

ITCA Maternal Health Innovation
ASU Indigenous Evaluation for Maternal Health Training
August 5th, 2025

Resource List

Overview of Evaluation
• <u>What is evaluation?</u> (American Evaluation Association)
Developing a Logic Model
• <u>Logic Models: A Beginner's Guide</u> (Indiana Youth Institute) • <u>Logic Model Development Guide</u> (W.K. Kellogg Foundation)
Developing an Evaluation Plan
• <u>Indigenous Evaluation Framework</u> (American Indian Higher Education Consortium) • <u>Indigenous Evaluation Toolkit</u> (Seven Directions) • <u>Keeping Track: A Toolkit for Indigenous Youth Program Evaluation</u> (Notah Begay III Foundation)
Developing SMART Goals and Objectives
• <u>Successful Evaluation: Creating SMART Goals & Objectives</u> (First Nations Development Institute)

Telling Our Story Through Data: Indigenous Evaluation Tools for Maternal Health

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Introductions

🗨️ **Tell us about yourself in the chat!**

- Who are you?
- Where are you from?
- What program are you representing?



Introductions



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Today's Agenda

- **Introductions**
- **What is evaluation?**
- **Developing & implementing an evaluation plan**
- **Break**
- **Developing & implementing an evaluation plan**
- **How to use your evaluation**



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What is your experience with evaluation?

I have basic / some knowledge of evaluation



I am a new learner / I have limited knowledge of evaluation



I am an Evaluator / I have extensive knowledge of evaluation



The following resources helped us with today's discussion:

- [Indigenous Evaluation Framework](#) (AIHEC)
- [Indigenous Evaluation Toolkit](#) (Seven Directions)
- [Keeping Track Toolkit](#) (Notah Begay III Foundation)

What is Evaluation?

And how is Indigenous Evaluation different?

What is Evaluation?

Evaluation is a systematic process to determine merit, worth, value, or significance.

Why is evaluation essential?

Provides valuable insight for program staff to create the best possible programs;

- To create culturally and community responsive programs,
- To learn from mistakes,
- To make modifications as needed,
- To monitor progress toward program goals, and
- To judge the success of the program in achieving its short-term, intermediate, and long-term outcomes.

Types of Evaluation

Formative

Guides program development and implementation

Formative

- Focuses on identifying priorities, strengths, weaknesses, feasibility, and appropriateness.

Process

- Determines whether a program is delivered as intended, what barriers have been encountered, and what changes are needed.

Summative

Informs judgements about whether the program worked (i.e. whether the goals and objectives were met)

Outcome

- Focuses on conditions or behaviors that the program was expected to affect most directly and immediately.

Impact

- Examines the program's long-term goals.

Indigenous Evaluation

Refers to the use of Indigenous ways of knowing and community involvement when assessing or evaluating an effort's effectiveness or community impact.

Has been practiced for time immemorial, through traditional ways of knowing to see what has or hasn't been working using oral storytelling, traditions, and narratives to share findings.

A model for conducting research/evaluation that is responsive to local traditions and values, incorporates traditional ways of knowing and knowledge-building, while adopting non-traditional practices and methods as needed and appropriate.



AIHEC Indigenous Evaluation Framework

Indigenous Evaluation Framework

Indigenous Ways of Knowing

- **Traditional** - Handed down through generations (creation stories, origins of clans, encounters between ancestors & spirit world).
- **Empirical** - gained through careful observation from multiple vantage points over extended time.
- **Revealed** - acquired through dreams, visions & spiritual protocols.



Indigenous Knowledge Creation

- Context is critical!
- Evaluation becomes part of the program & implementation,
- Needs to be holistic & attend to relationships between the program & community,
- Ensure variables are analyzed without ignoring program context
- Honor multiple ways of knowing

Indigenous Evaluation Framework

Being People of a Place

- Honor the place-based nature of our programs,
- Respect the what occurs in one place may not be easily transferred to other situations or places.

Recognizing our Gifts - Personal Sovereignty

- Consider the whole person when assessing merit,
- Allow for creativity & self-expression,
- Use multiple ways to measure accomplishments,
- Make connections to accomplishment & responsibility.



