



TRIBAL YOUTH RESOURCE CENTER

A PROGRAM OF OJJDP

www.TribalYouth.org



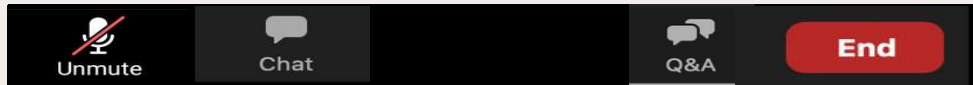
Before We Get Started

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The opinions, findings, and conclusions or recommendations expressed in this program are those of the author(s) and do not necessarily reflect those of the Department of Justice.

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Storytelling Through Data: Data Collection and Evaluation for Tribal Youth Programs

October 16, 2025



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Today's Agenda

- Opening
- Indigenous Data & Data Sovereignty
- Data Collection
- Evaluation
- Closing



Opening In A Good Way

Ethleen Iron Cloud-Two Dogs

Technical Assistance
Manager/Alternatives to
Detention Lead

Citizen-Oglala Lakota
Crow Tribal Ancestry





Ethleen Iron Cloud-Two Dogs

*Tribal Youth Training and Technical
Assistance Manager*

Oglala Lakota Citizen/Crow



Deborah Tobacco

*Tribal Youth Programs Training
and Technical Assistance*

Specialist

Oglala Lakota



Haley Henscheid

*Administrative Coordinator and Tribal
Youth Training and Technical Assistance*

Specialist

Umóⁿhoⁿ

Presenters

What is Data?

Information

- Something that can be collected/observed/measured
- Does not require additional analysis

Can be quantitative

- # of students with improved grades/academic success
- # of youth participating in Talking Circles

...or qualitative

- Types of support services offered to youth
- Types of healing-informed resources offered

Can be analyzed as part of evaluations

- Are we serving our intended population?
- Are youth receiving referral services?
- Have we identified service area gaps or additional service needed?

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

Indigenous Data Sovereignty:

- Tribes govern their own data collections and use.
- Emphasizes self-determination and protection of cultural knowledge.

Types of Data:

- Quantitative (e.g., activity Sign In Sheets, number of youth served, recidivism).
- Qualitative (e.g., youth feedback, cultural engagement).

CORE DATA THEMES

Uses of Data:

- Grant reporting.
- Service delivery improvement.
- Strategic goal setting

Cultural Relevance in Evaluation:

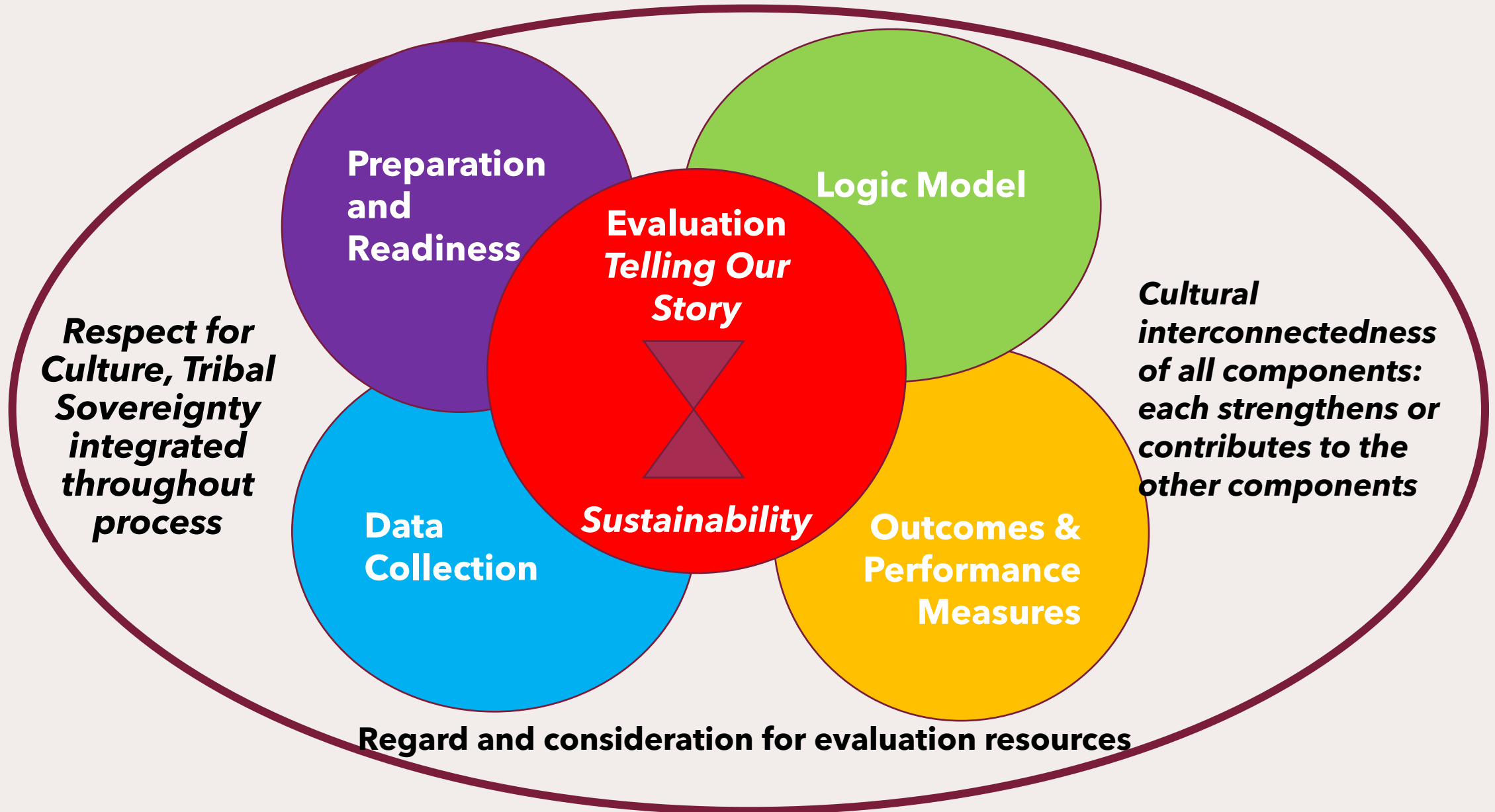
- Ensures evaluation methods reflect Tribal values, traditions, and world views.
- Includes culturally grounded indicators (e.g., participation in ceremonies, connections to Elders).
 - Promotes respectful story- telling and community defined success.

Discussion: What is your experience with evaluation?

- Types of evaluation you have been involved with
- Achievements, challenges, learnings/insights



Tribal Youth Resource Center Evaluation Overview



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



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

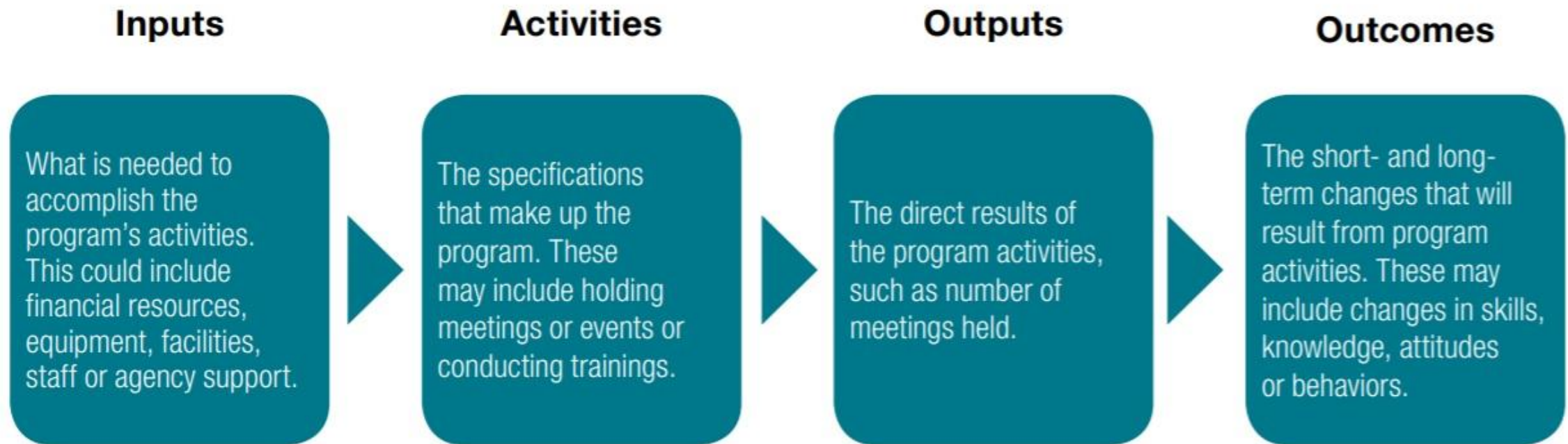
Who: Staff person who is enthused about data or research (or at least not afraid of Excel) (**this is the most common**)

