



Mel King Institute  
for community building

# Mel King Institute for Community Building Final Evaluation Report Year Five: July 2013 – June 2014

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advancing skills, knowledge and leadership

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The Mel King Institute for Community Building is a collaborative program of the Massachusetts Association of Community Development Corporations, the Local Initiatives Support Corporation, and other public, private, and nonprofit community development partners.

## Section 1: Introduction

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### 1.1 Overview to the Program and the Evaluation

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 and as such, developed a theory of change illustrated in a Logic Model during its first year and has commissioned an evaluation for each of its five years of operations. The Year Five evaluation summarizes the demographics and major findings from the day-of-surveys. In order to probe deeper into the impact of the Institute, this evaluation report suggests some questions that might be explored in future evaluations.

During the period July 2013 through June 2014, evaluations were collected for 25 courses sponsored by the Mel King Institute. Total attendance in those courses was 361 and 314 day-of-surveys were completed reflecting an 87% response rate. This compares with prior years where on average 80%-87% of participants completed a survey.

	Year One	Year Two	Year Three	Year Four	Year Five
Number of Courses Analyzed	9	19	24	20	25
Number Total Participants	157	263	462	371	361
Number Total Evaluations Reviewed	137	227	376	296	314

In total, over the five year period, 1,350 day-of-survey evaluations have been reviewed. Comparisons between years are provided for most of the evaluation data points.

#### **Year Five Courses Reviewed**

The 25 courses listed below were reviewed as part of this evaluation. Note: The King Institute sponsored more than these 25 courses in Year Five – some were done in partnership with other entities that did not include evaluation forms and therefore were not included in this evaluation.

<b>Year 5 Courses Evaluated</b>	<b>Attendees</b>	<b>Survey Responses</b>
ESC Fundraising, July 2013	17	15
Beginner Census Data, September 2013	6	5
Group Facilitation, October 2013	11	10
Community Engagement, October 2013	21	18
NDC New Market Tax Credits, October 2013	21	19
Bypassing Burnout, November 2013	10	10
Real Estate for Board Members, November 2013	20	18
Intro to Community Economic Development, November 2013	11	11
Advanced Census Data, November 2013	4	3
Supervisors Seminar, November 2013	15	14
ILEAD Training of Trainers, January 2014	18	16
Logic Models, January 2014	19	16
ESC Fundraising, February 2014	15	14
State Budgets, March 2014	15	9
Minimum Wage, March 2014	12	6
Community Land Trusts, March 2014	13	13
What's in the Numbers, March 2014	24	22
Community Engagement, April 2014	17	17
ESC Messaging, April 2014	18	13
Beginner Census Data, May 2014	9	9
CRA Today, May 2014	15	9
Year 15 Transition Strategies, May 2014	14	13
Community Development Careers, May 2014	11	10
Walking Tours, June 2014	6	5
Commercial Real Estate, June 2014	19	19

## **Section 2: Demographic Analysis**

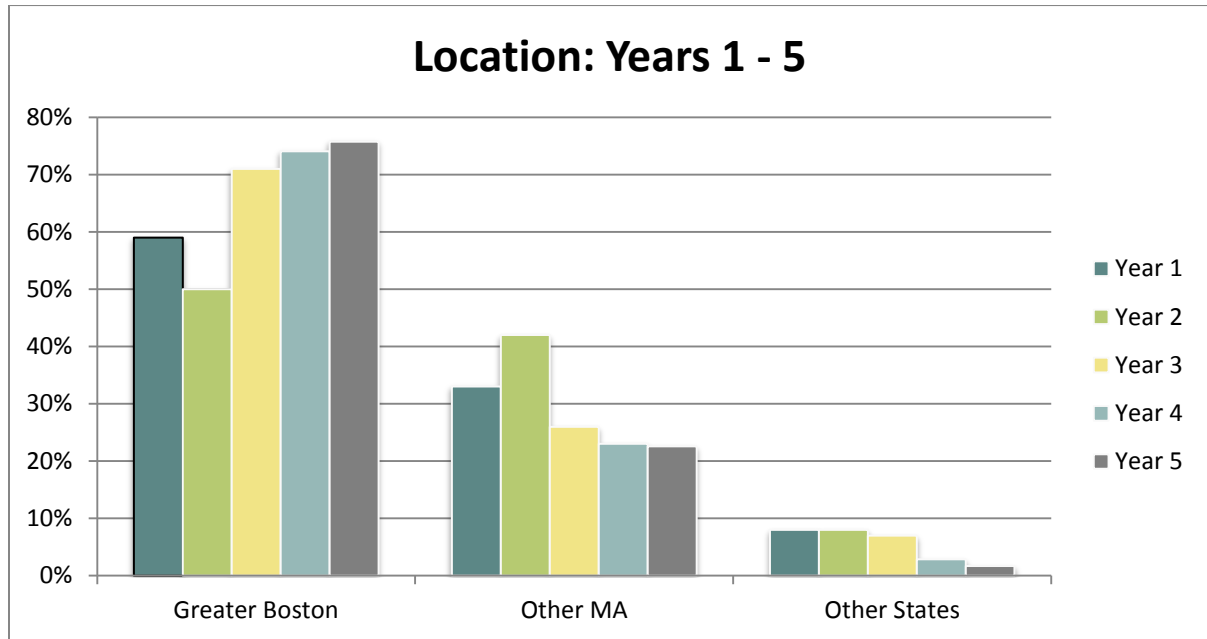
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The evaluation looks at the participants from a number of perspectives – organizational affiliation, geography, age, race, and position in their organization. In order to accurately reflect the participant profile, participants are only counted once for the purposes of the demographic analysis even though some attended more than one training.

### **2.1 Geography**

The Mel King Institute continues to serve participants from across the state with the majority however still centered in the Greater Boston area. In the current year, 62% of the participants are from Boston, and when considering Greater Boston, the percentage of participants is 76%. This is fairly consistent with the last year few years. In the earlier years, a larger percentage of participants came to sessions from other parts of Massachusetts, but as the Institute has grown, participation has shifted to the Greater Boston region.

