Section 3:

SERVICE REFERRAL, PARTNERSHIPS AND OUTCOMES MANAGEMENT

CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume One: Implementing a Basic Resident Services Program
Revised and Expanded Edition

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SERVICE REFERRAL, PARTNERSHIPS AND OUTCOMES MANAGEMENT

Resident services programs work to make the best possible match between their residents and local service providers, and then set success targets and track the residents' progress toward their goals. How to evaluate and partner with the most effective services and managing programs and processes toward outcome targets are essential to resident success.

INTRODUCTION TO SERVICE REFERRAL, PARTNERSHIPS AND OUTCOMES MANAGEMENT

Perhaps the most critical role of a resident services staff is referring residents to quality, outcome-oriented service providers that can assist residents in achieving their stated interests or goals. The quality and capacity of the service providers you partner with will significantly affect whether the residents achieve their goals or not.

In the past, some resident services programs have merely presented residents with a listing of community resources without having any concrete data or extensive firsthand experience about the providers and the effectiveness of their services. Far too often this has led to disappointment for both the resident and the service provider.

The key to developing a quality resident services referral process lies with the staff's commitment to make the best possible match between a resident's stated goal and a service provider. To accomplish this, resident services staff need to become knowledgeable about available local resources, and complete an assessment of the service outcomes histories of these resource providers before considering establishing referral partnerships. Once the identification and assessment process is completed, staff can decide on which providers are likely to best assist the residents achieve their goals, and then begin the process of developing formal or informal referral partnership agreements with the selected providers.

After establishing service referral partnerships, it is important to keep track of:

- Which service providers residents are referred to
- What services residents are referred for
- Finally, and most importantly, the outcomes of the referrals

Such data will provide staff with the necessary information to help determine what service areas, if any, need to be improved, and will be invaluable in the ongoing maintenance of positive relationships with your referral partners.

THE FOLLOWING RESOURCES ARE AVAILABLE IN THE SERVICE REFERRAL, PARTNERSHIPS AND OUTCOMES MANAGEMENT SECTION OF THIS MANUAL.

1. **Principles for Service Referral and Outcomes Management:** This document offers eight core principles to keep in mind when designing referral and follow-up systems for resident services programs.
2. **From Service Referral to Partner Collaboration:** Many affordable housing owners and community agencies have moved in the past few years from networking and service referral to collaboration. This document describes the steps in moving from referral to collaboration.

3. **An Outcome Framework for Managing Resident Services:** Using an outcome framework to measure the impact of your resident services means moving from focusing on delivery of services to the results for the people receiving services. In this section, an outcomes approach is explained and described.
4. **Recommended Family and Individual Outcome Measures for Resident Services:** This section describes the core set of outcomes measures for housing-based resident services focused on improving children's and youth's education performance; helping adults with training, education and employment; helping adults improve financial management and increase assets; helping people access benefits; and increasing resident involvement in community.
5. **Best Practices for Designing a Memorandum of Understanding:** A memorandum of understanding (MOU) is a document used to formalize a shared agreement between partners. An MOU provides a structure to negotiate role definitions, legal issues and operation procedures while still allowing for flexibility. This document will provide you with points to consider when negotiating an MOU with a partner agency.
6. **Sample Memorandum of Understanding for an After- School Program:** This sample memorandum of understanding can be modified for use by a community-based organization when contracting with an after-school program provider.
7. **National Resident Services Collaborative – Resident Services Success Planning and Outcomes Tracking Chart:** This table offers resident services staff a means of keeping track of program results.
8. **Introduction to Microsoft® Excel-based Tool for Tracking Referral Outcomes:** Tracking the positive impact of off-site programs on residents is an essential job function of service coordinators, even though many referral agencies conduct tracking on their own. Recognizing the need for an inexpensive, customizable outcomes tracking tool, Enterprise has developed a tool using Microsoft's Excel spreadsheet program that provides both flexibility and uniformity in data collection. These Excel-based tools can be downloaded and customized. We also encourage you to provide feedback on these tools.
9. **Responding to Residents in Crisis:** At times, residents face serious issues that are beyond the scope and training of a resident services coordinator. This list of organizations will help you help the residents find the support they need during especially difficult times.

PRINCIPLES FOR SERVICE REFERRAL AND OUTCOMES MANAGEMENT

A core role for resident services staff is referring a resident to an outside service provider that can fulfill the resident's goals or address his or her needs. In order to ensure that the best possible match is made between the resident and service providers, resident services staff must identify and assess service providers before establishing partnerships. There are eight core principles to keep in mind when designing referral and follow-up systems for resident services programs:

1. If you wouldn't use a particular service, then carefully consider whether or not you want to refer a resident to use that service.
2. Attempt, as best you can, to make sure that the resident is truly interested in obtaining services and following through with the provider's programming. If too many of the residents you refer express disinterest in the provider's services, it could negatively impact your partnership with that provider.
3. Be knowledgeable about the service provider's program offerings and help residents prepare to enter the program. For example, if you are aware that a resident does not possess business attire or a social security number, take care of these issues before sending the resident to a workforce development provider.
4. Touch base with both the resident and the provider within the first week to follow up on how things are going from both perspectives.
5. Keep checking in with the resident and the provider as time passes. Document progress or lack thereof.
6. On a monthly basis, take the time to compile data on referrals made and their outcomes. Analyze the data and determine areas of strength and areas that require improvement.
7. Share your perception on the outcomes with the residents and your provider partners. Express your interest in working together to achieve success for all involved.
8. Document and disseminate your outcomes to all stakeholders. Include both your successes and your plans for addressing any shortfalls. Evaluate where the program is compared to the targets that you established during the program's design.

Remember, without data on the outcomes of your referral services, your organization will lack a dependable mechanism for responding to residents' complaints or funders' requests for information. If you believe you provide a great service to your residents and the community, prove it by measuring it!

FROM SERVICE REFERRAL TO PARTNER COLLABORATION

Many affordable housing owners and community agencies have moved in the past few years from networking and service referral to collaboration--designing and developing deeper working arrangements for the purpose of increasing their capacity to assist residents in the community to resolve crises and increase and enhance their personal, educational and economic assets.

Time, trust and turf issues are the most common barriers in successfully developing, implementing and maintaining a collaborative relationship. The critical issue regarding what makes a quality partner is whether people are willing to shift priorities, work differently and commit to working together with a high level of quality.

The relational strategic steps involved in organizations moving beyond service referral relationships to a collaborative partnership can be described as networking, coordinating, cooperating and collaborating. "These exchanges build on each other, as the functions of the first are incorporated into the second, and so on. As we move along the continuum from networking to collaboration, we increase the amount of risk, commitment and resources that participants must contribute to the exchange. At the same time, the capacity to produce significant community change also increases." (Tom Wolf & Associates; *Collaborative Solutions Newsletter*, 2005)

NETWORKING

Networking is exchanging information for mutual benefit. In a networking exchange, we hear news about opportunities for ourselves or for resident access.

Networking:

- Is the most common type of initial exchange, a key building block.
- Offers the most informal type of linkage.
- Requires minimal time commitment.
- Requires a limited level of trust.
- Doesn't involve sharing turf.
- Doesn't require mutual sharing of resources.
- Focuses primarily on information exchange.

An example of networking: An affordable housing provider, a clergy member and an adult day services provider exchange information about how they each support their residents' health and nutritional needs.

COORDINATING

Coordinating is exchanging information and altering activities for mutual benefit and for a common purpose. Coordination builds upon networking by adding the behavior of modifying activities for mutual benefit and a common purpose. Coordination increases efficient use of resources and the ability to meet community needs. The lack of coordination is often a serious shortcoming in our helping systems, as it is frustrating and confusing to both the consumer and the provider to figure out how to readily access the needed resources that are typically housed in separate, non-coordinated service silos.

