The Foellinger Foundation identifies and supports organizations led by adaptive board and key staff members that promote self-reliance and build community. Consistent with the Foundation’s strategic intent, these organizations will be mission-driven, well-governed, and results-oriented. The Board of Directors of Foellinger Foundation is interested in helping organizations focus their grant requests on outcomes that move families from dependence to independence to interdependence - particularly those with the greatest economic need and the least opportunity.

The *Guide to Program Outcomes* is a compilation of outcomes in the fields of early childhood development, youth development, and family development. The guide includes outcomes and indicators for each strategic funding area, which are divided into sections that correspond to the planning and measurement framework required by Foellinger Foundation.

- The first column in each area lists the relevant **long-term outcomes**. Begin by selecting a long-term outcome your program aims to achieve from the list.

- The second column contains **short-term outcomes** that align with each long-term outcome. Short-term outcomes include general statements of the benefits of your program for participants. Select the short-term outcome that aligns best with how your program benefits participants.

- The third column includes **suggested outcome indicators** that describe the attitudes, skills, or behaviors changed by your program. The indicators allow you the flexibility to place the more general short-term outcome statement within the context of your particular program or intervention. You can choose an indicator from the list, or propose your own indicator, as long as it represents an outcome and is evidence-based.
## Family Development

**GOAL:** Adults engage in behaviors that support themselves and their families moving from dependence to independence.

<table>
<thead>
<tr>
<th>Long-Term Outcomes</th>
<th>Short-Term Outcomes</th>
<th>Suggested Outcome Indicators</th>
</tr>
</thead>
</table>
| Adults develop healthy social and emotional support systems to strengthen their family. | Continuum Categories: Support Systems, Family Interactions  
Parents/adults gain new knowledge, skills, and behaviors to foster healthy family and social relationships. |  
- Enhanced parenting skills  
- Increased knowledge, application of life skills  
- Use of alternative approaches to discipline  
- Healthy conflict resolution skills  
- Increased positive interactions with family members, neighbors, co-workers, and friends  
- Families access formal and informal support networks |
| Adults have improved ability to earn income and financially support their family. | Continuum Categories: Education, Employment, Income  
Parents/adults gain new skills, knowledge, and behaviors needed to become employed and earn a living wage. |  
- Improved academic skills  
- Higher levels of educational attainment  
- Attainment of job skills (e.g., reliability, communication)  
- Attaining employment  
- Sustained employment  
- Employment advancement  
- Increased wages |
| Adults have improved ability to provide for their family’s basic needs. | Continuum Categories: Housing, Childcare, Health Care & Health Status, Transportation, Nutrition  
Parents/adults gain new skills, knowledge, and behaviors needed to support their day-to-day necessities. |  
- Family maintains affordable and stable housing  
- Family maintains reliable and affordable childcare  
- Family maintains reliable and affordable health care  
- Family maintains affordable and reliable transportation  
- Family maintains access to a variety of food choices  
- Family accesses and uses health care systems |
| Adults support and guide others to develop independence. | Continuum Categories: Support Systems, Family Interactions  
Parents/adults gain new skills, knowledge, and behaviors to support others. |  
- Adults engage in activities that strengthen communities  
- Adults/children engage in volunteer opportunities  
- Adults support the development of community schools  
- Adults strengthen communication with schools, other families and the larger community |
Youth Development

**GOAL:** Youth/parents engage in behaviors that promote positive social, emotional, and academic development and facilitate a successful transition to adulthood.

<table>
<thead>
<tr>
<th>Long-Term Outcomes</th>
<th>Short-Term Outcomes</th>
<th>Suggested Outcome Indicators</th>
</tr>
</thead>
</table>
| Youth succeed in school. | Youth develop skills and practice behaviors that foster school success. | - Improved literacy and/or math skills  
- Increased interest in reading/math/science  
- Increased involvement in extracurricular activities  
- Improved study habits  
- Increased grades and/or test scores  
- Fewer disciplinary problems  
- Improved attendance  
- Higher graduation rates  
- Increased post-secondary education |
| Youth experience positive emotional development. | Youth develop attitudes, skills, and behaviors that promote positive emotional development. | - Improvements in working memory and/or self control  
- Positive view of the future  
- Positive peer relationships  
- Positive parent relationships  
- Feelings of safety, security at home or during program time  
- Development of new interests  
- Decrease in risky behaviors  
- Increased financial literacy skills |
| | | - Increased parenting skills  
- Alternative approaches to discipline  
- Life management skills  
- Positive communication  
- Involvement in youth’s education |

© Foellinger Foundation, Inc. All rights reserved.
## Early Childhood Development

**GOAL:** Children achieve developmental milestones; parents/providers engage in behaviors to support children’s health and well-being.

<table>
<thead>
<tr>
<th>Long-Term Outcomes</th>
<th>Short-Term Outcomes</th>
<th>Suggested Outcome Indicators</th>
</tr>
</thead>
</table>
| **Children enter school ready to learn.** | **Children show gains in one or more of the following:** | § Emergent literacy/language skills  
§ Social skills  
§ Physical motor skills  
§ Cognitive skills  
§ Emotional development |
| **Continuum Categories:**  
Education, Family Interactions  
Children achieve developmental milestones. | **Parents gain new knowledge, skills, and behaviors that foster early childhood development, health & well-being.** | § Increased positive interaction with children  
§ Increased supportive interaction with providers/program staff  
§ Increased involvement in child’s education  
§ Improvement in physical care of children  
§ Higher rates of immunizing children  
§ Higher rates of prenatal care  
§ Higher rates of wellness care of children |
| **Continuum Categories:**  
Support Systems, Family Interactions, Health Care & Health Status  
Parents gain new knowledge, skills, and behaviors that foster early childhood development, health & well-being. | **Providers gain new knowledge, skills, and methods to foster childhood development.** | § Providers increase the quality of care provided through new curricula & practices and increased levels of provider qualifications  
§ Children/families receive appropriate referrals and intervention services when needed  
§ Providers demonstrate community connections and collaborations  
§ Providers obtain continuing education/training |