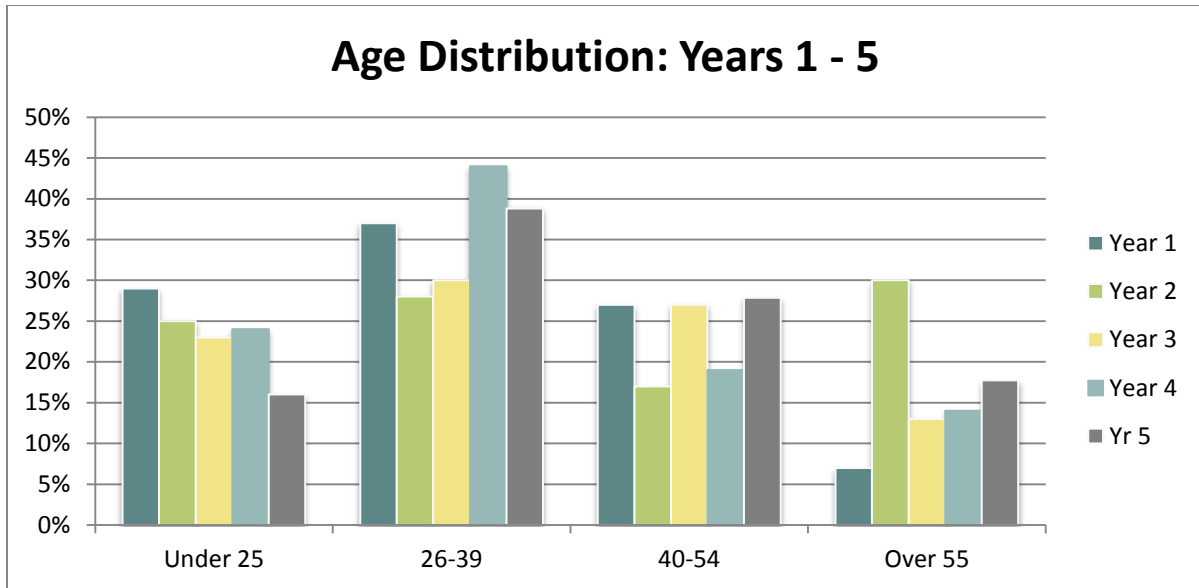
Geography						
	Year 1	Year 2	Year 3	Year 4	Year 5	5 Yr Average
Greater Boston	59%	50%	71%	74%	76%	66%
Other MA	33%	42%	26%	23%	23%	29%
Other States	8%	8%	7%	3%	2%	6%



## 2.2 Age of Students

In Year Five, 55% of students were under the age of 40. But when looking solely at the under 25 age group, there were significantly fewer participants than in prior years.

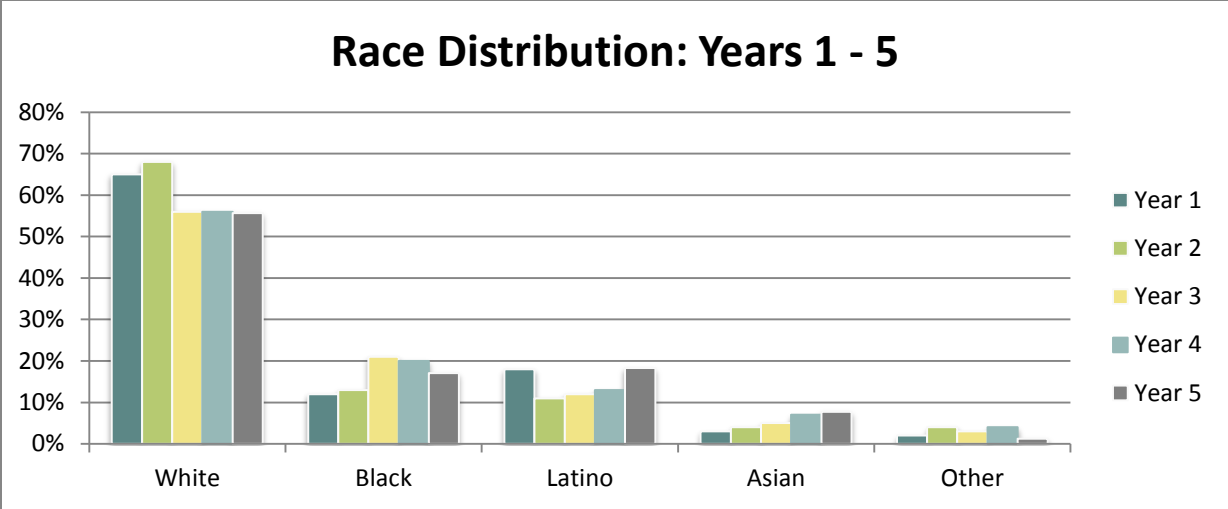
Age Distribution						
	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Average
Under 25	29%	25%	23%	24%	16%	23%
26-39	37%	28%	30%	43%	39%	36%
40-54	27%	17%	27%	19%	28%	24%
Over 55	7%	30%	13%	14%	18%	16%



### 2.3 Race of Students

The breakdown by racial groups in Year 5 differs in two primary ways from prior years – there was a smaller percentage of Black participants and an increased percentage of Latino participants. When looking at the distribution along broader categories - 56% of students describe themselves as White, and 44% as People of Color which is an identical breakdown to last year’s demographics. This compares favorably with the racial demographics for Massachusetts according to the 2010 census. However, research on the demographics of the CDC field would be needed to understand how the student body of MKI compares with the profile of the CDC community.

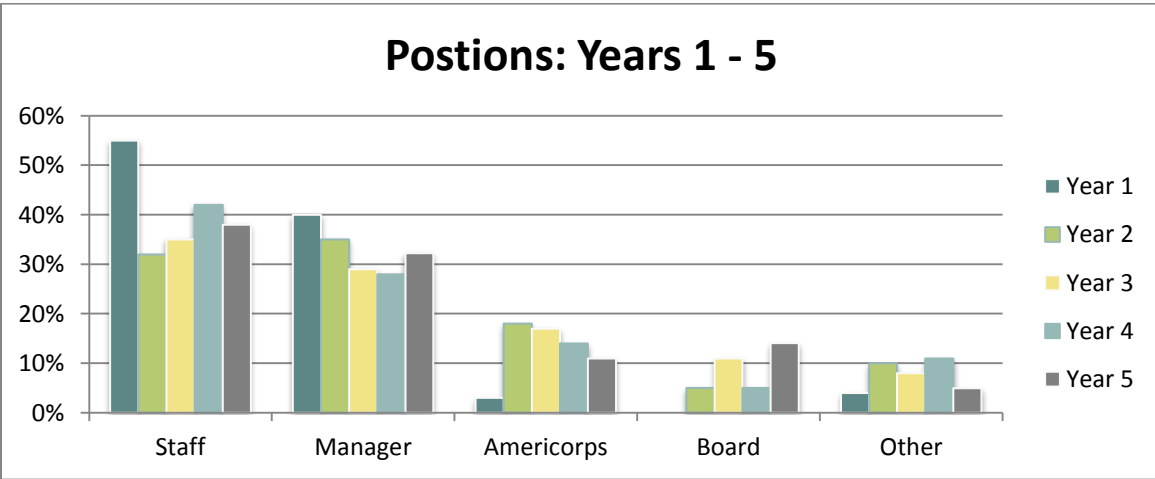
Mel King Institute Racial Demographics							Massachusetts
	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Avg.	2010 Census Data
White	65%	68%	56%	56%	56%	60%	76.4%
Black	12%	13%	21%	20%	17%	17%	7.8%
Latino	18%	11%	12%	13%	18%	14%	9.9%
Asian	3%	4%	5%	7%	8%	5%	5.6%
Other	2%	4%	3%	4%	1%	3%	2.0%



