

MEASURING
THE IMPACT OF CIVIC
ENGAGEMENT:
Tracking Outcomes in Health,
Education, and Economic Security

FINAL REPORT

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August, 2011

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INTRODUCTION

This project commenced with a grant from the W.K. Kellogg Foundation to the Alliance for Children and Families and the United Neighborhood Centers of America to provide leadership in the human service sector on measuring the impact of civic engagement work. Human Service Organizations have made significant strides over the past decade in integrating civic practices into the menu of service delivery and programs, but have still fallen short of developing the capacity to document and measure the impact of their efforts.

The work towards developing an impact measurement tool for the human service sector began in July of 2010 by pulling together the key funders invested in the Alliance and UNCA Civic Engagement Initiative and trusted partners with expertise in developing systems and measures to capture performance and impact. Although the Alliance and UNCA were uncertain as to what approach to measurement would be most effective, any measurement system created needed to:

- incorporate frameworks of change that reflect the wide range of civic engagement practices across the diversity of human service organizations.
- be efficient to use and accessible by Alliance and UNCA members for the purpose of modifying services, justifying funding, and promoting sustainability of these efforts.
- include empowerment, democratic and participatory components and designs consistent with civic engagement practice and beliefs.
- assist organizations in establishing comparative benchmarks and measuring change at multiple levels.

The resultant project is unique in that, rather than reproduce additional measures to show the impact of civic engagement work on the lives of constituents and society (certainly the end goal), this project emphasizes the intermediary goal of measuring

the effectiveness of the organization in conducting this work. In doing so, it also provides a basis for distinguishing between those organizations infused with civic engagement from those merely engaged on the peripheries.

This report provides an overview of the process used by the project team to develop tools to measure the impact of civic engagement practices in the human services network. More importantly, it presents the resultant fruits of those labors: the Civic Engagement Measurement System (CEMS). The CEMS consists of an inter-related set of tools that are believed to represent a promising new approach to the measurement of outcomes and impacts in civic engagement.

METHOD

The operationalization of outcomes in the realm of civic engagement has always represented a daunting task. For that reason, we adopted a rather unusual approach towards the creation of the measurement system. Rather than being driven by a particular conceptual framework or model, this project sought inspiration from those who are witness to practical and concrete outcomes on a daily basis: leading providers of civic engagement services. It was our belief that a useful measurement tool could be fashioned from providers' own first-hand observations.

This methodology was based on an investigative technique known as Process Benchmarking (Lefkowitz, 2005, 2007). Process benchmarking uses performance data to identify potential best practices. This is achieved by discerning the strategies and methods that distinguish top performers from others. We reasoned that "top performers" in the area of civic engagement would be in the best position to articulate and operationalize what positive outcomes look like, through their own personal experiences. This methodology also bears a resemblance to the Positive Deviance approach (Pascale, Sternin, and Sternin, 2010) that was used to identify how some children managed to be well-nourished in a poverty-stricken village in the Amazon Delta of Brazil.

The current investigators conducted a national survey in November of 2010 to identify social service agencies with broad knowledge and extensive experience in civic engagement activities. The survey was disseminated to Alliance, UNCA, and other human service mailing lists. Sixty-seven surveys were completed, which yielded self-ratings of knowledge and degree of experience in the areas of education, healthy living and economic security. Open-ended questions also elicited narrative descriptions of outcomes and impacts observed by the respondents.

Three investigators independently reviewed each of the surveys and provided rankings of the agencies' fit for this study. Fifteen agencies were selected as participants and each was scheduled for a two-hour telephonic interview. The three investigators conducted five interviews each. The interviews were carried out in November and December of 2010.

The structured interviews elicited detailed accounts of civic engagement activities and addressed theoretical models, capacity-building functions, civic engagement activities, observed outcomes, impacts and related topics. A copy of the structured interview

format appears in Appendix A. The interviewees were very enthusiastic and generous in sharing their experiences. All interviews were recorded, with the exception of two due to technical issues.

The interviewers coded the fifteen interviews for content. Each interviewer reviewed and coded their interviews based on a predetermined set of orienting themes. A copy of the coding spreadsheet appears in Appendix B. Then, each of the recordings was reviewed by the remaining two investigators to identify any themes or content overlooked by the interviewer. Therefore, approximately ninety hours of interviewing, coding, and reviewing took place.

We then conducted a text analysis of the coded interview data related to measurable civic engagement outcomes and categorized interview comments into content areas. These content areas were then used to identify potential dimensions for the measurement instrument.

The text analysis of the interviews produced the following findings.

Content Area	Percent
Service Delivery Outcomes	58.4%
Constituent Empowerment/Advocacy	9.4%
Partnerships/Collaborations/Networking	7.9%
Funding/Resources Impact	3.0%
Public Policy	4.0%
Process Measures	17.3%
	100.0%

We found that respondents viewed civic engagement outcomes primarily in terms of service delivery. Other dimensions that appeared to stand out included constituent empowerment/advocacy, partnerships and collaborations, funding and resources, public policy, and process measures.

Leaving process measures aside, which will be addressed in a later phase of this work, five dimensions delineated by the data were adopted for inclusion in the civic engagement instrument:

- Service Delivery Outcomes
- Constituent Empowerment/Advocacy
- Partnerships/Collaborations/Networking
- Funding/Resources Impact
- Public Policy Impact

In considering the composition of the instrument, a confounding variable emerged, which was the role of the organization in producing civic engagement outcomes. In civic engagement activities, it is common for activities to be carried out in concert with

others within the community. It stood to reason that an organization playing a major role in producing outcomes should factor into the assessment in a different manner than an organization playing a minor role. Therefore, it was decided that each of the five impact dimensions should be accompanied by a companion role measure.

Work on the instrument surfaced concerns that are commonly associated with any self-report measure. These include questions related to validity due to possible vested interests in the score, a subjective halo effect associated with self-perceptions, and a limited perspective for assessment. Therefore, to support greater validity and reliability in the measurements, it was decided to expand the scope of the project from a single instrument to a small suite of tools containing a measure completed by the organization itself, a measure completed by key informants in the community that are familiar with the work of the organization, and a measure completed by constituents that are served as clients or service recipients by the organization. Together, these tools would be known as the Civic Engagement Measurement System (CEMS).

Ideally, organizations would employ all three components. However, the Key Informant and Constituent measures were not targeted for refinement during this phase of the process based on the resources available. The integration and use of these measures will be explored more fully in the next phase of the project.

Given the fact that key informant and constituent measures were being incorporated as components of the measure, it was decided to add items to the organizational tool to represent perceived ratings by key informants and constituents.

It is believed these tools represent a new approach to the measurement of outcomes and impacts in civic engagement.

THE CIVIC ENGAGEMENT MEASUREMENT SYSTEM

The Organizational Survey is completed by the organization that wishes to evaluate and assess its civic engagement activities. Key leaders within the organization who are knowledgeable about civic engagement activities would confer and come to consensus around the various inventory ratings.

The survey includes three major sections to represent the Education, Healthy Living, and Economic Security domains of civic engagement. Each section includes an item for each of the five dimensions that were identified as being relevant to civic engagement in the interview analysis. A role item is also included for each of the five dimensions. Finally, estimated ratings by key informants and constituents are presented. The Organizational Survey is presented in Appendix C.

The Key Informant Survey is completed by individuals within the community that are in a position to be familiar with the work of the organization being evaluated. Key informants may be in a somewhat better position to observe the impacts of the organization's

activities. The perspective that key informants offer is different and likely more neutral than that of the organization. Therefore, it is an important component of a comprehensive assessment. The Key Informant Survey is presented in Appendix D.

