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Outcome Evaluation

Prepared for

Making Magic Happen: Nonprofit Excellence in Northern Colorado

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Glossary Of Evaluation Terms

Activities Processes, techniques, tools, events, technology and actions of the planned program.

ANOVA A statistical method for making simultaneous comparisons between two or more means.

Coding The process of transforming data, evidence, information, judgments, notes and responses to numeric codes.

Confidence Interval The plus-or-minus figure often reported in newspaper or television opinion poll results. For example, if you use a confidence interval of 4 and 47% of your sample picks an answer you can be "sure" that if you had asked the question of the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer.

Confidence Level Tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval.

Descriptive Statistics Used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures.

Evaluation Design A plan for conducting an evaluation (e.g., data collection schedule, report schedule, questions to be addressed, analysis plan or management plan).

Evaluation Plan A written document that states the objectives of the evaluation, the questions that will be answered, the information that will be collected to answer these questions, and when collection of information will begin and end.

Formative Evaluation A type of evaluation designed and used to improve an object (program) especially when it is still being developed.

Frequency The number of occurrences of a repeating event or unit of measurement.

Impact Impact is defined as the fundamental intended or unintended change that happens at the community or system level.

Indicator A dimension along which performance (e.g., effective teaching) is rated or judged as successful or meritorious.

Inferential Statistics Analyzing data to reach conclusions that extend beyond the immediate data alone.

Inputs Resources, contributions, investments that go into the program

Logic Model Displays the sequence of actions that describe what the program is and will do—how investments link to results.

Mean The arithmetic average of a set of numbers.

Objective Describes the changes you want to see, what your programs do, and answers for whom, by what degree, by when, and how it is measured

Outcome Specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities.

Outcome Evaluation Outcome evaluations measure how clients and their circumstances change, and whether the treatment experience has been a factor in causing this change.

Output Activities, services, events and products that reach people who participate or who are targeted.

p-value The probability that the results found are due to error.

Process Evaluation Describes how the program is delivered. Provides a description or picture of program activities and how well they are being put into place.

Program Evaluation A systematic way to assess the value, merit and worth of something. That something can be a program, personnel, organization and/or policy.

Qualitative Methods Evaluation methods that gather information presented and/or summarized in narrative form, for example, written expressions descriptive of a behavior or product.

Quantitative Methods Evaluation methods that gather information presented and/or summarized in numerical form; for example, scores on a paper-and-pencil test or on a five-point analytical scale.

Regression Regression analysis is a statistical tool for the investigation of relationships between variables.

Representative The degree to which your sample is representative of the universe, which allows you to draw conclusions about the universe from the sample.

Sample A part of a population.

Stakeholders Individuals or groups who may affect or be affected by program evaluation.

Statistical Significance A decision that an observed difference between two statistics probably did not occur by chance.

Summative Evaluation Conducted at the end of an activity (such as a program) to evaluate outcomes and efficacy.

t-test Assesses whether the means of two groups are statistically different from each other.

Theory of Change All building blocks required to bring about a given long-term goal.

Universe (or Population) All possible individuals who fit the demographic targeted for data collection.

Introduction

Defining Evaluation

A more in-depth definition of evaluation offered by Michael Quinn Patton in his book *Utilization Focused Evaluation*. This definition, provided below, is the definition JVA likes to use because it reflects a broad perspective.

Program evaluation is the systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, and/or increase understanding.[1]

Why Do Organizations Evaluate?

There are many reasons why organizations choose to implement evaluation. For many nonprofit organizations and government entities the impetus for evaluation is a requirement from a funder. Now, more often than ever, organizations are realizing that there are fewer resources available and are initiating evaluation on their own to help determine how to best focus their resources. Regardless of an organization's initial reason for evaluating, there are many benefits that can come from evaluation including:

- It documents progress toward your goals
- It helps you improve your program and or organization
- It demonstrates accountability to your clients and funders
- It provides knowledge for strategic planning and annual report writing
- It allows you to share what works and what does not work with other programs
- It provides employee and volunteers with the satisfaction of knowing how they are doing

Framing evaluation as a tool for decision-making opens the door for organizations to learn from both their successes and their challenges to ensure that they are operating successful programs that can drive the change they hope to see.

