

Developing an Impact Assessment Framework for the Somali Youth Development Resource Center



TEAM

*Samantha Grahn
Kemal Rifky
Konstantinos Sarantopoulos
Lucy Winiarski*

SPONSOR

*Abdiwahab Ali
SYDRC Operations Director*

C-TERM

March 2, 2024

ADVISORS

*Dr. Sarah Stanlick
Dr. Esther Boucher-Yip*



An Interactive Qualifying Project submitted to the faculty of Worcester Polytechnic Institute in partial fulfillment of the requirements for the Degree of Bachelor of Science. This report represents the work of four WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on its website without editorial or peer review.



ABSTRACT



The Somali Youth Development Resource Center (SYDRC) plays a crucial role in assisting Somali youth by helping to create opportunities and teaching healthy life habits. Through their various activities, they have a substantial impact on the greater community. However, there was no streamlined method to effectively record and report their impacts back to funders and stakeholders. To address this issue, we conducted field research, surveyed attendees, and interviewed multiple audiences to collect data. We found that co-development approaches with diverse stakeholders and a centralized reporting system were crucial to an effective reporting model. In response, we developed an impact assessment framework tailored to the needs of the SYDRC to guide them in their reporting processes.



TABLE OF CONTENTS

03

Introduction

04

Background

09

Methodology

17

Results and Outcomes

26

Recommendations and Conclusions

28

References

29

Appendices



Introduction

In recent years, the large amount of Somali migration into the United Kingdom (UK) has brought on several challenges and adaptations. Over two decades ago, the Somali Youth Development Resource Centre (SYDRC) opened its doors to assist Somali youth by helping to create more pathways of opportunity for them in the future. Their current activities are programmed to be in the best interest of the youth, but the SYDRC lacks a robust framework to actually measure the impact of its services. The methods they use now do not record

the efficacy of the activities they present to the community or the degree to which those activities coincide with the priorities of the people of Camden. In addition, they also lack methods for measuring long and short-term effects of youth programs to further present and encourage ongoing funding from donors and stakeholders. By working side by side with the SYDRC, we accomplished a way to assess their current tools, and decided what additional tools were needed to develop an impact framework to fulfill this pressing need for their youth center in Camden.

Background

Historical Significance of Youth Centers:

Youth centers have been established for decades, but over the past 20 years, they have undergone fundamental changes. In the 1990s, youth centers became very popular because they were viewed by society as a place that served to discourage and prevent bad behaviors by children and young adults between the end of school and the end of parents' workdays (Sharpe et al., 2022). Over time, youth development centers have undergone a lot of social reform and have been thoroughly researched, which has shifted the societal perception associated with them from hindrance to assistance (Roth & Brooks-Gunn, 2003).

The goal of youth development centers is to give young people the necessary skills to transition into adulthood in healthy ways. In general, the most common pillars of an efficient youth center are education, recreation, and leisure.

Youth Centers in the UK:

Youth centers and community-oriented organizations have been invaluable in the UK's history for many years (Youth Review, n.d.). They work to provide activities and

resources to surrounding communities to guide and empower UK youth, causing them to gain popularity and multiply in numbers (Theory and Practice of Community Development, n.d.). They each implement various programs in different ways in their respective communities.

Reach Society:

A youth organization based in Surrey, UK, was founded in 2010 by various people associated with the UK government. From 2007-2010, the government funded the "REACH" role model program, which aimed to positively influence the lives of black boys and young black men. The government decided to end this grant funding, but after being involved with the program, Donald Palmer, Rob Neil OBE, and Dwain Neil OBE, felt compelled to continue the impact this program had on young people. They created an organization to address the cultural, social, and emotional barriers that young boys in the community face by creating mentoring relationships with influential black people. One of the many programs offered is called the "networking program" where they connect the youth with successful black men who have a common cultural background to inspire them, teach leadership skills, and raise awareness about various issues (Reach Society - A Member of the Friendship Network, n.d.).

Background

100 Black Men of London:

The organization named 100 Black Men of London is an example of how international organizations have implemented charters worldwide to help young children of African origin to reach their full potential. They are a community-based organization established in 2001 run by black men. Their programs and activities focus on mentoring, education, economic empowerment, health, and wellness. They have impacted the lives of over 10,000 young people, held over 2,500 mentoring sessions, over 250 health and wellness sessions, and over 250 wealth-building programs. In addition, they also create, organize, and deliver a wide range of programs to help empower the youth along with the rest of the community. Examples of these are: "How to succeed at school", "Developing Healthy Relationships" and "Understanding the Influences of the Media" (100 Black Men of London, n.d.).

The eXcel Project (XLP):

The XLP is a youth organization based in the UK, specifically in the suburbs of London. Patrick Regan OBE set up XLP after being invited to a school to help with children's behavioral issues. He was a local social worker at the time, and the school had previously experienced severe violence on the playground, prompting their need





for his assistance. The organization aims to give young people growing up in urban communities the foundations for a positive future. Their targeted audience is young people who battle with issues such as domestic abuse, poor school performance, unemployment, or those who have grown up in unsafe areas. They aim to create lasting relationships with young people and urge them to become independent and positive community contributors. The XLP operates in nine different suburbs in London and works with over 4,000 young people each year. The programs and activities they offer are educational, mentoring, career-oriented, sports, and arts (XLP, n.d.).

Somalis in Camden:

In order to assess the impact that the SYDRC resources have on the Somali community in Camden, it is important to understand the community itself and their needs. In the UK, one of the largest cultural communities is the British-Somali community. In Camden specifically, 31% of the population was born in a different country, one of the most common countries being Somalia (Camden Council, 2023). As a whole, the British-Somali community needs support in connectivity, employment, education, and crime prevention. Each of these categories are outlined in Table 1 on the following page.

Background

Table 1. Outlines of Needs of the Somali Community in Camden.

<p>Isolation</p> 	<p>As with any diverse population, a lot of Somali people living in the UK feel isolated societally and have identified an absence of knowledge about their community as a main issue. They also struggle with a socialization deficit resulting from their feelings of isolation (Palmer et al., 2008). For example, racism and bullying within schools have been expressed as concerns by Somali students in Camden, which only escalates their feelings of societal isolation (Rasmussen, 2009).</p>
<p>Language Barriers/ Unemployment</p> 	<p>One cause of this isolation could also be language barriers, which may go alongside unemployment (Bhui et al., 2012). 86% of Camden speaks English, whereas less than 4% speak Somali, which could make communication difficult at times (Camden Council, 2023). In 2012, 143 Somali people living in London were surveyed about various demographics. 100% of them spoke Somali as their first language and 89.5% of them reported being unemployed (Bhui et al., 2012).</p>
<p>Education</p> 	<p>One of the most daunting issues that has spanned decades in the Camden community has been education. According to an impact report from 2020-2021, 23% of SYDRC participants have been removed from school before, either temporarily or permanently (Personal Communications). The school removals could have stemmed from behavioral issues or lack of educational attainment. Education quality for Somali youth was in-part why the SYDRC was founded in 2000 (SYDRC, n.d.). Although there have been improvements in preparing students for various educational standards, there is still room for further growth.</p>
<p>Crime</p> 	<p>Lastly, an important characteristic of Camden is the high crime rate, specifically among the youth. In 2022, multiple Somali Camden community members, one being a SYDRC Chairman, voiced youth safety concerns about gang violence and knife-related crimes (McCarthy et al., 2022). Leading the Somali youth of Camden away from crime would benefit the community and help the youth advance their futures healthily.</p>

Isolation, language barriers/unemployment, education and crime statistics for Camden in relation to the Somali community.

Background

Impact Assessment

Case Studies:

Impact assessment frameworks are an effective practice used to measure several success thresholds within an organization (SureImpact, 2022). Organizations can implement various impact assessment frameworks or use parts to develop their own and tailor them to their purposes (SureImpact, 2022). Ethnic Community-Based Organizations (ECBOs) include culturally targeted programming, services, community, and ideology (Jenkins, 1981). Impact assessment frameworks are used by ECBOs, such as the SYDRC, to measure their impact on the community. In the following case studies, diverse approaches to impact assessment are referenced and can be used in future development.

