Evaluation Lab ECHO Learning Community

15 March 2022 / 9:00-10:30AM / Zoom

Attendees

Charla Orozco- facilitator
Claudia Diaz Fuentes- Didactic Presenter

Ybeth Iglesias, UNM Family Development Program (Training and Development Consultant)
Shantini Ramakrishnan, Conservation science Center (Program Manager)
Zachary Leonard, LANL MSA Regional Partnership (Professional Development and School Improvement)
Julie Hasty, Santa Fe Watershed Association/SFOEC (Director of Education)
Natasha Farmer, STEM Santa Fe (Development and Marketing Associate)
Kristen Kinney, Explora (Visitor Experience Specialist)
Whitney Jones, LANL Foundation
Amy McConnell Franklin, SEL4NM and SEL Community Catalyst (founding co chair and director)
Sylvan Argo, LANL Foundation (Grants Manager)
Elizabeth Watts, PEEC (educator)
Jay Hennicke, Center for Youth Works
Catron Allred, ECCOE Santa Fe Community College
Marya Roddis, Chama Valley Arts
Taylor Etchemendy, Community Catalyst from Taos
Rebecca Belleto, Teach for America New Mexico
Jordan Ganley,
Dr. Lina Germann, STEM Santa Fe
Herbert, Rocky Mountain Youth Corps
Elizabeth Watts, PEEC
Emely Sanchez,
Anita Cordova, AHCH
Rosalie Nava
Randy Merker, LANL Math and Science Academy

Agenda

Introductions

- Name, organization

Organization Share-outs

1. Logic Model share: Jay from Santa Fe Youthworks
2. Rubric share: Anita and Mayra from Chama Valley Art

Notes on Organization Share-outs

- **Presenting on logic model: Director of Operations from Santa Fe Youth Works**
- Workforce development
    - GED, case management, wrap around services,
- Logic Model-
- Inputs
    - Youth and young adults
        - Disconnected from the workforce, education
        - Come from challenging circumstances- up against a lot of stigma, including from families
        - Takes a lot for young people to show up
    - Staff
    - Time
    - Families
        - Emotional support, referrals, extra hands,
    - Agencies
    - Decision makers
    - Businesses/ Employers
    - Entrepreneurial customers
    - Schools
    - Government
    - Supportive services Funding for client needs
    - Program funding- grants, contracts, and fundraising
    - Donors
    - Facility
    - Volunteers
        - People in the community who want everyone to do better
        - Not just paid staff who care
    - Equipment
    - Food
    - Technology
    - Best practices for youth development
- Outputs

- Youth Build is largest program - career development program
  - Culinary track and construction track
  - Department of Labor program
    - Focus on job training and job placements
- Thrift Store
  - Retail experience
  - New endeavors
- Juvenile justice program
  - Intensive community monitoring
    - Reengaging youth who have been involved in the criminal justice system
- Youth Corps
  - Environment program
    - Youth working on the farms
      - 40 youth per year for this program
- Short term outcomes
  - Youth attitudes about self and success change
  - Youth increase skills attained by exposure, direct training, and education
  - Youth gain trust to receive services and assistance
    - Key
    - There are adults that are trustworthy
  - Youth are motivated to accept help and to self-adult
  - Endurance/resilience
- Long term outcomes
  - Youth in the community experience reduced incidence of disconnection
    - Deliberately want to connect youth to the community
    - Stronger connection and pride in the community they are a part of
    - More likely to spread feelings that to other
    - Byproducts of this- reduce pollution, reduce graffiti
    - Proud of themselves and their contributions
  - From disconnected to connected
  - From unstable to stable
  - Stabilize independently
  - Stable now, is short term but builds on and leads to long-term stability
  - Lift the stigma of being a disconnected youth or opportunity youth

