

# MAP RUNNING RECORD ANALYSIS

Prepared for Arlington Public Schools

October 2015



In the following report, Hanover Research analyzes time-tracking records completed by Minority Achievement Coordinators (MACs) in order to evaluate their weekly activities, the alignment of these activities with the program's mission, and the impact of these activities on students and families.



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# EXECUTIVE SUMMARY AND KEY FINDINGS

## INTRODUCTION

Arlington Public Schools (APS) has requested the assistance of Hanover Research in evaluating the Minority Achievement Program (MAP), which is “dedicated to helping students discover and utilize resources that will help them progress toward their personal goals.”<sup>1</sup> MAP is staffed by Minority Achievement Coordinators (MACs), who assist in coordinating school and district initiatives and programs. APS seeks to better understand the role of MACs, including their weekly activities, the alignment of these activities with the program’s mission, and the impact of these activities on students and families.

As such, APS instructed MACs to track their daily activities with “running records” for three two-week periods during the 2014-2015 school year. This report analyzes the results from these records. The first section of this report describes the MAP and summarizes the methodology used to collect and analyze the time-tracking data. The second section presents an analysis of how MACs allocated their working hours, including the nature of activities, the level of interaction with stakeholders, and the alignment of activities with MAP objectives.

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<sup>1</sup> “Office of Minority Achievement.” Arlington Public Schools. <http://www.apsva.us/minorityachievement>

## KEY FINDINGS

- **Although MACs are involved in a wide variety of activities, data suggest that providing advising and academic support is a primary job function.** Across all academic levels, MACs spend approximately 18 percent of their time engaged with students in advising and support activities, and an additional 12 percent facilitating meetings and discussions with students.
  - The elementary school MAC devotes a greater proportion of his or her time to advising and support activities. By contrast, middle school MACs tend to allocate a greater proportion of their time meeting with teachers and staff, while high school MACs spend more time meeting with students.
- **MACs also work to develop students' leadership skills, social competencies, and cultural awareness.** In regards to MAP's main objectives, MACs spend 14 percent of their time supporting leadership development, 12 percent of their time supporting cultural awareness, and 4 percent of their time supporting social skills development.
  - Cultural awareness initiatives occupy 15 to 17 percent of MACs' time at the elementary and middle school levels, compared to 5 percent at the high school level.
- **The running records indicate that MACs' activities are generally well-aligned with MAP objectives.** Across all school levels, MACs spend approximately 23 percent of their time supporting students' academic success, 14 percent supporting leadership skills development, and an additional 13 percent to preparing students for the next level of education.
  - Elementary and middle school MACs generally devote a greater proportion of their time to supporting cultural awareness among staff and students than their high school counterparts.
  - The elementary school MAC also allocated substantially more time to serving as a resource for staff and comparatively less time preparing students for the next level education than his or her middle and high school counterparts.
- **The MAC role requires robust interpersonal skills, as 85 percent of work hours are spent interacting with others.** Developing partnerships with internal and external stakeholders and communicating with various APS stakeholders is a key job responsibility. MACs spend 72 percent of their working hours with teachers and staff members, 69 percent of their time with students, and 15 percent of their time with parents. These data also indicate that MACs frequently interact with multiple stakeholder groups simultaneously.
  - High school MACs spend nearly 80 percent of their time with students, compared to about 65 percent at the elementary and middle school levels. Conversely, high school MACs spend relatively less time working with teachers and staff members.

## SECTION I: METHODOLOGY

In this section, Hanover Research describes the methodology used to evaluate the daily activities of Minority Achievement Program (MAP) staff members. After providing a brief overview of the program’s objectives, this section details the data collection and data analysis processes.

### MAP OVERVIEW

APS’s Minority Achievement Program is overseen by the Office of Minority Achievement (OMA). The OMA is “dedicated to helping students discover and utilize resources that will help them progress toward their personal goals...[and] works to create an equitable, hospitable, safe, and inclusive environment for students, families, and staff.”<sup>2</sup> Operating within the Department of Instruction, the Program serves to support the district’s Strategic Plan goals, which include “eliminating achievement gaps” and “meeting the needs of the whole child.” MAP objectives comprise:

- Encouraging students to take challenging courses throughout their academic careers
- Exposing students to the rigors and expectations of the next level of education
- Analyzing available data to match and monitor students’ involvement with established educational and/or culturally enriching opportunities, as well as to initiate programming to meet student needs
- Encouraging students to discover and utilize resources that will help them progress towards their goals
- Teaching students and families to become positive and effective self-advocates and to navigate the system so that educational goals are realistic and attainable
- Serving as a resource by providing staff with direct support and strategies for working with students and families of diverse ethnicities and socioeconomic backgrounds
- Advocating for practices, policies, and procedures with school leadership and key staff that create equitable learning environments for all students

The Office aims to address education transition periods, match students with community resources, provide cultural awareness professional development, and ultimately build stakeholder capacity.

