SPIN Workshop

Spring 2022
Welcome!

Today we’ll learn a fun and holistic way to measure impact

SPIN
Impact Measurement

Stories
Pictures
Inventories
Numbers
How Do You Know the Difference You Make?
Describe the Impact You Want to Make

Do you understand the problem you want to solve?

• What does it look like on a personal level?

• What does it look like on a systemic level?
Describe the Impact You Want to Make

What is your theory about how to reduce or solve the problem?

What is your team's opportunity to make a difference?

What impact do you want your solution to make?
Understand a Problem

84 million refugees worldwide face dark prospects for their future.

Many live in camps that lack clean water, education, or electricity.

These camps are far from essential services.

Change in Mahama, Rwanda in a single year

Elpis Solar
Create a Theory of Change

If refugees have the essentials for living, learning, and communicating, they can go from surviving to thriving.
Visualize and Forecast

Visualize an Opportunity
Develop off-grid solar-tech solutions to help turn stagnant refugee communities into places of opportunity and growth.

Forecast the Impact
With these essentials, refugees will be empowered to lead a prosperous life. They will rekindle their hope and gain control of their future.

Solar-powered phone charging system
Understand a Problem

36% of Hancock’s adult population is obese.

Local dining options are mostly fast food and heavily processed food.

10,000-calorie lunch in Greenfield
Create a Theory of Change

If locally-grown produce were available on-site where people study and work, people would eat healthier meals and obesity rates would decline.
Visualize and Forecast

Visualize an Opportunity
Place fresh food stands in schools, business parks, retail centers, and churches.

Forecast the Impact
With ready access to fresh food, students, workers, shoppers, and churchgoers will enjoy better physical health.
Outputs

- What were the direct products from your program activities?
- Give concrete examples of things you made or services you delivered.

Items Delivered

- “We set up healthy food stands at 7 school campuses, 5 office parks, 10 churches, and 3 retail centers, serving 200 lunches daily per site.”
- “We taught 25 classes in coding and construction.”
- “We created a park with trees, grass, and night lights.”
Outcomes

• What has changed in the lives of people, organizations, or the community thanks to your program?
• Identify short- or long-term results that pertain to your mission.

Effects for Clients

• “Obesity rates declined by 12% within 2 years, and 80% of our food stand customers reported that they feel more energized each day.”
• “Our graduates are now working in 20 companies across 5 industries.”
• “Teens catch footballs where they used to dodge bullets.”
Outputs

• What were the direct products from your program activities?
• Give examples of things you made or services you delivered.

• “We set up healthy food stands...200 lunches per day per site.”
• “We taught 25 classes in coding and construction.”
• “We created a park with trees, grass, and night lights.”

Outcomes

• What has changed thanks to your program?
• Identify results that pertain to your mission.

• “Obesity rates declined by 12%...and customers feel light and energized.”
• “Our graduates are now working in 20 companies across 5 industries.”
• “Teens catch footballs where they used to dodge bullets.”
Activity: Fill Your Tires!
How Do You Know the Difference You Make?

What Is Easy to Know?

• Why you serve

• How you serve

• Whom you serve

• When you serve

• How many you serve
How Do You Know the Difference You Make?

What Is Hard to Know?

- How much has changed for each client, for better or worse?
- How much has changed for your organization, for better or worse?
- How much has changed for your community, for better or worse?
Introducing a Holistic Way to Gauge Impact

SPIN
Impact Measurement
“Everything that counts cannot necessarily be counted.”

Albert Einstein
When to Use SPIN

You can use it for lots of things! For example, program delivery:

• Understand your overall impact on those you serve.

• Understand the impact of a specific program or event you run.

• Understand changes in the physical setting within or beyond your walls.
When Else to Use SPIN

You can use it to bolster your organization:

• Understand how you are performing internally, such as in terms of your staff, board, finances, or communications.

• Help your staff, board, volunteers, participants, partners, and funders understand how you and your clients are doing.
Choose a Lens for Your Measurement
Let’s Explore Examples!
Stories
Who Likes a Good Story?

• Stories draw us into the action.

• Stories can help us understand how participants think and feel, far deeper than what we see or count.

• Stories help us appreciate each person’s winding journey.

• Stories activate our imaginations. We wonder, “What was it really like?” or ponder, “what would I have done in this situation?”

• Stories are fun to share with others.
“30 Years Ago, My Father Was Shot”

“30 years ago, my father was shot during an attempted robbery,” says Lea, a blood donor. “By the time he made it to the hospital, he was bleeding so profusely that the prognosis was almost certainly fatal. Without the selfless action of an unknown donor, my father wouldn’t be here today, and consequently I would not be here either.”

