



YOUTH EVALUATION TOOLKIT

A resource for youth
engaged evaluation

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ACKNOWLEDGEMENTS

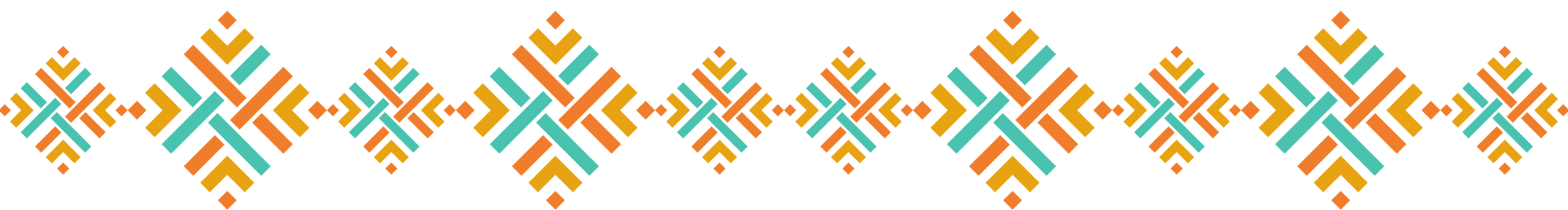
This evaluation resource represents the work of many projects and people. We appreciate the contributions of youth, families, programs, and communities. Their input and teachings help tell evaluation stories that have lasting impact and value.



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PREFACE

AKA is dedicated to sharing ideas and resources for youth and the community as they engage in future programming and evaluation efforts that strengthen the community. This guide provides youth and adults with a step-by-step process to support the evaluation of community-based prevention efforts. Content included in this guide may be used by any program or organization within a community that is interested in engaging youth and community members in the evaluation process.

KEY TERMS

- **Evaluation** is a systematic approach to determine the value of something.
- **Data** is the information that helps you to find an answer to your question.
- The **data source** is the location where the data comes from.
- **Outcomes** are used in evaluation to see how things turn out, they are often results or a consequence of some action or effort.

EVALUATION GUIDE OVERVIEW

Purpose and Scope of this Guide

We developed this youth evaluation guide for youth serving programs and evaluators working with youth-focused programs.

Engaging American Indian Youth: An Evaluation Guide

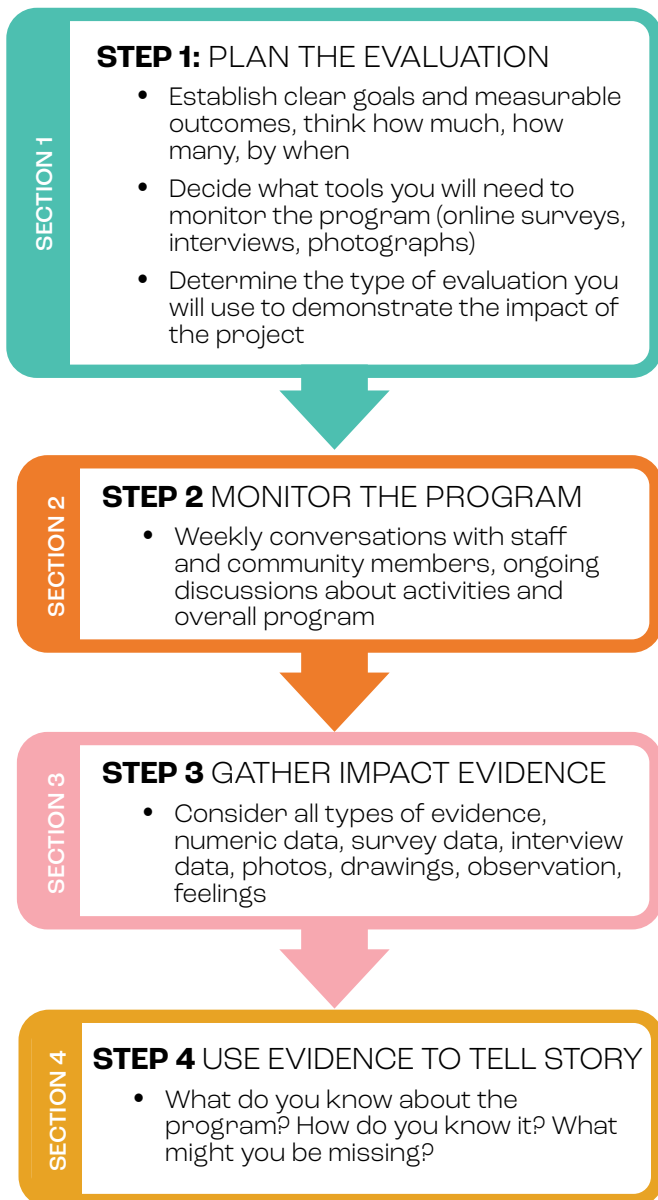
This evaluation guide is designed for youth and community members who want to learn more about evaluation, measure impact, and tell the story of what is happening and why it matters. This guide includes activities and resources that have been used in previous youth-focused evaluations on the Northern Cheyenne Reservation and with other American Indian youth throughout the United States and Alaska.





