# 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

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

*Where are you going?*

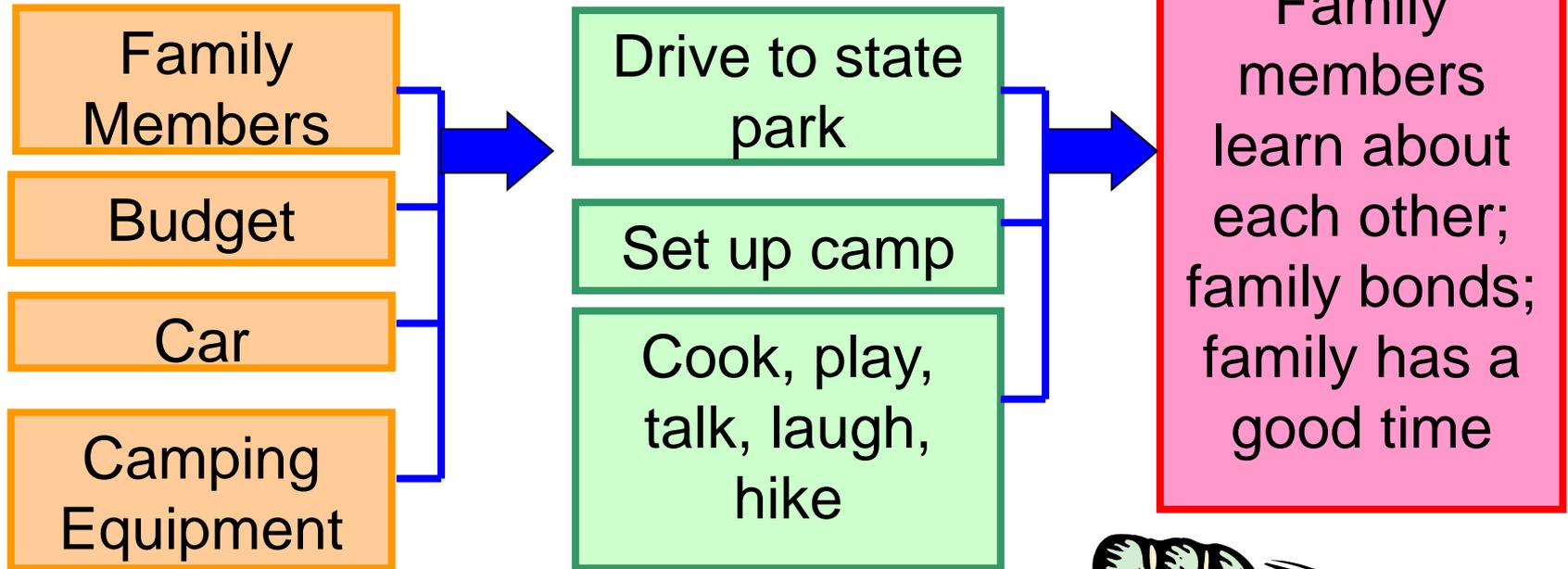*How will you get there?*

*What will tell you that you have arrived?*

A logic model is your program
ROAD MAP

- **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
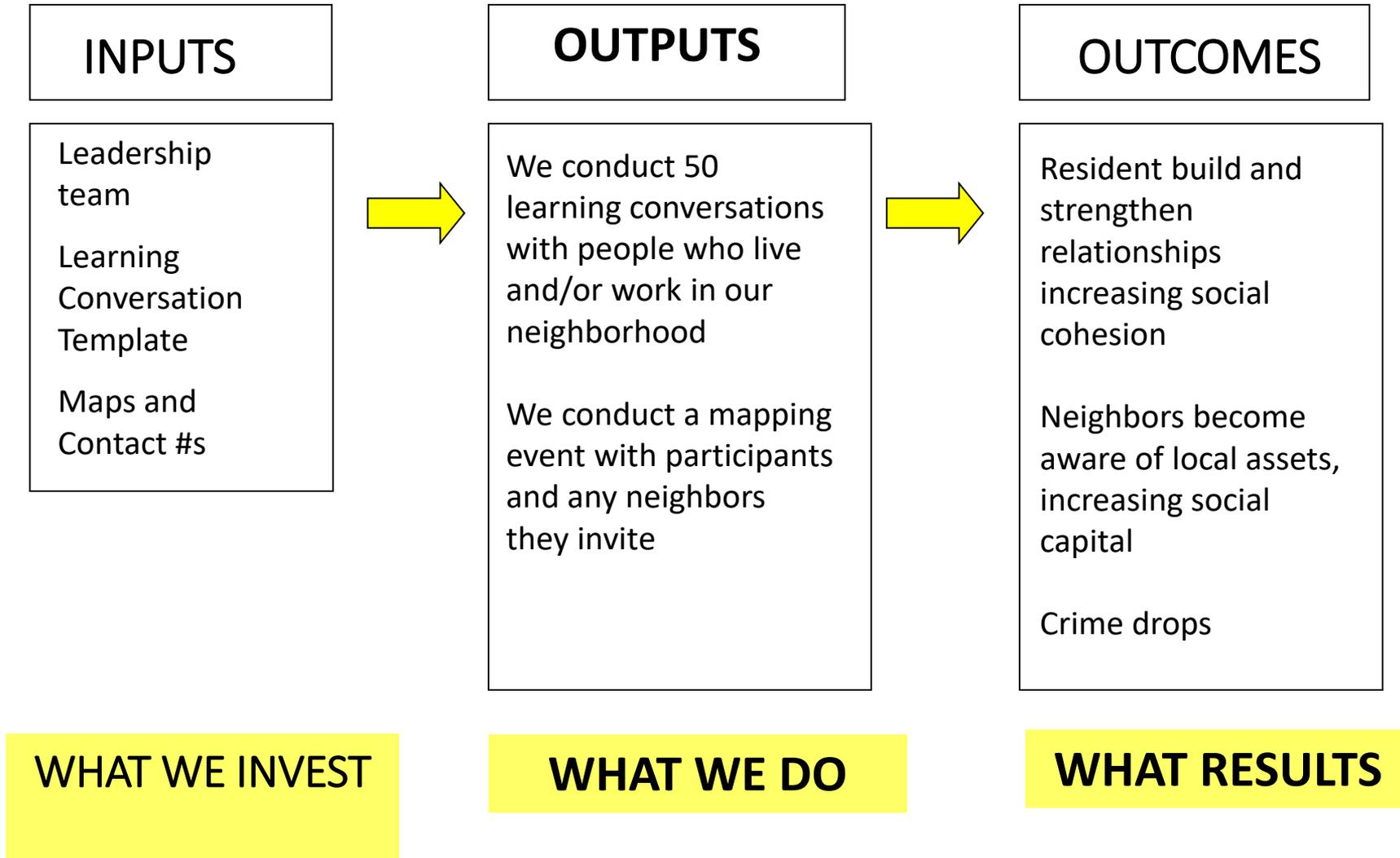
- Core of planning and evaluation

