

# BUILDING COMMUNITY CAPACITY FOR PARTICIPATION IN EVALUATION

Engaging community residents in evaluation and learning not only strengthens programs by enabling grantmakers to make more informed decisions, it also helps ensure evaluation efforts are measuring the right things and builds community capacity to use evaluation data to support sustainable solutions. Explore why it matters and what works through five recommendations:

**1** Create Value for  
Community Residents

**2** Illuminate, Don't  
Intimidate

**3** Tailor Technical  
Assistance and Training

**4** Support Community  
Capacity for Learning

**5** Model Transparency,  
Accountability, Consistency

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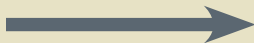


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# Building Community Capacity for Participation in Evaluation

## *WHY IT MATTERS AND WHAT WORKS*

Grantmakers can be more effective in addressing complex community challenges when they have strong partnerships with community organizations and members. Authentic, firsthand understanding of and engagement with grantees, community members and other partners enables grantmakers to make informed decisions, secure community buy-in and build a strong foundation for sustainable solutions to community problems. This engagement and understanding doesn't start and end with program implementation; it extends also to the learning and evaluation process.

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This briefing shares five principles for engaging community stakeholders in evaluation planning, data collection and the interpretation and use of findings as part of place-based initiatives. These insights emerged from the shared experiences of grantmakers and evaluation practitioners during the first year of GEO’s “Embrace Complexity” Community of Practice — a group focused on the evaluation of place-based grantmaking. Grantmakers from private foundations and federal funding agencies came together regularly to discuss their work and learn from each other’s successes and challenges. This briefing represents their observations around the challenge of engaging community residents and organizations in evaluation activities.

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# BACKGROUND

Place-based grantmaking and comprehensive community initiatives (CCIs) address many issues — from youth development and education to health services, housing and environment. These sweeping initiatives strive to improve the quality of life for residents at the level of the whole community using a systems-change perspective and long-term investments.<sup>1</sup> Place-based initiatives are complex, entailing multiple interventions with variously sized grants to different organizations, over assorted time periods, within a geographic region. Because they work to create long-term change, they often emphasize developing structures for community collaboration and resident engagement and seek to involve grantee organizations and community members meaningfully to set priorities and make decisions.

Place-based grantmaking initiatives increasingly include in-depth evaluation to understand how individual grants and programs link to changes in the community as a whole and to identify opportunities to strengthen and improve the effort. GEO defines *evaluation* as systemic information gathering and research about grantmaker-supported activities that inform learning and drive improvement.<sup>2</sup>

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1. James Murdoch et al., *The Place-Based Strategic Philanthropy Model* (Dallas: University of Texas at Dallas, 2007).

2. Evaluation in Philanthropy (Washington, DC: Grantmakers for Effective Organizations and the Council on Foundations, 2009). Available at [www.geofunders.org](http://www.geofunders.org). 

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Effective evaluation of place-based initiatives is grounded in the perspectives of community stakeholders. While nonprofit organizations are generally the grant recipients in place-based initiatives, they aren't the only stakeholders. Evaluation digs more deeply and has greater impact when it also engages a variety of community stakeholders, including local residents, nonprofit leaders, influential community members and public officials. Engaging community residents allows grantmakers to be sure that they measure the right things — things that the community cares about — and that they build long-term community capacity for using data and evaluation to drive change.

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Community residents and nonprofit leaders can be wary of efforts to measure progress and impact, due in part to evaluation's reputation as a punitive mechanism. Building community capacity to learn through evaluation means forging a new relationship between community members, grantmakers and evaluators. The principles and strategies that follow suggest specific ways to build trust and engage meaningfully with communities so that evaluation activities serve everyone:

- 1 Create value for community residents.**
- 2 Illuminate, don't intimidate.**
- 3 Tailor technical assistance and training.**
- 4 Support community capacity for learning.**
- 5 Model transparency, accountability and consistency.**

These principles are presented as a starting point for discussion. We hope that other grantmakers and community evaluators will weigh in to enhance this initial thinking with their own experiences and suggestions.

