Splash & Ripple

Using Outcomes to Design & Manage Community Activities

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How to Use this Guide

This guide was prepared for the Canadian Heritage (PCH) Multiculturalism Program to help groups use outcomes when designing and managing programs. It draws from a wide range of sources, making it relevant to other community programs funded by Canadian Heritage and to the non-profit sector as a whole.

Outcome measurement is easier to understand and use when you have a mental image of how it works. We use an image of a rock dropped in water (Splash and Ripple) to show what we do and the difference it makes in our projects. Read this handbook once through to help you build that image. You will see that outcome measurement is a process of piecing ideas together as in a puzzle – one activity here, an immediate or intermediate outcome there, until the puzzle pieces fit together logically. This process is explained by laying out key terms in a results chain.

Once you have read the handbook, return to page 4 for suggestions on getting started using outcome measurement in your organization. An example of a completed framework and indicators can be found in the Appendix. By using the handbook in this way, you will begin to internalize how outcome measurement works; it will become easier each time you use it. More importantly, it helps you visualize meaningful and achievable changes in your community. Outcome measurement is different from previous planning approaches because it challenges us to reach beyond traditional goals and objectives to describe how our community will be different.

"The real voyage of discovery consists not in seeking new landscapes but in having new eyes."

– MARCEL PROUST

Contents

Introduction

How does outcome measurement help governments be more accountable?

Outcome measurement stems from a global change in the way governments manage and deliver their programs and services. Historically governments have focused their attention on resource inputs (what they spend), activities (what they do), and outputs (what they produce). Accurate information at this level is important but insufficient to demonstrate the longer term changes these programs and services aim to bring about.

A results-oriented management agenda requires managers to look beyond activities and outputs to focus on the longer term changes of outcomes and impacts. Managing for results requires attention from the beginning of an initiative to its end. It means clearly defining the results to be achieved, measuring and evaluating performance, and making adjustments to improve efficiency and effectiveness. It also means reporting on performance in ways that make sense to ordinary citizens.

Many funded groups find results orientation difficult to work with because of the kinds of change their projects aim to bring about. In social development, changes sought through projects are often hard to measure. For example, how can you demonstrate a change in a community's ability to detect and act on racist incidents? While change in this scenario can more easily be expressed in quantitative ways, there are also important qualitative aspects that are harder to capture in a convincing way.

How can outcome measurement help your organization?

Outcome measurement is a way of planning, managing, and evaluating projects that encourages us to be clear about what our projects are DOING and what they are CHANGING. In the language of evaluation, this relationship is sometimes called the "theory of change." By engaging people at all organizational levels in a reflective process, outcome measurement provides a coherent and systematic set of tools to support collaborative planning, to make management decisions and to establish an evaluation process. The outcome measurement framework is the first and most important tool in the collection – it is a map that suggests the path between the DOING and the CHANGING.

Outcome measurement will help your organization:

- Know what to expect from project activities
- Identify who will benefit from the expected results
- Gather just the right information to know whether the project is achieving what you want
- Know how to improve project activities based on this information
- Know how to maximize positive influences (opportunities) and avoid or overcome negative influences (obstacles)
- Communicate plans and achievements more clearly to people and other organizations
- Gain from the knowledge, experience and ideas of the people involved
- Provide accurate and convincing information to support applications for funding

If used for all these purposes, outcome measurement will also strengthen your community's or organization's capacity at the same time.

A word of caution...

First, the language of outcome measurement can vary slightly from one funding body to another. Take heart in knowing that most current outcome measurement models use planning and management approaches centered on a "results chain." This chain links resources (inputs), activities, and outputs to desired results i.e., changes in people, families, organizations or communities. Immediate outcomes, intermediate outcomes, and final outcomes are the terms used in the handbook for results sought.

In sum...

Three key ingredients for successful implementation of outcomes measurement are an understanding of:

1. the language and theory of outcomes measurement.
2. the accountability requirements and working style of the funding bodies with whom you work.
3. the readiness of your organization to use outcome measurement to a) map out actions and desired changes and then b) track the progress for learning and accountability.

"A great wind is blowing, and that gives you either imagination or a headache."

– CATHERINE II (THE GREAT) 1729 – 1796 EMPRESS OF RUSSIA

"Be the change you want to see in the world."

– GANDHI

Perspective
A focus on results for Canadians

The Canadian Heritage view of outcome measurement

All projects supported by PCH are asked to adopt an "outcome measurement" approach to project planning, management, and evaluation. Most community initiatives need some outside funding to help them achieve their outcome. A solid framework and a strong command of outcome measurement language create a good foundation to develop your project, build your funding support, and manage the project once you receive funding.

This expectation is based on Treasury Board of Canada Guidelines in Results for Canadians – managing for results is "a comprehensive, life-cycle approach to management that integrates business strategy, people, processes and measurements to improve decision-making and drive change." The Treasury Board of Canada Secretariat (TBS) is responsible for helping all federal agencies adopt a results focus, a commitment which is central to the federal government's vision for the public service. According to this vision, emphasis on outcomes is central to maintaining:

- accountability to Canadian citizens
- a clear set of public service values including self-reliance, compassion, and respect for democracy; and
- responsible spending.

This updated guide gives ideas about the benefits of using outcome measurement in your organization to shift the focus from immediate deliverables (outputs) to managing for meaningful change (outcomes). Building a framework is a useful way to open a dialogue about the changes you would like to see in your work, and to determine what will be needed to bring them about.

For information on how the Canadian Government views outcome measurement, go to the TBS website at http:// www.tbs-sct.gc.ca and search for the document "Results for Canadians: A Framework for the Government of Canada." There are three particularly important messages for the non-profit sector in the Results for Canadians document:

1. The government's commitment to results spans the public service and those who partner with the government and use public funds, including non-profit organizations.

2. Implementation of outcomes-based management must be done in a flexible manner; "one-size-fits-all" management won't work. "Knowledge partnerships" between public institutions and their partners in non-profit and private sector organizations are critical to achieving effective, citizen focused public sector management.

3. A challenge for the future is to foster a performance culture that accepts "learning by doing" and "continuous improvement" as a way of working both within and outside of government.

The Multiculturalism Program

PCH's Multiculturalism Program is one important vehicle through which the federal government pursues the goals of the *Multiculturalism Policy* – Identity, Civic Participation, and Social Justice. The main example used in this guide originates from the Multiculturalism Program which focuses on initiatives to achieve the following objectives:

1. help develop strategies that facilitate the full and active participation of ethnic, racial, religious, and cultural communities in Canadian society

2. facilitate collective community initiatives and responses to ethnic, racial, religious, and cultural conflict and hate-motivated activities

3. increase public awareness, understanding and informed dialogue about multiculturalism, racism, and cultural diversity in Canada; and

4. improve the ability of public institutions to respond to ethnic, racial, religious, and cultural diversity by helping identify and remove barriers to equitable access, and by supporting the involvement of diverse communities in public decision-making processes.

Through the Multiculturalism Program, funding is provided for projects that address at least one of the program objectives, emphasize social development, and highlight community initiative, partnership, and self-help.

Outcome Measurement

The basics

This guide organized around the ten terms presented here, takes you through terminology, concepts and examples to help you apply outcome measurement inside your own organization.

The guide illustrates each of these concepts using a hypothetical community-based, diversity initiative as an example: The Equity Coalition of Anytown, Canada.

