CMC Project Evaluation Webinar

October 31, 2024

DISCLAIMER

This resource is not intended to supersede, modify, or otherwise alter applicable statutory or regulatory requirements, the specific requirements set forth in program Notice of Funding Opportunities (NOFO), existing Department of Commerce (DOC) Federal Financial Assistance Manual requirements, or other Departmental Administrative Orders (DAOs) and Federal Circulars. Similarly, this guidance document does not supersede or supplement National Institute of Standards and Technology (NIST) Financial Assistance Agreements Management Office (FAAMO) policies and procedures related to their work on financial assistance awards.

In all cases, statutory and regulatory mandates, and the requirements set forth in the NOFO, shall prevail over any inconsistencies contained in this guidance.

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NTIA

Speakers and Panel

Michelle Lemelle

Broadband Program Specialist

Dominique Harrison, Ph.D.

Director, Office of Minority Broadband Initiatives (OMBI)

Francine Alkisswani, Ph.D.

Broadband Program Specialist

Leah Davis, Ph.D.

Broadband Program Specialist

Recipient Presenters

- Byron Marshall, Morgan State University
- Debbie Igunbor, Felician University
- Christopher Cox, Ph.D. & Spencer Queen, B.S., Mount Saint Mary's University
- Alana Olschwang, Ph.D., California State University, Dominguez Hills

Glossary of Terms

Glossary

- **Baseline Report**- The Baseline Report, submitted once according to the timeline denoted in the Specific Award Condition applicable to each CMC award, provides grant recipients an opportunity to update baseline project information that may have changed from their original application.

- **Technical Performance Report**- Each award recipient is required to submit a technical progress report to the NTIA Federal Program Officer, Grants Officer and Grants Specialist named in the award documents on a semi-annual and annual basis for the periods ending March 31 and September 30 of each year. Semi-annual performance reports will be due within 30 days after the end of the reporting period. Annual performance reports are due within 90 calendar days after the reporting period, except when a final financial report is required under 47 C.F.R. § 302.10. Technical progress reports shall contain information as prescribed in 2 C.F.R. § 200.329 (http://go.usa.gov/xkVgP) and Department of Commerce Financial Assistance Standard Terms and Conditions (dated November 12, 2020), Section A.01. The report form asks a series of questions that broadly address project progress and monitoring needs of program personnel by getting baseline (planned) and actual information on the semi-annual and cumulative project and milestone progress, and potential project barriers, if any.

- **Research**- The systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalized knowledge. Examples of systematic investigations include surveys, interviews, observations, research development of testing and evaluations that are designed to develop or contribute to the generalized knowledge. Factors that may be used to evaluate whether research will develop or contribute to generalized knowledge include:
    1. The information collected will be applied beyond a particular program or individual.
    2. The activity is conducted to examine whether the program had the desired effect on program participants, and that evaluation can inform other programs.
    3. The activity is conducted with the intent to replicate the program.
    4. The activity is designed to draw general conclusions.

Glossary

- **Project Results and Evaluation**- In accordance with 2 CFR § 200.301(a) the Connecting Minority Communities (CMC) Pilot Program must measure the recipient's performance to show achievement of program goals and objectives, share lessons learned, improve program outcomes, and foster adoption of promising practices. Where appropriate, the Federal award may include specific program goals, indicators, targets, baseline data, data collection, or expected outcomes (such as outputs, or services performance or public impacts of any of these) with an expected timeline for accomplishment.

- **Logic Model**- Using logic models in designing a project evaluation provides a structured framework for clearly articulating the relationships between a project's inputs, activities, outputs, outcomes, and impacts. By visually mapping these components, project teams can identify key evaluation questions, set measurable indicators, and establish a clear timeline for data collection. This process enhances clarity in project goals and expectations, allowing for more focused and effective evaluation strategies. Ultimately, logic models facilitate better communication among stakeholders and support continuous improvement by making it easier to assess progress and outcomes throughout the project lifecycle.

What is an Evaluation?

What is an Evaluation?

- Systematic analysis of data and information related to your work
- Tool used for effective program planning, implementation, and ongoing management
- A means of monitoring process implementation
    - Allows for mid-course corrections
    - Provides evidence regarding program operations and the efficacy of project goal achievements
- Evaluation is a tool for near real-time feedback for continuous program improvement.

What is an Evaluation Plan?

Evaluation Plan Narrative

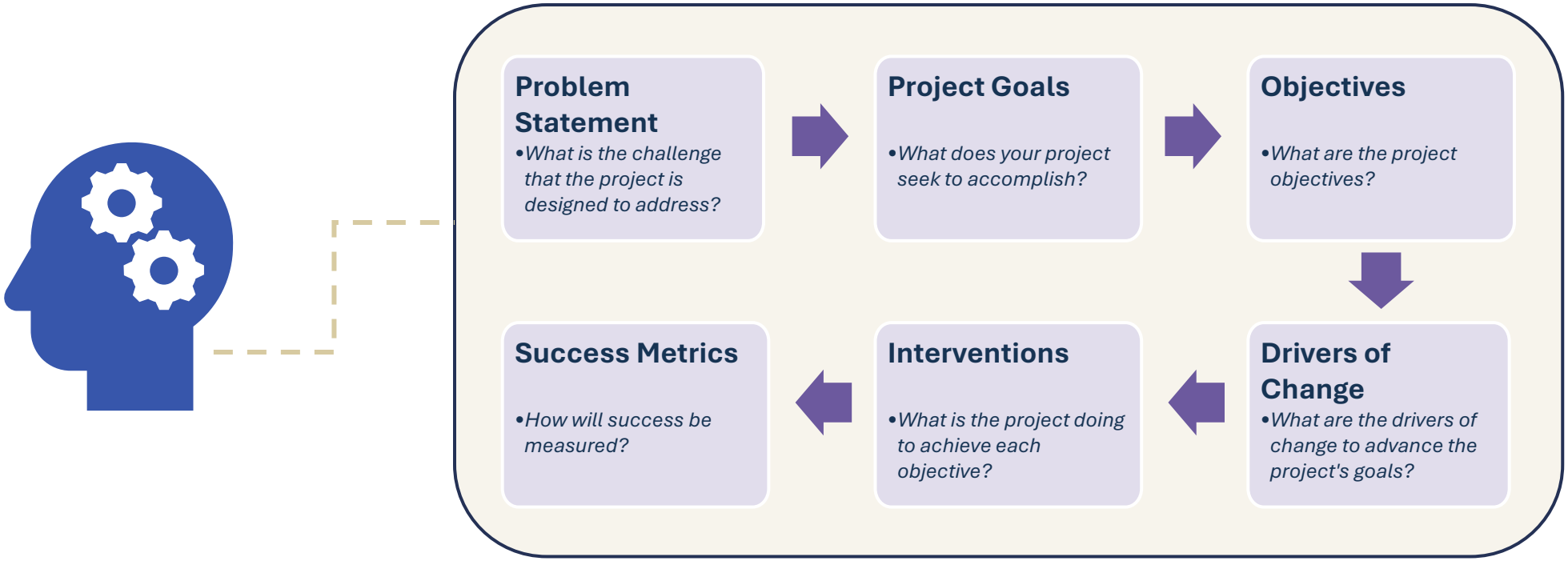
Context
- Problem statement
- Desired change

