

INDEX

A

- Abravanel, M., 85, 96
- Accountability, 2–3
- Advocacy organizations: evaluation questions asked by, 64–67; how to be answerable in context of, 67–68; ideas for measuring organizing efforts for, 69.
See also Social change
- AML (Artists and Musicians for Literacy), 52, 55, 60
- Asking task: described, 13; less and more effective approaches to, 16
- Atkinson, C., 87

B

- Benchmarks. *See* Goals; Outcomes
- “The Big Question,” 59
- Board, conducting planning orientation for, 38
- Brinkerhoff, R., 59
- Budgets: building cost of evaluation into annual, 22; developing evaluation, 39.
See also Financial management

C

- Capek, M. E., 2
- Case studies, 79

- Checklists, 78
- Checkoway, B., 75
- The Chicago Community Trust (The Trust), 46
- Community gardening questions, 86–87
- Community institutions: data-collection from, 95; interviews of, 93
- Consultants: best use of expert help by, 34–35; considering hiring ongoing, 34
- Crossroads Fund, 47

D

- Data: deciding on collecting short-term or long-term, 77; decisions on stakeholders used for, 76–77; drawing conclusions from, 92–97; the golden rule of evaluation on, 94, 106; making use of your, 91–92; options for tracking information or, 73–74; organizing your, 92; using what you learn from, 97–98; ways to analyze survey, 96
- Data-analysis methods, 96
- Data-collection methods: deciding which to use, 76; developing questions used in, 84–87; options for, 74, 76, 78–79
- Davis, K., 46
- Debriefing meetings, 76
- Democracy Begins Here, 54, 55, 65

Dissemination planning, 101–102
Documentation review, 76, 78

E

- East Morgan Neighborhood Network, 15, 77, 99
- Evaluation: “The Big Question” to ask during, 59; clear goals to guide, 45–46, 51–54; conducting an in-house, 35; conducting research versus, 6–7; creating effective organizations with, 8–9; flow of nonprofit work and nature of, 14; golden rule of, 94, 106; grant reports versus, 44; *if-then* statement on assumptions of, 55, 57–58, 77, 80; less and more effective nonprofits and, 33; of potential risks or rewards of, 9; public opinion as, 4; rolling, 23–26, 27, 69; using contractual help for, 34–35; the wrong reasons for conducting, 8. *See also* Outcome evaluation; Process evaluation
- Evaluation definitions: jargon, 14; as planning not judging, 5–6; reframed as power instead of pain, 3–5; supporting steps for understanding, 10; traditional test connotation of, 3
- Evaluation framework: basic common-sense evaluation tasks, 13–14, 16–17; characteristics of less or more effective, 16–17; on how to get started, 20, 22–23; logic models, 14, 68; on rolling evaluation method, 23–26, 27; standards considerations, 20, 96; supporting steps for the basic, 26; on what to evaluate, 18–20
- Evaluation jargon, 14
- Evaluation Learning Continuum, 36–37
- Evaluation planning: described, 13; Evaluation Planning Worksheet, 40–43; evaluations feeding directly into next, 97, 102; fitting funders’ needs into, 44–45; how you can prepare for, 46–47; impact on what you learn, 35–37; less and more effective approaches to, 16; less and more effective nonprofits and, 33; Meeting Agenda 3 for, 49–50; as part of strategic planning, 102, 103–105; quick review of organizational readiness, 29–30; step-by-step, 38–43; supporting steps for, 48–49. *See also* Strategic planning
- Evaluation planning steps: 1: conducting board and staff orientation, 38; 2: determining roles and job responsibilities, 38; 3: identifying what you are already doing, 38; 4: developing a time frame, 38–39; 5: developing evaluation budget, 39; 6: clarifying overarching goals for programs or initiatives, 39; 7: zeroing in on questions you want to explore, 39; 8: committing the plan to paper, 39–43
- Evaluation Planning Worksheet, 40–43
- Evaluation preparation: Meeting Agenda 1 for, 11; Meeting Agenda 2 for, 27
- Evaluation results: challenging or disappointing, 98, 100–101; dissemination of, 101–102; feeding results into cycle of planning, 97, 102; how not to use, 98; how to use, 97; making the case for supporting, 99; Meeting Agenda 6 on learning and using, 107; problems associated with, 100–101; when and where to use, 98. *See also* Outcomes; Using task
- Evaluation roles, 38
- Evaluation strategies: building on simple and logical, 22; rolling evaluation method as, 23–26, 27, 69
- Exercises: determining top priorities of evaluation, 19; evaluation fears and

misperceptions, 7; What's Your Theory of Change?, 56. *See also* Worksheets

F

Fears of evaluation, 7
Festen, M., 33
Financial management, 32. *See also* Budgets
Focus groups: data-collection using, 76, 78; developing questions for, 84–87
Formative evaluation, 14
Funders: fitting their needs into evaluation planning, 44–45; interviews taken from, 93; progress reports to, 47; questions to anticipate evaluation concerns of, 47–48; sharing evaluation results with, 101–102; year-end grant reports to, 44. *See also* Stakeholders

