



Improving Health Through Data and Evaluation

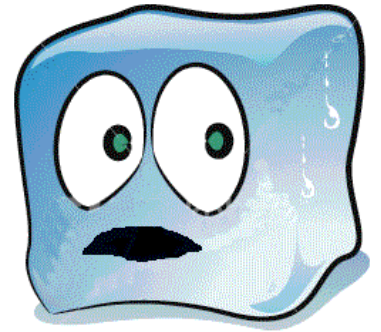
Unit I: Organizational Learning and
Evaluation Readiness

Sponsored by: The California Wellness Foundation

Opening Comments

- Thank you
- Thank you to the Family Resource and Referral Center
- Housekeeping
- Introductions
- A brief training overview
- Review of the folder
- Question cards

Ice-Breaker



- Make an analogy between the tool that you have and data and evaluation.
- How can your tool represent data and evaluation?



Evaluation: A Discipline for Greatness

- “Greatness, it turns out, is largely a matter of conscious choice, and discipline.”
- Issue one: Defining “Great” – Calibrating Success Without Business Metrics
- “It doesn’t really matter whether you can quantify your results. What matters is that you rigorously assemble evidence – quantitative or qualitative – to track your progress.”
(Jim Collins, Good to Great and the Social Sector)

...and for Effectiveness

Key Skill Number One:

The Ability to Manage by Facts

“Without the facts, without the data, it is almost impossible for organizations to be effective.”

-Rosabeth Moss Kanter

Speaking at the 2007 Center for Effective Philanthropy Conference

What is capacity building?

- Refers to the activities that help an individual, group, organization, or community define and realize goals or perform more effectively.
- The ability of nonprofit organizations to fulfill their mission in an effective way.

Capacity defined...

- Involves knowledge, skills, and problem-solving and decision-making capabilities, as well as resources, supports and structures.

Evaluation capacity building?

- Involves the activities and processes that help create, strengthen, and sustain evaluation capacities of individuals and communities.

Why build capacity?

- Enhance organization's ability to collect, process, and analyze data
- Contributes to an organization's ability to learn
- Provides greater clarity about goals, objectives, strategies, activities, and expected outcomes
- Etc.

Evaluation defined

- Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object (i.e. program, policy, technology, person, need, activity, etc.)

Some myths about program evaluation

- Many people still react to the notion of conducting program evaluations with fear or distaste.

Myth 1: Evaluation is a complex science. I don't have time to learn it!

- No! It's a practical activity. If you can run an organization, you can surely implement an evaluation process!
- And, it really can be rewarding for the organization and enjoyable for staff.

Myth 2: It's an event to get over with and then move on!

- No! Outcomes evaluation is an ongoing process. It takes months to develop, test and polish—however, many of the activities required to carry out an outcomes evaluation are activities that you're either already doing or you should be doing.
- An example of this would be tracking participation in a program.

Myth 3: Evaluation is a whole new set of activities - we don't have the resources!

- No! Most of these activities in the outcomes evaluation process are normal management activities that need to be carried out anyway in order to evolve your organization to the next level.
- An example of this would be completion rate or success rate and the question, is the program working?

Myth 4: There's a "right" way to do outcomes evaluation. What if I don't get it right?

- No! Each outcomes evaluation process is somewhat different, depending on the needs and nature of the nonprofit organization and its programs. Consequently, each nonprofit is the "expert" at their outcomes plan. Therefore, start simple, but start and learn as you go along in your outcomes planning and implementation.

Myth 5: I always know what my clients need – I don't need outcomes evaluation to tell me if I'm really meeting the needs of my clients or not.

- One doesn't always know what their clients needs are – outcomes evaluation helps with this process. Outcomes evaluation sets up structures in your organization so that you and your organization are very likely always focused on current needs of your clients.

So, what is program evaluation?

- “Program evaluation is the careful collection of information about a program or some aspect of a program in order to make necessary decisions about the program.”

- *McNamara, 2006*

Why might program evaluation be helpful?

- Sometimes providers rely on their own instincts or passions to conclude what clients might need.
- Improve service delivery mechanisms.
- Verify that you are doing what you think you are doing.
- Use of data for public relations and program promotion.
- Examine the potential of program duplication in a different location.

Self Reflection

- Strategies for engaging staff in program evaluation
- Why am I evaluating?
- Assessing the benefits of evaluation
- Barriers and Facilitators to evaluation

How good should your evaluation be?

- As you evaluate programs you want to follow the standards and best practices of evaluation.

Professional standards that have been established within the field of evaluation:

- Utility
- Feasibility
- Propriety
- Accuracy

Utility

- Serve the information needs of intended users

Feasibility

- Be realistic, prudent, diplomatic, and cost-effective.

Propriety

- Act legally, ethically, and with regard for the welfare of those involved and those affected.

Accuracy

- Reveal and convey technically accurate information.

Five principles that guide the practice of evaluators:

- In addition to the standards, there are five principles that guide the practice of evaluators.
 - Systematic inquiry
 - Competence
 - Integrity/Honesty
 - Respect for people
 - Responsibilities for the general and public welfare

Systematic Inquiry

- Evaluators conduct systematic, data-based inquiries that adhere to the highest standards, explore strengths and shortcomings, and communicate the approaches and methods used.

Competence

- Evaluators provide competent performance for stakeholders.

Integrity/Honesty

- Evaluators ensure the honesty and integrity of the entire evaluation process.

Respect for People

- Evaluators respect the security, dignity, and self-worth of the respondents, program participants, clients, and other stakeholders with whom they interact.

Responsibilities for the General and Public Welfare

- Evaluators articulate and take into account the diversity of interests and values that may be related to the general and public welfare.

Definitions

- **Anonymity** - assurance that no one, including the researchers, can link data to a specific individual.
- **Confidentiality** - Assurance that any identifying information acquired through the evaluation will not be released or included in any way.
- **Ethical Behavior** – actions that conform to moral and professional standards of conduct.
- **Ethics** – “principles of morality, particularly those dealing with the right or wrong of an action” [Newman and Brown (1996), p. 20].
- **Privacy** – a person’s interest in controlling the access of others to self.
- **Professional standard** – a principle mutually agreed on by people engaged in a professional practice (such as an evaluation), that, if met, will enhance the quality and fairness of that professional practice.
- **Informed consent – Letting** respondents know about the reason for the survey. Discussing the voluntary nature of surveys, skipping questions, and stopping the survey at any time.

