Asset Based Community Development & Measuring Impact

ABCD Festival – Goa, India 2017
• Agenda
• Learning Objectives
• Learning Community Agreements
“However beautiful the strategy, you should occasionally look at the results.”

Winston Churchill
“The useful aspect of measurement is that it helps us make explicit our intentions and can be a strategy for learning.”

– Peter Block
WHY measure?

→ **Determine** impact of work
  – planned and unplanned.

→ **Define** and communicate impact of work
  – with community, staff, volunteers, media, funders, board....

→ **Discover** areas where additional work or focus would be useful
### EVALUATION APPROACHES: CLASSIC VS. PARTICIPATORY

<table>
<thead>
<tr>
<th>CLASSIC/TRADITIONAL</th>
<th>PARTICIPATORY/CAPACITY-BUILDING</th>
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</table>
| 1. Stakeholders are subjects. Evaluator:  
  – selects social situation  
  – develops evaluation  
  – defines use of knowledge | 1. Stakeholders are collaborators/partners:  
  – define social situation  
  – develop/support evaluation process  
  – define data collection and interpretation  
  – defines uses of knowledge |
| 2. Problem-centered | 2. Focused on strengths/solutions |
| 3. External accountability | 3. Internal planning and decision-making |
| 4. Imposition on those being evaluation | 4. Owned by all stakeholders |
| 5. Focused on the past | 5. Future oriented |
| 6. Periodic | 6. Ongoing |
| 7. Consequences | 7. Lessons |
A logic model is your program ROAD MAP

Where are you going?

How will you get there?

What will tell you you have arrived?
• Logic model is a...
• Picture of your program or intervention
• Graphic representation of the “theory of action” – what is invested, what is done, and what results
• Core of planning and evaluation

Your logic model provides a common framework for your work
Example: Every day logic model – Family Vacation

- Drive to state park
- Set up camp
- Cook, play, talk, laugh, hike
- Family members learn about each other; family bonds; family has a good time
Example: Asset Based Neighborhood Engagement

**Situation:** Neighbors want to create a stronger and more vibrant neighborhood by building relationships and engaging assets

**Inputs:**
- Leadership team
- Learning Conversation Template
- Maps and Contact #s

**Outputs:**
- We conduct 50 learning conversations with people who live and/or work in our neighborhood
- We conduct a mapping event with participants and any neighbors they invite

**Outcomes:**
- Resident build and strengthen relationships, increasing social cohesion
- Neighbors become aware of local assets, increasing social capital
- Crime drops

**What We Invest**

**What We Do**

**What Results**
What does a logic model look like?
• Graphic display of boxes and arrows;
  • Shows relationships & connections
• Any shape possible
  - Circular, dynamic
  - Cultural adaptations; storyboards
• Level of detail
  - Simple
  - Complex
• Multiple models
Program Logic Model

**INPUTS**

Actions and resources that are needed to provide programs and services:

**ACTIVITIES**

The programs and services offered by your organization:

**OUTPUTS**

Counting the number of “units” served with various programs and services:

**INDIVIDUAL OUTCOMES**

Achievement of desired results from customers. Beyond the measured output.

**COMMUNITY OUTCOMES (IMPACT)**

Combined influence of successful outcomes;
Program Logic Model

Community Organizing

Habitat for Humanity of Riverside County

INPUTS + ACTIVITIES = OUTPUTS

INDIVIDUAL OUTCOMES (IMPACT)

Actions and resources that are needed to provide programs and services:
- Staff (2)
- Americorps Volunteers (3)
- Relationships with homeowners from prior work
- Training f/HfHI
- Good relationships with City Council
- Healthy Jurupa Valley partnership

The programs and services offered by your organization:
- ABWK program
- Critical Repair program
- Neighborhood Revitalization Program

Counting the number of “units” served with various programs and services:
- Three neighborhood associations
- Ten trained resident leaders
- Three civic engagement events that impact community issues
- Regular sustained neighborhood meetings and/or events
- 20 improved houses from our programs
- 30 improved houses overall

Achievement of desired results from customers. Beyond the measured output.
- Higher level of satisfaction with neighborhood.
- Increased sense of personal safety.
- Increased involvement in civic affairs effecting the neighborhood.
- Expanded social capital.

Combined influence of successful outcomes;
Higher quality of life for neighborhood residents characterized by:
- Improved Physical Conditions,
- Greater social connectedness within neighborhood,
- Increased civic engagement in city.
Check your logic model

1. Is it meaningful?
2. Does it make sense?
3. Is it doable?
4. Can it be verified?
Indicators measure the degree to which an expected outcome or change has been achieved.

