



Marin City Community Development Corporation Evaluation Report FY2015-2016



September 2016

**Marin City Community Development Corporation
EVALUATION PLAN
FY2015-2016**



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1. INTRODUCTION

One of the negative connotations often associated with evaluation is that it is something done to people. One is evaluated. Participatory evaluation, in contrast, is a process controlled by the people in the program or community. It is something they undertake as a formal, reflective process for their own development and empowerment.

~M. Patton, Qualitative Evaluation Methods

Evaluation is the systematic collection of information about a program that enables stakeholders to better understand the program, improve its effectiveness, and/or make decisions about future programming. According to the Innovation Network, a national evaluation think tank: "Evaluation has not always been—and still is not always—viewed as a tool to help those involved with a program to better understand and improve it. Historically, evaluation focused on proving whether a program worked, rather than on improving it to be more successful. This focus on proof has meant that "objective," external evaluators conducted the evaluations. All too often, this focus resulted in research designs using rigorous scientific standards and control or comparison groups to assess causation. Evaluations occurred at the end of a project and focused only on whether the program was a success or failure; it did not seek to learn what contributed to or hindered success. Finally, this type of evaluation often disengaged program staff and others from the evaluation process; stakeholders rarely learned answers to their questions about a program; and rarely received information to help them improve the program."

The Marin City Community Development Corporation (MCCDC) embraces the concept of participatory evaluation and the involvement of stakeholders and team members. Our evaluation activities focus on learning how to improve the strategies, techniques and interventions that contribute to the success of our programs. It is very important for us to know how what we do removes barriers to success for our clients and how we can make those interventions even more valuable and productive for our clients. It is also important for us to learn how we can better design and improve our service delivery system to achieve greater program efficiency, better teamwork, higher quality service delivery and improved individual team member efficacy. Therefore, our data collection methods involve the clients and stakeholders' multiple times (at intake, midpoint and end of program) during the service delivery period so that feedback obtained can be shared with our stakeholders in more timely fashion and used to improve our programs.

In alignment with the Innovation Network, Inc. we believe evaluation can be a form of empowerment and emphasize participatory evaluation. Participatory evaluation empowers an organization to define its own success, to pose its own evaluation questions, and to involve stakeholders and constituents in the process. Rather than being imposed from the outside, evaluation can help program stakeholders identify

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what a program is expected to accomplish (and when), thereby making sure everyone's expectations for the program are aligned. By looking systematically at what goes into a program, what the program is doing and producing, and what the program is achieving, our evaluation approach enables program stakeholders both to be accountable for results and to learn how to improve the program.

2. EVALUATION PRINCIPLES

MCCDC evaluation efforts are aligned with the evaluation principles promoted by the Innovation Network. We believe that evaluation is most effective when it:

- **Links to program planning and delivery.** Evaluation should inform planning and implementation. Evaluation is a process integral to a program's effectiveness.
- **Involves the participation of stakeholders.** Those affected by the results of an evaluation have a right to be involved in the process. Participation will help them understand and inform the evaluation's purpose. Participation will also promote stakeholder contribution to, and acceptance of, the evaluation results. This increases the likely use of the evaluation results for program improvement.
- **Supports MCCDC's capacity to learn and reflect.** Evaluation is not an end in itself; it should be a part of MCCDC's core management processes so it can contribute to ongoing learning.
- **Respects the community served by the program.** Evaluation needs to be respectful of constituents and judicious in what is asked of them. Evaluation should not be something that is "done to" program participants and others affected by or associated with the program. Rather, it should draw on their knowledge and experience to produce information that will help improve programs and better meet the needs of the community.
- **Enables the collection of the most information** with the least effort focusing on what we need to know to improve the program.
- **Tests the theory underlying our program.** The systematic data we collect about our program's short-term, intermediate-term and long-term achievements. Evaluation helps our team members, clients and stakeholders to understand whether (and under what conditions) the hypotheses underlying our program are accurate, or whether they need to be modified.
- **Tells our program's story.** The data collected through evaluation can provide compelling information to help describe what our program is doing and achieving. Evaluation results provide a strong framework for making our program's case before stakeholders, funders, and policymakers.

