

Outcome Measurement

for a

Community Literacy Program

Project Literacy Victoria

2001

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Introduction

Understanding the Challenge

In the non-profit sector there is an increasing emphasis on accountability and a trend for funders to inquire about measurable outcomes.

In the Broadbent report (commissioned by the Voluntary Sector Roundtable), **Helping Canadians Help Canadians: Improving Governance and Accountability in the Voluntary Sector**, it is argued that –charitable organizations need to enhance their accountability in a number of areas, including:

1. Improving the transparency of charitable sector organizations by informing, reporting, responding to requests for information and operating an organization in a manner that can be easily observed and understood, and;
2. Improving the assessment of program outcomes. Whether through direct outcome measurement or social auditing processes, the Panel believes that outcome measurement is necessary to understand how effective an organization is in accomplishing its goals”.

Outcome Measurement in the non-profit sector is a relatively recent preoccupation. Independent Sector and the Urban Institute studied 36 non-profit organizations, which were already measuring outcomes. The report, entitled *Outcome Measurement in Non-profit Organizations: Current Practices and Recommendations Key*, describes practices of selected organizations, gives examples of procedures and makes recommendations. The authors reported that while most organizations collected information on client condition shortly after completion of services, fewer than a third sought information at some period after services were delivered. Over half were also collecting client satisfaction information on such factors as timeliness of service provision, helpfulness of staff, etc. Most organizations did not use sophisticated data collection techniques and very few were able to provide the cost of their outcome measurement activities. Few organizations reported outcome information to clients and volunteers but over half used the information for program improvement and fundraising. Although non-profits were found to be beginning to use outcome measurement, it was suggested that even more non-profit organizations — especially the smaller ones — would adopt outcome measurement tools if more technical assistance were available from national associations, community foundations, and local governments.

Some funders have begun to provide resources for capacity building.

The United Way in the U.S. and in Canada has been encouraging funded agencies to adopt an Outcome Measurement approach. They have published some excellent reference tools and in many cities have trained agency staff in workshops.

The James Irvine Foundation in California wanted to help a group of its grantees develop and refine the ways in which they measure performance. They soon found that their organizations' success had less to do with whether measurement systems were developed and more to do with whether the organizations were able to create a culture that valued the process of self-evaluation. –The agencies needed a new mindset that embraced data as an essential tool for improvement rather than as mere paperwork required for funding.” In their project report, entitled **Creating a Culture of Inquiry**, the authors observed that –The organizations that found ways to integrate evaluation into their other work made the most progress. Organizations that simply dropped this set of tasks on top of their existing load seemed most overwhelmed and made slower progress.” They found that their organizations experienced a common set of problems with their measurement systems:

1. Confusion over how to define core measures
2. A tendency to rely on measures of program output, rather than on measures of client outcomes
3. Limited measures of the quality and effectiveness of their program practices
4. Insufficient automated or manual processes for generating useful management reports for staff.

Outcome Measurement is becoming one of the screens in the funding model.

Funders want to know:

- Is the program needed?
- Is it of high quality (standards)?
- Is it efficient?
- Is it effective in terms of outcomes?

At the beginning of this project, we could demonstrate that our programs are needed and that our costs are low compared to some service delivery models, but we didn't have reliable data on performance standards and learner outcomes.

Outcome measures will help us in our public relations and fundraising. We are regularly reporting on how much money we receive, how many volunteers we train and how many people participate in programs and events. In other words, we can monitor inputs and outputs. It is more difficult to prove that our programs really make a difference in people's lives and in our community. Tracking inputs and outputs allows us to assess internal efficiency of services and set standards for service delivery but we need to monitor outcomes in order to improve program effectiveness and to show the general public that we produce benefits that merit support.

Within our organization Outcome Measurements will allow us to:

- focus on our fundamentals
- strengthen existing services
- target effective services for expansion
- prepare and justify budgets
- prepare strategic plans
- focus board members attention on program issues and values.

Goals of the Outcome Measurement Project

Project Literacy Victoria wanted to develop our capacity to measure outcomes in a way that would satisfy funders and would also inform our planning and practice.

In the past, we have provided individual anecdotal “success” stories accompanied by some statistics on #'s of learners achieving their goals. Our program staff have been somewhat frustrated by the lack of hard data to support the success that they feel they are achieving. We felt that an improved capacity to demonstrate learner outcomes would have the added benefit of providing rewards to staff and volunteers for their dedication and hard work.

Michael Feagans, in **The Art and Science of Measuring Outcomes in a Non-Profit Culture**, suggests that those who deliver service should have a say in shaping measurement programs. He argues that “While it is entirely fair for donors to expect some reporting, perhaps non-profit staff can help them build some of the “art” back into the process without constructing a cumbersome, earthbound blimp of a measurement program.”

We wanted to develop an outcome measurement method that could be integrated into our practice and which would not impose undue burden on staff who are already overworked and stressed. It would need to capture the essence of our work, reflect our organizational values and be reasonable and realistic for a small organization with limited resources. Ideally it would capture some of the more qualitative aspects of learner progress and respect adult learners’ individual goals and challenges.

A “one size fits all” plan would not work for us. We did not want to be pressured to adopt standardized tests as a primary measure or to view employability as the main outcome. We didn’t want to measure for the sake of measuring. We needed a plan that would be consistent with our learner-centred approach, which would take into account the varying degrees of learning difficulty experienced by our learners and which still would yield the information that the various stakeholders were expecting.

We decided that we would use the United Way model, which would involve board, staff, learners and volunteers. In short, we would undertake a participatory research venture. We hoped to create a culture of inquiry. We would try to relate our outcomes to community impacts and to report them in a way that would be useful for volunteer recruitment and retention, organizational planning, staff and volunteer training, as well as publicity and fundraising.

Definition of Terms

- Activity:** Type of service the program provides, what the program does with the inputs to transform them into outputs.
- Indicator:** What is being measured to track success in achieving an outcome. An indicator is observable and measurable.
- Input:** A resource dedicated to or consumed by a program
- Outcome:** Benefit to participants during and after participating in the program
- Direct Outcomes – Changes in learners’ knowledge, skills and attitudes, directly related to program’s outputs.
- Long-term outcomes – meaningful changes in learners lives that benefit individual learners and society. These outcomes are theoretically related to program participation but are also influenced by many other factors.
- Output:** The direct product of the program.
- Target:** The desired level of achievement of a program as measured by its outcome indicators.

Choosing the Outcomes to Measure

The first step in choosing which outcomes to measure was to gather ideas from a variety of sources about what our outcomes are and should be. We sought ideas from people who are directly involved as well as other stakeholders. We were trying to obtain a broad view of what is important. We were looking for unintended outcomes as well as the intended outcomes stated in program materials. We gathered information by reviewing existing documents and program materials, by conducting focus group interviews with learners and volunteers, by reviewing records of complaints, and by talking with staff, participants and other agencies. At this point, we were not differentiating among short-term, intermediate and long-term outcomes, nor were we especially concerned with the inconsistencies in the use of terms such as outputs, outcomes and indicators. We were looking for ideas about the benefits that learners experience and the impacts of our programs.

The suggested outcomes from all sources are listed in the Appendices.

After collecting ideas about expected outcomes from a variety of sources, we attempted to organize and refine them and constructed a logic model for each program. The logic model is a framework for examining the relationships among program components to understand how the program works to produce desired outcomes.

Document Review

Other Agencies

BC Student Outcomes Project asked about employment status, further education and student satisfaction. Seventy-eight per cent of respondents rated their educational experience as good or very good, with 85 per cent stating that their educational experience helped them develop a positive attitude toward learning.

The ABE Outcomes Study Project reported that the students' goals were:

- to qualify for another program

- to improve their employment opportunities

- to increase their skills in mathematics, reading and writing.

The outcomes they studied were course completion, further education and student satisfaction (including whether goals were met).

The HRDC Essential Skills Research Project included:

- Reading Text
- Use of Documents
- Writing
- Numeracy
- Oral Communication
- Thinking Skills
 - Problem Solving
 - Decision Making
 - Job Task Planning and Organizing
 - Significant Use of Memory
 - Finding Information
- Working with Others
- Computer Use
- Continuous Learning

Funders

A review of the funding application guidelines and reporting requirements of various funders shows that some, but not all, of our funders are now requiring outcome measurement. Funders that do ask for outcomes are not always defining outcomes in the same way. Some funders are asking for “outcomes” but their examples indicate that they really want outputs or indicators. The requirement to carefully track inputs and outputs remains the same. Current processes for tracking inputs and outputs are adequate but we do not have adequate processes for tracking outcomes in the way that the United Way and the Real Estate Board require. Financial information required by the funders can be generated by our existing accounting procedures even though the funders have slightly different formats for reporting.

The Adult Literacy Cost-Shared Program application has in the past asked for inputs and outputs as well as “expected concrete results”. This year they also asked for expected outcomes of the activities. The final report form has always included a section on the impact of the program in the community. In the reporting package for the Learner Event grant we are asked for “creative outcomes” such as stories and poems.

The Times Colonist Fund asks only for program outputs such as numbers of volunteers, numbers of residents served and financial data.

The United Way of Greater Victoria is engaged in a complicated and lengthy process designed to enable agencies to create a shared vision and to generate community indicators and a community report card. Individual agencies will be accountable for their progress in measuring outcomes related to specific community priorities. Five community priorities have been identified through community surveys and group

priority planning sessions. They are: poverty, violence in society, family stress and breakdown, isolation and loneliness and substance abuse. It is expected that agencies may address these priorities in three main ways: prevention and education; accessibility and responsiveness; and building community capacity. For example, Project Literacy Victoria may have activities designed to promote literacy awareness, to provide direct literacy instruction to those who need it, and to work with other agencies to build capacity to address literacy needs in their client groups. Our Allocation Summary Report from the United Way refers to the five priority areas and mentions that PLV “addresses one of these areas directly- isolation and loneliness- and that their clients may experience some or all of the others”. This report describes PLV as a “small organization that pays serious attention to its impact on the community”.

Industry Canada CAP funding will need a report on inputs and outputs such as:

- number of hours spent by volunteers providing orientation and skills development for learners
- number of hours spent by staff providing orientation and skills development for learners
- services accessed, number and type (for example, Web page postings, e-mail accounts; Internet searches) over the period
- total hours of operation in each period growth in the number of people using the facility and in their frequency of use.

They will also expect a report on user outcomes as well as concrete results such as training materials and user guides.

The Victoria Foundation does not currently require specific reporting on either outputs or outcomes. They want to know who will benefit as well as a complete financial accounting.

Victoria Real Estate Board asks that proposals identify program outcomes as defined by “benefits to people during or after participating in the program:

- new knowledge
- increased skills
- changed attitudes or values
- modified behaviour
- improved condition
- altered status.”

BC Gaming Commission requires only a detailed list of programs and services that will be delivered.

Program Objectives

The current mission and program objectives are stated in terms of outputs and activities rather than outcomes. The important elements seem to be an emphasis on

learner involvement and a learner-centred approach, and demonstration of learning by publishing writing and contributing to a web page.

It is recommended that the Board of Directors review the mission statement and consider including an outcome statement. Staff should continue to produce a yearly written statement of measurable objectives for each program but add a written statement of desired outcomes.

PLV Mission: to provide adults with free help and support in basic reading, writing, math and lifeskills.

Specific Objectives – Learners’ Network:

- to train 60 volunteer tutors
- to match and support at least 135 matched pairs over the course of the year
- to publish 4 issues of NETWORKS, a newsletter for tutors and learners
- to publish 4 issues of FORWORDS, a newsletter for members of the society
- to publish a book of learners’ writing
- to hold monthly tutor support sessions, 4 of which will be in-service training sessions
- to offer computer time for learners for Autoskill programs and for word processing
- to continue to provide a lending library of resources for tutors and learners
- to host an International Literacy Day celebration
- to have learners involved in fundraising, special events, tutor selection and recognition
- to assist learners to plan a learner event
- to evaluate the tutor/learner progress reporting form and process
- to post learners’ stories on a web page
- to improve data collection for statistical return

Specific Objectives –Learning Webs:

1. develop material:
 - interested Camosun College faculty, with the assistance of support staff, will develop material at the fundamental level, similar to more advanced Learning Webs currently being used at the intermediate level
 - working group of tutors and learners will provide feedback and test materials
2. acquire resources:
 - solicit donations of 486 or better used computers
 - evaluate, service and upgrade computers (16MB or better RAM, Windows 95, modem or cable modem)

- develop computer lending program for learners to use equipment at home
- solicit donation of internet service for qualifying learners
- make presentations to potential community partners

3. demonstrate increased knowledge and skills:

- host a demonstration fair for other learners and the community
- publish articles in PLV conventional newsletters
- publish project report on web site

Progress Reports

A review of the progress reports showed that learners and tutors generally report inputs and outputs as well as an evaluation of their learning strategies and materials. They record their learning goals and sometimes include anecdotal reports of some outcomes. Some indicators and outcomes gleaned from the review of progress reports were:

- passed Food Safe course
- got a job
- was accepted into the Adult Basic Education course at Camosun College
- passed a St. Johns' Ambulance first aid course
- got a B on distance education course
- received journeyman mechanic's paper
- passed Air Brakes test

Newsletters

Newsletters sometimes reported indicators and outcomes that were not included in the progress reports. This would likely happen when a learner had called the office to give good news. We usually include a "Congratulations" section which includes references to service anniversaries, birth announcements, and other personal milestones but sometimes contains learners' achievements. The following learners were congratulated:

- Cheryl B. for winning a trip to Salt Spring Island for her artwork.
- Maria T. who achieved 89% on her first module in Grade 10 English.
- Ronnie G. for getting a job in the housekeeping department at the hospital.
- Ann G. for completing her Child Observation Course.
- Janet D. for completing her Grade 12.
- Gurdev T. who passed her Foodsafe Course.
- Trudy Y. for getting 2 A's and 3 B's and 1 C in her modules in Grade 9 math.