Coordination:

- Requires more organizational involvement than networking and is a crucial change strategy in developing partnerships.
- Can be a bit more formal than networking.
- Needs only moderate time commitments.
- Requires only a moderate level of trust.
- Doesn't involve sharing turf.
- Either doesn't require or needs only a minimal sharing of resources.
- Focuses primarily on making access to service resources more user-friendly.

An example of coordination: An affordable housing provider, a clergy member and an adult day services provider exchange information about how they each support their residents and others who need or are at risk of losing their housing. They decide to each alter their warm meal service schedules to ensure that their residents have dependable and ready access to a warm meal seven days a week.

COOPERATING

Cooperating is exchanging information, altering activities and sharing resources for mutual benefit and to achieve a common purpose. Cooperation builds on the exchanges of networking and coordination and adds the new concept of sharing resources. It is often at this level that common purpose becomes critically real. More serious discussion, time and involvement by the parties are required in determining what parts of their mission/vision are truly held in common. It is important in cooperating to keep in mind that people bring different ways of knowing or viewing the world to the partnership.

Cooperation:

- Requires greater organizational commitment than networking and coordinating.
- May involve written or perhaps legal agreements such as a memorandum of understanding or a contract.

- Entails a substantial time commitment.
- Requires a high level of trust.
- Entails significant access to each other's turf.
- Requires moderate to extensive mutual sharing of resources and some sharing of risks, responsibilities and rewards.
- Focuses primarily on sharing of resources (human, financial, technical) to achieve a common purpose.

An example of cooperation: An affordable housing provider, a clergy member and an adult day services provider exchange information about how they each support their residents and others who need or are at risk of losing their housing. They decide to alter their warm meals service schedules to ensure that their residents have dependable and ready access to warm meals seven days a week. They also agree to pool funds (resources) to hire an outreach worker to provide information throughout the community about the programs and resources that each of the partners offers to assist residents to maintain housing as well as increase their personal, educational and economic assets.

COLLABORATING

Collaborating is exchanging information, altering activities, sharing resources and enhancing the capacity of one another for mutual benefit and to achieve a common purpose. Collaboration builds upon networking, coordination and cooperation by adding the concept of enhancing the capacity of one another. Collaboration might be perceived as a radical concept. It takes significant time and effort to achieve; however, once a system of collaboration is in place, we can accomplish significant change in the systems we work in and dramatically increase the effectiveness of our work – individually and together.

Collaboration:

- Requires a very high degree of organizational commitment.
- Requires an extensive commitment of time.
- Requires very high levels of trust.
- Includes extensive areas of common trust.
- Usually involves written and legal agreements.
- Entails full sharing of resources.
- Entails full sharing of risk, rewards and responsibilities.
- Primarily focuses on enhancing each other's capacity to achieve a common purpose.

An example of collaboration: An affordable housing provider, a clergy member and an adult day services provider exchange information about how they each support their residents and others who need or are at risk of losing their housing. They decide to alter their warm meals service schedules to ensure that their residents have dependable and ready access to warm meals seven days a week. They also agree to pool funds (resources) to hire an outreach worker to provide information throughout the community about the programs and resources that each of the partners offers to assist residents to maintain housing as well as increase their personal, educational and economic assets. The partners also advocate for, develop and implement a community health clinic, a separate 501 (3c) organization providing health services to community residents on a sliding-fee scale. An administrator and a teaching family-practice physician who oversees five medical student interns staff the clinic. Community volunteers support the administrative work of the clinic. This collaboratively founded organization is now looking to open up a legal services clinic.

FOR MORE INFORMATION

An excellent resource for those considering furthering their service referral partnership relationships is the work of Arthur T. Himmelman. Truly a leader in the field of collaboration, Mr. Himmelman can be reached at ArthurTHimmelman@aol.com and generally, upon contact, grants permission to nonprofits to photocopy and distribute his articles. The text in this section is largely based upon his work.

AN OUTCOME FRAMEWORK FOR MANAGING RESIDENT SERVICES

INTRODUCTION

Many organizations are providing services for their residents in affordable housing and are focused on how best to define, track and verify outcomes for resident services that will help them know if they are successful and enable them to report on the impact of their services to stakeholders. All want to know the degree to which they have helped families and individuals achieve housing stability or financial self-sufficiency and children and older youth succeed in school.

It is easy to fall into a social service delivery approach, defining services that meet defined quality standards and counting the number of people served. Rather than focusing on delivery of services, however, the focus should be on the results for the people receiving services.

Let's move, for example, from:

> *Our program is designed to provide a full set of services that meet high-quality standards and that are delivered on-site to residents. These include before- and after-school programs and access to health screenings.*
>
> to:
>
> *Our approach is designed to insure that all kids who live in these multifamily homes achieve academically on grade level, have no preventable or untreated health conditions and define and pursue a path toward a preferred future after high school.*

AN APPROACH TO OUTCOMES

Do you know the difference between a benchmark, an indicator, a goal, an objective, an outcome, a result, an impact? So many words are used differently in different frameworks. The consequence is that many nonprofits, resident services program staff included, now see outcome frameworks as simply another form of procedural compliance. Tell us what to say and we'll say it.

If an outcome framework is to become the way you live to achieve--with energy and even joy--it has to be about more than fundraising and reporting. It has to be about success for those you help.

Forget the funder. Our view is that a resident services program has an outcome framework in place if it can answer these three questions for all of its services:

1. How do you define success, meaning results from your services?
2. How do you know for sure when success has been achieved?

3. Halfway through your program, how do you know that you have enough time and money left to get to the success you have defined?

The first question asks you to be clear about results--not just activity and process. This means you can tell investors and stakeholders what results you are committed to achieve.

The second question asks for clarity on the evidence to be used to confirm success, such as how you will know when someone gets a job or has achieved good grades in school.

By answering the third question, you have a way of tracking progress not just against budget categories and work plans -- but against participant progress to the gain they are to achieve.

And, yes, by answering these questions, you can make a more compelling case to your funders!

THE LANGUAGE OF OUTCOMES

To move to an outcome framework, or to a more robust outcome framework, it is a good idea to start with a set of words that energize and do not threaten. The words below on the left side of this comparison are not those words. They are not "bad words" and they will not go away, but as starters, they tend to make people anxious and to depress energy. It is important to think and speak more positively when you start. The words on the right can help establish an "outcome mindset," and that is an optimal starting place.

Funding Words	>	**Outcome Thinking**
Accountability	>	Performance
Compliance	>	Success
Monitoring	>	Supporting
Reports	>	Information Use
Evaluation	>	Learning

AN OUTCOME GLOSSARY

We think in words. Changing the words we use can help us shift the way we think. The problem, however, is that if we all use words that mean different things to us, we can't communicate effectively. So it is the definitions that count most, the words less so. Agree on definitions even if the words you use are not exactly these.

Outcome statement: The end-state that a program strives to achieve in a community, other area (a housing development) or with the group of individuals or families that it serves. Another common way to describe this is "the vision for

WILD success" or the "big audacious goal." What would you see if your program was wildly successful?

"A school where all children succeed – no exceptions, no excuses"? "A community in which everyone feels safe"? "A housing development where everyone who wants a job has one"? Or do you have some other big audacious goal?

The establishment of a compelling outcome statement sets a vital tone for effective outcome thinking. The outcome statement becomes the core of organizational leadership and a prelude to high performance. The outcome or vision is also useful in showing the gap between what is and what could be.

