

# **TEN CONSIDERATIONS FOR ADVOCACY EVALUATION PLANNING**

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## ***LESSONS LEARNED FROM KIDS COUNT GRANTEE EXPERIENCES***

*Prepared for*

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## BACKGROUND

In 2006, Organizational Research Services (ORS) developed *A Guide to Measuring Advocacy and Policy* with support from the Annie E. Casey Foundation. The guide explores ways of thinking about evaluation of advocacy and policy work and presents a framework to name advocacy and policy outcomes as well as broad directions for evaluation of advocacy and policy efforts. For most groups involved in advocacy and policy change work, the steps involved in the development and implementation of evaluation include:

- Discussion about primary purposes and needs for evaluation, including how evaluation can help to inform, support, and sustain an organization’s ongoing advocacy efforts;
- Clarification and prioritization of interim measures through the creation of a theory of change, “outcome map” or pathway of change; and
- Selection of data collection approaches and tools that could best support evaluation of priority measures.

Since 2007, ORS has consulted with five KIDS COUNT grantees who volunteered to apply the framework in the “real world,” working through the planning steps to engage in evaluation efforts. ORS’ coaching and technical assistance with KIDS COUNT grantees has helped us begin to learn how the framework fits with real world contexts including how evaluation can support effective advocacy and policy change work, what it takes to identify and evaluate measures of interest, and what thorny issues could arise as advocates begin to consider how to approach self-evaluation.

### What Does Advocacy Self-Evaluation Look Like?

This guidance piece focuses on what it takes for advocates to address steps identified above and begin to integrate evaluation into their every-day efforts. While advocates frequently engage in reflection to support strategic learning, evaluation is new territory for many advocacy organizations. Through our work with KIDS COUNT grantees, we’ve recognized that advocates who enter evaluation territory via the above steps sometimes find themselves in places where a bit of orientation could be helpful. The following sections describe evaluation planning steps and provide perspective on some tricky places advocates may encounter while engaging in these steps. While tricky places might not be totally avoidable, we hope that the observations provided here can help to prepare advocacy organizations who take steps towards evaluation of their efforts.

Briefly, there are **ten areas to consider** for advocacy evaluation that address:

- Identification of evaluation purposes and expectations;
- Clarification of **what** will be measured and **how**, and

- Considerations regarding how advocacy organizations might effectively approach and integrate evaluation planning.

In addition to providing orientation to evaluation for KIDS COUNT grantees and other involved in advocacy self-evaluation efforts, we hope that the observations and examples here highlight the benefits of evaluative thinking and offer useful guidance for advocates' evaluation pursuits.

### **CONDERATION 1:**

#### ***IDENTIFY EVALUATION PURPOSES AND NEEDS***

Determining the purpose and need for evaluation helps organizations identify where they want to focus efforts (e.g. evaluation of certain strategies or outcome areas that are of particular interest to funders or partners), as well as what data collection approaches are the best match (i.e. degree of formality and level of methodological rigor). And, because resources rarely allow for tracking all measure of interest, organizations must prioritize measures that will be the focus of evaluation efforts. Below are issues to consider at this stage of evaluation planning.

There are different kinds of evaluation approaches that meet different purposes. For example, one KIDS COUNT grantee recognized two primary evaluation purposes: helping the organization's management team to monitor short-term achievements and adjust activities as needed, and to demonstrate accountability to the organization's board and stakeholders. This led to grantee's development of a "dashboard" of priority measures that included short-term measures related to the implementation of key strategies as well as intermediate and longer term outcomes resulting from those strategies. Tracking priority measures will involve specific data collection, and reflection on efforts.

For some advocates, tracking core outcomes related to a specific advocacy campaign may be the priority. For others, like the KIDS COUNT grantee mentioned above, tracking performance by documenting a mix of activities, outputs and short-term outcomes may provide ongoing information for strategic learning and data that can be reported to funders or used for internal decision-making. It is important to identify when different evaluation purposes—which have their own implications for data collection and the kind of reporting an agency can do—are the best match for a group and for a specific area of focus.

### **CONDERATION 2:**

#### ***IDENTIFY WHAT HAPPENS "IN THE MIDDLE": EXPRESSING SHORT AND INTERMEDIATE-TERM OUTCOMES AS PART OF A THEORY OF CHANGE***

Knowing what sequential or interim changes are likely to occur on the way to end goals can help advocates plan, adjust and evaluate their efforts along the way. However, it can sometimes be difficult for organizations to articulate interim outcomes. Expressing these as part of a theory of change can help.

Advocacy organizations are generally clear on their strategies and tactics and their end goals. End goals are often expressed as policy changes, or changes in population or environmental conditions. Developing meaningful evaluation of advocacy and policy efforts requires definition of the “middle”: what happens between the implementation of strategies and tactics and the ultimate policy impact? A thorny spot can emerge as groups work to conceptualize meaningful interim changes that contribute to long-term impacts for people or the environment.

One helpful approach is to identify the most relevant outcome categories that describe the kinds of changes likely to occur “along the way” to end goals as a result of related strategies.<sup>1</sup> For example, one KIDS COUNT grantee organization implemented several different types of strategies including capacity-building, partnership development, data analysis and communications. All of these strategies were intended to bring about changes in the following broad areas: organizational capacity, strengthened alliances, and a strengthened base of support for policy and investment to support children and families. While the organization’s strategies or specific tactics may change over time, the broad outcome “buckets” may not change much. The organization’s theory of change names broad outcome areas, but also allows the organization to be nimble and adaptive in terms of the type or intensity of the strategies pursued, while still articulating that strategies relate to certain types of changes. And, as strategies evolve, the theory of change can provide a “check” as stakeholders review whether strategies are indeed related to the kind of change being sought, or whether strategies have taken them off the path they want to be on.

When developing the “middle” of a theory of change, it is also important to consider impact, influence and leverage as change models. Are strategies most likely to lead to changes among individuals/families (impact), systems, public and political will, and policies (influence), or levels of public or private investment (leverage)? Often, advocacy work is about building strong systems and supporting policies that lead to population level changes in children and families’ well-being. While end goals are often about changes among individuals and families, it can be helpful to acknowledge that interim outcomes are best expressed as changes in influence and leverage. Interim changes could include stronger community collaborations, changes in practices or alignment among state agencies and partners, changes in the quality of data available for local and state planning and monitoring, or changes in public and political will. All of these are intended to bring about individual and family health and well-being.

