DIY Evaluation

Annual Evaluation Lab Workshop
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You may already have a really great evaluation system in place

4 principles
8 best practices
Principle #1: Evaluation should serve the interests of your organization

• Address what is most important to organization: your core values, your guiding mission, what you really care about

• May be different from the interests of your funders
BEST PRACTICE: measure what you care about

Goals and objectives from mission statements, logic models, and theories of change
Principle #2: Evaluation should be integrated into your day-to-day operations

• Data collection should be part of your routine operations – attendance, client satisfaction, discharge summaries

• With an evaluations process in place, you won’t be going on a data hunt every time you need to write a grant report
BEST PRACTICE: data collection should not be a burden

• Your data collection shouldn’t pose an undue burden on staff or participants
• You really don’t need more than two points in time for each participant. Intermediate data is often TMI.
• If your weekly participants have to fill out the same satisfaction survey every week, they are going to provide less thoughtful feedback
Principle #3:
Have a feedback loop

- Collect data
- Review data
- Adjust program

If you are collecting data, reviewing it and adjusting your program, you are doing evaluation right.
BEST PRACTICE: integrate data into decision making

• Report and review data on a regular cycle
  • Staff meetings
  • Annual report
  • Board of Directors
Principle #4: Evaluation should feel satisfying and validating

And maybe even fun.
BEST PRACTICE: evaluation data is useful.

Evaluation provides supporting documentation for what you know you are doing right . . .

. . .and illuminates the way forward
DATA COLLECTION & ANALYSIS
Measure what you care about
Mission statement

ArtWorks seeks to fulfill the following outcomes:

• Teachers become engaged with the arts and learn to integrate art into classroom lessons and pedagogy.

• Using encounters with the arts, students:
  o Practice analysis, discussion and appreciation for a wide variety of art forms and cultural traditions,
  o Expand their vocabulary and practice literacy skills such as self-expression both verbally and in writing,
  o Develop new skills in reasoning, boost their confidence and stimulate their imagination.
Logic model

PB&J LOGIC MODEL

Heart-Centered Approach
Interactions with others are genuinely hopeful, welcoming, respectful, nonjudgmental, positive and validating. Responsiveness & adaptability allows us to meet people where they are, help them build on their strengths and support the capacity to cope in their journey to heal past trauma.

Strategy
Start early, Multigenerational Parenting skills & knowledge, Concrete support, Referral to services, Engage social support network.

Activities
Parent & child relationship, Child development assessments, Child development curriculum, Early intervention services, Pre-kindergarten, Home visiting, Case management, Social work, Counseling, Speech, occupational, and physical therapy, Nursing, Transportation, Meals.

Advocacy
Coalition building, Public education, Political action.

Participation
Mutual trust, Program investment.

Action
Identifying realistic goals and steps to reach them, Connection to supports, Creating own community, Safety Planning, Providing protection & support for children, Fewer triggers, more options, Improved nurturing and signs of attachment.

Growth
Awareness of strengths, Feeling protected & supported, Increased capacity to cope, Ownership for actions, accountability, Reduced Impulsivity, Parent & child resilience.

Perceptions
Public awareness about trauma, resilience and protective factors and the importance of prevention.

Outcomes

Family
INTACT Healthy attachment
Nurturing & SAFE ENVIRONMENT
Has social network, Family resilience, Social network, Access to concrete supports (food, housing, employment, child care, healthcare & education).

Parent
Positive parenting skills, Socially & emotionally competent
Advocates for self, child and family, Understands child development.

Child
OPTIMAL DEVELOPMENT
Healthy, resilient, & socially & emotionally competent
Self-advocacy, READY FOR SCHOOL.

Policy
Statewide child abuse prevention program, Public health approach to infant and childhood health, Adequate social support for basic food, housing, employment, healthcare and education, needs, Transparent and accessible data.

External Factors: Poverty, intergenerational violence, inadequate funding for social services, isolation, inadequate transportation, perceptions of single parent families, no comprehensive state wide child abuse prevention plan, fragmented health mental health system, lack of addiction services, lack of affordable housing, oppression towards marginalized groups because of systemic racism. No access to state data.

Assumptions: Regardless of background or history every family is worthy and deserves support, and the preservation of family serves children and community. Every family and culture has strengths, identifying them through early support and collaborative efforts makes all the difference and creates the greatest change and impact. We all can change, every individual is worthwhile and every child deserves support without labeling or stigma, our justice could be restorative and child abuse can be prevented.