*Your logic model provides a common framework for your work*

**Example: Every day logic model – Family Vacation**

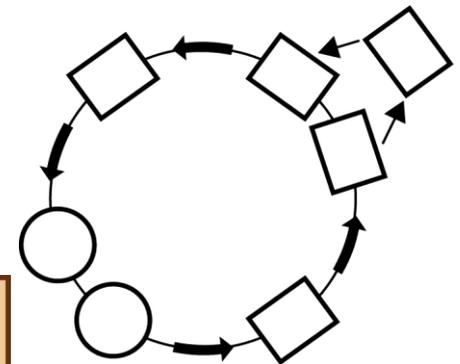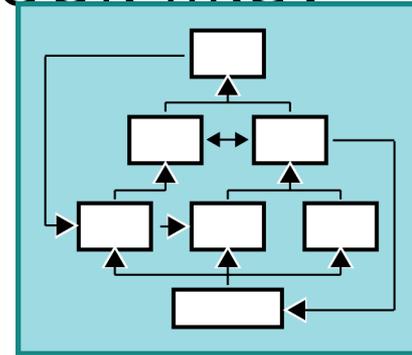| Family Members | → | Drive to state park | → | Family members learn about each other; family bonds; family has a good time |
| Budget | | Set up camp | | |
| Car | | Cook, play, talk, laugh, hike | | |
| Camping Equipment | | | | |