Learners Writing

Some common themes in PLV learners' writing are : self acceptance, overcoming obstacles, anger related to past school experiences, hope.

Program Evaluations

We looked at the last 2 Program Evaluations and analyzed the responses to certain questions on the Learner Questionnaire.

11. c) What tells you how you are doing?

12. Check the areas in which your skills have improved since coming to the program.

13. What other things have changed in your life as a result of coming to the program?

We looked for common themes in the responses. Learners reported improvement in quantity and variety of reading materials as well as improved comprehension. Many used marks and test results as indicators and some used tutor feedback and progress reports. In comments about life changes there were many reports of increased confidence and improved attitudes toward learning. Some learners reported that they were better able to cope with the demands of their jobs and some reported on family activities and other lifeskills.

Question 11. C) asks what learners use as indicators of progress. In 1997, the evaluation was done in a focus group facilitated by the learner representatives on our Board of Directors . The report gives only one answer, —Looking back at progress reports is encouraging”. In 2000, the Learners Questionnaire was administered over the phone by a Co-op student. The following answers were reported:

- when I can read something I've never been able to read before and can understand it
- felt good
- I've gone up levels
- see it and understand it
- my high level of frustration
- Spelling test
- I know more words all the time
- I have noticed my own progress and my tutor also praises my work
- to work with the calculator, math skill, more confidence
- my tutor
- no one now (friends)
- can read much better than I used to and my spelling is improving
- started to pick up more books and newspapers, could read ads in auto section

- written work and marks
- test scores
- I'm learning things I never learned in school
- progress report to bridey
- comprehension improved
- If I do a good sentence
- my writing got better
- I am working though the steps my tutor has given me
- spelling
- went from gr 4 math to gr 6 math
- writing was becoming better, and math
- being in different situations
- taking tests at Camosun
- my self
- comprehension and written and reading level improved
- I feel uncomfortable when I still don't understand
- reviewing worksheets, reading improving
- reading and understanding improves
- things started clicking
- I write down cheques to pay my bills, I know how much change the cashier gives me back when I buy something from the store
- I notice improved reading and writing
- Tutor/self. More confident
- Teacher
- feedback from tutor
- my exams
- My reading, writing, math & spelling are much better. I am more aware of how important it is to learn. Both my tutors have said I am doing very well

Question 12 asks learners to indicate areas in which they have improved. The following chart shows the number of learners reporting improvement in each area:

Reading:		Writing:		Other:	
Enjoyment	30	Printing	20	Listening	29
Newspapers	20	Handwriting	18	Concentrating	29
To children	14	Cheques	17	Discussing	28
Instructions	24	Lists	19	Studying	30
Letters	22	Forms	16	Math	22
Recipes	28	Journals	14	Email	2
Notes at work	12	Letters	13		
Signs	25	Stories/poems	12		
Telephone book	13	Notes	16		
Dictionary	18	Work reports	8		
Timetables	16	Self-correct	17		
Road maps	13	Spelling	26		

Question 13 asks learners to identify other life changes. They responded as follows:

- Doing volunteer work. The more you get involved, the more you get involved
- Have the courage to do something
- Shopping is easier, shorter
- I'm more confident in talking to others
- More comfortable because it is easy to read and talk to others Easier to go to pharmacy or the store to read labels and understand how to use them
- Been achieving more in my school work
- Reading level has gone up.
- Understanding math a lot better
- I felt confident.
- More confidence in myself and my English has improved
- I have more confidence when I am reading in public. I have less fear
- More aware
- How to solve some problems in my daily life and help me know more Canadian way in my life
- I've been getting more confidence

- Have more self-confidence and feel more comfortable in crowded situations
- Whole attitude Made me in a really good mood
- I wouldn't have been able to survive with out them. My son wouldn't have been able to understand what I say
- I have something positive in my life now
- Using a daily planner to organize my life, interacting with other people, being able to network for my business, explaining myself better
- Communication has improved Attending college, but slow work.
- My computer skills have gotten much better
- Got a job promotion because my writing and printing improved
- Work is easier Now I understand things I have a better attitude about learning
- Just about everything has gotten better
- Listening skills improved
- Being able to understand things better kept me from losing job
- Self-confidence and self-esteem
- Better people skills
- It's like night and day My job position got way better
- Have more self-confidence when writing in English
- Makes me want to keep going in my learning
- Improved writing and math
- I don't feel stupid I write letters to people
- I have learned lots of new things, which has made my life richer
- A better understanding of my skills, and weaknesses
- Becoming a better speller and writer
- Confidence, I have more
- I can read out loud, and speak in a crowd without too much trouble Have gained self-esteem, self-worth, and confidence and do not feel stupid as I was told in school

Record of Complaints

We reviewed complaints that learners have made in order to identify outcomes that learners expected to achieve but did not. Most of the complaints and suggestions for improvements were about the lack of evening hours and the lack of private meeting spaces at the office. These complaints refer to inputs rather than outcomes. A small number of complaints were about the restrictions that we put on the eligibility for our programs. For example, several people who were studying regular college courses (not ABE) wanted tutors or wanted to borrow computers or receive a free newspaper.

From time to time a tutor/learner match will fail because the learner has very specific goals and doesn't agree with the tutor about how to achieve them. Usually these are cases in which learners are enrolled in correspondence courses or courses at

educational institutions and they just want help with the course work. The learners are expecting to pass the course (their desired outcome) and the tutors may have the same outcome in mind but they are attempting to provide other learning activities that the learner doesn't consider to be relevant.

One complaint was made about “discrimination” when a learner was asked to refrain from visiting porn sites in the computer lab. This led to a discussion of our “Appropriate Use Agreement”. This may reveal a negative outcome in that the learner had learned to successfully locate and bookmark the porn sites. This was an outcome of the computer training and coaching he had received. There may also be a suggestion of a desired outcome here. The application of critical thinking skills to make good judgements about Internet content is an emerging area of adult literacy education.

One complaint was brought to a Learners Helping Learners meeting and discussed. It turned out to be a misunderstanding of the way financial records are disclosed. There may be a suggestion of a desired outcome embedded in this case. The learner in question wanted and expected to be able to determine whether staff were properly accountable for financial transactions. He wanted to do this for the good of the organization but lacked the knowledge to make a good analysis of the information that he had. This is a valuable lifeskill and is one that we currently teach only to learners who are board members.

Occasionally it is suggested by members of the public that PLV should play a role in preventing illiteracy by acting as a lobby group to improve the school system.

A common complaint of learners that we interview is that they feel they have been “getting the run around”. This occurs when they apply for entrance to a program or institution and then are referred to another program where they are referred again.

Focus Groups

Board of Directors

The Board of Directors are a diverse group representing various segments of the community. They vary widely in their background knowledge about program evaluation and outcome measurement. We began our discussion by clarifying terms. Most board members were initially under the impression that we were already doing a good job of measuring outcomes. Once they were all able to differentiate between outputs and outcomes the discussion became more productive.

They value learner involvement in PLV activities as an indicator of increasing skills and self-esteem for learners. They understand the multiple handicaps and disadvantages that many of our learners must overcome and recommended developing a “difficulty scale” to account for the variance in the time that it takes learners to achieve goals. For example, one learner might pass a Food Safe test after

3 weeks of study, while another may need intensive tutoring for over a year to achieve the same result. They felt that the accomplishment of the second learner should be valued even more highly because of the determination and hard work that were required of both the learner and the tutor.

There was some discussion about the value of non-academic outcomes. In many cases, these are the outcomes that are the most life changing. The learner-centred approach that we have is highly valued by our board members. They would not want us to move to a “cookie cutter” or “one size fits all” program. They want us to include self-assessment in our outcome measures as a way of respecting the adult learner’s ability to decide what is best for himself.

Directors expressed concern about respecting confidentiality and stressed the importance of respecting learners’ achievements. They believe that the work of the programs is more important than measuring outcomes and expressed concern that staff and volunteers may spend time attempting to measure outcomes that would be better used to provide services. They stressed the need to collect information that is easy to obtain and that is useful for purposes other than reporting to funders, e.g. in strategic planning, in volunteer evaluation and in determining client satisfaction.

Learners Helping Learners

Learners Helping Learners, a peer support group, identified desired outcomes through a brainstorming exercise. No attempt was made to differentiate among outputs, outcomes and indicators. They were simply asked “In what ways do people benefit from being in our programs?” Their responses were as follows:

- writing a book
- writing an essay or paragraph
- adding 2 digits without use of abacus or finger counting
- making grocery list
- comparison shopping using flyers to compare brands
- using the best before date
- increased attention span
- calculate bottle deposit
- calculate correct change
- choosing reading material at an appropriate level
- use of library, reference skills
- finding things in library or superstore
- use of dictionary
- use of calculator (all the functions)
- getting into program
- feel better about yourself
- passing exams or tests, getting grade 12

- paying bills by ATM
- recording and keeping appointments
- using a calendar
- write a letter using big words
- write a family history
- research a family tree
- get started on computers
- using spell checker
- change in attitude, self-talk, risk-taking, determination
- anger management
- manage monthly budget
- planning and decision making

Tutors

Tutors, like the other groups consulted, had considerable difficulty differentiating among outcomes, outputs and indicators. Since my time with them was limited, I decided to accept their brainstorming list of desired outcomes without worrying about whether they really were outcomes or something else. The items they identified shed some light on their values and their hunches about what they are really accomplishing in working with a learner.

Many tutors mentioned improved self-esteem, changed attitudes and values, widening social circles and other non-academic outcomes. Some tutors referred to their learners' improved family relations, although in other cases learners' changing attitudes resulted in increased tension in the family. Several tutors mentioned reading to children and grandchildren as a valued outcome. Writing cards and letters to absent family members was also mentioned several times.

Lifeskills such as keeping appointments, being on time and being prepared for lessons were highly valued by tutors and many said that they consider improvements in these areas to be outcomes of their teaching.

Many tutors measured their success in terms of grades on papers and tests or acceptance into more formal schooling at Camosun College and School District programs. Some had worked on very specific goals such as passing a driver's test, first aid test or Food Safe test.

The tutors stressed that the achievement of these types of outcomes can take a very long time with some learners.

Logic Models

What is a Logic Model?

A logic model is the theoretical description of how a program works to benefit learners. We use a diagram to show the linkages between what a program does and what it is expected to achieve. A program can be broken down into its components or activities and each component can be evaluated separately. The logic model will show cause and effect relationships among the components and participant outcomes. It is a useful way to describe the program to stakeholders.

The logic model begins with a description of the program – what problem is being addressed?, what resources are required?, what actually happens in the program?

A series of “if-then” chains help us to see the steps of learners’ progress and to understand the relationships among activities, outputs and outcomes.

For example:

if learners improve basic reading, writing and math skills,
then they will be better able to use the printed materials commonly found at work, at home and in the community [™] **if** learners are able to use materials commonly found at work, at home and in the community **then** they are able to function independently and rely less on the social safety net.

The components are: inputs, activities, outputs, initial outcomes, intermediate outcomes and longer term outcomes.