US-Based Korean ECBO:

An example of an impact assessment framework is a US-based Korean ECBO that implemented a multidisciplinary cultural framework to improve their mental health services. The framework looks into the organization's community-building approach, responsiveness to community needs, and individual mental health needs (Vu et al., 2017). This case study is particularly relevant due to the extensive community-based participatory research (CBPR)

conducted (Brush et al., 2020). To understand the impact of services and the relationship between the organization and the community, researchers conducted six interviews spanning volunteers to board members. They also set up three focus groups with senior community members as participants. Researchers collected qualitative and quantitative data which illustrate how ECBOs are uniquely suited to tackle sensitive issues while creating a sense of inclusion and ongoing engagement within the community. Such a participatory research approach encourages comprehensive community involvement and gathers diverse data that could be useful in evaluating the SYDRC's initiatives.

Cricket Island Foundation (CIF):

The Cricket Island Foundation (CIF) is a US-based philanthropic organization that supports youth-led social change initiatives (Pond et al., 2018). This case study explained how they wanted to ensure the allocation of funds through an assessment tool that was comprehensive, accessible, and cost-effective. The idea of large amounts of capital or time being diverted for the sole purpose of assessments was to be avoided (Pond et al., 2018). Similar to work at the SYDRC, the CIF's approach was to be low-stress on staff and use existing data, such as qualitative reports from past

Background

surveys, grant applications, and interviews. Eventually, the CIF was able to develop a custom organizational assessment tool to assess their grantees' impact effectively. They base themselves on the Core Capacity Assessment Tool (CCAT), an industry-standard tool used by nonprofits to determine how to deliver programs most effectively (Points of Light, 2021). Using the CCAT as a foundation, the team developed five impact areas:

1. Organizational Capacity
2. Youth Leadership
3. Executive Leadership
4. Collaborating and Learning
5. Funder Policy and Practice.

The CIF wanted them to identify relevant areas of desired impact and improvement, which became anchor metrics for grantee organizations. The report also highlights the importance of continuous capacity building and involving other organizational leaders to determine what paths they want to take to advance their goals collaboratively (Pond et al., 2018). The SYDRC may be able to adapt methods like this by collaborating with other youth centers. The value of capacity building is essential to establishing a culture of assessments within nonprofit organizations.

The Winchester Project (The Winch):

A theory of change is a framework that explains how and why a desired change is expected to occur in a specific context. It outlines the connection between activities and intended outcomes, helping organizations better understand the rationale behind their programming (Forti, 2012). In the case of ECBOs, a theory of change can help align organizational activities with community needs and goals. This can be seen through a youth center called The Winchester Project. As seen in a report on community-based systems change for youth development in the area co-developed by the organization, continuous community engagement, cross-sectoral collaborations, and holistic community interventions are required for meaningful community changes. The Winch's experience highlights the significance of the bottom-up approach in developing and implementing programming to achieve continuous service improvement (The Winch, n.d.). In the context of the SYDRC, insights from Winch's approach can inform the development of the SYDRC's impact assessment framework by incorporating the Winch's flexible evaluation methods and how they conduct regular reporting, reflection, and changes to programming.

Methodology

As addressed previously, Somali youth have several needs in the UK that long to be fulfilled. In Camden, London, UK, the Somali Youth Development Resource Centre (SYDRC) has been expanding since 2000 to do exactly that. Their mission is to encourage and motivate Somali youth and provide them with the resources to build their best future (SYDRC, n.d.). Programs fostered community engagement and fall under common themes of education, recreation, and leisure. This enables Somali youth to encounter diverse perspectives and seize good opportunities that may not otherwise come their way.

The SYDRC works to improve Somali lives, but the organization lacks a streamlined tool to report their impact on the community. They currently use an in-house platform called Views to manually input impact reports, but many find it difficult to navigate. To better understand what makes an effective impact reporting mechanism, we looked deeper into the following questions to drive our research:

1. What are the characteristics of a flexible, culturally appropriate, and growth-oriented impact assessment for the Somali community?

2. How will the monitoring and evaluation framework we create include and continuously be informed by community voices?

3. How can we create a streamlined assessment tool that effectively analyzes various types of data to report community program impact?

These proposed questions helped us to research deeper into the characteristics, information, and synthesis tools that a sample framework should or should not include. With these considerations in mind, our team established that the best way to gather data was through field research, surveys, interviews, and evaluation of existing data. It was effective in gathering data from specific audiences, including attendees of the SYDRC, staff/volunteers of the center, and other funders/stakeholders. We relied on numerics and community profiles, emotions, and lived experiences to obtain significant data but also kept limitations and ethical considerations in mind.

Objective 1: Gather Information About the Experiences of the Participants in the SYDRC's Programs

Field Research:

We reached the attendees of the SYDRC by actively engaging with them throughout community events to better understand the needs of the Somali Youth community. This method involved a combination of participant observation and informal interviewing as qualitative research (Sheppard, 2019).

Methodology

As seen below in Table 2, at the events we attended, we observed the structure of SYDRC events firsthand and how they aligned with their mission. To understand

how the SYDRC's functionalities affect its participants, we observed them through the natural flow of their activities and engaged in casual conversations with them.

Table 2. Breakdown of Programs we attended and observed at the SYDRC.

Event Observed	Purpose/Description of Event	Characteristics
Strengthening Family Strengthening Community (SFSC)	13 week course designed to encourage community discussions between Somali parents.	<ul style="list-style-type: none"> • Open space where parents can discuss different parenting strategies and obstacles • Guest Speaker: Social Worker in Camden
5 and Under Stay and Play	Kids under 5 years old and their caretakers gather to play and interact with other kids during the day.	<ul style="list-style-type: none"> • The children led the play • Interaction across all children • Ball pit, nursery rhyme circle, playing with things like blocks and figurines
Coding Club	Weekly, classroom style meeting where young kids learn how to write code with the help of two project leads and a volunteer.	<ul style="list-style-type: none"> • Class taught Python to 10 students (6 girls, 4 boys) • Gave individual assistance to many students. • Skill-levels varied.
Sunday Football	Weekly, provides productive activity for youth, serves as a platform for the entire family to connect in an accessible place.	<ul style="list-style-type: none"> • One of most popular events • Inclusive participation • Various skills and ages • Family-friendly and accessible venue

The events our team observed with a description of each and additional notes about the specific session we attended.

Methodology

We chose this data-collection method to uncover the details quantitative data may not show (Yin, 2011). We built a friendly relationship with attendees and learned about their various perspectives and challenges to create an environment of open communication. We particularly focused on identifying key patterns or recurring themes within our observations of participants. The SYDRC collects a lot of quantitative data, but it does not comprehensively represent community voice. To compare the given data with our collected data, we gathered a large amount of qualitative data.

Surveying:

Qualtrics is an online tool offered by Worcester Polytechnic Institute (WPI) that collects responses and creates a digital report. Surveying participants was chosen due to its ability to be written in Somali and English and its accessibility. Also, surveys were a less invasive way of asking participants questions that may lead to criticisms or concerns.

WPI Qualtrics: Multiple Choice and Likert Scale Questions

We collected both qualitative and quantitative data about SYDRC participants' points of view, participation, and suggestions regarding the center's events. The survey included three types of questions. The first were Likert scale questions. The Likert scale offered five emotional responses to a statement. The respondents could

choose one that best reflects how they felt or how much they agreed with the given statement (Wu & Leung, 2017). The questions on this survey that were in this format provided us with information about the community's point of view towards the SYDRC. The second format was multiple-choice questions, where the user selected one or more answers out of multiple options. The final format was open-ended, where the responder typed in their response to a text box. The open-ended question addressed whether or not the participant had anything to add. The complete set of questions from this survey and what kind of data we received from responses are outlined in Appendix A.

GOAL: 20 - 30 survey responses

In 2022, a group of WPI students collected 343 form responses from the Camden community, so we are setting a minimum significantly under that amount due to our scope being only within the SYDRC (McCarthy et al., 2022). We did not limit the maximum number of survey responses we gathered because with more data, our analysis could be more robust.

