
ATE PI 2019
Impact Evaluation
Why, What, and How

1


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This material is based upon work supported by the National Science Foundation under grant no. 1600992 and 1841783.
The content reflects the views of the authors and not necessarily those of NSF.

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AGENDA

1. **What**
   What makes impact evaluation different?
2. **Why**
   Why and when to consider impact evaluation?
3. **How**
   What strategies can you use for impact evaluation?
4. **Data Sources**
   Examples of where to gather data from Candiya Mann and Ben Reid
5. **Your Turn**
   Build your own impact evaluation

7

INTRODUCTIONS

Discuss which statement below you find more convincing and why.

A

98% of participants reported being satisfied or very satisfied with the new lab materials. 90% said they would recommend the course to a friend.

B

Students who used the new lab material were three times more likely to pass the licensing exam than those who used the old lab materials in their preparatory courses.

C

1,500 students used the new lab materials in 2018.

8

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IMPACT EVALUATION

- Measures the **long term effects** of a project's activities
- **Attends to causality** and the project's role in bringing about these effects
- Assesses **intended and unintended** impacts

17

LONG TERM EFFECTS

Outcomes

"The likely or achieved short-term and medium-term effects of an intervention's outputs"
(OECD, 2002)

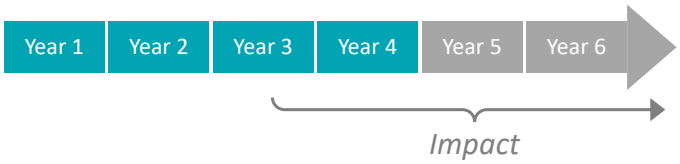
Impact

"Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, and intended or unintended"
(OECD, 2002)

Organization for Economic Co-operation and Development. (2002). Glossary of key terms in evaluation and results-based management. Retrieved from https://www.oecd.org/dac/evaluation/2754804.pdf

19

LONG TERM EFFECTS



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CASE EXAMPLE

Wood Hollow Community College

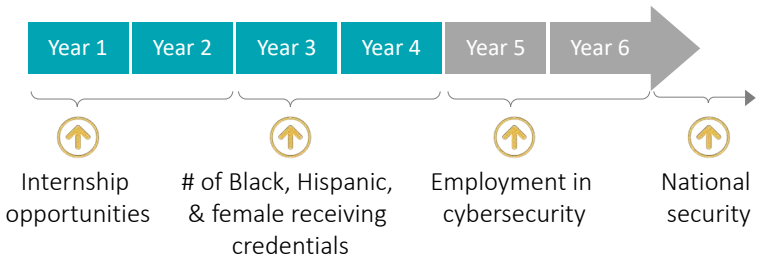
CYBERSECURITY FOR ALL

- Internship opportunities
- # of Black, Hispanic, and female students
- Credentials in cybersecurity
- Employment in cybersecurity
- National security

23

CASE EXAMPLE

Wood Hollow Community College



24

IMPACT OR PROCESS?

Are these evaluation questions asking about process or impact?

1. To what extent did the demographics of those pla[illegible]n internships match the target population?

PROCESS

27

IMPACT OR PROCESS?

Are these evaluation questions asking about process or impact?

2. To what extent did the number of students credent[illegible]d in cybersecurity increase because of the pr[illegible] activities?

IMPACT

29

IMPACT OR PROCESS?

Are these evaluation questions asking about process or impact?

3. To what extent were students satisfied with their internship experience?

PROCESS

31

IMPACT OR PROCESS?

Are these evaluation questions asking about process or impact?

4 To what extent did business partners sufficiently e[illegible]e in partnerships to create internship opportu[illegible]

PROCESS

33

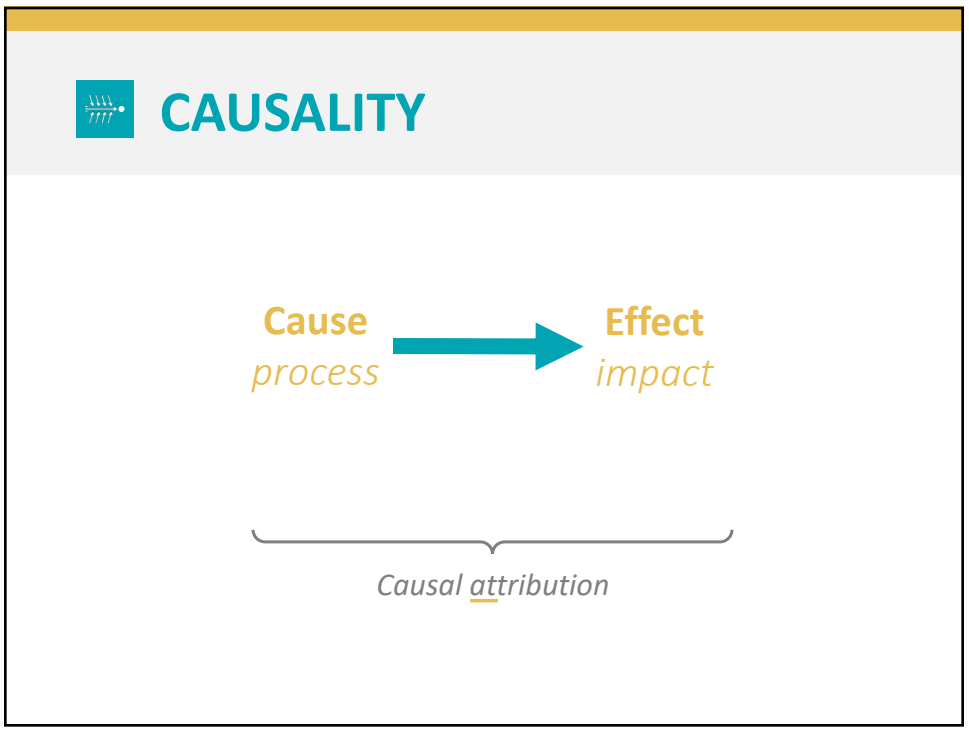
IMPACT OR PROCESS?

Are these evaluation questions asking about process or impact?

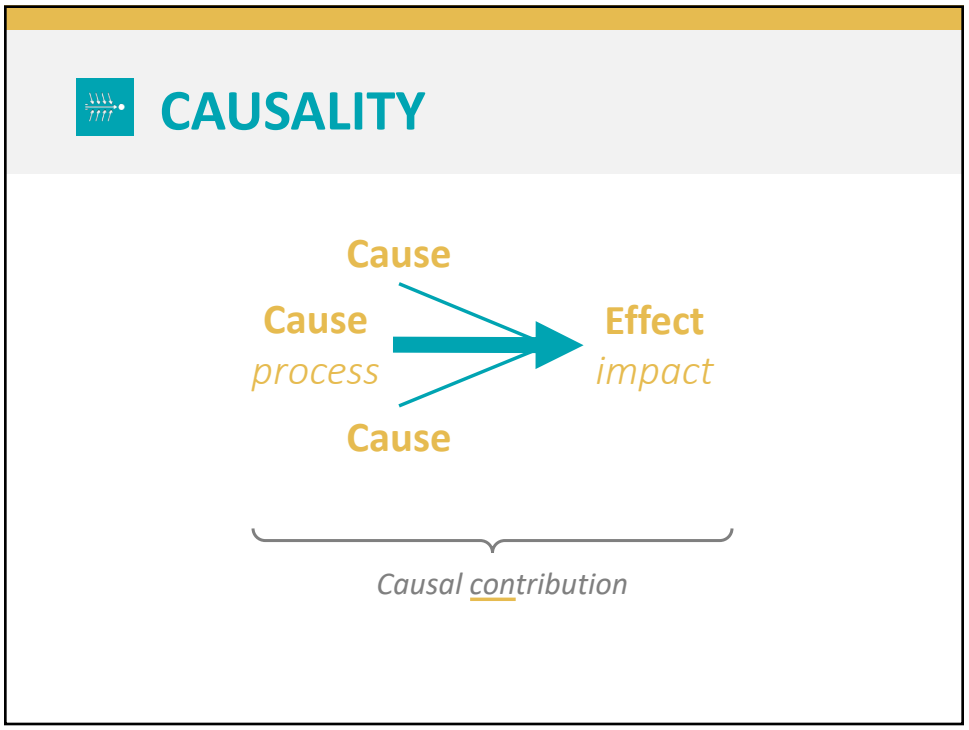
4 To what extent did Black, Hispanic, and female stud[illegible]s' representation increase in cybersecurity job[illegible] of project activities?

IMPACT

35


CAUSALITY
Cause
process
Effect
impact
Causal attribution

37


CAUSALITY
Cause
Cause
process
Effect
impact
Cause
Causal contribution

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DETERMINING CAUSALITY

Three requirements

1. Temporal precedence
   The potential cause happened before the effect

Web Center for Social Science Research Methods. https://socialresearchmethods.net/kb/causeeff.php

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DETERMINING CAUSALITY

Three requirements

41

DETERMINING CAUSALITY

Three requirements

1. Temporal precedence
   The potential "cause" happened before the "effect"
2. Covariation of the cause and effect
   When the potential cause is present, so is the effect

Web Center for Social Science Research Methods. https://socialresearchmethods.net/kb/causeeff.php

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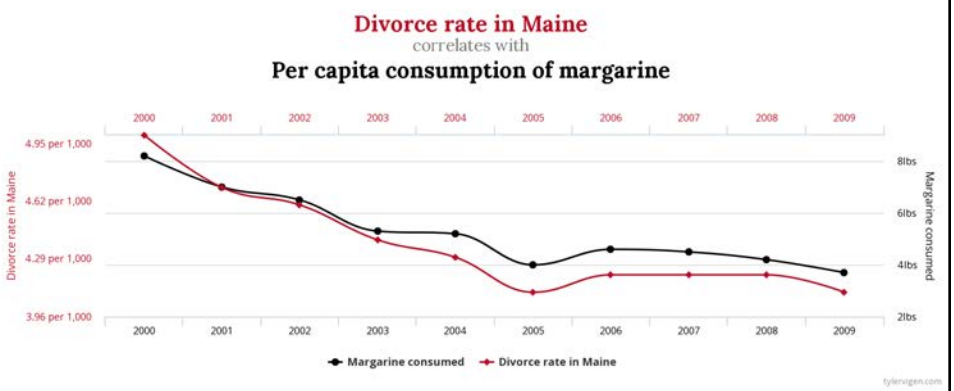
DETERMINING CAUSALITY

Three requirements

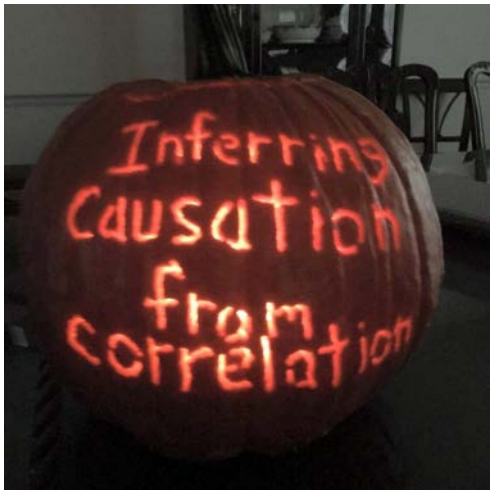


www.tylervigen.com/spurious-correlations

43

DETERMINING CAUSALITY

Three requirements



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DETERMINING CAUSALITY

Three requirements

1. Temporal precedence
   The potential "cause" happened before the effect
2. Covariation of the cause and effect
   When the potential "cause" is present, so is the effect
3. No plausible alternative explanations
   Nothing else could have explained the effect

Web Center for Social Science Research Methods. https://socialresearchmethods.net/kb/causeeff.php

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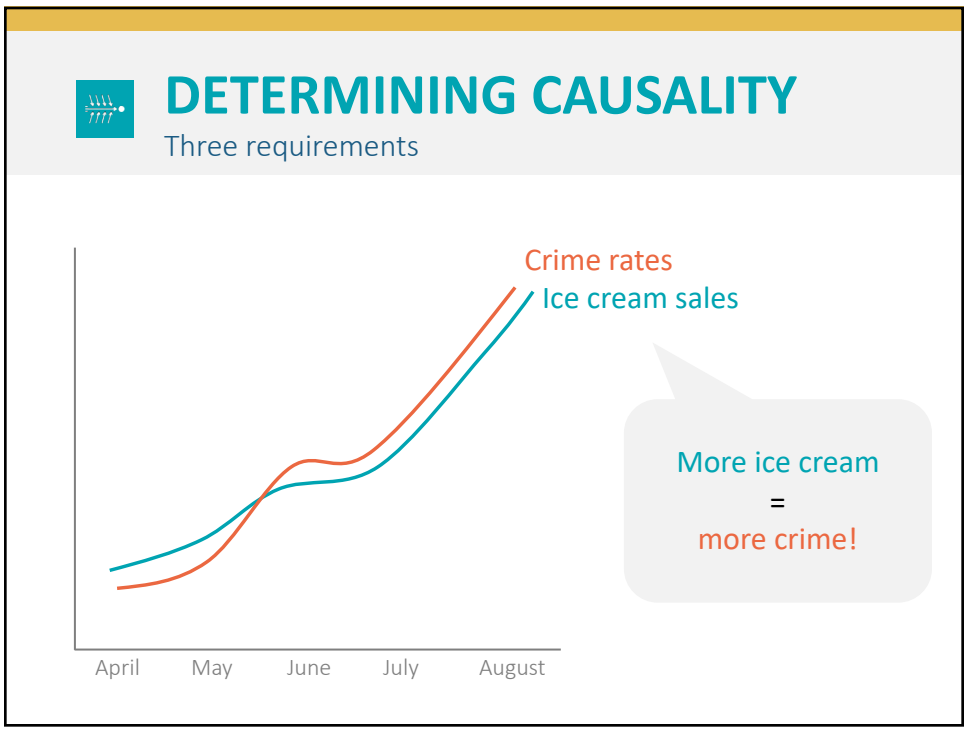
DETERMINING CAUSALITY
Three requirements
Crime rates
Ice cream sales
More ice cream
=
more crime!
April
May
June
July
August

