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# How to amaze your funders with water tight evidence...



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# Today

**01**

What impresses funders

**02**

What 'evidence' is and some tools to gather it

**03**

How to tell a powerful performance story

**04**

Mahi Tu Kaha example

Make links to What Works web resources and stories along the way

Questions and discussion

# What impresses funders



# Genuine commitment

TRANSLATE YOUR PASSION TO MAKE A DIFFERENCE INTO:

HOW DO WE REALLY KNOW WHAT DIFFERENCE WE MAKE?

Commit to telling your story authentically, invest in it

Be clear on:

This is our intent

This is what we do and how we do it

Here are the questions we ask ourselves about quality, value and impact

This is how we generate data to respond to those questions

This is our evidence

Here is our story, based on the evidence

**Fish hooks**

**Over telling**

**Over claiming**



# Clarity of purpose

Funders love **clear rationale** and **focused intent**

**What needs are we trying to address?** Why are we doing it? Outcomes are the flip side of this

Keep rationale and purpose **simple, short, specific and clear**

Focus on **critical ingredients**

Identify what you are trying to **unlock or change**

Show **depth of understanding** of what you are trying to change

**Fish hooks**

**Balancing clarity with flexibility and fluidity**

**Discerning your best contribution**

# Navigational Chart

This chart sets out our core beliefs or theory of change, key activities and short to long term outcomes.

## OUR CORE BELIEFS – WHY RISE UP EXISTS

Educational achievement is a whanau and community issue.

Strength in identity and culture leads to strong learning achievement.

Learning comes from healthy hearts, minds, bodies, souls and relationships.

It's time for Pasifika and Maori to generate successful models and approaches.

We need to wise up and Rise UP!

All children can learn and succeed.

Grow the Love.

## OUR ACTIVITIES

Hearts and Minds  
 Rise UP Kidz  
 Synergy  
 Consultations  
 Pukeko  
 Administration  
 Board of Trustees

## OUR OUTCOMES

### ONE

Awareness  
 Understanding  
 Confidence  
 Connecting  
 Initial engagement  
 Participation  
 Identity and Culture

### TWO

People making changes  
 Whanau stepping up with informed decisions  
 Academic achievement  
 Higher engagement in school community  
 Word of mouth referrals and greater participation

### THREE

Empowered happy Whanau  
 Whanau engaging in school and wider community  
 Children excelling in learning  
 Rise UP is a Sustainable Organisation

# Examples of un/clear intent

Unclear	Clear and specific
Reduce obesity	Increase rates of healthy body weight in Hamiltonians aged 10 to 60
Improve family wellbeing	Glen Innes and Pt England homes actively grow safe, loving, supportive relationships (Heart Movement) <a href="https://www.facebook.com/heartintamaki/">https://www.facebook.com/heartintamaki/</a>
Healthy ageing	Increase social connection and independent living among older adults 60 plus across New Zealand
Youth wellbeing	Rise UP Academy students have 'sharp minds, strong bodies, good hearts' (Rise Up Trust) <a href="http://www.riseuptrust.org.nz">www.riseuptrust.org.nz</a>

Focus on what you want to move towards – the positive

Identify what – with who - where

# Great questions

Good evaluative questions guide what data to collect, analyse and report

Have a few good ones – clear and powerful

Involve funders, participants, team, stakeholders – what do we REALLY need to know, based on our purpose?

Questions should address:

1. What did we do (purpose and activity)?
2. How well did we do it (quality)?
3. How effective were we and what changed as a result, for whom (impact)?
4. What have we learnt (insight for action)?

**Fish hooks**

**Asking too much or too little**

**Framing questions well**

See <http://whatworks.org.nz/purpose/> for help on getting your evaluative questions right

# Holding a mirror to your world

Funders want a sense of your **reality and context**

They want to **hear direct from the people** you serve

They want to **understand what works** in your context

They want **insight** to guide their investment and understanding

## Examples

Lifewise - <http://www.lifewise.org.nz/turning-lives-around>

Rise UP Trust – Journey of a whanau <https://vimeo.com/66029094>

Vision West <http://whatworks.org.nz/methods-tools-and-techniques/storytelling/>

**Fish hook**

**Oversimplifying or  
distorting**



# What is evidence?

Evidence is data and information that tells a clear story and answers evaluative questions

Funders are also impressed by evidence based practice

Develop a small number of good questions focused on what you want to know

One option is to use Results Based Accountability (RBA) questions as the foundation:

What did we do?

How much did we do?

How well did we do it?

Is anyone better off (how effective were we and what changed as a result)?

PLUS: What have we learnt?

