# EVALUATION 101: INTRODUCING EVALUATION

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THE ADMINISTRATION FOR NATIVE AMERICANS

Health and Human Services

Administration for Children and Families

Administration for Native Americans
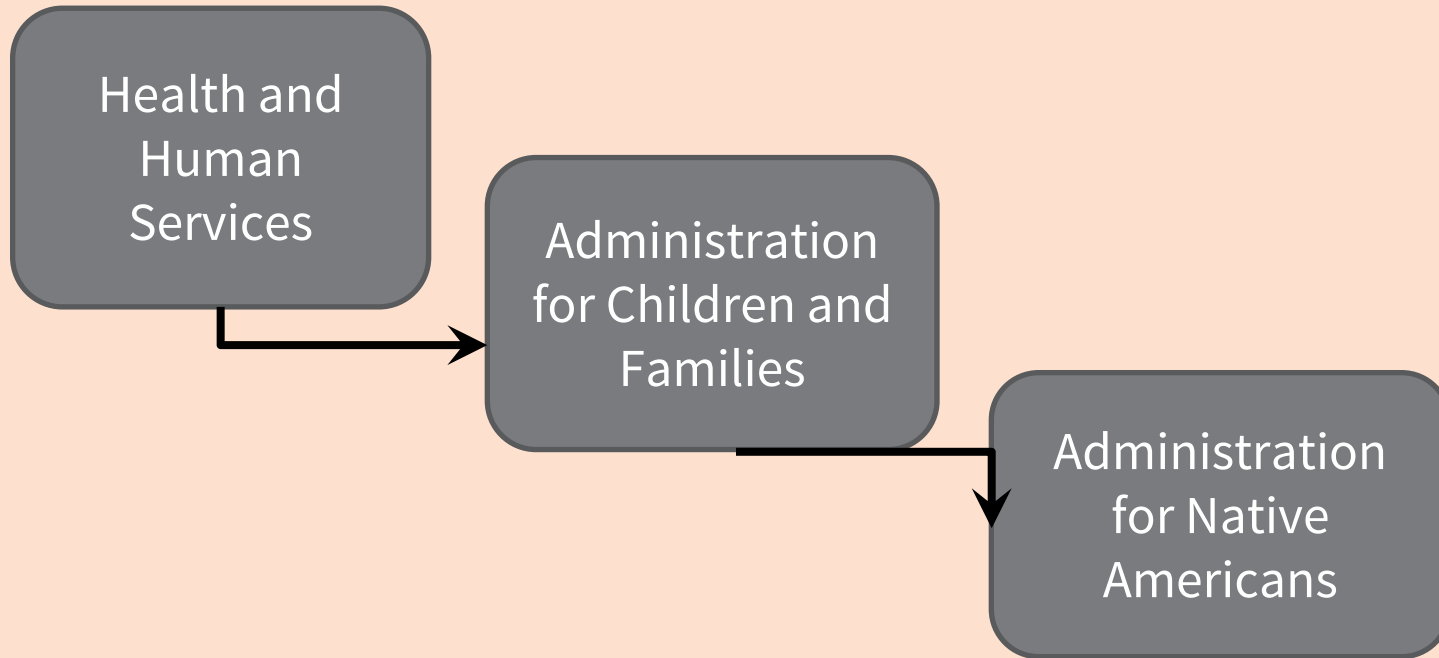
NATIVE LANGUAGE PRESERVATION

- **Native Language Preservation and Maintenance**

- **Esther Martinez Immersion**

- **www.acf.hhs.gov/programs/ana**

WHAT ABOUT YOU?

What's your comfort level with evaluation?

1) Evaluation is new to you, and you're starting at the beginning

2) You know something about evaluation, but you're always looking to learn more

3) You feel confident about your evaluation knowledge

WHAT IS EVALUATION?

The goal of any 'evaluation' is to determine the value of something.

Grant evaluations might include:

- **Developing an assessment plan to measure progress towards grant objectives**

- **Collecting and reviewing data to keep a grant on track and demonstrate the achievement of goals**

- **Sometimes, grant evaluations can also demonstrate whether the grant is having expected effects and impacts.**

WHY IS EVALUATION IMPORTANT?

- **Helps you make decisions to better serve your population**

- **Helps you demonstrate the worth of your program to the public**

- **Helps you be more efficient with limited funds by investing in what works**

WHAT "ISN'T" EVALUATION?

Common Perception: Evaluation is only done by experts

- ▪ **FACT**: There are many different kinds of evaluation..

