

# **BUILDING THE FOUNDATION FOR SUCCESSFUL PROGRAM EVALUATION**

**Julie Gold, LCSW & Melissa Villegas, MSW  
2016 COA Conference  
July 18, 2016**



## **PRESENTATION OUTLINE**

- I. Introduction**
- II. Program Specification Process**
  - a. Goals
  - b. Components
  - c. Logic Model and Evaluation Plan
  - d. Benefits and Challenges
- III. Program Performance Summary**
  - a. Purpose
  - b. Template
  - c. Utility for Decision Making

## LEARNING OBJECTIVES

1. Develop understanding of objectives and components of Program Specification process.
2. Outline components of a good logic model and collaborative CQI process to support meaningful outcome analysis and compliance with internal and external standards.
3. Provide template for summarizing Program Performance data to support the meaningful use of data for decision making.

## I. INTRODUCTION

Jewish Child and Family Services (JCFS) of Chicago, IL

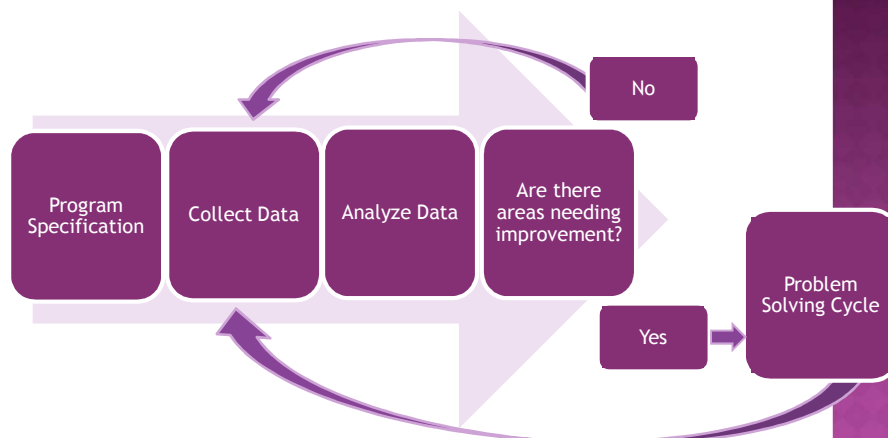
- ◉ 6 Primary Program Areas of Service
  1. Counseling and Support
  2. Support for Communities
  3. Education
  4. Child Welfare
  5. Services for People with Disabilities
  6. Employment Services (JVS Chicago)

## THE CONTINUOUS QUALITY IMPROVEMENT (CQI) PROCESS

Striving Toward Excellence

- Brief history of CQI at JCFS
- Overview of JCFS CQI Process
- Overarching purpose:
  1. Provide answers to critical questions about programs/services
  2. Promote and sustain high quality and effective programming/services
- Program Specification as the foundation of the process

## JCFS CQI PROCESS



## II. PROGRAM SPECIFICATION

- ◉ What is Program Specification?
  - Foundation of the CQI process
  - Outlines goals and direction for each program and all aspects of program functioning
  - Have to know what we are doing, why, and how before we can measure how well we are doing it
- ◉ Who is involved?
  - Representative sample of program staff led by the CQI team
- ◉ When?
  - At the beginning of a program and renewed every 3-4 years

## GOALS OF THE PROCESS

1. Clarify and understand:
  - Target population
  - Client and system conditions
  - Program activities
  - Expected client outcomes

## GOALS OF THE PROCESS

### 2. Program Planning, Evaluation and CQI

- Meet expectations and standards for licensing, accreditation, and funding sources
- Identify evaluation questions and information needs
- Identify collection tools and processes
- Develop reporting format and process
- Develop program performance standards and annual program goals
- Provide road map for ongoing quality improvement and program evaluation process

## GOALS OF THE PROCESS

### 3. Staff Development

- Reach consensus on program functioning with managers and staff
- Identify professional staff development and training needs

## PROGRAM SPECIFICATION

- Results in:

- Comprehensive, narrative description of the program
- Logic Model used to guide:
  - Evaluation
  - Utilization/Case Review
  - Program Planning
  - Accreditation

