1

The Niche of Evaluation Facilitation

"For evaluators, there is a high price for bad facilitation: without our knowing, we may favor our own priorities, forget participants' needs, submerge stakeholder voices, hide underlying causes, and undermine the impact of our work . . . Facilitation can be a tricky topic. Is it a discipline? A practice? Is it as natural a function to human beings as walking or talking? Or is it an acquired skill? An art? Facilitation is all of the above: both a natural and acquired skill, art, and discipline."

Paulo Fierro (2016, p. 31)
Enhancing Facilitation Skills: Dancing with Dynamic Tensions

To understand and appreciate the niche of evaluation facilitation, we must begin by defining both facilitation and evaluation. *Facilitation* is what facilitators do to guide a group through a process that helps those involved achieve their intended outcomes by working together. *Evaluation* involves making judgments about the merit, value, significance, credibility, and utility of whatever is being evaluated: for example, a program, a policy, a product, or the performance of a person or team. Evaluation facilitation, then, typically involves guiding a group through a process to design an evaluation and/or interpret evaluation findings. Evaluation facilitation adapts general facilitation techniques and principles to guide groups working on evaluation issues.

Let's begin our examination of evaluation facilitation by looking at the facilitation process involved in helping a group address the most basic evaluation issue there is: What is evaluation?

● WHAT IS EVALUATION?

I offered a simple definition of evaluation in the preceding paragraph. But like many things, when you look deeper, what at first glance appeared simple becomes complex. What is evaluation? Answering that question turns out to be challenging. The mission of the American Evaluation Association (AEA) is to "improve evaluation practices and methods, increase evaluation use, promote evaluation as a profession, and support the contribution of evaluation to the generation of theory and knowledge about effective human action" (2016). To promote evaluation, the AEA needs to be able to explain what evaluation is, as do member evaluators. But there's the rub. Evaluators are an eclectic group working in diverse arenas using a variety of methods drawn from a wide range of disciplines applied to a vast array of efforts aimed at improving the lives of people in places throughout the world. Evaluators don't all define evaluation the same way. Indeed, the field of evaluation has a history of vociferous debates about how to define evaluation, what methods to use, how to judge quality, and what competences are needed to be an evaluator, to name but a few of the contentious issues discussed and debated.

Still, despite different perspectives and rancorous encounters among those with opposing views, a profession promoting evaluation needs to elucidate what it is. To that end, I was asked by the board of the AEA to chair and facilitate a task force of diverse evaluators to produce a statement explaining evaluation.

Seven AEA members, including an AEA staff representative, worked on this challenge for 14 months, from March, 2010 to May, 2011. My responsibility as facilitator was to bring together diverse perspectives, find common ground, draft a document for review, incorporate feedback, and work with task force members to come up with a statement. After months working together, we succeeded. The process we used illustrates five generic facilitation steps. The content of the process defines what evaluation is. After working through this example of facilitation, I will turn to the niche of evaluation facilitation. I will take you through the group process and my facilitation role and then share the statement we produced so that you can judge for yourself the outcome of the facilitated process.

Exhibit 1.1 presents five generic steps for facilitating group work. I'll illustrate those steps for facilitation with the work of the *What Is Evaluation* AEA task force.

Exhibit 1.1   Five Generic Steps in Group Facilitation

Step 1. *Framing*. Ensure that the group understands its task and the decision rules it will be following.

Step 2. *Generative engagement.* Create a process for generating options and envisioning possibilities.

Step 3. *Comparative analysis*. Facilitate systematic comparison of options: determine priority criteria for comparing strengths and weaknesses, pros and cons.

Step 4. *Convergence*. Guide the group in reaching a decision, choosing among options.

Step 5. *Communicating*. Guide the group in articulating and communicating its decision, and the rationale for the decision, to those who must approve and implement the decision.

FACILITATING THE *WHAT IS EVALUATION* TASK FORCE   ●

Step 1. Framing. Ensure That the Group Understands Its Task and the Decision Rules It Will Be Following.

