Monitoring and Evaluation Toolkit

Produced by the Administration for Native Americans' Division of Program Evaluation and Planning

Contents

Introduction

Monitoring and evaluation (M&E) are core components to successful program management. When used effectively, they are powerful tools that help create the story of your program and build evidence of its effectiveness. This Toolkit serves three purposes:

- To explore how indigenous ways of knowing should influence your approach to monitoring and evaluation
- To build upon existing knowledge of conducting community-based and community-driven program evaluation
- To develop an M&E Plan that is responsive to your community and program

Indigenous Ways of Knowing

Indigenous ways of knowing are a result of how a community's guiding narrative is woven through generations of experience, observation, and interpretation. Evaluation has always been a part of indigenous ways of creating knowledge.

> *In basket making, it is important to have balance all around the basket. The basket maker must continually turn the basket as he or she works to inspect for balance and evenness. Similarly, by looking at our programs from multiple perspectives through evaluation, we also seek to create a more perfect product: one that balances our understanding of how goals connect to activities and results. In this sense, the evaluation focuses on learning throughout our work. We continually examine as we create and implement the program. We do not wait until the end of the program to conduct the evaluation. We must continue to look at our programs as they unfold so that we can render judgment and make decisions about how to ensure that the program is successful.*[1]

Every voice has a value; every perspective can be learned from. Traditionally, considering everyone's perspective is how we learn to do things better for the whole. Evaluation that respects and includes all perspectives results in better programs that benefit your community and helps ensure the intended change is happening. The knowledge created through experience, observation, and interpretation of your program adds a new strand to the community's guiding narrative to strengthen it for future generations.

[1] LaFrance, J. & Nichols, R. (2012) Indigenous Evaluation Framework. *American Indian Higher Education Consortium.*

Monitoring and Evaluation

Monitoring and evaluation help create a visual "snapshot" of how your program works based on data that you collect and review. Monitoring and evaluation may address the type or level of program activities conducted (**process**), the direct products and services delivered by a program (**outputs**), and/or the benefits of those products and services (**outcomes**).

process
type or level of program activities conducted

outputs
direct products and services delivered by a program

outcomes
benefits of those products and services

Monitoring

Monitoring is the on-going and structured collection of data at specific intervals as a program progresses.

Monitoring asks:

- Are we on the right track?
- Are we meeting our intended targets?
- Are we using our resources efficiently and effectively?

Monitoring checks the vital signs of a program. Collecting and reviewing data on how the program is progressing informs on-the-ground decision making, which gives you the ability to make data-driven choices on how to improve your program. Monitoring helps you identify what's working, pinpoint and resolve problems, and improve effectiveness and efficiency.

Evaluation

Evaluation is the comparison of actual program process, outcomes, and impacts against the proposed program plans.

Evaluation asks:

- Did we accomplish what we set out to do?
- What impact have we accomplished?
- How did we accomplish it?

Evaluation assesses and measures the differences the program makes for its beneficiaries.

Evaluation can occur at the midpoint of a program, called a **formative**, process, or implementation evaluation, in order to reassess whether program activities and outputs are still appropriate as the program continues.

Evaluation can also occur at the end of a program, called a **summative**, outcome, or impact evaluation, to draw out lessons learned, promising practices for future programs, and the impact of the program itself.

formative evaluation
assesses process and implementation and can occur throughout the program, but likely at the midpoint

summative evaluation
assesses outcomes and impact and occurs at the end of a program

While you may choose whether a formative evaluation is necessary (perhaps it is a short-term program so spending the time to do so would detract resources and time from achieving the intended impact), a summative evaluation is almost always necessary. Monitoring and evaluation provide you with the data to expand, replicate, and secure sustainable funding for the program.

Shaping the Monitoring and Evaluation Plan

Every program should have an M&E plan. In addition to stating how the program is going to measure what it has achieved, an **M&E plan** functions to document program progress, guide implementation, and preserve institutional memory. It can help you manage the program, supervise employees or volunteers, manage logistics, allocate resources, and report out to the participants, community, stakeholders, and potential future donors.

What questions do you have about your program?

