

## Guidelines for Sustainability and Evaluation

*The purpose of this PDF is to assist in stimulating your thoughts when reviewing the Pabst Steinmetz Foundation Application, Mission, and Guiding Principles when submitting a proposal for a grant. The two-part PDF is divided into a) questions for considering the potential sustainability of your proposal and b) guidelines for evaluating outcomes/impact.*

*This PDF worksheet is for your use only, and we encourage you to utilize it. It is not to be submitted with your Grant Application. We hope you find it helpful.*

### PART 1:

Sustainability simply refers to the long-term impact of your ideas. **Will they stand the test of time and continue to build community capacity?** Think of your project as a perennial plant/flower that continues every year and flourishes, building the garden larger and brighter. **What will you do to ensure your ideas return and can be replicated over time?**

Consider the following questions before you complete the Pabst Steinmetz Application:

Begin by listing what you want to achieve. **What are the outcomes?**

---

---

**What community needs are being met by the outcome/s?**

---

---

**Where will the needs be met? Are these needs ongoing? Do the ideas have potential to expand to other communities?**

---

---

**How will you meet the needs and achieve the outcomes in reliable and consistent ways?**

---

---

Do you currently have a support system of partners either in or outside the community?

---

---

Will they be reliable and consistent champions of the idea/s?

---

---

How do you intend to continue improving and updating if your project ideas are successful?

---

---

## PART 2:

Consider the following ways to identify the impact of your project and then, **select one or two** of the following to measure that impact. Outcomes and impacts can be evaluated in many ways, from simple observation and documentation to analysis of art works to use of formal scientific research and/or evaluation methods. Similarly, almost anything can be utilized as data, from stories or pictures to interviews to statistics. **The Pabst Steinmetz Foundation values all ways of knowing and encourages creativity, responsiveness, and efficiency in the assessment of a program's outcomes and impacts.** We encourage you to think about how you can understand the changes your program makes in ways that are meaningful but that don't over burden your organization or the people you serve.

### Consider:

How can the products generated by your program, such as conversations, art works, videos, RSVPs, or meeting notes, serve as data? Can they provide indications of the outcomes or impacts you seek?

---

---

*For example, if your program seeks to build social connection, you could measure outcomes by viewing videos of your programs and looking for instances of social engagement among participants; you could look across time for increases in these instances and then supplement this data with a dialogue with your participants or a questionnaire that asks about how their social connections have changed through their program attendance.*

How can your program practices and processes serve as data?

---

---

*For example, you can use meeting notes or field notes as data (this is "participant observation"). You can look for patterns in it (this is thematic analysis) and make conclusions from those patterns. Similarly, you could use program sign-in sheets to assess increases in social connection by analyzing arrival and departure times (do people start coming earlier to each class or staying later because they are socializing more?).*

**How can you most simply document your program's outcomes and/or impacts? What is the simplest way to answer your questions?**

---

---

*For example, if your program seeks to reduce hospital staff burnout, you won't want to burden those staff members with lengthy surveys. You can integrate a fun reflective exercise into your program format to generate this data. For example, a warm-up or closure exercise in an arts workshop of class could invite participants to share (privately or publicly) their level of burnout that day on a scale of 1-10. A participant observer can document those responses, or they could be captured on paper or video. Participants should understand that their responses will be used as a part of the program evaluation.*

**Can you use existing measures? Who has measured what you want to measure, and how did they do it?**

---

---

*Use Google Scholar to find published evaluations or to find survey or questionnaire instruments that you can use. For measuring health outcomes, you can search for short validated survey instruments on <https://commonfund.nih.gov/promis/tools>. If you are collecting health data or any protected health information, be sure you have the right IRB approval to do so.*

**Can you partner with an outside academic or research organization that would benefit from being a part of your program evaluation?**

---

---

*Reach out to local universities, colleges, or healthcare organizations to see if there are faculty, students or staff who would benefit from the opportunity to partner with you. Be prepared to talk with them by having a brief program description and a clear idea of what outcomes or impacts you would like to measure in your evaluation (e.g. Is the art program increasing empathy among medical students?).*

**Do you have or can you envision a model or part of your artistic/educational process that can be replicated and sold for earned income?**

---

---

*Organizations look for best practices and, rather than developing models and tools from scratch, are happy to purchase them. For examples, refer to success stories from our grant partners in past years. (Orlando Philharmonic Orchestra, Atlantic Center for the Arts)*