TRIBAL YOUTH RESOURCE CENTER

A Program of OJJDP

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Before We Get Started

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

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.

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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

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

What is evaluation?

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

- Is the planning activitiesoperating the way we intended?
- Are we achieving our objectives in the planning activities?
- How can we keep getting better at what we do?

What can evaluation help us do?

• Understand what is going well with the TY planning activities
• Understand the perspectives of our relatives (youth, families, program staff, community partners)
• Empower and honor the sovereignty of our Tribal Nations
• Sustain successful program planning by keeping practice on track and to solicit new funding for a Tribal Youth Program
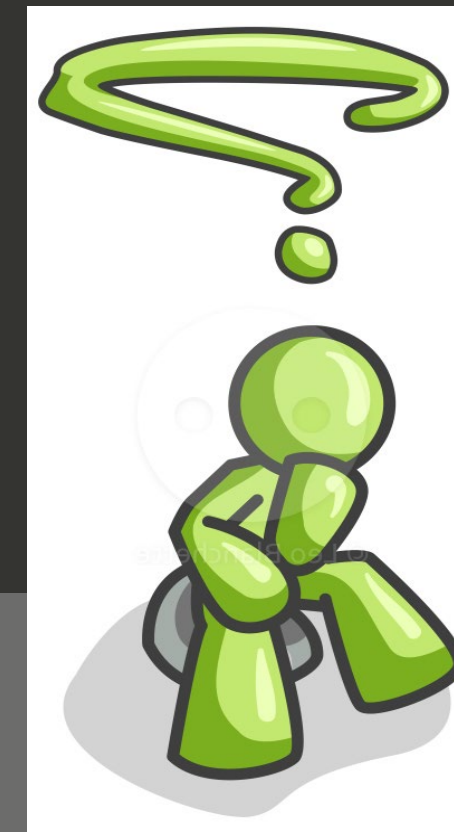
TY Planning Evaluation

