



Mel King Institute
for community building

Mel King Institute for Community Building
Final Evaluation Report
Year Seven: July 2015 – June 2016

Prepared by Diane Gordon
Summer 2016

advancing skills, knowledge and leadership

15 Court Square, Suite 600 | Boston, Massachusetts | 02108 | 617.426.0303 | www.melkinginstitute.org

The Mel King Institute for Community Building is a collaborative program of the Massachusetts Association of Community Development Corporations, the Local Initiatives Support Corporation, and other public, private, and nonprofit community development partners.

Executive Summary

The Mel King Institute for Community Building concluded its seventh year (July 2015 – June 2016) of high quality training for the community development field. The Institute has grown to 30 courses, serving 552 participants, a significant increase from its first year when it offered nine courses serving 157 participants. 80% of this year's participants completed the day-of-survey to assess outcomes from each course, on par with prior year's response rate. The evaluation report summarizes and provides analysis based on this data, and includes feedback from follow-up interviews conducted earlier in 2016.

General Feedback

- The King Institute continues to provide high quality, affordable, and convenient training to practitioners in the community development field;
- Individuals who attend workshops leave with practical skills and knowledge they can readily apply to their work;
- Evidence exists that confidence has grown as a result of participation in programs, as has improvements in job performance to some degree;
- The King Institute is helping to build peer networks, advancing professional development and sharing best practices across the community development field.

Demographics

The evaluation analyzes the demographic make-up of the audience.

- More than 70% of participants came from Greater Boston, slightly more than the average of 66% percentage of participants from Greater Boston over the seven years;
- Participants who report their age and position illustrate a mostly consistent picture of who the King Institute serves;
- There is a continued decline in the percentage of people of color who attend courses; The Institute's growth has not been evenly distributed among all racial groups.

Recommendations

- ✓ As in the past, the Institute should look at all of the findings from the demographic analysis to assess if the audience reflects the desired composition the Institute seeks to serve;
- ✓ Based on the results of its assessment, the Institute can adjust the curriculum, marketing, or other strategies to reach attendance and diversity goals.

Process Results

Analysis of process outcomes indicates a high degree of satisfaction:

- 97% of participants strongly agreed or agreed that the presenters had expertise, clarity and an effective presentation style;
- 96% of participants strongly agreed or agreed that the training was well coordinated logistically and the site was conducive to the group's learning;
- 91% of participants strongly agreed or agreed that the training was well-paced and the structure was conducive to their learning; and
- 98% of participants strongly agreed or agreed that it was easy to register for courses.
- Despite these high numbers, some courses did not rate as highly as others and comments illustrated room for improvement.

Recommendations

- ✓ Create a more careful match of the course content with marketing materials to ensure that participants have a clear understanding of what they are signing up for;

- ✓ Provide guidance to instructors to ensure sufficient hands-on practice and interactions during the course;
- ✓ Encourage instructors to increase the focus on practice and applicability of the course material.

Impact Results

In examining the impact of the training on individuals and their organizations, ratings were also generally very positive.

- 90% of participants strongly agreed or agreed that the training content added to their knowledge for their current role and 86% said the training was very relevant or relevant to their current role;
- 85% of participants strongly agreed or agreed that they felt confident in application of the skills to their organization;
- 92% of participants said that the training was very relevant or relevant to their organization and a similar percentage reported that it was very relevant or relevant to their professional development;
- 83% of the participants strongly agreed or agreed that the training helped them to gain a broader perspective on the community development field;
- More than half of the courses had topics that were nearly all rated as extremely useful or useful;
- 84% of participants strongly agreed or agreed that they had meaningful interactions with their peers; and
- More than 80% of participants reported that the course either met or exceeded their expectations.
- Consistent with the findings from the analysis of the process outcomes, several courses also received lower ratings for content, organization, and usefulness. Year 7 saw a decrease in the percentage of courses with the highest ratings and an increase in the percentage of courses with lower ratings. The King Institute initiated 20 new courses this year, 13 of which were in the list of those with lower ratings which may have contributed to these findings.

Recommendations

- ✓ Given that there were more courses in Year 7 that proved to be less effective than in the past, it is worth the King Institute staff's attention to the specific issues raised by the participants to adjust the curriculum and the guidance provided to instructors.

The review of the surveys and the individual interviews pointed to other recommendations for the King Institute consider which include:

- Support professional development in a more concerted manner by working with organizations throughout the year;
- Provide an annual calendar of training programs which helps support professional development planning;
- Offer more advanced courses;
- Offer additional tailored workshops for board members;
- Support implementation of best practices by adding components to each course to help participants plan their follow-up steps;
- Encourage trainers to follow the course with additional tools and networking options;
- Consider ways to support follow-up coaching to tailor the lessons to organizational circumstances.

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 (2009 – 2010) and has evaluated its desired outcomes each year. In April 2015, the Institute revised its logic model to better align with its current work. For every course, participants are asked to complete a “day-of-survey” to evaluate the content, approach, and lessons learned that may have applicability to the participant’s professional development and to his/her organization’s ability to reach outcomes. The survey was revised most recently during the seventh year of the program (2015-2016). These surveys are tabulated and analyzed at the end of each program year, and reviewed by the Steering Committee. To supplement the surveys, the King Institute decided to conduct a more in-depth evaluation in 2015 – 2016 at which time a total of 22 individuals who had participated in training programs or were leaders of organizations that had sent individuals to training programs were interviewed. A report was issued to the King Institute in March 2016.

Evaluation Methodology

The Year 7 day-of-surveys were collected and the data analyzed by the MKI Program Coordinator Kavya Sekar who prepared an initial set of data tables and graphs used for this report. As the evaluation consultant, I reviewed the data and compared the findings with those that I presented in the March 2016 report. Additional conclusions and recommendations have been suggested after my review of the day-of-surveys combined with the information I gathered earlier in 2016 through the more in-depth interview process.

Evaluation Numbers

Over the seven years of the Mel King Institute’s existence, the evaluations have recorded the number of courses analyzed, the total number of participants in attendance, and the number of evaluations received. An evaluation survey return-rate has been calculated each year. Given that some individuals take more than one course during a year, the total number of unique individuals is calculated to analyze the demographics of the King Institute’s audience.

As **Table 1.a.** illustrates, the King Institute has analyzed 151 courses over the seven year period, and reviewed 2,170 day-of-surveys. The response rate has been largely consistent over the years at roughly 80% even though last year it was down slightly. [Note: the total number of unique individuals reflected in the evaluation reports for All Years is not calculated because many people take courses over more than one year.]

Table 1.a. Evaluation Numbers								
	YR 1 2009- 2010	YR 2 2010- 2011	YR 3 2011 – 2012	YR 4 2012 – 2013	YR 5 2013- 2014	YR 6 2014- 2015	YR 7 2015- 2016	All Years
Courses analyzed	9	19	24	20	25	24	30	151
Total participants	157	263	462	371	361	498	552	2,664
Total evaluations reviewed	137	227	376	296	314	381	439	2,170
Evaluation response rate	87%	86%	81%	80%	87%	77%	80%	81%
Unique individuals reflected in evaluation results	108	160	275	270	256	310	364	N/A

Year 7 Courses Reviewed

In **Table 1.b.** the 30 courses reviewed as part of this evaluation are listed. Courses listed in bold typeface were new in Year 7 (20 courses out of the 30 evaluated.)