The Key Informant Survey mirrors the flow and content of the Organizational Survey, with appropriate changes in syntax. The most significant difference between the two is the absence of Role items. Role items were omitted from the survey because key informants may lack sufficient information to ascribe roles, which, in any case, are most accurately indicated by organization staff. The resultant reduction in length should also enhance the completion rate.

The Constituent Survey is completed by individuals who have experienced direct involvement in the services or activities of the organization being evaluated. Through their direct involvement, constituents offer a particularly unique and valuable point of view in the evaluation of an organization's civic engagement activities. The Constituent Survey is presented in Appendix E.

The constituent survey also mirrors the content of the other two surveys but the language has been significantly modified to increase clarity and simplicity. Like the key informant survey, it also omits role ascription. The constituent survey will be further modified in the next phase to address accessibility across the diverse constituency of Alliance and UNCA member organizations.

FIELD REVIEW

We conducted a field review of the Organizational Survey in May, 2011. Alliance members, UNCA members, and other organizations from various civic engagement mailing lists received invitations to review the Organizational Survey. The on-line field review survey presented each item from the Organizational tool followed by two items measuring the clarity and relevance to civic engagement. Respondents were asked to actually complete each of the relevant Organizational Survey items in order to fully acquaint themselves with the item content.

Narrative feedback was provided by 18 respondents. Quantitative ratings were provided by 14 individuals. The findings revealed that, overall, the survey was found to be clear and relevant to civic engagement. The mean clarity rating across all of the items was found to be 3.10 on a 4 point scale where 4=Very Clear, 3=Clear, 2=Somewhat Clear, and 1=Not Clear. The tool was also found to be relevant to civic engagement as evidenced by an overall mean rating of 3.26 on a 4 point scale where 4=Very relevant, 3=Relevant, 2=Somewhat Relevant, and 1=Not Relevant.

At the same time, a couple of items exhibited unacceptable measured clarity. In one instance, it turned out that a pasting error had been made and that the response choices were, in fact, incorrect. We rectified that issue easily by pasting the proper response choices into the survey. The other area reflected a genuine difficulty in the conceptualization of one of the survey items. After consideration of other approaches, the item was

significantly re-framed. Several other adjustments and edits were made in response to the helpful field review input that was received.

Following the field review, a “User Guide” was created to aid in the completion of the Organizational Survey and further clarify and refine concepts based on user feedback (see Appendix F). The User Guide will continue to evolve as we learn more about the effective use of the CEMS at the organizational level during the next phase of the project.

RELIABILITY AND VALIDITY

We conducted an exercise to examine the inter-rater reliability of the Organizational Survey measure. While high correlations were observed, the results were inconclusive due to the very small sample size (N=3 paired ratings) and other methodological considerations. However, it was determined that inter-rater reliability may not be the best measure of the instrument’s properties. Accurate completion of the Organizational Survey requires a great deal of specific knowledge about detailed aspects of the organization’s civic engagement activities. No one person is likely to possess all relevant knowledge, given the broad scope of the instrument. Therefore, this exercise was beneficial in underscoring the importance of developing consensus ratings among relevant organizational leaders. This critical point was subsequently given more emphasis in the User Guide.

Additional work will be carried out to examine the reliability and validity of the measurement system in the next phase of this project.

APPLICATIONS OF THE MEASUREMENT SYSTEM

The potential applications of the Civic Engagement Measurement System are quite diverse. Some of the basic functions would appear to include:

Organizations that desire to conduct an informal assessment of their civic engagement activities may wish to use the system, perhaps limiting themselves to the Organizational Survey measure. A general picture of strengths and opportunities for improvement would be expected to emerge. A more robust picture of impacts could be pursued by adding the Key Informant and Constituent surveys to the mix. The resultant information would permit the organization to strengthen and improve civic engagement efforts in selected areas.

The findings derived from the different surveys could be used to inform dialogues with an organization’s civic engagement constituents about future plans and strategies as well as how to improve performance. Too often these conversations happen in a “data free zone”. By anchoring strategy and performance discussions in data all the different actors—board, staff, community leaders and engaged citizens—can move

together from a more common set of assumptions about what matters and what is actually happening.

The Civic Engagement Measurement System could also be employed in formalized benchmarking efforts. The purpose of benchmarking would be to develop national comparative norms against which organizations can gauge their own performance. The provision of an external comparative context would make scores on the civic engagement measures more meaningful. Benchmarking would also make it possible to develop a national picture of the status of civic engagement activities. Funding has been secured to implement this application.

Grant-funding entities could use the system to screen potential funding candidates and to evaluate the impact of grant dollars. The Organizational Survey could easily be modified to permit narrative comments after each item to provide a richer base of information. This capacity will be added in future electronic versions of the measure.

Process benchmarking is an investigative technique that could employ data derived from the Civic Engagement Measurement System to identify potential “best practices” related to the provision of highly effective civic engagement activities. As noted above, this is achieved by distinguishing the methods used by “top performers”. The CEMS would offer a new basis for the identification of highly performing organizations in terms of civic engagement. Funding has been secured to implement this function.

BENCHMARKING

As noted above, funding has been secured to carry out the benchmarking of Civic Engagement Measurement System data. It will be possible to integrate such national data with a broad array of indices that relate to other aspects of organizational performance among social service organizations. The Alliance for Children and Families and Behavioral Pathway Systems co-sponsor a national benchmarking initiative that embraces over 50 different domains of operational, financial, service delivery, and organizational climate performance. Such cross-tabulations can shed light on the dynamic interplay between civic engagement and other areas of organizational life.

TRAINING/GUIDANCE

The Civic Engagement Measurement System can be implemented without any formalized training. The tools are reasonably self-explanatory. The User Guide that has been developed provides helpful definitions and clarifications that are intended to enhance the accuracy and consistency of ratings.

LIMITATIONS

Appropriate cautions should be exercised in using the measurement system at the current point in time. The measures are in their infancy and are likely to be subject to numerous enhancements and improvements over time. Reliability and validity data have not yet been developed.

DISSEMINATION AND ADOPTION OF THE CIVIC ENGAGEMENT MEASUREMENT SYSTEM

All too often, tools are created but not accessed or used widely enough to inform the human service sector. At the inception of this project, the project team made a firm commitment to develop a plan for dissemination and adoption of any tools created.

As noted, the CEMS can provide organizations with access to vital information about organizational strengths and opportunities for improvement in civic engagement practices. Although the tools can be used with very little external assistance or support, the next phase of development is poised to access the Alliance and UNCA networks as a ready platform for the initial use of the CEMS system. In doing so, technical assistance and support will be provided to maximize the power of these tools as springboards for enhanced civic engagement practices in human services work.

REFERENCES

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APPENDIX A

CIVIC ENGAGEMENT STRUCTURED INTERVIEW OUTLINE

CIVIC ENGAGEMENT STRUCTURED INTERVIEW OUTLINE

Name _____ Title _____

Organization _____ City _____ State _____

I. Introduction (Press *2 to record)

Hello, I am _____ working with the Alliance for Children and Families on this effort to develop a tool that will measure impact and outcomes in civic engagement. We will then use the tool to identify the methods used by those organizations that are most effective in their civic engagement efforts. Thank you for taking the time to share more about your organization’s civic engagement work.

As you probably know, the Alliance for Children and Families provides civic engagement grants, training, and capacity building support so that organizations are more successful in their civic engagement efforts. Whether organizations are facilitating community building efforts, town halls, voter registration, volunteer initiatives, grassroots lobbying and advocacy, etc.—the Alliance is committed to supporting efforts that seek to improve social and economic conditions and quality of life for vulnerable children and families.

Over the years, the question of “What is the impact of civic engagement?” has come up more than once. For some child- and family-serving organizations, being able to understand and describe the impact of their civic engagement efforts is becoming just as important as actually “doing” civic engagement.