Qualtrics creates digital reports of survey responses. We looked for repeated trends in the responses to the open-ended question. Various question formats and logistics of this survey helped us achieve our goal of connecting the SYDRC with community voices.

Methodology

Objective 2: Gather Insight About the Staff/Volunteer Experiences Within the SYDRC

Interviews were helpful in collecting qualitative data from the staff/volunteers at the SYDRC. Due to the organization having a small staff, interacting with 5-10 associates was sufficient. The diverse positions of the SYDRC staff can be seen in Figure 1.

Interacting with many people within the non-profit was strongly beneficial as it allowed the staff to voice opinions and insight in a trustworthy atmosphere. The SYDRC already has data collection methods for basic information about its members, but only a few staff members are analyzing this data. It was important to see their understanding of how impact reporting worked to improve future programming.

This evaluation focused on the effectiveness of their top-down implementation of impact reporting strategies across the organization and explored ways to modify current strategies for greater versatility in the future.

Knowing that the SYDRC tends to collect more numeric data, we expanded on the existing qualitative data to better understand the information. To collect this effectively, we based these interviews on four main areas: demographics, activities, funding, and impact assessment methodology. Appendix B highlights the interview questionnaire that we developed based on those areas. We interviewed in pairs, with one person recording and one facilitating, to help create a closer relationship and a more comfortable atmosphere with interviewees. We digitally recorded inputs provided by staff and volunteers for future reference.

SYDRC Organizational Chart

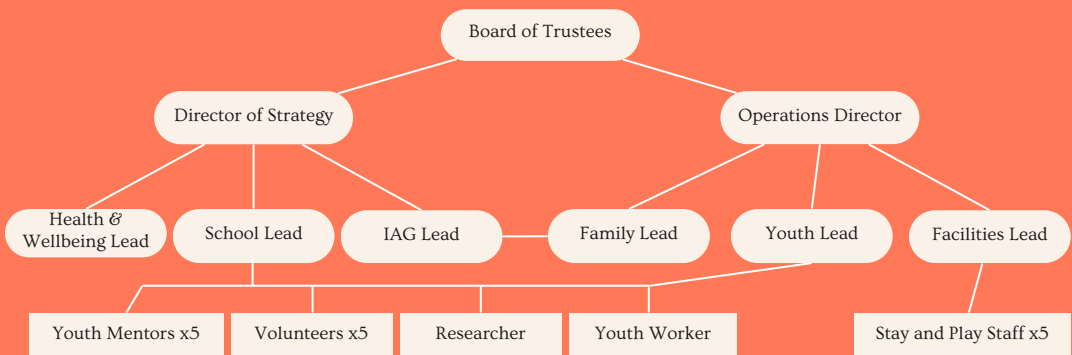


Figure 1. SYDRC organizational chart that breaks down different job titles.

Methodology

Objective 3: Analyze Best Practices for Implementing Impact Assessments From Other Stakeholders

Other Youth Centers:

We contacted three other youth centers with successful impact assessment frameworks to guide us in producing one for the SYDRC. With the low amount we ended up connecting with, we interviewed one staff member to learn their methods of reporting and assessment.

Kings Cross Brunswick Neighborhood Association:

Provides community development and support for seniors, youth, and the Bangladeshi, Chinese, and Somali communities in Camden.

Our interviews with other youth centers followed the same topics of discussion as the SYDRC staff/volunteer interviews: demographics, activities, funding, and impact assessment methodology. However, our discussion with this specific group focused on how their impact reporting effectively translated community input into areas of their programming. A layout of our interview questions can be found in Appendix C.

Funding Organizations and Stakeholders:

An important aspect of producing our framework was directly interacting with funders and other stakeholders through interviews to understand their expectations from organizations like the SYDRC. Alignment between community voice and funder/stakeholder expectations was crucial for ensuring that programs resonated with the community's true needs. Through our sponsor, we contacted five organizations that work closely with the SYDRC. Their missions and strategies can be seen on the next page in Table 3. These interviews were structured to cover several key areas: mission/activities, funding guidelines/procedures, reporting/impact assessments, and communication/support with funding recipients. The interviews were in-depth and allowed us to identify recurring themes. The questions can be found in Appendix D.

Additionally, we reviewed existing reports, impact assessments, and publications from some of the organizations we spoke with. As a result, we gathered a baseline understanding of the current state of impact reporting in the industry and changes to be made to the SYDRC's approach.

Methodology

Table 3. Breakdown of Funding organizations and stakeholders we interviewed.

Organization	Mission	Funding Strategy	Impact Reporting Strategy	Characteristics
Camden Council	Achieving a safe, fair, creative, and active community, a place that works for everyone and where everybody has a voice.	Program with 5 aims: prevention, empowerment, collaboration, good governance /funding, and monitoring and evaluation.	Depends on the fund size. Smaller grants require simple reports and larger grants require a more in-depth process.	Utilizes co-design with funding recipients. Developing a strategy for a new program with emphasis on case studies and profiling the work of organizations.
Camden Giving	Support opportunities, resources, and diversity among the young people of Camden through local partnerships.	Provides 3 types of funding: Micro grants, Project-Specific Funding, Community partner fund (unrestricted)	Provide support and resources. Provides training, feedback, and collaboration	Acknowledges challenges faced by nonprofits in data analysis. Standardize data collection methods for recipients
Young Camden Foundation	Creates relationships between the youth and local businesses and organizations. Promote investments in the younger generation.	Focuses on smaller organizations that lack a large fundraising capacity.	Gives a template to fund recipients to fill out and report back at the midyear point and the end of the project.	Offer training and events to upskill member organizations.
Red Ochre	Create a more inclusive and adaptable brand for SYDRC by expanding the organization's appeal beyond just the Somali community.	N/A	Focuses on developing a Key Performance Indicator (KPI) dashboard with quantitative and qualitative metrics.	Emphasized the importance of co-design.

Mission and funding/impact reporting strategies of funding organizations and stakeholders connected with the SYDRC.

Methodology

Limitations and Challenges:

As student researchers, we anticipated various limitations and challenges. We knew that we would likely face language and education barriers while interacting with the small Somali community in Camden. Although immigrants from Somalia have been migrating to the UK for generations, they have different abilities to speak and comprehend the English language. We inquired with members and staff of the SYDRC who know both English and Somali to help us with translations.

People from the Somali Camden community have diverse backgrounds and different experiences, so we had to focus on understanding their cultural values, norms, and traditions. Somali culture also has generational characteristics that are very sensitive to the community, and we made sure to be able to tailor our project according to them. While interviewing and surveying, we remained mindful that immigrants may be uncomfortable sharing information that may risk their immigration status.

While collecting and analyzing our data, the quality of the information we collected was essential to the success of our project. To get that information, the people within the SYDRC community had to feel particularly open when sharing information with us. We are outsiders to the community with completely different backgrounds, and we anticipated that it would be difficult for that to happen immediately, but we gradually

built trusting relationships and meaningful connections with them.

Upon arriving in London, we realized that one of our data collection methods was going to be ineffective. We planned on surveying the general Camden community about their awareness of the SYDRC. However, this did not seem like it would be efficient to collect data on the SYDRC's reporting strategies since the information would be so general. So, we ultimately decided to remove it from our methodology.

Ethical Considerations:

Our team faced multiple ethical considerations as we carried out our data collection methods. Three priority areas of concern revolved around confidentiality, consent, and fair representation. We maintained the participants' anonymity when executing surveys, interviews, and evaluating existing data by not recording personal identifying information. Additionally, we disclosed why we cannot fully promise confidentiality to our participants. Though all personal identifying information will be kept within our group, we must report any findings that pose legal issues. The issue of confidentiality easily led us to the issue of consent. The participants were assured that their responses would stay anonymous, so it remained that way. If their anonymity had been compromised, we would have fully disclosed this information, but we did not encounter that issue. In addition, informed consent was also highly significant when collecting data. Participants were made fully

Methodology

aware that they had the right to decline to answer any or all questions that researchers presented to them.