The core MAP functions are carried out by Minority Achievement Coordinators (MACs). As described in the district’s occupational description, MACs are intended to work “collaboratively with designated staff to address the needs of culturally and linguistically diverse students, and to design and implement on-going initiatives that support student achievement.”<sup>3</sup> The description further elaborates that MACs are responsible for supporting

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<sup>2</sup> Ibid.

<sup>3</sup> “Position Description and Expectations for Minority Academic Achievement Coordinator.” Arlington Public Schools, September 14, pp. 1-2.

professional development programming, developing internal and external partnerships, monitoring student achievement, working with families, raising awareness of Program initiatives, and advocating for diverse students.

In order to assess the degree to which the MAP and MACs are serving these objectives, staff members completed running records of their daily activities. The following pages describe the data collection and analysis methodologies.

## DATA COLLECTION

APS used running records to collect data from MACs regarding their daily activities. The data collection process was guided by a previous research report provided to APS by Hanover Research titled: *Best Practices for Running Records in Program Evaluations*. This research indicated that running records, often called daily time logs or time-tracking tools, are self-report instruments used to gain an accurate depiction of an employee’s activities over a specified period of time. These tools are used across a number of fields to assess job descriptions and align daily activities to larger goals and objectives.

Although there is no clearly defined optimal length of time capture for program evaluation, most model time-keeping tools span more than one week. Additionally, the time-capture periods should not be scheduled during atypical times during the academic year, such as periods interrupted by holidays and the very beginning or very end of the school year. As such, MACs completed running records for three distinct two-week periods during the 2014-2015 school year:

- September 22 - October 3
- January 26 – February 6
- April 13 – April 24

Running records were completed by 10 MACs. The participating MACs, which were from 10 different schools, represent each school level and a variety of FTE statuses (Figure 1.1).

**Figure 1.1: Study Participants**

SCHOOL	FTE
Drew Model	0.5
Gunston	0.5
H-B Woodlawn	0.2
Jefferson	0.5
Kenmore	0.5
Swanson	0.5
Wakefield	1
Washington-Lee	1
Williamsburg	0.5
Yorktown	0.5
County Wide	1

MACs used spreadsheets to track their time. The running record included several data categories, including the amount of time devoted to a given task, the specific nature of the task, and the number of participants involved in the task. Using an unaided, free response format, MACs entered each activity/task and provided a description. MACs also indicated the amount of time spent on each activity and the number of participants. Figure 1.2 presents a sample from the completed running records; it comprises one day of logged activities from one full-time MAC.

**Figure 1.2: Running Record Sample**

ACTIVITY/TASK	DETAILS/ DESCRIPTION	HOURS SPENT ON ACTIVITY	NUMBER OF PEOPLE
Meet with Minority Achievement staff	The monthly staff meeting of the OMA office	2	10 staff
Individual advising	Met with 11 students throughout the day re: resumes, college planning, Urban Alliance	2	11 students
Individual advising	Checked in with 6th grader from transition group to discuss progress.	0.5	1 student
Met with Cohort Juniors	Regular meetings during the 3 lunch periods	2.5	24
Administrative	Cohort College Trip planning with hotel, admissions offices, scheduling	1	

## DATA ANALYSIS

Hanover Research examined the completed running records to draw conclusions regarding MAC activities. Hanover used the “Hours spent on Activity” variable to determine the proportion of working hours devoted to each activity and objectives. The analysis examines three key aspects of MAC activities: the nature of activities, the frequency of interaction with stakeholders, and the alignment of activities with MAP objectives.

As mentioned, the running records instrument prompted MACs to enter the activity/task along with a description. Given that these were unaided free responses, APS reviewed the entries and generated a set of 15 themes that encompass all activities. APS assigned one theme for every activity logged by every participant. Used in conjunction with the duration variable, this enabled Hanover to determine the proportion of total work hours that MACs devote to each task.

Hanover used the “Number of People” variable to assess MACs’ level of engagement with APS stakeholders. First, Hanover determined the proportion of time that MACs spend alone, in a one-on-one setting, and in groups of various other sizes. The time-tracking instrument used during the first two-week session included a single “Number of People” variable, while the instrument used during the second and third two-week sessions included “Number of Students,” “Number of Parents,” and “Number of Teachers/Staff” variables. As such, Hanover examines data from the final two sessions to determine the proportion of MACs’ work hours spent with each stakeholder group.

Finally, APS evaluated each entry holistically to evaluate whether the activity/task aligned with MAP objectives. APS generated a set of 10 themes that correspond with MAP objectives. APS assigned up to two objectives for each entry, which enabled the analysis of hours spent per objective.

While the running records facilitated the collection of a large quantity of data, it is important to consider several caveats. First, MACs completed running records independently of one another, and therefore may characterize the same or similar tasks differently. MACs also provided insufficient detail in several instances, meaning APS was unable to determine whether the activity supports a particular MAP objective. MACs also overlooked the “Hours spent on Activity” variable for several entries, which precluded these particular entries from the temporal analysis.



