Mel King Institute for Community Building
Final Evaluation Report
Year Six: July 2014 – June 2015

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Section 1: Introduction

The Mel King Institute for Community Building fosters vibrant and thriving Massachusetts communities by advancing the skills, knowledge and leadership ability of professional practitioners and volunteer leaders in the community development field. The King Institute leverages collaborative educational partnerships that increase access, encourage innovation, and promote and institutionalize systemic success. The Institute is designed to bring community development professionals and volunteers the skills they need to be effective in their positions in the community. To reach its goals, the Institute sponsors trainings, innovation forums, mentorship opportunities, website resources, serves as a clearing house, and provides technical assistance.

The Institute is committed to evaluation and continual learning and as such, developed a theory of change illustrated in a Logic Model during its first year and has commissioned an evaluation for each of its six years of operations. The Year 6 evaluation summarizes the demographics and major findings from the "day-of-event-surveys". This year the King Institute has revised its logic model to reflect the growth of its programs and evolving program goals. Future evaluations will focus on outcomes based on the new logic model. This evaluation, however, continues to draw from the original logic model. Assistance in preparing and editing the evaluation report was provided by Diane Gordon, the consultant who conducted the prior five evaluations.

During the period July 2014 through June 2015, evaluations were collected for 24 courses sponsored by the Mel King Institute. Total attendance in those courses was 498 and 381 day-of-event-surveys were completed reflecting a 77% response rate. The number of evaluations from Year 6 is the highest ever collected in one year by the Institute, but the response rate was lower than prior years where 80%-87% of participants completed a survey.

Table 1a: Evaluation Numbers						
	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Number of Courses Analyzed	9	19	24	20	25	24
Number Total Participants	157	263	462	371	361	498
Number Total Evaluations Reviewed	137	227	376	296	314	381
Number of Unique Individuals Evaluated	108	160	275	198	256	310

In total, over the six year period, 1,731 day-of-survey evaluations have been reviewed. Comparisons between years are provided for most of the evaluation data points.

Year 6 Courses Reviewed

The 24 courses listed below were reviewed as part of this evaluation. Note: The King Institute sponsored more than these 24 courses in Year 6 – some were done in partnership with other entities that did not include King Institute evaluation forms and therefore were not included in this evaluation.

Table 1b: Year 6 Courses Evaluated			
	Location	Attendees	Survey Responses
Undoing Racism, September 2014	Boston	49	33
What's in the Numbers, September 2014	Worcester	11	9
MHP Driving a Closing, October 2014	Boston	18	12
Real Estate 101 for Board Members, November 2014	Boston	24	17
Group Facilitation, November 2014	Boston	32	30
Engaging Constituents for Community Impact, December 2014	Lawrence	28	23
Engaging Design: A Ground-Up Approach to Building Community, December 2014	Boston	26	18
Introduction to Census Data: Finding the Numbers You Need, January 2015	Boston	16	14
Supervision Seminar, January 2015	Lawrence	19	16
What's in the Numbers, February 2015	Lawrence	9	9
Technical Strategies to Ensure Full Participation in Multi-Lingual Meetings, February 2015	Boston	16	13
Group Facilitation, March 2015	Lawrence	10	9
Basics of Community Organizing , March 2015	Boston	19	15
Introduction to Cooperative and Employee Owned Business Development, March 2015	Framingham	18	14
Logic Models: Visualizing your Organization's Goals, April 2015	Boston	12	11
Fundamentals of Affordable Housing Finance, April 2015	Boston	34	29
Introduction to Community Economic Development, April 2015	Boston	21	18
The Leadership Development Institute: Cultivating Community Leaders, April 2015	Boston	14	13
Using the Community Preservation Act Funding for Affordable Housing, May 2015	Worcester	20	18

|			
Finding the Best Candidate: A Recruiting and Hiring Clinic, May 2015	Boston	7	5
Fostering Entrepreneurship Through Shared Workspace Models, May 2015	Worcester	34	11
Health and Community Development: Leveraging Resources and Opportunities for Collective Impact, June 2015	Framingham	16	13
Careers in Community Development, June 2015	Boston	22	18
Technical Strategies to Ensure Full Participation in Multi-Lingual Meetings, June 2015	Worcester	21	13

Section 2: Demographic Analysis

The evaluation looks at the participants from a number of perspectives – organizational affiliation, geography, age, race, and position in their organization. In order to accurately reflect the participant profile, participants are only counted once for the purposes of the demographic analysis even though some attended more than one training. 310 individuals were therefore included in this evaluation.

2.1 Geography

The Mel King Institute serves participants across the state and region, with a majority from the Greater Boston area. Representation from outside of Boston has increased in Year 6 as compared to Years 3, 4, and 5 but still remains lower than Years 1 and 2. The percentage of participants from out of state in Year 6 has also increased compared to recent years, though not as high as in the earliest years of the Institute.

Table 2.1: Geography							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Greater Boston	59%	50%	71%	74%	76%	61%	65%
Other MA	33%	42%	26%	23%	23%	34%	30%
Other States	8%	8%	7%	3%	2%	4%	5%

Location: Years 1 - 6
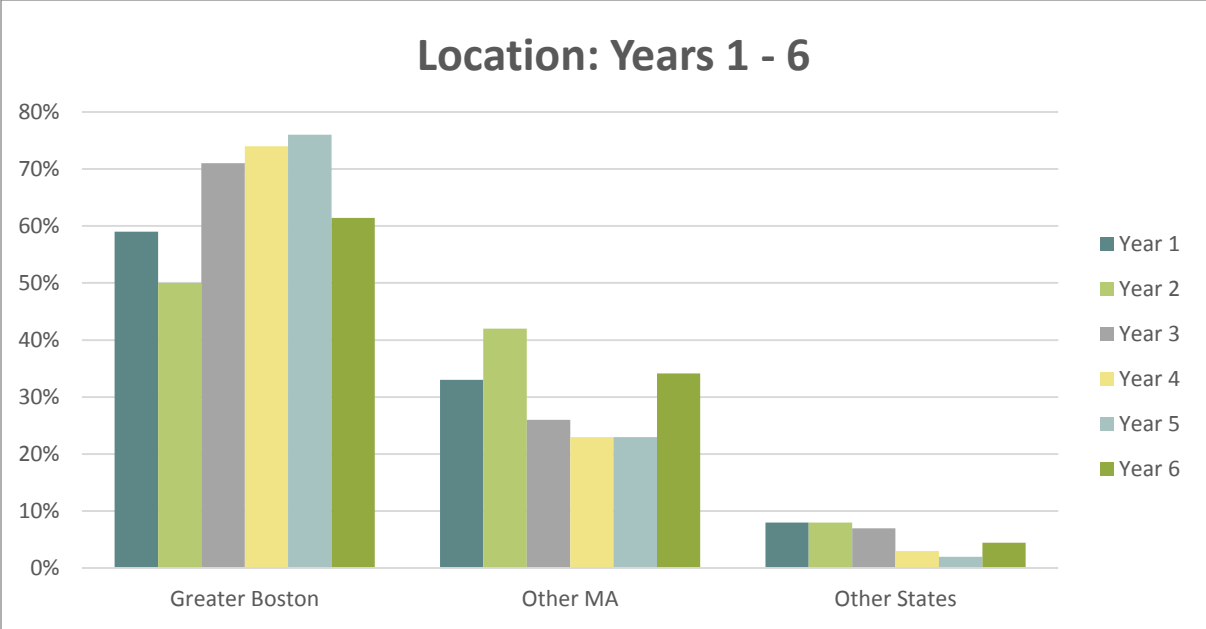
2.2 Age of Students

The age distribution of students in Year 6 has remained about the same as in Year 5. In both years, 55% of students were under 40. Year 6 has seen a slight increase in participants in the 40-54 age range to 30% of all participants, the highest rate of participation from this age group since the King Institute began. Conversely, participants under the age of 25 have the lowest rate of participation since the Institute began at 15%.

