

Measuring Success

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City of San Diego Nonprofit Academy

Accelerating Nonprofit Success and Sustainability



University of San Diego
SCHOOL OF LEADERSHIP
AND EDUCATION SCIENCES

The City of
SAN DIEGO



Rules of Engagement

- Be yourself
- Speak up
- Help your neighbor
- There are no dumb questions
- Avail yourself of the research team
- Keep confidences
- Housekeeping



Current Conditions

We want nonprofits to be able to:

- Use data to design and improve programs
- Succinctly answer questions from funders and write competitive grant applications
- Receive money to build capacity
- Leverage bigger money from foundations and government outside of San Diego

To do this we must be able to design solid programs and measure outcomes.



Getting Started





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**Yes it's a photo
of a three-
legged stool**



**You need all three legs for a three-legged stool to
work...**



Successful community programs or projects also have three legs:

- Leg 1 – Demonstrable need for whatever it is you want to do ***“Is this project needed?”***
- Leg 2 – A design that is based upon logic and knowledge ***“Will this approach work?”***
- Leg 3 – Organizational (or collaborative) capacity and solid strategies to do the work ***“Can we deliver?”***



- **Task 1** – To clearly define and understand the community need or problem you are addressing.



Program Design

Need



Outcomes
Evaluation



Defining Needs: Needs Assessment

- Observed/Lived Experience
- Normative
- Perceived
- Expressed
- Relative



Observed Need





Normative Need

- Defined by experts in the field.
- When we add the concept of need based on an existence of some standard or criterion established by authority or general consensus.
- No new information is collected but rely on existing data



Perceived Need

- Seen by those experiencing the need
- Defined in terms of what people think their needs are or feel their needs to be
- Consumers may express what in reality are symptoms of problems and not causes, and professionals may provide what they consider to be the clients “real” needs



Expressed Needs

- From those who seek out services
- This approach considers whether the individual actually attempts to obtain a service rather than whether or not some expert judges that the individual needs that service.
- Call Center



Relative Need

- Needs and resources in one geographic area compared with needs and resources in another
- Is measured as the gap between the level of services existing in one community and those existing in similar communities or geographic areas.



Where's Your Evidence?

- ✓ Hard data – Check local, state and federal government agencies (examples would be CDE Data Quest, ARJIS, CHKS) as well as organizations like SANDAG that are data and research hubs.
- ✓ Research Articles – Source some nationally recognized journal articles or academic publications and refer to their findings both in terms of need and solutions.
- ✓ Issue focused organizations – Know who the “go to” organizations are in your field and check their website. Also good for best practice info.
- ✓ Assessments – Check to see if there have been any needs assessments conducted and look at what their findings and recommendations are.
- ✓ Case studies, survey results, focus group report etc.



Need or Problem Statement

- The need you address must clearly relate to your nonprofit's [mission](#) and purpose.
- It should focus on the people you serve, rather than your organization's needs.
- It should be well supported with evidence such as statistics, expert views, and trends.
- It must directly connect to, and support, your organization's ability to respond to that need.
- It must be easy to understand.



What is the need or problem that your project or program will meet?

Examples of need statements

- San Diego has a growing problem of youth homelessness.
- Many homeless youth have significant mental health problems, including depression, anxiety disorders, posttraumatic stress disorder, suicidal ideation, and substance abuse disorders.



Program Design Checklist

- Program will deliver intended results
- The logic behind the program makes sense as the services link to outcomes
- Program is research-supported and theoretically-sound
- There is congruence across program elements
- The program is appropriately timed and located
- The program is implemented in culturally competent ways
- Feedback loops for evaluation



Program Theory

Clarify our language

- Theory of change
- Road map
- Blueprint for success
- Logic Model



All essentially the same thing.
Steps taken to reach a goal.



- Integrate planning, implementation, and evaluation
- Prevent mismatches between activities and effects
- Leverage the power of partnerships
- Enhance accountability by keeping stakeholders focused on outcomes
- Help planners to set priorities for allocating resources
- Reveal data needs and provide a framework for interpreting results
- Enhance learning by integrating research findings and practice wisdom
- Define a shared language and shared vision for community change.





