

UNM EVALUATION LAB 2022 SUMMER INSTITUTE

| Day 1: EVALUATION FOUNDATIONS | | | | | Monday, July 25, 2022 | |
|-------------------------------|---|-------|--------------------------------------|---|-----------------------|---|
| Start | - | End | Topic | Content | Facilitator | Readings |
| 8:30 | - | 9:00 | Registration and Breakfast | | | |
| 9:00 | - | 9:30 | Welcome & Introductions | Creating a Learning Community | Melissa | |
| 9:30 | - | 10:00 | Mission Time | <ul style="list-style-type: none"> • Time to do the work! • measuring what matters • embedded evaluation • participatory evaluation | Melissa | EIO CH 1 - Defining Evaluation & CH 2 - The Evolution of Evaluation |
| | | | Evaluation Lab Principles | | | |
| 9:30 | - | 10:00 | Your Evaluation Plan | <ul style="list-style-type: none"> • Logic model • Theory of Change • Rubrics • Focusing • Data collection • Embedding | Melissa | Grant 2015, Ch 4 |
| | | | | | | |
| 10:00 | - | 10:30 | Logic Models | Logic model fundamentals; broadening the definition of processes and outcomes that matter to your work. | Charla | EIO CH 5 - Focusing the Evaluation* |
| 10:30 | - | 10:40 | BREAK | | | |
| 10:40 | - | 12:00 | Your Evaluation Plan (YEP #1) | Create or refine your logic model | Charla | |
| 12:00 | - | 1:00 | LUNCH | | | |
| 1:00 | : | 1:45 | Learning Community #1 | Sharing logic models | Charla | |
| 1:45 | - | 2:15 | Theory of change | What's the difference between a Logic Model and a Theory of Change? | Charla | |
| 2:15 | - | 3:00 | The Evidence Base | Different kinds of evidence; the technical definitions for evidence-based and evidence-informed; value and limitations of RCTs; Washington State Institute for Public Policy inventories; value of evidence-informed programs; using google scholar | Melissa | Center on the Developing Child 2016* |
| 3:00 | - | 3:10 | BREAK | | | |
| 3:10 | - | 4:00 | Your Evaluation Plan (YEP #2) | Articulate your theory of change and document evidence base | Charla & Melissa | |
| 4:00 | - | 4:45 | Learning Community #2 | Sharing theories of change | Charla | |
| 4:45 | - | 5:00 | Exit Ticket | | | |

*Asterisked readings are available at evallab.unm.edu → Learning Center → 2022 Summer Institute Materials → Readings

EIO = Darlene Russ-Eft and Hallie Preskill. 2009. *Evaluation in Organizations: A Systematic Approach to Enhancing Learning, Performance, and Change - 2nd Edition.* (New York: Basic Books.)

Center on the Developing Child at Harvard University. 2016. *Applying the Science of Child Development in Child Welfare Systems.* www.developingchild.harvard.edu

Felitti VJ, Anda RF, Nordenberg D., Williamson DF, Spitz AM, Edwards V., Koss MP, and Marks JS. 1998. "Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. The Adverse Childhood Experiences (ACE) Study." *American Journal of Preventive Medicine* 14 (4): 245-58.

Grant, David. 2015. *The Social Profit Handbook: The Essential Guide to Setting Goals, Assessing Outcomes, and Achieving Success for Mission-Driven Organizations.* Chelsea VT: Chelsea Green Publishing Company.

| Day 2: MEASURING WHAT MATTERS | | | | | | Tuesday, July 26, 2022 | | |
|-------------------------------|---|-------|--|---|-------------|-------------------------------------|--|--|
| Start | - | End | Topic | Content | Facilitator | Readings | | |
| 8:30 | - | 9:00 | Breakfast | | | | | |
| 9:00 | - | 9:30 | How to Measure What Matters | Using rubrics to describe what success looks like | Melissa | Grant 2015 | | |
| 9:30 | - | 10:30 | Your Evaluation Plan (YEP #3) | Creating rubrics for outputs and outcomes | | | | |
| 10:30 | - | 10:40 | BREAK | | | | | |
| 10:40 | - | 11:25 | Learning Community #3 | Sharing rubrics | Melissa | EIO CH 5 - Focusing the Evaluation* | | |
| 11:25 | - | 12:00 | Focusing | Asking the important questions | Claudia | | | |
| 12:00 | - | 1:00 | LUNCH | | | | | |
| 1:00 | - | 2:00 | Measuring the seemingly intangible | Audrey Cooper, NMPCA | | | | |
| 2:00 | - | 2:45 | Your Evaluation Plan (YEP #4) | Focusing / Evaluation questions | | | | |
| 2:45 | - | 2:55 | BREAK | | | | | |
| 2:55 | - | 3:40 | Learning Community #4 | Sharing evaluation questions | Claudia | | | |
| 3:40 | - | 3:50 | BREAK | | | | | |
| 3:50 | - | 4:45 | Your Evaluation Plan | Tie up loose ends | | | | |
| 4:45 | - | 4:30 | Exit Ticket | | | | | |
| 3:50 | - | 4:40 | Reading the Research literature For students taking course for credit. | | | Melissa | | |

