Reflections on ECB

Anita M. Baker, Ed.D.
Evaluation Services

Bruner Foundation
Rochester, New York
From July through October, 2014, Bruner Foundation consultant Anita Baker worked together with evaluation consultant Gila Melech, Tel Aviv, to develop and share Evaluation Capacity Building strategies including:

- Translation of Bruner Foundation Evaluation Manuals and Training Session Materials Including Agendas, Powerpoint Slides and Activities (jointly supported by the Bruner Foundation and the Rothschild Caesarea Foundation).

- Development of a conference presentation and training materials for Israeli Evaluators, Funders and NGO professionals.

The planning work culminated in a week-long series of on-site meetings and training sessions (see following) and plans for ongoing follow-up and collaboration. This presentation highlights information presented to and feedback from NGO participants (see end).
## Evaluation Capacity Building - Israel
### On-site Agenda, 10/20 - 10/23/2014

<table>
<thead>
<tr>
<th></th>
<th>Monday 10.20</th>
<th>Tuesday 10.21</th>
<th>Wednesday 10.22</th>
<th>Thursday 10.23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Arrive – 7:00 AM</td>
<td>Behaaracha Raba Conference Presentation: Evaluative Thinking Center for Educational Technologies, Ramat Aviv, Tel Aviv</td>
<td>Enosh 9:00 – 1:00 12 people</td>
<td>Workshop for NGO's with Midot 9 – 12:30, 35 people</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Meet with G. Melech, Israel Visit organizer final Planning, ECB – I</td>
<td>BREAK</td>
<td>Matan 3 – 6 5 people)</td>
<td>Reflections on ECB with professionals*</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Kibbutzim Seminar, Tel Aviv 3:30 – 7:00</td>
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<tr>
<td>Evening</td>
<td></td>
<td></td>
<td>Dinner with Visit organizer, Enosh Exec. Director</td>
<td>** Depart</td>
</tr>
<tr>
<td></td>
<td>Meet with Forum of Foundations Reps</td>
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</table>

Following includes the agenda and presentation materials shared with ECB professionals, and some feedback regarding the session.
AGENDA: Evaluation Essentials

15:30  Introductions
16:00  Reflections on ECB

Evaluation Terminology (Evaluation, Eval Thinking, Evaluative Capacity)
Indicators of Evaluative Capacity, Why important to orgs
How we have worked to build evaluative capacity

16:45  Discussion

1. Q/A
2. What are your thoughts/experiences of ECB?
3. How else can the Bruner Foundation support the work?

17:30  Results of the Retrospective Study

Who participated
Results summary
Results details
Recommendations to grantmakers

18:30  Discussion – ECB in Israel, strategies, ideas, getting beyond barriers

*Attendees included: 6 independent evaluation consultants, 5 evaluators working for evaluation firms or institutions, 4 professionals from governmental offices or institutes (Welfare, Social Security, Davidson Institute, 3 representatives of philanthropic foundations, 3 professionals working in internal evaluation units, 2 professionals from Midot (infrastructure organization), 3 ECB professionals, 1 large NGO manager.
What is Program Evaluation?

Thoughtful, systematic collection and analysis of information about activities, characteristics and outcomes of programs, for use by specific people, to reduce uncertainties and inform decisions.
Evaluation Capacity

The ability to do evaluation.

Involves proficiency in:
1. asking questions
2. determining data required to answer questions
3. collecting data using appropriate strategies
4. analyzing collected data and summarizing findings
5. using and sharing findings
Evaluative Thinking is a type of reflective practice that uses the five key evaluation skills in areas other than programs or initiatives.
What Are Key Components of Evaluative Thinking?

1. Asking questions of substance
2. Determining data needed to address questions
3. Gathering appropriate data in systematic ways
4. Analyzing data and sharing results
5. Developing strategies to act on findings
Evaluative Capacity

The combination of evaluation skills and evaluative thinking.