An M&E plan provides the structure to collect data that answers the questions you have about your program. Here are a few key areas for you to think about before you begin:

- Why are you conducting monitoring and evaluation?
- What do you need to measure?
- Who is included in the process, when, and how much?
- When, how, and how often will data be collected?
- Who will analyze the data?
- What reports will be prepared?
- Who will receive the reports?

Throughout this document we will demonstrate how to build an M&E plan. Within most sections you will find an example of how to document that particular element of the plan.

Examples will appear like this throughout the Toolkit.

Establishing the Monitoring and Evaluation Plan Structure

The M&E Plan is the fundamental document that will hold the program accountable and tell you whether it made a difference in the problems it sought to address. It includes these 8 components:

- Problem Statement
- Program Description
- Logic Model
- Community Involvement
- Objectives and Indicators
- Data Collection
- Analysis
- Action

Problem Statement

Create a clear and concise **problem statement** that sets the vision for how you would like the problem to be impacted, what the problem is and why addressing it is important, and a method for how your program will address it.

> *Culture Connect's vision is that high school truancy and dropout rates will be counteracted through establishing a peer role model program that increases the amount of culturally relevant afterschool middle school activities to keep students interested and connected to school. Currently tribal efforts have been focused on increasing afterschool activities for high school students, but more efforts need to increase afterschool activities for middle school students. The highest percentages of dropout occur during ninth grade, so students are already disinvested in school by the beginning of high school. Culture Connect will address this problem by coordinating with middle schools to offer a series of afterschool cultural courses taught by high school students to prevent disinvestment by middle school students, help promote the current investment efforts for high school students, and encourage cultural connections.*

Program Description

Provide a one sentence brief **program description** that includes the needs to be addressed, the proposed services, and the population group(s) to be served.

> *Culture Connect engages high school students to act as peer role models for middle school students through afterschool cultural courses to prevent disinvestment in school and encourage cultural connections.*

Logic Model

A logic model is a tool that presents the conceptual framework for a proposed project and explains the linkages among program elements.

Problem Statement:			
Project Goal:			
Inputs	**Activities**	**Outputs**	**Outcomes**
Inputs are the resources needed to conduct program activities, including the human, financial, organizational, and community resources a program has available to direct toward doing the work. **what you invest**	Activities are the actions and services that are part of program implementation. A program activity might be creating products such as promotional materials and educational curricula, or services, such as education and training, counseling, or health screening. **who you reach and what you do** *For the logic model, each objective should have 5 or less main activities. Any additional or supporting activities will still go in the OWP.*	Outputs are the direct, tangible results of those activities, including who will be reached and how many. This is often expressed as a target number of activities completed and/or people served. A program output might be the number of classes taught, meetings held, or materials produced and distributed; program participation rates; or hours of each type of service provided **what you create** *Formerly called "Results"*	Outcomes are the changes that result from these efforts and can occur at the beneficiary, worker, organizational, or community-level. **how who you reached benefited** *Formerly called "Benefits"*

Identify the project goal you are focusing the project to work toward to help focus the planning and development of your project. The project goal should directly address the problem identified in your community, and the elements of the logic model address your project's method of action to change that problem.

Inputs are the resources needed to conduct program activities, including the human, financial, organizational, and community resources a program has available to direct toward doing the work.

- *Program staff*
- *Community room at middle school*
- *Food donations from local grocery store*
- *High school student volunteers*

Activities are the actions and services that are part of program implementation, and can include creating products such as promotional materials and educational curricula, or services, such as education and training, counseling, or health screening.

- *Create culturally-based peer mentoring curriculum*
- *Conduct outreach*
- *Train high school student volunteers*
- *Implement peer mentoring courses*

Outputs are the direct, tangible results of those activities, including who will be reached and how many. This is often expressed as a target number of activities completed and/or people served.

- *Curriculum created for 30 weekly, 2-hour peer mentoring sessions*
- *Outreach materials shared with all middle school students in person, through social media and parent contact*
- *20 middle school students attend 30 weekly, 2-hour peer mentoring sessions between September 2016 and June 2017*

Outcomes are the changes that result from these efforts and can occur at the beneficiary, worker, organizational, or community-level.

- *Students are more invested in school and gain a greater understanding of their culture*

Please see Appendix #1 for a Sample Logic Model.