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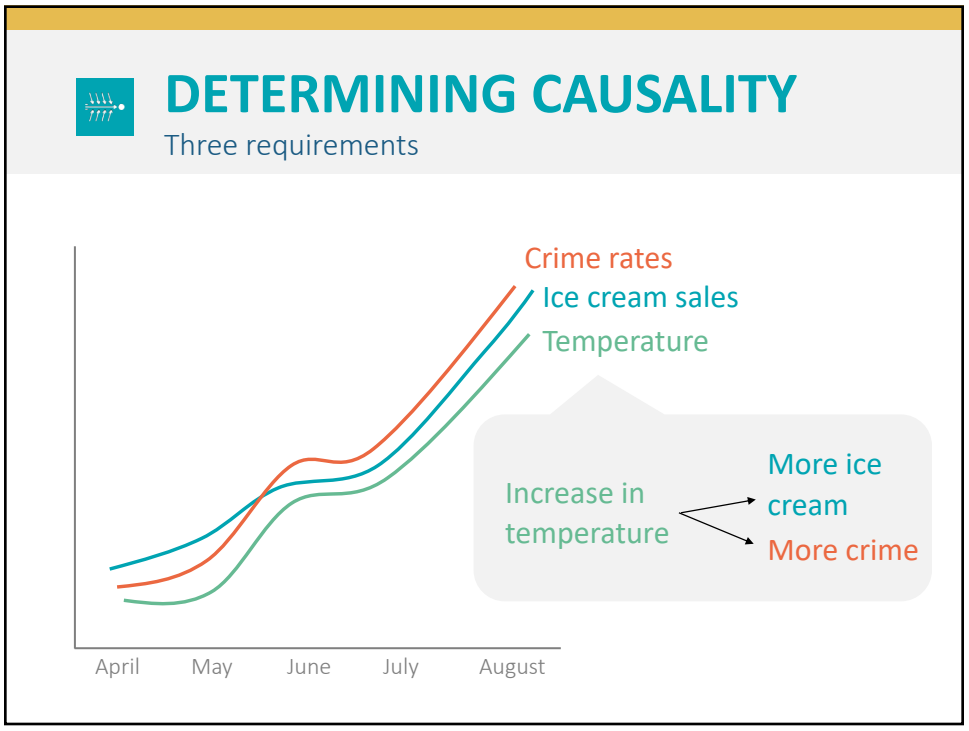
DETERMINING CAUSALITY
Three requirements
Crime rates
Ice cream sales
Temperature
Increase in temperature
More ice cream
More crime
April
May
June
July
August

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EVALUATIVE EVIDENCE

98% of participants reported being satisfied or very satisfied with the new lab materials. 90% said they would recommend the course to a friend.

Students who used the new lab material were three times more likely to pass the licensing exam than those who used the old lab materials in their preparatory courses.

1,500 students used the new lab materials in 2018.

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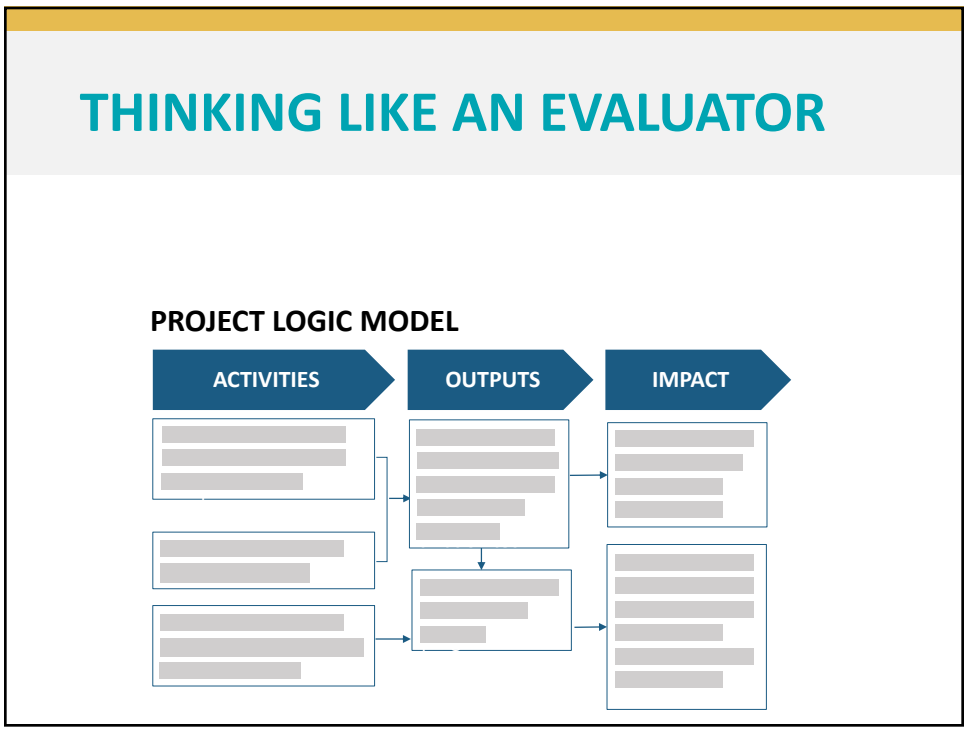
THINKING LIKE A RESEARCHER
Systematic reviews
Randomized control studies
Correlational studies
Descriptive studies
Editorials, expert opinion
Quality of evidence
Risk of bias

55


THINKING LIKE A RESEARCHER
Systematic reviews
Randomized control studies
Correlational studies
Descriptive studies
Editorials, expert opinion

59


THINKING LIKE AN EVALUATOR
PROJECT LOGIC MODEL
ACTIVITIES
OUTPUTS
IMPACT

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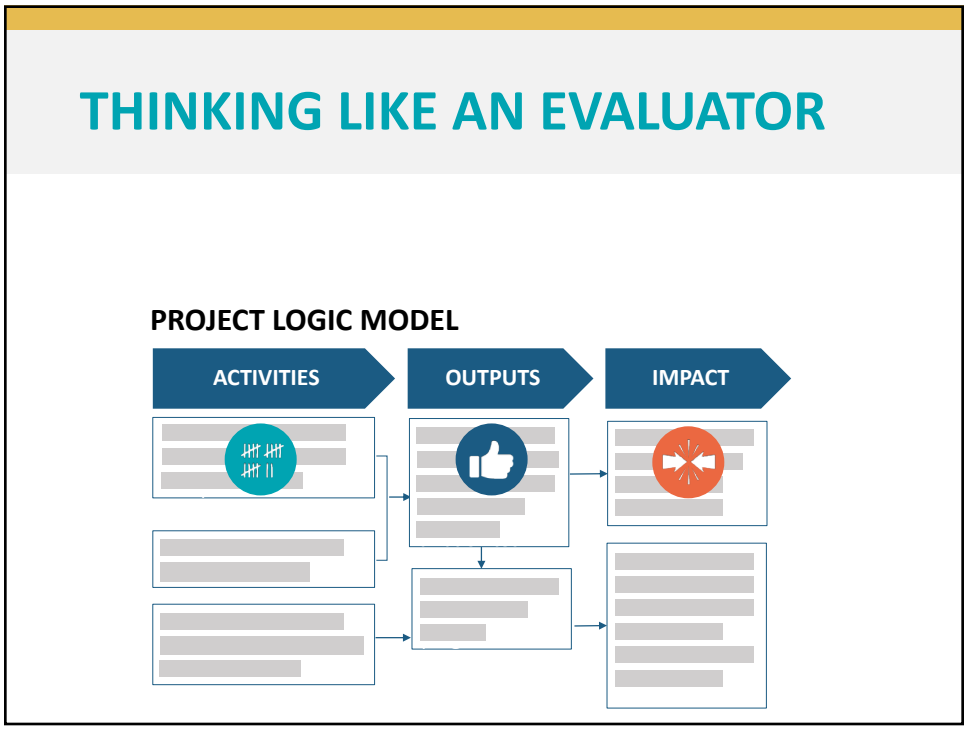
THINKING LIKE AN EVALUATOR
PROJECT LOGIC MODEL
ACTIVITIES
OUTPUTS
IMPACT

65

WHEN TO DO IMPACT EVALUATION? WHEN NOT TO DO?

What factors might lead you to pursue an impact evaluation?

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WHEN TO DO IMPACT EVALUATION? WHEN NOT TO DO?

What factors might steer you away from pursuing an impact evaluation?

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DETERMING CAUSALITY

Three requirements

1. **Temporal precedence**
   The potential cause happened before the effect
2. **Covariation of the cause and effect**
   When the potential cause is present, so is the effect
3. **No plausible alternative explanations**
   Nothing else could have explained the effect

Web Center for Social Science Research Methods. https://socialresearchmethods.net/kb/causeeff.php

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HOW TO DETERMINE CAUSALITY?

What *strategies* could you use to determine whether project activities *caused* the intended impact?

72

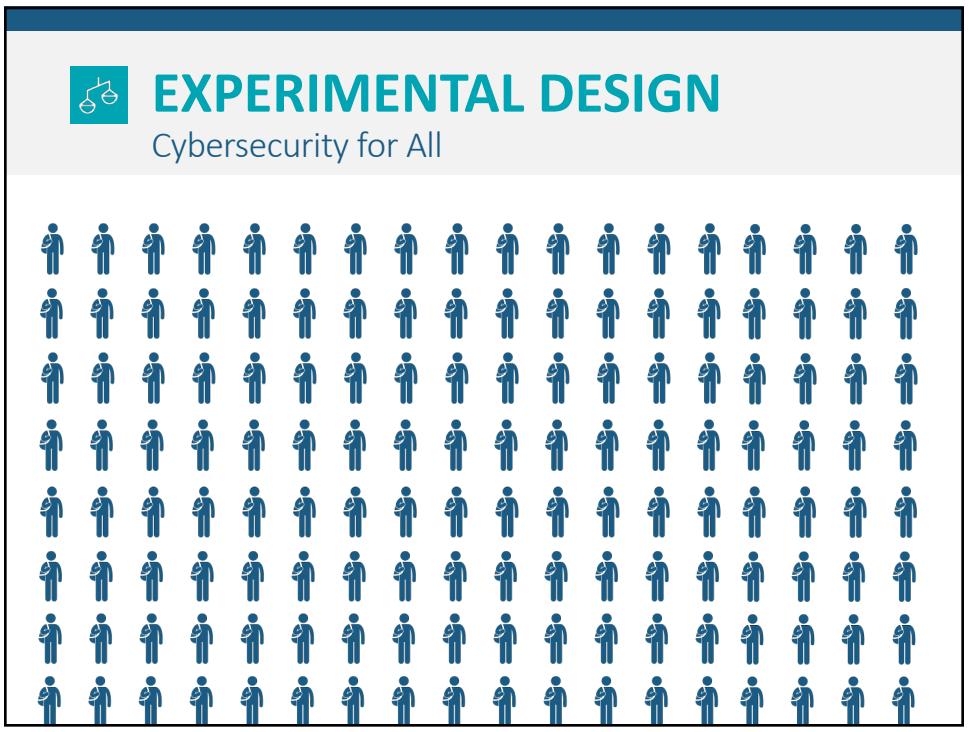
CASE EXAMPLE

Wood Hollow Community College

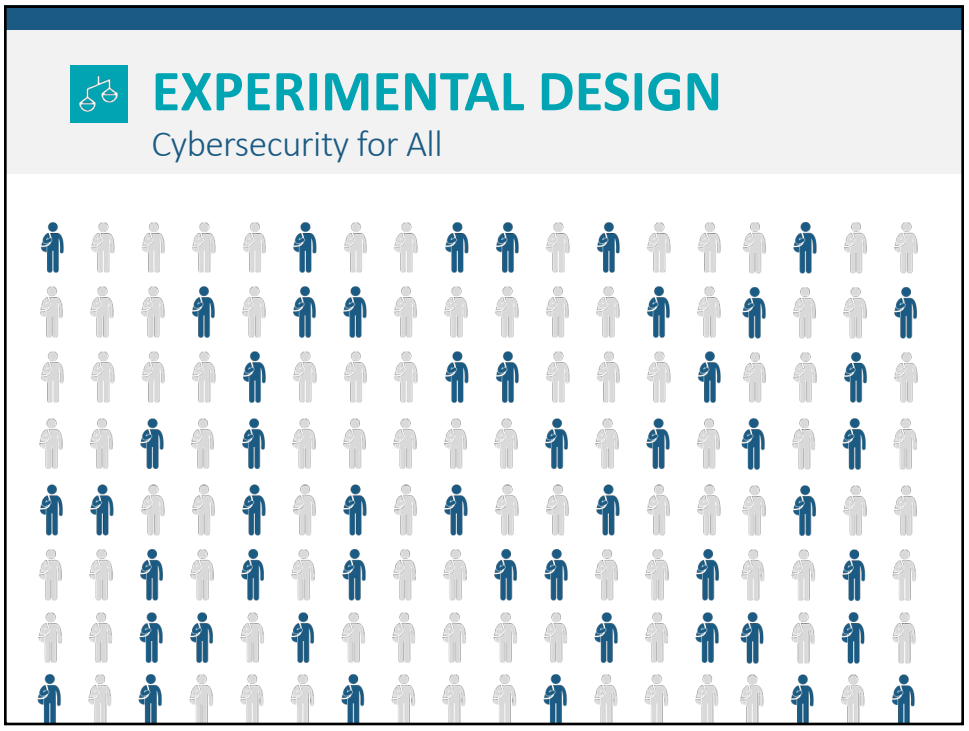
CYBERSECURITY FOR ALL

- Internship opportunities
- # of Black, Hispanic, and female students
- Credentials in cybersecurity
- **Employment in cybersecurity**
- National security

