

Chapin Hall Project Brief



FYSB RHYTTAC Youth Outcome Learning Project Summary

This document summarizes the methods, strengths, challenges, lessons learned, and recommendations that emerged from the 2023 Youth Outcomes Learning Project that the RHYTTAC project team piloted with staff and young adult representatives from five current FYSB RHY grantees.

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Introduction

Runaway and Homeless Youth (RHY) programs seek to promote positive youth outcomes but have limited knowledge and capacity to routinely reflect on their program logic models or systematically measure outcomes that can inform their strategies. The FYSB RHYTTAC Youth Outcomes Learning Project pilot worked closely with a small group of diverse RHY grantees to increase their capacity to: (1) refine their existing logic models; (2) identify and align the inputs, activities, and outputs of their RHY programs to outcomes of interest; and (3) define and measure each program's outcomes and improve outcomes measurement for the four outcome domains of FYSB's RHY Performance Standards.

Study Methods

RHYTTAC project staff worked closely with staff and youth representatives from five RHY grantees over a five-month project period, providing a range of technical assistance (TA) to the grantees throughout the project. Below, we describe the participating grantees and the methods the RHYTTAC project team used for grantee engagement over the course of this project.

Participants

We received 26 applications to participate in the project. To select participating grantees for this pilot project, we aimed to

balance key characteristics of each grantee, including the type of communities they serve, the number of FYSB-funded programs their organization hosts, the number of youth served annually, and their unique strengths and challenges around measurement (see Table 1). The majority of the participants began the pilot with beginner (42%) and intermediate (42%) levels of knowledge about logic models, measurement tools, and practices.

Table 1. Anonymous Description of Participants

Urbanicity	# FYSB Funded Programs	Size (# youth served/year)	Strengths (as indicated on application by grantee)	Challenges (as indicated on application by grantee)
Primarily rural with urban/suburban area access	2 (BCP, TLP)	50 to 99	<ul style="list-style-type: none"> • Investments: electronic MIS, use of West Coast Convening Framework, skilled case managers • Contract with data analyst who helps analyze data • Developed a system of checks and balances to ensure data completeness and accuracy 	<ul style="list-style-type: none"> • How to best use pre and post data and outcomes to inform program improvements plans. • Allocating staff time program improvement • Measuring outcomes during aftercare services.
Primarily urban/suburban with rural service locations	4 (BCP, MGH, SOP, TLP)	200 or more	<ul style="list-style-type: none"> • Strong data quality and improvement department • Experience with assessment tools • IT infrastructure for an internal database 	<ul style="list-style-type: none"> • Consistently using assessment tools across programs
Urban/suburban	1 (MGH)	Fewer than 25	<ul style="list-style-type: none"> • Strong measurement practices with some validated tools • Use of HMIS as system of record to maintain the accuracy, integrity of data • Produce monthly outcome reports for analysis and improvement • Ability to conduct surveys and achieve 90%+ youth participation rate 	<ul style="list-style-type: none"> • Staff turnover • Limitations with local outcome measurement data • Lack of an evidenced-based tool to measure permanent connections • Lack of a culture of learning and commitment to evaluation among all staff • Finding meaningful and empowering ways to engage youth with lived experience in program evaluation
Urban/suburban	1 (MGH)	25 to 49	<ul style="list-style-type: none"> • Strong understanding of the value of measuring youth outcomes (direct value measurement adds 	<ul style="list-style-type: none"> • Balancing the need for measurement with the need for trauma-informed care for youth; and that often

Urbanicity	# FYSB Funded Programs	Size (# youth served/year)	Strengths (as indicated on application by grantee)	Challenges (as indicated on application by grantee)
			to the MGH program participants, how measurement impacts the overall funding landscape for at-risk and homeless youth)	these measurements are focused more on the measurement than the actual care of youth (especially with pre and post measurement)
Statewide	4 (BCP, MGH, SOP, TLP)	200 or more	<ul style="list-style-type: none"> • Multiple FYSB-funded projects • Longstanding staff with historical knowledge 	<ul style="list-style-type: none"> • Service staff struggle to collect/report on outcome measures due to crisis and other factors • Lack of confidence in reaching long term outcomes or maintaining short term or intermediate outcomes obtained

Grantee Engagement

Figure 1 shows the six mechanisms that the RHYTTAC team used to engage grantees in both large group and individual TA on the topics of logic models and measurement from May-September.

