A Community of Learners
For Your Evaluation Needs

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Overview of the Presentation

I. Definitions & Our Philosophy

II. Activities for Building...
   • Evaluation Capacity
   • A Community of Learners

III. Take-Home Tools
Definitions and Our Philosophy
“The systematic collection of information about the activities, characteristics and outcomes of program use by specific people to reduce uncertainties, improve effectiveness and make decisions with regard to what those programs are doing and affecting.”


Or, a method for finding out what happened & why…
Approach Makes a Difference

Proactive vs. Reactive
Evaluation as an Add-On

Strategic Planning
- Organizational assessment
- Needs assessment
- Organizational planning
- Program planning

Program Implementation
- Fundraising
- Financial management
- Facility planning
- Marketing & communication
- Human resource development
- Program development
- Management
- Governance / leadership
- Legal

Evaluation?
Ongoing Evaluation for Organizational Learning

Strategic Planning
- Organizational assessment
- Needs assessment
- Organizational planning
- Program planning

Program Implementation
- Fundraising
- Financial management
- Facility planning
- Marketing & communication
- Human resource development
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- Legal

Learning
Evaluation
A *Community of Learners* is an approach to organizing stakeholders to engage in a *collaborative* process in order to *build capacity* to evaluate for *learning* and *continuous improvement*. 
Building a Community of Learners

ELT

Department / Program

Organization / System
Expanding Community of Learners

Stakeholders
1. Systemic Integration
2. Critical Mass
3. Pilot Group
4. Evaluation Leadership Team

Time

Evaluation capacity

Organizational growth
### Value of CoL Approach to Evaluation

<table>
<thead>
<tr>
<th>Traditional evaluation</th>
<th>Community of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed and implemented by a few</td>
<td>Designed collaboratively</td>
</tr>
<tr>
<td>Problem centered</td>
<td>Focused on strengths and/or solutions</td>
</tr>
<tr>
<td>Report card</td>
<td>Organizing tool</td>
</tr>
<tr>
<td>External accountability</td>
<td>Internal planning and decision making</td>
</tr>
<tr>
<td>Low stakeholder involvement</td>
<td>High stakeholder involvement</td>
</tr>
<tr>
<td>Imposition on those being evaluated</td>
<td>Owned by all stakeholders</td>
</tr>
<tr>
<td>Passive learning</td>
<td>Active learning</td>
</tr>
<tr>
<td>Focused on the past</td>
<td>Future oriented</td>
</tr>
<tr>
<td>Periodic</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Consequences</td>
<td>Lessons</td>
</tr>
</tbody>
</table>
Activities for Building...

- Evaluation Capacity
- A Community of Learners
Determining Readiness
Readiness Factors

- Have strong organizational leadership
- Have strong project managers
- Have receptive staff
- Conduct periodic organizational assessments and needs assessments
- Use data to make organizational and program decisions
- Have board buy-in and familiarity with evaluation
- Have some form of MIS/data management
- Have strong administrative support
- Engage constituents in planning efforts
- Have strong external relationships
- Acquire diversified and sustainable funding
- Have knowledge of how to use research
- Have evaluation history and knowledge
- Have clear information needs
- Have staff job security and low staff turnover
## Evaluation Readiness Exercise

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree (0)</th>
<th>Disagree (1)</th>
<th>Agree (2)</th>
<th>Strongly Agree (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have strong organizational leadership</td>
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<td>Have clear information needs</td>
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<td>Have staff job security and low staff turnover</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Evaluation Readiness Results

<table>
<thead>
<tr>
<th>Score</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 – 45 pts.</td>
<td>What are you waiting for? You are in a <strong>solid</strong> position to dive in.</td>
</tr>
<tr>
<td>25 – 34 pts.</td>
<td>You are ready to go, though it never hurts to fine tune some key areas to ensure success.</td>
</tr>
<tr>
<td>16 – 24 pts.</td>
<td>Some capacity exists, though we recommend additional investment in readiness in some strategic areas.</td>
</tr>
<tr>
<td>15 pts. or below</td>
<td>Wait! Examine areas that need to be built to support evaluation efforts. Evaluation without additional planning would not be prudent.</td>
</tr>
</tbody>
</table>
Steps to Evaluate
Common Steps In Evaluation

