

TIG FINAL EVALUATION REPORT

Grantee name: Legal Aid Society of Greater Cincinnati, Grantee #436040

TIG grant number: 01004

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Contact people: Mary Asbury, Executive Director
Legal Aid Society of Greater Cincinnati
513-362-2800
Masbury@lascinti.org

Patricia Pap, Executive Director
Management Information Exchange
617-556-0288
Ppap@m-i-e.org

I. Project Goals

The Technology Evaluation Project (TEP) was established through a 2001 Technology Innovation Grant (TIG) grant from the Legal Services Corporation (LSC) to the Legal Aid Society of Greater Cincinnati (LASGC). LASGC contracted with Management Information Exchange (MIE) to carry out the work of the grant. TEP had these goals:

1. To increase the likelihood that the recipient of a TIG or other technology grant would usefully be able to evaluate the proposed project;
2. To develop instruments and standards that would be useful to legal services programs in the future when designing and implementing processes for the evaluation of their technology and other projects;
3. To train members of the legal services community in evaluation theory and practice for technology and other projects;
4. To develop a more uniform accessibility among legal services programs to national expertise on evaluating technology and other projects; and
5. To encourage legal services programs to share what they learned about technology evaluation with each other, and to benefit from each other's best practices.

II. Major Accomplishments

TEP focused its development of evaluation materials on the more common technological approaches among other TIG grantees, or on ones that seemed likely to be utilized increasingly in the coming years. The areas covered by the evaluation materials TEP developed are these:

1. **Website-Based Client Legal Services** – websites that provide low-income persons with access to information and other resources to help them understand the law and to solve their legal problems through education and information about legal rights, support for self-representation and referrals to other sources of assistance.
2. **Website-Based Advocate Services** – website components that support advocates' efforts to provide legal help to low-income persons. This concerns communication among legal services advocates and covers support mechanisms, such as message boards, listservs, brief banks, libraries, case postings, job postings, and e-mail newsletters. It also includes support for Pro Bono Attorneys through web-based services including case placement, listservs, message boards, calendars, sample pleadings, forms, and training materials.
3. **Legal Workstation Information and Resources** – projects that seek to provide access to legal materials and other assistance available on legal services' websites, through computers and other peripheral equipment that is located in an intermediary organization, such as a homeless shelter, another social services agency, the court or a library.
4. **Videoconferencing Resources and Support for Clients** – projects that use videoconferencing to provide clients with training, legal advice, and direct representation.
5. **Videoconferencing Resources and Support for Advocates** – projects that use videoconferencing in training of advocates and to support communication, networking and collaboration among advocates.

Attached in Appendix A are lists of the evaluation instruments developed for each of the areas above, including identification of the evaluation component, purpose of the evaluation component and evaluation instrument. TEP is pleased that LSC has remarked that it is very impressed by the high quality of these instruments.

III. Factors Affecting Project Accomplishments

The TEP technology evaluation standards and data collection instruments in each area were drafted by TEP's project manager and its Evaluation Development Team of outside evaluation experts. The standards and instruments were circulated extensively for comments. Those who commented included members of MIE's TEP Advisory Committee, Legal Services Corporation staff members, MIE's TEP TIG grantee working group, and other TIG grant recipients via the 2002 LSC TIG conference in Chicago, the NLADA annual conference in November 2002, and

LS-Tech listserv and website postings.

The evaluation materials for websites were field tested by Legal Services for New York, Ohio State Legal Services Association, the Illinois Technology Center and the Tennessee Alliance for Legal Services. The evaluation materials for video conferencing and legal work stations were used by the Legal Aid Society of Hawaii, Montana Legal Services Association, and the Legal Aid Bureau of Maryland, and TEP monitored their use of these materials. The evaluation materials were revised according to the data gathered from the field testing.