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# 1 Create Value for Community Residents

- ▶▶ FIND OUT WHAT COMMUNITY STAKEHOLDERS WANT TO KNOW
- ▶▶ DISCUSS THE INTENDED USE OF THE DATA YOU PLAN TO COLLECT
- ▶▶ STAY FLEXIBLE

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# CREATE VALUE: WHY IT MATTERS

Often, grantmakers don't live within the communities they fund and in which they conduct evaluations. The evaluation questions that the grantmaker cares about may seem disconnected from the communities' concerns and priorities. Grantmakers and evaluators can articulate the value that data collection and evaluation can provide for the community — and include questions of relevance to the community in evaluation design. "It is important to figure out where community members are at with their thinking about results and their interests. Ask yourself: Who should be around the table?" said Deanna Van Hersh, director of evaluation and program administration at Kansas Health Foundation.

“ Ask yourself: Who should be around the table? ”  
-Deanna Van Hersh, Kansas Health Foundation

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# CREATE VALUE: WHAT WORKS

- ▶ **Find out what community stakeholders want to know.** Create opportunities for residents to get excited about the potential for evaluation to answer *their* questions. Even if the questions aren't central to the grantmaker's evaluation agenda, the process and the information yielded engage community members and help community participants understand the power and potential of evaluation.
- ▶ **Discuss the intended use of the data you plan to collect.** Communicate *why* questions are asked and how the findings will come back to community organizations and residents to be put into practice. During the rollout of the 2016 Task Force for its Good Schools, Good Neighborhoods, Good Opportunities programs, the Skillman Foundation invited input from the community by asking: "This is what we've been thinking. Do we have this right? We need your best thinking so this reflects your work on the ground in these neighborhoods and schools."
- ▶ **Stay flexible.** A variety of tools and methods will be necessary to engage a variety of different stakeholders. For example, The California Endowment's tool for assessing community collaboration is offered in both English and Spanish and used as a survey by some sites and as a protocol for focus groups by others.

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# CREATE VALUE: GRANTMAKER IN ACTION

The California Endowment's Building Healthy Communities initiative works in 14 places across California to improve the health and well-being of community residents. Over a 10-year period, each of the 14 communities selects its own focus areas, from community safety to access to healthy foods. Instead of employing one external evaluator, TCE supports local learning and evaluation staff (L&E staff) in each community — providing in-person convenings and one-on-one check-ins. Some L&E staff members work for the main grantee organizations. Others are consultants or affiliated with universities.

“The community comes up with the priorities, and we can help it come up with systems to measure progress on those priorities, which are also important to foundation-level learning.”

*-Lori Nascimento, The California Endowment*

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L&E staff members participate in cross-site learning; develop local learning and evaluation plans; facilitate data collection, analysis and action plans for their communities; and serve as liaisons to TCE's own staff. The foundation facilitates shared measurement by developing tools and resources in collaboration with L&E staff. The foundation is also exploring the best way to set up a shared measurement database to allow sites to access data and generate reports specific to their interests.

L&E staff members have worked with TCE to determine what will be measured across the sites, and they are working directly with residents to identify community-specific indicators. According to Lori Nascimento, learning and evaluation manager, The California Endowment expects that there will be different things measured at the foundation, community and individual organizational levels. "The foundation won't lead, capture or understand all the levels of data, but through regular contact with the local evaluation staff, we should be able to capture the major learnings," Nascimento said.

"The goal is to engage in a broader strategy," added Nascimento. "An evaluator can help a community link its strategies to the results it wants to see and learn from. The community comes up with the priorities, and we can help it come up with systems to measure progress on those priorities, which are also important to foundation-level learning."

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# 2 Illuminate, Don't Intimidate

- ▶▶ SELECT EVALUATORS WITH DEMONSTRATED SKILLS IN COMMUNITY ENGAGEMENT AND WHO HAVE A HIGH DEGREE OF CULTURAL COMPETENCE
- ▶▶ PREPARE RESIDENTS TO GET THE MOST OUT OF EVALUATION MEETINGS
- ▶▶ SHARE DATA AND REPORTS WITH THE COMMUNITY IN A USABLE AND USEFUL FORMAT AND WITHIN A REASONABLE TIME FRAME
- ▶▶ DEVELOP A FEEDBACK LOOP

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# ILLUMINATE: WHY IT MATTERS

Evaluating place-based initiatives can be a complicated process. Community members often need training and information to appreciate the many moving parts of data collection and evaluation, and they require support to translate the findings into practical action to benefit the community.