Outcome Evaluation

- Did the Seeding Change Planning grant reach its goals & objectives?
- What did we learn about the short-, medium-, and long-term needs and service gaps 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 and 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)
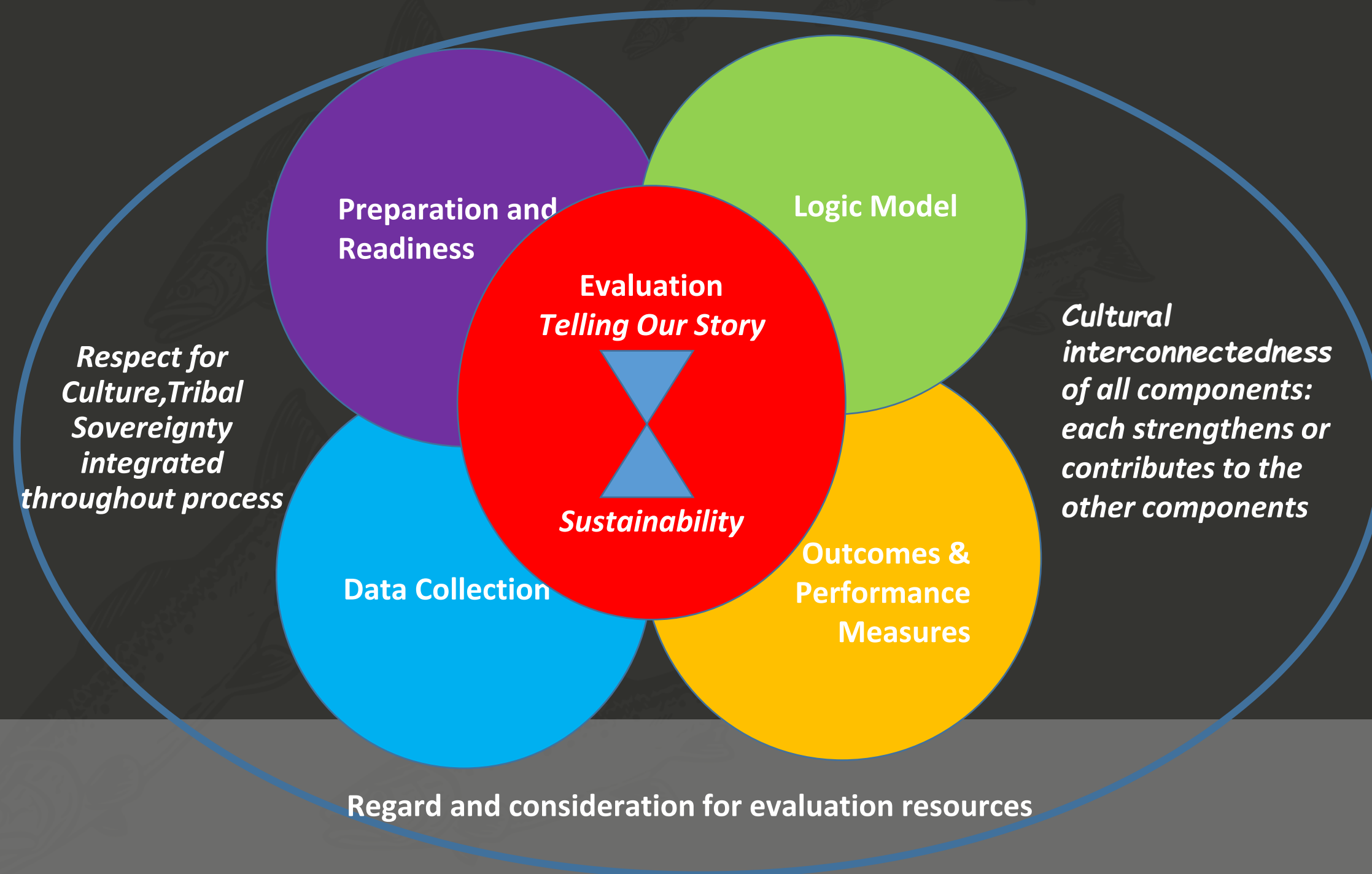
Question for the Group

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
- Meet with Technical Assistance Provider bi-weekly.

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.*

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.**
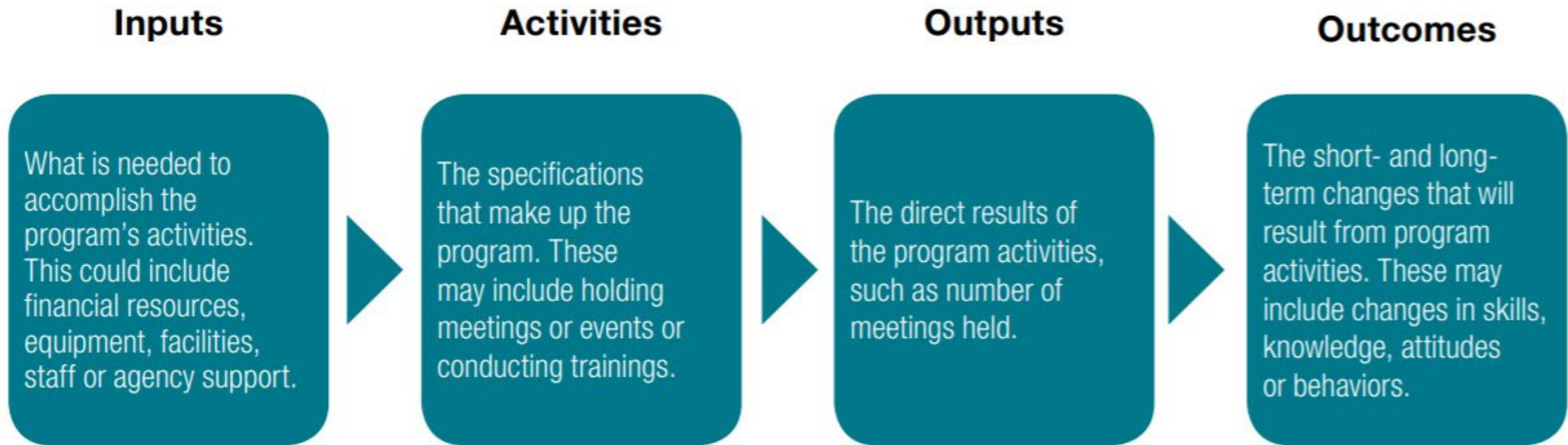
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Logic Model: Understanding Our Program

- 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 the proposed program's goals and activities

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.