Table 2.2: Age Distribution							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Under 25	29%	25%	23%	24%	16%	15%	22%
26-39	37%	28%	30%	43%	39%	39%	36%
40-54	27%	17%	27%	19%	28%	30%	25%
Over 55	7%	30%	13%	14%	18%	16%	16%

Age Distribution: Years 1 - 6
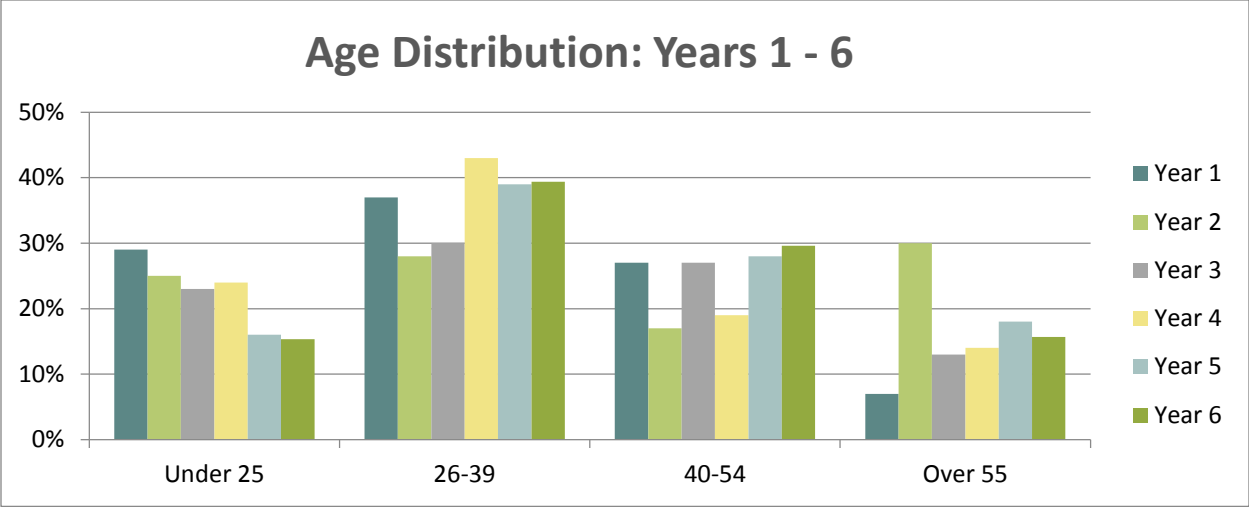
2.3 Positions

In Year 6, the percentage of Americorps/Students/Interns and Staff attending trainings increased while the percentage of Managers and Board members attending decreased. This may be due to fewer offerings targeted towards board members and senior level staff in Year 6 compared to Year 5. The percentage of Americorps/Students/Interns attending trainings this year is the highest that it has ever been at 19%. Given that the percentage of participants under 25 is low this year at 15% of all students, most of the Students/Americorps/Interns attending this year belonged to older age groups, mostly between 26-39, though a few (4) fell into the 40-54 age category.

| Table 2.3: Participant Positions							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Staff	55%	32%	35%	42%	38%	41%	40%
Manager	40%	35%	29%	28%	32%	26%	32%
Americorps/Students/ Interns	3%	18%	17%	14%	11%	19%	14%
Board	0%	5%	11%	5%	14%	8%	7%
Other	4%	10%	8%	11%	5%	6%	7%

Positions: Year 1-6
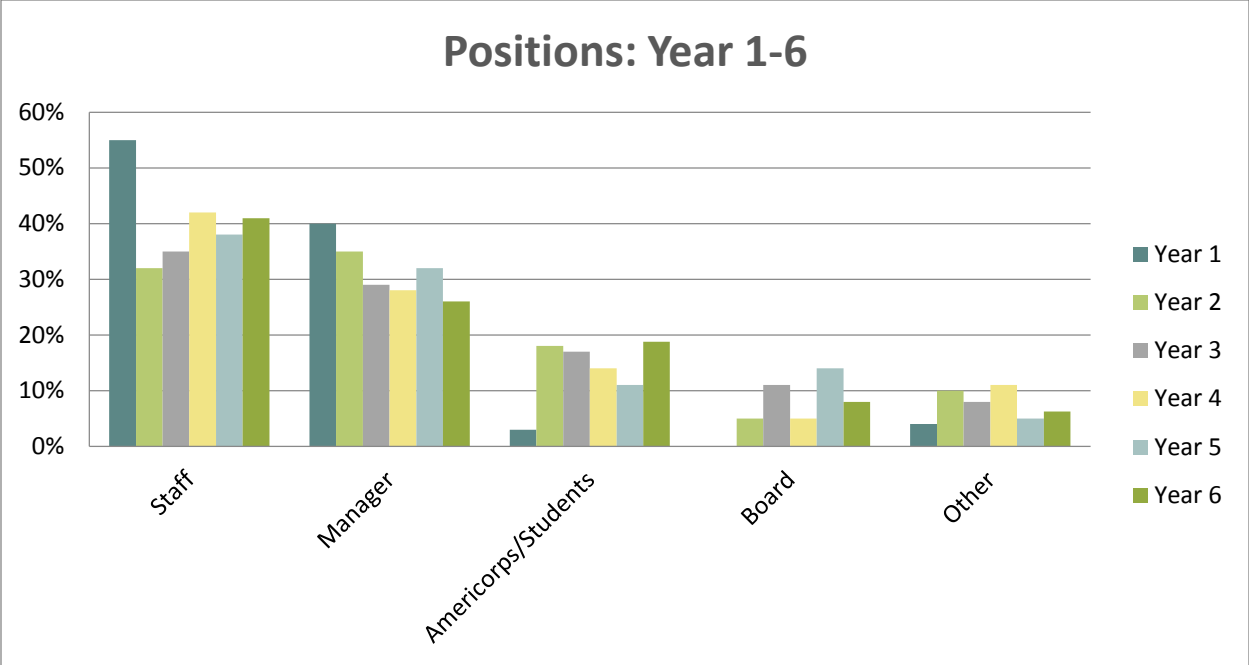
2.4 Race of Students

The participation of students by racial group has shifted in Year 6 from previous years. Overall, 61% of students describe themselves as White and 39% as People of Color, compared to 56% White and 44% People of Color in Year 5. During Year 6, there was an increased percentage of White participants and a decrease in percentage of Black participants. In fact, Year 6 had the lowest percentage of Black participants since the Institute began at 11%. The percentage of participants who identify as Asian continues to increase, up to 9% of all students, the highest since the institute began. The percentage of Latino participants remains high at 15%, though not as high as in Year 5 when Latino participants made up 19% of all participants.

Given that the overall training audience of the institute has grown, it is important to see if the actual number of Black and Latino participants has declined along with the percentages. In terms of raw numbers, The King Institute served 32 Black participants in Year 6 while it served 42 Black participants in Year 5 and 33 Black participants in Year 4. The training audience from all other racial categories has grown from or remained as high as in Year 5. In both Years 5 and 6, 45 Latino participants attended trainings, compared to 24 in Year 4. 181 White participants attended trainings in Year 6 compared to 137 in Year 5 and 112 in Year 4. The King Institute is clearly growing in its audience, but not evenly across all racial groups.