## SECTION II: ANALYSIS

In this section, Hanover Research analyzes results from the running records. This section evaluates the nature of MAC daily activities, the frequency of interaction with APS stakeholders, and the alignment of MAC activities with MAP objectives. Within each subsection, Hanover first examines aggregate results and subsequently examines results segmented by school level.

### NATURE OF ACTIVITIES

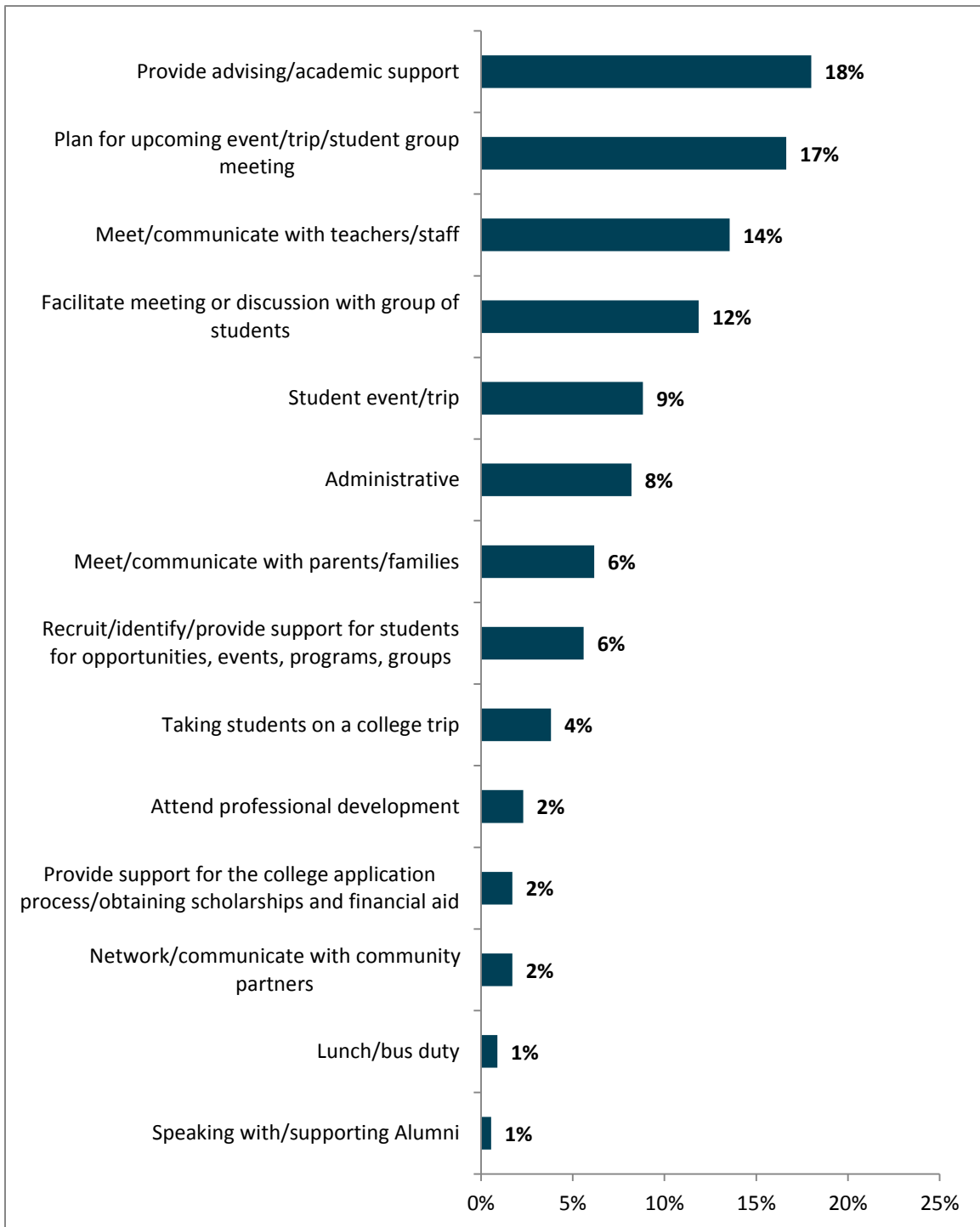
The running records instrument prompted MACs to enter each activity/task, along with a detailed description of the task. This portion of the instrument was open-ended and did not include a pre-defined set of items. To analyze these data, APS generated a set of 15 themes that correspond to the activities. APS assigned one theme to each logged activity. Figure 2.1 presents the themes according to percentage of total time logged, and Figure 2.2 presents the results segmented by school level.

MACs use much of their time to provide direct support for students. The most frequent activity recorded in the running records, occupying 18 percent of MACs' time, is to providing advising or academic support directly to students. MACs advising and support activities cover a wide range of topics at all academic levels, ranging from helping students select their classes, to providing direct subject-specific support, helping to develop make-up plans for missed school days.

