

# Defining and Measuring Success

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Joint Funder Training

February 23, 2018

# Training Focus

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## Session 1:

- Importance and role of Performance Management
- Introduce and create a Theory of Change
- Create a roadmap for defining success

## Session 2:

- Identify data that will gauge progress & success
- Collect and use this data to improve services

# Today's Agenda

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- Introductions - 25 mins
- Importance of Outcomes & Impact - 15 mins
- Theory of Change – 15 mins
- Theory of Change Exercise - 15 mins
- Break - 5 mins
- Introduction to Logic Models and Indicators - 1 hour
- Exercises - 20 mins.
- Q & A

## Take a Minute and Answer

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- What do you think of when you hear impact, outcomes, evaluation, logic models?
- What do you hope to get out of today's session?

# Today's Presenters

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**Melinda McAliney**

Director,  
Brown Sisters  
Foundation



**Rebekah Miller**

Program Officer,  
Lutheran  
Foundation of St.  
Louis



**Emily Uzzle**

Director, Learning and  
Evaluation  
United Way of Greater  
St. Louis

# Why Funders Care

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- Strategic Plans
- Mission/Vision
- Board
- Constituents
- Clients/End Users
- Limited Resources
- Increased Scrutiny
- Professional Ethical Obligations
- Transparency
- Accountability

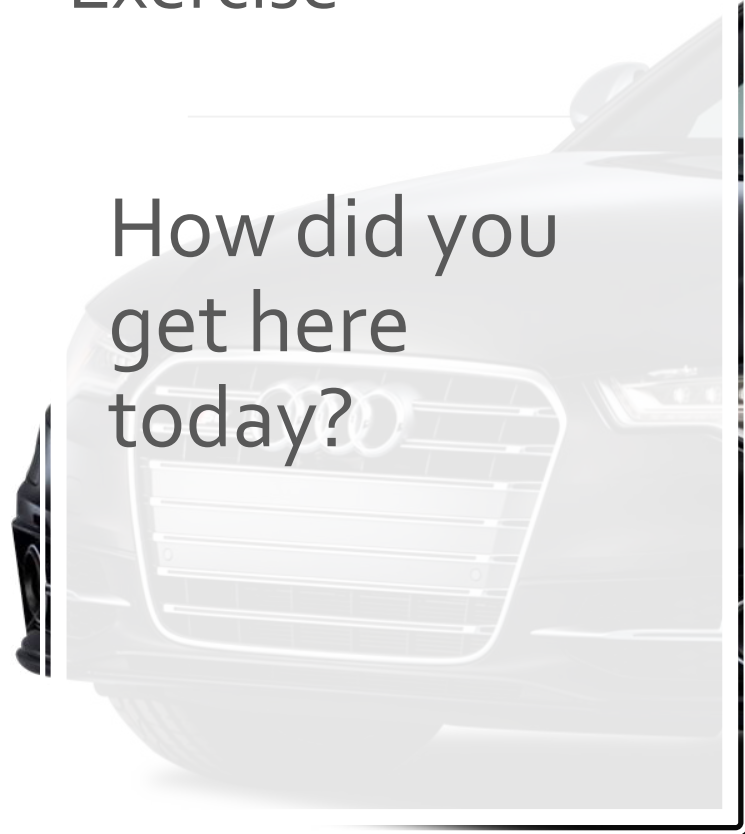
# Members of Funders Learning & Evaluation Group (FLEG)

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- ARCHS St. Louis
- Brown Sisters Foundation
- Community and Children's Resource Board of St. Charles
- Daughters of Charity Foundation
- Jewish Federation of St. Louis
- Lutheran Foundation of St. Louis
- Mental Health Board
- Missouri Foundation for Health
- St. Louis County Children's Services Board
- The Staenberg Group
- United Way of Greater St. Louis

# Exercise

How did you  
get here  
today?





# The Importance of Outcomes & Impact

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# Societal Focus on Outcomes

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- Accessibility of technology
- Increased accountability
- SROI and impact
- Complex social issues
- Availability of best practices & evidence base



# Organizational Focus on Outcomes

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- Set goals and assess progress
- Determine if services help or harm
- Improve service quality
  - Build a learning culture
- Focus resources to maximize impact
- Better understand and communicate impact
  - Attract additional resources

# Organizational Progression

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A horizontal flow diagram illustrating organizational progression. It features four colored squares in a row: teal, olive green, yellow, and orange. The first three squares are grouped within a light gray arrow shape pointing to the right. The text inside the squares is white and bold. A thin horizontal line is positioned above the arrow shape.

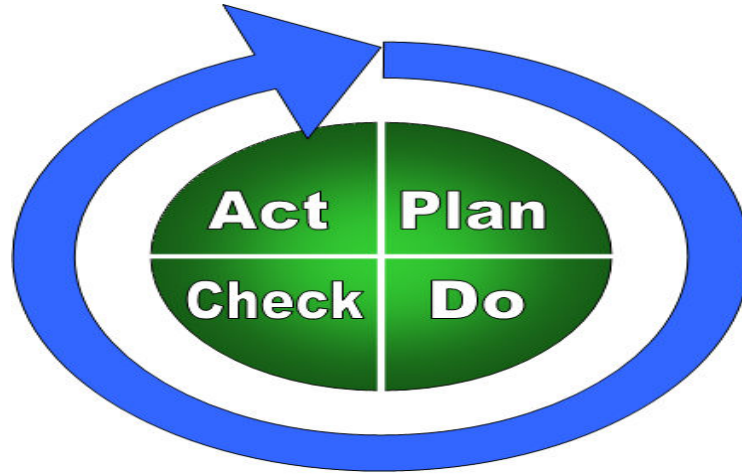
**Good  
Intentions**

**Counting  
Outputs**

**Measuring  
Outcomes**

**Managing  
Performance**

# PDCA CYCLE



- P** Design (or revise) your process
- D** Implement your plan
- C** Measure & analyze results - compare with expectations
- A** Take action based on what you learned

