Indicator 2 • 60-day job retention

Programs that use this indicator have the following characteristics...

Program Type: 	 17-24 yr. olds, court involved and engaged in targeted risk behaviors	 Mandatory	 400-500	 4 years	 70%
---	---	---	---	---	---

























Indicator 3 • 90-day job retention

Programs that use this indicator have the following characteristics...

Program Type*: 	 17-24 yr. olds, out of work & out of school, low-income	 Voluntary & mandatory, voluntary	Program Type: 	 17-24 yr. olds, court involved and engaged in targeted risk behaviors	 Mandatory
	 Less than 50, 200-300	 3 months, 5 months, 3.5 months		 400-500	 4 years
	 60%			 80%	

Indicator 4 • 180-day job retention

Programs that use this indicator have the following characteristics...

Program Type: 	 17-24 yr. olds, court involved and engaged in targeted risk behaviors	 Mandatory	Program Type: 	 18-25 yr. olds, court involved	 Mandatory
	 400-500	 4 years		 1,500	 1.5 years
	 85%			 60%	
Program Type: 	 18-24 yr. olds, generic, engaged in targeted risk behaviors	 --	Program Type: 	 18-24 yr. olds, foster care alumni	 Voluntary & mandatory
	 50-100	 3 months, 6 months		 400-500	 2 years
	 50%			 70%	

*This organization provided data for **more than one program**. At the time of publication, it could not be verified which program uses this indicator.

Program Types:

KEY



Programs that provide services for **young people who have had interactions with the criminal justice system** or populations "at risk" for interactions with the criminal justice system.



Programs in **multi-service, community-based agencies** that serve populations with a variety of experiences, age ranges, and employment goals.



























Programs for high school students that focus on developing specific skill sets through **internships and employment**.



Programs for youth that **are in transitional housing environments**.







Indicator 5 • 1-year job retention

Programs that use this indicator have the following characteristics...

Program Type: 	 18-25 yr. olds, court involved	 Mandatory	Program Type*: 	 17-24 yr. olds, out of work & out of school, low-income	 Voluntary & mandatory, voluntary
	 1,500	 1.5 years		 Less than 50, 200-300	 3 months, 5 months, 3.5 months
	 50%			 30%	
Program Type: 	 18-25 yr. olds, foster care alumni	 Mandatory	Program Type*: 	 18-24 yr. olds, low-income & out of school	 Voluntary
	 1,500	 2 years		 --	 --
	 50%			 30%	

Indicator 6 • Average consecutive months of employment

Programs that use this indicator have the following characteristics...








Program Type: 	 18-25 yr. olds, foster care alumni	 Voluntary & mandatory	 400-500	 2 years	 12 Months
---	---	--	--	--	--

*This organization provided data for **more than one program**. At the time of publication, it could not be verified which program uses this indicator.

Ensure Economic Stability








Indicator 1 • *Initial wage*

Programs that use this indicator have the following characteristics...

Program Type*: 	 17-24 yr. olds, out of work & out of school, low-income	 Voluntary & mandatory, voluntary	 Less than 50, 200-300	 3 months, 5 months, 3.5 months	 \$9.50
					 \$10.15

Indicator 2 • *Obtain benefits: health insurance, paid sick and vacation time*

Programs that use this indicator have the following characteristics...

Program Type*: 	 17-24 yr. olds, out of work & out of school, low-income	 Voluntary & mandatory, voluntary	 Less than 50, 200-300	 3 months, 5 months, 3.5 months	 65%
					 77%

This organization provided data for **more than one program. At the time of publication, it could not be verified which program uses this indicator.*

Program Types:

KEY



Programs that provide services for **young people who have had interactions with the criminal justice system** or populations “at risk” for interactions with the criminal justice system.



Programs in **multi-service, community-based agencies** that serve populations with a variety of experiences, age ranges, and employment goals.



Programs for high school students that focus on developing specific skill sets through **internships and employment**.



Programs for youth that **are in transitional housing environments**.

Academic Achievement

This section describes the outcomes, indicators, targets, and/or actuals used by organizations and programs aiming to bolster academic achievement among young people. In total, thirty organizations contributed data to this section of the guide. These organizations provide educational programs that encompass a variety of strategies—program activities range from mentoring supports to school transformation initiatives to out-of-school enrichment and tutoring services to dual enrollment for high school and college credits to college financial education services. Community schools that provide a range of academic and social support services are also included.

Because there is a broad range of outcomes and organizations that focus on academic achievement, this section has been divided into three primary subsections to represent distinct educational goals:

- K-12 academic achievement
- Enroll and stay in college
- Credit recovery

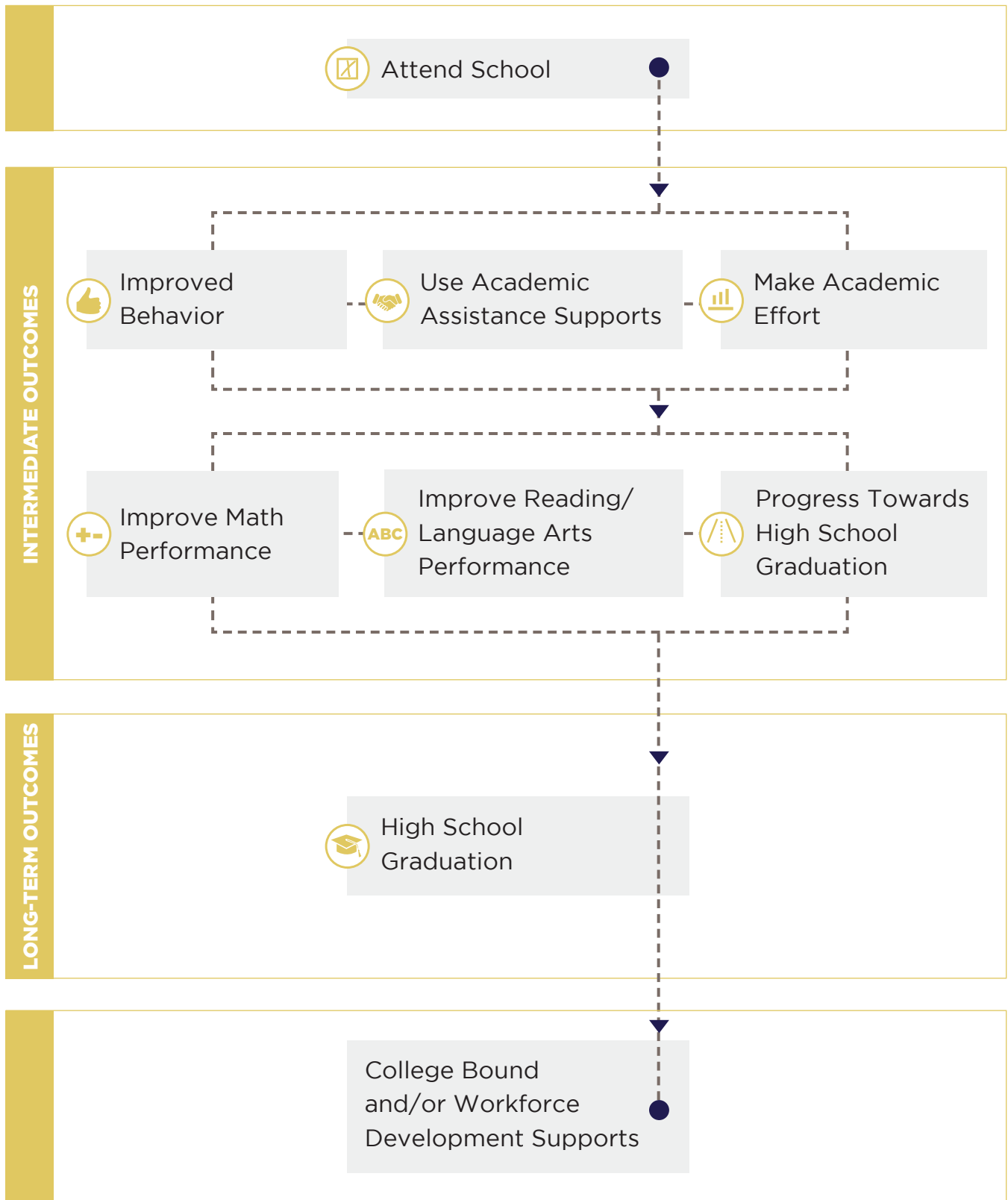
Programs that aim to achieve more than one of these goals (e.g., credit recovery and enroll and stay in college; or K-12 academic achievement and enroll and stay in college) are included in multiple subsections.

As you review this section, keep in mind that ...

- The *Outcomes Sequence Chart* tool provides information about how outcomes “flow”. Organizations may choose to focus on a few of the steps or on the entire sequence of outcomes.
- The *Inventory of Outcomes and Indicators* tool lists all of the outcomes, indicators, targets, and actuals used by the organizations that contributed to this project.
- The *Outcomes and Indicators With Program Details* tool provides information about the characteristics of programs that use specific outcomes and indicators.
















K-12 Academic Achievement

Tool 1: Outcomes Sequence Chart - K-12 Academic Achievement




See **Inventory of Outcomes and Indicators - K-12 Academic Achievement** to review the indicators that fall under the outcome areas.