Inputs
Resources you need to create results. *(page 8)*

Activities
What you do to create changes. *(page 9)*

Outputs
The direct results of your activities. *(page 10)*

Getting Your Bearings
Defining programming priorities. *(page 6)*

Immediate Outcomes
Capturing the potential of activities and their outputs. *(page 12)*

Indicators
How you know you're achieving the results you seek. *(page 19)*
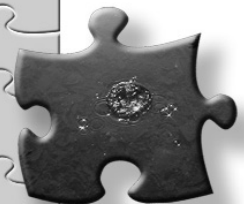
Opportunities and Obstacles
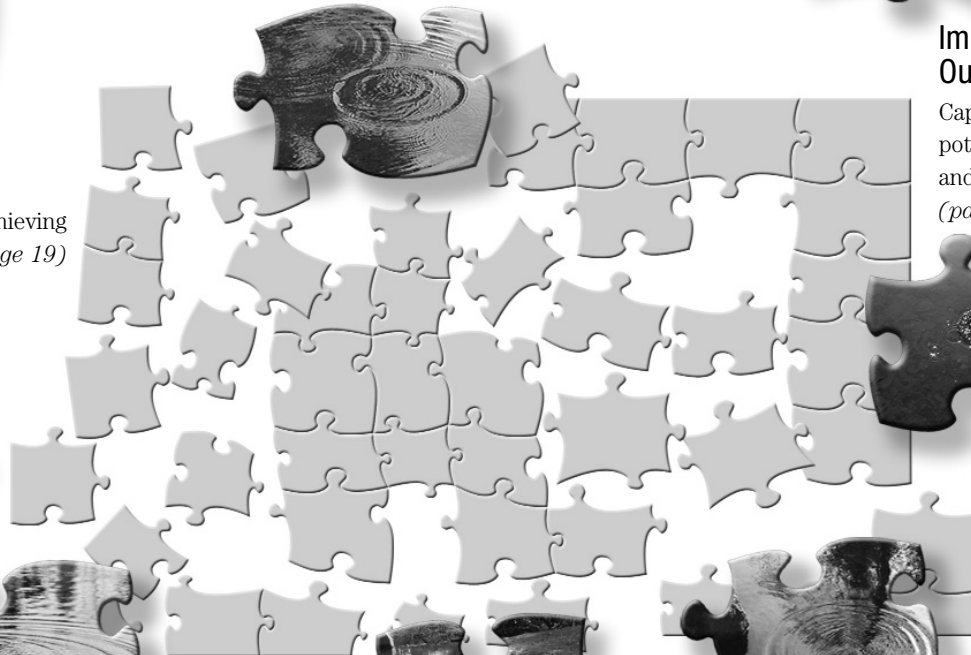What's helping and hindering your project? *(page 17)*

Final Outcomes
Toward longer term change. *(page 16)*

Intermediate Outcomes
Achieving desirable changes for people, organizations and communities. *(page 14)*

Getting Started

How to get started on an outcome measurement framework

Outcome measurement is a cyclical process

It's hard to construct an outcome measurement framework in one sitting; it usually happens over several sessions.

Make the most of the different learning styles in your group; there are always some people who like to think "long range" and "big picture" first (final outcome), and then work backward to identify the more concrete activities and outputs. There will also be people who like to start concretely with activities and then work toward the big picture. Accommodate both learning styles by moving back and forth along the results chain.

1. Getting your bearings

Form a group. Brainstorm the things your organization wants to work on. Consider the questions set out under Getting Your Bearings on Page 6. Write down all your ideas. Once you have a project idea, sketch it out in a set of statements describing what you want to do and what you want to change.

2. Categorize

Try putting these statements into the categories you are familiar with from reading this handbook. Some groups like to start with activities because that is what you experience everyday. Do not dwell here. Get some rough categories down on paper and move on. You will want to identify your final outcome as soon as possible so that as an organization you know where this project is taking you. Identifying the resources you need – your inputs – comes after you have pieced together your results chain.

3. Refine

Refine the information in each category, group activities into sets, check that your outputs flow into immediate, intermediate and final outcomes, and that all the statements accurately reflect what you are doing and planning to change. List all your opportunities and obstacles.

4. Develop indicators

You probably already have some indicators. Add more. Brainstorm different ways to collect the information. Run all indicators through the checklist on Page 20. Choose the best ones for your project.

We cover all the steps to create an outcome measurement framework in the following pages. However, if you want a really quick guide, turn to Appendix 3 – Outcome Measurement-at-a-Glance.

Theory and practice are always different

There are just too many variables for your organization to control all of them. This is true even when you think you have a sound outcomes framework in place. Projects rarely proceed exactly as expected. That is okay. Frameworks should be living documents. They should guide your work, but be adaptable as your experience builds and the context continues to change. The degree to which you can alter your framework during a project is something for discussion between you and your funding organization.

Splash & Ripple

An image of outcome measurement

For each project, many people have ideas of what should be done and what can be changed. Adding these diverse points of view to the planning process creates a richer project. Unfortunately, the language of outcome measurement is often a barrier to participation. This is where images or metaphors can help. Help people understand by imagining what happens when a rock is dropped into a pond.

The rock is like a material *input*, the person holding the rock is like a human resource *input*. The act of dropping the rock is like an *activity*. When the rock reaches the water, it creates a *SPLASH*. These are your *outputs*. The *RIPPLES*, spreading out from the splash are like your *outcomes*, (short, medium and long term). The edge of the pond represents the geographic and population boundaries of your project.
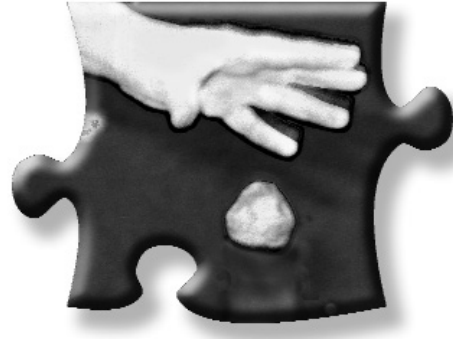
> *"A picture is worth a thousand words."*
> — ANONYMOUS

There are six guiding ideas inside this image:

Time

Splashes (outputs) become ripples (outcomes) which move outward over time. The idea is that outputs are immediate and flow directly from activities. Immediate outcomes are closely linked to outputs. They describe the related "potential" generated by the activity and its output. Intermediate outcomes take the lifetime of your project to show and are at least one step removed from activities. Final outcomes take longer than the life of your project to show and are many stages removed from activities

Sphere of influence

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

Control

As splashes become ripples, control diminishes. You have considerable control over inputs, activities and even outputs up to when the splash occurs in the pond, but after that you have less and less control.

Context

Affected by other disturbances in the pond, ripples (outcomes) take their own course. You can however influence the ripples, at least those ripples that are closer to the original splash. To use this influence, you must know how to deal with the other disturbances in the pond (i.e., opportunities and obstacles).

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

Learning and improvement

Every splash and ripple sequence is an experiment. The more you know about the splash and ripple effect of your project, the more able you are to add to or alter your inputs and activities to yield better results. Using this image, you can drop the rocks in differently by dropping in bigger rocks or dropping in fewer or more.

Relationships

There are obvious connections between the dropping of the rock (activity) and the outer ripple (what you are aiming to change). In outcome measurement, these relationships are described in the outcome measurement framework. Read on!

Getting Your Bearings

Defining programming priorities

Looking outward

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

Looking inward

- What is our mission/mandate?
- What are our core competencies/resources?

TIP

In this handbook, we refer to "your project," but you can apply outcome measurement to an individual job description, a project, a program, a department or your entire organization. Just decide which scale makes most sense for your organization. Applying it to individual projects makes sense as they are often managed and funded separately.

Before charting activities, outputs, and immediate, intermediate and final outcome statements for a project, it is important to do some preparatory thinking. This involves an "outward" look at the issues and opportunities you could address and an "inward" look at your organization's mission, skills, and resources. Taking time for preparatory thinking speeds up your planning process and sharpens your focus. In doing so, you should be clear about the following:

- The priority issues/opportunities that exist, and those that fall within your organization's mission or mandate and capability (e.g., you may see that your organization is well-positioned to address community concerns about "racist incidents in a local school"). Is the issue "hot"? Do you have the contracts? Does it fit your mandate?

- Spatial/geographic boundaries for the project (if any), such as a neighborhood, municipality, city, or region (e.g., in a project to address "racist incidents in a local school"); the boundaries might be confined to a particular neighborhood or school catchment area.

- Population boundaries (if any), such as teenagers, (e.g., in the same project, the boundaries might be students in grades 9 - 12).

- Particular groups (individuals, family and friends, other organizations/institutions) that might have a role to play in the project's outputs, and immediate, intermediate and final outcomes (e.g., community leaders, teachers, parents, sports leagues, community centres).

