

OUTLINE

I. The WHAT Analysis

A) *Mission-tracking*

- a) Articulate the specific goals our mission statement implies.
- b) Describe the various initiatives/programs we’re running.
- c) Ask: are we doing the kinds of programs that “connect” with our mission statement?

Are our programs aimed at achieving the kinds of outcomes suggested by our overall mission? In other words, are we “on track” with our mission? Or, for whatever reason (funding influences, Board influences, neighborhood influences, “bigger is better” temptations, “urgency of the need” temptations) are we doing things OUTSIDE the scope of our mission statement or even contradictory to our mission statement?

d) If we decide we’re “off track,” we must analyze why, and then consider either changing our activities to come into line with our mission statement, or re-working our mission statement to more accurately describe the actual life of our ministry.

B) *“What Works” Cross-check*

- a) Describe what the ministry is doing
- b) Compare these activities against the “What Works” checklist
- c) Can we persuasively argue that we’re doing the kinds of things that have been shown to “work” in bettering kids’ lives?
- d) What proportion of our resources (time, facility, staff, volunteers, budget) is dedicated to demonstrated “effective practices”? (I.e., are our programmatic emphases on target? Or are we spending lots of time and energy on “unproven” activities?)

II. The HOW Analysis

A. *Philosophy of Ministry Review*

III. Measurement Issues

- 1) *Process measurements - indicators we watch to gauge how a program is going*
- 2) *Outcome measurements - “hard data” we can watch to measure progress toward specific, definable outcomes (e.g., Is the student improving in her math skills?)*
- 3) *Comparative Evaluation measurements - participating youth compared to non-participants or to generic statistics describing similar populations*

IV. Kingdom-centered Evaluation

Implications for: scope, volunteer training, our formal teaching, our informal teaching, our example of leadership, our modeling of prayer/worship.

SAMPLE QUESTIONS FOR KINGDOM-CENTERED EVALUATION

Regarding spiritual growth among the participants:

Is your ministry....

CHALLENGING, through teaching and lifestyle witness, your participants' inaccurate views of God and Jesus?

EXPOSING your people to Biblical truth (explicitly through Bible study or through teaching on topics from a Biblical perspective)?

EVANGELIZING, through Biblical teaching that calls for/invites a response to the Gospel and/or through witnessing friendships between participants and your ministry staff and volunteers?

DISCIPLING, through neighborhood fellowship groups, through one-on-one discipleship with staff/volunteers; through links with local churches where your participants attend?

Regarding spiritual growth among your ministry volunteers:

Is the ministry helping volunteers to...

*Grow in their perceived, experiential sense of dependency on God? (Are they being stretched, so that they recognize their own limits and are casting themselves on God's limitlessness? Are they out of their comfort zone enough that they are intentionally serving on the strength Christ provides, rather than serving on their own strength? (I Peter 4:11).

*Deepen in their adoration/worship of God because of the ways they see God at work through the ministry?

*Gain a deeper understanding of God's passion for the poor?

*Make a deeper commitment to racial reconciliation?

*"Kingdom-prioritize" all spheres of their life? (Ex., is the businessman who tutors in your program coming also to realize what Kingdom impact he could make *as a businessman* by offering welfare recipients jobs or mentoring an urban entrepreneur or investing part of his profits in a community loan fund?)

Regarding the development of indigenous community leaders:

*Are you able to articulate the ways in which you are trying to create a sense of "ownership" among the participants in your ministry?

*Are participants/ministry beneficiaries also volunteering (giving back) in the ministry?

*Are you taking steps to, where appropriate, "work yourself out of a job"?

*Are you not only helping people become decent, responsible American citizens but also zealous Kingdom citizens?

*Do you have a vision for community leadership that includes John Perkins' idea of "reaching the next village"? (I.e., getting people in your community saved, turned on to living for Christ in their community and working for the improvement of their community, but ALSO having a missionary vision themselves of being personally involved in reaching the community next door?)

Sample “WHAT” and “HOW” Analysis

What Analysis: Are We Doing the Kinds of Things Indicated by our Mission Statement and its Implied Goals? [“mission tracking”]

Sample:

The goals indicated in ABC Ministries’ mission statement are:

- helping church members and members of the Blue Ridge Commons community to experience and practice love of God and love of neighbor
- building caring relationships between churchgoers and BRCers
- empowering neighborhood residents
- helping residents to “flourish in their family relationships, in school, on the job, and in life through Christ-centered programs”

How Analysis: Are We Doing Things the Right Way (i.e., in accord with our core values?)