Opened up for questions/suggestions

- Dr. Lina Germann comment-
  - Shout out to Youth Works

- ○ Hired them to cater and they were excellent.
- **Presenting on Rubric: Marya Roddis - Chama Valley Arts**
    - ○ Northern New Mexico
    - ○ A lot of potential in the Chama's community
        - ■ A lot of stigma
            - ● Youth told they will never amount to anything
    - ○ This program works with younger ones
        - ■ Trying to shift away from the stigma
    - ○ Sharing the rubric
        - ■ Each goal has a strategy and criteria that follows
            - ● For example:
                - ○ Goal: Emotional literacy
                    - ■ Has 3 strategies and then an objective, outcome/success criteria, assessment strategy/tool, date, person responsible
    - ○ Strategies for emotional learning- what is already going in the classroom that facilitates emotional literacy ?
        - ■ Daily exercise
        - ■ Provide support for students to voice their preferences, likes, dislikes, and to participate in way they find comfortable
        - ■ Exit tickets
            - ● Final daily activity
    - ○ Critical thinking journey
        - ■ Going from impulsive to inquiry, listening, reflecting, and synthesizing
    - ○ Assessment tools
        - ■ Teacher reporting/reflections
            - ● Keep track in dedicated spreadsheet
        - ■ Ancillary providers assist in evaluation
    - ○ Confidence and community growth journey
        - ■ Strategy 1 - build a classroom culture of collaboration
            - ● Objective- teacher and students will help each other in every step of classroom activities 80% of each session
            - ● Outcomes0 90% of student are focused on collaboration with their classmates while exploring/using/healthy ways of expressing themselves
            - ● Assessment strategy/tool
                - ○ Teacher reflections recorded in custom spreadsheet

- - - ■ Strategy 2- guide students through a creative process which encourages perseverance when they do not like what they are creating, curiosity when they do not know what to do, and discourages creating to meet external expectations

Questions/suggestions

Questions from Amy

- Any measures of teachers changing attitudes?
  - Teacher reflections
  - Ancillary providers
    - Teacher evaluation
      - This is a future goal
- What do you expect to see in teacher attitudes?
  - Agile at building confidence in themselves
  - Goal 3 - strengthening confidence should be happening at the teacher level as well

Charla suggestion

- - Incorporating growth mindset -goal 2 , in particular
    - Versus fixed mindset approach
    - Teacher can emulate growth mindset
    - Student can see that they are not the only ones that struggle
      - Watch teacher move through challenges as well

Sylvan suggestion

- Strategies one and two
- Strategy 3 feels like it can be teased out into two parts (maybe even try 3)
  - Community, individual, and intersection
  - External expectations seem like its own

Zach suggestion

- Strategy 2
  - Success criteria
    - Rubric- evidence of what the success criteria looks like
    - 90% of students will....
      - But each one of these could have a rubric

Final thoughts from Marya:

Without building out to rubric, you don't know what each step and criteria looks like, and how to record it.

Notes on Didactic Presentation: Survey Design (Dr. Claudia Diaz Fuentes)

- Learning objectives
  - Identify whether a survey is the right tool
  - Understand the pros and cons of survey data and potential solutions
  - Apply strategies to obtain meaningful data from surveys
    - Link evaluation foals to survey questions
    - Identify type of questions
- Is the survey tool right for you
  - 4 things you want to ask yourself before
    - Do you need external validity
      - Do you need to be able to talk about your entire population
      - If you say yes, then you want to go with a survey
    - Do you want concise and quantifiable results
      - Doesn't meant they will all be closed
      - If yes, then you might want to use a survey
    - Answer to closed ended questions or short open ended questions
    - Compare results over time
- Pros of using surveys
  - High baseline cost of developing the survey
    - Initial cost is high but then pretty sustainable
  - Fairly inexpensive once developed
  - Survey are familiar to most people
    - Culturally used to surveys
  - Likely to collect a representative sample if you set up the right sampling design
  - Surveys provide anonymity to participant who may be more comfortable sharing in writing
  - You ask the same question to everyone. That means there's no risk of interview rephrasing/changing the questions
  - Once you get a hold of creating tables/graphs out of your data, you can replicate this process easily for other surveys
- Cons

