



Embrace Complexity!

Practical Evaluation in Complex Communities

Place-Based Evaluation Community of Practice
GEO Conference, March 13, 2012

AGENDA

Time	Activity
10:15	Welcome What Matters and What Works
10:25	Two Stories <ul style="list-style-type: none">• Skillman Foundation – Good Neighborhoods• Department of Education – Promise Neighborhoods
11:10	Small Group Discussion <ul style="list-style-type: none">• What are the challenges to making these ideas come to life?• What works to ensure meaningful engagement in evaluation?
11:30	Themes and Gems

COMMUNITY OF PRACTICE



COMMUNITY OF PRACTICE MEMBERS

The W.K. Kellogg Foundation

Kansas Health Foundation

The California Endowment

Annie E. Casey Foundation

The Skillman Foundation

John S. and James L. Knight Foundation

Robert Wood Johnson Foundation

Department of Education – Promise Neighborhoods

HHS, Administration for Children and Families

Environmental Protection Agency

Housing and Urban Development (HUD) – Choice Neighborhoods

COMMUNITY OF PRACTICE

*Share current
knowledge
and practice*

*Explore the
frontier*

*Enhance
practice and
develop tools*

BIG HAIRY TOPICS

Measuring community civic engagement

Common data collection systems

Standards of evidence

Tools for effective data sharing – dashboards, scorecards, etc.

Common Indicators across sites – and across initiatives

Building community evaluation capacity and meaningful participation

What Matters and What Works

How do we build community evaluation capacity
and meaningful participation?

