

Evaluation Fundamentals I

Evaluation Overview and Rubrics

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UNM EVALUATION LAB

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July 28, 2020

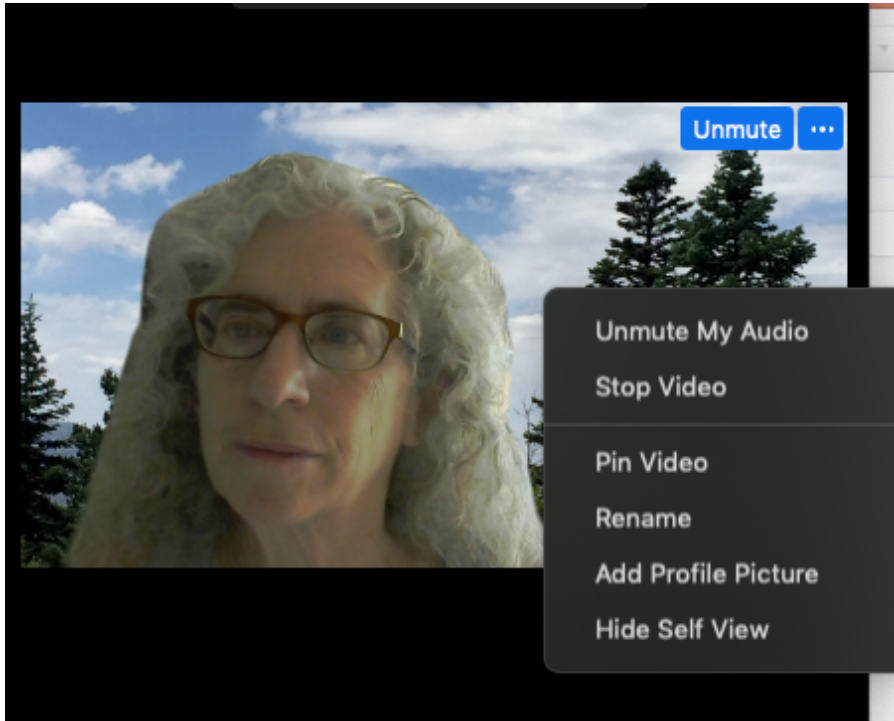


This session will be recorded

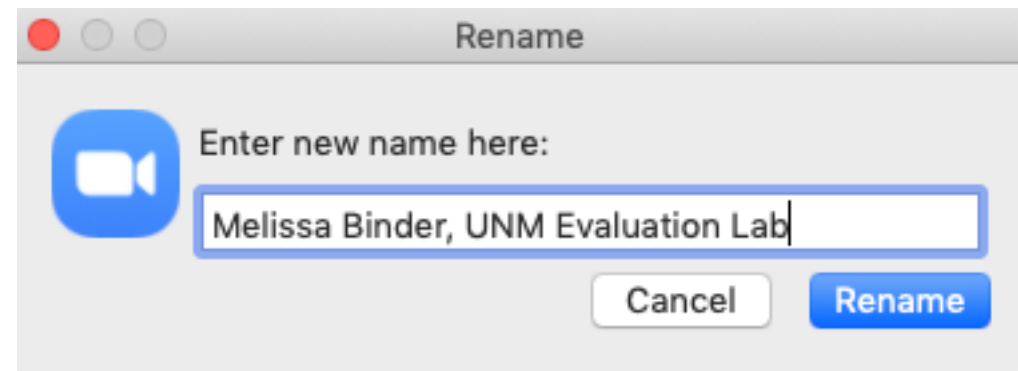
Zoom hacks

- Please rename yourself, adding your organization
- Please mute yourself and remember to unmute when you want to talk!
- If you have a question, please type “Q” into the chat
 - We will call on you after each section
 - Please keep chat otherwise clear so we can keep track of questions
- Try speaker view – it makes Zoom less distracting

Rename yourself, adding your organization

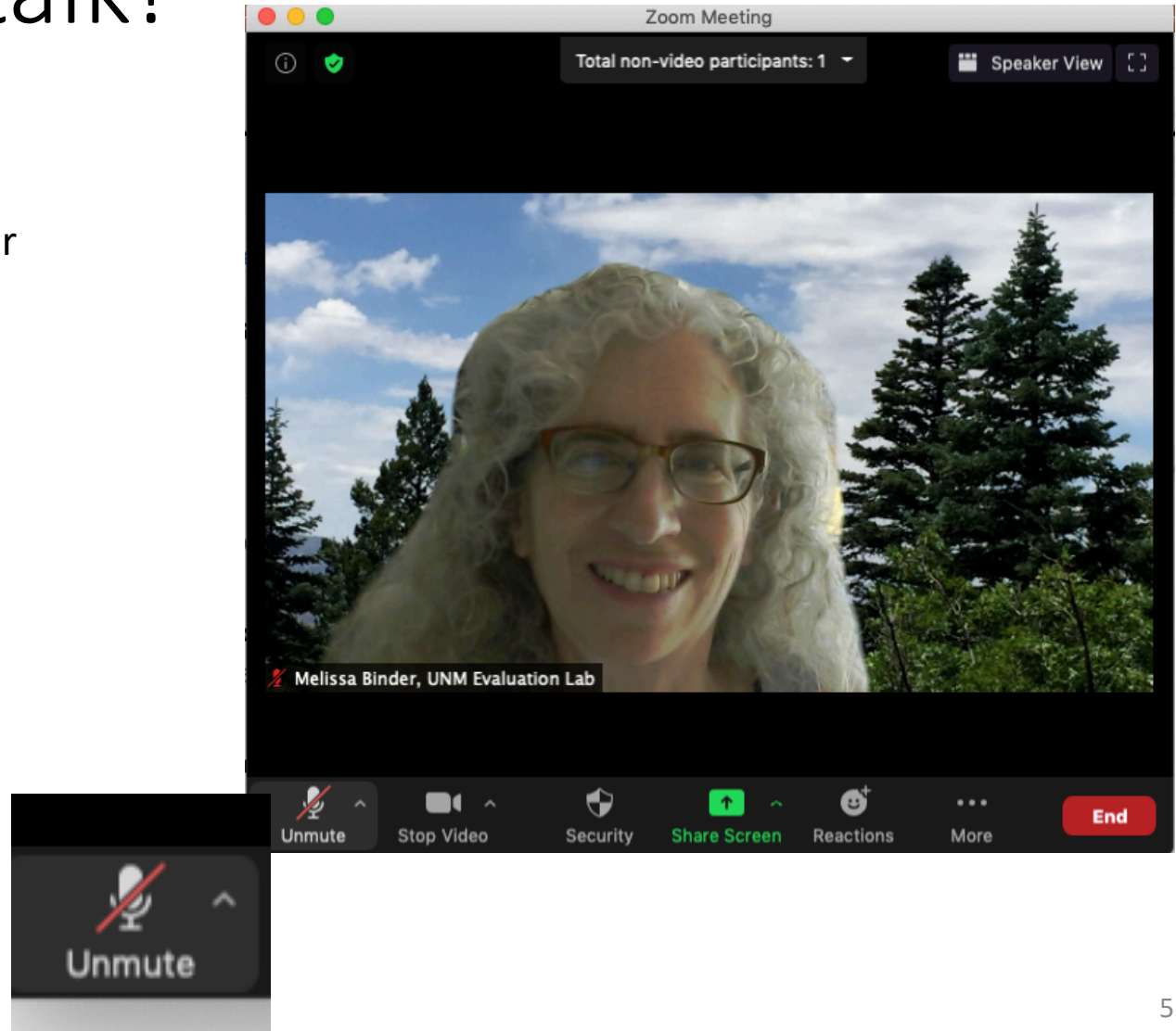


1. Click anywhere in your Zoom image / name box.
2. Menu appears
3. Choose rename
4. Box appears where you can modify your name
5. Add your organization to your name
6. Click Rename



Mute yourself and remember to unmute when you want to talk!

