

Excerpt Theme	Q1- What is important to measure in our work?	Q2- What do you currently measure in your work?	Q3- What should an assessment tool look like and what should it do for you?
Enthusiasm/Engagement/Satisfaction/	Enthusiasm/Engagement/Satisfaction/	Enthusiasm/Engagement/Satisfaction/	Enthusiasm/Engagement/Satisfaction/
	Growth of program and interest	Measure the potential for growth, connections to people or organization	
Comment	Increase in caring	Recognition based on awards measure engagement.	
	# of students / teachers served	Measuring qualitative impacts – enthusiasm	
comment	Not just “quantitative” (qualitative...)	Attendance numbers	
	Attendance; # materials distributed; articles published; followers (social media); # of people reading e-newsletter	Numbers at events that organization attends or hosts	
theme	success; feedback	Quantitative rather than qualitative	
	Teacher satisfaction	Event participation – surveys	
	Student engagement	Qualitative research – interviews	
comment starred as important point	Art is a good way to measure learning / success	Number of visitors	
	Art is a great medium to measure qualitative impact (NPS art contest)	Survey – how satisfied were people with their project and out office and did they do more afterward?	
	Student learning (knowledge and attitudes)	Tracking open rates for newsletters, email blasts, etc, based on timing	
	Engaged kids	Paper and mail surveys. Email option. – “Did you get our brochure?”	
		“Are you changing your lawn care practices?”	
		Surveys – students and teachers, citizens, volunteers, BMP/cost share participants	
		Feedback	
		Testimonials	
		Participation in events – re: river community	
		Teacher surveys	
		Student surveys	
		Survey monkey	
		Measurements are disconnected from what motivates people	
		Focus groups - What are your values? What are you interested in doing? What are your barriers?	
		Artwork – to measure affinity to nature and to measure learning of key ideas	
		Art contest – illustrate learning	
			Tell me about my audience: what do they care about? What motivates them to act?
Actions taken	Actions taken	Actions taken	Actions taken
	Volunteers; storm drains; door hangers; classroom lessons; workshops	Number of cleanups	
	# of vols, lbs of trash, etc – heavily quantitative	Number of volunteers	
	Stenciling – quantitative	How many people attend workshops or participate in events	
	Number of volunteers who return again and again and take on leadership roles	Number of volunteers, pounds of trash, miles cleaned, hours – voluntary reporting per event, per group, per year	
	Increase in environmental behaviors	Number of leaves raked	
		Number of storm drains stenciled	
		Tracking changes in chloride levels based on changes in equipment calibration after winter maintenance, training	
		Participant tracking over time	
		Behavior change – actions, projects in the ground	
		Action	
		Involvement in service projects	
		Garden evaluations by volunteers (Metro Blooms)	
		Grants – number of applications, dollars given out, maintenance	
		How many people, businesses, etc, are receiving stormwater audits?	
	Actions taken / projects installed	Number of projects installed	
	How many people install a raingarden or change behavior?	Measuring how many projects we put in and how much pollution they are capturing (modeled).	
comment starred as important point		Do local communities make changes in policies and ordinances ?	
		Teach BMPs for winter road maintenance – measure reduction in salt usage	
		Observing amount of CRP land increase in watershed	
		Behavior change – actions, projects in the ground	
			Awareness > <u>why are people acting in a certain way?></u> behavior change > clean water > long term
Changes in quality of resources	Changes in quality of resources	Changes in quality of resources	Changes in quality of resources
		Stormwater calculator to measure pollutant load reduction	

comment starred as important point

Water quality data – water sampling
 Measurements don't always relate to loading reductions
 Is the river improving because of our work or something else?
 A lot of measurement is in the short term when impact is usually long term
 Stormwater monitoring (MWMO, CRWD) - does the monitoring data guide our work?
 Change in resource quality – pollution reduction, delisting of lakes
 State of the River – 13 parameters of river health, wildlife habitat, recreation and water quality elements (ie physical changes)
 Water quality test

comment starred as important point

Tell me the work we are doing is improving water quality

Developing/understanding networks/cultures/communities

comment starred as important point

Demand for programming

comment

How many attend a workshop and then install a practice or multiple practices

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Theme

How many people share info with a friend who installs a raingarden?
 Amount of info sharing
 If people have knowledge, attitudes or practices that are protecting water, where did they get that **information? Or what persuaded them to change their behavior?**

Developing/understanding networks/cultures/communities

What spun off from the original idea that indicates success?