Government funders tend to like RBA plus narrative/story – one option is to focus on the questions above plus visual sources such as photos and impact stories from your participants – see for example Most Significant Change, case studies, short stories plus photos, or photovoice  
<http://whatworks.org.nz/methods-tools-and-techniques/storytelling/>

Make sure you also capture surprise, the unexpected

<http://whatworks.org.nz/frameworks-approaches/rba/>

Be aware of RBA limitations

<http://www.mango.org.uk/guide/whyrbmnotwork>

# What makes evidence robust?

Get the evaluative questions right and generate data in response

Count and measure a few things well – don't try and measure everything

Multiple source feedback – a mix of quantitative and qualitative

<http://whatworks.org.nz/data-types/>

Include a range of perspectives

Have an open mind about what data is – include observations, informal feedback

Include visual and 'horses mouth' information – real people, real stories

**Fish hooks**

**Indicators alone not enough but needed**

**Measuring and gathering unnecessary data**

# Funders like to see these kinds of evidence

<http://whatworks.org.nz/choosing-indicators/>

Type of evidence	Description	Example/s	Some common tools
<b>Intent/rationale</b> – what is our purpose and why?	Evidence around the need you seek to address and what you hope to change as a result of your activity– shows understanding of issues	X% of people experience this issue Research literature indicates that. Our participants/clients tell us that.	Statistics and statutory data Literature review Client/participant interviews or focus groups
Your <b>activity</b> – RBA– What did you do? How much did we do and with whom?	What you do, how much, with who, when, where	We did X programmes over X weeks, involving these activities, with these many people (with these characteristics– age/gender/ethnicity etc) in these areas	Excel charts to show number and characteristics of participants Tables Visuals/photos of activity
<b>Quality</b> of delivery– RBA - how well did we do it?	Measures and perceptions of quality of what was done	Participation and retention rates Participant and staff feedback <i>‘The evidence suggests the programme delivery was high quality because of X, Y and Z.’</i>	Group feedback at key stages (eg start, middle and end) Anonymous online survey De Bonò s six hats method
<b>How effective were we and what changed as a result?</b> – RBA– is anyone better off?	Tangible measures, indicators and perceptions of change, key needs being met and impact– from a range of sources	Participant identified indicators of change/success/shift Staff observe X changes Participant and wānau views and observations of how they and others have changed <i>“The evidence demonstrates the programme was highly effective at meeting participant needs. ”</i>	Assessment against indicators Impact stories Peer assessment Participant and whanau feedback
What you have learnt - <b>insight</b>	Implications for understanding and practice, what you will do differently, implications for others	These things were effective These were ineffective Unexpected outcomes or surprises What you will start, stop and keep doing	Staff and/or participant debriefs Session with funder/s

# An effective story

Keep it short and clear, your story involves:



*Your story needs to answer your key questions. And you need to be able to say*

***What you think** i.e., programme delivery was excellent; **Why you think it** i.e., the data / evidence demonstrates all aspects of delivery were high quality; and **Why it matters** i.e., high quality delivery ensures high levels of participant engagement and retention.*

Can use excel to graph or chart numbers/quantitative information

Photos/visuals/film

Impact stories – structured feedback with informed consent and confidentiality clear

To present your story – slide doc, summary sheet, findings table, short youtube, dashboard, photostory

See <http://whatworks.org.nz/share/> for tools to tell your story

# RISE UP

BUILDING LEARNING COMMUNITIES

Rise UP is a highly successful programme that enjoys strong support from its community of Pasifika and Māori whanau.

Our story so far spans a seven year journey in which vision, people, passion, faith, programmes, hard work, professional and organisational development, and a partnership with The ASB Community Trust have woven together for a special purpose.

## Rise UP Trust

Rise UP Trust began life in a garage, as Auntie Sita's Home School. Today, it is a thriving charitable trust with a strong organisational culture and a pool of talented people.

### BOARD MEMBERS



### SIX EMPLOYED STAFF



### VOLUNTEERS



**AUCKLAND** Rise UP Trust is determined to lift the educational achievement of Pasifika and Maori children in South Auckland communities, and eventually to reach others further afield through replicable programmes.



Hearts and Minds engages parents. This seven week course equips parents with the keys to unlock their child's learning potential. Parents feel empowered as they understand the connection between their child's learning style, love language and personality type and the best way to develop the child's thinking and problem solving skills.

## Resources invested

**\$0.15 million**

A grant over two years from other philanthropic organisations including Todd Foundation, Mayores Fund for Youth, Max Foundation, The Trusts Community Foundation.

