TRIBAL YOUTH RESOURCE CENTER

A Program of OJJDP

WWW.TRIBALYOUTH.ORG

Office of Juvenile Justice & Delinquency Prevention

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

www.TRIBALYOUTH.org

Before We Get Started

www.TRIBALYOUTH.org

Tribal Youth Resource Center

Vision

Envisioning a future where Indigenous youth thrive through traditional life ways

Purpose

Enhancing the opportunities for Indigenous communities to expand their potential in protecting and nurturing their most sacred asset - the youth.

www.TRIBALYOUTH.org

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.

Objectives

➢ Understand what evaluation is and how it applies to Tribal youth programs

➢ Learn the basic elements of evaluation planning

➢ Apply the basic elements by walking through an evaluation planning process for an example youth program

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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 & 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

➢ Where do you start – from the beginning (determine where/when the sage grows, make offerings)

➢ Understanding the process of evaluation (data collection – where and how to pick the sage)

➢ How to be culturally sensitive to the youth, family in the evaluation process (non-invasive, confidentiality, privacy)

➢ Knowing when to harvest - before it seeds (analysis of data)
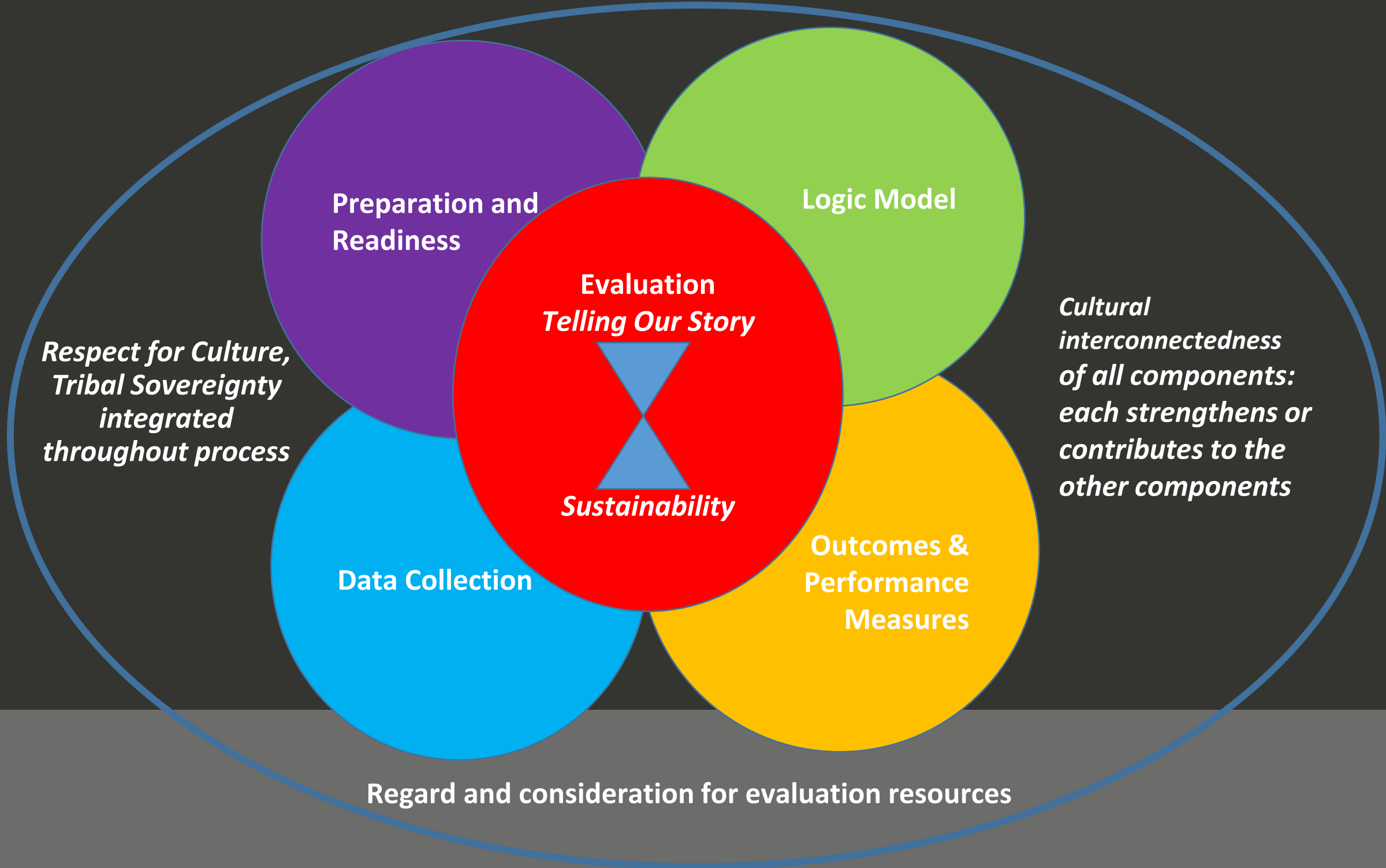
Question for the Group

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

Preparation and Readiness

Logic Model

Evaluation
Telling Our Story

Sustainability

Respect for Culture, Tribal Sovereignty integrated throughout process

Cultural interconnectedness of all components: each strengthens or contributes to the other components

Data Collection

Outcomes & Performance Measures

Regard and consideration for evaluation resources

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/

➢ What resources are available for evaluation of your program?