Group Meetings

RHYTTAC hosted a project kickoff meeting in early May 2023 for all staff and youth representatives.

Subsequently they held three group meetings for all pilot participants (May, July, and September). The goal of the monthly group meetings was to introduce the topics that would be the focus of more intensive one-on-one TA meetings over the following weeks: logic models, measurement, and grantee’s experiences with aligning logic models to measurement practices and needs. Table 2 shows attendance numbers at the four group meetings.

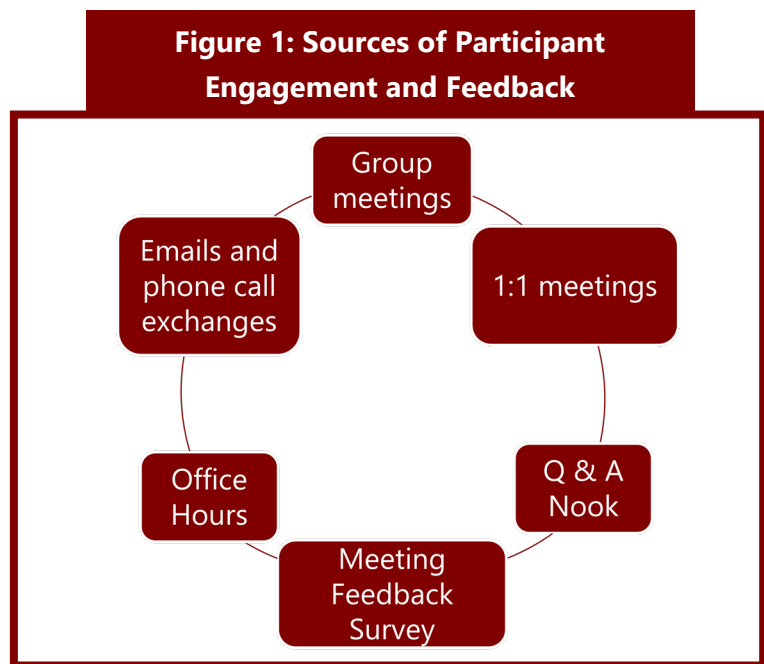


Table 22. Group Meeting Topics and Attendance

Group Meeting	Meeting Focus	Grantees Represented	Staff Reps	Youth Reps
Kick Off	Project overview	5	8	4
May	Logic model basics	5	7	2
July	Measurement basics	5	5	4
September	Grantees project experiences; measurement alignment	5	6	2

Additionally, project staff developed a group meeting feedback survey (see Appendix B for instrument) to gather input from grantees about the topic, content, pace, and expectations following the meeting.

Meeting Survey Feedback

At the close of each group meeting, participants were provided the opportunity to complete a feedback survey about their experience within the meetings. A total of 19 participants completed the survey and provided feedback. Thirteen (68%) were staff representatives and six (32%) were youth representatives.

Q & A Nook

We developed an online “Q&A nook”, similar to a discussion board, as another way for staff or youth representatives from participating grantee organizations to anonymously ask questions about any aspect of the project, available to access at any time. We recognized that some staff and youth representatives had varying levels of experience working with logic models or measurement, so the Q&A nook provided a safe space to pose inquiries to the RHYTTAC project team.

One-on-One Meetings

In addition to group meetings, project staff met individually with each grantee organization at least once in June, July, and August. At these meetings, project staff worked collaboratively with grantees to strengthen their logic models, bring their models closer to practice, review measurement practices, explore where gaps remained to measure outcomes identified in their models, and receive feedback in response to reported strengths and challenges.

Office Hours

Project staff hosted office hours in June for grantees to attend to ask any additional questions that emerged as they worked to update logic models. At each group meeting, we polled the group about whether additional office hours would be helpful, and if so when should they occur.

Email and Phone Call Exchanges

Project staff also met with grantees by request to continue conversations or provide additional TA above and beyond group meetings. The project team engaged with grantees through ad-hoc email and phone call exchanges to provide assistance and support with completing the activities described below.

Grantee Tasks

In addition to the engagement described, we requested that grantees participate in two tasks: completing a logic model builder form and a measurement inventory. We also invited youth representatives to participate in a validation session with the young adult on the RHYTTAC team.