Investor: That person (or entity) allocating and overseeing public or charitable funds aimed at achieving success for a definite set of human beings perceived to have a problem or need. Note that the investor person or entity need not be an "outsider." Boards and trustees often see themselves as investors, and it is a positive role if adopted.

In conventional terms, these people are referred to as funders. "Funders" often become preoccupied with monitoring program expenditures and activities (e.g., developing and approving spending plans and budgets, scrutinizing and approving contracts, proposals and invoices and analyzing reports). The term "investor" shifts the focus from how the money is spent to what happens after the grant is made.

Product: A program or service with specific core features offered to a customer. Use of the term "product" induces implementors (program leaders and staff) to describe their program or services in terms of benefit or value to a customer rather than in inputs or activities of the provider. It also raises questions of instructions, packaging and even implied warranty.

Traditionally, people who provide programs focus on service delivery. Thinking of these services as "products" with core features and benefits forces implementers to be clearer on what they really offer and how and why residents will choose to use what they offer.

Customer: The person directly interacting with an organization's product. This interaction is intended to result in a change in customer behavior, condition or satisfaction in line with organization outcomes and mission. In a resident services program, the customers most often are individuals (renters, their children) and families who reside in the housing unit. Occasionally, they are outsiders who relate to or connect with residents or members of the surrounding community.

The importance of regarding people who interact with the product as customers rather than clients is its implication of <u>choice</u>. In conventional thinking, individuals who receive charitable services are often perceived as having no or limited choice. Outcome thinking stresses the reverse: program success depends on people consciously deciding to seek and use its services. All people have a choice as to whether they use a program to get a gain.

Milestone: A critical point of achievement for customers showing progress toward a performance target. In effect, these are often specific small changes in customer behavior or program accomplishment met on the way to target achievement. The critical point is that they predict success.

Milestones shift implementer thinking from what **they** do (e.g., run a workshop, provide counseling, develop a brochure) to what **the customer** does (e.g., attend a training, practice a set of skills, show up for an interview). Focusing on customer response rather than on implementer activity helps staff learn more about their customers and what motivates them to change. The best milestones are the ones that predict the success of the clients.

Performance target (or target): The specific changes in behavior, condition or (sometimes) satisfaction that a program implementer seeks to achieve for a specific number of customers who use program products. Out of the total number of participating customers, how many will succeed in attaining a job or additional education or improving credit?

A good performance target is tangible in that its achievement can be verified, like getting a job, achieving a GED or receiving good grades in school, and is narrow enough that it can be achieved by the implementer who "owns" it.

The "no-program" baseline: The threshold level of customer change against which a performance target is set and compared. This baseline is conceived from the best information available regarding what would likely happen if the service or program didn't exist to serve the people currently served by the program.

The intent of setting a baseline is to have program implementers reflect on what their customers might do in the absence of the program or service. In virtually all cases, some customers would find services elsewhere. Being able to definitively show the level of a program's success over baseline helps build a case for its need. For some programs, the baseline may be the previous performance prior to introduction of best practices.

Result or outcome: What effect actually was realized for customers? These may be any combination of intended and beneficial or unintended and even harmful. Narrowly, a result is a performance target achieved.

By reserving the words "result" and "outcome" for consideration after the fact, confusion about projections versus actuals can be minimized.

Verification: Establishing the achievement of a result by documentation, evidence or testimony.

Verification is a critical component of outcome thinking in that it first provides basic "yes or no" evidence of target achievement. As a program management tool, verification provides reasonably good information, quickly and often inexpensively, that can be used to demonstrate program results. Some examples of good documentation are pay stubs, bank statements, certificates of completion for training, grade cards, high school diplomas, etc.

Learning: A relatively enduring change in behavior. In this outcome-based definition, we shift from learning as information or even knowledge to use of what is newly acquired.

At the end of the day, the question is not "What have we evaluated?" it is "What have we learned?" Again, learning doesn't mean the storing of information. It means the use of information to change, starting with oneself and one's program.

DEVELOPING TARGETS AND MILESTONES

Setting Performance Targets

Performance or success targets are the core of an outcome framework, answering how you define success. They express those specific changes in customer behavior or condition that define success for a program implementer. They should reflect a realistic number based on the characteristics of potential program participants and quality of services but " doable with a stretch."

A strong performance target integrates four elements:

- **The behaviors in which you seek change**: Is it preparing for and getting a job, a degree, good grades or medical care or is it eliminating drugs or crime?
- **The current level of this behavior**: This element describes the degree of the problem, need or resident interest and usually comes directly from the customer description, assessment or profile. An educational example is "before entering a tutoring program, these students (customers) of the program fail at least one course per year."
- **The degree of change being sought**: This element describes the level of change desired in customer behavior or condition. Again, it should be "doable with a stretch:" change that is ambitious yet accomplishable with sufficient effort. For the educational example: "Teens in the program will improve grade averages to C+ and fail no courses."
- **The number of customers projected to achieve the desired change**: Implementors are asked to project the number of customers served in a given period that they believe will achieve the new behavior or condition at the level desired. Using the educational example mentioned above: "Out of 60 students participating in the program, 40 will improve grade averages to C+s and fail no courses."

These four elements comprise a complete target statement. Here is an example.

Area of behavior to be changed: *"Our customers are parents with pre-school aged children. They have problematic social and parenting skills, and have difficulty disciplining and nurturing their children."*

Current level of this behavior: *"For all customers, the typical behavior consists of mild slapping and yelling. There is no use of positive reinforcement and rare parental display of nurturing and affection. Without intervention, it is anticipated that this behavior will continue and may become more violent and neglectful."*

Degree of change being sought: *"Parents will regularly use appropriate discipline and nurturing techniques. While lapses may occur, understanding and self-control will be exhibited to help make these incidents rare (no more than 1-2 minor incidents per week). This behavior change will be maintained for at least 24 months after program services are terminated."*

Number of customers expected to achieve the desired behavior change: *"Of the 250 families to be served in the parent education program, it is projected that 75 will reach and retain the described changes in parenting behavior."*

Putting these four elements together presents the performance target in succinct form: *"Of the 250 single-parent families presently exhibiting only occasional use of appropriate discipline and other parenting techniques, 75 will consistently maintain appropriate discipline and nurturing techniques for a minimum of 24 months after services end. Lapses of no more than two minor incidences per week (yelling, withdrawal of affection) will be accepted."*

When you develop a performance target, measure it against these key parameters for completion and potency:

- It is owned by the implementer in terms of all four elements.
- It meets a "doable with a stretch" criterion.
- It is clearly connected to the desired outcome statement--the vision for wild success.
- It is within the influence of the target setter (i.e., the program provider) to reach.
- It is a clear improvement over what would have happened without the program.
- It is verifiable without undue effort.

WHAT'S A TARGET AND WHY HAVE ONE: A SUMMARY

High-performing nonprofit organizations have discovered that nothing helps to increase performance more than targets set for activities. Experience is clear: people and organizations with targets outperform those who pledge best efforts to "do good." One reason why targets help is that they literally provide the aiming point for an individual or team. Without a target, most of us follow the process and let the results fall where they may.

Good performance targets:

- Offer straightforward statements about results rather than activities: Out of 60 people served, 50 people will get and keep a job for six months; of the 40 kids we mentor, at least 30 will read at grade level by next June.
- Are set at sufficiently high levels that they motivate everyone to do some things differently. A small increase will not prompt the acceptance of changes in past practice.
- At the same time, are set at levels that can be achieved even if not everything goes perfectly with the program or its environment. Without this rigor, it is too easy to blame external factors for all shortfalls in performance.
- Are "co-owned" by everyone who must change their behavior. A target gains much of its power from being shared, including with customers/clients.
- Are set relative to a baseline of what would have happened without the program. A target of 40 people getting a job is not meaningful until we learn how many of these people would have secured employment anyway.
- Represent personal commitments, not just general hope or aspiration. "We (John Jackson and Sue Wood) commit to achieving the target, and you can remember our names." vs. "Together we commit to achieving as much as we can."