Tip: Start with a clearly identified outcome & *work backwards* through the logic model to ensure that all outputs, activities, and inputs will achieve the desired change.

Community Involvement

Gathering community support and input is essential in all stages of the program, from planning to implementation to evaluation. This Toolkit focuses on community involvement in the evaluation process.

Community Based Participatory Evaluation (CPBE) is an evaluative approach involving all the **stakeholders** of the program in its evaluation. Program staff, program beneficiaries or participants, the community, and evaluation partners work in conjunction for the benefit of the community.[2]

Stakeholders jointly work on:

- Deciding what to ask and how to ask it
- Collecting information about the program
- Deciding what to share and how to share it with others
- Deciding how to use the information collected to improve the program

Identify stakeholders you want to involve in the evaluation of your program and meet with them regularly to share information, discuss new developments, and make key decisions. Find out what matters to them in regards to your program. Primary stakeholders are beneficiaries, program directors and staff, tribal evaluators, and evaluation partners.[3]

> *Culture Connect will involve primary stakeholders, such as parents, students, school staff, program directors and staff, tribal evaluators, and evaluation partners through monthly meetings at the tribal community center. Minutes will be taken by a member of the program staff and made publicly available through Culture Connect's website and through email to all primary stakeholders. Agendas for monthly meetings will be established at the end of the prior meeting and include input from all primary stakeholders. Topics to be covered include deciding what to evaluate, how and when to collect the information, how to share the results, and how to incorporate the results into program improvement.*

Secondary stakeholders include tribal government leaders, policymakers, community members, cultural authorities and spiritual leaders, tribal colleges, universities, and professional organizations.

> *Culture Connect will involve secondary stakeholders, such as tribal leaders, community members, and professional organizations to provide their expertise on issues as they arise in the monthly meetings.*

Value is at the heart of e**valu**ation. CBPE determines what value the program gives back to the community and establishes a plan to measure that value.

> **Tip**: Consider creating a Community Advisory Board with your primary stakeholders to ensure that all stakeholders are engaged & their input is integrated into the evaluation.

[2] Work Group for Community Health and Development. (2016). Participatory Evaluation. *University of Kansas.*

[3] Tribal Evaluation Workgroup. (2013, September). A Roadmap for Collaborative and Effective Evaluation in Tribal Communities. *Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.*

Measuring Value through Monitoring

As mentioned before, effective monitoring helps you identify what's working, pinpoint and resolve problems, and improve effectiveness and efficiency. Monitoring needs consistent and continuous data collection, but it isn't as time-consuming as it may seem. Most programs routinely collect data through program records and routinely discuss issues as they arise through staff meetings. The key with monitoring is that it is done consistently and continuously so action can be taken in a quick and responsive way.

> *One of Culture Connect's objectives is to enroll 20 middle school students by the end of year 1. Program Staff will use administrative data of who is enrolled and demographics about those students to assess who is receiving services, which groups are more highly represented, and if the program is reaching target numbers. Program Staff will also discuss successes and challenges with program activities as they arise at staff meetings.*

Measuring Value through Formative Evaluation

Measuring process, or what the program is actually doing and how well it is doing it, is important for many reasons. Like monitoring, a **formative evaluation** assesses whether program activities and outputs are being implemented as intended and are working to address the problem. The difference here is that a formative evaluation is a time to ask more detailed questions about the quality and effectiveness of the program's activities and outputs. Answers to your monitoring questions should also guide process question formation.

> *Culture Connect noticed through monitoring that most of the students who enroll in the afterschool program come from the same homeroom and want to know why that is. Is that teacher using additional outreach methods to encourage her students to enroll? Asking this question in a formative evaluation will guide the program into investing its resources and time into more effective outreach methods.*

Measuring Value through Summative Evaluation

Many of the same formative evaluation questions can be asked in a **summative evaluation** by simply putting them in past tense. In fact, program effectiveness and efficiency is best impacted by asking the same questions throughout and after the program, that way you can track impact on participants over time.

> *Culture Connect wants to know… Did we reach enough people? What aspects of the program worked well? What aspects didn't? Was it the right solution?*

Many summative evaluation indicators focus on end of program targets; however, in order to truly see the bigger picture of the value your program created, evaluation should also be done after the program ends to measure intermediate and/or long-term impact on participants.