Break



Defining Evaluation Within a Cultural Context

- Ponder an item from your own ancestry
 - Pair up and discuss this item
 - The important of silence when listening to your partner
 - Discussion
-
- Building Evaluation Capacity – Preskill and Russ-Eft

Cultural Competence Activity

- What does it mean to be culturally competent when evaluating?
 - In terms of
 - Inputs
 - Process
 - Outcomes
 - Knowledge (short-term)
 - Behaviors (intermediate)
 - Attitudes (long-term)
- If you say that you are culturally competent, what knowledge or skills should you possess?
- What influence does culture have on evaluating outcomes?
- Why should you care about culture?

Cultural Competence

- “a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.”
[Cowels (2005)]

Cultural Considerations Activity

1. How might each of the following participant characteristics affect how you design and implement your evaluation?

- Language
- Age
- Abilities: mental, physical, social
- Male-female interactions, communication styles, family relationships, decision-making styles
- Attitudes to conflict
- Concept of time
- Approaches to knowing and ways of knowing

Cultural Considerations Activity

2. What do the following data collection methods assume about the respondent?

- Written questionnaire
- Mailed survey
- Email survey
- Web survey
- Observations
- Interviews

Cultural Considerations Activity

3. How might you make the following data collection more culturally sensitive?

- Written questionnaire
- Mailed survey
- Observations
- Interviews

Lunch Break



"Man, I got the Only-A-Half-Hour-For-Lunch-
And-The-Salmon-Ain't-Jumping Blues."

When data goes wrong...



"Miss Johnson, would you mind ordering me another computer? And you can cancel that call to tech-support."

Ways to make your evaluations more culturally sensitive

1. Examine your own biases and attitudes about their probable origins.
2. During the early stages of planning the evaluation, take time to explore the cultures and any cultural issues that might affect your evaluation.
3. Educate yourself about the cultural groups in your program and/or evaluation. Listen to people tell their stories, ask questions, read, and learn.
4. Engage members of the cultural groups to participate in the design and implementation of the evaluation or in an evaluation advisory group. Incorporate diverse perspectives and opinions.
5. Be flexible in your choice of evaluation design and data collection methods.

Ways to make your evaluations more culturally sensitive

6. Remember that evaluation may take more time if you need to build trusting relationships with new groups.
7. Remember that evaluation may take more time if you need to build trusting relationships with new groups.
8. Reject the myth of color blindness. Everyone is touched by race. It shapes how others see you and how you see yourself.
9. Recognize that the culture you belong to – your own identity group – affects your perspectives and behavior. Culture is who you are. This is true for everyone you meet, including program participants and stake holders.

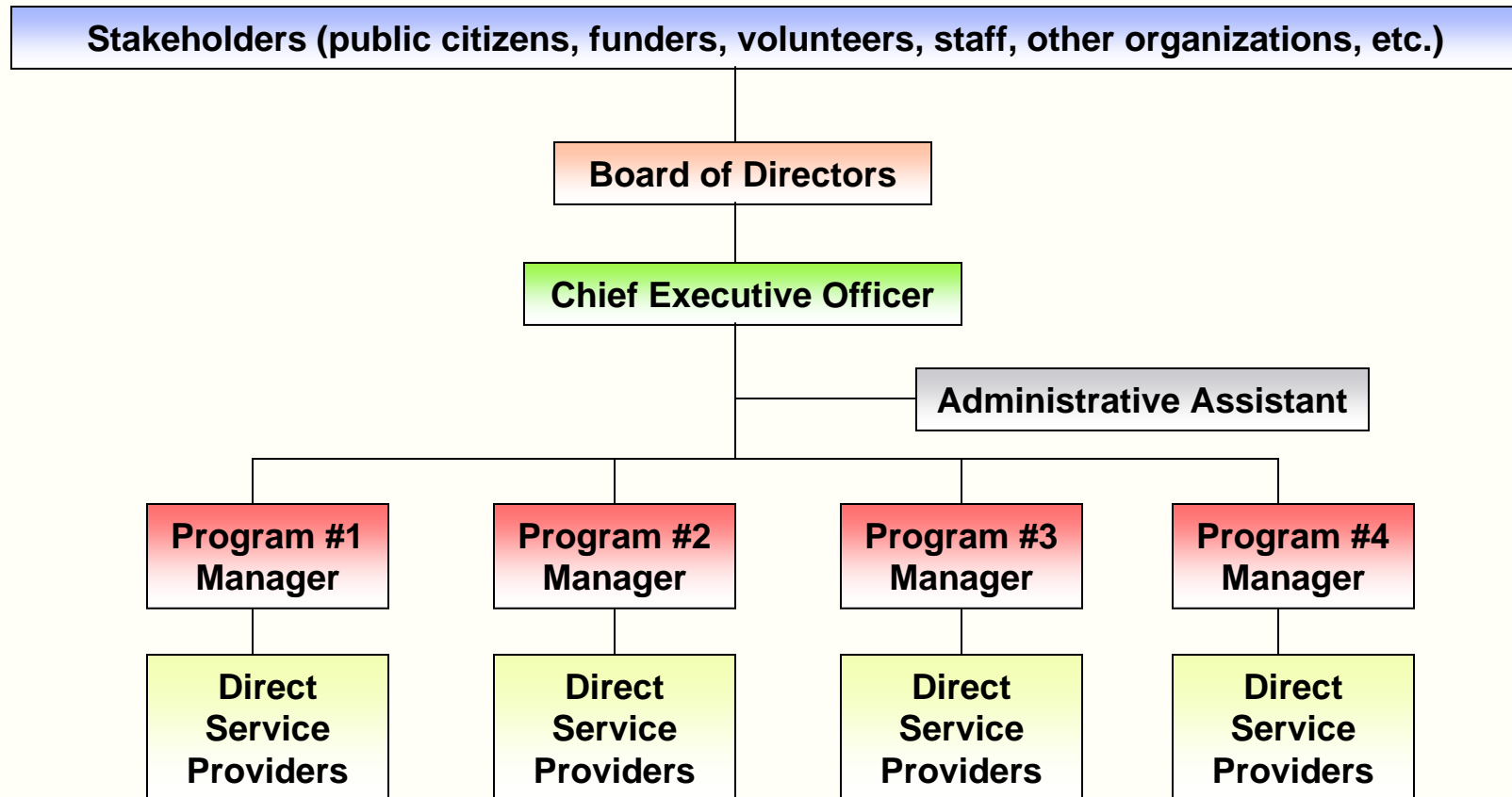
Ways to make your evaluations more culturally sensitive

