

# The Program Outcomes, Measures, and Targets (POMT) Application

## User Guide



This document contains text found in the *Education Logic Model* application.

*This project has been funded with federal funds from the U.S. Department of Education under contract number ED-IES-C-12-0010. The content of this tool does not necessarily reflect the views or policies of the Department of Education nor does mention of trade names, commercial products, or organizations imply endorsements by the U.S. Government.*

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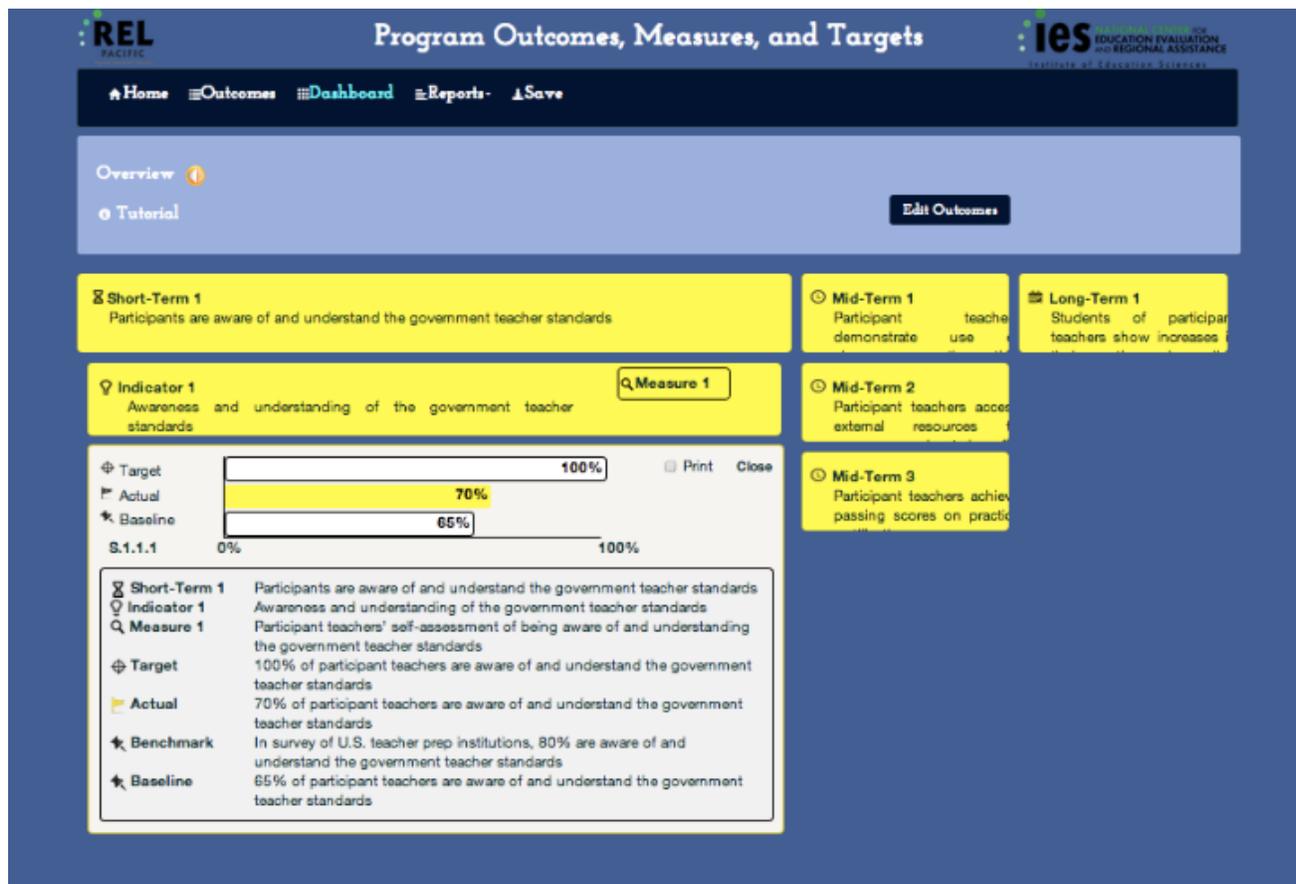
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## What is the POMT Application?

The POMT Application is a downloadable computer app that runs locally on Google Chrome and does not require you to connect to the Internet. The app guides you through a series of steps and gives you opportunities to set your program indicators, measures, targets, benchmarks, and baseline.



