

# Measuring the Outcome

Jeff Hermann

Orange County Council

# Jeff Herrmann



Jeff Herrmann was named the President & Scout Executive of the Orange County Council, Boy Scouts of America on July 1, 2010. He is an Eagle Scout (1973), Vigil Honor member of the Order of the Arrow (1975) and recipient of the Order of the Arrow National Distinguished Service Award (1981).

As President & Scout Executive, his priorities for the Orange County Council, Boy Scouts of America are: expanding and improving the quality of program delivery throughout the council; increasing the diversity of the council's membership and leadership; making full use of the council's camping property assets; and developing a sustainable funding plan for Scouting in the council.

Prior to his selection as President & Scout Executive, Herrmann worked briefly for the National Council of the BSA as a Regional Director and on the development of \$300 million *The Summit Bechtel Family National Scouting Reserve*, which is the permanent home to the National Jamboree and new National High Adventure Base in W.V.

Herrmann comes to Orange County with more than 30 years of implementing and completing successful fundraising efforts, improving the quality of unit program delivery, enhancing public relations and marketing for Scouting, maximizing growth in both youth and adult memberships and directing the development of staff.

Prior to his work at the National Council, Herrmann served as Scout Executive for the Denver Area Council, Boy Scouts of America (2004-2009). In Denver, under his leadership the council increased annual operating revenue by over 28% and had more than 10,000 volunteer leaders and served more than 60,000 children annually. In addition, Herrmann gave leadership to the completion of an \$18.5 million capital campaign, the construction of a new council service center, as well the design of a \$100 million endowment campaign.

Herrmann also served as Scout Executive for the South Florida Council in Miami Lakes, FL (1997-2004) and Scout Executive of the Quapaw Area Council in Little Rock, AK (1992-1997). He began his career with the Circle Ten Council in Dallas, TX, in 1981 serving there for 11 years.

- 2000 Recipient of La Flor de Lis Cubana presented by the Cuban Exile Community for distinguished service to youth.
- Board of Directors and President: Association of Fundraising Professionals, Greater Miami Chapter 1997-2004, Arkansas Chapter 1992-1997. •Co-Chairman of Common Ground (Miami-Dade County think tank to promote community understanding and children's issues) 2000-2002.
- State Commission Member, Arkansas Department of Volunteerism 1995-1997.
- Selected by Arkansas Business Journal as a finalist for "Non-Profit Executive of the Year 1996"
- Chairman, United Way Agency Directors Forum (Little Rock, Arkansas) 1994-1995.
- Herrmann served as National Chief of the Order of the Arrow (1979-1980) and is a recipient of the B.S.A. Young American Award (1981).

Herrmann received a Bachelor of Arts degree in American Humanics from Salem College in Salem, WV. He and his wife, Gail, have four children.

# PROGRAM EVALUATION & MEASURING OUTCOMES

Jeff Herrmann, Scout Executive  
Orange County Council  
Santa Ana, CA



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# PURPOSES

- **Compliance**

- Alignment with standards
- Donor Intent

- **Reporting**

- Periodic
- Demonstration

- **Program Improvement**

- **Decision Making**

- **Fundraising**



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# EVALUATION- IMPACTS

**Three levels of impact:**

- ✓ Beneficiaries
- ✓ Organizations
- ✓ Communities



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# Target Populations

	Direct	Indirect
Structured in Program	<b>Beneficiary</b> <b>K-12 Children</b> <b>Adult Volunteers</b>	Partner Program Schools Organizations
Not Structured	Associates of the Beneficiary Teachers Parents Siblings	<b>Community</b> <b>Cities</b> <b>Counties</b> <b>School Districts</b> <b>Townships</b>



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# YOUTH

- Life Skills:

- Career Planning (College & Non-College)
- Financial Literacy
- Positive Time Use
- Increased Physical Activity
- Broader Experiences

- Education:

- Long-term Educational Attainment
- Positive School Attitudes
- High Attendance Rates
- Low Disciplinary Rates



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# ASSOCIATES:

- Families:
  - Parents Spending More Time with Family
  - Acquaints with USA Citizenship
  - Better Relationships with Children
  - Youth Serve as Role Models for Younger
- Teachers:
  - Higher Parent Involvement Rate
  - Better Student Behavior



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# PARTNER PROGRAMMING

- Schools:
  - Long Term School Planning in Youth
  - Lower Discipline Rates
  - Higher Parent Engagement
- Other NPO Partners:
  - Long-Term Partnerships
  - BSA Flexibility, Structure, Scalability, Community Leadership
  - Leadership