Logic Model Builder

To facilitate grantees' capacity to think through the components of their program, which indicators they measure and what outcomes they work towards for the young people they serve, we adapted a logic model builder originally developed by a Chain Hall colleague for use with youth-supporting organizations in Chicago. We updated the template to reflect the activities, inputs, outputs, and outcomes typically involved in and/or required of FYSB RHY programs. We provided group and one-on-one technical assistance to help programs complete the builder and collected the builder templates from grantees for their FYSB-funded RHY programs. Once finalized, we entered the information in the logic model builder into Creatly, a widely-used visual collaboration and diagramming platform to depict each grantee's refined logic model(s), described in greater detail below.

Measurement Inventory

To gather details on the measurement practices currently in place with each program, we developed a Measurement Practices Inventory (see Appendix C for Inventory). The inventory listed all possible outcomes that grantees had included in their logic model builder forms. For each outcome, we instructed grantees to fill in information on the indicator (i.e., the metric for success), time frame (i.e., when it is measured), and how it is measured (i.e., measurement approach, such as survey or interview). We listed two examples at the top of the inventory to provide guidance for grantees to complete the inventory. We reviewed the inventory in a group meeting and asked grantees to complete the inventory on their own. Subsequently, we reviewed the inventory with each grantee in one-on-one meetings.

Young Adult Validation Sessions

The young adult on the RHYTTAC project team connected with young adult representatives from each of the grantees to walk through their program's updated logic model and receive feedback on how well the model aligned with their experiences in the program. This conversation also allowed for the RHYTTAC project team to discuss the diversity of perspectives and experiences among program participants and reflect on the priorities and needs of youth and young adults in the program. For those unable to participate in Zoom discussions, the young adult on the RHYTTAC project team developed and administered a follow-up survey to collect this information.

Project Strengths

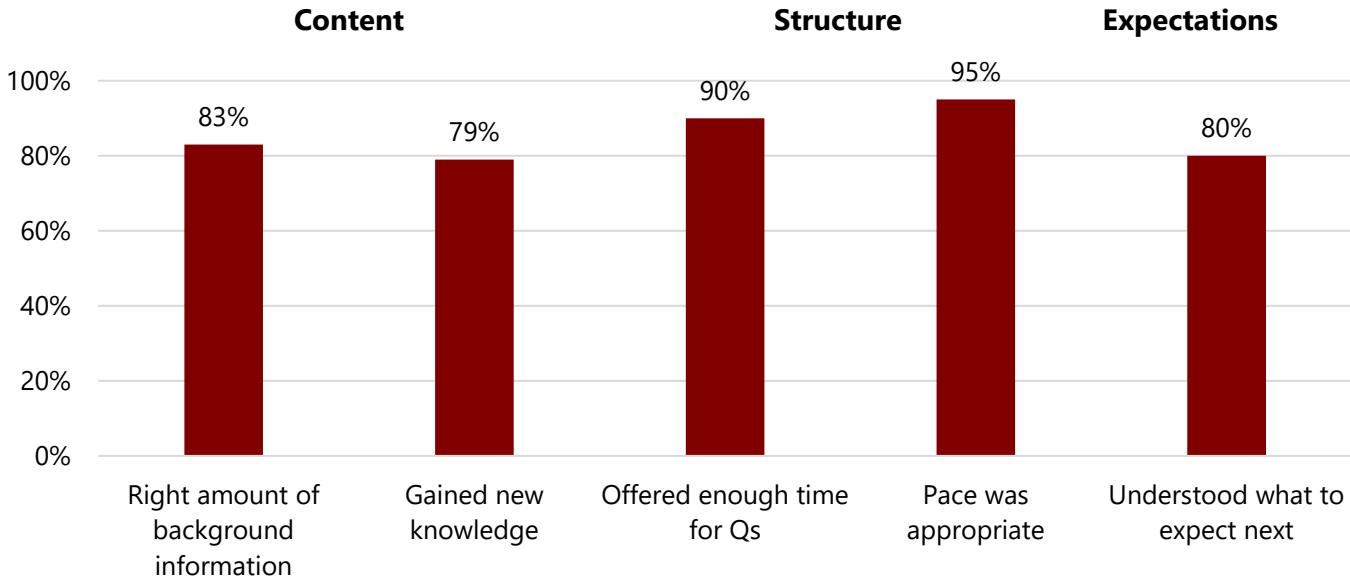
Robust Learning Community via Strong Grantee Engagement in Meetings

All five RHY grantees attended each of the four group meetings, which were held every 4-6 weeks. During these meetings, pilot participants thoughtfully engaged on topics related to logic model

development and refinement and outcomes measurement. During each meeting, grantees received an overview of select topics and were introduced to new tools and/or resources. Additionally, grantees often shared experiences and strategies with each other at the meetings.

