

**National Association of State Judicial Educators
Competency Guidelines Study Committee
Maureen Conner, Chair
Kay Palmer, Vice-Chair
James Drennan
Karen Thorson**

**Recommended Core Competencies
For
Judicial Branch Education**

**Submitted to the NASJE Board
July 30, 2004**

NASJE Core Competencies

Introduction

The NASJE Board of Directors appointed a committee in 2002 to write a description of core competencies for judicial branch educators. The core competency recommendations that follow are the result of two years of research and analysis. The Competency Guidelines Study Committee looked at the field of judicial branch education from both a broad and narrow perspective, specifically examining: 1) the purpose and role of judicial branch education; 2) what judicial branch educators know and do; and 3) what infrastructure and management is required to develop and maintain an effective judicial branch education organization.

NASJE will benefit greatly by having an articulated set of core competencies for its members. The core competencies will assist the NASJE Education Committee in its planning for NASJE's annual conferences. They will also be a valuable guide for courts and others who are developing or evaluating judicial branch education organizations, because they set forth a list of best practices that should be incorporated into every judicial branch education operation. Managers and other staff will benefit from descriptions of what they should know and be able to do as judicial branch education providers, and the core competencies should be utilized as a guide in developing orientation and continuing education for staff members.

While the recommended core competencies focus on the knowledge, skills, and abilities that judicial branch educators should be able to demonstrate, the competencies should also be useful to judges, administrators, and leaders in other organizations that provide judicial branch education. Judges and other leaders can find guidance about the ways in which a judicial branch education office can most effectively operate in coordination with a larger organization or initiative. Administrators and other managers will find assistance regarding administrative functions that are essential for providing high quality education services in an efficient manner.

The professional field of judicial branch education has matured and become well-established during the last thirty years and the core competencies reflect that development. Many of the educational organizations for which our members serve have also become respected and established agents for improving the administration of justice. In recognition of the importance of the role of judicial branch education, the core competencies define an effective judicial branch education organization as a partner that collaborates with other leaders in helping the courts achieve their visions, missions, and mandates

through outstanding education, training, and development. This document should assist judicial branch education organizations in continuing to serve as leaders well into the future.

There are 11 recommended core competency areas.

Core Competency Areas	Page Number
Governance: Roles, Responsibilities, Structures, and Functions of Boards, Advisory, and Planning Committees	4
Developing and Implementing Curriculum and Program Development	6
Instructional Design	8
Faculty Development	10
Selecting and Managing Instructional Delivery Mechanisms, Including Distance Education	12
Managing Logistical Arrangements Needed for Instructional Delivery Mechanisms	14
Building and Maintaining Support for Judicial Branch Education Budgets and Resources	16
Human Resources Management	18
Leadership, Visioning, Organizational Planning, and Building and Maintaining Support for Judicial Branch Education	20
Needs Assessment	23
Evaluation	25

NASJE Core Competencies

Governance: Roles, Responsibilities, Structures, and Functions of Boards, and Advisory and Planning Committees

Understanding, developing, and implementing an effective governance system is crucial to provide the necessary infrastructure to support a judicial branch education program. Whether it is a small operation or a complex organization, effective relationships and complementary roles among boards and committees provide a system that range from policy-making, to decision-making, and to program implementation.

The following competencies are essential for providing the necessary infrastructure to support a judicial branch educational program:

- Knowledge of governance models and structures, including functions required to adequately provide support for a comprehensive program of judicial branch education
- Knowledge of the various governance/committee roles necessary to establish, maintain, and improve judicial branch education
- Knowledge of the dynamics, both systems-based and human, that are required for effective governance
- Ability to assess existing governance capabilities within the local environment and adapt an appropriate model to fit the capabilities and/or develop local capabilities to enable implementation of an effective model and/or tailor an acceptable model to the local capabilities
- Ability to define and explain various levels of governance infrastructure to stakeholders and staff, including roles, responsibilities, interdependency, interactions, and parameters
- Ability to provide support and guidance in the evolution of a governance structure
- Ability to guide judicial branch education into the future
- Skill in effectively working with a variety of people at all levels of governance

- Skill in continually assessing the effectiveness of a governance structure and in advocating for changes when appropriate

Developing and Implementing Curriculum and Programs

Effective judicial branch education is dependent on implementation of certain processes to ensure that the content delivered is the result of a carefully developed plan, both at the curriculum and program level. At the curriculum level, the content needs to be part of a system of education designed for a target audience, each component being dependent on and/or complementary to other components. At the program level, the content (see instructional design) needs to be supported by an effective learning environment and comprehensive logistical support.

