Beyond Checking the Boxes: A Discussion on Education Program Evaluations

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Closed Captioning Transcript

I see people are slowly trickling in. We may have more answers coming. We will try to slow down a little bit for a minute. We will keep on moving on.

There has been trouble with people accessing the webinar. We are working on it. Apologies for any trouble you've had with it. Rebecca, I think you can move on.

That leads us to poll number 2. If you answered yes to the previous, if you have ever evaluated an educational program, if yes, I have evaluated my educational program. The responses are when I start to design an education program, throughout an educational event, at the event at the end, and I do not connect conducted evaluations. If yes, if you posted an educational event. When have you evaluated those are when did you start to evaluate them? So far, we have 33% at around 66%. About two thirds at the moment. As more people come on, we will have another moment so people will have the opportunity to answer. The responses so far look like when I start to design an education program, about 33%. So one third of people. Then the other response was at the end of an educational event. That was the one that got about two thirds of responses.

I think we are good with that. I will pass along to our co-presenter Jen.

Thank you. Again, for those just joining, I want to acknowledge Daniel let us know there was trouble accessing the webinar so it seems like people are getting on but they are coming in slowly. Apologies for that. Also for the fact for those of you registered in December we are planning to hold this in December and we have some challenges with that. We are here now and hopefully we will have lots of good information to share with you all and we can visit for the next hour and a half or so and plunge into this. Excited to be here with you today to talk more about evaluation. We will talk about evaluation of educational programs. This is a piece we would like to explore for quite some time. I am so pleased to share this time with Barbara. Who has stated with me on a recent project funded through office for victims of crime. That project was on other abuse and financial exploitation. We got the chance to work with Barbara on that because the evaluation of that education program we put on, it was multidisciplinary training for the courts and stakeholders to work on natural exploitation of elders. As part of that award, there was a core component mandatory set-aside that we evaluated. From the back of my mind to the front of my mind, that is a common misstep we make as educators. We tack on the evaluation piece. At the end of an event. Then, at that point, we ask too many questions or we asked the wrong questions about details that probably aren't really tailored to our goals. Then sometimes we forget altogether. I don't think that is because we don't recognize the value in it. I think it seems to take a backseat in the midst of all the loose ends that we expect to come across with hosting education programs.

In addition, there is always the worry when we are embarking on a project that will be hosting events that we won't be able to afford to hire an evaluator or that an evaluation will be complex or difficult. Then, worst of all, we will do an evaluation and it will show what we are doing doesn't work. That is the biggest fear.

One thing I was able to learn while working with Barb and from having this, the benefit of having the evaluation being front and center of that last event we did, the evaluation process starts before you even design a course. It's something you should be thinking about from the beginning. One of the things we discussed this how the evaluation is to your initial design process. For those who have participated previously in our course or we've done webinars on early stages of instructional design you would know when we think about designing a course, we have certain steps we take. The first is identification of a goal and then from there, we do a needs assessment which is an examination of the learning needs of your particular audience, simply, it's considering what does your audience need to know and as stakeholders or experts, or institution hosting the event, what do we want the learners to know. That's what a needs assessment is in a quick description. From there, you write objectives. You design activities to achieve objectives. We have always talked about as having this evaluation. The evaluation is a thread that goes through the entire process. Barb we'll talk more about how evaluation ties into all of those pieces from the coming up with your goal to doing the needs assessment to writing concrete achievable objectives and of course the fun part of writing and developing learning activities. Using the elder abuse program, the one we just did in collaboration, Barb was there when we had our first stakeholder meeting, when we designed our curriculum. At that meeting, we gathered a multidisciplinary group of people to sit around and think about what the learning needs were for our audience for the training. Then Barb helped design the questions we used for needs assessment questionnaire. She had input into the design of our curriculum. She was involved in all of this before she even designed an evaluation. That's just a little bit of information how important and logical it is to work those considerations into your evaluation from the beginning.

