

OFFICE OF JUVENILE JUSTICE  
AND DELINQUENCY PREVENTION

# 2021 TRIBAL YOUTH VIRTUAL NATIONAL CONFERENCE

Strengthening Resilience, Promoting Healing, Restoring Culture



**SHAPING BRIGHTER FUTURES WITH  
AMERICAN INDIAN, ALASKA NATIVE YOUTH  
AND TRIBAL COMMUNITIES**

**MARCH 29 - APRIL 2**



# 2021 OJJDP Tribal Youth National Conference

## Telling Our Story through Evaluation

Thursday, April 1, 2021

8:45am AKT/ 9:45am PT/ 10:45am MT/ 11:45am CT/ 12:45pm ET

### Session Facilitators:

**Ethleen Iron Cloud-Two Dogs, Tribal Youth Resource Center**

**Tribal Law and Policy Institute**

**Marneena Evans, Westat**

# Opening in a Good Way



# Objectives

1. Understand what evaluation is and how it applies to Tribal youth programming
2. Learn the basic elements of evaluation planning
3. Apply the basic elements by walking through an example of an evaluation planning process for a youth program



# What is Evaluation

Evaluation uses data and information to help us assess the design, activities, and outcomes of a program

- Is the program operating the way we intended?
- Are we achieving our objectives?
- How can we keep getting better at what we do?
- Are we creating the change we wanted to see?
- It is NOT a judgment about “good” or “bad”, nor is it about personnel evaluation



# What Can Evaluation Help Us Do?

- Understand what is going well with our program and what can be improved
- Make decisions about practice and resource allocation
- Tell the story of our program, community, and families
- Understand the perspectives of our relatives (youth, families, program staff, community partners)
- Empower and honor the sovereignty of our Tribal Nations
- Sustain successful programs by keeping practice on track and justifying continued funding



# Two Types of Evaluation

## Process or Implementation Evaluation and Monitoring

- How does our program operate? In what context does it operate?
- Is the program being implemented as planned? What changes have we made to the original design, and why?
- How can we improve the implementation of the program?
- Monitoring and Continuous Quality Improvement (CQI)

## Outcome Evaluation

- Did our program reach its objectives?
- What can we say about short, medium, and long-term outcomes for our youth?



# WHAT IS INDIGENOUS EVALUATION?

- Indigenous evaluation uses Indigenous ways of knowing, frameworks, and cultural paradigms
- *“Indigenous evaluation is not just a matter of accommodating or adapting majority perspectives to American Indian contexts. Rather, it requires a total reconceptualization and rethinking. It involves a shift in worldview.”* (J.LaFrance, Brief 02-Indigenous Evaluation & Native Student Success, <http://indigenouseducationtools.org/bf/02>)



# Indigenous Evaluation and Ways of Knowing

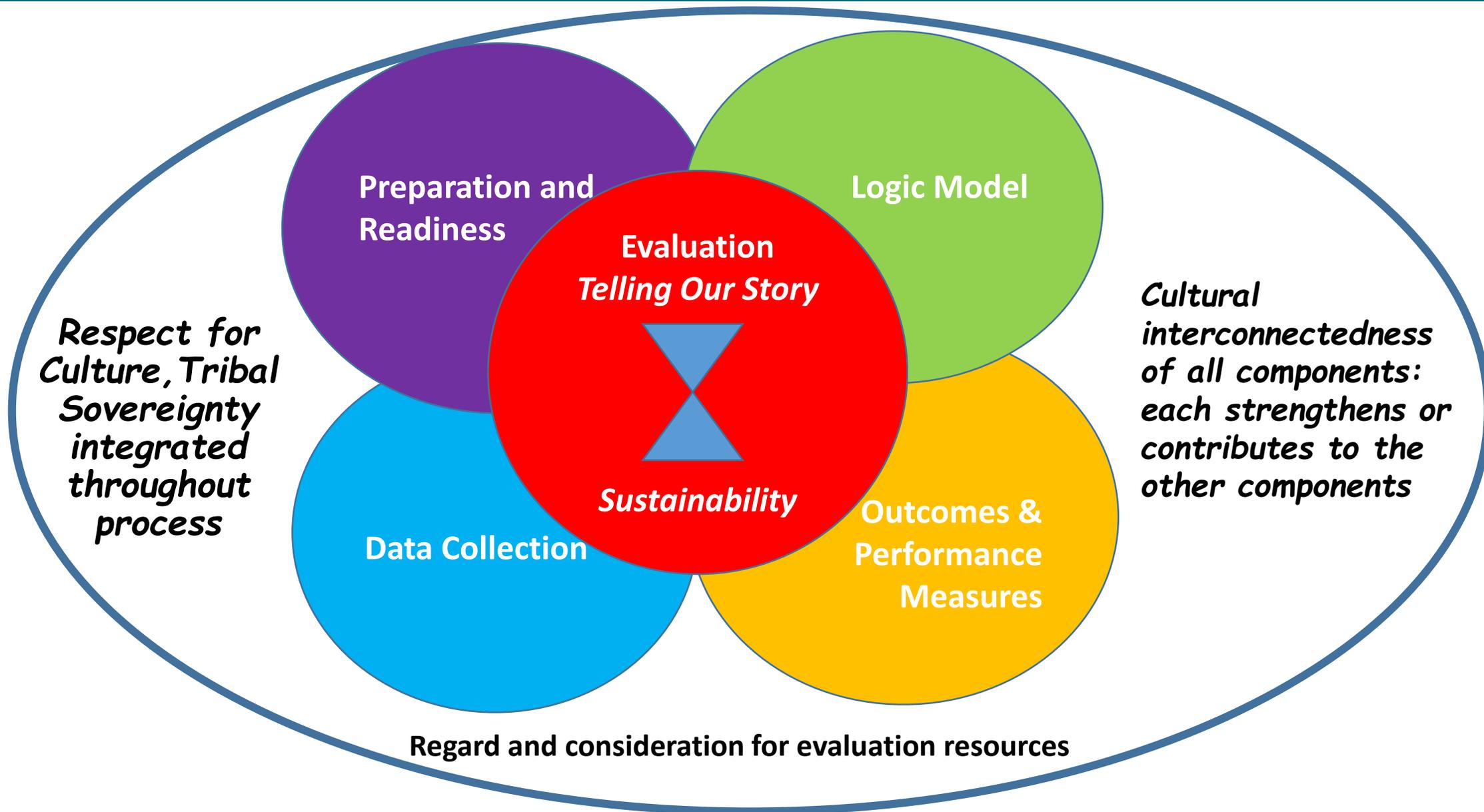
- Indigenous societies have always gathered and analyzed data and information to guide decisions
- Data and information about the natural world and ancestral teachings
- Western science often reaches same conclusions Indigenous science already knows
- Data sovereignty = Tribal sovereignty
- Cultural values used to assess, measure, or evaluate



