

IPE TIG QUARTERLY NEWSLETTER



IPE TIG Updates

IPE TIG Annual Business Meeting - October 16th, 2023 at 5 PM ET

Please join us for our Annual Business Meeting on Monday, October 16th at 5 PM ET. We will be providing updates from 2023 and let membership know about plans for 2024. We will also be voting in TIG officers which is important for the continued work the TIG does, so please register and come!

To register and join via Zoom; please click [here](#).

Officer Candidates:

TIG Co-Chair

Gladys Rowe (Muskego Inniniw Iskewew - Swampy Cree)

Communications Chair

Jani Webster (Oneida Nation, Stockbridge Munsee Menominee Nation)

Secretary

Katie Winters

Northwest Portland Area Indian Health Board (NPAIHB) Elevates Evaluation and Research Among American Indian/Alaska Native Youth

By Allyson Kelley, Stephanie Craig, Grazia Cunningham, Celena J. Ghost Dog, and Brighten Crawford

This past summer, the Northwest Native American Research Center for Health (NW NARCH) at the NPAIHB launched a new year-long Public Health Research Academy for American Indian/Alaska Native high school students. The Academy introduces youth to public health research methods and relatable public health topics. A group of American Indian/Alaska Native high school juniors and seniors from around the NW started their learning journey in June 2023 at the annual THRIVE conference in Portland, OR. Focused on inspiring future American Indian/Alaska Native public health researchers, the Public Health Research Academy is the newest project in the NW NARCH program. NW NARCH is part of a national research and science education program that includes input from tribes, tribal organizations, and universities. The mission of the NW NARCH is to support American Indian/Alaska Native biomedical and social scientists who will improve the health of tribal populations through culturally appropriate, quality health research.

One essential (but often under-appreciated) research activity is to conduct sound evaluation of programs and activities so planners can improve programs to best meet the community's needs. Too often, however, evaluation does not involve or engage meaningful participation from the people researchers are intending to serve. Involving communities in the evaluation research process helps build bridges



NW NARCH Team here (students, advisors, NPAIHB team)

between researchers and community members. In this report we share our approach to training and engaging American Indian/Alaska Native youth in evaluation during the Public Health Research Academy.

Planning for the youth-driven evaluation approach started in February 2023. In this process, we developed a [visual evaluation plan](#) to guide our work.



Visual Evaluation Plan. Note the center focus, Methods Used to Create Stories

Two high-school aged students and one American Indian/Alaska Native college student helped us develop a 1-hour presentation about evaluation during the NPAIHB THRIVE conference. We discussed public health research methods and different methods to collect data. Our goal was to give students hands-on experience collecting qualitative and quantitative data and discuss the process of using data to tell a story through an oral evaluation report.



Brighten Crawford teaching evaluation

Here is an overview of our planning and implementation process to elevate evaluation with American Indian/Alaska Native youth:

1. Review literature on youth-driven evaluation approaches, share information on youth-driven evaluation with curriculum planning committee.
2. Create evaluation learning activities and plan for the NARCH Public Health Research Academy.
3. Create a visual evaluation plan that represents people, places, values, and vision of the NW NARCH.
4. Share evaluation plan and visuals with team and American Indian/Alaska Native youth.
5. Create online survey to document baseline knowledge and assess experience, interests, and thoughts about the Public Health Research Academy.
6. Share and pilot evaluation activities and concepts with student evaluation interns.
7. Revise and finalize evaluation activities based on student feedback.
8. Support and prepare American Indian/Alaska Native student evaluation intern presentation during the THRIVE conference June 2023.
9. Implement the 1-hour evaluation training and activities during THRIVE, share results, revise NW NARCH evaluation approach based on student feedback.

Each student participated and collected data through photos, written/oral words, numbers, or art.

- **Photos.** Each student had 30 seconds to take a picture of something that made them smile. Students also practiced taking photos over the course of the week and adding captions to them, to prepare for the PhotoVoice projects that will happen later in the year.
- **Written words.** Students wrote on sticky notes various types of data, including – What is your tribal affiliation? How did you get here? What is your dream job? What are you unsure of?

- **Oral words and visioning.** We asked students to close their eyes and imagine their life in a year when the research academy is over. In addition, they were asked to envision themselves as an elder in their tribe who is retired from their career as a public health researcher. They took time to breathe and imagine how they felt, what they saw, what was happening in their communities. Students shared their experiences with the group. Many felt happy; their community was doing better, and proud of the work they accomplished.
- **Numbers.** We asked students questions with quantitative outcomes such as age, sex/gender, grade in school, number of siblings, etc.
- **Art.** We asked students to draw their family with art chalk and pastels.