[1] Patton, Michael Quinn. (2008). *Utilization Focused Evaluation* (4th ed.). Thousand Oaks, California: SAGE Publications.

Keep in Mind

"Success and failure are both greatly overrated. But failure gives you a whole lot more to talk about." –Hildegard Knef

Funders rarely say, "Do not call me if you have not achieved results!" And most say they can spot "faked" evaluation results a mile away. Negative or less-than-ideal results create knowledge for improving programs and can help you make changes if something is not working. Funders understand this and prefer it to faked results. With this understanding, some funders even award grants to risky programs because what matters to them is that they are working to make a difference. Results show whether you are indeed making the difference you intend to make, and then what you will do to make strides toward those if you are not yet there. Don't give up or lose hope!

Key Considerations

There are two key considerations that impact any evaluation: purpose and context. Organizations embark on evaluation for many different reasons; these reasons impact the approach and design of the evaluation, as do the situation and circumstances related to the evaluation. The following lists describe some of an organization's key considerations when designing an evaluation.[2]

Purpose of evaluation

- Accountability
- Improvement
- Public relations
- Politics

Contexts related to evaluation

- Stage of program
- Political environment
- Stage of organization
- Administrative environment

[2] Rossi, P., Freeman, H., & Lipsey, M. (1999). *Evaluation: A systematic approach* (6th ed.). Thousand Oaks, CA: Sage Publications.

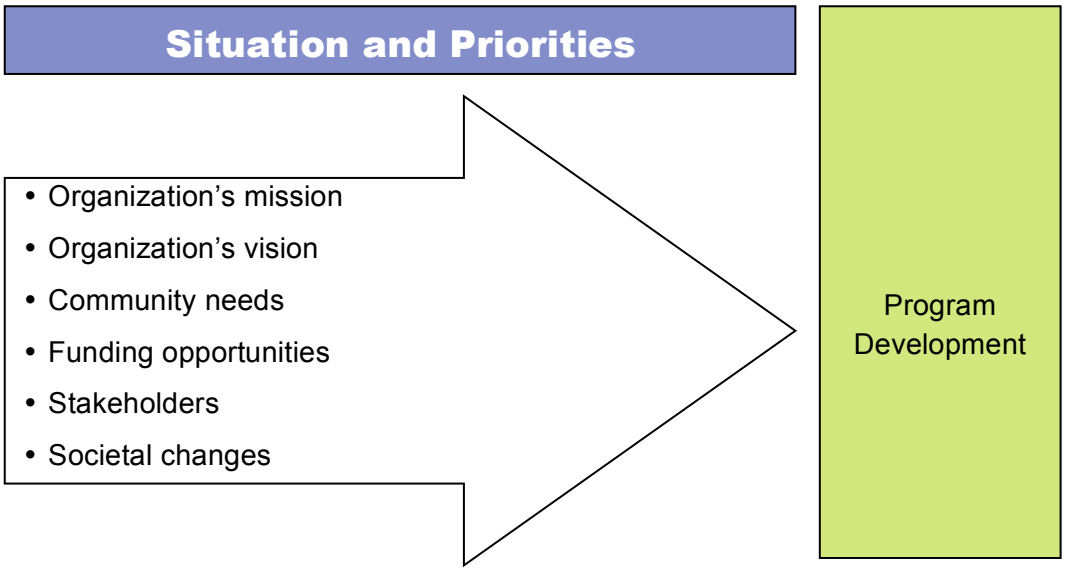
Developing a Logic Model

"We cannot discover what ought to be the case by examining what is the case. We must decide what ought to be the case." –Paul Taylor,

One of the key components of a good program evaluation is a good understanding of the program that is being evaluated; it is virtually impossible to evaluate something that is not well defined. Therefore, evaluators often utilize a tool called a logic model with their clients to help define a program and make it tangible. Ideally, logic models should be used at the time of program development and many grantmaking organizations, including the federal government, require them as part of their grant applications. However, even when a logic model is not developed during the program development stage it is still a valuable tool and it is often the first step to conducting an evaluation.