This guide can be used as a standalone resource or in combination with other youth-focused curricula. The overall goal of this guide is to fully engage youth in planning, developing, and implementing community evaluation efforts that support programming.

TRIBAL EVALUATION PROCESS



TRIBAL COMMUNITY PROGRAMMING PROCESS

STEP 1: EXPLORE COMMUNITY NEEDS

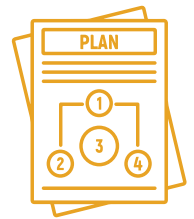


STEP 2: DECIDE ON A PROGRAM

Program approach and funding to support identified needs

STEP 3: DEVELOP PROGRAM PLAN

Plan measurable goals, action steps, and key partners



STEP 4: FUNDING AWARDED

Implementation of program begins, evaluation of program includes monitoring activities, managing resources, engaging community

STEP 5: TELL THE STORY

Communicate what is happening in the community



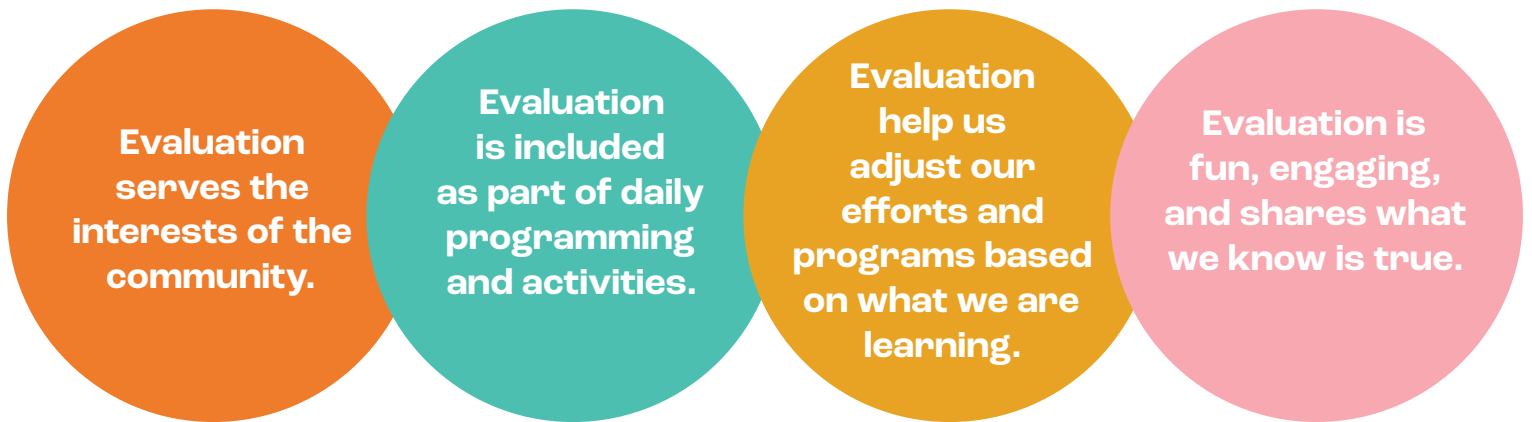


Youth Engaged Evaluations

Involving youth and the community in the evaluation of programs that affect them is essential. Engaging youth early in the process can help youth-serving programs determine where they should be headed (long term goal), how to achieve this goal (activities), and how to know if they are on the right track (short term and medium term outcomes). Involving youth in the evaluation process gives them the opportunity to learn and grow as individuals, leaders, and most importantly, evaluators. When youth are engaged with evaluation efforts it promotes youth development, skills and mastery, community and cultural connections, and social awareness.

Guiding Principles for American Indian Youth Engaged Evaluation

- Community is everywhere that Native people are. Evaluation is in communities and with communities.
- Evaluation promotes culture, resilience, and strengths. Evaluation tools like surveys can be used to identify strength-based solutions in and with communities.
- Decolonizing data is a must. Data collection and use must be done in a manner that benefits Native communities and people.
- Community perspectives and involvement are crucial in the evaluation process. Community helps us understand how programs impact our community.



