

PACE Presents:

The Emerging Framework for Civic Engagement Evaluation

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*How we've been thinking about
civic engagement evaluation...*

...invite others into the process.



<http://www.flickr.com/photos/sovietuk/2272447423/in/photostream/>

*What words or phrases come to
mind when you think of
evaluating civic engagement?*

For Today's Session...

- Major Challenges
 - Framework for Civic Engagement Evaluation
 - 3 Models
 - Q&A
 - Closing thoughts
-

About the Building Movement Project

...helping
nonprofits
understand the
critical role
they can play
in *working for
social change.*



Somos Mayfair, San Jose, CA

*What words or phrases come to
mind when you think of
evaluating civic engagement?*

“Promotores”/Peer Educators

Calls/visits to legislators

Attend election-related
candidate/issue forums

Participation in forums on issues/problems
facing their community

Engage in local
politics (e.g.
community boards,
city councils...)

Examine root causes
of issues/problems
facing community

Voting

Volunteerism

Census outreach

Youth organizing

Rallies

Letter-writing or telephone
campaigns

Relationship-building through shared action
(e.g., community gardens, sports leagues...)

Boycotts

~~Overly Quantified~~

~~Compartmentalized~~

~~Stripped of True Value~~



*complexity and timeline of civic
engagement initiatives*

evidence of impact and results

Our Civic Engagement Evaluation Goals

- Identify more effective tools
 - Shift the culture of evaluation
-



Shine light
on the possibilities
of their work.



Challenge #1: Complexity

- You are not alone
 - Partnerships and coalitions
 - Multiple funders
-

Challenge #1: Complexity



Contribution, not attribution



Challenge #1: Complexity



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<http://www.flickr.com/photos/maureendidde/3022967509/>



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Tiered Outcomes



Challenge #2: Extended time frame



Challenge #3: Nonlinear Theories of Change

<http://www.flickr.com/photos/sidelong/23419277/>

Strategic Learning

1. Is your evaluation a support for strategy?
Are evaluation activities integrated with the organization's day-to-day operations?

- Evaluation is a support for strategy development and management
 - Evaluation is not “separate” or “extra”
 - Evaluation becomes part of the intervention
-

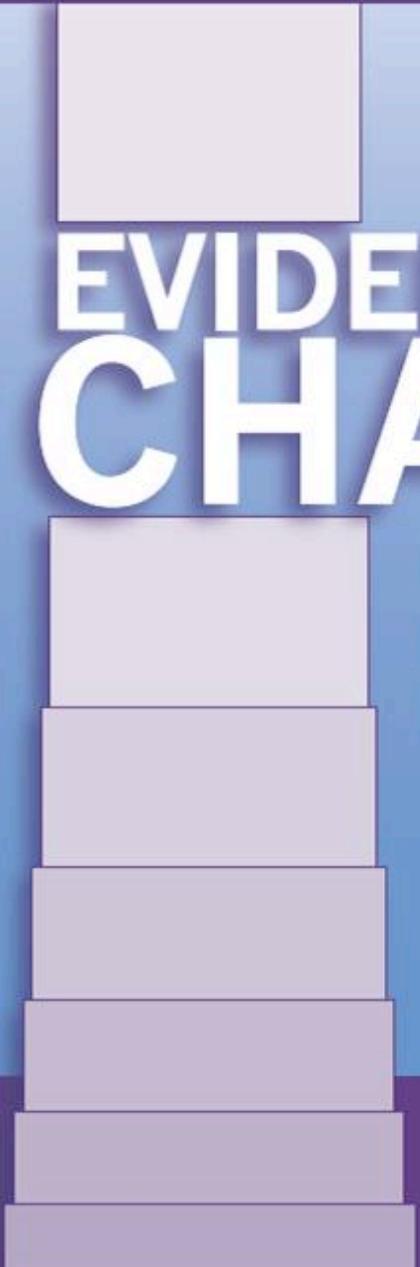
2. Does the evaluation take place within a culture that encourages risk taking, learning, and adaptation?

