

# Office of Juvenile Justice & Delinquency Prevention Tribal Youth Resource Center

## Telling Our Story through Evaluation A Technical Assistance Resource for Tribal Youth Program Grantees

### *Facilitated By:*

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# Welcome and Opening in a Good Way



# Online Learning Event Reminders and Event Technical Support

Thank you for joining us today!

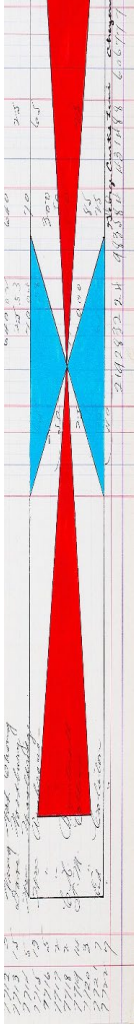
- All attendees, please mute if you are not speaking
- Use the chat box to submit questions and participate in group discussion
- Please participate in the survey at the end of the presentation
- Resources from today's session will be emailed to all participants





# Objectives

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





# Tribal Youth Resource Center

As a training and technical assistance provider for the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the Tribal Youth Resource Center brings an in-depth understanding and appreciation of American Indian and Alaska Native history, customs, and Indigenous justice systems.

**Native youth benefit from a value held by Native peoples:**

***Our Children are Sacred.***





# Tribal Youth Resource Center

The Tribal Youth Resource Center provides culturally based and trauma informed training, support and technical assistance to all OJJDP-funded Tribal Youth Programs & Tribal Juvenile Healing to Wellness Courts grantees, as well as all interested federally recognized tribes.

## Request Training & Technical Assistance:

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

Tribal Youth Resource Center | [TribalYouth.org](http://TribalYouth.org)

(323) 650-5467 | [TribalYouth@TLPI.org](mailto:TribalYouth@TLPI.org)

8235 Santa Monica Blvd., Suite 211

West Hollywood, CA 90046



# Tribal Youth Resource Center Administered by Tribal Law and Policy Institute

The Tribal Law and Policy Institute is a Native owned and operated non-profit dedicated to providing free publication resources, comprehensive training, and technical assistance for Native nations and tribal justice systems. In partnership with the Tribal Law and Policy Institute, the National Native Children's Trauma Center offers numerous resources, trainings, and support materials to serve Tribal Youth Programs and Healing to Wellness Courts.

**Please visit: <https://www.home.tlpi.org/>**





# What is evaluation?

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

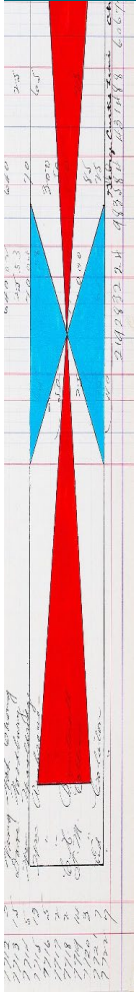
- Is the program operating the way we intended?
- Are we achieving our objectives?
- How can we keep getting better at what we do?
- Are we creating the change we wanted to see?
- It is NOT a judgment about “good” or “bad”, nor is it about personnel evaluation





# 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





# 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)

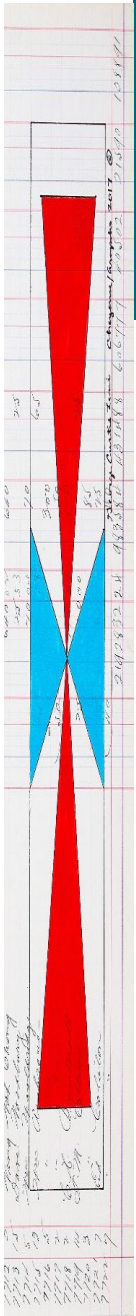
## Outcome Evaluation

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

# 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 and spirit worlds
- Cultural values used to measure success
- Western science often reaches same conclusions Indigenous science already knows
- Data sovereignty = Tribal sovereignty



# 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>)

# Example of Indigenous Evaluation

*“...the evaluator must have an understanding of the self-determination that fuels the goals and aspirations of Indian communities to preserve, restore, and protect their cultures and ways of doing things.” (p. 18, <http://www.welllivinghouse.com/wp-content/uploads/2014/04/reframing-eval-defining-Indig-eval-framework.pdf>)*

## 8-year-old boy picking sage

- How did he know when, where and how to harvest?
- Ancestral teachings handed down to him included evaluating the time of year to harvest sage, understanding the process of making offerings before picking it; how to pick it (don't pull the roots out so it will grow again) and knowing where it grows.