Inputs are staff time, volunteer time, money, facilities, equipment and supplies

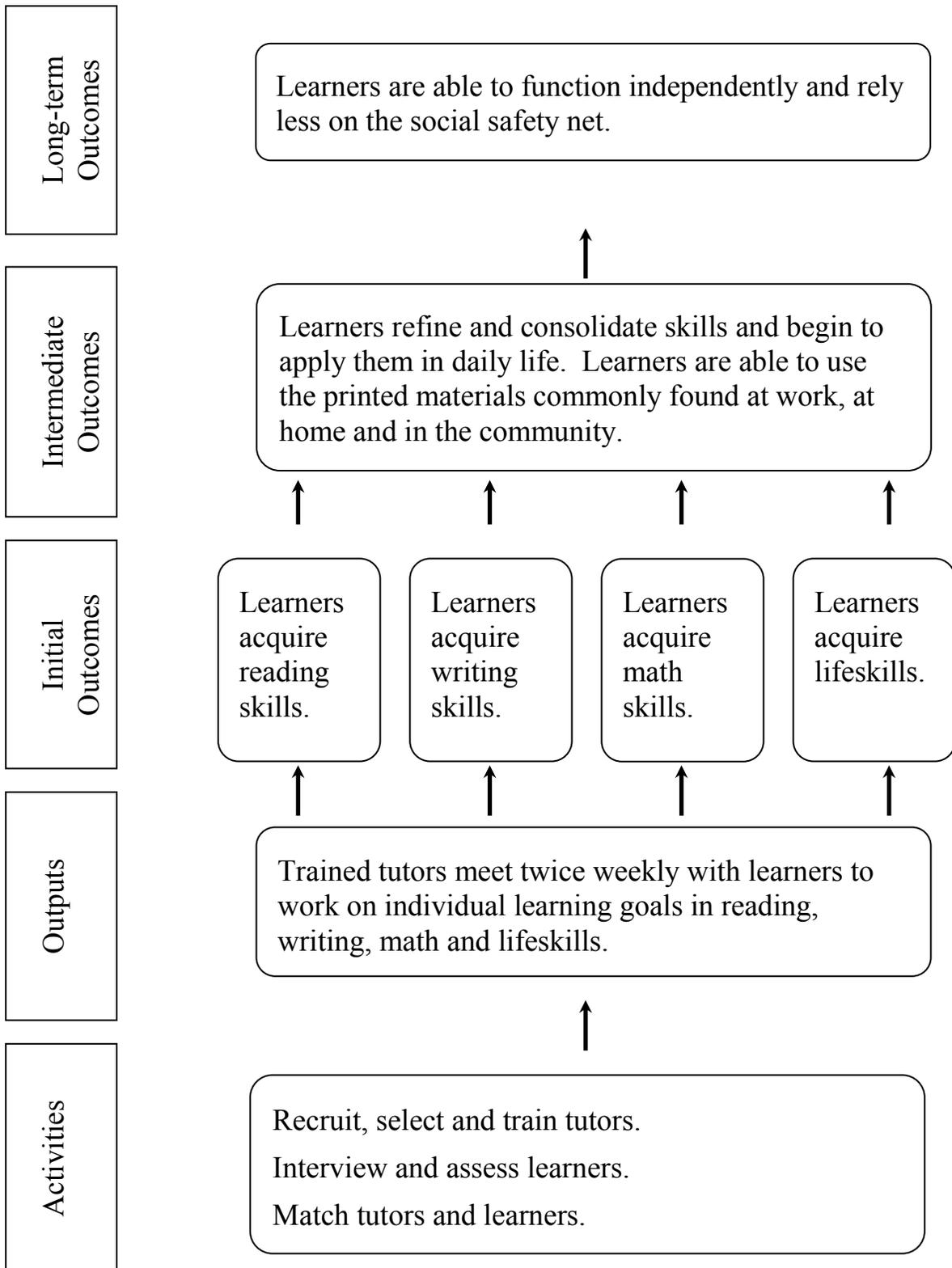
Activities can be such things as: publicizing the programs, recruiting, screening and selecting volunteers, training volunteers, recruiting learners, assigning and scheduling volunteers, advising volunteers, arranging meetings, reviewing and ordering learning resources, writing, editing and publishing newsletters, providing information and making referrals, raising funds, publishing adult literacy materials, keeping records and writing reports, maintaining facilities and resources

Outputs can be such things as: the number of tutors trained, number of matched pairs, number of newsletter editions published, number of intake interviews, number of referrals made, number of inquiries made, number of publications, number of hours of computer time used

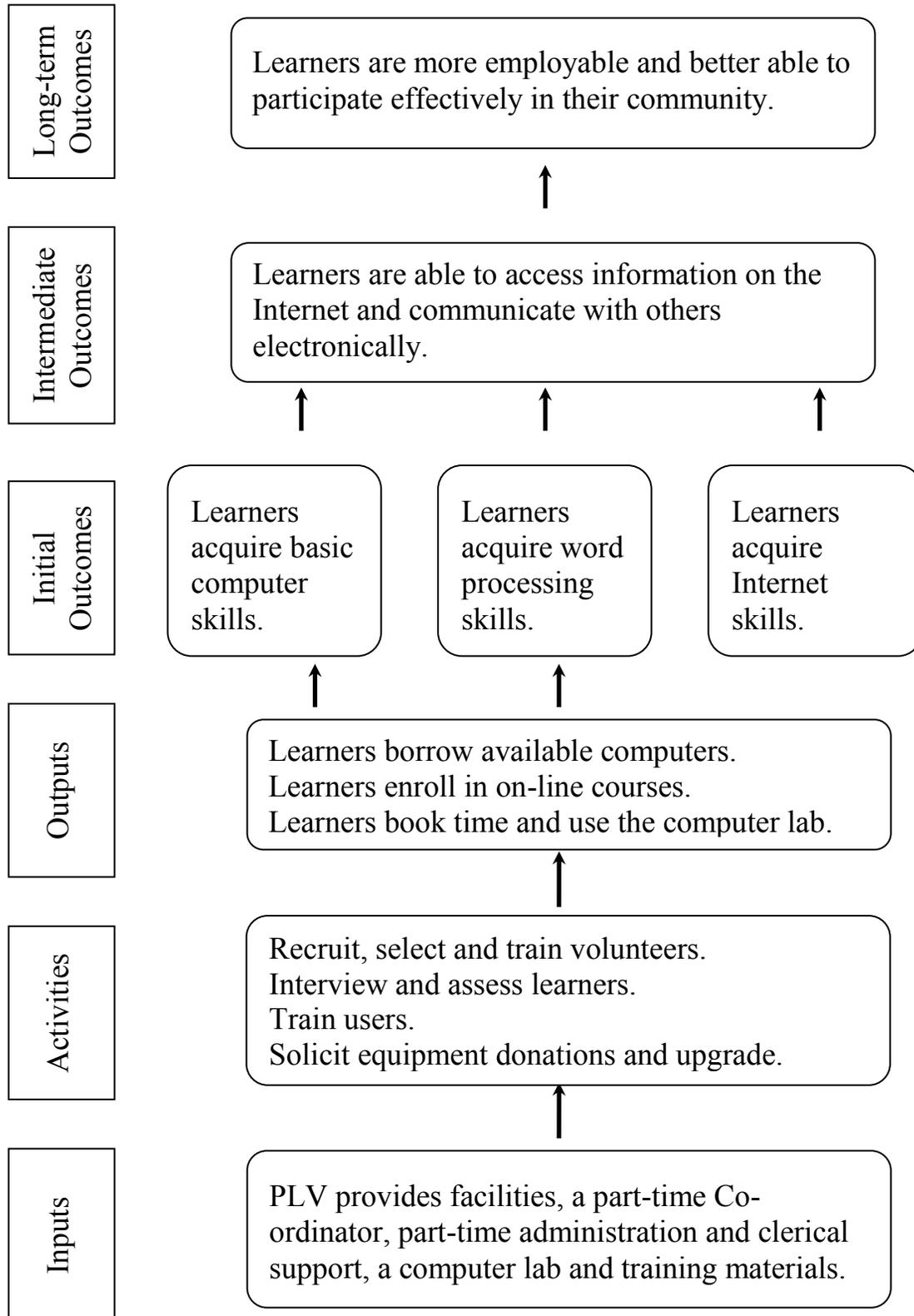
Outcomes are usually specified in terms of:

- a) learning, including enhancements to knowledge, understanding/perceptions/attitudes, and behaviors
- b) skills (behaviors to accomplish results, or capabilities)
- c) conditions (increased security, stability, pride, etc.)

Logic Model – Learners’ Network



Logic Model- Learning Webs



Selecting Outcomes to Measure

We then weeded out outcomes that were duplicated or clearly irrelevant. The outcomes were assessed according to a three-way test (p.54 Measuring Program Outcomes: a Practical Approach):

1. Is it reasonable to believe that the program can influence the outcome in a non-trivial way?
2. Will measuring this outcome help to identify program successes and address problems?
3. Will our various stakeholders accept this as a valid program outcome?

The Outcomes Test may be found in the Appendices.

If an outcome statement met the first two test but we were not sure it would meet test 3, we kept it in the analysis as it was believed that it may give us information helpful in pinpointing program success and shortcomings.

Many of the outcome statements were really indicators but we didn't worry about that at this stage. Outcome statements were then tested according to whether they fit with our organizational mission. Outcome statements were grouped into the four learning streams referred to in our mission: Reading, Writing, Mathematics and Lifeskills. Some outcome statements were related to both Reading and Writing.

Outcomes statements were drafted in more general terms to encompass the suggested outcomes. We separated the statements into initial, intermediate and long-term outcomes.

Initial Outcomes were considered to be the basic skills acquired and demonstrated during tutoring sessions. They represent new knowledge and a commitment to learn and change. These are the outcomes most often reported in the Progress Report Forms. They are the small steps that are usually easily measured and observed. They are things that we can easily see as a direct result of learners' participation in our programs. It is important for learners to be aware of their progress by recording and celebrating these changes. At this stage learners are learning how to learn. They are beginning to see themselves as capable of learning new things and they may begin to revise their goals to include some formal education.

Intermediate Outcomes were defined as skills that learners regularly apply and transfer to other situations in daily life at work, at home and in the community. They represent modified behaviour as well as changed attitudes and values. Learners may now begin to transfer their learning and skills to new situations. If they are learning lifeskills they begin to apply the skills outside of their lessons also. Some learners will begin to work towards attaining a high school credential. They begin to expand their network and may access other community services as they become aware of them.

Long-Term Outcomes were defined as meaningful changes in learners' lives, which alter their status or condition. Many factors may influence these long-term outcomes. We at Project Literacy Victoria cannot take sole credit for these outcomes but we believe that our program influenced them in a non-trivial way.

Initial Outcomes: Learners acquire reading, writing, mathematics and lifeskills and demonstrate them in lessons.

1. Learners gain basic Reading and Writing skills.
2. Learners gain basic Mathematics skills.
3. Learners gain basic lifeskills.

Intermediate Outcomes: Learners refine and consolidate skills and begin to use them in daily life. Learners are able to use printed material commonly found at work, at home and in the community.

1. Learners read, interpret and use information necessary in their personal lives.
2. Learners read, interpret and use information necessary at work.
3. Learners write as necessary for personal correspondence.
4. Learners write as necessary for work.
5. Learners perform tasks necessary for personal and household management.
6. Learners locate and access community resources.
7. Learners expand support networks and increase participation in the community.

8. Learners enroll in further education courses leading to Grade 12 completion.

Long-Term Outcomes: Learners are able to function independently and rely less on the social safety net.

1. Learners become more employable.
2. Learners make meaningful contributions in their community.
3. Learners communicate better within their families and with their children's schools.
4. Learners are able to live independently.

Specifying Indicators

Once we had agreed on the outcome statements, we tried to identify at least one indicator for each outcome. The indicators tell us whether the outcome has been achieved. We asked –“What could I see, hear or read about a learners that would indicate progress toward this outcome?” Some outcomes are easy to measure such as getting a driver’s license or gaining entrance to a training course. Other outcomes require a value judgement on the part of the tutor or Program Co-ordinator. Some outcomes require several indicators, as each indicator may not capture all of the elements of the outcome. Indicators should be observable and measurable in some way. The long-term outcomes that we specified will be the most difficult to measure as they cannot be expected for several years. Sometimes the long-term outcomes will not be achieved while the learner is in our program. We will likely lose track of many participants before we can measure these indicators because we know that our learners typically change their addresses and phone numbers frequently.

Eventually the indicators should be associated with numerical targets. For example, we will establish the percentage of learners who can reasonably be expected to achieve certain outcomes. At this point, we have little basis for establishing these targets. We will simply try to establish a baseline measurement of the targets this year.

We also reflected on the various factors that could influence these outcomes. One of the most important factors is the extent of the learning difficulties experienced by the learner. Outcomes are also affected by the learner’s level of functioning, amount of time the learner spends on learning, the extent of family and work responsibilities that the learner faces, the amount of support that the learner has, and the length of time the learner has been out of school.

Initial Outcomes:

Learners acquire reading, writing, mathematics and lifeskills and demonstrate them in lessons.

1. Learners gain basic Reading and Writing skills.

Indicators

improved word recognition skills

Reads aloud with few WR errors
Decodes new words using phonics and context clues

improved comprehension skills

Reads and retells main ideas
Reads to locate information
Reads and gives opinion.
Reads and follows instructions.
Reads and makes predictions.

improved spelling

Uses phonics and structural analysis
Uses dictionary and spell-checker as needed.

improved composition

Writes lists and notes.
Uses varied vocabulary
Uses proper sentence construction.

2. Learners gain basic Mathematics skills.

Indicators

Performs addition, subtraction, multiplication and division.

Uses a calculator.

Makes change.

Calculates tax.

Estimates.

3. Learners gain basic lifeskills.

Indicators

- Sets short and long term goals.
- Uses an appointment calendar.
- Notifies others of change of meeting time.
- Attends regularly as scheduled.
- Uses store flyers to plan purchases.

Intermediate Outcomes:

**Learners refine and consolidate skills and begin to use them in daily life.
Learners are able to use printed material commonly found at work, at home
and in the community.**

**1. Learners read, interpret and use
information necessary in their
personal lives.**

Indicators

- Uses reference material independently (e.g. telephone book, atlas, dictionary, Internet information, etc.)
- Uses a variety of schedules and tables (e.g. bus schedules, timetables, schedule of office hours)
- Uses documents and forms (bank statements, application forms, job descriptions, leases, notices, etc.)
- Reads regularly to children.
- Reads, interprets and uses information about health, personal finance, parenting, and community events.
- Reads and follows recipes.
- Reads newspaper regularly.