# Theory of Change

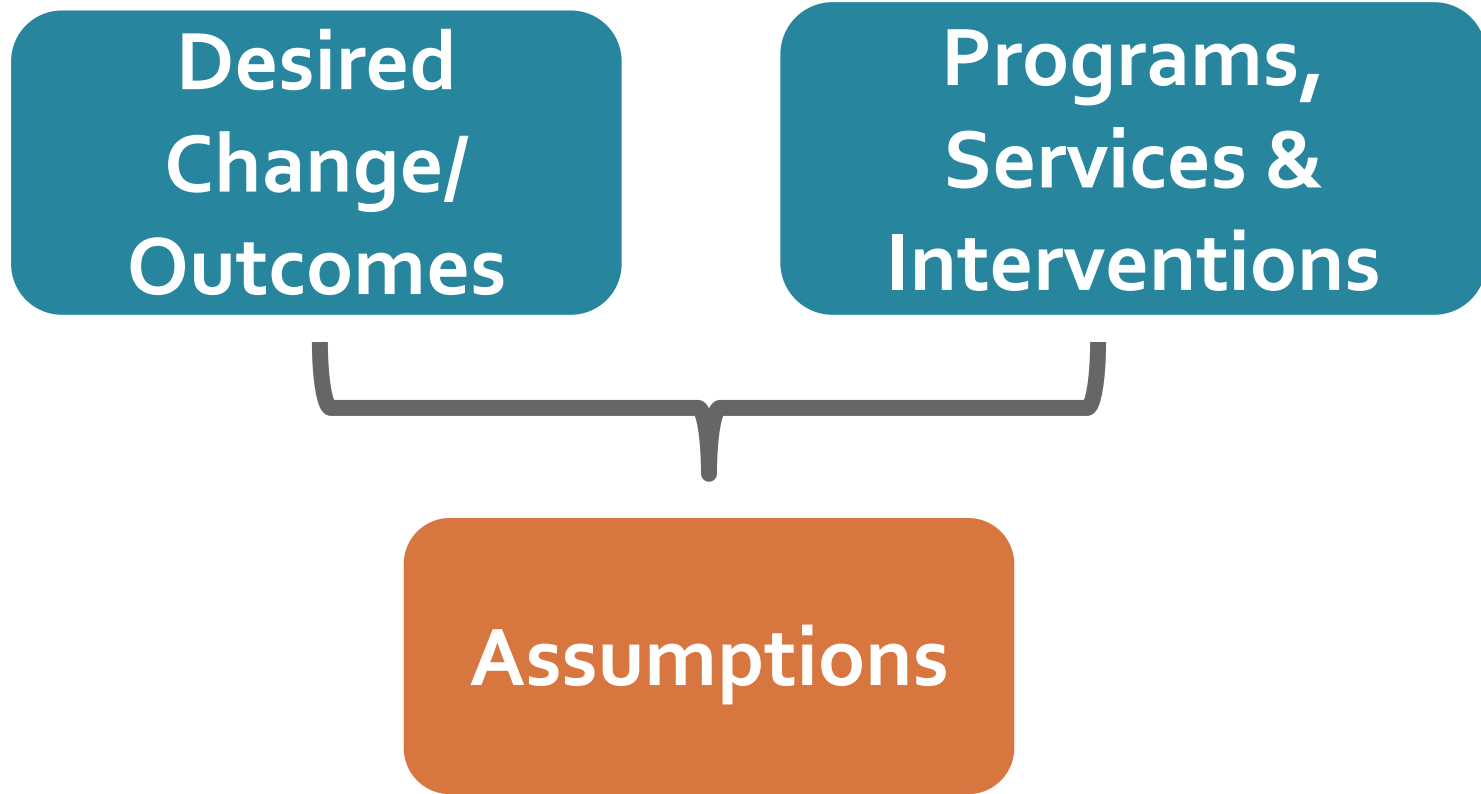
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# Theory of Change Basics

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- Bridges strategy and results
- Blueprint for solving community/client issue
- Starts with desired change
  - Identifies efforts to achieve change
- Articulates assumptions
  - How & why change will happen

# Theory of Change - Key Components

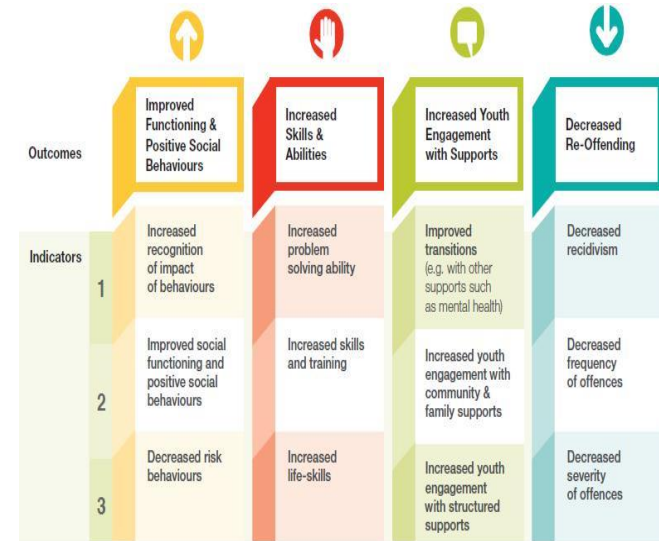




# Theory of Change - Different Forms

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- Conceptual foundation
- Formal process and product
  - Causal Pathway Map
  - Outcomes Framework



# Theory of Change - Key Questions

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- Who are you seeking to influence?
- What benefits are you seeking to achieve?
- How will you make this happen?
- Why will your theory work?
- When will you achieve them?
- What is your context?

# A Robust Theory of Change is...

- Meaningful
- Measureable
- Plausible
- Monitorable
- Doable



# Theory of Change - Examples & Resources

- Fivers Children Foundation
- SOAR Opportunity Fund
- Templates
- Mission Box  
<https://www.missionbox.com>
- Annie E. Casey Foundation  
<http://www.aecf.org/resources/theory-of-change/>
- TOCO (Theory of Change Online) software  
[www.theoryofchange.org](http://www.theoryofchange.org)
- David Hunter Consulting  
<http://dekhconsulting.com>

# BREAK!!

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# Introduction to Logic Models

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# Which Program Would You Replicate?



