Specific Information
Used in this Presentation

* Kellogg Foundation
* New York Cares Volunteer Management Training Series
* Energize
* Minnesota Department of Human Services
* Grants Northwest
Can’t they see we are doing a good job?
Common Evaluation Worries
Feels like it’s forced on you by funders

Seems terribly complex

Resistance from the program people whose cooperation you need to develop a good proposal.

The evaluation section is treated as a necessary evil and an afterthought — something you throw together after the real work of your proposal is done.

As a result, it is often one of the weakest parts of many people’s grants.
What is Evaluation?

- Valuation = Establishing value
- Allows you to make critical decisions about:
  - Effectiveness
  - Resource allocation
  - Necessary changes/adaptations
- An ongoing process
- Facilitates organizational learning
Why is Evaluation Important?

- What gets measured gets done
- If you don’t measure results – don’t know success from failure
- If you can’t see it...
  - You can’t reward it
  - You can’t learn from it
  - You can’t correct it
  - You can’t use it to gain benefits

In a competitive funding round, a strong evaluation section may make the difference between getting funded or turned down.
What Comes Out of Evaluation?

Better understanding of:

* Inputs invested
* Accomplishments (what got done)
* Impacts (measurable changes)
* Service Stories (narrative descriptions of experiences and accomplishments --- often focus on individual experiences)
Proposals with good evaluation sections score better and are more fundable than ones with poor (or no) evaluation. Being able to cite a positive prior evaluation of your existing program increases your chances of receiving future or continuation funding.
What should I evaluate?

Create and evaluate measurable goals for:

- Volunteer efforts
- Volunteer program
- Program within which volunteer program operates
- Team efforts of volunteer/staff
Right-Sizing Evaluation for Your Needs

- Individual project evaluation
- Assessment of volunteer performance/satisfaction
- Assessment of volunteer program
- Assessment of volunteer program as part of larger organizational goals
- Assessment by an outside evaluator
Outputs vs. Outcomes

**Outputs (Things)**

* Number of volunteers
* Participation in events
* Products developed
* Volunteers trained
* Clients served

**Outcomes (Changes)**

* Gains in knowledge
* Behavior changes
* Future job placement
* Level of satisfaction
* Access increased
* Successful transitions in care
Commonly Used Volunteer Program “Measurables”

- Services provided
- Volunteer statistics
  - Volunteer demographics
  - Volunteer expertise and background
  - Affiliations
  - Where/how volunteers work
  - Why they volunteer
- Value of volunteers
- Achievement of milestones
- Program outcomes
- How services are changing/adapting to needs
Before You Go Any Further

- What do you want your project to accomplish?
- How will you know if you have accomplished your goals?
- What activities will your project undertake to accomplish your goals?
- What factors might help or hinder your ability to accomplish your goals?
- What will you want to tell others who are interested in your project?
## Building Questions from a Logic Model

### Volunteer Program Logic Model

<table>
<thead>
<tr>
<th>PROGRAM NAME: Volunteer Program</th>
<th>TARGET GROUP: A diverse group of energetic individuals from the Davenport West community and beyond with an interest in volunteering at The Stop</th>
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</thead>
<tbody>
<tr>
<td>PROGRAM OBJECTIVES:</td>
<td>ACTIVITIES: What we do</td>
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<tr>
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<td>OUTPUTS: Program-based deliverables (e.g. # of program participants, # of sessions delivered)</td>
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<td></td>
<td>OUTCOMES: Short-term changes in learning (knowledge, skills, awareness, etc) and medium-term changes in action (behavior, practice, etc)</td>
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<td>INDICATORS: How we measure success in outcomes (e.g. participants report increased food preparation skills)</td>
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<td>IMPACTS: Desired long-term changes in conditions or systems (social, economic, environmental, etc.)</td>
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### Objective 1:
- To strengthen The Stop’s operational capacity by providing suitable and reliable volunteers on an as needed basis to all programs at The Stop.
- **Volunteer Coordinator (0.8)**
- **Volunteer Assistant (0.6)**
- **Volunteers**

- Manage volunteer inquiries
- Recruit a variety of volunteers with diverse experience and interests (students, community service, community members, corporate, etc.)
- Provide volunteer information sessions 1 x per month to provide info & pre-screen volunteer applicants for level of commitment
- Conduct orientation meetings: job description, code of conduct, sign contract, tour of space including where their program takes place, etc.
- Ensure rights & responsibilities of volunteers are kept in mind, uphold code of conduct & terminate volunteers who do not follow standard policies

- **# of volunteer inquiries**
- **# of programs making use of volunteers**
- **# of volunteer information sessions provided & # of participants in volunteer information sessions**
- **# of volunteers who sign contract**

### Objective 2:
- To increase skills, knowledge, and (# applicable) employability of volunteers by providing a meaningful and valuable volunteer work opportunity.
- **Volunteer Coordinator (0.8)**
- **Volunteer Assistant (0.6)**
- **Volunteers**

- Provide relevant, ongoing training opportunities (safe food handling, health, bake oven, etc.)
- If there are no suitable matches available, direct interested volunteers to other agencies
- Ensure coordinators create and follow a work plan for volunteers with clear roles, responsibilities and appropriately challenging and interesting tasks
- Provide volunteer support as needed (e.g. on the job support, reference letters)

- **# of additional training opportunities provided**
- **# of matches between volunteers and other agencies facilitated by The Stop**
- **# of reference letters provided**

### Objective 3:
- To provide volunteers with a catching, rewarding, social and enjoyable volunteer experience.
- **Volunteer Coordinator (0.8)**
- **Volunteer Assistant (0.6)**
- **Volunteers**

- Clearly communicate responsibilities related to volunteer management to program staff
- Provide volunteer incentives (ITC tokens, Good Food Market vouchers)
- Provide volunteer recognition (ongoing praise, profile volunteers in newsletter, volunteer parties, holiday season cards, volunteer awards)

- **# of volunteers attending volunteer parties**
- **# of volunteers receiving newsletter**

### Assumptions:
- Principles, beliefs, ideas behind how and why the interventions will work in our community.
- Volunteer experience is valuable work experience.

