

FERNSIDE

CAPACITY BUILDING EVALUATION

FINAL REPORT



***Prepared for Fernside Center
for Grieving Children***

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Table of Contents

Introduction	1
Executive Summary.....	2
Fernside Overview	4
Recommendations.....	6
STRATEGY 1: Expand existing best practices to engage children and share expertise with the community.....	6
STRATEGY 2: Intentionally measure and analyze impacts, especially children learning coping skills, programmatic equity and cultural inclusivity	10
STRATEGY 3: Explore new avenues for developing leadership and fostering collaboration in the field of children’s grief.....	12
STRATEGY FOUR: Bolster organizational sustainability	15
Fernside’s Theory of Change	18
Fernside’s aspirational community impact	19
Impacts for Fernside Families and Children.....	20
Fernside Organizational Outcomes	22
Evaluation Methodology, Data Collection and Analysis	24
Environmental Scan.....	24
SWOT Analysis.....	28
Participant interviews to explore impact.....	29
System Mapping.....	30
Fernside Internal Evaluation Template	31



Introduction

In his book *The Fifth Discipline*, Peter Senge defined a learning organization as one that is “continually expanding its capacity to create its future.” During this past year, the Fernside: A Center for Grieving Children (Fernside) and the Clifford Consulting team have taken the time and resources to learn together—building evaluation capacity, exploring the impact of Fernside’s programs on grieving children and their families, and reflecting on Fernside’s role in the community and field.

In early 2020, Fernside issued a request for proposals for a capacity building evaluation. The RFP aimed to assess their current processes, develop/refine their data collection tools to capture short and long-term impacts; identify opportunities to enhance or expand programming through new initiatives or community partnerships, and develop a sustainable continuous improvement evaluation plan. The winning proposal came from the Clifford Consulting team, their proposal included capacity building, organizational reflection, creative methods, equity lens and exploring community level impact of the Fernside programming.

To ensure that the voices of the key stakeholders were integrated in this process, Fernside Evaluation Steering Committee was established. The committee comprised of the Fernside leadership, Fernside volunteers as well as the Consultants. Another committee, the ‘Creative Methods Committee,’ was established to plan and design a creative approach to evaluation. The Creative Methods Committee created *A Taxonomy of artworks: A toolkit for arts-based evaluation* to evaluate the impact of peer support groups on developing positive coping skills among grieving children. The toolkit is a separate document and is available upon request.

These two committees participated in this thirteen-month process, from September 2020 through October 2021. The Fernside Evaluation Steering committee first completed an assessment of Fernside programs, processes, tools, and existing impact reports. Then the group worked with evaluators to develop strategies and recommendations for future success. The project began as our country was approaching the second large spike in cases of COVID-19 and wraps as we are starting to see a modest decline from the third wave of infections. The team has persevered throughout the crisis, adapting many of its methods to a virtual format.

Thank you to the Fernside evaluation steering committee and creative method committee members for their dedication and commitment to learning. Past and present members include Vicky Ott, Christi Kettman, Logan Davis, Sean Jameson, Katie Pellegrini, Mark Koenig, Tyra Warner, Rick Wilson and Eileen Yeoh. Thanks also to the Clifford Consulting evaluation team, Pat Clifford, Deepika Andavarapu and Mary Clare Rietz.



Executive Summary

Evaluators, in collaboration with the Evaluation Steering Committee, considered all the findings from our thirteen-month process, research into best practices, and Fernside's new Theory of Change in generating the following recommendations. The recommendations fall under four overarching strategies for programming, evaluation, leadership, and organizational sustainability. The fourteen recommendations offer concrete ways for Fernside to realize those strategies. Full descriptions, priorities and levels of investment needed to adopt the recommendations are included in the Recommendations section starting on page 6.

- **Strategy one:** Expand existing best practices to engage children and share expertise with the community
 - Recommendation 1.A: Increase Fernside staff capacity
 - Recommendation 1.B: Engage children's peer groups and other activities outside of formal programming
 - Recommendation 1.C: Expand grief training to other sectors
 - Recommendation 1.D: Offer professional internships independently or with Hospice of Cincinnati
- **Strategy two:** Intentionally measure and analyze impacts, especially children learning coping skills, programmatic equity, and cultural inclusivity
 - Recommendation 2.A: Incorporate new Theory of Change into internal evaluation efforts
 - Recommendation 2.B: Assess and respond to disparities using new internal evaluation processes
 - Recommendation 2.C: Modify internal training for staff and volunteers
- **Strategy three:** Explore new avenues for developing leadership and fostering collaboration in the field of children's grief.
 - Recommendation 3.A: Provide regional leadership in assessing, learning about, and reporting on the community's need around childhood grief.
 - Recommendation 3.B: Promote inclusion by collaborating long-term with school districts in Greater Cincinnati
 - Recommendation 3.C: Develop relationships with diverse organizations across the region to attract and retain diverse volunteers.
 - Recommendation 3.D: Increase presence in the National Alliance for Children's Grief (NACG).
- **Strategy four:** Bolster organizational sustainability
 - Recommendation 4.A: Convene a strategic planning process
 - Recommendation 4.B: Create a Fernside Advisory Board
 - Recommendation 4.C: Provide additional opportunities to leverage Fernside volunteers including marketing, development, and training

The evaluators recognize that each of these recommendations will involve an investment in staff resources.

The tasks involve complex skill set including long-term planning, relationship building, and subject matter expertise. Our environmental scan revealed that Fernside had the smallest budget and staff of all stand-alone children's grief organizations. To grow and take advantage of the opportunities listed above, Fernside's budget and staff will need to increase.

This report contains a summary of the evaluation work in five sections: (1) Fernside overview, (2) recommendations, (3) the Fernside Theory of Change, (4) data and methodology, and finally (5) a template for internal evaluation. The evaluation employed a variety of methods, including an internal organizational review, an environmental scan of partner and peer organizations, a SWOT analysis, participant interviews to explore impacts, and system mapping. These processes led to the development of a new Fernside Theory of Change that described how Fernside can work toward aspirational goals through pathways of key outcomes. In addition to the above recommendations, the evaluation team has also worked with Fernside leadership to develop *A taxonomy of artworks: A toolkit for arts-based evaluation*. This taxonomy is an innovative method to collect and analyze information from creative work made by Fernside participants. Documenting and categorizing artworks in a systematic way will enable a grounded analysis intended to explore both the impact of Fernside programming and emerging themes that can drive program adaptations. A toolkit has been developed separately that explains this process in more detail. The first iteration of the taxonomy project will focus on exploring the teaching of coping skills, especially positive reframing, emotional support, and instrumental support.

Finally, there is much interest in incorporating diversity, equity, and inclusion (DEI) principles into the field of children's grief support. The evaluation process has connected Fernside with valuable resources available on a variety of culturally appropriate grief support methods. Evaluation findings show that intentionally incorporating a DEI lens can help drive new partnerships, deepen existing ones, and ensure that the organization is putting its values into practice.



Fernside Overview

Organizational Structure & History

Fernside is a 501(c) 3 nonprofit organization that was established in 1986. It is the nation's second oldest children's grief center and a national leader in providing grief support services and outreach/education to the community. Fernside exists to serve the unique needs of grieving children by providing free and unlimited grief support to the Greater Cincinnati TriState area. It is overseen by a Board of Trustees and comprised of a team of five full-time employees, many of whom have a deep personal connection to the organization's mission *"To offer support and advocacy to grieving families who have experienced a death, and to increase awareness of grief issues through community outreach."* Fernside annually serves approximately 1,000 to 1,400 individuals in grief support groups. The organization's operating budget is approximately \$615,000, and it leverages the time and talent of over 200 volunteers to carry out its mission.

In 2002, Fernside became an affiliate of Hospice of Cincinnati (HOC), which is the fourth oldest hospice in the US and the largest and most well-established nonprofit hospice serving the Greater Cincinnati area. As a mission-based hospice provider, HOC provides several free services and programs to HOC patients and the community at-large, including comprehensive bereavement services. In 2002, HOC sought to expand its bereavement services to include specialized services for grieving children and teens. Recognizing that a national leader in children's bereavement services was in Cincinnati, HOC established a formal affiliation with Fernside rather than attempting to replicate its model. HOC is an affiliate of TriHealth, Greater Cincinnati's largest integrated health care system. By extension, Fernside is a community partner of TriHealth and is able to utilize the Bethesda Foundation as its philanthropic arm. The Bethesda Foundation administers all Fernside fundraising initiatives including planning and execution of special events, grant writing, individual giving, annual campaigns, planned giving, and endowment support.

Fernside's origins are rooted in grief and resiliency. The organization was started by Cincinnatians Rachel and Paul Burrell after the death of their son, David. While Rachel and Paul were able to attend grief support groups, they struggled to find appropriate support for their bereaved children who were grieving the loss of their brother. Recognizing the need for children's grief services in greater Cincinnati, in July of 1985 the Burrells traveled to Oregon to learn from what was at the time the only center in the US solely dedicated to serving grieving children. They returned inspired and determined, and in the fall of 1986 Fernside opened its doors to 16 children and 12 adults. Since then, Fernside has provided free grief support to over 40,000 individuals and established itself as a model for childhood bereavement programs across the country.

Fernside is named after a street near Walnut Hills High School, where all the Burrell children attended. When David was a student and needed a ride home, he would say, "I'll be waiting for you at Fernside." or "Meet me at Fernside." Fernside continues to honor David's memory by providing vital support services to grieving individuals, all free of charge.

Fernside Program Overview

A brief overview of Fernside's grief support programs and activities can be seen below:

Evening Program is Fernside's traditional program. In it, families gather for a pizza dinner then divide into age-appropriate support groups.

School Program groups serve grieving Greater Cincinnati elementary, junior high, and high school students. The School Program consists of facilitated student support groups that meet on school grounds for six consecutive weeks.

Camp Program includes an overnight summer camp for children ages 7-12, a weekend retreat for teens ages 13-18, and an overnight retreat for adults.

Crisis Program provides grief support and intervention to schools following the death of a student, teacher, or other member of the school community. It consists of grief support groups for students and consultation and education for parents, educators, and other school faculty. The Crisis Program is available for any organization that has suffered a loss, but it primarily serves schools.

Community Outreach & Education provides community-based presentations on a variety of grief-related topics and raises awareness for Fernside's free grief support programs. Presentation topics include grief during COVID-19, developmental stages of children & grief, grieving during the holidays, and much more.

Special Collaboration Program serves grieving individuals with developmental disabilities and youth in juvenile detention or living at other facilities.

The Fernside Peer Support Model

Fernside is nationally recognized as a model program for supporting grieving children. Over thirty-five years ago, Fernside helped create the peer model now in use by organizations across the country. Facilitated peer groups give children the permission to be themselves. They create an environment where children, parents and family members can feel heard and seen--a community of grievers. Fernside uses a unique multi-site approach to enhance accessibility and flexibility.