**Evaluative Capacity** requires a commitment to doing and using evaluation in programs, strategies, and initiatives *as well as a commitment to using those same skills in other aspects of organization work.*
Key Tenet of Bruner Foundation Investments

Evaluation capacity used well, supports programs, strategies, and initiatives that in turn lead organizations to better deliver on their missions and better meet the needs of those they serve.

The Bruner Foundation has invested in Evaluation Capacity Building (ECB) for more than 20 years.
How is Evaluative Thinking Related to Organizational Effectiveness?

Organizational effectiveness is the ability of an organization to fulfill its mission through a blend of sound management, strong governance, and a persistent rededication to achieving results.

Grantmakers for Effective Organizations
Indicators of Organizational Evaluative Capacity

✓ Internal Motivation
✓ Competence
✓ Mainstream Function
✓ Strategic Use of Evaluation Results
✓ Sufficient Quantity, Good Quality
✓ Availability of Resources

Adapted from the Evaluation Capacity Assessment Instrument ECAI

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Rochester, New York

Anita M. Baker, Evaluation Services
Organizational Evaluative Capacity
What Do You Look For?

✓ Internal Motivation

- Do organization leaders want to do evaluation?
- Do organization staff want to do evaluation?
- Does the organization board want evaluation done?
Organizational Evaluative Capacity
What Do You Look For?

✓ Internal Motivation
✓ Competence

• Do organization leaders and/or staff know how to do evaluation?
What Can ECB Trainees Do?

- **Design Evaluations**
  - Clarify the Purpose
  - Specify Questions
  - Select Data Collection Methods
  - Specify Timelines and Level of Effort
  - Estimate Cost of Evaluation
  - Commission Evaluation for their Organizations

- Assess Evaluative Thinking in their Organizations for 15 Different Capacity Areas and Think about Responses/Actions

- Develop, Assess and Use Logic Models

- Document Program Implementation/Service Delivery (recruitment, retention, target populations, information tracking)

- Design Surveys, Identify/Fix Bad Surveys, Determine How many Surveys are Needed, Develop Survey Administration and Analysis Plans

- Design and Conduct Interviews, Observations and Record Reviews

  Involve others in Evaluation (RIPPLE)
Organizational Evaluative Capacity
What Do You Look For?

✓ Internal Motivation
✓ Competence
✓ Mainstream Function

• Who actually does evaluation?
  • All/any staff
  • Dedicated staff
  • External consultants

• Does leadership support or hinder evaluation?
Supportive Evaluation Environments

1. Promote evaluative capacity

- reward learning
- provide staff time and resources to engage in evaluation
- conduct data collection and analysis
- use data

Adapted from Kramer, 2007
Supportive Evaluation Environments

2. Directly engage key decision-makers
3. Involve multiple evaluation stakeholders
4. Undertake manageable and straightforward evaluation
5. Use targeted and compelling methods to communicate results

Adapted from Kramer, 2007
Organizational Evaluative Capacity
What Do You Look For?

✓ Internal Motivation
✓ Competence
✓ Mainstream Function
✓ Strategic Use of Evaluation Results

• Does evaluation inform organizational decisions?
Organizations with Evaluative Capacity

Use Evaluation Results:

1. To report to funders.
2. To improve services or programs.
3. To get additional funding.
4. To design ongoing monitoring processes.
5. To assess implementation of a program.
6. To assess quality of a program.
7. To improve outreach.
8. To make informed decisions.
9. To train staff.
10. To eliminate un-needed services or programs.
Organizational Evaluative Capacity
What Do You Look For?

✓ Internal Motivation
✓ Competence
✓ Mainstream Function
✓ Strategic Use of Evaluation Results
✓ Sufficient Quantity, Good Quality

• Is evaluation done according to an organizational plan?
• Are evaluations rigorous?
Increasing Rigor in Program Evaluation

- Mixed methodologies
- Multiple sources of data
- Multiple points in time
Organizational Evaluative Capacity

What Do You Look For?