- High-performance organizations exhibit *adaptive capacity*
 - Strategic learning is most effective in certain organizational cultures
 - Evaluation capacity building may be required
-

3. Does your evaluation promote flexibility and the ability to respond quickly to external events?

- Strategic learning evaluators must be:
 - Flexible
 - Rapid
 - Responsive
-

The Social Service and Social Change Series



EVIDENCE OF CHANGE

Exploring Civic
Engagement
Evaluation

 **Building Movement Project**
Inspiring Activism in the Nonprofit Community



o m e n A l i v e

Resources by and for women with HIV and AIDS



Women Alive

Resources by and for women with HIV and AIDS

Cost → Free

Time → Integrated

Staff → Current Staff

3 Models of Evaluation: *The Case of Women Alive*

***Model 1:
Theory of Change v. Logic Models***

A close-up photograph of a person's hands holding a white document. The person is wearing a blue beaded bracelet on their right wrist. The document contains several paragraphs of text and a bulleted list. The text is partially obscured by a large, white, bold title 'Role Model Stories' centered over the image. The background is dark and out of focus.

Role Model Stories

Eligible projects must meet the following criteria:

- The project must be for the benefit of the community.
- The project must be for the benefit of the community.
- The project must be for the benefit of the community.

Eligible Projects

To be eligible to apply for PPR the project must meet the following criteria:

- Be for a similar community purpose as that of the PPR's mission.
- The cause or work supported must be for the benefit of the community.
- The project budget must be at least \$10,000 with funding evidence. The project must be considered a financial investment of at least \$10,000 in the community.
- The project must be for the benefit of the community.
- The project must be for the benefit of the community.

Eligible Applicants

The applicant must be an individual or an organization that has a high likelihood of successfully completing the project.

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Theory of Change v. Logic Models



Mapping Change
Using a Theory of Change to Guide Planning and Evaluation

Evaluation Techniques: A Series of Brief Guides

This guide was written by Anne Madkinson and Wincho Anot, with assistance from Craig McSorvey. It is part of the GrantCraft series.

Publications and videos in this series are not meant to give instructions or prescribe solutions; rather, they are intended to spark ideas, stimulate discussion, and suggest possibilities. Comments about this guide or other GrantCraft materials may be sent to Jan Jaffe, project leader, at jjaffe@grantcraft.org.

