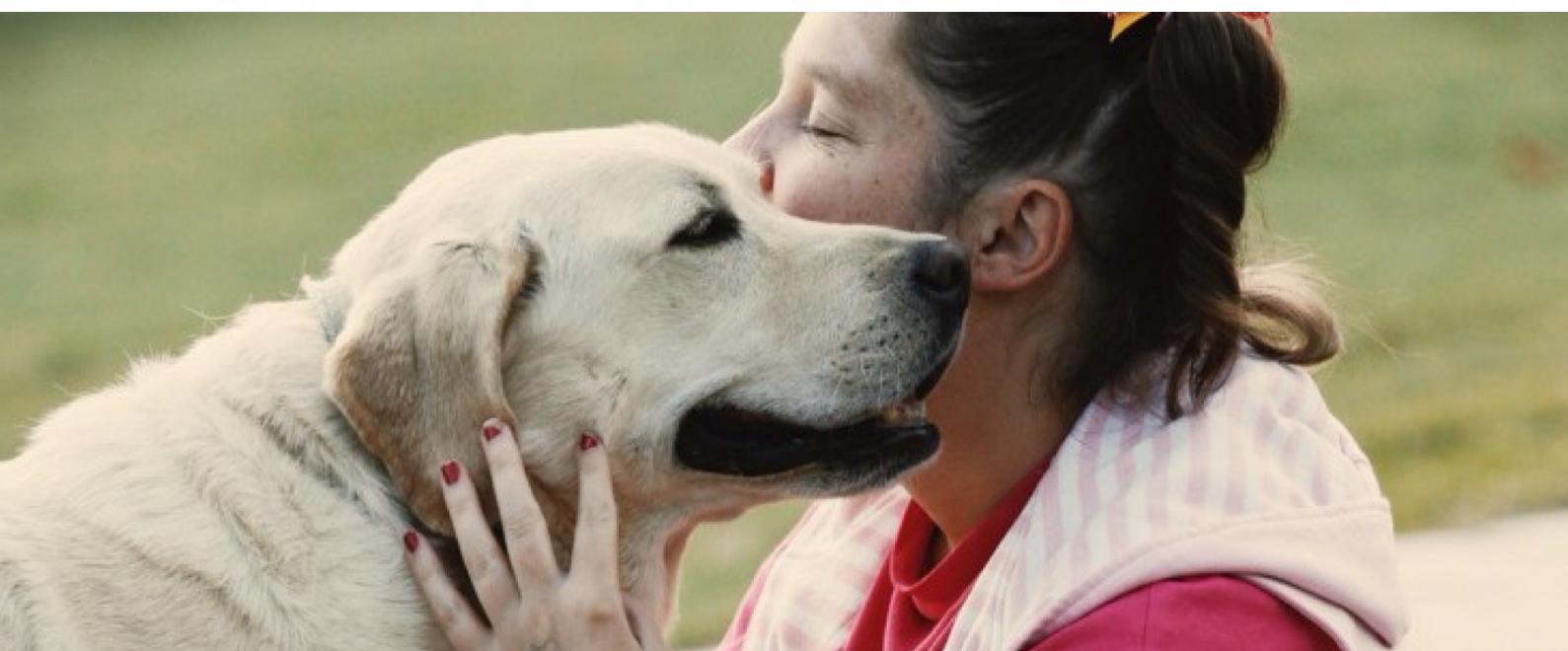


# Annual Evaluation Report 2021



## 2020-21 Evaluation Report





# Executive Summary

"I've been inspired by Mandy's Farm... [they] are kind, amazing and understand ... and a good tool for the community."

-MF Client

Mandy's Farm (MF) is an organization dedicated to providing individualized support for adults with disabilities in Albuquerque, NM, to live full, autonomous lives. Their programming includes residential facilities, employment preparedness and job placement, as well as agricultural and animal programs.

Mandy's Farm evaluation goal was to develop tools to assess their effectiveness in accomplishing their mission. The evaluation team (comprised of Evaluation Lab team lead, fellows and Mandy's Farm staff) focused on three specific goals: First, to develop an organization-wide logic model based on five existing program-specific logic models. Second, to analyze the data and provide recommendations on the content of an existing survey used to evaluate the VAMOS program, one of the largest in the organization. Third, to measure the progress of their clients using client interviews focusing on three rubric areas- daily living, economic opportunity, and friends & relationships. Finally, assess how changes under Covid-19 lock-down affected the clients.

The logic model discussion resulted in an infographic document that MF plans to continue using as a living document. The VAMOS survey analysis showed lack of consistency in responses and may be vulnerable to social desirability bias. The MF team learned how to improve the survey, analyze it, and present the results and recommendations for improving it. The interviews required substantial individualized support due to the varying levels of disability of the clients. Furthermore, conducting them under the Covid-19 pandemic restrictions presented several challenges and opportunities. MF participants' daily lives show the positive effect of MF programs and their caring staff. Participants exert some decision-making in their daily lives, and they benefit from the support and job placement provided by MF. While participants have some understanding about money, they still rely on family and caretakers for decisions making. MF participants rely on staff and MF peers for most of their socialization.

This is the first year MF has collaborated with the UNM Evaluation Lab, so this report offers a starting point for further evaluation teams to continue to build organizational evaluation capacity. Future teams could improve the VAMOS survey, collect more qualitative data, and develop measures for regular collection of data to show MF's organizational impact.



# Introduction

Mandy's Farm (MF) was founded in 2000 to provide support and opportunities for individuals with intellectual and developmental disabilities in the greater Albuquerque area. MF has two farm locations in Albuquerque. Each month, they support more than 200 individuals and their families. Most of their programs focus on support for adults, but certain services are open to young adults or children. MF has a contract with the Developmental Disabilities Support Division through the Department of Health that allows them to provide a variety of services at no cost to participants with a qualifying waiver. Participants with a waiver have access to residential services, day services, an employment program, an agriculture program, and a horseback riding program. MF also serves individuals still waiting for state-supported services through VAMOS, an employment readiness program. MF aims to meet the needs of individuals with disabilities by supplementing state Medicaid funding with donations, grants, and volunteer support.

Shortly before the start of the collaboration with UNM Eval Lab, staff had developed an organization-wide rubric and logic models for most of their programs. Their rubric (included in Appendix A) makes clear their vision for individuals with disabilities to feel supported while living autonomously and fully integrated into broader society. The rubric names daily living, community access, economic opportunity, friends & relationships, safety & autonomy, civic engagement, and freedom from discrimination as target areas for MF to support a full life.