When asking questions, they were phrased in a way in which they avoided any discriminatory or triggering language to ensure that no one was made to feel uncomfortable. We collected data from various groups of people to ensure fair representation. Per the United Kingdom's General Data Protection Regulation (UK-GDPR), we ensured that our methods were compliant and that any personal identifying data (PID) was in a secure location. At the start of each interview or survey, we included a disclosure statement and clarification as to why we may be collecting sensitive information. Following these rules, we will dispose of all data by May 3rd, 2024. By addressing these ethical concerns, we were able to create multiple methods to collect data that were effective and fair. Lastly, this project has followed the Worcester Polytechnic Institute (WPI) Institutional Review Board (IRB) guidelines and received research approval on January 2, 2024.



The photos above are from the Sunday Football event hosted by the SYDRC at a field in Camden Town.

Results & Findings

Data Analysis:

To meet our project's objectives, we categorized both our interview and survey responses into a general code to allow us to identify common trends and themes. We divided our data into the same three objective areas as we did when designating the data collection methods; Information about the experiences of the participants of the SYDRC's programs, insight about staff/volunteer experiences within the SYDRC, and best practices for implementing impact assessments from other stakeholders. This allowed us to compare findings within each category and further compare all of the trends as a whole. We analyzed the data to form evidence-based answers to each which we will discuss further. We produced a streamlined monitoring and evaluation framework for guidance to future youth centers.

33

SYDRC Participant
Surveys

6

Funder/ Stakeholder
Interviews

8

SYDRC Staff
Interviews

4

SYDRC Program
Observations

Process of Creating/ Using Codes:

When creating our data codebook, we started with six main categories based on the topics our interview questions covered, and created subcategories for each, as seen in Table 4. This data code was generalized so we were able to use it for all data collection methods and intended audiences. To maintain clarity and organization, we put each group we collected data from on a different Google Sheet.

After each interview and survey, we highlighted important phrases and quotes in the responses to simplify our results. This made translating the data into the codebook easier. We took those highlighted phrases/quotes and put them under the most-fitting subcategory. Next, after we had all our data cleaned up and stored in one central document, we identified common themes, trends, and keywords for different code subcategories.

Results & Findings

Table 4. Codebook for Qualitative Data Analysis.

Category	Code
1 - Demographics	1.1 - Gender Distribution 1.2 - Participants' Ages 1.3 - Ethnicity
2 - Activities	2.1 - Frequency of Programs 2.2 - Involvement in the Programs 2.3 - Most Attractive Activities 2.4 - Education, Recreation, or Leisure 2.5 - Role of Community Voice in Development
3 - Organization Specific	3.1 - Goal of Organization 3.2 - Internal Communication 3.3 - Relationship with Sponsors 3.4 - Amount of Roles in Organization 3.5 - Involvement in the Somali Community
4 - Impact Assessment	4.1 - Impact Assessment Involvement 4.2 - Familiarity with Reporting Platforms 4.3 - Challenges with Reporting 4.4 - Improvement Areas 4.5 - Positive Areas 4.6 - Qualitative or Quantitative Data Focus
5 - Community Needs	5.1 - Youth Violence 5.2 - Unemployment 5.3 - Language Barriers 5.4 - Education Quality
6 - Funder Specific	6.1 - Relationship Between Funders/Recipients 6.2 - Assistance and Resources 6.3 - Reporting Template Provided to Recipients 6.4 - Expectations from Recipients 6.5 - Program Alignment with Objectives

A tabulated format of the data coding topics and subtopics used to categorize the data we collected.

Findings - Objective 1: Gather Information About the Experiences of the Participants in the SYDRC's Programs

To learn how program attendees interact with each other we conducted field research. We attended four different events and observed the community's interactions and the structure of events. We attended

Results & Findings

Strengthening Family, Strengthening Community (SFSC), Under 5 Stay and Play, Coding Club, and Sunday Football.

When observations from each event were compared, we noticed that many programs had people of various skill sets, yet they were open to anyone. The events were welcoming, and it was clear that there was a strong sense of community among the attendees. Additionally, we saw that the staff and attendees all knew each other well, indicating that they repeatedly went to SYDRC events, which was later confirmed by survey responses.

High ratings suggest that community voice is being taken into account by the organization

Another trend we identified was the need for more structure during events. For example, at the end of Sunday Football, project leads asked for quotes about the attendees' experiences for an upcoming quarterly report for funders. While this works, it did not appear to be the most efficient data collection method as the questions were unplanned. The data collection did not seem particularly insightful for future improvements to programming, but rather only for this particular report.

To gain perspective into how members of the SYDRC feel about events, we distributed a survey, which inquired about satisfaction,

demographics, and feedback. We gathered 33 complete survey responses. As seen in Appendix A, the questions address how people were introduced to the SYDRC and how they feel about the center which allowed us to gauge the genuine feelings of the community. Our survey was mostly distributed at a health-based community event, so we noticed that a majority of the respondents were those from the Community Health & Wellbeing program.

From the responses, we saw that participants were mostly satisfied with the SYDRC and the way the center operates. The survey consisted of multiple Likert Scale questions where the respondent could choose an option from 1 to 5, 1 being extremely unlikely/disagree and 5 being extremely likely/agree. When asked about how participant feedback guides improvements at the SYDRC, the average response was 4.28/5. Similarly, a question about how satisfied the respondent is with events had an average response of 4.50/5. These high ratings suggest that community voice is being taken into account by the organization, and in return the members acknowledge that. We can also infer that the SYDRC is not struggling since their users are very satisfied. They have a strong sense of community which creates informal channels of feedback, but not a structured method of reporting that back to funders.

Results & Findings

How Attendees Heard About the SYDRC

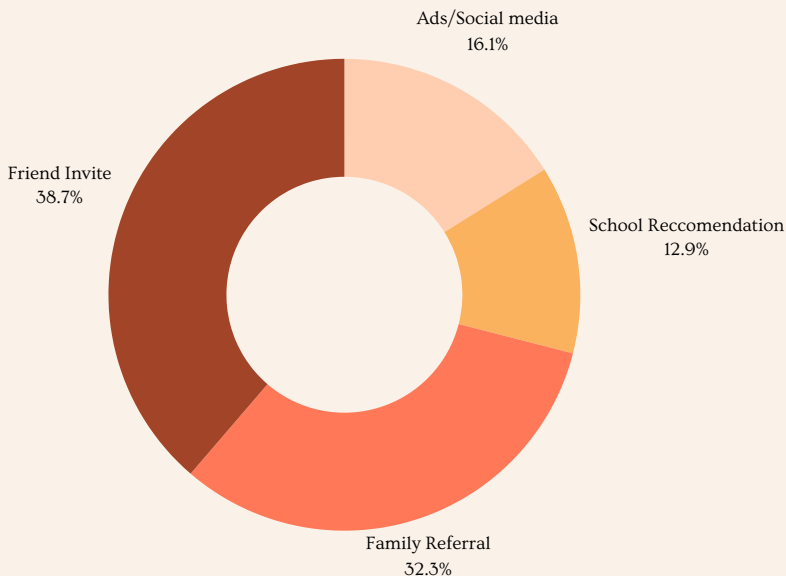


Figure 2. A pie chart displaying survey answers of how the respondents heard about the SYDRC.

Additionally, the sense of community is visible throughout the center, specifically in feedback and referral processes. When asked, most attendees said that they heard about the SYDRC either from a friend or family member, which suggests how close-knit the community is. This was also clear based on a question about how likely the respondent is to recommend the SYDRC to a friend, which on average was a 4.55/5. A breakdown of how respondents heard about the SYDRC can be found above in Figure 2.

The SYDRC needs to create a stronger social media presence within the community. Results from the survey suggest that people who utilize the SYDRC hear about it

through word-of-mouth from their loved ones. Only 16% of respondents cited “advertisements/social media” as their method of referral. This suggests that improvements can be made in the ways that the SYDRC creates infographics and publicizes the impact of their events, which staff members also noted as an area of weakness, when interviewed. Participants’ experiences varied when surveying them and performing field research. We were able to see the positive ways in which the SYDRC impacts them on a day-to-day basis, which emphasizes that the root issue is not leaving an impact on the community, but reporting it.