While the percentage of participation by people of color is lower than in recent years, it still compares favorably with the Massachusetts Census Data where People of Color make up 23.6% of the population. Without knowing the demographics of the community development field in Massachusetts, it is hard to know whether the King Institute participants are representative of the racial demographics of the field.

Table 2.4: Racial Demographics							Massachusetts
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average	2010 Census Data
White	65%	68%	56%	56%	56%	61%	60%	76.4%
Black	12%	13%	21%	20%	17%	11%	17%	7.8%
Latino	18%	11%	12%	13%	18%	15%	14%	9.9%
Asian	3%	4%	5%	7%	8%	9%	5%	5.6%
Other	2%	4%	3%	4%	1%	4%	3%	2.0%
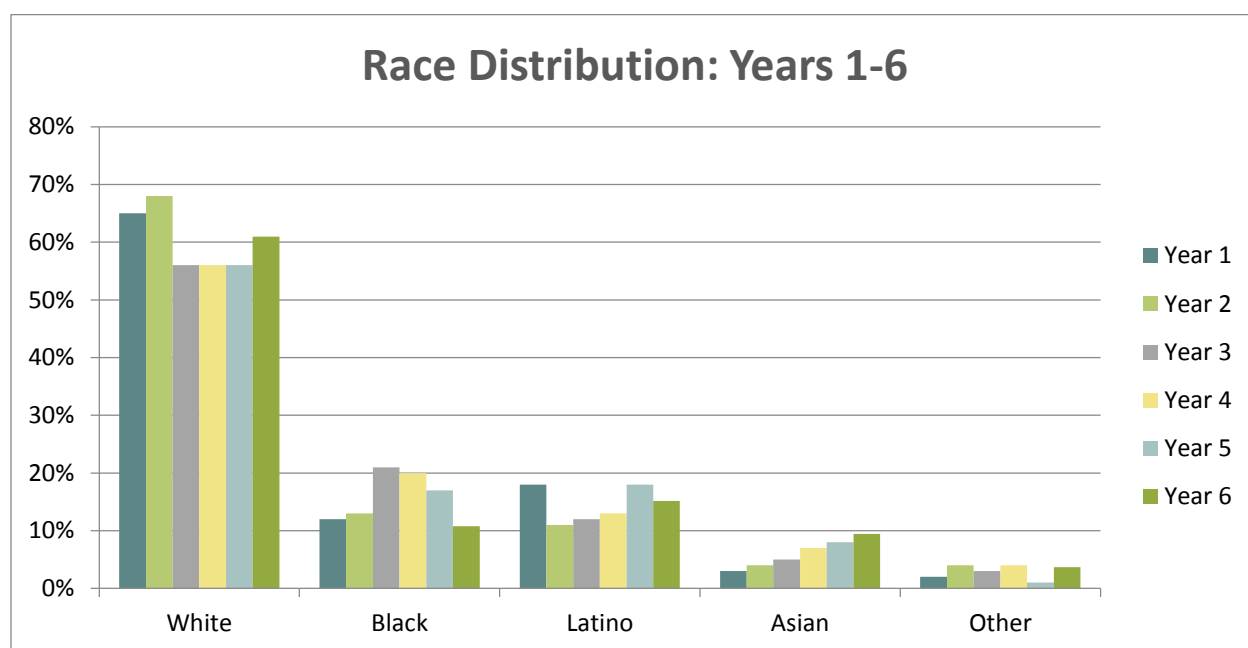
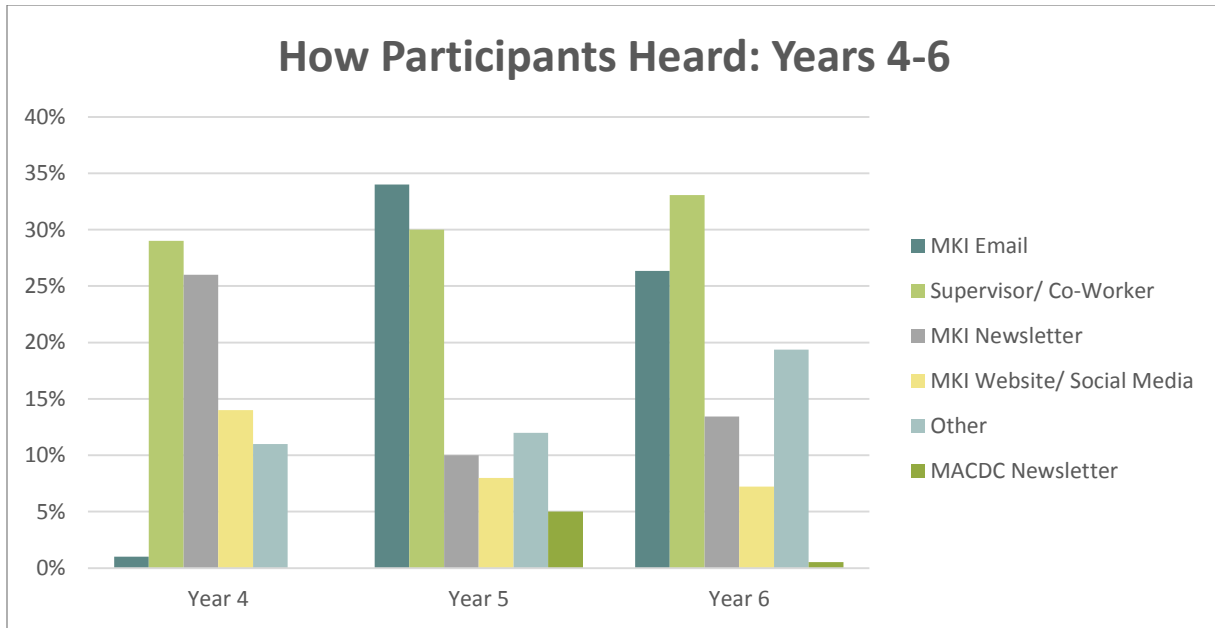## 2.5 Organizational Affiliation

The representation from MACDC members in Year 6 has decreased from Year 5 from 59% to 45%, but remains higher than Year 3 and 4. This year also saw an increase in representation from "other entities" (quasi, public, for-profit, university, other) since Year 5 from 6% to 23%, consistent with representation seen in Years 3 and 4. The percentage of representation from other nonprofits has continued to decrease over the years to 32% in Year 6 (Comparisons with Year 1 and Year 2 are not offered because the question was not asked in the same manner). Even though the percentage of participants from other nonprofit organizations decreased from Year 5, the number of participants from other nonprofit organizations actually increased. In Year 6, 91 participants came from other nonprofit organizations compared to 85 in Year 5 and 66 in Year 4. Overall, the entire audience of King Institute trainings has grown.