**Common Perception: Evaluation is when someone from outside my community comes in to judge me**

- ▪ **FACT**: Many Tribes partner with evaluators they know and trust

Common Perception: Evaluation is something to fear

- ▪ **FACT**: Evaluation can be ongoing, so results can guide necessary changes to your project.

Common Perception: Evaluation is expensive, so it's not worth doing

- ▪ **FACT**: Low-cost, basic level evaluations are available. Evaluation also helps you save money.
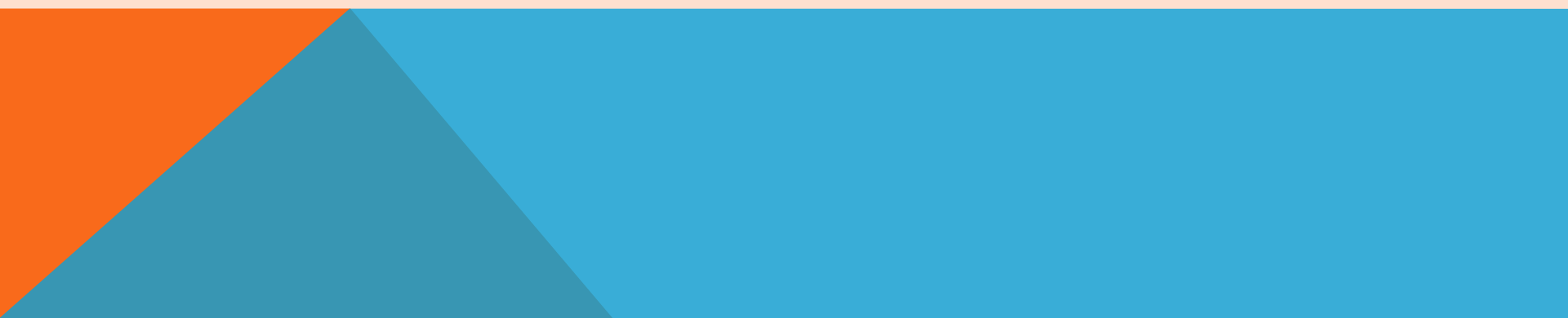
DEFINING COMMON TERMS

Inputs

Resources needed to conduct project activities. Ex) staff, curricula

Activities

The actions and services that are part of program implementation. Ex) deliver language classes

Outputs

A target number for activities completed. Outputs are the direct results of program activities. Ex) 14 language classes delivered

Outcomes

The final intended result of an activity, which is usually changes in program participants' behavior, knowledge, skills, status and/or level of functioning. Ex) 15 students increase speaking ability

GAMES

ANA language project to increase speaking ability of children enrolled in the Tribal elementary school

EXERCISES: WHAT AM I?

Teachers for each grade level

What am I?

- Input?
- Activity?
- Output?
- Outcome?
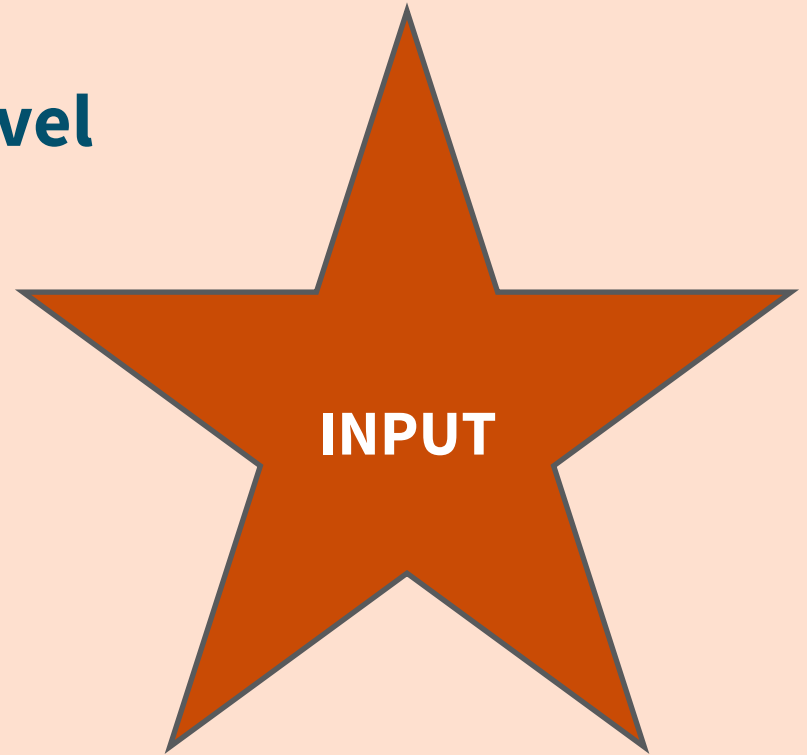
INPUT

EXERCISES: WHAT AM I?

