Evaluation Fundamentals I

Evaluation Overview and Rubrics

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UNM EVALUATION LAB

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July 28, 2020



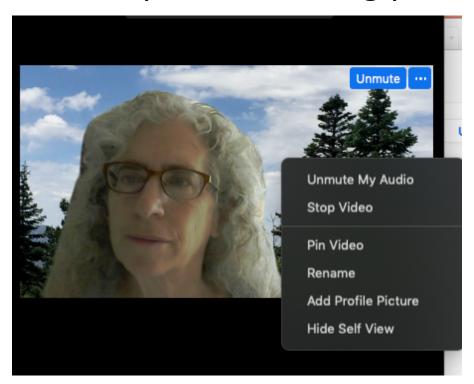


This session will be recorded

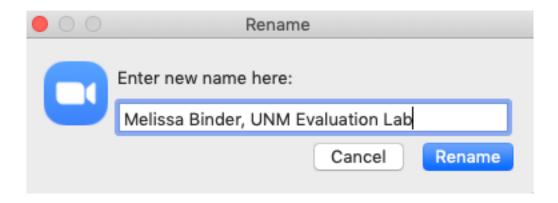
Zoom hacks

- 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

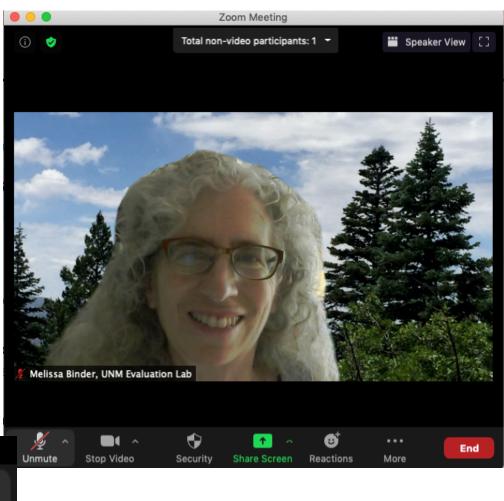


Mute yourself and remember to unmute when you want to talk!

Unmute

1. See mute icon at bottom of screen

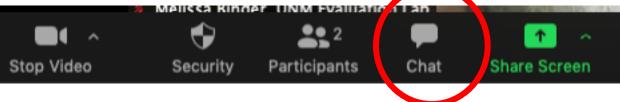
2. If menu is not visible, move your cursor anywhere in the Zoom screen



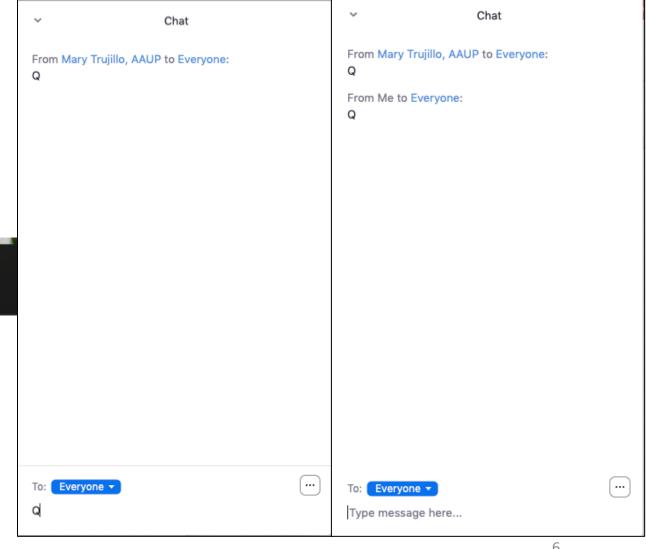
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the chat

- We will call on you after each section
- Please keep chat otherwise clear so we can keep track of questions
- Select "Chat" from menu at bottom of Zoom screen



- If Chat icon is not visible, click on ellipsis (3 dots) on right
- 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)

Zoom Participant

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1. View options are:

<u>Dash</u> (see no one), <u>Rectangle</u> (see speaker only), <u>Stacked rectangles</u> (see many participants)