# Evaluating Tribal Youth Programs in an Indigenous Way

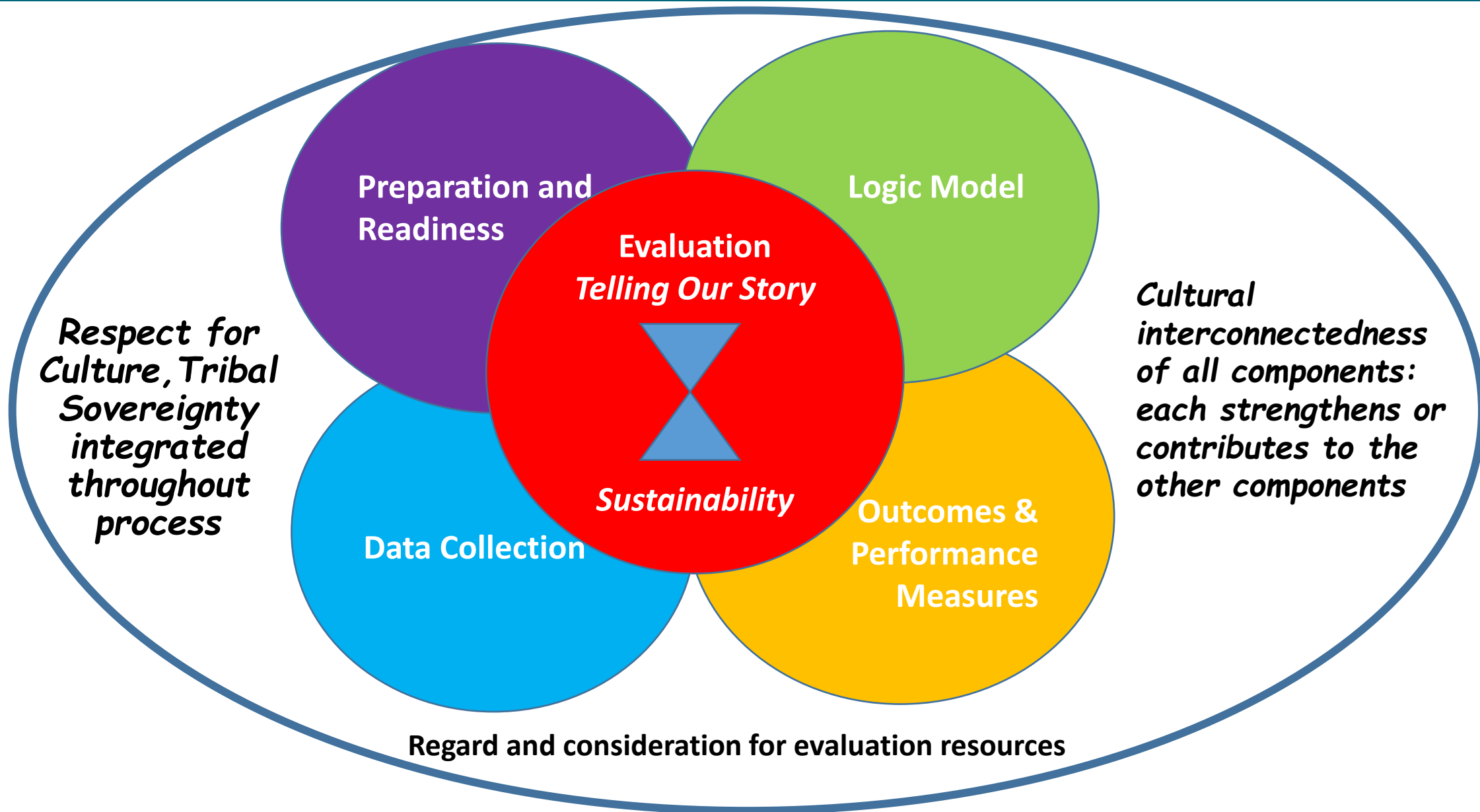
1. Where do you start – from the beginning (determine where/when the sage grows, make offerings)
2. Understanding the process of evaluation (data collection – where and how to pick the sage)
3. How to be culturally sensitive to the youth, family in the evaluation process (non-invasive, confidentiality, privacy)
4. Knowing when to harvest - before it seeds (analysis of data)

# Question for the Group [zoom poll]

Have you ever participated in a program evaluation before?

- Yes, I have led an evaluation
- Yes, I have participated in data collection, analysis, or other evaluation tasks
- Yes, I have worked in a program that was being evaluated
- No, I have never participated in evaluation before

# Tribal Youth Resource Center Strategic Plan (Strat Pak) 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

# 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



# Creating a Culture of Evaluation

- Establish evaluation as an integral part of the program from beginning to end
- 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
- Create a shared understanding of the value of evaluation
- Develop evaluation practices that support the values and goals of the program and community

**Preparation  
& Readiness**

# Bringing Our Relatives to the Table

Evaluation Working Group		
Establish Working Group 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 Interests/Perspectives	Stakeholder Engagement (When/How)
<i>Example (Truancy Program): Engage local school partners</i>	<i>Example: Knowledge and awareness of population, program strengths, needs, and impacts</i>	<i>Example: Ongoing, but at least yearly, for program quality improvement. Survey will be generated and coordinator will host in-person meeting to 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

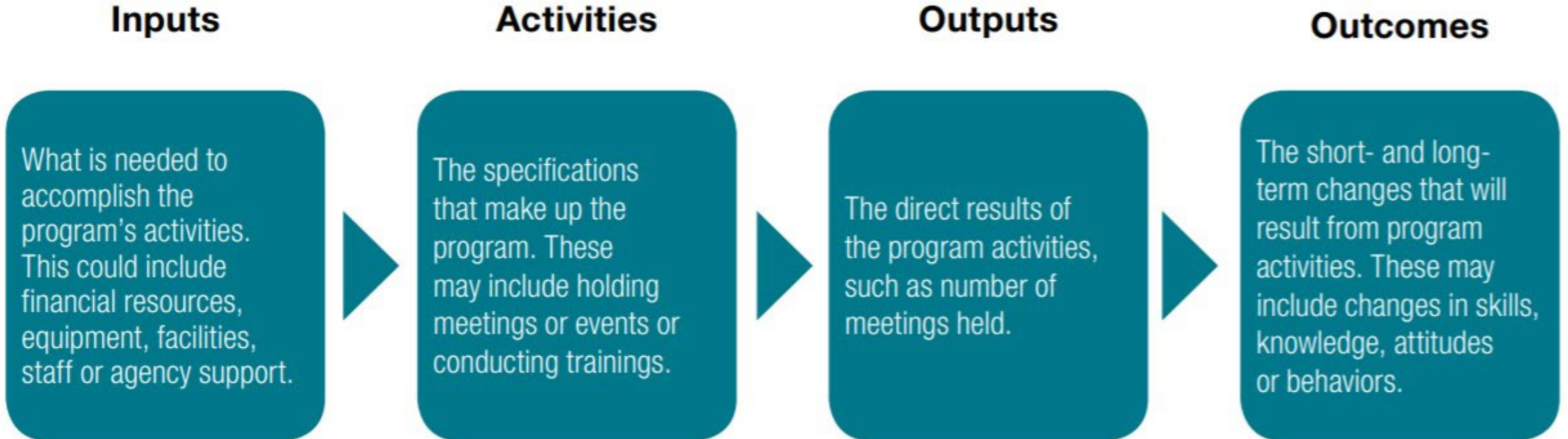
- A SMART goal has a **timeframe** listed which helps with **accountability and motivation**.