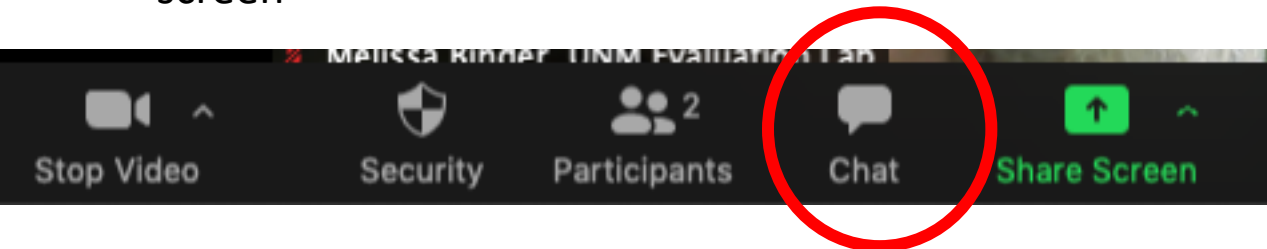
1. See mute icon at bottom of screen
2. If menu is not visible, move your cursor anywhere in the Zoom screen



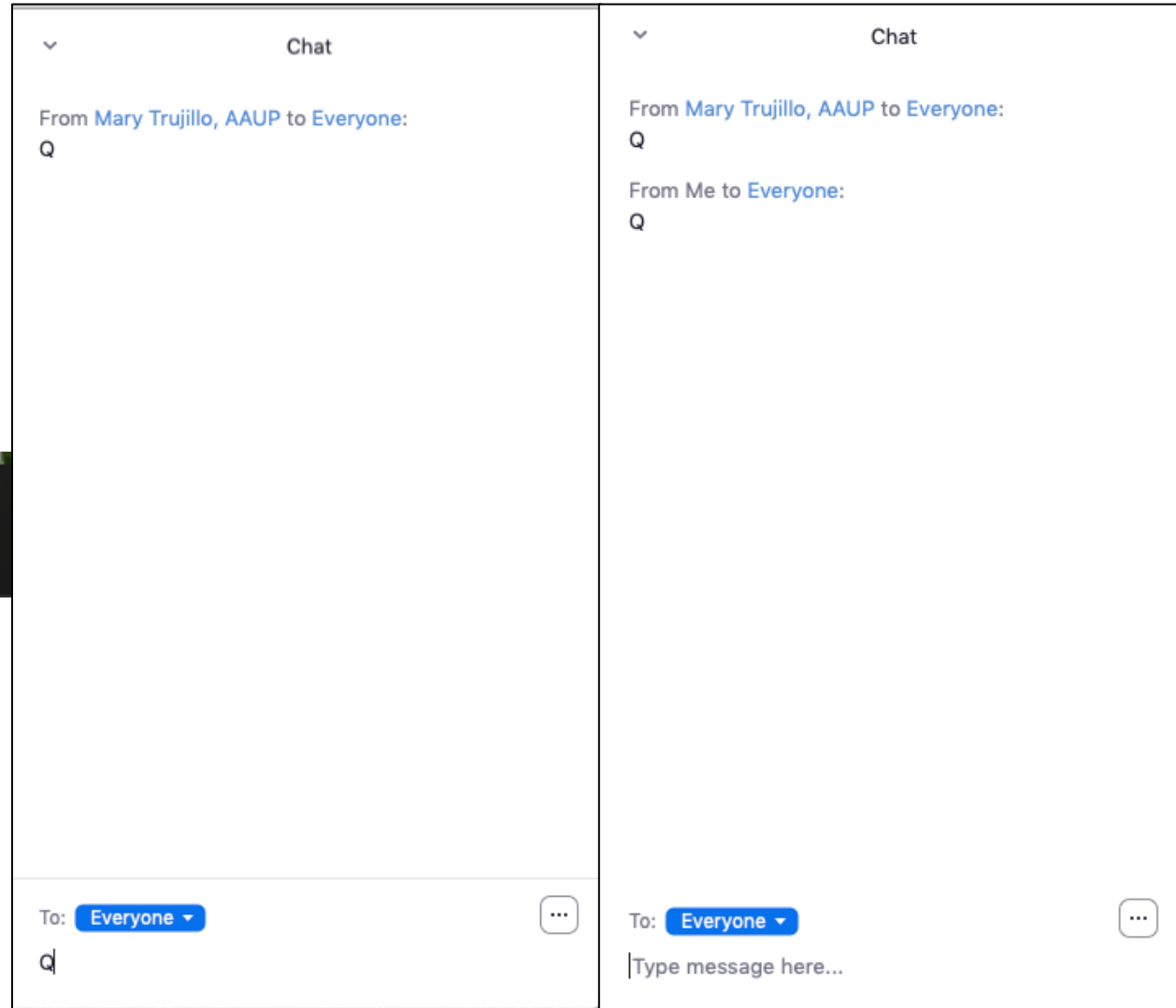
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1. Select “Chat” from menu at bottom of Zoom screen



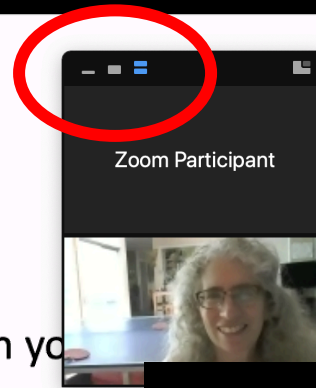
2. If Chat icon is not visible, click on ellipsis (3 dots) on right
3. If menu is not visible, move cursor anywhere in Zoom screen
4. When Chat box appears, type “Q” and press Return or Enter on your keyboard



Try speaker view (it makes Zoom less distracting)

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1. View options are:
 - Dash (see no one),
 - Rectangle (see speaker only),
 - Stacked rectangles (see many participants)
2. Move cursor in Zoom screen to see options

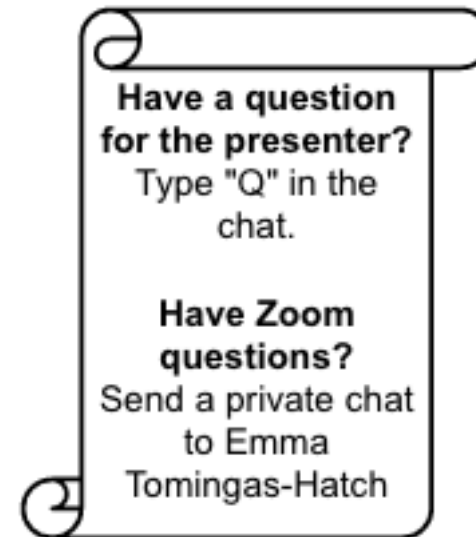
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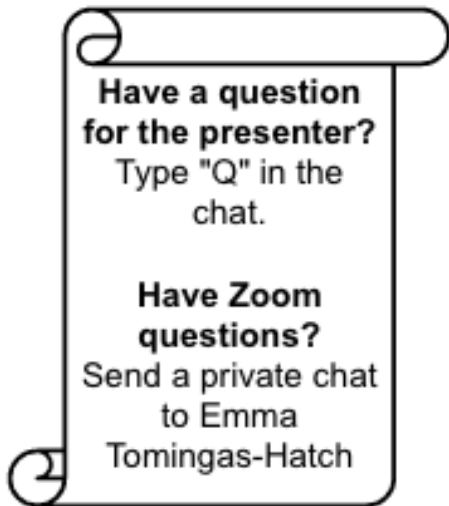
For help using Zoom