To make matters worse, evaluation is often shrouded in a thick fog of jargon and technical vocabulary and regarded as something that requires special credentials to understand. “If our purpose is to build capacity for residents to actively engage, then we must remove off-putting jargon and research language and take our time to help everyone understand the process,” said Tom Kelly, formerly associate director of evaluation at the Annie E. Casey Foundation. When grantmakers take care to make evaluation easy to understand and accessible, their outreach to garner community participation is more genuine and effective.

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# ILLUMINATE: WHAT WORKS

- ▶ **Select evaluators with demonstrated skills in community engagement and who have a high degree of cultural competence.** The American Evaluation Association describes a culturally competent evaluator as someone “prepared to engage with diverse segments of communities to include cultural and contextual dimensions important to the evaluation. Culturally competent evaluators respect the cultures represented in the evaluation.”<sup>3</sup> In cases where such evaluators cannot be found, the funder may need to identify “translators” — people who can bridge gaps in language and culture, and who can help ensure that important information is conveyed in a way that makes sense to residents.
- ▶ **Prepare residents to get the most out of evaluation meetings.** Develop trainings and resources that clarify the basics of evaluation terminology and practice so that community residents understand and aren’t intimidated by terminology and specialized references.

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3. American Evaluation Association, “Statement on Cultural Competence in Evaluation,” last modified in 2011. Available at <http://www.eval.org/ccstatement.asp>. More recommended resources on cultural competence can be found at <http://www.eval.org/culturalcompetence.asp>. 

- ▶ **Share data and reports with the community in a usable and useful format and within a reasonable time frame.** The most effective presentations will be straightforward, factual and eye-catching. Several formats may be necessary to present the same information to different audiences.
- ▶ **Develop a feedback loop.** Responsible evaluation will have a strong mechanism to allow the grantmaker to understand and address community questions as they arise. These can take varying forms, including regular community gatherings, sharing drafts for community input and ongoing communication between foundation staff and residents.

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# ILLUMINATE: GRANTMAKER IN ACTION

Making Connections was a 10-year, multisite initiative of the **Annie E. Casey Foundation**, designed to improve the lives and prospects of families and children in some of America's most impoverished neighborhoods by increasing economic opportunities and improving education. The Denver, Colo.-based Making Connections site used informal pre-meeting breakfasts, organized by a local evaluator, to familiarize residents with issues that were going to be discussed during the evaluation meeting. During these breakfasts, residents were able to review materials, be introduced to terminology and methodology that might be unfamiliar to them (e.g., "sampling") and ask preliminary questions about the evaluation process. In addition, this time afforded residents an opportunity to rally around priority issues that they wanted to address at the meeting.

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Community members were able to receive credit hours from Denver’s local community college for their participation in two of these evaluation sessions based on the materials, presenters and hours documented by the foundation. The Annie E. Casey Foundation staff organized the credit hours in advance and followed through on the effort to make sure participating residents received credit. The meetings helped community members participate fully in the evaluation, and their value was evident from the feedback and participation, according to Kelly. “These sorts of breakfasts should be done for all related meetings — including program, technical assistance and strategy — not just for evaluation,” he added.

“ If the purpose is to build capacity for residents to actively engage, then we must remove off-putting jargon and research language. ”

*-Tom Kelly, the Annie E. Casey Foundation*

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# 3 Tailor Technical Assistance and Training

- ▶▶ ASSESS THE READINESS OF THE COMMUNITY AND ITS AREAS OF STRENGTH AND WEAKNESS
- ▶▶ BE REALISTIC ABOUT "DOSAGE"
- ▶▶ OFFER RIGHT-IN-TIME TRAINING AND SUPPORT FOR CAPACITY BUILDING

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# TAILOR TECHNICAL ASSISTANCE: WHY IT MATTERS

Often, grantmakers place responsibility for engaging community residents on the community organizations that have received funding. But community organizations will vary in their ability to engage residents meaningfully in collecting, understanding and using data. They may require capacity building or other types of support to be effective liaisons to community residents. In cases where the grantmaker is working directly with resident groups, the same thing is true: Community residents come to the table with different levels of understanding and familiarity with data and evaluation. Successful evaluation requires the foundation to assess the capacity and needs of these different audiences and to tailor specialized technical assistance.