The University of Wisconsin-Extension Cooperative Extension (an organization that has developed extensive evaluation tools for both evaluators and program staff) has developed a logic model that has served as the foundation for the logic model templates you will see in this section. JVA also reviewed requirements from multiple grantmaking organizations and federal grantmaking departments to ensure the language and structure is consistent. The following section provides a step-by-step process for developing a logic model that will communicate your program to others.

Figure 1: Process Leading to Program Development



Now it is time to develop that theory further by fully documenting the program you have implemented or intend to implement and its intended outcomes. See Figure 6 for an image of what your logic model will look like. The following sections explain each component of the logic mode in detail.

Inputs

The first step to defining your program is identifying the inputs you need for your program to happen. Inputs are simply the resources an organization puts into a program. They are often things like:

- Funding
- Staff
- Facilities
- Curriculum
- Other components that your program needs to operate

Input Examples

Below are some input examples that may be associated with the afterschool program example.

- Afterschool program director
- Funding from large education foundation
- School classrooms

Activities

Successful activities result in the achievement of your goals and objectives. They should be aligned and make sense for what you want to accomplish and the effect you want to have on the participants. If you are providing activities that do not align with your goals or objectives, the question you should ask yourself is why are we doing it? Is it something we can refer to another organization? Activities should be short statements or words that describe what you will do and what you need to do it.

Activity Examples

For the afterschool program mentioned above, the organization might list the following activities.

Activities:

- Identify and recruit students who could benefit from the afterschool program
- Offer afterschool groups on topics that will attract students
- Include skills and activities that will help prepare students for college in each afterschool group
- Recruit current teacher to teach afterschool groups

Outputs

These are the quantification and direct products of your program activities. Some examples of outputs are number of clients served, number of volunteers trained, number of trainings held and hours of counseling provided. Outputs often answer the question of "how much?" and are sometimes referred to as "dosage."

Don't confuse outputs with the outcomes. Outputs are generally linked to program activities and they are easy to measure as the program often has control of outputs or has knowledge of why they did or did not happen an output. Outcomes are what the program hopes to change in society; if the program theory is valid, then outputs will often result in outcomes. However, the organization has far less control over achieving outcomes as they do outputs. Additionally, since they have less control over outcomes, the program may have less internal information about why they did or did not achieve their outcomes. Because organizations have some level of control over outputs, they often first think of outputs when they are asked to develop measurable objectives.

Output Examples

In the example for the program described above, you might identify the following outputs:

- Number of students served
- Number of days of attendance
- Number of groups offered
- Number of days afterschool programming is offered

Outcomes

You can now begin to discuss what measurable changes you hope to have in your community and within your target population. The specific change(s) should be aligned with the theory and based on the research conducted. These changes are often described as *outcomes*. Outcomes can be changes in skills, knowledge, attitude, level of functioning, quality of life and/or behavior. These changes can occur in individuals, communities, systems, institutions or public policy. Unlike outputs, organizations generally do not have control of outcomes.

The nature of an outcome is often dependent on time and long-term outcomes are sometimes referred to as impacts. Impact is defined as the fundamental intended or unintended change that happens at the community or system level (W.K. Kellogg Foundation). The following section provides deeper insight into outcomes and their relationship to time, while the examples offered in this section focus on the basic concept of outcomes.

Short-, Medium- and Long-Term Outcomes

As the previous section suggests, outcomes are often dependent on time and should be short-, medium- and long-term in nature. The timeframe of your program's outcomes are highly dependent on the nature of the program, but as a general rule, short-term is typically described

as the effects that can be documented within a few weeks or months from intervention. These are often learning characteristics that a participant gets from a program. Medium-term outcomes are generally associated with changes in actions and take longer to appear, so it is generally a few months or one to three years before they show up. Finally, long-term outcomes, which we generally refer to as "impacts," tend to be big impacts that take a couple years to start showing up.