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<sup>1</sup> See: *A Guide to Measuring Advocacy and Policy* for examples of outcome categories related to advocacy and policy change

### CONDERATION 3:

#### CREATE A USEFUL THEORY OF CHANGE

A theory of change could be articulated in any of the following ways:

- “30,000 foot level”: A broad map showing changes related to a larger policy or social change area, such as child health, safety and well being, which may include several strategies and/or separate campaigns.
- “10,000 foot level”: An outcome map describing sequential changes resulting from discrete, well-defined activities, such as the preparation and distribution of data products, or a specific time-bound legislative campaign, such as a campaign to expand eligibility for a state’s child health insurance plan.
- More granular outcome map or logic model for one part of a larger campaign, such as strategies to raise awareness about the school readiness gap that occur within a campaign to expand comprehensive, high quality early education and family support opportunities.

#### A THEORY OF CHANGE

clearly expresses the relationships between actions and hoped-for results, and could also be described as a roadmap of the strategies and belief systems (e.g., assumptions, “best practices,” experiences) that make positive change in the lives of individuals and the community. A theory of change can be articulated as a visual diagram that depicts relationships between initiatives, strategies and intended outcomes and goals.

There is no one right way to articulate a theory of change – the most appropriate level will partly depend on purpose and circumstance. However, determining and coming to agreement about the level at which to articulate a theory of change is important since that will determine the scope of strategies and desired results and the timeframe in which the results might be achieved.

*“We worked to develop an organizational theory of change and so far, the payoff has been wonderful. Not knowing that we would be facing a major state budget crisis this year, it was absolutely the right and most timely thing we could have done! We are able to clearly show, describe and defend our work with our funders, the legislature, our partners and our board. People say ‘Oh, now I really get it. I see what you do.’”*

*—Executive Director, Georgia Family Connection Partnership*

For example, in a specific legislative campaign to expand children’s health insurance, the desired result is likely to be a particular policy change. Alternately, a “higher off the ground” theory of change could identify multiple desired changes and change pathways within a large policy or social change area or describe the work of multiple groups and organizations. In this case, the desired results may be broad population-level changes, such as optimal child development, health, and safety, or changes in environmental conditions.

For evaluation planning, drilling down to more specific components of an overall campaign or even campaign strategy is often useful. Articulation of higher-level theories of change is often a starting place as these can provide an overall picture of the work and can be useful for articulating the work of multiple partners, but typically these views are too broad to facilitate useful evaluation planning. Examples of different levels of outcome maps from three KIDS COUNT grantees are included in Appendix.

*“Our work to measure the impact of our advocacy efforts beginning with the development of a theory of change has moved our work forward significantly. The process of defining our strategies, outcomes and goals gave our team a framework for discussing the values and direction of our organization in the coming years. By modeling the accountability we seek from government and documenting the outcomes of our work, we are better positioned to advocate for a system that effectively serves children.”*

*—Director of Policy and Research, North Carolina Action for Children*

#### **CONDERATION 4:**

#### **EXPOSURE OF DIFFERENT AND/OR COMPETING BELIEF SYSTEMS ABOUT HOW CHANGE HAPPENS**

Development of a theory of change and outcome identification is frequently done through an inclusive process where several stakeholders working together create a picture of the change process. Through this process, stakeholders articulate beliefs about how change happens. Often, going through a theory of change development process can unearth differences in beliefs and perspectives that had not been apparent before. This can be particularly true when stakeholders come from multiple disciplinary backgrounds (e.g., communications, community organizing, legislative advocacy, government, law, research and evaluation, business) and bring to the table different assumptions about how change happens.

One KIDS COUNT grantee brought staff together from different parts of the organization, including direct advocacy, data analysis, community organizing, fund development, and executive leadership to create a theory of change for a particular policy campaign that was just being launched. Attempting to create a theory of change led to confusion about priorities, desired pathways of change and how staff time should be allocated. Throughout the course of discussion, staff realized that previous internal conflicts had arisen because they were operating within different implicit theories of change. The data analyst believed her primary work and role was to develop general data

products and make high quality data available to the state's many service providers in order to improve the quality of services and increase resources for system improvement at the state level. However, the lead advocate believed that data was to be used to frame and communicate messages in support of specific campaign goals, leading to frequent frustration among both parties. And, because of grant funding, the organization had significant accountabilities connected to both types of separate activities. While the discussion among staff was difficult, the realization that the staff team had multiple and sometimes competing sets of beliefs created the space in which to raise, consider and answer important strategic questions.

The discovery of different belief systems among those with shared goals is a thorny spot, and further conversations to identify where there is commonality or synergy are likely to be necessary. Though most organizations or groups won't be able to quickly or easily find resolution, sometimes simply naming and recognizing this issue can help people to continue to make progress.

### **CONDERATION 5:**

#### ***HOW TO MEET FUNDERS' EXPECTATIONS ABOUT POLICY ACHIEVEMENTS***

All non-profit organizations must consider the expectations of their funders when identifying and prioritizing measures. One challenge for advocacy organizations can be that funders sometimes have unrealistic expectations of what can be accomplished in the policy arena in a short time period and/or may be highly focused on policy "wins" and less concerned with short-term achievements. For example, one KIDS COUNT grantee organization received a \$20,000 per year 3-year grant to implement advocacy activities in an area in which the organization had little experience. The funder's priority was achievement of policy change, though a major policy win was unlikely in the 3-year grant term. It can be helpful for organizations to be alert to these issues and consider:

- How much certainty is there about funders' expectations regarding strategies and results? Are funders' expectations realistic?
- How realistic are outcome measures promised or included in grant proposals?
- What is a realistic timeframe for achieving interim outcomes?
- Are there ways to engage or include funders (when appropriate) in your planning processes, or share planning work with a program officer to help him/her better understand your thinking?

One approach is to create a theory of change and share this with funders to show how strategies ultimately lead to long-term policy goals and clearly articulate how short-term outcomes are connected to longer-term goals or results that funders find compelling. Organizations can then work with the funder to gain agreement about specific measurement priorities and achievement timeframes.

In other cases, funders may be highly involved in planning or implementation approaches (e.g. funders may be prescriptive about partners or strategies). One size won't fit all; it's important to take your funders' perspective into consideration when planning evaluation efforts. One KIDS COUNT grantee pursued a very proactive approach and organized a special topic presentation on advocacy evaluation for a funders' group. This presentation was intended to help funders better understand and appreciate the types of outcomes that apply to advocacy evaluation as well as the importance of articulating a theory of change to express appropriate outcomes, and the complexity and challenges associated with measurement of advocacy outcomes.