Move cursor in Zoom screen to see options

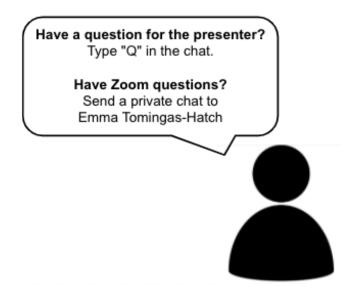
Zoom hacks

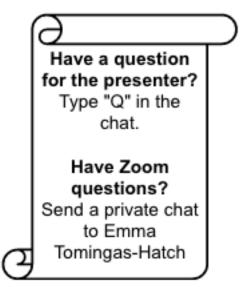


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For help using Zoom

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

Community organizer

Academic research

Evaluation Lab / MPP

Claudia

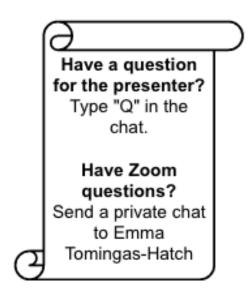
Survey design and data analysis

Scholar

Evaluation Lab

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

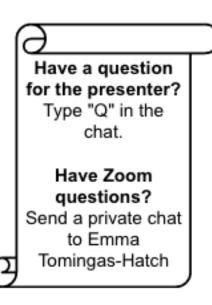
University College

UNM LAII + 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).

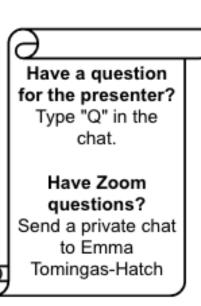
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UNM Evaluation Lab: Programs

- 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



Evaluation overview

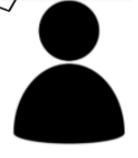
Mission-driven evaluation Evaluation Lab principles Evaluation systems

Mission-driven evaluation

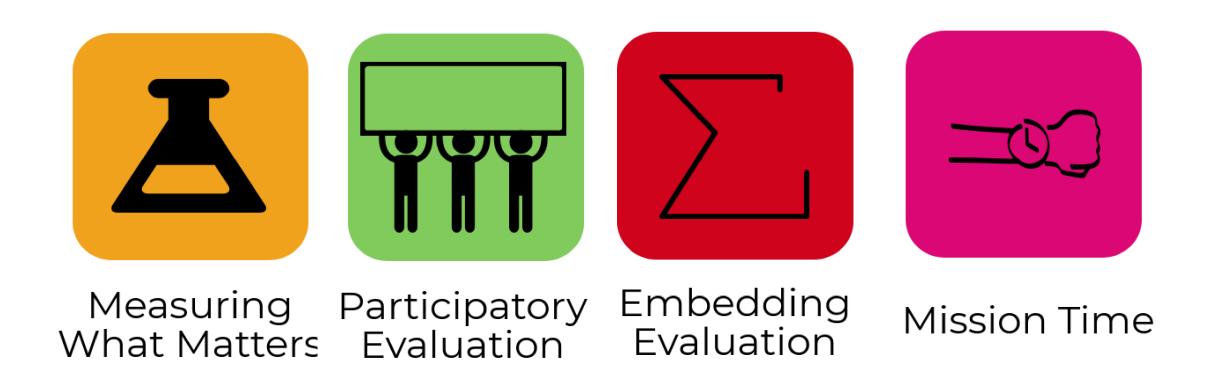
- How do you know you are meeting your mission?
- How can you do even better?
- For you, not just for your funders

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

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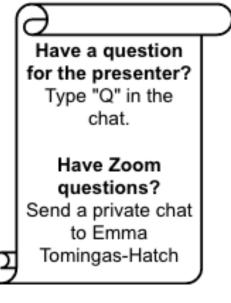


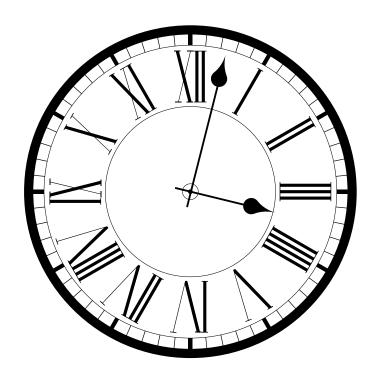
Evaluation Lab Principles



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

Evaluation takes time.