Results & Findings

Objective 2: Gather Insight About Staff/Volunteer Experiences Within the SYDRC

We interviewed eight staff and volunteers from the SYDRC. We used the set sample of questions in Appendix B, recorded meaningful insights, and took notes on what they answered. The content recorded during the interviews in combination with the code helped us uncover trends, patterns and valuable perspectives that helped us make recommendations for the SYDRC.

One prevailing trend is the complexity of the current impact reporting system which

leads to uncoordinated reporting. While there is technically a reporting software, the complex Views dashboard currently implemented is not intuitive. Even the project coordinator in charge of grant writing and synthesizing reporting data mentions that “Views is just used as an input method, not really used for reporting as it is way too complicated”. As a result, staff of the SYDRC often differ in their methodologies of reporting and assessing impact. It is common with the staff that impact assessment methods are too complicated and involve too many forms. Since reporting involves so many different paths, they find it difficult to translate data manually.

Areas of Improvement Identified by SYDRC Staff/ Volunteers

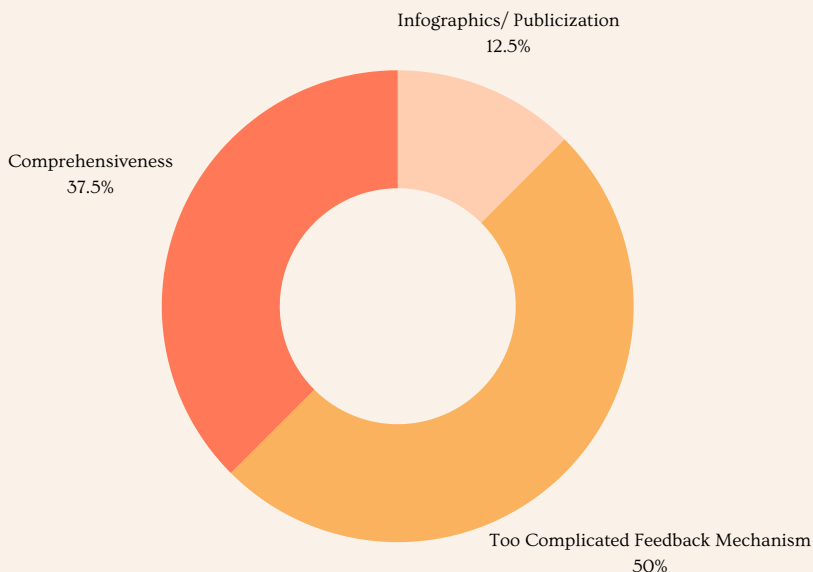


Figure 3. Pie chart indicating what the staff and volunteers of the SYDRC believe can be improved.

Results & Findings

As seen above in Figure 3, 37.5% of staff mentioned comprehensiveness of feedback as an issue, 50% mentioned collecting/reporting processes being too complicated, and 12.5% mentioned infographics/publicizing impact as an area of weakness. The trends show the staff's desire for a central reporting system and universal outcome indicators.

66.6%

of SYDRC staff insisted that they don't get enough core funding

Another common trend is the belief that the organization needs more core funding to grow as an organization. Specifically, 66.6% of the staff we interviewed who have a relationship with funding organizations insisted that they don't get enough core funding. They also mention that their funding is very prescriptive and not flexible. Certain organizations can fund specific programs, but the staff believe they would have more room for growth if more unrestricted funds were available.

Additionally, maneuvering between responsibilities leads to communication and coordination obstacles. We summarized that every staff member we interviewed has multiple roles within the SYDRC. The staff members display that communication between them is vital, yet it was not presented in the interviews as an

area of strength. There was variety in their answers when asked about the way they reported the data and the steps they followed. One person working in different programs at the SYDRC said, "There is a disparity between projects and staff". This represents a lack of coordination within the organization on impact reporting.

Having a young predominant cohort raises constraints in collecting feedback from this demographic. Throughout the interviews, we commonly noticed a substantial demographic split. The age distribution varies depending on the program, with the predominant cohorts falling within the ages of 8-16 and 35-55. Since one of the primary groups are 8-16 years old, ethical limitations in collecting their feedback need to be considered. This could make it substantially more difficult to understand the needs of service users. Therefore, it also becomes harder to understand how youth-related programming can be improved upon.

Objective 3: Analyze Best Practices for Implementing Impact Assessments From Other Stakeholders

We interviewed six staff members from various funding organizations, nonprofit consultants, and other youth centers. We

Results & Findings

developed general question templates covering demographics, activities, funding, and impact assessment methodologies for all interviews with minor edits to maintain the relevance of questions based on the interviewee's specific field, as seen in Appendices C and D. We identified several trends from data collected through these interviews that provide insights on best practices for developing and implementing impact assessment frameworks for the SYDRC.

50% of funders highlight importance of co-development in developing relevant and usable tools

One trend in funding and program development is that co-development approaches are crucial for understanding community needs and creating impactful programs. Co-development of impact reporting tools pushes an organization to work directly with other stakeholders to produce a tailored and relevant tool. In practice, the same approach to co-designing reporting tools enables funding organizations such as Camden Council to produce customized tools for different grant recipients. Their representative explains that their reporting “varies projects to projects ... if they are experimenting with new services, then they will collect a lot of qualitative data.” This was also highlighted by 50% of the funders

interviewed, who emphasized that co-developing impact evaluation frameworks ensure that data collection is feasible and meaningful for service users. A Camden Council representative described the practice of co-designing a theory of change with grant recipients and mentioned bringing all the recipients together for a workshop to refine this theory. This approach ensures that programs are tailored to the community's specific needs.

67% of stakeholders highlight importance of co-development in developing relevant and usable tools

Secondly, our analysis found that funding organizations must work around inadequate nonprofit reporting. This is supported by 66.7% of stakeholders interviewed, highlighting that nonprofits often struggle with detailed impact reporting. Some critical issues mentioned were that organizations either need help to submit reports or only manage to submit basic ones, primarily filled with quantitative data collected through sponsor-given forms. As described by a staff member we spoke to at a Camden-based nonprofit, organizations often “don't have dedicated operation or staff to do the reporting ... it's much harder to fund back office costs for running a charity.” This is because nonprofits are often stretched thin across multiple priorities with limited manpower. They

Results & Findings

often find it challenging to allocate resources for detailed impact reporting.

83% of stakeholders highlight importance of a clear theory of change to secure long-term funding

Additionally, we found that a clear organizational theory of change builds trust between nonprofits and funders. A theory of change is a foundational tool for ensuring programs effectively meet community needs for securing and maintaining funding. Around 83.3% of funders interviewed reference using an organizational theory of change to capture data, measure impact, and communicate effectively. One funder

noted, “Organizations that were funded in the past were required to have a theory of change, and this was a factor in the selection process for core funding” and that “having a theory of change and reporting on the work done helps build and maintain this trust.” Regarding the SYDRC, the organization has implemented theories of change for specific projects, such as the one seen in Figure 4. These have been highly successful in serving as a strong foundation for robust impact monitoring throughout the implementation of the program. However, this does not seem to be the norm across the SYDRC’s programs, as they lack an organization-wide theory of change.

SOMALI YOUTH DEVELOPMENT
RESOURCE CENTRE (SYDRC)

EMPOWERING YOUTH: THE
SYDRC MPOWER
MENTORING PROGRAM
TRIANGLE OF SUPPORT

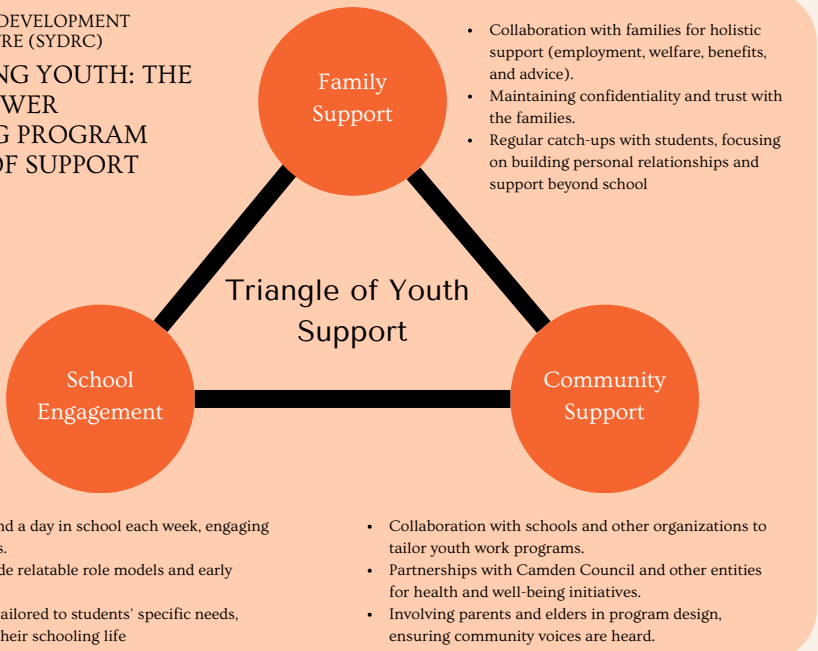


Figure 4. SYDRC’s MPower youth mentoring program theory of change.

