partners for meaningful change

June 2019

Evaluation of Community Organizing 101: Engagement Tactics for Cultural Organizations

SUBMITTED TO:
NYC Department of Cultural Affairs
Community Change, Inc.

40 YEARS

55 Broad Street
25th Floor
New York, New York 10004
212-425-8833
www.metisassociates.com

metis associates

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SUBMITTED TO:
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AUTHORED BY:
Dr. Laura Satkowski, Research Associate

55 Broad Street
25th Floor
New York, New York 10004
212-425-8833
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Introduction

Community Change, Inc.

Community Change, Inc. (CCI) is an education, management, and planning organization which aims to support the improvement of the communities it serves. To that end, CCI offers programming in the following six areas: parent and family engagement programs, youth development programs, professional development, course and curriculum development, organizational development and strategic planning, and fund development and grant writing. The organization's Community Change Model is a well-known method for supporting community organizing and has been implemented in more than 20 agencies across New York City (NYC). This model guides participants in identifying a single social issue affecting their community through three steps: 1) critical questions, 2) basic research, and 3) exploring and engaging activities. These activities are then applied to six phases of exploration; that of self, statement of the issue, causes of the issue, effects of the issue, interventions of the issue, and group action. Through these phases, the model has helped many organizations build capacity for community organizing.

Community Organizing 101: Engagement Tactics for Cultural Organizations

Community Organizing 101: Engagement Tactics for Cultural Organizations is a pilot program of the NYC Department of Cultural Affairs (DCLA). The goal of the program is to build the capacity of cultural organizations to build partnerships with other organizations, identify and secure available resources, and increase their visibility within the communities they serve. CCI was contracted by DCLA to implement Community Organizing 101 utilizing their award-winning Community Change Model. To that end, CCI facilitated four three-hour training sessions in May-June 2019 to three cohorts of participants from NYC cultural organizations. Each cohort included participants from 10 different cultural organizations for a total of 30 different cultural organizations. While all cohorts followed the same session outlines, cohorts were designed to be small (about 12 people per cohort) in order to allow the sessions to be adapted to meet the unique needs of participants.

CCI contracted Metis Associates to assess the extent to which Community Organizing 101 is effective in supporting cultural agencies in overcoming their common challenges in community organizing, specifically in the areas of Programming, Marketing/Outreach, Partnership, and Resource Development.

Methods

Evaluation Questions

The evaluation of Community Change 101 had both implementation and outcome components. Evaluation questions for both of these components are shown below.

Implementation

- *What is the nature and quality of the implementation of Community Organizing 101?*
    - *What are the successes and challenges of implementation?*
    - *What are the strengths and weaknesses of the trainers?*
    - *To what extent do participants indicate that they expect to implement their learnings?*
    - *What are the potential roadblocks to future implementation?*

Outcomes

- *What outcomes are evident for **staff from cultural organizations** who participate in the Community Organizing 101 trainings, with regard to their capacity to:*
    - *develop stronger community-based relationships?*
    - *leverage their relationships to grow and strengthen their organizations?*
    - *identify community-based resources, financial and others, to grow their audiences and sustain their services?*

Evaluation Activities

In order to address these evaluation questions, the evaluation design included three types of instruments:

- **Pre-Survey:** At the start of Session 1, all participants across the three cohorts were invited to complete a pre-survey, in which they rated their knowledge, skills, and experience in Programming, Marketing/Outreach, Partnership, and Resource Development, as well as the degree to which each of these topics was important to their organization. The numbers of participants who completed the pre-survey are displayed in Table 1.

- **Post-Survey:** At the end of Session 4, all participants from all three cohorts were invited to complete a post-survey. This instrument asked participants to rate their knowledge, skills, experience, and the importance their organization placed on each of the four topic areas both *prior to* and *after* participating in Community Organizing 101. The numbers of participants who completed the post-survey are displayed in Table 1, which also displays the numbers of participants who completed both the pre- and post-surveys.

- **Feedback Forms:** At the end of each of the four sessions, all participants from all three cohorts were invited to complete feedback forms, in which they rated the extent to which the session and trainer met their needs and expectations, as well as whether they intended to apply the learnings from the session to their own work. The numbers of participants who completed the feedback forms at each session are displayed in Table 2.

Table 1: Numbers of Completed Surveys

Cohort	Pre-Survey	Post-Survey	Matched[1]
1	11	11	6
2	12	8	5
3	16	12	6
All	**39**	**31**	**17**

Table 2: Numbers of Completed Feedback Forms

Cohort	Session 1 Feedback	Session 2 Feedback	Session 3 Feedback	Session 4 Feedback
1	11	11	9	12
2	12	12	10	8
3	14	10	9	10
All	**37**	**33**	**28**	**30**

Data Analysis

Overall

Quantitative data from the pre- and post-surveys and the feedback forms were analyzed using descriptive statistics. Additionally, most post-survey questions were analyzed using paired samples t-tests in order to assess potential changes in reported knowledge, skills, experience, and importance related to the content areas taught in the program. Qualitative open-ended responses to survey questions were content-analyzed to identify prominent themes.

Matched

In order to further assess change in knowledge, skills, experience, and importance of the four main content areas at the individual level, matched paired samples t-tests were conducted for those participants who completed both the pre- and post-surveys. Mean baseline scores were calculated by averaging the scores on the pre-survey with the pre scores from the post-survey to create mean baseline scores[2] for each content area. These mean baseline scores were then compared to the post scores from the post-survey using paired samples t-tests.

[1] Some organizations sent different representatives to different sessions, so only about half of the participants were present to complete both the pre- and post-surveys.

[2] People tend to have inflated perceptions of their abilities prior to taking a course, and following the course, they tend to have more accurate perceptions of their abilities; thus, people often rate themselves higher at pre than at post—a phenomenon known as the Dunning-Kruger Effect. Mean baseline scores were thus calculated in order to ameliorate some of this bias while still allowing for a true pre-post survey design.

Implementation Findings

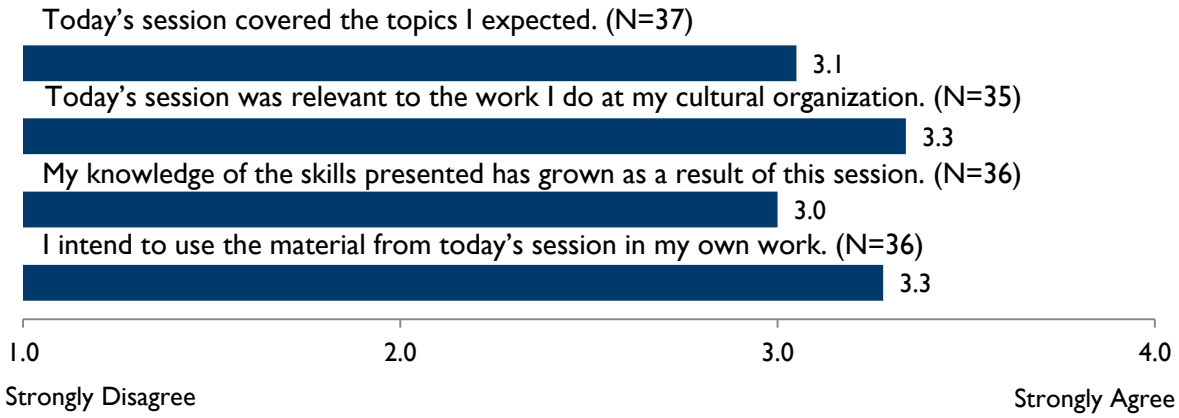
Feedback forms were collected from each participant at the end of each of the four sessions; the findings from these feedback forms are described in the following sections. Feedback Form data by cohort are displayed in Appendix A.

Session 1

Session 1 provided an introduction to the Community Change Model. In this session, participants were introduced to each other, as well as to representatives from CCI and DCLA. They began considering the needs of the communities their organizations serve, as well as the ways in which the Community Change Model could be applied to help meet those needs.

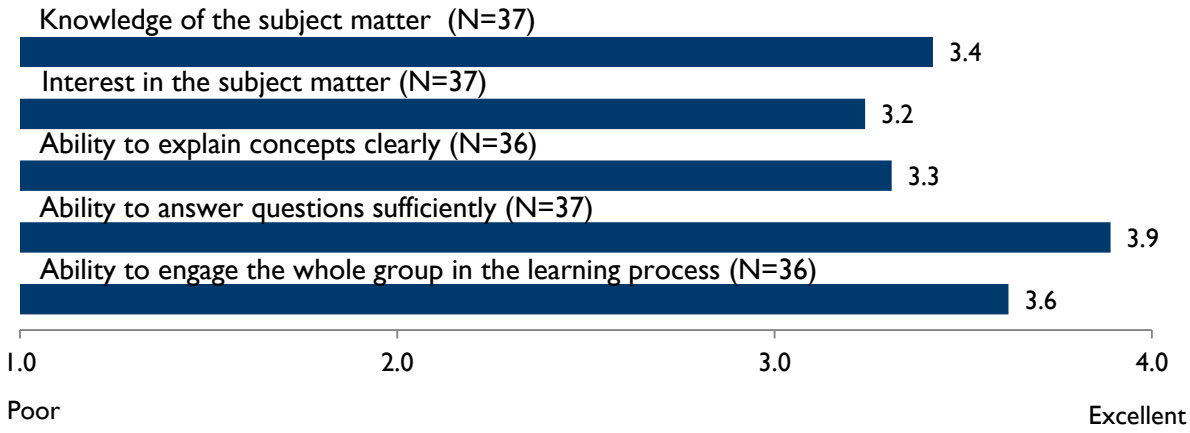
On a scale of 1 ("Strongly Disagree") to 4 ("Strongly Agree"), participants expressed agreement that Session 1 covered the topics they expected (mean=3.1) and that the material was relevant to their own work (mean=3.3) (see Figure 1). Additionally, participants agreed that their knowledge grew during the session (mean=3.0) and that they intend to apply the materials to their work (mean=3.3).

