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PROFESSIONAL AND RESEARCH INTERESTS

Program evaluation in social welfare, the arts, and education, and evaluation-related organizational capacity building. I specialize in conducting external evaluations of non-profit programs and organizations, and in providing technical assistance for organizations conducting self-assessments or participatory evaluations. I have designed, directed and participated on evaluation teams focused on a wide range of subjects including youth development, arts education, community-based collaborations and integrated services, afterschool education, employment and training, foster care and transitional and supportive housing for adolescents, elder services, and organizational evaluation capacity building.

PROFESSIONAL EXPERIENCE

Independent Consultant and Sole Proprietor DBA Evaluation Services (1996 to present) I design and direct evaluation projects; conduct site visits and analyze qualitative site data, survey and outcome databases; conduct needs analyses, write reports, make presentations to funders, collaborators, boards and other stakeholders. I provide training and technical assistance to community-based organizations, research and evaluation organizations, schools and youth serving agencies regarding evaluation, self-assessment, database design and use, instrument development, and data analysis and reporting. I also provide training and coaching for non-profit and philanthropic staff seeking to build evaluation capacity and enhance evaluative thinking in their organizations. I have designed a comprehensive set of evaluation training materials and evaluative thinking assessment tools which through the Bruner Foundation in Rochester, the Bowne Foundation in New York City, the Hartford Foundation for Public Giving and the MetroWest Health Foundation in Framingham, Massachusetts, I have delivered to staff in more than 100 nonprofit organizations. Recent projects I have directed or supported include:

Evaluation of Lifespan Senior Services' Future Care Planning Services project. *Future Care* serves caregivers, many elderly, who provide for developmentally disabled and other vulnerable adults who need to plan for future care. The evaluation, now in its 11th year, focuses on caregiver and consumer satisfaction with the project, effectiveness of service delivery, and time resource management.

Evaluation Partner and Lead Trainer for the Building Evaluation Capacity project. This ongoing project (2006 to present), sponsored by the **Hartford Foundation for Public Giving, Non-Profit Support Program**, provides training for non-profit organizations in the use of participatory evaluation to enhance effectiveness (currently working with a fourth cohort). Through the project, organization directors and key staff members learn about evaluation and how to use it to assess the results of their own programs and organizational actions. This project is an extension of work done in Rochester New York for more than 8 years (1996 – 2003).

Designed and conducts the evaluation of The Center for Anti-Violence Education (CAE)'s Community Alliance Against Violence (CAAV) project, which focuses on reducing violence in the lives of LGBT youth, including homeless youth, in New York City, with a particular focus on relationship violence, interpersonal violence, and bias crime/street harassment. CAAV, funded by the Robert Wood Johnson

Foundation, utilizes multiple data collection strategies for use with highly transient participants. Evaluation advisement has been a feature of the project since CAE began the process of project development (2011 – May 2014).

Designed and directs the evaluation of the YW Career Women (YWCW) a project of the YWCA Hartford Region that helps support women with families as they complete their post-secondary educations and launch health care careers (June 2013 – June 2016). The evaluation focuses on program implementation, participant career and educational achievement, and partnership development.

Designed and conducted over-years evaluation of the Community Engagement Initiative for the Wadsworth Atheneum Museum of Art (Hartford, CT). This comprehensive two-year evaluation (2012 – 2013) included an annual implementation study, as well as direct collection of feedback and other data from multiple audiences, and review of multiple other research and evaluation projects taking place at the museum.

Evaluation of the Partnership for Afterschool Educations' (PASE) Summer Learning Initiative, Queens Cultural Partnership, and Sidewalk Arts programs. All three programs focused on arts-based educational enhancements for youth during out-of-school time, and all three evaluations focused on both service delivery and learning outcomes for youth.

Project Director, The OMG Center for Collaborative Learning, (2006-2009); Senior Consultant (1995 – Current) OMG is a research and consulting firm specializing in evaluation, strategic research and program planning, and intermediary services for foundations, government agencies and non-profit organizations. Recent projects directed or co-directed include:

Evaluation of the Youth Development Institute's Beacons Young Adolescent Initiative (2007 through 2010). The BYA initiative is designed to help Beacon partners increase involvement of and improve developmental outcomes for middle-school aged youth involved in Beacon activities during out-of-school time. Through site visits involving interviews with multiple stakeholders (CBO officials, Beacon leaders and staff, youth, families and community members), direct data collection from youth (via focus groups and surveys), and collection and analysis of unit-record enrollment and attendance data, the evaluation of BYA will document and assess changes in practice at Beacons and their CBOs, as well as changes in quantity and quality of participation by young adolescents at BYA Beacons.

BYA Initiative Cohort Study (2007 – 2010). The cohort study, a complementary research project to the BYA Evaluation, collects data directly from more than 400 Beacon participants from four Beacons, directly through a series of staged surveys. Participants are asked multiple questions to determine how youth connect and disengage from programming and reasons for that. The study findings will inform the strategies of Beacons and other youth serving programs.

