

**Illinois After-school Partnership
Outcomes Work Group
Compiled 2003 Meeting Minutes**

April 28, 2003

Outcomes Work Group Action Plan

Participants at April 28 meeting

Kristen Allen, Springfield Boys and Girls Club; Adam Alonso, MOST; Debbie Bretag, ICVP; Renee DeBerry, DCACI; Angela Adan Farnham, CPRD; Tom Finley, Illinois Alliance of Boys and Girls Clubs; Carole Franke, I-KAN ROE; Doris Garrett, IDHS; Colleen Jones, Metropolitan Family Services; Sonia Kennedy, CDHS; Kathy Kloppenberg, Carole Robertson Center; Carol McCue, ISBE; Julie Shephard, Adams County Health Dept.; Beth Swanson, CPS;

Commitment of the Outcomes Work Group: The Outcomes Work Group committed to selecting outcomes measures that publicly-funded programs must meet. The measures will reflect the four possible goals out-of-school-time work agreed upon by the Illinois After-school Initiative Task Force. The four goals: Out-of-school-time programs should provide a safe and positive environment that allows children and youth to participate in rewarding activities; improve academic performance; develop positive relationships with peers and adults and gain self-confidence.

Policy Questions: These questions have important policy implications and need to be considered as the group selects outcomes for programs to meet: What level of service are programs providing?/What information gathering should happen first?

The Information and Action Needed by the Outcomes Work Group

The Outcomes Work Group reviewed the complete strategic plan created to implement the five sets of policy recommendations set forth by the Illinois After-school Initiative Task Force. The group agreed on the steps outlined in the evaluation section of the strategic plan. The group also highlighted the activities and action steps under the other sets of recommendations related to accomplishing the specific goal of the Outcomes Work Group. This gave the Outcomes Group an understanding of how the work of the three groups – Policy, Outcomes and Capacity Building – relate to one another.

The next step of the group will be to prioritize the activities. Below are the actions that are related to selecting common outcome measures.

State Pre-Work

- Create ongoing *ISBE-only* Work Group to examine funding, program requirements, service areas objectives of ISBE programs to find gaps and overlaps
- Create ongoing *IDHS-only* Work Group to examine funding, program requirements, service areas and objectives of IDHS programs to find gaps and overlaps
- Create Work Groups of local government agencies to examine funding, program requirements, service areas objectives of programs to find gaps and overlaps
- Identify current program outcomes and then discuss across IDHS and ISBE
- Interview agency administrators separately about outcome measures used by Depts.

Best Practices

- Document from a community level perspective examples and effects of different state program agendas, funding restrictions and data collection requirements
- Inventory the training, credentialing, fiscal and program requirements and evaluation occurring among divisions in ISBE and IDHS and other state agencies
- Minimum program experiences related to quality are established
- Public funders and localities join program minimum discussion

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- Management standards are established
- Statewide quality assurance system

Joint State Work

- State agencies agree on that a range of outcomes will meet the full needs of school-age children youth
- State agencies describe the federal requirements they must meet
- Convene joint state work group to discuss common outcomes
- State group assesses current technical assistance provided around outcomes and evaluation
- Determine evaluation mechanisms currently in place at the state level
- Determine what is needed from evaluation – all of the possible goals

Evaluation

- Identify current program outcomes and then discuss across IDHS and ISBE
- Interview agency administrators separately about outcome measures used by Dept.

Mapping

- Inventory components of programs
- Determine what evaluation technical assistance private funders currently provide
- Determine program capacity for collecting and reporting data
- Ask programs what help they need to evaluate themselves

Policy

- Benchmarks created
- Statewide finance plan developed
- Determine goal for evaluation (internal to strengthen program ?external evaluators brought in?)
- Create list of supports agencies need for state to meet outcome and evaluation goals
- Modify outcomes or timeframe for outcomes based on readiness assessment
- Reach understanding between state and providers on how evaluation results will be used – discuss dangers and benefits of information

Outcomes

- Identify common outcomes to be attained by programs
- Understand importance of flexible approach for programs to meet outcomes
- Governor's office accepts common outcomes
- Examine full array of outcomes already required of programs
- Select agreed upon common outcomes

Local Work

- Evaluation outcome data given back to programs for improvement
- Discuss draft outcomes with currently funded programs (feedback)
- Discuss draft outcomes with non-publicly funded programs (feedback)