Figure 1: How would you rate today's session in each of the following areas?



Moreover, Session 1 participants reported that their trainers implemented Session 1 effectively: on a scale of 1 ("Poor") to 4 ("Excellent"), participants reported that their trainers indicated strong knowledge of (mean=3.4) and interest in (mean=3.2) the subject matter, were able to explain concepts (mean=3.3) and answer questions (mean=3.9) well and engage the whole group in the learning process (mean=3.6) (see Figure 2).

Figure 2: How would you rate the trainer for today's session in each of the following areas?



When asked to describe their favorite part of Session 1, the vast majority of participants stated that they enjoyed learning about and working with other organizations. As one participant explained, "*It was nice to have a specific question asked and then to hear other orgs give their answers with specific examples from their organizations—collective problem solving.*" Another described the opportunity to "*talk through these ideas*" with other organizations as the start of "*looking at things with a fresh set of eyes*." Several others stated that they enjoyed learning about the different models, such as the Community Change Model and Legacy Model. The majority of participants stated that their first step in applying the Session 1 material to their own work will be to discuss the information with other organization staff members; participants mentioned facilitating turn-key workshops for coworkers using the Community Change and Legacy Models. Participants also stated they would use the information in their strategic planning processes for both current and future programs. Many also thought the session's material would help them to "*rethink how [they] should approach community engagement*" and "*help identify needs and interests*." One respondent reported planning to use the material to inform data collection for the organization's marketing strategy.

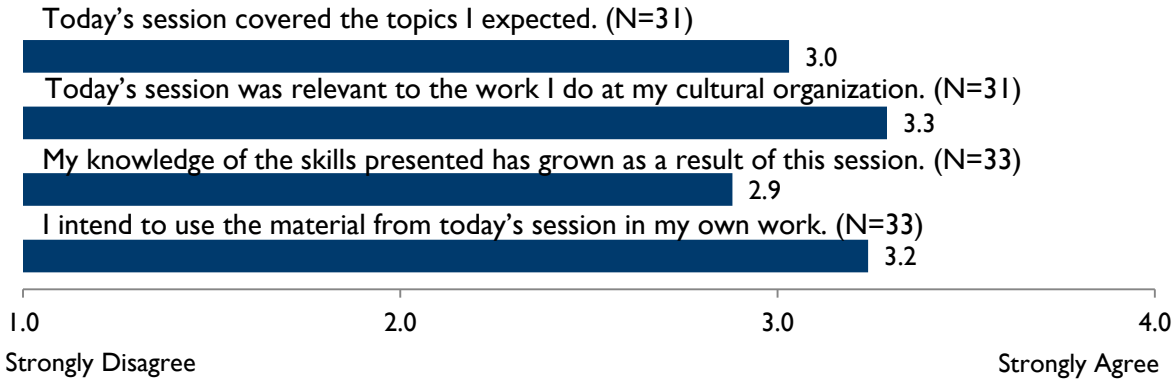
The main challenge of Session 1 as reported by participants was that there was not enough time to cover all of the material; some participants indicated wanting to spend more time understanding the main concepts, and some participants reported that they received handouts that were never used due to lack of time. Participants suggested extending the length of Session 1, as well as allotting more time to participant networking, more structured partner work, and the use of tables instead of desks. Some participants also recommended dividing groups into their levels of success or maturity in the area being discussed, as some organizations were more versed in these areas than others.

Session 2

Session 2 covered the topic of Marketing/Outreach, in which participants learned best practices for marketing their organizations' services; completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis; and shared and critiqued each other's current marketing materials.

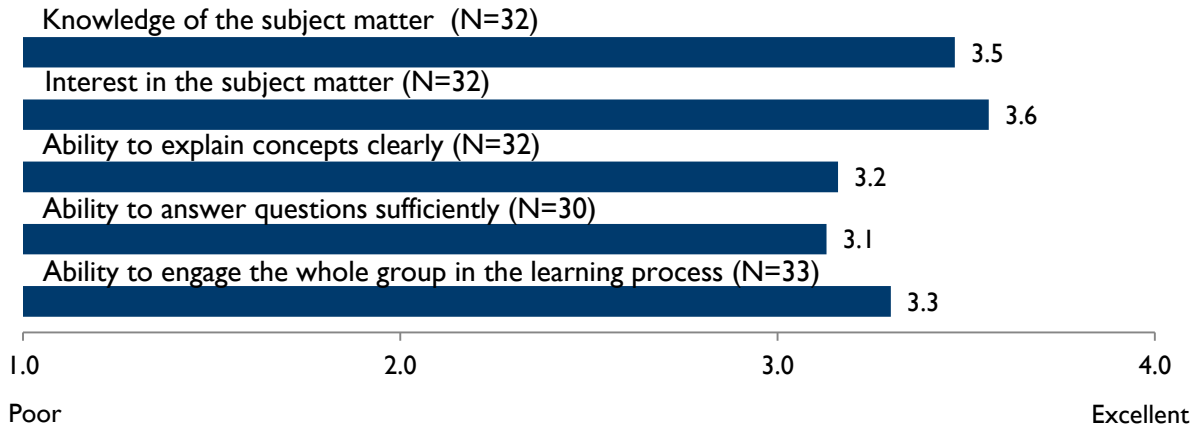
On feedback forms, most participants shared strong agreement that the material was relevant to their work (mean=3.3) and that they plan to integrate the material into their work (mean=3.2) (see Figure 3). Participants also agreed that Session 2 covered the topics they expected (mean=3.0), and that their knowledge of the skills presented grew as a result of the session (mean=2.9).

Figure 3: How would you rate today's session in each of the following areas?



Participants also indicated that their trainers facilitated Session 2 effectively, reporting that their trainers demonstrated knowledge of (mean=3.5) and interest in (mean=3.6) the subject matter (see Figure 4). Participants also reported that their trainers were able to explain concepts clearly (mean=3.2), answer questions sufficiently (mean=3.1), and engage the whole group in the learning process (mean=3.3).

Figure 4: How would you rate the trainer for today's session in each of the following areas?



Nearly all participants responded that their favorite part of Session 2 was the opportunity to connect with other participants. Some participants specifically mentioned the "*spontaneous open discussions*" allowed—and sometimes even facilitated—by the trainer as a slight yet helpful shift from the main agenda, though others indicated that these conversations sometimes lost focus. As one participant explained, "*I learned most from hearing their [other participants'] reactions to the info presented.*" Participants also mentioned the SWOT analysis and the ability to think about their organization's specific goals and challenges as other beneficial activities of Session 2. While a few participants simply answered that they would be discussing the material with the rest of their staff and their marketing teams, some participants gave more detailed responses of how they would use the Session 2 material; for example, a couple of participants said that the information would directly help them review and update marketing plans. Several participants said they would use the SWOT analysis moving forward, and others said they would "*use more thoughtful vocabulary*" when conducting outreach and community engagement. A couple of

participants also mentioned that they appreciated learning about organizations with similar struggles and that they would look to implement ideas from similar groups.

Conversely, some participants explained that the material did not feel relevant to the work that they are doing, and a small proportion indicated believing that the model could not be applied to community organizing. Some participants reported dissatisfaction with group activities, explaining that the time allotted for group discussion was insufficient or unfocused, and some participants would not shut off their phones, which was distracting for others.

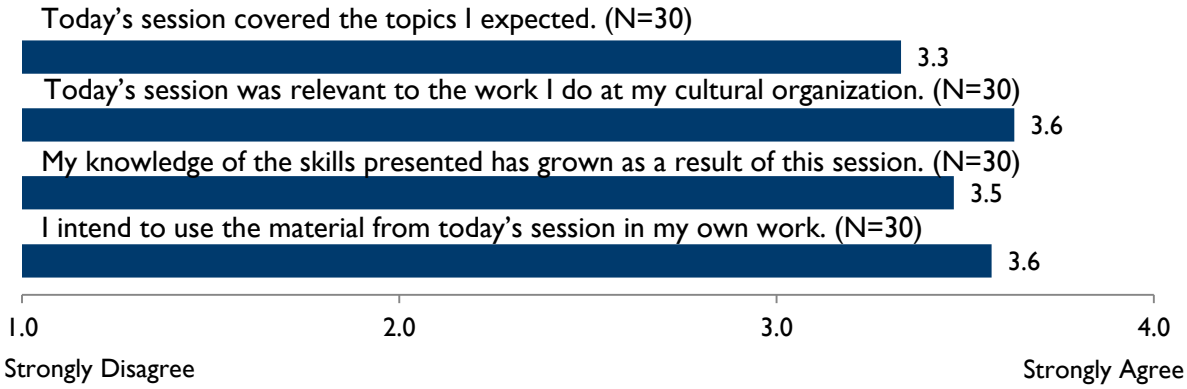
Several suggestions to improve Session 2 were related to time management, such as starting on time or spending less time at lunch in order to have more time for open dialogue and breakout sessions. Other suggestions included the use of nametags, a short break, a clearer outline, a request to silence phones during the introduction, more required preparation before the session to reduce reading and writing time during the session itself, and "*more tangible/take-away skills, activities, and models.*" Some participants recommended sharing specific examples or case studies of the concepts being taught in order to make them more understandable and relatable to participants. Suggestions relating to the workshop space and food included more water, healthier food options, and a semi-circle seating style.