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- **Helps MCCDC to be accountable.** Evaluation helps MCCDC management and team members demonstrate responsible stewardship of funding dollars.
- **Informs the field.** Nonprofits that have evaluated and refined their programs can share credible results with the broader nonprofit community. A community that can share results can be more effective.
- **Supports MCCDC fundraising efforts.** A clear understanding of our programs—what we did well, and precisely how we accomplished our outcomes—helps us to raise additional funds to continue our work and expand or replicate our efforts.

3. LOGIC MODEL

*If you don't know where you're going, how are you gonna know
when you get there?*

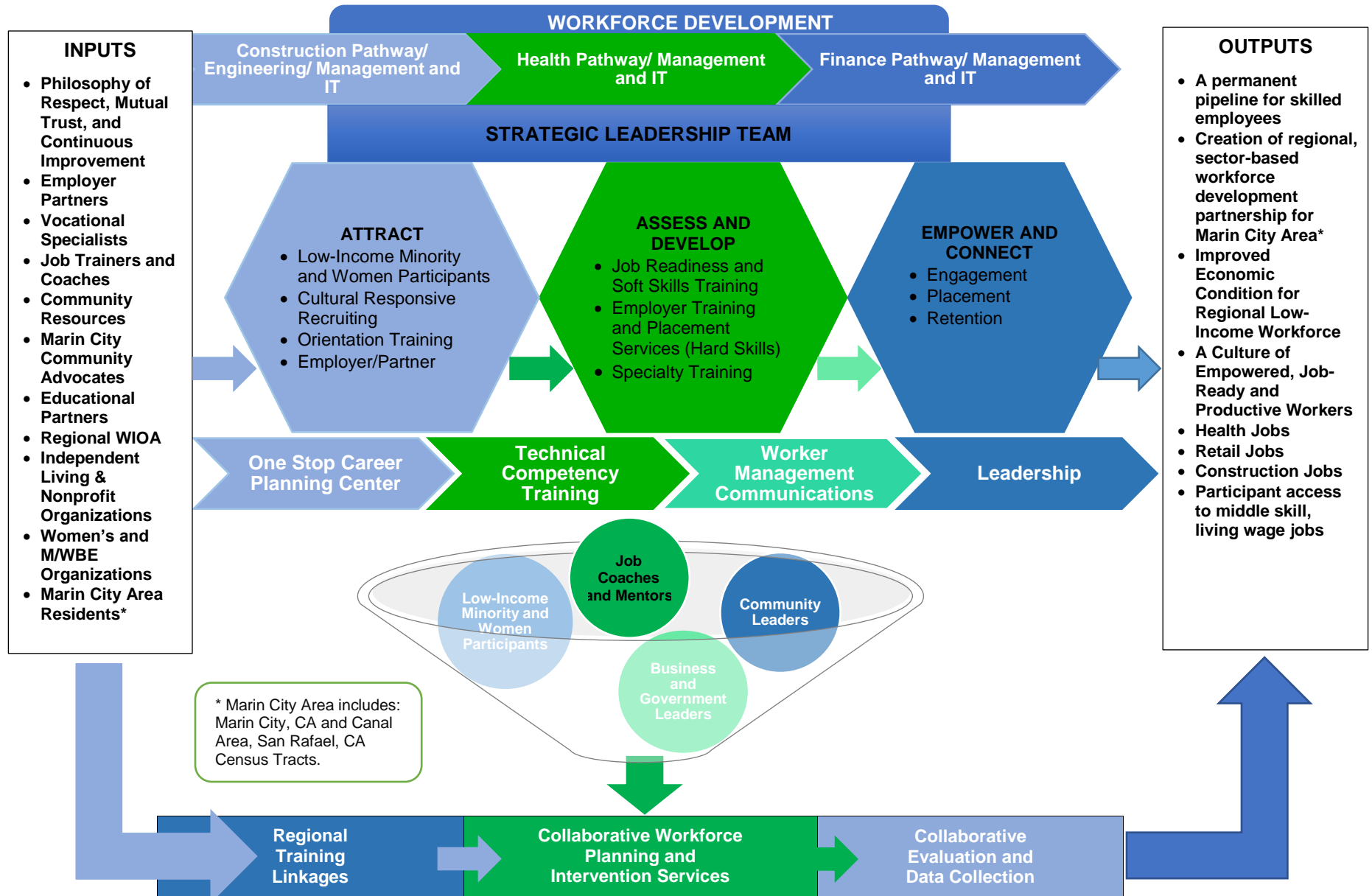
~Yogi Berra

According to the W.K. Kellogg Foundation: “The program logic model is defined as a picture of how your organization does its work—the theory and assumptions underlying the program. A program logic model links outcome (both short-and long-term) with program activities/processes and the theoretical assumptions/principles of the program.”

Logic models serve to increase the practitioner’s voice in the domains of planning, design, implementation, analysis, and knowledge generation. The process of developing the model is an opportunity to chart the course. It is a conscious process that creates an explicit understanding of the challenges ahead, the resources available, and the timetable in which to hit the target. In addition, it helps keep a balanced focus on the big picture as well as the component parts. In general, logic modeling can greatly enhance the participatory role and usefulness of evaluation as a management and learning tool. Developing and using logic models is an important step in building our community capacity and strengthening community voice. The ability to identify outcomes and anticipate ways to measure them provides all program participants with a clear map of the road ahead. Map in hand, participants are more confident of their place in the scheme of things, and hence, more likely to actively engage and less likely to stray from the course—and when they do, to do so consciously and intentionally. Because it is particularly amenable to visual depictions, program logic modeling can be a strong tool in communicating with diverse audiences—those who have varying world views and different levels of experience with program development and evaluation. The Current MCCDC Logic Model is shown on the next page.

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EMPLOYMENT SERVICES LOGIC MODEL

