

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<b>AIKEN</b>	<ol style="list-style-type: none"> <li>1) What can be verified from past events and track?</li> <li>2) Are there differences between African American and Caucasian infant mortality rates, and if so can these differences be explained through data analysis?</li> <li>3) Does poor dental health affect pre-term labor or infant health status?</li> <li>4) Do pregnant women receive and understand critical safety information about their pregnancy?</li> <li>5) What is the evolution of the web governance?</li> <li>6) How do the web members view the strengths and weaknesses of such a web-like governance structure?</li> <li>7) Can web members describe whether and why Growing into Life affected or did not affect the infant mortality rate?</li> <li>8) Did communication with other agencies change through the initiative of the Growing into Life project?</li> <li>9) What forces supported or eroded this type of web governance structure?</li> <li>10) What data definitions change between Richmond County Georgia and Aiken County South Carolina with relation to infant mortality and why is that important?</li> <li>11) What actions can be taken to minimize the effects of S.C. and Georgia state laws on infant mortality rates?</li> <li>12) What are documentable tracking issues of state laws that affect the reporting of infant mortality rates in border communities?</li> </ol>	<p>Validate the data that was collected by Growing to Life program prior to 1999 and from 1999-2001.</p> <p>Analyze the strengths and weaknesses of such a structure with relation to Growing into Life and other initiatives so as to explore this structure for replication in other communities.</p> <p>Document issues that affect infant mortality rates when communities are close to different state borders and describe the effect on communication patterns between government officials in state border communities within positive and adverse political contexts.</p>
<b>ARLINGTON</b>	<ol style="list-style-type: none"> <li>1) To what extent does participation in SMILES change participants' dental health knowledge?</li> <li>2) To what extent does participation in SMILES remedy dental health problems?</li> <li>3) To what extent does participation in SMILES improve overall health and well being of participants</li> <li>4) What are key determinants of DHA success?</li> <li>5) What role did community leaders, political leaders, professionals play in the success of SMILES?</li> <li>6) What strategies work best for fund raising?</li> <li>7) What is the view of stakeholders on SMILES? In their view, why is SMILES successful?</li> <li>8) How and why did SMILES work?</li> </ol>	<ol style="list-style-type: none"> <li>1) Number of children served by SMILES</li> <li>2) Number of teeth sealed by SMILES</li> <li>3) Analysis of school attendance and performance with regard to dental health related problems</li> <li>4) Number of children served in relation to the number of children referred</li> </ol>

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<b>BOSTON</b>	<p>1) How have neighborhood districts improved since their designation as a Boston Main Streets District and how have these improvements contributed to the long-term health of the business districts?</p> <p>2) How has the Boston Main Streets Program contributed to these improvements? Which program activities and investments have had the greatest impact? What best practices and success factors emerge from the experience of specific districts?</p>	<p>1) Improvement of the overall district –physical improvements including: number of building improvements completed and private and public investment generated; new businesses started and expanded, net jobs created and changes in business types; changes in customer activity and perceptions.</p> <p>2) Local capacity-building – number of volunteer hours and local fundraising; range of participating organizations and type of involvement and increases in member organizations capacity.</p> <p>3) Business performance and capacity – growth in sales and profitability, changes in customers surveyed, extent to which businesses gained new expertise and changed operations.</p> <p>4) Level of the services provided by the program, the relationship between these interventions and logically related outcomes and direct assessments by participants and stakeholders as to how these interventions contributed to changes in the district.</p>
<b>BROCKTON</b>	<p>1) What are the programs' impacts on adolescents</p> <p>2) What are the effects on adolescents' families?</p> <p>3) What community-level influence do the programs have (e.g. school environment, neighborhood, area public and private agencies and businesses).</p> <p>4) What are the program components and processes that most influence outcomes and why?</p>	<p>1) Enhanced self-esteem, enhanced self-efficacy, changes in values (broadened career expectations, increased leadership skills, expanded commitment to the community).</p>
<b>BURLINGTON</b>	<p>1) Can we reasonably assume that membership in the credit union results in wealth building or a higher probability thereof?</p> <p>2) How does a relationship with their credit union change lives over time (improve consumer well-being)?</p> <p>3) How does the credit union promote community development?</p> <p>4) What is the social return on investment from the credit union's inputs?</p>	<p>1) Deposits, membership, lending levels of personal, mortgage, home improvement and micro-business, total assets, and loans outstanding. Among the outcomes to be assessed are changes in savings, equity and house or business values. The methods to answer this question will be reviewing program records and surveying members about their asset base.</p> <p>2) The plan discusses outcome measures generated by other studies that may be considered for Wanted. These include: reduction in subjective sense of economic strain, increased property values, community stability, increased school attendance, property maintenance, involvement in community, neighborliness, increased political action, improved sense of family, improved family health and increased employment.</p> <p>3) The outputs will count increases in homeownership, home improvements and business starts and expansions as a result of loans made. The outcome under consideration is how the credit union has contributed to community development.</p> <p>4) Outputs and outcomes for this area as well as methodology are still under review.</p>