Session 3

Session 3 taught participants how to develop, strengthen, and maintain partnerships to more effectively foster community change. Participants identified their collaborators and competitors, reviewed ways to formalize partnerships, and discussed strategies for establishing a peer network.

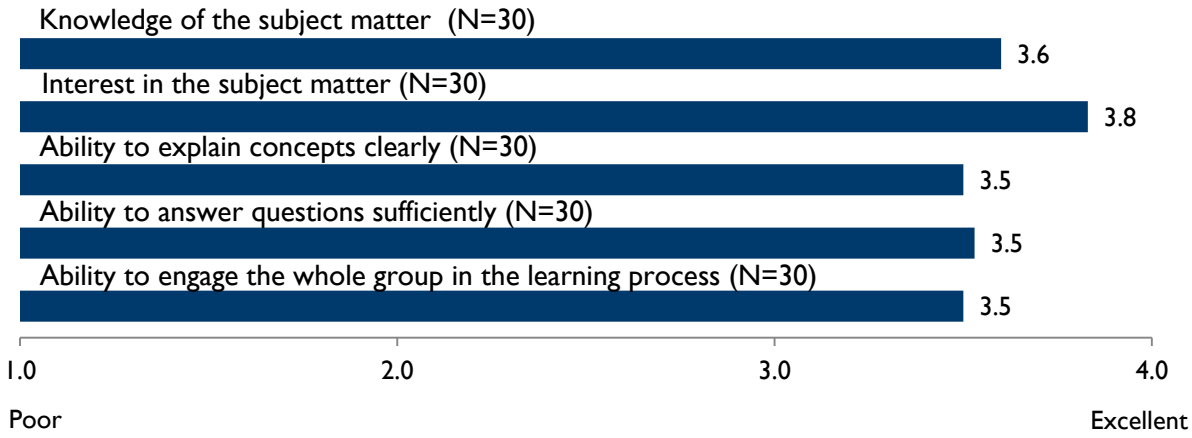
Feedback form results were exceptionally strong for Session 3, with participants reporting that the session both covered the topics they expected (mean=3.3) and would be relevant to the work of their organizations (mean=3.6) (see Figure 5). Further, participants indicated that their knowledge of the skills presented in Session 3 had grown (mean=3.5), and that they intended to apply the material from Session 3 to their work (mean=3.6).

Figure 5: How would you rate today's session in each of the following areas?



Participants also reported that their trainers' knowledge of (mean=3.6) and interest in (mean=3.8) the subject matter was strong (see Figure 6). Participants indicated that their trainers were able to explain concepts clearly (mean=3.5), answer questions sufficiently (mean=3.5), and engage the whole group in the learning process (mean=3.5).

Figure 6: How would you rate the trainer for today's session in each of the following areas?



The vast majority of participants once again indicated that their favorite part of Session 3 was their communication with peers and the ability to learn from the other organizations. Some participants shared that their favorite parts of the session were the recaps, which helped them better understand concepts presented in previous sessions. Other responses referenced the presence of the CCI Executive Director, the inspiration and real-life experiences shared by the trainers, and the ability to engage in real-life problem solving. Participants frequently stated that they would apply the information from Session 3 to their organizations' partnerships; as one participant explained, the strategies offered in Session 3 would be used to "*think more deeply about partnerships and creating ones that align with our mission*." Some participants also reported that they intended to implement the logic model in various ways, including in structuring grant applications and in reviewing and updating existing programs.

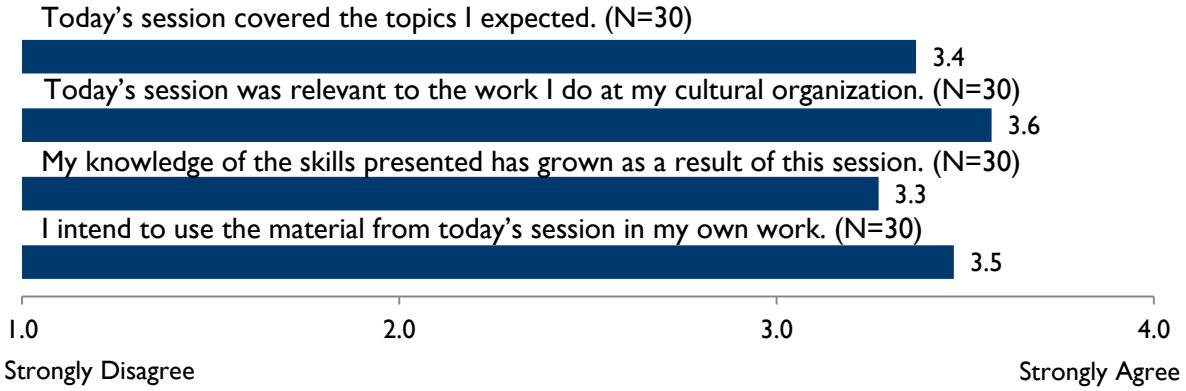
Some participants reported that the discussions were sometimes unfocused and lacked depth and direction. One participant noted that language such as "competition" and "opposition" may not be conducive to fostering community. Again, many participants felt that there was too much material packed into a tight agenda and they would have appreciated more time for group discussion and share-out.

Session 4

The fourth and final session taught participants about the importance of program evaluation and strategies for Resource Development. Participants discussed their current methods, volunteer recruitment strategies, and the possibility of developing ambassador roles in their organizations.

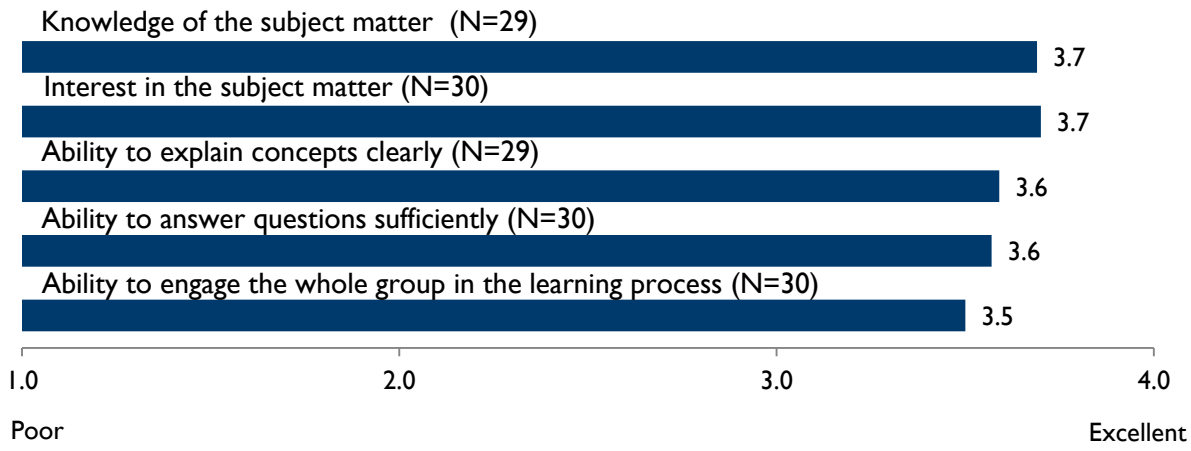
Session 4 feedback forms showed that Session 4 covered the topics expected by participants (mean=3.4) and that participants found the material to be relevant to their own work (mean=3.6) (see Figure 7). Participants also shared that their knowledge grew as a result of Session 4 (mean=3.3), and that they intend to implement the learnings in their own work (mean=3.5).

Figure 7: How would you rate today's session in each of the following areas?



Overall, participants also reported being satisfied with their trainers during Session 4. Participants indicated that their trainer's knowledge of (mean=3.7) and interest in (mean=3.7) the subject matter was strong (see Figure 8). Most participants also reported that their trainers were able to explain concepts clearly (mean=3.6), answer questions sufficiently (mean=3.6), and engage the whole group in the learning process (mean=3.5).

Figure 8: How would you rate the trainer for today's session in each of the following areas?



All of the participants noted that their favorite part of Session 4 was the group discussions and the small-group breakout sessions. One participant reflected on how group discussions improved over time: "*The group discussion has gotten richer as we've gotten to know each other and the format [of the sessions],*" and another participant described feeling "*solidarity*" amongst the group. Participants shared different expectations for how they would use the Session 4 material: one participant planned to "*contact members of the cohort to extend discussion and pursue possible collaborations.*" Several participants listed specific concepts they planned to apply at their organizations: the Community Change Model, engagement strategies, organizational structure concepts, outreach tactics, programming development strategies, and methods for resource development.

While one participant specifically mentioned not enjoying reading aloud during Session 4, most of the feedback was related to the course overall rather than a specific session. Again, several participants suggested increasing the specificity of material related to the various models early on in the course. Some participants recommended either improving the breakfast options or cutting out breakfast altogether and building in shorter breaks throughout the day. Several participants recommended a more casual learning space, with chairs in a circle or semi-circle in order to foster more discussion and less lecture.

Outcome Findings

Across the three cohorts, 39 participants completed the pre-survey, 31 participants completed the post-survey, and 17 participants completed both the pre- and post-surveys. Of those participants who completed the post-survey at the end of Session 4, about half reported attending the previous sessions (see Table 3). The results of the pre- and post-surveys are described in the following sections.