Preparing for Evaluation

➢ Create a Culture of Evaluation

➢ Convene Evaluation Working Group and Include Stakeholders

➢ Review Goals and Objectives and Develop Logic Model

➢ Develop Evaluation Action Plan

➢ 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

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)**
Example (Truancy Program): Engage local school partners	Example: Knowledge and awareness of population, program strengths, needs, and impacts	Example: Ongoing, but at least yearly, for program quality improvement. Survey will be generated and coordinator will host in-person meeting to review results.

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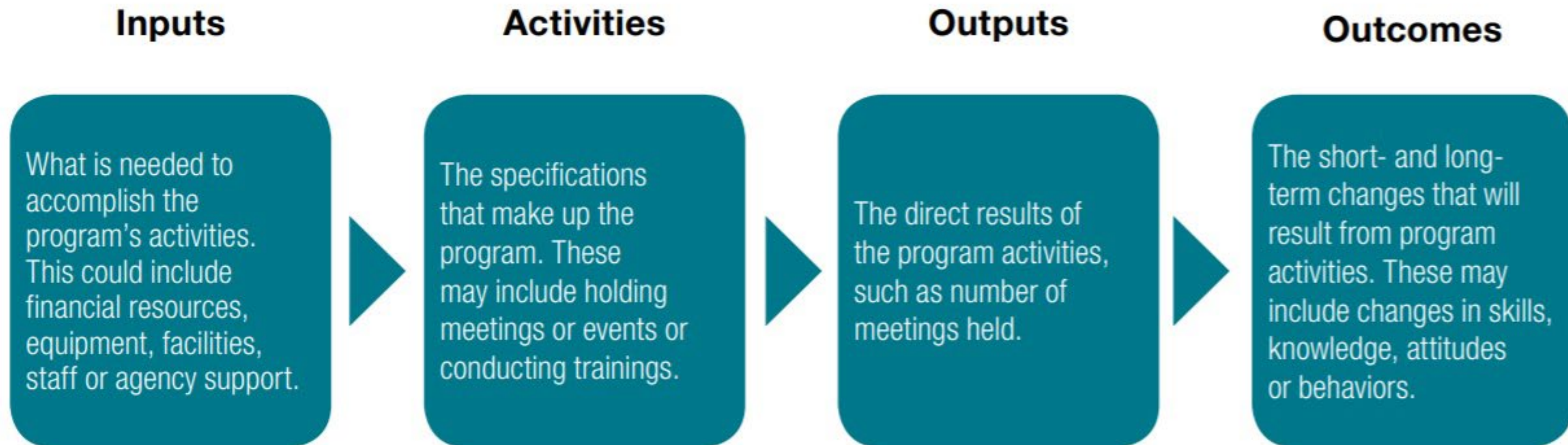- A SMART goal has a **timeframe** listed which helps with **accountability and motivation.**

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

Inputs

What is needed to accomplish the program's activities. This could include financial resources, equipment, facilities, staff or agency support.

Activities

The specifications that make up the program. These may include holding meetings or events or conducting trainings.

Outputs

The direct results of the program activities, such as number of meetings held.

Outcomes

The short- and long-term changes that will result from program activities. These may include changes in skills, knowledge, attitudes or behaviors.