What Matters and What Works

1. Evaluation must have value to the community

What Matters and What Works

2. Evaluation should make sense

What Matters and What Works

3. Evaluation should illuminate, not intimidate

What Matters and What Works

**4. The community had history with evaluation...
the past is always with us.**

What Matters and What Works

5. One size doesn't fit all

What Matters and What Works

6. Funders need to approach our own work with transparency, accountability, and consistency

Using Evaluation to Change the Odds for the Children of Detroit



A Presentation at *Grantmakers for Effective Organizations*

**Marie Colombo SPO, Knowledge Management
& Chief of Staff, Program
The Skillman Foundation
March 13, 2012**



The Skillman

FOUNDATION

1960 2010

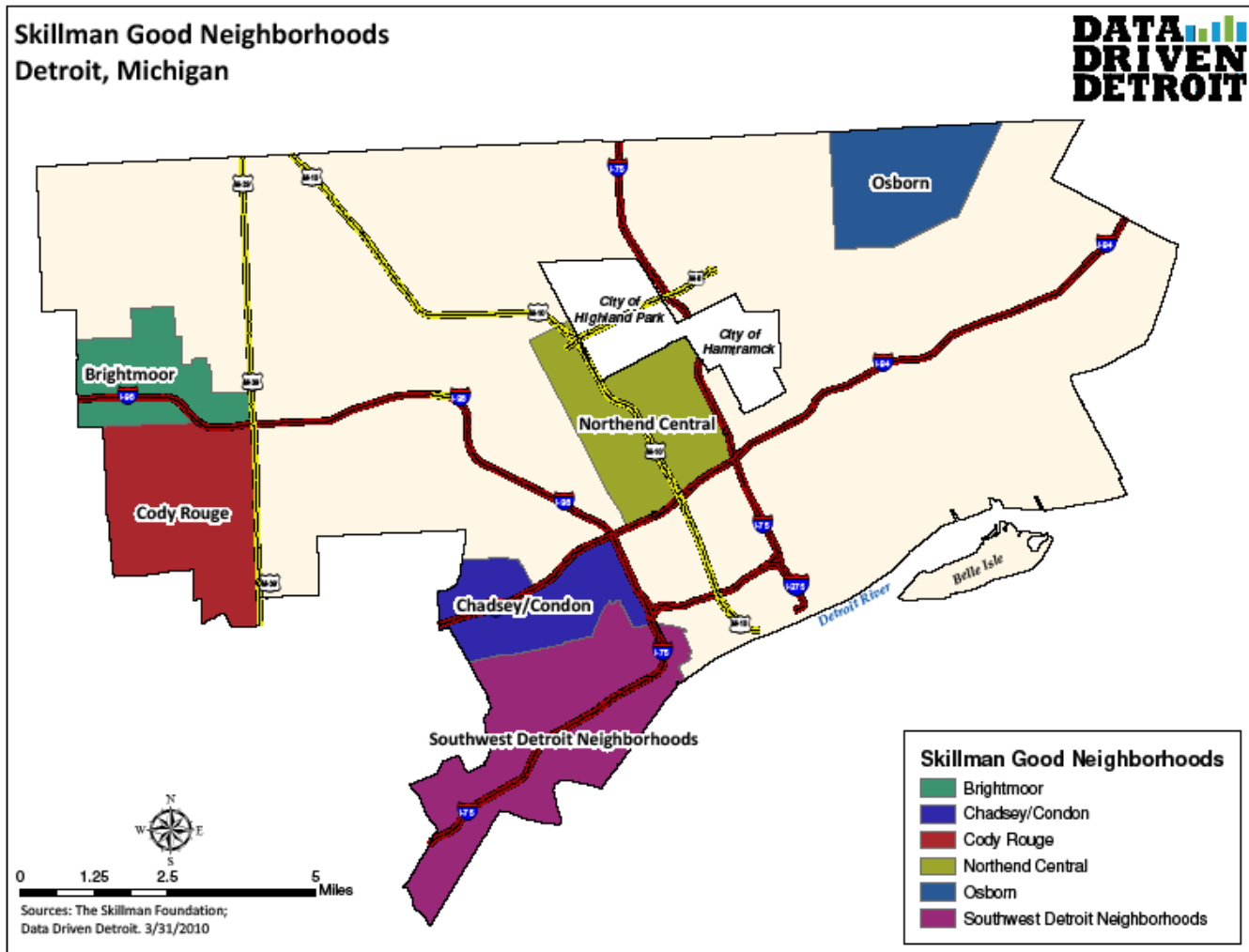