2. Learners read, interpret and use information necessary at work.

Indicators

Employer reports improved performance on reading tasks.

Learner reports success in reading manuals, memos and forms.

3. Learners write as necessary for personal correspondence.

Indicators

Writes personal cards and letters.

Writes business letters.

Conducts regular email correspondence.

Completes forms.

Contributes to newsletters and publications.

4. Learners write as necessary for work.

Indicators

Employer reports improved performance.

Learner reports success in writing memos, notes and reports at work.

5. Learners perform tasks necessary for personal and household management.

Indicators

Makes change.

Writes cheques and balances chequebook.

Manages personal budget.

Calculates metric conversions.

Negotiates lease.

6. Learners locate and access community resources.

Indicators

Takes bus independently.

Attends workshops and events.

Understands his/her rights.

7. Learners expand support networks and increase participation in the community.

Indicators

- Does volunteer work at PLV.
- Listens respectfully and contributes ideas in meetings.
- Works with a group to plan events.
- Seeks advice appropriately.
- Offers peer support and cares for others.
- Publicly shares the story of his/her literacy challenges and accomplishments.
- Encourages others to access literacy services.

8. Learners enroll in further education courses leading to Grade 12 completion.

Indicators

- Gains admittance, pass assessment test.
- Passes tests and/or completes prerequisite courses.
- Reports good grades obtained on SIDES modules and/or School District courses.

9. Learners enroll in College level courses (academic or trades).

Indicators

- Gains admittance, passes assessment test.

Long-Term Outcomes:

Learners are able to function independently and rely less on the social safety net.

1. Learners become more employable.

Indicators

- Completes Grade 12.
- Completes College level courses (academic or trades).
- Completes certification course.
- Obtains employment.

2. Learners make meaningful contributions in their community.

Indicators

- Volunteers at other community agency or event.
- Participates in new activities.
- Recognizes community needs.
- Actively seeks to make a difference.

3. Learners communicate better within their families and with their children's schools.

Indicators

- Inspires and encourages family members to make changes.
- Communicates regularly with children's teachers.
- Actively seeks help for children in school system

4. Learners are able to live independently.

Indicators

- Moves out of group home or supported living.

Collecting Data

We examined the outcome statements and the list of indicators to determine what sources of data could yield information about the outcomes. This was a two-part process. We looked at what information was available in our existing agency records and then discussed what new tools we might need to develop or acquire. Because our Learner Progress Report Form and Learner Intake Form had been revised earlier in the project we hoped that our records would give us important information about learners' goals and their progress towards those goals. We also expected that, in collecting data from these sources, we would identify which indicators are hardest to measure. We quickly realized that many exciting outcomes are not being captured by our current reporting processes. Staff and volunteers often celebrate learners' successes, which are never formally reported or entered into the database. A challenge for the future will be to find ways to capture these in our records so that they can be counted.

We have always emphasized to our learners that they wouldn't need to fear that there would be a test. Most books on outcome measurement recommend standardized measurements and tests as well as numerical targets of performance measures. We wanted to maintain the informal, learner-centred aspect of our program, which is central to our organizational culture and mission. We decided that we would use the learners' self-assessment as well as tutor observations as the main measures, especially for initial outcomes and for low-level learners, but that we would try to collect and present this information in a more systematic fashion.

We collated data from the Learner Progress Reports as well as the Learner Survey, which was administered by a summer co-op student. We tried to protect learner confidentiality in our reporting but we included the names while we were analyzing data because staff members who know the individual learners can often "fill in the blanks" when reading progress reports. For example, two progress reports stated that learners read a recipe and baked muffins. It is important to know that one of these learners is a man who has been very dependent on his mother but hopes to get his own apartment soon. In his case, this is an indicator of a lifeskill that he needs and values. The second learner is a woman who is a competent baker but she is learning to read and write English. In her case, we consider the report to indicate improved reading comprehension and it shows that she is able to apply her new skills in daily life.

We also included some observations that staff members and other learners made after the meetings of the Learners Helping Learners peer support group. We do not currently have any written records or progress reports on their activities, except for their annual Learners Event Grant report.

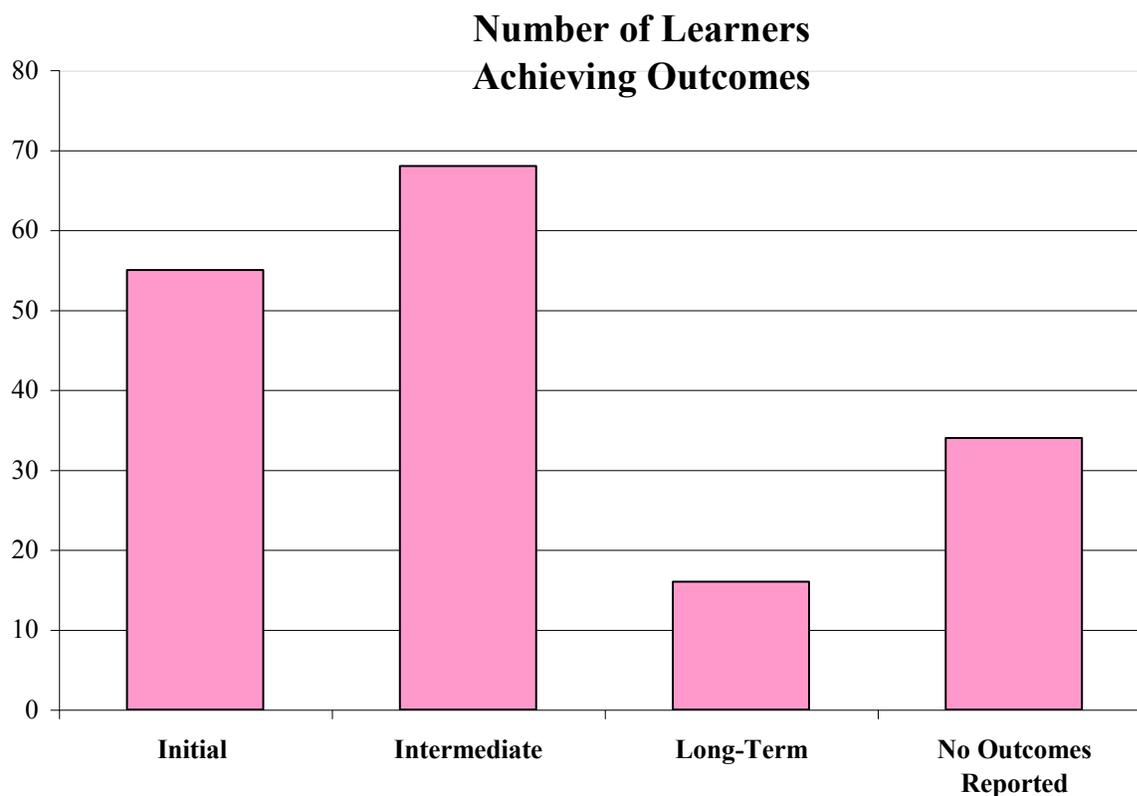
A list was made of the indicators that had been reported for each learner. Some learners had indicators of several outcomes and some had none reported.

Organizing Data and Reporting

We collected all of the data into a table and checked it against our database. First we listed and sorted all of the outcomes which had been reported.

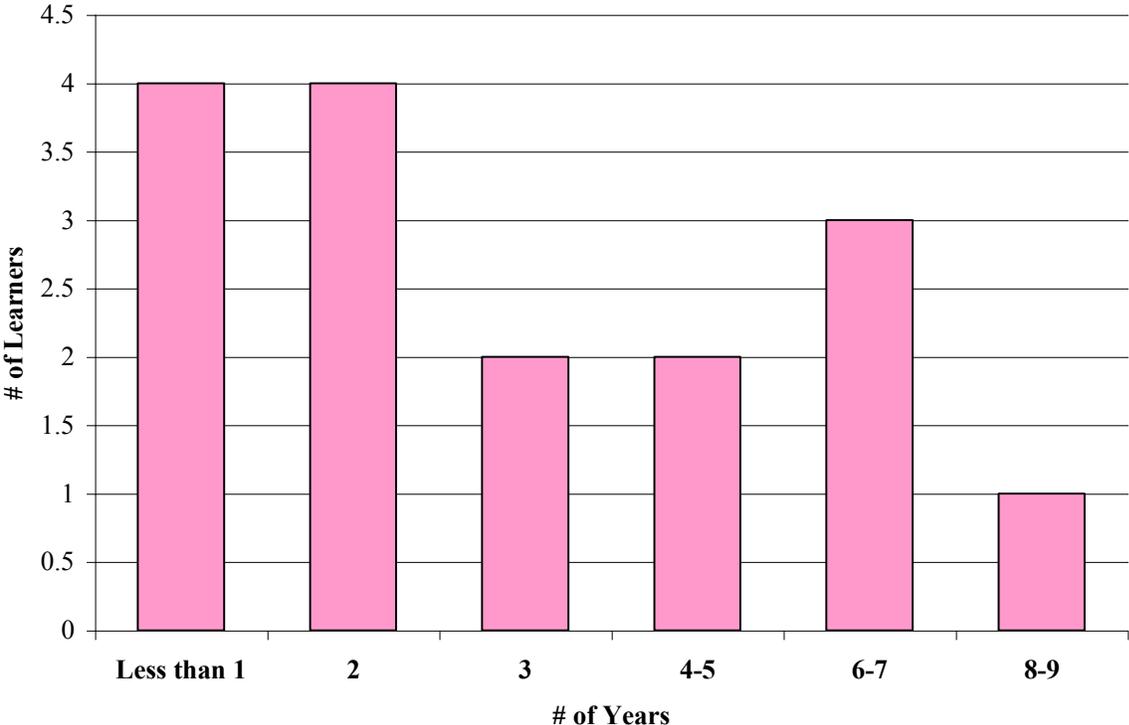
Then, for each learner, we recorded whether initial, intermediate and long-term outcomes had been reported. We counted the number of learners achieving outcomes at each level and the percentage of the total number of learners. We looked at the group of learners who reported long-term outcomes to find out the length of time that they had been in the program. We also looked at the group that had no outcomes reported and the group that left the program during the year.

127 learners were included in the analysis. We found that we had very little information about 34 of them. If they had not been submitting their progress reports, no outcomes were recorded for them. 3 learners had just been matched and had not completed a progress report form yet. 8 learners had not been attending regularly and had not submitted reports but indicated that they were still intending to continue learning.



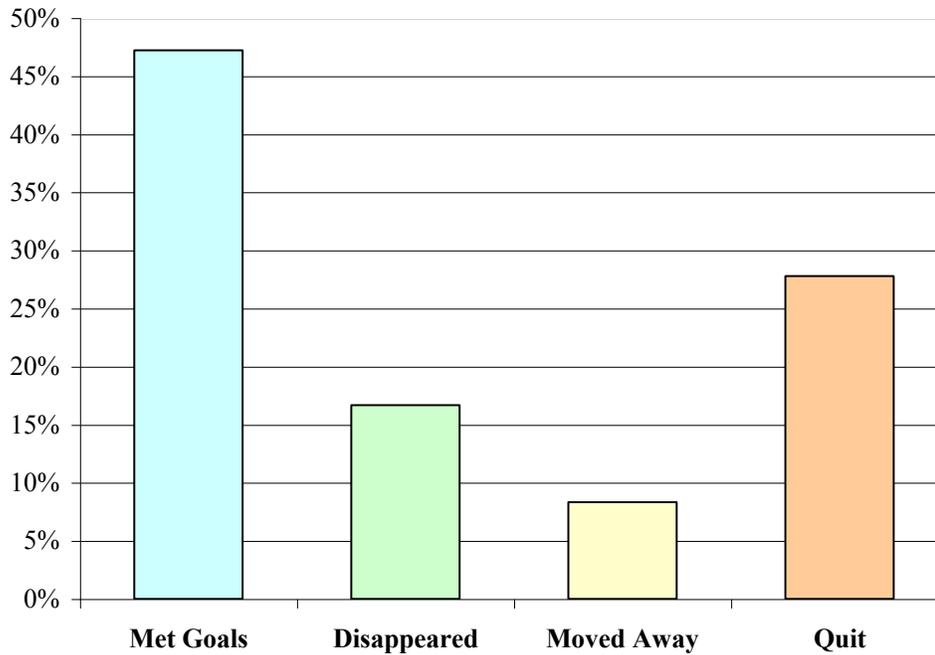
We had expected that fewer learners would be reported to have achieved long-term outcomes and that was the case. Long-Term Outcomes were defined as meaningful changes in learners' lives, which alter their status or condition. We wanted to see if the length of time spent in the program was a factor in achieving the higher level outcomes. In some cases these changes were achieved in a relatively short period of time. The 4 learners who were recorded as having achieved long-term outcomes during their first year were all functioning at a higher level when they entered. All of them are currently employed.