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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

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American Indian Higher Education Consortium

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

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 and adherence to federal and tribal laws.
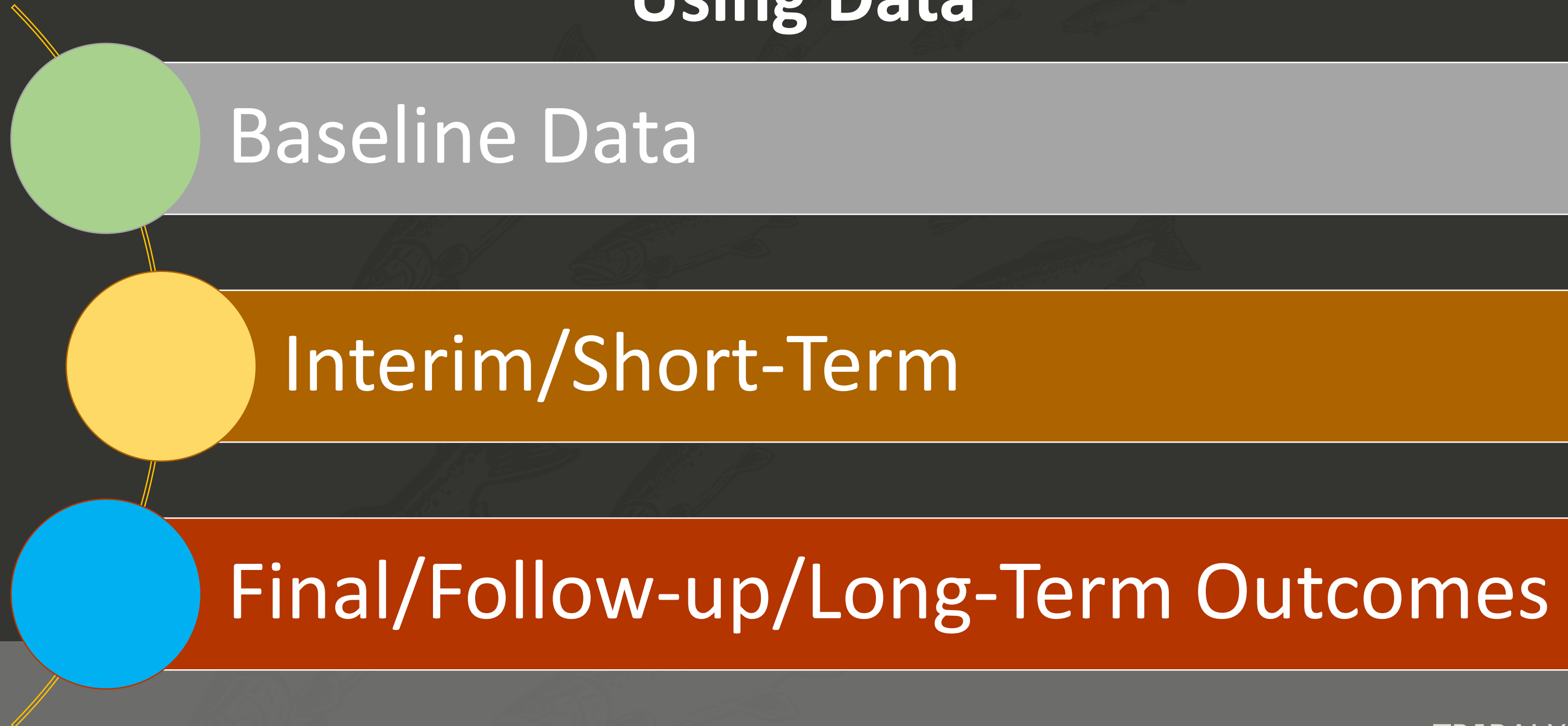
Question for the Group
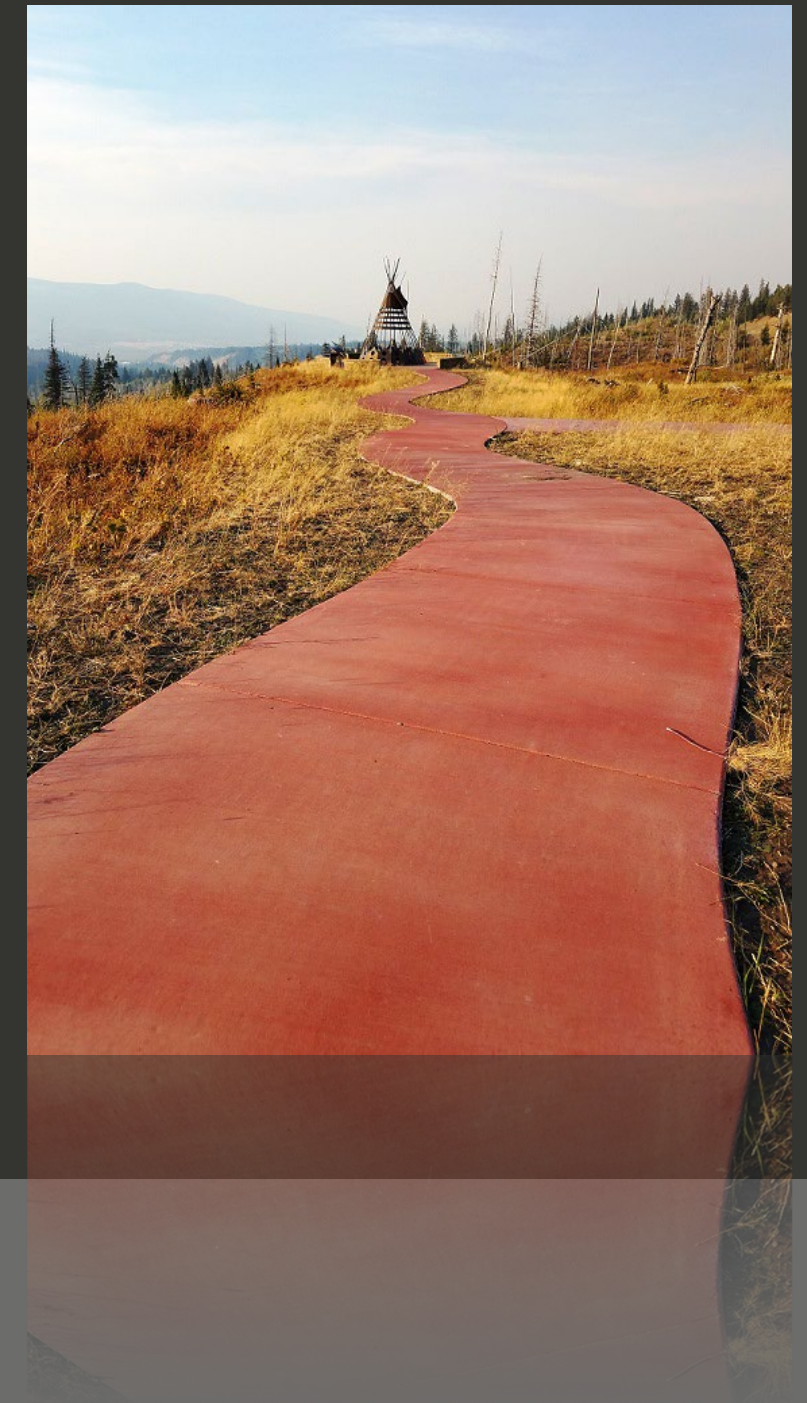
Who do you think needs to hear the story of your program?

