



Evaluation Capacity-Building for NOAA B-WET and CBT Grantees

Evaluation of the Support Provided to Grantees

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Prepared for:

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Prepared by:

Susan Foutz, MA

Senior Research Associate, Institute for Learning Innovation

Michaela Zint, PhD

Associate Professor of Environmental Education & Communication, University of Michigan

Institute for Learning Innovation

3168 Braverton St. Suite 280, Edgewater, MD 21037 t: 410-956-5144 f: 410-956-5148 www.ilinet.org
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Executive Summary

The Institute for Learning Innovation (ILI) was contracted by the Chesapeake Bay Trust (CBT) to provide evaluation capacity-building workshops and support to staff members from organizations funded by National Oceanic and Atmospheric Administration's (NOAA's) Bay Watershed Education and Training Program (B-WET) or CBT to conduct Meaningful Watershed Educational Experiences (MWEEs) for students and teachers. The intent of the project was to build the evaluation competencies of environmental educators in the Chesapeake Bay region, particularly at organizations with grant-funded projects where evaluation is a requirement of, or strongly recommended by, funders. Capacity-building activities included workshops in June and December 2011 and two forms of on-going support by ILI staff (in-depth mentoring and as-needed support). Data sources for the study included questionnaires completed directly after each workshop (June workshop n=39; December workshop n=18), a mid-project questionnaire with in-depth mentees (n=5), an end-of-project questionnaire completed online in February 2012 (n=16), and a log kept by ILI staff detailing on-going support activities.

Due to the low response rate for the February 2012 questionnaire (33%) and the fact that the majority of these respondents consisted of those who received ILI support, it impossible to draw a conclusions about which form of capacity-building (workshops, in-depth mentoring, and as-needed support) was "best." Nonetheless, results provide a number of important insights to guide future efforts in the region to further enhance environmental educators' evaluation competencies:

- Participants had very positive attitudes towards evaluation and these attitudes persisted over the six months of the project for those who responded to the end-of-project questionnaire.
- Participants completing the end-of-project questionnaire demonstrated a self-reported growth in the evaluation competencies that were a focus of the competency-building activities.
- The primary challenges participants reported when in working on their project evaluations included limited time, conceptualizing and designing their evaluation, and developing survey instruments. As the majority of these respondents received ILI support, the study was not able to determine if the challenges faced by those not receiving on-going ILI support were different.
- On-going support from ILI staff was linked to an increased likelihood of completing an evaluation during the period of June 2011 and January 2012. Those receiving ILI support also completed more steps in the evaluation process than did those who received only a workshop.
- On-going support was highly valued by participants and seen as important for moving forward with an evaluation and as a resource that participants would use if offered again. Having an external consultant was useful in providing resources and expertise, and motivating due to the check-ins with the consultant.
- All steps in the evaluation process were identified by participants as areas needing further support, with logic model creating, instrument development, analysis, and reporting requested by more respondents than other steps.



- Participants in the workshops and respondents to the end-of-project questionnaire consistently requested additional or continued support for evaluation in the forms of 1) workshops, 2) one-on-one support from evaluation professionals, 3) feedback from funders on their expectations for evaluations, and 4) more models, templates, and shared instruments to support their evaluation work.

Key findings relative to the workshops include:

- Both the June and December 2011 workshops were rated as helpful by participants; the December workshop was more highly rated, likely due to its format which addressed fewer topics, but in greater depth, than the June workshop.
- Ratings for both workshops demonstrated statistically significant increases in self-reported abilities, understanding, and commitment to evaluation as a result of having taken the workshop.
- Participants consistently asked that workshops be less hypothetical and include more specific examples drawn from real projects.

Other recommendations relative to the workshops include:

- Instead of a one-day evaluation “soup-to-nuts” workshop, break the material into a series of mini-workshops focused on specific topics. The one day workshop was too much information for those new to evaluation and not specific enough for those who had evaluation experience.
- Consider workshops that allow participants to narrow-in and select the topics they want to focus on, similar to the December workshop. This format, which employed whole group discussion and breakout groups, was generally better received by participants.
- Build a workshop or portion of a workshop around a “case study” example, a single tangible project example. For example, staff at an organizations that received in-depth mentoring from ILI could present their evaluation process, products, and lessons learned. This approach may help to make evaluation more concrete and applicable than a more general approach.
- Allow for more time to cover less material and time for participants to work on their own projects or on areas they feel they need specific support.

Recommendations for the project as a whole include:

- Balancing the unique advantages and disadvantages of each form of capacity-building (workshops, in-depth mentoring, and as-needed support) when considering where to invest resources.
- Consider a meta-evaluation or review of completed evaluations to gauge the quality of evaluations being produced by grantees. The results from such a review could be used to identify areas in need of further support.
- Evaluation competency building or resources offered in the future should continue to support “evaluative thinking” and emphasize the usability of evaluation results to counterbalance the view that evaluation is only done to meet funding requirements.

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Introduction

The Institute for Learning Innovation (ILI) was contracted by the Chesapeake Bay Trust (CBT) to provide evaluation capacity-building workshops and support to staff members from organizations receiving funding from the National Oceanic and Atmospheric Administration's (NOAA's) Bay Watershed Education and Training Program (B-WET) or CBT to conduct Meaningful Watershed Educational Experiences (MWEEs) for students and teachers. The intent of the project was to build the evaluation competencies of environmental educators in the Chesapeake Bay region, particularly at organizations with grant-funded projects where evaluation is a requirement of, or strongly recommended by, funders. This document reports on the results of the evaluation conducted with environmental educators who participated in the capacity-building activities between June 2011 and January 2012.

Project Description and Intended Outcomes

The evaluation capacity-building project included two primary activities for environmental educators: workshops and on-going support. Two workshops were designed and facilitated by ILI Senior Research Associates Anita Kraemer and Jessica Sickler.

- The first workshop was held June 22, 2011 at the Chesapeake Bay Foundation in Annapolis, MD and was attended by 44 individuals representing 34 organizations. This one-day workshop was an introduction to the multi-step process of program evaluation. Using presentations, discussion, and small group activities, participants were introduced to the steps of program evaluation including planning, logic models, developing evaluation questions, methods, instrument development, data collection, analysis, reporting, and evaluation use. Resources such as the University of Michigan's My Environmental Education Evaluation Resource Assistant (MEERA) website were also demonstrated during the workshop. Throughout the workshop, participants were asked to reflect on and plan for the evaluation of their NOAA B-WET or CBT-funded MWEE project using a worksheet developed by ILI. See the Findings section entitled "Workshop-Specific Findings" for findings relating to the June workshop specifically.
- The second workshop was held December 6, 2011 at the Audubon Naturalist Society in Chevy Chase, MD and was attended by 18 individuals representing 14 organizations. This one-day workshop included a conversation with funders, a large group discussion for grantees to share their evaluation approach and progress since June, and breakout sessions that allowed grantees to focus in more depth on specific aspects of evaluation (logic modeling, method selection, instrument development, and data analysis and use). See the Findings section entitled "Workshop-Specific Findings" for findings relating to the December workshop specifically.

In addition to the workshops, environmental educators were given the opportunity to receive on-going evaluation support, which included phone calls, in-person meetings (when possible),



and document review. On-going support was available from August 2011 to January 2012 and was provided by Anita Kraemer and Jessica Sickler. There were two types of on-going support provided:

- Staff at six organizations were selected to receive “in-depth mentoring” by ILI staff members. The organizations were selected to participate through an application process; a total of 10 organizations applied for the in-depth mentoring. Applications were reviewed with a view to selecting organizations that had active grants from either NOAA or CBT, projects that were closely aligned with the goals of both funders, and demonstrated a need for evaluation support. ILI staff members had on-going consultations with staff at the in-depth mentoring organizations with a goal to support an overarching evaluative approach and process for the grant-funded program. See the Findings section “On-Going Support Provided by ILI” for findings related to the in-depth mentoring process.
- Staff at organizations that did not receive in-depth mentoring were able to receive support from ILI staff “as needed”. This support was more limited in scope than the in-depth mentoring, with ILI staff answering specific evaluation questions rather than providing on-going support for the evaluation process. The organizations that received this type of support included two organizations that applied for in-depth mentoring but were not selected, and four that did not apply for in-depth mentoring. See the Findings section “On-Going Support Provided by ILI” for findings related to the as-needed support process.

The following outcomes were outlined for the evaluation capacity-building project as a whole:

- Grantees report a greater understanding of evaluation basics and the steps necessary for conducting a quality evaluation.
- Grantees are aware of resources to help them evaluate their programs and express an intention to use them.
- Grantees report increased levels of evaluation competency.
- Grantees follow evaluation steps to complete evaluation.
- Grantees will report learning from each other’s evaluation experiences and increased interest in evaluation.
- Assessment of benefits of the workshops and mentoring on individuals’ evaluation competency.

To determine whether the project met these outcomes, an evaluation of the workshops and the on-going support was conducted by an ILI staff member not involved in the project, Susan Foutz, and Dr. Michaela Zint at the University of Michigan.

Methods

The evaluation of the capacity-building project used a longitudinal design with self-report questionnaires. The evaluation was designed to gather feedback on the workshop format, feedback on the support provided by ILI staff, change in attitudes and understanding of evaluation as a result of the capacity-building activities, and further ideas for supporting evaluation capacity-building among grantees. The evaluation used a combination of retrospective-pre-treatment and post-treatment measures using Likert-style rating scales, post-treatment measures using rating scales and open-ended response items. Independent variables included prior experience with evaluation and research and education level. Data were collected from participants throughout the project with four opportunities for data to be collected from any one respondent. An ID number created by the respondents allowed for data collected at multiple points to be matched to the same respondent. The data sources for the evaluation included:

- June 2011 workshop questionnaire: Paper and pencil questionnaires were distributed at the end of the June workshop for participants to complete. The questionnaire included items related to the workshop specifically and items to be used in the longitudinal study of the project. A total of 39 questionnaires were returned (response rate=89%). Data were entered into Qualtrics and analyzed using SPSS.
- December 2011 workshop questionnaire: Paper and pencil questionnaires were distributed at the end of the December workshop for participants to complete. The questionnaire included items related to the workshop only. A total of 18 questionnaires were returned (response rate=100%). Data were entered into Qualtrics and analyzed using SPSS.
- Mid-project questionnaire with in-depth mentees: Researchers at the University of Michigan distributed a questionnaire via email to the staff at organizations receiving in-depth mentoring October 18, 2011. This questionnaire was returned to the researcher and shared with ILI staff with the permission of the respondent. The questionnaire included items about the in-depth mentorship process only. A total of 5 questionnaires were returned from 5 of the 6 mentored organizations (response rate=83%).
- End-of-project questionnaire: Online questionnaires were distributed via an invitation email sent by Kevin Schabow at NOAA. The email included a description of the purpose of the study and a link to the online questionnaire. The email invitation was sent on February 8, 2012 and a reminder on February 21, 2012. The questionnaire included items related to the longitudinal study of the project, with a focus on evaluation activities done since the June 2011 workshop and any support respondents may have received from ILI staff. The questionnaire was hosted by Qualtrics and analyzed using SPSS. A total of 16 questionnaires were completed (response rate=33%); 7 respondents had attended both the June and December workshops, 6 had attended only the June workshop and 3 only the December workshop.



