United Way Capacity Building Training Series

Unpacking Core Competencies related to Key Funding Parameters

WELCOME

Julie Simon

Director, Agency Capacity Building Initiatives

Help (Funded) Agencies Strengthen Performance & Results through Consultation, Training & Support

ROLES & RULES

Roles

Facilitators

- Guide learning & sharing
- Conduct exercises
- Maintain schedule

Participants

- Maintain openness to learning
- Share knowledge & insight
- Check for understanding

Rules

- Manage comfort
- Listen actively
- Ask questions & encourage others to share
- Minimize distractions
- Respect all views & opinions
- Enjoy yourself!

LEARNING OBJECTIVES

Participants will:

- Increase understanding about the Series, aimed at helping agencies gain skills in core competency areas, assess application readiness and plan for growth opportunities related to key funding parameters.
- Review value of and articulate Theory of Change
- Access tools and knowledge to create & effectively use Logic Models.
- Gain strategies and resources to define, assess, and measure indicators of success.

Training Series Overview

Unpacking Core Competencies related to Key Funding Parameters

CONTEXT: HISTORICAL FUNDING

- Supported network of 160+ agencies that received annual funding allocation for general operating purposes.
- Funded health & human services 501(c)3 agencies in eastern Missouri & western Illinois 16-county region.
- Funded agencies serving 5 impact areas:
  - Improve health
  - Establish financial stability
  - Strengthen communities
  - Foster learning
  - Provide food & shelter

CONTEXT: HISTORICAL FUNDING (cont.)

- Oversight and monitoring by United Way (UW) volunteers and staff to ensure agencies achieve outcomes and impact.
- Volunteers and staff use UW Quality Standards as best practice guidelines for monitoring process.
- Historical funding model guaranteed member agencies funding indefinitely, such that UW not able to accept new member agencies since 2014.

CONTEXT: NEW FUNDING MODEL

- Provides open & competitive funding application process, with grants awarded for 3-year cycle.
- Funds non-profits & programs whose services align with results of the Community Needs Assessment.
- Continues to serve regional health & human services agencies across 16-county footprint with general operating support.
- Agency oversight & monitoring still conducted by UW volunteers and staff, guided by UW Quality Standards.
- Aligns unrestricted donations with community needs & desired outcomes, facilitating our delivering on our mission – helping people live their best possible lives.

COMMUNITY NEEDS ASSESSMENT

- First of its kind comprehensive regional Assessment.
- Performed by collaboration of four research institutions.
- Collected and analyzed qualitative and quantitative data, including public survey.
- Results identify and prioritize needs across our 16-county region & within UW five key impact areas.

FUNDING APPLICATION/AWARD

- Funding will align with Community Needs Assessment (CNA) results and priorities.
- Funding & scoring rubric segmented by United Way Quality Standards performance area - Program, Governance, Finance, & Administration.
- Funding qualification emphasis on Community Needs Assessment alignment, outcomes, collaboration, and racial equity.
- Renewability of three-year grant based on availability of unrestricted funds, agency performance, and community need.

OVERARCHING SUPPORT: NONPROFIT TRAINING SERIES

- Available to agencies interested in applying for United Way funding.
- Provided free-of-charge.
- Anchored by United Way Quality Standards.
- Aims to help build competence, assess application readiness and plan for growth opportunities.
- Offers nonprofit skills-building and performance strengthening experience.

SERIES OVERVIEW: GOAL

To help agencies, providing needs-based services, better position themselves to apply & qualify for United Way's new 3-year grant.

SERIES LEARNING OBJECTIVES

BUILD COMPETENCE

- To gain skills in core competencies related key funding parameters, enhancing ability to submit qualified UW grant application.

ASSESS POSITION

- To discern how well agency meets key funding parameters, in evaluating readiness to complete qualified application.

GAIN INSIGHT

- To identify growth opportunities & explore resources for building greater competence, raising likelihood of funding success.

ADVANCE EFFORTS

- To prepare for funding application & strengthen strategic planning process for optimized agency performance & results.

PRIMARY PARAMETERS

Consultants

- Sessions led by consultants, experts in their fields
- Meet agencies where they are

Curriculum

- Designed with breadth / depth relevant across agencies

Structure

- Instructional presentations
- Exercises
- Self-Assessment
- Growth opportunity log

PRIMARY PARAMETERS Cont.

Continuous Quality Improvement

- Explain at onset overall intent, approach & objectives to strengthen global understanding.
- Utilize survey feedback for assessing value to participants & make modifications as needed.

Racial Equity Lens

- All sessions will apply racial equity lens to topics in hopes of providing support that lifts all.

SEQUENCED MODULES

1. Programs meet defined community need & demonstrate impact >
2. Agency applies racial equity lens across stakeholders/ functions >
3. Board effectively drives direction & oversees performance >
4. Agency explores collaborations for optimal mission fulfillment >
5. Agency utilizes strategic planning process to effectively address key priorities.

CORE COMPETENCIES
Related to KEY FUNDING PARAMETERS

Module #1: Program Evaluation

- **Theory of Change** explains reasoning for using selected intervention to achieve desired impact.
- **Program design tools** utilized to demonstrate intentional work toward impact.
- **Measurement tools & process** in place to determine fidelity & impact, making modifications as needed.
- **Successful outcome results** pertain to program(s) & population(s), for which funds being sought.
- **Data collection plan/process** in place to listen & learn from participants & obtain actionable info.

CORE COMPETENCIES
Related to KEY FUNDING PARAMETERS

#2: Agency applies a racial equity lens across stakeholders/ functions

Session #2: Advancing Racial Equity

- Agency **encourages cultural competence**, meaning one's ability to understand, communicate with & effectively interact with people across cultures.
- Agency has **practices and policies** that strengthen organizational diversity, equity and inclusion.
- Agency has programs aimed to **reduce disparities & advance diversity, equity & inclusion**.
- DEI work is **integrated throughout** organizational culture & infrastructure.
- Agency is **committed to continuous organizational learning** on how to further embody DEI.

CORE COMPETENCIES
Related to KEY FUNDING PARAMETERS

Module #3: Optimizing Board Effectiveness

- **Proper Board structure** in place for effective governance.
- Operative **strategies used to recruit, develop, engage & retain capable Board members** for informed decision-making.
- Board maintains **focus on improved performance, stewardship, & accountability.**
- Effective **succession planning process** in place for CEO & Board leaders.
- Annual **Board assessment** utilized to inform improvement planning.