74


EXPERIMENTAL DESIGN
Cybersecurity for All

75


EXPERIMENTAL DESIGN
Cybersecurity for All

76

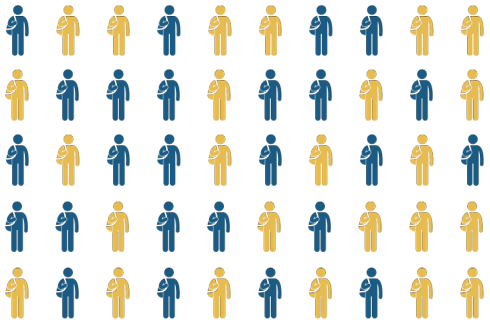
EXPERIMENTAL DESIGN

Cybersecurity for All

77

EXPERIMENTAL DESIGN

Cybersecurity for All



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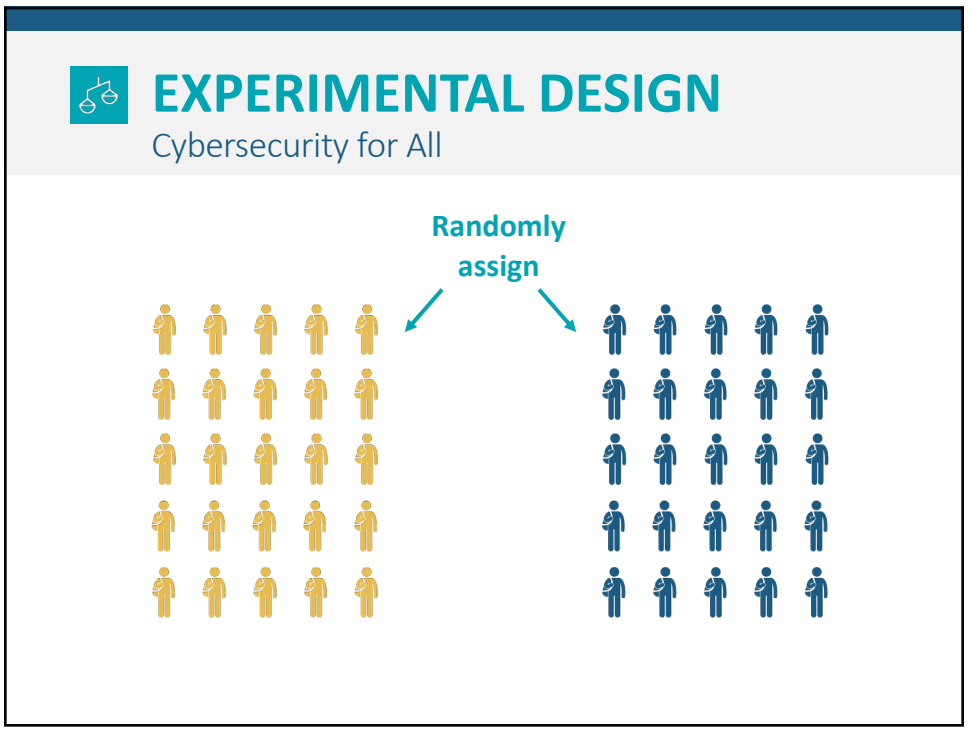
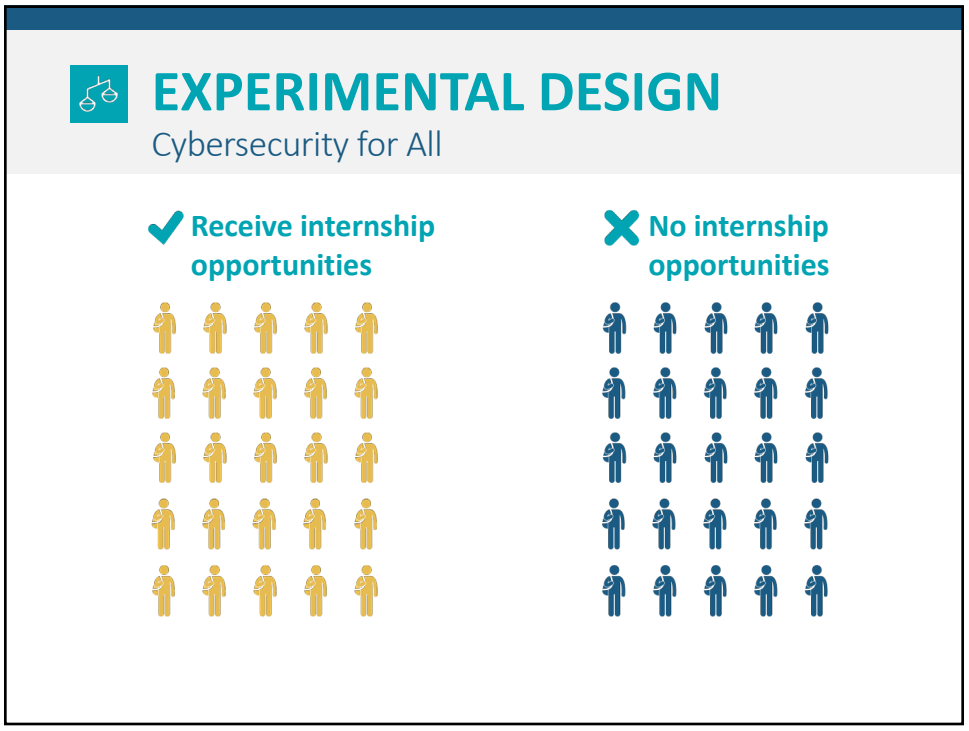
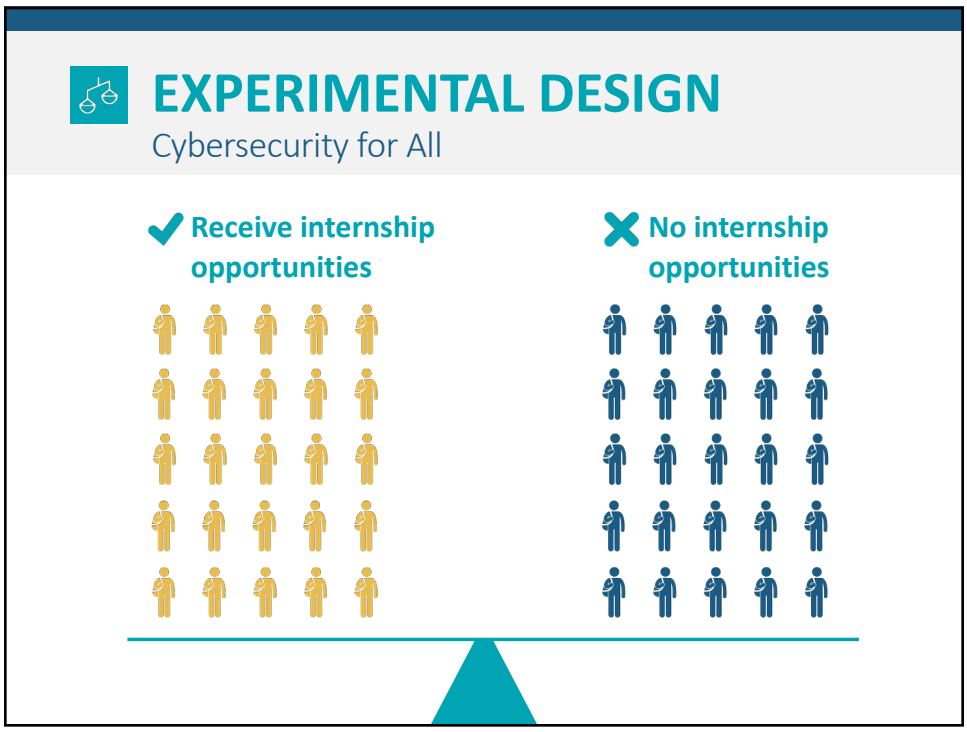

EXPERIMENTAL DESIGN
Cybersecurity for All
Randomly assign

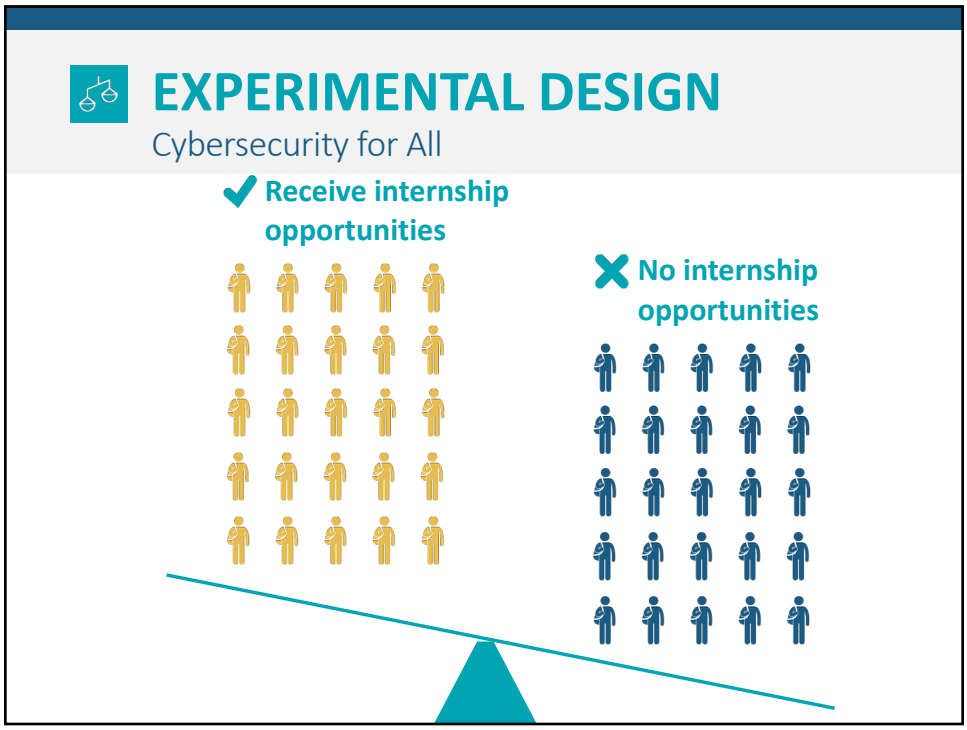
79


EXPERIMENTAL DESIGN
Cybersecurity for All
Receive internship opportunities
No internship opportunities

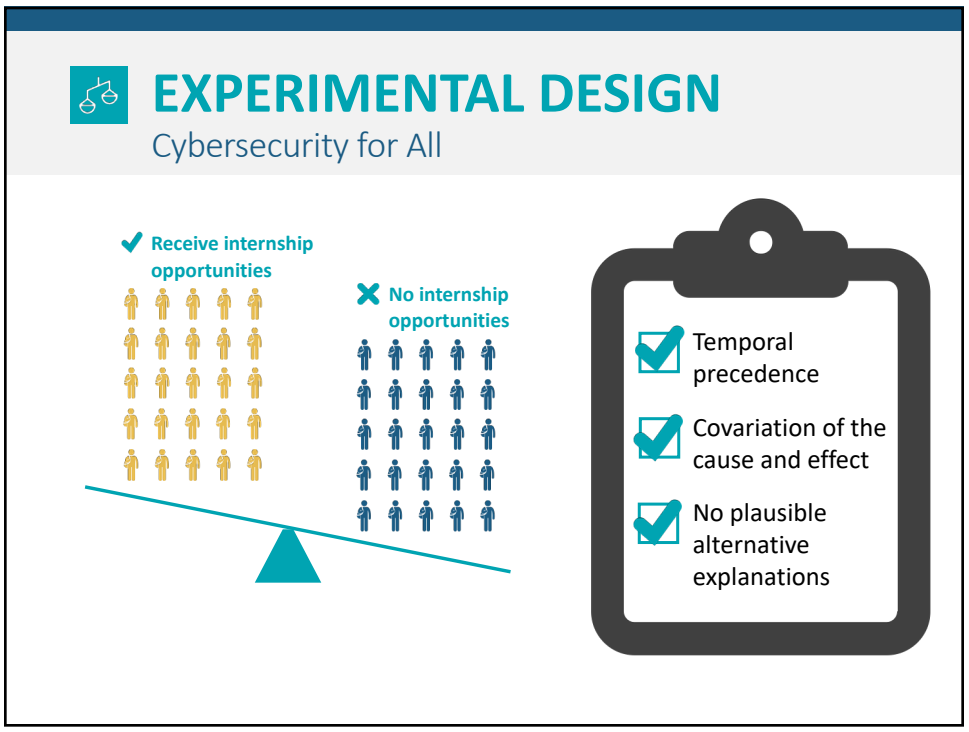
80


EXPERIMENTAL DESIGN
Cybersecurity for All
Receive internship opportunities
No internship opportunities

81


EXPERIMENTAL DESIGN
Cybersecurity for All
Receive internship opportunities
No internship opportunities

82


EXPERIMENTAL DESIGN
Cybersecurity for All
Receive internship opportunities
No internship opportunities
Temporal precedence
Covariation of the cause and effect
No plausible alternative explanations