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.
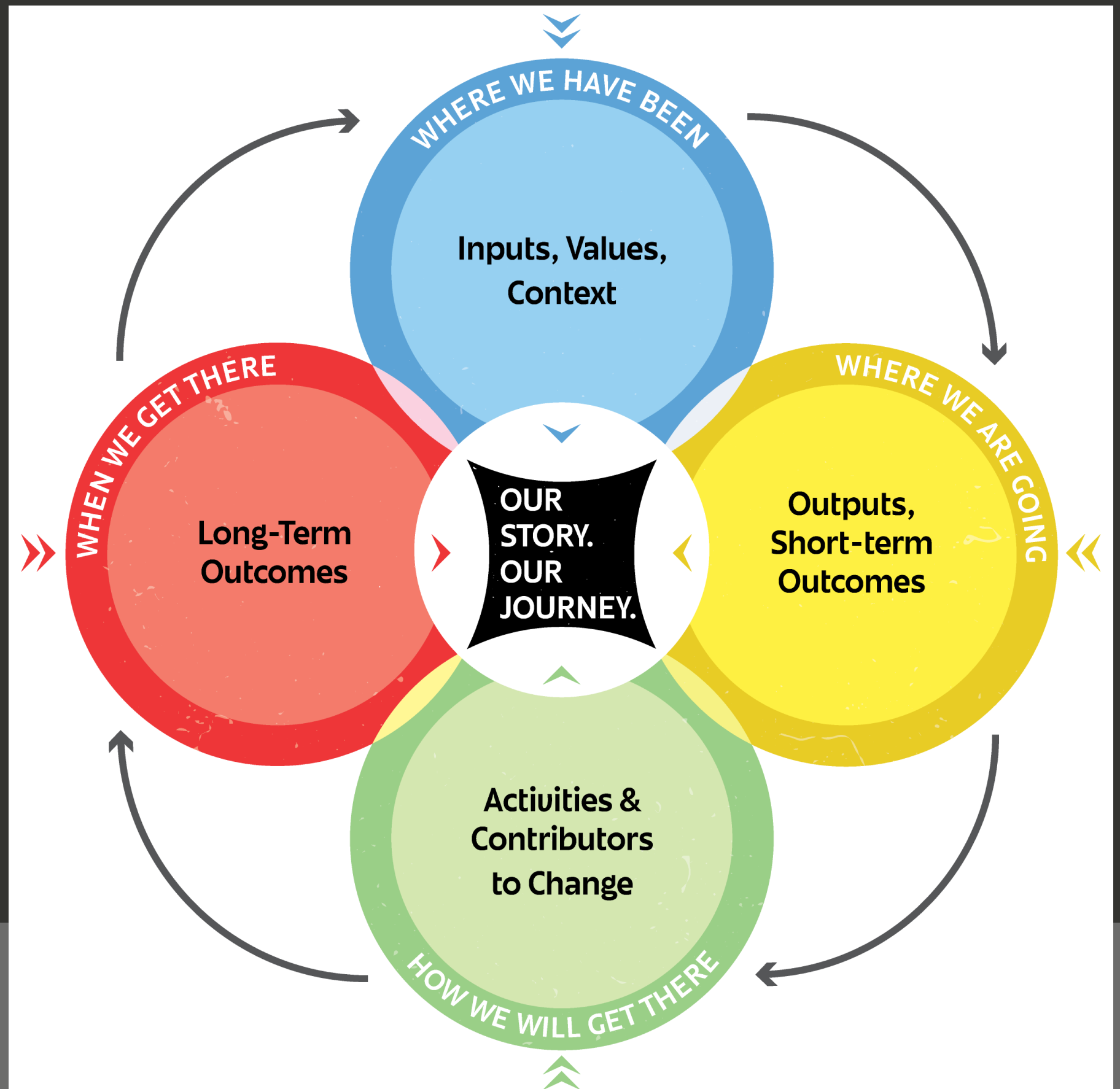
Logic Model Example:
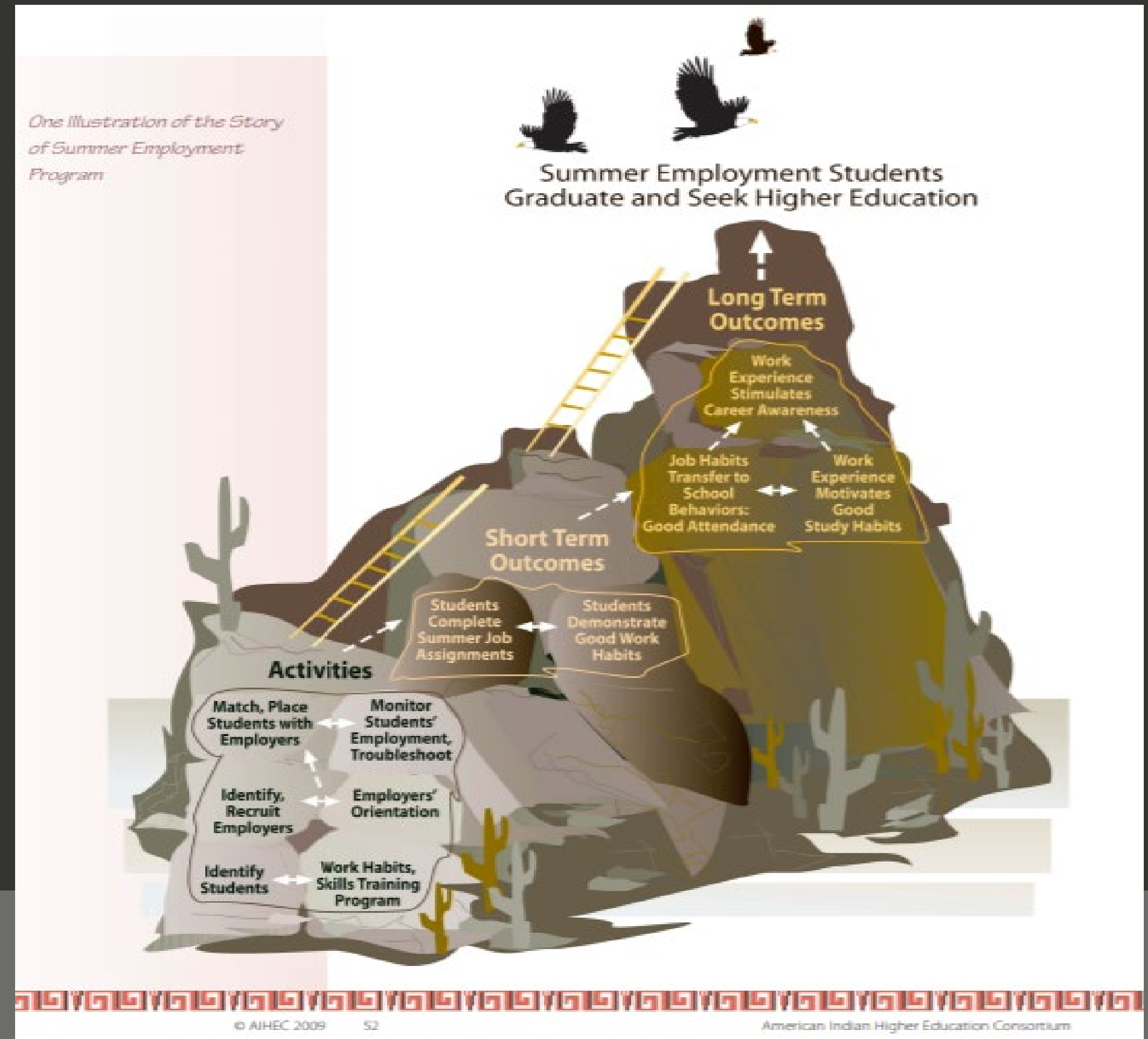
Increasing Cultural Pride and Identity