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<b>CEDAR RAPIDS</b>	<ol style="list-style-type: none"> <li>1) To what extent is NTS getting its customers to where they need to be?</li> <li>2) What employment related barriers are we helping riders to reduce?</li> <li>3) What is the ridership's actual transportation experience?</li> <li>4) Beyond the ride, what impact is the NTS service having on the riders?</li> <li>5) What impact is NTS having on the economic base of the service areas?</li> <li>6) How has NTS helped reduce community level barriers to employment?</li> <li>7) What would be the impact if NTS did not exist?</li> <li>8) What is the most effective way to communicate the value of NTS?</li> </ol>	<ol style="list-style-type: none"> <li>1) Number of riders to arrive at work on time; number of riders (eligible) getting to/from employment, education, treatment</li> <li>2) List of barriers, barriers overcome</li> <li>3) No rider on bus for more than 30minutes; all riders arrive safely to destination; rider report satisfaction</li> <li>4) Service helps riders maintain employment and income</li> <li>5) Service contributes to stability of the workforce.</li> </ol>
<b>CHARLOTTESVILLE</b>	<ol style="list-style-type: none"> <li>1) What were the important public policies that contributed to downtown revitalization?</li> <li>2) What were factors external to downtown (national-state-regional economy, regional demographic evolution, housing markets, cultural and aesthetic preferences) that influenced redevelopment trends and the direction of decisions?</li> <li>3) What differences in outcomes downtown have occurred because of public-sector and private-sector decisions and actions intersecting with internal factors?</li> <li>4) What are some policy options that were considered and rejected by public-sector or private-sector actors that could have led to worse, or better, results?</li> <li>5) What are measures that document success, and how does downtown Charlottesville fare on those measures?</li> <li>6) How can interpreting this history of Downtown Charlottesville facilitate making decisions in the near future that will expand these successes?</li> </ol>	<ol style="list-style-type: none"> <li>1) Traditional sales data and tax data.</li> <li>2) Downtown residential patterns.</li> <li>3) Public space use for civic and commercial purposes.</li> <li>4) Parking usage and patterns.</li> </ol>
<b>CINCINNATI</b>	<ol style="list-style-type: none"> <li>1) What are the effects of mentoring, in terms of academic progress, behavioral development progress, and academic self-concept and attitude?</li> <li>2) Are there benefits exclusive to specific types of mentoring?</li> <li>3) Are there common benefits across programs?</li> <li>4) Is multiple mentoring beneficial?</li> <li>5) In what ways do the students think they are benefiting from the program?</li> </ol>	<ol style="list-style-type: none"> <li>1) Measurements of current promotion rates and promotion rates over time</li> <li>2) Measures of disciplinary status</li> <li>3) Establishment of baseline measures.</li> </ol>
<b>HARTS</b>	<ol style="list-style-type: none"> <li>1) To what extent has Step by Step's Dreamers Project improved the self-esteem, attitude and school performance of children in Big Ugly Creek?</li> <li>2) How can the Dreamer's Project provide better programs for children as they transition from one age group to the next?</li> </ol>	<ol style="list-style-type: none"> <li>1) Teacher ratings of selected groups of children.</li> <li>2) Self-concept scales.</li> <li>3) Attitude toward school subjects scales.</li> <li>4) Perceptions of parents through Interviews and focus groups.</li> </ol>