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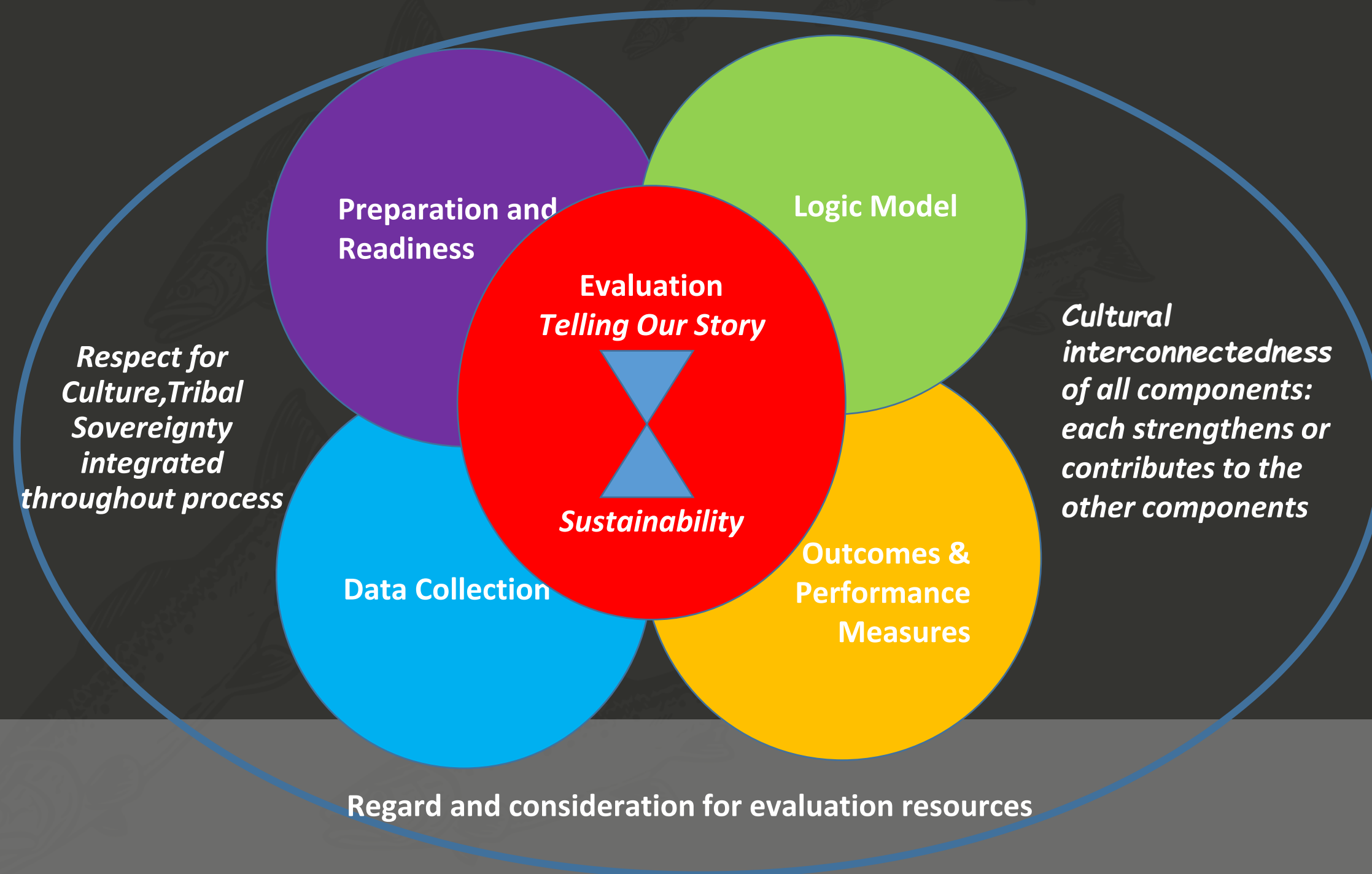
Project Goal: Increase the cultural skills of 30 Tribal youth to support youth feelings of cultural identity and pride