Once all of your program monitoring is entered, you will be able to access an **interactive dashboard** that shows the status of all your outcomes.



The end result is an interactive assessment and printable report that enables you to compare your program’s actual progress to your set targets, benchmarks, and baseline. This app functions as a program monitoring guide for you and your team, visually showing the status of program outcomes. Status is indicated by a red, yellow, or green color.

**REL PACIFIC** The Program Outcomes, Measures, and Targets Application **ies** INSTITUTE OF EDUCATION SCIENCES

Home Outcomes Dashboard Reports Save

**Overview**

On this page you can see the status of all your outcomes. Status is indicated by a red, yellow, or green color. The Measures under an Indicator determine the color for the overall Indicator. The combined Measures within an Outcome determine the color for that Outcome.

Red = Actual progress does not meet baseline  
 Yellow = Actual progress falls between baseline and target  
 Green = Actual progress meets or exceeds target

Baseline Target

Tutorial Edit Outcomes

- Short-Term 1** (Green): Participants are aware of and understand the government teacher standards
- Mid-Term 1** (Green): Participant teachers demonstrate use of classroom practices that align with government teaching
- Long-Term 1** (Yellow): Students of participant teachers show increases in their math and reading scores
- Mid-Term 2** (Red): Participant teachers access external resources to prepare and train for certification exams
- Mid-Term 3** (Yellow): Participant teachers achieve passing scores on practice certification exams

## Why use the POMT to monitor and measure outcomes of your education program?

Developing a monitoring and evaluation plan is an important step for teachers, administrators, policy makers, and evaluators to evaluate program effectiveness over time, which can lead to continuous improvement and overall success.

Program monitoring can help gauge whether a program has been successful by:

- establishing a detailed and transparent program with measurable outcomes;
- developing clear indicators and measures;
- providing a foundation for data collection and evaluation; and
- developing a common language for objective and factual discussion and assessment of progress toward goals.

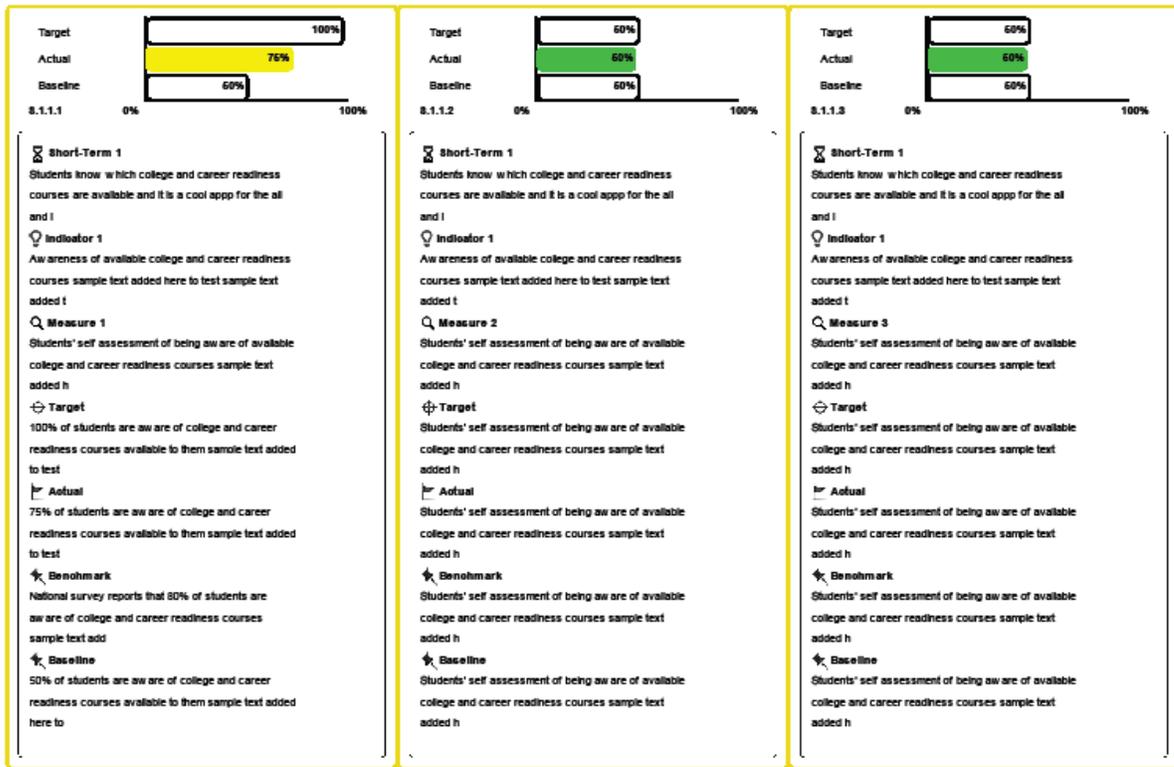
## Quick Reference Guides

To provide more information on program monitoring, REL Pacific has created a series of hard-copy quick reference guides:

- *Understanding Program Monitoring: The Relationships Among Outcomes, Indicators, Measures, and Targets* available at <http://relpacific.mcrel.org/downloadable-documents/Logic-Models-POMT-QRG1.pdf>
- *Program Monitoring: The Role of Leadership in Planning, Assessment, And Communication*, available at <http://relpacific.mcrel.org/downloadable-documents/Logic-Models-POMT-QRG2.pdf>

# Example of program monitoring report created using this application

- Example 1: Pacific high school, college, and career preparatory program



Project Name: Pacific high school, college, and career preparatory program  
 Author: REL Pacific  
 Description: REL Pacific  
 School Name : Supports student academic and professional achievement

## Instructions for downloading and installing the application from the REL Pacific website ([relpacific.mcrel.org](http://relpacific.mcrel.org)):

Please visit <https://ies.ed.gov/ncee/edlabs/regions/pacific/pomt.asp> for instructions on downloading and installing the ELM application.

## Instructions for downloading and installing the application from a flash drive

### Downloading from a flash drive for PC

**Step 1:** Please close any Internet browsers before beginning.

**Step 2:** Drag the “POMT for PC (v#. #).exe” file from the USB stick to your desktop. Double click on it to begin installation. This will automatically install Chrome and the POMT application to your computer. (A pop up window may appear that says “This program might not have installed correctly.” Please click “This program installed correctly.”)

**Step 3:** A POMT icon will appear on your desktop. Click on it to begin using the application.

### Downloading from a flash drive for MAC

**Step 1:** Please close any Internet browsers before beginning.

**Step 2:** Drag the "POMT for MAC (v#. #).pkg” file from the USB stick to your desktop.

**Step 3:** Select the file (one click on the file name).

**Step 4:** Hold the CONTROL key down and click on the file name again.

**Step 5:** Select "Open."

**Step 6:** You will see a warning message "----- is from an unidentified developer. Are you sure you want to open it?" Select "Open."

**Step 7:** A POMT icon will appear on your desktop. Click on it to begin using the application.

## Application specifications

- Mac or PC compatible: the apps have been tested against Windows 7, Windows 8, OS X 10.8, and OS X 10.9. Internet connection not required.
- Provided with Google Chrome browser.
- Available on USB device or zip file.
- All information is stored on your local computer.
- Data can be easily shared from the ELM app by generating a PDF in the print options window; if you are working in the POMT app, you may generate a PDF, Word, or Excel report to share. You may also share your “rel” file with users who have already downloaded the ELM or POMT applications.
- Provides users with “Quick Reference Guides,” documents describing logic models and program monitoring in greater depth.
- Contains step-by-step instructions.

## Navigating the application

The POMT app has one main section on Outcomes, which is broken into sub-sections: short-term outcomes, mid-term outcomes, and long-term outcomes. You may enter specific information about your outcomes, indicators, and measures. This information is required to effectively monitor and communicate the status of your program.

To start entering your outcomes, first start by clicking on New Program in the menu bar. If you have previously created a logic model using the Education Logic Model app, you can click Existing Program in the menu bar to select your previously saved model, and the short-, mid-, and long-term outcomes that you included in your ELM app will automatically populate the outcome boxes in the POMT app. The following sections provide more in-depth guidance for navigating the POMT application.

## Entering Outcomes

### Instructions

Please enter your specific program outcomes in the boxes. You can press the plus icon to add more outcomes, or the trash icon to discard unwanted entries. You can use up to five boxes for each type of outcome and up to three boxes for the indicators and measures.

Click on the plus sign in the upper left corner of the first box to add additional boxes below. Click on the trash can icon at the top right corner of the added boxes to delete. Please note the identifying numbers of the boxes will not renumber if you choose to delete a box after creating it. There is a limit of 110 characters per box. Please think of short phrases or words to describe your program's outcomes.