The following competencies are essential for the delivery of an effective judicial branch system of education, both at the curriculum and program level:

- Knowledge of curriculum development and program planning theories and models, including the benefits and shortcomings of each
- Knowledge of effective implementation strategies for curriculum and program planning theories and models
- Knowledge of the relationship and difference between curriculum development and program planning
- Knowledge of the relationship and difference between curriculum-based planning and event-based planning, including the effective role of both
- Knowledge of “knowledge management” systems that can be used to manage the information generated through curriculum development
- Knowledge of the components of program planning, including: registration and logistics, audiovisual set-up, establishing a learning environment and room set-up, safety issues, etc.
- Ability to provide education to staff and stakeholders regarding curriculum and program planning theories and models
- Ability to choose effective curriculum development and program planning theories or models or the ability to lead a group in choosing effective theories or models for implementation within the local environment
- Ability to lead both staff and stakeholders through the process of curriculum development

- Ability to effectively integrate a curriculum development theory or model into an existing environment of event-based planning
- Skill in applying project management theories and models to program planning

Instructional Design

Effective delivery of content is generally intended to change the behavior of participants, whether to incorporate new knowledge in decision-making, such as new laws, or to demonstrate a new skill, such as interviewing a prospective employee. Changing behavior is a complex undertaking and depends heavily on effective instructional design. An understanding of instructional design enables judicial branch educators to assure that the content and the way it was delivered will positively impact on participants.

The following competencies are essential for judicial branch educators for developing, understanding, and implementing effective instructional design in order to assure that the content and the way it was delivered will positively impact on participants:

- Knowledge of instructional design models that are most appropriate for educating adults representing various learning styles, including the benefits and shortcomings of each
- Knowledge of the definitions of instructional design components, including: performing needs assessments, setting goals, establishing learning objectives, defining program content and structure, designing learning activities, creating effective materials and visual aids, and evaluating the program
- Knowledge of the different instructional design needs and components for a variety of delivery methods, including: face-to-face, online, broadcast, videoconference, etc.
- Knowledge of the different instructional design needs and components for a variety of topics, including: sensitivity, substantive, skill-based, etc.
- Ability to apply effective instructional design techniques and strategies and deliver content based on that design
- Ability to incorporate teaching and learning models and theories into effective instructional design (e.g., Kolb Learning Theory and Bloom's Taxonomy)
- Ability to apply effective instructional design strategies for participants at different experience levels (e.g., entry, experienced, and advanced levels)

- Ability to apply effective instructional design strategies to existing courses and to the development of new courses
- Skill in consulting with others regarding effective instructional design, including asking appropriate questions to guide development of the content into an effective educational product
- Skill in evaluating the effectiveness of a course and skill in improving the design, if necessary

Faculty Development

Judicial branch education is primarily based on using judicial branch personnel as faculty, most of whom have little or no expertise in serving as faculty for their peers. A faculty development program for these individuals includes an array of content. Effective judicial branch educators should possess the knowledge, skills and abilities needed to model effective performance as faculty – and thus be able to effectively develop others for faculty roles. Judicial branch educators can effectively develop potential faculty through offering courses for groups of people, and/or through providing one-to-one consultation or coaching/mentoring.

The following are among the competencies possessed by faculty who are effectively developed:

- Knowledge of a variety of approaches that can assist individuals serving as faculty, including:
 - Needs assessment strategies that can effectively be implemented statewide and locally to guide decisions regarding educational content
 - Instructional design for adult learners, including basic adult education principles and a variety of learning styles theories
 - Presentation strategies that, when coupled with necessary knowledge of content, lead to effective learning (e.g., lecture, role play or use of hypothetical situations)
 - Design and execution of “evaluation of learning” strategies both during and at the conclusion of instruction

- Ability to effectively impart information, strategies, and approaches to potential faculty in order to enhance their performance, including their ability to effectively use:
 - Communication strategies that are effective with adult learners (effective listening skills, effective questioning techniques, reflective responding strategies, and strategies to communicate with difficult learners)
 - Educational design approaches that are effective with adult learners (e.g., appropriately stated course goals and learning objectives, effective course development, and effective design of participatory activities)

- Ability to observe potential faculty and provide constructive feedback, assistance with design, and consultation regarding delivery

- Ability to model integrity, fairness and honesty while teaching. Our profession recognizes the importance of ensuring that judicial educators adhere to the

same ethical canons and behaviors whether on or off the bench. When presenting to judicial audiences, respect for the learning and for the learner is critical. Judicial branch educators are entrusted with creating a safe learning environment.