Tool 2: Inventory of Outcomes and Indicators - K-12 Academic Achievement

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
	Attend School		
	<i>Average daily attendance rate</i> *	--	75%, 92%
	<i>Attendance prevention rate</i> (was on track, still on track) 	90%	--
	<i>Chronic absence rate</i> 	--	22%
	Improved Behavior		
	<i>Improved school suspension rate</i>	--	80%
	Use Academic Assistance Supports		
	<i>Attend 75% of homework assistance sessions</i>	80%	--
	<i>Receive over 100 hours of homework help/enrichment</i>	80%	--
	<i>Students spend at least 50 hours practicing academic skills</i>	80%	--
	Make Academic Effort		
	<i>Students complete homework 90% of the time</i>	70%	--
	Improve Math Performance		
	<i>Master 10+ math skills using Khan Academy</i>	70%	--
	<i>Improve math grade</i> 	--	26%, 84%
	<i>Get a passing grade in math</i> (A-D) *	--	87%
	<i>Improve on interim math assessments</i>	--	--
	<i>Improve standardized test scores: math</i>	--	--
	<i>Become proficient or advanced proficient on standardized tests</i> 	--	49%, 63%
	<i>Math recovery rate</i> (was off track, now on track) 	50%	--
	<i>Math prevention rate</i> (was on track, still on track) 	90%	--
	<i>Become proficient in math in 8th grade</i>	--	--
	Improve Reading/Language Arts Performance		
	<i>3rd and 4th grade reading proficiency</i>	--	--
	<i>Reading at or above grade level</i> *	--	--
	<i>Progress on reading during school year</i>	--	--
	<i>Progress on reading over 12 months</i>	--	--
	<i>Progress on reading over summer</i>	--	--
	<i>Number of minutes reading each night</i>	--	--
	<i>Progress on Phonics/Sight Word</i>	--	--
	<i>Language arts recovery rate</i> (was off track, now on track) 	50%	--

Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.


* Star indicates that this is an indicator used by **government agencies**.

 Book indicates that the definition for this indicator is available in the **appendix**.

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
	Improve Reading/Language Arts Performance (continued)		
	<i>Language arts prevention rate</i> (was on track, still on track) 	90%	--
	<i>Obtain a passing English/language arts grade on report card</i> (A-D) *	--	87%, 98%
	<i>Improve English/language arts/reading grade</i> 	--	26%
	<i>Improve standardized test scores: English/language arts</i>	--	--
	<i>Become proficient or advanced proficient on standardized tests</i> 	--	65%
	Progress Toward High School Graduation		
	<i>Stay in school</i> *	--	99%
	<i>Promoted on time to next grade level</i> *	70%	97%
	High School Graduation		
	<i>Graduate from high school</i> * 	70%	96%

Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.

* Star indicates that this is an indicator used by **government agencies**.













 Book indicates that the definition for this indicator is available in the **appendix**.

Tool 3: Outcomes and Indicators With Program Details - K-12 Academic Achievement

Attend School







Indicator 1 • Average daily attendance rate

Programs that use this indicator have the following characteristics...

Program Type: 	 4-24 yr. olds, attend specific schools, academically deficient, risk behaviors, discipline/attendance issues	 Voluntary	Program Type: 	 5-14 yr. olds, attend specific schools	 Voluntary
	 Over 1 mil.	 1 year		 1,500-2,000	 1 year
	 75%			 92%	





Indicator 2 • Attendance prevention rate (was on track, still on track)

Programs that use this indicator have the following characteristics...

Program Type: 	 11-20 yr. olds, attend specific schools	 --	 40,000-45,000	 4 years	 90%
---	---	--	---	---	---

Indicator 3 • Chronic absence rate

Programs that use this indicator have the following characteristics...

Program Type: 	 5-14 yr. olds, attend specific schools	 Voluntary	 1,800-2,000	 1 year	 22%
---	--	---	---	--	---

Program Types:

KEY



Community School - A school where a set of partners (typically community-based organizations and the school administration) come together to offer a range of supports and programs to students, their families, and the community at large. Often these include academic, health, and social service supports.



Community School OST Program - An out-of-school time program that provides after-school care, extended-day learning, or summer activities within a community school.



OST Program in a Multi-Service Organization - An out-of-school time program that provides after-school care, extended-day learning, or summer activities in a multi-service organization that offers a range of supports and services to the community it serves.









School Transformation Partner - An external partner that provides a range of services and supports to transform particular aspects of a school. These often include the transformation of teaching practices, leadership, or more comprehensive systems change.



Improve Behavior

Indicator 1 • Improved school suspension rate

Programs that use this indicator have the following characteristics...







Program Type: 	 4-24 yr. olds, attend specific schools, academically deficient, risk behaviors, discipline/attendance issues	 --	 Over 1 mil.	 1 year	 80%
---	--	--	---	--	---



Use Academic Assistance Supports



Indicator 1 • Attend 75% of homework assistance sessions

Programs that use this indicator have the following characteristics...

Program Type: 	 K-12, low-income & in school	 Voluntary	 400-500	 --	 80%
---	--	---	---	--	---







Indicator 2 • Receive over 100 hours of homework help/enrichment

Programs that use this indicator have the following characteristics...

Program Type: 	 K-12, low-income & in school	 Voluntary	 400-500	 --	 80%
---	--	---	---	--	---

Indicator 3 • Students spend at least 50 hours practicing academic skills

Programs that use this indicator have the following characteristics...

Program Type: 	 K-12, low-income & in school	 Voluntary	 400-500	 --	 80%
---	--	---	---	--	---

Program Types:



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Make Academic Effort

Indicator 1 • *Students complete homework 90% of the time*

Programs that use this indicator have the following characteristics...

Program Type: 	K-12, low-income & in school	Voluntary	400-500	--	70%
--------------------------	------------------------------	-----------	---------	----	-----



Improve Math Performance

Indicator 1 • *Master 10+ math skills using Khan Academy*

Programs that use this indicator have the following characteristics...

Program Type: 	K-12, low-income & in school	Voluntary	400-500	--	70%
--------------------------	------------------------------	-----------	---------	----	-----

Indicator 2 • *Improve math grade*

Programs that use this indicator have the following characteristics...

Program Type: 	4-24 yr. olds, attend specific schools, academically deficient, risk behaviors, discipline/attendance issues	Voluntary	Program Type: 	5-14 yr. olds, attend specific schools	Voluntary
	Over 1 mil.	1 year		1,500-2,000	1 year
	84%	26% improve grades in language arts and/or math			

Indicator 3 • *Obtain a passing grade in math (A-D)*

Programs that use this indicator have the following characteristics...

Program Type: 	11-20 yr. olds, attend specific schools	--	40,000-45,000	4 years	87%
--------------------------	---	----	---------------	---------	-----

Indicator 4 • *Become proficient or advanced proficient on standardized tests: math*

Programs that use this indicator have the following characteristics...

Program Type: 	14-19 yr. olds, attend specific schools, academically deficient, attendance issues	Voluntary & mandatory	Program Type: 	5-14 yr. olds, attend specific schools	Voluntary
	200-300	3 years, 9 months		1,500-2,000	1 year
	63%	49%			

Indicator 5 • **Math recovery rate** (was off track, now on track)

Programs that use this indicator have the following characteristics...

Program Type: 	11-20 yr. olds, attend specific schools	--	40,000-45,000	4 years	50%
--------------------------	---	----	---------------	---------	-----

Indicator 6 • **Math prevention rate** (was on track, still on track)

Programs that use this indicator have the following characteristics...

Program Type: 	11-20 yr. olds, attend specific schools	--	40,000-45,000	4 years	90%
--------------------------	---	----	---------------	---------	-----

ABC Improve Reading/Language Arts Performance

Indicator 1 • **Language arts recovery rate** (was off track, now on track)

Programs that use this indicator have the following characteristics...

Program Type: 	11-20 yr. olds, attend specific schools	--	40,000-45,000	4 years	50%
--------------------------	---	----	---------------	---------	-----

Indicator 2 • **Language arts prevention rate** (was on track, still on track)

Programs that use this indicator have the following characteristics...

Program Type: 	11-20 yr. olds, attend specific schools	--	40,000-45,000	4 years	90%
--------------------------	---	----	---------------	---------	-----

Indicator 3 • **Obtain a passing English/language arts grade on report card (A-D)**

Programs that use this indicator have the following characteristics...

Program Type: 	14-19 yr. olds, attend specific schools, academically deficient, attendance issues	Voluntary & mandatory	Program Type: 	11-20 yr. olds, attend specific schools	--
	200-300	3 years, 9 months		40,000-45,000	4 years
	98%			87%	

Indicator 4 • *Improve English/language arts/reading grade*

Programs that use this indicator have the following characteristics...

Program Type: 	5-14 yr. olds, attend specific schools	Voluntary	1,500-2,000	1 year	26% improve grades in language arts and/or math
--------------------------	--	-----------	-------------	--------	---

Indicator 5 • *Become proficient or advanced proficient on standardized tests: English/language arts*

Programs that use this indicator have the following characteristics...

Program Type: 	5-14 yr. olds, attend specific schools	Voluntary	1,500-2,000	1 year	65%
--------------------------	--	-----------	-------------	--------	-----



Progress Toward High School Graduation

Indicator 1 • *Stay in school*

Programs that use this indicator have the following characteristics...

Program Type: 	4-24 yr. olds, attend specific schools, academically deficient, risk behaviors, discipline/attendance issues	Voluntary	Over 1 mil.	1 year	99%
--------------------------	--	-----------	-------------	--------	-----

Indicator 2 • *Promoted on time to next grade level*

Programs that use this indicator have the following characteristics...

Program Type: 	4-24 yr. olds, attend specific schools, academically deficient, risk behaviors, discipline/attendance issues	Voluntary	Program Type: 	K-12, low-income & in school	Voluntary
	Over 1 mil.	1 year		400-500	--
	97%			70%	

KEY



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School Transformation Partner - An external partner that provides a range of services and supports to transform particular aspects of a school. These often include the transformation of teaching practices, leadership, or more comprehensive systems change.



High School Graduation

Indicator 1 • Graduate from high school

Programs that use this indicator have the following characteristics...

Program Type: 	4-24 yr. olds, attend specific schools, academically deficient, risk behaviors, discipline/attendance issues	Voluntary	Program Type: 	K-12, low-income & in school	Voluntary
	Over 1 mil.	1 year		400-500	--
	96%			70%	

Program Types:



Community School - A school where a set of partners (typically community-based organizations and the school administration) come together to offer a range of supports and programs to students, their families, and the community at large. Often these include academic, health, and social service supports.