CORE COMPETENCIES
Related to KEY FUNDING PARAMETERS

Module #4: Exploring Strategic Alliances

- **Openness & receptiveness to explore** potential partnerships, collaboration and/& consolidation.
- Regularly agency **strengths, weaknesses, opportunities and threats (SWOT) analysis, whose results inform desired attributes** in potential partners to explore/seek.
- Agency **considers various forms** of strategic alliances for strengthening effectiveness.
- Agency **regularly collaborates, integrates, and aligns services** with other providers.

CORE COMPETENCIES
Related to KEY FUNDING PARAMETERS

Module #5: Strengthening Strategic Planning Process

- **Effective process, tools & resources** used to facilitate strategic plan development.
- Agency **utilizes its strategic plan to address key overarching priorities.**
- **Systematic process holds parties accountable** for achieving priority directives.
- Strategic plan updated periodically to ensure agency **continues to focus efforts on relevant priorities.**

AGENCY SELF-ASSESSMENT & GROWTH OPPORTUNITY LOG

Self-Assessment & Growth Opportunities

Directions: Use the chart to rate your agency on its skills possessed (S) and its application (A) of Core Competencies addressed in this Session. Ratings range from 1 to 10, with 1 equating to No Skills and Application and 10 - Highly Effective Skills and Application. Then, based on these ratings, identify growth opportunities you/your agency may want to pursue. **Note:** The assessment is solely for your use, to help: (1) consider your agency's readiness to complete a qualified application; and (2) identify potential areas of growth you/your agency may explore. Please retain your Self-Assessment & Growth Opportunities document to inform your work in Session #5: Strengthening Your Strategic Planning Process.

Agency Core Competency — **Skills & Application (S/A) Scale:**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**Growth Opportunity & Strategy**
Ex: Proper Board structure in place.		A		S							*Putting skills into practice; educate Board on structural benefits*
Proper Board structure in place for effective governance.											
Operative strategies used to recruit, develop, engage and retain capable Board members for informed decision-making.											
Board maintains focus on improved performance, stewardship & accountability.											
Effective succession planning process in place for CEO and Board leaders.											
Annual Board assessment utilized to inform improvement.											

Notes: ____

____

QUESTIONS?

Please contact Julie Simon at
Julie.simon@stl.unitedway.org
with questions, comments or concerns

Striving for Program Effectiveness

UNITED WAY PRIMER SERIES

Emily Uzzle & Amber Lewis,
United Way of Greater St. Louis

WELCOME

- **Emily Uzzle**

  Director, Learning & Evaluation

- **Amber Lewis**

  Manager, Data & Evaluation

OBJECTIVES

Participants will

- Review value of and articulate Theory of Change
- Access tools and knowledge to create & effectively use Logic Models
- Gain strategies and resources to define, assess, and measure indicators of success

PARKING LOT

- Very specific questions
- Intensive, long answers
- Outside of scope

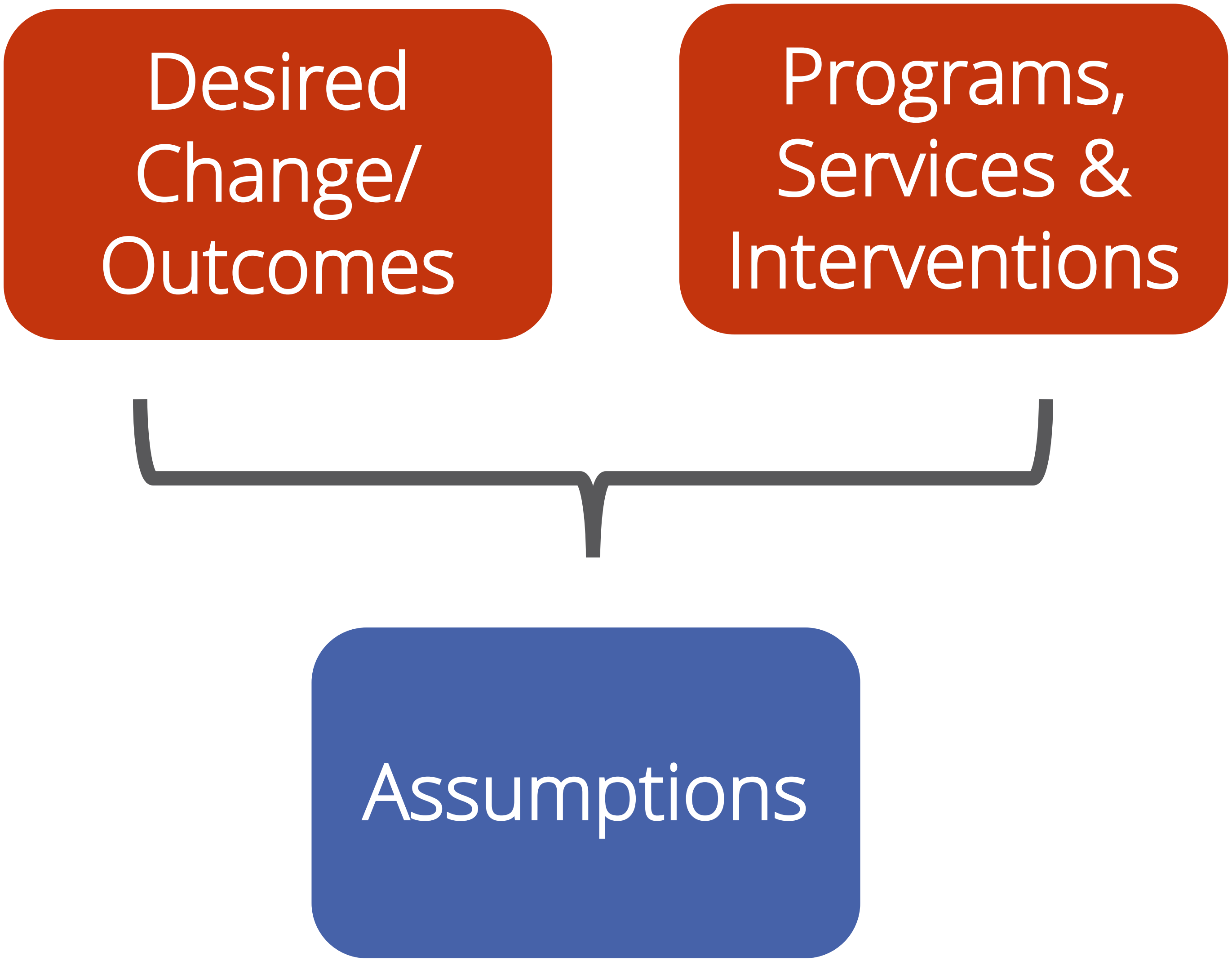
I will review PL questions & send resources to group