> *Culture Connect will monitor the dropout rates of the participants over the course of their time in high school to assess whether the program made any intermediate or long-term impact.*

Indicators and Objectives

Indicators

Indicators are measurable signs that something has been done or that something has been achieved. Indicators measure change from where the program is now compared to a **baseline**, or an assessment of the population before your program starts, allowing you to better understand the value your program is creating. Each project should have only one indicator for each outcome from the logic model and each objective.

baseline
an assessment of the population before your program starts

Objectives

Effective objectives ensure that the conditions in the problem statement will be addressed, lives of community members and beneficiaries will improve, and the intended impact is feasible.

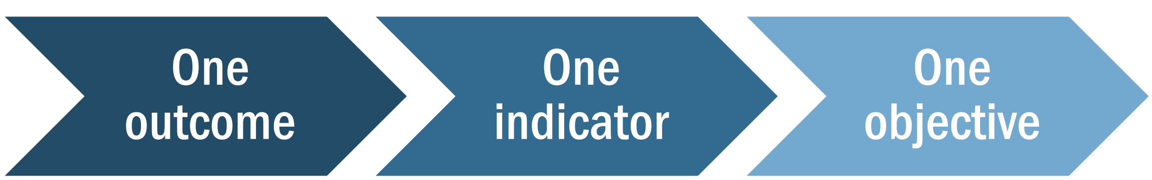
Each objective should be SMART and contain the 4 elements italicized below.

- **Specific** in identifying the outcome that will be achieved and include one *indicator* that measures how the project will demonstrate that outcome has been achieved.
- **Measurable** using quantifiable or objective terms in describing how progress and completion will be measured and include a *target* that measures the intended extent of change.
- **Achievable** given the proposed time frame, approach, and resources.
- **Relevant** to the problem statement, program goal, and the long term goals of the community to be served and include the exact *population* to be served.
- **Time-bound** with a *timeline* reflecting completion within or at the end of the program period.

*By the end of 12 months (**timeline**), there will be a 50% increase (**target**) in culturally-relevant peer mentoring activities (**indicator**) for tribal youth (**population**).*

*By the end of 36 months (**timeline**), there will be a 15% increase (**target**) in cultural identity (**indicator**) of middle school students at ABC middle school (**population**).*

By putting the indicator inside each objective, the objectives become outcome-focused, rather than output-focused. Each objective then directly corresponds to achieving a specific outcome that directly addresses a condition identified in the problem statement. You can trace the logical process for how all of these components interact.



Data Collection

Strategy

The **data collection strategy** is the approach you will take to measure the value you are creating through your program. The data collection strategy has 3 components:

- **Timeline** a schedule for when you will collect data
- **Source** from whom or where you will collect data
- **Method** how you will collect the data

Methods

Interviews involve asking specific questions aimed at getting information that will enable indicators to be measured. Questions can be open-ended or close-ended. Interviews can be a source of qualitative and/or quantitative information and can be used with almost anyone who has some involvement with the program. One of the benefits of interviews is that they are highly flexible; they can be done in person, on the telephone, or through a videoconferencing technology like FaceTime or Skype.

Surveys are similar to interviews in that they ask specific questions to people involved in the program. They are different because they can be filled out and returned anonymously. That is one of the perks of using surveys since the anonymity could encourage more honesty from those involved. Additionally, using this method allows you to reach many more people because of the time and resource saving benefits.

Focus groups are about 6-12 people interviewed together by an interviewer who asks questions typically focused around a specific topic or issue. This can be a useful way of getting opinions from a large sample of people, especially the beneficiaries of the program who are directly impacted. However, there are some downsides to this method. Sometimes people can influence one another either to say something or to keep quiet.

Community meetings are gatherings of a fairly large group of beneficiaries to offer their input on specific questions, problems, and situations. Community meetings are another useful way of getting opinions from a large sample of people, especially beneficiaries. They allow people the program directly impacts to have a voice and feel a sense of ownership over the process. Sometimes these meetings can be difficult to facilitate due to the number of people involved, potential sensitive issues, and time constraints.