Centrality of Community & Family

- Engage community in evaluation planning & implementation,
- Use participatory practices that engage stakeholders,
- Make evaluation processes transparent,
- Programs may focus on restoring community health & wellbeing.

Tribal Sovereignty

- Ensure tribal ownership & control of data,
- Follow tribal IRB processes,
- Build capacity in community,
- Report in ways meaningful to tribal audiences & funders.



**In what ways do you use Indigenous Evaluation in your program or initiative?
(choose all that apply)**

Using multiple ways to measure accomplishment



Using what we learn from evaluation to improve our program/community



Using participatory practices that engage community members



Reporting in ways that are meaningful to tribal audiences AND funders



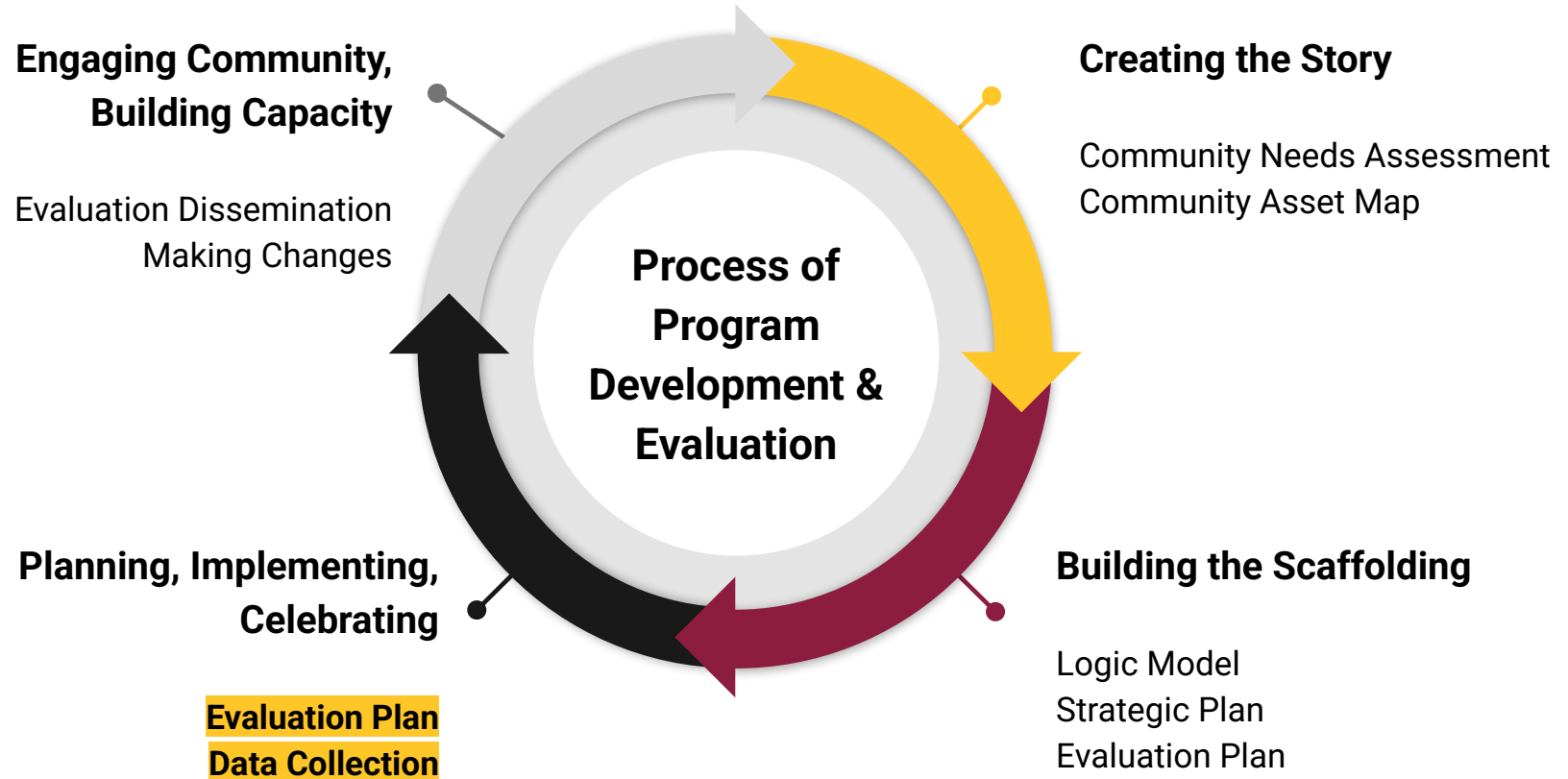
Considering the context (environment, history, current social events) of our community when collecting evaluation data