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# TAILOR TECHNICAL ASSISTANCE: WHAT WORKS

- ▶ **Assess the readiness of the community and its areas of strength and weakness.** An effective community capacity assessment can help the community — and its grantmaker — understand where support and technical assistance will be helpful.
  - ▶ **Be realistic about “dosage.”** *Dosage* refers to the number of times that a training needs to be offered in order to have an impact. Trainings and other learning opportunities may need to be offered multiple times in multiple ways to accommodate varying levels of understanding and normal community mobility.
  - ▶ **Offer right-in-time training and support for capacity building.** A strong training program will help key stakeholders, including staff of community organizations and community residents, understand the evaluation design and data collection strategies. Trainings should be offered repeatedly at times that are convenient for working residents and should use educational practices that are respectful and appropriate for an adult audience.
- “ The TA is tailored to reflect community needs...  
There’s not just one way to do technical assistance. ”  
-Aleta Meyer, Administration for Children and Families

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# TAILOR TECHNICAL ASSISTANCE: GRANTMAKER IN ACTION

Community participation and engagement are built into many of the expectations set by the **Administration for Children and Families'** Funding Opportunity Announcements (i.e., requests for proposals). For many grant programs across the country, ACF supports technical assistance contractors to help strengthen community capacity around evaluation and programs, develop benchmarks or performance measures and create tools that make sense. The technical assistance takes different forms and is at various levels of intensity based on community needs, from customized one-on-one coaching to more universal tools and trainings. ACF also facilitates peer-learning networks of grantees and evaluators to share knowledge and expertise on areas of common interest. Efforts to engage communities do not rely on templates and cookie-cutter approaches; instead, "The TA is tailored to reflect community needs," said Aleta Meyer, senior social science research analyst at ACF. Meyer added, "There's not just one way to do technical assistance."

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# TAILOR TECHNICAL ASSISTANCE: GRANTMAKER IN ACTION

The **Kansas Health Foundation's** Healthy Communities Initiative helps communities identify and change policies, practices and environments associated with being physically active, improving access to healthy foods and decreasing the use and exposure to tobacco products and tobacco marketing. KHF funds coalitions within communities to plan and engage residents around these issues. The coalitions comprise partners across sectors, including schools, businesses, public health, government, faith organizations, community foundations and others.

KHF provides specialized technical assistance, leadership development training and opportunities for shared learning to each community coalition. Each community develops its own logic model and prioritizes one or two key outcomes for which they will collect data. It was obvious to KHF that technical assistance had to be tailored, said Van Hersh. "As we got further into this effort, we realized that the evaluation simply wouldn't be able to walk hand in hand with every community at the same rate, because each was progressing so differently."

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To understand the specific needs of each community, KHF uses an annual capacity assessment, the Coalition Assessment Tool, which measures capacity across a number of areas critical to coalitions' overall functioning and success. Results are shared with each coalition to provide feedback about progress and help them figure out what to change or develop further.

KHF has partnered with Innovation Network, an external evaluator, to assess the overall effectiveness of the Healthy Communities initiative and to work with coalitions to create community-specific evaluation plans, prioritize outcomes and collect data. As an early step, KHF and Innovation Network developed a webinar presentation that describes the "nuts and bolts" of KHF's logic model, including its purpose, value and development. This "how-to" webinar was offered four times over a period of many months, so that communities could participate when they could best absorb the information.

KHF engages technical assistance providers who meet with leadership teams to get to know the communities' needs, concerns and priorities. The providers then connect regularly with Innovation Network to share community plans, needs and challenges that will influence evaluation. Members of each coalition participate in leadership development training that includes a convening and ongoing assistance focused on helping them engage community residents effectively. Veena Pankaj of Innovation Network said that this process of engagement positions these communities to "continue advancing their health and wellness goals long after the end of the initiative."