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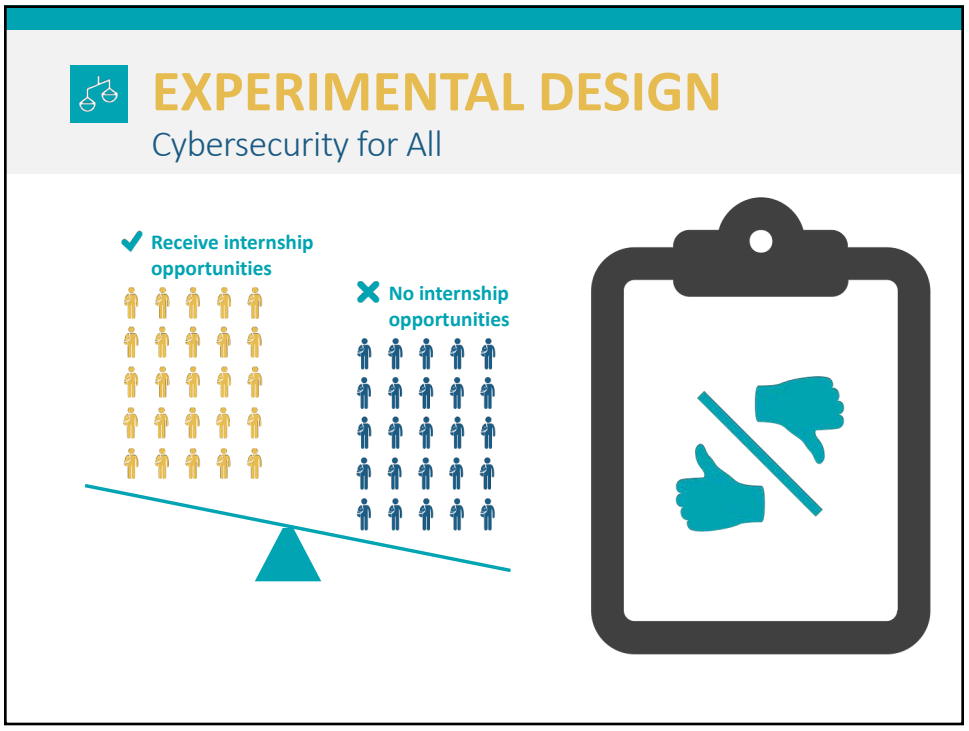
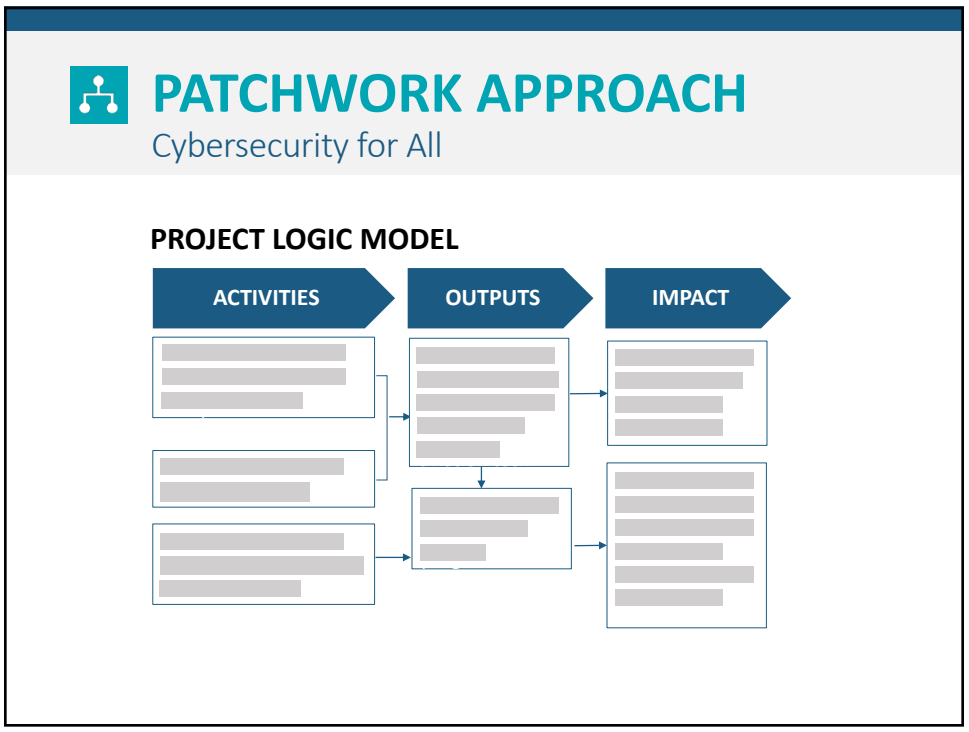

EXPERIMENTAL DESIGN
Cybersecurity for All
Receive internship opportunities
No internship opportunities

87


PATCHWORK APPROACH
Cybersecurity for All
PROJECT LOGIC MODEL
ACTIVITIES
OUTPUTS
IMPACT

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PATCHWORK APPROACH
Cybersecurity for All
Does the data match the program theory?

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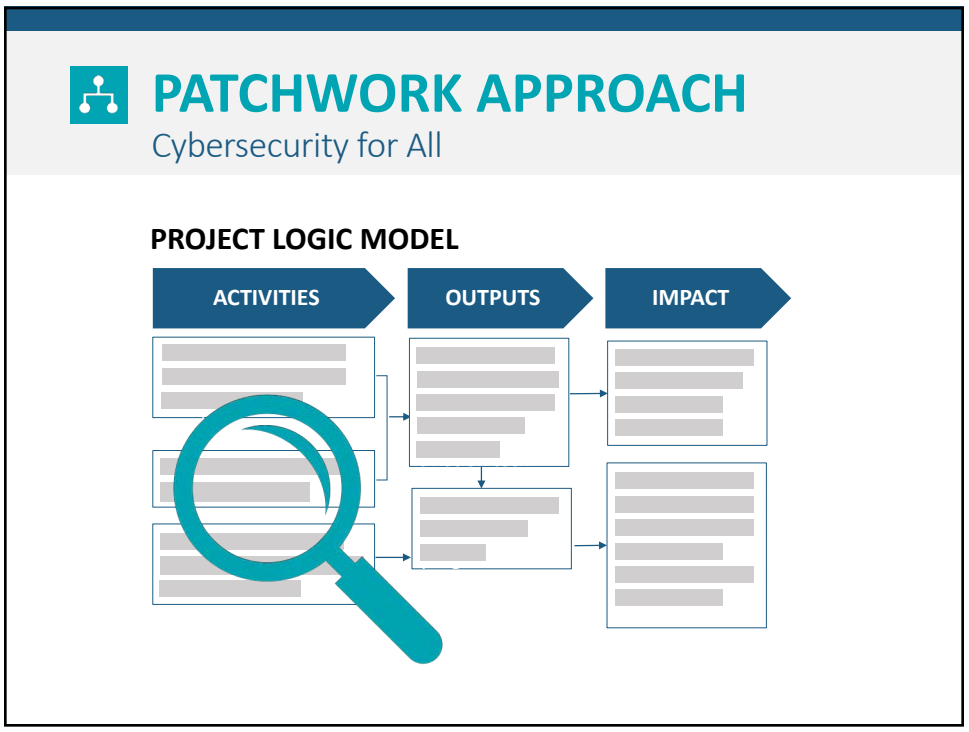
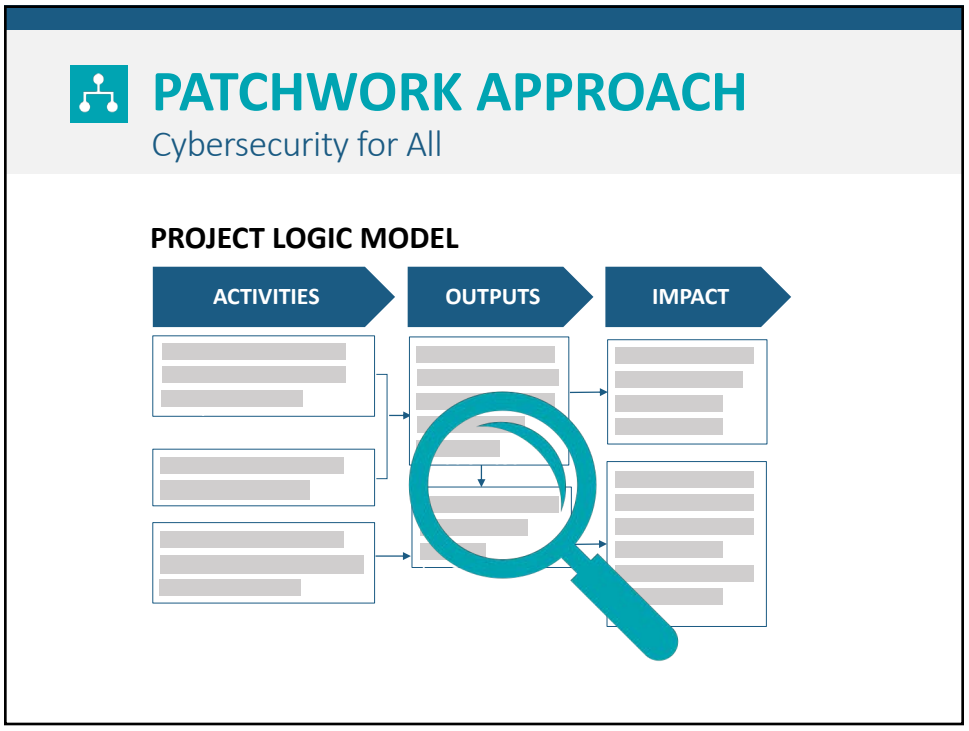

PATCHWORK APPROACH
Cybersecurity for All
PROJECT LOGIC MODEL
ACTIVITIES
OUTPUTS
IMPACT

90


PATCHWORK APPROACH
Cybersecurity for All
PROJECT LOGIC MODEL
ACTIVITIES
OUTPUTS
IMPACT

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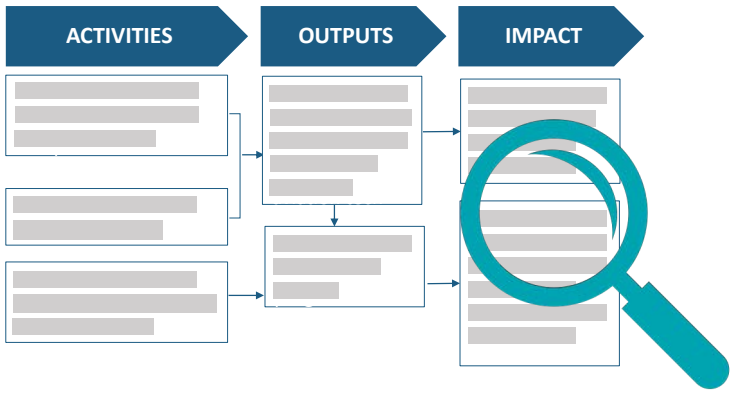
PATCHWORK APPROACH

Cybersecurity for All

PROJECT LOGIC MODEL



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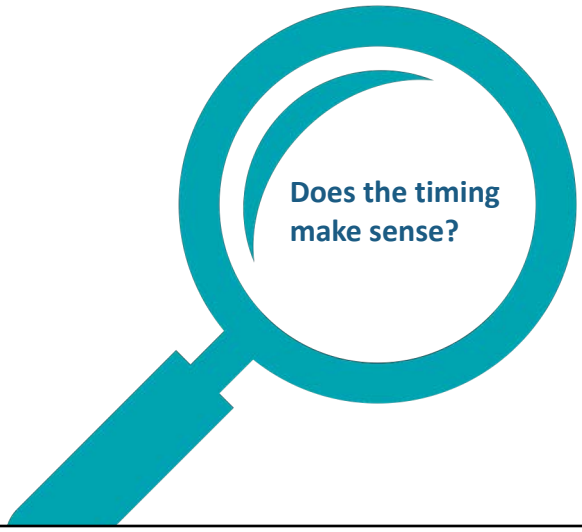
PATCHWORK APPROACH

Cybersecurity for All



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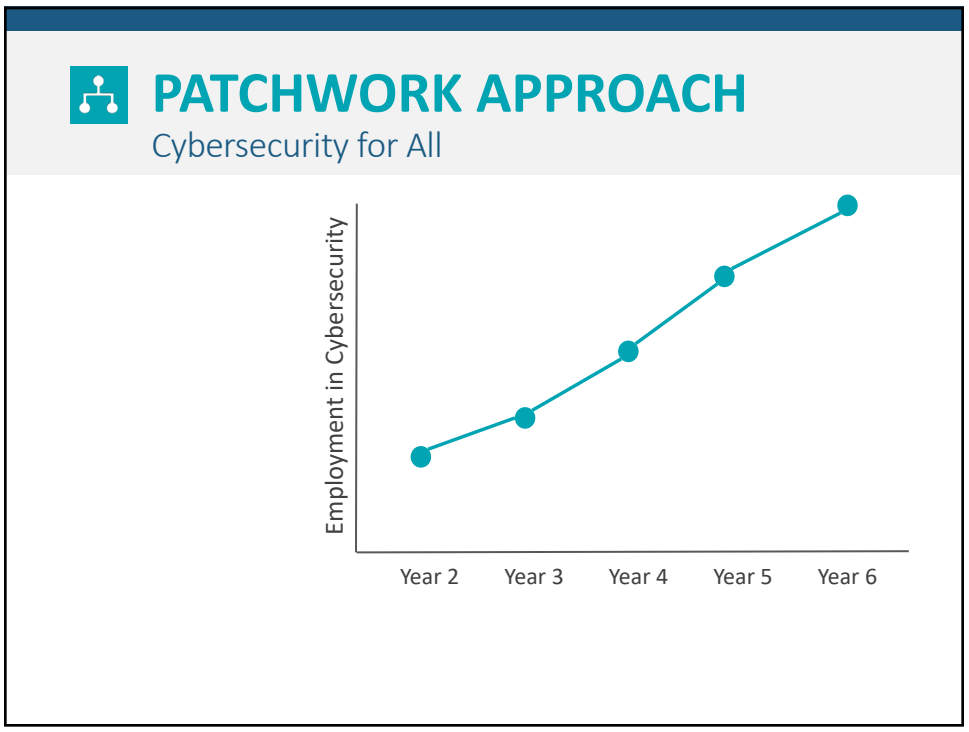
PATCHWORK APPROACH
Cybersecurity for All
Employment in Cybersecurity
Year 2
Year 3
Year 4
Year 5
Year 6