### 2.4 Positions

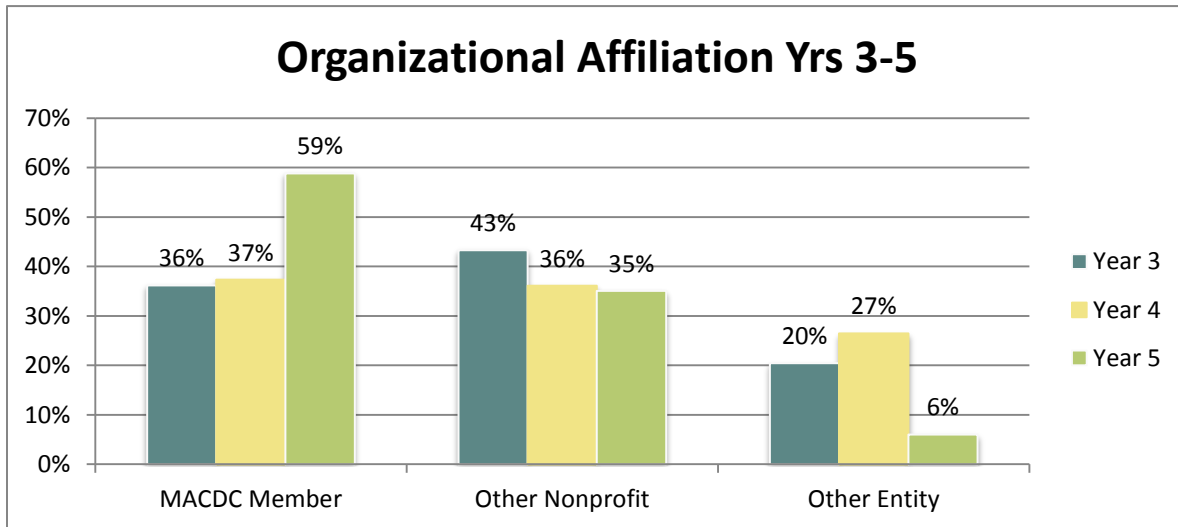
In Year 5 there was an increase in the percentage of Board members and managers in attendance and a decrease in the number of staff and Americorps. This may be attributed to the fact that in Year 5 the King Institute offered a course specifically targeted to board members as was done in Year 3. This year there was also a marked decrease in the number of people who checked ‘other’ – which is difficult to interpret without an individual look at each name, but could illustrate that more people were able to identify a position for themselves more clearly than in the past.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Average
Staff	55%	32%	35%	42%	38%	40%
Manager	40%	35%	29%	28%	32%	33%
Americorps	3%	18%	17%	14%	11%	13%
Board	0%	5%	11%	5%	14%	7%
Other	4%	10%	8%	11%	5%	8%



## 2.5 Organizational Affiliation

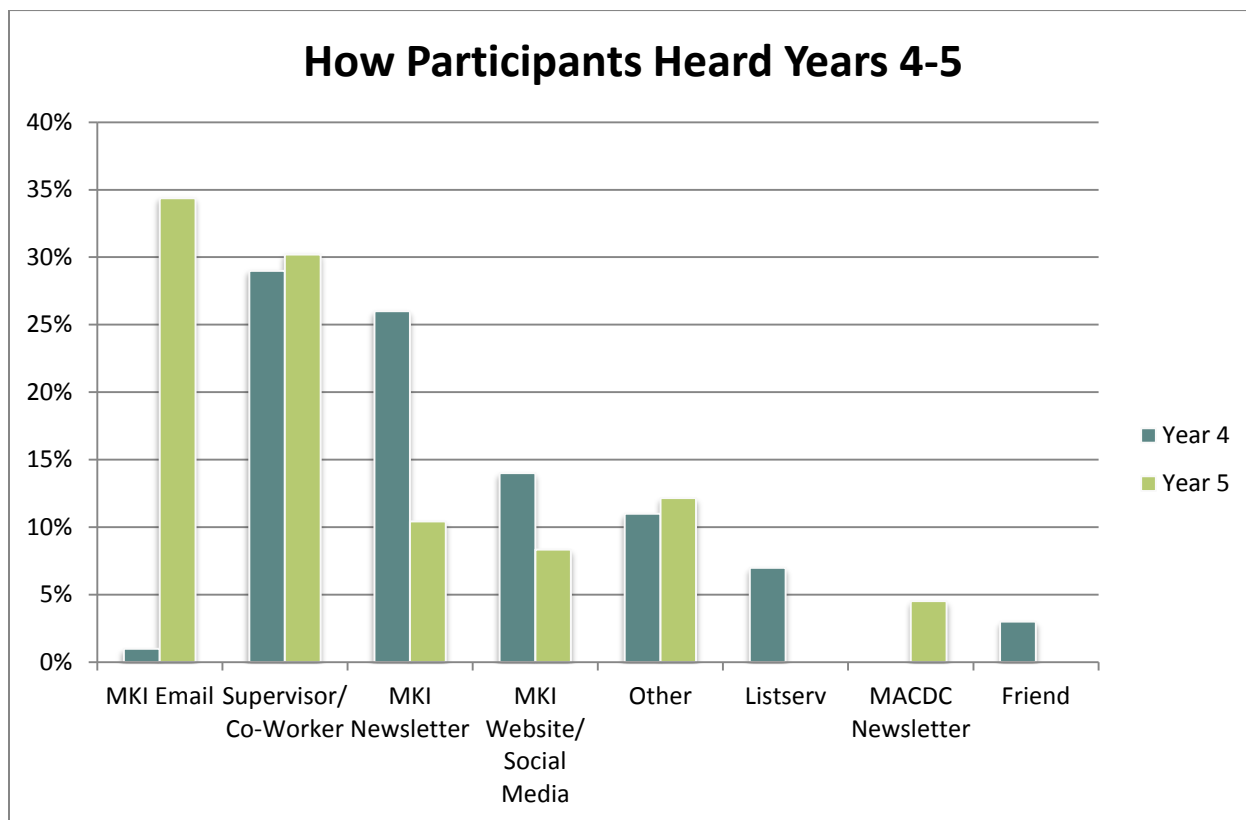
The representation from MACDC members was consistent from Year 3 to 4 at 36-38%, but increased this year to 59%. This year, there was an increase in participants from other entities to 6% (quasi, public, for-profit, university, other) and a decrease from other nonprofits to 35%. (Comparisons with Year 1 and Year 2 are not offered because the question was not asked in the same manner.)