Goals
- Results needed
- Achievements

Interventions
- Project actions
- Change drivers

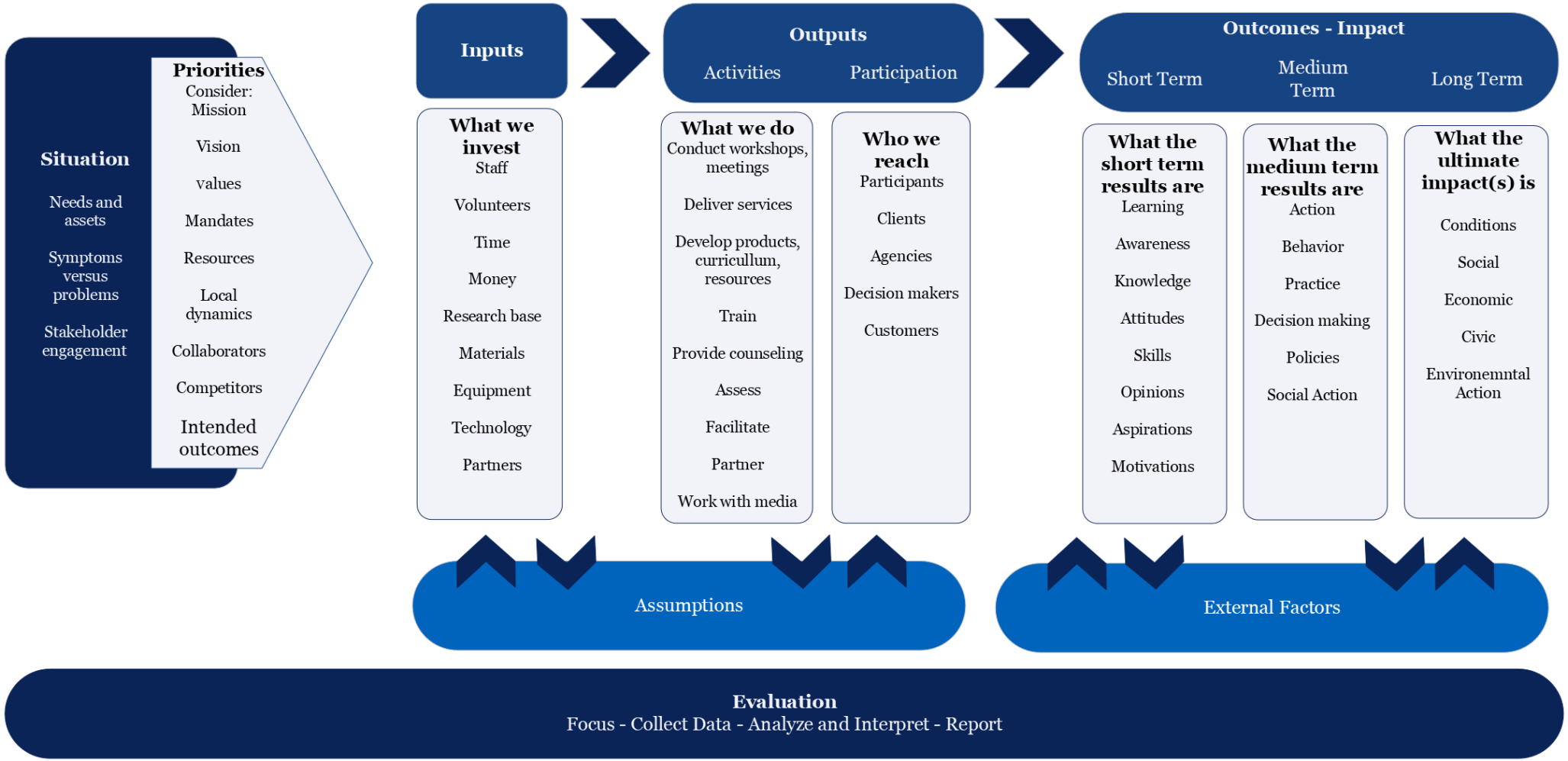
An Evaluation Plan is a results framework.

An Evaluation Plan is a Results Framework



Planning, Implementation and Evaluation

Program Action Logic Model



CMC Evaluation Overview

Purposes of CMC Grant

01	Builds the broadband and IT capacity
02	Provides broadband education, awareness, training, access, equipment, and support to students and patrons
03	Provides subsidized broadband access and equipment to qualified low-income/in-need students and communities
04	Improves use of broadband services by eligible MBEs and community-based organizations to deliver digital skills, broadband adoption, workforce development programs, and technology services in anchor communities
05	Stimulates the adoption and community use of broadband services for telehealth, remote learning, telework and entrepreneurship, economic growth, and job creation in anchor communities
06	Builds digital skills and IT workforce capacity in STEM/STEAM, coding, cybersecurity, technician- and work-based learning programs
07	Assesses the needs of HBCU, TCU, and MSI anchor institutions and surrounding anchor communities and conducts planning
08	Gathers data and conducts evaluation of broadband access and adoption and professional development programs funded by the grant to determine their effectiveness and document best practices

CMC Evaluation Overview

Per the NOFO, CMC grant recipients are required to provide a description of their project's intended results and how they plan to evaluate the benefits of their project:

Performance Measures

Describe performance measures that will be used to evaluate the project's success and the benefits delivered to project beneficiaries.