How to Use this Guide

Evaluation should be included in all programs and projects that matter to a community. It can be something as simple as counting the number of people that attend a powwow and then comparing this number over time. Understanding how many people on average attend powwows each year can help with planning for things like the number of portapotties needed, or traffic flow. What makes evaluation unique as a practice is that it tells a story of where we are at during one point in time, and where we are going or hope to go in the future... it is really that simple.

This guide is based on four sections. We recommend that you begin at Section 1 which is planning the evaluation and then moving on to Section 2, monitoring the

program. Next move to Section 3 gathering evidence about the impact of the program in the community. Finally, share information about the evaluation with other community members. This can help continue the project, even after the funding ends. In this guide we focus mainly on Sections 1 through 3.

Who Should Use this Guide?

This guide was developed with youth in mind. If you are between the ages of 12 and 19, this guide should be easy to follow and understand. If you are younger than 12, ask an adult to assist you with the guide. We value the input of all. If you are an adult, this guide should be a breeze.



A Brief History of Evaluation

Evaluation is a systematic process used to determine the merit or worth of a specific program, curriculum, strategy in a specific context. Tribes have used evaluation for thousands of years. An example of this is in the Ledger drawings by Minneconjou Lakota Sioux (1822-1907), where a battle participant provided the most accurate depiction of events occurring at the Battle of Little Big Horn. The Smithsonian Institute indicates that the drawing includes the trooper's uniforms, location of wounds of horses, and distribution of Indian and white casualties. In this instance, the drawings depicted data from the battle. These data were later used by historians and scientists to tell the story of the Battle of Little Bighorn. We can use historical data like drawings and journal entries to document and explore what happened throughout history and why it matters. Red Horse's artwork below may promote a sense of fear, demonstrate the violence of battle, or even the sadness that comes with casualties from war.



Red Horse (Minneconjou Lakota Sioux, 1822-1907), Untitled from the Red Horse Pictographic Account of the Battle of the Little Bighorn, 1881. Graphite, colored pencil, and ink. NAA MS 2367A_08570700. National Anthropological Archives, Smithsonian Institution <https://news.stanford.edu/features/2016/red-horse/>

WHY EVALUATE



- Monitor progress
- Determine program progress on outcomes
- Compare groups
- Justify need for further funding and support
- Find opportunities for continuous quality improvement
- Ensure program effectiveness
- Ensure funds support effective programs



Types of Data Used in Evaluations

Data includes individual facts and parts of information. Data is important because it shows us differences and similarities between people, places, concepts, and consequences. As evaluators we use qualitative or quantitative data.

Qualitative data includes words and observations, opinions, descriptions, photographs, drawings, videos, and other responses that are not predetermined. Focus groups and semi-structured interviews will often result in qualitative data. The data analysis includes coding data (or words) into themes and groups to find meaning. Coding can be done by hand or using a computer program. The results of qualitative data analysis are generally a typed report with interpretation about what the data (words) mean in relation to a problem or question.

Quantitative data provide numerical or yes/no responses. These data require a pre-defined set of options, sometimes known as fixed-response options. Participant measures are often quantitative, such as the number or percent of youth attending a powwow. Another example of quantitative data would be the number of partners a program has, the number or frequency of meetings a program has, and more.

Analyzing this data usually requires a computer and program such as EXCEL. The results of quantitative data are demonstrated in graphs, charts, figures, numbers, and more.

With data types in mind, let's consider the first phase of the evaluation, planning.

SECTION #1 PLANNING

Planning for an evaluation usually occurs at the beginning of a program. Planning helps us determine where we are going (long-term goal), how we get to where we are going through actions and activities, and how we know if we are successful (short, medium, and long-term outcomes). The more detailed we are when developing our plan for a program, the more likely we are to achieve our long-term goals.

Why evaluate?

- Helps us determine if we are on track, or if changes need to be made
- Helps us determine if we have achieved our goals
- Helps us share stories with others to promote wellbeing

What questions do we ask during the planning process?

- What story do you want to tell?
- Why does the story matter?
- What do you want to learn about the impact of the program? For example, how many people attended an event, or do youth feel like they have support from a trusted adult.
- Who can best describe the impacts of the program?
- What are some ways that people can show or describe these impacts?
- How will you engage the community to help tell the story?
- How will you share what you learn with the community?
- How will results inform future work and programs?

Why plan?