We’re so, so thankful for her father’s recovery and Lea’s decision to donate!
Stories Help Us Understand and Appreciate

Saehee Cho

“How Food Creates Communities”

For Saehee Cho, a cook, writer and food stylist, food offers a unique way to bring people together—whether you’re melding generations, driving your community, or just finding time to connect with friends and family. “There’s something so immediate about cooking for someone and having them care for your food,” she says.

Cho started cooking professionally by attending creative writing at the California Institute of the Arts, taking coding for her classes as a way to avoid. “When you come from an immigrant family in the U.S., you tend to bridge cultural gaps and language gaps with food,” she adds, reflecting on her own experiences growing up within a Korean household in California. Her roots led to her being hired by the university to create food, and she subsequently opened a restaurant as a cook, catering for large groups of people as part of her artistic culinary project, Soon Mini.

When California was placed under lockdowns during the COVID-19 pandemic, Cho knew from her experiences to launch a business under these circumstances. “My life has been challenging,” Cho says of the generosity and the system of gift-sharing at the heart of this enterprise. “Instead, we’ve exchanged time, food, care and love. We created this small community based on the idea that food very generous and spiritual. It’s like family. They taste good and grow.”

As well as making good-quality produce accessible to consumers, Soon Mini has, in turn, established a platform for small businesses that supply healthy eating choices. It’s a model that enables farmers to sell directly to consumers and to grow crops that suit the climate and season, rather than being dictated to by restaurant groups. The project’s success owes much to the technology that’s available today. “It’s been a critical point for Soon Mini. We would never have been able to scale the operations without understanding how to hold these different variables,” she says.

Uniquely, matching a non-profit food subscriptions service, on top of creating and fixed ordering work, leaves Cho time to herself. Still, she always makes time for her own passion. “It’s a super plus if I get something new to look at,” says Cho. “But being able to transform those materials into something the myself became a meditative practice, which is magical.”

“When you’re cooking for 40 people, and all plans have to come out but at the same time, historically we love to do that,” she continues. “It’s a small group, though, in very timely fashion. I’m thinking about them as I cook, watching them back, and I guarantee it’s better than anything I make when I’m writing.”

Soon Mini https://www.kinfolk.com/saehee-cho/
Activity: Read a Personal Story
A Simple Formula to Write Stories

Try to condense a social challenge and a potential solution into just four panels in a comic strip. Draw one scene in each panel. This activity can help you distill the problem and the solution to the most essential, core elements, freed from the distractions of side issues or lower priorities.
How and Where to Get Good Stories

• First identify the kinds of stories or impact you want to explore.

• Then think about whom to meet and where to go to gather insights and develop content.

• Conduct storytelling conversations at locations that are comfortable and easily accessible for your clients, such as in community centers, churches, or clients’ homes.

• Invite clients’ spouses, children, friends, etc. to participate in storytelling activities.
How and Where to Get Good Stories

• Involve your staff, volunteers, clients, and community partners in finding and creating great stories!

• For interviews and focus groups, bring a story-collecting team of up to three people: interviewer, note taker, and photographer.

• Ask broad questions first. Ask narrower questions to fill in the details as a conversation proceeds.

• Aim for the richness that is hard to generate through other impact indicators. Seek insights about challenges that were especially tough, people who were helpful along the way, and life changes that were not only tactile, but also psychological.
How and Where to Get Good Stories

• Walk through agency hallways and neighborhood streets, observing people who may have compelling stories to share.

• Run Mad Libs-style fill-in-the-blank activities. Discover what nouns, verbs, and adjectives your clients use to characterize their hopes and needs, and your services and impact.

• Ask clients to write journal reflections over multiple sessions.

• Shadow clients for a day to observe how they behave differently than they had when you’d first met them.
“Start as close to the end as possible.”

Kurt Vonnegut
Pictures
Why Measure and Convey with Pictures?

• Some people have never been to your facility. They don’t know what it looks like or whom it serves.

• Most of us are visual learners – in fact, 65% of all people are primarily visual learners.

• Expressions, posture, clothes, lighting, architecture, and other features give us rich info for understanding and interpretation.

• We remember poignant pictures well.