G

Ganz, M., 68
Goals: assessing achievement of objectives or, 61; clarifying program or initiative overarching, 39; evaluation guidance through clear, 45–46, 51–55; Meeting Agenda 3 on evaluation, 49–50. *See also* Outcomes
The Golden Rule of Evaluation, 94, 106
Governance, 31
Grassroots organizations: evaluation questions asked by, 64–67; how to be answerable in context of, 67–68; ideas for measuring organizing efforts for, 69. *See also* Social change
Gray, S. T., 18

H

Heartland Alliance, 50

I

If-then statement: goal statement determining information tracking, 77, 80;

including basic evaluation assumptions, 55, 57–58

In-house evaluations, 35

Information: drawing conclusions from, 92–97; the golden rule of evaluation on, 94; making use of your, 91–92; Meeting Agenda 6 learning and using results of, 107; organizing your, 92; tracking, 73–89; using what you learn from, 97–98; ways to analyze survey, 96

Initiative goals, 39

Instinctual nonprofit operations, 1–2

Interviews: data-collection using, 76, 78; developing questions for, 84–87, 93; sample summary of, 93

J

Job responsibilities, 38

L

Learning: described, 14; determining what you want to learn, 21; evaluation continuum of, 36–37; how planning affects, 35–37; less and more effective approaches to, 17; Meeting Agenda 6 on using results of evaluation, 107; using evaluation, 97–98

Lipetz, M., 9

Logic models: definition of, 14; W.K. Kellogg Foundation Logic Model Development Guide on, 68

M

“Making the Case,” 67

McLuhan, M., 60

McNamara, C., 79

Meeting agendas: 1: preparing for evaluation, 11; 2: preparing for evaluation, 27; 3: focusing our mission and evaluation priorities, 49–50; 4: determining evaluation questions, 70–71;

5: choosing indicators, 89; 6: learning and using results of evaluation, 107
Meetings: annual “information-gathering,” 88; data-collection by debriefing after, 76; questions for managing a community garden, 86–87
Minnesota Council of Nonprofits, 5
Misperceptions of evaluation, 7
Mission: less and more effective nonprofits and, 31; Meeting Agenda 3 on focusing our, 49–50

N

Nonprofit work: East Morgan Neighborhood Network description of their, 15; increased interest in results and accountability of, 2–3; nature of evaluation and flow of, 14; operation role of instinct in, 1–2; tracking information on, 80–84. *See also* Social change
Nonprofits: characteristics of less or more effective, 31–33; The Chicago Community Trust (The Trust), 46; Democracy Begins Here, 54, 55, 65; East Morgan Neighborhood Network, 15, 77, 99; WCNGG (West Coast Network of Global Givers), 62, 63–64, 80; Women’s Funding Network, 67. *See also* Organizations; Programs

O

Observation, 74, 75, 79
Operations: instinctive approach of nonprofit to, 1–2; less and more effective nonprofits and, 32
Organization member interviews, 93
Organizational readiness, 29–30
Organizations: advocacy or grassroots, 64–68; assessing stage of growth of, 63–64; common evaluation mistakes

made by, 51–52; definition of effective, 30–35; determining what we want to learn about, 21; evaluation planning as part of strategic planning by, 102; ideas for measuring organizing efforts by, 69; questions facilitating sustainability of your, 62–64; reviewing basic readiness of, 29–30. *See also* Nonprofits
Outcome evaluation: comparing process and, 55, 58–59; definition of, 55, 58; *if* or *then* question to decide on, 57–58; Theory of Change and, 55–56. *See also* Evaluation
Outcomes: assessing achievement of objectives or, 61; challenges involved in tracking long-term, 82–84; defining desired, 46, 54; East Morgan Neighborhood Network description of their, 15; as evaluation jargon, 14; the right questions for better understanding your, 61–62; tracking information on, 82. *See also* Evaluation results; Goals; Using task