Sample: Philosophy of Ministry Statement

- a) The ministry should be Christ-centered
- b) The ministry should be relational (it should emphasize the development of face-to-face, personal relationships among the community members served)
- c) The ministry should be holistic (it should seek to minister to the needs of the whole person – physical, emotional, spiritual, intellectual)
- d) Teaching should be God-centered
- e) The ministry should demonstrate “responsible caring” / “expectant giving” (help should be a hand-up; aid ought not encourage dependency; aid out to be developmental rather than a Band Aid; the able-bodied should be encouraged to work or somehow give back in return for benevolence given)
- f) The ministry should seek to involve the community residents in the design, implementation, and evaluation of the ministries programs (the nature and extent of this will vary from organization to organization, depending on the mission/scope of the ministry)

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Ministry Review - Example

Part One. WHAT Analysis - Are we doing the right kinds of things? (I.e., are we conducting programs that are in line with our mission & goals?)

Vision: To express God’s glory in a community reflecting the values of God’s Kingdom

Mission: CALM exists to: encourage the holistic development of families and youth in the Prospect community by facilitating Christ-honoring, mutually transforming relationships and discipling community residents who can lead in bringing positive, sustainable change in the neighborhood

This mission speaks of three overarching priorities:

A) Holistic development of families & youth

- *Do our programs address physical, emotional, mental, and spiritual needs?
*Do our programs reach adults, youth, and kids?

B) Facilitating Christ-honoring, mutually transforming relationships

*Are our programs facilitating the building of deep relationships? I.e., do program context and our operating procedures encourage this? (It implies one-on-one or small group structure; it implies regular contact between the same vols and participants; it implies a greater concern for “narrow and deep” ministry with the same people over time rather than for continuous extension of our participant pool

*Are our programs designed with the idea of mutual transformation in mind (i.e., do we know what kinds of changes we want to see in the volunteers as well as the program participants)? (This implies we have behavioral standards and goals in mind for participants; it implies we will evaluate progress; it implies we will ask volunteers about their experiences & how they have been shaped)

C) Discipling community residents to lead in bringing about sustainable change

- *Do we have community leadership development plans in place and are we implementing them?

Evaluation matrix: examine each program and rate “yes,” “needs improvement,” “no,” or N/A (not applicable) as relates to these three priorities.

Table with 4 columns: Program Name, A, B, C. Rows include Tutoring Score, Bible Club Score, Camp Score, GQ Club Score, Teen Station Score, Basketball Program Score, LQ Clubs Score, and CLC Score.

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Part Two. HOW Analysis - Are we doing the right things in the right way? (I.e., Are we operating our programs in accord with the guidelines of our philosophy of mission and our core values?)

SYNOPSIS: CALM PHILOSOPHY OF MINISTRY/CORE VALUES

(this is a shortened and combined list of items the Board has often mentioned as core values, plus items from the 10-point “Philosophy of Ministry” document that are relevant to programming)

1. holistic ministry
2. relational ministry - provides opportunities for church volunteers to build friendships with specific children and families;
3. "felt needs" ministry (relevant to perceived needs of community residents)
4. "permanent change" ministry that encourages people to take responsibility for their lives and eschew dependent lifestyles;
5. "development-oriented" ministry (hand-ups not hand-outs)
6. permanent physical presence/on-site programming
7. including local residents in the design, implementation, and evaluation of programs
8. developing indigenous leadership in the community
9. incentive-based programming
10. Racial reconciliation

Evaluation Matrix (mark for each program which guidelines it seeks to incorporate)

	Tut	BC	Camp	Little LQ's	GQ	LQ	TS	BB	SAT	CLC
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

**“What Works for Youth” Checklist
from PePNet (Promising & Effective Practices Network)**

a) Adult support, structure, and expectations

* Effective youth initiatives connect youth to caring adults who provide nurture, encouragement, discipline, and guidance; and this contact occurs in a program setting that is structured, offers challenging content, and makes clear the rules and expectations

b) Creative forms of learning

* Youth educational initiatives should be pervaded by an emphasis on basic skills and the inculcation of an ongoing desire to learn

c) A combination of guidance and rich connections to the workplace

d) Support and follow-up

* For best results, program staff or volunteers must follow-up with students even after they have “graduated” from the specific youth program

* Effective programs refer youth to additional community resources or “hand off” students who graduate from their programs to other initiatives designed for older students

e) Seeing youth as resources

* Young people respond positively when they are regarded by adults as resources, as contributors to their own growth & development (and that of their community), rather than as passive receptacles requiring services