Results & Findings

Discussion:

In meeting our research objectives, we conclude that a standardized data collection method would make reporting processes at the SYDRC less complicated. A good mix of qualitative and quantitative data is important as quantitative data provides broad insights across the board, while qualitative data is crucial for understanding real impact on individuals' lives. Ensuring that all information is collected cohesively throughout all events would improve the organization of events and the staff's efficiency with impact reporting. Also, funders often require different information to be reported back to them. So, having this standardization would help speed up that process.

"Having a clear theory of change and aligning programming with community needs ultimately benefits service users"

Another area of significance among all our audiences was the importance of community voice. Through our data collection methods, we repeatedly saw how crucial including community voice was to reporting, and in turn, our framework. It was mentioned several times throughout the interviews conducted with both staff and stakeholders and was apparent in survey responses. By taking this into consideration, we will make sure that

feedback and opinions will continue to be heard through programming and funding.

From the organization's point of view, a theory of change is also highly beneficial for program development as it enables organizations to allocate resources more efficiently to provide maximum benefit for communities. One youth center representative explains, "Having a clear theory of change and aligning programming with community needs ultimately benefits service users. Organizations that receive funding are expected to report on the impact of their work, which includes feedback from service users and evidence of satisfaction."

Lastly, a finding that was interesting throughout our data was the topic of publicization. Survey responses by attendees showed social media and advertising from the SYDRC as an area of weakness when trying to get new people to utilize the center. Similarly, during staff interviews, we learned about publicization as an area of weakness, which led to the rebranding effort that the SYDRC is planning for the near future to help improve the outreach. However, other efforts, such as improving social media presence or updating content, were not referenced. So, putting more organized effort into advertising could be beneficial for the center.

Recommendations & Conclusions

Our final deliverable for the SYDRC is a comprehensive impact assessment framework. This will enable the organization to develop and implement relevant reporting tools to collect actionable data. Our framework is structured into a development and implementation phase. It requires the entire organization's involvement to address its multifaceted needs while enabling extensive stakeholder consultation throughout both phases.

Our framework caters to the diverse programs operated by the SYDRC and acknowledges the unique requirements of each program. This is achieved by employing a broad methodology that guides project leads in codesigning reporting tools and incorporating multiple cycles of reflections. Our approach also enables the creation of diverse and relevant metrics that aligns with community needs rather than imposing generalized key performance indicators (KPIs).

When examining the outcomes from this project in collaboration with the SYDRC, it is important to understand that there are some larger implications that extend beyond the scope of our project. One is that our framework could serve as a benchmark for other youth centers or other organizations looking to enhance their impact assessment framework. In addition, most

of the steps in our deliverable involve the community in the process of impact assessment of the SYDRC. This can contribute to building and strengthening trust within the community. The impact assessment framework can be a catalyst for continuous improvement, adaptation to community needs, and transformative outcomes.

We encountered limitations specific to our data collection methods. The first was not being able to contact all the funders and stakeholders we had initially planned on. For example, we could not get an interview with a staff member at the Winch, which would have been beneficial for us. However, instead, we utilized the documents that were available online about their theory of change. These documents helped us follow their theory when designing our final deliverable.

Another limitation was the short time frame we had to produce our deliverable. The additional time would have allowed us to go into more depth in our descriptions and training materials for the staff of the SYDRC. We conducted numerous interviews, but having more time to do so would have made our data more robust and allowed us to seek more trends.

In the future, distributing surveys at a wider variety of events could improve

Recommendations & Conclusions

results. We gathered a lot of useful data from survey responses, but a majority of them were from attendees of a community health and wellbeing event. Having more

responses from education or recreation-based activities could have been helpful for data analysis and comparison.

Table 5. Recommendations for the SYDRC.

Recommendation	Stakeholder	Rationale	Methods
Ensure appropriate public consultation in the development and implementation of programs.	Project Leads	<ul style="list-style-type: none"> Like other stakeholders, co-developing impact assessment plans with community members/potential service users can lead to more relevant and actionable data. This collaborative process ensures that the assessments are tailored to the specific needs and context of SYDRC's programs. 	<ul style="list-style-type: none"> Create regular public consultation mechanisms within the SYDRC (e.g. SYDRC town halls). Increase participation in community organizations (e.g. Camden Council).
Create a centralized and universal reporting system for impact assessment	Project Leads and External Consultants	<ul style="list-style-type: none"> This approach minimizes confusion and enhances coordination among staff members. 	<ul style="list-style-type: none"> Unified system should be applicable across all programs within the SYDRC ensuring consistency in data collection, reporting formats, and key performance indicators (KPIs).
Diversify the mix of advertising channels	Social media manager	<ul style="list-style-type: none"> Can showcase the SYDRC's impact more effectively Attract bigger audiences and show more to funders. 	<ul style="list-style-type: none"> Be more active on social media channels. Utilize social media, local community boards, and other online platforms.
Provide adequate training for reporting throughout the organization	Directors, Project Leads, Youth Mentors, Volunteers	<ul style="list-style-type: none"> The aim is to find mentions of technology's role in streamlining these processes and enhancing efficiency. This reduces the manual translation of data and enhances efficiency. Ensuring that the whole organization can utilize reporting tools effectively. 	<ul style="list-style-type: none"> Organize consistent training for reporting systems throughout the organization to make sure everyone is on the same page.