- PQI 4.01: *A program specification model or logic model can be a useful tool to help staff think systematically about how the program can make a measurable difference. The models help to define the connection between the service population's needs, required resources, program activities and interventions, and program outputs / desired outcomes.*

## LOGIC MODEL EXAMPLE

- Program Logic Model

Inputs	Activities	Outputs	Outcomes	
			Short Term	Long Term

## PROGRAM SPECIFICATION COMPONENTS

- ◉ **Time Commitment: 3-Part Process**
  - Part 1: Philosophy, Theory of Change, Client and System Conditions
  - Part 2: Program Inputs, Activities, Outputs
  - Part 3: Expected Client Outcomes, Logic Model, Evaluation Plan
  
- ◉ **Staff Involvement:**
  - Representative Sample - Collaborative Process
  
- ◉ **Facilitation**

## PROGRAM SPECIFICATION - PART 1

- ◉ **Program Philosophy and Values**
  
- ◉ **Theory of Change**
  
- ◉ **Client and System Conditions**
  - Demographic Information
  - Needs and Strengths of Client Population
  - Referral and Eligibility Criteria
  - Program Constraints (laws, regulations, funding requirements)

## PROGRAM SPECIFICATION - PART 1 CONSIDERATIONS

- ◉ Program Philosophy and Values
  - What are the beliefs or models that underpin the service?
  - What theory or research support the model?
- ◉ Theory of Change
  - How do the services or activities bring about change?
  - Sometimes helpful to work backwards - Identify the goals and then the activities that support these goals.
- ◉ Client and System Conditions
  - What problems or need does the service address?
  - What are the referral streams? How are clients identified?
  - Are there any gaps in service?
  - What is the eligibility criteria?

## PROGRAM SPECIFICATION - PART 2

- ◉ Inputs
  - Resources dedicated to or consumed by the program (e.g., staff, facilities, equipment)
- ◉ Activities
  - What the program does with the inputs to achieve program goals and expected outcomes
  - Includes services provided, strategies, techniques
  - Consider: Treatment modalities, approaches, length of service, target # of clients, contract-mandated activities, licensing, or accreditation
- ◉ Outputs
  - Direct products of program activities
  - Can usually be counted (e.g., # of clients served, # of sessions)



## PROGRAM LOGIC MODEL EXAMPLE - FOSTER CARE

Inputs	Activities	Outputs
Foster children	Intake, Screening, Assessment	# of Referrals # Admissions
Foster parents	Case Management	# of clients # of sessions
Program staff	Counseling	# of clients # of sessions
Funding		
Office Space	Family or sibling visits	# of visits
Foster Parent Training Curriculum	Discharge planning	# of discharges
	Aftercare services	# clients served

## PROGRAM SPECIFICATION - PART 3

### ○ Outcomes

- Benefits for clients during or after their involvement with a program
- Impact of services
- Consider:
  - Theory of change
  - Primary goals of the program
  - Time period (Short Term, Long Term)
  - Differences based on client populations
  - Benchmarks

## PROGRAM SPECIFICATION - PART 3 OUTCOMES BRAINSTORMING

- ◉ Imagine that our program has reached its highest level of success. What would our clients look like?
- ◉ What knowledge, attitudes, or behaviors would our clients exhibit if the program was successful?
- ◉ Are there any outcomes that we are contractually obligated to meet?
- ◉ Is there an expected time period for where results would occur?
- ◉ Benchmarks: How many and what percent of clients are expected to achieve the results?
- ◉ What can be accomplished on the short term vs. the long term?