P

Philbin, M., 33, 87
Planning. *See* Evaluation planning; Strategic planning
Polk Bros. Foundation, 47, 48
Pratt, S. Q., 6, 8, 94
Process: as evaluation jargon, 14; ideal evaluation, 18; rolling evaluation method used during, 23–26
Process evaluation: comparing outcome and, 55, 58–59; definition of, 55; *if* or *then* question to decide on, 57, 57–58; Theory of Change and, 55–56. *See also* Evaluation
Programs: clarifying evaluation goals on, 22; clarifying overarching goals of, 39;

determining evaluation questions on, 22–23; determining what we want to learn about, 21; less and more effective nonprofits and, 31; questions assessing outcomes of, 61–62. *See also* Nonprofits
Public opinion evaluation, 4
Puntenney, D. L., 64

Q

Questionnaires, 78
Questions: to ask what you really want to know, 64; “The Big Question,” 59; community gardening, 86–87; comparisons of responses from same or multiple, 96; Democracy Begins Here and sample, 65; determining the right, 59–64; developing SMART, 68; developing survey, focus group, and interview, 84–87, 93; focusing in on evaluation, 39; guidelines on wording, 85; if or then, 57–58; Meeting Agenda 4 determining evaluation, 70–71; for outcome and process evaluations, 55; rolling evaluation use of, 23, 24–25; supporting steps for asking the right, 69. *See also* The right questions

R

Resource development, 32
Results. *See* Evaluation results
Richards-Schuster, K., 75
The right questions: for better understanding your outcomes, 61–62; improving the delivery of your message, 60–61; reflecting on and improving your “product,” 59–60; for sustaining your organizations, 62–64. *See also* Questions
Rolling evaluation method: advantages of using, 23–24, 26; described, 23; Meet-

ing Agenda 2 on, 27; questions used as part of, 23, 24–25

S

Sanders, J., 89
SMART evaluation questions, 68
Social change: advocacy organizations
evaluation of impact on, 64–67; capturing the benefits of progress toward, 67–68; five indicators of, 67; ideas for measuring organizing efforts for, 69; slow process of large-scale, 64; Theory of Change and, 55–56. *See also* Advocacy organizations; Grassroots organizations; Nonprofit work
Song, U., 9
Staff: conducting planning orientation for, 38; strategic planning involving volunteer, 104–105
Stakeholders: community as, 93, 95; comparisons across subgroups of, 96; decisions regarding what data to use from, 76–77; sharing evaluation results with, 101–102; strategic planning involving, 104–105. *See also* Funders
Standards: comparison against best practices and, 96; considering field or discipline, 20
Starting evaluation, 20, 22–23
Stockdill, S. H., 18
Strategic planning: incorporating evaluation into process of, 103–104; involving volunteer leadership, 104–105; tying evaluation planning into, 102, 103. *See also* Evaluation planning
Structure (nonprofits), 31
Summative evaluation, 14
Surveys: comparing data from previous, 96; data-collection using, 76, 78;

developing questions for, 84–87; ways to analyze data from, 96

T

Teams (nonprofits), 31

Theory of Change, 55–56

Time issues: calendar of rolling evaluation questions, 25; defining logical time period, 22; planning a time frame, 38–39

Tracking information task: challenges involved in tracking long-term impact, 82–84; data-collection method decisions for, 76; data-collection options, 74, 76, 78–79; deciding on short-term or long-term data gathering and, 77; deciding on who your stakeholders are, 76–77; described, 14; goal statement used to guide, 77, 80–84; less and more effective approaches to, 17; Meeting Agenda 5 on, 89; options for, 73–74; options for organizing and, 75; on outcomes, 82; on the pertinent information, 80–81; on process of non-profit work, 81; supporting steps for, 88

The Trust (The Chicago Community Trust), 46

U

Urban Institute, 85

Using task: described, 14; less and more effective approaches to, 17; typing evaluation planning to strategic planning, 102, 103–105. *See also* Evaluation results; Outcomes

V

Vision, 31

W

WCNGG (West Coast Network of Global Givers), 62, 63–64, 80

What Success Looks Like worksheet, 53

What's Your Theory of Change? exercise, 56

W.K. Kellogg Foundation Logic Model Development Guide, 68

Women's Funding Network, 67

Worksheets: Theory of Change, 56; What Success Looks Like, 53. *See also* Exercises

Y

York, P., 37

Z

Zimmerman, R., 5