EMERGING LEADERS IN NONPROFIT MANAGEMENT

Diversifying the Evaluation Toolkit:

Measuring For Programmatic and Communal Impact Beyond the Survey

TEAM 2 (ALEXANDRA, CAITLIN, DELISIA, KATIANA, & MELISA)

We Will Address:

I. Why Evaluation Matters

You know the answer to the question: "What does success look like?"

Evaluations that are well-aligned with your mission and logic model can ensure you are moving closer to success and continuously improving your outcomes.

We asked ourselves - do **our** current impact measurement methods feel adequate?

The external reporting question: "How much have we contributed to the public good?"

I. Our Method

We surveyed our peers to learn about the varied structures of their programs, the intended purpose of their evaluations, and where they believe evaluations meet their needs or fall short.

We focused on the survey evaluation method, as it is widely used in the field.

50% of the social sector evaluates impact with surveys

- What is being evaluated?
- What criteria should be used in an evaluation to judge merit or worth?
- What evidence is credible and what methods are needed to gather that evidence?

27.4% anonymous

22.5% client-identified
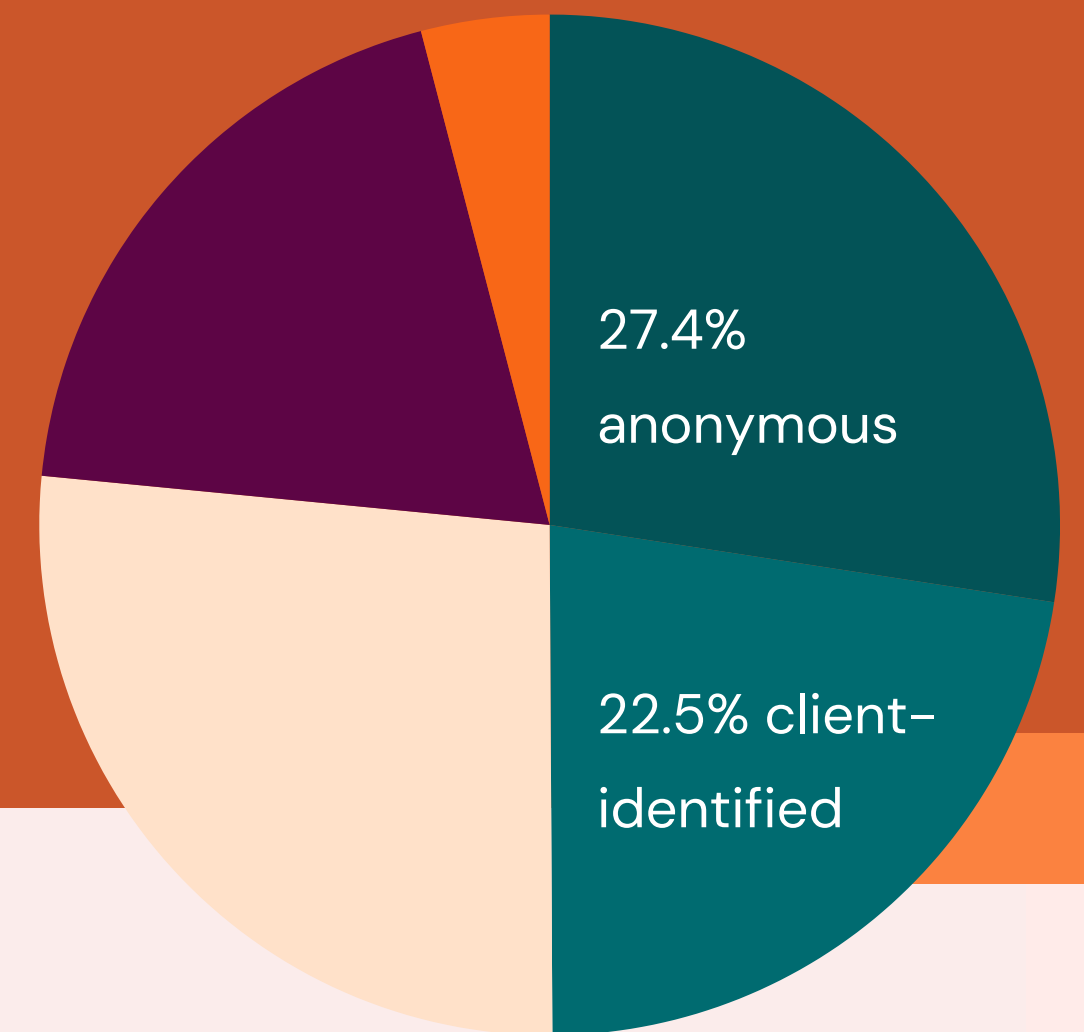
PROs

- Short / flexible participant completion time
- Inexpensive materials
- Familiar / accessible to students
- Can implement pre and post surveys to show evolution of measure

- Can be digitized and automated through technology for data collection and analysis
- Allows for anonymous responses, perhaps prompting honest feedback for program improvement
- Reporting program impact through survey data is welcome if not expected by funders

Picture of impact/ feedback often incomplete
- often excludes community feedback, qualitative impact
- continual improvement exercise

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Causality difficult to determine
- knowing what measure to evaluate
- org attribution + methodological rigor

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Without observation, survey outcomes do not capture how the reality of facilitation may have influenced said outcomes
- planned or implementation failure?
- Goodhart's law

C O N S

Parental Consent/ Child Assent
- Is parental consent to survey obtained? Do we provide our youth with an option to give assent to survey participation, especially if enrollment is not voluntary?
- Is there buy-in or honesty?