## PROGRAM LOGIC MODEL EXAMPLE - FOSTER CARE

Inputs	Activities	Outputs	Outcomes		
			Initial	Intermediate	Long Term
Foster children	Intake, Screening, Assessment	# of Referrals # Admissions	Siblings are placed together	Reduce client needs	Achieve permanency
Foster parents	Case Management	# of clients # of sessions	Siblings participate in visitation with other siblings	Increase client strengths	
Program staff	Counseling	# of clients # of sessions	Youth participate in parent visitation		
Funding	Family or sibling visits	# of visits	Safe out-of-home placement for foster care youth		
Office Space	Discharge planning	# of discharges	Stable out-of-home placements for foster care youth		
Foster Parent Training Curriculum	Aftercare services	# clients served			

## PROGRAM SPECIFICATION - PART 3

- Evaluation Plan
  - Develop indicators for each expected outcome
  - Identify data sources and measures (inputs, outputs, outcomes)
  - Review feasibility of evaluation plan
  - Specify reporting schedule
  
- Identify which outcomes are KEY outcomes and set targets/benchmarks

## EVALUATION PLAN EXAMPLE - FOSTER CARE

Outcome	Indicator	Data Source	Data Collection Method	Target
Stable out-of-home foster placements for foster care youth	# of placement moves # placement disruptions	Client Information System	All placement moves and placement disruptions in Client Information System	90% of youth served for 12 months or longer remain stable based on DCFS definition
Reduce needs	% of clients who experience reduction in percentage actionable needs from baseline to most recent	Child and Adolescent Needs and Strengths Assessment (CANS)	CANS completed at intake and every 6 months with the service planning (ACR) schedule, and again at case closure	NA
Achieve permanency	Placement disposition  % of children ages birth to 5 at admission achieving permanency within 12 months	Discharge Summary	Discharge Summary completed in Client Information System	<i>Dependent on Current Fiscal Year Contract</i>

## PROGRAM SPECIFICATION - PART 3

- ◉ Is the Program Logic Model sound?
  - How are the activities connected to the identified needs and desired outcomes?
  - Does the logic model represent: a) how the program really works? b) the agency's mission and values?
  - How feasible is the program? Given available resources, is there a clear link between clients, program, environmental conditions and intended results?
  - Does this program achieve the anticipated results?

## LOGIC MODEL ACTIVITY

- ◉ Questions:
  - What are the strengths of this logic model?
  - How can this logic model be improved?
  - What common outcomes do you see across service types?
  - Is it clear how the activities are connected to the desired outcomes?
  - If you were in the Development or Grants Department, looking at this document, how could you communicate the impact of this program to a funder?

## THERAPEUTIC DAY SCHOOL EVALUATION PLAN: KEY OUTCOMES

Outcome	Indicator	Data Source	Data Collection Method	Target
Improve or maintain adequate yearly attendance	# of students that maintain 90% attendance rate  # of students that increase rate of attendance	Client Information System	Daily attendance recorded in Client Information System	90%
Improve academic skills	% of students who meet quarterly and year/annual IEP goals	Quarterly and Year End IEP Goal Evaluation	Teachers indicate goal progress and attainment in Client Information System	95%
Increase use of positive coping strategies for emotional and behavioral self-regulation	% of students who meet quarterly and year/annual IEP goals	Quarterly and Year End IEP Goal Evaluation	School Social Workers indicate goal progress and attainment in Client Information System	95%
Reintegration as appropriate	% of students who partially or fully reintegrate into a less restrictive setting	Discharge Summary	Discharge Summary completed in Client Information System	10%