Across the three group meetings, most participants reported that the group meetings were very helpful (57%) or somewhat helpful (31%). When asked about future meetings, most of the participants wanted more in-depth explorations of topics and resources related to logic models. Others suggested more engagement with participants, breakouts by roles, and more time to discuss program practices, challenges, and/or strengths. We used this information to further tailor the TA in one-on-one meetings over the course of the project. Additionally, as shown in Figure 2, the content and structure of the meetings were well-received, indicating generally high satisfaction among grantees.

Figure 2. Percentage of Grantees' Agreement Regarding Group Meetings



Intensive TA in One-on-One meetings

The RHYTTAC project team held at least three one-on-one meetings with each grantee organization to have more in-depth discussions about refining their specific logic models. These meetings allowed grantees to have more time to present or discuss unique program practices, challenges, and strengths. The RHYTTAC project team used these opportunities to better understand grantees' capacity and needs for strengthening their outcome measurement practices. The meetings also provided grantees with the necessary information, tools, and resources to prepare for the larger group meetings.

Successes Building Logic Models and Identifying Aligned Measurement Options

Throughout the course of the project, the RHYTTAC project team developed three tools and resources for use with grantees to strengthen their logic model and outcomes measurement capacities: a logic model builder, Creatly logic model template, and a measurement practices inventory.

Logic Model Builder

We routinely heard from grantees that the logic model builder helped them think through their activities and inputs and identify where they had system connections and other activities that were not reflected in their existing logic model. Additionally, the builder template allowed them to select from a menu of outputs and outcomes they could be measuring and reporting on and add additional items they may have initially overlooked. Grantees shared that these iterative discussions highlighted some outcomes and outputs they track but are not currently reflected in their models. Finally, we walked through the models with each grantee to look for alignment across the model as well as with their program expectations (i.e., inputs logically leading to activities, linked with outputs, measurable and clearly related to short and long-term outcomes). This process helped grantees see elements of their original model to alter and amend. Commonly, grantees recognized outputs in their original models that they could not attribute to their program's activities; in response, some grantees needed to refine, remove, or add metrics for outputs or outcomes, whereas other grantees needed to remove outputs and outcomes that were in their original model but were not measured or tracked. We summarized each of these conversations and our analysis of each model into memos developed for each grantee to highlight points of alignment, areas of strength, gaps, and recommendations to strengthen each model.

In our logic model discussions, we routinely underscored the importance of grantees actively engaging with their models to strengthen the outcomes they intend for the youth they serve. We began by showing how logic models can be effective tools that assist in program planning, implementation, program management, data collection, metric management, evaluation, and reporting. While working with each grantee, independently, we assisted them in refining their existing models by clearly defining their program's intended impact and overall goals and the sequences of those intended effects. Further, we helped the grantees determine which of their activities would likely produce specific impacts on a particular set of measurable outcomes. We helped grantees to see how this process could yield meaningful insights on how the program is promoting the wellbeing of the young people they serve.

Throughout our engagement, we emphasized the importance of this process and the orientation that their models "tell a story." This concept seemed to resonate for some of the grantee participants. Rather than think of the logic model development process as a static step with a start and end point, grantees began to see the cascading effects of having an aligned and validated model, one that is an honest reflection of their program. Further, they understood these are evolving models and should be continuously referred to and updated as needed.

Creatly Logic Model Templates

We took the refined logic model builder files for each program and converted them into an online logic model template, Creatly. This subscription service offers a template to enter each component of the model, and the RHYTTAC project team transferred all of data from the builders into Creatly templates (ten models in all). Over the course of the project, grantees routinely expressed that the appearance and organization of the Creatly models was a welcome improvement over their original models.¹

Measurement Inventory

The measurement inventory illuminated gaps grantees face in tracking various outcomes and indicators. The inventory presented the sources of data for all outcomes and indicators, illustrating where certain outcomes did not have a corresponding indicator or measurement source, and helped grantees focus on which outcomes to capture and in which areas they could strengthen their measurement practices. One-on-one meetings to review the inventory with each grantee revealed similar challenges for all grantees' current data collection practices and use of measurement tools. These included: 1) there are many outcomes that fall under the domain of social-emotional outcomes and it can be difficult to determine what they intend their program to impact (e.g., psychological distress vs. resilience); 2) where there are many measures to choose from for a specific outcome, it is difficult to determine which one to select; and 3) it is hard to know how to meaningfully use the information these measures generate to drive programmatic decisions that result in better outcomes for young people.

