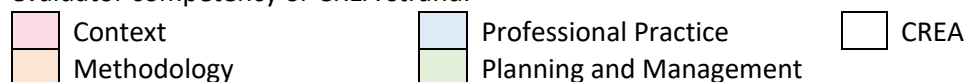


# H-PEA 2020 Virtual Conference Abstracts

Abstracts are listed in alphabetical order by presentation title and are color-coded based on their AEA evaluator competency or CREA strand.



## **A Data-Driven System of Care for State of Hawai'i Alcohol and Drug Abuse Division.**

**Tuesday, October 13. 10:30am – 11:30am**

Helm, S., Onoye, J., Yurow, C., Planner, D., Ng-Osorio, J., Miao, T., Wilczek, K., & Valera, J.

Using a relational approach to planning and evaluation, the goal of this project is to assist ADAD to fulfill its 2018 strategic plan, which states the division's "efforts are designed to promote a statewide culturally appropriate, comprehensive system of substance abuse services to meet the treatment and recovery needs of individuals and families and to address the prevention needs of communities." The academic team and the ADAD team will join in a roundtable discussion on the process, progress, and implications, with a focus on AEA 2018 competencies in domain 2 – mixed-methods, data-driven; and domain 5 - interpersonal, relational, (multi)cultural.

## **A new (better) normal: Organizational evaluation lessons learned from COVID-19 crisis response**

**Friday, October 16. 9:00am – 10:00am**

Lloyd, M.

The Covid-19 crisis impacted families across Hawaii, amplifying systemic inequities for already vulnerable populations such as Native Hawaiians and other people of color. This roundtable explores how a Native Hawaiian organization responded to the crisis from an evaluation lens. Examples include: 1) development of assessment surveys, 2) exploration of near-real time data from accessible resources, 3) data management and analysis of data, 4) use of dashboard to display data, 4) rapid response and data-informed decision-making and 5) implementation of crisis stabilization interventions. Lessons inform how our organization will continue to respond to a new (and better) normal in the crisis aftermath.

## **All-Inclusive Evaluation: Empowering Youth Through Evaluation**

**Tuesday, October 13. 10:30am – 11:30am**

Clark, D. & Nelson, S.

Evaluators are motivated individually and professionally to include all voices in evaluation activities. Working to make sure that every voice is heard ensures that the story told by the evaluation is true and empowering. When it comes to working with youth, traditional evaluation methodologies have limitations. From quantitative techniques with 100+ youth, to intimate conversations with Photovoice photographers, to Ripple Effects Mapping sessions, Partnerships For Health will share strategies, tools, and experiences engaging youth as authentic partners. Participants will leave the session with new insight into engaging youth in evaluation activities and new tools for their evaluation toolbox.

## **Application of Kūkulu Kumuhana and the Aloha Framework for Evaluation (CREA)**

**Wednesday, October 14. 9:00am – 10:00am**

Nakaoka, S., Morelli, P., Mahi, D., Wilhelm, D., Wilhelm, M.

In the spirit of ma ka hana ka 'ike (through doing one learns), this highly interactive and minds-on session guides participants through application of Kūkulu Kumuhana and the Aloha Frameworks to a case study drawn from the presenters' practice. The case study project is an 'āina-based program

that empowers youth to develop life strategies and skills through Hawaiian values-based coaching and cultivation of kalo. Presenters will include a representative of the organization the funded the project, the project evaluator, and the team that designed and implemented the project.

### **Creative Ways to Solicit Stakeholder Feedback --- Equitably & Inclusively**

**Tuesday, October 13. 10:30 – 11:30am**

Adams, S. & Carr, D.

Surveys are a tried-and-true way to get feedback from stakeholders, but may leave out younger people, those who don't speak English, or those who prefer to communicate verbally or visually. Plus, many people are tired of taking surveys! Broadening the ways you solicit feedback is more inclusive and can lead to more robust information to improve program quality for stakeholders. In this session, participants will learn about in-person and virtual data collection methods to assure broader representation of audiences. Using Public Profit's Creative Ways to Solicit Stakeholder Feedback guide, participants will get hands-on practice using verbal, kinesthetic, and visual methods.

### **Dabbling in the Data: Hands-on Meaning Making for Teams**

**Tuesday, October 13. 9:00am – 10:00am**

Corsack, C. & Anderson, T.

In this skill-building session, participants will learn activities that engage teams in making meaning from their data, yielding actionable insights and powerful stories. Participants will receive a copy of Dabbling in the Data, a facilitators' guidebook that provides step-by-step instructions for 15 interactive team activities that organizations can use to interpret and take action based on data. Session attendees will get hands-on practice and have the opportunity to reflect on how they can use participatory meaning making activities in their own work.

### **Data Analyst and Evaluator: a Match Made in Heaven?**

**Thursday, October 15. 9:00am – 10:00am**

Mitchell, M. & Geshnizjani, A.