Training

- Create pool of qualified trainers
- Develop curriculum for training based on best practices

Business

- Interview business – what do they need from local groups around ost

Consumers

- Interview parents youth – what do they need

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June 18, 2003

Members in attendance: Kristen Allen, *Springfield Boys & Girls Club*; Audrey Brown, *ISACCN/St. Paul Lutheran School*; Rebecca Clark, *Chicago Public Schools*; Angela Farnham, *CPRD/University of Illinois*; Tom Finley, *Illinois Alliance of Boys and Girls Clubs*; Carole Franke, *I-Kan*; Doris Garrett, *IDHS*; Linda Grace, *Sesser-Valier School District*; Sonia Kennedy, *Chicago Department of Human Services*; Marci Johnson, *MAKE-IT*; Cindy Roope, *Adams County Health Department*

ICVP Staff Present: **Jennifer Becker Mouhcine; Paula Corrigan-Halpern**

Welcome & Introductions:

The goals for the meeting were presented, which were to select the final products the group would work to achieve, to determine the key actions needed to reach those products, and to place those actions on a timeline to determine next steps for the work of the group.

The meeting materials included working documents listing preliminary products, actions, and timeline along with the Outcomes Work Group Commitment, which reads:

We will select outcome measures as a state that we agree all out-of-school-time programs will meet. We will select measures that reflect the four possible goals of out-of-school-time work.

The four goals: Out-of-school-time programs should provide a safe and positive environment that allows children and youth to participate in rewarding activities; improve academic performance; develop positive relationships with peers and adults and gain self-confidence.

In reviewing the meeting materials, a question was asked about why the acquisition of life skills/good decision-making skills was not listed in the four goals outlined in the work group commitment. It was concluded that while not explicitly mentioned in the goals listed in the 2002 Illinois After-school Initiative Task Force Report, the group should make sure that piece is considered when determining outcomes.

Products/Key Actions/Timeline The group discussed the products to create, refining suggestions made prior to the meeting. The group then brainstormed the actions it would take to reach the products that were discussed. The actions were placed in order of what needs to be done first, second, etc. The attached chart is an overview of that work.

Structure: How we do our work?

The work group determined the first few actions would be best worked on as a group. The group agreed that it must define, as a first step, the characteristics of out-of-school-time programs. This allows the group to better understand the utility of outcomes to different types of programs and the ability of various out-of-school-time programs to reach outcomes. The group stated that this is a nuanced discussion that must take into account the opportunities and challenges that accompany creating a standard set of outcome measures. Once the group has a complete discussion of the definitions of out-of-school-time programs, it will present its work to the full Partnership for further discourse. Defining the characteristics of out-of-school-time programs could take several work group meetings.

NEXT STEPS/RESOURCES: Some resources for staff to provide for the next meeting include: Existing examples of OST program definitions, components, etc.; notes from previous task force discussions regarding the issue of defining OST programs to inform the groups' decisions; and relevant information from the CPRD survey.

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August 15, 2003

Members in Attendance: Angela Farnham, CPRD; Rebecca Clark, CPS; JoAnn Carpenter, YWCA; Deb Bretag, ICVP; Leah Kinney, United Way; April Langworthy, Columbia College (OCSP); Carol Franke, I-Kan ROE; Kristen Allen, Springfield Boys and Girls Club.

Partnership Staff: Jennifer Becker Mouhcine, ICVP; Paula Corrigan-Halpern, ICVP

Review Workplan

The group briefly reviewed the product and action workplan developed at the last meeting.

Context for our Work

The group began by discussing the Outcome definition provided by United Way, and agreed upon this as a definition/description for us to use in our work. Several documents were reviewed to provide background information regarding the Task Force's goals and recommendations that laid the groundwork for this particular work group. We also reviewed the commitment of the workgroup. In reviewing the recommendations and the commitment, it was noted that the term "measures" was used where, in light of our definition and our goals, the term "outcomes" should stand alone. The commitment will be modified to correct the language used to be consistent.

The group then reviewed the key organizational elements and the key programmatic elements that were developed and published in the Task Force report. These elements can serve as the foundation for our work, as we start to identify outcome areas that are priorities for out of school time. We will use these elements and the four goals for out of school time as we make decisions regarding priority common outcome areas.