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<p><b>JACKSONVILLE (BRIDGE)</b></p>	<p>1) What are the internal perceptions of the children, staff, and board members and what do they see as the strengths, weaknesses, and potential future of the Bridge?</p> <ul style="list-style-type: none"> <li>A. Where should the infrastructure go?</li> <li>B. How can you solve the mobility issue?</li> <li>C. How do you find kids when they move?</li> <li>D. Would Improving the neighborhood improve the Bridge?</li> <li>E. How do perceptions of diversity and inequality effect the Bridge?</li> </ul> <p>2) What happens to kids in the program and how do we measure and analyze this data?</p> <ul style="list-style-type: none"> <li>A. How can the Bridge use systematic evaluation?</li> <li>B. How do you measure intangibles like the fact that the Bridge is there when children return?</li> <li>C. How can the Bridge track children before and after they enter the Bridge?</li> <li>D. How many kids come the Bridge? How often? For how long?</li> <li>E. How much of the Bridge do the children need to make a difference in their lives?</li> </ul> <p>3) What are the external perceptions of the Bridge children's family and their community?</p> <ul style="list-style-type: none"> <li>A. How does the Bridge impact the entire neighborhood?</li> <li>B. How do you measure the relationships between children, parents and the community?</li> <li>C. How can the issues of transportation be solved?</li> </ul>	<ul style="list-style-type: none"> <li>1) The impact of the Bridge programs on clients, especially children who are in the WAGES program.</li> <li>2) Better assessment tools for Bridge programs.</li> <li>3) Improved capacity in resource development.</li> <li>2) Community perceptions of the Bridge</li> </ul>
<p><b>JACKSONVILLE (JCCI)</b></p>	<p>1) Who has participated in JCCI and who has not? Why have certain people participated while others have not? Are there racial, socio-demographic, cultural, or residential differences in participation? Why have some returned for additional services while others have not? How did they relate to the JCCI process?</p> <p>2) To what extent have JCCI recommendations been implemented? How have these recommendations fared over time? What role does JCCI play in making sure that recommendations are received favorably by community leaders?</p> <p>3) How can JCCI operations, data management, and information processes be improved through improved technology?</p>	<ul style="list-style-type: none"> <li>1) Assessment of community perceptions regarding the role JCCI plays in the community</li> <li>2) Assessment of the impact of JCCI on the community.</li> </ul>

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<p><b>LOS ANGELES</b></p>	<ol style="list-style-type: none"> <li>1) Is the "Housing First" program methodology effective in terms of cost and client outcomes?</li> <li>2) What outcome measures and indicators can Beyond Shelter develop that are more focused and can be tested through qualitative and quantitative research?</li> <li>3) How can Beyond Shelter refine and deepen the explication of program theses and principles presented in its methodology manual to incorporate change on a systemic level?</li> </ol>	<ol style="list-style-type: none"> <li>1) Movement from homeless to temporary or permanent housing</li> <li>2) Decrease in psychological stress</li> <li>3) Decrease in substance use/abuse</li> <li>4) Participation in treatment, support, and training programs</li> <li>5) Regular school attendance</li> <li>6) Improved health assessment/care</li> <li>7) Reduction of behavioral/school problems</li> <li>8) Increase residential stability</li> <li>9) Continued improvement in psychological functioning and reduction in symptoms of distress</li> <li>9) Increased self-esteem and feelings of empowerment</li> <li>10) Improved life-management skills, including job/vocational skills and goal setting</li> <li>11) Participation in family planning</li> <li>12) Improved school performance and attendance.</li> </ol>
<p><b>MANKATO</b></p>	<ol style="list-style-type: none"> <li>1) How helpful did coalition members find the services and support offered by network staff?</li> <li>2) To what extent did coalition members develop prevention strategies that targeted multiple risk factors present in the community?</li> <li>3) How did community leaders benefit from network support?</li> <li>4) How do coalition members describe the connection between their efforts and the lives of youth in their communities?</li> <li>5) Has the level of community support for prevention programming increased?</li> <li>6) Has the capacity to plan and implement prevention initiatives increased among participating communities?</li> <li>7) Are more communities in the region developing prevention-based initiatives?</li> <li>8) Are region-wide norms and policies regarding ATOD use more consistent?</li> <li>9) Are more prevention-oriented initiatives in place in communities across the region?</li> <li>10) Do youth report the presence of more protective factors in their lives?</li> <li>11) Has the incidence of ATOD use among youth decreased across the region?</li> <li>12) What is the value added of the staff support provided by Region Nine to local prevention coalitions?</li> <li>13) What is the value added of membership and participation in the regional network?</li> <li>14) To what extent do volunteers generate resources?</li> </ol>	<ol style="list-style-type: none"> <li>1) Increased capacity of coalitions to plan and implement prevention initiatives</li> <li>2) Decrease in ATOD use in youth</li> <li>3) Increase in protective factors in youth</li> <li>4) Change in norms and policies related to ATOD use</li> <li>5) Emerging themes</li> <li>6) Value added of staff support to local prevention coalitions</li> <li>7) Value added of membership/participation in the regional network</li> <li>8) Resources generated by volunteers.</li> </ol>