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?
Our Story Wellbeing 1)	**Our story of resilience** 1)	**What we can do today, Supporting our relatives** 1)	**There is healing in our culture** 1)	**Honoring our youth today** 1)	**Honoring our youth tomorrow** 1)

What are the changes we want to see?	**Our Hope** 1)
Healing is our future:	What are the Cultural values and principles that will guide our work? **Strong Hearts:**

The Foundation for Our Work:

Vision:

Mission:

*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

Long Term Outcomes

Work Experience Stimulates Career Awareness

Job Habits Transfer to School Behaviors: Good Attendance

Work Experience Motivates Good Study Habits

Short Term Outcomes

Students Complete Summer Job Assignments

Students Demonstrate Good Work Habits

Activities

Match, Place Students with Employers

Monitor Students' Employment, Troubleshoot

Identify, Recruit Employers

Employers' Orientation

Identify Students

Work Habits, Skills Training Program

© AIHEC 2009   52

American Indian Higher Education Consortium

Question for the Group

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 do not have a logic model (yet!)

What Questions Do We Want to Answer?

➢ Evaluation Focus Area – What is most important to be evaluated?

➢ Audience – Who are the key audiences that will have questions about your focus areas?

➢ Question – What questions will your key audience have about your program?

➢ Information Use – For responses to any given questions, what will that information

Evaluation Action Plan

An evaluation plan is a living roadmap for your evaluation journey.

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

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 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
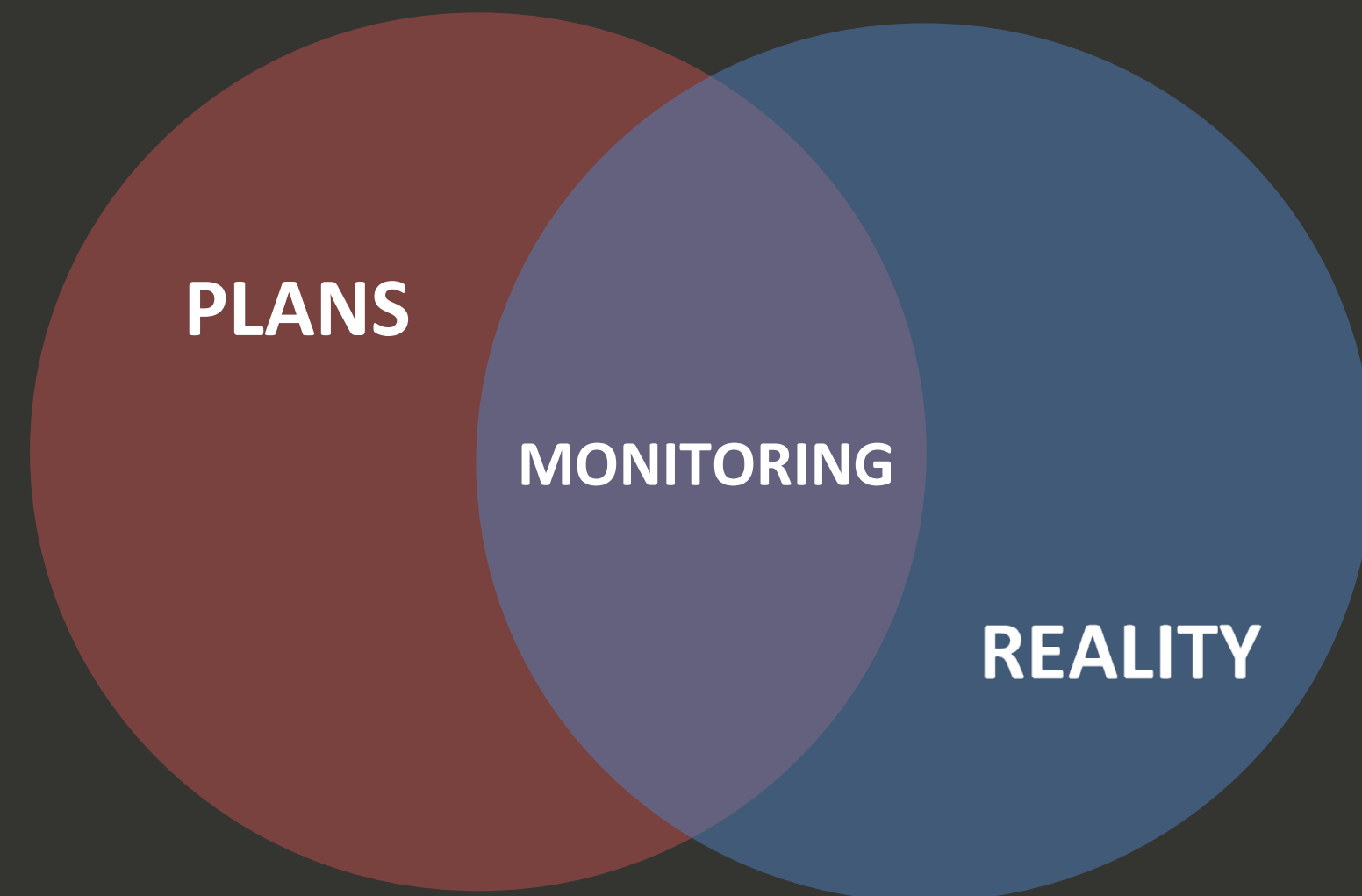
PLANS