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Data Collection

Outcomes & Performance Measures

Regard and consideration for evaluation resources

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?
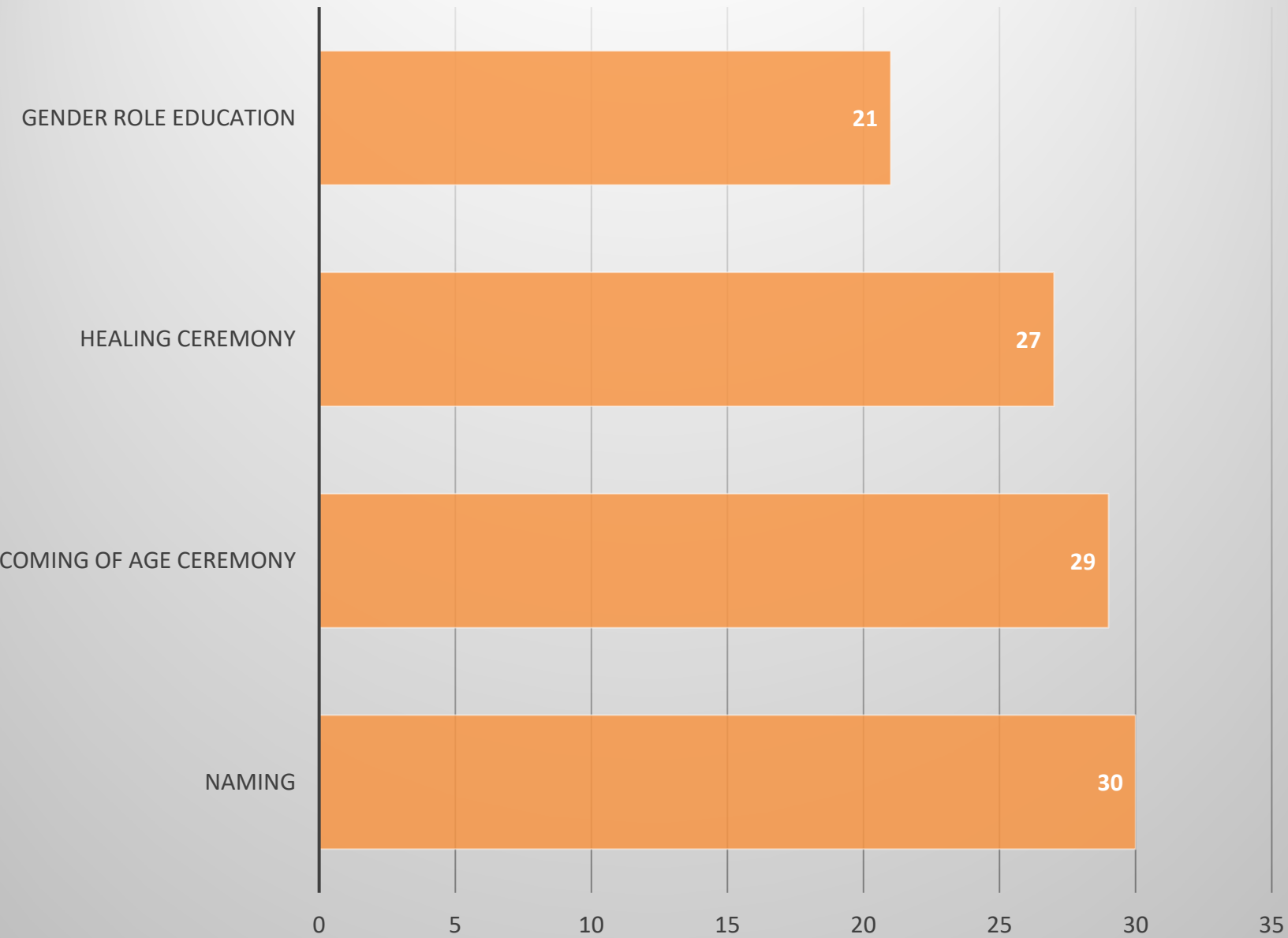
Reading Our Own Story

