DRAFT

CHARTING PROGRAM PERFORMANCE & IMPACT: What does success look like?

Summary View

Off Course

Needs Improvement

Proficient

Accomplished

Exemplary/ Forges new ground

Inside EHTF
PROGRAM CONNECTION TO MISSION Mission Language*: Focus on innovative solutions to basic and enduring problems, with an emphasis on education*
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SHARING OUR LEARNING / MOVING AUDIENCES / STRATEGIC COMMUNICATIONS

Art Program

EHTEA/Support for Curators

MEA/Support for Artists

	Off Course	Needs Improvement	Proficient	Accomplished	Exemplary/ Forges new ground
PROGRAM CONNECTION TO MISSION			EHTEA	MEA	
PROGRAM STRATEGY ASSESSMENT			EHTEA MEA		
CONNECTING BOARD/COMMITTEE MEMBERS TO PROGRAMS			EHTEA MEA		
FIELD BUILDING EFFORTS		EHTEA			MEA
CONNECTION TO OTHER FUNDERS/ OTHER SECTORS		EHTEA			MEA
SHARING OUR LEARNING / MOVING AUDIENCES / STRATEGIC COMMUNICATIONS		EHTEA	MEA		

Environment Program

Sustainable CT

District Scale Sustainability Innovations

	Off Course	Needs Improvement	Proficient	Accomplished	Exemplary/ Forges new ground
PROGRAM CONNECTION TO MISSION			District Scale Sustainability Innovations; Sustainable CT		
PROGRAM STRATEGY ASSESSMENT			District Scale Sustainability Innovations; Sustainable CT		
CONNECTING BOARD/COMMITTEE MEMBERS TO PROGRAMS			District Scale Sustainability Innovations; Sustainable CT		
FIELD BUILDING EFFORTS		District Scale Sustainability Innovations		Sustainable CT	
CONNECTION TO OTHER FUNDERS/ OTHER SECTORS		District Scale Sustainability Innovations		Sustainable CT	
SHARING OUR LEARNING / MOVING AUDIENCES / STRATEGIC COMMUNICATIONS			District Scale Sustainability Innovations; Sustainable CT		

Learning Differences

Understood

Parent Support/ Grassroots/ Community Bldng

	Off Course	Needs Improvement	Proficient	Accomplished	Exemplary/ Forges new ground
PROGRAM CONNECTION TO MISSION					
PROGRAM STRATEGY ASSESSMENT					
CONNECTING BOARD/COMMITTEE MEMBERS TO PROGRAMS					
FIELD BUILDING EFFORTS					
CONNECTION TO OTHER FUNDERS/ OTHER SECTORS					
SHARING OUR LEARNING / MOVING AUDIENCES / STRATEGIC COMMUNICATIONS					

Charting Program Performance & Impact

What does success look like?

Art
Env
LD

	Off Course	Needs Improvement	Proficient	Accomplished	Exemplary/ Forges new ground
PROGRAM CONNECTION TO MISSION			Art, Env, LD	Art, LD	
PROGRAM STRATEGY ASSESSMENT			Art, Env, LD		
CONNECTING BOARD/COMMITTEE MEMBERS TO PROGRAMS			Art, Env, LD	LD	LD
FIELD BUILDING EFFORTS		Art, Env, LD		Env	Art, LD
CONNECTION TO OTHER FUNDERS/ OTHER SECTORS		Art, Env	LD	Env	Art, LD
SHARING OUR LEARNING / MOVING AUDIENCES / STRATEGIC COMMUNICATIONS		Art	Art, Env, LD	LD	

DRAFT

CHARTING PROGRAM PERFORMANCE & IMPACT:
What does success look like?

INSIDE EHTF

PROGRAM CONNECTION TO MISSION

Mission Language*: Focus on innovative solutions to basic and enduring problems, with an emphasis on education*

Exemplary/ Forges new ground

__ Funded solutions have deep traction, collaboration is high, systemic change is taking hold, and sustainable financing mechanisms are emerging
__ Broke new ground; highest risk - highest reward proposition; developed a new funding niche

Accomplished

__ Grantee innovations are beginning to influence the field and they provide extensive and model education elements.
__ Relatively unchartered ground, high risk - high reward proposition; among the first funders

Proficient

__ Solutions pose a base or entry- level response and grantees conduct some level of outreach/education; however, grantees often work in isolation and full systems shifts seem very long term
__ Fairly new space or niche; medium risk/reward proposition; few funders in the space

Needs Improvement

__ Program or grantee organization used to address mission, but solutions did not evolve as challenges arose and conditions changed
__ Known space; low to medium risk/ reward proposition; large funder field

Off Course

__ No connection to mission
__ Common space; low risk/ reward proposition; crowded funders field

PROGRAM STRATEGY ASSESSMENT - Assessment is done in conjunction with the Program Strategy Maps. Quantitative measures flow from the Strategy Maps

Exemplary/ Forges new ground

__ Strategy maps are an everyday touchpoint for staff and grantees and they are widely recognized by other field and cross sector partners.