In addition to self-report questionnaires from participants, ILI staff maintained a log of their interactions with participants from the organizations that received on-going support. Staff tracked the number of interactions they had with participants, the type of activity or support given, and the hours spent supporting the participants. This log was analyzed as part of the evaluation to provide context for the on-going support findings.

Findings

Experience with Evaluation and Attitudes towards the Evaluation Process

The majority of participants in the project had at least some familiarity with evaluation; 89% of those attending the June 2011 workshop had some evaluation experience. Only 11% of workshop attendees indicated they had no evaluation experience (Table 1). More than half of workshop attendees (51%) indicated they had completed other evaluation workshops or courses in the past. The majority of participants with a grant from CBT or B-WET had already begun an evaluation of the program before attending the June workshop (95%, n=18).

Table 1: Experience with Evaluation (June Workshop Questionnaire)

Statements	Percent of Respondents*
I have little or no experience conducting evaluations	11%
I have participated in at least one phase of an evaluation	27%
I have participated in at least one full evaluation	24%
I have lead at least one evaluation	24%
I lead evaluations as a frequent part of my job	16%

*The number of respondents varied by statement between 38 and 37.

Participants in the project overall had very positive attitudes about the value and uses of evaluation. At the June workshop, participants were asked to rate a series of statements designed to measure attitudes towards evaluation; a seven-point scale was used, where 1 was “disagree strongly” and 7 was “agree strongly.” As seen in Table 2, 11 of the 14 statements had a mean rating of 6.1 or higher. These high ratings indicate that participants in the workshop valued the role evaluation can play in program improvement and demonstration of success.

Table 2: Ratings of Evaluation Attitudes (June Workshop Questionnaire)*

Statements	Mean Rating	Standard Deviation
Evaluation can provide insight into ways to improve programs	6.6	.647
Evaluation can yield evidence of program success	6.6	.728
Evaluation should be part of a program’s design process	6.6	.642
Evaluation can yield useful information	6.6	.642
Evaluations can help program get additional funding	6.4	.857
Evaluation can result in alternative ways to think about programs	6.4	.835
Evaluation contributes to a program’s success	6.4	.916
Evaluation can be a positive experience	6.3	.802
Evaluation adds value to the organization	6.3	1.051
Individuals like myself can learn to conduct quality evaluations	6.2	.916
Evaluation is worth the time and money	6.1	.924
Evaluation is an important part of my work	5.3	1.244
Evaluation is best done by external evaluators	3.1	1.455
Evaluation has little value	1.8	1.384

*The number of respondents varied by statement between 38 and 37.

Respondents to the end-of-project questionnaire (n=16) also were asked to rate the statements shown in Table 2. These ratings were then compared to the original ratings of the same individuals collected in June, allowing for an analysis to determine if attitudes towards evaluation had changed over the six month-period. Using this method, no statistically significant change in ratings between June 2011 and February 2012 was found. Therefore, participants’ attitudes towards evaluation continued to be quite high, at least for those who completed the February questionnaire. It is important to note that of the 11 respondents to both questionnaires (June and February), 8 received some type of on-going support from ILI (4 received in-depth mentoring, and 4 as-needed support). Therefore, this result could be highly specific to those June workshop attendees who continued to have contact with ILI staff. June workshop attendees who did not have on-going support from ILI staff had a low response rate to the February questionnaire, making it difficult to speculate on their attitudes six months after the workshop.

In June 2011 and February 2012, respondents to the questionnaires were asked to rate a series of statements regarding their level of ability, understanding, and commitment to evaluation. A seven-point scale was used, where 1 was “none” and 7 was “extensive.” Ratings from two points in time allowed for a comparison of the ratings to determine if there was a change in self-perceived ability, understanding, and commitment over the six month period. As seen in Table 3, there was a statistically significant change in ratings on 10 of the 16 statements; in other words, respondents indicated a greater ability or understanding of these concepts after having received the workshop. As was noted above, the sample size for this analysis is very small (only 11 individuals, 8 of whom received on-going support), and not representative of attendees to the June workshop. However, the statements that did demonstrate a statistically significant change between June and February were areas that the ILI consultants focused on in



the December workshop and with staff who received on-going support. The statements that did not show change were areas that were not focused on by the consultants¹. This is an indication that the change in ratings can be tied to the intervention (the workshop and on-going support).

Table 3: Retrospective Pre-Post Ratings of Evaluation Ability (June 2011 to February 2012)*

Statements	June 2011 (Retrospective-Pre)		February 2012 (Post)		Significant Change in Ratings Pre to Post?
	Mean Rating	Standard Deviation	Mean Rating	Standard Deviation	
My understanding of the importance of making program changes based on evaluation results	5.4	1.506	6.2	.982	Yes**
My commitment to completing an evaluation of my MWEE, BWT or CBT project	4.8	2.098	5.4	1.804	No
My understanding of evaluation terms and concepts	4.7	1.829	5.6	1.120	Yes**
My ability to develop evaluation goals and questions	4.5	1.509	5.3	.905	Yes**
My ability to choose a data collection approach (i.e., qualitative, quantitative)	4.3	1.737	5.1	1.136	No
My ability to analyze qualitative data	4.2	1.989	4.2	1.779	No
My ability to collect data	4.1	1.729	5.1	.831	No
My understanding of the steps necessary for conducting a quality evaluation	4.1	1.578	5.3	.647	Yes**
My confidence in my ability to conduct an evaluation	4.0	1.491	4.9	.944	Yes**
My ability to prepare an evaluation plan	4.0	1.549	5.1	.944	Yes**
My ability to create a logic model	4.0	1.897	5.0	1.414	Yes**
My ability to choose a data collection design (one-time data collection, pre/post, with/out comparison group)	3.9	1.578	5.2	1.079	Yes**
My overall ability to complete an evaluation	3.8	1.079	4.7	1.104	Yes**
My ability to lead an evaluation of my MWEEE, B-WET, or CBT project	3.8	1.722	4.7	1.555	No
My ability to create data collection instruments	3.5	1.650	4.6	1.214	Yes**
My ability to analyze quantitative data	3.4	1.647	4.1	1.514	No

*The number of respondents varied by statement between 11 and 10.

** At the p<.05 level. The Wilcoxon Signed-Ranks Test was used to determine significance.

Evaluation Activities Undertaken by Grantees

Respondents to the end-of-project questionnaire were asked to provide details on what evaluation activities and resources they had used in a six month period (June 2011 through January 2012). Of the 16 respondents to the questionnaire, 14 had undertaken evaluation

¹ The exception is the statement “My ability to choose a data collection approach;” this concept was focused on in both the December workshop and in on-going support but did not demonstrate a significant change.

activities for a program receiving NOAA B-WET or CBT funding.² Of those 14, 6 had undertaken evaluation planning, 5 had collected data, and 3 had completed an evaluation of their program. All three individuals who reported completing their evaluations between June 2011 and February 2012 had received ILI support. For those who had not completed an evaluation, the main reason was due to the timing of data collection: either data collection was currently underway or had to occur at a specific time (i.e., the end of the school year).

It is important to note, that there were a high number of non-respondents to the survey; 32 individuals or 66% of the potential sample did not respond to the end-of-project questionnaire. There is no way of knowing why the non-respondents did not answer the survey. However, it is highly possible that those who did not respond had not undertaken any evaluation activities since June 2011 and therefore, were not motivated to respond. Of the 16 who did respond, 10 had received on-going support from ILI. This results in a data set that draws heavily from those who received ILI support. Reliance on data provided by those who received ILI support makes it difficult to draw any conclusions about the attitudes and needs of those who did not receive ILI support.

Given a list of eleven evaluation steps, respondents were asked to indicate which steps they had done since June. As seen in Table 4, the most commonly completed step was “creating or updating an evaluation plan,” a step that was a core component of the June workshop and the foundation for work during in-depth mentoring. Less commonly completed steps included analyzing data and reporting; these are among the last steps in an evaluation and it is likely that not enough time had elapsed for staff to have completed these later steps.

² Of the other two respondents, one respondent had undertaken evaluation of a program not receiving funding from NOAA B-WET or CBT and one respondent had not undertaken any evaluation activities.



Table 4: Completed Evaluation Steps (End-of-Project Questionnaire)

Evaluation Steps	Number of Respondents Who Did this Step Between June 2011 and January 2012 (n=16)
Define or refine program outcomes	11
Create or update a logic model	9
Create or update evaluation goals or evaluation questions	10
Create or update an evaluation plan	12
Select a data collection design (i.e., one-time data collection, pre/post, with/out comparison group)	11
Select a data collection approach (i.e., qualitative, quantitative)	10
Create or update data collection instruments	11
Collect data	11
Analyze data collected	6
Report on the evaluation results	7
Use evaluation results to inform your program	8

The number of evaluation steps completed by those who received ILI support was compared to the number of steps completed by those who did not have ILI support. Those with ILI support completed an average of 8.3 steps compared to 5.8 steps completed by those not receiving support.

Respondents to the end-of-project questionnaire were asked what was most challenging about working on their evaluation and whether they had overcome these challenges. A total of 12 respondents answered this question. Primary challenges included time, designing and conceptualizing their evaluation, and designing survey instruments.³ All responses to this question are included below:

- *Finding time to do it.*
- *Time*
- *Finding time to devote to it.*
- *Getting started, designing items that captured the information we were seeking, analyzing the data*

³ It is important to note that non-respondents might have had different or more substantial challenges than respondents (who typically received ILI support). Therefore, this is not an exhaustive list of all evaluation-related challenges faced by grantees.

- *Strategic thinking about goals, indicators, and development of survey questions that provide the most data.*
- *Narrowing down what it was that we really wanted to evaluate*
- *Figuring out how to get meaningful results*
- *I found it hard to find how to evaluate our program given the uniqueness of the program. We looked at using data to help change decisions for the students. however, the idea of using evaluation to change the program was a little harder to wrap my mind around.*
- *Staying the course throughout a 3 year project. We had a plan and collected data the first year. There were problems with the instrument- mostly from lack of experience using survey monkey. We had to change things a bit for year 2, but tried to keep some parts the same so we could have a comparison from year one. Unfortunately, this is a learning process for us (just like our students) and it makes it hard to keep moving forward with consistency. I think we deserve an A for effort, but may end up with a C- for our product.*
- *Creating the implementation and outcome questions.*
- *Being able to get a true random sampling*
- *Selecting a data analysis method.*

Only 3 respondents felt they were able to overcome these challenges, two with the help of an ILI staff member and one with the help of NOAA staff and staff at their own organization. Of those who felt they did not overcome their challenges, the main reason was that they did not have time or resources to commit to the evaluation process. “Our biggest challenge is having the time to devote to the project and to evaluation- especially with the learning curve [for] evaluation,” responded one grantee who did not receive ILI support. Another grantee who received ILI in-depth support indicated their challenges were not overcome because “funding constraints force our time to specific activities/projects.”