# 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

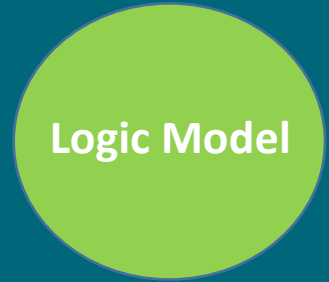
# Elements of a Logic Model

**Figure 1. Sample Logic Model**



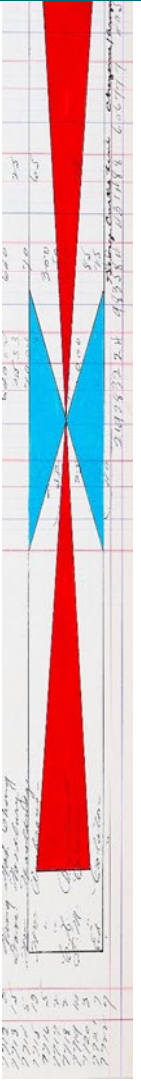
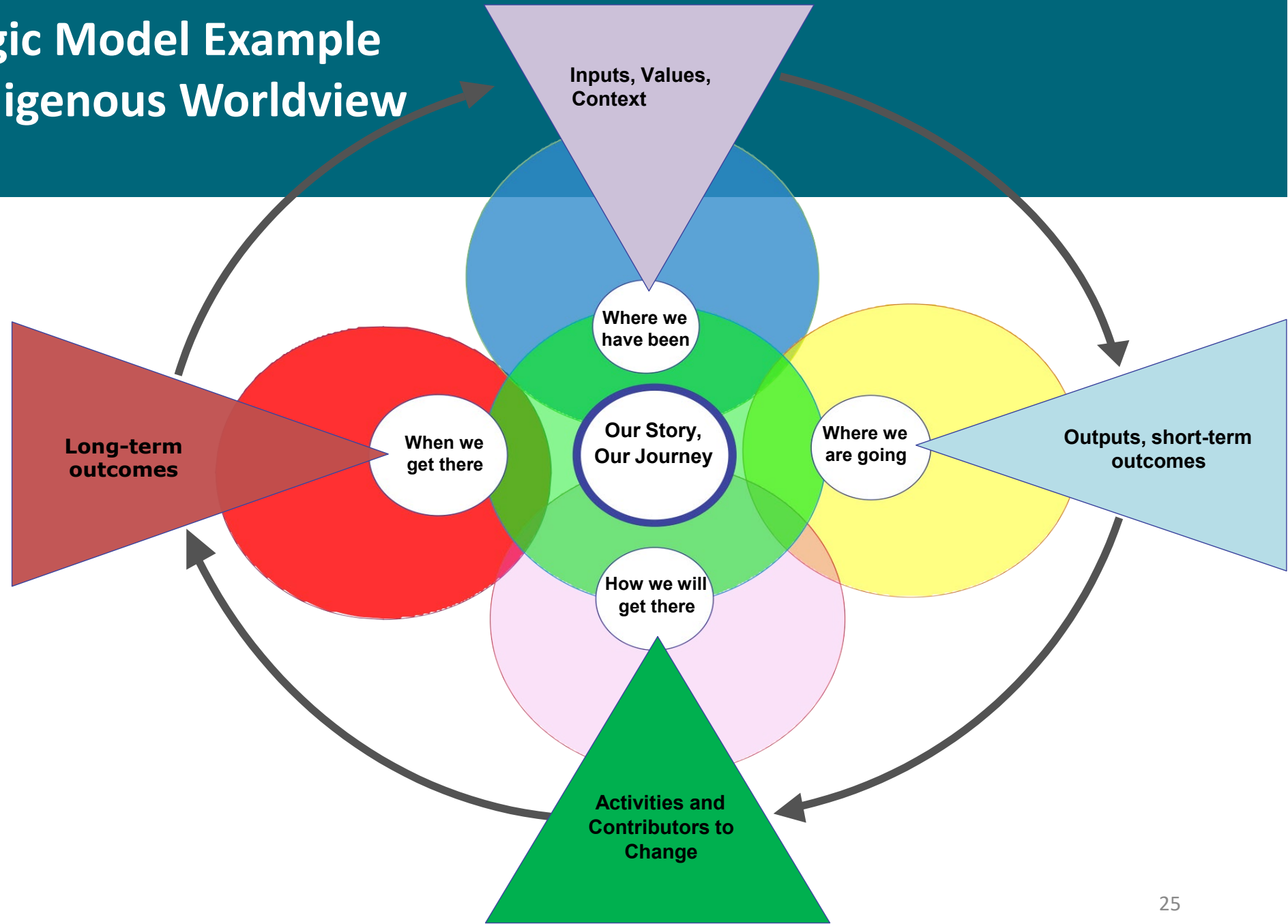
Source: Martin, Alison Brooks, "Plan for Program Evaluation From the Start," NIJ Journal 275 (2015): 24-28, available at <http://nij.gov/journals/275/Pages/plan-for-program-evaluation.aspx>.





# 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>  1)	<u>Our story of resilience</u>  1)	<u>What we can do today, Supporting our relatives</u>  1)	<u>There is healing in our culture</u>  1)	<u>Honoring our youth today</u>  1)	<u>Honoring our youth tomorrow</u>  1)
What are the changes we want to see?	<u>Our Hope</u> 1)				
<u>Healing is our future:</u>	What are the Cultural values and principles that will guide our work?  <u>Strong Hearts:</u>				
<b>The Foundation for Our Work:</b> <i>Vision:</i> <i>Mission:</i>					