Table 1: Breaking Down Outcomes and Goals for the Logic Model[3]

Timeframe	Types of change	Examples
Short-Term (A few weeks or months)	Generally associated with **learning**	Changes in skills, attitudes, awareness, knowledge, etc.
Medium-Term (One to three years)	Generally associated with **action**	Consider: behaviors, policies, practices, etc.
Long-Term (Three or more years)	Generally associated with **conditions**	Consider: social changes, economic changes, environmental changes, etc.

Table 2: Afterschool Program Outcomes

Timeframe	Types of change	Examples
Short-Term (A few weeks or months)	Generally associated with **learning**	Participants are aware that college is a possibility Participants understand how to get into college Participants want to get into college Participants learn the skills they need to get into college
Medium-Term (One to three years)	Generally associated with **action**	Participants talk to their families about going to college Participants prepare themselves to get into college Participants apply for college Participants attend college
Long-Term (Three or more years)	Generally associated with **conditions**	Colleges have more diversity More at-risk students receive a college education Violence in at-risk neighborhoods declines

[3] Adapted from the University Of Wisconsin–Extension Cooperative Extension, Program Action Logic Model available at http://www.uwex.edu/ces/pdande

Evaluation Planning

"Evaluate what you want—because what gets measured, gets produced." –James A. Belasco

Well-designed programs require well-designed evaluation plans. However, organizations often do not have a basic understanding of what evaluation is, how to approach it and/or what to do with the information once they have gathered it. Building on information learned this morning, this afternoon will help you address these issues and also define the role of evaluation within the various stages of a program.

Getting Ready to Create an Evaluation Plan

Focusing the Evaluation

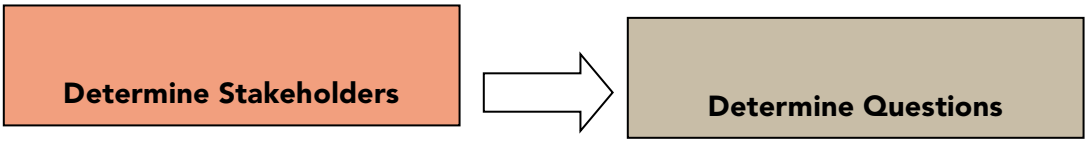
With an understanding of the program, its components and the desired outcomes, it's time to develop the evaluation plan. An evaluation plan is nothing more or less than a plan that will help you answer questions about your program. The first two steps to focus your evaluation and develop the evaluation plan are:

- Determine who your stakeholders are
- Decide what questions to ask

Questions drive the evaluation. The difficult part of evaluation planning is deciding which questions are the most important ones to ask and which ones are feasible to answer, given your evaluation budget and timeframe.

If you are conducting an outcome evaluation, your overarching question is, "Did the program accomplish its goals or objectives?" If you are conducting a process evaluation, your overarching question is "Did we conduct the program as it was designed?" Within these two categories of questions, there are hundreds of questions that you could ask and it is your job to decide which ones to focus on.

Figure 2: Focusing the Evaluation



Determining Your Stakeholders

Stakeholders are individuals who should be involved in the evaluation or who might be affected by it. This can include individuals whose work is being studied, people who will be impacted by the results, community organizations, or even the general public. It is important to consider the perspectives, experiences or needs of stakeholders in evaluation planning to ensure that those who are involved in the program or affected by the evaluation will have their needs addressed.

Some evaluators and their clients interpret this as requiring active stakeholder involvement in some or all phases of the evaluation, while others only seek input about or from stakeholders. It is important to explore your own views and expectations about stakeholder involvement when planning your evaluation. The important point, however, is that engaging stakeholders is key to ensuring that evaluation results are used, because failing to involve stakeholders' questions in the evaluation will result in feedback that is ignored or criticized.