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Contents

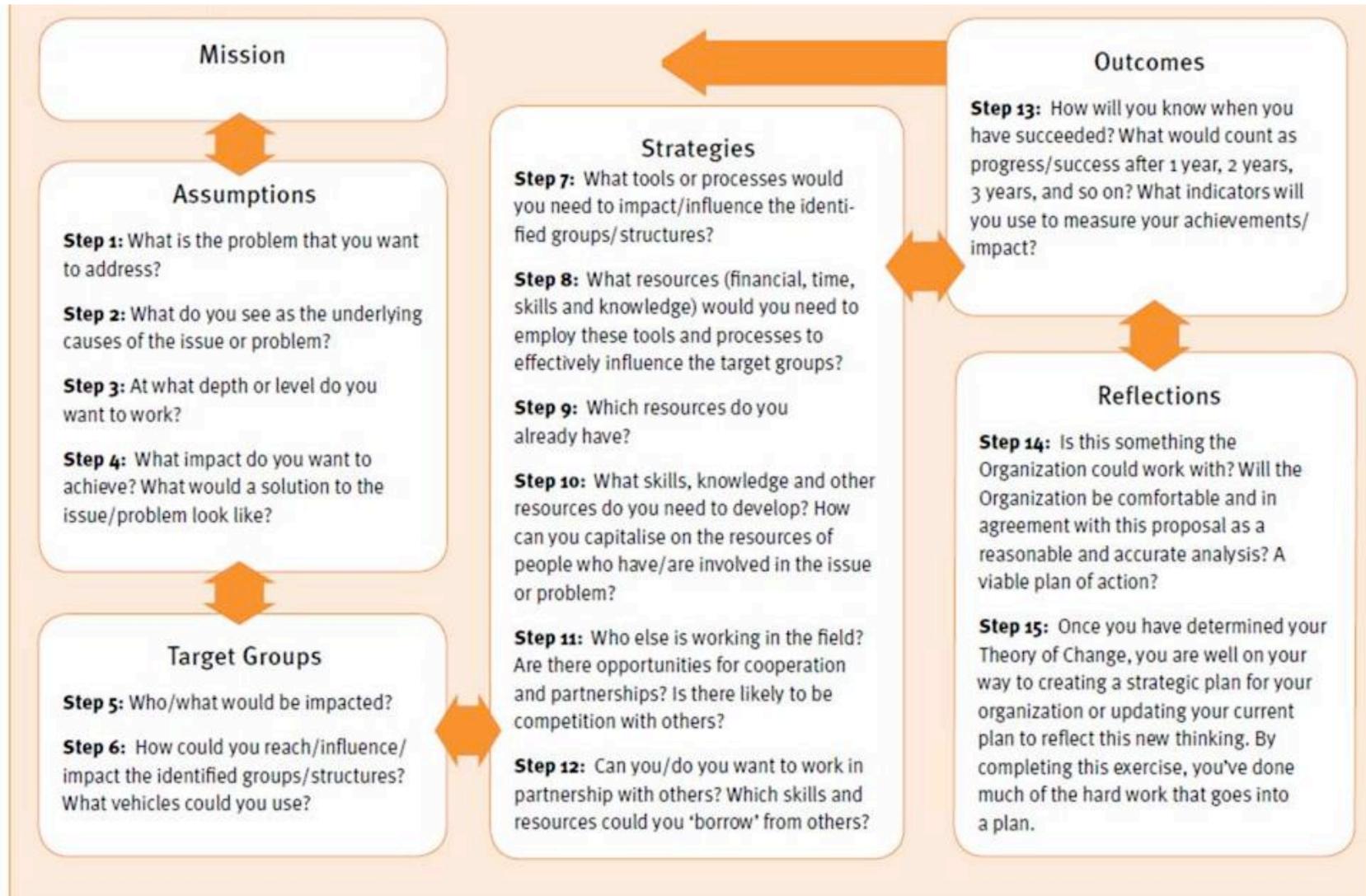
- 2 What is a “theory of change”?**
By mapping a process of change from beginning to end, a theory of change establishes a blueprint for the work ahead and anticipates its likely effects. A theory of change also reveals what should be evaluated, when, and how.
- 4 Why would a grant maker develop and use a theory of change?**
Developing a theory of change may sound complicated, but many grant makers have found that the process can help to clarify and simplify people’s thinking. This section outlines some practical advantages of developing a theory of change within your foundation or with grantees.
- 6 A mini-case study: Theory of change as the basis for strategic planning**
To prepare for a major capacity-building grant, one foundation invited its prospective grantee to draft a theory of change. More than just a planning exercise, the process drove the organization’s leadership team to articulate some basic assumptions about their work.
- 9 Common questions about theory of change**
In this section, grant makers answer some recurring theory of change questions: Is theory of change for foundations, or grantees, or both? How do foundations help grantees with the process? How does theory of change lend itself to evaluation, or to assessing the impact of a foundation’s grant making?

“A **logic model** takes a more **narrowly practical** look at the relationship between inputs and results.” *

| Resources | Activities | Outputs | Short- & Long-Term Outcomes | Impact |
|--|---|--|---|---|
| In order to accomplish our set of activities we will need the following: | In order to address our problem or asset we will accomplish the following activities: | We expect that once accomplished these activities will produce the following evidence or service delivery: | We expect that if accomplished these activities will lead to the following changes in 1-3 then 4-6 years: | We expect that if accomplished these activities will lead to the following changes in 7-10 years: |
| | | | | |

*MacKinnon, A. and Amott, N. *Mapping Change: Using a Theory of Change to Guide Planning and Evaluation*, GrantCraft Evaluation Series, 2006.

“A **theory of change** takes a **wide view** of desired change, carefully probing the assumptions behind each step in what may be a long and complex process.” *



***Model 2:
Participatory Evaluation***



Support Groups

Participatory Evaluation

- *“A process that involves **key participants** in **planning** and **implementing** the evaluation, including setting goals, developing research questions, interpreting data, making decisions, and using the information.”**

WORKSHEET TO DEFINE INDICATORS WITH CASEMAKING IN MIND

1. Begin in column 1 and move down the column, listing the various key constituencies and others to whom you need to make the case.
2. Then systematically move from left to right across a row, using information from one box to feed into the box to its right, accumulating thinking/reflections across the row.
3. When the matrix is done, don't assume that you could/should evaluate everything! Select places where there is potentially high payoff--the places where interests of various stakeholders converge.