Organizational Affiliation: Years 3-6
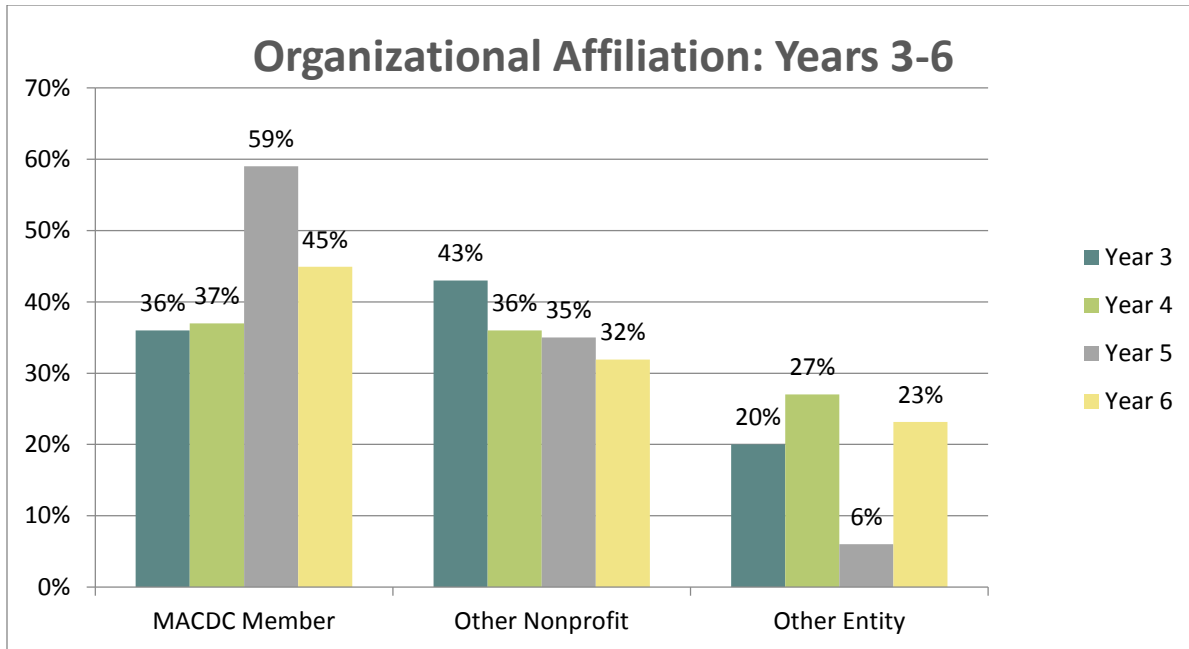
2.6 Marketing

As part of the day-of-survey, participants indicate one or more ways they heard about a particular event. MKI Email and the MKI Newsletter remain two of the most common ways that participants hear about trainings, with 39% reporting those as their sources. Supervisors and Co-Workers are also a large referral source for participants with 33% reporting. This year, there was an increase in participants who selected "Other", which represented 19% of the responses this year compared to 12% last year. Within this Other category, 63% had found out about the training through one of MKI's partner organizations. This shows that collaborative partners for trainings can be useful to draw participants.

Table 2.6: How Participants Heard at MKI			
	Year 4	Year 5	Year 6
MKI Email	1%	34%	26%
Supervisor/ Co-Worker	29%	30%	33%
MKI Newsletter	26%	10%	13%
MKI Website	14%	8%	7%
Other	11%	12%	19%
Listserv	7%	0%	0%
MACDC Newsletter	0%	5%	1%
Friend	3%	0%	0%

How Participants Heard: Years 4-6

Legend:
- MKI Email
- Supervisor/ Co-Worker
- MKI Newsletter
- MKI Website/ Social Media
- Other
- MACDC Newsletter

2.7 Demographic Analysis - Questions for Consideration

The demographic analysis gives the King Institute information on the populations that it serves in order to determine how well it serves the community development field as a whole statewide. It is important to consider that the demographics vary from year to year due to the course offerings and the audience those courses attract. Yet, given that the Institute seeks to serve the entire community development field, it is important to consider how training topic areas, training location, marketing and other factors may affect the attendance in a given year.

The audience for The King Institute trainings in Year 6 was fairly diverse as it has been in the past, but there are certain shifts to consider:

- **Race –** While the overall number of individuals included in the King Institute evaluation increased this year to a record 310 people, the number of participants who identified as Black declined to 32 participants in Year 6 compared to 45 in Year 5. The number of Black participants is about the same number as in Year 4 when only 198 individuals were included in the evaluation. This decline is concerning given that one of the King Institute's goals is to support people of color within the field.
    - Why has the share of participants from all other racial categories increased or remained the same while the share of Black participants declined?
        - Could it be related to:
            - Messaging of marketing materials and audiences of outreach?
            - Training locations?
            - Training topics?

It is difficult to interpret the decline in attendance of Black participants at the trainings without knowing the demographics of the community development field as a whole. Could it be possible that there are fewer Black people working in the community development field than before?

- **Age and position**- Year 6 saw some interesting trends in attendance by age and position. While the percentage of attendees in the under 25 range was at its lowest at 15% of attendees, the participation by Americorps/Students/Interns was highest at 19%. This trend shows that many of the Americorps/Students/Interns who attend the King Institute trainings fall into the 26-39 age group. This could be a shift reflective of an overall increase in the age of people who serve as Americorps participants. The Americorps/Students/Interns category also included many graduate students, who represented 14 out of the 54 Americorps/Students/Interns that attended trainings.
    - o What does an appropriate diversity of experience levels and age groups look like for the Institute?
    - o Do the current age groupings in our evaluation give us useful information?

- **Marketing**- While email and the newsletter continue to be the major sources of information for King Institute participants, 19% of participants selected "Other" for how they found out about the trainings. In the comments section, many listed training collaborators (organizations who helped organize or do outreach for the training) as their sources of information. It may be important to consider how the partners the King Institute collaborates with affect the demographics of the training participants if those partners are recruiting participants into the trainings.

- **Organizational Affiliation**-The King Institute has set a goal to serve about 50% MACDC members and 50% nonmembers through its trainings. This year, with 45% attendance from MACDC members and 55% nonmembers, The King Institute has come close to meeting that goal.

The number of individuals included in this demographic analysis is at its highest that it has ever been since the Institute began. While the audience of the Institute in Year 6 was diverse, the demographic shifts, especially in terms of the race of the participants, should raise questions about how the King Institute has been growing its audience in the past year and what can be done to make sure the growth in audience reflects the goals of the Institute and meets the needs of the community development field.

Section 3: Evaluation Findings – General and Process Outcomes

The evaluation process examines outcomes along three dimensions – **process outcomes** that are used to evaluate satisfaction levels during the training program itself, **outcomes for individuals** that are used to measure the impact the training has had on building the skills, knowledge, and overall abilities of participants that can enhance job performance, professional development, and advancement, and **outcomes for the organizations** that are used to identify the impact the training has had on organizational performance and effectiveness. Given that during Year 6, the evaluation only considered the day-of-surveys, it is difficult to ascertain the longer term impact of the training on organizational performance. The information provided below therefore is largely focused on process outcomes and outcomes for individuals.

3.1 Process Outcomes

Process outcomes measure individual participant satisfaction levels based on their experiences during the actual day of training. The King Institute continues to generate positive feedback from participants, though this year has seen a slight increase in negative feedback.

Quality of Presenters

The quality of presenters has remained high in Year 6, with 98.5% of participants either agreeing or strongly agreeing with the statement – *The presenters were clear, had expertise and knowledge in the subject area, and had an effective presentation style.* However, previous years had even higher rates of satisfaction, such as Year 5 where 100% of participants either strongly agreed or agreed with the statement. Also, this year, the lowest ever percentage of participants (64%) strongly agreed that the presentation and instruction was effective.

Positive feedback from participants included:

" Very engaging and knowledgeable"- *Real Estate 101 for Board Members*

"Very effective in engaging the group"- *Engaging Constituents in Community Impact*

"Very helpful and open to questions made a potentially dry topic very interesting"- *Introduction to Census Data*

"Great range of experience from each presenter"-*Technical Strategies for Full Participation in Multilingual Meetings.*

In total, 7 out of 381 respondents either disagreed or strongly disagreed that the presenters were effective. These responses were from five different trainings making it difficult to draw any overall conclusions about which trainings in the curriculum had ineffective presenters and

instruction. While certain individuals in these trainings disagreed that the presenters were effective, others rated the instructors highly.