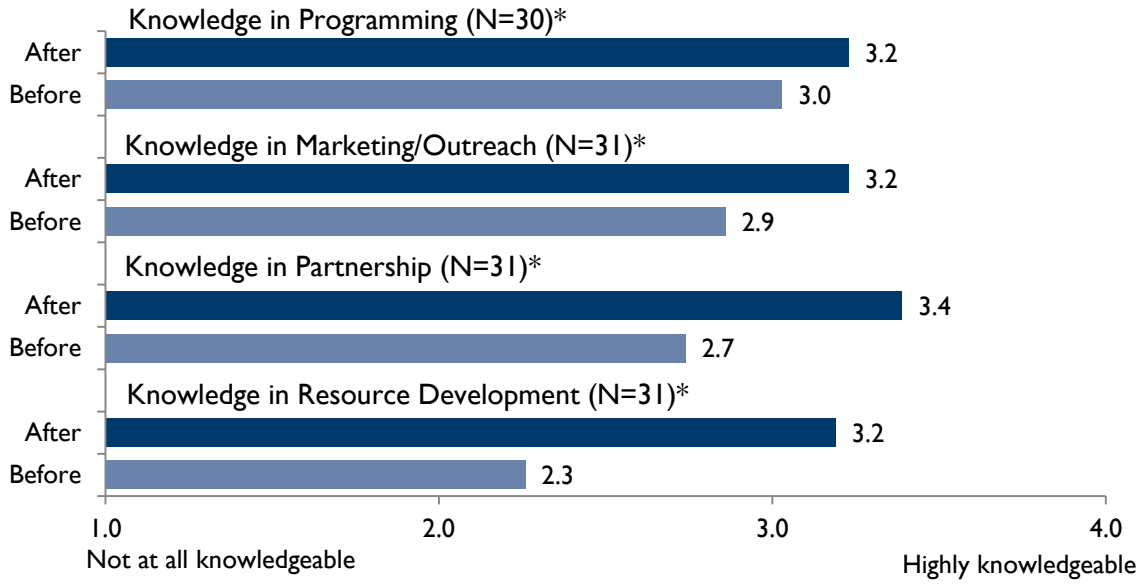
Table 3: Previous Attendance of Participants who Completed Post-Surveys

Which sessions did you attend?	Session 1	Session 2	Session 3
Cohort 1 (N=11)	46%	55%	36%
Cohort 2 (N=8)	50%	50%	63%
Cohort 3 (N=12)	50%	42%	50%
All (N=31)	48%	48%	48%

Knowledge

On the post-survey, participants were asked to rate their knowledge both before and after participating in Community Organizing 101. Post-survey responses indicated that their knowledge improved in every area during their participation in Community Organizing 101, with particularly pronounced differences in Partnership and Resource Development knowledge (see Figure 9). Indeed, paired samples t-tests showed that participants rated their knowledge in each area significantly higher following participation in the program.

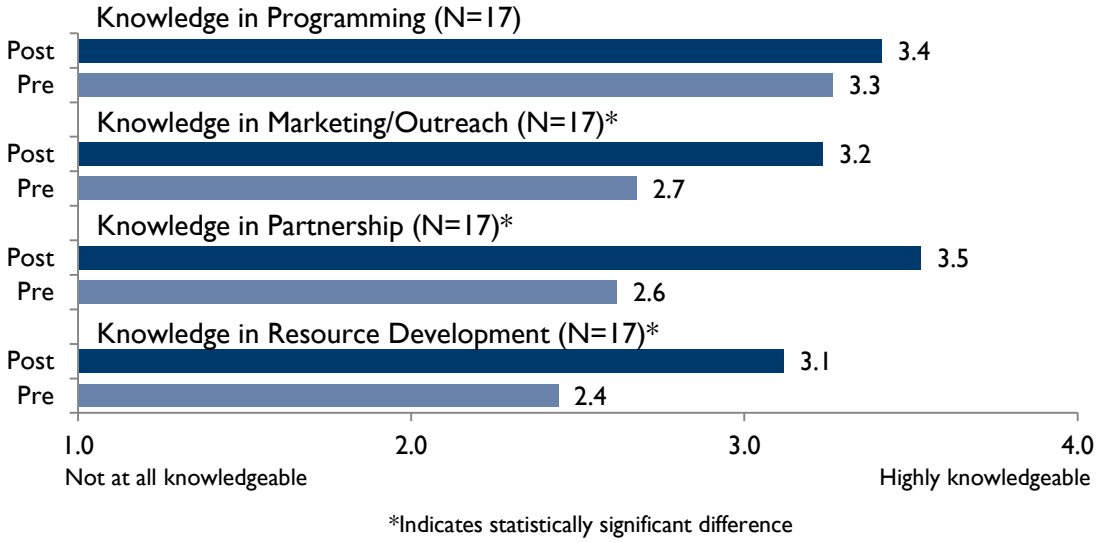
Figure 9: How would you rate your knowledge in each of the following areas?



*Indicates statistically significant difference

Matched analyses using a mean baseline score and post-survey post score further demonstrated that participants' knowledge grew in each of the content areas, and this change was significant for all areas except Programming (see Figure 10).

Figure 10: How would you rate your knowledge in each of the following areas?

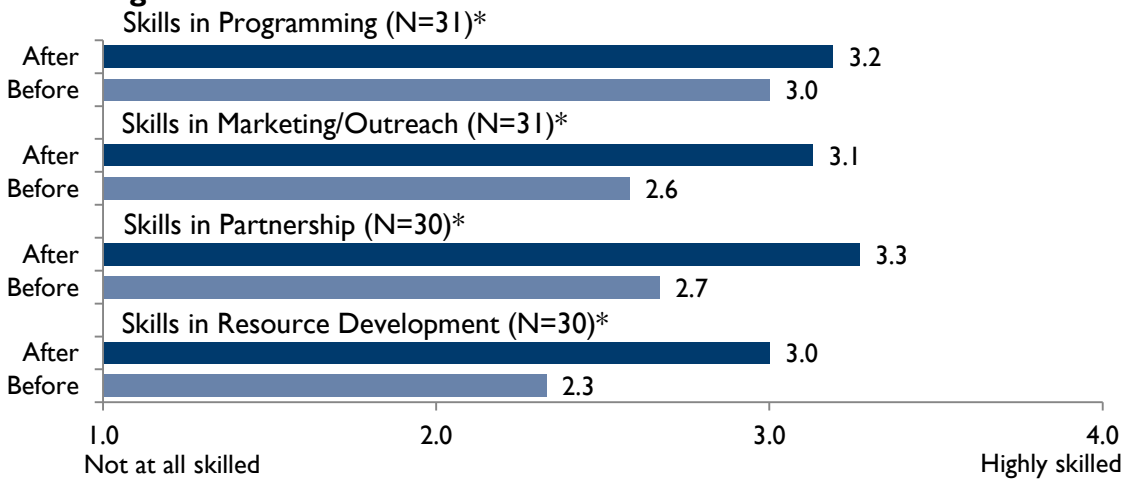


*Indicates statistically significant difference

Skills

Similar to their growth in knowledge, participants rated their skills as higher in all four areas following their participation in the program, and paired samples t-tests confirmed that the differences in these ratings from pre to post were all significantly different (see Figure 11). Participants reported the greatest growth in Marketing/Outreach and Resource Development.

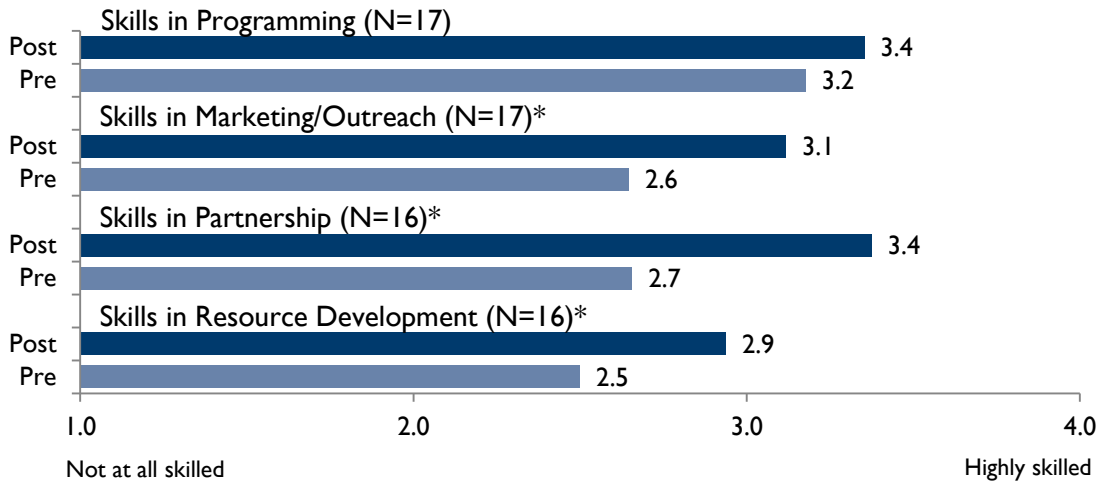
Figure 11: How would you rate your skills in each of the following areas?



*Indicates statistically significant difference

Matched analyses were conducted to compare the mean baseline skills ratings with the skills ratings from the post-survey. Paired samples t-tests again showed promising results: participants' self-reported skills were stronger following the program than at baseline, and these differences were statistically significant in all categories except Programming (see Figure 12).

Figure 12: How would you rate your skills in each of the following areas?

