Resources to Share

Community Social Psychology Program

University of Massachusetts Lowell

Spring 2016 Practicum Class

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Conducting Effective Meetings

Adapted from the Community Toolbox by Sean McCafferty
http://ctb.ku.edu/en

TOOL 1: CONDUCTING EFFECTIVE MEETINGS

If you plan for each of phases described here, your time and that of your members will be spent purposefully, and your meetings will contribute to the momentum of your initiative.

PHASE 1: PLANNING

- Decide the goal of the meeting
- Do your homework
- Decide who needs to be there
- Plan with others
- Take care in setting the agenda (good agendas count)

PHASE 2: SETTING UP THE MEETING

- Start and end on time
- Sign attendees in
- Have adequate space
- Build in social time
- Establish regular meeting cycles

PHASE 3: RUNNING THE MEETING

- Do introductions
- Get agreement on the agenda and rules
- Keep the discussion on track
- Watch the time
- Summarize what you hear
- Encourage participation
- Use the power of your position wisely
- Develop new leaders by rotating facilitators

PHASE 4: FOLLOW-UP

- Gather feedback from the group
- Make follow-up calls
- Summarize the meeting

Meeting Checklist:

___There is a written agenda which everyone had received a copy of in advance
___Copies of the agenda available for everyone or there is a large piece of newsprint in the front of the room with the agenda written on it
___People feel welcome and valued. Remember to not open the meeting by saying "Where is everybody?" but instead, thank those who did give up their time to participate
___The routine reports are kept brief. Remember to have them written up and sent to members before the meeting
___Prime time is given to planning further action on important issues and/or projects
___You have made time for announcements, special requests, etc., for the end of the meeting
___The meeting is focused on real problems rather than being a gripe session
___The meeting begins and end on time (so members with family and other responsibilities can plan their time)
___Each member of the group is treated with respect, despite differences in viewpoint, age, experience, sex, race, income and formal education
___You have assigned responsibilities for each decision made
___You have set plans and a tentative agenda for the next meeting
___You have gotten feedback about the meeting
___People stay around and talk after the meeting

Writing Minutes of the Meeting:
___Include when the meeting took place (Date & Time)
___Include the participants' names and titles
___Discuss each agenda topic covered briefly
___State the issues brought up
___What ideas were offered and who offered them?
___What solutions were agreed upon?
___What assignments were made and to whom?
___What deadlines were stated?
___What follow-up actions will be taken after the meeting? Who is responsible?

Evaluate the Meeting (Leaders):
___Prepare thoroughly
___State the purpose and goals of the meeting
___Circulate an agenda in advance of the meeting
___Invite the people needed to accomplish the goals
___Did you use pre-meeting discussions to ensure participants were prepared?
___Confront the issues
___Lead the group through the issues
___Take a stand on tough issues
___Seek definition of the solution
___Bring the meeting to the point of decision
___Ensure that assignments are made and deadlines set
___Perform the way you wanted to
___Establish and adhere to participation guidelines

___Be firm and assertive, yet, at the same time, fair to all participants
___Encourage others to speak out and state their new ideas
___ You are open minded to the possibilities when new ideas are expressed
___Adhere to the start and stop times
___Follow-up your leadership
___Confirm assignments and deadlines by memo
___Confirm assignments with the individual's supervisor if the individual is outside your reporting chain
___Distribute minutes of the meeting within 48 hours
___Acknowledge help and significant contributions by others
___Identify ways to improve your leadership next time

Evaluate the Meeting (Participants):
___Prepare thoroughly
___Know the purpose and goals of the meeting
___Obtain an agenda in advance of the meeting
___Determine what is applicable to your position and department
___Formulate a position on each agenda topic
___Develop a rationale for your position, addressing the pros and cons
___Develop a compromise
___Confront the issues
___Speak out and state your position when the opportunity presents itself
___Support your position with facts
___Employ tact
___Include the input of others when warranted
___Perform the way you want to
___Help the leader achieve the meeting's purpose
___Be an active listener and speaker
___Volunteer for assignments
___Speak briefly when making your points
___Contribute your ideas in response to presentations of others
___Clarify the assignments & deadlines for which you are responsible
___Follow-up your participation
___Begin immediately on your assigned task
___Meet with other participants to follow-up discussions as needed
___Acknowledge help provided by others
___Identify ways to help improve your participation next time

What is an effective group discussion?

An effective group discussion is one in which the group is able to accomplish its purpose or to establish a basis either for ongoing discussion or for further contact and collaboration among its members.

You understand the elements of an effective group discussion if:

- All members of the group have a chance to speak, expressing their own ideas and feelings freely, and to pursue and finish out their thoughts
- All members of the group can hear others' ideas and feelings stated openly
- Group members can safely test out ideas that are not yet fully formed
- Group members can receive and respond to respectful but honest and constructive feedback
- A variety of points of view are put forward and discussed
- The discussion is not dominated by any one person
- Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities
- Even in disagreement, there's an understanding that the group is working together to resolve a dispute, solve a problem, create a plan, make a decision, find a precept or set of precepts all can agree on, or come to a conclusion

The possible uses for a group discussion:

- Create a new situation – form a coalition, start an initiative, etc.
- Explore cooperative or collaborative arrangements among groups or organizations
- Discuss and/or analyze an issue
- Create a strategic plan – for an initiative, an advocacy campaign, an intervention, etc.
- Discuss policy and policy change
- Air concerns and differences among individuals or groups
- Hold public hearings on proposed laws or regulations, development, etc.
- Decide on an action
- Provide mutual support
- Solve a problem
- Resolve a conflict
- Plan the work for an event

Why would you have a group discussion?

- A group discussion gives everyone involved a voice
- A group discussion allows for a variety of ideas to be expressed and discussed
- Group discussion is generally a democratic, egalitarian process
- A group discussion leads to group ownership of whatever conclusions, plans, or action the group decides upon

- An effective group discussion encourages those who might normally be reluctant to speak their minds
- Group discussions can often open communication channels among people who might not communicate in any other way

You might lead a group discussion because:

- It's part of your job
- You've been asked to
- A discussion is necessary, and you have the skills to lead it
- It was your idea in the first place

Some people who might find themselves leading a group discussion:

- Directors of organizations
- Public officials
- Coalition coordinators
- Professionals with group-leading skills
- Teachers
- Health professionals and health educators
- Respected community members
- Community activists

When might you lead a group discussion?

- At the start of something new
- When an issue can no longer be ignored
- When groups need to be brought together
- When an existing group is considering its next step or seeking to address an issue of importance to it

How do you lead a group discussion?

- Choose the space
- Provide food and drink
- Bring materials to help the discussion along
- Become familiar with the purpose and content of the discussion
- Make sure everyone gets any necessary information, readings, or other material in plenty of time to study it well beforehand

General guidelines:

- Think about leadership style
- Put people at ease
- Help the group develop ground rules
- Generate an agenda or goals for the discussion
- Lead the discussion

- Set the topic
- Foster the open process
- Involve all participants
- Ask questions or provide information to move the discussion
- Summarize and/or clarify important points and conclusions
- Wrap up the session
- Follow up if necessary.

Do's for discussion leaders:

- Model the behavior and attitudes you want group members to employ
- Use encouraging body language and tone of voice, as well as words
- Give positive feedback for joining the discussion
- Be aware of people's reactions and feelings, and try to respond appropriately
- Ask open-ended questions
- Control your own biases
- Encourage disagreement, and help the group use it creatively
- Be a recorder if necessary
- Keep your mouth shut as much as possible

Don'ts for discussion leaders:

- Don't let one or a small group of individuals dominate the discussion
- Don't let one point of view override others
- Don't assume that anyone holds particular opinions or positions because of his culture, background, race, personal style, etc.
- By the same token, don't assume that someone from a particular culture, race, or background speaks for everyone else from that situation
- Don't be the font of all wisdom

TOOL 2: MEETING SUMMARY

Meeting summaries need not be fancy, but they should be an accurate and complete record in order to support the ongoing work of your initiative. The form of your meeting summary is up to you, but a summary sheet works well because of its clarity. If your members prefer a traditional minutes format that includes summary of discussions, you can still make sure to record the following key items.

BASIC INFORMATION

Meeting of: (Name of your coalition, organization, subcommittee, etc.)
Date and Time: (Don't forget the year!)
Place:
Person Presiding:
Persons Present: [First and last names]

DECISIONS MADE:

a.
b.
c.
d.

Don't forget to include the decision on when the next meeting will be (time and place)

FOLLOW-UP RESPONSIBILITIES
(who will do what by when)

Task	Point Person(s)	Due
Focus on action verbs - Arrange, call, send out, identify, etc.	This could be an individual, group, or committee	Specify a date if possible

INCOMPLETE ITEMS (NEXT STEPS)

Task	Point Person	Due
Focus on action verbs again!		

10 Fund Raising Facts

Laura Hajjar

1. People give to people for people. This should be the motivation and approach with donors and foundations.

2. Corporate sponsorship of an event is not merely a donation. It is a dual relationship where the sponsor is offered access to potential customers through your organization for a cost lower than the price of advertising.

3. Relationships are the foundation of all giving – donations, grants, and sponsorships.

4. Prospects won't leave a meeting and make a gift unless you ask for one.

5. The four stages of a donor relation involve research: learn your donor's interests and abilities to give, cultivation: build a relationship, solicitation: ask for a gift, and stewardship: follow up with thanks and sharing the impact of your donor's gift.

6. Social media campaigns, like Giving Tuesday are positive ways to increase donors through inexpensive online methods.

7. Non-profits can begin cultivating new donors from their volunteers. Once a person has invested their time, they are more willing to make a financial investment.

8. Include a return envelope for a gift as well as an online method to give when mailing an Annual Fund campaign. Making giving easy is a way to increase donors.

9. Young donors who begin giving small gifts in their early 20's and 30's are the major philanthropists of the future.

10. Raising funds is not just asking for money. Fund raising is offering another person the opportunity to use some of their resources to engage their passions and make a difference in something they care about.

Saying No/Setting Boundaries:

Resolving Conflict without Giving-In

1. Be Assertive, be, be Assertive!

Assertiveness is based on balance - it requires being forthright about your wants and needs while still considering the rights, needs, and wants of others.

a) Project your confidence:

- Speak slowly and clearly
- Work on your appearance - Dressing well doesn't necessarily mean dressing up
- Rehearse what you are going to say

b) Adjusting Your Mindset:

- Be honest with yourself about what you want.
- Set firm boundaries for yourself
- Don't expect people to read your mind
- Take responsibility for your own problems
- Stop trying to please everybody
- Talk to others about what you want to gain confidence.
- Stop feeling guilty about not giving people what they want.
- Know when to hold 'em and when to fold 'em

c) Stating Your Demands:

- Make sure you know what you want out of a situation
- Stick to your game plan
- Break patterns
- Say what's on your mind
- Learn to say no
- Use "I" statements

- Be more assertive in the workplace.
- Be assertive without being aggressive
- Learn to speak up in public
- Agree to disagree

2. Don't Bargain over Positions

- Arguing over positions produces unwise agreements
- Arguing over positions is inefficient
- Arguing over positions endangers an ongoing relationship
- Being nice is no answer
- Think of alternatives
- When there are many parties, positional bargaining is even worse.

3. Separate the People from the Problem

a) Negotiators are people first

- Every negotiator has two kinds of interest:
  a) in the substance
  b) in the relationship
- The relationship tends to become entangled in the problem
- Positional bargaining puts relationship and substance in conflict
- Separate the relationship from the substance; deal directly with the people problem

b) Perception

- Put yourself in their shoes
- Don't deduce their intentions from your fears
- Don't blame them for your problem
- Discuss each other's perception
- Look for opportunities to act inconsistently with their perceptions
- Give them a stake in the outcome by making sure they participate in the process
- Face saving: Make your proposals consistent with their values

c) Emotions

- First recognize and understand emotions, theirs and yours
- Make emotions explicit and acknowledge them as legitimate
- Allow the other side to let off steam
- Don't react to emotional outbursts
- Use symbolic gestures

d) Communication

- Listen actively and acknowledge what is being said
- Speak to be understood
- Speak about yourself, not about them
- Speak for a purpose
- Prevention works best
- Build a working relationship
- Face the problem, not the people

3. Focus on Interests, Not Positions

a) A wise solution reconciles interests, not positions

- Behind opposed positions lie shared and compatible interests as well as conflicting ones

b) Identify Interest

- Ask "Why?"
- Ask "Why not?" Think about their choice.
- Realize that each side has multiple interests
- The most powerful interests are basic human needs:
  - Security
  - Economic well-being
  - A sense of belonging
  - Recognition
  - Control over one's life

c) Talk about interests

- Make your interests come alive
- Acknowledge their interest as part of the problem

- Put the problem before your answer
- Look forward, not back
- Be concrete by flexible
- Be hard on the problem, soft on the people

4. Invent Options for Mutual Gain

a) Avoid obstacles that inhibit the invention of options:

- Premature judgment
- Searching for the single answer
- The assumption of a fixed pie
- Thinking that "solving their problem is their problem"

b) Invent creative options

- Separate the act of inventing options from the act of judging them
- Broaden the options on the table rather than look for a single answer
- Search for mutual gains
- Invent ways of making their decisions easy

c) Separate inventing from deciding

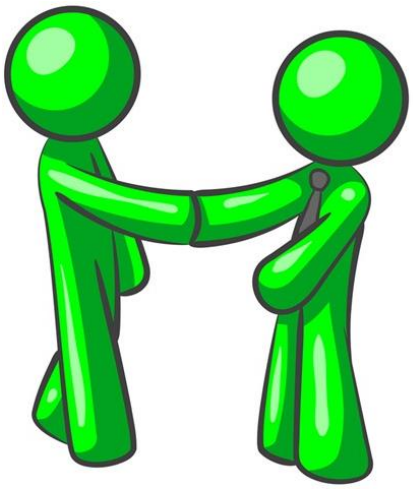
- Before brainstorming
  - Define your purpose
  - Choose a few participants
  - Change the environment
  - Design an informal atmosphere
  - Choose a facilitator

- During brainstorming
  - Seat the participants side by side facing the problem
  - Clarify the ground rules, including the no-criticism rule
  - Brainstorm
  - Record the ideas in full view
- After brainstorming
  - Star the most promising ideas
  - Invent improvements for promising ideas

- ✳ Set up a time to evaluate ideas and decide
- Consider brainstorming with the other side

d) Broaden your options

- Multiply options by shuttling between the specific and the general: The Circle Chart.
- Look through the eyes of different experts
- Invent agreements of different strengths
- Change the scope of a proposed agreement



e) Look for mutual gain

- Identify shared interests
- Dovetail differing interests

f) Make the decision easy

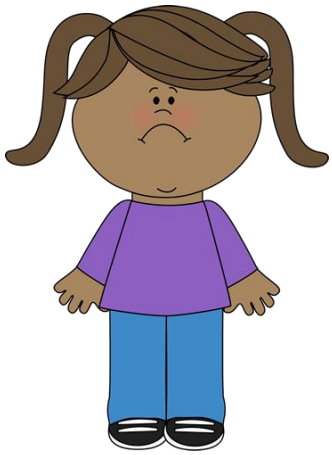
5. What If They Are More Powerful?

a) Protecting yourself

- The costs of using a bottom line
- Know your BATNA (Best Alternative to a Negotiated Agreement)
- The insecurity of an unknown BANTA
- Formulate a trip wire

b) Make the most of the assets

- The better your BATNA, the greater your power
- Develop your BATNA
- Consider the other side's BATNA



6. What If They Won't Play?

"Negotiation jujitsu"

- Don't attack their position, look behind it
- Don't defend your ideas, invite criticism and advice
- Recast an attack on you as an attack on the problem
- Ask questions and pause

7. What If They Use Dirty Tricks?

a) How do you negotiate the rules of the game?

- Separate the people from the problem
- Focus on interests, not positions
- Invent options for mutual gain
- Insist on using objective criteria

b) Some common tricky tactics

- Deliberate deception
  - Phony facts
  - Ambiguous authority
  - Dubious intentions
  - Less than full disclosure is not the same as deception
- Psychological warfare
  - Stressful situations
  - Personal attacks
  - The good-guy/bad-guy routine
  - Threats
- Positional pressure tactics
  - Refusal to negotiate
  - Extreme demands
  - Escalating demands
  - Lock-in tactics
  - Hardhearted partner
  - A calculated delay
- Don't be a victim

8. Working with People; Not Against Them

a) Assertive Communication Techniques

- I statements: Use "I want.", "I need." or "I feel." to convey basic assertions.
- Empathic Assertion: First, recognize how the other person views the situation.

- Escalating Assertion: when your first attempts are not successful in getting your needs met. Be more firm as time goes on.
- Ask for More Time Focus on interests, not positions

b) Change Your Verbs

- Use 'won't' instead of can't'
- Use 'want' instead of 'need'
- Use 'choose to' instead of 'have to'
- Use 'could' instead of 'should'.

c) Don't be a Broken Record

- Prepare ahead of time the message you want to convey: for example: *I cannot take on any more projects right now.*
- During the conversation, keep restating your message using the same language over and over again.
- Don't relent: Eventually the person is likely to realize that you really mean what you are saying.

Key Points

- Being assertive means knowing where the fine line is between assertion and aggression and balancing on it.
- It means having a strong sense of yourself and acknowledging that you deserve to get what you want.
- It means standing up for yourself even in the most difficult situations.
- Assertiveness can be learned and developed, and although it won't happen overnight, by practicing the techniques presented here you will slowly become more confident in expressing your needs and wants.
- As your assertiveness improves, so will your productivity and efficiency.

Food Pantry Information for the Lowell TAO Catchment Area

Agency	Address	Telephone	Pantry hours
Bedford Community Table/Pantry	12 Mudge Way # 1, Bedford, MA 01730	781-275-7355	Thursdays 4:30 - 6:00pm. Community Table **Thursdays during school year** 5:00 - 6:00pm *Closed holidays and Bedford Public Schools snow days.*
Catholic Charities	70 Lawrence St. Lowell, MA 01852	978-454-9946	Monday, Wednesday Thursday: 1-3:30pm; Tuesdays 4:30-6pm;
Central Food Ministry (CFM)	370 West Sixth St. Lowell, MA 01850	978-453-4920	Tuesday, Wednesdays 10am-1pm Thursday: 10am-1pm and 7-8pm.
Chelmsford Community Exchange	1 North Rd. Chelmsford, MA 01824	*978-250-3818*	Thursday 1-3:30pm; Friday: 6:30-8pm; Saturday: 12-1:30pm.
Chelmsford Food Pantry	*50 Rear Billerica Road, Chelmsford, Ma*	*978-250-3818*	Thursday 2:00 – 4:00 pm, Friday 6:30 – 8:00 pm. Saturday noon to 1:30 pm.
Christ Jubilee Food Pantry	101 Smith St. Lowell, MA 01851	978-452-9976	Friday: 1 and 3pm
Dracut Food Pantry	1934 Lakeview Ave Dracut, MA 01826	978-957-8600	Open on the 4th Saturday of the month for the first ten months & the 3rd Saturday in Nov. & Dec. Hours are 9:00 am to 12:00 pm.
Merrimack Valley Food Bank Inc.	735 Broadway St Lowell, MA 01854	978- 454-7272	Please call for hours.
Open Pantry of Greater Lowell	200 Central St. Lowell, MA 01852	978-453-6693	Monday, Tuesday, Thursday: 9am to 12pm Wednesdays 9am to 12pm, 5:30-7:30pm
St Paul's Soup Kitchen Elliot Church	273 Summer St. Lowell, MA 01850	978-452-3383	Meals and Personal Hygiene Products at No Charge to Needy Individuals. 5 p.m. every weekday, Monday through Friday.
Salvation Army	150 Appleton St. Lowell, MA 01852	978-458-3396	Wednesday, Thursday, Friday: 9-11am.

HOW TO USE LINKEDIN TO FURTHER YOUR JOB SEARCH

Syeda Nizami

LinkedIn was launched in 2003 and is currently the third most popular social network, but unlike Twitter and Facebook, it is more professional feel and has a lot of features. This social network is primarily centered around careers and building connections and share content with other professionals. This is a great marketing tool.

Tips for using LinkedIn

- First, you can customize your URL to make it exactly how you want people to find you. There are so many URLS that could be confusing, so creating one with your name would be the best bet.

- Second, you could add a professional picture of yourself keeping in mind that LinkedIn is a professional website and your picture should reflect that.

- Third, you have a feature where it allows you to show work samples from videos, pictures, documents, presentations, and links. This feature allows you to showcase all the work that you have completed to prospective employers.

- LinkedIn Badge- another feature that is available is the ability to add a LinkedIn badge. A LinkedIn badge is a link that you can add in email that allow other people to find you on to connect. There are several different LinkedIn badges that you can choose from.

- If optimizing your key terms to terms that you want to be searched for by others.

- LinkedIn groups are a great way of connecting and meeting new people through connection because being in group will allow you to bypass the need for a first degree connection in order to message them.

- Ability to hag tag companies and people to a status update and they will get an alert that you have mentioned them.

- Ability to convert your LinkedIn profile into a resume by using the resume templates that LinkedIn offers.

- LinkedIn has a job search engine that allows you to apply for the job using your profile. It has many features such as the advanced search.

- Back in 2012, LinkedIn launched a feature called Endorsements, which enables users to endorse their connections for skills they've listed in the Skills section of their profile -- or recommend ones they haven't yet listed.

- Open Profile message is a feature that allows you to send a message to someone you are not connected to.

- There are daily network updates of people you are following.

- Another feature is being able to see who has viewed your LinkedIn profile.

- Finding new connections or connecting to old connections. Speaking of connections, the Connections tab in the top navigation offers a variety of other tools to grow and connect with contacts in your professional network.
-

Pulse is another feature offered by LinkedIn which is a way to publish new articles to LinkedIn Pulse. Experiment with how this feature can support your marketing goals by creating content for the platform and promoting it via your Company Page.

https://sway.com/0c4YivkJKOZTMAc8

How to Reach Out to Diverse Communities

Ashley O'Keefe

Why Diversity is Important in Working Toward Change:

- Effective and sustainable chance comes from groups which are able to work together to meet common goals
- Each group has own strengths which can benefit the community as a whole
- Effective and sustainable change includes the perspectives of all members within the community as a whole, not just the majority

Encourage Diversity by:

- Building relationships
  - Identify key leaders within the target community/group to communicate with first
  - Visit local community centers and gathering spots to help become a "familiar face" and learn more about the culture and community
  - Create partnerships/coalitions with businesses and organizations within the target community

- Building trust
  - Follow-through with commitments
  - Be consistent
  - Keep communication open
  - Show appreciation for different norms and values of the community

- Having an effective feedback cycle
  - Seek the assistance of community leaders in assessing the needs and wants of the community
  - Ask community members how to better address issues
  - Keep communication open
  - Find out why past interventions or relationships weren't successful
  - Let members know that they're being heard

- Focusing on strengths
  - All communities have strengths, not just weaknesses

- Having diverse leadership to prompt others to follow (role models)

- Making resources available to all
  - Creating marketing materials in a variety of languages
  - Creating applications in a variety of languages

Benefits of Recruiting Diverse Volunteers:

- It opens up a larger pool of potential volunteers and donors
- Volunteers with different backgrounds, cultures, and career fields bring a variety of skills to your organization
- Various groups to which your volunteers do outreach may relate better to different groups of volunteers

- Your organization may have a specific commitment to involving all sectors of your community or to facilitating interaction between different sectors
- It improves the cultural competence of the organization and its staff
- There will be an increased enrichment of the organization's programs

Tips for Recruiting Diverse Volunteers:

- Develop volunteer recruitment messages that identify the direct benefits to the personal development of a diverse volunteer population
- Develop a public statement of your organization's commitment to multiculturalism and diversity
- Create opportunities for volunteers to serve on an inclusion committee to assess your organization's commitment to all aspects of diversity
- Providing a range of volunteer opportunities to target those who may otherwise feel unable to volunteer due to limitations of resources, time, transportation, or ability

Potential Recruitment Strategies:

- Have a Spanish version of your website
- Have a Spanish version of your volunteer application
- Specifically look for individuals who can speak multiple languages
- Advertise the position at local community organizations, like the recreational center

Tips for Retaining Diverse Volunteers:

- Support, coach, and mentor your volunteers
- Perform internal audits to analyze the manner in which you recruit volunteers and the structure within your organization that may prevent diverse volunteers from feeling comfortable
- Check in with volunteers
- Provide opportunities for volunteers to talk with and learn from each other
- Invite volunteers to participate in all levels of program building
- Reward volunteers
- Obtain overall volunteer feedback on their entire experience from recruitment to training

Resources to Share at Northern Essex Community College

Gathered by Mallory Stamp

Contact People

Marcia Winters, LCSW, LMHC, Coordinator of Counseling
(978) 556-3644 Haverhill, MA
Karen MacDonald Fehr, LICSW, Mental Health Counselor
(978) 738-7433 Lawrence, MA

Boys & Girls Club

The mission of the Boy's Club is to inspire and enable all young people to realize their full potential as productive, responsible and caring citizens. This club provides a safe place to learn and grow for children with ongoing relationships with caring and professional adults and instill a sense of competence, usefulness, and belonging. The program includes life-enhancing programs along with character development experiences that create a sense of hope and opportunity for those involved.

Club Locations near NECC:
Office Location: 136 Water Street, Lawrence, MA 01841 Phone: 978-683-2747

Office Location: 71 Ducket Avenue, Lawrence, MA 01843 Phone: 978-691-5167 Local website: www.lawrencebgc.com

Office Location:55 Emerson Street, Haverhill, MA 01830 Local website: www.haverhillbgc.org Phone: 978-374-6171

YMCA

The YMCA provides innovative programs for children, adults, and families of all ages and interests in order to build strong children, strong families, and strong communities. YMCA does this by providing character-building athletic, recreational and educational services and opportunities designed to inspire and instruct.

Site Locations near NECC:
Website: www.mvymca.org

Office Location: 40 Lawrence Street, Lawrence, MA 01840 Phone: 978-686-6191

Office Location:129 Haverhill Street, Methuen, MA 01844 Phone: 978-683-5266

Office Location:165 Haverhill Street, Andover, MA 01810 Phone: 978-685-3541

Office Location:81 Winter Street, Haverhill, MA 01830 Phone: 978-374-0506 Website: www.northshoreymca.org

YWCA

YWCA is dedicated to eliminating racism, empowering women and promoting peace, justice, freedom and dignity for all by way of the Hallmark Programs. Each local YWCA implements Hallmark Programs, although specific programs vary from one community to another based on the unique needs of each market. These Hallmark Programs have direct impact and create meaningful change with measurable results. YWCA not only intends to raise awareness of the issues, but intends to affect real change. The goal is not to pave the way for the future to create a better future.