### **CONDERATION 6:**

#### ***IDENTIFY TIMEFRAMES FOR ACHIEVEMENT OF INTERIM OUTCOMES***

Creating a theory of change map or picture can sometimes create the impression that all activities occur at the same time. However, the work will often happen in stages or sequences, with some activities happening ahead of others. It is important to consider when strategies will be occurring to make good decisions about what data to collect, when that information would be available, and when it is best to collect.

It is also important to be realistic about the likely timeframes for achievement of certain outcomes. One KIDS COUNT organization identified a particular policy win as an outcome to be achieved within one year. However, conversation with the grantee revealed that due to the state's budget cycle and legislative session schedule, a decision regarding their policy of interest wasn't expected within that timeframe.

### **CONDERATION 7:**

#### ***FIND USEFUL TOOLS***

We've observed that as KIDS COUNT grantees have considered how to approach evaluation, there is a tendency to want to "cut to the chase" and move immediately to selection of data collection approaches and tools. And, when considering data collection approaches, advocates often express a strong preference for ready-made tools or other simple, "off-the-shelf" applications to measure results. This is certainly understandable given what we have also observed about the resources and capacity of many advocacy organizations – shoe-string budgets and large job descriptions are often the norm.

Recognizing that time and resources for advocacy evaluation are limited, we agree that having more ready-made tools would be a benefit for the field. However, through our coaching with KIDS COUNT grantees, we also recognize the array of potential problems associated with implementing ready-made tools without taking the important steps of specifying what will be measured, and for what purpose.

For example, one KIDS COUNT grantee shared that in an attempt to measure whether legislators had adopted key messages, they worked with one of their partners to email legislators questions from a survey the grantee had located online. Ultimately, however, the grantee was disappointed in the survey results and questioned the value of data



collection. Upon further questioning, the grantee shared that the partner organization asked to send the surveys may not have been familiar to legislators; the survey was sent in August, a time when most legislators were not in their offices, and the survey questions were general rather than specific to the grantees' particular questions. While a survey of key audiences would have been an appropriate data collection method, the implementation of this "ready-made" survey – which wasn't well thought out, but still required the grantees' resources – did not yield meaningful data for the organization.

There are a number of tools and processes applicable to the evaluation of advocacy.<sup>2</sup> One potential tool is a practice that many advocates use regularly: reflection to support strategic learning regarding tactics, opportunities and progress. Reflection is often done informally, though this practice could easily be done in an intentional way in order to yield useful data. For example, some KIDS COUNT grantees have begun to think through a menu of strategic questions that could be the focus of reflection done at different stages of a particular advocacy campaign.<sup>3</sup>

The desire to select tools and approaches that are easy and not resource intensive to implement is understandable. It is precisely because evaluation resources, such as staff time, are likely to be finite, that doing the initial legwork around evaluation planning is important. Depending on the purposes of evaluation and the audiences, reflection can also be used in combination with more intentional data in order to document advocates' achievements. Identifying specific evaluation purposes and needs, as well as appropriate data collection approaches, helps to ensure that evaluation efforts will result in useful data and address meaningful questions.

### **CONDERATION 8:**

#### ***WITH DATA COLLECTION, IT'S OK TO START SMALL***

Once evaluation purposes, needs and priority measures have been identified, the next step is to match these with appropriate data collection approaches. While specific approaches will in part depend on purposes, needs and priority measures, advocates with finite resources should be mindful about what is realistic and what is doable with regard to data collection, management, analysis, and summary. Many data collection approaches involve relatively easy counts, such as tracking visits to a web site, or counting the number of participants who attend trainings. Other data collection approaches might be easily integrated into existing work, such as implementing a simple survey to learn whether/how a few new partners have adopted key campaign messages. Other data collection approaches, such as real time documentation of strategic progress, may necessitate piloting in order to see what works best.<sup>4</sup>

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<sup>2</sup> See: *A Handbook of Data Collection Tools: Companion to 'A Guide To Measuring Advocacy and Policy'* (2007). Prepared by Organizational Research Services for the Annie E. Casey Foundation. Available at: [www.organizationalresearch.com](http://www.organizationalresearch.com), [www.innonet.org](http://www.innonet.org) and [www.aecf.org](http://www.aecf.org).

<sup>3</sup> See: *Trying Out Real Time Advocacy Self-Evaluation* (2009). Prepared by Organizational Research Services for the Annie E. Casey Foundation. Available at: [www.organizationalresearch.com](http://www.organizationalresearch.com) and [www.aecf.org](http://www.aecf.org).

<sup>4</sup> Ibid.

We've observed that advocates who are just beginning to think about evaluation often start with a long list of measures and data collection approaches. Our advice is to start small with a few carefully selected methods that have maximum potential to yield value relative to costs. Once advocates know what it takes to collect data and what the return on their efforts is likely to be, they can always choose to collect additional data as appropriate.

### **CONDERATION 9:**

#### ***DETERMINE HOW TO ENGAGE PARTNERS AND ORGANIZATIONAL LEADERSHIP IN PLANNING AND PRIORITIZATION***

Much advocacy work occurs through partnerships across different organizations, sectors and sometimes—in the cases of unlikely allies—across political or other lines. While involving partners in planning or theory of change development processes can lead to the creation of a more complete picture of how desired goals may be achieved, it may be prohibitive or difficult to involve all partners aligned around one campaign or strategy in broader planning efforts. Instead, it may be best to consult partners as interim outcomes and/or priority measures are identified. This could be especially important if support or cooperation from partners is needed to implement strategies that are directed at certain outcomes, or if there is a need to rely on partners to help with the collection of data or documentation about outcome achievement. Input from partners could be sought during regularly scheduled meetings or calls, or more informally during one-on-one meetings.

One KIDS COUNT grantee created a high level outcome map of the core outcomes that would apply to a broad-based partnership and then shared the map with partners. The grantee viewed core outcomes as a way to gauge the level agreement and build buy-in regarding common interim measures that would be integral to desired policy and practice changes. The grantee believed that because partners came to the table with different policy priorities, it would be challenging to altogether create the high level outcome map from scratch. However, giving partners a chance to review and react to common interim outcomes could serve to unify the partnership and form a basis for evaluating progress.