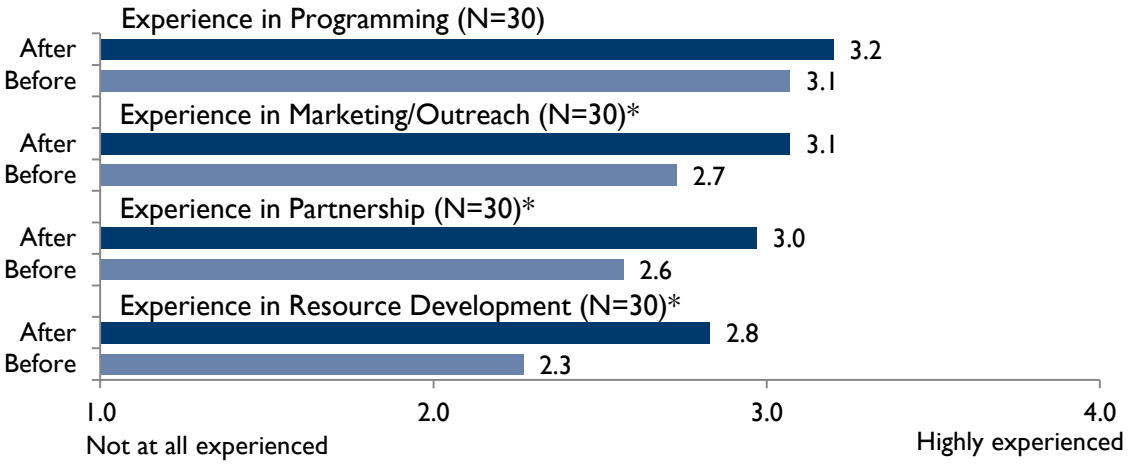


*Indicates statistically significant difference

Experience

Participant responses on the post-survey again indicated an increase in experience in all four areas, and this difference was statistically significant for all areas except Programming (see Figure 13). The most notable difference in experience level was in Resource Development.

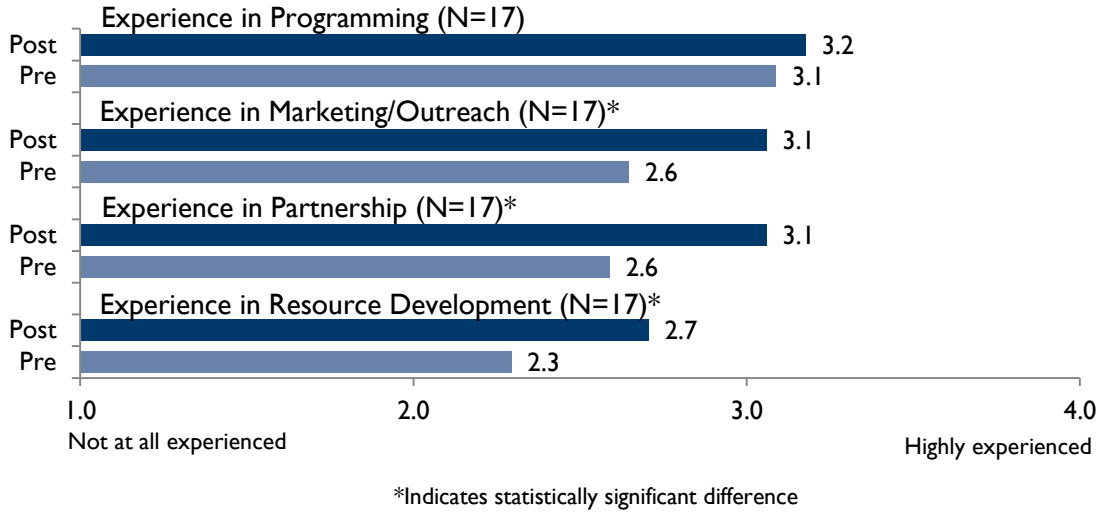
Figure 13: How would you rate your experience in each of the following areas?



*Indicates statistically significant difference

Matched analyses were conducted to compare the mean pre-survey experience ratings with the experience ratings from the post-survey. Similar to knowledge and skills, participants indicated improvement in experience of all four content areas, though the difference in Programming from baseline to the end of the program was not statistically significant (see Figure 14).

Figure 14: How would you rate your experience in each of the following areas?

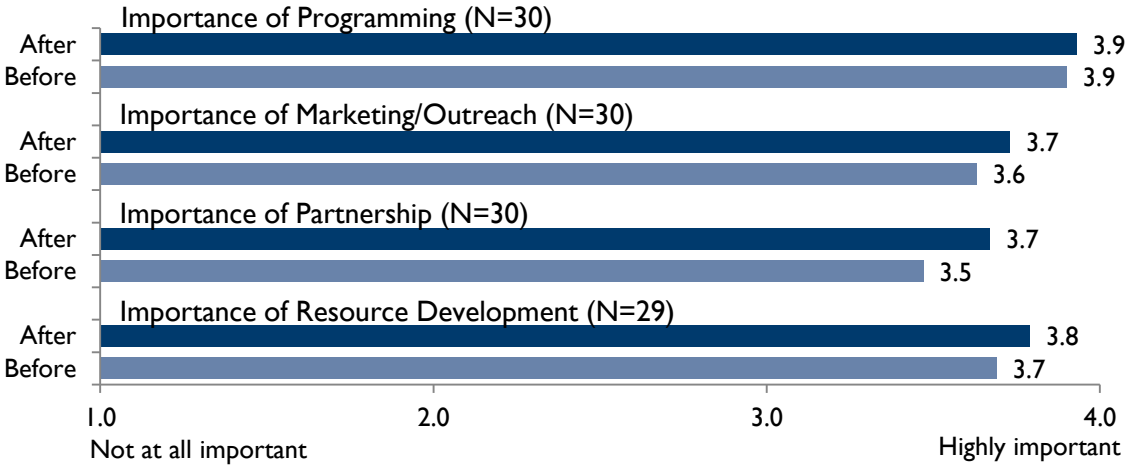


*Indicates statistically significant difference

Importance

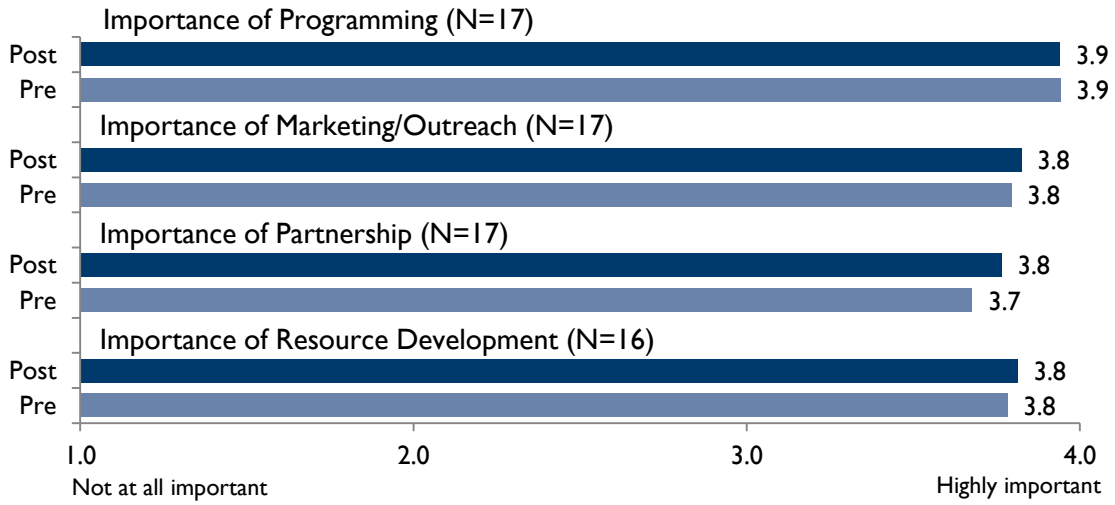
Participants rated the baseline importance of each area to their organization higher on the post-survey than on the pre-survey, and again indicated that the importance in each area had grown for their organizations; however, these differences across areas were not statistically significant (see Figure 15). These results are perhaps unsurprising, as these four areas are likely of importance to many organizations.

Figure 15: How would you rate the importance of each of the following areas to your organization?



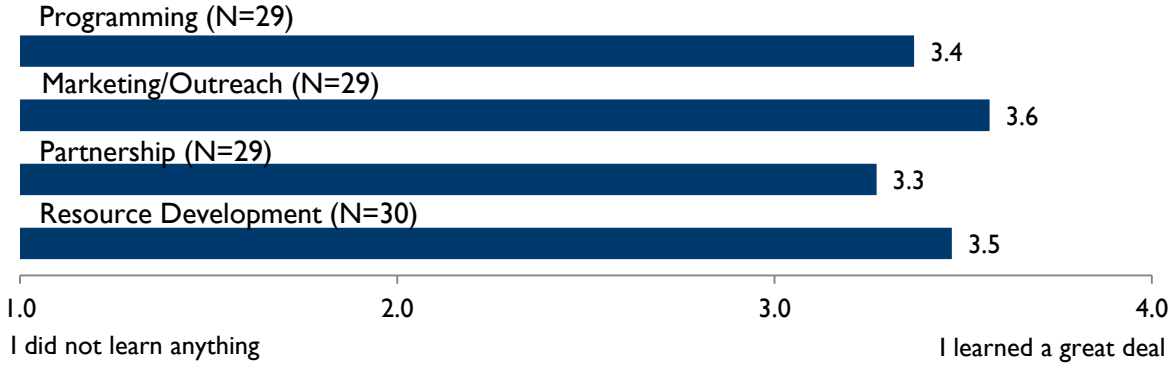
Matched analyses were conducted to compare the mean baseline importance ratings with the importance ratings from the post-survey. Participants did not demonstrate much improvement in importance of these areas, and none of the differences were statistically significant (see Figure 16).