MF wanted to focus their evaluation on developing measures of success both for their own programming purposes (i.e., ‘does our programming support our mission?’) and to showcase the value of their organization to stakeholders, including funders. MF programming is supported by diverse funding sources, including grants and private donations, and these streams of funding could be enhanced by strategic communication of their outcomes. Also, MF staff want to make sure that their work, across their varied programming, aligns with their rubric. MF programs rely on differing funding sources with unique requirements; but how do these programs still function in conjunction to help participants reach autonomous, full lives?

The evaluation this year focused on measuring MF’s success overall by asking:

- How can MF measure and show what success looks like?
- How can distinct programs work toward a unified, overall mission?

To answer these questions, the UNM and MF teams agreed on three evaluation goals:

1. Develop an overall logic model drawn from the individual program logic model’s and the overall rubric.
2. Analyze existing data from pre- and post-surveys from the VAMOS program to assess potential areas of improvement, and use the survey to train staff on how to analyze it and how to communicate its results.

3. Conduct interviews of clients involved in a variety of programs to see how they are doing along three of the rubric items: daily living, economic opportunity, and friends & relationships.



## Work Performed

### *Logic model Development*

MF had previously developed one logic model for each of their main 5 programs. The UNM and MF teams agreed to organize logic models from five programs into one. The teams collaborated over several work sessions to consolidate resources, objectives, outputs and outcomes across all the programs. Once complete, the UNM team visually displayed the single logic in a standard 1-page format. MF staff used the information on the comprehensive and consolidated logic model to create a multi-page infographic document that is visually appealing and informative (see Appendix B). While unconventional, it provides clarity to both internal and external stakeholders about the work that MF does and what it takes to do it.

### *Analysis of VAMOS Surveys*

MF staff identified existing pre- and post-surveys from participants of their VAMOS (employment readiness) program as one tool they use to measure success. After the UNM Eval team reviewed a couple of sample responses to this survey, MF and UNM teams agreed that the survey as is would not produce useful results. The UNM team agreed to analyze the closed-ended question portion from a small sample of 20 surveys. The analysis served to inform recommendations for survey improvement and to train MF staff about how to organize the data on Excel, analyze it and display results in an easy-to-understand way.

MF deidentified a total of 20 pre- and post-surveys from their summer 2019 VAMOS session. Participants completed pre-tests conducted during week 2 (sometimes week 1) of the intern's placement at their host employment site and most post-tests in week 8 of the internship. The five closed-ended questions on the survey asked the respondent—someone employed at the VAMOS intern's host site—to rate the MF VAMOS intern on a scale from one to five (from 'needs improvement' to 'outstanding') on five work skills: accuracy, completeness and orderliness of the work itself; ability to work with others; follow instructions, written or unwritten rules and policies; self-starting activity displayed in performance of duties; adaptability to changing conditions and reversals or new duties. The open-ended questions referred to 'intern's areas of improvements' and 'intern's areas of greatest strength.'

UNM eval team input the data from the scanned paper surveys into an Excel sheet. They conducted simple analyses and produced several graphs to display the results. They brainstormed how to improve the survey and sought ideas from the Eval Lab Learning Community. In a meeting, the UNM eval team showed MF staff how to conduct the appropriate analyses on Excel, how to interpret results, and demonstrated how to display the results. The training included a brief presentation and demonstration on applying statistical methods to their particular data (see Appendix C for content from selected presentation

slides). In a following meeting, the UNM eval team explained the weaknesses in the current survey and recommendations for how to improve it.

### *Interviews*

To understand MF work across the 3 chosen evaluation areas (daily living, economic activity, and friends and relationships), and to showcase their impacts on participants, the UNM team conducted six interviews. Interviewing clients, as opposed to their caretakers, directly aligns with the MF mission to treat their clients as autonomous individuals and provides primary data from those who benefit directly from MF services. The information could be relayed to external stakeholders as well as inform MF about how to improve their programming.

MF selected 7 clients who had been at MF or used their services for more than 3 years, several of whom had received multiple MF services. While self-selecting participants could lead to bias, MF's staff knowledge of their clientele meant they could make an informed choice of which clients were best suited for an interview. MF distributed consent forms provided by the UNM team to the chosen participants and caregivers. MF staff decided to cancel the seventh interview due to client's reluctance to meet virtually.

The UNM team developed a first draft of the interview protocol that MF personalized for each client's communication needs. In addition, MF staff developed a document detailing the individualized communication and support needs of each interviewee. The UNM team and MF staff then discussed interview protocols. The evaluation team decided to use Powerpoint slides with images to accompany each written question. Each interview would begin with a virtual game show style wheel of silly, easy questions to break the ice. While the images seemed to be leading in some interviews, they were essential to gaining answers in others, so this aspect of the protocol became fluid throughout data collection. See Appendix D for a more detailed discussion of individualized interview adaptations.

The interviews had to be conducted remotely over Zoom due to the Covid-19 pandemic. During interviews, one of the UNM eval team members asked questions while the other two kept their cameras off and took detailed notes. This practice decreased distraction for the interviewees. One MF staff member was present at each interview, and in several cases, a caregiver (family or MF staff) was present to aid communication.

Immediately following each interview, the UNM team uploaded their transcripts and a video recording to a shared folder to finalize notes for the analysis. For the analysis, the team organized the responses by the 3 target evaluation areas. Each UNM team member derived codes from the transcripts. From these codes, they developed consensus for themes and recommendations. To build their organization capacity, the UNM team trained the MF staff about thematic analysis using their own data.

Collecting data for this population (developmentally disabled) presented several challenges, particularly during the COVID-19 pandemic where interviews had to be conducted remotely:

- Participants favored a diverse range of communication styles so in-person interviews would have been a better approach and given participants and interviewers a chance to interact personally.
- The digital platform made it hard to read body language cues, as well as relay or rephrase misunderstood questions. To overcome this, staff members had to

accompany participants and, on several occasions, prompt their answers with leading questions. In some cases, participants did not answer and in others they were led into an answer. This meant data from several questions could not be used in the thematic analysis. Still, despite challenges, the evaluation team obtained useful information that MF can use to understand client outcomes, and to communicate with other stakeholders about participants' experiences with their program. See Appendix D for further information regarding strategies for interviewing persons with intellectual disabilities.