“We believe foundations are uniquely positioned to take risks. We intend to help change conditions for ordinary Detroiters by investing in neighborhoods and schools, leveraging other dollars, and bringing other partners — sometimes unlikely partners — into the mix.” – Carol Goss



Good Neighborhoods

10-Year, \$100 million commitment in six neighborhoods



Six neighborhoods represent approximately one-third (60,000) of Detroit's children (>19 years old).

Good Neighborhoods

- Building individual, organizational and community capacity to create better outcomes for children.
- Developing a neighborhood-based system of high-quality youth development activities

Good Schools

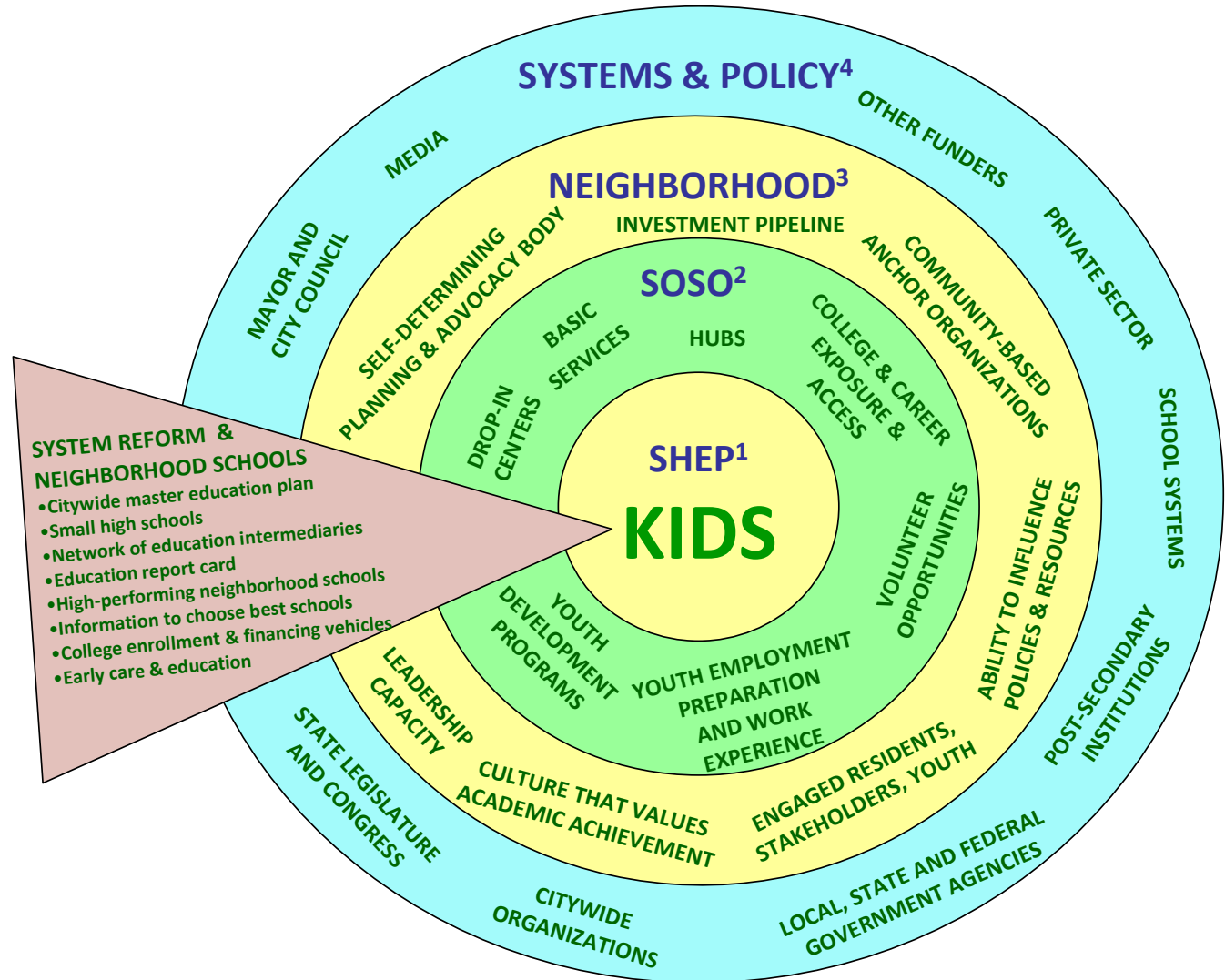
- City-Wide Education Reform
- Creating high performing schools in or near the target neighborhoods.
- High quality early care and education opportunities