1. Identifying and organizing the decision-makers
2. Determining who will conduct, participate in, and be the audience for the evaluation

3. Developing a **logic model**
4. Stating the **evaluation questions** and **indicators**
5. Developing the **evaluation workplan**, including the evaluation methods, tools, and tasks

6. Gathering, analyzing, and interpreting the data
7. Using the evaluation findings
Steps 1 – 2

- Identifying and organizing the decision-maker
- Determining who will conduct, participate in, and be the audience for the evaluation
Identify Evaluation Leadership Team

- Executive Director
- Program Leadership
- Board Member(s)
- Evaluators

Evaluation Leadership Team
Take a few minutes to identify who might be on your organization’s evaluation leadership team.

1. Who makes decisions with regard to your organization’s programs and services?
2. Who understands and uses data in your organization?
3. Who is interested in participating in evaluation?

Board Members: ________________________________
Executive Director: ________________________________
Program Leadership: ________________________________
Department Leaders: ________________________________
Others: ________________________________
Roles and Responsibilities

Take a few minutes to identify your staff’s and/or organization’s evaluation capacity.

1. Expertise: Who knows and understands data?
2. Experience: How have data been collected/analyzed in the past?
3. Culture: What data are collected and how are they used?
### Where are you in CoL stages?

<table>
<thead>
<tr>
<th>Score</th>
<th>Result</th>
<th>CoL Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 – 45 pts.</td>
<td>What are you waiting for? You are in a <strong>solid</strong> position to dive in.</td>
<td>Transformed</td>
</tr>
<tr>
<td>25 – 34 pts.</td>
<td>You are ready to go, though it never hurts to fine tune some key areas to ensure success.</td>
<td>Adapting</td>
</tr>
<tr>
<td>16 – 24 pts.</td>
<td>Some capacity exists, though we recommend additional investment in readiness in some strategic areas.</td>
<td>Emerging</td>
</tr>
<tr>
<td>15 pts. or below</td>
<td>Wait! Examine areas that need to be built to support evaluation efforts. Evaluation without additional planning would not be prudent.</td>
<td>Entry</td>
</tr>
</tbody>
</table>
### Division of Responsibilities in an Evolving CoL

#### BEGINNING

<table>
<thead>
<tr>
<th>Division of Labor</th>
<th>Consultant</th>
<th>Client</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>Consultant</td>
<td>Client</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Facilitate &amp; coordinate meetings</td>
<td>Attend meetings</td>
</tr>
<tr>
<td><strong>Design &amp;</strong></td>
<td>Create evaluation design; Manage implementation</td>
<td>React to Evaluation design</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Develop evaluation tools</td>
<td>Provide feedback on evaluation tools</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Analyze data; report results</td>
<td>Provide feedback on results of evaluation</td>
</tr>
</tbody>
</table>

#### EMERGING

<table>
<thead>
<tr>
<th>Division of Labor</th>
<th>Consultant</th>
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<tbody>
<tr>
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<tr>
<td><strong>Project</strong></td>
<td>Consultant</td>
<td>Client</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Facilitate meetings</td>
<td>Coordinate &amp; attend meetings</td>
</tr>
<tr>
<td><strong>Design &amp;</strong></td>
<td>Create evaluation design; Manage implementation</td>
<td>Contribute to evaluation design; Manage some evaluation tasks</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Develop evaluation tools</td>
<td>Offer ideas on types of tools and items within tools</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Analyze data; report results</td>
<td>Provide feedback on results of evaluation</td>
</tr>
</tbody>
</table>

#### ADAPTING

<table>
<thead>
<tr>
<th>Division of Labor</th>
<th>Consultant</th>
<th>Client</th>
</tr>
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<tbody>
<tr>
<td><strong>Consultant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>Consultant</td>
<td>Client</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Facilitate meetings</td>
<td>Manage communication process</td>
</tr>
<tr>
<td><strong>Design &amp;</strong></td>
<td>Co-CREATE evaluation design; Manage implementation</td>
<td>Co-CREATE evaluation design; Manage some evaluation tasks</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Co-Develop evaluation tools</td>
<td>Co-Develop evaluation tools</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td>Analyze data; report results</td>
<td>Assist in data analysis and reporting</td>
</tr>
</tbody>
</table>