THEORY OF CHANGE

THEORY OF CHANGE BASICS

- Bridges strategy and results
- Starts with desired change
  - Identifies efforts to achieve change
- Articulates assumptions
  - How & why change will happen

THEORY OF CHANGE



THEORY OF CHANGE - FORMAT

- Conceptual foundation
- Formal process and product
    - Causal Pathway Map
    - Outcomes Framework

THEORY OF CHANGE – KEY QUESTIONS

- Who are you seeking to influence?
- What benefits are you seeking to achieve?
- How will you make this happen?
- Why will your theory work?
- When will you achieve them?
- What is your context?

WHO CREATES A THEORY OF CHANGE?

Could include:

- Staff
  - Senior leaders
  - Direct line staff
- Board members
- Partners
- Key community stakeholders
  - Former clients
  - Experts
  - As applicable, population you hope to serve
- TOC Consultant

A ROBUST THEORY OF CHANGE

- Meaningful
- Plausible
- Doable
- Measureable
- Moniterable

EXAMPLE

- Review the SOAR Opportunity Fund TOC at your table
- Discuss with your table:
  - Do you understand agency efforts?
  - Do you understand the intended results?
  - Do you understand why they believe their efforts will lead to intended results?
  - Any aspects you like or dislike in their TOC.

WHICH IS BEST?

- Review the 3 TOCs at your table
- Which TOC is right, or at least best?
    - Be ready to explain your choice

WHY IS TOC IMPORTANT?

- Articulates desired outcomes
- Clarifies why we think our efforts will lead to certain change
- Aligns organizational strategy
- Drives purposeful efforts & investment
- Clarifies our role in change

It's evident if your organization has articulated its Theory of Change

EXAMPLES

- Review examples and templates at your table
- Which components do you like most?
- Which do you like least?
- What do you feel would be helpful to incorporate at your agency?

EXERCISE – 10 minutes

- Write your personal TOC for your agency's work
  - Can be words or diagram
  - Include: outcomes/results, efforts, assumptions
- If time, write how you think your TOC compares with colleagues at your agency
  - If they're here, discuss your TOC's
- Discuss at table:
  - Now that you've articulated your TOC, how do you work toward an aligned TOC at your organization?

TOC RESOURCES

- Center for Theory of Change

  www.theoryofchange.org
- Annie E. Casey Foundation Toolkit

  https://www.aecf.org/resources/theory-of-change/
- Development Impact & You Toolkit

  https://diytoolkit.org/tools/theory-of-change/
- USAID Learning Lab

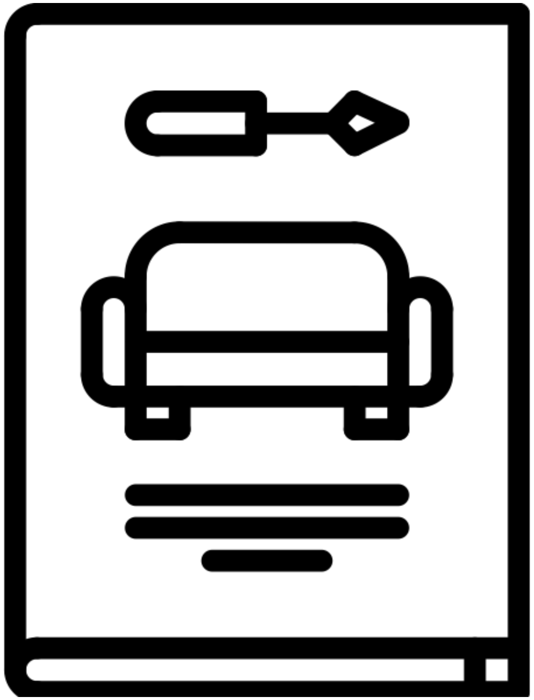
  https://usaidlearninglab.org/lab-notes/what-thing-called-theory-change
- TOCO (Theory of Change Online) software

  www.theoryofchange.org
- David Hunter Consulting

  http://dekhconsulting.com

LOGIC MODELS

ASSEMBLY INSTRUCTIONS


assembly instructions by lastspark from the Noun Project

- Materials
- Steps of Assembly
- Pictures of the item at each step
- Detailed picture and specifications of the end product

LOGIC MODELS

"...a logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve."

-W.K. Kellogg Foundation Logic Model Development Guide

COMPONENTS OF A LOGIC MODEL

?	?	?	?

COMPONENTS OF A LOGIC MODEL

Inputs/Resources	Activities	Outputs	Outcomes

COMPONENTS OF A LOGIC MODEL

Inputs/Resources	Activities	Outputs	Outcomes

Inputs/Resources	Activities	Participants	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes/Impact
				Change in knowledge/ attitudes/ beliefs/skills	Changes in behaviors	Changes in status/condition

COMPONENTS OF A LOGIC MODEL

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Inputs/Resources	Activities	Participants	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes/Impact
				Change in knowledge/ attitudes/ beliefs/skills	Changes in behaviors	Changes in status/condition

May Also Include:

- Process Measures
- Outcome Measures
- Assumptions
- External Factors
- Overall Goals

