


### Moving from Here to Where? Using Evaluation to Support Nonprofit Network Development

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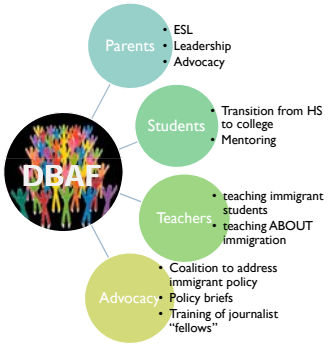
### Aims of the DBAF Immigrant Education Network



- ▶ Directing resources to programs and institutions that have “proven effective in improving student learning and raising academic performance.”
- ▶ To improve educational opportunities and performance of underserved immigrant students in city public schools
- ▶ To maximize “students’ potential to ultimately access higher education”

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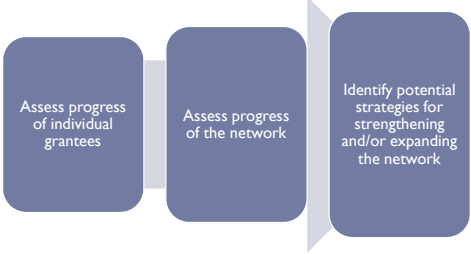
### Network of grantees



- Parents**
  - ESL Leadership
  - Advocacy
- Students**
  - Transition from HS to college
  - Mentoring
- Teachers**
  - teaching immigrant students
  - teaching ABOUT immigration
- Advocacy**
  - Coalition to address immigrant policy
  - Policy briefs
  - Training of journalist “fellows”

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### Purposes of the Evaluation



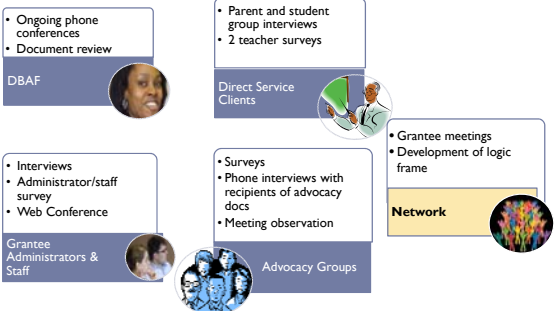
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### Evaluation Questions

1. What delivery systems have been developed with support from DBAF grants to improve educational success of immigrant youth?	Focus on <b>Grantee Progress</b>
2. In what ways have DBAF grantees carried out their projects and how have participants responded?	
3. In what ways has DBAF funding contributed to building the capacity of the grantee organizations?	
4. How has participation in the network affected the work of the grantee organizations to improve immigrant education?	Focus on <b>Network</b>
5. To what extent are the funded activities aligned with the DBAF Immigrant Education goals?	

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### Sampling Plan and Instruments



- DBAF**
  - Ongoing phone conferences
  - Document review
- Direct Service Clients**
  - Parent and student group interviews
  - 2 teacher surveys
- Grantee Administrators & Staff**
  - Interviews
  - Administrator/staff survey
  - Web Conference
- Advocacy Groups**
  - Surveys
  - Phone interviews with recipients of advocacy docs
  - Meeting observation
- Network**
  - Grantee meetings
  - Development of logic frame

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# FINDINGS

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### How did participation in the network affect the work of the grantee organizations to improve immigrant education?

- Most respondents said activities of the network were useful
- Most grantees reported they had learned new strategies as a result of participation.
- Network members perceived that positive steps had been taken toward the formation of a network
- More work was needed to help members understand the purpose and nature of the network, to increase communication and to develop a shared vision.