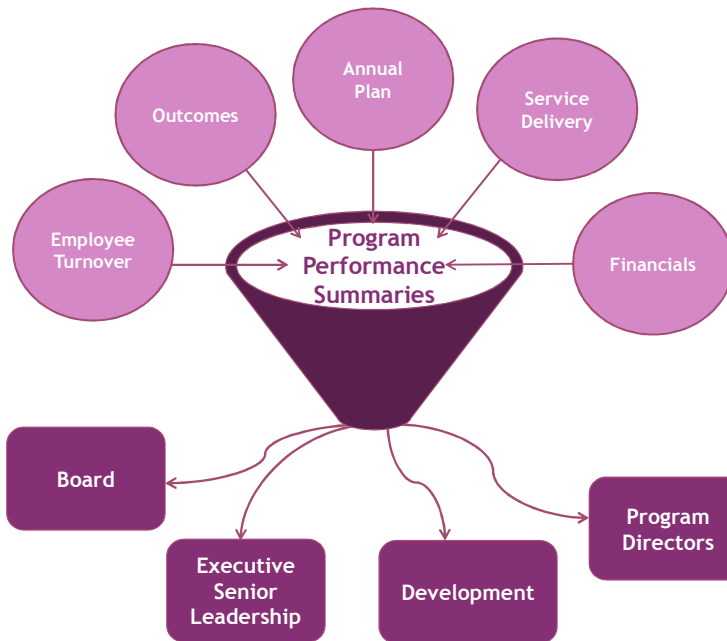
## PROGRAM SPECIFICATION - BENEFITS

- ◉ Can better focus programs and prevent program drift
- ◉ Development/Grants
- ◉ Staff Training
- ◉ Accreditation
- ◉ Information Technology
- ◉ Marketing

### III. PROGRAM PERFORMANCE SUMMARIES

#### Making Use of Data for Decision Making

What are the key pieces of information needed in order to demonstrate impact and for organizational decision-making?



PROGRAM PERFORMANCE

## PROGRAM PERFORMANCE- TEMPLATE

- ◉ JCFS template
- ◉ Selected indicators of program functioning
  - Narrative Description
    - Program capacity, census, services, goals
    - Resources (staffing, facilities, equipment)
    - Successes and Challenges (from annual program plan)
  - Financials
  - Mission Fit and Financial Performance Index
  - Status on Program Goals

## PROGRAM PERFORMANCE- TEMPLATE CONTINUED

- ◉ Scorecard
  - Service Delivery
  - Case Review Documentation Compliance
  - Client Satisfaction
  - Key Program Outcomes
  - Employee Turnover
  - Financials

## MAKING THE CONNECTION BETWEEN PROGRAM SPECIFICATION & PROGRAM PERFORMANCE



## PROGRAM PERFORMANCE SUMMARIES - BENEFITS

- ◉ Education and orientation to Board, Development, new managers
- ◉ Standardized report format across diverse array of programs
- ◉ Provide most important fiscal year data in one “scorecard” document
- ◉ Longitudinal comparison data
- ◉ Program specification process feeds into the outputs and outcomes presented in annual performance summaries



## USING PROGRAM PERFORMANCE SUMMARIES FOR DECISION MAKING

- ◉ Communication tool between management and Board
  - Common base of most important information about each program
  - Informs conversation and important questions with objective data
- ◉ Importance of measuring and comparing what an organization does across program areas (i.e., for financial planning, regulatory reporting, accreditation)
- ◉ Intersection between program functioning, program planning and stakeholders

## PROGRAM SPECIFICATION/PERFORMANCE AND ACCREDITATION - COA PQI STANDARD

### Culture of Improvement

- ◉ The organization's leadership demonstrates a clear commitment to fostering a culture of excellence and continual improvement by:
  - a. using quality improvement results to build capacity and improve practice;
  - b. allocating resources for an organization-wide PQI system;
  - c. making data-informed decisions.

(PQI 1)

## PROGRAM SPECIFICATION/PERFORMANCE AND ACCREDITATION - COA PQI STANDARD

### Performance and Outcomes Measures

- ◉ The PQI system identifies measures to build organizational capacity, improve services, and meet contracting and reporting requirements...
- ◉ Staff throughout the organization and stakeholders work together to identify key outputs and outcomes...
- ◉ On an ongoing basis, each of the organization's programs measures client outcomes...

(PQI 4, PQI 4.01, PQI 4.02)

## PROGRAM SPECIFICATION/PERFORMANCE AND ACCREDITATION - COA PQI STANDARD

- ◉ The organization collects and monitors data on management and operational performance to:
  - a. strengthen and build organizational capacity;
  - b. measure progress toward achieving its strategic goals and objectives;
  - c. evaluate operational functions that influence the capacity to deliver services; and
  - d. identify and mitigate risk.

(PQI 4.04)

## REFLECTION ACTIVITY

- Thinking about your organizations:
  - Identify 2-3 challenges that your organization may face in implementing this process
  - Brainstorm 1-2 possible solutions
  - Other strategies you have found helpful to engage staff in evaluation planning and use data in the decision making process?