Other (list in chat)

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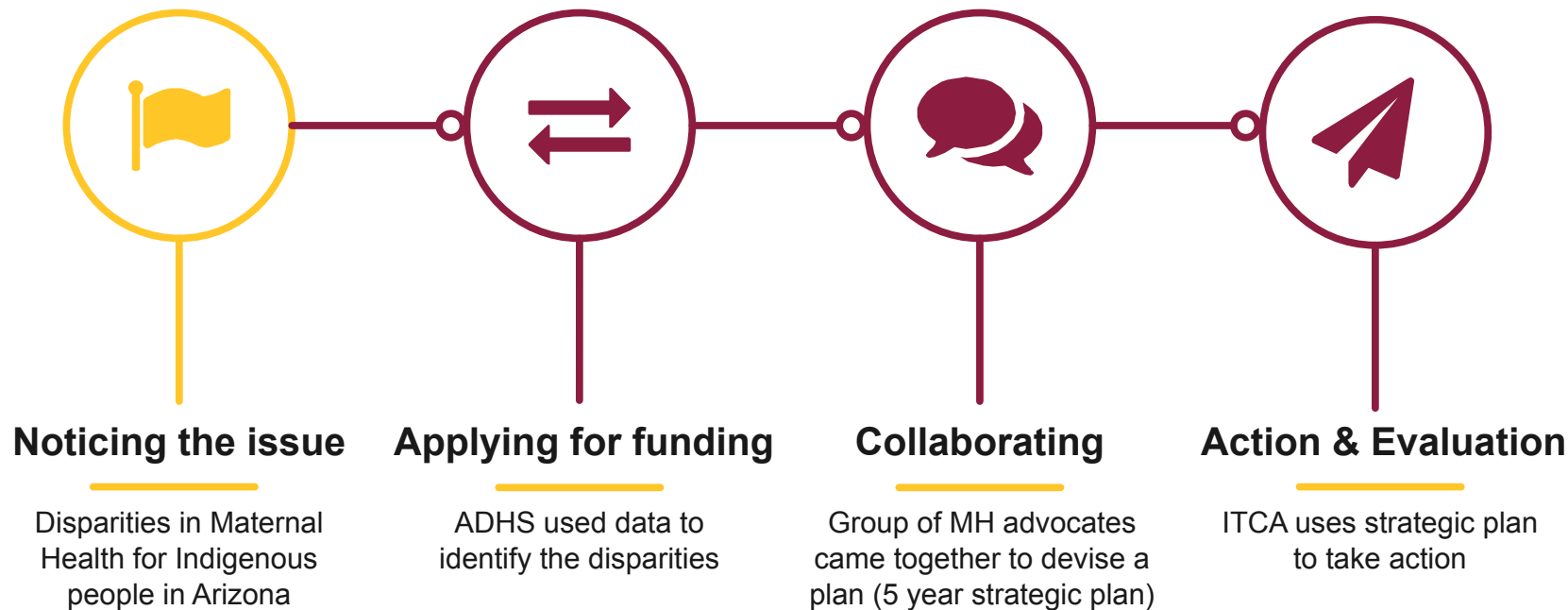
Indigenous Evaluation Framework in Action