## 2.6 Marketing

As part of the day-of-survey, participants indicate one or more ways they heard about a particular event. Participants often check more than one type of marketing when responding to this question. The greatest percentage of participants identified the MKI email as their source of information. This is a considerable jump from last year when only 1% of participants selected MKI email. A similar number of people said they had heard about the training from their supervisor or co-worker (30%) but there were other variations in marketing results as are shown in the chart below. Note: “MACDC Newsletter” was a new category during Year 5 and “Friend” was not included during Year 5.

How Participants Heard at MKI		
	Year 4	Year 5
MKI Email	1%	34%
Supervisor/ Co-Worker	29%	30%
MKI Newsletter	26%	10%
MKI Website/ Social Media	14%	8%
Other	11%	12%
Listserv	7%	0%
MACDC Newsletter	0%	5%
Friend	3%	0%



## 2.7 Demographic Analysis - Questions for Consideration

The demographic information provided above gives the King Institute some perspective on who they have been serving for five years. The audience for the training programs is relatively diverse in terms of age, race, geography, and position. However, depending on what the Institute decides it wants to do going forward and who it wants to serve, it might determine that adjustments in the marketing or the approach to program delivery should shift in order to better attract that desired constituency.

For example, the King Institute has organized training programs in cities outside of Boston. The demographics may be such that despite moving the trainings to other locations, given the number of community development organizations and practitioners in eastern Massachusetts, the largest percentage of participants will continue to be centered in the eastern part of the state.

- If the Institute wishes to have more of a statewide presence, are there other steps the Institute should consider in addition to moving the trainings to other locations?

With regard to the age and race of the students, when the King Institute began five years ago, it had an explicit goal to reach younger practitioners to help build their capacity, and in particular, to provide professional development opportunities for younger people of color entering into the community development field. One factor to consider in analyzing the age of participants is



the relative presence of the AmeriCorps program – in the years when more AmeriCorps members participated, there were more people under age 25.

- Does the King Institute continue to have a goal of training younger professionals?
- If so, are there other marketing techniques it should consider to reach this population?
- Does the racial breakdown of the student body represent the potential audience given who is involved in the community development field? Are these the constituents it most wants to serve, and if not, are there changes in marketing or approaches that make sense?

When looking at the positions participants occupy in their organizations, another factor that seems to be at play is whether or not the Institute offers a specific course aimed at Board members. In those years when either the topic of Board governance or the focus on Board members was more evident, more Board members participated.

- Does the King Institute want to further develop courses for Board members or other subsets of the community development field?

In Year 5, more participants indicated that their organization was a member of MACDC. This ratio has varied over the years.

- Given that the King Institute is a part of MACDC, does it want to continue to deepen its impact within the membership of MACDC?
- Does it want to market more aggressively to increase the participation of other types of entities?

Finally, the marketing data provides some interesting perspectives for the King Institute to consider about which of the various methods of outreach are most effective. Because people often pick more than one method when completing the survey, it is likely going to be useful for the Institute to continue to use a variety of strategies in reaching audiences. This might need to change if the Institute decides to alter who it is trying to reach after it analyzes some of the questions raised above.

## Section 3: Evaluation Findings – General and Process Outcomes

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The evaluation process examines outcomes along three dimensions – **process outcomes** that are used to evaluate satisfaction levels during the training program itself, **outcomes for individuals** that are used to measure the impact the training has had on building the skills, knowledge, and overall abilities of participants that can enhance job performance, professional development, and advancement, and **outcomes for the organizations** that are used to identify the impact the training has had on organizational performance and effectiveness. Given that during Year 5, the evaluation only considered the day-of-surveys, it is difficult to ascertain the longer term impact of the training on organizational performance. The information provided below therefore is largely focused on process outcomes and outcomes for individuals.

### 3.1 Process Outcomes

Process outcomes measure individual participant satisfaction levels based on their experiences during the actual day of training. The King Institute continues to generate positive feedback from participants.

#### Quality of Presenters

Across all courses and all five years, participants consistently rate the presenters as of high quality - *The presenters were clear, had expertise and knowledge in the subject area, and had an effective presentation style.* In Year 5, 100% of participants attending a course either agreed, or strongly agreed with this statement. (70% strongly agreed; 30% agreed.)

*“The presentation was very well organized and the pace of moving through concepts was perfect. The teacher clearly had a strong grasp of all topics. (Real Estate for Board Members)*

*“I really enjoyed Rachel's presentation to style. Her mix of structured curriculum and opportunity to discuss question or areas of interest to participants PLUS inspiration and encouragement and panelists were great! (Intro to Community Economic Development)*

*“Great tools and info but we would have gotten more out of it if there was more time to practice what was presented” (Advanced Census Data)*

*“It was refreshing to hear that WE ALL learn from one another” (ILEAD 11.13)*

Quality of Presenters						
	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Average
Strongly Agree	75%	75%	66%	72%	70%	72%
Agree	23%	25%	34%	26%	30%	28%
Disagree	0%	0%	0%	1%	0%	0%
Strongly Disagree	2%	0%	0%	1%	0%	1%

### Training Content and Format and Logistics

The King Institute asks participants to rate various aspects of the logistics and format to gain a better understanding of how people experience the training. In Year 4, the questions were altered slightly based on feedback from participants, but then in Year 5, they were returned to the original format. For the purposes of apples-to-apples analysis, the following charts review the findings from Years 1-2-3-and 5.

Rate the Organization of the Training					
“The training was well organized and the site was conducive to the group’s learning”					
	Year 1	Year 2	Year 3	Year 5	Average
Strongly agree	61%	67%	57%	53%	59%
Agree	37%	33%	42%	46%	39%
Disagree	0%	0%	1%	1%	1%
Strongly disagree	2%	0%	0%	0%	1%

In Year 4, the issue of training content was separated from the issue of logistics. The responses to both questions in Year 4 were almost identical.