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Measuring impact with outcome surveys can limit ability to effectively address highly complex social issue

Source: Evaluation as Moral Practice, What Cannot Be Counted, Why Evaluations Aren't Working & What To Do About It, Ethical Considerations

Does not capture qualitative impact (ex. SEL) — **50%**

20% — Is not facilitated w/ participants in a "safe" or "brave" space, encouraging honesty

Was not created w/ research prof. or via evidence- backed approach — **30%**

Does not capture all relevant info — **30%**

30% — Does not measure "evidence" meaning- ful or credible for funder reporting

30% — Does not leave sufficient room for negative feedback that can be used for program improvement

40% — Is not consistently completed by participants at all, or is not consistently completed with intention/comprehension

60% — Does not allow for feedback from the community around the participants

Emerging Leaders Cohort Sample: **Issues with Current Survey**

"An increasing body of evidence highlights **the crucial role of a participatory negotiation** process between nonprofits and stakeholders on the purpose and design of evaluations in **achieving evaluation utility**"

<u>Suggestions from cohort:</u> Youth Council Board, student interviews, voluntary focus groups, longer term tracking, consistent year-to year survey, parent pre and post surveys

LIGHT LIFT EVALUATION OPTION

Observation & Rubrics

What is observation?

Observation is a data collection method that can assess soft skills, behaviors and a participant's experience

Strengths

- can make soft skills measurable
- can measure data participants may not self report
- doesn't rely on participant recall or willingness to share
- staff can complete
- low-lift option

Challenges

- participants and leaders may act differently while being observed
- potential for bias/subjectivity without proper training

Ensuring reliable & accurate data collection

1. Decide what you want to measure
2. Create an observation rubric
3. Observe your designated participants at intentionally selected points throughout the program
4. Record the data in a consistent, timely manner
5. Analyze the findings

Determing Outcomes for Observation

- What does your outcome look like in practice and behavior?
- Determine 3-5 actions that tell you the outcome is occurring

Example

Outcome: Participants build teamwork skills

Observable Behaviors:

Students are activiely participating in group discussions

Students are collaborating to solve problems.