• Pictures are often fun to see and fun to create!
Show Your Intention

Diagram highlights the classroom designer’s intentions

QUALITY MATTERS
IN EARLY CHILDHOOD LEARNING SPACES

1. TEMP & AIR
   Room temperature & air quality impact student performance

2. COLORS
   Room colors guide focus & participation

3. DAYLIGHT
   Natural daylight boosts learning

4. VENTILATION
   Ventilation controls odors & reduces illness

5. OUTDOOR PLAY
   Builds social/emotional & creative skills

6. FACILITY QUALITY
   Lifts overall quality
   - Boosts ROI, inspires teachers, reflects family dignity

7. LESS NOISE
   Less noise equals less stress & behavior problems
Show Your Creation

- Diagram highlights the classroom designer’s outputs
Show Your Before-and-After Capabilities

- Change in web site is easy to see in layout, colors, fonts, and navigation
- Symmetrical dimensions enable easy side-by-side comparison
Convey a Community’s Change

- Change in air quality is easy to see in color of sky
- Consistent viewing point and symmetrical dimensions enable easy side-by-side comparison

Delhi, India
A Single Picture Can Convey “Progress”

KIDS TODAY WANT THE LATEST iPHONE

I REMEMBER WANTING THIS PEN
Choose One Focal Point

• By focusing on one item, the photographer makes this picture memorable
Make Group Pictures Interesting

- Toys reflect nonprofits’ missions and enliven the photo
- Banner indicates year and occasion
Provide Multiple Perspectives

- Low Angle
- High Angle
- Overhead
- Dutch Angle
- Eye Level
- Shoulder Level
- Hip Level
- Knee Level
- Ground Level
Share an Intriguing Perspective

My vacation this year
Show Experiences from Your Client’s Level

- Adjust the camera height to show the view of a pet, child, wheelchair user, walking adult, bus driver, or event spectator.
- Zoom in to show personal impact.
- Zoom out to show physical context: facilities, sidewalks, etc.
Chronicle a Day in the Life

Day in the life of a nonprofit consultant
Chronicle a Day in the Life

- Collage shows the progression of a day
- Images help audiences understand and imagine
Diagram Your Evolution

Paving a Way Towards a Sustainable Future

In 2015, inspired by their vision for a greener world, a group of three environmentalists founded Greenfields Forever. Their mission is to make Hancock County a better place with the power of sustainability.

Today, Greenfields Forever is a leading environmental organization in Indiana.

Here is the journey of Greenfields Forever:

- 2011: Jenny, Travis, and Maria get concerned about climate change
- 2012: Jenny, Travis, and Maria launch Greenfields Forever
- 2013: We publish our comprehensive plan to fight greenhouse emissions in Hancock County
- 2014: Our first green program, Fresh Air, launches on North Street
- 2015: Tulip Foundation awards $50,000 grant for our Fresh Air program
- 2016: Sustainability Committee forms
- 2017: Committee hosts first annual recycling drive at all Hancock County school campuses
- 2019: Our second green program, Fresh Water, launches at Sugar Creek
- 2021: Our 100th volunteer completes Fresh Air and Water training program

Greenfields Forever will continue to put passion and principle into action in order to make the world a better place. We will launch our ‘Sustainable Hancock 2025’ campaign in Fall 2022.

For more information visit www.greenfieldsforever.org
Contact us at info@greenfieldsforever.org

Mock-up by Aspen Impact

- Simplified and clear evolution of impact
- Focus on activities that advance the mission
- Clean layout and icons
Make a Visual Timeline

Exercise to create a nonprofit’s timeline

- Pop culture images prompt the creation of a nonprofit’s visual timeline
How and Where to Get Good Pictures

- Service delivery photo shoots in offices, classrooms, gyms, food pantries, etc.
- Field photo safaris at parks, along sidewalks, etc.
- Home photo shoots with clients
- Collage-making parties
- Storyboard- and building-sketching sessions

Involve your staff, volunteers, clients, and community partners!
More Ways to Get Images

• Host photo-gathering competitions among staff and clients.

• Hand out drawing supplies. Ask participants to illustrate how they feel and what they do in a given day. Do this exercise several times over several weeks to see how these forms of self-expression evolve.

Involve your staff, volunteers, clients, and community partners!
Picture-Gathering Tips

• Create a shared drive space for participants to fill with pictures.

• Provide disposable cameras to clients and collect the cameras several days later to develop the film. (This practice may be necessary if your clients don’t have cell phones or aren’t likely to upload their photos to a shared online site.)

• Ask for permission. For guidance, see www.photosecrets.com/do-i-need-permission and legalbeagle.com/8581945-illegal-pictures-people-permission.html.
Inventories
What Are Inventories and What’s Their Value?

