42nd Annual Conference

Adapt! Evaluators in a Changing World

May 5 – 7, 2019
Seaview Resort
Galloway, NJ
(#EERS19)
As part of this year’s conference, EERS donated to the Mayo Clinic in the memory of John M. Kelley, long-time EERS Board Member.
RESEARCH & EVALUATION GROUP

A non-profit research group with expertise in program evaluation in the areas of:

- Public Health
- Education
- Behavioral Health
- Family Strengthening

To learn more, please visit our website: phmcresearch.org or call us at 215-985-2500

Where numbers count and communities matter

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Equal Measure partners with foundations, nonprofits, and public entities—helping them “do even better” as they advance social change. Through five service lines—program design, evaluation, capacity building, technical assistance, and communications—we help clients:

- Identify the outcomes, and develop strategies, programs, investments, and practices to attain results
- Understand what works, and why, to shape interventions and learning exchanges that advance social impact
- Sharpen practices that support programs, investments, and community engagement initiatives
- Articulate compelling, salient stories or narratives to advance social change

Blending these perspectives and services helps our clients make their communities stronger, healthier, more equitable, and more inclusive.

equalmeasure.org
The Evaluators' Institute offers top-tier training in evaluation for beginning, mid-career, and advanced evaluation professionals. Join thousands of participants who have received...

- Professional certifications
- Instruction by leaders in the field
- Face-to-face instruction across the United States
- On-site training for organizations
- Online offerings

Visit tei.cgu.edu or email tei@cg.edu for details.

Building successful educational programs informed by evidence

SHAFFER
Evaluation Group

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Shaffer Evaluation Group is certified by the Commonwealth of Virginia through its SWaM program as a Small, Micah Woman-Owned Business.
Philliber Research and Evaluation is a full-service evaluation firm providing evaluations of local programs, statewide initiatives, and national projects in the United States and internationally. We are committed to providing high quality evaluations by building lasting relationships with clients, disseminating data quickly and efficiently, analyzing data using the highest standards, working effectively as teams and producing clear user-friendly reports.

16 Main Street  
Accord, NY 12404

Are partnerships that value and involve program users, give decision makers data they need for the future, and inform the field with practical solutions.

Our individually designed evaluations prove the value of programs that are soundly developed, honestly assessed, responsibly refined, and efficiently executed. Such programs see participants thrive and organizations and communities flourish.

2019 EASTERN EVALUATION RESEARCH SOCIETY ANNUAL CONFERENCE
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Hello and welcome!

On behalf of the Eastern Evaluation Research Society’s Board of Directors, I want to welcome you to our 42nd Annual Conference. As one of the oldest evaluation societies in the United States, EERS has a long history of supporting and enriching the work of evaluators in the mid-Atlantic region and beyond. With this year’s program, Adapt! Evaluators in a Changing World, we continue this tradition with a full slate of skill-building workshops, presentations, and panels. In addition, we welcome to EERS three esteemed speakers: Anastasia (Tessie) Catsambas, President of the American Evaluation Association and CEO/CFO of EnCompass LLC, Vivian Tseng of the William T. Grant Foundation, and Rakesh Mohan of the Office of Performance Evaluations in the Idaho State Legislature.

While EERS is known to provide exceptional professional development experiences for evaluators, we also pride ourselves on our small, welcoming atmosphere to facilitate connections among and between students and professionals in the field. Please plan to spend some time at the interactive networking dessert and reception on Sunday night, the student poster session and reception on Monday night, and the hospitality suite on both nights for more networking opportunities.

We hope you enjoy the conference and plan to join us again next year!

Sincerely,

Siobhan Cooney
EERS President 2018-2019
# SCHEDULE AT A GLANCE

## Sunday, May 5th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>2:00pm – 9:00pm</td>
<td>Registration (Lobby Bar)</td>
</tr>
<tr>
<td>3:00pm – 6:00pm</td>
<td>Pre-Conference Workshops</td>
</tr>
<tr>
<td>6:00pm – 7:30pm</td>
<td>Dinner on your own</td>
</tr>
<tr>
<td>7:30pm – 9:00pm</td>
<td>Interactive Networking Session and Dessert Reception</td>
</tr>
<tr>
<td>9:00pm – 11:00pm</td>
<td>Hospitality Suite open for evening networking (Room 490)</td>
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## Monday, May 6th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00am – 5:30pm</td>
<td>Registration (Presidential Hallway)</td>
</tr>
<tr>
<td>8:00am – 8:45am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>9:00am – 10:00am</td>
<td>Plenary Talk by Rakesh Mohan (Salons A and B)</td>
</tr>
<tr>
<td>10:15am – 11:45pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>12:00pm – 1:30pm</td>
<td>Lunch and Keynote Address by Tessie Catsambas (Salon C)</td>
</tr>
<tr>
<td>1:45pm – 3:15pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>3:30pm – 5:00pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>5:30pm–6:30pm</td>
<td>Student Posters and Networking Reception with Cash Bar</td>
</tr>
<tr>
<td>7:00pm-8:30pm</td>
<td>Dinner (Not an official conference function. Arrangements for joining others can be made at the registration desk.)</td>
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<tr>
<td>8:45pm – 10:30pm</td>
<td>Hospitality Suite open for evening networking (Room 490)</td>
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## Tuesday, May 7th

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30am – 8:45am</td>
<td>Breakfast with Plenary Speaker Vivian Tseng (Salon C)</td>
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<tr>
<td>9:00am – 10:30am</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>10:30am – 10:45am</td>
<td>Break to allow for hotel check-out</td>
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<tr>
<td>10:45am – 12:15pm</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>12:30pm – 2:00pm</td>
<td>Lunch, awards, and a final opportunity to network (Salon C)</td>
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<tr>
<td>2:15pm – 3:00pm</td>
<td>Board Meeting: All conference participants are welcome!</td>
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Sunday, May 5th

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>2:00 p.m. to 9:00 p.m.</td>
<td>Lobby Bar</td>
<td>Registration</td>
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<tr>
<td>3:00 p.m. to 6:00 p.m.</td>
<td>Harding Room</td>
<td>Pre-Conference Workshop</td>
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<tr>
<td>3:00 p.m. to 6:00 p.m.</td>
<td>Salon A</td>
<td>Pre-Conference Workshop</td>
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Designing Quality Survey Questions

▶ Sheila B. Robinson, Ed.D, Custom Professional Learning, LLC

Surveys are a popular data collection tool for their ease of use and cost effectiveness. As survey fatigue grows, evaluators must be even more judicious in using surveys and craft richer, more concise, and more targeted questions to yield meaningful data. Successful survey research also requires an understanding of the cognitive processes that respondents employ in answering questions with accuracy and candor. Using rich examples and an interactive approach, Dr. Robinson will demonstrate why survey researchers must engage in a rigorous, intentional survey design process in order to create high quality questions.

In this workshop, we will learn about the survey design process through a series of activities, developing an understanding of the cognitive aspects of survey response and question design. We will also increase our ability to craft high quality survey questions, and leave with resources to further develop our skills, including a copy of Dr. Robison’s checklist for crafting quality questions, recently published in a textbook.

Practical Power Analysis

▶ Eric Hedberg, PhD, National Opinion Research Center

Evaluators must increasingly conduct a power analysis in proposals to minimize the risk of producing unreliable study results due to small sample size. This can be challenging for evaluators, since training programs often do not address power analysis in detail.

This workshop introduces us to the broad strokes of power analysis, focusing on what most evaluations include, which is a contrast between two treatment groups. Rather than tour through a particular software
program, this workshop covers the major conceptual foundations that support all the available tools:

- Finding power using the null and alternative distributions
- Noncentrally parameters
- Formulas for power, sample size, and minimum detectable effects
- How covariates influence power
- Multilevel/multifactor ANOVA models as extensions to two-group contrasts

Dr. Hedberg’s presentation materials are available for preview at hedbergec.com, and include widgets (apps) that allow us to calculate power interactively to reinforce the conceptual presentation.

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<thead>
<tr>
<th>Sunday, May 5th</th>
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<tbody>
<tr>
<td>Oval Room</td>
<td>Welcome Reception</td>
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<tr>
<td><strong>Interactive Networking Session and Dessert Reception</strong></td>
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<tr>
<td>Sunday, May 5th</td>
<td>9:00 p.m. to 11:00 p.m.</td>
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<tr>
<td>Hospitality Suite, Room 490</td>
<td>Networking in Hospitality Suite</td>
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<td></td>
<td>Join board members for an informal social and networking opportunity.</td>
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<tr>
<td>Date</td>
<td>Time</td>
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<tr>
<td>Monday, May 6th</td>
<td>8:00 a.m. to 5:30 p.m.</td>
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<tr>
<td>Monday, May 6th</td>
<td>8:00 a.m. to 8:45 a.m.</td>
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</table>
| Monday, April 30th | 9:00 a.m. to 10:00 a.m. | Breakfast with Plenary Speaker Rakesh Mohan  
**Director, Office of Performance Evaluations, Idaho State Legislature** |
| Introduction: Kim Glassman | 8:45 a.m. to 9:00 a.m. | Question Your Assumptions: A Key Step for Conducting Evaluations in a Dynamic Environment  
It is easy to see why the American Evaluation Association (AEA) recognized this speaker's Office of Evaluation in the Idaho legislature with an Outstanding Evaluation Award in 2016! Come hear Rakesh share stories and examples from his personal experience that illustrate how he continually adapted to the surrounding dynamic evaluation environment. One secret to his success is that he questions his assumptions about people, places, and politics. We can all benefit from his open and honest approach to adaptation. |
| Monday, May 6th | 10:15 a.m. to 11:45 a.m. | Concurrent Sessions  
**Topic & Content Areas:** Evaluation Design, Research Methods, Capacity Building, Education & Nonprofit Evaluation  
**Moderator:** Tom Archibald  
**Implementation and the “Voldemort Effect”**  
[Jennifer Hamilton, PhD, NORC at the University of Chicago](#)  
The Voldemort Effect is a dip in performance and confidence as one encounters an innovation that requires new skills and understandings. The presentation describes the effect and its genesis in business management consulting, as well as ideas for adapting designs.  
**Thinking of Using NSC Data? Learn from My Mistakes**  
[Dan Tsin, MPP & Susan Baumbach, MS, Urban Alliance](#)  
Many agencies request college enrollment data from the National Student Clearinghouse (NSC) to assess program participants’ |
outcomes, but interpreting the data can be challenging. This talk describes some of the steps involved in obtaining and analyzing NSC data and ways to use the data for program improvement.

**Keeping it Fresh: Maintaining Utility in Long-Term Evaluation Projects**

- **Sara Allender; Jennifer McMaken, PhD; and Stephen Ruffini, PhD; WestEd**

Programmatic priorities change over time. Presenters highlight lessons learned from monitoring federal grants approaches to doing so in the face of staff turnover, statutory changes, and programmatic shifts. They will discuss how projects can remain nimble and adapt to meet stakeholder needs in the context of long-term government contracts.

**Monday, May 6th**

**10:15 a.m. to 11:45 a.m.**

**Eisenhower Room**

**Concurrent Session**

**Topic & Content Areas: Evaluation Design, Capacity Building, Nonprofit Evaluation & Youth Voices**

**Strategies for Incorporating Youth Voices in Evaluation Research**

- **Laura Satkowski, PhD, Metis Associates**

This session will outline strategies for incorporating the voices of young people in research design and methodology, utilizing an example from a recent independent evaluation of an arts program.

**Trinity Place Shelter: A Case Study in Contextualizing Metrics for New York City’s Queer Homeless Youth**

- **Erin McCarthy, MS & Wendy Kaplan, LMSW, Trinity Place Shelter**

This talk explores how social work and ME best practices must be adapted to fairly assess the progress of an NYC community-based organization serving homeless LGBTQI+ young adults.