Creating the Story



Creating the Story



Building the Scaffolding

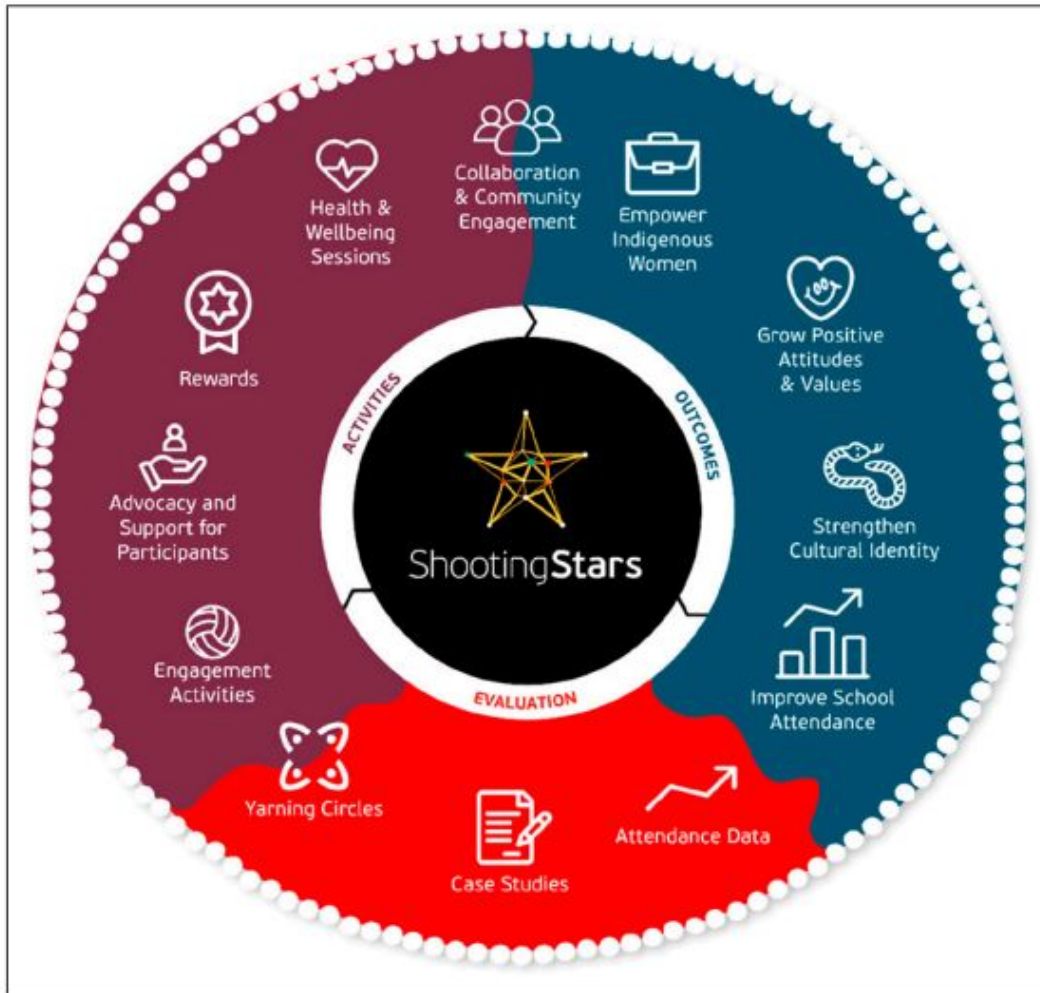


Building the Scaffolding

Developing a Logic Model and Strategic Plan

Logic Model: Visual representation - shows relationships between program/initiatives resources, activities, and intended effects