From the inventory and the one-on-one meetings held with each grantee to review them, the RHYTTAC project team was able to develop measurement memos specific to each grantees that highlighted: 1) current measurement practices and their strengths, 2) alignment and misalignment between logic model outcomes and measurement practices, 3) challenges in collecting and using data for certain outcomes, and 4) recommendations for validated measures and practices to consider incorporating into programs (see Recommendations section below for more details).

Dedicated Young Adult Staff Member to Engage with Young Adult Grantee Participants

The RHYTTAC project team intentionally included a young adult professional with lived expertise to work in co-collaboration with Chapin Hall staff in all aspects of the project. This staff member contributed to all meetings, material development, and led the youth validation process. The young adult staff member offered a safe space and open line of communication to the young adult grantee participants, serving as a trusted associate for youth participants to reach out to, ask questions, and share experiences.

¹ During the final group meeting, we shared with grantees a resource of free online logic model templates that grantees could explore using to transfer their logic model data into, in lieu of a paid subscription template.

Diversity in Organization Characteristics and Measurement Practices

The five participating RHY grantees had diverse characteristics and outcome measurement practices. They also had varying levels of knowledge about logic models, data collection, and measurement. With only five grantees, project staff were able to dedicate significant time to each grantee and their models and practices. We engaged in a deep-dive process of working and learning together to identify, integrate, and inform improvements for outcome measures and inform the development of TTA on outcomes measurement, alignment, and logic models.

Challenges and Lessons Learned

In spite of its many successes, this pilot project also revealed some key lessons to address in future outcomes measurement capacity-building efforts with grantees. We highlight three main challenges we encountered and lessons that emerged from them.

Light Engagement with Optional TA Activities

We wanted to offer as many opportunities for touch points and technical assistance as possible, but some of the offerings were not well used. We offered office hours each month for the RHYTTAC project team to join Zoom meetings ready to answer any of grantees' project-related questions. Additionally, we offered a Q&A nook for anonymous submission of questions in case young adults or staff felt uncomfortable or hesitant to pose questions in a group or one-on-one setting. Grantees did not use either of these options. Additionally, engaging youth representatives was difficult for certain meetings, including the logic model validation discussion sessions.

Lesson Learned: With limited staff capacity to engage in this work, future TA should ensure that the type and frequency of TA offered aligns with grantees' needs *and* capacity to participate. Streamlining TA to the types and times that work best for grantees will improve the experience for all involved.

Intense TA is More Challenging with Grantees with Multiple FYSB-Funded RHY Programs

The RHYTTAC project team wanted to work closely with each grantee and help them strengthen the logic model for each type of FYSB-funded program they offer; however, we realized that grantees with more than two FYSB-funded RHY programs needed more dedicated project staff time and attention. We ultimately held a few additional one-on-one meetings with two grantees with multiple programs to help them work through all of the models and the challenges they faced in measuring outcomes, since some challenges were particular to individual programs.

Lesson Learned: One grantee ultimately chose to focus intensely on just one of their models, and we would recommend either nominating one or two models/programs to consider in future outcome measurement work or create additional touch points at the outset for any similar project with grantees that have three or four different programs/models and measurement protocols.

Grantees Had Varying Levels of Background Knowledge and Experience with the Topics

We intentionally selected a group of grantees that served youth in diverse locations, worked with varying numbers of youth each year, and faced a diverse set of challenges and strengths with outcomes measurement (see Table 1). We did this to gauge whether the TA, tools, and resources we used with grantees would be effective for a broader range of FYSB RHY grantees. Acknowledging the necessity to be diverse, this presented some challenges. Managing content and pace in the group meetings that accommodated all grantees' levels of knowledge and needs was difficult at times.

