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## Candidate Outcome Indicators: Youth Tutoring Program

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Implementing an outcome monitoring process enables organizations to track progress in achieving the program's mission. With this information, program managers can better develop budgets, allocate resources and improve their services. This document includes the following suggestions for starting or improving outcome measurement efforts:

1. **Outcome sequence chart** – *Identifies key outcomes presented in the sequence that are normally expected to occur.* The chart illustrates how one outcome leads to the next and identifies specific indicators that might be used to track each outcome. Intermediate outcomes tend to be on the left, and end (or final) outcomes are on the right. The program description at the top of the chart is meant to encompass a range of similar programs.
2. **Candidate outcome indicators** – *Lists outcomes and associated indicators as a starting point for deciding which outcomes to track.* They were chosen based on a review of the program area and consultation with program experts. Only outcome indicators are included (not physical outputs, such as number of classes held; not efficiency, such as cost per counseling session; and not organization issues, such as success in fundraising or staffing). The focus is on program beneficiaries (clients, customers, citizens, participants) and what has been accomplished for them. A data source or collection procedure is suggested for each indicator.

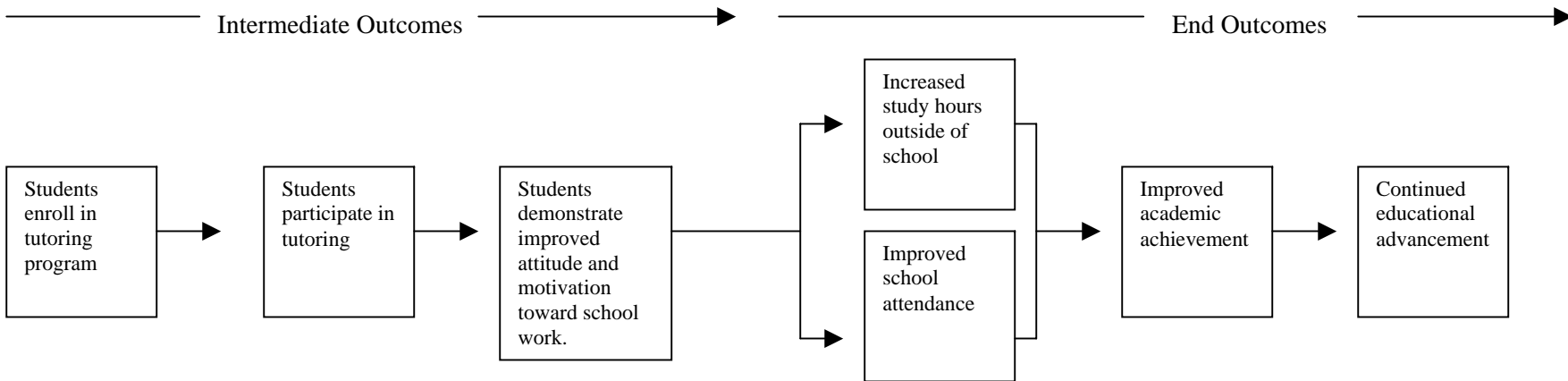
### Suggestions and Limitations for Use of the Materials

- Involve others in deciding which outcomes and indicators to track. Obtain input from staff, board members, and clients. As an early step, prepare your own version of an outcome sequence chart—one that you believe fits the needs of your program.
- Review the project report for additional ideas on relevant indicators and additional resources: *Building a Common Framework to Measure Nonprofit Performance.*
- Tabulate the outcome information by various categories of clients to see if outcomes are different for different clients (e.g., gender, age group, income level, handicap level, and race/ethnicity). Use that information to help better target your efforts.
- Start with a small number of the indicators, especially if you have had only very little experience with such data collection and have very limited resources. Add more outcomes and indicators to the performance measurement system later, as you find that information is likely to be useful.
- Outcome information seldom, if ever, tells *why* the outcomes have occurred. Many internal and external factors can contribute to any outcome. Instead, use the outcome data to identify *what* works well and what does not. Use the data to determine for which *categories of clients* your procedures and policies are working well and for which they are not working well. To the extent that the program is not working as well as expected, then attempt to find out the reasons. This investigation process leads to continuous learning and program improvement.

## Youth Tutoring Program Description

To improve the academic achievement of students through increasing their knowledge and skills, school attendance, and time devoted to schoolwork by providing additional, special, or remedial academic instruction and guidance. Included are both tutoring programs sponsored by school systems and those sponsored by other, nonprofit, organizations. Those tutoring programs that also address nonacademic outcomes should additionally refer to indicators in the Youth Mentoring program area.

## Outcome Sequence Chart



## Indicators

1. Number of students enrolled in tutoring.

2. Number and percent of students participating in tutoring.

3. Number and percent of students' parents/teachers reporting improvement in the students' attitude and motivation towards schoolwork.

4-5. Number and percent of students who increased (or maintained) their weekly hours of homework/reading.

6-7. Number and percent of students who showed a decrease in or absence of times they skipped class/a day of school.

8-10. Number and percent of students who a) improved their test performance /overall GPA, b) graduate from school.

11. Number and percent of students who are enrolled in college the first year after high school graduation.

Participant satisfaction

Satisfaction with program services is an outcome that occurs within almost every program area, yet does not necessarily have a sequential placement. The indicator may be: Number and percent of students satisfied with youth tutoring programs.