Table 1.b. Year 7 Courses Evaluated			
Course Name	Location	Attendees	Survey Responses
Sharing your Success: Visualizing Outcomes Data, A Hands-On Training, July 2015	Boston	42	24
What's in the Numbers? CDC Financial Statements for Board Members, July 2015	Springfield	6	5
Sharing your Success: Visualizing Outcomes Data, A Hands-On Training, July 2015	Worcester	24	22
Asset Managers Workshop: Real Estate Tax and Utility Management, Sept 2015	Boston	8	10
High Performance Affordable Housing Seminar, Sept 2015	Boston	13	13
Community Safety Seminar: Safe Streets, Sound Neighborhoods, Sept 2015	Framingham	25	25
What's in the Numbers? CDC Financial Statements for Board Members, Oct 2015	Boston	10	10
Fundamentals of Affordable Housing Finance, Oct 2015	Framingham	28	16
Implementing and Sustaining a Smoke-Free Housing Policy, Oct 2015	Framingham	10	9
Asset Managers Workshop: Insurance and Risk Management, Oct 2015	Boston	11	11

Course Name	Location	Attendees	Survey Responses
Group Facilitation: Bringing Community Meetings to Life, Nov 2015	Boston	17	15
CRA Basics: Accessing Opportunities for Communities, Dec 2015	Boston	17	12
Health, Community Development and The Food Economy, Dec 2015	Framingham	11	6
Conflict Management: On The Road to Kumbaya, Dec 2015	Boston	21	18
Ready to Respond: Building Emergency Ready and Resilient Housing Communities, Dec 2015	Boston	16	14
Portfol Software Training, Dec 2015	Sturbridge	12	9
Introduction to Community Economic Development, Dec 2015	Boston	15	15
How to File for a Real Estate Tax Abatement, Dec 2015	Boston	18	8
Community Engagement: Tools for Inclusive Participation, Jan 2016	Salem	32	29
Transformative Board Governance 1, Feb 2016	Florence (Western MA)	6	6
Responding to Trauma: Facilitating Healing in Communities, Feb 2016	Boston	17	11
Brownfields Redevelopment, Feb 2016	Boston	29	14
Technical Strategies for Full Participation in Multilingual Meetings, March 2016	Boston	18	18
Promoting Walkability: Creating Safe and Active Neighborhoods, April 2016	Boston	28	20
Introduction to Implicit Bias, April 2016	Boston	30	29
Transformative Board Governance 2, April 2016	Florence (Western MA)	8	8
Best Practices in Underwriting Small Business Loans, May 2016	Framingham	26	24
Introduction to GIS, May 2016	Cambridge	15	7
Community Engagement: Tools for Inclusive Participation, May 2016	Boston	23	17
Careers in Community Development, June 2016	Boston	16	14

Section 2: Demographic Analysis

The evaluation looks at the participants from a number of perspectives – geography, age, position, race, and organizational affiliation. 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. **364 individuals were included in the demographic analysis for this evaluation.**

The percentages illustrated below for each of the demographic data points reflect a portion of the participants. For each question, a varying percentage of people decline to answer.

2.1 Geography

As **Table 2.1.** indicates, there was an increase in representation from Greater Boston and decreases in other regions in Year 7. While the King Institute offered one more course outside of the Boston area than it did in Year 6, the “outside of Boston” courses actually represents a smaller percentage of the overall course offerings. (Year 6: 10 out of 24 courses (42%) were held outside of Boston; Year 7: 11 out of 30 courses (37%) were held outside of Boston.) According to MKI program staff, in prior years more courses were offered west of Framingham and/or in the Merrimack Valley which likely attracted more “other MA” participants whereas the outside of Boston location of Framingham this year likely drew more people directly from Boston. Other than this explanation, the evaluation did not have enough information to ascertain other reasons why a lower percentage of participants from outside the Greater Boston area attended courses this year.

Table 2.1. Geography								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Average
Greater Boston	59%	50%	71%	74%	76%	61%	72%	66%
Other MA	33%	42%	26%	23%	23%	34%	28%	30%
Other States	8%	8%	7%	3%	2%	4%	1%	5%

2.2. Age of Students

The age distribution of participants has shifted slightly in Year 7, with fewer people in the 40-54 age range, and more in the 26-39 age range. The percentage of participants under age 25 is relatively constant with an average of 16% over the past three years, although a much larger percentage of the overall student body from this age group was apparent in the earlier years of the King Institute (Years 1 – 4).

Table 2.2. Age Distribution								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Average
Under 25	29%	25%	23%	24%	16%	15%	17%	21%
26-39	37%	28%	30%	43%	39%	39%	43%	37%
40-54	27%	17%	27%	19%	28%	30%	24%	25%
Over 55	7%	30%	13%	14%	18%	16%	16%	16%

2.3 Positions

In Year 7, there were slight variations in the percentages from each type of position, with the greatest drop in the percentage of Americorps/Student/Interns. This may in part be due to the fact that in Year 6 there were more graduate students who attended training.

Table 2.3. Participant Positions								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Average
Staff	55%	32%	35%	42%	38%	41%	47%	41%
Manager	40%	35%	29%	28%	32%	26%	30%	31%
Americorps/Student/Intern	3%	18%	17%	14%	11%	19%	10%	13%
Board	0%	5%	11%	5%	14%	8%	7%	7%
Other	4%	10%	8%	11%	5%	6%	6%	7%

2.4 Race of Students

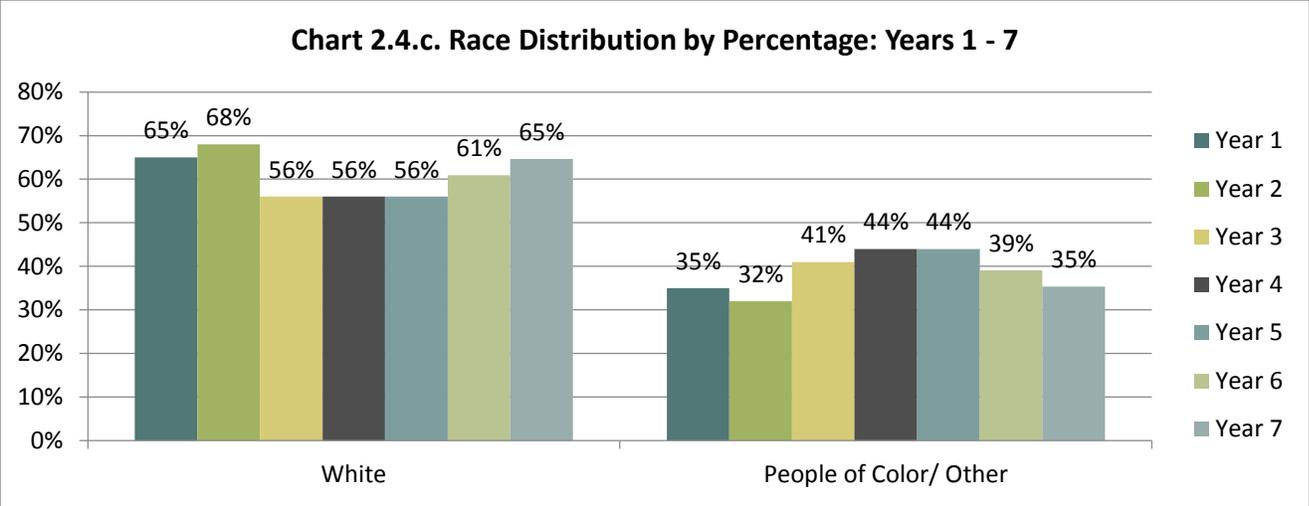
As **Table 2.4.a.** illustrates, the Year 7 distribution of participants by race is consistent with the Year 6 report, with a slight drop in the percentage of Asian students and those selecting “other” and an increase in the percentage of White students.

Table 2.4.a. Racial Demographics – All Categories									Massachusetts
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Average	2010 Census Data
White	65%	68%	56%	56%	56%	61%	65%	61%	76.4%
Black	12%	13%	21%	20%	17%	11%	11%	15%	7.8%
Latino	18%	11%	12%	13%	18%	15%	14%	14%	9.9%
Asian	3%	4%	5%	7%	8%	9%	6%	6%	5.6%
Other	2%	4%	3%	4%	1%	4%	3%	3%	2.0%

When looking more closely at the distribution among participants who selected Black, Latino, Asian, or Other, compared with those who selected White, over the past two years, there has been an increase in the percentage of White, and a decrease in the percentage of People of Color/ Other. In fact, as **Table 2.4.b.** illustrates, Year 7 saw the lowest percentage of people from other races with the exception of the second year of the Institute.