**Translating Meaningful Action from Programs to Evaluation: Navigating Stakeholder Perceptions of Gender Inclusion in BSA**

- **Rachael Doubledee; Krystal Woolston; Milira Cox; Yolanta Kornak-Bozza, PhD; Miriam R. Linver, PhD; Jennifer Brown Urban, PhD; Montclair State University**
Presenters will examine attitudes about the acceptance of girls into Boy Scouts of America (BSA) at the executive, adult leader, and youth levels of program organization, and discuss adaptation and challenges to program evaluation in this context.

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<tr>
<th>Monday, May 6th</th>
<th>10:15 a.m. to 11:45 a.m.</th>
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<tbody>
<tr>
<td>Salon A</td>
<td>Skill-Builder</td>
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<tr>
<td></td>
<td>Topic &amp; Content Areas: Project Management, Evaluator-Client Relationships &amp; Evaluation Design</td>
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<tr>
<td><strong>Moderator:</strong></td>
<td><strong>More on &quot;Why an Evaluation Plan isn't Enough:&quot; Writing Effective Evaluation Work Scopes and Study Protocols</strong></td>
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<tr>
<td>Cheryl Ackerman</td>
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- **Kirk Knestis, PhD, Inciter**

Participants, especially independent consultants and managers of small firms, will learn about the distinctions among three specific evaluation business documents: the contract, scope of work, and study protocol. They will learn how to structure all three tools so that each serves its purpose well, and how to avoid common traps that can threaten client satisfaction and complicate the evaluator’s life and livelihood.

Participants should bring a laptop and a sample evaluation plan for use during this hands-on session.

**The Flow of Data: Is Your Data Flow Turbulent or Smooth?**

- **Christy King, PA State System of Higher Education**

Understanding data flow ensures that the information you collect meets the needs and timelines of your project, especially when multiple data sources are involved. Drawing on examples from Pennsylvania’s GEAR UP 3 initiative, this portion of the skill-building session will inform participants’ ability to identify the pros and cons of data flow.

Participants will have the opportunity to sketch the data flow on one of their own projects and create action items to enhance the process. The goal is to help you formulate ideas about how to enhance your own work.
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<tr>
<td>Salon B</td>
<td>Panel</td>
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<td></td>
<td>Topic Area: Evaluation Theory</td>
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<td></td>
<td>Content Areas: Education, Healthcare/Mental Health, International and Industry Evaluation</td>
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<tr>
<td>Moderator:</td>
<td>Stephanie Saunders</td>
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<tr>
<td>The Future of Logic Models in 3D</td>
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<tr>
<td>Presenters explore how each component of a logic model can be built in three dimensions (3D) and debut a new type of outcome—an intercedent outcome—that is only possible in 3D. The giant Legos return from last year, but the conversation is fresh and new.</td>
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<tr>
<td>The Earth is not Flat, so why are Your Logic Models?</td>
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<tr>
<td>➢ Elizabeth Grim, Evaluation Consultant</td>
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<tr>
<td>Building on last year’s idea of “stackable” logic models that can interact and intersect, the presenter considers how component parts of a logic model, such as impacts, activities, outputs, and outcomes, can also be conceptualized in 3D. Using visual aids and manipulatives, she will demonstrate how a logic model changes when evolving past the traditional 2D representation. Participants will learn about the benefits of 3D models in thinking about the relationships and interactions between inputs and activities and engage with a multi-layered model that may enrich conventional perspectives.</td>
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<tr>
<td>The Introduction of the Intercedent Outcome</td>
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<tr>
<td>➢ Isaac Castillo, Venture Philanthropy Partners</td>
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<tr>
<td>Setting up logic models in 3D also allows us to consider new types of outcomes that live in the spaces “between” traditional models. Rather than classify outcomes in sequential terms such as short-term, intermediate, and long-term outcomes, thinking about logic models in 3D affords a chance to think about outcomes in less linear fashion. The presenter introduces a new way of thinking about outcomes, describes “intercedent” outcomes, and explores their utility in the new world of 3D logic models.</td>
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### Monday, May 6th

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:00 p.m. to 1:30 p.m.</td>
<td><strong>Lunch with Keynote Anastasia (Tessie) Tzavaras Catsambas</strong>&lt;br&gt;AEA President 2019 and CEO of Encompass</td>
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<tr>
<td><strong>Salon C</strong></td>
<td><strong>Unfolding to Our Full Height: Adapting to Evaluation in 2019 and Beyond</strong>&lt;br&gt;The role of evaluators has been changing significantly in the last 20 years, bringing evaluation out of the back room to the boardroom. As we shed our cloak of invisibility, we are called to communicate who we are, what we bring, and why it matters more eloquently and consistently than ever before. How does this increasing visibility influence our perceptions about our role and the competencies we need to be successful? Come hear our engaging AEA President discuss these issues as we wrestle with our ever-changing roles as evaluation professionals.</td>
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**Introduction:**

**Tom Archibald**

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<tr>
<th>1:45 p.m. to 3:15 p.m.</th>
<th><strong>Concurrent Session</strong>&lt;br&gt;<strong>Topic &amp; Content Areas: Capacity Building and Non-Profit Evaluation</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Harding</strong></td>
<td><strong>Overcoming Barriers to Performance Measurement in Early Childhood Education</strong>&lt;br&gt;➢ <em>Rosalina Burgos, EdD, CentroNía</em>&lt;br&gt;➢ <em>Juan Vega, CentroNía</em>&lt;br&gt;Early childhood education programs are increasingly required and incentivized to participate in Quality Rating and Improvement Systems to demonstrate their quality to consumers and funders. Presenters from a community-based organization highlight their journey in transforming organizational culture around data and evaluation to strengthen decision-making and performance measurement capacity.</td>
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<td></td>
<td><strong>Building a Monitoring and Evaluation Framework for a Faith-Based Organization</strong>&lt;br&gt;➢ <em>David Bernstein, PhD, General Commission on Religion and Race of the United Methodist Church</em>&lt;br&gt;This presentation will describe how a faith-based nonprofit organization built its capacity to consistently monitor and evaluate its programs and services, and will include lessons learned for evaluators of faith-based and other nonprofit organizations.</td>
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</table>
Building Evaluation Capacity in Small Nonprofits: How to Overcome the Odds

- **Suzanne Herbst**, MNS, The Shepherd's Center of Chesterfield

The lack of time, funding, and staff can make conducting effective program evaluations hard for small nonprofits. The presenter reveals insights from interviews with executive directors of small organizations whose efforts at capacity building have shown promise and/or success.

**Monday, May 6th**

**1:45 p.m. to 3:15 p.m.**

Eisenhower Room

**Concurrent Session**

**Topic & Content Areas:** Evaluation Design and Research Methods, Healthcare and Mental Health

**Moderator:**

Justin Piff

**Evaluation of a Health Education Intervention to Reduce Dietary Sodium Intake in African American Community in Philadelphia**

- **Lin Zhu**, PhD; **Wenyue Lu**, MA; **Yin Tan**, MPH, MD; **Joanne Rhee**, MSW; and **Grace Ma**, PhD; Temple University
- **Jennifer Arthur-Lewis**, Deliverance Evangelistic Church
- **Jennifer Aquilante**, MPH, RD, Philadelphia Dept. of Public Health
- **Amanda Wagner**, MCP, MGA, Philadelphia Dept. of Public Health

Presenters discuss how they evaluated the effects of an intervention designed to reduce hypertension and sodium intake using a community-based participatory research design. They gathered data at health fairs, offered professional development to church pastors and community-based organization staff, and educated participants through workshops. The talk will reveal lessons learned during implementation of the three-level study.

**Proximal Access and Self-Reported Health: A Novel Approach to the Evaluation of Community Health Centers**

- **Danielle N. Gadson**, PhD, Villanova University

The community health center program (CHC) has been a cornerstone of the federal commitment to providing barrier-free access to medically vulnerable populations for more than 50 years. Despite the program’s well-documented efficacy, health disparities persist. The presenter shares a novel approach to evaluating a CHC and explores the positive effect of living near a CHC on health.
**Meditation, Evaluation, and Substance Abuse: Supporting Recovery Through the Development of a Community Agency Partnership and Program Evaluation**

*Kate Manchisi*

Drug and alcohol addiction are major public health issues, and the development and implementation of evidence-based programs that help an individual’s recovery are vital to help address this epidemic. This presentation will discuss the development of a community-based program evaluation for a mindfulness program designed to help drug and alcohol addicts with recovery.

**Monday, May 6th**

<table>
<thead>
<tr>
<th>Salon A</th>
<th>1:45 p.m. to 3:15 p.m.</th>
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<tbody>
<tr>
<td><strong>Skill-building Session</strong></td>
<td>Topic &amp; content areas: Evaluator-Client Relationships, Capacity Building, and Strategic Communication</td>
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<tr>
<td><strong>Moderator:</strong> Stephanie Saunders</td>
<td><strong>From Learning to Impact: Communicating Your Evidence in a Changing World</strong></td>
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<td><em>Seth Klukoff, Equal Measure</em></td>
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<td><em>Debbi Dunn Solomon, Strategic Communications Consultant</em></td>
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In this interactive skill-building session, participants will learn about framing and crafting messages around evaluation findings, so that communication resonates effectively with audiences and compels action. Presenters draw upon experiences leading messaging strategies for national social justice organizations and campaigns and recent evaluation projects to provide the background for several small-group activities.

Presenters will integrate the components of storytelling theory based on the Frameworks Institute model and a recent published work about using stories to change systems. They want participants to leave the session with relevant strategies, methods, and tips that to infuse into their evaluation and communications work.
An Organizational Approach to Developing, Strengthening, and Expanding Evidence-Based Models

- Lily Zandniapour, PhD; Anthony Nerino; and Mary Hyde, Corporation for National and Community Service (CNCS)

This panel focuses on a three-phase organizational process for building and expanding evidence-based programs. Presenters review strategies employed by a federal agency to foster grantee evaluations across six national service focus areas. The process encompasses an assessment of the strength of the interventions through rigorous evaluations, a repeated assessment of the organization’s progress through critical meta-analyses, and the development of both organizational and grantee guidance to foster and expand the strongest of these interventions.

Systematic Steps to Develop an Evidence Base for a National Service Grant-making Organization: Organizational and Grantee Processes and Practices

- Anthony Nerino, CNCS

The presenter discusses preliminary and ongoing efforts to develop the agency's evidence base, including developing agency and grantee guidance to foster evaluation strategies, training and technical assistance, the development of standards for tiered levels of evidence, and processes for assessing grantee evaluations. He will review lessons learned from the Social Innovation Fund (SIF) and AmeriCorps grant process and highlight organizational strategies for developing grantee evidence-based interventions through collaborative learning and support.

Assessing organizational strategies – the use of research to assess evidence building strategies and organizational processes

- Lily Zandniapour, CNCS

Here, the presenter reviews the organization’s efforts and strategies to assess its progress in the development, growth and expansion of its evidence-based models. For example, she will discuss the use of independent evidence reviews and meta-syntheses and meta-analyses to track the expansion of programs across tiered levels of evidence.
She will focus on the agency's approach to assess and strengthen evidence-building strategies over time, which has resulted in the growth and development of a body of proven intervention and evaluations.

**Using evidence to promote a culture of learning and guide agency decision making and investments**

- **Dr. Mary Hyde, CNCS**

In the final talk, the presenter will review efforts to effect change in the organization's grant making and grant management processes. Drawing on lessons learned from the SIF and CNCS’s strategies to advance the use of evidence-based interventions, such as Evidence-Based Planning Grants and Bundling, she will also discuss the process of learning and change within a federal grant-making agency.