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# COMMUNITY

More stable connection to Community Institutions

- Program Specific:
  - Positive Youth Engagement
  - Good Turn Projects / Eagle Scout Projects
  - NPO Program enhancement
- Schools
  - Better chance of more graduates
  - Better behavior while in school
  - Increased parent involvement



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# COMMUNITY

- Churches
  - Youth membership translates into family membership
  - Youth programming is marketable
- Business Community
  - Character traits predict good soft skills
  - STEM orientation: Eagle Scouts become engineers (DAC/ OCC)
  - Higher financial literacy rates
  - Work Force Development/ Career development (Exploring)



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# FUNDING PURPOSES

- **RFP's – Requests addressing specific, pre-identified needs**
  - Include Theory of Change
  - Research Citations
- **Research – Adding to the knowledge bank**
  - Specific Metrics Outlined by Research Agenda
- **Donor Intent – Addressing the wishes and desires of the donors (Foundations & Individuals)**
  - Critical Metrics
  - Community-Based Metrics
  - Directly Related to Program Goals



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# LOGIC MODELS



## Include Logic in the Logic Model

- Understand the difference between OUTPUTS (Numbers) and OUTCOMES (Changes in People)

Main components:

1. Problem Statements
2. Goals (impact levels)
3. Outcomes (not outputs)
4. Strategies (the stuff you are doing)
5. Logic (if  $p \rightarrow$  then  $q$ )
6. Definitions (how do you define low-income)
7. Target or Beneficiaries (list them all)
8. Data (these are the outputs)



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# OPERATIONALIZATION OF OUTCOMES

**Be specific with definitions, impacts, targets**

Ex: ScoutReach Soccer-In-Scouting program benefits youth by teaching self-responsibility, and getting youth to exercise for 90 minutes

- Youth are elementary school children, ages 8-10
- Self-responsibility is showing-up on time, with necessary equipment in good order. Measure by attendance and compliance “scale.”
- Exercise will be measured by attendance and average amount of playing time. Measure by

observation sheets or coaches records.



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# VARIABLES/METRICS

## ➤ Demographics

- Income Level
  - Federal Free & Reduced Lunch (FR)
  - Low Income Housing
- Minority Status
  - Asian, Hispanic, African American,
  - Non-English Speaking
  - Undocumented
- High Risk
  - Single Parent Household
  - Children of Offenders
  - Juvenile Justice
- Stability
  - Number of Moves
  - Changes in Family Status (Divorce, Siblings)



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# VARIABLES/METRICS

## ➤ Environmental or Proxy Variables

- Partner Schools (Dept. of Education, NCES)
  - School Metrics (FRL, Mobility, Low Performance)
  - Attendance
  - Discipline
  - Attitude (Student Surveys, NCES)
- Partner Programming Outcomes
  - Health-Related (CDC)
  - Youth Volunteerism/Community Engagement (CPS)
  - Time Use (ATUS)
  - Spending (CES)
- Engages Parents
  - Parent Engagement/Involvement in Program (NCES, CPS)
  - Parent Volunteerism Hours with Other Organizations (CPS)
  - Mobility (ACS)



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# VARIABLES/METRICS

## ➤ Program-Related

- Hours of Physical Activity (CDC)
- Time Spent (ATUS)
- Household Expenditure (CES)

## ➤ Attitudinal

- Positive Life Attitudes
- Long Range School Planning
- High Demand Careers (BLS) *Bureau of Labor Statistics*



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# PITFALLS OF

## OPERATIONALIZATIONS

- ScoutReach develops character and *character is good!*
- ScoutReach academic programs increase test scores.
- ScoutReach programs cure the common cold.
- ScoutReach programming does ....(*whatever the foundation says it will fund*) ...better than

every other program in the **whole wide world!**



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# RESEARCH VS. EVALUATION

## ➤ Research (what the data says)

- Generalizability to larger population
- Criteria for success requires replication of e
- Only one methodology is usually applied
- Broader and cross-generational audience

## ➤ Evaluation (what the data means)

- Applicable to a single situation
- Criteria for success rests on capacity to make a decision
- Multiple methodologies are built into designs
- Audience is limited to stakeholders and decision-makers



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# DON'T TRY THIS AT HOME!

## (IT SHOULD ONLY BE DONE BY PROFESSIONALS)

- QREM Evaluations

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