

# Measuring the effectiveness of your volunteer program

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**do good Consulting**



## Introductions

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- Name and MOWAA chapter
- Role with Meals On Wheels
- One specific data strength      - and -
- One specific data challenge

## Session objectives

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- Learn to collect volunteer program data
- Learn to analyze volunteer program data
- Learn to present volunteer program data

## Session overview

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- Overview of our programs
- Framework for planning our programs
- Activity: program planning
- How to evaluate our programs
- Developing an evaluation plan
- Tips on sources and uses of data
- Tips of data analysis and presentation

## What do our programs look like?

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Staffing

Volunteers

Service recipients

Programs

Budget

Other

GENERAL OVERVIEW

## What do our programs look like?

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Staffing

Volunteers

Service recipients

Programs

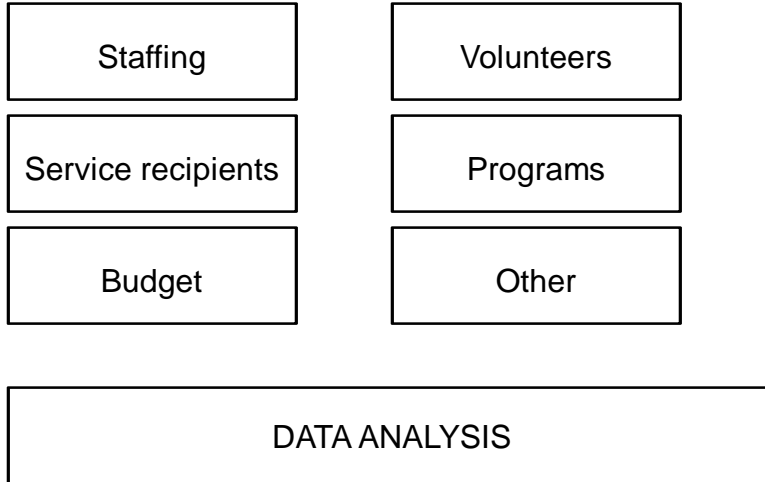
Budget

Other

DATA COLLECTION

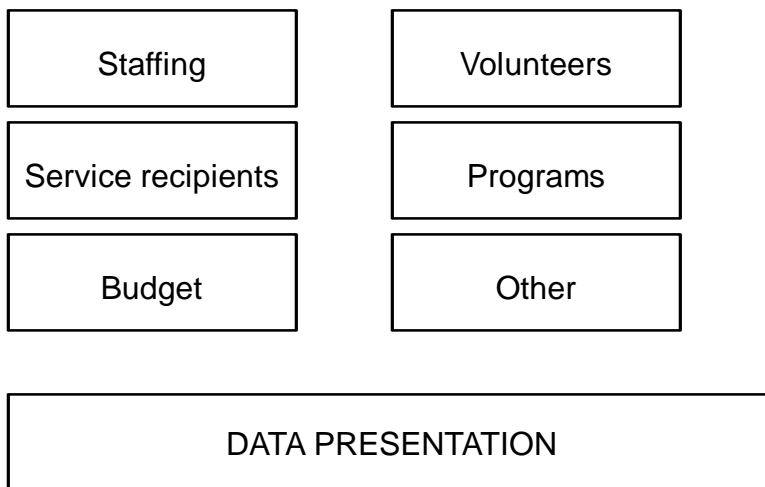
## What do our programs look like?

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## What do our programs look like?

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## Measurement basics: impact

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- Impact: change in the health, social and economic status of the population of interest through sector-specific contributions

## Measurement basics: effects

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- Effects: change in the knowledge, attitudes, skills, intentions, and/or behaviors of the population of interest that contributes to the desired impact

## Measurement basics: outcomes

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- Outputs: products and services that must be in place for the effects to be achieved

## Measurement basics: activities

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- Activities: technical and support tasks required to produce the outputs

## Measurement basics: inputs

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- Inputs: resources required to support your activities

## Putting it together

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- This set of inputs and activities will result in these products and services [outputs], which will facilitate these changes in the population [effects], which will contribute to the desired impact.

## Activity: planning your program

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Inputs → Activities → Outputs → Effects → Desired Impacts



## Activity: planning your program

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- This set of inputs and activities will result in these products and services [outputs], which will facilitate these changes in the population [effects], which will contribute to the desired impact.



## Evaluation status

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- Novice, intermediate or expert?
- Informal or systematic data collection?
- Qualitative, quantitative or both?

