



MINDSHIFT EVALUATION STARTER PACKAGES

Protect Each One Consulting, LLC | Learning & Research Resources

PACKAGES & LEARNING KIT

Turn information into a decision.

MindShift Evaluation Starter Packages

For organizations that need an achievable evaluation plan, a clear review of existing evidence, or a bounded pilot evaluation. The work connects a program question with a decision, an evidence plan, and practical next steps.

Package	Duration	Starting fee
Evaluation Blueprint	2-3 weeks	\$2,500
Rapid Learning Review	4-6 weeks	\$5,500
Starter Evaluation Pilot	8-10 weeks	\$9,500

A different starting point

- A decision-first brief that prevents unnecessary data collection.
- An indicator-selection exercise that limits the dashboard to useful measures.
- A missing-voices review to examine whose experience the data does not represent.
- A counter-evidence discussion that tests alternative explanations.
- A decision rehearsal that turns a report into assigned actions.

Prices are starting organizational fees in USD for a single program and site. Final questions, data readiness, permissions, methods, deliverables, timeline, and payment schedule are confirmed in writing. Institutional or ethics determinations are resolved through the appropriate process before applicable participant activities. This is not an IRB approval service or a promise of grant funding.

Use this learning kit

The three labs provide teaching content, practical exercises, and templates. The fictional data file is for practice only and contains no real participants. Package-specific facilitated sessions are listed in the scope; the full kit can support self-study between sessions.



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DEFINED SCOPE

Choose a manageable evaluation cycle.

Evaluation Blueprint | \$2,500 | 2-3 weeks

Organizations that need a clear evaluation plan before collecting more data.

One program, one site, and one 60-minute kickoff; Review of up to 5 program documents; One 90-minute evaluation co-design lab; Logic model, up to 3 evaluation questions, indicator plan, and data dictionary template; One 60-minute findings and planning discussion.

Scope limit: Planning only; new data collection and dataset analysis are not included.

Rapid Learning Review | \$5,500 | 4-6 weeks

Organizations with existing information and a near-term decision to make.

One program, one site, and one 60-minute kickoff; Review of up to 10 program documents; One existing de-identified dataset, up to 500 rows and 20 variables; Up to three 45-minute program-staff interviews; One 90-minute interpretation lab and a concise findings brief.

Scope limit: Descriptive analysis only; data must be usable within the agreed scope. Advanced modeling, transcription, and new participant surveys are separately quoted.

Starter Evaluation Pilot | \$9,500 | 8-10 weeks

Organizations ready to test a manageable evaluation cycle and use its findings.

One program, one site, and one 60-minute kickoff; Review of up to 10 program documents; One existing de-identified dataset, up to 1,500 rows and 30 variables; Either up to six 45-minute program-staff interviews OR one nonclinical feedback survey with up to 100 invitations; Two 90-minute learning labs and a full evaluation report; One 60-minute decision-and-action readout.

Scope limit: The interview or survey option is selected in the proposal. New collection begins only after the required permissions and review determinations.

Scope extensions

Additional programs, sites, interviews, survey invitations, data cleaning beyond the agreed allowance, transcription, advanced statistical modeling, longitudinal follow-up, and manuscript development are separately quoted. No data collection or expanded analysis begins solely because it is listed in this kit.



FACILITATOR LAB 01

Start with the decision

Learning outcome

Turn a broad concern into a bounded evaluation question.

Core teaching content

- Name who will use the findings and what decision they face.
- Separate activities and outputs from the outcomes the program hopes to influence.
- Choose only the questions that can be answered with available time and evidence.

Exercise

Work backward from a keep, change, expand, or stop decision. Build a one-page program map and select three questions.

Facilitated 60-minute lesson

Time	Facilitator action
0-10 minutes	Name the decision and invite questions about the example.
10-25 minutes	Explain the core concepts using a neutral, relevant program scenario.
25-45 minutes	Use the worksheet or fictional data exercise individually or in small groups.
45-55 minutes	Compare interpretations, test assumptions, and identify limitations.
55-60 minutes	Choose one action and one question to resolve before the next step.

Expected output

Decision brief, logic model, and prioritized evaluation questions.

Debrief questions

- What did the evidence help you decide?
- What information or perspective is missing?
- What would change your interpretation?
- What is the smallest useful next step?

Project adaptation notes



FACILITATOR LAB 02

Choose and check the evidence

Learning outcome

Build a practical indicator plan and identify data limitations.

Core teaching content

- Define each numerator, denominator, time window, and source.
- Check missing records, duplicates, inconsistent values, and whose experience is absent.
- Use descriptive comparisons responsibly; a change alone does not establish a cause.

Exercise

Analyze a fictional training dataset, find the correct comparison group, and explain what cannot be concluded.

Facilitated 60-minute lesson

Time	Facilitator action
0-10 minutes	Name the decision and invite questions about the example.
10-25 minutes	Explain the core concepts using a neutral, relevant program scenario.
25-45 minutes	Use the worksheet or fictional data exercise individually or in small groups.
45-55 minutes	Compare interpretations, test assumptions, and identify limitations.
55-60 minutes	Choose one action and one question to resolve before the next step.