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| Day 3: COLLECTING USEFUL DATA | | | | Wednesday, July 27, 2022 | | |
|-------------------------------|---|-------|--|---|-------------------|--|
| Start | - | End | Topic | Content | Facilitator | Readings |
| 8:30 | - | 9:00 | Breakfast | | | |
| 9:00 | - | 9:30 | Qualitative and Quantitative Data Data Collection Options | What information do you need to answer your evaluation questions, <i>who</i> has this information, and <i>how</i> can you collect it? The value of qualitative and quantitative information. | Claudia | EIO CH 6 - Selecting an Evaluation Design* CH 7 - Data Collection Methods CH 8 - Archival Data |
| 9:30 | - | 10:15 | Your Evaluation Plan (YEP #5) | Data collection ideas | | |
| 10:15 | - | 10:25 | BREAK | | | |
| 10:25 | - | 11:10 | Learning Community #5 | Sharing data collection ideas | Claudia | |
| 11:10 | - | 12:00 | Do's and Don'ts: Surveys, Focus Groups, Interviews | Decision matrix for whether a survey is the right tool | Claudia & Charla | EIO CH 10 - Surveys & Questionnaires* CH 11 - Individual and Focus Groups Interviews* |
| 12:00 | - | 1:00 | LUNCH | | | |
| 1:00 | - | 1:45 | Your Evaluation Plan (YEP #6) | Work on data collection tool | | |
| 1:45 | - | 2:30 | Learning Community #6 | Sharing data collection tool ideas | Charla | |
| 2:30 | - | 2:40 | BREAK | | | |
| 2:40 | - | 3:10 | Ideas for reporting data | | Claudia & Melissa | |
| 3:10 | - | 3:20 | BREAK | | | |
| 3:20 | - | 4:45 | Your evaluation plan | Work on your evaluation plan | | |
| 4:45 | - | 5:00 | Exit ticket | | | |
| 3:20 | - | 4:35 | Data project | For students taking the course for credit. | | |

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| Day 4: THE JOY OF EVALUATION | | | | | Thursday, July 28, 2022 | |
|------------------------------|---|-------|---|---|-------------------------|--|
| Start | - | End | Topic | Content | Facilitator | Readings |
| 8:30 | - | 9:00 | Breakfast | | | |
| 9:00 | - | 9:30 | The Joy of Evaluation / Embedding | Evaluation as validation, participatory evaluation, embedding | Melissa / Claudia | EIO CH 4 - Politics and Ethics |
| 9:30 | - | 10:40 | "Evaluation is important to everyone in the organization" | Community Based Participatory Research | TBD | Wallerstein and Duran 2006,* Blue Bird Jernigan et al. 2012* |
| 10:40 | - | 10:50 | BREAK | | | |
| 10:50 | - | 12:00 | Intersectionality | Power and equity in the relationships between organizations and constituents | Nancy L. | Crenshaw 1991* |
| 12:00 | - | 1:00 | LUNCH | | | |
| 1:00 | - | 1:45 | Your Evaluation Plan (YEP #7) | Embedding evaluation: who will lead evaluation team? How will you create and protect mission time? How will you involve the entire organization in the feedback loop? | Claudia | |
| 1:45 | - | 2:30 | Learning Community #7 | Sharing ideas for embedding evaluation | | |
| 2:30 | - | 2:50 | BREAK / GROUP PHOTO | | | |
| 2:50 | - | 3:05 | Our Learning Community | Project ECHO model Sign Learning Community Commitment Sign up for case presentation | Charla | |
| 3:05 | - | 3:20 | Presentation guidance | | Charla | |
| 3:20 | - | 3:30 | BREAK | | | |
| 3:20 | - | 4:45 | Your Evaluation Plan (YEP #8) | Prepare 5-minute presentation | | |
| 4:45 | - | 5:00 | Exit Ticket | | | |
| 3:20 | - | 4:35 | Issues in Evaluation Design | For students taking the course for credit. | Melissa | |

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Valerie Blue Bird Jernigan, Alicia Salvatore, Dennis Styne and Marilyn Winkelby. 2012. "Addressing food insecurity in a Native American reservation using community-based participatory research." *Health Education Research* 27(4): 645-55.
Kimberle Crenshaw. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43: 1241-1299.

| Day 5: YOUR EVALUATION PLAN | | | | | Friday, July 29, 2022 | |
|-----------------------------|---|-------|--------------------------------|---------------------------------------|------------------------|--|
| Start | - | End | Topic | Content | Facilitator | Readings |
| 8:30 | - | 9:00 | Breakfast | | | |
| 9:00 | - | 10:30 | Interactive Focus Group | Experience an interactive focus group | Caitlyn M. & Emma T.H. | EIO: CH 11 - Individual and Focus Groups Interviews* |
| 10:45 | - | 12:00 | 5 presentations | | | |
| 12:00 | - | 1:00 | LUNCH | | | |
| 1:00 | - | 2:15 | 5 presentations | | | |
| 2:15 | - | 2:25 | BREAK | | | |
| 2:25 | - | 3:50 | 5 presentations | | | |
| 3:50 | - | 4:00 | Closing | See you in the Learning Community! | | |

Students taking course for credit

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|------|---|------|-----------------------------|---|------------|--|
| 4:00 | - | 5:00 | MPP students debrief | For students taking the course for credit: review first drafts, budgeting | Melissa B. | |
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