Sources Consulted: Making a Difference: An Impact Study of Big Brothers Big Sisters by Tierney, Grossman, and Resch (1995); Career Beginnings Impact Evaluations: Findings from a Program for Disadvantaged High School Students (by Cave and Quint) (1990); Project BELONG Final Report (by Blakely, Menon, and Jones (1995); National Mentoring Center, Strengthening Mentoring Programs Training Curriculum (2000); Report on Performance Measurement for the Corporation for National and Community Service (Urban Institute, 2002).

<b>YOUTH TUTORING</b>						
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	<b>Common Outcome</b>	<b>Program Specific Outcome</b>	<b>Tutoring Indicators</b>	<b>Data Collection Strategy</b>	<b>Notes</b>	<b>Outcome Stage</b>
1	Increased Enrollment	Students are enrolled in tutoring program.	Number of students enrolled in tutoring over 12 month period.	Internal program records	See Note #1.	Intermediate
2	Improved Participation	Students participate in tutoring program	Number and percent of students participating in tutoring for a 12 month period.	Internal program records	See Note #2. The meaning of "participating" is left to the discretion of individual programs. For this indicator, the percent of participating students should be calculated against the total number enrolled.	Intermediate
3	Improved Attitude/Motivation	Students demonstrate improved attitude and motivation towards school work.	Number and percent of tutored students whose parents and teachers reported improved attitudes and motivation for their child/student towards school work over the 12 months since entering the program.	Survey of parents or teachers of tutored youth	The indicator could be either a composite of all improvement dimensions, an indicator for each dimension, or both. The percent of improving youth should be calculated against the total number participating for a 12 month period (percentages for all remaining indicators should be calculated this way).	Intermediate
4	Increased Study Hours Outside of School	Increased Study Hours Outside of School	Number and percent of tutored students who increased (or maintained) their weekly hours of doing homework over the 12 months since entering the program.	Survey of tutored youth pre and post (about 12 months after entering the program) survey of tutored youth, or "retrospective" post-only survey of tutored youth	The option of 'maintained' exists for those tutored who showed a sufficient number of weekly homework hours upon entry into the program.	Intermediate/ End

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5	Increased Study Hours Outside of School	Increased Study Hours Outside of School	Number and percent of tutored students who increased (or maintained) weekly hours spent reading over the 12 months since entering the program.	Pre and post (about 12 months after entering the program) survey of , tutored youth, or "retrospective" post-only survey of tutored youth	The option of 'maintained' exists for those tutored who already showed a high number of weekly reading hours upon entry into the program.	Intermediate/End
6	Improved School Attendance	Improved School Attendance	Number and percent of students who showed a reduction in, or absence of, times they skipped <u>class</u> over the 12 months since entering the program.	Internal program records, survey of tutored youth	Requires student absence information both before and after entry into the program.	Intermediate/End
7	Improved School Attendance	Improved School Attendance	Number and percent of students who showed a reduction in, or absence of, times they skipped a <u>day</u> of school over the 12 months since entering the program.	Internal program records, survey of tutored youth	Requires data on skipped classes both before and after entry into the program.	Intermediate/End
8	Improved Academic Achievement	Improved Academic Achievement	Number and percent of tutored youth who improved substantially on tests from entry to program completion over the 12 months since entering the program.	Comparison of pre and post test scores on the subject matter being tutored.		End
9	Improved Academic Achievement	Improved Academic Achievement	Number and percent of tutored students who improved (or maintained) their grade point average (GPA) over the 12 months since entering the program.	Internal program records, survey of tutored youth		End
10	Improved Academic Achievement	Improved Academic Achievement	Number and percent of tutored youth participating for 12 months who graduated from high school or passed the GED or other high school graduation equivalent.	Internal program records, survey of tutored youth	Indicator useful for high school tutoring programs. Program may want to also track students who participate for less than 12 months.	End

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11	Continued Educational Advancement	Continued Educational Advancement	Number and percent of tutored students participating for 12 months who are enrolled in college the first year after high school graduation.	Survey of tutored youth	Indicator useful for high school tutoring programs. Program may also want to track students who participate for less than 12 months.	End
Note #1: Outcome indicators are likely to be considerably more useful if they are broken out by client type as well, such as by age group, race/ethnicity, gender, disability, and geographic area.						
Note #2: Research suggests that the effects of mentoring/tutoring programs are usually seen after 12 months of program participation. These indicators therefore use the 12 month period as a suggested time frame for measuring program outcomes. Programs may want to use other periods of time as they deem it appropriate.						
Sources Consulted:						
Tierney, Grossman, Resch, <i>Making a Difference: An Impact Study of Big Brothers Big Sisters</i> (1995)						
Cave, G. and Quint, J., <i>Career Beginnings Impact Evaluations: Findings from a Program for Disadvantaged High School Students</i> (1990)						
Blakely, C.H., Menon, R., and Jones, D.J., <i>Project BELONG: Final Report</i> . (1995)						
National Mentoring Center, <i>Strengthening Mentoring Programs Training Curriculum</i> (2000)						
The Urban Institute, <i>Report on Performance Measurement for the Corporation for National and Community Service</i> (2002)						
Reviewers Consulted:						
Cabrin Connections and the Tutor/Mentor Connection (Chicago)						