As one of the first programs addressing childhood loss, Fernside is considered a "matriarch" of the children's grief support movement. One of the first gatherings for organizations working with grieving children happened in 1998 at Miami University in Cincinnati, hosted by Fernside. Fernside's now-retired Volunteer Coordinator, Mary McCutchen, was one of the founding members for the National Alliance for Children's Grief (NACG) in 2006. The NACG began as a handful of organizations but now includes hundreds of organizations across the country, transforming the field of children's grief support.

The Need for Free and Unlimited Grief Support in Greater Cincinnati

In Fernside's core service area of Hamilton, Warren, Butler, and Clermont counties there are an estimated 34,209 children under the age of 18 that have experienced or will experience the death of an immediate family member – a mom, a dad, sister, or brother. Sadly, many of these young people will not receive the support and guidance that they need to cope with their loss, which leads to grief in isolation or grieving alone. Grieving the loss of a family member or loved one in isolation is problematic for an individual of any age, but it can be especially devastating for children and teens who are still developing socially and emotionally. Research has shown that children and teens that are not supported in coping with their grief are more likely to develop depression, post-traumatic stress disorder (PTSD), engage in at-risk activities, and have difficulties functioning day-to-day both academically and socially.



Recommendations

The recommendations outlined in this report are designed to enhance the mission of Fernside, and ultimately deepen the impact and scope of programs for the children and families served. While Fernside's programs are incredibly impactful for the children and families served, there is an opportunity to have an even wider impact considering the estimated number of grieving children residing in Greater Cincinnati coupled with the organization's expertise, unique position in the community as a Hospice of Cincinnati affiliate and community partner of TriHealth, and demonstrated ability to adapt to the community's needs through new programs and initiatives.

The recommendations in this evaluation are based on social research, best practices in childhood bereavement and input from peer organizations, Fernside families, the Evaluation Steering Committee, and Fernside staff.

The evaluators recognize that each of these recommendations will involve an investment in staff resources. The tasks involve complex skill set including long-term planning, relationship building, and subject matter expertise. Our environmental scan revealed that Fernside had the smallest budget and staff of all stand-alone children's grief organizations. To grow and take advantage of the opportunities listed below, Fernside's budget and staff will need to increase.

STRATEGY 1: Expand existing best practices to engage children and share expertise with the community

Fernside employs many of the best practices in the field of children's bereavement including avoiding euphemisms and being honest, normalizing grief, peer support with other bereaved children, and referrals to counseling and therapy if needed (Gao & Slavin, 2017). This evaluation recommends building on this successful model, particularly focusing on activities that support children outside of formal programming. Best practices for children's bereavement include systematic education to medical providers and advocacy of bereavement services in the community (Gao & Slavin, 2017). This evaluation recommends that Fernside expand this service to new sectors and new professions.

RECOMMENDATION 1.A: Increase Fernside's staff capacity

●●● *Investment needed: High*

Description: This evaluation recommends that Fernside increase its staff capacity. Additional staff would enable Fernside to take advantage of opportunities to recruit and train additional volunteers, deliver relevant programming to more children, and provide relevant and high-quality training on childhood grief.

Rationale: During our evaluation process, the question of organizational growth and the ideal staff size came up repeatedly. There were concerns raised by committee members that enlarging the staff would impact the agency's sense of community, its reliance on volunteers, and may not be sustainable for the long term. However, the recommendations below simply cannot be completed with the current staff of five. As demonstrated below,

Fernside's staff and budget is well below the levels of peer organizations. Because Fernside can leverage some number of credentialed staff and development support from its partners, this evaluation is not able to determine an ideal staff size for Fernside. It is recommended that the organization deliberate about its organizational growth during a strategic planning process (Recommendation 4.A).

Best practice examples: Our environmental scan revealed that Fernside has one of the lowest numbers of staff and smallest operating budget among its peers. Each of these seven organizations are independent nonprofit organizations serving grieving children in large metropolitan areas. They all employ a mixture of traditional and school-based programs, crisis support, and community education. Below is a table that details each organization, the size of their staff, the number of individuals they serve, and their operating budget for 2019.

Organization	City	Number of Staff	Individuals served	Operating budget
Bo's Place	Houston, TX	19	1,557	\$2,078,281
Dougy Center	Portland, OR	20	2,281	\$1,717,067
Erin's House	Ft. Wayne, IN	14	2,000	\$994,507
Judi's House	Denver, CO	30	1,640	\$4,562,644
The Center for Grieving Children	Portland, ME	15	743	\$1,113,824
Fernside	Cincinnati, OH	5	1,039	\$615,000

RECOMMENDATION 1.B: Engage children's peer groups and other activities outside of formal programming

●●○ *Investment needed: Moderate*

This evaluation recommends Fernside find ways to engage actual peer groups in ways that are developmentally appropriate. For example, children can be encouraged to "bring a friend to Fernside" on certain special days or could be allowed to invite friends to the Camp closing ceremony. Fernside could also host non-grief activities during the summer months. Finally, they could develop educational materials for peers on ways to support their grieving friends. These materials could be traditional paper brochures or explore various digital or social media platforms. This is consistent with best practice research that recommends activities outside of formal programming including brother/big sister programs, increased support over the summer months, and non-grief related activities (Gao & Slavin, 2017).

Rationale: The system mapping exercise (page 30) explored the various system actors who impact grieving children and their families. The evaluation steering committee discussed the results and made a variety of programming suggestions, several of which involved engaging the actual peer group of children in new ways. Piloting initiatives like these could continue the role of Fernside as an incubator of innovative ideas.

The duration of time before, during, and after a loss is incredibly emotionally demanding for bereaved families. Constantly focus on the loss can be detrimental to the emotional well-being of bereaved children. Non-grief related activities, such as family sports or anything else the child wishes to partake in, are meant to be fun and provide a respite from focusing on grief. Through these activities, children can maintain a healthy balance between focusing on their grief and taking a break from it.

Best practice example: Environmental scan interview with leaders at Heartlinks Center in Illinois found an innovative practice--piloting the use of phone apps to assist with the grieving process, especially with teens. Fernside could explore the grief app called Actively Moving Forward from HealGrief that they use. Heartlinks leadership reported that young adults appreciate the unplanned nature of the app. Their teen group is called "Friends Who Get It" (FWGI). The teens manage the process, not relying on professional facilitators.

Next Steps: Fernside could review and update informational materials for teachers and include suggestions for how they can support peers of students to assist them in helping classmates who have experienced a loss. Learning from the new Fernside peer support activities can inform what is then shared with teachers.

Fernside can also consider ways to build on its success with social media, especially Facebook. Programs like Heartlinks and others use Facebook groups to connect families with each other. Examples include specific groups for types of loss (e.g., partner loss). These groups help provide additional avenues for engagement. In most cases, volunteers facilitate and recruit families to these Facebook groups. Fernside staff and volunteers could attend training sessions provided to therapists and social workers on the effective and ethical use of social media to engage clients.

RECOMMENDATION 1.B: Expand grief training to other sectors

●●○ *Investment needed: Moderate*

Best practices for children's bereavement include systematic education to medical providers and advocacy of bereavement services in the community (Gao & Slavin, 2017). Fernside currently provides training, including continuing education, to the community upon request through its outreach services. A series of formal and targeted training could help make a regional impact by improving the capacity of other systems to provide trauma and grief informed services. Systems that could benefit from regular training include schools, medical systems, first responders, and others.

Rationale: The environmental scan uncovered many examples of children's grief support groups providing training and certifications to other systems and sectors. Examples of these trainings are listed below. Key informants particularly encouraged the training of first responder systems. Their interactions to those experiencing sudden loss can positively impact those families instead of inadvertently retraumatizing them. The training should be designed to include content on implicit bias and culturally appropriate grief support as appropriate. The TriHealth system uses a trauma informed approach to patient care. They could be initial customers for an expanded training effort. Fernside should consider providing continuing education credits and charging fees when appropriate to encourage the expansion of these services and promote organizational sustainability.

Best practice examples in grief support training:

- [Bo's Place](#) offers community education and training opportunities for helping professionals and volunteers working to support those who are grieving. These are customized trainings designed to fit the needs of the audiences.
- [Judi's House](#) provides personnel and staff training for school personnel, childcare workers and other agency staff who work directly with bereaved youth on techniques making their systems grief- and trauma-aware. They also provide a train-the-trainer certification called Pathfinders to equip professionals for in best practice approaches to childhood grief support.
- [Dougy Center](#) developed a certified and branded peer-grief support model that they use to train other grief centers, hospices, hospitals, faith communities, youth service and other organizations.
- [Dougy Center](#) provides toolkits to counsellors, school personnel and community organizations that are supporting people who are grieving.

Conversations with these organizations revealed that trainings provide a consistent stream of income to them and elevate understanding about childhood grief in the community. These organizations have spent years building staff and capacity to run these trainings and build relationships in the community.

Next Steps: Review the systems map to identify the systems that come in close contact with grieving parents and children. Conduct a needs assessment to identify the gaps around grief and trauma awareness among them. During this assessment identify affinity groups (Cincinnati Bar Association, National Alliance for Social Work – Ohio

Chapter, Cincinnati EMS Academy, etc.) that oversee professional development. Collaborate with these affinity groups and develop a curriculum for each of the systems (e.g., school, medical professionals, police, EMTs), then apply for the required certifications and offer the training.

Nurture the relationships with the affinity groups or key organizations and ensure that the professional training opportunities are incorporated into their ongoing events. A centerpiece annual training event like Cincinnati Children's Hospital Medical Center (CCHMC) Children of Addictive Parents conference could serve as a model.

RECOMMENDATION 1.3: Offer professional internships independently or with Hospice of Cincinnati

●○○ *Investment needed: Low*

Professional internships provide an opportunity to mentor students earlier in their career. Take advantage of the existing internship opportunities in the region which provide free interns to non-profits. These internships can be provided independently or in partnership with Hospice of Cincinnati.

Rationale: Both the environmental scan and SWOT analysis identified internships as an opportunity to expand services while building the field of children's grief support. Many health and counseling related programs have an internship component. If Fernside could develop the capacity to supervise interns, it could help boost the region's capacity to train professionals as well as provide increased services to Fernside families.

Best practice examples: The Heartlinks Center (Illinois) engages students interns to provide programs like art therapy or "community connection groups" where grief is in the background. Leadership remarked how well these groups help to create a "community of grieverers, not experts," even as part of a formal internship program.

- Public Allies: Public Allies is a national movement committed to advancing social justice and equity by engaging and activating the leadership of young people. The Public Allies program is a 10-month apprenticeship program where organizations pay a portion of living stipend (\$15,950). The amount of stipend varies from site to site.
- New Faces of Fundraising: New Faces participants are new members of the Association of Fundraising Professionals (AFP) the benefit from the guidance of a mentor from the nonprofit field. The capstone of their New Faces experience is a 200-hour paid internship funded by the Greater Cincinnati Foundation. Internship placements are made through a competitive application and pairing process.