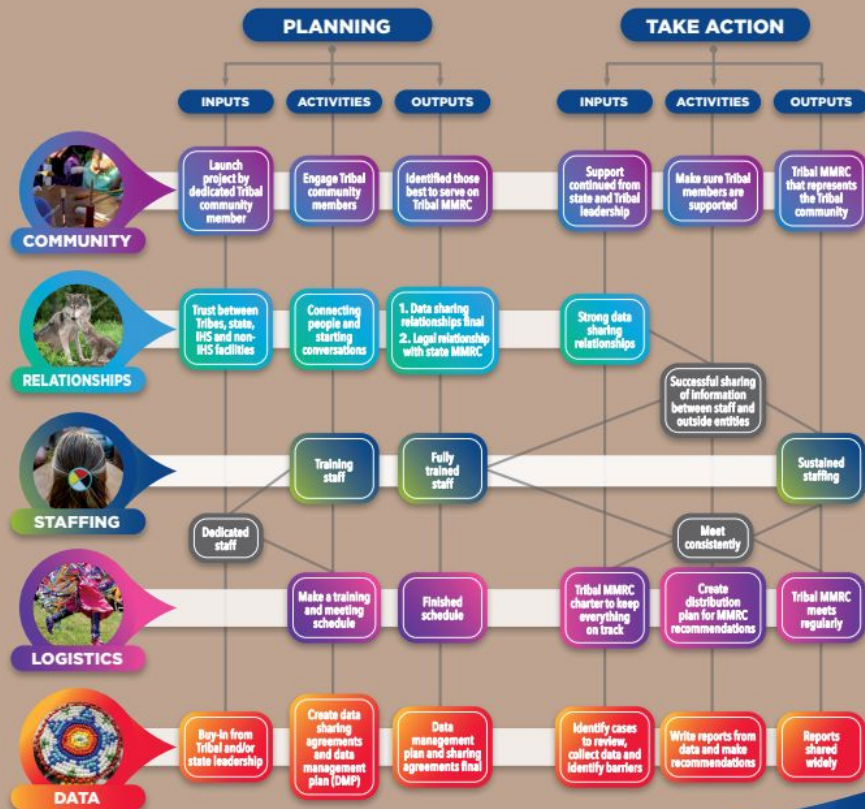




Shooting Stars program logic model, by Ferdinand Handojo

Whitau, R., Bolton-Black, L., & Slater, O. (2024). 'Fanning the flame': Aboriginal girls, women, and their communities define success for the Shooting Stars empowerment program. *Evaluation Journal of Australasia*, 24(2), 124-156. <https://doi.org/10.1177/1035719X241239972> (Original work published 2024)

PREVENTING MATERNAL MORTALITY



TRIBALLY-LED Maternal Mortality Review Committees LOGIC MODEL

OUTCOMES



This logic model was created for Tribes and/or Tribal organizations to support the design and implementation of a Tribal Maternal Mortality Review Committee (MMRC). The logic model is meant to be adapted to fit each Tribes' or organizations' unique situation and culture.

Building the Scaffolding

Developing a Logic Model and Strategic Plan

Strategic Plan: Long-term systematic effort to address a health issue

1. Identify Priority Issues
2. SMART Goals and Objectives
 - a. Specific
 - b. Measurable
 - c. Achievable
 - d. Relevant
 - e. Timeline (Timely)
3. Strategies and Activities
4. Stakeholders
5. Timeline



**INCLUDE
EVALUATION TEAM
IN
CONVERSATIONS
FROM THE START**

Example

ITCA Maternal Health Innovation

Name of Program	ITCA MHI
Mission/Vision	Reduce maternal mortality and severe maternal morbidity within ITCA Member Tribes.
Program Goal 1	Improve maternal mortality and morbidity in Tribal communities in Arizona
Objective 1	Increase and support diversity in doulas, breastfeeding consultants, behavioral health providers, and traditional practitioners in the workforce
<i>Activity 1.1</i>	Organize Doula Certificate Training

Planning, Implementing, Celebrating



Planning, Implementing Celebrating

Evaluation Plan

A written document that describes how to monitor and evaluate a program, as well as how to use evaluation results for program improvement and decision making.

- Tracking progress of the program's implementation and execution of the work plan,
- Monitoring or studying progress towards the program's goals by measuring objectives,
- Communicating results, value, or impact of the program's achievements and successes.