Site Locations near NECC:

38 Lawrence Street, Lawrence, MA 01840 **Phone:** 978-687-0331

107 Winter Street, Haverhill, MA 01830 **Phone:** 978-374-6121

Local website: www.ywcalawrence.org/programs-services/womens-services/domestic-violence/ **National Website:** www.ywca.org

OCASIOS (Self Defense Training)

192 Merrimack Street
Haverhill, Massachusetts 01830
P: 978-373-4100
E: Kyoshi@OcasiosTrueMartialArts.com

Resources to share: Program Evaluation

Mingxuan Yang

Definition of Program Evaluation

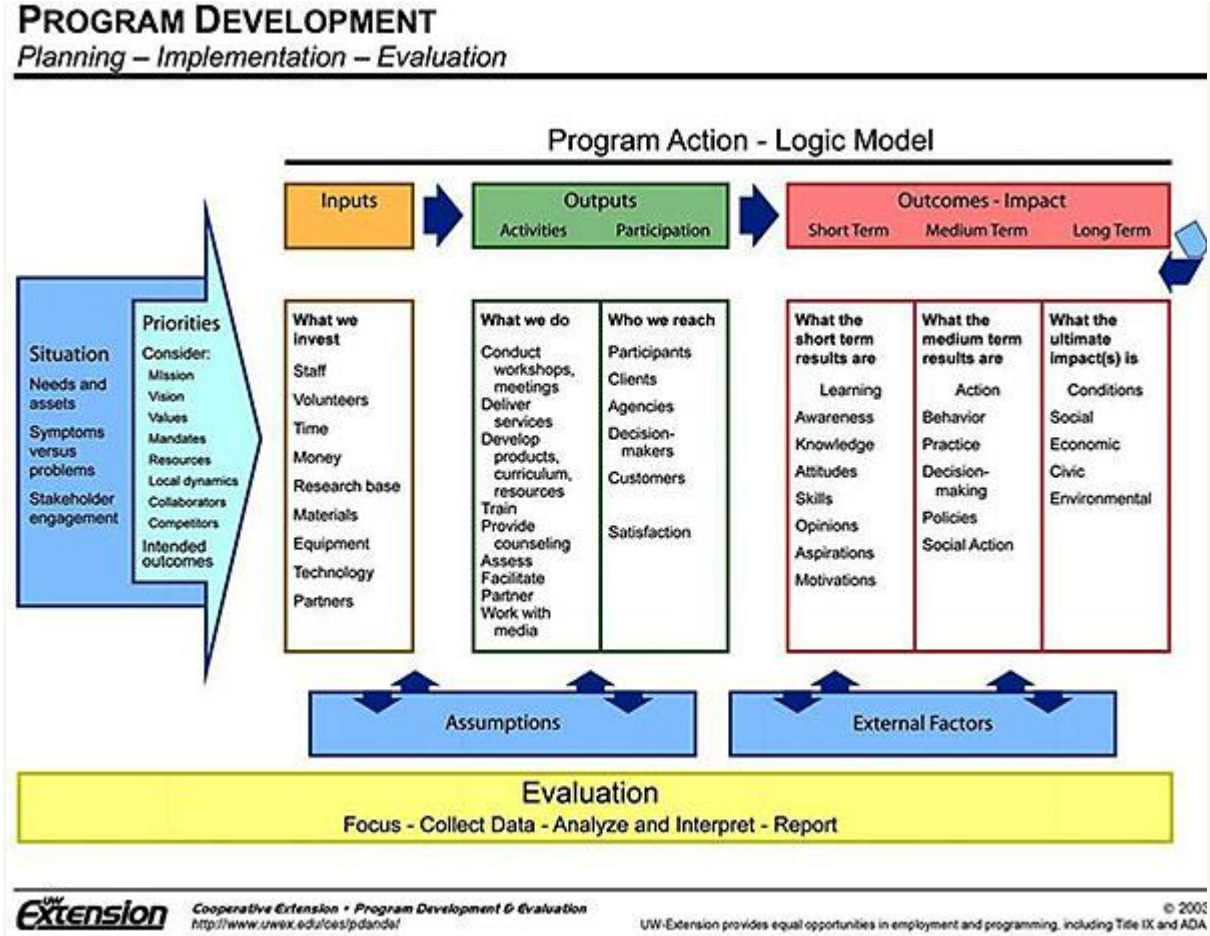
Evaluation is the systematic application of scientific methods to assess the design, implementation, improvement or outcomes of a program (Rossi & Freeman, 1993; Short, Hennessy, & Campbell, 1996). The term "program" may include any organized action such as media campaigns, service provision, educational services, public policies, research projects, etc. (Center for Disease Control and Prevention [CDC], 1999).

Purposes for Program Evaluation

- Demonstrate program effectiveness to funders
- Improve the implementation and effectiveness of programs
- Better manage limited resources
- Document program accomplishments
- Justify current program funding
- Support the need for increased levels of funding
- Satisfy ethical responsibility to clients to demonstrate positive and negative effects of program participation (Short, Hennessy, & Campbell, 1996).
- Document program development and activities to help ensure successful replication

Logic Model and Program Development

Cooperative Extension professionals are aware of the Logic Model, a systematic approach to planning, implementing and evaluating programs depicted here.



Courtesy University of Wisconsin Extension

This schema depicts various stages involved in program development. Program development requires specific actions that help one determine needs; set priorities and measureable objectives; establish intended short, medium and long term outcomes; and plan for necessary inputs to conduct activities with clientele. Along this continuum evaluation and related assessment activities are planned and take place.

The following strategies and skills define the step by step efforts that must be understood and carried out to develop and implement successful program assessment and evaluation efforts.

Conducting Needs Assessments

The first step in developing an Extension program is conducting a needs assessment. This systematic approach seeks information from clientele or secondary sources as to a gap or need – a societal, personal, economic, or environmental issue, for instance, that must be addressed and that requires some planned actions to have a positive impact on improving or changing the identified situation. The following resources provide information on conducting needs assessments.

Using an Evaluation for a Needs Assessment

http://extension.psu.edu/evaluation/tipsheets/general/using-an-evaluation-for-a-needs-assessment
This fact sheet by Nancy Ellen Kiernan, Penn State University, is a step by step guide on how to use an evaluation to gather data on needs. 2008.

Needs Assessment

http://extension.oregonstate.edu/employees/employee-resources/evaluation/needs
This website by Lena Etuk and Sam Angima, Oregon State University Cooperative Extension, focuses on needs assessment with informational resources and recorded webinars, presentations and working templates. An array of materials focused on needs assessment. Accessed July 16, 2013.

Preparing for a Collaborative Community Assessment

https://store.extension.iastate.edu/Product/Preparing-for-a-Collaborative-Community-Assessment
This fact sheet by Community Development, Data Information and Analysis Laboratory, Iowa State University, offers a step by step guide to conducting a community assessment. Outlines an easy to follow process to determine needs. 2001.

Conducting a Community Assessment (PDF)

http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf
This how to brochure by CCF Communities Empowering Youth Program's National Resource Center, is from a series by Strengthening Nonprofits: A Capacity Builder's Resource Library that contains guidebooks and e-learning opportunities. Excellent resource and guidance document for conducting community assessments. Geared toward health and social issues, but sound advice for any programmatic area. 2010.

Conducting a Community Assessment

http://www.strengtheningnonprofits.org/resources/e-learning/online/communityassessment/default.aspx?chp=0
This on-line video training series by Strengthening Nonprofits, contains six animated tutorials on conducting community assessments. Undated.

The Concept of Needs (PDF)

http://spock.fcs.uga.edu/ext/employee/concept_of_need.pdf
This website by John G. Richardson, North Carolina State University, explores greater understanding of the concept of needs. Short summary defining what needs are. Accessed July 26, 2013.

Using Secondary Data to Build Strong Extension Programs

http://edis.ifas.ufl.edu/pd010

This fact sheet by Cheri Winton Brodeur, Glenn D. Israel, and Diane D. Craig, University of Florida, discusses how to use secondary data to better define clients' situations, needs and interests in program planning and determining program impact. A good step by step guide with resource links to several secondary data sources relevant to Extension programming. Accessed July 26, 2013.

Beyond Needs Assessments: Identifying a Community's Resources and Hopes (PDF)

http://www.ceesa.org/phocadownload/servicelearning/part_3_organizations_resources/6_NatlServiceLearningClearinghouse/6_nslc_beyondneedsassessment.pdf

This fact sheet by Eugene C. Roehlkepartain, National Service Learning Center, discusses the importance of and ways of determining what a community has, wants, and hopes before conducting a service-learning project. Practical advice for using strength-based assessments as opposed to needs assessments. 2008.

Use of the PRKC Tool in Assessment of Staff Development Needs: Experiences from California

http://www.joe.org/joe/2009june/a7.php

This Journal of Extension article by Katherine Heck, Aarti Subramaniam and Ramona Carlos, University of California-Davis, reviews the experiences of the authors in using the Professional Research, Knowledge, and Competency (PRKC) tool in assessing staff development needs among 4-H staff members in California. 2009.

Obtaining High-Quality, "Low-Maintenance" Stakeholder Input: How to Create a Virtual Extension Program Advisory Committee

http://www.joe.org/joe/2010april/tt3.php

This Journal of Extension article by Barbara O'Neill, Rutgers University, discusses using e-mail as a means to outreach to a stakeholder advisory group. 2010.

Social Impact Assessment in Extension Educational Programming

http://www.joe.org/joe/1995december/tt2.php

This Journal of Extension article by Michael Score, University of Kentucky, focuses on whether or not Extension programming can be enhanced by inclusion of social impact assessments before initiatives are pursued at the county level. It is written to provoke reflection about previous and existing trends in program planning. 1995.

Writing Measurable Objectives

Intended outcomes must be determined prior to undertaking any educational or research effort. What do you wish to accomplish (outcome) and not just do (activity), and how will you determine if you have been successful? This requires the development of measurable objectives—clearly articulated goals whose success can be measured by positive changes in knowledge, action or outcome. The following resources provide information on writing measurable objectives.

Writing Learning Objectives: Beginning With the End in Mind (PDF)

http://www.oucom.ohiou.edu/fd/Writing%20Learning%20Objectives.pdf

This guide by Don Bloom, reviews the definition, purposes, domains and domain levels for learning objectives. It includes a discussion on the 3 parts of the "ideal" learning objective, how to write learning objectives that contain a measurable verb and communicate clearly to the student. Undated.

Steps to Writing Program Objectives

http://extension.psu.edu/evaluation/tipsheets/general/steps-for-writing-program-objectives

This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses how to write program objectives. A useful step by step guide. 2001.

Program Objectives and the Adoption Process

http://extension.psu.edu/evaluation/tipsheets/general/program-objectives-and-the-adoption-process

This fact sheet by Nancy Ellen Kiernan, Penn State University, instructs how to write program objectives. A step by step guide. 2001.

Get SMART: Improve Your Extension Objectives

http://edis.ifas.ufl.edu/fy1327

This fact sheet by David C. Diehl and Sebastian Galindo-Gonzalez, University of Florida, explains how to develop objectives for Extension programs using the SMART model: Specific, Measurable, Achievable, Relevant and Time-bound. Provides examples that cut across a wide array of programmatic areas. 2012.

ABC's of Behavioral Objectives—Putting Them to Work for Evaluation

http://www.joe.org/joe/2005october/tt3.php

This Journal article by Harry N. Boone, Jr. and Deborah A. Boone, West Virginia University, discusses how to write measurable behavioral objectives that should be used for both planning and evaluation of Extension programs. Examples of well written behavioral objectives that can be used to measure impact are included. 2005.

Developing Objectives and Relating them to Assessment (PDF)

http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/DevelopingLearningOutcomes.pdf

This guide by Sue Bannister, University of Western Australia, is focused on classroom teaching, but the information and methods on developing and writing measurable objectives/outcome are applicable. A good combination of theory and practice. 2002.

Developing Evaluation Plans

While developing a strategy for conducting an educational or outreach program, a plan of how to also evaluate the effort is necessary. This requires some level of thought and decision making. Which program should you evaluate? Who is the target audience? What evaluation tool will you use? The following resources provide information on developing evaluation plans.

How to Design Successful Evaluation and Assessment Plans

http://managementhelp.org/misc/designing-eval-assess.pdf
This step by step guide by Authenticity Consulting, LLC, offers information on program evaluation planning. Accessed August 1, 2013.

Develop a Plan

http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/
This on-line training guide by The Pell Institute for the Study of Opportunity in Higher Education, the Institute for Higher Education Policy, and Pathways to College Network, provides a range of information related to planning for conducting an evaluation - from developing questions and a logic model to choosing a design and creating a strategy. Part of an on-line training series title "Evaluation Toolkit"; see Training Materials section for details. Accessed August 1, 2013.