The first step in facilitation involves ensuring that the roles, responsibilities, authority, and intended outcomes of the group are clarified and settled. How the group will make decisions must be agreed to by participants. The facilitator's role in guiding the group's work should be made explicit and agreed to by those involved. Exhibit 1.2 summarizes these facilitation decision-making options in the form of a set of questions to answer and indicates how we answered each question in the AEA task force. It is critical that the facilitator clarify how the group will function. The answers to the *Questions for Establishing Facilitation Parameters* determines the evaluation facilitator's role and responsibilities and how the group will engage in its work.

As we discussed these issues (Exhibit 1.2) in our first hour together, we were getting to know each other, sharing past experiences, and learning about each other's perspectives. The participating evaluators brought a range of experiences, both nationally and internationally, across different sectors and subject areas. We did not know each other. My job as facilitator was to pose the questions, ensure that everyone was included in the discussion, and signal when I thought we could bring closure to one question and move on to the next. I was comfortable with the degree of ambiguity we faced.

Exhibit 1.2   Questions for Establishing Facilitation Parameters: Framing and Clarifying Roles, Responsibilities, and Power

General Facilitation Question	Options to Consider	Result for *What Is Evaluation?*
1. Scope of work: What is the group trying to produce or accomplish?	Ideas? Recommendations? Major report? Guidelines? Polished and publishable article?	We weren't sure what form our report might take because we weren't sure what we would conclude. We certainly knew that the work might be controversial because evaluators had a history of disagreeing about how to define the nature, scope, purpose, methods, and processes of evaluation.
2. Stakes: How controversial, visible, or important is the group's work?	• Stakes • Visibility • Potential impact • Group's likely credibility	No announcement was made about our work, so no public pressure or visibility. We had high hopes for impact because we believed the work was important for the future of the profession. Credibility would depend on what we produced.
3. What is the group's authority?	• Consultative, deliberative role (generate ideas or a framework) • Make recommendations (to whom?) • Make decisions (to be acted on by whom?)	Authority was ambiguous. Historically, the formation of a task force in AEA had served a variety of purposes, some generative (brainstorming possibilities), some consultative (advisory to the board), and some definitive (making decisions about a particular AEA function, such as how the annual conference is organized). We expected to submit our conclusions to the AEA board, but what they would do with it, and whether it would be submitted to the general membership for review, was unknown as we began our work.

General Facilitation Question	Options to Consider	Result for What Is Evaluation?
4. Source of options to be considered	• Options given to the group by a funder or the person/group seeking input • Options to be generated by the group • Options to be generated by the facilitator and deliberated by the group • Options extracted from relevant literature • Other approach to options or some combination of sources	We began by generating options based on our diverse experiences and perspectives.
5. Time and resource constraints	• What is the timeline for the group's work? How compressed or urgent is the timeline? • What time commitment is expected of participants? What resources are needed and available to support the group's work? What other factors will affect the group's work?	We agreed to meet for an hour every three to four weeks by conference call, with individuals or subgroups doing assignments in between meetings.

(Continued)

Exhibit 1.2 (Continued)		
General Facilitation Question	**Options to Consider**	**Result for What Is Evaluation?**
6. Group decision rule (and who decides?)	• Offer multiple and diverse perspectives without finalizing agreement • Majority votes with minority reports • Majority rules with no minority reports • Consensus (all must agree to any decision) • Some combination of the above options, depending on the issue and stakes	We operated by consensus when possible, revisiting if necessary.

Before leaving Step 1, the point I would emphasize is the importance of framing the work of a group. People look to the facilitator for guidance on the group's purpose, likely processes, decision rules, and expected results. Later chapters will offer additional examples, alternative approaches, and advice about the framing function of facilitation. In this case, the initial framing established a shared understanding among participants that the group's work would be highly emergent. Knowing what is ambiguous at the beginning, and becoming comfortable with those ambiguities, is part of framing. Knowing what is predetermined and fixed is also important. Knowing the boundaries, open and closed, within which the group will work is part of framing. The facilitator's job is to provide enough opportunity for a framing discussion to deal with both the knowns and unknowns; make explicit the predetermined, undetermined, and the yet to be determined; and move the group forward into its work.