Planning, Implementing, Celebrating

Developing Evaluation Questions

- **Maximum of 6 questions**
 - Overall evaluation questions
 - Not the questions you will ask participants
- **Questions should:**
 - Align with program goals
 - Help you understand the impact of the work (Organization, program, project)
 - Allow you to utilize complex questions to gain a deeper understanding from the community
 - Consider Community input
- **Formative Questions**
 - Formative or Process
 - Related to inputs, activities, outputs
- **Summative Questions**
 - Outcome or Impact
 - Related to your short to long term outcomes

Example ITCA Maternal Health Innovation

Program Goal 1	Improve maternal mortality and morbidity in Tribal communities in Arizona	
Objective 1	Increase and support diversity in doulas, breastfeeding consultants, behavioral health providers, and traditional practitioners in the workforce	
<i>Activity 1.1</i>	Organize Doula Certificate Training	
Formative Questions		Summative Questions
Engagement: How many Indigenous communities in Arizona are represented?		Immediate: How many new Indigenous Doulas are certified?
Implementation: How often and accessible is the training?		Short Term: Do certified Indigenous Doulas feel supported in their training and beyond?
Community Input: Are certification courses offered culturally-appropriate?		Long Term: Have certified Indigenous Doulas started using the knowledge they learned in Community?

Your Turn! (5 min)

Draft 1-2 Evaluation Questions

Goal	Your Program Goal	
Objective	Your Objective	
Formative Questions		Summative Questions
Awareness Engagement/Utilization Implementation Participant Experience Quality Community Input		Related to your specific Outcomes! Immediate Short-Term Long-Term

Let's take a 5 minute break!

Snack, coffee, water, micronap, bathroom, yoga, etc.



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. Over the past few years, Indigenous researchers and evaluators are redefining the very practices of evaluation to be responsive to the values of Indigenous communities and their ways of knowing (AIHEC, 2014)

Planning, Implementing, Celebrating

How to answer your evaluation questions

- Methods that align with your goals/objectives and evaluation questions
 - Using quantitative **and/or** qualitative methods as a way to measure
- Continue reflection about cultural values and community protocols

Summative Questions	What data do we need?
Immediate: How many new Indigenous Doulas are certified?	Count of individuals who complete training
Short Term: Do certified Indigenous Doulas feel supported in their training and beyond?	Feedback from doulas who complete training
Long Term: Have certified Indigenous Doulas started using the knowledge they learned in Community?	Count of doulas who have engaged with clients, feedback from doulas

Primary Data Collection

- The process of gathering new, original data directly from its source.
- Involves collecting data firsthand, rather than relying on existing information.
- Mostly collected through observations, interviews, surveys, case studies, and focus groups, etc.

Advantages

- Relevance,
- Accuracy,
- Control,
- Depth.

Challenges

- Costly,
- Time-consuming,
- Potential for bias.

Types of Data

Quantitative data

- Includes numerical data that can be counted, allowing for statistical analysis.
- Seeks to answer questions like “who?”, “what?”, “where?”, and “when?” by expressing their results in numbers.

Qualitative data

- Includes descriptive information that is not expressed numerically.
- Focuses on understanding the “why?” and “how?” of actions, behaviors, and experiences.

Data Collection Methods

	Western Evaluation Methods	Community-Based Evaluation
Quantitative	Document Analysis, Surveys	Resource counting and measurement, tracking seasonal, temporal, and celestial changes, classification systems
Qualitative	Interviews, Focus Groups, Observation, Case Studies	Digital Storytelling, Photovoice, Art Reflection, Ancestral Reflection, Talking Circles, Yarning

***Note:** Many data collection methods can be developed to mix quantitative and qualitative data. *Example:* You can include open-ended or free response questions in a survey.

Secondary Data Collection

- Second-hand data that is already collected and recorded by some researchers or organizations for their purpose.
- It is accessible in the form of data collected from different sources such as government publications, censuses, internal records of the organization, books, journal articles, websites, and reports, etc.
- Examples: WONDER (CDC), PRAMS (CDC), YRBSS (CDC), ADHS Public Health Data Portal

Advantages

- Cost-effective,
- Time-efficient,
- Large-scale data (if available).

Challenges

- Data availability,
- Data limitations,
- Lack of control.