Which Program Should I Evaluate?

http://extension.psu.edu/evaluation/tipsheets/general/which-program-should-i-evaluate
This fact sheet by Nancy Ellen Kiernan, Penn State University, is a decision making tool for determining which programs to evaluate. 2001.

Evaluating an Event: When and How?

http://extension.psu.edu/evaluation/tipsheets/delivery/evaluating-an-event-when-and-how
This fact sheet by Nancy Ellen Kiernan, Penn State University, presents strategies to evaluate a specific event. 2005.

Planning a Program Evaluation: Worksheet

This worksheet by Ellen Taylor-Powell, Sara Steele and Mohammad Douglah, University of Wisconsin-Madison, presents a step by step plan for a program evaluation. 2006.

Planning a Program Evaluation

http://learningstore.uwex.edu/assets/pdfs/G3658-1W.PDF
This guide by Ellen Taylor-Powell, Sara Steele, and Mohammad Douglah, University of Wisconsin, provides in-depth instruction on planning a program evaluation. 1996.

8 Steps in Planning an Evaluation Strategy

http://extension.psu.edu/evaluation/tipsheets/general/8-steps-in-planning-an-evaluation-strategy
This fact sheet by Nancy Ellen Kiernan, Penn State University, outlines the steps to conduct an evaluation. 2006.

Strategies for Ensuring High-Impact Outreach and Scholarship (PDF)

http://www.joe.org/joe/2011february/pdf/JOE_v49_1tt2.pdf
This Journal of Extension article by Ginny Powell, Rutgers University, discusses strategies for using a programming model for extension program planning and evaluation. A step by step guide and suggestions on including program evaluation from the start of any extension program. 2011.

Introducing an Evaluation

http://extension.psu.edu/evaluation/tipsheets/general/introducing-an-evaluation
This fact sheet by Nancy Ellen Kiernan, Penn State University, focuses on strategies to introduce a survey or pre/posttest to an audience, and how to enhance participant interest and alleviate concerns in participating in an evaluation. 2001.

Sampling A Diverse Audience

http://extension.psu.edu/evaluation/tipsheets/general/sampling-a-diverse-audience
This fact sheet by Nancy Ellen Kiernan, Penn State University, presents strategies to compile a comprehensive and accurate list of the potential target audience, and how to draw a stratified random sample from that list. Good strategies to help select the best and most representative audience for surveys or needs assessments. 2001.

Another Kind of Evaluation

http://www.joe.org/joe/1984november/a1.php
This Journal of Extension article by M. F. Smith, University of Florida-Gainesville and Yvonna S. Lincoln, University of Kansas-Lawrence, presents a focused and systematic approach to qualitative evaluation together with a discussion of its possible application by Extension staff. 1984.

Program Development in a Political World--It's All About Impact!

http://www.joe.org/joe/2003february/a6.php
This Journal of Extension article by Keith Diem, Rutgers University, presents a process for developing and promoting Extension educational programs that yield impact. 2003.

What Kind of Question is Good for Evaluating Awareness?

http://extension.psu.edu/evaluation/tipsheets/awareness/what-kind-of-question-is-good-for-evaluating-awareness
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses the use of a comparative question before and after the awareness stage of the program to determine increase in audience awareness. 2002.

Designing Follow-up Evaluations

http://www.learningace.com/doc/4745723/58978a8ced784020dfa53f346adcfc75/designing-20follow-up-20evaluations
This fact sheet by Janet Bechman, Purdue University, is a simple guide to follow-up program evaluation planning. 2007.

Designing Tools for Evaluation and Impact Reporting

http://www.learningace.com/doc/4281375/3e57c501ad1f497824334d4fd0f49c08/designing-tools-for-evaluation-and-impact-reporting
This fact sheet by Janet Bechman, Purdue University, is a guidance document on how to plan for program evaluation by developing the right survey tool. 2007.

Selecting Evaluation Methods

Now that you've selected an educational or outreach program to evaluate, and determined the objectives and anticipated outcomes, you must determine how you will conduct the evaluation. What type of data do you wish to collect? What methods and techniques will you use to gather the information you wish? The range of possibilities includes paper mail surveys, on-line surveys, and phone or face-to-face interviews. The following resources provide information on selecting evaluation methods.

Evaluation of Extension Programs

http://www.learningace.com/doc/176704/1f0ef81f66d96db0b5911dc5ace771a4/evalprogrev022005
This how to guide by Richard L. Poling, University of Arkansas, reviews impact data types and collection tools. 2005.

Measuring Impact of Educational Programs

http://njaes.rutgers.edu/pubs/publication.asp?pid=FS869
This fact sheet by Keith Diem, Rutgers University, offers a step by step tutorial on planning and developing evaluations. 2002.

Evaluating Knowledge

http://extension.psu.edu/evaluation/tipsheets/knowledge/evaluating-knowledge
This fact sheet by Nancy Ellen Kiernan, Penn State University, presents how to evaluate knowledge gain; a step by step guide. 2001.

Be Logical About Program Evaluation: Begin with Learning Assessment

http://www.joe.org/joe/2002june/a4.php
This Journal of Extension article by Mary E. Arnold, Oregon State University, focuses on assessing the learning that takes place in an educational program. 2002.

Measuring Intentions and Assessing the Impact

http://extension.psu.edu/evaluation/tipsheets/general/measuring-intentions-and-assessing-the-impact
This fact sheet by Nancy Ellen Kiernan, Penn State University, presents how to measure and report intent of change data from program participants. 2006.

Evaluating Behavior

http://extension.psu.edu/evaluation/tipsheets/behavior/evaluating-behavior
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses how to evaluate behavior; a step by step guide. 2001.

A Phone Interview: Steps to Increase Response From Your Target Audience

http://extension.psu.edu/evaluation/tipsheets/general/a-phone-interview-steps-to-increase-response-from-your-target-audience
This fact sheet by Nancy Ellen Kiernan, Penn State University, focuses on increasing success of phone interviews for data gathering, including program evaluation. 2002.

Measuring Factors that Influence Behavior and Assessing the Impact

http://extension.psu.edu/evaluation/tipsheets/behavior/measuring-factors-that-influence-behavior-and-assessing-the-impact
This fact sheet by Nancy Ellen Kiernan, Penn State University, offers strategies to collect and report change in behavior data. 2006.

How to Think About Evaluating a Webinar

http://extension.psu.edu/evaluation/tipsheets/delivery/how-to-think-about-evaluating-a-webinar
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses how to measure the delivery method, audience participation, impact on knowledge, and intentions from a webinar. 2009.

Measuring Extension's Influence When Working With Multiple Agencies

http://extension.psu.edu/evaluation/tipsheets/general/measuring-extensions-influence-when-working-with-multiple-agencies
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses how to isolate Extension's impact when working with other partners. Good advice on how to measure impact of various agencies joint efforts 2011.

Assessing Program Impact with the Critical Incident Technique

http://www.joe.org/joe/2013june/tt2.php
This Journal of Extension article by Barbara O'Neill, Rutgers University, discusses critical incident technique (CIT), a qualitative research method where subjects are encouraged to tell personal stories that provide descriptive data regarding their experiences on a particular topic. Provides an overview of the technique and illustrates its use through an example. 2013.

A Comparison of Web and Mail Survey Response Rates

http://poq.oxfordjournals.org/content/68/1/94.full.pdf+htm
This Public Opinion Quarterly journal article by Michael D. Kaplowitz, Timothy D. Hadlock and Ralph Levine, Michigan State University, examines the effect of surface mail contacts on Web survey response rates, and the relative merit of using a mail survey in a population that has ready access to the Web. The findings suggest that in a population in which each member has Web access, a Web survey application can achieve a comparable response rate to a questionnaire delivered by surface mail if the Web version is preceded by a surface mail notification. 2004.

Increasing Response Rates to Web-Based Surveys (PDF)

http://www.joe.org/joe/2012december/pdf/JOE_v50_6tt7.pdf
This Journal of Extension article by Martha C. Monroe and Damian C. Adams, University of Florida, shares several lessons learned and recommendations for increasing response rates with Web-based surveys and draw attention to the importance of personalized and repeated contact for improving survey response rates. 2012.

Volunteer Interviewers in a Phone Interview: What to Consider

http://extension.psu.edu/evaluation/tipsheets/general/volunteer-interviewers-in-a-phone-interview-what-to-consider

This fact sheet by Nancy Ellen Kiernan, Penn State University, instructs how to select and train volunteers to conduct phone interviews of program participants. 2002.

Revisiting the Retrospective Pretest

http://aje.sagepub.com/content/26/4/501.full.pdf+html

This American Journal of Evaluation article by L. G. Hill and D. L. Betz, Washington State University, discusses and presents research results of using traditional and retrospective pretests. They recommend traditional pretests for examination of program effects and retrospective pretests for examination of subjective experiences of program-related change. 2005.

Reflective Appraisal of Programs (RAP): An Approach to Studying Clientele-Perceived Results of Cooperative Extension Programs RATIONALE (PDF)

http://ppa.aces.uiuc.edu/pdf_files/RAP%20Rationale.PDF

This guide series by Claude F. Bennett, United States Department of Agriculture, focuses primarily on the strengths of one approach—Reflective Appraisal of Programs (RAP)—for determining and appraising (evaluating) results of extension programs in counties. One in a series of documents from the early 1980s that provides valuable and practical information on using this methodology. 1982.

An Approach to Studying Clientele-Perceived Results of Cooperative Extension Programs INTRODUCTION

http://ppa.aces.uiuc.edu/RAP_Introduction.htm

This guide series by Claude F. Bennett, United States Department of Agriculture, provides an overview of Reflective Appraisal of Programs (RAP) method to evaluate Extension programs. One in a series of documents from the early 1980s that provides valuable and practical information on using this methodology. 1982.

Reflective Appraisal of Programs (RAP): An Approach to Studying Clientele-Perceived Results of Cooperative Extension Programs GUIDE (PDF)

http://ppa.aces.uiuc.edu/RAP_Introduction.htm

This guide series by Claude F. Bennett, United States Department of Agriculture, provides both the background concepts and step-by-step instructions extension agents need in order to determine program results. One in a series of documents from the early 1980s that provides valuable and practical information on using this methodology. 1982.

Reflective Appraisal of Programs (RAP): An Approach to Studying Clientele-Perceived Results of Cooperative Extension Programs WORKBOOK (PDF)

http://ppa.aces.uiuc.edu/pdf_files/RAP%20Workbook.PDF

This guide series by Claude F. Bennett, United States Department of Agriculture, includes a blank workbook that allows step by step planning and implementation of a Reflective Appraisal of Programs. One in a series of documents from the early 1980s that provides valuable and practical information on using this methodology. 1982.

A Technique to Measure Opinions, Skills, Intentions, and Behaviors That's Different-Even Fun

http://www.joe.org/joe/2000december/tt2.php

This Journal of Extension article by Nancy Ellen Kiernan, Penn State University and Gwen Brock, describes construction of the scale and analysis of data, and provides examples from an actual program. 2000.

Smith Lever 3(d) Extension Evaluation and Outcome Reporting--A Scorecard to Assist Federal Program Leaders

http://www.joe.org/joe/2004december/a1.php

This Journal of Extension article by Bill Hoffman, George Washington University and Barbara Grabowski, Penn State University, discusses the Hoffman EEOR Scorecard that was developed to help federal Smith Lever 3(d) program leaders with this problem by blending the LOGIC Evaluation Model with the utilization of Extension evaluation and outcome reporting (EEOR) ideal practices. 2004.

Collect Data

http://toolkit.pellinstitute.org/evaluation-guide/collect-data/

This on-line training guide by The Pell Institute for the Study of Opportunity in Higher Education, the Institute for Higher Education Policy, and Pathways to College Network, focuses on what should be considered when determining how to collect data, several data collection methods and tools, and how to best select a sample and increase participation rates. Part of an on-line training series titled "Evaluation Toolkit"; see Training Materials section for details. Accessed August 1, 2013.

Developing a Survey Instrument

The development of a proper survey instrument is often the most concerning aspect of assessing a gain in knowledge or change in behaviors and actions of the program participants. The concerns relate to how to design an effective questionnaire that gathers the information you seek, and has a useful response rate and reliable responses. Consideration must be given to the questions posed and the answer categories and scales used, and how to reduce any bias in the survey. The following resources provide information on developing a survey instrument.

Designing Surveys and Questions: Chapter from book Survival Statistics (PDF)

http://statpac.com/surveys/surveys.pdf

This tutorial by David Walonick, is an on-line except from the book Survival Statistics, written by a former university professor. Good survey design tips and examples. Accessed July 26, 2013.

A Field Guide to Designing Quantitative Instruments to Measure Program Impact (PDF)

http://www.northskynonprofitnetwork.org/sites/default/files/documents/Field%20Guide%20to%20Developing%20Quantiative%20Instruments.pdf

This how to guide by Dr. Susan J. Barkman, Purdue University, is an easy to use, step by step guide to determining and developing appropriate survey instruments. 2002.

Designing an Effective Questionnaire (PDF)

http://www.human.cornell.edu/pam/outreach/parenting/parents/upload/Designing-20an-20Effective-20Questionnaire.pdf

This fact sheet by Laura Colisi, Cornell University, discusses evaluation survey design. Good overview with detail. 2006.