Who is Impacted by Outcome Measures?

The group reviewed the definitions of out of school time and the categories that were listed in the discussion tools. In reviewing the definitions, the questions was raised about if a change could be made to the Partnership's definition to add to the goals the development of positive decision making skills. There was also a request to include in the Partnership description for out of school programs that they should be offered in response to community needs. The question about formally making changes to things agreed upon in the report will need to be explored further. However, the importance of developing these skills are reflected in the key elements, and can be addressed in the outcomes we develop.

In reviewing the categories and types of out of school time, some additions were made including Academic Support & Remediation, Higher Educational Institutions, and the National Guard. These categories will be referred to again as we develop outcomes, to ensure our outcomes are reflective of the range of types and categories of out of school time services, settings, and providers. The group will strive to be inclusive as possible, but as we are determining outcomes, some lines may drawn between which programs truly fall under this definition and which ones may not. We are choosing to let this evolve, rather than drawing that line now.

Strategies/Next Steps for Developing Outcome Areas

The group will be looking at ways to connect the four goals for out of school time and the key elements developed by the task force, and from there, to create outcome areas that reflect this previous work. The goals may be viewed as the driving force behind the outcome, and may be reworked.

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The group took a moment to clarify our purpose in determining outcomes for out of school time. We are doing this to help program improve quality by selecting outcomes and providing resources to reach them. Outcomes also help hold programs accountable to serving youth the best they can. Outcomes can be used as tool that when measured, help monitor quality and help programs improve. One vision for our work is to have a few common outcomes that apply to all programs, and have other outcomes programs can choose to work to achieve.

The next step for the group is to gather and examine a variety of existing outcome measures for out of school time, and to look at commonalities across the variety of outcomes. Jennifer will look at the collected outcomes and identify the common outcomes, as well as the unique outcomes reflected in the resources, and provide a summary to the group. We are to make sure that the outcomes others are using match our definitions. Then we will begin to categorize and match them up against our goals and elements, as well as our list of program types. The list of outcomes we are collecting/researching follows, with names next to those where work group members volunteered to provide them to Jennifer. Jennifer will work to get the other outcomes. Other workgroup members can forward to Jennifer any outcomes they may come across as well.

These outcome resources should be sent to Jennifer by the end of August.

21st Century (ISBE)
Teen Reach (IDHS)
Boys & Girls Clubs (Kristen A.)
Housing Authorities (Kristen A.)
Gear Up (April L.)
Saturday Scholars (April L.)
Upward Bound (April L.)
United Way Youth Impact Areas (Leah)
YWCA after-school (JoAnn C.)
CDHS Youth Net (MOST) Standards and Outcomes
NIOST
IDHS Child Care/INCCRR/ISACCN
Summer Bridges
Children's Mental Health Task Force
Search Institute Asset List
Faith Based Outcomes
Federally funded OJJDP Violence Prevention
Other Foundations
Prevention First

Timeline

The group set December as our goal to have Built Consensus on Common Outcomes Across Stakeholder Groups, and will work on supports and costs to providers to reach the Outcomes early in 2004.

Next Meeting: September 18, 2003, 10:00 a.m., ICVP—220 S. State, #1215, Chicago, IL.

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September 18, 2003

Members in Attendance: April Langworthy, Columbia College (OCSP); Kristen Allen, Springfield Boys and Girls Club; Sonia Kennedy, CDHS, Heather Barton-Villagrana, ICVP, Kathy Kloppenburg, Carole Roberston Center, Tracy Johnson, Martin Luther King Jr. Community Service Center

Partnership Staff: Jennifer Becker Mouhcine, ICVP

Review of Provider Input on Outcomes

Jennifer reviewed the general comments and themes that were reflected in conversations about outcomes with providers throughout a series of regional meetings in August. Following is a summary of comments from the meeting. These are anecdotal, but may be useful for the work group to keep in mind as our work progresses.