- The amount of time you need to address your priority issues/opportunities (e.g., six months to participate in a study of "racist incidents in a local school" and two months to engage the public in discussion of findings for a total of eight months).

Our Example

The Equity Coalition of Anytown, Canada

The Equity Coalition is carrying out a community action project similar to many other PCH Multiculturalism Program supported initiatives. As you read through the guide, you will find examples of how this project's work would be described using outcome measurement language.

You will find the complete Equity Coalition outcome measurement framework in the Appendix. Throughout this handbook, whenever you see this symbol ✹ we use the Equity Coalition to help illustrate a concept.

The Equity Coalition's Racial Profiling Awareness Project

DEFINING PROGRAMMING PRIORITIES
for the Equity Coalition

In the aftermath of the 9/11 attacks in the United States and continued hostilities in the Middle East, some visible minority communities in Canada have experienced increased discrimination. This initiative responds to one particular form of discrimination that appears to be on the rise – racial profiling. This is the practice wherein law enforcement and security actions – like "stops" and "searches" – are taken primarily on the basis of skin colour or other characteristics like dress associated with religion. Racial profiling stems from misinformation, lack of information, and racial stereotyping. Some people are concerned that public and private sector law enforcement and security organizations are pressured to adopt racial profiling practices. Certainly, public preoccupation with security provides a supportive context for racial profiling.

The Equity Coalition is concerned about racial profiling practices because it undermines our civil liberties and fosters anti-immigrant sentiment. The Coalition is an eclectic grouping of local ethnocultural organizations, settlement service providers, social service agencies, and faith groups. Collectively, we bring a range of practical skills and experience to the effort. The Racial Profiling Awareness Project represents a "home-grown" community response to this undermining of our civil society. Its objective is to foster a greater awareness of how to detect and counter racial profiling within our community. The priority audiences for this project are law enforcement and security professionals.

Timeframe: 2008–2011

> ## TIP
> Before launching into a listing of activities, outputs and outcomes, determine who is designing and implementing the activities and who is experiencing change as a result of participating in the activities.

Inputs

The resources you need to create results

Inputs include:

Human resources

For example: staff, volunteers, consultant time.

Material resources

For example: supplies, room rental, equipment.

TIP

Although results chains start with inputs, do not start building your outcome measurement framework here. Sketch in some activities, try writing your final outcome statement early on, and complete output as well as short and intermediate outcome statements. Inputs are easier to fill in once you have the other parts completed because you can see what you need more clearly when you have decided what you want to accomplish, and how you will go about it.

This is the stage where you create a list of what you need to carry out the project. For example, consider:

- **Staffing:** What skill sets? How many staff positions? How many volunteer hours?
- **Office or meeting space:** Size? Location?
- **Equipment:** Computers? Chairs? Tools?
- **Materials:** Stationery? Training textbooks? Bus tickets?

Having a good understanding of your input requirements helps you to draft a budget. Remember that your claims about outputs and immediate, intermediate and final outcomes are based on receiving a certain amount of money. If you receive less funding, you will need to modify these anticipated results.

INPUTS
for the Racial Profiling Awareness Project

Although the Equity Coalition has not yet made a complete list of inputs, they know they will eventually need:

- Project coordinator (.75 of a full time position)
- Programming staff (1.0 full time position, possibly shared by two or more people)
- Office space for two staff
- Office equipment and supplies
- Design and distribution
- Advertising
- Subscriptions
- Travel

Activities

What you do to create changes

Activities are what you do with your inputs.

The challenge is to group your list of activities in up to five "sets" or "clusters." If you have too many activities listed (i.e., more than eight), it's very difficult to keep track of your progress.

Common headings include:

- Promotion/Public Relations
- Group Formation
- Facilitation
- Education
- Networking
- Training
- Research
- Resource Development

Under these headings, you can write short paragraphs describing what the project is doing.
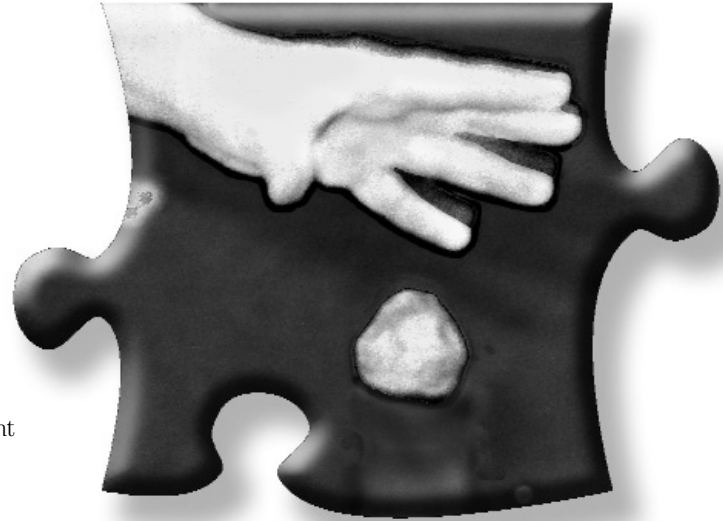
ACTIVITIES
for the Racial Profiling Awareness Project

When the Equity Coalition developed this project idea, they talked with the leadership of several ethno-cultural communities, law enforcement and security organizations. Because this initial contact took place before the project, it does not appear under their current activities.

Here are the activity sets that the Equity Coalition identified for the Racial Profiling Awareness Project:

- **Community Outreach:** Contact representatives of cultural and religious organizations to document experiences and promote participation in the initiative.

- **Resource Development:** Research, produce and disseminate locally adapted, educational material geared to law enforcement and security professionals, media professionals, and the general public.

- **Training and Education:** Design, advertise and deliver tailored educational sessions for law enforcement and security professionals and media professionals.

- **Community Dialogue:** Build and maintain relationships and collaboration with community organizations both in and beyond the Equity Coalition – notably the law enforcement/security agencies. Identify and pursue opportunities to promote diversity in the community.

- **Building a Consultation Service:** Train a core of Coalition staff and volunteers in the design and delivery of training and consultation services on racial profiling.

Outputs

The direct results of your activities

Usually each output relates to one activity, which is the direct "product" or "deliverable" of that activity.

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

Time observable – usually coincides with completion of the activity.

Degree of control – a lot.

Output Characteristics

- Outputs are the most immediate results of your project activities.
- Outputs occur at the completion of each activity. You have a lot of control over what is produced at this point.
- Each output relates directly to an activity, so you should have at least as many outputs as activities. Often an activity has more than one output.
- An output illustrates the volume of work done under the activity.

- An output is the product of an activity such as a poster, people contacted, a policy submission, or a training session.
- Outputs are often stated using numbers, such as number of participants or number of materials produced.
- Just as splashes create ever-widening ripples, outputs create the conditions for outcomes: immediate, intermediate and final.

OUTPUTS
for the Racial Profiling Awareness Project

The project team has developed the outputs for each of the activity sets. Notice how they are worded in the active (present) tense.

Activity:	• Community outreach
Output:	• Number of meetings held
	• Report documenting experiences

Activity:	• Resource development
Output:	• Number and type of resources produced, grouped by intended audience

Activity:	• Training and education
Output:	• Number of requests for sessions
	• Number of training sessions
	• Number of participants

Activity:	• Community dialogue
Output:	• Number of active members in the Equity Coalition
	• Number and type of non-coalition community partners,
	• Number of meetings/discussions

Activity:	• Building a consultation service
Output:	• Number of Coalition staff and volunteers participating in the Racial Profiling Awareness Project core group
	• Existence of a post-project training/consulting service plan

Outcomes

Outcomes are the changes in individuals and groups that your project will bring about or influence if the planned activities are undertaken in the proposed way. Unlike objectives that describe what you want to achieve, a good outcome describes:

- Who changed (i.e., the individuals or groups)
- What change has occurred for those individuals or groups

An outcome statement should describe a changed state that can be measured. For example, "Program participants demonstrate the right set of skills and knowledge to train other young people on how to deal with racism incidents." It is important to have clearly crafted outcome statements so that you have a foundation for measuring the change when monitoring or evaluating.