10. Work with others who differ in race, ethnicity, orientation, abilities, etc. in order to broaden and develop our own perspectives.
11. Engage in self-reflective thinking and writing to better understand your own culture in order to better understand others.
12. Don't assume that one way, or your way, is better.
13. Always be respectful.
14. Avoid jargon and exclusive language and behaviors.
15. Demystify evaluation.
16. Other strategies...

Evaluation and Frameworks

- Strategic plan
- Organizational chart
- Organizational logic model
- Theory of change
- Program logic model
- Evaluation plan

Organizational Readiness: Flow Chart

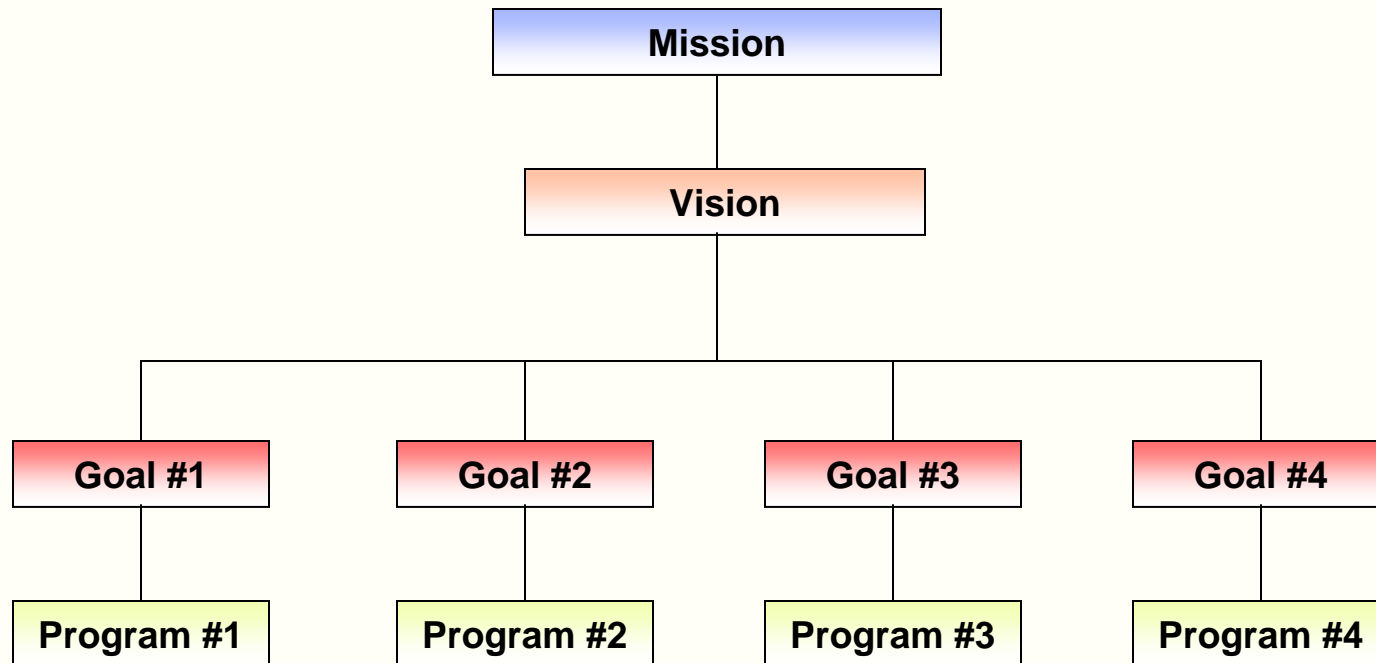


Source: From Carter McNamara. *A Field Guide To Nonprofit Program Design, Marketing and Evaluation* (4th ed.). Minneapolis, MN: Authenticity Consulting, LLC, 2007. (p. 13)

Organizational Readiness: Logic Model

- An illustration of an organization to give you an idea about what the organization is about, what it wants to do, and how it plans to accomplish those goals.

Organizational Readiness: Logic Model



Theory of change

“A theory of change is a description of how and why a set of activities – be they part of a highly focused program or a comprehensive initiative – are expected to lead to early, intermediate, and long-term outcomes over a specified period.”

(Anderson, 2000)

Theory of change, continued

- A theory of change is an articulation of the conditions and interventions needed to bring about a desired outcome or set of outcomes.
- Typically presented as an easy-to-access, at-a-glance graphic that depicts relationships among components
- Generally most useful for organizations or initiatives (as compared to individual programs)
- Theories of change can include:
 - Assumptions, beliefs
 - Evidence/research
 - Contextual factors
 - Issues addressed
 - Purpose and guiding principles
 - Mission, vision, and/or values
 - Preconditions
 - Strategies
 - Expected change and impact