To succeed in today's marketplace, the 21st century evaluator is required to be a community activator, management consultant, marketer, data analyst, researcher, ethicist, coach and student. This generalist approach has many benefits and pitfalls. Adopting a team-based approach and including a data analyst can free up some of the evaluator's time and allow them to focus on stakeholder engagement, study design and implementation and disseminating results. However, this change requires a redefining of roles, responsibilities and workflow. This Roundtable discussion will facilitate a discussion around this team-based approach and discover some lessons learned and emerging best practices.

### **Evaluating Placed-based Learning (PBL): Identifying Valid Indicators and Measures of PBL Program Progress and Outcomes**

**Thursday, October 15. 10:30am – 11:30am**

Manset, G.

Place-based learning (PBL) is playing an important role in education in many communities across the country, including those in Hawai'i. While PBL takes many forms, it generally includes a grounding of curriculum and instruction in the local culture, community and environment in order to teach concepts from across the curriculum. This roundtable will include an overview and discussion of the range of possible forms that PBL programs can take, as well as strategies and challenges for identifying valid indicators and measures for program progress and outcomes.

### **Evaluation 101 in Hawaii for emerging evaluators**

**Tuesday, October 13. 9:00am – 10:00am**

Inazu, J.

The session would provide an understanding of emerging perspectives in Hawai'i regarding evaluation; culturally responsive evaluation practices; strategies to networking; and other important factors in conducting evaluation locally. Two or three experienced evaluators would present their experiences and suggestions for conducting successful evaluations in Hawai'i.

**Expanding Your Evaluation Practice: Foresight Methods and Tools**

**Wednesday, October 14. 10:30am – 11:30am**

Gardner, A.

Not only do evaluators need to be visionary and reflect on the long-term aims of their practice, such as social equity and sustainability, but they should also be familiar with the foresight tools that can create a bridge to the desired future(s). In this demonstration, participants will learn foresight methods which can be integrated into evaluation design, including environmental scanning to strengthen the contextual analysis and working with alternative scenarios to explore the implications of evaluation findings for stakeholders. A hands-on session, participants will identify key trends in their respective evaluation contexts and engage in an immersive scenario exercise of the future of Hawaii in 2035.

**Finding meaning in evaluation failure**

**Tuesday, October 13. 9:00am – 10:00am**

Clark, D. & Mitchell, M.

Even the best laid evaluations can backfire. An ill-placed skip logic, resistant respondent, findings that identify unintended consequences, or suggest the program is not effective: all can be perceived as failures, wreak havoc on relationships, and threaten credibility. What can you do when this happens? This roundtable discussion will provide real-life examples of so-called 'failures' and how evaluators navigated their way through and out. We will reflect on how we embraced the failures of past evaluations and how they enabled the findings to be viewed in a broader context that will ultimately add to the evidence-base.

**Getting Started with Independent Consulting**

**Thursday, October 15. 9:00am – 10:00am**

Feldmann, M.

Are you thinking about going out on your own as an independent consultant? This intro session will share some considerations for starting a consulting practice. The key topics for this one hour session will include: "IC TIG Survey Findings," "Do You Have What It Takes?," and "What's your Niche?" After attending the session you will have a better understanding for how to identify your clients, your services, and your competitive edge. This lively session will start you on the path to tackle the tasks ahead.

**Ho'ohiki Pilina Program Evaluation Design: In-person to Virtual**

**Wednesday, October 14. 10:30am – 11:30am**

Soong, S. & Akana, M.

The Ho'ohiki Pilina Program (HPP) at Keiki O Ka 'Āina Family Learning Center is a teen pregnancy prevention program for Native Hawaiian and other at-risk youth participants that began in January 2020. The overall goal of HPP is to implement the evidence-based curriculum "Love Notes" which teaches youth skills and knowledge, in-person, to build healthy relationships. In April 2020 HPP changed from an in-person to a virtual program. The focus of this discussion will be on: 1) HPP evaluation plan initial design; 2) HPP re-design to a virtual program and evaluation; and 3) challenges, successes and lesson learned.

**How to Facilitate Meaningful Evaluation Data Use?**

**Thursday, October 15. 9:00am – 10:00am**

Miranda, J.

Have you ever wondered how you can better facilitate meaningful use of data by evaluation participants? As an internal evaluator in an academic setting, I often find that the use of evaluation data is seen more as a compliance activity than as a welcome means of engaging in continuous improvement. “Meaningful use” in academic contexts means that the faculty/teachers who provide instruction to students must see the evaluation data as something worthwhile and useful to their practice. In this roundtable, we will discuss experiences and challenges, and brainstorm strategies and potential solutions for better facilitating data use.

### **In This Together - Working Together for a Healthier Community**

**Friday, October 16. 9:00am – 10:am**

Mitchell, M. & Frohberg, E.