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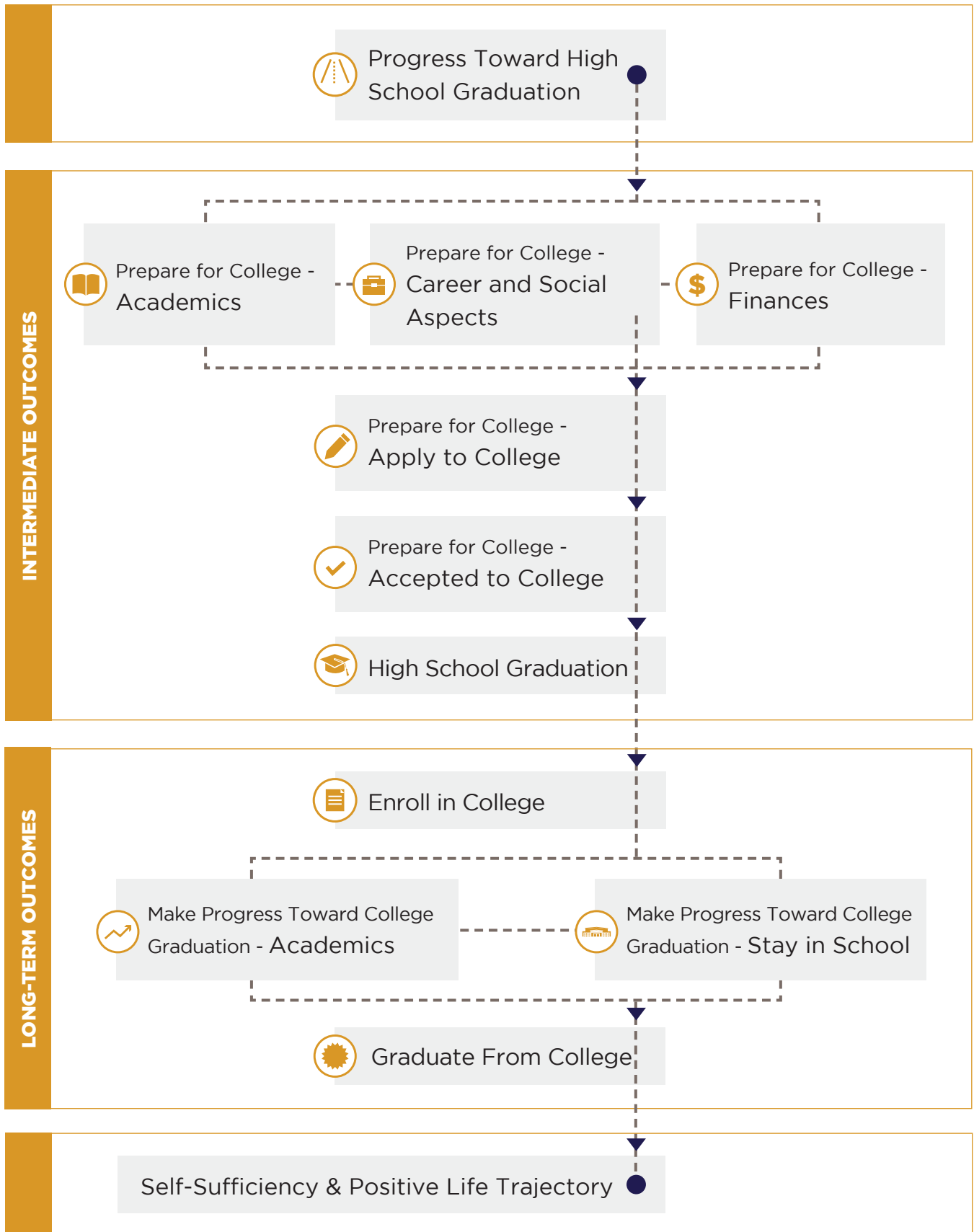


School Transformation Partner - An external partner that provides a range of services and supports to transform particular aspects of a school. These often include the transformation of teaching practices, leadership, or more comprehensive systems change.

KEY














Enroll and Stay in College

Tool 1: Outcomes Sequence Chart - Enroll and Stay in College




See **Inventory of Outcomes and Indicators - Enroll and Stay in College** to review the indicators that fall under the outcome areas.





















Tool 2: Inventory of Outcomes and Indicators - Enroll and Stay in College

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
 Progress Toward High School Graduation			
<i>Earn credits at expected rate</i> 	--	72-96% (varies by grade level)	
<i>GPA of 80% or higher in 9th grade</i> 	--	17%	
<i>GPA of 80% or higher in 10th grade</i> 	--	42%	
<i>GPA of 80% or higher in 11th grade</i> 	--	46%	
<i>GPA of 80% or higher in 12th grade</i> 	--	33%	
<i>Pass state standardized tests</i> * 	54-90% (varies by grade level)	--	
<i>Cumulative GPA</i> *	--	--	
 Prepare for College - Academics			
<i>Meet college exposure and prep requirements - 9th grade</i>	--	72%	
<i>Meet college exposure and prep requirements - 10th grade</i>	--	81%	
<i>Meet college exposure and prep requirements - 11th grade</i>	--	50%	
<i>Meet college exposure and prep requirements - 12th grade</i>	--	62%	
<i>Take classes for college credit</i>	--	--	
<i>Take ACT/SAT prep courses</i>	--	--	
<i>Register for SAT/ACT</i>	--	--	
<i>Number of times take ACT/SAT</i>	--	--	
<i>Change in SAT/ACT scores</i>	--	--	
 Prepare for College - Career and Social Aspects			
<i>Attend college prep workshops</i> (topics: admission, college fairs, college tours, life as an undergraduate)	--	--	
<i>Identify career pathway</i>	80%	--	
<i>Participate in college advisory counseling</i>	--	--	
<i>Attend college fairs</i>	--	--	
<i>Visit 2+ colleges</i> 	--	100%	
 Prepare for College - Finances			
<i>Know of PELL grant</i>	--	--	
<i>Attend financial aid workshops</i>	--	--	
<i>Complete financial aid forms</i> (FAFSA, others)	--	--	
<i>Submit financial aid by March 1</i>	55-60%	--	
<i>Awarded scholarships or financial aid</i>	--	85%	

Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.


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INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
	Prepare for College - Apply to College		
	<i>Complete applications</i>	--	--
	<i>Seniors apply by given date</i>	75-80%	--
	<i>Apply to first choice college</i>	--	--
	<i>Apply to 3+ colleges</i>	--	100%
	<i>Submit college applications</i>	--	--
	High School Graduation		
	<i>Graduate from high school</i> * 	75-100%	99-100%
	Prepare for College - Accepted to College		
	<i>Accepted to 4-year college</i>	--	--
	<i>Accepted to community college</i>	--	--
	<i>Accepted to any college type</i> 	--	95%, 98%
	Enroll in College		
	<i>Enroll in college</i> 	80-95%	65-100%
	<i>Enroll immediately after high school</i> 	--	85%
	<i>Enroll later</i>	--	--
	<i>Enroll full time</i>	80%	--
	Make Progress Toward College Graduation - Academics		
	<i>On track with number of credits accumulated</i>	85%	--
	<i>Attendance</i>	--	--
	<i>Develop a post-secondary plan</i>	--	--
	<i>Skill development</i> (writing, study skills)	--	--
	<i>Identify a major</i>	80%	--
	<i>Maintain/improve a GPA of 2.0 or better</i>	80%	--
	Make Progress Toward College Graduation - Stay in School		
	<i>Stay in college: semester to semester</i> 	--	78%
	<i>Stay in college: year 1 to year 2</i> 	85%	51-86%
	<i>Stay in college: year 2 to year 3</i> 	75%	37-65%
	<i>Stay in college: year 3 to year 4</i> 	65%	--
	Graduate From College		
	<i>Graduate community college in 2 years</i> 	--	22%
	<i>Graduate community college in 3 years</i>	--	30%
	<i>Graduate college in 4 years</i> 	50%	--
	<i>Graduate college in 5 years</i>	--	75%
	<i>Graduate college in 6 years</i> 	55-75%	--

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Tool 3: Outcomes and Indicators With Program Details - Enroll and Stay in College



Progress Toward High School Graduation






Indicator 1 • Earn credits at expected rate

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 72–96%, varies by grade level
---	---	--	--	--	---







Indicator 2 • GPA of 80% or higher in 9th grade

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 17%
---	---	--	--	--	---

Indicator 3 • GPA of 80% or higher in 10th grade

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 42%
---	---	--	--	--	---

Program Types:

KEY



College Financial Education Program - Supports to high school students and their families on applying to college and navigating the financial aid system.



Mentoring Program - 1:1 mentoring supports to young people. Programs often focus on helping young people in high school and college succeed both socially and academically.



OST Program in a High School - An out-of-school time program that provides after-school care, extended-day learning, or summer activities within a high school. They offer a range of activities, including arts, academic enrichment, and internships, as well as a focus on becoming “college ready.”



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Indicator 4 • GPA of 80% or higher in 11th grade

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 46%
---	---	--	--	--	---







Indicator 5 • GPA of 80% or higher in 12th grade

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 33%
---	---	--	--	--	---

Indicator 6 • Pass state standardized tests

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 54-90%, varies by grade level
--	---	--	--	--	---



Prepare for College - Academics

Indicator 1 • Meet college exposure and prep requirements - 9th grade

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 72%
---	---	--	--	--	---

Program Types:



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KEY






Indicator 2 • *Meet college exposure and prep requirements - 10th grade*

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 81%
---	---	--	--	--	---







Indicator 3 • *Meet college exposure and prep requirements - 11th grade*

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 50%
---	---	--	--	--	---

Indicator 4 • *Meet college exposure and prep requirements - 12th grade*

Programs that use this indicator have the following characteristics...

Program Type: 	 Live or attend schools in targeted geographic areas	 --	 --	 --	 62%
--	---	--	--	--	---



Prepare for College - Career and Social Aspects



Indicator 1 • *Identify career pathway*

Programs that use this indicator have the following characteristics...