To identify stakeholders start thinking about your stakeholders by casting a wide net to think of who has a stake or interest in your program and who has something to gain or lose from the program being successful or a failure. You might even consider convening a group of diverse people who are knowledgeable abut your program, such as staff members and program participants to help you identify additional stakeholders and their concerns.

Stakeholders may be people or groups who:

- Receive program services (directly and indirectly)
- Provide program services (program staff, managers)
- Fund the program
- Regulate the program or its services
- Provide financial, personnel, or physical resources to the program

Stakeholder Examples

In our afterschool example, stakeholders may include the following:

- The large education foundation
- Students participating in the program
- Teachers leading school groups

Deciding which questions to ask

So what do you do now that you have figured out who are the program stakeholders? Ideally, you would convene your group of key stakeholders and start developing the evaluation questions that will guide the evaluation plan.

Outcome Evaluation Questions

As discussed earlier, outcomes are the changes you want to see as a result of your program that are aligned with the theory of change. These can be changes in skills, knowledge, attitude, level of functioning, quality of life and/or behavior. Outcome evaluations, therefore, focus on how well the program achieved its outcomes, goals and objectives. This may seem to be the most straightforward kind of evaluation but there are pitfalls to avoid. People are often tempted to measure outcomes that do not align with the activities in their logic model. For example, it might be tempting to measure changes in student achievement on standardized tests based on a mentoring program designed to reduce the school dropout rate, but this might not be realistic or appropriate. While it is difficult to resist the temptation and pressure to show that a program achieves socially desirable outcomes, it is important to be realistic about what a program intends to accomplish. When long term goals or outcomes are too distant, a program's logic

model should be able to provide more realistic short or medium term outcomes that can be achieved and measured.

Once you decide on the questions, focus on asking the most important questions, since you will not be able to answer every question. Refine your questions to make them answerable. Take the following steps to create high quality questions:

- Set priorities among questions
- Ask questions that will produce useful and actionable answers—if you don't have the ability to act on the answer, why are you asking the question?
- Determine if the questions can be answered within the evaluation timeframe and budget

Good evaluation questions should be specific. Using the afterschool program as an example, a broad evaluation question might be: Did students benefit from the afterschool program. While this is a perfectly respectable question, it may not help you get very specific or useful information. Consider breaking down this broad question into more detailed questions such as:

- How much did attendance for afterschool program participants increase?
- To what extent did academic achievement test scores for participants improve?
- How did "college ready" skills for participants change?
- To what extent did college matriculation rates increase for afterschool participants?

Notice that none of the questions are "yes/no" types of questions and that all of them lead you directly to the kind of information you would need to gather to answer the questions. **Asking specific evaluation questions early will make evaluation planning and developing an evaluation plan easier because they help define your indicators.**

Creating the Evaluation Plan

An evaluation plan incorporates the following key components, which are described in detail in the following sections:

- Outcomes and/or outputs and/or activities (what you are measuring)
- Indicators (how you measure those things)
- Performance standards (how you determine whether you are doing enough)
- Measures (the tools or data collection methods you will use)
- Timing and staff (who is responsible and when)

Outcomes:

Consider the broad and specific evaluation questions that your organization has identified and begin to determine the components of your logic model that are related to answering those questions. Oftentimes these components will be *activities* or *outputs* when you are asking process evaluation questions and *outcomes* when you are asking outcome evaluation

questions. Therefore, the first section of the evaluation plan replicates information from the logic model.

Similarly, the following are examples of outcomes that may relate to outcome evaluation questions derived from the afterschool program example:

- Increased attendance for afterschool program participants
- Improved academic achievement test scores for afterschool program participants
- More "college ready" skills for afterschool program participants
- Greater levels of safety for afterschool program participants
- Higher college matriculation rates for afterschool program participants

Indicators: What data will answer the question?

Indicators point us in the direction of the data that will help us answer our evaluation questions and determine if we have achieved our outcomes or activities. It is important that indicators identify information that will address pertinent questions about the program and be responsive to the needs and interests of clients and other specified stakeholders.

Having specific evaluation questions will help you figure out the best type of data that will answer the question. However, figuring out how to answer the question can be challenging. Consider involving content or issue experts who may include program staff, research specialists in the content area, and program participants.