Students learned about the different roles of an evaluation team. Students were given a name tag as we orally role-played what they would do in their assigned roles. Each role was described as outlined below:

- Project Manager-Organizes tasks, ensures activities are on track, and supports various evaluation positions and tasks/deliverables.
- Data Collector-Gets all data into one place. Cleans and sorts data to understand what it means.
- Qualitative Researcher-Collects all qualitative data (text responses) and analyzes data for themes to answer a question like, "What story can we tell about the 2023 NPAIHB Public Health Research Academy students?"
- Quantitative Researcher-Collects all quantitative data (numeric responses like grade, average age, # siblings etc.) to answer the question, "What are the characteristics of 2023 NPAIHB Public Health Research Academy students?"
- Storyteller-Tells the story at the end and helps create a narrative around data points collected. Story can be written, oral, drawing, or other.
- Cultural Reviewer- Reviews content from a cultural and community lens. Does the approach and data honor and uplift culture, focus on strengths and resilience, recognize unique gifts of each tribe, land-based, and sovereignty?

Once we discussed and assigned each role of the evaluation team, we talked about different ways they might organize the data. Students learned the importance of understanding their audience, “Who is this data going to?” We also talked about the different ways they could present the data, through a written report, oral report, podcast, or brochure. This helped them consider how they were going to prioritize and organize the data. We learned that youth are interested in public health research methods and evaluation. Most have some experience with collecting data via surveys and focus groups; they rated their evaluation knowledge moderate (4 out of 10). Youth identified the values and principles important in evaluation. Respect and connection were mentioned the most, followed by sustainability, community-driven, teamwork, kindness, respect, generosity, engaging with the community, learning new things, confidence, and empowerment. These and other values they mentioned will be woven into the evaluation approach and implementation.

Youth will continue learning in virtual sessions throughout the school year, supported by the Academy team and local mentors. Youth will then apply knowledge and skills gained in a final youth-driven community research project. Together, we will plan, implement, and share stories from the evaluation of the Forging our Futures project with the world.

Tips for American Indian/Alaska Native Youth Driven Evaluation

- Be flexible in the design, have lots of options and don't be afraid to scale way back.
- Only ask questions that you want answers to.
- Do something with the data and do it quickly.
- Celebrate building capacity for youth driven evaluation and stories.

Life is just one big story. Evaluations and American Indian/Alaska Native youth help tell these stories to the world.

The NW NARCH Public Health Research Academy is sponsored by the National Institute of General Medical Sciences of the National Institutes of Health under Award Number S06GM145214

Lessons from the Field: Participatory Evaluation in Practice

BY Michael Cavanaugh

As technical assistance providers, researchers, and evaluators we are often charged with engaging tribes but sometimes struggle to do so in authentic and meaningful ways. Tribally driven community-based participatory research has long been the gold standard for working with tribes, but many practitioners struggle to effectively implement its tenets, which fundamentally require us to build relationships and trust to be successful.

Over the course of the last several years, I was a part of a team that partnered with several tribes as part of a federal quality improvement center that focused on implementing and evaluating locally derived, culturally based models of resilience that aim to intervene upon and prevent child maltreatment.

As outsiders, we faced the familiar challenge of establishing good relations and defusing the tension that often comes with facilitating bidirectional learning in evaluation. In our experience, even the word “evaluation” often elicited a negative response and much like the colonization of the land and its people was associated with the western scientific tradition, which has a long history of extraction, manipulation, and marginalization of Indigenous Ways of Knowing (IWOK).

We did not shy away from these difficult realities. Instead, we posed the question to our partners, “What should evaluation be?”. We heard words like “empowering,” “Indigenous,” “strength based,” “decolonized,” and “cultural.” As we sought to build trust, we extended ourselves with humility and vulnerability with a commitment to honor the substance of those words at every stage of our evaluation work.

Lessons from the Field Cont.

For example, it is common practice (sometimes a grant mandated practice) for program evaluations to use logic models to illustrate and convey important program inputs, activities, outputs, and expected outcomes of interest. However, for the purposes of our Tribally driven evaluations, a typical, Western-style logic model's linearity and neat categorization felt cold, disconnected, incomplete, and inappropriate. Instead, to ground research questions in local IWOK and embody each program's outcomes and long-term goals, we facilitated a multi-session mind mapping activity.