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## Program 1

Provides tutoring to 500 students

5,000 hours of tutoring offered

Each student receives an average of 10 hours of tutoring

No evidence of changes in academic performance

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## Program 2

Provides tutoring to 50 students

5,000 hours of tutoring offered

Each student receives an average of 100 hours of tutoring

40 students increased reading levels by at least one grade level

# Logic Models: Definition

*A systematic & visual way to present & share your understanding of the relationships among the resources you have to operate your program (inputs), the activities you plan to do (activities/services), and the changes or results you hope to achieve (outcomes/impact).*

W.K. Kellogg Foundation

*A simple, visual way to show your program – from soup to nuts*



# A Logic Model

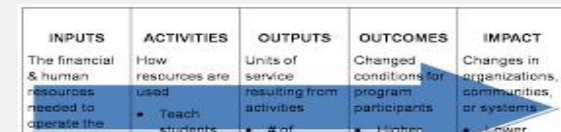
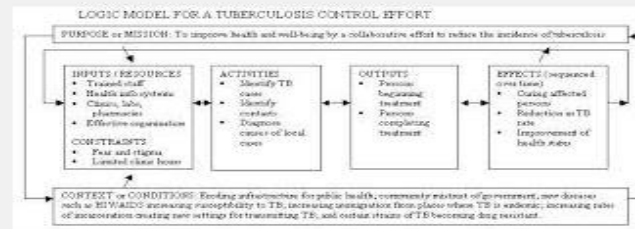
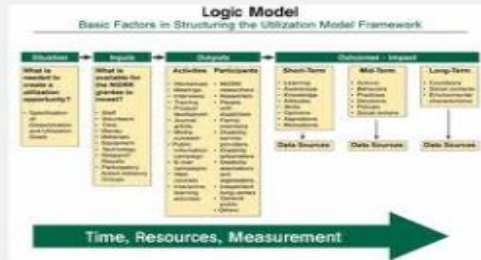
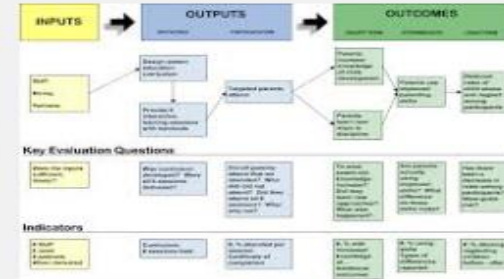
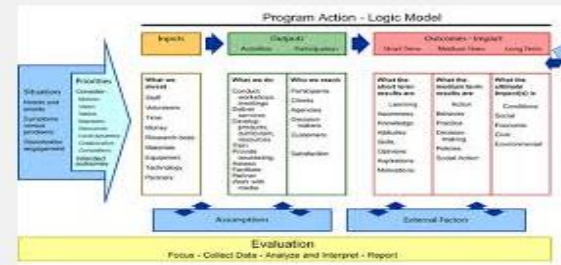
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- Is . . .
  - A means to an end.
  - A tool.
  - A visual representation of a logical thought process.
  - Ever-evolving.
  - Yours.
- Is Not . . .
  - An end in itself.
  - A Product.
  - A collection of disconnected parts.
  - Set in stone.
  - Ours.