Time

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

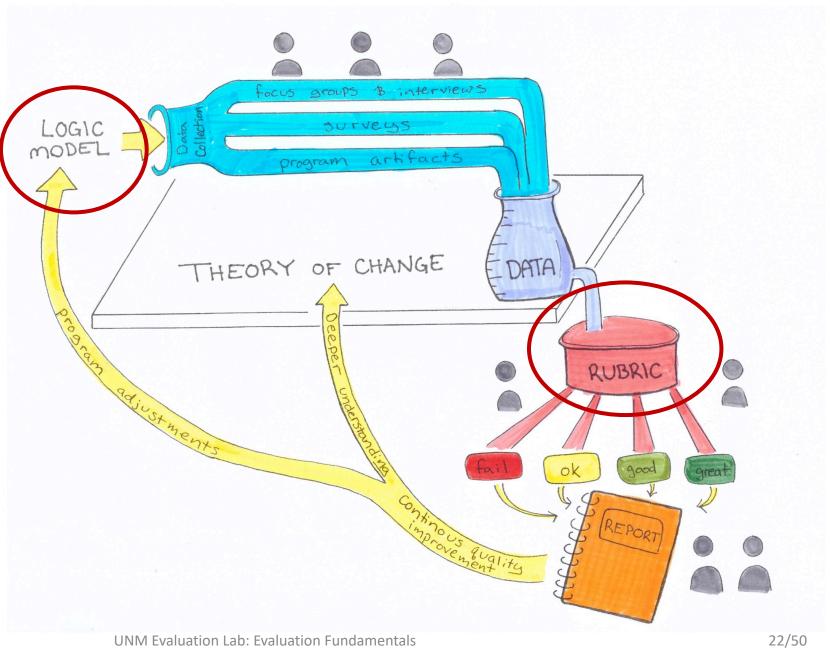
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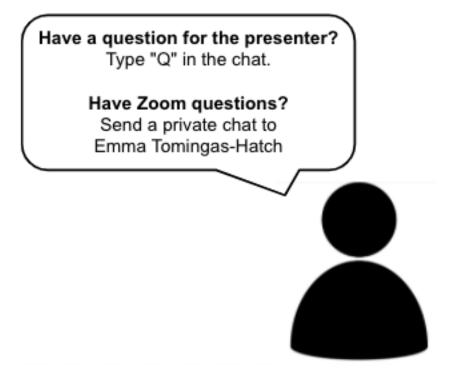
^{*}David Grant. 2015. The Social Profit Handbook: The Essential Guide to Setting Goals, Assessing Outcomes, and Achieving Success for Mission-Driven Organizations. White River Junction, VT: Chelsea Green Publishing.

Evaluation system





Questions



logic models and evaluation

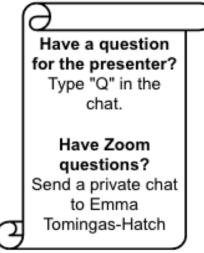
What is a Logic Model?

A logic model is a <u>one-page</u> description of your program:

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

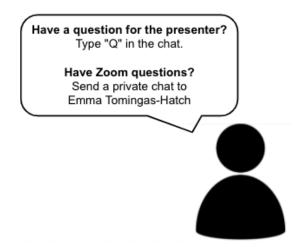


• The logic model can be a chart, illustration or table.



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.



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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Have Zoom questions?

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Resources and Inputs

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

Gallery space / shared virtual space

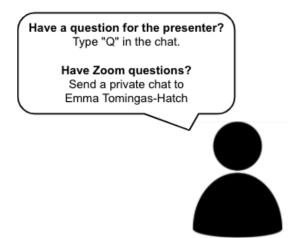
Grants and donations

Dedicated staff

Training

Vehicles

etc.



Activities

What you are doing when your program is happening:

Classes

Counseling

Home visits

Events

etc.

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

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

Outputs

The observable things that the activities produce:

Activities

Outputs

Classes → # of participants

Events \rightarrow # of events, attendees

Home visit \rightarrow # 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.

Have a question
for the presenter?
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chat.

Have Zoom
questions?
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to Emma
Tomingas-Hatch

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

Have a question for the presenter?
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Assumptions and Evidence

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

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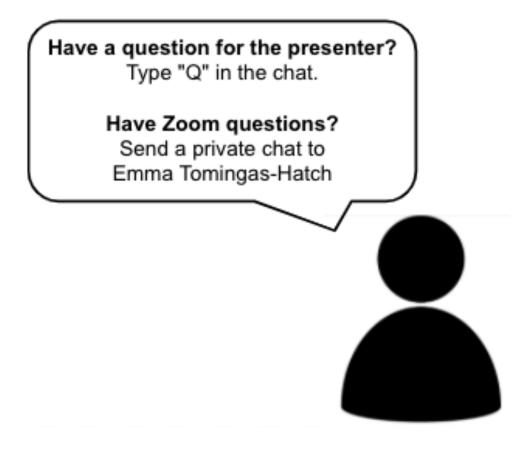
Assumptions: Domestic violence is a social problem that needs to be addressed through a coordinated community response that aligns the policies of police, courts, probation officers, providers and victim advocates. Intervention programs can be effective as part of this system. As psychoeducational and 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.