Survey Design (PDF)

http://www.lmu.edu/Assets/Academic+Affairs+Division/Assessment+and+Data+Analysis/Christine$!27s+Folder/Surveys+Website/Survey+Design+Resource.pdf

This fact sheet by Christine Chavez, Loyola Marymount University, highlights five common steps in good survey design and can serve as a guide when designing your own surveys. Good survey design tips and examples. Accessed July 16, 2013.

Example Extension Program Evaluation Tools

http://web.utk.edu/~aee/evaltools.pdf

This how to guide by Richard L. Poling, University of Arkansas, presents examples of program evaluation tools and scales. Good, useful examples. 2005.

Samples of Surveys & Related Evaluation Tools (conducted via mail, telephone, personal interview & web)

http://njaes.rutgers.edu/evaluation/sample.asp

This website by Keith Diem, Rutgers University, offers an array of survey samples and related instruments in conducting evaluations. Accessed July 20, 2011.

A Step-By-Step Guide to Developing Effective Questionnaires and Survey Procedures for Program Evaluation and Research

http://njaes.rutgers.edu/pubs/fs995/

This fact sheet by Keith Diem, Rutgers University, discusses how to develop effective questionnaires. 2002.

Designing a Survey to Increase Response and Reliability

http://extension.psu.edu/evaluation/tipsheets/design/designing-a-survey-to-increase-response-and-reliability

This fact sheet by Nancy Ellen Kiernan, Penn State University, provides tips on laying out survey questions for better response rate and reliable responses. 2002.

Check Your IQ on Survey Question Design

http://www.learningace.com/doc/4876479/31292d5ba44ab8573bc0ead5deeb4629/check-your-iq-on-survey-design

This fact sheet by Janet Bechman, Purdue University, offers a self-test/information on survey question design. A quick and simple guide. 2007.

Choosing Appropriate Answer Categories

http://www.learningace.com/doc/4389719/9f979ccbd411df1692005e4eae32bcde/choosing-20appropriate-20answer-20categories

This fact sheet by Janet Bechman, Purdue University, focuses on choosing survey question answer categories. A quick and simple guide. 2007.

Answer Categories and the Target Audience

http://extension.psu.edu/evaluation/tipsheets/design/answer-categories-and-the-target-audience

This fact sheet by Nancy Ellen Kiernan, Penn State University, demonstrates how to select answer categories for surveys. Helpful tips on how to develop and use answer categories. 2001.

How Many Answer Categories Are Correct?

http://extension.psu.edu/evaluation/tipsheets/design/how-many-answer-categories-are-correct

This fact sheet by Nancy Ellen Kiernan, Penn State University, offers advice on how to select answer categories for surveys. 2001.

Useful Answer Categories

http://extension.psu.edu/evaluation/tipsheets/design/useful-answer-categories
This fact sheet by Nancy Ellen Kiernan, Penn State University, provides examples of useful answer categories for surveys. 2001.

Creating Valid Answer Categories

http://extension.psu.edu/evaluation/tipsheets/design/creating-valid-answer-categories
This fact sheet by Nancy Ellen Kiernan, Penn State University, provide tips on how to better, valid answer categories for closed-ended questions. 2002.

Using Standard Phrases in Qualitative Interviews

http://extension.psu.edu/evaluation/tipsheets/general/using-standard-phrases-in-qualitative-interviews
This fact sheet by Nancy Ellen Kiernan, Penn State University, offer strategies to reduce bias and solicit responses when conducting face-to-face and phone interviews. Good examples of how to encourage and clarify responses, limit responses and control an interview. 2003.

Question Order

http://extension.psu.edu/evaluation/tipsheets/design/question-order
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses how question order can bias responses. An example that illustrates the need to ask general questions first, then more specific question to reduce biased responses. 2001.

Reduce Bias with Retrospective Questions

http://extension.psu.edu/evaluation/tipsheets/analyzing-data/reduce-bias-with-retrospective-questions
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses alternatives to pre and posttest survey questions. Helpful tips on how to reduce survey bias using pre and posttests. 2001.

Crafting Questions with Less Bias

http://extension.psu.edu/evaluation/tipsheets/design/crafting-questions-with-less-bias
This fact sheet by Nancy Ellen Kiernan, Penn State University, is on developing less biased yes or no questions. 2001.

Cover Letter for a Survey

http://extension.psu.edu/evaluation/tipsheets/general/cover-letter-for-a-survey
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses how to construct a survey cover letter to enhance response rate. Good "do and don't" examples. 2005.

Measuring Intentions

http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=0f9ae63d-0f0a-44cb-ad71-3c39bb07397d&forceDialog=0
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses how to measure survey recipients intentions. 2002.

A Technique to Measure Opinions, Skills, Intentions, and Behaviors That's Different-Even Fun

http://www.joe.org/joe/2000december/tt2.php
This Journal of Extension article by Nancy Ellen Kiernan, The Pennsylvania State University and Ellen Brock, Holmes Correctional Institution, discusses using a step scale to measure changes in opinion, skills, intentions and behaviors. 2000.

Crafting Behavior Questions

http://extension.psu.edu/evaluation/tipsheets/behavior/crafting-behavior-questions
This fact sheet by Nancy Ellen Kiernan, Penn State University, discusses the use of yes-no responses when crafting behavior evaluation questions. Provides useful alternative to yes-no questions to get data that better meets your purpose for asking the question. 2001.

Measuring Barriers to Change (PDF)

http://extension.psu.edu/evaluation/tipsheets/needs-assessments/measuring-barriers-to-change
This fact sheet by Nancy Ellen Kiernan, Penn State University, presents how to include survey questions on barriers to change. Helpful tips on how to develop and use surveys to determine why changes may not have occurred. 2001.

Pre- and Post-Testing with More Impact

http://www.joe.org/joe/2007december/iw1.php
This Journal of Extension article by Greg LaBarge, Ohio State University, discusses removing the element of guessing by pre-posttest respondents. 2007.

Program Evaluation Network User's Guide (PDF)

https://extension.tennessee.edu/eesd/Documents/SUPER/HelpFiles/PEN_UserGuide.pdf
This guide by Joseph L. Donaldson, University of Tennessee, is specifically designed for using with their internal reporting system, contains useful information on program assessment and evaluation. Access to the PEN system is not possible for those outside the UT system. Accessed June 27, 2013.

Choosing Sampling Techniques

Evaluations may be geared to the entire group or subset of program participants, or a random sample from a specific population to gather some baseline information. Choosing a sample size for proper statistical methods is important, as are proper data collection methods. How, too, do you ensure an acceptable response rate? The following resources provide information on choosing sampling techniques.

Understanding Sampling

http://toolkit.pellinstitute.org/evaluation-guide/collect-data/understand-sampling/

This on-line training guide by The Pell Institute for the Study of Opportunity in Higher Education, the Institute for Higher Education Policy, and Pathways to College Network, focuses on proper statistical methods to select a sample of participants that are representative of the population you wish to study. Part of an on-line training series titled "Evaluation Toolkit"; see Training Materials section for details. Accessed August 1, 2013.

Choosing a Data Collection Method for Survey Research

http://njaes.rutgers.edu/pubs/publication.asp?pid=FS996

This reference guide by Keith Diem, Rutgers University, discusses data collection methods. 2002.

Baseline Data for Your Program?

http://www.joe.org/joe/2006june/tt6.php

This Journal of Extension article by Nancy Ellen Kiernan, Penn State University, presents how to use sampling techniques to gather baseline data for multi-county programs. 2006.

Choosing Appropriate Research Methods to Evaluate Educational Programs

http://njaes.rutgers.edu/pubs/publication.asp?pid=FS943

This reference guide by Keith Diem, Rutgers University, discusses types of research to determine program impact assessment methods. The contents are peripheral to sampling, but describes research methods based on outcomes you wish to measure. 2003.

Using Experimental Designs for Program Evaluation

http://njaes.rutgers.edu/pubs/publication.asp?pid=e284

This reference guide by Keith Diem, Rutgers University, discusses educational/experimental design. 2003.

Random Samples: How and Why

http://extension.psu.edu/evaluation/tipsheets/general/random-samples-how-and-why

This fact sheet by Nancy Ellen Kiernan, Penn State University, provides information on how to select random samples of surveying. Good advice on random sampling techniques. 2002.

How to Determine a Sample Size

http://extension.psu.edu/evaluation/tipsheets/general/how-to-determine-a-sample-size
This fact sheet by Jeff Watson, Penn State University, covers how to determine sample size to increase statistical accuracy. 2001.

How Do I Evaluate Impact When The Make-Up Of The Audience Is Not Consistent?

http://extension.psu.edu/evaluation/tipsheets/general/how-do-i-evaluate-impact-when-the-make-up-of-the-audience-is-not-consistent
This fact sheet by Nancy Ellen Kiernan, Penn State University, focuses on how to evaluate series programs with floating (varying attendees) audience. 2002.

Increasing Your Survey Response Rate

http://extension.psu.edu/evaluation/tipsheets/general/increasing-your-survey-response-rate
This fact sheet by Nancy Ellen Kiernan, Penn State University, presents protocols to increase survey response rates; focused on mail surveys - adaptable to e-surveys? 2005.

Maximizing Response Rate and Controlling Nonresponse Error in Survey Research

http://njaes.rutgers.edu/pubs/publication.asp?pid=FS997
This reference guide by Keith Diem, Rutgers University, discusses response rate strategies. 2002.

Conducting Focus Groups

A focus group is a unique method used to gather information from a clearly defined target audience. This type of assessment, different from impact or needs assessments, is often used to determine program direction and focus. You must follow a set process and questions, while orienting the participants with clear and direct introduction. The following resources provide information on conducting focus groups.

Focus Group Fundamentals

file:///C:/Users/Mingxuan%20Yang/Downloads/PM1969B%20(1).pdf
This fact sheet by Kathleen Larson, Nancy Grudens-Schuck and Beverley Lundy Allen, University of Iowa, describes fundamental aspects of focus groups by distinguishing them from familiar research tools. 2004.

Using Focus Group Interviews for Planning or Evaluating Extension Programs

http://edis.ifas.ufl.edu/pd036
This fact sheet by Glenn D. Israel and Sebastian Galindo-Gonzalez, University of Florida IFAS Extension, offers an overview of focus group interviews and suggestions for conducting such interviews. 2012.

Guidelines for Conducting a Focus Group

https://assessment.trinity.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf
This guide by Elliot and Associates, outlines details for conducting a high quality focus group. Also included are step-by-step instructions for making sense of all the information collected in the groups. A practical approach with clear and useful examples. 2005.

Conducting A Focus Group

http://www.cse.lehigh.edu/~glennb/mm/FocusGroups.htm
This webpage by Glenn Blank, Lehigh University, summarized the "before, during and after" stages of using a focus group. Complies work by others into a clear and concise how-to guide. Accessed August 2, 2013.

Can You Call It a Focus Group? (PDF)

file:///C:/Users/Mingxuan%20Yang/Downloads/PM1969A.pdf
This fact sheet by Kathlene Larson, Nancy Grudens-Schuck and Beverlyn Lundy Allen, University of Iowa, compares and contrasts focus groups with other discussion groups and role of each. A good tool that helps clarify the role and purpose of various group discussions. 2004.

Testing a Survey Instrument

Once a survey or questionnaire is developed it should be pilot tested. These pre-tests, prior to launching the survey to the identified audience, help to determine any failures in the survey instrument, poorly worded or unclear questions, or inappropriate or erroneous response categories. The following resources provide information on testing a survey instrument.

Tips for Developing and Testing Questionnaires/Instruments

http://www.joe.org/joe/2007february/tt2.php
This Journal of Extension article by Rama B. Radhakrishna, The Pennsylvania State University, presents five steps in questionnaire development and testing to enhance data quality and utilization of research. Easy to follow, clear and concise. 2007.

Pilot Testing

http://njaes.rutgers.edu/evaluation/ptprocedures.asp
This webpage by Keith Diem, Rutgers University, discusses strategies to pilot test curricula or publications. More geared toward testing curricula than survey instruments, but applicable information is contained. Accessed July 20, 2011.

Pilot Testing 4-H Curriculum

http://nj4h.rutgers.edu/pubs/pilottesting.asp
This website by Keith Diem, Rutgers University, presents strategies to pilot test 4-H curricula or publications. Provides sample pilot test forms for 4-H curricula with youth and adults audiences Accessed July 20, 2011.

Pilot Testing Data Collection Instruments (PDF)

http://tobaccoeval.ucdavis.edu/documents/PilotTesting2.pdf
This fact sheet by Center for Program Evaluation and Research, University of California-Davis, is a practical guide to pilot testing data collection instruments. Easy to follow, clear and concise. Accessed July 16, 2013.

Pilot Test Tips: How to Verify the Design and Settings

http://help.surveymonkey.com/articles/en_US/kb/Pilot-Test-Tips-How-to-verify-the-design-and-settings
This website by Survey Monkey, offers guidelines that should help in performing successful pretests of e-surveys. Accessed August 2, 2013.

Getting Review/Approval by University Institutional Review Board (IRB)

Research that uses human subjects or collects data from humans is regulated by Code of Federal Regulations for the Protection of Human Subjects (45 CFR 46). Each university has an Institutional Review Board (IRB) that is charged with enforcing the federal code. If the purpose of your evaluation is to gauge program success, improve your programs, or to internally report your efforts this may not require review and approval of IRB. Note, however, IRB may require review to determine the project is exempt from adherence to the policy; check your own institutional protocols.