STRATEGY 2: Intentionally measure and analyze impacts, especially children learning coping skills, programmatic equity and cultural inclusivity

RECOMMENDATION 2.A: Incorporate the new Theory of Change into internal evaluation methods

●●○ *Investment needed: Moderate*

A Theory of Change is a logical explanation of how a particular set of activities will bring about desired results. It is reflected through linked pathways of outcomes that are backed up by key assumptions (Patton, 2002). Fernside's new Theory of Change (page 19) identifies key impacts that are crucial to ensuring all grieving children in the Greater Cincinnati region are successfully supported in their grief journey including the following.

- Grieving children feel welcome and supported by a community of their peers.
- Children learn coping skills to express emotions and process grief.
- Caregivers receive support and guidance.
- Expertise shared with schools and other systems supporting grieving children.

Of particular interest are both the learning of coping skills by children and families and the delivery of culturally inclusive programming. This evaluation recommends incorporating indicators of key outcome areas into the internal evaluation methods. Detailed descriptions of modified evaluation methods are addressed in Section 5: Fernside Internal Evaluation Template (pages 31-35).

Rationale: This evaluation was designed to build evaluation capacity and enable future strategic planning. For that reason, the evaluation steering committee decided to create a new Fernside Theory of Change. Fernside's aspirational goal and key mid-level outcomes set the stage for visioning new and innovative ways to achieve that overall goal.

Best practice example: Joining Forces for Children, Greater Cincinnati's collective impact organization on childhood trauma, has articulated a Theory of Change that drives its work. Making their Theory of Change explicit helps explain the organization's overall philosophy to the public, provides a common goal and leads to shared ways of measuring success. They have individualized Theories of Change for different sub-populations, but their overall Theory is articulated at <https://www.joiningforcesforchildren.org/about-us/>.

Next Steps: Fernside's Theory of Change can be revisited and clarified in an upcoming strategic planning process. The Theory of Change addresses important "what" and "why" questions for Fernside including the motivating, aspirational goal, and key drivers of success. Strategic planning can help to strengthen pathways of success and to uncover opportunities.

RECOMMENDATION 2.B: Assess and respond to disparities using new internal evaluation processes

●●○ *Investment needed: Moderate*

Incorporate changes to the data collection tools and analytic methods to enable Fernside to assess and respond to outcome disparities. A detailed listing of these recommended changes is included in Section 5: Fernside Internal Evaluation Template (pages 31-35). The following relevant evaluation questions were included in that template.

- Is Fernside serving all populations and geographies within its region?
- Does Fernside's staff and volunteer base reflect the diversity of its community?
- Are Fernside's programs culturally inclusive?

Revised evaluation forms are in the Appendix and methods to answer these questions are built into the ongoing evaluation and planning work envisioned for Fernside.

Rationale: Assessing and responding to disparities can help ensure programming is inclusive in practice. In the environmental scan process, peer organizations stressed that accessibility to programs can pose challenges to inclusion. The Theory of Change process identified the delivery of culturally inclusive programming as an important organizational outcome. Recommended changes to data collection and analysis can help Fernside assess whether programs are perceived as accessible for all populations. Based on an analysis of ideas for improvement disaggregated by income or geography, Fernside could explore new activities such as targeted transportation assistance or the use of virtual program delivery.

Best practice example: The REI Groundwater training demonstrated how racial disparities are prevalent in many systems including education, medicine, criminal justice, and law enforcement. Identifying and sharing disparities are an important first step to disrupting systemic racism. The key to uncovering hidden disparities is the ability to analyze factors by race. (The same process can be used to uncover other systemic biases such as gender and ability.) The field of children's grief is gradually adapting itself to be able to measure disparities. The Childhood Bereavement Estimation Model (CBEM) is working to disaggregate its survey data by race.

Next Steps: An external evaluator could be engaged to conduct a bi-annual third-party evaluation using mixed methods to measure long-term impact and explore identified disparities in satisfaction or utilization. The impact interviews conducted as part of this evaluation yielded some important insights including the importance of caregiver relief and the importance of activities that help normalize grief and model healthy communication around loss. Consider conducting impact interviews a year or two after the family completed the program to evaluate the long-term impact of the program on the whole family.

RECOMMENDATION 2.C: Modify internal training for staff and volunteers

●○○ *Investment needed: Low*

Recommendation: Modify internal training for staff and volunteers to ensure they are aware of the key impacts Fernside is intending. These training sessions can also be an opportunity to explore cultural norms or assumptions held around grief. Specific changes are recommended in the following areas.

- **Coping Skills:** The teaching of coping skills is essential to achieving Fernside's impact. Consider adding a training component that outlines the coping skills that Fernside is highlighting (positive reframing, emotional support, and instrumental support). Describe each of those skills with a simple example and point out ways that the activities promote the learning of those skills.
- **DEI lens:** Training on implicit bias and culturally appropriate grief support should be woven into regular training for staff and volunteers.

Rationale: During discussion of the environmental scan findings as well as the SWOT analysis results, Fernside staff and peers expressed the desire to keep current on issues related to diversity, equity, and inclusion. The evaluation steering committee participated in the Racial Equity Matters Groundwater training offered by the Greater Cincinnati. Committee members expressed particular interest in learning more about gender and racial diversity including providing appropriate support for transgender youth.

Best practice example: The National Alliance for Children's Grief has been providing quality training and facilitated discussion around the issues of racial equity. Content for staff and volunteer training could be adapted from Kevin Carter, Alesia Alexander and Tashel Bordere webinar at the [2020 NACG symposium](#) or other sources.

Next Steps: When the opportunity becomes available, encourage and support staff and key volunteers to attend the NACG Symposium. This experience will not only expose leaders to relevant training and best practices but connect those with others in the field who could provide instrumental or social support.

STRATEGY 3: Explore new avenues for developing leadership and fostering collaboration in the field of children’s grief

RECOMMENDATION 3.A: Provide regional leadership in assessing, learning about, and reporting on the community’s need around childhood grief.

●●○ *Investment needed: Moderate*

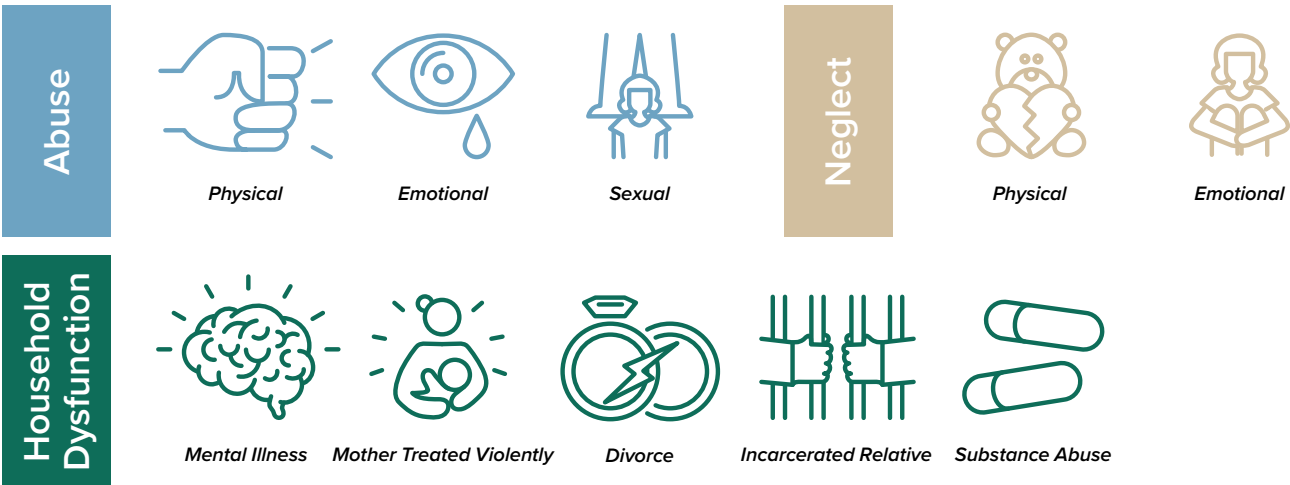
Fernside is an ideal candidate to organize and lead efforts to assess, learn and educate about childhood grief. Activities would include regional conferences, coalition building efforts, and possible public awareness campaigns. Investments in these regional efforts could be shared with other grief-focused efforts in the region.

Rationale: The environmental scan interviews exposed some anxiety among community grief leaders regarding a perceived vacuum of leadership for regional collaboration. One of Fernside’s objectives is to increase awareness of children’s grief in the region. There are two specific collaborations that will be beneficial to Fernside and bring more awareness to childhood grief.

Best practice examples:

Joining Forces for Children’s is a collective impact organization supported by Cincinnati Children’s that brings together all the organizations working on childhood trauma in the Greater Cincinnati region. The organization analyzes and shares data around childhood ACES (Adverse Childhood Experiences). CDC identifies ten ACES and they fall under three categories: Abuse, Neglect, Household Dysfunction (Image below). Death of a parent or sibling is not shown in the image below because it was not in the original list of ACES. Death of parent or sibling was included in the National Survey of Children’s Health (NSCH) because of its impact on a child’s psychological well-being, both short and long term. We recommend that Fernside participate in Joining Forces’ efforts to share and report on data focused on child well-being in the region.

What are ACES?



Source: <https://www.joiningforcesforchildren.org/what-are-aces/>

The [*Listening and Led by Youth in Foster Care: Grief, Hope, and Transitions \(LYGHT\)*](#) is an innovative youth peer support program designed for and with youth in foster care who are grieving. The program recruits, trains and provides ongoing support to youth facilitators who host groups with community partners. ProKids supports kids in the foster care system, they recruit, train and support community volunteers to become Court Appointed Special Advocates (CASA). Prokids works with teenagers in the foster care system and Fernside can partner with Prokids to launch a LYGHT pilot program in the Greater Cincinnati region.

Interact for Health: The [*Child Well Being Survey \(CWBS\)*](#) collected by Interact for Health is another data source to understand the extent of childhood bereavement in the region. The CWBS asked parents and guardians in the Greater Cincinnati and Northern Kentucky several questions about whether their children had adverse childhood experiences, such as the death of a parent, divorce, incarceration of a parent, divorce, frequent moves, and safety concerns in the child's neighborhood.

The CWBS data tables and data summary are available on the [*Interact for Health website*](#) and this data is disaggregated by race and gender. According to this data, 8% of the children in the Greater Cincinnati region have lost a parent in 2017. Which is substantially larger than the national average, where 3% of children have lost a parent.

The advantage of Child Well Being survey data set is that it is collected locally. If Fernside collaborates with Interact for Health, survey administrators can add additional questions to the survey such as 'death of sibling' or about awareness around 'grief counselling for kids' to get a broader insight into the magnitude of the problem and recognition of the problem. Additional information about the Child Well Being survey can be found [*here*](#).