References

- Brush BL, Mentz G, Jensen M, Jacobs B, Saylor KM, Rowe Z, Israel BA, Lachance L. Success in Long-Standing Community-Based Participatory Research (CBPR) Partnerships: A Scoping Literature Review. *Health Educ Behav.* 2020 Aug;47(4):556-568. doi: 10.1177/1090198119882989. Epub 2019 Oct 16. PMID: 31619072; PMCID: PMC7160011.
- Camden Council. (2023). Camden Profile. <https://opendata.camden.gov.uk/download/9m7e-5qyt/application%2Fpdf>
- Forti, M. (2012, May 23). Six theory of change pitfalls to avoid (SSIR). *Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change.* https://ssir.org/articles/entry/six_theory_of_change_pitfalls_to_avoid#
- Jenkins, S. (1981). *The ethnic dilemma in social services.* New York, NY: The Free Press.
- Kamaldeep Bhui, Ken Carswell, Sarah Curtis, David Ingleby, Nasir Warfa, Charles Watters. (2012). Migration experiences, employment status and psychological distress among Somali immigrants: A mixed-method international study | *BMC Public Health* | Full Text. *BMC Public Health.* <https://bmcpubhealth.biomedcentral.com/articles/10.1186/1471-2458-12-749>
- Palmer, D., Alemu, E., & Hopwood, J. (2008). Bridging the Gaps: Refugee Community Organisations and the Provision of Mental Health Services in the London Borough of Camden, UK. *International Journal of Migration, Health, and Social Care, 4(4), 4-20.* <https://doi.org/10.1108/17479894200800020>
- Points of Light. (2021, July 8). National Core Capacity Assessment Tool Dataset - Research summary. *Points of Light.* <https://www.pointsoflight.org/resources/national-core-capacity-assessment-tool-dataset-research-summary/>
- Pond, A., Shah, S., & Sak, E. (2018). Cricket Island Foundation: A Case Study of a Small Foundation's Impact Assessment. *The Foundation Review, 10(2).* <https://doi.org/10.9707/1944-5660.1413>
- Rasmussen, J. (2009). *Education for Somali Students in London: Challenges and Strategies.*
- SYDRC. (n.d.). History. SYDRC. Retrieved November 19, 2023, from <https://sydrcc.org/history/>
- Reach Society - A member of the Friendship Network. (n.d.). Retrieved November 19, 2023, from <https://www.reachsociety.com/>
- McCarthy, D., Francis, S., Ghosh, R., & Lombardi, J. (2022, April 28). *Creating a contemporary profile of the Somali community in Camden.* Worcester Polytechnic Institute.
- Roth, J. L., & Brooks-Gunn, J. (2003). What Exactly Is a Youth Development Program? Answers From Research and Practice. *Applied Developmental Science, 7(2), 94-111.* https://doi.org/10.1207/S1532480XADS0702_6
- Sharpe, E. K., Lashua, B., & van Ingen, C. (2022). A Good Place for What? Placing "Value" in Youth Centers. *Leisure Sciences, 44(4), 497-513.* <https://doi.org/10.1080/01490400.2019.1604277>
- Sheppard, V. A. (2019). *An Introduction to Research Methods in Sociology.* Justice Institute of British Columbia. <https://pressbooks.bccampus.ca/researchmethods/chapter/summary-12/>
- Somali Youth Development Resource Center. (2020-21). *VRU Stronger Futures Programme MPower Monitoring.* Personal Communications.
- SureImpact. (2022, March 28). *What Is Impact Assessment? A Complete Introduction.* SureImpact. <https://www.sureimpact.com/post/impact-assessment-guide>
- SYDRC. (n.d.). Home. SYDRC. Retrieved November 17, 2023, from <https://sydrcc.org/>
- The Amos Bursary. (n.d.). *The Amos Bursary.* Retrieved November 20, 2023, from <https://www.amosbursary.org.uk/>
- Theory and Practice of Community Development: A Case Study from the United Kingdom. (n.d.). <https://doi.org/10.1080/15575330209490143>
- The Winchester Project. (2017, August 6). *North Camden Zone: Improving outcomes for children and young people in Camden. Improving outcomes for children and young people in Camden - Dark Matter.* <https://darkmatterlabs.org/North-Camden-Zone-Improving-outcomes-for-children-and-young-people-in>
- Vu, C. M., Nguyen, D., Tanh, D. B., & Chun, J. (2017). Case Study of an Ethnic Community-Based Organization in the United States. *Nonprofit and Voluntary Sector Quarterly, 46(1), 199-217.* <https://doi.org/10.1177/0899764016654220>
- Wu, H., & Leung, S.-O. (2017). Can Likert Scales be Treated as Interval Scales?—A Simulation Study. *Journal of Social Service Research, 43(4), 527-532.* <https://doi.org/10.1080/01488376.2017.1329775>
- XLP. (n.d.). XLP. Retrieved November 20, 2023, from <https://www.xlp.org.uk/>
- Yin, R. K. (2011). *Applications of Case Study Research.* SAGE.
- Youth Review: Summary findings and government response. (n.d.). GOV.UK. Retrieved December 5, 2023, from <https://www.gov.uk/government/publications/youth-review-summary-findings-and-government-response/youth-review-summary-findings-and-government-response>
- 100 Black Men of London. (n.d.). *100 Black Men of London.* Retrieved November 20, 2023, from <https://100bmo.org.uk/>

Appendices

Appendix A: Survey Questions for Attendees of the SYDRC

Data Type	Question	Answer
<p>We are a part of a student-led project group from Worcester Polytechnic Institute. We are undertaking this survey on behalf of the Somali Youth Development Resource Centre (SYDRC) in order to develop an impact assessment monitoring framework.</p> <p>This interview is entirely voluntary and will take around 1 hour of your time. You can choose to answer the questions we ask and to stop participating at any time.</p> <p>Any personal data you choose to share with us will be stored securely and disposed of by May 3rd, 2024 in line with the UK General Data Protection Regulation 2018.</p> <p>WPI and SYDRC will produce research reports and other outputs using the data we collect from the survey. All data will be reported anonymously.</p> <p>If you have any queries about the survey please contact our project group (gr-LON_C24_SYDRC@wpi.edu) OR Stanlick, Sarah (sstanlick@wpi.edu) If you have any questions about how SYDRC USES data please see SYDRC Privacy Policy or email (admin@sydrc.org)</p>		
Quantitative	<p>What SYDRC events have you participated in? (Check all that apply)</p> <ul style="list-style-type: none"> • Mpower in Schools • Youth Mentoring Support within schools • Girls Youth Zone • Gentle Flow Yoga • Parent's Arabic Class Drop-in • Youth Zone • Community Health and Wellbeing • Mixed Youth Sports Club • Employment & Support (Appointments only) • Youth Skill Builder • Community Mentoring • Late Night Youth Club • AYBI Youth Boxing Partnership program • Football at Talacre • Coding Club • Crochet • Stay and Play • Strengthening Family Strengthening Community (SFSC) • Other: (Telephone Advice Line, etc.) 	Multiple Choice - Checkbox
Qualitative	Please rate how likely you are to recommend these events to a friend?	Likert Scale
Qualitative	Please rate your satisfaction level with your experience at SYDRC events.	Likert Scale

Appendices

Appendix A (Continued):

Data Type	Question	Answer
Quantitative	How long have you been attending the SYDRC? A. Less than 1 year B. 1-2 years C. 3-5 years D. More than 5 years	Multiple Choice
Quantitative	How many programs do you attend at the SYDRC each week? A. No programs B. 1-2 programs C. 3-5 programs D. 6+ programs	Multiple Choice
Qualitative	How did you hear about the SYDRC? (Check all that apply) <ul style="list-style-type: none"> • Friend invite • Family referral • School recommendation • Online advertisements/Social Media 	Multiple Choice Checkboxes
Qualitative	Please rate how you agree with the following statement: My feedback guides improvements in SYDRC programming.	Likert Scale
Qualitative	Please rate how you agree with the following statement: I have built meaningful connections through attending SYDRC events.	Likert Scale
Quantitative	Please rate how you agree with the following statement: I feel connected to the Somali Camden community.	Likert Scale
Quantitative	Please rate how you agree with the following statement: I feel the SYDRC and its events have improved throughout the years.	Likert Scale
Qualitative	Is there anything that we have not touched on that you would like us to know?	Open-ended Text Box

The chart above lays out sample survey questions for the attendees of the SYDRC. The questions relate to satisfaction with SYDRC programs in regards to personal gain, enjoyment, and suggestions/input. Also included is the format of how the user will respond and what kind of data those responses will give us.

Appendices

Appendix B: Interview Questions for SYDRC

Staff/Volunteers

Data Type	Question	Answer
<p>We are a part of a student-led project group from Worcester Polytechnic Institute. We are undertaking this survey on behalf of the Somali Youth Development Resource Centre (SYDRC) in order to develop an impact assessment monitoring framework.</p> <p>This interview is entirely voluntary and will take around 1 hour of your time. You can choose to answer the questions we ask and to stop participating at any time.</p> <p>Any personal data you choose to share with us will be stored securely and disposed of by May 3rd, 2024 in line with the UK General Data Protection Regulation 2018.</p> <p>WPI and SYDRC will produce research reports and other outputs using the data we collect from the survey. All data will be reported anonymously.</p> <p>If you have any queries about the survey please contact our project group (gr-LON.C24.SYDRC@wpi.edu) OR Stanlick, Sarah (sstanlick@wpi.edu) If you have any questions about how SYDRC USES data please see SYDRC Privacy Policy or email (admin@sydrc.org)</p> <p>Do you have any questions before we start?</p>		
Introduction	How long have you been working with the SYDRC?	
	What is your role at the SYDRC? (management / event coordinator / volunteer)	
	Tell me about the programs you are involved with. (optional)	
	Which area (/s) do you feel your program falls closest under (education, recreation, leisure)?	
Activities	In your opinion, what kind of activities tend to attract the most people at the SYDRC? Why do you think they are most frequented?	
	How often does your program take place?	
	How does the organization decide which activities happen more often than others? <ul style="list-style-type: none"> • What role does community voice play in developing activities? 	