✓ Internal Motivation
✓ Competence
✓ Mainstream Function
✓ Strategic Use of Evaluation Results
✓ Sufficient Quantity, Good Quality
✓ Evaluation resources
  • Are there dedicated funds for evaluation?
  • Are there reference materials available?
  • Is there access to Technical Assistance?
What Should Thoughtful Organizations Do to Obtain Funds for Evaluation?

Usually the cost to do good evaluation is equivalent to about 10 - 15% of the costs to operate the program effectively.

- Write evaluation costs into project development budgets. Use the money accordingly.
- Set aside funds for evaluation on a percentage basis into the organizational budget. Develop and follow a plan to use these funds.
- Obtain funds solely for the purpose of evaluation.
- Consider sharing and/or pooling resources.
Evaluation Capacity is Important Because it Can Help Organizations . . .

<table>
<thead>
<tr>
<th></th>
<th>Somewhat True</th>
<th>Very True</th>
<th>TOTAL N=97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build evaluation into the program planning process</td>
<td>7%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>Improve their quality of service</td>
<td>7%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>Revise programs based on real data</td>
<td>8%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>Develop instruments that measure the types of outcomes valued by stakeholders</td>
<td>8%</td>
<td>92%</td>
<td>100%</td>
</tr>
</tbody>
</table>
ECB Strategies

- Basic evaluation training
- Advanced evaluation training
- Applied learning
- Coaching and technical assistance
- Networking – learning from peers
- Alumni study groups
- Anchoring
- Funding collaboratives/shared governance
ECB Overview


2) Logic Models, Evaluation Logic: Outcome, Indicators and Targets

3) Documenting Program Strategies/Assessing Implementation, Overview of Evaluation Data Collection Methods, Intro to Surveys

4) Surveys - E-surveys, Sampling, Administration Plans, Analysis Plans, Analyzing and Summarizing Findings; Record Reviews

5) Observations and Interviews, Methodological Choices, Designing, Coding, Analyzing, Summarizing

Individual Agency Consultations

6) Making Methodological Choices, Designing Evaluations, Level of Effort, Timelines, Cost of Evaluation and Budgeting, Intro to Evaluation Reporting, RIPPLE

Final Conference - Design Presentation

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Rochester, New York
ECB Overview

Individual Agency Consultations

7) Report Writing, Data Analysis, Effective Use of Pre-Post Strategies, Introduction to Use of Tables and Graphs

8) Data Visualization

Individual Agency Consultations

9) Evaluative Thinking Revisited

Individual Agency Consultations 2 Sessions

10) Proof and Attribution, Peer Review, RIPPLE Planning

Individual Agency Consultations

Final Conference - Results Presentation

Bruner Foundation
Rochester, New York
## Importance of ECB Training Strategies

<table>
<thead>
<tr>
<th>% of Respondents who Indicated the following were important.</th>
<th>Important</th>
<th>Very Important</th>
<th>TOTAL</th>
<th>N=97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for coaching and consultations from a professional evaluator</td>
<td>14%</td>
<td>86%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Opportunities to conduct guided evaluation during the training</td>
<td>15%</td>
<td>83%</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>Opportunities to continue learning new information about evaluation</td>
<td>24%</td>
<td>76%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Opportunities to continue guided evaluation projects through alumni study</td>
<td>28%</td>
<td>68%</td>
<td>96%</td>
<td></td>
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</tbody>
</table>
FORMER PARTICIPANT STUDY 2013-14
Key Questions

1. How and to what extent have former participants put their evaluation capacity building (ECB) training to use?

2. What evaluation capacities have been sustained and how and to what extent do these capacities benefit organizations?
Who Participated?  Former Trainees

Rochester Effectiveness Partnership (REP) - Rochester, New York 1997 - 2003  

Building Evaluation Capacity (BEC) - Hartford, Connecticut, 2006 - 2013  

MetroWest Evaluation Institute (MWEI) - MetroWest region, Massachusetts, 2011  

Outcomes-Based Planning Institute (OBPI) - New York, New York, Winter 2011, Spring 2012
Key Findings: Results Very Clear, Uniformly Positive