Good indicators should be. . . [4]

Direct. An indicator should measure as directly as possible what it is intended to measure.

Specific. Indicators need to be stated so that anyone would understand it in the same way and it is clear what data are to be collected.

Useful. Indicators need to help us understand what it is we are measuring. The indicator should provide information that helps us understand and improve our programs.

Practical. Costs and time involved in data collection are important considerations. Though difficult to estimate, the cost of collecting data for an indicator should not exceed the utility of the information collected. Reasonable costs, however, are to be expected.

Culturally appropriate. Indicators must be relevant to the cultural context. What makes sense or is appropriate in one culture may not be in another. Test your assumptions. This is another instance where input from a program stakeholder with experience in the program or in the community is valuable to guide you in selecting good indicators.

Adequate. There is no correct number or type of indicators. The number of indicators you choose depends upon what you are measuring, the level of information you need, and

[4] University Of Wisconsin–Extension Cooperative Extension, Enhancing Program Performance with Logic Models, October 2002.

the resources available. Often more than one indicator is necessary. More than five, however, may mean that what you are measuring is too broad, complex or not well understood.

Defining a good indicator is the first step to developing a performance standard or objective. **An indicator defines what you need to measure, while a performance standard or objective defines how much is enough.**

Indicator Examples

Looking again to our afterschool program, example indicators may be:

- Academic achievement test scores for afterschool program participants
- Attendance for afterschool program participants
- Safety levels for afterschool program participants
- College matriculation rates for afterschool program participants

Performance Standards/Objectives

As previously noted, evaluators often use numerous terms to relate to the same concept. *Objectives* are also often synonymous with *performance standards* and we have included both terms in the evaluation plan. Objectives (performance standards) are detailed statements describing the steps that will help you achieve your goals and meet your intended outcomes. They help define what services your organization will provide, to whom, to what degree, how often and how they will be measured.

Developing SMART objectives/standards

Friend to Groucho Marx: "Life is difficult!"
Marx to Friend: "Compared to what?"

Objectives can be either outputs or outcomes. Objectives set clear performance standards by answering the question: "How much is enough?" One common approach to developing objectives is SMART, which stands for:

Specific

Measurable

Action-oriented

Realistic

Time-Bound

Setting SMART objectives is the first step to ensuring that you have a program that you can evaluate. They provide a foundation for the evaluation plan by ensuring that an organization fully considers the important outcomes and outputs and ensures they can measure them.

For each goal, ask yourself the following questions:

- How will I know that my program is achieving this goal?
- How will I measure that?
- How much do I think I can change?
- How much change is realistic?
- When do I need to measure it?

Objectives/standards examples

Using the afterschool program, example objectives that relate to the previously defined outcomes include:

- 50% of students show improved attendance following afterschool program participation for six months, as measured by attendance records
- 75% of students have improved attitudes toward attending college by the end of their junior year, as shown by comparing pre-survey attitudes with post-survey attitudes
- 95% of senior participants apply for college within one year of graduating, as measured by student survey
- 100% of participating juniors take a college entrance exam during their junior year, as measured by school records

Measures: Where and How Will We Get the Data?

Now that you know what type of data you need to answer your evaluation questions based on your indicators and objective performance standards, you need to determine where the data exists that will answer the questions, how you will gather the data and the tools you will use to collect it. Data collection tools and methods are collectively referred to in the evaluation plan as *measures.* These are the measures you will use to collect data.

Data Sources: Where are the data that will answer the question?

You can think of data sources as who has the data. In many cases, people will possess the data you need and you will collect it from them through testing, interviews, observation of behaviors, or asking questions through a survey or questionnaire. In other situations, data will already exist and be stored in a database or spreadsheet. Some data are publicly available while others will require special clearance or permission for you to access it, all of which takes more time and stretches an evaluation budget. In some cases you will need to design logs, tracking tools, client intake forms or other types of record keeping systems to collect data about the program as it is being conducted. Careful consideration of the how difficult or easy the data will be to collect will help you select appropriate and feasible data and data collection methods. The full array of data collection tools is discussed in more depth in Table 1.