Planning helps us determine the types of information that we will need. Section #1 includes one activity that will help you plan an evaluation of a community program or project.



ACTIVITY #1: FIVE WHYS

During this activity you will learn how to use the Five Whys method. This is a method that evaluators use to explore topics, programs, and needs. The Five Whys allows us to do a deep dive of an issue and then highlight the areas that we think are more relevant or important.

Purpose:

To help youth explore complex topics, causes, and possible solutions. Topics and solutions can be used in the evaluation planning stage to understand, assess, reflect, and explore program needs and program impacts.

Objective:

Learn how to use the Five Whys to explore a topic or program

I have a pre-teen. Sometimes I ask her a question, and her response is, "I don't know." This is often her response, but she is smart and observant, she knows something. I have not used the Five Whys method to drill down with what is really going on, and why she does not know. But, next time I ask her a question and she responds, "I don't know" I will give it a try... "Why don't you know"... and the conversation begins.

Time: 60 minutes

Materials:

1. Five Ways Worksheet ([page 13](#))
2. Pencil or pen
3. Highlighter



ACTIVITY #1 DEBRIEF:

- What did you like about the process?
- What was difficult?
- What would you change?

Answering these questions is just like what we do as evaluators, we are always looking for ways to improve our questions and the approach we use.

ACTIVITY #1 EXAMPLE

This example was developed by a Northern Cheyenne college student working with AKA in 2019. She wanted to know why there is a lack of family support for college students. This question came from her own experiences as a college student and observing her peers after they graduated from high school.

In the first question, we ask, “Why is there a lack of family support for college students?” Several responses are listed. The team decided that the biggest issue is that it is accepted by parents (to not attend college). Question #2 drills down even further, “Why is it accepted by parents to not attend college?” Again, the team decides the five most common reasons and addiction is the biggest issue. Questions 3-5 drill down even further to explore the topic with the biggest issue highlighted. The Five Whys is an excellent exercise for understanding more about complex challenges facing communities and possible interventions to address them.

Now that you know about the Five Whys, create your own topic and drill down like we just did. Use the worksheet on page 13, think out of the box, and know that community challenges are often solved by community-based solutions.

Five Whys:

Exploration of why some students do not attend college

Why is there a lack of family support for college students?

- Addiction
- Financial Instability
- Unhealthy family relationships
- Transportation issues

• Accepted by parents to not attend college

Why is it accepted by parents to not attend college?

- College is expensive
- Parents did not attend college
- Stay home to work and help support family

• Addiction

- Distrust of college environment

Why is there drug and alcohol addiction in families?

- Family history of addiction
- Dealing with trauma and grief

• Poverty and unemployment

- Disease
- Lack of healthy activity in community

Why is there poverty and unemployment within Northern Cheyenne families?

- Lack of job opportunity in community
- Lack of community members with college degrees
- Addiction

• No reliable transportation

- Broken Homes

How does not having reliable transportation affect a student pursuing higher education?

- Cannot be driven to college out of town
- Student needs car during college
- Lack of transportation to job supporting financial costs of college
- Will not have family visitation during college due to lack of transportation
- Student needs transportation to go buy basic college needs

FIVE WHY'S WORKSHEET

Five Whys Topic: _____

1. Why is...?

- _____
- _____
- _____
- _____
- _____

(Circle the response that is the biggest issue as it relates to your topic, add this issue to the Why below)

2. Why is...?

- _____
- _____
- _____
- _____
- _____

(Circle the response that is the biggest issue as it relates to your topic, add this issue to the Why below)

3. Why is...?

- _____
- _____
- _____
- _____
- _____

(Circle the response that is the biggest issue as it relates to your topic, add this issue to the Why below)

4. Why is...?

- _____
- _____
- _____
- _____
- _____

(Circle the response that is the biggest issue as it relates to your topic, add this issue to the How)