If you plan to generate and share new knowledge outside your internal reporting system, such as in publications, or presentations to colleagues, clientele or professional peers, the protocol must be reviewed by IRB and approved prior to distribution of the survey instrument. All human subject policies and procedures then must be adhered to. The following resources provide information on review and approval of your survey protocol to comply with these federal guidelines.

Code of Federal Regulations, Title 45 Public Welfare, Department of Health and Human Services, Part 46 Protection of Human Subjects

http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html
This website by US Department of Health and Human Services, provides a summation of the Code of Federal Regulations for the Protection of Human Subjects (45 CFR 46). This is the basis for all human subjects research protocol. 2009.

Creating Effective Evaluations and Getting Through Human Subjects Approval

http://www.learningace.com/doc/3046195/deed5593665decc5f167ff0591ac65b3/evaluations-human-subjects-08

This how to guide by Jonathan Ferris, Purdue University, focuses on structuring survey questions to ease approval by IRB. An on-line presentation. 2008.

Compliance with Regulations for Protection of Human Research Subjects in Program Evaluation and Research

http://njaes.rutgers.edu/pubs/publication.asp?pid=FS998

This how-to guide by Keith Diem, Rutgers University, provides an overview of Human Research Subjects and related requirements. While Rutgers focused, it provides guidelines and steps that are applicable to many other institutions. 2003.

Institutional Review Board for the Protection of Human Subjects in Research (IRB)

https://orra.rutgers.edu/pickirb

This website by Rutgers' ORSP, provides procedural steps for seeking review of research protocol involving human subjects. Each university will have their own protocol for submission of research protocols. Accessed October 15, 2014.

Analyzing Evaluation Data

Any statistician will indicate that the statistical analysis of any research should be planned at the same time as the project is designed. While you may have access to in-house statisticians to help you, an understanding of basic and various statistical methods is essential. The following resources provide information on analyzing evaluation data.

Handbook of Biological Statistics

http://www.biostathandbook.com/

This on-line training guide by John H. McDonald, University of Delaware, presents how to choose the appropriate statistical test for a particular experiment, then apply that test and interpret the results. Great overview and specific information on statistical analyses, and examples with step by step instruction make this very hands on and understandable. 2014.

Using R-project for Free Statistical Analysis in Extension Research

http://www.joe.org/joe/2013june/tt3.php
This Journal of Extension article by Salvatore S. Mangiafico, Rutgers University, focuses on R-project, a free, cross-platform, powerful computing environment capable of performing statistical analyses using a graphical user interface. An overview of R-Platform and example of its use is included. The author indicates the platform may be difficult to use by beginners. 2013.

An R Companion for the Handbook of Biological Statistics

http://rcompanion.org/rcompanion/
This guide by Salvatore Mangiafico, Rutgers Cooperative Extension, is intended to be a supplement for The Handbook of Biological Statistics. It provides code for the R statistical language for the examples given in the Handbook. Included are chi-square, G-test, descriptive statistics, t-test, ANOVA, non-parametric analyses, regression, logistic regression, non-linear regression, post-hoc tests, multiple comparisons. R is free, cross-platform software.

The Really Easy Statistics Site

http://archive.bio.ed.ac.uk/jdeacon/statistics/tress1.html
This website by Jim Deacon, University of Edinburgh, provide a simple, straightforward guide to the basics of experimental design and to some of the common statistical tests. Good for beginners or those who a bit rusty on basic statistics. Accessed July 26, 2013.

Analyze Data

http://toolkit.pellinstitute.org/evaluation-guide/analyze/
This on-line training guide by The Pell Institute for the Study of Opportunity in Higher Education, the Institute for Higher Education Policy, and Pathways to College Network, focuses on analyses of quantitative and qualitative data. Part of an on-line training series titled "Evaluation Toolkit"; see Training Materials section for details. Accessed August 1, 2013.

Using Evaluation Results

Your project is evaluated and the statistical analysis data have been generated. How do you best report your statistical results? Learn to avoid common pitfalls when reporting results while using appropriate reporting styles. The following resources provide information on using evaluation results. Included are resources related to public value of Cooperative Extension work and reporting.

Reporting Results of Common Statistical Tests in APA Format (PDF)

http://www.psych.uw.edu/writingcenter/writingguides/pdf/stats.pdf
This fact sheet by Laura Little, Psychology Learning Center, University of Washington, provides examples of how to properly report common statistical tests in APA format in reports. Good how-to examples for reporting statistical results. 2010.

Style Reports for Scientific Writing (PDF)

http://www.psych.uw.edu/writingcenter/writingguides/pdf/style.pdf
This fact sheet by Psychology Learning Center, University of Washington, offer a "tip list" of common errors in scientific writing. Good examples and advice to avoid common pitfalls in reporting results. 2010.

Reporting Statistics in APA Style

http://my.ilstu.edu/~jhkahn/apastats.html
This webpage by Jeffrey Kahn, Illinois State University, demonstrates how to properly report common statistical tests in APA format in reports. Good how-to examples for reporting statistical results. Accessed July 26, 2013.

Calculating and Displaying Findings from a Step scale

http://extension.psu.edu/evaluation/tipsheets/attitude/calculating-and-displaying-findings-from-a-stepscale
This fact sheet by Nancy Ellen Kiernan, Penn State University, teaches how to calculate step scale evaluation data and present it. 2002.

Spreading the Word About Extension's Public Value

http://www.joe.org/joe/2011april/a1.php
This Journal of Extension article by Laura Kalambokidis, University of Minnesota, focuses on public value - how Extension benefits people who have no contact with the programs. Results of a Public Value workshop are presented and discussed. 2011.

Advancing the Public Value Movement: Sustaining Extension During Tough Times

http://www.joe.org/joe/2011april/comm2.php
This Journal of Extension article by Nancy K. Franz, Iowa State University, focuses on public value and why Extension needs to make on organizational commitment to reporting not only private value but also public value. Suggests organizational changes to include public value measurements in Extension work and reporting. 2011.

Building Extension's Public Value: Short Course

http://www.learningace.com/doc/4791026/f9010592302dab248296bada3169453a/kalambokidis-october-30-2009-afternoon

This on-line presentation by Laura Kalambokidis, University of Minnesota, discusses how to take impact data and present the public value to stakeholders and other audiences. A primer on "public value" and how to develop and report impact. 2009.

Building Extension's Public Value: Workbook

http://www.learningace.com/doc/4261683/30347a052ded7d32300fc3336c02db83/purdue-worksheets-october-30-2009

This curriculum/workbook by Laura Kalambokidis and Theresa Bipes, University of Minnesota, includes training materials for learning about public value - what it is and how to measure it. 2007.

Preparing Evaluation Reports

Final presentation of your results must effectively convey the findings and importance of the work and the outcomes. How to prepare and what to include in reports for administrators, clientele, investors or professional peers differ. The following resources provide information on preparing evaluation reports and writing impact statements.

An Evaluation Report

http://extension.psu.edu/evaluation/tipsheets/general/an-evaluation-report

This fact sheet by Nancy Ellen Kiernan, Penn State University, presents concepts to consider for an evaluation report, depending on the stakeholder, presented as a checklist. Great check list to help evaluate what you have to report, what you may have missed. 2009.

Writing Program Success Stories

http://www.learningace.com/doc/3087013/5db78b912262816c705916e6c12e6113/writing-program-success-stories

This webpage by John G. Richardson and Marilyn A. Corbin, University of North Carolina, offers examples of how to write about the positive impact that occurred as a result of Extension educational program efforts. Overview of concept with practical examples. Accessed July 26, 2013.

The Fast and Easy Way to Write Effective Success Stories

http://edis.ifas.ufl.edu/pdffiles/WC/WC04000.pdf
This fact sheet by James M. Nehiley, Peggy D. Dessaint and Glenn D. Israel, University of Florida, is a guide to writing effective success stories; good examples included. Practical, useful guide to gathering the information needed to write effective reports 2001.

Writing Effective Impact Statements: Who Cares? So What?

http://www.communications.cals.vt.edu/resources/impact-statements.html
This website by Virginia Tech Office of Communications and Marketing, on how to write impact statements and what to include. Accessed August 1, 2013.

Communicate and Improve

http://toolkit.pellinstitute.org/evaluation-guide/communicate-improve/
This on-line training guide by The Pell Institute for the Study of Opportunity in Higher Education, the Institute for Higher Education Policy, and Pathways to College Network, includes this section that provides suggestions for developing, implementing, and evaluating a plan for communicating your overall evaluation results. Part of an on-line training series titled "Evaluation Toolkit"; see Training Materials section for details. Accessed August 1, 2013.

Writing Extension Impact Statements

http://web.utk.edu/~aee/impactstatements.htm
This website by Richard L. Poling, University of Tennessee, discusses some of the key considerations necessary when considering the content and the organization of the impact statement. Examples across a range of extension program focus areas are provided to illustrate the concepts covered. Accessed August 2, 2013.

Tips for Impact Writing

http://communications.cfaes.ohio-state.edu/resources/marketing-and-brand-strategy/tips-impact-writing
This website by Suzanne Steel, The Ohio State University, includes a tip sheet for writing effective impact statements. Succinct and useful tips and tricks are provided. 2013.

Training Materials

Evaluating for Impact Educational Content for Professional Development (PDF)

http://www.uwex.edu/ces/4h/evaluation/documents/NLP_Impact_9-2008.pdf

This multi-module training guide by Mary Arnold, Oregon State University, et al., is one of six national 4-H Learning Priorities for Professional Development. This provides seven modules related to program evaluation. There are significant amounts of resources listed here with links and bibliographies. 4-H focused but valuable to all Extension personnel. 2008.

Program Development and Evaluation

http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

This multi-module training guide by University of Wisconsin - Extension, is a comprehensive web site providing information on the development and use of Logic Models in Extension program development, design, execution and evaluation. This is a "classic" resource on logic models. Accessed July 20, 2013.

Enhancing Program Performance with Logic Models

http://www.uwex.edu/ces/lmcourse/

This interactive on-line course and PDF document by Ellen Taylor-Powell, Larry Jones and Ellen Henert, University of Wisconsin-Extension, presents what a logic model is and how to use one for planning, implementation, evaluation or communicating about your program. Accessed July 16, 2013.

Taking Stock: A Practical Guide to Evaluating Your Own Programs (PDF)

http://www.ncdsv.org/images/horizonresearch_takingstockpracticalguideevalyourownprgrms_1997.pdf

This multi-module training guide by Sally L. Bond, et al., Horizon Research Inc., is a great guide for developing, administering and reporting results of internal evaluations. 1997.

Evaluation is an Every Day Activity

http://blogs.oregonstate.edu/programevaluation/

This blog by Molly Engle, Oregon State University, covers a wide array of topics on program evaluation and impact assessment. Brief postings with excellent links and resources that cover a wide array of topics related to program evaluation. Accessed July 16, 2013.

Genuine Evaluation

http://genuineevaluation.com/

This blog by Patricia Rogers and Jane Davison, presents a wide array of topics on program evaluation and impact assessment. Brief postings with excellent links and resources that cover a wide array of topics related to program evaluation. Accessed July 16, 2013.

The Good Analyst (PDF)

http://www.investingforgood.co.uk/

This free, on-line book by Adrian Hornsby, discusses social impact and impact investing (from a donor's prospective) , as well as a set of guidelines for measuring and reporting impact. Mixes theory and practice on the process of social investing and social impact. An interesting perspective from an analyst's point of view. Filled with practical tips and thought provoking questions and solutions. 2012.

Evaluation in Action: Interviews with Expert Evaluators

https://books.google.com/books?id=UiyOXbYW_7UC&lpg=PR12&ots=uKLFfPuZIH&dq=Evaluation+in+action:+interviews+with+expert+evaluators&pg=PR12&hl=en#v=onepage&q=Evaluation%20in%20action%3A%20interviews%20with%20expert%20evaluators&f=false

This free, on-line book by Jody L. Fitzpatrick, Christina A. Christie, and Melvin M. Mark, presents twelve interviews with evaluators to illustrate a variety of evaluation practices in different settings. It includes commentary and analysis on what the interviews teach about evaluation practice. 2009.

Multidisciplinary Model of Evaluation Capacity Building

http://aje.sagepub.com/content/29/4/443.full.pdf+html

This American Journal of Evaluation article by Hallie Preskill and Shanelle Boyle, that describes the model of Evaluation Capacity Building (ECB) that may be used for designing and implementing capacity building activities and processes, as well as for conducting empirical research on this topic. 2008.

Evaluation Training to Build Capability in the Community and Public Health Workforce

http://aje.sagepub.com/content/31/3/421.full.pdf+html

This American Journal of Evaluation article by Jeffery Adams and Pauline Dickinson, describes the Easy Evaluation initiative, which was used to increase the evaluation capability of individual workers, and the capacity of the community and public health workforce in New Zealand. 2010.

Financial Education Evaluation Toolkit

http://toolkit.nefe.org/

This on-line training and resource database by National Endowment for Financial Education, will help educators understand basic evaluation concepts to evaluate financial education programs. An easy-to-use evaluation database containing evaluation templates and forms for several different types of program formats is included. Download the educational manual (PDF), but register on-line to use the training portion of the kit. 2013.