# Example: Asset Based Neighborhood Engagement

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

| INPUTS | OUTPUTS | OUTCOMES |
|---|---|---|
| Leadership team<br><br>Learning Conversation Template<br><br>Maps and Contact #s | We conduct 50 learning conversations with people who live and/or work in our neighborhood<br><br>We conduct a mapping event with participants and any neighbors they invite | Resident build and strengthen relationships increasing social cohesion<br><br>Neighbors become aware of local assets, increasing social capital<br><br>Crime drops |

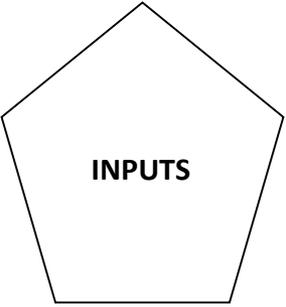**WHAT WE INVEST**          **WHAT WE DO**          **WHAT RESULTS**

# What does a logic model look like?

- Graphic display of boxes and arrows;
  - Shows relationships & connections
- Any shape possible
  - Circular, dynamic
  - Cultural adaptations; storyboards
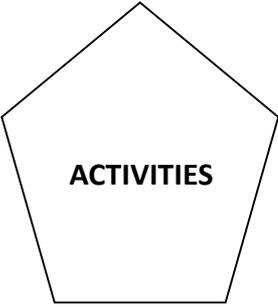- Level of detail
  - Simple
  - Complex
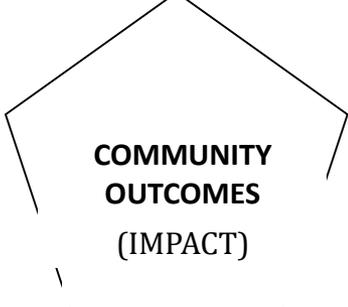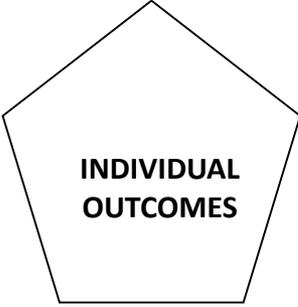- Multiple models



| Inputs | Outputs | Outcomes |
|---|---|---|
|  | 1 | 1a<br>b |
|  | 2 | 2a<br>b<br>c |
|  | 3 | |
|  | 4 | 3a<br>b |

| Program Logic Model |
|---|

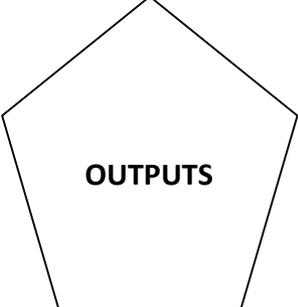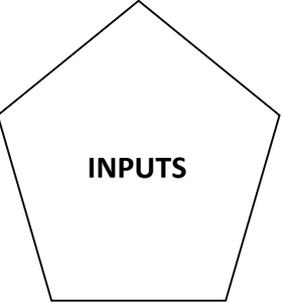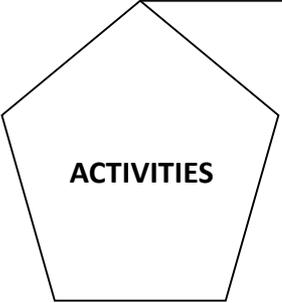| INPUTS | + | ACTIVITIES | = | OUTPUTS | INDIVIDUAL OUTCOMES | COMMUNITY OUTCOMES (IMPACT) |
|---|---|---|---|---|---|---|
| Actions and resources that are needed to provide programs and services: | | The programs and services offered by your organization: | | Counting the number of "units" served with various programs and services: | Achievement of desired results from customers. Beyond the measured output. | Combined influence of successful outcomes; |