Table 2.4.b. Racial Demographics – Condensed Categories								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	7-Yr Avg.
White	65%	68%	56%	56%	56%	61%	65%	61%
People of Color/ Other	35%	32%	41%	44%	44%	39%	35%	39%

Chart 2.4.c. illustrates the decline by percentage of participants from races other than White in the past two years.



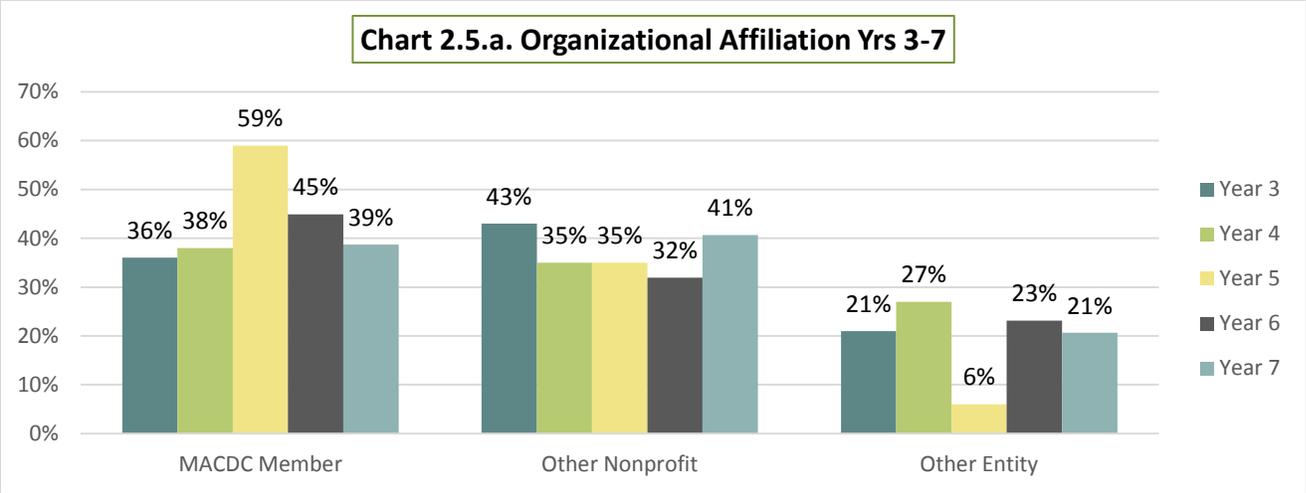
In terms of raw numbers, the Institute has grown the actual number of participants, but this has not been evenly distributed along racial groups – see **Table 2.4.d.** [Some participants do not report a category for race and therefore the total reported is less than the total number of individual evaluations reviewed.]

	Year 4	Year 5	Year 6	Year 7	% change Yr 4 to Yr 7
White	141	137	181	214	52%
Black	51	42	32	38	-25%
Latino	33	45	45	47	42%
Asian	17	19	28	21	24%
Other	11	3	11	11	0%
Total reported	253	243	297	331	

It is unclear why the number of and percentage of participants of color in the King Institute has not kept pace with the overall growth of the Institute. It might be worth further examining the course offerings to see if there are other topics that would be attractive to a more diverse population. While the King Institute constituency still compares favorably with the 2010 census (see **Table 2.4.a.**), we do not have data to compare with the potential population of staff or board members from the community development field. If data on the field could be obtained, then the King Institute would have a better idea if it was reaching a representative sample of the potential audience, and if not, it could then strategize about how to offer more courses or market more consistently to attract the diverse population it seeks to serve.

2.5. Organizational Affiliation

The representation from MACDC members continued to decline from Year 5 through Year 7, and is more consistent with the organizational affiliation in Year 4. (Comparisons with Year 1 and Year 2 are not offered because the question was not asked in the same manner.) MKI has a goal to reach 50% MACDC members, 50% others and therefore, in Year 7, they fell below their desired mark for MACDC membership participation as **Chart 2.5.a.** shows.



2.6 Marketing

As part of the day-of-survey, participants indicate one or more ways they heard about a particular event. Categories were changed in Year 7 which makes comparisons more challenging. The percentage who report “supervisor/ co-worker” continues to be consistent over the past several years. As in Year 6, there has been a growth in the percentage of people who select “other.” Of note in this category are the MACDC Newsletter which was selected 4 times, and Partners which was selected 45 times (42% of the Other category), the latter being especially relevant showing the importance of partners in spreading the word about MKI. The increase percentage of people selecting MKI Email may be attributed to the fact that the MKI Newsletter was no longer an option and that people conflate the two choices since they both arrive to the participant in their email inbox.

Table 2.6. How Participants Heard at MKI

	Year 4	Year 5	Year 6	Year 7
MKI Email	1%	34%	26%	34%
Supervisor/ Co-Worker	29%	30%	33%	32%
Other	11%	12%	20%	21%
MKI Website/ Social Media*	14%	8%	7%	10%
Social Media*	N/A	N/A	N/A	2%
MKI Newsletter**	26%	10%	13%	N/A

* In prior years, the survey asked about the MKI Website/ Social Media as one choice; in Year 7, these were separated. Participants could choose either MKI Website, or Social Media, or both.

** In Year 7, the MKI Newsletter was not a choice on the survey.

2.7 Demographic Analysis – Summary

Serving the entire state of Massachusetts is a perennial challenge for any organization, especially one based in Boston. Despite marketing efforts and offering some courses outside of Greater Boston, MKI continues to largely serve a Boston-based audience. This year saw a decrease in participants coming from outside of Greater Boston which will be one of many factors MKI will want to consider as it plans its curriculum for future years.

The percentage of MACDC members attending trainings has decreased since Year 5, but is more on par with prior years of the Institute. As the Institute works with a broader array of partners and offers more courses, this might be a natural consequence. Yet, if it continues to strive for a 50-50 balance in attendance, MKI should evaluate the course offerings and marketing to boost MACDC membership participation.

When examining the racial background of participants, Year 7 was very similar to Year 6, yet taken together, it is clear that the percentage of people of color has declined from prior years and is at its lowest since the inception of the Institute. While the raw number of participants who are Asian or Latino has increased since Year 4, this has not kept pace with the overall growth of the Institute's constituencies, and at the same time, there has been a decrease in the number of Black students.

As in the past, the Institute may want to consider the curriculum design and how to market to a more diverse audience. It should also weigh how the percentage of students of color (as well as the age distribution and positions held by participants) compares with the potential audience for the Institute's training. It might be that the Institute is attracting a representative sample of people who work in the community development field, and thus, the lower percentage of people of color is an accurate reflection of the field. Regardless, if the King Institute still seeks to engage more people of color in its work, it is worth a further examination of what kinds of courses and what kinds of marketing efforts it might need to employ to reach its constituency goals.

Section 3: Evaluation Findings –Process Outcomes

The evaluation examines outcomes along two dimensions – **process outcomes** that are used to evaluate satisfaction levels during the training program itself and **impact outcomes** 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 that can be used to identify the potential impact the training has had on organizational performance and effectiveness.

3.1 Quality of Presenters

The Institute changed the survey instrument in Year 7 pertaining to the quality of presenters as noted below. Taken together, 97% of participants in Year 7 either strongly agreed or agreed that the presenters had expertise, clarity and an effective presentation style. This is consistent with prior years ratings, although this year, a higher percentage of respondents rated this question as “strongly agree” rather than “agree” – an indication of the continuation of the strength of the presenters and the program.