Program Evaluation Tip Sheets

http://extension.psu.edu/evaluation

This fact sheet series by Nancy Ellen Kiernan, Penn State University, provides short but useful instructions on a wide range of topics related to program evaluation. Focused on Cooperative Extension related work. Accessed October 15, 2014.

Basic Guide to Program Evaluation (Including Outcomes Evaluation)

http://managementhelp.org/evaluation/program-evaluation-guide.htm

This webpage by Carter McNamara, Authenticity Consulting, LLC, offers a useful overview of program evaluation, with excellent step by step instructions and lists for reference and advice. Great for use in a presentation. Adapted from the Field Guide to Nonprofit Program Design, Marketing and Evaluation. Accessed July 26, 2013.

Evaluation 101: The Basics

http://toolkit.pellinstitute.org/evaluation-101/

This on-line training guide by The Pell Institute for the Study of Opportunity in Higher Education, the Institute for Higher Education Policy, and Pathways to College Network, includes this introductory section of the Evaluation Toolkit. It is designed to provide one with the basic knowledge needed before engaging the Evaluation Guide; see next entry for details. Accessed August 1, 2013.

Evaluation Guide

http://toolkit.pellinstitute.org/evaluation-guide/

This multi-nodule, on-line training guide by The Pell Institute for the Study of Opportunity in Higher Education, the Institute for Higher Education Policy, and Pathways to College Network, provides suggestions and information for developing, implementing, and evaluating a plan for communicating your overall evaluation results. It is suggested to review the Evaluation 101 section (see entry above) before engaging in the Evaluation Toolkit. Accessed August 1, 2013.

The Evaluation Facilitator's Guide to: Systems Evaluation Protocol (PDF)

https://core.human.cornell.edu/documents/SEP_I.pdf

This comprehensive guide by Cornell Office for Research on Evaluation, is for evaluation professionals who wish to integrate a systems evaluation perspective into their work with organizations in order to enhance the quality and appropriateness of program evaluations. Great information that can be used for self-directed learning. A revised version (2012) is available but must be requested from Cornell. 2009.

Samples of Evaluation in Action

Understanding Community Impacts: A Tool for Evaluating Economic Impacts from Local Bio-Fuels Production

http://www.joe.org/joe/2008december/a2.php

This Journal of Extension article by T. Randall Fortenbery and Steven Deller, University of Wisconsin-Madison, presents research conducted to first develop a set of community multipliers associated with various bio-fuel plant configurations, and then to develop an easy-to-use tool that allows local communities to measure potential benefits based on varying levels of plant activity. 2008.

The Oregon Master Woodland Manager Program: Comparison of 1991 and 1998 Questionnaire Results

http://www.joe.org/joe/2000december/rb2.php

This Journal of Extension article by Steve Bowers, Oregon State University Extension Service, presents comparisons of a 1991 and 1998 questionnaires that were performed to determine whether Oregon's Master Woodland Manager (MWM) training program continued to adequately assist participating woodland owners in meeting the demands placed on them in the management of their woodland property and in successfully performing volunteer service. 2000.

MONEY 2000™ Feedback from and Impact on Participants

http://www.joe.org/joe/2000december/rb3.php

This Journal of Extension article by Barbara O'Neill, Rutgers Cooperative Extension, et al., reports results of the first comprehensive study of MONEY 2000™ participants. The study obtained feedback and impact data from MONEY 2000™ program participants in New Jersey and New York. 2000.

Evaluating Multiple Prevention Programs: Methods, Results, and Lessons Learned (PDF)

http://www.joe.org/joe/2010december/pdf/JOE_v48_6a1.pdf

This Journal of Extension article by Francesca Adler-Baeder, et al., Auburn University, presents information about measuring outcomes and combining results across similar program types. 2010.

Impact Analysis of Farm Finance Workshops

http://www.joe.org/joe/1998june/rb2.php

This Journal of Extension article by Gregory Hanson, et al., Penn State University, reports on the assessment of a farm finance workshops. 1998.

Factors Affecting Program Evaluation Behaviors of Natural Resource Extension Practitioners--Motivation and Capacity Building

http://www.joe.org/joe/2006june/a7.php

This Journal of Extension article by Shawn Morford, et al., presents a study that assessed attitude towards evaluation, perceived organizational commitment to evaluation, practitioner characteristics, and levels of program evaluation conducted among natural resource Extension practitioners in the U.S. 2006.

Evaluating Extension Program Effectiveness: Food Safety Education in Texas

http://www.joe.org/joe/1995october/a4.php

This Journal of Extension article by Peggy Gentry-Can Laanen, Texas A&M University and Joyce I. Nies, Bryan, Texas, describes how program outcomes can be assessed and used to determine Extension program effectiveness, using on evaluative study as an example. The purpose of the study was to determine the extent to which program participants changed their food handling or food preservation behaviors after attending Extension programs. 1995.

Challenges in the Evaluation and Implementation of School-Based Prevention and Intervention Programs on Sensitive Topics

http://aje.sagepub.com/content/27/3/320.full.pdf+html

This American Journal of Evaluation article by Lisa H. Jaycox, et al., describes the challenges of launching a successful school program and evaluation, with lessons learned from three projects that focus on intimate partner violence. The authors discuss issues related to constraints on the research design in schools, the recruitment of schools and participants within schools, program and evaluation implementation issues, the iterative implementation-evaluation cycle, and the dissemination of programs and study findings. 2006.

Pedagogy, Theory and Practice

Impact Evaluation: A Challenge for Extension (PDF)

http://www.joe.org/joe/1983september/83-5-a9.pdf

This Journal of Extension article by M. F. Smith, University of Florida, is a historic document that focuses on the need for Extension impact evaluation definitions, strategies, methodologies and training. 1983.

Can We Define and Measure Excellence in Extension?

http://www.joe.org/joe/2007february/comm1.php

This Journal of Extension article by Thomas M. Archer, et al., describes how the Extension Committee on Policy responded with a task force and work group that identified a matrix based on an academic perspective of universities and an Extension-familiar perspective. Seven criteria were identified as most important, for which definitions and measures were developed. A pocket card was created that lists the uniqueness of Extension and qualities for excellence. Also proposed is a national database for entering, aggregating, and

sharing the measures, as well as other data that will standardize comparisons between different Extension institutions. 2007.

The Scholarship of Extension: Practical Ways for Extension Professionals to Share Impact

http://www.joe.org/joe/2009december/comm1.php
This Journal of Extension article by Ken Culp, III, University of Kentucky, redefines the scholarship of Extension as "creative intellectual works that are validated by peers and communicated." Six types of scholarship for Extension are identified. Provides a framework for a national definition of scholarship for Cooperative Extension work. 2009.

Organizational Philosophy for Program Evaluation

http://www.joe.org/joe/1990summer/f1.php
This Journal of Extension article by Daniel J. Decker and Bettie Lee Yerka, Cornell University, purports that useful and effective evaluation must be built on the foundation of a well-articulated organizational philosophy for program evaluation. Discusses the role of program evaluation for program management and improvement, and accountability and impact documentation. 1990.

Evidence of Impact: Examination of Evaluation Studies Published in the Journal of Extension

http://www.joe.org/joe/2012april/a1.php
This Journal of Extension article by Jeffrey D. Workman and Scott D. Sheer, The Ohio State University, discusses research that was conducted to explore the level of evidence of impact collected through program evaluation (outcome studies) by Extension as published in Journal of Extension. Findings show that while two-thirds of articles reported measuring outcomes, long term outcomes are evaluated and reported less than 6% of the time. 2012.

Reporting Program Impacts: Slaying the Dragon of Resistance

http://www.joe.org/joe/2007december/tt1.php
This Journal of Extension article by Nancy K. Franz and Mark McCann, Virginia Cooperative Extension, discusses successful strategies to enhance the quantity and quality of program impact reports that include new hires, training faculty and administration, individual and small group technical assistance, development of reporting tools, and tying impact reporting to performance and recognition. 2007.

Practical Training in Evaluation: A Review of the Literature

http://aje.sagepub.com/content/25/2/255.full.pdf+html
This American Journal of Evaluation article by Michael S. Trevisan, Washington State University, provides the results of a literature review on the use of practical, hands-on training experiences in evaluation course work and training programs. These encompass four basic approaches: simulation, role-play, single course projects,

and practicum experiences. The articles are summarized, documenting strengths, challenges, and unique features for each strategy. 2004.

Guidelines for Best Practice in Cross-Cultural Surveys

http://ccsg.isr.umich.edu/index.cfm

This on-line resource by Beth-Ellen Pennell, Kirsten Alcser, Sue Ellen Hansen and Janet Harkness, et al., Survey Research Center, Institute for Social Research, University of Michigan, offers best practices for conducting comparative cross-cultural or cross-national survey research. Accessed July 16, 2013.

Program Evaluation in a Complex Organizational System: Lessons From Cooperative Extension

http://onlinelibrary.wiley.com/doi/10.1002/ev.v2008:120/issuetoc

This American Journal of Evaluation Special Issue by Editors: Marc T. Braverman, Molly Engle, Mary E. Arnold and Roger A. Rennekamp, presents several articles on evaluation in Cooperative Extension, including building capacity, rigor, organizational change and other important issues. 2008.

New Directions for Evaluation

http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1534-875X/issues

This American Evaluation Association Special Issue by Edited by Paul R. Brandon, contains previously published works on the topic of evaulation from 1978-2013. Access to articles may be limited without access via institutional (university) login. 2013.

Four Rules to Successful Collaboration

Elizabeth Gebben

1. The scope of the collaborative project is clearly defined.
   - As specifically as possible, describe the activities and the standards by which you will measure both activities and outcomes.

2. Each partner knows how the collaboration will advance the interests of its organization and clients.
   - Beyond the common goals, what does each party want?
   - Whatever the personal goals are of individual leaders or specific interests of individual organizations, it helps to be honest about them so that no important agendas remain "hidden."
   - In addition to discussing what each party wants, it may also be important to address each party's fears and concerns.

3. Role and responsibilities have been defined; mechanisms for communication and joint accountability are in place.
   - What resources is each party able to give, and what is each willing to give to support the joint effort? (Collectively these resources must match the requirements of the project scope discussed in Rule 1. If they don't, either the scope it too broad, or you have the wrong mix of organizations at the table.)
   - Beyond "who will do what by when?" how will you hold yourselves accountable? Regular meetings, financial incentives/penalties related to performance, other?

4. The relationship works: there is enough trust and respect among the key players to support the level of risk and interdependence involved in the project.
   - The most difficult aspect of collaborations, and the least concrete, is the relationship between the partners
   - In a joint service contract the level of trust and the respect between partners is the intangible element that will either make or break the project: no contract can spell out every possible eventuality. Are we able to communicate effectively?

Carrying Out a Successful Neighborhood Project: Timeline and Guide

Katie Stoll

What Kind of Project is This?

- Figure out what kind of project you will be doing
- What does it require? (Application, call for artists, large neighborhood gathering, etc.)
- What kinds of resources will your project need?
    - Volunteers
    - Review committee
    - Art supplies
    - Government officials
    - Police
- What kinds of steps will you need to take in order for this project to be successful?

Dates

- Draft a rough timeline of how long you think it will take
- Decide on dates for the following
    - Creating outreach materials
    - Outreach dissemination
    - When your project will be started
    - When it will be finished
    - How often it will be maintained (if applicable)

Outreach

- Create whichever kinds of outreach materials you will need based on your project.
- Be sure that your materials include:
    - Contact information
    - Link to a website with more information
    - Important information about your project
    - Clearly stated information about your project

Something to consider:
When creating outreach materials, especially flyers, you want them to be attention grabbing. Outreach materials should have more pictures than words. You want someone to be able to glance at your flyer and understand your project or be intrigued enough to come to a meeting.

- Where are you advertising your project?
    - Where you advertise will impact the kinds of people who respond to you
- Some places to consider:
    - Coffee shops
    - Local library
    - Schools
    - Grocery stores
    - Other local gathering places
- Places to avoid:
    - Telephone polls
    - Bars
    - Putting outreach materials directly on people's private property

Other Forms of Outreach

- Start a social media campaign about your project
    - Create posts on Twitter and Facebook about your project
- Make phone calls
    - If there are key players that you want involved in your project (e.g., a certain community organization) call them directly.
    - Make phone calls to places of worship to help advertise your project

Something to consider:
Often times, places of worship serve minority populations that are often overlooked by the community you are working in.

Carrying Out Your Project

- Be sure you have all necessary stakeholders and volunteers
- Have a date and time
- Have a location (if necessary)
- Make sure you have all of the supplies you will need
- Be aware of how quickly you will need to work in order to get things done

Something to Consider:
Whether you are working with a large group of people or a small one, be sure to have a point person; someone who is taking the lead on the project.

- Be aware of
    - What's going well
    - What could use improvement
    - Are people enjoying themselves
- Take notes – This will be especially helpful if you're planning on doing this project again

Once Your Project is Complete

- Consult with your group about how they felt things went
    - Was your project/event a success?
    - Would people participate in it again?
    - What could have been done differently
- Think about if your project/event met the goals you had set out for it
    - For example: if it was a fundraiser, did you raise enough money?
    - If it was a block party, did you have a big enough turnout?
- How could you improve your project if you were to do it again?
- Relax and enjoy some well-deserved downtime

The City of LOWELL *Alive. Unique. Inspiring.*

Resource contributed by Joshua Stachowski

Welcome to Lowell!