## Data Analysis

### *Analysis of VAMOS Surveys*

The UNM team analyzed the closed-ended questions from the VAMOS pre- and post-surveys using a series of matched pair t-tests: one t-test per closed-ended question, and one t-test comparing participants' mean scores before and after. All t-tests were significant: the average scores for each post-test question, and the post-test questions overall, were significantly higher scored than the pre-test questions. Although we predicted that the post-tests would have a significantly higher mean and we could have used the one-tailed t-test, the p-values were significant on the tougher two-tailed test as well, as reported below. See Table 1 for the full results.

**Table 1. Results of Analysis of VAMOS Pre and Post Surveys**

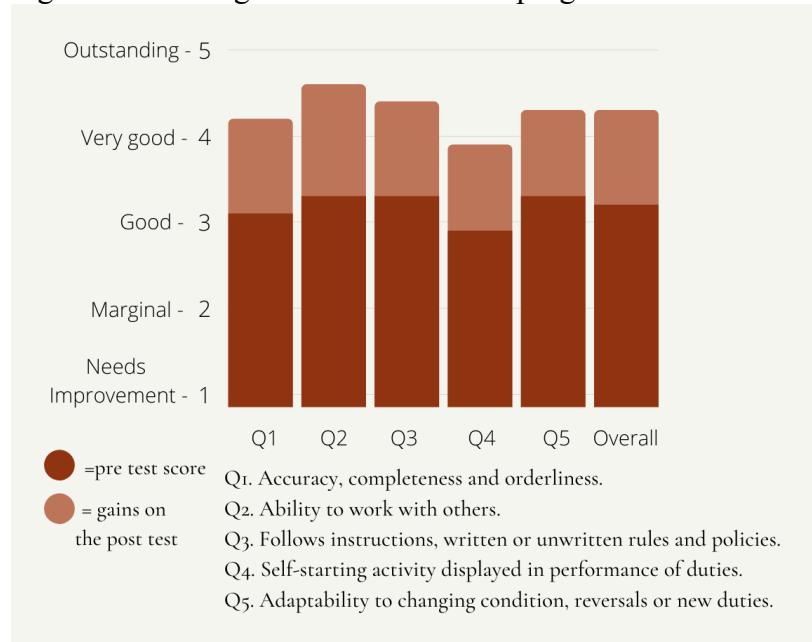
	Pre- test means (variance)	Post- test means (variance)
Q1: accuracy, completeness and orderliness of the work itself	3.1 (1.2)	4.2 (0.7)**
Q2: ability to work with others	3.3 (1.1)	4.6 (0.5)**
Q3: follows instructions, written or unwritten rules and policies	3.3 (1.2)	4.3 (0.8)**
Q4: self-starting activity displayed in performance of duties	2.9 (1.1)	3.8 (1.3)*
Q5: adaptability to changing conditions, reversals or new duties	3.3 (1)	4.3 (0.7)**
Overall: each participant's scores averaged across all five questions	3.2 (0.8)	4.3 (0.5)**

Significance level for two tailed test is reported. \* indicates significance at  $p < .005$ , \*\* indicates significance at  $p < .001$ .

The difference in means from the pre-tests to the post tests averages range from 0.9 points on the Likert scale (on question 4) to 1.3 points on the Likert scale (on question 2). The average improvement across all means tested is 1.1 points on the Likert scale. The pre-test means are closest to a 3 (or 'good') and the means for post test are closest to a 4 on the scale ('very good', except question 2: the mean is halfway to 5, or 'outstanding,' on the post test). Means and variance were similar across all questions, but VAMOS interns performed notably, slightly worse across both pre- and post-surveys on question 4, or 'self-starting activity displayed in performance of duties.' Interns improved the most at their ability to work with

others across the course of the VAMOS program. See Figure 1 for a visual representation of the results.

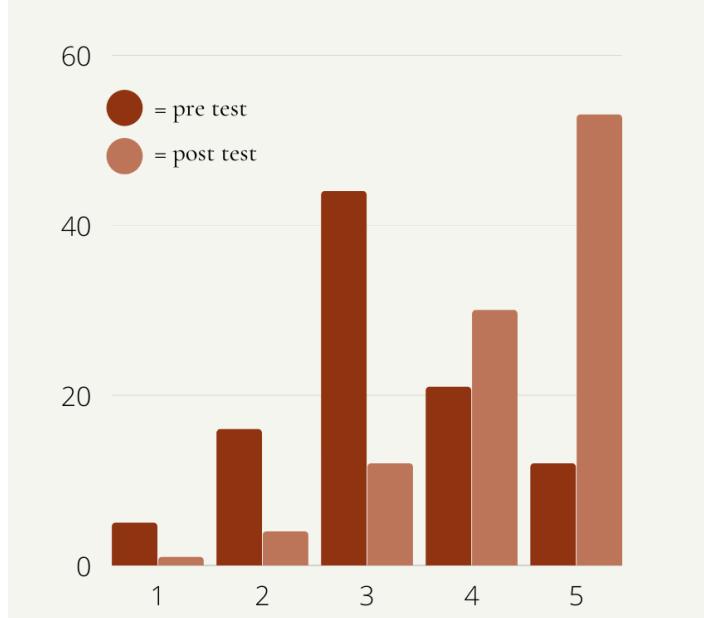
Figure 1. Learning across the VAMOS program



*Social Desirability Bias.* Although the results of the analyses are statistically significant, they were conducted using a nonrandom sample of only twenty participants. That means results are not representative. Instead, we gleaned information about how the survey is functioning. We see that the variance in scores for the pre-test questions is higher than the variance for the post-test questions. This could indicate a ceiling effect on the post-test. In support of this effect, we see that the only post-test with higher variance is question 4, which also had a lower mean score (the only mean below 4), allowing for a greater range of responses before hitting the ‘ceiling’ (highest score possible). However, given the highest score options, ‘outstanding’ and ‘very good,’ a respondent could hardly imagine a result higher than that, and it is possible that respondents truly think that the interns are outstanding by the end of the internship. On the other hand, the results could indicate a social desirability bias toward finding improvement even if there was none. This would be the case if respondents are primed to think of the surveys as pre- and post, or they may even worry that the result will impact the intern’s access to MF services.