As advocates prioritize outcomes, they are making choices about the way resources will be spent (staff time, for example) and the kind of information that will be available for internal decision-making, funders, potential funders, partners, or others. Besides partners, it is also important to seek input or involvement in the process of prioritizing outcomes for measurement from an organization's upper management and, ideally, from the organization's board. Without input from organizational leadership, it is possible that planned outcomes might be viewed as unimportant, incongruous or incompatible with the organization's mission, vision or broader priorities. This can create challenges which not only impact evaluation plans, but potentially strategy implementation or partnerships as well.

## **CONDERATION 10:**

### **FIND COMPATIBILITY WITH ADVOCACY ORGANIZATIONS' "CULTURE"**

Different sectors have different cultures, valuing different kinds of skill-sets and abilities. In advocacy, individuals who are nimble, intuitive, responsive and flexible are typically highly valued and successful. Therefore, the identification of fixed, concrete short-term and long-term outcomes can be perceived as counterintuitive to advocates for whom maintaining full flexibility to respond to changing circumstances is paramount. For example, creation of a theory of change or identification of interim outcomes can be perceived as confining, and even the term "theory of change" can be viewed with skepticism.

In the realm of advocacy and policy change, theory of change is perhaps best viewed as a road map or a guide that can help keep those with shared goals "on the same page" about how change will happen, or what progress looks like. Articulation of a theory of change and interim outcomes can help advocates and their partners formalize intentionality and reflection about their work, both as individuals and as collaborators, which can help with strategy refinement and outcome achievement over the course of a policy campaign. A theory of change can be regularly reviewed as context and circumstances change in order to see how outcome pathways remain relevant and realistic, or whether there are new opportunities to pursue. However, the value of a theory of change may not be readily apparent to those involved in advocacy.

Another challenge which can emerge relates to the need or desire for some advocacy organizations to maintain confidentiality about some or all strategies and/or intended results. Confidentiality parameters can impact who is involved in the development of a theory of change, and/or with whom a theory of change or evaluation findings are shared.

Finally, advocates operate in a fast-paced, dynamic environment with intense periods of hectic activity. This can make finding regular time to meet and plan challenging. Taking steps to conceptualize and plan evaluation are more than a one day "event." It can be challenging for advocacy organizations to dedicate the needed time and bandwidth to this activity.

A stumbling block may be that while many advocates use reflection as a way to support strategic learning, evaluation is often viewed as a separate, disconnected activity.<sup>5</sup> Further, advocates tend to see evaluation as prescribed, linear and confining. This can sometimes affect advocates' willingness to make an investment of time in conceptualizing and developing evaluation efforts, especially those that involve the collection of specific data to inform progress or results. While reflection and strategic learning can certainly be important components in an evaluation approach, data that describe and document the achievement of key outcomes may also be useful and informative. It is important to recognize that different people in the same advocacy organization will place different priorities on spending time on evaluation planning—as

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<sup>5</sup> See: *Speaking for Themselves: Advocates' Perspectives on Evaluation*. Innovation Network, 2008. Available at: [www.innonet.org](http://www.innonet.org).

well as the ensuing data collection, analysis and reporting work. This prioritization isn't necessarily correlated with specific positions in the organization. It may simply vary based on the world views of specific individuals with regard to the relationship between reflection, learning and evaluation, and the perceived value of data to support advocacy efforts.

Similarly, it is important to consider timing: if an organization is about to develop, revise or revisit its strategic plan, or do other significant planning work, or if advocates are heading into the busiest times of the year (e.g. legislative session) it may be best to put evaluation planning on hold. In recognition of timing pressures, one KIDS COUNT grantee pushed to develop a collaborative outcome map with campaign partners prior to the beginning of a legislative session and another grantee held a staff retreat to review, update and integrate their outcome map prior to entering an intense work time.

## CONCLUSION

Many advocacy organizations informally reflect on progress, or focus on documentation of "wins." However, many other useful evaluative questions don't typically get tracked. These include:

- How are we making strategic progress towards outcomes and end goals?
- What meaningful results best describe progress towards our end goals?
- What results have been achieved by implementing certain strategies?
- How effective are certain strategies?

Answering these questions can inform advocacy organizations' strategies and support achievement of desired results or "wins." For example, a good advocacy organization involved in a policy change campaign may want to be able to answer questions such as: *Is our message reaching the right audience for effectively changing prioritization of the policy issue among those we hope to influence?* Or, an organization focused on raising public awareness about policies related to children's health status may wonder: *Should we send out a postcard mass-mailing as we've done every year before the state legislative session?*

Through our work with KIDS COUNT grantees, we've observed how advocates can take steps towards meaningful self-evaluation. While we've seen that advocates may run into some thorny spots along the way, we have also seen that there can be great rewards for those who work their way down the path. In particular, the articulation of a theory of change and clear purposes of evaluation can be immensely useful for communication about expected results, as well as identification of useful approaches to tracking, documenting and evaluating advocacy and policy change work.

Although certain evaluation practices are likely to be new and added activity for some advocates, we've seen that there are reasonable self-evaluation approaches for advocacy

organizations. With the support of the Annie E. Casey Foundation, KIDS COUNT grantees are taking evaluation steps, trying things and learning, bringing the evaluators along to learn new approaches to evaluation, and thus adding to the field as a whole. And, KIDS COUNT grantees have found very real benefits in doing so. Though organizations may encounter a thorny spot or two as they pursue evaluation activities, this experience in itself can have benefits. Hitting a thorny spot may expose key strategic questions such as: *What are our most important priorities? Or, do we really have the capacity to do all of this?* Exploring these questions can provide useful insights for advocates, funders and evaluators.

A good theory of change and clear measures can help organizations identify and evaluate important questions. Data on questions of interest can be collected using appropriate tools and approaches, including intentional reflection. Based on data, organizations can make informed decisions to sharpen strategic direction, increase effectiveness of efforts, or more crisply describe the results of their ongoing work with funders, partners or stakeholders - and not just focus on policy wins or long-term impacts, which can take years (even decades) to achieve.

We hope that the observations and examples provided in this guide will help those involved in advocacy and policy change gain a clearer understanding about what it takes to effectively plan and implement evaluation efforts, and what advocates may encounter as they do so, so that ultimately the tremendous benefits of advocacy evaluation can be realized.