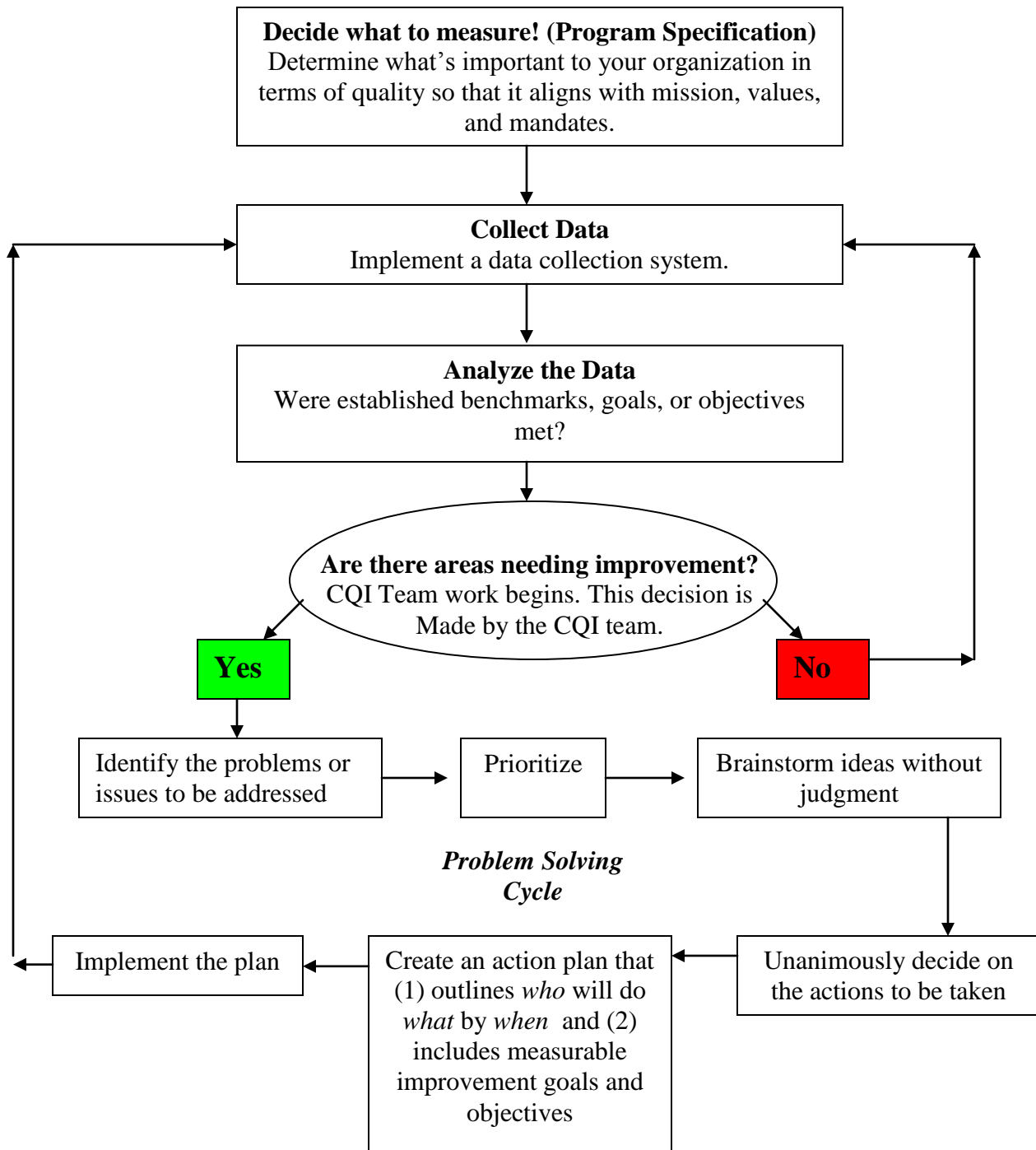


## QUESTIONS?

Julie Gold  
Quality Improvement Associate  
847-745-5424  
[JulieGold@jcfs.org](mailto:JulieGold@jcfs.org)