MACs also spend much of their time planning and conducting administrative tasks. with approximately 17 percent of MACs' time allocated to planning for upcoming events, trips, or group meetings. This may include creating lesson plans or meeting with colleagues to prepare for upcoming events. MACs also devote 8 percent of their time to administrative tasks.

Data also suggest that communication is a crucial component of the MAC position. MACs spend approximately 14 percent of their time meeting or communicating with teachers and other staff members – the second most common activity. Further, MACs devote 12 percent of their time to facilitating meetings or discussions with students and 6 percent of their time communicating with parents and family members. MACs also spent 2 percent of their work hours networking and communicating with community partners.

**Figure 2.1: Activities (Percentage of Total Time)**



A sample of MAC entries associated with each of the coding categories detailed above is included as Appendix I of this report.

Figure 2.2 reveals substantial differences in the allocation of MACs’ time at the elementary, middle, and high school levels. For instance, the elementary school MAC devotes about one-half of his or her time to advising and academic support and planning for upcoming events and meetings. By contrast, middle school and high school MACs spend between 31 and 35 percent of their time on these activities. Conversely, high school MACs concentrate more on promoting interactions between students. High school MACs spend 18 percent of their time facilitating meetings or discussions with groups of students, as compared to less than ten 10 percent at both the elementary and middle school levels.

**Figure 2.2: Activities by School Level (Percentage of Total Time)**

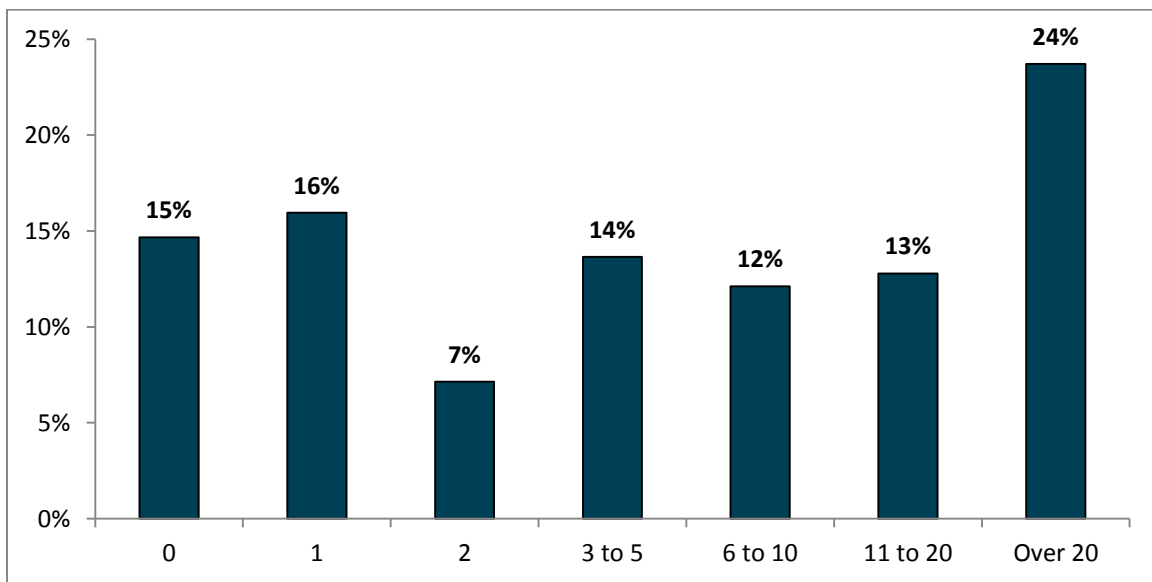
ACTIVITY	PERCENT OF TIME ALLOCATED			
	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	OVERALL AVERAGE
Provide advising/academic support	26%	15%	20%	18%
Plan for upcoming event/trip/student group meeting	26%	16%	14%	17%
Meet/communicate with teachers/staff	10%	15%	12%	14%
Facilitate meeting or discussion with group of students	5%	9%	18%	12%
Student event/trip	4%	11%	8%	9%
Administrative	8%	8%	9%	8%
Meet/communicate with parents/families	5%	8%	5%	6%
Recruit/identify/provide support for students for opportunities, events, programs, groups	0%	9%	3%	6%
Taking students on a college trip	0%	4%	5%	4%
Attend professional development	10%	2%	0%	2%
Provide support for the college application process/obtaining scholarships and financial aid	0%	1%	4%	2%
Network/communicate with community partners	6%	2%	0%	2%
Lunch/bus duty	0%	2%	0%	1%
Speaking with/supporting Alumni	0%	0%	1%	1%

## ENGAGEMENT WITH STAKEHOLDERS

The running records instrument prompted MACs to enter the number of individuals that participated in each activity, including the number of student, parents and staff participants. Figure 2.3 presents the number of participants present by the percentage of total time, and Figure 2.4 presents the same data disaggregated by school level. Figure 2.5 and Figure 2.6 indicate the presence of various stakeholder groups by the percentage of total time. Note that the running record instrument requested that MACs indicate the number of participants by stakeholder during the second and third two-week periods, but not the first.