However, some participants have given constructive feedback about the presenters of the training they attended. This feedback is useful for determining the best practices of The Institute:

"Did not interact with us enough. Needed way more activities and more frequent breaks. I could've learned more from my fellow participants' projects and experiences than the many in-depth case studies."-*Engaging Design: A Ground-Up Approach to Community Building*

"All five of the presenters were white men; the audience was overwhelmingly female and culturally diverse" –*Introduction to Community Economic Development*

Table 3.1a: Quality of Presenters							
"The presenters were clear, had expertise and knowledge in the subject area, and had an effective presentation style"							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Strongly Agree	75%	75%	66%	72%	70%	64%	70%
Agree	23%	25%	34%	26%	30%	34%	29%
Disagree	0%	0%	0%	1%	0%	1%	0%
Strongly Disagree	2%	0%	0%	1%	0%	1%	1%

Training Content and Format and Logistics

The King Institute asks participants to rate various aspects of the logistics and format of a training to gain a better understanding of how people experience the training. In Year 4, the questions were altered slightly based on feedback from participants, but then in Year 5, they were returned to the original format. For the purposes of apples-to-apples analysis, the following charts review the findings from Years 1-2-3-5-6 and Year 4.

Table 3.1b: Rate the Organization of the Training						
"The training was well organized and the site was conducive to the group's learning"						
	Year 1	Year 2	Year 3	Year 5	Year 6	Average
Strongly agree	61%	67%	57%	53%	55%	59%
Agree	37%	33%	42%	46%	42%	40%
Disagree	0%	0%	1%	1%	2%	1%
Strongly disagree	2%	0%	0%	0%	1%	1%

In Year 4, the issue of training content was separated from the issue of logistics. The responses to both questions in Year 4 were almost identical.

Table 3.1c: Training Organization Year 4		
	Question 6: YR 4	**Question 7: YR 4**
	"The training content, format, and flow were conducive to my learning."	"The site and logistics were conducive to the group's learning."
Strongly agree	64%	63%
Agree	35%	36%
Disagree	1%	1%
Strongly disagree	0%	0%

Since this question addresses both site logistics as well as organization of the training itself, comments vary from addressing the room temperature and parking situation to giving feedback on the organization of the training itself. Overall, 97% of participants thought the training was well organized, though slightly more participants disagreed this year than in previous years. However, all of the "disagree" responses were from different trainings, indicating that the negative feedback was perhaps due to personal preferences of the attendees rather than overall problems of the training itself.

The below comments include useful feedback for how trainings should be organized:

"A little more mobility or interaction might help in long day"- *Real Estate 101 for Board Members*

"Good facilitation, but felt we could have been done by 1-2pm. Too long/repetitive we seemed worn out by end"-*Engaging Constituents for Community Impact*

"The training did not provide members the opportunity to engage in any type of group work: discussions, activities, etc."-*Introduction to Community Economic Development*

Access to King Institute Website

In the surveys for Years 1, 2, 3, and 5, the King Institute asked participants to rate the registration process. (This question was dropped in Year 4.) *"It was easy to register through the website or other means."*

Overall, access to the King Institute Website improved slightly this year, with fewer participants choosing "disagree," possibly due to the implementation of a new website and improvements to the registration system.

Table 3.1d: Registration Process						
	Year 1	Year 2	Year 3	Year 5	Year 6	Average
Strongly agree	55%	55%	55%	59%	58%	56%
Agree	43%	42%	43%	38%	41%	41%
Disagree	1%	2%	2%	3%	1%	2%
Strongly disagree	1%	1%	0%	0%	0%	0%

3.1 Process Outcomes - Questions for consideration

Once again, the King Institute has received strong positive feedback on its presenters, training organization and registration process. 98.5% of participants thought their presenters were effective, 97% thought the training was well organized and 99% thought it was easy to register through the website or other means. However, Year 6 had slightly less strong positive feedback than previous years. A lower percentage of participants than ever (64%) strongly agreed that the presenters were "were clear, had expertise and knowledge in the subject area, and had an effective presentation style." A higher percentage of participants (3%) disagreed or strongly disagreed that the training was well organized. While over 95% of participants rated the Institute highly in all process outcomes, the King Institute may still want to explore why feedback was slightly less strong this year.

- **Presentation and Instruction:** Though the overall feedback was positive, there was a larger percentage of participants this year who disagreed that the presenters were effective. Five of the "disagree" responses were from trainings with instructors The King Institute has used in the past. Two were from a new training with new instructors.
    - o Is there anything about the King Institute's core curriculum (repeat trainings) that might have changed to lead to lower ratings?
    - o How can the King Institute ensure that new instructors are prepared to teach a quality training?

- **Training organization:** Training organization was still rated highly this year, though there was slightly more negative feedback. This question is more difficult to interpret than the others because the negative feedback could have been related to situational factors like the room temperature, the food or parking situation or to the organization of the training itself. Given that the negative responses all came from different trainings, it

may have to do with individual preferences rather than the overall training experience. Still, it is important to provide consistent quality in trainings.

- o How can the King Institute institutionalize best practices to ensure trainings are optimally coordinated and implemented?

## Section 4: Evaluation Findings – Impact Outcomes

The King Institute is interested in helping participants learn new skills and then apply those practices to improve their performance and ultimately, to improve organizational effectiveness. Using the day-of-survey, it is possible to assess the King Institute's success at helping participants learn new tools or knowledge, how participants anticipate applying what they learn, the degree of usefulness in the curriculum, how the course might help the participant advance professionally, and the degree of peer to peer interaction. During Year 5 and continuing into Year 6, the Institute added some questions to gauge how well the course met the participant's expectations.

4.1 Learning and Applying New Skills

Learning New Tools or Knowledge

98% of participants in Year 6 responded "Yes" or "Somewhat" to the question, "Did you learn about new tools or gain knowledge that is applicable to your position?" The numbers year to year remain roughly consistent, with Year 5 and 6 having roughly the same outcomes, where 84% of participants responded "Yes," 14% of participants responded "Somewhat" and 2% of participants responded with "No." The six "No" responses were from five different trainings, making it difficult to conclude which trainings did not help participants learn new tools or gain new knowledge.

Table 4.1: Learned Applicable Tools							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Yes	84%	85%	86%	90%	84%	84%	85%
Somewhat	16%	15%	13%	10%	14%	14%	14%
No	0%	0%	1%	0%	1%	2%	1%