Theory of Change

Young people are more likely to be safe, healthy, well educated and prepared for adulthood when:

- (1) they are embedded in a strong system of supports and opportunities
- (2) they attend high quality schools
- (3) their neighborhoods have the capacities and resources to support youth and families, and
- (4) broader systems and policies create conditions under which youth can thrive.

Ecological Model

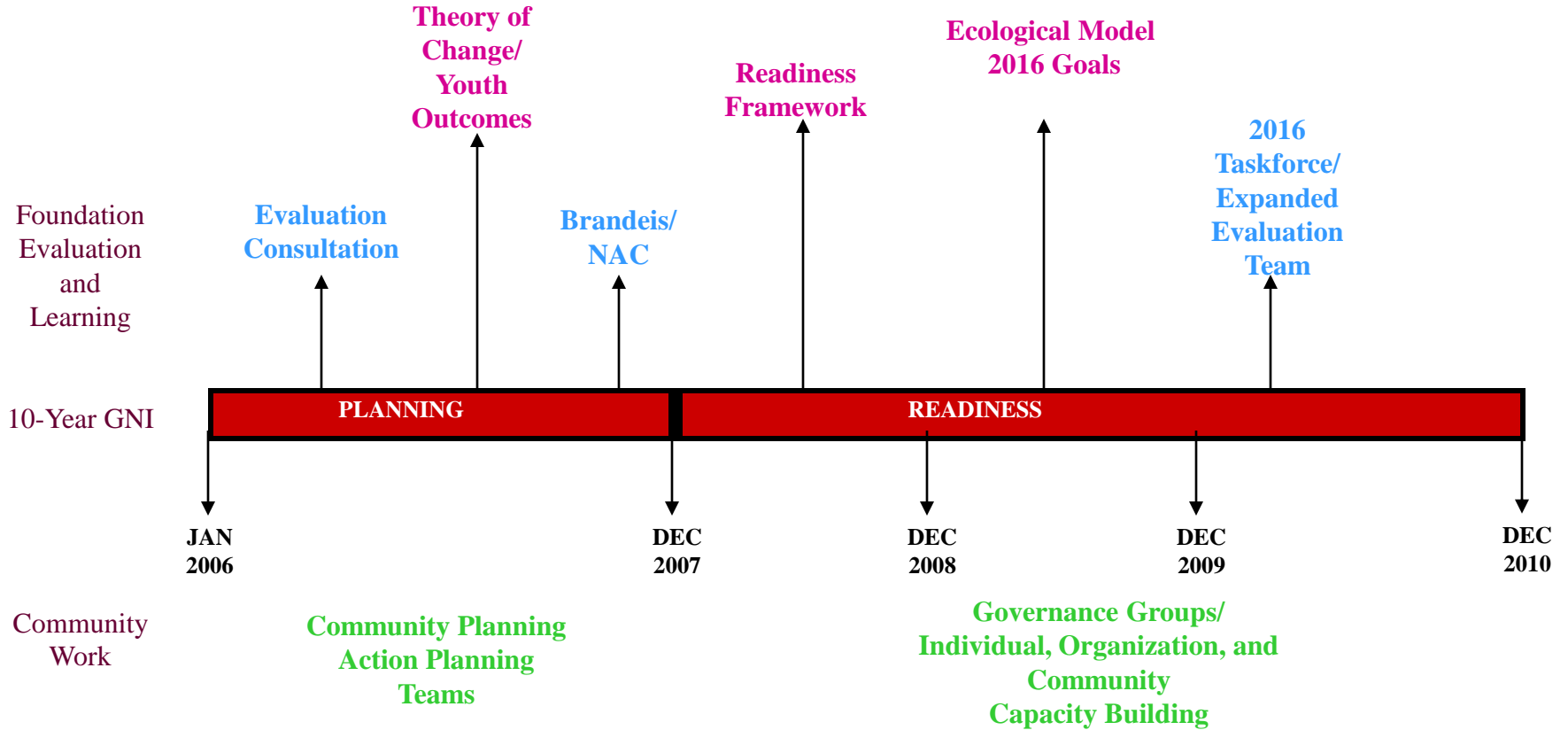


Good Neighborhoods: *Phases*

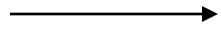
- **Community Planning (2006 - 2007)**
 - The Foundation convened meetings with neighborhood stakeholders and residents to begin planning and outreach.
- **Readiness (2008 - 2010)**
 - The focus was on strengthening the leadership and capacity for neighborhoods to make and sustain change.
- **Transformation (2011 - 2016)**
 - Resources will be aligned, activities scaled, community strategies will be fully implemented, and improvements demonstrated.



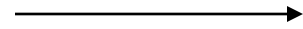
Planning and Readiness Phase



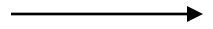
LEARNING GRANTS



ACTION PLANS

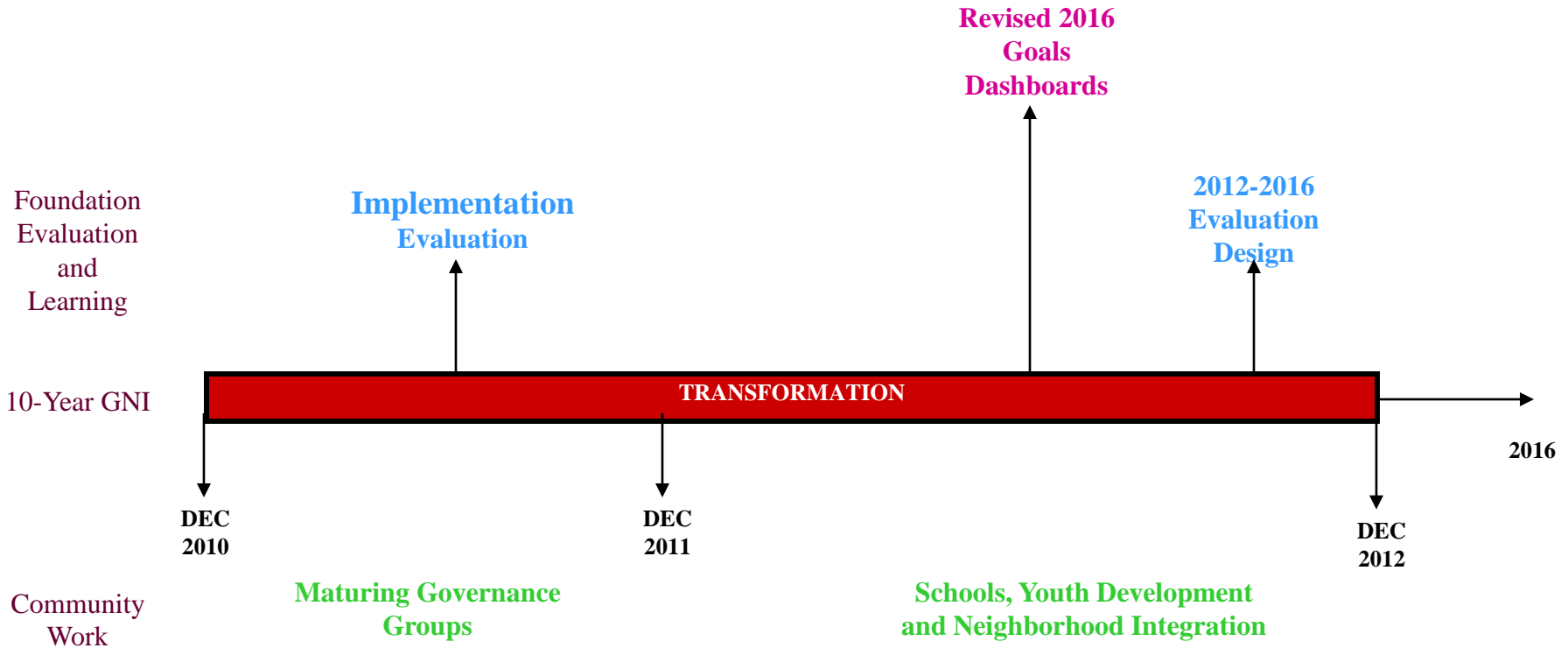


COMMUNITY PLAN





Transformation Phase



COMMUNITY PLAN/
GOVERNANCE GROUP
ANNUAL OBJECTIVES

DEVELOPING DATA
AND EVALUATION
SYSTEMS



Final Thoughts

- Complex work requires iterative learning by everyone involved
- Just when you think you've got it right—it changes!
- None of us is as smart as all of us.