Long Term Outcomes

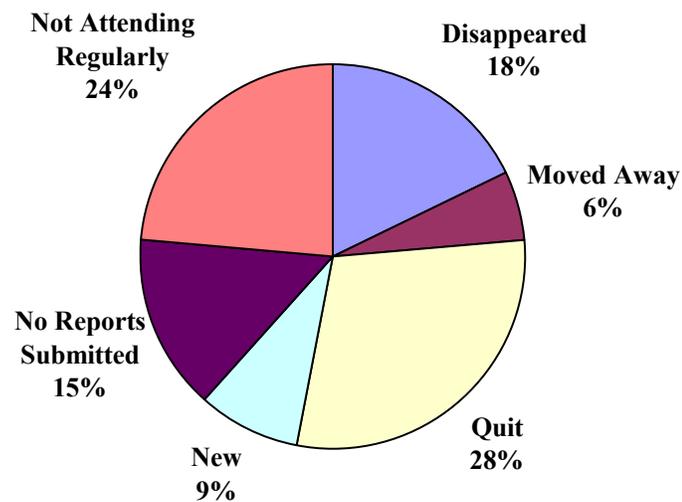


36 learners left the program at some point during the year. 17 of those had met their goals and therefore outcomes were recorded for them, but 10 learners were unable to continue for various reasons. They were counted as having quit. In most cases they said that their family and work responsibilities or poor health made it impossible for them to continue. . 2 had moved away and we were unable to locate 6.

Reason for Withdrawing from Program



No Outcomes Reported



This year the United Way has been emphasizing 5 community priorities and we have been asked to provide evidence that our programs can be expected to produce outcomes related to Poverty, Isolation and Loneliness, Substance Abuse, Family Stress and Breakdown and Violence. We have recorded examples of outcomes in these areas.

Poverty was broken down into Job Skills, Further Education, and Lifeskills.

Poverty - Job skills:

- did job application cover letter
- reviewed manual for work
- mastered basic computer skills for independent use
- mastered basic typing and moved to advanced
- completed Serving It Right course
- prepared for interview
- obtained job description and studied it
- 2- received journeyman mechanic's paper in 4 months
- learned to use a carpenter's calculator
- learning typing
- learned to make change for snack bar
- passed first aid course and got job
- boss commended her improved spelling and work with Interac charges
- got a job
- passed St. John's Ambulance First Aid Course
- got a job
- doing janitorial work for PLV on incentive program
- started working
- learned keyboarding and basic computer skills
- took a job-finding course
- comprehension of product info vastly improved
- practiced Interview techniques
- got job at hospital
- got a part-time job
- learned to type
- learned basic mouse and keyboarding skills
- volunteering at thrift store
- made business cards
- completed Child Observation Course
- passed Foodsafe Course

Poverty - Further Education

course at Sooke SD
achieved 80% on Grade 10 English
passed Communications 12
completed Grade 12
got A's and B's in Grade 9 Math

Poverty – Lifeskills

got own library card
writes own support cheques
learned measuring, reading recipes and cooking terms to make muffins
learned oven safety
learned shopping skills
learned to make bank deposits
learned to use a calculator
learned to use a telephone book
wrote a personal letter
kept track of receipts and prepared budget
learned to do personal banking
wrote business letter re purchase not received for Internet order
wrote letter to band council
"did her budget"(and found out how much she saved by not smoking), CPP
disability form and Income tax form
got library card
learned to use library computer to order large print books
learned to write cheques and maintain cheque register
learned cheque writing
learned personal banking
studied nutrition, improved her diet and lost 4 pounds
wrote recipes
learned to read street signs
learned to calculate pay hours
learned to make change
learned to use a calculator
made a will and a living will
wrote letter to mayor
wrote letter to TC
read lease agreement and wrote cancellation letter, negotiated return of damage
deposit
reviewed tenant's rights info
read info about menopause

learned to read food words and write recipes
read the Ministry of Health publication to solve diet and health issues
did homework for Bible course
made shopping list
uses Safeway ads and makes change
working on budget for independent living
got library card
wrote letter of complaint to landlord

Lonliness and Isolation

5 learners went to Camosun College Open House for a guided tour-
learner won a trip to Saltspring Island for art course
learners planned a special event for 17 participants, including budget,
facilities, lunch, evaluation, etc.
learners planned a trip to the Greater Victoria Public Library
learners helped to host Christmas Open House
learners raised money by working for the Downtown Business Association and
used the money to buy books for George Jay School
learners visited an elementary school to read to children and talk about the
importance of staying in school
learners planned an held a Metric Madness workshop
learners planned an held a Millennium Book Club launch and Gala celebration
learners gave a talk to a social work class at U Vic
learners help man a mall display
learners interview potential new tutors
visited the Art Gallery
has an email account and also uses the library site to "hold" books
wrote letter to friend in Alberta
regularly emailing family
volunteering at elementary school weekly
went to Circus Magicus
Sylvia used Internet to locate friends in Halifax
regularly emailing friends in Halifax
wrote letter to father
learned to do email
began attending PLV social events with mother
attending learner events and computer training on his own
solicited sponsorships for the Millennium Book Club
participated in tutor interviews
sent thank you cards
sends and receives email
writes valentine and birthday cards to grandchildren

wrote letter to Nellie Furtado
writing postcards

Family Stress and Breakdown

read info about family violence
helping daughter with school
info from Parenting course, info about allergy and asthma
filled in health form for school
read child school book
now living independently
writes valentine and birthday cards to grandchildren
learning family law and court procedures
read to children
is writing notes to child's teacher
moved out of mother's house and is now living independently

Using the Findings

The outcome data can provide direction for staff when it shows where we have done well and why. Many learners were reported to have achieved significant lifeskills outcomes. Some tutors are mostly reporting academic outcomes and mention lifeskills outcomes only incidentally. Learners themselves often emphasize the lifeskills outcomes. We showed that learners who don't quickly settle into a pattern of regular attendance are unlikely to report outcomes and more likely to drop out before achieving their goals. Learners who see some practical application for the skills they are learning are more likely to transfer their new knowledge and skills to other situations and therefore report intermediate outcomes. This reinforces the need for a learner-centred approach.

At first our board of directors was concerned that Project Literacy Victoria would be at a disadvantage, compared to other programs, because we serve a large percentage of learners with disabilities and significant challenges. When we measured outcomes in this way, we found that some of the most challenged learners reported the most dramatic indicators of improved condition. If we had measured grade levels or used standardized tests we may not have captured these improvements. Some of these learners have taken a long time to achieve their goals, but they have shown steady improvement. They often have better attendance than the higher level learners and are less likely to have time management problems due to work and family responsibilities. We now need to develop a "level of difficulty" scale and use it to group learners into 2 or 3 groups and report their outcomes separately. The lower level learners are more likely to have basic lifeskills goals. They may not have employment as their goal but want to live more independently and rely less on others. The higher level learners are more likely to have goals which include finishing high school level courses and preparing for college or trades training. Their long-term goals are more likely to be employment related.

When we analyzed the data for learners who were reported to have achieved long-term outcomes, we realized that a case study would be a compelling way to report what happened for some of these learners. We will prepare a case study of a low-level learner and a high level learner. These can be used in tutor training and also in public relations.

Although we only studied outcomes for participants in the Learners' Network program, we noticed that some learners were reporting outcomes they had achieved in the Learning Webs program. 49 learners were trained in the computer lab and are using it regularly. Our staff are now convinced that we need to integrate these programs and have the same reporting requirements. We have changed the intake process so that all learners will begin with an intake appointment with the Learner' Network Co-ordinator. As we train more tutors to use the computer lab and the

WebCT program, we hope that they will incorporate the computer learning into their sessions. If, at the intake appointment, the learner's goals seem to relate mainly to computer skills, the learner will be matched with a computer tutor. The computer tutors will now receive more training and will be able to provide instruction in basic reading, writing, mathematics and lifeskills. If the learner's goals are more related to reading, writing and mathematics, they will be matched with a literacy tutor. The literacy tutors will receive more computer training as part of their tutor training course. Eventually we hope that all tutors will be able to teach all skills and the learners will just learn computer skills as part of their regular program.

The Learners Helping Learners peer support group does not currently have any reporting requirements except for their annual Learner Event report. Staff and volunteers have identified many outcome indicators that could be captured if we made some changes. We will file meeting notes that learners write. The program co-ordinator will keep a journal to record her observations of their meetings. We need to develop a new set of *if-then* chains for the outcomes that are being developed by the activities of this group.

The results from this year will provide the base line for comparison next year. We still need to refine our data collection. Program co-ordinators will be asked to set targets for outcome indicators in the next reporting period.

Outcome reports will now be included in our volunteer recruitment, fundraising and public relations materials. They will be highlighted at our Annual meeting and on our web-site.

Conclusions and Recommendations

Our mission statement could be revised to add a reference to outcomes. We say we help learners with basic reading, writing, mathematics and lifeskills but we don't say why. Reading and writing skills are not ends in themselves but are desired because they can improve the quality of life.

We need to use the collected data to develop a "level of difficulty" scale. We should revise the Learners Intake Form again and group the skills into Initial, Intermediate and Long-Term outcome indicators. At first we can group learners according to how many items they say they "can do" on the Learners Portfolio at the intake interview. Next year we should group learners and analyze the outcomes for the groups separately.

We should also revise the Learner/Tutor Progress Report Form and group the skills into Initial, Intermediate and Long-Term outcome indicators to make the data collection easier

Learners Helping Learners peer support group does not currently have any reporting requirements except for their annual Learner Event report. Staff and volunteers have identified many outcome indicators that could be captured if we made some changes. We will file meeting notes that learners write. The program co-ordinator will keep a journal to record her observations of their meetings. We need to develop a new set of *if-then* chains for the outcomes that are being developed by the activities of this group.

We should keep data collection simple. Wait until the organization has experience and resources before adding items too many items to the data collection. We need to improve our filing and database systems. We need to have office volunteers regularly follow up with those matched pairs who have not submitted reports. We also need to have office volunteers take some of the responsibility for record keeping because it is clear that the program co-ordinators cannot keep up with the increased demands for statistics and information. We should collect outcome measurements on a July to June time frame so that we don't have to do the data analysis at the same time as the other year end tasks when staff are overworked.

It would be helpful to prepare a case study for a low-level learner who has been in our program for a few years and also for a higher level learner. This will be helpful in understanding how to set targets for the different groups of learners.

We do not want to be led into serving only those who are most likely to succeed so it is important to be able to demonstrate reliable outcome indicators for the "hard to serve". Instead we want to be able to demonstrate their progress to funders and others.

Finally, we need to begin to include outcome measurement as an ongoing part of operations and include in core costs in each budget.

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Appendices

Discussion paper for Board of Directors

Logic Model working papers – Learners’ Network

Logic Model working papers – Learning Webs

Outcomes Tests

Outcomes Report 1998-1999

Outcomes Report 1999-2000

Learners’ Network Intake Form

Learners’ Network Progress Report Form

Client Services Matrix – Learners’ Network

Client Services Matrix – Learning Webs

Suggested Outcomes (from all sources)

Discussion paper for Board of Directors

Introduction to Outcome Measurement

In the non-profit sector there is an increasing emphasis on accountability and a trend for funders to inquire about measurable outcomes. In the past we have provided individual anecdotal “success” stories accompanied by some statistics on #'s of learners achieving their goals. Our program staff have been somewhat frustrated by the lack of hard data to support the success that they feel they are achieving.

Outcome Measurement is becoming one of the screens in the funding model.

Funders want to know:

Is the program needed?

Is it of high quality (standards)?

Is it efficient?

Is it effective in terms of outcomes?

We are regularly reporting on how much money we receive, how many volunteers we train and how many people participate in programs and events. In other words we can monitor inputs and outputs. It is more difficult to prove that our programs really make a difference in people's lives and in our community. Tracking inputs and outputs allows us to assess internal efficiency of services and set standards for service delivery but we need to monitor outcomes in order to improve program effectiveness and to show the general public that we produce benefits that merit support. Outcome measures will help us in our public relations and fundraising.

Within our organization Outcome Measurements will allow us to:

focus on our fundamentals

strengthen existing services

target effective services for expansion

prepare and justify budgets

prepare strategic plans

focus board members attention on program issues and values.

We need to build our organization's capacity to measure and report outcomes.

Key Terms

Input: A resource dedicated to or consumed by a program

Activity: Type of service the program provides, what the program does with the inputs to transform them into outputs.

Output: The direct product of the program.

Outcome: Benefit to participants during and after participating in the program

Direct Outcomes – Changes in learners' knowledge, skills and attitudes, directly related to program's outputs.

Long-term outcomes – meaningful changes in learners lives that benefit individual learners and society. These outcomes are theoretically related to program participation but are also influenced by many other factors.

Indicator: What is being measured to track success on an outcome. An indicator is observable and measurable.

Target: The desired level of achievement of a program as measured by its outcome indicator. What Outcome Measurement can and cannot do

Limitations of Outcome Measurement:

When Outcome Measurements show that learners are not experiencing intended benefits, they do not show why the benefits have not occurred or what is needed to improve the outcome.

In order to analyze the problem, co-ordinators still need the data on inputs, activities and outputs that they have probably been collecting.

Outcome Measurements allow us to track how many learners achieve desired outcomes but they don't prove that the program alone caused the outcomes.

Outcome Measurements don't show whether the outcomes measured are the right ones for the program. We might be doing a good job of measuring but still be measuring the wrong thing.