Figure 2 shows frequencies for the pre- and post-surveys. For the pre-test, the most popular response is 3, or ‘good’, whereas for the post-test, the most popular response is 5, or ‘outstanding.’ Respondents show a preference for the neutral, mildly positive option for the pretest, and the most positive option for the post-test. These responses may reflect how the respondents really feel, but the pattern consistency is suggestive of social desirability bias. There are two possible explanations. First, the descriptions the survey provides about the Likert scale ratings are vague and the words denoting each step on the scale are centered around a good-bad dichotomy, leaving respondents more vulnerable to social desirability bias. Second, the wording of the open-ended question asking about intern “improvement” might exacerbate social desirability bias because it primes the respondent to find improvement.

Figure 2. Frequencies of Likert scale responses on pre- and post- tests



*Consistency between online and paper formats.* The handwritten, paper survey format allows respondents to answer over a continuum (i.e., mark a point on a line). As a result, some respondents chose halfway points between answer options such as “Good” and “Very Good”. In the online survey, they were only able to respond on each discrete category.

*Clarity in instructions and expectations.* Answer options leave it to managers to decide about expectations. For example, the survey explains that the option ‘needs improvement’ means that “performance does not meet minimum standards”. Therefore, the host employer is left to define what that standard is, which likely differs across settings, so comparing between interns becomes challenging without additional information. Mandy’s Farm and businesses communication on expectations at baseline might add clarity to the survey. Other areas of improvement were:

- Regarding open question on “intern’s areas of improvements”, rewording to include information on whether it refers to areas already improved upon or areas that need improvement would add clarity and comparability across answers.
- Clients were unclear about what to write under “week of program” so answers were too inconsistent to interpret.
- Ask for both name and signature. The current draft only asks for signature.
- Ask for the name of the host company under ‘company/organization name’ since some clients answered Mandy’s Farm instead of the firm’s name. Similarly, if a client worked at a program at Mandy’s Farm, the response did not clarify which program.

*Paper Survey Format.* Conducting surveys with paper and pen presents a number of difficulties. As noted in the previous section, respondents can answer more openly than they can when filling out a controlled, computer-based survey. At times, the handwriting could be difficult to read, which is lost data. Furthermore, more effort is needed to analyze paper surveys, which is at least in part why these surveys had not yet been analyzed. It is

burdensome to input survey responses by hand into an excel. Manual entry is also vulnerable to error.

### *Thematic Analysis of Interviews*

*Daily living.* Participants described a structured balance of individual and MF-led activities when asked what a typical day is like for them. Some participants described differentiated week-day and weekend schedules. Most participants enjoy creative activities or those that led to interactions with others, including art, animal care, bowling, tacos, coffee club, and watching movies or going to the cinema. Participants mentioned family, staff members, and MF peers as people with whom they spend time.

**Figure 3.**



*Economic opportunity.* All participants have been employed, often internally at MF. Participants typically reported feeling happy and fulfilled while working. Some participants shared skills they learned at their jobs, such as how to clean facilities, be on time, be neat, and communicate effectively. Participants' "dream job" descriptions included work related to caretaking for children and/or animals, interacting with others, and feeling valued.

Most participants had a basic financial understanding that money is used to purchase things, because they have debit cards with which they autonomously purchase basic items like shampoo or small discretionary items like a poster. No client had financial autonomy, and most seemed to lack an understanding or interest in bills or bigger purchases, which are handled by caregivers or the ARC (a company that manages finances for people with disabilities).

*Friends and Relationships.* Most participants named staff members they like when asked who helps them at MF, and some identified skills they learned from MF about relationships such as being nice. MF staff helps with communication skills like effective listening, advocating for others, and managing emotions. When asked about a 'best friend,' participants named a staff member or MF peers. When prompted by caregivers, activities like 'hanging out,' 'listening,' and having food with others tended to be prominent aspects of friendship.

*Differences since Covid-19.* All participants had some idea of the pandemic and what it entails. For some it means masks, maintaining distance, and no hugs, while others understand its far reaching effects. Overall, client responses displayed feelings of isolation due to the pandemic, with participants missing seeing people in person and going to MF, and finding it difficult to engage through zoom.

*Methodological conclusions.* Interviews with MF participants were useful for the UNM eval team to better understand the participants, how they feel about MF staff and programs; and they provided information, verbal expressions and words that may be used to display MF's impact. However, the method was limited in depth for systematically examining progress and development stipulated by MF's organization rubric.



## Recommendations

### *Recommendations for Improving VAMOS Surveys*

To improve the VAMOS surveys, the UNM team recommends:

1. Use Survey Monkey (or other virtual survey platform)
2. Include directions with a disclaimer about the survey purpose
3. Make Likert scale more specific
4. Rework open-ended responses to encourage storytelling

These adjustments aim to reduce social desirability bias in responses, improve consistency of responses and enhance the usability of the surveys.

Using Survey Monkey would address several issues in the survey. First, it would reduce the burden of storing and analyzing its data. Second, all respondent answers would be formatted exactly the same, which improves analysis. Third, illegible handwriting would not be a problem.

MF can work on including a brief and clear introduction about the purpose of the survey keeping in mind that partner firms want to support Mandy's Farms clients and might provide biased answers. For instance, the introduction can clarify that it is an ongoing check-in that is not impactful on the intern's access to MF services while avoiding mentioning the surveys are 'pre and post,' because respondents are then primed to see a change in the recipient, and they may think that MF expects to see a change.

The directions could also clarify the initial background questions so that the responses are consistently useable, because some of the questions are excellent as controls for a more precise analysis.

A more specific Likert scale would improve comparability of responses and reduce vulnerability to social desirability bias. The rating labels could be changed from a moral scale to words like 'approaching,' 'meeting,' 'exceeding,' or they could remove the labels from the numbers entirely. The rating descriptions should be changed to describe specific actions that the respondent should see in the intern at that rating. This may indicate separate descriptions for each question in order to make them specific. The description could be a check list of actions that the respondent should see in the intern to reach that rating, with an increasing number of actions on the list on higher ratings. Specific description removes the guess work from what a 3/'good' is for a MF intern.