Proposed Metrics

Include proposed metrics, data planned for collection, and other evaluation methodologies (e.g. case studies, focus groups, and surveys).

Tangible Products

Describe any planned tangible products from your project (such as curricula, guides, publications, or research reports).

Where to Find Planned Evaluation Methods

urements utilized to evaluate the project's effectiveness or the benefits delivered to project beneficiaries

Project Purpose	Benefit	Beneficiary	How Was This Measured?

urements utilized to evaluate the project's impact on digital equity.

Project Purpose	Benefit	Beneficiary	How Was This Measured?

- Human Subjects Research Memo
- Project Narrative
- Last submitted Performance (Technical) Report

Morgan State University: META Zones Project

Morgan State University Recipient Presenter

Byron Marshall

Co-Managing Director, NFBPA's Institute for Excellence In Public Service

Byron C. Marshall has more than 35 years of Executive level, leadership experience in the public, non-profit and private sectors. He is skilled in budgeting and strategic planning; program development and management, economic development project implementation, organizational change, and leadership. Former Chief Administrative Officer, City of Richmond, Virginia; Principal, Marshall Group; Chief Operations Officer, City of Atlanta, Georgia; First Assistant City Manager and Assistant City Manager, City of Austin, Texas; Acting Director and Deputy Director, Department of Finance and Administration, City of Houston, Texas; Acting Director, Deputy Director, and Deputy Controller, Department of Human Services, Government of the District of Columbia.

META Zones Project

Connecting Minority Communities Pilot Program

Evaluation Plan and Preliminary Results

Prepared by NFBPA

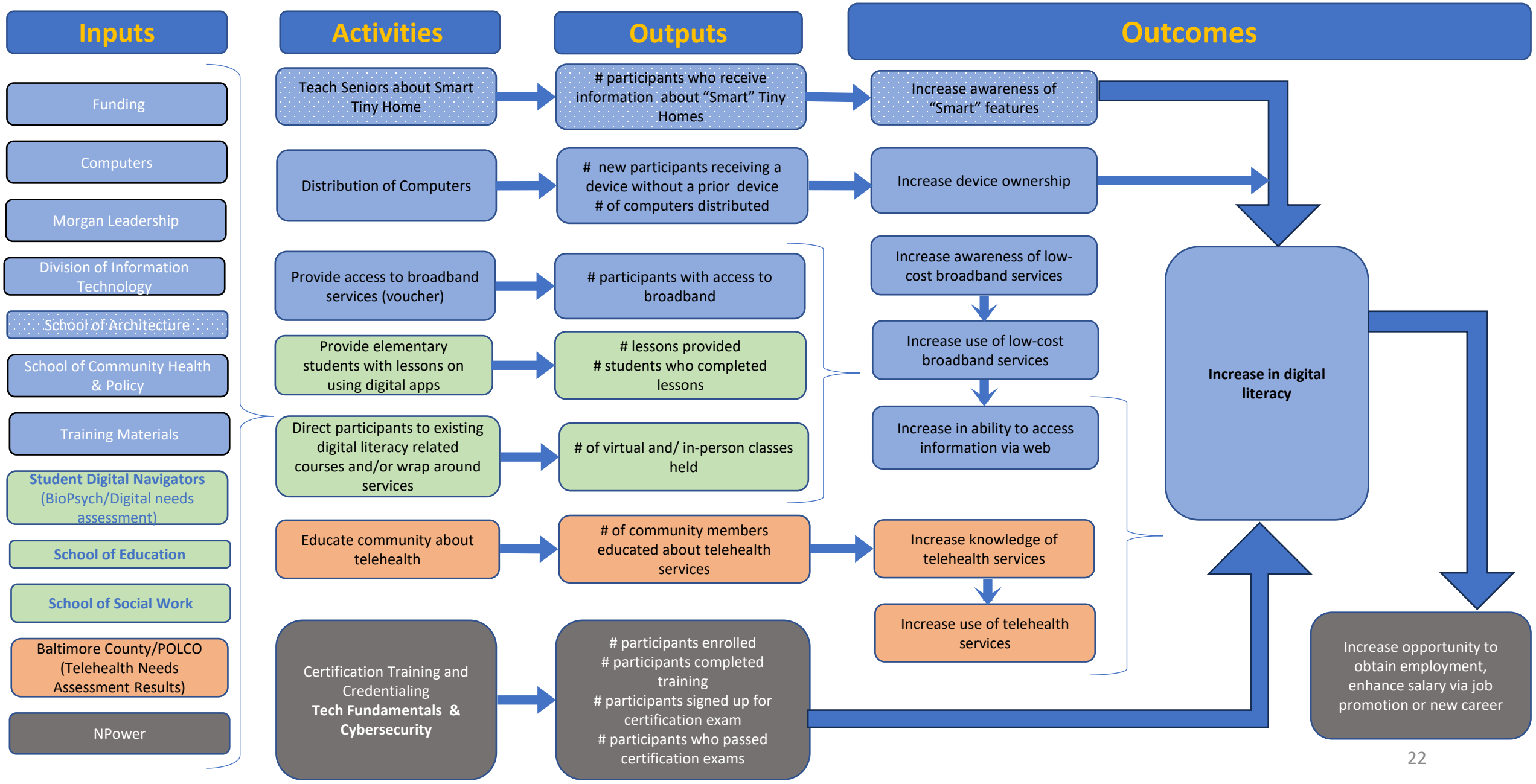
META Zones Project

- **Purpose:** To enhance digital skills and capacity among students at Morgan State University and local community members (Turner Station, Wilson Park, and Pen Lucy neighborhoods) by offering access to technology, broadband services, education, and training.