Evaluators will connect Fernside leadership with Erin Saul who is the community engagement specialist for Joining Forces for children. They will also facilitate a connection with Colleen Desmond at Interact for Health to learn more about the child well-being survey and the process of adding additional questions to the survey.

RECOMMENDATION 3.B – Promote inclusion by collaborating long-term with school districts in Greater Cincinnati

●●● *Investment needed: High*

Death education and open communication in schools is part of a best practice community response to children's grief (Gao & Slavin, 2017). This evaluation recommends that Fernside reach out to the Cincinnati Public School district to start the conversation around developing a Memorandum of Understanding (MOU) to provide ongoing training around childhood grief for teachers and become a consultant around grief counselling for the school counsellors.

Rationale: In 2020 Fernside served 54 schools in the region providing programming to several groups of students. If Fernside intentionally reached out to diverse school districts in the region (e.g., Cincinnati Public Schools) and developed a MOU with the school district, they would become much more accessible to schools serving low-income diverse students.

Best practice example: Judi's House (Denver) has recently moved to formalize their relationship with regional school boards. A sample MOU between Judi's House and school districts is in the Appendix. This agreement formalizes efforts to provide trauma-informed grief services throughout the district. It describes the training and workshop offerings provided by Judi's House, processes for delivery, and the responsibilities of each party in the collaborative.

Next Steps: Explore agreements with other school districts in the region based on interest expressed by individual schools and areas where Fernside participants are concentrated.

RECOMMENDATION 3.C: Develop relationships with diverse organizations across the region to attract and retain diverse volunteers.

●●○ *Investment needed: Moderate*

Fernside serves a diverse group of children in our area and would like to develop a volunteer base that reflects that diversity. A volunteer base with diverse backgrounds will help ensure that Fernside's services are culturally responsive and inclusive of a variety of perspectives. Developing relationships with civic and cultural organizations will help intentionally expand its pool of potential volunteers.

Rationale: A 2018 report showed that by year 2040, Hamilton County will be a majority minority community (Swartsell, 2018). The recent 2020 census showed that the City of Cincinnati is already a majority-minority community (Horn, Glynn & Wert, 2021). Fernside needs to adapt to the changing demographics of the region and attract volunteers that represent the population of the region.

Next Steps: The Hispanic Chamber of Commerce typically hosts a non-profit guest at all their events. It is a great way to recruit diverse volunteers. [Michael Jackman](#) is their creative director and coordinates the guests for their meetings. For now, many of these meetings are online and can be attended on zoom. The Black Achievers Network is another affinity group that serves the black professionals in the region, there are thousands of professionals in their network. [Michael Moore](#) is the president/founder of Black Achievers network. You can advertise volunteer opportunities on their network, they have a sponsorship model and rates specifically for non-profits.

RECOMMENDATION 3.D: Increase presence in the National Alliance for Children's Grief (NACG).

●●○ *Investment needed: Moderate*

Fernside has been increasing its participation in the National Alliance for Children's Grief (NACG). There are several workgroup opportunities available at the NACG for Fernside leadership to consider including workgroups focusing on grad students, the Latinx population, and Diversity, Equity, and Inclusion.

Rationale: As mentioned above, Fernside is considered one of the original children's grief support organizations and is one of the NACG founders. These involvements can lead to program innovations, deeper conversations at the national level, and potentially national funding opportunities. The environmental scan found that there was an interest in and demand for increased Fernside participation. It was also seen as an opportunity in the SWOT analysis.

Best practice example: Judi's House/JAG Institute with the National Alliance for Children's Grief

The JAG institute has spearheaded efforts to convene national partners in a conversation round best practices and data use in the field of children's grief support. One such innovation with the Childhood Bereavement Estimation Model (CBEM). The CBEM project aggregates vital statistics data from across the country to estimate childhood bereavement prevalence and trends. Helpful data briefs are available to all communities at both the state and county level. Data for Hamilton County, Ohio, are shared below as an example. The group is currently conducting a dialogue about race and childhood bereavement as they work to disaggregate demographic data. The data collection methods and other details are available [here](#).

2020 estimates of children who are bereaved due to death of a PARENT by age 18			
County	1 in X Children	% of Children	# of Children
Hamilton County, OH	29	3.4%	6,510

Next Steps: Fernside applied to be part of Childhood Bereavement Changemakers Collaborative in the first round but were not chosen. Fernside should continue to explore the possibility of joining the next round of Childhood Bereavement Changemakers collaborative facilitated by the JAG Institute and the New York Life Foundation. The initial cohort of six organizations is already in place. As they continue their research and field building work, Fernside could express curiosity and interest in the effort. Fernside staff could anticipate the potential widening of this cohort by communicating regularly with members and exploring academic partnerships that may increase their likelihood of acceptance.

STRATEGY FOUR: Bolster organizational sustainability

RECOMMENDATION 4.A: Convene a strategic planning process

●●● *Investment needed: High*

A strategic plan provides an organizational road map that aligns organizational efforts with their mission and guides strategic decision making in ways that maximize sustainability. Typical strategic plans begin with reviewing the organization's mission statement, setting short- and long-term organizational goals and developing an implementation and monitoring plan to guide efforts. Strategic plans can drive budget and fundraising priorities, review and modify programming, and incorporate participant perspectives. Strategies for financial sustainability are particularly important given the fact that Fernside is not an "income generating" program. An important goal of this process is to align on a vision for Fernside's size, organizational structure, and expanded programming. Other areas of opportunity would be identifying ways to leverage the resources available at both Hospice of Cincinnati and at TriHealth, as the largest health system serving the Greater Cincinnati area with 12,000 employees and over 80 sites of care, including 7 hospitals.

Fernside's strategic planning should be approached with a DEI lens, particularly because their mission is associated with the often-stigmatized area of grief and grieving. Marginalized populations or groups can often feel excluded in these conversations, often despite best efforts. To compound that challenge, there are cultural norms and expectations that can limit when and how some populations feel they "should" grieve. Fernside should continue to be mindful about how those norms and implicit expectations affect programming and communications as they approach a strategic planning process.

Rationale: The Fernside evaluation steering committee identified a strategic planning process as a high-impact opportunity in the SWOT analysis. Many of the activities conducted as part of this evaluation—including an environmental scan, SWOT analysis, client feedback, developing a Theory of Change and system mapping—are typically precursors to a strategic planning process. Beginning the process soon would leverage the insights and recommendations provided as part of this evaluation. Two key themes from the environmental scan that could be further explored in the strategic planning process include the possible uses of credentialed staff for training and supervision and the expanding the presence of Fernside within the TriHealth system through an intentional marketing campaign.

Best practice example: Cradle Cincinnati, the region's collective impact group focused on reducing infant mortality, has used a five-year strategic planning framework to articulate the common goals addressed by the group, strategies to achieve those goals, current benchmarks and target outcomes for key indicators, and important trends impacting the field. Their current plan was completed in 2018 and envisions progress extending into 2023.

Next Steps: Alongside the strategic planning process, Fernside should also develop an implementation plan to track progress on the goals it has identified. Implementation plans vary, but typically include key outcomes based on identified organizational goals. Milestones and metrics are developed along with delegated responsibilities for fulfilling tasks. The implementation plan will also identify and allocate resources necessary for the plan to be successful.

RECOMMENDATION 4.B: Create a Fernside Advisory Board

●●○ *Investment needed: Moderate*

Explore the creation of a Fernside advisory board. Community members with resources, connections or unique perspectives would be invited to participate in strategies to promote sustainability. The advisory board would be convened by Fernside's executive director semi-regularly to receive organizational updates, learn of ways to assist with development and help provide insights and connections. One of the tasks of the advisory board would be to grow the endowment fund, currently at \$71,000. Currently the Fernside Board of Trustees have six members. The advisory board presents an important opportunity to expand their reach. If this recommendation is adopted by Fernside leadership, the organization should identify goals for the new advisory board, detail selection criteria and job descriptions, then recruit potential candidates.

Rationale: Both Bo's Place (Houston) and the Dougy Center (Portland) have advisory boards that assist with development and community engagement. Structures may vary, but membership can range from 30 to 60 or more members. In their environmental scan interview, the Dougy Center shared that their development priority was to develop individual donors, the source of most of their funding. They saw that organizations that were overly dependent on foundations were struggling, while individual donors are a consistent stream of funding. Creating an advisory board provides a systematic way to develop those relationships with individual donors. In addition to creating an advisory board, the environmental scan suggested several other ways to increase fund development including pursuing grants for new and innovative programming, offering fee-based training, and participating in collaborations at the regional and national levels.

Next Steps: In addition to building relationships with potential donors, the Fernside advisory board could work with the Bethesda Foundation and other development staff to develop a formal planned giving strategy. Such a strategy typically includes developing the infrastructure and marketing materials to support planned gifts, targeting and meeting with prospective donors, communicating with existing large donors, and evaluating the overall success of the planned giving initiative. The Center for Grieving Children (Portland, ME) has a formal effort called the Bill Hemmens Legacy Society for just such a purpose.

RECOMMENDATION 4.C: Provide additional opportunities to leverage Fernside volunteers including marketing, development, and training

●●○ *Investment needed: Moderate*

Group discussions among Fernside staff and volunteers during the evaluation process revealed potential new roles that volunteers could play. These volunteer opportunities range from simple one-time opportunities to committed long term opportunities. One such opportunity is in marketing and development. For example, volunteers could play a role in a volunteer-led crowdfunding campaign for small or random donations using mediums like Venmo and CashApp. Fernside could also have volunteers "takeover" their social media to fundraise on special days (e.g., post: venmo @fernside \$1-5 in honor of National Child Grief Awareness Day), leveraging their existing social media network.

Rationale: Fernside volunteers display a deep commitment through various program delivery (e.g., support group facilitation and hospitality) and operations roles (e.g., volunteering at the Fernside Classic and preparing art materials). Fernside can tap into the creativity and initiative of their volunteer base by creating space for them to design their own initiatives under the guidance of staff and experienced volunteers.

Best practice example: Bo's Place (Houston) has a group of volunteers and supporters called "Bo's Buddies." This group meets regularly to develop new ways to boost community awareness and support organizational sustainability. Individuals in this group enjoy networking and social gatherings, volunteer projects with the organization, and leadership opportunities.

Next Steps: Develop a Fernside “Young Professionals” group that includes past Fernside participants and their friends and colleagues. This group could generate ideas for marketing, development, and training opportunities of their own, boosting organizational sustainability.

References

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Gao, M. & Slavin, M. (2017). Best practices in children’s bereavement: A qualitative analysis of needs and services. *Journal of Pain Management*, 10(1), 119-126.