**Program Logic Model**

**Community Organizing**

**Habitat for Humanity of Riverside County**

**INPUTS** **+** **ACTIVITIES** **=** **OUTPUTS** **INDIVIDUAL OUTCOMES** **COMMUNITY OUTCOMES**
(IMPACT)

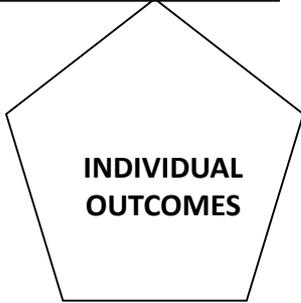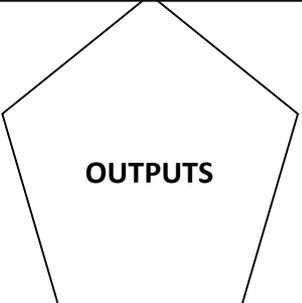| Actions and resources that are needed to provide programs and services: | The programs and services offered by your organization: | Counting the number of "units" served with various programs and services: | Achievement of desired results from customers. Beyond the measured output. | Combined influence of successful outcomes; |
|---|---|---|---|---|
| •Staff (2) | • ABWK program | | | Higher quality of life for neighborhood residents characterized by: |
| •Americorps Volunteers (3) | • Critical Repair program | •Three neighborhood associations | • Higher level of satisfaction with neighborhood. | |
| •Relationships with homeowners from prior work | • Neighborhood Revitalization Program | •Ten trained resident leaders | • Increased sense of personal safety. | • Improved Physical Conditions, |
| •Training f/HfHI | | •Three civic engagement events that impact community issues | • Increased involvement in civic affairs effecting the neighborhood. | • Greater social connectedness within neighborhood, |
| •Good relationships with City Council | | •Regular sustained neighborhood meetings and/or events | | • Increased civic engagement in city. |
| •Healthy Jurupa Valley partnership | | •20 improved houses from our programs | • Expanded social capital. | |
| | | •30 improved houses overall | | |

# 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**

**Economic**

**Physical**
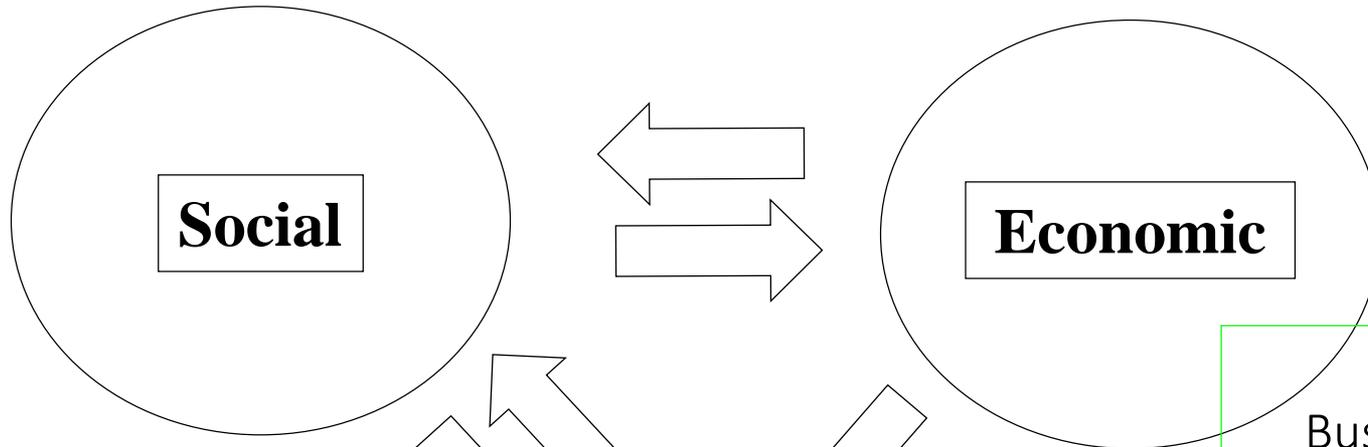
Demographics
Race
Social Networks/Capital
Community Groups
Political Power