- Skill in effectively delivering/facilitating presentations and modeling effective techniques, including:
 - Use of pacing appropriate to the content (to maintain interest and allow time for a variety of learners to effectively take in new information and assimilate it with existing knowledge)
 - Use of a variety of teaching methods appropriate to the content (to maintain learner interest and to enable a variety of learners to experience a method that best suits his/her learning style)
 - Appropriate use of audiovisual equipment and teaching aids (to maintain learner interest and to reinforce learning)

Selecting and Managing Instructional Delivery Mechanisms, Including Distance Education

Effective judicial branch education is dependent on a carefully developed content that reaches learners in a timely manner through appropriate delivery mechanisms. Target audiences in most states include executive leadership, judges, managers and supervisors, clerks, and other court staff. Education content for each of these target audiences varies in its applicability to different forms of delivery. In addition, individuals in each of these target audiences have preferences for an education delivery type that is most effective for them. The judicial branch educator's responsibility in selecting and managing instructional delivery mechanisms includes assuring that a variety of mechanisms are used, assuring that those mechanisms are appropriate for the learner and the content, and assuring maximization of the effectiveness of all delivery mechanisms.

The following competencies are essential for the delivery of effective judicial branch education:

- Knowledge of the nature and use of a variety of instructional delivery mechanisms, including
 - Traditional delivery, bringing faculty and learners face-to-face:
 - Conferences
 - Seminars
 - Workshops
 - One-to-one (e.g. coaching or on-the-job training)
 - Distance delivery, both synchronous and asynchronous:
 - Videotape (with and without course materials)
 - Broadcast (with and without local activities)
 - Videoconference
 - Audio Conference
 - Computer-based Courses and Resource Centers
- Knowledge of the benefits and shortcomings of each delivery mechanism, including inherent limitations
- Knowledge of the components of initial and continued development of each delivery mechanism, including costs, infrastructure, faculty training, technology interface, etc.

- Knowledge of the accessibility and likelihood of use of each delivery mechanism by the target audiences
- Knowledge of the variety of instructional design strategies required for each type of delivery
- Ability to analyze available delivery mechanisms and choose the most appropriate both in content and targeted audience
- Ability to manage a variety of delivery mechanisms in concert with one another and/or to integrate use of a variety of delivery mechanisms for appropriate content (multimedia approach)
- Ability to assess resources needed for selected delivery mechanisms and secure necessary funding, equipment, space, etc.
- Ability to define expertise needed for selected delivery mechanisms and secure necessary human resources to provide consultation, support, and continued development of the selected mechanism
- Ability to assess/evaluate use and value of a variety of delivery mechanisms
- Skill in initiating and developing a variety of delivery mechanisms
- Skill in training/educating faculty in the effective use of a variety of instructional delivery mechanisms
- Skill in marketing a variety of delivery mechanisms to staff, faculty, and target audiences

Managing Logistical Arrangements Needed for Instructional Delivery Mechanisms

The effectiveness of any instructional delivery mechanism is dependent on appropriate use of the mechanism and on appropriate logistical support. Logistical support for any of a variety of delivery mechanisms involves a number of variables that are unique to the mechanism and may be unique to the content of the course being delivered. While logistical support may be provided directly by the judicial branch education department, by a vendor, or by a selected site, the responsibility for management of logistical support rests with the judicial branch educator.