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<tbody>
<tr>
<td>Cape May</td>
<td>Concurrent Session</td>
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<tr>
<td>Topic &amp; Content Areas: Evaluation Design and Research Methods, Relationships, and Non-Profit/International Evaluation</td>
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<tr>
<td>Moderator: Benjamin Cohen</td>
<td>Can your Clients Love Evaluation Frameworks, too?</td>
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<tr>
<td>➢ <strong>Kim Glassman, MS Ed, Equal Measure</strong></td>
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Evaluators have a critical role to play in complex, multi-sector initiatives. Participants in this session will learn how evaluators can catalyze funders, grantees, and communities to operationalize and achieve long-term, systems change outcomes. The presentation is intended to spark ideas and inspiration for the roles evaluators can play in complex, cross-sector initiatives, which includes operationalizing and measuring early signs of system change, partnering effectively with other stakeholders, and demonstrating the value of evaluation.

**Fuzzy Learning; Llama Tell You a Story**

- **Hannah Morehead, MSW, Episcopal Community Services**

Fostering an organizational learning culture within a multi-service non-profit is not work for the faint of heart. Featuring Larry the Learning Llama, this session will discuss some of the techniques used by Episcopal Community Service's Learning and Evaluation team in their quest to foster an organizational learning culture infused with creativity, approachability and fun.
### Complexity and Context: Customizing the Work with Stakeholders in Ethiopia and Guatemala

- **Mark Johnson**, Graduate International Affairs Program, The New School University

While we know that what works in one place does not guarantee it works in another, and that interventions must be contextualized, sometimes we are still taken aback when programming or monitoring and evaluation from a “square-peg place” do not plug into a “different round-hole locale.” Focusing on his work in Ethiopia and Guatemala, the presenter reveals why a successful monitoring and evaluation methodology in one country failed in the other.

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<td>Harding Room</td>
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<td><strong>Topic &amp; Content Areas:</strong> Evaluation design and research methods, project management, and international evaluation</td>
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**Moderator:** Elizabeth Grim

### USAID Adapts!

- **Sophia van der Bijl and Heather Britt**, USAID
- **Gabrielle Plotkin**, Social Impact

Adaptive management is one of USAID’s Program Cycle principles, with official guidance stating: “USAID must be able to readily adapt programs in response to changes in context and new information… USAID must create an enabling environment that encourages the design of more flexible programs, promotes intentional learning… and creates incentives for… managing adaptively.” This panel will present three examples of USAID’s work in adaptive management: Rapid Feedback, Developmental Evaluation and Principles-Focused Evaluation. Each of these methods involves providing regular updates to managers in order to help them adapt programs during implementation.

"Rapid" Learning to Allow for Adaptation, Iteration and Improved Program Implementation

- **Sophia van der Bijl**, USAID

Since 2015, USAID’s Global Development Lab has been experimenting with innovative Monitoring, Evaluation, Research and Learning (MERL) tools to allow for adaptation and iteration. One of these tools is “Rapid Feedback (RF) MERL,” which recognizes that few existing USAID projects build in systematic feedback loops. Even in projects with a strong evidence base, designs include assumptions that need to
be pressure-tested in reality. M&E systems are too often considered tools for accountability and therefore, learning often occurs too late in the program cycle to influence change (e.g. at a mid-term or final evaluation). RF MERL applies proven monitoring, evaluation, and analytic techniques to iterate and increase effectiveness systematically. It has been piloted on an Orphans and Vulnerable Children program in Cambodia, is currently working in India (on tuberculosis), Senegal, Tanzania (both in primary education), and will likely work in Nepal (on inclusive education) and Guinea (on Ebola).

Embedding Evaluators to Help Manage Adaptively

- *Gabrielle Plotkin*, Social Impact

The US Global Development Lab at USAID recently funded a two-year Developmental Evaluation (DE) effort that spanned six teams across the Lab, four research questions, and three distinct evaluative efforts. By identifying common objectives for their involvement in the DE—understanding successful scaling models and adapting their programming accordingly—the teams were able to share the cost of the DE, which was beyond the resources of any one team. Furthermore, by sharing learnings on the common research questions across teams, the DE was able to leverage more robust data, strengthen the findings and recommendations, and contribute to diverse adaptations across the teams. Most importantly, several teams produced evidence-driven sustainability plans, including “tipping point” indicators that inform when they execute their exit strategies.

Principles-Focused Evaluation: Steering Programs in a Changing World

- *Heather Britt*, USAID

Theories of change (TOCs) tell a good story about how to achieve outcomes, but do they really work for all interventions? There is increasing recognition that complex development challenges operate across many different national, regional, and local contexts, often with significant variations in social structures, root causes and resources. Theories of change often describe broad objectives that do not reflect differences across sites and rely on common indicators for monitoring, reporting and adapting. When tackling complex problems, a program-wide TOC may be too broad to reflect differences across sites, or too specific to allow adaptation. The presenter proposes principles-driven programming and evaluation to meet common challenges, describes the use of principles to guide an evaluation capacity-building intervention, and considers the opportunities and challenges for the broader application of P-FE.
Student Award Presentation:
What Can Evaluation Tell Us About Purpose? Exploring English Language Learner (ELL) Student Motivation to Attend a “For Youth, By Youth” After-School Program

Emily Koren, University of Pittsburgh

The presenter analyzed the participation of English Language Learner (ELL) and Native English Speaking (NES) students in a “for youth, by youth” after school program that addressed issues of cultural intolerance and discrimination. She performed hierarchical linear modeling to better understand students’ motivation and experiences.

The presentation hopes to extend existing knowledge about the holistic inclusion of ELLs in after school programs, especially those that value immigrant and refugee perspectives. The strategies employed by the program are increasingly relevant given the changing demographics of the United States with the incorporation of higher numbers of ELL students into public schools each year.

College Transfer Students: Factors and Long-Term Outcomes

Stacey S. Merola, PhD, Merola Research LLC
Allan Porowski, Abt Associates

Using data from two national surveys, the National Longitudinal Survey of Youth 1997 (NLSY: 97) and the Beginning Postsecondary Students Longitudinal Study (BPS 12/17), we investigate factors associated with transferring schools and long-term outcomes for transfer students.

A Public Private Partnership to Assess the Impacts of a Teacher Home Visit Program

Lauren Scher, PhD, Concentric Research & Evaluation
Sherri Lauver, PhD, Synergy Enterprises
Presenters discuss the results of a randomized controlled trial to assess the impacts of a teacher home visitation program for students in grades 1-3 and their families in eleven elementary schools. They consider the implications for the school district and nonprofit organization involved, and for further research in the field. Presenters will also discuss the strengths and challenges of having a research team enter into an existing relationship between a school district and a nonprofit to conduct a RCT study.

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<tr>
<td><strong>Moderator:</strong></td>
<td><strong>Topic &amp; Content Areas: Presentation Design</strong></td>
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<tr>
<td><strong>Kelly Feighan</strong></td>
<td><strong>Engaging Presentation Audiences with Effective Slide Design</strong></td>
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- **Sheila B. Robinson**, EdD, Custom Professional Learning, LLC

We are deep in the age of visual communication and evaluators in all practice areas find themselves in the position of having to present. Whether informing stakeholders about program processes, reporting results of an intervention, or sharing research at a conference, we share the goal of wanting presentations to achieve their intended purpose. Presenters, challenged to keep up, face criticism for poor and ineffective use of slides to support their messages and must adapt to changing expectations of current audiences. This session focuses on slide design as a key component of presentations, but these skills also translate to reports and other formats for disseminating evaluation findings.

Participants will learn why slide design is an essential skill for presenters to master. It is not about making slides beautiful, but rather designing them to be effective in advancing the purpose of the presentation: informing, teaching, or persuading. They will learn to locate high quality visuals, modify images by cropping, recoloring, and using artistic effects, place images to complement text and data, and choose the correct size for download. They will also learn keyword strategies to find photographs with specific features such as blur, streak, and low light. Don’t know a “jpg” from a “png?” Think bleeding and isolation are bad things? This session is for you.
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<tr>
<td><strong>Salon B</strong></td>
<td><strong>Topic &amp; Content Areas: Evaluation Design and Research Methods, Evaluator-Client Relationships, and Capacity Building</strong></td>
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<td><strong>Moderator:</strong> Siobhan Cooney</td>
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| | **Less Is More: Effective Ways of Communicating Your Evaluation Findings**  
| | ➢ **Kavita Mittapalli, PhD, MN Associates**  
| | Clients often complain that evaluation reports are too technical, long, lacking in clarity, and lack visuals that make them hard to read. Moreover, we often wonder if our clients even read our reports. The presenter discusses approaches she has taken to minimize these problems, such as creating online/digital reports, making data dashboards, completing data visualizations after data mining of large datasets, and improving the look and feel of reports. She shares lessons learned from her work for clients.  
| | **Adapting Recruitment and Site Assignment to Achieve Buy-in while Maintaining Integrity of Evaluation**  
| | ➢ **Kim Standing and Atsushi Miyaoka, Westat**  
| | Presenters consider real-life issues that often emerge during evaluation study participant assignment. They discuss how one project adapted the sample and recruitment process to allow grantees to recruit and assign sites to treatment and control conditions.  
| | **Looking In, Looking Out: Using External and Internal Research and Evaluations to Revise Practice**  
| | ➢ **Christine Patton, MA, Jumpstart**  
| | This presentation will address how the expertise of this group along with evaluation findings and other evidence have led to change efforts in Jumpstart’s practice. Specifically, this presentation will describe the activities with various stakeholders that led to a curriculum revision. The presenter will highlight how the use of external research on the current best practices in the field of early education, external evaluations of Jumpstart’s programming, and internal evaluations all led to the evolution of Jumpstart’s curriculum. The presenter will discuss how different stakeholder engagement strategies at each level led to different results and gains in deeper knowledge.  

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*2019 EASTERN EVALUATION RESEARCH SOCIETY ANNUAL CONFERENCE*
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<tr>
<td>Oval Room</td>
<td>Student Evaluator Poster Presentations and Networking Reception</td>
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- **Extending Our Reach: Using the Modern-Day Call Center for Program Evaluation and Academic Research**
  - Mirila Cox, Montclair State University

- **Effects of after school programs on student outcomes: A small-scale systematic review**
  - Chelsea Ezzo, University of Pennsylvania

- **Evaluating Effects of Roommate Goals Program on College Students' Residential Experience**
  - Meng Fan, University of Delaware

- **Examining Chronic Absenteeism in Elementary Schools Through Systemic Questioning**
  - Danielle Gilmore, George Washington University

- **Designing and Managing Progress in Rural Sierra Leone**
  - Yelka Kamara, The New School

- **An Ecological Approach: Evaluating Contemporary Youth Language and Culture in Youth Dating &amp; Interpersonal Violence Prevention Programs**
  - Gary Kwok, Adelphi University

- **Sharpening Your Technical Assistance Skills: Leveraging Communities of Practice to Build and Enhance Evaluation Capacity**
  - Travis Reginal, Urban Institute/George Washington University

- **The Relationship between Motivation and Evaluation Capacity in Community-based Organizations**
  - Anuradha Sen, Virginia Tech
Monday, May 6th
8:45 p.m. to 10:30 p.m.

Hospitality Suite, Room 490
Networking in Hospitality Suite

Join board members for an informal social and networking opportunity.
### Tuesday, May 7th

<table>
<thead>
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<th>Event Description</th>
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<tr>
<td>7:30 a.m. to 8:45 a.m.</td>
<td><strong>Breakfast with Plenary Speaker Vivian Tseng, William T. Grant Foundation</strong></td>
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#### Breakfast with Plenary Speaker Vivian Tseng, William T. Grant Foundation

**Introduction:** Jennifer Hamilton

**Note:** The talk begins at 8 a.m.

**Evidence Matters in a Democracy: The Journey to Evidence-Informed Policy**

This presentation will consider why evidence matters to our democracy, as well as how to go about our evidence building and evidence use work in more democratic ways. I will consider where we are in our country’s journey to connect research with policy and practice, and argue that the goal is not evidence-based policy but rather evidence-informed policy.