Appendices

Appendix B (Continued):

Data Type	Question	Answer
<p>We are asking these questions to understand more about the profile of the staff, volunteers, and/or attendees at the Somali Youth Development Resources Center (SYDRC). Please say 'prefer not to answer' if you would like to skip any questions in this section.</p>		
Demographic	Do you see an even gender distribution of those who attend your events?	
	What is the typical age range of people who attend your events?	
	Are there a lot of people outside of the Somali community that attend events?	
Funding	Are you directly involved with the funders who sponsor your programs?	
	How involved are funders in the development and implementation of your programs?	
	What information do funders typically ask from your programs?	
	How often do you get sponsored by new funders?	
Impact Assessment Methodology	<p>How does monitoring and evaluating currently happen at the SYDRC?</p> <ul style="list-style-type: none"> • What do you find effective about the current impact reporting strategy? • How can it be improved upon? 	
	How accurate/inaccurate is the above diagram in illustrating the impact reporting process?	
	How do you choose what questions go into the surveys for your programs?	
	<p>How does feedback guide changes to your program?</p> <ul style="list-style-type: none"> • Examples? 	

This represents a sample interview that we performed on members of the SYDRC staff/volunteers to collect qualitative data. This table highlights the designated area of the question while still leaving space to input the answer to the question. This table allowed the information to stay in a commercial area allowing for easy future access.

Appendices

Appendix C: Interview Questions for Other Youth Centers in Camden

Data Type	Question	Answer
	<p>We are a part of a student-led project group from Worcester Polytechnic Institute. We are undertaking this survey on behalf of the Somali Youth Development Resource Centre (SYDRC) in order to develop an impact assessment monitoring framework.</p> <p>This interview is entirely voluntary and will take around 1 hour of your time. You can choose to answer the questions we ask and to stop participating at any time.</p> <p>Any personal data you choose to share with us will be stored securely and disposed of by May 3rd, 2024 in line with the UK General Data Protection Regulation 2018.</p> <p>WPI and SYDRC will produce research reports and other outputs using the data we collect from the survey. All data will be reported anonymously.</p> <p>If you have any queries about the survey please contact our project group (gr-LON_C24_SYDRC@wpi.edu) OR Stanlick, Sarah (sstanlick@wpi.edu) If you have any questions about how SYDRC USES data please see SYDRC Privacy Policy or email (admin@sydr.org)</p> <p>Do you have any questions before we start?</p>	
Demographics	How does the current impact assessment framework look at the demographic information of service users?	
	How has this approach changed throughout the years? How does this impact community participation in impact assessments?	
	How do changes in demographic information collected by impact assessments affect organizational decision-making?	
Activities	How does the current impact assessment collect data on activities?	
	What changes have been made in the approaches to collecting data for activities?	
	How does your impact assessment framework contribute to developing a culture of continuous reporting? How do you ensure accessibility and understandability while collecting rich data?	
	How do current impact assessments comprehensively translate qualitative input from the community into actionable points for future programming?	

Appendices

Appendix C (Continued):

Data Type	Question	Answer
Funding	How can your impact assessment framework help align sponsors with the community's voice?	
	<p>Are you directly involved with the funders who sponsor your programs?</p> <ul style="list-style-type: none"> What strategies have been effective in aligning your program goals with the diverse interests and requirements of different funding organizations? 	<p>If yes, follow through with the rest of the questions.</p> <p>If no, go to the next section.</p>
	How involved are funders in the development and implementation of your programs?	
	What information do funders typically ask from your programs?	
	How often do you get sponsored by new funders?	
	Are there any best practices or lessons learned that your organization can share about balancing community and organizational needs with the need for innovation to attract new funding sources?	
Impact Assessment Methodology	How does monitoring and evaluating currently happen at your organization? What do you find effective about the current impact reporting strategy? How can it be improved upon?	
	How does your organization navigate the complexities of managing different impact reporting systems for programs funded by various sources? (Optional)	
	How do you choose what questions go into the surveys for your programs?	
	What role does stakeholder feedback, particularly from program participants and staff, play in shaping your approach to program expansion and development for funding purposes? Examples?	

The chart above outlines sample interview questions for other youth-centered nonprofits in Camden. The questions relate to best practices for designing and implementing community-centered impact assessment frameworks.

Appendices

Appendix D: Interview Questions for Funding Organizations

Data Type	Question	Answer
	<p>We are a part of a student-led project group from Worcester Polytechnic Institute. We are undertaking this survey on behalf of the Somali Youth Development Resource Centre (SYDRC) in order to develop an impact assessment monitoring framework.</p> <p>This interview is entirely voluntary and will take around 1 hour of your time. You can choose to answer the questions we ask and to stop participating at any time.</p> <p>Any personal data you choose to share with us will be stored securely and disposed of by May 3rd, 2024 in line with the UK General Data Protection Regulation 2018.</p> <p>WPI and SYDRC will produce research reports and other outputs using the data we collect from the survey. All data will be reported anonymously.</p> <p>If you have any queries about the survey please contact our project group (gr-LON_C24.SYDRC@wpi.edu) OR Stanlick, Sarah (sstanlick@wpi.edu) If you have any questions about how SYDRC USES data please see SYDRC Privacy Policy or email (admin@sydrc.org)</p> <p>Do you have any questions before we start?</p>	
Mission and Activities	What does the organization you work in do?	
	Can you describe the impact you hope to make as an organization?	
	How would you describe your funding objective (/s)?	
	How do you assess the alignment of an organization's mission and activities with your funding objectives?	
	What specific impact metrics or outcomes do you look for in the projects you fund?	
Funding Guidelines and Processes	Can you describe the types of assistance/funding you provide to other organizations?	
	What kinds of guidelines do you give to the organizations that you fund?	
	Approximately how many different things do you fund? How often do you give funding to new recipients?	

Appendices

Appendix D (Continued):

Data Type	Question	Answer
	In the context of managing resources for youth development, what strategies do you employ to decide between investing in new, potentially high-impact programs versus scaling up existing programs with a track record of effectiveness?	
Reporting and Impact Assessments	Could you describe what a report that your fund recipients provide looks like? <ul style="list-style-type: none">• Do you provide a template for reporting to recipients?• What criteria do you use to select an impact reporting platform or strategies?	
	Do you expect more qualitative or quantitative data to be reported to you? <ul style="list-style-type: none">• What types of metrics do you typically look for from reports? Why?	
	What do you do with the information that recipients provide you with? How do you evaluate the effectiveness of the programs you fund in the long term?	
	How do you accommodate various recipients' diverse needs and contexts when imposing impact reporting frameworks?	
	How does the information gathered through impact reporting influence future funding decisions or adjustments in existing programs?	
	How does your organization evaluate the effectiveness of different impact reporting systems or methodologies used by your recipients?	
	What challenges have you observed in the organizations you fund regarding how they report impact assessment to you? <ul style="list-style-type: none">• In your opinion, what could the funded organizations improve in their approach to impact assessment and reporting?	
Communication and Support	Can you describe your communication and the nature of collaboration with fund recipients? <ul style="list-style-type: none">• What kind of support or resources do you provide to fund recipients to assist them in meeting impact reporting requirements?	

Appendices

Appendix D (Continued):

Data Type	Question	Answer
	What role does skill-building for the fund recipient play in your work? <ul style="list-style-type: none">• Can you provide examples?	
	How does your organization promote continuous service improvement?	
	How do you ensure that the projects you fund effectively address the needs of the community they serve? <ul style="list-style-type: none">• Can you provide examples?	
	What kind of support, apart from funding, do you offer to ensure the success of the projects you invest in?	

The chart above lays out interview questions for funding organizations supporting Camden's community-based programming. The questions relate to best practices for designing and implementing community-centered impact assessment frameworks and inquire about the level of communication and oversight from funders.

Developing an
Impact Assessment
Framework for the
SYDRC

WORCESTER
POLYTECHNIC
INSTITUTE



WPI