### Overview

In general, program outcomes are the changes in knowledge, beliefs, and behaviors that occur due to involvement in the program, or perhaps relatively quick adjustments made in organizational practices or system design. Some short-term outcomes can be observed almost immediately after program activities. For example, after a workshop on school and family collaboration, an immediate short-term outcome could be a positive change in a person's original perceptions of the importance of these types of partnerships. These outcomes are typically changes in program participants' knowledge, attitudes, or skills, and could occur within one to two years of the program's implementation.

As you enter you information about the program's outcomes, consider the following questions:

*For short-term outcomes*

- What do you want to have happen in the first two years of the program that will affect participants?
- What effects will the program have in the first two years of implementation?

*For mid-term outcomes*

- What changes in behavior among participants will the program inspire in the first three to four years of implementation?
- What are the logistical changes that participants are intended to experience after the acquisition of new attitudes, knowledge, and skills in the program?

*For long-term outcomes*

- How might knowledge or achievement be impacted as a result of the program?
- How might beliefs be impacted as a result of the program?
- How might behavior be impacted as a result of the program?

## **Examples**

The following are examples of outcomes you might enter based on the type of program:

Program 1: A pre-service teacher certification policy and practice improvement program

- Short-term outcome: Participants are aware of and understand the government teacher standards.
- Mid-term outcome: Participant teachers demonstrate use of classroom practices that align with government teaching requirements.
- Long-term outcome: Students of participant teachers show increases in their math and reading scores.

Program 2: Cultural understanding and school-family-community liaison training program

- Short-term outcome: School personnel are more aware of students' cultures through engagements with community and family members.
- Mid-term outcome: Family and community members are involved in school activities and events.
- Long-term outcome: Student engagement in the classroom increases.

Program 3: Pacific high school, college, and career preparatory program

- Short-term outcome: Students know which college and career readiness courses are available.
- Mid-term outcome: High school students achieve improved standardized test scores in high school math and English programs.
- Long-term outcome: The number of students who enter college, a technical school, or the work force increases.

## **Entering Indicator, Measure, Target, Actual, Benchmark, and Baseline for each Outcome**

### **Instructions**

Click on an individual outcome to expand the screen to include the Indicator, Measure, Target, Actual, Benchmark, and Baseline text boxes. To focus only on specific information that is important to you, you can click on the Expand or Collapse icons.

## Overview

Information on the relationships among program outcomes, indicators, measures, and targets can be found in our quick reference guide on *Understanding Program Monitoring*, available at <http://relpacific.mcrel.org/downloadable-documents/Logic-Models-POMT-QRG1.pdf>

An **indicator** is an observable and measurable behavior or finding used to understand information about complex systems. An indicator is information that shows whether progress is being made—for example, aggregate student scores on a college math placement test.

A **measure** is an instrument, device, or method that provides information, usually quantifiable data, on an outcome. A measure is a metric for checking progress on an indicator.

A **target** is the desired value or level of a measure at a specified time in the future. A target is the measureable result that your program hopes to achieve. **Actual** tells you the current progress or state of your program. It can be adjusted as your program makes progress.

A **benchmark** is a standard against which a program's results and progress can be compared. A benchmark should be a similar measure for a similar group against which progress can be gauged or measured. A **baseline** is the pre-intervention level of a measure and is used as a starting point for measuring progress.

After entering information about your outcomes and indicators, you will need to identify the units of measurement for the target, actual, benchmark, and baseline scores. To the right of the text boxes is a drop down menu with a list of three broad categories of measures that you can select from. The first category includes standardized tests, the second consists of quantitative measures, and the third consists of qualitative measures.

Once you have identified the scale for your measure, you will need to enter the actual data for your target, actual, benchmark, and baseline scores. You can do this by using your mouse and the left and right arrow keys on the computer keyboard to adjust the sliding scale scores to correspond to the numeric values that you indicated within the text boxes.

## Examples

The following are examples of indicators, measures, targets, actual, benchmark, and baseline you might enter based on the type of program:

Program: A pre-service teacher certification policy and practice improvement program

*Short-term:* Participants are aware of and understand the government teacher standards

- *Indicator:* Awareness and understanding of the government teacher standards
- *Measure:* Participant teachers' self-assessment of being aware of and understanding the government teacher standards

- *Target:* 100% of participant teachers are aware of and understand the government teacher standards
- *Actual:* 70% of participant teachers are aware of and understand the government teacher standards
- *Benchmark:* In survey of U.S. teacher prep institutions, 80% are aware of and understand the government teacher standards
- *Baseline:* 65% of participant teachers are aware of and understand the government teacher standards