I said a few minutes ago, one of our big beers is fears his failure. That were going to do is not going to work. Are design or training is not effective. Part of incorporating this evaluation from the start of the process, part of that is so you can increase your likelihood of success. People that know me well will joke a lot about the fact that I am obsessed with learning objectives. People are always saying, here she is, she's talking about the learning objectives again. The entire point of taking that time to think about your goals and think about the needs of the audience and then to write learning objectives is so that you can start to evaluate what your learner needs. That is a form of evaluation. When you get to the point you actually write activities, they are actually geared to what you are trying to achieve. That is an evaluation process that is increasing your likelihood of success. We very often run into situations where I will talk to folks about designing a training program. They will say, I have this great activity that either I saw somewhere or we have used somewhere else and I'm just going to do that. Without making about taking the time to do this evaluation of what the audience needs. This design of objectives. What you are doing, it's like the tail wagging the dog. You're trying to shoehorn activities into a training without making sure you're going in the right direction. This evaluation piece improves your program from the start. It gives you that constant reminder and post check to make sure you are staying in line with your end goal. Thinking about the end from the beginning.

Even evaluation is happening throughout your program. In less formal ways. Whether they are post-checks within the course of your training or when you do large group discussion questions. When you stop in the midst of your program to gauge whether what you are teaching is making sense. Whether it's relevant and relatable. You're basically conducting a formative evaluation at that point. An evaluation of what the learner has learned in the middle. Evaluation helps make learning stick. That is also known as learning transfer. What does that mean? When we think about what is the point really, of education, the point is to change behavior. The way we gauge whether we have changed behavior is through this evaluation. Particularly in the case of evaluations that can track an individuals progress, whether that tracking happens from before the events, throughout the end of the events or really in best case scenario, when the evaluation can happen after the individuals have had an opportunity to incorporate some of what they have learned into their actual behaviors. Checking back at some point post an event to see whether or not the individuals who attended a training actually did what they said they were going to do at the end of the training or whether they use the information you have intended. Before I turned over, I'm going to reference this book for levels of training. It's an easy read. It's stresses the role that evaluation plays at all stages. Before, during and after. Really, one of their big focuses is how important it is to evaluate this piece of learning transfer. This piece about have the learners actually used what you have taught during some period of time after the events. That's how you go back and show, how you demonstrate value, how you can go back and say, our goal in this setting with this group of professionals around this issue in an evaluation whether that is complicated or as simple as a phone call check in, what have you done since we last met. You can show the stickiness of that information. And what you have taught. With that, I will turn over to Barb.

Thank you. In Kirkpatrick methodology, he talked about evaluation. The model I am using, without outcome evaluation and if it's here with the process. There are different evaluation methodologies largely, the concepts are transferable from one to the other. There is a good idea talking about the importance starting. I am not going to talk more about that other than to say is it where you want to start the process evaluation, it's asking about how has the program been implemented? Have they been delivered in the intended, once the program, was it how we wanted it to rollout where the participants we wanted to reach and what were the reactions? We could measure whether not people were satisfied with what they received. We are not necessarily going to measure here whether or not they have learned something. That comes here with outcome evaluation. With outcome evaluation, we are trying to determine did the changes happen that we wanted to happen. Did we meet our goals? Who is benefiting from the changes that happened? What worked and what didn't work. It's perfectly fine to learn lessons from what we do and not have everything turn out exactly as we thought. Important thing is to understand what didn't happen the way we thought it would and why didn't happen. Impact evaluation is sometimes considered and sometimes people want to look at those big societal changes that happen as a result of an initiative. Once you get to those, it's hardly ever one program, one initiative, one project. The work there becomes trying to determine how much did our initiative really contributes to that change.