# Evaluating Tribal Youth Programs in an Indigenous Way

1. Where do you start – from the beginning (make offerings)
2. Understanding the process of evaluation (data sources and methods of data collection)
3. How to be culturally sensitive to the youth and family in the evaluation process (non-invasive, confidentiality, privacy)
4. Telling your story (analysis of data)
5. Giving thanks to youth, family, and community

# Tribal Youth Resource Center Evaluation Overview



# Evaluation Considerations

- Important to plan early for evaluation- develop a plan that identifies the type of evaluation that will be conducted and the timing of evaluation
- Consider evaluation readiness (see checklist handout)
- “Evaluation is an ongoing cycle- the best evaluations involve teamwork that include both youth and adults as well as input from program providers, funding, participants, and technical experts in evaluation.”  
[http://actforyouth.net/youth\\_development/evaluation/](http://actforyouth.net/youth_development/evaluation/)
- What resources are available for evaluation of your program?

# Who Can Do the Evaluation?

## Hiring an External Evaluator

**Who:** Consultant from Tribal college, local University, other Tribal department, private consultant

**Pros:** Expertise in evaluation methods, someone else to do the work, objectivity

**Cons:** Potentially expensive, may be from outside community and not familiar with culture of community

## Conducting Evaluation Internally

**Who:** Staff person who is enthused about data or research (or at least not afraid of Excel)

**Pros:** Less expensive, community member familiar with values and culture of program

**Cons:** Learning curve, time taken from other responsibilities

# Creating a Culture of Evaluation

- Establish evaluation as an integral part of the program from beginning to end
- Develop evaluation practices that support the values and goals of the program and community (e.g., honoring cultural protocols)
- Integrate evaluation activities into day-to-day processes
  - Collect data regularly through program activities, such as events, meetings
  - Review evaluation data regularly at staff meetings to guide discussion and decision-making
  - Fidelity tools and feedback loops to keep us on track
- Create a shared understanding of the value of evaluation

# Bringing Our Relatives to the Circle

| Evaluation Working Group             |              |                       |
|--------------------------------------|--------------|-----------------------|
| Establish Working Group<br>Team Lead | Program Name | Role/Responsibilities |
| Evaluation Team Member(s)            | Name(s)      | Role(s)               |
|                                      |              |                       |
|                                      |              |                       |
|                                      |              |                       |

| Stakeholders: How will the team engage stakeholders in the evaluation process? |  |  |
|--|--|--|
| Stakeholders to Engage   | Stakeholder<br>Interests/Perspectives  | Stakeholder Engagement<br>(When/How)   |
| <i>Example (Truancy Program):<br/>Engage local school partners</i>             | <i>Example: Knowledge and<br/>awareness of population,<br/>program strengths, needs, and<br/>impacts</i> | <i>Example: Ongoing, but at least<br/>yearly, for program quality<br/>improvement. Survey will be<br/>generated and coordinator will<br/>host in-person meeting to<br/>review results.</i> |
|  |  |  |
|  |  |  |
|  |  |  |

# SMARTen Up Goals and Objectives

**Specific**

- Your goal should be as specific as possible. Your goal will state the **What, How** often or how much, **Where** will it take place and **Who** it will impact.

**Measurable**

- Your goal should highlight how you will **measure** your progress. Measurement will give you **specific feedback** and hold you **accountable**.

**Achievable**

- Goals should push you, but it is important that they are **achievable**.

**Realistic**

- Your **goal and timeframe** must be **realistic** for the intent of your desired result.

**Time-bound**

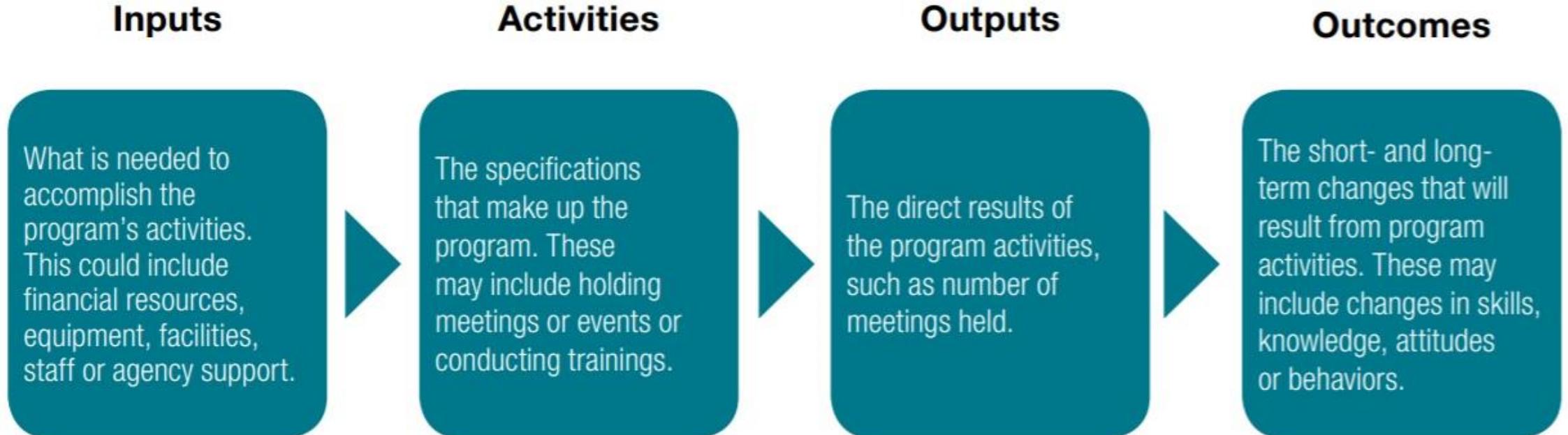
- A SMART goal has a **timeframe** listed which helps with **accountability and motivation**.