Building a mind map is a way to draw out innate knowledge from the group. There are several steps, but at a high level we posed several prompts to our partners that aimed to illustrate key values through words, pictures, and symbols. The goal is to arrive at an illustration that tells a story and acts as an Indigenous logic model. There are no 'right' or 'wrong' answers, there is no pressure to understand 'inputs', 'outputs', or 'outcomes' of interest; in fact, we purposefully avoided using those terms in our work together. Here are a few example prompts we used with one community that was implementing a home visiting model based in local kinship traditions:

- When you think of destigmatizing/decolonizing home visitation, what image comes to mind?
- When you think of strong Native children and families, what image comes to mind?
- What future do you envision for children and families after the program has been developed and running for a few years?

Over the course of several meetings there was a flurry of generative activity that culminated in a visual representation of the program's key values, theories of change, and outcomes of interest. Every aspect of the mind map was rich with the participants' local ways of knowing and views on cultural meaning, healing, and symbolism. The mind map ultimately conveyed a cultural metaphor that provided the foundation for the evaluation and its core research questions.

Lessons from the Field Cont.

Perhaps more importantly, the process of engaging our partners in mind mapping was an opportunity for us to step back and listen to the wisdom and expertise of those that are truly steeped in their cultural traditions. Our work in developing the mind map was one of many examples that further galvanized our trust in each other. We recognized the knowledge and value that each person brought to the process. Over time, through our collective humility and vulnerability we became unafraid of being thought partners and truly relished the opportunity to work across cultures and lived experiences.

The Power of Story: AEA 2023 Conference

IPE TIG Conference Exhibits/Presentations

Wednesday, October 11th, 2023

Presidential Strand Session - Using a story focused approach in understanding what experiences are important and meaningful to Indigenous families in Minnesota

Wednesday, October 11th; 4:15 - 5:15 pm ET

Grand Ballroom 7

Presenters: Jessica Tokunaga, MPH; Jennifer Valorose, MPP (she/her/hers); Lucy Littlewolf Arias

Abstract: Storytelling is at the heart of Indigenous ways of knowing, and it is a key method used for the Indigenous evaluation of the Minnesota's Preschool Development Grant (PDG). A team of Indigenous and non-Indigenous evaluators from Wilder Research and Bowman Performance Consulting conducted the PDG Indigenous evaluation, in partnership with four tribes and six nonprofit organizations serving Indigenous communities across Minnesota. With feedback from the Indigenous stakeholders, we co-designed an online storybanking portal for Indigenous caregivers to share asset-based experiences. Storybanking is a way to collect people's experiences and perspectives (stories) and then keeping the stories in a safe place (banking). Session participants will gain an understanding of the storybanking method, from design to data collection to reporting, all in the context of Indigenous and participatory evaluation.

Poster Viewing - Indigenous Peoples in Evaluation Poster Viewing

Wednesday, October 11th; 5:30 - 7:00 pm ET

Griffin Hall

- ***Visualizing Impact Stories for Arctic Inspiration Prize*** by Slavica Stevanovic, MBA, MA, CE (she/her/hers), & Kristen Gauthier, BA (she/her/hers)
- ***The Power of Cultural Champions: How Community Stories Influence Programs*** by Cody Ingle, MPH (he/him/his); Gesine Ziebarth, PhD; Opal Jones; and Denise Brave Heart
- ***Culturally Responsive Approaches to Evaluation of Cultural Transmission in Indigenous Communities*** by Jessica Black, PhD; LaVerne Demientieff, LMSW, PhD; Jann Hayman, PhD, Harleigh Moore, MBA; Ryan Mortenson, MBA; John Trainor, PhD; Jo Volkheimer, PhD; Kyle Wark, MA; Kaylee R. Clyma, MPH; and Valarie Blue Bird Jernigan, MPH, DrPH. Presenters: Jessica Presley, MPP; & Alexandria Jauregui-Dusseau, DHSc.