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# 4 Support Community Capacity for Learning

- ▶▶ TRY TO CLOSE THE LOOP
- ▶▶ DESIGN TOOLS WITH COMMUNITY LEARNING AND PLANNING IN MIND
- ▶▶ ESTABLISH A COMMUNITY EVALUATION LIAISON TO KEEP TRACK OF AND COMMUNICATE THE EVALUATION'S MOVING PARTS

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# SUPPORT COMMUNITY CAPACITY: WHY IT MATTERS

Many communities have seen data collection and evaluation come and go, often without any sort of closure or learning. This can create an understandable skepticism — or worse — about the value of evaluation work. Communities may view this work as purely academic, something that took a lot of time but resulted in no learning or change for the community. Grantmakers should tackle this head-on by creating opportunities for evaluation efforts to translate into learning and for learning to result in strengthened programs.

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# SUPPORT COMMUNITY CAPACITY: WHAT WORKS

- ▶ **Try to close the loop.** Stay up-to-date about past, current and prospective projects in the community. Even if data collected by previous grantmakers cannot be released back to the community, you may be able to close the loop by reporting back to community members on the status of the evaluation work or preliminary data that can assist with community-building knowledge.
- ▶ **Design tools with community learning and planning in mind.** Data collected throughout (and before) an initiative can play an important role in community planning, performance measurement and learning — long before any evaluative conclusions are drawn. Grantmakers can facilitate this process by hosting meetings to share data, creating online systems to make data available and working with community organizations and residents to translate data into useful information for community planning.
- ▶ **Establish a community evaluation liaison to keep track of and communicate the evaluation's moving parts.** Liaisons serve as a link between the foundation's evaluation agenda and the community's priorities. They should have credibility in the community, demonstrate cultural competence and value the knowledge and concerns of community residents. They can also help convert data and knowledge from the evaluation process into action and program improvements.

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# SUPPORT COMMUNITY CAPACITY: GRANTMAKER IN ACTION

The **W.K. Kellogg Foundation** funds in multiple places to improve the lives of vulnerable children by changing community conditions in education, health and economic security through a racial equity and community and civic engagement lens. The foundation is currently testing an online “scorecard,” a communications, planning, evaluation and mapping tool that provides grantee partners with a snapshot of the overall place-based strategy, how their grants are connected to the strategy and on-the-ground challenges. It allows for community learning because grantees can see how the community is doing in relation to where it started and where it wants to end up. In addition, the scorecard’s mapping features provide a visually engaging way for residents to see data and their communities differently. For example, in WKKF’s Healthy School Food program in New Orleans, the scorecard system will allow stakeholders to look at the percentage of children eating healthy school food and track progress over time. Community residents and grantees can use these data to assess their work and identify opportunities for program improvements.

“ This tool helps communities understand what’s going on, even in the beginning. ”

*-Kimberly James, W.K. Kellogg Foundation*

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The scorecard shows a continuum from problem to solution for each strategy employed by a community initiative. The Healthy School Food program moves from stage one, *unawareness* about viable options for healthy school food, to stage five, *scale up and transformation*, where policies and practices are in place to support healthy school food. The foundation plans to share this continuum with grantees as a starting place for discussion. Communities rate their current status, and data are updated regularly throughout the year.

Kimberly James, WKKF's evaluation officer, calls the scorecard a "community compass." It enables community organizations to have deeper discussions, using data, about where they want to be in three to five years and then track progress. "This work is hard, and it unfolds gradually," she said. "This is a tool that helps communities understand what's going on, even in the beginning stages of the work."

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# 5 Model Transparency, Accountability and Consistency

- ▶▶ GIVE TRUST AND OPENNESS TIME TO DEVELOP
- ▶▶ ACKNOWLEDGE THE DYNAMICS OF POWER
- ▶▶ BE CLEAR ABOUT YOUR EVALUATION PURPOSE AND SEEK INPUT
- ▶▶ COMMUNICATE THE REALISTIC LIMITS OF WHAT CAN BE ACHIEVED

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# MODEL TRANSPARENCY: WHY IT MATTERS

With all the talk of indicators, accountability and data that go along with evaluations, communities may want to know, “What are you, as a grantmaker, accountable for?” Grantmakers must model transparency and self-evaluation if they are to be credible. This means being prepared to share and explain ways of thinking about evaluation and opening their own decisions and practices to analysis and assessment.

