Evaluation Plan

LCBAG YMP – FINAL DRAFT

CHARLENE BARINA

Contents

Appendices

List of Tables

List of Figures

Acronyms

CI	Collective Impact
LCBAG	Lake County Build a Generation
M&E	Monitoring and Evaluation
YMP	Youth Master Plan

Key Concepts

Backbone Infrastructure	Organization or mechanism that guides, coordinates, and aligns the CI initiative. A suggested CI initiative outcome.
CI Capacity and Learning Culture	Resource availability and an open environment to collaborate and change to achieve the CI initiative's goals. A suggested CI initiative outcome.
Collective Impact	A multi-sectoral approach to solve a complex social or environmental problem.
Common Agenda	An agreed-upon understanding of the problem, strategy, and goals of the CI initiative by diverse stakeholders connected to the initiative. A suggested CI initiative outcome.
Continuous communication	Processes exist to engage internal and external CI initiative stakeholders. A suggested CI initiative outcome.
Evaluation	Analyses that answer questions about activities' value (effectiveness, efficiency, impact, outcome, etc.) to a community. The results are used to learn broad lessons to improve this and future projects. They are done less frequently than monitoring; mid-program or end-of-program are common, as are annual or less.
Formative Evaluation	An evaluation that focuses on project and activity development/set-up, including development of a conceptual model (like a theory of change), identifying stakeholders, and putting in place data collection systems.
Indicator	Information that provides evidence that a certain condition exists.
Monitoring	Analyses that answer basic questions (who/what, when) to track the progress of planned activities. The results are used to adjust activity plans to achieve goals. Monitoring often happens throughout the implementation progress, as it is ongoing data collection and documentation about programs, though it may only be summarized monthly or quarterly. Examples of monitoring include number of people trained, number of students who participate, and number of flyers handed out. Monitoring needs to be in place before evaluation as it proves activities were actually completed, a key assumption in evaluation.
Multi-sectoral	Organizations coming together from different focus areas (e.g., education, health, economic development, etc.)
Mutually reinforcing activities	CI partners coordinate their planning and activities to fill gaps and reduce duplication of activities. A suggested CI initiative outcome.

Outcome/Impact Evaluation	An evaluation that focuses on medium-level changes (outcomes) attributable to the project/program and/or an evaluation that focuses on large-scale societal changes (impact) at least partially attributable to the project/program. Challenging to show impact due to other factors in communities that are beyond the scope of any single project.
Partner	An organization or individual whose activities contribute to a CI initiative. Also called a coalition member.
Process Evaluation	An evaluation that focuses on lessons learned regarding activity implementation.
Program	A collection of activities, possibly organized under different projects or focus areas, that are expected to achieve a goal or make an impact.
Shared measurement system	A process to coordinate and disseminate data regarding the CI initiative's progress amongst partners. A suggested CI initiative outcome.
Stakeholder	People or organizations who are invested in a program, be it because they are beneficiaries of the program, involved in implementing the program, fund the program, or are otherwise affected.
Theory of Change	A tool that is used to develop solutions to complex social problems. It links long-term societal changes (impact) to preconditions or changes needed to achieve that goal (outcomes).

Purpose of M&E Plan

LCBAG's mission is to "Organize Lake County to build a healthier community for youth and families". While LCBAG has a consistently impressive history of highlighting local issues and coordinating local organizations to accomplish this mission, there is no comprehensive approach to assessing how this work has collectively affected Lake County. This M&E plan will address this, and in doing so will:

- Allow LCBAG to communicate concretely its accomplishments and priorities
- Enable LCBAG to reflect on its work and make informed decisions about future work and priorities
- Increase LCBAG's value to partner organizations as a provider of community-level data
- Allow LCBAG to promote its coalitions' collective accomplishments

Background

LCBAG approaches its organizing work using a **Collective Impact** (CI) model. This model emphasizes a coordinated multi-sectoral approach to solve complex social issues.[1]

All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

Collecting data and measuring results consistently across all participants ensures that efforts remain aligned and participants hold each other accountable.

COMMON AGENDA

CONTINUOUS COMMUNICATION

SHARED MEASUREMENT SYSTEM

MUTUALLY REINFORCING ACTIVITIES

BACKBONE FUNCTION

Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

Creating and managing collective impact requires dedicated staff with specific skills to coordinate participating organizations and agencies.

Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

Figure 1. Core components of Collective Impact[2]

Under CI, LCBAG functions as a backbone agency, with work that overlaps most of the CI components:

Bring together coalitions
- Work to include all stakeholders
- Work to be representative of affected communities and LC at large

Develop shared agenda
- Conduct community research/assessments
- Facilitate a common understanding of the problem/TOC
- Broker agreement on CI approach
- Broker agreement on goals and ways to measure progress

Support individual partners
- Give project support and advice
- Connect with interested parties (donors, volutees)
- Administer grants to partners

Support partner coordination
- Convene coordination meetings
- Support development of and facilitate work groups
- Coordinate ways to combine data from different partners
- Coordinate information sharing among partners

LCBAG work

Figure 2. Overview of LCBAG work

---

[1] Preskill, Parkhurst, and Splansky Juster, *Guide to Evaluating Collective Impact*.
[2] Ibid.

LCBAG has already identified its CI initiative through its **Youth Master Plan** (YMP). This plan is the result of a multi-year effort to identify ways to best support Lake County's children, youth, and families, and is a testament to the commitment of LCBAG and the Lake County community to address a very complex and ambitious community goal.

The YMP includes five focus areas: education, programs and activities, health and prevention, community development, and family economics, each with several goals and proposed activities. LCBAG has begun work with different partners, using many of the approaches listed in Figure 2, to begin implement some of the activities listed in the YMP.[3]

As mentioned in the CI evaluation guide, the first few years of an initiative often focus on establishing the CI core components and starting activities according to its theory of change (TOC).[4] A TOC can be a complementary planning tool for CI initiatives, as it, too, is designed to address complex social change (described as the impact), and it makes planners explicitly outline and link the preconditions (outcomes) needed to achieve that change. A TOC is typically constructed working backwards from the impact to the outcomes as a way to focus on understanding the issue fully before considering solutions (like activities). After this, indicators to measure change in identified outcomes are added. In the blending of CI and TOC approaches, CI partner activities are connected to the outcome indicator to which they contribute; partner activity-level indicators are owned by the implementing partners themselves, with CI backbone agencies working to coordinate or share information as much as is feasible to accomplish the CI initiative's goal.
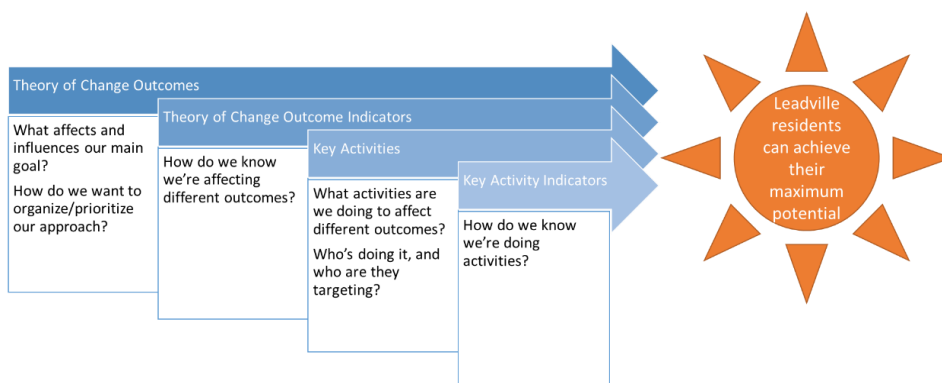

Figure 3. Relationship among TOC outcomes, indicators, activities, and partners

Following the CI evaluation guide suggestion, and building upon the YMP's outlined focus areas, goals, and activities, LCBAG has worked with a consultant to develop a TOC and TOC-related indicators, create a list of partners and activities contributing to the indicators, draft data collection and tracking tools, and propose reporting tools (such as a layout for a data dashboard). This report will focus on the details for these four areas and outline next steps to be taken by LCBAG to implement the system.

The success of any monitoring and evaluation system is dependent on ownership by the partners involved; CI approaches tend to increase this ownership due to its participatory process emphases, but it is still crucial for LCBAG to understand fully the system and work with partners to build their capacities in not only supporting the evaluation process, but also in interpreting the data that comes from it to be applied to their programs and strategic decisions.

Theory of Change

As mentioned earlier, a TOC is a planning and evaluation tool that focuses on understanding complex social change by mapping out and linking its preconditions (or outcomes). The idea is that if you address the outcomes, you will cause the desired change, as measured by selected indicators connected to the TOC. A TOC is expected to be a living document; as it tries to explain a complex situation, it is possible that as a

---

[3] Lake County Build a Generation, "Vision Leadville."
[4] Preskill, Parkhurst, and Splansky Juster, *Guide to Evaluating Collective Impact*.

program progresses, you better understand the situation, and will need to revise the TOC to reflect this new information.

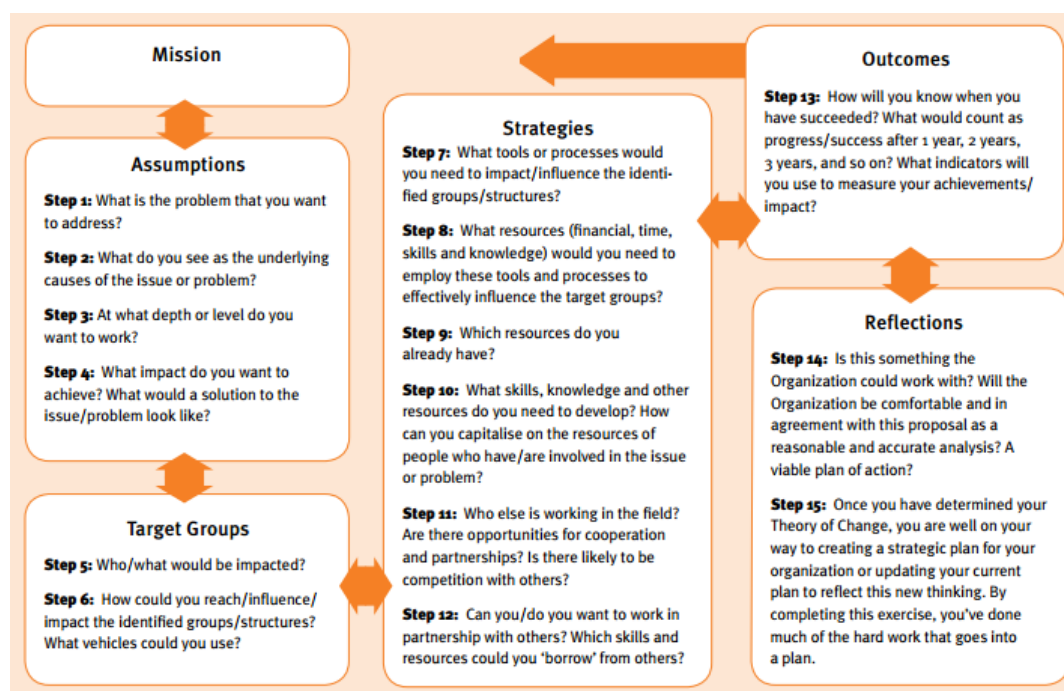In general, TOC development includes these considerations:

Mission

Assumptions

Step 1: What is the problem that you want to address?

Step 2: What do you see as the underlying causes of the issue or problem?

Step 3: At what depth or level do you want to work?

Step 4: What impact do you want to achieve? What would a solution to the issue/problem look like?

Target Groups

Step 5: Who/what would be impacted?

Step 6: How could you reach/influence/impact the identified groups/structures? What vehicles could you use?

Strategies

Step 7: What tools or processes would you need to impact/influence the identified groups/structures?

Step 8: What resources (financial, time, skills and knowledge) would you need to employ these tools and processes to effectively influence the target groups?

Step 9: Which resources do you already have?

Step 10: What skills, knowledge and other resources do you need to develop? How can you capitalise on the resources of people who have/are involved in the issue or problem?

Step 11: Who else is working in the field? Are there opportunities for cooperation and partnerships? Is there likely to be competition with others?

Step 12: Can you/do you want to work in partnership with others? Which skills and resources could you 'borrow' from others?

Outcomes

Step 13: How will you know when you have succeeded? What would count as progress/success after 1 year, 2 years, 3 years, and so on? What indicators will you use to measure your achievements/impact?

Reflections

Step 14: Is this something the Organization could work with? Will the Organization be comfortable and in agreement with this proposal as a reasonable and accurate analysis? A viable plan of action?

Step 15: Once you have determined your Theory of Change, you are well on your way to creating a strategic plan for your organization or updating your current plan to reflect this new thinking. By completing this exercise, you've done much of the hard work that goes into a plan.

Figure 4. Considerations in developing a TOC[5]

These considerations were explored through a desk review of LCBAG materials, meetings with LCBAG staff, and information-gathering from partners by LCBAG staff and the consultant.

While the YMP includes focus areas and priorities, it does not organize them into a causal chain that explicitly links it to the YMP goal. We adapted the YMP material into a TOC, with the addition of LCBAG's CI process outcomes, as it is important to understand both LCBAG's contributions to the CI goals and whether LCBAG partners' collective activities are contributing to the overall CI goal.

After multiple revisions, the below model is the proposed TOC for general use by LCBAG and its CI partners.

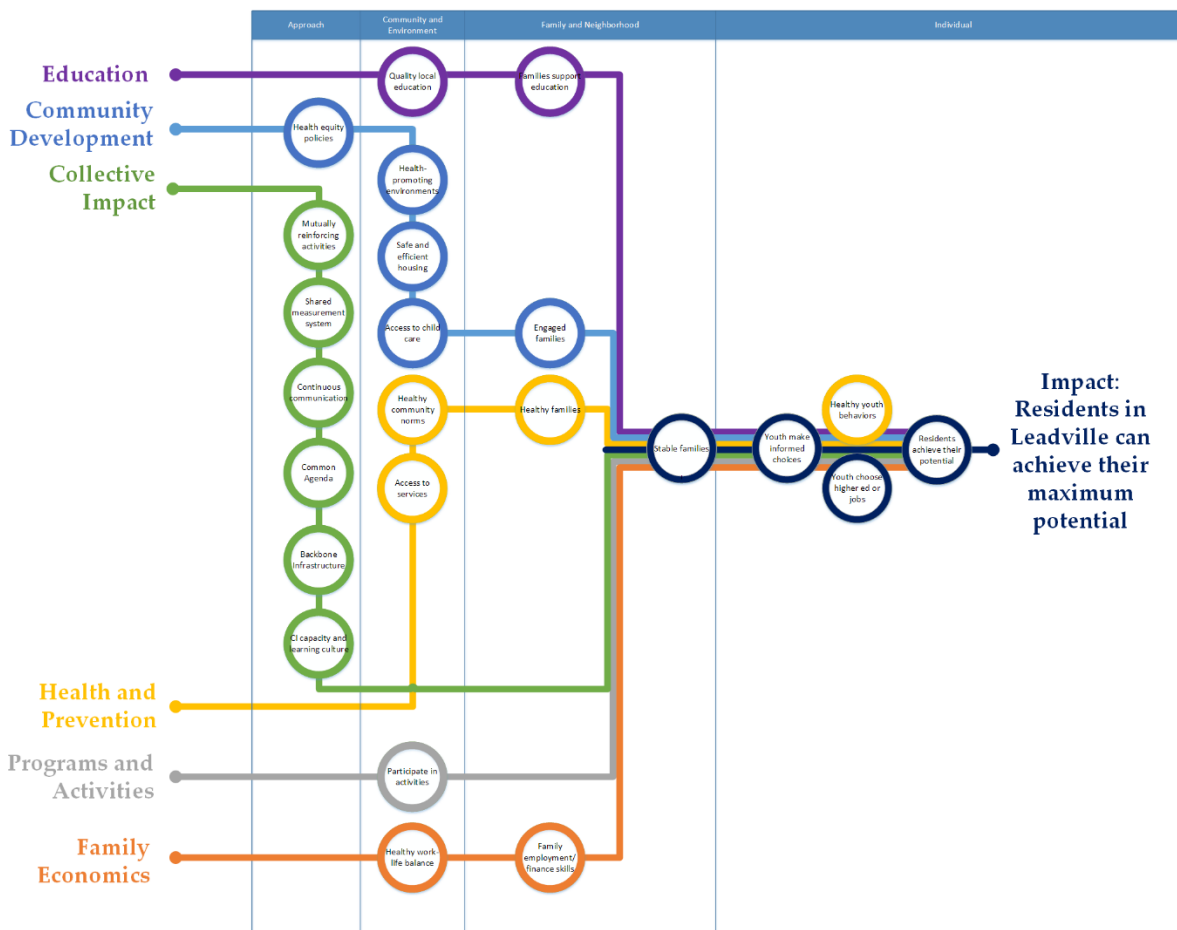[5] Mackinnon and Amott, "Mapping Change: Using a Theory of Change to Guide Planning and Evaluation."