We are building, with the survey, subsequent interviews, and analysis, a way to help organizations determine whether and how they are making any measurable difference in people’s lives through civic engagement—particularly as it relates to health, education, and economic security. We are excited to learn from you and selected colleagues around the country.

Notes: _____

II. Philosophy of Civic Engagement

- a. How would you describe your organization's philosophy of civic engagement?
- b. Can you talk a little bit about how that philosophy was developed (internal or external pressures, consultants, emergent etc)? What is the root of the philosophy?
- c. At what level do you think this philosophy is infused in the organization? What key features are evidence of that?
- d. How does your organization communicate its philosophy of civic engagement?
- e. Do you have ways—formal or informal—to check and reaffirm the core values that inform your civic engagement work?
- f. Has your organization adopted a formal model of civic engagement?
 - i. If so, can you describe for me the key features of that model?
 - ii. Does the model include a way to “check back” with people to review progress and re-plan? In general, how does the model “depend” common understand how the civic engagement initiative is progressing?
 - iii. What is the best way to start civic engagement?
 - iv. Do you ever wind up a civic engagement initiative? If so, what is the best way to do that? If not, how do you sustain it?
- g. Have any staff within your organization published any papers or presented at any conferences on the topic of civic engagement?
 - i. How about participation in legislative hearings?
 - ii. Writing editorials?
 - iii. Participated in specific programs or activities?
- h. What other methods are employed to promote civic engagement activities and philosophy within your organization?

Notes: _____

III. Capacity-Building

- a. What strategic planning processes (e.g., development of mission statement, vision statement, strategic plan, annual objectives, constituent consultations) does your organization observe that serve to promote a philosophy of civic engagement?
- b. How do these processes get translated at the following levels:
 - i. program planning or service delivery
 - 1. Has your organization brought in outside speakers or consultants in the area of civic engagement within the past two years?
 - ii. personnel hiring practices
 - iii. personnel training practices
 - 1. How many hours of initial training, if any, does your organization provide to new staff in the area of civic engagement principles and methods?
 - 2. How many hours of ongoing training, if any, does your organization provide to staff in the area of civic engagement principles and methods?

Notes: _____

IV. Service-Delivery:

We are specifically interested in the areas of health, economic security and education. What does it mean to this organization to work in these areas?

V. Education:

Describe any services to specific *individuals* that specifically promote civic engagement in the area of “Education” (Education involves those practices that support “comprehensive and integrative” approaches to healthy child development, family literacy, and educational advocacy)

- a. How do these differ from typical service delivery practices in your organization or in the broader field?
- b. What observable or measurable impacts upon specific *individuals* have your services produced in the area of Education, as currently defined? Please describe
- c. Can you tell me in detail about one success that you have had in this area? How do you know you were successful?
- d. Can you tell me in detail about one “not success”—I would not say “failure”—that you have had in this area? How do you know it was not successful?
- e. Describe any services to the *broader community* (community agencies, government, grass-roots organizations, the public) that specifically promote civic engagement in the area of “Education” (defined)?
- f. How do these differ from typical service delivery practices in your organization or in the broader field?
- g. What observable or measurable impacts upon the *broader community* have your services produced in the area of Education, as currently defined? Please describe
- h. Can you tell me in detail about one success that you have had in this area? How do you know you were successful?
- i. Can you tell me in detail about one “not success”—I would not say “failure”—that you have had in this area? How do you know it was not successful?
- j. As I noted earlier, we are gathering all of this information to construct a civic engagement outcome measure. What suggestions would you have for items to include in this outcome measure in the area of education?

Notes: _____

VI. Healthy Living:

Describe any services to specific *individuals* that promote civic engagement in the area of “Healthy Living” (Healthy Living practices encourage and promote access and use of nutritional food, physical activity, and interaction with the natural environment as a source quality living.)

- a. How do these differ from typical service delivery practices in your organization or in the broader field?
- b. What observable or measurable impacts upon specific *individuals* have your services produced in the area of Healthy Living, as currently defined? Please describe
- c. Can you tell me in detail about one success that you have had in this area? How do you know you were successful?
- d. Can you tell me in detail about one “not success”—I would not say “failure”—that you have had in this area? How do you know it was not successful?
- e. Describe any services to the *broader community* (community agencies, government, grass-roots organizations, the public) that promote civic engagement in the area of “Healthy Living”
- f. How do these differ from typical service delivery practices in your organization or in the broader field?
- g. What observable or measurable impacts upon the *broader community* have your services produced in the area of Education, as currently defined? Please describe
- h. Can you tell me in detail about one success that you have had in this area? How do you know you were successful?
- i. Can you tell me in detail about one “not success”—I would not say “failure”—that you have had in this area? How do you know it was not successful?
- j. What suggestions would you have for items to include in the outcome measure we are developing in the area of healthy living?

Notes: _____

VII. Economic Security:

Describe any services to specific *individuals* that promote civic engagement in the area of “Economic Security” (Economic Security allows families to generate income and assets that promote family stability, economic mobility and financial independence.)

- a. How do these differ from typical service delivery practices in your organization or in the broader field?
- b. What observable or measurable impacts upon specific *individuals* have your services produced in the area of Economic Security, as currently defined?
Please describe
- c. Can you tell me in detail about one success that you have had in this area?
How do you know you were successful?
- d. Can you tell me in detail about one “not success”—I would not say “failure”—that you have had in this area? How do you know it was not successful?
- e. Describe any services to the *broader community* (community agencies, government, grass-roots organizations, the public) that specifically promote civic engagement in the area of Economic Security
- f. How do these differ from typical service delivery practices in your organization or in the broader field?
- g. What observable or measurable impacts upon the *broader community* have your services produced in the area of Economic Security, as currently defined?
Please describe
- h. Can you tell me in detail about one success that you have had in this area?
How do you know you were successful?
- i. Can you tell me in detail about one “not success”—I would not say “failure”—that you have had in this area? How do you know it was not successful?
- j. What suggestions would you have for items to include in the outcome measure we are developing in the area of economic security?

Notes: _____

VIII. Follow-Up/Others:

- a. When and why has civic engagement been most successful for you and your organization?
- b. Can you think of any other challenges and barriers your organization has experienced in integrating civic engagement practices in any or all of these areas?
- c. What steps has your organization taken to address these barriers?
- d. If you were able to measure (without limitations) three outcomes related to the civic engagement work in your organization, what would they be?
- e. Where do you see your organizations civic engagement work going in 2-3 years? 3-5 years? 10 years?
- f. At what level do you think HSO's can have the most impact with respect to civic engagement (individual, community)?

Notes: _____

APPENDIX B

INTERVIEW CODING SHEET

INTERVIEW CODING SHEET

	1	2	3
Philosophy-Potential Best Practices			
Type			
Root/Origins			
Methods for Promotion			
Other			
Capacity Building-Potential Best Practices			
Hiring			
Training			
Client Training			
Client Centered			
Organizational Strategy			
Evaluation			
Role of Constituent			
Sustainability			
Partnerships			
Other			
Education-Potential Best Practices			
Individual Integration			
Community Integration			
Measures			
Other			
Health-Potential Best Practices			
Individual Integration			
Community Integration			
Measures			
Other			
Economic Security-Potential Best Practices			
Individual Integration			
Community Integration			
Measures			
Other			
Impacts			
Health-Individual			
Health-Community			
Education-Individual			
Education-Community			
Economic Security-Individual			
Economic Security-Community			
Other Impacts-Individual			
Other Impacts-Community			

APPENDIX C

CIVIC ENGAGEMENT ORGANIZATIONAL SURVEY

CIVIC ENGAGEMENT ORGANIZATIONAL SURVEY

The purpose of this survey is to evaluate your organization's effectiveness in conducting civic engagement activities. It is one of three surveys that comprises the Civic Engagement Measurement System (CEMS) for the evaluation of civic engagement activities in your organization. Parallel versions of this survey are available for use with members of the community that you serve and key informants knowledgeable about your civic engagement work.