| (1) Who are the key players and constituents to be convinced? | (2) What do the key players and constituents care about? What are their priorities? | (3) How might we adjust our strategies to meet the interests of key players and constituents? | (4) What do we want to be able to tell the key players and constituents about outcomes/value? | (5) What type of evidence is likely to convince key players and constituents? |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

*Created by Chris Dwyer of RMC Research for Impact Arts website:

<http://impact.animatingdemocracy.org/sites/default/files/documents/Worksheet%20to%20Define%20Indicators%20with%20Casemaking%20in%20Mind.pdf>.
Accessed June 2010.

***Model 3:
Embedded Evaluator***

Embedded Evaluator

- ***Researcher from outside of the organization***
 - ***Person or group from within the organization***
-

Embedded Evaluator

- ***“Become part of a team*** whose members collaborate to conceptualize, design and test new approaches in a long-term, ongoing process of continuous improvement, adaptation, and intentional change...
-

Questions?

Closing thoughts

- Database of tools
 - More opportunities to convene and exchange ideas
 - Build bridges with hard-to-evaluate disciplines
 - Unique opportunity for funders
-

Additional Resources

- Impact Arts:
<http://impact.animatingdemocracy.org/>
 - Evaluation Tools for Racial Equity:
[http://
www.evaluationtoolsforracialequity.org
/](http://www.evaluationtoolsforracialequity.org/)
 - GrantCraft Evaluation Series:
<http://www.grantcraft.org/>
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Additional Resources

- ***Evidence of Change: Exploring Civic Engagement Evaluation***
http://buildingmovement.org/pdf/EvidenceofChange_BMP.pdf
 - ***A Developmental Evaluation Primer*** by Jamie A.A. Gamble:
<http://impact.animatingdemocracy.org/sites/default/files/documents/A%20Developmental%20Evaluation%20Primer%20-%20EN.PDF>
 - ***A Handbook of Data Collection Tools: Companion to “A Guide to Measuring Advocacy and Policy”*** by Organizational Research Services & Annie E. Casey Foundation:
http://www.organizationalresearch.com/publications/a_handbook_of_data_collection_tools.pdf
-

For more information

- Trish Tchume, Director of Civic Engagement, ***Building Movement Project***
 - ttchume@demos.org
 - <http://www.BuildingMovement.org>

 - Ehren Reed, Senior Associate, ***Innovation Network***
 - ereed@innonet.org
 - <http://www.innonet.org/>
-

Summary of References

- Letts, C.W., Grossman, A., & Ryan, W.P. (1999). *High performance nonprofit organizations*. Hoboken, NJ: Wiley. p. 21.
 - Women Alive: <http://www.women-alive.org/>
 - Theory of Change by ActKnowledge: <http://www.theoryofchange.org>
 - *Mapping Change: Using a Theory of Change to Guide Planning and Evaluation*: http://www.grantcraft.org/dl_pdf/theory_change.pdf
 - *Participatory Evaluation*. Impact Arts website (Accessed June 2010): <http://impact.animatingdemocracy.org/5-basic-questions#participatory-eval>,
 - Worksheet to Define Indicators with Casemaking in Mind, Created by Chris Dwyer of RMC Research for Impact Arts website (Accessed June 2010): <http://impact.animatingdemocracy.org/sites/default/files/documents/Worksheet%20to%20Define%20Indicators%20with%20Casemaking%20in%20Mind.pdf>,
 - Patton, M. Q. (2006). *Evaluation for the way we work*. *The Nonprofit Quarterly*, 28-33.
-

Summary of References (cont.)

- *A brief on unique data collection methods for advocacy evaluation*
(
www.calendow.org/uploadedFiles/Evaluation/Coffman%20Reed%20Unique%20Methods%20%28paper%29.pdf)
 - *Continuous Progress' Advocacy Progress Planner*
(www.continuousprogress.org)
 - *The Composite Logic Model (upon which #2 is based)*
(www.innonet.org/index.php?section_id=6&content_id=637)
 - *Urban Institute's Outcomes Indicators Project*
(www.urban.org/center/cnp/projects/outcomeindicators.cfm)
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