

RESULTS FRAMEWORK INSTRUCTIONS

Explanation:

The Results Framework is used to establish meaningful and measurable ways of evaluating success in your organization. It is also a tool for the Youth Engagement team to measure how effectively UNITY funding is being spent. When developing the metrics that you will use for reporting, consider what is really important to capture for your program as well as what your organization has the administrative capacity to collect data on. Keep in mind that the metrics chosen for the Results Framework are expected to be reported on a quarterly basis.

The sections of the Results Framework are:

How Much Did We Do? (Our Effort): These, and other metrics tell us how much programming you intend to do. Some sample questions are:

- How many participants do you intend to serve?
- How many sessions will you hold?

How Well Did We Do? (Our Effort): These, and other metrics tell us how successful you were in implementing your plans for the grant period. Some sample questions are:

- How many of your sessions had full attendance?
- What percentage of your participants were successfully engaged?

Who is Better Off? (Difference Made): These, and other metrics tell us how successful your program was in affecting positive change in those who participated as well as the community at large. Be careful not to choose metrics that are too lofty or difficult to measure; remember, you have to be able to accurately report these metrics. Some sample questions are:

- What percentage of participants gained tangible skills as a result of being in your program?
- How many participants have observable improvements in attitude?
- How many participants intend to keep participating in the activity your program exposed them to?

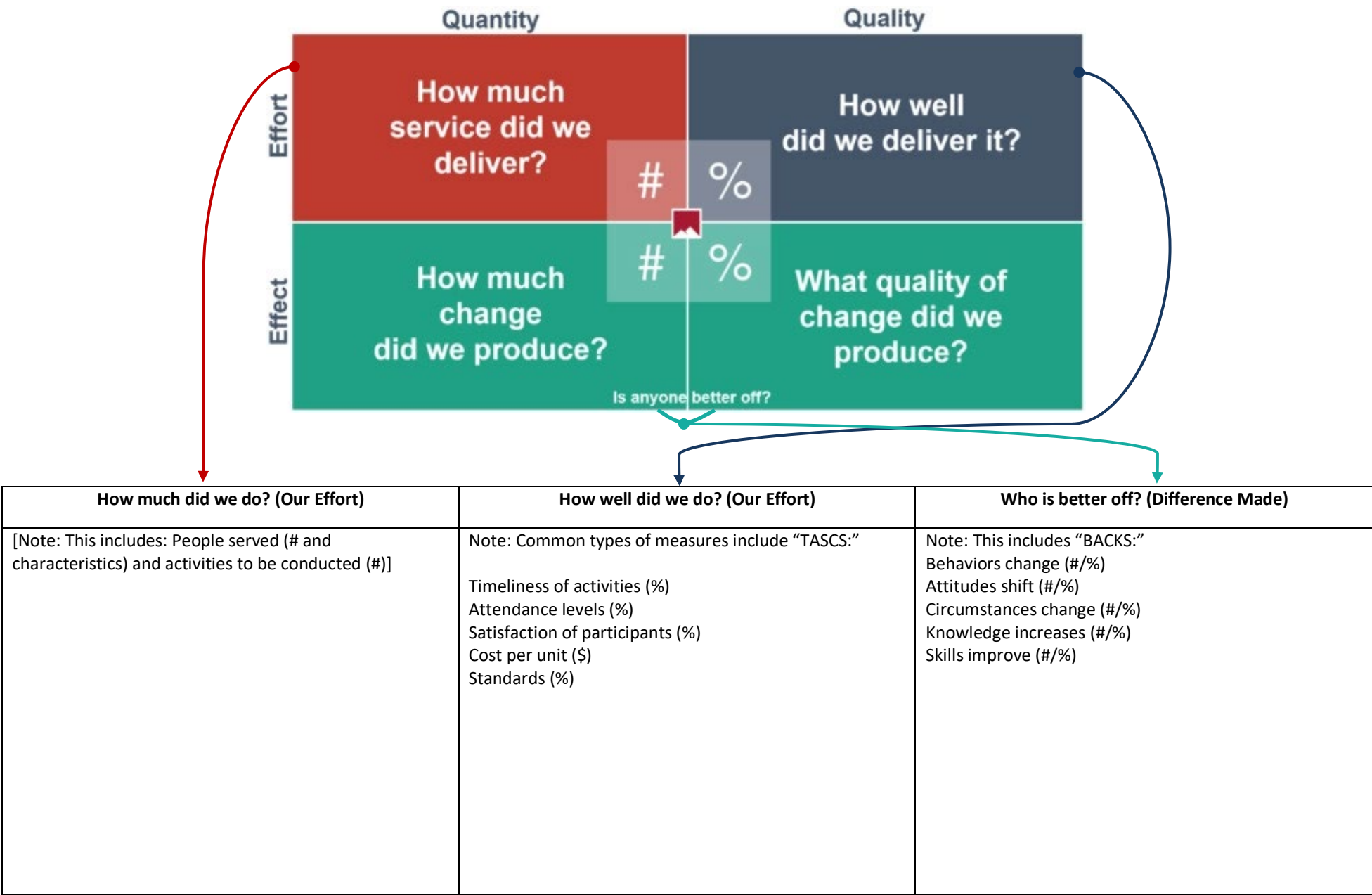
Examples on pages 3 & 4

Any additional links (RBA Framework)

http://www.raguide.org/3_11.shtml

<https://clearimpact.com/results-based-accountability/example-performance-measures-can-use-program-service/>

The arrows show which part of the Results Framework each quadrant corresponds with.