Respondents who had undertaken evaluation of their grant funded program were asked to review a list of resources and indicate which they had used when working on their evaluation (Table 5). The most common source of support used by respondents was a co-worker at their own organization, followed by stakeholders outside of their organization.



Table 5: Completed Evaluation Steps (End-of-Project Questionnaire)

Evaluation Resources	Number of Respondents Who Used this Resource (n=14)
Input/support from a person at my organization	13
Input/support from stakeholders not at my organization	8
The NOAA Chesapeake Bay office evaluation web site	6
Resources from the workshop	6
The MEERA website	5
The NOAA National Marine Sanctuaries evaluation website	4
Input/support from a person at another organization that has MWEE, B-WET, or CBT programs	4
Other materials	3

On-Going Support Provided by ILI

Description of the On-Going Support

ILI staff provided on-going support to staff at grantee organizations from August 2011 through January 2012. During this period, ILI staff maintained a log of support provided to participants whose organizations received in-depth mentoring and those that received as-needed mentoring. Table 6 provides an overview of the on-going support as detailed in the log. A primary difference between the in-depth mentoring and the as-needed support was the opportunity for repeated interactions between ILI and organization staff that occurred through the in-depth mentoring. As originally planned, ILI staff spent more time supporting staff at organizations identified to receive in-depth mentoring; ILI staff spent an average of 11.4 hours supporting each in-depth mentoring organization as compared to 3 hours on average supporting each as-needed support organization.

Table 6: Overview of On-Going Support Provided by ILI Staff to Staff at Grantee Organizations (Internal ILI Log)

Categories	In-depth Mentoring	As-Needed Support
Number of organizations supported	6	6
Number of interactions between ILI staff and grantee staff		
<i>Total number interactions by ILI staff</i>	45	13
<i>Mean number of interactions with each organization</i>	7.5 interactions	2.2 interactions
<i>Range of interactions with each organization</i>	Min=5 interactions Max=10 interactions	Min=1 interaction Max=3 interactions
Time spent by ILI staff supporting grantee staff		
<i>Total number of hours spent by ILI staff</i>	68.5 hours	18 hours
<i>Mean number of hours spent with each organization</i>	11.4 hours	3 hours
<i>Range of hours spent with each organization</i>	Min=5.5 hours Max=21 hours	Min=0.5 hours Max=6 hours

ILI staff supported grantee organization staff with a range of activities as recorded in the log. This included synchronous activities, such as phone calls or in-person meetings, and asynchronous activities, such as email correspondence and reviewing documents produced by grantee organizations by providing comments and edits. Grantee organization staff received support across many stages of the evaluative process including defining evaluation goals and outcomes, selecting methods, designing instruments, and preparing for analysis. Based on the log, there was no difference between the in-depth mentoring and as-needed support organizations with regards to which stages of evaluation they requested support. Rather the primary difference between the two types of support was the time ILI staff members were able to devote. An area for further research would be to investigate whether the quality of the evaluations produced by each group varied substantially.

Value of the On-Going Support

Data on the on-going support provided by ILI staff was gathered from participants using two instruments: 1) the mid-project questionnaire completed by in-depth mentees only and 2) the end-of-project questionnaire. Respondents who had received on-going support from ILI staff were asked a series of questions to better understand the value of the support, as well as the most helpful aspects. It is important to note the small number of respondents for these questions (5 for the mid-project questionnaire and 10 for the end-of-project questionnaire⁴); due to the small number of respondents, these findings should be thought of as preliminary indications of the impact of on-going evaluation support.

When asked how important ILI support was “in allowing you to move forward with your evaluation,” respondents’ mean rating was 6.1, where 1 was “not at all important” and 7 was

⁴ Of the 10 respondents to the end-of-project questionnaire who received on-going support, 6 were from organizations receiving in-depth support and 4 from as-needed support organizations.



“very important” (n=10). They gave a variety of reasons for their high ratings, including the importance of the consultant’s expertise and external motivation to keep working on their evaluation, as seen in the following examples:

- *[The consultant] motivated us and kept us on track. Her experience in the evaluation process was such a valuable resource.*
- *I found [the consultant’s] expertise critical in refining a new logic model, and helping with goals and questions.*
- *The consultant helped us think about options we would not have otherwise considered.*
- *The consultant support created a reason to push the timeline within my organization to pursue a redesign of our evaluation. The technical support (document review) raised critical questions about the plan, clarified thinking, and confirmed which parts of the plan were on the right track.*
- *The consultant helped to push us along and helped refine, sometimes we need that outside push to help make things happen!!!*

Respondents identified the most valuable aspects of the in-depth support as receiving help to create a process for evaluation, having an “unbiased” or “external” professional to consult with, and getting specific advice and feedback. These trends are seen in the following quotes from the end-of-project questionnaire:

- *Having a step-by-step process that we can now use to create other evaluation plans. Having someone empower us to create our evaluation plan, but also giving us guidance when we were unsure or not on target.*
- *She was able to help us refine what we were doing.*
- *Having an external source with clear thinking, helped narrow and define the goals, and indicators.*
- *An unbiased third party to review ideas.*
- *Very specific feedback about my program, from wording in the logic models to design of surveys.*
- *Feedback from a professional.*

Respondents’ mid-project feedback also emphasized this combination of an external professional’s point-of-view, the motivation provided by regular check-ins, and the resources provided as key in helping them work on their evaluations.

When those receiving in-depth support were asked how likely they would be to use the support of an evaluation consultant if it was offered again, respondents’ mean rating was 7, where 1 was “not at all likely” and 7 was “very likely” (n=6). They gave a variety of reasons for their high ratings, ranging from general to specific ways in which the experience was valuable. For example, one said they would work with a consultant again because “It was a beneficial experience.” Another respondent would like continued support to “progress with our evaluation process. We have stalled in the process prior to getting a tool assembled. This is primarily due to internal funding/time constraints. We would certainly like to continue.” Mid-project feedback also emphasized the interest by participants in receiving more support; when asked how the evaluation consultant could “better help” them, the majority of participants indicated that they simply needed more on-going support or time to work with the consultant.

Workshop-Specific Findings

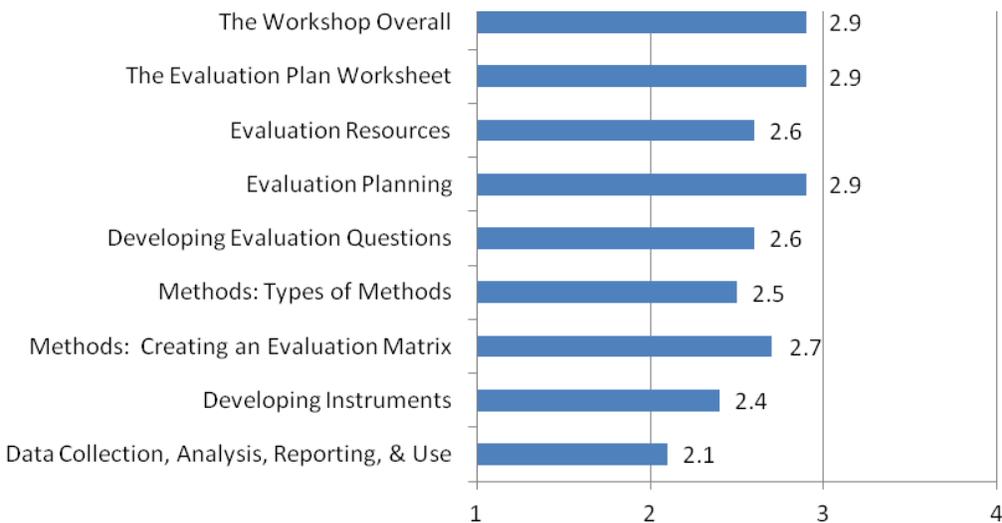
Participants completed a questionnaire at the end of each workshop. This data allows for an analysis of each workshop independently. Data include feedback on the workshop formats, the benefits of attending the workshops, and possible improvements to the workshops. The findings from each workshop are detailed below.

June 2011 Workshop

A total of 39 respondents completed the questionnaire at the June workshop. The primary reason for attending the workshop was “to learn more about evaluation” (76%) followed by wanting “to learn more about CBT and/or NOAA B-WET evaluation requirements (16%).

Participants were asked to rate the helpfulness of the workshop overall and each topic that was covered. The rating scale was 1 to 4, with 1 as “not at all helpful” and 4 “extremely helpful.” As seen in Figure 1, the workshop overall, the evaluation plan worksheet that was completed by each participant on their program, and the evaluation planning discussion were the highest rated, each with a mean of 2.9 out of 4.

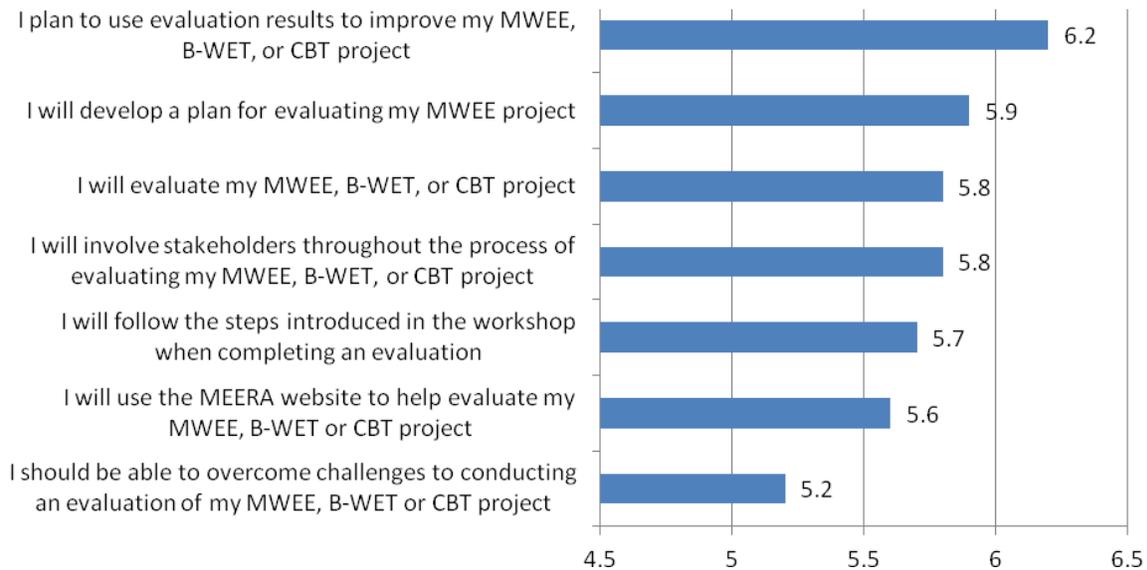
Figure 1: Rating of the June Workshop and Topics (n ranged from 39 to 30 respondents)



Participants were asked about their intentions towards conducting and using evaluation as a result of attending the workshop (Figure 2). The highest rated intention was for “I plan to use evaluation results to improve” the grant funded project, with a mean rating of 6.2, where 7 was “agree strongly.” Participants were more neutral about their ability to overcome challenges related to their evaluation, with a mean rating of 5.2.