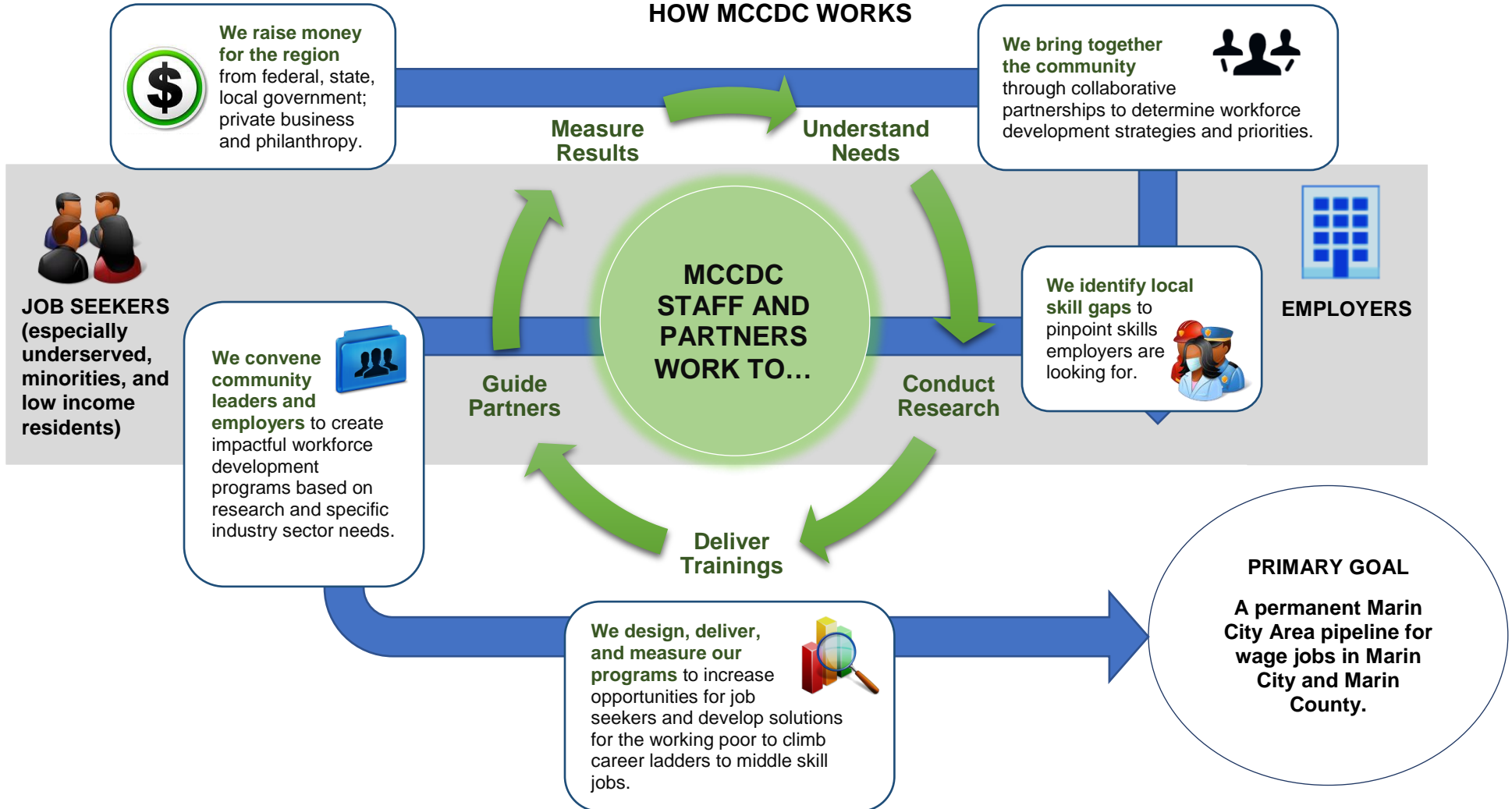


* Marin City Area includes: Marin City, CA and Canal Area, San Rafael, CA Census Tracts.

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EMPLOYMENT SERVICES

HOW MCCDC WORKS



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4. IMPACT EVALUATION

A. Purpose and Scope

In conjunction with grant monitoring, evaluation activities need to not only provide the most basic information about grantee accountability, but also be robust enough to allow staff to make data driven recommendations about the effectiveness of the strategy overall and the shifts necessary to make more progress towards the goals of the strategy. Strong evaluation protocols are important to establish early in the program design and certainly prior to service delivery to begin the vital data gathering and analysis process necessary to measure the efficacy of the program.

Accordingly, our evaluation strategies use an emergent approach, and the evaluation plan for each program will therefore contain regular intervals of reflection and refinement as needed to respond to changing conditions as they take shape. This ensures the input of the program participant and stakeholders and increases MCCDC's ability to learn from the participant's and clients to improve each program.

More specifically, our evaluations will:

1. Measure the degree of participant or client impact achieved through each program and MCCDC's integrated interventions in the areas of employment services, workforce development, and support services utilization.
2. Provide information and feedback to MCCDC management about how well the program outcomes align with our mission.
3. Provide information and feedback to MCCDC team members and clients about how well our programs met and/or satisfied their needs.
4. Provide information about specific strategies and interventions needing improvement or those that are missing and needed to remove employment services barriers.
5. Provide qualitative and quantitative data about the viability of our programs.
6. Provide specific information about how well our clients are satisfied with our overall program or service delivery process.
7. Provide multiple opportunities for clients, team members, managers and board members to review the status of the quality and effectiveness of our employment services work.
8. Provide regular opportunities for continuous quality improvements with respect to our services, products, and implementation processes.

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9. Evaluate the overall strengths, challenges, and lessons learned from each program.
10. Track how each program has leveraged or enhanced the hard and soft skills of the client or participant so that they may become more employable and competitive in the workplace.
11. Evaluate the success of community and partner engagement efforts in reaching priority audiences (i.e., low-income and/or persons of color, seniors), and advancing their understanding of employment services.
12. Track how our programs fostered new partnerships and/or increased dialogue across employment sectors.
13. Assess the extent to which team members and local practitioners have increased their understanding of the needs of the poor and working poor, and whether/how that has advanced progress toward larger scale application of employment services techniques and job placement, on-the-job training, and job retention.
14. Assess what new understanding has advanced as a result of our programs, and its implications for future program development and cross-sector initiatives in Marin City and Marin County to improve the lives of those affected by generational poverty.