Indicators are observable:
  Seen
  Heard
  Read
  Calculated
Domains of Neighborhood Indicators

Social
- Demographics
- Race
- Social Networks/Capital
- Community Groups
- Political Power

Physical
- Housing Stock
- Streets
- Parks/Recreation
- Environment

Economic
- Jobs
- Businesses
- Income
- Property Values
What makes a strong indicator?

- Link between desired outcome and indicator
- Stakeholders agree the indicator is a fair measure
- Shows value gained or lost - compelling
- Carefully selected - relevant, valid, credible
- Consistent over time - comparable, reliable
- Useful to assess trends
What impacts does your ABCD work try to achieve or influence?

What indicators would signify progress towards achieve these impacts?

What data, or information, would measure these indicators?
Indicator Exercise Example

• What impacts are we trying to achieve?
  • Improved social cohesion in the neighborhood to create a safer more desirable neighborhood

• What indicators would signify progress
  • More neighbors report knowing and trusting/relying on neighbors
  • Neighbors report improved feeling of safety
  • Houses sell faster due to improved reputation

• What data would measure these indicators
  • Annual resident survey
  • Measure of days homes are on the market for our zip code
Causation vs. Correlation Quiz

1. Ice cream consumption causes drowning.

2. Watching soap operas causes eating disorders in young women.

3. Sleeping with one's shoes on causes headaches.

4. Eating breakfast causes students to be better learners.

5. Global warming is caused by a lack of pirates.

Causality in Community

We cannot prove causality. We CAN talk about what we do (activities) and how we believe these activities will change the neighborhood (impact); then we can capture our observations of the changes occurring in the neighborhood (indicators) that we believe are linked to our efforts.
Data Collection
Tools and Indicators

- The indicator is what you will measure.

- The data collection method is the approach you will use to measure.

- There are often several different ways to measure an indicator.
SAO Triangle

STUDY

ASK

- Informal conversations
- Community meetings
- Focus groups
- Interviews
- Surveys

OBSERVE

- Walk-abouts
- Site visits
- Direct observation of behavior
- Attend meetings
- Photographs and videos
• **Primary vs. Secondary**
  • Primary Data: data you create to answer a specific research question.
  • Secondary Data: data someone else created for a different reason but you are going to use to answer your research question.

• **Qualitative and Quantitative**
  • Quantitative: how much and how many?
  • Qualitative: how, how well and why?
Surveys – what can we learn from people’s experiences and perceptions
Survey

A structured way to collect standardized information from individuals using a questionnaire.

• Surveys may be conducted once; at repeated intervals, or concurrently with multiple samples
• They may be used to collect information from a few or many
13. How likely would you say it is that people in your neighborhood would help out if the following occurred?

<table>
<thead>
<tr>
<th></th>
<th>Very likely</th>
<th>Somewhat likely</th>
<th>Somewhat unlikely</th>
<th>Very unlikely</th>
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</thead>
<tbody>
<tr>
<td>You needed a ride somewhere.</td>
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<tr>
<td>You needed a favor, such as picking up mail or borrowing a tool.</td>
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<tr>
<td>You needed someone to watch your home when you were away.</td>
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<tr>
<td>An elderly neighbor needed someone to periodically check on him or her.</td>
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<tr>
<td>A neighbor needed someone to take care of a child in an emergency.</td>
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</table>

14. Right now, how willing are you to become involved in your neighborhood by working with others to make things happen?

- Very willing
- Willing
- Somewhat willing
- Not that willing

15. How much of a positive difference do you feel that you, yourself, can make in your neighborhood?
<table>
<thead>
<tr>
<th>Activity</th>
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<th>☐</th>
<th>☐</th>
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<tbody>
<tr>
<td>Participated in a community improvement project, such as a clean-up,</td>
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<tr>
<td>community gardening, or other beautification effort</td>
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<tr>
<td>Supported a local political organization, candidate, or ballot initiative</td>
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<tr>
<td>(for example, by voting, door knocking, posting signs, making calls)</td>
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<tr>
<td>Participated in an organized neighborhood social event, such as</td>
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<tr>
<td>festival, block party or other celebration</td>
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<tr>
<td>Personally took action to improve the neighborhood, such as</td>
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<tr>
<td>reporting a hazard or contacting authorities about an incident</td>
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<tr>
<td>Supported local business events, such as a sidewalk sale or “shop</td>
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<tr>
<td>local” day in the neighborhood business area</td>
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<tr>
<td>Participated in an advocacy group, such as a school parent-teacher</td>
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<tr>
<td>association, environmental organization, or labor union</td>
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</table>
**COMMUNITY SAFETY**

Next, I’d like to hear how you feel about safety in this neighborhood.