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<tr>
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<td><strong>Concurrent Session</strong></td>
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<td><strong>Topic &amp; Content Areas:</strong> Capacity Building, Design and Methods, Client relationships, Project management, and Industry/Nonprofit Evaluation</td>
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#### Charting a Roadmap for Continuous Improvement and Evidence Building

**Moderator:** Jennifer Hamilton

- **Gabriel Rhodes**, Project Evident
- **Brad Dudding**, Center for Employment Opportunities

What is a strategic evidence plan and how can executing on a learning agenda help organizations generate evidence for their impact? Presenters share their efforts to create a multi-year strategic evidence plan to accelerate investments and activities in partner organizations for continuous evidence generation and program improvement.
Unique Partners under Unique Circumstances: A Brand-new Foundation and its Evaluator Engage in Measurement and Learning

➢ Eve Weiss, Equal Measure
➢ Avery Eenigenburg, Ralph C. Wilson, Jr. Foundation

A unique partnership between a new foundation and an evaluation firm illustrates the complexity of conducting a developmental evaluation and creating an enduring measurement and learning infrastructure, while under the urgency of spend-down.

Developing a Study Protocol to Examine how Dating Violence Prevention Programs can be Inclusive of Contemporary Adolescent Culture, Language, Behaviors and Social Media

➢ Delores A. Owens, MPH, MPA; Gary Kwok, MA; and Chrisann Newransky, PhD; all from Adelphi University

Despite decades of teen dating and abuse research, dating victimization and perpetration prevalence remain troublingly high. Efforts have focused on developing prevention programs, and while curricula for interventions are promising, they often fail to reflect current teen attitudes and behaviors, sexual identity diversity (i.e., LBGTQ+), and social media. Through focus groups and semi-structured interviews with youth, community service providers, and school staff, presenters gained insight that can improve existing intervention models.

Tuesday, May 7th

9:00 a.m. to 10:30am

Eisenhower

Concurrent Session


Moderator:
Kim Glassman

Student Award Winner Presentation:
Are We Assessing Gender Equity Outcomes in International Development Evaluation?

➢ Steven Lam, University of Guelph, Canada
➢ Warren Dodd, University of Waterloo, Canada
➢ Jane Whynot, University of Ottawa
➢ Kelly Skinner, University of Waterloo

While gender equity is a frequently discussed priority and cross-cutting theme within international development programs and policies, it is unclear whether advances have been made in
evaluating outcomes in this area. To investigate how gender is being addressed in international development evaluation, presenters conducted a meta-evaluation that they will describe in this talk. They will share the results of their analysis. They will also discuss how the inclusion of gender in evaluations does not automatically lead to analysis of, or reporting on underlying structures that perpetuate gender inequity.

**Adapt!: Lessons for Evaluation from the #AdaptDev Community**

- *Thomas Archibald, Virginia Tech*

The current trend towards more “complexity-aware” monitoring and evaluation highlights the need for new methods, strategies, and approaches. The presenter examines new approaches that have been shared in a loosely-organized, largely international community of practice that has emerged around the notion of “adaptive development.” He will define terms and shares evaluation-related insights and resources from the adaptive development community.

**Making the Case for Evaluation of Meaningful Experience and Positive Emotions: Civic Participation from Grassroots Organizing to Institutionalized National Service**

- *Melissa C. Gouge, Corporation for National and Community Service (CNCS)*

Given the importance of meaningful experience to long-term civic participation, the presenter examines the promise of participatory evaluation methods for understanding the role of positive emotions in meaning making across a wide range of settings, from grassroots organizing to institutionalized national service programs.

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**How to Help Clients Stop Worrying and Love Evaluation: Tips for Helping Nervous Clients Adapt to Evaluation**

- *Sharika Bhattacharya, Yvette Clinton, and Andrew MacDonald, ICF*

This session offers evaluators hands-on practice with engaging effectively with clients who are concerned about program evaluations because of the potential for negative findings or those who have ignored evaluation requirements altogether.
Organizations receiving federal, state, or foundation support to implement their programs are often required to carry out an external evaluation as a condition of their funding. Although these requirements can help organizations learn about their programs’ strengths and weaknesses and grow the evidence base in their field, the funder-grantee dynamic may cause anxiety about evaluation within some organizations, especially when grantees perceive that continued program funding depends on positive findings. The presenters will draw on their experiences working with both sides’ funders and grantees to design and conduct evaluations.

Using real-life scenarios, the presenters will encourage participants to think through ways to engage with nervous clients by listening to their concerns, addressing their fears and being adaptable to their client’s needs, while still maintaining evaluation integrity. They will also discuss strategies for making post-hoc evaluations meaningful so that these types of evaluations can still help clients gain valuable insights. Attendees will have the opportunity to reflect on these situations and apply content to their practice.

How to Effectively Engage Stakeholders: A Practical Framework

Sharika Bhattacharya, Katelyn Sedelmyer, and Michael Long, ICF

Engaging stakeholders in program evaluation is critical for ensuring that findings are valid, relevant, and actionable. Although the importance of stakeholder engagement is widely recognized, evaluators face challenges when trying to carry this work out due often to the lack of a concrete tool for systematically planning the engagement process. Without a thoughtful and organized approach, stakeholder engagement may be taking place in a superficial manner, too early or late in the evaluation process, or not at all.

Presenters will provide a framework to think about stakeholder engagement more systematically that helps attendees identify the types of stakeholders who need to be engaged, points in the process when stakeholders can be engaged for maximum benefit, and the most effective channels through which to solicit input. The tool, which guides users through steps to identify and categorize key stakeholder groups, is designed to be concrete, practical, and user-friendly for both experienced and new evaluators. It also provides guidance and structure, but is flexible and can be adapted for any study, regardless of size, content area, methodology or context. Attendees will have an opportunity to use the tool to inform their own work and ensure they are prepared to integrate it into practice.
### Skill Building Session

**Topic & Content Areas:** Evaluation Design and Research Methods, Evaluation Theory

#### Do No Harm: A Trauma-Informed Approach to Evaluation

**Moderator:** Patricia Shaffer

**Kristin Lucero-Golden, Friendship Place**

Evaluating a program's intervention should not negatively impact the program participants themselves. Trauma is one of the most common experiences among program participants across service area and should be at the forefront of the evaluator's mind. Common methods such as interviews and focus groups could bring up painful memories and flashbacks. What can evaluators do to ensure beneficiaries are not retraumatized? Join this hands-on session and learn how to add a trauma-informed lens to your evaluation practices.

### Panel

**Topic & Content Areas:** Capacity Building, Evaluation Education, Theory, and Evaluation Use

#### Applying an Evidence-Based Practice to a New Population: Evaluation Issues to Consider

**Moderator:** Matthew Von Hendy

**Jarnee Riley, MS; Erika Bonilla, MS; Tracy Davis, EdD; Joy Browne, MPH; Westat**

In 2017, the Social Security Administration (SSA) paid over $200 billion in cash benefits to individuals with disabilities who cannot work. Policymakers seeking evidence from which to consider potential program improvements and innovations to strengthen individuals' ability to work have turned for insight to an SSA study that showed positive results. The Mental Health Treatment Study (MHTS) included people with mental illness receiving disability benefits whose participation in services showed positive effects on employment, mental health, and lower hospital utilization.

There is interest in applying the MHTS intervention model to earlier in the disablement process, before individuals apply for benefits. SSA is testing this model in an intervention aimed at improving the employment outcomes of Social Security disability applicants with mental illnesses who were recently denied benefits. Panelists describe this population, their level of interest in working, employment barriers, and other
Overview of the Supported Employment Demonstration: Testing an EBP with a New Population

- Jarnee Riley, M.S., and Erika Bonilla, M.S., Westat

Presenters discuss the process of building on a previous evaluation to potentially expand an evidence-based practice to a new population. The Supported Employment Demonstration (SED) is an intervention aimed at improving the employment outcomes of Social Security disability applicants who alleged a mental impairment and were recently denied benefits. The main question that SSA seeks to answer is whether offering the evidenced-based Individual Placement and Support (IPS) model of employment services, along with behavioral health and other services, fosters employment and clinical recovery that leads to self-sufficiency, improved quality of life, and less demand for disability benefits. Presenters will summarize the randomized study that will assign up to 3,000 invited participants to one of the three study conditions.

An Early Glimpse into the Characteristics of Study Participants

- Jarnee Riley, M.S., and Erika Bonilla, M.S., Westat

This presentation provides the first-ever systematic data about the population of Social Security disability applicants who alleged a mental health impairment and were recently denied disability benefits. It is unclear who comprises this population, what level of interest they have in working, and the employment barriers they face. Will they enroll in the study? Will they be willing to go to behavioral health clinics to receive services? Even with the broad evidence base supporting the Individual and Placement Support (IPS) model of employment services, no evidence exists that suggests IPS works with this particular population, largely because the population is unknown.

Evaluation and Operational Issues to Consider When Recruiting Study Participants

- Tracy Davis, Ed.D., and Joy Browne, M.P.H., Westat

Drawing from their experience on the Supported Employment Demonstration (SED) project, presenters discuss operational issues to consider when recruiting participants for this complex evaluation study. For example, in the SED, participants face a heavy lift by committing for three years and complying with requirements to engage with the study site to receive services that may help secure employment. Hear the speakers describe how they handled various challenges to ensure the most rigorous study possible.
An Early Glimpse into the Study Implementation: Unique Issues to Consider

Jarnee Riley, MS; Erika Bonilla, MS; and Lynnea Brumby, MA, Westat

Presenters consider additional challenges related to implementing the treatment protocol in the Supported Employment Demonstration (SED) described above. For example, the study covers health insurance costs until participants can obtain insurance through a state or Federal Marketplace. Implementation challenges exist with organizing, training, and maintaining treatment teams at 30 sites. The study also includes modest financial support for individual work-related expenses and out-of-pocket expenses associated with behavioral health and other care management services not covered by health insurance. Study sites appear to have a highly individual organization, structure, and functioning, and the interventions must be standardized but also fit within the variations in the host program sites. Presenters discuss the importance of understanding how sites respond to the study requirements and to new clients from the study population.

Tuesday, May 7th
10:30 a.m. to 10:45 a.m. Hotel Room Checkout

Tuesday, May 7th
10:45 a.m. to 12:15 p.m.

Harding Room

Concurrent Session
Topic & Content Areas: Evaluator-Client Relationships, Capacity Building, and Education

Moderator: Tom Archibald

Building Evidence for STEM Education: An Evaluator/Client Collaboration

Nicole L. Lorenzetti, Metis Associates
Alison Irwin, American Museum of Natural History

Hear how one client and evaluator gathered and used evaluation data to gain insight into program implementation and outcomes. Seeking to enhance elementary students’ exposure to STEM, developers used a program model at the elementary level that had been shown effective with middle school students. They offered professional development aimed at helping teachers execute three-dimensional science exploration and address new science standards. Evaluation findings, which showed increases in teachers’ pedagogical and content knowledge and confidence to teach content, helped shape decisions about the program’s next year of implementation.
Building Career Pathways: Evaluating Undergraduate STEM Industry Interventions

Erin Knepler, NORC at the University of Chicago

This talk offers lessons and key takeaways from a multi-year evaluation of the Business-Higher Education Forum (BHEF) Undergraduate Science, Technology, Engineering, Mathematics (STEM) Interventions with Industry consortium, funded by the National Science Foundation. This project joins higher education and industry partners to implement practices that are intended to increase STEM persistence. The presenter takes stock in the implications of the results about strategies for building stronger career pathways and reflects on ways to improve multi-year evaluation designs.

