

# Evaluation Lab ECHO Learning Community

16 August 2022 / 9:00-10:30AM / Zoom

## Attendees

Charla Orozco- facilitator

Maeghan McCormick- SFPS En Comunidad Collective

Gaea McGahee- Questa Farmers

Elizabeth Watts- PEEC

Claire Cote-Locology, Program Director for LEAP/Questa Stories

Sandy Emory- Executive Director of Twirl

Deborah Boldt- Executive Director of REEL FATHERS

Ann Black- Espanola Healthcare Careers Pathways Project Manager, Espanola Public Schools

Rose Nava- Director of Equity and Community Empowerment of NM Appleseed

Elena Higgins-Co-founder and Executive Director of Indigenous Ways

Tallie

Herbert- Rocky Mountain Youth Corps

Sandy Emory-

Rach Ralya, MCH Epidemiologist at New Mexico Dept of Health

Catron Allred, Early Childhood Center of Excellence at Santa Fe Community College

Victoria Flores-Training Manager at Rocky Mountain Youth Corps

Jessie Martinez- NM Immigrant Law Center

Julie Hasty- Watershed Association

Jeannette- Youth Development Specialist at Explora

Loretta Trujillo-

Eirian Coronado- DOH

Rediet

Karen Kahan- Anderson Foundation

Juniper Larasey -Harwood (Taos)

Billie Secular- Food Depot

Mariah Roddis and \_\_\_\_\_(couldn't hear name ) Chama Valley Arts

Mayte Lopez-Encuentro

Sarah, program officer, Carl and Mariyln Toah Foundation in Santa Fe

Margot, volunteer, Many Mothers

Jeannette, Explora

Claire Cote, Questa Farmer's Market

Wendy, PB&J

Anita Cordova, Healthcare for the Homeless  
 Barbara Cotton  
 Mike Dabrieo  
 Marya  
 Lauren Butcher, Explora  
 Leticia Garcia  
 Rebecca Belleto  
 Lauren Begaye  
 Fiore Aragon- Encuentro  
 Susan Leung - NM Friends of Foster Care  
 T. Brown- grant plant

## Agenda

### Introductions

- Because there are so many people- we won't go around and have everyone introduce themselves. Rather, if you are new, please introduce yourself.
- Explora will share out, Harwood will not be presenting today, and then Caitlyn Sandoval will be presenting on interactive focus groups

### Organizational Share-Outs

- Explora: Lauren, Kristen, and Jeanette
  - Evaluation institute- allowed us work across departments (education, visitor experience, and outreach)
    - Some intersection
    - But we weren't sure if there was enough intersection to do this evaluation together
    - Intersection for this team was that everyone interacts with the public in some capacity.
- Explora isn't requiring a formal evaluation from us, just that we learn how to conduct one
- Goal was easy to choose
  - How people interact with science
  - Do they interact positively when they are at Explora
  - Easy because it could work across all departments
- Lauren will talk about data methods and our logic model

- Lauren
  - How do we collect data for each of our departments while still working at the same goal of determining if people have positive science interactions at Explora
  - We thought things were really rigid but from this evaluation lab learned that it can be a flexible process as long as you are clear about the ties between things and how overlaps support one another... then you can make the evaluation work for your organization
  - How different data collection methods can support one another even if they may look separate and distinct
  
- Jeannette
  - Our process
    - We meet as a team - mission time after ECHO time
    - One of the issues we are bumping up against - as a nonprofit- they want a lot of quantitative data about the questions that impact us are qualitative things.
    - These institutes have helped with this barrier
    - Making the most out of our numbers.
    - How can both parties get what they need and learn
    - Through ECHO, we are trying to learn how to code information
    - How to code things to figure out if there are any ties across our departments
      - We need help with this
  - We took a summer break but coming back to mission time

## Questions/suggestions

Charla- open up to the group for questions, thoughts, suggestions

Gwen-

- Appreciation for trying to overlap your goals
  - Needs for a variety of different departments
  - Triggering some ideas for our organization and what we're working on

## Notes on Didactic Presentation: Interactive Focus Group

- Big Picture

- Why are we talking about a this specific evaluation tool?
  - It works for different stakeholders
    - Clients
      - Variety of reasons why this tool might be a good fit for certain groups/communities
      - Generally, less intimidating
    - Direct service providers/program directors/ organization as a whole
      - It is doable- don't need to be an expert
    - evaluation/ evaluators
      - Legitimate tool to collect meaningful data
  - It works for different stages of evaluation
    - As a stand alone evaluation tool
    - As a supplemental tool to things like surveys, for example
      - Maybe you feel that your surveys aren't telling the whole story
- Difference between focus groups and interactive focus groups
  - Very similar but interactive focus groups give your clients more than one way to express themselves.
  - Interactive focus groups make it more likely that everyone will find at least one comfortable way to communicate.
- Examples of interactive focus group activities
  - Photos of gingerbread person and toolbox activities
- Other possible activities
  - List of possible activities - some that the evaluation lab has used
  - These are not your only options
    - If none of these activities make sense for the communities you're working with, we'd love to hear ideas for some that might
- Who?
  - Children
    - Fun materials and activities
  - Adults
    - Most people stay engaged
  - Everyone!
    - Why?
      - Because it is a flexible tool that you can make make sense for your communities
- Why?

