



## Community Impact Measurement Plan

*Tracking progress and results to document change and increase effectiveness*

**Name or topic of initiative** \_\_\_\_\_

*An initiative often will have several related target outcomes with their own strategies. Create one measurement plan for each target outcome.*

<b>Tracking changes in the target outcome</b>			
<b>Target Outcome</b> (specific population of focus and specific change sought)	<b>Indicator(s)</b> (specific statistic we will use to show how fully the population is achieving the intended result)	<b>Data Source(s)</b> (who/what – records, files, persons – will provide data on the indicator)	<b>Data Collection Method/Tool</b> (who will obtain the data, how, when, using what measure)
<i>e.g., Children in the low-income Smithton, Brookville, and Chase neighborhoods start kindergarten with age-appropriate vocabularies.</i>	<i>e.g., Number and percentage of children in these neighborhoods entering kindergarten who score at age level on the Peabody Picture Vocabulary Test</i>	<i>e.g., School system records</i>	<i>e.g., Kindergarten teachers administer PPVT during first school quarter. School system aggregates results by school, provides data to the initiative</i>

<b>Tracking other changes to show progress and increase effectiveness</b>			
<b>Change</b> (specific change sought in a specific community condition to help achieve the target outcome)	<b>Indicator(s)</b> (specific statistic we will use to show how fully the targeted change is being achieved)	<b>Data Source(s)</b> (who/what – records, files, persons – will provide data on the indicator)	<b>Data Collection Method/Tool</b> (who will obtain the data, how, when, using what measure)
<i>e.g., Staff of child care programs in Smithton, Brookville, and Chase neighborhoods use language-extension activities with children in care every day.</i>	<i>e.g., Number and percentage of individual staff who use at least one language-extension activity while interacting with a group of children every day.</i>	<i>e.g., Behavior observation reports</i>	<i>e.g., Early Childhood students from local university conduct weekly classroom observations using Get-Ready-to-Read checklist. University faculty compile results by program, provide data to the initiative.</i>
<i>e.g., Local child care professional association adds a module on language-extension activities to its child care staff training program.</i>	<i>e.g., Whether (1) a module is added, (2) it is research based, (3) it can be adapted for entry, mid-level, and advanced staff, and (4) it is delivered with each training.</i>	<i>e.g., Training program content; training delivery schedule</i>	<i>e.g., Early Childhood faculty from local university reviews module to verify research base. Member of partnership with EC experience reviews module to verify adaptation for staff with different levels of experience. Association reports quarterly on program delivery schedule.</i>