MONITORING

REALITY

Question for the Group

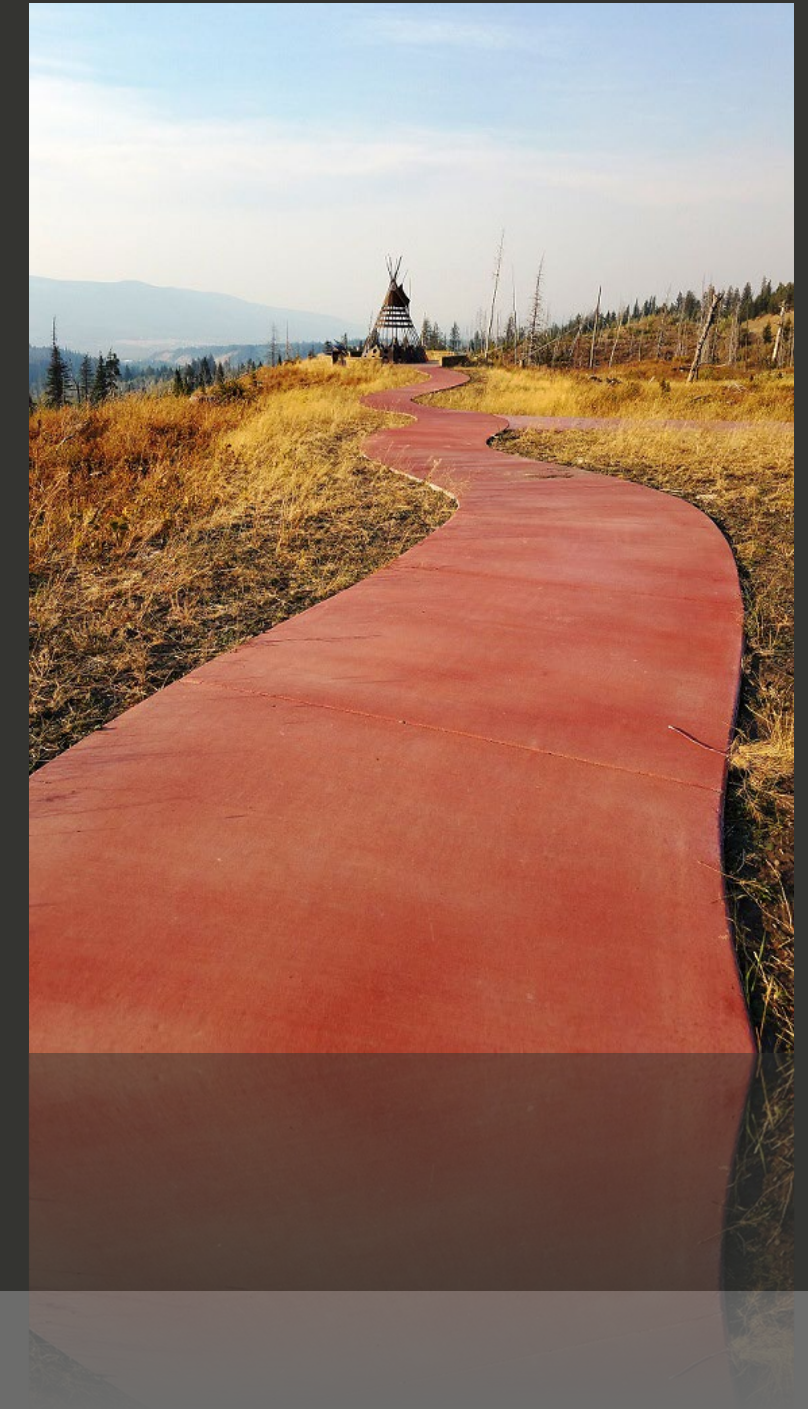Who do you think needs to hear the story of your program?