Native language curriculum

What am I?

- Input?
- Activity?
- Output?
- Outcome?
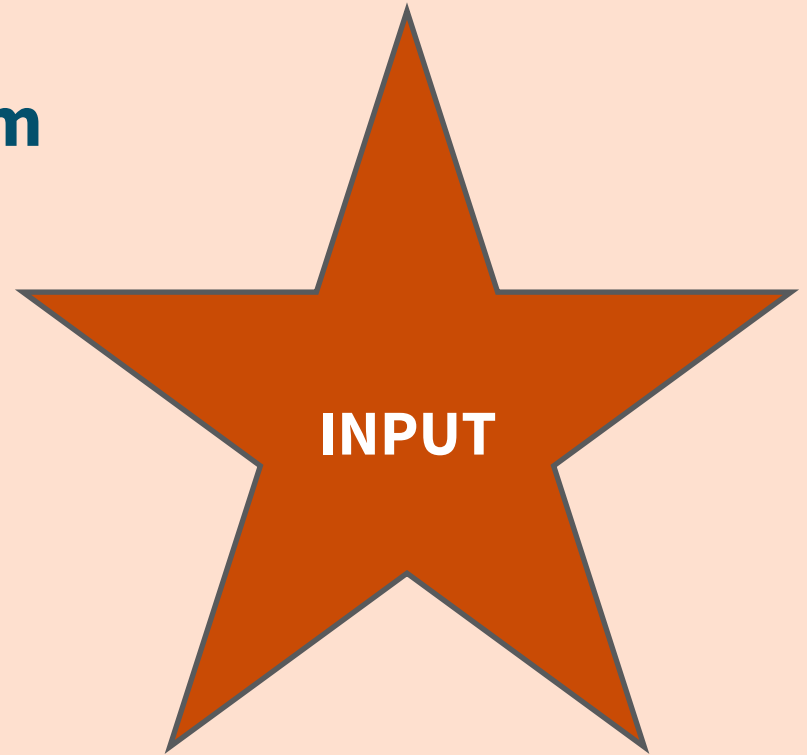
INPUT

EXERCISES: WHAT AM I?

Provide instruction to children

What am I?

- Input?

- Activity?

- Output?

- Outcome?

ACTIVITY

EXERCISES: WHAT AM I?

500 hours of instruction in the language provided

What am I?

- Input?
- Activity?
- Output?
- Outcome?
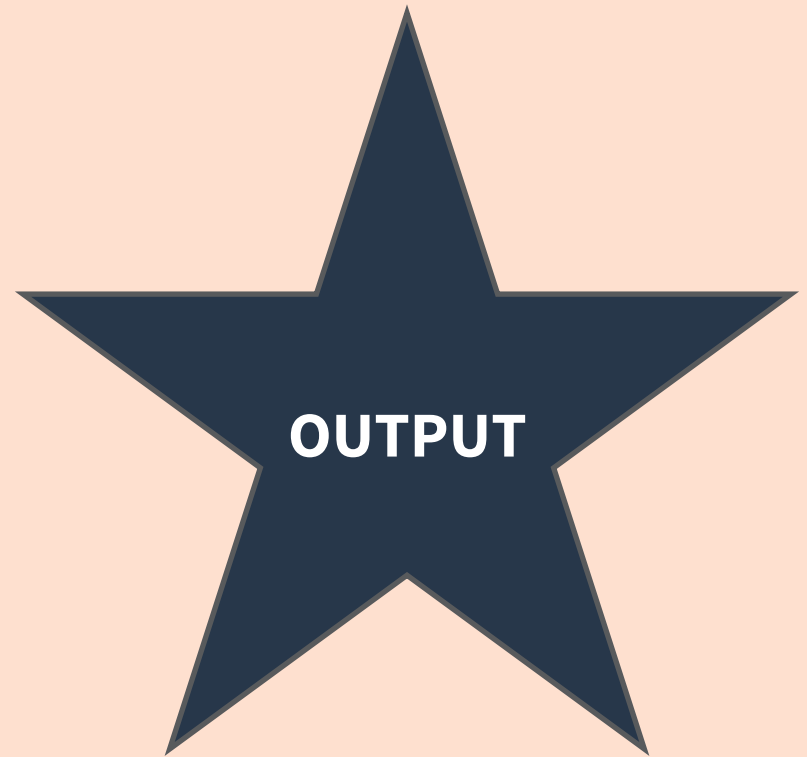
OUTPUT

EXERCISES: WHAT AM I?