Learned Applicable Tools: Years 1-6
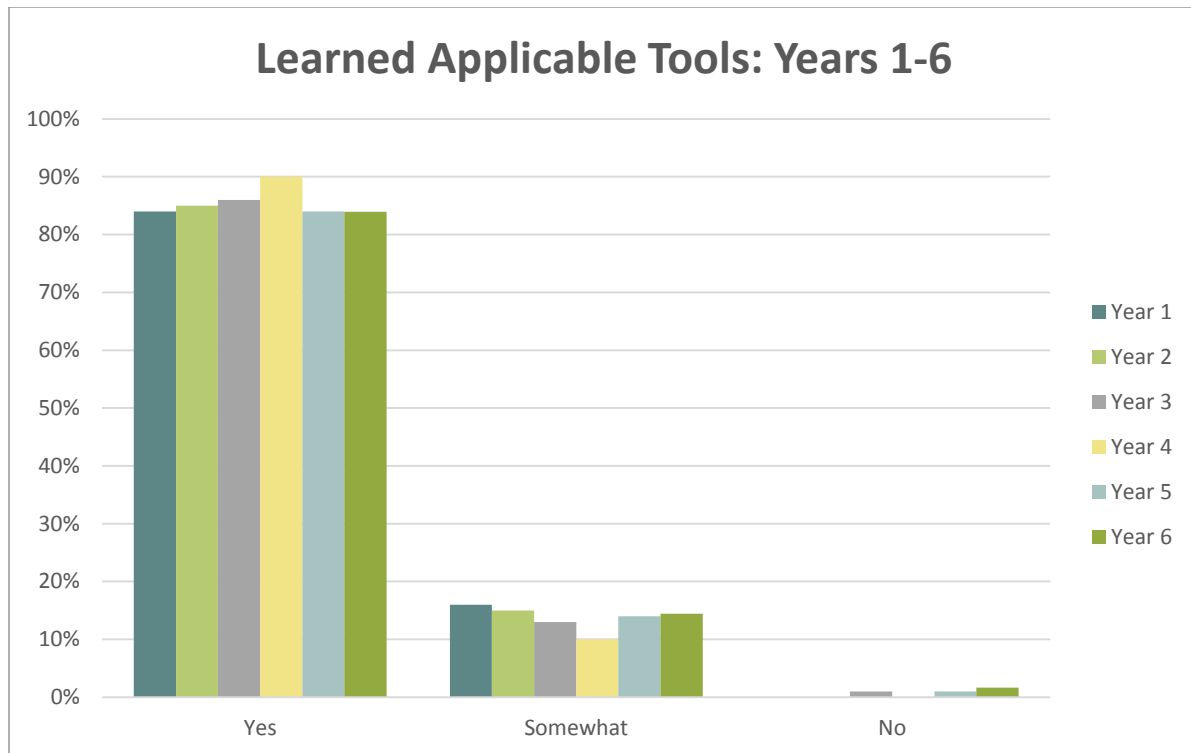
Application of New Skills and Knowledge

Participants were asked the question, "How do you envision applying the new skills or knowledge you gained today to improve your work or help your organization? " Some responses from the evaluations are below:

- "This will help me put together the board and finance committee manual" – *What's in the Numbers?: Demystifying CDC Financial Statements*
- "As a new board member and a founding board member of a new organization, I will be able to help set the organization off on the right path. The skills and knowledge helped me to understand the full process and all the roles that will need to be addressed." – *Real Estate 101 for Board Members*
- "I hope to be an effective, efficient and respectful facilitator and remain unbiased and non-judgmental in meetings" –*Group Facilitation: Bringing Community Meetings to Life*
- "Address the need for resident decision making and importance of extended time for planning. Bridge community development and property management."*-Engaging Constituents for Community Impact*
- "The feedback cycle outline could play a key part in our staff meetings and youth development work with teens"*-Supervisor Seminar*

- "To ensure more effective meetings and engage our residents in broader community initiatives and campaigns."-*Technical Strategies to Ensure Full Participation in Multilingual Meetings*
- "My program is very new and I am an office of one. Knowing how to vision/better evaluate program will help me with reporting"-*Logic Models*
- "I have much better understanding of housing finance and I can do a better job for my senior project manager"-*Affordable Housing Finance*

4.2 Usefulness of the Curriculum

For each training, participants rate the usefulness of each major learning area of the course to strengthening their current work. Before each training, the instructor provides a list of learning outcomes for the training that are included in the evaluation under the question, "Please rate the degree to which the information presented was useful to strengthening your current work in your current position." Participants rate the learning outcomes as either "Extremely Useful," "Useful," "Somewhat Useful" or "Not at all Useful."

In 18 out of the 24 trainings, 90% of responses rated all learning areas of the course as "Extremely Useful" or "Useful."

In the following courses, over 95% of responses rated the learning areas as "Useful" or "Extremely Useful" (dates are included for the trainings that were offered more than once):

- *Group Facilitation: Bringing Community Meetings to Life (March 2015)*
- *What's in the Numbers? Demystifying CDC Financial Statements (September 2014)*
- *Technical Strategies to Ensure Full Participation in Multi-Lingual Meetings (June 2015)*
- *Introduction to Census Data: Finding the Numbers You Need*
- *Undoing Racism*
- *Logic Models: Visualizing your Organization's Goals*
- *Fostering Entrepreneurship Through Shared Workspace Models*
- *Driving a Closing*
- *Technical Strategies to Ensure Full Participation in Multi-Lingual Meetings (February 2015)*
- *Engaging Constituents for Community Impact*

Courses where over 10% of responses rated the learning goals as "Somewhat Useful" or "Not at all Useful" include:
- *Introduction to Cooperative and Employee Owned Business Development*
- *What's in the Numbers?: Demystifying CDC Financial Statements (February 2015)*
- *Engaging Design: A Ground-Up Approach to Building Community*

- *Finding the Best Candidate: A Recruiting and Hiring Clinic*
- *Careers in Community Development*
- *Supervision Seminar*

Interestingly, the *What's in the Numbers? Demystifying CDC Financial Statements* training had a 100% usefulness rating when it was offered in September 2014 but only 89% of participants found it useful when it was offered in February 2015.

Table 4.2: Usefulness of Training Topics				
	Extremely useful	Useful	Somewhat useful	Not at all useful
Undoing Racism, September 2014	91%	8%	1%	1%
What's in the Numbers, September 2014	64%	36%	0%	0%
MHP Driving a Closing, October 2014	56%	41%	4%	0%
Real Estate 101 for Board Members, November 2014	54%	38%	8%	0%
Group Facilitation, November 2014	41%	51%	8%	0%
Engaging Constituents for Community Impact, December 2014	58%	38%	4%	0%
Engaging Design: A Ground-Up Approach to Building Community, December 2014	36%	50%	14%	0%
Introduction to Census Data: Finding the Numbers You Need, January 2015	90%	9%	1%	0%
Supervision Seminar, January 2015	36%	43%	18%	3%
What's in the Numbers, February 2015	19%	69%	11%	0%
Technical Strategies to Ensure Full Participation in Multi-Lingual Meetings, February 2015	60%	37%	4%	0%
Group Facilitation, March 2015	78%	22%	0%	0%
Basics of Community Organizing , March 2015	55%	40%	5%	0%
Introduction to Cooperative and Employee Owned Business Development, March 2015	63%	26%	11%	0%
Logic Models: Visualizing your Organization's Goals, April 2015	70%	28%	2%	0%
Fundamentals of Affordable Housing Finance, April 2015	61%	33%	6%	0%
Introduction to Community Economic Development, April 2015	43%	47%	10%	0%
The Leadership Development Institute: Cultivating Community Leaders, April 2015	77%	13%	4%	6%
Using the Community Preservation Act	41%	53%	6%	0%

Funding for Affordable Housing, May 2015				
Finding the Best Candidate: A Recruiting and Hiring Clinic, May 2015	44%	40%	12%	4%
Fostering Entrepreneurship Through Shared Workspace Models, May 2015	69%	29%	3%	0%
Health and Community Development: Leveraging Resources and Opportunities for Collective Impact, June 2015	60%	33%	8%	0%
Careers in Community Development, June 2015	43%	37%	20%	1%
Technical Strategies to Ensure Full Participation in Multi-Lingual Meetings, June 2015	58%	42%	0%	0%

4.3 Professional Advancement

Given that one of the Mel King Institute's goals is to help professionals advance within the community development field, one of impact outcome questions is "Do you believe that the new skills or knowledge you gained today will help you to advance professionally in the community development field?" to which participants can answer "Yes," "Somewhat" or "No." The responses in Year 6 were consistent with those in Year 5, given that 79% of respondents answered "Yes", 18% answered "Somewhat" and 3% answered "No." The eleven "No" responses came from ten different trainings, therefore it cannot be determined if any trainings were less useful for participants' professional development than others.