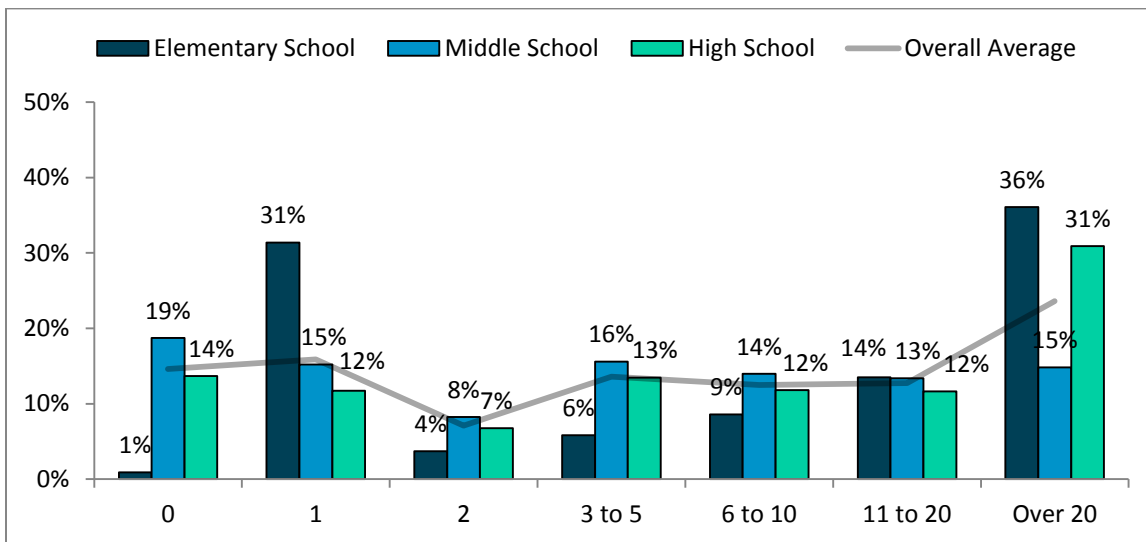
**MACs spend 85 percent of their time working with students, teachers, and parents, and just 15 percent of their time working alone.** Approximately 16 percent of their time is working individually with another stakeholder. MACs spend nearly half (49 percent) of their work hours working with groups of six individuals or more. Overall, data suggest that MACs’ time is distributed fairly evenly between solitary, one-on-one, and small group settings.

**Figure 2.3: Number of Participants in Activity/Task (Percentage of Total Time)**



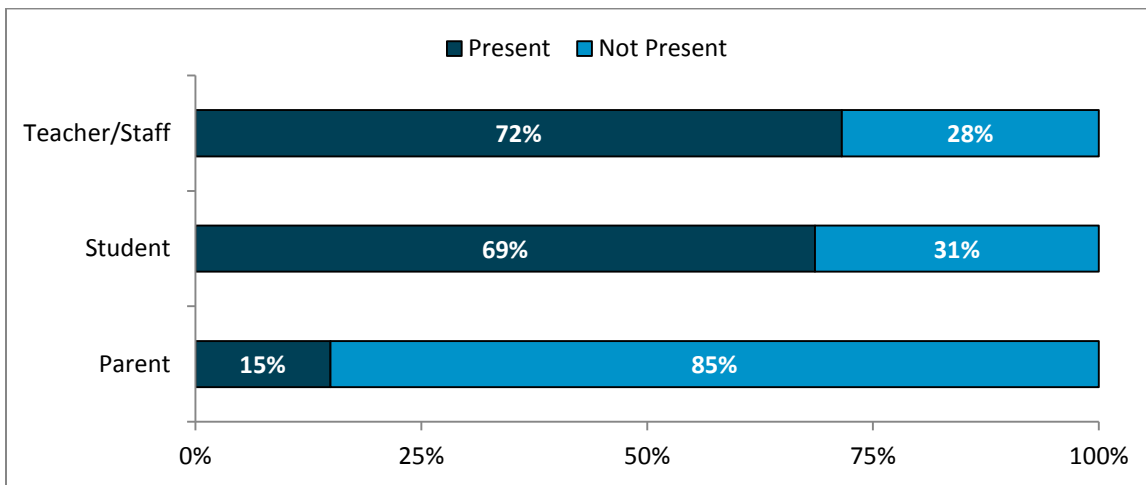
Middle and high school MACs spend 19 percent and 14 percent of their time, respectively, working alone. By contrast, the elementary school MAC spends just 1 percent of his or her time working in a solitary environment. Relative to the district average, the elementary school MAC is more likely to work in one-on-one (31 percent) and large-group settings with over 20 participants (36 percent).

**Figure 2.4: Number of Participants in Activity/Task by School Level (Percentage of Total Time)**



MACs devote a majority of their time to working with colleagues and students. Running records data indicate that MACs spend 72 percent of their work hours with teachers or staff members and 69 percent with students. Additionally, MACs spend 15 percent of their time interacting with parents or family members.