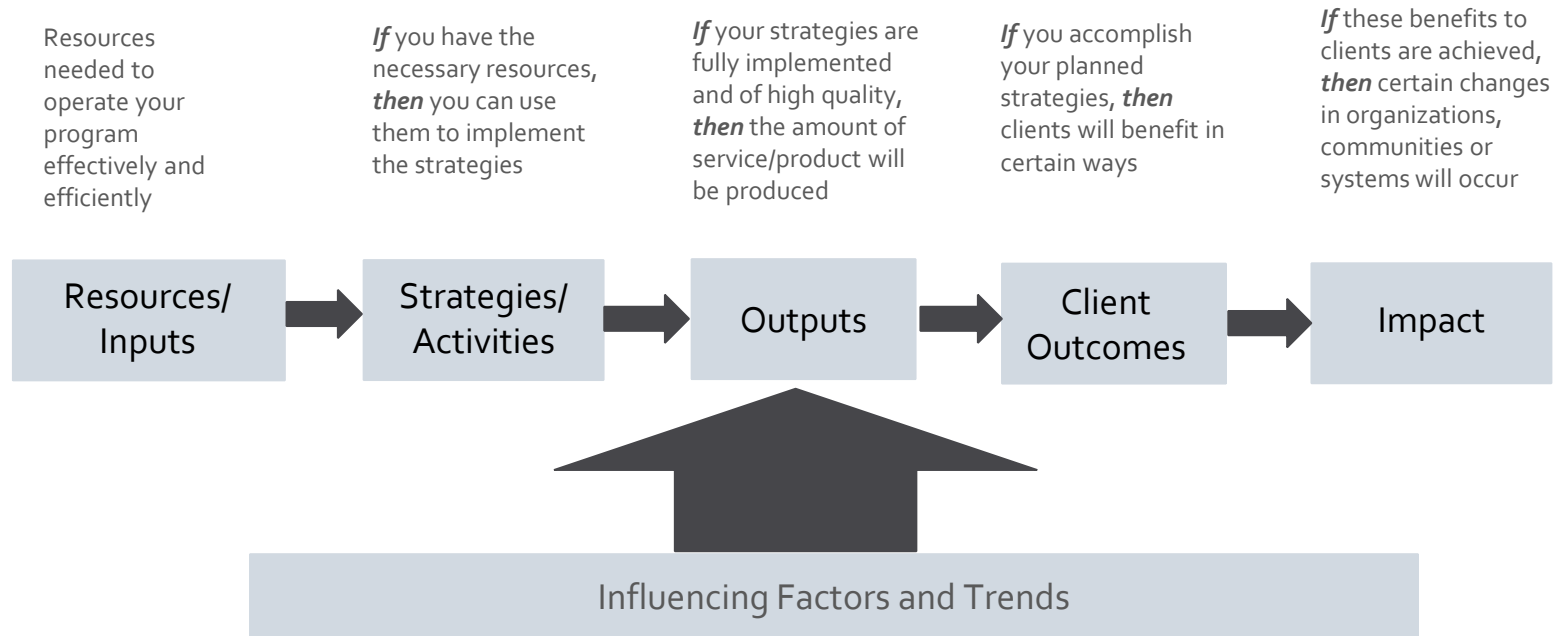


# Logic Model Components: Definitions & Examples

# Logic Models: Shapes and Sizes

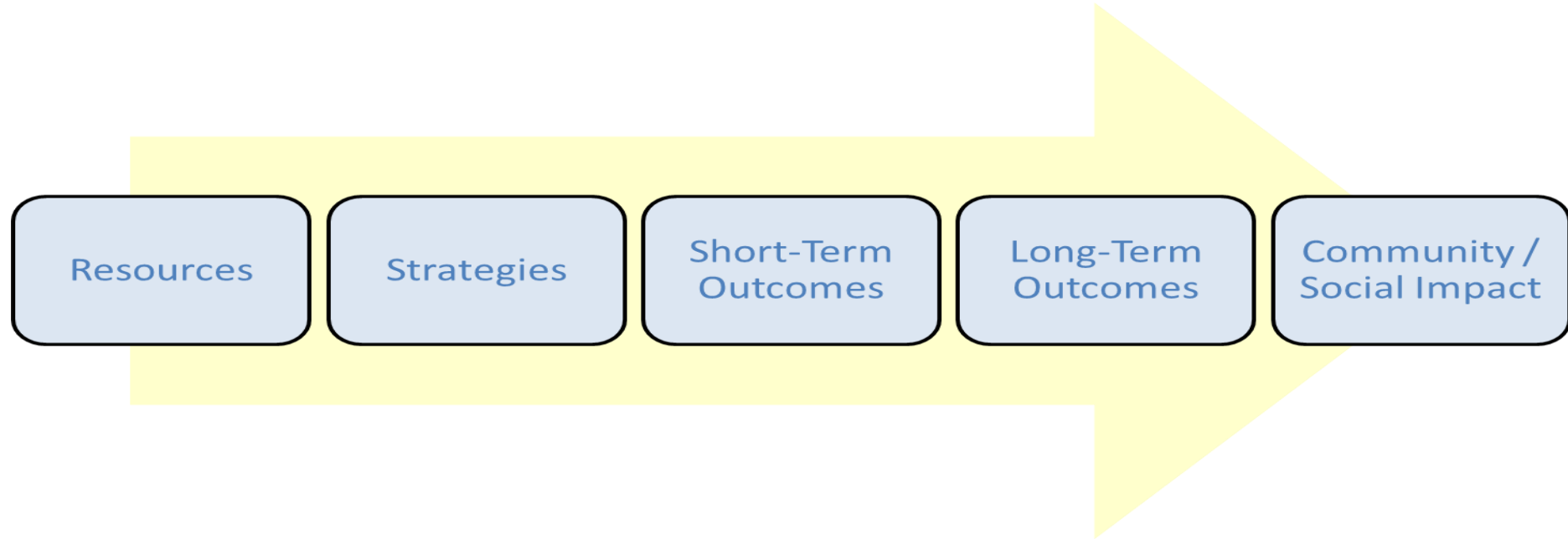


# Traditional Logic Model



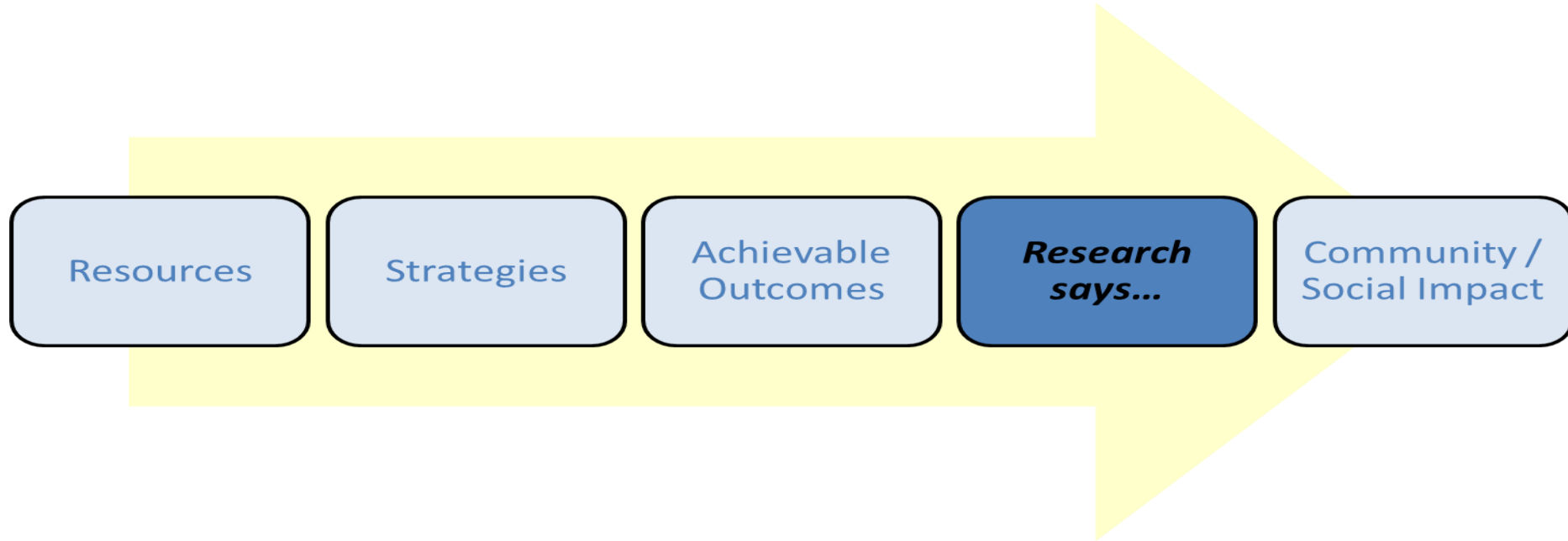
# Traditional Logic Model

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# Changing the Model

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# Logic Model Template – Programs

Inputs (Resources) <i>What do you need in order to do what you do?</i>	Activities (Services) <i>What will you do?</i>	Outputs <i>How much will you do? How many will you serve?</i>	Outcomes (Results) <i>What difference will it make?</i>
Materials, Staff, Equipment, Space, Equipment, Training  Align with Budget and Narrative	Activities, Services, Efforts	Activities  Numbers Served	<b>Knowledge, Beliefs, Attitudes, Skills</b>
			<b>Behavior</b>
			<b>Status/Condition</b>

# Types of Outcomes – Programs

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- **Knowledge, Skill, Attitude, Belief**
  - What will clients know or believe as a result of your program?
    - Ex. Gain knowledge about positive parenting.
- **Behavior**
  - What will clients do differently as a result of your program?
    - Ex. Interact more positively with children.
- **Condition/Status**
  - What will be different about your clients' lives as a result of your program?
    - Ex. Family remains intact.