17. I’m going to ask you about certain places in this neighborhood. Please tell me how safe you feel in each of these places. Would you say **you** feel very safe, safe, somewhat safe, not that safe, or not at all safe?

<table>
<thead>
<tr>
<th>Place</th>
<th>Very safe</th>
<th>Safe</th>
<th>Somewhat safe</th>
<th>Not that safe</th>
<th>Not at all safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking in the neighborhood during the day time</td>
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<tr>
<td>Outside your home at night (on the porch or stoop, or in the yard or alley)</td>
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<tr>
<td>Walking in the neighborhood at night</td>
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<tr>
<td>In parks, playgrounds, and other outdoor recreational areas</td>
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</table>

18. Now I’d like you to consider particular people are in this community. Would you say they are very safe, safe, somewhat safe, not that safe, or not at all safe in this community?

<table>
<thead>
<tr>
<th>Person</th>
<th>Very safe</th>
<th>Safe</th>
<th>Somewhat safe</th>
<th>Not that safe</th>
<th>Not at all safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children who are playing outside</td>
<td></td>
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<td>Children and youth going to and from school</td>
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<tr>
<td>Senior citizens who live here</td>
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<tr>
<td>Neighborhood residents going about their daily lives</td>
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This set of slides draws on the booklet seen at left and other resources. We will cover:

- Types of surveys
- Pros and cons of surveys
- Steps in conducting a survey
- Response rate
- Cover letter

http://learningstore.uwex.edu/pdf/G3658-10.PDF
Surveys are used when...

- You want to collect information from individuals (vs. a group or collective)
- You want standardized information from everyone
- You want information from many people
- Privacy is important or independent opinions and responses are needed
- You have resources to send, track, analyze and interpret the questionnaires
- Potential respondents can read and write
Pros and cons of survey

**PROS**
- Way to collect information from many people; dispersed people
- Person can remain anonymous
- Provides standardized information across respondents
- Allows easy tabulation

**CONS**
- Results can be easily biased
- Can miss important information – questions and answer choices are predetermined
- Requires literacy skills
Types of surveys

1. Hand-out
2. Mail
3. Telephone
4. Face-to-face
5. Email
6. Web survey – Online survey
7. Mixed mode: uses two or more of above

Recommendation: use a mix of modes to ensure that everyone can and does respond
Take some time to plan your survey
Planning a survey:

1. Determine who should be involved in conducting the survey - engage them

2. Define what information you will collect
   • What do you want to know?
   • How will you use the information?

3. Identify the respondents
   • Determine sampling strategy, if a sample is to be used

4. Select how the survey will be distributed: telephone, mail, hand-out, email, web-based

5. Think about data analysis – what will the end product/final report include (keep ‘the end in mind’!)
Survey planning continued...

6. Develop the questionnaire
7. Pilot test the questionnaire and other materials
8. Develop a communication strategy to garner support for the survey
9. Consider budget, timeline, and management process
   • What resources are available?
A note on anonymity and confidentiality in surveys

**Anonymous** means that NO ONE can identify who provided the information

- This may be difficult to assure if there is a need to follow-up with non-respondents or when the survey is administered online (internet or intranet)...so, don’t promise anonymity!

**Confidentiality** means that you are able to identify the person but you guarantee that the information will not be identified with the person

- This applies to all aspects of data collection, analysis and reporting
- When reporting and communicating, ensure that no names or other identifying information is used
How many people do I need for the survey “to count?”
...it depends

• Go here to find “n”

RaoSoft Sample Size Calculator
Response rate

The proportion of people who respond:

\[
\text{# that answered} = \text{response rate} \\
\text{# you contacted}
\]

Example: If you distribute 50 questionnaires and you get 25 questionnaires back, your response rate is 50%.
Response rate

✓ High response rate promotes confidence in results.

✓ Lower response rate increases the likelihood of biased results.
If your response is low, address it!

- Determine how people who responded are different from those who didn’t respond.

- Describe your results in terms of who did respond. Don’t imply that the results apply to anyone other than those who responded.
KEYS getting a high response rate

• The survey topic is of interest to the respondents
• Personalized request and communications related to the survey
• KISS: Keep It Short and Simple
• Follow-up
• Trust, respect, like the sponsor
Ways to increase response rate

• Generate positive publicity for your survey.
• Appeal to people’s helping tendencies – ask them to help.
• Make the topic salient - seem important
  • Ensure that respondents see the value of participating.
  • Point out personal connection to the topic
• Tailor, personalize communications
• Make the questionnaire interesting-short and easy to complete AND easy to return
How to increase response rate

• Provide incentives
• Show positive regard; Say thank you
• Indicate that opportunities to respond are limited
• Over sample
• Use a combination of survey modes – telephone plus mail
• Make (multiple) follow-up contacts – by mail, email, telephone, in person...
If response rate is low...