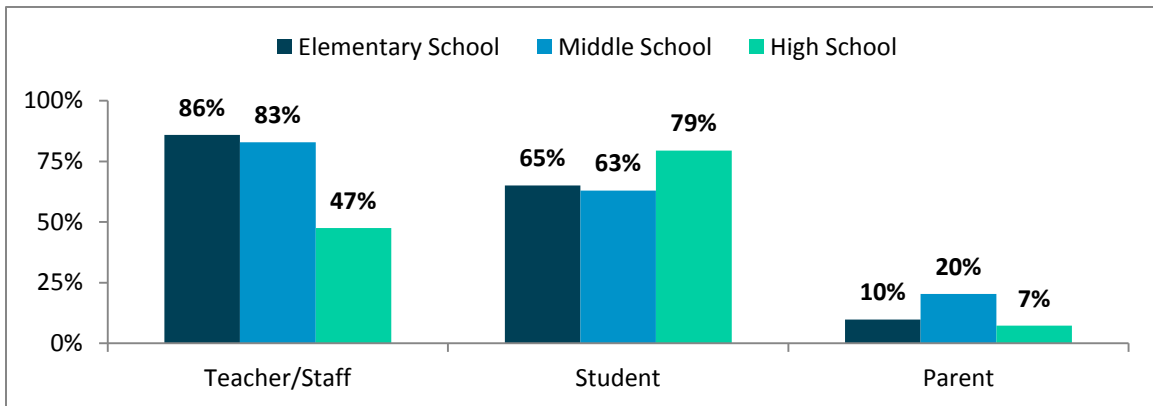
**Figure 2.5: Presence of Stakeholders (Percentage of Total Time)**



Note: Second and third cycles only

High school MACs spend a relatively greater proportion of their time interacting with students. High school MACs spend approximately 79 percent of work hours with students, compared to about 65 percent at the elementary and middle school levels. Conversely, high school MACs spend relatively less time working with teachers and staff members.

**Figure 2.6: Presence of Stakeholders by School Level (Percentage of Total Time)**



Note: Second and third cycles only

### ALIGNMENT WITH MAP OBJECTIVES

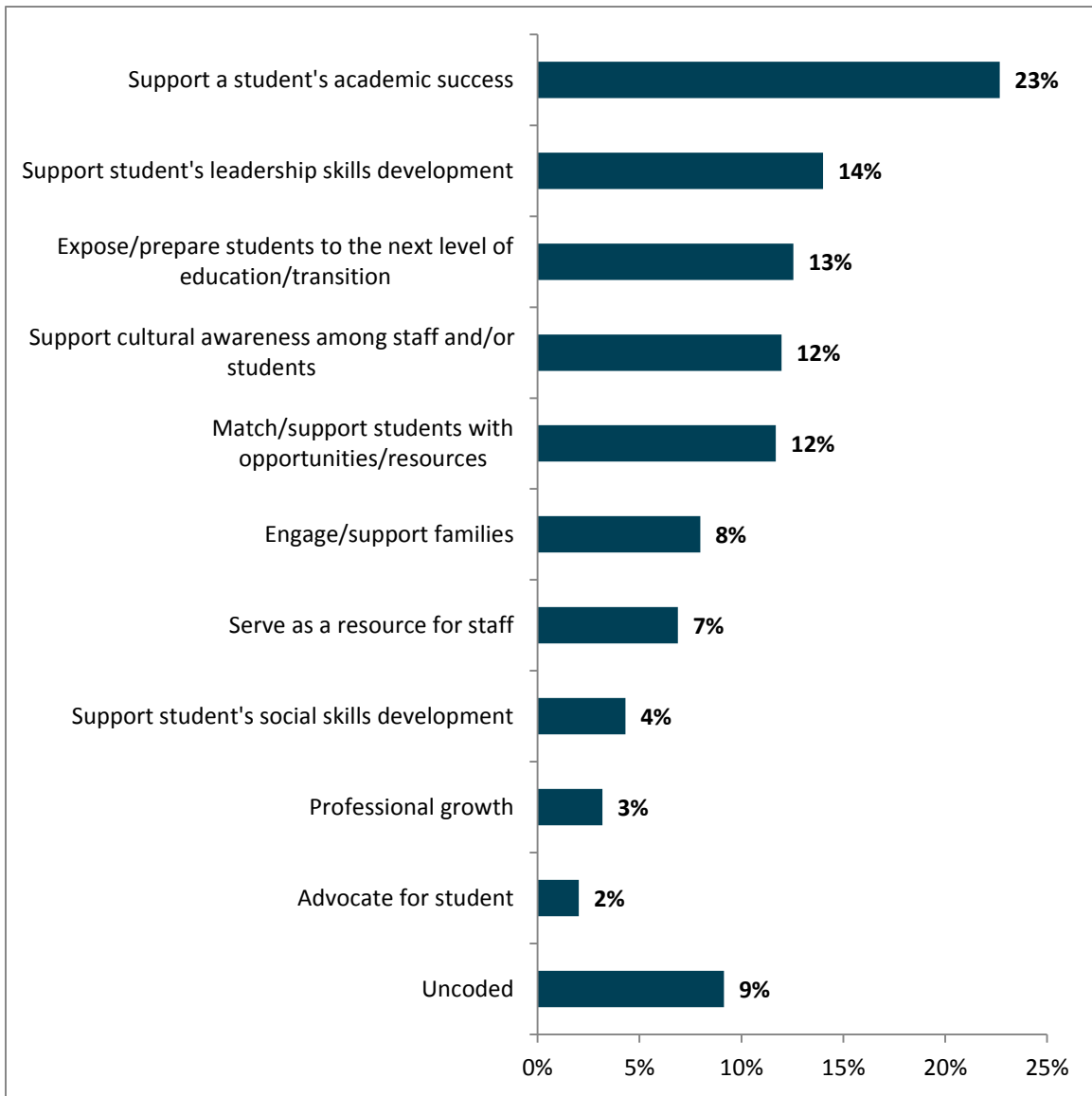
Lastly, APS examined the characteristics of each task holistically - including the goal, description, and number of participants - to assess whether the activity supports MAP objectives. APS developed a set of themes based on the MAP description and the MAC job description. Figure 2.7 indicates the proportion of time that MACs devote to each objective, and Figure 2.8 presents the results according to school level. However, it is important to note that many entries did not provide sufficient detail to be categorized.