Melissa Villegas  
Quality Improvement Associate  
847-745-5415  
[MelissaVillegas@jcfs.org](mailto:MelissaVillegas@jcfs.org)

**Jewish Child and Family Services/ Jewish Vocational Service  
Continuous Quality Improvement (CQI) Process**



**CQI Team Members Are Responsible For...**

- ✓ Attending quarterly meetings
- ✓ Reviewing reports prior to the meeting and coming prepared to discuss areas needing improvement
- ✓ Completing assigned tasks in a timely fashion
- ✓ Sharing CQI findings with the general team and bringing issues from the team to CQI
- ✓ Serving on the CQI team for no more than 3 years, unless otherwise approved

## THERAPEUTIC DAY SCHOOL: PROGRAM LOGIC MODEL

**Goal:** To provide students with the appropriate level of academic and therapeutic services so that they may achieve individualized academic, interpersonal, and vocational goals.

Inputs	Activities	Outputs	Initial	Intermediate	Long-term
<ul style="list-style-type: none"> <li>▪ Students in grades K-12</li> <li>▪ Parents</li> <li>▪ Teaching, clinical, ancillary, and administrative staff</li> <li>▪ Chicago Public Schools</li> <li>▪ Suburban School Districts</li> <li>▪ State of the art school facility</li> <li>▪ Computers and other technologies</li> <li>▪ Curriculum</li> <li>▪ Transportation</li> <li>▪ Office and school supplies</li> <li>▪ Assessment and evaluation tools</li> </ul>	<p><b>Academics:</b></p> <ul style="list-style-type: none"> <li>▪ Academic instruction</li> <li>▪ Development of Individualized Education Plans (IEP)</li> </ul>	<ul style="list-style-type: none"> <li>▪ # of students enrolled</li> <li>▪ % of students with a current IEP</li> <li>▪ # of credits earned</li> <li>▪ Time spent with Resource Specialists</li> </ul>	<p>Improve or maintain adequate attendance</p>	<p>Achieve relevant IEP goals</p> <p>Increase knowledge of academic content</p> <p>Improve reading comprehension skills across the curriculum</p>	<p>Graduation from Elementary or High School, as appropriate</p> <p>Reintegration, as appropriate</p>
	<p><b>Behavioral Management:</b></p> <ul style="list-style-type: none"> <li>▪ Development of behavior management contracts and home-school behavior management plans</li> <li>▪ Behavioral interventions</li> </ul>	<ul style="list-style-type: none"> <li>▪ # of incidents, time-outs, restraints, in-school and out of school suspensions</li> </ul>	<p>Improve or maintain adequate attendance</p>	<p>Achieve relevant IEP goals</p> <p>Improve classroom functioning</p>	<p>Graduation from Elementary or High School, as appropriate</p> <p>Reintegration, as appropriate</p>
	<p><b>Clinical:</b></p> <ul style="list-style-type: none"> <li>▪ Individual therapy</li> <li>▪ Group counseling</li> <li>▪ Parent education</li> <li>▪ Parent/child and/or family therapy</li> <li>▪ Crisis intervention</li> <li>▪ Consultation</li> <li>▪ Clinical case management</li> <li>▪ Peer mediation</li> </ul>	<ul style="list-style-type: none"> <li>▪ # of social work minutes in IEP</li> <li>▪ # of sessions</li> <li>▪ # of referrals for family services</li> </ul>	<p>Improve or maintain adequate attendance</p> <p>Increase family interaction with school, as appropriate</p>	<p>Achieve relevant IEP goals</p> <p>Increase utilization of positive coping strategies for emotional and behavioral self-regulation</p> <p>Improve social skills</p>	<p>Improve adaptive functioning</p>