# **APPENDIX**

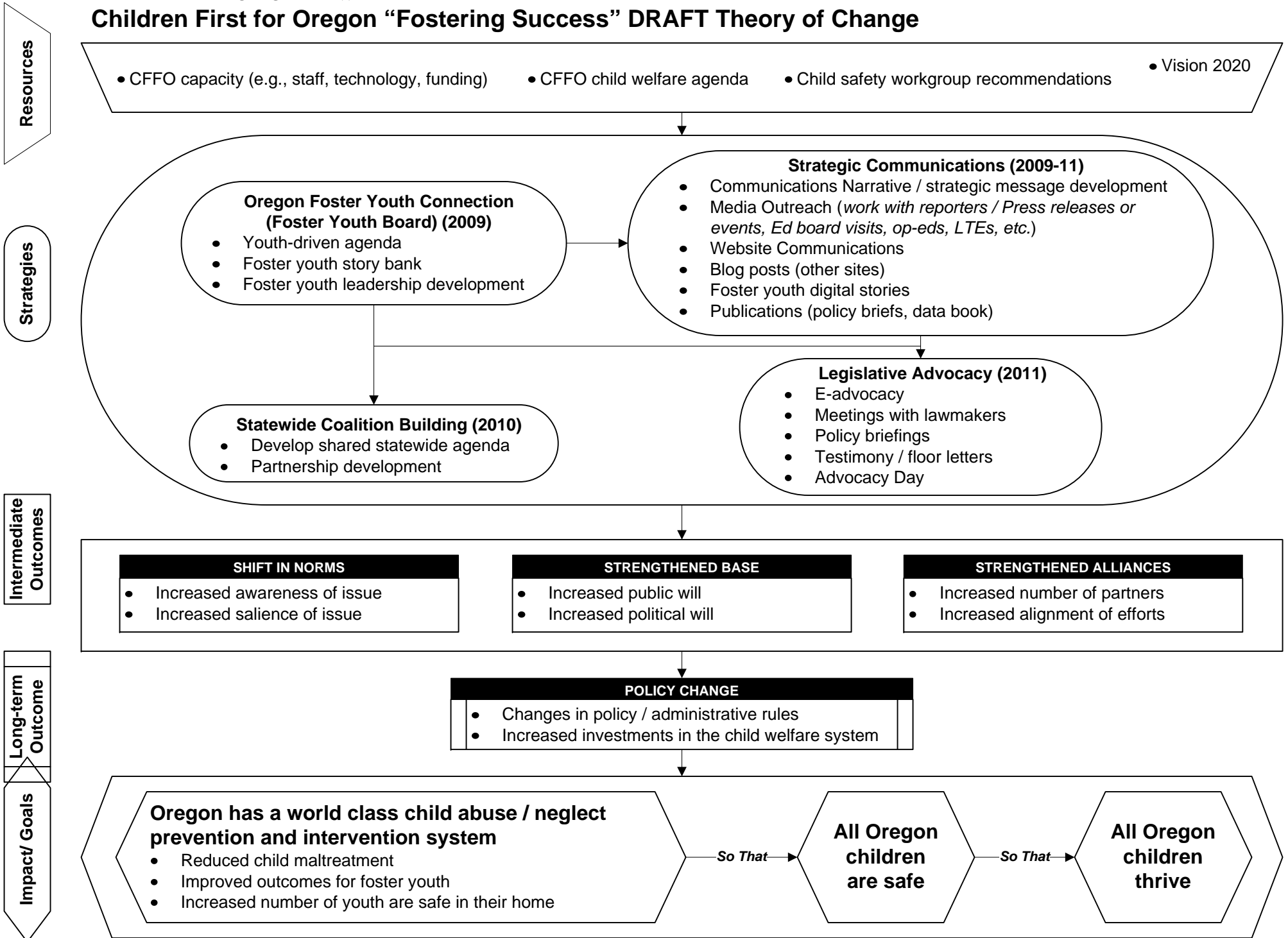
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## ***EXAMPLES OF DIFFERENT LEVELS OF OUTCOME MAPS FROM KIDS COUNT GRANTEES***

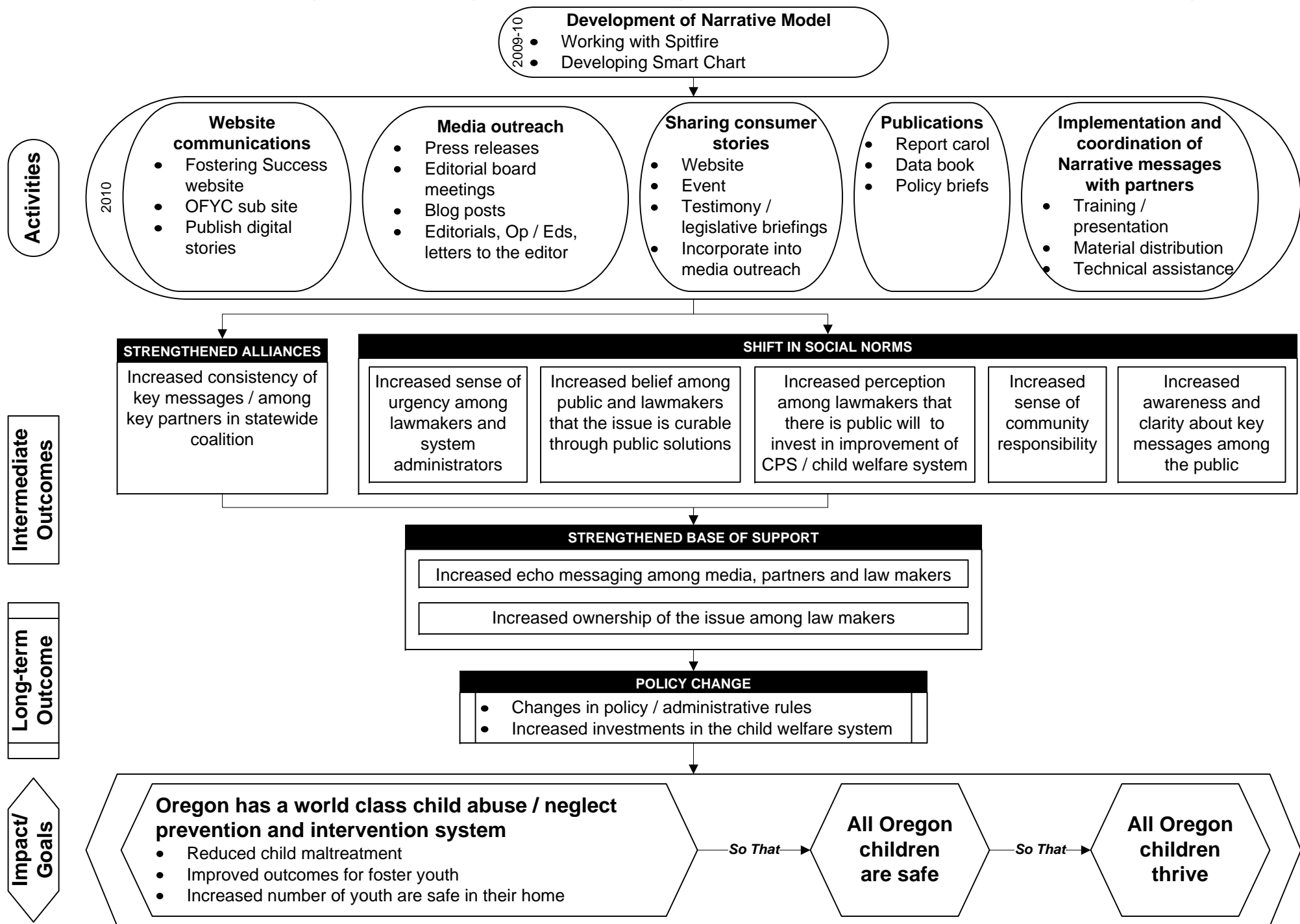
- A. Children First for Oregon: 10,000 foot view of “Fostering Success,” an advocacy initiative for child welfare
- B. Children First for Oregon: Granular outcome map of strategic communications strategy for “Fostering Success”
- C. Children First for Oregon: Granular outcome map of foster youth advocacy program for “Fostering Success”
- D. Georgia Family Connection Partnership: 30,000 foot view of organizational strategies and outcomes
- E. Georgia Family Connection Partnership: 10,000 foot view of key organizational strategy
- F. Georgia Family Connection Partnership: 10,000 foot view of key organizational strategy
- G. Georgia Family Connection Partnership: 10,000 foot view of key organizational strategy