During 2003, LSC decided to accept and modify TEP's evaluation instruments. This is a positive testament to the quality of the instruments. Some confusion did arise though as a result. The instruments, once adopted by LSC, also became mandatory for current and future TIG grantees and this affected one of the objectives of TEP which was to encourage programs to use evaluation for their own purposes, i.e., for candid internal appraisals of the effectiveness of their projects and of areas needing improvement. Another consequence of LSC's adoption of TEP materials was that TIG recipients who used LSC-mandated materials were essentially using TEP materials, although they may not know it.

Some additional lessons that TEP has learned from this process include these. TEP initially thought that it would be important for a "techie" to fill the position of TEP project manager, to understand the technology and to have credibility in the tech community. It turned out that it was more important to have a person with strong management skills in this role.

Working with outside consultants proved very challenging. TEP engaged several experts in nonprofit evaluation and technology to assist in carrying out this project. Issues popped up including: lack of knowledge of the legal aid community; long learning curve; slow production of work; different perspectives about "putting in the hours" versus getting the job done; changing personnel of the consultant firm; and the need to "manage" the consultants.

The timing of the 2001 TEP TIG grant and other programs' 2001 TIG grants with their requirement of evaluation turned out to be more difficult than anticipated. 2001 grantees wanted answers and instruments from the very beginning that they knew would comply with LSC requirements

The questions of whether or not or how or how much to gather baseline data when building the evaluation instruments and protocols were interesting, time consuming, and discordant.

IV. Strategies to Address Major Challenges

The primary strategy used by TEP to address its challenges as they developed was extensive communication with LSC, with TIG grantees, and with its consultants and experts. More information on addressing these challenges is contained in section V, which follows.

V. Assessment of System or Approach Developed Through the Project

Following are TEP's responses to the evaluation questions it posed in its 2001 grant proposal:

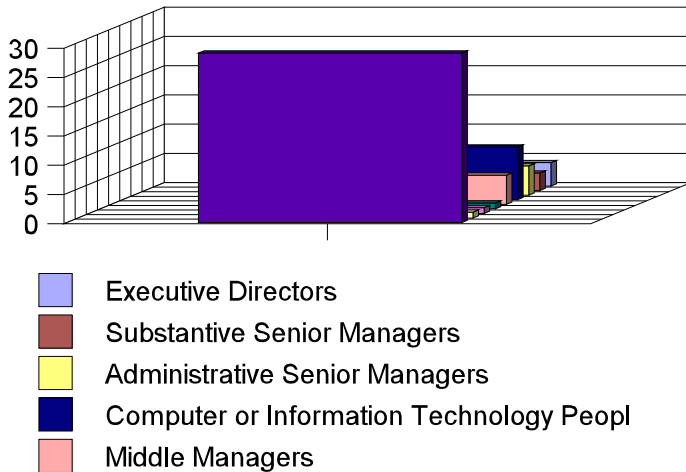
1. *Has TEP increased the likelihood that the recipient of a TIG or other technology grant will usefully be able to evaluate the proposed project?*

Yes, TEP has increased the likelihood that TIG grant recipients, and legal aid recipients of other technology grants, will usefully be able to evaluate their project. The TEP standards and instruments have been adopted by LSC because of their excellence. When LSC decided to require certain uniform evaluation instruments be completed by all TIG recipients, it adapted those created by TEP. For example, instructions to LSC's instruments state:

“With the exception of the Access Challenges Assessment, the LSC Web site evaluation instruments were adapted from instruments developed by the Management Information Exchange Technology Evaluation Project (TEP). A LSC TIG grant helped support TEP's development of evaluation instruments for web sites and other technologies. LSC is very impressed by the high quality of these instruments, which are the product of a multi-year process that incorporated input from a wide-range of state justice community members as well as the findings of tests in several states.”

LSC also noted that its prescribed evaluation would not provide grantees with all of the data needed to fully assess the effectiveness of their websites and so grantees were encouraged to use the TEP materials and other evaluation tools in addition to address their different or additional evaluation goals.