Youth Cultural Experiences at Program Entry vs Program Completion
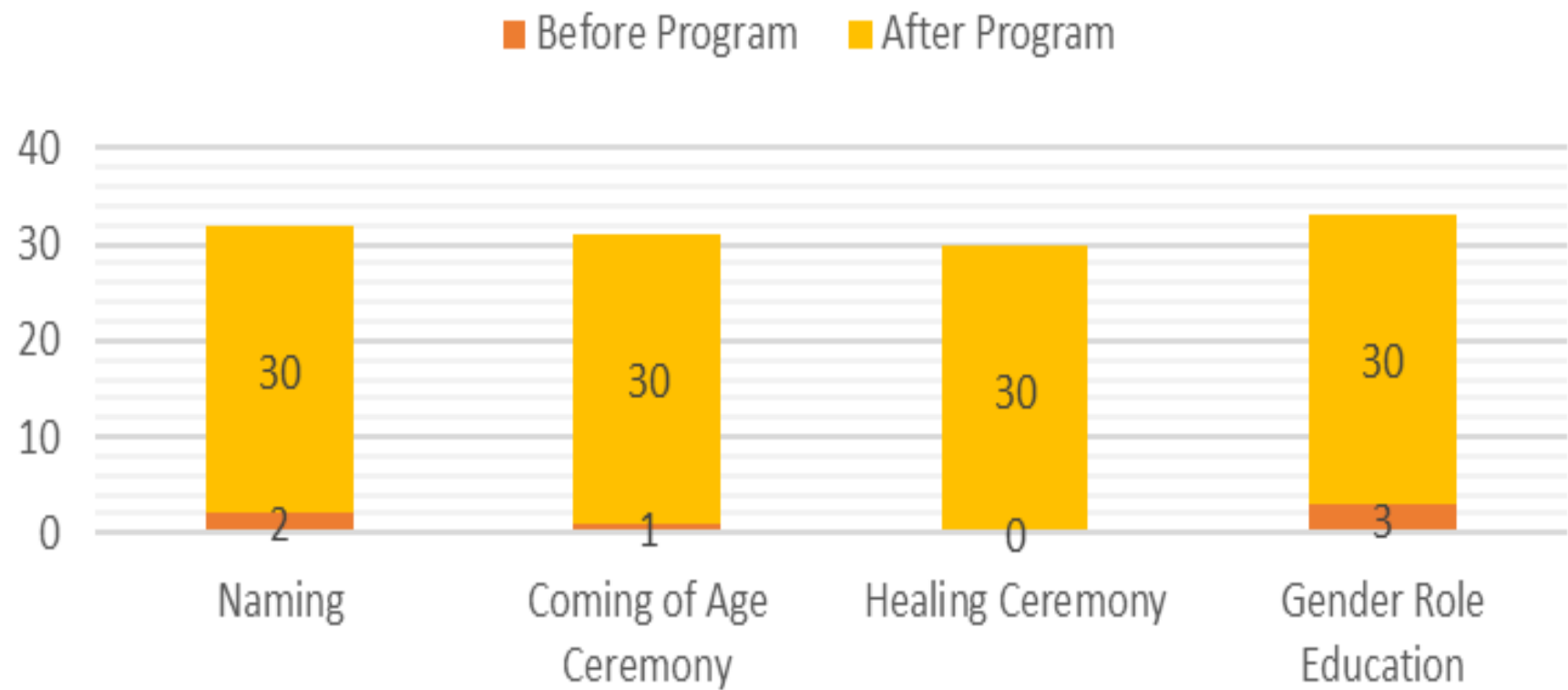
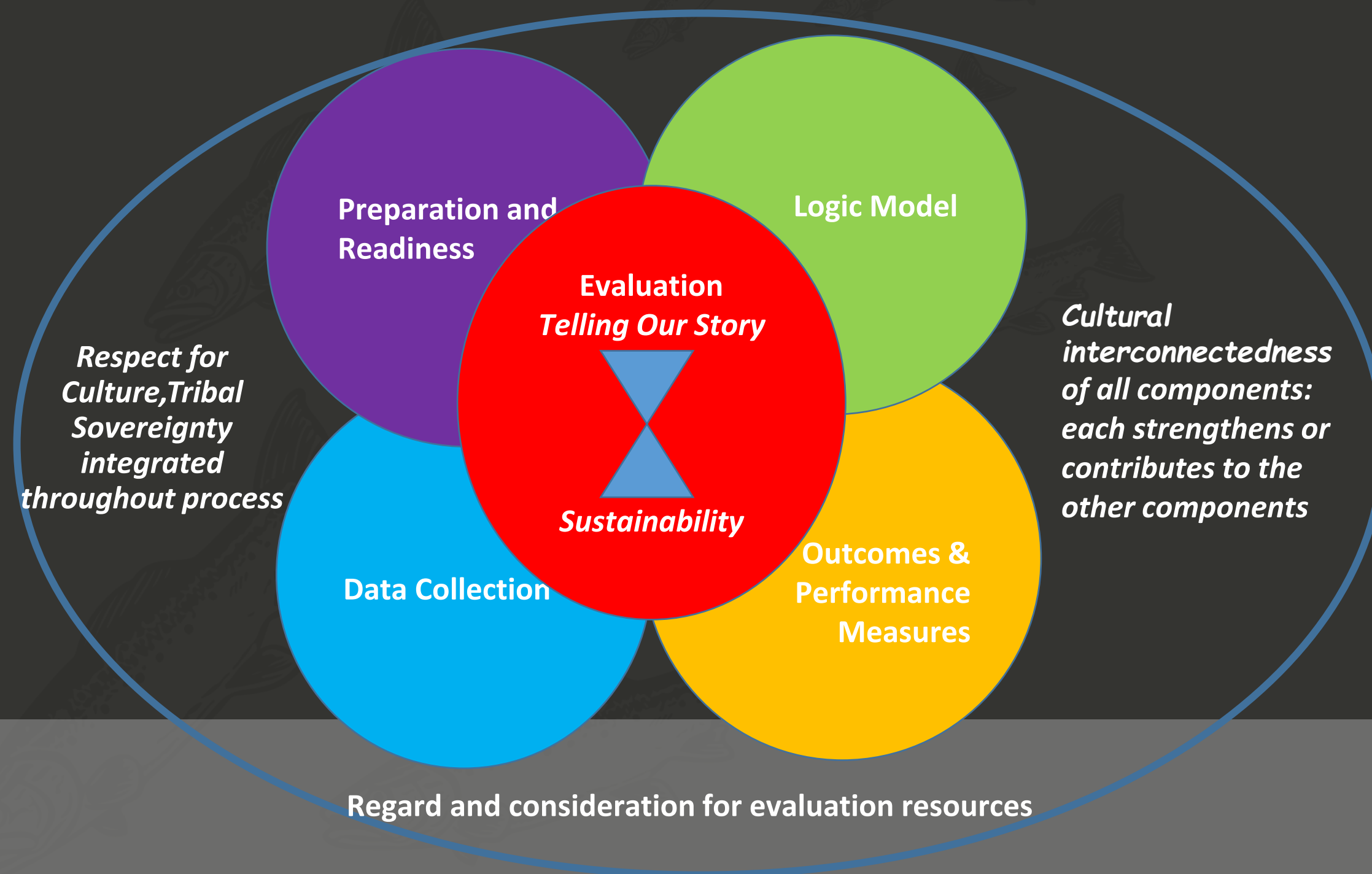Youth Experiencing Increased Cultural Identity, by Activity

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

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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
- Meet with your assigned TYRC Technical Assistance Provider

Any Questions?

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