__ Program Committee members are well versed in the strategy map and can drive strategy assessment

__ Strategy maps are co-designed by all the partners above and shared across peer foundations.

__ Active and shared learning agendas within the field drive robust feedback loops that provide active, real time adjustments of strategy

__ Grants, program related expenditures, grantee capacity building, and field building are fully aligned for high impact and there is clear evidence of systems level changes and widespread investment in ongoing solutions.

__ The diverse grant portfolio models how these systems changes are supported

__ Where applicable, cross program and cross sector outcomes are well developed

Accomplished

__ Strategy maps are an intricate part of grant and program budget planning.

__ Strategy maps are embraced by staff and relevant Program Committee(s); there is a familiarity with the current phase, feedback loops, and strategy setting and assessment.

__ Strategy maps are informed by grantees and other relevant experts and practitioners in the field.

__ Strategy maps drive research and field work to fill learning gaps; this often involves collaborative efforts with grantees, other funders, and/or other partners

__ Grants and program related investments present evidence and stories of how program strategies are being achieved

__ The grant portfolio directly reflects learning points/feedback inputs and risk tolerance is directly correlated to opportunities for program advancement and systems change

__ Where applicable, cross program and cross sector outcomes are identified

Proficient

__ Staff refers to the strategy map at several junctures throughout the year, including planning sessions to look at grants and grant budgets, prep for Program Committee calls, prep for calls or visits with key grantees, and BOD meeting prep

__ Program Committee process provides every opportunity for members to be familiar with the strategy map and to become one of the feedback loops for strategy setting.

__ Active learning is occurring and feedback loops are identified and utilized

__ Program grants feel clearly aligned with movement on the strategy map

__ The grant portfolio has a productive mix of early phase or higher risk to mature grantees or lower risk grants

Needs Improvement

__ Strategy map is pulled out right before a board meeting. Staff scrambles to link all current actions to the map.

__ Program Committee process does not support active engagement and easy access to materials that enable members to feel supported in approving grants or driving strategy

__ Very little active learning

__ Weak feedback loops

__ There is no cohesive sense of the grant portfolio

Off Course

__ No clear goal.

__ Reluctance to use strategy map.

__ Staff is pursuing interests that do not align with Program Committee vision

__ Program Committee process is disorganized, access to materials is difficult, and there are few ways for members to understand or participate in strategy setting

CONNECTING BOARD/COMMITTEE MEMBERS TO PROGRAMS

Exemplary/ Forges new ground

__ Staff designs UDL materials that are delivered in multiple, learner-centered ways to Board and Committee members throughout the year – and reviewed in active partnership with staff, grantees and relevant experts and practitioners during dedicated strategy input sessions

__ Staff integrates grantee, Committee, Board, and field learning and co-designs meaningful interactions in multiple ways, including just in time feedback loops that drive strategy.

__ Conditions are set for Committee and Board members to feel highly connected to program work, to be active storytellers and program ambassadors, and to be robust contributors to program assessment and course corrections.

Accomplished

__ Staff delivers regular, timely and highly interactive Board and Committee materials; there is some base level of UDL principles applied.

__ Staff provides regular and robust access to grantees in ways that strengthen Committee field learning, provide deep grantee insights and strategic thinking, and stimulate Committee and Board member input on strategy conversations.

__ Conditions are set for Committee and Board members to feel highly connected to program work, to be able to cite multiple examples or stories per program area, and to have multiple references points to contribute to program assessment and just in time course corrections.

Proficient

__ Staff delivers regular and timely Committee and Board materials that integrate multiple ways to receive program information (text, digital links, audio, video)

__ Staff provides fairly regular access to grantees in ways that enable Committee members to connect to field learning, gain grantee strategy perspectives, and ask informed, high level strategy questions.