We will talk a lot about a logic model. Some of the questions are where are you going, how we know when you arrive. It's important you always involve other people stakeholders, those who will be part of this. It's important you involve them from the beginning in the development of your evaluation and your logic model. It's just a tool to get you to your evaluation. What is a logic model? It is a depiction a progress. Tells you what resources you have to work with, tells you what people will do, what hopes to accomplish, for whom and when. Is also a series of relationships and I'll talk more about that in science. It could be of the core of your program it can develop thorough understanding. It's a methodology, Janice talked a lot about her curriculum about meant process. What I found through working with Jan, she has built-in many components of this evaluation process. They may be referred to by a different name. It's a good process for making sure you think about evaluation from the beginning. Those learning objectives when you ask did they happen, they become an indicator. We will get to that later. And conducting an evaluation, it's tempting to think about how we like it the data I need. If you don't skip ahead that far, he stepped back and develop a model I think that can be helpful. This is probably an in intimidating diagram. This is a diagram of a logic model. What I will do, I hope, is to break this down piece by piece so you can come back and say now I understand what we see here, the logic model can encompass all those evaluations and needs assessment. The outcomes and then impact. Because of we evaluate educational programs. We will not look that much at impact. You are looking at medium-term outcomes and behavioral change. Here's the beginning of breaking down that complex diagram. We want to start out situation which is the situation we see we find a problem, something we want to address. We went to look at inputs. We will look at output which are what we do and who we reach in outcomes which are simply the result we achieve. I said the logic model is a series of relationships. Is important to think about it in that way. Start with a situation. We say if we spend this time and money and we can do this activity we can expect that this will happen and if this happens in the short-term, we accept we expect that will lead to this change. Usually what happens first is some learning. If that happens, we can expect behavioral change and if we see those changes, we expect to see further change in condition. If we have enough change, we can make those big societal impacts. Logic model is simply trying to map out for us all those if then. I provided you with a sample logic model I created for an education program I am involved in is a workplace education program on how to address domestic violence. I hope this will be useful for you to go back to as you think about what you are doing. It's often an example in front of me. The things I have added here are external factors and assumptions. External factors and assumptions are important when we do our logic model. Looks like a very clean if then and this will happen. We have to understand, what our assumptions are. It's okay to have assumptions. We went to surface those assumptions. If they remain hidden and we are unaware of them, they might get in the way of us being able to do what we hope to do. We want to make ourselves and be aware of external factor. Those are factors which we do not control but may very well affect our program outcome. If we are aware of our assumptions, those external factors, we might be able to make adjustments in what we do and how we do it. To be more successful. We want to know, what is the problematic condition we want to address? If we don't understand the situation correctly, everything else we do after can be wrong or not will relevant or useful. There's different ways of doing the needs assessment it can be very formal, very informal, you might want to review research, you may want to ask questions about why is your program exists, who are the stakes and what can be changed? This is a place we want to rely on your stakeholders for their input. They will have a lot to tell you about, what the problem is and ideas about addressing that problem. When we talk about inputs, maybe the simplest part of a logic model is simply what we amass. None of my lists are meant to be exhaustive. They meant to give you a sense of what you might consider so we have staff, volunteers, time, and money. If I look at her business logic model, the input three years to complete deliverables. We had research we conducted. Curriculum we already developed that's part of what we are starting with we had a trainer and an outreach record. That tells us, here is our investment. The next part of the logic model relates to output. They are divided into two categories. Activities and participation. Not exhaustive but when we think about activity, they can be things like teaching, training, delivering service. Networking, working with the media. They can be in a classroom, in a workshop, they could be clients, agencies, policymakers, and they can be anyone that was some have some participation. To give you a concrete example of the output we had resources tool development. We had work with women shelters to build their capacity we had work with women's shelters to build their capacity to deliver training. We had, we were going to develop a marketing communication plan to engage workplaces and deliver training. Women's shelters will participate, communication specialists, union leader’s resource professionals. Finally, we get to the outcome. This again, we will have short-term outcomes, medium-term outcomes, and long-term outcomes. Many times if we work with ended projects, we are able to measure our short-term outcomes. In the short term it's easiest to measure changes and awareness, knowledge, skills, opinions if you have a little bit longer, or maybe you're not funded but you still have an interest in learning you can go back and try to measure it now, change the behavior, change decision-making, change policy and social action. As Jen was talking at the beginning, your interest will probably go up to the short-term and medium-term outcomes. That's fine. Some projects and initiatives will also want to try to measure those longer-term impacts or changes. Is not going to be a single initiative that makes those that your initiative contributes to those changes hopefully positive ones.