The open-ended questions could add clarity in what is being asked and what responses should look like. Asking the questions in full sentences would add needed context. Particularly, for the ‘areas of improvement’ question, MF could ask: ‘Identify areas the intern needs to improve upon the most to become an outstanding worker.’ Asking the questions in a way that encourages storytelling will improve the quality of responses. Asking respondents to tell a story to illustrate their answer, encourages them to provide more thoughtful answers. Storytelling could also provide quotable bytes about the experience that could be useful for communicating VAMOS to stakeholders. Adding to the suggested revision above: ‘explain why these areas need improvement’ or ‘can you think of a specific example when the intern displayed a need for improvement in those area(s)?’ Specificity also reduces social desirability bias.

These recommendations maintain the basic structure of the survey design, primarily suggesting rephrasing questions. These minor changes should lead to a survey that better tracks individual client progress and VAMOS program success.

#### *Recommendations based on interview analysis alignment with rubric*

The interview analysis identified several aspects of the target rubric areas where MF could improve their impact to reach their vision of autonomous clients. While participants are accessing employment opportunities with the support of MF, they do not seem knowledgeable about the state of their finances. Thus, MF could exert their effort toward reinforcing lessons about budgeting and finance in their employment readiness programming. MF has been successful with their efforts at job placement already, so the next step is to help clients understand the money that they earn.

The MF rubric sets aim at MF clients forming relationships with non-disabled community members, but all participants interviewed primarily spend time and have friendships with their caregivers, family members, and MF peers. As such, MF could continue to look at ways to integrate community members into their programming, like they do already with their volunteering opportunities. Continued efforts to place clients at integrated job sites in the community could also lead to client relationships with non-disabled community members.

Because the interviews were not in depth, recommendations are limited for how MF’s outcomes align with the rubric. For the daily living evaluation area, the results were inconclusive because much of the responses about how individuals spend their time were led (albeit necessarily so) by caretaker or staff. Thus, the analysis is inconclusive in how much autonomy participants exert in their choices, which is an important aspect of that rubric area. However, the participants seem to have a variety of activities available to them, and they know their preferences, which does indicate choice. Appendix D includes further recommendations for effectively collecting more conclusive, comprehensive data about MF outcomes to build from the client interviews conducted this year.

#### *Recommendations for collecting further qualitative data*

Recommendations for the qualitative interviews aim to reduce bias in responses, improve consistency of responses, and enhance the usability of the responses derived. The recommendations are:

1. Conduct in-person interviews (better able to read non-verbal communications)

2. Reduce caregiver/parent presence (to reduce leading questions and bias responses)
3. Interview staff who work closely with participants instead

In-person interviews would allow enhanced nonverbal communication that could be used to derive answers. It would also eliminate the bias in responses from some participants due to the visual images in the slides we presented to them.

If client interviews were to be repeated, we recommend reducing the presence of caregivers or parents, because they tended to lead responses, at times speaking for clients. If client interviews were to be conducted as part of a totally internal evaluation, a staff member somewhat removed from the individual, but still versed in their communication style and purpose of the evaluation, could conduct the interviews.

The primary recommendation is to conduct staff interviews for the greater depth they would provide and to build on the clients perspective gained from the interviews conducted this year. These could show the organization's understanding of its population and its ability to identify areas of strength and weaknesses in the programs they run to serve these individuals. It would better highlight the "awesomeness" of the work performed by those who perform it.



## Next Steps

Building from the evaluation goals accomplished this year, the UNM team recommends the following 'next steps' for evaluation in subsequent years.

1. Improve the measure for VAMOS, keeping in mind the need to measure both individual progress and program efficacy.
2. Conduct a second qualitative study to supplement the findings from this year's interviews. The interviews this year were meaningful, but we feel that more information could be gleaned with different methods or respondents. The evaluation team could consider interviewing staff, or they might consider in-person observation of clients, supplemented with casual conversation.
3. Develop a measure that evaluates both individual progress and organization/program success. MF staff mentioned wanting to develop a measure of the MF organization, but we did not have time this year. The interviews from this year and any further qualitative data collected should inform the development of the measure. The measure must balance the goals of the new rubric with requirements for funding.