5. How does...?

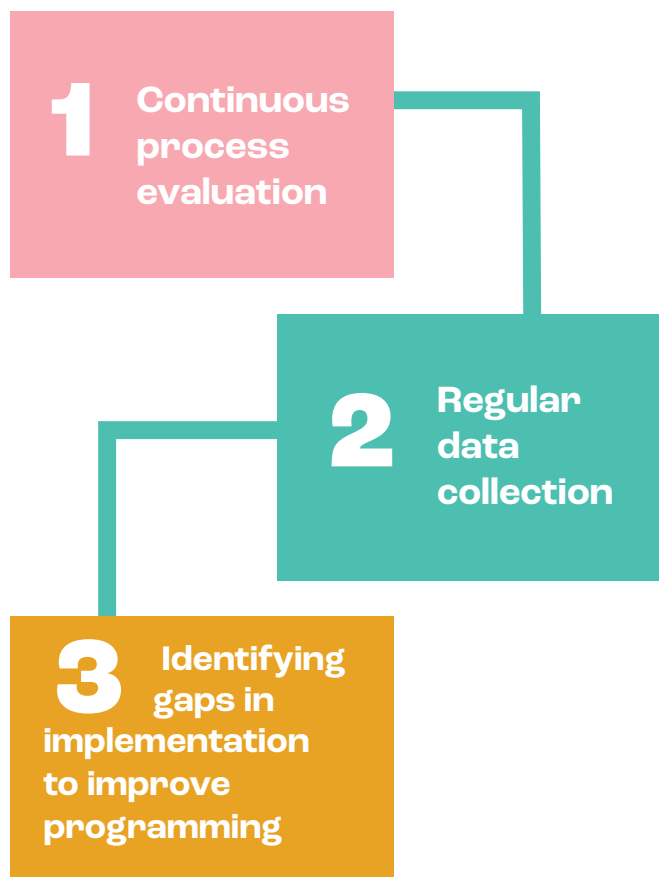
- _____
- _____
- _____
- _____
- _____

(Circle the response that is the biggest issue as it relates to your topic, this could be one of the focus areas for a prevention or intervention effort)

SECTION #2

MONITORING THE PROGRAM

Monitoring is a process of collecting and analyzing data to determine what is working and what is not. Monitoring includes three main parts:



There are different approaches to monitoring in program evaluation based on the overall evaluation approach and program needs. Here are examples of how youth can help with monitoring programs.

- Count the number of participants at an event (to make sure the targets are met).
- Observe what is happening within the community as it relates to the program.
- Monitor how many people are involved in the program and if there are enough people to implement the program as planned.
- Verify counts and document their perspectives about program implementation.



SECTION #3

GATHERING EVIDENCE



Purpose:

To help youth create storyboards about how programs work to address needs or strengthen resilience.

Objective:

Learn how to use the storyboard method to explore goals and promote change.



ACTIVITY #2 DEBRIEF:

What did you like about the process? What was difficult? What would you change?

Answering these questions is just like what we do as evaluators, we are always looking for ways to improve our questions and the approach we use.

In this section we will explore different methods to gather evidence about the impacts of a program in the community.

Why gather evidence?

Gathering evidence helps us understand what is happening in the community, and what needs to change.

ACTIVITY #2: TELLING YOUR STORY

During this activity you will learn how to create storyboards that can be used as logic models. Logic models are plans, driven by what we think will change as a result of our efforts. Sometimes people call a logic model a theory of change.

Time: 60 minutes

Materials:

1. Large drawing paper or poster boards
2. Art and craft supplies like markers, crayons, paint, stickers, glue, scissors, rulers, old magazines, photos etc.
3. Pad of flip chart paper

ACTIVITY #2 EXAMPLE

What will we do about the issue of youth placed at risk for injury or self-harm?

Community program activities and actions.



Develop policies that improve access to resources for high risk individuals.



Create safe and healthy spaces for youth in the community.



Teach classes and conduct trainings on mental health and wellbeing.



Establish a youth-elder culture-based mentoring program.

Photos were provided by the AKA PLLC, the Northern Cheyenne Tribal Board of Health and the Boys and Girls Club of the Northern Cheyenne Nation.

Goal: Support youth placed at risk for injury or harm through policy development, safe spaces, classes, and youth-elder mentoring.

What will we do? Create policies within schools and at Tribal Behavioral Health to ensure that all youth at risk for injury or harm are identified early and referred to quality services. We will also create healthy and safe spaces in our community and have open gym nights, safe houses for youth, safe spaces, and 24-hour assistance. Classes will increase awareness about risk factors and resources available that support mental health and overall wellbeing of the community. We will establish a youth-elder mentoring program that matches youth with trusted elders in the community. Youth will receive support from elders and participate in cultural activities that strengthen their resilience and connection to their community and a healthy identity.

COLLECTING FEEDBACK USING SURVEYS

Surveys are one of the many ways that programs collect feedback from the community. Surveys provide may include text responses, numeric responses, or even level of agreement responses.

Can you think of a survey you completed in the last year?

