COMMUNITY IMPACT & OUTCOME MEASUREMENTS

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BEGIN WITH THE END IN MIND

“One of the greatest mistakes is to judge policies and programs by their intentions rather than their results.”

Milton Friedman

IMPACT: CHANGED LIVES-CHANGED CONDITIONS

A FORCEFUL COMING TOGETHER OF THINGS
bump, collision, concussion, crash, impingement, jar, jolt, lounce, kick, shock, slam, smash, strike, wallop
blow, buffet, hit, knock, punch, rap, slap, thump;
bashing, battering, bludgeoning, clobbering, hammering, lambasting, licking, pounding, pummeling
thrashing; contact, encounter, meeting, touch

THE POWER TO BRING ABOUT A RESULT ON ANOTHER
Why, what and how we measure

Why we measure .....  
If you ......

• do not measure outcomes, you cannot tell success from failure
• cannot see success, you cannot reward it
• cannot reward success, you are probably rewarding failure
• cannot see success, you cannot learn from it
• cannot recognize failure, you cannot correct it
• can demonstrate results, you can win public support

Source: Adapted from Osborne & Gaebler 1992

What Is Currently Measured in Your Organization?

• What do you currently measure? There’s no need to reinvent the wheel. Many organizations collect data from their Web sites, customer or constituent surveys, and other sources that can form the basis of ongoing measurement.

• Are you measuring “process” or “outcomes”? Process focuses on what you do and how well you do it; outcomes identify the difference you make. This distinction is an important step toward confirming your vision of success and developing key indicators that reflect progress toward that vision.
What Are You Evaluating?

Think about what you are evaluating. Is it a start-up initiative? Ongoing services? Outcomes for program participants? The effectiveness of management functions such as internal communications, public relations, fund development, or governance. Use different types of evaluation and different tools depending on what you want to evaluate.

Why Are You Evaluating?

Why are you evaluating certain programs, activities, processes? Being clear about why and what you are evaluating will help you figure out how to evaluate it.

✓ Is it to find out if the activities are helping clients/customers/learners?
✓ To inform future planning?
✓ To understand better how an initiative got off the ground?
✓ To find out if activities are having an overall impact?
✓ To understand the impact of the activities on the agency?
Each of these questions gives rise to a different type of evaluation process.

Who Is Your Target Audience?

How you package the findings of the evaluation will change depending upon the audience it is intended to reach. Is the evaluation:

✓ Internal to a team or department?
✓ For the staff of an organization?
✓ For the management team?
✓ For beneficiaries/customers?
✓ For the entire agency?
✓ For funders?
✓ For the general public?
Nonprofit Systems: Priority Areas for Evaluation

1. Programs and Services
2. Staff Leadership/Management
3. Staffing
4. Governance/Board
5. Administrative Systems/Operations
6. Finances and Fund Development
7. Marketing/Community Awareness

Mission Critical Evaluation

- Is the information you collect mission-critical? Some information is easy to quantify but ultimately says little about what you really accomplish as an organization. To avoid overwhelming staff with excessive “bean counting,” narrow your scope to what’s truly important — and relatively easy to obtain.

- Can you attribute your outcomes to your work? Your mission is likely aimed at a long-term objective, such as improving the lives of people in your community. But what are the short-term goals that you hope to achieve first? For example, think about how your work increases awareness through education, promotion, or advocacy.
WE MEASURE TO EVALUATE OUTCOMES

OUTCOMES EVALUATION

• Examines IMPACTS/BENEFITS to the recipients (clients) – as a result of programs
• Looks at PROGRAMS as SYSTEMS

Basics of Outcomes Evaluation

In resource-scarce organizations
• 20% effort should generate 80% results
• Keep it simple, stupid
• Start small and grow
• Ready, aim fire!

You do not need to be an expert!!!

DISPELLING THE MYTHS

Evaluation is
• A normal management activity necessary to evolve the organization
• A practical activity not a complex science
• An ongoing process not a one-off
• Unique to each organization, program
• A means to focus meeting needs
• NOT strictly quantitative, numerical
Sustaining an Organization-wide Evaluation System

ORGANIZATIONAL GOAL FOR OUTCOMES EVALUATION:
• Establish evaluation SYSTEMS
• Build evaluation competencies and capacity
• Deepen thinking: analytical, data driven
• Link programmatic actions to outcomes and performance

Design an Evaluation System

1. GETTING READY
• Choose a program/process (or a part of...)
• Evaluation as part of program management involves:
  - Resource allocation
  - Introducing and building new capacity
• Define/clarify roles, responsibilities, protocols
• Aim for consistency, continuity, replicability
Choose a Program/Process.....