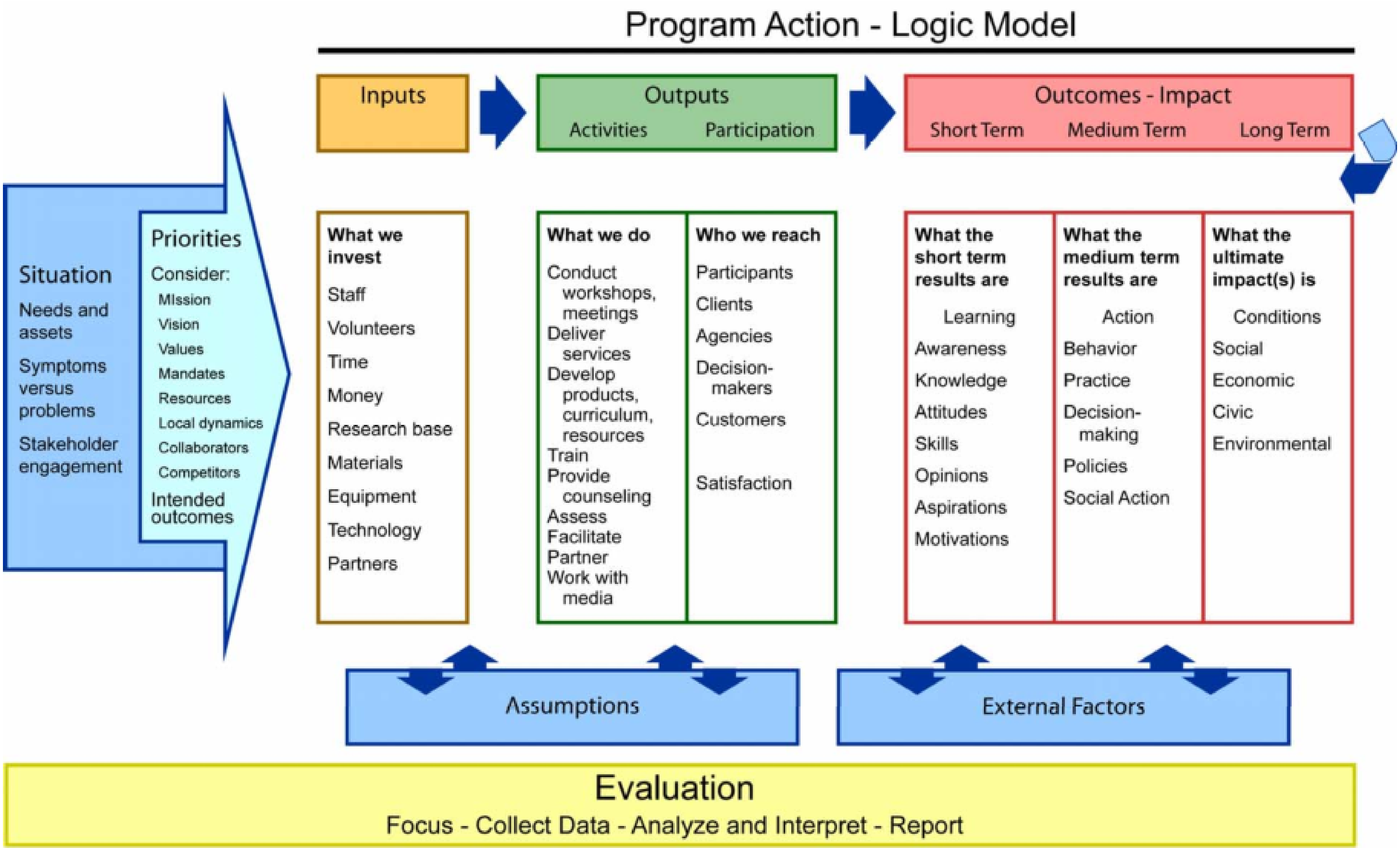
Goal/Impact: (What the organization hopes to achieve with the program/initiative)

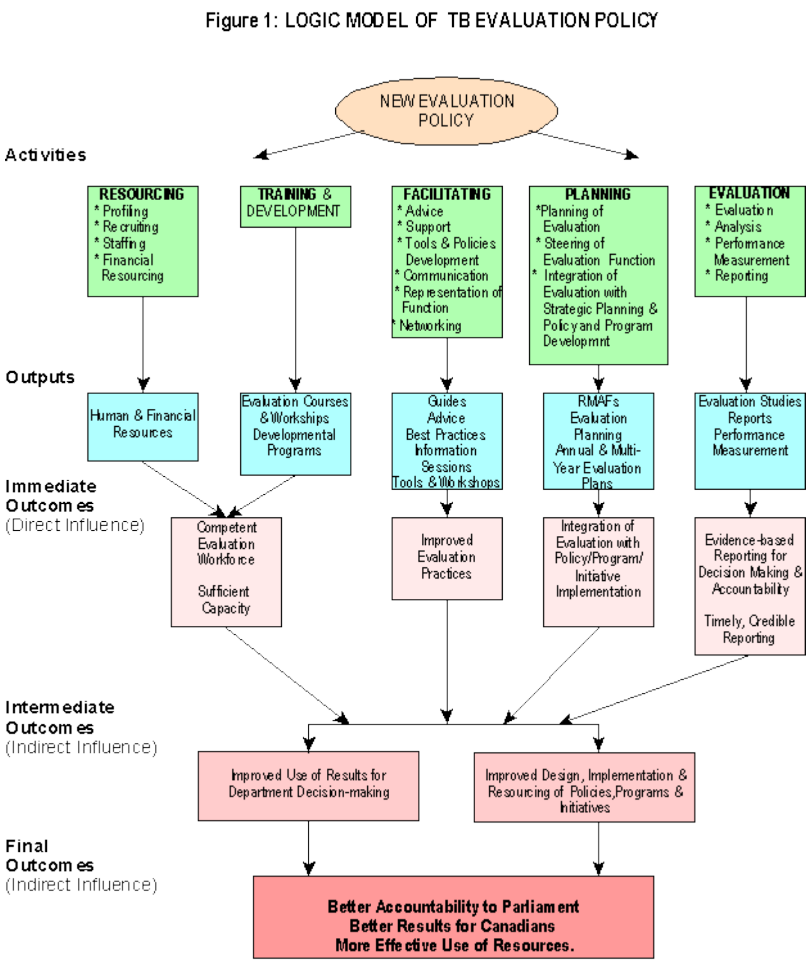
Assumptions: (Why the organization believes this program will help participants/the community achieve desired outcomes)

Other Factors to Consider: (Are there any other factors that should be considered about this program/initiative?)