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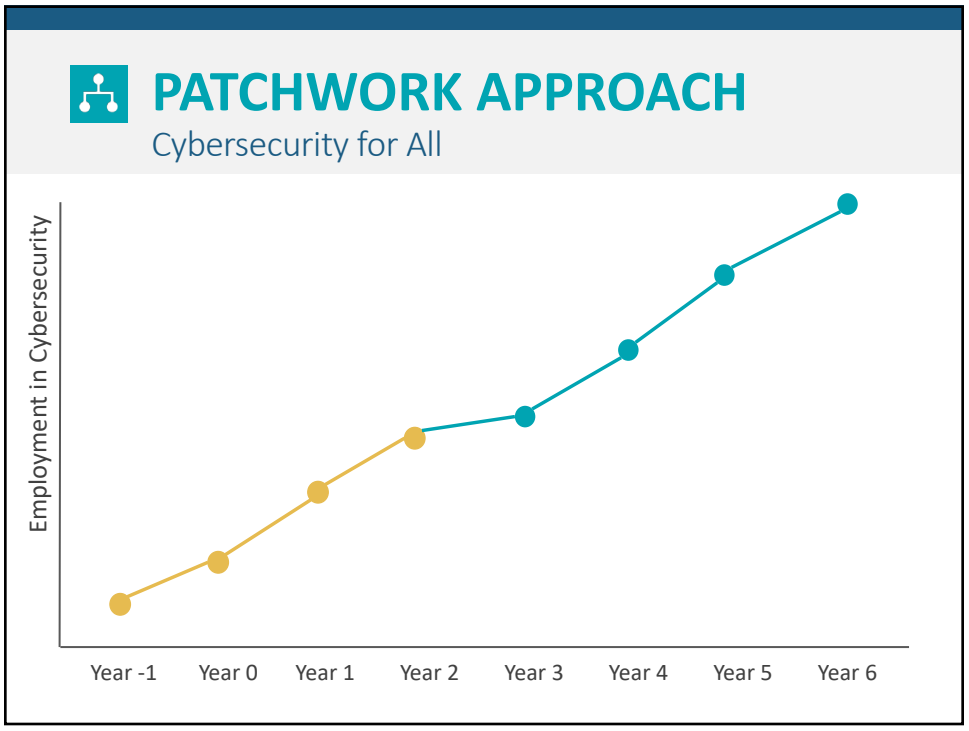
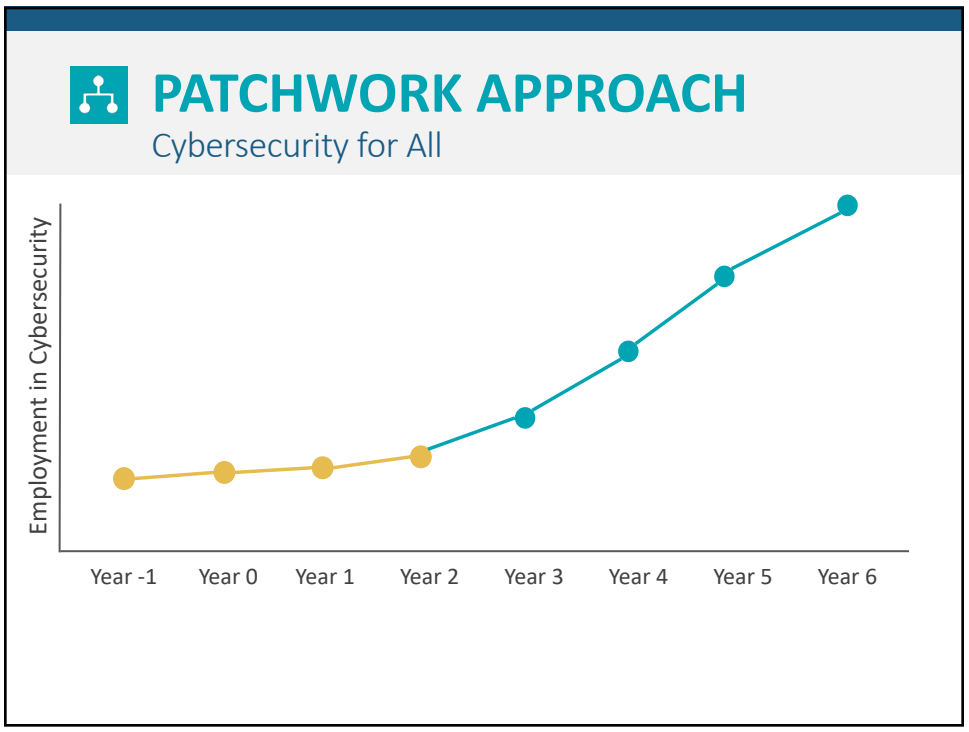

PATCHWORK APPROACH
Cybersecurity for All
Employment in Cybersecurity
Year -1
Year 0
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

95


PATCHWORK APPROACH
Cybersecurity for All
Employment in Cybersecurity
Year -1
Year 0
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

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PATCHWORK APPROACH
Cybersecurity for All
Are there other plausible explanations?

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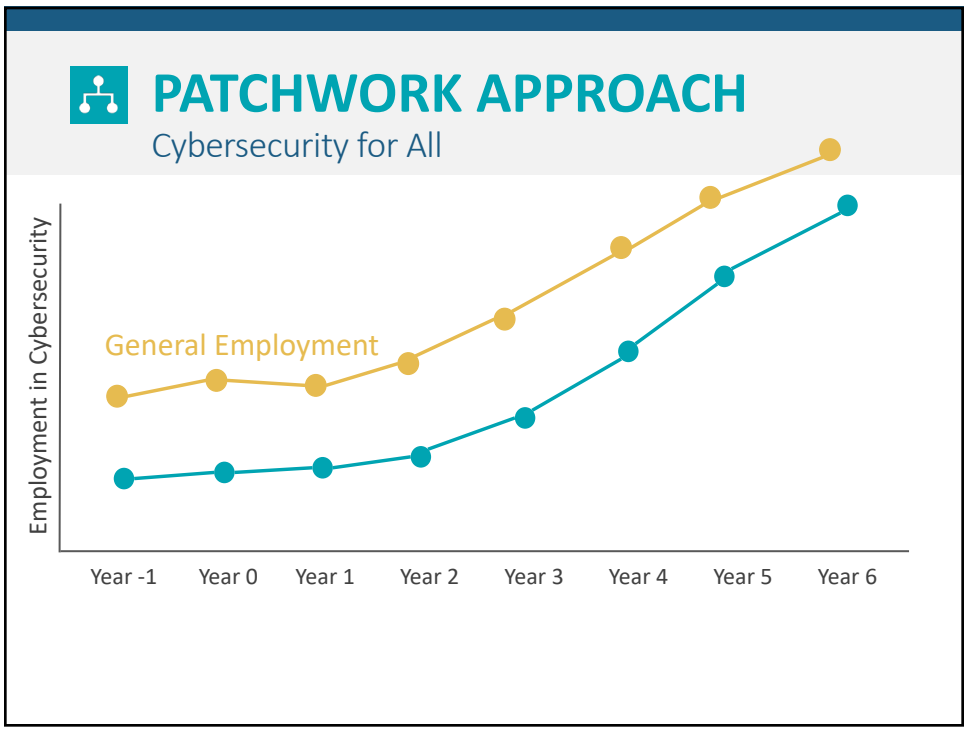
PATCHWORK APPROACH
Cybersecurity for All
Employment in Cybersecurity
General Employment
Year -1
Year 0
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

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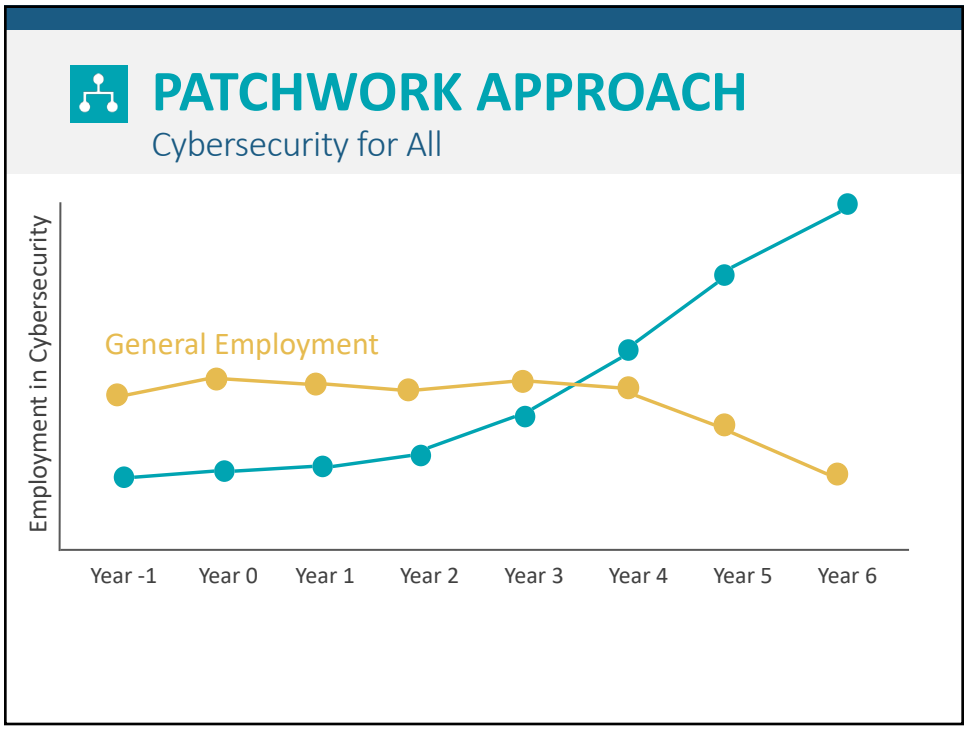
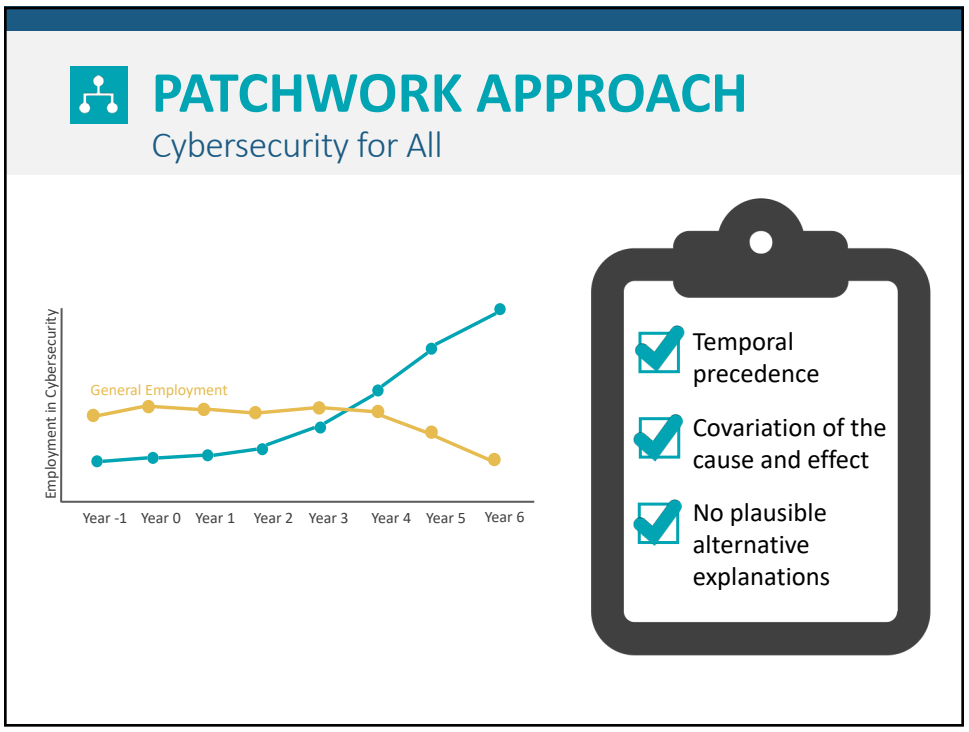

PATCHWORK APPROACH
Cybersecurity for All
Employment in Cybersecurity
General Employment
Year -1
Year 0
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

99


PATCHWORK APPROACH
Cybersecurity for All
Employment in Cybersecurity
General Employment
Year -1
Year 0
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6
Temporal precedence
Covariation of the cause and effect
No plausible alternative explanations