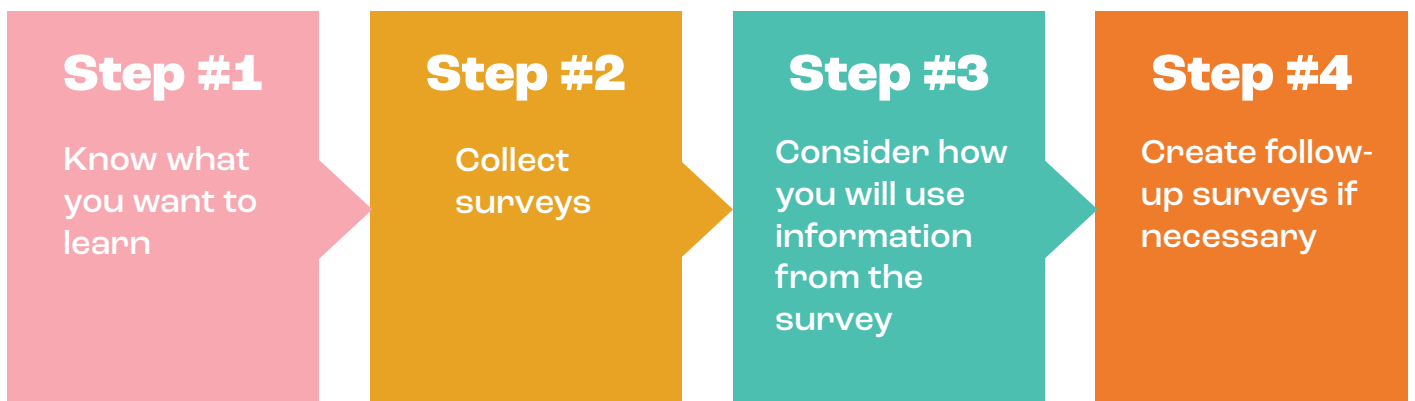
Write your response below.

What types of questions were on the survey? Write your response below.

What do you think survey developers wanted to know from you?

Write your response below.

STEPS FOR DESIGNING A SURVEY



Questions from a community survey

Likert-type Scale Survey Question Example

This event increased my knowledge of suicide prevention resources.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

We developed this question with a Likert-type scale. Sometimes scales are used to understand more about participants and their experiences. Likert-type Scales are often five or seven point scales to provide enough choices to best capture an individual's response. If we gave only two response options like "Yes" or "No" this would not give us enough detail.

Open Ended Survey Question Example

Has your thinking about suicide prevention shifted because of the program? If yes, how?

Post-post Survey Question Example

Please rate your knowledge of Tribal history:

Before the presentation:

- No knowledge
- Minimal knowledge
- Moderate
- Expert

After the presentation:

- No knowledge
- Minimal knowledge
- Moderate
- Expert

STEP #1. KNOW WHAT YOU WANT TO LEARN

Evaluations serve the interests and needs of the community.

If you are conducting a health program evaluation, you may want to develop a survey that answers the following questions.

- How has the program impacted health?
- How has the program changed community perspectives about the topic, for example, suicide prevention?
- How has the program increased cultural connections and access to cultural activities?

STEP #2. COLLECT SURVEYS

After you draft the survey, ask for feedback from your peers or a member of the group that is targeted to complete the survey. For example, the Northern Cheyenne Tribal Board of Health developed a survey that targeted youth and young adults between the ages of 10 and 24. Therefore, it was important to find individuals to review the survey who are from this age group. Incorporate feedback and finalize the survey. Surveys are collected using paper or online methods like survey monkey or Qualtrics. Google Forms, Google Sheets, and Excel are good places to store and save survey data.

STEP #3. CONSIDER HOW YOU WILL USE THE SURVEY INFORMATION

There are several ways that survey information can be used to promote prevention, policy change, program planning and community support for the effort.

Program planning

- Often the goal of any evaluation is to determine what is working and what is not. The goal is to use information from an evaluation to improve program delivery.

Share with the community

- Information from surveys can also be shared with the community to inform them about the program and impact. What are some ways to distribute information in your community? Facebook? Tribal website? Clinic? Schools? Email? Or word of mouth?
- Use posters, flyers, handouts, videos, and social media posts to share information about the evaluation with your community.

Marketing

- Use information from an evaluation to promote current and future programs. This might include information about cultural activities, local behavioral health resources, or prevention messaging. Consider sharing information about your program with the community, partners, tribal leaders, elders, and other community organizations.

Reporting to funding agencies

- Most programs are funded by grants. Grants often require evaluation. Surveys help measure the impact of a program and demonstrate meaningful progress toward identified goals and objectives. Sometimes grants have specific survey questions that must be used. In other instances, grants allow the community or program to decide the focus of the evaluation and questions to assess progress and impact.