**\$1.4 million**

A grant over 5 years from ASB Community Trust through the Maori and Pacific Education Initiative (MPEI)

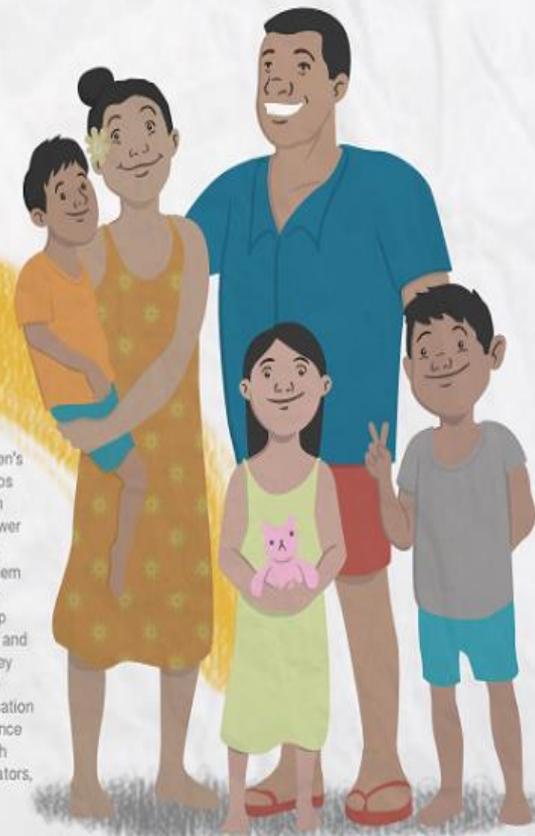


Synergy releases the gold that parents have learned in Hearts and Minds. A family programme with three way learning, where Educators take parents and their children through real life problems to develop thinking, questioning and problem solving skills. Parents and children develop their communication skills as they work with their child's learning style, love language and personality style.



Rise UP Kidz is our children's programme which develops beautiful minds in children aged 6-12. An hour of power learning for seven weeks, focusing on real life problem solving skills using Inquiry Learning. Children develop their thinking, questioning and problem solving skills. They have chances to practice leadership and communication techniques. Their confidence soars as they interact with other Kidz, Rise UP Educators, and their community.

## Information + Application Transformation



Rise UP is a highly successful programme that enjoys strong support from its community of Māori, Pacific and other families.



## LEARNING

Developing 21st century lifelong learners.



## WHANAU

Setting up Whanau for success in learning and relationships



## TRUTH IN LOVE

We know who we are. Universal human values, Biblical principles.



## COMMUNITY

Connecting hearts and minds through families and communities learning together.

**A** Our experienced Educators support South Auckland whānau to become actively engaged in their children's learning.

**B** Rise UP helps parents identify a child's preferred learning styles, love languages and personality type. Whānau learn to develop a child's thinking and problem solving skills.

**C** The one to one support empowers whānau to jump on board and enjoy the life learning process, at school and at home.

## What makes Rise UP unique?

### OUR WHANAU ENGAGEMENT

In our Synergy programme, our experienced Educators work with Parents and Kidz together, building communication, thinking and problem solving skills.

### OUR FOCUS ON CULTURE AND IDENTITY

Once our Whanau know who they are, they're able to do great things with confidence.

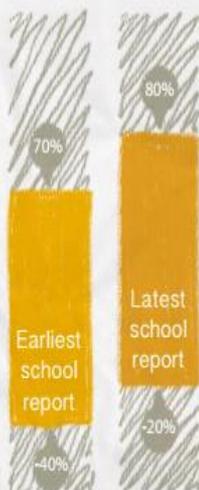
### OUR 4E'S APPROACH

Rise UP has great tools that families can use to understand one another.

29 programmes  
471 participants  
130 parents  
341 children

Numeracy and reading

The following graphs show gains in numeracy and reading achievement between the earliest and latest available school reports for 34 children.



## Results so far

Improved whānau interactions (parent to child, parent to parent, and wider family)

Raised aspirations for children and family

Confident secure children (e.g., children delivering speeches to the whole school, asking questions, correcting mistakes in homework independently, performing cultural dances, participating in choirs or school groups)

Children and whānau becoming stronger in their identity and culture

Increased whānau engagement in school (e.g., more confidence to ask questions of teachers)

Increased whānau engagement in their children's learning (e.g., gaining skills and knowledge to be good teachers to their children and support them in their learning)

Increased student engagement in learning, leading to improved academic and non-academic achievement, greater aspirations, and becoming more caring and critical thinkers.



[www.riseuptrust.org.nz](http://www.riseuptrust.org.nz)

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**RISE UP**  
BUILDING LEARNING COMMUNITIES





# EXAMPLE

## Mahi Tu Kaha

July 2015

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**K. McKegg**

The Knowledge Institute [www.knowledgeinstitute.co.nz](http://www.knowledgeinstitute.co.nz)

– a member of the Kinnect Group [www.kinnect.co.nz](http://www.kinnect.co.nz)



# Mahi Tu Kaha

Mahi Tu Kaha is an **early intervention** pilot programme run by the Whaioro Trust in Palmerston North developed to assist **rangatahi aged 10 to 17 address behavioural issues** that put their education and relationships at risk.