Figure 2: Rating of Intentions towards Evaluation after the June Workshop (n ranged from 39 to 29 respondents)



Participants were also asked to rate a series of statements regarding their level of ability, understanding, and commitment to evaluation; each statement was rated twice, first thinking back to before the workshop (a retrospective pre-treatment rating) and after having taken the workshop (a post-treatment rating). A seven-point scale was used, where 1 was “none” and 7 was “extensive.” This method allows for a comparison of the two ratings to determine if the workshop effected any change on how participants rated each statement. As seen in Table 7, there was a statistically significant change in ratings on all the statements; in other words, respondents indicated that the workshop did improve their abilities, understanding, and commitment relative to evaluation. The standard deviations also went down for all statements retrospective-pre to post, indicating that after the workshop respondents were rating the statements more similarly than before; in other words, the workshop helped everyone to be “on the same page” with regards to their understanding and abilities.

Looking across the ratings, the highest ratings were for the statement “My understanding of the importance of making program changes based on evaluation results” with a retrospective-pre rating of 5.1 and a post rating of 5.9. These ratings indicate that even before the workshop, participants understood the rationale for evaluation. This shared understanding of the value of evaluation is an important basis for learning more about planning for and conducting evaluations.

Table 7: June Workshop Retrospective Pre-Post Ratings of Evaluation Ability*

Statements	Before the Workshop		After the Workshop		Significant Change in Ratings Pre to Post?
	Mean Rating	Standard Deviation	Mean Rating	Standard Deviation	
My understanding of the importance of making program changes based on evaluation results	5.1	1.649	5.9	.994	Yes**
My ability to collect data	4.5	1.592	5.2	1.207	Yes**
My commitment to completing an evaluation of my MWEE, BWT or CBT project	4.4	1.977	5.6	1.479	Yes**
My ability to develop evaluation goals and questions	4.2	1.573	5.4	.889	Yes**
My ability to choose a data collection approach (i.e., qualitative, quantitative)	4.2	1.586	5.1	1.044	Yes**
My overall ability to complete an evaluation	4.0	1.498	5.3	.847	Yes**
My understanding of evaluation terms and concepts	4.0	1.808	5.4	1.028	Yes**
My ability to analyze qualitative data	4.0	1.724	4.6	1.496	Yes**
My confidence in my ability to conduct an evaluation	3.9	1.811	4.6	1.050	Yes**
My understanding of the steps necessary for conducting a quality evaluation	3.8	1.753	5.6	.751	Yes**
My ability to choose a data collection design (one-time data collection, pre/post, with/out comparison group)	3.8	1.618	5.0	1.115	Yes**
My ability to analyze quantitative data	3.7	1.667	4.3	1.523	Yes**
My ability to lead an evaluation of my MWEEE, B-WET, or CBT project	3.6	1.687	4.9	1.252	Yes**
My ability to create a logic model	3.6	1.852	5.6	1.068	Yes**
My ability to prepare an evaluation plan	3.6	1.728	5.2	.863	Yes**
My ability to create data collection instruments	3.4	1.591	4.6	1.212	Yes**

*The number of respondents varied by statement between 38 and 36.

** At the $p \leq .001$ level. The Wilcoxon Signed-Ranks Test was used to determine significance.

Participants were asked to suggest any improvements that could be made to the workshop. Overall, responses to this question illustrate the difficulty in providing an overview workshop to an audience with diverse prior experience. Many of the suggested improvements, such as depth of information, time, and covering additional topics, were inter-related and highlight the difficulty of covering a large amount of material in a limited amount of time. Although the workshop did successfully effect participants' perception of their abilities (as seen in Table 6), it appears the premise of the workshop, namely a one-day overview of the entire evaluation process, was too ambitious. The following improvements were suggested by participants with a total of 29 respondents completing the question:

- **Depth/Level of information:** 38% of respondents (n=11) had a comment related to the depth or level of information provided in the workshop. The majority wanted more



detailed information overall or more details on a specific topic, but some suggested less specific information on a topic. A typical response was: “More in-depth practice of certain aspects of evaluation. This workshop was a bit too much of an overview. While trying to teach all concepts, I'm afraid it didn't really address my challenges/needs.” There were no clear trends with regards to which topics should receive more or less focus.

- More specific examples and/or less hypothetical: 34% of respondents to this question (n=10) indicated that they would have liked more linking between the workshop content and specific examples. Included in this group were respondents who suggested that the material be less hypothetical and more grounded in the experiences of specific programs, and respondents who wanted more opportunities to hear from other workshop participants about how they had approached evaluating their programs. Typical responses in this category included: “I think we need to hear from smaller organizations (non-eval pros.) about the process they actually had” and “More time on real projects w/ guidance, less hypotheticals.”
- Logistics, facilitation, and materials: 34% of respondents (n=10) had a comment related to improving the logistics, facilitation, and materials provided by the workshop. The most common suggestion was to emphasize at registration that two staff members working on the same program should attend the workshop, allowing for more productive small group work sessions. Other suggestions included providing printed copies of the PowerPoint slides, switching facilitators more often, and using more varied forms of facilitation other than PowerPoint presentations.
- Time and timing: 28% of respondents (n=8) made a comment relative to time and timing of the workshop. Many felt that sections of the workshop “felt rushed” or that there was too much material to cover in one day. This type of response was closely related to suggesting a greater (or lesser) focus on specific topics.
- More individual work time: 17% of respondents (n=5) wanted more time to work in small groups on the evaluation of their program. As one respondent wrote, “We didn't have time to process and work - we'd just get started, literally, on the process that was helpful & it was time to move on.”
- Add another topic: 7% of all respondents (n=2) suggested adding a new topic to the workshop, including building supervisor buy-in for evaluation and using evaluation findings to market programs and obtain grant funding.

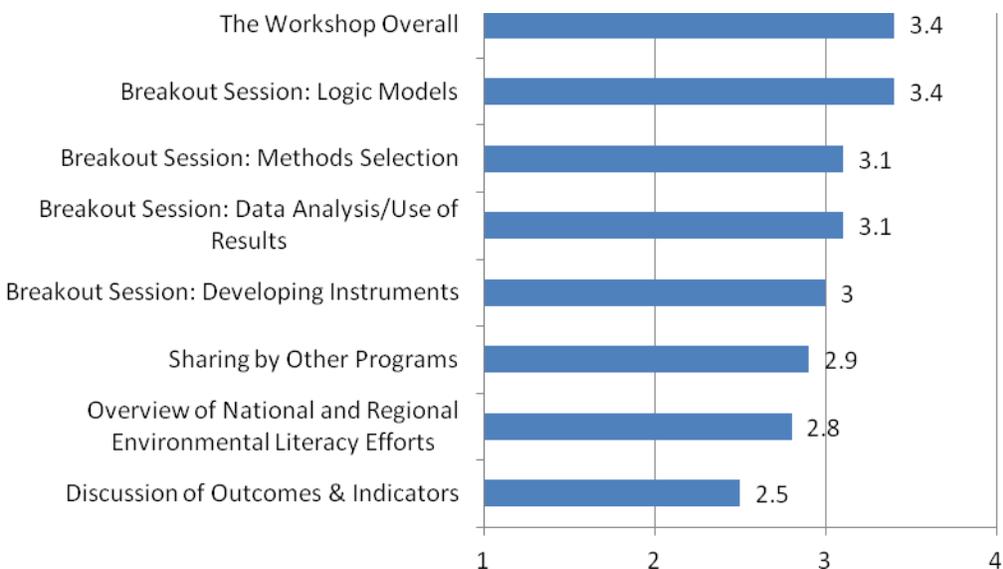
December 2011 Workshop

A total of 18 respondents completed the questionnaire at the December workshop. The primary reason for attending the workshop was “to learn more about evaluation” (88%) followed by wanting “to learn more about CBT and/or NOAA B-WET evaluation requirements (12%). A similar trend was seen at the June workshop where the opportunity to learn more about evaluation was the primary factor for attending.

Participants were asked to rate the helpfulness of the workshop overall and each topic that was covered. The rating scale was 1 to 4, with 1 as “not at all helpful” and 4 “extremely helpful.” As

seen in Figure 3, the workshop overall and the breakout sessions were rated the highest by participants. Of the whole group discussions, the sharing by other program staff received the highest rating. Note that the rating for the overall December workshop was 3.4, compared to an overall rating of 2.9 for the June workshop, which may indicate a preference for the format of the December workshop. This format allowed participants to focus on topics of interest to them and did not attempt to cover as much material as in the June workshop.

Figure 3: Rating of the December Workshop and Topics (n ranged from 17 to 6 respondents)



Participants were asked in an open-ended question what was the most helpful aspect of the workshop. A total of 17 participants responded to this question. They indicated that most helpful aspects of the workshop were the opportunities for sharing among participants (53%, n=9) and learning about specific topics covered in the workshop (53%, n=9). Participants were appreciative of the opportunity to hear the evaluation experience of other grantees, as the following response illustrates: “Being able to hear what other organizations are doing for evaluations of their programs, their successes and roadblocks.” Participants also found the topics covered in the large group discussions and the breakout sessions helpful.

As in the June workshop, participants were asked to rate a series of statements regarding their level of ability, understanding, and commitment to evaluation. Each statement was rated twice (retrospective-pre/post) using a seven-point scale, where 1 was “none” and 7 was “extensive.” This method allows for a comparison of the two ratings to determine if the workshop effected any change on how participants rated each statement. As seen in Table 8, there was statistically significant change in ratings on all the statements; in other words, respondents indicated that the workshop did improve their abilities, understanding, and commitment relative to evaluation. As was seen in the June workshop, the standard deviations for items rated in the December workshop went down for all statements retrospective-pre to post.



Looking across the ratings, the highest ratings were for the statement “My commitment to completing an evaluation of my MWEE, B-WET or CBT project” with a retrospective-pre rating of 4.8 and a post rating of 6.0.

Table 8: December Workshop Retrospective Pre-Post Ratings of Evaluation Ability*

Statements	Before the Workshop		After the Workshop		Significant Change in Ratings Pre to Post?
	Mean Rating	Standard Deviation	Mean Rating	Standard Deviation	
My commitment to completing an evaluation of my MWEE, B-WET or CBT project	4.8	1.732	6.0	.966	Yes**
My understanding of evaluation terms and concepts	4.2	1.618	4.9	.998	Yes**
My overall ability to complete an evaluation	4.0	1.414	5.1	1.056	Yes**
My ability to choose a data collection approach (i.e., qualitative, quantitative)	3.9	1.435	4.6	1.064	Yes**
My confidence in my ability to conduct an evaluation	3.8	1.732	5.0	.935	Yes**
My understanding of the steps necessary for conducting a quality evaluation	3.8	1.801	5.4	1.037	Yes***
My ability to analyze qualitative data	3.8	1.425	4.9	.957	Yes**
My ability to create data collection instruments	3.7	1.437	4.3	1.029	Yes**
My ability to choose a data collection design (one-time data collection, pre/post, with/out comparison group)	3.6	1.460	4.3	1.160	Yes**
My ability to analyze quantitative data	3.6	1.326	4.6	.885	Yes**
My ability to create a logic model	3.3	1.934	4.7	1.447	Yes***

*The number of respondents varied by statement between 18 and 16.