Teen parents increase their level of education

STRATEGIES
- Increase the number of teen parents who access GED programs
- Increase access to support services for teen parents

TACTICS
- GED preparation Workshops
- Tutoring Support (Peer) Groups
- Mothers Mentoring (Teen) Mothers
- Forum with educators/influencers on teen parents in educational system

CHOOSING OUTCOMES
- Outcomes are short, medium AND long-term
- Outcomes determine what success looks like – progress determined by indicators (outputs)
- Outcomes are not directly measured only reported on
- What to consider when identifying outcomes:
  - Strategic priorities (what is the IMPACT we seek)
  - What resource/capacity constraints
  - Building a participatory and consultative process

Program Goal:
What the program is intended to achieve
- This program is intended to increase the level of education of teen parents

Program Objectives
The translation of individual program goals into manageable procedures
Elements in choosing outcomes

**Resources/ Inputs**
The tools, materials, conditions and people that will facilitate the optimal execution of the program or project

- STAFF
- VOLUNTEERS (SKILLS)
- MONEY
- TIME
- SUPPLIES
- SPACE/ TECHNOLOGY

**Elements in choosing outcomes**
The specific steps in implementing the program

Teach GED courses. Workshops might include planned course curriculum:
- What will be covered in the workshops
- The teaching materials that will be used
- Who the speakers will be and how they will be selected
- Whether refreshments will be served; if so, by whom
- How funds will be spent most cost-effectively
- How success will be evaluated and reported

**Elements in choosing outcomes**
The ways in which the inputs are used to fulfill the purposes of the program

The outputs of this program are the workshops and lectures.
Elements in choosing outcomes

The projected results of adhering to the program or project procedures

How to develop outcomes

- Well-planned program should produce the expected outcomes.
- The evaluation process will indicate what should be modified or eliminated.
- Valid outcomes are critical to the sustainability of effective programs

Elements in choosing outcomes

- Wider impact of program on community and the organization.
- Knowledge of community and familiarity with program participants.
- Research in the discipline in which program operates to estimate the broader, indirect, longer-term impact of the program, as well as its sustainability.
SELECTING INDICATORS

Indicators are quantitative AND qualitative variables that provide simple yet reliable means to monitor achievement.

Better to be approximately correct than precisely wrong

- In 2014, area X had the highest rate of teen pregnancy in the county
- In 2014, there were no GED programs for teens in area X
- In 2014, local schools made no provision for teen parents to continue their education

SELECTING INDICATORS

Outcomes
Increase the number of teen parents who access GED programs and support services

Indicators
• Baselines determined by OUTCOMES and INDICATORS
• Identify & use existing data sources
• ID data collection methods
• Conduct pilots

Baselines

- Number of participants in x period
- Quiz to evaluate quality of curriculum
- Survey of participants (pre and post)

Indicators
• Number of tutors trained for program
• Consistency of participants over x period
• Replicability
• Quality of tutoring (Surveys, interviews)

Forum with educators/influencers on teen parents in educational system

Conducted by partners?

- Number of schools with parent programs
- Change in % of teens completing GED courses
- Policies on prevention and support to youth parents
- Quality of support

GED Workshops

Mothers Tutoring (Teen) Mothers

Forum with educators/influencers on teen parents in education system

Conducted by partners?
SELECTING INDICATORS

OUTCOMES

1. Number of participants in x period
2. Quiz to evaluate quality of curriculum
3. Survey of participants (pre and post)
4. Number of tutors trained for program
5. Consistency of participants over x period
6. Replicability
7. Quality of tutoring (surveys, interviews)
8. Number of schools with GED programs for teen parents
9. Increase in # of teen parents who receive GED
10. Policies on educational access and support to youth parents
11. Quality of support

GETTING DATA/INFO

For each indicator, identify info collection method

- Is it practical, realistic?
- How much will it cost?
- Who will do it? When? How?
- Is there a potential partner with expertise?

Data collection methods:

- Questionnaires, interviews, surveys,
- Document review, quantitative comparisons,

Selecting Methods of Evaluation

1. Quantitative evaluation methods: Uses data collection and statistical methods to produce numerical values to describe the outcome of a program or project.

2. Qualitative evaluation method: Used to produce narrative description of activities, processes, and outcomes often based on observation and interviews.
Selecting Methods of Evaluation

3. **Sampling:** Draws information from a representative or random portion of a total population to make judgments about the whole.

4. **Testing:** Measures an individual's acquired skills. Often administered pre and post participation.

5. **Observation:** Observing activities and reporting on progress. Can use qualitative and quantitative measures.

6. **Document Analysis:** Involves the review and compilation of certain records and materials, i.e. intake and exit interviews and other documents.

7. **Anecdotal Method:** Informal assessments by a group, such as program staff, volunteers etc. that has begun to see or feel a trend that has not yet been documented. Often used to determine when to do a needs assessment.

8. **Surveys:** Can be performed face-to-face, telephone, self-administered, electronic questionnaires.
   - Should be as short as possible, simple, neutral language with clear directions
   - Closed end questions, (yes or no) as much as possible, guard against leading questions
   - Leave as little as possible to interpretation by those being surveyed
TESTING/ PILOTS

The pilot phase is to
• Identify and improve the problems
• Establish recording and reporting methods
• Refine roles, responsibilities, continuities

ANALYZING/ REPORTING

• Seek expertise to help translate data
• (ALWAYS RETAIN COPIES OF DATA)
• Numerical data:
  – Tabulate, rank, rate, compare, graph; etc.
• Comments:
  – Categorize, theme, identify trends, patterns, gaps
• Share reports with key stakeholders for feedback.
  This is a collaborative exercise
• Make recommendations, conclusions

Think About It..

“True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information.”

Winston Churchill

“Fears cannot be banished, but it can be calm and without panic; it can be mitigated by reason and evaluation.”

Vannevar Bush