If I look at the outcomes I had for my education program, in the short-term, what we were able to measure with women's shelter increase their capacity, the increase capacity to educate workplace stakeholders receive training prove their knowledge and skills in the medium-term, we have been fortunate enough to have funding long enough that we have been able to measure some of these impacts. We are able to see stakeholder start to develop relationships and we have been able to see survivors of domestic violence receive support including risk assessment through their workplace. We have not been able to measure the long-term which are very big. Remember, I said logic model if we were able to see our short-term changes, we expected to be able to see our medium-term changes which we have begun to see our hypothesis is that if those medium-term changes continue to happen, they will contribute to that long-term reduction one of the most important distinctions in developing your model is output and outcome. This is the difference between what we do in the change we hope for. As an example, the number of participants who attend the training is an output. That is an activity because people come to us. You said that what you said you would. The number have a better understanding of what more warning signs. That is a change. To focus our evaluation, we want to consider for standards. First is utility. Who needs information, and how will they use it? Will be used for implementation assessment, accountability, and continuous program improvement, to generate new knowledge or some other purpose? We want to consider feasibility that's not how much money, time, skill and effort can we devote to the evaluation? Our next consideration is propriety. Here's what we asked, who needs to be involved in the evaluation for to be ethical. I'm asking, do you need a neutral third-party who is at arm’s length from the project or is it acceptable to you somebody from the team. There is not a right and wrong answer. If your purpose is to be accountable to your funder, it may be important to have someone who is at arm’s length who can be objective we want to think about accuracy. That is the design that will lead us to collect accurate information. Might want to consider how we can ensure we collect data in a timely matter that reflects what's happening in the project rather than thinking a few months down the road, we should have asked about what participants learned we want to ask them as it happens. We will need evaluation questions. Process evaluation questions relate to the output and the logic. We want to have questions like what strategy and activity did you use to implement your program? Were they implemented as planned? If not, what prevented them with their specific factors responsible for not being able to implement. We can also ask the question if it's important, what was the cost that we go back to it. We look at what our resources this relates to activities in your audience. We can measure a person's satisfaction we are not measuring yet series of change or impact. Outcome evaluation relates to the changes you created or hoped to create. User questions like to what extent did knowledge increase or skills increase, what lessons were learned, what were major barriers and challenges did specific outcomes occur and if they did, where they at an acceptable level. What prevented more progress and were specific factors responsible. We can look at the cost benefit and cost effectiveness of outcomes achieved. When you decide why you need your evaluation, who will be using it how that helps you choose questions relevant for you and you won't necessarily try to answer every single possible question with your evaluation.

Your evaluation questions are broad. Logic models plays out those broad parameters of resources you have to work with. Your indicators are much more focused. They are your markers of accomplishment markers you have made progress with. Your indicators are not broad to their specific, observable, measurable accomplishments. They show the progress you made toward achieving and output, did you do an activity with people you said you would, did you make the change, did people learn or did the behavior change you said would happen in your logic. The indicators you select will answer your evaluation. There different kinds of process indicators. Let's start with program rich. These are things like the number of participants that came to your workshop the proportion of target population, did she reach everyone you hoped you would? The proportion of program participants that attend or involve. If you offered eight workshops, did they come to all eight? And a number of key stakeholders. This is not an exhaustive but when you try to think about my program reach, these are some indicators. We also have participant satisfaction indicators. These are things like did the participants feel comfortable to, listened to? Our participants and staff is a venue and a set of appropriate for audience and activities. Do the topics cover meet the purpose you set out and are they relevant? Or are the topics to complex and not covered? Those would be the kinds of things you think about when you get down to specific, measurable measures. Finally, the process indicators, we have program implementation. Here we ask questions like, how many workshops were conducted, were all of the activities implemented? Did the material used catch people's attention? Were they appropriate for the audience? And maybe even what kind of media coverage did you get? If that's important. Outcome indicators are measuring whether the program achieved the expected facts or changes in short medium and long-term. I mentioned before, some refer to their longest impact indicators. Because indicators measured changes that occur over time, we should measure at least when we start, a program beginning and at the end of the project. It's not enough just to measure at the end and assume that they're responsible for all those changes. We need to know where our participants and conditions were when we started.

Impact indicators measured change. Some examples may be changes in mental well-being, physical well-being, engagement and that could be for individuals, organizations, education, and employment. Select indicators is a really good opportunity to gauge your stakeholders.