# Logic Model Template – Capacity Building/Project


Inputs (Resources) <i>What do you need in order to do what you do?</i>	Activities (Services) <i>What will you do?</i>	Outputs <i>How much will you do? How many will you serve?</i>	Outcomes (Results) <i>What difference will it make?</i>
Materials, Staff, Equipment, Space, Equipment, Training  Align with Budget and Narrative	Activities, Services, Efforts	Activities  Numbers Served	Short-term
			Intermediate
			Long-term

# Types of Outcomes – Capacity Building/Projects

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- **Short-term**
  - The first meaningful changes that follow directly from an activity
    - Ex. Add X volunteers
- **Intermediate**
  - Success milestone between short-term & long-term
    - Increased volunteer satisfaction
- **Long-term**
  - Second-order changes that result from successful achievement of short-term outcomes over time
    - Increased volunteer retention

# Our Logic Model Template

<b>Inputs</b> <b>(Resources)</b> <i>What do you need in order to do what you do?</i>	<b>Activities</b> <b>(Services)</b> <i>What will you do?</i>	<b>Outputs</b> <i>How much will you do? How many will you serve?</i>	<b>Outcomes</b> <b>(Results)</b> <i>What difference will it make?</i>
<b>Materials, Staff, Equipment, Space, Equipment, Training</b>  <b>Quantified</b>  <b>Align with Budget and Narrative</b>	<b>Activities</b> <b>Efforts</b>		<b>Knowledge, Beliefs, Attitudes, Skills / Short-term</b>
			<b>Behavior / Intermediate</b>
			<b>Status or Condition / Long-term</b>

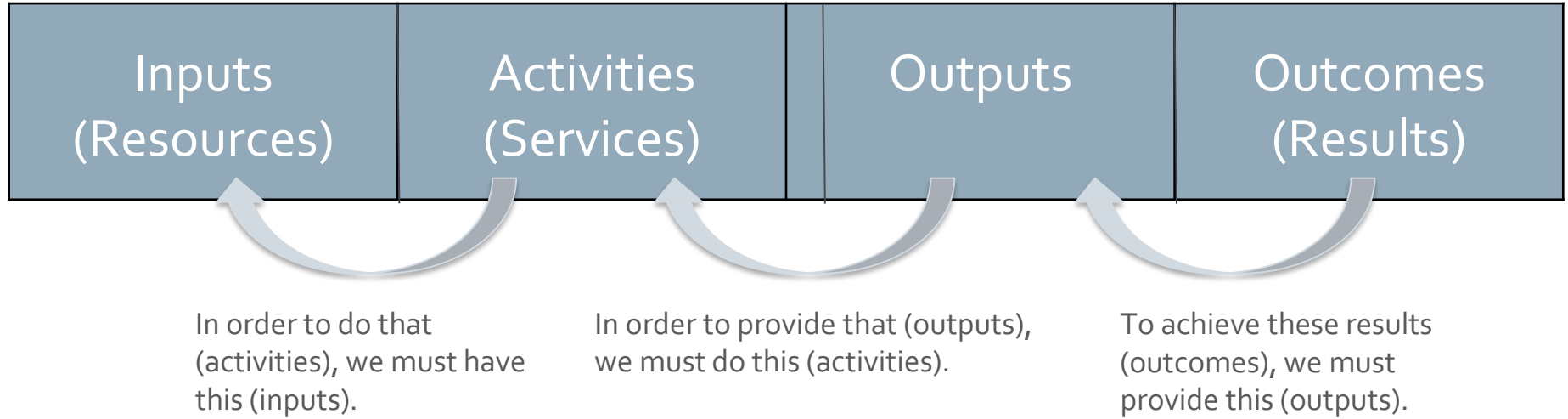
# Start at the End

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- Design programs with the End in mind
- Identify various levels/types of outcomes
  - Start with ultimate ends
  - Then ask yourself, “What has to happen in order for C to occur?” = B
  - Then ask yourself, “What has to happen in order for B to occur?” = A



# Show Your Logic



# Logic Model: An Analogy



Inputs (Resources) <i>What do you need in order to do what you do?</i>	Activities (Services) <i>What will you do?</i>	Outputs <i>How much will you do? How many will you serve?</i>	Outcomes (Results) <i>What difference will it make?</i>
Ingredients <ul style="list-style-type: none"><li>• Eggs</li><li>• Oil</li><li>• Flour</li></ul> Oven Muffin tin	Instructions <ul style="list-style-type: none"><li>• Preheat</li><li>• Grease pan</li><li>• Mix dry ingredients</li><li>• Mix wet ingredients</li><li>• Fill 2/3 full</li><li>• Bake</li></ul>	Makes 12 muffins	<ul style="list-style-type: none"><li>• The muffins taste yummy</li></ul>
			<ul style="list-style-type: none"><li>• People eat so many they gain weight</li><li>• People ask for more</li></ul>
			<ul style="list-style-type: none"><li>• You open a muffin bakery</li></ul>

# Logic Model Template

Inputs (Resources)	Activities (Services)	Outputs	Outcomes (Results)
Materials, Staff, Equipment, Space, Equipment, Training	Activities, Services, Efforts	Activities Quantified	<b>Knowledge, Beliefs, Attitudes, Skills</b>
		VS.	
			<b>Status/Condition</b>

# Outputs vs. Outcomes

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- Outputs

- Represent milestones in program implementation
- Describe activities
- Are about your efforts
- Keywords:
  - Attend, complete, provide, engage, recruit, enroll, receive




- Outcomes

- Represent “solutions” to the problem you identified in your “needs statement”
- Describe change
- Are about the client
- Keywords:
  - Increase, decrease, improve, change, gain, implement, apply, demonstrate, more, less



# Output or Outcome?

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1. Clients will create individualized service plans.
-  2. Clients will be able to identify their medications and associated side effects.
3. 100 clients will receive health screenings.
4. Clients will report satisfaction with services.
-  5. Clients will experience reduced symptoms of anxiety and/or depression.
-  6. 150 clients will get jobs.