TRACKING TOWARD SUCCESS

Milestones are critical points of change that predict customer progress. A key point to always remember is that they are not elements of your own activity or workplan. Rather, a good milestone is often some "turning point" of customer behavior or condition that shows but more importantly predicts progress.

In any good outcome framework, groups are always looking to align activities with consequences. They want to make all their program behavior intentional to results.

One reason why research findings are not widely used is that they are seldom structured or formatted to what programs most need: some level of predictive power. In business, these are sometimes called "key performance indicators" or "leading indicators."

You need to know everything possible about what will make success happen. In the child welfare arena, for example, you need to know the factors that:

- Predict success in returning a child to his or her home.
- Forecast success in a foster care or adoptive placement.
- Are critical to replicate success.
- Show the strongest likelihood of preventing home disruptions or other failures.

In some cases, predictive factors may be known conclusively. In many, however, you will need to suggest milestones on a provisional or contingent basis. This is far better than nothing. One form of a provisional predictive factor is an "if… then assumption." "If" we do this, "then" that result should occur. Or less conclusive but still of value: if we do that, the probability of this result increases. This is useful information. What is less valuable is the theory behind the prediction.

These "customer behaviors" are the basis for customer milestones. They are also highly important because they give early indication whether a project is on course to reach its performance target. They will form a chronological progression of behaviors critical to the eventual achievement of the performance target.

An example: An implementer seeking improvement in children's academic success would use these milestones to track progress toward a success target:

- Number of children enrolling in program
- Number of children participating in program at lease three days per week
- Number of children participating in activities and maintaining positive attitudes
- Number of children completing the semester in program

It is not unusual for programs and their implementers to take many steps with customers to reach a critical customer milestone. The most important thing is to try to get the milestones right.

Most programs start out with more people receiving services than benefit from service--imagine an inverted funnel. It will be important to account for this effect when you project the number of people that will be the performance target for a particular service.

Typical milestones in any program might include the following levels:

- Engagement milestones: What do customers do or what might they do to connect with your program.
- Early progress milestones: What steps must customers take or what are the critical early conditions they must achieve for them to progress.
- Deeper milestones: The last things a customer does to reach the target.

VERIFICATION

The way by which the achievement of targets is verified ranges along a continuum from weaker to stronger in terms of reliability and validity. In choosing a verification method, implementors should choose *the strongest method that the program can afford*. The critical point, however, is that some method must be chosen; you must verify.

Weaker	Stronger
Customer Self-Report	Independent Verification

METHODS OF VERIFICATION

The typical methods for verifying results or outcomes in the resident services arena are document collection, written surveys, personal interviews and direct observation. Each is described in this section. Documented verification will work for most resident services that involve training, employment, education and financial asset building.

1. **Document or artifacts collection**: Often, program success can be demonstrated with artifacts, i.e., tangible evidence that indicates change. For example, programs addressing drug abuse can refer to blood or urine test results as documentation that shows increased or decreased use of a substance. Report cards and standardized test results are terrific approaches to measuring whether academic improvements meet targets. As a verification method, documents or artifacts collection is often combined with interviews or surveys to gain a clearer picture of results.

   Examples of artifacts include: various forms of reports, e.g., caseworker and clinical assessments; standardized test results; attendance and progress reports; report cards; databases showing customer behavior patterns; journals and logs. Agreements with service providers may be necessary to obtain document verification (school grades for example) and waivers of confidentiality will likely be necessary, unless these documents can be directly collected from customers.

2. **Surveys and questionnaires**: Surveys and questionnaires are useful when you need to obtain the same information, particularly from a larger pool of customers. Developing survey instruments does take time. The instruments then need to be prototyped with a small group of customers or other interviewees to ensure receipt of pertinent information. A written survey or questionnaire doesn't provide an opportunity for probing responses that a verbal survey or interview provides. But to augment the written survey, group interviews or focus groups can provide an opportunity to obtain more nuanced responses on surveys.

However, survey administration is the least time-intensive of the common verification methods. Respondents need to be literate, and questions need to be unambiguous. Choosing this method may result in the trade off between richness and depth of the personal interview for the breadth of sampling that the written survey provides. It's arguably the best method for large sample verification in the face of scarce resources. This method is especially useful for gauging attitudes about safety of housing and its surrounding community.

Another way to administer written surveys is in-person with customers (or other targeted interviewees) during the course of delivering program services or special events with food and opportunities to win gas or food cards. A postcard survey forces program people to be succinct about the information they want. Common examples of this verification method are customer self-report forms, customer satisfaction surveys, and pre-post program tests and questionnaires.

3. **Personal interviews**: One of the most time- and cost-intensive methods, personal interviews with customers can generate real depth and richness of information. This method is desired when the customer sample is small and in the same geographic area. Face-to-face interviews allow verifiers the opportunity to register nuances, facial expressions and nonverbal communication that other methods don't allow. For some types of programs, this method can provide an additional opportunity for verifiers to observe new, desired behaviors or conditions (for example, improved reading skills, physical conditions, active participation in a program, etc.) during the course of the interview.

4. **Direct observation**: When verification requires that the customer literally demonstrate change, direct observation is used. The verifier is on site with the customer in a specific setting or situation where the use of new behaviors is expected and preferred, for example:
   - Students displaying improved academic skills in the classroom
   - Parents using improved parenting skills when interacting with their children in the home
   - Managers using better employee supervisory skills in the workplace

   The verifier checks for desired customer behaviors or conditions, depending on the program's focus and what is considered evidence of "success."

   The direct observation method is best suited for programs in which customers are willing participants in the program, (e.g., improving their academic, personal or professional situations), because their behavior is relatively likely to continue after initial observation. The method has limited use in situations where change can be "faked" by the customer for a short period of time (e.g., smoking cessation or alcohol and drug rehabilitation), which are better handled through regular collection of artifacts, such as blood tests, or interviews with program or non-program sources (e.g., spouses, fellow employees, case workers).

The actual tracking of milestones and outcomes can be accomplished by using Microsoft's Excel (see sample tracking sheets and charts in Introduction to Microsoft® Excel-based Tool for Tracking Referral Outcomes in this section) or by specialized software such as FamilyMetrics™, developed by the Pangea Foundation in collaboration with Enterprise Community Partners and NeighborWorks America. FamilyMetrics is also described in more detail in the Design Process section.

FOR MORE INFORMATION

For more information on The Rensselaerville Institute, which developed this section, and its outcomes philosophy, products, services and training, go to: http://www.rinstitute.org

RECOMMENDED FAMILY AND INDIVIDUAL OUTCOME MEASURES FOR RESIDENT SERVICES

The National Resident Services Collaborative, led by NeighborWorks America and Enterprise Community Partners, recommends a core set of outcome measures for housing-based resident services focused on improving children's and youth's education performance; helping adults with training, education and employment; helping adults improve financial management and increase assets; helping people access benefits; and increasing resident involvement in community. These outcomes are incorporated into new outcomes tracking software, FamilyMetrics™, developed by the Pangea Foundation for service coordinators in family affordable housing and described in the Design Process section.