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<p><b>NEW YORK</b></p>	<ol style="list-style-type: none"> <li>1) How have the lives of residents on 118th St. improved as a result of this project?</li> <li>2) Have the lives and opportunities for children on the block, and those receiving scholarships to school improved? How?</li> <li>3) How has the block improved?</li> <li>4) What activities were critical in producing outcomes?</li> <li>5) How does the collaboration of the partners work to produce outcome?</li> <li>6) Are the achievements sustainable? What is the evidence of sustainability?</li> </ol>	<p>Four outcome areas are listed in the plan to answer these questions. The areas are</p> <ol style="list-style-type: none"> <li>1) creating a healthy block</li> <li>2) improving the lives of families and children</li> <li>3) strengthening the collaborative efforts of the partners</li> <li>4) ensuring that the benefits to the block, families and collaboration are sustainable.</li> </ol>
<p><b>RICHMOND</b></p>	<ol style="list-style-type: none"> <li>1) How can the Women in Construction Program serve as a useful endeavor statewide by providing training and by establishing a statewide network of tradeswomen?</li> <li>2) What can be done to assure financial stability for the program?</li> <li>3) What techniques should the program use to recruit more women and inspire them to participate in the training?</li> <li>4) What strategies can be used to improve retention rates of graduates placed in construction jobs?</li> </ol>	<ol style="list-style-type: none"> <li>1) Self-sufficiency of graduates</li> <li>2) Empowerment of graduates and their attitudes toward work</li> <li>3) Work climate for Women and the attitudes of employers</li> <li>4) Union Climate for women and the attitudes of unions</li> <li>5) Family life for women, improved relationships</li> <li>6) Mentoring by women</li> </ol>
<p><b>SANTA ANA</b></p>	<ol style="list-style-type: none"> <li>1) What is the impact of the general program, especially mentoring, on the psychosocial status of the students?</li> <li>2) What percentage of Taller students complete five of the seven objectives and what objectives are they?</li> <li>3) To what extent does the program increase a student's employability?</li> <li>4) What if any long-term impact has Taller San Jose made on the lives, and especially the employability, of its students?</li> </ol>	<ol style="list-style-type: none"> <li>1) Show gains in self-confidence and self-assurance; demonstrate increased acceptance of responsibility for their future; add to the level of personal resiliency needed for dealing with mainstream society; show gains in their expectations for success.</li> <li>2) Gains in reaching five of seven objectives</li> <li>3) Measurements on the employability index; changes in manner of dress, interview skills, etc.</li> <li>4) Feedback from alumni</li> </ol>