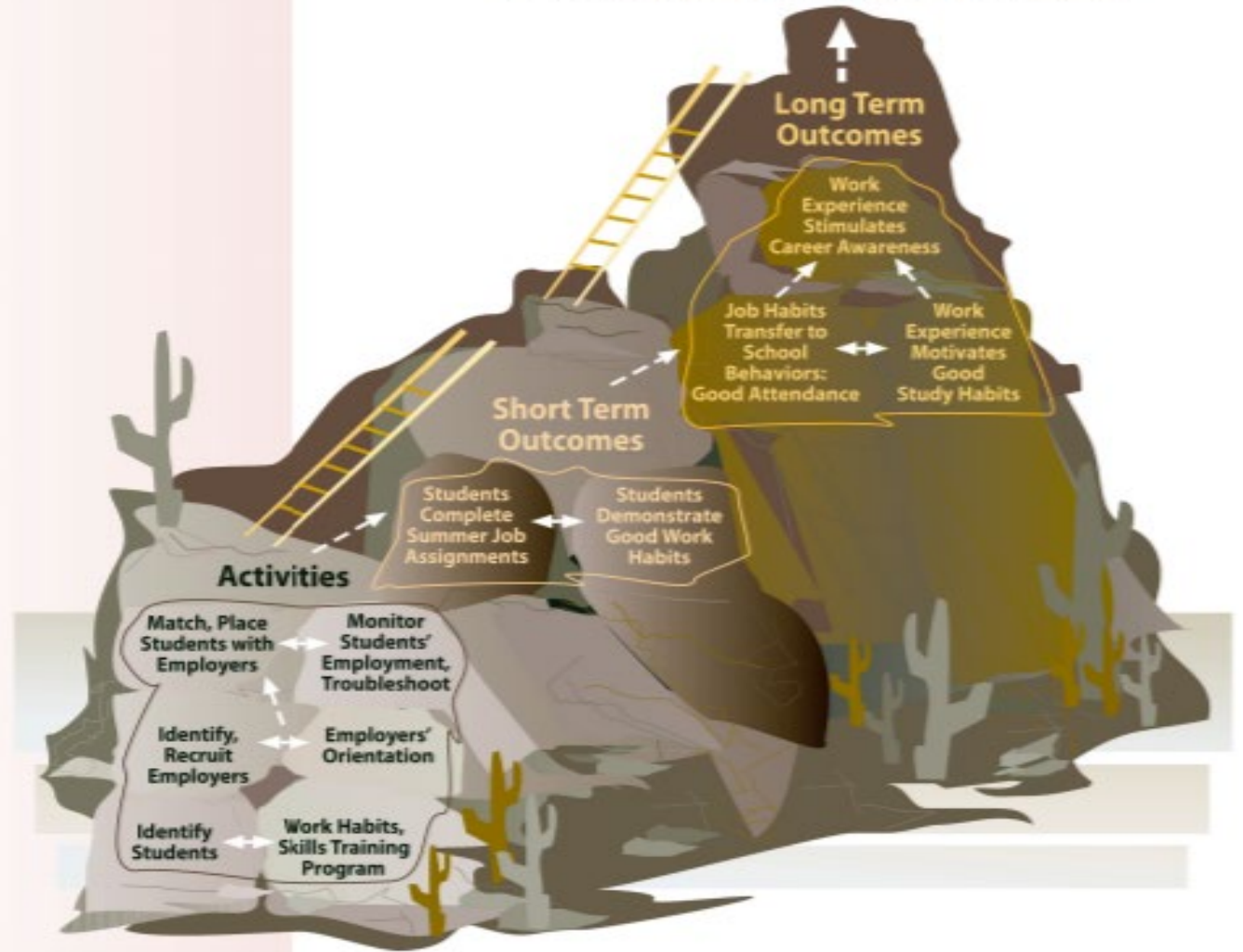
\*Denotes OJJDP Performance Measure.

# 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

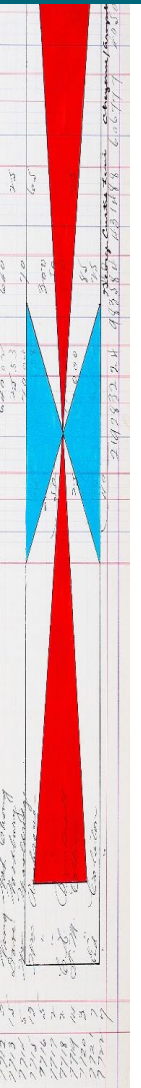
**What We Bring:**

-Text



Logic Model

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



# Question for the Group [zoom poll]

Does your program have a logic model?

- Yes, we have a fully developed logic model
- Yes, we have a logic model, but it needs work/updating
- No, we don't have a logic model (yet!)

# What Questions Do We Want to Answer?

1. Evaluation Focus Area - What is most important to be evaluated?
2. Audience – Who are the key audiences 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 questions, 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
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# 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

**Data to  
Collect**

**Where is  
data and  
how will it be  
collected?**

**Who is  
responsible  
for collecting  
the data?**

**Target date  
for data  
collection?**

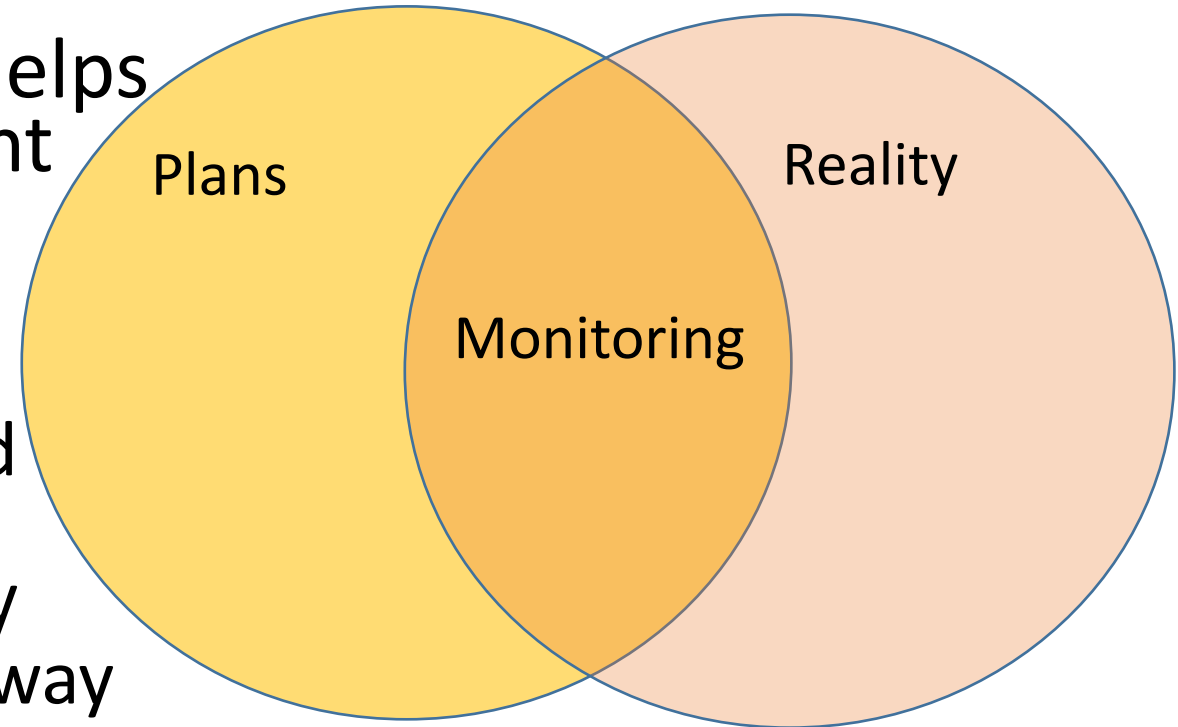
**How will this  
data be  
stored? Who  
has access?**