# Activities vs. Outputs vs. Outcomes

Activity (What?)	Output (How much?)	Outcome (So what?)
<b>Teach</b> weekly workshops	<b>32</b> workshops	Clients <b>gain knowledge</b> of coping skills.
<b>Provide</b> lunch every M, T, W	Serve <b>300</b> lunches to <b>150</b> people	Clients <b>experience</b> the love of God.
<b>Provide</b> Case Management	Develop case plans for <b>15</b> clients Provide <b>100</b> home visits	Clients will <b>reduce</b> risk factors and increase safety at home.
<b>Match &amp; Facilitate</b> Mentoring	Make <b>12</b> mentor matches. <b>10</b> mentor meetings/year	Clients <b>gain knowledge</b> in job seeking.
<b>Subsidize &amp; Manage</b> Transitional Housing	House <b>20</b> ex-offenders for <b>6-9</b> months each	Ex-offenders <b>avoid recidivism</b> .

# Let's Practice!

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## Example Program

- Program Goal:
  - To strengthen families and prevent child abuse and neglect
- Services:
  - Provides in-home individual and family counseling, parent training, and case management to at-risk families

# Completing a Logic Model

Inputs List & quantify the materials, staff, equipment, training, etc. that you need to deliver the program	Activities List the various activities you will perform to deliver your program	Outputs List what & quantify how much you will deliver as a result of your activities.	Outcomes Describe broadly the change your program is intended to make in the lives of participants.
			<b>Knowledge, Beliefs, Attitudes, Skills</b>
			<b>Behaviors</b>
			<b>Status &amp; Condition</b>  <b>START</b>



# Brainstorming Program Outcomes: Practice

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- **Status/Condition** – ultimate ends, life trajectory change
  - What will be different in the client's life as a result of this program?
- **Behavior Change**
  - What does a client need to DO, in order to achieve that status/condition change? What behavior of theirs will contribute to that ultimate change?
- **Knowledge/Attitude/Belief/Skill Change**
  - What does a client need to know/believe in order to be able to DO the necessary things?

# Brainstorming Program Activities & Outputs: Practice

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- In order to support clients in achieving those outcomes, what do WE need to do? (Activities)
- And how much do we need to do? (Outputs)

# Brainstorming Program Inputs: Practice

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- In order to carry out our activities and deliver all our outputs, what do we need to have?
  - Materials
  - Equipment
  - Staff
  - Training
  - Space
  - Partnerships
  - Etc.



# Completed Program Logic Model Example

Inputs (Resources)	Activities (Services)	Outputs	Outcomes (Results)
<ul style="list-style-type: none"> <li>• 1 FT Family Therapist</li> <li>• 20% FT Program Manager</li> <li>• 20%FT Intake Assistant</li> <li>• Protective Factors training</li> <li>• Therapeutic games &amp; toys</li> <li>• Cell phone for therapist</li> <li>• Mileage reimbursement &amp;/or car for therapist</li> <li>• Pool of funds for basic needs assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing presentations at schools</li> <li>• Phone screenings &amp; resource referral</li> <li>• Comprehensive assessment</li> <li>• Individualized service planning</li> <li>• Weekly in-home therapy &amp; case management</li> <li>• Basic needs assistance when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• 300 families screened</li> <li>• 200 families served with at least 1 session</li> <li>• 150 families complete program</li> <li>• 4,800 sessions</li> </ul>	<b>Knowledge, Beliefs, Attitudes, Skills</b> <ul style="list-style-type: none"> <li>• Parents gain knowledge of positive parenting strategies</li> <li>• Parents learn skills to reduce stress</li> </ul>
			<b>Behavior</b> <ul style="list-style-type: none"> <li>• Parents interact more positively with children</li> <li>• Children reduce psychiatric symptoms &amp; difficult behaviors</li> </ul>
			<b>Status/Condition</b> <ul style="list-style-type: none"> <li>• Families remain intact</li> <li>• No incidents of child abuse &amp; neglect</li> </ul>


# Example Project

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- Project Goal:
  - To increase number of new donors

# Completing a Logic Model

Inputs List & quantify the materials, staff, equipment, training, etc. that you need to deliver the program	Activities List the various activities you will perform to deliver your program	Outputs List what & quantify how much you will deliver as a result of your activities.	Outcomes Describe broadly the change your program is intended to make in the lives of participants.
			Short-term
			Intermediate
			Long-term <b>START</b>



# Brainstorming Project Outcomes: Practice

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- **Long-term**
  - Second-order changes that result from successful achievement of short-term outcomes over time
- **Intermediate**
  - Success milestone between short-term & long-term
- **Short-term**
  - The first meaningful changes that follow directly from an activity

# Brainstorming Project Activities & Outputs: Practice

---

- In order to achieve those outcomes, what do WE need to do? (Activities)
- And how much do we need to do? (Outputs)

# Brainstorming Project Inputs: Practice

---

- In order to carry out our activities and deliver all our outputs, what do we need to have?
  - Materials
  - Equipment
  - Staff
  - Training
  - Space
  - Partnerships
  - Etc.