To view Poster Abstracts, visit [and search on AEA '23 Online Schedule.](#)

The Power of Story: AEA 2023 Conference

Thursday, October 12th, 2023

*Ignite Presentation - **Doubling Up: Joining Two Indigenous Program Evaluations for Greater Engagement and Impact***

Thursday, October 12th; 11:30-12:30 pm ET

Room 209

Presenter: Alicia Suen

Abstract: Through the Ignite format, this presentation outlines how an attempt to reduce burden on Indigenous communities by combining two evaluations of two programs led to further benefits. *For full Abstract, visit and search on [AEA '23 Schedule](#).*

*Presentation - **Stories are the foundation of everything: program design and cultural evaluation methods in three Indigenous organizations across Hawai'i***

Thursday, October 12th; 2:30-3:30 pm ET

Room 209

Presenters: Dawn Mahi; & Kauai Nichols

Abstract: Four culturally-based, Indigenous community organizations in Hawai'i collaborated with a local Foundation to design and implement SenseMaker as a story-based evaluation platform to understand the role of connection in culture-based programs and how connecting to land, place, self, and community plays a role in improving wellbeing. Each organization employs Native Hawaiian cultural stories and histories as guides for their work. The evaluation collaboration sought to measure the impact of each organization's work in a way that could also be aggregated to see a larger story of impact. The qualitative, story-based collection method employed in SenseMaker as well as the self-signifying aspect of the work was found to be culturally relevant in Hawai'i, although there were challenges with implementation. The collaboration evolved over time out of the SenseMaker platform and is ongoing, and preliminary results are now available.

The Power of Story: AEA 2023 Conference

Thursday, October 12th, 2023, cont.

Diversity Social

Thursday, October 12th; 9:00-11:59 pm ET

JW Marriott Indianapolis

10 South West Street Indianapolis, IN 46204

Registration: <https://www.eventbrite.com/e/aea-diversity-tig-social-indy-2023-tickets-726297123247>

Don't miss the signature party of the AEA convention!. Thursday at 9 pm at the JW Marriott after the AEA TIG Fair and Reception.

We are pleased to announce the 2023 Diversity TIG Social with generous sponsorship from:

- Annie E. Casey Foundation
- W.K. Kellogg Foundation
- Apex Evaluation
- Viable Insights

The Diversity TIGs:

- Feminist Issues in Evaluation
- Indigenous Peoples in Evaluation
- Latinx Responsive Evaluation Discourse (La RED)
- LGBTQ+ Voices in Evaluation
- Multiethnic Issues in Evaluation

The Power of Story: AEA 2023 Conference

Friday, October 13th, 2023

Presentation - Stories of Decolonizing Evaluation Practice

Friday, October 13th; 11:30 am - 12:30 pm ET

Room 209

Presenter: Minji Cho

Abstract: Oral traditions and stories from Indigenous communities are often excluded from evaluation, or deemed unreliable evidence, because Euro-Western-derived evaluation approaches have been dominant and considered credible in the field. Decolonizing evaluation starts with acknowledging the value of these stories and integrating them into evaluation practice. The goal of decolonizing evaluation is to transform evaluation practice fundamentally by incorporating collective history and individual stories into the process and creating space for oppressed people and local knowledge. Despite the need for decolonizing evaluation practice, the field has a limited understanding of how to implement it. This session presents a conceptual model of decolonizing evaluation practice, developed using an Indigenous mixed-methods design that includes a conventional content analysis method and an Indigenous interview. The model illustrates the processes and outcomes of decolonizing evaluation. The session will demonstrate how the conventional and Indigenous methods were used to develop and validate the model and gather feedback from participants to further consolidate it.

TIG Multipapers - Applications of Storytelling in Indigenous Evaluation

Friday, October 13th; 3:45 - 4:45 pm ET

Grand Ballroom 1

- **Ripples of Influence: Using Storytelling to Empower the Kauffman Scholars in Representing Their Lived Experiences** by Debbie Kim, PhD; & Carol McElvain, JD.
- **The Nexus Between Knowledge Management, Evaluation and Development Among the Indigenous Communities** by Eddah Kanini, Monitoring and Evaluation
- **The Power of Story: How the Story of the Indigenous Mijikenda Kayas in Kenya can be used to influence Evaluation in the Kenyan Context?** by Awuor C. Ponge, BA, MA (Nrb), MA (London), PhD (he/him/his)

To view full multipaper Abstracts, visit [and search on AEA '23 Online Schedule.](#)

Upcoming Events

Center for Culturally Responsive Evaluation and Assessment (CREA) 2023 Annual Conference - Evaluation and Assessment as Healing: Towards Culture-Based Paradigms of Care

Dates: *October 4-6, 2023; Pre-Conference Workshops: October 3, 2023.*

Location: *Chicago, Illinois. In-person workshops and conference activities will be held at the Radisson Blu*

Registration Link: [HERE](#)

Conference Theme: Injury and illness. Anger, hostility, and destruction. Disregard, disrespect, and dishonesty. Betrayal. As scholars, practitioners, and as global citizens, we are surrounded by toxicity in ways that can make the ideals of CREA appear unattainable. Yet we embrace and embody the belief that people from distinct cultures can live together harmoniously, and that culturally responsive evaluation and assessment can offer guidance toward a more just future.