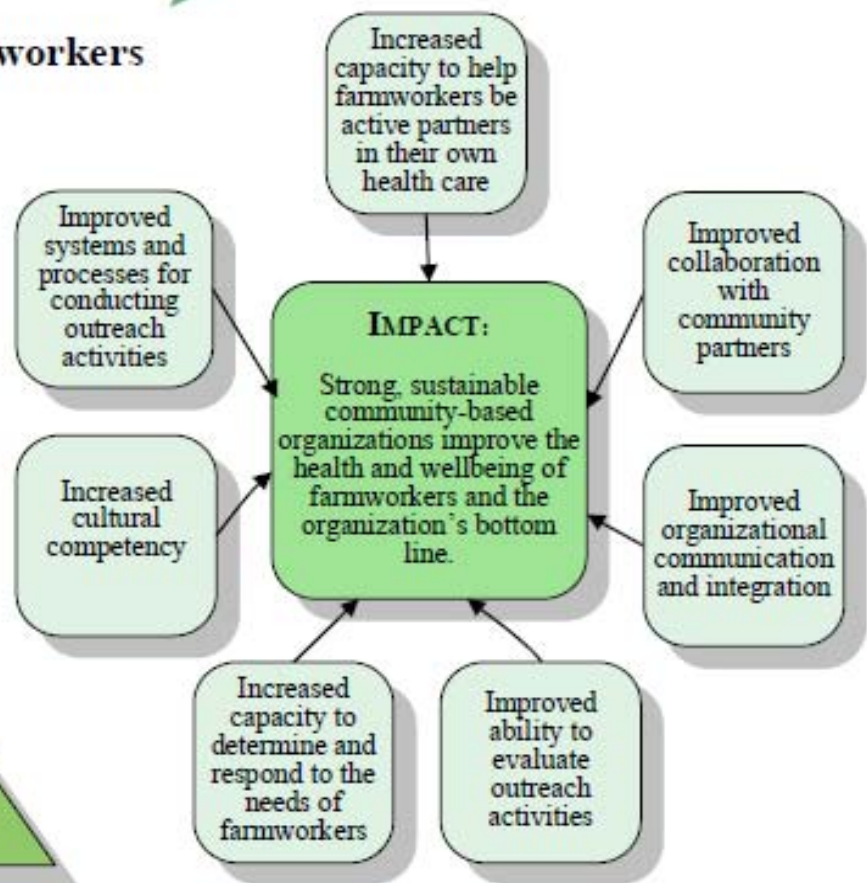
Theory of change, continued

- A theory of change as a communication tool
 - Communicates your strategic plan with a results-based orientation
 - Makes explicit what we know what we hold implicitly
 - Identifies what is within, and outside of, your control
 - Illustrates coherence across programs in an organization

Theory of Change: Improving the Health & Wellbeing of Farmworkers

FARMWORKER HEALTH SERVICES, INC.

PURPOSE:
To build the capacity of community-based organizations in order to improve the health and wellbeing of farmworkers.



FHSI PHILOSOPHY:

- FHSI believes that the solutions to organizations' most difficult challenges already exist within their local communities and that building capacity, knowledge, and strong community connections enables them to address challenges head-on.
- FHSI believes in meeting organizations at their starting point and working within their unique context.
- FHSI believes that outreach fulfills a critical need to increase access to health and social services and decrease health disparities for farmworkers.
- FHSI believes that effective outreach helps organizations to meet their mission *and* their "margin," ensuring that people-centered service delivery models respond to genuine business necessities.



Athletic Energy Deficit Prevention Project Theory of Change

WHO IS AFFECTED

Young female athletes, including young and active girls, ages 10-18 who may become at risk for athletic energy deficit syndrome.

THE NEED

A significant percentage of young female athletes are at risk for athletic energy deficit (AED) syndrome, putting them in danger of a lifetime of bone health issues.

Limited Nutritional Intake

[Intentional or unintentional behaviors that result in inadequate nutrient and energy intakes relative to energy needs]



Energy Deficits

[High levels of energy expenditure that exceed limited nutrient and energy intakes]



Suppressed Physiological Functioning

[Processes essential for growth, development, bone and reproductive health, and optimal performance]

THE DESIRED IMPACT

To encourage a generation of young female athletes to be strong, healthy, and competitive for a lifetime. The AED Prevention Project aims to improve bone acquisition and reduce other complications that result from athletic energy deficit syndrome and poor nutrition.

STRATEGIES

Young Female Athletes

- Involve girls in health education clubs, focus groups, and the media to help inform message development
- Launch an Ambassador Program of young athletes who have recovered from AED to share their experiences and serve as spokeswomen
- Promote positive role models who communicate the connection between good nutrition, menstruation, and performance
- Create websites and other tools to help support girls

Families and Coaches

- Develop guides to serve as practical tools on how to recognize the syndrome and intervene
- Promote nutrition, training & healthy development for young female athletes
- Disseminate messages to emphasize the importance of normal onset of menses and regular cycles
- Encourage parents and networks of coaches to become advocates for healthy training regimens and nutrition

Healthcare Providers

- Enhance pre-participation physicals to include questions focused on AED
- Physicians provide education and encourage girls to identify and address any menstrual irregularities, particularly if menstruation does not begin by age 15.

OUTCOMES

Young Female Athletes will:

- Have normal menstrual cycles and reduced incidence of poor bone development, stress fractures, and early onset osteoporosis
- Understand and embrace the importance of a healthy diet and adequate food intake for growth and bone development, reproductive function and optimal athletic performance
- Utilize their families, coaches, and physicians as positive support systems
- Educate the public about athletic energy deficit

Families and Coaches of young female athletes will:

- Use provided tools to recognize risk factors and promote healthy behaviors
- Understand that menstrual abnormalities, especially the absence of menstruation upon reaching 15 years of age, may be a possible sign that AED syndrome might be present in a competitive girl athlete
- Participate in the solution as AED prevention advocates and assist young female athletes to balance nutrition, energy intake, exercise/training and rest