Lessons Learned from the Application of Contribution Analysis to Evaluate Science Impact: A Case Study from the National Institute for Occupational Safety and Health

Amia Downes, DrPH, National Institute for Occupational Safety and Health

Demonstrating the collective public health impact of research is a challenging proposition. The National Institute for Occupational Safety and Health (NIOSH), part of the Centers for Disease Control and Prevention, conducts research ranging from laboratory science to applied fieldwork. Historically, NIOSH has found demonstrating causal pathways from research to health and safety outcomes particularly difficult. Recently, NIOSH revitalized its evaluation efforts by adapting and applying John Mayne’s (2001, 2011) contribution analysis approach to assess the impact of its programs. Come hear lessons learned about using this approach, which emphasizes a program’s contribution to an outcome rather than a cause and effect relationship.

Tuesday, May 7th

10:45 a.m. to 12:15 pm

Eisenhower Room

Concurrent Session

Topic & Content Areas: Evaluation Design and Research Methods, Education, Theory, Non-profit Evaluation, Healthcare and Mental Health

Moderator: Keith Trahan

Evaluating a Need: How Achieve3000 is Helping Florida Districts Keep Students on Track

Steve Tardrew, MA; Julia Febiger, EdM; and Samantha Mattheiss, Ph.D, Achieve3000

Frequently changing state assessments pose a challenge for educational evaluators and district leaders alike. Presenters will
describe the development of a dynamic goal tracker for Florida school districts that generates student-level performance goals and reports results monthly. They will discuss user experiences with their system and preliminary evidence in support of its continued use and pose lingering questions about more effective ways to present the data to educators and validate its performance.

**Developing a Multipurpose Evaluation Instrument for an ESOL Co-Teaching Pilot Program**

➤ *Kristyn Stewart* and *Sydney Negus*, *School District of Philadelphia*

Presenters describe the challenges of creating a tool that is useful for evaluation while simultaneously being actionable for coaching teachers. They will discuss steps they took to modify the tool in response to the changing and sometimes competing needs of different stakeholders, how they measured fidelity of implementation of the co-teaching program, and their preliminary findings from the first round of data collection.

**Engaging Culturally Responsive Evaluation (CRE) and Latino/a Responsive Evaluation Discourse (LaRED) to Adapt! in a Changing World**

➤ *Mellie Torres, PhD*, *The Graduate Center at the City University of New York*

Culturally Responsive Evaluation (CRE) calls on the evaluation community to adapt and embrace practices and methods that are inclusive of the often-neglected variables, voices, and perspectives of diverse communities. The presenter will provide an overview of CRE, including historical background, foundational concepts, and specific strategies that can be employed to apply to evaluations. She will also highlight CRE practices with a focus on Latina/o communities, known as Latino/a Responsive Evaluation Discourse (LaRED) and offer concrete examples of how CRE and LaRED can been integrated in the project conceptualization, design, and implementation of evaluations.
Tuesday, May 7th

Salon A

Moderator: Matthew Von Hendy

**Evaluating Stakeholder Engaged Research**

- **Emily Zimmerman** PhD, Virginia Commonwealth University
- **Thomas Concannon**, PhD, RAND Corporation
- **Michelle Kuhns Brodesky**, MS, Methodist Healthcare Ministries
- **Andrea Robles** PhD, Corporation for National and Community Service
- **Dr. Mary Hyde**, Corporation for National and Community Service

Meaningful involvement of stakeholders in a research and action process is crucial for tackling complex social and community issues in a changing world. Stakeholder-engaged research frameworks are becoming increasingly popular, especially in the health field. However, how do we evaluate these frameworks and their impact? How do frameworks vary? How can stakeholder-engaged research models be replicated to tackle community concerns other than health? How are stakeholder-engaged research frameworks similar or different to participatory research and collective impact models? Each panelist brings expertise in stakeholder-engaged research and evaluation and will describe particular frameworks and address the questions above.

**Stakeholder Engaged Research: Developing, Evaluating, and Replicating "SEED"**

- **Emily Zimmerman** PhD, Virginia Commonwealth University

This presentation will discuss the SEED model, a multilevel stakeholder model that builds conceptual models to explore potential causal factors leading to a health outcome, and where stakeholders collaboratively develop and prioritize research questions, interventions, and/or policy approaches.

**Stakeholder Engaged Research: The “7ps” for Planning and Evaluation**

- **Thomas Concannon**, PhD, RAND Corporation

This presentation describes the “7Ps Framework,” a flexible framework for stakeholder engaged, patient-centered outcomes research that can be used to guide decisions of whom to engage in planning and evaluation and to move research from “bookshelves and into practice.” The framework identifies the following groups for
considering stakeholder engagement: patients and the public, providers, purchasers, payers, policy makers and advocates working in the non-governmental sector, product makers (i.e., drug and device manufacturers), and principal investigators. Since publishing the 7Ps framework, the presenter and his colleagues developed case studies, guidance on writing engagement plans, and guidance on evaluating engagement. The presenter explores the methods, successes, failures and ethics of evaluating the impact of research and extension efforts on the economy.

The Sí Texas Partnership-Centered Evaluation Model

- Michelle Kuhns Brodesky, MS, Methodist Healthcare Ministries

The presenter describes the evaluation of integrated behavioral health programs in eight South Texas health centers and discusses a unique approach to engaging organizational stakeholders in evaluation to increase ownership of the results, build evaluation capacity, and produce high-quality impact evaluations. The Sí Texas evaluation model, which creates a partnership among the funder, grantee, and evaluator, generated high-quality evaluation and a shared ownership of the process and results. Hear how model implementation benefited each partner involved.

Participatory Research: Evaluating Stakeholder Engagement as a Process and Outcome

- Andrea Robles PhD, Corporation for National and Community Service (CNCS)

The participatory research approach engages residents and other local stakeholders to learn about community conditions and develop action plans that reflect the needs of the people. Learn how the CNCS is supporting research that uses a participatory research framework. The presenter will also discuss how stakeholder engagement is both a process and a key outcome for increasing civic engagement and tackling community-identified issues. Moreover, she will also describe how CNCS and grantees will be evaluating the participatory research processes and the outcomes of stakeholder engagement in evaluation.

Discussant for Evaluating Stakeholder Engaged Research Panel

- Dr. Mary Hyde, CNCS

The panel discussant will comment on the presentations and the commonalities, differences, and next steps for evaluating stakeholder engaged research.
Tuesday, May 7th | 10.45 a.m. to 12:15 p.m.  
---|---  
Salon B  
Skill-Building Session  
Topic & Content Areas: Evaluation Design and Research Methods, Capacity Building  
Moderator: Lin Zhu  
Using R/Leaflet to Make Maps  
*Benjamin Cohen, PhD, Center for Schools and Communities*  
Stakeholders and evaluators alike typically respond with greater interest to effective visualizations of data. This is certainly the case with maps, which provide a familiar backdrop for many types of information, such as program locations, population parameters, and indicators of social issues. An increasing availability of data permits this geospatial analysis, and more organizations and agencies provide their data online, which often contain location information. To take full advantage of these data, evaluators can display them on maps.

Using R’s Leaflet package, this session will introduce methods to identify and organize data for maps, import data and prepare it for mapping in R, apply basic principles for map design, and create point and polygon maps using the Leaflet package.

*Users must come to the session with R and Rstudio installed on his or her laptop. Some working knowledge of R is helpful, but not necessary.*

Tuesday, May 7th | 12:30 p.m. to 2:00 p.m.  
---|---  
Salon C  
Buffet Luncheon, Awards, and Networking  
Tuesday, May 1st | 2:15 to 3:00pm  
Harding Room  
Board Meeting  
All EERS conference participants are invited
EERS BOARD OF DIRECTORS

The Board of Directors plans and hosts the annual conference to offer an opportunity to professionals to exchange ideas and insights on evaluation practice. Board members represent multiple disciplines and organizational affiliations, primarily in the mid-Atlantic to southern New England region.

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Lin Zhu, Center for Asian Health, Temple University; Philadelphia, PA

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PRESENTER BIOGRAPHIES

Sara Allender is a Senior Research Associate at WestEd. She currently directs the Charter Schools Program monitoring projects under separate contracts from the U.S. Department of Education’s Office of Innovation and Improvement (OII). Previously, Ms. Allender directed a compliance monitoring project for OII’s Magnet School Assistance Program grant and for OII’s Voluntary Public School Choice grant. Throughout her career, Ms. Allender has sought to support funders and grantees through the effective monitoring and oversight of grant opportunities.

Thomas G. Archibald, PhD, is an Assistant Professor and Extension Specialist in the Department of Agricultural, Leadership, and Community Education at Virginia Tech. Winner of the 2017 AEA Marcia Guttentag Promising New Evaluator Award, Tom’s research and practice focus primarily on evaluation capacity building and evaluative thinking. He is on the Editorial Board of the American Journal of Evaluation and New Directions for Evaluation, and on the EERS Board.

Susan Baumbach serves as the Program Evaluation Coordinator at the Urban Alliance, which provides high school students with paid work experience to build their pathway to self-sufficiency. She works directly with the alumni team by tracking program alumni and assists multiple national programs with internal performance evaluation. Susan graduated from University of Pittsburgh with a B.S. in Math and Economics and completed her M.S. in Public Policy and Management from Carnegie Mellon University.

David J. Bernstein, PhD, is an independent consultant with DJB Evaluation Consulting. He is also the Director of Evaluation for the General Commission on Religion and Race of the United Methodist Church. He has over 30 years of professional experience in public administration, evaluation, performance measurement, strategic planning, quantitative and qualitative analysis methods, and nonprofit research. David’s research has emphasized use of performance measures and evaluation results and the involvement of stakeholders.

Erika Bonilla, MS, is a Westat Senior Study Director with 14 years of experience in the field of public health research. At Westat, she has served in roles such as project director, operations manager, and qualitative research task leader on large- and small-scale evaluation efforts. Her expertise includes study planning, materials development, subject recruitment, management of survey operations, supervision of large study teams, qualitative data collection and coding, analysis, and preparation of study reports. Ms. Bonilla has directed and managed studies for CDC, NCI, and SSA, among other agencies. She currently serves as the Deputy Director of Study Operations for the Supported Employment Demonstration, responsible for the management and coordination of day-to-day operations.

Heather Britt, Senior M&E Specialist with USAID’s MECap, supports capacity development of USAID and implementing partners to commission, manage, conduct, and learn from innovative M&E approaches. She authored USAID’s Complexity-Aware Monitoring Discussion Note, co-authored briefs on Outcome Harvesting and Causal Link Monitoring and innovative solutions to M&E challenges. She served as Chair and Co-Chair of the Systems in Evaluation TIG (2015-2018), leading a collaborative process to draft principles of systems thinking for evaluation.
**Michelle Kuhns Brodesky** is a program and evaluation manager with over 10 years of experience in evaluation, social services, and grant-making. Currently, she is Evaluation Supervisor for the Sí Texas Project at Methodist Healthcare Ministries of South Texas, Inc., providing oversight to the implementation of and engagement strategy for nine external evaluations of eight integrated healthcare programs. Ms. Kuhns Brodesky has a master’s degree in community and regional development from the University of California, Davis.

**Jennifer Brown Urban** is Professor of Family Science and Human Development and co-directs the Research on Youth Thriving and Evaluation Institute at Montclair State University. Dr. Urban is trained as a developmental scientist with expertise in program evaluation. She is PI on projects that aim to build capacity for evaluation of character development programs and advance applications of character science to enhance human flourishing.

**Joy Browne**, MPH, is an Operations Manager with 5 years of experience in survey development, data collection and management, and participant recruitment and follow-up. At Westat, she provides a broad range of study operations and research support for a variety of projects. Before joining the Westat staff, Ms. Browne provided extensive research and analysis support for military suicide studies at the Henry M. Jackson Foundation. She also worked as a graduate research intern at Drexel University and completed two research and evaluation internships in the public health field. Ms. Browne served as a Field Director for the Supported Employment Demonstration during the recruitment and enrollment period.