# Logic Model: Understanding Our Program

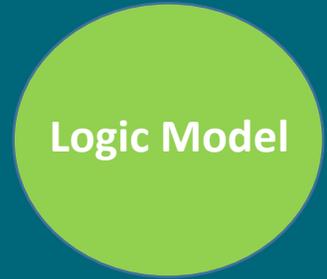
- Where are we going and how are we going to get there?
  - What are our goals? What changes do we want to see in our youth? In our communities?
  - What will these changes look like when we succeed? How will we know it happened?
  - What are we doing to create these changes?
  - What is the connection between our program activities and the outcomes we want to see?
- Logic Models are a useful tool to visualize our program's goals and activities
- Our Logic Model reflects our goals and objectives

# Elements of a Logic Model

**Figure 1. Sample Logic Model**

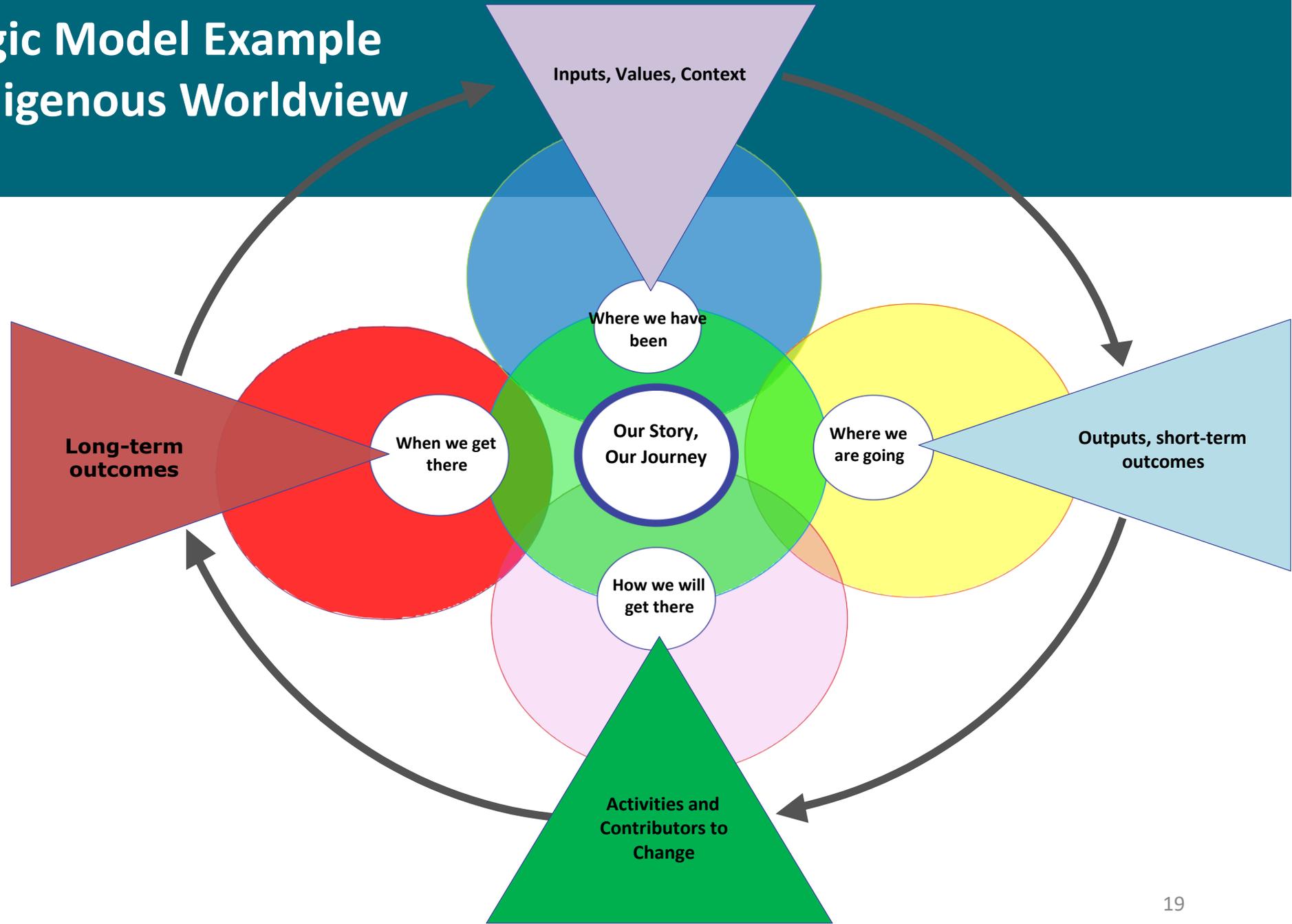


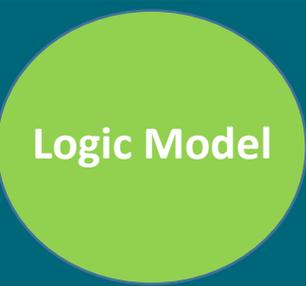
Source: Martin, Alison Brooks, "Plan for Program Evaluation From the Start," NIJ Journal 275 (2015): 24-28, available at <http://nij.gov/journals/275/Pages/plan-for-program-evaluation.aspx>.



