

**Handout 4: Outcomes Development Chart**

Who is the target?	What is the desired change? (action verb)	In what? (results)	By when?
<i>Example: Highly qualified early childhood teachers</i>	increase	retention	By September 2019

### Outcomes checklist

Consider the following criteria when examining outcomes:

- Are the outcomes important? Do they represent significant changes or improvements that participants and key stakeholders value? Outcomes may be achievable but not really worth the effort. If the outcomes were achieved, would anyone care?
- Are the outcomes reasonable? Are the outcomes connected to one another and linked in a reasonable order (from short term to long term to impact)? Is it likely that one will lead to the next? Another way to think about this is to consider if–then statements (or logic statements) embedded in a chain of outcomes. Sequence and timing of activities and intended outcomes are important to consider.
- Are the outcomes realistic given the nature of the problem and available resources and abilities? Will the program lead to or help contribute to these outcomes? (Be careful to ensure that the outcomes are realistic given the level of effort.) Ask hard questions about the outcomes as they relate to the actual program or policy.
- Are unintentional or possibly negative outcomes being attended to? It is important to anticipate and consider the unintended or potentially negative outcomes that might result from the set of strategies and activities. What are potential negative effects of the program or policy? What else might happen that is different from what is intended? How else might the sequence of events unfold? Considering the unintended consequences allows program and policy designers to consider how to prepare for these possible outcomes and also helps evaluators be attuned to these possible consequences in the evaluation design.