Swartsell, N. (2018, October 18). Study: Hamilton County Will Be Majority-Minority by 2040, but Has a Big Equity Problem. *CityBeat*.



Fernside's Theory of Change

A Theory of Change is a logical explanation of how a particular set of activities will bring about desired results. It is reflected through linked pathways of outcomes that are backed up by key assumptions (Patton, 2002). Evaluators facilitated a process by which Fernside leadership clarified its Theory of Change. The process included four key steps.

- Confirm long term, aspirational goals.
- Map backwards to mid-level outcomes that enable the achievement of larger goals.
- Identify assumptions about how and why one thing causes another and what external limitations Fernside operates under.
- Consider how Fernside's activities relate to goals and outcomes.

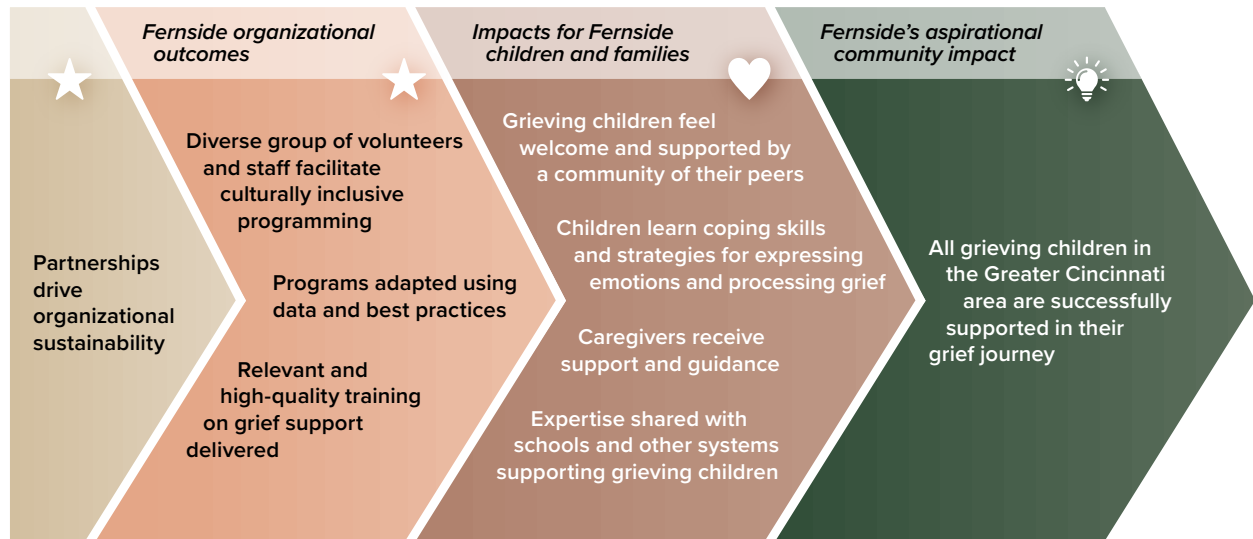
Methodology: The committee completed pre-work by completing a worksheet exploring goals, mid-level outcomes, assumptions, and activities that they would like to lift up in the process. They then participated in an in-person brainstorming activity. As a group, they filled out cards with important examples of long-term goals, mid-level outcomes, assumptions, and external limitations, and Fernside activities. Facilitators then shared prompts during the session that focused attention on three levels: children and families, the Fernside organization and its partners, and the community at-large (e.g., schools, hospitals, etc.). The committee then looked for connections and gaps by arranging the cards in a way that connected the long-term goals with mid-level outcomes. They explored the relevance of assumptions and external limitations and the connection of activities with outcomes and goals. The evaluators then drafted several iterations of their Theory of Change, working with the steering committee to continue to modify language and connections.

Fernside's new Theory of Change identifies key impacts as crucial to ensuring all grieving children in the Greater Cincinnati region are successfully supported in their grief journey.

- Grieving children feel welcome and supported by a community of their peers.
- Children learn coping skills to express emotions and process grief.
- Caregivers receive support and guidance.
- Expertise shared with schools and other systems supporting grieving children.

In order to create these conditions, Fernside is dedicated to mobilizing a diverse group of volunteers and staff to facilitate culturally inclusive programming, adapting programs using data and best practices and delivering relevant and high-quality training on grief support. Underpinning all these efforts are partnerships that drive organizational sustainability. The purpose of this evaluation process is to measure the above impacts as well as organizational outcomes that lead to these impacts.

Fernside's Theory of Change



Below are “deep dives” into each of these nine impact areas including both a description of that impact as defined by Fernside leadership and some best practice recommendations on that impact area.

Fernside’s aspirational community impact



All grieving children in the Greater Cincinnati region are successfully supported in their grief journey.

Description: Fernside envisions a community where all grieving children are supported through their experience of grief. Fernside strives to create a grief-inclusive community where all grieving children are seen, understood, and supported. Children are surrounded with effective caregivers and interact with schools and other systems that provide help and guidance. This experience is available for children of all backgrounds. Diverse expressions of childhood grief are welcome, acknowledged and normalized.

Best practice recommendations from the field

- **Language:** Materials and groups are presented in multiple languages (Spanish Language: Bo’s Place, Dougy Center, Erin’s House, Judi’s House, Our House). Websites are also available in multiple languages (Dougy Center has six available languages).
- **Programming:** Specific programming has been designed for populations experiencing unique challenges such as immigrants and refugees (Center for Grieving Children) or children in foster care (Dougy Center).
- **Funding:** Organizations serving grieving children can apply for larger New York Life “Grief Reach” grants that provide funding for expanding programming to new geography or population of interest. Grants are submitted during July of each year.

- Public statements: Organizations publish a statement of principles and commitments including explicit statements about belonging, equity and inclusion. It's important that the principles are put into practice, not just put on a wall.
- Facilities: Facilities are open to all abilities and gender identifications. Explore offering a gender-neutral restroom on site and at meeting locations.

Impacts for Fernside Families and Children



Grieving children feel welcome and supported by a community of their peers.

Description: All children, regardless of their background, feel welcomed and supported by Fernside's programming. Fernside's activities are grounded in experiences from all different types of people. Children are "met where they are at" and services are provided to any child and family that needs help, free of charge. Fernside also seeks to demonstrate flexibility in responding to changing needs.

Best practice recommendations from the field

- Fernside as a model program: Fernside helped create the peer group model so that children, parents and family members can feel heard and seen. Peer groups give children the permission to be themselves. They help to create a community of grievers. Fernside also uses a multi-site approach for accessibility and flexibility.
- Internships: Programs like Heartlinks (peer organization) and others use student internships to provide programs like art therapy or "community connection groups" where grief is in the background.
- Facebook: Programs like Heartlinks and others use Facebook groups to connect families with each other. Examples include specific groups for types of loss (e.g., partner loss). These groups help provide additional avenues for engagement. In most cases, volunteers help run the Facebook groups. In the case of Heartlinks, families meet in groups first, then can move online. *Bonus: Fun memes!*
- Grief Apps: There is a grief-focused app called Actively Moving Forward from HealGrief: <https://healgrief.org/amf-app/>. Peer groups describe young adults particularly appreciating the unplanned nature of it. Another available app is Apart of Me: <https://www.apartofme.app/about/>. Fernside could even consider creating its own app!



Children learn coping skills to express emotions and process grief

Description: Fernside families benefit from activities that help normalize the experience/feelings/reactions of grief as well as new tools to communicate. In addition, activities are designed to teach new coping skills. There are a variety of coping skills including planning, positive reframing, acceptance, humor, religious practice, asking for emotional support, and instrumental (practical) support (Carver, 1997).

Best practice recommendations from Fernside families (Because Fernside families are the most reliable experts regarding what works, evaluators chose to include items described as impactful from the family impact interviews.)

- Continue to include activities designed to support children to express emotions. Examples from the family impact interviews include the following.
 - Make expressive objects (e.g., masks, pillows, stuffed animal, memory box, superhero cape, camp blanket, message in a bottle).
 - Hold memorial activities (e.g., put on a play, plant a flower, balloon release).
 - Facilitate space to talk about feelings.

- Continue to include activities designed to improve childrens' skills and confidence in communicating with others.
 - Model healthy communication, with counselors and volunteers as role models.
 - Parent group and unstructured side conversations can also serve as opportunities to teach and model.

Caregivers receive support and guidance

Description: Parents and Caregivers are a vital part of children's lives. To adequately support their own grieving children, the parents/ caregivers need support and guidance to cope with their own grief. Research by Sandler et al (2018) in a randomized control trial illustrated that children do well when parents do well, which is why it is critical to focus on the entire family, especially parent interventions. Fernside's parenting support groups provide them with skills and resilience to cope with day-to-day life.

Best practice recommendations from the field

- Parent groups: Most of the peer groups along with Fernside run parallel programs for children and adults at the same time.
- Training: Judi's house provides a virtual workshop titled, "Caring for grieving children." It is a 1.5-hour free virtual workshop for parents, guardians, and adult family members.
- Considering parent/caregiver loss in group design: Some Fernside families suggested holding separate groups for partner loss vs child loss.

Expertise shared with schools and other systems supporting grieving children

Description: Fernside works directly with school counselors to support grieving children in the schools. The counselors rate the Fernside programs very highly and report that the programming helps the kids perform better at school.

Best practice recommendations from the field

- Expand partnerships with school districts for programming and data collection: In 2020 Fernside served 54 schools in the region, providing programming, and evaluating services. Fernside could reach out to additional districts to expand the number of school programs. It could also develop a data sharing agreement to help demonstrate the impact of programming on school performance as described below.
- Conduct system training: Judi's house trains school personnel, childcare workers and other agency staff who work directly with bereaved youth on techniques for making their systems grief- and trauma- aware. These professional training opportunities might be a way to reach even more children in the region. <https://judishouse.org/find-support/school-and-community/>
- Offer training to the public: Judi's House also offers grief education workshops to support communities in starting a dialogue about loss. Judi's House created universal grief workshops for youth in grades 1-12.
- Provide self-guided training: Dougy Center has a variety of resources on their website, including tipsheets, blogs, activities, etc. These can be powerful tools for school personnel who need immediate access to resources.
- Learning collaborative: Explore collaborations with regional grief partners such as Joining Forces for Children and Cincinnati Children's Hospital Medical Center to promote system-wide learning.

Fernside Organizational Outcomes



Diverse group of volunteers and staff facilitate culturally inclusive programming

Description: Fernside volunteers and staff come from diverse backgrounds. Staff and volunteers receive culturally appropriate training needed to serve the children coming from diverse backgrounds.

Best practice recommendations from the field

- Expand volunteer roles: Provide a variety of volunteer opportunities that range from simple one-time opportunities to committed long term opportunities. Create more ways for volunteers to engage including marketing and development.



Programs adapted using data and best practices

Description: Systematic collection and analysis of data allows Fernside leadership to understand and communicate the impact it is having on its families.