# Logic Model Example Indigenous Worldview

**Enhancing  
Native/Tribal  
Youth Wellness  
and Cultural  
Identity**





Logic Model

**Logic Model Example: Increasing Cultural Pride and Identity**

| Example of a Logic Model to Increase Cultural Pride and Identity         |  |  |  |  |  |
|--|--|--|--|--|--|
| What are the changes we want to see?                                     | What are the issues that impact making the changes?  | What are the activities/resources/inputs we will employ to meet each goal? | What will be the outputs for each specific activity? | What will you do to measure the outcomes and outputs of the program? | What is our hope for the future?             |
| <u>Our Story Wellbeing</u><br><br>1)                                     | <u>Our story of resilience</u><br><br>1)   | <u>What we can do today, Supporting our relatives</u><br><br>1)            | <u>There is healing in our culture</u><br><br>1)     | <u>Honoring our youth today</u><br><br>1)                            | <u>Honoring our youth tomorrow</u><br><br>1) |
| What are the changes we want to see?                                     | <u>Our Hope</u><br>1)  |  |  |  |  |
| <u>Healing is our future:</u>  | What are the Cultural values and principles that will guide our work?<br><br><u>Strong Hearts:</u> |  |  |  |  |
| <b>The Foundation for Our Work:</b><br><i>Vision:</i><br><i>Mission:</i> |  |  |  |  |  |

\*Denotes OJJDP Performance Measure.

# Logic Model Example:

## American Indian Higher Education Consortium

One Illustration of the Story of Summer Employment Program

Summer Employment Students Graduate and Seek Higher Education



# Pathway to Change

**How We Know:**

-Text

**What We Know:**

-Text

**What We Do:**

-Text

**Who We Impact:**

-Text

**What We Change:**

-Text

**What We Bring:**

-Text



Logic Model

**Logic Model Example:**  
Capacity Building Center for Tribes

# What Questions Do We Want to Answer?

1. Evaluation Focus Area – What is most important to evaluate?
2. Audience – Who are the key audiences that will have questions about your focus areas?
3. Question – What questions will your key audience have about your program?
4. Information Use – For responses to any given question, what will that information be used for?

# Evaluation Action Plan

**An evaluation action plan is a living roadmap for your evaluation journey**

| Focus Area | Evaluation Question | Signs of Progress (Indicators) | Potential Data Sources | Timing |
|------------|---------------------|--------------------------------|------------------------|--------|
|------------|---------------------|--------------------------------|------------------------|--------|

# What Information Do We Need to Answer Our Questions?

- Quantitative Data
  - Anything involving numbers or counting
  - Collected through forms, spreadsheets, surveys, data from other organizations
- Qualitative Data
  - Voices of our relatives
  - Thoughts and opinions from participants, staff, and other partners
  - Other ways of knowing (dreams, star knowledge, ceremonies, other cultural ways of knowing)
  - Collected through surveys, talking circles, focus groups, conversations, other sources

# How Do We Collect Information?

A detailed data collection plan is important

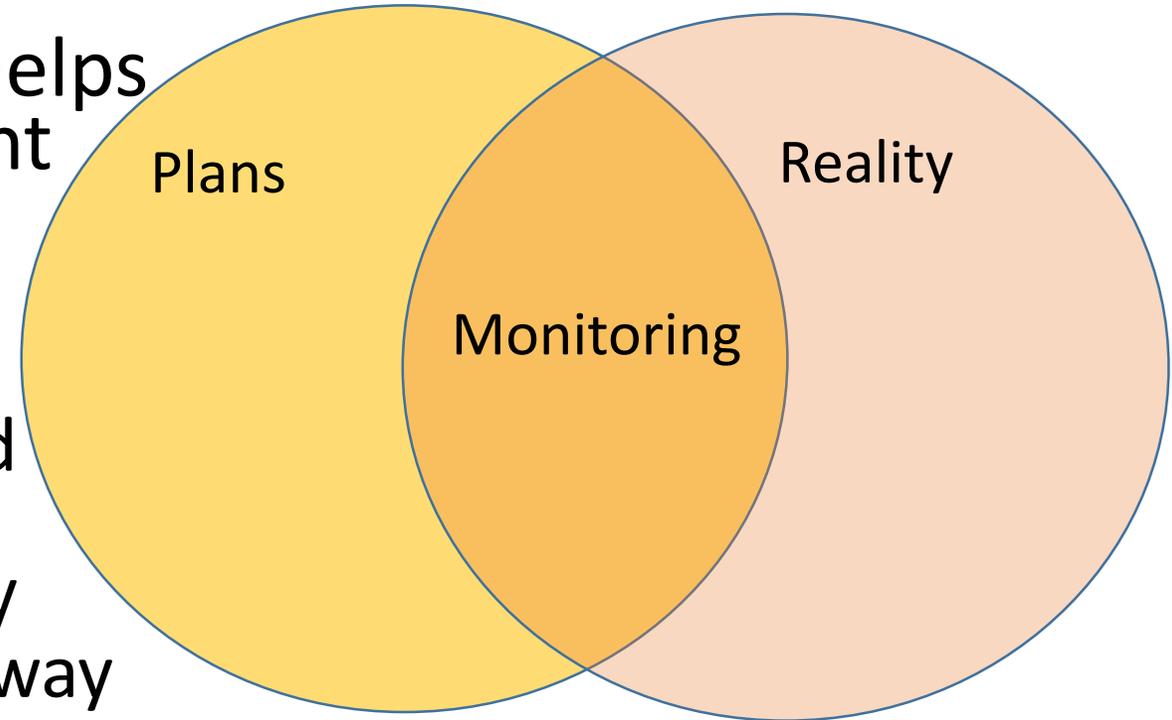
|                        |  |  |   |  |
|------------------------|--|--|---|--|
| <b>Data to Collect</b> | <b>Where is data and how will it be collected?</b> | <b>Who is responsible for collecting the data?</b> | <b>Target date for data collection?</b> | <b>How will this data be stored? Who has access?</b> |
|------------------------|--|--|---|--|