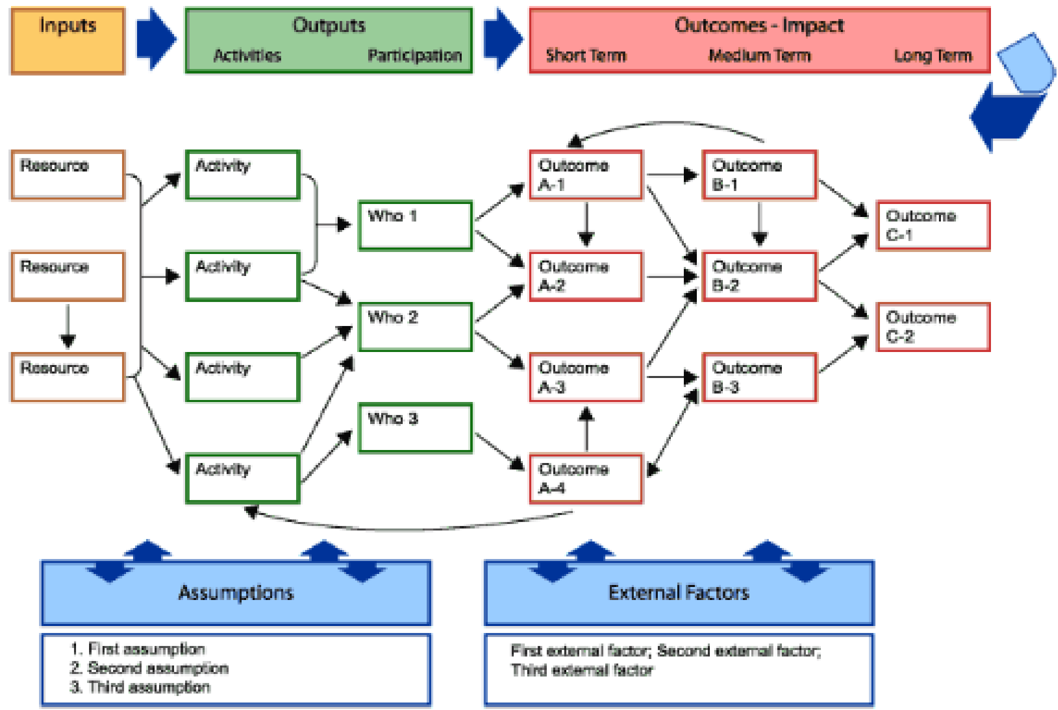
INPUTS (Resources needed to operate the program/initiative)	**OUTPUTS**		**OUTCOMES**		
	Activities (What the organization does)	**Participants** (Target population and number that will be served)	**Short Term** (Change in knowledge, skill, attitude)	**Intermediate** (Change in behavior)	**Long Term** (Change in condition or status)
			OUTCOME MEASURES (How the organization will measure participant change)		

PROGRAM DEVELOPMENT
Planning – Implementation – Evaluation





From: https://www.tbs-sct.gc.ca/cee/tools-outils/polrmaf-polcgrr-eng.asp



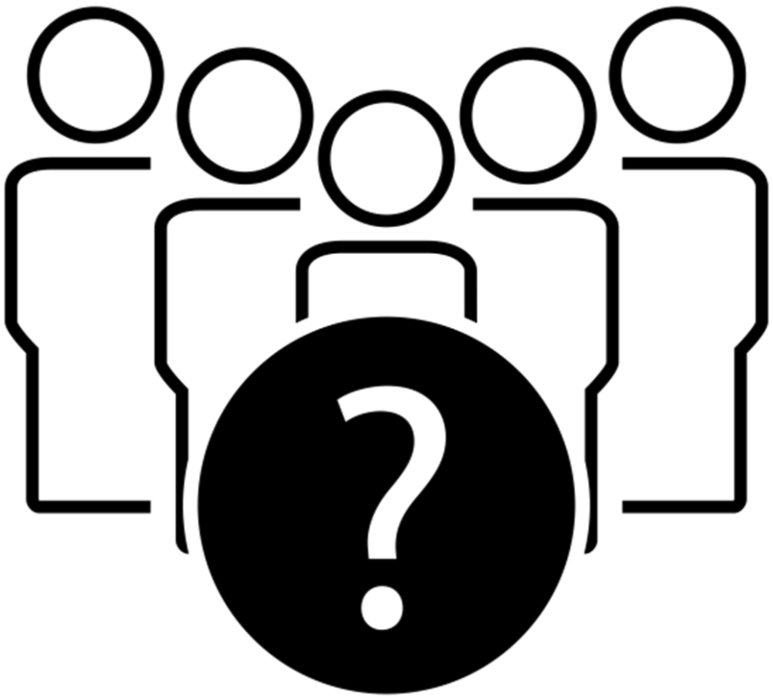
From University of Wisconsin Extension-Developing a Logic Model: Teaching and Training Guide

EXAMPLE LOGIC MODEL

Inputs	Target Population	Outputs	Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Resources needed to operate program	Who the program intends to help	Activities and units of service provided with # of participants	Changes in client knowledge, skills, and attitude	Changes in client behavior	Changes in client status or condition
Staff time Equipment Curriculum Facilities	Up to 25 pregnant teenagers (ages 13-20) living in St. Louis city	25 teens receive 1 hour of weekly parent mentoring 25 teens attend 15 prenatal health classes (1 hour each)	Clients gain knowledge about prenatal health habits that will positively affect their child.	Clients increase their practice of prenatal health habits.	Babies born to clients are healthier than those of their peers.
			90% of teens gain knowledge about prenatal health habits that will positively affect their child	75% of clients incorporate at least 2 prenatal health habits not previously used	80% of babies born to clients achieve average or above score on Infant Health Assessment

WHO SHOULD CREATE A LOGIC MODEL?

- Program Director
- Program Staff
- Leadership
- Grant Writer



about us by Ben Peetermans from the Noun Project

- Evaluators (Internal or External)
- Other Partners
- Program Participants

WHAT MAKES A STRONG LOGIC MODEL?

- Overall Snapshot
- Focused
- Alignment Between Components
- Contextualized for Purpose

EXERCISE – REVIEW THE LM

Review logic model with your table

Can you spot any issues?

- Try to find at least 3

WHERE TO START?

Goal/Impact: (What the organization hopes to achieve with the program/initiative)

Assumptions: (Why the organization believes this program will help participants/the community achieve desired outcomes)

Other Factors to Consider: (Are there any other factors that should be considered about this program/initiative?)

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EXERCISE - LOOK AT EXAMPLES

- Consider and be ready to share:
  - Are the elements of a strong logic model present?
  - Is the organization clear?
  - What do you like or dislike?

WHY USE LOGIC MODELS?