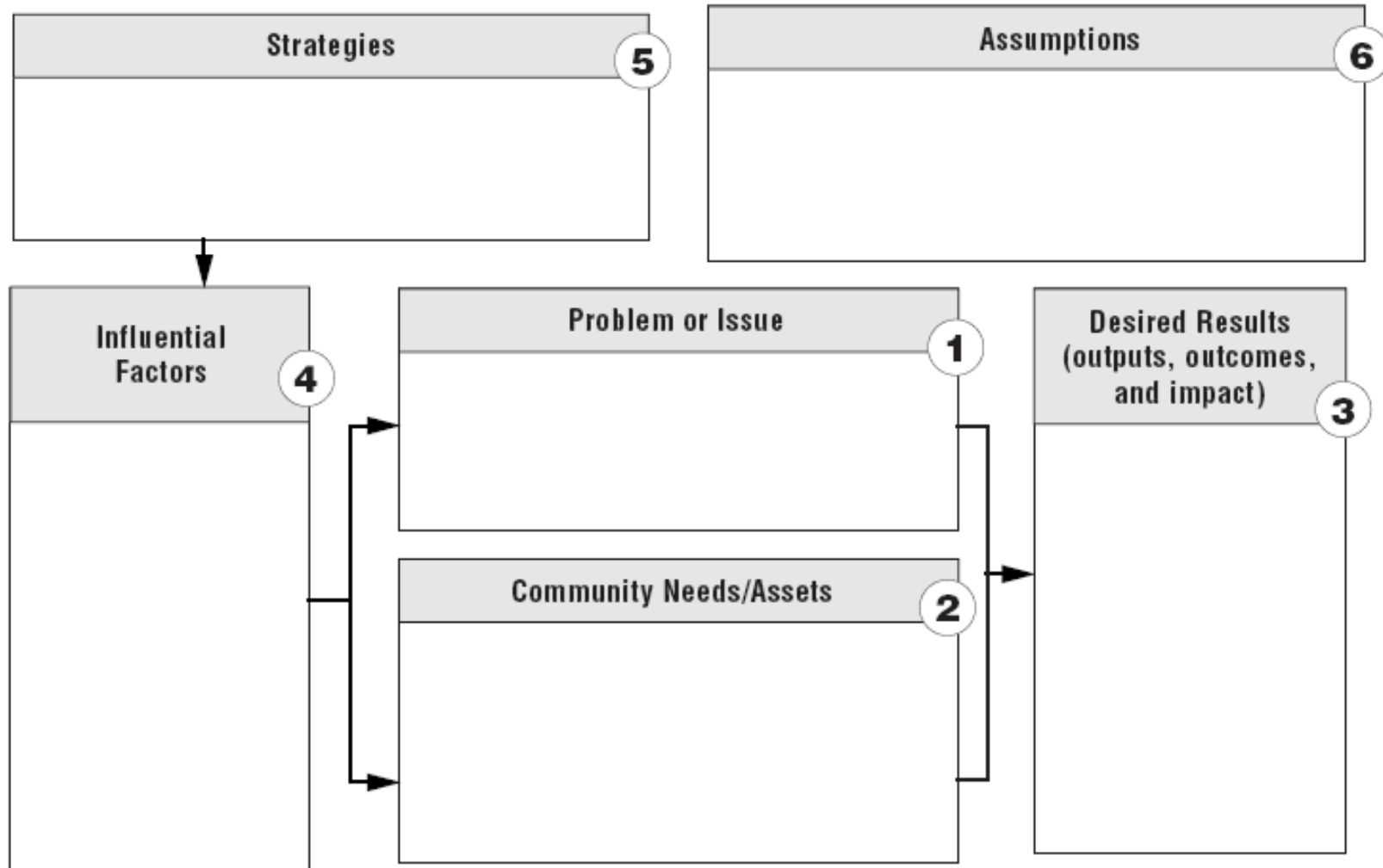
Healthcare Providers will:

- Translate science into action to ensure an evidenced-based educational campaign
- Take an active role in educating active young females about healthy eating behaviors, good nutrition, exercise, and body image
- Provide ongoing monitoring of young athletes and take action when risk factors are present

KEY MESSAGES

- The Athletic Energy Deficit Prevention Project translates the science behind the AED syndrome into action through strategies that encourage awareness, prevention, early intervention, and appropriate treatment.
- Delaying menstruation can delay growth. Delaying normal growth more than 2 years can suppress the development of strong, healthy bones. Strong bones prevent fractures that put health and athletic performance at risk.
- With the right amount of exercise, balanced nutrition, energy intake, and rest girls can develop regular menstrual cycles and strong bones – the prescription for a competitive edge today and for the future.
- The Athletic Energy Deficit Prevention Project works with partners to support athletic performance and competitive advantage while promoting the healthy development of young female athletes for a lifetime.

Theory of change template



Break



Review: Logic Models



"It may be a model, Captain, but it's highly illogical."

What is a logic model?

“...state-of-the-art tool to program planning, evaluation, and improvement.”

-W.K. Kellogg Foundation Logic Model Development Guide

“...a picture of how your program works...”

-W.K. Kellogg Foundation Evaluation Handbook (1998)

“...a road map of your program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved.”

-W.K. Kellogg Foundation Evaluation Handbook (1998)

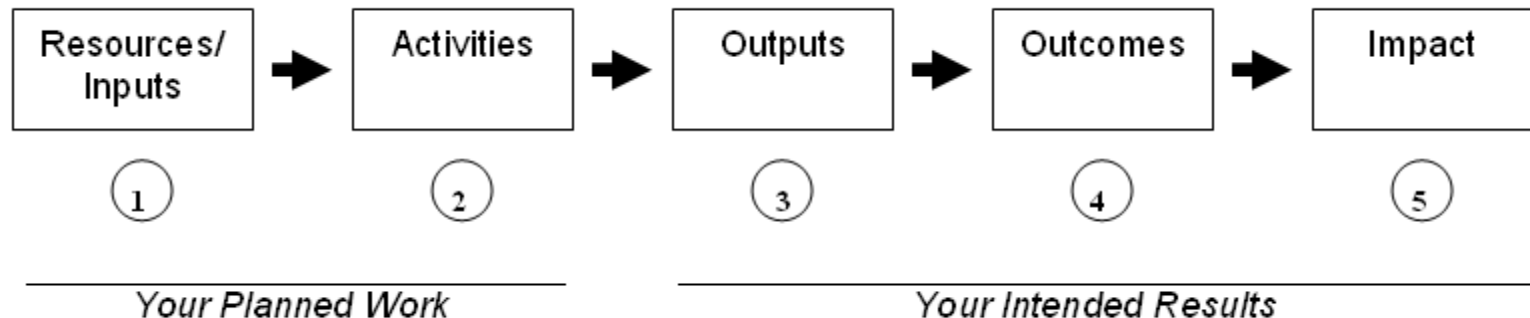
Logic Models

- Communicates a results-based orientation by identifying how activities lead to short-, medium-, and long-term outcomes
- Clarifies the intermediate steps along the path to achieving long-term, large-scale impacts by outlining the small steps along the path
- Can be used to identify what is within your sphere of influence and what you will hold yourself accountable to for measurement by providing a framework that is comprehensive in theory but around which parameters can be placed to set and manage expectations
- Lays the groundwork for developing an evaluation plan, which includes the components of a logic model plus indicators and methods of measurement

Source: Adapted from W.K. Kellogg Foundation (2004). *Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide*. Battle Creek, MI: W.K. Kellogg Foundation.