Clarifying the wording of your indicators can take some time. Stakeholders can help with that. They can also identify and help you access data. At this point, you may want to conduct a literature review and find out what the research says about the problem you want to address. The next step is to go back to your logic. Determine which area of the logic you are interested in exploring. Rumor you will need indicators for both your output and outcome. You can start with a brainstorm. What you want to know about your activities you have planned and the people you engage. Then go on and brainstorm how you will know the changes you want to see as a result of your work have happened. Short-term output, how you participants have learned something or their attitudes have changed. For medium-term out, how we know participants have more confidence, more self-esteem, better social skills, better problem-solving skills and coping skills. How we know if you have affected change. If you have long-term funding you're able to measure impact, you can ask how your work has brought about or contributed to changes in mental well-being, changes in physical well-being, changes in engagement, changes in education level, changes in employment.

You brainstorm and develop quite a long list of potential indicators. It's not unlikely I'll end up with more indicators than you will be able to work with. Generally, you will want one or two indicators for each of your output measures and no more than two or three indicators for outcome measures. That can be difficult. If you try to answer two questions, you can spread yourself so thin that you will not be able to do as good a job.

Then you need to ink about where we get the information to answer your questions and there are many possibilities. You can get information from existing data like program records, evaluation forms that you have people fill out after the end of a workshop or session, tracking charts, reports written for other purposes, you can collect information from program participants, key informants, partners, staff, or anyone else who has some kind of involvements.

Then you want to think about, those are the sources of my data, what methods will I use? You may use surveys or shorter questionnaires. You may use interviews, focus groups, teleconferences, structured observations, document reviews, and registration. I'm not trying to give you an exhaustive list of data collection methods. If you come up with others on your own, that's a good start.

Hard data is a verifiable fact from a reliable source. It's based on opinions and interpretation. For evaluation, both are important. If you attempt measure knowledge awareness and skills change, you can measure hard data from scores, learning, and things like that. You can also measure reported change and learning skills and help you verify. You can collect data from supervisors or leader reports of learning changes that happened. You can also have soft data and have suffered for someone people have learned or skills developed or attitude that it happens. This may not necessarily be a way to verify that. Self-report is still report. You can ask people about their feelings of increased competence and ask about new motivation.

If you want to collect hard data for behavioral change, you can do that through direct observation by supervisors or colleagues. Learning how people learn or how they do things differently. Then again, you can collect soft data of behavior change through self-reports. People can tell you what's new or improved or what has changed and how they do things that work at home or in the community. Or it can be collected through others in a discussion about practice. If you have community partners, they may have observations that they can share about how things are being done differently.

Finally, if we want to collect hard data for those big changes, those big impacts, changes in mental or physical well-being, change in engagement, employment rate. Oftentimes you will gather that. They may not be, maybe dated and gathered outside which we get access to. It could be government statistics. Stats collected that measure aspects of people's lives at home, at work, in an educational institution. We can still gather soft data that can come from self-reported changes. We could ask how they feel about quality of life and whether or not that's important. Just another reminder, when we try to measure those large-scale impacts, there are usually other factors and we have to try and think about how to do our work contribute?

This is a chart that can help you draft your evaluation plan. You start with your logic model. Then, your evaluation question comes from the output in the outcome in your logic model. If you remember, your output are about your activity and the people you want to involve in those activities. Then you start to think up the big, broad general questions you want to answer. In order to know whether or not you actually did the activities with the people you said you would do them with. Then, your output, that's where we get two. Did people learn what we wanted them to learn and did they change their behavior in ways that we had hoped. When you go back to your logic model, you will see that you've listed the kinds of behavior changes in learning changes that will happen. You need a question that's brought an all-encompassing. That will ask about how we will know if those changes happen. The next column over are your indicators. Your indicators are not more specific. They will break that brought evaluation question down into smaller, more measurable components.

Once you know the questions you need to ask, you can ask yourself where can I get information answer these. What methods will I used to collect the information? How often will I collect information? I will point in time, over what time period? From your logic model, you can develop your evaluation. One or two indicators is enough for each one of your evaluation questions that relate to your output. Your activities in your audience. No more than two or three indicators for each one of your outcome questions. That's the kind of change of behavior learning. Just think, gets right down to specific measurables, two or three questions you will ask and answer through collecting this information with different data sources about whether or not those changes happen.