# 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

Final/Follow-up/Long-Term Outcomes

# Question for the Group [in chat]

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

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

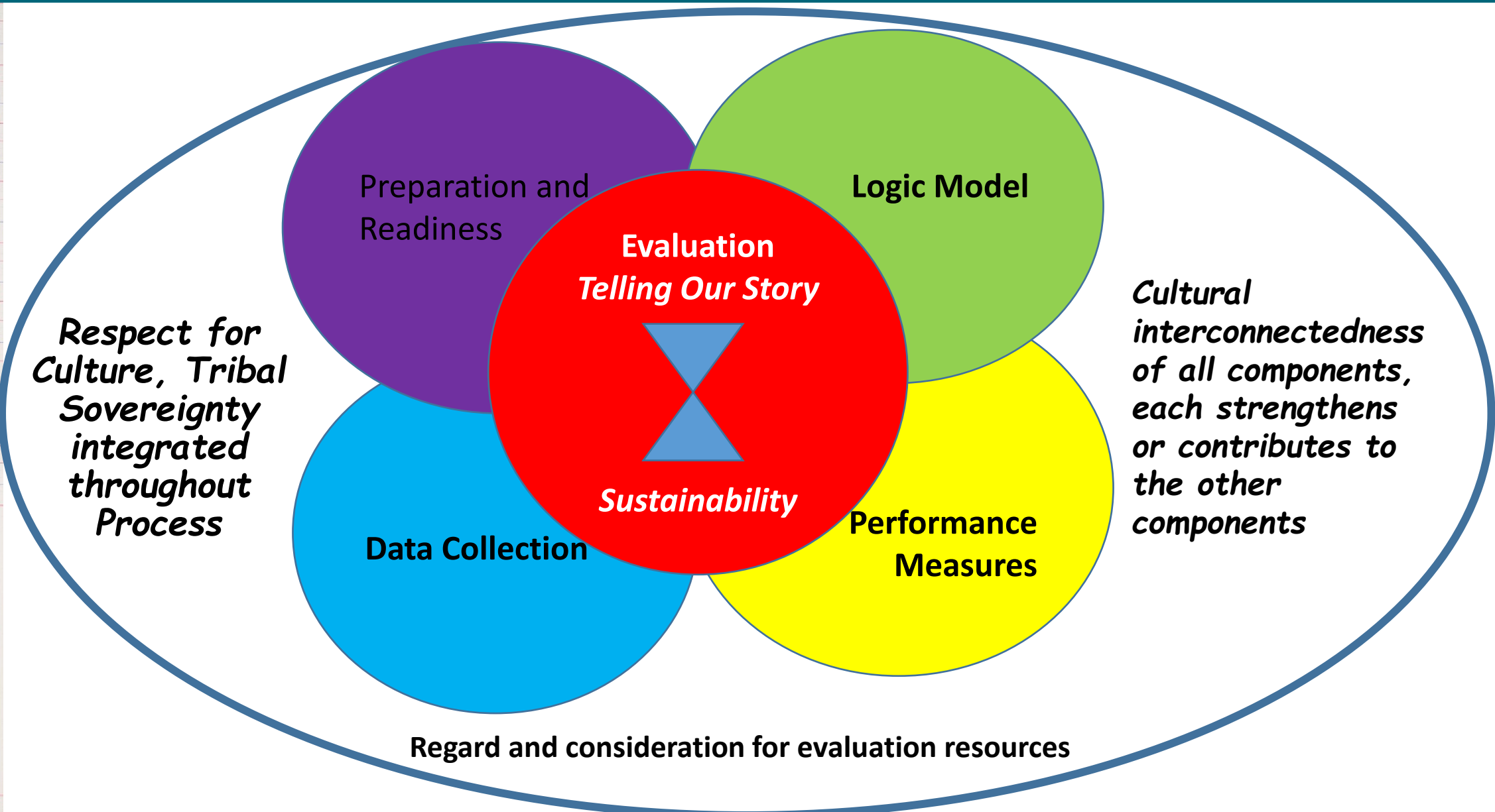
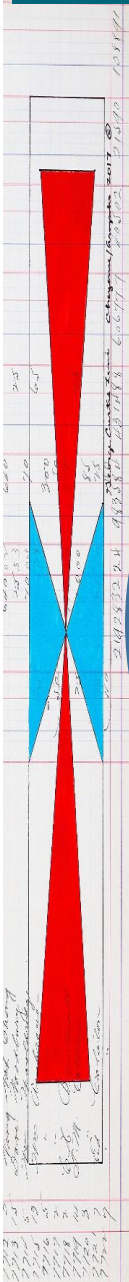
***Vision Statement:*** Strengthening our youth, families, and communities