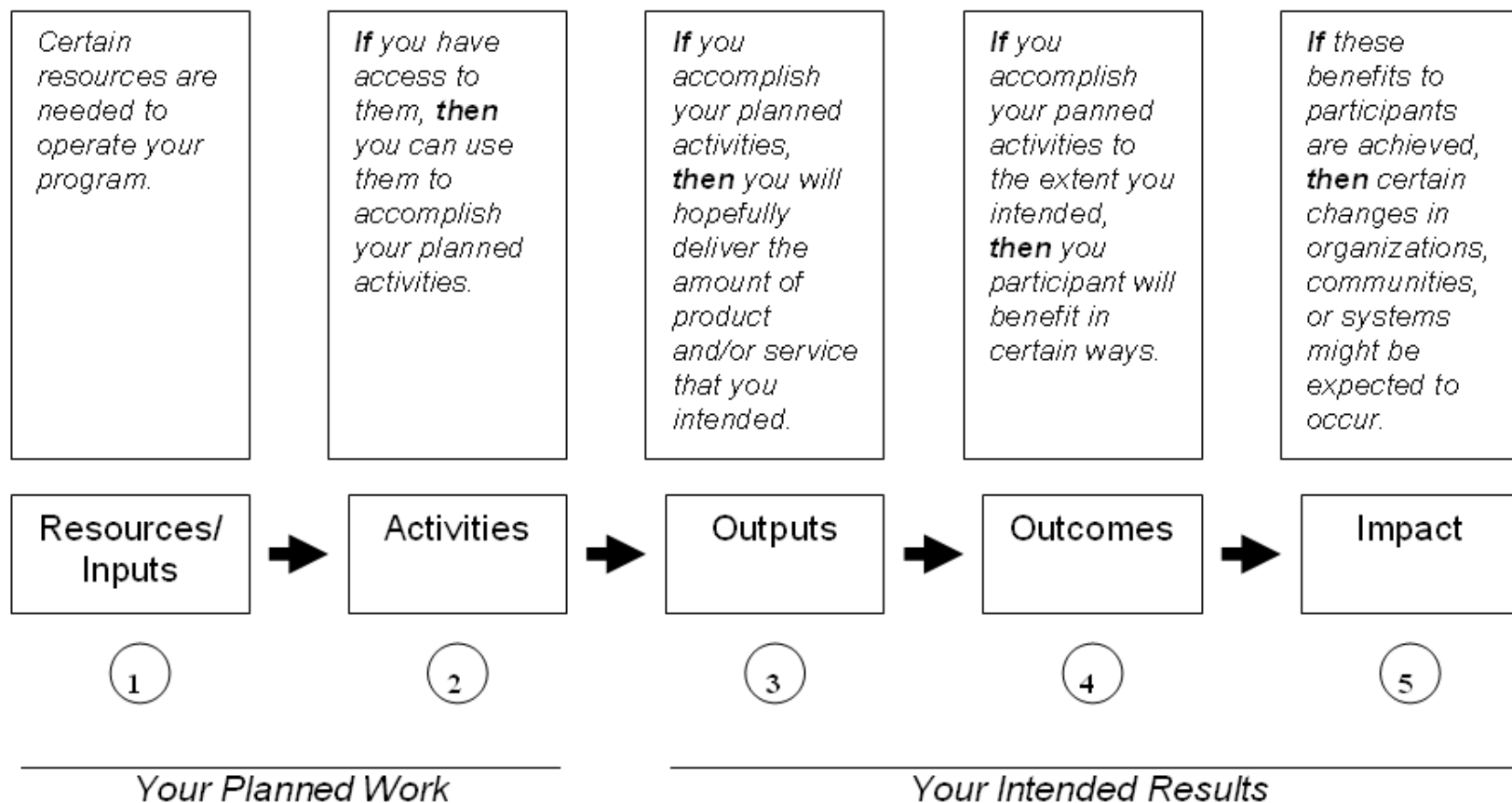
Basic Logic Model

The most basic logic model is a picture of how you believe your program will work. It uses words and/or pictures to describe the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve.



Source: From W.K. Kellogg Logic Model Development Guide. (p 1).

How to “Read” a Logic Model



Source: From W.K. Kellogg Logic Model Development Guide. (p 1).

Logic Model Value

Most of the value in a logic model is in the process of creating, validating, and modifying the model... The clarity of thinking that occurs from building the model is critical to the overall success of the program.

Source: From W.K. Kellogg Foundation Evaluation Handbook (1998). (p 43).

Logic Model Purpose

The purpose of a logic model is to provide stakeholders with a road map describing the sequence of related events connecting the need for the planned program with the program's desired results.

“You can't do ‘good’ evaluation if you have a poorly planned program.”

-Beverly Anderson Parsons (1999)

Why Use A Logic Model?

“If program planners don’t have any hypotheses guiding them, their potential for learning from the initiative is low, and the program is probably in trouble.”