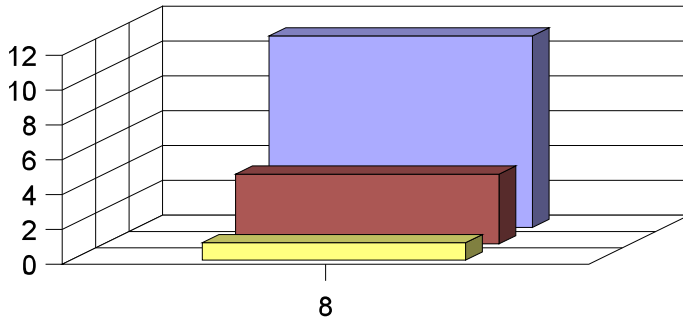
Survey Respondents



MIE TEP Survey

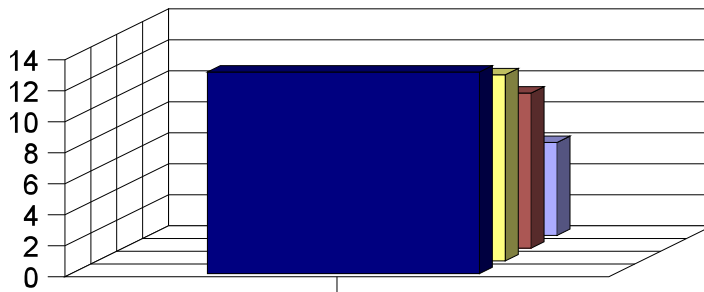
To add to the knowledge gained over the twenty-three months of work with TIG grantees on evaluations, and to prepare for answering these evaluation questions, TEP undertook a survey of TIG grantees in the fall of 2004 about their experience with the TEP instruments and with evaluation generally. The survey was completed by twenty-nine respondents, whose characteristics are noted in the charts which follow. Responses to the survey are incorporated in the answers to the evaluation questions, below.

Respondents' Roles



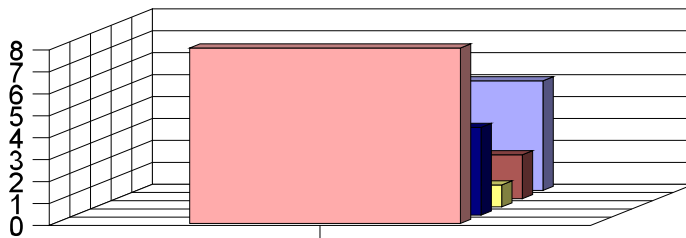
- Supervision of others who implement and
- Shared responsibility for implementation
- No role with information technology

Year of TIG Grants



- 2000 TIG Grants
- 2001 TIG Grants
- 2002 TIG Grants
- 2003 TIG Grants

Familiarity w/TEP



- Used/adapted TEP
- Looked closely at TEP materials and used
- Looked closely at TEP materials
- Saw the materials but not closely
- Heard of TEP

Every survey respondent said they had heard of TEP as this chart shows.

2. *Has TEP resulted in the development of instruments and standards that are useful to legal services programs in the future on designing and implementing processes for the evaluation of their technology and other projects?*

Yes, TEP has resulted in the development of instruments and standards that are useful to legal aid programs, now and in the future, for the evaluation of the effectiveness of their technology projects. The TEP evaluation instruments and standards have been finalized and are available on the MIE website at www.m-i-e.org in the technology/technology evaluation topic heading, and on the LS-Tech website at www.lstech.org/TIG/eval.

Furthermore, according to the fall 2004 TEP survey, of the programs which used TEP materials with little or no modification, or by adapting them, or as a resource,

- 100% agreed they provided useful guidance regarding evaluation approaches and techniques.
- 100% agreed the materials explained effectively how they should be used.
- 83% agreed the materials were easy to use.
- 67% found the materials to be comprehensive.
- 83% agreed they asked the right questions.
- 67% agreed that the evaluation instruments gathered information that helped them to manage their technology project more effectively.
- 83% agreed the evaluation instruments helped them gather information that helped them market their technology project.