There are many important measures that resident services programs may track to understand how well their programs are operating, but it is critical to differentiate between intermediate or leading indicators such as the number of children who are participating regularly in after-school programs or the number of youth and adults who have completed job training and actual final outcomes such as children's educational success, adults obtaining jobs and increasing income, housing stability and improvement in savings. The following measures focus on final outcomes:

1. **Early childhood education**: Children participating in quality early-childhood programs **are more successful in high school** (better behavior, educational performance and grade advancement).
   - # and % of young children who participate in early childhood education

2. **After-school education enhancement**: Children participating regularly in effective residentially based after-school programs **are more likely to maintain good grades or improve educational performance**.
   - # and % of elementary- and middle-school children who maintain good grades (C+ or better) or improve grades; improve performance on standard school tests; or improve educational performance as evidenced by pre- and post-testing

3. **Youth engagement**: Teenagers participating regularly in effective residentially based youth programs **are more likely to graduate from high school and advance to secondary education or workforce**.
   - # and % of youth who remain in high school
   - # and % of youth who advance to higher education
   - # and % of youth who obtain jobs after graduation
   - # and % of youth who obtain part-time jobs in high school

4. **Employment services**: Adults connected to effective employment services **are more likely get jobs or better jobs and increase annual income.**
   - # and % of adults who get jobs
   - # and % of adults who obtain better jobs
   - # and % of adults who increase job earnings plus the amount and % of increased earnings
   - # and % of families who increase annual income through access to more financial benefits like child support, VA, Social Security, Supplemental Security, etc.
   - Average % of annual income increase per family

5. **Financial literacy**: Families helped with financial literacy and asset-building services **are more likely to achieve higher increases in their net worth as evidenced by increased savings and assets**.
   - # and % of families who have increased their savings plus $ amount increases per family
   - # and % of families who claim the Earned Income Tax Credit
   - # and % of families who have moved to homeownership
   - Intermediate objectives/leading indicators are numbers and percentages of adults who improve their credit scores and numbers and percentages of adults who qualify for homeownership.

6. **Housing stability**: Families living in housing with resident services **have higher rates of housing stability.**
   - # and % of low-income families whose eviction is prevented through rental or other assistance
   - # and % of low-income families who move from transitional to permanent affordable housing
   - # and % of low-income families who remain in their housing or move to market-rate housing

7. **Health insurance**: Families with access to health insurance **are more likely to increase financial and personal assets.**
   - # and % of low-income children have access to health insurance
   - # and % of low-income adults who have access to health insurance

8. **Community involvement**: Families participating in residentially based services **are more likely to be involved or volunteer in their community**, which contributes to residents taking better care of their housing and looking out for their neighbors.
   - $ amount and % decrease in maintenance costs per unit per year
   - $ amount and % decrease in security costs per unit per year
   - # and % of units turning over per year

9. **Financial indicators**: Family properties with resident services **are more likely to perform better on financial indicators** related to residents' payment of rent and turnover.
   - $ and % cost savings in vacancy losses per unit per year
   - $ and % cost savings in legal fees per unit per year
   - $ and % cost savings in bad debts per unit per year

The National Resident Services Collaborative jointly developed this material. Members include: American Association of Service Coordinators, Enterprise Community Partners, The Housing Partnership Network, NeighborWorks America, Stewards of Affordable Housing for the Future and Volunteers of America. Developer members are: Alamo Area Mutual Housing Association, The Community Builders, Community Preservation and Development Corporation, Mercy Housing, National Church Residences, The Neighborhood Partnership Fund, Preservation of Affordable Housing and REACH CDC.

BEST PRACTICES FOR DESIGNING A MEMORANDUM OF UNDERSTANDING

A memorandum of understanding (MOU) is a document used to formalize a shared agreement between partners. An MOU provides a structure to negotiate role definitions, legal issues and operation procedures while still allowing for flexibility. This document will provide you with points to consider when negotiating an MOU with a partner agency.

Define the Mission and the Objective of the Partnership.

How does the partnership address or complement the core mission of each agency? Why work together? What ultimate outcome is the partnership working towards?

Introduce the Idea of a Shared Outcome Measurement System.

Tracking and evaluating the programs will help all involved agencies ensure that the program achieves its desired outcomes. In addition, a shared outcome measurement system provides:

- A tool to direct program assessment and development
- Accurate reporting for existing funding sources and help attracting and retaining additional funding sources
- Reports that can be freely shared on a quarterly and annual basis

Introduce an Outcomes Measurement Schema.

The MOU must specify data measurement requirements and how these requirements will be addressed. What processes are in place to track program enrollment, attendance, completion and success?

Evaluate the existing processes by examining these areas:

- Target: What is the target market? Target market analysis should be compiled initially, and then on a quarterly basis.
- Enrollment: How do partners enroll participants? What shared information is needed? What software application will be used to track enrollment?
- Attendance: What attendance system is in place? If one is not already in place, the partners should adopt a simple system that serves all of their needs without duplicating the attendance process.
- Measures of success: What indicators will determine whether the desired outcomes were achieved? For example, will partners report the number of children who completed after-school classes or the percentage of students who maintained good grades or improved their grades or test scores? How is this information currently tracked?

Clarify Lines of Communication.

Using existing systems or forms, clarify what information is needed. For example, reports should be submitted electronically to the community partnership coordinator in a spreadsheet format by the fifth of each month.

Focus on Simplicity at the Beginning.

Start with a non-duplicative attendance system. Expand to further measurement as the system is integrated into the culture of the partnership.

SAMPLE MEMORANDUM OF UNDERSTANDING FOR AN AFTER-SCHOOL PROGRAM

Adapt this memorandum for your own use. Review it thoroughly and edit it to suit your specific agreements. Be sure to refer to and attach any pertinent supporting documentation to make it part of your agreement. You can download and customize this memorandum from the online version of this manual, which can be found at http://www.enterprisecommunity.org/resources.

OVERVIEW RELATIONSHIP

Rocky Mountain Mutual Housing Association, Inc. (the "Mutual") and Girls Incorporated of Metro Denver (Girls Inc.) agree to collaborate in a ________-year partnership to provide opportunities for education and empowerment for the youth and teens living at Garden Court and Heritage Estates housing communities. Girls Inc. of Metro Denver will staff and deliver educational after-school and summer enrichment programming to girls (and boys, for the first year) at the two housing communities.

Girls Inc. will be the lead organization in seeking funding with the "Mutual" providing assistance in the form of written information and leads for potential funding.

Girls Inc. will provide the staff and programming for the partnership, while the "Mutual" will provide the facilities space and access to the youth participants.

PROGRAM TERM AND CONTINUATION:

We anticipate that the Memorandum of Understanding Agreement will continue to be in effect from ____________ through ____________, with possibility of further collaboration. The ______________ year is a pilot year; subsequent programming is contingent upon the success of the program and on securing funding.

CONTACT SHEET STAFFING AND MANAGEMENT STRUCTURE:

In the event that program or management staff needs to be contacted for routine or emergency needs, we agree that the people in the listed staff roles, listed on the contact sheet, will be contacted to solve challenges or share information to solve challenges related to the continued success of the partnership.