**APPENDIX A: CHILDREN FIRST FOR OREGON: 10,000 FOOT VIEW OF “FOSTERING SUCCESS,” AN ADVOCACY INITIATIVE FOR CHILD WELFARE**

**Children First for Oregon “Fostering Success” DRAFT Theory of Change**



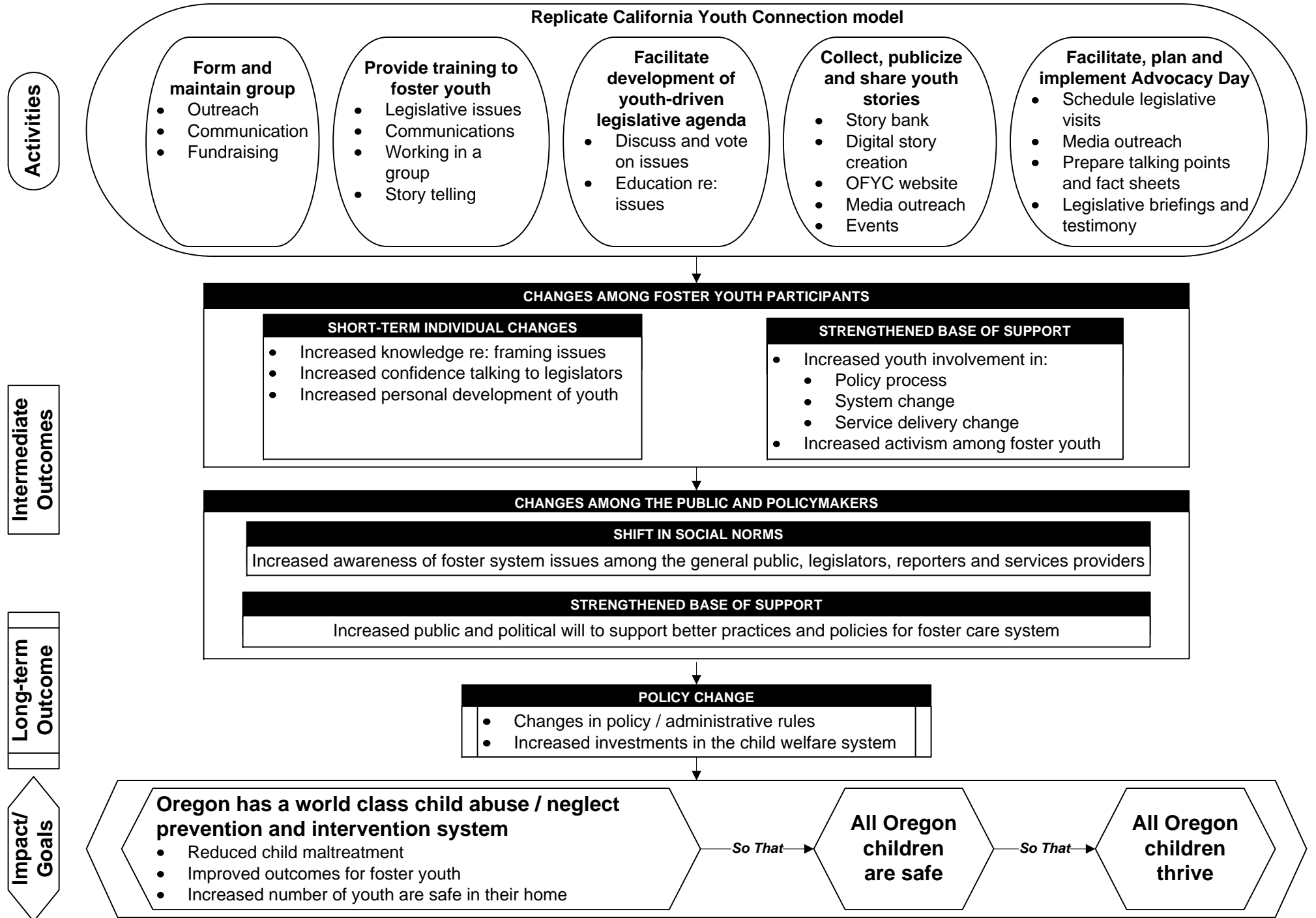
Children First for Oregon “Fostering Success” Strategic Communications DRAFT Theory of Change