Logic Models



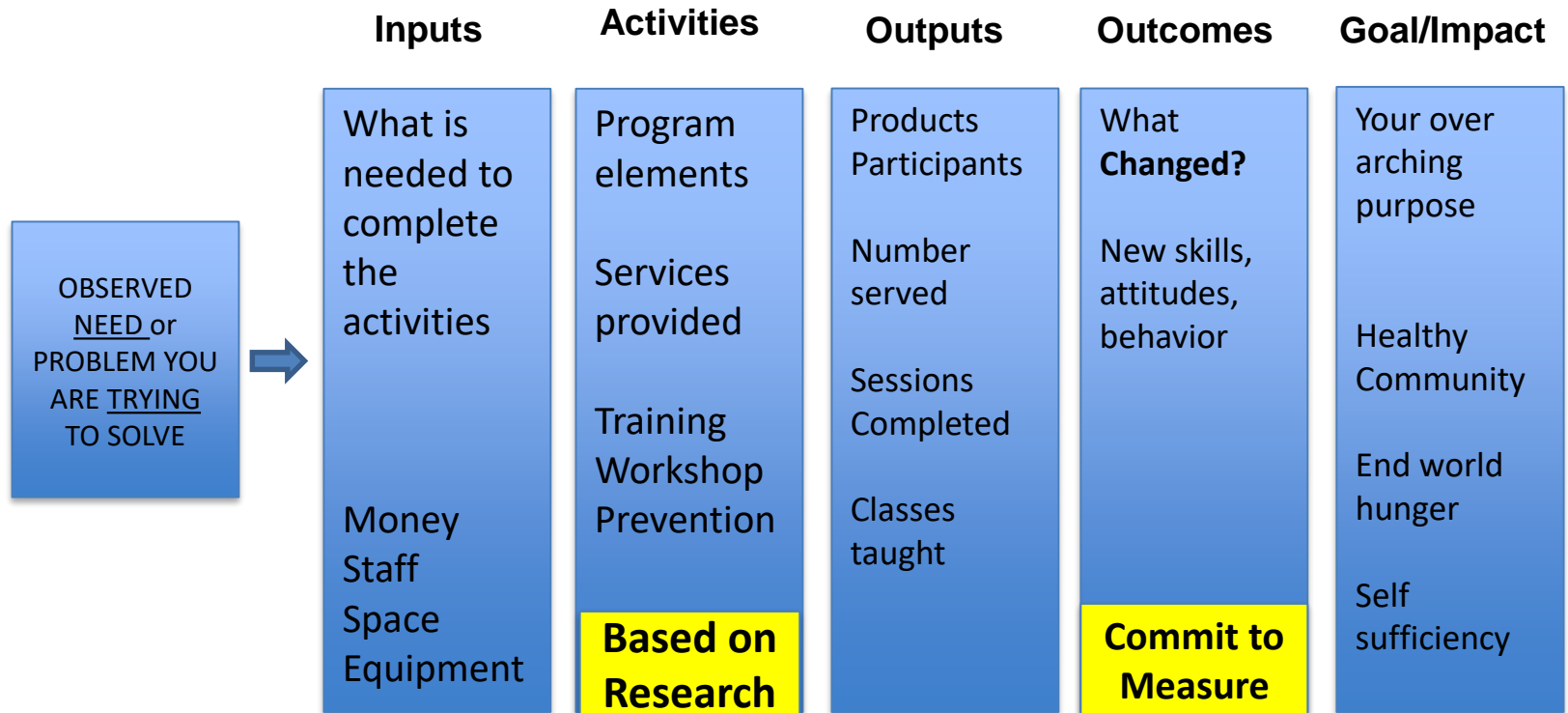


A Good Logic Model...

- Logically links activities and effects
- Identifies measureable outcomes
- Is visually engaging (simple, parsimonious) yet contains the appropriate degree of detail for the purpose (not too simple or too confusing)
- Provokes thought, triggers questions
- Includes forces known to influence the desired outcomes (drawn from research).



Common Logic Model Items



AL Volunteers

Collect and deliver donations

At risk students get new shoes

Students increase attendance

Gain confidence Graduate



Getting started~

Forward Logic: If, Then

If I have volunteers read to kids an additional 60 minutes a week, then they will improve their reading skills

If I provide financial literacy training, more people will save money

Reverse Logic: But, How?

We want kids to read at grade level, but how do we get them there?

We want people to have more financial stability, but how do we get there?

