Measuring Impact
Program Evaluation
Training Objectives

- Explain why measurement is important.
- Define process and outcome measures.
- Demonstrate how to use a framework to measure.
- Identify appropriate measurement methods.
- Apply learning to community programs.
Doing is easier than measuring

What are your fears and misperceptions about measuring?
Measuring Program Outcomes

• Is what you are doing working?
• How do you know it is working?
• Under what conditions does it work best?
Why Measure?

- To clearly show your program’s contribution to the community and how it makes a difference in people’s lives
- To establish a concrete, definitive indication of the impact of your work
- To obtain continued funding
- To address increased scrutiny of community benefit as an indicator of nonprofit status
- To be good stewards of your charitable resources
Why Measure? (continued)

- There is a clear need to document and improve the quality of care provided to vulnerable populations.
- Data will help track progress and develop additional effective programs.
- Effective measures allow you to report performance across the population you serve and compare your performance over time.
What Is Measurement?

- Part of your real work, not separate from your work
- A thread running through all that you do to achieve your mission, plan your programs and meet community needs
- Not extra work at the end of your project
- Put in place beforehand to help run your programs
What Is Measurement? (continued)

Measurement gives you a tool to

- Learn and grow
- Understand why you succeed
- Tell your story better

“Don’t measure anything unless the data help you make a better decision or change your actions.”
What to Measure

- You do your work. When you evaluate how well you do your work, it is called **Process**.
- Your work has results. When you evaluate the results of your work, it is called an **Outcome**.
What to Measure

• Process: how well you do what you do. The means to an end.

• Outcomes: the results of what you do. The endpoint of your work.

• Indicator: specific items of data that are tracked to measure how well a program is achieving an outcome.
Example

A youth development program creates internship opportunities for high school youth.

- **Process**: the number of youth you provided with internships
- **Outcome**: when youth develop expanded views of their career options
- **Indicator**: number and/or percent of youth who list more careers of interest to them at the end of the program than they did at the beginning of the program
If or Then Statements

- The if-then statement contains information between the work you do (process) and the result (outcomes) it will have.

- **If** questions will give you information about how to improve your projects and assess the quality of your work.

- **Then** questions look at the effect of your work and give you information about results.
Examples

• If you teach problem solving, peer mediation and conflict resolution skills in middle school, then you will create a stronger ethic of nonviolence at your school and fewer incidents of bullying.

• **Process**: tracks how many teachers and students receive training and how it is incorporated into school activities

• **Outcome**: decreased incidents of violence and/or bullying; create a system to reward students who are peacemakers

• **Indicator**: measures feelings of safety among parents, students and staff
How to Measure

• Planning
• Asking
• Tracking
• Learning
• Using
Planning

• Stand where you are now, and look forward.
• Plan how you will keep records from now on.
• Incorporate measurement at the start of every new program.
• Measurement will be your ongoing feedback mechanism.
• Choose what you want to examine or measure.
Planning Steps

• 3 System-wide Goals
  - Sacred encounters
  - Perfect care
  - Healthiest communities

• 5 Key Priorities
  - Access to care
  - Mental health
  - Weight and fitness
  - Quality of life – education
  - Affordable housing

• 13 Programs
Asking the Right Questions

• Identify what you really want to know and what you want to see change over time.

• Set goals that are specific, measurable, attainable, relevant and time-limited.

• Set goals that are directly related to your organization and your program.

• Discover what information you are already collecting and for what reasons.
Asking Steps

• Set goals that focus on process (your work) and outcomes (desired results). Look at the relationship between what you do and what you hope will happen as a result.

• Ask what you really want to know. You don’t have to measure everything.

• If you want to look at what you do you can measure what you offer, how you deliver it or how you can best sustain it and expand it. (Process)

• If you want to look at what the community is doing, what changes or actions do you hope will occur? How can you better determine how your work affects what your clients do, think or gain from you? (Outcome)
Tracking Information

• Look at your existing sources of information.
• Be as objective as possible.
• Draw conclusions, and don’t be afraid to make program adjustments as a result.
Tracking What You Do (Process)

- Review your internal records.
- Gather feedback from staff and key volunteers.
- Look at how what you do compares to best practices.
- Compare what you are doing to what you said you would do.
Tracking Process - Examples

• Count the meetings you hosted, the exhibits you presented and the rallies you have organized.

• Count the participants engaged in a program and the number of times they attend.

• Document the number and type of services you offered.
Tracking What the Community Does as a Result (Outcome)

• Track behaviors that are changing as a result of your work.