- Many providers struggle with measuring the more qualitative outcomes, and end up only reporting numbers, which while sometimes may be easier to collect and report, often don't reflect the range of outcomes they are reaching.
- Along the same lines, providers often mentioned that the outcomes they see as most important (such as positive relationships, self-esteem, positive outlook on life) are often quite difficult to track in a consistent, quantifiable way, and in a way that funders will recognize.
- Providers usually have to report outcomes in yearly cycles, or a maximum 3 – 5 year, when many of the outcomes may not be realized until much later in a youth's life, or at least after the reporting period is over or the funding is gone.
- Providers would like to make sure that funders are educated in the importance of having holistic outcomes and innovative ways to measure them, and to look beyond academic achievement for their expected outcomes
- Baselines are important to establish when talking about outcomes, and any information about setting baselines for the field of out-of-school time would be helpful
- Community needs are important and should be taken into account when setting outcomes
- Resources to determine outcomes are hard to come by (i.e. collecting surveys from parents to monitor behavior are time intensive, but may help in measuring outcomes)
- The outcomes that the providers are using for their programs or suggested common outcomes are very much reflected in the list of outcomes compiled for this meeting.

Compiled Outcomes Chart

Jennifer reviewed the outcomes collected since the last meeting, which are listed in the outcomes compilation sheet. For each source where outcomes were found, they were checked against the agreed-upon definition for outcomes, and outcomes meeting the definition were added to the list. They were then placed in general groupings, any duplicates were removed, but all other outcomes were listed as they were found. This list of outcomes is extensive, and the work group will be using these to inform discussions as we start to determine our outcomes.

• **Sources for Outcome Samples**

Overall comments about the sources were:

- The outcomes sources fall into two categories; those that are currently in use as expected outcomes for programs, and those that have been outcomes evident as a result of research that may or may not be expected program outcomes in practice.
- Research for outcomes of mentoring programs were added on suggestion from Fred Nettles, from Partner for Hope, who works with the faith based community.
- Some areas that were researched have no expected outcomes are explicitly stated.

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- Areas such as child care have very explicit standards by which they measure quality
- CDHS/MOST/United Way are in the process of developing outcomes based on the work they have done around standards
- Prevention First has extensive outcomes broken down in various ways and in great detail, that may be useful to us down the road.

Other resources to look at in the area of outcomes were discussed, including some of the sources from the first list still to be gathered. Some resources to explore further include:

- CESAP “Pathways to Outcomes”
- MOST trainer’s guide may have outcomes that providers are trained on
- YASI
- Children’s Mental Health Act (may have more than in report)
- Prevention First—See how these are currently being used and by whom and send a link to work group members
- Arts programming outcomes (Duncan YMCA, Street Level Media, Urban Photographers, Little Black Pearl)
- Character Counts
- Possibly look at RFP’s for Upward Bound & Gear up to see if outcomes are referenced there)
- Work on getting YWCA & YMCA

- **Outcome Areas**

Since the outcome groupings in the compilation sheet only served as a way to lay out the information, the group discussed what outcome areas they would like to move forward with. Once outcome areas are decided, the group can begin to look at specific outcomes under each heading. The group decided to align our outcome areas with the five areas of programmatic key elements from the Task Force report, in order to keep our work within the framework set forth in the report. These are:

- Academic Enrichment Opportunities
- Social-Emotional and Life-Skills-Building Opportunities and Enrichment Activities
- Cultural and Artistic Enrichment
- Healthy Lifestyle Promotion
- Opportunities to Develop Positive Relationships.

The group discussed other efforts around outcomes at the city level (CDHS) and at the federal level (such as YASI), and talked about the importance of working to align our outcome areas and outcomes with these efforts. Members familiar with these efforts mentioned that the areas we talked about at this meeting seem to be lining up well already with the other efforts.

- **Outcome Examples**

The group wants to collect the other resources mentioned about before looking at the outcome examples in any greater detail. In the meantime, staff will rearrange these samples under the new outcome areas, and make notes as to sources and frequency of occurrence for each of these examples

Other Discussion Items

- **Community Needs**—The point was made that in order to establish meaningful outcome goals, the community’s needs need to be factored in. When outcomes are determined this way, often programs need to shift and change their activities to reach the outcomes that are meaningful for their community.