Table 3.1.a: Quality of Presenters								
Past phrasing: “The presenters were clear, had expertise and knowledge in the subject area, and had an effective presentation style”								
Year 7 phrasing: “The presenters had expertise, clarity and an effective presentation style”								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Average
Strongly Agree	75%	75%	66%	72%	70%	64%	71%	70%
Agree	23%	25%	34%	26%	30%	34%	26%	28%
Disagree	0%	0%	0%	1%	0%	1%	2%	1%
Strongly Disagree	2%	0%	0%	1%	0%	1%	2%	1%

“Very knowledgeable, understandable and funny! She also kept it real. Great.” Asset Managers Workshop: Insurance and Risk Management

The instructors were comfortable going with the flow of questions from the audience, great job! Very natural discussion as a result!” Conflict Management: On the Road to Kumbaya

“Was great affirmation that I understand the underwriting process.” Best Practices in Underwriting Small Business Loans

“The ability to stay on task and follow the daily agenda was tremendous.” Group Facilitation: Bringing Community Meetings to Life

The highest ranked courses were:

- What’s in the Numbers? Demystifying CDC Financial Statements (both sessions)
- Transformative Board Governance (both sessions)
- Implementing and Sustaining a Smoke-Free Housing Policy
- Community Engagement: Tools for Inclusive Participation (Salem)
- Portfol Software Training
- Health, Community Development and the Food Economy
- Technical Strategies to Ensure Full Participation in Multilingual Meetings

Table 3.1.b. illustrates a course by course comparison of rankings for the quality of presenters and the organization of the training. The average rating for all courses for the instructor rating is 3.68. Slightly more than half of the courses - 16 courses - rated below this score.

Table 3.1.b: Course Comparison Chart			
Date	Course Title	Instructor Rating (0-4)	Organization Rating (0-4)
July 15	Sharing your Story: Visualizing Outcomes Data, A Hands-On Training	3.39	2.52
July 22	What's in the Numbers? Demystifying CDC Financial Statements	4.00	3.80
July 29	Sharing your Story: Visualizing Outcomes Data, A Hands-On Training	3.32	3.09
Sept 16	Asset Managers Workshop: Real Estate Tax and Utility Management	3.60	3.60
Sept 17	High Performance Affordable Housing Seminar	3.62	3.77
Sept 21	Community Safety Seminar: Safe Streets, Sound Neighborhoods	3.54	3.60
Oct 3	What's in the Numbers? CDC Financial Statements for Board Members	3.90	3.80
Oct 6	Fundamentals of Affordable Housing Finance	3.63	3.44
Oct 8	Implementing and Sustaining a Smoke-Free Housing Policy	4.00	4.00
Oct 20	Asset Managers Workshop: Insurance and Risk Management	3.73	3.45
Nov 30	Group Facilitation: Bringing Community Meetings to Life	3.60	3.50
Dec 2	CRA Basics: Accessing Opportunities for Communities	3.58	2.92
Dec 3	Health, Community Development and The Food Economy	3.83	3.83
Dec 9	Conflict Management: On The Road to Kumbaya	3.72	3.83
Dec 10	Ready to Respond: Building Emergency Read and Resilient Housing Communities	3.57	3.54
Dec 9-10	Portfol Software Training	3.89	3.67
Dec 15	Introduction to Community Economic Development	3.60	3.73

Date	Course Title	Instructor Rating (0-4)	Organization Rating (0-4)
Dec 17	How to File for a Real Estate Tax Abatement	3.75	3.75
Jan 28	Community Engagement: Tools for Inclusive Participation (Salem)	3.90	3.69
Feb 4	Transformative Board Governance	4.00	4.00
Feb 10	Responding to Trauma: Facilitating Healing in Communities	3.45	3.45
Feb 24	Brownfields Redevelopment	3.43	3.71
Mar 4	Technical Strategies to Ensure Full Participation in Multilingual Meetings	3.83	3.89
Apr 1	Transformative Board Governance	4.00	4.00
Apr 5	Promoting Walkability: Creating Safe and Active Neighborhoods	3.70	3.58
Apr 7	Introduction to Implicit Bias	3.59	3.79
May 12-13	Best Practices in Underwriting Small Business Loans	3.79	3.92
May 13	Introduction to GIS	3.33	3.86
May 20	Community Engagement: Tools for Inclusive Participation (Boston)	3.61	3.53
Jun 16	Careers in Community Development	3.36	3.50

Although many courses ranked highly for the quality of the presenter, some courses did not perform as well. In an attempt to understand the reasoning behind some of the lower ratings for courses this year, the evaluation noted that many of these were new in Year 7, but not all as several of the highest ranked courses were also new this year. For those with lower rankings, comments that indicate room for improvement included the pace of the course (too fast or rushed), misconceptions about the level of knowledge needed for the course, insufficient hands-on practice or interactions, not enough case studies, or not in-depth enough to be truly practical and applicable.

Among the lowest ranked courses - Sharing your Story: Visualizing Outcomes Data, A Hands-On Training courses- comments illustrated that there were problems with the presenters style, with the visual display, and there wasn't enough hands-on practice. Referring to the technology used for visualizing outcomes, one participant noted, *"We needed more detailed prep instructions and step by step instructions for using the software. Also, WEAVE is irrelevant and focusing the entire training on it is useless."* Another person commented, *"I felt that the conversation was too academic and spent too much time discussing data in concept as opposed to spending more time on the technical elements/capacity of Weave."*

Comments on other courses illustrate some of the common criticisms cited above for other courses:

“The discussion was good. More interactive conversation may have helped people absorb the key points of the presentation. The pace was fast given the amount of material involved.” Ready to Respond: Building Emergency Ready and Resilient Housing Communities

“The presentation appeared somewhat disorganized. The process involved in arriving at the policies and procedures was not clearly explained. Seemed rushed.” Responding to Trauma: Facilitating Healing in Communities

For some courses, there were mixed impressions – Introduction to Implicit Bias - was one with different viewpoints expressed.

“Susan was a great presenter- the training flew by, she also made everyone feel very comfortable expressing their views.”

“The instructor was clearly knowledgeable about the topic and presented potentially difficult information with balance and compassion.”

“As a person of color, I felt it was white dominated and did not feel comfortable contributing my ideas/thoughts.”

3.2 Training Structure, Content, and Logistics

The King Institute asks participants to rate various aspects of the structure and logistics of the training to gain a better understanding of how people experience the training. The questions on the survey have changed over the past few years in an attempt to separate out distinct components. In Year 7, two questions were asked about the structure and the logistics.

Table 3.2.a. Rate the Organization of the Training: Year 7		
	“The training was well-paced and the structure was conducive to my learning”	“The training was well coordinated logistically and the site was conducive to the group’s learning.”
Strongly agree	59%	71%
Agree	32%	25%
Disagree	7%	3%
Strongly disagree	2%	1%

For comparison to prior years, see **Table 3.2.b.** [Note – the question was asked in a slightly different way in Year 4 and therefore those numbers are not included below.] When looking more closely at the question of the training being conducive to the group’s learning, Year 7 shows a marked increase in responses to “strongly agree” from 55% in Year 6 to 71% in Year 7, even though the question is worded slightly differently.

Table 3.2.b. Rate the Organization of the Training Years 1-6						
“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%

To review a comparison of ratings for each course regarding the organization of the training, see **Table 3.1.b.** 13 courses were rated below the average rating of 3.63 (43% of all courses); 11 of these lower ranked courses were also below average on the ratings for the quality of the presenter. As was noted earlier, there are a mix of newer courses with pre-existing courses both in the highly ranked and the lower ranked lists.

The King Institute is also interested to learn how participants view the registration process. [Year 4 is not included below as the question was dropped from the survey in Year 4 and then added back in for Year 5 and beyond.] There was a significant increase in the percentage of participants who rated this question as “strongly agree” at 80%, up from 58% in Year 6.