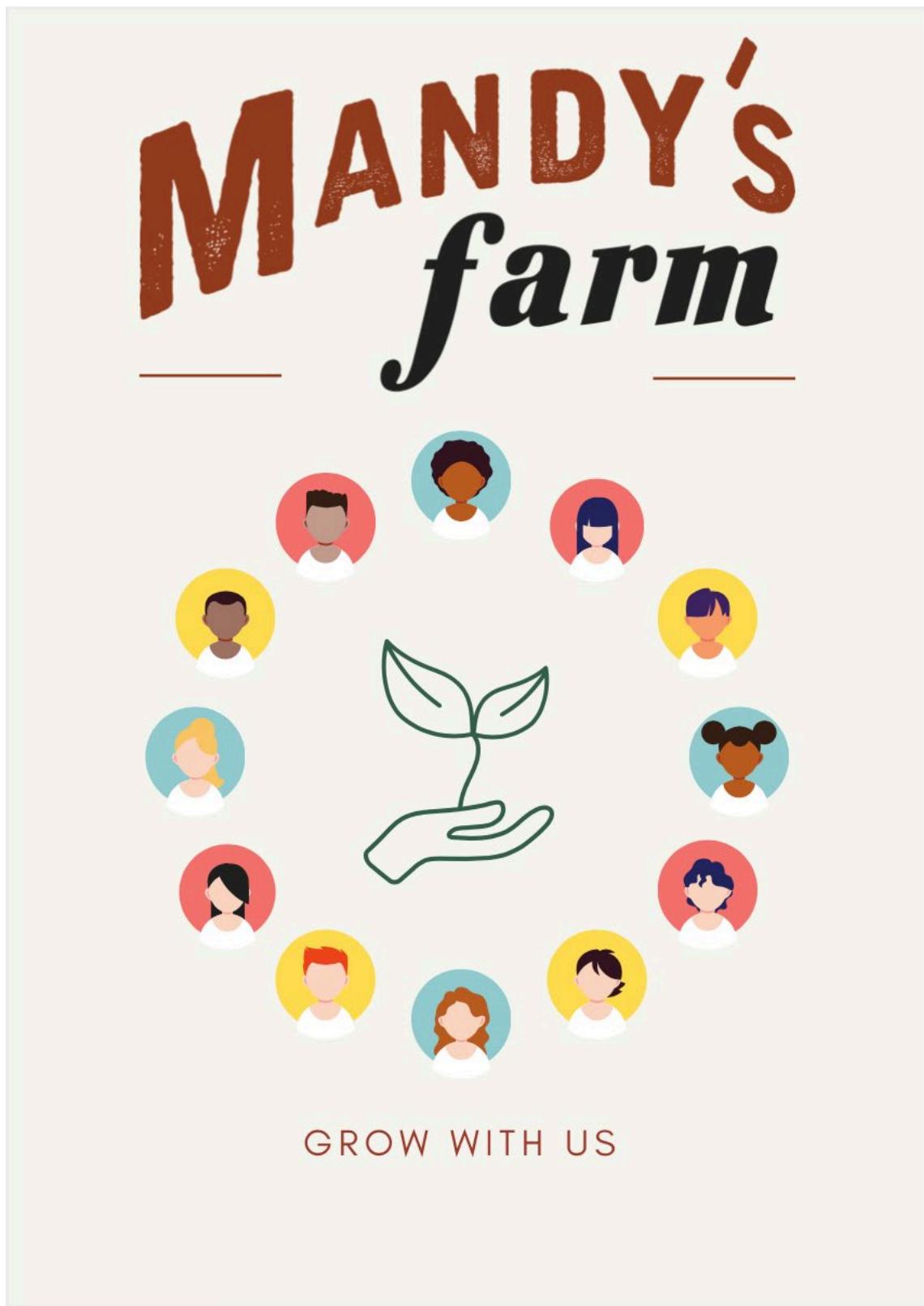
# Appendix A – MF Rubric

## Increased Quality of Life Among Adults with Disabilities

	Failing	Developing	Achieving	Thriving
<b>Daily Living</b>	Adults with disabilities are told what to do in all areas of their lives	Adults with disabilities are offered limited options for daily activities, with whom they spend their time, and where they live	Adults with disabilities learn choice-making skills regarding relationships, daily activities, and housing.	Adults with disabilities exert full control over where they live, where they work, and who they spend time with.
<b>Community Access</b>	Adults with disabilities are limited to segregated spaces	Adults with disabilities access select areas of the community	Adults with disabilities can access all areas of the community	Diverse needs are welcomed, and centered, within community spaces through universal design
<b>Economic Opportunity</b>	Adults with disabilities are unable to access employment and financial tools. Adults with disabilities are unable to make any financial decisions.	Adults with disabilities are provided with segregated, enclave, or disability-focused employment opportunities and have limited access to their disposable income.	Adults with disabilities are educated about, and able to make decisions regarding, their place of employment, access to equitable wages, and their benefits.	Adults with disabilities exert full control over financial decisions and have access to employment at minimum wage or higher alongside non-disabled colleagues.
<b>Friends &amp; Relationships</b>	Adults with disabilities rely on paid caregivers and/or immediate family for socialization	Adults with disabilities develop friendships with disabled peers	Adults with disabilities develop relationships with non-disabled community members	Adults with disabilities live with, work alongside, and have long-term relationships with community members with and without disabilities
<b>Safety &amp; Autonomy</b>	Adults with disabilities experience	Adults with disabilities are provided with	Adults with disabilities are educated	Adults with disabilities live free from abuse,

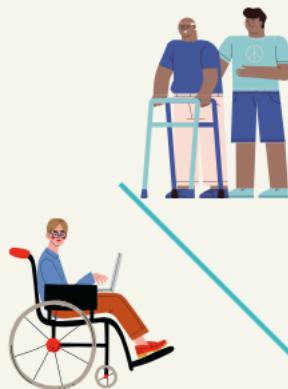
	abuse, neglect, and exploitation	reporting mechanisms to address abuse, neglect, and exploitation	regarding their rights, safety, choice-making, consent, and personal safety	neglect, and exploitation through community safeguards and individualized resources
<b>Freedom from Discrimination</b>	Adults with disabilities, including those who identify as BIPOC (Black, Indigenous, or People of Color) and/or LGBTQ (Lesbian, Gay, Bisexual, Transgender, or Queer) experience discrimination compared to their white, cisgender, heterosexual, non-disabled counterparts, preventing equitable access to community spaces, healthcare, early intervention, and community-based support. .	Adults with disabilities, including those who identify as BIPOC and/or LGBTQ, are given limited access to community spaces, healthcare, early intervention, and community-based support.	Adults with disabilities, including those who identify as BIPOC and/or LGBTQ are provided with education regarding their rights, safety in the community related to police violence, freedom of expression, sexuality, consent, and personal safety.	Adults with disabilities, including those who identify as BIPOC and/or LGBTQ are able to freely exercise the same rights as their white, cisgender, heterosexual, non-disabled counterparts.
<b>Civic Engagement</b>	Adults with disabilities are excluded from voting, political engagement, and community organizing.	Adults with disabilities face significant barriers in terms of accessibility when engaging in politics, voting, and community organizing .	Adults with disabilities are provided with education regarding their rights, voter registration, political issues, and opportunities for community organizing and peaceful protest.	Adults with disabilities successfully access the vote (registration, physical locations, and ballot design), as well as meaningful opportunities to engage in political activities, peaceful protest, and community organizing.

## Appendix B – Final Overall Logic Model



## OUR MISSION

Mandy's Farm is a nonprofit organization that assists individuals with developmental disabilities in achieving their goals for living, learning, and working in the community.



Mandy's Farm provides in-home support to people with disabilities who choose to live as housemates, as well as for individuals who live with their family or a surrogate family. These services are designed to increase health, safety, and independence.



Mandy's Farm facilitates adaptive programming in visual and performing arts, gardening, physical fitness, horseback riding, animal husbandry, community recreation, and volunteer opportunities.

Mandy's Farm assists individuals with disabilities in obtaining employment in typical community settings, making minimum wage or higher. Mandy's Farm also provides consultation and assistance to inclusive employers.

# MANDY'S farm

Through collaboration as part of the New Mexico AgrAbility Project, Mandy's Farm provides training, infrastructure, and technical assistance to individuals with disabilities who are interested in becoming farmers.

The adaptive aquatics facilities at Mandy's Farm provide opportunities for people with disabilities to build strength and flexibility, participate in aquatics-based therapy, experience sensory relief, and have fun in a safe, relaxing space.



The VAMOS Program supports individuals with disabilities who are transitioning to adult living without access to long-term services. VAMOS students participate in programming that prepares them for high school graduation, post-secondary education, and the workforce.



Mandy's Farm provides adaptive horsemanship, animal husbandry experience, and horseback riding lessons to individuals of all ages, with and without disabilities. These activities provide opportunities to build physical strength, confidence, and social skills.