  - **Internal Partners:** Division of Information Technology (DIT), School of Social Work, School of Community Health and Policy, School of Education and Urban Studies, The School of Architecture and Planning

  - **External Partners:** Baltimore County, NPower, POLCO

META Zones Program Logic Model



Evaluation Matrix: Department of Information Technology(DIT)/NPower

Evaluation Question	Measure	Method/Data Source	Frequency	Responsible Party
1. To what extent were computer devices distributed to intended participants? • To what extent were computer devices used?	# of students that received a new computer	Excel Spreadsheet	Monthly	Office of Financial Aid/Division of Information Technology
2. To what extent was broadband internet access service delivered to eligible participants? • To what extent did fast and reliable wi-fi contribute to productivity in the student center?	# of students that received broadband subsidy # students with access to upgraded wifi from the student center	Excel Spreadsheet Excel Spreadsheet	Monthly Monthly	Division of Information Technology Division of Information Technology
3. To what extent did the program build digital capacity among participants?	# participants that received a certification (and type)	Salesforce/Excel Spreadsheet	Every four months	NPower Instruction Team

Preliminary Results and Next Steps: DIT

Evaluation Question: *To what extent were computer devices used?*

- Surveyed Morgan Students (n=278)
  - 70 respondents (25% response rate)
  - Over 95% of students shared the importance of having the laptop when it comes to:
    - Completing coursework
    - Submitting Coursework
    - Communicating w/instructors and administrators
    - Collaborating on assigned coursework
    - Conducting research
    - Taking online exams
    - Sending and retrieving emails
- Focus groups scheduled to occur in November 2024 and 2025
- Disseminate second Student Laptop Survey in May 2025

Impact of Receiving Laptop
"I now have computer of my home. I do not have to share with my mother and siblings to do our work anymore , so it was very helpful in many ways."
"Allowed me to flourish academically."
"I found myself completing assignments late at night on a public desktop in the school library on campus. Receiving this laptop has given me an enormous amount of flexibility including the ability to easily access saved assignments."

Preliminary Results and Next Steps: NPower

Evaluation Question: ***To what extent did the program build digital capacity among participants?***

Type of Certification	Number of Participants
Tech Fundamentals	**9**
Google IT support only	2
Google IT support & Comptia ITF+	6
Google IT support, CompTia ITF+, CompTia A+	1

- Fall cohort completed by December 11th
- Cyber security training completed by December 18th

Felician University: Project FELICE

Felician University Recipient Presenter

Debbie Igunbor, M.S.

Debbie is a mixed methods associate at MNA. She brings over 7 years of experience in mixed methods research and data visualization. She joined MNA in 2021. She holds a B.A. in Sociology and an M.S. in Data Science from the Parsons School of Design (NY).

Felician University, NJ

Project FELICE: Fostering Equity in Learning Through Inclusion, Connectivity, and Engagement

Project Evaluation

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FELICIAN UNIVERSITY

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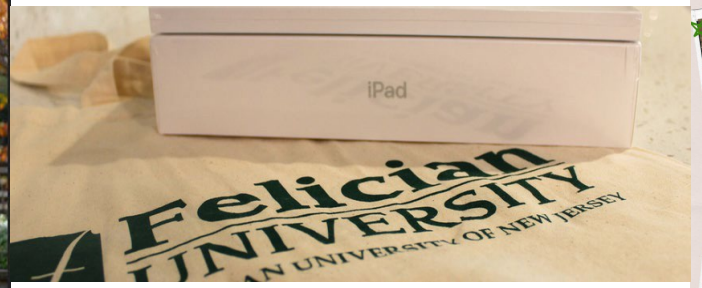

Project FELICE Goals:

1. Close the educational achievement gap for Felician undergraduates by enhancing broadband, computing resources, and online technologies for accessible remote learning.
2. Teach telehealth best practices to nursing and counseling psychology students for culturally informed care through remote platforms.
3. Partner with community organizations to offer telehealth training, services, and resources to staff and the local community.

Objectives:

- **Goal 1:**
  - Improve broadband capacity at Felician's campuses.
  - Provide computing equipment to Pell-eligible students.
  - Implement interactive video tech for remote learning.
- **Goal 2:**
  - Meet nursing students' telehealth training needs.
  - Train counseling psychology students in telehealth behavioral care.
  - Equip behavioral health graduate students with HIPAA-compliant tech for community telehealth services.
- **Goal 3:**
  - Offer professional telehealth training to community organizations.
  - Provide telehealth services to clients and underserved communities.
  - Offer bilingual behavioral health resources via an online portal.

Evaluation Methods, Data Collection, Findings

- Mixed methods: Surveys, Extant Student data, Project team discussions, and meetings, On-spot interviews with students on campus
- Pre-post training, usage and engagement-satisfaction; client-side/clinical site usage-satisfaction; broadband access-pre and post

Some high-level findings

- Overall, the staff, faculty, and administrators' experiences with the current infrastructure and broadband accessibility on the Lodi/Rutherford campus are positive, with many respondents reporting no issues or improvements needed in connectivity.
- Students who received the iPad are the most satisfied; higher efficiency and ease of getting work done on and off campus, more engagement in classes, courses, and clients.
- On-campus internet service was rated mostly high or very high (55% and 27%, respectively).
- Students reported "high" to "very high" levels of confidence; engagement with clients for healthcare providers in clinical settings.

Overall Status By End of Year 1

Status Legend: Completed ✓ In progress ⏳ Planned ▦

Action Item	Responsibility	Status at the end of Year 1
Convene Leadership Advisory Board for monthly meetings	Project Director	✓
Review and update project implementation plans according to award provisions	Project Director Leader Advisory Board	✓
Meet with collaborating organizations to confirm alignment between anchor community needs and project plans	Project Director Telehealth Lead-Psych Telehealth Lead-Psych	✓
Procure updated bids on infrastructure and computing hardware	Info Technology Lead	✓
As needed, adjust the grant budget to align with new pricing and determine purchase priorities	Project Director Info Technology Lead	✓
Begin infrastructure improvements for broadband connectivity and access on both Felician campuses	Info Technology Lead	✓
Hire Project FELICE staff	Project Director	✓
Purchase iPads and specialized programs for the first year of graduate student telehealth use	Info Technology Lead	✓
Begin content development for the ASK-Felician website	Telehealth Lead-Psych	✓
Conduct 6-week telehealth training for the first cohort of behavior and autism studies graduate students: complete four "Telepsychology Best Practices 101" segments in the first 2 weeks; telehealth role plays and strategies in the final 4 weeks; gain familiarity with digital tools	Telehealth Lead-Psych Acad. Technology Lead	✓
Refine and finalize details of evaluation protocol with external evaluator; refine specific project benchmarks	Project Director OIA Team MNA	✓
Complete Institutional Review Board Process	Project Director MNA	✓
Finalize rubric for iPad distribution eligibility	Leader Advisory Board	✓
Update institutional policies on computing equipment distribution and appropriate use	Asst VP for Enrollment Info Technology Lead	✓
Identify the first year's participating children/families at MCGA	Telehealth Lead-Psych	✓