Evaluation of the Model Classrooms Project, for the William Penn Foundation, Children's Literacy Institute and School District of Philadelphia (2008 – 2009). OMG was commissioned during the winter of 2008 to help the William Penn Foundation assess the Children's Literacy Initiative (CLI) Model Classroom approach to supporting early literacy development in the School District of Philadelphia. Through surveys with key stakeholders at schools with Model Classrooms and Comparison schools and comparison of student literacy outcome results, OMG is helping to inform ongoing CLI and School District early literacy practices.

Academy for Educational Development (AED), School and Community Services, New York, New York (1988 - 1995)

Senior Program Officer and Director of Analytic Unit (1995): Directed Analytic Unit, managed the analysis of all quantitative school outcome and survey data, integrated quantitative research and evaluation findings with other results, supervised and trained other staff in evaluation and analytical methodology. Served on research and evaluation project teams examining educational reform, alternative education, programs for educationally disadvantaged students, integrated services, teacher leadership, parent participation, school-site planning, and charter and magnet schools. Directed evaluation and technical assistance projects for federal, state, school district, business, and foundation clients.

Senior Program Officer and Director of Analytic Unit (May 1992 - December 1994)

Senior Program Officer (May 1989 - May 1992)

Consultant (August 1988 - May 1989)

Columbia University New York, New York

Project Assistant, Office of Community Affairs (October 1987 - August 1988)
Teachers College/Columbia University Collaborative School Improvement Project.

Assistant, Teachers College Office of the Registrar (July 1987 - September 1988)

Teaching

Teacher, **Miami Killian Senior High School**, Miami, Florida (October 1984 - June 1987).
Biology, Advanced Placement Biology, Chemistry

Adjunct Faculty, **Florida International University**, University of South Florida (Summer 1985, Summer 1986). Resident science instructor for middle-school science camp.

EDUCATION

Ed. D. (Administration and Evaluation), Teachers College, Columbia University, 1991.

M.S. (Entomology), University of Tennessee, Knoxville, 1984.

B.A. (Biology and Chemistry), Maryville College, Maryville, TN, 1982.

HONORS

Strayer Fellowship for outstanding scholarship, Department of Educational Administration, Teachers College, Columbia University.

Westinghouse Meritorious Science Teacher, 1986 - 87.

PUBLICATIONS

Baker, A and Bruner, B. 2010. *Participatory Evaluation Essentials: An Updated Guide for Non-Profit Organizations and their Evaluation Partners* re-editioned in summer 2010, this manual provides a detailed curriculum for building participatory evaluation capacity.

Baker, A. and Bruner, B. 2006. *Evaluation Capacity and Evaluative Thinking in Organizations* a monograph describing what the Foundation learned during the last decade through the Rochester Effective Partnership (REP) and Evaluative Thinking in Organizations (ETHOS) initiatives.

Baker, A. 2005. *Evaluation and Assessment*, chapter in *Partners in Excellence: A Guide to Community School of the Arts/Public School Partnerships, From Inspiration to Implementation*, Jacqueline Guttman (ed.). The MetLife Foundation.

Baker, A. and Sabo K. *Participatory Evaluation Essentials: A Guide for Non-Profit Organizations and their Evaluation Partners* - published in 2004, this manual provides a detailed curriculum for building participatory evaluation capacity.

Baker A. *Participatory Evaluation Essentials: A Guide for Grantmakers and their Evaluation Partners* - published in 2004, this manual provides a detailed curriculum for use with funders.

Baker, A. 1999. *Advancing Middle Grades Reform Research*, chapter in *Access Denied: Race, Ethnicity, and the Scientific Enterprise*, George Campbell (ed.). Oxford Press.

Baker, A. *Measuring Effectiveness/Impact/Outcomes: Helping RAGs Help Grantmakers. A Report on a Forum of RAGs National Meeting.* (1997).

Warren, C. and Baker, A. *Evaluating New Jersey's School-Based Youth Services Program.* *The Evaluation Exchange*, 3:2. (1997).

Baker, A., Weinbaum, S., Fancsali, C., and Wirmusky, F. *Approaches to Evaluation and Accountability in Milwaukee's Alternative and Partnership Schools: Evaluator Perspectives.* Presented AERA (1996).

REFERENCES*

Joyce Betts, Chief Operations Officer, Families in Crisis, Betts@familiesincrisis.org

Yvette Bello, Executive Director, Latino Community Services, Ybello@LCS-CT.org

Deborah Ullman, Executive Director, YWCA Harford Region, Deborahu@ywc Hartford.org

Jamie Bassell, Staff Evaluator, Evaluation Services, Jamie@evaluationservices.co

Shari Cousin, Consultant, arts4@aol.com

Howard Walters, Project Coordinator, OMG Center for Collaborative Learning Howard@omgcenter.org

*Above references are individuals who have been supervised by or participated in training provided by Anita Baker.

Beth Bruner, Bruner Foundation, bbruner@brunerfoundation.org

Rebecca Donham, Senior Program Officer, MetroWest Health Foundation, rdonham@mwhealth.org

Patricia Harrity, Executive Director, NW CT Area Health Education Centers, pharrity@nwctahec.org

Ellen O'Connell, PASE, New York City, e'ocConnell@pasesetter.org

Amy Studwell, Program Officer, Hartford Foundation for Public Giving, astudwell@hrpg.org