# MOU or Partnership Agreements to Support Data Sharing

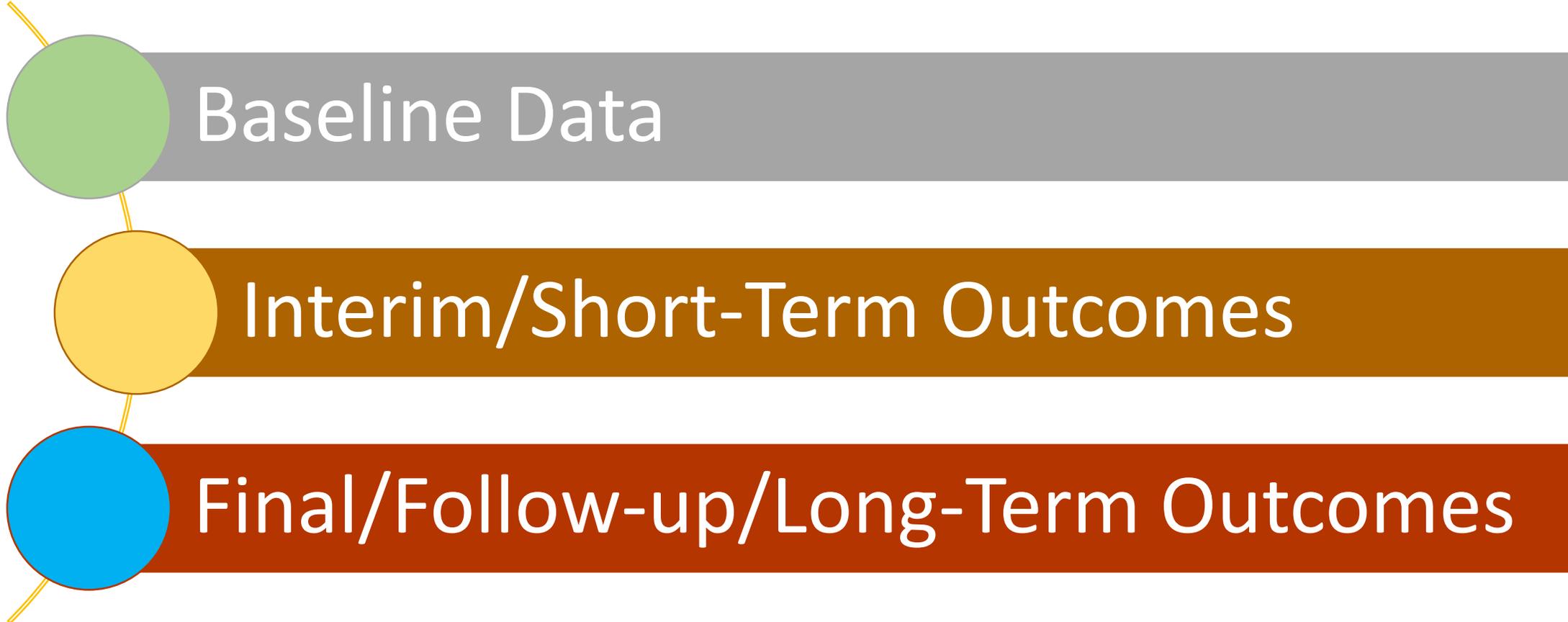
- It may be necessary to develop both internal MOU and external MOU to support partnerships, communication and to support program sustainability.
- MOU can detail the information that will be shared, by whom, and for what limited purpose.
- MOU should contain the acknowledgment of the team members as to the applicability of and adherence to federal and tribal laws.

# Monitoring Signs of Progress

- Regularly looking at our data helps us keep things going in the right direction
  - Implementation progress and service quality
  - Progress toward outcomes and performance measures
  - Course corrections if necessary
  - Celebrating success along the way
  - “Turnover proof” the program for sustainability



# Telling Our Story from Present to Future Using Data



Baseline Data

Interim/Short-Term Outcomes

Final/Follow-up/Long-Term Outcomes

# Question for the Group

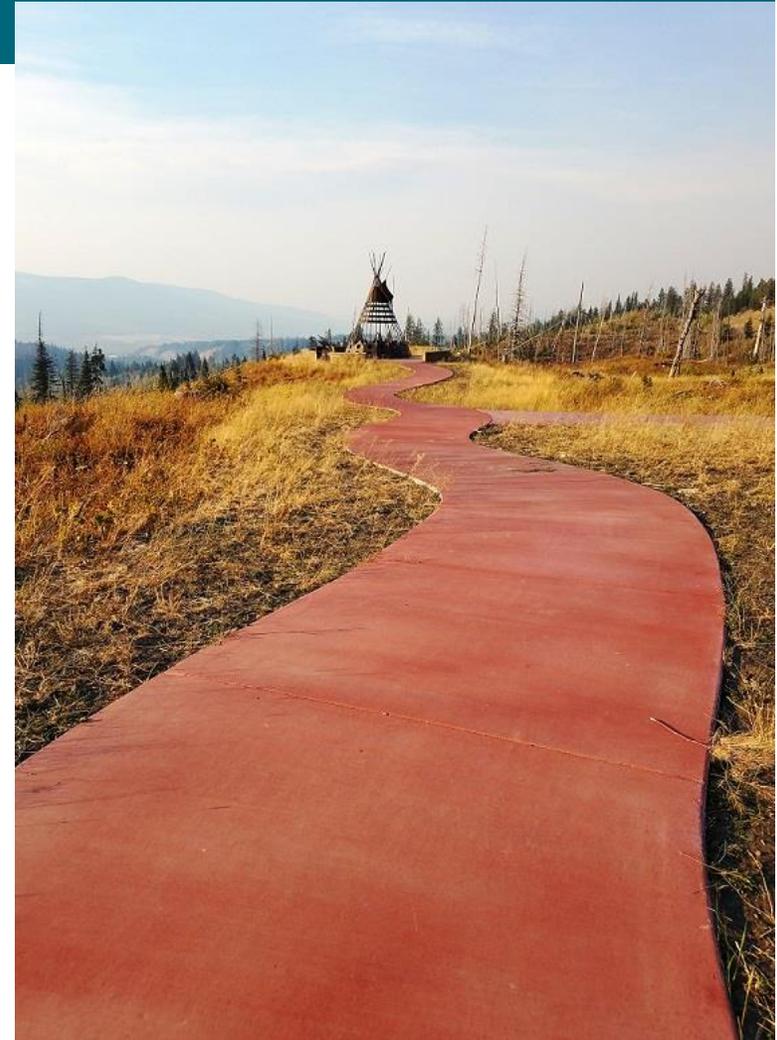
Who do you think needs to hear the story of your program?