Step 2. Generative Engagement. Create a Process for Generating Options and Envisioning Possibilities.

To get the group engaged in generating options, I took them through three rounds of identifying and mapping possibilities. Exhibit 1.3

Exhibit 1.3   Facilitation Techniques to Generate Options and Envision Possibilities

General Facilitation Principle*	Specific Application in Facilitating the AEA Task Force	Result for *What Is Evaluation?*
1. Get people engaged by sharing their own experiences.	I asked each participant, "Please share how you explain evaluation to the people you work with." *Note:* As facilitator, I participated fully in each exercise because I was also a task force member.	a. Range of explanations based on different evaluation clients (we got these in writing) b. Different kinds of explanations (long, short; personal, academic; jargon heavy, jargon free); some general, some program specific (education, health)
2. Build on any existing knowledge base.	Homework assignment for everyone: "Bring in examples of evaluation explanations from books, articles, conference sessions, brochures; whatever you can find." (We coordinated who would look at which books and resources.)	a. Wide range of published definitions and explanations b. Group sense that the variation was much greater than expected c. Concern that we might not be able to find coherence in the seeming chaos
3. Draw on participants' networks to inform the group's work.	Homework assignment: Everyone talks with at least three people (other evaluators, clients, evaluation funders) about what they'd like to see in a statement that addresses the question, *What is evaluation?* What do they think would be useful? As facilitator, I also did the homework assignments.	a. Great diversity of ideas about what is needed and what should be included b. People in different evaluation roles wanted different things c. Agreement that we weren't going to be able to meet everyone's needs and interests; we would have to decide who our audience is

Exhibit 1.3   (Continued)

General Facilitation Principle*	Specific Application in Facilitating the AEA Task Force	Result for *What Is Evaluation?*
4. Encourage interaction, mutual respect, and humor.	I invited participants to ask questions about and react to what each presented. We took time to engage with what each person brought to the group.	a. Participants getting to know each other, different backgrounds, training, work situations b. Established norm of doing the homework assignments seriously and on time and being ready to share c. Lots of laughter, funny stories, having fun, seeing the lighter side of our daunting task
5. Build a sense of being a group, commitment to working together toward a shared outcome.	At the end of each conference call, I asked participants to share how they were experiencing the process (we made sure we left time for this).	a. Participants expressed how much they were learning from each other b. Spoke of increased commitment to the task c. Expressed feeling honored to be part of the group

*The general facilitation principles are my own.

presents the specific evaluation facilitation processes I offered alongside the generic facilitation principle I was drawing on.

Step 3. Comparative Analysis. Facilitate Systematic Comparison of Options: Determine Priority Criteria for Comparing Strengths and Weaknesses, Pros and Cons.

Having generated a wide range of possibilities, we turned to making comparisons. I asked each participant to go over what we had generated from our personal explanations of evaluation, the literature, and interviews with others and (1) pick favorite examples (and be prepared to explain what made them favor it) and (2) identify topics or issues that we should include in the statement we would generate. That work and

the discussion it generated led to five screening criteria for deciding how the elements of our statement should be evaluated:

- Honors the diversity of the profession and evaluation users

- Clarity

- Utility

- Accuracy

- Inspiring (provides a positive image of the profession)

We also formulated an outline for what we thought we would need to include in our statement. We were then ready for Step 4.

Step 4. Convergence. Guide the Group in Reaching a Decision, Choosing among Options.