Program Type: 	 16-24 yr. olds, attend specific school	 Voluntary & mandatory	 400-500	 4 years	 80%
---	--	---	---	---	---

Indicator 2 • *Visit 2+ colleges*

Programs that use this indicator have the following characteristics...

Program Type: 	 14-19 yr. olds, specific age and grade, from urban communities, low-income	 Voluntary	 50-100	 5 years	 100%
---	--	---	--	---	--



Prepare for College - Finances







Indicator 1 • *Submit financial aid by March 1*

Programs that use this indicator have the following characteristics...

Program Type: 	H.S. seniors, attend specific school	 Voluntary	 15,000-20,000	 1 year	 55-60%
---	--------------------------------------	---	---	--	--

Indicator 2 • *Awarded scholarships or financial aid*

Programs that use this indicator have the following characteristics...

Program Type: 	 14-19 yr. olds, specific age and grade, from urban communities, low-income	 Voluntary	 50-100	 5 years	 85%
---	--	---	--	---	---



Prepare for College - Apply to College







Indicator 1 • *Seniors apply by given date*

Programs that use this indicator have the following characteristics...

Program Type: 	H.S. seniors, attend specific school	 Voluntary	 15,000-20,000	 1 year	 75-80%
---	--------------------------------------	---	---	--	--

Indicator 2 • *Apply to 3+ colleges*

Programs that use this indicator have the following characteristics...

Program Type: 	 14-19 yr. olds, specific age and grade, from urban communities, low-income	 Voluntary	 50-100	 5 years	 100%
---	--	---	--	---	--



High School Graduation

Indicator 1 • Graduate from high school

Programs that use this indicator have the following characteristics...

Program Type: 	13-19 yr. olds, attend specific schools	Voluntary	Program Type: 	16-24 yr. olds, attend specific schools	Voluntary & mandatory
	2,500-3,000	4 years		400-500	4 years
	75%			100%	
Program Type: 	H.S. juniors & seniors, attend specific schools	Voluntary	Program Type: 	15-24 yr. olds, attend specific schools	Voluntary
	500-600	10 months		3,000-3,500	6 years, 6 months
	100%			99%	



Prepare for College - Accepted to College

Indicator 1 • Accepted to any college type

Programs that use this indicator have the following characteristics...

Program Type: 	15-24 yr. olds, attend specific schools	Voluntary	Program Type: 	H.S. seniors, attend specific schools & from low-income	Voluntary
	3,000-3,500	6 years, 6 months		1,000-1,500	10 months
	95%			98%	

Program Types:



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KEY



Enroll in College

Indicator 1 • *Enroll in college*

Programs that use this indicator have the following characteristics...

Program Type: 	13-19 yr. olds, attend specific schools	Voluntary	Program Type: 	H.S. juniors & seniors, attend specific schools	Voluntary
	3,000-3,500	4 years		500-600	10 months
	80%			79%	
Program Type: 	15-24 yr. olds, attend specific schools	Voluntary	Program Type: 	H.S. seniors, in targeted geographic areas & low-income	Voluntary
	3,000-3,500	6 years, 6 months		600-700	1 year
	95%			95%	
Program Type: 	14-19 yr. olds, specific age and grade, from urban communities, low-income	Voluntary	50-100	6 years, 6 months	100%
Program Type: 	16-24 yr. olds, attend specific schools	Voluntary & mandatory	Program Type: 	H.S. seniors, in targeted geographic areas & low-income	Voluntary
	400-500	4 years		2,000-2,500	10 months
	85%			65%	

Indicator 2 • *Enroll immediately after high school*

Programs that use this indicator have the following characteristics...

Program Type: 	H.S. seniors, attend specific schools & from low-income	Voluntary	1,000-1,500	10 months	85%
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Indicator 3 • *Enroll full time*

Programs that use this indicator have the following characteristics...

Program Type: 	16-24 yr. olds, attend specific schools	Voluntary & mandatory	400-500	4 years	80%
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Make Progress Toward College Graduation - Academics

Indicator 1 • On track with number of credits accumulated

Programs that use this indicator have the following characteristics...

Program Type: 	16-24 yr. olds, attend specific schools	Voluntary & mandatory	400-500	4 years	85%
--------------------------	---	-----------------------	---------	---------	-----

Indicator 2 • Identify a major

Programs that use this indicator have the following characteristics...

Program Type: 	16-24 yr. olds, attend specific schools	Voluntary & mandatory	400-500	4 years	80%
--------------------------	---	-----------------------	---------	---------	-----

Indicator 3 • Maintain/improve a GPA of 2.0 or better

Programs that use this indicator have the following characteristics...

Program Type: 	16-24 yr. olds, attend specific schools	Voluntary & mandatory	400-500	4 years	80%
--------------------------	---	-----------------------	---------	---------	-----

Program Types:



College Financial Education Program - Supports to high school students and their families on applying to college and navigating the financial aid system.



Mentoring Program - 1:1 mentoring supports to young people. Programs often focus on helping young people in high school and college succeed both socially and academically.



OST Program in a High School - An out-of-school time program that provides after-school care, extended-day learning, or summer activities within a high school. They offer a range of activities, including arts, academic enrichment, and internships, as well as a focus on becoming "college ready."



OST Program in a Multi-Service Organization - An out-of-school time program that provides after-school care, extended-day learning, or summer activities in a multi-service organization that offers a range of supports and services to the community it serves.



School Transformation Partner - An external partner that provides a range of services and supports to transform particular aspects of a school. These often include transformation of teaching practices, leadership, or more comprehensive systems change.

KEY



Make Progress Toward College Graduation - Stay in School

Indicator 1 • Stay in college: semester to semester

Programs that use this indicator have the following characteristics...

Program Type: 	College students, students who completed organization's high school programming	Voluntary	4,000-5,000	--	78%
--------------------------	---	-----------	-------------	----	-----

Indicator 2 • Stay in college: year 1 to year 2

Programs that use this indicator have the following characteristics...

Program Type: 	13-19 yr. olds, attend specific schools	Voluntary	Program Type: 	College and aspiring college, in targeted geographic areas & low-income	Voluntary
	2,500-3,000	4 years		2,500-3,000	10 months
	85%			84%	
Program Type: 	H.S. seniors, in targeted geographic areas & low-income	Voluntary	Program Type: 	15-21 yr. olds, attend specific schools	Voluntary & mandatory
	600-650	1 year		4,500-5,000	--
	86%			51%	
Program Type: 	H.S. seniors, attend specific schools	Voluntary	15,000-20,000	1 year	77%

Indicator 3 • Stay in college: year 2 to year 3

Programs that use this indicator have the following characteristics...

Program Type: 	13-19 yr. olds, attend specific schools	Voluntary	Program Type: 	15-21 yr. olds, attend specific schools	Voluntary & mandatory
	2,500-3,000	4 years		4,500-5,000	--
	75%			37%	

Indicator 4 • Stay in college: year 3 to year 4

Programs that use this indicator have the following characteristics...

Program Type: 	13-19 yr. olds, attend specific schools	Voluntary	2,500-3,000	4 years	65%
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Graduate from College

Indicator 1 • Graduate community college in 2 years

Programs that use this indicator have the following characteristics...

Program Type: 	15-21 yr. olds, attend specific schools	Voluntary & mandatory	4,500-5,000	--	22%
--------------------------	---	-----------------------	-------------	----	-----

Indicator 2 • Graduate community college in 3 years

Programs that use this indicator have the following characteristics...

Program Type: 	15-21 yr. olds, attend specific schools	Voluntary & mandatory	4,500-5,000	--	30%
--------------------------	---	-----------------------	-------------	----	-----

Indicator 3 • Graduate college in 4 years

Programs that use this indicator have the following characteristics...

Program Type: 	13-19 yr. olds, attend specific schools	Voluntary	2,500-3,000	4 years	50%
--------------------------	---	-----------	-------------	---------	-----

Indicator 4 • Graduate college in 5 years

Programs that use this indicator have the following characteristics...

Program Type: 	College & college aspiring, in targeted geographic areas & low-income	Voluntary	2,500-3,000	10 months	75%
--------------------------	---	-----------	-------------	-----------	-----

Program Types:



College Financial Education Program - Supports to high school students and their families on applying to college and navigating the financial aid system.



Mentoring Program - 1:1 mentoring supports to young people. Programs often focus on helping young people in high school and college succeed both socially and academically.



OST Program in a High School - An out-of-school time program that provides after-school care, extended-day learning, or summer activities within a high school. They offer a range of activities, including arts, academic enrichment, and internships, as well as a focus on becoming "college ready."



OST Program in a Multi-Service Organization - An out-of-school time program that provides after-school care, extended-day learning, or summer activities in a multi-service organization that offers a range of supports and services to the community it serves.















School Transformation Partner - An external partner that provides a range of services and supports to transform particular aspects of a school. These often include transformation of teaching practices, leadership, or more comprehensive systems change.

KEY

Indicator 5 • Graduate college in 6 years

Programs that use this indicator have the following characteristics...

Program Type:	College students, students who completed organization's high school programming	Voluntary	Program Type:	15-21 yr. olds, attend specific schools	Voluntary		
							
	4,000-4,500		--		3,000-3,500		6 years, 6 months
	57%				75%		

Program Types:



College Financial Education Program - Supports to high school students and their families on applying to college and navigating the financial aid system.



Mentoring Program - 1:1 mentoring supports to young people. Programs often focus on helping young people in high school and college succeed both socially and academically.



OST Program in a High School - An out-of-school time program that provides after-school care, extended-day learning, or summer activities within a high school. They offer a range of activities, including arts, academic enrichment, and internships, as well as a focus on becoming "college ready."



OST Program in a Multi-Service Organization - An out-of-school time program that provides after-school care, extended-day learning, or summer activities in a multi-service organization that offers a range of supports and services to the community it serves.