# Let's walk through this process with an Example Program...

***Vision Statement:*** Strengthening our youth, families, and communities

***Mission Statement:*** Our mission is to revitalize and reconnect our Tribal youth to their culture so that they will have a strong foundational cultural pride and identity

***Project Goal:*** Increase the cultural skills of 30 Tribal youth to support youth feelings of cultural identity and pride



# Preparing for Evaluation

1. Create a Culture of Evaluation
2. Convene Evaluation Working Group and Include Stakeholders
3. Review Goals and Objectives and Develop Logic Model
4. Develop Evaluation Action Plan
5. Connect with Technical Assistance Providers



# Example Logic Model: *Strengthening Youth, Families and Communities*

## INPUTS

Resiliency  
 Strong cultural identify and way of life  
 Intact Tribal values  
 Laws and principles

## ACTIVITIES

- Cultural skill building
- coming of age ceremonies
  - healing ceremonies
  - naming
  - education on gender roles

## OUTPUTS

- Youth receive tribal name
- Youth participate in coming of age ceremony
- Youth participate in healing ceremony
- Youth educated on gender roles
- Youth understand and use ceremonial elements in prayer

## OUTCOMES

Youth cultural skills increase  
 Youth feel greater sense of cultural identity and pride  
 Youth well-being is enhanced by increased sense of cultural identity

# SAMPLE EVALUATION ACTION PLAN

| Evaluation Action Plan  |   |  |   |  |
|-------------------------|---|--|---|--|
| Program Name:           |   |  | Date Updated  |  |
| Focus Area              | Evaluation Question   | Signs of Progress (Indicators)   | Potential Data Sources  | Timing   |
| Cultural skill building | To what extent have youth participated in cultural teachings and ceremonies?                              | <ul style="list-style-type: none"> <li>• # youth who receive <i>Tribal</i> name</li> <li>• # youth participated in coming of age ceremony</li> <li>• # youth participated in healing ceremony</li> </ul> | Program data  | Monthly review with Community Advisory Committee   |
| Cultural identity       | To what extent has the program contributed to youth identifying and establishing their cultural identity? | Improvement in youth's confidence in cultural identity as reported by youth, their families, and program staff   | Interviews with youth, their families, and program staff<br><br>Cultural identity survey of youth | <ul style="list-style-type: none"> <li>• At program entry</li> <li>• Six months into program</li> <li>• Program completion</li> <li>• Six-month follow-up</li> </ul> |
| Youth well-being        | To what extent has increased cultural identity contributed to youth well-being?                           | <ul style="list-style-type: none"> <li>• # of youth/% of youth who report improvements in quality of life</li> <li>• # youth who enter or re-enter justice system</li> </ul>                             | Youth survey<br><br>Court data  | <ul style="list-style-type: none"> <li>• Program completion</li> <li>• Six-month follow-up</li> </ul>  |

# SAMPLE DATA COLLECTION PLAN

Data  
Collection

| Data Collection Plan                                 |   |                                       |   |  |
|--|---|---------------------------------------|---|--|
| Program Name:  |   |                                       | Date Updated  |  |
| Data to Collect                                      | Where is data and how will we collect it?   | Who is responsible for collecting it? | Target dates  | How will data be stored?   |
| # of youth who receive Tribal name                   | Aggregate from program files  | Project coordinator                   | By 10 <sup>th</sup> of each month   | Spreadsheet in project folder  |
| # of youth who participate in coming of age ceremony | Aggregate from program files  | Project coordinator                   | By 10 <sup>th</sup> of each month   | Spreadsheet in project folder  |
| Youth sense of cultural identity                     | Youth cultural identity surveys<br>Youth interviews<br>Family member interviews<br>Program staff interviews | Project coordinator                   | Surveys –<br>Distribute to youth on 3/14/21, deadline is 4/08/21<br><br>Youth interviews – week of 4/12/21<br>Family interviews – week of 4/19/21<br>Program staff interviews – week of 4/26/21 | Survey data will be entered into spreadsheet<br><br>Interview notes will be deidentified and stored in Word docs in project folder |
| Youth justice involvement                            | Tribal court<br>County juvenile court   | Program director                      | 2x/year –<br>5/05/21<br>11/05/21<br>5/05/22<br>11/05/22   | Data file from court stored in project folder, secure subfolder  |

Data Collection

# SAMPLE EXCEL DATA COLLECTION TOOL

The screenshot displays the Microsoft Excel interface for a data collection tool. The ribbon at the top includes tabs for File, Insert, Page Layout, Formulas, Data, Review, View, Help, and a search bar. The ribbon is currently set to the 'Home' tab, showing options for Font, Alignment, Number, Styles, Cells, and Editing. The spreadsheet grid is visible with columns A through M and rows 1 through 10. The columns are labeled as follows: A: Name, B: Gender, C: Date of Birth, D: Tribe(s), E: Tribal Enrollment, F: Date of Program Entry, G: Referral Source, H: Education - Grade level at program entry, I: Education - GPA at program entry, J: Education - # absences at program entry, K: Tribal Name - program entry, L: COA Ceremony - program entry, M: Healing Ceremo program. The cells are color-coded: columns A through G are light green, columns H through J are light yellow, and columns K through M are light orange. The bottom status bar shows the active sheet is 'Program Information' and the page number is 36.