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### The extent to which grantees were collaborating with one another and sharing best practices

Networking	1	(not shown)
Cooperation*	2	→
Coordination	3	→
Coalition	4	→
Collaboration	5	→

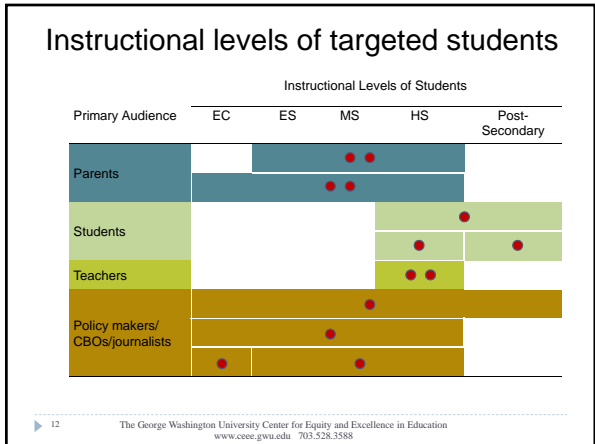
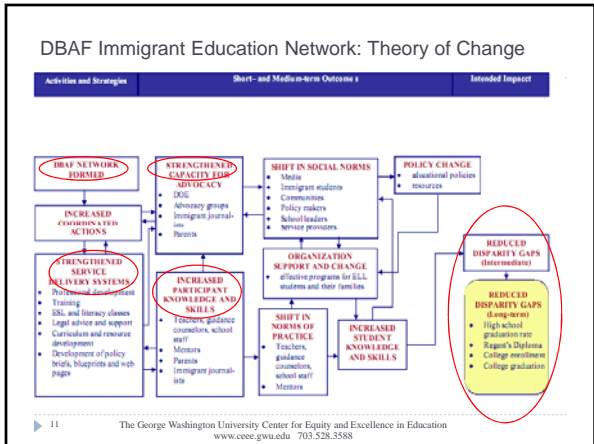
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### To what extent were the funded activities aligned with the DBAF Immigrant Education goals?

#### DBAF Education/Immigrant Portfolio Goals

- To focus attention and resources on **building delivery systems** which have the potential to significantly impact, at scale, **immigrant children** in addressing their special challenges and needs in realizing **educational success**.
- To **build the capacity** of organizations which have made good headway in demonstrating new and effective strategies to meeting this population's needs and assist them in their efforts to scale-up and make system-wide their proven best practices.
- To help facilitate the **formation of a network of organizations** to fully leverage the potential for effecting change on a citywide level.

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# CONCLUSIONS AND RECOMMENDATIONS

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## Conclusions

Network was emerging

- Network appeared to be in early stages of evolution
- Had not yet defined a formal proposal and reporting process
- Nor was there a process for evaluating performance/providing feedback

Progress toward DBAF goals –with challenges

- Grantees' activities were aligned with DBAF's stated aims
- Variety of strategies was both a strength and a challenge
- May be difficult for a small and diverse group of organizations to achieve a measurable impact in NYC

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- ## Recommendations
- ▶ Develop and implement a comprehensive plan for the network
  - ▶ Implement targeted strategies for aligning DBAF investments with medium-term outcomes
  - ▶ Develop a capacity-building model for the network
  - ▶ Build the capacity of DBAF and its network for integrating evaluation into planning and carrying out projects
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- ## How the evaluation was used
- ▶ Development of logic frame was useful process for evaluators and program officer
    - ▶ illustrated the dispersal of strategies, grade levels and target groups
  - ▶ DB used the report to think through the next round of funding.
    - ▶ Decided to focus the funding on secondary teacher professional development
    - ▶ Combine with advocacy work (cycle of practice, program and policy)
  - ▶ "It was beneficial initially to convene the grantees as a network, but we do not plan to maintain this dynamic."
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- ## Lessons Learned
- ▶ Being responsive to client's needs
    - ▶ ongoing process of negotiating the purpose of the evaluation and refining evaluation questions to reflect client's needs
  - ▶ Raising awareness of collaborative relationships
    - ▶ An important role for evaluators was to help the network examine its current and potential levels of collaboration
  - ▶ Collaborating to develop a theory of change
    - ▶ The process of collaboratively developing a logic frame helped the foundation not only to understand the possible focal points of the evaluation but also to reflect on how limited resources could be better targeted
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