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

Cons: Learning curve, time taken from other responsibilities

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>.



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, objectives and activities

Logic Model

Understanding The Program

Before Story = Baseline Data

What does your community look like right now?

- *Academic success rates*
- *# of youth-serving programs*
- *Youth substance use rates*
- *Diversity of services that align with youth needs*
- *Types of juvenile justice issues impacting youth, their families, and the community*
- *High School graduation rates*

After Story = Comparison Data

How will a Tribal Youth Program contribute to the community?



Include new data collected during the TY planning process.

Data as Storytelling

Stages of Data Collection

1. Strategic Planning

- Pre-program implementation
- Local-level data
- Assists to develop planning goals
- Illustrates what issues to prioritize

2. Program Monitoring & Evaluation

- Real-time, consistent data collection
- Data points relevant to OJJDP Semi-Annual Reports
- Share data with OJJDP/funders/Tribal Council

Collecting Your Data

Existing Data	Resource Mapping	One-on-One Interviews	Community Survey	Focus Groups	Community Forums
- Juvenile Courts - Education Dept. - Other Youth Services Programs - Treatment Services - Culture Dept.	- Heads of Depts. - Key staff and practitioners - Tribal Council - Youth with caregiver per-mission	- Snapshot of community needs - Tailor survey questions to program	"Confidential" Talking Circle with small groups - Able to get in-depth sharing on key youth issues	- Large group setting, such as a community meeting - Get a snapshot of community thoughts on 1-3 big issues	- Provides an inventory of resources in community - Different folks around the table have different information - Learn more about your community - Opens the door for potential partnerships

Data Collection Tools

- Excel sheets
- Meeting notes
 - Organize into THEMES
 - What is surprising? New information? What did we learn? What do we want to learn?
- Surveys
 - Google Forms, SurveyMonkey, Zoom

Sample Excel Data Collection Tool

[illegible]

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>].	☐	☐	☐	☐	☐
2. My coming of age ceremony made me feel more like I was a part of [<i>Tribe</i>].	☐	☐	☐	☐	☐
3. Participating in a healing ceremony made me feel more like I was a part of [<i>Tribe</i>].	☐	☐	☐	☐	☐
4. Learning about traditional gender roles made me feel more like I was a part of [<i>Tribe</i>].	☐	☐	☐	☐	☐
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 [<i>language</i>]	☐	☐	☐	☐	☐

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?

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

Data Collection Plan

Local-Level Data	Data to Collect	How will Data be Collected?	Timing Year/Quarter	Progress/Notes
Cultural Connectedness of Youth aged 12-18.	Cultural Connectedness Scale Items	Traditional Teachings Equine-Assisted Learning Program Pre/Post test with court appointed youth aged 12-18.	Annual	Assessment tool has been shared and discussed with Community Advisory Committee. (cultural appropriateness)
		Youth GONA Pre/Post Test with youth aged 12-18.	Annual	Data security plan training completed. (How do we keep data confidential and safe? Who is responsible?)
Percentage of Youth who engage in program who reside with someone other than a biological parent.	Demographic Information/ Parent Caregiver Engagement/ Custodial Information	Consent to participate will include questions regarding demographic information	Ongoing/ Continuous	Consent to Participate includes appropriate questions: Example: Are you the biological parent the youth participant? (Yes/No) Are you an appointed custodian of the participant? (Yes/No)