B. Evaluation and Learning Questions

There are two different types of evaluation and learning questions – formative questions help us to improve our program and summative questions help us prove whether our program worked the way we planned. Both kinds of evaluation and learning questions generate information that determine the extent to which our program has had the success we expected and provide a groundwork for sharing with others the successes and lessons learned from our programs.

Formative Evaluation information helps us improve our programs. It focuses most on program activities, outputs, and short-term outcomes for the purpose of monitoring progress and making mid-course corrections when needed. It is helpful in bringing suggestions for improvement to the attention of our team members. Summative Evaluation generates information that can be used to demonstrate the results of our program to funders and to our community and stakeholders. It focuses most on program intermediate term outcomes and impact. Although data may be collected throughout the program, the purpose is to determine the value and worth of a program based on results. Summative information is helpful in describing the quality and effectiveness of our programs by documenting various program impacts on participants and the community.¹

¹ Adapted from Bond, S.L., Boyd, S. E., & Montgomery, D.L. (1997) Taking Stock: A Practical Guide to Evaluating Your Own Programs, Chapel Hill, NC: Horizon Research, Inc. Available online at <http://www.horizon-research.com>.

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A set of "evaluation and learning questions" with supporting indicators has been developed for each of the seven focal areas of our program evaluation for each program: demographics of the persons served, participant impact, job development impact, barrier removal related to employability, service delivery assessment, client and participant assessment, and internal MCCDC assessment. Data will be obtained through a comprehensive array of evaluation tools, including pre and post client surveys, collaborative partner surveys, utility bills, funding data, and service delivery data entered into a client information system. The MCCDC Evaluation Team will guide and oversee the evaluation process, in close collaboration with the Executive Director.

C. Evaluation and Learning Questions: Demographic Profile

Getting to understand the demographic profiles of your target market is a requisite to success in today's competitive business space. Despite varying tastes among consumers, there is a common thread that cuts across consumers of particular age groups. The Apple, Inc. Corporation offers the following important advice about age groups in the 21st century that affects how programs and services are delivered:

- "In the age group 14-25, consumers are concerned with products that scream 'hip and current'. The way you package a simple product like energy drinks can make all the difference in this age group.
- In the age group 25-40, consumers want something futuristic. At this age, most people are pursuing their goals in life and as such, tend to lean toward products that enhance their ambition and that motivate them. If your target market is composed of such consumers, you would want to market your product in a way that screams 'ambition'.
- On the other hand, consumers of 40 years and above lean toward healthy products, products that present a value proposition and that promise a healthy life ahead."

Gender matters greatly. Research has shown that female consumers tend to pay more attention to finer details such as the color of our product brochures or the appearance of the employees used to offer a service. Male consumers on the other hand, tend to pay attention to price points and more importantly the product or service ability to satisfy their needs. In addition, in the employment services arena, the amount of income a family or an individual earns is an important factor for program eligibility and the quantitative measurement of growth in income and related assessment of living wages and family stability.

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D. Evaluation and Learning Questions: Participant Impact

The learning questions and indicators outlined below will help to assess the degree to which MCCDC achieves its anticipated impact on clients and program participants. Indicators are organized into two categories: "outputs" (i.e., the interventions achieved through the service delivery process) and "outcomes" (i.e., the improvement in a client's employability). Indicators are also grouped into two tiers: "primary" impact targeted by MCCDC program goals and "secondary" impact, referring to those benefits that are still meaningful in improving the lives of local residents or strengthening their links to our community partners.

To what degree do MCCDC program services in Marin City and Marin County:

1. Improve specific hard skills of clients and participants?

IMPACT	OUTPUTS Interventions Completed <i>Measured via service tracking system</i>	OUTCOMES Improvement in Quality of Life <i>Measured via pre and post surveys</i>
Primary Impact	Remediation of poor reading habits: <ul style="list-style-type: none"> • Ability to read/follow instructions • Improved vocabulary and understanding • Understanding of Latin/Greek • Root words & Phonics • Reading exercises to improve fluidity 	Improvement of reading skills: <ul style="list-style-type: none"> • Improved ability to complete tasks • Increased reading comprehension • Increased ability to decipher words • Improvement in reading self-evaluation score
	Remediation of poor math habits: <ul style="list-style-type: none"> • Improvement of basic math skills through math exercises • Improvement of basic technology skills through computer and digital exercises 	Improvement of math skills: <ul style="list-style-type: none"> • Improvement in math self-evaluation score at post-test • Improvement in technology self-evaluation score at post-test
Secondary Impact	<ul style="list-style-type: none"> • Increased reading skill competency • Increased ability to complete reading-based tasks • Increased ability to complete basic math computations 	<ul style="list-style-type: none"> • Improved work navigation skills; job retention and job security; and improved economic well-being • Reported ease in completing basic reading and math work-related tasks • Improved quality of life