Our work differs. Sometimes we have significant budgets and sometimes we may have a project there's not funding at all for evaluation. We know what's important. Think about what we can do. Think about the resources we have. Do we have funds, do we hire third-party evaluator who lead us? I have to rely more on our own internal staff for this. What kind of time will be needed? To carry out this work? What is the knowledge or skills necessary to make use of indicators we come up with? In many cases, discussing resources is a process of making hard choices regarding feasibility, quality and timeliness of data that is available. We can start with a process where we could think of everything we want to know. We can think of ideally the data we have and then we have to get back to say what's really available to us. What will we be able to do? That is my walk-through of an process that starts the logic model and then goes on to create evaluation questions and indicators based on that logic model.

Any questions?

Thank you. We know most of the folks participating right now were only able to participate via phone call. They are not able to chat into the chat box here. It looks like only a handful of people are actually on the webinar they can use the chat box. If you have questions and you're on the platform, go ahead and type those in. If not, you could email me and I will try to get to as many of the questions and I will go to my email and post them to you. My email is jwhite@futureswithoutviolence.org. If anyone was to email questions, we will try to get them that way. If you're listening or not able to get on to the platform here, you can always email me anytime. Even if not during this call, you can always email me after I will help you as much as possible. Will get some extra time.

If while we are waiting, can I put you on the spot and say, is there any resource or guidance for folks that say absolutely, I don't have any time or money. I want to evaluate this training I created for law enforcement or something. What is the good guide post, what are the three or five questions I should ask? What are the top questions I should pose and when should I do it?

As you talked about, when you want to ask those questions, right at the beginning. If you're already delivering the program and decide you want to evaluate. If you're just designing a program, ask questions. What change do I want to see as a result of delivering this program? What do I want people to learn? How will I know they learned that? Do I want them to change their behavior at some point? How do I know that behavior is changed? Those are guiding questions. If you have no resources, I would say, you are going to rely more on soft data. The tools you can create is a simple form he would give to your participants. We talked about the importance of knowing where your participants are at the beginning to get a better measure of change by the time you get to the end. It would be a good idea for whatever form you develop, ask those questions, give it to them before you deliver your training or education program and then give it to them again at the end.

That kind of evaluation is generally doable by a single person or small organization delivering a training program. You don't necessarily need an outsider to come in you don't necessarily need sophisticated data collection. It would be nice if you had time to do a literature search but it's not critical. This is where, if you have community partners, it would be helpful to talk to them and involve them and that could be a teleconference, call people to a meeting and have a discussion about what you know going into the situation. Do their perceptions of what would be relevant and useful to learn line up with yours?

We received a question from Susan who is asking: is there a way to measure the acquisition of victim service skills or the application of learning? Either during a training or follow-up? She's looking to measure how individuals who are serving victims are applying what you have taught them.

Yes, there are ways to measure that. How you measure will determine about who you have access to and data you have access to. There's always self-report that are always important. You can write your questions up knowing they will answer them. I would think about, do you have any access directly to the people they are working with? Then write the ethical issues around that. I'm not familiar with the exact circumstances. Is there any way of asking those people about their experiences or do you have access to the people that supervise the people you have trained? Are there other community organizations that work with the people you trained or the people they serve that you could ask about? Whether or not you see any changes?

In the Kirkpatrick model, they talk a lot about the idea, and because I was something you have already commented on, this idea of factoring in drivers of your change you're looking to see in terms of some of the trainings, the thing may pinpoint is exactly what you said. Being able to speak to supervisors of people and see whether or not the information you been teaching is being implemented in to work with supervisors to see if they can implement some kind of evaluation of those people who attended training through their regular, semiannual evaluations or whatever to incorporate some of that question and check in with them to see how the work, how your training has changed their work or other kinds of drivers. People who really help to sustain whatever change you plant the seed for in your trainings.

Absolutely. That makes me think, we are talking about models and mapping and data collection. Evaluation is all about relationships. Having relationships with stakeholders, including those supervisors is going to help you to be able to have better access and more Easy Access to information that you want and need.

We have a question for someone who is on our platform. Velma put into the chat box, looking for other logic models they can look at or examples in second part, what if you already deliver the program and you didn't do this process. Is there anyway now to evaluate?