Some meaningful outcomes may be the most difficult to measure.

Implementing an Outcome Measurement approach requires an investment in staff and volunteer time as well as other resources.

There is a danger that an emphasis on Outcome Measurement may lead organizations and individuals to focus on those learners ~~most~~ most likely to succeed."

The data collection may impose an unrealistic burden on volunteers. Processes for data collection must be simple, quick and integrated with other reporting processes. Confidentiality must be respected in reporting outcomes.

Outputs or Outcomes?

of participants served is not an outcome measure for most programs. This measures the volume of work accomplished, but does not measure benefits or changes in participants. For a public education program where the goal is for a target group to become aware of and seek out a service, the # of participants is an outcome.

Participant satisfaction is not generally an outcome measure. In a learner-centred program, the willingness of the learner to continue is essential for success and therefore satisfaction is a necessary, though not sufficient, outcome.

Issues to be resolved:

Confusion over whether certain events are outputs, outcomes or another kind of result

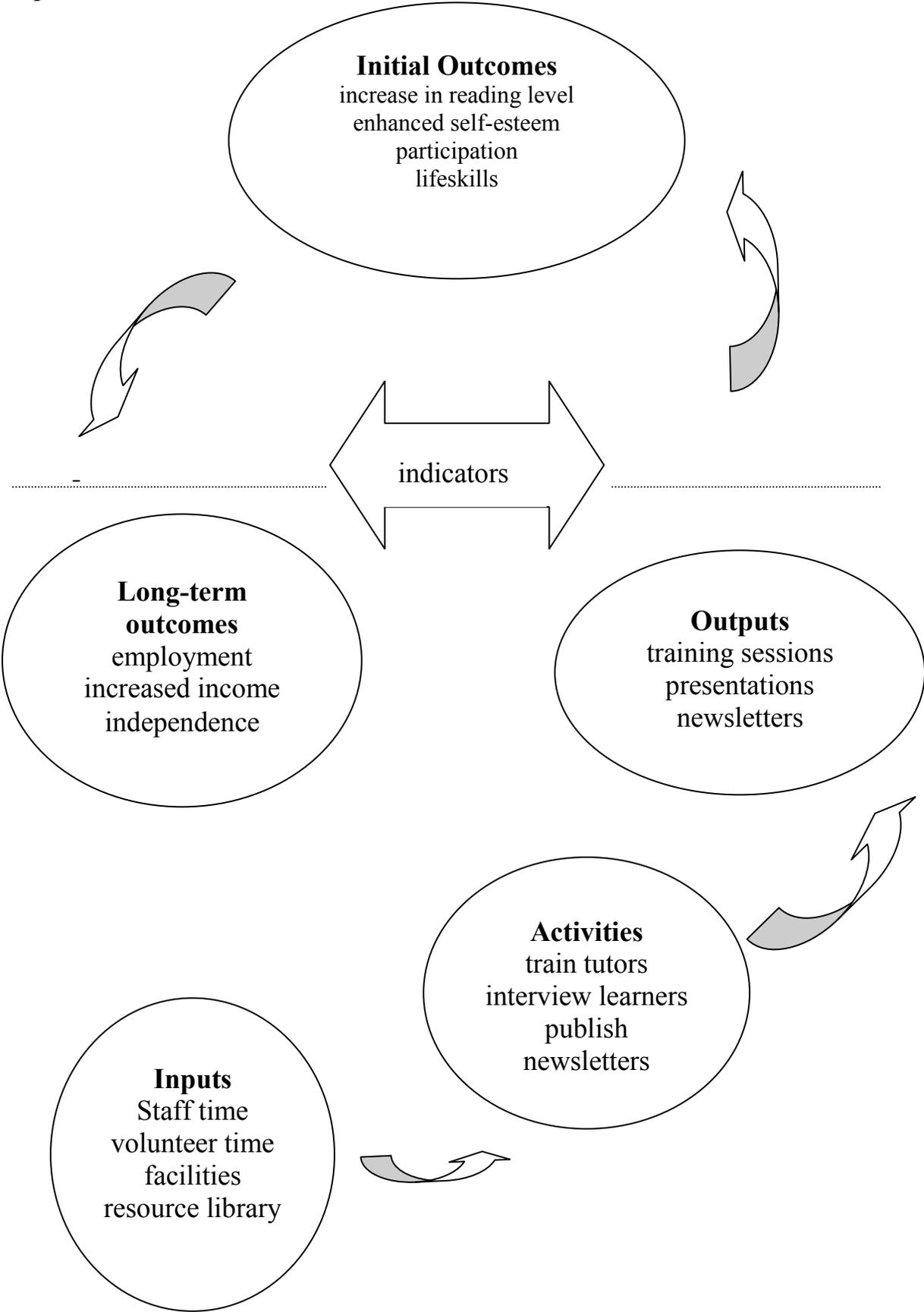
What outcomes (not currently measured or tracked) should we attempt to measure?

What surrogates can be used for outcomes that defy measurement?

Technically sound methodologies can be expensive and time consuming. We need to work within staffing, workload and funding constraints

Mobility of our learner group due to lack of affordable housing

Conceptual Framework



Logic Model

A logic model is the theoretical description of how a program works to benefit learners.

We currently measure and report on Inputs, Activities and Outputs as follows.

Inputs: staff time, volunteer time, money, facilities, equipment and supplies

Activities: publicizing the programs, recruiting, screening and selecting volunteers, training volunteers, recruiting learners, assigning and scheduling volunteers, advising volunteers, arranging meetings, reviewing and ordering learning resources, writing, editing and publishing newsletters, providing information and making referrals, raising funds, publishing adult literacy materials, keeping records and writing reports, maintaining facilities and resources

Outputs: the number of tutors trained, number of matched pairs, number of newsletter editions published, number of intake interviews, number of referrals made, number of inquiries made, number of publications, number of hours of computer time used
The program outputs should produce desired outcomes for participants. Outputs have little inherent value but are important because they lead to changes in the learner group.

Logic Model working papers – Learners’ Network

Preliminary Logic Model

This was prepared by the working group during the first Outcome Measurement Workshop.

	Inputs	Activities	Outputs	Outcomes		
				Initial	Intermediate	Long-term
				\$\$\$ staff time volunteer time facilities books computers	recruit volunteers select volunteers train volunteers interview learners match learners with tutors counsel and support scribe service facilitate learner projects	information sessions public displays intake appointments support sessions training courses referrals to other agencies PR presentations in-service training Learner Event Newsletters publications tutoring hours

Outcomes – Year 2

Learners' Network Program 1999/2000

(information collected from existing data and document review)

Program Goal (desired results to be achieved over an unspecified time)

to help adults improve basic reading, writing, mathematics and lifeskills

Program Objectives 1999/2000 (how the program will achieve its goals):

- to train 60 volunteer tutors
- to match and support at least 135 matched pairs over the course of the year
- to publish 4 issues of NETWORKS, a newsletter for tutors and learners
- to publish 4 issues of FORWORDS, a newsletter for members of the society
- to publish a book of learners' writing
- to hold monthly tutor support sessions, 4 of which will be in-service training sessions
- to offer computer time for learners for Autoskill programs and for word processing
- to continue to provide a lending library of resources for tutors and learners
- to host an International Literacy Day celebration
- to have learners involved in fundraising, special events, tutor selection and recognition
- to assist learners to plan a learner event
- to continue to improve outcome measurements
- to post learners' stories on a web page
- to improve data collection for statistical return

Inputs:

- \$98,458
- most of the facilities 75%
- approximately 2 staff (full time Program Co-ordinator, .5 Executive Director, .75 Administrative Assistant)
- 15,600 hours volunteer time for tutoring
- ??? hours volunteer time for screening and selecting tutors, public relations, etc.
That year we only tracked volunteer tutor time.

Activities:

- co-ordinating informational displays for mall events and meetings,
- making presentations to interested groups
- placing ads and psa's
- recruiting and selecting volunteers,
- training volunteer tutors,
- conducting learner intake interviews,
- matching tutors with learners,
- consulting with tutors,
- arranging tutor support meetings and workshops
- arranging learner meetings,
- reviewing and ordering learning resources,
- editing and publishing newsletters
- recognizing volunteers
- continuing to catalogue and select appropriate materials with help of volunteer librarian
- promoting public awareness of adult literacy issues
- assisting learners' group to plan and organize annual learner event
- involved learners in tutor interview/selection process, tutor training, mall displays, tutor recognition, newsletters, book sale and special events;

Outputs:

- 6 Information Sessions for potential volunteers
- training courses 4 times in year, resulting in 58 new tutors
- interviewed 82 potential tutors, selected and trained 58
- interviewed 69 new learners;
- 131 matched pairs working together during the year
- Fall, Winter, Spring and Summer issues of NETWORKS
- 250 copies of the fourth edition of "The Learner's Voice"
- monthly tutor support meetings except for July and August;

- offered Autoskill Reading and Math and word processing
- provided word processing facilities for learners
- four in-service workshops
- Literacy Day Event Sept 8th; launch of the Millennium Book Club at Chapters
- Book Club Gala Celebration March 31
- volunteer recognition event in Volunteer Week
- completed Learner program evaluation

Outcomes (*from progress reports*):

- Autoskill graphs demonstrate skill improvement *mostly Math*
- improved or steady attendance
- assignments completed at agreed upon time
- learner reports family member, friend or co-worker noticing skill improvement
- increased participation in PLV and/or community events
- passing tests
- learner writing progress report independently
- tutor reports improved sentence structure, spelling, fluency, etc.
- # books read
- obtained certificate or license
- obtained job
- prepared personal budget
- prepared resume
- filled out application
- reads every day to child
- takes family to library weekly
- takes phone messages for family members
- reads Westcoast Reader
- reads Times Colonist (selected columns)
- prepared meeting minutes
- chaired meeting

- prepared invitation to event
- wrote speech and article for Annual Report
- wrote thank you letter
- is volunteering at elementary school on a regular basis

Our Learners' Network Program Co-ordinator has redesigned the monthly tutor/learner progress form to more specifically capture individual outcomes. See the Appendices. This has always been an anecdotal record prepared by the tutor and learner together. It serves as an exercise and a report at the same time. It is meant to prompt both the learner and the tutor to reflect on what they have accomplished together and to provide some sense of achievement as well as report to the co-ordinator. We have also created a spreadsheet, which will begin to track categories of outcomes for groups of learners

Outcomes (*from program evaluation survey*):

Number of learners improving skills

Reading:	Yes	No	Don't Know
Enjoyment	N = 30	N = 7	N = 6
Newspapers	N = 20	N = 15	N = 8
To children	N = 14	N = 20	N = 9
Instructions	N = 24	N = 9	N = 10
Letters	N = 22	N = 14	N = 7
Recipes	N = 28	N = 14	N = 1
Notes at work	N = 12	N = 20	N = 11
Signs	N = 25	N = 8	N = 10
Telephone book	N = 13	N = 18	N = 12
Dictionary	N = 18	N = 16	N = 9
Timetables	N = 16	N = 14	N = 13
Roadmaps	N = 13	N = 19	N = 11

Writing:	Yes	No	Don't Know
Print	N = 20	N = 13	N = 10
Write	N = 18	N = 15	N = 10
Sign cheques	N = 17	N = 18	N = 8
Make lists	N = 19	N = 13	N = 11
Fill forms	N = 16	N = 17	N = 10
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Work reports	N = 8	N = 24	N = 11
Correct	N = 17	N = 14	N = 12

Other skills:	Yes	No	Don't Know
Spelling	N = 26	N = 11	N = 6
Listening	N = 29	N = 7	N = 7
Concentrating	N = 29	N = 7	N = 7
Discussing	N = 28	N = 6	N = 9
Studying	N = 30	N = 6	N = 7
Arithmetic	N = 22	N = 11	N = 10

Learners report other changes in their lives:

How to solve some problems in my daily life and help me know more Canadian way in my life.
I can read out loud, and speak in a crowd without too much trouble. Have gained self-esteem, self-worth, confidence and do not feel stupid as I was told in school.
I don't feel stupid. I write letters to people.
I felt confident.
I have learned lots of new things which has made my life richer.

I have more confidence when I am reading in public. I have less fear.
I have something positive in my life now.
I wouldn't have been able to survive with out them. My son wouldn't have been able to understand what I say.
I'm more confident in talking to others.
Improved writing and math.
It's like night and day. My job position got way better.
I've been getting more confidence.
Just about everything has gotten better.
Listening skills improved.
Makes me want to keep going in my learning.
More aware.
More comfortable because it is easy to read and talk to others. Easier to go to pharmacy or the store to read labels and understand how to use them.
More confidence in myself and my english has improved.
My computer skills have gotten much better.
Reading level has gone up.
Self-confidence and self esteem.
Understanding math a lot better.
Using a daily planner to organize my life, interacting with other people, being able to network for my business, explaining myself better.
Whole attitude. Made me in a really good mood.
Work is easier. Now I understand things. I have a better attitude about learning.

Logic Model working papers – Learning Webs

Learning Webs Program 2000

(information collected from existing data and document review)

Program Goal *(desired results to be achieved over an unspecified time)*

The stated goal was “to introduce learners and tutors to computers and the Internet”.