Lesson Learned: We discovered the value of the one-on-one meetings and decided to pivot one of the group meetings to instead meet individually with each grantee. While this was a much more time and resource intensive decision for the RHYTTAC team, it was one that met the capacity and TA needs of all grantees. Group meetings served as good touch points to introduce topics and review work to date. Providing tailored and specific TA to the grantees, which is what the project set out to do to strengthen the capacity of *all* participating grantees, required more one-on-one and intensive TA.

Recommendations

Our primary objectives for the pilot were to support RHY grantees to increase their capacity to 1) develop logic models, 2) identify and align inputs, activities, and outputs to outcomes of interest, and 3) define and measure each program's outcomes that align plausibly with their logic models and the FYSB RHY four core outcome areas. We offer three overarching recommendations regarding strategies to extend the capacity of RHY grantees to understand what their program's intended impact is, measure outcomes that can capture that impact, which is meaningful for their program theory of change, and to drive towards program improvement that can enhance young people's wellbeing.

Logic Model Capacity Building

Through the pilot's ongoing and iterative approach to refining logic models and illuminating data collection and measurement practices, we identified some areas for consideration for future sequences of intensive TA on logic models and measurement for FYSB's RHY grantees (Table 3). We note two important features of these recommended steps: 1) they are not sequential, though some may be dependent on others being implemented, and 2) this menu of useful steps has tremendous range and depth that would be contingent upon the context of each individual grantee. TA would be dynamic and require some level of customization for each grantee. A second phase of the Youth Outcomes Learning Project might explore the following steps for refining program logic models and establishing continuous quality improvement practices.

Table 3. Intensive TA for Future Youth Outcomes Learning Projects

Areas of Consideration	Rationale	Role for RHYTTAC Team
Preparation for Logic Model Development		
Conduct a comprehensive needs assessment	A thorough needs assessment to understand the specific challenges and needs of youth experiencing homelessness in their community should inform the logic model.	Work with the grantees to explore useful and effective methods that could be incorporated into their approach to collect data on causes of youth homelessness, demographics of the affected population, existing resources, and gaps in services
Identify key stakeholders and partners	Collaboration and partnerships are integral to enhancing the effectiveness of interventions and ensure a comprehensive approach.	Assist grantees in engaging with key stakeholders to participate in the logic model process such as government agencies, local nonprofits, schools, and community members who have a vested interest in addressing youth homelessness
Foster community engagement and support	Building a strong support network of local businesses, faith-based organizations, and others and involving the community meaningfully in the work of a local youth service provider can help reduce stigma, increase resources, and create a sense of shared responsibility for youth wellbeing.	Introduce the significance of expanding the stakeholder pools and how to engage the community through awareness campaigns, volunteer opportunities, and meaningful collaboration
Clearly define goals and objectives	Need to articulate shared goals and objectives that align with the organization’s mission, funding requirements, and the needs identified in the assessment among program and community partners.	Establish clear, measurable, and realistic goals and objectives that align with the organization's mission, funding requirements and the needs identified in the assessment.
Create a Theory of Change & Logic Model		
Scale up logic model builder form	Need for access to a tool that orients grantees to logic model development and supports all participants, regardless of prior knowledge or experience creating or working with logic models, to step forward with confidence to draft their logic models.	Expand the access to and use of the logic model builder, which has prepopulated resources, activities, inputs, outputs, and outcomes to aid grantees in their ability to draft effective logic models.
Develop a theory of change	Illuminating the specific activities, inputs, outputs, and outcomes that will contribute to addressing youth homelessness—a theory of change—is critical to an effective logic model.	Work with grantees to create/refine a theory of change process that outlines the organization’s beliefs about how their programs and interventions will lead to the desired outcomes.
Align Other Programmatic Decisions		
Design evidence-	It is essential to base program design and interventions on evidence-based practices that have been proven effective in addressing youth homelessness. Understanding the evidence that prescribes <i>why</i> grantees do the things they do	Share this evidence and make dedicated time to review the evidence could enhance program decision making.