There are three levels of outcomes:

- Immediate
- Intermediate
- Final

What we can see in a more detailed examination of each outcome level is that they are linked to each other and follow from the activities and outputs. If any part of the chain is not properly linked, the chances of an initiative reaching its intermediate outcomes are diminished and the chances of achieving the long-term change are arguably very low indeed.

TIP

One way to envision an outcome statement is to imagine what the situation was for a particular group before the activity was carried out and the situation you expect to exist after the activity has taken place. The new situation flows from the combination of activities and outputs. A description of the particular group in the new situation is your outcome statement.

Immediate Outcomes

Capturing the potential for qualitative change that is created through activities and their outputs

Immediate outcomes are closely related to outputs. Where the output describes the product or service flowing from an activity, the immediate outcome describes the potential created by the product. There should be as many immediate outcomes as there are activity-output combinations.

Sphere of influence – remains limited to immediate change among those participating in the activity or using the product.

When observable – within the timeframe of the project following the completion of the activity.

Degree of control – less than outputs but more than intermediate outcomes.

Characteristics of immediate outcomes

• Immediate outcomes may describe an immediate benefit among those people directly participating in an activity (e.g., the knowledge or ideas that participants take away from a training session).

• Immediate outcomes may describe how people use a product to create the key changes sought by the project (e.g., taking the details for an upcoming meeting from an eye catching poster and subsequently attending the event).

• Each immediate outcome relates directly to an activity and its output(s).

• Immediate outcomes capture the "potential" for continued change created through activities and their outputs.

Immediate outcomes are the first "ripples" of a project activity. Often, immediate outcomes describe the potential for participants to know or do something different following an activity. Sometimes they describe what users of a product, or audiences of a message, do or know that they did not do or know before the activity. Here are some Canadian Heritage examples:

1. **In a community action project aimed at protecting a town from hate groups,** the formation of a community action committee with participation from local business, the band council, municipal government, community organizations, social service providers, the police, faith groups and the local media might be an immediate outcome of an outreach activity.

2. **In an institutional development project aimed at making the Board and committees of the local hospital more diverse,** agreement by the existing board to revamp the nominations process might be an immediate outcome flowing from an investigation of the hospital's governance structure and procedures.

3. **In a public education initiative countering racism,** the audience reaction to the key message might be the focus of the immediate outcome. Here, you would want audience members to experience the activity as "attractive" and "relevant".

4. **In a community research project to identify the best way to encourage parents from ethno-cultural communities to participate in school communities,** the way in which the school board reacts to the research findings might be the focus of an immediate outcome. Here, you would want the school board to find the recommendations relevant and well justified.

IMMEDIATE OUTCOMES
for the Racial Profiling Awareness Project

The Equity Coalition has identified five immediate outcomes that flow from the outputs of the project:

- Key contacts of identified organizations feel well briefed and well heard by the Coalition; they pass relevant information forward within their constituencies.
- Relevant, user friendly information and the names of locally available resource people are in the hands of trainers/educators and managers within the law enforcement and security profession, school systems, local media outlets, and local mainstream service providers.
- Audiences leave sessions with a heightened sensitivity to racism and discrimination in the community and, in particular, the adverse effects of racial profiling; they agree on key areas in their professions where counter measures can be fostered.
- Coalition members increasingly pool resources around racial profiling awareness; the coalition generates purposeful relationships with newly involved organizations.
- The Coalition's core group of consultants designs and delivers relevant training and coaching on a fee for service basis.

TIP

Use active language – active language helps the reader visualize the kind of change that the project is trying to foster. Focus either on the product of the activity or the expected changes in the participants. Use the present tense.

Intermediate Outcomes

Achieving desirable changes for people, organizations and communities

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

They represent a change that can be brought about in the life of the project given available time and resources.

Sphere of influence –
Expanding into wider settings.

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

Degree of control –
Much less than with outputs and immediate outcomes, but still direct influence.

Characteristics of intermediate outcomes

- Each intermediate outcome flows naturally from several of the immediate outcomes, so there will be fewer intermediate outcomes than immediate outcomes.

- Intermediate outcomes point to the key changes that directly relate to your project. These are changes you think your project can create.

- Each change represents the unleashing of the potential created by your activities and their outputs and immediate outcomes.

Intermediate outcomes relate to the individuals who directly participate in activities, but like ripples in a pond, they go beyond those individuals to include the families, friends, colleagues, or community contacts of those individuals.

In projects designed to raise awareness, intermediate outcomes may relate to what individual project participants do differently in their lives with the knowledge, tools, or strategies gained in public education activities. You might be looking for people to become involved in a community issue for the first time or to be more responsive when they see discrimination occur. Specifically, you might be looking for an increase in public debate on an issue that up to now has been buried or treated in a way that is contrary to the spirit of multiculturalism.

In projects that bring several organizations together, intermediate outcomes may relate to the way in which individual organizations work more effectively, how they work with their peer organization more collaboratively, or how they influence decision-makers more convincingly.

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

In projects designed to build stronger communities, you might be looking for intermediate outcomes such as more people being actively involved, better connections to social services and supports, or the creation of innovative group initiatives.

Intermediate outcomes often take more time to see but should be achievable within the life of your project or shortly after its termination.

You do not have full control over intermediate outcomes because they are at least one step removed from your activities and can be easily influenced by outside forces. Even so, it is very important to manage your project to achieve intermediate outcomes because these are concrete changes you are trying to bring about through your work.

INTERMEDIATE OUTCOMES
for the Racial Profiling Awareness Project

Here are three intermediate outcomes the Equity Coalition has identified. You can see that they do not exactly match the number of immediate outcomes in the way that immediate outcomes match up with outputs and activities. Instead, there are three intermediate outcomes flowing from five immediate outcomes.

Two things to notice

- The potential created through activities, their outputs and immediate outcomes is unfolding into desirable and achievable changes
- Like ripples, the benefits generated through activities, their outputs and immediate outcomes are spreading outward to involve others

Sample intermediate outcomes

1. Local media outlets frame stories with greater sensitivity and make use of locally available contact people.

2. Participant law enforcement officers, educators and staff of service-providing agencies adjust their practices in keeping with the key messages of the project; their organizations take note and begin to change their policies and practices.

3. The general public engages with the issues through high profile, "myth exploding" public events.

Final Outcome

Toward longer term change

This is the realization of the goal or vision that your project is aiming for. The final outcome is a long-term result towards which the project can only contribute.

Sphere of influence –
expanding into even wider settings.

When observable –
beyond the lifetime of your project.

Degree of control –
very little, only indirect influence.

Characteristics of final outcomes

• The final outcome is your realized vision of a preferred future. It underlines why the project is important to the broader community.

• Aim for one statement that describes this preferred future.

The final outcome is like the more distant, outer ripples of a splash that take time to appear. Final outcomes tend to affect a wide audience.

As a project's influence lessens – as the ripples become more distant – the project encounters more and more disturbances from other sources. Together they create a dynamic to which the project contributes but does not control.

FINAL OUTCOME
for the Racial Profiling Awareness Project

Visible minorities in our communities feel safe from the practice of racial profiling.

Opportunities & Obstacles

What's helping and hindering your project?

These forces can be found affecting every part of your project: inputs, activities, outputs, and outcomes. They can be found at every scale: family, community, national and international, and inside and outside your organization. They can be generated by humans or by forces of nature (e.g., changes in leadership, the weather). The more you know about these influences, the better prepared you are to manage them by doing activities differently.

You may use the positive opportunities to increase the effect of the changes you bring about. For example, your mayor is a "champion" for multiculturalism; invite her to chair a task force on building diversity in the city's administration and moderate a panel at a regional diversity forum for civic administrators.

You may be able to revise your plans to minimize the effect of the negative obstacles. For example, you may change workshop dates to avoid religious holidays.

Examples from the Equity Coalition

Opportunities:

- The American Civil Liberties Union and several other civil liberties and human rights organizations are monitoring cases of racial profiling and producing useful resources on the subject.

Planned action:

- Scan identified internet sources, build a list of key resource persons.

Opportunities:

- Court cases involving racial profiling are getting attention in the national media.