- Send a chat to Emma Tomingas-Hatch

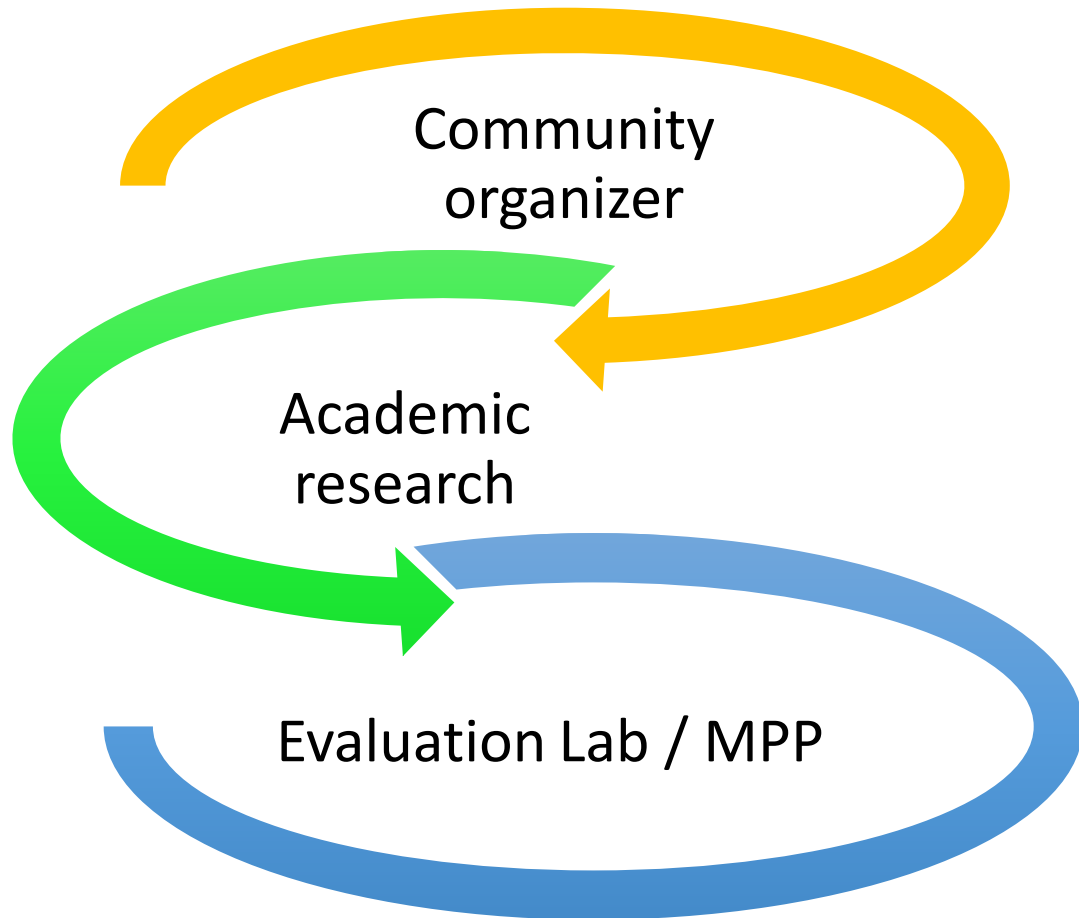


Today

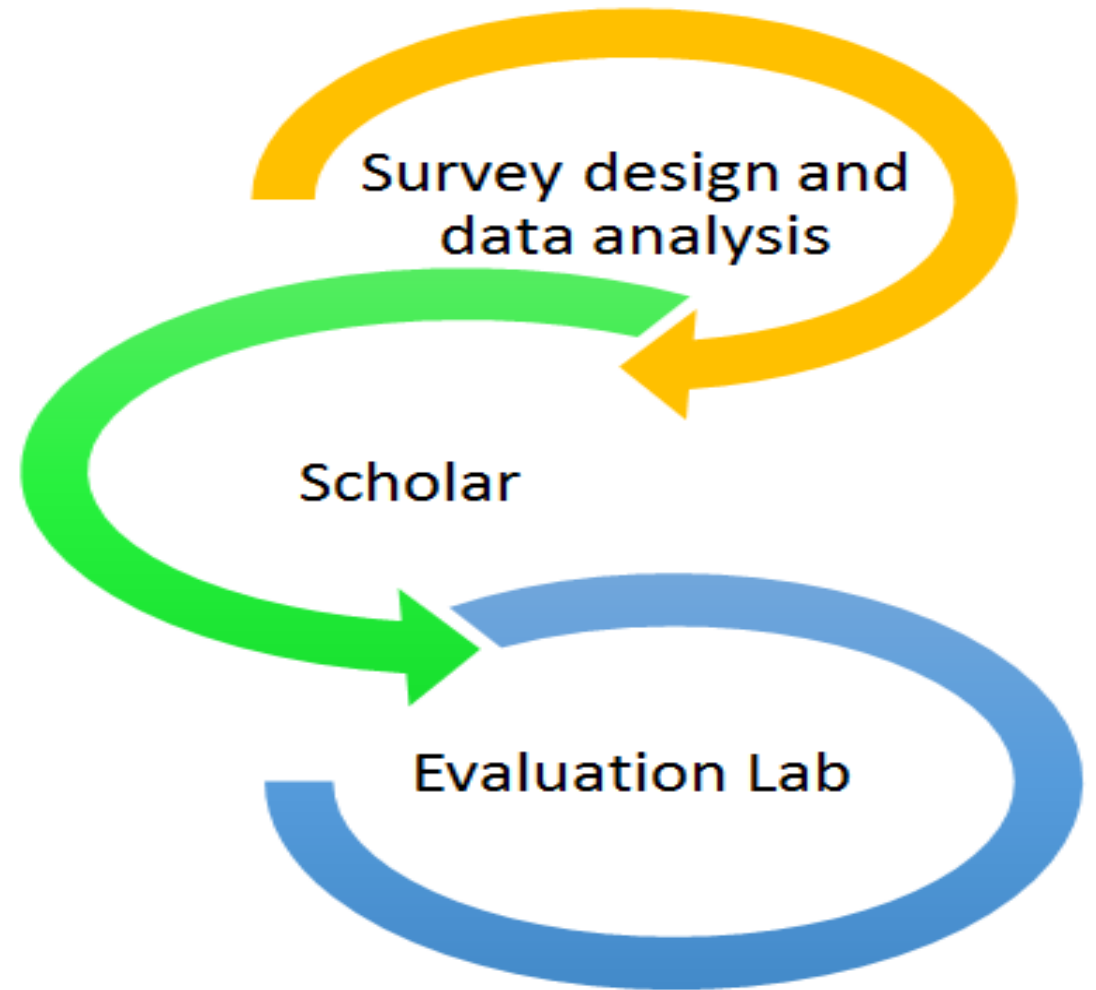
- Introductions (us, you, Evaluation Lab)
- Pandemic story—Our Summer Institute remodel
- Evaluation overview
 - Mission-driven evaluation
 - Evaluation Lab principles
 - Evaluation systems
- First step: logic models in theory and practice



Melissa

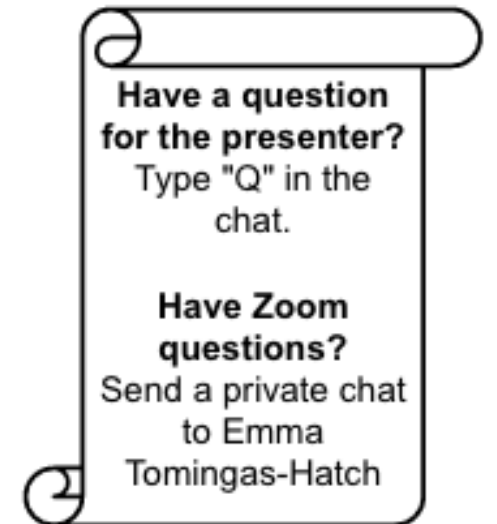


Claudia



Icebreaker – in breakout rooms – 6 minutes

- Name
- Organization
- What your organization does
- If you could be an animal for a day, what would you be?