A step-by-step guide to getting your business up and running

Thank you for choosing to bring your business here. Please find helpful information in this packet to make you feel at home in Lowell. We hope you will consider supporting other local businesses by visiting our shops and restaurants, and exploring our exciting entertainment venues and cultural institutions. We look forward to working with you and to helping your business grow in Lowell!

City Manager
Kevin J. Murphy

Mayor
Edward J. Kennedy

City Council

Daniel P. Rourke (Vice Chair)
Corey Belanger (Council)
Rodney M. Elliott (Council)
John J. Leahy (Council) James
D. Leary (Council)
Rita Mercier (Council) James
L. Milinazzo (Council)
William Samaras (Council)

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BUSINESS CHECKLIST

Planning to Start a Business

- ☐ Arrange a meeting with The City of Lowell's Economic Development Office (EDO) and Division of Developmental Services
- ☐ Download a copy of the "Guide for Businesses: Navigating through Permitting and Licensing Requirements" http://www.lowellma.gov/dpd/economic/Pages/General/Assistance.aspx
- ☐ Contact the Merrimack Valley Small Business Center and SCORE for assistance with drafting a business plan and advice on starting or growing a business
- ☐ Secure financing for your business through the Merrimack Valley Small Business Center Microloan Program or through traditional financing with local lenders

Identifying a Space for my Business

- ☐ Choose a location through the assistance of EDO's Site Finder service www.lowellma.gov/dpd/economic/Pages/General/SiteFinder.aspx
- ☐ Contact the City's Economic Development Office and Division of Development Services to confirm that your intended use of a selected space complies with Lowell's Zoning Ordinance

Renovating/Adapting the Space for my Business

- ☐ Visit the Development Services Division with your Architect/Contractor to make sure your plans comply with applicable state building codes and zoning ordinance
- ☐ Meet with the City's Building Inspector to review your plans and permit applications for building, plumbing, gas, mechanical, and electrical permits
- ☐ For exterior façade improvements, check with Development Services to make sure that any proposed signage complies with the City's Sign Code and the Lowell Historic Boards Guidelines (if applicable)

My Business is Providing Food Services

- ☐ Schedule a meeting with the Health Inspector to review your plans and permit applications for various health permits, including food service permits and dumpster permits
- ☐ Planning on serving alcohol at your establishment , review the Liquor License Application Process http://www.lowell.org/workhere/Pages/LiquorLicenseApplicationProcess.aspx
- ☐ Called the Licensing Commission to apply for a Common Victualer License and/or a Liquor License/Beer and Wine License

Registering Your Business

- ☐ If filing as a sole proprietor, visit the City's Clerk's Office to file for a "Doing Business Certificate" www.lowellma.gov/cityclerk/Documents/Business%20Certificate.pdf
- ☐ If deciding to incorporate (INC.), Limited Partnership (LP), or Limited Liability Comp (LLC), file with the State. http://www.sec.state.ma.us/cor/corfilesubject.htm

Filing Your Taxes

- ☐ Visit the City's Assessor's Department
- ☐ Contact the MA Department of Revenue to fill-out the state tax forms for your business and get a sales tax registration number and certificate www.mass.gov/dor/businesses/
- ☐ Contact the Internal Revenue Service(IRS) to obtain Employer Identification Number (EIN) for your business https://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Employer-ID-Numbers-EINs

Applying for Insurance

- ☐ Contact your insurance carrier to assist you in finding the right coverage for your business's assets
- ☐ Find the right health insurance coverage for you and your employees which may be done through online assistance from the state
- ☐ Contact Development Services if you plan on having a projecting sign and/or outdoor seating, you'll be required to have minimum of insurance coverage

Additional Considerations

- ☐ Schedule a ribbon cutting with the Mayor's Office to help celebrate your opening
- ☐ Market your business- Contact Merrimack Valley Small Business Center for information on upcoming workshops/ one-on-one assistance with marketing your business
- ☐ Manage sales & bookkeeping- Contact Merrimack Valley Small Business Center for information on upcoming workshops/ one-on-one assistance with sales and bookkeeping
- ☐ Meet with Lowell Historic Board if your space is located within Lowell's Historic District to make sure you comply with all historic guidelines and receive approval for signage, or other storefront façade improvements
  Contact local community groups (Greater Lowell Chamber of Commerce, Entrepreneurship for All, Greater Lowell Workforce Investment Board, etc.) to network with other business owners and learn about local resources

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IMPORTANT CONTACTS

Constituent Services

City Manager: (Kevin Murphy) 375 Merrimack Street 2nd floor (978)-674-4400
www.lowellma.gov/citymanager/
City Mayor: (Edward Kennedy) 375 Merrimack Street 2nd floor (978)-674-4040
www.lowellma.gov/citycouncil/CityMayor

Assist with constituent services and provide information on various City initiatives.

City Clerk: 375 Merrimack Street 1st floor (978)674-4161
http://www.lowellma.gov/cityclerk

- Business Certificates

Department of Planning and Development: 50 Arcand Drive 2nd floor (978)-674-4252
www.lowellma.gov/dpd

Economic Development Office: 50 Arcand Drive 2nd floor (978)-674-4252
www.lowellma.gov/dpd/economic

- Business Development Services and Assistance Program

Division of Development Services: 375 Merrimack Street 2nd floor (978)-674-4144
www.lowellma.gov/dpd/devservices

- Land use Boards
- Building, Demolition, and Disposal Permits
- Zoning and Permitting
- Health Inspections
- Dumpster Permits
- Plumbing, Wiring, Gas Permits
- Signage

License Commission: 375 Merrimack Street 3rd floor (978)-674-4156
http://www.lowellma.gov/law/license

- Auction, Raffle and Bazaar License
- Billiard Table, Pool Table, Bowling Alley, Video Game Licenses
- Physician, Optometrist, Osteopath, Chiropractor Registration
- Garage, Auto Repair, Used Car Dealership License
- Entertainment and Dance License
- Common Victualer License
- Peddler, Vendor, Dealer License
- Outdoor Parking or Seating License
- Taxicab License
- Closing Out Sale permits
- Open Air, Transient Vendor License
- Liquor License
- Beer and Wine License
- Innholder License

Fire Department: 99 Moody Street (978)-459-5553
http://www.lowellma.gov/fire

- Smoke Detector Inspections/Requirements
- Hazardous Materials
- Fire Prevention
- Arson
- Fire Emergency

Police Department: 50 Arcand Drive (978)-937-3200 (911 for emergencies)
http://www.lowellma.gov/police

- Emergency Response
- Traffic Enforcement
- Crime Control/ Law Enforcement
- Animal Control

Parking Department: 75 John Street (978)-674-4014
http://www.lowellma.gov/parking

- Business Parking Permits or Parkcards
- Snow Emergency Parking Procedures

Department of Public Works: 1365 Middlesex Street (978)-674-4111
http://www.lowellma.gov/dpw

- Maintains parks and related facilities
- Winter snow operations and snow removal
- Maintenance and repair of streets and sidewalks
- Collection and disposal of residential solid waste and recycling
- Maintenance and repair of public buildings
- Collection, treatment and disposal of sewerage and storm water

Neighborhood Services: 375 Merrimack Street 1st floor (978)-674-4030
http://www.lowellma.gov/citymanager/neighborhood

- Liaison between the City and various neighborhood groups, residents and businesses

Lowell Historic Board: 375 Merrimack Street 2nd floor (978)-674-1443
http://www.lowellma.gov/dpd/devservices/historic

- Design review
- Signage and façade repairs
- Permitting
- Enforcement of authority in historic districts
- Technical assistance regarding preservation
- Historical outreach and education

CULTURAL VENUES/RESOURCES

Cultural Office of Lowell (COOL): http://www.cultureiscool.org/
Lowell National Historic Park: http://www.nps.gov/lowe/index.htm
Merrimack Repertory Theatre: http://www.mrt.org/
Tsongas Center: http://www.tsongascenter.com/
LeLacheur Park: http://www.milb.com/index.jsp?sid=t558
Lowell Memorial Auditorium: http://www.lowellauditorium.com/

For additional information about the City of Lowell please visit www.lowellma.gov or www.likelowell.com
For additional information about Business Resources please visit www.lowell.org

BUSINESS RESOURCE ORGANIZATIONS

Networking

Greater Lowell Chamber of Commerce: 131 Merrimack Street, Lowell, MA (978) 459-8154 www.greaterlowellcc.org The Greater Lowell Chamber of Commerce works hard to provide their members with resources, advocacy and information, along with networking and marketing opportunities. Through the communications channels the Chamber uses, they share the benefits of local, state and federal government programs with their members.

Friends of Kevin: (978) 995-1743 www.friendsofkevin.com The Friends of Kevin is a networking group that brings together the business, non-profit, and artistic communities to allow business owners to meet people that you won't typically meet at other networking events. Friends of Kevin offers both online and person to person networking opportunities.

Technical Assistance

Merrimack Valley Small Business Center: **(MVSBC)** 88 Middle Street #202, Lowell, MA (978) 322-8400 http://www.commteam.org/how-we-help/finance-business/small-business-center/ The MVSBC provides business development services to entrepreneurs from ethnically and economically diverse groups within the Merrimack Valley with the training, tools, and resources needed to create, sustain, and grow viable small businesses.

SCORE: 88 Middle Street #202, Lowell, MA (978) 322-8400 www.scorenemass.org/
SCORE is a registered 501(c) (3) non-profit resource partner of the US Small Business Association (SBA), dedicated to helping small businesses get off the ground, grow and achieve their goals through education and mentoring.

Entrepreneurship for All (EforAll): Wannalancit Mills, 175 Cabot Street, Suite 100 Lowell, MA (978) 934-6518 http://eforall.org/ EforAll offers many programs and services to entrepreneurs that are looking to start a business or organization in Lowell or Lawrence. EforAll hosts regular pitch contests open to anyone with an idea, and an accelerator program for serious entrepreneurs who need structure and guidance to get their business off the ground. They also offer mentoring services, hold regular networking events, and provide low cost co-working spaces for entrepreneurs in the Lowell area.

Small Business Administration: 10 Causeway Street, Room 265, Boston, MA (617) 565-5590 https://www.sba.gov/offices/district/ma/boston The Boston SBA Office is responsible for the delivery of SBA's many programs and services throughout the state such as: financial assistance for new and existing business owners; free counseling, advice and information on starting a business, better operating or expanding a small business; and many other services.

The Center for Women and Enterprise: 30 Temple Street, Suite 610, Nashua, NH (603) 318-7580 http://www.cweonline.org The Center for Women and Enterprise is a nationally known non-profit organization dedicated to helping people start and grow their own businesses. Through training, education and technical assistance CWE provides opportunities for women entrepreneurs and women in business to increase professional success, personal growth, and financial independence.

Financial Assistance

MVSBC- Microloan Program 88 Middle Street #202, Lowell, MA (978) 322-8400 http://www.commteam.org/how-we-help/finance-business/small-business-center/ As an authorized Small Business Administration Intermediary Lender, the MVSBC provides financial support and credit building services through low -interest microloans, enabling growth and stabilization , job creation/retention, and improved economic impact.

Massachusetts Office of Business Development (MOBD): 10 Park Plaza, Suite 3730, Boston MA, (617) 973-8600 www.mass.gov/hed/economic/eohed/bd/mobd. The Massachusetts Office of Business Development (MOBD) is the state's one-stop source for businesses seeking to relocate to Massachusetts and businesses wishing to expand their current operations here. They offer a range of expertise and services to help your business flourish in Massachusetts such as the Economic Development Incentive Program (EDIP) and many others.

Lowell Development and Financial Corporation (LDFC): 660 Suffolk Street Suite 120, Lowell, MA (978) 459-9899 www.ldfc.org/ The LDFC is a non-profit development corporation established to assist in Lowell's economic revitalization. Its focus is to provide below market rate, secondary financing for the restoration and rehabilitation for Lowell downtown buildings as well as encouraging commercial, industrial, retail and housing development.

MassDevelopment: 360 Merrimack Street Building 5, Lawrence, MA (978)-459-6100 http://www.massdevelopment.com/ Mass Development offers numerous services to businesses, non-profits, developers, manufacturers, and other entities in Massachusetts which include: financing, such as bond financing, tax credits, grants and loans along with many other services.

Workforce Development

Career Center of Lowell: 107 Merrimack Street, Lowell, MA (978) 458-2503 www.cclowell.org/ The Career Center operates under the direction of the City of Lowell and is chartered by the Greater Lowell Workforce Development Board. Through this model, local employment and training services have been consolidated to build a strong workforce development system.

Greater Lowell Workforce Investment Board: 107 Merrimack Street, 3rd Floor, Lowell, MA (978) 937-9816 www.glwdb.org/ The Greater Lowell Workforce Development Board is a private non-profit organization who by working in partnership with the Chief Elected Official, (Lowell City Manager) provides policy guidance for workforce development initiatives in the Greater Lowell area.

Legal Services

Northeast Legal Aid: 35 John Street, #302 Lowell, MA (978) 458-3481 www.northeastlegalaid.com The Northeast Legal Aid provides free legal assistance to small businesses and entrepreneurs on transactional matters (i.e., not litigation in a court). These services include: business formation, business licensing & permitting, customer and contractor agreements, commercial real estate leases, employment law, financing agreements, tax planning and compliance, trademark searches and applications.