Action Item	Responsibility	Status at the end of Year 1
Distribute iPads to and train teachers and families for first-year experience at MCGA	Camp/Comm IT Coord Tech Integ Specialist	✓
Complete infrastructure improvements for broadband connectivity and access on both Felician campuses	Info Technology Lead Camp/Comm IT Coord	✓
Purchase iPads for distribution to eligible undergraduates	Info Technology Lead Camp/Comm IT Coord	✓
Purchase patient and community health simulation teaching tools for the nursing program	Info Technology Lead Camp/Comm IT Coord	✓
Meet with collaborating organizations to finalize telehealth plans for graduate student clinical experiences	Project Director Telehealth Lead-Psych Telehealth Lead- Psych	✓
Advertise iPad program; manage applications process; determine recipients according to eligibility rubric	Asst VP for Enrollment	✓
Distribute iPads to eligible Fall 2022 undergrads; provide training	Camp/Comm IT Coord Tech Integ Specialist	✓
Conduct faculty training on the use of the Panopto video platform	Acad. Technology Lead	✓
Begin utilizing patient and community health simulations with undergrad nursing students	Telehealth Lead-Nursing Tech Integ Specialist	✓
Conduct telehealth training for the first cohort of counseling psychology graduate students: four "Telepsychology Best Practices 101" segments; role-plays in practicum preparation course; familiarity with digital tools	Telehealth Lead-Psych Tech Integ Specialist	✓
Beta-test ASK-Felician web portal	Telehealth Lead-Psych Camp/Comm IT Coord	✓
Work with behavioral health faculty to integrate telehealth into designated courses in behavior and autism studies and counseling psychology graduate programs	Telehealth Lead-Psych Telehealth Lead- Psych	✓
Launch the ASK-Felician web portal/ website	Telehealth Lead-Psych Camp/Comm IT Coord	✓
Provide the first year of intensive training workshops for MCGA and SBJC staff in telehealth best practices	Telehealth Lead-Psych Tech Integ Specialist	✓
Provide the first year of one-on-one telecoaching to parents	Telehealth Lead-Psych Grad Assts/ABA Adjunct	⏳
Supervise graduate student telehealth clinical experience with anchor community clients at collaborating organization sites	Telehealth Lead-Psych	✓

Action Item	Responsibility	Status at the end of Year 1
Conduct faculty training on the use of the Panopto video platform	Acad Technology Lead	✓
Survey students on their use of remote learning technology during the Fall 2023 and Spring 2024 semesters, integrating EDUCAUSE questions	MNA	✓
Complete Year 1 evaluation report for Project FELICE	MNA	

What Gets Measured, Gets Done

- Pre-award phase; logic model co-development
- Evaluation design, approach, plan
- Project team members are highly collaborative and pro-active
- (They) Get data!
- Keeping each other honest and accountable

Deliverables

PODCAST LINK
Using NotebookLM

https://tinyurl.com/54udhjb7

Mount Saint Mary's University: Improving Access and Connection for Next Generation Women Leaders

Mount Saint Mary's University Recipient Presenter

Christopher Cox, Ph.D.

In his role at The Rucks Group, Dr. Cox uses his knowledge of mixed methods research, program design and capacity-building strategies to provide clients with actionable data and information. His professional background includes work with a variety of community and education-based initiatives funded through organizations, including the National Science Foundation, Ohio Department of Education and Ohio Department of Health. Dr. Cox is a member of the American Evaluation Association. He earned a doctorate degree in Educational Leadership from Miami University. He received a master's degree in Educational Administration from Southern Illinois University at Edwardsville and completed his bachelor's degree in Secondary Mathematics Education at Western Michigan University.

Spencer Queen, B.S.

Mr. Queen joined The Rucks Group as a Research Associate joining backgrounds in archival research and statistical modeling. Through his research work on economic inequality, Mr. Queen has developed his abilities in the collection, analysis, and interpretation of complex data. He uses these skills to support the firm's data analysis and report development activities. Mr. Queen earned a Bachelor of Science in Quantitative Economics and a Bachelor of Arts in History, both from Ohio Wesleyan University.

Improving Access and Connection for Next Generation Women Leaders: MSMU's Technology Lending and Development Program

Project Evaluation Considerations

Presenters:

Danielle Salomon| Asst. VP of Strategic Initiatives, Mount Saint Mary's University

Christopher Cox, PhD| Senior Research and Evaluation Associate, The Rucks Group

Spencer Queen| Data Analyst, The Rucks Group

CMC AWARD OVERVIEW

Purpose and Beneficiaries

- Increase MSMU students' access to computers and internet, and increase their confidence in using technology to achieve their academic and professional objectives

Activities and Outcomes

- Laptop kiosks in both campus libraries
- Additional laptops & hotspots for long-term loans
- Workforce development training for students and digital/technology skill building workshops

EXPECTED OUTCOMES & RESULTS

Inputs	Activities	Outputs	Outcomes		
			Short Term	Intermediate	Long Term
			1-2 year	3-5 years	Beyond 5 years
DOC CMC Funding Collaboration among MSMU departments Media and Technical Support Analyst (MTSA) Student workers	Provide technology hardware (i.e., hotspots and laptops) Provide program and technical support, and Conduct digital literacy training	Students have access to 48 short-term loanable laptops (24 per campus kiosk) 22 students per year have long-term access to a laptop 10 students per year have long-term access to hotspots Students have access to technical support Students access training associated with technology proficiency/digital literacy	Increase the percentage of students with access to computers (from a baseline of 89%) and to internet access at home (from a baseline of 57%) Increase students' confidence in using technology to achieve academic and professional objectives and ensure digital inclusion	Students improve academic outcomes	Students improve professional outcomes
If we do this,			**then we achieve this.**		