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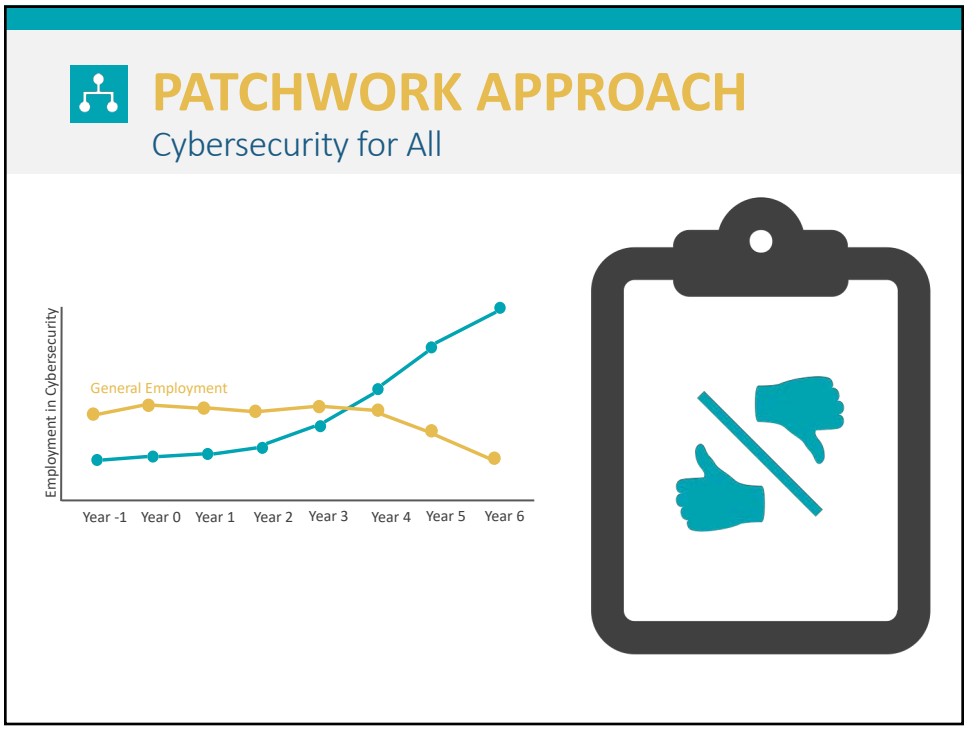
PATCHWORK APPROACH
Cybersecurity for All
Employment in Cybersecurity
General Employment
Year -1
Year 0
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

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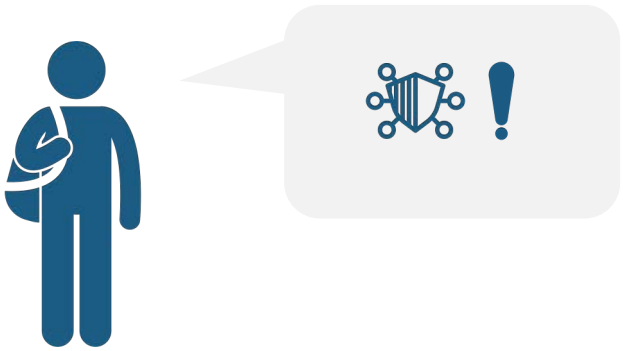
ASKING PARTICIPANTS

Cybersecurity for All



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ASKING PARTICIPANTS

Cybersecurity for All

Post Graduation Survey

Wood Hollow Community College

Cybersecurity for All

To what extent did your internship with Cybersecurity for All influence your ability to find employment in the cybersecurity sector?

Not at all	Small extent	Moderate extent	Great extent
○	○	○	○

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ASKING PARTICIPANTS

Cybersecurity for All

How much has your choice in pursuing cybersecurity as a career path been *as a result* of your internship with Cybersecurity for All?

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ASKING PARTICIPANTS

Cybersecurity for All

Tell me about the most significant change you saw in your career path after your internship with Cybersecurity for All.

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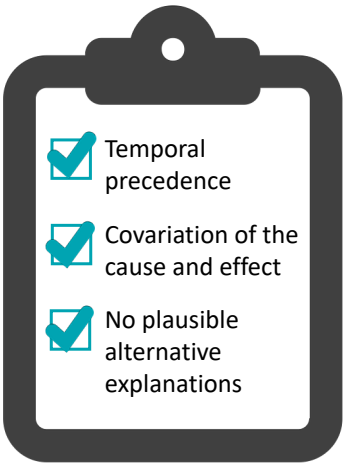
ASKING PARTICIPANTS
Cybersecurity for All

Were there other significant events that impacted your career path in addition to Cybersecurity for All?

109

ASKING PARTICIPANTS
Cybersecurity for All



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ASKING PARTICIPANTS
Cybersecurity for All

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04.
PART FOUR
DATA SOURCES

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IMPACT EVALUATION WITH
NATIONAL STUDENT CLEARINGHOUSE DATA

Candiya Mann
Senior Research Manager
Social & Economic Sciences
Research Center
Washington State University

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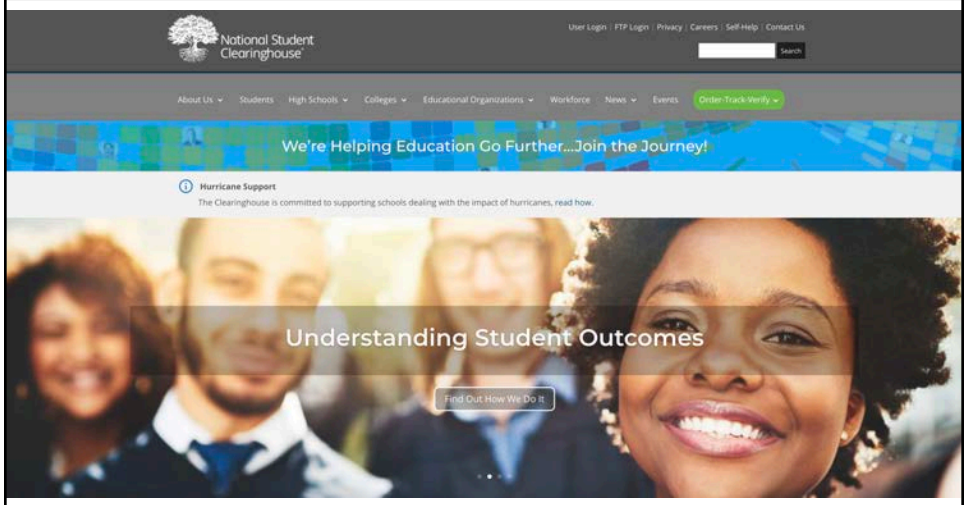
NATIONAL STUDENT CLEARINGHOUSE



www.studentclearinghouse.org/

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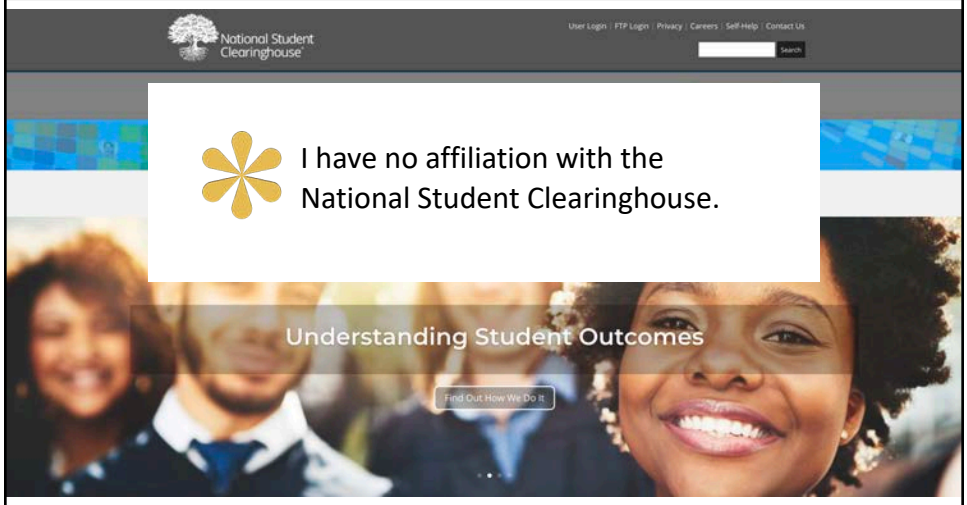
NATIONAL STUDENT CLEARINGHOUSE



www.studentclearinghouse.org/

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STRENGTHS

Why you might want to do this

- No email addresses needed!
- Not self-reported data
- Nationwide

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WEAKNESSES

Why you might want to think twice

- Privacy concerns
- Data analysis required
- No employment data
- Lag
- Only US colleges
- No comparison group
- Need student info for matching
- Fee

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STUDENT INFO FOR MATCHING

We used name (first, middle, last) and date of birth

Other options:

- ✓ Address
- ✓ SSN
- ✓ Student ID
- ✓ School ID

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LET'S TALK MONEY

Initial set-up: $500

Minimum fee: $425

Price Band	Marginal Rate	Sample Query Size	Sample Cost
1 - 1,000	1.000	1,000	$1,000
1,001 - 10,000	0.600	10,000	$6,400
10,001 - 100,000	0.360	100,000	$38,800
100,001 – 1,000,000	0.216	1,000,000	$233,200
1,000,001 & higher	contact NSC		

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PROCESS

1. Contract
2. Prepare student info
   (For MATE: Only students in US, 18+ years old)
3. Upload student info
4. Pay invoice
5. Receive reports
6. Analyze, analyze, analyze…

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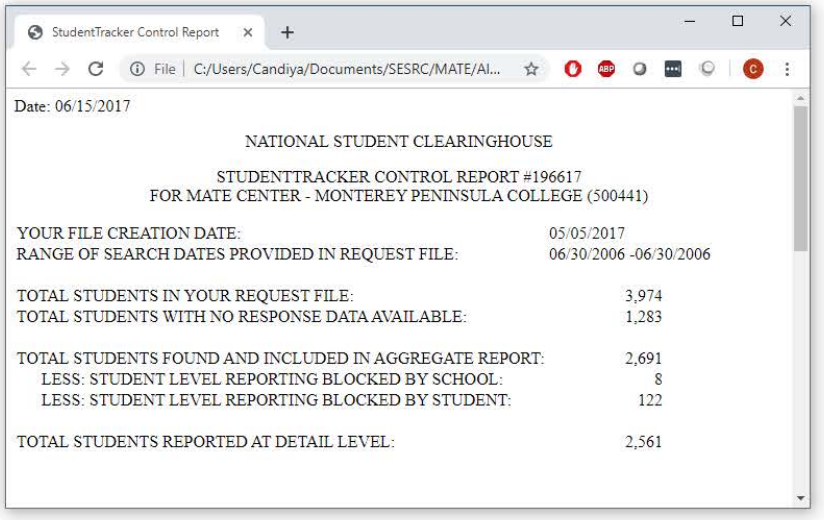
CONTROL REPORT



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AGGREGATE REPORT

Date: 06/15/2017

NATIONAL STUDENT CLEARINGHOUSE
STUDENTTRACKER AGGREGATE REPORT : INITIAL SCHOOL OF ATTENDANCE
FOR MATE CENTER - MONTEREY PENINSULA COLLEGE (500441)
REPORT # 196617

SCHOOL CODE	SCHOOL NAME	SCHL TYPE	PUB/ PVT	ST	% OF STUDENTS	# OF STUDENTS	# RECORDS BLOCKED BY SCHOOL	# RECORDS BLOCKED BY STUDENTS	# STUDENTS ON DETAIL REPORT	# AWARDED DEGREE BY THIS SCHOOL	# AWARDED DEGREE BY LATER SCH(S)
011145-00	LONE STAR COLL	2	Public	TX	4.27%	115	0	1	114	20	23
003798-00	U OF WASHINGTON	4	Public	WA	1.71%	46	0	5	41	25	19
001124-00	CABRILLO	2	Public	CA	1.71%	46	0	7	39	2	7
001197-00	EL CAMINO	2	Public	CA	1.64%	44	0	0	44	1	10
001431-00	U OF DELAWARE	4	Public	DE	1.52%	41	0	0	41	11	9
001219-00	LONG BEACH CC	2	Public	CA	1.45%	39	0	18	21	1	3
001139-00	CSU LONG BEACH	4	Public	CA	1.26%	34	0	0	34	3	2
003792-00	SKAGIT VALLEY	4	Public	WA	1.19%	32	0	0	32	9	10
002176-00	BRISTOL CCL	2	Public	MA	1.11%	30	0	1	29	8	10
002806-00	ROCHESTER INST	4	Private	NY	1.11%	30	0	0	30	2	7
003213-00	PORTLAND CC	2	Public	OR	1.08%	29	0	0	29	2	9
001203-00	GLENDALE CC	2	Public	CA	1.04%	28	0	0	28	0	6
001569-00	GEORGIA TECH	4	Public	GA	1.00%	27	0	0	27	21	5
003090-00	OHIO STATE	4	Public	OH	1.00%	27	0	0	27	19	2
003189-00	CLATSOP	2	Public	OR	0.93%	25	0	0	25	12	3
003249-00	CC OF PHILADELP	2	Public	PA	0.93%	25	0	0	25	1	4
010633-00	HOUSTON CC	2	Public	TX	0.89%	24	0	0	24	2	8
006938-00	LINN-BENTON CC	2	Public	OR	0.82%	22	0	1	21	12	23
001312-00	U CAL BERKELEY	4	Public	CA	0.82%	22	0	20	2	9	4
003256-00	DREXEL	4	Private	PA	0.82%	22	0	0	22	5	0
001610-00	U HAWAII MANOA	4	Public	HI	0.78%	21	0	1	20	12	9
002210-00	U OF MA DART	4	Public	MA	0.78%	21	0	0	21	9	3
001315-00	U CAL LA - QRTR	4	Public	CA	0.74%	20	0	0	20	9	4
002402-00	COPIAH-LINCOLN	2	Public	MS	0.71%	19	0	0	19	21	8

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DETAILED REPORT

One record per student, institution, term

So. Much. Duplication.