Table 3.1.d. Registration Process							
“It was easy to register through the website or other means.”							
	Year 1	Year 2	Year 3	Year 5	Year 6	Year 7	Average
Strongly agree	55%	55%	55%	59%	58%	80%	56%
Agree	43%	42%	43%	38%	41%	18%	41%
Disagree	1%	2%	2%	3%	1%	0%	2%
Strongly disagree	1%	1%	0%	0%	0%	2%	0%

Comments on logistics and registration include the usual variety – some like the training space but others share concerns about the room, the temperature, the parking, and the registration set-up. The King Institute staff should continue to regularly review the comments about logistics and adjust when there are problems cited during the year.

3.3 Process Outcomes – Summary

For the most part, participants continue to rate very highly the quality of the presenters, the organization of the training, and the registration process. There was a 7% increase in participants who strongly agreed with the quality of the presenters, and the organization of the training saw an increase of 16% in the highest approval rating. The registration process also received high marks.

However, a few courses consistently showed lower ratings in these categories. As is illustrated in the next section, these courses did not do well in other evaluation ratings either. While in general the King Institute should regard the results of the process outcomes as largely very positive, it is worth a course by course examination to determine how to adjust future courses to improve process outcomes for participants.

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, the degree of usefulness in the curriculum, whether the course might help the participant advance professionally, and the degree of peer to peer interaction. During Year 5 and continuing into Year 7, the Institute added some questions to gauge how well the course met the participant’s expectations, and in Year 7, several of the questions that assess knowledge gained were also changed. Applicability of course content was also examined during the follow up interviews conducted in 2016.

4.1 Learning and Applying New Skills

Prior to Year 7, the King Institute asked participants if they learned about new tools or gained knowledge that would be applicable to their position. The ratings have been consistently very high as **Table 4.1.a.** illustrates.

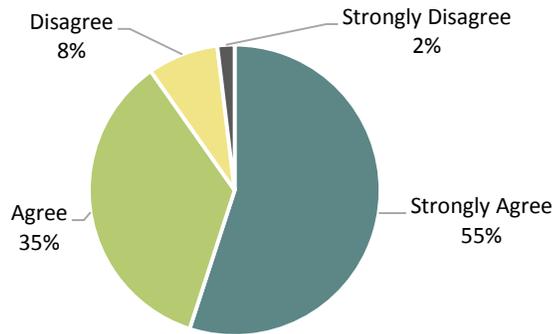
Table 4.1.a. Learned Applicable Tools Years 1-6							
“Did you learn about new tools or gain knowledge that is applicable to your position?”							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
Yes	84%	85%	86%	90%	84%	84%	85%
Somewhat	16%	15%	13%	10%	14%	14%	14%
No	0%	0%	1%	0%	1%	2%	1%

In Year 7, the Institute asked two related questions pertaining to learning outcomes. As **Chart 4.1.b.** illustrates, 55% of respondents strongly agreed that the training content added to their knowledge/skill base for their current position. When combining “strongly agree” and “agree” in Year 7, a total of 90% of the participants agreed to some extent that the content added to their knowledge base. This is comparable to prior years when the affirmative choices were “yes” or “somewhat,” and is consistent with the results of the follow up interviews.

“As a new board member this training strengthens my knowledge to help support making sound decisions by understanding financial statements.” What’s in the Numbers? Demystifying CDC Financial Statements

“I have to make a training for clients on workforce conflict resolution, and this training gave me many things to think about and skills/tools to use.” Conflict Management

Chart 4.1.b. Year 7: "The training content added to my knowledge/skill base for my current role" (Q5.a)



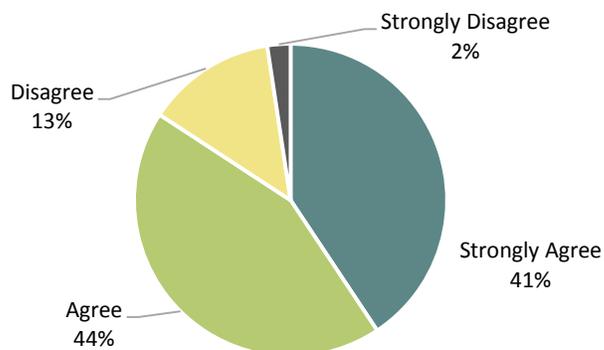
This year, the King Institute added Q5.b (**Chart 4.1.c.**) to gauge participant level of confidence in the application of new skills. As the chart illustrates 41% strongly agreed that they felt confident in their ability to apply the new skills, and another 44% agreed (total of 85% agreed to some extent.) During the follow-up interviews conducted early in 2016, most respondents concurred that they had gained knowledge and some went further to state that their confidence had grown.

"This session gave me more self-confidence in how to approach this issue." Asset Managers Workshop: Insurance and Risk Management

"I feel more confident about raising those issues to the organization, and more optimistic that the response will be positive." Ready to Respond: building Emergency Ready and Resilient Housing Communities

The differences between **Chart 4.1.b.** and **Chart 4.1.c.** are understandable, given that feeling **confident** in application of skills is a higher standard to meet than stating whether the training added knowledge and skills, and therefore potentially fewer people felt strongly that they could agree with Question 5.b.

Chart 4.1.c. Year 7: "I feel confident in applying the knowledge/skills I learned today at my organization" (Q5.b)



To compare the value of the course content to the participant’s current role (Question 5.a. on the survey), **Table 4.1.d.** is provided below. 12 courses (40% of the total) had ratings below the average of 3.49.

Table 4.1.d. MKI Course Comparisons		
Date	Course Title	Content Rating (0-4.0)
July 15	Sharing your Story: Visualizing Outcomes Data, A Hands-On Training	2.79
July 22	What’s in the Numbers? Demystifying CDC Financial Statements	4.00
July 29	Sharing your Story: Visualizing Outcomes Data, A Hands-On Training	3.05
Sept 16	Asset Managers Workshop: Real Estate Tax and Utility Management	3.20
Sept 17	High Performance Affordable Housing Seminar	3.54
Sept 21	Community Safety Seminar: Safe Streets, Sound Neighborhoods	3.61
Oct 3	What's in the Numbers? CDC Financial Statements for Board Members	3.80
Oct 6	Fundamentals of Affordable Housing Finance	3.54
Oct 8	Implementing and Sustaining a Smoke-Free Housing Policy	3.89
Oct 20	Asset Managers Workshop: Insurance and Risk Management	3.70
Nov 30	Group Facilitation: Bringing Community Meetings to Life	3.75
Dec 2	CRA Basics: Accessing Opportunities for Communities	3.08
Dec 3	Health, Community Development and The Food Economy	3.67
Dec 9	Conflict Management: On The Road to Kumbaya	3.56
Dec 10	Ready to Respond: Building Emergency Read and Resilient Housing Communities	3.50
Dec 9-10	Portfol Software Training	3.78
Dec 15	Introduction to Community Economic Development	3.13

Date	Course Title	Content Rating (0-4.0)
Dec 17	How to File for a Real Estate Tax Abatement	3.75
Jan 28	Community Engagement: Tools for Inclusive Participation (Salem)	3.70
Feb 4	Transformative Board Governance	3.83
Feb 10	Responding to Trauma: Facilitating Healing in Communities	3.09
Feb 24	Brownfields Redevelopment	3.50
Mar 4	Technical Strategies to Ensure Full Participation in Multilingual Meetings	3.31
Apr 1	Transformative Board Governance	3.88
Apr 5	Promoting Walkability: Creating Safe and Active Neighborhoods	3.26
Apr 7	Introduction to Implicit Bias	3.34
May 12-13	Best Practices in Underwriting Small Business Loans	3.74
May 13	Introduction to GIS	3.29
May 20	Community Engagement: Tools for Inclusive Participation (Boston)	3.26
Jun 16	Careers in Community Development	3.21

Assessing training applicability is one of the cornerstones of MKI's measures of success. Further emphasis on this will only help MKI to reach higher results. The King Institute can consider how to continue to encourage instructors to focus on applicability and help participants to identify strategies for using what they have learned once they return to their workplaces. If new approaches are taken by the King Institute, then it will be worth looking at these percentages again next year to see if there has been a shift in responses. An emphasis on the need for attention to implementation was borne out in the follow up interviews conducted in 2016 in which several people pointed to the need to support greater implementation of ideas learned at the training. Interviewees recommended that MKI encourage trainers to include more components focused on how the training will be used, including planning their follow-up actions. This is also consistent with a number of comments shared on the day-of-surveys that called for more hands-on, practical applications of the lessons being shared.