** At the $p < .05$ level. ***At the $p \leq .001$ level. The Wilcoxon Signed-Ranks Test was used to determine significance.

As in June, participants in the December workshop were asked to suggest any improvements that could be made to the workshop. Overall, responses to this question demonstrate similar trends as the June responses; again issues such as the depth or level of information, timing, and use of specific examples were mentioned by participants. The following improvements were suggested by participants with a total of 15 respondents completing the question:

- **More specific examples and/or less hypothetical:** 40% of respondents to this question (n=6) indicated that they would have liked more linking between the workshop content and specific examples. Suggestions included more case study examples and sharing evaluation plans, logic models, and instruments developed by other programs. One participant suggested an in-depth look at one program: “Maybe looking at a case study to understand how an organization went through the whole process of assessing indicators, developing an evaluation and then using that data to make their program more meaningful.”

- Depth/Level of information: 27% of respondents (n=4) had a comment related to the depth or level of information provided in the workshop. As in the June workshop, some participants wanted more depth while others wanted less, illustrating the difficulty in planning for a diverse group of participants. For example, one participant wanted “more practical advice on survey tools such as SurveyMonkey” while another suggested that too much time was spent on SurveyMonkey.
- Time and timing: 13% of respondents (n=2) made a comment relative to time and timing of the workshop; both suggested a having a longer workshop.

There were no suggestions after the December workshop relating to the need for more time in small groups on their own evaluation. It could be that the use of breakout groups in the December workshop allowed for adequate time for exploration of individual situations and questions.

Potential Areas for Further Evaluation Support

Throughout the project, participants were asked what further types of evaluation support they would need from the NOAA B-WET or CBT. Four areas of support were consistently mentioned by participants⁵:

- 1) More workshops: Participants consistently requested more workshops focused on evaluation topics. Typically workshop requests were for “targeted” topics, rather than general workshops. For example, participants were interested in workshops on conducting focus groups, writing instruments, and logic modeling. However, no one topic stood out as requiring more support; rather, requests seemed situational of individually focused. Another common request was for workshops that would allow for more sharing among grantee organizations.
- 2) One-on-one support: Both those who received on-going support and those who did not requested more support from evaluation professionals. “The one-on-one mentoring support is the most important - I would love to have more of that,” responded one participant. Another emphasized the importance of the funders providing the resources for working with the consultants, writing “The support from ILLI or other evaluation helps to validate and support evaluation efforts. We do not have the experience, time, or money to hire; GREAT support.” A participant who did not receive on-going support realized that mentoring is not always possible but still supported the idea: “To be honest, one-on-one mentoring would be best. I know it is the most time consumptive, but I would have felt way more productive.”
- 3) More feedback from funders on expectations for evaluations: Participants to the June workshop especially wanted to hear from the funding agencies about their perspectives

⁵ The full text of responses is included in Appendix 2 for reference.



and goals for evaluation. For example, one participant wanted funders to have more specific guidelines for each stage of evaluation, and another suggested being “very clear about the outcomes they are looking for.” A discussion on this topic was included in the December workshop.

- 4) More models, templates, and shared instruments: Participants consistently asked for more resources. Suggestions included providing example instruments or questions that could be used by any program and a system to promote the sharing of instruments. Multiple motivations could be at work for the individuals making these requests. On the one hand, a request for example instruments could be taken to mean that participants saw the commonalities between programs and the types of questions being asked and wanted to support a field-wide systematic approach to evaluation. On the other hand, some comments seemed to be geared towards simplifying or streamlining the work of doing evaluation. These are two differing motivations or needs and funding organization may not be able to meet both needs with the same set of resources.

When presented with a list, respondents to the end-of project questionnaire were asked to indicate the evaluation step(s) on which they felt they needed more guidance, resources, or support. Eight of the eleven steps in the evaluation process were named by half or more participants as an area for additional support (Table 9). Creating instruments, analysis, reporting and logic modeling were the most commonly mentioned areas for additional support.

Table 9: Additional Support Needed by Evaluation Steps (End-of-Project Questionnaire)

Evaluation Steps	Number of Respondents Who Wanted Support for this Step (n=16)
Defining or refining program outcomes	6
Creating or updating logic models	10
Creating or updating evaluation goals or evaluation questions	9
Creating or updating an evaluation plan	8
Selecting a data collection design (i.e., one-time data collection, pre/post, with/out comparison group)	7
Selecting a data collection approach (i.e., qualitative, quantitative)	8
Creating or updating data collection instruments	12
Collecting data	7
Analyzing data collected	12
Reporting on the evaluation results	12
Using evaluation results to inform your program	8

Conclusions and Recommendations

Participants in this evaluation capacity building project generally valued the evaluation process and the opportunity to learn more about it. Participants found the workshops and on-going support helpful opportunities for learning about evaluation, and there is evidence that (in combination) the workshops and on-going support increased participants' abilities and understanding relative to the process of evaluation. Data indicate the workshops were supportive of intentions to undertake evaluation and confidence in the ability to do evaluation. Those receiving on-going support found the expertise of the consultants and the external motivation to work on their evaluations important factors in favor of mentoring. Both workshops and on-going support were mentioned as ways that funders could further facilitate grantees' evaluation efforts.

It is likely that those who did not respond to the end-of-project questionnaire had not undertaken much evaluation of their grant-funded projects since June 2011. Additionally, most of the respondents who did complete the end-of-project questionnaire were those who had on-going contact with ILI. This creates a set of data that is composed of "best case" scenarios, those who had access to workshops and on-going support. It could be that non-respondents had significantly more or different challenges or barriers to undertaking evaluation activities, but due to the lack of data from these individuals, it is difficult to know for certain. Due to the small number of respondents to the end-of-project questionnaire, it was not possible to directly



compare the impact on participant attitudes and abilities based on the type of support received, namely a) a stand-alone workshop, b) a workshop and as-needed support, and c) a workshop and in-depth mentoring support.⁶ This makes it difficult to advocate that the funding organizations invest their resources in one option for capacity building over another. However, in terms of completing an evaluation, results indicate that participants who received support did more evaluation steps and were more likely to complete an evaluation than those who did not receive support. It is likely that each of the capacity building approaches has unique advantages and disadvantages. Workshops have the ability to serve a higher number of individuals in less time and also ensure consistent information and expectations for all program staff. However, workshops are difficult to tailor to the needs of individuals. As-needed support provides an “on-call” expert, someone a program staff person can reach out to when they have a specific question or problem. A drawback to as-needed support is that a problem at one point in an evaluation may be the result of an earlier decision or misstep that could have been avoided had an expert been consulted earlier. In-depth mentoring provides a more holistic approach, with the added motivation that regular check-in meetings provide, but are more resource and time intensive. This study did demonstrate that all three methods were successful and valuable, and grantees consistently asked for more (or continued) on-going support and workshops.

The degree to which any of the capacity-building methods translate into higher quality evaluations was not addressed by this study. It could be that in-depth mentoring supports higher-quality evaluations overall, as the consultant is able to support the entire process. The funders may want to consider a meta-evaluation, or overarching review, of the quality of the evaluations produced by grantees. Since undertaking evaluation is required or strongly recommended by the funders, it may be of interest to review completed evaluations with an eye to identifying weak areas in execution. These areas could in turn be supported by a series of workshops designed to address these weaknesses with the next round of grantees.

Specific recommendations for evaluation capacity-building workshops focus on strategies to support grantees’ evaluation efforts without creating information overload. Suggestions include:

- Instead of a one-day evaluation “soup-to-nuts” workshop, break the material into a series of mini-workshops focused on specific topics. The one day workshop was too much information for those new to evaluation and not specific enough for those who had evaluation experience.
- Consider workshops that allow participants to narrow-in and select the topics they want to focus on, similar to the December workshop. This format, which employed whole group discussion and breakout groups, was generally better received by participants.
- Build a workshop or portion of a workshop around a “case study” example, a single tangible project example. For example, staff at an organizations that received in-depth

⁶ A direct comparison cannot be made because the number of respondents who received only the workshop was too small.

mentoring from ILI could present their evaluation process, products, and lessons learned. This approach may help to make evaluation more concrete and applicable than a more general approach.

- During workshops, allow time for participants to work on their own projects or on areas they feel they need specific support.

The need for evaluation, especially as required by funders for accountability purposes, will likely only increase in the coming years. With that reality comes the very real possibility that grantees will undertake evaluation only to meet the funding requirement and not with any programmatic growth or organizational learning in mind. Field-wide initiatives to create shared metrics may only serve to increase the perception on the part of program staff that evaluation is something done for someone else and not for programmatic improvement. This has the potential to cast evaluation as a box to check off, using the quickest methods available, rather than a process that requires tailoring to the realities of individual programs and their intended outcomes. Any type of evaluation capacity building or resources offered in the future should support “evaluative thinking” and emphasize the usability of evaluation results to counterbalance a narrow view of the purpose of evaluation.



Appendices

Appendix 1 Open-Ended Response to Further Evaluation Support

Included below is the complete response set for the question “What could NOAA B-WET Chesapeake or the Chesapeake Bay Trust (CBT) do to further facilitate grantees’ evaluation efforts?” Responses are organized by questionnaire.

June Workshop Questionnaire

- Have a session on how to conduct focus groups + interviews.
- more workshops like this; follow up to these workshops; mentoring
- Maybe sponsor sessions on writing surveys together. Or, come up with a set of instruments grantees can chose from to use and/or adopt for our specific programs.
- Seminars where individuals can get 1 on 1 time with funders & evaluation experts
- Feedback re: data results interpretation or referral to organizations / sources for help w/ summative data interpretation
- This workshop was a great beginning. A follow-up more focused on where in the process we are would be helpful. Funding specifically ear-marked for evaluation. Provide worksheets and PowerPoint slides to participants.
- Perhaps require support from external evaluators + \$ for hiring them.
- Continue to provide funding for evaluation as a part of overall funding.
- Partial templates?
- Clarify parameters/Type of Evaluation requested. Clearly state funders expectations; not just that evaluation should occur but what type *Sorry...filled this in too soon. Kevin and Jamie both made it clear the evaluation process was to serve our purposes; not theirs
- Help tweak eval plans by providing this sort of workshop + feed back before eval plans get started; The December meeting sounds great. Thanks!
- Offer another workshop focused on informal evaluations of programs done by small non-profits
- Work w/ program directors (Kirk @ CBT) to guide how to most effectively evaluate certain projects that are not as obvious - ie Restoration.
- Provide feedback on our evaluations. I learned that there is a lot more to learn.
- Be very clear about outcomes they are looking for. Limit the expected amount of evaluation tools (?) ie - Let us focus on programing as much as possible.
- give specific guidelines as to what extent of evaluation they expect for specific programs in various phases (formative, etc)
- Providing effective models that organizations have used as examples - many of us doing the same general kinds of programs + could benefit from working off of effective evaluation programs.
- Promote the sharing of valid instruments.
- Consider some std items to include on 211 projects' evaluation to allow better exploration across projects; point to some relevant validated/reliable instruments
- Provide explicit examples of what they want.
- Don't know since I don't currently have a grant with either organization.