Approach | Community and Environment | Family and Neighborhood | Individual

Education
Community Development
Collective Impact

Quality local education
Families support education

Health equity policies
Health-promoting environments
Safe and efficient housing
Access to child care
Engaged families
Healthy community norms
Healthy families
Access to services

Mutually reinforcing activities
Shared measurement system
Continuous communication
Common Agenda
Backbone Infrastructure
CI capacity and learning culture

Stable families
Youth make informed choices
Healthy youth behaviors
Youth choose higher ed or jobs
Residents achieve their potential

Impact:
Residents in Leadville can achieve their maximum potential

Health and Prevention
Programs and Activities
Family Economics

Participate in activities
Healthy work life balance
Family employment/ finance skills

Figure 5. YMP Theory of Change

Each colored line highlights outcomes by YMP focus area. These outcomes are arranged by intervention level (individual, family, etc.), similar to what is often seen in socio-ecological models of program design in public health. Outcomes build upon one another by intervention level: individuals (and their outcomes) are supported by families, which are supported by communities and approaches. By extension, when looking at activities and their effect on outcomes, partner programs tend to have more influence at broader levels, like the community and approach, compared to the individual level where choices are made by each person.

At the family and individual level, an "impact" line appears. Outcomes connected to the impact line are beyond the accountability level of CI partners. This means that while it is important to understand indicators at the impact level these indicators are influenced by a variety of factors outside of the scope the CI initiative. While it can be possible to assert that the CI initiative is affecting impact indicators, the change in impact indicators cannot be attributed solely to the work of the CI initiative.

When using the TOC, it is important to remember it is a simplification of complex community interactions. Partners' activities may cut across different focus areas and outcomes. The emphasis should that all partners' activities fit somewhere in the TOC. The goal isn't to look for the "perfect" fit, but a "good enough" fit of activities and partners. As mentioned earlier, as LCBAG and its CI partners better understand the situation in Lake County, they may need to work together to update the TOC.

Indicators

Given the complexity of the YMP (multiple sectors, large-scale change, multiple partners), a large number of indicators could be chosen. Given the resource constraints, though, selected indicators are weighed heavily toward ones that are already being collected by other agencies. All indicators are categorized by level of effort as **Existing**, **Adapt**, **Expand**, **New**, or **New+**. Of the 89 indicators, half (44) are Existing – the data is collected simply by going to a provided website and recording the value. Fourteen indicators are Adapt – ones where data is collected, or is very likely available, but LCBAG will need to adjust some data collection processes or calculations. Expand-categorized indicators are ones where one or more partners'

tools/approaches have been identified as good practices. There are six indicators in this category, and LCBAG would need to work with partners to expand adoption as explained in the list. New-categorized indicators (6) are ones not being collected by any partner; the questions/approaches are ones that have been validated (that is, tested and used by other agencies in the US in a way that it is reasonably certain that all respondents understand the question in the same way), so adoption would mostly mean LCBAG working to include the questions in surveys or questionnaires. New+ indicators are ones not being collected by anyone, and are questions that are not validated. There are 19 of these, and ideally the questions would be piloted with community groups and members to ensure validity. As with all new questions in Lake County's context, translation to Spanish would be needed, and piloting would be recommended for any new questions that are locally translated.

Given this is a new evaluation system, many of the indicators will be collecting baseline data in 2015/2016, with targets needing to be set the following year. Each indicator has detailed information about how to calculate, where to collect the data, and where to report it. See Appendix A for the complete list of indicators, or refer to the Indicator Definition Workbook. A table that lists all indicators and summarizes targets with activities can be found in the

This information could be used on a strategic level with CI partners regarding CI outcome indicators and targets, particularly with mutually reinforcing activities outcome indicators and common agenda outcome indicators.

Data collection and tracking tools section.

Table 1. Sample indicator documentation

Indicator	**Remedial education rate (if attending post-secondary in CO)**
Definition	See data collection link details
Disaggregate by	Gender, ethnicity, race
Purpose	To assess quality of education in Lake County. Remedial education implies students didn't graduate with the basic skills and knowledge to be prepared for college-level work.
Baseline	16%
Year data collection begins	2012
Target	10%
Target year	2018
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	CDHE District at a Glance
Data collection link (if relevant)	http://highered.colorado.gov/Data/DistrictHSSummary.aspx
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Only for students who go to college in CO; other students aren't captured by this indicator.
Quality Control	N/A
Other notes	Lake County High School, Postsecondary - % Remedial education
Outcome	Youth attain a high level of education to enable them to pursue higher education or work opportunities
Focus area	Education

Partners and Activities

LCBAG identified the following partners as of 2014:

Table 2. LCBAG partner list

Advocates of Lake County
Cloud City Conservation Center
Chamber of Commerce
City and County Planning and Zoning
Cloud City Wheelers
Colorado Department of Higher Education
The Center Early Childhood
City of Leadville

Colorado Mountain College - Timberline Campus
Colorado Workforce Center Leadville
County Wellness Team
Department of Human Services
Economic Development Corporation
Full Circle of Lake County, Inc.
Greater Heights Academy
Health Equity Civic Design Team
Lake County
Lake County Build a Generation
Lake County BOCC
Leadville/Lake County Economic Development Center
Lake County Human Services
Lake County Open Space Initiative
Lake County Public Health Department
Lake County Public Library
Lake County Road and Bridge
Lake County Recreation Department
Lake County School District R-1
Lake County School Wellness Coordinator
Leadville Medical Center
Probation/Diversion
Project Dream
Project Dream/Family Literacy Program
Public Health Agency
Rocky Mountain Family Medical Practice
SolVista Health
WIC

Most partner activities influence outcomes at the community and environment or family and neighborhood level; most LCBAG activities influence CI process-related incomes at the approach level. As expected, due to previous YMP development work, partners that contribute to all five YMP focus areas are represented.

Information about partner activities and target ages was also collected, primarily through feedback from LCBAG staff. A detailed listing of these activities can be found in the Indicator Definition Workbook. A more concise listing, including related targets, outcomes, and indicators, is in the

This information could be used on a strategic level with CI partners regarding CI outcome indicators and targets, particularly with mutually reinforcing activities outcome indicators and common agenda outcome indicators.

Data collection and tracking tools section.

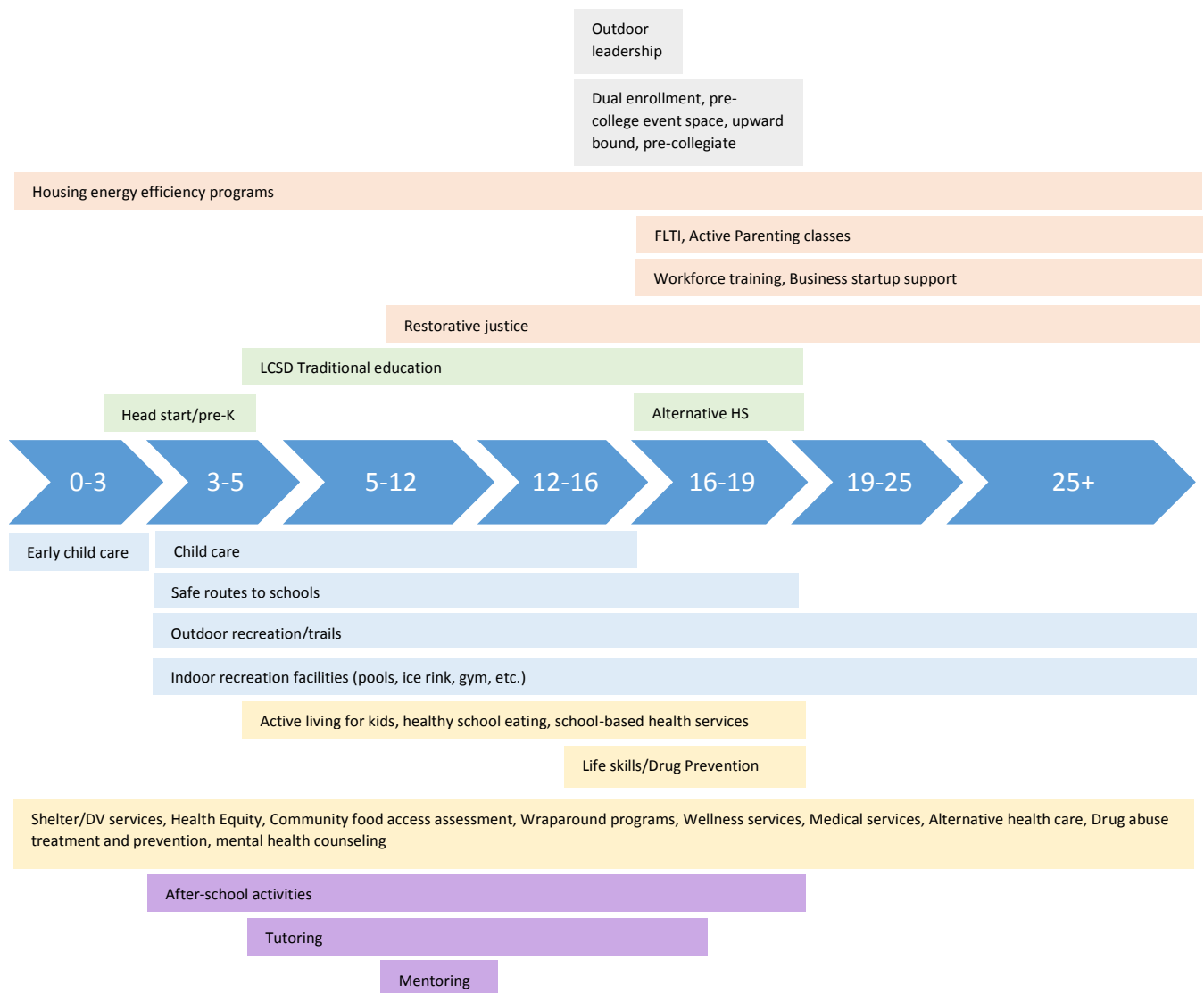With this preliminary data, LCBAG can visualize the scope and coverage of programs from cradle to grave:

Figure 6. Services pipeline draft

This information could be used on a strategic level with CI partners regarding CI outcome indicators and targets, particularly with mutually reinforcing activities outcome indicators and common agenda outcome indicators.

Data collection and tracking tools

Methodology

The following table summarizes indicators, along with their key activities, targets, and frequency. For this initial work (and the limitations of using spreadsheets), partner activities were associated with only one indicator, as the "primary" indicator to which the activity contributes, and focuses on partner-related activity (rather than including CI-related outcomes). Only indicators that have at least one activity associated with it are listed. As this is a new system, many baselines still need to be established; most targets listed focus on future years to give LCBAG and its partners time to assess current data and set reasonable future targets. Further details on baselines and targets can be found in Appendix A or the Indicator Definition Workbook.

Table 3. Methodology summary for YMP outcomes

Focus area	Outcome	Indicator	Target	Target year	Frequency	Contributing activities
Community Development and Resources	Built, school, and natural environment exists that makes it possible to have healthy behaviors	Acres of parks and open spaces per 1,000 population	TBD	2016	Annually	Outdoor recreation areas
		Community activity centers per 1,000 population	TBD	2016	Annually	Maintenance of facilities - pool, ice rink, gym, parks
		Miles of designated cycling/skiing routes	TBD	TBD	Annually	Outdoor recreation/trails Safe routes/alternative transport
		Proportion of neighborhoods with a level 1 walkability	TBD	2016	Variable (Pre/Post)	Safe routes
	Infants, children, and youth have access to child care	Children aged 3-5 Waiting for Child Care	TBD	2016	Annually	Child care
	Neighborhoods/communities have safe/efficient housing	Proportion of housing units in Leadville with efficiency improvements	TBD	2015	Annually	Energy efficiency
	Engaged and supportive neighborhoods and families	Opportunity for pro-social involvement - family (above cutpoint)	70%	2015	Annually	Parent education and empowerment
		Positive parenting scale	TBD	2017	Variable (Pre/Post) or Annually	Active parenting programs Family Leadership Training Institute
		Self-reported feeling of connectedness to the community	TBD	2017	Annually	Restorative justice

Focus area	Outcome	Indicator	Target	Target year	Frequency	Contributing activities
Education	Youth attain a high level of education to enable them to pursue higher education or work opportunities	High school graduation rate	80%	2015	Annually	Alternative high school program
		Proportion of eligible children enrolled in pre-K or head start programs	TBD	2016	Annually	Child care
Family Economics	Job opportunities exist that enable a healthy work-life balance	Proportion of parents who report a healthy work life balance	TBD	2017	Annually	Policy work to improve work-life balance
	Families have the life skills and knowledge to manage employment and finances	Proportion of parents who agree with the statement "I want to find a better job and make more money, and I know how to access resources that will help me get there."	TBD	2017	Annually	CWC activities Workforce training
Health and Prevention	Community norms emphasize healthy behaviors	Low perceived risk of drug use	35%	2015	Annually	High school life skills/drug prevention programs
		Reported domestic violence incidence	TBD	TBD	Annually	Shelter/DV services
	Local and organizational policies promote health and reduce disparities	Proportion of LCBAG partners that complete a health equity organizational capacity reflection	TBD	2017	Annually	Equity work
	Youth and community can access high quality health and social services	Availability of translation/language line services	TBD	2017	Annually	Interpretation classes
		Proportion of population living in a health professional shortage area	TBD	TBD	Annually	Alternative health care Medical services Mental health counseling
		School health workers per 1000 students	TBD	2016	Annually	School-based health services
		Client satisfaction	TBD	2017	Annually	Wraparound program
	Youth behave in ways that promote mental, physical, and social well-being	Consumed 4 or more fruits, vegetables, in past 7 days	30%; 30%	2016	Annually	Breakfast at the bell Community food access assessment Healthy eating in schools

Focus area	Outcome	Indicator	Target	Target year	Frequency	Contributing activities
		Proportion of students with self-reported BMI > 25	10%	2017	Annually	Active living for kids
		Top ATOD used, ever	Alcohol - 50%; Marijuana - 25%	2016	Annually	Drug/alcohol abuse and prevention
Programs and Activities	Communities participate in activities that promote mental, physical, and social well-being	Opportunity for pro-social involvement - school	75%	2015	Annually	Mentoring
		Participation in after-school activities	90%	2015	Annually	After-school/recreational activities Tutoring activities
		Participation rates in program activities (incident/cases, not individuals)	TBD	2016	Quarterly	After-school/recreational activities
Impact	Youth are able to confidently make informed decisions and choices	Score on resiliency scale	TBD	2017	Annually	Outdoor Leadership Club
	Youth choose higher education or job opportunities that match their life goals	Proportion of students graduating from Lake County High School who go to college	50%	2018	Annually	Dual enrollment program In-kind donations for public forums, local events Pre-collegiate program Upward bound program
	Families are stable	Median household income	TBD	TBD	Annually	Business diversification through attracting new businesses Business start-up assistance

Data flow

The following summarizes data and collection/reporting tools; details can vary slightly at the indicator level, and can be verified in Appendix A or the Indicator Definition Workbook. The tools themselves are attached in appendices.

Table 4. Data flow summary

Data →	Collected using →	Collation and storage →	Analysis →	Reporting →	Use	Limitations/Issues
Existing data	BLS CDE CDHE District at a Glance Census data (ACS) Colorado Health Indicators Colorado state demography office Community Commons CHNA Health Indicators Warehouse HKCS NHLIC Out of Reach Study	Go to specified data collection link and records it in the indicator tracking workbook.	In general look at year-on-year trends and targets, if applicable.	Include as relevant in reports, data summit-type activities, dashboards. Provide to relevant committees and groups.	Use to assess outcomes and impacts Use as an evidence base to discuss changes to action plans/priorities	Check confidence intervals; with very small samples indicators can have intervals that make results meaningless. Many of these are very sensitive to small increases (e.g., 1 more birth can increase the birth rate per 1000 greatly). Remember that impact-level indicators are above level of accountability for CI initiative.

Data →	Collected using →	Collation and storage →	Analysis →	Reporting →	Use	Limitations/Issues
LCBAG activities	LCBAG parent survey LCBAG partner survey	Enter individual survey responses in a spreadsheet.	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook. Think about gaps/missing data – partners who are not present, parent groups that have certain trends In general look at year-on-year trends and targets, if applicable.	Record in indicator tracking workbook. Include as relevant in reports, data summit-type activities, dashboards. Provide to relevant committees and groups.	Use to assess outcomes Use as an evidence base to discuss changes to action plans/priorities	Low response rates can affect analysis; work on strategies to improve return Be aware of which questions focus on knowledge and beliefs, and which focus on actual behaviors.
	LCBAG Meeting summary form	Data recorded by staff at beginning of each meeting. Combine data in a spreadsheet.	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook. In general look at year-on-year trends and targets, if applicable.	Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.	Use to assess CI approach goals	Focuses on outputs, not quality (outcomes) of meetings.
	LCBAG meeting notes	M&E Coordinator works with other LCBAG staff to review previous meeting notes.	Qualitative – identify trends and themes regarding partner communication and coordination.	Draft a paragraph or two summarizing results, which is included in the LCBAG annual report.	Use to assess CI approach goals	
	LCBAG committee member info sheet	When steering committee members join, part of their intake should include collecting this demographic data.	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook.	Draft a paragraph or two summarizing results, which is included in the LCBAG annual report.	Use to assess CI approach goals	

Data →	Collected using →	Collation and storage →	Analysis →	Reporting →	Use	Limitations/Issues
Partner activities	LCBAG partner data collection log	When partner data is sent to LCBAG, M&E Coordinator fills out a line in the data collection log for that quarter recording its receipt. M&E Coordinator also records when combined data results are sent back out to partners.	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook. Focus on timeliness of data submission and turnaround.	Record in indicator tracking workbook. Include as relevant in reports, data summit-type activities, dashboards. Provide to relevant committees and groups.	Use to assess CI approach goals	
	LCBAG one-off partner data summary	For annually provided data (as opposed to quarterly activity-related data), M&E coordinator either totals up relevant data, or contacts organization to obtain specific data.	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook.	Record in indicator tracking workbook. Include as relevant in reports, data summit-type activities, dashboards. Provide to relevant committees and groups.	Use to assess outcomes Use as an evidence base to discuss changes to action plans/priorities	Doesn't examine data quality of partners, as is out of scope for LCBAG work.
	LCBAG partner activity summary	Raw data stored in format as sent by partner	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook.	Record in indicator tracking workbook. Include as relevant in reports, data summit-type activities, dashboards. Provide to relevant committees and groups.	Use to assess outcomes Use as an evidence base to discuss changes to action plans/priorities	Doesn't examine data quality of partners, as is out of scope for LCBAG work.