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2. Improve soft skills of clients and participants?

IMPACT	OUTPUTS Interventions Completed <i>Measured via service tracking system</i>	OUTCOMES Improvement in Quality of Life <i>Measured via pre and post surveys</i>
Primary Impact	<p>Removal of barriers to employment:</p> <ul style="list-style-type: none"> • Lack of transportation • Lack of valid Driver's License • Lack of Child Care • Impediments to communication, public speaking, work in teams <p>Improvement of Job Readiness:</p> <ul style="list-style-type: none"> • Attendance & punctuality training • Listening Skills Training <p>Improvement of Work Ethics:</p> <ul style="list-style-type: none"> • Motivation training • Time Management training 	<p>Improved soft skills:</p> <ul style="list-style-type: none"> • Increase in various self-discipline skills • Self-reported job-related barrier removal • Improvement in listening skills • Improvement in public speaking skills • Improvement in punctuality • Improvement in time management
Secondary Impact	<ul style="list-style-type: none"> • Information and training shared with peers in community. • Referral to a caregiver or related in-home support. 	<ul style="list-style-type: none"> • Food security; improved health; and improved economic well-being; • Improved quality of life

3. Improve technological skills of clients and participants?

IMPACT	OUTPUTS Interventions Completed <i>Measured via service tracking system</i>	OUTCOMES Improvement in Quality of Life <i>Measured via pre and post surveys</i>
Primary Impact	<p># of hours of computer and technology training:</p> <ul style="list-style-type: none"> • Using Google Search • Using Microsoft Office <p>Training on Digital Divide:</p> <ul style="list-style-type: none"> • Importance of Computer Skills • Use of computer for Job Search • Use of Computer for Resume Development 	<ul style="list-style-type: none"> • Ability to better perform computer-based activities due to intervention • Improved Microsoft and Job Search skills
Secondary Impact	<p>Referral to technical training course:</p> <ul style="list-style-type: none"> • Enrollment in computer classes at MCCDC or in a community college 	<ul style="list-style-type: none"> • Ability to continue to learn technical skills without fear

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4. Improve job readiness skills of clients and participants?

IMPACT	OUTPUTS Interventions Completed <i>Measured via service tracking system</i>	OUTCOMES Improvement in Quality of Life <i>Measured via pre and post surveys,</i>
Primary Impact	Job readiness training: <ul style="list-style-type: none"> • My Next Move Software • Career Assessment • Teamwork Exercises • Development of Individual Service Plan and Career Plan 	<ul style="list-style-type: none"> • Completion of Career Assessment • Completion of My Next Move online computer exercises • Completion of Resume • Initiation of Job Search • Completion of Individual Service Plan Tasks
Secondary Impact	<ul style="list-style-type: none"> • Job Readiness Information shared among peers • Referral of MCCDC to another Marin City Resident 	<ul style="list-style-type: none"> • Improved job readiness and job search skills • Job Acquisition and Placement • Improved economic well-being

5. Link clients and participants to support services?

IMPACT	OUTPUTS Interventions Completed <i>Measured via service tracking system</i>	OUTCOMES Improvement in Quality of Life <i>Measured via pre and post surveys;</i>
Primary Impact	<ul style="list-style-type: none"> • # of Clients or participants using support services • # of support services referrals in Individual Support Plan (ISP) 	<ul style="list-style-type: none"> • Reduced barriers to job entry • Increased program completion rates.
Secondary Impact	<ul style="list-style-type: none"> • Information shared regarding access to social service programs and public benefits. • Enrollment in community-based and governmental health and welfare support services. 	<ul style="list-style-type: none"> • Improved quality of life. • Improved income. • Improved economic well-being.