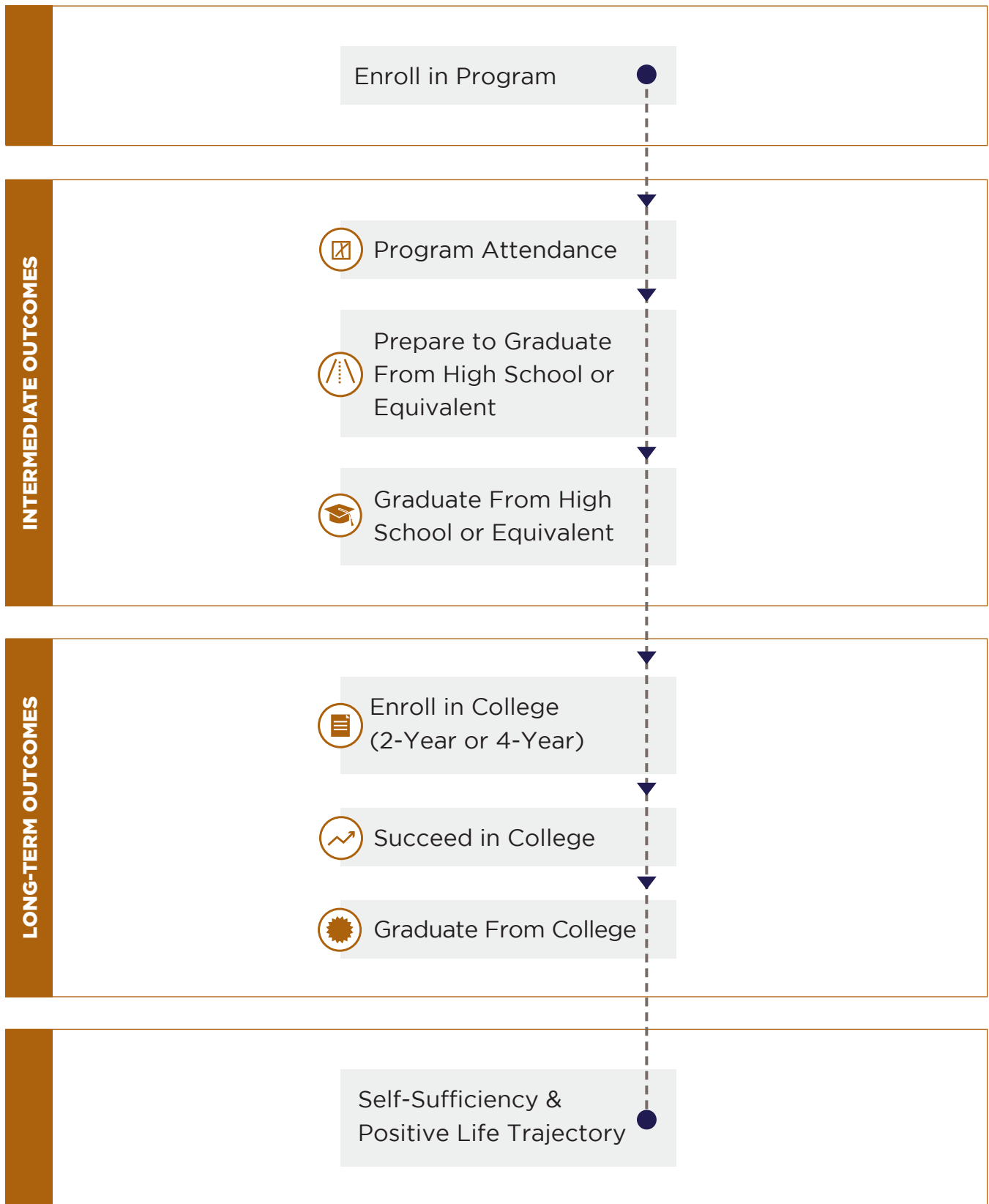


School Transformation Partner - An external partner that provides a range of services and supports to transform particular aspects of a school. These often include transformation of teaching practices, leadership, or more comprehensive systems change.

KEY









Credit Recovery

Tool 1: Outcomes Sequence Chart - Credit Recovery




See **Inventory of Outcomes and Indicators - Credit Recovery** to review the indicators that fall under the outcome areas.

Tool 2: Inventory of Outcomes and Indicators - Credit Recovery

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
	Attendance		
	Program attendance rate (for GED or other program activity) * 	70-80%	--
	Prepare to Graduate from High School or Equivalent		
	Baseline score: 4 - 5.9, improve to 6+ *	--	--
	Baseline score: 6 - 8.9, improve to 9+ *	--	--
	Pass TASC practice test (test assessing secondary completion)	--	--
	Increase in TABE to new functional level *	30%	--
	Graduate High School or Equivalent		
	Graduate from high school *	60%	--
	Earn TASC certification (test assessing secondary completion) * 	65%	--
	Succeed in College		
	Obtain GED *	--	--
	Enroll in college	10%	--
	Continue enrollment in college between year 1 and year 2	30%	--

Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.

* Star indicates that this is an indicator used by **government agencies**.

 Book indicates that the definition for this indicator is available in the **appendix**.

Tool 3: Outcomes and Indicators With Program Details - Credit Recovery



Attendance

Indicator 1 • Program attendance rate (for GED or other program activity)

Programs that use this indicator have the following characteristics...

Program Type:	17-21 yr. olds, out of work & out of school	Voluntary	Program Type: GED+	16-21 yr. olds, out of work & out of school, court involved, risk behaviors	Voluntary & mandatory
	200-250			150-200	
	70%			80%	



Prepare to Graduate High School or Equivalent

Indicator 1 • Increase in TABE to new functional level (Test of Adult Basic Education)

Programs that use this indicator have the following characteristics...

Program Type:	16-21 yr. olds, out of work & out of school, court involved, risk behaviors	Voluntary & mandatory	#	150-200	--	Target	30%



Graduate High School or Equivalent

Indicator 1 • Graduate from high school






Programs that use this indicator have the following characteristics...

Program Type:	17-21 yr. olds, overage and undercredited, off track to graduate traditional high school	Voluntary	#	3,500-3,700	--	Target	60%

*This organization provided data for **more than one program**. At the time of publication, it could not be verified which program uses this indicator.

Indicator 2 • *Earn TASC certification (test assessing secondary completion)*

Programs that use this indicator have the following characteristics...


Program Type: GED+	 16-21 yr. olds, out of work & out of school, low-income	 Voluntary & mandatory	 150-200	 5 months	 65%
-------------------------------------	---	---	---	--	---



Succeed in College






Indicator 1 • *Enroll in college*

Programs that use this indicator have the following characteristics...


Program Type*: GED+	 17-21 yr. olds out of work & out of school, low-income	 Voluntary & mandatory	 Less than 50, 200-250	 5 months	 10%
--------------------------------------	--	---	---	--	---

Indicator 2 • *Continue enrollment in college between Year 1 and Year 2*

Programs that use this indicator have the following characteristics ...

Program Type*: GED+	 17-21 yr. olds out of work & out of school, low-income	 Voluntary & mandatory	 Less than 50, 200-250	 5 months	 30%
--------------------------------------	--	---	---	--	---

This organization provided data for **more than one program. At the time of publication, it could not be verified which program uses this indicator.*

KEY	Program Types:	
	 <p>Workforce Development Services at a Multi-Service Organization - Programs that focus on workforce development in multi-service, community-based agencies that serve populations with a variety of experiences, age ranges, and goals.</p>	<p>GED+ GED or Other Educational Program at a Multi-Service Organization - Programs that focus on educational enhancement in multi-service, community-based agencies that serve populations with a variety of experiences, age ranges, and goals.</p>

Positive Behaviors, Attitudes, and Skills

This section describes the outcomes, indicators, targets, and/or actuals used by organizations and programs aiming to help young people develop positive behaviors, attitudes, and skills. In total, twenty-two organizations provided data for this section. Many types of programs aim to achieve this broad goal, including programs that aim to bolster academic achievement and workforce outcomes, and those that aim to provide youth with more positive social behaviors, attitudes, and skills. As such, these organizations provide a range of services—program activities range from mentoring supports to out-of-school time activities to programs with social skills curricula to supports for youth aging out of the foster care system to services for emotionally and behaviorally challenged young people. Because these outcomes are often seen as intermediate steps towards broader outcomes, they do not necessarily “sequence” together, and few organizations provided information on targets or actuals for their indicators. Therefore, only the *Inventory of Outcomes and Indicators* (Tool 2) is presented in the section that follows.




















Because there is a broad range of outcomes and organizations that focus on developing positive behaviors, attitudes, and skills among young people, this section has been divided into three primary subsections to represent distinct goals:






- Socio-emotional development
- Avoidance or reduction in risk behaviors
- Well-being, safety, and self-sufficiency

Also, it is important to note that since this section has even more variation than other sections of this guide, the inventories only include outcomes and indicators provided by two or more organizations. Programs may be represented in more than one subsection.