- Culturally responsive evaluation tool
- Allows clients to respond to questions using more than one communication method
- Speeds up transcription time
  - Clients have essentially already captured the data for you
- They are fun
- But how?
  - The technical component of this tool is a protocol - or lesson plan
  - Example of how to make a protocol
    - 1. Identify evaluation goals
      - This happens as a staff team, behind the scenes
      - What do you really want to know
    - 2. Assign each evaluation goal at least one evaluation question
      - This is ultimately the questions that clients actually see
      - These questions won't always look like your evaluation goals that you made, as a team, behind the scenes.
    - 3. Match every question with at least one activity
      - Be intentional about how you decide which activity should be used for each question
        - Which should be done individually? Which would benefit from group brainstorming?
    - 4. List materials
      - Think through what you will need during the focus group and what it will look like to bring everything home when you are ready to code.
        - Example, do you need different colors of notecards? Or just one?
      - Examples of what each activity might need
  - Example of a real protocol
    - You have all of the components of a protocol but what does one actually look like?
      - Showed the protocol from the Summer Institute focus group
  - Protocol template
    - Charla made a template for you all so that you can fill in your own protocol for your own focus group
- You ran the interactive focus group, now what?
  - Take pictures of everything! You might lose a notecard, for example.
  - Debrief yourself and write it down!

- What went well and what could have gone better, etc.
- Review data
  - This will be covered in more detail in next month's didactic

## Questions/Suggestions

- Gwendolyn:
  - I thought focus group was more rigid- sit around a table, etc.
  - Question about reporting
    - Have you found differences in the reporting
- Charla
  - Main difference
    - Without the fully transcribed focus groups or interviews- you won't have big blocks of quotes
    - But, you will end up with beautiful pictures.
      - Picture is worth a thousand words
    - You probably won't have a lot of quotes
    - More than likely you'll have big images
- Gwen
  - Would love to get techniques for coding
- Charla-
  - Audrey will cover that
  - Something that comes up a lot
    - If we're not art therapist, how do we really interpret
    - Big thing is having them write something about what they drew
- Gaia
  - Example of an art activity that was used to debrief a program or activity
    - How, now, can they be a part of the evaluation?
    - We didn't ask before
    - The art activity was supposed to just debrief
    - We don't have a before piece. Is there a way now to talk about these drawings as a component of the evaluation?
      - Retroactively
- Charla
  - Kids that young- it's hard for them to capture feelings before
    - So you'd really want to get the children to draw before and after
  - But retroactively, you can use them to show the impact
    - Look at these interesting, excellent drawings that show students are now addressing their monsters head on, for example

- You can say
    - We did this thing, we didn't get a before but in the future we would like to do a before and after
  - So for the future, maybe do a before and after
- Claudia
  - Retrospective
    - Ask the question when it is timely
      - I wonder if you can ask another question later on, not just after the show
      - If you can
- Someone brought up concern about interpreting drawings without being a therapist
  - Charla
    - Don't want to suggest anything about the participants themselves
    - Try to make sure that the questions that we are asking in our evaluation capacity that we are asking about the program and not the trauma
  - Claudia
    - The protocol is crucial
      - This will guide your process
      - Consistency in interpretation
      - Control for internal biases
- Susan
  - Quantitative question into a focus group
  - Charla
    - Valid
    - That also works nicely as an ice breaker- have people move around the room
      - Example
        - Approach the line if.....
    - Someone needs to take notes
- Marya
  - Looking at a drawing
    - One of the things that people do is smiley faces
  - Turning qualitative into quantitative
    - Even asking are you happy or not happy isn't always as simple as it seems
- Charla
  - A challenge in all data collection
  - Don't want to oversimplify any of the responses
  - Debriefing over and over again
    - To get at this

- Continual improvement of the tool
  - Being intentional in the set up of it
  - These things change a lot
- Claudia
  - Consider piloting your protocol
  - People are not shy about telling you what is not working
  - If you do this regularly, over time
    - You can start to look at longitudinal data
    - Look for patterns over large numbers
      - Even if you have a small group
  - Starting small, beginning to collect, and go back and improve the tool
- Anita
  - Pressure for nonprofits to produce some scientific data or results is real
    - Overinflated in the sense that asking direct people who directly experience the situation is the only way to get really good information
    - It's not the be all, end all- but it is so important
  - We do interactive focus groups with our community and sometimes, there is someone who slept on the sidewalk the night before the focus group
    - To discount their input would be worse than to acknowledge it, to assess it in some meaningful way
      - That doesn't mean that you change everything you do for hundreds of other people, based on seven people in a focus group.
      - But take the information maybe that you learned from one group and run it by the next focus group as a warm up question
        - Building on it

## Action Items

1. Next ECHO session - September 20
  - Coding qualitative data