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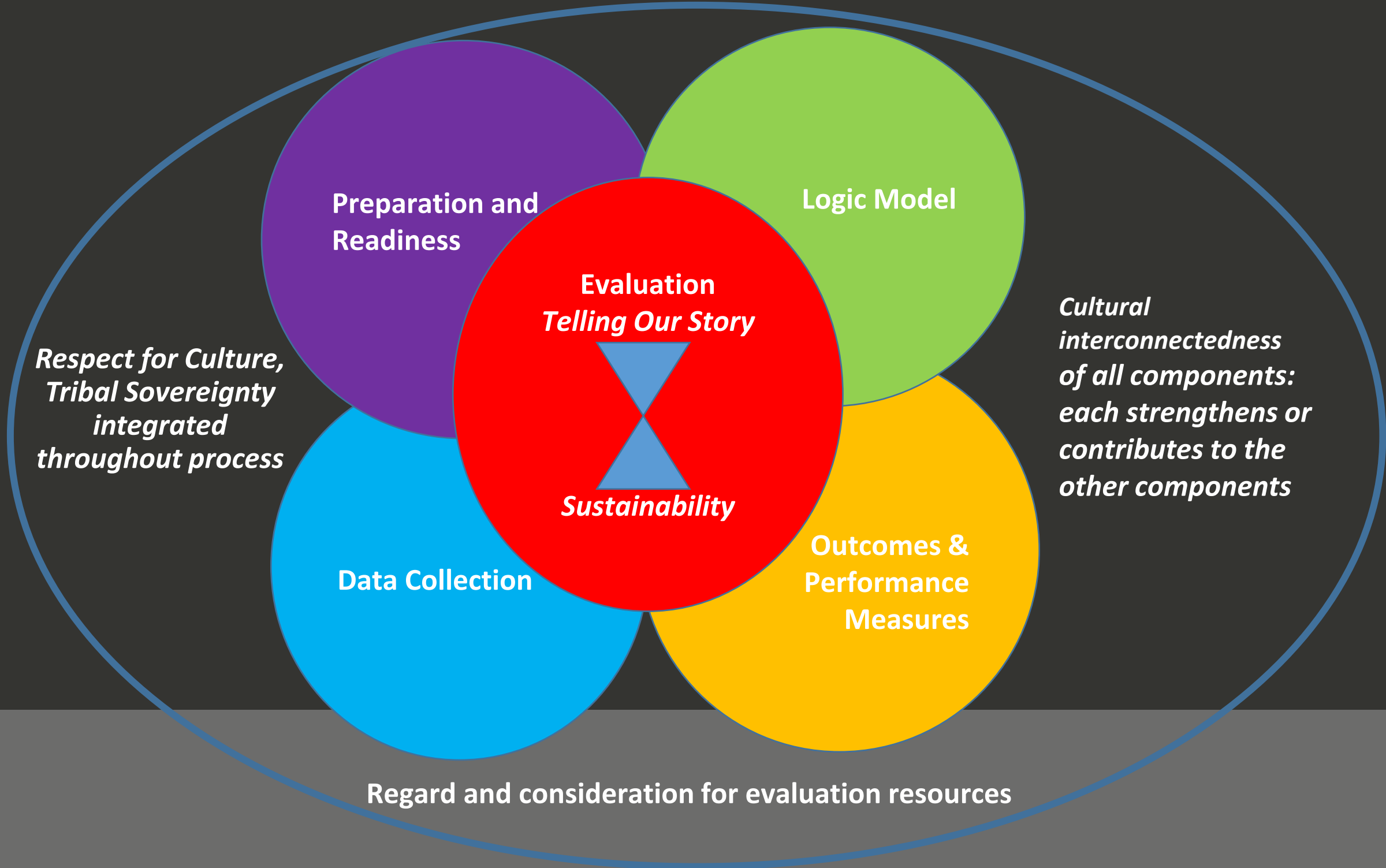
Project Goal: Increase the cultural skills of 30 Tribal youth to support youth feelings of cultural identity and pride

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

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Data Collection

Outcomes & Performance Measures

Regard and consideration for evaluation resources

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

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

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.

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?	• # youth who receive *Tribal* name • # youth participated in coming of age ceremony • # youth participated in healing ceremony	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	• At program entry • Six months into program • Program completion • Six-month follow-up
Youth well-being	To what extent has increased cultural identity contributed to youth well-being?	• # of youth/% of youth who report improvements in quality of life • # youth who enter or re-enter justice system	Youth survey Court data	• Program completion • Six-month follow-up

Sample Data Collection Plan

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 10th of each month	Spreadsheet in project folder
# of youth who participate in coming of age ceremony	Aggregate from program files	Project coordinator	By 10th 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

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.