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# MODEL TRANSPARENCY: WHAT WORKS

- ▶ **Give trust and openness time to develop.** Effective engagement of communities relies on relationships, which take time and effort to succeed. Make sure your organization has realistic expectations for how long the engagement process will take and how much it will cost to do it well.
- ▶ **Acknowledge the dynamics of power.** Class, race, position and power matter — and are often unacknowledged issues. Be honest about the power differential, and work to create an environment of mutual accountability by sharing your commitments and seeking feedback.
- ▶ **Be clear about your evaluation purpose and seek input.** Clarity about purposes is useful not only in aligning interests (see principle #1: Create Value for Community Residents) but also in ensuring transparency. Are you collecting data for performance measurement and improvement? Are you measuring impact? Or are you trying to do both? Be clear — internally and externally — about the ultimate purpose of the evaluation.
- ▶ **Communicate the realistic limits of what can be achieved.** Evaluation isn't just an intellectual exercise to communities: There are real people behind every number. It's important to be brutally honest with the community (and internally) about what can be achieved. Communicating the limits of what is possible during the period of funding may be disappointing, but it makes the funder a more credible and trusted partner.

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# MODEL TRANSPARENCY: GRANTMAKER IN ACTION

**The Skillman Foundation** is in the midst of a 10-year initiative in six neighborhoods in Detroit, Mich., to help build good schools, good neighborhoods and good opportunities. Its chief aim is to develop good schools and safe neighborhoods so that young people can be safe, healthy, educated and prepared for adulthood. The initiative is anchored by a community partnership process in which action-planning teams in each neighborhood brought together residents and nonprofit stakeholders to decide on short-term goals and strategies.

“ The [foundation] commits to using a combination of grantmaking and changemaking approaches, and be held publicly accountable for them. ”

*-The Skillman Foundation, Connections Vision and 2016 Goals*

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Skillman Foundation Fellow Sara Plachta-Elliott explained that when the Skillman Foundation was challenged with the question of its own accountability, it wanted to meet the challenge with transparency. The foundation committed to putting its own indicators of success online to make them publicly available.

In 2009, the foundation formed a 2016 Task Force consisting of key partners and stakeholders, including residents and youth, to co-create and track the progress of its 2016 goals, which focus on a set of conditions to improve safety, health and education in schools and neighborhoods and build lasting capacity in neighborhoods and communities. The foundation sought community input during each step of the process to refine and add goals and then used an inclusive and participatory community-planning process to determine which goals would create the most sustainability and impact for long-term change across community silos. The process wasn't always easy, but the Skillman Foundation saw this engagement as a long-term investment.

To further build the community's long-term capacity, the Skillman Foundation is transitioning some of the work of national evaluators to local technical assistance providers who will work with resident and nonprofit organizations to shore up their data collection and data use capacity. Detroit's local data intermediary — Data Driven Detroit — will take on more local data collection and analysis in the final phase of the initiative. Marie Colombo, Skillman's chief of staff and senior officer for knowledge management, explained, "It took years to get to this stage, but it's about building capacity on the ground to create sustainability."

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# DOING WHAT MATTERS

More grantmakers are talking about the need for community engagement in evaluation, public and private entities are starting to shift toward more participatory processes and more communities are engaging in data collection and evaluation. Still, the principles illustrated in this briefing can be difficult to put into practice. For many reasons of time, money and competing priorities, grantmakers are not always able to align their intentions and actions.

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The following questions are important for discussion by any grantmaker working to engage communities in evaluation of a place-based effort:

- 1** How much money and time are needed to allow for meaningful engagement? Have we budgeted enough?
- 2** How much community engagement is enough to ensure that the evaluation makes sense to the community and is relevant to community residents' concerns?
- 3** Why are we collecting and using data, and what are our intentions for the evaluation? How can we communicate these intentions to the community?
- 4** Do we (and our evaluators) know how to build community understanding of data and evaluation? How can we get smarter about this?
- 5** How do we plan to share control over research questions with the community? Does our evaluation design allow us to add questions that speak to community interests as well as to our own?
- 6** How are we deliberately building community capacity for using data and evaluation beyond the terms of our funding engagement?