This survey considers two aspects of your civic engagement work: outcomes and the role you played to produce those outcomes. Three domains are represented in the survey: education, healthy living and economic security. Within each of these domains, the survey presents outcomes and roles with respect to five themes: constituent/resident empowerment, public policy/community practices, partnerships, services, and funding/resources.

For the purposes of this survey, "civic engagement" is defined as people and organizations purposefully interacting and working together with their neighbors, fellow community members, other organizations, and decision makers and administrators to create positive community, institutional, and/or policy change. The resulting benefit of civic engagement is an engaged citizenry participating in democracy at every level of public life. A primary goal of civic engagement is to build opportunities for traditionally disenfranchised individuals and groups to participate and effectuate change, and demonstrate that they can make a difference. Relationships between actors will differ in various civic engagement efforts, but relationship-building is at the core of all civic engagement strategies. Civic engagement is more than getting people engaged and active in their community. It is also about institutional and organizational change. Civic engagement is not just about external change; it has the capacity to transform our own organizations.

The survey makes numerous references to "advocacy" and "advocate". For these purposes, advocacy refers to a wide range of activities that have the potential for creating positive change for constituents, including but not limited to: promoting active and intentional involvement in community organizations and community events, fiscal contributions, membership on local committees/boards, and lobbying to change public policy and rules.

It is recommended that key leaders within your organization meet to review the survey items and agree upon the ratings. Please refer to the User Guide for clarification. Then, enter your organization's ratings directly into the fields below and, where requested, check the appropriate boxes. Please provide the most accurate responses you possibly can.

For assistance in completing this survey, please call 877-330-9870 or write to help@bpsys.org.

IDENTIFYING INFORMATION (Please provide the information requested below)

NameTitle
OrganizationCity/State
TelephoneEmail Address

SECTION I: CIVIC ENGAGEMENT IN THE REALM OF EDUCATION

Definition: Education involves those practices that support “comprehensive and integrative” approaches to healthy child development, family literacy, and educational advocacy.

If your organization does not conduct civic engagement activities in the realm of Education, please check here ☐ and proceed to Section II, Healthy Living.

1. Constituent/Resident Empowerment in the Realm of Education

1.1 Outcomes

What percent of the adults served by your organization have been helped to become more active as advocates for better schools and educational opportunities within the community this past year? (Please provide an estimated percent from 0 to 100.)	
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1.2 Role

What role did your organization’s staff play with respect to activities that contributed to constituent/resident advocacy for better schools and educational opportunities within the community? If your organization played different roles in different activities reported in 1.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to constituent/resident advocacy for better schools and educational opportunities within the community
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to constituent/resident advocacy for better schools and educational opportunities within the community
- ☐ One or more organization staff participated in the activity or activities that contributed to constituent/resident advocacy for better schools and educational opportunities within the community
- ☐ No organization staff participated in activities designed to contributed to constituent/resident advocacy for better schools and educational opportunities within the community

2. Public Policy and Community Practices in the Realm of Education

2.1 Outcomes

How many public policy actions (e.g., new or modified regulations, ordinances, laws) and/or changes in community practices did your organization’s activities help bring about this past year with respect to schools or educational opportunities within the community?	
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2.2 Role

What role did your organization’s staff play in helping to bring about public policy actions and/or changes in community practices with respect to schools and educational opportunities within the community? If your organization played different roles in different activities reported in 2.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that helped bring about public policy actions and/or changes in community practices with respect to schools and educational opportunities within the community
- ☐ One or more organization staff functioned as a leader of the activity or activities that helped bring about public policy actions and/or changes in community practices with respect to schools and educational opportunities within the community
- ☐ One or more organization staff participated in the activity or activities that helped bring about public policy actions and/or changes in community practices with respect to schools and educational opportunities within the community
- ☐ No organization staff participated in activities that helped bring about public policy actions and/or changes in community practices with respect to schools and educational opportunities within the community

3. Partnerships in the Realm of Education

3.1 Outcomes

How many partnerships to advocate for schools or educational opportunities within the community were formed, significantly re-organized, or strengthened this past year as a result of your organization’s activities?	
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3.2 Role

What role did your organization’s staff play with respect to activities designed to bring about or re-organize partnerships advocating for schools or educational opportunities within the community? If your organization played different roles in different activities reported in 3.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to partnerships advocating for schools or educational opportunities within the community
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to partnerships advocating for schools or educational opportunities within the community
- ☐ One or more organization staff participated in the activity or activities that contributed to partnerships advocating for schools or educational opportunities within the community
- ☐ No organization staff participated in activities designed to contribute to partnerships advocating for schools or educational opportunities within the community

4. Service Delivery In the Realm of Education

4.1 Outcomes

How many new services or programs supporting better schools or educational opportunities within the community were established, expanded, or strengthened at least in part by your organization this past year?	
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4.2 Role

What role did your organization’s staff play with respect to new services or programs that were established or expanded in support of better schools and educational opportunities within the community? If your organization played different roles in different activities reported in 4.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that led to the establishment or expansion of new services or programs in support of better schools or educational opportunities within the community
- ☐ One or more organization staff provided recognized leadership of the activity or activities that led to the establishment or expansion of new services or programs in support of better schools or educational opportunities within the community
- ☐ One or more organization staff participated in the activity or activities that led to the establishment or expansion of new services or programs in support of better schools or educational opportunities within the community
- ☐ No organization staff participated in activities that led to the establishment or expansion of new services or programs in support of better schools or educational opportunities within the community

5. Funding/Resource Availability in the Realm of Education

5.1 Outcomes

Did your organization’s activities contribute to either an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability for schools and educational opportunities within the overall community this past year? If so, what was the total estimated impact of those activities in terms of dollars per year? “Resources” includes both actual dollars and other types of in-kind resources. For example, if the organization’s activities resulted in the receipt of a \$100,000 Federal grant for a new service, avoidance of a municipal budget cut of \$50,000, and receipt of a private donation of \$25,000 in goods and services, the total impact would be \$175,000. Please enter “0” if your organization did not contribute to an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability this past year.	
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5.2 Role

What role did your organization’s staff play with respect to activities that contributed to either an increase in funding/resource availability or an avoidance of a reduction for schools and educational opportunities within the community? If your organization played different roles in different activities reported in 5.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to an increase in funding/ resource availability or an avoidance of a reduction
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to a increase in funding/resource availability or a avoidance of a reduction
- ☐ One or more organization staff participated in the activity or activities that contributed to an increase in funding/resource availability or an avoidance of a reduction
- ☐ No organization staff participated in activities designed to contribute to a increase in funding/resource availability or a avoidance of a reduction

6. Perceived Impact/Outcomes in the Realm of Education

6.1 Constituents/Residents

What is your estimate of the rating that your organization would receive from those it has served in terms of the difference it has made in helping to improve schools and educational opportunities within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. This rating will be compared with the actual score if the Community Survey is administered.. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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6.2 Key Informants

What is your estimate of the rating that your organization would receive from key informants within the community in terms of the difference it has made in helping to improve schools and educational opportunities within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. This rating will be compared with the actual score if the Key Informant Survey is administered. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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SECTION II: CIVIC ENGAGEMENT IN THE REALM OF HEALTHY LIVING

Definition: Healthy Living practices encourage and promote access and use of nutritional food, physical activity, and interaction with the natural environment as a source quality living.

If your organization does not conduct civic engagement activities in the realm of Healthy Living, please check here ☐ and proceed to Section III, Economic Security.

