

Enriching Lives



TOOLS, TASKS, AND TIPS: SUPPLEMENTAL RESOURCES FOR OGP GRANTEES

Kamella Tate, MFA, EdD
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OGP PROJECT REPORTS ANSWERING THE QUESTIONS

YEAR ONE PROJECT REPORT

1) Expected Project Outcomes

What do you hope to accomplish with the OGP project (*expected outcomes*)? What will show you that you're achieving those outcomes? Use both quantitative and qualitative measures * 8500 characters

2) Project Accomplishments in Year 1

Describe what's happening in Year 1 of your OGP project in terms of the quantitative and qualitative ways described in Question 1. If applicable, please describe one or two challenges or obstacles that are causing you to adjust your original plan. Describe how you plan to address these challenges in Year 2 or if you have already addressed them in Year 1. * 8500 characters

Do you think you need to modify your OGP project or budget for Year 2? If you do, please contact the Grants staff at grants@arts.lacounty.gov or (213) 202-5858.

3) Project Impact Example

Please provide one example of how the OGP project has made an impact on your target audience, community or organization in Year 1. * 8500 characters

4) Additional Organizational Accomplishments

Please provide any additional information that you feel reflects the accomplishments of your organization. (Optional) 3500 characters

YEAR TWO PROJECT REPORT

1. Describe what happened by the end of Year 2 in terms of the quantitative and qualitative measures you identified in your Year 1 Report. Did you achieve your outcomes as expected? Were there any unexpected outcomes? If applicable, discuss the outcomes of how you addressed challenges described in the Year 1 Report. Are there any new or persistent challenges? * 8500 characters

2. What was the impact of the OGP project on your organization as a whole? How does the OGP project inform future organizational or program planning or future OGP projects? What are some lessons learned from this experience, if any? * 8500 characters

3. Please provide one example of how the OGP project has made an impact on your target audience or community over the last two years. * 8500 characters

4. Please provide any suggestions as to how the Organizational Grant Program could better support your organization. * 6000 characters

5. Please provide any additional information that you feel reflects the accomplishments of your organization. (Optional) 6000 characters

Examples of Indicators in the Arts

Patrons, staff, and institutional goals

- Percentage of single ticket buyers who become subscribers
- Mean scores on a visitor satisfaction survey
- Percentage of donors who increased/decreased their gifts
- Number of patrons visiting from different zip codes
- Conference attendance
- Number of staff attending professional development workshops
- Amount of time spent in meetings
- Scores/responses on a "Valuing the arts in everyday life" questionnaire
- Income (Revenue – Expense)
- Year-over-year changes in income
- Scores on a scaled performance rubric measuring quality of work
- Number of new donors/grants

Artistic achievement

- Number of new works produced
- Positive reviews from credible news outlets and critics
- Awards and other recognition from within and outside the field
- Artist quality (criteria)
- Measurement of "dimensions of quality" for funders and other stakeholders
- Assessment of artistic staff and artist selection process
- Scores and responses on a survey of technology-supported production components
- Scores and responses on an observational survey of elements of craftsmanship