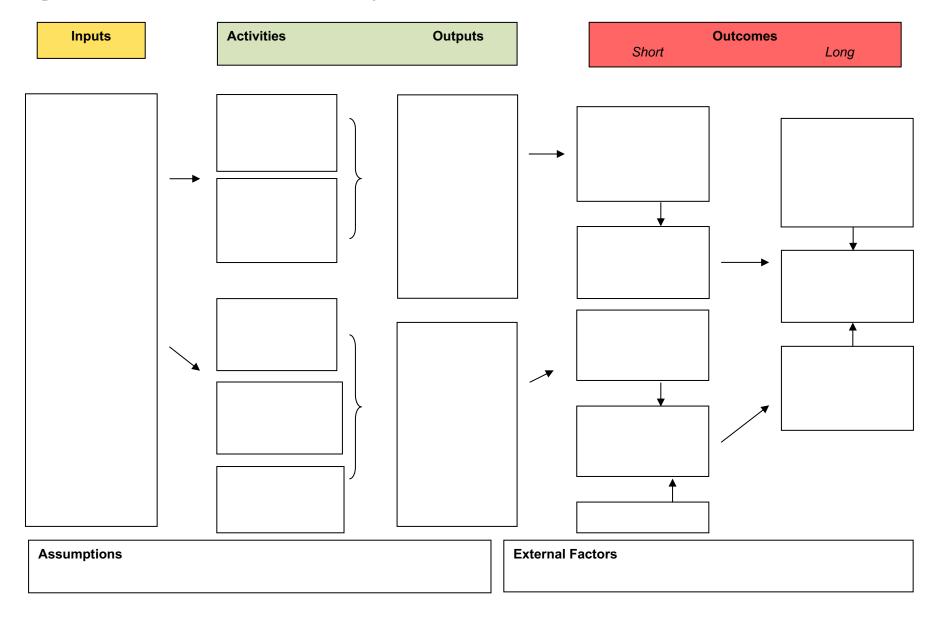
Questions



Logic model template I

Resources/ Inputs	Activities	Output	S	Short-Term Outcomes	Long-Term Outcomes
Assumptions:		Ex	cternal Facto	ors:	

Logic model template II



LOGIC MODEL FOR NEW MEXICO BATTERER INTERVENTION PROGRAMS – SUMMER 2018

	LOGIC MODEL FOR NEW MEXICO BATTERER INTERVENTION PROGRAMS – SUMMER 2018				
Resources and Inputs	Provider Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	
 Referrals (Convictions, Pretrial services, CYFD, Restraining orders, Orders of protection) DV Advocates CADV (coordinates training, provides clinical supervision) 	Prepare monthly report for referring agency	 Monthly report provided to referring entity # of participants completing required weeks of program # of participants completing statutory 52 weeks 	Accountability for abusive behavior in all areas of life: with victim, children, other family members, and at work	- Reduced violence - Reduced recidivism for crimes of	
 Training Leadership & supervision Group facilitators Counselors Meeting space separate from victim services Evidence-based tools and approaches including mindfulness and traumainformed services State-Approved Curriculum adapted for context (state guidelines) Background of facilitators varies widely Facilitator skills: core competencies 	 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 	 # of participants Attendance Assessments completed # and type of referrals # of referrals that participant accepts Documented treatment and safety plans Documented progress reviews Documented supervision 	 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 Other treatment goals met Reduced recidivism in crimes of violence 	crimes of violence - 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	
 Statutes require mandatory BIP for some DV convictions Funding CYFD Audits 	- CYFD approval process - Annual data report to CYFD	# of DVOTI applications# of approved applications# of data reports received			
	- Referrals (Convictions, Pretrial services, CYFD, Restraining orders, Orders of protection) - DV Advocates - CADV (coordinates training, provides clinical supervision) - 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 - Statutes require mandatory BIP for some DV convictions - Funding - CYFD Audits	- Referrals (Convictions, Pretrial services, CYFD, Restraining orders, Orders of protection) - DV Advocates - CADV (coordinates training, provides clinical supervision) - 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 - Statutes require mandatory BIP for some DV convictions - Funding - CYFD Audits	- Referrals (Convictions, Pretrial services, CYFD, Restraining orders, Orders of protection) - DV Advocates - CADV (coordinates training, provides clinical supervision) - 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 - Background of facilitators - Statues require mandatory BIP for some DV convictions - Funding - CYFD Audits - Referral to outside treatment and safety plans analysement (varies widely) - Wraparound Services - Develop relationship with court after the arm of participation in local coordinated community response team - Monthly report provided to referring agency - Monthly report provided to referring required weeks of program - # of participants completing required weeks of program - # of participants completing required weeks of program - # of participants completing required weeks of program - # of participants completing required weeks of program - # of participants completing required weeks of program - # of participants completing statutory 52 weeks - # of participants completing required weeks of program - # of participants completing statutory 52 weeks - # of participants completing required weeks of program - # of participants completing statutory 52 weeks - # of participants completing statutory 52 weeks - # of participants completing required weeks of program - # of participants completing statutory 52 weeks - # of participants completing statutor	Referrals (Convictions, Pretrial services, CYFD, Restraining orders, Orders of protection) DV Advocates CADV (coordinates training, provides clinical supervision) Training Training Cadactificators Counselors Meeting space separate from victim services State-Approved Curriculum adapted for context (state guidelines) Background of facilitators Background of facilitators varies widely Facilitator skills: core competencies Statutes require mandatory BIP for some DV convictions Funding CYFD Audits Provider Activities Outcomes Outcomes Monthly report provided to referring and referring entity abusive behavior in all areas of life with victim, "chidren, other family members, and at work statutory 52 weeks and at work statutory 52 weeks - Weeks, 90-120 min) Assessments for suitability, lethality, substance abuse, including ODARA approaches including mindfulness and traumainformed services State-Approved Curriculum adapted for context (state guidelines) Background of facilitators varies widely Facilitator skills: core competencies - Statutes require mandatory BIP for some DV convictions Funding CYFD Audits Provider Activities - Prepare monthly report for referring agency - Meeting space separate from victim self-including on the properties of participants completing required weeks of program - # of participants completing statutory 52 weeks - # of of participants of the referring and traumains prequired weeks of program - # of participants of progra	