	Question 6: YR 4	Question 7: YR 4
	“The training content, format, and flow were conducive to my learning.”	“The site and logistics were conducive to the group’s learning.”
Strongly agree	64%	63%
Agree	35%	36%
Disagree	1%	1%
Strongly disagree	0%	0%

As in past evaluations, there were varied comments room temperature, the comfort of the seats and the amount of coffee in the afternoon (more please!) In a few instances, participants said that the description of the course didn’t match their expectations, and for a couple of courses, some participants request that the materials be sent out prior to. And as in every year, there is not unanimity about the volume of interaction.

*“Not interactive at all, must break up the day more - really dry.” Intro to Community Economic Development*

*“Awesome! Terrific balance of concrete lessons, interactive activities, peer learning.” Supervisors Seminar*

### Access to King Institute

In the surveys for Years 1, 2, 3, and 5, the King Institute asked participants to rate the registration process. (This question was dropped in Year 4.) *“It was easy to register through the website or other means.”*

Registration Process					
	Year 1	Year 2	Year 3	Year 5	Average
Strongly agree	55%	55%	55%	59%	56%
Agree	43%	42%	43%	38%	41%
Disagree	1%	2%	2%	3%	2%
Strongly disagree	1%	1%	0%	0%	1%

### 3.2 Process Outcomes - Questions for consideration

Over the five years of its existence, the King Institute’s presenters continue to receive high marks from nearly every participant. Nearly three-quarters of all participants reported that the participants were clear, had expertise and knowledge in the subject area and had an effective presentation style. This is an important measure that should be considered a prerequisite for the subsequent outcome measures the Institute looks at to understand the value of its training and the impact on participants and their organizations. Without a quality instructor, the rest of the outcomes would not be feasible.

The King Institute appears to have an effective system for identifying and securing instructors.

- How can instructors position their courses to link content or approaches to complement the Institute’s other work in professional development or other activities?
- How can instructors support the King Institute’s interests in deepening capacity after the course is completed?

With regard to training formats, logistics, and registration, the findings over the five years (despite a slight change in questions) are fairly consistent. These ratings tend to be slightly lower than other metrics used by the Institute which is probably due to variable nature of classroom settings, personal preferences, and logistical issues that can arise unexpectedly. As with other questions on the survey, the Institute’s staff should continue their practice of reviewing the findings immediately after a course is completed to ensure that future logistical challenges are corrected if possible.

## Section 4: Evaluation Findings – Impact Outcomes

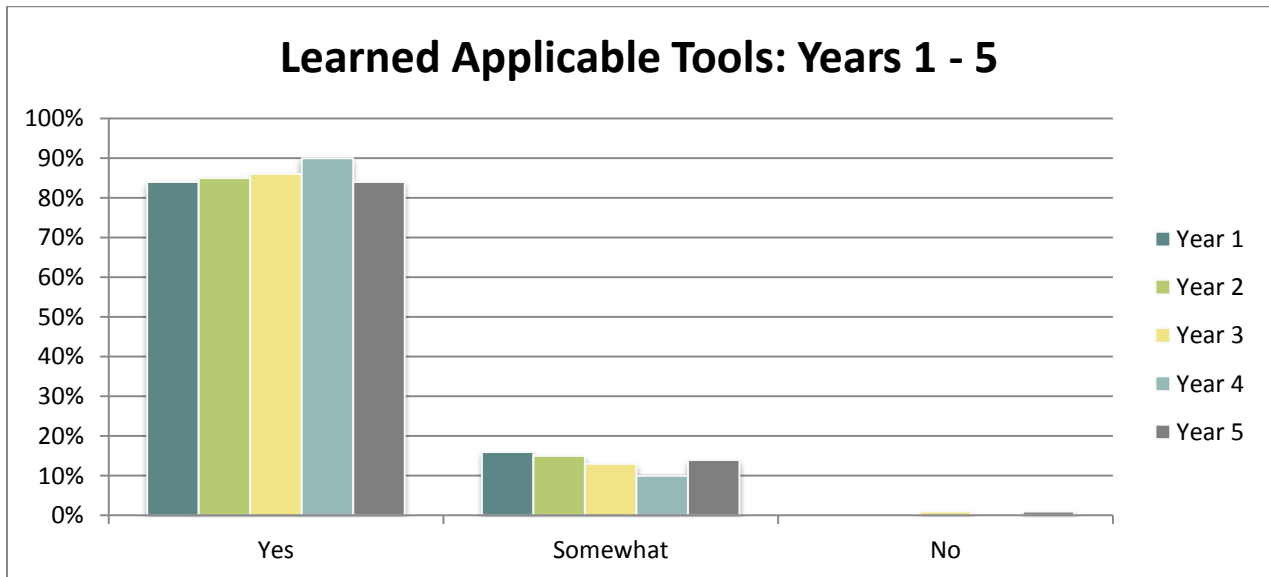
The King Institute is interested in helping participants learn new skills and then apply those practices to improve their performance and ultimately, to improve organizational effectiveness. Using the day-of-survey, it is possible to assess the King Institute’s success at helping participants learn new tools or knowledge, how participants anticipate applying what they learn, the degree of usefulness in the curriculum, how the course might help the participant advance professionally, and the degree of peer to peer interaction. During Year 5, the Institute added some questions to gauge how well the course met the participant’s expectations.

### 4.1 Learning and Applying New Skills

#### Learning New Tools or Knowledge

Nearly every participant reported that they learned new tools or gained knowledge that would be applicable to their position. This is consistent with all of the prior years of the King Institute. In Year 5, 84% of participants said they learned new applicable tools or knowledge, 14% responded with “somewhat”, and only 1% said “no.”

Learned Applicable Tools						
	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Avg.
Yes	84%	85%	86%	90%	84%	86%
Somewhat	16%	15%	13%	10%	14%	14%
No	0%	0%	1%	0%	1%	0%



The courses with the highest rated courses (more than 85% of respondents checked “yes”) were: ESC Fundraising (both course dates); Beginner Census (course held on 9/13); Group

Facilitation; Advanced Census Data; National Development Council New Market Tax Credits; Real Estate for Board Members; Supervisors Seminar; Logic Models; Community Land Trusts; CRA Today; Year 15 Transition Strategies; Community Development Careers; and Commercial Real Estate Development.