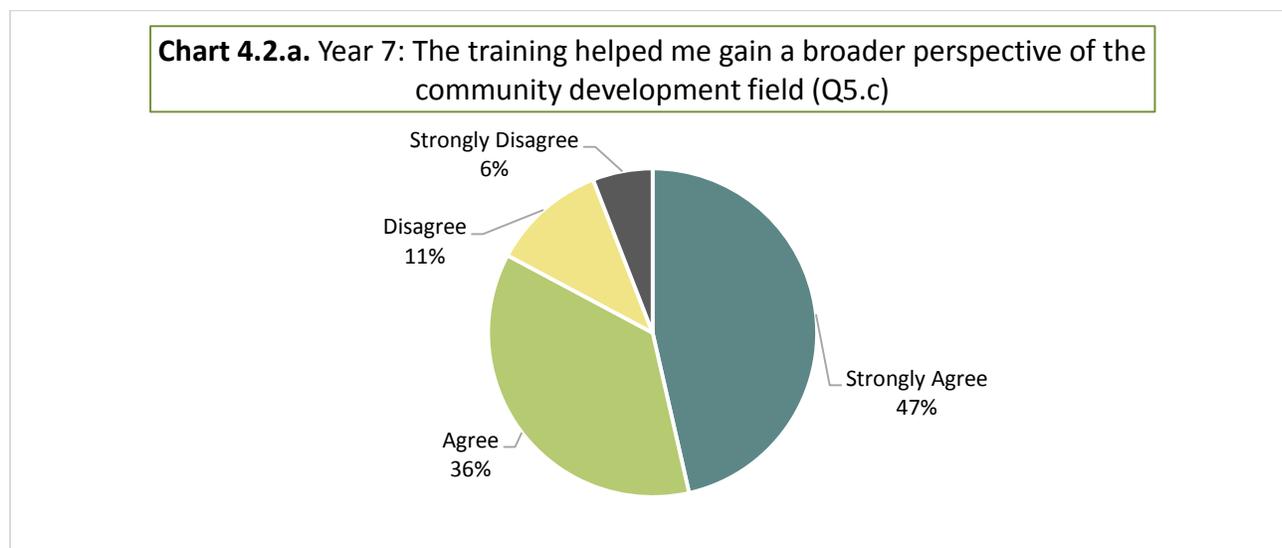
4.2 Perspectives and Relevance

Perspectives

As reflected in the revised logic model, the King Institute strives to impact the field of community development by establishing a shared understanding of the knowledge and values at the core of the sector, and helping to broaden participant’s perspectives about the community development field. In Year 7, the Institute asked participants to consider if the training had helped them to gain a broader perspective on the community development field. As **Chart 4.2.a.** illustrates, 47% strongly agreed with this statement, and another 36% agreed.

“A personal goal of mine is to understand more of the community development field and specifically how policy affects it, and this training was very helpful with that.” Introduction to Community Economic Development

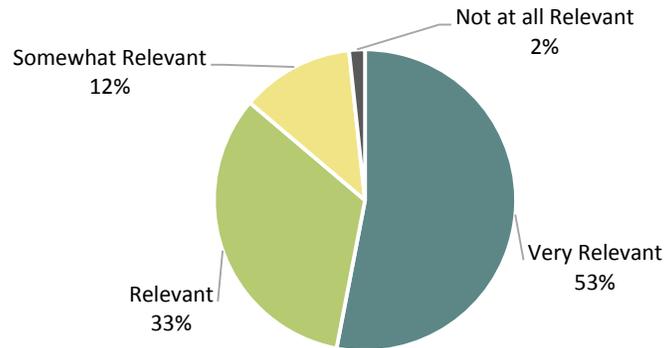
However, a total of 17% either disagreed or strongly disagreed. Some of the variations in responses to this question can be attributed to the fact that many King Institute courses are more narrowly focused on a particular topic or role within the community development field and do not take a broader view into consideration. If the King Institute is interested in instilling a broader perspective as a result of all or most of its courses, it will need to take additional steps to ask instructors to include more material about how the topic of the course relates to other components of the community development field.



Relevance

The King Institute asked participants to rate the relevance of the training to their current role, the organization’s current work and goals, and to their own professional development. As **Chart 4.2.b.** shows, 53% felt the training was very relevant, and another 33% felt it was relevant, for a total of 86% reporting that the training was relevant to some degree to their current role. This is an important finding pointing to the fact that the King Institute continues to offer courses that have relevance to participant’s current roles. These ratings are similar to the responses to the question “The training content added to my knowledge/skill base for my current role” – **Chart 4.1.b.** - where 55% strongly agreed, and 35% agreed.

Chart 4.2.b. Year 7: Please rate the relevance of the training to your current role (Q6.a)



When looking at relevance to the person’s organization, a higher percentage of participants rated the training as very relevant (60%) and relevant (32%) as **Chart 4.2.c.** illustrates. These ratings are similar for the question of relevance to their professional development as **Chart 4.2.d.** shows. Although the numbers are very close, it is interesting to see that more people overall (92%) felt the training was very relevant or relevant to their organization, and to their professional development, than to themselves personally which had the lowest ratings of any of the questions in this section. This result might speak to the fact that some people take courses outside of their primary area of responsibility in order to grow professionally, which if this is the case, is consistent with goals MKI has set to reach for its work.

“It was more useful than I expected it to be. I attended for my personal career growth, not because of my current job.” Brownfields Redevelopment

“I gained a great introduction to GIS; although I won't apply to it my current position very much, it was a great training for professional development!” Introduction to GIS

Chart 4.2.c. Year 7: Please rate the relevance of the training to your organization (Q6.b)

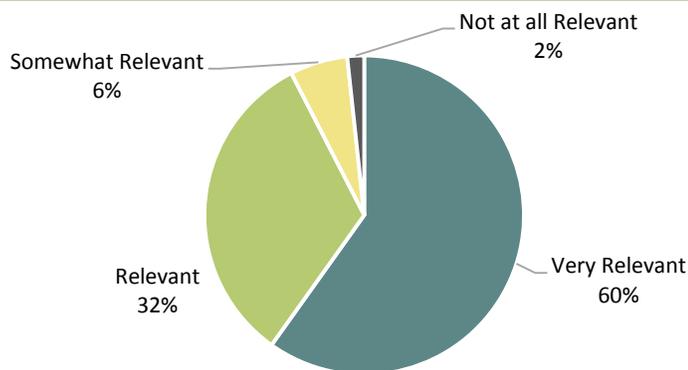
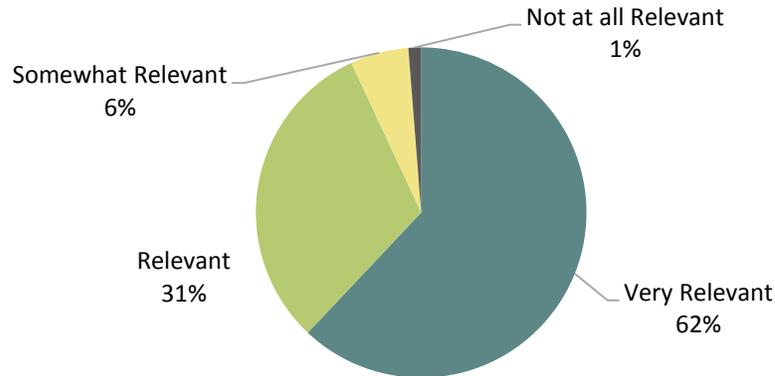


Chart 4.2.d. Year 7: Please rate the relevance of the training to your professional development (Q6.c)



Other comments from Year 7 confirm that many participants felt that the training fit with their own professional development plans and with learning goals for their organization.