Icebreaker debrief

Organizations

All Faiths

Apex

ArtSmart

Audubon

Bay Tree Centre

Casa de Salud

Computer Science Alliance

City of Denver

Empathways

Everytown

Global Health

Greater Albuquerque Habitat for

Humanity

Homewise

K12 Espanola

KCLC Montessori

Keshet Dance & Center for the Arts
Koreatown Youth and Community
Center

LANL Foundation

Libraries without Borders

Los Alamos National Labs

Los Alamos County

Los Pasito

Loving Service

Mandy's Farm

NDI

New Mexico Association of
Grantmakers

NM AEYC

NM Appleseed

NM Cancer Center Foundation

NM Courts

Overeaters Anonymous, Inc.

Pajarito Environmental Education Center
PASEO Project

RAALP

Saranam

SFPS K12

SOMOS (Society of the Muse of the
Southwest)

STEM Santa Fe

STEMarts Lab

Sube

The Family YMCA

Tobosa

Turquoise Door Consulting & Taos Milagro

Rotary Club

UC Davis - Medical Education

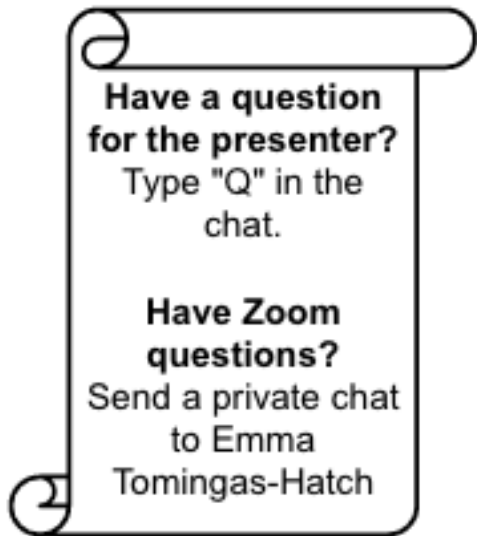
University College

UNM LAll + various

Youth Corps

Pandemic Story

- Canceled 2020 Summer Institute
- Compromise:
 - Provide some support on getting started with evaluation
 - Invite folks to join our monthly learning community
 - Plan an amazing post-pandemic 2021 Summer Institute



UNM Evaluation Lab: Mission

To build evaluation capacity rooted in the needs of communities in New Mexico (and throughout the world).


Have a question for the presenter?
Type "Q" in the chat.

Have Zoom questions?
Send a private chat to
Emma Tomingas-Hatch




UNM Evaluation Lab: Programs

1. STUDENT FELLOWSHIP—partnership with nonprofits to develop internal evaluation projects.
2. SUMMER INSTITUTE & LEARNING COMMUNITY—direct training and support for nonprofit staff
 - 2021 Summer Institute planned for next July in Albuquerque, NM
 - Ongoing learning community via monthly Zoom trainings
 - Sign up at evallab.unm.edu ➔ Workshop



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Evaluation overview

Mission-driven evaluation
Evaluation Lab principles
Evaluation systems

Mission-driven evaluation

- How do you know you are meeting your mission?
- How can you do even better?
- For you, not just for your funders

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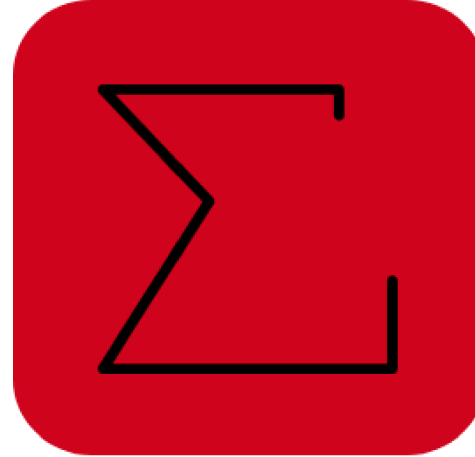
Evaluation Lab Principles



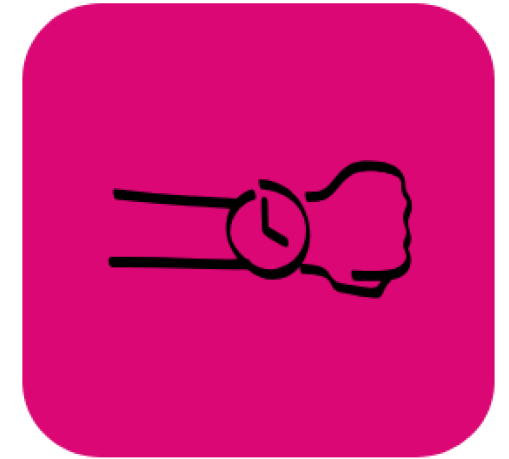
Measuring
What Matters



Participatory
Evaluation

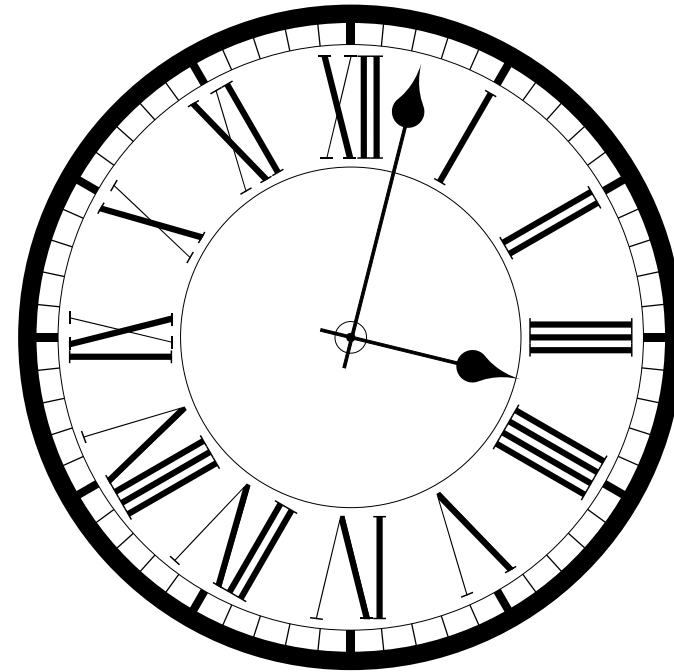


Embedding
Evaluation



Mission Time

DISCLAIMER: Can't do all of this in 2 hours.
Evaluation takes time.