• "Inventories" here is based on a term from the field of education – it’s not about storing stuff!

• An inventory measures and conveys the degree of change in a skill, knowledge area, behavior, mindset, or perspective. It could also gauge the quality of a nonprofit’s performance.

• Inventories can help you decide whether to invest more or less in each program or service you offer, based on how much impact results from each activity.

• Inventories may be numerical or qualitative.
Inventories Capture Performance

• This survey lets board and staff members comment on their nonprofit’s leadership performance

• Questions are easy to understand

• Answer choices provide clear options and are easy to count

**Insight and Courage**

The leaders of my organization have displayed insight that has been essential to my organization’s impact. (We define “insight” as a distinct and compelling viewpoint about how social change can come about, including a sense of one’s personal role in that change.)

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

The leaders of my organization have displayed courage that has been essential to my organization’s impact.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
Inventories Show Degrees

- Chart summarizes the nonprofit’s current performance on key leadership criteria
- Rows convert data into a succinct and easily understandable format
Inventories Gauge Personal Development

Teacher Effectiveness for Language Learning

**LEARNING EXPERIENCE**

*How do teachers facilitate meaningful learning experiences that advance language learning?*

**LE1**

**The teacher demonstrates trust and respect for individuals, routines, and procedures.**

- a. The teacher serves as a model for students.
- b. The teacher gives students age-appropriate responsibility for managing their own behavior.
- c. The teacher and students refer to routines and procedures as necessary.
- d. The teacher reinforces positive behaviors.
- e. The teacher consistently takes timely and appropriate action when student behavior does not meet expectations.

*Teacher Effectiveness for Language Learning*

- List identifies skills for participants to develop
Inventories Can Link Impact to Benchmarks

<table>
<thead>
<tr>
<th>LE1</th>
<th>My students and I demonstrate respect for individuals, rules, routines, and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/CAEP</td>
<td>Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs</td>
</tr>
<tr>
<td>INTASC Standards</td>
<td>Standard 3: Learning Environments</td>
</tr>
<tr>
<td>NBPTS Standards</td>
<td>Standard V: Fair and Equitable Learning Environment</td>
</tr>
<tr>
<td>Charlotte Danielson</td>
<td>Component 2a: Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td></td>
<td>Component 2c: Managing Classroom Procedures</td>
</tr>
<tr>
<td></td>
<td>Component 2d: Managing Student Behavior</td>
</tr>
<tr>
<td>Robert Marzano</td>
<td>Domain I DQ7: Recognizing Adherence to Rules and Procedures</td>
</tr>
<tr>
<td></td>
<td>Domain I DQ8: Establishing and Maintaining Effective Relationships with Students</td>
</tr>
</tbody>
</table>

Teacher Effectiveness for Language Learning

- The skill-building inventory is linked to state standards for teachers
Inventories Enable Scaled Evaluations

Reflect on your current performance level of the TELL criteria below.

N = I do not do this.  S = I sometimes do this.  M = I do this most of the time.  C = I do this with confidence.

<table>
<thead>
<tr>
<th>LE1</th>
<th>My students and I demonstrate respect for individuals, rules, routines, and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. I evidence a level of respect that my students can emulate.</td>
</tr>
<tr>
<td></td>
<td>b. I give my students age-appropriate responsibility for managing their own behavior.</td>
</tr>
<tr>
<td></td>
<td>c. My students and I refer to classroom rules, routines and procedures as necessary.</td>
</tr>
<tr>
<td></td>
<td>d. My students and I recognize and validate exemplary behavior.</td>
</tr>
<tr>
<td></td>
<td>e. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.</td>
</tr>
</tbody>
</table>

Teacher Effectiveness for Language Learning

- Survey asks participants to assess how well they’re applying their new skills
Phrase Your Questions Clearly

Are you sure you want to cancel this action? Click 'OK' to cancel the current action or 'Cancel' to continue.
Score Your Impact Across Dimensions

• **Mission Alignment**: How closely does your program align with your core goals?

• **Excellence in Execution**: To what degree do your skills and finances enable you to execute your concept?

• **Scale**: How many people does your program affect?

• **Depth**: How deep an intervention does your program provide?

• **Community Building**: To what degree does this program build and engage your audience?

• **Gap Filling**: If your program were to go away, how much help could your clients receive from other organizations nearby?
Inventories + Pictures

“Matrix Map” by Steve Zimmerman and Jeanne Bell

- “Impact” axis reflects self-assessed scores for Mission Alignment, Excellence in Execution, Scale, etc.
- “Profitability” axis shows the net effect of each program on the nonprofit’s finances
Numbers
Why Measure and Convey with Numbers?