Mahi Tu Kaha **draws from a combination of theories and techniques**, including Mason Durie's Mauri Model of Practice as well as Cognitive Behavioural Therapy, Family Therapy, Systemic Therapy, Neuro-Linguistic and Neuro-Semantic theory, ALAC's Smashed and Stoned Programme, and other tikanga Māori models and practices.

The programme is part of an MSD funded social sector trial. Funding of \$4,000 was provided for evaluation.



<http://www.whaioro.org.nz/>

# Mahi Tu Kaha

Three key evaluation questions were asked:

1. How well was Mahi Tu Kaha delivered?
2. How effective was Mahi Tu Kaha at supporting young people realise key outcomes?
3. What are the learnings that can be used or applied going forward?

**A participatory evaluation process identified key evaluation / performance criteria for determining:**

- 1. The soundness of the programme fundamentals**
- 2. The quality and value of delivery and impact.**

# Evaluation criteria

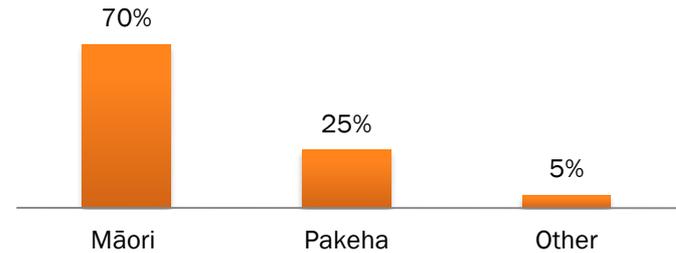
Programme fundamentals	Quality programme delivery	Valued Outcomes
<p>The programme content, design and structure draws from well evidenced theories and practices.</p>	<p>There are trusted relationships formed between the young people participating and the programme facilitators.</p>	<p><b>Belief:</b> Young people believe that change is possible and within their power to make</p>
<p>There is a clear rationale for the target group the programme is designed to reach. Those participating in the programme are from the target group, and all necessary steps have been taken to ensure their participation is voluntary and ethically safeguarded.</p>	<p>Young people participating are fully engaged in the programme.</p>	<p><b>New Learning:</b> Young people learn new skills and strategies to make positive changes</p>
<p>The programme is run by appropriately skilled and trained facilitators who have the requisite experience, cultural competency, and gender balance necessary to work with the target young people.</p>	<p>There are well structured and consistent delivery processes and systems in place. Important values and behaviours are modeled by the programme management and facilitators.</p>	<p>Young people <b>gain confidence, motivation and determination</b> to try positive new things.</p>
<p>The programme has adequate resources, systems and management support to ensure effective and ethical delivery.</p>	<p>Programme facilitation is professional, appropriate and responsive to different needs of the young people participating.</p>	<p><b>Behaviour change:</b> Young people apply their new learning and belief in every day life situations and contexts, taking opportunities they otherwise wouldh t have.</p>
	<p>Ongoing and regular review and feedback from rangatahi and other stakeholders is built into the programme.</p>	<p>Young people demonstrate <b>leadership</b> within their families, at school and in their communities.</p>

# Data - multiple sources used to answer the 3 key questions

**Multiple sources of data** were used to draw judgments about the quality and effectiveness of the pilot programme including:

- 📍 Programme management and administrative data
- 📍 Feedback from schools
- 📍 Feedback from families
- 📍 Feedback from the young people
- 📍 Feedback from staff in the programme

Over 2/3rds of the participants are Maori

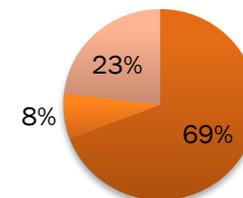


*“Was good learning new ways to calm down, showing me other perspectives”*

*“It was very good...taught me how to have a better attitude”*

The majority of programmes are for boys only

Boys only   Girls only   Mixed



# Story in a nutshell

- 📍 **The programme content, design and structure is robust, grounded in evidence based theory and practice.**
- 📍 **The programme delivery was highly engaging and responsive to the needs of the young people participating.**
- 📍 **Young people participating experience shifts in belief, learn new skills and make positive changes evident to others.**
- 📍 **There is strong demand from schools for the programme to continue.**
- 📍 **There were also a set of findings on insights from the pilot for the future.**
- 📍



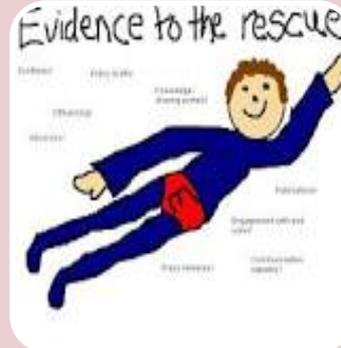
# SUMMARY – how to amaze funders



Commit  
and  
invest



Clear  
purpose  
and  
activity



Questions  
Data  
Criteria  
Evidence



Story

Q & A