__ Conditions are set for Committee and Board members to feel in touch with program work, to cite at least one example or story per program area, and to have references points to contribute to program assessment

Needs Improvement

__ Staff puts together long, text-heavy grant write-ups that are sent to Committee and Board a few days before a meeting; there are few references to strategy assessment and minimal program budget information.

__ Staff provides limited written snapshots of grantee perspectives and neglects to link it to active learning or feedback loops

__ Conditions for Committee and Board members to feel connected to grantees are minimal and they have limited reference points to contribute to program assessment

Off Course

__ Staff talks in jargon, delivers information in ways that are confusing and not easy to absorb, and overwhelms Committee and Board members with extraneous or highly technical details, etc.

__ Staff does not expose Committee or Board members to grantees or field based learning

__ Conditions for Committee and Board engagement are weak, resulting in members feeling removed from grantees and having no reference point to contribute to program assessment.

EHTF IN THE FIELD

FIELD BUILDING EFFORTS *(Convening, network development, collective impact, connective tissue)*

Exemplary/ Forges new ground

__ Staff and grantee relationships across the board are designed to intentionally inquire, seek, identify and support ongoing grantee connections and field relationships that include experts, lead practitioners, cross sector parties, etc.
__ Staff, willing funding peers, and nonprofit organizations routinely identify, co-design, implement and learn from nonprofit organizational and project level capacity building and technical assistance needs.
__ Outside funding is routinely leveraged in support of collaborative initiatives
__ Staff engages in targeted professional development that enhances their ability to serve as hands-on thought and action partners in actively supporting and strengthening collaborative efforts; resources and support for funder affinity group participation, sharing, and leadership are an inherent part of program work
__ EHTF is active in contributing to field research, data collection, and sharing of best practices and experiences regarding model collaborative structures (e.g., collective impact)
__ Board members are engaged and active ambassadors of EHTF-led collaborative initiatives

Accomplished

__ Regular and ongoing support for grantee connections and field relationships that include experts, lead practitioners, cross sector parties, etc. is an integral part of overarching program strategies and a clear and key role for program officers and president
__ Staff routinely considers grantee/field capacity building and technical assistance needs in grant recommendations, as well as in peer funder efforts.
__ Where appropriate, staff serves as a hands-on thought and action partner and dedicates time to actively supporting and strengthening collaborative efforts
__ Outside funding is sometimes leveraged in support of collaborative initiatives
__ Staff has ample opportunity/support and professional development resources to excel in this area

Proficient

__ Staff routinely connects grantees in meaningful ways (select cohorts working on shared issues, challenges or goals; full set of program grantees sharing best practices, etc.),
__ Staff occasionally considers grantee/field capacity building and technical assistance needs in grant recommendations
__ Staff routinely connects grantees with peer organizations, experts, and cross sector allies
__ Staff occasionally initiates or responds to grantee request to support a network structure or similar form of higher level collaboration
__ Staff has some opportunity to engage in funder affinity groups and occasionally has professional development opportunities in this area

Needs Improvement

__ Staff offers a single or small number of staff-led convenings that result in grantees having minimal interactions with each other and no on-going relationship building opportunities
__ Staff makes limited introductions between select grantees and field peers and/or experts
__ Staff is encouraged to engage in field building, but is not supported through professional pathways or skill development in this area

Off Course

__ Staff sees field connections but does not actively facilitate relationships resulting in grantees having no awareness of each other, nor any awareness of others doing related or complementary work
__ Staff is not supported in field building and receives no skill development in this area

CONNECTION TO OTHER FUNDERS/OTHER SECTORS

Exemplary/ Forges new ground

__ A hallmark of EHTF staff is their skill at cultivating and building interconnected field, cross sector and peer funder relationships
__ Connections are designed to accelerate shared learning and/or scale implementation of best practices.
__ Field connections consistently result in aligned grantmaking and/or investments with other funders, intermediaries and/or cross sector partners

Accomplished

__ EHTF staff dedicates targeted time to cultivating and building interconnected field, cross sector and peer funder relationships.
__ Connections lead to shared learning and best practice exchange
__ Field connections often result in aligned grantmaking and/or investments with other funders, intermediaries and/or cross sector partners

Proficient

__ EHTF staff often seeks and maintains active relationships with funding peers and others in relevant sectors
__ Organizational and sector learning is enhanced based on peer connections
__ Field connections occasionally result in aligned grantmaking and/or investments with other funders, intermediaries and/or cross sector partners

Needs Improvement

__ Staff sporadically seeks peer funder connections
__ Staff occasionally meets with funding peers and others in related sectors at relevant conferences, during sporadic calls, or at ad-hoc meetings, making shared learning happenstance.
__ Limited field connections result in rare opportunities for aligned grantmaking

Off Course

__ EHTF staff work in isolation and do not seek out peer funder connections

SHARING OUR LEARNING / MOVING AUDIENCES / STRATEGIC COMMUNICATIONS

Exemplary/ Forges new ground

__ Program learning moments, insights and/or stories are an inherent part of the work and the intentional design and curating of learning is a hallmark of EHTF that results in demand from within and beyond the field.