“It fits with the learning goals of our organization to learn how to more effectively develop high performance buildings.” High Performance Affordable Housing Seminar

“It fits well with the focus of my committee (Affordable Housing) and my goal of increasing my knowledge of the financial and funding aspects of affordable housing projects.” Fundamentals of Affordable Housing Finance

“It supports the healthy development of my team and organization and our evolving development of conflict management.” Conflict Management

Given that Questions 6a-c were new in Year 7, we cannot offer comparisons with exact wording from prior years. However, **Table 4.2.e.** shows that in prior years nearly everyone felt to some degree that the trainings would help them advance professionally in the community development field.

Table 4.2.e: Professional Advancement Years 1-6							
“Do you believe that the new skills or knowledge you gained today will help you to advance professionally in the community development field?”							
	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. Usefulness of the Curriculum

For each training, participants rate the usefulness of major topics in 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.” **Table 4.3.a.** shows the percentages for courses in order of rankings. Note: “How to File for a Real Estate Tax Abatement, Dec 2015” was a short webinar and participants did not answer the “usefulness” question.

Table 4.3.a. Usefulness of Training Topics Year 7				
Training	Extremely useful	Useful	Somewhat useful	Not at all useful
Transformative Board Governance 2	100%	0%	0%	0%
Transformative Board Governance	93%	7%	0%	0%
Implementing and Sustaining a Smoke-Free Housing Policy	89%	11%	0%	0%
What's in the Numbers? CDC Financial Statements for Board Members (Boston)	88%	13%	0%	0%
Community Engagement: Tools for Inclusive Participation (Salem)	83%	17%	0%	0%
What's in the Numbers? CDC Financial Statements for Board Members (Springfield)	80%	20%	0%	0%
Portfol Software Training	78%	19%	4%	0%
Ready to Respond: Building Emergency Ready and Resilient Housing Communities	71%	25%	4%	0%
Best Practices in Underwriting Small Business Loans	69%	23%	7%	0%
Responding to Trauma: Facilitating Healing in Communities	64%	15%	12%	9%
Technical Strategies for Full Participation in Multilingual Meetings	63%	30%	3%	5%
Community Engagement: Tools for Inclusive Participation (Boston)	61%	37%	2%	0%
Group Facilitation: Bringing Community Meetings to Life	58%	35%	8%	0%
Asset Managers Workshop: Insurance and Risk Management	58%	33%	3%	6%
Conflict Management: On The Road to Kumbaya	55%	34%	8%	3%
Careers in Community Development	51%	37%	9%	3%
Fundamentals of Affordable Housing Finance	51%	39%	11%	0%
Health, Community Development and The Food Economy	50%	38%	13%	0%
Introduction to Community Economic Development	48%	45%	7%	0%
Asset Managers Workshop: Real Estate Tax and Utility Management	48%	38%	14%	0%
High Performance Affordable Housing Seminar	48%	38%	14%	0%
Promoting Walkability: Creating Safe and Active Neighborhoods	47%	35%	17%	1%

Training	Extremely useful	Useful	Somewhat useful	Not at all useful
Community Safety Seminar: Safe Streets, Sound Neighborhoods	40%	50%	5%	5%
Introduction to Implicit Bias	33%	53%	10%	3%
Sharing your Success: Visualizing Outcomes Data, A Hands-On Training (Worcester)	33%	32%	26%	9%
Brownfields Redevelopment	25%	48%	25%	1%
CRA Basics: Accessing Opportunities for Communities	21%	58%	13%	8%
Introduction to GIS	21%	53%	26%	0%
Sharing your Success: Visualizing Outcomes Data, A Hands-On Training (Boston)	14%	59%	19%	8%

For those courses that were highly rated, comments on the day-of-survey illustrate what participants liked about the courses:

- Course provided a better understanding of the questions to be asking
- Outstanding presenter and listener
- Learned new tools and techniques, new frameworks
- Learned more about what colleagues do
- Broader view of the issues
- Better sense of how CDCs impact communities
- A fresh perspective
- Clearer understanding of roles and responsibilities

However, more courses in Year 7 received lower ratings for usefulness than in prior years. In Year 7, 12 out of 29 or 41% of the courses had a rating of “not at all useful” as contrasted with Year 6 where only 5 out of 24 courses or 21% of courses had this rating. Moreover, the aggregate percentage of topics selected as “not at all useful” were higher in Year 7 ranging from 1% to 9% whereas in Year 6, the range of percentages in this category were 1% - 6%.

As **Table 4.3.b.** shows, Year 7 showed a decrease in the percentage of courses with high ratings and an increase in the percentage of courses with lower ratings.

	YR 5	YR 6	YR 7
% of courses: 90% responses 'extremely useful' or 'useful'	71%	75%	55%
% of courses: Less than 80% rated "extremely useful" or "useful"	8%	8%	21%
% of courses: Any ratings of "not at all useful"	21%	21%	41%

Given that the King Institute is accustomed to receiving very high ratings for the usefulness of the curriculum, it is worth a further exploration about why a higher percentage of courses in Year 7 received lower ratings. Consistent with the other comparison ratings, there were certain courses that consistently received lower ratings. **Table 4.3.c.** shows a list of courses with lower ratings along four metrics: instructors, organization of the training, content, and usefulness. [Blank cells in the table reflect

ratings that are higher than the threshold used for this table and are therefore not included here.] New courses - 13 of the 19 courses (68%) - are indicated with an asterisk.

- Courses shaded green have lower ratings along all four metrics (5 courses)
- Courses shaded purple have lower ratings along three metrics (4 courses)
- Courses shaded blue have lower ratings along two metrics (8 courses)
- Courses that are not shaded have lower ratings on one metric (2 courses)

Table 4.3.c. Courses with Lower Ratings				
Course List	Instructor Rating at or Below 3.6	Organization Rating at or Below 3.6	Content Rating at or Below 3.5	Usefulness Rating More than 1% rating not at all useful
*Sharing our story - Worcester	3.32	3.09	2.79	9%
*Sharing our story - Boston	3.39	2.52	3.05	8%
Careers in Community Development	3.36	3.50	3.21	3%
*CRA Basics	3.58	2.92	3.08	8%
*Responding to Trauma	3.45	3.45	3.09	9%
*Community Safety	3.54	3.6		5%
*Ready to Respond	3.57	3.54	3.50	
*Introduction to Implicit Bias	3.59		3.34	3%
*Asset Managers Workshop: Real Estate Tax	3.60	3.60	3.20	
*Introduction to GIS	3.33		3.29	
*Brownfields Redevelopment	3.43		3.50	
Introduction to Community Economic Development	3.60		3.13	
Community Engagement (Boston)		3.53	3.26	
*Promoting Walkability		3.58	3.26	
Technical Strategies to Ensure Full Participation			3.31	5%
*Asset Managers Workshop: Insurance and Risk		3.45		6%
Group Facilitation	3.60	3.50		
*Conflict Management				3%
Fundamentals of Affordable Housing Finance		3.44		

Some of the comments illustrated common themes in the day-of-surveys:

- Too much material to cover in the time period
- Needed more detail
- Needed more opportunity to learn how to apply the material
- Want more hands-on exercises, interactive exercises

- It is challenging to implement the ideas unless the training includes time dedicated to this

“This workshop helped me to learn what is available/possible. However, I could not go back to my office and implement what I learned.” Sharing Your Story: Visualizing Outcomes Data, a Hands-On Training

“I think I need a follow up training or more in depth training. The policies and procedures were helpful but in terms of really explaining the process. I'm not sure it did that. I think time was a significant factor.” Responding to Trauma

The King Institute staff are aware that some of the courses didn’t work as well as others. It will continue to be instructive for the staff to regularly review the day-of-surveys and make adjustments during the year. As in the past, it is also important for the marketing of the course to carefully match the content so that participants know what to expect.

