

### **Definition & Characteristics of Long-term Outcomes:**

- *Should get at the ultimate outcomes we are working towards*
- *Should directly get at the three main early learning system outcomes.*
- *Should be a measure of actual outcomes not a measure of access, quality, or of an outcome for a specific program (e.g., not percent of kids enrolled in high-quality prek)*
- *Should be measured at the population level (all kids entering Kindergarten and not kids who attended a high-quality prek)*
- *May take five or more years to demonstrate progress*

### **Definition(s) & Characteristics of Intermediate Outcomes**

*Intermediate outcomes are measure that let you know if you are making progress towards the long-term outcomes – they are “part of the way there.” There are a number of different ways of being “part of the way there.”*

1. **Temporal:** If the long-term goal is “all children arriving at kindergarten ready to succeed,” then “all children developmentally on-track at age three” might be an intermediate outcome.
2. **Partial population/Service outcome:** If the long-term goal is “all children arriving at kindergarten ready to succeed,” then “all children who attended a public preschool program arriving at kindergarten ready to succeed” might be an intermediate outcome.
3. **Behavior change:** If the long-term goal is “all children arriving at kindergarten ready to succeed,” then “more parents reading regularly to their children” might be an intermediate outcome.
4. **Access/service delivery change:** If the long-term goal is “all children arriving at school ready to succeed,” then “more children have access to a high-quality preschool program,” might be an intermediate outcome.