Example ITCA Maternal Health Innovation

Summative Questions	What data do we need?	How/When will we collect this?
Immediate: How many new Indigenous Doulas are certified?	Count of individuals who complete training	• QUAN: Data collection spreadsheet with participant certification date • Collected immediately after training
Short Term: Do certified Indigenous Doulas feel supported in their training and beyond?	Feedback from doulas who complete training	• QUAL: Talking Circles with doulas • Collected 3 months after training
Long Term: Have certified Indigenous Doulas started using the knowledge they learned in Community?	Count of doulas who have engaged with clients, feedback from doulas	• MIX: Interviews with doulas, digital storytelling, surveys • Collected 1 year after training

Your Turn! (5 min)

Draft Data Collection Strategy

Evaluation Questions	What data do we need?	How/When will we collect this?
Immediate: How many new Indigenous Doulas are certified?	Count of individuals who complete training	• QUAN: Data collection spreadsheet with participant certification date • Collected immediately after training
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Planning, Implementing, Celebrating

Best Practices for Implementation

 What are some best practices you utilize when conducting evaluation in your Community / with your program?

- Have a plan established and revisit regularly
- Set specific time for you/your team to review evaluation data and goals
- Ensure community voices are heard
- Lean on partnerships and community advocates
- Take advantage of free resources for continued learning
- Work in partnership with external evaluators
- Build capacity within the community by including the community in the evaluation process
- Keep a central and separate folder with evaluation resources, plans, and data

Planning, Implementing, Celebrating

Analyzing Evaluation Data

Quantitative data

- Demographics
- Surveys
- Secondary data
- Keep it simple!
- Descriptive (75% of participants stated they enjoyed the workshop)

Qualitative data

- Interviews, Talking Circles, Digital Stories
- Survey (open ended questions)
- Looking for patterns (what keeps popping up and what is not mentioned)
- Interesting/impactful stories

Remember to include community members in your data analysis

Engaging Community, Building Capacity



Engaging Community, Building Capacity

How to Use Your Evaluation

- Communicating story with community
 - Make sure your dissemination is appropriate for audience
 - Community Members
 - Community Partners
 - Funders
 - Data visualization - some audience members need to see graphs and charts, while other audiences need to see something more visually engaging;
 - Infographics,
 - Video of a participant telling their story

Engaging Community, Building Capacity

How to Use Your Evaluation

- Making data-based changes
 - Improvement utilizes evaluation findings to increase effectiveness and efficiency.
 - Having a plan in place for how you will act on the findings of the analysis is important.
- Advocating for funding
 - Telling the story of your program's positive impact,
 - Highlighting success stories and challenges,
 - Expressing how your program aligns with the funders priorities, but also tailoring messaging for the community

Thank you for joining us today!

Any questions?

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- The Community Toolbox from the Center for Community Health and Development at the University of Kansas: <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation>
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Logic Model

Goal:					
Inputs	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes (Impact)
Any resources or materials used by the program to provide its activities (e.g. staff, volunteers, facilities, equipment, supplies, funding, etc.). • • •	Any services or treatments provided by the program. • • •	Amount of activity provided, described in quantifiable terms (e.g. # of classes provided, # of people served, amount of educational materials distributed, # of meetings hosted). • • •	Changes directly connected to activities/outputs, typically including knowledge, skills, attitudes, or awareness; these are the first set of outcomes that might be observed. • • •	Changes directly connected to activities, short- or other intermediate outcomes, typically including behavior, or decision making; these are a bridge between short-term and long-term outcomes. • • •	Ultimate changes or impacts, directly connected to intermediate or other long-term outcomes, typically including social, economic, civic, or environmental changes. • • •
Assumptions Beliefs and thought patterns about how and why a program is expected to succeed that are not otherwise explicitly stated; also, things that would prevent a program from achieving its long-term outcomes. • • •			External Factors Include the conditions that influence program success, over which the program has relatively little control (e.g. the social and cultural climate, economic structures, housing patterns, demographic patterns, political environment, and changing policies and priorities). • • •		