***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



# Tribal Youth Resource Center Strategic Plan (Strat Pak) Evaluation Overview



# 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



# Logic Model

## 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?
<p><b><u>Our Story Wellbeing</u></b></p> <p>1) Historically our <i>Tribe</i> had a strong Cultural foundation that contributed to the well-being of the entire Tribe.</p>	<p><b><u>Our story of resilience</u></b></p> <p>1) Historical impacts contributed to the lack of access to Cultural traditions and ceremonies and denies our youth their Cultural identity</p> <p>2) Connecting with <i>Tribe</i> youth to actively support their development of a strong Cultural identity</p>	<p><b><u>What we can do today, Supporting our relatives</u></b></p> <p>1) Cultural skill building/Cultural pride*</p> <p>2) Establish Community Advisory Committee (CAC)</p> <p>3) Talking Circles as process for guiding principles, Cultural identity survey, and designing process for Cultural identity</p> <p>4) Develop a communication plan: parents, tribal leadership, youth, community</p>	<p><b><u>There is healing in our culture</u></b></p> <p>1) CAC Guide <i>Tribal Name of Program</i>, formalize guiding principles</p> <p>2) CAC assist in design of Cultural identity survey</p> <p>3) CAC assist in design of a process for Cultural identity (ex: naming, coming of age, healing, gender roles)</p> <p>4) Administer surveys, engage youth in ceremonies, interviews</p> <p>5) Materials used for communication to stakeholders</p> <p>6) Performance Measure: Cultural Skill building/cultural pride</p>	<p><b><u>Honoring our youth today</u></b></p> <p>1) 30 Youth receive their <i>Tribe</i> name, participate in coming of age ceremony and a healing ceremony, gender roles</p> <p>2) Youth understand and are able to use ceremonial elements for prayer</p> <p>3) Number of program youth served during the reporting period with the noted behavioral change*</p> <p>4) Total number of youth receiving services for the target behavior during the reporting period*</p> <p>5) Percent (A/B)*</p>	<p><b><u>Honoring our youth tomorrow</u></b></p> <p>1) Increase in Cultural skill-building and Cultural pride</p> <p>2) The youth Cultural identity enhances their wellbeing</p> <p>3) Growth in Cultural Identity as a result of participating in ceremony and healing activities, evidenced by 30 completed pre/post Cultural Identity surveys</p>

What are the changes we want to see? **Our Hope**  
 1) Promote *Tribe* youth Cultural identity by creating opportunities and access to tribal Cultural values, traditions and ceremonies.

**Healing is our future:**  
 Create Cultural Identity scale  
 Create pathway to Cultural traditions and ceremonies resulting in strong Cultural identity.

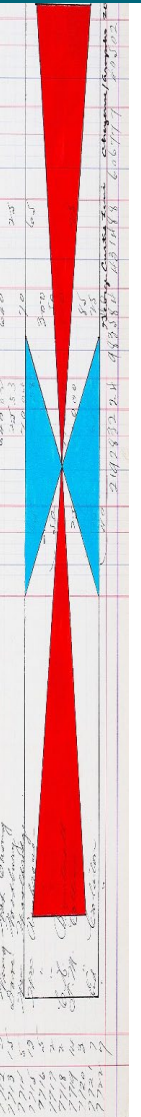
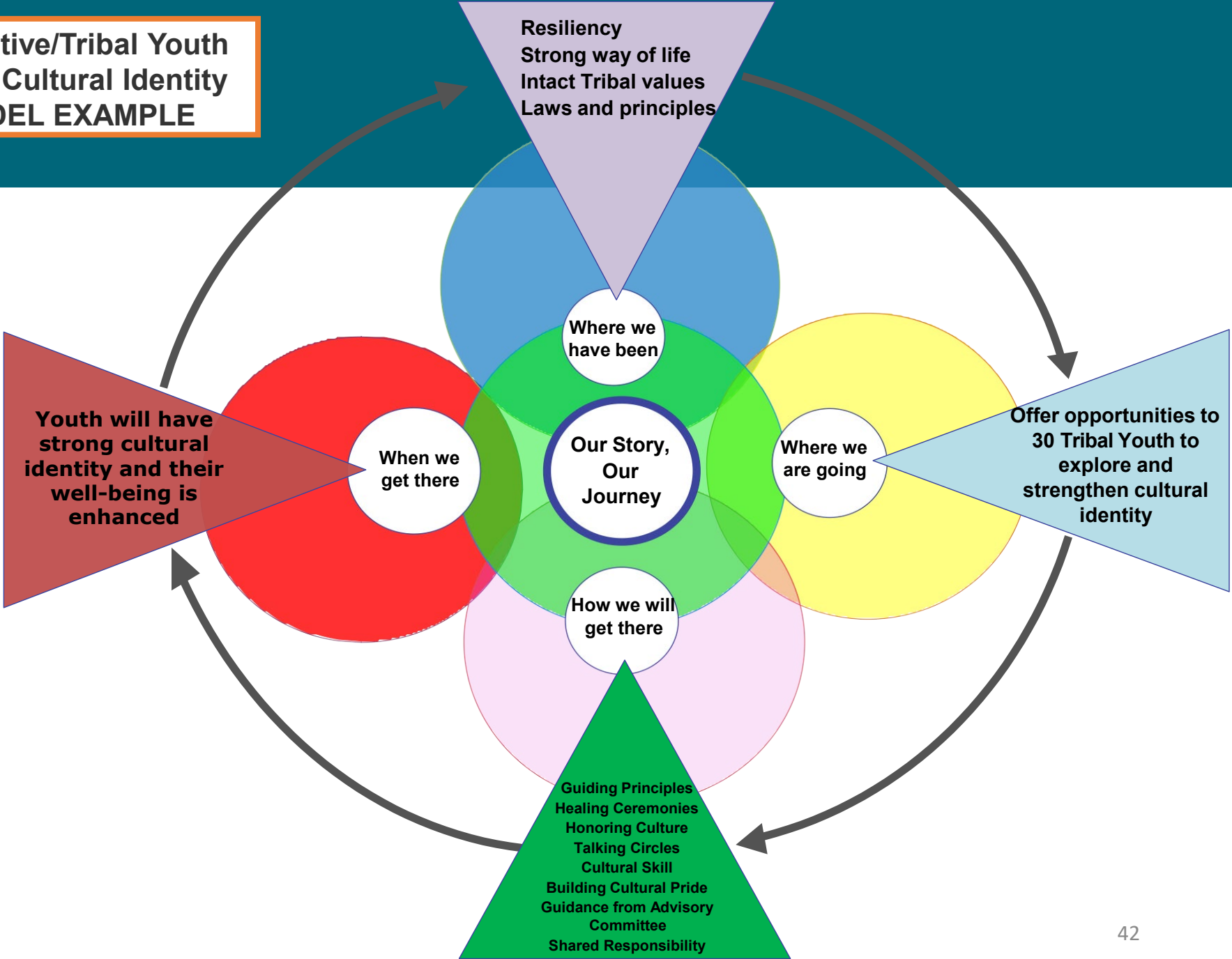
What are the Cultural values and principles that will guide our work?  
**Strong Hearts:**  
 1) Wellbeing of youth will remain focus of program.  
 2) Establishing an approach of being a good relative and mutual regard with the youth and among all partners.  
 3) Honoring of Culture will be the foundation of the program.  
 4) Cultural Identity supports the wellbeing of our tribe.