The theme of CREA VII both acknowledges the pain and challenges us to engage in a culture-based paradigm of care that uses evaluation and assessment to promote healing and transformation. A culture-based paradigm of care guides us to understand culture and context, learn from and with communities, support actions toward health and healing, and seek effective ways to create more responsive environments for individuals, groups, and communities.

New Resources and Publications

Native Nations Institute's The 12 Rights of Indigenous Peoples in Data:

<https://nni.arizona.edu/news/12-rights-of-indigenous-peoples-in-data>

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New Article from the **New Directions in Evaluation Journal**: *Kinship pathways: Nurturing and sustaining resilient, responsible, and respected indigenous evaluators*. Free and full access to this article paid for by the University of WI Madison's WI Evaluation Collaborative (WEC). Anushiik to these Good Relatives!

Dodge Francis, C., Bowman, N., & King, S. (2023). Kinship pathways: Nurturing and sustaining resilient, responsible, and respected indigenous evaluators. *New Directions for Evaluation*, 2023, 145– 152.

<https://doi.org/10.1002/ev.20537>

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The new Culturally Responsive and Equitable Evaluation Book is out and includes a chapter, regarding the Seven Directions and Indigenous Evaluation! Book can be ordering via [Cognella](#). If you lack financial access, e-mail Nicole Bowman directly at info@bpcwi.com, or the other authors in this book for assistance.

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The inaugural publication of Roots & Relations was released inside the **Canadian Journal of Program Evaluation** (Vol. 38 No. 1). Congrats to the authors, thanks to the reviewers, and much appreciation to the Elder editor too (Larry Bremner) and CJPE staff for the support always!! Access [here](#)! The next issue will be out late 2023 or early 2024. There are several articles that are free access so please share! Shout out to University of Toronto Press for the decolonized Indigenous author agreement. Email Nicole Bowman at info@bpcwi.com if you want a copy. We need more courageous and anti-racist publishers. Where ya at?!!!

Parting Message

BY ALEX JAUREGUI-DUSSEAU

Yá'át'ééh (hello)! In the last few weeks I had the opportunity to travel to the Navajo Nation Fair in Window Rock, AZ and to the [Native American Nutrition \(NAN\) Conference](#) hosted in Minneapolis, MN. It was a comforting and wonderful feeling to be surrounded by so many relatives. It is rare that I am around that many Indigenous people and it made me think about being in community with other Indigenous people. We are all in a different place in our journey and all come from different backgrounds and upbringings. Some of us have grown up with traditional customs and ceremonies, and others are in the process of learning about their culture and traditional ways. As I meet more Indigenous evaluators, I feel like I gain more relatives to learn from and look up to. Being a part of the IPE TIG is one place I feel that community connection and I hope readers feel that sense of community through this newsletter.

After a busy summer I look forward to fall and a slower season of life. For me, it will be a time to create more connections and find a community around me that I can learn from and contribute to. I implore the readers to reflect on how they have found community and connection in their lives and how they might help others who are trying to find that connection. Lastly, the closing panel of the NAN Conference consisted of Elders and Youth sharing their stories and experiences. The discussion reinforced the power of storytelling and how it can help others learn and heal. It also reminded me that it is never too late to learn and find community with others.

Hózhó naashá (Walk in Beauty),
Alex

IPE TIG Leadership Contact Information

January O'Connor, TIG Chair at january@ravensgroupak.com

Alex Jauregui-Dusseau, Program Chair at AAJaureguidusseau@uams.edu

Melanie Nadeau, Program Co-Chair at melanie.nadeau@und.edu

Nate O'Connor, Communications Chair at nate@ravensgroupak.com

Jeremy Braithwaite, Communications Co-Chair at jbraithwaite@evaluact.com

Nicky Bowman, Policy Chair at nicky@bpcwi.com

For more information, follow us on our social media and webpage!