Socio-Emotional Development


Tool 2: Inventory of Outcomes and Indicators - Socio-Emotional Development

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
	Adult Support		
	<i>Youth report positive adult support outside home * </i>	--	87%
	<i>Connected to a caring adult while in program</i>	--	98%
	<i>Connected to a caring adult at program exit</i>	--	97%
	<i>Connected to a caring adult in 9th grade through 12th grade *</i>	--	50 - 100%
	<i>Youth report positive parental support *</i>	--	--
	Belonging		
	<i>Attitude toward program </i>	--	--
	<i>Attitude toward coaches and teammates </i>	--	--
	<i>Feeling safe and supported </i>	--	--
	Communication		
	<i>Peer-to-peer communication </i>	--	72%
	<i>Student-mentor communication</i>	--	--
	<i>Problem solving communication</i>	--	--
	Goal Setting		
	<i>Goal setting for future </i>	--	93%
	Growth mindset		
	<i>Self-reflection</i>	--	--
	<i>Curiosity</i>	--	--
	<i>Actively pursue permanent employment</i>	--	--
	Help-seeking/Self Advocacy		
	<i>Knowledge and skills to access healthcare resources</i>	--	--
	<i>Knowledge and skills to access government benefits</i>	--	--
	<i>Knowledge and skills to access legal resources</i>	--	--
	Mentoring Relationship		
	<i>Frequency of email</i>	--	65%
	<i>Frequency of event attendance </i>	--	--
	<i>Knowledge and skills to access legal resources</i>	--	--
	<i>Trust/openness between mentor and mentee </i>	--	80%
	<i>Support/satisfaction of mentor and mentee relationship * </i>	--	70%
	Prosocial values		
	<i>Maintain/or increase socio-emotional ratings related to attitude, grit, interpersonal skills, and responsibility *</i>	90%	--

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
 School Value			
<i>Understand school-future connection</i> 		--	87%
 Self-Worth			
<i>Pride in accomplishment</i>		--	--
<i>Identify support systems</i>		--	--
<i>Feel valued</i>		--	--
<i>Self-concept</i>		--	--
<i>Self-empowerment</i>		--	--
<i>Positive outlook</i>		--	--











Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.

* Star indicates that this is an indicator used by **government agencies**.

 Book indicates that the definition for this indicator is available in the **appendix**.


Avoidance or Reduction in Risk Behaviors

Tool 2: Inventory of Outcomes and Indicators - Avoidance or Reduction in Risk Behaviors

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
 Juvenile Justice			
<i>Juvenile justice status *</i>		--	--
<i>Number of offenses - general *</i>		--	--
<i>Number of offenses - violent *</i>		--	--
<i>Gang membership *</i>		--	--
<i>Recidivism - staying out of the juvenile justice system *</i>		--	--
<i>Decrease in criminal thinking</i> 		--	--
 Pregnancy/Birth			
<i>Number of children</i>		--	--
<i>No new births in program</i> 		--	--
<i>No pregnancy within 18 months of live birth</i> 		--	--
 Risk Behaviors			
<i>Removed from community due to re-arrest/revocation</i>		--	--
<i>Instances of substance abuse</i>		--	--
<i>Staying out of juvenile justice system *</i>		--	--
<i>Participation in illegal activity *</i>		--	--
<i>Use of guns *</i> 		--	--
<i>Avoid high-risk behaviors *</i> 		--	--









Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.







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Well-Being, Safety, and Self-Sufficiency

Tool 2: Inventory of Outcomes and Indicators - Well-Being, Safety and Self-Sufficiency

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
\$ Financial Barriers			
<i>Financial need - food stamps</i>		--	--
<i>Financial need - general assistance</i>		--	--
<i>Financial need - Medicaid</i>		--	--
<i>Financial need - school lunch</i>		--	--
<i>Financial need - TANF</i>		--	--
<i>Housing need</i>		--	--
! Safety			
<i>Homeless youth placed in licensed homes</i>		100%	--
<i>Placed youth report feeling safe in home</i>		100%	--
<i>Placed youth remain in host home 18 months</i>		84%	--
<i>Placed youth report no physical/psychological abuse</i>		100%	--
+ Self-Sufficiency			
<i>Youth attend 2+ life skills trainings per month</i>		100%	--
<i>Youth complete a life skills assessment</i>		100%	--
<i>Youth attend 1+ sociocultural activity per month</i>		100%	--
<i>Youth attend job readiness sessions </i>		100%	--
<i>Youth receive quarterly job development consultation</i>		100%	--
<i>Youth receive quarterly education services consultation</i>		100%	--
<i>Youth receive FT case management</i>		100%	--
<i>Youth connected to aftercare services before exit</i>		84%	--
<i>Youth show improved life skills</i>		100%	--
<i>Youth prepare resumes</i>		100%	--
<i>Youth apply for jobs </i>		100%	--
<i>Youth enroll in academic, vocational, or GED program </i>		100%	--
<i>Youth maintain/improve school performance </i>		84%	--
<i>Youth open bank account</i>		100%	--
<i>Youth obtain part-time employment </i>		100%	--
<i>Youth maintain employment </i>		84%	--
<i>Youth continue or complete education after exiting care</i>		84%	--
<i>Youth move into safe environment after exiting care</i>		84%	--
<i>Youth feel confident in ability to successfully live independently</i>		84%	--

INDICATORS BY OUTCOME FOCUS AREA		TARGET 	ACTUAL 
 Well-Being			
<i>Receive appointment for mental health counseling</i>		100%	--
<i>Receive appointment for trauma screening</i>		100%	--
<i>Receive appointment for medical, dental, and vision screening</i>		100%	--
<i>Screened for mental health issues within 10 days of entry</i> 		90%	--
<i>Screened for trauma within 30 days of entry</i>		100%	--
<i>Receive medical, dental, and vision screening within 30 days</i>		85%	--
<i>Those needing mental health/trauma treatment receive it</i> 		100%	--
<i>Improve mental health and interpersonal relationships</i> 		84%	--
<i>Receive ongoing care for medical needs</i>		100%	--

Note: Data provided in the target and actual columns include a range if more than one organization or program contributed data on an indicator.

 Book indicates that the definition for this indicator is available in the **appendix**.

From Data to Action: Stories From the Field

Lessons and Insights from Organizational Interviews

We conducted follow-up interviews with thirteen organizations that initially responded to the *Outcomes, Indicators, and Targets* survey to dive deeper into how organizations have built (and continue to build) performance management cultures and processes. Below we present some of their lessons and insights (paraphrased from their original interviews). Think of this section as your “behind-the-scenes” look into some of the most innovative practices and ideas in high-performing “performance management” organizations. We have organized this section around six key thematic issues that emerged through the analysis of data.



Theme 1: Defining Outcomes and Indicators

“If you measure too many things, you can’t pay attention to all of them.”

- Over the last five to six years, there has been a narrowing of focus of the things we assess. We’re trying to help staff prioritize what is important, and that has been incredibly helpful. It’s really hard to give up metrics, especially when they feel meaningful; but, it’s also really important in order to be able to push for quality, because you can only do so many things well. Simplifying and doing fewer things is better.
- Benchmark against your competitors: Our Learning and Evaluation team did a study this year and interviewed seven different organizations doing college success work in order to answer the question, “What should our college persistence metric be?” Before and after the study, there were about fifteen different ways of measuring it, and we found that the best way to do an apples-to-apples comparison was to look at a six-year graduation rate.
- For social skills, we use structured case notes. All of our case managers take case notes. The issue with the notes is that it is difficult to aggregate that data. We then defined a scale or rubric (from low to high), and attached a definition to each of those levels. For each interaction, the case manager assesses the youth on the behavior skills.
- In our case management program, we have a housing status with different levels: if the child is completely homeless/couch surfing, if he has a stable place to stay, etc. This scale was developed internally, and is also in the case notes. This is working very well, because it allows us to aggregate that information, weighting each element on the scale, and it has been very interesting. At the organizational level, we are trying to come up with a very small subset of indicators (ten to twelve) that are really key to the organization, and that we’ll use as a measure of organizational health.
- We have talked about the question of what makes someone eligible to graduate, and spent lots of time trying to figure this out. Definitions of outcomes have shifted and changed over time. We look for guidance from state- and city-level departments of education, but for a long time there wasn’t guidance from them.
- Outcomes themselves do not change very often, but the way we look at them might change. Be clear on who should be considered for the outcomes (target populations). We constantly need to make sure that who we are looking at is the “right” group of people.



Theme 2: Setting Targets

“What is the balance between ambitious and achievable?”

- To determine what seems achievable, we look at the top percentage of our sites (top 10 percent, or top quarter) to say, “What are they achieving?” If we can duplicate results in other sites through more effective programming, staffing, and partnerships, that should be achievable throughout the entire network.
- One way to set targets is by using the literature (e.g., setting dosage targets). The literature said that less than fifty hours of services per year does not yield significant outcomes. That drove decisions related to setting our own targets.
- Targets are set through a combination of historical performance and aspiration. It is based on understanding the population and how it performed.
- Sometimes when we set up our program, we won’t have a specified target. We are in the formative stage—our baseline of starting up the program. In other circumstances, we refer to system standards. With our child welfare and youth justice programs, we ask, “What is the standard, what do we know in terms of the population, the rate of re-arrest, and the dropout rate?” We try very hard to find systems information, but in the absence of that, we build from our experience.



Theme 3: Collecting Data ... Peaks and Pitfalls

“Evaluation staff or data tracking programs are not magic bullets. These are not what make an organization ‘data driven,’ or what create a culture of data. Having fewer bells and whistles, but having integrated systems and a clear culture of performance management is more impactful than having a ton of tools.”

- Don't try to track everything; make sure that what you're tracking adds value, and think about what will make your staff member's lives easier. Start small and start with the most relevant data.
- Make sure you can process it efficiently and be able to use it! Once that first layer of data tracking is streamlined, then move on and add additional layers.
- One lesson learned is the importance of having a data systems implementation plan: understanding clearly what you want to know, and then thinking about the data you want to use ... why are we collecting this, and what does it mean?
- We were initially collecting WAY too much data and doing it in a way that we didn't trust, and we didn't have enough time to analyze it. We needed to have more meaningful data to act on faster. Thus, we have learned to be very specific about the outcomes we are measuring. We learned the importance of streamlining data collection so that it doesn't become overwhelming, and so that it is something you're *using* and not something you're *doing*.
- You have to revisit what data is important within a particular year. We used to look at the same things over and over again, and we want to look at some of the data year-to-year. But there are other things that we didn't need to ask again and again. For example, from years of collecting survey data, we had gained an understanding of why kids didn't come back to our program. We didn't need to keep collecting this data. It freed up our capacity to ask other questions that were of interest to us.
- There is important information about what your organization needs to do better that might not be captured in your data management systems, but can be captured qualitatively by having frequent meetings between staff and supervisors, working all the way from front-line staff up to the highest level management. This also provides context from the ground level for some of the data you are collecting.