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- **Level of Outcomes**—The group discussed the possibility of setting different levels of outcomes or outcome measures to align with needs of varying populations (for example: age, gender, special ed, etc.)
- **Reaching Outcomes**--In addition to levels of outcomes, the group discussed again the need to develop the pathways that providers can follow to lead toward outcomes. Some of these pathways may include process outcomes, indicators along the way, etc., as well as strategies to reaching outcomes. Some of this may be addressed in the future products, but should be considered when setting common outcomes.
- **Language and Definitions**—the group discussed the difficulties encountered by the fact that people use the terms outcomes, measures, indicators, benchmarks, process outcomes, goals, objectives etc., in a variety of ways, and often interchange these terms. This can make it confusing when responding to different funders who use different definitions. The Partnership can work toward clarifying this by collecting some of the definitions currently in use to try to help providers navigate this more effectively, and work towards achieving some more consistency in how these terms may be used. We will work to gather some of the definitions being used for this workgroup to consider and be aware of.

Next Meeting: October 22, 2003, 10:00 a.m., ICVP—220 S. State, #1215, Chicago, IL.

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October 22, 2003

Members in Attendance: April Langworthy, Columbia College (OCSP); Angela Farnham, CPRD, Rebecca George, Youth Network Council; Kristen Allen, Springfield Boys and Girls Club; Heather Barton-Villagrana, ICVP, Tracy Johnson, Martin Luther King Jr. Community Service Center

Partnership Staff: Jennifer Becker Mouhcine, ICVP

Compiled Outcomes Chart

The group reviewed the outcome examples that had been collected, which were organized by the 5 core element areas from the Task Force Report (Academic Enrichment Opportunities, Social-Emotional and Life Skills Building, Cultural and Artistic Enrichment, Healthy Lifestyle Promotion, Opportunities to Develop Positive Relationships).

The list included some additions from arts programs, but the group thinks we can get some more information on arts programming run outside of the school setting.

It was also suggested that we look at information from the Search Institute, the Academy for Educational Development, and the National Research Council's Institute on Medicine in their work on community programs to support youth development. It was raised that we should be making sure to incorporate outcomes from the youth development field as well as the prevention field to support asset-based outcomes, and to have our outcomes resonate in both arenas of work.

The group has determined that it is important that we move forward in determining the common outcomes from the list we have, but will continue to review other outcome sources as they come in, and discuss any outlying outcomes that may not have been captured.

Determining Common Themes

The group began to look at the outcomes in the Academic area. Some suggestions were made of how to group the outcomes. The group decided to categorize the outcomes in the following four areas: Attitude, Knowledge, Skill (Ability), and Behaviors. Using this framework, the members began to refine the list of outcomes by looking at those with the highest frequency, combining outcomes that had the same meaning but different language into one outcome, making decisions about the appropriateness of the category, and in some cases began to identify items that were on the original list that could be indicators for other outcomes.

The following chart is the outcome list resulting from the discussion.

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ACADEMIC OUTCOMES

<u>Attitude</u>	<u>Knowledge</u>	<u>Skill(Ability)</u>	<u>Behavior (Performance)</u>
<ul style="list-style-type: none"> • Positive Attitude About Learning <i>Possible Indicators</i> <ul style="list-style-type: none"> ➤ Willingness to Try new Things 	<ul style="list-style-type: none"> • Achieve Basic Academic Proficiencies <i>Possible Measurement Tools</i> <ul style="list-style-type: none"> ➤ Learning Standards ➤ Individual Progress 	<ul style="list-style-type: none"> • Goal Setting and Time Management Skills 	<ul style="list-style-type: none"> • Attendance in School
<ul style="list-style-type: none"> • Positive Attitude About School 	<ul style="list-style-type: none"> • Proficient in Technology 	<ul style="list-style-type: none"> • Problem Solving Skills • Critical Thinking Skills • Skilled in Using Technology 	<ul style="list-style-type: none"> • Academic Achievement • Promotion Through Educational Levels • Able to Make Positive Post-Secondary Choices • More Time Spent Studying • Homework is Completed • Positive In-school/Classroom Behavior <i>Possible Indicators</i> <ul style="list-style-type: none"> ➤ Attentiveness ➤ Participation ➤ Completes in-class assignments • Ability to apply skills and knowledge gained (in real-life situations) • Increased School Engagement <i>Possible Indicators</i> <ul style="list-style-type: none"> ➤ Increased Involvement in School Activities

Next Steps

The group will move on to look at the next of the four areas at the next meeting. Any additional collected outcomes will be reviewed and additions made as necessary. Once the general outcomes in each area are outlined, the group will begin to discuss measurement and indicators more thoroughly. The group also raised the question of looking at community and family outcomes, which could be considered once our work for youth outcomes was done.