Using the outline we had generated, we divided up topics among pairs of participants. We shared those drafts, provided feedback on each section, and the pairs drafted revisions. My facilitation task was to encourage and model giving (and receiving) feedback and to make sure that everyone was heard. At the end of discussing each section, I would summarize the major points raised and check with the group to see if I had omitted anything (which was sometimes the case). That led to a new round of revisions, some group wordsmithing (minor language changes), and putting it together as a draft statement for the first time. We shared that draft with the AEA board for feedback.

The board did not discuss the draft we submitted but invited individual board members to respond. We had to prod to get even a few responses. Those few who did respond, with one exception, offered brief suggestions. The feedback was elegantly contradictory: include more on this, said one; delete that altogether, said another. After getting the mixed board feedback, discussing it in depth, and incorporating what we could, I posed a major question to the group: *Who do we make the primary users (intended audience) for our statement?* Not abstractly (for example, the AEA members or evaluation professionals in general). Who concretely? Who could we and should we engage in finalizing the statement? Who could we trust to take it seriously? And do so in a timely manner?

As context for this question, at this point, we had been working on the statement for more than a year. We were ready to be done.

After considering a number of options, such as doing focus groups with AEA members or conducting a think tank at the annual AEA conference, we decided to make ourselves the primary intended users for the statement. As a diverse group of evaluators, we decided that if we could satisfy ourselves that we had produced something worthwhile that we could use, and would use, then it might be valuable to others as well.

So, we moved to finalize the statement with what we thought was a creative approach to communicating it to the larger evaluation community (see Step 5). First, below are some excerpts from the final statement that emerged from our process. The full statement is available on the AEA website (http://www.eval.org).

Excerpts from *What Is Evaluation?*

Evaluation is a systematic process to determine merit, worth, value or significance. So what does that mean in practice? Let's use one kind of evaluation, *program evaluation*, to illustrate. Programs and projects of all kinds aspire to make the world a better place. Program evaluation answers questions like: To what extent does the program achieve its goals? How can it be improved? Should it continue? Are the results worth what the program costs? Program evaluators gather and analyze data about what programs are doing and accomplishing to answer these kinds of questions.

A program evaluation has to be designed to be appropriate for the specific program being evaluated. Health programs aim to make people healthier and prevent disease. School programs strive to increase student learning. Employment training programs try to help the unemployed get jobs. Homelessness initiatives work to get people off the streets and into safe housing. . . . For each kind of program, an evaluation would gather and analyze data about that program's effectiveness. . . .

All of us have conducted some sort of evaluation, whether formally or not. We do it almost every day when we decide what to wear or how to prioritize the various tasks that lay before us. . . . The evaluation profession has developed systematic methods and approaches that can be used to inform judgments and decisions. Because making judgments and decisions is involved in everything people do, evaluation is important in

every discipline, field, profession and sector, including government, businesses, and not-for-profit organizations. . . .
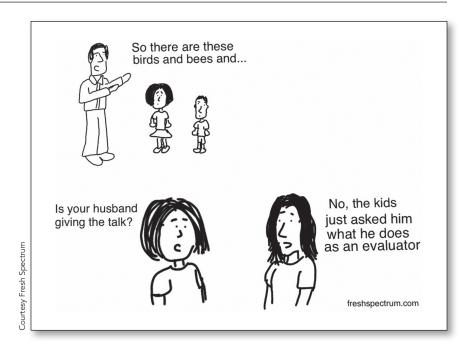
Examples of different kinds of evaluation questions include:

- What is the quality of program or policy implementation?

- What outcomes are being achieved?

- Are the real needs of people being met?

- What works for different people in what ways and under what conditions?

- How do cultural and diversity variations affect what is done and achieved?

- What are the costs and benefits of a program, policy, product, or training effort for personnel evaluation?

- What unintended consequences or negative side effects are appearing that need to be addressed?

- What are key success factors that others can learn from and use?

These are just a few of the many kinds of evaluation questions that can be asked—and answered with evaluation information and data.

Step 5. Communicating. Guide the Group in Articulating and Communicating Its Decision, and the Rationale for the Decision, to Those Who Must Approve and Implement the Decision.