-Connie Schmitz and Beverly Anderson Parsons (1999), *Everything You Wanted to Know About Logic Models but Were Afraid to Ask*

- The visual representation of the master plan in a logic model is flexible, points out areas of strength and/or weakness, and allows stakeholders to run through many possible scenarios to find the best.
- In a logic model, you can adjust approaches and change courses as program plans are developed.
- Ongoing assessment, review and corrections can produce better program design and a system to strategically monitor, manage, and report program outcomes throughout development and implementation.
- Effective evaluation and program success rely on the fundamentals of clear stakeholder assumptions and expectations about how and why a program will solve a particular problem, generate new possibilities, and make the most of valuable assets.

Source: From W.K. Kellogg Foundation Logic Model Development Guide. (p 5).

Logic Models Strengthen the Case for Program Investment

Program Elements	Criteria for Program Success ¹	Benefits of Program Logic Models ²
Planning and Design	Program goals and objectives, and important side effects are well defined ahead of time.	Finds "gaps" in the theory or logic model of a program and work to resolve them.
	Program goals and objectives are both plausible and possible.	Builds a shared understanding of what the program is all about and how the parts work together.
Program Implementation and Management	Relevant, credible, and useful performance data can be obtained.	Focuses attention of management on the most important connections between action and results.
Evaluation, Communication, and Marketing	The intended users of the evaluation results have agreed on how they will use the information.	Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation.

¹ Wholey, J.S., Hatry, H.P., & Newcomer, K.E. (Eds.). (1994). *Handbook of Practical Program Evaluation*. San Francisco: Jossey-Bass Publishers

² Barley, Z., Philips, C., & Jenness, M. (1998). *Decoding Program Logic Models*. Workshop presented at the Annual Meeting of the American Evaluation Association, Chicago, IL, November, 1998.

Source: From W.K. Kellogg Logic Model Development Guide. (p 6).

Developing a Program Logic Model Requires a Simple Image and a Straightforward Approach

*A picture **IS** worth a thousand words. The point of developing a logic model is to come up with a relatively simple image that reflects how and why your program will work.*

Doing this as a group brings the power of consensus and group examination of values and beliefs about change processes and program results.

Source: From W.K. Kellogg Logic Model Development Guide. (p 7).

Logic Models Reflect Group Process and Shared Understanding

“...a logic model developed by all stakeholders – program staff, participants, and evaluators – produces a more useful tool and refines program concepts and plans in the process.”

Source: From W.K. Kellogg Logic Model Development Guide. (p 7).

Other Logic Model Examples

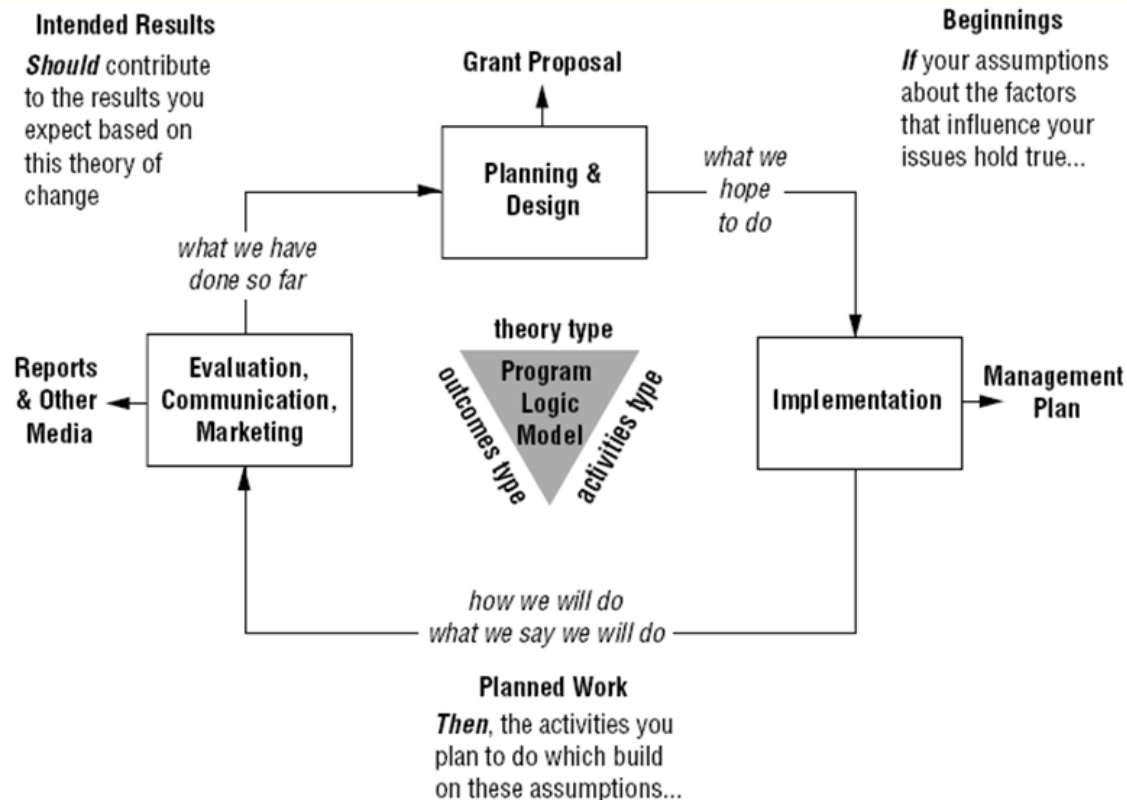
Most logic models are more complex and fall into one of three categories:

1. Theory Approach Model (conceptual)
2. Outcome Approach Model
3. Activities Approach Model

Types of Logic Models: Emphasis and Strengths

A program is a theory and an evaluation is its test. In order to organize the evaluation to provide a responsible test, the evaluator needs to understand the theoretical premises on which the program is based.

-Carol Weiss (1998). (p. 55).



Source: From W.K. Kellogg Logic Model Development Guide. (p 9).

Types of Logic Models: Emphasis and Strengths

■ **Program Design and Planning**

- *A logic model serves as a planning tool to develop program strategy and enhance your ability to clearly explain and illustrate program concepts and approach for key stakeholders, including funders.*

■ **Program Implementation**

- *A logic model forms the core for a focused management plan that helps you identify and collect the data needed to monitor and improve programming.*

■ **Program Evaluation and Strategic Planning**

- *A logic model presents program information and progress toward goals in ways that inform , advocate for a particular program approach, and teach program stakeholders.*

Source: From W.K. Kellogg Logic Model Development Guide. (p 5).