### External Conditions:
- Factors outside the program’s control that influence outcomes (e.g. economy)
- Economic factors influence number of people able and willing to volunteer. Policies that encourage volunteering.
Don’t Reinvent the Wheel

- Use commonly accepted, research-based measures
- Adapt standardized questions and measures (reliability and validity)
- Use proper research practices
- Survey format and process
- Question design and wording
- Measure same item in multiple ways to validate
- Use the same tool over time to collect longitudinal data
- Ask for help!
Targeting and Sharing

- Develop clear target
- Create measures to determine if meet target
- Clear expectations
- Create tool that enables measurement
- Make sure staff and volunteers understand process
- Follow-through
- Allows everyone to track measures
- Involve stakeholders in review and suggestions
Your Evaluation Plan

- What is to be evaluated
  - Focus on key elements (don’t have to measure everything)
- Criteria for measurement
- Methods used
- Who will conduct the evaluation (everyone)
- Plan for analysis (keep it manageable)
- How results will be used
### Some Terms

<table>
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<th>Monitoring v. Evaluation</th>
<th>Timing</th>
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<td><strong>Monitoring</strong> – Are objectives being met?</td>
<td><strong>Formative</strong> – Data collected throughout program/project implementation</td>
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<tr>
<td><strong>Evaluation</strong> – Are objectives being met?</td>
<td><strong>Summative</strong> – Data collected only at the end of the program</td>
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<td>+ How and why?</td>
<td><strong>Cross-sectional</strong> – Data collected at only one point in time</td>
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<td><strong>Longitudinal</strong> – Data collected at more than one point of time</td>
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Two types of data

**Quantitative Data**
- Number of hours volunteers
- Demographics
- Number of clients served
- Amount of training
- Number of services delivered
- Number of dollars spent

**Qualitative Data**
- Narrative accounts, interviews, observations, organizational reports
- Provides context and depth
- Looks at people’s actual experience and the impacts of programs on their lives
- Critical for volunteer programs to frame and tell story of the work being done
Common Evaluation Methods

- Surveys (mail or telephone)
- Pre- and post- evaluations (questionnaire/interview)
- Content/process analysis of organizational data and documents
- Descriptive case study
- Outside observers
Creating a Realistic Evaluation Effort

- Who is going to do it (put in job description and account for in staff work plan)
- Determine viable data collection (electronic, paper, interviews)
- Think ahead about analysis
  - Straight statistics
  - Narrative/case study
- Review and interpretation
Asking the Right Question

- Question wording
- Answer options
- Interpretation of results
Volunteers report learning employable skills
(pre- and post-service volunteer evaluation)

Volunteers report and demonstrate new learnings
(pre- and post-service volunteer evaluation & observation)

Volunteers report references received were valuable in other aspects of their lives
(Volunteer survey)
Coordinators express satisfaction over their program's volunteer support (coordinator surveys)

Coordinators report that volunteer support has increased the quality of their programs (coordinator surveys)
Volunteers report an increased sense of purpose, achievement and pride since beginning volunteering (pre- and post-service volunteer evaluation).

Volunteer retention (monthly records & reasons for leaving).

Volunteers report making new friends who they see or speak with outside of the volunteer workplace (pre- and post-service volunteer evaluation).
Things to Remember During Analysis

- Assuming that the program is the only cause of positive (or negative) changes documented.
- Forgetting that:
  - the same evaluation method may give different results when used by different people
  - respondents may tell the evaluator what they believe he or she wants to hear.
- Choosing the wrong groups to compare or comparing groups that are different in too many ways.
- Claiming that the results of a small-scale evaluation also apply to a wide group or geographic area.
Writing outcome statements:

Ten RSVP literacy tutors helped 19 students pass GED exams since the program began six months ago. This represents 8% of the students who started the program. One student has already received a promotion, which he says is directly related to his participation in the reading clinic.
Eighteen volunteers taught more than 30 pregnant teenage mothers how to perform basic child care tasks and counsel them on drug abuse, spousal abuse, health care and other topics. Follow-up studies indicate that parents who go through the program are much less likely to have low birth weight or stillborn babies than their peers.
More than 30 elders benefitted from the expansion of the senior companion service in the area. These volunteer services, which are provided at no cost to the client and only $5 an hour to the taxpayer, are much less expensive than the average of $11 an hour the client would have to pay a professional in-home caregiver to provide the same services.
Your Evaluation Report

Statement of Purpose
Objectives of the evaluation
Outputs and outcomes measured
  * program, client, volunteer
Evaluation design, data collection and evaluation methods and implementation
Results
Conclusion – Findings/Interpretation of results
  * Successes and Opportunities for Future Growth
If evaluation results are not analyzed and used to improve the program, they are being wasted.

Evaluation should not be delegated to a low level in your organization.

Should be a focus of organizational leadership.

Frame decisions about program direction.
In the end, by capitalizing on evaluation efforts...

- Programs will be more customer-focused
- Information available to help change, expand or enhance your volunteer involvement
- Success stories to share with management, volunteers, community, and funders
- Program and volunteers will be more effective
Support Resources

Why Do Evaluation?
Grants Northwest

Kellogg Foundation Evaluation Handbook

Logic Model example:

Measuring Advocacy Outcomes

Measuring Outcomes Using the Logic Model