Data Collection Methods: What to Use?

One of the most important decisions in evaluation planning is determining the methods to be used to collect data. Which methods you select will determine the depth of information you

receive. To help you in determining the best methods for the questions you hope to answer, we are first going to discuss the difference between quantitative and qualitative methods and then detail the most common tools used in evaluation, their advantages and disadvantages, and common uses of each method. We will also begin discussing important themes to consider when choosing data collection methods. Finally, we will introduce a tool you can use to help your organization determine which method will be the most effective and efficient for your evaluation.

Quantitative Methods

Quantitative evaluation methods center around numbers and any information that is measurable or quantifiable. Frequencies and means are typical results of quantitative methods. A frequency tells you how many times a particular unit of measurement appears in your data set. For example, if you asked people their gender and then ran a frequency on gender in your data set, the frequency would tell you how many men and women are in the data set. A mean is the same as the average, so it is the sum of all values divided by the total number of values. They investigate the what, where and when. Example tools are:

- Surveys
- Pre–tests or post–tests
- Attendance data
- Achievement data

Qualitative Methods

Qualitative evaluation methods gather information that is not easily quantifiable. They are also used to collect information on some forms of opinions and behavior. Examples of qualitative tools include:

- Interviews and focus groups
- Open-ended questionnaires
- Analysis of journals and other documents or materials
- Direct observation

Keep in Mind

Consider implementing a mixed-methods approach to obtain the most comprehensive results. Your resources and capacity may guide your ability to implement a quantitative and/or qualitative evaluation, but make sure it is your program goals and objectives that guide which methods you choose. If tools for similar programs already exist, consult them. That said, if you choose to use pre-existing tools, be careful to adapt them so they fit the age, cultural group and literacy levels of your evaluation population.

Data Collection Protocol

What will your evaluation implementation process be from start to finish? Once you can answer this question, down to the smallest detail, those details become your data collection protocol and help guide the work of your evaluation team. Ensuring accurate data requires that procedures be put in place to encourage consistent data collection. Data collection protocol may answer the following questions and more:

- Do I need to pilot test my tools before full implementation?
- Who and how many should I survey and when?
- What supplies (survey copies, pencils) do I need?
- How will staff or volunteers introduce the survey and answer questions from those participating in the evaluation?
- How will we protect evaluation participants' identity—will we guarantee anonymity or confidentiality?
- Do I need to obtain consent for participation in the evaluation?

When choosing a data collection method, it is important that the method or methods is/are aligned with the purpose of your evaluation and that it/they correspond with your budget, staffing and time capabilities.

Timing and Staff: When and Who Should You Collect the Data?

It is important to appropriately time when data is collected, both for accuracy of the data, and to meet any reporting deadlines that you may have. If you are using a pre- and post-survey design to collect your data, it is important that the pre measurement takes place before your program has had an influence on the individual being measured. If you wait to conduct the pre measure until the person has been enrolled in your program for a week or two, it will not be a valid measure. The pre measure should be conducted before any program activities take place.

With the post measure, you want to collect data when you expect the desired effect has taken place. If your program should achieve a change immediately at the end of the program, you should conduct the post-survey at the end of the program. If you are looking for improvement six months after program completion, you should conduct post measurement at a six-month follow-up point.

With all data collection, it is important to set out a timeline and to be realistic. Data collection typically takes longer than you think. At minimum, a survey needs about six weeks to be conducted properly. If you are looking for archival data, plan to spend significant time doing research, and if you request data from a government agency, plan to spend a lot of time waiting. At JVA we always plan to have our data collection complete at least four weeks prior to our report deadline. This timing allows us to have time to complete our analysis and write our report—and we're professionals! So, you might want to give yourself a little extra buffer and plan to have all data collected six weeks prior to your reporting time. This will allow ample time for analysis and reporting and will provide a buffer in case things take longer than expected.

NOTES