Results Framework, 2022-23

“Do all the pieces fit together? How will we know if it works?”

How much did we do? (Our Effort)	How well did we do? (Our Effort)	Who is better off? (Difference Made)
[Note: This includes: People served (# and characteristics) and activities to be conducted (#)]	[Note: Common types of measures include “TASCS:” Timeliness of activities (%), Attendance levels (%), Satisfaction of participants (%), Cost per unit (\$), Standards (%)]	[Note: This includes “BACKS:” Behaviors change (#/%), Attitudes shift (#/%), Circumstances change (#/%), Knowledge increases (#/%), Skills improve (#/%)]
<p>Youth Engagement: 4 Opportunity Youth screened and enrolled, including up to 2 justice-involved youth</p> <p>Activities for each participant:</p> <ul style="list-style-type: none"> ▪ 300-hour on-the-job training in culinary and customer service in a cohort setting, including the opportunity to focus on a preferred job to gain skills ▪ Soft skills mentoring ▪ Support in finding, winning, and keeping a long-term job 	<p>Timeliness of activities: At least one youth starts the training within the first four months of the contract.</p> <p>Attendance: Each participant attends 90% of sessions</p> <p>Completion of training: 75% of participants satisfactorily complete the program, including the on-the-job training</p> <p>Satisfaction of participants: 75% of participants rank their overall program satisfaction as “extremely satisfied” or “satisfied” in the end-of program survey</p>	<p>Youth Engagement: 75% of youth (3 of 4) successfully find and win a job after the program</p> <p>Behavior change: 80% of youth (4 of 5) demonstrate improvement of one point (on a 4-point scale) in soft job skills including timeliness, teamwork, etc. on bi-weekly evaluation</p> <p>Knowledge increase: 100% earn ServSafe Food Handler certification 100% pass CHRO sexual harassment training 100% earn National Restaurant Association Restaurant Ready certificate 25% (1 of 4) earns TIPS or ServSafe Manager, based on job interest</p>

Results Framework

"Do all the pieces fit together? How will we know if it works?"

How much did we do? (Our Effort)	How well did we do? (Our Effort)	Who is better off? (Difference Made)
<p>[Note: This includes: People served (# and characteristics) and activities to be conducted (#)]</p> <p>[Note: Please refer to http://www.raguide.org/3_11.shtml for technical information and guidance on how to approach this section.]</p> <p>Proposed program (what we do): Provide arts-based lessons in the PreK classrooms at Bellizzi, Naylor, and Parkville schools (2 classes of 18 students/school)</p> <p>Please respond to the following, as appropriate for your programming:</p> <p>Youth Engagement: # of youth enrolled 108</p> <p>Early Prevention: # of youth enrolled 108</p> <p>Intervention: # of youth enrolled 0</p> <p>Re-Entry: # of youth enrolled 0</p> <p>Other: Note: Youth enrolled are 3- and 4-year-old prekindergarten students in Hartford Public Schools, so early intervention in this case focuses on encouraging school attendance and developing early skills for academic success and social/emotional wellbeing.</p>	<p>[Note: Common types of measures include "TASCS:" Timeliness of activities (%), Attendance levels (%), Satisfaction of participants (%), Cost per unit (\$), Standards (%)]</p> <ul style="list-style-type: none"> • Student programs delivered to all classrooms on schedule: 100% • Student-program lessons aligned with Hartford Public Schools' PreK curriculum: 100% • Student-program lessons aligned with PreK academic and arts standards: 100% • PreK teachers rate their students' experience with teaching artists' programs as "good" or "excellent": 90% • Professional-learning workshops aligned with upcoming curriculum units: 100% • Professional-learning workshops aligned with PreK academic and arts standards: 100% • Professional-learning workshops provide teachers relevant classroom activities to do with students: 100% • PreK teachers attended professional-learning workshops: 80% 	<p>[Note: This includes "BACKS:" Behaviors change (#/%), Attitudes shift (#/%), Circumstances change (#/%), Knowledge increases (#/%), Skills improve (#/%)]</p> <p>PreK students' skill/knowledge development:</p> <ul style="list-style-type: none"> • Learn new vocabulary: 75% • Develop verbal ability: 75% • Recall/retell information: 75% • Demonstrate empathy: 75% • Demonstrate self-control: 75% • Express feelings: 75% • Listen and respond: 75% • Understand the subject matter: 75% • Excitement for learning: 70% • Demonstrate happiness and enjoyment of school time: 75% <p>PreK teachers' behavior changes:</p> <ul style="list-style-type: none"> • Will try to replicate teaching artists' methods in class: 60% • Will use more creative practices in class: 60% • Will feel confident that they can adapt strategies learned in professional-learning workshops to their classrooms: 65% • Will implement strategies learned in professional-learning workshops: 60%