In submitting this statement to the AEA board, we felt an obligation to recommend what should be done with it. Specifically, we recommended that the document be treated as a resource for AEA members and staff but that it not be officially adopted or endorsed by the board or the membership. Rather, we suggested it be posted on an AEA blog-like site so members could add comments and exchange views on the document and otherwise evaluate the statement. The AEA Board accepted our recommendation and the statement remains open for dialogue on the AEA website: http://www.eval.org/p/bl/et/blogid= 2&blogaid=4

● THE RESULTS OF FACILITATION

Thus far in this chapter, I have done two things: (1) set the context for discussing evaluation facilitation by defining evaluation and (2) offered an example of what facilitation can yield. The job of the facilitator is to help a group achieve its intended purpose and produce desired results. While I was officially the chair of this AEA task force, I viewed my responsibility as one of facilitation aimed at achieving a consensus statement in which all participants felt ownership of the results. Along the way, I negotiated conflicts about terminology, different preferences for what examples to highlight, and varying opinions about what priorities to emphasize. After three months' work, we threw out our first effort at a statement and started over. A second draft was also abandoned, but we were getting a feel for the task. Participants in the task force sought guidance and feedback from their network of colleagues and clients. We formed subgroups to work on sections of the statement. Participants took turns taking notes on our conference calls. We debated length and format. After a year, we submitted a draft to the AEA board members for review and revised the statement based on their feedback, which, by the way, was varied and conflicting. Part of my job as facilitator was to keep the process moving forward. The group worked hard

to find common ground, and all participants contributed to the final product and recommendation.

Consensus is not always possible, and when it is not, the product produced may be one that presents alternative perspectives and competing recommendations. Such a product does not represent a failure of facilitation but is consistent with the reality that diverse people can hold strong views that cannot always be synthesized without losing important nuances of meaning significant to those involved. Facilitators deal with whatever realities they find themselves facing. Their job is not to ignore or change reality but to find out what is possible to achieve, given the realities and perspectives of the people taking on a particular task.

FACILITATION AS WHITE-WATER NAVIGATING   ●

Roger Miranda, an international evaluator with years of facilitation experience, was one of the participants in the AEA task force. When I asked Roger to verify the accuracy of my description of the facilitation process, he did so and added commentary on the challenges of facilitation:

> Facilitation is like white-water rafting: You know the general direction you want to go but will often have to make quick adjustments along the way, left and right, maybe even forced to paddle upstream again at times. From using the power of the current to your advantage one moment, to accepting where it chooses to take you the next, you may get soaked, but keep going, hopefully reaching your destination together.

> One of the things I try to do as I prepare for a facilitation engagement is to have a couple of options on how to proceed just in case Plan A doesn't work. This usually means preempting roadblocks and identifying potential solutions a priori. Visualizing possible scenarios and preparing my toolbox accordingly (e.g., different activities, approaches) has gotten me out of tight spots on occasion. When I have been caught off guard, I've had to improvise. Contingency planning never hurts; but it's also good to accept that we can't plan for every eventuality. (Roger Miranda, personal communication)

● **EVALUATION FACILITATION AS
A DISTINCT FORM OF FACILITATION**

The niche of evaluation facilitation combines generic facilitation roles and responsibilities with evaluation content and substance. Evaluation facilitation supports and enhances evaluative thinking among participants. As an evaluation facilitator, I am both facilitator and evaluator, bringing evaluation knowledge, experience, and expertise to the role of facilitator. Exhibit 1.4 compares and contrasts generic facilitator roles and responsibilities with those of the evaluation facilitator. The evaluation facilitator must do all that a generic facilitator does plus add evaluation expertise and direction to the group process.

This chapter has made the case that evaluation facilitation is a specialized form of group facilitation. In elucidating the niche of evaluation facilitation, I began with a statement on what evaluation is that is the product of a facilitated group process. The chapter then compared and contrasted generic facilitator roles and responsibilities with the more specialized roles and responsibilities of an evaluation facilitator. The emphasis throughout has been on the importance of facilitating evaluation.