# SAMPLE SURVEY

Data  
Collection

## Cultural Identity Survey

Thank you for participating in [PROGRAM NAME]. We would like to understand more about how your participation in the program has affected your feelings about your culture and your overall well-being.

| Please mark the option for how much you agree with each statement                                   | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | N/A                   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Getting my [ <i>Tribal</i> ] name made me feel more like I was a part of [ <i>Tribe</i> ].       | <input type="radio"/> |
| 2. My coming of age ceremony made me feel more like I was a part of [ <i>Tribe</i> ].               | <input type="radio"/> |
| 3. Participating in a healing ceremony made me feel more like I was a part of [ <i>Tribe</i> ].     | <input type="radio"/> |
| 4. Learning about traditional gender roles made me feel more like I was a part of [ <i>Tribe</i> ]. | <input type="radio"/> |
| 5. I would like to participate in more cultural activities.   | <input type="radio"/> |
| 6. I would like to learn more about the history of our people.                                      | <input type="radio"/> |
| 7. I would like to learn to speak or speak better [ <i>language</i> ]                               | <input type="radio"/> |

8. What other cultural activities would you like to participate in?

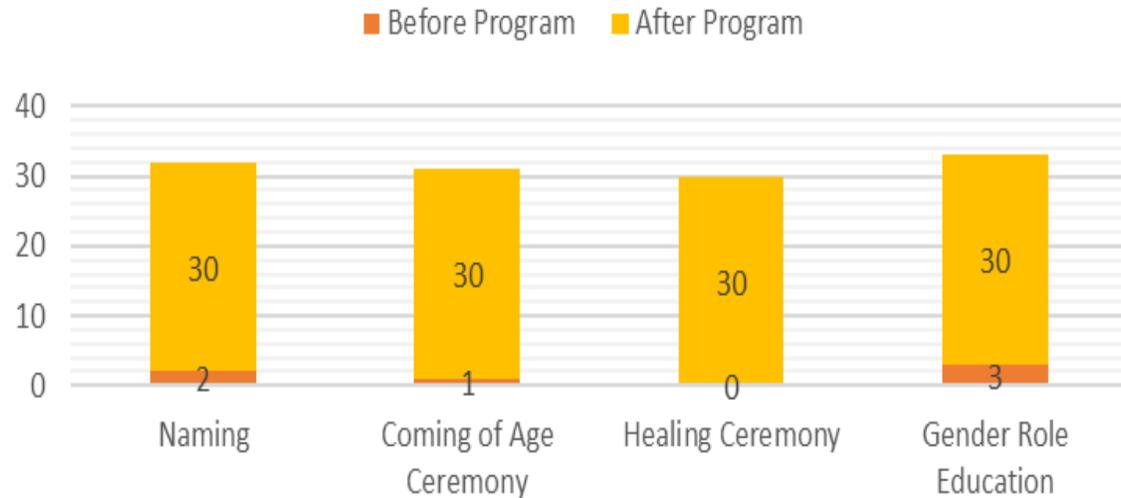
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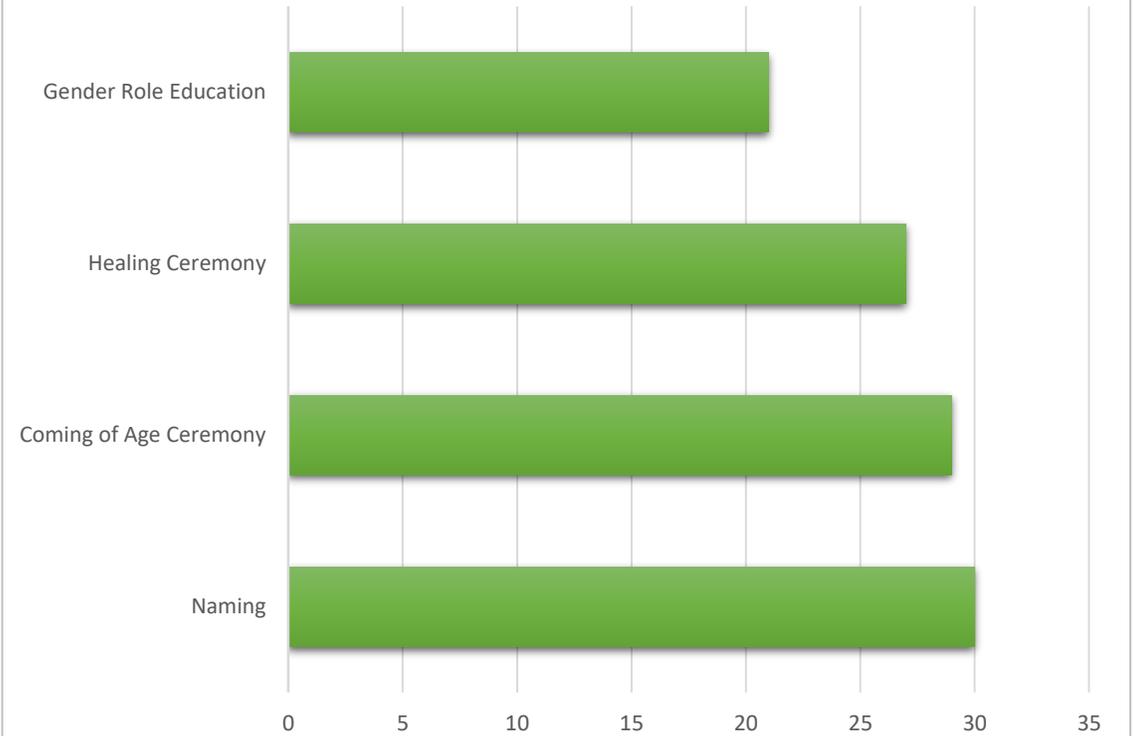
9. Is there anything else you would like us to know about your experience in the program?

