Evaluation Lab ECHO Learning Community

19 April 2022 / 9:00-10:30AM / Zoom

Attendees

Charla Orozco- facilitator and didactic presenter

Maeghan McCormick , SFPS, English Learner Coach

Natasha Farmer, Development and Marketing Associate with STEM Santa Fe

Deborah Boldt, Executive Director, REEL FATHERS

Julie Hasty, Santa Fe Watershed Director of ED

Whitney Jones, Grants Coordinator, LANL Foundation

Ann Black, Espanola Public Schools, Healthcare Career Pathways Project Manager,

Elena Higgins, IndigenousWays, cofounder and executive director

Kristin Kinney, Explora, Visitor Experience Specialist

Tallie Segel, Environmental Education of New Mexico , Director of Strategy

Gaea with Questa Farmers Market

Colleen Roan

Christy Sobolik

Nina Silfverberg

Herbert Rocky Mountain Youth Corps, Development Director

Dr. Lina Gernmann

Agenda

Introductions

Survey share out from Herbert at Rocky Mountain Youth Corps

Logic model share out from Natasha and Dr. Lina at STEM Santa Fe

Didactic on Interactive Focus Groups from Charla Orozco

Next Steps

Notes on Organization Share-outs: Rocky Mountain Youth Corps (RMYC) and STEM Santa Fe

- **Survey share out from Herbert**
  - **Second time he's participated in the eval lab**
  - **Really enjoyed it and learned a lot**
  - **Youth development org. - AmeriCorps program**
  - **Typically work on land conservation project**
    - **In the forest, on public land,**
  - **Life skills training**
  - **Taos and Albuquerque**
  - **Taos- 27 years**
  - **Only recently have we started surveying corps members**
    - **Without the skills to evaluate the data- he was just cherry picking the information**
    - **Through the eval lab he has learned how to design the survey and evaluate the data against our mission and performance measures**
  - **Reporting is required for grant purposes**
  - **Survey is becoming a more valuable tool for us**
  - **Screen-shared survey**
    - **Brainstormed to ask what things of our program we want to measure, can we measure**
    - **We came up with a pilot**
    - **Google form**
      - **User friendly**
      - **Would recommend**
    - **Survey begins with an introduction to the survey – telling RMYC members what it's used for, why they are being survey**
    - **1. Pre and post survey**
    - **2. Are you a returning corpsmember**
    - **3. Age.**
    - **Have you ever served in another AmeriCorps program other than RMYC?**
    - **Which of the following best identifies your race?**

- **If you answered white, are you Hispanic or Non-Hispanic?**
- **What is your highest level of education?**
- **What was your designated sex at birth (or sex on your original birth certificate)?**
  - **Was supported by transgender resource center on this**
- **What is your gender?**
- **Which of the following best describes your level of respect or appreciation for environmental issues?**
  - **Not just a Likert scale**
  - **Gave descriptions of levels of respect or appreciation**
    - **Are they distinct and gradual and do they put words in people's mouths?**
  - **All questions have an "other" option**
- **Which of the following best describes your level of awareness of environmental issues?**
- **Questions about civil engagement and diversity**
  - **Part of the mission of RMYC**
- **Confidence and inspiration**
  - **Motivate them to go out and go to school or work after they graduate**
  - **Primary outcomes**
  - **Inspired to find a pathway to their career**
  - **Several questions related to these outcomes**
- **Personal health and resilience**
  - **Did their experience in RMYC make them feel more healthy about themselves?**
- **Executive skills**
  - **Communication skills**
  - **Leadership skills**
  - **These responses use Likert scale (1-4)**
  - **Problem solving**
  - **Teamwork**
  - **How well our training had an impact on these skills**
- **Next steps**

- What is their plan after graduating from RMYC?
- Reporting out to community or for grants, donors, etc.
- **Share out on Logic Model from Natasha and Lina from STEM Santa Fe**
  - Question they had about inputs
    - Do you consider the students that come into our program as an input?
      - Asking for feedback on this
      - Charla- No because they are receivers of the program
        - Unless they are in some way leading a program? Like teachers, tutors, etc.
      - Dr. Lina
        - We have informal ways of including alumni back into programming
      - Charla-
        - You can include informal programming, if it makes sense for you
  - Logic model was color coded to track certain programs across the logic model
  - Included a north star on their logic model
    - Address equity, diversity, and inclusion in STEM

Discussion/questions related to share outs from organizations

  - What if an outcome is an outcome of all of the subgroups?
    - Charla -This is common with long term outcomes- very common
    - Logic models that have arrows- that's when they come in handy
- **Questions for first presentation on survey - from Deborah**
  - Pre and post are identical?
    - Herbert- yes
  - If they are anonymous, how do you track the connection between pre and post?
    - Herbert- we track by email address
- **Question about survey from Ann Black**
  - If you are collecting the email address, is it really anonymous?
    - Herbert- yeah I guess, confidential is a better descriptor. Not anonymous.