Jobs
Businesses
Income
Property Values
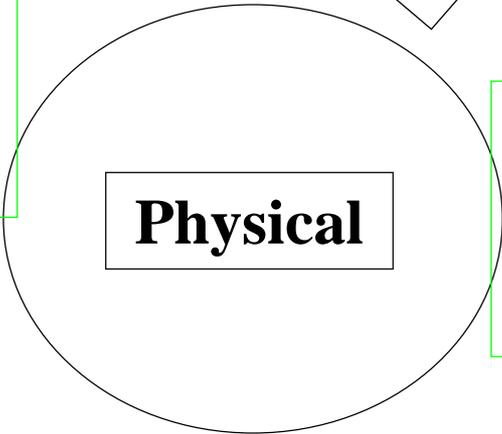
Housing Stock
Streets
Parks/Recreation
Environment

# 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
    - Measre 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.

6. Smoking causes lung cancer.

# 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**
- Document reviews
- Demographics
- Statistics
- Articles
- Reports

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

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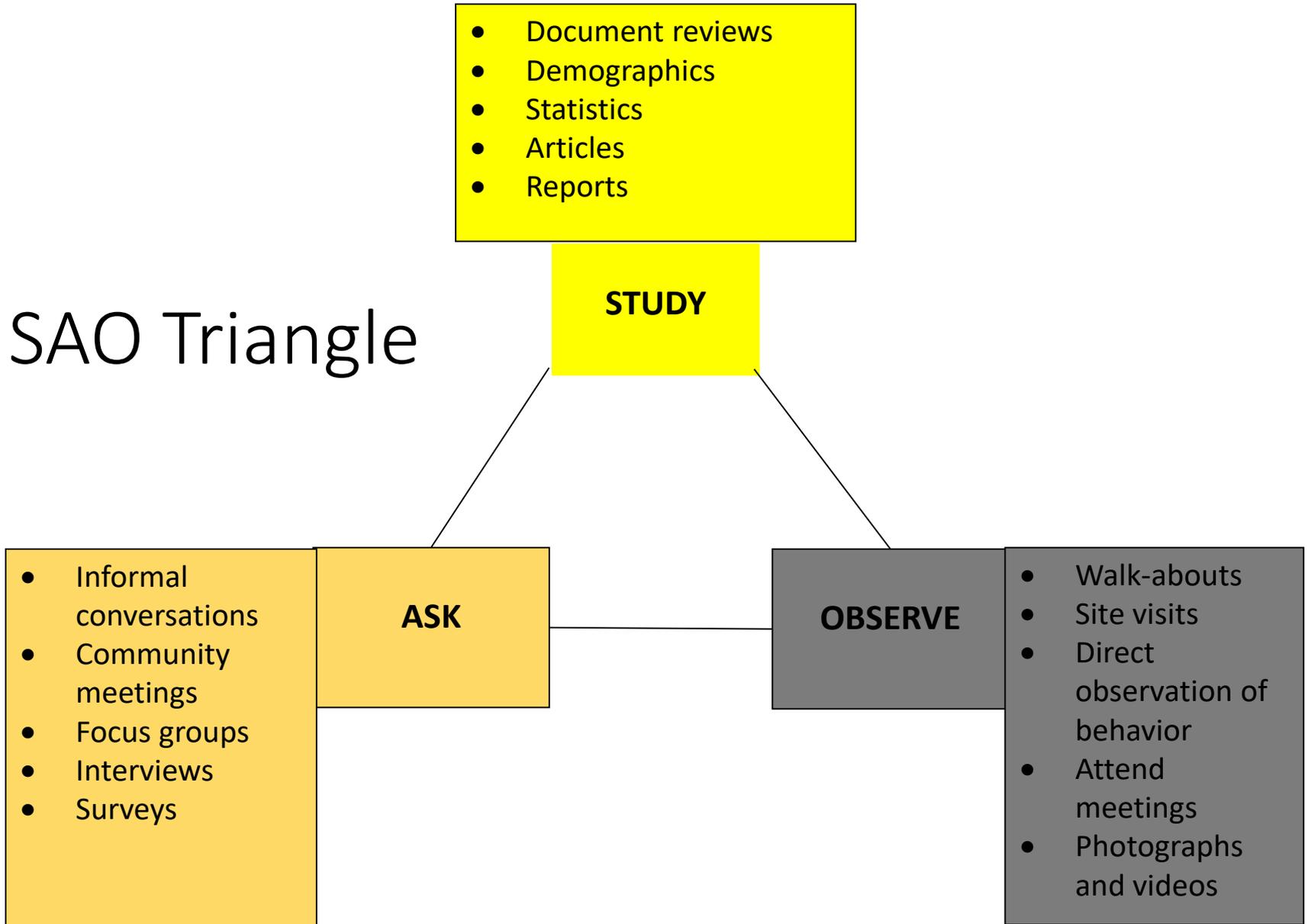
- **Primary vs. Secondary**
  - Primary Data: data you create to answer a specific research question.
  - Secondary Data: data someone else created for a different reason but you are going to use to answer your research question.
- **Qualitative and Quantitative**
  - Quantitative: how much and how many?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