- N/A—have not applied [the workshop materials]
- Not involved in the above

December Workshop Questionnaire

- A general evaluation workshop for additional staff would be very useful so that process is embraced more thoroughly throughout our organization. Follow up mentoring is extremely helpful.
- Offer support in our slow season. I didn't have time to even think about evaluations since the first workshop.
- Workshops where participants can share success stories
- Target topic workshops: 1) case studies = best practices of program evaluations, 2) in depth mentoring, 3) discussion (more in depth) of developing evaluation instruments.
- Comparison of common goals and outcomes we all seek and relate to differences in programs and program outcomes and methods of delivery and assessment. / 2) Relate delivery methods to assessment methods, i.e., activities and instructional methods
- I think a common set of questions for all CBT/B-WET programs would help. Examples of good one would also be nice.
- To be honest, one-on-one mentoring would be best. I know it is the most time consumptive, but I would have felt way more productive.
- The support from ILI or other evaluation helps to validate and support evaluation efforts. We do not have the experience, time, or money to hire; GREAT support
- More opportunities for one-on-one sessions, evaluation of logic model. Greatly appreciate the opportunity and assistance in improving the evaluation of our organization's programs.
- More one-on-one mentoring in order to get another perspective on what our evaluation needs are.
- I think I need one-on-one support for analyzing my data, particularly in a way that would make grant proposals more competitive.
- All of the above. I learn a lot from interacting with other organizations, but also like mentoring for specifics to my program. I especially liked the discussion of national and international EE assessment projects.
- The one-on-one mentoring support is the most important - I would love to have more of that.
- More support for one-on-one mentoring is wonderful. We have several programs funded and the more we know on how to evaluate, the better the programs can become. Workshops on evaluation criteria that NOAA and CBT look at.
- I really liked the one-on-one mentoring!
- More support for one-on-one mentoring, and targeted topic workshop.

End-of-project Questionnaire

- A webinar on Logic Model development would be good. One can always use help thinking thru how to best create logic models- especially for specific programs (like B-WET).
- An online resource, such as a DropBox with materials would be very helpful.
- Targeted topic workshops on data analysis, reporting data results, logic models and one on one consulting
- Would like workshops that may explore unique and innovative ways of collecting data - especially in the EE world.
- A workshop on data analysis and reporting. The session in December was sidetracked and we did not have as much time to discuss. One-on-one assistance with analysis and reporting.
- I would have benefitted more from a general evaluation workshop
- Step by step instructions.



- help with non-formal evaluation to determine attitude changes
- I would love to have a general guide to questions that NOAA would like to have answered- what do we need to evaluate in every program and how best do we do it.
- We have designed an evaluation for one of our core programs and we want to plan an evaluation of the other. Providing more one on one mentoring from ILI would be extremely helpful in guiding the evaluation planning for our second evaluation.
- I will try to take advantage of the one-on-one mentoring in the future. I think that is your best bet for targeting our needs. It might help if the evaluation experts traveled to regional locations and made appointments with various grantees on that date. For example, if there are a number of B-WET folks in a region, just schedule 5 appointments for one day and have the grantees come to you. The in-person consultation would be most helpful.
- Targeted topic workshops, one on one mentoring -always helpful
- More one-on-one mentoring. That was extremely helpful!
- We need to progress with our evaluation process. We have stalled in the process prior to getting a tool assembled. This is primarily do to internal funding/time constraints. We would certainly like to continue. It would be helpful if we could be directed to grants that support staff time towards evaluation development. One-on-one mentoring with a consultant works best for us.

Appendix 2 consists of all instruments used in this study. It is included as a separate PDF file.



Evaluation Capacity-Building for NOAA B-WET and CBT Grantees: Evaluation of the Support Provided to Grantees

March 2012

Appendix 2: Instruments

Workshop Questionnaire, June 2011

Workshop Questionnaire, December 2011

Mid-Project Questionnaire with In-Depth Mentees, October 2011

End-of-Project Questionnaire, February 2012; One version for in-depth mentees, one version for non-in-depth mentees



Workshop Evaluation

Thank you for attending our workshop! We would like to know how we did so that we can improve similar, future workshops and learn more about how to increase individuals' competencies to conduct evaluations. Completing this questionnaire is completely voluntary and the information you provide will be kept confidential.

ABOUT YOU

Does your organization currently have a grant from ... (Check ALL that apply)

Chesapeake Bay Trust (CBT) ___ NOAA B-WET ___ Neither ___

What was your PRIMARY reason for attending this workshop? (Check one)

- I wanted to learn more about evaluation
- My supervisor asked me to attend
- I wanted to learn more about CBT and/or NOAA B-WET evaluation requirements
- Other, please describe:

THE WORKSHOP

How helpful did you find ...? (check one per row)

	Not at all 1	Somewhat 2	Very 3	Extremely 4
The workshop overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing Evaluation Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods: Types of Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods: Creating an Evaluation Matrix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing Instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Collection, Analysis, Reporting, & Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The evaluation plan worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



How could the workshop be improved to better meet your professional needs?

EVALUATION USE

How strongly do you disagree or agree with the following statements? (Check one per row)

As a result of attending this workshop, by the end of this year I ...	Disagree Strongly ← → Agree Strongly							NA
	1	2	3	4	5	6	7	
will develop a plan for evaluating my Meaningful Watershed Educational Experience (MWEE) project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will evaluate my MWEE, B-WET, or CBT project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
should be able to overcome challenges to conducting an evaluation of my MWEE, B-WET or CBT project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will follow the steps introduced in the workshop when completing an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will use the MEERA website to help evaluate my MWEE, B-WET or CBT project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
will involve stakeholders throughout the process of evaluating my MWEE, B-WET, or CBT project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan to use evaluation results to improve my MWEE, B-WET, or CBT project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BEFORE THE WORKSHOP								Rate your level of the following <i>BEFORE and AFTER</i> the workshop:	AFTER THE WORKSHOP							
None ← → Extensive									None ← → Extensive							
<input type="checkbox"/>	My overall ability to complete an evaluation	<input type="checkbox"/>														
<input type="checkbox"/>	My understanding of the steps necessary for conducting a quality evaluation	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to lead an evaluation of my MWEEE, B-WET, or CBT project	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to create a logic model	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to develop evaluation goals and questions	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to prepare an evaluation plan	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to choose a data collection design (one-time data collection, pre/post, with/out comparison group)	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to choose a data collection approach (i.e., qualitative, quantitative)	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to create data collection instruments	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to collect data	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to analyze quantitative data	<input type="checkbox"/>														
<input type="checkbox"/>	My ability to analyze qualitative data	<input type="checkbox"/>														
<input type="checkbox"/>	My understanding of the importance of making program changes based on evaluation results	<input type="checkbox"/>														
<input type="checkbox"/>	My understanding of evaluation terms and concepts	<input type="checkbox"/>														
<input type="checkbox"/>	My confidence in my ability to conduct an evaluation	<input type="checkbox"/>														
<input type="checkbox"/>	My commitment to completing an evaluation of my MWEE, BWT or CBT project	<input type="checkbox"/>														



How strongly do you disagree or agree with the following? (Circle one for each)

	Disagree Strongly		←————→					Agree Strongly
	1	2	3	4	5	6	7	
Evaluation has little value	<input type="checkbox"/>							
Evaluation is best done by external evaluators	<input type="checkbox"/>							
Individuals like myself can learn to conduct quality evaluations	<input type="checkbox"/>							
Evaluation can yield useful information	<input type="checkbox"/>							
Evaluation can be a positive experience	<input type="checkbox"/>							
Evaluation should be part of a program's design process	<input type="checkbox"/>							
Evaluation contributes to a program's success	<input type="checkbox"/>							
Evaluation adds value to the organization	<input type="checkbox"/>							
Evaluation is an important part of my work	<input type="checkbox"/>							
Evaluation is worth the time and money	<input type="checkbox"/>							
Evaluations can help program get additional funding	<input type="checkbox"/>							
Evaluation can yield evidence of program success	<input type="checkbox"/>							
Evaluation can provide insight into ways to improve programs	<input type="checkbox"/>							
Evaluation can result in alternative ways to think about programs	<input type="checkbox"/>							

What could NOAA B-WET Chesapeake or the Chesapeake Bay Trust (CBT) do to further facilitate grantees' evaluation efforts?



MORE ABOUT YOU

Did you begin to evaluate your MWEE, B-WET, or CBT project before attending this workshop? NO YES

Before attending the workshop were you aware of the MEERA website? NO YES

How much experience do you have with evaluation? (Check one)

- I have little or no experience conducting evaluations
- I have participated in at least one phase of an evaluation
- I have participated in at least one full evaluation
- I have lead at least one evaluation
- I lead evaluations as a frequent part of my job

Have you completed any other workshops or courses on: (Circle one for each)

- | | | |
|------------------|----|-----|
| evaluation | NO | YES |
| research methods | NO | YES |

Have you conducted research as part of completing:

- | | | |
|-------------------------|----|-----|
| an undergraduate thesis | NO | YES |
| a master's thesis | NO | YES |
| a doctoral dissertation | NO | YES |

To allow us to compare your past, current, and future responses, please create a unique 8-digit ID number using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of your home phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234.

Your ID number _____

THANK YOU for completing this questionnaire!



December 2011 Workshop Evaluation

Thank you for attending our workshop! We would like to know how we did so that we can improve similar, future workshops and learn more about how to increase individuals' competencies to conduct evaluations. Completing this questionnaire is completely voluntary and the information you provide will be kept confidential.

ABOUT YOU

Does your organization currently have a grant from ... *(Check ALL that apply)*

Chesapeake Bay Trust (CBT) ___ NOAA B-WET ___ Neither ___

What was your PRIMARY reason for attending this workshop? *(Check one)*

- I wanted to learn more about evaluation
- My supervisor asked me to attend
- I wanted to learn more about CBT and/or NOAA B-WET evaluation requirements
- Other, please describe:

THE WORKSHOP

How helpful did you find ...? *(check one per row)*

	Not at all 1	Somewhat 2	Very 3	Extremely 4	NA
The workshop overall	<input type="checkbox"/>				
Overview of National and Regional Environmental Literacy Efforts	<input type="checkbox"/>				
Sharing by Other Programs (morning session)	<input type="checkbox"/>				
Discussion of Outcomes & Indicators	<input type="checkbox"/>				
Breakout Session: Program Description using Logic Models	<input type="checkbox"/>				
Breakout Session: Methods Selection	<input type="checkbox"/>				
Breakout Session: Developing Instruments	<input type="checkbox"/>				
Breakout Session: Data Analysis and Use of Results	<input type="checkbox"/>				

What was most helpful about the workshop?