3. *Has TEP resulted in the training of members of the legal services community in evaluation theory and practice for technology and other projects?*

Yes, to a significant degree, TEP resulted in the training of members of the legal aid community in evaluation theory and practice for technology and other projects, however additional training on evaluation would be valuable to programs.

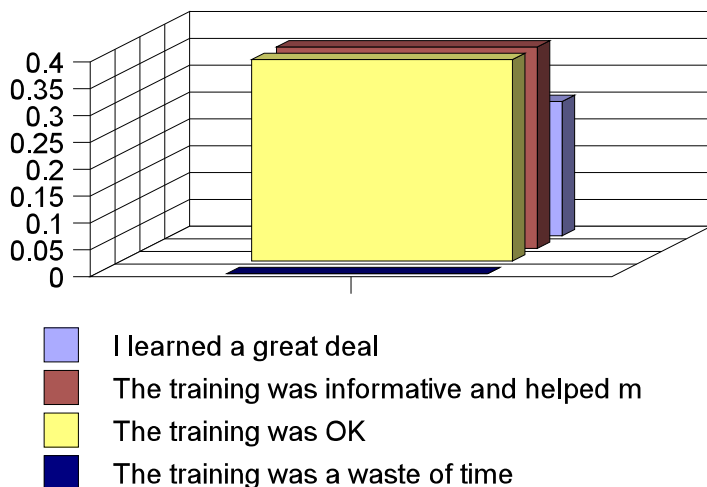
TEP conducted these trainings:

- at the 2001 LSC TIG conference in Chicago, in a plenary session conducted by a national expert on evaluation, TEP introduced TIG grantees to the purpose of evaluation and the concept of the logic model.
- at the 2002 LSC TIG conference in Chicago, TEP conducted one plenary session and two breakout sessions on evaluation. TEP worked with TIG recipients in these large and small group settings to discuss their evaluation plans and the instruments that TEP was in the process of developing. The TEP instruments had not yet been field tested at this time.
- At the 2002 NLADA annual conference in Miami, TEP participated in a workshop which showcased how different legal aid programs had evaluated the effectiveness of their technology projects. Some programs had used TEP forms then in development or variations of them. Other programs used different methodologies for evaluating their

projects. The goal of the workshop was to introduce programs to the concept and methodology of evaluation.

- ❑ At the 2003 ABA/NLADA Equal Justice Conference in Portland, TEP participated in a workshop on the importance of evaluation for effective management and how to develop an effective evaluation plan. TEP introduced the TEP evaluation instruments and encouraged people to think broadly about evaluation.
- ❑ At the 2003 NLADA annual conference in Seattle, TEP participated in a workshop with LSC on the TEP materials, which were substantially in their final form, and LSC's variations to these materials and LSC requirements for their use.

Rating the Trainings



Throughout its grant period, TEP also responded to individual questions from legal aid programs about the evaluation materials and standards as they arose. For example, TEP reviewed the instruments developed by Tracey Roberts of the Atlanta Legal Aid Society/Georgia Legal Services Program TIG Project, provided suggestions and discussed the findings with her. TEP took part in conference calls with the Legal Services of Northern Florida about TEP instruments and how the program might use them. It also participated in a call regarding the evaluation portion of the TIG grant for Southern Louisiana.

Most of the technical assistance provided by TEP took place in conjunction with the TEP trainings. A unifying theme of this technical assistance was that people needed help and sought help in thinking through how to design an evaluation that would answer questions which were useful to them. (Once LSC decided to require certain evaluation processes be followed, it began to refer programs seeking technical assistance to other national TIG projects with technical assistance as a specific part of their objectives.)