How important is facilitation in evaluation? Experienced evaluation facilitator Tessie Catsambas (2016) says,

> Put simply, every part of every evaluation that involves contact with people needs to be facilitated. It follows, therefore, that the more skilled evaluators are in facilitation, the more effective they will be in working through the issues and challenges that arise during typical evaluations. (p. 21)

● **FACILITATION LESSONS**

1. *Take time to frame the work of the group clearly.* The facilitator has a major responsibility to frame the work of the group, provide guidance on issues that need to be addressed as they emerge, and engage participants in determining how they will work together.

2. *Monitor momentum.* The facilitator must determine how to keep the group moving forward toward its intended outcomes. This includes bringing closure to discussions when agreement has been reached, moving on to other issues when the group has become deadlocked on a particular subject, and monitoring the pace of work to allow meaningful engagement among participants while also making progress toward expected results.

Exhibit 1.4   Evaluation Facilitation Compared to Generic Facilitation: Selected Contrasts

The evaluation facilitator does all that a generic facilitator does plus brings evaluation knowledge, expertise, and substance to the process of group work.

Roles and Responsibilities	Generic Facilitation	Evaluation Facilitation
1. Build mutual respect among participants.	Provide exercises for participants to get to know and value each other.	Provide exercises for participants to get to know each other's evaluation knowledge, experiences, and responsibilities.
2. Build trust.	Create a safe space for authentic interactions.	Create a safe space to talk honestly about evaluation challenges.
3. Prepare the agenda for group work, including identifying goals for the group.	Craft a process that will move the group along in achieving its work and fulfilling its purpose.	Craft a process that will move the group along in achieving its evaluation work and fulfilling its evaluation purpose, including helping participants understand expected evaluation products and results; for example, producing priority evaluation questions or an evaluation design.
4. Guide the group in establishing norms, standards, and/ or principles for how they will work together.	Provide a process for the group to address how they want to work together.	Provide a process for the group to address how they want to work together that also takes into account and is consistent with the guiding principles and standards of the evaluation profession.
5. Ensure meaningful participation among all those involved.	Provide processes and mechanisms to allow everyone's voice to be heard.	Provide processes and mechanisms for diverse stakeholders' perspectives to be heard and taken into account.

Exhibit 1.4   (Continued)

Roles and Responsibilities	Generic Facilitation	Evaluation Facilitation
6. Keep the group moving forward to complete assigned tasks.	Manage the workflow to achieve desired outcomes in the time allotted.	Explain the expected evaluation results (such as identifying priority evaluation questions or producing an evaluation design) and coach the group through the process of getting the expected results in the time allotted.
7. Balance group process interactions with task work.	Ensure both quality interactions and the ability to achieve the expected outcomes based on the nature of the group and its purpose.	Ensure both quality interactions and the ability to achieve expected outcomes through the use of evaluative thinking and capacity building as needed to support achieving the expected evaluation products and results.
8. Help resolve conflicts.	Identify conflicts that may hinder the group's progress and provide a process to resolve conflicts.	Identify conflicts that may hinder the group's progress and provide a process to resolve or manage conflicts in a way that recognizes and respects the diverse interests and values that are inherent in evaluation situations with diverse stakeholders.
9. Help the group assess its progress.	Provide opportunities to check in and review the group's actual progress compared to the agenda and expected progress.	Embed evaluative processes into the group's work so that they are deepening their evaluative thinking and capacity by engaging in facilitated evaluation of their own progress.
10. Make adjustments and adaptations.	Change agendas, exercises, schedules, processes, and deliverables based on what emerges during facilitation and reassessments of what is possible, given the time and resources available.	Change agendas, exercises, schedules, processes, and deliverables based on what emerges during facilitation and reassessments of what is possible, given the time and resources available, to enhance evaluation quality, credibility, relevance, and utility.