EVALUATION PLANNING

Considerations

- Align metrics with CMC reporting needs and timeline
  - Performance measures to track project effectiveness and impact on digital equity
- Collaborate with internal expertise
  - Human Subjects Institutional Review Board (HS-IRB)
  - Institutional Research (IR)
  - Associated areas – Academic Affairs, IT, Faculty Members
- Focus on maximizing formative data to inform project
  - Insights from first year students
  - Feedback from participating students
  - Insights from participating faculty/staff members

TIMELINE MAPPING

	Project Year 1		Project Year 2		Project Year 3	
Reporting	Year 1-First Semi-Annual Report	Year 1-Second Semi-Annual Report	Year 2-First Semi-Annual Report	Year 2- Second Semi-Annual Report	Year 3-First Semi-Annual Report	Year 3- Second Semi-Annual Report
Official Period	10/1/22 - 3/31/23	4/1/23 - 9/30/23	10/1/23 - 3/31/24	4/1/24 - 9/30/24	10/1/24 - 3/31/25	4/1/25 - 9/30/25
Academic Period	Late Fall and Early Spring Terms	Late Spring, Summer and Early Fall Terms	Late Fall and Early Spring Terms	Late Spring, Summer, and Early Fall Terms	Late Fall and Early Spring Terms	Late Spring, Summer, and Early Fall Terms

PERFORMANCE MEASURES

PROJECT EFFECTIVENESS	
- **Technology available (purpose)** o Create additional technology capacity for students in need (benefit) o MSMU students (beneficiary)	- Project tracking of technology devices available for loan [Project Records]
- **Generate awareness of available technology for short-term and long-term loans (purpose)** o Increase utilization of technology by ensuring all students know about access (benefit) o MSMU students (beneficiary)	- Project tracking of # students reached about the availability of short- and long-term technology loans [Project Marketing Records]
- **Students' access to computers (purpose)** o Document students' access to computers o MSMU students (beneficiary)	- Through surveying first-year seminars, document students' access to computers **as part of Objective 1**
- **Students' home access to the internet (purpose)** o Document students' access to the internet at home o MSMU students (beneficiary)	- Through surveying first-year seminars, document students' access to the internet at home **as part of Objective 1**
- **Students' confidence in using technology to achieve academic and professional objectives and ensure digital inclusion (purpose)** o Document students' confidence in using technology o MSMU students (beneficiary)	- Through surveying first-year seminars, document students' confidence in technology **as part of Objective 2**

PROJECT IMPACT ON DIGITAL EQUITY	
- **Short-term laptops utilized (purpose)** o Provide laptops to students with a short-term need (benefit) o MSMU students (beneficiary)	- Total # of hours/days laptops were checked out from kiosks [Project Records]
- **Long-term laptops utilized (purpose)** o Provide laptops to students with a long-term need (benefit) o MSMU students (beneficiary)	- Total # of days laptops were checked out from the media center [Project Records]
- **Long-term Internet hot spots utilized (purpose)** o Provide internet hot spot access to students with a need (benefit) o MSMU students (beneficiary)	- Total # of days hot spots were checked out from the media center [Project Records]
- **Improve digital literacy and technology proficiency (purpose)** o Increase students' skills to support their academic and professional goals (benefit) o MSMU students (beneficiary)	- Analysis of a set of counterfactual survey items completed by students participating in training [Post-Training Survey]
- **Mitigate students' technology barriers to academic success (purpose)** o Provide technology access to students to fully engage in academic and non-academic pursuits (benefit) o MSMU students (beneficiary)	- Analysis of a set of survey items regarding uses of technology completed by students participating in a technology loan [Post-Loan Survey]
- **Changes in GPA for FREQUENT short-term borrowers (purpose)** o Determine the extent to which frequent short-term technology loans supported student success (benefit) o MSMU students (beneficiary)	- Overall Semester GPA before short-term loan, during short-term loan, after short-term loan [Institutional Research]
- **Changes in GPA (purpose)** o Determine the extent to which long-term technology loans supported student success (benefit) o MSMU students (beneficiary)	- Overall Semester GPA before long-term loan, during long-term loan, after long-term loan [Institutional Research]

California State University, Dominguez Hills: Closing the Divide with CSUDH Workforce Integration Networks

California State University, Dominguez Hills Presenter

Alana Olschwang, Ph.D.

Associate Vice President for University Effectiveness, Planning, & Analytics

Dr. Alana Olschwang serves as the Associate Vice President for University Effectiveness, Planning, & Analytics (UEPA).UEPA organizes, evaluates, assesses, and supports improvement to operations, initiatives, and efforts so that the university can determine how well it is fulfilling its mission and achieving its goals.

Working under the University Effectiveness, Planning, and Analytics (UEPA), the CSUDH Office of Institutional Research (IR) supports and collaborates with campus stakeholders to make data-informed decisions related to university priorities and strategic planning. In support of this mission, IR provides university data to meet reporting requirements, communicates relevant data to the campus community, offers data literacy training and education to university stakeholders, and supports university leadership by providing data and related analytic tools.

Closing the Digital Divide with CSUDH Workforce Integration Network (WIN)

NTIA CMC Evaluation Learning Network

National Telecommunications and Information Administration Connecting Minority Communities Pilot Program