Best practice recommendations from the field

- System leadership: Fernside is considered one of the originals and is one of the NAGC founders. There are several opportunities available at the national organization from which Fernside could not only benefit but could lead by sharing best practices learned over the decades. These involvements can lead to program innovation, changed conversations at the national level, and potentially national funding opportunities. Smaller grief programs across the region look to Fernside as a “big sister” program. Retirements among community grief leaders have left a vacuum of leadership for conferences, coalition building, public awareness campaigns, and regional collaboration.
- Research partnerships: Childhood grief support is still a new field that is evolving and therefore needs a lot more research and long-term evaluation. That is a space where Fernside can build capacity and grow. Fernside could consider the following ways to assist the field learn and grow:
 - MOUs with schools as discussed above.
 - Using ACES data to identify challenges in the community.
 - Incorporate long-term (longitudinal) evaluation processes in partnership with academic institutions.
- One goal of this use of data and research would be to demonstrate the prevalence of childhood grief and make the case that Fernside is an essential service to the community.
- Database: Fernside’s Access database has served it well, but it is likely time to explore new database options to enable easier data entry processes, new analytic and reporting capacities, and real-time dashboarding.
- NACG benchmarking: The National Association for Children’s Grief is exploring the development of a framework to measure growth and development for children’s grief organizations. It is recommended to monitor progress on this tool and contribute ideas about benchmarks from Fernside’s perspective.



Relevant and high-quality training on grief support delivered

Description: Fernside is an expert on children’s grief and seeks to share this expertise with their volunteers and the community at large. Culturally appropriate training that prioritizes inclusion is available for volunteers and community members.

Best practice recommendations from the field

- Expanded training program: Fernside currently provides training to the community upon request through its outreach services. An expanded series of targeted trainings could make a regional impact by improving the capacity of other systems to provide trauma- and grief-informed services. Other systems could include schools, medical systems, first responders, and others. Instead of a free service, fees could enable this service to pay for itself.
- Internships: Many health and counseling related programs have an internship component. If Fernside could develop the capacity to supervise interns, it could help boost the region's capacity to train professionals as well as provide increased services to Fernside families. These internships can be provided independently or with Hospice.



Partnerships drive organizational sustainability

Description: Fernside is financially self-sufficient to support their status and room for growth. The organization is self-sufficient, ideally with an endowment. Community partnerships drive referrals which bolster programs. Volunteer partnerships support programs and sustainability. The community is aware of Fernside's work and approach.

Best practice recommendations from the field

- The Fernside team is highly efficient and has done an excellent job maximizing their resources. A team of five staff serves three states with free and unlimited grief support. The inherent challenge is that small staff size limits an ability to consider innovative programming more fully or collaborate regionally and nationally. There is also a danger of losing institutional knowledge through turnover.
- Fernside has had great success in achieving annual budget each year in partnership with Hospice and the Bethesda Foundation. Almost all donations are unrestricted and can be used flexibly to support all Fernside programming. However, some donors may be compelled to donate to more targeted Fernside initiatives or respond to specific RFPs. Perhaps adding one or two targeted initiatives to the development plan could leverage new resources and expand targeted programming.
- Additional fundraising options: Fernside volunteers identified an opportunity to increase opportunities for small or random donations using mediums like Venmo, CashApp, etc. Fernside could also make use of social media to fundraise on special days (e.g., post: venmo @fernside \$1-5 in honor of National Child Grief Awareness Day).



Evaluation Methodology, Data Collection and Analysis

Overview: The Fernside Capacity Building Evaluation project was designed in three sequential phases. The first phase involved primary and secondary data gathering and analysis. During the first phase, the evaluation team completed an assessment of Fernside programs, processes, tools, and impact reports. Evaluator employed a variety of methods including an internal organizational review, an environmental scan of partner and peer organizations, a SWOT analysis, participant interviews to explore impacts, and system mapping. Findings from these efforts are contained in this Section.

In the second phase, evaluators moved on to the development and refinement of data collection tools and processes. The primary task in this phase was the creation of a new Fernside Theory of Change and the exploration of best practices and indicators linked to each outcome area. Results from this phase are included in Section 3. Originally, the identification and setup of a new database was envisioned for this phase. This task was later removed due to difficulties with vendors and online security.

The final phase focused on opportunities for growth and sustainability. Evaluators focused particularly on opportunities for program, learning and data partnerships. They also completed a “template” for internal evaluation going forward. These recommendations, rationales and best practice models are included in Section 2.

Environmental Scan

During the first quarter of the project, evaluators completed an environmental scan as part of an overall effort to build capacity and to encourage organizational reflection. An environmental scan brings together information and perspectives from key stakeholders in the field. It identifies key system-level drivers and themes to consider in beginning an evaluation process. Key questions the evaluation steering committee hoped to answer during the environmental scan process included the following:

- What are some potential models and partnerships that may offer guidance in Fernside’s strategic planning?
- How should Fernside be evolving as an organization?
- What could Fernside be contributing to the field?

As such, evaluators sought to identify best or promising practices, model programs, and engaging evaluation methods that will help guide Fernside’s work. Evaluators first completed an online review of eight promising programs identified by Fernside leadership. Key takeaways were presented to the evaluation steering committee for review and discussion. The following themes emerged as the most relevant.

- Staff size and succession planning
- Increase Fernside’s TriHealth presence
- Unrestricted vs. targeted donations
- Collaboration at the national and regional level

- Diversity, equity, and inclusion
- Data and research
- Training and internships
- Considering adding credentialed staff
- Use of technology

A description of each of these themes are included below. A detailed summary of both the peer interviews and peer/partner SWOT recommendations are included in Appendix A. Each of these themes helped generate conversation about Fernside's opportunities and challenges; however, all the themes did not make it into the evaluators' final recommendations.

Staff size and succession planning

The Fernside team has rightly been described as “small but mighty” and has done an amazing job with little resources. However, the small staff size limits its ability to consider innovative programming more fully or collaborate regionally and nationally. There's also a danger of losing institutional knowledge through turnover. While there is no objective rationale to determine the ideal size for Fernside's staff, additional investment will be needed to adopt the recommendations outlined in this report.

Collaboration at the national and regional level

Fernside is considered one of the originals and is one of the NAGC founders. There are several opportunities available at the national organization and Fernside should engage and take advantage of them. These involvements can lead to program innovation, changed conversations at the national level, and potentially national funding opportunities.

Smaller grief programs across the region look to Fernside as a “big sister” program, as one stakeholder put it. Retirements among community grief leaders have left a vacuum of leadership for conferences, coalition building, public awareness campaigns, and regional collaboration.

Training and internships

Fernside currently provides training to the community upon request through its outreach services. A series of formal and targeted trainings could help make a regional impact by improving the capacity of other systems to provide trauma and grief informed services. Other systems could include schools, medical systems, first responders, and others. Instead of a free service, fees could enable this service to pay for itself.

Many health and counseling related programs have an internship component. If Fernside could develop the capacity to supervise interns, it could help boost the region's capacity to train professionals as well as provide increased services to Fernside families.

Unrestricted vs. targeted donations

Fernside has had great success in achieving their annual budget each year in partnership with Hospice of Cincinnati and the Bethesda Foundation. Almost all their donations (approximately 90% in FY21) are unrestricted and can be used flexibly to support all Fernside programming. However, some donors may be compelled to donate by more targeted Fernside initiatives or responses to specific RFPs. Adding one or two targeted initiatives to the development plan that implement some of the recommendations in this report could leverage new resources and expand targeted programming.

Diversity, Equity and Inclusion

There is much interest in incorporating DEI principles into the field. There are valuable resources available on culturally appropriate counseling. Intentionally spearheading DEI activities can help drive new partnerships, deepen existing ones, and ensure that the organization is putting its values into practice.

- Diversity: How does Fernside reach out to kids from all backgrounds?
- Inclusion: Is Fernside creating a space where everyone feels welcome and feels heard? Is Fernside intentionally including culturally informed approaches? Has Fernside considered transportation barriers?
- Equity: What are Fernside's policies and procedures that could be exacerbating inequitable outcomes? Can Fernside use an equity filter in everything it does?

Explore adding credentialed staff

There are some concerns with including professional counseling services alongside Fernside's peer-based model, including fears of pathologizing grief. However, there could be some benefits to incorporating formal counseling either as a support for volunteers and potentially as a stand-alone service.

- Credentialed staff such as licensed social workers or therapists could help provide formal training to fields such as medicine, counseling, social work. Other training opportunities include first responders, medical examiners, EMT professionals, criminal legal system, school staff.
- Credentialed staff could supervise interns, helping to train the field while providing low-cost services.

Fernside affiliate Hospice of Cincinnati (HOC) is the largest and most well-established nonprofit hospice serving the Greater Cincinnati region. Fernside's affiliation with HOC provides access to critical resources and infrastructure, including credentialed staff. As referenced in the recommendations section of this evaluation, Fernside should explore how to further leverage its unique position as an HOC affiliate through the strategic planning process.

Increase Fernside's TriHealth presence

As an affiliate of HOC, Fernside is also a community partner of TriHealth, Greater Cincinnati's largest integrated health care system. TriHealth is comprised of over 130 sites of care, including two of the region's flagship hospitals – Bethesda North and Good Samaritan. TriHealth serves an estimated one in three Cincinnati residents. Fernside has a unique opportunity to leverage its partnership with TriHealth to reach more families through internal education and training related to TriHealth's focus on trauma informed care and increase the organization's visibility. The opportunity to leverage its partnership with TriHealth should be explored further in the organization's strategic plan.

Data and research

Childhood grief support is still a new field that is evolving and therefore needs a lot more research and long-term evaluation. That is a space where Fernside can build capacity and grow. Fernside could consider the following ways to assist the field learn and grow.

- MOUs with schools to expand offerings and share information.
- Using ACES data to identify the challenge in the community.
- Incorporate long-term evaluation.

One goal of this use of data and research is to demonstrate the prevalence of childhood grief and make the case that Fernside is an essential service to the community.

Use of technology

Fernside's Access database has served it well, but it is likely time to explore new database options. Two organizations interviewed in the environmental scan, Bo's Place and the Center for Grieving Children, currently use Apricot. Subsequent explorations of Apricot presented security and cost barriers to implementation. Fernside leadership has determined that upgrading its existing database is the best option for expanding capability.

In addition to tracking, some organizations are piloting the use of phone apps to assist with the grieving process, especially with teens. Fernside could explore the grief app called Actively Moving Forward from HealGrief: <https://healgrief.org/amf-app/> used by Heartlinks Center. [Grief Coach] Fernside can also consider ways to build on its success with social media, especially Facebook. For example, Heartlinks Center maintains several volunteer-run Facebook groups for grieving families, including one for partner loss. They feel that social media helps them provide a greater arc of engagement.