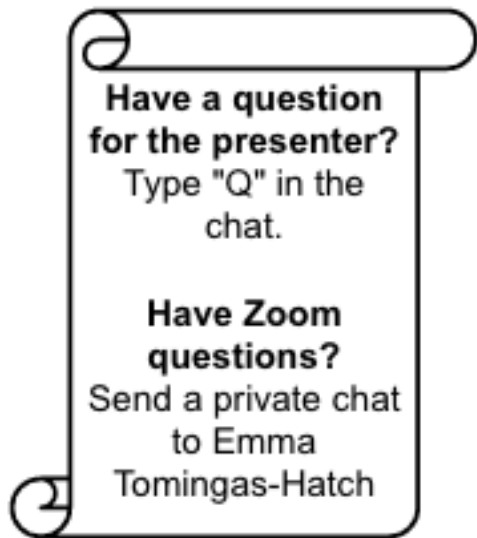
Time

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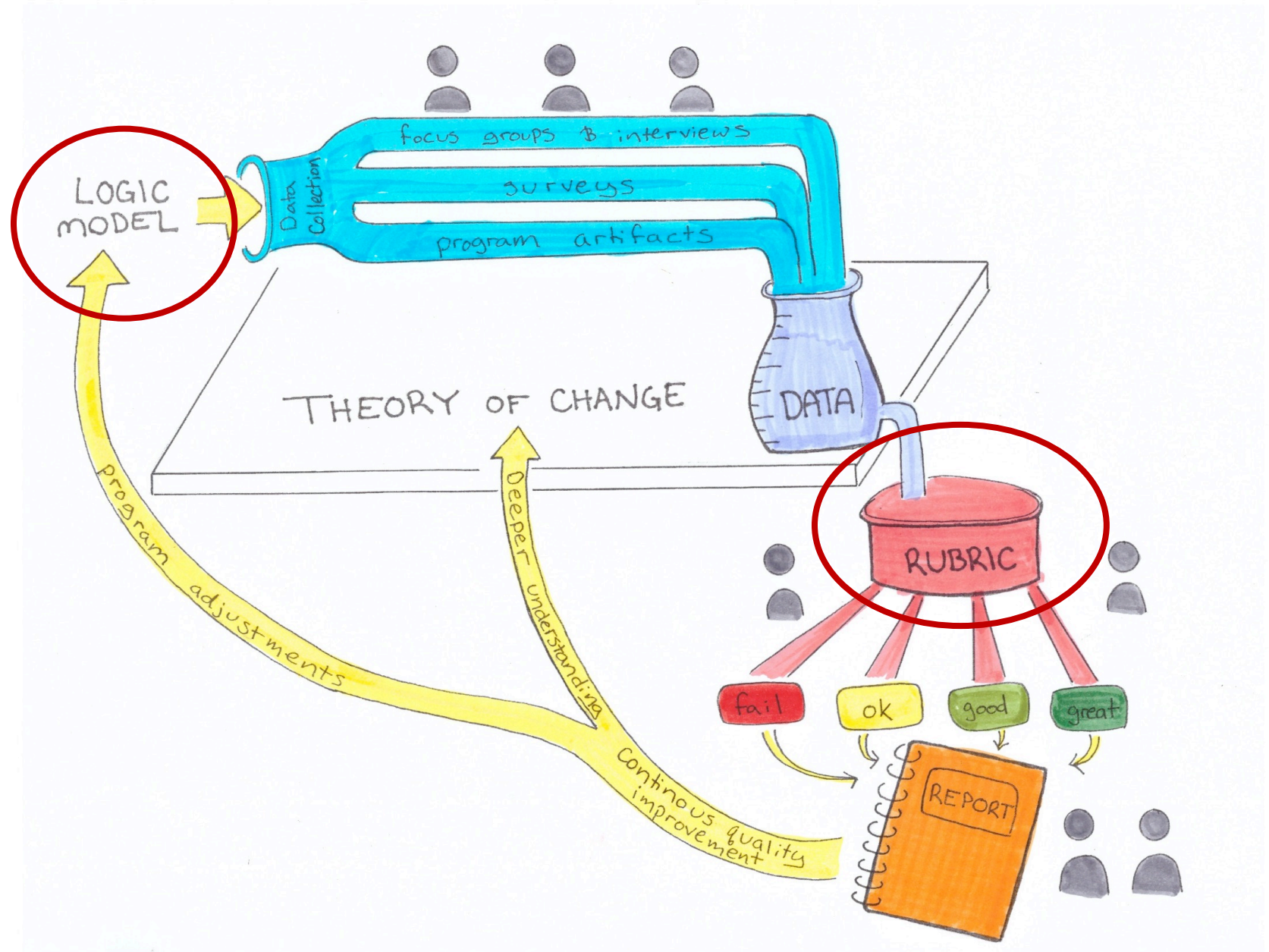
Mission time*

- Moving reflection work from meetings imposed by your evaluator to time imposed by you
 - Agenda item for staff and board meetings
 - Internal evaluation coordinator / evaluation team
- Making time for evaluation means your organization will be moving in the right direction
- Plus mission time brings joy



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

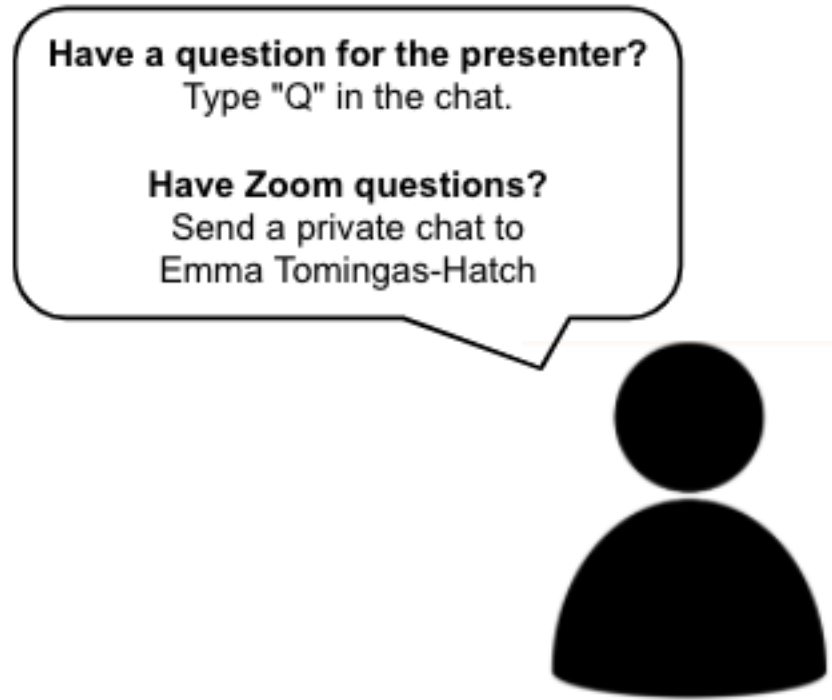
Evaluation system



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Questions



logic models and evaluation

What is a Logic Model?

A logic model is a one-page description of your program:

- Shows the logical steps from inputs to activities to outputs and outcomes.



- The logic model can be a chart, illustration or table.

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for the presenter?**
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Why is it so great to have a Logic Model?

- If developed or reviewed regularly by stakeholders, it literally gets everyone on the same page, and pulling together.
- It provides a roadmap for designing evaluation activities that can help you assess your progress and success and provide guidance for becoming (even more) effective.

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Logic Model Elements

A logic model will highlight and link:

- **Resources / inputs**
- **Activities**
- **Outputs**
- **Short and long term outcomes**

A logic model will also articulate:

- **Assumptions / Beliefs / Evidence**
- **External Factors**

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Resources and Inputs

The things and people that you need to operate your program:

Gallery space / shared virtual space

Grants and donations

Dedicated staff

Training

Vehicles

etc.

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Activities

What you are doing when your program is happening:

Classes

Counseling

Home visits

Events

etc.



Outputs

The observable things that the activities produce:

Activities → Outputs

Classes → # of participants

Events → # of events, attendees

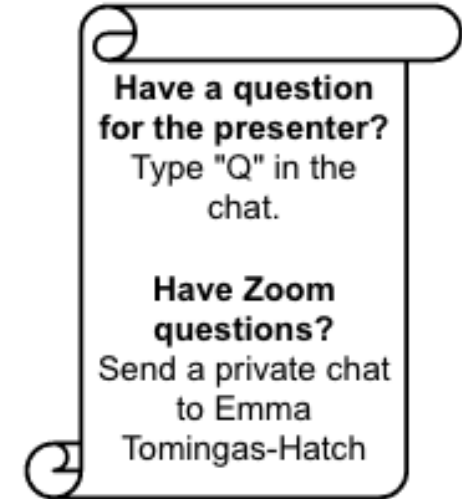
Home visit → # of home visits, delivery of food, information, etc.

Outputs are the evidence that you are doing what you planned to do.

Outcomes

Changes in participants/clients
knowledge
skills,
level of functioning,
life trajectories.

Outcomes are the evidence that your program is having the hoped-for success in making a difference.



Short-term Outcomes:

What you want to see for a participant on the day he or she completes your program

Long-term Outcomes:

What you hope participants take with them into the future



Assumptions and Evidence

- Why you think your program will work?
- The evidence base for your program

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Assumptions: Domestic violence is a social problem that needs to be addressed through a coordinated community response that aligns the policies of police, courts, probation officers, providers and victim advocates. Intervention programs can be effective as part of this system. As psycho-educational and culturally responsive programs, Intervention Programs can increase offender accountability, change offender consciousness, and reduce offender violence.

External Factors

- How does the social, political and economic environment affect your program?
 - In which way does it work in your program's favor or what challenges does it present?