### **Application of New Skills and Knowledge**

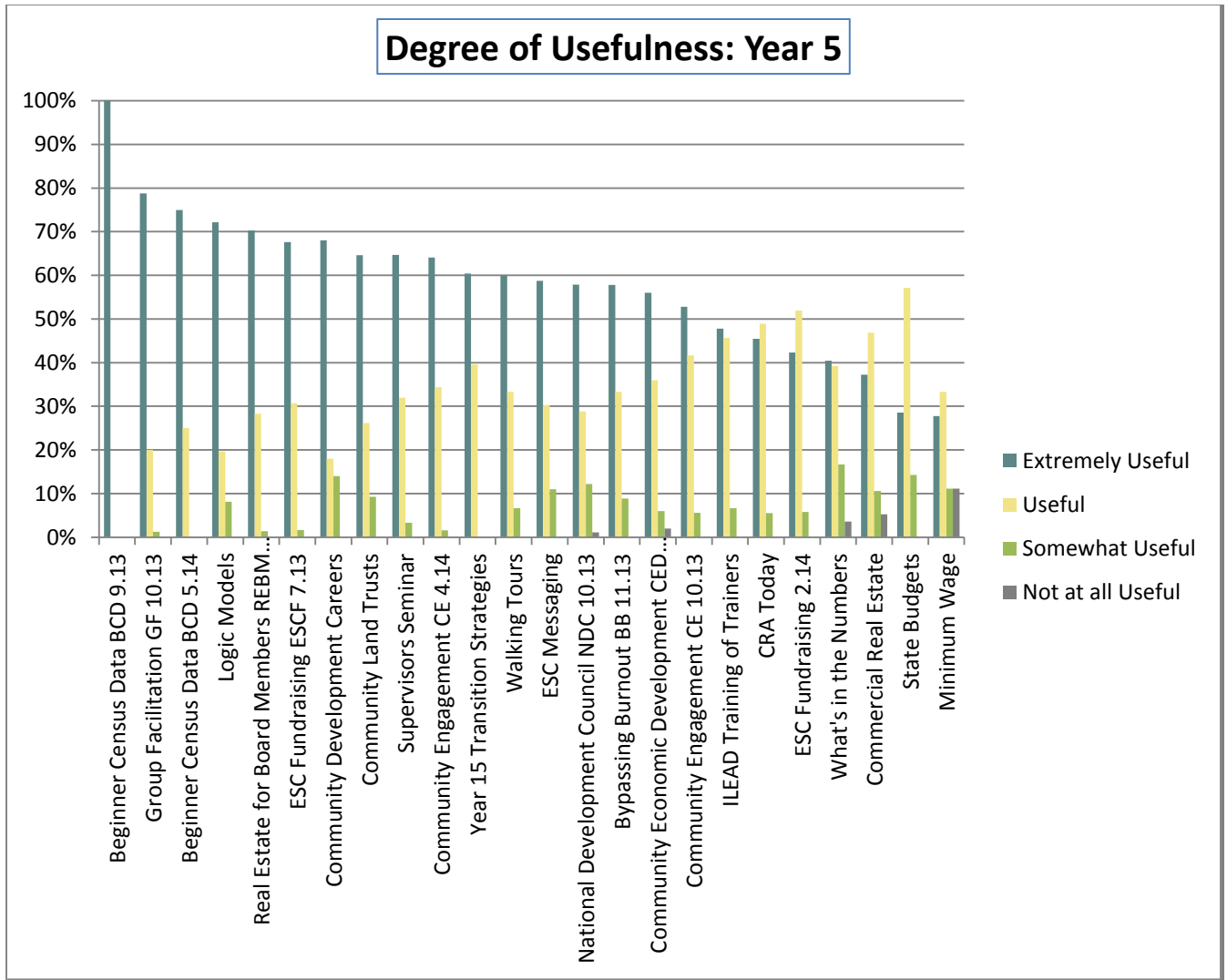
Participants were asked to provide examples of how they might apply what they've learned to improve their work or help their organization. Some examples include:

- More insight and ways to empower residents, recruiting and engaging community members more effectively
- Stronger skills in real estate development and asset management
- Increased ability to communicate with others and work with municipalities
- Applying stress reduction techniques
- Better understanding of real estate from a board members' perspective
- Transitioning into a management role with more confidence and being a more conscious supervisor
- Focusing on outcomes for the organization
- Increasing individual giving and cultivating new relationships
- More organized budgeting process, better analysis of financial statements, audits and nonprofit lending

## **4.2 Usefulness of the Curriculum**

One of the first measures the King Institute looks at pertains to the usefulness of the curriculum for the participants. This evaluation confirms that the Institute continues to offer material that participants find useful in strengthening their current work. In the survey completed immediately following the workshop, participants rank each major part of the course according to its level of usefulness. When examining responses to see what percentage thought that all of the material was either *Extremely Useful* or *Useful*, every course rated above 90% for a combined total.

The courses where 60% or more of participants rated the curriculum extremely useful were Beginner Census Data (both courses), Group Facilitation, Logic Models, Real Estate for Board Members, ESC Fundraising (7/13), Community Development Careers, Community Land Trusts, Supervisors Seminar, Community Engagement, Year 15 Transition Strategies, and Walking Tours.

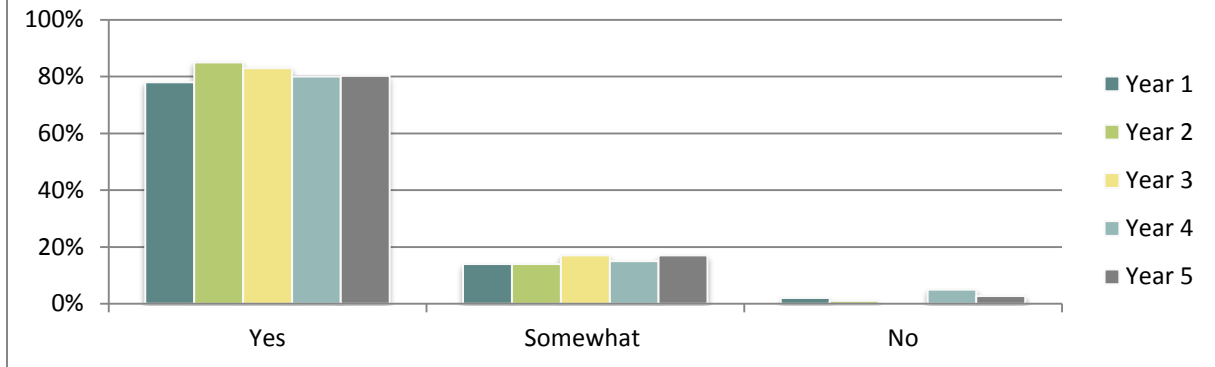


### 4.3 Professional Advancement

Participants are asked to respond to the following question: *“Do you believe that the new skills or knowledge you gained today will help you to advance professionally in the community development field?”* In Year 5, 80% said yes, 17% said somewhat, and 3% said no (these six responses came from the following courses: New Market Tax Credit, State Budgets, Minimum Wage, and Community Engagement.)