Data →	Collected using →	Collation and storage →	Analysis →	Reporting →	Use	Limitations/Issues
TBD - Either partner-provided or LCBAG-collected activity data	Walkability tool	Volunteers or staff follow the instructions on the walkability tool to assess their area, then return the completed forms to the appropriate LCBAG staffperson.	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook.	Record in indicator tracking workbook. Include as relevant in reports, data summit-type activities, dashboards. Provide to relevant committees and groups.	Use to assess outcomes Use as an evidence base to discuss changes to action plans/priorities.	
	LCBAG parent survey or provider Pre/post client surveys	Enter individual survey responses in a spreadsheet, or receive summary of data from partners.	Calculate indicators and disaggregate/summarize as outlined in Indicator Definition Workbook.	Record in indicator tracking workbook. Include as relevant in reports, data summit-type activities, dashboards. Provide to relevant committees and groups.	Use to assess outcomes Use as an evidence base to discuss changes to action plans/priorities.	

New and updated collection tools

The following items are samples of tools needed to collect data that are new; blank templates can be found in the Appendices.

LCBAG meeting summary form

The goal is to have a brief line to fill out for each meeting, and to be able to add partners as needed to the list. The form provided is letter-sized and can be stapled into a notebook or folder. Staff can continue to take notes as usual separate from this.

Name	Org		4/10/15	5/1/15	5/8/15	5/20/15	6/4/15					
		Mtg Type (WG, C, O)→	WG	C	O	WG	C					
		Hours	1	1.5	2	1	2					
Alice	Full Circle		X	X		X	X					
Bob	LCSD			X		X	X					
Lisa	SolVista		X	X	X		X					
Phyllis	CMC			X	X							

Meeting date + hours

1. For each meeting, fill in the date, hours spent, and meeting type (WG = Working Group, C = Coordination, or O = Other)

3. Give your sheet to the M&E Coordinator at the end of each quarter.

Figure 7. Meeting summary form example

LCBAG committee member info sheet

If there already exists a sheet for this for steering committee on-boarding, it's fine to use it as long as the demographic questions shown here exist on it.

LCBAG Committee Member Information Sheet
Please answer all of the questions below. This information is used by LCBAG to contact you and to better understand how our committee reflects our community. Individual information is not shared without first asking your permission.

Name: ___Fernando Jones_____

Address: __123 Main St._____

City: _Leadville____ State: __CO___ Zip: 99999____

Email: _FJones@hotmail.com____ Phone: ___719-333-3333_____

Occupation: _Program assistant___ School/Employer: _LC Recreation Dept__

Gender *(circle one)* (Male)   Female

What is your age range? *(choose one)*

☐ Under 16   ☐ 35-44
☐ 16-18   ☐ 45-54
☒ 19-21   ☐ 55-64
☐ 21-24   ☐ 65 or older
☐ 25-34   ☐ Prefer not to answer

Are you of Spanish/Hispanic/Latino descent? *(circle one)*   (Yes)   No

Race *(choose all that apply)*

☒ White
☐ Black or African American
☐ American Indian or Alaska Native
☐ Asian
☐ Native Hawaiian or Other Pacific Islander
☐ Other: _____
☐ Prefer not to answer

Do you have expertise or experience in any of these areas? *(choose all that apply)*

☐ Health and Prevention (including health services, promoting healthy behaviors)
☒ Community Development (including local policy-making, community organizing)
☐ Education (including being a student)
☐ Family Economics (such as improving family's financial or job situation)
☒ Programs and Activities (such as planning or providing after-school activities)

Make sure that all answers are filled out. Demographic questions follow census conventions as much as possible.

Figure 8. Committee member info sheet example

Updated parent survey

Several questions should be added to the parent survey to obtain data for newly proposed indicators. Those questions have been added here, and highlighted; the survey layout could be adjusted and piloted as one strategy for increasing response rate. Items that should be included are in <mark>yellow</mark>; items that could be used here, or instead included as part of partner pre/post surveys, are in <mark>green</mark>.

We appreciate your answers to this survey; they help us to better serve the community. Please feel free to leave any answer blank if you do not feel comfortable answering it. This survey is **anonymous**; please do not put your name on it.

1. Which best describes you: Father   Mother   Legal Guardian   Other

2. Which best describes your ethnicity: White, non-Hispanic   White, Hispanic   Other

3. Which best describes your household income: Above $41,000   Below $41,000

4. Which best describes your education: less than high school   high school   at least some college

> Compare demographic questions to partners, and work to make them the same across all forms.

5. How many children do you have who are under age 12?   _____

6. Do you work?   Yes   No

If you work, please answer the following work-life balance questions:

7. If you have children under age 12, do these children have an adult who looks after them after school, or when you are not at home?

        Yes   No

8. If you have children under age 12, have problems with child care affected your employment?

        Yes   No

9. Do you have paid sick AND vacation leave?   Yes   No

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
10. I have to miss family activities due to the amount of time I must spend on work responsibilities	☐	☐	☐	☐	☐
11. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.	☐	☐	☐	☐	☐
12. The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.	☐	☐	☐	☐	☐

13. My oldest child in the Lake County School District is in the following grade: 5th   6th   7th   8th   9th

10th   11th   12th

* Please answer all the following questions about your oldest child in the Lake County School District *

14. When your teen goes out in the evening or on the weekend, how often do you:	Never	Rarely	Some-times	Usually	Always
Ask where he/she is going and who he/she will be with	☐	☐	☐	☐	☐
If going to another teen's house, ask if a parent or adult will be there to supervise	☐	☐	☐	☐	☐
Set a time for your teen to be home and wait up until they come home	☐	☐	☐	☐	☐

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
15. What I say has little influence over whether my child tries marijuana	☐	☐	☐	☐	☐

Figure 9. Updated parent survey with highlighted changes

16. There is very little parents can do to prevent their kids from trying alcohol	☐	☐	☐	☐	☐

17. Which statement best describes your opinion about underage drinking in Lake County?
☐ I think it is ok for teens to drink alcohol and underage drinking laws should not be strongly enforced
☐ Enforcing underage drinking laws is important and these laws are strongly enforced in Lake County
☐ I want tougher local enforcement of underage drinking laws in Lake County

	Few	Some	About Half	A Lot	Most
18. How many Lake County parents do you think are interested in their child's school work?	☐	☐	☐	☐	☐
19. How many Lake County parents do you think expect their child to follow the rules?	☐	☐	☐	☐	☐

20. If your child were invited to a party where you knew alcohol was going to be served, would you:
☐ Let your child go
☐ Not let your child go
☐ Let your child go so long as the parents took away the car keys (if your child is 16 or older)
☐ Let your child go but make your child promise not to drink

21. If, in the previous question, you told us that you would not allow your child to go to a party where alcohol will be served, how does this make you feel?
☐ I may be the only parent who would not let their child go
☐ I am one of only a few parents who would not let my child go
☐ A lot of other parents would not let their child go
☐ Most other parents would not let their child go

22. Does the idea that other parents allow their child to go to a party where alcohol will be served make it harder for you not to allow your child to go?   Yes   No

23. How often have you talked to your child about:	Never	A Little	A lot
Alcohol	☐	☐	☐
Marijuana	☐	☐	☐
Sex	☐	☐	☐
Their schoolwork	☐	☐	☐

24. Check all of the following that you have done since the beginning of the school year:

Volunteered in a school class	Volunteered at a school event
Volunteered or served on a school committee	Participated in school fundraising
Attended a school or class event (like a sports event or drama event)	
Attended a parenting class or event	I have worked with neighbors/community members to make a change locally

25. Do you think it's important for your child/children to participate in after-school activities or summer programs?

Yes   No

26. Think about any after-school or summer programs you would like to enroll your kids in but haven't been able to. Why were they unable to enroll? (circle all that apply)

☐ Too expensive

27. I expect my child to: ☐ receive less than a high school diploma
☐ graduate from high school attend a vocational or technical school after high school
☐ attend 2 or more years of college
☐ finish a 4 or 5 year college degree
☐ earn a graduate or professional degree

28. How often do you read the "Leadville Parent" newsletter that goes home with report cards?

Never   Sometimes   Often or always

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
29. I know the graduation requirements for my child as well as their learning options, testing situations, and school policies	☐	☐	☐	☐	☐
30. I feel comfortable filling out forms or being interviewed/interacting in appointments	☐	☐	☐	☐	☐
31. I want to find a better job and make more money, and I know how to access resources that will help me get there.	☐	☐	☐	☐	☐
32. I am good at dealing with day to-day financial matters, such as checking accounts, credit and debit cards, and tracking expenses.	☐	☐	☐	☐	☐

33. During the past month, when you and your child have spent time talking or doing things together, how often did you:	Never	Rarely	Some-times	Usually	Always
a. Let this child know you really care about him/her	☐	☐	☐	☐	☐
b. Shout or yell at this child because you were mad at him/her	☐	☐	☐	☐	☐
c. Act loving and affectionate toward him/her	☐	☐	☐	☐	☐
d. Let this child know that you appreciate him/her, his/her ideas or things he/she does	☐	☐	☐	☐	☐
e. Yell, insult or swear at him/her when you disagreed	☐	☐	☐	☐	☐

The partner survey is a key piece to evaluating LCBAG's CI work as a backbone agency. A draft survey is below; LCBAG should, if possible, pilot the survey and adjust to improve response rates and data quality.

Annual LCBAG partner survey

Please answer all of the questions below. This information is used by LCBAG to assess its support work with partners like you, and find areas to work on to better serve the community. Your responses will be combined with other responses, and your organization will only be given results in a summarized format.

Organization name: *Open Hands Food Bank*

Role: *(circle one)*   Intern/Volunteer   (Service Provider)   Operations/Finance

Manager   Director   Board member

Other: _____

What groups or populations, if any, does your organization prioritize in its work?

Low-income families, especially single-parent households

Which of the following interpretation services does your organization provide? (check all that apply)

☐ Phone interpretation/language line
☐ Volunteer interpretation (trained in interpretation)
☒ Volunteer interpretation (no training in interpretation)
☐ On-staff interpreters
☐ We don't provide interpretation
☒ Other: _Family members will sometimes interpret_____

LCBAG coordination and support

1. **Have you worked with LCBAG in the past year?** (circle one)   (Yes)   No

   a. **If yes, please write the name of the last person with whom you worked:** _Leslie_____

2. **Has your organization completed a health equity organizational capacity reflection?** (circle one)
   Yes   No   (Not sure)

3. **Do you see LCBAG as the leading agency in implementation of the Youth Master Plan (YMP)?** (circle one)
   (Yes)   No   Not sure

YMP and Collective Impact (CI)

4. **Is this your first year working with the YMP?** (circle one)   Yes   (No)

   a. **If yes, please explain in a few sentences what you think Collective Impact is:**

Figure 10. Initial LCBAG partner survey example

1. **How, if at all, have your work plans been affected by being part of the YMP?**
   We've had to change some of our forms to work with the YMP. We've also connected with Full Circle to provide some services on-site to parents they teach.

2. **Please explain the YMP's CI goal in one sentence:**
   To make sure youth in Leadville have the best opportunities to be successful adults.

3. **Please list at least 3 outcomes related to the YMP's CI goal:**
   Family stability, Access to health services, Youth have healthy behaviors

4. **Please explain, in a sentence or two, why YMP partners are working on a shared measurement system:**
   It lets us combine our data so we can see what's happening all over Leadville, not just in our food bank. It helps us know if we're accomplishing YMP goals.

5. **If you have any other comments or feedback you would like to share, please write them below:**

LCBAG partner data collection log

This is a simple tracking form to keep up with data provided by partners. Other forms can be used as long as it captures this basic information.

LCBAG Partner Data Collection Log

Quarter: 1

Year: 2015

Expected data collection period: Jan 1 2015 – Mar 31 2015

Data due by: May 1, 2015

Organization	Date received	Received data collection period	Has common data format? Y/N
Project Dream	4/15/15	Jan 1 – Mar 31	Y
Advocates	4/2/15	Jan 1 – Mar 31	N
SBHC	5/4/15	Jan 1 – Mar 31	Y
Full Circle	4/26/15	Jan 1 – Mar 31	Y

Return data summary by: *June 1, 2015*

Date summary data sent out to contributing organizations: *June 1, 2015*

Figure 11. Sample partner data collection log

Suggested updates and modifications to partner activity evaluation forms

The most basic update would be to work with partners to use the same set of demographic questions. To aggregate or combine partner data at more detailed levels, this kind of agreement is needed.

The following ones, used in the previously outlined tools, would be one set to try. One of the main drawbacks to this set of updates is data comparability; that is, how partners can compare data from this point onward to data from before, which may have different cutoffs or breakdowns. As this set is fairly detailed, and using standard terms and age ranges, it is likely that with some transformation the old and new data can be compared. This still needs to be communicated clearly with partners to manage expectations. The suggested questions are:

Table 5. Suggested demographic questions for all activity collection tools

---

Gender *(circle one)*   Male   Female

What is your age? _____

What is your grade? _____ or *(circle if the case)* I'm not in school

Are you of Spanish/Hispanic/Latino descent? *(circle one)*   Yes   No

Race *(choose all that apply)*

☐ White

☐ Black or African American

☐ American Indian or Alaska Native

☐ Asian

☐ Native Hawaiian or Other Pacific Islander

☐ Other: _____

☐ Prefer not to answer

The one LCBAG tool in this plan that does not use this set is the parent survey. It should be updated to match the final demographic question set before its next data collection cycle.

The other set of questions to consider including are related to indicators that don't have any other ongoing data collection process or data sources. Several involve expanding use of questions already used by some partners. The suggested questions are:

Table 6. Sense of self, community connectedness, and local resources questions for all activity collection tools

Coming to [this program] has helped me to…	Yes	Kind of	Not really
Feel better about myself	☐	☐	☐
Feel I have more control over things that happen to me	☐	☐	☐
Learn that I can do things I didn't think I could do before	☐	☐	☐
Feel better about my future	☐	☐	☐
Feel more important to my community	☐	☐	☐
Feel a stronger connection to my community	☐	☐	☐
I know where to find the:	**Yes**	**Kind of**	**Not really**
Library	☐	☐	☐
School based health center [or whatever it will be called]	☐	☐	☐
Pharmacy	☐	☐	☐
Recreation center	☐	☐	☐
Park	☐	☐	☐
Closest walking/biking trail	☐	☐	☐

Table 7. Resiliency scale suggested questions for all activity collection tools

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel proud that I have accomplished things in my life.	☐	☐	☐	☐	☐
I am determined.	☐	☐	☐	☐	☐
I can get through difficult times because I've experienced difficulty before.	☐	☐	☐	☐	☐
I have self-discipline.	☐	☐	☐	☐	☐
I keep interested in things.	☐	☐	☐	☐	☐
I can usually find something to laugh about.	☐	☐	☐	☐	☐
In an emergency, I'm someone people can generally rely on.	☐	☐	☐	☐	☐
My life has meaning.	☐	☐	☐	☐	☐
When I'm in a difficult situation, I can usually find my way out of it.	☐	☐	☐	☐	☐

Suggested key satisfaction questions for service providers

For service providers, like clinics or other health facilities, it could be helpful to ask a few similar satisfaction questions to build understanding of youth access to services.

Table 8. Service satisfaction suggested questions

	Yes	Kind of	Not really
Did you have difficulty filling out forms/information for this service?	☐	☐	☐
Did you get all the help you wanted?	☐	☐	☐
Was information explained to you clearly?	☐	☐	☐
Were you able to ask questions?	☐	☐	☐
Were those questions answered?	☐	☐	☐
Were any problems raised resolved in a respect and professional manner?	☐	☐	☐

Would you come back again for this service? *(circle one)*

    Yes   No

Overall, how would you rate your satisfaction with this service? *(circle one)*

    Great   Good   Fair   Poor

Walkability tool

This tool is recommended for use without adaptation. It can be found in Appendix H

LCBAG activity reporting form

Once some of these questions regarding data collection are resolved, LCBAG may want to look into a more standard data reporting format for partners. Here is a suggested form for data collection.

LCBAG activity reporting form

Organization name: _____
Data collection period: _____ to _____

 # Participants/Cases

Program	Gender	Grade										Ethnicity		Race							(LCBAG use: Indic.)
		3	4	5	6	7	8	9	10	11	12	Non-Hisp.	Hispanic	W	B	AI	A	PI	O	NR	
	M																				
	F																				
	M																				
	F																				
	M																				
	F																				
	M																				
	F																				

Other indicators
For
    Self-reported feeling of connectedness to the community
    Client satisfaction
    Proportion of youth who report that they know the location of selected community resources (such as the library, pharmacy, clinic, etc.)
    Score on resiliency scale
    Sense of self score

Provide actual data sets, as data is anonymous anyway and data set would give better options for compiling data.