Areas of Consideration	Rationale	Role for RHYTTAC Team
based interventions	inside their programs is valuable for all grantee staff and the youth they serve.	
Establish measurable indicators	Defining and establishing measurable indicators for outcomes is critical, yet grantees face significant challenges to do so, particularly around social and emotional wellbeing outcomes and permanent connections.	Spend more time identifying clear and measurable indicators to track progress towards desired outcomes, including validated measurement tools to complement accountability measures.
Create Mechanisms for Monitoring & Improvement		
Develop a monitoring and evaluation plan	Regularly collecting data on program inputs, outputs, and outcomes to evaluate success, identify areas for improvement, and make data-driven decisions are fundamental to the continuous quality improvement process (CQI), described in detail, below.	Help implement a robust monitoring and evaluation plan to assess the effectiveness of programs and interventions.
Continuously adapt and improve	Flexibility and a willingness to learn from successes and failures are essential for continuously improving interventions and achieving long-term impact. Below, we provide a rationale for and further explain the importance of establishing CQI infrastructure as a major achievement for RHY grantees.	Work on building responsive cycles for logic model refinement, which may involve devising a plan to regularly review and adapt the logic model based on ongoing monitoring and evaluation data, changes in the community, and emerging best practices.

Incorporating New Measurement Tools

A deep dive group meeting on the importance of measurement revealed that 72% of participants agreed or strongly agreed that TA on this topic helped them to feel more confident approaching measurement issues with their programs. Our work with grantees throughout the project underscored a need for additional TA on selecting appropriate tools, understanding how to implement those tools into an organization’s existing data collection practices and workflow, translating the data generated by those tools into meaningful evidence, and interpreting that evidence to drive programmatic decision-making. TA on these topics could help grantees begin to establish the infrastructure to critically assess their own performance based on the outcomes of the young people they serve and to position their programs to be rigorously evaluated for efficacy in their intended mission.

To address the need for grantees to incorporate new, evidence-based tools into their data collection protocols and to respond to their concerns, we recommended the following validated instruments (Figure 2).

Figure 2. Recommended Screening & Assessment Tools

<p>Mental Health</p> <ul style="list-style-type: none"> •Kessler-6 •Patient Health Questionnaire - 9 	<p>Resilience</p> <ul style="list-style-type: none"> •Youth Thrive Resilience scale •Child & Youth Resilience Measure 	<p>Permanent Connections</p> <ul style="list-style-type: none"> •Youth Thrive Social Connections Scale •Youth Connections Scale
<p>Life Skills</p> <ul style="list-style-type: none"> •Casey Life Skills •YouthThrive scales 	<p>Well-Being</p> <ul style="list-style-type: none"> •Mental Health Continuum-SF •YouthThrive scales 	<p>Family Functioning</p> <ul style="list-style-type: none"> •Protective Factors Survey
<p>Health</p> <ul style="list-style-type: none"> •World Health Organization Disability Assessment Schedule 	<p>Self-Harm</p> <ul style="list-style-type: none"> •Suicide Behaviors Questionnaire 	<p>Self-Esteem</p> <ul style="list-style-type: none"> •Rosenberg Self-Esteem Scale

Establishing Continuous Quality Improvement Practices

Continuous Quality Improvement (CQI) is a systematic approach to monitoring and improving the implementation of programs and practices.² CQI relies on using evidence generated by a program to drive its improvement through the process of designing, testing, refining, and scaling program changes. This approach ensures that programs: 1) are sufficiently resourced to deliver services with fidelity; 2) remain curious about the challenges and opportunities their programs face; 3) explore opportunities to continuously improve upon the services they provide; and 4) identify and expeditiously remedy any disparities or disproportionalities in outcomes among the populations they serve.

Young people experiencing homelessness have experienced a range of traumas and adversities, and yet they are typically exposed to a patchwork of systems and services in their local communities that lack broad coordination. FYSB-funded RHY grantees provide critical services to young people experiencing or at risk of homelessness, so it is essential for grantees to be committed to making organizational,

² There are many theoretical approaches to CQI that are commonly used in various sectors from manufacturing to health and human services. These models became increasingly popular throughout the 20th century for applications in health and human services, because of their value for performance management in increasingly complex systems. The field of child welfare is one of the human services fields to notably embrace using CQI systems to drive program improvement given the importance of meeting goals related to children’s safety, permanence, and wellbeing.

programmatic, and administrative changes that improve programs for the young people they serve. Most grantees we worked with did not have robust or coordinated data collection practices or infrastructure to turn data into evidence. Not one had systematic monitoring or evaluation plans for their programs. Future supports to grantees on developing infrastructure for CQI, such as those outlined in Table 3, is an essential next step for the field.