October 31, 2024

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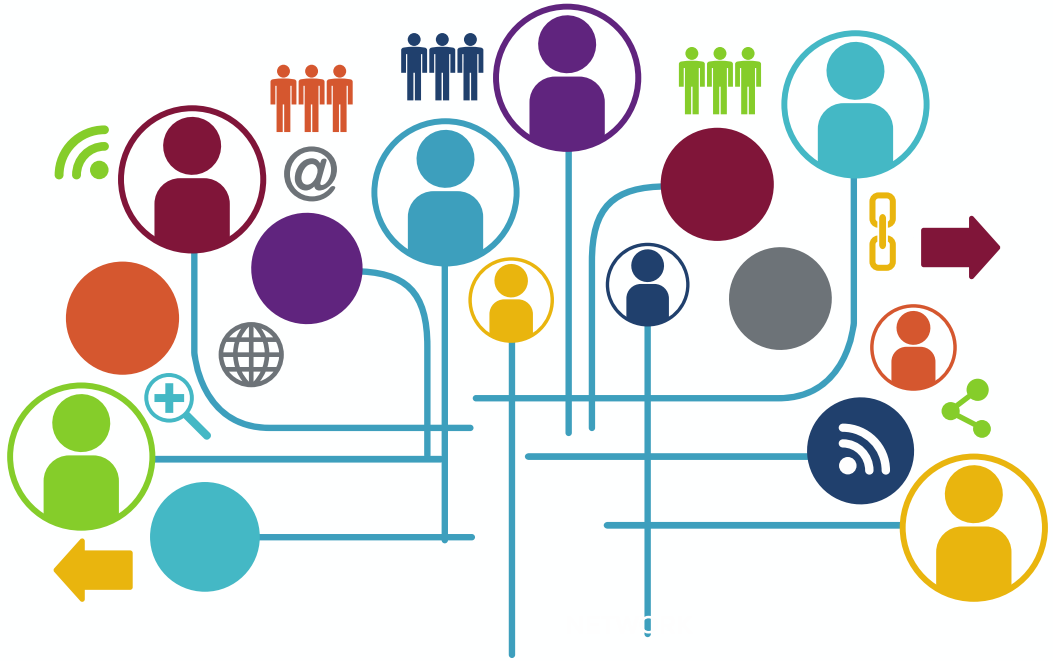
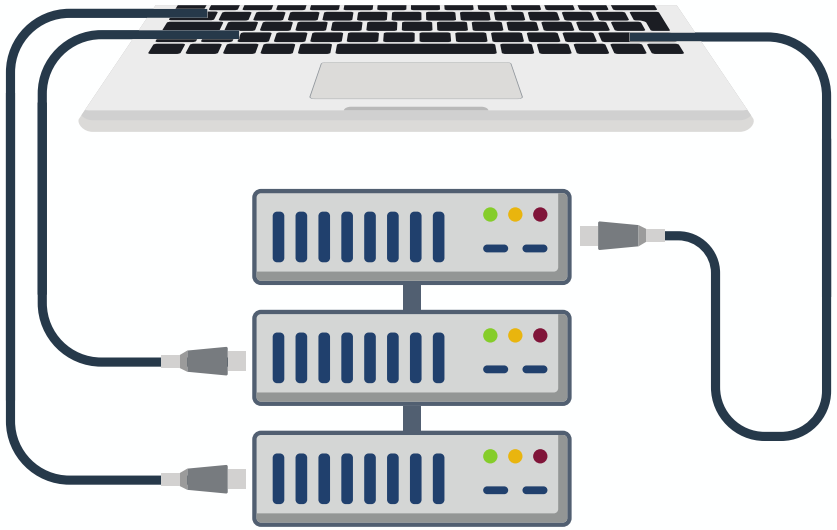
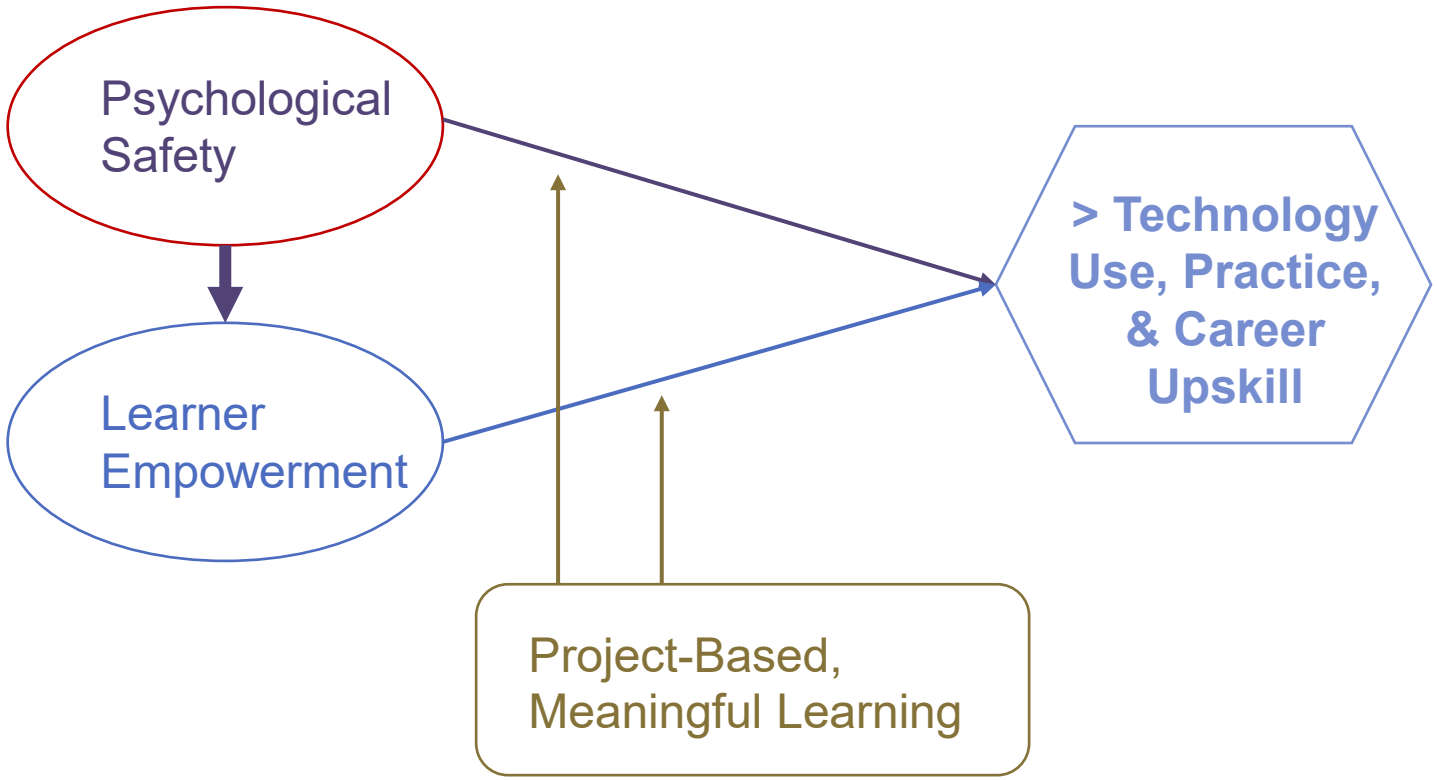




win.csudh.edu

Research model



Informed by: Edmondson (1999), Gonsalves et al. (2019), and Loague et al. (2018).
Presented by Deng, N. (2024) at AMCIS Conference in Salt Lake City: *Enhancing Underserved Students' Digital Proficiency and Learner Empowerment through Community-Based Course Projects (https://aisel.aisnet.org/amcis2024/is_education/is_education/26/) and Psychological Safety, Empowerment, and Technology Use by Underserved Students. (https://aisel.aisnet.org/treos_amcis2024/163/).*