STAFFING AND MANAGEMENT STRUCTURE

Title	Organization	General duties	Reports to:
NAME, Director of Outreach Programs W: Cell: Availability: 24/7 emergencies	Girls Incorporated of Metro Denver	Primary contact, manage partnership and oversee youth programming	NAME, Vice President of Program Services
NAME, Community Partnerships Coordinator W: Cell: Availability: 24/7 emergencies	Rocky Mountain Mutual Housing Association, Inc.	Primary contact, manage partnership and provide logistical support	NAME, Director of Leadership and Training Programs
NAME, Project Coordinator, Girls Inc / The "Mutual" Project Work:	Girls Incorporated of Metro Denver	Daily administration of youth programs	NAME, Director of Outreach Programs
Secondary Contact: NAME, Director of Leadership and Training Programs W: Cell: Availability: 24/7 for emergencies	The "Mutual"	Oversee leadership and training programs	NAME, Chief Executive Officer
Secondary Contact: NAME Vice President of Program Services W: Cell: Availability: 24/7 emergencies	Girls Incorporated of Metro Denver	Oversee program services	NAME, President and CEO
Marketing Contact: NAME Director of Marketing & Fundraising W:	Girls Incorporated of Metro Denver	Oversee marketing materials and initiatives	NAME, President and CEO
Grant Writing Contact NAME Foundations Manager W:	Girls Incorporated of Metro Denver	Fundraising	NAME Director of Marketing and Fundraising
Evaluation Systems Contact NAME TITLE W: Cell:	Program Development and Evaluation Consultant	Advise and consult on outcome measurement systems	NAME, Director of Leadership and Training Programs

FACILITIES

Use of the Activity Center at ______________________ is integral to the success of the Girls Inc. of Metro Denver youth programming opportunity. The "Mutual" is pleased to offer dedicated office space, the scheduled use of the "Mutual" partnership conference room, gym, community room and kitchen. Use of Joint Activity Center (JAC) conference rooms and spaces will be included at no charge.

Use of the program spaces may involve dispersing keys to Girls Inc. of Metro Denver staff. Keys will be dispersed to specific individuals after each individual and his or her supervisor or program coordinator sign agreements. The Project staff and users of the Activity Center are responsible for safeguarding all keys, and compliance with all Activity Center Rules.

The "Mutual" will provide minor repairs, but will bill participants for damages beyond the normal wear and tear, for lost keys, and lock changes. Girls Inc. staff will communicate work orders through the Community Partnerships Coordinator.

RULES

Girls Inc. of Metro Denver and the "Mutual" are committed to maintaining the comfort and safety of all users of the Activity Center. As part of the commitment, we agree to abide by the Activity Center rules (attached), codes of conduct or employee rules established by the "Mutual" and Girls Inc. of Metro Denver. We agree to support the enforcement of the rules by agency staff persons.

OFFICE SPACE

The "Mutual" is pleased to offer dedicated office space #105 located in the Partnership Office of the Joint Activity Center. This office will include the following amenities: a computer networked to the Girls Inc. server, telephone line and telephone, data-port and Internet access, printer, copier and fax access, regular trash removal and housekeeping at no cost. Access to the copier and fax is through the Computer Technology Center. The "Mutual" will issue keys to full-time on-site Girls Inc. staff with the understanding that access is limited to full-time staff members.

PARTNERSHIP OFFICE CONFERENCE ROOM

The partnership office conference room will be used by the Girls Inc. project for administrative, programming and counseling activities. The "Mutual" staff will schedule and coordinate with Girls Inc. staff for use of the Partnership Office conference room space.

Additional storage for the Girls Inc. staff and programming activities will be located in the closet at the end of the hall to the left of the Girls Inc. site office. This closet is locked. Keys will be issued to Girls Inc. staff as described in the Facilities section of this document.

Barring health and safety concerns, storage space, dedicated to Girls Inc. or Mutual programming, will not be disturbed without prior notification and co-ordination among related site staff for alternate space.

It is further understood that the "Mutual" will share and maintain community space at the Activity Center. The "Mutual" staff will schedule and coordinate with Girls Inc. staff.

ACTIVITY CENTER SPACE

The "Mutual" will share and maintain community room and gym facilities at the Activity Center. The "Mutual" staff will schedule and coordinate with Girls Inc. staff the use of Activity Center space.

Access to restroom facilities for staff and participants is a normal and expected part of use of the Activity Center. To the degree possible, we expect that the temperature of the building will be kept within a normally expected range of comfort. JAC monitors provide access to the restroom facilities, and staff the center during open hours:

Monday – Friday 9AM to 9PM
Saturday 10AM - 6PM
Sunday Closed

COMPUTER TECHNOLOGY CENTER

On occasion, we expect that the Computer Technology Center (CTC) will be used on a scheduled basis. Coordination will be managed through the Community Partnerships Coordinator.

The CTC may be used at no additional charge if the CTC time is scheduled at least two weeks in advance. Girls Inc. is encouraged to use the CTC during non-open hours or to reserve times that are non-peak usage times. Girls Inc. agrees to have staff members complete a brief training to learn CTC procedures, and to have a staff member present at all times during Girls Inc. scheduled time in the CTC.

ACTIVITY CENTER KITCHEN SPACE

We jointly understand that access to the Activity Center kitchen, appliances and storage areas may be an important part of the daily operations of the Girls Inc. programming. Girls Inc. program staff will have access at all times and will coordinate food storage collaboratively with "Mutual" staff. Girls Inc. staff agrees to use the kitchen area only for food preparation and to keep the kitchen facilities locked and clean.

PUBLIC RELATIONS

We jointly expect each of our agencies to inform and involve the marketing or public relations staff members involving print or media coverage of events of

Girls Inc. program participants or Heritage Estates and Garden Court Activities. We agree to collaborate in marketing kick-off events and celebrations. For marketing materials and coordination, the "Mutual" agrees to contact the Director of Marketing listed on the contact sheet and to copy communications to the Director of Outreach Programs.

Girls Incorporated of Metro Denver and Rocky Mountain Mutual Housing Association, Inc., agree to place one another's logos on materials dedicated to the outreach and promotion of youth programming at the Joint Activity Center.

Both parties must review and approve final marketing information before it is printed and distributed.

GRANT WRITING AND FUNDRAISING EFFORTS

We agree that fundraising or grant writing efforts will be initiated for this joint project. We agree to share information and resources in regard to the continuation of funding to include which grants each agency is pursuing.

Further, we agree to include the partnering contact in all discussions of possible funding sources. If needed, we agree to provide a one-week lead time for the partnering agency to review and respond to proposals before they are submitted to the funding source.

STATISTICS AND REPORTING

We agree that reporting statistical information is an important part of our agencies' responsibilities to funding sources and others who support our program efforts. As such, we agree to make statistical information available to the management staff of our respective organizations.

Girls Inc. and the "Mutual" agree to work collaboratively creating tracking systems that measure: enrollment, attendance, individual outcomes and the community impact of the programming. The "Mutual" agrees to provide target population demographics and general contact information as needed to support outreach efforts and program design.

The "Mutual" will provide access to evaluation consultants regarding the design and implementation of tracking and evaluation systems measuring community impact of programming at the Joint Activity Center. Both parties agree to integrate evaluation systems when mutually beneficial. Girls Inc. agrees to provide quarterly reports regarding participation levels, programming and other measures of success as negotiated.

STAFFING AND PROGRAM DELIVERY

The "Mutual" staff agrees to provide logistical support to Girls Incorporated of Metro Denver for the duration of the partnership.

Girls Inc. will provide staffing for program delivery. In __________, Girls Inc. will hire a full-time Project Coordinator, dedicated to the Girls Inc / Mutual Project. The Director of Outreach Programs at Girls Inc. will be the direct supervisor of programming staff and meet on a weekly basis for teambuilding, direction and troubleshooting.

The "Mutual" will provide the Girls Inc. site staff with an orientation of the "Mutual" and assist with making connections between both youth-oriented partners operating at the Joint Activity Center and resident members of Garden Court and Heritage Estates.

In accordance with procedures established by Girls Inc. of Metro Denver, the Project Coordinator is responsible for direct services to the participants, including program activities. The Project Coordinator maintains an active link between the Girls Inc organization, the participants and their families, and the "Mutual" and informs the "Mutual" Community Partnerships Coordinator of any special issues that arise.

We agree that the Girls Inc. programming will be complementary to I Have a Dream Foundation, which is already operating youth programming at the Joint Activity Center site. However, it is expected that the two organizations may work together in certain projects, such as outreach initiatives, open houses and celebrations.