3. *Expect nonlinearity*. Though facilitation is laid out as a series of five steps here, group work is seldom linear, nor is facilitation. In Steps 2, 3, 4, and 5, it is common to have to revisit framing issues first addressed in Step 1. As the group's product becomes clearer, the group will likely want to revisit its authority, credibility, decision rules, and even its scope of work (Step 1 issues). Likewise, in making choices and decisions (Step 4, convergence), new options (not previously considered) may surface or options already rejected may get tweaked and reappear. That moves the process back to the generative phase (Step 2), then back through Step 3 (making comparisons) before arriving again back at Step 4. A deliberative process is often more iterative than linear. The job of a facilitator is to guide the group in how it is progressing overall and help participants track iterative and nonlinear progressions toward the ultimate desired outcomes.

Practice Exercise

Go back over the AEA statement on *What is Evaluation*? See if you can identify at least five areas, topics, or issues where multiple and diverse perspectives were brought together to achieve consensus. See if you can identify places where facilitation and negotiation were especially likely to have been needed and important.

TEN RESOURCES FOR EXPLAINING ●
AND GETTING STARTED IN EVALUATION

1. *What is Evaluation?*, **American Evaluation Association (2014):** http://www.eval.org/p/bl/et/blogid=2&blogaid=4

   If you are an evaluation facilitator, you may find yourself in the position of needing to explain what evaluation is. Perhaps the statement will be a resource in that regard. I use it when working with new groups. I provide a copy to members of the group in advance and invite reactions and discussion in our first session together.

2. *Eva the Evaluator*, **Roger Miranda (2009):** http://evatheevaluator.com/

   Another excellent resource for introducing evaluation with a lighthearted and captivating approach is this illustrated children's book. The story, written by international evaluator Roger

Miranda, revolves around Eva and her father as he explains to her what he does for a living: He is an evaluator. The father answers Eva's questions as she tries to understand what an evaluator does. Although a children's picture book, *Eva the Evaluator* is an effective way of introducing non-evaluators to the varying purposes of evaluation and the diverse roles professional evaluators may be called on to play. I regularly give the book to people I'm working with who are new to evaluation. I sometimes even read the book to everyone at the beginning of a facilitation engagement. It's a wonderful icebreaker.

3. *Evaluation—10 Reasons Why You Should*, **Kieron Kirkland (2012)**: http://www.nominettrust.org.uk/knowledge-centre/blogs/evaluation-10-reasons-why-you-should

4. *Evaluation: What It Is and Why Do It?*, **My Environmental Education Evaluation Resource Assistant (MEERA):** http://meera.snre.umich.edu/evaluation-what-it-and-why-do-it

5. *Why Do Evaluation?* **Grants Northwest (2017)***:* http://www.grantsnorthwest.com/why-do-evaluation/

6. *Evaluating Community Programs and Initiatives*, **Community Tool Box (2016):**

   http://ctb.ku.edu/en/evaluating-community-programs-and-initiatives

7. *The Power of Taking Stock: 5 Reasons to Conduct Evaluations,* **Kris Putnam-Walkerly (2014)**: http://putnam-consulting.com/philanthropy-411-blog/the-power-of-taking-stock-5-reasons-to-conduct-evaluations/

8. *Making Measure Work for You: Outcomes and Evaluation,* **GrantCraft, a service of The Foundation Center (2006):** http://www.grantcraft.org/assets/content/resources/guide_outcome.pdf

9. *Creative Thinking: Diverge and Converge*, **The Center for Creative Emergence (2010):**

   http://creativeemergence.typepad.stfi.re/the_fertile_unknown/2010/02/creative-thinking-diverge-and-converge.html?sf=egevvln#aa

10. *A New Evaluation Resource for Community Organizations and Funders*, **Otto Bremer Trust (2014):**

   http://www.ottobremer.org/news/ottoblog/april-16-2014/new-evaluation-resource-community-organizations-and-funders