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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, here 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 vouth 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

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 &

Relationships

Mastery

expression

development

Resource &

navigation

exploration

Job development

Life skill coaching

STD Counseling/

testing / referral

Harm reduction

Legal rights

Emotional

literacy

knowledge &

access to legal

representation

life skill

system

Career

Physical & artistic

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 vouth 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

Basic Needs

informed

outreach

judgmental,

physically safe

place; LGBTQI

inclusive; no-

discrimination

management

Distribution of

Group meals

creeper list

Safety planning

Harm reduction

Data tracking on

youth needs

Bad guv/

Bus passes

basic necessities

Non-

Case

· Effective, vouth- Nurtured Heart Approach

- Therapeutic supports
- Promoting positive culture (safety, belonging, inclusivity)
- Games, social activities & events
- Youth leadership opportunities
- · Traumainformed routines & communication
- · Community building & engagement opportunities

Health & wellness practices

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

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.

PB&J LOGIC MODEL

Inputs

Program

Intermediate Benchmarks

Outcomes

Human Capital

PB&J Families Leadership team Direct service staff Support staff **Board of Directors** Volunteers & Interns Professional development

Social Capital

Reputation in community, Community partners & funders, Evaluation Accreditation

Physical Cap tal

Physical sites embedded in community, Furn ture, Medical supplies Communication equipment Transportation, Facilities and Maintenance

Financial Capital

Braided & leveraged approach to financial sources Private donations Government & private grants

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

Reflective Parallel Process

Staff with families Parents with children All with community

Coalition building **Public education** Political action

Strategy

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

Activities

Parent and 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

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

Family

skills Socially &

Nurturing & SAFE competent **ENVIRONMENT**

network Family resilience Social network

Access to concrete supports (food, housing employment, child care, healthcare & education)

INTACT

Healthy

attachment

Has social

Parent

Positive parenting DEVELOPMENT Healthy, resilient, & emotionally

Advocates for self, child and family

Understands child development

Children grow to full potential in nurturing families and a supportive

community

Child

OPTIMAL

socially &

emotionally

competent

Self-advocacy

READY FOR

SCHOOL

Policy

Perceptions

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

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

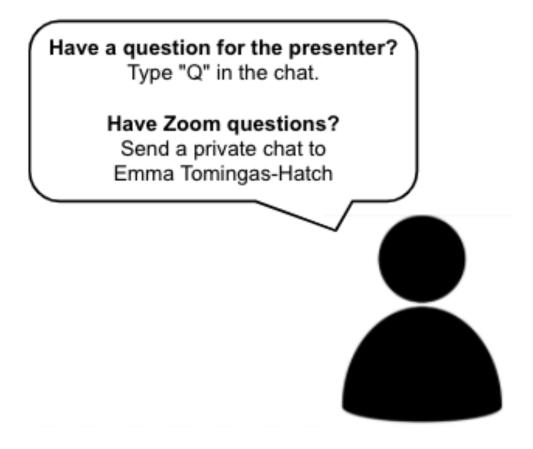
Transparent and accessible data

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.