External Factors: The idea that domestic violence is a private family matter persists, and the negative effects on child witnesses are not treated with enough urgency. Prosecutors routinely dismiss or minimize domestic violence charges, or plea bargain to a reduced number of Intervention Program sessions, or to alternative interventions, such as anger management. Offenders face delayed penalties, and in some cases, no penalties at all, for non-participation... In this climate, offenders get the message that their domestic violence is acceptable, which undermines Intervention Program effectiveness.

Questions

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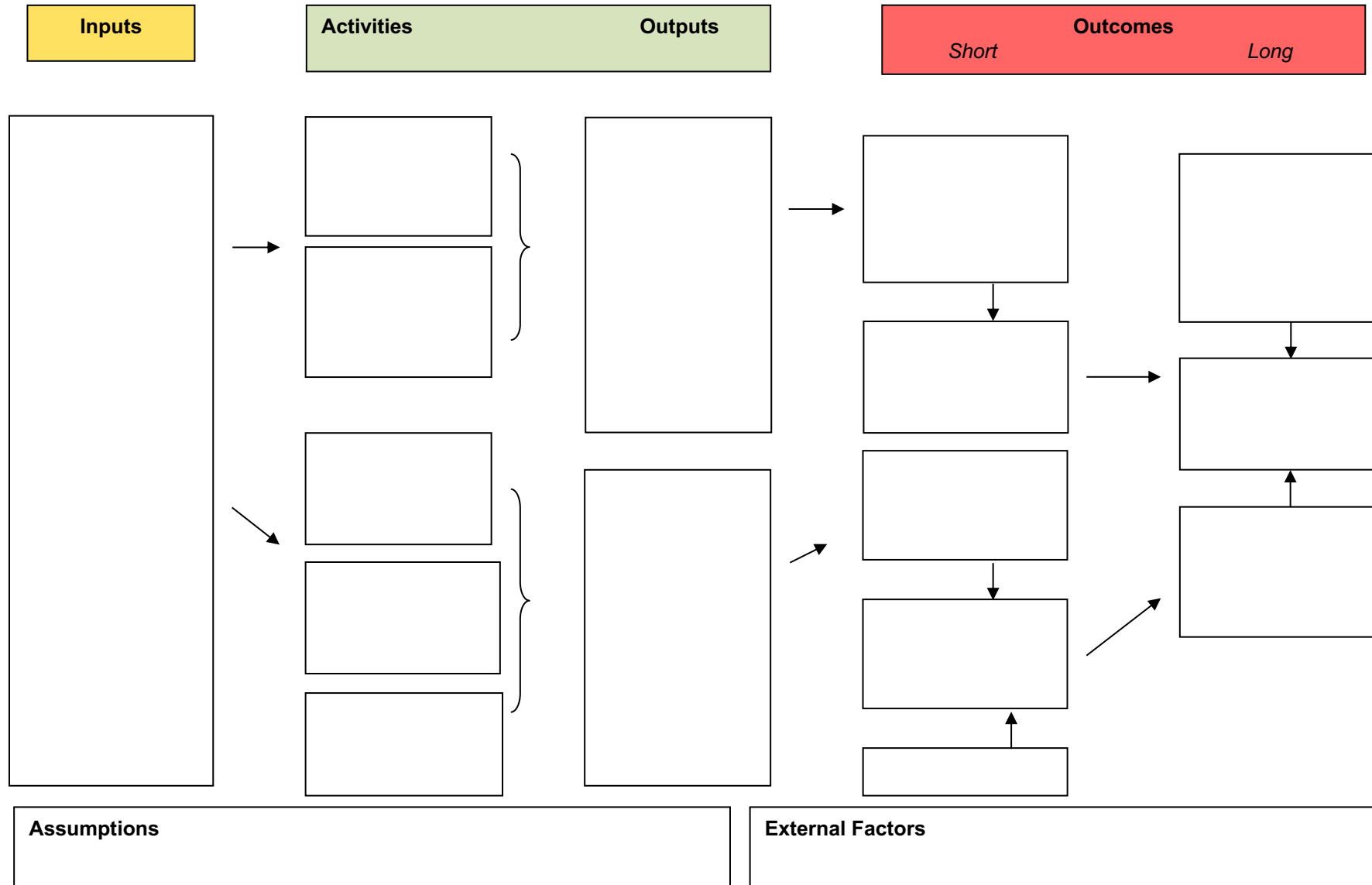
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Logic model template I

Resources/ Inputs	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
Assumptions:			External Factors:	

Logic model template II



LOGIC MODEL FOR NEW MEXICO BATTERER INTERVENTION PROGRAMS – SUMMER 2018

	Resources and Inputs	Provider Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes
PARTNERS	<ul style="list-style-type: none"> – Referrals (Convictions, Pretrial services, CYFD, Restraining orders, Orders of protection) – DV Advocates – CADV (coordinates training, provides clinical supervision) 	<ul style="list-style-type: none"> – Prepare monthly report for referring agency 	<ul style="list-style-type: none"> – Monthly report provided to referring entity – # of participants completing required weeks of program – # of participants completing statutory 52 weeks 	<ul style="list-style-type: none"> – Accountability for abusive behavior in all areas of life: with victim, children, other family members, and at work 	<ul style="list-style-type: none"> – Reduced violence – Reduced recidivism for crimes of violence
PROVIDERS	<ul style="list-style-type: none"> – Training – Leadership & supervision – Group facilitators – Counselors – Meeting space separate from victim services – Evidence-based tools and approaches including mindfulness and trauma-informed services – State-Approved Curriculum - adapted for context (state guidelines) – Background of facilitators varies widely – Facilitator skills: core competencies 	<ul style="list-style-type: none"> – Group sessions (52 weeks, 90-120 min) – Assessments for suitability, lethality, substance abuse, including ODARA – Gender specific assessments (primary aggressor screening) – Mental health screening – Referral to outside treatment – Treatment and safety plans – Progress reviews – Weekly supervision for facilitators – Other related services (fathering) – Case management (varies widely) – Wraparound Services – Develop relationship with court – Alerts potential victims of threats of imminent harm – Participation in local coordinated community response team 	<ul style="list-style-type: none"> – # of participants – Attendance – Assessments completed – # and type of referrals – # of referrals that participant accepts – Documented treatment and safety plans – Documented progress reviews – Documented supervision 	<ul style="list-style-type: none"> – Emotional self-regulation / inner self management – No abusive behavior in any form – Safety is a priority in relationships – Emotional and physical safety for offender and family – Offenders are more knowledgeable about domestic violence 	<ul style="list-style-type: none"> – No abusive behavior – Positive impacts on family from change in behavior – Participant has a positive place in society – Participant models accountability in a way that contributes to a positive change in community consciousness
STATE	<ul style="list-style-type: none"> – Statutes require mandatory BIP for some DV convictions – Funding – CYFD Audits 	<ul style="list-style-type: none"> – CYFD approval process – Annual data report to CYFD 	<ul style="list-style-type: none"> – # of DVOTI applications – # of approved applications – # of data reports received 	<ul style="list-style-type: none"> – Other treatment goals met – Reduced recidivism in crimes of violence 	
Assumptions: Domestic violence is a social problem that needs to be addressed through a coordinated community response that aligns the policies of police, courts, probation officers, BIP providers and victim advocates. BIPs can be effective as part of this system. As psycho-educational and culturally responsive programs, BIPs can increase offender accountability, change offender consciousness, and reduce offender violence.		External Factors: The idea that domestic violence is a private family matter persists, and the negative effects on child witnesses are not treated with enough urgency. Prosecutors routinely dismiss or minimize domestic violence charges, or plea bargain to a reduced number of BIP sessions, or to alternative interventions, such as anger management. Offenders face delayed penalties, and in some cases, no penalties at all, for non-participation. BIPs are stigmatized, so that defendants want to negotiate away from participation in plea deals. Judges and other judicial officers such as DV commissioners vary in their use of BIPs in DV protection orders. Recidivism is common. In this climate, offenders get the message that their domestic violence is acceptable, which undermines BIP effectiveness. For offenders who want to get help, there is limited availability of behavioral health services, providers and insurance and long waiting times to access services.			