Figure 16: How would you rate the <u>importance</u> of each of the following areas to your organization?



On the post-survey, participants were asked to rate the extent to which they learned more about each of the four content areas. On a scale of 1 ("I did not learn anything") to 4 ("I learned a great deal"), participants indicated strong learning in the areas of Programming (mean=3.4), Marketing/Outreach (mean=3.6), Partnership (mean=3.3), and Resource Development (mean=3.5) (see Figure 17).

Figure 17: How much did you learn in this program in each of the following areas?



On the post-survey, participants were asked to describe one key concept or strategy they learned related to each of the four content areas; these results are described below.

Programming

The majority of participants shared that the key point they learned regarding Programming was the importance of "*aligning programming to needs, desires [and concerns] of community through [an] inquiry*

approach." Several participants mentioned learning about the importance of creating a pipeline to connect programs to other resources. Other major takeaways that participants shared were the relevancy model, information about funding, the importance of maintaining contact with past participants of their organizations, and the importance of specificity in program design.

Marketing/Outreach

Participants shared that they learned the importance of familiarizing themselves with their target population, paying consistent attention to their communities' needs and identifying when to develop targeted outreach strategies. It includes knowing when to send out information and aligning marketing approaches with the interests of their community members. Several others shared that they learned the importance of staying on message, the value of networking, how outreach and marketing are connected, and that their struggles in mastering outreach are shared by many others.

Partnership

Participants noted that they learned not only that cultivating partnerships are crucial regardless of the maturity of the organization, but that they should be mutually beneficial and can "*amplify efforts*" of each organization involved. Participants also noted that they should do research on other organizations to home in on what sets them apart, develop new ideas, and, as one participant explained, "*learn who are the potential collaborators, competitors, proponents and opponents.*" Some participants also mentioned that they learned how to identify when partnerships should come to an end.

Resource Development

Several participants shared that a key point they learned was that the first step in Resource Development is to know what their organization defines as a resource and identify which resources they already have available to them. As one participant stated, "*resources can be more than just financial*." Participants mentioned identifying people—staff, interns, and volunteers—and community assets—community boards, leaders, and partnerships—as existing resources to further develop. A couple of participants also said they learned it was important to identify the needs of their community, to know their mission, and to use the GreenBook market research directory.

The post-survey also asked participants to name concepts or strategies they hoped to implement in their own work. Some frequent responses included implementing aspects of program evaluation, strategies for sustainability, use of the logic model, use of thoughtful language in communications, and the value of building intentional relationships. Several participants stated that they planned on reaching out to fellow participants to continue discussions and begin organizational partnerships. They also stated that their colleagues provided essential feedback and information for program development. Several participants shared that they would like to continue their relationships with each other after the program; as noted by one participant, *"being directly linked to a peer group and to DCLA is one of the most valuable parts of a program like this. These relationships will continue and I know there are partnerships in the room we will pursue."*

Participants were also asked to note some topics they would like to learn more about. The most common response among participants was their desire to learn more about partnerships—specifically, they would like to learn about other organizations they could collaborate with and how they could best collaborate with one another. One participant wrote, "*it would be interesting to map the programs of the different agencies that are in this program to see if we can create pipelines between us*." Another frequent interest was learning more about program evaluation. Several others indicated interest in learning more about funding and marketing and outreach. Some participants shared that they did not feel that the course really covered the concept and methods of community organizing and would like more training on this topic. A couple of participants shared they wanted to know "*more on how to concretely use/convert this model*," possibly with the use of real-life examples.

Summary

The evaluation of Community Organizing 101 showed several strengths of the program in affecting participants' capacity to facilitate community change, as well as some challenges in meeting this goal. This section describes these strengths and challenges and offers some recommendation for improvement.

Strengths

Across all four sessions, participants reported that the material covered in this program met their expectations and was relevant to their own work, and that they planned to apply the material to their work, including sharing the information with their coworkers. Participants also agreed that their trainers demonstrated knowledge of and interest in the subject matter and were able to explain concepts clearly, answer questions sufficiently, and engage the whole group in the learning process.

Participants reported relishing the opportunities to connect with each other via group discussions and designated networking time. They noted that these conversations helped them to more clearly understand the core concepts of the program, share ideas and best practices, recognize that other organizations were facing similar challenges, and brainstorm solutions to these challenges. By Session 4, several participants reported feeling bonded to their group, having gotten to know each other better over the course of the program.

By the end of the program, participants reported increases in their knowledge, skills, experience, and the importance of Programming, Marketing/Outreach, Partnership, and Resource Development, and many of these differences were statistically significant. They also shared several ways in which they intend to apply the concepts and methods they learned in the program to their own work at their respective institutions.

Challenges

The main challenge of the program as reported by participants was the sense that there was not enough time to cover all of the material. Some participants expressed frustration in feeling that they had not fully grasped a concept before the trainer moved on to the next concept. A couple of participants reported observing that there was a mix of expertise among the participants, so while some participants were versed in the material being taught, others were being introduced to these concepts for the first time. This challenge may have contributed to the reports of some participants that the sessions did not really address the topic of community organizing.

Moreover, some participants shared that they would have preferred more group discussion time and less lecture time, as they learned a great deal from their fellow participants. They also suggested that setting up the chairs in a circle or semi-circle would help facilitate group discussions. Specific to Session 2, some participants reported that the Marketing/Outreach material was better aligned to businesses and corporations and they were not sure whether they could apply it to their cultural organizations. These participants requested that they be offered more tangible methods that they could readily implement at their organizations.

Recommendations

Overall, the results of this evaluation demonstrate support for the promise of this pilot program in building capacity for cultural organizations and suggest that, with some small improvements, the program may be successful at a larger scale. Based on the implementation and outcome findings of the evaluation, Metis makes the following recommendations for program improvement:

- **Offer more facilitated group discussion time.** Most participants felt that they benefited from their conversations with each other, though some pointed out that these discussion times sometimes became tangential. More time for facilitated group discussion will allow participants to learn from each other while also ensuring that the discussions have direction and a clear purpose.
- **Split cohorts based on maturity of the organization.** In order to most effectively adapt the course to the needs of the participating organization, cohorts could be constructed based on the experience of the organization, where newer organizations can spend more time reinforcing the main concepts of the models, and more seasoned organizations can simply review these concepts and move on to appropriate and tangible next steps.
- **Adjust the schedule in order to increase efficiency.** In addition to potentially extending session times, sessions should begin on time and include only a short lunch time or working lunch in order to maximize efficiency. Some participants suggested shorter breaks throughout the day and forgoing breakfast, and another recommended requiring some of the reading and writing be done in advance so that more session time could be spent in discussion.
- **Create opportunities to continue the discussions.** As participants found the group discussions to be particularly beneficial, continued networking opportunities could be helpful in supporting participants as they seek to build capacity for community change. Simply distributing contact lists of the cohort could help participants maintain connections following the program.

Appendix A: Feedback Form Data by Cohort

Figure A1: How would you rate today's session in each of the following areas? (Session 1)

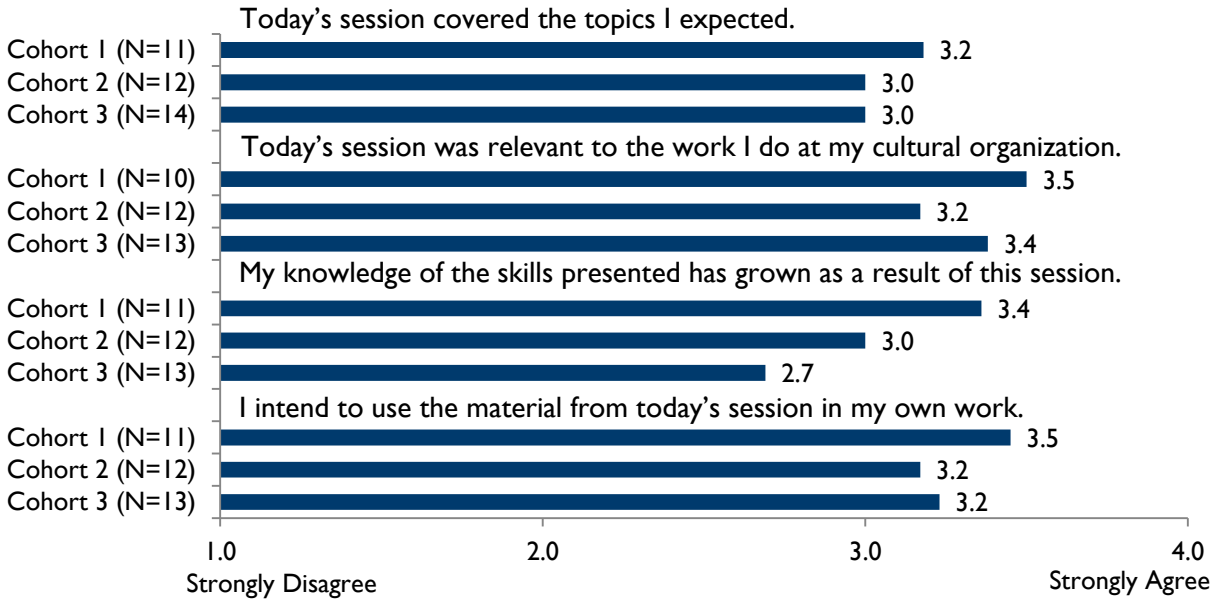


Figure A2: How would you rate the trainer for today's session in each of the following areas? (Session 1)