__ Staff and grantees routinely co-design story development for key, identified audiences or influencers, including efforts that involve internal, iterative strategy development, as well as external media outlets, social media, journalistic commissions, etc.

__ Staff receives ongoing skill development on audience identification and targeted content delivery, resulting in EHTF being heralded as a field connector, as well as a routine and valued contributor of thought pieces, blogs, vlogs and related stories to field media outlets

__ Staff actively designs and offers presentations for various field and cross sector audiences aimed at cultivating peer connections and aligned investment in the target model program projects/ programs, as well as in scaling promising program and nonprofit initiatives

__ Staff is highly engaged in funder affinity groups and routinely seeks out and/or is asked to present on learning/trending issues.

__ The high recognition and strength of EHTF's brand draws aligned funding peers, organizations, and media influencers to us; it also results in a strong influencer presence in social media and related outlets.

__ EHTF website is dynamic and constantly refreshed with new content, with an emphasis on grantee voices and feedback loops from grantees and board that result in the capture and sharing of iterative learning. Analytics show high usage across various audiences. The Board login page is a flourishing space for Board and Associates learning and the go-to source for internal information.

__ EHTF's internal Facebook group is a model of learning and engagement and an indispensable source for understanding and contributing to the ongoing work.

Accomplished

__ Numerous program learning, insights and/or stories are routinely collected and shared inside and/or outside of EHTF

__ Staff and grantees occasionally co-design story development for key, identified audiences or influencers, including efforts that involve internal, iterative strategy development, as well as external media outlets, social media, journalistic commissions, etc.

__ Staff often contributes a thought piece, blog, vlog or related story to field media outlets

__ Staff regularly designs presentations for various field and cross sector audiences aimed at cultivating collaborative investment in model program projects/ programs, as well as in scaling promising program and nonprofit initiatives

__ Staff is engaged in funder affinity groups, able to facilitate peer connections, and often seeks to present on learning/trending issues.

__ The EHTF brand is widely respected and known in the field and often recognized in broader contexts.

__ EHTF website is regularly updated and analytics show usage across various audiences. Board and grantee feedback support website improvements and outreach. Board login page is regularly utilized as a source for internal information.

__ EHTF's internal Facebook group is an active spot for keeping in touch with staff field work and contributing thoughts and ideas.

Proficient

__ Program learning, insights and/or stories are often collected and shared inside and/or outside of EHTF

__ Staff can identify key audiences and has some notion of how to deliver information to them

__ Staff routinely seeks to join funder affinity group and other convenings as a panelist/presenter on key things we are learning about

__ Staff occasionally takes the lead on contributing a thought piece, blog or related story to field media outlets

__ EHTF brand is well-known among peer funders and recognized in our fields, but not well known beyond these circles

__ EHTF website is updated several times per year and receives traffic from grantees, board and other audiences. Board login page is recognized as a source for internal information.

__ EHTF's internal Facebook group sees moderate traffic and semi-regular posts provide some level of staff field work and/or occasional contributions from Board members

 Needs Improvement	__ Program learning, insights and/or stories are randomly collected and shared inside and/ or outside of EHTF __ Staff struggles to identify key audiences and give little though on how to deliver information to them __ Staff occasionally seeks to join a funder affinity group conference session to help share learning __ EHTF brand has limited recognition in our fields __ EHTF website is randomly updated, has low click-throughs, and the board is provided with few opportunities to obtain information via the Board and Associates section of the site __ EHTF's internal Facebook group sees limited posts and traffic is low or concentrated to a handful of users
 Off Course	__ Program learning, insights and/or stories are rarely collected or shared inside or outside of EHTF __ Staff is not thinking about key audiences for the learning __ Staff avoids affinity group conferences and misses opportunities to present learnings and influence the field __ EHTF brand is weak and/or misunderstood __ EHTF public and board website information is outdated __ There is no social technology platform for getting field updates