Next Meeting: November 12, 2003, 10:00 a.m., ICVP—220 S. State, #1215, Chicago

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November 12, 2003

Meeting Attendees: Kathy Kloppenburg, The Carole Robertson Center, April Langworthy, Columbia College OCAP, Heather Barton-Villagrana, ICVP, Adam Alonso, MOST, Kristen Allen, Springfield Boys and Girls Club, Colleen Jones, Metropolitan Family Services, Deyon Dean, DHS Teen Reach, Rebecca George, Youth Network Council, Carol Franke, I-KAN ROE

Review of Progress to Date

Jennifer provided the group with a review of the progress of this work group up to this point. The group has begun to consolidate and refine the list of outcomes under each of the five areas, and the work from the first area, Academic Enrichment, was compiled in a chart. The group's task today is to begin to do the same thing with the Social-Emotional/Life-skills area.

The following comments/questions were discussed:

- Scope and implementation of workgroup's work: The question has been raised as to whether this group will be looking at outcomes for programs & staff, parents and community, as well as the outcomes for youth that we are currently working on. This question can be raised to the Leadership Team and to the full Partnership to discuss for further work, but the first goal will be to work on the youth outcomes. In terms of exactly how the outcomes will be implemented, those discussions will be taking place over the next several months, both by the full Partnership and within the work group. We can make recommendations for how to roll out the outcomes and the state agencies will be involved in discussions about these outcomes as well.
- NSACA standards were discussed as something to keep in mind as well determine outcomes and measures, and to incorporate them within the tools this group will develop for programs to use to help reach outcomes. In addition, many of the NSACA standards relate to program & staff outcomes, which will help inform those outcomes if they fall within this groups work.
- Staff development issues & tools for providers: The group was reminded that when outcomes are discussed, the issues of staff development and training become very important in order for programs to be able to meet those outcomes. The group also discussed the end product of having tools and pathways in place for providers, which we would present along with the outcomes, so providers know how to reach those outcomes. In addition, as the group has discussed previously, we are considering how to have a range of outcome measure that are reflective of the populations served as well as the capacity of providers. The tools we will be working to create should also include baselines, or information on how to set baselines, to help programs in their outcomes measurement.
- Timeline: The question was also asked about the timeline for our work. Originally the group set Dec/Jan as a time for consensus on outcomes to be reached, but these timelines can be revised as needed. This information gets reported to the Leadership Team, which works to make sure all workgroups are meeting their goals in a timely manner. At the beginning of 2004, timelines will be revisited and goals set for 2004.

Review Academic Outcomes Chart

The group reviewed the chart of outcomes in the Academic area and agreed that it reflected the conversations and decisions of the last meeting.

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Determining Common Themes in Social-Emotional Learning and Life Skills Outcome Examples

The group spent most of the meeting discussing the various examples of outcomes in this area and determined some major categories they could be grouped under. The attached chart reflects that discussion.

Full Partnership Meeting Presentation

The group discussed what they would like to present about their work at the Partnership Meeting on December 3rd. The group wanted to cover the following

- List of the sources we've collected for our work
- Frame work of our approach—The five areas and how we decided to use them
- End results of our work—Tools for providers to reach outcomes, analysis of costs for provider to have capacity to measure and achieve outcomes, a menu of outcomes and measures for provider to use, and a consistent way to measure program effectiveness across OST programs
- Educate the Partnership on the challenges we face in this process and questions we have considered, such as:
 - Levels of outcomes
 - Variety of programs
 - Standardization vs. uniqueness of programming
 - Outcomes that cross categories
 - Measurement Issues (how to measure more qualitative outcomes, capacity of provider to conduct measurement, etc.)
 - Implementation of the products the group decides
 - Scope of our outcomes (include program/staff outcomes? Community? Family?)
 - At what point do we stop collecting and refining and decide upon our list?

No one was able to volunteer to make the presentation. Jennifer will follow up with potential speakers suggested by the group.

Next Steps

- Jennifer will type up the chart of the outcome areas discussed today.
- **Next Partnership Meeting—December 3rd in Springfield**
- **Next Outcomes Work group Meeting—January 14th, from 10 – 12**