Example Follow-up Survey

Here is an example of a survey that AKA developed with the Northern Cheyenne Tribal Board of Health for Cheyenne culture classes at Lama Deer High School. Note this survey uses a post-post knowledge scale.

Organization Name: Northern Cheyenne Tribal Board of Health

Name of Event: Culture classes at Lama Deer High School

Date: November 19, 2019

Title of class: When Vóestaã'e went into Nóávóse

Circle and fill in the statements that best describe you

1. Gender: Male Female Other

2. Are you Northern Cheyenne?
Yes No

3. Age:

4. Rate your overall knowledge of Cheyenne history:
Low Medium High

5. Using a scale from 1 to 10, please rate your knowledge of Cheyenne history relating to Nóávóse/Bear Butte BEFORE the class today and AFTER the class today.

STEP #4. CREATE FOLLOW-UP SURVEYS IF NECESSARY

Follow-up surveys are helpful, especially if the program occurs over multiple months and years. Using the same survey over time and comparing responses can help you understand progress toward goals and objectives. Follow-up surveys might also include open-ended questions about the program, what has gone well in the past year, or what activities they have appreciated the most.

Here is an example of a follow-up question:

Has your thinking about suicide prevention shifted or evolved?

1 is NO Knowledge and 10 is A Lot of Knowledge	Knowledge BEFORE	Knowledge AFTER
*Example of how to write-in Score	① 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 ⑩
The history of When Vóestaã'e went into Nóávóse	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Ma'heónaséstse and their helpers dwelt within Nóávóse	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
The boundary for Nóávóse begins when it first becomes visible	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Ma'heónaséstse gave héstanéheo'o the law of bloodshed to follow	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Murder, abortion, and suicide goes against what Ma'heónaséstse gave héstanéheo'o	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10



ACTIVITY #3: CREATE A SURVEY

Work as a group or individually to create the following survey, modify and change this as needed.

Purpose:

To help youth build survey development skills for program evaluation.

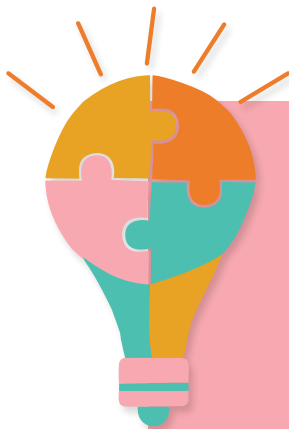
Objective:

During this activity you will learn how to create a survey that can be used in the evaluation of programs or activities.

Time: 20 minutes

Materials:

1. Paper
2. Pen
3. Survey Worksheet



ACTIVITY #3 DEBRIEF:

What did you like about the process?
What was difficult? What would you change?

Answering these questions is just like what we do as evaluators, we are always looking for ways to improve our questions and the approach we use.

SURVEY WORKSHEET

Organization Name: _____

Name of Program Sponsoring the Evaluation: _____

Date: _____

Title of Activity: _____

Circle and fill in the statements that best describe you:

1. Gender: _____
2. Age: _____
3. Rate your overall knowledge of _____
 Low Medium High

Complete the statements below based on your experience at the event:

4. I feel _____
5. I know _____
6. I will _____
7. Other _____

1 is NO Knowledge and 10 is A Lot of Knowledge	Knowledge BEFORE	Knowledge AFTER
*Example of how to write-in Score	① 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 ⑩
Statment: _____	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Statment: _____	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Statment: _____	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Statment: _____	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Statment: _____	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

OTHER DATA COLLECTION METHODS

Rapid interviews

Hey! How did the culture program impact youth?

Surveys

On a scale of 1 to 5, how likely are you to use the skills that you gained at the culture class? Or what was your knowledge of something before and after the culture class using a 5-point Likert type scale.

Observation

I see youth coming together, coming out of their shell, being more vocal, more confident. Photos, drawings, music, drumming... these are the ways that I observe youth and the impacts.

Recall

Ask staff or teachers, "Hey! How do culture classes impact youth in our community?"

Photos

Take two or three photos that are significant to you and your experience at a powwow. Use these photos to answer these questions: What to you see here? What is really happening? How does this relate to our lives? Why does this strength, event, concern exist? What can we do about it?

Storyboard

How do culture classes affect our lives? Storyboard consisting of simple drawings and captions describe picture, feelings or thoughts, what might have happened right before, why it happened, what would happen next, what youth hope happens in the future.

Can you think of other ways to document impact?

How do we analyze data?