Administrative Data is a built-in source of data because staff already has direct involvement in the management of the program. You can use structured forms to measure specific indicators, and because it is part of a program employee’s scope of work, it is relatively cheap and not time-consuming. The validity and bias of staff reports depends on the employee’s discipline and insight into the program.

Feel free to adapt a mixture of styles to suit your community's preferred style of engagement and your program's needs.

> *Culture Connect used a focus group to gain insight from the beneficiaries about their outlooks on school investment. They also gave the beneficiaries a ranking scale to rank what their priorities are for the program, and offered a write-in section at the bottom to list suggestions on how to improve various aspects of the program.*

Data Collection Tool

Below are some questions that can guide the creation of your program's **data collection tool**, or the instrument you use to collect the data from the source.

Monitoring	Formative	Summative
Who participates in the program?	Are we reaching enough people?	What difference did you make?
What outreach methods are most effective?	What is the program's quality of activities or outputs?	Who benefitted from the program?
How many people or communities were reached or served?	Do program staff need additional training?	What impact did the program have on its participants?
Were the targeted numbers reached?	What is working well?	Was the benefit greater with this program as compared with another program?
How is the program being implemented?	What aspects of the program do not seem to be working as well as intended and why?	Did all types of participants benefit from the program?
Is the program being implemented as it was designed?	Are there any challenges or misconceptions about the program?	Did the program increase participants' awareness, knowledge and skills?
Do the participants have a consistent understanding of the program's goals and objectives?	How well is it addressing the most important root causes?	Did program increase better decision-making/attitude/behavior?
Are participants satisfied?	Is it still the right solution?	Does the benefit of the program warrant the cost?

Analysis

Analysis is the process by which you evaluate data to form an understanding of patterns, trends, and/or themes. Analysis can be broken into three categories: **quantitative**, the examination and interpretation of quantifiable or numbers-based information, **qualitative**, the examination and interpretation of descriptive or thematic information, and **mixed methods**, or a mix of quantitative and qualitative. The type of analysis you conduct depends on how you collect your data.

quantitative analysis
the examination and interpretation of quantifiable or numbers-based information

qualitative analysis
the examination and interpretation of descriptive or thematic information

mixed methods analysis
a mix of quantitative and qualitative analyses

Quantitative Analysis

Some of the most accessible methods of quantitative analysis for program evaluation include: measures of central tendency and charts and graphs.

Measures of Central Tendency are used to find the center point of a data set. A data set is a collection of related data. Mean, median, and mode are measures of central tendency.

Culture Connect has 3 data sets that use measures of central tendency for analysis, including the total number of participants, participants' family incomes, and participants' homeroom teachers.

The **mean** is the total number of values divided by all the number of cases, or the average of a set of values. The mean, or average, can be used to indicate the price per unit for a program. For example, the mean could be used to indicate the cost of a program per participant.

Culture Connect uses $80 per week for its programmatic activities. There are 20 middle school participants. $80/20=$4 per participant per week to conduct Culture Connect's activities.

While the mean is useful, **outliers**, or exceptionally high or low numbers, can skew the overall interpretation of the information. The **median**, or the middle most number when all cases are aligned from lowest to highest, can provide a better understanding of central tendency when there are outliers present in the data set. Culture Connect has a total of 18 families, with 15 families with an annual income of around $20,000, 1 family with $30,000, 1 family with $35,000, and 1 family with $125,000. The mean indicates that the participants' families make $27,222 per year. However, that is over $7,000 above what most families actually make. This illustrates how one outlier can skew the information.

measures of central tendency
measure the center point of a data set and include mean, median, and mode.

Out of 18 families the median family income of Culture Connect's participants' families is $20,000, a more accurate reflection of socioeconomic status than the mean of $27,000.

The **mode,** or the most frequently occurring number from a data set, can also provide additional analysis and prevent outliers from skewing the data. In the family income example, the mode also tells you that $20,000 is a more accurate reflection of family income levels of participants since it is the most frequently occurring income level. The mode is also helpful when understanding which subgroup, or smaller section of a data set, occurs most frequently.