Figure 12. Suggested activity reporting format

Next Steps

Reporting tools

The following tools need to be further developed, but are starting points for reporting and implementation

Indicator tracking workbook

This workbook is basically a stripped-down version of the definition workbook. See separate excel file for this. When targets/baselines are updated, they will need to be updated both in this workbook and the definition workbook.

LCBAG one-off partner data summary

This tool is more an aid to data collection; the final values should still be entered in the Indicator Tracking Workbook after all the data is collected, and analysis still needs to be done to interpret data. The form just contains all the indicators that are from non-quarterly partner data; they just need to be collected annually, ideally at the same time every year.

LCBAG one-off partner data summary

Year: 2015

Indicator	Definition	Numerator	Denominator	Value	Date calculated	Data source notes
Acres of parks and open spaces per 1,000 population	Total acres of park and open spaces × 1000 / Current population	1200	7200	166 acres / 1000 population	12/5/15	
Community activity centers per 1,000 population	Total # recreation centers, libraries, etc. × 1000 / Current population	6	7200	0.83	12/10/15	Called LCSD, LCRD, LC Lib, and CMC
Miles of designated cycling/skiing routes	N/A		N/A			
Children aged 3-5 Waiting for Child Care	# children on waiting lists for The Center and Morningstar	16	N/A	16	8/1/15	
LEAP utilization	Families accessing LEAP / Estimated # households eligible for LEAP					

Narrative for "Process exists to obtain community input, from all members, regarding local legislation/policy-making":

LC government says they post flyers all over town, including in outlying trailer parks, in English and Spanish. They also did local radio advertisements, and in February hosted a "community voices" workshop to help local high school students learn more about the policy-making process and how/when to provide input.

Date written: 12/2/15

Figure 13. Sample one-off partner data summary

LCBAG partner activity summary

While ongoing data is being saved to the Indicator tracking workbook, more complicated tables (especially disaggregated data) may need to be saved as summary tables for use in reports. See Figure 12. Suggested activity reporting format for an example of how a table could be constructed for an indicator by substituting the "Program" column with an "Indicator" column.

Data dashboard

A data dashboard requires some data analysis to be meaningful. The colors refer to trends or comparisons against state or national data. One option could be to model after this:
http://wwwn.cdc.gov/CommunityHealth/profile/currentprofile/CO/Lake/

Lake County, CO

The following Summary Comparison Report provides an "at a glance" summary of how the selected county compares with peer counties on the full set of Primary Indicators. Peer county values for each indicator were ranked and then divided into quartiles.

	Better (most favorable quartile)	Moderate (middle two quartiles)	Worse (least favorable quartile)
Mortality	Cancer deaths Coronary heart disease deaths Female life expectancy Male life expectancy		Chronic lower respiratory disease (CLRD) deaths Unintentional injury (including motor vehicle)
Morbidity	Adult diabetes Adult obesity Alzheimer's diseases/dementia Cancer Older adult depression Syphilis	Adult overall health status Gonorrhea HIV Preterm births	
Health Care Access and Quality		Primary care provider access Uninsured	Cost barrier to care
Health Behaviors		Adult binge drinking Adult physical inactivity Adult smoking Teen Births	

Figure 14. CDC health indicator dashboard

Another option would be to take the built-in sparklines in the Indicator tracking workbook (Column I) and list all indicators by focus area. The sparklines approach could look like this:
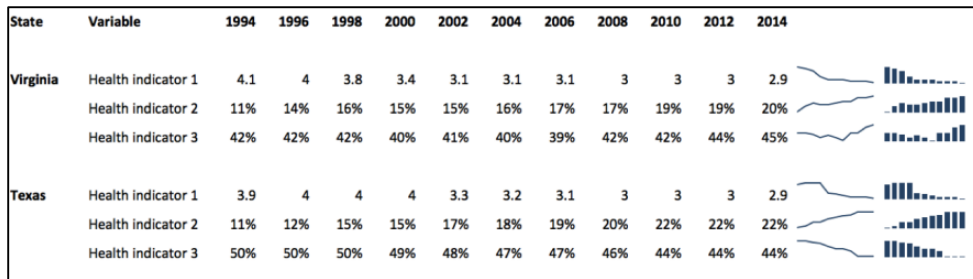
Figure 15. Dashboard with sparklines

Finally, the simplest option, if most limited in customizing indicators, could be to just link to this tool:
http://www.countyhealthrankings.org/app/colorado/2015/rankings/lake/county/outcomes/overall/snapshot

Figure 16. Pre-built dashboard with comparisons and sparklines

If all indicators were possible in a dashboard, the following would be a good combination of items from all focus areas and relatively reliable data:

Focus area	Indicator
Collective Impact	Proportion of partners and stakeholders who know LCBAG staff
	Proportion of partners who report looking to LCBAG for initiative support, strategic guidance, and leadership
	Summary of coordination meetings held by LCBAG
	Summary of projects that receive project management support from LCBAG

Community Development and Resources	Community activity centers per 1,000 population
	Opportunity for pro-social involvement - family (above cutpoint)
	Proportion of neighborhoods with a level 1 walkability
Education	High school graduation rate
	Proportion of eligible children enrolled in pre-K or head start programs
Family Economics	Average commute time
	Proportion of parents who report a healthy work life balance
Health and Prevention	Physical activity, 3 or more days out of past 7 days
	Consumed 4 or more fruits, vegetables, in past 7 days
	Proportion of students enrolled in SBHC
	Proportion of students with self-reported BMI > 25
	Rate of live births born to women age 15-17 per 1,000 women age 15-17
	Reported domestic violence incidence
Impact	% of children under 18 in poverty
	4-year college graduation rate (if attending post-secondary in CO)
	Median household income
	Percent of adults aged 18+ years who are overweight or obese
	Percent of adults who reported that their general health was fair or poor
	Proportion of students graduating from Lake County High School who go to college
	Score on resiliency scale
	Sense of self score
Programs and Activities	Opportunity for pro-social involvement - school
	Participation in after-school activities

Annual report components

The LCBAG annual report should focus on achievements first by LCBAG regarding its CI indicators, then the collective results of CI partner efforts. Suggested reporting items for the annual report are noted in the Indicator Definition Workbook, and include describing steering committee composition and representation of the community, explaining significant coordination processes (like working group establishment, shared measurement system development, and work plan realignment), and project support efforts.

Data interpretation process

This evaluation plan is emphasizing an annual review process. Data analysis should be a participatory event, perhaps anchoring on the annual data summit. At this event (or other planned data review times), given the quantity of data, breaking up into focus areas by individuals' area of expertise would be most efficient, with a LCBAG staffer facilitating each area. Facilitation questions can include the following, depending on time and specific evaluation interest:

Process Evaluation

Are we doing what we said we'd do, and are we doing it the right way, and on a large enough scale? (focus on the basic activity data and satisfaction data) Are there lessons to learn from here that we should replicate? Are there things we need to change in order to achieve our outcomes?

Outcome Evaluation

Are the activities making the intended difference in outcomes, such as changes in knowledge and behavior? (focus on the activity evaluation form data, parent survey data, TOC outcomes data) What are those specific changes? Are they improving, getting worse, or staying the same? Are particular groups more or less affected or represented in these results?

Have we learned anything new about the situation that should be added to the TOC? Do we need to modify/drop/add outcomes? Do we need to add/change action plan priorities?

Impact Evaluation

Are our combined efforts contributing at some level to community-wide change? (focus on individual/impact-level data)

Suggested timeline, first 18 months

Activity	Tools, data, and reports	Start by	Complete by
Update LCBAG activity processes and start data collection	LCBAG Meeting summary form LCBAG meeting notes	May 2015	July 2015
Coordinate partner participation data collation and sharing	Try to obtain data using LCBAG partner activity reporting form – if not possible, try for activity data + the demographic content outlined in "Suggested updates and modifications to partner activity evaluation forms"	June 2015	August 2015
Trial data interpretation/evaluation at annual data summit	LCBAG partner data collection log All data to date Data interpretation questions	July 2015	July 2015
Coordinate partner evaluation and service satisfaction data collation and sharing	Suggested updates and modifications to partner activity evaluation forms Suggested key satisfaction questions for service providers	October 2015	December 2015
Update parent survey	Parent survey	October 2015	November 2015
Collect first batch of LCBAG activity data	LCBAG Meeting summary form LCBAG meeting notes Indicator tracking workbook	October 2015	October 2015
Collect annual existing data	Indicator tracking workbook LCBAG partner data collection log LCBAG one-off partner data summary LCBAG partner activity summary	December 2015	December 2015
Complete LCBAG annual report	All data tools	January 2016	March 2016
Collect first batch of partner participation data	LCBAG activity reporting form LCBAG partner data collection log Indicator tracking workbook	January 2016	January 2016
Collect data for parent survey	Parent survey	January 2016	January 2016
Collate and report back first batch of partner data and do dashboard data update	Partner data summary Data dashboard	February 2016	February 2016

Activity	Tools, data, and reports	Start by	Complete by
Do all quarterly data collection as outlined in plan	LCBAG activity reporting form LCBAG partner data collection log Indicator tracking workbook	April 2016	April 2016
Do all quarterly + 6 monthly data collection as outlined in plan	LCBAG activity reporting form LCBAG partner data collection log Indicator tracking workbook	July 2016	July 2016
Data interpretation/evaluation at annual data summit	All data to date Data interpretation questions	July 2016	July 2016
Do all quarterly data collection as outlined in plan	LCBAG activity reporting form LCBAG partner data collection log Indicator tracking workbook	October 2016	October 2016
Do all quarterly + annual data collection as outlined in plan	LCBAG activity reporting form LCBAG partner data collection log Indicator tracking workbook LCBAG one-off partner data summary LCBAG partner activity summary	December 2016	December 2016

Suggested Resources and Readings

Bhatia, Rajiv, and Aaron Wernham. "Integrating Human Health into Environmental Impact Assessment: An Unrealized Opportunity for Environmental Health and Justice." *Environmental Health Perspectives* 116, no. 8 (April 16, 2008): 991–1000. doi:10.1289/ehp.11132.

Bui, Allison. *Home Is Where the Health Is? Exploring Healthy Housing in Colorado*. 93. Health Watch. Colorado Department of Public Health and Environment, March 2014.

"CDC - Get Smart: Prog Plan Eval Manual: Step 1-Engage Stakeholders." Accessed April 26, 2015. http://www.cdc.gov/getsmart/program-planner/Step1.html.

Center for Theory of Change. "What Is Theory of Change?" *Theory of Change Community*. Accessed April 26, 2015. http://www.theoryofchange.org/what-is-theory-of-change/.

Horsch, Karen. "Indicators: Definition and Use in a Results-Based Accountability System." *Harvard Family Research Project*, 1997. http://www.hfrp.org/publications-resources/browse-our-publications/indicators-definition-and-use-in-a-results-based-accountability-system.

Irby, Merita, Polly Lusk Page, Karen Pittman, Marianne Schmidt Hurtt, and Mark Stewart. "Too Much Collective, Too Little Impact: Aligning Multiple Initiatives in One Community." November 5, 2014. http://collectiveimpactforum.org/resources/too-much-collective-too-little-impact-aligning-multiple-initiatives-one-community.

Lake County Build a Generation. "Vision Leadville: The 2013 Leadville/Lake County Youth Master Plan," May 2013. http://lcbag.org/about-us/research-and-community-strategic-plans/vision-leadville-the-2013-leadvillelake-county-youth-master-plan.

Mackinnon, Anne, and Natash Amott. "Mapping Change: Using a Theory of Change to Guide Planning and Evaluation." GrantCraft, 2006. http://www.grantcraft.org/guides/mapping-change.

Matthews, Russell A., Lisa M. Kath, and Janet L. Barnes-Farrell. "A Short, Valid, Predictive Measure of Work–family Conflict: Item Selection and Scale Validation." *Journal of Occupational Health Psychology* 15, no. 1 (2010): 75–90. doi:10.1037/a0017443.

Organizational Research Services. "Theory of Change." *The Annie E. Casey Foundation*, 2004. http://www.aecf.org/resources/theory-of-change/.

Paul, Duignan. "Evaluation Types: Formative/developmental, Process and Impact/outcome." *Outcomes Theory Knowledge Base*. Accessed April 26, 2015. https://outcomestheory.wordpress.com/article/evaluation-types-formative-2m7zd68aaz774-119/.

Preskill, Hallie, Marcie Parkhurst, and Jennifer Splansky Juster. *Guide to Evaluating Collective Impact*. Accessed April 26, 2015. http://www.fsg.org/tabid/191/ArticleId/1098/Default.aspx?srpush=true.

Weaver, Patrick. "Understanding Programs and Projects." Singapore, 2008. http://www.mosaicprojects.com.au/Resources_Papers_078.html#Top.

Appendix A   Full indicator documentation

Indicator	**Proportion of partners and stakeholders who know LCBAG staff**
Definition	Proportion of respondents who correctly name a LCBAG staffperson they know
Disaggregate by	Focus area
Purpose	To get a sense of whether LCBAG is engaging with all stakeholders (at a basic level). As a backbone agency, all partners should be familiar with LCBAG.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	
Quality Control	Pilot the question with a few partners to ensure respondents understand the questions in the same way, and review wording if needed. Work to ensure respondents come from all focus areas.
Other notes	Decide if a Spanish translation is needed, and pilot as well.
Outcome	Backbone Infrastructure
Focus area	Collective Impact

Indicator	**Proportion of partners who report looking to LCBAG for initiative support, strategic guidance, and leadership**
Definition	Of the respondents who reported knowing LCBAG, the proportion who said "Yes" to the question "Do you see LCBAG as the leading agency in implementation of the YMP?"
Disaggregate by	Focus area
Purpose	To get a sense of whether LCBAG parnters see LCBAG's role as a backbone agency. Not explored here would be perceived expertise or competency.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	
Quality Control	Pilot the question with a few partners to ensure respondents understand the questions in the same way, and review wording if needed. Work to ensure respondents come from all focus areas.
Other notes	Decide if a Spanish translation is needed, and pilot as well.
Outcome	Backbone Infrastructure
Focus area	Collective Impact

Indicator	**Steering committee's members reflect the diversity of Lake County, and include members of target populations and people from each focus area**
Definition	Descriptive table of steering committee members - counts by disggregation areas.
Disaggregate by	Gender, age range, ethnicity, race, expertise in YMP focus area
Purpose	CI efforts need to represent the entire community in order to maximize the breadth of partners involved and contacts to make wide-scale social change. This starts with the backbone agency's composition, as it gives the organization credibility with all community member.
Baseline	N/A
Year data collection begins	2015
Target	N/A
Target year	N/A
How to collect data	When steering committee members join, part of their intake should include collecting this demographic data.
Data collection tool	LCBAG committee member info sheet
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	LCBAG staff who onboards the new member
Reporting	At the end of the year, the M&E Coordinator reviews the info sheets, discarding ones for members who have stepped down and confirming that all members have a form on file. The Coordinator then summarizes the information in a table for use in LCBAG's annual report.
Limitations	
Quality Control	The Coordinator should check in with the ED that the list of steering committee members is up to date.
Other notes	Remember to consider younger as well as older people (given youth focus), and recruiting people from all 5 focus areas.
Outcome	Backbone Infrastructure
Focus area	Collective Impact

Indicator	**Summary of coordination meetings held by LCBAG**
Definition	Sum of coordination (more than one partner participating) meetings held, number of unique partners who participated, average number of participants
Disaggregate by	Focus area
Purpose	To assess whether LCBAG is coordinating partners regularly and with a diverse group of participants. This gives a sense of whether a representative group is part of the CI initiative, and their level of involvement/buy-in.
Baseline	N/A
Year data collection begins	2015
Target	N/A, though could possibly set some goals re: partner participation at least annually
Target year	N/A
How to collect data	LCBAG staff will have a meeting summary form clipped to their notebooks that helps them log the meeting date and participating partners. At the beginning of each meeting, staff will fill out a row regarding that meeting.
Data collection tool	LCBAG Meeting summary form
Data collection link (if relevant)	N/A
How often is it calculated	Quarterly
Responsible	LCBAG staff running the meeting
Reporting	The M&E Coordinator will collect the forms from staff quarterly, and will combine the data to create the summary, which should be included in the LCBAG Annual Report and relevant donor reports supporting LCBAG backbone agency activities.
Limitations	Doesn't go into quality/usefulness of meetings
Quality Control	The M&E Coordinator will check in during the first month of implementation to see if the form is being filled out/is usable by LCBAG staff. The Coordinator may also fill out a form at the meetings he/she are participating in (but not leading) and later compare to what the staff documented.
Other notes	
Outcome	Backbone Infrastructure
Focus area	Collective Impact

Indicator	**Summary of projects that receive project management support from LCBAG**
Definition	# of projects, by focus area, that get a minimum of 10 hours' support quarterly by LCBAG staff
Disaggregate by	Focus area
Purpose	To assess whether LCBAG, as a backbone agency, is developing local agencies' capacity to affect YMP outcomes
Baseline	N/A
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	LCBAG staff will have a meeting summary form clipped to their notebooks that helps them log the meeting date and participating partners. At the beginning of each meeting, staff will fill out a row regarding that meeting.
Data collection tool	LCBAG Meeting summary form
Data collection link (if relevant)	N/A
How often is it calculated	Quarterly
Responsible	LCBAG staff primary contact person at the meeting
Reporting	The M&E Coordinator will collect the forms from staff quarterly, and will combine the data to create the summary, which should be included in the LCBAG Annual Report and relevant donor reports supporting LCBAG backbone agency activities.
Limitations	
Quality Control	The M&E Coordinator will check in during the first month of implementation to see if the form is being filled out/is usable by LCBAG staff. The Coordinator may also fill out a form at the meetings he/she are participating in (but not leading) and later compare to what the staff documented.
Other notes	Examples of support include: help with budgeting, determining program scope/priorities, helping facilitate meetings, determining action plan, etc.
Outcome	Backbone Infrastructure
Focus area	Collective Impact

