

Evaluating Community Engagement — Toolkit

A Companion to the Everyday Democracy
Evaluation Guide for Practical Use



Companion Toolkit Tools

Evaluation Capacity Self-Assessment Tool
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Evaluation Capacity Self-Assessment Tool

This matrix can be used to initiate discussion about your readiness to evaluate community engagement. Review the items in the matrix, then choose the rating option that best describes your organizational response and record the number in the column labeled 'Your Rating.' The Needs/Assets column is provided to assist you in moving your community engagement evaluation efforts forward.

Rating Options						
Capacity	1	2	3	4	Your Rating	Needs/Assets
Resources (budget, access to evaluators, technology) for evaluating community engagement	Very little resources for this	No regular budget; limited access to evaluators; limited technology available	Minimal budget, some access to evaluators, modest technology available	Fully funded, full access to internal and/ or external evaluators; adequate technology available		
Knowledge and experience with evaluation	Very little knowledge of or experience with evaluation	Limited Knowledge of evaluation	Some knowledge and experience with evaluation	Extensive knowledge and experience with evaluation		
Data availability for previous community engagement activities	No data available	Minimal data available	Some data available but may not be accurate or reliable	Extensive community engagement data available		

Evaluation Capacity Self-Assessment Tool, continued

Basic Practices						
Key plan element evaluation is incorporated in the community engagement plan	Evaluation is separate from the plan	Evaluation is only mentioned in the plan with no specifics	Evaluation is in the plan with some specifics	Evaluation is integrated throughout the plan		
Historical context previous use of evaluation in community engagement efforts	Evaluation not used	Evaluation not used consistently	Evaluation used selectively	Evaluation used consistently		
Community involvement in evaluation process	No community involvement	Limited community involvement	Some community involvement	Broad community involvement		

Adapted from the "Community Engagement Self-Assessment Matrix for Achieving the Dream (ATD) Colleges at www.achievingthedream.org

Sample Community Engagement Logic Model

Logic Model Components for Community Engagement		
Components	Description	Examples
Inputs	Resources required for community engagement	<ul style="list-style-type: none"> - Funding - Community residents - Meeting places - Computers
Activities	Work done to implement community engagement	<ul style="list-style-type: none"> - Recruiting and organizing - Training in engagement facilitation - Developing a plan - Launching engagement events
Outputs	Products resulting from community engagement activities	<ul style="list-style-type: none"> - Number of organizing activities - Number of community residents recruited - Number of community residents trained - Diversity of people participating - Engagement plan and event participation
Short-term outcomes 1-2 years	Changes you want to see right away	<ul style="list-style-type: none"> - Increased awareness of issues affecting the community - Community residents are engaged - Marginalized communities are engaged
Intermediate outcomes 3-6 years	Changes that may take a little longer to happen and are necessary to achieve longer term outcomes and the community engagement goal(s)	<ul style="list-style-type: none"> - High public will for community change - Increased public participation
Long-term outcomes 7-10 years	Changes that can take a long time such as systems change	<ul style="list-style-type: none"> - Barriers to public participation by marginalized communities removed
Impact 10+ years	Transformative change on a large scale	<ul style="list-style-type: none"> - Equitable and inclusive public participation nationwide

Logic Model Template

Name of Community Engagement Program: _____

Evaluation Purpose: _____

Inputs	→ Outputs		→ Outcomes		
	Activites Done	Participation Levels	Short	Intermediate	Long

Goal Statement:

Impact:

Data Collection and Planning Template

Data Collection Strategy					
Evaluation Questions (What you want to know)	Indicators of Success (What you're measuring)	Types of Data (Quantitative or Qualitative)	Method (Tools used to collect data, i.e., survey, pre/post tests, interviews)	Frequency of Data Collection (how often data is collected)	Frequency of Data Collection (how often data collected)

Ripple Effects Mapping Tip Sheet

Ripple Effects Mapping

TIP SHEET



Community engagement and “**Dialogue to Change**” strategies can lead to many positive changes in your community. However, direct impacts can be tough to track. “**Ripple Effects Mapping (REM)**” is an evaluation approach that may be useful in your Dialogue to Change efforts allowing you and your program leaders and participants to visually document the impacts your efforts have had on individuals, in your community, and at the institutional level over time.

Here are some tips for rolling out a **Ripple Effect Mapping** process for your program:

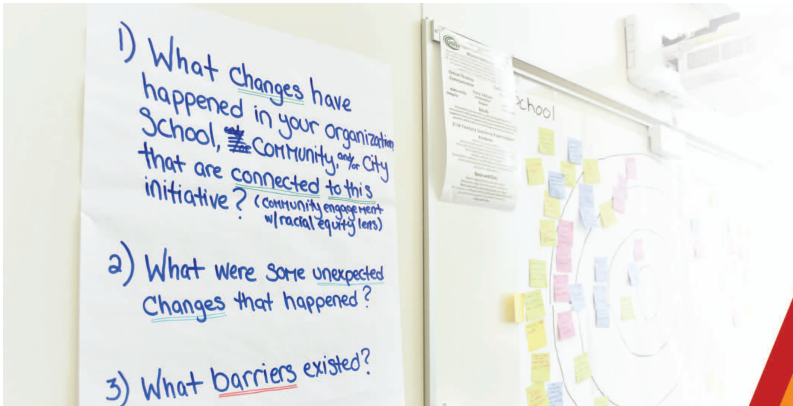
Planning

1. Change takes time. Allow enough time for actual changes or impact before performing a Ripple Effect Mapping exercise. A minimum of two years is advisable.
2. Identify the questions you'll want answered.
3. Assign two co-facilitators for the ripple mapping session – one to facilitate and one to keep time and take notes.
4. Plan two or three hours for the session depending on the number of participants.
5. Select a meeting space that has enough room for participants to spread out and that can accommodate both group and one-on-one conversations.
6. Ensure the room has an unadorned wall for posting and drawing the ripple map.
7. Provide refreshments.

Recruitment

1. Invite a cross section of people who are representative of the community. Aim for a diverse group of participants in terms of race, age, gender, socio-economic status, affiliation, role in the community, etc.
2. Limit the group size to 20 max, and make sure you have an even number.

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I was inspired and empowered by the reaction of the REM facilitator – two times we made her cry because of the impacts we had accomplished. The smallest stories became a thread for others in the room – telling stories and details they would not have known.

- dialogue participant

Ripple Mapping Meeting

1. Post a large piece of white paper on the wall, write the project name on it and draw concentric circles on it for each year since your effort began.
2. In small groups or pairs, have participants talk about how the dialogue process led to various actions and impacts.
3. Have participants write those actions on post-its and affix them to the Ripple Map on the wall.
4. Ask participants to draw lines on the map to show connections between the various changes/impacts.
5. Be sure participants know to limit the amount of text written on a post-it that goes on the ripple map.
6. Have participants post barriers/obstacles to changes on a separate sheet of paper (not on the ripple map itself).
7. Post another sheet to allow participants to write out acronyms they post on the map.
8. Encourage the group to get into it and have fun!

See our publication *Communities Creating Racial Equity: Ripple Effects of Dialogues to Change* at www.everyday-democracy.org for more details.

Supplies



Flip chart paper (or larger) to create a mural for the map



Plenty of sticky notes



Markers