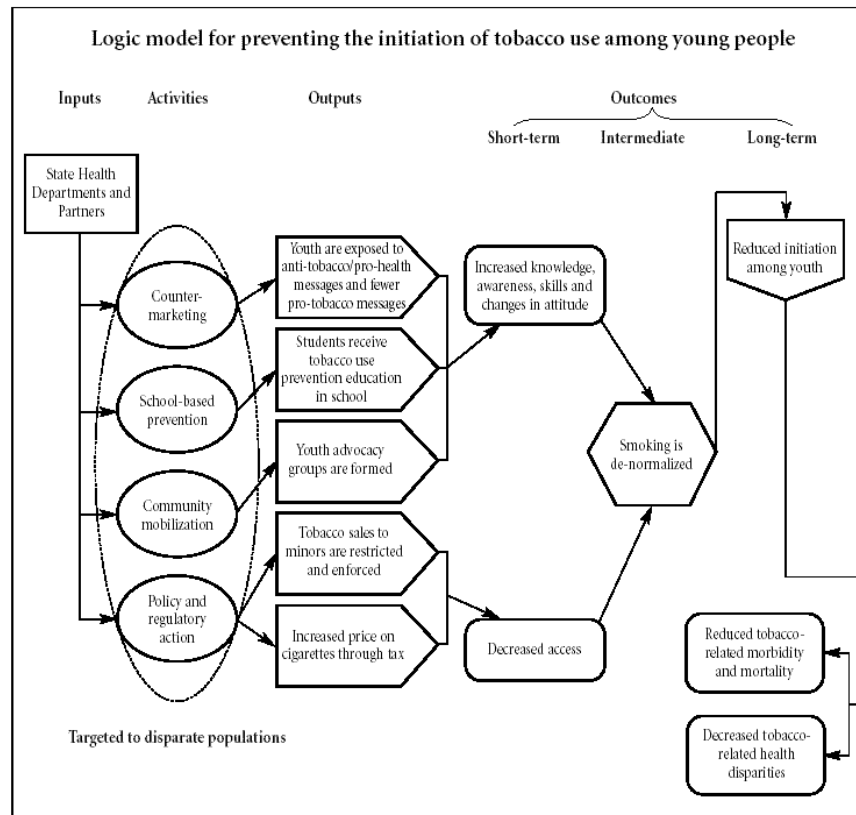


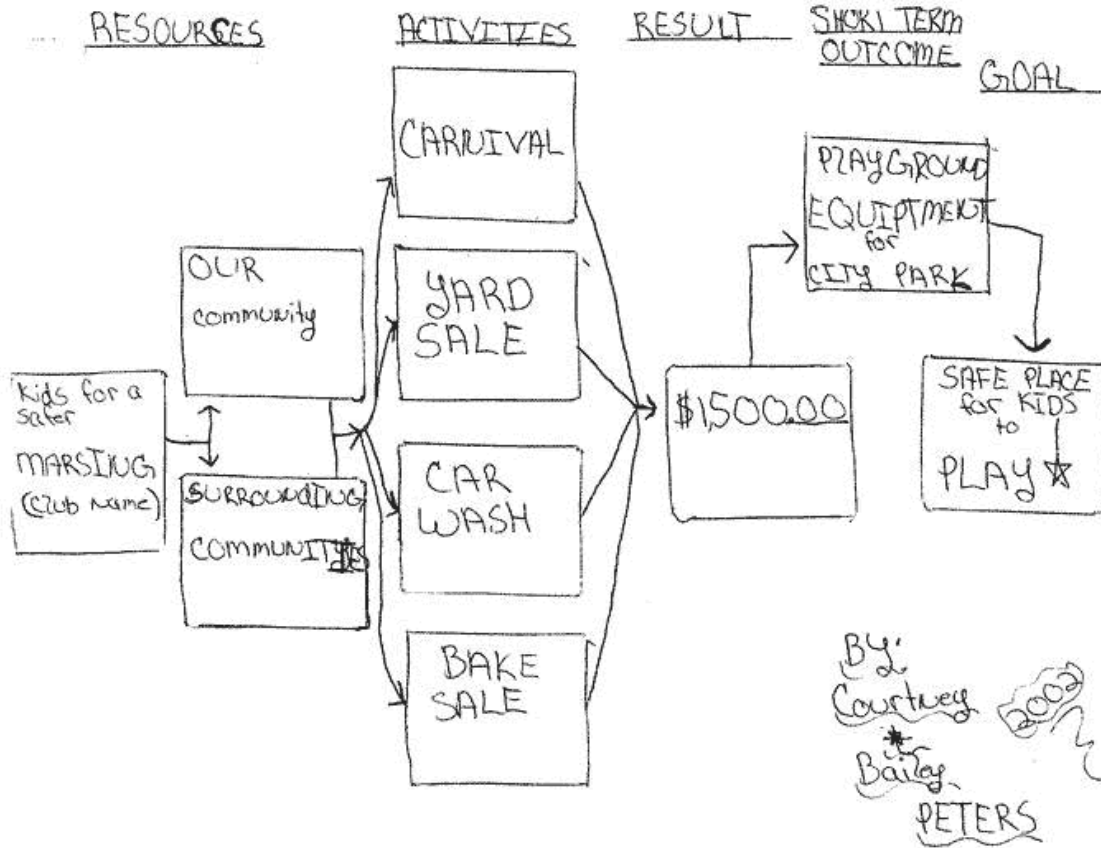
Example: Program Design Academy

Inputs	Activities	Outputs	Outcomes
<ul style="list-style-type: none">• Money• Space• Marketing Materials• Instructors• Handouts	<ul style="list-style-type: none">• Homework Assignments• Online Discussions• One-on-One Consultations• Applied Learning Workshops	<ul style="list-style-type: none">• 4 Workshops Held• 30 Nonprofit Organizations Served	<ul style="list-style-type: none">• Organizations increase their program sustainability scores within six months of completing the Program Design Academy• Organizations report increased skill in program design and evaluation



Preventing the Initiation of Tobacco Use Among Young People







Now build your
own model



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Evaluation Challenges

- Perception in the area that outcomes either can't be measured in a meaningful or accurate way
- Myth that evaluation is prohibitively expensive and time consuming
- Staff capacity
- TOO much data
- Measurement is focused on the wrong thing
- Measuring outcomes that aren't aligned to an organization's goals and programs
- Poor data collection and storage



Possible data sources

- Existing files or databases
- Intake and exit records
- Case notes
- Follow up calls and notes
- Surveys (validated if possible)
 - Of participants
 - Of staff
 - Of family members, teachers, mentors, etc.
- Tests or measurement Instruments (validated if possible)



Getting Ready to Evaluate: Defining Evaluation Terms

- Levels of evaluation/impact
 - Individual
 - Organizational
 - Community
- Types of evaluation
- Types of measurement



Many “Types” of Evaluation

- Needs Assessment
- Process Evaluation
- Outcome Evaluation



Types of Evaluation: Process Evaluation

Also called “monitoring” or “implementation evaluation”

- Evaluation activities related to identifying whether program is reaching the target population.
- Includes:
 - Assessing the program’s conformity to its design (assessing implementation)