The following competencies are essential for managing logistical arrangements needed for instructional delivery mechanisms:

General

- Knowledge of the logistical arrangements necessary for a variety of instructional delivery mechanisms, including:
 - Traditional delivery, bringing faculty and learners face-to-face:
 - Conferences
 - Seminars
 - Workshops
 - One-to-one (e.g. coaching or on-the-job training)
 - Distance delivery, both synchronous and asynchronous:
 - Videotape (with and without course materials)
 - Broadcast (with and without local activities)
 - Videoconference
 - Audio Conference
 - Computer-based Courses and Resource Centers
- Knowledge of the relationship between the physical learning environment (often based in logistical arrangements) and the psychological learning environment needed by participants
- Knowledge of the relationship between logistical arrangements and achievement of learning objectives
- Knowledge of applicable laws and accommodations available for a variety of delivery mechanisms for individuals with disabilities

- Skill in marketing/promoting educational experiences
- Skill in designing and managing registration processes, including pre-event notification/confirmation of registration, adherence to participation limitations, etc.
- Ability to manage development, duplication, and dissemination of materials to support educational experiences
- Ability to secure/schedule use of needed equipment

Traditional Delivery

- Ability to assess the viability of a site to meet necessary logistical arrangements
- Ability to assess the appropriate seating arrangement and appropriate audiovisual equipment for a particular space and learning topic or objective
- Ability to provide consultation to faculty regarding the most effective seating arrangement and appropriate audiovisual equipment for a specific topic with specific learning objective
- Skill in site selection, negotiation, and contracting
- Skill in use/operation of audiovisual aids
- Skill in managing on-site registration processes

Distance Delivery

- Ability to schedule needed access to technical equipment and support
- Ability to forecast and manage any needed logistical arrangements at various locations of participants, including such things as (a) securing local space for broadcasts or videoconferences; (b) recruitment and training of local facilitators for broadcasts or videoconferences; and (c) identification of local technical assistance and support for troubleshooting for broadcasts, videoconferencing, or online education
- Skill in identifying potential vendors, negotiating, contracting, and managing the work to support selected delivery mechanisms
- Skill in designing and implementing an infrastructure for a selected delivery mechanism to provide local logistical support for participants
- Skill in assisting faculty determine local logistical issues for the specific target audience and specific learning objectives

Building and Maintaining Support for Judicial Branch Education Budgets and Resources

As an integral part of assuring the effective and efficient administration of justice and continued public trust and confidence, judicial branch education needs to obtain adequate resources to meet the educational needs of judges and court personnel. Judicial branch educators must understand the budget process for their organization and how to construct and defend their budgets. They must know how to forecast revenue and expenditure levels and tie both to the output and outcome of their programs and products. Judicial branch educators must champion education as an investment in ensuring equal access to justice and timely resolution of cases for businesses, individuals, and other branches of government.

The following competencies are essential for building and maintaining support for judicial branch education budgets and resources:

- Knowledge of basic budgeting processes and procedures to ensure compliance with all laws, rules, standards and requirements, including forecasting fiscal needs, fiscal management practices, expense tracking/reporting processes, cost containment measures, and purchasing strategies to maximize funds
- Knowledge of the fiscal constraints, processes and sources of funding available within the branch (general fund, special funds, designated fees, tuition for attending programs, etc.)
- Knowledge of how the general revenue process operates, including timing and procedures for budget requests, how funding decisions are made and when funds are accessible
- Knowledge of how to access other funding sources, including federal, state, and local grant and foundation sources appropriate for judicial branch education, national judicial education provider grants, donations and endowments, etc.
- Knowledge of how to build support among stakeholders for the judicial branch education budget throughout the year
- Knowledge of how to utilize revenues to secure the necessary resources and maintain the infrastructure of judicial branch education

- Ability to adjust to variable fiscal situations and maintain the core functions of judicial branch education
- Ability to stay current with how the state's fiscal health will affect the court and judicial branch education
- Ability to demonstrate that the fiscal needs of judicial branch education are justified in terms of being integral to the courts meeting their missions, mandates, and goals when resources are both plentiful and scarce
- Ability to cultivate multiple funding sources
- Ability to cultivate staff and audience members as ambassadors for judicial branch education funding
- Ability to market the need for judicial branch education and the funds to support it through program fees, tuition, general revenue, grants and foundation monies, and other public revenue sources
- Ability to forecast, construct, and maintain support for budgets for multiple budgetary conditions, including a funding crisis
- Ability to tie budgets to strategic planning priorities
- Skill in accurately projecting fiscal needs, obtaining necessary funds through any/all available resources, and managing use of funds
- Skill in building support for the judicial branch education budget throughout the year
- Skill in fiscal management practices that ensure integrity and compliance with all laws, rules, standards, and requirements
- Skill in establishing priorities and making decisions among competing priorities

Human Resource Management

Judicial branch education is dedicated to education and training for judges and court personnel so that they actively and effectively contribute to the courts ability to meet their missions, mandates, and goals. Subsequently, the managers and staff of judicial branch education must be developed, encouraged, and managed so that they contribute their best.

