

## **New Mexico Appleseed**

### **Meghan Mead, Staff Attorney and Rosalie Nava, Outreach Coordinator**

- 8-month pilot project in Northern New Mexico to provide \$500 stipends to families of youth experiencing homelessness.
- Youth must meet program requirements including 90% attendance in school, tutoring, and weekly check-ins, as well as 90% schoolwork turned in on time.
- Compassionate exceptions to program requirements are available.
- Evaluation questions: do financial incentives to parents for basic needs result in child's successful attendance in school? Does successful participation in the program improve academic and/or psychological indicators?
- Evaluation pieces: (1) administrative data collected and shared monthly on indicators including attendance and GPA, (2) surveys to guardians and youth before and after program, (3) entrance and exit interviews with guardians and youth.
- The following questions are included in entrance interviews: "what is your understanding of this pilot program?" "do you see challenges in this program's requirements?" "what are you looking forward to with this pilot?"
- Presenters felt that the entrance interview questions are asking the same question in different ways, generating repetitive responses. Some modifications may be needed to the questions.

## **Homewise**

### **Sarah Giffin, Program Effectiveness Manager**

- Evaluation survey was given to community members and business owners.
- Focused on issue of neighborhood safety.
- Survey given at beginning of program and again after three years.
- Requested feedback on meta-data.
- Question for learning community: how do we share our baseline data with organizations that can use it and let them know it is available? How do we document those processes, such as tracking, understanding, and recording strategies?
- Data walk was used – the process of putting up the results of a study for participants to view and asking follow-up questions to allow participants to respond to the survey results. This entails making the survey report visually interesting, adding more questions, and sharing with participants.
- Learning community feedback: consider a graduated schedule of when you look at each strategy (data walk, social media) and focus on one strategy at a time as to not become overwhelmed. This could lead to a follow-up interview or focus group.

## **Didactic - Logic Models and Theories of Change**

**Charla Orozco, UNM Institutional Researcher and ECHO Host**

- Presentation highlighted differences between logic models and theories of change.
- There is no standard definition of theory of change, but there are standardized beliefs on the purpose and content.
- Logic Model: used to illustrate a program at a glance or monitor program effectiveness. Is a one-page description of program showing the connection from activities to outcomes. Includes outcomes, outputs, activities, resources, assumptions, and external factors.
- Theory of Change: used at the foundation of a program or to illustrate the research behind a program. Shows how and why change happens and the different pathways that might lead to change. Includes impacts, outputs, activities, generic causal links, specific causal links, mechanisms, and assumptions.
- Theory of change does not have to be linear. There can be multiple pathways to an outcome. It can be messy and complex.