**The Foundation for Our Work:**  
*Vision:* Restoration of our families and our communities.  
*Mission:* The revitalization and reconnection of *Tribe* Youth to their Culture. *Tribe* Youth have a strong foundational Cultural identity.

\*Denotes OJJDP Performance Measure.

**Logic Model**

**Enhancing Native/Tribal Youth Wellness and Cultural Identity**  
**LOGIC MODEL EXAMPLE**



# SAMPLE EVALUATION ACTION PLAN

Outcomes & Performance Measures

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  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  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 Youth interviews Family member interviews Program staff interviews	Project coordinator	Surveys – Distribute to youth on 3/14/21, deadline is 4/08/21  Youth interviews – week of 4/12/21 Family interviews – week of 4/19/21 Program staff interviews – week of 4/26/21	Survey data will be entered into spreadsheet  Interview notes will be deidentified and stored in Word docs in project folder
Youth justice involvement	Tribal court County juvenile court	Program director	2x/year – 5/05/21 11/05/21 5/05/22 11/05/22	Data file from court stored in project folder, secure subfolder

# SAMPLE EXCEL DATA COLLECTION TOOL

Data  
Collection

A	B	C	D	E	F	G	H	I	J	K	L	M
Name	Gender	Date of Birth	Tribe(s)	Tribal Enrollment	Date of Program Entry	Referral Source	Education - Grade level at program entry	Education - GPA at program entry	Education - # absences at program entry	Tribal Name - program entry	COA Ceremony - program entry	Healing Ceremony - program entry

# SAMPLE SURVEY

## 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I would like to participate in more cultural activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I would like to learn more about the history of our people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I would like to learn to speak or speak better [ <i>language</i> ]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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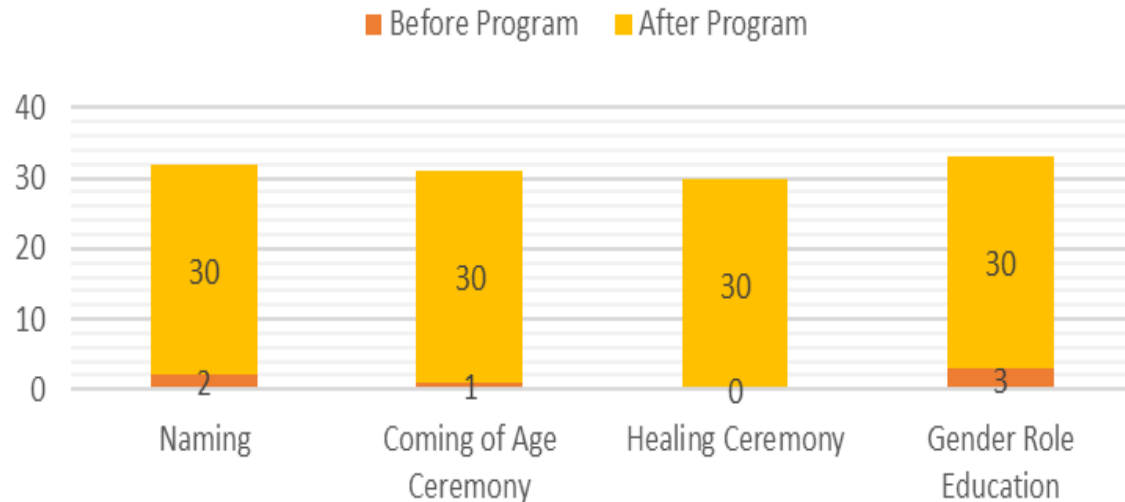


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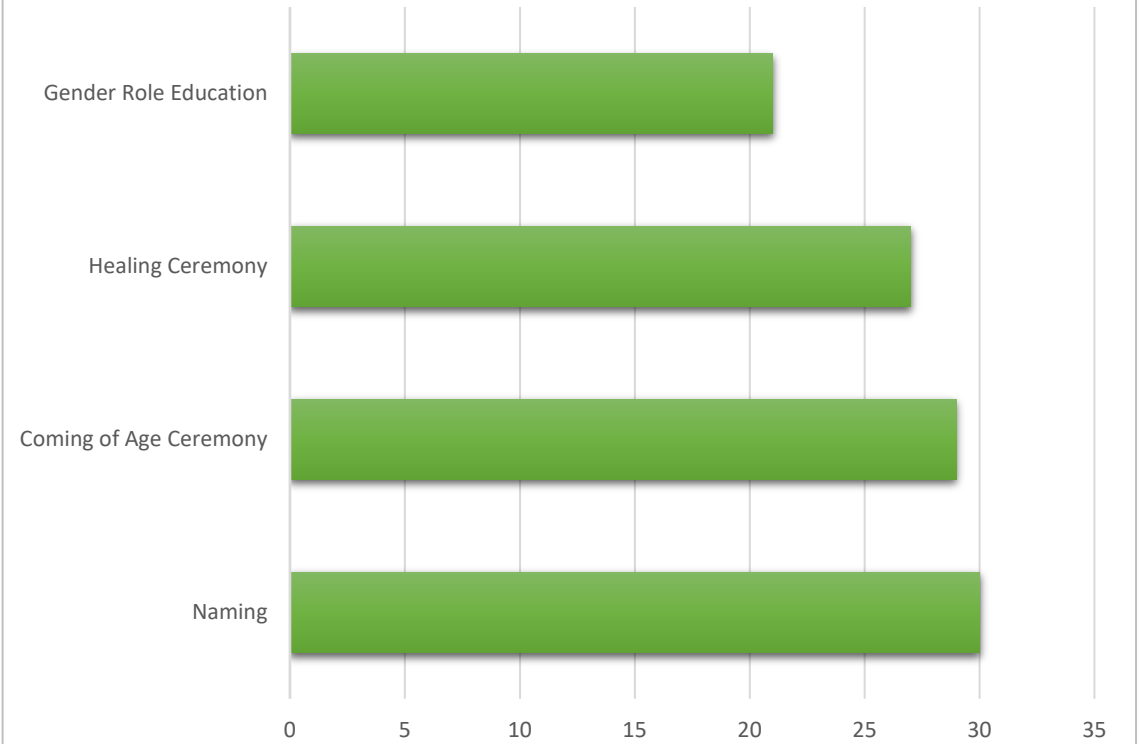
9. Is there anything else you would like us to know about your experience in the program?