- 24,098 records for 3,974 students
- 1-41 records per student

Requester Return Field	Record Found Y/N	Search Date	College Code/ Branch	College Name	College State	2-year / 4-year	Public / Private	Enrollment Begin	Enrollment End	Enrollment Status	Class Level	Enrollment Major 1	Enrollment CIP 1	Enrollment Major 2	Enrollment CIP 2	Graduated?
1014338_	N	20060630														N
10396_	Y	20060630	003644-00	TEXAS TECH UNIVERSITY, LUBBOCK	TX		4 Public	20130812	20131211	F						N
10396_	Y	20060630	003644-00	TEXAS TECH UNIVERSITY, LUBBOCK	TX		4 Public	20131212	20140513	F						N
10396_	Y	20060630	003644-00	TEXAS TECH UNIVERSITY, LUBBOCK	TX		4 Public	20140811	20141210	F	B	FOUNDATIO	140102			N
10396_	Y	20060630	003644-00	TEXAS TECH UNIVERSITY, LUBBOCK	TX		4 Public	20141211	20150512	F	B	FOUNDATIO	140102			N
10396_	Y	20060630	010633-00	HOUSTON COMMUNITY COLLEGE	TX		2 Public	20140602	20140810	F	A					N
10396_	Y	20060630	010633-00	HOUSTON COMMUNITY COLLEGE	TX		2 Public	20150608	20150816	L	A					N
10396_	Y	20060630	010633-00	HOUSTON COMMUNITY COLLEGE	TX		2 Public	20160606	20160814	L	A					N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20130826	20131215	F						N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20140113	20140511	F						N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20140825	20141214	F	A					N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20140825	20141215	F						N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20150112	20150510	F	A					N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20150824	20151213	H	A					N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20160119	20160515	H	A					N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public	20160606	20160821	L	A					N
1015359_	Y	20060630	011145-00	LONE STAR COLLEGE SYSTEM DISTRICT	TX		2 Public									Y
1015359_	Y	20060630	003612-00	UNIVERSITY OF HOUSTON-DOWNTOWN	TX		4 Public	20160822	20161214	F	J	STRUCTURAI	150201			N
1015359_	Y	20060630	003612-00	UNIVERSITY OF HOUSTON-DOWNTOWN	TX		4 Public	20170117	20170511	H	J	STRUCTURAI	150201			N
6644_	N	20060630														N
10271_	N	20060630														N
1016616_	N	20060630														N

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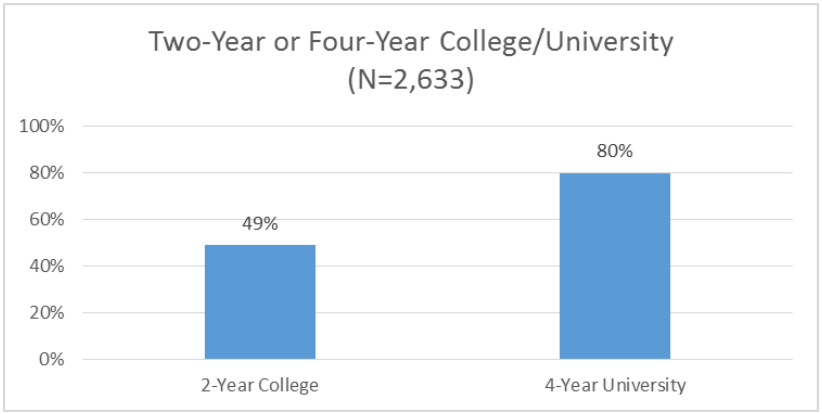
SNAPSHOT OF RESULTS



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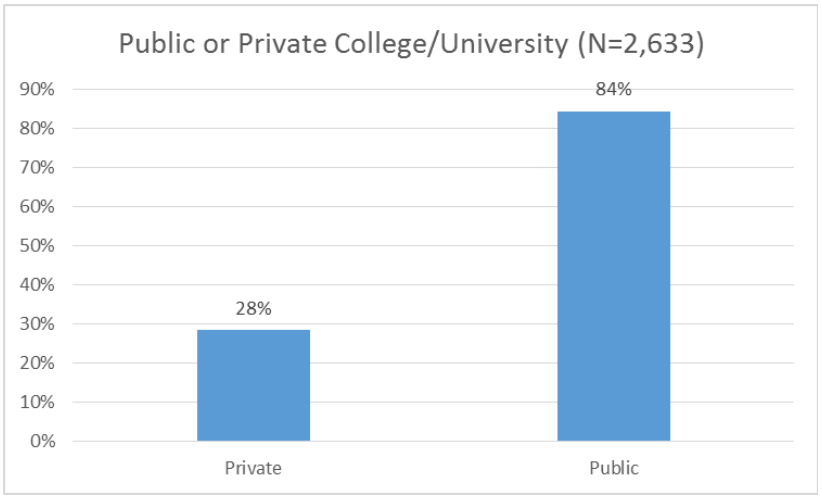
SNAPSHOT OF RESULTS



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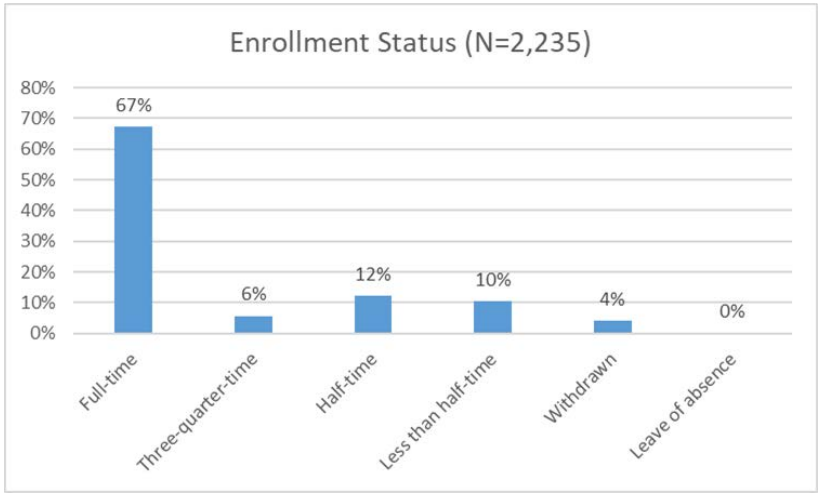
SNAPSHOT OF RESULTS



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SNAPSHOT OF RESULTS

Majors

Of 2,633 students

- 1,779 with major
- 1,668 with CIP

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SNAPSHOT OF RESULTS

Majors

Of 2,633 students
- 1,779 with major
- 1,668 with CIP

What is STEM? Two approaches:

1. Match to NSF CIP Crosswalk for STEM Disciplines = 51% STEM
   - No certificates/AAS degrees
2. Hand-code for STEM = 66% STEM

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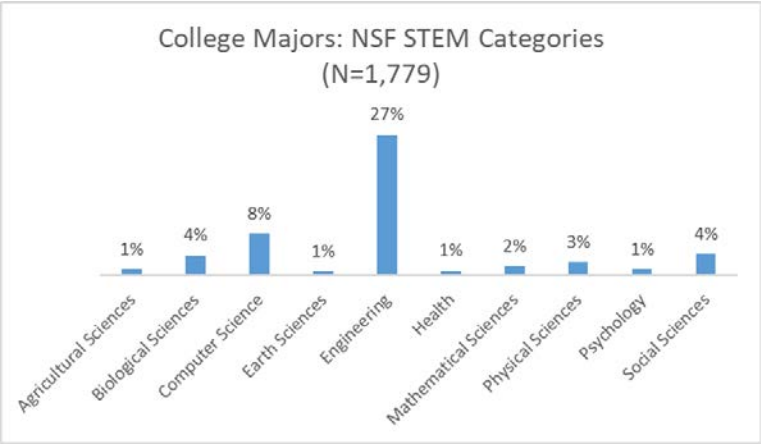
SNAPSHOT OF RESULTS

Majors



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SNAPSHOT OF RESULTS

Degrees

Of 2,633 students
- 708 students earned
- 975 degrees/certificates
- 734 with CIP

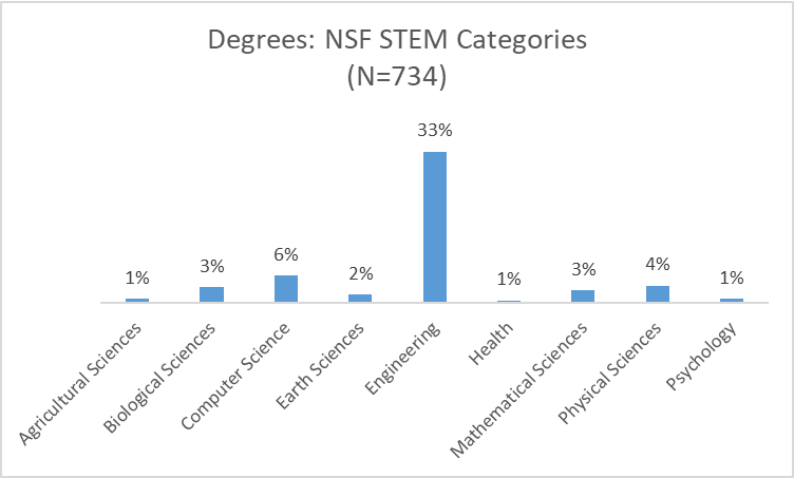
What is STEM?

1. Match = 57% STEM
2. Hand-code = 76% STEM

139

SNAPSHOT OF RESULTS

Degrees



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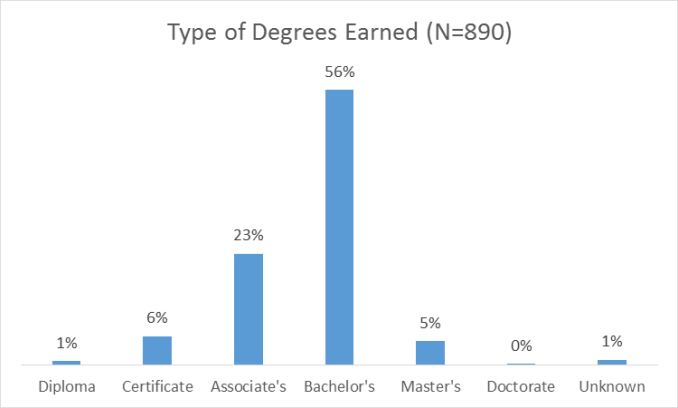
SNAPSHOT OF RESULTS

Degrees

Hand-code degree type



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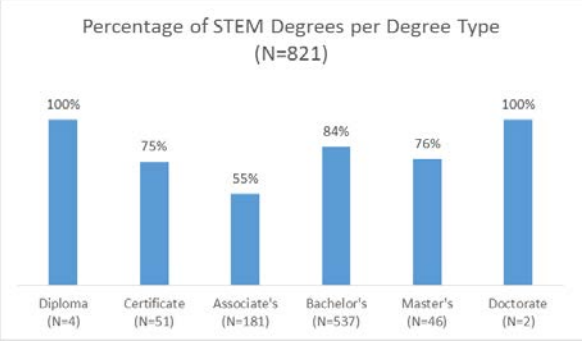
SNAPSHOT OF RESULTS

Degrees

STEM degrees by degree type

Many Associate's have generic names (e.g. General Studies)



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USING THE RESULTS

Evaluation report

Infographic

Compare/confirm alumni survey

Proposals: NSF, corporate foundations, and others

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IMPACT EVALUATION WITH
LINKEDIN ALUMNI TOOL

Ben Reid
Principal Consultant
Impact Allies
STEM Evaluations

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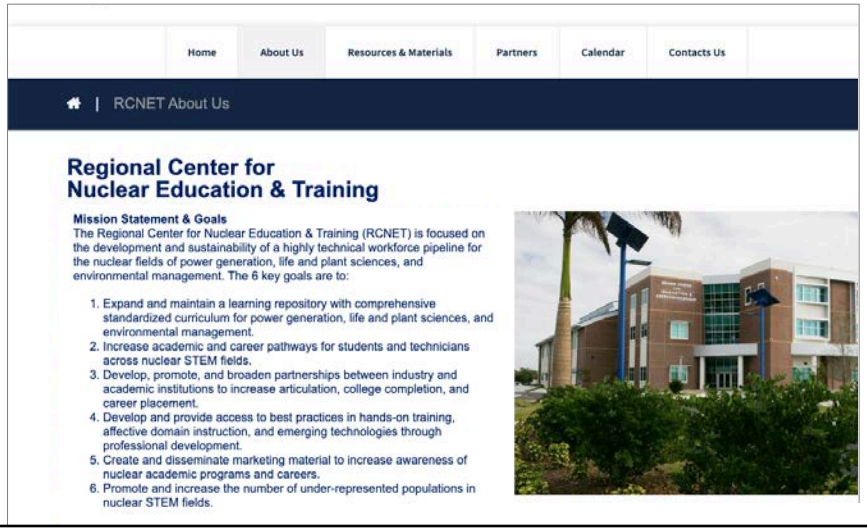
EVALUATION DESIGN

Choosing *which impact* to evaluate



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EVALUATION DESIGN

Choosing *which impact* to evaluate

- Post-program outcomes for students

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EVALUATION DESIGN

Choosing *which impact* to evaluate

"ATE program stakeholders would like to know more about post-program outcomes for students."