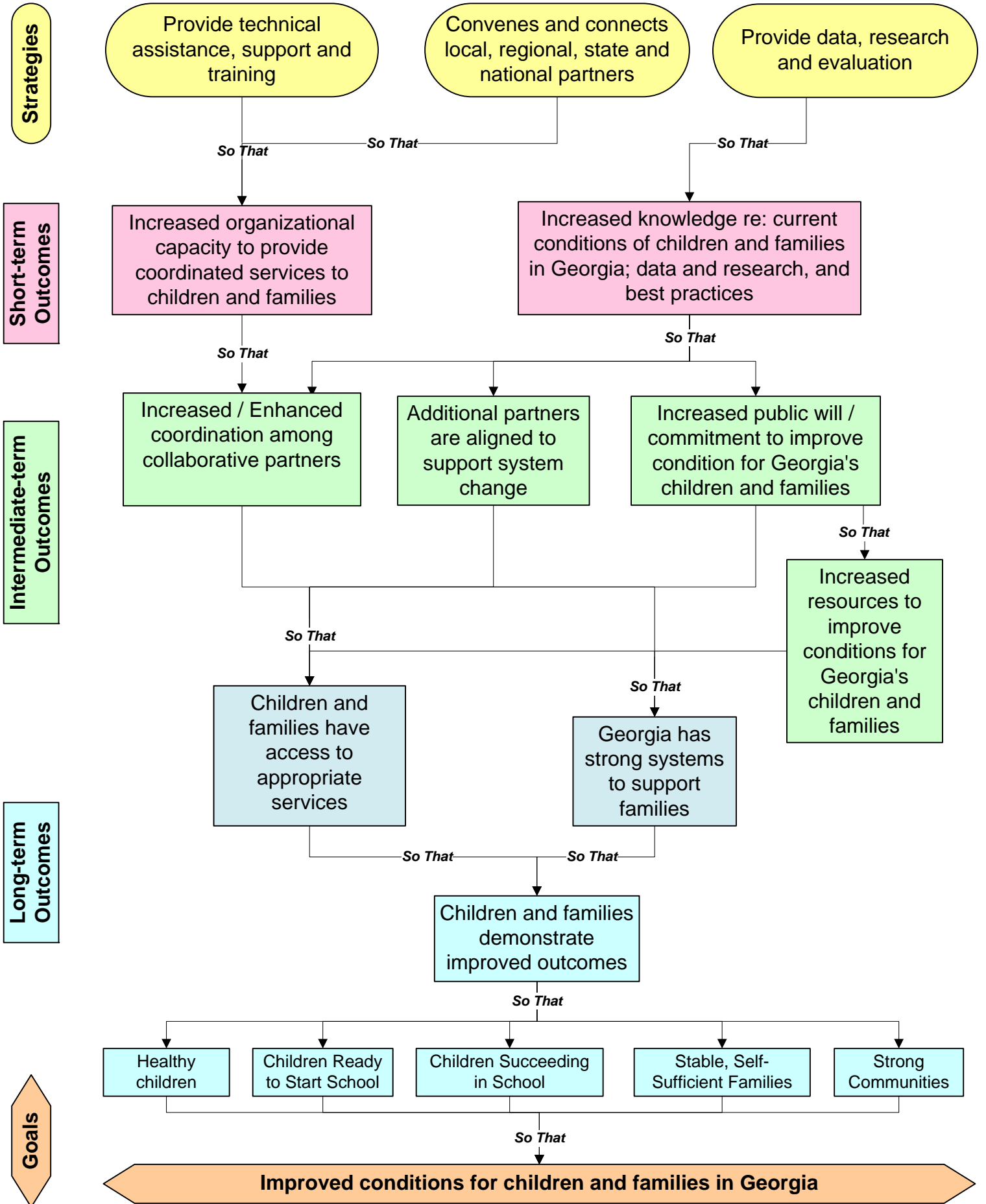
**APPENDIX C: CHILDREN FIRST FOR OREGON: GRANULAR OUTCOME MAP OF FOSTER YOUTH ADVOCACY PROGRAM FOR “FOSTERING SUCCESS”**

**Children First for Oregon “Fostering Success” Oregon Foster Youth Connection (OFYC)\* DRAFT Theory of Change**



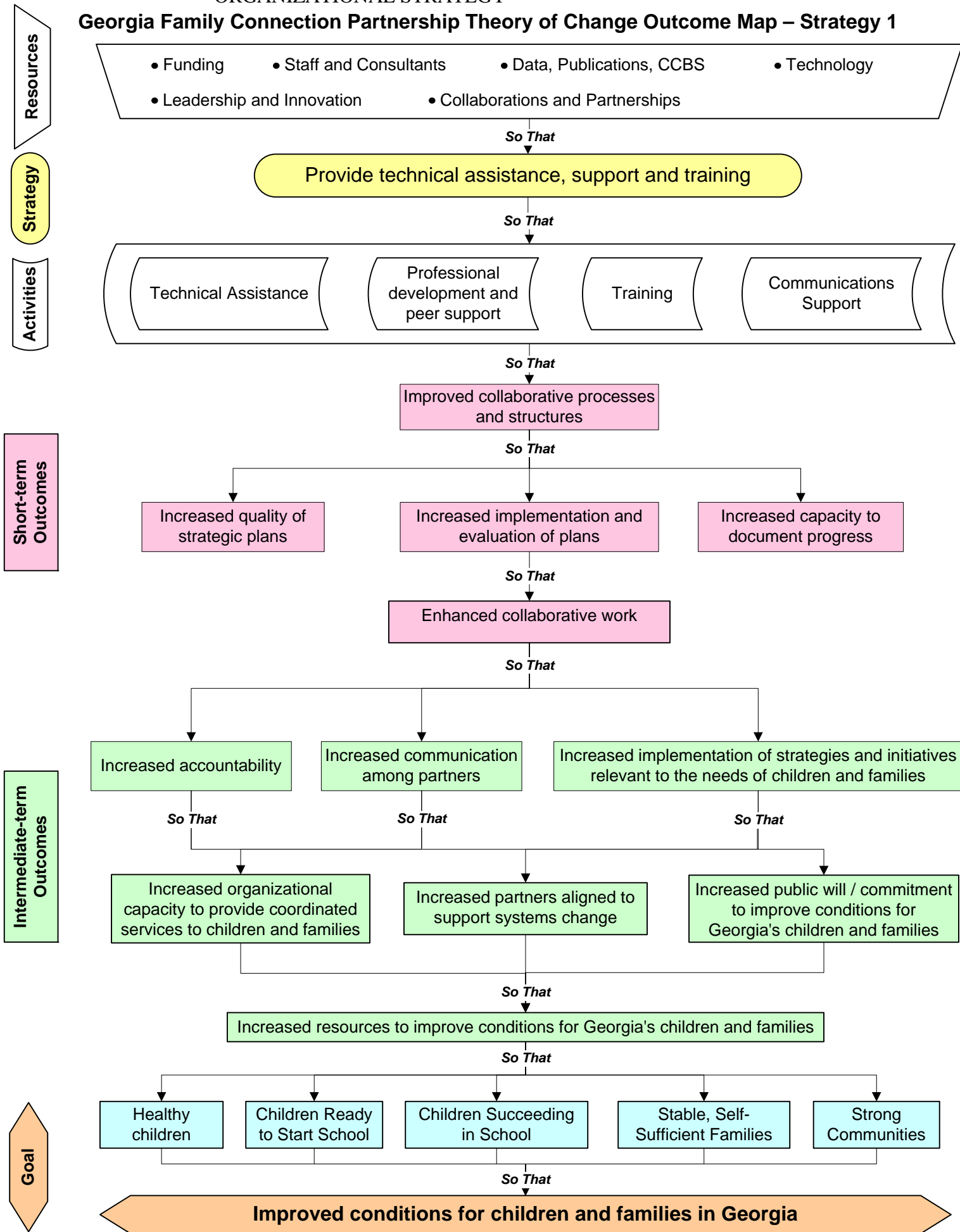
**APPENDIX D: GEORGIA FAMILY CONNECTION PARTNERSHIP: 30,000 FOOT VIEW OF ORGANIZATIONAL STRATEGIES AND OUTCOMES**