# Reading Our Own Story

## Youth Cultural Experiences at Program Entry vs Program Completion



## Youth Experiencing Increased Cultural Identity, by Activity

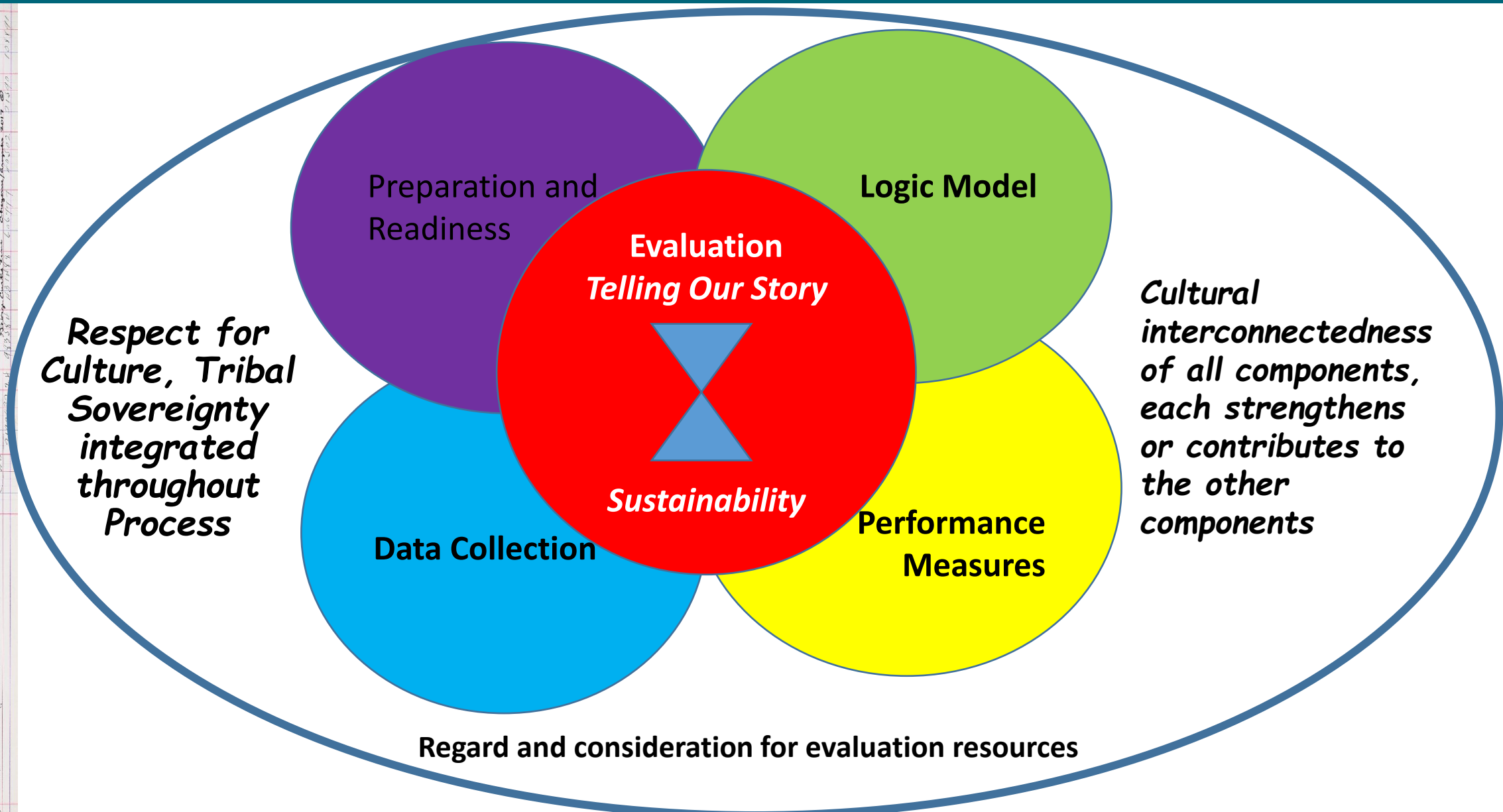


# Sharing Our Story

- 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
- If someone gives you data, always give it back to them
- Sustainability planning



# Tribal Youth Resource Center Strategic Plan (Strat Pak) 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





Thank you for participating!  
Need more assistance?  
Just let us know.



NATIONAL  
NATIVE  
CHILDREN'S  
TRAUMA  
CENTER



You can contact us by reaching out to your assigned Training and Technical Assistance Specialist or you can email us at [TribalYouth@TLPI.org](mailto:TribalYouth@TLPI.org)

When you email please note that you need assistance with strategic planning. We will connect you with your TTA specialist or any needed resources.

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# Evaluation

**We invite you to share your feedback about today's Online Learning Event!**

**The link for an evaluation will be posted in the chat box and emailed to all attendees.**

**Thank you!**



# Closing