**Lynnea Brumby**, MA, is an Operations Manager with over 10 years of experience in financial planning and tracking, cost analysis, and forecasting. At Westat, she provides a broad range of study operations and contract management support for projects. On the Supported Employment Demonstration, Ms. Brumby leads the team that is responsible for providing access to health care for uninsured participants and reimbursement for the costs associated with provision of this health care. In earlier work at Westat, she was a test administrator for standardized tests for children for multiple projects conducted for the U.S. Department of Education. Ms. Brumby previously worked as a financial analyst for an investment and insurance firm.

**Rosalina Burgos**, EdD, is a dedicated educator with over 25 years of experience who oversees the early childhood education programs and data management and evaluation process at CentroNía. She supports the mission of educating children and strengthening families in a bilingual, multicultural environment. Rosalina is a strong supporter of the use of data for decision-making and program performance evaluation across the organization. She possess a doctoral degree in Educational Leadership and Change from Fielding Graduate University in California.

**Sharika Bhattacharya**, PhD, is a Project Manager at ICF. She has over ten years of experience in research and evaluation in education and non-profit sectors. Her work includes building grantee capacity for evaluation, school reform initiatives, research with charter schools, college and career readiness, and financial literacy. Specifically, she has expertise in qualitative and quantitative study design, data collection, analysis, and reporting. Sharika earned her doctorate in Applied Developmental Psychology from the University of Pittsburgh.

**Isaac D. Castillo** is the Director of Outcomes, Assessment, and Learning at Venture Philanthropy Partners. He has over 20 years of performance management, outcome measurement, and evaluation experience. His work has centered on helping nonprofit organizations measure the effectiveness of their interventions and in building the evaluation capacity of direct service and
grant-making organizations. Isaac is on the Board of Directors of the Eastern Evaluation Research Society.

**Anastasia (Tessie) Tzavaras Catsambas** is founder and CEO/CFO of EnCompass LLC, a 19-year-old organization that provides services internationally in evaluation, learning, and leadership development. She is President of AEA and recipient of the EvalPartners Award 2015 for her international advocacy for evaluation. Tessie frequently speaks about how evaluation helps organizations live values strategically and effectively. She has co-authored Reframing Evaluation Through Appreciative Inquiry, which advocates for the systematic study of success in evaluation. She holds a Master’s degree in Public Policy from Harvard University.

**Yvette Clinton** is a senior program manager and principal investigator at ICF.

**Benjamin Cohen**, PhD, is the Director of Research and Evaluation at the Center for Schools and Communities, where he conducts evaluations of education programs for private, foundation and government programs. Ben also teaches courses in data visualization. He earned his PhD in education policy at the University of Maryland, College Park. Ben is an active EERS Board member.

**Ayanna Cole**, MBA, MSW, is the Assistant Director of Social Impact Programs at Carnegie Hall and the founder of Life Light Street Productions, an organization striving to do its part to make sure young people in under-served communities not only get a second chance at success, but a first. Ms. Cole works with the incredible youth and communities across NYC, offering creative art opportunities. She earned her Masters of Business Administration from Fordham University and her Masters of Social Work from Columbia University.

**Thomas Concannon**, PhD, is a senior policy researcher at the RAND Corporation, member of the Pardee RAND Graduate School faculty, assistant professor of medicine at Tufts University School of Medicine, and associate director of Comparative Effectiveness Research Programs at the Tufts Clinical and Translational Science Institute. He earned his Ph.D. in health policy at Harvard University and his MA in political science at McGill University.

**Milira Cox** is a first year doctoral research fellow in the Institute for Research on Youth Thriving and Evaluation, and studies Family Science and Human Development at Montclair State University. She has helped with qualitative interviews and recruitment for the BSA Building Evidence in Scouting Together (BEST) Study. Milira is a licensed marriage and family therapist and is currently interested in program evaluation, policy, positive youth development, emerging adulthood, and life-course transitions.

**Tracy Davis**, EdD, is a Senior Operations Manager with more than 12 years of experience in coordinating and implementing participant recruitment and data collection efforts for studies related to health and disability. At Westat, she has coordinated study operations for many projects and interviewed participants for the Women’s Health and Aging Study. Dr. Davis previously worked as group homes coordinator for a program that provided rehabilitation and residential services to mentally ill adults. She has expertise in planning and coordinating social, treatment, education, and rehabilitative services in diverse settings and served as a Field Director for the Supported Employment Demonstration during the recruitment and enrollment period.

**Rachael Doubledee** is a Doctoral Candidate in Family Science & Human Development at Montclair State University and a Doctoral Fellow with the Institute for Research on Youth Thriving
and Evaluation. Her research uses a process relational worldview to identify and enhance processes that contribute to positive developmental trajectories. Her current research explores social belonging, positive peer contagion, and the role of cognitive complexity in perspective taking and empathy in adolescents.

**Warren Dodd** is an Assistant Professor in the School of Public Health and Health Systems at the University of Waterloo. His research explores how factors such as poverty, migration, food security, and climate change interact and shape health and development outcomes. He conducts research in close collaboration with community organizations with the goal of co-producing information to support decision-making and action. Regionally, he has worked in Honduras, India, the Philippines, and Canada.

**Amia Downes**, PhD, is an evaluator at the National Institute for Occupational Safety and Health (NIOSH), overseeing NIOSH’s external program review process, conducts internal evaluations of Institute initiatives, and provides technical assistance to NIOSH staff. She has also previously conducted evaluations of physical activity and nutrition activities and a maternal and child health program. Dr. Downes holds a doctorate in public health and a certificate in program evaluation from the University of Pittsburgh.

**Brad Dudding** oversees the development and use of measurement and improvement practices to sustain program impacts at CEO. Prior to taking on this role, he served as CEO’s chief financial officer and chief operating officer over a 20-year period. He is also currently an adjunct professor at the NYU Wagner Graduate School of Public Service where he teaches a class on performance measurement and management in the social sector. Brad attended Macalester College, received his BA in economics from the University of Missouri, and earned his MA in urban and regional planning from Rutgers University.

**Avery Eenigenburg** has more than a dozen years of experience in the nonprofit field, including in the areas of grant writing, program planning, and program-evaluation partnerships. She has worked closely with evaluators in many of her project engagements. Avery recently completed her graduate degree, focusing on the intersection of developmental evaluation and limited life foundations. At the Ralph C. Wilson, Jr. Foundation, Avery's work centers on learning, evaluation, and reporting in the context of the foundation’s grant-making.

**Chelsea Ezzo** is a graduate student in the Statistics, Measurement, Evaluation, and Research Technology M.Ed. program at the University of Pennsylvania. Her evaluation experience has primarily been in the education sector, with an emphasis on after school programs. She has a background in measurement construction and validation.

**Meng Fan** is a PhD Candidate in the Evaluation, Measurement and Statistics program at the University of Delaware. His areas of interest includes causal inference, multi-level modeling, longitudinal data analysis and program evaluation.

**Julia Febiger** is currently the Senior Director of Research & Effectiveness at Achieve3000 where she focuses on program evaluation, data visualization, and synthesizing results. Julia is passionate about improving learning opportunities and educational outcomes through applied research and evaluation. Previously, Julia was the Director of Literacy Research at Houghton Mifflin Harcourt and Director of Research at Scholastic, Inc. She earned a Master’s in Education from the Harvard Graduate School of Education.
Danielle Gadson, PhD, Department of Public Administration, Villanova University. Dr. Gadson is an Assistant Professor of Public Administration at Villanova University. She holds a BS. in Economics from the Wharton School of Business at the University of Pennsylvania, an MPA from Villanova University, and a PhD in Sociology from Temple University. Through her research, she explores how social factors influence the efficacy of public policy initiatives. As a professor, she teaches courses in public administration theory, data analysis, and health services planning.

Danielle Gilmore is a PhD student in Public Policy and Administration at the George Washington University Trachtenberg School of Public Policy and Public Administration. Her areas of interest include program evaluation and education policy. Ms. Gilmore's research involves reducing race-based academic achievement gaps through effective evidence based policies and programs. She has a Master of Public Policy and a Bachelor of Science in Community/Public Health.

Kim Glassman brings to Equal Measure an interdisciplinary approach through her work with nonprofits, philanthropy, and government from a range of disciplines including health, education, culture, and humanities. She has more than 20 years of background in evaluation, research, organizational development, and learning. At Equal Measure, Kim contributes her research and evaluation expertise to projects such as Lumina Foundation’s Talent Hubs, the Food Trust’s Get HYPE Philly! initiative, and the HealthSpark Foundation’s nonprofit resiliency strategy.

Dr. Melissa Gouge is a Research Analyst in the Office of Research and Evaluation at the Corporation for National and Community Service working to understand the impact national service has on communities across the U.S. She also manages a portfolio of participatory research grantees. Melissa has spent years in the field researching drivers of participation for people involved in social movements.

Elizabeth Grim is an evaluation consultant who uses data, design, and evaluation to advance social justice and create more effective programs and policies. With a background in social work and public health, Elizabeth brings an interdisciplinary approach to her work with non-profits, coalitions, state agencies, and policymakers. Much of Elizabeth’s career has focused on housing and homelessness, child welfare, social services, and evaluation capacity building. Elizabeth is an EERS Board Member and tweets @ecgrim.

Jennifer Hamilton, PhD, is the Vice President of Education at NORC at the University of Chicago. She has spent the last 25 years working as a program evaluator in both the for-profit and non-profit spheres. She specializes in evaluation methodology, with a focus on the design and implementation of rigorous experimental and quasi-experimental designs. A major emphasis in Dr. Hamilton’s work has been social equity and improving the social, academic, economic, and health outcomes of our Nation’s most vulnerable youth.

Dr. Susanne Harnett is a Managing Senior Associate at Metis Associates. With 20 years of experience in educational research, she has served as the principal researcher on several large-scale evaluations and specializes in arts education evaluation. She has substantial experience in designing and implementing randomized and quasi-experimental designs. Dr. Harnett has taught college courses in Research Methods and Educational Psychology, among others, and holds a PhD in Educational Psychology from the University of Virginia.

Eric Hedberg, PhD, is a sociologist at the University of Chicago and Senior Research Scientist at NORC. He participates in the design and analysis of early childhood and criminology evaluations and observational studies in other fields. Eric has published many peer-reviewed pieces about...
important parameters related to the planning of education studies, in addition to substantive pieces in education, criminology, and health. In 2018, he published *Introduction to Power Analysis: Two-Group Studies*, part of the SAGE Quantitative Applications in the Social Sciences series.

**Suzanne Herbst** works at the Shepherd’s Center of Chesterfield, which provides services to older adults and helps ensure that they leave enriching, independent lives. She holds a Bachelor of Arts in English from Oberlin College and a Master of Nonprofit Studies from the University of Richmond. Born and raised in Montpelier, Vermont, Suzanne now lives and works in Richmond, Virginia.

**Mary Hyde** is the Director of the Corporation for National and Community Service’s Office of Research and Evaluation. In this role, Dr. Hyde is responsible for an ambitious research and evaluation agenda capable of comprehensively addressing the agency’s mission and illuminating its most effective policies, programs, and practices. Dr. Hyde is a community psychologist with a 20 year track record of using empirical evidence and scientific inquiry to improve outcomes for programs, organizations, and communities.

**Ali Irwin** uses her experience teaching elementary school to coordinate Urban Advantage’s elementary pilot program at the American Museum of Natural History. She oversees planning, instruction, and day-to-day operations for the multi-faceted professional learning program for teachers. Her science background is in behavioral biology and biological anthropology and formerly specialized in reading intervention and science instruction. Ali holds a BA in biology and an MA in Teaching in childhood education.