4.4. Peer to Peer Interactions

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. Prior to Year 7, the survey asked to ascertain the degree to which participants had an opportunity to work with their peers. As **Table 4.4.a.** illustrates, most participants in the prior years reported at least some opportunity to work with peers that was beneficial, but the average who said “extensive” was less than 50% and on average was slightly less than 40% of participants.

Table 4.4.a. Beneficial Work with Peers, Years 1-6							
<i>“During the training, did you have an opportunity to work with peers that you found beneficial to your learning?”</i>							
	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%

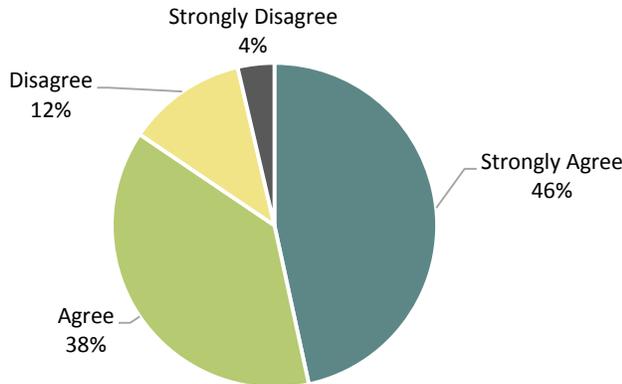
In Year 7, the question was rephrased to assess whether there had been meaningful interactions that were beneficial to the participants learning during the course. As **Chart 4.4.b.** shows, 46% of the participants strongly agreed with this statement, and another 38% agreed. Given that the question is worded differently and the answer choices also have greater delineation, it is difficult to compare to prior years, but it is noteworthy to see that a higher percentage of people this year gave this question the highest ranking as compared with all other years and with the average for the past six years.

“Met some great people and hope to connect with them later about these topics.” Conflict Management

“Loved being with my colleagues and meeting new ones - love that it was from across the state, not just Boston.” Best Practices in Underwriting Small Business Loans

“It was good to hear others in the same field- confirming my own struggles/ideas.” Community Safety Seminar

Chart 4.4.b. Year 7: "I had meaningful interactions with my peers that were beneficial to my learning" (Q5.d)



4.5. Participant Expectations for the Training

Starting with the Year 5 survey, participants were asked whether the training met their expectations. The percentages are roughly equivalent to prior years although the Institute received slightly lower ratings in Year 7 than in prior years with an increasing percentage of people who said the course only partially met their expectations or did not meet their expectations as **Table 4.5.a.** indicates. It is likely that the higher percentage of people only partially meeting expectations or not meeting expectations are tied to the courses listed above that received lower ratings in other areas of the survey.

Table 4.5.a. Course Expectations Years 5-7				
"Did the training meet your expectations?"				
	Year 5	Year 6	Year 7	Average
Exceeded expectations	37%	33%	32%	35%
Met expectations	53%	55%	52%	54%
Partially met expectations	9%	11%	13%	10%
Did not meet expectations	1%	1%	3%	1%

4.6 Impact Outcomes Summary

The day-of-survey results combined with the follow-up interviews confirms that the King Institute is offering courses of substance through which participants are gaining applicable skills and knowledge to improve their job performance and organizational effectiveness. Nearly all participants either strongly agreed or agreed with these evaluation questions. Consistent with these findings, nearly all of the participants felt the courses were relevant to their current role. Interestingly, more people provided the higher ratings for relevance to their organization and their professional development indicating that people take courses as part of their interest in professional advancement or organizational performance and not only focused on their own current job.

Although it is clear that confidence has grown, there were slightly fewer people who strongly agreed or agreed that they felt they had confidence in application at their organization. The follow up interviews identified applicability as an area for further development and some of the comments provided in the day-of-surveys suggest that instructors should continue to include components focused on how to apply the skills being learned. Moreover, interviewees recommended that the King Institute provide support for professional development planning which can then be tied to Institute course selection and follow-through. If MKI decides to further invest in this work, it will be interesting to see if participants have increased confidence in applying lessons learned and how course work is further reinforcing professional and organizational development.

Most participants also reported that they gained a broader perspective on the community development field, but some courses are more narrowly focused and thus not all participants shared this viewpoint.

When looking at whether the content was useful to the participant, many courses continue to show high ratings, but there was a significant drop in the percentage of courses overall that ranked highly and an increase in the percentage of courses that ranked lower. When comparing ratings of courses along four metrics -instructors, organization of the training, content, and usefulness - 19 out of the 30 courses (63%) had one or more lower ratings. 13 of these courses (68%) were new in Year 7 which may provide some explanation as to their lower ratings, but some of the other new courses were among the higher ranked courses. For some of these courses, it may be that the instructors, while highly skilled practitioners in their field, may not have been as skilled in curriculum development and training. If this is the case, MKI can consider pairing practitioners with trainers to ensure that the content and the delivery are on par with the Institute's standards for excellence.

84% of the participants said they had meaningful interactions with their peers in a newly worded question during Year 7, and a similar percentage said that the course either exceed or met their expectations.

As in the past, the King Institute staff should continue to carefully review the day-of-survey results per each course and make adjustments to the overall curriculum and guidance to instructors to ensure continued success for participants.

Section 5: Conclusion and Recommendations

The King Institute concluded its seventh year with a strong track record of excellence. From the day-of-surveys and the follow-up interviews, evidence shows that participants are learning important skills to improve their performance in their current job, to support organizational goals, and to advance professionally. The King Institute is helping to build peer networks and sharing best practices across the community development field. Most participants reported that the course either met or exceeded their expectations.

Some shifts were noticed in the demographic profile of the audience served by the Institute. It is largely a Greater Boston based constituency and fewer MACDC members are participating. Consistent with a trend from prior years, there has been a decrease in the percentage of people of color who are participating in courses. There are also some slight shifts in the profile of the participants by age and position. As in the past, it is worth the King Institute taking a closer look at these demographics and deciding if it matches their desired constituency, and if not, exploring curriculum design, marketing, or other strategies to better match the audience with the King Institute's goals.

The process outcomes – or measures of satisfaction – continue to be largely very positive. There was an increase in the percentage of people who strongly agreed with the quality of presenters and the organization of the training saw its highest approval rating. However, there were some courses that consistently showed lower ratings and comments that indicated room for improvement.

The impact outcomes – or measures of results – are also a strong indicator of the success of the King Institute this year. Participants are gaining applicable skills that are relevant to their current position, to their organization's goals, and to their own professional development. As with the process outcomes, some courses ranked lower for impact outcomes, many of which were new courses for the Institute this year.

Drawn from the analysis of the day-of-surveys and the follow-up interviews conducted earlier in the year, the evaluation offers the following recommendations for the King Institute's consideration:

- Examine diversity goals and see if there are ways to increase diversity through the curriculum design, marketing, or other strategies;
- Match marketing with the content and more clearly articulate who should attend the course to ensure expectations are met;
- Ensure that the instructors have the necessary training/ instructor skills as well as the content knowledge to deliver the course material;
- Provide more guidance to instructors to include hands-on practice, interactions, and ways to apply the course content;
- Examine courses with the lowest ratings and determine how to improve those courses or remove them from the curriculum;
- Provide an annual calendar of training programs and other methods to help support professional development planning;
- Offer more advanced courses;
- Offer more tailored workshops for board members; and
- Identify if there are ways to further support implementation during and after the courses including additional tools for networking or other kinds of follow-up.