The "Mutual" agrees that any future youth programming partnerships will be designed to be complementary, not competing, with Girls Inc. in terms of participants, facility use, and program scheduling.

Girls Inc. will serve both boys and girls in the first year of the partnership; we agree that Girls Inc. and the "Mutual" will work together to develop separate boys programming to be initiated in the second and third year. This transition to girls' specific programming will ensure that Girls Inc. maintains a focus on their core mission and intended population.

FEES

Girls Incorporated of Metro Denver will not implement a fee structure during the _________ school year, subject to reassessment after the first year. Any fee structure will be designed and implemented by Girls Incorporated with the understanding that fees will be nominal, and no child will be turned away due to the inability to pay.

INJURY REPORTING

The partnering agency will follow their internal reporting policies and procedures regarding injuries to a child. Girls Incorporated of Metro Denver follows internal policies and procedures concerning liability for children during programming activities. Children attending other programming or utilizing general Joint Activity Center facilities will be covered under the Joint Activity Center liability policy, and injuries handled according to Joint Activity Center policies.

We agree to share reporting information with each other in the interest of safety for the community, and commit to keeping confidential, wherever possible, the identity of the child disclosing the incident(s).

CHILD ABUSE DISCLOSURE

We agree the safety and well being of children is at the heart of this partnership. Staff and volunteers of either agency who receive a disclosure of child abuse or neglect will follow their agency's reporting procedures.

Girls Incorporated of Metro Denver has implemented a mandatory reporting requirement for their staff and volunteers. The "Mutual" is developing the reporting policy, and will share this information as it is developed and implemented.

We agree to share reporting information with each other in the interest of safety for the community, and commit to keeping confidential, wherever possible, the identity of the child disclosing the incident(s).

BACKGROUND CHECKS

Because we are committed to the safety and well-being of program participants, each organization commits to screen and qualify paid staff and agency volunteers and prohibit employment or volunteer opportunities to people who have been arrested or convicted of crimes against children.

GENERAL COMMUNICATIONS

We jointly agree that active communication is a positive value within the collaboration and we agree to follow the communications paths described in the management structure table attached to this document.

Meetings and communications will adhere to the following schedule as a guide for baseline levels of communication:

- Weekly meetings during the start up phase (DEFINE DATES) to address outreach and troubleshoot issues. These meetings will be located at the Joint Activity Center Partnership Office.
- At least twice-monthly meetings beginning MONTH, YEAR. Hosting of the meetings will alternate between the Girls Inc. Director of Outreach Programs and The "Mutual" Community Partnerships Coordinator
- The "Mutual" Community Partnership Coordinator will be on site at the Joint Activity Center the equivalent of one full day per week starting DATE on an ongoing, regular basis.

- Telephone and e-mail communications as needed
- The Girls Inc/Mutual Project Coordinator will write a three-month and six-month report and present it at the next monthly meeting in order to discuss the progress of the program.
- Quarterly statistical reporting as outlined in the statistics section of this document. Quarters are determined using the calendar year.
- We agree to conduct a year-one evaluation meeting in MONTH, YEAR to discuss successes and lessons learned to drive Year Two strategies.
- If the primary contact of either partnering agency will be on leave or absent we agree to notify the partnering agency with interim contact information and a return date.

WAIVERS

We jointly expect each of our agencies to collect and retain emergency contact and liability release forms for each of the minor children program participants. Girls Incorporated of Metro Denver program applications includes an emergency contact, medical issues disclosure and permission to obtain emergency care (attached).

INSURANCE

Girls Inc. is responsible for providing to The "Mutual" current Certificates of Insurance for General Liability (attached). Rocky Mountain Mutual Housing will also provide a current Certificate of Insurance for General Liability to Girls Inc. (attached). Insurance Certificates shall remain current during this contract's duration.

The "Mutual" assumes no liability or responsibility for the loss of personal property or office contents while at the Activity Center.

MEMORANDUM REVIEW

Both parties agree to review this Memorandum of Understanding after six months of operation (MONTH, YEAR) and make necessary amendments in writing when both parties agree on such amendments. Both parties reserve the right to terminate this Memorandum of Understanding by giving the other party at least 90 days written notice.

Signatures

NAME, CEO, Date The "Mutual"	NAME, President and CEO, Date Girls Incorporated of Metro Denver

NATIONAL RESIDENT SERVICES COLLABORATIVE – RESIDENT SERVICES SUCCESS PLANNING AND OUTCOMES TRACKING CHART

Report Date: Report Preparer: Time Period Covered by Report:

Planning Information and Target Projections						Milestones & Progress		Actual Success Outcomes			Program Data	
Program Category	Program Name	Total # Potential Program Participants	Goal or Target # Program Participants	Definition of Successful Outcome Measures	Target # of Program Participants to Achieve Success	Actual Number Who Enroll	Number Who Completed or Met Attendance Requirement	Number Achieving Success	% of Program Participants Achieving Success	% of Success Planning Goal or Target Achieved	Verification Method	Program Period of Performance
Early Childhood Education												
Youth – After-School Education Age 12 to 18												
Youth Summer Program												
Adult Ed – English as Second Language	Example ESL Program	101	25	Mastery of ESL Level	20	22	19	12	63%	60%	Test scores & copies of certificate	September – December 2008
Adult Ed – GED												
Adult Ed – Financial Asset Building												
Employment Job Training												
Employment Job Placement & Retention												
Health Insurance												
Other												

Data Field Definitions

Planning Information & Target Projections

- Name of Service or Program
- Number of Potential Participants: Based on surveys, demographic data and discussions with residents, the total number of housing residents that could participate in the program.
- Target Number of Participants: Based on the potential number of participants, expected number who will attend and the capacity of the program, the ideal number of participants for the program.
- Target Number to Achieve Success: This is the number of participants you expect to achieve successful outcomes in the program and is usually lower that the total number participating.
- Define Successful Outcome: What does success look like in this service or program? Improving school grades? Getting a job with benefits?

Milestones and Progress

- Number Enrolled: Actual number of those enrolled in the program
- Number Who Completed or Met Attendance Requirement

Success Outcomes

- Number Achieving Success: Actual number of those achieving the successful outcome.
- Percentage Completing Program Achieved Outcome: Calculation of number who were successful divided by the number of participants completing the service or program.
- Percent of Success Target Achieved: Calculation of the number who achieved the successful outcome divided by the target number for achieving outcome.

Program Data

- Verification Method: How is a success verified? Examples are viewing and copying actual test scores, report cards, credit scores, pay stubs etc.
- Period of Performance: What is the period of performance, a month, six months, school year, or full year? This depends on the program and its participants.