All former ECB trainees reported:

- The comprehensive training they received was worthwhile for them individually.
- They continued to use what they learned.
- They valued **evaluative capacity** and its importance in their organizations.
- They avidly use evaluation capacities and **evaluative thinking** for key organizational benefits.
- They extended the training to others.
Continued Evaluation Use: 
**Challenges and Benefits**

- Time to work on evaluation projects,
- Turnover of trained staff
- Unmet technology needs

- ECB training helped their organizations:
  - do better evaluation
  - use evaluative thinking
  - commission evaluation
Unmet Needs

When asked specifically if there were evaluation activities organizations have not conducted since their training, despite need and interest, about half said yes.

Most frequently cited unmet needs:

- Time
- Money
## Current Status of ECB Retrospective Study Respondents

<table>
<thead>
<tr>
<th>Percent of respondents who: . . .</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have participated in other evaluation training since ECB</td>
<td>28%</td>
</tr>
<tr>
<td>Are involved in evaluation now</td>
<td>95%</td>
</tr>
<tr>
<td>Have more responsibility for evaluation since ECB</td>
<td>51%</td>
</tr>
</tbody>
</table>

N=97
# Quality of Training Experiences in Retrospect

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=97</td>
</tr>
<tr>
<td><strong>Value of Initial Training to Individual</strong></td>
<td></td>
</tr>
<tr>
<td>Very Worthwhile</td>
<td>83%</td>
</tr>
<tr>
<td>Somewhat Worthwhile</td>
<td>17%</td>
</tr>
<tr>
<td><em><em>Value of Initial Training</em> to the Organization</em>*</td>
<td></td>
</tr>
<tr>
<td>Very Worthwhile</td>
<td>84%</td>
</tr>
<tr>
<td>Somewhat Worthwhile</td>
<td>16%</td>
</tr>
</tbody>
</table>
## Quality of Training Experiences in Retrospect

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of Alumni Group to the Individual</td>
<td>N=97</td>
</tr>
<tr>
<td>Very Worthwhile</td>
<td>84%</td>
</tr>
<tr>
<td>Somewhat Worthwhile</td>
<td>16%</td>
</tr>
<tr>
<td>Value of Alumni Group to the Organization</td>
<td></td>
</tr>
<tr>
<td>Very Worthwhile</td>
<td>87%</td>
</tr>
<tr>
<td>Somewhat Worthwhile</td>
<td>13%</td>
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# Evaluation Planning Skills Former Trainees Continue to Use

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Did this Before</th>
<th>Still do this Sometimes</th>
<th>Still do this A Lot</th>
<th>TOTAL N=97</th>
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</thead>
<tbody>
<tr>
<td>Incorporating Evaluative Thinking into regular work</td>
<td>10%</td>
<td>34%</td>
<td>56%</td>
<td>100%</td>
</tr>
<tr>
<td>Selecting data collection strategies to use for evaluation</td>
<td>8%</td>
<td>57%</td>
<td>32%</td>
<td>97%</td>
</tr>
<tr>
<td>Specifying evaluation questions</td>
<td>7%</td>
<td>43%</td>
<td>45%</td>
<td>95%</td>
</tr>
<tr>
<td>Developing evaluation designs</td>
<td>8%</td>
<td>55%</td>
<td>27%</td>
<td>90%</td>
</tr>
<tr>
<td>Presenting findings from evaluation</td>
<td>12%</td>
<td>45%</td>
<td>33%</td>
<td>90%</td>
</tr>
<tr>
<td>Writing an evaluation findings section in program reports</td>
<td>8%</td>
<td>47%</td>
<td>27%</td>
<td>81%</td>
</tr>
<tr>
<td>Writing evaluation reports</td>
<td>11%</td>
<td>43%</td>
<td>22%</td>
<td>76%</td>
</tr>
<tr>
<td>Writing an evaluation plan section in program proposals</td>
<td>10%</td>
<td>39%</td>
<td>23%</td>
<td>72%</td>
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</table>
## Data Collection and Analysis Skills
Former Trainees Continue to Use