Indicator	**Proportion of new partners who are aware of/can explain what collective impact is**
Definition	Proportion of respondents who, in their response, mention "group of actors from different sectors who commit to a common agenda to solve a complex social problem". Mentioning at least 2 of the 6 CI-related outcomes would also count.
Disaggregate by	N/A
Purpose	To determine whether partners understand the CI approach and its purpose. If partners don't understand the approach, it may make it harder to get them to agree on other CI aspects (like shared measurement) and would indicator LCBAG needs to do more awareness-raising work with partners re: CI to get them on board before moving into other CI-related activities. It can also be used to assess whether LCBAG is acting as an effective backbone agency.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	
Quality Control	Pilot the question with a few partners to ensure respondents understand the questions in the same way, and review wording if needed. Work to ensure respondents come from all focus areas.
Other notes	
Outcome	CI capacity and learning culture

Focus area	Collective Impact

Indicator	**Partners prioritize CI affected population(s) and geographic boundaires**
Definition	Summary of what age ranges/groups partners target, and compare to CI priority populations if any
Disaggregate by	N/A
Purpose	To understand whether partners are focusing on groups/populations that would have the most impact in making change in the community. Would inform LCBAG's work with partners re: coordination around programming, or identify gaps that could serve as basis for funding proposals.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	
Quality Control	Pilot the question with a few partners to ensure respondents understand the questions in the same way, and review wording if needed. Work to ensure respondents come from all focus areas.
Other notes	See evaluation plan for proposed area based on existing work
Outcome	Common Agenda
Focus area	Collective Impact

Indicator	**Partners understand the identified CI problem and the related theory of change**
Definition	Proportion who correctly identify the CI problem and can mention at least 3-5 dependent outcomes
Disaggregate by	N/A
Purpose	To determine whether there really is a common agenda - if partners don't agree on the goal/problem and the underlying outcomes that affect it, it's not a CI initiative, and partners aren't working together in an effective way. Would imply either revisiting TOC to adjust, or working with partners to get them on-board.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	
Quality Control	Pilot the question with a few partners to ensure respondents understand the questions in the same way, and review wording if needed. Work to ensure respondents come from all focus areas.
Other notes	
Outcome	Common Agenda
Focus area	Collective Impact

Indicator	**Description of how partner organizations communicate and coordinate with each other**
Definition	Narrative that includes non-LCBAG-support processes, if possible.
Disaggregate by	N/A
Purpose	To understand how partners collaborate and to identify what's working and where there can be improvement. Also an indicator of inter-partner trust and commitment to the CI initiative.
Baseline	N/A
Year data collection begins	0
Target	N/A
Target year	N/A
How to collect data	M&E Coordinator works with other LCBAG staff to review previous meeting notes to identify trends and themes regarding partner communication and coordination.
Data collection tool	LCBAG meeting notes
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	LCBAG staff running the meeting
Reporting	The M&E Coordinator drafts a paragraph or two summarizing this indicator, which is included in the LCBAG annual report.
Limitations	
Quality Control	After drafting, circulate to partners to see whether they would agree with description.
Other notes	
Outcome	Continuous communication
Focus area	Collective Impact

Indicator	**Regular meetings are held by CI working groups**
Definition	Sum of working group (more than one partner participating) meetings held, number of unique partners who participated, average number of participants
Disaggregate by	Working groups
Purpose	To start understanding whether working groups (likely organzied around focus areas) are effective in coordinating activities, and if they are motivated to do so. According to the CI evaluation approach, starting to meet is the first step.
Baseline	TBD
Year data collection begins	2015
Target	4
Target year	2017
How to collect data	LCBAG staff will have a meeting summary form clipped to their notebooks that helps them log the meeting date and participating partners. At the beginning of each meeting, staff will fill out a row regarding that meeting.
Data collection tool	LCBAG Meeting summary form
Data collection link (if relevant)	N/A
How often is it calculated	Quarterly
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms from staff quarterly, and will combine the data to create the summary, which should be included in the LCBAG Annual Report and relevant donor reports supporting LCBAG backbone agency activities.
Limitations	Doesn't go into quality/usefulness of meetings
Quality Control	Occasionally spot-check with staff whether they're filling forms out as they are going along, rather than all right before reporting information is due. Work to change processes/form to increase usage if needed.
Other notes	
Outcome	Continuous communication
Focus area	Collective Impact

Indicator	**Establishment of working groups for different thematic areas**
Definition	A list of active working groups related to the YMP
Disaggregate by	N/A
Purpose	A precondition to holding regular CI working group meetings - to work on their establishment. The CI model focuses on working groups as a way to increase communication and coordination amongst partners in a particular focus area. It can also be used to assess whether LCBAG is acting as an effective backbone agency.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	LCBAG staff will have a meeting summary form clipped to their notebooks that helps them log the meeting date and participating partners. At the beginning of each meeting, staff will fill out a row regarding that meeting.
Data collection tool	LCBAG Meeting summary form
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	LCBAG staff running the meeting
Reporting	The M&E Coordinator will collect the forms from staff quarterly, and will combine the data to create the summary, which should be included in the LCBAG Annual Report and relevant donor reports supporting LCBAG backbone agency activities.
Limitations	
Quality Control	If needed, confirm with partners their involvement in working groups. Also spot-check with staff to ensure they're entering data as meetings are held, and review work processes/form to increase usage if needed.
Other notes	
Outcome	Mutually reinforcing activities
Focus area	Collective Impact

Indicator	**Partner activities shift to align with YMP action plan**
Definition	Summary of what respondents say to a question asking "How, if at all, have your work plans been affected by being a partner in the YMP"?
Disaggregate by	N/A
Purpose	To assess the early results of CI initiatives - later on, there is more work to reduce gaps and overlaps, but the first significant step in assessing CI initiative outcomes is whether partners actually adjust their work in response to the overall agenda and existing partner activities.
Baseline	TBD
Year data collection begins	0
Target	N/A
Target year	N/A
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	
Quality Control	Pilot the question with a few partners to ensure respondents understand the questions in the same way, and review wording if needed. Work to ensure respondents come from all focus areas.
Other notes	Include partner and LCBAG usage of data - or other explanation of why activities shifted. Did it? How? Circle/ID where it belongs?
Outcome	Mutually reinforcing activities
Focus area	Collective Impact

Indicator	**Participatory process is used to develop a common set of indicators and data collection methods**
Definition	Describe the process used to develop indicators and collect data.
Disaggregate by	N/A
Purpose	Indicator of whether the CI initiative is actually collective in nature; participatory processes generally increase buy-in of involved partners.
Baseline	N/A
Year data collection begins	2015
Target	N/A
Target year	N/A
How to collect data	M&E Coordinator works with other LCBAG staff to review previous meeting notes to identify trends and themes regarding partner communication and coordination.
Data collection tool	LCBAG meeting notes
Data collection link (if relevant)	N/A
How often is it calculated	One-time
Responsible	LCBAG staff running the meeting
Reporting	The M&E Coordinator drafts a paragraph or two summarizing this indicator, which is included in the LCBAG annual report.
Limitations	
Quality Control	After drafting, circulate to partners to see whether they would agree with description.
Other notes	Perhaps use a timeline like for other LCBAG projects that shows this? Would be a transparent way to do so
Outcome	Shared measurement system
Focus area	Collective Impact

Indicator	**Partners can explain why a shared measurement system is used**
Definition	Proportion of respondents who, in their response, mention at least two features of a shared measurement system (data is used to track progress toward YMP's ultimate goal, combining data gives a picture of what's happening overall in the community, shared
Disaggregate by	N/A
Purpose	In the early states of a CI initiative, understanding whether partners can explain the value of a shared measurement stystem can help LCBAG adjust its strategies to get everyone on-board with the process. It can also be used to assess whether LCBAG is acting as an effective backbone agency.
Baseline	N/A
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	
Quality Control	Pilot the question with a few partners to ensure respondents understand the questions in the same way, and review wording if needed. Work to ensure respondents come from all focus areas.
Other notes	
Outcome	Shared measurement system
Focus area	Collective Impact

Indicator	**Partners contribute data to the shared measurement system in a timely and regular manner; collated data reported back to partners in a timely and regular manner**
Definition	Proportion that provide correctly formatted data on time including LCBAG back to partners
Disaggregate by	N/A
Purpose	Contributing a shared measurement system focuses on keeping all partners' activities aligned to the YMP and helps keep partners (includling LCBAG) accountable to one another.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	LCBAG works with partners on sharing deidentified data quarterly. When the data is sent to LCBAG, M&E Coordinator fills out a line in the data collection log for that quarter. M&E Coordinator also records when combined data results are sent back out to partners.
Data collection tool	LCBAG partner data collection log
Data collection link (if relevant)	N/A
How often is it calculated	Quarterly
Responsible	M&E Coordinator, ED
Reporting	Enter in the indicator tracking workbook; can also use for grants/reports regarding LCBAG support activities.
Limitations	Doesn't examine data quality of partners, as is out of scope for LCBAG work.
Quality Control	Pilot reporting approach with partners to ensure it makes sense.
Other notes	
Outcome	Shared measurement system
Focus area	Collective Impact

Indicator	**Acres of parks and open spaces per 1,000 population**
Definition	Total acres of park and open spaces × 1000 / Current population
Disaggregate by	Census tract, ideally
Purpose	To assess whether Lake County residents have access to outdoor areas, which could increase physical activity and lead to healthier people. It can be seen as an outcome of work to increase access to environments.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	M&E Coordinator contacts LCRD to obtain data about acres of parks and open spaces. Data for county population obtained from census link. Census tract-level population is slightly older, but still could be used (link included)
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	County: http://factfinder.census.gov/bkmk/table/1.0/en/PEP/2014/PEPANNRES/0400000US08.05000 Census tract: http://http://www.census.gov/censusexplorer/censusexplorer.html?lat=39.20247822340498&bubble_size_factor=10&vistype=bubble&zoom=10&color_flipped=fals
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	This may undercount (or obscure) access issues like recreational opportunities for people living in trailer parks and other areas.
Quality Control	Could ask how they obtain this data.
Other notes	Population data for previous year (point estimate as of July 1) is available in March of the following year.
Outcome	Built, school, and natural environment exists that makes it possible to have healthy behaviors
Focus area	Community Development and Resources

Indicator	**Community activity centers per 1,000 population**
Definition	Total # recreation centers, libraries, etc. × 1000 / Current population
Disaggregate by	Census tract, ideally
Purpose	To assess whether Lake County residents have access to community facilities where they can exercise, learn, and connect with other community members.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	After partner data is received at the end of the year, the M&E Coordinator counts up the number of facilities available for community use (including joint-use areas). Census tract-level population is slightly older, but still could be used (link included)
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	County: http://factfinder.census.gov/bkmk/table/1.0/en/PEP/2014/PEPANNRES/0400000US08.05000 Census tract: http://http://www.census.gov/censusexplorer/censusexplorer.html?lat=39.20247822340498&bubble_size_factor=10&vistype=bubble&zoom=10&color_flipped=fals
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	This may undercount (or obscure) access issues like recreational opportunities for people living in trailer parks and other areas.
Quality Control	Check with partners and other LCBAG staff that count is complete.
Other notes	Broaden definition to include joint-use areas, like school pools. RWJF indicator definition is fairly broad, but focuses on physical activity rather than including other community activities (like arts, libraries, etc.): http://www.countyhealthrankings.or
Outcome	Built, school, and natural environment exists that makes it possible to have healthy behaviors
Focus area	Community Development and Resources

Indicator	**Miles of designated cycling/skiing routes**
Definition	N/A
Disaggregate by	Census tract, ideally
Purpose	To understand the scale of infrastructure that promotes both exercise and alternative transportation methods.
Baseline	TBD
Year data collection begins	0
Target	TBD
Target year	TBD
How to collect data	After partner data is received at the end of the year, the M&E Coordinator totals the LCRD/transportation data regarding miles of trails and designated routes. Ideally, this data is available by census tract.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Only looks at resource availability, not actual utilization patterns
Quality Control	Could ask how they obtain this data.
Other notes	
Outcome	Built, school, and natural environment exists that makes it possible to have healthy behaviors
Focus area	Community Development and Resources

Indicator	**Perceived safety at school**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand community barriers to obtaining an education.
Baseline	87%
Year data collection begins	0
Target	95%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Q98 - answered Yes or YES!
Outcome	Built, school, and natural environment exists that makes it possible to have healthy behaviors
Focus area	Community Development and Resources

Indicator	**Proportion of neighborhoods with a level 1 walkability**
Definition	See worksheet scoring
Disaggregate by	Census tract, ideally
Purpose	To understand the scale of infrastructure that promotes both exercise and alternative transportation methods. Also helps understand risks children and youth may encounter in getting to school by walking.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	LCBAG staff identify interested partners or volunteers who want to work on walkability in Lake County. These volunteers follow the instructions on the walkability tool to asses their area, then return the completed forms to the appropriate LCBAG staffperson.
Data collection tool	Walkability tool
Data collection link (if relevant)	N/A
How often is it calculated	Quarterly
Responsible	LCBAG staff responsible for walkability-related work
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	
Quality Control	Train volunteers on how to actually fill out form. Randomly select evaluated areas and re-assess to see if scores match.
Other notes	
Outcome	Built, school, and natural environment exists that makes it possible to have healthy behaviors
Focus area	Community Development and Resources

Indicator	**Opportunity for pro-social involvement - family (above cutpoint)**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand youth attitudes in Lake county and identify most affected communities. Can be compared to other engaged/connection-oriented indicators to get a sense of Lake County's strengths and weaknesses. Youth who have more pro-social family opportunities tend to be less likely to exhibit behavioral problems and risky behaviors.
Baseline	58%
Year data collection begins	0
Target	70%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year. Also cross-check with parent data if useful.
Other notes	Toward 100% is better
Outcome	Engaged and supportive neighborhoods and families
Focus area	Community Development and Resources

Indicator	**Positive parenting scale**
Definition	TBD
Disaggregate by	Gender, ethnicity, education
Purpose	To understand parenting practices in Lake County and identify most affected communities. An aspect of engaged parenting, youth tend to be less likely to exhibit behavioral problems and risky behaviors.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Quarterly
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Adapt FC eval re: parenting-related work. Could incentivize w/ funding/joint proposals as very preferred by donors. Suggested q's: Other orgs who do parenting include PD and CMC Alternative - Katie mentioned NOMS? Need reminder as to what this is.
Outcome	Engaged and supportive neighborhoods and families

Focus area	Community Development and Resources

Indicator	**Proportion of parents who always know where their children are after school hours**
Definition	Average proportion who answers "Always" on the LCBAG parent survey
Disaggregate by	Gender, ethnicity, education
Purpose	To understand parenting practices in Lake County and identify most affected communities. An aspect of engaged parenting, youth tend to be less likely to exhibit behavioral problems and risky behaviors.
Baseline	TBD
Year data collection begins	0
Target	TBD
Target year	2016
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing.
Data collection tool	LCBAG parent survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with LCSD to increase response rates. Pilot questions if possible.
Other notes	Q6 on parent survey
Outcome	Engaged and supportive neighborhoods and families
Focus area	Community Development and Resources

Indicator	**Proportion of parents who answered "Yes" to "I have worked with neighbors/community members to make a change locally"**
Definition	Parents reporting Yes to this question / Total # respondents
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent respondent's connectiveness to the community.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	
Outcome	Engaged and supportive neighborhoods and families
Focus area	Community Development and Resources

Indicator	**Self-reported feeling of connectedness to the community**
Definition	# of youth who answered Yes to both questions / # youth who answered both questions
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand youth attitudes in Lake county and identify most affected communities. Can be compared to other engaged/connection-oriented indicators to get a sense of Lake County's strengths and weaknesses. Youth who feel connected to their community tend to be less likely to exhibit behavioral problems and risky behaviors.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	LCBAG M&E Coordinator totals quarterly collated data
Data collection tool	LCBAG partner activity summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Adapted from FC scale - potential 2 questions: "I feel important/valued in my neighborhood." "I feel a strong connection to my neighborhood."
Outcome	Engaged and supportive neighborhoods and families
Focus area	Community Development and Resources

Indicator	**Children aged 3-5 Waiting for Child Care**
Definition	# children on waiting lists for The Center and Morningstar
Disaggregate by	N/A
Purpose	To assess unmet need for child care in Lake County. This can affect family employment and early child development.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	M&E Coordinator contacts the Center and Morningstar at a set date to obtain data about the number of children currently on the waiting list.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Only includes children whose parents actually know about/are motivated to attempt to access this service. Doesn't cover child care for < 3's
Quality Control	Could ask how they obtain this data.
Other notes	Would need access to The Center's waiting list as well as morningstar. These two are basically the only 3-5 YO providers
Outcome	Infants, children, and youth have access to child care
Focus area	Community Development and Resources