> *Culture Connect's participants come from 4 homerooms, which they have labeled homeroom A, homeroom B, homeroom C, and homeroom D. 10 participants come from homeroom A, 5 come from homeroom B, 3 come from homeroom C, and 2 come from homeroom D. The mode, or most frequently occurring subgroup within the homeroom data set, is homeroom A.*

Graphs and Charts visually depict information that might have not been readily apparent in only the form of raw numbers. Which graph or chart you decide to use is based on the type and number of variables and the relationship between those variables. A **variable** is any attribute that can be described, measured, or counted. They are called variables because that attribute varies depending on each unique unit. For example, participants' ages represent a variable because their ages are an attribute that can be measured. Their age (variable) varies depending on which participant (unique unit) you measure.

> **variable**
> any attribute that can be described, measured, or counted

Bar graphs visualize comparisons between two or more different variables.

> *Culture Connect uses bar graphs to show dropout rates of program participants compared to the average dropout rates of other students in their grade.*

Line graphs provide a visual representation of trends over time.

> *Culture Connect uses a line graph to represent the dropout rates of 9th graders for the past 10 years to show how dropout rates have changed over time.*

Pie charts show how percentages or proportions make up the whole data set.

> *Culture Connect uses a pie chart to represent the proportion of total participants that are interested in each cultural activity offered.*

Scatter plots are used to display and compare each unique data item to visualize trends or groupings.

> *Culture Connect uses a scatter plot to display where each participant lives in their community.*

Qualitative Analysis

Some of the most accessible methods of qualitative analysis for program evaluation include: coding, categorizing and clustering themes or concepts, and case studies.

coding
process of sorting and organizing qualitative data into different themes

Coding is the process of sorting and organizing qualitative data into different themes. Qualitative data comes from a variety of sources, including quotes from reports, stories, pictures, and film, to open ended responses in surveys, interviews, and questionnaires. The first step is to review your sources of data to discover any distinct themes that may emerge. Then code the different concepts that the sources discuss into short one to three word concepts that easily convey the primary idea of that theme. As the documents are being read and reread, new ideas and concepts may emerge to create new and different codes, also called **emergent codes**. You may also have some **pre-set codes**, or specific themes that you already know you want to analyze or know exist in the data.

> *After collecting qualitative data through surveys, Culture Connect would analyze the data using pre-set codes, such as cultural pride, connecting with high school students, positive school engagement, and negative school engagement. Some emergent codes might include better home life, self-confidence, and grades.*

Categorizing and clustering these coded sentences, pictures, survey responses, and other data together allows you to see new connections. These new connections and groupings will allow larger thematic ideas to emerge. Additionally, frequency counts, or the number of times a specific code is recorded, can illustrate the most commonly occurring issues. This method of counting the frequency of codes can reinforce common knowledge and indigenous ways of knowing, while also bringing new perspectives to your program that you may have not otherwise realized in day-to-day programming.

Tip: Create a storyboard with quotes from each code, or theme, to visually present the data. This can help you organize and understand the bigger picture.

Case studies are in-depth explorations of a person, group, or program. Case studies have many similarities to storytelling. You can think of case studies as gathering the stories of your beneficiaries and demonstrating the personal impact of your program. Indigenous ways of knowing and indigenous evaluation often share the promising practices of a program, through the use of stories, which is closely aligned case study methodology.

> *Culture Connect interviews a new participant each week to share their stories with community members. Questions in the interview include how they felt about school before the program, what they are learning as a result of the program, how they feel about going to high school, and how having a peer role model already in high school when they get there will impact their school investment.*

Mixed methods combine the use of quantitative and qualitative analysis so that evaluation can be more responsive to how you want to measure the value your program is creating. From an indigenous perspective, a mixed method analysis marries together the richness of qualitative knowledge, stories, and community solutions while also incorporating quantitative knowledge, data, and facts to better understand the full picture of a program.

There are many more advanced quantitative and qualitative analysis methods that are not included in this Toolkit. Resources for those methods can be found in the Resources List located after the Conclusion of the Toolkit.

Action

Acting on the evaluation findings involves two primary activities: disseminating information and improving the program.