Students are showing appreciation towards one another

Learning for Action

Designing Your Observation Rubric

Step 1: Articulate 1-3 program outcomes then, articulate the 3-5 metrics that can show you that participants are achieving the program outcomes.

Step 2: Define the scale for measuring each outcome (a scale of 5 is recommended)

Step 3: Describe the meaning of each rating in detail

Learning for Action

Category	Skill	Descriptors					Points	Comments
		Few Choristers	**Some Choristers**	**Most Choristers**	**All Choristers with Few Exceptions**	**All Choristers Consistently**		
ITERACY								
	Score navigation	Score is navigated only with multiple prompts	Score is navigated independently to major prompts (page, system)	Socre is navigated independently to refined prompts (page, system, part, measure, beat)	Score is navigated independently to specific prompts (page, system, part, measure, beat, icon)	Score is navigated independently to all prompts		
	Pitch	Identifies specific line or space	Identifies staff and names of lines and spaces	Identifies staff, names of lines and spaces and intervals	Identifies staff, names of lines and spaces, intervals and accidentals	Identifies extensive melodic and harmonic icons		
	Rhythm	Identifies basic note/rest values with prompts	Identifies basic note/rest values independently	Identifies note/rest values, meter, ties and dots idependently	Identifies note/rest values, meter, ties, dots and triplets independently	Identifies extensive rhythmic icons		
	Expressive elements	Basic written expressive elements sounded as a result of prompts	Basic written expressive elements sounded independently	With few exceptions, written expressive elements are sounded independently	Written expressive elements are sounded consistently and independently	Exressive elements are sounded exceptionally		

Tips for Objective Observation

- Factual and objective - write exactly what you saw
- Someone who was not present should be able to read your notes and figure out what happened.
- Focus on interactions.
- Write down quotes
- Describe the setting, materials used, and what can be seen in the space.

Learning for Action

Alternative Methods

Focus Groups

Objectives

- **Focus groups are a fast and effective way to elicit information and perspectives from a variety of key informants simultaneously**

- **Focus groups are an important tool in program development, as they provide the contextual information necessary for a program that meets the needs of the population in focus.**

Effective Focus Group Should Consist of ...

- Six to twelve people
- Individuals who are similar in at least one way or more
- A guided, well facilitated discussion on a clearly defined topic
- Clear intention to gather information on the participants opinions of the aforementioned topic

Things to Consider...

Members of each focus group should share commonalities amongst one another.

The goal should be to build in enough variation amongst the participants where there can be contrasting ideas but not so much variation that participants are inhibited and defer to those they perceive to be more experienced or knowledgeable

The participants in each focus group should feel as if their opinions are equal with their counterparts.

Facilitators / Moderators

- Interacts informally with participants before and after the focus group
- Looks at participants when they are talking
- Uses non-verbal communication techniques
- Demonstrates empathy and positive regard for participants
- Has working knowledge on the topic
- Restrains from expressing personal views

Who Measures a Program's Success?

HIGH

POWER

Keep Satisfied

Participants

Funders

Program Facilitators

Manage Closely

Community Members

Caregivers

Monitor

School Admin

School Faculty

Keep Informed

Program Managers

CBO Directors/Board

LOW

LOW   **INFLUENCE**   HIGH

What Is a Community Advisory Board?

Community advisory boards (CABs) are composed of community members who share an identity, geography, history, language, culture, or other characteristic or experience and convene to contribute community voice to an initiative, program, policy, or project.

-Tools and Resources for ProjectBased Community Advisory Boards Community Voice and Power Sharing Guidebook Diane Arnos, Edward Kroll, Emma Jaromin, Hannah Daly, and Elsa Falkenburger October 2021

What Is a Community Advisory Board?

CAB is the primary vehicle through which the community shares local knowledge and lived experience, ensuring the work is guided by a robust understanding of the community and by relevant data that can lead to more effective research, programming, and policymaking.