Does the neighborhood want to do another project with us next year

Intent to participate
 Social connection
 Likes on Facebook
 Facebook and Twitter likes and retweets

Number of people you told about rain gardens that installed one too

Community capacity
 Mapping of outreach, following up
 Return rate of volunteers and growth of the program

Developing/understanding networks/cultures/communities

Collaborate to do higher level analysis of shared interventions rather than create a tool to implement at the neighborhood level

Develop tool with input from the community
 Need tools that reach all. Not all read/write. Use visual, spoken word, video, youtube, art work
 Eval tools need to be accessible to/intended for cultural audiences.
 Co-developing
 Have the community implement the tool
 Multiple mediums to reach different audiences and obtain different info
 Understanding audience values, how communities are organized, etc.
 Asking the right questions for a specific audience

*Adaptable to audience

Tell me about my audience: what do they care about? What motivates them to act?
 Help me select representative influential audiences that have the most impact – how do I target
 Needs to assess people's values and motivations
 Can be tailored to different communities and audiences
 Appropriate language for different demographics. Culturally relevant evaluations

*Culturally and regionally appropriate

Evaluations with different cultural groups and different languages.
 Programming and subsequent evaluation with groups with whom I have no previous access
 Culture, social behavior

Partnering/collaborating on assessment

comment starred as important point

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*theme

A tool that multiple partners can use
 Aggregate data
 Share!
 Collaborate to do higher level analysis of shared interventions rather than create a tool to implement at the neighborhood level
 How can this tool be widely used? Cities, WDs, NGOs, ed programs...
 Linkage- meta-analysis- big, long-term picture!
 Measures behavior change over time . Repeated. A relationship. A conversation . Something useful to both the evaluator and the evaluatee.
 Like a Metro Blooms raingarden hotline.
 Maybe not an evaluation tool, but ways to gather citizen feedback quickly and efficiently (and conversationally) in order to design programming.
 Rather than cooking up a program by myself in my office
 Survey question bank would be useful
 Database of questions that are not leading and available for people to use w/ vetted language for industry standards. One survey can't do the trick

Short term/Long term	Short term/Long term	Short term/Long term	Short term/Long term
	*theme		Measure change. Short term/long term tension . – are the short term patterns getting to long-term results so you could correct mid-course Long term: is there a demand to meet/measure long-term objectives or are we stuck in the short-term? Measure long-term Linkage- meta-analysis- big, long-term picture! Trend data is often important, so need to be willing to stick with a tool over a period of time

Using data to generate information	Using data to generate information	Using data to generate information	Using data to generate information
comment starred as important point	Comment	comment starred as important point	Provide support and feedback to the participant Know the uses for the answers What to do with information? Provide guidance on how to change information into action-steps applicability Tell us what we need to do differently, what to change Questions with known uses for answers, applicability When is education or lack of education not the limiting factor? When is something different the barrier? <u>EASY</u> audience assessment. What do they want and need for educational programming? What do they care about? What's their motivation? How many people changed and why How can evaluation influence policy changes Multiple outcomes Need evaluation insights in development of programs, etc. But also need evaluations to understand what impacts the programs are having Critical not just for evaluation but for program development and improvement Identify interventions or information sources that have made an impact Something you can build upon Practical implications
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theme	Are we reaching all important audiences? Who are we missing? Understanding personal values to frame conversations (ie. HOAs farmer, residents) Which target audiences have the greatest impact on water resources? And which behaviors have the biggest impact?		
WSP important, theme			