How could the workshop be improved to better meet your professional needs?



BEFORE THE WORKSHOP			AFTER THE WORKSHOP	
None	←	→	Extensive	
<i>Rate your level of the following BEFORE <u>and</u> AFTER the workshop:</i>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall ability to complete an evaluation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My understanding of the steps necessary for conducting a quality evaluation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to create a logic model				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to choose a data collection design (one-time data collection, pre/post, with/out comparison group)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to choose a data collection approach (i.e., qualitative, quantitative)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to create data collection instruments				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to analyze quantitative data				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to analyze qualitative data				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My understanding of evaluation terms and concepts				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My confidence in my ability to conduct an evaluation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My commitment to completing an evaluation of my MWEE, BWT or CBT project				

What could NOAA B-WET Chesapeake or the Chesapeake Bay Trust (CBT) do or provide to further facilitate grantees' evaluation efforts (e.g., provide more support for one-on-one mentoring, targeted topic workshops, or general evaluation workshops, etc.)?

To allow us to compare your past, current, and future responses, please create a unique 8-digit ID number using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of your home phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234.

Your ID number _____

THANK YOU for completing this questionnaire!



Mid-Project Questionnaire with In-Depth Mentees, October 2011

Evaluation Capacity Building Support: September 2011 Check In

ABOUT YOUR EXPERIENCES WORKING WITH THE EVALUATION CONSULTANT THIS PAST MONTH

Please answer the following questions based on your experience working with the evaluation consultant so far.

What main evaluation tasks have you worked on?

Briefly describe what helped you the most with completing these evaluation tasks:

How has the evaluation consultant helped you with these evaluation tasks (assuming she has)?

Briefly describe what you found most challenging about working on your evaluation.

How may the evaluation consultant better help you as you move forward with your evaluation?

Describe any resources or individuals, other than the consultant, you drew on to help you with your evaluation, if any.

How much time have you spent on your evaluation since first working with the consultant?

About ____ MINUTES OR ____ HOURS

How motivated were you to work on your evaluation during this time?

Not at all motivated ____ _ Extremely motivated

Why did you give that rating?

How much effort did you put into your evaluation during this time?

No effort ____ _ Extensive amount of effort

Why did you give that rating?

What other comments or concerns or questions do you have?

May I share your responses with the evaluation consultants? Yes No

Identification Code

To allow us to compare your past, current, and future responses, please write below your unique 8-digit ID number from the June workshop. You created the ID using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of your home phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234.

Your ID number ____ _

We are following up with staff members from organizations that have received funding from the Bay-Watershed Education and Training Program (B-WET), the Meaningful Watershed Education Experience (MWEE) or the Chesapeake Bay Trust. We are interested in hearing about any evaluation of your program conducted since June 2011 and your views on evaluation more generally. This survey may take 15 minutes to complete. Completing this survey is completely voluntary and the information you provide will be kept confidential.

Q14 In which of these evaluation activities have you participated since June 2011? (check all that apply)

- June 2011 evaluation workshop at the Chesapeake Bay Foundation (1)
- December 2011 evaluation workshop at the Audubon Naturalist Society (2)
- Neither of these (3)

Q13 How strongly do you disagree or agree with the following, where 1 is "strongly disagree" and 7 is "strongly agree"?



	1: Strongly Disagree (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7: Strongly Agree (7)
Evaluation has little value (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is best done by external evaluators (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals like myself can learn to conduct quality evaluations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can yield useful information (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can be a positive experience (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation should be part of a program's design process (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation contributes to a program's success (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation adds value to the organization (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is an important part of my work (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is worth the time and money (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations can help program get additional funding (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can yield evidence of program success (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can provide insight into ways to improve programs (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can result in alternative ways to think about programs (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor(s) strongly supports program evaluation (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Please rate your level on the following, where 1 is "none" and 7 is "extensive"?

	1: None (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7: Extensive (7)
My overall ability to complete an evaluation (1)	<input type="radio"/>						
My understanding of the steps necessary for conducting a quality evaluation (2)	<input type="radio"/>						
My ability to lead an evaluation of my MWEE, B-WET, or CBT project (3)	<input type="radio"/>						
My ability to create a logic model (4)	<input type="radio"/>						
My ability to develop evaluation goals and questions (5)	<input type="radio"/>						
My ability to prepare an evaluation plan (6)	<input type="radio"/>						
My ability to choose a data collection design (one-time data collection, pre/post, with/out comparison group) (7)	<input type="radio"/>						
My ability to choose a data collection approach (i.e., qualitative, quantitative) (8)	<input type="radio"/>						
My ability to create data collection instruments (9)	<input type="radio"/>						
My ability to collect data (10)	<input type="radio"/>						
My ability to analyze quantitative data (11)	<input type="radio"/>						
My ability to analyze qualitative data (12)	<input type="radio"/>						
My understanding of the importance of making program changes based on evaluation results (13)	<input type="radio"/>						
My understanding of evaluation terms and concepts (14)	<input type="radio"/>						
My confidence in my ability to conduct an evaluation (15)	<input type="radio"/>						
My commitment to completing an evaluation of my MWEE, BWT or CBT project (16)	<input type="radio"/>						

Q26 How much experience do you have with evaluation in general?

- I have little or no experience conducting evaluations (1)
- I have participated in at least one phase of an evaluation (2)
- I have participated in at least one full evaluation (3)
- I have led at least one evaluation (4)
- I lead evaluations as a frequent part of my job (5)



Q15 Which of the following best describes your experience evaluating your MWEE, B-WET, or CBT program since June 2011?

- I completed an evaluation of my program. (1)
- I did some planning for an evaluation, but did not complete an evaluation. (2)
- I collected some data, but did not complete an evaluation. (3)

Q18 For each of the resources listed, please indicate whether or not you have used that resource when working on the evaluation of your program? (Check all that apply)

	Yes (1)	No (2)
The MEERA website (1)	<input type="radio"/>	<input type="radio"/>
The NOAA Chesapeake Bay office evaluation web site (2)	<input type="radio"/>	<input type="radio"/>
The NOAA National Marine Sanctuaries evaluation website (3)	<input type="radio"/>	<input type="radio"/>
Input/support from a person at my organization (4)	<input type="radio"/>	<input type="radio"/>
Input/support from a person at another organization that has MWEE, B-WET, or CBT programs (5)	<input type="radio"/>	<input type="radio"/>
Input/support from stakeholders not at my organization (6)	<input type="radio"/>	<input type="radio"/>
Resources from the workshop(s). Please list the specific resources below. (7)	<input type="radio"/>	<input type="radio"/>
Other resources. Please list the specific resources below. (8)	<input type="radio"/>	<input type="radio"/>

Q17 Your organization received additional evaluation support from an ILI evaluation consultant. The following questions relate specifically to that support. Outside of the workshop, what type of support from an evaluation consultant at ILI did you receive? (Check all that apply)

- Phone conversation(s) with an ILI consultant (1)
- Document review by an ILI consultant (2)
- In-person meeting(s) with an ILI consultant (3)
- Other. Please describe below. (4) _____

Q19 For each of the following evaluation steps, please indicate 1) whether you have done that evaluation step since June 2011 and 2) if you received support from an evaluation consultant at ILI with that step.

	Have you done this since the June 2011 workshop?		Did you have ILI support with this step?		
	Yes (1)	No (2)	Yes (1)	No (2)	N/A (3)
Define or refine program outcomes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update a logic model (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update evaluation goals or evaluation questions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update an evaluation plan (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select a data collection design (i.e., one-time data collection, pre/post, with/out comparison group) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select a data collection approach (i.e., qualitative, quantitative) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update data collection instruments (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect data (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data collected (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report on the evaluation results (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use evaluation results to inform your program (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please describe below. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 How important was the consultant support in allowing you to move forward with your evaluation, where 1 is "not at all important" and 7 is "very important"?

- 1: Not at all important (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7: Very Important (7)

Q21 Please explain your rating.



Q31 What was most valuable about receiving evaluation support from an ILI evaluation consultant?

Q32 What aspects of the evaluation support from an ILI evaluation consultant were least helpful?

Q33 If similar evaluation support was offered to your organization again, how likely would you be to use the support of an evaluation consultant, where 1 is "not at all likely" and 7 is "very likely"?

- 1: Not at all likely (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7: Very likely (7)

Q34 Please explain your rating.

Q23 The next questions refer generally to evaluation you may have done for your program since June 2011, whether you received ILI consultant support on that portion or not. Briefly describe what you found most challenging about working on your evaluation.

Q24 Were you able to overcome the challenge(s) you named above?

- Yes (1)
- Somewhat (2)
- No (3)

Q28 Why or why not?

Q27 Did you use the steps outlined in the June workshop when working on your evaluation?

- Yes (1)
- Somewhat (2)
- No (3)

Q25 Why or why not?

Q26 Did you complete an evaluation of your program (i.e. report on the evaluation results) between June 2011 and now?

- Yes (1)
- No (2)

Q29 If not, what were the primary factors that prevented you from completing an evaluation of your program?

Q31 How likely is it that you will undertake an evaluation of your MWEE, B-WET, or CBT program in 2012, where 1 is "not at all likely" and 7 is "very likely"?

- 1: Not at all likely (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7: Very likely (7)

Q30 For each of the evaluation steps, please indicate whether you feel you need more guidance, resources, or support?

	Yes (1)	No (2)
Defining or refining program outcomes (1)	<input type="radio"/>	<input type="radio"/>
Creating or updating logic models (2)	<input type="radio"/>	<input type="radio"/>
Creating or updating evaluation goals or evaluation questions (3)	<input type="radio"/>	<input type="radio"/>
Creating or updating an evaluation plan (4)	<input type="radio"/>	<input type="radio"/>
Selecting a data collection design (i.e., one-time data collection, pre/post, with/out comparison group) (5)	<input type="radio"/>	<input type="radio"/>
Selecting a data collection approach (i.e., qualitative, quantitative) (6)	<input type="radio"/>	<input type="radio"/>
Creating or updating data collection instruments (7)	<input type="radio"/>	<input type="radio"/>
Collecting data (8)	<input type="radio"/>	<input type="radio"/>
Analyzing data collected (9)	<input type="radio"/>	<input type="radio"/>
Reporting on the evaluation results (10)	<input type="radio"/>	<input type="radio"/>
Using evaluation results to inform your program (11)	<input type="radio"/>	<input type="radio"/>
Other. Please describe below. (12)	<input type="radio"/>	<input type="radio"/>



Q24 What could NOAA B-WET Chesapeake or the Chesapeake Bay Trust (CBT) do or provide to further facilitate grantees' evaluation efforts (e.g., provide more support for one-on-one mentoring, targeted topic workshops, or general evaluation workshops, etc.)?

Q25 Any additional comments about this experience or evaluation in general?

Q28 What is the highest academic degree you have earned?

- High School Diploma (1)
- Bachelor's Degree (2)
- Master's Degree (3)
- Doctorate Degree (4)

Q27 To allow us to compare your past, current, and future responses, please create a unique 8-digit ID number using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of your home phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234.