<table>
<thead>
<tr>
<th>Activity</th>
<th>Did this Before</th>
<th>Still do this Sometimes</th>
<th>Still do this A Lot</th>
<th>TOTAL N=97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing surveys</td>
<td>12%</td>
<td>48%</td>
<td>35%</td>
<td>94%</td>
</tr>
<tr>
<td>Planning for survey administration</td>
<td>11%</td>
<td>48%</td>
<td>30%</td>
<td>89%</td>
</tr>
<tr>
<td>Analyzing survey data</td>
<td>11%</td>
<td>41%</td>
<td>41%</td>
<td>93%</td>
</tr>
<tr>
<td>Developing interview guides/protocols</td>
<td>12%</td>
<td>54%</td>
<td>20%</td>
<td>86%</td>
</tr>
<tr>
<td>Conducting evaluation interviews</td>
<td>11%</td>
<td>40%</td>
<td>23%</td>
<td>73%</td>
</tr>
<tr>
<td>Analyzing interview data</td>
<td>10%</td>
<td>45%</td>
<td>27%</td>
<td>72%</td>
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</tbody>
</table>
# Data Collection and Analysis Skills
Former Trainees Continue to Use

<table>
<thead>
<tr>
<th>Activity</th>
<th>Did this Before</th>
<th>Still do this Sometimes</th>
<th>Still do this A Lot</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing record review protocols</td>
<td>10%</td>
<td>44%</td>
<td>22%</td>
<td>76%</td>
</tr>
<tr>
<td>Analyzing record review data</td>
<td>9%</td>
<td>43%</td>
<td>29%</td>
<td>81%</td>
</tr>
<tr>
<td>Developing observation tools</td>
<td>9%</td>
<td>43%</td>
<td>16%</td>
<td>68%</td>
</tr>
<tr>
<td>Conducting evaluation observations</td>
<td>9%</td>
<td>45%</td>
<td>13%</td>
<td>67%</td>
</tr>
<tr>
<td>Analyzing observation data</td>
<td>7%</td>
<td>42%</td>
<td>23%</td>
<td>72%</td>
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As Clarified by One Respondent . . .

I would say that I used most of these skills prior to the training, but am using them at a much more enhanced level and understand it better.
# Outcomes of ECB Projects

<table>
<thead>
<tr>
<th>ECB training</th>
<th>Somewhat True</th>
<th>Very True</th>
<th>TOTAL N=97</th>
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</thead>
<tbody>
<tr>
<td>Taught me how to look at programs from different perspectives</td>
<td>28%</td>
<td>70%</td>
<td>98%</td>
</tr>
<tr>
<td>Improved the quality of data our agency obtained</td>
<td>38%</td>
<td>58%</td>
<td>96%</td>
</tr>
<tr>
<td>Helped my agency conduct better evaluations</td>
<td>30%</td>
<td>65%</td>
<td>95%</td>
</tr>
<tr>
<td>Helped my agency understand why evaluation is valuable</td>
<td>43%</td>
<td>52%</td>
<td>95%</td>
</tr>
<tr>
<td>Taught us the importance of involving multiple stakeholders in evaluation</td>
<td>45%</td>
<td>51%</td>
<td>95%</td>
</tr>
<tr>
<td>Made my agency more responsive to our customers</td>
<td>50%</td>
<td>44%</td>
<td>94%</td>
</tr>
<tr>
<td>Helped my agency incorporate evaluation practices into daily practice</td>
<td>50%</td>
<td>39%</td>
<td>89%</td>
</tr>
</tbody>
</table>
One respondent commented further . . .