RESOURCES & INPUTS

- Physical Space
- Location supported by survey data
- Furniture, Computers, Lockers. Kitchen, shower access
- Donations
- Internet Access
- Staff and Partners
- Youth Advisory Council
- School partnerships
- Bilingual staff (English & Spanish)
- Clear purpose for youth involvement
- Governmental support
- Local and national consultation
- Youth peer supports
- Peer Support paid positions & structures of support for positions
- Training resources
- Bus passes
- Community partnerships & resource coordination

ASSUMPTIONS & VALUES: Young people have the power and capacity to be the author and hero of their own journey. A “one-stop-shop” model increases access for youth to engage in opportunities for their development. Creating a sense of safety, belonging and inclusivity lead to positive engagement and authentic relationships that are a catalyst for personal development and growth.

YOUTH ADVISORY COUNCIL

“The voice of Youth BLAST;” advocacy, leadership, research, service development & peer support

- Youth leadership pathways
- # of youth active in the council
- Youth contributions to space, programs, policies, etc.
- # of events & meetings attended to represent YB

YOUTH BLAST

Safety & Basic Needs

- Effective, youth-informed outreach
- Non-judgmental, physically safe place; LGBTQI inclusive; no-discrimination
- Case management
- Distribution of basic necessities
- Group meals
- Bad guy/ creeper list
- Safety planning
- Harm reduction
- Bus passes
- Data tracking on youth needs

Relationships

- Nurtured Heart Approach
- Therapeutic supports
- Promoting positive culture (safety, belonging, inclusivity)
- Games, social activities & events
- Youth leadership opportunities
- Trauma-informed routines & communication
- Community building & engagement opportunities

Mastery

- Physical & artistic expression
- life skill development
- Resource & system navigation
- Career exploration
- Job development
- Life skill coaching
- STD Counseling/ testing / referral
- Harm reduction
- Legal rights knowledge & access to legal representation
- Emotional literacy
- Health & wellness practices

Empowerment

- Youth Advisory Council
- Paid Youth BLAST Peer Advocates
- Internship opportunities
- Youth BLAST representation at community meetings
- Access to a diversity of leadership opportunities
- Community & coalition building; advocacy.

OUTPUTS

- # of Youth Attending
- # referred by other youth
- Positive relationship & engagement
- Supportive, inclusive & safe environment
- # of youth connected to other support services
- # participating in Youth BLAST activities
- # of formal partners
- # of monthly activities
- # of peer supports
- # of community meetings with Youth BLAST representation
- Program evaluation plan informed and facilitated by young people.

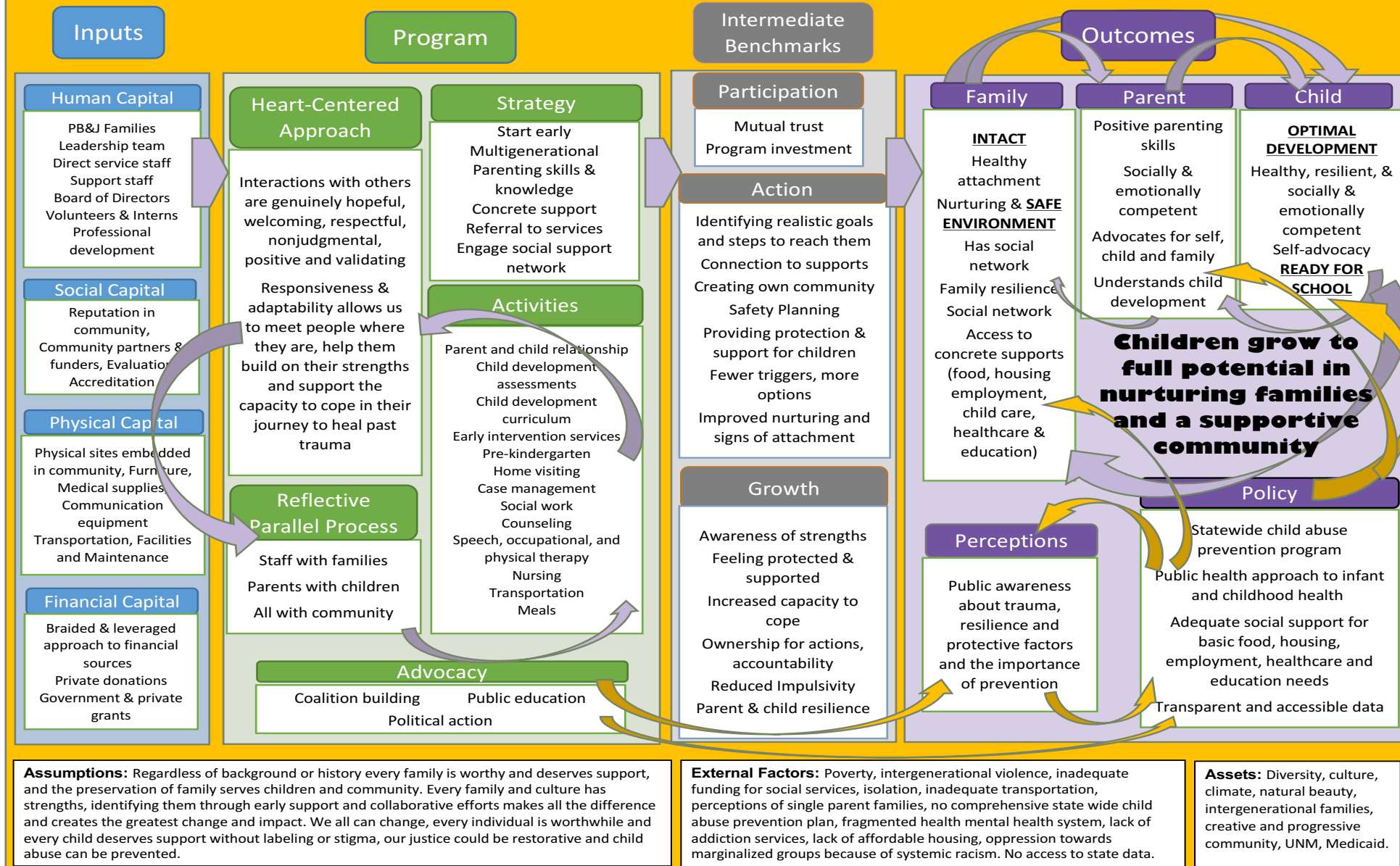
OUTCOMES

- Youth basic needs are met
- Decrease in youth homelessness
- Youth develop their own goals & path for future
- Youth know their rights
- Youth use their voice (strategic sharing, advocacy, peer support, language)
- Young people given space to express & celebrate themselves
- Paradigm for supporting young people is redefined
- Model for youth-driven and community collaborative initiatives
- Increase community's understanding of young people's needs
- Reduced stigma
- Increased community involvement
- Policy Change
- Create networks/ communities of support
- Improved sense of safety & belonging
- Improved connectedness to peers, adults and community supports

Youth BLAST PARTNERS

Shared vision; Clarity of expectations regarding partnership continuum; Mutuality & reciprocity of support; Cross training opportunities in core models, practices & knowledge; Regular Youth BLAST partnership and stakeholder meetings; Courageous conversations to keep strong/healthy partnerships; Partners represent Youth BLAST in community meetings; Processes for on-boarding new partnerships to support the collective

PB&J LOGIC MODEL



Questions

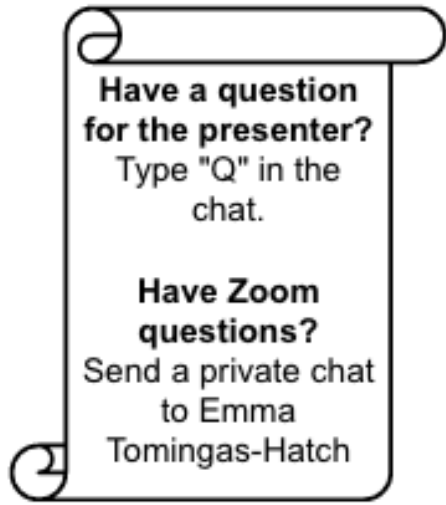
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Your turn (suggested steps)

1. Start with **OUTCOMES**. You can use your program's mission and vision statement to lay out the program's outcomes.
2. Then **ACTIVITIES**. Make a list of everything you **DO**.
 - Sounds simple but it will help you get a picture of all activities, including those that might be overlooked.
3. Then **OUTPUTS**. What are the immediate observable results of your activities?
4. Finally, think about **RESOURCES**.
 - What do you need to do your activities?