# Completed Project Logic Model Example

Inputs (Resources)	Activities (Services)	Outputs	Outcomes (Results)
<ul style="list-style-type: none"> <li>• 1 development person</li> <li>• Donor relations committee</li> <li>• Marketing materials</li> <li>• Fundraising budget</li> <li>• Donor relations database</li> </ul>	<ul style="list-style-type: none"> <li>• Develop clear case statement</li> <li>• Prepare marketing materials</li> <li>• Develop donor relations committee</li> <li>• Identify potential donors</li> <li>• Hold fundraising event</li> <li>• Meet with potential donors</li> <li>• Invite potential donors to Agency XYZ for tour</li> <li>• Offer online giving option</li> <li>• Send annual appeal</li> <li>• Participate in community events</li> <li>• Thank donors twice/year</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing materials created &amp; used</li> <li>• Donor relations committee created &amp; actively meeting</li> <li>• 200 potential donors identified</li> <li>• 1 fundraising event held</li> <li>• Valentine's Day appeal sent</li> <li>• Met with 100 potential donors</li> <li>• Hosted 50 tours</li> <li>• Attended 20 community events</li> <li>• Online giving button created</li> </ul>	<b>Short-term</b> <ul style="list-style-type: none"> <li>• More people are aware of Agency XYZ</li> <li>• More people are connected to Agency XYZ's mission</li> </ul>
			<b>Intermediate</b> <ul style="list-style-type: none"> <li>• Increased number of new donors</li> </ul>
			<b>Long-term</b> <ul style="list-style-type: none"> <li>• Donors are retained</li> <li>• Donors increase their gift</li> </ul>

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Questions?





# Let's Workshop Yours

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# Questions to Get You Started

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- What are your hopes/dreams for your project/people/group?
- What do you hope to accomplish?
- What will success look like?

## Translate into outcomes

- Knowledge, attitude, belief, skill
- Behavior
- Condition/status
- Short-term
- Intermediate
- Longer-term

Great Job!!!



And.....

We're Not Done Yet

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Developing Measurable Indicators

# Indicators

*An indicator is a specific, observable, and measurable characteristic or change that will represent achievement of the outcome.*

--United Way of America

*A.K.A. – What will it look, taste, act, sound, and/or feel like when we reach this outcome?*

# Making It Measurable

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- **Outcome:** *What are we trying to accomplish?*
  - **Indicator:** *What will that look/sound/feel/taste/act like?*
    - **Evaluation Method/Measure:** *How will we know or track?*



# How it all fits

<b>Inputs</b> (Resources) <i>What do you need in order to do what you do?</i>	<b>Activities</b> (Services) <i>What will you do?</i>	<b>Outputs</b> <i>How much will you do?</i> <i>How many will you serve?</i>	<b>Outcomes</b> (Results) <i>What difference will it make?</i>	<b>Indicators</b> (Results - Specific) <i>What will the difference look, feel, taste, sound, act like?</i>
Materials, Staff, Equipment, Space, Equipment, Training  Align with Budget and Narrative	Activities, Services, Efforts	Activities  Numbers Served	Knowledge, Beliefs, Attitudes, Skills  Behavior  Status/Condition	<b>-Specific</b> <b>-Measurable</b> <b>-Quantified - Targets</b> <b>-Required Format</b> <b>-Time-bound</b>

# Same But Different

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## Outcome

*Parents gain knowledge of positive parenting strategies.*

## Indicator

*75 of 80 (94%) of parents who participate in at least 10 counseling sessions will gain knowledge of positive parenting strategies within 3 months.*



Writing a  
Strong,  
Clear  
Indicator



# Indicators

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\_\_\_ of \_\_\_ (\_\_\_%) participants who \_\_\_ will \_\_\_ by \_\_\_\_.

# Indicators

---

\_\_\_ of \_\_\_ (\_\_\_%) participants who \_\_\_ will \_\_\_ by \_\_\_.

Each Indicator specifies 6 components:

- # Achieved
- # Measured
- % Achieved
- "Who": Participants included in Measure (subset)
- "Will": Outcome
- "By": Timeframe

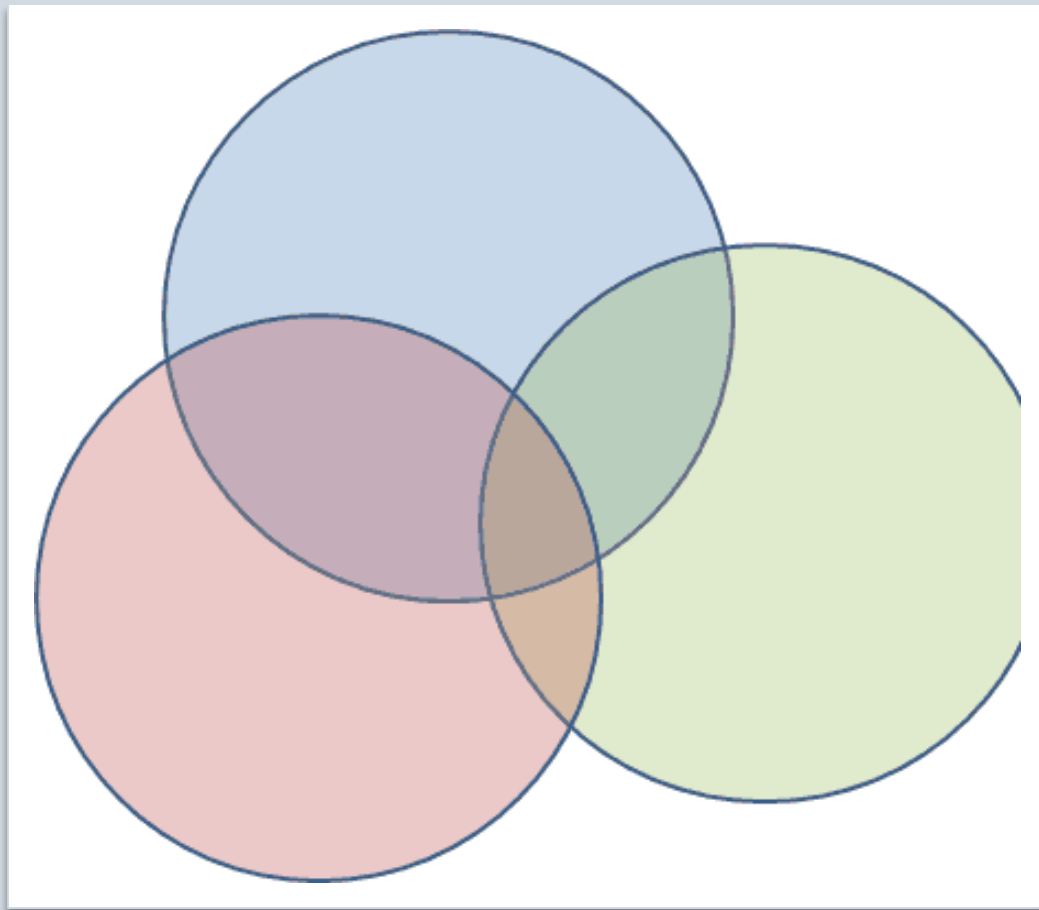
Example:

75 of 80 (94%) of parents who participate in at least 10 counseling sessions will gain knowledge of positive parenting strategies within 3 months.