1. Constituent/Resident Empowerment in the Realm of Healthy Living

1.1 Outcomes

What percent of the adults served by your organization have been helped to become more active as advocates for healthy living within the community this past year? (Please provide an estimated percent from 0 to 100.)	
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1.2 Role

What role did your organization’s staff play with respect to activities that contributed to constituent/resident advocacy of healthy living within the community? If your organization played different roles in different activities reported in 1.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to constituent/resident advocacy of healthy living in the community
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to constituent/resident advocacy of healthy living in the community
- ☐ One or more organization staff participated in the activity or activities that contributed to constituent/resident advocacy of healthy living in the community
- ☐ No organization staff participated in activities that contributed to constituent/resident advocacy of healthy living in the community

2. Public Policy and Community Practices in the Realm of Healthy Living

2.1 Outcomes

How many public policy actions (e.g., new or modified regulations, ordinances, laws) and/or changes in community practices did your organization’s activities help bring about this past year with respect to healthy living within the community?	
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2.2 Role

What role did your organization’s staff play in helping to bring about public policy actions and/or changes in community practices with respect to healthy living within the community? If your organization played different roles in different activities reported in 2.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to public policy actions and/or changes in community practices with respect to healthy living within the community
- ☐ One or more organization staff functioned as a leader of the activity or activities that contributed to public policy actions and/or changes in community practices with respect to healthy living within the community
- ☐ One or more organization staff participated in the activity or activities that contributed to public policy actions and/or changes in community practices with respect to healthy living within the community
- ☐ No organization staff participated in activities designed to contribute to public policy actions and/or changes in community practices with respect to healthy living within the community

3. Partnerships in the Realm of Healthy Living

3.1 Outcomes

How many partnerships to advocate for healthy living within the community were formed, significantly re-organized, or strengthened this past year as a result of your organization’s activities?	
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3.2 Role

What role did your organization’s staff play with respect to activities designed to bring about or re-organize partnerships in the area of healthy living within the community? If your organization played different roles in different activities reported in 3.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to partnerships advocating for healthy living within the community
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to partnerships advocating for healthy living within the community
- ☐ One or more organization staff participated in the activity or activities that contributed to partnerships advocating for healthy living within the community
- ☐ No organization staff participated in activities designed to contribute to partnerships advocating for healthy living within the community

4. Service Delivery In the Realm of Healthy Living

4.1 Outcomes

How many new services or programs supporting healthy living within the community were established, expanded, or strengthened at least in part by your organization this past year?	
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4.2 Role

What role did your organization’s staff play with respect to new services or programs that were established in support of healthy living within the community? If your organization played different roles in different activities reported in 4.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that led to the establishment or expansion of new services or programs in support of healthy living within the community
- ☐ One or more organization staff provided recognized leadership of the activity or activities led to the establishment or expansion of new services or programs in support of healthy living within the community
- ☐ One or more organization staff participated in the activity or activities that led to the establishment or expansion of new services or programs in support of healthy living within the community
- ☐ No organization staff participated in activities that led to the establishment or expansion of new services or programs in support of healthy living within the community

5. Funding/Resource Availability in the Realm of Healthy Living

5.1 Outcomes

Did your organization’s activities contribute to either an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability for programs supporting healthy living within the community this past year? If so, what was the total estimated impact of those activities in terms of dollars per year? For example, if the organization’s activities resulted in the receipt of a \$100,000 Federal grant for a new service, avoidance of a municipal budget cut of \$50,000, and receipt of a private donation of \$25,000 in goods and services, the total impact would be \$175,000.	
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5.2 Role

What role did your organization’s staff play with respect to activities that contributed to either an increase in funding/resource availability or an avoidance of a reduction for programs supporting healthy living within the community? If your organization played different roles in different activities reported in 5.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to an increase in funding/ resource availability or an avoidance of a reduction
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to increase in funding/resource availability or avoidance of reduction
- ☐ One or more organization staff participated in the activity or activities that contributed to increase in funding/resource availability or avoidance of reduction
- ☐ No organization staff participated in activities designed to contribute to increase in funding/resource availability or avoidance of reduction

6. Perceived Impact/Outcomes in the Realm of Healthy Living

6.1 Constituents/Residents

What is your estimate of the rating that your organization would receive from those it has served in terms of the difference it has made in contributing to healthy living within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. This rating will be compared with the actual score if the Community Survey is administered. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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6.2 Key Informants

What is your estimate of the rating that your organization would receive from key informants within the community in terms of the difference it has made in contributing to healthy living within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. This rating will be compared with the actual score if the Key Informant Survey is administered. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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SECTION III: CIVIC ENGAGEMENT IN THE REALM OF ECONOMIC SECURITY

Definition: Economic Security allows families to generate income and assets that promote family stability, economic mobility and financial independence.

If your organization does not conduct civic engagement activities in the realm of Economic Security, please check here ☐ and leave the Section blank.

1. Constituent/Resident Empowerment in the Realm of Economic Security

1.1 Outcomes

What percent of the adults served by your organization have been helped to become more active as advocates for economic security within the community this past year? (Please provide an estimated percent from 0 to 100.)	
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1.2 Role

What role did your organization’s staff play with respect activities that contributed to constituent/resident advocacy for economic security within the community? If your organization played different roles in different activities reported in 1.1, please report the average or most typical rating. (Check one)

- ☐ One of more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to fostering constituent/ resident advocacy in the realm of economic security
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to fostering constituent/resident advocacy in the realm of economic security
- ☐ One or more organization staff participated in the activity or activities that contributed to fostering constituent/resident advocacy the realm of economic security
- ☐ No organization staff participated in activities designed to contribute to fostering constituent/resident advocacy in the realm of economic security

2. Public Policy and Community Practices in the Realm of Economic Security

2.1 Outcomes

How many public policy actions (e.g., new or modified regulations, ordinances, laws) and/or changes in community practices did your organization’s activities help bring about this past year with respect to economic security within the community?	
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2.2 Role

What role did your organization’s staff play in helping to bring about public policy actions and/or changes in community practices with respect to economic security within the community? If your organization played different roles in different activities reported in 2.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to public policy actions and/or changes in community practices with respect to economic security within the community
- ☐ One or more organization staff functioned as a leader of the activity or activities that contributed to public policy actions and/or changes in community practices with respect to economic security within the community
- ☐ One or more organization staff participated in the activity or activities that contributed to public policy actions and/or changes in community practices with respect to economic security within the community
- ☐ No organization staff participated in activities designed to contribute to public policy actions and/or changes in community practices with respect to economic security within the community

3. Partnerships in the Realm of Economic Security

3.1 Outcomes

How many partnerships to advocate for economic security within the community were formed, significantly re-organized, or strengthened this past year as a result of your organization’s activities?	
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3.2 Role

What role did your organization’s staff play with respect to activities designed to bring about or re-organize partnerships in the area of economic security within the community? If your organization played different roles in different activities reported in 3.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to partnerships advocating for economic security within the community
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to partnerships advocating for economic security within the community
- ☐ One or more organization staff participated in the activity or activities that contributed to partnerships advocating for economic security within the community
- ☐ No organization staff participated in activities designed to contribute to partnerships advocating for economic security within the community

4. Service Delivery In the Realm of Economic Security

4.1 Outcomes

How many new services or programs supporting economic security within the community were established, expanded, or strengthened at least in part by your organization this past year?	
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4.2 Role

What role did your organization’s staff play with respect to new services or programs that were established in support of economic security within the community? If your organization played different roles in different activities reported in 4.1, please report the average or most typical rating. (Check one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that led to the establishment or expansion of new services or programs in support of economic security within the community
- ☐ One or more organization staff provided recognized leadership of the activity or activities led to the establishment or expansion of new services or programs in support of economic security within the community
- ☐ One or more organization staff participated in the activity or activities that led to the establishment or expansion of new services or programs in support of economic security within the community
- ☐ No organization staff participated in activities that led to the establishment or expansion of new services or programs in support of economic security within the community