Environmental scan methodology

Organizations included the following groups:

- National Alliance for Grieving Children
- Bo's Place (Houston)
- Ele's Place (Lansing)
- Erin's House (Ft. Wayne)
- Dougy Center (Portland)
- Judi's House (Denver)
- Our House (Los Angeles)
- Willow House (Chicago)

Based on the initial analysis, evaluators conducted interviews with nine leaders in the field representing both Fernside itself and peer programs across the country. In order to explore the organizational partnership between Fernside, Hospice of Cincinnati, Bethesda Foundation, and the community at large, evaluators identified four partners and stakeholders to interview as well. All interviewees are listed below.

- Mary McCutchen: Former Fernside employee, founding board member of NAGC
- Donna Shuurman: Former Dougy Center Director
- Vicki Jay: National Alliance for Children's Grief
- Laura Landry: Judi's House, Research and Evaluation
- Anne Heros: Center for Grieving Children, Portland, ME
- Diana Cuddeback: Heartlinks Center, near St. Louis, MO
- Greg Adams: Arkansas Children's Good Mourning program
- Mary Beth Staine: Bo's Place, Houston, TX
- Tracy Cook: ProKids, Cincinnati, OH
- Luann Scherer: Hospice Board Chair and Fernside Board Member
- James Ellis: Bereavement Care Coordinator, St. Elizabeth
- Gayle Mattson: Hospice, President & CEO
- Andy Swallow: Bethesda Foundation President & CEO

The peer interviews took place between October 9 and November 5, 2020. The partner interviews were completed by December 7. Notes from those interviews were compiled and the evaluators analyzed them for key themes related to the questions above. An additional three peer groups were added in September of 2021: Arkansas Children’s Good Mourning program, Bo’s Place in Houston and ProKids in Cincinnati.

SWOT Analysis

Evaluators worked with Fernside staff and the evaluation steering committee to complete an analysis of Fernside’s strengths, weaknesses, opportunities, and threats, commonly known as a SWOT analysis. This process directly informed the evaluation recommendations, including both identifying areas of opportunity and developing new data and evaluation tools. To prepare for the SWOT process, evaluators asked peer and partner organizations for their assessment of Fernside in relation to the SWOT framework. Evaluators also provided Fernside staff and evaluation steering committee members the opportunity to provide their perspectives via online survey. The evaluation steering committee then discussed the feedback, identified additional items, and prioritized items to consider. This process resulted in the following assessment for Fernside.

Strengths

- Strong relationships with families, a sense of community
- Meaningful use of volunteers
- Solid reputation, word of mouth networking and name recognition
- Children feel that they “belong” in the groups
- Programs address a compelling need, an unserved population

Weaknesses

- Families are diverse, but not volunteers
- Database not user friendly, outdated
- Need clarity on future vision for Fernside
- Not a revenue generating business, need to diversify revenue
- Sometimes Fernside is too humble, need to be “out there” more

Opportunities and Aspirations

- Formalize and expand training to other sectors, possible revenue generator
- Create more ways for volunteers to engage, including marketing and development
- Offer professional internships independently or with Hospice
- Explore collaborations with regional grief partners to promote learning
- Create a strategic plan for Fernside

Threats

- Loss of institutional memory, need for succession planning
- Small team limits programming and impacts morale
- Tight funding, especially with impact of COVID, impacts security and causes competition for resources
- Need to become more aware of national trends and opportunities
- Despite efforts, research shows many more grieving children that could be served

Participant interviews to explore impact

As the evaluators wrapped up the first phase of the evaluation process, they sought to explore an important question: What does success look like from the point of view of Fernside participants? To do this, the evaluation team conducted semi-structured interviews with a sample of past Fernside participants. Fernside staff randomly selected ten families who participated in Fernside programming over the past 3-5 years. Evaluators then chose five of those families to interview. Interviews took place in February and March of 2021. Evaluators took detailed notes of the interviews and analyzed them for salient themes. Seven key themes are listed below along with participant statements that reflect that theme. These themes impacted the development of the Theory of Change and key recommendations.

Caregiver relief: It was hard to help my child while I was also grieving.

- “As a parent I was pretty lost. It was hard to help him through his loss while going through my own. He might have just shut down and thought his mother didn’t care.”
- “Nice and comforting that there was something for the parents.”
- Received some “practical life advice” from other parents.
- “They were able to verbalize feelings more with the Fernside group than with me (mother).”

Activities helped normalize the experience/feelings/reactions of grief.

- “Understanding that this is kind of a normal thing to happen.”
- “Could relate to other people in the same boat.”
- “Fernside helped me know everything is going to be ok and be safe.”

Children learned tools to communicate.

- “It was a huge help to talk about my emotions and about my loss.”
- “He was able to come to Mom and say he was having a bad day.”
- “If he had hard days at school, it was ok. Needed to go to an adult and let them know. Fernside gave him confidence that it was alright to let them know.”

Fernside helped guide families through the grief journey.

- “They let you stay as long as necessary. There was no cutoff.”
- Navigated a “challenging period in life.”
- Return to “relative normalcy,” absence of “social and emotional crises” related to grief.

The importance of role models who have “been there.”

- “Seeing them be ok and appearing to be happy was good to see.”
- “She (the facilitator) made herself very available. Very welcoming and friendly. Felt like they honestly, truly cared.”

Support other participants: Participants received help but were also able to help others.

- “I wanted to be there for other people.”

Camp program’s immersion makes it special.

- Children provided many examples of engaging camp experiences including telling stories in their bunk beds, playing with flashlights, making camp friends, and more.

Suggestions based on family interviews

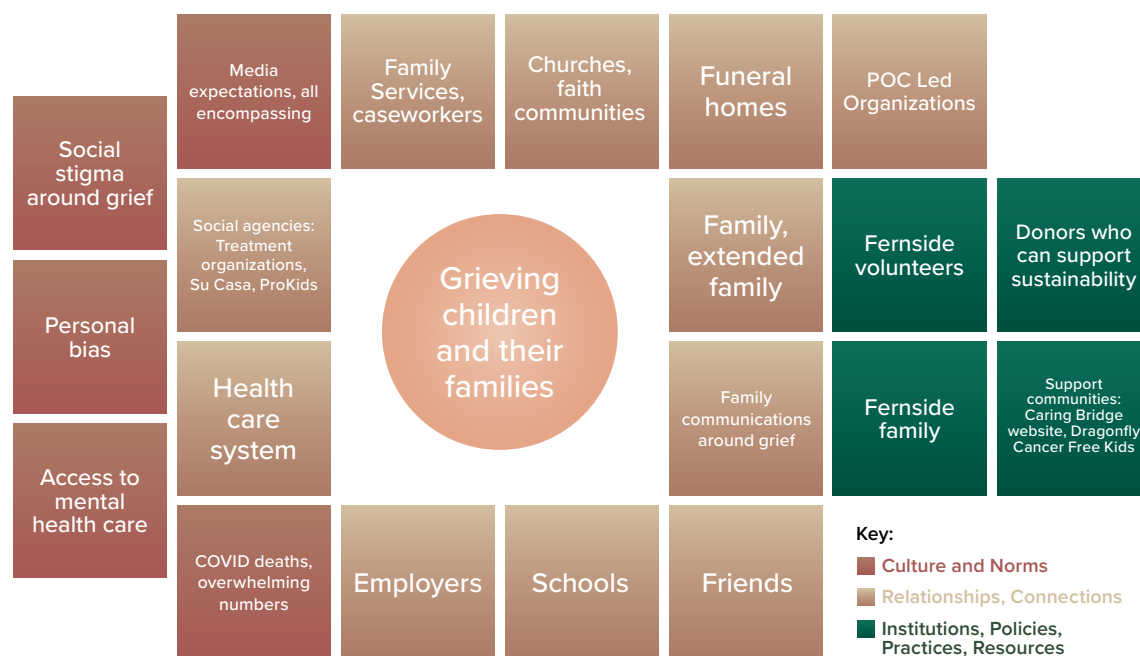
- Split groups into more specific age groups (e.g., split children 7 or under from older kids)
- Ensure spouse group attendance to offer consistent support is available
- Prioritize interactive activities to get kids engaged in meaningful conversations
- Provide more camp opportunities
- Provide childcare to enable adults to go to adult camp
- Find ways for younger kids to connect outside of Fernside

System Mapping

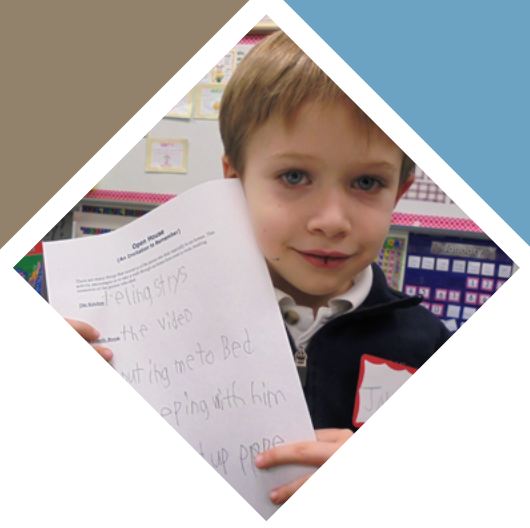
The evaluation steering committee completed a system mapping exercise to better understand the contexts affecting grieving children in the region. Evaluators started the process by describing the system thinking “iceberg” and sharing a simple method for system mapping. The group used Jamboard to identify major system actors (institutions, systems, policies, etc.) that impact grieving children and their families (below).

The committee was asked to explore the helpful and limiting roles these system actors can play. As homework, evaluators asked how system actors could be changed or engaged in a new way. The committee wrapped up the exercise by identifying specific ways Fernside might engage at the systems level, including the following suggestions:

- Find ways to engage actual peer group (e.g., “bring a friend to Fernside”, invite friends to Camp closing ceremony) in ways that are developmentally appropriate.
- Develop educational materials for peers on ways to support their friend. Could be paper, digital, social media, etc.
- Review materials for teachers as well to see how they can support peer supporters.
- Modify volunteer education to address gender and racial bias.
- Recognize as well that some children may be hesitant about sharing with friends because they could be perceived as “different.” Need to leave space for anonymity.



Results of initial brainstorming involved in the system mapping exercise. Red items reflect culture and norms, tan reflects important relationships and connections, and green relate to Fernside specific programming and practices.



Fernside Internal Evaluation Template

Background

Fernside's new Theory of Change identifies key impacts as crucial to ensuring all grieving children in the Greater Cincinnati region are successfully supported in their grief journey.

- Grieving children feel welcome and supported by a community of their peers
- Children learn coping skills to express emotions and process grief
- Caregivers receive support and guidance
- Expertise shared with schools and other systems supporting grieving children

In order to create these conditions, Fernside is dedicated to mobilizing a diverse group of volunteers and staff to facilitate culturally inclusive programming, adapting programs using data and best practices and delivering relevant and high-quality training on grief support. Underpinning all these efforts are partnerships that drive organizational sustainability. The purpose of this evaluation process is to measure the above impacts as well as organizational outcomes that lead to these impacts.

