A New Era
# of Evaluation Reporting

American Evaluation Association

November 2015

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Missions Accomplished

We address hard-to-answer questions through evaluation and outcomes-based strategy and planning.

We use a broad array of approaches and frameworks to create actionable learning for philanthropies, nonprofits, and the public sector.

We have deep expertise in:

- Advocacy and policy change

- Systems change

- Innovation and emergence

- Networks, coalitions, and fields

- Initiatives and strategies

- Measurement, Learning and Evaluation (MLE) Planning and Implementation

Session Overview

7:00am	*Making the case for abbreviated visual products*
7:10am	*Examples of abbreviated visual products*
7:15am	*Considerations for when and which abbreviated visual products to use*
7:25am	*Applications to your own evaluation reporting*
7:35am	*Closing thoughts and Q&A*

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MAKING THE CASE
for abbreviated visual products

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When you deliver the report to the Director at the nonprofit, **what do you want her to do?**

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Making the Case

ORS Impact's Point of View

- Captures **Attention**

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Making the Case
ORS Impact's Point of View

- Captures Attention

- Helps Audiences **Connect the Dots**

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Making the Case
ORS Impact's Point of View

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- Is **Focused**

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Making the Case
ORS Impact's Point of View

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- Helps Audiences Connect the Dots

- Is **Focused**

"The best way to minimize pressure to change is to provide too much data or information"

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Making the Case
ORS Impact's Point of View

- Captures Attention

- Helps Audiences Connect the Dots

- Focused

- Promotes Use

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Traditional Evaluation Report

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Evaluation of the Parent–Child Home Program in King County: 2012–2013 Program Year Report

Prepared for United Way of King County
Prepared by ORS Impact
May 2014

Table 3 | Percentage of children with particular demographic characteristics

Characteristic[22]	2013 Cohort (n=494)	2014 Cohort (n=547)
Gender		
Male	48%	51%
Female	52%	50%
Ethnicity[23]		
African	31%	24%
Hispanic	31%	39%
African American	10%	9%
White	7%	6%
Vietnamese	6%	2%
Multiethnic	5%	5%
Chinese	5%	5%
Other Asian[24]	3%	6%
American Indian	2%	2%
Pacific Islander	<1%	<1%
Other[25]	<1%	2%
Language		
English	26%	21%
Non-English	74%	79%
Spanish	39%	45%
Somali	26%	15%
Other African (Amharic, Oromo)	9%	6%
Vietnamese	8%	2%
Other[26]	7%	19%
Chinese Languages	6%	3%
Other Asian[27]	3%	6%
Arabic	2%	3%
Number of Siblings		
Zero	21%	28%
One	32%	33%
Two	25%	20%
Three	13%	11%
Four	6%	5%
Five or more[28]	4%	3%

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[22]Coordinators gather participants' demographic information upon enrollment.

[23] Ethnicity categories are defined by PCHP National Office.

[24] Includes Filipino, Korean, and Indian
[25] Unspecified other ethnicity.
[26] Includes multilingual or other languages not included as options in the MIS
[27] Includes Cambodian, Cham, Laotian, and Indian languages
[28]In the 2013 Cohort, 2% have five additional children, 1% have six, 1% have seven, and less than 1% have eight. In the 2014 Cohort, 2% have five additional children, 1% have six, and less than 1% have eight. The average number of siblings for Cohort 13 was 1.7 and the average number of siblings for Cohort 14 was 1.4.

Figure 7 | Average overall PACT scores for high school graduates versus non-high-school graduates
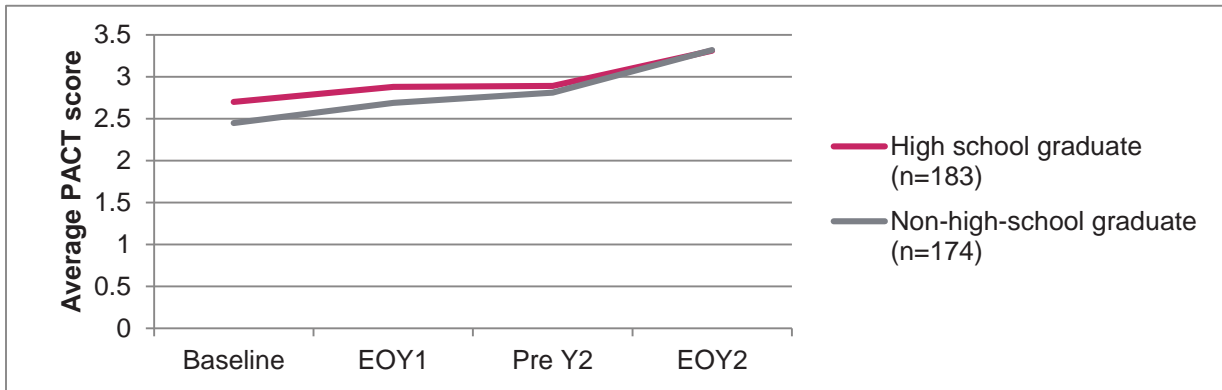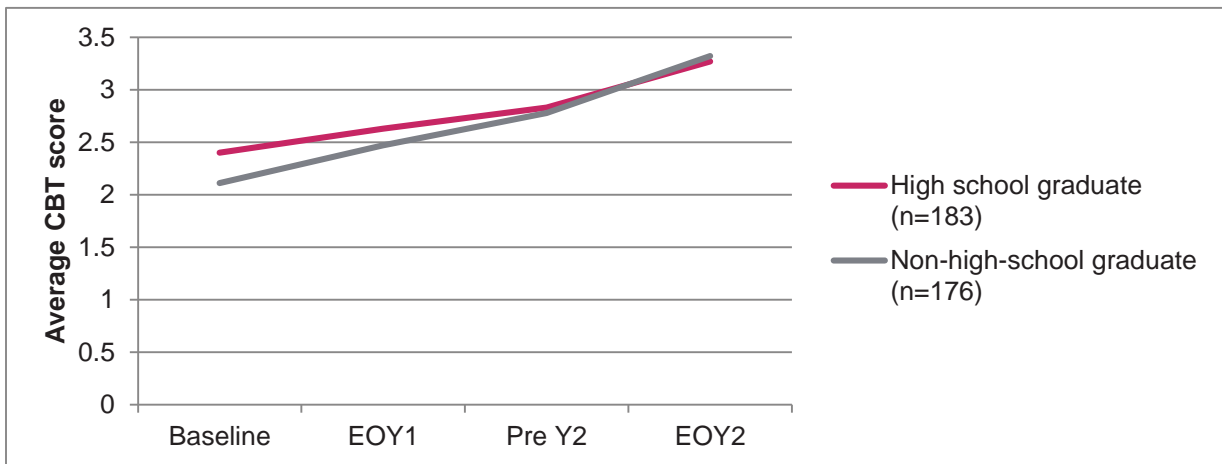

Figure 8 | Average overall CBT scores for children of high school graduates versus non-high-school graduates

EXAMPLES
of abbreviated visual products

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Visual Executive Summary

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Executive Summary

Who was served?

The Parent-Child Home Program is a research-based early literacy and school readiness program for two- to four-year-olds and their parents. A trained home visitor, typically of the same cultural background, provides twice-weekly visits over a two-year period.

1058 families in King County   *9* implementing agencies

90% of participating families had household incomes below the federal poverty line

More than 75% of parents were born outside the United States; many immigrated from Mexico, Somalia, Ethiopia, or China

Participants were extremely diverse; many families served identify as Hispanic (38%), African (27%), African American (9%), and White (5%)

At least three quarters of families primarily speak a language other than English in the home, including Spanish, Somali, and Chinese languages

Outcomes

Changes in parents and children are measured using observational assessment tools, the Parent and Child Together (PACT) for parents and the Child Behavior Traits (CBT) for children. Progress is measured four times over the course of the program: at the beginning of Year 1, at the end of Year 1, at the beginning of Year 2, and at the end of Year 2.
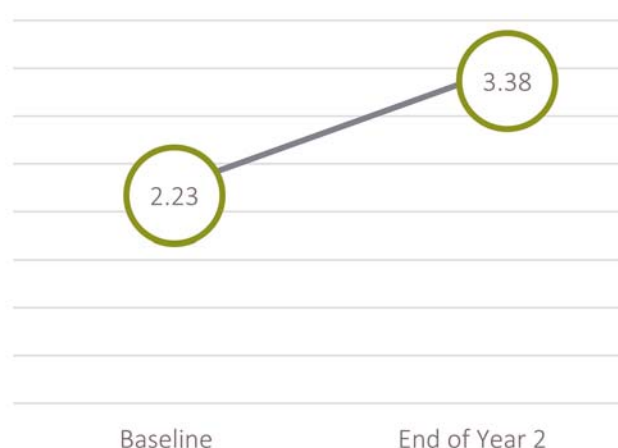
Parents

Analysis of average PACT scores show **increases in parents' positive behavior with their children.**

2.52 → 3.43

Baseline   End of Year 2
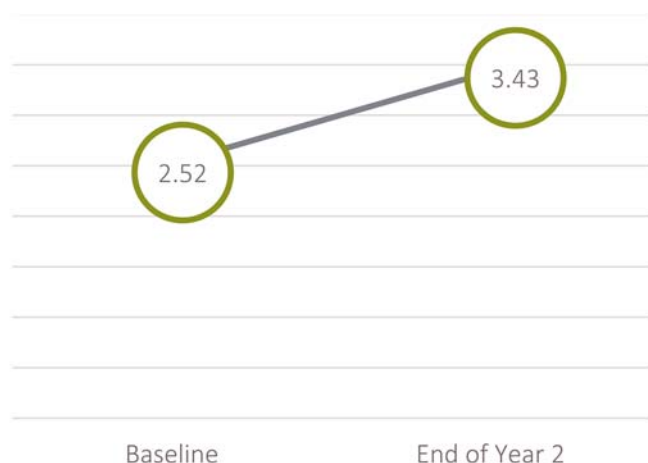
Children

Analysis of average CBT scores show **increases in children's positive behavior.**

2.23 → 3.38
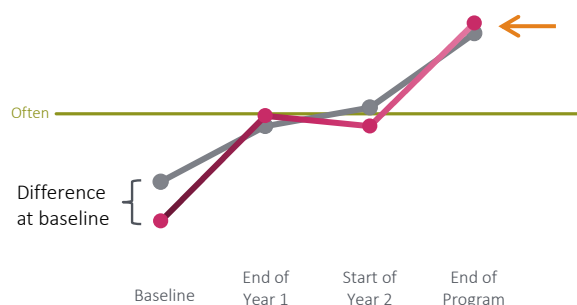
Baseline   End of Year 2

Icons from flaticon.com

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Outcomes

PCHP is particularly effective for non-English-speaking families and for families with parents who did not graduate from high school

Parents

At baseline Non-English-speaking parents scored lower on average than English-speaking parents on the PACT, but they had closed the gap by the end of the two-year program


Similarly, average PACT scores for parents that are high school graduates were lower at baseline than for non-high-school graduates, but the gap had nearly closed by the end of the year two
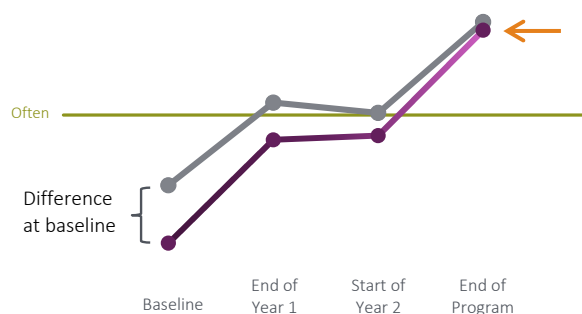
## Children

Though children of Non-English-speaking families scored lower at baseline on average than children of English-speaking families on the CBT, they had closed the gap by the end of year two
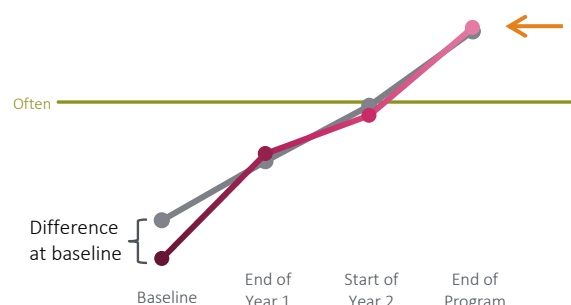
Likewise, average CBT scores for children of high school graduates were lower at baseline than for children of non-high-school graduates, but the gap narrowed over the two years
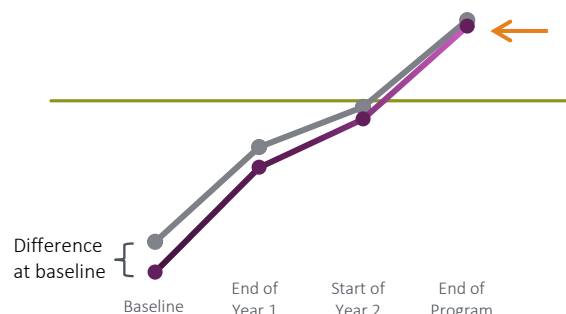
The first day she [went] to school, she took a test and she knew every color, every shape, even counting. She was comfortable . . . everything the teacher asked, she knew. And the [teacher] asked me, 'You say this was her first day in school? But I see that you teach her.' – PCHP parent

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Slide Deck of Visuals/Graphics

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Distribution of PCHP families within income brackets by cohort year

2015

2014

Under $10,000 (30%)

Under $10,000 (31%)

$10,000 -$15,000 (22%)

$10,000 -$15,000 (28%)

$15,000 -$20,000 (23%)

$15,000 -$20,000 (20%)

$20,000 -$25,000 (15%)

$20,000 -$25,000 (12%)

Over $25,000 (10%)

Over $25,000 (9%)

$25,000-$30,000 (5%)

$30k-$40k (3%)

>$40k (1%)

$25,000-$30,000 (5%)

$30k-$40k (3%)

>$40k (1%)
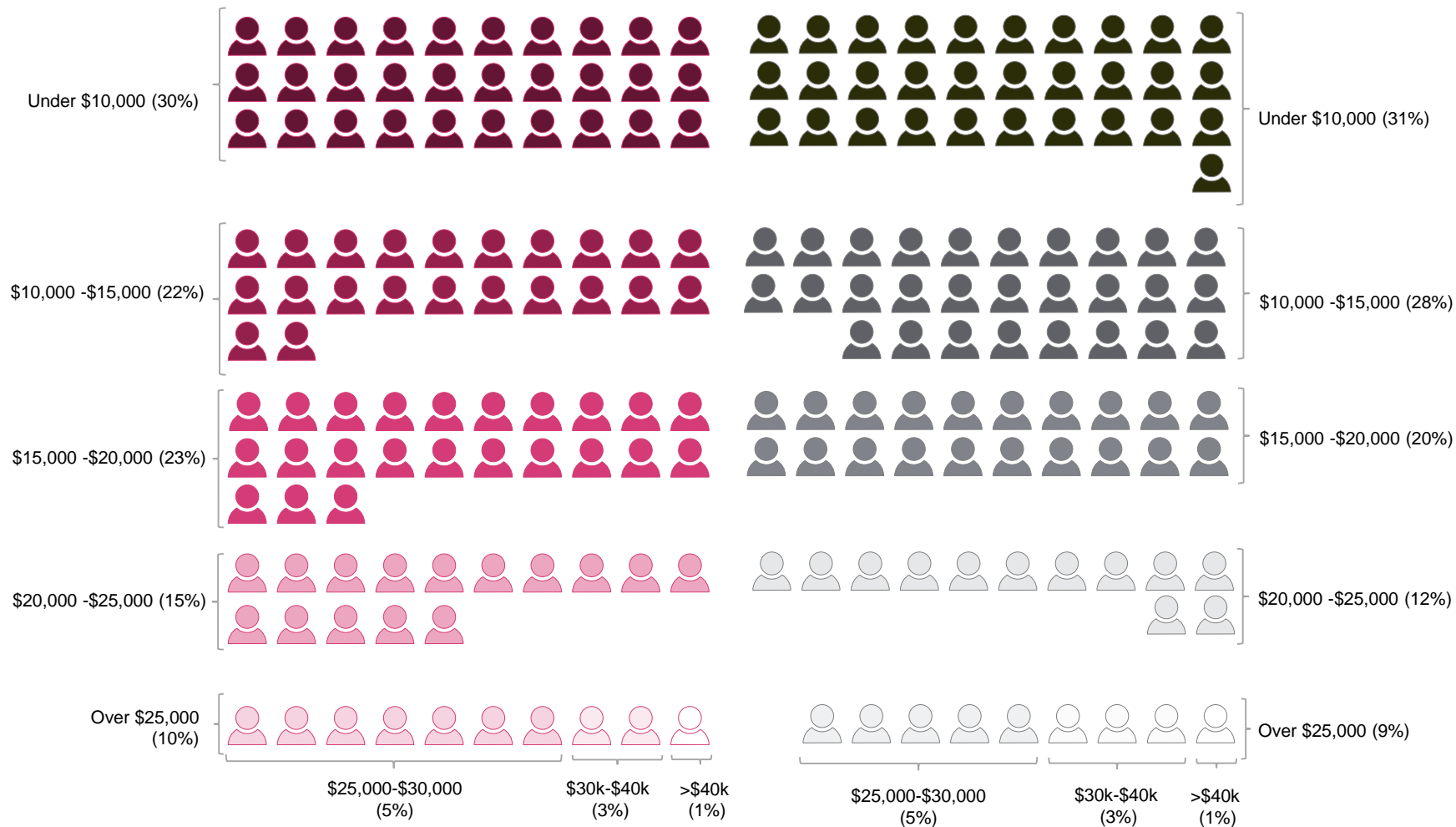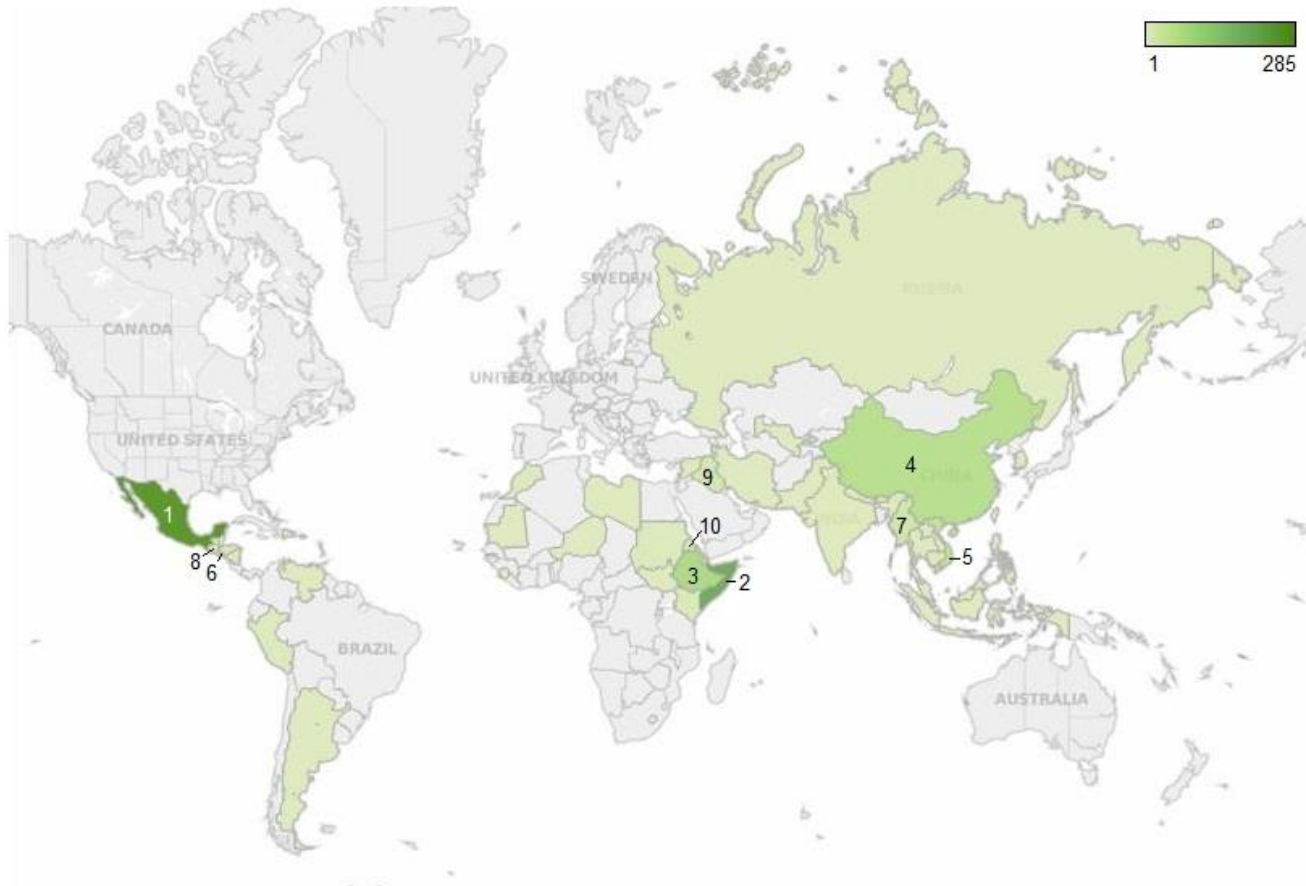
Top Ten Countries of Origin for PCHP Primary Caregivers not Born in the USA

1. Mexico- 285 caregivers
2. Somalia -219 caregivers
3. Ethiopia -79 caregivers
4. China -58 caregivers
5. Vietnam - 45 caregivers
6. El Salvador - 24 caregivers
7. Burma - 21 caregivers
8. Guatemala - 19 caregivers
9. Iraq - 16 caregivers
10. Eritrea - 12 caregivers

Distribution of PCHP families' self-reported race & ethnicity by cohort year

2015

English, 25%

Non-English, 75%

2014

English, 20%
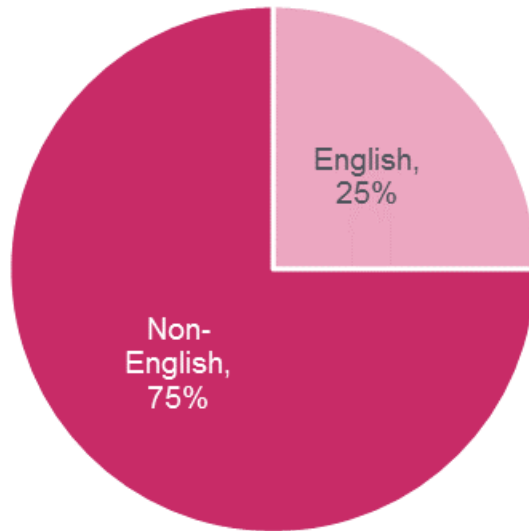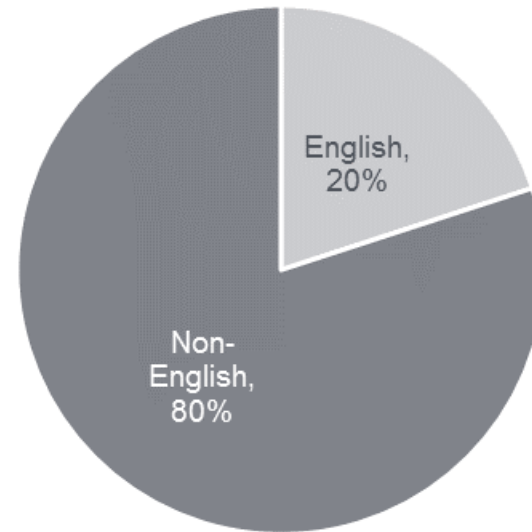
Non-English, 80%

Distribution of PCHP families' self-reported language primarily spoken at home by cohort year

2015

- 2% — Arabic
- 2% — Other Asian
- 9% — Chinese languages
- 13% — Other
- 4% — Vietnamese
- 10% — Other African
- 21% — Somali
- 38% — Spanish

2014

- 2% — Arabic
- 4% — Other Asian
- 6% — Chinese languages
- 17% — Other
- 4% — Vietnamese
- 5% — Other African
- 17% — Somali
- 45% — Spanish
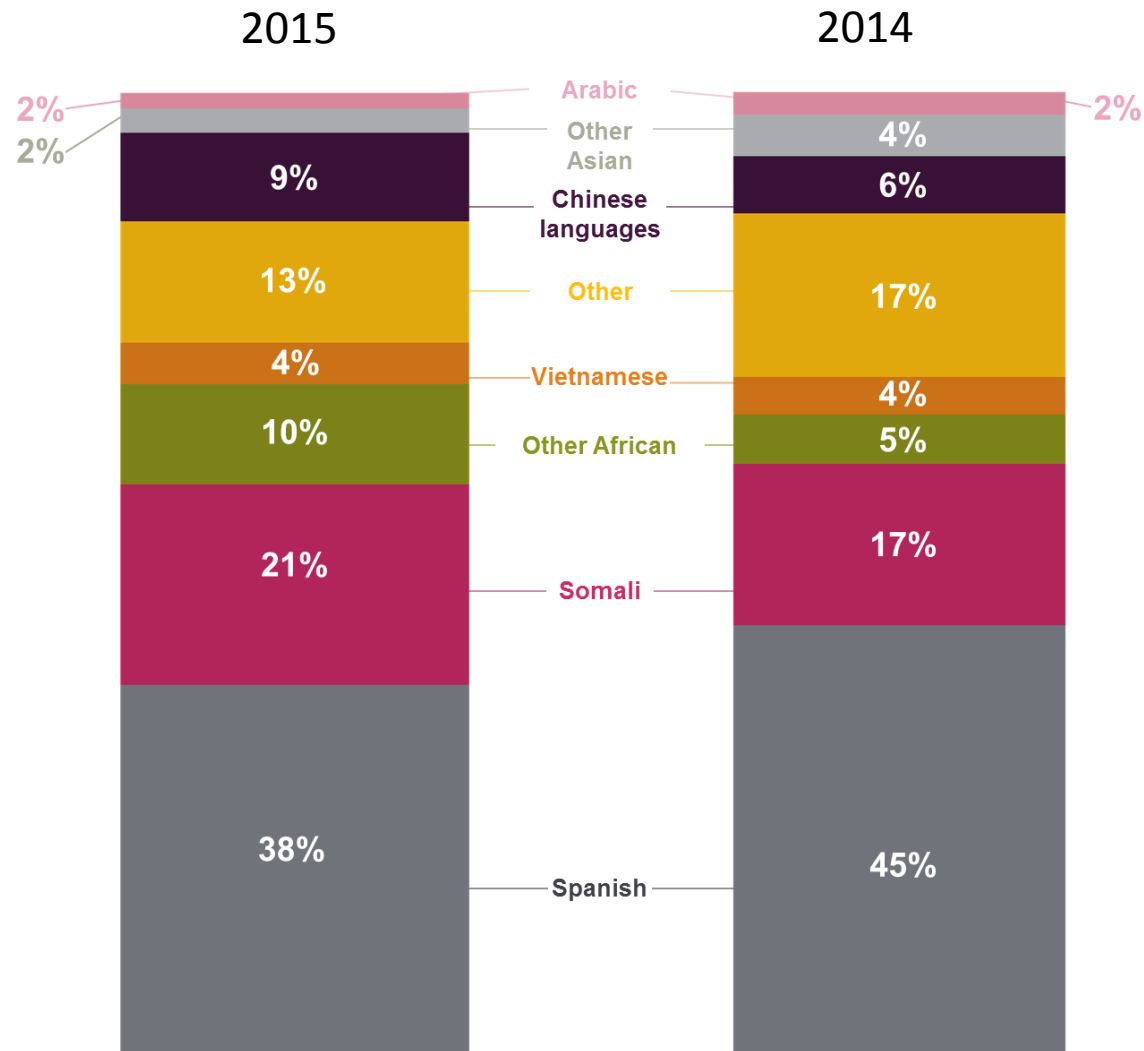
Trend of average PACT scores among Non-English speaking families compared with that of English speaking families in the 2014 graduating cohort
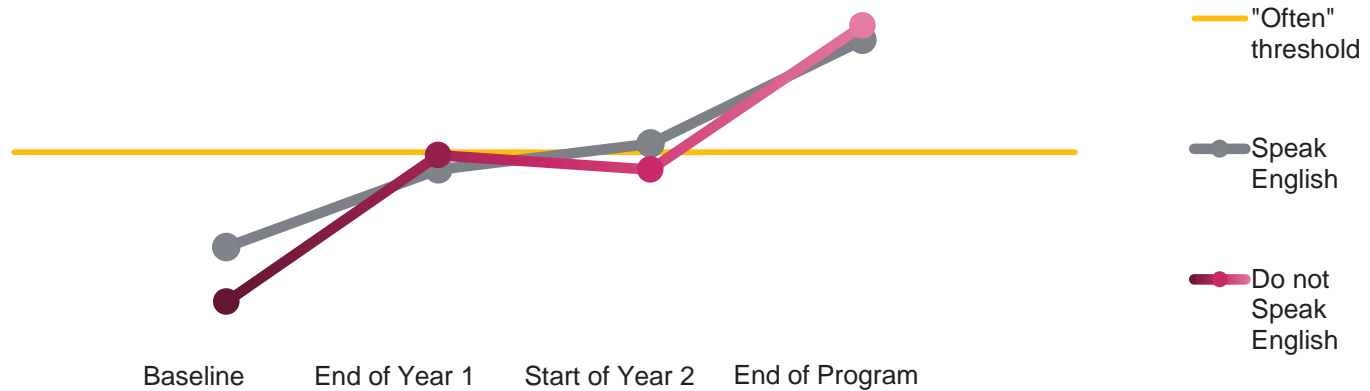
Legend:
- "Often" threshold
- Speak English
- Do not Speak English

X-axis: Baseline, End of Year 1, Start of Year 2, End of Program

Data Placemat

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Agency X PCHP Program Data 2011-2014

Female 56% · **Male 44%**

Gender (2014 only)
n=34

Race/ Ethnicity (2014 only)
n=34

Other Asian	6%
Chinese	0%
Multiethnic	0%
Vietnamese	0%
White	12%
African American	3%
Hispanic	79%
African	0%

English

94%
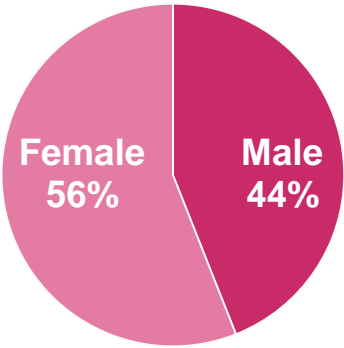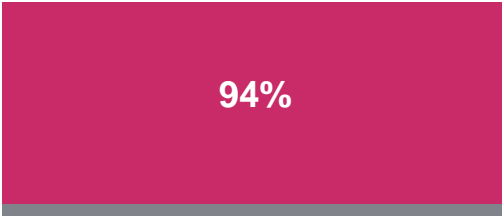
2014
n=34

- English Learners
- Primarily Speak English

Languages other than English

84%

2014
n=34

- Arabic
- Other Asian
- Chinese Languages
- Other
- Vietnamese
- Other African
- Somali
- Spanish

Federal Poverty Level

6%

94%
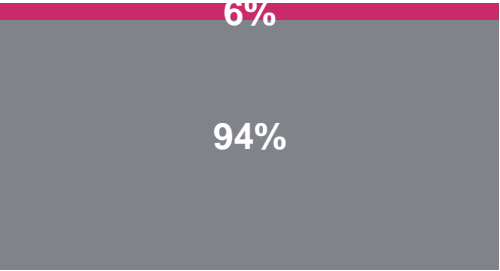
2014
n=34

- Above Poverty Level
- Below Poverty Level

Agency X PCHP Program Data 2011-2014

PACT Average Scores

3.44

2.84

2014
n=17

CBT Average Scores

3.34

2.47

2014
n=17
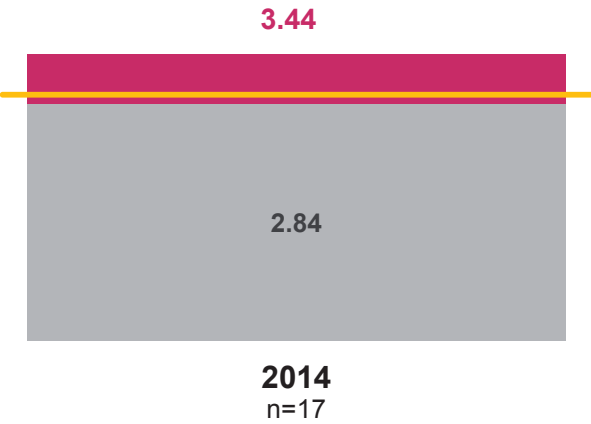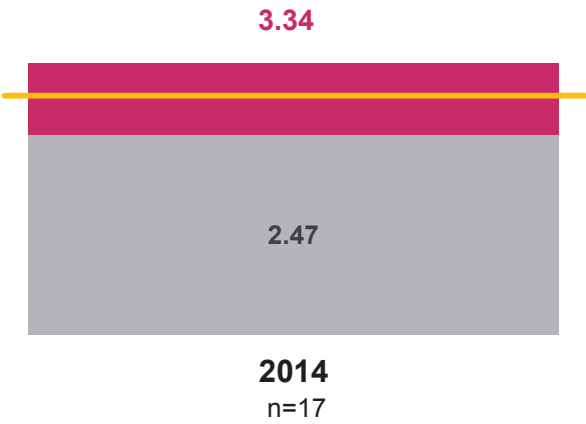
Baseline
End of Program
—— "Often" Threshold

PACT Subscale Scores

3.26 / 2.6 — 2014 n=17 — **Communication**
3.26 / 2.71 — 2014 n=17 — **Consistency**
3.78 / 3.05 — 2014 n=17 — **Affection**
3.36 / 2.93 — 2014 n=17 — **Responsiveness**

CBT Subscale Scores

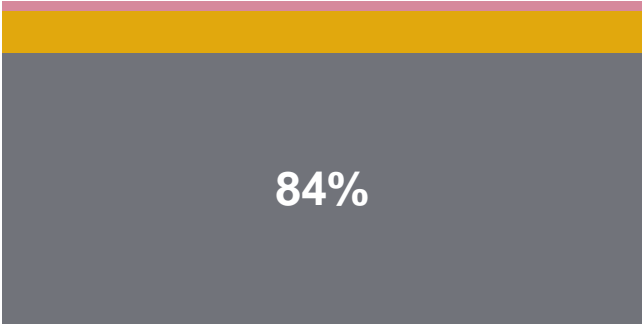3.60 / 2.47 — 2014 n=17 — **Task Orientation**
3.42 / 2.12 — 2014 n=17 — **Cognitive Abilities**
3.33 / 2.47 — 2014 n=17 — **Emotional Stability**
3.38 / 2.6 — 2014 n=17 — **Independence**
2.97 / 2.72 — 2014 n=17 — **Social Cooperation**
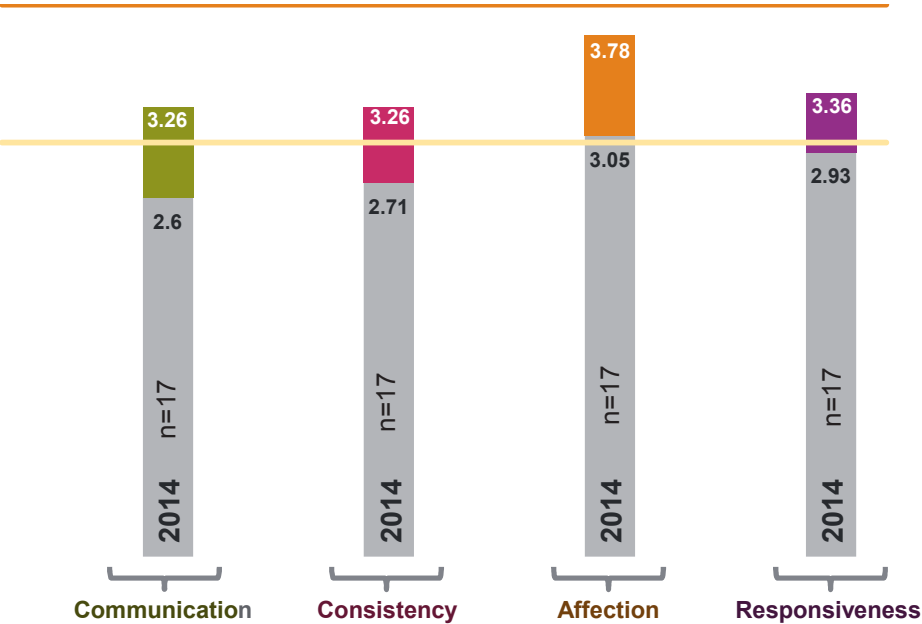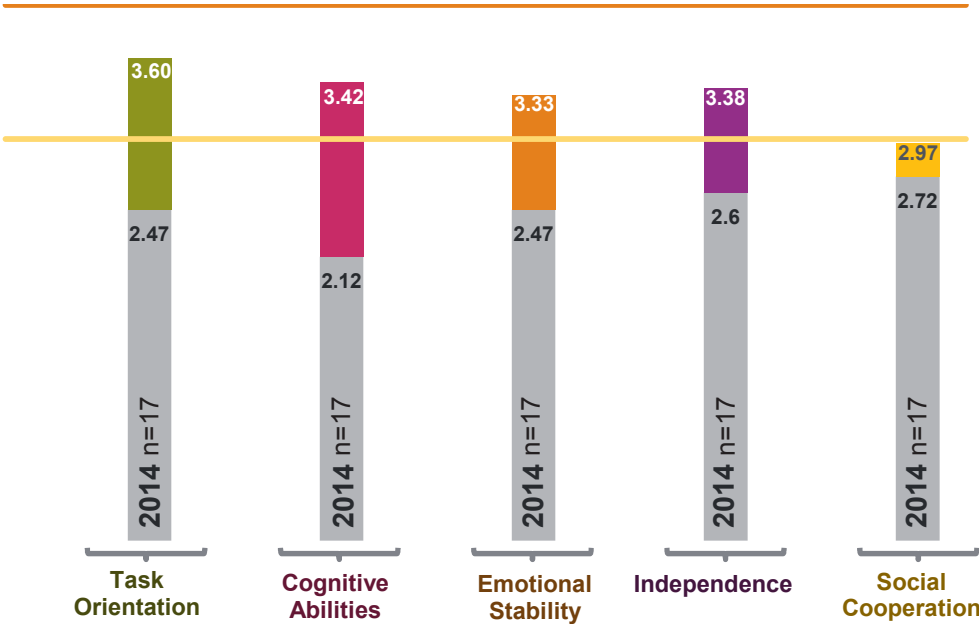
Baseline
End of Program
—— "Always" Threshold
—— "Often" Threshold