TEP also worked with other national TIG projects throughout the grant period. The TEP draft

standards and data collection instruments were posted on the LS-Tech website. National TIG projects were promoted in the *MIE Journal* on several occasions. Representatives of other national TIG projects participated in the design and delivery of workshops at MIE's Managers in the Middle conferences in June 2001 and September 2002, and at MIE's National Conference for Legal Services Administrators in October 2002.

This process of evaluating the project for LSC has reinforced in the TEP team the value of the models and materials it has produced and the short nature of organizational memory, particularly in technology staff who may turn over more quickly compared to advocate or management staff in legal aid programs. TEP instruments and lessons learned from this project on evaluation should be constantly recirculated and updated by MIE and others, and not allowed to be forgotten.

4. *Has TEP resulted in a more uniform accessibility among legal services programs to national expertise on evaluating technology and other projects?*

TEP sought out national expertise from the nonprofit community on evaluation and technology and brought it to the legal aid community during the TEP. Without TEP, programs would not have had access to this expertise, which is now incorporated into the evaluation standards and instruments, and has become part of the experiences and expertise of many members of the legal aid community. TEP did not become a center for national expertise on evaluation because LSC adopted a different strategy.

Additionally, several factors developed which affected the beneficial impact of TEP on the legal aid community:

- Programs forget, and new staff may not be familiar with the outcomes of TEP.
- When LSC required that TIG recipients use a certain set of evaluation materials, even though they were based on the TEP materials, grantees no longer needed to think through the role of evaluation in their managing of their technology projects.
- Once LSC required that TIG recipients use specific evaluation materials, LSC no longer promoted TEP at subsequent TIG conferences and/or among subsequent TEP grantees.
- Programs began to understand the evaluation process to be an LSC requirement - a funder mandate - rather than a real look at the effectiveness of their work or the role of evaluation in their programs.
- Executive directors did not appear to be significantly involved in the implementation of some TIG projects, which limited TEP's ability to achieve part of its goals. Few executive directors attended TIG conferences or TIG workshops at other conferences. Executive directors may be more in touch with the importance of evaluation as a management tool than most other staff members. They may be more in touch with the variety of resources available in the community, thus perhaps more aware of MIE and TEP. On the other hand, they may not be sufficiently involved in some technology projects.
- Conversely, legal aid program technology staff who implemented TIG grants tended not to attend national conferences such as NLADA and EJC where TEP workshops were held; and tended not to have access to the *MIE Journal*.

- ❑ Promotion of TEP evaluation materials through LS-Tech may not have been as effective as planned because people have needed to go specifically in search of the materials on the site. TEP should have done more distribution of evaluation materials, including instruments and articles, via email and mail, or web-based training, to individuals directly at their desks in their offices.
 - ❑ Programs appear to continue to struggle with evaluation. Only a limited number of the limited number of programs identified by LSC as having completed evaluations actually said they had completed an evaluation of their TIG grant.
5. *Has TEP resulted in legal services programs more fully sharing what they have learned about technology evaluation with each other, and benefitting from each other's best practices?*

TEP facilitated the sharing of information and experiences related to the evaluation of technology project. Instruments and standards have been developed, field tested and disseminated to legal services programs. TEP worked with national TIG projects, participating in meetings and workshops to TIG grantees, and posted materials on the LSTech website. TEP and other national TIG projects have been publicized and promoted in the *MIE Journal* and on MIE listservs and at MIE's national conferences. More sharing can and should be done in pages of *MIE Journal* at conferences and elsewhere.

VI. Major Lessons and Recommendations: Evaluation as an Essential Tool of Managing Projects

The development of evaluation tools for technology initiatives has added to the general understanding of evaluation in legal aid programs, particularly in terms of self-evaluation. TEP materials were developed for use by managers to answer their questions about the effectiveness of their projects. Technology initiatives are sufficiently expensive and their effectiveness sufficiently uncertain that testing whether the initiatives are accomplishing their intended purpose is essential.