**Mark Johnson** is Assistant Professor of Practice at The New School’s Graduate International Affairs Program where he teaches Project Design, Monitoring and Evaluation, Worst and Better Practice in International Humanitarian Aid, and the Ethiopia Field Program. He serves as M&E advisor for two Ethiopian NGOs and runs capacity-building workshops there. Johnson previously worked for International Rescue Committee and the UN, in Pakistan, Sudan, Ethiopia, Sierra Leone, Liberia, Bosnia, Nicaragua, El Salvador and Guatemala.

**Yelka Kamara** is a mission-driven professional who brings together a rich background in philanthropy, fundraising, nonprofit management, monitoring and evaluation. She is currently pursuing a Master of Science in Nonprofit Management at The New School in New York City.

**Wendy Kaplan, LMSW**, is a New York City-based social worker and the Assistant Director of Trinity Place Shelter, a shelter for LGBTQ youth and young adults in New York City. She is also an adjunct lecturer at Lehman College City University of New York teaching a course on Social Work with Lesbian, Gay, Bisexual, Transgender Individuals and their Families: Policy and Practice.

**Christy King** is the data coordinator and internal evaluator for the Pennsylvania State GEAR UP 3 grant administered through the Pennsylvania State System of Higher Education. She is responsible for managing demographic, attendance, course grades, and service data. Christy has also led multiple evaluation projects for the Pennsylvania Office of Developmental Programs as a consultant with the Tuscarora Intermediate Unit. In this role, she also maintained multiple statewide databases.

**Seth Klukoff** has a background in strategic communications and public affairs, policy advocacy, social marketing, and writing. He has worked extensively with organizations in the nonprofit arena, from foundations and think tanks to advocacy groups and large research organizations. At
Equal Measure, Seth leads all aspects of the organization’s communications. His responsibilities include spearheading campaigns, managing publications, overseeing the website, and maintaining traditional and social media presences. Seth holds a Master of Science in Journalism degree from Northwestern University.

Erin Knepler has over a decade of experience working in higher education conducting research and evaluation on postsecondary policy, completion and career initiatives, and science, technology, engineering, and mathematics (STEM) programs. In her role as Research Scientist at NORC at the University of Chicago, Erin is leading the evaluation efforts for the Undergraduate STEM Interventions with Industry (USI2) consortium project funded by the National Science Foundation as well as managing several campus climate studies.

Kirk Knestis, PhD, serves as a senior consultant to Inciter in Baltimore, Maryland and supports the firm’s business development, management, and evaluation engagements. His interests include theory-based evaluations and R&D of education and workforce development programs, particularly in the STEM learning and career pipeline. Dr. Knestis has over 15 years of experience managing evaluations, and a broad background as an entrepreneur, classroom teacher, and university administrator. Dr. Knestis received his doctorate from the University of Virginia and is an active member of the EERS Board of Directors.

Emily Koren is a doctoral student in Social and Comparative Analysis in Education at the University of Pittsburgh School of Education and an Evaluator at the Collaborative for Evaluation and Assessment Capacity (CEAC). Emily conducts quantitative and qualitative research on the informal support systems that students create in order to improve their outcomes and experiences in school in both secondary and postsecondary settings. Emily has worked with CEAC as an Evaluator since January, 2018.

Yolanta Kornak-Bozza is a Senior Research Associate for the RYTE Institute where she is taking an active leadership role on the qualitative research team for the BSA BEST Study. Dr. Kornak-Bozza has a wide range of research interests in the field of psychology including finding optimal methods to improve self-efficacy beliefs for girls and women in STEM fields.

Gary Kwok, MA, is a PhD Candidate at Adelphi University School of Social Work and a Pre-Doctoral Fellow in Behavioral Science Training Program at New York University. His research interests include dignity attack/microaggression/stigmatization in HIV key affected populations.

Steven Lam is interested in generating, evaluating, and communicating evidence to inform programs and policies in the broad area of environmental health. After completing his Master of Public Health degree in 2015, he worked as a research and evaluation consultant on projects relating to public health, environment, and food security. Now, Steven is a PhD candidate at the University of Guelph. His research focuses on the intersection of food security, climate change, gender, and evaluation.

Sherri Lauver is a Senior Researcher at Synergy Enterprises. She holds a PhD from the University of Pennsylvania in education policy with a focus on evaluation research in social programs. She is committed to improving outcomes for disadvantaged children, families, and neighborhoods through research and technical assistance initiatives that support evidence-based programs and policies.
Miriam Linver is Professor of Family Science & Human Development and co-directs the Research on Youth Thriving and Evaluation Institute at Montclair State University. Dr. Linver is currently involved with several program evaluation projects, including Inspiring Purpose, a program designed to enhance character development in Scottish Youth, and the Partnerships for Advancing Character Program Evaluation (PACE) Project, building evaluation capacity for evaluators and program staff in youth character development programs.

Michael Long is a Director at ICF who specializes in designing and leading evaluation studies related to K-12 education, financial literacy, and national service programs. He is trained in focus group moderation and other qualitative methodologies, and also has expertise in survey design. His recent clients include the Bureau of Consumer Financial Protection, FDIC, FTC, Corporation for National and Community Service, the Walton Foundation, and several state agencies and national and local non-profit organizations.

Nicole L. Lorenzetti, MS, MPhil, performs a variety of research activities at Metis Associates, including instrument development, data collection, conducting analyses, and preparing reporting for clients. She has adapted her dissemination style to meet client needs, including multiple means of data representation and presentation style. Her research and evaluation background is in arts education, STEM, and race equity in education. Nicole is also a PhD candidate in educational psychology.

Kristin Lucero-Golden previously worked in direct service roles where she became experienced in trauma-informed care. As an internal evaluator, Kristin utilizes her experience to build strong person-centered measurement and evaluation practices. She founded and organizes a monthly round table for local M&E professionals and serves on the Measure4Change Advisory Council, a joint program of the World Bank Group and the Urban Institute. Kristin has a BS in Atmospheric Sciences and a MA in Urban Studies.

Andrew MacDonald is a Senior Associate at ICF. His interests include K-12 education, financial literacy, national service, international development, and more. Past clients include the US Department of Education, the Corporation for National and Community Service, and the Consumer Financial Protection Bureau. He has a Masters Degree in Public Policy from American University, and has previously worked as a grants manager, program analyst, and researcher in the public and private sectors.

Kate Kuholski Manchisi worked in research, education, and evaluation of environmental health issues for ten years before taking time off for personal changes. As a program manager, she organized educational programs and managed grants. She presented at conferences and published papers on topics related to healthy homes and community program evaluation. She is currently volunteering with a community agency to support a program evaluation project.

Samantha Mattheiss is currently a Data Analyst at Achieve3000 where she examines the impact of program usage on literacy gains and state assessments. She has an undergraduate degree in Special Education and a doctoral degree from Rutgers University, where she studied Psychology with a concentration in Neuroscience. Her work has been published in journals including Cerebral Cortex and Cognitive, Affective, and Behavioral Neuroscience.

Erin M. McCarthy is the Assistant Program Manager & Coordinator of External Affairs at Trinity Place Shelter. Erin co-founded the Monitoring and Evaluation Collaborative Association (MECA) at the New School. Having led disaster assessment field-trainings for the Red Cross, Erin was also a
Peace Corps volunteer and has ten years of combined teaching and facilitating experience. Erin holds a Master’s degree from The New School in Nonprofit Management.

Jennifer McMake is a Research Associate at WestEd who currently serves as the Project Lead for the Charter Schools Program state monitoring work. Her background is in mixed methods and experimental research design, survey development, spatial analysis, and quantitative methods. Dr. McMake has over a decade of experience evaluating programs in the areas of school-based initiatives, STEM education, out-of-school time, and post-secondary access and completion.

Kavita Mittapalli, PhD has over 16 years of experience in conducting research and evaluation for various programs and initiatives for school districts, not-for-profit, for-profit, state and higher education agencies, and institutions. Over the years, she and her team have completed 200 technical reports, published 25 research findings-summaries and publications in various peer-reviewed journals, written a book, and contributed to the field in other ways.

Atsushi Miyaoka, Westat Senior Study Director, has 20 years of experience in methodological research and policy evaluation in education, health, immigration, and employment. He is highly skilled in statistical analysis using techniques, such as regression analysis, trend analysis, structural equation modeling, and hierarchical linear modeling. His research has covered both elementary through postsecondary education, and topics such as the use of learning technology in classrooms, teacher preparation, and programs for disadvantaged and limited English proficient students.

Dr. Stacey Merola is a multiple award-winning evaluator with more than 20 years of social science research experience and over 15 years of experience in program evaluation, as both a manager and an analyst. Since starting Merola Research LLC in 2012, she has worked with a diverse cross-section of clientele, representing government, corporations, nonprofits, and the field of education to understand the effectiveness of their programs.

Rakesh Mohan is the Director of the Office of Performance Evaluations (OPE), which is an independent, nonpartisan agency of the Idaho Legislature. His office is committed to promoting confidence and accountability in state government through evaluation. Under Rakesh’s direction, the office has received the American Evaluation Association’s 2016 Outstanding Evaluation Award and 2011 Alva and Gunnar Myrdal Government Evaluation Award. He is also the recipient of 2016 Donald and Alice Stone Outstanding Practitioner Award from the American Society for Public Administration.

Hannah Morehead is the Director of Learning and Evaluation at Episcopal Community Services. She fosters an organizational learning culture through evaluative coaching with staff. During the first four years of her career, Hannah worked with families throughout South Philadelphia. In 2014, while completing her Master’s degree in social work at Temple University, she realized her true passion was evaluation. Since then, she has worked to harness the power of data and its potential to improve participant impact.

Sydney Negus is a Research Assistant at the School District of Philadelphia, where she works on research and evaluation efforts in areas related to school climate and English Learners. She holds a Masters of Science in Education from the University of Pennsylvania, where she studied educational linguistics.
Anthony Nerino is a Research Associate at the Corporation for National and Community Service. His primary responsibilities include analyzing and reporting findings on volunteering and civic engagement, managing research contracts, and designing research studies. He previously coordinated public health research projects at a large regional health care network.

Delores A. Owens, MPH, MPA, is a PhD Candidate at Adelphi University School of Social Work. Her research interests include health disparities among low socioeconomic status populations, incarcerated and formerly incarcerated women, girls at risk or involvement in the juvenile justice system, youth culture, interpersonal relations [abuse], and social media.

Christine Patton, MA, is a researcher and evaluator with 15 years of experience researching how children and adolescents learn and develop and evaluating the effectiveness of interventions. Projects have placed her in a variety of settings, including Smithsonian museums, the U.S. Department of Education, all-female mentoring groups, community colleges, high schools, elementary schools, and preschools.

Chrisann Newransky, PhD, is an Assistant Professor at Adelphi University’s School of Social Work. Her research interests include health services utilization, health disparities, integrated health, vaccination, social inclusion, evaluation research, and intimate partner violence.

Gabrielle Plotkin is a Program Manager at Social Impact and focuses on piloting and testing the effectiveness of Developmental Evaluation (DE) at USAID under the Global Development Lab’s Monitoring Evaluation, Research, and Learning Innovations program. She also manages a community of practice for evaluators that actively work with this DE approach. Ms. Plotkin holds an MS in Development Management from American’s School of International Service and a BA in Studies in Women & Gender from the University of Virginia.

Allan Porowski is a Principal Associate in the Social and Economic Policy Division at Abt Associates. He currently serves as the co-lead methodologist on the literacy reviews for the U.S. Department of Education’s What Works Clearinghouse, and as lead methodologist for the postsecondary topic areas. He is a co-author of the book *Applied Policy Research: Concepts and Cases* (2nd ed.), published by Routledge.