Professional Advancement						
	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Average
Yes	78%	85%	83%	80%	80%	81%
Somewhat	14%	14%	17%	15%	17%	15%
No	2%	1%	0%	5%	3%	2%

## New Skills Helpful in Professional Advancement: Comparison Years 1- 5



### 4.3 Other Outcomes – Peer to Peer Interaction

Another area of focus for the Institute is to foster learning among peers, and to encourage follow up among peers in sharing best practices and strategies. The outcomes from the Logic Model pertaining to this area include: Participants gain access to learning from and with peers, and Sharing of skills/ knowledge, relationships among peers grows.

At the end of the training, participants comment on the degree to which the course offered an opportunity to work with peers. Answers to this question vary based on the nature of the class and whether peer interaction is an integral part of the curriculum. This year, 38% said there was extensive work with peers that was beneficial, 48% said some, and 14% said none – this being a larger percentage than from other years. The following is a list of the courses where someone replied “no” to this question and the total number and percentage of those with this response. (There were few comments associated with these ratings so it is difficult to analyze the particulars. In prior years, it appeared that the variations on this point pertained to the nature of the class.)

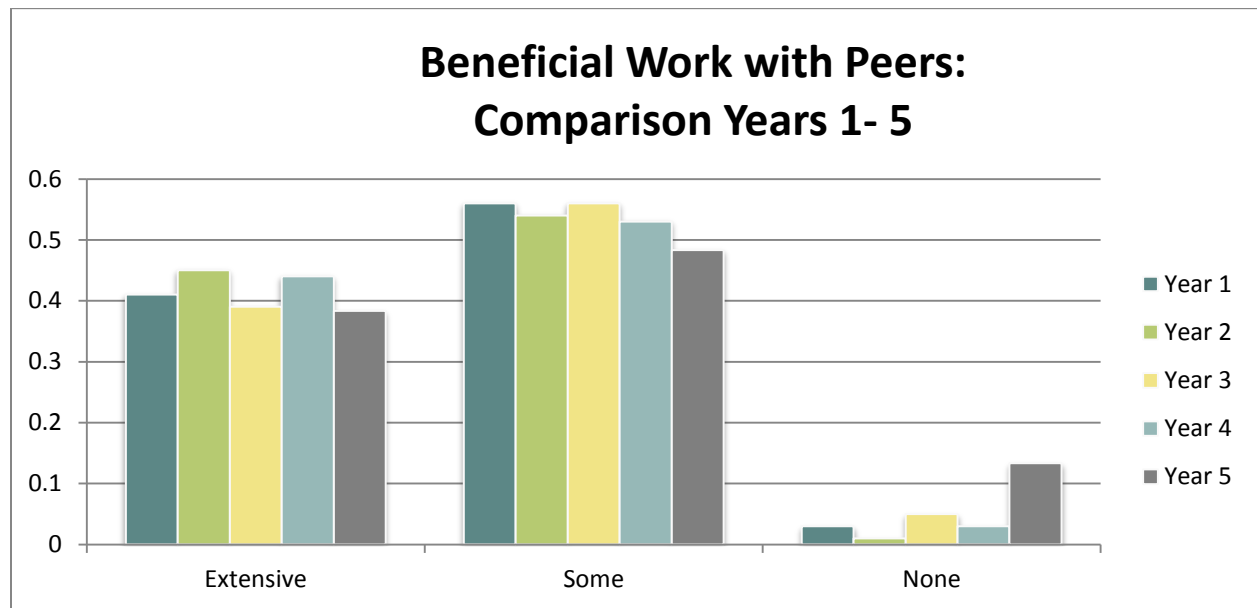
- Advanced Census Data (2 out of 3 – 67%)
- National Development Council New Market Tax Credits (1 out of 19 – 5%)
- Bypassing Burnout (4 out of 9 – 44%)
- Community Economic Development (1 out of 9 – 11%)
- Real Estate for Board Members (4 out of 14 – 29%)
- State Budgets (3 out of 5 – 60%)
- Minimum Wage (1 out of 6 – 17%)
- What's in the Numbers (7 out of 19 – 37%)
- Beginner Census Data (3 out of 8 – 38%)
- CRA Today (1 out of 9 – 11%)
- Community Development Careers (1 out of 10 – 10%)
- Commercial Real Estate Development (5 out of 17 – 30%)



*“Yes enjoyed learning what the CDCs are doing and going through, but more time to share would need a different workshop.” Real Estate for Board Members*

*“The group work (“debate” format) was a bit challenging to engage in. Let us know ahead of time that we would be participating in a debate.” Minimum Wage*

Beneficial Work with Peers						
	Year 1	Year 2	Year 3	Year 4	Year 5	5-Yr Avg.
Extensive	41%	45%	39%	44%	38%	41%
Some	56%	54%	56%	53%	48%	53%
None	3%	1%	5%	3%	13%	5%



#### 4.4 Participant Goals and Outcomes for the Training

In three new questions in this year’s survey, participants were asked to identify their reasons for taking the training, how it fits within their own professional development plans or learning goals for their organization, and whether the training met their expectations.

##### Inspiration for the training course

Participants shared a variety of types of reasons why they wanted to take the training.

- Needed the skills for a job requirement
- Needed deeper skills/ knowledge for real estate and other projects
- Looking for new tools to engage residents, advance equity, popular education, other community development goals
- Increase effectiveness at a particular activity such as community organizing or learning how to do a 15-year restructuring real estate deal

- Anticipation for a new funding opportunity that required certain skills/ knowledge

*“Working in national service, there is a tendency towards burnout and stressful situations. I thought that this training would be both beneficial to myself and my actions.”*

*“Lifelong learning and connect with community activists.”*

### **Professional Development**

Participants described both specific and general ways the training fit within their own or their organization’s learning goals.