5. Funding/Resource Availability in the Realm of Economic Security

5.1 Outcomes

Did your organization’s activities contribute to either an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability for programs supporting economic security within the community this past year? If so, what was the total estimated impact of those activities in terms of dollars per year? “Resources” includes both actual dollars and other types of in-kind resources. For example, if the organization’s activities resulted in the receipt of a \$100,000 Federal grant for a new service, avoidance of a municipal budget cut of \$50,000, and receipt of a private donation of \$25,000 in goods and services, the total impact would be \$175,000.	
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5.2 Role

What role did your organization’s staff play with respect to activities that contributed to either an increase in funding/resource availability or an avoidance of a reduction for programs supporting economic security within the community? If your organization played different roles in different activities reported in 5.1, please report the average or most typical rating. (Select one)

- ☐ One or more organization staff functioned as a KEY or PRIMARY organizer/ leader of the activity or activities that contributed to an increase in funding/ resource availability or an avoidance of a reduction
- ☐ One or more organization staff provided leadership of the activity or activities that contributed to increase in funding/resource availability or avoidance of reduction
- ☐ One or more organization staff participated in the activity or activities that contributed to increase in funding/resource availability or avoidance of reduction
- ☐ No organization staff participated in activities designed to contribute to increase in funding/resource availability or avoidance of reduction

6. Perceived Impact/Outcomes in the Realm of Economic Security

6.1 Constituents/Residents

What is your estimate of the rating that your organization would receive from those it has served in terms of the difference it has made in contributing to economic security within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. This rating will be compared with the actual score if the Community Survey is administered. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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6.2 Key Informants

What is your estimate of the rating that your organization would receive from key informants within the community in terms of the difference it has made in contributing to economic security within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. This rating will be compared with the actual score if the Key Informant Survey is administered. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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APPENDIX D

CIVIC ENGAGEMENT KEY INFORMANT SURVEY

(Name of Organization)

KEY INFORMANT SURVEY

(Organization) is conducting an evaluation of its community involvement. We are requesting that you complete this survey as an important component of that evaluation. Please rate the activities and outcomes of (Organization) over the past year in each of the areas of community involvement below. If you have no knowledge about a particular area or are unable to answer any item, please just leave it blank. You are encouraged to be candid in your ratings.

The survey makes numerous references to “advocacy” and “advocate”. For these purposes, advocacy refers to a wide range of activities that have the potential for creating positive change for constituents, including but not limited to: promoting active and intentional involvement in community organizations and community events, fiscal contributions, membership on local committees/boards, and lobbying to change public policy and rules.

For assistance in completing this survey, please call 877-330-9870 or write to help@bpsys.org.

SECTION I: EDUCATION

Definition: Education involves those practices that support “comprehensive and integrative” approaches to healthy child development, family literacy, and educational advocacy.

If you are NOT familiar with this organization’s activities in the area of education, please leave this section blank and proceed to the next section.

1. Community Involvement in the Realm of Education

Approximately what percent of the adults served by (Organization) have been helped to become more active as advocates for better schools and educational opportunities within the community this past year? (Please provide an estimated percent from 0 to 100.)	
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2. Public Policy and Community Practices in the Realm of Education

How many public policy actions (e.g., new or modified regulations, ordinances, laws) and/or changes in community practices did (Organization) activities help bring about this past year with respect to schools or educational opportunities within the community?	
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3. Partnerships in the Realm of Education

How many partnerships to advocate for schools or educational opportunities within the community were formed, significantly re-organized, or strengthened this past year as a result of (Organization) activities?	
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4. Service Delivery In the Realm of Education

How many new services or programs supporting better schools or educational opportunities within the community were established, expanded, or strengthened at least in part by (Organization) this past year?	
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5. Funding/Resource Availability in the Realm of Education

Did (Organization) activities contribute to either an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability for schools and educational opportunities within the overall community this past year? If so, what was the total estimated impact of those activities in terms of dollars per year? "Resources" includes both actual dollars and other types of in-kind resources. For example, if the organization's activities resulted in the receipt of a \$100,000 Federal grant for a new service, avoidance of a municipal budget cut of \$50,000, and receipt of a private donation of \$25,000 in goods and services, the total impact would be \$175,000. Please enter "0" if (Organization) did not contribute to an increase in funding/resource availability or an avoidance of a reduction in finding/resource availability this past year.	
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6. Perceived Impact/Outcomes in the Realm of Education

Rate (Organization) in terms of the difference it has made in helping to improve schools and educational opportunities within the community. Please use the following 100 point scale. Select a number from 1 to 100 for your rating. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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SECTION II: HEALTHY LIVING

Definition: Healthy Living practices encourage and promote access and use of nutritional food, physical activity, and interaction with the natural environment as a source quality living.

If you are NOT familiar with this organization’s activities in the area of healthy living, please leave this section blank and proceed to the next section.

1. Constituent/Resident Empowerment in the Realm of Healthy Living

Approximately what percent of the adults served by (Organization) have been helped to become more active as advocates for healthy living within the community this past year? (Please provide an estimated percent from 0 to 100.)	
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2. Public Policy and Community Practices in the Realm of Healthy Living

How many public policy actions (e.g., new or modified regulations, ordinances, laws) and/or changes in community practices did (Organization) activities help bring about this past year with respect to healthy living within the community?	
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3. Partnerships in the Realm of Healthy Living

How many partnerships to advocate for healthy living within the community were formed, significantly re-organized, or strengthened this past year as a result of (Organization) activities?	
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4. Service Delivery In the Realm of Healthy Living

How many new services or programs supporting healthy living within the community were established, expanded, or strengthened at least in part by (Organization) this past year?	
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5. Funding/Resource Availability in the Realm of Healthy Living

Did (Organization) activities contribute to either an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability for programs supporting healthy living within the community this past year? If so, what was the total estimated impact of those activities in terms of dollars per year? For example, if the organization’s activities resulted in the receipt of a \$100,000 Federal grant for a new service, avoidance of a municipal budget cut of \$50,000, and receipt of a private donation of \$25,000 in goods and services, the total impact would be \$175,000. Please enter “0” if (Organization) did not contribute to an increase in funding/resource availability or an avoidance of a reduction in finding/resource availability this past year.	
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6. Perceived Impact/Outcomes in the Realm of Healthy Living

Rate (Organization) in terms of the difference it has made in contributing to healthy living within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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SECTION III: ECONOMIC SECURITY

Definition: Economic Security allows families to generate income and assets that promote family stability, economic mobility and financial independence.

If you are NOT familiar with this organization’s activities in the area of Economic Security, please leave this section blank.