# Why Does “Who” Matter?

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- Not all participants receive the same type or level of service, so we can't expect them all to experience the same type or level of change, right?
  - Drop Out
  - Multi-service programs



# Writing Indicators: Key Words

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- Focused on Change

- Gain, increase, demonstrate, express, etc.
- Apply, choose, demonstrate, join, use, etc.

**YES!**

- Focused on Activities

- Receive, participate, attend, complete, enroll

**NO**

# Crafting Indicators: Let's Practice

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\_\_\_ of \_\_\_ (\_\_\_%) participants who \_\_\_ will \_\_\_ by \_\_\_\_.

# Completed Program Logic Model Example

Inputs (Resources)	Activities (Services)	Outputs	Outcomes (Results)
<ul style="list-style-type: none"> <li>• 1 FT Family Therapist</li> <li>• 205 FT Program Manager</li> <li>• 20%FT Intake Assistant</li> <li>• Protective Factors training</li> <li>• Therapeutic games &amp; toys</li> <li>• Cell phone for therapist</li> <li>• Mileage reimbursement &amp;/or car for therapist</li> <li>• Pool of funds for basic needs assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing presentations at schools</li> <li>• Phone screenings &amp; resource referral</li> <li>• Comprehensive assessment</li> <li>• Individualized service planning</li> <li>• Weekly in-home therapy &amp; case management</li> <li>• Basic needs assistance when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• 300 families screened</li> <li>• 200 families served with at least 1 session</li> <li>• 150 families complete program</li> <li>• 4,800 sessions</li> </ul>	<b>Knowledge, Beliefs, Attitudes, Skills</b> <ul style="list-style-type: none"> <li>• Parents gain knowledge of positive parenting strategies</li> <li>• Parents learn skills to reduce stress</li> </ul>
			<b>Behavior</b> <ul style="list-style-type: none"> <li>• Parents interact more positively with children</li> <li>• Children reduce psychiatric symptoms &amp; difficult behaviors</li> </ul>
			<b>Status/Condition</b> <ul style="list-style-type: none"> <li>• Families remain intact</li> <li>• No incidents of child abuse &amp; neglect</li> </ul>

# Completed Program Indicator Example

Outcomes	Indicators
Parents gain knowledge of positive parenting strategies	165 of 175 parents (94%) who participate in at least 10 counseling sessions will gain knowledge of positive parenting strategies within three months.
Parents learn skills to reduce stress	165 of 175 parents (94%) who participate in at least 10 counseling sessions will gain knowledge of strategies to reduce stress by discharge.
Parents interact more positively with children	140 of 175 parents (80%) who participate in at least 10 counseling sessions will demonstrate improved parent/child interactions by discharge.
Children reduce psychiatric symptoms & difficult behaviors	45 of 60 children (75%) who have mental health issues and complete at least 10 counseling sessions will demonstrate improved psychiatric symptoms & behavior.
Families remain intact	145 of 150 families (97%) who complete the program will remain intact at discharge.
No incidents of child abuse & neglect	145 of 150 families (97%) who complete the program will remain free of child abuse and/or neglect at 3 months post discharge.



# Completed Project Logic Model Example

Inputs (Resources)	Activities (Services)	Outputs	Outcomes (Results)
<ul style="list-style-type: none"> <li>• 1 development person</li> <li>• Donor relations committee</li> <li>• Marketing materials</li> <li>• Fundraising budget</li> <li>• Donor relations database</li> </ul>	<ul style="list-style-type: none"> <li>• Develop clear case statement</li> <li>• Prepare marketing materials</li> <li>• Develop donor relations committee</li> <li>• Identify potential donors</li> <li>• Hold fundraising event</li> <li>• Meet with potential donors</li> <li>• Invite potential donors to Agency XYZ for tour</li> <li>• Add online giving option</li> <li>• Send annual appeal</li> <li>• Participate in community events</li> <li>• Thank donors twice/year</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing materials created &amp; used</li> <li>• Donor relations committee created &amp; actively meeting</li> <li>• 200 potential donors identified</li> <li>• 1 fundraising event held</li> <li>• Valentine's Day appeal sent</li> <li>• Met with 100 potential donors</li> <li>• Hosted 50 tours</li> <li>• Attended 20 community events</li> <li>• Online giving button created</li> </ul>	<b>Short-term</b> <ul style="list-style-type: none"> <li>• More people are aware of Agency XYZ</li> <li>• More people are connected to Agency XYZ's mission</li> </ul>
			<b>Intermediate</b> <ul style="list-style-type: none"> <li>• Increased number of new donors</li> </ul>
			<b>Long-term</b> <ul style="list-style-type: none"> <li>• Donors are retained</li> <li>• Donors increase their gift</li> </ul>

# Completed Project Indicator Example

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Outcomes	Indicators
More people are aware of Agency XYZ	10% annual growth in awareness of Agency XYZ by target audience.
More people are connected to Agency XYZ's mission	225 of 250 (90%) of donors indicate a close connection to Agency XYZ's mission.
Increased number of new donors	Grow donations of new donors by 15% annually.
Donors are retained	215 of 250 (86%) of donors renew their gift annually.
Donors increase their gift	125 of 250 (50%) of donors increase their gift annually by 10%.

# Let's Workshop Yours

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Great Job!!!



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Questions?



# Tips for Success

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- Remember your WHY
- Keep it simple
- It's not a 1-time thing - keep at it, keep learning
- Perfection is the enemy of good
- Have staff/volunteers sit at the table
- Have fun and enjoy stronger programs!



# THANK YOU!

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*And Good Luck!*

*(and please complete your survey!)*

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