• Numbers can make comparisons easy. 5 is larger than 3.

• Numbers point out clear trends, such as a gain from 10% to 40%.

• Numbers are seemingly objective ways to measure (though as we’ll discuss, subjectivity underlies many numbers).

• Numbers are easy to calculate and to convert into charts.
Evaluators Love Numbers…but Do Others?
Welcome to the Impact Hub

Creating the first data-driven social impact platform.

Monthly Metrics:

- **28,000** Mobile Phones Charged
- **9,000** Water Filtered (Litres)
- **2,000** Carbon Saved (Kg)
- **3,000** Number Of Users

We envision impact investing that is fully transparent and motivated by empowering others. We're building a first of its kind digital platform that will allow you to make a direct and measurable impact, driven by data. We are working towards bringing you personalised impact reports, access to your own dashboard and other ways to join us as we electrify refugee camps around the world.

View Deployments

- Simple yet meaningful metrics
- Round numbers
- Clean and legible presentation

Elpis Solar
Numbers + Pictures

Economy and Spending Power

The average household in Central Indiana earns between $50,000 and $60,000, but earnings vary widely by race and gender. Black and Latinx households earn about half of what white households earn, on average. We also examine income density, which is total income in a location divided by the acreage of that location. Often, urban areas with high density can have higher income per acre than better-off suburban areas. This is because there is a higher density of households earning incomes in those areas.

- Numbers are easy to see
- One key number displays for each topic
- Graphs show changes over time
- Data is available to download
"Our solutions are operated by refugees who [use] our devices (water filtration, mobile phone charging, digital services, and light).

“Our 11 solar systems, across 6 refugee camps in Greece and Rwanda, bring these services to 30,000+ people each month.

“Our systems charge 3,600 phones and clean 9,000 liters of water each month.” Elpis Solar

• Data are simple, but they convey a large scale of impact

• Image shows audiences the technology that makes the impact
Numbers + Pictures

In 2022, there are 115,000 Girls Who Code alumni who are college-aged or post-college aged.

Girls Who Code alumni are earning computer science and related degrees at 7x the national average.

- Numbers are easy to see
- Numbers highlight both scale of impact (115,000) and comparison with a national average (7x)
- Picture personalizes the numbers

https://girlswhocode.com/2021report/
Choose Good Numbers

• Select simple yet meaningful metrics to track.

• Focus on results that are large enough to be worth tracking.

• Take quality control steps to ensure the numbers emerge from an objective and well-designed process.

• Measure results in a consistent manner, allowing for valid comparisons from year to year.

• Ask outside partners to conduct parallel studies in order to further validate your study’s results.
Be Clear About What You’re Counting

How many items could you count from this image?
Display Numbers to Match Your Message

• If your aim is to convey a general message or a large scale, display round numbers (e.g., 125,000).

• If your aim is to convey precision, display precise numbers (e.g., 17.28).

• Right-justify numbers to draw attention to differences in size: 10 210 47,000

• Cite your sources so audiences can check the methodology behind your numbers.
Bring It All Together!

• Each element of SPIN contributes to the whole. We learn about life journeys; worries and dreams; physical barriers and enablers; learning experiences; quality of performance; and breadth, scale, and depth of impact.

• Together, SPIN items help us more fully understand the people we serve, the quality of services we offer, and the quality of operations we run.

• We emerge with compelling content about how much impact we deliver in pursuit of our missions.
Activity: Go for a SPIN
Useful Tools
Useful Tools

Create surveys and stories as a team via Google Forms and Docs
www.google.com/forms/about/ and docs.google.com
Requires a Google account; some options are free

Map your impact via Google My Maps or Google Maps Platform
www.youtube.com/watch?v=gdk6mSugdF8 and www.google.com/nonprofits/
Requires a Google account; some options are free

Collect and organize insights via Scrivener
www.literatureandlatte.com/scrivener/overview
Writers’ tool for drafting and organizing a collection of stories; requires
modest one-time software purchase
Useful Tools

Make timelines of events and stories via Venngage
https://venngage.com/templates/infographics/timeline
Requires a monthly subscription, but screenprints of images are free

Present impact slideshows visually via Canva
https://www.canva.com/
Has decent options for designing free of charge; subscription options exist, too
Useful Tools

SAVI
https://www.savi.org/
Most tools on the site are available for free
Activity: Imagine a Movie
Conversation
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