- Interested in using learnings during the organization’s strategic planning
- Supports personal and professional growth
- Considering pursuing a graduate degree in public policy; fits with master’s thesis or possible direction of becoming a lawyer
- Certification letter for a course helps with CPE credits
- Broaden knowledge of social justice issues
- Supports organization’s need for more advanced analysis of nonprofit financials
- Supports organization’s need to develop message, materials, and gain new donors through CITC
- Improved resume, job search process

*“It helped me start looking at a wider range of the community development field and how it can relate to my homeownership position.”*

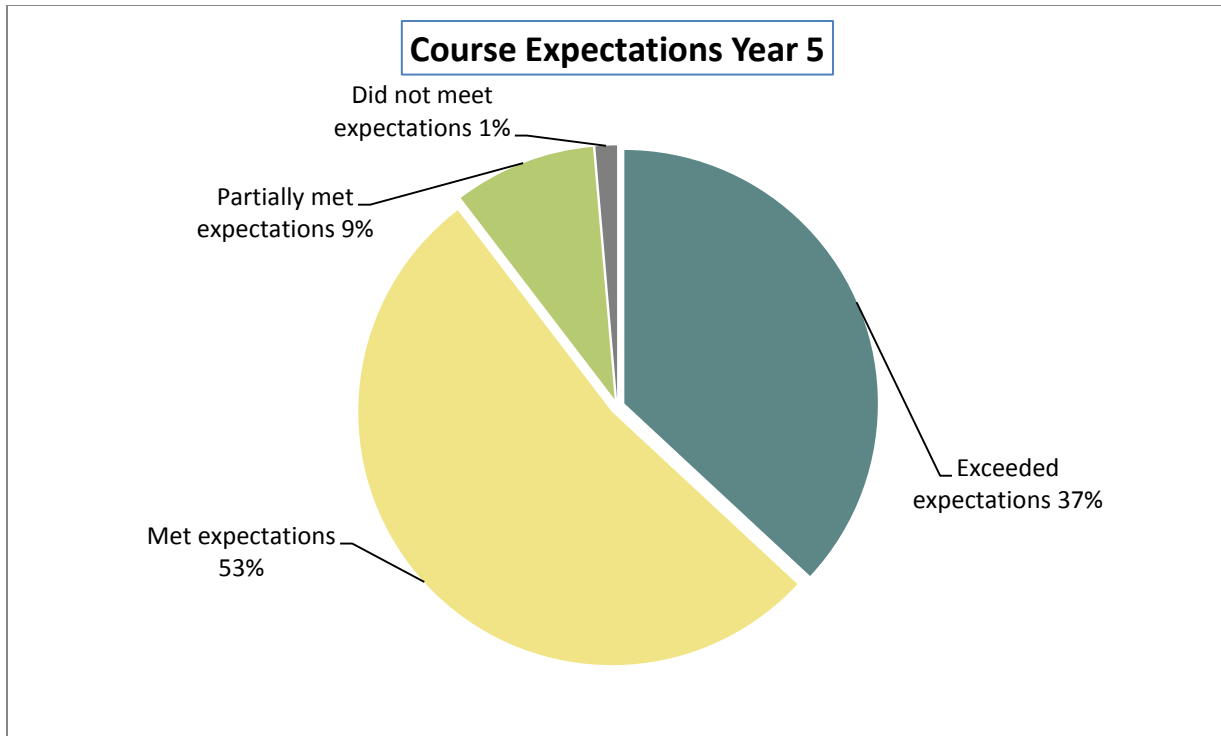
*“I am brand new to the CDC nonprofit field so this is extremely useful in terms of my career development and skill set development.”*

*“Fits with wanting to be effective in meeting our mission statement. This is a possible tool/way to measure if we’re achieving our goals. Good tool to make sure board, staff, etc. are on the same page.”*

### **Course Expectations**

90% of respondents said it either exceeded or met their expectations. (The 1% of participants who said it didn’t meet their expectations reflects 4 individuals.)

<b>Course Expectations: Year 5</b>	
Exceeded expectations	37%
Met expectations	53%
Partially met expectations	9%
Did not meet expectations	1%



#### 4.5 Impact Outcomes – Questions for Consideration

The Year Five evaluation confirms that the King Institute continues its track record of offering courses where nearly all participants feel that they have learned something practical that will help them in their current job and potentially future professional development. 90% of participants responded that the course either exceeded or met their expectations – a near perfect rating. On average, 58% of participants rated the curriculum as extremely useful and when combined with those who said it was useful (33%), nearly everyone (92%) found some element of the curriculum as useful to their work.

The only area that continues to show fluctuations is related to peer to peer interaction during the course. This tends to vary based on the nature of the class. However, if the King Institute wishes to improve this rating across all courses, it may be worth having more explicit conversations with instructors prior to the workshop about increasing opportunities for peer interaction as part of their curriculum design. [The King Institute is considering developing a set of guidelines for instructors about what makes trainings successful. The need to include peer interaction would fit nicely into such a document.]

Going forward, there are a few questions for the King Institute to consider that pertain to impact outcomes:

- How can the curriculum be altered to be more closely linked with the King Institute’s increased emphasis on professional development?

- How would future evaluations need to be shaped to measure professional development that is tied to the courses?
- Does the King Institute have a role to play in providing or supporting follow-up services to participants and/or at the organizational level?
- To what degree has the King Institute already built organizational and/or field capacity? Which courses or supports did it provide that were most beneficial towards these goals?
- What are the broader needs of the community development organizations individually and the field as a whole that would build capacity and increase impact?
- What kind of role should the Mel King Institute play in building that capacity?
- What other kinds of training programs and for whom would the King Institute need to include to deepen impact at either/or both the organizational level and across the field?
- Does the King Institute's Logic Model still accurately describe the outcomes it strives to achieve or should the Logic Model be updated?
- What are practical but meaningful measures that the King Institute should look at to better understand its contribution to building organizational and/or field capacity?

## **Conclusion**

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The King Institute is to be applauded for taking evaluation as seriously as it has over the past five years. With a Logic Model and a survey tool to match the desired outcomes, it has been able to collect and analyze participant data over each of its years of existence and compare findings. Each year the Steering Committee has reviewed these findings and made programmatic adjustments that were suggested by the evaluation data. In some years, the evaluations have also included direct participant and supervisor feedback to better understand the impact of the training on organizational capacity.

It is crystal clear that the King Institute has offered very high quality training programs for a broad and diverse range of individuals in the community development field. Participant feedback has been overwhelmingly positive about both the quality of the service and the impact it has had on their own knowledge base and capacity.

With five years under its belt, the King Institute is now interested in exploring how to take its program and deepen its impact both at the organizational level and more broadly in the field. Each section of this report offers a few questions for consideration that hopefully will help the Steering Committee to explore its next steps.