Focusing on the evaluation question – whether a project has accomplished its intended purpose – may push project planning into a more disciplined process that will not only support a more effective evaluation, but in addition, may improve management of the project. This results from the fact that self-evaluation encourages focus on the question, “*What do we hope to accomplish that is measurable and realistic?*”

Effective project management requires establishing a direct connection between the specific goals of a project and a disciplined effort to evaluate whether the goals have been met. The results of the evaluation, in turn, inform decisions about the operation of the project and appropriate changes in it. This management process is sometimes called the *logic model*. It involves several discrete steps:

- ❑ *Development of realistic goals that the project is designed to accomplish.* At a planning

level, a project begins with the question, what is the problem we are trying to solve, or the need that we are trying to meet?

Setting a clear expectation of the desired outcomes or results of the project if it



accomplishes its objective. Here the question are: “What will be different for our clients, (or for our advocates and other staff), if we meet the objective? How will we know if we are successful?”

Selection of a well-structured strategy to accomplish the stated objective. This entails



making a thoughtful choice about what is likely to be the most successful of many possible strategies to solve the problem or meet the need.

Implementing the strategy. The step involves identifying the activities and time frames for



the work to be performed by each member of the team, and ensuring that the activities are accomplished.



Evaluating the strategy and the results. This is the step of effective project management that is most often skipped by legal aid programs. It is the step that the TEP materials are designed to support. There are two evaluative aspects – tracked in the TEP materials – one focused on process and one focused on outcomes, which seek to answer two aspects of the same simple question, “Did the strategy work?” A process evaluation seeks to answer the question: “Did we implement the strategy properly?” Tied up in that question are issues, such as, “Do we have the right staff?” “Are they managed and supervised properly?” “Did we meet our timetable?” An outcomes evaluation asks different questions: “Did we achieve the outcomes and results that we expected?” “What is different for our clients or our advocates because of the strategy?”

For managers, both process and outcome evaluations are important. Without a combination of the two, it may be hard to discern whether a failure to accomplish the desired objectives has resulted from the fact that the strategy was flawed, no matter how well implemented. For some issues, particularly those that affect clients, it may turn out that web-based strategies will simply *never* work. Or conversely, a well-conceived strategy may have failed because the wrong people were hired to carry it out. A website aimed at clients might well have helped them, if only it were more readable, or more easily navigable. A web-based brief bank that no one uses *might* have worked if the contents had been vetted more fully, or if finding the right brief or pleading were easier.

Acting on the results of the evaluation to adjust the strategy, or in some cases to change



the objective. The essential element of the logic model of project planning is to act on the results of an evaluative process. An outcome evaluation that shows that desired outcomes are not being met leads to the questions - why and what can we do about it? A concomitant process evaluation might well identify issues in the implementation that suggest adjustments at that level – new staff, different managers. Or it might – and often will – suggest an alteration of the strategy. *We did not do enough outreach, or assign*

enough staff to review website content. Occasionally, it will lead to an abandonment of the objective altogether. We still care about the result, but we have found that we cannot accomplish it with the resources that we have available to try, and we have found out that they are not enough. So, it is a waste of the resources we are dedicating to it to continue.

More on Evaluating Outcomes. Programs may have shied away from outcome evaluations because of the uncertainty of how to define outcomes in meaningful *and* measurable ways. Outcome inquiries are even more challenging when technology is the vehicle for delivering the service. With initiatives that serve clients through the web and other similar technology, for instance, it is usually difficult to identify who uses the service and what they did with it. Did they read self help materials? Did they act upon them? Did they act appropriately to their circumstance? Did they solve their problem?