The following competencies are essential for assuring that judicial branch educators are properly developed, encouraged, and managed in order to provide dedicated education and training for judges and court personnel:

- Knowledge of all applicable laws, regulations, rules, policies, and procedures related to hiring, firing, evaluating, and managing employees
- Knowledge of the organization's systems and procedures regarding, classification, job analysis, recruitment, screening and interviews, job descriptions, promotions/reclassifications, etc.
- Knowledge of the organization's policies, procedures, and strategies for performance management including performance planning and appraisals, training and education opportunities (on-the-job training, formal education, mentoring/coaching), and out-of-classification assignments
- Knowledge of the organization's employee benefits and related policies, including insurance, extended leave, employee assistance programs, alternative work arrangements, etc.
- Knowledge of succession planning principles and the current status of risk related to the organization not having a succession plan
- Ability to attract, develop, and retain highly functioning employees, including development of a workplace that inspires respect and trust among employees, encourages collaboration and team work, and provides professional development opportunities
- Ability to work with human resources personnel to continually assess appropriate classification of employees, identify when personnel reclassifications are warranted, and assure the continued evolution of the organizational structure to support the continued evolution of the work

- Ability to communicate the vision, mission, and goals of judicial branch education so that it inspires peak employee performance
- Skill in analyzing job roles and responsibilities, writing personnel requests, job descriptions, and job announcements
- Skill in recruiting potential employees, conducting initial employee screenings and selecting new employees using effective selection processes such as individual and group interviews and assessment centers
- Skill in appraising employee performance and establishing future performance goals and monitoring mechanisms
- Skill in providing professional development opportunities for employees, including succession planning, training, mentoring, and coaching employees for peak performance
- Skill in managing performance problems and adhering to policies related to discussions with the employee, documentation of performance issues (whether due to inappropriate behavior or lack of ability to perform the job), and implementation of corrective action
- Skill in developing and managing a highly functioning work place that encourages and rewards outstanding performance

Leadership, Visioning, Organizational Planning, and Building and Maintaining Support for Judicial Branch Education

For judicial branch education to be recognized as integral and necessary to the efficient and effective administration of justice, it must have leaders who can inspire individuals inside and outside of the courts to believe in the transformative value of education and training for judges, court personnel, and the public. Judicial branch education leaders must have the ability to work with policy makers internal and external to the court, potential audience members, faculty members, and staff to develop a vision and plan for judicial branch education that realizes its transformative capabilities. It is desirable that judicial education offices have a senior level manager and that manager should be a member of the organization's management "team," thus, ensuring that education is aligned with the organization's strategic plan or mission.

The following competencies are essential in order to build and maintain support for judicial branch education:

- Knowledge of the role of judicial branch education in the larger scope of the mission of the judicial system, including its relevance in to the continued improvement of the effective administration of justice, as well as the relevance and applicability of the NASJE Standards of Judicial Branch Education to that mission
- Knowledge of the various models of management and leadership, and application of those models to the role of Judicial Branch Educator
- Knowledge of the value and need for forecasting and strategic planning, including visioning and futures thinking, data gathering techniques, use of trends and scenarios, development of long and short term goals and strategies to achieve them, and how judicial branch education can be utilized to help achieve those goals
- Recognition that accountability through judicial branch education is a part of the public service mission of the courts
- Knowledge of the dynamics of organizational change and concept of a learning organization
- Ability to apply NASJE Standards of Judicial Branch Education
- Ability to translate effective models of management and of leadership into action