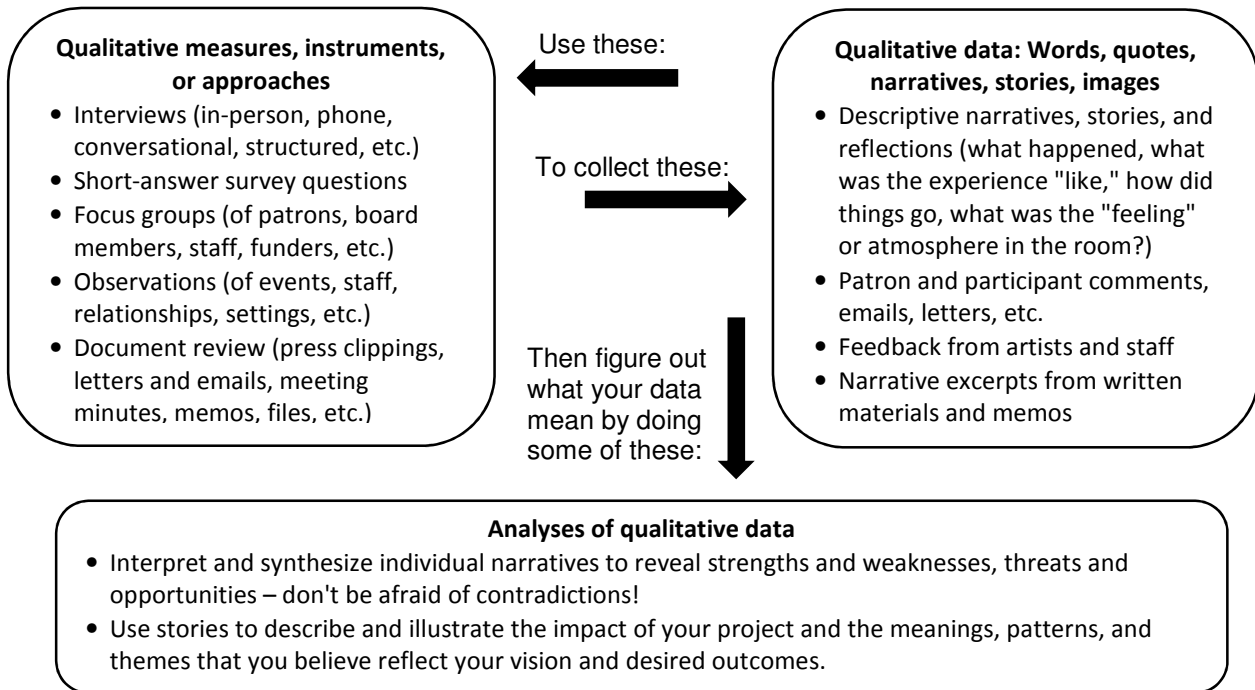
Arts education

- Number of students enrolled in arts classes
- Mean API scores for participating schools
- Frequency of students voluntarily asking questions
- Number of arts courses aligned with CDE VAPA standards
- Number of high quality arts teachers working in a school
- Percentage of students qualified for the Federal Free Lunch program
- Parent education levels
- Facilities designated for arts activities
- Attendance on "drama days"
- Scores on a standards-based post-test of arts learning in a discipline

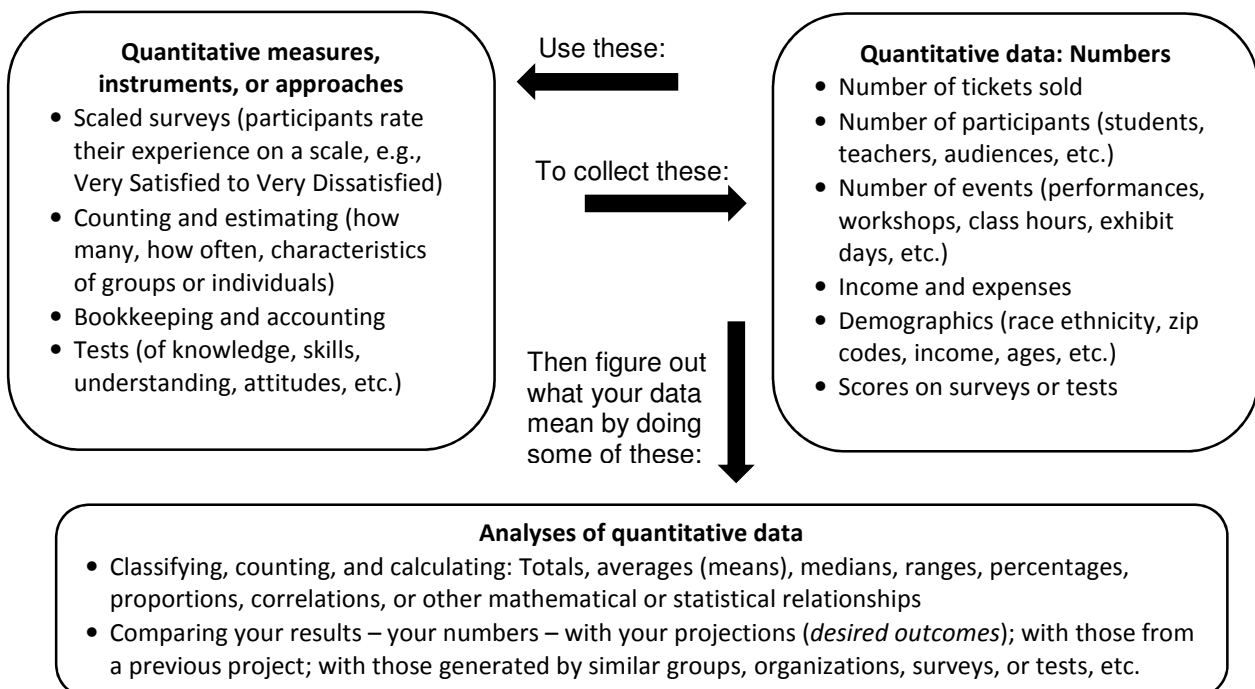
IMPLEMENTING YOUR PLAN: COLLECTING AND ANALYZING DATA

Your evaluation approaches, activities, and questions will involve some type(s) of **measure(s)** and generate some type(s) of **data**.