To Learn More:

Prue Brown, “Changemaking: Lessons from Foundation Practices, The Foundation Review, Vol 4, Issue 1, Winter 2012

Brown, Colombo & Hughes, Foundation Readiness for Community Transformation: Learning in Real Time, The Foundation Review, Vol. 1, Issue 1, Winter 2009

Resilience, Resolve, Results: A Compilation of Readiness Phase Studies of the Skillman Foundation’s Good Neighborhoods and Good Schools Initiative: 2008-2010, November 2011.

Leila Fiester, Good Neighborhoods, Good Schools and Skillman’s Strategy for Place-Based Change, December 2011. www.skillman.org

*Embrace Complexity! Practical Evaluation in
Complex Communities*

Promise Neighborhoods (PN)

Larkin Tackett and Sarah Zevin

US Department of Education

Tuesday, March 13, 2012

PN Program Overview

Vision

The vision of this program is that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.

Funding

FY10: \$10M (all planning)

FY11: \$30M (\$22M – implementation; \$6.5M – planning; \$1.5M national activities)

FY12: \$60M

Applicants

Eligible applicants are:

- (1) Nonprofit organizations,
- (2) Institutions of higher education, and
- (3) Indian tribes

PN Results and Indicators

Education Programs

Children Ready for Kindergarten

Indicators: #/% of young children who demonstrate age-appropriate functioning; have medical home; participate in early learning programs

Students Proficient in Core Subjects

Indicator: #/% of students at or above grade level according to 3rd-8th grade and high school assessments

Successful MS to HS Transition

Indicator: Attendance rate of students in sixth, seventh, eighth and ninth grades

High School Graduation

Indicator: Graduation rate in neighborhood high school

College/Career Success

Indicator: #/% of students with post secondary degrees or other credentials w/o need for remediation



Grantees must collect data for the five education indicators (program and project) stated above.

Family and Community Supports

Students Are Healthy

Indicator: #/% of children who participate in 60 minutes of physical activity daily and eat five or more servings of fruits and vegetables daily

Students Feel Safe

Indicator: #/% of students who feel safe at school and traveling to and from school as measured by a school climate survey

Students Live in Stable Communities

Indicator: Student mobility rate (as defined in notice inviting applications)

Family/Community Support Learning

Indicator: #/% of families who read to their children, encourage their children to read, and talk to their children about college