Expected output

Indicator matrix, data dictionary, quality log, and calculation notes.

Debrief questions

- What did the evidence help you decide?
- What information or perspective is missing?
- What would change your interpretation?
- What is the smallest useful next step?

Project adaptation notes



FACILITATOR LAB 03

Turn findings into decisions

Learning outcome

Create an evidence brief that supports a specific next action.

Core teaching content

- Distinguish what was observed, how it was interpreted, and what is recommended.
- Consider alternative explanations and conflicting information.
- Assign a decision owner, an action, and a date to revisit the result.

Exercise

Hold a decision rehearsal: one group presents a finding, another challenges the inference, and a third proposes a feasible next step.

Facilitated 60-minute lesson

Time	Facilitator action
0-10 minutes	Name the decision and invite questions about the example.
10-25 minutes	Explain the core concepts using a neutral, relevant program scenario.
25-45 minutes	Use the worksheet or fictional data exercise individually or in small groups.
45-55 minutes	Compare interpretations, test assumptions, and identify limitations.
55-60 minutes	Choose one action and one question to resolve before the next step.

Expected output

Findings brief, decision log, and 30/60/90-day use plan.

Debrief questions

- What did the evidence help you decide?
- What information or perspective is missing?
- What would change your interpretation?
- What is the smallest useful next step?

Project adaptation notes



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WORKSHEET 1 | PROGRAM MAP

Work backward from the decision.

Who will use the findings, and what decision do they face?

What program, population, setting, and time period are in scope?

Resources / inputs	Activities	Immediate outputs	Short-term outcomes	Longer-term aims
People, time, funding, and tools.	What the program does.	What was delivered or reached.	Changes the program expects to influence.	The broader changes to which it may contribute.

Assumptions and context

List conditions that must hold and external factors that could affect results. An arrow in a logic model describes an expectation; it does not prove causation.

Assumptions / external influences



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WORKSHEET 2 | QUESTIONS & INDICATORS

Choose measures that answer a question.

Limit the starter plan to three priority questions. Agree on the decision each question supports, the evidence available, and the limitations.

Evaluation question	Decision supported	Indicator / definition	Source / timing	Limitation / missing perspective
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1.

2.

3.

Indicator-selection exercise

Imagine you can afford only three indicators. For each candidate, ask: Is it relevant to the decision? Is it feasible? Can we define and interpret it clearly? Whose experience does it miss? Remove an indicator if no one can explain what decision it would inform.

The three measures we would keep and why



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WORKSHEET 3 | DATA READINESS

Know what the data can support.

Variable name	Meaning / unit	Allowed values	Source / time window	Missing-data rule
1.				
2.				
3.				
4.				

Quality and representation review

- Check duplicate records, date ranges, missing values, impossible values, and inconsistent coding.
- Confirm that row and variable counts fit the agreed analysis scope.
- Document whose information is represented and whose is absent.
- Confirm permissions and the minimum data necessary; do not send identifiable records through general email.
- Resolve whether the task requires institutional, ethics, or other review before collection or use.

Issue identified	Why it matters	Action / owner	Effect on interpretation



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DATA PRACTICE | FICTIONAL EXAMPLE

What changed after a training?

Every row below is synthetic. Each practice_id is a fictional code, not a person. Correct-answer scores range from 0 to 8. Blank means missing, not zero. Practice attempted: 1 = yes, 0 = no, blank = missing. Use the accompanying CSV to practice calculations.

ID	Registered	Attended	Pre / 8	Post / 8	Practice tried
T01	1	1	3	5	1
T02	1	1	4	6	1
T03	1	1	2	5	0
T04	1	1	5	6	1
T05	1	1	4	6	1
T06	1	1	3	5	1
T07	1	1	6	7	0
T08	1	1	4	6	1
T09	1	1	5	6	1
T10	1	1	2	4	
T11	1	1	3		
T12	1	0			

Tasks

- Calculate attendance using registered participants as the denominator.
- Count complete pre/post pairs before calculating paired change.
- Calculate paired mean pre and post percentages and their percentage-point difference.
- Calculate practice attempts among those with a valid practice response.
- Write one accurate conclusion and one conclusion that the data cannot support.

Optional cost example: assume the fictional training cost \$6,000. Calculate cost per attendee. This is an arithmetic exercise, not a PEOLL package price or return-on-investment estimate.



DATA PRACTICE | FACILITATOR KEY

Calculate first. Interpret in context.

Measure	Worked answer
Registered / attended	12 registered; 11 attended. Attendance = $11/12 = 91.67\%$.
Complete pairs	10 fictional records have both pre and post scores. T11 has no post score; T12 has neither.
Paired pre-training mean	$38 \text{ correct answers} / (10 \times 8 \text{ possible answers}) \times 100 = 47.50\%$.
Paired post-training mean	$56 / (10 \times 8) \times 100 = 70.00\%$.
Paired change	$70.00\% - 47.50\% = +22.50 \text{ percentage points}$.
Practice attempted	7 yes responses among 9 valid responses: $7/9 = 77.78\%$. Missing responses are excluded.
Fictional cost per attendee	$\$6,000 / 11 = \$545.45 \text{ per attendee}$. This does not measure benefit or ROI.