Indicator	**Proportion of children whose parents report they have after-school care**
Definition	# children who have regular child care until parents come home / # children under age 12
Disaggregate by	Gender, ethnicity, education
Purpose	To assess unmet need for child care in Lake County. This can be associated with youth risk factors, similar to the question about parents knowing where their children are after school hours.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Is the school dist or project dream collecting this data? Preferable to parent survey option
Outcome	Infants, children, and youth have access to child care
Focus area	Community Development and Resources

Indicator	**LEAP utilization**
Definition	Families accessing LEAP / Estimated # households eligible for LEAP
Disaggregate by	Ethnicity, race
Purpose	To understand how Lake County families are affected by housing-related costs. LEAP could be a protective factor in family financial stability.
Baseline	TBD
Year data collection begins	2014
Target	TBD
Target year	2015
How to collect data	M&E Coordinator contacts Lake County local government to obtain data about number of households accessing LEAP. Household eligibility should be 150% of FPL. Will need to research for county-level data, or use CO-wide as an estimate.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	Below FPL (not any %age): http://factfinder.census.gov/bkmk/table/1.0/en/ACS/13_5YR/S1702/0500000US08065 Below 125% FPL (CO-wide, and NOT families, just individuals): http://factfinder.census.gov/bkmk/table/1.0/en/ACS/13_5YR/S1703/0400000US08
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	N/A
Other notes	Denominator: 150% of FPL And whether we can get LEAP (heating cost assistance) data or need to ask via the parent survey
Outcome	Neighborhoods/communities have safe/efficient housing
Focus area	Community Development and Resources

Indicator	**Proportion of housing units in Leadville that have had radon inspections in the past 2 years**
Definition	# housing units inspected in the past 2 years / Total # housing units
Disaggregate by	Income, ethnicity, race
Purpose	To assess the safety of housing in Lake County regarding preventable health conditions. Radon is a significant issue in Colorado, with long-term exposure leading to lung cancer. Knowledge and testing for radon disproportionately affects lower income families and multi-unit residences.
Baseline	TBD
Year data collection begins	2014
Target	TBD
Target year	2015
How to collect data	M&E Coordinator contacts C4 to obtain their end of year results regarding the number of houses they've inspected in the past year. Also include any other organizations that do radon testing if possible.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	Housing unit estimate: http://factfinder.census.gov/bkmk/table/1.0/en/PEP/2013/PEPANNHU/0400000US08.05000
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Doesn't examine actual outcomes of inspection (e.g., need abatement treatment, can afford this, etc.)
Quality Control	Could ask how they obtain this data, or follow-up with randomly selected households.
Other notes	Could get reported radon tests from CHIs, but think it doesn't include C4 work
Outcome	Neighborhoods/communities have safe/efficient housing
Focus area	Community Development and Resources

Indicator	**Proportion of housing units in Leadville with efficiency improvements**
Definition	C4 program results / Total # housing units
Disaggregate by	savings (5% vs 15%), income, ethnicity, race
Purpose	To understand how Lake County families are affected by housing-related costs. Efficiency improvements could be a protective factor in family financial stability as well as reducing local environmental footprints.
Baseline	TBD
Year data collection begins	2014
Target	TBD
Target year	2015
How to collect data	M&E Coordinator contacts C4 to obtain their end of year results regarding the number of houses they've worked on in the past year.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	Housing unit estimate: http://factfinder.census.gov/bkmk/table/1.0/en/PEP/2013/PEPANNHU/0400000US08.05000
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Could ask how they obtain this data, or follow-up with randomly selected households.
Other notes	Need to get slightly more detailed data from C4 that what is provided in their year end report. May need to either choose households (for income-related data) or units (hard to tag with household income data)
Outcome	Neighborhoods/communities have safe/efficient housing
Focus area	Community Development and Resources

Indicator	**Proportion of parents who agree with the statement "I know the graduation requirements for my child as well as their learning options, testing situations, and school policies"**
Definition	Parents reporting they agree or strongly agree / Total respondents
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent engagement regarding schooling. Can be associated with educational attainment by youth.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Proposed question; no validated instrument found, so would need to pilot
Outcome	Families support educational achievement
Focus area	Education

Indicator	**Proportion of parents who expect their child to complete post-secondary education**
Definition	Sum parents who respond that they expect their child to: attend a vocational school, 2-year, 4/5 year, or professional degree
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent attitudes regarding education. Can be associated with educational attainment by youth.
Baseline	87%
Year data collection begins	0
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing.
Data collection tool	LCBAG parent survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with LCSD to increase response rates. Pilot questions if possible.
Other notes	Q17 on existing survey
Outcome	Families support educational achievement
Focus area	Education

Indicator	**Proportion of parents who have volunteered in any school activity/function in the past year**
Definition	Parents reporting they volunteered for ANY option / Total respondents
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent engagement regarding schooling. Can be associated with educational attainment by youth.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing.
Data collection tool	LCBAG parent survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with LCSD to increase response rates. Pilot questions if possible.
Other notes	Q16 on existing survey; need to look at survey data and use dummy variable to use OR on check all that apply, and TRUE if OR (any) Note: concerns about parent survey data quality due to response rates...
Outcome	Families support educational achievement
Focus area	Education

Indicator	**% of 4th grade children in Lake County who are keeping up (per CO Growth model) in reading, writing, and math**
Definition	See data collection link details
Disaggregate by	Gender, ethnicity, race, student group
Purpose	To assess early-grade quality of education in Lake County. Keeping up means students are at grade level based on standardized testing.
Baseline	46.2%; 27%; 44%
Year data collection begins	2014
Target	50%;30%;50%
Target year	2015
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	CDE
Data collection link (if relevant)	https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx?_afrWindowMode=0&_afrLoop=2300785766740111&_adf.ctrl-state=15wzlngr2s_4
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	May be too complicated for this evaluation to do all by grade levels - looks like worst performance at grade 4; could use that as starting point; presumably kids making it to high school are self-selecting (e.g., didn't drop out earlier). Otherwise, could
Quality Control	N/A
Other notes	
Outcome	Youth attain a high level of education to enable them to pursue higher education or work opportunities
Focus area	Education

Indicator	**High school graduation rate**
Definition	See data collection link details
Disaggregate by	Gender, ethnicity, race
Purpose	Associated with school engagement with students, one indicator of quality. Also associated with youth outcomes as an adult regarding quality of life, income, etc.
Baseline	76.7%
Year data collection begins	2014
Target	80%
Target year	2015
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	CDE
Data collection link (if relevant)	http://www.cde.state.co.us/cdereval/gradcurrent, specifically http://www.cde.state.co.us/cdereval/20122013_cohort4_graduates_gender_race
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	N/A
Other notes	
Outcome	Youth attain a high level of education to enable them to pursue higher education or work opportunities
Focus area	Education

Indicator	**Low commitment to school (above cutpoint)**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess student engagement with schools. Associated with youth drug use and graduate rates.
Baseline	48%
Year data collection begins	0
Target	40%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Could flip to below cutpoint (for positive goals; target toward 100% instead of toward 0%)
Outcome	Youth attain a high level of education to enable them to pursue higher education or work opportunities
Focus area	Education

Indicator	**Proportion of eligible children enrolled in pre-K or head start programs**
Definition	# children enrolled in preK OR head start / Total # children aged 3-4
Disaggregate by	Gender, ethnicity, race, income
Purpose	To assess early education access in Lake County. Pre-K programs are associated with overall higher educational attainment.
Baseline	TBD
Year data collection begins	2013
Target	TBD
Target year	2016
How to collect data	M&E Coordinator contacts the Center and Morningstar at a set date to obtain data about the number of children currently enrolled. Population estimation can be obtained from data link listed.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	http://www.lakecountyschools.net/thecenter/wp-content/uploads/sites/5/2014/12/Annual-report-14.pdf

http://www.colorado.gov/cs/Satellite?c=Page&childpagename=DOLA-Main%2FCBONLayout&cid=1251593300446&pagename=CBONWrapper

https://dola.colorado.gov/demog_weba |
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Could ask how they obtain this data.
Other notes	The Center data (head start), LCSD for pre-K, CO demography office for total population estimate

Denominator estimate for 2013 is 210 |
| Outcome | Youth attain a high level of education to enable them to pursue higher education or work opportunities |
| Focus area | Education |

Indicator	**Remedial education rate (if attending post-secondary in CO)**
Definition	See data collection link details
Disaggregate by	Gender, ethnicity, race
Purpose	To assess quality of education in Lake County. Remedial education implies students didn't graduate with the basic skills and knowledge to be prepared for college-level work.
Baseline	16%
Year data collection begins	2012
Target	10%
Target year	2018
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	CDHE District at a Glance
Data collection link (if relevant)	http://highered.colorado.gov/Data/DistrictHSSummary.aspx
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Only for students who go to college in CO; other students aren't captured by this indicator.
Quality Control	N/A
Other notes	Lake County High School, Postsecondary - % Remedial education
Outcome	Youth attain a high level of education to enable them to pursue higher education or work opportunities
Focus area	Education

Indicator	**Proportion of parents who agree with the statement "I feel comfortable filling out forms or being interviewed/interacting in appointments"**
Definition	Parents reporting they agree or strongly agree / Total respondents
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent's ability to navigate government and educational systems. Could be associated with parental engagement with schools and other systems that lead to better youth outcomes.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Proposed question; no validated instrument found, so would need to pilot
Outcome	Families have the life skills and knowledge to manage employment and finances
Focus area	Family Economics

Indicator	**Proportion of parents who agree with the statement "I want to find a better job and make more money, and I know how to access resources that will help me get there."**
Definition	Parents reporting they agree or strongly agree / Total respondents
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent's ability to maintain financial stability.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	From EDC
Outcome	Families have the life skills and knowledge to manage employment and finances
Focus area	Family Economics

Indicator	**Proportion of parents who check the boxes on a question such as "I am good at dealing with day to-day financial matters, such as checking accounts, credit and debit cards, and tracking expenses.**
Definition	Parents reporting they agree or strongly agree / Total respondents
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent's ability to maintain financial stability.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	From EDC
Outcome	Families have the life skills and knowledge to manage employment and finances
Focus area	Family Economics

Indicator	**Average commute time**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To assess parent's availability for healthy behaviors and involvement with their children.
Baseline	29.3
Year data collection begins	2013
Target	TBD
Target year	TBD
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Census data (ACS)
Data collection link (if relevant)	http://factfinder.census.gov/bkmk/table/1.0/en/ACS/13_5YR/S0801/0500000US08065 In general can find all available census data at http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#none - search for FIPS 08065
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Data isn't very specific.
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	
Outcome	Job opportunities exist that enable a healthy work-life balance
Focus area	Family Economics

Indicator	**Proportion of parents that report having paid sick/vacation leave**
Definition	Parents reporting they have both paid and sick leave / Total respondents
Disaggregate by	Gender, ethnicity, education
Purpose	To assess parent's availability for healthy behaviors and involvement with their children. Also can affect financial stability, as sick children or other health needs without available leave can lead to unemployment.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Proposed question; no validated instrument found, so would need to pilot
Outcome	Job opportunities exist that enable a healthy work-life balance
Focus area	Family Economics

Indicator	**Proportion of parents who report a healthy work life balance**
Definition	TBD
Disaggregate by	Gender, ethnicity, education
Purpose	Can indicate ability of parents to maintain steady employment as well as parental engagement and personal healthy behaviors.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Want to focus on families with children? Scale suggested uses likerts for answering; also no strong guidance on interpreting results, so we would need to set a cutoff/score re: "good" vs "bad"
Outcome	Job opportunities exist that enable a healthy work-life balance
Focus area	Family Economics

Indicator	**Laws and norms favorable to drug use (above cutpoint)**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand youth perceptions around social acceptability of drug use. Associated with higher youth drug use and other behavioral problems.
Baseline	38%
Year data collection begins	0
Target	30%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Could flip to below cutpoint (for positive goals; target toward 100% instead of toward 0%)
Outcome	Community norms emphasize healthy behaviors
Focus area	Health and Prevention

Indicator	**Low perceived risk of drug use**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand if youth believe that drug use is not likely to cause harm. Associated with higher risk of youth drug use.
Baseline	57%
Year data collection begins	0
Target	35%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Could flip to below cutpoint (for positive goals; target toward 100% instead of toward 0%)
Outcome	Community norms emphasize healthy behaviors
Focus area	Health and Prevention

Indicator	**Perceived availability of drugs (above cutpoint)**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand youth access to drugs. Associated with higher risk of youth drug use.
Baseline	28%
Year data collection begins	0
Target	20%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Could flip to below cutpoint (for positive goals; target toward 100% instead of toward 0%)
Outcome	Community norms emphasize healthy behaviors
Focus area	Health and Prevention

Indicator	**Reported domestic violence incidence**
Definition	N/A
Disaggregate by	Gender, ethnicity, race
Purpose	To assess community norms regarding violence and conflict resolution. Domestic violence is also associated with all family members' health (mental, physical, emotional), community costs (enforcement, courts, social services), and family economic costs (loss of earnings). Certain cultural beliefs and community tolerance of violence are associated with domestic violence incidence.
Baseline	TBD
Year data collection begins	2013
Target	TBD
Target year	TBD
How to collect data	M&E Coordinator contacts local law enforcement or website link provided to obtain this data.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Consider cross-checking with local shelter data, if possible. Clarify definition of DV to ensure consistent year-on-year comparisons.
Other notes	Site has overall CO numbers, but pulled from individual counties - should be ask about accessing this.
Outcome	Community norms emphasize healthy behaviors
Focus area	Health and Prevention

Indicator	**Parental attitudes favorable to drug use (above cutpoint)**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess parental attitudes regarding drug use. Associated with higher risk of youth drug use.
Baseline	38%
Year data collection begins	0
Target	30%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Could flip to below cutpoint (for positive goals; target toward 100% instead of toward 0%)
Outcome	Families model healthy behaviors
Focus area	Health and Prevention

Indicator	**Process exists to obtain community input, from all members, regarding local legislation/policy-making**
Definition	Narrative
Disaggregate by	N/A
Purpose	To assess whether there is a structural approach and priority to address community disparities.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	M&E Coordinator contacts local government and asks about outreach/inclusion approaches, then summarizes.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Very subjective
Quality Control	After drafting, circulate to partners or community members to see whether they would agree with description.
Other notes	
Outcome	Local and organizational policies promote health and reduce disparities
Focus area	Health and Prevention

Indicator	**Proportion of LCBAG partners that complete a health equity organizational capacity reflection**
Definition	Proportion reporting that they have completed this reflection
Disaggregate by	Focus area
Purpose	To assess organization-level commitment to addressing health and community disparities in their work.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	Doesn't reflect any actual changes made by organizations, just whether they assessed themselves or not.
Quality Control	Check with LCBAG staff who work on health equity to see if impressions match data. Follow up to clarify if needed.
Other notes	Based on p.9 of CDC health equity guide. A bit too process-y, I think, but maybe a good first step for the first few years.
Outcome	Local and organizational policies promote health and reduce disparities
Focus area	Health and Prevention

Indicator	**Proportion of zoning requests/building permits that undergo a health, environmental impact statement**
Definition	#permits that have an health impact statement / Total # zoning permits
Disaggregate by	N/A
Purpose	To assess whether there is a structural approach and priority to promoting health in all policies.
Baseline	TBD
Year data collection begins	0
Target	TBD
Target year	TBD
How to collect data	M&E Coordinator works with local government to review permits for HIA-related features (see link re: HIA process).
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Currently a lot of informal work without permits - would need enforcement to change to make this work.
Quality Control	N/A
Other notes	
Outcome	Local and organizational policies promote health and reduce disparities
Focus area	Health and Prevention

Indicator	**Availability of translation/language line services**
Definition	Proportion of LCBAG partners who are service providers who report language line/translation resources / LCBAG partners who are service providers
Disaggregate by	Focus area
Purpose	To assess whether all community members in Lake County, regardless of background, can access health and social services.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	At a agreed-upon major meeting (such as the data summit), distribute the survey to partners to fill out. Alternatively, mail out to all partners/create an online survey. Encourage partners to share the survey with as many staffmembers as possible, as different levels of seniority may have different impressions/relationships with LCBAG.
Data collection tool	LCBAG partner survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	The M&E Coordinator will collect the forms annually and summarize results by focus area. Results should be reported back to partners in some way, and used as a data point for grants supporting LCBAG coordination work.
Limitations	Doesn't mean anyone uses them, just availability.
Quality Control	Check against patient satisfaction questions, if needed.
Other notes	
Outcome	Youth and community can access high quality health and social services
Focus area	Health and Prevention

Indicator	**Client satisfaction**
Definition	Summary of responses from tool
Disaggregate by	Focus area
Purpose	To assess whether care seekers find their service experience appropriate and helpful. Associated with access, as if patients don't find services acceptable, they may not come back.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	LCBAG M&E Coordinator totals quarterly collated data
Data collection tool	LCBAG partner activity summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	
Quality Control	N/A
Other notes	See examples from The Advocates, health providers, others. Other examples in links. One of the biggest issues with this will be response rate - needs to be a good proportion of the people getting care.