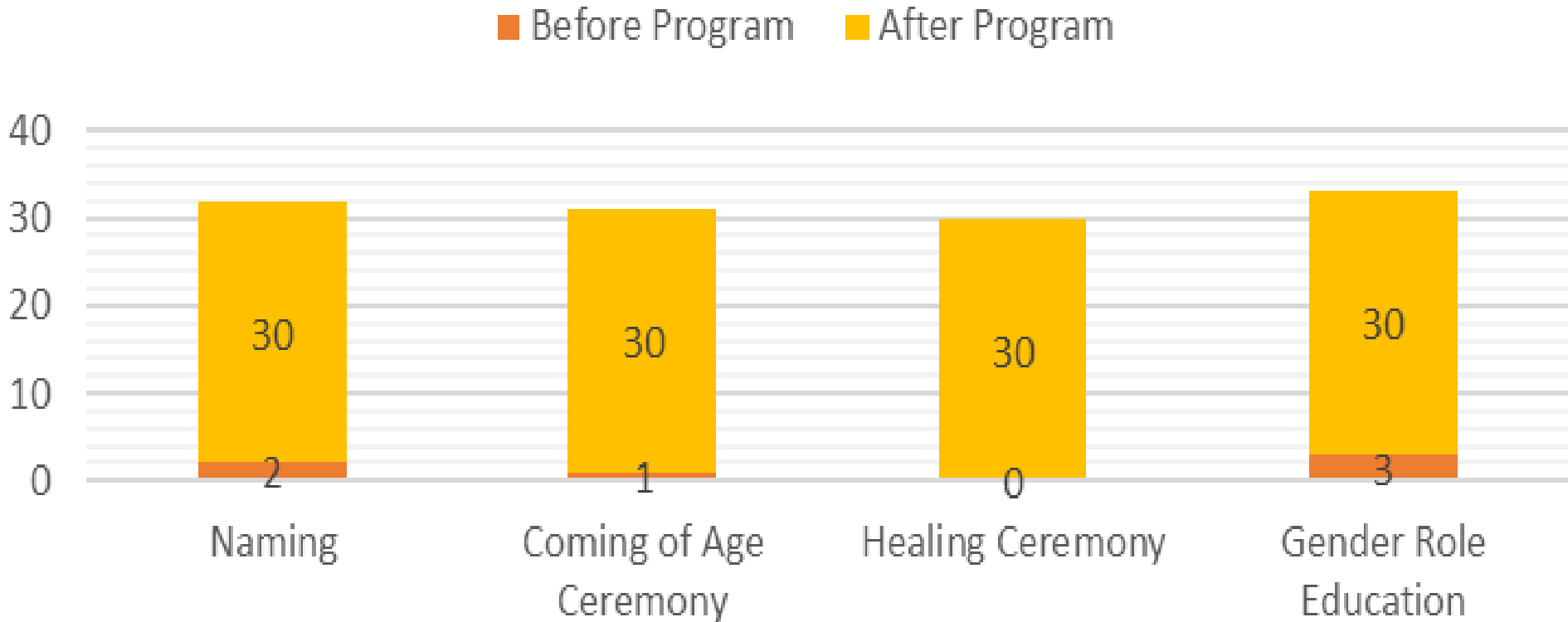| Please mark the option for how much you agree with each statement	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. Getting my [*Tribal*] name made me feel more like I was a part of [*Tribe*].	○	○	○	○	○
2. My coming of age ceremony made me feel more like I was a part of [*Tribe*].	○	○	○	○	○
3.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

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

_____

_____

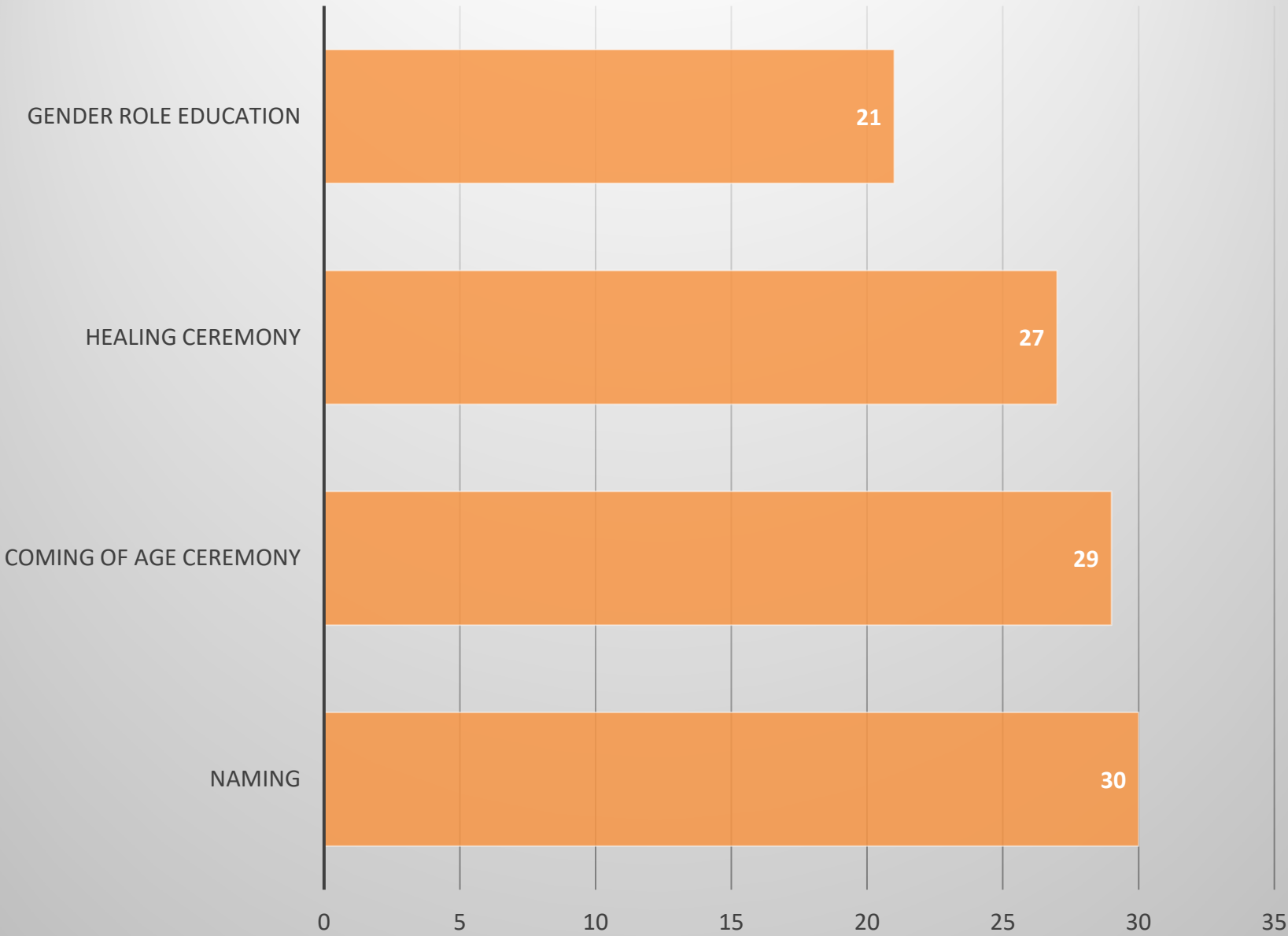9. Is there anything else you would like us to know about your experience in the program?