Evaluation Practices

Evaluating the Data

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

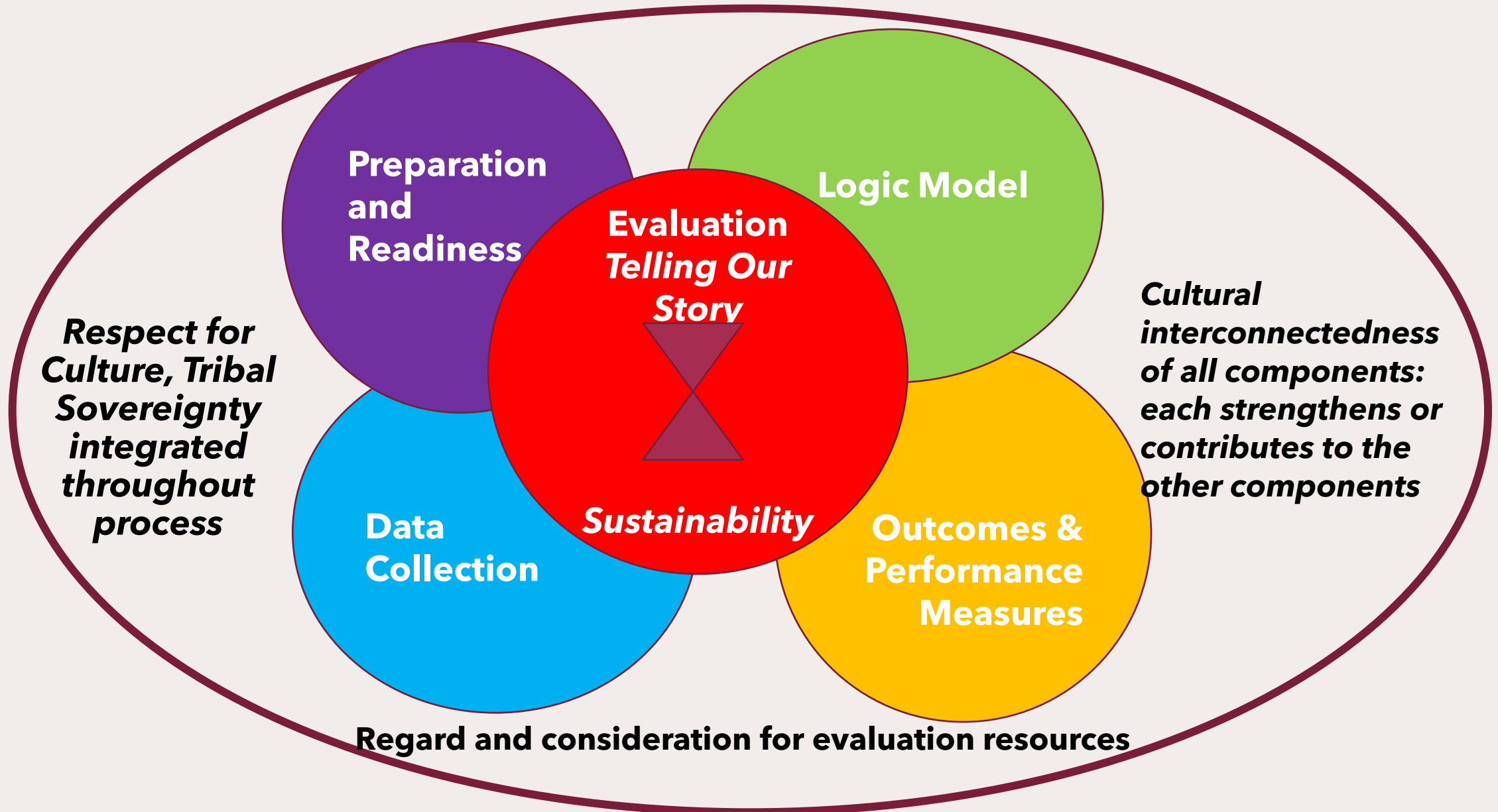
- Is the program operating the way we intended?
- Are we achieving our objectives?
- How can we keep getting better at what we do?
- Are we creating the change we wanted to see?
- It is NOT a judgment about "good" or "bad", nor is it about personnel evaluation

Performance Measures

Performance measurement is a system of tracking progress of chosen activities in accomplishing specific goals, objectives, and outcomes:

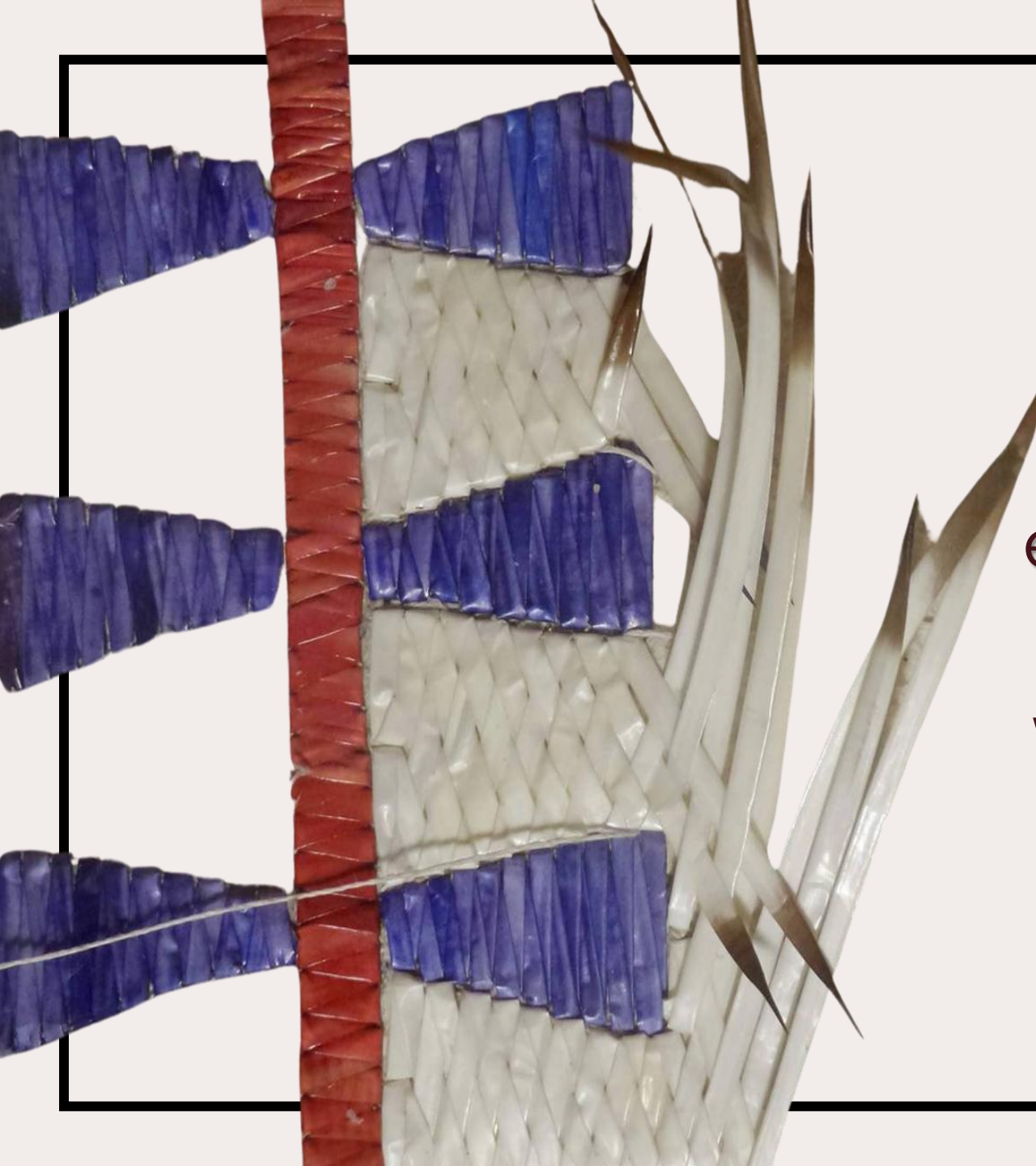
- Is directly related to program goals and objectives
- Measures progress of the activities quantitatively
- Is not exhaustive
- Provides a temperature reading—gives quick and reliable gauge of selected results

Tribal Youth Resource Center Evaluation Overview



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



www.TribalYouth.org

Please complete our
evaluation survey on the
screen.
We are grateful for your
feedback.



Closing in a Good Way

Haley Henscheid

Administrative Coordinator and Tribal Youth Training and Technical Assistance Specialist

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Contact us!

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