Various orgs do this already; look at agreeing upon |
| Outcome | Youth and community can access high quality health and social services |
| Focus area | Health and Prevention |

Indicator	**Proportion insured**
Definition	See data collection link details
Disaggregate by	Gender, ethnicity, race
Purpose	To understand what proportion of the population may have limited access to health care due to financial constraints.
Baseline	75%
Year data collection begins	0
Target	85%
Target year	2010-2015
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Census data (ACS)
Data collection link (if relevant)	http://factfinder.census.gov/bkmk/table/1.0/en/ACS/13_5YR/DP03/0500000US08065
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Doesn't go into causes of uninsurance.
Quality Control	Check with LC public health department data to see if it is similar if data seems suspect, or if year of data is older than 1-2 years.
Other notes	
Outcome	Youth and community can access high quality health and social services
Focus area	Health and Prevention

Indicator	**Proportion of population living in a health professional shortage area**
Definition	See data collection link details
Disaggregate by	Ethnicity, race
Purpose	To assess what proportion of the population may have limited access to health care due to local service provider constraints.
Baseline	100%
Year data collection begins	2015
Target	TBD
Target year	TBD
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Community Commons CHNA
Data collection link (if relevant)	http://assessment.communitycommons.org/CHNA/OpenReport.aspx?id=167746, then http://assessment.communitycommons.org/CHNA/report.aspx?page=4&id=502
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Given small population of Lake County, one more provider makes the indicator jump widely. Also, only two census tracts in Lake County, so this indicator easily looks like the whole county has negative outcomes.
Quality Control	N/A
Other notes	"Health Professional Shortage Areas (HPSAs) are designated by the US Health Resources and Services Administration (HRSA) as having shortages of primary medical care, dental or mental health providers. HPSAs may refer to an entire geographic area (a county
Outcome	Youth and community can access high quality health and social services
Focus area	Health and Prevention

Indicator	**Proportion of students enrolled in SBHC**
Definition	N/A
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess youth access to appropriate health services.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	TBD
How to collect data	LCBAG M&E Coordinator totals quarterly collated data
Data collection tool	LCBAG partner activity summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	
Quality Control	N/A
Other notes	Kerri says this should be available - will confirm re: demographics, but that should be possible as well. Also consider well-child goal for SBHC as another access indicator, and visit breakdown. Annual report required for their funding currently
Outcome	Youth and community can access high quality health and social services
Focus area	Health and Prevention

Indicator	**School health workers per 1000 students**
Definition	Total number of school health workers x 1000 / Total number students
Disaggregate by	N/A
Purpose	To assess youth access to appropriate health services.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2016
How to collect data	LCBAG M&E Coordinator contacts the SBHC to get the number of school health workers (full-time equivalent). Agree on a common definition of school health worker (e.g., must have medical training, licensure, etc.). Also look up number of students in school district via link.
Data collection tool	LCBAG one-off partner data summary
Data collection link (if relevant)	Number students: https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx?_afrWindowMode=0&_afrLoop=3458336 241522294&_adf.ctrl-state=mz41xqn0b_4
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the one-off data sheet for the year; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Confirm common understanding of school health worker definition, as well as FTE vs individuals
Other notes	2014: 1093 students pre-K through 12th
Outcome	Youth and community can access high quality health and social services
Focus area	Health and Prevention

Indicator	**Social workers per 100,000 population**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To assess whether the community (through governmental and non-governmental agencies) has enough qualified service providers to help at-risk families access social services.
Baseline	LCSW, LSWs: 0
Year data collection begins	2012
Target	3
Target year	2015
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Colorado Health Indicators
Data collection link (if relevant)	http://www.chd.dphe.state.co.us/HealthIndicators/indicators.aspx?dID=7&sdID=39&cID=65&rID=13
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Given small population of Lake County, one more social worker makes the indicator jump wildly.
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	
Outcome	Youth and community can access high quality health and social services
Focus area	Health and Prevention

Indicator	**Consumed 4 or more fruits, vegetables, in past 7 days**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess healthy eating practices of youth in Lake County. Could also be associated with healthy food availability.
Baseline	Fruit - 23%; Veg - 19%
Year data collection begins	0
Target	30%; 30%
Target year	2016
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Potential recall bias
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	What cutoff to use? I put down max (4+ for both fruits and veg)
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**Early initiation of drug use (above cutpoint)**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess how many youth used drugs prior to age 15. Associated with continued drug use as well as behavioral issues.
Baseline	28%
Year data collection begins	0
Target	15%
Target year	2016
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Could flip to below cutpoint (for positive goals; target toward 100% instead of toward 0%)
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**Physical activity, 3 or more days out of past 7 days**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess physical activity practices of youth in Lake County.
Baseline	70%
Year data collection begins	0
Target	80%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Potential recall bias
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Can change cutoff (how many days is the goal?)
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**Proportion of students with self-reported BMI > 25**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess physical health outcomes of youth in Lake County. Associated with physical activity and nutrition, along with various social health determinants
Baseline	14%
Year data collection begins	0
Target	10%
Target year	2017
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Self-reported information; people often are inaccurate about height/weight; BMI itself is problematic as not always an indicator of good or poor health.
Quality Control	Possibly cross-check with SBHC data. Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Calculated based on self-reported weight and height
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**Rate of live births born to women age 15-17 per 1,000 women age 15-17**
Definition	See data collection link details
Disaggregate by	Ethnicity, race
Purpose	To assess sexual activity of youth in Lake County. Associated with access to contraceptives, educational level, and poorer health outcomes.
Baseline	17.3
Year data collection begins	0
Target	15
Target year	2014-2016
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Colorado Health Indicators
Data collection link (if relevant)	http://www.chd.dphe.state.co.us/HealthIndicators/indicators.aspx?dID=5&sdID=31&cID=65&rID=13
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Given small population of Lake County, one more social worker makes the indicator jump wildly.
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**Suicide attempt**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess one aspect of mental health of youth in Lake County. One of the most adverse outcomes re: mental health.
Baseline	7%
Year data collection begins	0
Target	5%
Target year	2016
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook. See notes on further data adjustments.
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Calculated - 100 minus percentage reported 0 attempts
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**Top ATOD used, ever**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess use of drugs by youth in Lake County. Could help in planning interventions.
Baseline	Alcohol - 55%; Marijuana - 31%
Year data collection begins	0
Target	50%;25%
Target year	2016
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook. See notes on further data adjustments.
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Top two ATODs used - percentage who report ever-used. Target is toward 0%
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**Used a condom last time had sex**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess sexual health knowledge and practices of youth in Lake County.
Baseline	59%
Year data collection begins	0
Target	65%
Target year	2016
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Potential recall bias
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Q86 - only for those reporting they had sex
Outcome	Youth behave in ways that promote mental, physical, and social well-being
Focus area	Health and Prevention

Indicator	**% of children under 18 in poverty**
Definition	See data collection link details
Disaggregate by	Ethnicity, race
Purpose	To understand the long-term effect of community efforts to invest in their youth, and whether their households are financially stable. Can affect youth outcomes, such as education attainment vs youth employment.
Baseline	22%
Year data collection begins	0
Target	20%
Target year	2014-2019
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Community Commons CHNA
Data collection link (if relevant)	http://assessment.communitycommons.org/CHNA/OpenReport.aspx?id=167746, then http://assessment.communitycommons.org/CHNA/report.aspx?page=2&id=781
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	N/A
Other notes	
Outcome	Families are stable
Focus area	Impact

Indicator	**Estimated percent of renters unable to afford 2 bdrm FMR**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth through local community development (affordable housing) as well as financial stability (linked to family income).
Baseline	63%
Year data collection begins	2014
Target	TBD
Target year	TBD
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	NHLIC Out of Reach Study
Data collection link (if relevant)	http://www.housingcolorado.org/resource/resmgr/Advocacy/2014-OOR-Colorado_Counties.xls
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	N/A
Other notes	
Outcome	Families are stable
Focus area	Impact

Indicator	**Median household income**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth, such as family financial stability in Lake County. Median income means half the families in Lake County have income below this amount, and half have income above this amount.
Baseline	45504
Year data collection begins	2012
Target	TBD
Target year	TBD
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Health Indicators Warehouse
Data collection link (if relevant)	http://www.healthindicators.gov/Indicators/Median-Household-Income-dollars_10003/Profile/ClassicData
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Living wage for family of 5 could be estimated here: http://livingwage.mit.edu/counties/08065 - 49017
Outcome	Families are stable
Focus area	Impact

Indicator	**Overall food insecurity rate**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth, such as nutritional and financial stability in Lake County. Refers to households that were at times unable to obtain nutritionally adequate food because of insufficient money and other resources.
Baseline	14%
Year data collection begins	2012
Target	10%
Target year	2016
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Community Commons CHNA
Data collection link (if relevant)	http://assessment.communitycommons.org/CHNA/OpenReport.aspx?id=167746, then http://assessment.communitycommons.org/CHNA/report.aspx?page=2&id=282
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	N/A
Other notes	
Outcome	Families are stable
Focus area	Impact

Indicator	**Proportion of parents with children aged 0 to 12 who Report That Child Care Issues Affected Their Employment, By Income Level**
Definition	# parents reporting child care issues affected their employment / # parents with children aged 0-12 answered
Disaggregate by	Gender, ethnicity, education
Purpose	To understand the long-term effect of community efforts to invest in local resources. Can affect parents' ability to work, or maintain a steady income.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing. If working instead with LCBAG service provider partners, LCBAG staff identifies who works with parents, then works to get all partners to add the same questions to their pre/post event questionnaires. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG parent survey or provider Pre/post client surveys
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation. Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strateg
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Note: could be more a qualitative item if sample sizes are too low/underrepresented to get good quantitative data on this.

	2011 - 175, 2013 - 137, 2014 - far fewer…6-12th grade currently - < 1000 parents excl. preschool - lower grades - 100/class, then
Outcome	Families are stable
Focus area	Impact

Indicator	**Unemployment rate; difference in unemployment rate between May and December**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth as well as local economic development. Lake County employment is partially dependent on seasonal activities/tourism.
Baseline	7.1% - 4.1%; 3%
Year data collection begins	2014
Target	TBD
Target year	2015
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	BLS unemployment statistics
Data collection link (if relevant)	https://www.google.com/publicdata/explore?ds=z1ebjpgk2654c1_&ctype=l&strail=false&bcs=d&nselm=h&met_y=unemployment_rate&fdim_y=seasonality:U&scale_y=lin&ind_y=false&rdim=county&idim=county:CN0806500000000&ifdim=county:state:ST0800000000000&tstart=13749048
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	No available data disaggregation options. All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Implies seasonal variation in looking at the difference? Could do proportion decrease vs. absolute difference; would be ~57% decrease in unemployment…If other comparison months make more sense, can change months.
Outcome	Families are stable
Focus area	Impact

Indicator	**Educational attainment, Lake County**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth. Associated with quality of life outcomes (like health, financial stability, life satisfaction) as well as Lake County's workforce options/economic potential.
Baseline	85%
Year data collection begins	0
Target	90%
Target year	2017
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Colorado Health Indicators
Data collection link (if relevant)	http://www.chd.dphe.state.co.us/HealthIndicators/indicators.aspx?dID=2&sdID=10&cID=65&rID=13
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Can be affected by excessive in/out-migration. All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	While this is an education indicator, it's more focused on education level broadly by adults , so keeping it within this outcome instead. Defined as at least high school diploma
Outcome	Residents in Leadville (can) achieve their maximum potential
Focus area	Impact

Indicator	**Mentally unhealthy days per month: adults (per person; age-adjusted)**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth regarding mental health. Associated with quality of life outcomes (like financial stability, parenting skills, life satisfaction, etc.).
Baseline	2.6
Year data collection begins	0
Target	2
Target year	2015-2021
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Health Indicators Warehouse
Data collection link (if relevant)	http://www.healthindicators.gov/Indicators/Mentally-unhealthy-days-adults-per-person_9/Profile/ClassicData
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Based on BRFSS responses. Not that bad compared to other places, but an aspect of health to perhaps include/consider.
Outcome	Residents in Leadville (can) achieve their maximum potential
Focus area	Impact

Indicator	**Percent of adults aged 18+ years who are overweight or obese**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth. Associated with quality of life outcomes (like health/life expectancy, life satisfaction).
Baseline	67%
Year data collection begins	0
Target	60%
Target year	2016
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Colorado Health Indicators
Data collection link (if relevant)	http://www.chd.dphe.state.co.us/HealthIndicators/indicators.aspx?dID=5&sdID=32&cID=65&rID=13
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	While this is a health outcome, it's more outside of the scope of interventions with YMP, so not including it w/ health indicators specifically.
Outcome	Residents in Leadville (can) achieve their maximum potential
Focus area	Impact

Indicator	**Percent of adults who reported that their general health was fair or poor**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth. Associated with quality of life outcomes (like life satisfaction).
Baseline	16%
Year data collection begins	0
Target	10%
Target year	2020
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Colorado Health Indicators
Data collection link (if relevant)	http://www.chd.dphe.state.co.us/HealthIndicators/indicators.aspx?dID=8&sdID=40&cID=65&rID=13
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Subjective self-assessment. All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	While this is a health outcome, it's more outside of the scope of interventions with YMP, so not including it w/ health indicators specifically.
Outcome	Residents in Leadville (can) achieve their maximum potential
Focus area	Impact

Indicator	**Percent of population below poverty level**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth. Associated with quality of life outcomes (like financial stability, health, educational attainment, life satisfaction).
Baseline	16%
Year data collection begins	2012
Target	N/A
Target year	N/A
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Colorado Health Indicators
Data collection link (if relevant)	http://www.chd.dphe.state.co.us/HealthIndicators/indicators.aspx?dID=2&sdID=8&cID=65&rID=13
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	While this is an economic indicator, it's beyond the scope of this work (would be all people in LC, not just youth or parents), so it's above the threshold of accountability
Outcome	Residents in Leadville (can) achieve their maximum potential
Focus area	Impact

Indicator	**Social-emotional support lacking: Adults (percent; age-adjusted)**
Definition	See data collection link details
Disaggregate by	N/A
Purpose	To understand the long-term effect of community efforts to invest in their youth regarding community support/engagement. Associated with quality of life outcomes (like life satisfaction).
Baseline	31%
Year data collection begins	0
Target	25%
Target year	2015-2021
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Community Commons CHNA
Data collection link (if relevant)	http://assessment.communitycommons.org/CHNA/OpenReport.aspx?id=167746, then http://assessment.communitycommons.org/CHNA/OpenReport.aspx?id=167747
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	N/A
Other notes	Based on BRFSS responses. Almost twice as high as CO in general, and 50% higher than US avg
Outcome	Residents in Leadville (can) achieve their maximum potential
Focus area	Impact

Indicator	**Proportion of youth who report that they know the location of selected community resources (such as the library, pharmacy, clinic, etc.)**
Definition	# youth answered Yes to at least half the resources / # youth answered
Disaggregate by	Gender, grade, ethnicity, race, resource
Purpose	To understand the long-term effect of community efforts to invest in their youth regarding community resources.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	LCBAG M&E Coordinator totals quarterly collated data
Data collection tool	LCBAG partner activity summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	If answer rate high enough could be representative of community. About location, not necessarily acceptability/ease of access ("I feel comfortable going there").
Outcome	Youth are able to confidently make informed decisions and choices
Focus area	Impact

Indicator	**Score on resiliency scale**
Definition	Summary of responses from tool
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand the long-term effect of community efforts to invest in their youth.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	LCBAG M&E Coordinator totals quarterly collated data
Data collection tool	LCBAG partner activity summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Possible adaptation of FC instrument
Outcome	Youth are able to confidently make informed decisions and choices
Focus area	Impact

Indicator	**Sense of self score**
Definition	# youth answered Yes to at least two of the questions / # youth answered
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand the long-term effect of community efforts to invest in their youth.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	LCBAG M&E Coordinator totals quarterly collated data
Data collection tool	LCBAG partner activity summary
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	Work on strategies with partner to increase response rates. Pilot questions if possible.
Other notes	Could be RSES survey administration, or adaptation of FC instrument, or Qs around 175 from fairfax survey
Outcome	Youth are able to confidently make informed decisions and choices
Focus area	Impact

Indicator	**4-year college graduation rate (if attending post-secondary in CO)**
Definition	See data collection link details
Disaggregate by	Gender, ethnicity
Purpose	To understand the long-term effect of community efforts to invest in their youth regarding education. Ideally youth should be prepared to handle college, educationally, mentall, and emotionally, which draws from many underlying outcomes in the TOC.
Baseline	45%
Year data collection begins	2009
Target	55%
Target year	2018
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	CDHE District at a Glance
Data collection link (if relevant)	http://highered.colorado.gov/Data/DistrictHSSummary.aspx
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	Only for students who go to college in CO; other students aren't captured by this indicator. All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	N/A
Other notes	
Outcome	Youth choose higher education or job opportunities that match their life goals
Focus area	Impact

Indicator	**Labor force participation rate, 16-19 and 20-24**
Definition	See data collection link details
Disaggregate by	Gender
Purpose	For youth who choose to work instead of go on to higher education, their ability to be employed after the community's investment in their future.
Baseline	16-19, M/F: 49%/26%
Year data collection begins	2014
Target	TBD
Target year	TBD
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	Colorado state demography office
Data collection link (if relevant)	https://dola.colorado.gov/demog_webapps/lfpParameters.jsf - otherwise review http://onthemap.ces.census.gov/ - Home area profile analysis, under 29, or http://qwiexplorer.ces.census.gov/ ?? Other potential indicators: http://www.iyfnet.org/sites/default/f
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	N/A
Other notes	Doesn't measure employment directly, but interest/intent to find employment (total employed + seeking work divded by total population in that age range) - http://en.wikipedia.org/wiki/Labor_force Doesn't quite fall under family economics, as it's youth-s
Outcome	Youth choose higher education or job opportunities that match their life goals
Focus area	Impact