#### TRANSFORMED

<table>
<thead>
<tr>
<th>Division of Labor</th>
<th>Consultant</th>
<th>Client</th>
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<tbody>
<tr>
<td><strong>Consultant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>Consultant</td>
<td>Client</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Attend/contribute to meetings</td>
<td>Manage communication process and facilitate meetings</td>
</tr>
<tr>
<td><strong>Design &amp;</strong></td>
<td>Create and evaluate design &amp; manage implementation</td>
<td>Provide TA in creation &amp; implementation of evaluation design</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Provide TA in creating evaluation tools</td>
<td>Develop evaluation tools</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td>Contribute to data analysis and reporting</td>
<td>Manage data analysis and reporting in/externally</td>
</tr>
</tbody>
</table>
Step 3

- Develop a Logic Model
The Logic Model

<table>
<thead>
<tr>
<th>RESOURCES/INPUT</th>
<th>STRATEGIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources needed to operate your program effectively and efficiently</td>
<td>If you have the necessary resources, then you can use them to implement the strategies</td>
<td>If your strategies are fully implemented and of high quality, then the amount of service/product will be produced</td>
<td>If you accomplish your planned strategies, then clients will benefit in certain ways</td>
<td>If these benefits to clients are achieved, then certain changes in organizations, communities or systems will occur</td>
</tr>
</tbody>
</table>

External Influences & Related Programs
The Logic Behind the Logic Model

It’s all about the pathway to change

- Individual Behavior Change (Learning / for Whom)
  - Awareness
  - Knowledge
  - Attitude
  - Motivation
  - Skills
  - Opportunity

- Organizational / Systems Change (Actions)
  - Behavior
  - Practice
  - Policies
  - Decision-making
  - Social Action

- Community Change
  - Health
  - Social
  - Economic
  - Environmental
Terms and Concepts

- **Impact**: the long-term and aggregate effect of a sustained program, service, or activity on the overall target audience.

- **Outcomes**: the short and longer-term effects of program strategies on behaviors, attitudes, knowledge, and/or perceptions (e.g., improved knowledge, motivation to apply better study skills, belief/attitude toward particular content, etc.)
**Terms and Concept**

- **Outputs**: an immediate measure of program strategy implementation (e.g., number of participants, frequency of educational opportunities, types of educational activities/events provided, etc.)

- **Program Strategies**: the specific activities, services, and/or programs that serve a particular target audience (e.g., curriculum, after-school programs, faculty, etc.)

- **Inputs**: all the resources necessary for supporting a program (e.g., money, time, expertise, experience, leverage, facilities, technology, etc.)
Case Study: Active Youth

Active Youth, an afterschool program for teens

The goal of Active Youth is to promote and support healthy and productive lives for teenagers in an urban community. Through unstructured recreational activities, structured team-based activities, and workshops for parents, Active Youth helps teens improve their physical fitness to lead a healthy and productive life. Active Youth is also a leading advocate for quality physical fitness education in the region.
# Logic Model Template

**Group Activity**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Strategies</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short Term: (Learning)</td>
<td>Medium Term: (Action)</td>
</tr>
</tbody>
</table>


Logic Model - Active Youth

Inputs & Resources
- Recreation staff skills, experience and time
- Gym facilities and equipment
- Teens’ family and friends
- Community partners and resources

Strategies
- Unstructured recreational activities
- Structured team-based activities
- Activity-based workshops for parents
- Partnership with schools and other CBOs to create space and opportunities for leisure-time physical activities

Outcomes
- Increased leisure time physical activities
- Improved physical fitness
- Increased energy level
- Increased parental involvement and support
- Improved recreational opportunities (quality and quantity) in the community

Impact
Healthy and productive teenagers

External Influences & Related Programs
Steps 4-5

- Develop an Evaluation Framework, Indicators, and Workplan
Q. How will you know if you are on the right track to achieving your outcomes?