I don't think I can overemphasize the impact that BEC had on my previous employer. It completely transformed the agency's mindset and during my time there, the importance of evaluation was internalized and integrated into all of its programming.
RIPPLE! Participant Responses about Extending Evaluation Capacity

<table>
<thead>
<tr>
<th>Percent who report they have done the following</th>
<th>Some</th>
<th>A Lot</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared evaluation knowledge or strategies with other staff</td>
<td>74%</td>
<td>25%</td>
<td>99%</td>
</tr>
<tr>
<td>Presented evaluation results /findings to internal staff or board</td>
<td>63%</td>
<td>31%</td>
<td>94%</td>
</tr>
<tr>
<td>Presented evaluation results/findings to external audiences or stakeholders</td>
<td>66%</td>
<td>20%</td>
<td>86%</td>
</tr>
<tr>
<td>Initiated a new program evaluation project</td>
<td>43%</td>
<td>36%</td>
<td>79%</td>
</tr>
<tr>
<td>Continued or expanded upon your original evaluation project</td>
<td>48%</td>
<td>27%</td>
<td>75%</td>
</tr>
</tbody>
</table>
### Challenges to Sustaining Evaluation Capacity

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Somewhat</th>
<th>Very</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time to work on evaluation projects</td>
<td>41%</td>
<td>57%</td>
<td>98%</td>
</tr>
<tr>
<td>Maintaining staff expertise</td>
<td>63%</td>
<td>28%</td>
<td>91%</td>
</tr>
<tr>
<td>Turnover of trained staff</td>
<td>50%</td>
<td>28%</td>
<td>78%</td>
</tr>
<tr>
<td>Absence of technology for working on evaluation projects</td>
<td>52%</td>
<td>25%</td>
<td>77%</td>
</tr>
<tr>
<td>Insufficient funds for working on evaluation projects</td>
<td>31%</td>
<td>24%</td>
<td>55%</td>
</tr>
<tr>
<td>Insufficient organizational support from leaders/other staff</td>
<td>35%</td>
<td>20%</td>
<td>55%</td>
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</table>
Percent Who Think Participating in ECB Helped Their Organizations . . .

<table>
<thead>
<tr>
<th></th>
<th>Some</th>
<th>A lot</th>
<th>TOTAL N=97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do better evaluations of programs</td>
<td>42%</td>
<td>57%</td>
<td>99%</td>
</tr>
<tr>
<td>Use evaluative thinking skills in multiple aspects of work</td>
<td>43%</td>
<td>52%</td>
<td>95%</td>
</tr>
<tr>
<td>Commission better evaluation</td>
<td>43%</td>
<td>49%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Recommendations to Grantmakers

1. Deem this ample, long-term evidence of key results.

2. Use the Bruner Foundation ECB Clearinghouse to compare different strategies to determine if any would be suitable for their grantees.

   www.efficiencyprojects.org/

3. Support training and technical assistance/coaching that helps organizations build evaluation capacity.

4. Commit resources that allow staff time to work on evaluation projects, purchase technology and pay for extended participatory assistance with evaluation.
# Study Appendix: Who Participated?

<table>
<thead>
<tr>
<th></th>
<th>BEC</th>
<th>MWEI</th>
<th>OBPI</th>
<th>REP</th>
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<tr>
<td>Administered</td>
<td>89</td>
<td>12</td>
<td>57</td>
<td>63</td>
</tr>
<tr>
<td>Answered</td>
<td>60</td>
<td>7</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Did not Answer</td>
<td>18</td>
<td>4</td>
<td>--</td>
<td>9</td>
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<tr>
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<td>Class of 2013 (1/12 – 6/13)</td>
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</table>

Bruner Foundation
Rochester, New York

Anita M. Baker, Evaluation Services
Feedback

We appreciate so much your dedication and the abundance of materials you sent us. They are all very useful for us and we will take time to study them and integrate the into our work.

We look forward very much to seeing you again next Fall, and as Beth and Gila are CC-d to this e-mail, we would like to thank the three of you, from the heart, for your generosity and for sharing with us so openly the vast knowledge and experience, which you have accumulated over the years.

Best
Talia

Talia Horev
Director of Evaluation Capacity Building,
Matan – Investing in the Community, the Israeli affiliate of United Way Worldwide.