It is important to understand outcomes along an entire spectrum from short-term to intermediate-term to long-term. There are many potential outcomes that might be measured along a spectrum of a project's operation and its impact. At each step along the continuum, there are evaluation questions that are specific to it. No single evaluation has to assess outcomes along every step of the continuum. Where on the continuum an evaluation focuses is a function of the purpose for the evaluation. In designing an evaluation, it is important for a program to be clear regarding its purpose, what questions need to be answered to serve that purpose and what data will answer the questions.

Moreover, evaluations frequently encompass two areas of inquiry. The first concerns "process:" what technology resources have been put into place? Are they easy to use, accessible? As this technology actually been used? Are users satisfied with their use of the technology? These questions are also sometimes referred to in TEP materials as short-term outcomes. The second area of inquiry concerns intermediate and long term outcomes: What has changed for those who have used the technology? How are clients being benefitted by the project? With perhaps only one exception, the evaluations reviewed did not reach the question of outcomes. They did not ask questions such as, what was the outcome of the client's problem? What happened in court? How have advocates used this training?

The process/short term outcome inquiry comes first in time, and it is not surprising that in the first effort to evaluate a project attention be paid to technology inputs, use and user satisfaction. Both LSC and individual grantees recognized that the information gained from the surveys does not reflect all of the information needed to understand the value of the project or its sustainability, and that further evaluation is necessary.

It is crucial to remember however, especially given the great amounts of money, time and energy spent on technology initiatives, that the questions of outcomes for clients be reached. The pleadings are acceptable to the courts, now how did the client fare? The video equipment established the long-distance connection between client and advocate, now how did the client fare in the meeting, in the hearing? Training registration is good, now what is the advocate/manager going to do differently?

TEP's reviewed completed TIG evaluations of process/short term outcomes. Did clients learn of the service? Were they able to access it? Did people who accessed the service actually use it? Did the user understand the information or advice provided? How did users rate the service? In fact, one of the short term questions: "Did the user take action as a result of the service?" is not reached in most of these evaluations. It would be timely to move evaluation into the realm of results for clients in the short and intermediate terms.

Also, funders have every right to seek the evaluation of a project being funded. It is important to remember, however, that if evaluation is driven from outside the legal aid program implementing the project, results will be different. What a program may reveal to itself, it may not be able to reveal to an outsider. Programs will not get the chance to figure out the relationship of evaluation to program effectiveness. This phenomenon has appeared in the reviewed TIG evaluations. It would be important to take evaluation into the realm of serious conversations occurring at staff meetings including advocates, managers and executive directors.

Appendix A

Website-Based Client Legal Services

Evaluation Component	Purpose	Instruments
#1: Technology Inputs (Website Outreach, Usability, Quality and Accessibility)	Outreach To examine your program's efforts to market and publicize your website.	Outreach Client Website Outreach Checklist
	Usability To examine whether targeted users are able to easily use the website.	Usability Client Website Usability Test
	Design To examine whether the design of your website meets your design standards.	Design Client Website Design Checklist
	Content To examine whether new content you are posting on the website meets your content standards	Content Client Website Content Checklist
	Access To examine some components of website accessibility.	Access Client Website Technological Accessibility Checklist
#2. Use of the Technology (Use of the Website)	To examine the usage of your website.	Client Website Web-Based Statistics
#3. User Satisfaction with the Technology (User Satisfaction with Website)	To examine whether users (client and/or community provider) are satisfied with the website.	Client Website User Survey Client Website Community Provider Survey
#4. Outcomes from Use of the Technology	To examine whether users believe the website met their needs (helped them find services, increased their knowledge, helped them get results).	Client Website User Survey Client Website User Interview