20 children advance their language proficiency level by at least one level

What am I?

- Input?
- Activity?
- Output?
- Outcome?

OUTCOMES

EXERCISES: WHAT AM I?

Visiting Elders tell stories to children in the language

Conduct assessments of teacher's knowledge in teaching methods at the beginning and end of the year.

What am I?

- Input?
- Activity?
- Output?
- Outcome?

ACTIVITY

INTRODUCTION TO LOGIC MODEL

- A logic model establishes the connections between all elements of your project

- Without a logic model, you risk wasting time and resources

- A logic model is a VISUAL way to see logic

LOGIC MODEL (BLANK)

PROJECT TITLE:

PROBLEM THE PROJECT WILL ADDRESS:

| INPUTS | | ACTIVITIES | | OUTPUTS | | OUTCOMES |
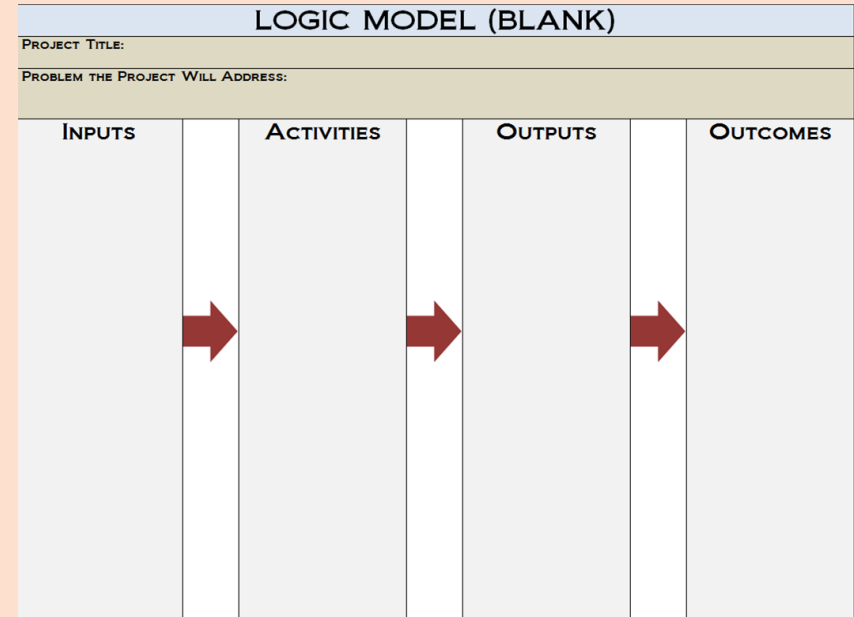
THE OFFICE OF PLANNING, RESEARCH AND EVALUATION
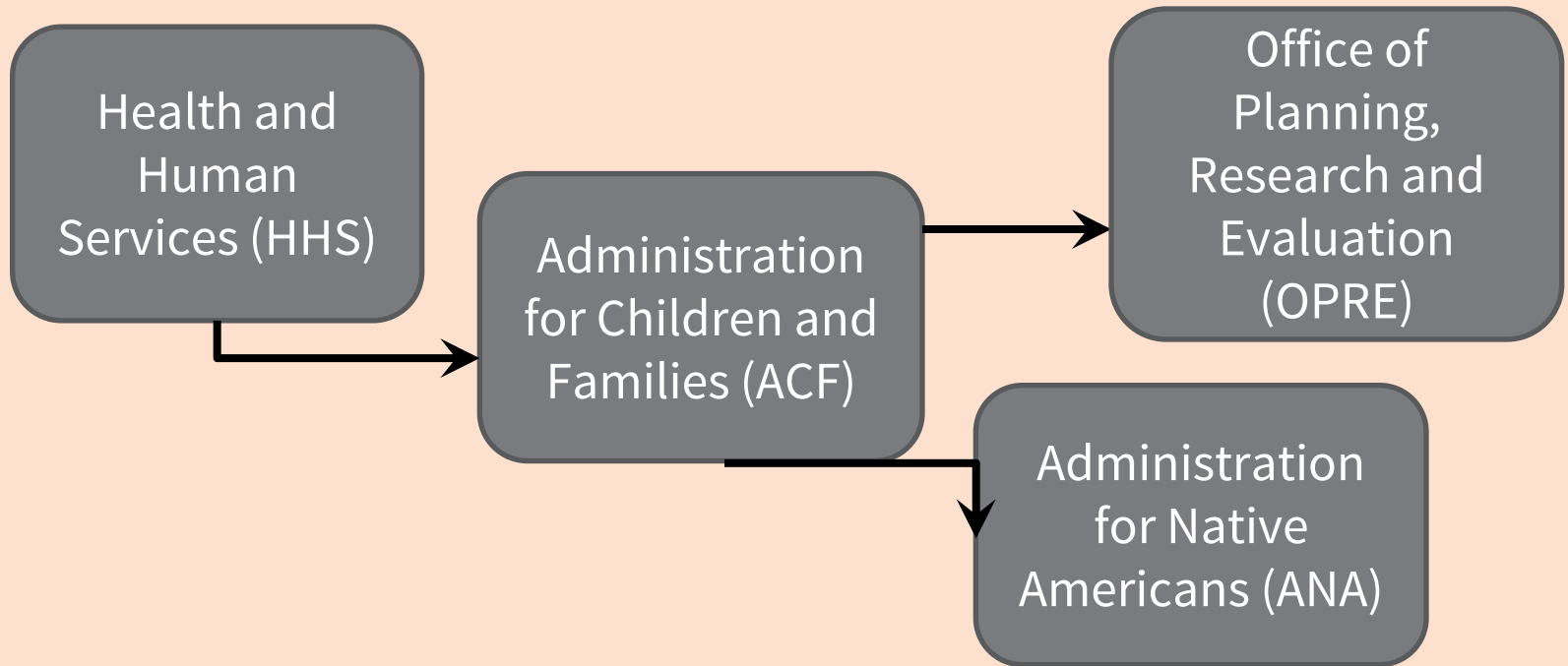
EVALUATION IN TRIBAL COMMUNITIES