Planned action:

- Draw attention to high profile cases in promotion/education activities surrounding local situations.

Obstacles:

- Public opinion continues to favour the government pursuing enhanced security measures on the streets, in public buildings, at borders, and transportation hubs as a result of the perceived threat of terrorism.

Planned action:

1. Actively question the impulse to favour racial profiling by encouraging audiences to:
   a) reflect on racial profiling practices from different points of view (e.g., that of the security officer, the subject, the bystander),
   b) consider their own response were they to be singled out in a racial profiling incident.
2. Investigate scope for a similar awareness raising project among municipal and provincial law/policy makers.

List the opportunities and obstacles, then decide if you can modify your framework to maximize the effect of the opportunities and minimize the effect of the obstacles.

TIP

Sometimes your analysis of opportunities and obstacles will lead you to create a whole new activity on your results chain. Other times your analysis of these forces will lead you to carry out those activities already listed in a specific way that you might mention in a work plan or job description.

Opportunities & Obstacles

Assumptions and risks – the necessary conditions for success

Sometimes the forces surrounding the project, particularly the "obstacles", are on such a large scale that you have little or no control over them. Knowing this, you may need to make some assumptions on what the project's success is based on.

Assumptions specify the conditions that need to be in place for your project to have the intended results. For example, the school board allocates resources to support its commitment to English as Second Language learning.

Risk refers to the probability that the necessary conditions will not be in place.

Add a short explanation of the risk, which can be stated as high, medium or low.

Assessing risk involves bringing together your best collective understanding of the project and its context. Occasionally with large, complex projects, funding bodies may require a more formal risk analysis. Once risk is assessed, it is important to review your activity plan once again to ensure you have strategies in place to manage the risk, where possible.

ASSUMPTIONS
for the Racial Profiling Awareness Project

- There is enough shared intent among organizations participating in the Equity Coalition to give this project adequate management support.
  Risk: Low – participating organizations have a track record of working together.

- Institutions we have identified for this project remain cooperative.
  Risk: Low – for the past two years we have maintained a positive dialogue with senior representatives. All have expressed a commitment to participate and have been involved in design discussions.

Indicators

How you know you're achieving the results you seek

Indicators point to the information that you need to gather to know if the project is making a difference; they represent the most meaningful identifiers of changes made. Writing meaningful indicator statements is challenging.
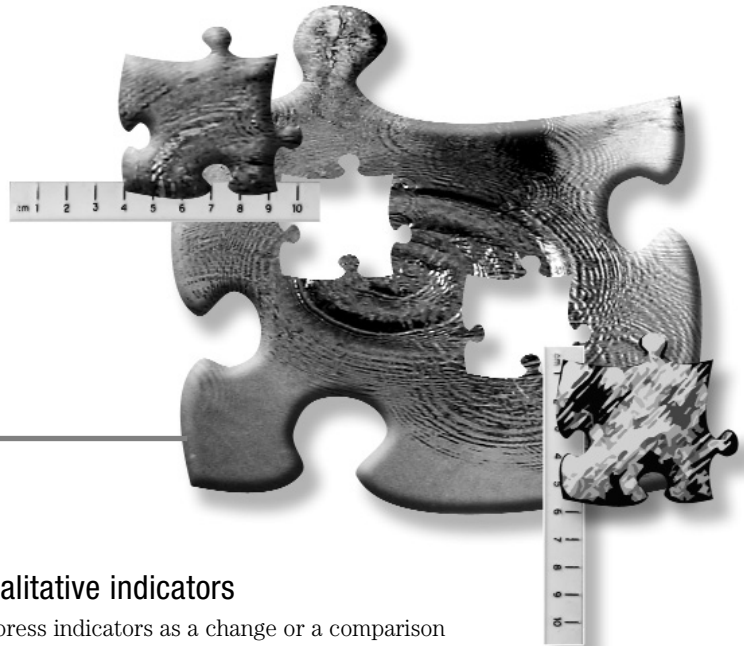
Characteristics

- They should be identified for immediate, intermediate and final outcomes
- Output statements are often expressed as indicators (see page 10)
- Each indicator must be finely tuned to ensure that it best measures the specific output or outcome statement
- Both qualitative and quantitative indicators should be used so that you capture the richness of the experience
- Each should provide information that helps the project improve
- Each indicator must be cost-effective to use

It's like an airplane cockpit…

Imagine the dials and displays inside the cockpit of an airplane. These provide important information to pilots about the performance of the plane, including its position in relation to its destination, wind speed, altitude and fuel level. Without these indicators, pilots have very little to guide them on their journey. Pilots do not use all the dials at once, and sometimes it takes a combination of dials and displays to give them all the information they need at a specific point in time. For pilots and project managers alike, indicators are important for navigation.

Putting indicators to work requires a variety of information gathering tools. Tools are discussed under "Measuring Change" on page 22.

Quantitative indicators

Express indicators as a ratio, percentage, comparison or a number. For example, "proportion of in-service training sessions on racial profiling where the audience agrees to review and possibly revise their practice of racial profiling."

Qualitative indicators

Express indicators as a change or a comparison between two states or situations. For example, "trends in frequency and content of news releases by identified media outlets."

Target indicators

A target indicator (or success indicator) includes a level that you are aiming to achieve. For example, "80 percent of audience participants can describe learning something new about the practice of racial profiling from the session." Note that it is difficult to set attainable targets unless you have been gathering data for years and are repeating activities in a familiar setting.

Neutral indicators

This kind of indicator does not predict any kind of direction or target for the change. It simply names the information necessary to show progress. For example, a neutral indicator may read as: "proportion of participants who describe learning something new about the practice of racial profiling from the session."

Using indicators

Look for only 1-2 indicators for each outcome in smaller projects, 3-4 indicators in larger projects.

For each indicator you must be able to determine:

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

This information provides the basis for "Measuring Change" (page 22).

TIP

Imagine the situation for participants before the project began. Take a mental picture. Now imagine the participants and their peer group, families, and possibly communities after the project is over. Take another mental picture. Place these imaginary pictures side by side. Think of cutting out a small square of that picture that best represents the change that has occurred. The content of that little square is your indicator.

Indicators

How you know you're achieving the results you seek

INDICATORS
for the Racial Profiling Awareness Project

Staff and volunteers at the Coalition have developed quite a few indicators, both qualitative and quantitative, to measure outputs, immediate, intermediate, and final outcomes. There are too many to list here but they are listed in the Information Gathering Plan Appendix 2. The team chose which indicators were best for their organization using the following "Indicator Test."

Indicator Test

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

Generate a list of candidate indicators for your output and outcome statement(s).
Use this checklist to help you decide which of these indicators work best.

For each indicator statement, ask...

Number each statement you wish to test, then for each question post the number at the appropriate place on the line.

1. Accuracy – does it measure the result? Is it always telling you what you need to know, or could it be telling you something else?

   YES _____ NO

2. Is it cost-effective to collect the information?

   YES _____ NO

3. Can information be gathered without invading privacy or breaching confidentiality?

   YES _____ NO

4. Does the information help project managers understand how the project is affecting men and women, and/or specific groups of people differently?

   YES _____ NO

5. Does it give useful information with which to make management decisions?

   YES _____ NO

6. Will the information communicate well to stakeholders – including funding bodies?

   YES _____ NO

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

a) Improve your indicator – make it easier to understand, or more specific to the output or outcome you want to measure;

b) Improve your output, immediate, intermediate or final outcome statements.

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

Outcome Measurement Framework

Putting outcome measurement to work

We have introduced the key terms of outcome measurement. These help to identify actions and desired results, and to decide how to measure progress toward those results. You have now essentially completed an outcome measurement framework.

What can you do with this framework?

This framework can now be an active, living tool to be used on a day to day basis. Here are some ways we think it can be used. In time, you will find other ways to use the framework in your own practice.

Communicate intent

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

- What you intend to do
- What you intend to change
- Why the project is important
- Your resource requirements

Manage the project

Once your project has been accepted the real work begins. With your outcome measurement framework in hand, you can walk through the inputs and activities to develop an operation plan including a detailed budget, program plan, staff plan, program schedule and facility schedule. Use this process to begin planning beyond the project for sustainability of the work.