| | Very likely | Somewhat likely | Somewhat unlikely | Very unlikely |
|---|---|---|---|---|
| You needed a ride somewhere. | ○ | ○ | ○ | ○ |
| You needed a favor, such as picking up mail or borrowing a tool. | ○ | ○ | ○ | ○ |
| You needed someone to watch your home when you were away. | ○ | ○ | ○ | ○ |
| An elderly neighbor needed someone to periodically check on him or her. | ○ | ○ | ○ | ○ |
| A neighbor needed someone to take care of a child in an emergency. | ○ | ○ | ○ | ○ |

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?

| | | | |
|---|---|---|---|
| Participated in a community improvement project, such as a clean-up, community gardening, or other beautification effort | ○ | ○ | ○ |
| Supported a local political organization, candidate, or ballot initiative *(for example, by voting, door knocking, posting signs, making calls)* | ○ | ○ | ○ |
| Participated in an organized neighborhood social event, such as festival, block party or other celebration | ○ | ○ | ○ |
| Personally took action to improve the neighborhood, such as | ○ | ○ | ○ |

| | | | |
|---|---|---|---|
| reporting a hazard or contacting authorities about an incident | | | |
| Supported local business events, such as a sidewalk sale or "shop local" day in the neighborhood business area | ○ | ○ | ○ |
| Participated in an advocacy group, such as a school parent-teacher association, environmental organization, or labor union | ○ | ○ | ○ |

*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?

|  | Very safe | Safe | Some-what safe | Not that safe | Not at all safe |
|---|---|---|---|---|---|
| Walking in the neighborhood during the day time | ○ | ○ | ○ | ○ | ○ |
| Outside your home at night (on the porch or stoop, or in the yard or alley) | ○ | ○ | ○ | ○ | ○ |
| Walking in the neighborhood at night | ○ | ○ | ○ | ○ | ○ |
| In parks, playgrounds, and other outdoor recreational areas | ○ | ○ | ○ | ○ | ○ |

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?