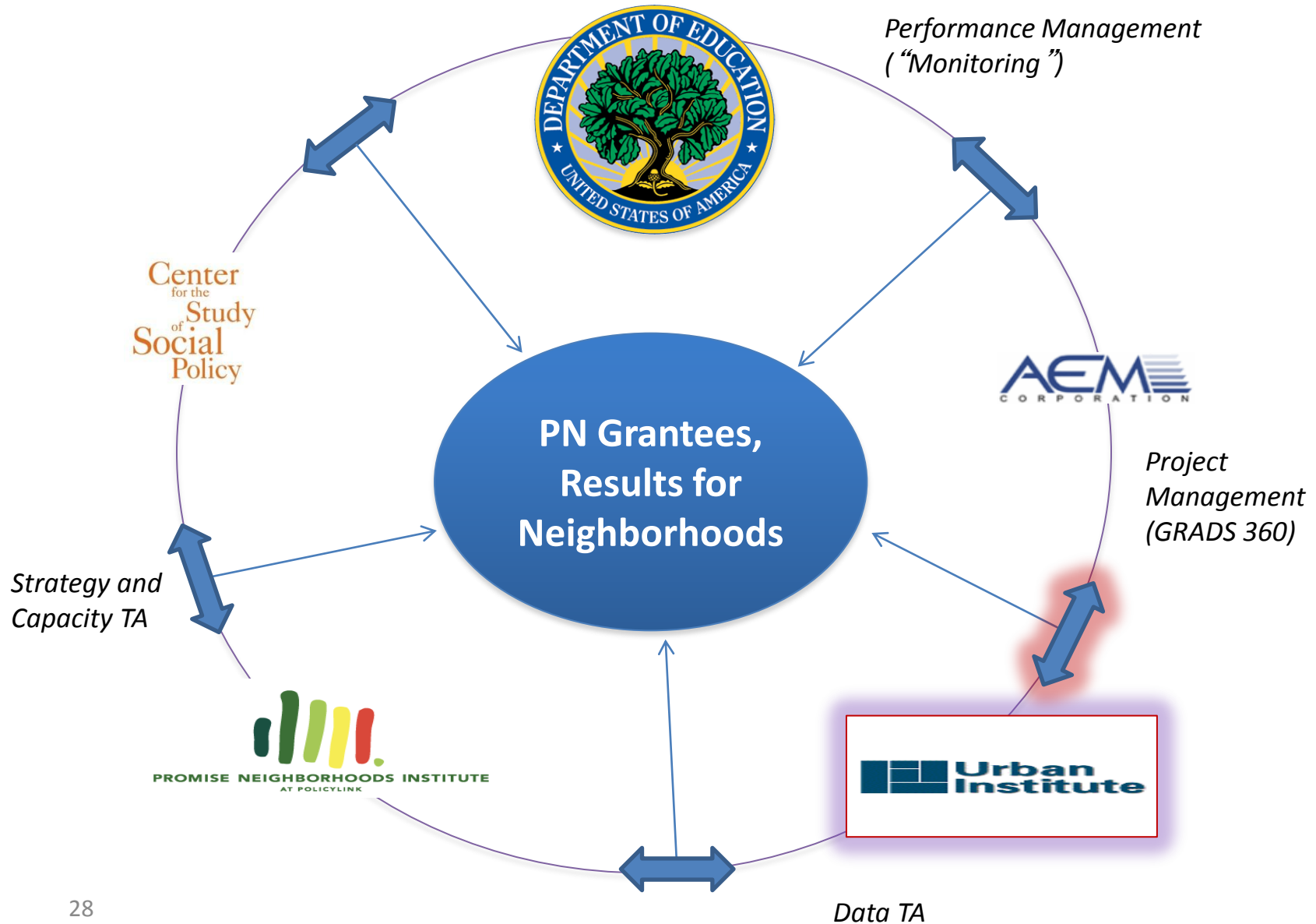
Students w/ 21st Century Learning Tools

Indicator: #/% students with school and home access to broadband and connected computing device

Grantees must collect data for the five community support program indicators stated above.

Grantees may also select their own project indicator in each category to fit the needs of their communities or use the indicators prescribed by ED.

Integrated System of Support Focused on Results



IMPLEMENTATION GRANTEES

- ❑ **Westminster Foundation:** Buffalo Promise Neighborhoods (BPN)
Buffalo, NY

- ❑ **Northside Achievement Zone:** (NAZ) Minneapolis, MN

- ❑ **Berea College:** Improving Rural Appalachian Schools (Eastern Kentucky)

- ❑ **United Way of San Antonio:** Eastside Promise Neighborhood (EPN)
San Antonio, TX

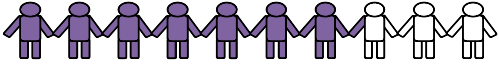
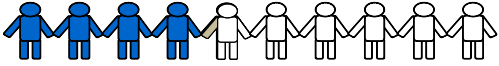

- ❑ **Cal State East Bay:** Hayward Promise Neighborhood (HPN) Hayward, CA

Urban Institute's 4 Main Tasks

1. Identify and define the key individual programmatic and implementation indicators, family-level indicators, school-level indicators, and neighborhood-level indicators
1. Provide TA to PN grantees for data indicators and data collection processes
2. Provide TA to help PN grantees develop their local longitudinal data systems
1. Develop methods for project team to collect, clean and create restricted-use data files

Northside Achievement Zone (Minneapolis)

Implementation Grant

<p>Need</p>	<p>At/above grade-level reading (all students)</p> <p>MN  71%</p> <p>MPS  41%</p> <p>NAZ  28%</p> <ul style="list-style-type: none"> • Violence: In the last 2 weeks of August 2011, 3 teenagers (13, 14 and 19 years old) were murdered within or immediately adjacent to the Zone • Low expectations: Less than 1/3 of parents in neighborhood expect their children to complete a college degree
<p>Strategy</p>	<ul style="list-style-type: none"> • Teachers and Leaders: NAZ convened a “Principal Learning Community” of 8/9 target schools in neighborhood, including traditional, charter, and private schools • Early learning: Close partnership with statewide Children’s Cabinet leadership, who developed MN’s successful Early Learning Challenge Fund proposal
<p>Evaluation</p>	<ul style="list-style-type: none"> • NAZ Connect: Longitudinal data system used to track PN participants (students, families, community members etc.) • Wilder Research and University of Minnesota: Internal evaluators conducted needs assessments & data on specific needs for Northside students.

Next Steps

- ❑ Working with Technical Working Group (TWG) to determine methodology on indicators and collection of implementation data.
- ❑ Create a High Quality Restricted Use data file available for future research
- ❑ Collect strong formative data for Implementations

Appendix

- Ed Strategy
- Theory of Change
- Theory of Action
- Additional Resources

What Matters and What Works

1. What are the challenges to making these ideas come to life?
2. In your own experience with communities, what works to ensure meaningful engagement in evaluation activities?

ED Strategy

“By 2020, America will once again have the highest proportion of college graduates in the world.”