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

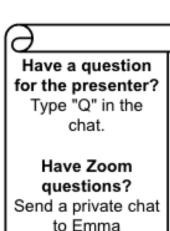
Assets: Diversity, culture, climate, natural beauty, intergenerational families, creative and progressive community, UNM, Medicaid.

Questions



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?



Tomingas-Hatch

Work session in break out rooms (30 minutes)

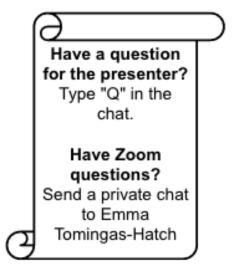
More than one person from an organization:

- Work together on your logic model
- Designate a notetaker

Share with main session (2-3 orgs)

Working with other organizations:

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



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?

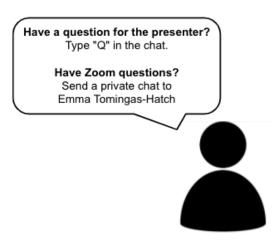
Type "Q" in the chat.

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

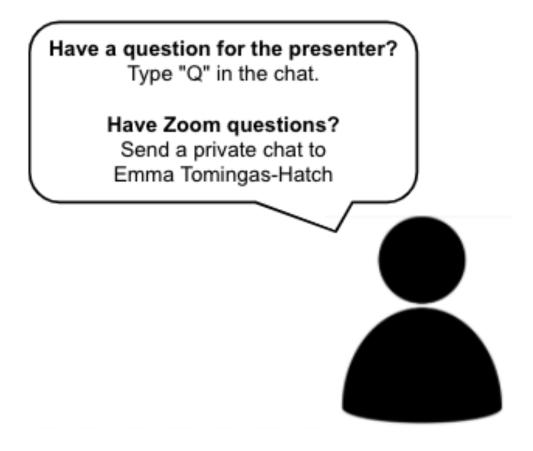


Takeaways

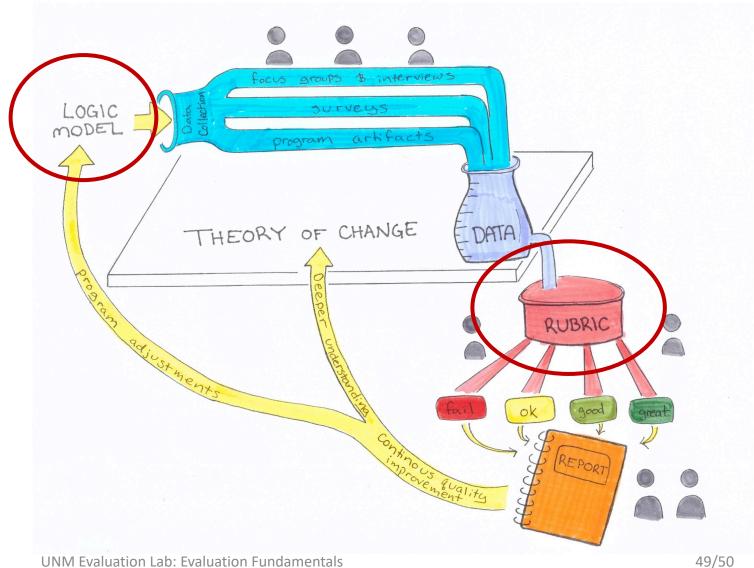
- Your logic model shows you how your program's goals, outcomes, activities and resources are associated.
- It also lays out why your program is effective at achieving its goals, as well as external factors that might help/challenge your program.
- Your LM is a blueprint of what you need to evaluate.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



Questions



Join us on Thursday for Evaluation Fundamentals II--RUBRICS



July 28, 2020

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 Parter Description

Evaluation Plans and Repor

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 bird Tuesday morning of each month (no meeting in December). Participants present evaluation documents and progress with the pring Community to receive feedback and guidance from peers and UNM Evaluation Lab students and faculty and hear from content pecialists 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!