- How we analyze data depends on the kinds of data that we have
- Choose analysis approach based on resources available time, money, skills etc.
- Determine how much detail you need and who will be using the information that you develop from the analysis
- Record themes, theories, notes throughout data collection
- Qualitative data - less is more
- Use photos and quotes from people to illustrate themes
- Be creative and use multiple methods- posters, infographics, power points, videos, etc. can be used to create qualitative findings and have multiple uses
- Categorizing, charting, collage, data dialogue, flip charts, chalkboards, etc.
- Interviews- what were the top three responses? What percent of girls vs boys?
- Social media- counts, views, scores, tweets, tags, posts, likes, followers, etc.

How do we know we got the story right?

Once we analyze the data, we know more than what we did when we started. But how do we really know what we know?

Sometimes this process is called Validity Checking. It is super important because what is the point of telling the story if it's the wrong story? If we are dealing with numbers, we can have a friend check our math... "Yep, that looks right to me." But what if we are dealing with qualitative data, or things that are not easy to quantify or add up? This is where we need some help. Send your story to other youth and staff involved. Ask them what they think. Is this the right story? Is this what happened? Or is this all wrong?

SECTION #4

TELL THE STORY

PRIVACY AND CONSENT

Protecting privacy and data is a must. Before we collect any information from participants we get their consent. If youth are under age 18, we get their parent or guardian to sign a form, that allows them to participate in an evaluation. We also ask youth if they agree to participate in the evaluation. All evaluation efforts that occur at the local level are voluntary. Nobody has to complete a survey, interview, or evaluation.

When we share evaluation findings using various methods listed in this guide, it is essential to make sure that consent to use evaluation findings is documented. Often we do not name individuals involved in an evaluation. Evaluators protect data and maintain the confidentiality of participants.

SHARING THE STORY

Evaluations and stories must be heard, read, observed, and known. How can we make sure our stories are heard? Well, this depends.

Stories inspire connection and promote health in the best way. Funding agencies like videos, written reports, short reports, drawings, anything that tells them what and why.

Tribes want to know the stories too. Just think if you were a tribal leader or tribal health program director... a good story will tell them and show them. This might be in the way of an oral presentation, a written trip report, or posting on social media.

Friends and family also want to know. Consider innovative ways to tell the story. Remember it must be more than just one photo and a meme. It needs to have a beginning, middle, and end... and most importantly it must answer a question or solve a problem.





EVALUATION REPORT OUTLINE

Here is an evaluation report outline that we use to tell stories of what is happening and why it matters. We are focused on value and impact. Evaluation reports often include these components:

Evaluation Purpose

- Why did we do the evaluation?
- What were we interested in learning?

Origin and aims of the program

- Participants in the program
- Characteristics of the program and delivery of materials, interventions, outreach, or other
- Staff involved in the program
- Partners involved in the program

Evaluation Method

Summarize the methods used to evaluate the program. Did you use quantitative data or qualitative data? Or both – this is often known as a mixed-methods approach.

Evaluation Summary

Summarize the evaluation findings based on the purpose and outcome. Use text, graphs, charts, tables, and figures to support information presented, but not as stand-alone objects. When presenting the results section tell the reader what you want them to know, show the reader (in a table or figure), and remind the reader again what you want them to know.

Conclusion

The conclusion section includes clear and concise recommendations. Write the most important information at the beginning of conclusion.

What does the evaluation tell us?

When developing an evaluation, focus on the positive and on the impact. Overall, what is the key message or theme from this evaluation? What have you learned from it? Here are some ways to share evaluation findings and stories.

- Write a news release
- Use photographs when telling a story
- Use public radio stations
- Generate on-site publicity
- Speak about the
- Social media- counts, views, scores, tweets, tags, posts, likes, followers, etc.

Why share evaluation findings?

1. Help others understand the issues addressed by the program
2. Increase understanding and awareness about the types of support needed for successful programs
3. Inform future programs
4. Help to secure additional or ongoing funding
5. Create positive publicity
6. Influence and encourage changes both within program and elsewhere

Who can you share evaluation results with?

- Tribal leaders
- Stakeholders or partners
- Project staff
- Funders
- Community



AKA was asked by the Boys and Girls Club of the Northern Cheyenne Nation and the Northern Cheyenne Tribal Board of Health to develop a youth evaluation guide in 2021. Unfortunately funding for this project did not come through, but because AKA is committed to developing community evaluation capacity, we continued to develop the guide for the Northern Cheyenne community, and all communities and programs. The spirit of generosity and reciprocity is evident in this work.



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