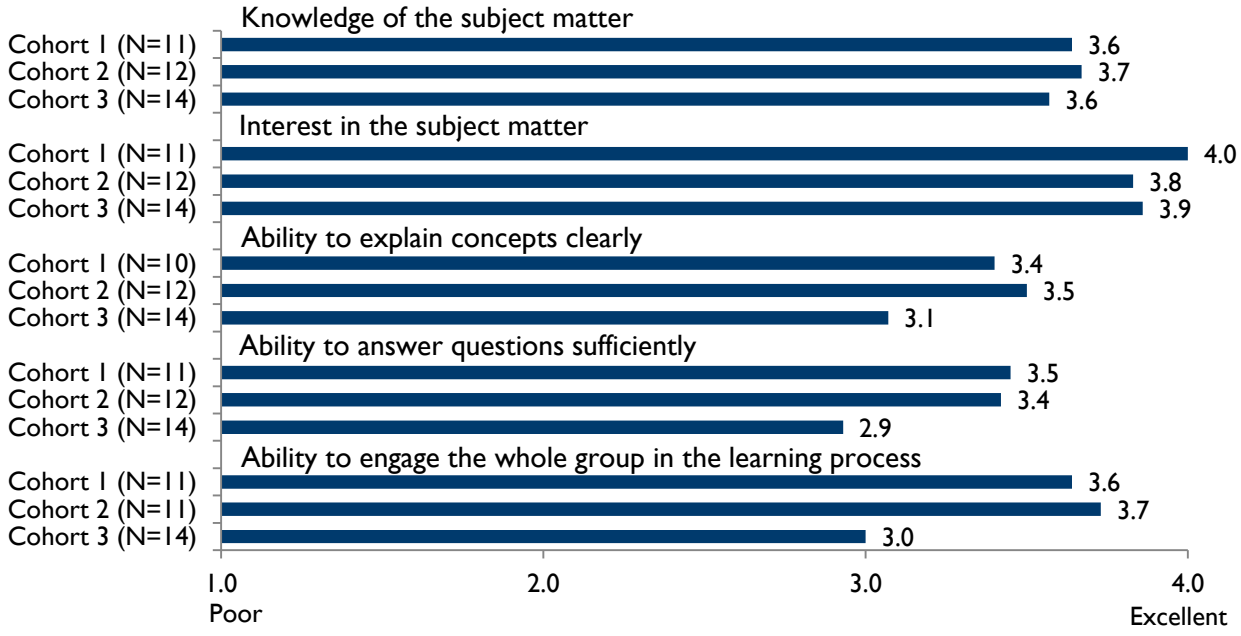


Figure A3: How would you rate today's session in each of the following areas? (Session 2)

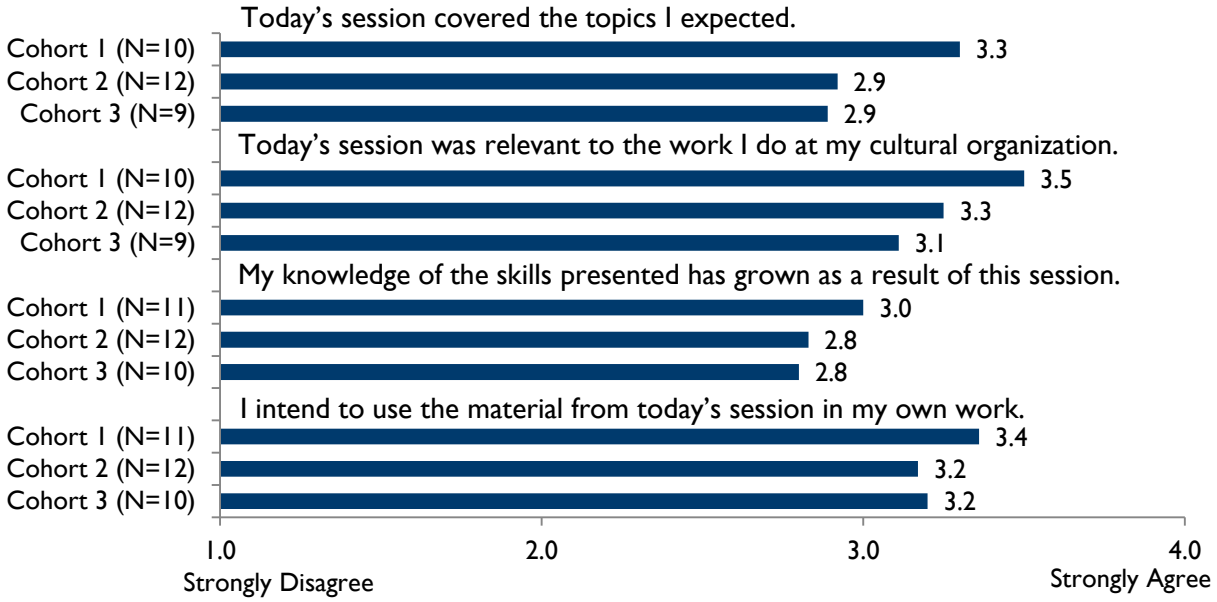


Figure A4: How would you rate the trainer for today's session in each of the following areas? (Session 2)

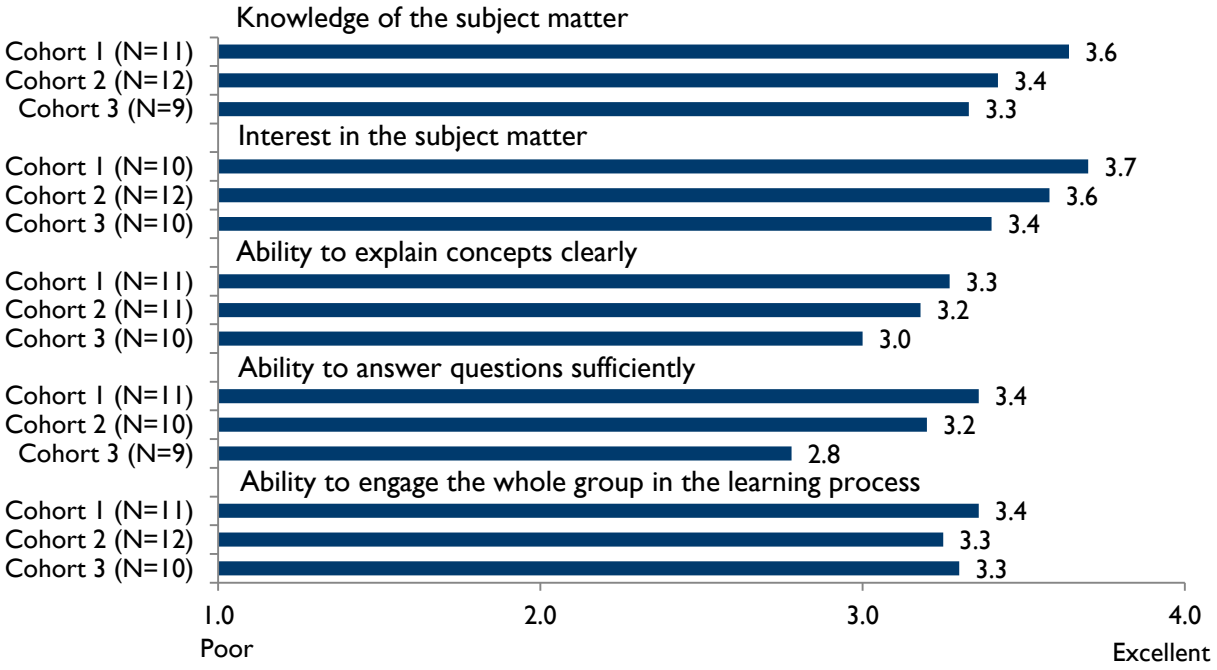


Figure A5: How would you rate today's session in each of the following areas? (Session 3)

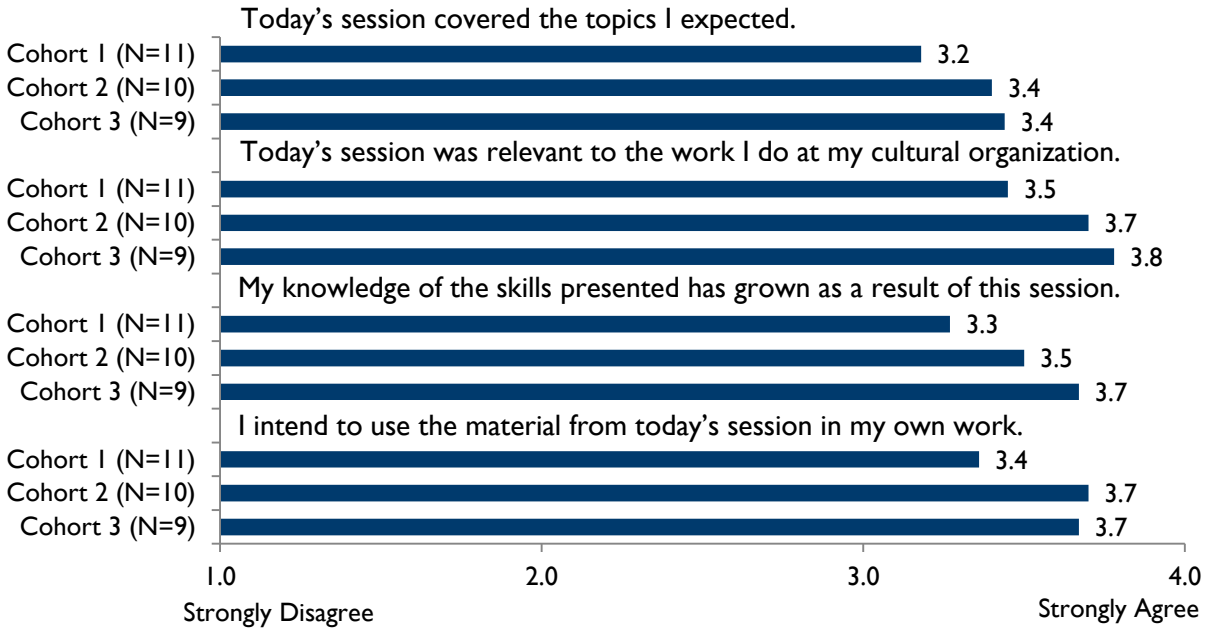


Figure A6: How would you rate the trainer for today's session in each of the following areas? (Session 3)