- Use language that is suggestive rather than decisive.
  
  *For example: “The data suggests” vs. “The data prove”; “It appears” vs. “It shows”*

- Don’t generalize findings to the entire group.

- Clearly describe who responded, i.e., who the data represents.
Secondary Data

When we can learn from what others have already measured.
The neighborhood is a place where people choose to live

Indicator: Crime is reduced

What secondary sources can help me measure this?
Critique each data source

• Can you get it? (at what cost?)
• What’s the geographic boundary?
• How recent is it?
• Is the source reliable?
• Will it be consistent over time to show trends?
• What analysis will be performed?
OBSERVATION — what can we learn from watching
What types of indicators can you OBSERVE?

Behaviors – home repair, maintenance, recycling participation, park usage, neighborhood pride, litter/trash

Physical changes in neighborhoods can be documented and trends assessed
Observation

Benefits
• Inexpensive and fairly easy
• Does not require specialized expertise, although some training needed for observers
• Can be an excellent way to capture/record group dynamics, e.g. types/number of questions asked, nature of interactions (formal and informal), level of participation

Challenges
• “Observer bias” – margin of error related to surveyor styles and personal preferences
• Separating people from structures
• “A snapshot at one point in time,” e.g. if the lawn is usually mowed but is not during your neighborhood walk, mark that it is not
• Developing benchmarks and agreeing upon them – personal and cultural differences.
GETTING READY TO OBSERVE – PART 1

• Determine your focus. Why are we doing this? For example, tracking observations over time can demonstrate that neighborhood properties are showing improvement as a result of our efforts.

• Keep the survey instrument short and targeted to your focus

• Develop clear definitions and detailed standards

• Compared to what? e.g. comparison group, agreed upon design standards or rules, improvement over time based on initial survey
GETTING READY TO OBSERVE – PART 2

- Train observers/surveyors – maximize consistency by communicating definitions and standards, practice with slides or in another neighborhood, compare results

- Consider the safety of both surveyors and residents. Identify observers/surveyors, e.g. special hat or t-shirt. Market when these volunteers will be in neighborhood and why.
• Build in **overlap** with multiple surveyors
• **Determine frequency** – how fast will change come?
More Observation Tips

• Use technology – digital cameras, phone or smart phone cameras

• Try not to be judgmental or make values-based discussions

• Consider observation conditions:
  • The trash cans are curbside. Is it trash day? How close is it to trash day?
  • No one is in the park. Is the weather conducive for outdoor play? What time of day is it, e.g. kids are in school?
Focus Groups and Interviews — what can we learn by listening to conversations
Focus Groups vs. Interviews

Focus Groups
- Simulate real-world response
- Commonalities/Differences
- Consensus

Interviews
- In-depth individual understanding
- More “sensitive” topics
- Less potential for interpersonal bias
Focus Groups: Pros and Cons

PROs
• Relatively easy and inexpensive
• Impressions and Reactions
• Conversation/Interaction
• Body Language/Non-verbal

CONs
• What people say/not necessarily what they do
• “Peer Pressure”
• “Dominator” effect
Wording of Questions for Focus Groups and Interviews

• Open-ended
• Neutral
• One at a time
• Worded carefully
• Be careful with “why” questions
Focus Groups: Before

• Define Purpose
• Establish Timeline
• Identify Participants
• Generate the Questions
• Develop Script
• Select Facilitator
• Choose Location
Focus Groups: During

• Set tone
• Introductions
• Follow script; but allow for spontaneity
• Everyone speaks
• Full answers
• Monitor time
• Keep discussion on track
• No one or one topic should monopolize
Focus Groups: After

- Summarize each meeting
- Analyze the summaries
- Write the report
Types of Interviews

• Informal, conversational
• General interview guide approach
• Standardized, open-ended
• Closed, fixed-response
Interviews: Setting the stage and conducting

- Setting with little distractions
- Purpose clear
- Confidentiality
- Explain format
- Time commitment
- Any questions
- Ensure rapport is there

- Encourage responses
- Careful with note-taking
- Transition between topics
- Stay the course
- Thank participant
- Explain next steps
Planning your evaluation

• Plan. At the beginning.
• With participants.
• With community.
• With other stakeholders.
• With timeline, starting now.
• Including reflection and adjustment.
• Within resources.
Not everything that can be measured is important and not everything important can be measured.

- Albert Einstein