- President Obama, February 2009



Raise **standards** and improve
assessments



Recruit, retain, and support
effective educators



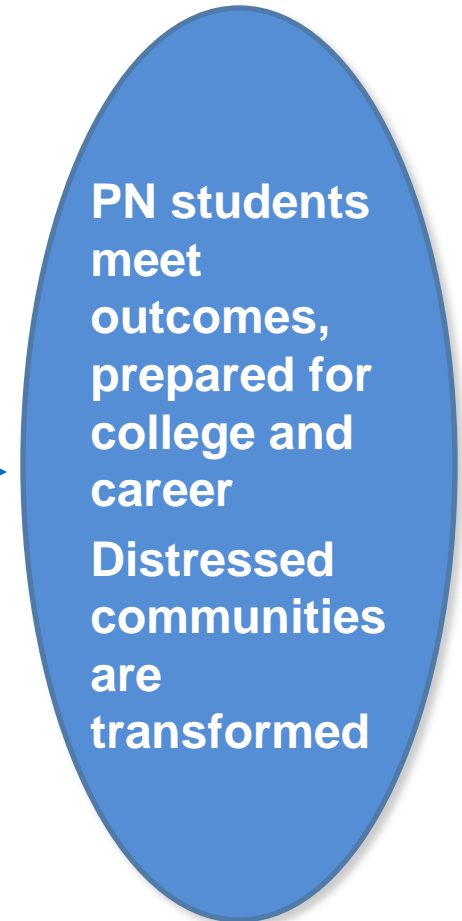
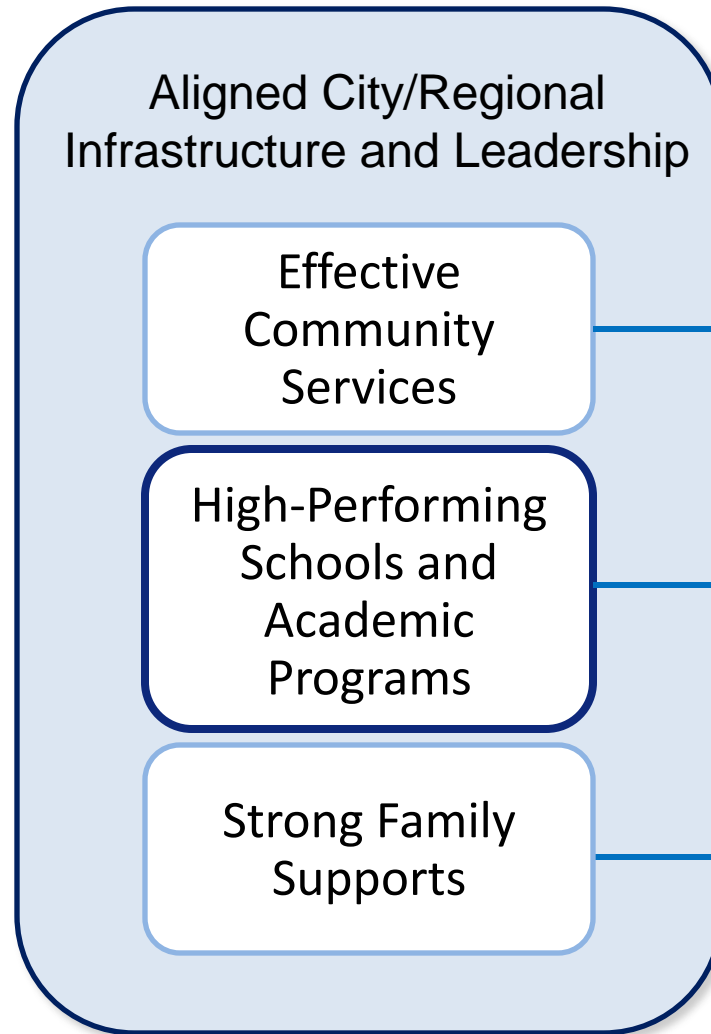
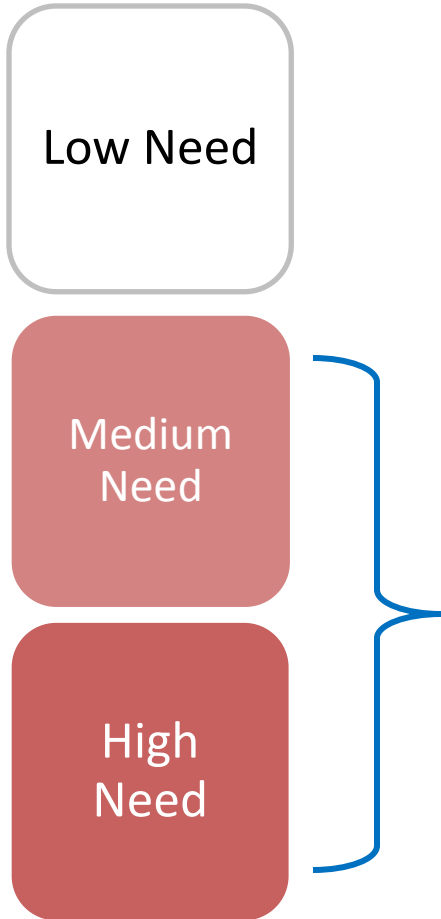
Build **robust data systems** that
track student progress and
improve practice