Inputs	Activities	Outputs	Initial	Intermediate	Long-term
	<p><b><i>Vocational and Transitional:</i></b></p> <ul style="list-style-type: none"> <li>▪ Summer Employment Program</li> <li>▪ Transitional and Vocational Services</li> <li>▪ Gold Level Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ # of vocational credits earned</li> <li>▪ # of students employed</li> <li>▪ # of students 14 and older and high school seniors participating in vocational/transitional services</li> </ul>	<p>Increase life and vocational skills</p>	<p>Prepare students for graduation or appropriate transition</p> <p>Obtain and/or maintain employment</p>	<p>Graduation from Elementary or High School, as appropriate</p> <p>Reintegration, as appropriate</p> <p>Positively contribute to the community following graduation</p>
	<p><b>Aftercare</b></p>	<ul style="list-style-type: none"> <li>▪ # of students participating in services</li> </ul>	<p>Support students through transition to next environment</p>		

## THERAPEUTIC DAY SCHOOL: OUTCOME INDICATORS WORKSHEET

Outcome	Indicator	Data Source	Data collection method
<i>Initial Outcomes</i>			
Improve or maintain adequate attendance	# of students that maintain a 90% attendance rate (days attended/days of membership)	Database Billing/TBD (Gradelink)	Daily attendance is recorded in database
	# of students that increase their rate of attendance	Database Billing/TBD (Gradelink)	Daily attendance is recorded in database
	# of students who have been truant for 5, 10 or 20 consecutive days	Daily Attendance (Gradelink)	Daily attendance is recorded in database
Increase family participation with school	Frequency of contact with school	Outcome Assessment	Outcome Assessment completed in database by the Social Worker in the fall and spring.
	Sufficient level of contact with school	Outcome Assessment	Outcome Assessment completed in database by the Social Worker in the fall and spring.
Improve school and classroom functioning	Increase in time spent in the classroom	Quarterly and longitudinal Incident Report, Time Out, and In-School Suspension/Out-of-School Suspension data	Staff complete incident reports and corresponding time-out forms as indicated to document behavioral incidents warranting time spent out of the classroom. Support staff then enter TO/ISS/OSS data into database.
	# of students who frequently or always complete assignments on time	Gradelink, Educational Placement and Functioning Form	TBD in Gradelink system; Educational Placement and Functioning Form completed by the teacher in the fall and spring.
	# of students who frequently or always complete homework on time	Gradelink, Educational Placement and Functioning Form	TBD in Gradelink system; Educational Placement and Functioning Form completed by the teacher in the fall and spring.
	# of students who frequently or always participate in classroom discussions and activities	Educational Placement and Functioning Form	Educational Placement and Functioning Form completed by the teacher in the fall and spring.
<i>Intermediate outcomes</i>			
Improve academic skills	# of students who meet quarterly and end of year/annual IEP goals	Quarterly and End of Year IEP Goal Evaluation	IEP goals are reviewed quarterly and at the end of the year. For each academic goal, teachers indicate whether it was met or not met and the measurement of progress. The Resource Coordinator enters quarterly and annual evaluation data into the TDS Database.
	# of students who complete subjects with a passing grade	School transcripts/Grading system (Gradelink)	TBD