- o **Does google form have strong security**
    - ▪ **Charla- I think it depends on the level of data you are collecting**
        - • **If you are asking about perceptions or feelings about the program, I think it's fine.**
    - ▪ **Whitney-**
        - • **Google docs is FERPA approved**
    - ▪ **Charla**
        - • **If you are collecting highly sensitive information, you might want to stay away from Google forms. Even if it is FERPA approved. Perceptions of safety matters.**
- • **Comment/suggestion from Kristen about RMYC survey**
    - o **You can use a key question**
        - ▪ **Like favorite color, etc**

Notes on Didactic- Interactive focus groups from Charla

- o **What, when, why?**
- o **Examples**
- o **How… let's build one together**
- • **what , when, why**
    - o **What**
        - ▪ **Like regular focus group but instead of main focus being sitting around a table collecting verbal response**
            - • **You still have groups, but you are engaging them in different types of activities**
            - • **Not just everyone speaking**
                - o **Maybe drawing, talking, talking with one other person, talking in a group**
    - o **When**
        - ▪ **Super helpful with children**
            - • **Maybe 8-14**
            - • **Power differential between kids and adults is real**
            - • **It may be hard for them to verbalize**
        - ▪ **With adults**

- - - - Pretty much exclusively used by the Evaluation Lab
    - - Anytime you think you might benefit from a variety of data collection methods and communication methods
      - - - Maybe you're working with groups who are typically marginalized-
  - Why
    - - Engages the talkers and the listeners
      - - - Ways for more introverted people to participate, other than just sharing verbally
        - - Allows multiple means of communicating responses
    - - Speeds up transcription time (not usually as much to transcribe literally)
    - - They are fun for you and the participants
      - - - And you can sometimes end up with cool pictures of drawings to use in final reports
- Examples
  - Enlace comunitario - youth leader evaluation
    - - Activity
      - - - Add characteristics to the gingerbread person to make them the perfect youth leader (in group of 3 or 4)
  - Evaluation of the evaluation lab
    - - One of the questions- what skills can be attributed to the lab
      - - - Draw the tools you now have in your evaluation toolbox
    - - What did the course feel like for students?
      - - - Activity
        - - - Draw what you feel on gingerbread person
- Building the protocol
  - Or also called the script
    - - 1. Articulate the evaluation goals
    - - 2. Assign activities to each goal
    - - 3. List materials needed to complete each activity
    - - 4. Assign timeframe to each activity
  - Example
    - - Evaluate our ECHO Learning Community

- **Don't ask anything that isn't related to the goals you have already established for the focus group**
  - **Articulate goals:**
    - **Goal 1- to give orgs a space to share and collab**
    - **Goal 2- continuous learning opportunities through didactic and share outs**
  - **Activities to each of those goals**
    - **Goal 1-**
      - **Gingerbread person**
        - **what does it feel like to be on an ECHO call**
      - **Speed answer round**
        - **Partners, name two didactic session that were helpful to you**
      - **Something like the toolbox**
        - **Maybe list of all resources participants know of to reach out to for help**
      - **Plus and delta**
        - **Things we like vs. things we would changes-how would you recommend UNM Eval Lab staff make improvements to ECHO?**
    - **Goal 2:**
      - **Gingerbread person**
  - **List materials**

    Do this ahead of time
    - **Gingerbread person**
      - **Either a flipchart with gingerbread person drawn or printouts of gingerbread person, markers either way**
    - **Speed answer round**
      - **Flashcards **, tape, markers, questions printed or written on the boards**
    - **Resource list**
      - **Flashcards, tape, markers, printed out "box"**

    Consider in person materials versus virtual
- **Assign a timeframe**
  - **Plan on an hour and a half**

- o **Plan on time for explaining platform if you are doing this virtually**

- **Example**
    - o **Consent**
    - o **Show participants how to use the platform**
        - ▪ **Walk through**
- **Protocol template**
- **Closing and next steps**
    - o **Interactive focus groups**
        - ▪ **Comfortable for all types of participants**
        - ▪ **For you- more fun and speed up transcription time**
    - o **After your interactive focus group**
        - ▪ **Take pictures of everything posited on the walls or easels so you can type into excel or word**
            - • **For virtual- be sure to save all digital pieces (jamboards, etc)**
        - ▪ **Debrief- ask yourself, how did it go? What could have been better?**
            - • **Example- if you remember that time ran out on an activity, write that down. Later on when you notice that all of the responses were short on a particular question- maybe you will remember that the note about running out of time lines up with the short responses.**
        - ▪ **Review data: try to highlight the diversity of ideas and the common themes.**
- **Next didactic will be about what to do after an interactive focus group. How to analyze this data.**

Next Meeting Agenda

Meeting again on May 17th

One slot open for organization share out!

If you are interested in presenting- email Charla (in chat)