 - Accounting for resources expended on the program



Types of Evaluation: Outcomes Evaluation

- Evaluation activities related to:
 - Assessing the changes or benefits that follow as a result or consequence of the program or intervention
- Outcomes can be:
 - related to a person, organization, or system
 - Initial (short-term), intermediate, long-term



Types of Data

Quantitative (NUMBERS)

- output data
- statistics
- surveys
- assessments

Qualitative (WORDS)

- narrative information
- program descriptions
- anecdotal reports and observations
- case studies
- focus groups
- interviews



Levels of Measurement

Satisfaction-

Did they like the program?

Outputs-

Did they complete the program?

Often...numbers attended, how many served, workshops presented, etc.)

Outcomes-

Did something change for the participant as a result of the program?

Often measures changes in knowledge, attitudes, behaviors, skills



Getting Ready for Evaluation

- Matching the scale of your evaluation to the project
- The role for researchers and the role for practitioners
- What can researchers bring to the table...access to the literature and evidenced based practices.



Getting Ready for Evaluation

- The role of stakeholders
- Who are they?
- What is their role in program design and evaluation?
- What kinds of evaluation information is needed by different stakeholders?



Aligning systems to support data collection and evaluation

We've identified the outcomes you hope to achieve...

Now what?

- How do you know if you have succeeded?
- What are some ways to find measurement tools?
- Who collects and tracks the data?
- What types of staff capacity are needed?
- How are resources best deployed to keep costs reasonable?
- What types of reports should be produced?



Data Collection Planning

Outcomes	Measurement Tool	Collected by	Stored where?	Analyzed by
Participants increase grade level reading by 5%	The ABC Reading Assessment Pre and Post test	Program staff	Excel file	Evaluator

Program Logic Model



Data Collection Planning

Outcomes

Measured by:

Collected by:

Stored where:

Analyzed by:

