

**The Mel King Institute for Community Building
Evaluation Report
Year One**

**By Diane Gordon
August 2010**

INTRODUCTION

The Mel King Institute for Community Building fosters vibrant and thriving Massachusetts communities by advancing the skills, knowledge and leadership ability of professional practitioners and volunteer leaders in the community development field. The King Institute leverages collaborative educational partnerships that increase access, encourage innovation, and promote and institutionalize systemic success. The Institute is designed to bring community development professionals and volunteers the skills they need to be effective in their positions in the community. To reach its goals, the Institute sponsors trainings, serves as a clearing house, and provides technical assistance.

The Institute is committed to evaluation and continual learning. In the fall of 2009, the Steering Committee invested in the development of an evaluation system that could provide it with feedback from participants and organizational leaders about the Institute's impact. Diane Gordon was hired as the evaluator to facilitate the process and worked with a committee comprised of King Institute partners on the following activities:

- **Development of a logic model:** The logic model is a visual representation of the King Institute's theory of change. It incorporates the resources used, activities conducted, and the results of their work along two dimensions: (1) outputs or the quantifiable measures of effort that results from their activities, and (2) outcomes or the measures of impact achieved by their work from a short to a longer term perspective. The logic model is attached to this report.
- **Survey questions and instruments:** Prioritized outcomes on the logic model were correlated with questions that would be posed to participants in order to determine the degree to which those outcomes were being realized. The questions were then organized into a series of surveys used on the day of the training, and others to be administered three to six months afterwards to determine the longer term impact of the training sessions.
- **Overall evaluation plan:** The King Institute developed an overall framework for conducting evaluations. In addition to using the survey instruments, the team agreed to use individual interviews on an annual basis to gather more details about the results and to engage an external evaluator every two years to conduct an independent evaluation of the Institute.

Surveys were used to collect data from participants from December 2009 through June 2010. The evaluator was engaged to review the results and develop this report, which includes:

- Planned outcomes derived from the logic model (measures of both process and impact outcomes) Surveys were focused on collecting short and mid term outcomes
- Outputs (quantifiable measures of effort such as numbers of courses and participants)
- Demographic profile of participants (age, race, geographic distribution)
- Outcomes achieved – process and impact

PLANNED OUTCOMES

The long term objective of the King Institute is that more community development organizations have qualified professionals and leaders, and in turn, will have a greater capacity to deliver on their mission of community building. The King Institute is dedicated to providing quality training programs to a broad spectrum of individuals and organizations across the state. This report examines several outcomes drawn from the logic model.

Precursor outcome [The Logic Model focuses on the results of the training and its impact on the participants who attend and the organizations they work for. However, prior to any of those outcomes, the Institute must be successful in organizing the training program itself. Therefore, the team included a ‘precursor’ outcome – one that must come before all the others.]

- Training programs are well coordinated and organized to provide easy access to a wide variety of individuals in the CD field that meets their needs

Short term outcomes

- Participants gain access to applicable tools and knowledge
- Participants increase knowledge and skills for job performance and professional development
- Participants gain access to learning from and with peers

Mid-term outcomes

- Participants practice and apply new knowledge and skills at the CDC
- Participants have deeper capacity in application of skills
- Job performance in new practice areas improves
- CDC applies and adopts best practices from training
- Sharing of skills/ knowledge, relationships among peers grows

Long-term outcomes

- CDC improves practices and becomes more effective organization.
- CDCs share networks, tools, resources and communication to improve effectiveness

OUTPUTS: SUMMARY OF COURSES AND PARTICIPANTS

From May 2009 through June 2010, the Mel King Institute for Community Building enrolled 243 participants in 12 courses. In total, 79 organizations sent participants to King sponsored training sessions.

- 43 MACDC members
- 12 Massachusetts nonprofit organizations
- 9 Massachusetts government agencies
- 3 Massachusetts for-profit entities
- 3 Massachusetts universities
- 6 Rhode Island CDCs
- 3 Rhode Island government agencies

Sponsored courses that spanned 22 days of training included:

Name of course	Date and Location	Number of total participants
Building a Development Pipeline	May 2009, Boston June 2009, Sturbridge	40
National Development Council	July 2009, Marlborough, MA	13
MIDAS	November 4-6, 2009, Allston Brighton CDC	33
Introduction to Community Economic Development	December 2009, Boston LISC	22
Nuts and Bolts of Asset Management (Nuts and Bolts I)	December 2009, Boston	26
Basics of Community Organizing in a CDC (Organizing 101)	December 2009, Somerville	25
Neighbor Circles	March 2010, Framingham	19
Small Business TA Provider Seminar 1 & 2	March 2010, Babson	13
Nuts and Bolts II	March 2010, Worcester	12
Community Organizing Strategies and Campaigns (Community Organizing 102)	April 2010, Boston	22
Small Business TA Provider Seminar 3	May 2010, Babson	8
Nonprofit Housing Management Specialist (NHMS)	June 2010, Boston LISC	10
TOTAL		243

Data source for the evaluation

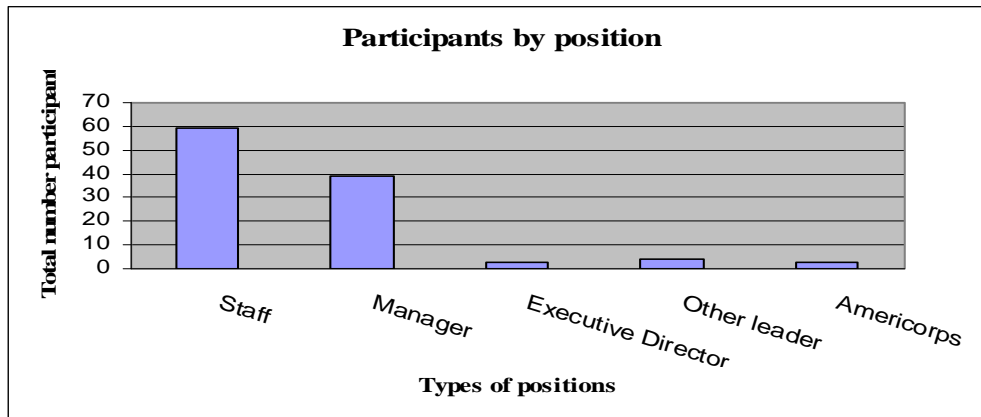
Of the 12 courses offered, survey evaluations were used for the nine courses beginning in December 2009. (Earlier courses such as the Pipeline courses were evaluated using a different tool and were not included in this analysis.) Those nine courses include:

- Introduction to Community and Economic Development Date
- Nuts & Bolts I (Boston)
- Organizing 101
- Neighbor Circles
- Small Business 1 & 2
- Nuts & Bolts II (Worcester)
- Organizing 102
- Small Business 3
- Nonprofit Housing Management Specialist (NHMS)

Participants in those nine courses totaled 157. Of the 157 in attendance, 137 (or 87%) submitted evaluation surveys. In order to analyze the demographics of the participants, individuals were only counted once, even though several took more than one course. [Note – when examining results from each course, all participant surveys were calculated.] Of the 137 participants completing surveys, 29 attended more than one training, leaving a balance of 108 participant surveys used for analysis of the demographic profile of the participant base.

DEMOGRAPHIC PROFILE OF THE PARTICIPANT BASE

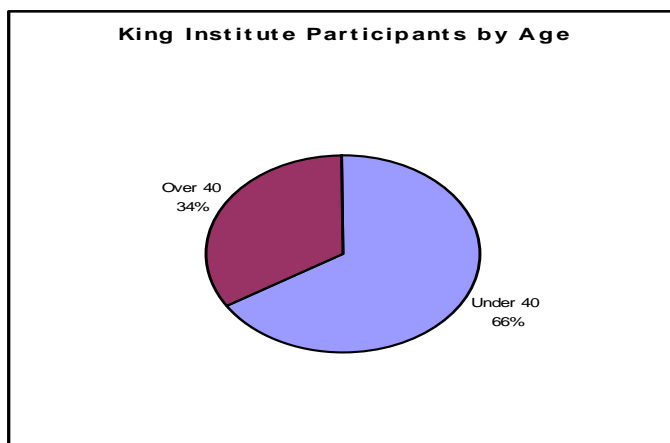
The majority of the participants serve in a staff capacity at their organization (close to 55%.) Managers, combined with Executive Directors, represent close to 40% of the participant base. According to the survey data, no representatives of the boards of directors attended. [Note: because participants often serve in several different capacities, it is feasible that some board of directors members were present but didn't answer the question wearing that hat. However, if the King Institute wants to target board members, it is worth noting that few, if any, have participated to-date.]



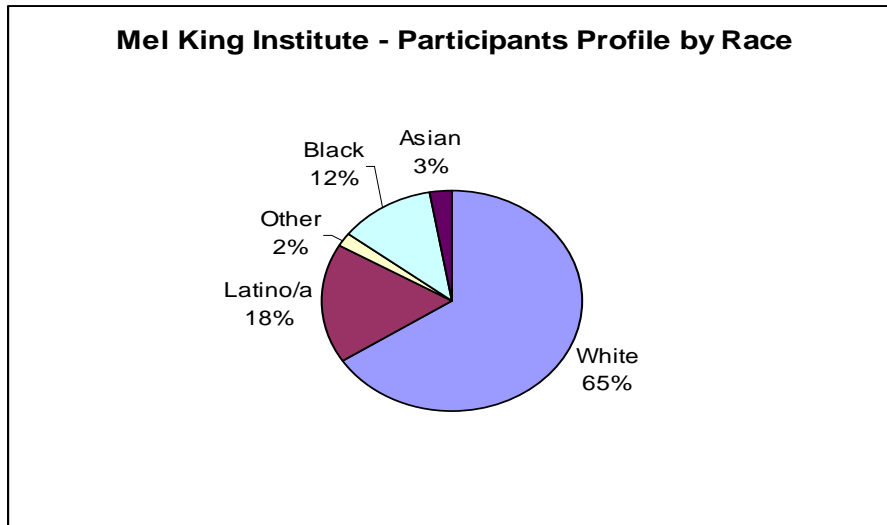
The King Institute is interested in serving a diverse audience of participants. One particular focus is to provide professional development training to younger staff, and people of color. To examine this issue, data was analyzed along dimensions of age, race, and age combined with race to determine what degree the Institute is serving a diverse constituency.

Participants by Age, Race, and Age/Race

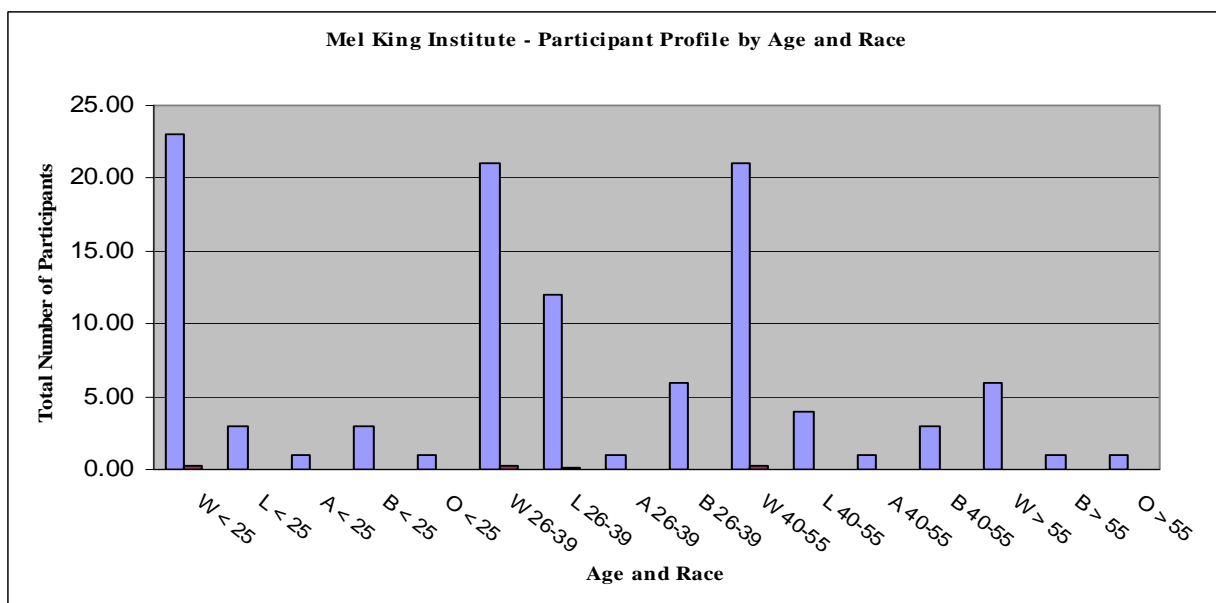
When looking at the age of participants by grouping those under 40 and those over 40, the survey shows that 66% of participants are under the age of 40, and 34% are over 40.



The King Institute is serving a diverse racial population. The largest group of people of color are Latino, followed closely by Black. When combining categories (Latino/a, Asian, Black, and Other), 35% of the participants are people of color, and 65% are white. At a future time, it would be worth comparing the King Institute participant profile with the demographics of the field to see how closely it matches or if it is reaching a more diverse population than the overall field.



Given that the King Institute has a particular interest in working with younger people of color, the demographic profile along the race/age dimension was also examined. The data shows that the greatest number of participants who are white are under 25, the greatest number of Latino participants are between 26-39 as are the greatest number of Black participants. There is no difference among the age group of Asian participants.

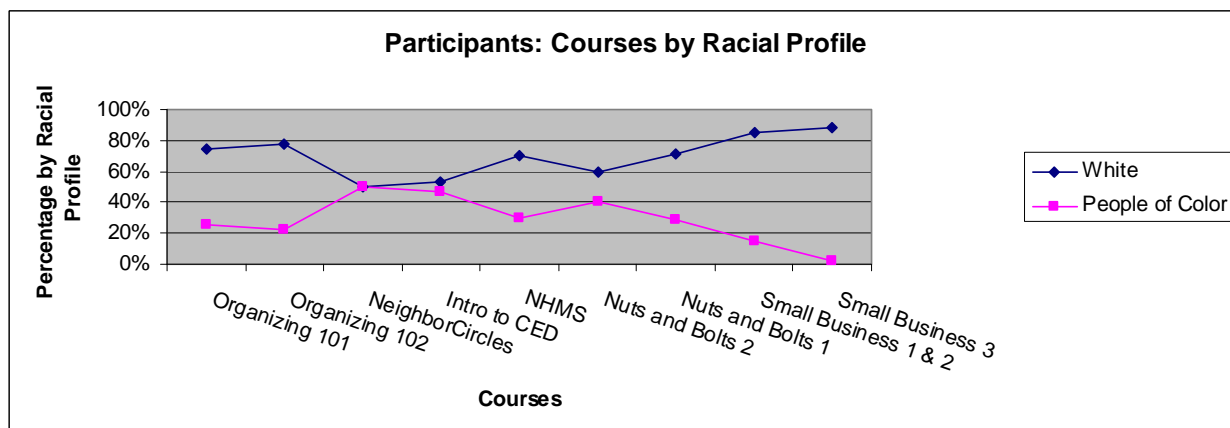
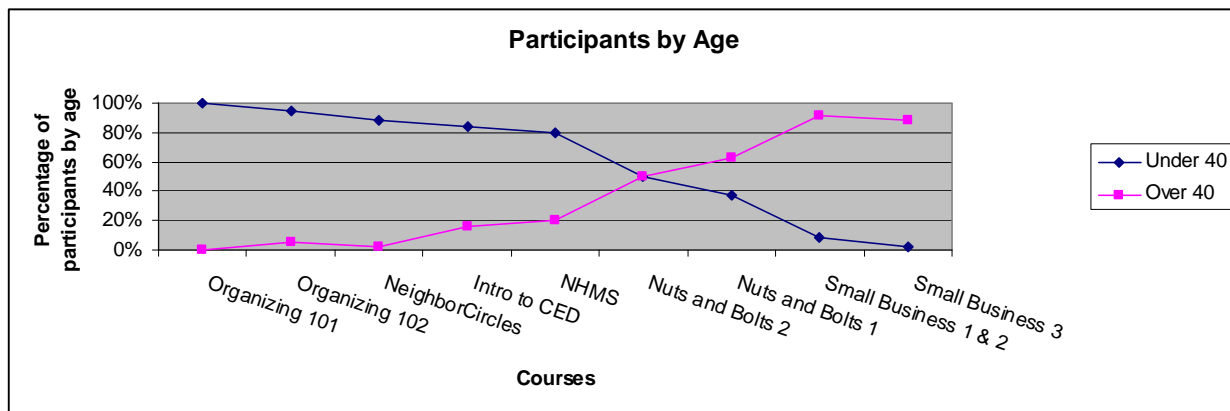


Code (W = white; L = Latino/a; A = Asian; B = Black; O = Other)

Race and Age Analysis by Course

Another way for the King Institute to understand its market is to examine the participants' age and race according to particular classes. The courses that appear to attract the greatest number of people under 40 are either focused on organizing or are introductory courses. The exception is the course Nonprofit Housing Management Specialist which drew 80% of its participants from people under 40. When looking at the racial profile by course, fewer obvious patterns surfaced, but it is interesting to note that NeighborCircles and Intro to CED had the greatest racial balance among its participants.

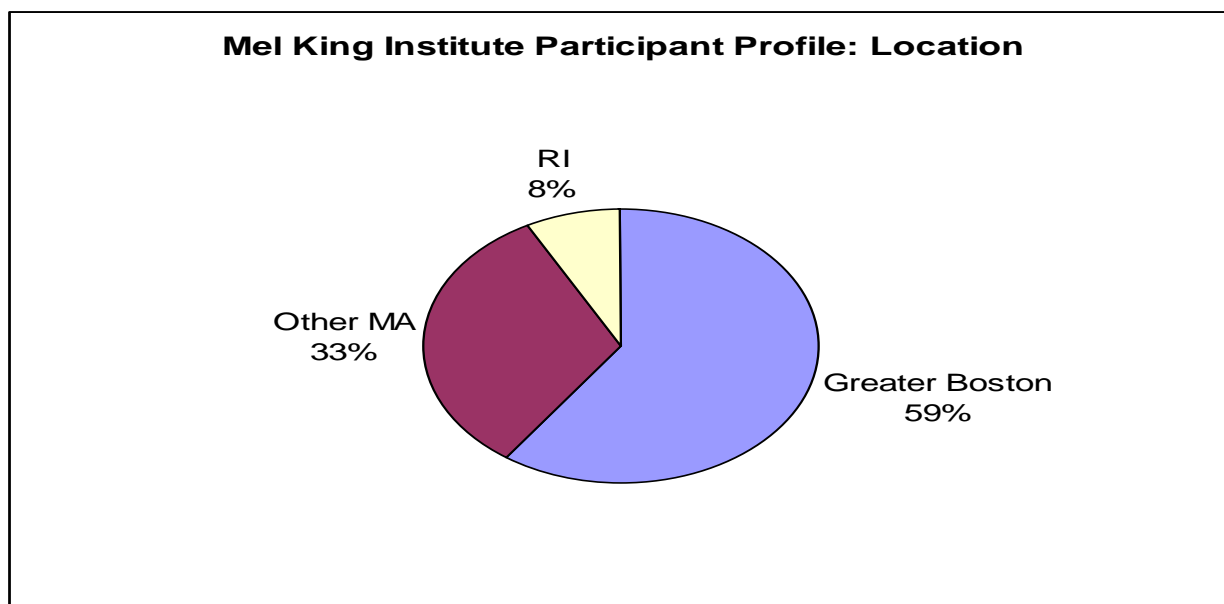
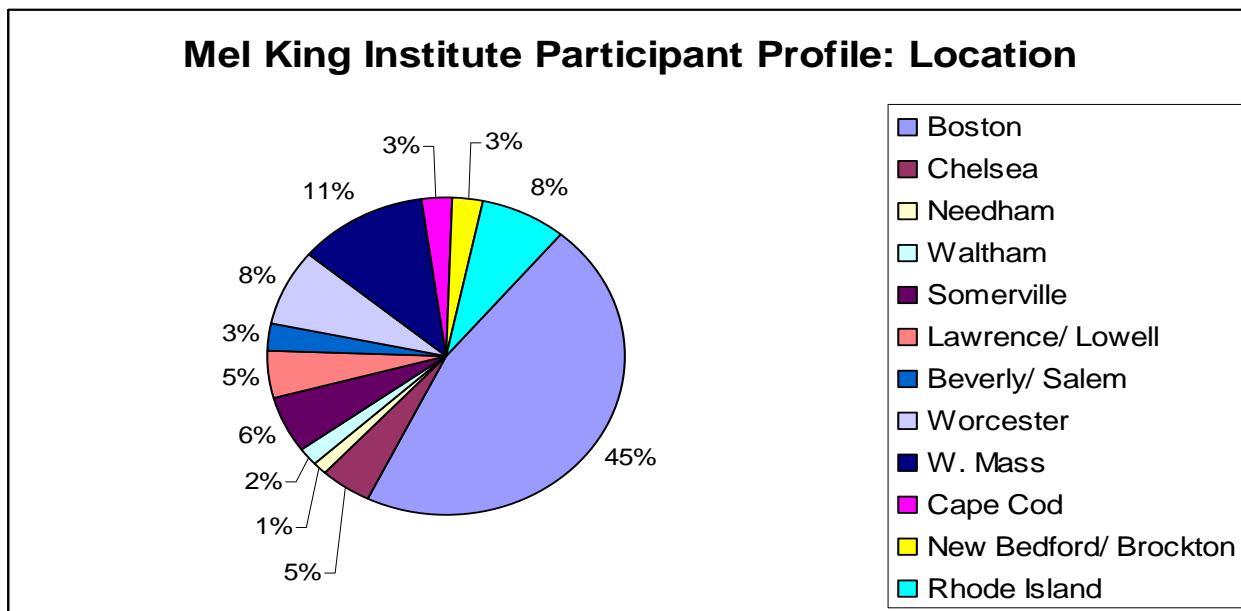
	Under 40	Over 40	White	People of Color
Organizing 101	100%	0%	74%	26%
Organizing 102	95%	5%	78%	22%
NeighborCircles	88%	2%	50%	50%
Intro to CED	84%	16%	53%	47%
NHMS	80%	20%	70%	30%
Nuts and Bolts 2	50%	50%	60%	40%
Nuts and Bolts 1	37%	63%	71%	29%
Small Business 1 & 2	8%	92%	85%	15%
Small Business 3	2%	88%	88%	2%



Summary: A greater percentage of people under 40 are attending training courses at the introductory level and those pertaining to community organizing. The highest percentage of people of color attended NeighborCircles and Intro to CED which were also the courses with the greatest racial balance among the participants. The courses with the lowest percentage of people of color were the Small Business courses.

Participant Profile by Location

While the majority of participants are from the Boston or Greater Boston area, the charts below illustrates that the King Institute has successfully been drawing from across the state. The first chart shows the participant breakdown by specific locations and the second one shows the locations by Greater Boston, other Massachusetts, and RI.



OUTCOME DATA

Several short and mid-term outcomes on the logic model were prioritized by the Steering Committee to be used during the initial data gathering and analysis. Results from the nine courses offered between December 2009 and June 2010 are detailed below.

PROCESS OUTCOMES

These outcomes are indicators of participant satisfaction with the training format, quality of presenters, and access to the Mel King Institute. They are referred to as ‘process’ as contrasted with ‘impact’ because they relate to the way the training is organized, the presenters, and the King Institute’s communication processes, rather than the results of the training in terms of building capacities.

The prioritized process outcomes relate to the precursor outcome described on page 2 of this report. These questions on the survey that correlate are numbered 5 – 7. (Each question is shown in italics.)

Summary: Overall, satisfaction ratings are very high with all but a couple of participants rating questions 5, 6, and 7 as either strongly agree or agree. While this is not an indication of long term impact which is a key to the King Institute’s success, it is vitally important that the Institute have a high rate of ‘customer’ satisfaction – survey results confirm this to be the case.

Question 5: Rate the quality of the presenters: *Presenters were clear, had expertise and knowledge in the subject area, and had effective presentation styles.* Participants were asked to rate the quality along a scale of strongly agree, agree, disagree, and strongly disagree.

When combining ratings of strongly agree and agree, close to 100% of participants rated the quality of presenters high. The average percentage across all courses for strongly agreed was 75%. Only two respondents strongly disagreed with the above statement (Intro to CED and Small Business 1 & 2).

The courses with the highest ratings (strongly agreed with the above statement) were:

- Organizing 101: 100% strongly agreed
- Nuts and Bolts I: 96% strongly agreed
- NHMS: 90% strongly agreed

The courses with the lowest ratings of strongly agreed were:

- Intro to CED: 32% strongly agreed
- Small Business 1 & 2: 40% strongly agreed

However, even for these courses, a total of 90 – 95% of respondents either strongly agreed or agreed with the above statement, indicating that the presenters were of high quality.

Summary of data from question #5:

Q 5: Quality of Presenters	Strongly Agree	Agree	Disagree	Strongly Disagree
Intro CED	32%	63%		5%
N & B I	96%	4%		
Org 101	100%	0%		
Neigh Circles	88%	12%		
Sm Biz 1&2	40%	50%		10%
Sm Biz 3	75%	25%		
N & B II	80%	20%		
Org 102	78%	22%		
NHMS	90%	10%		

A sample of participant quotes:

“It provided me with useful information and background history of the urban and housing development of the city of Boston.” “I will bring the knowledge back to the projects I am working on right now.” – Intro to CED

“[The instructor] is one of the best and most knowledgeable instructive trainers in any industry. I would sign up for any classes offered like this.” – Nuts and Bolts I

“Both [the instructor] and the panel presenters were excellent and shared a wealth of knowledge- It would be fantastic to have the next level of the training.” – Organizing 101

“One of the presentations in my opinion was not clearly presented & hence confusing. One of the instructors lacked organization in presentation skills- very knowledgeable but not easy to follow.” – Small Biz 1&2

“The NeighborCircles training was outstanding. Period.” – NeighborCircles

“Both trainers were great! Extremely knowledgeable and had the perfect balance of providing hands-on assistance and individual group/work time. Made coursework interesting.” – NHMS

Question 6: Rate the organization of the training: *The training was well organized and the site was conducive to the group’s learning.* Participants were asked to rate the quality along a scale of strongly agree, agree, disagree, and strongly disagree.

A similar pattern emerges on this question as with question 5: nearly all participants either strongly agreed or agreed with the above statement. The average rating of strongly agreed across all courses was 61%. Only three people in total (from Small Business 1 &2, and Intro to CED) strongly disagreed with this statement.

The courses with the highest rating of strongly agreed were:

- Nuts and Bolts II: 80% strongly agreed
- NHMS: 80% strongly agreed

Those with the lowest rating of strongly agreed were:

- Intro to CED: 32% strongly agreed
- Small Business 1 & 2: 33% strongly agreed

However, as with question #5, when looking at strongly agreed and agreed, the ratings for both courses were over 80%.

Summary of data from question #6:

Q 6: Organization of the training	Strongly Agree	Agree	Disagree	Strongly Disagree
Intro CED	32%	63%		5%
N & B I	67%	33%		
Org 101	68%	32%		
Neigh Circles	69%	31%		
Sm Biz 1&2	33%	50%		17%
Sm Biz 3	63%	37%		
N & B II	80%	20%		
Org 102	56%	44%		
NHMS	80%	20%		

A sample of participants quotes:

“The flow was on-track every step of the way. Great take-away info.” “Would have been helpful for agenda and actual materials to match. Liked the exercises and materials.” “Better organized than many courses.” – Nuts and Bolts I

“First day tools very disorganized flipping through "resource" packet and powerpoints, could have been better organized and labeled.” “Wonderful location, room & comfortable” – Small Biz 1 & 2

“I would say very well organized but perhaps too much speaking by facilitator. Perhaps running another sample scenario like showing rather than telling how consensus process could work.” “Would have been interesting to go to LCW for this particular training” – NeighborCircles

Question 7: Rate access to the King Institute registration process: *It was easy to register through the website and other means.* Participants were asked to rate the quality along a scale of strongly agree, agree, disagree, and strongly disagree.

While still high, ratings for this question were slightly lower than the question 5 and 6. The average rating of strongly agreed with the above statement was 55%.

The courses with the highest ratings of strongly agreed were:

- Nuts and Bolts I: 75% strongly agreed
- NHMS: 70% strongly agreed

The courses with the lowest ratings of strongly agreed were:

- Organizing 101: 12% strongly agreed
- Intro to CED: 39% strongly agreed

When combining strongly agreed and agreed across all courses, close to 90% agreed that the registration process was easy. Only three people in total (Organizing 101 and 102) either disagreed or strongly disagreed with this statement.

Summary of data from question #7:

Q 7: Ease of registration process	Strongly Agree	Agree	Disagree	Strongly disagree
Intro CED	39%	61%		
N & B I	75%	25%		
Org 101	12%	77%	11%	
Neigh Circles	64%	36%		
Sm Biz 1&2	54%	46%		
Sm Biz 3	50%	50%		
N & B II	67%	33%		
Org 102	67%	28%		5%
NHMS	70%	30%		

PROCESS OUTCOMES CONCLUSION

Overall, the King Institute rated very highly among almost all of its participants along various indicators of customer satisfaction. The above data shows slight differences in ratings. Organizing 101, Nuts and Bolts I and NHMS were consistently rated higher for quality of presenters and the organization of the training, while Small Business 1 & 2 and Intro to CED were rated slightly lower. Regarding the ease of the registration process, both of the Organizing courses had lower ratings. In total however, the statistical differences were slight, resulting in a high level of participant satisfaction. These are excellent results for the first year of operations. It would be worth taking stock of how the Institute selects presenters and organizes the training sessions and documenting those activities so that they might be continued into the future.

IMPACT OUTCOMES

The King Institute is interested to understand if participants learned new skills, applied those skills or knowledge to improve their job performance, gained access to new knowledge from their peers, and ultimately, if the new tools facilitated improvements in organizational effectiveness and impact.

The evaluation correlated outcomes from the logic model with specific survey questions. All nine courses were evaluated based on the ‘day of training’ survey results. Because the Institute wants to take a longitudinal look at results, it is also requesting that participants complete another survey either three or six months after the course has been completed. Follow up survey results were generated for three courses (Building a Development Pipeline – 6 month follow up; Intro to CED – 3 month follow up, and Community Organizing 101 – 3 month follow up.) Due to the very small sample size from the Community Organizing 101 follow up survey, it was not included in the total responses and analysis.

Day of Survey Results

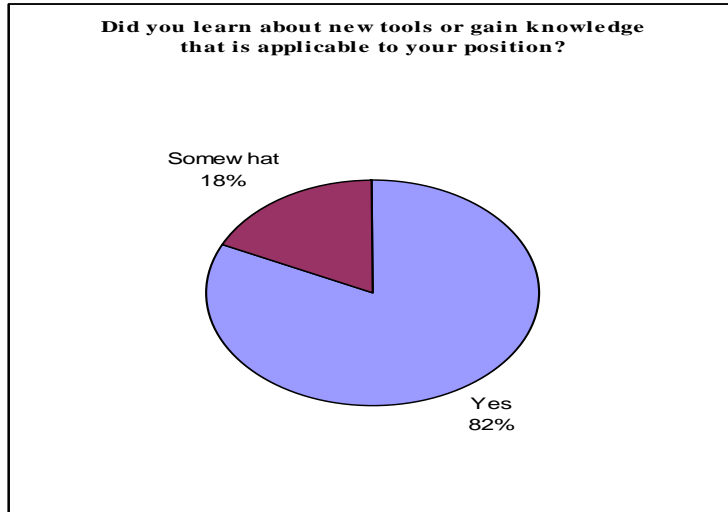
Three outcomes from the logic model were examined:

- Participants gain access to applicable tools and knowledge
- Participants increase knowledge and skills for job performance and professional development
- Participants increase knowledge and skills for job performance and professional development

Outcome: Participants gain access to applicable tools and knowledge

Correlates with Question # 8: *Did you learn about new tools or gain knowledge that is applicable to your position?* Participants were asked to answer yes, somewhat, or no.

For three courses (Organizing 101, Neighbor Circles, and Small Business 1 & 2), ratings for this question were above 90%. The average “yes” rating was 82% for all courses. (This specific question was not asked on the surveys for the Nuts and Bolts courses or NHMS.)



Summary of data from question #8:

Q 8: Learn new tools, knowledge	Yes	Somewhat	No
Intro CED	65%	35%	
Org 101	90%	10%	
Neigh Circles	94%	6%	
Sm Biz 1&2	100%		
Sm Biz 3	75%	25%	
Org 102	78%	22%	

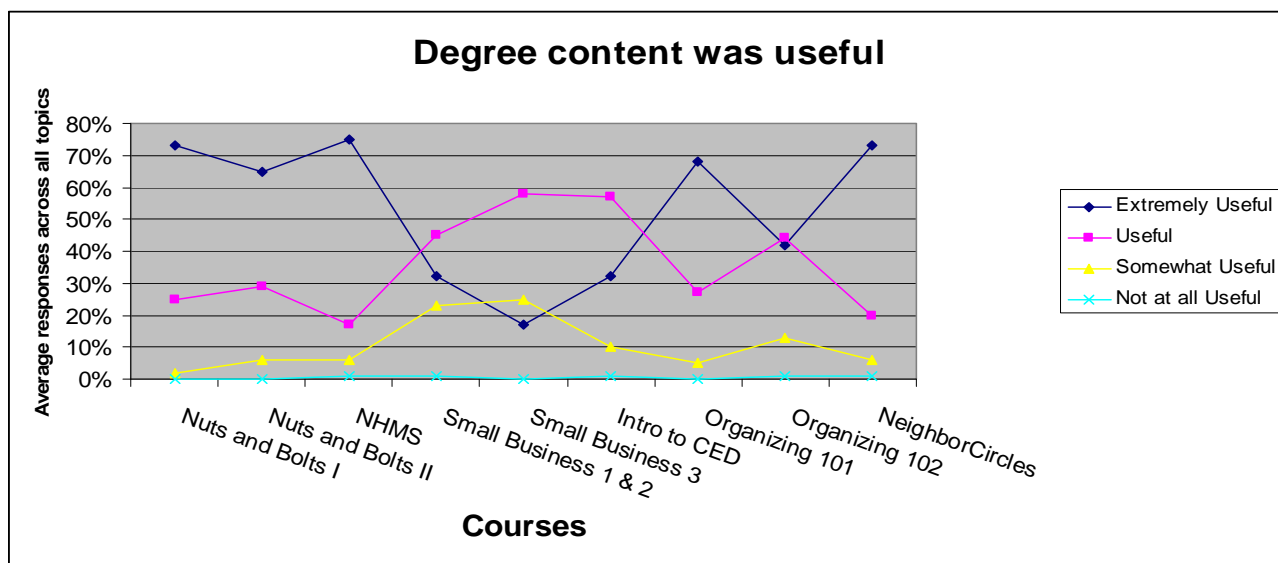
Outcome: Participants increase knowledge and skills for job performance and professional development

Correlates with Questions # 9 and 10:

Q9: Please rate the degree to which the information presented was useful to strengthening your work in your current position. Participants were asked to rate the information along a scale of ‘extremely useful’ to ‘not at all useful’ for each of the major topics of the course.

The following chart illustrates the average percentages for all respondents, across all topics, in each course. (The detail per topic, per course is available if requested.)

Summary: On the low end of the scale, very few participants rated any aspect of the course as not at all useful. The course with the highest percentage of responses in the category of ‘extremely useful’ were NHMS, Nuts and Bolts I, NeighborCircles, and Organizing 101. The courses with the lowest averages of ‘extremely useful’ were both Small Business courses and Intro to CED. However, when you combine the columns ‘extremely useful’ and ‘useful’, it is clear that the majority of participants found elements of all courses to be useful to some degree.



Summary data question #9:

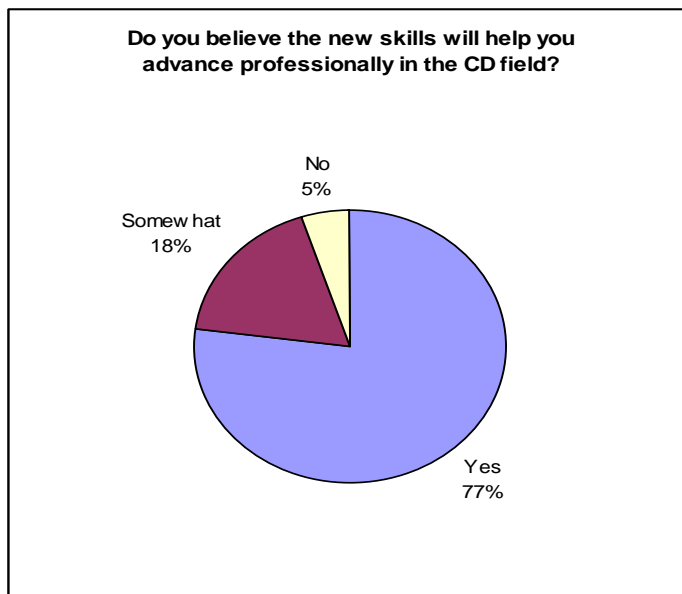
Q9: Degree information was useful				
	Extremely Useful	Useful	Somewhat Useful	Not at all Useful
NHMS	75%	17%	6%	1%
Nuts and Bolts I	73%	25%	2%	0%
NeighborCircles	73%	20%	6%	1%
Organizing 101	68%	27%	5%	0%
Nuts and Bolts II	65%	29%	6%	0%
Organizing 102	42%	44%	13%	1%
Small Business 1 & 2	32%	45%	23%	1%
Intro to CED	32%	57%	10%	1%
Small Business 3	17%	58%	25%	0%

Outcome: Participants increase knowledge and skills for job performance and professional development

This outcome also correlates with question #10. *Do you believe that the new skills or knowledge you gained today will help you to advance professionally in the community development field?*

Participants were asked to answer yes, somewhat, or no.

Summary: Over 75% of participants on average felt that the new skills they learned would help them advance professionally in the CD field. The courses with the highest positive ratings were Organizing 101 and NHMS (both with 100% rating), followed closely by Neighbor Circles (94%) and Small Business 1 & 2 (92%). A handful of respondents felt that the skills would not be useful to their advancement (Intro to CED, Nuts and Bolts I, and Organizing 102). One interesting data point occurred in the surveys for Nuts and Bolts I – 57% of survey respondents did not answer the question, which may be attributed to the fact that it can be a difficult question to answer immediately after the course is completed.



Summary data from question #10:

Q 10: Believe new skills will help in professional advancement	Yes	Somewhat	No	No Response
Intro CED	59%	35%	6%	
N & B I	35%	4%	4%	57%
Org 101	100%			
Neigh Circles	94%	6%		
Sm Biz 1&2	92%	8%		
Sm Biz 3	63%	37%		
N & B II	80%	20%		
Org 102	78%	17%	5%	
NHMS	100%			

Participants were asked to envision how they might apply the new skills and knowledge they learned in the session as part of the survey. Question 11: *How do you envision applying the new skills or knowledge you gained today to improve your work or help your organization?*

A sample of participants quotes:

“I learned the importance and methods of asking for financial aid from different organizations such as banks” – Intro to CED

“Great program that I will use to mentor the site managers that work for us.” “This is a great opportunity for property managers - not just CDCs.” “Be able to look at %s and numbers in a different way to determine how organization is doing.” – Nuts and Bolts I

“Gaining a clearer understanding of the community organizing model.” “Developing and organizing a committee and membership database” “This will inform my career choices” “Concepts and practices discussed will help to take a more intentional community organizing approach esp. around supporting resident leadership development” – Organizing 101

“More effective screening and more effective collaboration of lending with biz TA. Also value of data gathering and use with procuring more assistance.” “I see it taking a new look at our metrics, how we provide service, and how we approach funders” - Small Biz 1 & 2

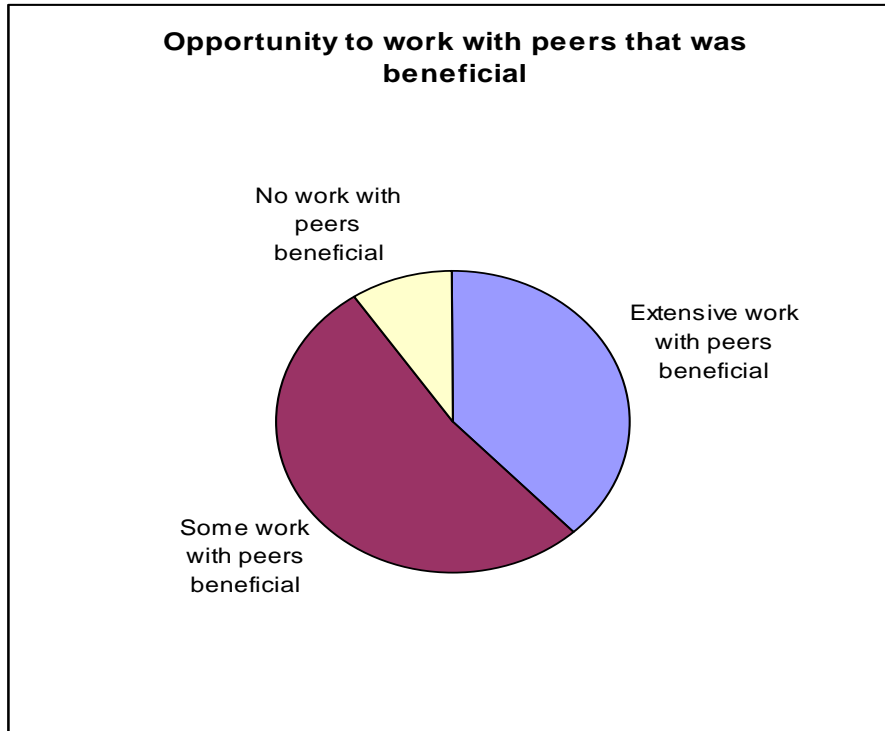
“Hope to incorporate into strategic planning and do more shifting to give more power back to community or have them take that power” – NeighborCircles

“Create deal books for all properties. Formalize and change some reporting for property management and asset management (to the board).” “I will use everything!” “Enabling me to make more relevant and concise reports to our board, as well as using the information to evaluate our properties and make recommendations for improvement.” – NHMS

Outcome: Participants gain access to learning from and with peers

Correlates with Question #12: *During the training did you have an opportunity to work with peers that you found beneficial to your learning?* Participants were asked to state if the opportunities to work with peers was beneficial.

Summary: Peer learning was a more mixed experience for many participants. The highest ratings came from Organizing 101, and the lowest from Neighbor Circles (especially when taking into account that 12% reported ‘no work with peers that was beneficial.’ [Note: this question did not appear on all of the surveys.]



Summary data question #12:

Q 12: Opportunity to work with peers	Extensive work w/ peers that was beneficial	Some work with peers that was beneficial	No work with peers that was beneficial
Intro CED	25%	75%	
Org 101	68%	32%	
Neigh Circles	19%	69%	12%
Sm Biz 1&2	23%	69%	8%
Sm Biz 3	63%	37%	
Org 102	47%	53%	

FOLLOW UP SURVEYS

The Mel King Institute recognizes that it is important to capture the longer term impact of the courses and therefore is seeking to collect data after three months and six months.

Surveys were collected after three months for the Introduction to Community and Economic Development Course (held in December 2009) – five people responded; and for the Organizing 101 course (held in December 2009) – two people responded. At the six month threshold, one course was eligible for a 6-month follow up survey -- Creating a Development Pipeline (course held in May 2009) -- eleven people filled out the 6-month survey instrument.

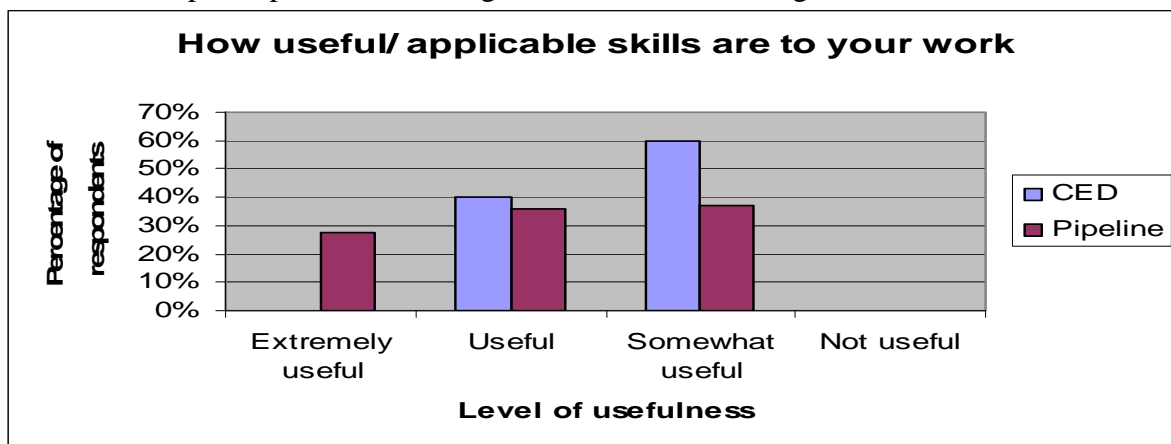
Results were compared for the Introduction to Community and Economic Development and the course Creating a Development Pipeline. Due to the size of the sample, the follow up survey for Organizing 101 was not included. While the participants in the Pipeline course had more time to experiment with the lessons learned and therefore it is not on par to compare it with the results

from the Intro to CED, the outcomes are shown together to simplify the report. There are many factors that can lead to a participant using a new skill to improve organizational performance. These are difficult to gauge from a survey. At this early stage of data gathering and analysis, this information should be seen as ‘food for thought’ and when more data can be collected, it will become easier to draw some conclusions which can be used to further strengthen the Institute. Many of the comments provided by participants stated that more time was needed to assess the results of the training.

Outcome: Participants increase knowledge and skills for job performance and professional development.

Correlates to Question 5 on the follow up survey: *Now that you have been back at work, please tell us how useful/ applicable the knowledge/ skills you gained at the training have been to your work and your organization.* Participants were asked to rate the applicability and usefulness of the new skills along a scale of extremely useful to not useful.

Summary: Slightly more than 60% of the respondents from the Pipeline course felt the skills were either extremely useful, or useful, as contrasted with 40% of the Intro to CED participants who felt the skills were useful. None of the participants rated the skills as ‘not useful,’ another indication that participants are learning useful skills at the King Institute.

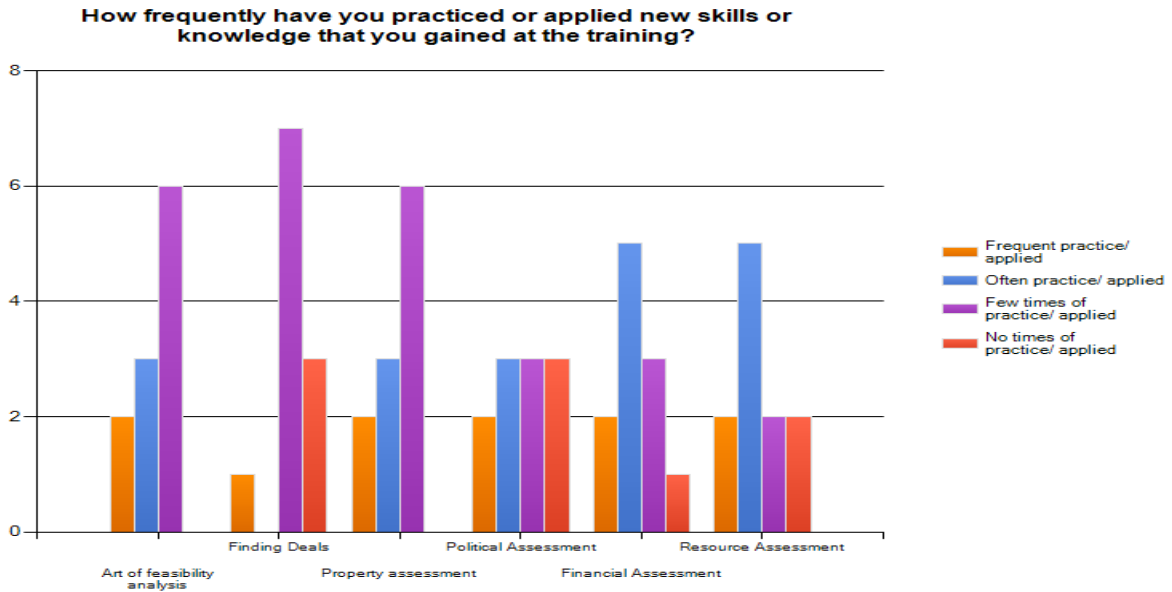


Outcome: Individuals practice and apply new knowledge and skills at the CDC.

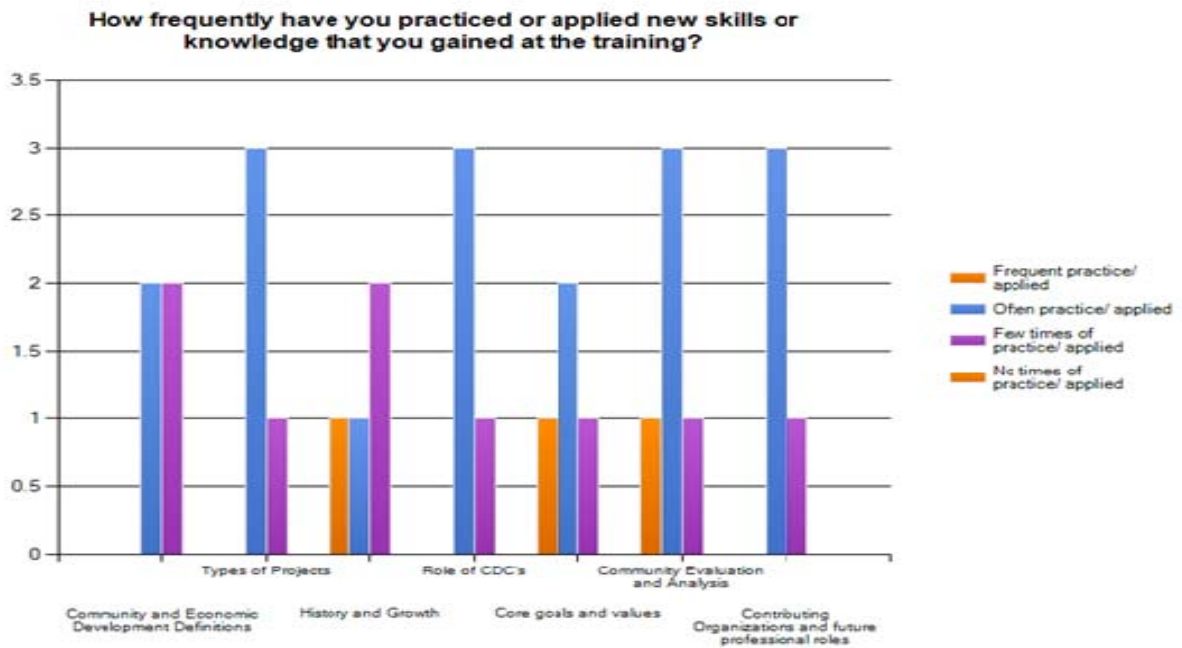
Correlates to Question 6: *How frequently have you practiced or applied new skills or knowledge that you gained at the training?* Participants were asked to rate specific skills learned in the course along the scale of frequent practice/ applied, often practiced/ applied, few times practice/ applied, or no times of practice/ applied. For the purposes of this question, charts were developed for each course separately.

Summary: The number of participants who frequently practiced a new skill was higher from the course Building a Development Pipeline than from the Introduction to Community and Economic Development, yet there were also more participants from the Pipeline class who either practiced only a few times or none at all as contrasted with the Introduction to CED. It is difficult to draw significant conclusions from this data for the reasons stated above (difference in time to practice and the sample size.) For the King Institute overall however, it is important to note that nearly all the participants in these surveys said that they practiced new skills to some degree.

Building a Development Pipeline

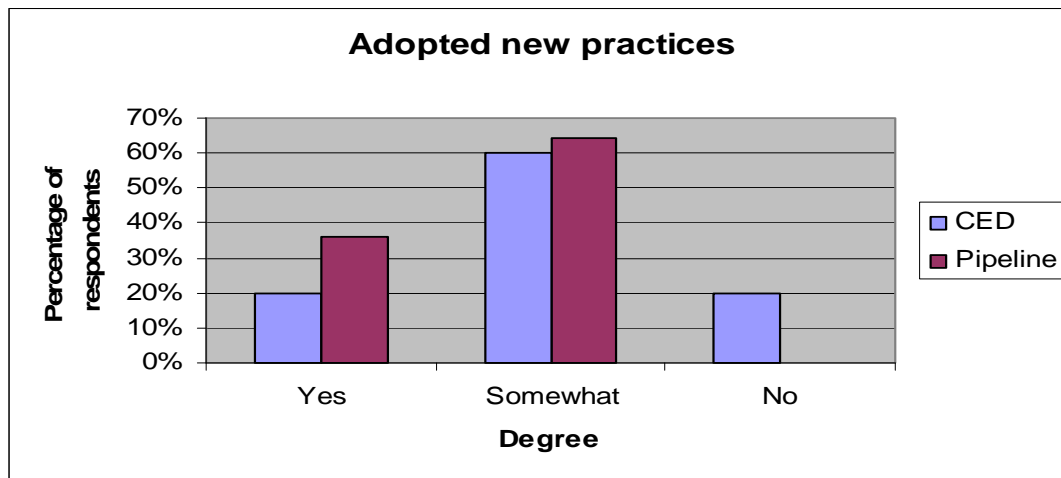


Introduction to Community and Economic Development



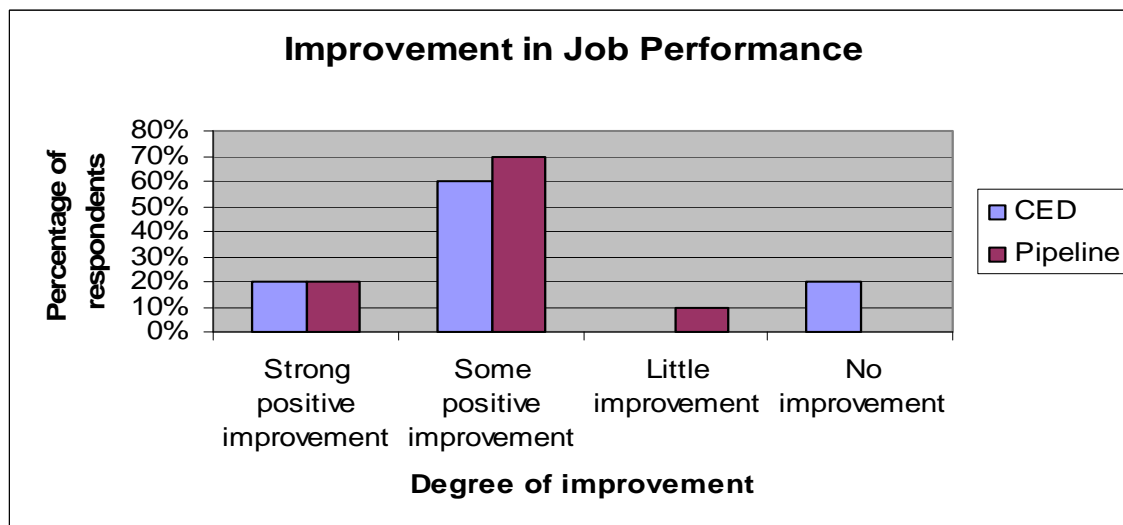
Outcome: Participants have deeper capacity in application of skills. Correlates to Question #7: *Have you adopted new practices gained from skills or knowledge you gained at the training?* Participants were asked to answer yes, somewhat, or no. Both courses are analyzed below.

Summary: Between the two courses, nearly all of the participants stated that to some degree, new practices were adopted, with slightly more in the Pipeline course, and a few in the CED course stating that no new practices were adopted.



Outcome: Job performance in new practice areas improves. Correlates to Question #8: *Has your job performance improved because of skills or knowledge you gained at the training?* Participants were asked to use a rating scale of strong positive improvement to no improvement.

Summary: A similar pattern emerges from the other questions – most respondents felt there was some improvement. An equal number from both courses stated that their new knowledge had a strong positive improvement in their job performance, and at the other end of the spectrum, a few felt that there was little or no improvement.



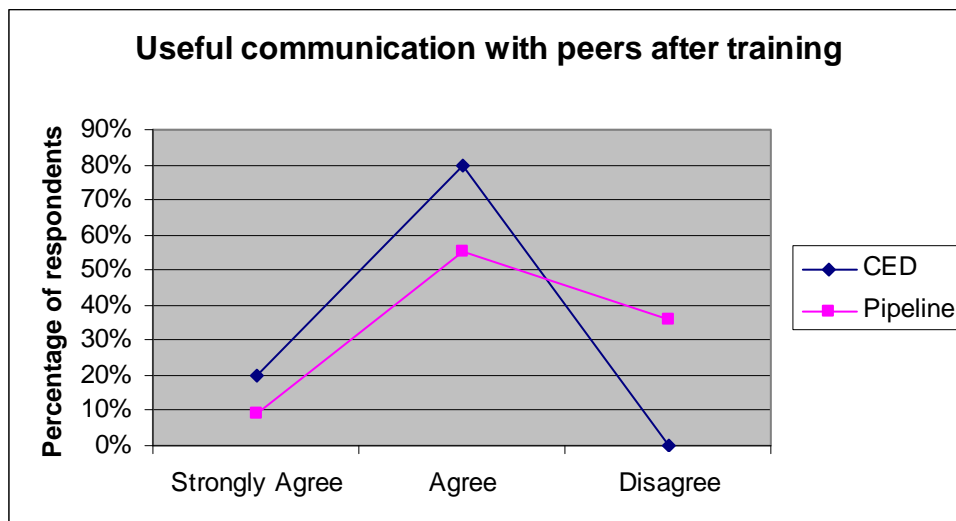
Outcome: Sharing of skills/ knowledge, relationships among peers grows; CDCs share networks, tools, resources and communication to improve effectiveness.

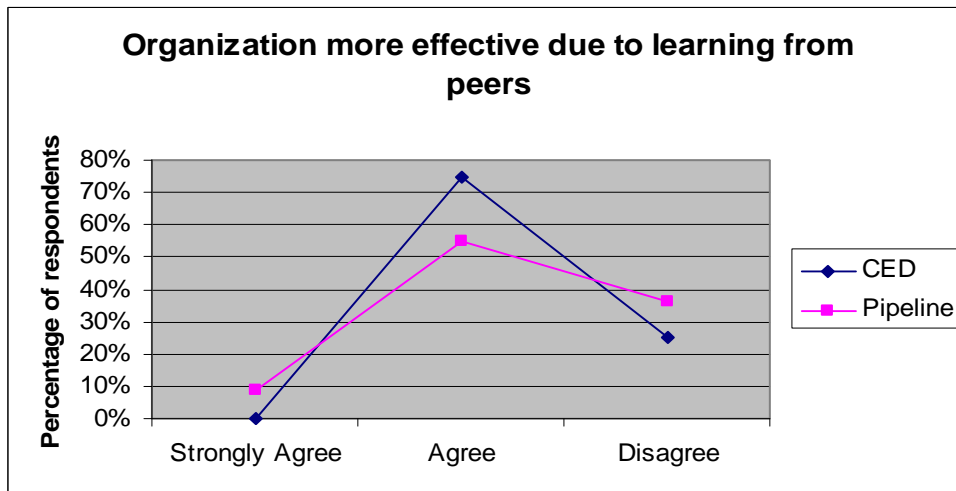
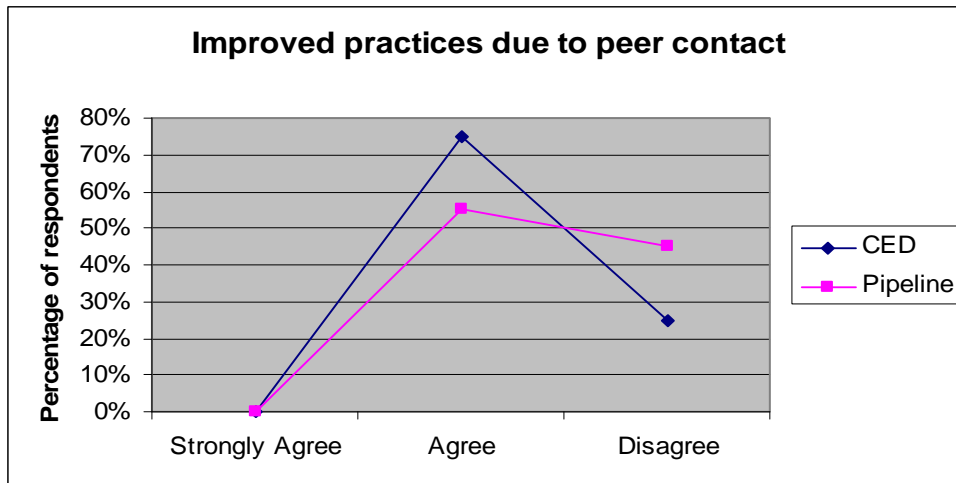
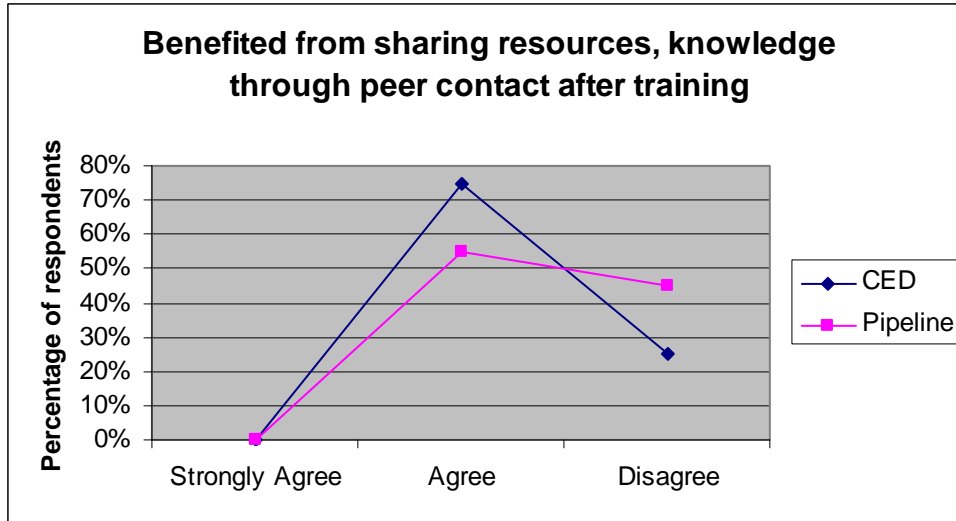
Correlates to Question #9: *I have had useful communication with peers I met through the training.* Four sub-questions were reviewed for both courses – participants were asked to strongly agree, agree, disagree, or strongly disagree with the following statements:

- I have had useful communication with peers
- I have benefited from sharing resources, knowledge, or through peer contact after the training
- I have improved my own practices due to peer contact
- Our organization has become more effective because of knowledge we learned from peers at or after the training.

Summary: A similar pattern emerges across both courses with a few exceptions. For the Intro to CED course, there was greater overall agreement with the above statements with almost all participants rating peer contact highly effective. The Pipeline participants rated peer interaction lower, yet on average over half of the respondents did agree with these statements. A few people disagreed (with more of those coming from the Pipeline class). There can be many factors contributing to peer contact after the course, including the type of peer contact fostered during the course and the chemistry of the people in that particular session. However, since the King Institute is hoping to encourage peer contact as a means for continual learning and capacity building, this data is worth pursuing in the future to determine any trends that might occur and how they may be able to structure the follow up to courses to further advance this outcome.

Summary data from both courses for question #9:





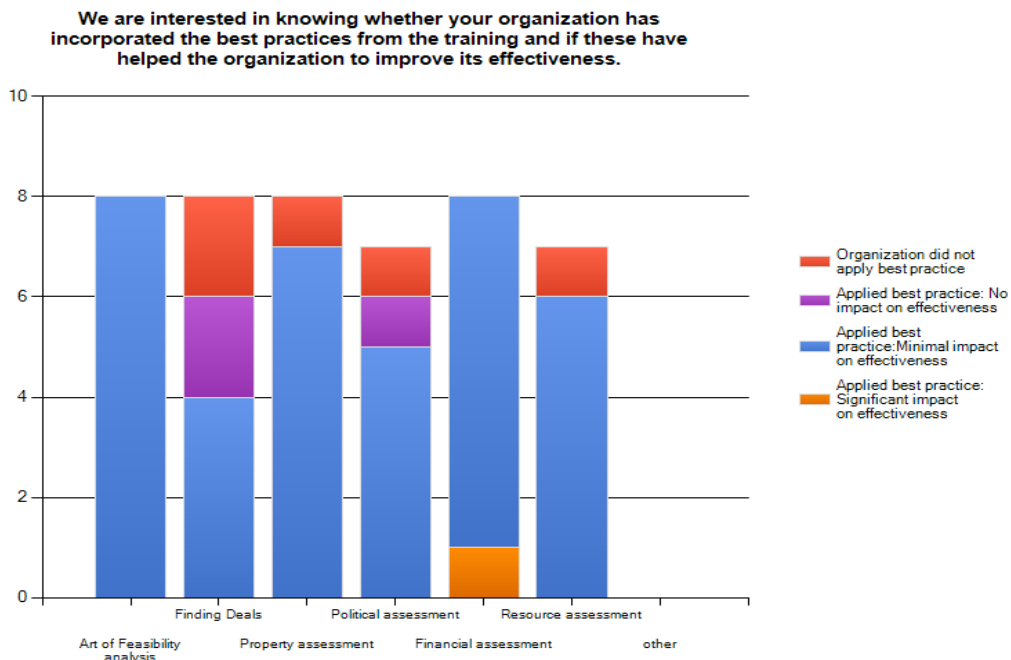
Outcome: CDC applies and adopts best practices from training. CDC improves practices and becomes more effective organization.

Correlates to Question # 10: *We are interested in knowing whether your organization has incorporated best practices from the training and if these have helped the organization to improve effectiveness.* Participants were asked to consider their organization and to what degree best practices had been applied and its impact on effectiveness.

Summary: In all but a few instances, respondents noted that best practices were applied. (For the Pipeline course, a couple of surveys indicated that practices were not applied for four of the subject areas.) Given the short duration of time between the course and the follow-up survey, it is significant that most of the participants have tried to apply what they learned at the King Institute. With regard to whether the best practices had an impact on effectiveness, the majority of respondents from both courses stated that best practices had a minimal impact on effectiveness, yet there appears to be at least one circumstance where a participant felt that the best practice had a significant impact on effectiveness. For the King Institute to evaluate its work long term, this question will be an important area for future follow-up surveys and interviews.

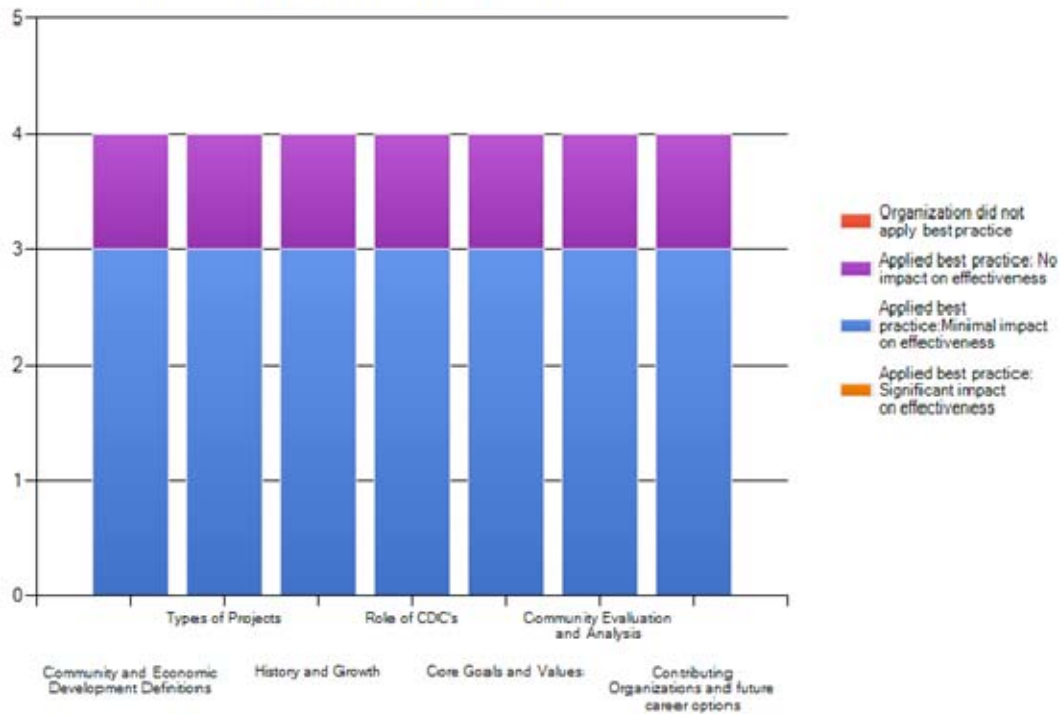
Data from Question # 10:

Building a Development Pipeline



Introduction to Community Economic Development

We are interested in knowing whether your organization has incorporated the best practices from the training and if these have helped the organization to improve its effectiveness.



RECOMMENDATIONS AND CONCLUSION

In its first year of operation, the Mel King Institute for Community Building offered a variety of courses to individuals from across Massachusetts. The day of event surveys were completed by close to 90% of participants, a very high rate of return. The initial survey results indicate that almost all of the participants agreed that the instructors and the organization of the training were of high quality. As with any training program, some courses rated higher than others in terms of achieving overall intended outcomes, yet all appear to be reaching their mark for a majority of participants. It will be important that the Institute document what has been working well in order to continue those practices, and reflect on any changes they would make in organization, content, or other aspects based on the findings from this evaluation.

In subsequent years, the follow-up surveys combined with individual interviews will be an important means for better understanding how the training institute is helping to increase capacity both for the individuals who attend and for the organizations they represent. Additional steps may be needed to encourage more participants to complete a follow up survey such as using incentives or conducting follow up phone calls. Targeting organizations that sent more than one staff or manager and interviewing supervisors or Executive Directors can generate interesting data for the Institute as it looks at organizational changes related to professional development. In the future, the Institute may also wish to consider how to structure training programs aimed at members of the organization's boards of directors as another means of impacting organizational capacity.

Summary of Recommendations

- Document processes used at the early stages that have been successful and replicate as the Institute moves ahead
- Continue to encourage a high rate of return for the day –of-event surveys
- Review the few cases of lower ratings for some courses and institute changes needed
- Consider targeted marketing to reach members of boards of directors
- Review analysis of the audience profile and consider other outreach strategies if needed to reach other audiences if desired
- Determine incentives, direct contact, or other ways to increase the number of participants who complete the follow-up surveys
- Consider a more targeted evaluation in future years by interviewing participants directly
- Interview supervisors, executive directors, and/or board members to evaluate impact on organizations who have sent numerous individuals to King Institute training sessions
- Continue to use the survey and other data gathering methods to evaluate your impact and use the information you collect to further strengthen the Institute