→ **Qualitative** measures – also called *instruments* – generate and/or collect **textual data**, which is then analyzed to produce **information** about experiences, qualities, processes, and themes.



→ **Quantitative** measures – also called *instruments* – generate and/or collect **numerical data**, which is then analyzed to produce **information** about effectiveness.



SAMPLE SCENARIOS

- What do you want to know? How are you going to find out what you want to know?
 - What does success look like?
- How are you going to identify challenges and design solutions?

What evaluation activities are appropriate to your goals, feasible for you to undertake, and will help you find out what you want to know about your OGP project?

SAMPLE SCENARIO 1: Staff Salary Support

We are using our OGP grant to support the **salary of our producing artistic director**. In addition to managing operations, she will direct two shows and lead our New Writers Project. **Sustainability** objectives and activities she will be responsible for include:

- To maintain AKA Theatre's standards of artistic and managerial excellence
- To increase paid attendance at mainstage shows by two (2) percent per year for each year of our grant
- To grow our board from 5 to 7 members (an objective in our 5-Year Strategic Plan)

Instruments and data for projects like this might include:

- Job description, CV or short bio of the staff member, and written performance goals that will be used to evaluate her achievements (QUAL)
- "Artistic and managerial excellence" looks like . . . Reviews, artist bios, patron comments, observations, ?? (QUAL/QUANT)
- Attendance records showing total number served and numbers served by programs or events; comparison data collected from both projections and previous FYs (QUANT)
- Establish benchmarks for board growth: How fast, how many need to be new, what skills or connections are needed. Measure performance against benchmarks and make adjustments as challenges or issues arise (QUAL/QUANT)
- Annual performance evaluation (led by the board of directors): Scaled rubrics can be used to "rate" staff on desired criteria (i.e., Unsatisfactory - 0, Below expectation - 1, Satisfactory - 2, Above average - 3, Outstanding - 4; QUANT); short-answer questions can be developed for board and staff to describe their perceptions of the staff members strengths and weaknesses relative to **clear and agreed-upon** expectations (QUAL)
 - Some possible areas of inquiry: Quality of work, volume of work, effectiveness, initiative, independence, judgment, teamwork, service, management/supervision.
 - **Fair standards: Make sure criteria and expectations are clear and agreed on from the beginning by everyone involved!**
 - If appropriate, seek "360 degree" input – staff, artists, board, funders, patrons, other stakeholders.
- Self-evaluations allow staff members to provide input on challenges and achievements that may go un-remarked in the stress of day-to-day operations. Multiple choice, scaled assessments of desired competencies, and short-answer questions are all useful for self-evaluations (QUANT/QUAL)
- Simple but effective are "yes-no/1-0" checklists of agreed-upon activities, tasks, proficiencies, and short-term goals; analyze for clusters where deficiencies appear most often (QUANT)

SAMPLE SCENARIO 2: Consultant or Contracted Vendor

We are using our OGP grant to hire a fund development consultant who will implement strategies and activities associated with the OGP goal of **Organizational Capacity**. We want to increase our contributed revenues by 10 percent over the two-year grant period; to build relationships with at least 5 new funders; and to develop an individual donor campaign.

Instruments and data for projects like this might include:

- Consultancy description and brief narrative of hiring process; CV or short bio of consultant; LOA with deliverables, workplan, and timeline (QUAL)
- Financial records showing contributed revenues from funding agencies for Year 1 compared with 1) such revenues from past years 2) projections (QUANT)
- Records of contacts and meetings with new funders; files of proposals (QUAL); archives of individual donor materials, including mailing lists, donor characteristics, response rates, followups, revenues generated, etc. (QUANT and QUAL)
- Formal/informal progress reports from consultant(s) comparing deliverables, workplan, and timeline "as contracted" with "as implemented" (QUANT and QUAL)
- Written reports on activities, achievements, challenges, and recommendations (QUAL)
- Phone interviews with board development committee members regarding quality of interactions with and responses to consultant(s) (QUAL)
- Formal/informal conversations with new funder contacts regarding quality of interactions with and responses to consultant(s) (QUAL)

SAMPLE SCENARIO 3: Artistic Project/Program

We are using our OGP grant to partly support several new **Artistic Capacity** initiatives designed to grow and enhance "Artsapalooza," our annual arts fair. Funds have been earmarked for facility use charges, artist and production fees, and marketing costs. Our goals are: A 10 percent increase in attendance by students and older adults over the two-year grant period; a measurable expansion of participation from new neighborhoods and artists; and increased interest in and value placed on the festival by key stakeholder groups (participants, vendors, artists, etc.)