Conclusion

The Youth Outcome Learning Project pilot was an ambitious undertaking and generated critical insights for both the RHYTTAC project team and the grantees and their young adult representatives who participated. There are incredible opportunities to continue this work, including engaging new grantees in the activities we designed and executed in this pilot, extending our initial work with this same group to more, as well as expanding on the learnings of the group to a larger RHY audience. Building capacity among grantees to thoughtfully design their logic models, to strategically link their program's activities to a set of defined outputs and outcomes, to improve their ability to collect data and transform that data into evidence, and to meaningfully use that evidence to drive quality improvement are all fundamental components to strengthening RHY programs that enhance the wellbeing of the young people they serve.

Appendix A: Current Updated Logic Models for the Five RHY Grantee Pilot Participants

See supplemental file.

Appendix B: Group Meeting Feedback Survey

Youth Outcomes Learning Project: Group Meeting Feedback Survey

1. What is your current role within the project?
 - a. Staff representative
 - b. Youth representative

2. How would you describe your initial knowledge level about logic models?
 - a. Beginner (never developed, worked with, or assessed logic models)
 - b. Intermediate (some prior experience working with logic models)
 - c. Advanced (a lot of prior experience developing logic models and using them for program evaluation)

3. How would you describe your initial knowledge level about measurement tools and practices?
 - a. Beginner (never discussed, developed, or worked with measurement tools)
 - b. Intermediate (some prior experience working with measurement tools)
 - c. Advanced (a lot of prior experience developing measurement tools and using them for program evaluation).

4. How helpful were the group meetings?
 - a. Very helpful
 - b. Somewhat helpful
 - c. Slightly helpful
 - d. Not helpful at all

5. The meetings provided the right amount of background information.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

6. The meetings offered enough time to ask questions.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

7. The pace of the meetings was appropriate.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

8. I gained new knowledge from the meetings.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

 9. At the end of the meetings, I understood what to expect from the project staff.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

 10. At the end of the meetings, I understood what my program needed to do next for the project.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

 11. At the end of the final meetings, I felt more confident approaching measurement-related challenges at our organization.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
-

Appendix C: Measurement Practices Inventory

Please enter the indicators and the specific measures used to assess each outcome below. If your program does not assess a given outcome listed below, please leave those rows blank.

Note: there are several rows for each outcome so that grantees can list all of the measures they use that are associated with each outcome.

Outcomes	What is the Indicator?	What is the Time Frame?	How Is It Measured?
<i>Example: Safe and stable housing</i>	<i>80% of YYA will be in safe, stable housing</i>	<i>30 days post exit</i>	<i>Youth self-reported destination</i>
<i>Example: Resilience</i>	<i>75% of YYA will demonstrate improved resilience</i>	<i>3 months post exit</i>	<i>Youth Thrive Resilience Scale</i>
Safe and stable housing			
Reduced incidences of housing instability			
Engagement in learning opportunities			
Improved well being			
Strengthened SEL skills			
Improved mental health			
Resilience			
Resilience			
Resilience			
Resilience			
Increased life skills			
Improved sense of safety			
Education or employment			
Income			
Reduced absenteeism			
Social connections			
Youth connections			
Readiness for employment			
Youth who have permanent positive adult connections outside of project			
Youth who have permanent positive peer connections outside of project			
Youth who have permanent positive community connections outside of project			
Youth who achieve safe and appropriate exit			
Youth completed intake assessment			
Youth received counseling			
Youth exited program with temporary/perm housing			

Statement of Independence and Integrity

Chapin Hall adheres to the values of science, meeting the highest standards of ethics, integrity, rigor, and objectivity in its research, analyses, and reporting. Learn more about the principles that drive our work in our [Statement of Independence](#).

Chapin Hall partners with policymakers, practitioners, and philanthropists at the forefront of research and policy development by applying a unique blend of scientific research, real-world experience, and policy expertise to construct actionable information, practical tools, and, ultimately, positive change for children and families.

Established in 1985, Chapin Hall's areas of research include child welfare systems, community capacity to support children and families, and youth homelessness. For more information about Chapin Hall, visit www.chapinhall.org or @Chapin_Hall.

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The opinions, findings, and recommendations expressed in this publication are solely those of RHYTTAC and do not necessarily reflect those of the Family and Youth Services Bureau or our grantee partners.

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