History of negative evaluation experiences in Tribal communities

VS

Current momentum toward evidenced based practices

COLLABORATIVE RESEARCH AND EVALUATION IN TRIBAL COMMUNITIES

Video:

http://www.acf.hhs.gov/programs/cb/capacity/program-evaluation/virtual-summit/tribal-communities

Roadmap:

http://www.acf.hhs.gov/sites/default/files/cb/tribal_roadmap.pdf

CO-CREATING COLLABORATIVE & EFFECTIVE EVALUATION TO IMPROVE TRIBAL CHILD WELFARE PROGRAMS

Outer ring (Historical Context): Indigenous world views undervalued | Intergenerational and community trauma | Distrust | Judgmental evaluation | Invasive, imposed evaluation

Historical Context

Values
Indigenous Ways of Knowing | Respect for Tribal Sovereignty
Strengths Focus | Cultural and Scientific Rigor | Community Engagement
Ethical Practices | Knowledge Sharing

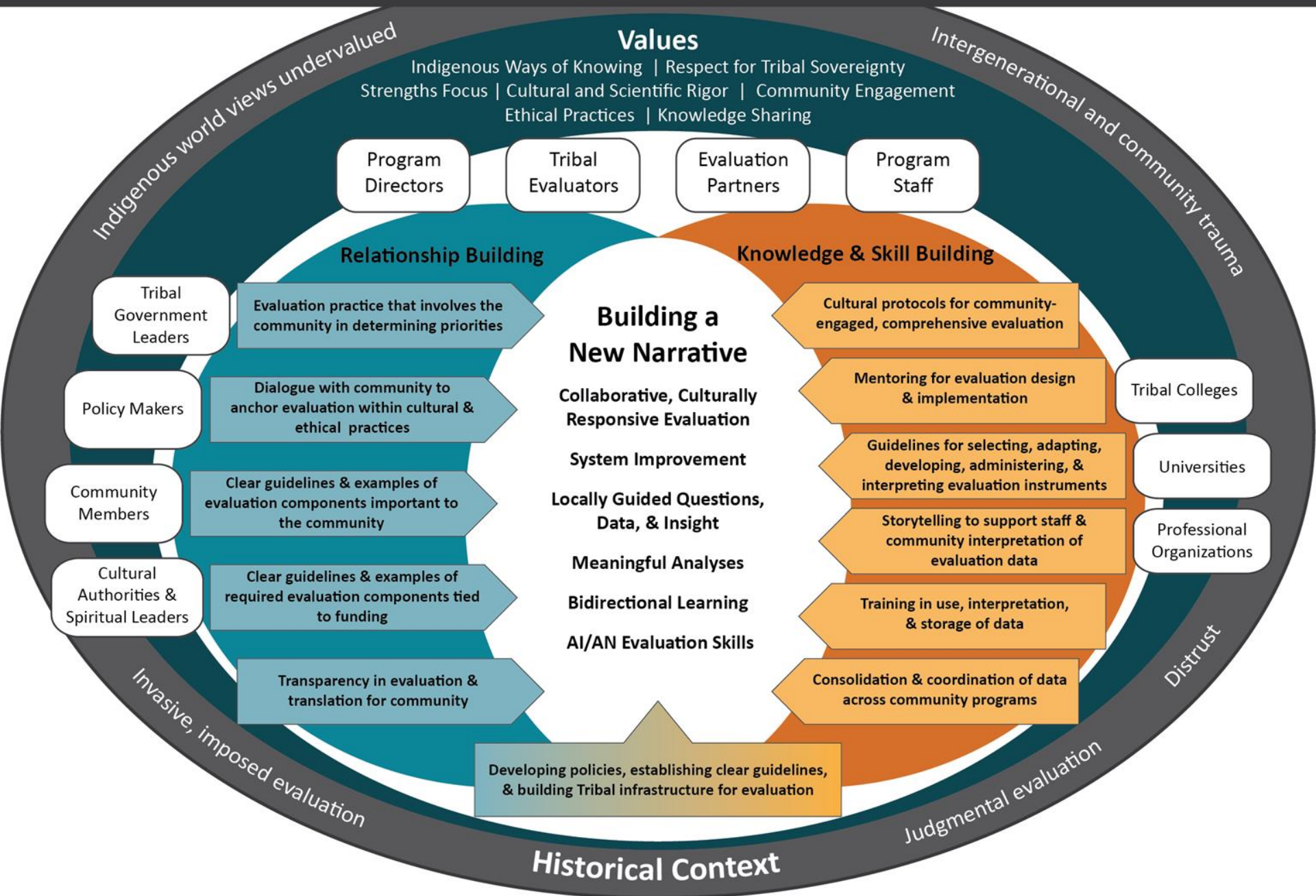**Top roles:** Program Directors | Tribal Evaluators | Evaluation Partners | Program Staff

Left roles: Tribal Government Leaders | Policy Makers | Community Members | Cultural Authorities & Spiritual Leaders

Right roles: Tribal Colleges | Universities | Professional Organizations

Relationship Building
- Evaluation practice that involves the community in determining priorities
- Dialogue with community to anchor evaluation within cultural & ethical practices
- Clear guidelines & examples of evaluation components important to the community
- Clear guidelines & examples of required evaluation components tied to funding