Data suggest that improving students’ academic performance is the primary objective of the MAP. MACs devote nearly one quarter of their time on activities that support students’ academic success. Additionally, MACs spend 13 percent of their time preparing students for the next level education. For instance, MACs work with students who are transitioning and guide high school students through the college application process.

MACs also focus on developing students’ leadership skills and social skills. The second most common MAC objective is supporting students’ leadership skills development, which occupies approximately 14 percent of their time. This includes facilitating student leadership organizations, such as the Minority Student Achievement Network (MASN) and Latinas Leading Tomorrow. Additionally, MACs spend 4 percent of their time on developing students’ social skills. This may include mentoring students with social difficulties or meeting with groups of students to discuss social issues.

MACs devote 12 percent of their time on objectives that support cultural awareness among staff and students. This includes organized events, such as leading cultural competence training, as well as ad hoc meetings or discussions about racial and cultural issues.

**Figure 2.7: Activities serving MAP Objectives (by Percentage of Total Time)**



Note: 1) "Uncoded" activities lacked sufficient information in the running record to assign a categorical code. 2) Percentages do not sum to 100, as each activity may be coded as more than one theme.

A sample of MAC entries associated with each of the coding categories detailed above is included as Appendix II of this report.

The running records highlighted substantial differences in MAC activities according to school level (Figure 2.8). For instance, the elementary school MAC does not spend any time exposing students to the next level of education, whereas high school MACs spend 17 percent of their time on this activity. The elementary MAC also devotes relatively more time acting as a resource for faculty and staff. Additionally, at the elementary and high school level, MACs spend approximately 15 percent of their time supporting cultural awareness

among staff and students, while those at the high school level spend 5 percent of their time supporting cultural awareness.

**Figure 2.8: Activities serving MAP Objectives by School Level (Percentage of Total Time)**

ACTIVITY	PERCENT OF TIME ALLOCATED			
	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	OVERALL AVERAGE
Support a student's academic success	22%	18%	28%	23%
Support student's leadership skills development	14%	12%	17%	14%
Expose/prepare students to the next level of education/transition	0%	11%	17%	13%
Support cultural awareness among staff and/or students	15%	17%	5%	12%
Match/support students with opportunities/resources	12%	16%	5%	12%
Engage/support families	6%	10%	5%	8%
Serve as a resource for staff	19%	5%	5%	7%
Support student's social skills development	7%	3%	5%	4%
Professional growth	4%	4%	2%	3%
Advocate for student	1%	2%	2%	2%
None of the above	9%	10%	8%	9%

Note: Percentages do not sum to 100, as each activity may be coded as more than one theme.