Instruments and data for projects like this might include:

- Number of attendees and their demographics, the latter collected using zips and Census data; comparison data collected from both projections and previous festivals (QUANT)
- Number of actual exhibitors, demonstrations, workshops, and/or performances compared with projections and with past festivals (QUANT)
- Records of marketing and outreach activities that target new neighborhoods and demonstrate culturally responsive/appropriate approaches (QUANT/QUAL)
- Response rates by zip code or Census tract: How many people attended compared with type and volume of new outreach efforts? (QUANT)
- Artists' materials: Biographies, resumes and work histories, mailers, press and reviews, etc., used to demonstrate "global arts" dimension of the festival (QUAL)
- Scaled and short-answer survey of attendees administered on-site by volunteers to determine quality of experience, expectations, future interest, etc. (QUANT/QUAL)
- Phone interviews with cultural and neighborhood "champions" involved with the project to identify value-added components and effectiveness of new outreach (QUAL)

- Post-festival focus group with staff and artists to identify what worked, what didn't, and how to make things better next year (QUAL)

SAMPLE SCENARIO 4: Non-Artistic Project/Program

We are using our OGP grant to support a broad-based marketing/fund development initiative that includes hiring an outside consultant/firm, conducting a market and fund development needs analysis, designing and implementing a comprehensive revenue-generating workplan, and performing iterative assessments of progress and results that inform ongoing improvements. Our desired **Organizational Capacity** outcome is greater financial self-reliance (the ability to generate resources and maintain a healthy funding base). Initiative- and agency-level goals include organizational learning (knowledge, skills, understanding, and attitudes), institutionalization of new strategies, increased demand for services and attendance at events, and improved brand recognition.

Instruments and data for projects like this might include:

- Rubric developed to assess quality of workplan documents developed by contracted vendor (QUAL)
- Board and senior staff review interim progress reports, comparing contracted goals and strategies with work products and short/intermediate-term objectives (QUAL/QUANT)
- Tracking and monitoring indicators of interest
 - Measurements of learning: Surveys, checklists, self-tests, minutes from task force meetings or other staff/board convenings, self-assessments of new knowledge and skills, observations of activities, interviews with senior managers, focus groups, etc. (QUAL/QUANT)
 - Measurements of financial health: Accounts, budgets, annual report, monthly financial statements, vital signs, actual/variance comparisons, etc. (QUANT)
 - Measurements of attendance: Ticket sales, head counts, demographics (who are they are where are they coming from?), no-shows, exchanges, groups, subscribers/members or single ticket buyers, donors, etc. (QUANT)
 - Measurements of awareness and value: On-line surveys, response cards, focus groups, point-of-sale questionnaire, etc. (QUAL/QUANT)

SAMPLE SCENARIO 5: Arts Education Project – Residency

We are using our OGP grant to support increased **Access** to our See!Draw!Paint! visual arts education program for 4th-6th graders. Funds have been earmarked for teaching artist fees, professional development for educators, and classroom supplies. We expect to provide four 8-week residencies serving 120 students and their teachers each year of the two-year grant period. We want participants to increase their visual arts knowledge and skills and to develop positive attitudes toward artmaking.

Instruments and data for projects like this might include:

- Number of actual instructional hours compared with projections (QUANT)
- Number of participating students and their demographics compiled from the CDE website (QUANT); number of participating teachers, school administrators, and parents (QUANT)
- For students: A scaled survey developed to measure attitudes and knowledge before and after participating in the residencies, using student resources, field trips, etc. (QUANT); two short-answer questions used to gather stories and insights about students' personal experiences and responses (QUAL)

- For students: VAPA-aligned performance assessments of knowledge and skills (QUAL/QUANT)
- For schools: Phone interviews with principals/assistant principals and teachers used to gather information and stories about attitudes, knowledge, barriers to participation, and other areas of interest (QUAL)
- Revenues and expenses compared w/projections and/or past programs (QUANT)
- For your organization: Focus group with teaching artists and staff used to generate knowledge about achievements, problems, solutions, "promising practices," and anticipated changes (QUAL)

SAMPLE SCENARIO 6: Arts Education Project – Field Trip to Venue

We are using our OGP grant to support increased Access to our student matinee series, which includes pre/post visits to schools. Funds have been earmarked for artist fees and developing and printing study guides. We expect to provide 14 school shows to approximately 2,800 7th and 8th graders during the two-year grant period. Expected arts learning outcomes include:

- Students will be able to describe key plot elements and characters
- Students will be able to analyze and summarize the play's underlying themes
- Students will be able to evaluate the effectiveness of performances using theatre vocabulary and concepts.