Program Objectives 1999/2000 *(how the program will achieve its goals):*

1. develop material:

- interested Camosun College faculty, with the assistance of support staff, will develop material at the fundamental level, similar to more advanced Learning Webs currently being used at the intermediate level
- working group of tutors and learners will provide feedback and test materials

2. acquire resources:

- solicit donations of 486 or better used computers
- evaluate, service and upgrade computers (16MB or better RAM, Windows 95, modem or cable modem)
- develop computer lending program for learners to use equipment at home
- solicit donation of internet service for qualifying learners
- make presentations to potential community partners

3. demonstrate increased knowledge and skills:

- host a demonstration fair for other learners and the community
- publish articles in PLV conventional newsletters
- publish project report on web site

Inputs:

- computer lab facilities
- 1 dedicated part-time staff position as well as part-time administration and clerical support
- volunteer time for tutoring
- volunteer time for technical support

Activities:

- develop policies and procedures
- solicit donations of computer equipment
- evaluate, service and upgrade computers
- recruit and screen volunteers
- develop training courses
- develop web-site
- help users to set up free email accounts
- research on-line learning resources

Outputs:

- 3 computer systems are available for learners to borrow
- 5 computers available for learners to use in the lab
- courses on Computer Basics, Exploring the Lab, Introduction to the Internet, Introduction to Word Processing, Advanced Word Processing, Staple Intensive
- average computer use was 102 hours per month
- web-site is up and running

Learning Webs Outcomes (*from existing skills checklist*):

- 8 learners using email
- 5 learners using computers in lessons with tutors
- 3 learners are able to conduct independent Internet searches
- 1 learner mastered the Skills checklist for Independent Use and was able to borrow a computer for home

Outcomes Tests

Learners' Network Program			
Outcome	Does it meet the test??		
	test 1	test 2	test 3
learned how to keep score at bowling	y	y	
made a budget	y	y	y
did some public speaking	y	y	y
BC Tel - checked out call answer info	y	y	y
using telephone phone book	y	y	y
passed plumbing course at Camosun	y	y	y
appreciates more sophisticated humour	y	y	
getting good feedback at work	y	y	y
able to use map book	y	y	y
reviewed scholarship plan for son	y	y	y
joined a book club	y	y	y
learned to take the bus	y	y	y
obtained library card	y	y	y
stands up for his rights	y	y	y
use the library	y	y	y
read a novel	y	y	y
improved confidence observed by others	y	y	y
recipes, measuring cups	y	y	
using dictionary at work	y	y	y
work-related reading	y	y	y

read/understood 3 books	y	y	y
reading for pleasure	y	y	y
able to read books to son	y	y	y
improved comprehension	y	y	
feel more confident	y	y	
reading a novel	y	y	y
read book to son	y	y	y
passed Communications 12 exam	y	y	y
designed order form for home business	y	y	y
filled out Jan. progress report	y	y	
completed first crossword puzzle!	y	y	
wrote a story for newsletter	y	y	y
wrote complaint letter to T-Colonist	y	y	y
wrote commentary for home business fashion show	y	y	y
completed family allowance form	y	y	y
better spelling observed by others	y	y	
memos at work	y	y	y
much more fluent	y	y	
95% on school paper!	y	y	
wrote a letter to Mayfair Mall	y	y	y
wrote note to daughter's school	y	y	y
read recipes	y	y	
doing better in workplace	y	y	y
writing sentences on his own	y	y	
spelling more new words	y	y	

completed an application form	y	y	y
wrote a poem	y	y	
vocabulary & synonyms improved	y	y	
made a budget	y	y	
set goals & objectives	y	y	
passed exam and got job at hospital	y	y	y
completed Child Observation Course	y	y	y
passed Foodsafe Course	y	y	y
passed St. John's Ambulance First Aid Course	y	y	y
got a job	y	y	y
practised Interview techniques	y	y	
boss commended her improved spelling and work with Interac charges	y	y	y
passed first aid course and got job	y	y	y
learned to make change for snack bar	y	y	y
doing janitorial work for PLV on incentive program	y	y	y
reviewed manual for work	y	y	
wrote job application cover letter	y	y	y
learned to type	y	y	
made business cards	y	y	y
learned basic mouse and keyboarding skills	y	y	
volunteering at thrift store	y	y	y
mastered basic computer skills	y	y	

for independent use			
mastered basic typing and moved to advanced	y	y	
obtained job description and studied it	y	y	
prepared for interview	y	y	
learned to use a carpenter's calculator	y	y	y
learned metric conversion	y	y	y
completed Serving It Right course	y	y	y
received journeyman mechanic's paper in 4 months	y	y	y
completed a job-finding course	y	y	
learned keyboarding and basic computer skills	y	y	
comprehension of product info vastly improved	y	y	y
able to read manual at work	y	y	y
achieved 80% on Grade 10 English	y	y	
completed Grade 12	y	y	y
A's and B's in Grade 9 Math	y	y	
had her story published on NALD Story of the Week	y	y	y
passed Communications 12	y	y	
enrolled in course at Sooke SD	y	y	y
enrolled in course full-time course at READ	y	y	y
completed Unit 1 in English 12 correspondence course	y	y	
passed English 150	y	y	y
got perfect mark on test at ICA	y	y	

got A on Biology	y	y	
reviewed tenant's rights info	y	y	
got library card	y	y	
studied nutrition, improved her diet and lost 4 pounds	y	y	y
read info about menopause	y	y	
read lease agreement and wrote cancellation letter, negotiated return of damage deposit	y	y	y
learned to write cheques and maintain cheque register	y	y	y
learned to calculate pay hours	y	y	y
learned to make change	y	y	y
writes own support cheques	y	y	y
did homework for Bible course	y	y	
made budget for independent living	y	y	
made shopping list	y	y	
learned measuring, reading recipes and cooking terms to make muffins	y	y	
learned oven safety	y	y	
wrote a personal letter	y	y	
learned to use a telephone book	y	y	
made a will and a living will	y	y	y
wrote letter to mayor	y	y	y
wrote letter to TC	y	y	y
learned to read street signs	y	y	
read the Ministry of Health publication to solve diet and health issues	y	y	y
learned personal banking	y	y	y

improved shopping skills	y	y	y
learned to use library computer to order large print books	y	y	y
wrote recipes	y	y	y
learned to read flyers	y	y	
learned to use a calculator	y	y	
is now paying his own rent	y	y	y
can take bus by herself	y	y	y
can read selections from newspaper	y	y	
5 learners went to Camosun College Open House for a guided tour-	y	y	
won a trip to Saltspring Island for art course	y	y	
learners planned a special event for 17 participants, including budget, facilities, lunch, evaluation, etc.	y	y	
learners planned a trip to the Greater Victoria Public Library	y	y	
learners helped to host Christmas Open House	y	y	
Learners raised money by working for the Downtown Business Association and used the money to buy books for George Jay School	y	y	y
learners visited an elementary school to read to children and talk about the importance of staying in school	y	y	y
learners planned an held a Metric Madness workshop	y	y	
learners planned an held a	y	y	y

Millennium Book Club launch and Gala celebration			
learners gave a talk to a social work class at U Vic	y	y	y
learners help man a mall display	y	y	y
learners interview potential new tutors	y	y	y
visited the Art Gallery	y	y	
regularly emailing family	y	y	y
volunteering at elementary school weekly	y	y	y
went to Circus Magicus	y	y	
used Internet to locate friends in Halifax	y	y	y
began attending PLV social events with mother	y	y	
attending learner events and computer training on his own	y	y	y
solicited sponsorships for the Millennium Book Club	y	y	y
sent thank you cards	y	y	
sends and receives email	y	y	y
writes valentine and birthday cards to grandchildren	y	y	y
read info about family violence	y	y	y
helping daughter with school	y	y	y
read info from Parenting course, info about allergy and asthma, filled in health form for school	y	y	y
read child school book	y	y	
now living independently	y	y	y
learned family law and court	y	y	y

procedures			
writing a book	y	y	y
adding 2 digits without use of abacus or finger counting	y	y	
making grocery list	y	y	
comparison shopping using flyers to compare brands	y	y	y
using the best before date	y	y	y
calculate bottle deposit	y	y	
choosing reading material at an appropriate level	y	y	
use of library, reference skills	y	y	y
use of dictionary	y	y	
use of calculator (all the functions)	y	y	
getting into program	y	y	y
passing exams or tests, getting grade 12	y	y	y
paying bills by ATM	y	y	y
recording and keeping appointments	y	y	y
using a calendar	y	y	
write a family history	y	y	
research a family tree	y	y	
using spell checker	y	y	
change in attitude, self-talk, risk-taking, determination	y	y	y
increased attention span	y	y	
anger management	y	y	y
feel better about yourself	y	y	
manage monthly budget	y	y	y
planning and decision making	y	y	y

Outcomes Report 1998/1999

United Way

What measures of outcomes do you use to assess your achievement of each of these objectives?

If you do not have measures in place now for some or all of these objectives (and many agencies do not), what are your plans to define and obtain these measures over the next three years?

Our current strategic plan has organizational objectives stated in terms of input and output not outcomes. Staff members develop specific program objectives. These are also stated in terms of measurable output, not outcomes. Individual learners have outcome objectives in their learning plans and these are measured by tutor and self-evaluations in their monthly progress reports. Comparisons are usually made with writing samples and reading levels obtained when they entered the program.

Autoskill program students have printed graphs that show their mastery of specific reading and mathematics units. All of these outcome measures are presently only reported to the individual learners as each learner has a learner-centred program and no curriculum is prescribed. The adult literacy program evaluation that we use contains some outcome measures e.g. a checklist of skills that have improved, and a statement of how a learner's life has changed as a result of his/her learning. The results are used to modify programs and plan new programs.

PLV staff is currently working to develop draft program.

Outcomes 1998/1999

Learners Network Program - 6 learners have achieved their goals as follows:

- mature ESL learner with good oral fluency improved reading comprehension skills to feel comfortable participating in community planning processes
- learner reached career goal of entering Ontario Provincial Police force after passing test and assessment
- learner passed GED Math
- learner passed Grade 11 upgrading
- learner met personal workplace goal of improving memo writing and spoken English, received good feedback from co-workers and supervisor
- learner passed plumbing trades course at Camosun College

In addition, one of our learners was recognized at work with a bonus and write-up in his company newsletter for 25 years exemplary service and for efforts made to improve literacy skills (This was a very big deal for this learner and we sent a note to

the employer, thanking them for the positive recognition for our learner.)

Reported Initial Outcomes

Reading	Writing
<p>used the library read a novel improved confidence observed by others recipes, measuring cups using dictionary at work work-related reading read/understood 3 books reading for pleasure 3 pages every night able to read books to son improved comprehension feel more confident read Annie Oakley reading a novel read book to son passed Communications 12 exam</p>	<p>designed order form for home business filled out Jan. progress report completed first crossword puzzle! wrote a story for newsletter wrote complaint letter to T- Colonist wrote commentary for home business fashion show wrote a letter completed family allowance form better spelling observed by others partner writing contest (x5) memos at work much more fluent wrote 3 letters 95% on school paper! wrote a letter to Mayfair Mall wrote note to daughter's school read recipes doing better in workplace great marks in course wrote letter & story writing sentences on his own spelling more new words completed an application form wrote a poem vocabulary&synonyms improved</p>
Math	Lifeskills
<p>learned how to keep score at bowling higher marks at school rounding numbers significant progress learned cheque writing some tests 90% or higher lost fear of learning new things in math set date for writing GED next year</p>	<p>made a budget did some public speaking BC Tel - checked out call answer info set goals & objectives using phone book passed plumbing course at Camosun appreciates more sophisticated humour getting good feedback at work able to use map book reviewed scholarship plan for son joined a book club learned to take the bus obtained library card stands up for his rights Learning is neither boring or a waste of time; it is always a valuable lesson going to pay rent by himself Living was good but it's gotten better . since I started learning to spell and read better</p>

Outcomes Report 1999-2000

United Way of Greater Victoria

Allocation Process

Outcome Measurement We had originally decided that the Learners' Network is the best place to start as it is the only on-going program, which meets the criteria. Since we have re-organized our staff and provided orientation for new staff members, we have tried to include an Outcome Measurement component in all proposals and reports for all programs. As staff members become sensitized to Outcome Measurement concepts, we change our way of thinking about planning and evaluation in all programs.

In 1998-1999 we began educating our board and staff about Outcome Measures. The board representative had spent considerable time working with us but resigned from the board when his college teaching duties were rescheduled. The Learners' Network co-ordinator was working on the project but suffered some health problems and then resigned suddenly and without notice. I have begun again with the new co-ordinator. The orientation and professional development that we had undertaken then needed to be begun again with the new co-ordinator but this was not possible until she was comfortable in her new position. We have been reviewing all record keeping associated with the Learners' Network and making many changes (partly because of an emphasis on outcomes and partly because the co-ordinator's sudden resignation left us trying to make sense of her files and records without the benefit of her assistance.)

Our consultations with the United Way agencies developing Outcome Measures and with Literacy researchers have been helpful but have reinforced our perception that this process is more complicated than we first thought. Nevertheless the process and resulting awareness of outcomes is affecting all of our work from strategic planning to public relations to program and staff evaluations.