Assets: Diversity, culture, climate, natural beauty, intergenerational families, creative and progressive community, UNM, Medicaid.
Another logic model

CLNkids Logic Model

Activities

- Mental Health
  - Trauma informed teaching
  - Self-soothing and meditation techniques
- Physical Health
  - Screenings and check-ups
  - Nutrition & healthy eating habits
  - Kid-Fit weekly physical education
  - Dance program
- Social Skills
  - Individual and group play therapy
  - Hygiene, toilet training, teeth brushing, dressing
  - Literacy & language development
  - "Creative Curriculum" teaching

Outputs

- Identified services that child will need
- Classroom attendance
- Child eats and naps regularly
- Teacher observations and behavioral reports

Short-Term Outcomes

- Hitting development milestones i.e., crawling, talking, walking
- Building trust with CLN staff
- Expressing themselves
- Getting services they need
- Less aggressive behavior
- Increased attention span
- Engaging with other children
- Growing vocabulary
- Growing self-esteem

Long-Term Outcomes

- Child is happy
- Can integrate, function, and continue to progress in new environments
- Displays age-appropriate behavior
- Begins pulling back from CLN staff and is ready to move on
- Acclimated with structure and routine

Impact

- Family leaves CLNkids as a stable and resilient unit that is mentally and physically healthy
- Children and parents have developed the skills and habits that will help them thrive in new environments
- Stronger family units around ABQ ultimately lead to healthier communities

Parents

- Therapy for issues related to domestic abuse, mental illness, stress, etc.
- Nutrition & healthy eating habits
- Substance abuse assistance

Children

- Conflict management training
- Parent support groups
- General Skills
  - Budget management training
  - Develop 12 family goals
  - Transportation assistance
BEST PRACTICE: Collect both quantitative & qualitative data

ArtWorks Classroom Teacher Survey, administered via SurveyMonkey

✓ Ask directly (can be quantified)
✓ Include open-ended questions, which elicit participant experience (get useful qualitative data)

Enlace Comunitario: knowledge quiz & participant letters
Direct questions – easy to quantify

14. Please rate how students demonstrated enhanced literacy and other skills as a result of ArtWorks:

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<thead>
<tr>
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<th>Very Little</th>
<th>Limited</th>
<th>Some</th>
<th>A Lot</th>
<th>A Great Deal</th>
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<td>Enhanced ability to</td>
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<td>articulate their feelings</td>
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<td>Improved listening skills</td>
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<td>Improved communication</td>
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BEST PRACTICE: less is more for quantitative data

Percent of Classroom Teachers Who Reported That Students Gained “A Lot” or “A Great Deal” of Language Arts Skills

- Enhanced ability to articulate their feelings and opinions: 74%
- Improved vocabulary: 70%
- Improved listening skills: 72%
- Increased ability and willingness to reflect: 77%
- Greater use of colorful language and imagery: 84%

Principle #1: Evaluation should serve the interests of your organization
BEST PRACTICE: more is less for quantitative data

Percent of Classroom Teachers Who Reported That Students Gained “Limited,” “Some,” “A Lot” or “A Great Deal” of Language Arts Skills

- **Enhanced ability to articulate feelings and opinions**
  - Limited: 2%
  - Some: 30%
  - A Lot: 44%
  - A Great Deal: 24%

- **Improved vocabulary**
  - Limited: 3%
  - Some: 27%
  - A Lot: 36%
  - A Great Deal: 34%

- **Improved listening skills**
  - Limited: 3%
  - Some: 25%
  - A Lot: 35%
  - A Great Deal: 37%

- **Increased ability and willingness to reflect**
  - Limited: 2%
  - Some: 21%
  - A Lot: 31%
  - A Great Deal: 46%

- **Greater use of colorful language and imagery**
  - Limited: 4%
  - Some: 12%
  - A Lot: 44%
  - A Great Deal: 40%

This is too much info!
Combining quantitative and qualitative questions will make both more credible.

15. Has your participation in ArtWorks increased your integration of the arts into other classroom lessons?
   - Yes
   - No

16. Briefly explain your answer above:

18. Can you share a story about how a student(s) was changed by their experience with the arts? A quote?
BEST PRACTICE: identify themes and provide examples for qualitative data

One of ArtWorks’ goals is to build confidence. Teachers often see this in students who are quiet, shy or struggling. A few examples:

<table>
<thead>
<tr>
<th>Reaching Quiet, Shy and Struggling Students</th>
<th>Grade</th>
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<td>I have a student who is at least 1 grade level behind class in reading and can feel far behind others. But after the post-performance workshop with Gregory, he was SO proud of his artwork and saw how he could keep up with his peers.</td>
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<tr>
<td>One of my students who struggles with reading was able to make wonderful observations about the paintings and back them up with reasons and evidence, truly &quot;reading&quot; the painting.</td>
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<td>Isabela is a shy student who really loved the ice breaker activity of throwing an imaginary stone to others. At first she didn't want to get the stone thrown to her, but when she did, it made her feel ok to be a fool on stage. She said it &quot;changed her&quot;.</td>
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Measuring what you care about can be tricky

Many outcomes are much harder to measure, and rarely do you have classroom teachers who can report on your clients!

What are you already collecting?

• Assignments
• Screenings
• Needs assessments
• Intake and discharge forms
• Participant satisfaction forms
Useful comparisons

• Pre-Post
• Comparison group (but beware of sample selection*)
• Participant’s own assessment of change or transformation (even more convincing when coupled with quantitative outcomes)

*Sample selection is when participants are different from non-participants. Participants may be more motivated or more desperate than non-participants. In the first case, you will overstate your program effects. In the second case, you will understate your program effects
PB&J families compared at intake and discharge
BEST PRACTICE: collect representative data

• Do you have data for all or almost all participants?
  - 80% or more is good

• Do you have data from a random sample?
  - You don’t need all participants if you are collect a representative sample. You could survey all participants two weeks per year.
Great evaluation at Enlace Comunitario