Valuable program design tool

- Specify indicators of success
    - Inform evaluation efforts
    - Program is designed to achieve goals
- Articulate activities & efforts
- Identify needed resources

WHY USE LOGIC MODELS?

Support performance management

- Monitoring program implementation
- Monitoring results and program success

WHY USE LOGIC MODELS?

Foster communication

- Encourage internal alignment
- Provide program snapshot for external audiences

EXERCISE – USE LM FOR PM

- For new logic model, clients are learning about healthy habits, but aren't changing behavior for
    - Smoking & drinking cessation
- Evaluation indicates this is due to:
    - Peer pressure
- Identify program changes that might improve the behavior change outcome

LOGIC MODEL RESOURCES

- Community Tool Box

  http://ctb.ku.edu/
- University of Wisconsin – Extension http://www.uwex.edu
- Kellogg Foundation Logic Model Guide

  https://www.wkkf.org
- Pell Institute Evaluation Toolkit

  http://toolkit.pellinstitute.org

CREATE LOGIC MODEL

- Build out LM
  - For your program or sample program
  - Can use templates & examples as helpful
- Try to fill in each column for at least ONE outcome
- Can work with coworkers, or table can choose one to work on

MEASURING SUCCESS

DURING LUNCH: Exercise - What Data are You Going to Collect?

- Using the logic model you were just working on, start a list of the data you would need to collect to measure program success.
- Feel free to collaborate.
- Be ready to discuss after lunch.

OUTCOME INDICATORS

"An indicator is the evidence or information that will tell you whether your program is achieving its intended outcomes. Indicators are measurable and observable characteristics. They answer the question: 'How will we know change occurred?'"

—*Innovation Network Evaluation Plan Workbook*

FROM OUTCOMES TO DATA COLLECTION

Outcomes	Outcome Indicators	Data to Collect
Clients are proficient in reading.		
Clients develop/maintain healthy eating habits.		
Clients obtain job readiness skills.		

FROM OUTCOMES TO DATA COLLECTION

Outcomes	Outcome Indicators	Data to Collect
Clients are proficient in reading.	80% of clients score at grade level or above on a reading proficiency test by the end of the school year.	
Clients develop/maintain healthy eating habits.	75% of clients report regularly engaging in at least two ongoing healthy habits from the curriculum after 6 months.	
Clients obtain job readiness skills.	85% of clients are able to highlight at least three job skills they posses in a mock interview at the end of the training program.	

HOW MANY INDICATORS FOR ONE OUTCOME?

- Outcome: Clients obtain job readiness skills.

- Outcome: Clients are proficient in reading.

WHAT DETERMINES HOW YOU MEASURE?

- Access to sources of data
- Access to clients
- Reliability of self-report
- Reading or language proficiency of clients
- Timeline for measurement and reporting
- Availability of measurement tools
- Level of rigor desired

Created by Turkkub from Noun Project

WRITING OUTCOME INDICATORS

- SMART with four key elements:

  Change direction (verb)

  Target/goal

  Population/client

  Change type

  - Knowledge, skills, behavior, status, etc.

OUTCOME INDICATOR OUTLINE

(Target/goal)% of (describe clients included in measure)

will (change verb) their (describe knowledge, skill, attitude, behavior, or condition/status change)

as evidenced by (score on measurement tool/method)

by/after (time period).

OUTCOME INDICATOR OUTLINE

(Target/goal)% of (describe clients included in measure)

will (change verb) their (describe knowledge, skill, attitude, behavior, or condition/status change)

as evidenced by (score on measurement tool/method)

by/after (time period).

80% of students who attended at least 10 sessions of the Empower Program will increase their knowledge of health coping skills

as evidenced by a 5 point or greater increase in their score on the Coping Skills Assessment

by the end of the semester.

WHAT DO YOU THINK?

Outcome	Outcome Indicator
Clients' knowledge of positive parenting skills increases.	100% of clients who attend the Positive Parenting seminar received informational material about positive parenting.
Clients demonstrate increased use of positive parenting skills.	85% of clients who attend Positive Parenting seminar can name two or more positive parenting skills on the post-test.

EXERCISE - ADDING INDICATORS TO YOUR LOGIC MODEL

- Take a few moments on your own or with a partner to write an outcome indicators for the outcomes on your logic model.

Additional Resources for Developing Indicators

- Urban Institute's Outcome Indicators Project- https://www.urban.org/policy-centers/cross-center-initiatives/performance-management-measurement/projects/nonprofit-organizations/projects-focused-nonprofit-organizations/outcome-indicators-project

- Innovation Network-Evaluation Plan Workbook- https://www.innonet.org/media/evaluation_plan_workbook.pdf

- Charles and Lynn Schusterman Family Foundation Data Playbook-https://www.schusterman.org/playbooks/data/

DATA COLLECTION & MEASUREMENT TOOLS

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TYPES OF MEASUREMENT TOOLS

- Standardized Assessments
  - Inventories
  - Diagnostic Tools
- Client Self-Report and Feedback
  - Written (Surveys)
  - Interviews or Focus Groups
- Observation
- Document Review
  - Existing Program Data-Baselines, Case Notes, etc.
  - Public Data-School Records, Population Level Data, etc.

Quantitative (Numbers and Statistics)	Qualitative (Words and Concepts)
• Pre/post survey • Post only questionnaire • Structured observation • Administrative data • Standardized instrument	• Survey/interview guide • Focus group guide

METHOD	ADVANTAGES	DISADVANTAGES
Surveys	• Anonymous completion possible • Can administer to groups of people at the same time • Can be efficient and cost effective	• Forced choices may miss certain responses from participants • Wording may bias responses • Impersonal
Interviews (individual/ in-depth)	• Can build rapport with participant • Can prove to get additional information • Can get breadth or depth of information	• Time consuming • Expensive • Interviewing styles and wording may affect responses
Focus Groups	• Can get common impressions quickly • Can be an efficient way to get breadth and depth of information in a short time frame	• Need experienced facilitator • Can be difficult and costly to schedule a group of 6–8 people • Time consuming to analyze responses
Observation	• Can view program operations as they occur	• Difficult to interpret observed behaviors • May influence behaviors of program participants • May be expensive and time consuming to record each individual event
Document Review	• Can document historical information about your program • Does not interrupt program routine • Information already exists	• May be time consuming • Available information may be incomplete • Gathering information is dependent on quality of records kept