## OUR VALUES

### COMMUNITY



We are committed to collaborating with and meeting the needs of our community to create positive change.

### GROWTH



We embrace opportunities for growth and encourage creativity and innovation as we face new challenges.

### INCLUSION



We prioritize access and equity for people with disabilities, acknowledging that disability intersects with race, gender, and sexual orientation.

## OUR VISION

Mandy's Farm has embraced a vision for the future focused on seven areas that directly impact quality of life for adults with disabilities:

### DAILY LIVING

Adults with disabilities exert full control over where they live, where they work, and who they spend time with.

### COMMUNITY ACCESS

Diverse needs are welcomed, and centered, within community spaces through universal design.

### ECONOMIC OPPORTUNITY

Adults with disabilities exert full control over financial decisions and have access to employment at minimum wage or higher alongside non-disabled colleagues.

### FRIENDS & RELATIONSHIPS

Adults with disabilities live with, work alongside, and have long-term relationships with community members with and without disabilities.

### SAFETY & AUTONOMY

Adults with disabilities live free from abuse, neglect, and exploitation through community safeguards and individualized resources.

### CIVIC ENGAGEMENT

Adults with disabilities successfully access the vote, as well as meaningful opportunities to engage in political activities, peaceful protest, and community organizing.

### FREEDOM FROM DISCRIMINATION

Adults with disabilities, including those who identify as Black, Indigenous, People of color, and/or lesbian, gay, bisexual, or transgender, are able to freely exercise the same rights as their white, cisgender, heterosexual, non-disabled counterparts.



## Outputs

### MANDY'S FARM CREATES...

Social roles, volunteer opportunities, and jobs for people with disabilities

Supportive, culturally-informed, and person-centered living situations for people with disabilities

Opportunities for people with disabilities to set, pursue, and achieve individual-specific goals

Programming, follow-along support, and referrals for individuals with disabilities and their families who are living without access to long-term services

Inclusive community events, recreational activities, and educational workshops where people with and without disabilities are able to learn, play, volunteer, and celebrate together

Locally and sustainably-grown food to share with the community through farmer's markets and local food pantries

Trained direct support professionals, with experience in community-based, on-the-job, and in-home support

Safe and accessible transportation options for people with disabilities who are unable to utilize public transit systems

Care practices that meet the physical and mental health needs of participants as advised by therapists, consultants, and medical providers

New farmers, entrepreneurs, and committed job seekers

New job placements within community nonprofits and businesses at minimum wage or higher for people with disabilities

Opportunities for people with disabilities to grow and experience increased longevity within their chosen career path



## Outcomes

### MANDY'S FARM IMPACTS...



#### BEHAVIOR:

##### People with disabilities...

- Engage in meaningful social roles and participate in their communities
- Exhibit new skills in caring for themselves and others
- Practice and apply new safety skills
- Pursue post-secondary education
- Pursue community employment at minimum wage or higher
- Participate in new activities and experiences
- Request disability-related accommodations when needed

##### People with disabilities...

- Live in safe, accessible, and supportive situations of their choosing
- Develop meaningful relationships with people with and without disabilities
- Obtain integrated employment at minimum wage or higher
- Experience reduced feelings of isolation or helplessness
- Experience reduced risk of abuse/ neglect/ exploitation
- Experience increased physical and emotional well-being
- Experience increased financial autonomy and independence

#### KNOWLEDGE, SKILLS, & OPINIONS:

##### People with disabilities...

- Identify their own interests, skills, support needs, and preferences
- Learn how to identify, set, and achieve their goals
- Experience increased feelings of confidence and self-efficacy
- Understand their rights and responsibilities
- Understand how to advocate for themselves
- Learn new skills for navigating relationships, boundaries, and consent

##### Community members...

- Feel confident when volunteering or working with people with disabilities
- Build meaningful relationships with individuals with disabilities
- Understand inclusivity and embrace universal design
- Prioritize hiring people with disabilities
- Celebrate the social and cultural contributions of people with disabilities
- Understand and actively engage in reducing the impacts of ableism

#### ATTITUDES:

## Grow with us on social media!



INSTAGRAM: @MANDYSFARMNM



FACEBOOK: @MANDYSFARM



TWITTER: @MANDYSFARMNM



P.O. Box 9346  
Albuquerque, NM 87119

Support our work: visit [www.mandysfarm.org/donate](http://www.mandysfarm.org/donate)!



# Appendix C – Survey Analysis Training

t-test on Excel, significance only

1. Go to the sheet with your raw data
2. Select a blank cell where you want the significance output to appear
3. Top menu: Formulas > More Functions > Statistical > T.TEST
4. For array 1, select the column for the pretest
5. For array 2, select the column for the post test
6. For tails, input desired tails (I recommend 2)
7. For type, input '1' for a paired t-test
8. The number that appears in the cell is your p value. If it is less than .05, then it is significant
9. If the number has an E in it, then it is just very small/close to zero and is significant. But to be sure, you can change the cell format from 'general' to 'number' and a zero will appear instead

t-test on excel, detailed output

1. Top menu: Data > Analysis tools > Check Analysis ToolPak > OK [once the ToolPak has been enabled, you won't need to do it again]
2. Top menu: Data > Data Analysis > t-test: Paired Two Sample for Means > OK
3. Variable 1 Range: select the column for the post test
4. Variable 2 Range: select the column for the pretest
5. Hypothesized mean difference: leave blank or write '0' [this is the null hypothesis...that there is no difference]
6. Alpha: leave it at 0.05
7. Output options: choose where you want the output table to appear
8. Select 'OK'

Interpreting detailed output

1. Mean: the average score
2. Variance: how much the scores are spread out from the mean (how much they vary).
3. Low variance means the scores are clustered around the mean
4. P(T<=t) is the significance (output shows both one and two tailed)

Histogram on excel (frequency)

1. Top menu: Data > Analysis tools > Check Analysis ToolPak > OK [once the ToolPak has been enabled, you won't need to do it again]
2. Top menu: Data > Data Analysis > Histogram > OK
3. Input range: include all cells that you want to count (e.g., all pre-test responses from all 5 questions)
4. Bin Range: select a column of cells with the values that you want counts of (so for the pre/posttests, I created a column of the numbers 1-5 since those are the possible values on the test)
5. Output options: choose where you want the output to appear and make sure to check

- ‘chart output’ if you want to see the histogram graph
- 6. Edit the graph as you see fit
- 7. Can combine two histograms

#### Formatting charts on Canva

- 1. Start/open a design
- 2. On the left-hand menu, go to More (at the very bottom) > Charts
- 3. Click the chart style that you want
- 4. Input raw data manually
- 5. Customize chart (colors, labels, etc.)