6. Result in job placements?

IMPACT	OUTPUTS Interventions Completed <i>Measured via service tracking system</i>	OUTCOMES Improvement in Quality of Life <i>Measured via pre and post surveys,</i>
Primary Impact	<ul style="list-style-type: none"> • # local workers receiving employment services training from MCCDC. • # of support services used. • # of barriers to entry removed. • Total training hours delivered. 	<ul style="list-style-type: none"> • Wage increase (as percentage and in total dollars) experienced by local workers trained by MCCDC. • # of Job Placements by industry. • Average salaries and wages.

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Secondary Impact	<ul style="list-style-type: none"> • Multiplier effect of newly trained workers sharing MCCDC employment services development knowledge with co-workers and peers 	<ul style="list-style-type: none"> • Greater awareness of and engagement in MCCDC programs across Marin City and Marin County.
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7. Result in job retention?

IMPACT	OUTPUTS Interventions Completed <i>Measured via service tracking system</i>	OUTCOMES Improvement in Quality of Life <i>Measured via pre and post surveys,</i>
Primary Impact	<ul style="list-style-type: none"> • # local workers receiving employment services training from MCCDC. • # of support services used. • Total training hours delivered 	<ul style="list-style-type: none"> • Wage increase (as percentage and in total dollars) experienced by local workers trained by MCCDC. • New jobs secured. • Average salaries and wages. • Job retention @ 30, 60, 90 days
Secondary Impact	<ul style="list-style-type: none"> • Multiplier effect of newly trained workers sharing MCCDC employment services development knowledge with co-workers and peers 	<ul style="list-style-type: none"> • Greater awareness of and engagement in MCCDC programs across Marin City and Marin County.

E. Evaluation and Learning Questions: Community Development and Empowerment

While the anticipated improvements in program effectiveness and efficiency are longer-term in nature, the MCCDC Evaluation Team believes that meaningful indicators of improvement should be observable during the initial program design and program delivery phase. We believe in collaboration and the delivery of integrated program services. Therefore, we shall hold the following evaluation questions in mind while designing our program evaluations:

To what degree will integrated MCCDC Programs in Marin City and Marin County:

1. Reduce fragmentation/silos within the local network of employment services providers? *As measured by:*
 - Survey of collaborative partners
 - Number of interventions involving multiple providers

2. Increase the effectiveness of our employment services and coordination with those of other employment partners? (Measured along various dimensions including intake, assessment, service delivery, client education, quality control, etc.) *As measured by:*
 - Survey of collaborative partners

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3. Generate innovative new programs and services? *As measured by:*
 - Survey of collaborative partners
 - Direct observation by Board of Directors, MCCDC Evaluation Team, Program Managers, Coordinator, and funders.
4. Maximize available funding? *As measured by:*
 - Reporting by collaborative partners (pre vs. post comparison)
 - Direct tracking of services delivered and funding sources
5. Attract new sources of funding to Marin City? *As measured by:*
 - Creation of MCCDC financial sustainability plan
 - Identification and pursuit of potential funding sources and new funds obtained for MCCDC services
 - Development and implementation of a fee for service/private pay model.

5. BUSINESS PERFORMANCE MEASURES

Since the 1980s, every internal business function has found a way to measure the quality of its outputs, whether they are products or services. There is no debate among executives and managers in other functions about the need to measure output quality, because their customers and partners demand quality. And in many cases, government regulations even require that the quality of the output be measured.

A. Business performance is a combination of management and analytic processes that allows managers of an organization to achieve pre-determined goals. Business performance management has three main activities:

1. Selection of key goals and performance indicators (KPIs)
2. Consolidation of measurement information relevant to our agency's progress against these performance goals; and
3. Interventions made by MCCDC managers in the light of this information with a view to improving future performance.

Although presented here sequentially, typically all three activities will run concurrently, with interventions by managers affecting the choice of goals, the measurement information monitored, and the activities being undertaken by the organization.