- Ability to simultaneously focus on directing judicial branch education and conducting day-to-day operations
- Ability to apply innovative solutions to make organizational improvements
- Ability to manage visioning and strategic planning, including initiating and agreeing on the process, creating the appropriate committee structure, maintaining resource commitments and momentum, and implementing and monitoring the plan
- Ability to effectively manage people, including initiating opportunities for stakeholders to participate in shaping and delivering judicial branch education, building commitment among staff and stakeholders, fostering collegiality, and managing conflicts
- Ability to effectively manage processes, including development and implementation of policies and procedures, creation and oversight of projects and products, and facilitation and coordination of competing demands/priorities
- Ability to think clearly and analytically and to effectively manage conflict
- Ability to communicate effectively, including active listening, making effective presentations, and utilizing communication strategies in a variety of situations
- Ability to define the organization's function in relation to the general court system, the local courts, the people it serves, and various groups who are affected by the system
- Ability to maintain integrity in politically difficult situations
- Skill in self motivation and in generating enthusiasm among staff and stakeholders
- Skill in obtaining needed resources and in leveraging existing resources to initiate and sustain visioning and strategic planning
- Skill in identifying and engaging the effective and appropriate mix of judicial, political, and community leaders and standing, ad hoc, and new committees in visioning and strategic planning

- Skill in assessing the degree to which education can play in solving organizational problems

Needs Assessment

Successful continuation of judicial branch education links education and opportunity to the job-related needs of judges and court employees, thus, ultimately improving their performance and that of the system. This connection between education and job relevance is best achieved through careful needs assessment.

The following competencies are essential in order to best achieve proper needs assessment:

- Knowledge of needs assessment methods
- Knowledge of the need for determining the initial scope and direction of the needs assessment
- Knowledge of budget, personnel, and infrastructure expenses required to perform the selected needs assessment method
- Knowledge of how to effectively use needs assessment results in program or curriculum development
- Ability to ascertain which model(s) is/are most appropriate for the particular educational goal and audience
- Ability to formulate planning questions that will determine the scope and direction of the needs assessment
- Ability to calculate resource requirements related to conducting the needs assessment and determine whether the resource requirements are appropriate for addressing the performance problem
- Ability to use the needs assessment to set program priorities and apply needs assessment results in program and curriculum development
- Skill in selecting a needs assessment process, developing the appropriate data collection instrument, analyzing the results, and reporting and using the results
- Skill in problem identification, issue identification, and measuring the organizational will to address the problem or issue
- Skill in marketing the need and the approach of the needs assessment

- Skill in conducting a cost benefit analysis for both the needs assessment and the problem (then determining whether the cost of the problem to the organization is worth investing the resources in the needs assessment)
- Skill in using the needs assessment results to determine program and curriculum goals, establish learner objectives, select audience composition, identify appropriate subject matter, select faculty members, deliver the subject matter in a way that enhances individual and organizational performance, and gain feedback for continual improvement through evaluation methods

Evaluation

Education and training programs that keep pace with the needs of the learners and the organization are developed based on evaluation criteria that match the needs of the organization with the learning opportunity. Evaluating learning opportunities is a continuous process that has the potential, based on the kind of evaluation that is done, to provide summative, formative, outcome, and output evaluation information.

The following competencies are essential for evaluation:

- Knowledge of evaluation methods
- Knowledge of the need to determine the level of evaluation required to gather meaningful results for the individual learner and the organization
- Knowledge of budget, personnel, and infrastructure expenses required to perform the selected evaluation method
- Knowledge of how to effectively use evaluation results in program or curriculum development
- Knowledge of how to effectively use evaluation results in addressing organizational problems
- Ability to ascertain which evaluation method(s) is/are most appropriate for the education goal
- Ability to formulate an evaluation plan that will determine the scope of the evaluation process
- Ability to calculate the resource requirements related to conducting the evaluation and determine whether the resource requirements are appropriate to addressing the performance problem
- Ability to apply evaluation results in program and curriculum development
- Ability to apply evaluation results in addressing organizational problems
- Skill in selecting the evaluation method criteria, developing the appropriate data collection instrument, analyzing the results, and reporting and using the results

- Skill in developing evaluation questions that will measure the objectives of the learning opportunity
- Skill in marketing the need for the evaluation and gaining individual and organization support for the process and the results
- Skill in using the evaluation results to determine future program and curriculum goals, establish learner objectives, select audience composition, identify appropriate subject matter, select faculty members, deliver the subject matter in a way that enhances individual and organizational performance, and gain feedback for continual improvement
- Skill in conducting cost benefit analysis of the learning opportunity, the evaluation, and the problem being addressed by the learning opportunity then determining whether the cost of the problem to the organization is worth investing the resources in both the program and the evaluation