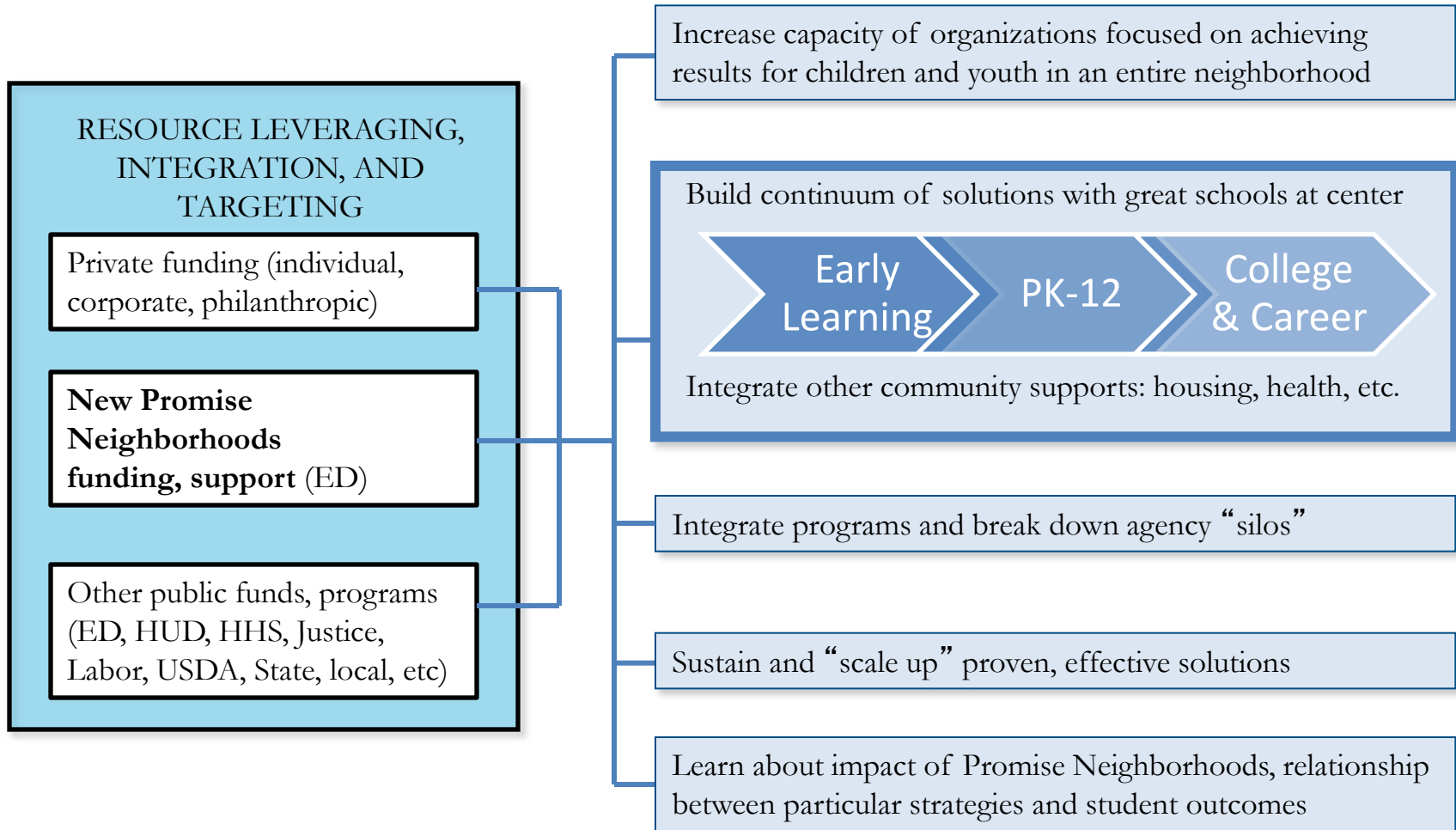
Turn around **lowest-
performing schools**

PN Theory of Change

Families/children segmented by need



PN Theory of Action



Additional Resources

- Promise Neighborhoods [website](#)
- [Press release](#) announcing the Promise Neighborhoods planning grantees
- Detailed [list](#) of the 2011 Promise Neighborhoods Planning Grantees
- [FAQs](#) related to the Secretary's announcement in reference to the 2011 Planning Grantees
- Information about all Promise Neighborhoods applicants available on data.ed.gov - <http://www.data.ed.gov/grants/oii/2011/promise-neighborhoods>
- White House [Neighborhood Revitalization Initiative](#) and [Creating Pathways to Opportunity](#) Report