3

Infographic

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Agency X PCHP Report

Key Findings

Demographic Findings

- **Mothers** were the primary caregivers for every participating family at Agency X
- Nearly 80% of families at Agency X are **two-parent households**
- Slightly more than 60% of Agency X families fall below the **Federal Poverty Level**
- All 2014 Agency X families that did not primarily speak English were **Spanish** speakers

Assessments

- PACT average scores are comparable for parents from Agency X and for parents from PCHP in King County overall; **Agency X parents are especially strong in the affection subscale**
- **CBT average scores are similar** for children from Agency X and children from King County PCHP overall, except for the social cooperation subscale where they score higher at baseline
- Despite Agency X children having lower reading scores, their **TROLL average scores for language use and print concepts are comparable** with King County PCHP children overall

One Family's Story

"We had one family where the parents separated while the child was in the program. I was worried for the child. I did not know how it would affect her.

*After a little while, the father called me. He has her four days a week, and he is still in the area served by the Agency. He made it **a priority for the child to continue with the program.***

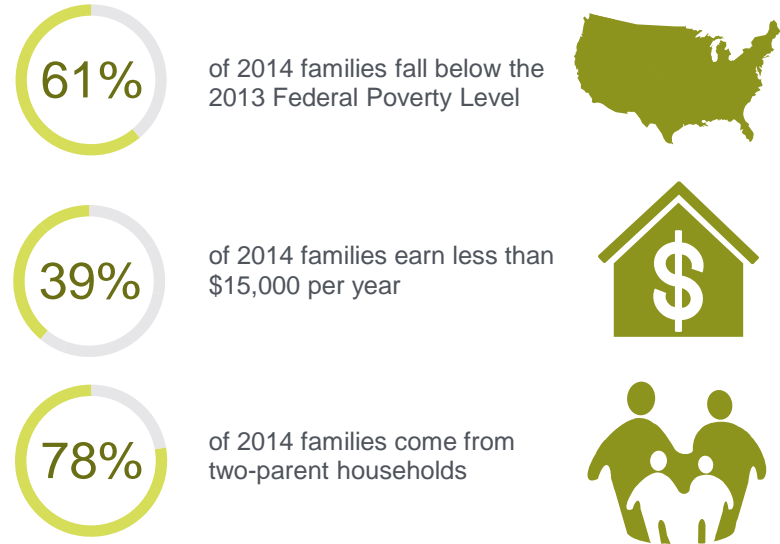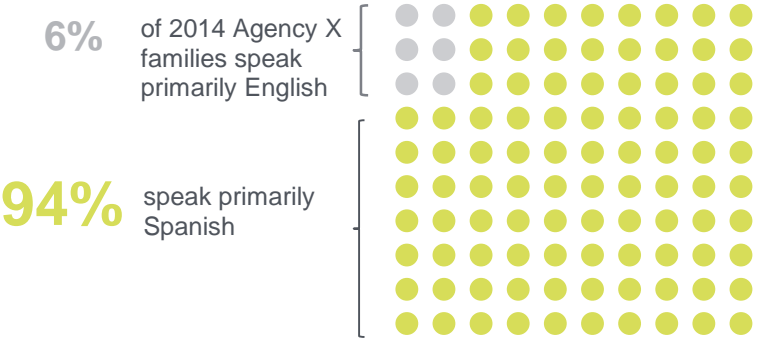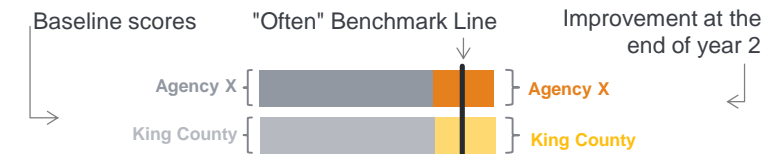*I was happy when I saw that the child was doing good. The father interacts. He is trying, doing a good job. The child has done very well. She is in her second year now. It is almost **as if this was her stability; something that kept going."***

Who We Serve

6% of 2014 Agency X families speak primarily English

94% speak primarily Spanish

61% of 2014 families fall below the 2013 Federal Poverty Level

39% of 2014 families earn less than $15,000 per year

78% of 2014 families come from two-parent households

Key to Changes in Parents & Children

Baseline scores | "Often" Benchmark Line | Improvement at the end of year 2

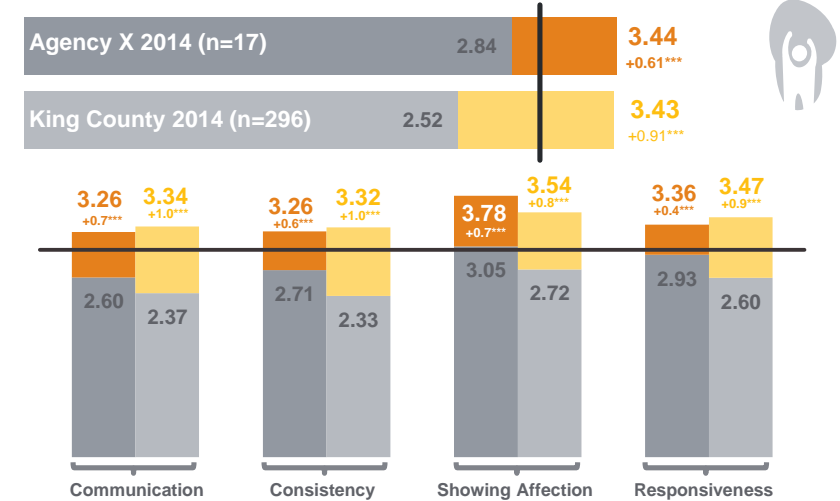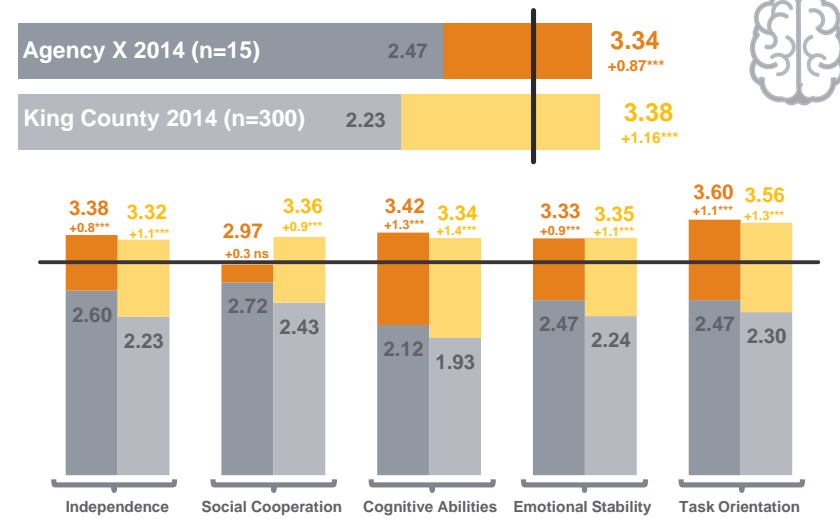Agency X { — Agency X
King County { — King County

Notes:

- For overall assessment scores, data bars are oriented horizontally, as seen above. For subscale scores (which are subsets of the assessments that measure particular developmental factors), the bars are oriented vertically

- Asterisks indicate that the improvement in scores was statistically significant (i.e. whether it was unlikely that they were due to chance), with *** indicating a p value of ≤ 0.001, ** indicating a p value of ≤ 0.01, * indicating a p value of ≤ 0.05, and "ns" indicating a score that was not statistically significant.

Changes in Parents & Children

Parent and Child Together (PACT) Scores

Agency X 2014 (n=17): 2.84 → 3.44 (+0.61***)
King County 2014 (n=296): 2.52 → 3.43 (+0.91***)

	Communication	Consistency	Showing Affection	Responsiveness
Agency X	3.26 (+0.7***)	3.26 (+0.6***)	3.78 (+0.7***)	3.36 (+0.4***)
King County	3.34 (+1.0***)	3.32 (+1.0***)	3.54 (+0.8***)	3.47 (+0.9***)
Agency X baseline	2.60	2.71	3.05	2.93
King County baseline	2.37	2.33	2.72	2.60

Child Behavior Traits (CBT) Scores

Agency X 2014 (n=15): 2.47 → 3.34 (+0.87***)
King County 2014 (n=300): 2.23 → 3.38 (+1.16***)

	Independence	Social Cooperation	Cognitive Abilities	Emotional Stability	Task Orientation
Agency X	3.38 (+0.8***)	2.97 (+0.3 ns)	3.42 (+1.3***)	3.33 (+0.9***)	3.60 (+1.1***)
King County	3.32 (+1.1***)	3.36 (+0.9***)	3.34 (+1.4***)	3.35 (+1.1***)	3.56 (+1.3***)
Agency X baseline	2.60	2.72	2.12	2.47	2.47
King County baseline	2.23	2.43	1.93	2.24	2.30

Teacher Rating of Oral Language and Literacy (TROLL) Scores

	Language Use	Reading	Print Concepts
Agency X	3.24 (+0.5*)	no significant increase	3.44 (+0.1 ns)
King County	3.29 (+0.9***)	3.14 (+0.7***)	3.64 (+0.7***)
Agency X baseline	2.78	2.82	3.30
King County baseline	2.42	2.47	2.94

Agency X 2014 (n=9)
King County 2014 (n=319)

CONSIDERATIONS

for when and which abbreviated visual products to use

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Reporting Audiences

People who have **decision making** authority over the social change effort

- Funders
- Board of Directors
- Policy makers

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Reporting Audiences

·········➤ People who have decision making authority over the social change effort

·········➤ • Funders
• Board of Directors
• Policy makers

·········➤ People who have direct **responsibility** for the social change effort

·········➤ • Leadership
• Staff
• Grantees

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Reporting Audiences

········➤ People who have decision making authority over the social change effort

········➤ • Funders
  • Board of Directors
  • Policy makers

········➤ People who have direct responsibility for the social change effort

········➤ • Leadership
  • Staff
  • Grantees

········➤ People who are intended beneficiaries of the social change effort

········➤ • Individuals
  • Families
  • Communities

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Reporting Audiences

People who have decision making authority over the social change effort

- Funders
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People who have direct responsibility for the social change effort

- Leadership
- Staff
- Grantees

People who are intended beneficiaries of the social change effort

- Individuals
- Families
- Communities

People who engage in similar or related work

- Partners
- The field

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Reporting Audiences

⤍ People who have decision making authority over the social change effort

    ⤍
- Funders
- Board of Directors
- Policy makers

⤍ People who have direct responsibility for the social change effort

    ⤍
- Leadership
- Staff
- Grantees

⤍ People who are intended beneficiaries of the social change effort

    ⤍
- Individuals
- Families
- Communities

⤍ People who engage in similar or relevant work

    ⤍
- Partners
- The field

⤍ Others

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Reporting Audiences

With your priority audience in mind, consider the following:

Organizational Culture

Appetite

Data Literacy

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Reporting Purposes

Accountability	To demonstrate that the intended outcomes are being achieved

Merit and Worth

Marketing

Learning

Field Building

Closing the Feedback Loop

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Reporting Purposes

Accountability

....

Merit and Worth

To determine the value of and make decisions about the continuation of specific strategies

....

Marketing

Learning

Field Building

Closing the Feedback Loop

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Reporting Purposes

Accountability

Merit and Worth

....

Marketing | To boost fundraising efforts by demonstrating success

....

Learning

Field Building

Closing the Feedback Loop

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Reporting Purposes

Accountability

Merit and Worth

Marketing

Learning

To inform decision making and related actions in support of greater impact

Field Building

Closing the Feedback Loop

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Reporting Purposes

Accountability

Merit and Worth

Marketing

Learning

....

Field Building

To share theories or best practices for addressing social problems or creating long-lasting change

....

Closing the Feedback Loop

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Reporting Purposes

Accountability

Merit and Worth

Marketing

Learning

Field Building

Closing the Feedback Loop

To follow up with data collection participants about the evaluation results and/or action items

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Abbreviated Visual Products

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Prioritizing Data and Findings

1. What does your audience need to know?

2. For what purpose?

3. What will it take for them to digest the necessary information?

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APPLICATIONS
to your own evaluation reporting

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Pair Up (10 min.)

- *Identify a time when you delivered a strong evaluation report, but as far as you know it didn't gain traction*
  - Give a **one-minute summary** of the project
  - List all of the **possible audiences** for your evaluation findings
  - Prioritize **one audience**
  - Consider what were the **most relevant and/or actionable findings** for that particular group
  - Discuss **which visual product** would be most suited for this audience
  - Switch

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CLOSING THOUGHTS
and question & answer

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Closing Thoughts

Time/cost

Building Skills

More to do

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Question & Answer

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Presented by:

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