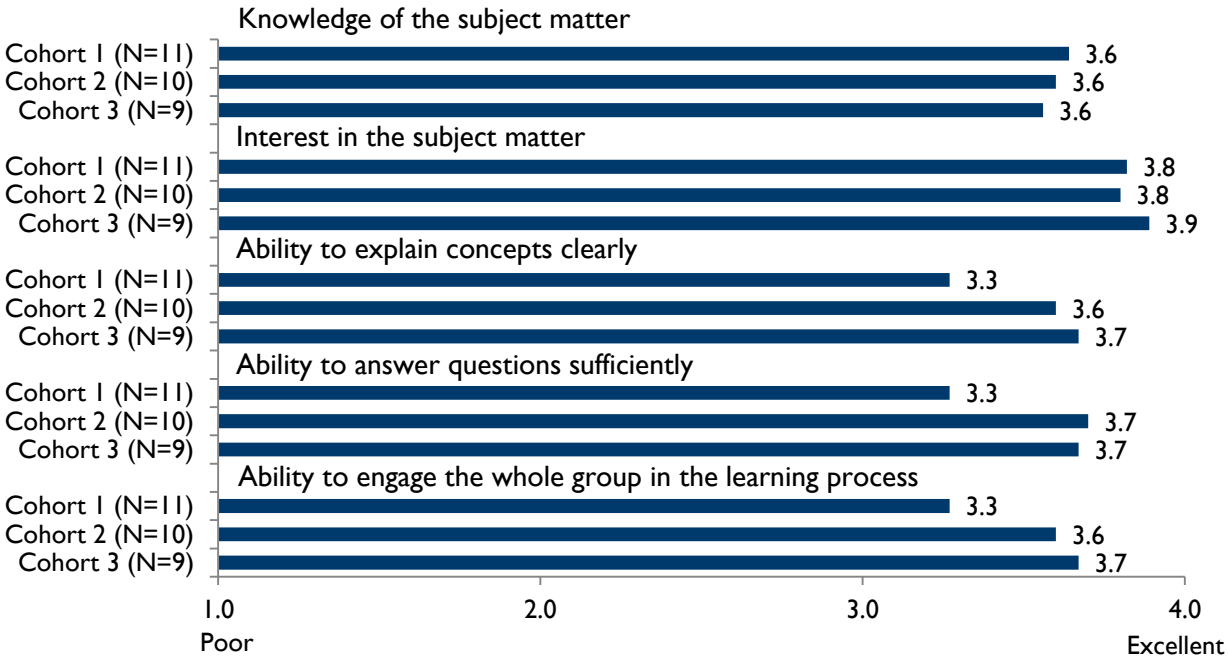


Figure A7: How would you rate today's session in each of the following areas? (Session 4)

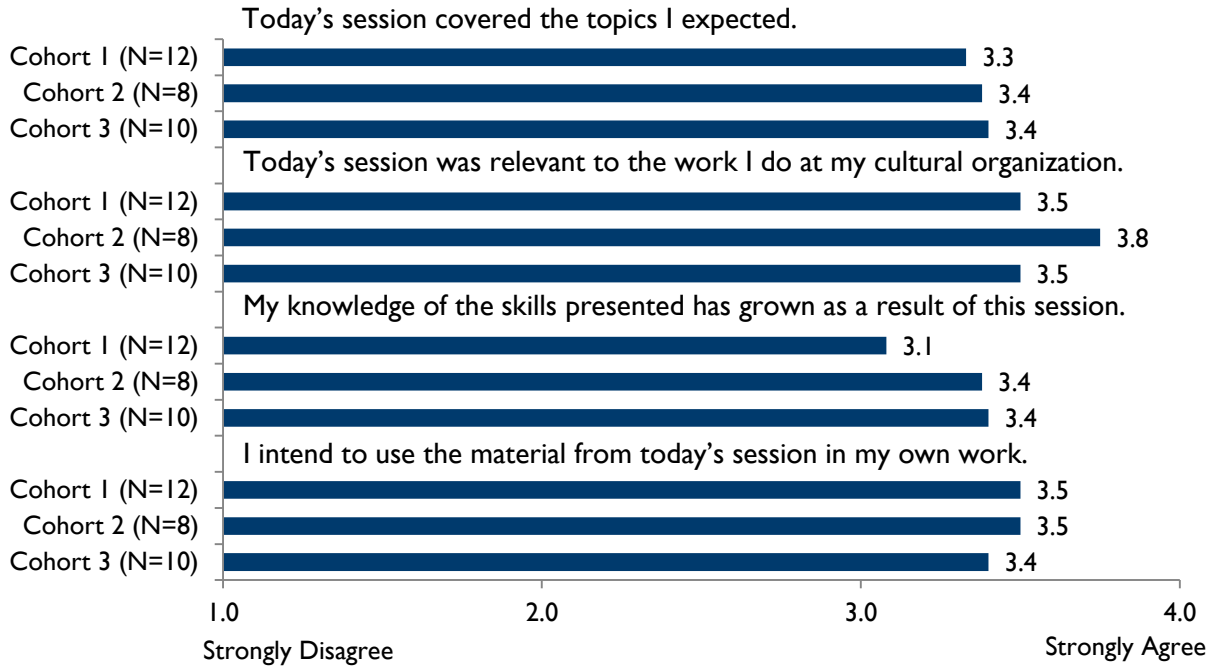
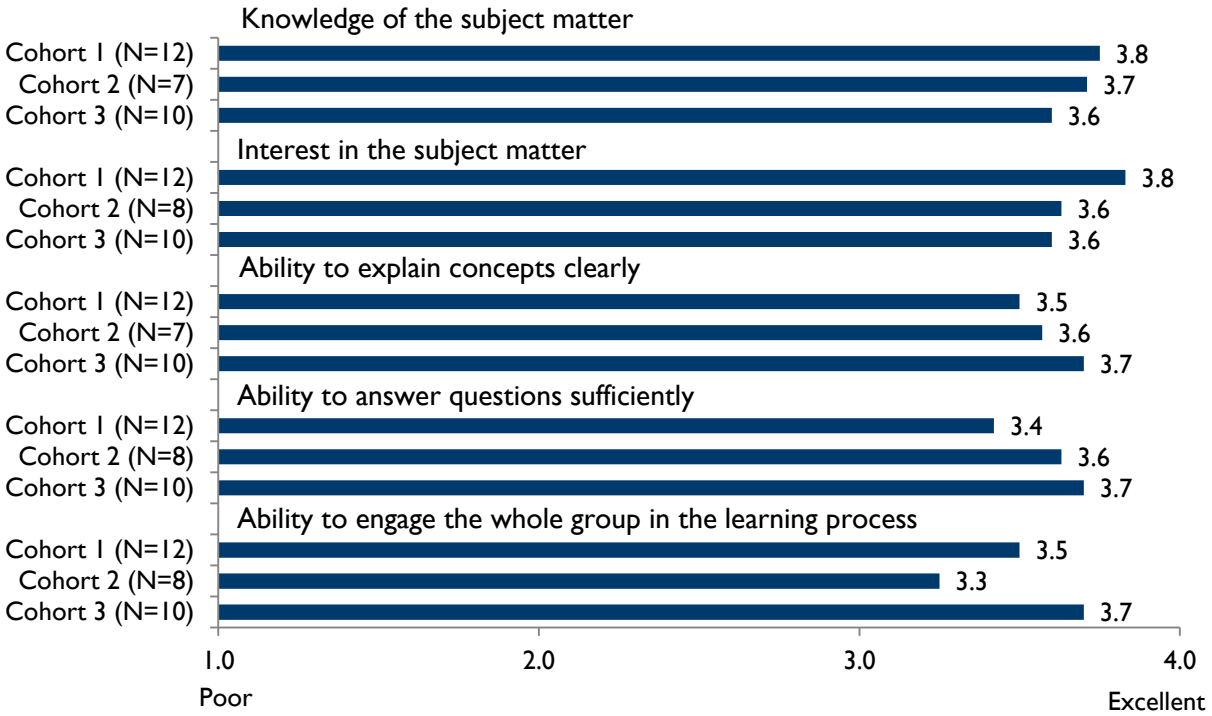



Figure A8: How would you rate the trainer for today's session in each of the following areas? (Session 4)