Monitor and evaluate

With the project underway, use your outcome measurement framework to monitor your progress or evaluate what has been achieved. Monitoring, or collecting and tabulating data, is part of regular project management. It provides information for continuous improvements or the fuel for modifying future work and it establishes an historical marker from which the organization can measure whether things have improved or not. Your indicators, in particular, help you focus on the information you need.

An evaluation involves assessing whether the change you said would occur ("theory of change") actually occurred in this project. It examines the day to day monitoring information and the changes in the project's context (e.g., whether the project still makes sense and whether it connects well to other activities going on in the community). It also looks at progress toward the longer term results. Evaluation can be done internally (by the project or agency staff), externally (by an independent consultant) or jointly. It can range in scope from a small, reflective exercise to a comprehensive review.

Modify

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

- Involving participant or beneficiary groups can enrich their understanding and create additional momentum towards the desired change.
- Managers, field staff and volunteers are able to examine the information and modify their activities as appropriate. Or, they may want to revise part of their outcome measurement framework based on their new understanding of the project.
- Using the activity, output, and outcome statements, those implementing a project can write reports for funders that show progress against what was agreed upon and expected.

Accountability through communication

Having used the outcome measurement framework to build support, manage, and monitor your project, you are now in a good position to communicate your work to those who have an interest in your project: participants, the broader community, and the funding organization. Because you used the framework throughout the project cycle and the information helped you to adapt to changing conditions, you are also in a good position to describe what worked well, what did not, and what changes were made to ensure the outcomes could be achieved.

"Experience seems to be like the shining of a bright lantern.
It suddenly makes clear in the mind what was already there, perhaps, but dim."

– WALTER DE LA MARE

Measuring Change
Gathering useful information

By identifying indicators of change early on in the project's development, the stage is set for project monitoring and/or evaluation. Whether it is a small exercise or comprehensive review, one characteristic monitoring and evaluations have in common is that they are both systematic – each requires a plan for how data on each indicator will be collected, and most methods involve a "data sample," a "baseline," and "information gathering."

Preparing a plan

The preparation of a monitoring and evaluation plan helps you explore how you will collect data on the indicators that you have identified for each outcome. Important considerations are the resources and time available.

Choosing a method of information gathering

Some data collection methods work well for quantitative indicators and others for qualitative. It is best to use both so that a full picture of the project is presented. You can also combine methods and be creative. It is important to collect data that will have meaning for your organization.

Interviews, surveys and questionnaires

Informal conversations: including at the agency coffee room with colleagues or in the school yard with parents dropping off their children. For informal conversations to be a valid way of collecting data, you need to inform the person you are talking with what you are using his/her ideas for (qualitative).

Guided interviews: where your questions are fixed. This helps you collect comparable information – especially important if you have different people conducting interviews. Questions could include: What community centre activities are you involved in? What skills did you learn in this project that you can use in your everyday life? (quantitative and qualitative).

Closed, fixed choice questions: where you offer statements and the respondent indicates the level to which they agree or disagree with the statement.

Example:

> *Question – I feel welcome when I attend Community Action Committee meetings. Optional answers – strongly agree, agree, disagree, strongly disagree (quantitative).*

You can be creative in the way you ask the questions, but make sure your method is well adapted to the language skills or culture of the group being surveyed. Here is an example of a less conversational method:

- Using happy/sad faces to indicate a continuum of satisfaction with aspects of a service or facilitate participants through a sociogram where they are asked to physically place themselves in the room according to how they want to answer the question (quantitative).
- A variation on the above method would be to place the happy/sad faces on a questionnaire as response categories.

Response rates for written and telephone questionnaires are usually not as high as with face-to-face methods.

Observation

No direct question here; you are just collecting data or stories (e.g., checklists or frequency counts done by project staff persons or volunteers, oral histories or anecdotal information [qualitative and quantitative]).

Documents/records

This involves gathering the information you need from existing documents such as participant diaries, organizational logs, test scores, literature searches, minutes from meetings, and statistics from government departments and reports (qualitative and quantitative).

TIP

Gathering data does not have to be a separate activity that everyone dreads. Work it into the activities you're already doing, which might even help you achieve the outcomes you are looking for.

"Not everything that counts can be counted. And not everything that can be counted, counts."
– ALBERT EINSTEIN

Focus groups

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

You can collect very useful information by inviting participants, before the program begins and after the program ends, to demonstrate their experience with an issue in a creative way. They may choose to demonstrate the change they experienced through a video, diagram, song, or a play.

Data sampling

It is not always possible to conduct a survey of a whole group. When a group is too large, you can select a "sample", a smaller selection of individuals thought to be representative of that population. A sample does not require as much staff or volunteer time for collection but can still provide reliable information.

The bigger your sample, the more reliable your information. For example:

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

Sampling can be used for most methods of data collection. For example:

> *Instead of asking every staff person to comment on the content of their organization's newly published barriers analysis report, the evaluator asks a sample of 30 people including board members, front line staff, management and volunteers. He/she aims to include men and women of all ages and individuals from different backgrounds and ethno-cultural groups.*

Many different kinds of sampling techniques have been developed, and it is important to find the method that is most appropriate for your organization. For information about sampling techniques and tools, visit Lancaster University's Statistics Glossary at

www.cas.lancs.ac.uk/glossary_v1.1/main.html and http://www.surveysystem.com/sscalc.htm

Establishing a baseline

Once you have determined what your data sample will be, a baseline (also called pre and post testing) is established. A baseline gives information about conditions before the project begins so that you have something with which to compare your results and helps you to demonstrate that there has been a change. The baseline uses the same sample selection process that will be used in data collection throughout the project. This makes an actual comparison possible (i.e., apples are compared with apples and not oranges).

If it is not possible to establish a baseline, a second best option is to ask "before-after" questions when meeting people who have participated in the project. That way you can capture the difference the project might have made.

Collecting data

Once a baseline has been established, change data is collected on each indicator identified in the outcomes measurement framework. The data is collected using a wide range of data collection methods such as those described earlier in this guide.

Analyzing

This involves comparing pre and post data to identify changes. Identify any meaningful patterns. For example, look at patterns of local media coverage before and after the project, at changes in policy statements and budget allocations over time, or at pre- and post-responses to interview questions with community leaders. You may review the data with a group of stakeholders and other staff to explore what the findings mean to them.

Reporting

You should present the findings with your audience's information needs firmly in mind. It is important to write in a clear and concise way, using your own voice and reflecting the depth of experience and knowledge gained through the project.

Reporting Change

Describing the difference the project has made

Finally, an outcome measurement framework and a monitoring and evaluation plan can pave the way for you to write concise, compelling, results-focused reports. Historically, project managers have tended to write reports that describe what has been done – (activities). Increasingly, donors would rather know what is different as a result of the work you have done.

The results statements listed in the outcome measurement framework have headings under which you can describe your progress. Indicators give clues as to what specific pieces of information you will report on under each result.

You may also want to include information on:
- What you learned
- What you would do differently next time
- Unexpected results

Although each funding organization has specific reporting requirements, the table below has a common reporting format. Reporting hinges on expected results that you set out in your outcome measurement framework. The Actual Results column lets you describe what was completed, and what is different (outputs and outcomes).

If, for example, you are describing your progress related to training, you would focus on your trainees – what they now know that they didn't know before being trained or what they are doing differently with the knowledge gained. Information can be divided between progress noted in the current reporting period and progress over the life of the project. The latter describes progress more broadly against the outputs and outcomes. In the Variance column, explain why the project is progressing differently than planned. Finally, you may encounter a column that focuses on the future. It might carry a title such as "Priorities for the Next Reporting Period." Here you name planned actions to address shortcomings or reinforce positive results to date.

Let us say we are reporting on the progress of "Racial Profiling Awareness" – a project by the Equity Coalition of Anytown, Canada. Using a format similar to that introduced above, the reporting might look something like the one in the following table which addresses an output, an immediate outcome, and one intermediate outcome (for demonstration purposes). In a typical report you would likely report against a full suite of outputs and outcomes in your outcome measurement framework. When preparing your report you should be guided by your indicators and what your data collection activities are telling you about the project's progress.