- Transparency in evaluation & translation for community

Building a New Narrative
Collaborative, Culturally Responsive Evaluation

System Improvement

Locally Guided Questions, Data, & Insight

Meaningful Analyses

Bidirectional Learning

AI/AN Evaluation Skills

Knowledge & Skill Building
- Cultural protocols for community-engaged, comprehensive evaluation
- Mentoring for evaluation design & implementation
- Guidelines for selecting, adapting, developing, administering, & interpreting evaluation instruments
- Storytelling to support staff & community interpretation of evaluation data
- Training in use, interpretation, & storage of data
- Consolidation & coordination of data across community programs

Developing policies, establishing clear guidelines, & building Tribal infrastructure for evaluation

IMPACTS OF CAPACITY BUILDING

Tribal communities are better prepared to oversee and conduct evaluation and consume evaluation information

Improved services and outcomes through the integration of data into decision making

Communities are invested in and take ownership of their evaluation plans and performance measurement data collection

Confederated Salish and Kootenai Tribes

BOTTOM LINE

HAVE HIGH EXPECTATIONS FOR YOUR EVALUATOR AS A *TEAM MEMBER* WHO HELPS *BUILD THE CAPACITY* OF YOUR COMMUNITY TO UNDERSTAND AND DO YOUR OWN EVALUATIONS, FOR YOUR OWN GOALS AND PURPOSES.

CONTACT INFORMATION

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Thank you!