A. Develop measures to indicate your success along the way.

Indicators or measures provide evidence that shows how:

• organizational and/or programmatic resources are of appropriate amount and quality to support the program strategies;
• program outputs are adequate for achieving the desired outcomes;
• strategies are appropriate and of high quality; and/or
• outcomes have been achieved
### How to Measure Success: Active Youth Case Study

#### What would you see?

**Outcomes**
- Participation in sports activities
- Participation in gym, YMCA, Boys Club

#### What would you hear?

- “I work out everyday.”
- “I play sports with my friends in my neighborhood.”

#### Where and how to collect information?

- Existing data - school report data on extra curricula activities
- Existing tool - The Exercise Log
- Develop a self-report survey

#### Program Quality

- Everyone had a chance to be a team leader
- Adults spent time with every kid explaining and coaching
- Every child engaged
- No fighting, or out of control conflicts

- “I got positive feedback from adults.”
- “I had a chance to lead.”
- “I had enough play time.”

- Participants’ journal entry
- Program staff self-assessment
- Develop and conduct focus groups with kids
**Put It All Together:**
*Sample Framework for Active Youth*

<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Measures</th>
<th>Information Source</th>
<th>Possible Data Collection Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Have teens increased their leisure-time physical activities?</td>
<td>Written self-report</td>
<td>Teens</td>
<td>Paper-and-pencil survey taken pre- and post-program Photo journals; video journals; Blogs</td>
</tr>
<tr>
<td></td>
<td>Verbal self-report</td>
<td>Teens</td>
<td>Program implementer interviews with a specific protocol of questions to ask – conducted immediately after program ends</td>
</tr>
<tr>
<td></td>
<td>Report from parents</td>
<td>Parents</td>
<td>Program implementer interviews with parents using a specific protocol of questions – conducted immediately after program ends</td>
</tr>
<tr>
<td><strong>Strategy:</strong> What was the quality of the unstructured recreational activities?</td>
<td>Self-report (teen) on: facilities; activities; practice opportunities; interaction with staff; etc.</td>
<td>Teens</td>
<td>Administration of the program quality survey at three-month intervals</td>
</tr>
</tbody>
</table>
Steps 6-7

- Analyze and Use Data
Planning Your Data Use

Consider how you might use your data/evaluation:

1. Marketing: ____________________________________________
2. Development/Fundraising: ________________________________
3. Outreach/Membership: ________________________________
4. Volunteer Recruitment: ________________________________
5. Program Improvement: ________________________________
6. Board/Leadership Engagement: ________________________
7. Communications/Publications: _________________________
8. Field-Building/Innovation: ____________________________
### The Power of Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marketing</strong></td>
<td>Active Youth serves low-income youth in Chicago neighborhoods.</td>
<td>Active Youth serves over 10,000 youth annually, living at or below the poverty level in Chicago neighborhoods, where crime rates exceed the national average.</td>
</tr>
<tr>
<td><strong>Fundraising</strong></td>
<td>Please help us make a difference by contributing.</td>
<td>Your contributions are used to put resources and tools in the hands of our youth. A gift of just $25 provides one youth with a week of job counseling.</td>
</tr>
<tr>
<td><strong>Program Improvement</strong></td>
<td>Kids say they don’t like computer lab time.</td>
<td>Our survey and interview data show that youth value computer time; they just want more 1:1 assistance with the career software.</td>
</tr>
</tbody>
</table>
Data Analysis, Reporting Feedback Loop

Evaluation Leadership Team

Organization
TCC’s Learnings and Results

- Community of Learners
Staff Capacity

- Behavior
- Opportunity
- Skills
- Motivation
- Attitude
- Knowledge
- Awareness
Organizational Effectiveness

- Data driven decision-making
- Informed program staff/programs
- Continuous improvement
- Learning culture
- Interactions w/in organization
- Changing group behavior
Mission Impact

- Constituency served
- Community change
- System change
- Improved society
- Mission attainment
Contact Us

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