# APPENDIX I: SAMPLE MAC ENTRIES FOR CODING BY NATURE OF ACTIVITIES

THEME	ACTIVITY/TASK AND DESCRIPTION
Plan for upcoming event/trip/student group meeting	<ul style="list-style-type: none"> <li>▪ Lesson plans for Brainology Group</li> <li>▪ Met for the first time with the Committee planning the Cohort 15th Year Anniversary Reunion</li> <li>▪ Met with co-sponsor to plan activities for LLT meeting</li> </ul>
Meet/communicate with teacher/staff	<ul style="list-style-type: none"> <li>▪ Attended HILT team meeting to discuss student concerns</li> <li>▪ Discussed with math coach "Enrichment Program" option for student requesting level up and discussed implementation in the classroom</li> </ul>
Facilitate meeting or discussion with group of students	<ul style="list-style-type: none"> <li>▪ Co-lead with CIS Coordinator - differences between latinos</li> <li>▪ Discussion of Race in SOAR class</li> <li>▪ Facilitated weekly Tolerance Club meeting with co-sponsors</li> </ul>
Provide academic advising/support	<ul style="list-style-type: none"> <li>▪ Met with current pre EIP GMU girls in need of academic support</li> <li>▪ Met with student to provide academic advising</li> </ul>
Student event/trip	<ul style="list-style-type: none"> <li>▪ Brought 5 students to attend the conference. Students learned about how to break stereotypes.</li> <li>▪ Students, principal and MAC participated and serve as facilitators in a regional conference focus in diversity and create a plan to work in the school in topics related to Judgment, Bias, and Stereotypes</li> </ul>
Administrative	<ul style="list-style-type: none"> <li>▪ emails, calls, tech issues, ordered t-shirts for LLT, sent scholarship info, printed grades, etc</li> </ul>
Advising	<ul style="list-style-type: none"> <li>▪ Helped student transition back to class after he was sent to the office</li> <li>▪ I mentored a student that was seeking advice on making friends and participating in activities</li> <li>▪ Mediated a situation between three students</li> </ul>
Meet/communicate with parents/families	<ul style="list-style-type: none"> <li>▪ Contacting parent regarding absences</li> <li>▪ Guided HILT student and mother with family challenges and discussed options and actions</li> </ul>
Recruit/identify/provide support for students for opportunities, events, programs, groups	<ul style="list-style-type: none"> <li>▪ met with students about summer leadership opportunity</li> <li>▪ Met with students and staff to share information and registration paperwork for annual boys conference</li> </ul>
Taking students on a college trip	<ul style="list-style-type: none"> <li>▪ College tours and meeting with admission officers at Virginia Commonwealth University and Virginia Union University</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>▪ Attended professional development workshop on how to apply MBTI in the classroom</li> <li>▪ Learned more about Interactive Achievement and Synergy</li> </ul>

THEME	ACTIVITY/TASK AND DESCRIPTION
Provide support for the college application process/obtaining scholarships and financial aid	<ul style="list-style-type: none"> <li>▪ read and discussed 2 college essays</li> <li>▪ worked with 4 seniors on college acceptance paperwork</li> <li>▪ assisted student with Quest bridge scholarship</li> </ul>
Network/communicate with community partners	<ul style="list-style-type: none"> <li>▪ Meeting with Gates of Ballston contact to discuss future programs</li> <li>▪ Contacted Education Partners from NOBLE, Arlington Community Foundation (ACF)</li> </ul>
Lunch/bus duty	<ul style="list-style-type: none"> <li>▪ Cafeteria or bus duty</li> </ul>
Speaking with/supporting alumni	<ul style="list-style-type: none"> <li>▪ Former student now in college wanted to interview me about being a social worker for college class</li> <li>▪ Met with alumni from 2013 who stopped by to discuss his transfer to George Mason</li> </ul>

## APPENDIX II: SAMPLE MAC ENTRIES FOR CODING BY ALIGNMENT WITH MAP OBJECTIVES

MAP OBJECTIVE	ACTIVITY/TASK AND DESCRIPTION
Support a student's academic success	<ul style="list-style-type: none"> <li>checked with grade 10 male student on 3rd grading period progress</li> <li>Coordinate the tutoring session for students with math coach and provide students' passes.</li> </ul>
Support student's leadership skill development	<ul style="list-style-type: none"> <li>met with MSAN boys who will be doing outreach at [school] and [school]</li> <li>Met with members of Latinas Leading Tomorrow to debrief recent field trips and plan a community and service activity for May.</li> </ul>
Expose/prepare students to the next level of education/transition	<ul style="list-style-type: none"> <li>Helping students complete application for college visit</li> <li>Met with 6th Grade Transition students. Did goal reflections, school life, why college is important</li> </ul>
Support cultural awareness among staff and/or students	<ul style="list-style-type: none"> <li>Discussion with students about Middle Eastern Culture</li> <li>African American Read-in</li> <li>Cultural Competence training</li> </ul>
Match/support students with resources/opportunities	<ul style="list-style-type: none"> <li>Followed up with students about summer camp application</li> <li>Helped student with scholarship application</li> </ul>
Engage/support families	<ul style="list-style-type: none"> <li>Discussing students needs and intervention with parents</li> </ul>
Serve as a resource for staff	<ul style="list-style-type: none"> <li>Met with teacher to discuss in classroom lesson to discuss the movie SELMA</li> <li>Provide teacher with data related to minority students in [school] by Race, ethnicity and gender</li> </ul>
Support student's social skills development	<ul style="list-style-type: none"> <li>I mentored a student that was seeking advice on making friends and participating in activities</li> <li>Meeting with several students about social concerns</li> </ul>
Professional growth	<ul style="list-style-type: none"> <li>Attended professional development workshop on how to apply MBTI in the classroom</li> </ul>
Advocate for students	<ul style="list-style-type: none"> <li>Discuss with counselor and math coach option for student requesting higher level math classes</li> </ul>

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