Expected Results	Actual Results • In this reporting period • Cumulative	Variance	Priorities for next reporting period
Activities and outputs			
Immediate outcomes			
Intermediate outcomes			
Final outcomes	(not normally required to report on final outcomes since they are post-project)		

Expected results	Actual results • In this reporting period • Cumulative	Variance	Priorities for next reporting period
Activities and outputs **Training and education** Design, advertise and deliver tailored educational sessions for law enforcement and security professionals, educators, media professionals, and mainstream service providers including: • # of requests for sessions • # of training sessions • # of participants	**In this reporting period…** We have adapted a training package obtained from New York and tested it with our reference group (which broadly represents the intended audience for the training). With a few adjustments, reference group members believe we are ready to roll out the package. Our promotional campaign is already underway – personal contact has been made with senior H.R. management of the city police, five prominent security firms, the two local TV channels and four main radio stations. So far we have conducted one 'pilot', two-day session with the city police. Twenty-four officers attended. Senior Management is deliberating over whether they would like more sessions.	We are about three months behind schedule – at this time, the project should be in full swing. Design and testing work took much longer than anticipated. In retrospect we underestimated the time it would take to establish the Reference Group, forge agreement on the desired training content and then organize the testing process. All along we have felt that it is better to be thorough and late, than to 'cut corners' on the consultative process simply to stay on time.	**Promotion… here, we may need** to add an additional strategy to stir up interest. Discussions to date have centred on using the testimonials from the first batches of trainees in our promotional work. One idea, in particular, is to find a 'champion' within each constituency group (e.g., police, security professionals) who could recommend the training process within their own ranks.
Immediate outcomes **Training and education** Audiences leave sessions with a heightened sensitivity to racism and discrimination in the community and, in particular, the adverse effects of racial profiling; they agree on common key areas in the professions where counter measures can be fostered.	**In this reporting period…** The project reference group was generally satisfied that the course content was relevant to the target audiences, though specific content refinements were suggested for each audience – these mostly had to do with the need for highly relevant examples of racial profiling incidents and alternate scenarios. Up to this point many of the New York examples were carried over unaltered into our package. At the first city police training event, evaluations showed that while most felt the sessions were relevant and 'eye opening' overall, half felt the session's objectives were not clearly laid out at the outset, creating unnecessary confusion and defensiveness.	Based on our one session with the city police, it would seem that although the material in our racial profiling training package is appropriate, for some participants it isn't clear enough in an organizational context. We need to resolve this because we want the training to help most organizations/institutions identify how to prevent or counter racial profiling.	Insight gained here shows that before we carry out a training session inside a host organization/institution, we should do some preparatory work with the host's senior managers so that, on the training day, they can open the session with a sound rationale for addressing racial profiling in their particular organization. This is on our agenda for our next reference group meeting.
Intermediate outcomes Participant law enforcement officers, educators, and staff of service providing agencies adjust their practices in keeping with the key messages of the project; their organizations take note and begin to change their policies and practices.	**In this reporting period…** It is too early in the project to demonstrate change here. To date, evidence tells us that we are 'on message', particularly if we can find a way for senior managers to contextualize the training sessions and give permission to staff to confront the topic.	We remain confident that as we start to deliver the training, participants will take up key messages and adjust their practices.	Concentrate on getting small successes (positive training engagements) which build momentum within the host organizations and help us sensitize the wider group of targeted professions to the need to examine their professional practices vis-à-vis racial profiling.
Final outcomes Visible minorities in our communities feel safe from the practice of racial profiling.	(not normally required to report on Final Outcomes since they are post-project)		

When reporting on your work and thinking about the activities completed, ask yourself or your colleagues the rhetorical question, "so what?" For example, "We designed and tested the training curricula and materials – so what?" The answer leads you to the results of that activity (in this instance, see the first output in the table above).

Appendix 1

Outcome Measurement
The Equity Coalition of Anytown, Canada

Project Name
Racial Profiling Awareness Project
Timeframe: 2008–2011

How?

INPUTS	ACTIVITIES	OUTPUTS
	Community outreach: Contact representatives of cultural and religious organizations to document experiences and promote participation in the initiative.	• # of meetings held • Report documenting experiences
• Project coordinator .75 of 1 full time position • Programming 1.0 full time position • 25 percent share of office space • Office equipment and supplies • Design and distribution • Advertising • Subscriptions • Travel • Courier • Telephone	**Resource development:** Research, produce and disseminate locally adapted educational material geared to law enforcement and security professionals, educators, media professionals, mainstream service providers, and the general public.	• # and type of resources produced, grouped by intended audience
	Training and education: Design, advertise and deliver tailored educational sessions for law enforcement and security professionals, educators, media professionals, and mainstream service providers.	• # of requests for sessions • # of training sessions • # of participants
	Community dialogue: Build and maintain relationships and collaboration with community organizations both in and beyond the Equity Coalition, notably the law enforcement and security agencies. Identify and pursue opportunities to promote diversity in the community.	• # of active members in the Equity Coalition • # and type of non-coalition community partners • # of meetings/discussions
	Building a consultation service: Train a core of Coalition staff and volunteers in the design and delivery of consultation services on racial profiling.	• # of Coalition staff and volunteers participating in the Racial Profiling Awareness Core Group • existence of post-project consulting service plan

Situation assessment

In the aftermath of the 9/11 attacks in the US and continued hostilities in the Middle East, Canada's visible minority communities continue to face discrimination. This initiative responds to one particular form of discrimination that appears to be on the rise – Racial Profiling. This is the practice wherein law enforcement and security actions (e.g., "stops" and "searches") are carried out based mainly on skin colour or other characteristics like dress associated with religion. Racial profiling stems from misinformation, lack of information and racial stereotyping. Some people feel that public and private sector law enforcement and security organizations are pressured to adopt racial profiling practices. Certainly, public pre-occupation with security makes a supportive context for racial profiling. The Equity Coalition is concerned about racial profiling practices because it undermines our civil liberties and fosters anti-immigrant sentiment. The Coalition is an eclectic grouping of local ethnocultural organizations, settlement service providers, social service agencies, and faith groups. Collectively, we bring a range of practical skills and experience to the effort. The Racial Profiling Awareness Project represents a "home grown" community response to this undermining of our civil society. Our aim is to foster a greater awareness of how to detect and counter racial profiling within our community. This project's priority audiences include law enforcement and security professionals.

Timeframe: 2006-2009

What we want ═══ Why?

IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOMES	FINAL OUTCOMES
Key contacts of identified organizations feel well briefed and well heard by the Coalition; they pass relevant information foward within their constituencies.		
Relevant, user-friendly information and the names of locally available resource people are in the hands of trainers/educators and managers within the law enforcement and security profession, school systems, local media outlets, and local mainstream service providers.	Local media outlets frame stories with greater sensitivity and make use of locally available contact people.	
Audiences leave sessions with a heightened sensitivity to racism and discrimination in the community and, in particular, the adverse effects of racial profiling; they agree on common key areas in their professions where counter-measures can be fostered.	Participating law enforcement officers, educators, and staff of service providing agencies adjust their practices in keeping with the key messages of the project; their organizations take note and begin to change their policies and practices.	Visible minorities in our communities feel safe from the practice of racial profiling.
Coalition members increasingly pool resources around racial profiling awareness initiatives; the coalition generates purposeful relationships with newly involved organizations.	The general public engages with the issues through high profile, "myth exploding" public events.	
The Coalition's core group of consultants designs and delivers relevant training and coaching on a fee-for-service basis.		