Table 4.3a: Professional Advancement							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Yes	78%	85%	83%	80%	80%	79%	81%
Somewhat	14%	14%	17%	15%	17%	18%	15%
No	2%	1%	0%	5%	3%	3%	2%

4.3 Other Outcomes – Peer to Peer Interaction

One of the goals of the King Institute, as more clearly articulated in the new 2015 logic model, is to foster connections across the community development field. Trainings can be an opportunity for community development staff to meet with and learn from their peers at other organizations. With this value in mind, the day of survey asks participants, "During the training, did you have an opportunity to work with peers that you found beneficial to your learning?" to which participants can respond, "Extensive beneficial peer work," "Some beneficial peer work" or "No work with peers that was beneficial." In Year 6, 29% of participants experienced

extensive beneficial peer work, 63% had some peer work, while 7% cited no peer work. The percentage of participants reporting "Extensive" peer work has decreased by almost 10% since previous years. However, when combining "Yes" and "Somewhat", the Institute performed better in Year 6 (combined total of 92%), than in Year 5 (combined total of 80%).The reason for less extensive beneficial peer work may be due to the nature of the trainings, some of which follow a more lecture style format.

In the following trainings, participants said they had no beneficial peer work:

- *Undoing Racism* (2 participants)
- *Real Estate 101 for Board Members(*3 participants)
- *Engaging* Design (1 participant)
- *Introduction to Census Data* (4 participants)
- *What's in the Numbers? Demystifying CDC Financial Statements* (2 participants)
- *Introduction to Employee and Cooperative Owned Business Development* (1 participant)
- *Logic Models: Visualizing your Organization's Goals* (1 participant)
- *Affordable Housing Finance* (2 participants)
- *Introduction to Community Economic Development* (9 participants)
- *Using the Community Preservation Act for Affordable Housing* (1 participant)

In offering these trainings in future years, the King Institute may want to explore ways to make trainings more engaging, especially with a focus on the trainings that had the most participants reporting no beneficial peer work.

Table 4.3b: Beneficial Work with Peers							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Extensive	41%	45%	39%	44%	38%	29%	39%
Some	56%	54%	56%	53%	48%	63%	55%
None	3%	1%	5%	3%	13%	7%	5%

Beneficial Work with Peers: Years 1-6
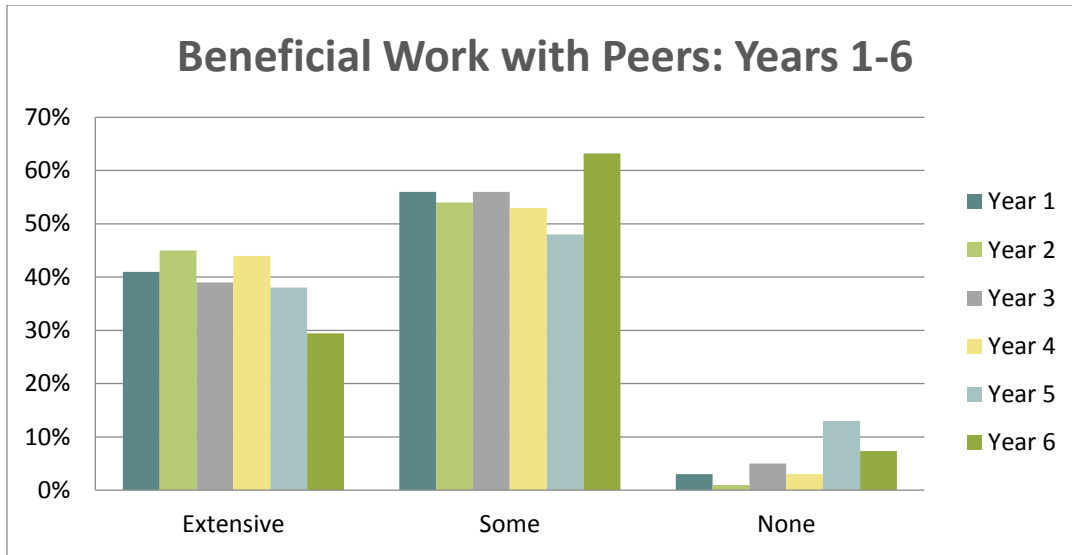
4.4 Participant Goals and Outcomes for the Training

Starting with the Year 5 survey, participants were asked to identify their reasons for taking the training, how it fits within their own professional development plans or learning goals for their organization, and whether the training met their expectations.

Inspiration for the training course

Participants were asked an open-ended question on the survey, "What inspired you to take this training? Please share with us a few thoughts about why you selected this training and what you hoped to get out of the experience." The following reasons were some of the reasons shared:

- To learn knowledge/skills needed for their positions
- To gain a refresher on a topic they have been trained on/or studied in the past
- To explore a new subject area
- To serve as part of an onboarding process for a new job
- To learn about possible new opportunities for their organizations
- To find some solutions or perspectives on a common problem they face in their jobs

Some responses:

"The board has some very experienced real estate professionals. I want to be able to keep up with the board and committee discussions."- *Real Estate 101 for Board Members*

"Been a supervisor for a few years, but still feel like I am stumbling through it. I need lots of help."-*Supervision Seminar*

"I come from a direct service background, so I wanted to learn more about the community organizing approach to social change"-*Basics of Community Organizing*

"I want to be able to utilize these census tools as often as possible in order to improve my outreach and data specific knowledge by geography"-*Introduction to Census Data: Finding the Numbers You Need*

Professional Development

As a part of the survey, participants are asked, "How does this training fit with your own professional development plans and the learning goals for your organization?" Responses to this question generally included:

- Helped the participants gain additional knowledge or skills for their roles
- Helped them explore a career change to a new role
- To help orient them to a new role
- Helped connect participants with other people working in the field and better understand their roles and organizations
- Helped them prepare or strategize for an upcoming project
- Helped the participants gain a broader perspective of their role in their organization and field

Some responses:

"Helped me understand if I want to stay in affordable housing" -*What's in the Numbers? Demystifying CDC Financial Statements*

"To be a better and stronger presenter after this training."-*Group Facilitation: Bringing Community Meetings to Life*

Course Expectations

The responses to the question "Did the training meet your expectations?" remained roughly the same as Year 5. 88% said the training either met or exceeded their expectations, 11% said the training partially met their expectations and 1% (3 responses) said the training did not meet their expectations. The percentage of participants for whom the training exceeded their expectations has dropped by 5% from 37% of participants in Year 5 to 33% of participants in Year 6.