**Georgia Family Connection Partnership Theory of Change Outcome Map**



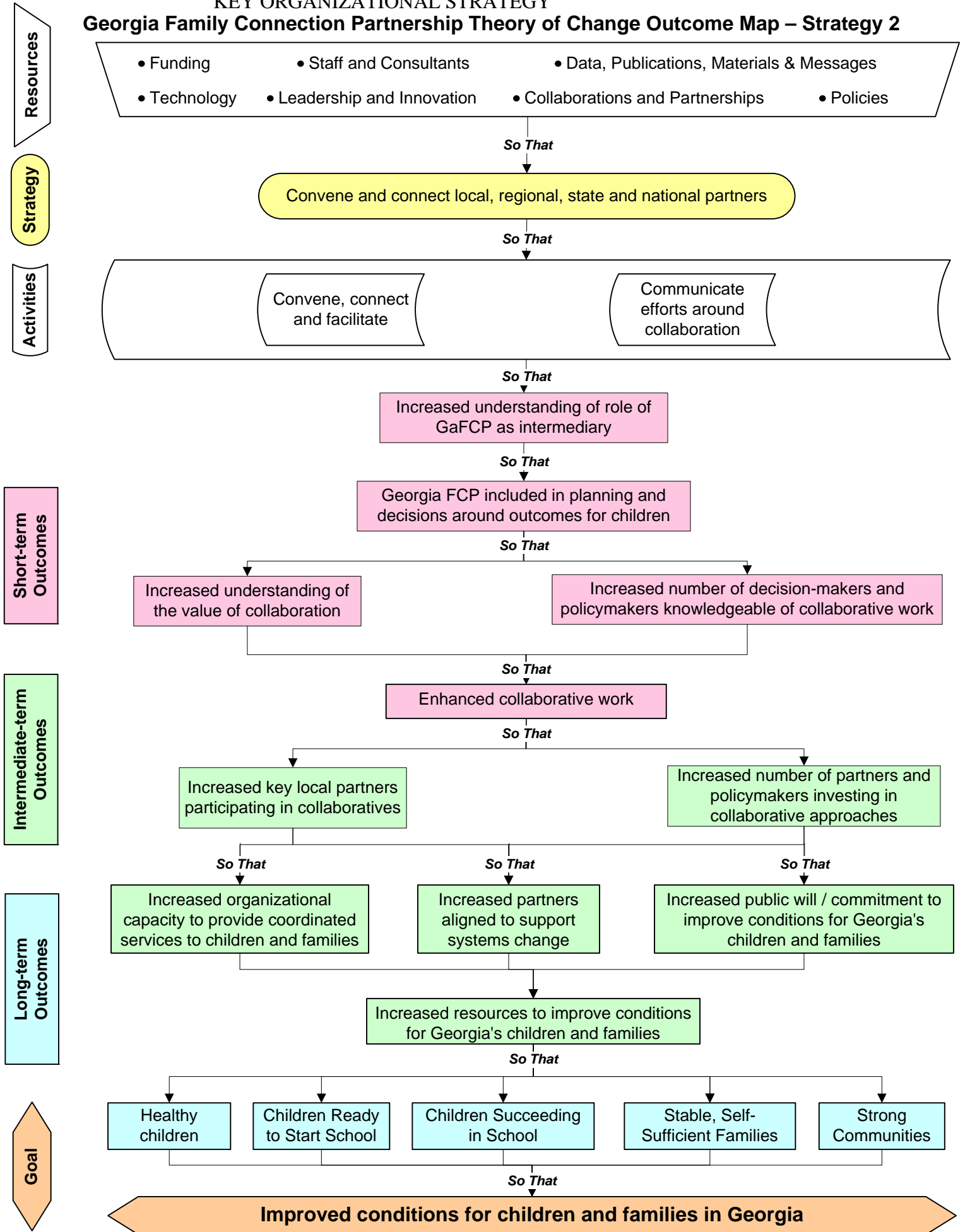
**APPENDIX E: GEORGIA FAMILY CONNECTION PARTNERSHIP: 10,000 FOOT VIEW OF KEY ORGANIZATIONAL STRATEGY**

**Georgia Family Connection Partnership Theory of Change Outcome Map – Strategy 1**



**APPENDIX F: GEORGIA FAMILY CONNECTION PARTNERSHIP: 10,000 FOOT VIEW OF KEY ORGANIZATIONAL STRATEGY**

**Georgia Family Connection Partnership Theory of Change Outcome Map – Strategy 2**



**APPENDIX G: GEORGIA FAMILY CONNECTION PARTNERSHIP: 10,000 FOOT VIEW OF KEY ORGANIZATIONAL STRATEGY**

**Georgia Family Connection Partnership Theory of Change Outcome Map – Strategy 3**