Indicator	**Proportion of students graduating from Lake County High School who go to college**
Definition	See data collection link details
Disaggregate by	Gender, ethnicity
Purpose	To understand the long-term effect of community efforts to invest in their youth regarding education. This to a certain extent measures motivation of students and families to apply to college, who have the educational credentials to be accepted, and have found the financial resources to afford it.
Baseline	34%
Year data collection begins	2013
Target	50%
Target year	2018
How to collect data	M&E Coordinator goes to specified data collection link and records it in the indicator tracking workbook
Data collection tool	CDHE District at a Glance
Data collection link (if relevant)	http://highered.colorado.gov/Data/DistrictHSSummary.aspx
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	May measure more ability to apply/access resources for starting college than actual ability to do college-level work. All impact indicators are outside of accountability level of partner work - more to get a sense of the general Lake County situation
Quality Control	N/A
Other notes	Lake County High School, Postsecondary - Total % enrollment
Outcome	Youth choose higher education or job opportunities that match their life goals
Focus area	Impact

Indicator	**Description of barriers to program participation**
Definition	Descriptive table
Disaggregate by	Gender, ethnicity, education
Purpose	To understand why students may be unlikely to participate in after school programs. Could be used to adjust or adapt programming to reach more students.
Baseline	TBD
Year data collection begins	2016
Target	TBD
Target year	2017
How to collect data	M&E Coordinator works with LCSD to distribute parent surveys annually, then develop a follow-up strategy to increase response level. Could include distributing at other school events, or sending another form home, or sending a reminder/including with report card that needs signing.
Data collection tool	LCBAG parent survey
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Survey mostly likely only representative of respondents, not general parental population, due to lack of sampling strategy.
Quality Control	Work on strategies with LCSD to increase response rates. Pilot questions if possible.
Other notes	Suggested question: Think about any after-school or summer programs you would like to enroll your kids in but haven't been able to. If so, what's the barrier? (mult. Choice answer--cost, transportation, etc.)
Outcome	Communities participate in activities that promote mental, physical, and social well-being
Focus area	Programs and Activities

Indicator	**Opportunity for pro-social involvement - school**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess whether the school culture encourages meaningful participation by students in the classroom. Associated with a reduced likelihood of drug use and behavioral problems.
Baseline	60%
Year data collection begins	0
Target	75%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year.
Other notes	Toward 100% is better
Outcome	Communities participate in activities that promote mental, physical, and social well-being
Focus area	Programs and Activities

Indicator	**Participation in after-school activities**
Definition	See HKCS report details
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To assess whether students have access to activities after school that are interesting or meaningful to them. Could be associated with reduction of behavioral issues, as well as increased engagement with community and school.
Baseline	83%
Year data collection begins	0
Target	90%
Target year	2015
How to collect data	M&E Coordinator refers to the HKCS report, looks up the relevant indicator (text is exactly as written in the indicator name), and records it in the indicator tracking workbook
Data collection tool	HKCS
Data collection link (if relevant)	N/A
How often is it calculated	Annually
Responsible	M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s)
Limitations	
Quality Control	Check confidence intervals/data ranges to get a sense of data quality and whether data is good enough to use for the year. Could cross-check broadly with collated partner activity data.
Other notes	Q85 response
Outcome	Communities participate in activities that promote mental, physical, and social well-being
Focus area	Programs and Activities

Indicator	**Participation rates in program activities (incident/cases, not individuals)**
Definition	Compile participation numbers from all organizations
Disaggregate by	Gender, grade, ethnicity, race
Purpose	To understand the level of participation in out of school programs by youth in Lake County. Can be used to cross-check response rates by youth in HKCS, and gives more detail about which programs are accessed by whom.
Baseline	TBD
Year data collection begins	2015
Target	TBD
Target year	2016
How to collect data	LCBAG staff identifies which partners have out-of-school programs for youth in Lake County, then works with partners to use the same wording for basic demographic data. If possible/relevant, also work to get questions regarding client satisfaction, resiliency, and self-esteem. Data then included in what partners share with LCBAG for collation.
Data collection tool	LCBAG partner activity summary
Data collection link (if relevant)	N/A
How often is it calculated	Quarterly
Responsible	LCBAG staff assigned as primary contact for each partner organization; M&E Coordinator
Reporting	Enter in the indicator tracking workbook; also use in data summit-type activities, and provide to relevant working group(s). The M&E Coordinator can also summarize survey results for LCBAG as done in the past.
Limitations	Doesn't examine data quality of partners, as is out of scope for LCBAG work.
Quality Control	Re-confirm common definitions/understanding re: reporting. Compare data collection forms to ensure these definitions are actually being used.
Other notes	Need to agree on some common definitions/cut-offs re: demographics, case vs individual
Outcome	Communities participate in activities that promote mental, physical, and social well-being
Focus area	Programs and Activities

Appendix B   LCBAG meeting summary form

Name	Org			Meeting date																
		Mtg Type (WG, C, O)→																		
		Hours																		

Appendix C   LCBAG Committee Member Information Sheet

Please answer all of the questions below. This information is used by LCBAG to contact you and to better understand how our committee reflects our community. Individual information is not shared without first asking your permission.

Name: _____

Address: _____

City: _____   State: _____   Zip: _____

Email: _____   Phone: _____

Occupation: _____   School/Employer: _____

Gender *(circle one)*   Male   Female

What is your age range? *(choose one)*

☐ Under 16   ☐ 35-44
☐ 16-18   ☐ 45-54
☐ 19-21   ☐ 55-64
☐ 21-24   ☐ 65 or older
☐ 25-34   ☐ Prefer not to answer

Are you of Spanish/Hispanic/Latino descent? *(circle one)*   Yes   No

Race *(choose all that apply)*

    ☐ White
    ☐ Black or African American
    ☐ American Indian or Alaska Native
    ☐ Asian
    ☐ Native Hawaiian or Other Pacific Islander
    ☐ Other: _____
    ☐ Prefer not to answer

Do you have expertise or experience in any of these areas? *(choose all that apply)*

    ☐ Health and Prevention (including health services, promoting healthy behaviors)
    ☐ Community Development (including local policy-making, community organizing)
    ☐ Education (including being a student)
    ☐ Family Economics (such as improving family's financial or job situation)
    ☐ Programs and Activities (such as planning or providing after-school activities)

Appendix D   Updated parent Survey

We appreciate your answers to this survey; they help us to better serve the community. Please feel free to leave any answer blank if you do not feel comfortable answering it. This survey is **anonymous**; please do not put your name on it.

1. Which best describes you: Father   Mother   Legal Guardian   Other

2. Which best describes your ethnicity: White, non-Hispanic   White, Hispanic   Other

3. Which best describes your household income: Above $41,000   Below $41,000

4. Which best describes your education: less than high school   high school   at least some college

5. How many children do you have who are under age 12?   _____

6. Do you work?   Yes   No

If you work, please answer the following work-life balance questions:

7. If you have children under age 12, do these children have an adult who looks after them after school, or

when you are not at home?

        Yes   No

8. If you have children under age 12, have problems with child care affected your employment?

        Yes   No

9. Do you have paid sick AND vacation leave?   Yes   No

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
10. I have to miss family activities due to the amount of time I must spend on work responsibilities	☐	☐	☐	☐	☐
11. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.	☐	☐	☐	☐	☐
12. The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.	☐	☐	☐	☐	☐

13. My oldest child in the Lake County School District is in the following grade: 5th   6th   7th   8th

        9th   10th   11th   12th

        * Please answer all the following questions about your oldest child in the Lake County School

District *

14. When your teen goes out in the evening or on the weekend, how often do you:	Never	Rarely	Some-times	Usually	Always
Ask where he/she is going and who he/she will be with	☐	☐	☐	☐	☐

If going to another teen's house, ask if a parent or adult will be there to supervise	☐	☐	☐	☐	☐
Set a time for your teen to be home and wait up until they come home	☐	☐	☐	☐	☐

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
15. What I say has little influence over whether my child tries marijuana	☐	☐	☐	☐	☐
16. There is very little parents can do to prevent their kids from trying alcohol	☐	☐	☐	☐	☐

17. Which statement best describes your opinion about underage drinking in Lake County?
☐ I think it is ok for teens to drink alcohol and underage drinking laws should not be strongly enforced
☐ Enforcing underage drinking laws is important and these laws are strongly enforced in Lake County
☐ I want tougher local enforcement of underage drinking laws in Lake County

	Few	Some	About Half	A Lot	Most
18. How many Lake County parents do you think are interested in their child's school work?	☐	☐	☐	☐	☐
19. How many Lake County parents do you think expect their child to follow the rules?	☐	☐	☐	☐	☐

20. If your child were invited to a party where you knew alcohol was going to be served, would you:
☐ Let your child go
☐ Not let your child go
☐ Let your child go so long as the parents took away the car keys (if your child is 16 or older)
☐ Let your child go but make your child promise not to drink

21. If, in the previous question, you told us that you would not allow your child to go to a party where alcohol will be served, how does this make you feel?
☐ I may be the only parent who would not let their child go
☐ I am one of only a few parents who would not let my child go
☐ A lot of other parents would not let their child go
☐ Most other parents would not let their child go

22. Does the idea that other parents allow their child to go to a party where alcohol will be served make it harder for you not to allow your child to go?   Yes   No

23. How often have you talked to your child about:	Never	A Little	A lot
Alcohol	☐	☐	☐
Marijuana	☐	☐	☐
Sex	☐	☐	☐
Their schoolwork	☐	☐	☐

24. Check all of the following that you have done since the beginning of the school year:

Volunteered in a school class	Volunteered at a school event
Volunteered or served on a school committee	Participated in school fundraising
Attended a school or class event (like a sports event or drama event)	
Attended a parenting class or event	I have worked with neighbors/community members to make a change locally

25. Do you think it's important for your child/children to participate in after-school activities or summer programs?

Yes   No

26. Think about any after-school or summer programs you would like to enroll your kids in but haven't been able to. Why were they unable to enroll? (circle all that apply)

☐ Too expensive
☐ Couldn't find a program that interested them
☐ The program wasn't useful/run well
☐ Transportation was too hard to arrange/no safe way for them to get to the activity/too far away
☐ They need to work
☐ We needed them to help around the house/take care of their brothers and sisters
☐ Other: _____

27. I expect my child to: ☐ receive less than a high school diploma
☐ graduate from high school attend a vocational or technical school after high school
☐ attend 2 or more years of college
☐ finish a 4 or 5 year college degree
☐ earn a graduate or professional degree

28. How often do you read the "Leadville Parent" newsletter that goes home with report cards?

Never   Sometimes   Often or always

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
29. I know the graduation requirements for my child as well as their learning options, testing situations, and school policies	☐	☐	☐	☐	☐
30. I feel comfortable filling out forms or being interviewed/interacting in appointments	☐	☐	☐	☐	☐
31. I want to find a better job and make more money, and I know how to access resources that will help me get there.	☐	☐	☐	☐	☐
32. I am good at dealing with day to-day financial matters, such as checking accounts, credit and debit cards, and tracking expenses.	☐	☐	☐	☐	☐

139

33. During the past month, when you and your child have spent time talking or doing things together, how often did you:

	Never	Rarely	Some-times	Usually	Always
a. Let this child know you really care about him/her	☐	☐	☐	☐	☐
b. Shout or yell at this child because you were mad at him/her	☐	☐	☐	☐	☐
c. Act loving and affectionate toward him/her	☐	☐	☐	☐	☐
d. Let this child know that you appreciate him/her, his/her ideas or things he/she does	☐	☐	☐	☐	☐
e. Yell, insult or swear at him/her when you disagreed	☐	☐	☐	☐	☐

Appendix E   Annual LCBAG partner survey

Please answer all of the questions below. This information is used by LCBAG to assess its support work with partners like you, and find areas to work on to better serve the community. Your responses will be combined with other responses, and your organization will only be given results in a summarized format.

Organization name: _____

Role: *(circle one)*   Intern/Volunteer   Service Provider   Operations/Finance

                                   Manager   Director   Board member

                                   Other: _____

What groups or populations, if any, does your organization prioritize in its work?

Which of the following interpretation services does your organization provide? (check all that apply)

☐ Phone interpretation/language line
☐ Volunteer interpretation (trained in interpretation)
☐ Volunteer interpretation (no training in interpretation)
☐ On-staff interpreters
☐ We don't provide interpretation
☐ Other: _____

LCBAG coordination and support

1. **Have you worked with LCBAG in the past year?** (circle one)   Yes   No

    a. **If yes, please write the name of the last person with whom you worked:** _____

2. **Has your organization completed a health equity organizational capacity reflection?** (circle one)
              Yes   No   Not sure

3. **Do you see LCBAG as the leading agency in implementation of the Youth Master Plan (YMP)?** (circle one)   Yes   No   Not sure

YMP and Collective Impact

4. **Is this your first year working with the YMP?** (circle one)   Yes   No

    a. **If yes, please explain in a few sentences what you think Collective Impact is:**

5. **How, if at all, have your work plans been affected by being part of the YMP?**

6. **Please explain the YMP's CI goal in one sentence:**

7. **Please list at least 3 outcomes related to the YMP's CI goal:**

8. **Please explain, in a sentence or two, why YMP partners are working on a shared measurement system:**

9. **If you have any other comments or feedback you would like to share, please write them below:**

Appendix F   LCBAG Partner Data Collection Log

Quarter: _____
Year: _____
Expected data collection period: _____
Data due by: _____

Organization	Date received	Data collection period	Has common data format? Y/N

Return data summary by: _____

Date summary data sent out to contributing organizations: _____

Appendix G   LCBAG one-off partner data summary

Year: _____

Indicator	Definition	Numerator	Denominator	Value	Date calculated	Data source notes
Acres of parks and open spaces per 1,000 population	Total acres of park and open spaces × 1000 / Current population					
Community activity centers per 1,000 population	Total # recreation centers, libraries, etc. × 1000 / Current population					
Miles of designated cycling/skiing routes	N/A		N/A			
Children aged 3-5 Waiting for Child Care	# children on waiting lists for The Center and Morningstar		N/A			
LEAP utilization	Families accessing LEAP / Estimated # households eligible for LEAP					
Proportion of housing units in Leadville that have had radon inspections in the past 2 years	# housing units inspected in the past 2 years / Total # housing units					
Proportion of housing units in Leadville with efficiency improvements	C4 program results / Total # housing units					
Proportion of eligible children enrolled in pre-K or head start programs	# children enrolled in preK OR head start / Total # children aged 3-4					
Reported domestic violence incidence	N/A					
Proportion of zoning requests/building permits that undergo a health, environmental impact statement	#permits that have an health impact statement / Total # zoning permits					
School health workers per 1000 students	Total number of school health workers × 1000 / Total number students					

Narrative for "Process exists to obtain community input, from all members, regarding local legislation/policy-making":

Date written: _____

Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk _____

_____

Rating Scale:

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

1. Did you have room to walk?

☐ Yes   ☐ Some problems:
- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Too much traffic
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)   _____
1 2 3 4 5 6

2. Was it easy to cross streets?

☐ Yes   ☐ Some problems:
- ☐ Road was too wide
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Parked cars blocked our view of traffic
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)   _____
1 2 3 4 5 6

3. Did drivers behave well?

☐ Yes   ☐ Some problems: Drivers...
- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Turned into people crossing the street
- ☐ Drove too fast
- ☐ Sped up to make it through traffic lights or drove through traffic lights?
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)   _____
1 2 3 4 5 6

4. Was it easy to follow safety rules?
Could you and your child...

☐ Yes   ☐ No   Cross at crosswalks or where you could see and be seen by drivers?

☐ Yes   ☐ No   Stop and look left, right and then left again before crossing streets?

☐ Yes   ☐ No   Walk on sidewalks or shoulders facing traffic where there were no sidewalks?

☐ Yes   ☐ No   Cross with the light?

Locations of problems: _____

Rating: (circle one)   _____
1 2 3 4 5 6

5. Was your walk pleasant?

☐ Yes   ☐ Some unpleasant things:
- ☐ Needed more grass, flowers, or trees
- ☐ Scary dogs
- ☐ Scary people
- ☐ Not well lighted
- ☐ Dirty, lots of litter or trash
- ☐ Dirty air due to automobile exhaust
- ☐ Something else _____

Locations of problems: _____

Rating: (circle one)   _____
1 2 3 4 5 6

How does your neighborhood stack up?
Add up your ratings and decide.

1. _____
2. _____
3. _____
4. _____
5. _____

Total _____

26–30	Celebrate! You have a great neighborhood for walking.
21–25	Celebrate a little. Your neighborhood is pretty good.
16–20	Okay, but it needs work.
11–15	It needs lots of work. You deserve better than that.
5–10	It's a disaster for walking!

Now that you've identified the problems,
go to the next page to find out how to fix them.

Appendix I LCBAG activity reporting form

Organization name: _____

Data collection period: _____ to _____

 # Participants/Cases

Program	Gender	Grade										Ethnicity		Race							(LCBAG use: Indic.)
		3	4	5	6	7	8	9	10	11	12	Non-Hisp.	Hispanic	W	B	AI	A	PI	O	NR	
	M																				
	F																				
	M																				
	F																				
	M																				
	F																				
	M																				
	F																				

Other indicators

For

    Self-reported feeling of connectedness to the community

    Client satisfaction

    Proportion of youth who report that they know the location of selected community resources (such as the library, pharmacy, clinic, etc.)

    Score on resiliency scale

    Sense of self score

Provide actual data sets, as data is anonymous anyway and data set would give better options for compiling data.