*Mid-term 1:* Participant teachers demonstrate use of classroom practices that align with government teaching requirements

- *Indicator:* The number of classroom practices that align with government teaching requirements
- *Measure:* Classroom observation rubric
- *Target:* Average daily use of 4 classroom practices that align with government teaching requirements
- *Actual:* Average daily use of 2 classroom practices that align with government teaching requirements
- *Benchmark:* none
- *Baseline:* Reported average daily use of 1 of classroom practice that aligns with government teaching requirements

*Mid-term 2:* Participant teachers access external resources to prepare and train for certification exams

- *Indicator:* Number of times external resources are accessed by participant teachers to prepare and train for certification exams
- *Measure:* Participant self-assessment of how often external resources are accessed to prepare and train for exams
- *Target:* Participants report accessing external resources at least 4 times to prepare and train for exams
- *Actual:* Participants report accessing external resources at least 1 time to prepare and train for exams
- *Benchmark:* none

- *Baseline:* Participants report accessing external resources at least 1 time to prepare and train for exams

*Mid-term 3:* Participant teachers achieve passing scores on practice certification exams

- *Indicator:* Percent of teachers who pass the practice teacher certification exams
- *Measure:* Scores on practice teacher certification exams
- *Target:* 100% of participant teachers achieve passing scores on practice certification exams
- *Actual:* 80% of participant teacher achieve passing scores on practice certification exams
- *Benchmark:* According to state survey, 70% of teacher participants achieve passing scores on practice certification exams
- *Baseline:* 50% of participant teachers achieve passing scores on practice certification exams

*Long-term:* Students of participant teachers show increases in their math and reading scores

- *Indicator:* Students show increases in their math and reading scores
- *Measure:* School standardized math and reading test
- *Target:* 75% of students show increases in their math and reading scores
- *Actual:* 60% of students show increases in their math and reading scores
- *Benchmark:* In statewide survey, 70% of students of participant teachers show increases in their math and reading scores
- *Baseline:* 0%

## **Using the Dashboard**

After you enter the information about your measure, you may want to view the dashboard graph. You can do this by clicking on the yellow magnifying glass icon next to the word “Measure.” The dashboard graph shows the Target, Actual, and Baseline scores, as well as text below that correspond with the specific measure. Every graph has a unique number associated with it. For example, “S.1.1.1.” means that this graph is a short-term outcome for Measure 1, which is part of Indicator 1, which is part of Short-term Outcome 1.

The dashboard has been designed to display the status of all of your outcomes. Status is indicated by a color code – green, yellow, and red. Green means that the actual progress of an outcome meets or exceeds its target. Yellow indicates that the actual progress of an outcome falls between the baseline and target scores, and possibly one should proceed with caution with this outcome. Red means that the actual progress score did not meet the baseline and perhaps more attention should be paid to this outcome. Therefore, green means the outcome is on track, yellow means to proceed with caution, and red suggests that an investigation of the issue is needed

## **Saving your POMT file**

You may save your program monitoring file, whether it is complete or not, anywhere you like on your computer or a separate drive. When you are ready to save, click the yellow “Save” button in the main menu bar. The file type is “.rel”, and you will be able to name your file before you save it. When you save your work, a “Save As” window will appear. Type in a file name and designate a location on your computer to save the file (e.g., Desktop, Documents folder). Every time you open an existing file using the Existing File button, you must navigate to the location on your computer where you saved the .rel file(s).

## **Retrieving your POMT file**

To retrieve a saved program monitoring file, click “Existing Program” in the menu bar. Find your “.rel” file and open it to resume work.

## **Printing your POMT report**

You may print your program monitoring report from the “Reports” section. Click on the Reports tab in the menu bar. Here you can print the entire dashboard, only the selected parts of the dashboard, all of the outcomes, or just some of them. You also have the option of exporting the data as a PDF file, which allows you to import into various other formats.

## Terms and conditions

Please visit our online version of the terms and conditions here: [http://relpacific.mcrel.org/downloadable-documents/Education%20Logic%20Models\\_ReadMe\\_2014.txt](http://relpacific.mcrel.org/downloadable-documents/Education%20Logic%20Models_ReadMe_2014.txt)

## Technical support & feedback

As with any new application, there may be some remaining bugs to work out. If you require assistance with the application, please **email us at [relpacific@mcrel.org](mailto:relpacific@mcrel.org)**.

You can find an [FAQ document](#) on our website that contains helpful tips on technical assistance and troubleshooting.