

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

Data Source	Data Collection Method
Program participants	Self-administered survey
School scales	Weekly weigh-ins
Youth participants	Self-report on daily activity checklist
Teachers	Observation reported on weekly record
Parents	Recording daily food intake on babies' "healthy baby" checklist
Education sign-in sheets	Attendance at monthly sessions

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.

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