Reading Our Own Story

Youth Cultural Experiences at Program Entry vs Program Completion

- Before Program
- After Program

	Naming	Coming of Age Ceremony	Healing Ceremony	Gender Role Education
After	30	30	30	30
Before	2	1	0	3

Youth Experiencing Increased Cultural Identity, by Activity

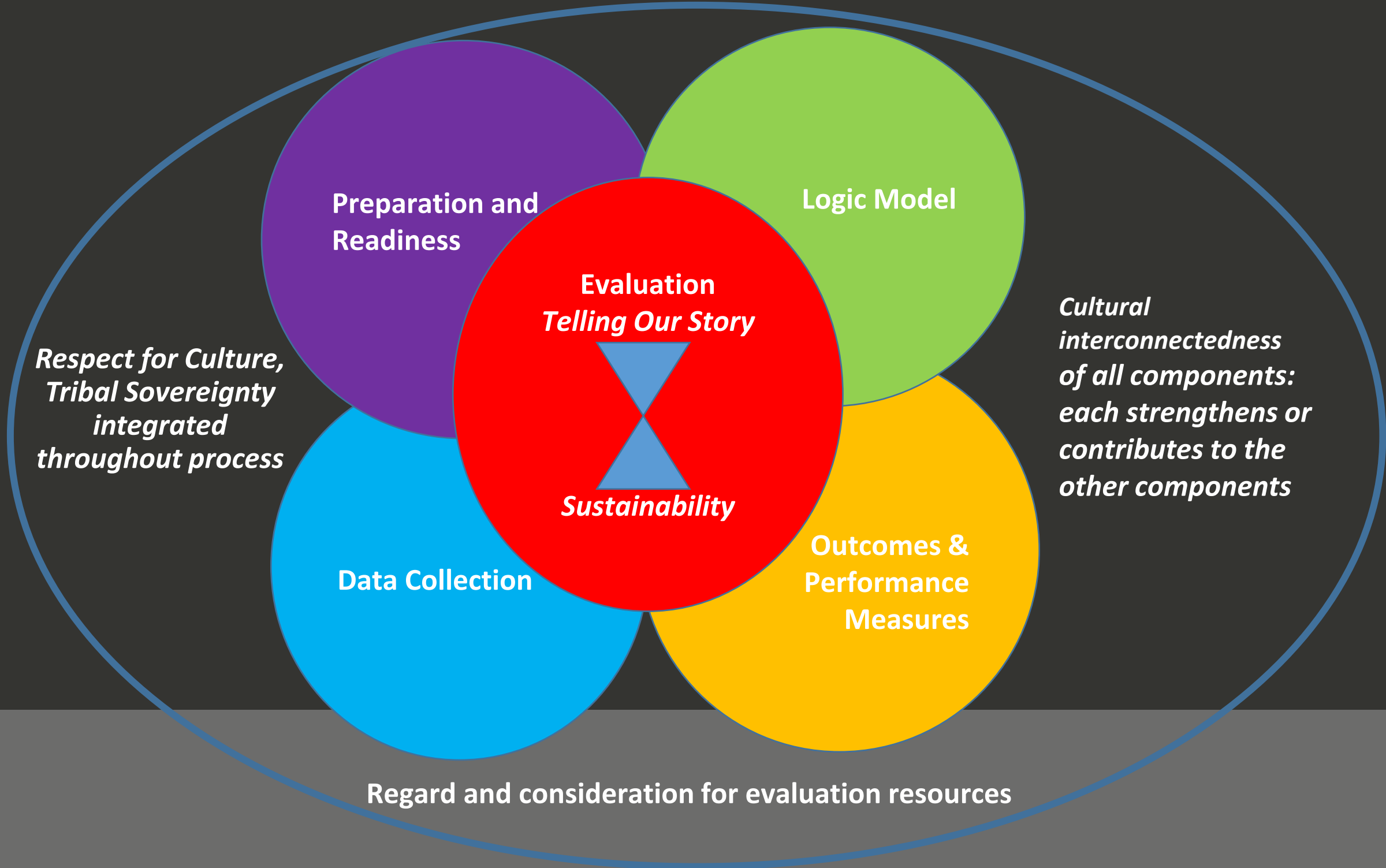| Activity	Value
GENDER ROLE EDUCATION	21
HEALING CEREMONY	27
COMING OF AGE CEREMONY	29
NAMING	30

Reading Our Own 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

Suggested Next Steps…

➢ Create a Culture of Evaluation

➢ Convene Elevation Working Group and Include Stakeholders

➢ Review Goals and Objectives

➢ And Develop Logic Model

➢ Develop Evaluation Plan

➢ Connect with Technical Assistance Providers

Any Questions?

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