Website-Based Advocate Legal Services

Evaluation Component	Purpose	Instruments
#1: Technology Inputs (Website Usability, Quality and Accessibility)	Outreach To examine your program's efforts to market and publicize your website.	Outreach Advocate Website Outreach Checklist
	Usability To examine whether advocates are able to easily use the website.	Usability Advocate Website Usability Test
	Design To examine whether the design of your website meets your design standards.	Design Advocate Website Design Checklist
	Content To examine whether new content you are posting on the website meets your content standards.	Content Advocate Website Content Checklist
	Access To examine some components of website accessibility.	Access Advocate Website Technological Accessibility Checklist
#2. Use of the Technology (Use of the Website)	To examine usage of your website.	Advocate Website Web-based Statistics
#3. User Satisfaction with the Technology (User Satisfaction with Website)	To examine whether users are satisfied with the website.	Advocate Website Advocate Survey

#4. Outcomes from Use of the Technology (client and systemic outcomes)	To examine whether advocates believe the website has helped them in their work and for pro bono attorneys, has influenced their involvement in the pro bono program.	Advocate Website Advocate Survey
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Legal Workstation Evaluation Tools

Evaluation Components	Purposes	Instruments
#1: Technology Inputs	Outreach To examine your program's efforts to market and publicize your workstations.	Outreach Legal Workstations Outreach Checklist
	Accessibility To examine whether the workstations are located in areas where the targeted population can access them and whether they are accessible to persons with disabilities.	Accessibility Legal Workstations Accessibility Checklist Legal Workstations User Survey
	Usability To examine whether targeted users are able to use the workstations and obtain help using them.	Usability Legal Workstations Usability Checklist Legal Workstations Assistance Tally Sheet Legal Workstations User Survey Legal Workstations Community Provider Survey
#2. Actual Use of the Technology	To examine whether targeted population is using the workstations.	Legal Workstation Sign-In Sheets
#3. User Satisfaction with the Technology	To examine whether users are satisfied with the workstations.	Legal Workstations User Survey

#4. Outcomes from Use of the Technology	To examine whether workstations provide legal information access to the targeted population.	Legal Workstations User Survey
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Client Videoconferencing Evaluation Tools

Evaluation Components	Purposes	Instruments
#1: Technology Inputs	Outreach To examine your program's efforts to market and publicize your videoconferencing services.	Outreach Client Videoconferencing Outreach Checklist Client Videoconferencing Community Provider Survey
	Accessibility To examine whether the videoconferencing equipment is located in areas where the targeted client population can access it and if it is accessible to persons with disabilities.<	Accessibility Client Videoconferencing Accessibility Checklist Client Videoconferencing User Survey
	Usability To examine whether targeted users are able to use the videoconferencing equipment and get help if needed.	Usability Client Videoconferencing Usability Checklist Client Videoconferencing Assistance Tally Sheet Client Videoconferencing User Survey Client Videoconferencing Community Provider Survey
#2. Actual Use of the Technology	To examine whether targeted population is using the videoconferencing equipment.	Client Videoconferencing Community Provider Survey

#3. User Satisfaction with the Technology	To examine whether users are satisfied with the videoconferencing equipment.	Client Videoconferencing User Survey
#4. Outcomes from Use of the Technology	To examine whether the videoconferencing equipment provides legal advice/legal representation access to targeted users.	Client Videoconferencing User Survey Client Videoconferencing Advocate Survey

Advocate Videoconferencing Evaluation Tools

Evaluation Components	Purposes	Instruments
#1: Technology Inputs	To examine whether users are able to use the videoconferencing equipment.	Advocate Videoconference Training Survey Advocate Videoconference Meeting Survey
#2. Actual Use of the Technology	To examine whether advocates are using the videoconferencing equipment.	Advocate Videoconferencing Program Records
#3. User Satisfaction with the Technology	To examine whether advocates are satisfied with the videoconferencing equipment.	Advocate Videoconference Training Survey Advocate Videoconference Meeting Survey
#4. Outcomes from Use of the Technology	To examine whether videoconferencing technology increases advocate participation in training and advocate networks, facilitates interaction among advocates.	Advocate Videoconferencing Program Records Advocate Videoconference Training Survey Advocate Videoconference Meeting Survey