## Appendix D – ID Interview Review

Interviewing participants with intellectual disability (ID) necessitates additional considerations. Communication and emotionality is different for some of these individuals, which in some cases makes the typical interview format an ill-suited method for gaining insight into their thoughts, feelings, and experiences. Some individuals with ID communicate mainly nonverbally, or they may have an individualized vocabulary that an outside interviewer is not versed in. Some individuals may be quick to lose interest, or become distracted, or root into a negative mood, all of which impact the richness of the data, or in some cases prevent interview completion. However, with accommodations, we completed several successful interviews, leading to insight into Mandy's Farm programming that interviewing staff could not have elicited. We developed a plan by following the suggestions of MF staff, as well as the literature on ID, to construct individualized interview protocols and support for each participant.

The process for constructing the interview protocols was dialectical between the UNM evaluation team and the MF staff. First, the UNM eval team developed a generic protocol focused on the evaluation mission. The MF staff used the generic protocol to individualize the questions for each participant. In addition, they developed a document detailing communication style and support considerations for each participant. As a group, the Eval teams discussed ways to make the interviews engaging.

Based on our discussions with MF staff and the experience with these specialized interviews, the UNM Eval team suggest these considerations for future projects interviewing individuals with ID:

- **Interview attendance:** Each interview required a number of additional people, partially because of the pandemic. Each interview included at least the participant, two UNM eval team members (one to ask the questions and one to take notes), a MF staff member familiar with the project and with the participant, and sometimes an additional in-person communication support person. At the same time, too many people present can be overwhelming or distracting. Therefore, usually only the UNM eval team member asking the questions and the participant kept their video on for the entirety of the interview, with others turning on their camera only at the beginning, or as needed.
- **Question development:** The questions may need to be more concrete than abstract for improved comprehension. To achieve a similar level of answer depth that abstract questions can elicit, several concrete questions in succession can replace one abstract question. For example, instead of asking ‘how much control do you have over your finances,’ ask ‘Where do you keep your money? Does your mom help you with your money?’ or ‘Do you have a debit card? What do you buy with your debit card? Does someone help you with your money?’ As is apparent in these example questions, it can be beneficial for the concreteness to be specific to the context of each participant (i.e., specifying that their mother has the

money). As such, individualized questions and including a familiar person as communication support during the interview is imperative.

- **Communication support:** Even if the questions are individualized ahead of time, the question may not land during the interview. The question may need to be further contextualized and made more concrete. During the interviews, the designated interviewer on the UNM evaluation team would first ask the question, and, more often than not, a familiar communication support person would rephrase the question, possibly breaking it down further into more questions. Ideally, the communication supporter is someone who is both familiar with the client and the goals of the evaluation. These supporters know how to effectively adjust questions for improved comprehension, but that still lead to answers relevant to the evaluation. Due to the pandemic, some of the primary communication supporters were less familiar with the evaluation goals. These participants required in-person communication support, so their support had to be particular staff or family members in their social isolation bubble.
- **Positivity:** An interview may be especially anxiety-inducing for these participants. They may feel like they are being tested and may fear answering wrong. As such, encouragement throughout the interview is important to keep participants confident, engaged, and positive. During the interviews, staff and interviewer expressed several times how helpful they were being and how important their opinions are. We typically thanked participants for sharing after each question. The Mandy's Farm staff modeled this positive communication throughout. In addition, some participants may struggle to regulate negative emotions, so asking questions about their feelings or other emotional topics can be tricky. Repeated encouragement can help prevent negative emotionality from taking hold, but sometimes, it may be prudent to skip a tricky question if the participant seems already upset. The well-being of the participants is more important than gathering additional data. Plus, an upset participant may refuse to finish the interview.
- **Engagement:** Over zoom, engagement was especially challenging, and our strategies for engagement were specific to this format. We began each interview with a game: we screenshared a 'wheel of fortune' with mostly silly, easy questions. The wheel of fortune was colorful and noisy. (In addition to engagement, this activity also functioned to reduce interview anxiety by raising confidence in answering questions). We screen-shared a PowerPoint for the remainder of our questions. Each slide comprised one question (or a set of related questions) in large font and an illustration. This format worked generally well, because the image could serve as a cue and the literate participants could reread the question to stay focused, but for several participants, it did not work. One participant's answers were influenced by the illustration. A particularly social, happy participant found our faces more engaging than the slides. Flexibility throughout each interview is important.
- **Interview length:** Mandy's Farm staff recommended capping the interviews at a half an hour for optimal engagement and participation. Thus, we had to reduce our questions to the most pertinent few for each of the three rubric areas. Even a particularly verbal participant, who we spoke with for 45 minutes, became less engaged toward the end of the interview, providing less thoughtful answers to the last few questions. Thus, keep the time short to ensure that the most important questions are addressed with full attention. After the first few interviews, we reduced the protocol further by eliminating questions about facts that we could

instead obtain from Mandy's Farm staff (e.g., 'How long have you been at Mandy's Farm?' and 'What jobs have you had?'). These questions took time to answer, and due to some participants' different conception of time, answering them could be difficult and diminish their confidence to answer questions. Instead, asking questions that only the participants know the answer to is a more fruitful use of truncated interviewing time, like how working makes them feel and where they learned to be a good friend.

The pandemic added to the complexity of the accommodations, and certainly these circumstances impacted the success of our strategies. Overall, the UNM eval team supposes that the interviews would have been more successful in-person, because they would have been engaging with less effort. Mandy's Farm staff canceled one of our original eight interviews altogether because of the participant's refusal to use zoom for any reason. Perhaps remote interviewing is not the best data collection method for this population at all. Instead, it may be more fruitful in remote circumstances to interview staff. If we were not constrained by the pandemic, less pressured conversation on-site with clients, supplemented by observation of Mandy's Farm activities, may be more effective than structured interviews. Still, the general recommendations to reduce the length of the interview, make it engaging, be positive, provide individualized communication support, and ask individualized, contextualized questions are likely useful across formats of data collection for participants with ID.