Table 4.4: Course Expectations Years 5 and 6			
	Year 5	Year 6	**Average**
Exceeded expectations	37%	33%	35%
Met expectations	53%	55%	54%
Partially met expectations	9%	11%	10%
Did not meet expectations	1%	1%	1%
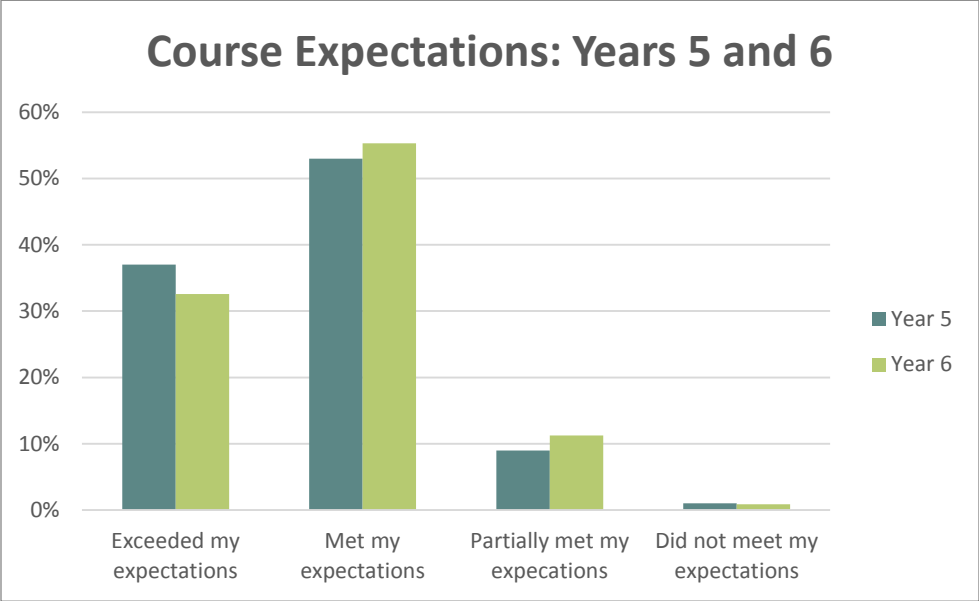
4.5 Impact Outcomes – Questions for Consideration

Once again, the King Institute has received strong positive feedback on its training offerings. 98% of participants reported that they learned something relevant to their positions at trainings, 97% of participants thought the training would help them advance professionally within the community development field and for 88% of participants, the training either met or exceeded their expectations.

Still, within all areas there is room for improvement, and the following questions address ways The King Institute can improve upon its impact analysis:

- **Usefulness of curriculum:** Though largely rated as useful, this year's trainings varied in their usefulness to participants. One key to the usefulness of a training is knowing the audience and how to tailor the training to their needs. A good example is the *What's in the Numbers?* training on CDC financial statements, which was offered in the fall targeted towards CDC staff members with a 100% usefulness rating (one of the better

rated trainings). When it was offered in February, but targeted towards board members, the usefulness ratings were much lower (one of the lower rated trainings). The training was perhaps not tailored enough to meet the needs of the different audience. Drawing from this lesson, the following questions are raised:
  - How can The King Institute anticipate how the needs of one audience might be different from another?
  - How can The King Institute help instructors modify their trainings to meet the needs of diverse audiences?
  - How can The King Institute better develop its course descriptions and messaging to recruit the appropriate audience into a training?

- **Professional advancement**: The percentages of participants who report that the training would help them advance within the community development field have remained consistent between Year 5 and 6 with about 80% of participants reporting that the training they attended would help them advance in the community development field. As in all areas, the King Institute can still work to improve its outcomes in this area by considering the following questions:
  - What factors make a training more relevant to a participant's professional advancement?
  - How can The King Institute work with instructors to make sure training content is relevant to participants' professional advancement?

- **Peer work:** This year had the lowest percentage of participants (29%) reporting extensive beneficial peer work in trainings since The Institute began, but also had a drop in the percentage of participants experiencing no beneficial peer work from 13% in Year 5 to 7% in Year 6. Most participants (92%) experienced at least some beneficial peer work in their training. Given The Institute's goal of facilitating connections across the community development field, The King Institute should work to continue to grow the percentage of participants who experience extensive beneficial peer work in The King Institute's trainings.
  - How can The Institute work with instructors to make sure trainings are interactive?

- **Course Expectations:** In both Years 5 and 6, the trainings met or exceeded the expectations for 88% of the participants. This year, there was a slight drop in the percentage of participants for whom the training exceeded their expectations from 37% in Year 5 to 33% in Year 6. In order to make sure trainings meet or exceed the

expectations of all participants, The King Institute should consider the following questions:

- How can The King Institute develop training descriptions that are clear and give participants appropriate expectations for training content and outcomes?
- How can The King Institute work with instructors to maintain a high standard of excellence?

The King Institute has continued to make an impact on participants, delivering trainings with useful content that allow participants to interact with peers and deepen their professional development. Moving forward, The King Institute would continue to improve its offerings by making sure all programs meet the learning needs of participants and that peer work is integrated into all programs.

Conclusion

Over the six years that The King Institute has offered trainings, it has consistently scored highly on providing well-organized trainings to a diverse audience with effective presenters that boost the knowledge and skills of the community development field.

This year, The King Institute served more trainings participants than ever, with the results of 381 evaluations and 310 individuals included in this evaluation report. Throughout its growth, The King Institute has served a diverse mix of participants from throughout Massachusetts and New England who represent different ages, positions, racial groups and organizations.

The feedback on the quality of the trainings have remained high:

- 98.5% of participants agreed that the presenters were effective
- 97% of participants agreed that the training was well organized
- 84% of participants learned new tools or knowledge for their positions
- 79% of participants believed that the training would them advance in the community development field
- 88% of participants reported that the training either exceeded or met their expectations

With the goal of continuing to maintain a high quality institute, the Mel King Institute should look into the following means to address issues of diversity, usefulness of trainings, the relevance of trainings to participants' professional development and the amount of peer work in trainings:

- **Audience:** While The King Institute has successfully grown its audience this year, it should continue to maintain a diverse audience for trainings that especially supports people of color within the field. Its offerings should be high quality and meet the field's professional development needs. In order to fulfill the goal of creating and marketing

trainings towards a diverse audience, that especially includes more Black participants, the King Institute should consider the following recommendations:

- o Further investigate the possible reasons for the decline in Black participants in Mel King Institute trainings by looking into previous year data and comparing course offerings, training locations etc.
- o Have further conversations with the Alliance, the Steering Committee and the Curriculum Committee on how The King Institute can recruit and be relevant to people of color, particularly Black professionals.
- o Review the organizations that The King Institute collaborates with and how they influence participation in its programs. Identify possible collaborations that could help The King Institute serve a more diverse audience.
- o Analyze the marketing and outreach audience of The King Institute and identify who is missing from those audiences.
- o Identify potential barriers to access for people of color, especially Black participants to The King Institute programs.

- **Maintaining The Institute's standards:** The Mel King Institute aims to support diversity within the field, facilitate connections across the field, host interactive and engaging trainings and cultivate shared values and knowledge in the field as a whole. Sometimes partners and presenters who are delivering a training may not know about or fully understand The Institute's goals and standards. This year, The Institute developed an "About our Trainings" guide to communicate its standards to instructors, but The King Institute should consider the following recommendations in order to maintain a high quality training institute:
    - o Create a guide to creating and teaching a high quality Mel King Institute training
    - o Make sure training planning processes emphasize The King Institute's overall mission and goals, and that instructors and partners are assisted in developing trainings that meet those goals
    - o Assist instructors in understanding their potential audience and anticipating the learning needs of that audience

Moving forward, The King Institute has already adapted its day of evaluation tool for Year 7 to reflect its new logic model and intended outcomes. While many of the areas measured remain the same, the new survey also asks participants to rate their confidence in applying their knowledge/skills they learned at the training at their positions, and whether the training has given them a broader perspective of the community development field. The new evaluation also uses a numerical rating system, where ratings for each question can be averaged across training participants and therefore compared across trainings. This new survey method will

hopefully be useful in continuing to target areas of best practice and areas of improvement for The King Institute.

In conducting this evaluation, The King Institute seeks to make adjustments and continue best practices in the upcoming years. Each section of this report offers a few questions for consideration and the conclusion offers some recommendations that hopefully will help the Steering Committee and Curriculum Committee explore next steps.