Appendix 2
Creating an Information Gathering Plan

Immediate outcomes   INDICATORS

Community members feel heard and their voices are used as the basis for collective action.	• % of community members contacted who describe feeling heard and feeling hope that their participation will make a difference.
Relevant, user-friendly information and the names of locally available resource people are in the hands of key contacts in the police department, school system, local media, and community service providers.	• Consistency between the information needs of the intended audience and the content and format of the packages produced. • Level of user satisfaction with the information provided.
Participants leave sessions with a heightened sensitivity to racism and discrimination in the community and, in particular, the adverse effects of racial profiling and they agree on key areas in their profession where counter measures can be fostered.	• % of participants who describe learning something new about racism from the session. • % of sessions where the participants agrees on a set of actions that could be pursued within their profession to counter racism and discrimination.
Coalition members increasingly pool resources around racial profiling initiatives; the Coalition generates purposeful relationships with newly involved organizations.	• Change in the level and source of contributions to Coalition initiatives. • # and type of coalition activities undertaken.
The Coalition's core group of consultants designs and delivers relevant training and advisory services on a fee-for-service basis.	• % of consultations completed to the satisfaction of both the clients and the consultant in terms of issue identification, contract management, and results obtained.

Intermediate outcomes   INDICATORS

Local media frame stories with greater sensitivity and make use of locally available contact people.	• # of times that resource people are contacted by the local media for background information and interviews.
Participant law enforcement officers, educators, and staff of service agencies adjust their practices in keeping with the key messages of the project; their organizations take note and begin to change their policies and practices.	• % of training/education participants who a) report a change in their professional practice as a result of their participation, and b) note a "ripple effect" of the project within their organization /institution.
The general public engages with issues through high profile, 'myth exploding', public events.	• # type and size of public events addressing racism and discrimination. • Change in the range of organizations sponsoring events.

INFORMATION SOURCES	COLLECTION METHODS AND FREQUENCY	PERSONS/GROUP TO DO THE WORK
• Community members as key respondents	• Key respondents interviewed at three pre-determined intervals	Project volunteers
• Key respondents from targeted organizations	• Document review • Telephone interview once after resource material is distributed	Project coordinator
• Training participants	• Workshop evaluation forms collected each session	Workshop facilitator
• Key respondents from Coalition organizations	• Key respondents interviewed once at the end of the project	Project coordinator
• Completed consultation evaluations • Key respondents from Coalition organizations	• Evaluation document review • Key respondents interviewed once at the end of the project	Project coordinator
INFORMATION SOURCES	COLLECTION METHODS AND FREQUENCY	PERSONS/GROUP TO DO THE WORK
• Community members as key respondents	• Key respondents interviewed at three pre-determined intervals	Project volunteers
• Key respondents from targeted organizations	• Key respondents interviewed at the end of the project	Project coordinator
• Local newspapers and public information bulletins	• Document review and analysis twice, once mid-project and again at the end.	Project volunteers

Appendix 3
Outcome Measurement at a Glance

	Defining characteristic	Who is affected	When observable	Degree of management control	Splash and Ripple analogy
Inputs...	...are the human and physical resources that make the initiative possible – the people, equipment, supplies, and other ingredients. ...give you the essential information for budgeting.				...are like THE PERSON AND THE ROCK
Activities...	...describe the essential work of the initiative – how the inputs are to be combined. ...are to be summarized in between 5 to 8 statements.	...are written from the vantage point of those instigating the work (e.g., managers, staff facilitators, volunteers).			...are like DROPPING THE ROCK
Outputs...	...are the most direct and immediate results. It's usually something that can be counted. Each output relates to one activity.	...refers to the product of your activities (e.g., number of participants).	...are observable as you complete the activity.	...allow you substantial control – not total; there are often surprises during implementation.	...are like CREATING THE SPLASH
Immediate outcomes...	...create the potential for intermediate and final outcomes to occur. Each immediate outcome relates to one output.	...often refers to an immediate benefit among those people directly participating in an activity (e.g., trainees).	...are observable within the timeframe of the project.	...allow you less control than outputs, though you still have a significant amount of control.	...are like THE MOST IMMEDIATE RIPPLES
Intermediate term outcomes...	...are several steps removed from activities. ...describe the key changes you want to make in the initiative. ...are fewer in number; each flows naturally from several of the immediate outcomes.	...expand into wider settings; includes those who are directly involved in activities, but goes beyond those direct participants to include the families, organizations, or neighborhoods surrounding them. ...may also include those people or workplaces that use or are influenced by products created in the initiative.	...are observable at or shortly after the completion of the initiative.	...allow you direct influence – you must keep your sights set on the outcomes; then manage activities for the best chance of success – learn by doing, adapt as you go. Caution: you should be reasonably confident in your claims since you may be responsible for bringing them about.	...are like THE MIDDLE RIPPLES
Final outcome...	...is the picture of a preferred future; the reason why it is important to do the initiative. ...describes a scenario that is close enough to show a real contribution to the desired change, yet big enough and far enough out on the horizon to be visionary.	...may expand into yet wider settings to include societies, districts, communities, professions, whole organizations.	...is observable well after the initiative has been completed.	...allows you only indirect influence – the initiative will not achieve the vision, only contribute toward it.	...is like the OUTER RIPPLES

Appendix 4

Commentaries, tips, tools, techniques and additional links to help you implement outcome measurement

On how and why the Canadian government has committed itself to an outcomes orientation in public spending…

www.tbs-sct.gc.ca
The Treasury Board of Canada Secretariat.
This Canadian Government agency provides advice and support to Ministers in the Federal Government about their role of ensuring value for money. It also provides oversight of the financial management functions in departments and agencies. *Results for Canadians: A Management Framework for the Government of Canada* is a particularly important document for those implementing outcome measurements with federal government support. It sets out a framework for management in the government of Canada and an agenda for change in the way that departments and agencies manage and deliver their programs and services. To get to this document, enter 'Results for Canadians' in the search engine.

On outcomes focused planning, monitoring, evaluation and reporting among voluntary organizations…

www.evaluationcanada.ca
Canadian Evaluation Society. A rich resource for evaluation practitioners and project managers alike. Their library includes resources on logic models, indicator design, and data collection strategies.

nonprofitscan.imaginecanada.ca
Imagine Canada. While pertinent to outcomes based planning and management, the scope of this site is much broader. The Nonprofit Library Commons is described as, "more than a library… a meeting place where nonprofit sector community can exchange ideas, share experiences and learn from one another." It contains practical resources, information on promising practices and up-to-date intelligence on the state of Canada's nonprofit sector.

www.cvsrd.org
The Centre for Voluntary Sector Research and Development (CVSRD). A joint initiative of the Carleton University's Faculty of Public Affairs and the Centre on Governance of the University of Ottawa. The Centre works with networks of practitioners, academic researchers, and policy makers to undertake collaborative research and to provide innovative learning opportunities on emerging issues in the non-profit and voluntary sector, with a focus on:
• Sustainability and leadership
• Policy and practice
• Connections and community

national.unitedway.org/outcomes
The United Way of America's outcome measurement resource network. The web-site offers information, downloadable documents, and links to resources related to the identification and measurement of program and community-level outcomes.

www.mapfornonprofits.org
Management Assistance Program for Non-Profits. Click on the Free Management Library. It includes original material, which is updated regularly by MAP consulting managers, specialists in nonprofit management practices. The site also provides links to the best nonprofit resources on the Internet. It is a free community resource intended for users across the world.

www.mande.co.uk
MandE News. A news service focusing on developments in monitoring and evaluation methods relevant to development projects and programs with social development objectives. MandE News is supported by: Oxfam (GB), Save the Children Fund (UK), ActionAid (UK), Christian Aid , CAFOD (UK), CIIR (UK), IDRC (Canada), World Vision (UK), WWF (UK) and Exchange via BOND.

www.cori.ca
Canadian Outcomes Research Institute.
This web-site describes the work of this Canadian non-profit educational and research organization in four key areas: educational services, HOMES database, resources and research. Click on "Resources" to access various tools that can assist in implementing outcome-based planning and management.

Worksheet 1

Outcome Measurement

How?

INPUTS	ACTIVITIES	OUTPUTS

What we want ⟶ Why?

IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOMES	FINAL OUTCOMES

Worksheet 2

Working with Indicators

Immediate Outcomes	INDICATORS	INFORMATION GATHERING

Intermediate Outcomes

INDICATORS

INFORMATION GATHERING

*Splash
&
Ripple*

**Using Outcomes to
Design & Manage
Community Activities**