Work session in break out rooms (30 minutes)

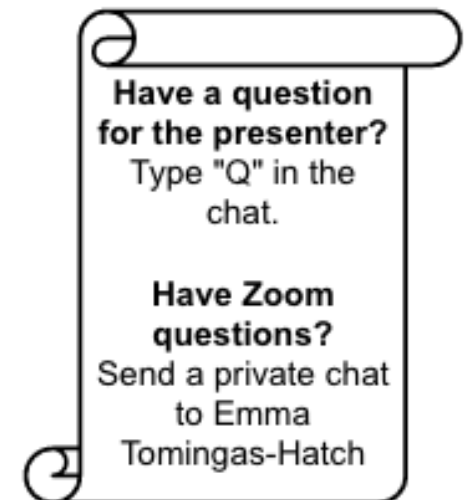
More than one person from an organization:

- Work together on your logic model
- Designate a notetaker

Working with other organizations:

- Work individually for 20 minutes
- Share with group for 10 minutes

Share with main session (2-3 orgs)



5 minute break!

Work session in break out rooms (30 minutes)

More than one person from an organization:

- Work together on your logic model
- Designate a notetaker

Working with other organizations:

- Work individually for 20 minutes
- Share with group for 10 minutes

Find templates in your email, or at evallab.unm.edu ➔ Workshop

Ask for help if you need it!

1. Click **Ask for Help** in the meeting controls.



2. Confirm that you would like assistance by clicking **Invite Host**.

Share logic models

Have a question for the presenter?
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Takeaways

- Your logic model shows you how your program's goals, outcomes, activities and resources are associated.
- It also lays out why your program is effective at achieving its goals, as well as external factors that might help/challenge your program.
- Your LM is a blueprint of what you need to evaluate.
- Logic models are living documents!

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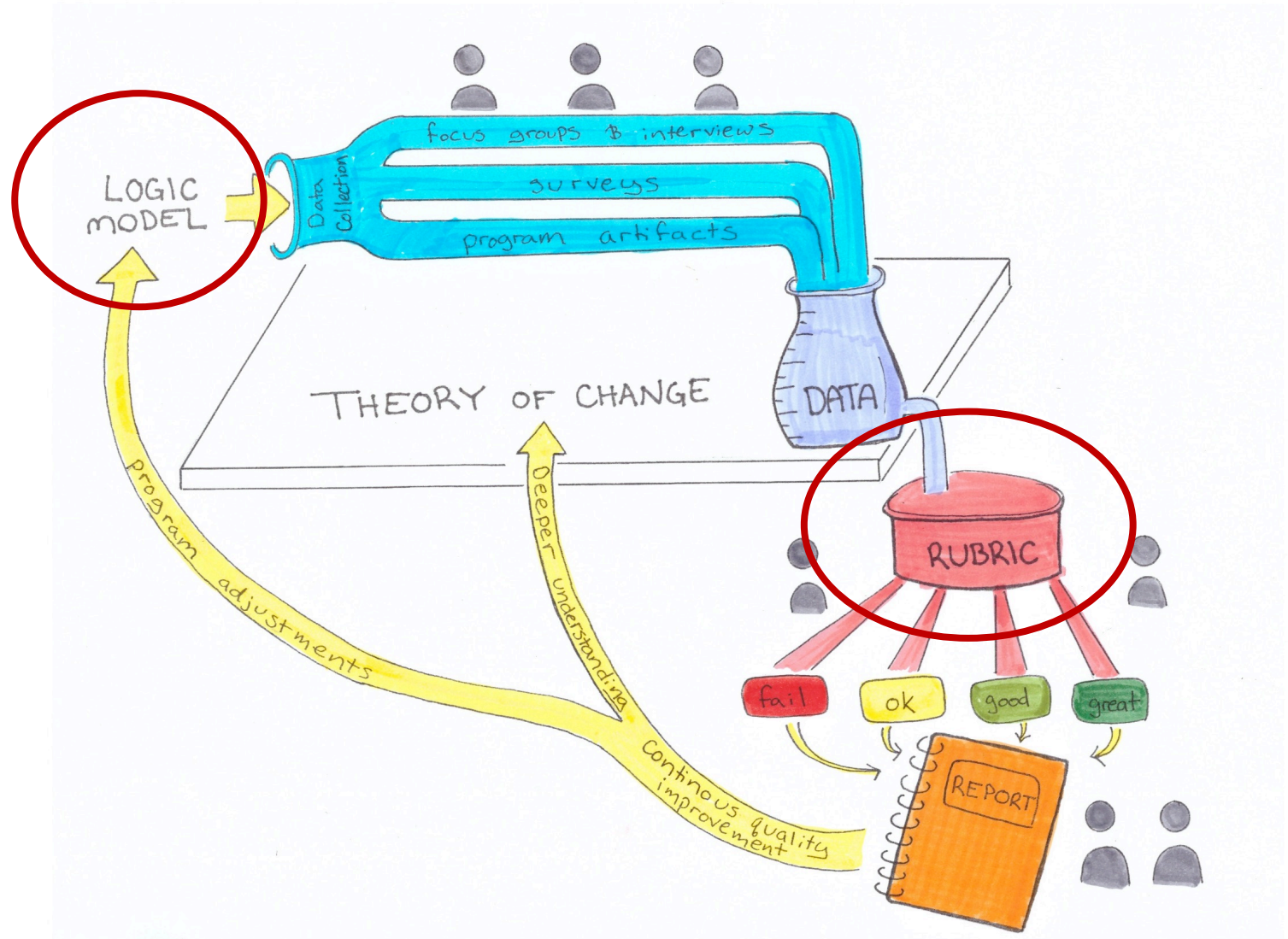
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Join us on Thursday for Evaluation Fundamentals II--RUBRICS



Join our Learning Community

- Evallab.unm.edu ➔ Workshop

Sign up to participate [here!](http://evallab.unm.edu/learning-center/evaluation-lab-project-echo-learning-community-.html)

UNM / Home / Learning Center / Evaluation Lab Project ECHO Learning Community

Learning Center

Learning Center Description

Evaluation Plans and Reports

Summer Institute Materials ▶

Evaluation Lab Project ECHO
Learning Community

Evaluation of the Evaluation
Lab

Evaluation Lab Project ECHO Learning Community

The Evaluation Lab Project ECHO® Learning Community provides ongoing support and training opportunities for Summer Institute attendees. The Learning Community consists of videoconference sessions that are held throughout the year on the third Tuesday morning of each month (no meeting in December). Participants present evaluation documents and progress with the Learning Community to receive feedback and guidance from peers and UNM Evaluation Lab students and faculty and hear from content specialists in special didactics during each session. Please see the full schedule [here](#) (link forthcoming).

Sign up to participate [here](#).

Sessions will take place every third Tuesday of the month from 9:00 am to 10:30 am, beginning August 18 (no meeting in December). Possible Topics for ECHO Learning Community Sessions 2020-2021:

- Creating an interactive focus group protocol
- Creating a survey
- Creating pivot tables and charts in excel
- Advanced Excel training
- Coding your qualitative data

Feedback—please take our brief survey

<https://www.surveymonkey.com/r/XD7FN9B>



Thank you! See you Thursday!