• Tracking what the community does involves asking questions that determine if clients are growing, progressing, acting, succeeding, changing, responding.

• Tracking involves participant interviews, surveys, observations, and tracking events, actions and developments related to the area you are trying to influence.
Tracking Outcomes - Examples

- Decrease risk factors.
- Change behaviors – unhealthy behaviors decrease, healthy behaviors increase.
- Gain knowledge.
- Increase awareness.
- Increase compliance.
- Learn new skills.
- Change attitudes and beliefs.
Writing a Good Process or Outcome Objective - SMART

- Specific
- Measurable or observable
- Achievable or reachable
- Meaningful and important
- Time bound
Learning and Using

• Create a process for incorporating measurement results in ongoing work.

• Collaborate with staff and stakeholders to help identify what your results mean and what the implications may be.

• Share successes and areas that need improvement so everyone can learn from what you are doing.
Learning From the Information You Gathered

- Use the information. This is where learning occurs.
- Organize the information. Keep your measurement goal in mind as you review your information to keep focused.
- Draw conclusions. Is there information that is particularly surprising or significantly different from what you expected? What is reassuring about what you learned?
Using the Information You Gathered

• Your results will feed directly into your planning for next year.
• Use results to make your case.
• Plan your next move.
• Gain perspective.
• Identify the resources needed.
When and Where to Use Your Results

- Decision making at staff meetings
- Annual planning
- Budgeting
- Identifying skills needed in new hires and for training of staff
- Show-and-tell moments to funders, annual reports, board and community meetings, public education, policy advocacy efforts
Measurement Methods

• Identify data sources.
• Design data collection methods.
• Pretest your collection methods and procedures.
Identify Data Sources

- Records
- Specific individuals
- Public
- Trained observers
- Tests and measurements
Methods to Track Information

- **Count** (number of attendees or participants)
- **Observe** (visit, watch, document)
- **Conduct interviews, focus groups or debriefings** (have one-on-one conversations with individuals or small groups)
- **Conduct surveys** (use information from mailings, forms or phone calls)
- **Review agency records** (reports, statistics, minutes)
Decide Which Method to Use

- What information do you need?
- Who will you get the information from?
- How many people or other data sources do you need to answer your questions?
- When do you need to collect it?
- Who will conduct the data collection?
Who Are Your Stakeholders?
(Who do you want to collaborate with to get information?)

- The people you are currently serving
- Key supporters of your clients
- The people you could be serving but are not yet reaching
- Your program partners
- Community groups
- Staff and board, volunteers
Establish a Baseline

- The baseline is the standard by which you will measure all subsequent changes implemented by your program.
- What is the extent or intensity of the problem?
- Determining the baseline measure is the first phase, followed by implementation of your program and follow-up that measures the results of your program.
- Did the baseline change because of your work?
Design Data Collection Methods

- Decide how you will obtain data from identified sources.
- Create data collection instruments.
- Develop procedures for how the instruments will be used.
- Assign responsibility for data collection and tracking.
# Data Collection - Examples

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program participants</td>
<td>Self-administered survey</td>
</tr>
<tr>
<td>School scales</td>
<td>Weekly weigh-ins</td>
</tr>
<tr>
<td>Youth participants</td>
<td>Self-report on daily activity checklist</td>
</tr>
<tr>
<td>Teachers</td>
<td>Observation reported on weekly record</td>
</tr>
<tr>
<td>Parents</td>
<td>Recording daily food intake on babies’ “healthy baby” checklist</td>
</tr>
<tr>
<td>Education sign-in sheets</td>
<td>Attendance at monthly sessions</td>
</tr>
</tbody>
</table>
Develop Data Collection Procedures

• At what milestones should data be collected?
• Who is considered a participant?
• Include all participants or only a sample?
• Who will collect the data?
• How will confidentiality be protected?
• How will participants be informed about the data collection process?
Pretest Data Collection Instruments and Procedures

- Purpose of pretesting is to uncover problems while the work is still in the draft stage:
  - Wording and content of tools
  - Response categories – use of other or no answer
  - Instructions
  - Layout and format
  - Length of time required to complete
  - Test data entry and analysis of findings
Track and Collect Data

- Assign responsibility to monitor and track the data collection process.
- Develop a log for monitoring the flow of data from source to data monitor.
- Develop procedures for monitoring data collection.
- Develop procedures to maintain confidentiality.
- Review the quality of data received.
References


• Work Group for Community Health and Development at the University of Kansas. (2014). *Community Tool Box*. [http://ctb.ku.edu](http://ctb.ku.edu)