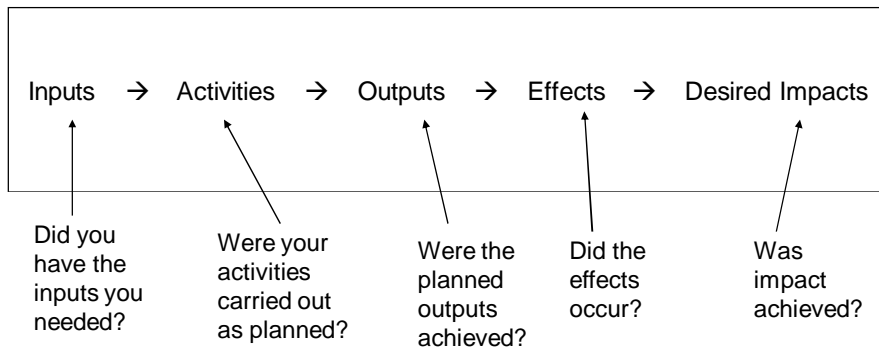
## Evaluation

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- Evaluation is a process
- Evaluation involves gathering information
- Gathered information can be qualitative, quantitative or both
- Evaluation is used to improve programs

## Evaluating your program

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## Evaluating your program: indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- Measure the links using indicators

## Output indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- Output indicators measure products and services provided by the program, *and the quality of these products and services.*
- Usually, project records are the main source of information for output indicators.

## Output indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- # of outreach staff trained
- % of trained outreach staff who received rating of “good” or “excellent” on final training exercise
- % of trained outreach staff who perform education and service responsibilities “well” or “very well”

## Output indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- To [deliver / establish]  
a [specific and quantified product or service]  
by [health workers or system]  
to [population of interest]  
by [time frame]

## Effects indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- Effect indicators measure the knowledge, attitudes, skills, intentions and behaviors of the population we are trying to help.
- requires measurement at the population level (such as with a community-based survey)

## Effects indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- To reduce the proportion of asthmatic children in the project area who have visited an ER for asthma management in the prior 12 months to under 10% in 2 years.
- To increase the proportion of 6-11 year-old schoolchildren in the project area who can correctly identify 8 out of 10 'healthy' and 'non-healthy' foods from 30% to 80% by the end of the academic year.

## Effect indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- [# or %] of  
[population group of interest] who  
[know / believe / do]  
[specific knowledge / attitude / skill / behavior]

## Effect indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- To [increase / decrease]  
the [specific knowledge, attitudes, skills,  
behaviors]  
among [specific population of interest]  
from-to [from baseline to desired level]  
or to [to standard level]  
by [time frame]

## Impact indicators

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Inputs → Activities → Outputs → Effects → Desired Impacts

- Impact indicators measure the health, social or economic status of the population of interest.
- They are often rates or ratios and are virtually always population-based measures.

PROGRAM MONITORING AND EVALUATION PLAN				
<i>SUGGESTED FORMAT</i>				
Objectives Note: Indicators for ALL objectives must be presented	Indicator(s)	Source of data/ Data collection method	Frequency of collection/ compilation	Comments
<b>Additional key outputs to measure</b>				
Add lines as needed				

## Sources of data

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- Volunteer databases
- Paper sign-up sheets
- Excel spreadsheets
- Focus groups
- Surveys
- One-on-one interviews
- Event sign up sheets
- Event organizing report
- Online hours logging tool
- Timesheet/timecard
- Volunteer event management application
- Telephone calls
- Document and record analysis

## Uses of data

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- Share with board
- Share with staff
- Share with funders
- Use to improve program effectiveness
- Use to improve volunteer experience
- Use to improve service recipient experience
- Organizational strategy
- Staffing decisions
- Budget decisions
- Show community support
- Design targeted recruitment and retention strategies

## Creating a data analysis plan

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- Establish a baseline for benchmarking
- Establish goals for each quarter/year
- Establish a timeline for collecting and reporting
- Determine how to use them for internal purposes
- Create committees
- Define, define, define
- Be consistent



## Presenting your data

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- Use charts, graphs and maps
- Incorporate quantitative and qualitative data
- Compare data historically
- Show progress against baselines
- Use timelines to show progress
- Use quotes, stories and pictures

## Action planning

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- Where
- What
- Who
- Why
- When



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