1. Constituent/Resident Empowerment in the Realm of Economic Security

Approximately what percent of the adults served by (Organization) have been helped to become more active as advocates for economic security within the community this past year? (Please provide an estimated percent from 0 to 100.)	
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2. Public Policy and Community Practices in the Realm of Economic Security

How many public policy actions (e.g., new or modified regulations, ordinances, laws) and/or changes in community practices did (Organization) activities help bring about this past year with respect to economic security within the community?	
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3. Partnerships in the Realm of Economic Security

How many partnerships to advocate for economic security within the community were formed, significantly re-organized, or strengthened this past year as a result of (Organization) activities?	
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4. Service Delivery In the Realm of Economic Security

How many new services or programs supporting economic security within the community were established, expanded, or strengthened at least in part by (Organization) this past year?	
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5. Funding/Resource Availability in the Realm of Economic Security

Did (Organization) activities contribute to either an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability for programs supporting economic security within the community this past year? If so, what was the total estimated impact of those activities in terms of dollars per year? "Resources" includes both actual dollars and other types of in-kind resources. For example, if the organization's activities resulted in the receipt of a \$100,000 Federal grant for a new service, avoidance of a municipal budget cut of \$50,000, and receipt of a private donation of \$25,000 in goods and services, the total impact would be \$175,000. Please enter "0" if (Organization) did not contribute to an increase in funding/resource availability or an avoidance of a reduction in finding/resource availability this past year.	
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6. Perceived Impact/Outcomes in the Realm of Economic Security

Rate (Organization) in terms of the difference it has made in contributing to economic security within the community this past year? Please use the following 100 point scale. Select a number from 1 to 100 for your rating. Excellent (80-100) Good (60-79) Average (40-59) Fair (20-39) Poor (1-19)	
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APPENDIX E

CIVIC ENGAGEMENT CONSTITUENT SURVEY

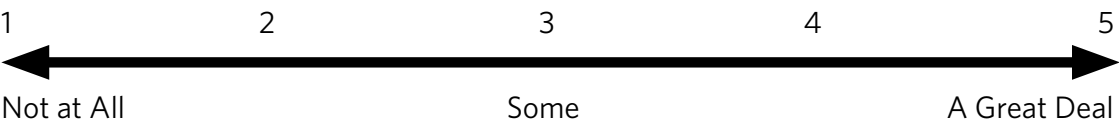
(Name of Organization)

COMMUNITY SURVEY

Here at (Organization), we are evaluating how well we help you and others to contribute to positive changes within our community. We are asking you to help us with that evaluation. Please take 5 minutes to provide a rating on each of the items below *over the past year*. This survey is anonymous so please do not sign it.

SECTION I

Please use the following scale to rate (organization) on each of the items below. Select a number from 1 to 5 for each of your ratings.



Education (Education involves those things that support healthy child development, the ability to read and write, and working towards improved schools and education in the community.)

- 1. (Organization) has helped me to develop the skills to work for better schools or education for my family or others in the community
- 2. (Organization) has helped me to work for changes in the law and/or the way things are done when it comes to schools or education
- 3. (Organization) has introduced me to other organizations or individuals working for better schools or education
- 4. (Organization) has given me information or provided services that have improved my family's education
- 5. (Organization) has helped me to work for increased funding or other support or to fight against cuts in funding for schools and education. "Other support" might include volunteering or other forms of non-financial aid.

Healthy Living (Healthy Living refers to the use of nutritional food, physical activity, and interaction with nature as a source quality living.)

- 1. (Organization) has helped me to develop the skills to work for healthy living within my community
- 2. (Organization) has helped me to work for changes in the law and/or the way things are done when it comes to healthy living within my community
- 3. (Organization) has introduced me to other organizations or individuals working for healthy living within my community
- 4. (Organization) has given me information or services that have helped me and/or my family to have healthier lives

5. (Organization) has helped me to work for increased funding or other support or to fight against cuts in funding for healthy living within the community.
“Other support” might include volunteering or other forms of non-financial aid.

Economic Security Economic Security refers to earning income and building assets that leads to greater financial independence.)

1. (Organization) has helped me to develop the skills to work for economic security within my community
2. (Organization) has helped me to work for changes in the law and/or the way things are done when it comes to economic security within my community
3. (Organization) has introduced me to other organizations or individuals working for economic security within my community
4. (Organization) has given me information or services that have helped me and/or my family to be more economically secure
5. (Organization), has helped me to work for increased funding or other support or to fight against cuts in funding for economic security within the community.
“Other support” might include volunteering or other forms of non-financial aid.

SECTION II

Please use the following 100 point scale to rate (organization) on each of the three items below. Select a number from 1 to 100 for each of your ratings.

Excellent (80-100)
Good (60-79)
Average (40-59)
Fair (20-39)
Poor (1-19)

1. How much of a difference has (organization) made in the past year in helping to work for better schools and education within the community?
2. How much of a difference has (organization) made in the past year in helping to work for healthy living within the community?
3. How much of a difference has (organization) made in the past year in helping to work for economic security within the community?

APPENDIX F

USER GUIDE

CIVIC ENGAGEMENT MEASUREMENT SYSTEM (CEMS)

USER GUIDE

This guide serves as a reference tool to maximize your use of the Civic Engagement Measurement System (CEMS). In using the Civic Engagement Organizational Survey (and its companion tools), organizations actively and intentionally engaged in facilitating and promoting change in the key service areas below will be positioned to better understand and demonstrate their impact toward community change.

SECTION 1: Key Areas of Civic Engagement Programming and Services

The creation of the Civic Engagement Measurement System (CEMS) was funded by the W.K. Kellogg Foundation to capture the impact of human service organizations on constituents and residents. Unlike other tools that tend to measure the attitudes, behaviors, and activities of constituents and residents, CEMS measures organization performance in creating and promoting civic engagement activities in their community. The Kellogg Foundation's primary areas of focus are in measuring human service civic engagement impact in the areas of:

- Educated Kids
- Healthy Kids
- Economically Secure Families

The Kellogg Foundation defines **Education** as those practices that support "comprehensive and integrative" approaches to healthy child development by focusing on strengthening the social, emotional, cognitive, physical, cultural and civic development of children, family literacy to support the multiple generations that influence a child's life, educational advocacy, innovative educational practices, and lifelong learning strategies that make it possible for the most vulnerable children and families to achieve success by third grade and beyond.

According to the Kellogg Foundation, **Healthy Living** practices—as part of its focus on healthy kids, encourage and promote equity of access, quality and use of fresh, healthy food, physical activity, and interaction with the natural environment as a source quality living.

Finally, **Economic Security** allows families to generate income and assets that promote family stability, economic mobility and financial independence by organizing and bringing together community resources to serve families where they are at, clarify and promote gender equity and resolved inequities in cultural and racial disparities, and amplify the natural voice of communities and their potential for leadership.

The appendix of this user guide provides examples of how human services are adapted to integrate civic engagement activities into existing programs and service models.

SECTION 2: Implementing Use of the Civic Engagement Organizational Survey

Background

The purpose of this measurement system is to evaluate your organization's effectiveness in conducting civic engagement activities. The Civic Engagement Organization Survey is

one of three surveys that comprise the Civic Engagement Measurement System (CEMS) for the evaluation of civic engagement activities in your organization. Parallel versions of this survey are available for use with members of the community that you serve and key informants knowledgeable about your civic engagement work.

This survey considers two aspects of your civic engagement work: outcomes and the role you played to produce those outcomes. Three domains are represented in the survey: education, healthy living and economic security. Within each of these domains, the survey presents outcomes and roles with respect to five themes: constituent/resident empowerment, public policy/community practices, partnerships, services, and funding/resources.

For the purposes of this survey, “civic engagement” is defined as *people and organizations purposefully interacting and working together with their neighbors, fellow community members, other organizations, and decision makers and administrators to create positive community, institutional, and/or policy change*. The resulting benefit of civic engagement is an engaged citizenry participating in democracy at every level of public life. A primary goal of civic engagement is to build opportunities for traditionally disenfranchised individuals and groups to participate and effectuate change, and demonstrate that they can make a difference. Relationships between actors will differ in various civic engagement efforts, but relationship-building is at the core of all civic engagement strategies. Civic engagement is more than getting people engaged and active in their community. It is also about institutional and organizational change. Civic engagement is not just about external change; it has the capacity to transform our own organizations.

Implementation

To maximize your use of the Civic Engagement Survey and establish on-going benchmarks to review your organizations performance, it is best to designate an annual review completion time for this instrument. It is recommended that the organization select a time frame that allows the results to better inform setting of advocacy agendas and strategic planning.

Given that the subject of this measurement is “organization effectiveness”, not individual involvement, it is critical to gather input from multiple key leaders in the organization and come to consensus on how the data collected throughout the year informs your rankings.