- ATE Annual Survey, 2019

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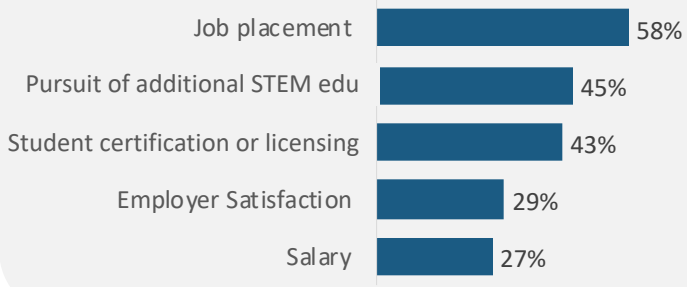
EVALUATION DESIGN

Choosing *which impact* to evaluate

Percent of ATE projects that could report student outcomes



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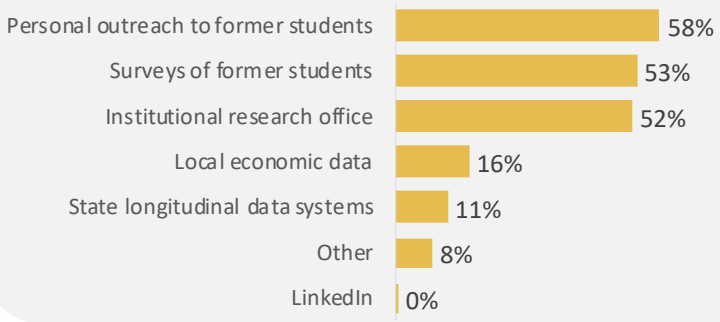
EVALUATION DESIGN

Choosing *which impact* to evaluate

Percent of ATE projects that use following data sources



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EVALUATION DESIGN

Choosing *which impact* to evaluate

Indicator of success	Measurable outcome	Evaluation method
1. **To what extent has RCNET developed a highly technical workforce pipeline for the nuclear field of power generation?**		
Post-program outcomes for students	Percentage of students: 1) Working in Energy Industry 2) Working in Science, Technology, or Engineering company or position 3) Pursued a 4-year college degree	8 year **longitudinal study** **3 Rounds:** 1 Survey of former students 2 Self-reported information of former students on LinkedIn 3 Combined data

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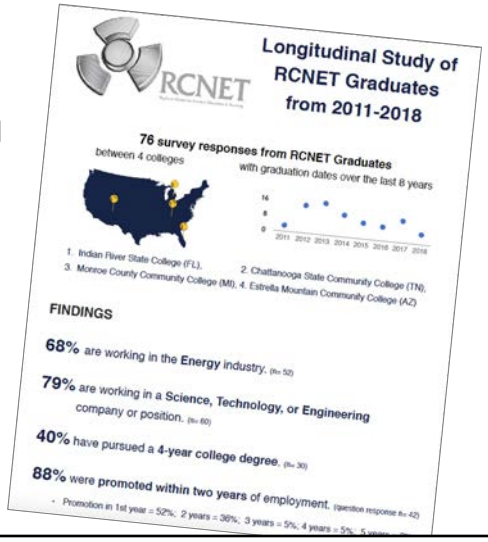
1 ROUND ONE

Survey of former students

Direct contact with students via email and phone


Longitudinal Study of RCNET Graduates from 2011-2018

RCNET

76 survey responses from RCNET Graduates between 4 colleges with graduation dates over the last 8 years

1. Indian River State College (FL), 2. Chattanooga State Community College (TN), 3. Monroe County Community College (MI), 4. Estrella Mountain Community College (AZ)

FINDINGS

68% are working in the Energy industry.

79% are working in a Science, Technology, or Engineering company or position.

40% have pursued a 4-year college degree.

88% were promoted within two years of employment.

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1 ROUND ONE

Survey of former students

CHALLENGES

- Permissions to obtain student information
- Incomplete contact information
- Changed contact information
- Low response rates
- Time intensive for evaluator and students

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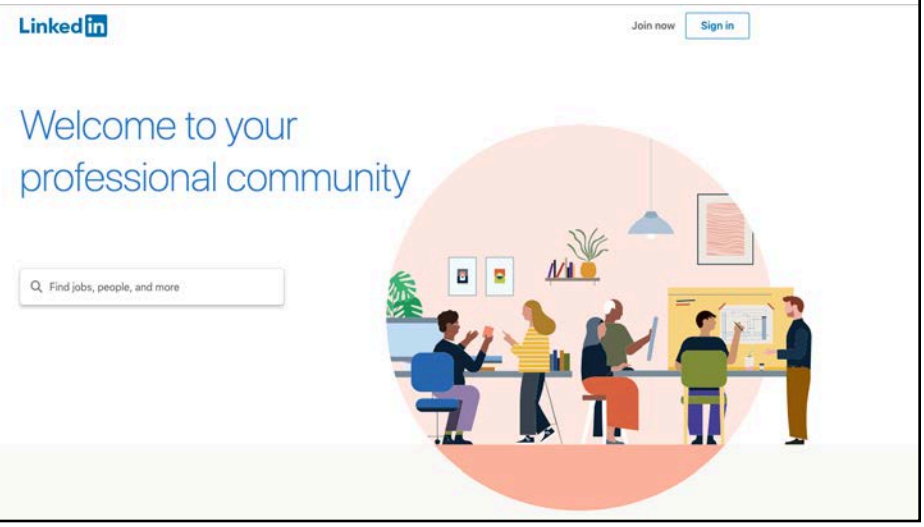
2 ROUND TWO

LinkedIn data of former students



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ACCURACY OF LINKEDIN

20 / 76
Survey respondents have an updated LinkedIn profile

20 / 20
LinkedIn profiles were an exact match to the survey questions

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RELIABILITY OF LINKEDIN

105 / 714
Former students have an updated LinkedIn profile

*
Best to cross reference a list of names and dates in program

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SNAPSHOT OF RESULTS

	Survey n=76 11% response	LinkedIn n=105 15% response	Combined n=161 (unique responses) 23% response
Working in Energy Industry	68% n=52	64% n=67	65% n=104
Working in STE position or co.	79% n=60	92% n=97	85% n=137
Pursued 4 year degree	40% n=30	30% n=32	32% n=51

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USING THE RESULTS

Longitudinal study sent directly to ATE Lead Program Officer

Evaluation report

RCNET's Annual Report

Proof of concept for new workforce tracking models

Helping partner colleges use LinkedIn

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BIG PICTURE

- PI and Project Staff (and career services)
- Evaluators (and researchers and Institutional Effectiveness)
- Students and Alumni

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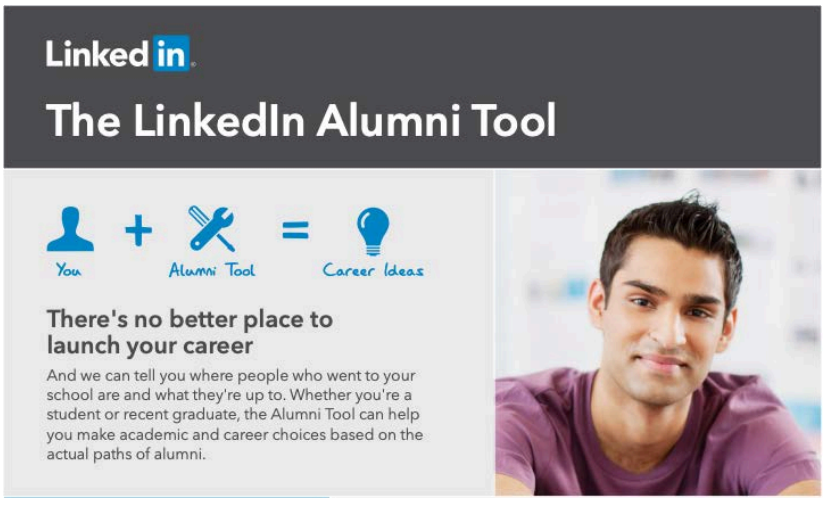
LIVE DEMONSTRATION



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LIMITATIONS & OPPORTUNITIES

- Need more evidence of LinkedIn as an accurate and reliable data source
- Need to refine method process for identifying program specific students and alumni

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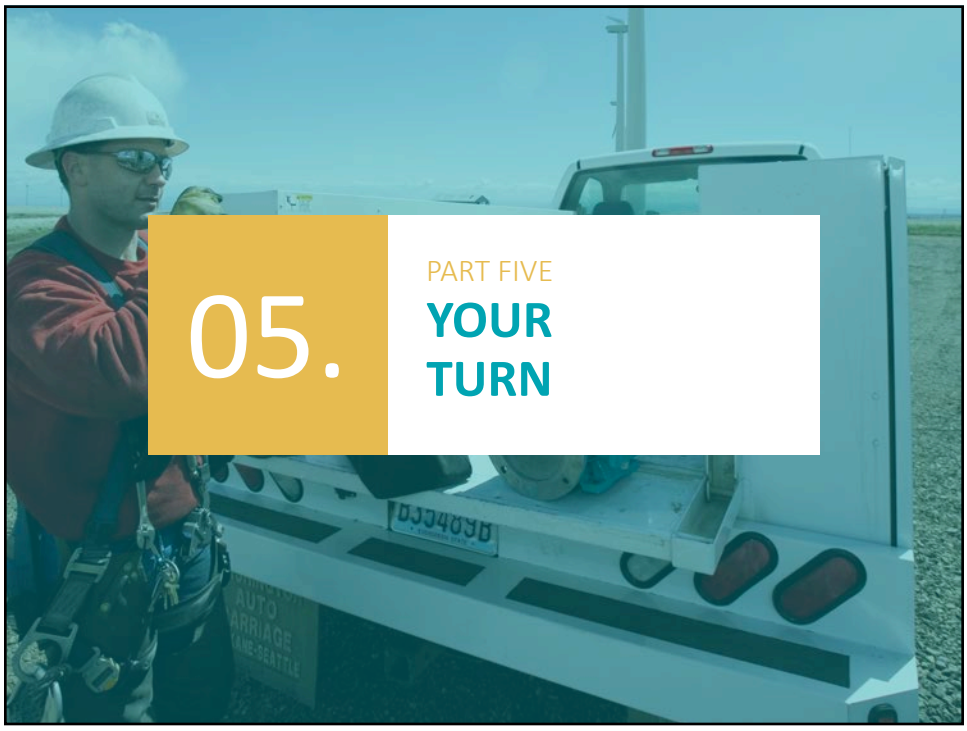
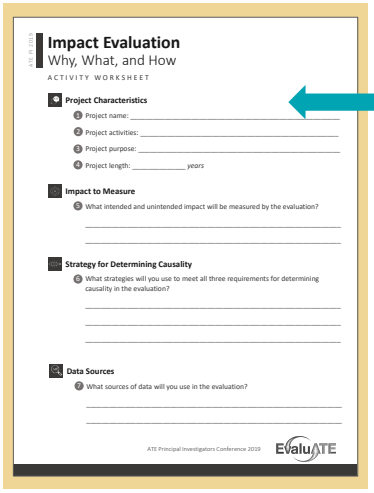


165

DESIGN AN IMPACT EVALUATION



1 Choose a project

What is the overall goal of the project?

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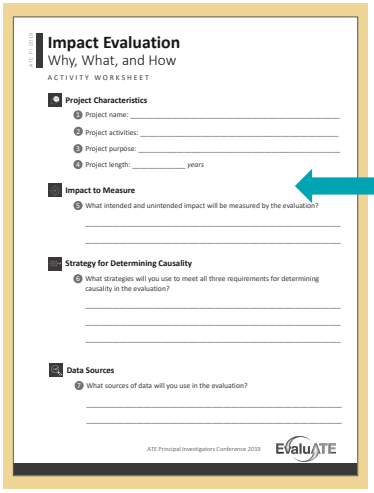
DESIGN AN IMPACT EVALUATION



2 Identify the impact

What intended or unintended impact will be measured?

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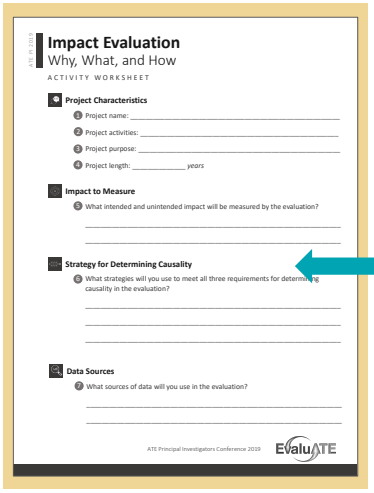
DESIGN AN IMPACT EVALUATION



3 Choose a strategy for causality

What strategies will be used to attend to causality?

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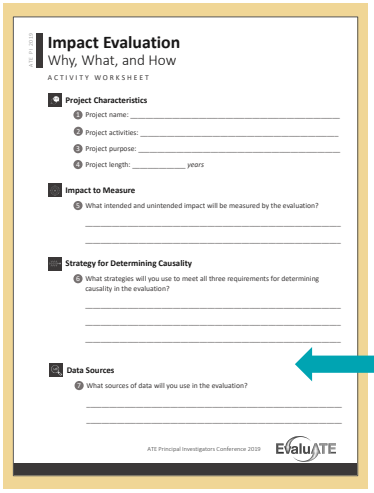
DESIGN AN IMPACT EVALUATION



4 Identify data sources

Where and how will data be collected?

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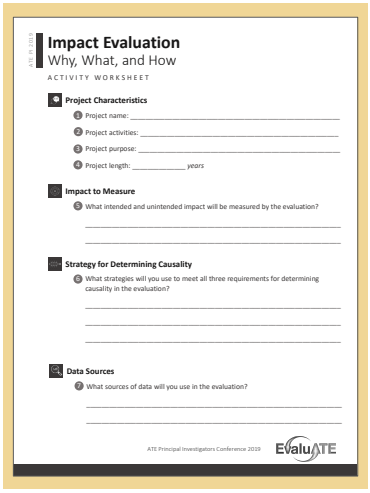
REFLECTION



What was easy?

What was hard?

Is this realistic? Why or why not?

What resources would this take?
(e.g., time, money, data)

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Join the

EvaluATE Network

evalu-ate.org/network

174

BOOTH # 2

evalu-ate.org

COME VISIT US!

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