Dissemination makes information available and usable to various audiences through a wide variety of formats.[4] While dissemination typically involves creating and sharing a report, other less formal ways are also great opportunities to share information and celebrate successes including:

- Digitally through emails and social media
- In print through letters and displaying one-page fact sheets around the community
- Hosting community dinners or open-house nights where beneficiaries tell stories of what the program has meant to or done for them

Culture Connect creates a small write up of data collected in the case study interviews and includes a picture to share on their Facebook page weekly. Culture Connect also hosts a community dinner at the end of each year's program so that beneficiaries can share their stores of how Culture Connect impacted them.

Some audiences need to see graphs and charts, while other audiences need to see something more visually engaging, such as an infographic or video of a beneficiary telling their story. Whichever dissemination format you choose depends on the audience and the intended use.

Improvement allows the program to utilize evaluation findings to increase effectiveness and efficiency.

If you ask who is participating in the program, and the answer is different from whom the program intended to include, how will you involve more or other participants? If you ask whether some recruitment efforts are better than others, how will you adapt your recruitment strategy to increase efforts that work best? These are examples of how to utilize your evaluation findings for increasing programmatic effectiveness and efficiency. Having a plan in place for how you will act on the findings of the analysis is critical. While you may not have those roles decided before the evaluation, you should set up a time that all primary stakeholders can review the findings so those roles and the action plan can be established.

[4] Evaluation Research Team. (2009, February). Disseminating Program Achievements and Evaluation Findings to Garner Support. *Centers for Disease Control and Prevention, U.S. Department of Health and Human Services.*

Below is an example of how Culture Connect would strategize data collection, analysis, and action.

Objective: By the end of 12 months (timeline), there will be a 50% increase (target) in culturally-relevant peer mentoring activities (indicator) for tribal youth (population).					
Indicator	**Data Collection** **Source**	**Method**	**Timeline**	**Analysis**	**Action**
Culturally Relevant Peer Mentoring Activities	Culture Connect	Administrative Data	Baseline and end of 12 months	Graph	Shared with staff
Objective: By the end of 36 months (timeline), there will be a 15% increase (target) in cultural identity (indicator) of middle school students at ABC middle school (population).					
Indicator	**Data Collection** **Source**	**Method**	**Timeline**	**Analysis**	**Action**
Cultural Identity	Participants	Survey	Pre and Post Test	Case study	Beneficiaries share stories at community dinner Report shared with Community Advisory Board

Please see Appendix #2 for a Sample Action Plan.

Conclusion

How you decide to monitor and evaluate should be responsive to your program and community context. An M&E plan should be treated as a living document that can be revisited and edited as additional information arises about community, beneficiary, and program needs. By asking yourself what value you want your program to give back to the community, you are able to better understand how that value should be measured in a way that is appropriate for your community. Ultimately, your community's ways of creating knowledge through experience, observation, and interpretation should guide how you establish your M&E Plan.

You can find additional helpful resources in the Resource List and the Appendices with samples of documents discussed throughout the Toolkit.

Resource List

Chilisa, B. (2012). Indigenous Research Methodologies. Thousand Oaks, CA: *SAGE Publications*.

Evaluation Research Team. (2009, February). Disseminating Program Achievements and Evaluation Findings to Garner Support. *Centers for Disease Control and Prevention, U.S. Department of Health and Human Services*.

Keene, K., Keating, K., & Ahonen, P. (2016). The Power of Stories: Enriching Program Research and Reporting. OPRE Report# 2016-32a. *Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.*

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LaFrance, J., & Nichols, R. (2006, Winter). Indigenous Evaluation: Respecting and Empowering Indigenous Knowledge. *Tribal College Journal*, *18*(2).

Tribal Evaluation Workgroup. (2013, September). A Roadmap for Collaborative and Effective Evaluation in Tribal Communities. *Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services*.

Work Group for Community Health and Development. (2016). Participatory Evaluation. *University of Kansas*.

Appendix 1: Sample Logic Model

Problem Statement:			
Project Goal:			
Inputs	**Activities**	**Outputs**	**Outcomes**

Appendix 2: Sample Action Plan

Objective:					
Indicator	Source	Data Collection Method	Timeline	Analysis	Action

Objective:					
Indicator	Source	Data Collection Method	Timeline	Analysis	Action