Theme 4: Developing and Innovating Tools

“Think about training on how to use new tools. Otherwise, you can have a tool, but if you never look at it, or you don't know how to use it, or you enter all of your data, but don't know what it means, it's not useful.”

- When we have a new program, we will develop a one-year plan, including what the goals of the program are, what things we want to measure, and what we need to do for funders. After the program is up and running for a year, we develop a logic model for it. You first need to figure out what will stick and what will not. If we do it too early, we find either a laundry list of indicators or no indicators at all. As far as internal data systems, it's best to use an Excel spreadsheet for the first year and then migrate it into a technology system after that.
- The logic model depends on the size of the programs. For small programs, we get everyone involved. In larger programs, we ask for representatives for all the different roles. In the first meeting, we lay the groundwork for evaluation (learning perspective, evidence-based practice, getting better perspectives). We expect them to develop expertise and/or knowledge. They need to know what is out there in the literature among youth development initiatives. We have one template across all of our programming. We go through that and fill out the logic model and the key inputs,

outputs, activities, and a statement of intended impact that speaks to program staff. It's a very collaborative process.

- We use “exit tickets” with our students to understand the ongoing mastery of academic content (we shoot for daily; but at a minimum, we do it weekly). The way the exit ticket data is used has evolved. We weren't originally “rolling those results up” to look at mastery levels nationally. There was a sense that at the site level, great directors knew their exit ticket data, but it wasn't codified as an interim measure. However, it provided a way to get interim data without administering more academic assessments to gauge progress, and it seemed to be what some individual site directors were doing to monitor their progress, so we decided to make it a more institutional-wide practice. This was a nice evolution of starting with something that seemed to be working at the site level and tweaking that so it could become a national measure. This daily measure helps us figure out if we're on track to meet that high student goal at the end of the year.
- Our outcome evaluation piece starts at a youth's discharge from the program. We administer a satisfaction survey immediately after discharge, and then contact them at six, twelve, and twenty-four months post-discharge. There are some geographic areas where we do random sampling, because it doesn't make financial sense to survey every single kid.
- In the first year of collecting data nationally, we are still tweaking the format and understanding the right touch points. We are still working out the utility of the data. We sometimes hold out on designing our system to be able to enter “new” data into our technology system, because it will take some thought about how to make it interact well with the data that is already in there. It first might go into Google Spreadsheets, so we can share the data across the organization. But if it continues to be a measure that we use long-term, we will definitely make the investment in building that structure into our technology system. Also, we're looking at who is using this data and how, the directionality of it, etc., to figure out how it makes sense to house it in our technology system.
- The paring down process (of our tools) came out of a lot of research by our program team to figure out which skills to assess and how to assess them. Last year, we piloted three different types of assessments to look at twenty-first-century skills: a pencil and paper survey (a test), a portfolio-based assessment (samples of student work), and a performance-based task (student demonstrating these skills). The performance-based task was found to be the best balance of authenticity and staff capacity. We switched from a growth measure, with a pre- and post-assessment, to a “mastery” threshold. We are excited to see how, with repeated exposure to these skills, student mastery improves.
- Tools are developed in-house and vetted by our evaluation advisory group. We also use an external scientific-based assessment. It is an outside measurement tool to measure attendance and gather school district data on attendance rates.
- We developed rubrics internally. We did research on what existed in the literature, built on that, and had internal discussions with case managers to modify and customize scales. We modify them from year to year only if they don't make sense.
- We purchased assessments to measure academic progress in reading and math. These assessments measure both baseline and incremental progress, as well as help to identify student academic plans. We had a customized training for our academic staff to use it most effectively in our environment. This fiscal year we're at full capacity. What the staff likes about it is that it shows small gains or increments in progress. It is pretty nuanced; it shows what skills students gained and it is ongoing, tracking progress across time.
- We are in the process of making a new business intelligence project that will bring together the data from all our different systems, including our scorecard system. We will arrange it into dashboard-like visualizations.

Theme 5: Using Data ... From Reports to Action!

“There should be a two-way flow of data, rather than just one way; it should be fed back frequently to staff, not just flowing to the evaluation team”

- Turn around the data quickly and frequently (every week, two weeks, once a month)—getting a sense of what’s going on in the organization in real-time is very important.
- A large part of the value of the data is in the reporting of it. We have a large number of district partners and community partners. We go through the data, analyze it in different ways, and talk about the impact of the programs. A new assessment we recently rolled out allows us to segment the data to look at specific cohorts of students. We are able to get a sense of how impactful our work is among these targeted students.
- Different levels of reports are very important. For some of the data, you need to know the story and the background. Sometimes what you think you are seeing or hearing is different than what the data shows. We make those connections through meetings and conversations about what the data is telling us.
- We use the data for program improvement and to develop new programs. A long time ago, we looked at the data to find out who was doing best and who was doing worst. We found out that kids who aged out of care, or who have been with us the longest were doing the worst. There was a glaring need for something for youth after they aged out. We use the data to look for holes, determine where to develop different programs, and how to strengthen existing programs.
- We share a lot of data with existing funders and use data when preparing grant proposals. We also use data for business development. Our data has been extremely helpful in some cases in piquing the interest of government funders (e.g., Medicaid, state departments of mental health, etc.) with fee-for-service contracts.
- We look at the data, talk about what it means, what the challenges are, where the programmatic gaps are, and what we need to do to serve and meet the needs of the target population . One of the things we found out was that we weren’t serving young families. Determining who we are not serving well is something we always want to look at.
- We always ask ourselves, are we reporting the interim and outcome data in a way that allows us to tell the story of what we’re learning? In the long-term, are we making a difference to our students and our schools? We are continuing to best position ourselves to tell that story and have the data that backs it up, but increasingly, we’re spending time contextualizing what these results mean, internally and externally. That messaging side is very important to pay attention to as well.
- We use the data for advocacy purposes. For example, a few years ago, one state was looking at some legislation regarding dual enrollment programs. We coordinated with one of the program directors, used a lot of data, and provided additional analysis capacity so that the program director could prepare for his testimony to the state. The data really helped the House of Representatives understand who our students are.
- We also use the data to secure money from sources that are interested in one particular issue, such as children in foster care. We can show data on our students who have been in foster care and then express to the funder that we’d like to use the money to do something to help this particular subgroup. We can also break out the data by state or by region, or if someone has a specific question, we can change the way we pull the data in order to answer that question, rather than just report the way we would natively think of the data. It has been a conscious investment to be able to have this capacity.
- We do a lot of training on how to use data as an engagement tool, how to discuss results with young people, and how to create “youth-friendly” reports.

- On a weekly basis, we randomly select a participant to review and strategize about what we're doing. All the directors and supervisors are in the meeting, and we do a holistic coaching process for the youth worker managing this particular participant. Each youth worker has their own caseload of twenty-five participants. We invite the youth worker to describe the participant, and we review the current challenges throughout the whole process, from compliance issues to quality issues to what kinds of coaching could be improved. The youth worker can ask questions about the action plan. Then, we prioritize what makes sense and later follow up on the action plan. This process is successful, because the youth worker is receiving support from different parts of the organization. This is how s/he can see how to help specific participants. It is a really good opportunity to connect different levels of the organization, and it is validating.
- There is a quarterly process with the site directors where the Learning and Evaluation department produces what it calls a Program Dashboard. It is color-coded with red, yellow, and green to indicate how it performed against its internal targets. Based on this, we do a quarterly strategy review: the site directors are required to come up with a highlight or "win" for the quarter (something that went well) and explain why it went well according to the data. The directors must also come up with a "lowlight" (area for improvement) for the quarter, and think about contributing factors. Next, they come up with an action plan, including the steps they're going to take, and how they'll be able to know that there was progress three months from now. All of this information gets summarized into a one-pager that represents their plan for the quarter and also gets reported to the board of directors.



Theme 6: Other Insights Into Performance Management

"Don't let the data work happen in a silo. Good data work for any purpose has to happen in collaboration with the practice; otherwise you don't have any context to make sense of it. You don't know where you're right and where you're wrong. Engage your program teams in the data over and over again"

- We have tools that are the result of a ton of really hard thinking and "two steps forward, one step back" development of a database and procedures. The dynamic at meetings with organizations interested in learning about our data management process was them saying, "Gosh, if we could just have that tool, then our problems would be solved. We'd be data-driven, by virtue of having it." Having a data scientist or these products doesn't make you data-driven. Focus on the culture and the expectation of data-driven management to expand in lock step with infrastructure.
- There is a distinction between data logging and data use. Getting the input is huge, but then there's also the latter part, the data use and decision making. It's a lot easier to fundraise for a shiny tool than it is to change senior management's practices. The transition to gathering data was challenging, especially for existing staff members who weren't used to logging everything. However, the new practices were incorporated into trainings for new staff members, and we communicated WHY it was important, not just what they needed to do.
- Appreciate the concept of the "data cheerleader." Make awareness of performance or financial realities not a threatening activity, or even necessarily evaluative, but rather just an appreciation of truth. The Learning and Evaluation team tries to put a lot of smiling and laughter into the quarterly reports. Place the focus as much on the positive areas and successes as on the areas for growth.
- Start small. We went from pen and paper to a technology system—staff thought it would be a magic bullet, but it isn't. For many nonprofits that don't have an evaluation or data person, it is easy to make that mistake. Start with the low-hanging fruit and what you really want to know. Try focusing on the demographic data, maybe two to three hours per month, and build-in something that makes your program staff's life easier. By doing that, you increase your ability to generate buy-in.

Appendix: Definitions for Select Indicators

Below are definitions for specific indicators that were provided by respondents to the PropelNext Outcomes, Indicators, and Targets survey. We provide them as additional context to help you think about the best way to adapt these indicators for use with your own program and participants.