From CDC: https://www.cdc.gov/std/Program/pupestd/Selecting%20Data%20Collection%20Methods.pdf

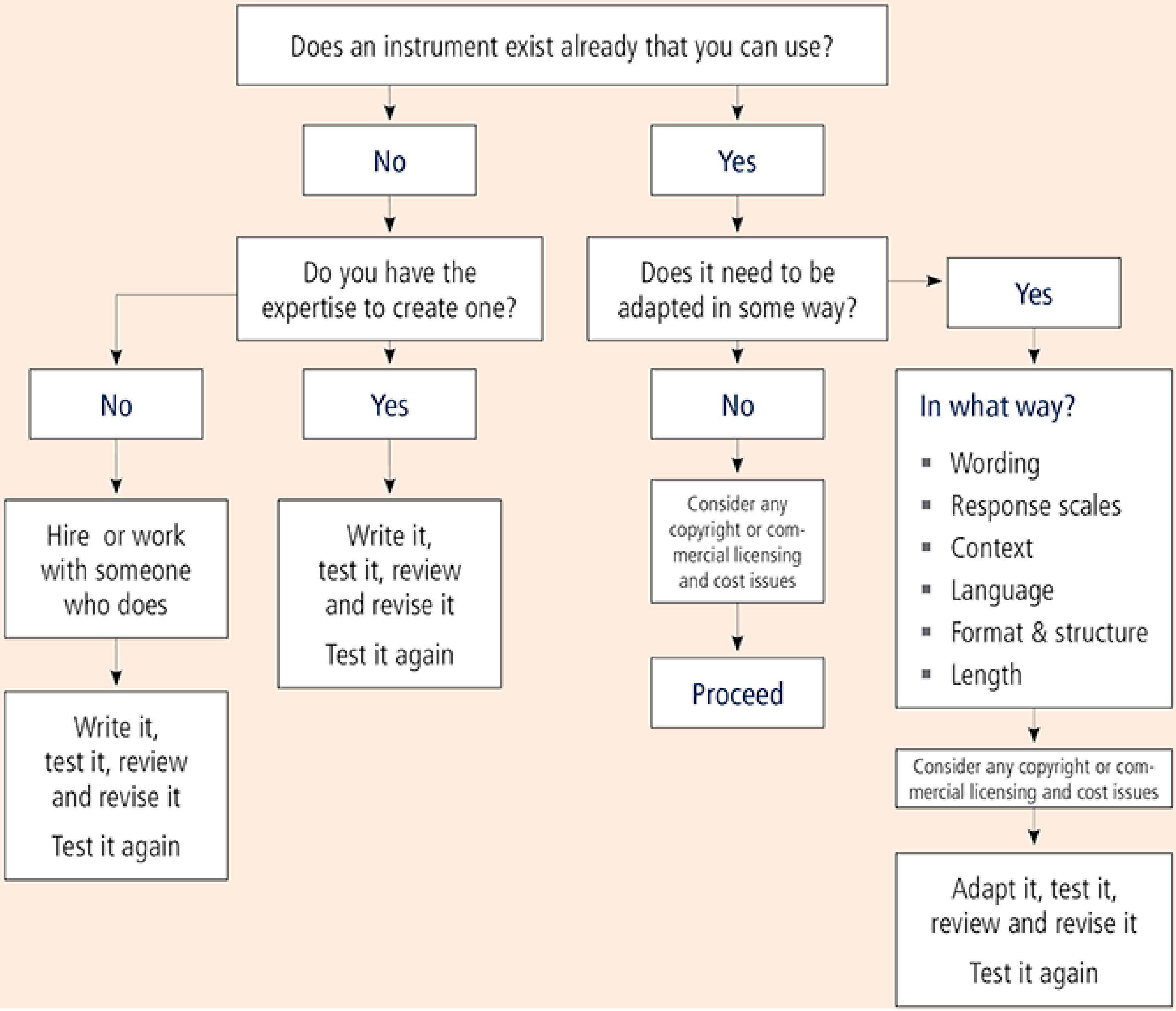
EXERCISE - TOOL MATCHING

- In the envelopes on your table you will find cards listing scenarios and measurement tools.
- Work together to determine which tool your group would use in each scenario.

SELECTING A MEASUREMENT TOOL

- Questions to be Answered (Outcomes)
- Type of Data Desired (see Outcome Indicators)
- Feasibility & Ease of Use
  - Level of Training Required
  - Frequency of Measurement
  - Fit with Population to be Measured
- Level of Rigor
  - Validity
  - Reliability
- Resources Required
  - Cost
  - Time to Develop and Implement

