

Attendees:

- Anita Córdova, ABQ Health Care for the Homeless
- Ariana Kramer, Development Coordinator with SOMOS (Society of the Muse of the Southwest) in Taos, arianakramer@hotmail.com
- Audrey – Team lead eval lab.
- Bill Slauson – UNM office of assessment and program review
- Brenda Florez – Timmy Global Health
- Charla Orozco - Host
- Claudia Diaz. Evaluation Lab. Director. claudiadf@unm.edu
- Dorothy Larson – NM Legal Aid, Grants Manager
- Emely Sanchez Opp - Timmy Global Health
- Emma – MPP Eval Lab – Technical Director
- Jan Smith, ED, SOMOS, Taos, NM somos@somostaos.org
- Janice Kauer, New Mexico Legal Aid, Development Director, janicek@nmlegalaid.org
- Jenna Dole, Sociology dept and Institute for Social Research, jdole@unm.edu
- Kersti Tyson, LANL Foundation, Director of Evaluation and Learning, kersti@lanlfoundation.org
- Krista Savoca, Latin American & Iberian Institute, Associate Director, atsirk@unm.edu
- Mariana Rivera Freeman, Pajarito Environmental Education Center, Field Science Specialist, mariana@peecnature.org
- Marleen Linares-Gonzalez, LAll, Communication & Outreach, mlinares@unm.edu
- Mary Pittman, Director of Global Health, Indianapolis, Indiana
- Melissa Binder – Director of MPP, Team Lead Eval Lab
- Sarah Armstrong, Managing Director, Overeaters Anonymous, sarmstrong@oa.org.
- Siobhan Niklasson, PEEC Education Programs Director, educator@peecnature.org
- Sylvan Argo – Grants Manager LANL Foundation
- Sylvan Argo, LANL Foundation, sylvan@lanlfoundation.org

Pajarito Environmental Education Center
Siobhan – Educations Program Director
Mariana Rivera Freeman -- Field Science Specialist
Operates Los Alamos Nature Center

Presented a sample of their logic model– Focused on Community Involvement

Mission: Getting kids outside so kids have first-hand experiences in nature. So, they have ownership of their own environment through hands on experience outside. Partnering with two community schools. They want to be a resource for kids needs. Improve confidence and competency with teachers so they feel comfortable to take their kids out to do field science. They want to be a resource for teachers and the community.

They've reached out to the community through meetings with environmental professionals, town halls, and teacher meetings with Kha'p'o and McCurdy

They have learned a lot through their community engagement so far by reaching out to understand how they should tailor each lesson according to each community.

Presented a sample of their rubric – Focused on Community Involvement

“How are we going to get there and how are we going to evaluate ourselves along the way?”

One of the challenges they are facing is relationship building without facetime.

Open for feedback:

Janice – identify a champion in the field – very important for indigenous communities; put together an advisory committee within the community.

Sylvan - A participatory process could offer great reflection/connection opportunity

Kersti – Edits on the rubric; the levels build on each other but all four stages are needed to reach the final stage

Melissa Binder - Are there community members on your board? If not, recruiting them.

Latin American & Iberian Institute; Foreign Language (FLASH)

Krista Savoca -- Associate Director

Portugese and indigenous languages

Krista gave an overview of the program and why it matters. LAll offers two fellowships to help study languages that are not as often taught and learned.

The fellowships are being paid for through a grant which they are planning to reapply for in 2022. The idea is to incorporate feedback from the alumni so that they could incorporate some of that data into the grant they are writing in 2022.

They have put together a survey to ask their alumni about their experiences and it is specifically tailored towards understanding if the classes offered helped them in their career at UNM and beyond.

They would like the survey to be finished in ~5-7 minutes.

Open for feedback:

Jenna Dole – What they would have liked to have seen in the program?

Charla Orozco - Go through each question and figure out how each question pertains to each goal.

Melissa Binder – Melissa has found a lot of the most interesting findings in surveys comes from open ended feedback.

How to prepare for and conduct a community-based needs assessment

Juan Abeyta – Community Based Needs Assessment

Juan recommends spending more time with preparation because that is where the heaviest lifting is.

Project Scope:

What: define the key issues concern or topic

Why: The intent of the needs assessment

Who: The intended target population

Where: Geographic target

When: Project Timeline

Identify Potential Pitfalls:

Context: each community has its own unique culture, historical-, political-, economic-, social-, and geographic-background.

Education: literacy, knowledge, understanding

Resources: team skills, experience, budget, infrastructure

Time: short, medium, long term

Bias: assumptions, structural inequities, missing information

Types of Data:

Publicly available: government, academic, commercial

Organization: reports, studies

Consider both quantitative & qualitative data

Determine measurable indicators:

What do you need to answer your questions?

Outcome map: what do you hope will happen with the data?

How does your data answer the questions?

Conducting a community needs assessment:

Gather and analyze data

Summarize & disseminate findings

Identify solution strategies

Case study: Commission on Access to Justice Project

The initial cohort of communities: Hobbs, Las Cruces, & Taos

The first major task was conducting community needs assessment targeting community service providers

Project Scope:

What: Barriers individuals face accessing civil legal resources

Why: Access to effective assistance for essential civil legal needs

Who: Community service providers (actor map for each community)

Where: Specific location for each community

When: One-year time frame from initial assessment to prioritization.

Potential Pitfalls:

Context: language, municipality boundaries, judicial systems

Education: understanding of what a civil legal need is

Resources: data collection, storage access and ownership

Bias: perceptions of the justice system, missing information

Data sources:

Public: NM & Tribal courts, NM Nonprofit directory, nonprofit associations (CNPE, NM Progressive Coalition, La Red del Rio Abajo, Impact & Coffee), SHARE-NM, Elected officials (legislature, county, municipal, and Public Education Commission), NM PED

Organizational: NM Public Library associations, legal service providers (NM legal aid, ACLU, NMILC, Pegasus), NM Foundations, health care providers, faith-based organizations, media, business associations

Consider quantitative data: number of case loads

Consider qualitative data: Community sessions- asked open ended questions.

- What are the barriers your clients meet when looking for civil legal needs?
- *Who is not at the table?*

Second Listening session- identified from the first learning session

- Which of these issues would you be willing to work on? What you would be willing to address in meeting your clients' needs?
 - Identified the community partners who would be allies.

Charla: Closing comments. Next meeting: January 26th.