WORKFORCE DEVELOPMENT	
Indicator	Indicator Definition
<i>Develop career planning skills</i>	Attend at least one educational workshop, vocational workshop, or individual session per quarter.
<i>Pass certification exams and/or obtain professional certification</i>	Pass any of the following certification exams: National Retail Federation Certificate, Microsoft Office Specialist Exam, Certified Medical Administrative Assistant Exam.
<i>Obtain job</i>	Verified by pay stubs. Also, program staff rate progress towards youth securing sustainable employment on the following scale: <ol style="list-style-type: none"> 1. Participant has no job, no interest in employment 2. Participant has no job, interest with limited or no action 3. Participant not capable of working (new baby/disabled) 4. Participant has no job, actively working with employment services 5. Participant is employed but in real danger of losing job 6. Participant has basic employment (<6 mo) 7. Participant has basic employment (6 mo+) 8. Participant has sustainable work (<6 mo) 9. Participant has sustainable work (6 mo+) 10. Participant has obtained sustainable work that is directly related to his/her career goals
<i>Consecutive months employed</i>	Verified through pay stubs and employer verification forms.
K-12 ACADEMIC ACHIEVEMENT	
Indicator	Indicator Definition
<i>Attendance prevention rate</i>	Number of youth with > 90 percent attendance in current quarter, divided by youth with > 90 percent attendance in prior quarter.
<i>Chronic absence rate</i>	Number of youth absent 11.1 percent of days enrolled, divided by number of youth with available school attendance data.
<i>Improve math grade</i>	Number of youth with improved math or English grades, divided by the number of youth with available grades.
<i>Become proficient or advanced proficient on standardized tests: math</i>	Number of youth scoring Advanced plus number scoring Proficient for math standardized test scores, divided by the number of youth with available math standardized test scores.
<i>Math recovery rate</i>	Number of youth receiving grade of A-D who were failing in prior quarter, divided by the number who were failing in prior quarter.
<i>Math prevention rate</i>	Number of youth receiving grade of A-D, divided by those who received A-D in prior quarter.
<i>Language arts recovery rate</i>	Number of youth receiving grade of A-D who were failing in prior quarter, divided by the number who were failing in prior quarter.
<i>Language arts prevention rate</i>	Number of youth receiving grade of A-D, divided by those who received A-D in prior quarter.
<i>Improve English/language arts/reading grade</i>	Number of youth with improved English grades, divided by the number of youth with available grades.

<i>Become proficient or advanced proficient on standardized tests: English/language arts</i>	Number of youth scoring Advanced plus number scoring Proficient for English/language arts standardized test scores, divided by the number of youth with available English/language arts standardized test scores.
<i>Graduate from high school</i>	Number of youth who graduate high school, divided by the number of youth served by the program who are eligible for high school graduation.

ENROLL AND STAY IN COLLEGE

Indicator	Indicator Definition
<i>Earn credits at expected rate</i>	Number of youth earning required number of credits, divided by number of youth in specified grade. Youth in ninth grade must earn ten credits. Youth in tenth grade must earn twenty credits. Youth in eleventh grade must earn thirty credits and youth in twelfth grade must have earned forty credits.
<i>GPA of 80% or higher in 9th through 12th grade</i>	Number of youth with an average of 80 percent or higher, or a GPA of 3.0 or Higher, divided by number of youth in each grade level.
<i>Pass state standardized tests</i>	Number of youth passing the state tests with a score of sixty-five or higher, divided by all youth in the grade.
<i>Visit 2+ colleges</i>	Number of youth who participate in at least two college visits before graduating high school.
<i>Graduate from high school</i>	Number of youth who graduate high school, divided by the number of youth served by the program who are eligible for high school graduation.
<i>Accepted to any college type</i>	Number of youth accepted to college, divided by number applying to college.
<i>Enroll in college</i>	Number of youth in college, according to data from the National Student Clearinghouse, divided by the number of youth served by the program who graduated high school.
<i>Enroll immediately after high school</i>	Number of youth who enroll in college immediately after high school, divided by the number graduating high school.
<i>Stay in college semester to semester</i>	Number of youth still enrolled in college in current semester, divided by number of youth enrolled in prior semester.
<i>Stay in college year 1 to 2</i>	Number of youth enrolled in college two years after initial enrollment, as per the National Student Clearinghouse, divided by those who started college the prior fall.
<i>Stay in college year 2 to 3</i>	Number enrolled in college three years after initial enrollment, as per the National Student Clearinghouse, divided by number of program participants ever enrolled in college.
<i>Stay in college year 3 to 4</i>	Number enrolled in college four years after initial enrollment as per the National Student Clearinghouse, divided by number of program participants ever enrolled in college.
<i>Graduate community college in 2 years</i>	Number of youth graduating community college in two years, divided by the number who started college.
<i>Graduate college in 4 years</i>	Number of youth graduating college in four years, divided by number who started college.
<i>Graduate college within 6 years</i>	Number of youth earning bachelor's degree within six years, divided by number of youth who entered college.

CREDIT RECOVERY

Indicator	Indicator Definition
<i>Program attendance rate</i>	Average across all program days: number of youth present, divided by number of youth enrolled.
<i>Earn TASC certification</i>	Number of youth earning TASC certification, divided by number enrolled in program without high school diploma.

SOCIO-EMOTIONAL DEVELOPMENT	
Indicator	Indicator Definition
<i>Youth report positive adult support outside home</i>	Number of youth who respond positively to adult support-related questions on a youth survey, divided by the number of youth completing those questions.
<i>Attitude toward program, attitude toward coaches and teammates, feeling safe and supported</i>	Number of youth, parents, or coaches who respond positively to attitudinal and safety-related questions on their individual surveys.
<i>Peer-to-peer communication, student-mentor communication, problem solving</i>	Youth and staff responses to survey questions related to communication in different environments (problem solving) and with varied audiences (peers, staff, mentors).
<i>Goal setting for the future</i>	Youth responses to a participant satisfaction survey with questions about goal setting.
<i>Frequency of event attendance</i>	Percent of participants with monthly event attendance.
<i>Trust/openness between mentor and mentee</i>	Mentees responses to a survey to rate the level of trust and openness between themselves and their mentor.
<i>Support/satisfaction of mentor and mentee Relationship</i>	Mentees responses to a survey to rate mentor relationship if they are in need of support, and how satisfied they are with their mentor match.
<i>Understand school-future connection</i>	Number of youth responding “agree” or “strongly agree” to a series of questions on future connectedness, divided by the number of youth responding to the question.
AVOIDANCE OR REDUCTION IN RISK BEHAVIORS	
Indicator	Indicator Definition
<i>Decrease in criminal thinking</i>	Youth responses to TCU Criminal Thinking Scale.
<i>No new births/pregnancies in program</i>	Number of youth, parents, or coaches who respond positively to attitudinal and safety-related questions on their individual surveys.
<i>No pregnancy within 18 months of live birth</i>	No repeat or unwanted pregnancy within eighteen months of previous live birth.
<i>Use of guns, participation in illegal activity</i>	Youth responses to related questions on the <i>Communities That Care</i> youth survey.
<i>Avoid high-risk behaviors</i>	Percent of youth who make meaningful progress toward having or maintaining a transformational relationship; programs capture socio-emotional skills through two tools: <i>DESSA</i> Mini (Devereux Youth Strengths Assessment, Mini) and <i>BERS-2</i> (Behavioral and Emotional Rating Scale, second edition).

Contributing Organizations

- BELL (Building Educated Leaders for Life)*
 - Dorchester, MA
- Center for Employment Opportunities
 - New York, NY
- Center on Halsted
 - Chicago, IL
- Children's Aid Society
 - New York, NY
- Children's Institute, Inc.
 - Los Angeles, CA
- Citizen Schools*
 - Boston, MA
- College Possible
 - Saint Paul, MN
- College Summit
 - Washington, DC
- Communities In Schools
 - Arlington, VA
- Computers for Youth
 - New York, NY
- Congreso de Latinos Unidos
 - Philadelphia, PA
- Corporation for Supportive Housing*
 - New York, NY
- DC Scores
 - Washington, DC
- F.E.G.S (Federation Employment & Guidance Service) Health and Human Services System
 - New York, NY
- First Place for Youth*
 - Oakland, CA
- Gateway to College National Network*
 - Portland, OR
- Good Shepherd Services*
 - New York, NY
- Henry Street Settlement
 - New York, NY
- Humanim
 - Baltimore, MD
- iMentor
 - New York, NY
- Juma Ventures*
 - San Francisco, CA
- LAYC (Latin American Youth Center)*
 - Washington, DC
- OPP (Our Piece of the Pie)
 - Hartford, CT
- Opportunities for a Better Tomorrow (OBT)
 - Brooklyn, NY
- Pace Center for Girls*
 - Jacksonville, FL
- PASA (Providence After School Alliance)
 - Providence, RI
- Roca, Inc.*
 - Chelsea, MA
- Say Sí (San Antonio Youth Yes)
 - San Antonio, TX
- Springboard Collaborative
 - Philadelphia, PA
- Strive Together
 - Cincinnati, OH
- Summer Search
 - San Francisco, CA
- Talent Development Secondary*
 - Baltimore, MD
- Urban Alliance
 - Washington, DC
- WINGS for Kids*
 - Charleston, SC
- Youth Villages*
 - Memphis, TN

**Indicates this organization participated in an interview about its performance management practices.*

This guide was compiled by McClanahan Associates, Inc.

We are committed to strengthening programs based on flexible, yet rigorous, evaluation practices that help organizations and funders achieve their mission of improving people’s lives. We work closely with the organizations we partner with—capitalizing on their deep knowledge of the local context, the population they serve, and their own program—to generate information and recommendations that are understandable, practical, and useful. Our staff is comprised of expert researchers, evaluators, and technical assistance providers. As a team, we believe that meaningful evaluation efforts respond to each program’s unique needs, align with the developmental stage of the program, and produce information that is immediately relevant to practitioners. Special thanks to the PropelNext team for its thoughtful review of and advice on this guide.