- ○ Risk of low response rates (either few people answer and/or do not complete surveys) → Possible Solutions: call ahead of time and.or send reminders. Consider surveying a larger population. Survey on site.
- ○ Surveys assume respondent can read or write→ Possible Solutions: consider interviewer- administered surveys
- ○ If a survey is mailed or answered online outside the organization, you can't be sure who answered or if someone helped. → Possible Solutions: call ahead of time to confirm the phone number/address is correct. Let them know the survey/link will arrive soon
- ○ It takes time and several iterations to write a good survey. → Possible Solutions: Run a test survey with 2 or 3 clients of your first polished draft.
- ○ No immediate chance for follow up → Possible Solutions: consider adjusting future surveys. You can also add open ended questions.
- How to do it? Steps for developing survey
  - ○ 1. Start with what it is you want to learn
    - ■ You may find after asking yourself this that you don't need a survey
  - ○ 2. Think about your timeline, resources and overall logistics.
  - ○ 3. Write questions (or get them from verified sources).
  - ○ 4. Create the survey and Pilot
  - ○ For best results, make sure to talk to key people in each step!
- Step 1: Start with what is is you want to learn
  - ○ How do you split things into its component parts
  - ○ With your team, explicitly and succinctly define your evaluation goal. This will help you stay focused!
    - ■ Avoid data greediness!
  - ○ Translate your questions into specific things you want to learn that will help address your evaluation goal.
  - ○ Example: understand why client may not adhere to their treatment goals
    - ■ Understand specific barriers to clients
      - ● Define these
    - ■ Ask about experiences with services
      - ● Enough providers that speak language of preference? Do clients feel safe? What makes them feel safe?
    - ■ Key attributes: # of children, intergenerational households, etc.
      - ● These were things that providers have noticed that drive these issues
  - ○ Here, we are just breaking things into small components
    - ■ A little table might help

- - - ● Information needed to answer evaluation question (on the left)
        - ● How do we measure this? (on the right)
      - ■ Example from table:
        - ● Barrier: geographic constraints (on the left side of the table)
        - ● On the right side of the table → ask about zipcode
- ● Step 2. Think about your timelines, resources and overall logistics.
  - ○ Who will lead the survey design? Who will support and how?
  - ○ Is this a one time survey or should it be part of an ongoing assessment and why?
  - ○ How much staff time should the organization spend on this?
  - ○ What are the budget implications?
  - ○ Data collection method?
  - ○ Logistics?
    - ■ What kind of space are you going to need? And how are you reaching out to your sample?
  - ○ General notes about this step:
    - ■ Why is this step 2?
      - ● Make sure you have the capacity → THEN start writing questions
        - ○ But this is an iterative process, you may need to go back and forth between steps
- ● Step 3: write questions, or get them from verified sources
  - ○ Look for validated instrument that get at the outcome you want to measure
    - ■ Claudia gave links to sources that have validated surveys
  - ○ Look for questions used in validated instrument, national surveys, research studies
    - ■ Self-rated health: NM IBIS questionnaires
  - ○ You don't need to reinvent the wheel here.
  - ○ Questions themselves
    - ■ Most common types of questions: open ended
      - ● Use open ended questions when:
        - ○ You don't have a range of answers
        - ○ You want to capture insights on experience, beliefs, or values
      - ● Use sparingly
        - ○ Open ended questions take more time
      - ● Use questions that engage respondents to think through the answer
        - ○ Too generic a question might result in people skipping or giving quick answers

- - - ■ Example- what did you like the most about the program? A: Everything!

    - ○ If not carefully written, might be misinterpreted (not unique to open-ended)
        - ■ Example: How did our services compare to your previous provider? (what aspects of services? Check in, wait time, etc.)
            - ● Ask more specifics
                - ○ Makes it easier on clients
            - ● Give context → tell them why you are asking
    - ○ Example of open ended questions
        - ■ Evaluation aim: Assess client' satisfaction with the program
            - ● Option 1: what did you liek the most about the program? What would you change about the program?
            - ● Option 2: how would you describe your experience with the program to a friend? What about the program did you find could help others the most?
                - ○ These questions remove some weight from clients
- ■ Close ended questions
    - ○ If you are asking about sensitive information, adding option to refuse or "sometimes" can soften the question a bit
        - ■ Trauma informed services use this approach
    - ○ Likert Scales
        - ■ How intensely you feel about something
        - ■ Quantify how much you believe something or agree with something
        - ■ Should you use 5 points (or an odd number that gives you a neutral number)
            - ● Young people (teens) tend to be hesitant and stay around the neutral numbers on the scale

- - - ■ Use an even number on scale if you think the population is hesitant
          - Hesitant population
            - Teenagers
            - Highly educated people
- Herbert question:
  - What would clients be hesitant about?
- Claudia:
  - Asking high school senior considering college→
    - ■ Would you go see your TA if you had any questions
      - Lots of neutral responses
        - Even if this isn't how they feel
  - Judgmental questions
    - ■ They may underscore something if they are afraid of being judged or openly judging a provider or service

Action Items

1. Next meeting: April 19th
   - Third Tuesday of April
2. Reminder: Summer Institute in July
3. Charla will send out a follow up email with relevant information

Next Meeting Agenda

- Two open spots for organization share outs