Community Advisory Committee

Evaluation Toolkit

-Tools and Resources for ProjectBased Community Advisory Boards Community Voice and Power Sharing Guidebook Diane Arnos, Edward Kroll, Emma Jaromin, Hannah Daly, and Elsa Falkenburger October 2021

Why is stakeholder involvement important?

- **Reduces stakeholders' distrust and fear of evaluation**
- **Increases stakeholders' awareness of and commitment to the evaluation process**
- **Increases chances the evaluation findings will be used**
- **Increases credibility of evaluation findings**

Amplify Voices & Sharing the Mic

AFTER-SCHOOL PROGRAM

The CBO should decide how often the advisory board should meet.

Meeting objectives should be to assess stakeholder interests and concerns, identify roles and share next steps.

Primary Stakeholders

- PARTICIPANTS
- FUNDERS
- CBO PROGRAM FACILITATORS

Secondary Stakeholders

- CAREGIVERS
- SCHOOL ADMIN
- SCHOOL FACULTY

Tertiary Stakeholders

- COMMUNITY MEMBERS
- CBO MANAGERS
- CBO DIRECTORS/BOARD

How Will a Stakeholder Advisory Board Improve Program Evaluations?

Involve stakeholders in key activities throughout the planning and implementation of the evaluation.

- Identifying and prioritizing program activities that need to be evaluated.
- Overcoming resistance to evaluation and identifying the benefits.
- Developing evaluation questions that are grounded in the perceptions, experiences, and interests of stakeholders.
- Selecting appropriate and acceptable evaluation methods.
- Reviewing evaluation findings and making program recommendations.
- Disseminating and using evaluation findings for program improvement.

How might we ensure that our program level set expectations with schools?

- **Share an MOU with the school(s)**

- **Visit classrooms and learn curricular agendas so you can create complementary activities for after school. Create student portfolios to show parents and teachers what the students are doing in the program.**

- **Communicate clearly and often to school day teachers, school staff, and after school program staff as well as parents about the policies and practices of the program.**