The following Outcome measures have been identified and data is now being collected in Monthly progress reports (there is no way to report measurable changes since the reporting is new):

Outcomes (*from progress reports*):

- Autoskill graphs demonstrate skill improvement mostly Math
- improved or steady attendance
- assignments completed at agreed upon time
- learner reports family member, friend or co-worker noticing skill improvement

- increased participation in PLV and/or community events
- passing tests
- learner writing progress report independently
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Writing:	Yes	No	Don't Know
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I don't feel stupid. I write letters to people.
I felt confident.
I have learned lots of new things which has made my life richer.

I have more confidence when I am reading in public. I have less fear.
I have something positive in my life now.
I wouldn't have been able to survive with out them. My son wouldn't have been able to understand what I say.
I'm more confident in talking to others.
Improved writing and math.
It's like night and day. My job position got way better.
I've been getting more confidence.
Just about everything has gotten better.
Listening skills improved.
Makes me want to keep going in my learning.
More aware.
More comfortable because it is easy to read and talk to others. Easier to go to pharmacy or the store to read labels and understand how to use them.
More confidence in myself and my english has improved.
My computer skills have gotten much better.
Reading level has gone up.
Self-confidence and self esteem.
Understanding math a lot better.
Using a daily planner to organize my life, interacting with other people, being able to network for my business, explaining myself better.
Whole attitude. Made me in a really good mood.
Work is easier. Now I understand things. I have a better attitude about learning.

Issues still to be resolved:

- confusion over whether certain events are outputs, outcomes or another kind of result
- what surrogates can be used for outcomes that defy measurement?
- technically sound methodologies can be expensive and time consuming. We need to work within staffing, workload and funding constraints
- mobility of our learner group due to lack of affordable housing

Learners' Network Intake Form



Name _____ Date _____

Address _____

City _____ Postal Code _____ (near) _____

Phone # _____ Message # _____

E-mail _____ Become a PLV member ____ Yes ____ No

Single _____

Age _____ Birthdate _____ Married _____ Children at home _____

Present employer _____ Position _____

Past work or volunteer experience _____

Interests and Hobbies _____

How did you learn about this tutoring program? _____

Does someone else want you to have a tutor? _____

Where did you go to school? _____

Any grades repeated? _____ What was the last grade you completed? _____

How old were you? _____ Reason for leaving school? _____

Easy subjects? _____ Difficult subjects? _____

Were you ever given an assessment or special testing at school? _____

Do you remember the results? _____

Did you ever have a serious illness or head injury? _____

Does any other family member have trouble reading or writing? _____

Do you have any allergies (smoke, perfume)? _____

Transportation: _____ Smoker _____ Non-smoker _____

Place: PLV _____ my home _____ tutor's home _____ other _____

I prefer a Tutor: Male Female no preference

a person younger than me a person older than me no preference

I am available:	9 – 12 am	noon- 6 pm	evening
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____
Saturday	_____	_____	_____
Sunday	_____	_____	_____

Have you tried to go back to school as an adult? _____

Reason(s) for coming to PLV now? Education/Training Personal Get a job
 Improve job Other _____

Short term goals? _____ Long term goals? _____

Do you read any newspapers, magazines or books? _____

What kinds of books do you like to read? _____

What would you like to be able to read better? _____

What do you need to be able to read better? _____

Do you do any writing? _____

What would you like to be able to write better? _____

What do you need to be able to write better? _____

What would you like a tutor to help you with?

writing _____ spelling _____ reading _____ math _____

figuring out unfamiliar words _____ remembering spoken directions _____

handling money/banking _____ reading for understanding _____

Other _____

Comments:

Would like to receive the Times Colonist newspaper _____ Yes _____ No

Will you need PLV to provide you with supplies (ie. pens, paper, etc) _____ Yes _____ No

Reading Sample

West Coast Reader: **I** _____ * _____ ** _____

What was this article about?

Was this difficult or easy for you to read?

Writing Sample

- Write as much as you can.
- Take as long as you need.
- Don't worry about spelling or handwriting.

Some ideas to write about:

- A note telling your child's teacher that he or she is sick and can't come to school.
- A phone message for a member of your family.
- A post card to a friend.
- A letter of complaint to your landlord.
- A memo for work.

Learner Portfolio

Personal Goals	Can do	Work on	No
Read/write address	_____	_____	_____
Write a shopping list	_____	_____	_____
Comparison shopping	_____	_____	_____
Write cheques	_____	_____	_____
Reading / paying bill	_____	_____	_____
Handling money	_____	_____	_____
Use the phone book	_____	_____	_____
Read a menu	_____	_____	_____
Read/write recipes	_____	_____	_____
Take the driver's test	_____	_____	_____
Read leases, contracts or tax forms	_____	_____	_____
Read/write letters or notes	_____	_____	_____
Improve math skills	_____	_____	_____
Learn to use a computer	_____	_____	_____
Read a newspaper	_____	_____	_____
Read magazines	_____	_____	_____
Read labels and signs	_____	_____	_____
Reading bus schedule	_____	_____	_____
Read maps and write directions	_____	_____	_____
Improve handwriting	_____	_____	_____
Improve printing	_____	_____	_____
Write your life story	_____	_____	_____
Write short stories / poems	_____	_____	_____
Family			
Read to children / grandchildren	_____	_____	_____
Help children with homework	_____	_____	_____
Read/write notes to children's school	_____	_____	_____
Read/write names of family	_____	_____	_____
Community/Organization			
Community events / religious reading	_____	_____	_____
Voting registration / info	_____	_____	_____
Find out more how gov't works	_____	_____	_____
Join a group to solve a problem / to help	_____	_____	_____
Work			
Fill out job applications	_____	_____	_____
Write resumes & cover letters	_____	_____	_____
Read/write phone messages	_____	_____	_____
Read/write job instructions	_____	_____	_____
Read to learn about other jobs	_____	_____	_____

Learners' Network Progress Report Form

The Learners' Network Progress Report
930A Yates Street, Victoria BC V8V 4Z3
381-3755 or fax 381-4911

Name and signature of learner _____

Name and signature of tutor _____

➔ Please prepare both sides of this report together. Thank you. ⬅

Month and year _____

of sessions scheduled _____

of sessions met

Tutor: # hours in preparation _____

hours in tutoring _____

Learner: time spent on homework and/or reading _____

This month we did the following: _____

We think this was successful/unsuccessful because: _____

Next month we will: _____

Learners: Please comment on areas in which you were feeling successful or were having difficulty this month.

Tutors: Please comment on areas of improvement or difficulty that you observed.

Reading _____

Writing _____

Math _____

Lifeskills _____

Computers _____

Would you like to take some computer training at PLV: Learner _____ Yes _____ No
Tutor _____ Yes _____ No

Tutors: Are you using any books/ resources that you think we should purchase for the PLV library?
Please list name, publisher, etc. _____

Services by Client Group Matrix

Services by Client Group Matrix

Program: Learners' Network

Services

Client Groups

	Learners	Tutors	Former Learners	Family and Friends	Other
Orientation	x	x			
Intake Interview	x	x			
Training	x	x			
Referral	x	x	x	x	x
Peer support	x	x			
Library	x	x			x
Newsletter	x	x			x
Scribe Service	x				x
Workshops	x	x		x	
Letter of Reference	x	x	x		

Services by Client Group Matrix

Program: Learning Webs

Services

Client Groups

	Learners	Tutors	Former Learners	Family and Friends	Other
Internet Access	x	x	x	x	x
Email	x	x	x	x	x
Computers at Home Program	x				
Computer Skills Classes	x	x			
Computer Aided Instruction	x	x			
Autoskill Only	x				

Suggested Outcomes (from all sources)

- used the library
- read a novel
- improved confidence observed by others
- recipes, measuring cups
- using dictionary at work
- work-related reading
- read/understood 3 books
- reading for pleasure
- 3 pages every night
- able to read books to son
- improved comprehension
- feel more confident
- read Annie Oakley
- reading a novel
- read book to son
- passed Communications 12 exam
- designed order form for home business
- filled out Jan. progress report
- completed first crossword puzzle!
- wrote a story for newsletter
- wrote complaint letter to T- Colonist
- wrote commentary for home business fashion show
- wrote a letter
- completed family allowance form
- better spelling observed by others
- partner writing contest (x5)
- memos at work
- much more fluent

- wrote 3 letters
- 95% on school paper!
- wrote a letter to Mayfair Mall
- wrote note to daughter's school
- read recipes
- doing better in workplace
- great marks in course
- wrote letter & story
- writing sentences on his own
- spelling more new words
- completed an application form
- wrote a poem
- vocabulary&synonyms improved
- learned how to keep score at bowling
- higher marks at school
- rounding numbers
- significant progress
- learned cheque writing
- some tests 90% or higher
- lost fear of learning new things in math
- set date for writing GED next year
- made a budget
- did some public speaking
- checked out call answer info at BC Tel -
- set goals & objectives
- using phone book
- passed plumbing course at Camosun
- appreciates more sophisticated humour
- getting good feedback at work

- able to use map book
- reviewed scholarship plan for son
- joined a book club
- learned to take the bus
- obtained library card
- stands up for his rights
- Learning is neither boring or a waste of time; it is always a valuable lesson
- going to pay rent by himself
- Living was good but it's gotten better since I started learning to spell and read better
- passed exam and got job at hospital
- completed Child Observation Course
- passed Foodsafe Course
- passed St. John's Ambulance First Aid Course
- got a job
- practiced Interview techniques
- boss commended her improved spelling and work with Interac charges
- passed first aid course and got job
- learned to make change for snack bar
- doing janitorial work for PLV on incentive program
- reviewed manual for work
- wrote job application cover letter
- learned to type
- made business cards
- learned basic mouse and keyboarding skills
- volunteering at thrift store
- mastered basic computer skills for independent use
- mastered basic typing and moved to advanced
- obtained job description and studied it
- prepared for interview

- learned to use a carpenter's calculator
- learned metric conversion
- completed Serving It Right course
- received journeyman mechanic's paper in 4 months
- completed a job-finding course
- learned keyboarding and basic computer skills
- comprehension of product info vastly improved
- able to read manual at work
- achieved 80% on Grade 10 English
- completed Grade 12
- A's and B's in Grade 9 Math
- had her story published on NALD Story of the Week
- passed Communications 12
- enrolled in course at Sooke SD
- enrolled in course fulltime course at READ
- completed Unit 1 in English 12 correspondence course
- passed eng 150
- got perfect mark on test at ICA
- got A on Biology
- reviewed tenant's rights info
- Will got library card
- got library card
- studied nutrition, improved her diet and lost 4 pounds
- read info about menopause
- read lease agreement and wrote cancellation letter, negotiated return of damage deposit
- learned to write cheques and maintain cheque register
- learned to calculate pay hours
- calculates correct change
- writes own support cheques

- got own library card
- did homework for Bible course
- made budget for independent living
- made shopping list
- learned measuring, reading recipes and cooking terms to make muffins
- learned oven safety
- wrote a personal letter
- learned to use a telephone book
- made a will and a living will
- wrote letter to mayor
- wrote letter to TC
- learned to read street signs
- read the Ministry of Health publication to solve diet and health issues
- learned personal banking
- improved shopping skills
- learned to use library computer to order large print books
- wrote recipes
- learned to read flyers
- learned to use a calculator
- is now paying his own rent
- can take bus by herself
- can read selections from newspaper
- 5 learners went to Camosun College Open House for a guided tour-
- won a trip to Saltspring Island for art course
- learners planned a special event for 17 participants, including budget, facilities, lunch, evaluation, etc.
- learners planned a trip to the Greater Victoria Public Library
- learners helped to host Christmas Open House
- Learners raised money by working for the Downtown Business Association and used the money to buy books for George Jay School

- learners visited an elementary school to read to children and talk about the importance of staying in school
- learners planned and held a Metric Madness workshop
- learners planned and held a Millennium Book Club launch and Gala celebration
- learners gave a talk to a social work class at U Vic
- learners help man a mall display
- learners interview potential new tutors
- visited the Art Gallery
- regularly emailing family
- volunteering at elementary school weekly
- went to Circus Magicus
- used Internet to locate friends in Halifax
- began attending PLV social events with mother
- attending learner events and computer training on his own
- solicited sponsorships for the Millennium Book Club
- sent thank you cards
- sends and receives email
- writes valentine and birthday cards to grandchildren
- read info about family violence
- helping daughter with school
- read info from Parenting course, info about allergy and asthma, filled in health form for school
- read child school book
- now living independently
- learned family law and court procedures
- writing a book
- adding 2 digits without use of abacus or finger counting
- making grocery list
- comparison shopping using flyers to compare brands
- using the best before date

- calculate bottle deposit
- choosing reading material at an appropriate level
- use of library, reference skills
- use of dictionary
- use of calculator (all the functions)
- getting into program
- passing exams or tests, getting grade 12
- paying bills by ATM
- recording and keeping appointments
- using a calendar
- write a family history
- research a family tree
- using spell checker
- change in attitude, self-talk, risk-taking, determination
- increased attention span
- anger management
- feel better about yourself
- manage monthly budget
- planning and decision making