National Resident Services Collaborative Member Organizations:

- American Association of Service Coordinators
- Enterprise Community Partners
- The Housing Partnership Network
- NeighborWorks America
- The Neighborhood Partnership Fund
- Stewards of Affordable Housing for the Future
- Volunteers of America

Member Developers:

- Alamo Area Mutual Housing Association
- The Community Builders
- Community Preservation and Development Corporation
- Mercy Housing
- National Church Residences
- Preservation of Affordable Housing
- Reach CDC

More information about the Collaborative can be found at http://www.residentservices.org

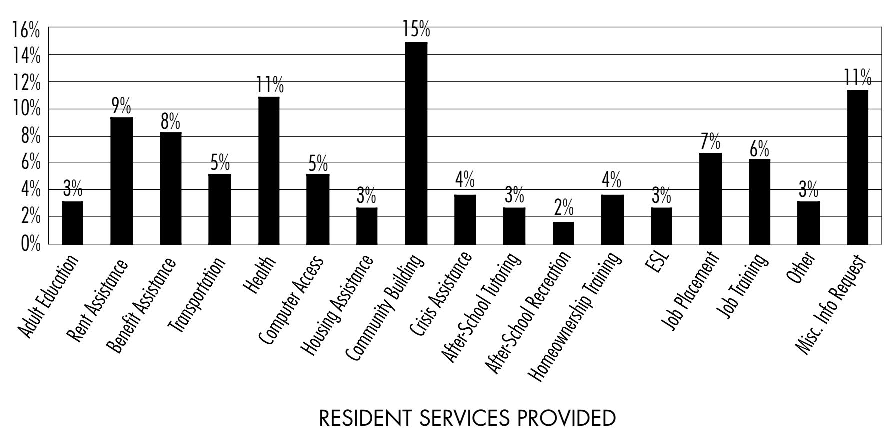
INTRODUCTION TO MICROSOFT® EXCEL-BASED TOOL FOR TRACKING REFERRAL OUTCOMES

Tracking the positive impact of off-site programs on residents is an essential job function of service coordinators, even though many referral agencies conduct tracking on their own. Outcomes data represent quantifiable improvements in the lives of residents and are also important when seeking funding and support for a resident services program. Last, verifying outcomes ensures that the terms of any contractual agreements or memoranda of understanding between two organizations are being followed.

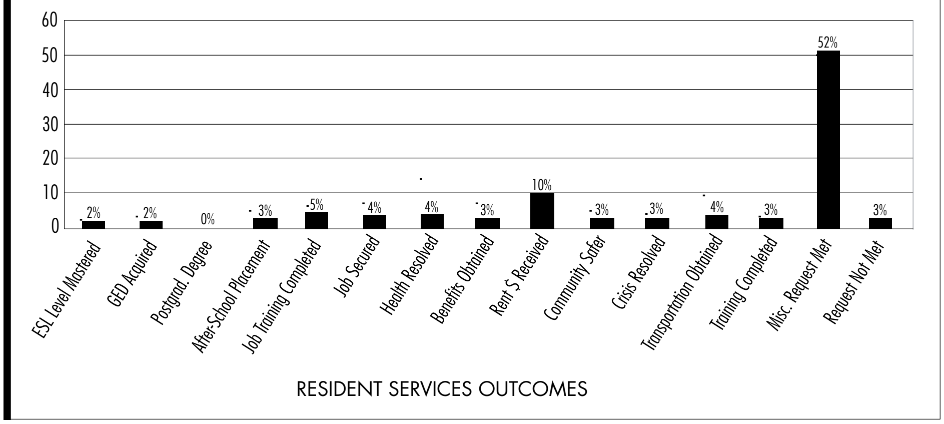
Although many organizations purchase software applications for tracking outcomes, these packages can be expensive, difficult to learn or otherwise ill-suited for a particular resident services program. Recognizing the need for an inexpensive, customizable outcomes tracking tool, Enterprise has developed a tool using Microsoft's Excel spreadsheet program that provides both flexibility and uniformity in data collection.

In addition to tracking outcomes, this Excel-based tool provides a means for resident services coordinators to analyze on- and off-site program performance and make necessary changes to improve services for residents. Through the use of special calculations and functions (described in the tool's instructions, which are embedded in the spreadsheets) data tables and graphs can be generated in Excel and pasted into reports to funders and other program documents. Below are two sample tables created using the tool.

PROFILE OF SERVICE TYPE



PROFILE OF RESIDENT SERVICES OUTCOMES



Enterprise's outcome tracking tool was designed to be intuitive, with provisions included for multiple users, depending on an organization's specific needs. Most of the column headings are self-explanatory, though some organizations may need to clarify or standardize how data should be entered into individual cells. Additionally, different program structures will require different tracking and outcomes data, and it is important that an organization determine what it needs to track and how it will track it. Though this outcomes tool is designed to collect a comprehensive set of relevant information about a particular client's service request, not all of the columns may be needed by an organization.

Included in the tool are the following column headings:

- Date of Request
- Resident Services Coordinator
- Resident Name or ID
- Service Type
- Goal
- Service Referral Details
- Referral Agency
- Referral Agency Address and Phone
- Date Referred
- Progress
- Referral Outcomes
- Outcome Details
- Resolution Date
- Total Resolution Time

In some cases, columns include drop-down menus that restrict what a user can enter in a given cell based on a predetermined set of options; the tool has several drop-down menus embedded with categories that are meant to align with the topics discussed in this manual. Instructions on how to customize this feature have also been included in the tool.

While using the tracking tool requires only a basic understanding of Excel, features can be added for more advanced users and organizations with more complex reporting or tracking requirements. Included in Microsoft's Office suite of software are tutorials designed to increase familiarity and comprehension of the various applications, including Excel, and this is a valuable first resource for those wishing to gain a better understanding of spreadsheets.

The Tool for Tracking Referral Outcomes is available for downloading and customizing through the online version of this manual, which can be found at http://www.enterprisecommunity.org/resources. Also available online is a Sample Completed Tool for Tracking Outcomes to help you envision the full capacity of this tool.

RESPONDING TO RESIDENTS IN CRISIS

At times, residents face serious issues that are beyond the scope and training of a resident services coordinator. This list of organizations will help you help the residents find the support they need during especially difficult challenges.

American Association of Service Coordinators is a national organization representing service coordinators serving families, the elderly, persons with disabilities and others that are involved in creating and maintaining service-enriched housing environments. http://www.servicecoordinator.org

LEGAL ISSUES

LawHelp.org helps low- and moderate-income people find free programs in their communities and answers to questions about their legal rights. It offers a state-by-state listing on information pertaining to housing, work, family, bankruptcy, disability, immigration and other topics. http://www.lawhelp.org

Pine Tree Legal Assistance is a nonprofit corporation founded by private attorneys in the state of Maine. Its Legal Services Sites web page provides fairly exhaustive links to organizations across the country that assist low-income individuals with legal matters. http://www.ptla.org/links/services.htm

FAMILY VIOLENCE AND CHILD ABUSE

The National Domestic Violence Hotline answers telephone calls for help with domestic violence 24 hours a day, 365 days a year. Hotline advocates are available for victims and anyone calling on the victim's behalf to provide crisis intervention, safety planning, information and referrals to agencies in all 50 states. Assistance is available in English and Spanish with access to more than 140 languages through interpreter services. Hotline telephone: 1.800.799.SAFE (7233) or TTY 1.800.787.3224. http://www.ndvh.org

National Coalition Against Domestic Violence is involved in coalition building at the local, state, regional and national levels; support for the provision of community-based, non-violent alternatives, such as safe home and shelter programs, for battered women and their children. http://www.ncadv.org

National Council on Child Abuse & Family Violence is committed to the prevention of child abuse, domestic violence and elder abuse. http://www.nccafv.org

MENTAL HEALTH AND SUBSTANCE ABUSE

The National Mental Health Association is the country's oldest and largest nonprofit organization addressing all aspects of mental health and mental illness. http://www.nmha.org

National Alliance on Mental Illness is the nation's largest grassroots organization dedicated to improving the lives of persons living with serious mental illness and their families. http://www.nami.org

Substance Abuse and Mental Health Services Administration is the government agency dedicated to providing resource support around issues of substance abuse and mental health. http://www.samhsa.gov

DISABILITY

Learning Disabilities Association of America provides support to people with learning disabilities, their parents, teachers and other professionals. Other offerings include cutting-edge information on learning disabilities, practical solutions and a comprehensive network of resources. http://www.ldaamerica.us/

The National Dissemination Center provides information to the nation on issues related to children and youth with disabilities. http://www.nichcy.org

DisabilityInfo.gov contains links to the federal government's disability-related information and resources. http://www.disability.gov