Essential Elements:

- ✓ **H**: High Expectations
- ✓ **E**: Engaged & Innovative Learning
- ✓ **R**: Relationship Centered
- ✓ **O**: Occupational Understanding

Full Time Leader: *Dedicated, strong, and collaborative with the ability to authentically connect with students, staff, faculty, and community partners and ensure all aspects of the program are flexible enough to be attuned to the participant needs, while consistent enough for cohesion and connected to impact.*

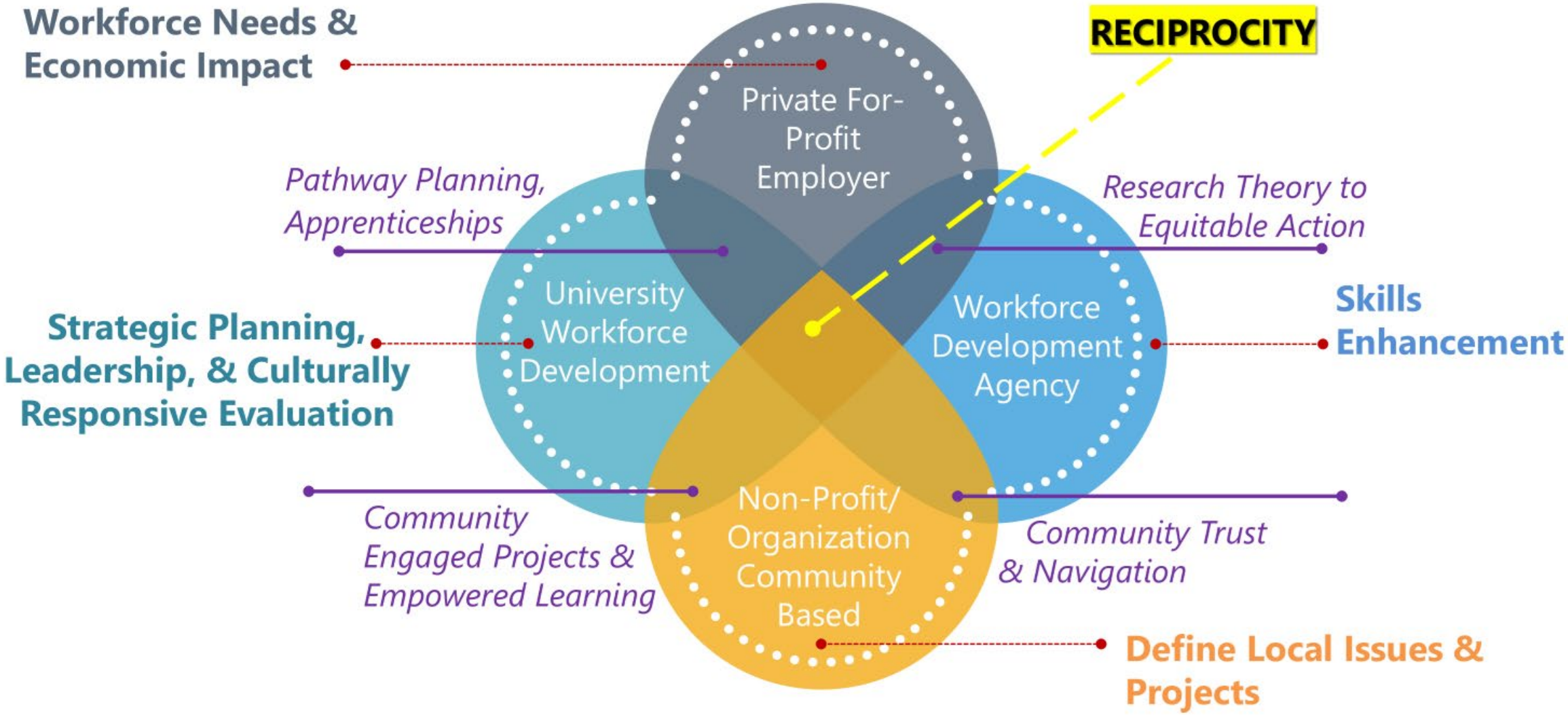
Rawls, et al (*Forthcoming*) Empowerment and Workforce Development. In Watson, E. C., Keith, C., J., & McConnell, K. D. (Eds.) AAC&U's General Education in Higher Education. Routledge Printing.

Krystal (Director) with Cameron (Intern)

Mixed-Methods Evaluation

Research-2-Practice-2-Assessment-2-Evaluation

- Surveys
  - Students: (Pre-Post) for Course, Internship
  - Faculty: Community of Practice, Course Feedback
  - Community: Applications, Training
- Document Review & Secondary Data Analysis
  - Syllabi Audit
  - Project Assets (analytics, marketing, PPM)
  - American Communities Survey (Census)
- Focus Groups & Interviews
- Community Mapping
  - GIS Layered Map for engagement, district served
  - Covered Populations Requested and Fulfilled
- Annual Recognition & Celebration
  - Badging, Certificates, Impact Reports
- Expert External Evaluation



Olschwang, A. (2024). Enhancing Workforce Development through Cultural Responsiveness. In Powers, K. P. (Eds.), *The Power of Strategic Accreditation, Driving Institutional Impact* (pp.301-348). Amazon Publishing.

Q&A

Thank You!