Outcome	Indicator	Data Source	Data collection method
Increase standardized assessment performance	# of students who meet or exceed Standards for the grades and subjects tested	Illinois Standards Achievement Test (Grades 3-8), Explore (Grades 8-9), Plan (Grade 10), PSAE (Grade 11), ACT (Grades 11-12), CPS Reading and Math Benchmarks (Grades 3-8), Kaufman Test of Educational Achievement (Grades 1-120, Woodcock Johnson III (Grades K-12)	The Testing Coordinator distributes the appropriate standardized assessments (ISAT, KTEA-III, WJ III, Explore, Plan, PSAE, ACT, CPS Benchmark) to the teachers &/or administers assessments directly to students. The testing coordinator ensures proper implementation of testing accommodations as per the IEP and reviews testing directions to ensure that tests are administered according to the standard procedures outlined in the testing manuals. The Testing Coordinator enters all test score reports into the TDS Database.
	# of students who make progress on standardized assessments for the grades and subjects tested	Same as above	Same as above
Improve reading comprehension skills across the curriculum	Grade level change in reading comprehension	Kaufman Test of Educational Achievement: Reading Comprehension (Grades 1-12)	The Testing Coordinator distributes the appropriate standardized assessments (ISAT, KTEA-III, WJ III, Explore, Plan, PSAE, ACT, CPS Benchmark) to the teachers &/or administers assessments directly to students. The testing coordinator ensures proper implementation of testing accommodations as per the IEP and reviews testing directions to ensure that tests are administered according to the standard procedures outlined in the testing manuals. The Testing Coordinator enters all test score reports into the TDS Database.
	Score range change in reading skills	Reading section of Explore (Grades 8 and 9), Plan (Grade 10), PSAE/ACT (Grades 11)	
	Score range change in reading performance level	Illinois Standards Achievement Test: Reading (Grades 3, 5 and 8)	
	Change in percent correct on reading comprehension standard	TBD- use Woodcock Johnson? (formerly Stanford Learning First)	
Increase utilization of positive coping strategies for emotional and behavioral self-regulation	Decrease in one or more CAFAS subscales	CAFAS	Completed by the Social Worker for students ages 6 to 18 in the fall and spring
Improve social skills	# of students rated as non-clinical or borderline clinical for Social Problems	CBCL, TRF, YSR	CBCL completed by the caregiver in the fall only; TRF completed by the teacher in the fall and spring; YSR completed by the youth in the spring only
	# of students who decrease Behavior Towards Others score by 10	CAFAS	Completed by the Social Worker for students ages 6 to 18 in the fall and spring
	# of students who frequently or always engage in socially appropriate behavior with adults	Outcome Assessment, Educational Placement and Functioning Form	Same as above.



Outcome	Indicator	Data Source	Data collection method
	# of students who frequently or always engage in socially appropriate behavior with peers	Outcome Assessment, Educational Placement and Functioning Form	Same as above.
Prepare students for graduation or appropriate transition	Students indicate that they are prepared to graduate	Exit Survey	Administered by the Vocational Coordinator and completed by the student prior to graduation
	Students indicate that they are prepared for life after graduation	Exit Survey	Administered by the Vocational Coordinator and completed by the student prior to graduation
Obtain and/or maintain employment	Number of students employed while in school and length of employment	Staff Records	Vocational Coordinator tracks student employment
	Number of students employed and length of employment at discharge	Exit Survey	Administered by the Vocational Coordinator and completed by the student prior to graduation
	Post-graduation plans	Exit Survey	Administered by the Vocational Coordinator and completed by the student prior to graduation
Improve independent functioning	# of students who meet independent functioning IEP goals	Quarterly and End of Year IEP Goal Evaluation	TBD (Add to Database in future)
<b>Long-term outcomes</b>			
Graduation from Elementary or High School, as appropriate	# of students that graduate from the JCFS School	TDS Discharge Summary	Completed by the Social Worker in database upon discharge
Reintegration, as appropriate	# of students that partially or fully reintegrate into less restrictive settings	TDS Discharge Summary; Reintegration Coordinator	Completed by the Social Worker in database upon discharge
Increase life skills	Students achieve individual goals	TBD	TBD
Increase vocational skills	Students achieve individual goals	TBD (vocational contracts? Transition IEP goals?)	TBD
Support students through transition to next environment	# of students that reintegrate and return to the JCFS School	Database Admissions	Episode history of students is reviewed. If students have participated in the program before, previous discharge outcome is reviewed.
Improve adaptive functioning	# of students that decrease their Total CAFAS Score by 20 or more	CAFAS	Completed by the Social Worker for students ages 6 to 18 in the fall and spring
	# of students with no subscales rated as 30	CAFAS	Completed by the Social Worker for students ages 6 to 18 in the fall and spring

Outcome	Indicator	Data Source	Data collection method
Positively contribute to the community following graduation	Number of graduates enrolled in 2- and 4-year colleges	Post-graduation Follow-up Survey	Transition Coordinator mails follow-up survey to student 6 months after graduation.
	Number of graduates employed	Post-graduation Follow-up Survey	Transition Coordinator mails follow-up survey to student 6 months after graduation.
	Number of graduates actively engaged in the community	Post-graduation Follow-up Survey	Transition Coordinator mails follow-up survey to student 6 months after graduation.