Let me answer the second one first. You can retroactively create a logic model. Understanding is okay especially if you haven't collected all your evaluation data yet. Was the situation you're trying to address and look at what activities did we do progressive asking what activities will we do you ask what text what activities did we do. When you get to your process evaluation, probably had an idea of what you did in a work plan. You can go back to that and you can ask yourself, did that happen as we thought it would or did things change? When you look at your output, you can ask when we started, what changed. I think you can re-create a logic model in retrospect. If you do that, you start asking your evaluation questions based on that logic model and looking at your indicators, may help you to come up with more questions or different questions than you ordinarily would have considered. Which suggests you Google logic models. There's quite a bit of information out there about logic models. Some of the universities have put out training manuals on logic models. The United Way has done quite a bit of work on developing logic models. I think should be able to find other, not just examples the templates you can use to create your own.

For those of you who weren't able to see the webinar on the screen, we have the sample of the logic model we sent around by email. We have that available for you to look at also should be in your email. If you don't have it, send me an email and I'll make sure you get the material.

Other questions, if you have access or even if you want to email me. You can email me at jwhite@futureswithoutviolence.org.

What might be some good recommendations to make sure the questions are better being used to evaluate a certain program are being interpreted as you intended? For example, in our field of work, the term advocate can mean person who has gone through the 40 hour training or it might mean something different to someone else who is not in our field if that makes sense.

That makes a lot of sense. The first thing that comes to my mind, we talked about evolving stakeholders in your evaluation work. If you bring together groups of stakeholders to develop those questions that will be your indicators of success, hopefully you have people that come through different perspectives, different places in the community and maybe even slightly different kinds of work. I would check out the understanding, specifically ask their understanding of applicant. Maybe do around. Do a round and ask everyone in their own words what it means to them. If you're seeing differences, you know you have some work to do and define it for everybody.

Do you think it is okay or advisable to include a definitional piece on an evaluation or do you think, does overly complicate it or make it too difficult?

I'm not sure I have done it but I'm not sure that maybe I should have. And may be a good idea but I don't think it over complicates it. Clarity is key. Could be some of the work you do under assumptions. When you build a logic model, it could be right there. When we say advocate, this is our assumption that we talk about.

At least for some other things, similar to Rebecca's question, when we did our elder abuse, some of the stuff we did on collection of data, we did have to define what we meant by that. Just because there are 70 different definitions of things and they need things different to different people and so important to make sure you're on the same page when you look at this type of data. Asking questions, it's so difficult. I cannot stress enough what a great piece of advice that is. Asking questions is such an art whether it's in your training or as an evaluation question. Spending time to really articulate what it is you're trying to say and to vet that to others is really helpful. You can change one word and a question and it changes the entire course of the training. It's really important to involve others in their input.

I couldn't agree more. I think many people assume the most difficult or competent a part in a valuation is your data collection. I think it's getting your questions right. If you can get your questions right, everything from their will flow easily.

Any other questions? I know the material for this webinar will be shared. It has been recorded. I am assuming because we had this little glitch with accessing the program that the evaluation won't really make it to everyone. I would ask if you get the evaluation by email if you can also fill it out and send it to us. Makes it more difficult but we really care about your feedback to make sure these webinars are helpful and are relevant to your work. While you're at it, if there's anything you would like us to cover around educational design and development or facilitation, then please share that with us as well because we are happy to cover whatever topics you needed to look into getting great speakers who can really speak as experts on a lot of different pieces of education design and facilitation.

I just saw question, we will send out the recording of the webinar so you can access that and share it with your friends.

I want to apologize for the trouble that happened with accessing the program. Thank you so much for sticking with us and it seems like the majority of participants were on for most of the time. That's great. I want to thank Barbara for putting this together with me and doing this great discussion on the whole process of creating an evaluation. Thank you for your partnership on so many things that we do.

I always enjoy an opportunity to work with you.

Thank you. Rebecca, thank you for organizing this for us and being the point person on so many pieces and facilitating it.

Thank you everyone, if you have questions, please email me and thank you to Daniel and everyone for hosting us today.

Thank you.

[Event Concluded]