Measuring Success and Improving Your After-School Program

In what ways might we show to funders that the community is vested in the program?
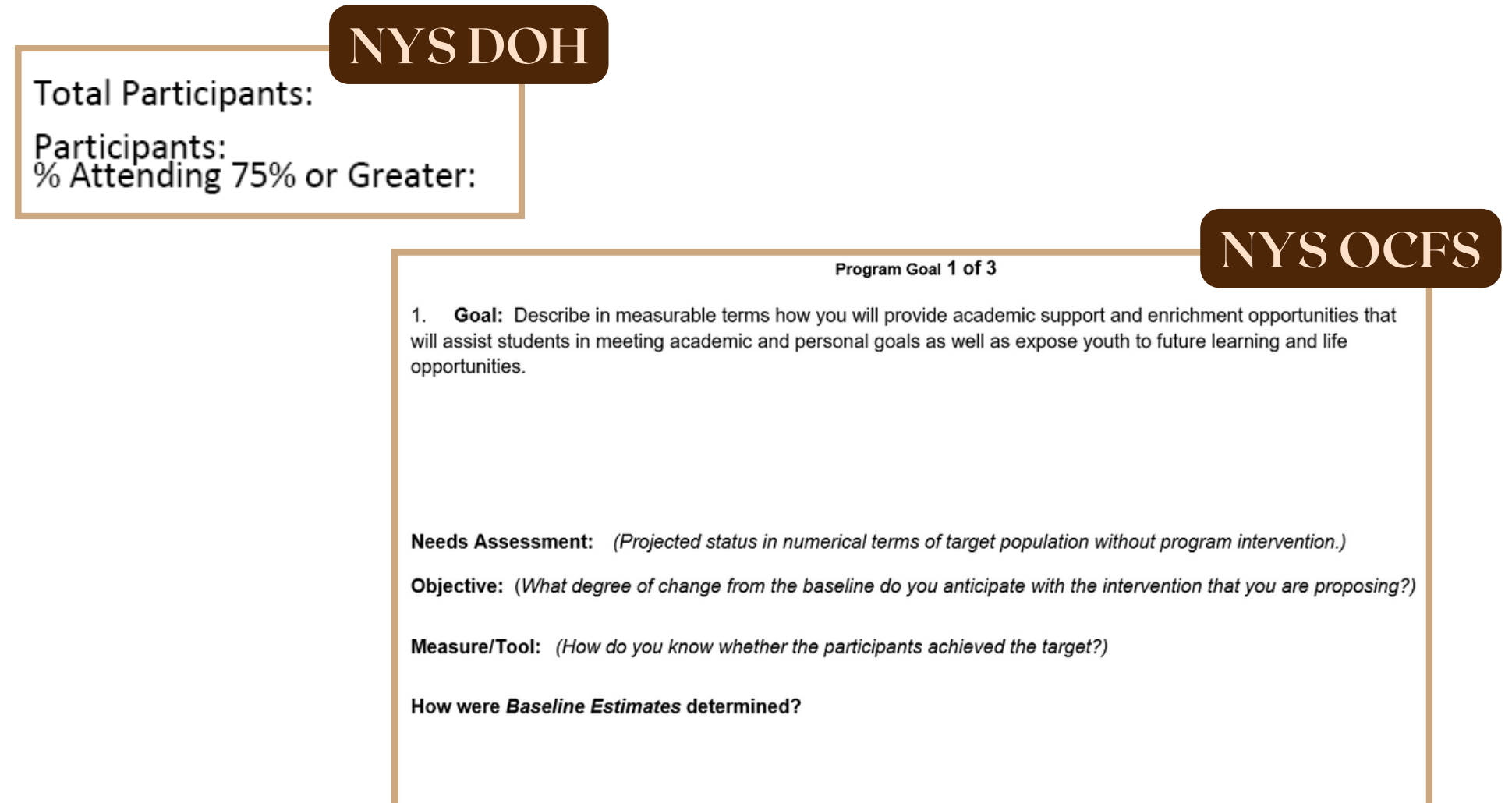
- **Use the minutes from CAB meetings to reflect the "rose, thorn, buds" of the program(s)**

- **Share the suggestions and ideas that stakeholders share in meetings to grow programming and to ask for more funding**

Measuring Success and Improving Your After-School Program

Conclusion

Impact on Funding

Make sure your evaluation toolkit fits the needs of your current funders, and the funders you **want to have.**

For many of our agencies, government granted funds make up a critical portion of our budgets. Make sure you are tracking the outputs you know you need:

NYS DOH

Total Participants:

Participants:
% Attending 75% or Greater:

NYS OCFS

Program Goal **1 of 3**

1. **Goal:** Describe in measurable terms how you will provide academic support and enrichment opportunities that will assist students in meeting academic and personal goals as well as expose youth to future learning and life opportunities.

Needs Assessment: *(Projected status in numerical terms of target population without program intervention.)*

Objective: *(What degree of change from the baseline do you anticipate with the intervention that you are proposing?)*

Measure/Tool: *(How do you know whether the participants achieved the target?)*

How were *Baseline Estimates* **determined?**

trust-based philanthropy

- Recognizes the power imbalance between funders and grantees, and works to actively rebalance it
- What kind of impact reporting do these funders ask for?

trust-based philanthropy

Thousand Currents

asks their grantees one question in annual reports - **What would you like us to know about your work and what has happened in your organization over the past year?**

Your observations + rubric could demonstrate that youth interacted more with each other at the end of your program; your focus group could give insight to a programmatic change that they enjoyed; your community board could have strengthened relationships with other agencies so resources are better shared.

ROBERT STERLING CLARK FOUNDATION

asks their grantees questions on a call that grantees are NOT expected to prepare for ahead of time. **How does your organization assess its performance? What does your Board care most about when it comes to assessing organizational performance?**

thank you!