Travis Reginal is a second-year MPA candidate in George Washington University’s Trachtenberg School of Public Policy and Public Administration and a Research Analyst at the Urban Institute, where he conducts criminal justice and education research and evaluations. He is a graduate of Yale University, where he studied sociology and education studies. Travis has written and spoken on the matter of low-income, first-generation college students for a number of outlets, such as the *New York Times*, *PA Times*, NBC News, and American RadioWorks.

Gabriel Rhodes, MBA, has approached work from the various perspectives of funder, evaluator, and nonprofit service provider. Shaped by his background as an Ombudsman and a court mediator, his work relies on careful communication to facilitate understanding across audiences and drive action. Prior to joining Project Evident as Senior Evidence Director, Gabriel was Director of Evaluation and Learning for the Edna McConnell Clark Foundation. He brings nearly two decades of related experience and earned his MBA from Columbia University.

Jarnee Riley, MS, is an Associate Director with 20 years of experience in the design, implementation, and management of large- and small-scale studies involving program evaluation.
At Westat, she has directed and managed instrument development and study operations for numerous Federal studies. She serves as the Director of Operations for the Supported Employment Demonstration, where she oversees participant recruitment, site monitoring, and data collection. Jarnee works closely with the Implementation Team to provide operational support for the intervention and with the Evaluation Team to ensure that all data collection efforts are aligned with research objectives.

Sheila B. Robinson, EdD, is an educator, consultant, and certified program evaluator who facilitates professional development courses on program evaluation, survey design, data visualization, and presentation design, and helps clients design courses, presentations, and surveys. She has taught graduate courses on program evaluation, professional development design, and data visualization at the University of Rochester. Sheila is author of *Designing Quality Survey Questions* (SAGE Publications, 2018), and an eBook on evaluating professional development (Frontline Education, 2018).

Andrea Robles, PhD, is a sociologist with an expertise in participatory approaches and 20 years of experience conducting research on an array of local, regional, and global social challenges. She is currently a Research and Evaluation Manager at the Corporation for National and Community Service and directs CNCS’s research grant program for universities. Andrea has an MA in International Development from The American University, and a PhD in Sociology from University of Wisconsin-Madison.

Stephen Ruffini is a Senior Research Associate at WestEd. He currently leads Charter Management Organization monitoring for the Charter Schools Program (CSP) that is funded by the U.S. Department of Education’s Office of Innovation and Improvement. Overall, he has almost 30 years as a researcher and evaluator, mostly in large, urban schools. Over those years, Dr. Ruffini has managed, conducted, and led research and evaluation efforts in a variety of educational organizations. Over the past five years, a good portion of his work has focused on evaluating district services to students with disabilities.

Laura Satkowski, PhD, is a Research Associate at Metis Associates, where she manages and supports evaluation projects from study design to synthesis of findings in internal and public-facing reports. She brings research and evaluation experience in education and human development, including art education, mentoring programs, social services, child development, and cross-cultural psychology. Laura holds a PhD in Applied Developmental Psychology from Fordham University and a BA in Psychology from Westfield State University.

Dr. Lauren Scher is a Partner and Principal Researcher of Concentric Research & Evaluation. She directs an experimental study of a teacher home-visiting program and has led other education-related evaluations. Dr. Scher participates in numerous What Works Clearinghouse projects, overseeing reviews of IES-funded studies. She has also provided technical assistance to grantees implementing randomized controlled trials. Dr. Scher received her EdM at Harvard University and her PhD in Education Policy at the University of Pennsylvania.

Katelyn Sedelmyer is a Senior Research Analyst at ICF. Her interests include K-12 education, national service, English Language Learners, early education, and more. Past evaluation clients include the US Department of State, the Corporation for National and Community Service, and the Bureau of Consumer Financial Protection. She has a Master’s in Public Administration from American University, and has previously worked as an English as a second language instructor, program analyst, and researcher in the public sector.
**Anuradha Sen** joined the Department of Agricultural, Leadership, and Community Education at Virginia Tech in Spring 2017. She has been working towards her master’s degree under the guidance of Dr. Thomas G. Archibald. Prior to that she completed her master’s degree in Mathematics from Assam University, India in 2016. Her research interests are in evaluation capacity building, evaluative thinking, and evaluation theories.

**Patricia Moore Shaffer, PhD**, leads the Shaffer Evaluation Group. She served as the Evaluation Manager for NASA’s Office of Education and Vice President for the Educational Policy Institute. She has led educational program evaluations ranging from federal evaluation studies to smaller-scale research and evaluation studies for state educational agencies and school districts. Dr. Shaffer specializes in the evaluation of educator professional development and district-based reform initiatives in literacy and STEM.

**Kelly Skinner** is an Assistant Professor in the School of Public Health and Health Systems at the University of Waterloo where she leads the online Master of Health Evaluation and teaches several courses to graduate students on evaluation theory, applications, and practice. Kelly’s evaluation interests focus on using evaluation theory and conceptual approaches to operationalize and build evaluation systems, including developing a tool to measure knowledge uptake and utilization.

**Debbi Solomon** is a strategic communications consultant in the greater New York City area. Her work often focuses on health and healthcare philanthropy, and she currently collaborates with colleagues to disseminate information about best practices in effectively communicating evaluation findings.

**Kim Standing** works as Senior Study Director at Westat and has over 25 years of experience designing, conducting, and managing research and program evaluations in diverse content areas. She has conducted quantitative and qualitative research in early childhood through postsecondary education. Her research experience also includes evaluations using experimental and quasi-experimental designs. She brings diverse knowledge and experience on topics such as charter schools, academic preparedness, postsecondary education access, student financial aid, nutrition and health, and employment verification.

**Kristyn Stewart** is a Senior Research Associate at the School District of Philadelphia where she oversees the research, evaluation, and policy efforts related to early childhood literacy. Her work includes matters such as quality pre-K, kindergarten transition and readiness, attendance, literacy coaching, instructional capacity, early literacy interventions, and issues and interventions related to K-3 English Learners. She is currently completing her dissertation in the Urban Education PhD program at Temple University.

**Steve Tardrew** currently serves as Vice President of Assessment and Research at Achieve3000, where he leads research and product development in assessment, analytics, and reporting, always striving to present data in clear and useful ways to educators. Steve formerly served as Vice President of Research and Technology for Rowland Reading Foundation and Director of Research for Renaissance Learning. He holds a Master of Arts degree in Economics from the University of Illinois at Chicago.

**Mellie Torres**, PhD, has 15 years of professional experience as a practitioner, applied researcher and program evaluator. She has published a book chapter in *Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys* (2011) entitled, *An Exploratory Study of the Academic*
Engagement and Beliefs of Latino Male High School Students. She also published “From the Bricks to the Hall” in the Harvard Educational Review (2009). Mellie holds a PhD from New York University, Master's degrees in Mathematics Education from Montclair State University and in Public Policy from the University of Michigan, and earned her undergraduate degree in Mathematics from Seton Hall University.

Keith Trahan, PhD, Keith Trahan serves as the Associate Director of the Collaborative for Evaluation and Assessment Capacity (CEAC) in the School of Education at the University of Pittsburgh. He has ten years’ experience as an evaluator. Keith has been lead evaluator and researcher for a variety of programs in the areas of PK-16 math and science reform, school leadership, instruction and learning, and capacity-building with community based human service organizations. He is an EERS board member and oversees EERS’ student initiative.

Daniel Tsin serves as the Chief Impact Officer at the Urban Alliance, where he strives to create alignment, strategic direction, and shared measurement across the organization’s work. He is responsible for ensuring that high quality and accurate data collection help inform decision making. Dan also serves on the board of the National Youth Employment Coalition and is a Leap of Reason Ambassador. He holds a Master’s degree in public policy from George Washington University and a bachelor’s degree in finance and government from the College of William and Mary.

Vivian Tseng, PhD, is the Senior Vice President, Programs at the William T. Grant Foundation. She leads the Foundation’s grant-making and its initiatives to connect research, policy, and practice to improve child and youth outcomes. In 2009, she launched the Foundation’s initiative on the use of research evidence in policy and practice. That program has generated over 50 WTGF-funded studies and informed grant-making programs among private and public funders across the country. She regularly writes and speaks to international and domestic audiences on evidence-informed policy and research-practice partnerships. She received her PhD from NYU and her BA from UCLA. She currently serves on the Boards of the Forum for Youth Investment, Asian Americans and Pacific Islanders in Philanthropy, Grantmakers Concerned with Immigrants and Refugees, and the Coalition for Asian American Children and Families. Previously, she was on the faculty in Psychology and Asian American studies at California State University, Northridge.

Sophia van der Bijl is a Senior Impact Assessment Advisor in the US Global Development Lab’s Office of Evaluation and Impact Assessment. She manages the Monitoring, Evaluation, Research and Learning Innovations program. Prior to the Lab, Sophia worked in USAID’s Bureau for Food Security, the Millennium Challenge Corporation and Chemonics International. Sophia received a Master’s degree from the Johns Hopkins School of Advanced International Studies and a Bachelor’s degree from McGill University.

Juan Vega oversees performance measurement efforts of CentroNia through the data collection, analysis, and reporting of early childhood education and teachers’ professional development outcomes. He works with program directors and teachers to assess program outcomes in a continuous quality improvement approach, and disseminates results to external stakeholders such as funders and research partners. He is an active member of the community of practice of the Measure4Change initiative of the Urban Institute and World Bank Group.

Eve Weiss has more than two decades of experience in roles that encompass mixed-methods research, evaluation and capacity building, philanthropy, government, and private consulting. Her work focuses on creating systems change to enhance the health, safety, and wellbeing of
vulnerable populations. At Equal Measure, Eve contributes her expertise to evaluation projects focusing on community health; learning, evaluation, and reporting; increased representation of low-income students and minorities in STEM programs; and improving the collective impact of philanthropic efforts.

**Jane Whynot** has been a consultant providing performance expertise to both the government and voluntary sectors for approximately two decades. She currently serves as the Past-President of the Canadian Evaluation Society’s National Capital Chapter, is an instructor with Carleton University’s Graduate Certificate in Program Evaluation, and is the book review editor of the *Canadian Journal of Program Evaluation*. She is currently a fifth-year PhD candidate at the University of Ottawa.

**Krystal Woolston** is the Assistant Director of the Center for Community Engagement at Montclair State University where she directs the Bonner Leader and Emerging Leaders programs. She also oversees the EECO AmeriCorps and service-learning programs. She is currently a doctoral candidate in Family Science & Human Development. Her research focuses on the connection between civic engagement and youth sense of purpose. She is passionate about getting students involved in volunteering, civic engagement, and community leadership.

**Lily Zandniapour** designs, implements, and oversees research and evaluation initiatives and capacity building efforts in support of agency mission and priorities, as well as program and policy goals. During her tenure at CNCS, Lily led and managed the evaluation program of the Social Innovation Fund, the agency’s tiered-evidence initiative, and Pay for Success grant program in addition to her work with AmeriCorps and Senior Corps programs. She holds a BA and PhD in Economics.

**Lin Zhu**, PhD, is the Data Manager of Center for Asian Health, Lewis Katz School of Medicine, Temple University. She has extensive training and research experience in health disparities, mental disorder diagnosis and treatment, and project evaluation as well as data statistical analysis. Lin has broad background and research experience in social behavioral sciences, including medical sociology, cultural psychiatry, and epidemiology. She earned her PhD in sociology from Temple University.

**Emily Zimmerman**, PhD, focuses on the social and placed-based determinants of health, and community/stakeholder engagement. She founded a community-based participatory research team, Engaging Richmond, which has worked actively since 2011 and received a PCORI methodology grant to conduct two demonstrations of the method in urban and rural areas of Virginia. She received a PhD in sociology from the CUNY graduate center, and completed an MPH from the Arnold School of Public Health at the University of South Carolina.
## Registered Conference Participants

**As of April 13, 2019**

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