Evaluation questions

As part of the evaluation process, Fernside leadership reflected on the above tasks and identified priority areas for inquiry and improvement. Of particular interest are both the learning of coping skills by children and families and the delivery of culturally inclusive programming. Given those areas of interest, the following questions were developed to guide evaluation in the coming year.

- What are the primary, relevant coping skills that children need to learn?
- Can Fernside demonstrate that children have learned and applied these skills?
- Is Fernside serving all populations and geographies within its region?
- Does Fernside's staff and volunteer base reflect the diversity of its community?
- Are Fernside's programs culturally inclusive?

Methods

The evaluation team sought to use existing evaluation methods wherever possible. Given the direction of the evaluation, the following changes are recommended.

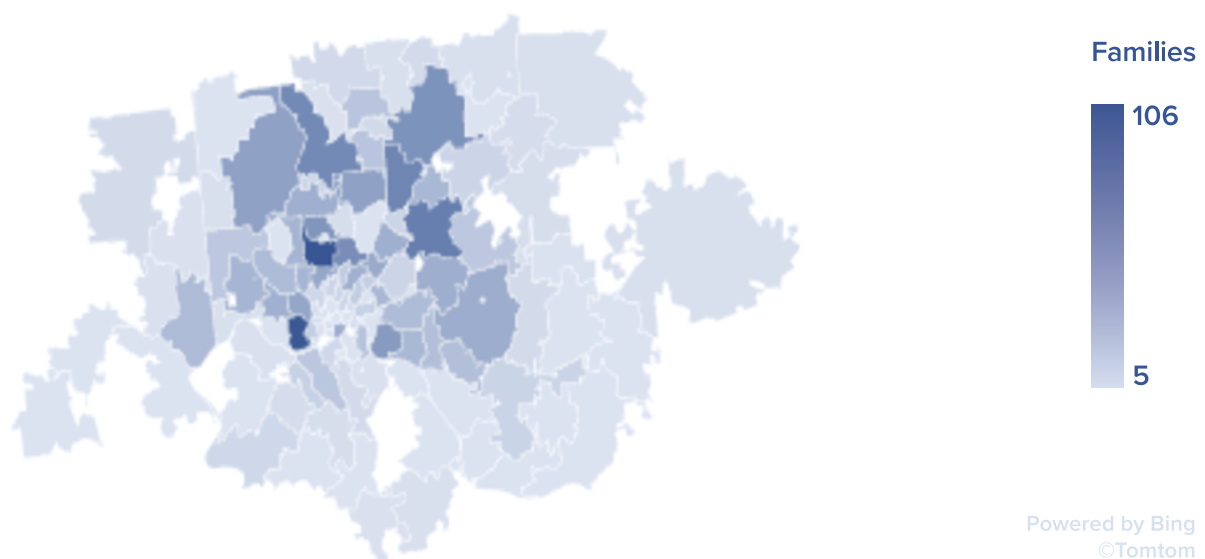
- Continue using all existing evaluation methods including the Family Questionnaire, Demographics Form, Pre-survey (Pre-K, 1-12th grade, Adult); Participant evaluations of support groups (Youth and parent/guardian); School group evaluation (Youth and school personnel); attendance spreadsheets; outreach spreadsheet; Continuing education (CE) program evaluation; Facilitator training class evaluation form.
- Modify annual evaluations including participant, parent/guardian, school youth and school personnel in the following ways.
 - Continue the existing evaluation survey for Fernside families with a special focus on positive reframing, perceived emotional support and perceived tangible support. Identify 1-2 Likert questions to compare experiences before asking open ended questions. Where possible, evaluators suggest changing yes/no questions about their experiences to scales reflecting a range of responses (e.g., very satisfied, satisfied, neutral, dissatisfied, very dissatisfied).
 - Add specific questions about coping skills learned: Consider adding appropriate questions from the Brief COPE Scale (Carver, 1997) to the pre-survey and both the youth and parent/guardian evaluation, particularly ones relating to positive reframing, emotional support, and instrumental support. The Brief COPE Scale is a 28-question instrument that clinicians use to measure a variety of coping responses. In an age-appropriate way, ask if children have applied a coping skill they observed or learned about in a Fernside group. If so, have children briefly describe the example. Incorporate this question into all four evaluation forms.
 - Add demographic questions including age, race, and gender to the survey to enable analysis. These items can be removed when the evaluations are linked to their database record.
 - Differentiate parent/caregiver evaluation based on type of loss: The types of coping skills needed from parents or caregivers differ based on the type of loss (e.g., loss of spouse, loss of child). Consider creating different forms for each group. If the survey is delivered online, branching questions can be used to ensure the appropriate questions are asked.
- Expand CE Program Evaluation: Expand use of CE Program Evaluation to cover all training and outreach events. Create an “all-purpose” CE Evaluation that can be used as-is or modified to cover specific content.
- Modify volunteer surveys: Add race and gender items to Fernside’s volunteer surveys. Add open ended questions for volunteers to share their assessment of the cultural responsiveness of the groups and exploring ideas for culturally inclusive programming.
- Use existing group activities as a way to explore impacts related to learning coping skills.
 - Use creative methods to explore coping skills: Pilot creative evaluation methods using children’s artwork as a method for exploring types of impacts relating to this outcome area. Incorporate learning from the analysis of these creative works into Fernside’s strategic plan. Seek out partnerships with academic institutions (e.g., UC DAAP) to help implement creative methods.
 - Bounce Back game: Bounce Back is a game that teaches resilience skills to children ages 8 and older. The game poses questions to players that encourage them to apply resilience strategies and coping skills to hypothetical scenarios. Perhaps children completing this game can receive some sort of recognition (“Bounce Back” certificate, bookmark, etc.). A tally of these recognitions can evidence children applying potential coping skills to real-life scenarios.

Analysis

Continue to produce an annual Year in Review that includes a variety of reports including participant demographics (below), pre-survey information about participants, program utilization overall and by site, school evaluation results, and program changes and innovations.

- Highlight coping skills: The teaching of coping skills has emerged as a high priority item for the coming years. Evaluators recommend highlighting the importance of the teaching of coping skills to the Fernside community. In the first year, you can analyze and report on the new coping skills impact items from the evaluations as well as the creative methods project described below. That analysis can be shared in upcoming Year in Review reports.
- Use mapping for visualization: Use zip codes of residence (or Census tract location) for participants obtained from the family questionnaire to track the residence of participants in more detail. Use mapping software to create a heat map showing geographic distribution of families. Use this information in Fernside's strategic planning process to assess whether there are any geographies that need additional outreach. Heat mapping can be done with Excel or other online apps. Heat maps of Fernside participants can be compared with other regional heat maps reflecting various demographic trends. Below is a sample heat map based on the reported zip codes of Fernside families.

Sample Heat Map from Excel - Fernside Participants by Zip Code (2016 - 2020)



- Disaggregate demographic data - Staff composition, attendance and participant satisfaction: Track and report on the demographic diversity of Fernside's volunteers including race, gender and age. Track utilization rates (attendance and program completion) rates by demographic and geographic factors. Participant interviews found that children or families continue to show up if they feel they belong and may stop showing up if they do not. Finally, analyze satisfaction indicators in annual evaluation surveys by demographic/geographic factors. Note any disparities and incorporate ways to encourage belonging into Fernside's strategic plan.

A taxonomy of artworks: A toolkit for arts-based evaluation of positive impacts of peer support groups for grieving children

The creative methods subcommittee has worked with artist Mary Clare Reitz to develop an innovative method to collect and analyze information from creative work made by Fernside participants. Documenting and categorizing artworks in a systematic way will enable a grounded analysis intended to explore both the impact of Fernside programming and emerging themes that can drive program adaptations. A toolkit has been developed separately that explains this process in more detail. The first iteration of the taxonomy project will focus on exploring the teaching of coping skills, especially positive reframing, emotional support and instrumental support.

The creative methods subcommittee also developed another potential evaluation method that engaged Fernside children in a Tableaux Vivant exercise. Upon close consideration, the committee felt that this would distract from the group activities. A description of that proposal is located in the Appendix.

Recommendations for future evaluation work

- Convene a strategic planning process: The SWOT analysis identified a strategic planning process as an opportunity for Fernside to plan for sustainability and communicate its strategic direction with partners and participants. The plan should set goals for participation in specific partnerships (e.g., leadership development, trainings given or received, resources shared, best practices adapted, etc.). Accomplishments related to partnerships would be reported in the Year in Review Report.
- Engage an external evaluator in 2024: Conduct a bi-annual third-party evaluation using mixed methods to measure long-term impact and explore identified disparities in satisfaction or utilization based on demographic or geographic factors. The impact interviews conducted as part of this evaluation yielded some important insights. Consider conducting impact interviews a year or two after the family completed the program to evaluate the long-term impact of the program on the whole family.
- Upgrade or replace database: Fernside's Access database has served it well, but it is time to explore new or upgraded database options to enable easier data entry processes, new analytic and reporting capacities, and real-time dashboarding.
 - Real-time dashboard: Fernside should develop a real-time dashboard of key indicators so that it is able to use data for ongoing program improvement. The dashboard should contain indicators recommended for other outcome areas such as utilization rates (attendance) and any post-activity evaluations (e.g., overall satisfaction). Including real-time utilization indicators in the dashboard would help quickly identify sites or populations that call for special intervention.
 - Connect attendance and evaluation forms directly with database records: Currently, participant attendance is tracked for those completing the evaluation forms. To capture all attendance data in real time, attendance would need to be tracked for each participant and associated with their demographic profile. A remote sign-in capability involving remotely connected devices or devices that dump data would need to be included in database revisions.
 - Analyze satisfaction by background: Analyze satisfaction indicators in annual evaluation surveys by demographic/geographic factors. Note any disparities and incorporate ways to encourage belonging into Fernside's strategic plan.
- Seek out academic research partnerships: Fernside could partner with academic institutions like Cincinnati Children's or the University of Cincinnati to leverage their expertise and capacity to examine the impact of peer-based efforts on the coping skills of grieving children. Successful partnerships have been hosted by Judi's House and Bo's Place. Often these efforts use clinical screening tools like the following.
 - Grief Measure: Inventory of Complicated Grief
 - Depression Measure: PHQ-9
 - Anxiety Measure: GAD-7

Revised Forms and Documents

The following forms will be revised in accordance with the changes recommended above. These forms will be included in the Appendix.

- Participant evaluations of support groups (Youth and parent/guardian)
- School group evaluation (Youth and school personnel)
- All-purpose CE Evaluation
- Modifications to volunteer survey
- Step-by-step guide to converting addresses to census tract
- Sample school board MOU from Judi's Place
- Creative evaluation method - Tableau Vivant