Basic Logic Model Development Template

Resources	Activities	Outputs	Short- & Long-Term Outcomes	Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will conduct the following activities:</i>	<i>We expect that once completed or under way these activities will produce the following evidence of service delivery:</i>	<i>We expect that if completed or ongoing these activities will lead to the following changes in 1-3 then 4-6 years:</i>	<i>We expect that if completed these activities will lead to the following changes in 7-10 years:</i>

Developing a Basic Logic Model for Your Program

Outcomes and Impacts should be **SMART**

- **Specific**
- **Measurable**
- **Action-oriented**
- **Realistic**
- **Timed**

Program Evaluation

- Effective program evaluation does more than collect, analyze, and provide data. It makes it possible for you – program stakeholders – to gather and use information, to learn continually about and improve programs that you operate in or fund.

Using Your Logic Model to Plan for Evaluation

Benefits of Formative and Summative Evaluation Questions ³

Formative Evaluation – Improve	Summative Evaluation – Prove
Provides information that helps you improve your program. Generates periodic reports. Information can be shared quickly.	Generates information that can be used to demonstrate the results of your program to funders and your community.
Focuses most on program activities, outputs, and short-term outcomes for the purpose of monitoring progress and making mid-course corrections when needed.	Focuses most on program's intermediate-term outcomes and impact. Although data may be collected throughout the program, the purpose is to determine the value and worth of a program based on results.
Helpful in bringing suggestions for improvement to the attention of staff.	Helpful in describing the quality and effectiveness of your program by documenting its impact on participants and the community.

Source: Adapted from W.K. Kellogg Foundation (2004). *Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide*. Battle Creek, MI: W.K. Kellogg Foundation.

Remember: Like Programs, Logic Models Can Change Over Time

- As a program grows and develops, so does its logic model.
- A program logic model is merely a snapshot of a program at one point in time; it is not the program with its actual flow of events and outcomes.
- A logic model is a work in progress, a working draft that can be refined as the program develops.

From the Logic Model to an Evaluation Plan

- Identification of indicators and methods
 - Identify indicators – how you will know it when you see it – for each component to be evaluated
 - Process indicators
 - Outcomes indicators
 - Brainstorm or compile a long list of indicators from the literature and funders' strategic plans to facilitate finding common ground with the funder
 - Prepare a table or graphic that links activities with process indicators and outcomes with outcome indicators

From the Logic Model to an Evaluation Plan, continued

Outcome	Data Collection Time Point	Indicators (Data Collected)	Method	Data Collection Process
<ul style="list-style-type: none"> Outcome 1 	<ul style="list-style-type: none"> Post-training (short-term) 	<ul style="list-style-type: none"> Overall satisfaction with the training and facilitators Rating of how well training met objectives Rating of relevance of training's topics Retrospective assessment of changes in knowledge/skills 	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> Administer paper survey upon completion of training with all participants
<ul style="list-style-type: none"> Outcome 2 	<ul style="list-style-type: none"> 3 to 6 month follow-up (medium-term) 	<ul style="list-style-type: none"> Rating of training's usefulness Applications of training topics to participants' work 	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> Administer electronic survey 3 to 6 months after training date with all participants
<ul style="list-style-type: none"> Outcome 3 	<ul style="list-style-type: none"> Annual-basis (long-term) 	<ul style="list-style-type: none"> Most useful aspects of the training Challenges with implementing practices 	<ul style="list-style-type: none"> Focus group 	<ul style="list-style-type: none"> Conduct annual focus group(s) with a sample of past 76 participants

Evaluation plan activity

Outcome	Data Collection Time Point	Indicators (Data Collected)	Method	Data Collection Process

Using Evaluation for Sustainability Planning

How can the work be sustained?

- Is the needs still present?
- Detail your successes
- Tell the story of those that are still affected
- Explain why your strategy is critically important
- Evaluation and Sustainability
 - Consider evaluation needs at the beginning of program planning
 - Ensure use of evaluation findings in sustainability decision-making
 - Trend data is important in sustainability efforts
 - Include qualitative data
 - Center for Civic Partnership

Using Evaluation for Sustainability Planning, continued

- Prioritizing your evaluation needs
 - External stakeholders/funders
 - Matching intended beneficiaries with program goal
 - The importance of internal drivers
 - Mission, vision, strategic plans
 - What are you trying to change/improve
 - Tailored message for all of the above
 - Funders: Funding objectives
 - Beneficiaries: Speak directly to that community
 - Internal drivers: Celebrate successes
- Current picture
 - Efforts to continue
 - Funding end date
 - Pending items/upcoming events
 - Center for Civic Partnership

Sustainability Activity

Sustainability Planning

Current Programs/Projects	Funding End Date	Pending Items/Upcoming Events

Recommendations

- Build a culture of inquiry and evaluative learning across the organization, with modeling and tone setting from leadership
- Develop your theory of change and logic model(s)
- Be proactive: communicate about and share your evaluation frameworks (e.g., in grant applications)
- Resist and work through common barriers
 - It won't be rigorous enough unless it meets the gold standard of research
 - Our work is so unique, there are no measures out there that will work for us
 - We can't afford to focus on anything other than mission work, especially now.
 - Evidence based practice, practice-based evidence

Recommendations, continued

- Discuss connections among evaluation, strategy, marketing, and fundraising activities
- Prioritize building your organization's evaluative capacity!
- Claim your full outcomes
 - While meeting the long-term, conditional outcomes might not be fully feasible or measurable or may take quite some time to accomplish, it is critical to be able to track all that you are doing that logically connects with the path to those long-term outcomes.
- Ahead of the curve, ahead of the train

A review

- Framework
- Standards and Ethics
- Cultural Competency
- Evaluation Plan

Closing comments

- Questions
- Closing comments
- Next steps



**Thank you for
attending!**

See you at the
individual trainings!

Thank you Family
Resource and
Referral Center!