Q30 Thank you for completing this survey. To submit your answers please click on the "Submit" button below.

End-of-Project Questionnaire, February 2012; Non-In-Depth Mentees Version

We are following up with staff members from organizations that have received funding from the Bay-Watershed Education and Training Program (B-WET), the Meaningful Watershed Education Experience (MWEE) or the Chesapeake Bay Trust. We are interested in hearing about any evaluation of your program conducted since June 2011 and your views on evaluation more generally. This survey will take 15 minutes to complete. Completing this survey is completely voluntary and the information you provide will be kept confidential.

Q14 In which of these evaluation activities have you participated since June 2011? (check all that apply)

- June 2011 evaluation workshop at the Chesapeake Bay Foundation (1)
- December 2011 evaluation workshop at the Audubon Naturalist Society (2)
- Neither of these (3)



Q13 How strongly do you disagree or agree with the following, where 1 is "strongly disagree" and 7 is "strongly agree"?

	1: Strongly Disagree (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7: Strongly Agree (7)
Evaluation has little value (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is best done by external evaluators (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals like myself can learn to conduct quality evaluations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can yield useful information (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can be a positive experience (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation should be part of a program's design process (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation contributes to a program's success (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation adds value to the organization (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is an important part of my work (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is worth the time and money (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations can help program get additional funding (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can yield evidence of program success (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can provide insight into ways to improve programs (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation can result in alternative ways to think about programs (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor(s) strongly supports program evaluation (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Please rate your level on the following, where 1 is "none" and 7 is "extensive"?

	1: None (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7: Extensive (7)
My overall ability to complete an evaluation (1)	<input type="radio"/>						
My understanding of the steps necessary for conducting a quality evaluation (2)	<input type="radio"/>						
My ability to lead an evaluation of my MWEE, B-WET, or CBT project (3)	<input type="radio"/>						
My ability to create a logic model (4)	<input type="radio"/>						
My ability to develop evaluation goals and questions (5)	<input type="radio"/>						
My ability to prepare an evaluation plan (6)	<input type="radio"/>						
My ability to choose a data collection design (one-time data collection, pre/post, with/out comparison group) (7)	<input type="radio"/>						
My ability to choose a data collection approach (i.e., qualitative, quantitative) (8)	<input type="radio"/>						
My ability to create data collection instruments (9)	<input type="radio"/>						
My ability to collect data (10)	<input type="radio"/>						
My ability to analyze quantitative data (11)	<input type="radio"/>						
My ability to analyze qualitative data (12)	<input type="radio"/>						
My understanding of the importance of making program changes based on evaluation results (13)	<input type="radio"/>						
My understanding of evaluation terms and concepts (14)	<input type="radio"/>						
My confidence in my ability to conduct an evaluation (15)	<input type="radio"/>						
My commitment to completing an evaluation of my MWEE, BWT or CBT project (16)	<input type="radio"/>						



Q26 How much experience do you have with evaluation in general?

- I have little or no experience conducting evaluations (1)
- I have participated in at least one phase of an evaluation (2)
- I have participated in at least one full evaluation (3)
- I have led at least one evaluation (4)
- I lead evaluations as a frequent part of my job (5)

Q15 Which of the following best describes your experience evaluating your MWEE, B-WET, or CBT program since June 2011?

- I completed an evaluation of my program. (1)
- I did some planning for an evaluation, but did not complete an evaluation. (2)
- I collected some data, but did not complete an evaluation. (3)
- I did not plan for nor complete an evaluation of my program. (4)

If I completed an evaluation o... Is Selected, Then Skip To For each of the resources listed, ple...If I did some planning for an ... Is Selected, Then Skip To For each of the resources listed, ple...If I collected some data, but ... Is Selected, Then Skip To For each of the resources listed, ple...If I did not plan for nor comp... Is Selected, Then Skip To What prevented you from planning for ...

Q12 What prevented you from planning for or completing an evaluation of your program?

Q22 Did you engage in any evaluation related activities since June 2011, such as reading about evaluation, talking to colleagues/co-workers about evaluation?

- Yes (1)
- No (2)

Q31 If yes, please describe the activities in which you have engaged.

If If yes, please describe the... Is Empty, Then Skip To How likely is it that you will undert...If If yes, please describe the... Is Not Empty, Then Skip To How likely is it that you will undert...

Q18 For each of the resources listed, please indicate whether or not you have used that resource when working on the evaluation of your program? (Check all that apply)

	Yes (1)	No (2)
The MEERA website (1)	<input type="radio"/>	<input type="radio"/>
The NOAA Chesapeake Bay office evaluation web site (2)	<input type="radio"/>	<input type="radio"/>
The NOAA National Marine Sanctuaries evaluation website (3)	<input type="radio"/>	<input type="radio"/>
Input/support from a person at my organization (4)	<input type="radio"/>	<input type="radio"/>
Input/support from a person at another organization that has MWEE, B-WET, or CBT programs (5)	<input type="radio"/>	<input type="radio"/>
Input/support from stakeholders not at my organization (6)	<input type="radio"/>	<input type="radio"/>
Resources from the workshop(s). Please list the specific resources below. (7)	<input type="radio"/>	<input type="radio"/>
Other resources. Please list the specific resources below. (8)	<input type="radio"/>	<input type="radio"/>



Q17 Outside of the workshop, what type of support from an evaluation consultant at ILI did you receive?
(Check all that apply)

- No further support after the workshop (1)
- Phone conversation(s) with an ILI consultant (2)
- Document review by an ILI consultant (3)
- In-person meeting(s) with an ILI consultant (4)
- Other support. Please describe below. (5) _____

If No further support after th... Is Selected, Then Skip To For each of the following evaluation ...If Phone conversation(s) with ... Is Selected, Then Skip To For each of the following evaluation ...If Document review by an ILI c... Is Selected, Then Skip To For each of the following evaluation ...If In-person meeting(s) with a... Is Selected, Then Skip To For each of the following evaluation ...If Other support. Please descr... Is Not Empty, Then Skip To For each of the following evaluation ...

Q19 For each of the following evaluation steps, please indicate 1) whether you have done that evaluation step since June 2011 and 2) if you received support from an evaluation consultant at ILI with that step.

	Have you done this since the June 2011 workshop?		Did you have ILI support with this step?		
	Yes (1)	No (2)	Yes (1)	No (2)	N/A (3)
Define or refine program outcomes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update a logic model (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update evaluation goals or evaluation questions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update an evaluation plan (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select a data collection design (i.e., one-time data collection, pre/post, with/out comparison group) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select a data collection approach (i.e., qualitative, quantitative) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or update data collection instruments (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect data (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data collected (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report on the evaluation results (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use evaluation results to inform your program (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please describe below. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 How important was the consultant support in allowing you to move forward with your evaluation, where 1 is "not at all important" and 7 is "very important"?

- 1: Not at all important (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7: Very Important (7)

Q21 Please explain your rating.

If Please explain your rating. Is Not Empty, Then Skip To Briefly describe what you found mos...If Please explain your rating. Is Empty, Then Skip To Briefly describe what you found mos...

Q22 For each of the following evaluation steps, please indicate whether you have done that evaluation step since June 2011.

	Yes (1)	No (2)
Define or refine program outcomes (1)	<input type="radio"/>	<input type="radio"/>
Create or update a logic model (2)	<input type="radio"/>	<input type="radio"/>
Create or update evaluation goals or evaluation questions (3)	<input type="radio"/>	<input type="radio"/>
Create or update an evaluation plan (4)	<input type="radio"/>	<input type="radio"/>
Select a data collection design (i.e., one-time data collection, pre/post, with/out comparison group) (5)	<input type="radio"/>	<input type="radio"/>
Select a data collection approach (i.e., qualitative, quantitative) (6)	<input type="radio"/>	<input type="radio"/>
Create or update data collection instruments (7)	<input type="radio"/>	<input type="radio"/>
Collect data (8)	<input type="radio"/>	<input type="radio"/>
Analyze data collected (9)	<input type="radio"/>	<input type="radio"/>
Report on the evaluation results (10)	<input type="radio"/>	<input type="radio"/>
Use evaluation results to inform your program (11)	<input type="radio"/>	<input type="radio"/>
Other. Please describe below. (12)	<input type="radio"/>	<input type="radio"/>



Q23 Briefly describe what you found most challenging about working on your evaluation.

Q24 Were you able to overcome the challenge(s) you named above?

- Yes (1)
- Somewhat (2)
- No (3)

Q28 Why or why not?

Q27 Did you use the steps outlined in the June workshop when working on your evaluation?

- Yes (1)
- Somewhat (2)
- No (3)

Q25 Why or why not?

Q26 Did you complete an evaluation of your program (i.e. report on the evaluation results) between June 2011 and now?

- Yes (1)
- No (2)

Q29 If not, what were the primary factors that prevented you from completing an evaluation of your program?

Q31 How likely is it that you will undertake an evaluation of your MWEE, B-WET, or CBT program in 2012, where 1 is "not at all likely" and 7 is "very likely"?

- 1: Not at all likely (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7: Very likely (7)

Q30 For each of the evaluation steps, please indicate whether you feel you need more guidance, resources, or support?

	Yes (1)	No (2)
Defining or refining program outcomes (1)	<input type="radio"/>	<input type="radio"/>
Creating or updating logic models (2)	<input type="radio"/>	<input type="radio"/>
Creating or updating evaluation goals or evaluation questions (3)	<input type="radio"/>	<input type="radio"/>
Creating or updating an evaluation plan (4)	<input type="radio"/>	<input type="radio"/>
Selecting a data collection design (i.e., one-time data collection, pre/post, with/out comparison group) (5)	<input type="radio"/>	<input type="radio"/>
Selecting a data collection approach (i.e., qualitative, quantitative) (6)	<input type="radio"/>	<input type="radio"/>
Creating or updating data collection instruments (7)	<input type="radio"/>	<input type="radio"/>
Collecting data (8)	<input type="radio"/>	<input type="radio"/>
Analyzing data collected (9)	<input type="radio"/>	<input type="radio"/>
Reporting on the evaluation results (10)	<input type="radio"/>	<input type="radio"/>
Using evaluation results to inform your program (11)	<input type="radio"/>	<input type="radio"/>
Other. Please describe below. (12)	<input type="radio"/>	<input type="radio"/>

Q24 What could NOAA B-WET Chesapeake or the Chesapeake Bay Trust (CBT) do or provide to further facilitate grantees' evaluation efforts (e.g., provide more support for one-on-one mentoring, targeted topic workshops, or general evaluation workshops, etc.)?

Q25 Any additional comments about this experience or evaluation in general?



Q28 What is the highest academic degree you have earned?

- High School Diploma (1)
- Bachelor's Degree (2)
- Master's Degree (3)
- Doctorate Degree (4)

Q27 To allow us to compare your past, current, and future responses, please create a unique 8-digit ID number using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of your home phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234.

Q30 Thank you for completing this survey. To submit your answers please click on the "Submit" button below.