* This principle implies the importance of youth-specific “leadership development” programs that offer youth the chance to serve in positions of responsibility (e.g., “growing into” becoming camp counselors or tutors for younger kids)

f) Engaging family and peers in organized activities

* Developing strong peer relationships among the youth participating in programs (this implies keeping programs relatively small, with a family-like atmosphere)

g) High-quality program implementation

* The best-designed program still fails if poorly implemented

* Effective youth programs offer good training for the adults involved and incorporate on-going evaluation/improvement

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Some Resources for “What Works” Checklists

-Some are specifically faith-based, others secular but faith-friendly

(1) The Center for Religion and Civic Culture at USC

www.usc.edu/dept/LAS/religion_online/index.html

Has a “Promising Practices” section with info on models they have found and why they rate those models as “promising practices.”

(2) Search Institute

<http://www.search-institute.org/assets/>

They have a list of 40 “development assets” considered vital in healthy youth development. Various Christian inner-city urban youth ministries have found this information very helpful.

(3) Public/Private Ventures

www.ppv.org

A little more academic, but they have produced many reports of the “lessons learned” variety. One example you’ll see on their home page: “Ten Lessons From the CCYD Initiative”

(4) National Network of Youth Ministries

<http://youthworkers.net/index.cfm>

Offer a quarterly magazine and a variety of training events...no specific what works checklist, but if you poke around long enough on the site, and visit the archived issue of the magazine, there’s some good info here.

(5) The National Crime Prevention Council

www.ncpc.org

Many publications available, of the “10 Ways to Reduce Crime” and “50 Strategies for Preventing Domestic Violence” variety.

(6) National Youth Employment Coalition-PePNet

www.nyec.org/pepnet

Lists of effective practices in youth work and workforce development

(7) The Center for What Works

www.whatworks.org

(8) National Mentoring Partnership

www.mentoring.org/index.adp

Click ‘run a program.’ Then click “Effective Practices”

(9) FASTEN

www.FASTEnetwork.org

Click “Best Practices Checklists”

MEASUREMENT ISSUES

1) Process measurements - indicators we watch to gauge how a program is going

- *participation rates
- *retention rates (same kids coming back repeatedly?)
- *punctuality
- *youth's behavior (as scored by tutor and/or as scored by student himself)
- *assessments by volunteers (informal and formal)

Examples of Records to Maintain: attendance sheets; tutor comment forms; volunteer exit interview forms

2) Outcome measurements - "hard data" we can watch to measure progress toward specific, definable outcomes (e.g., Is the student improving in her math skills?)

- *report cards (improvements in grades)
- *scored curriculum (SRA, MathBlaster)
- *pre and post tests (same quiz administered at beginning and end of semester)
- *quizzes designed to check student's progress against Virginia Standards of Learning
- *computer literacy tests, typing tests, scores on temp agency assessment exams
- *youth internship scored evaluations by supervisors
- *vocational skills competency tests

Examples of Records to Maintain: reporting sheets for individual student (e.g, we have the kids use the same computer station each time and keep an index card for each student with relevant scores from different software programs); tutor comment sheets (reporting on SRA progress); scores from typing tests (can be kept on the computer or as a hard copy in the student's file folder); copies of students' report cards.

3) Comparative Evaluation measurements - participating youth compared to non-participants or to generic statistics describing similar populations

*control group vs. participant group compared on indicators of interest (how many reporting sexual activity; how many days skipped classes; frequency of alcohol or drug use; frequency of incidents of juvenile delinquency; frequency of involvement in fights; frequency of teenage pregnancy; self-reported incidence of lying to parents; self-reported pre-college activity [seeking out information, taking college-prep courses]; frequency of involvement in service-oriented activities; graduation rates; earnings/wages comparison

*participating youth statistics compared to published statistics on similar youth populations (e.g., use city-wide school data, or data specific to the high school where most of your youth attend; use city-wide social stats [teen pregnancy rates, juvenile crime rates, surveys of youth drug & alcohol use]; use national social stats compiled for urban youth of similar racial group(s)

Examples of Records to Maintain: Questionnaires students complete; school and court data on participating youth; interviews with student's teachers or guidance counselors. Also, need to gather comparative data (census data, city government, local health dep't, dep't of community development, stats published by United Way, The Urban Institute, U.S. Dep't of Education). The FASTEN website "Making the Case" section can help you obtain local & national statistics on a variety of youth topics.

*Be creative. Partner with local organizations with capacity to conduct comparative evaluations. Train older youth in survey interviewing skills and have older teens interview younger teens. Make the research data-gathering a youth project — help them learn how to get data off the Internet