To complete the Civic Engagement Organizational Survey you need to access the following data points:

- Numbers of adults served by the agency through education, economic security and healthy living programs and services and the number of subgroups involvement in potential civic engagement activities;
- A menu of civic engagement outputs and activities related to the areas of education, economic security and healthy living and the organization level individuals involved and their roles;

- Costs and realized value benefits of the civic engagement work of the organization;
- Data on the number of partnership the organization is involved in, the activities engaged in with those partnerships and evaluations of the inner workings of those partnerships;
- The role that your organization played with respect to civic engagement activities and
- Constituent feedback on the organization's activities.

Definitions

The CEMS examines data sources about and from several different groups of stakeholders involved in organizations civic engagement efforts. Different organizations refer to these groups in various ways. For the purposes of these surveys:

Constituent/Residents refer to the adults served by the agency. Your organization may refer to these individuals as clients, participants, community members, neighbors, etc. It should include those adults that are direct beneficiaries of the organization's resources.

Key Informants are the individuals in the community, or at other organizations, businesses, funding groups, boards, etc. that the organization comes into contact that can speak to the effectiveness of the organization's civic engagement work. These include groups that the organization may work with through formal or informal partnerships, collaborations, coalitions, volunteer work and private donors.

Staff are the paid and volunteer workers in the organization that are necessary to advance civic engagement work. For the purposes of this survey, staff includes individuals at all levels of organization leadership for direct and support services through the executive level and inclusive of board members engaged in activity to directly advance the organizations position. ***Do not include*** constituent/resident leadership or involvement in programs and activities in the staff category.

The CEMS asks your organization to count and review several activities that help advance civic engagement work. Many human service organizations programs and services engage in these activities as part of their daily practice, but they do not always meet the standards of civic engagement that this tool is meant to capture. For the purposes of this survey, consider the following:

The survey refers to "**advocacy**" and "**advocate**" on numerous occasions. For these purposes, advocacy refers to a wide range of activities that have the potential for creating positive change for constituents, including but not limited to: promoting active and intentional involvement in community organizations and community events, fiscal contributions that promote community change, membership on local committees/boards, and lobbying to change public policy and rules.

Key Leader/Primary Organizer is assigned to those individuals who are accountable and responsible for the inception of the project, movement or activity; the project would not move forward or continue without this level of involvement.

A **Staff Leadership** role is meant to capture significant individual/organization involvement in a project in which the organization plays a major, but not primary role. Staff participation represents facilitation or attendance at events, projects and activities, but the staff member and/or organization is not solely responsible for the planning and outcomes of the event.

Public Policy actions are the activities and the resulting changes made to legislation, ordinances or law at the local, state, regional or national level. However, organizations should also credit themselves for impacts on **community practice** including but not limited to: changes in school menu choices, removals of vending machines from liquor stores, instituting neighborhood watch programs, decreases in vandalism, more visible and consumer friendly practices of local banking.

The structure of the CEMS asks you to estimate values of activities and resources that are somewhat subjective in nature. In discussing your organization's performance consider the following aspects of these relationships:

HSOs are often required to establish partnerships. For these purposes, **partnerships** are those relationships and collaborations that are monitored and decided to be meaningful to the organization's civic engagement work. Do not consider partnerships that the organization has but does not draw on for civic engagement purposes or other informal partnerships that come about haphazardly (i.e. referrals to other community based organizations that stem from an awareness of service provision rather than some form of formal engagement/agreement; invitations to present at or exhibiting/advertising the organizations programs and services at a community fair, etc).

Funding/resources availability includes a value estimation of the actual dollars, in-kind items and human capital that contribute to either an increase in funding/resource availability or an avoidance of a reduction in funding/resource availability. Consider the total estimated impact of those activities in terms of dollars per year. "Resources" includes both actual dollars and other types of in-kind resources. For example, if the organization's activities resulted in the receipt of a \$100,000 Federal grant for a new service, avoidance of a municipal budget cut of \$50,000, and receipt of a private donation of \$25,000 in goods and services, the total impact would be \$175,000.

An **average** or **typical rating** should reflect an organization's "good faith" effort and priority on role placement for a particular area of impact. In other words, your level of leadership and participation should reflect an organization's commitment to education, healthy living, and/or economic security within the given year.

SECTION 3: Using the Companion Surveys

This piece under development early 2012]

SECTION 4: Beyond Accountability: Using your data

This piece under development early 2012]

APPENDIX A

Community Solutions for Human Services

Much of the work of human service organizations today sits on the margins of community-based work and traditional service delivery. The question is often asked, how do human service organization distinguish their daily community-based work from their civic engagement work? The answer is that civic engagement work actively and intentionally seeks community-based solutions for community issues.

Generally, civically embedded human service organizations recognize additional principals and philosophies that make intentional their work. These include that:

- Children learn from their community the values and virtues of citizenship and look towards adults to model these practices
- Constituents have a voice of their own and can influence their own development
- Children and families of all social groups need access to healthy and stable environments in order to maximize their potential for success
- Communities are not simply a place where people reside, but rather where they live, grow and develop
- Family stability is a multi-generational concept that cannot be created in the absence of strong community partnerships and leadership
- The environment can shape how people think, feel and respond to opportunity.

Examples of Civic Engagement Activities

Civic engagement activities assume a myriad of forms and areas of focus. In completing the Organizational Survey, it is very important to gather input from all relevant leaders and staff within the organization to ensure a complete and accurate accounting. In some instances, it may be difficult to discern if an activity falls into the civic engagement category. It is important to distinguish civic engagement from routine social services provided to those you serve. Use the definitions provided in this User Guide to assist in such determinations. Some examples of civic engagement activities are provided below to stimulate your thinking and clarify further what types of activities may constitute civic engagement work.

Education

1. Offering classes on how to communicate with teachers and principals when your child is having problems
2. Partnering with other community agencies to work with school administrators on concerns raised by parents
3. Working collaboratively with the local school system to offer GED and adult education classes to your clients
4. Helping to organize a parent-run educational program
5. Playing a role in introducing corporate mentorships to schools
6. Participating in a multi-agency initiative with schools to reduce truancy

7. Serving as a liaison between schools and foster care agencies to enhance attentiveness to student needs
8. Educating constituents in the community about school board elections and the importance of voting
9. Collaborating directly with parents and school administrations to identify community needs
10. Taking students to legislative hearings, community events, rallies, community planning, and integration with social action groups.

Healthy Living

1. Encouraging the development of community gardens that equip participants with information about healthy foods
2. Collaborating with local clinics to increase community awareness of the importance and availability of health screenings and immunizations
3. Developing joint program with local hospital to provide exercise and dance classes
4. Participating in community anti-smoking coalition
5. Lobbying legislature for better funding for local health clinics
6. Providing clients with information about how they can access various health and wellness services at little or no cost
7. Providing drug and alcohol program in local schools
8. Developing program with local law enforcement and criminal justice agencies to prevent and address domestic violence
9. Organizing community “clean-up” campaign with local leaders
10. Working with local leaders to create neighborhood “patrols” to increase safety

Economic Security

1. Developing community groups that work with local merchants on bringing in needed products at a reasonable price
2. Working with local university to develop career resource center to assist with resume development, job interviewing, etc.
3. Encouraging banks to establish a local branch in the neighborhood
4. Participating in multi-agency coalition to reduce poverty
5. Partnering with local banks to offer budgeting and financial management classes
6. Brokering meetings with accountants to offer low-cost/free tax preparation
7. Collaborating with local banks to encourage local residents to open a bank/checking account and learn how to manage it
8. Establishing coalition with local lenders and others to help prevent mortgage foreclosures
9. Working with local agencies and block grant funds to finance small business development
10. Working with relevant agencies to make affordable mortgages available

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