# Reading Our Own Story

## Youth Cultural Experiences at Program Entry vs Program Completion



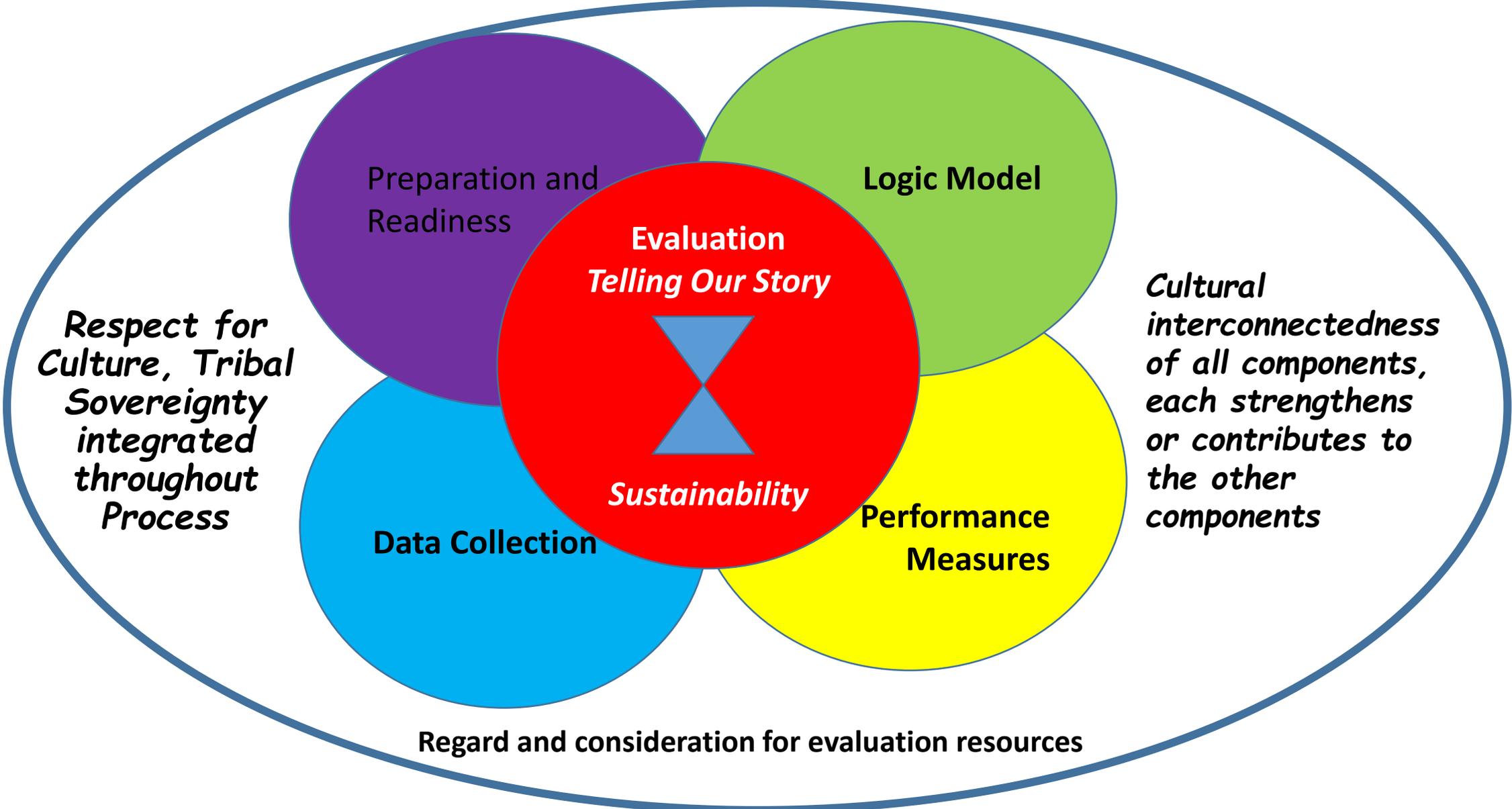
## Youth Experiencing Increased Cultural Identity, by Activity



# Sharing Our Story

- Telling your story, continuing conversation/dialogue
  - Reports, infographics, presentations, handouts, newsletters/newspaper articles
- Sharing learnings
- Who needs to hear this story? OJJDP, other grantees, community, spiritual leaders/elders, CAC, tribal court, tribal council, schools, families, community events
- Extend appreciation for the time and knowledge people give
  - If someone gives you data, always give it back to them
- Sustainability planning

# Tribal Youth Resource Center Evaluation Overview



# SUGGESTED NEXT STEPS

1. Create a Culture of Evaluation
2. Convene Evaluation Working Group and Include Stakeholders
3. Review Goals and Objectives and Develop Logic Model
4. Develop Evaluation Action Plan
5. Connect with Technical Assistance Providers and/or Other Resources



# DISCUSSION/QUESTIONS?



# Session Evaluation

Please remember to fill out the workshop evaluation.

## Workshop Information:

Thursday, April 1, 2021

8:45am AKT/ 9:45am PT/ 10:45am  
MT/ 11:45am CT/ 12:45pm ET

Session D1: Telling Our Story Through  
Evaluation



# Closing in a Good Way



# THE TRIBAL YOUTH RESOURCE CENTER

[www.TribalYouth.org](http://www.TribalYouth.org)



Envisioning a future  
where Indigenous youth  
thrive through traditional  
lifeways.



The Tribal Youth Resource Center is a part of the [Tribal Law and Policy Institute](#) and is supported by Grant #2018-MU-MU-K001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Dept. of Justice.

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# OJJDP

*Enhancing safety.  
Ensuring accountability.  
Empowering youth.*

[www.OJJDP.gov](http://www.OJJDP.gov)



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