Interpretation example

Among the 10 fictional records with complete pre/post checks, mean correct-answer performance increased by 22.50 percentage points. This describes the paired sample. It does not show that every participant improved, that the training caused the change, or that the result generalizes to others.

Why use complete pairs here?

The exercise is explicitly a paired comparison. Using all 11 available pre scores and only 10 post scores compares different groups. A real evaluation must choose and document the appropriate approach rather than silently dropping data or treating missing values as zero.

Missing-voices discussion

- What might explain missing post checks or follow-up responses?
- Could the participants with complete data differ from others?
- What additional evidence would help interpret practical application?



WORKSHEET 4 | STAFF INTERVIEW GUIDE

Understand implementation in context.

Use only within an agreed project and after the applicable permissions and review determinations. The starter interview option concerns program staff, not clinical histories. Adapt wording to the program. Do not promise anonymity in a small team.

Opening script

We are discussing how the program operates and what could be improved. Participation is voluntary, and you may skip a question. Before we begin, we will explain how notes will be used, who can access them, and any confidentiality limits. Please avoid names or identifiable client information.

- What is the program intended to accomplish, and for whom?
- Which activities are being delivered as planned?
- What makes participation or delivery easier or harder?
- Whose experience may be missing from the current information?
- What would you keep, change, or stop, and why?
- What decision could useful findings help your organization make?

Closing

Ask whether there is anything the participant wishes to clarify. Explain the next project step and the appropriate contact route. Recording is used only when separately agreed and authorized.

Non-identifying implementation notes / themes



WORKSHEET 5 | FINDINGS TO ACTION

Build a one-page evidence brief.

Decision and evaluation question.

Finding: what was observed, with counts, dates, and source.

Interpretation: what the finding may mean.

Limitations and plausible alternative explanations.

Recommendation and rationale.

Decision log

Decision / action	Owner	Due date	Evidence to review next
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Decision rehearsal

One group presents the finding. A second group asks what evidence would challenge it. A third group proposes an achievable action. Close by distinguishing the observation, interpretation, and decision.



DELIVERY & RESPONSIBLE USE

Set a clear boundary around the work.

Project sequence

Stage	Agreed work
Kickoff	Confirm users, decision, scope, roles, timeline, and deliverables.
Planning	Map the program, prioritize questions, and agree on evidence and review requirements.
Preparation	Confirm permissions, data-use terms, access, retention, and collection procedures.
Analysis	Use documented methods, quality checks, and the agreed comparison approach.
Interpretation	Discuss findings with context, alternative explanations, and limitations.
Use	Assign actions and a review date; record how findings inform the decision.

A practical data agreement should specify

- The permitted purpose, minimum data, sources, and parties authorized to access them.
- The transfer method, approved storage, retention, and deletion arrangements.
- The reporting audience and treatment of small groups, quotations, and identifying combinations.
- The process for handling errors, scope changes, and unexpected concerns.

Staff-group feedback

For original PEOLL staff feedback tools, the default reporting rule is at least 10 valid responses per reported item or subgroup, with additional disclosure review. Smaller results are withheld. Other data sources and measures require their own reporting plan; this is not a universal research threshold or a guarantee of anonymity.

Oversight

Research classification, institutional assurances, reviewing-IRB arrangements, and study approvals are distinct matters. Resolve applicable requirements with the responsible institution or reviewing body. The packages do not grant approval or certify compliance.



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LEARNING CHECK & REFERENCES

Can the team use the evidence?

Short-answer learning check

What decision should an evaluation question support?

Facilitator guide: A specific decision by an identified user, such as changing delivery or allocating resources.

How is an output different from an outcome?

Facilitator guide: An output describes what was delivered; an outcome describes a change the program seeks to influence.

What happens to missing scores in the paired data exercise?

Facilitator guide: They remain missing; only complete pairs enter that stated paired comparison.

Does a before/after score change establish causation?

Facilitator guide: No. Other explanations and design limitations must be considered.

What belongs in a useful findings brief?

Facilitator guide: A question, finding, interpretation, limitations, recommendation, owner, and review plan.

When should review requirements be resolved?

Facilitator guide: Before the applicable collection, access, or participant activities begin.

Reference framework

CDC Program Evaluation Framework (2024) is a practical resource for evaluation planning and use. The commercial package scopes, exercises, worksheets, and fictional dataset were created by PEOLLC; they are not CDC products or validated instruments.

[CDC Program Evaluation Framework, 2024 - MMWR 73\(6\)](#)

Facilitator preparation

- Review the package scope and data readiness before promising a method or timetable.
- Use the fictional data key to check your calculations before teaching the lab.
- Keep uncertainty visible and separate findings from advocacy or assumptions.

Contact MindShift Research Group

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