Instruments decision tree



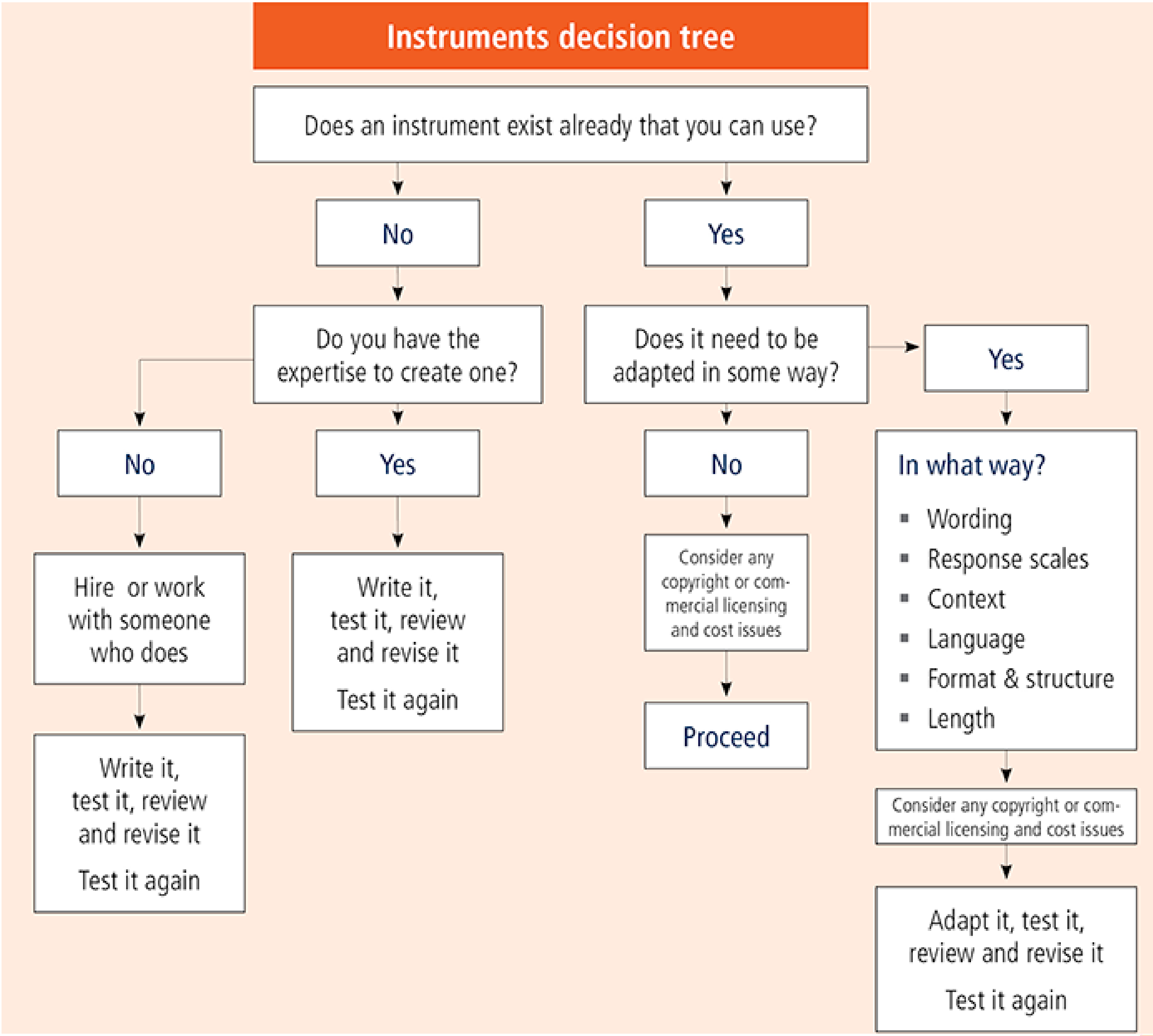
From: https://aifs.gov.au/cfca/2016/04/14/how-choose-outcomes-measurement-tool

USING AN EXISTING TOOL

- Where to Look
  - Repositories
  - Information from Successful Programs
  - Government Agencies
  - Universities
- Questions to Ask
  - Has this tool been tested/validated with our client population?
  - Does this tool need to be adapted for our purposes?
  - What is the cost of acquiring this tool?
  - What level of staff training/skill is needed for administration and analysis?

RESOURCES & REPOSITORIES

- Perform Well-http://www.performwell.org/index.php/find-surveyassessments
- Measurement Instrument Database for the Social Sciences-http://www.midss.org/
- Marillac Mission Fund Evaluation & Survey Tools-https://marillacmissionfund.org/resources/evaluation-tools-surveys
- Better Evaluation-https://www.betterevaluation.org/en/rainbow_framework/describe/collect_retrieve_data
- RAND Online Measure Repository-https://www.rand.org/nsrd/ndri/centers/frp/innovative-practices/measure.html



From: https://aifs.gov.au/cfca/2016/04/14/how-choose-outcomes-measurement-tool

CREATING OR ADAPTING A TOOL

- Understand the purpose and intended use of each question
- Be mindful of timing and effort to complete the tool
- Consider clarity and framing of questions
- Test, Revise, Test!

Additional Resources

- Checklist for Selecting Data Collection Methods
- Corporation for National & Community Service- https://www.nationalservice.gov/resources/performance-measurement/training-resources#collection
- Instrument development resources:
    - Better Evaluation–Collect and/or Retrieve Data https://www.betterevaluation.org/en/rainbow_framework/describe/collect_retrieve_data
    - University of Wisconsin Extension – Questionnaire Design- http://www.cefe.illinois.edu/tools/Evaluation%20Training%20Resources/UW%20Extension%20Collecting%20Evaluation%20Data_1108.pdf

SURVEY CRITIQUE

Question	Issues?
How many new prenatal health habits have you started practicing since the beginning of the program? Choose One: None, 0 to 2, 2 or More	
How much has the program helped improve your parenting knowledge and skills? Choose One: None, Very Little, Some, A Lot	
Do you agree or disagree that it is not easy to maintain healthy habits? Choose One: Agree, Disagree	

SURVEY CRITIQUE

Question	Issues?
How many new prenatal health habits have you started practicing since the beginning of the program? Choose One: None, 0 to 2, 2 or More	Overlapping Options
How much has the program helped improve your parenting knowledge and skills? Choose One: None, Very Little, Some, A Lot	Double-Barreled Question
Do you agree or disagree that it is not easy to maintain healthy habits? Choose One: Agree, Disagree	Use of Negatives Decreases Clarity

Poll: How Many People Have Actually Ridden the Trolley Three Times Or More

Choose one:

- None 85%
- At Least One Ride - But Three Or Less 12%
- Four Or More 1%

This poll has been closed. 788 votes

9 Nov · 31 neighborhoods

Thank Comment 9 5

CHOOSE OR DESIGN WITH ANALYSIS IN MIND

- Will you need to do some sort of data entry?
- How should you ask questions to ensure you will get usable data?
- How sophisticated will your analysis be?
- Who will be doing the analysis? When? With what system?

DATA COLLECTION PLANS

Outcome Indicator	Measurement Tool	When & how will data by collected?	By whom will data be collected?	How will data be analyzed?	What will be reported?

Outcome Indicator/ Target	Assessment Tools	Analysis Method	Persons Responsible	Timeline
Changes in client knowledge, skills, and attitude	Measurement tool type and name	Tools/systems that will be used to analyze results	Who is responsible to collect and analyze data	Dates and frequency of data collection
90% of clients gain knowledge about prenatal health habits that will positively affect their child	Pre/post comparison of scores on Prenatal Health Knowledge Index	Microsoft Excel comparison of difference in pre and post scores	Program Manager administers and scores pre/post test Data analyst runs Excel pre/post comparison and sends results to Program Manager	Pre test in first class (Jan 2020) Post test in last class (June 2020) Excel analysis due to CPO July 2020

REVIEW OF OBJECTIVES

- Review value of and articulate Theory of Change
- Access tools and knowledge to create & effectively use Logic Models
- Gain strategies and resources to define, assess, and measure indicators of success