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Increasingly, grantmakers are stepping up and, as the California Endowment states on its website, are “prepared to do what it takes” to make this evaluation meaningful and successful for communities and all their stakeholders. But building community capacity for evaluation and participation takes time, money and intentionality. “The ultimate goal of evaluation capacity building is sustainable evaluation practice — where members continuously ask questions that matter; collect, analyze and interpret data; and use evaluation findings for decision-making and action.”<sup>4</sup> As communities build evaluation capacity, community members and grantmakers both become stronger, more knowledgeable and more able to adapt their work to achieve the results they want.

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4. Hallie Preskill and Shanelle Boyle, “A Multidisciplinary Model of Evaluation Capacity Building,” *American Journal of Evaluation* 29, no. 4 (2008): 443–59.

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# APPENDIX A: GEO'S PLACE-BASED EVALUATION COMMUNITY OF PRACTICE

The following private grantmakers and federal funding agencies have participated in Community of Practice meetings, conversations and other forums to share experiences and build individual and collective knowledge related to *Building Community Capacity for Participation in Evaluation*.

The Annie E. Casey Foundation	<a href="http://www.aecf.org">http://www.aecf.org</a>
HHS, Administration for Children and Families	<a href="http://www.acf.hhs.gov">http://www.acf.hhs.gov</a>
Housing and Urban Development (HUD)	<a href="http://1.usa.gov/kPDJVH">http://1.usa.gov/kPDJVH</a>
John S. and James L. Knight Foundation	<a href="http://www.knightfoundation.org">http://www.knightfoundation.org</a>
Kansas Health Foundation	<a href="http://www.khf.org">http://www.khf.org</a>
Robert Wood Johnson Foundation	<a href="http://www.rwjf.org">http://www.rwjf.org</a>
The California Endowment	<a href="http://www.calendow.org">http://www.calendow.org</a>
The Skillman Foundation	<a href="http://www.skillman.org">http://www.skillman.org</a>
U.S. Department of Education	<a href="http://www2.ed.gov/programs/promiseneighborhoods/index.html">http://www2.ed.gov/programs/promiseneighborhoods/index.html</a>
U.S. Environmental Protection Agency	<a href="http://www.epa.gov">http://www.epa.gov</a>
W.K. Kellogg Foundation	<a href="http://www.wkkf.org">http://www.wkkf.org</a>

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# APPENDIX B: INTERVIEW LIST

The following individuals contributed insight to this briefing via phone and email conversations.

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**HHS, Administration for Children and Families**  
Initiative: **Tribal Home Visiting Evaluation Institute**

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Chief of Staff and Senior Officer, Knowledge Management  
**The Skillman Foundation**  
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**Administration for Children and Families**  
Initiative: **Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment**

Sara Plachta-Elliott  
Evaluation Fellow  
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Tom Kelly  
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Veena Pankaj  
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**Innovation Network**  
Initiative: **Healthy Communities Initiative**

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Grantmakers for Effective Organizations is a community of more than 400 grantmakers who are challenging the status quo in their field to help grantees achieve more. Understanding that grantmakers are successful only to the extent that their grantees achieve meaningful results, GEO promotes strategies and practices that contribute to grantee success. More information about GEO and resources for grantmakers are available at [www.geofunders.org](http://www.geofunders.org).

# ACKNOWLEDGEMENTS

## **MANY THANKS TO BRIEFING REVIEWERS:**

Anne Kubisch, Roundtable on Community Change, The Aspen Institute  
Deanna Van Hersh and Chan Brown, Kansas Health Foundation  
Heather Peeler, Grantmakers for Effective Organizations  
Joann Ricci, Greater New Orleans Foundation  
Kathleen Enright, Grantmakers for Effective Organizations  
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Lori Bartczak, Grantmakers for Effective Organizations  
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## **COMMUNITY OF PRACTICE FACILITATOR:**

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## **BRIEFING DEVELOPED BY JESSICA BEARMAN AND JACQUELYN LEÓN.**

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