Other desired outcomes:

- Students demonstrate good theatregoing behavior.
- High self-reported interest in going to and participating in theatre activities among students and teachers.

Instruments and data for projects like this might include:

- Number of actual performances compared with projections; number of pre- or post-show workshops or discussions compared with projections (QUANT)
- Number of participating students and demographics compiled from CDE data (QUANT); number of participating teachers, school administrators, and parents (QUANT)
- Revenues and expenses from the series compared w/projections and/or past (QUANT)
- For students: Develop a teacher-administered assessment of arts learning based desired content knowledge (QUANT)
- Scaled observation rubric for pre- and post- workshops measuring dimensions of participation, motivation, and comprehension (QUANT)
- A scaled survey developed to measure attitudes and knowledge before and after attending shows, pre/post workshops, using study guides, etc. (QUANT)
- For students: Two short-answer questions used to gather stories and insights about personal experiences, interests, and responses (QUAL)
- For schools: Phone interviews with principals/assistant principals or coordinating teachers used to gather information and stories about attitudes, knowledge, barriers to participation, and other areas of interest (QUAL)
- For your organization: On-line survey (scaled and short answer) of artists, managers, technicians, and other project personnel to identify strengths and weaknesses, problems and solutions, successes and failures (QUAL/QUANT)

RESOURCES

- American Evaluation Association. (2006). Guiding Principles for Evaluators. *American Journal of Evaluation*, 27(3), 293-294.
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- Carman, J.G. & Fredericks, K.A. (2010). Evaluation capacity and nonprofit organizations: Is the glass half-empty or half-full? *American Journal of Evaluation*, 31, 84-104.
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- Cockerill, R., Myers, T., & Allman, D. (2000). Planning for community-based evaluation. *American Journal of Evaluation*, 21(3), 351-357.
- King, J. (2007). Making sense of participatory evaluation. *New Directions for Evaluation*, 114, 83-105.
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- Rossmann, G. B., & Wilson, B. L. (1995). Numbers and words revisited: Being shamelessly "eclectic." *Quality & Quantity*, 28(3), pp. 315-327.
- Watkins, R., Leigh, D., Foshay, & Kaufman, R. (1998). Kirkpatrick plus: Evaluation and continuous improvement with a community focus. *Educational Technology, Research and Development*, 46(4), 90-96.
- W. K. Kellogg Foundation. (1998). *W. K. Kellogg Foundation Evaluation Handbook*. Available at www.wkkf.org
- W. K. Kellogg Foundation. (1998). *Logic Model Development Guide*. Available at <http://www.wkkf.org>
- U.S. Department of Education. (2003). *Evaluation primer: Ensuring evaluations yield valid and reliable findings*. Available at <http://www.ed.gov/offices/OUS/PES/primer6.html>

On-Line Resources

- The Evaluation Center at the Western Michigan University <http://www.wmich.edu/evalctr>
- The American Evaluation Association <http://www.eval.org/>; <http://aea365.org/blog/>
- Visitor Studies Association (VSA) <http://visitorstudies.org/>
- CARE (Committee on Audience Research and Evaluation) <http://www.care-aam.org/>
- Live/work in California? <http://www.healthycity.org>
- <http://www.EZAnalyze.com>
- <http://factfinder2.census.gov/main.html>

Web-based Surveys

- LimeSurvey www.limesurvey.org
- SurveyMonkey www.surveymonkey.org
- Zoomerang www.zoomerang.com
- SurveyGizmo www.surveygizmo.com
- SoGoSurvey www.sogosurvey.com
- ConstantContact www.constancontact.com
- WuFoo www.wufoo.com
- Google forms www.docsgoogle.com
- Surveyz www.surveyz.com;
www.qualtrics.com

What kind of evaluation
did you need?



Our 3 year project is coming
to an end and were told we
needed an evaluation.

What kind is that?



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