B. Definition

Business performance management consists of a set of management and analytic processes, supported by technology, that enable businesses to define strategic goals and then measure and manage performance against those goals. Core business performance management processes include financial planning, operational planning, business modeling, consolidation and reporting, analysis, and monitoring of key performance indicators linked to strategy.

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Business performance management involves consolidation of data from various sources, querying, and analysis of the data, and putting the results into practice. The business goals and functions MCCDC will measure to improve its overall performance are listed in the Table 1 below.

Table 1. Business Function Goals and Measures

Goal	Indicator (KPI)	Applied to	Time of Measurement	Data Source	Responsible
Reduce Work-related injuries	No. of Critical Incident	Board members, team members, clients & consumers	June of each year	Critical Incident Report	Executive Director Operations/HR Manager Program Staff
Employment Services Productivity	DOR Billing/No. of Program Staff	Program Staff	January and June of each year	DOR Monthly Billing Report	Program Manager
Constant Access to Network & Emails	No. of computer downtimes per month	Computer technician	Daily	Computer Server Data and Team Member Reports	Operations/HR Manager and Computer Technician
Continuous Staff Training	# of Staff Trainings	All Staff	January and June of each year	Staff Training Reports	Operations/HR Manager
Reduction of Accounts Receivable Collection Time	% Reduction in the Outstanding A/Rs	Accounting Department	Quarterly	DOR 30/60/90 day collection payments	Executive Director Operations Manager and Treasurer
Reduction of Unfunded Liabilities	% reduction of unfunded liabilities related to employee accruals	All Team Members	January and June of each year	HR /Paychex Reports	Executive Director
Employment Placements	# of Job Placement	All clients and program participants	January and June of each year	Job Placement Reports	Program Manager Employment Specialist
Soft Skill Improvements	% improvement in queried areas	Program Participants	At end of Program	Pre-tests and Post-tests	Program Manager Program Asst.
Hard Skill Improvement	% improvement in queried areas	Program Participants	At end of program	Pre-tests and Post-tests	Program Manager Program Asst.

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Goal	Indicator (KPI)	Applied to	Time of Measurement	Data Source	Responsible
Overall Client Satisfaction	% Satisfied with queried services	Clients, consumers stakeholders	August of each year	Client Satisfaction Surveys	Executive Director Program Manager

In FY2015/2016 evaluation instruments including pre-test and post-tests for our Construction Trades Program and Summer Youth Empowerment Program were developed. This evaluation data will be analyzed this year. Next year, the additional business function measures will be put into force, appropriate evaluation instruments designed and data collected to begin the process of more robust business performance evaluation of these key performance indicators.

6. EVALUATION USES

As shown below, program audiences will be interested in a variety of different kinds of information. Donors may want to know if their money did what we promised it would. Clients and participants might want to know how many clients the MCCDC provides services to in the course of the year and how many volunteers it has. Licensed clinical social workers donating their time and talent could be interested in the financial value of their contributions. Our strategy is to ask our audiences what they want to know, and build our data collection structure in ways to gather the evaluation data required. MCCDC will use the evaluation data and related reports in a variety of ways as shown in the Table 2 below.

Table 2. Evaluation Uses

Audience	Typical Questions	Evaluation Use
Program Management and Team Members	Are we reaching our target population? Are our participants satisfied with our program? Is the program being run efficiently? How can we improve our program?	Programming decisions, day-to-day operations
Participants	Programming decisions, day-to-day operations Did the program help me and people like me? What would improve the program next time?	Decisions about continuing participation.
Community Members	Is the program suited to our community needs? What is the program really accomplishing?	Decisions about participation and support.
Public Officials	Who is the program serving? What difference has the program made? Is the program reaching its target population? What do participants think about the program? Is the program worth the cost?	Decisions about commitment and support. Knowledge about the utility and feasibility of the program approach.

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Audience	Typical Questions	Evaluation Use
Funders	Is what was promised being achieved? Is the program working? Is the program worth the cost?	Accountability and improvement of future grant making efforts.
Board of Directors	Are we providing services in alignment with our mission? Are the programs being managed efficiently and cost-effectively?	Decisions about the viability and continuation of programs.
CARF	Are the employment services being provided in accordance with CARF guidelines and policies?	Decision about accreditation of the employment services program.