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<b>SHREVEPORT</b>	<ol style="list-style-type: none"> <li>1) Can we help neighbors develop caring inter-personal relationships and caring attitudes among neighbors on a city block?</li> <li>2) Will new and enhanced caring relationships among neighbors, and attitudes and connections they promote, stimulate them, individually and collectively, to act in ways that make the neighborhood a better place to live?</li> <li>3) Do people who participate in the Haven House Program feel that they are "better people", individually and collectively, because of their experience in Haven House? Do these feelings sustain a consistent participation over time?</li> <li>4) Can we build Haven House in the ICU neighborhoods that significantly contribute to expanding the ICU's capacity to implement the 8-Step Plan; especially by enabling ICU leaders to develop key neighbor volunteers to assume ICU responsibilities that free the ICU leaders to take the next step in the 8-Step Plan?</li> <li>5) How does implementation of the 8-Step Plan effect participants who actively promote it and those in the neighborhoods who only respond to it?</li> <li>6) (After the first years) How well has the ICU functioned as a service platform to enable other providers to "connect" to neighbors and how well have ICU neighbors used such services as a tool to enable them to implement personal and collective plans?</li> </ol>	<ol style="list-style-type: none"> <li>1) Interpersonal relations: The degree of interpersonal relationships formed with neighbors living on either side of a dwelling unit during the last quarter as indicated on a Lickert type index by the head of the household for each dwelling unit on each block in the target area</li> <li>2) Individual acts that make the neighborhood a better place to live: A quarterly, self-reported act by the head of household for each dwelling unit on each block in the target area.</li> <li>3) Collective acts that make the neighborhood a better place to live: A quarterly, self-reported act by the Haven House leader for his/her block</li> <li>4) Persons feeling they are better because of HH participation: Responses on a Lickert type index of "feeling they are better off or worse off" by the head of the household for each dwelling unit on each block in the target area</li> <li>5) 8-Step Plan: assessment of this plan and the involvement in community organizations, feelings of alienation, and other aspects of life and community</li> <li>6) Connecting providers to serve persons needing services: Tabulating the actual needs identified by persons using the intranet linkage to the ICU's and actual connections made to providers</li> <li>7) Implementation of personal change plans: Quarterly assessments of whether target dates for activities are being met.</li> </ol>
<b>ST. LOUIS</b>	<ol style="list-style-type: none"> <li>1) What does the Bridges program do to address the racial polarization of the community?</li> <li>2) What are the main types of "the Bridges experience"? Group differences? Personal differences?</li> <li>3) Does the Bridges program produce interracial relationship building?</li> <li>4) How does the Bridges program affect participants' awareness and understanding about racism and racial polarization?</li> <li>5) How do Bridges program participants apply these learnings to their personal lives and to their community functioning?</li> </ol>	<ol style="list-style-type: none"> <li>1) number of groups [by type] (quantitative indicator); number of participants [by race &amp; gender] (quantitative indicator); number of dropouts [by race &amp; gender] (quantitative indicator); frequency of group meetings (quantitative indicator); attendance at group meetings [by race &amp; gender] (quantitative indicator); number of interracial contacts produced (quantitative indicator); number of cross-racial-area visits produced (quantitative indicator); topics discussed in groups (qualitative indicator); seriousness of interracial disagreements in group discussions (quantitative indicator)</li> <li>2) Comfort with group [locally devised items], measurement of specific interpersonal trust: Construction and validation of a scale to assess trust in a specific other; Intergroup Anxiety scale.</li> <li>3) Learnings about racism/racial polarization indicators (qualitative anecdotes -- from Results Mapping quantitative scorings of anecdotes -- from Results Mapping)</li> <li>4) Applications of learnings to personal life and community living indicators (qualitative anecdotes -- from Results Mapping quantitative scorings of anecdotes -- from Results Mapping).</li> </ol>

## WANTED: Research Questions and Outcome Measures

SITE NAME	RESEARCH QUESTIONS	OUTCOME MEASURES
<p><b>WESTERN N. CAROLINA</b></p>	<p>1) To what extent have the communities involved in the Small Towns Revitalization process been successful?</p> <p>2) We have hypothesized seven critical success factors for the process. Are they, in fact, the critical success factors?</p> <p>3) What resource and organizational capacities (see Glickman and Servon, 1998) are needed to sustain and expand this process?</p>	<p>1) Presence of a strategic revitalization plan</p> <p>2) Consistent progress toward revitalization plan goals</p> <p>3) Public money invested; Private money invested</p> <p>4) Increased use of skill, knowledge, and ability of local people</p> <p>5) Strengthened relationships and communication</p> <p>6) Improved community initiative, responsibility, and adaptability</p> <p>7) Improved resource utilization by the community</p> <p>8) Shared resources among participating towns</p> <p>9) Expertise or advice solicited from or shared with other communities in region</p> <p>10) Increased identification with and sense of pride in the region.</p>