|  | Very safe | Safe | Some-what safe | Not that safe | Not at all safe |
|---|---|---|---|---|---|
| Children who are playing outside | ○ | ○ | ○ | ○ | ○ |
| Children and youth going to and from school | ○ | ○ | ○ | ○ | ○ |
| Senior citizens who live here | ○ | ○ | ○ | ○ | ○ |
| Neighborhood residents going about their daily lives | ○ | ○ | ○ | ○ | ○ |
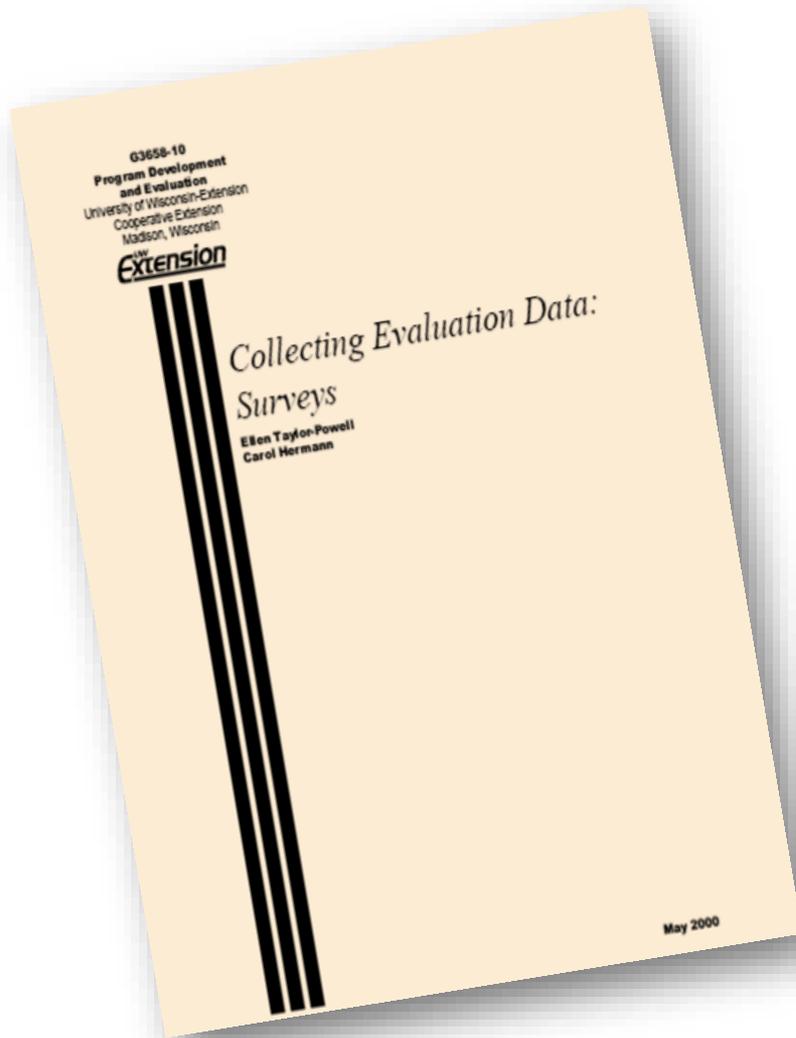
This set of slides draws on the booklet seen at left and other resources. We will cover:

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

**G3658-10**
**Program Development and Evaluation**
University of Wisconsin-Extension
Cooperative Extension
Madison, Wisconsin

**UW EXTENSION**

*Collecting Evaluation Data: Surveys*

Ellen Taylor-Powell
Carol Hermann

May 2000

# Surveys are used when…

- You want to collect information from individuals (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 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:
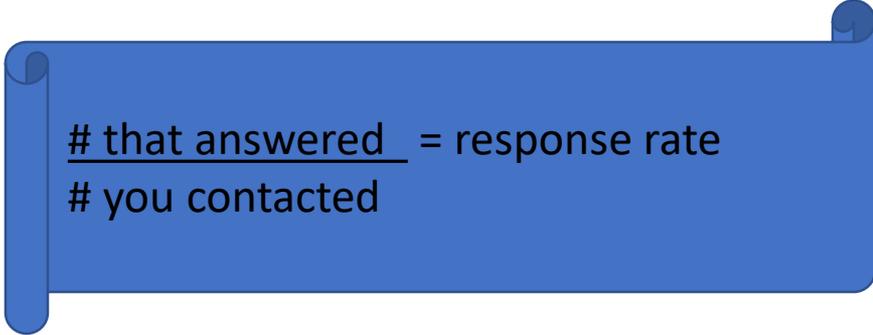
$$\frac{\text{\# that answered}}{\text{\# you contacted}} = \text{response rate}$$

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

# Response rate

✓ <u>High response rate</u> promotes confidence in results.

✓ <u>Lower response rate</u> 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.

# GETTING READY TO OBSERVE – PART 3

- 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*