The way we address health has changed and pushed public health and evaluation beyond their professional silos and traditional resources. An alternative paradigm of collaborative efforts of evaluators, program planners and community health workers has emerged that is based on mutual respect for each person’s scope of practice as well as the acknowledgement of the interconnectivity of each other. This emerging practice is juxtaposed against the traditional perspective of an external, independent evaluator who is purposely removed from program implementation to avoid contamination and biasness. This presentation presents an example of an integrated evaluation-program team and how communities benefit from the synergistic impact. Over a period of 5 years, the evaluators worked together with the state and an implementing agency to develop, implement, and evaluate a Home Visiting Asthma Education Program. The collaboration resulted in high quality data collection and program refinement based on emerging evaluation findings. One of the most impactful programmatic strategies – distinguishing controller and rescue inhalers – arose from this confluence of expertise.

### **Interactive Dashboards with Excel and Google**

**Wednesday, October 14. 9:00am – 10:00am**

Engelman, S. & Withee, T.

Creating dynamic dashboards in Excel and Google is a fantastic and cost-effective way to view important data with minimal construction time. This workshop takes you through all you need to know to design interactive dashboards from start to finish in Excel and Google Sheets. Shelly and Tom will provide you with practical, hands-on, step-by-step instructions to turn your static data table into a dynamic dashboard that will “wow” your stakeholders. We will demonstrate how to use Pivot Tables, PivotCharts, and Slicers to create well-designed dashboards that allow your stakeholders to slice-and-dice the data in seconds. Additionally, we will show you how to quickly refresh your dashboard when you need to add or update your data. You will leave the workshop with clear steps that you can immediately implement to create stunning dashboards that are pliable, dynamic and easy to reproduce.

### **Introduction to Kūkulu Kumuhana and the Aloha Framework (CREA)**

**Tuesday, October 13. 9:00am – 10:00am**

Lee, P., Morelli, P., and Watkins-Victorino, L.

Welina mai (welcome). Through hands-on small group activities we will challenge ourselves to hear and try new perspectives and ways of engaging with evaluation that are not just different, but more effective. This session provides a general introduction to the Kūkulu Kumuhana and Aloha frameworks. It covers the genesis of the work, the importance of culturally responsive and sustaining evaluation, key concepts and principles found in each of the frameworks, and includes discussion of how they complement each other.

### **Kōkua Line at the Drop of a Dime: Designing and Implementing Centralized Screening in Response to the Needs of COVID-19**

**Thursday, October 15. 10:30am – 11:30am**

Murakami, G. & Kalama, M. L.

With COVID-19 impacting vulnerable families, this organization quickly assessed community needs to design centralized screening for a financial assistance program for those impacted by the crisis. Using Continuous Quality Improvement, two departments (social services, research and evaluation) partnered to use timely survey data to adapt intervention response. Data was used throughout the project to 1) continually check-in with staff to inform process and procedures, 2) use of a dashboard to track funding and usage to inform decision making by administration, and 3) developing a referral system for other needs met locally by the community and identify families in crisis.

### **Principles-Focused Evaluation: A Skill-building Demonstration with Examples from Washington State's Rape Prevention and Education Program**

**Thursday, October 15. 10:30am – 11:30am**

Masters, T.

This workshop introduces evaluators to principles-focused evaluation (PFE; Patton, 2017), which identifies principles describing core values and behaviors that foster successful prevention work. Using examples from our evaluation of Washington's Rape Prevention Education (RPE) program, we will describe PFE and demonstrate how we developed RPE-specific effectiveness principles, used them to identify short-term outcomes and survey questions to measure them, and pilot-tested the questions. Workshop participants will apply the process of identifying a principle based on prevention work they have evaluated, brainstorm practitioner behaviors associated with this principle, and start to identify ways to evaluate their effectiveness principle.

### **Strategies and Challenges in Developing a System of Tracking Persistence for a Pacific STEM Program**

**Friday, October 16. 9:00am – 10:00am**

Evensen, S., Tamaira, M., Genz, J. & Scanlan, S.

We will discuss the challenges and successes encountered while tracking STEM persistence in a Pacific STEM program context. Based on preliminary experiences with the Islands of Opportunity Alliance—Louis Stokes Alliances for Minority Participation, a five-year STEM-based grant funded by the National Science Foundation, we hope to engage in a lively discussion of insights into developing high quality methods for measuring STEM persistence.

### **Support Learning Assessment During a Pandemic**

**Wednesday, October 14. 9:00am – 10:00am**

Hill, Y., Ryan, C., Beaulé, C. & Tabuchi, C.

In this roundtable interactive session, the learning assessment leaders from four offices and three higher-education institutions will share challenges, strategies, and opportunities to help our faculty and staff engage in meaningful reflection and investigation into student learning. We invite the participants' feedback and suggestions in our exploration of strategies to make assessment an integral and meaningful component of teaching faculty and staff's regular work, such as assignment design, forming faculty learning communities, working with faculty committees in a pandemic, and strategies of facilitating curriculum discussions in online settings.

### **The Evaluation of the Truth, Racial Healing and Transformation Initiative**

**Wednesday, October 14. 10:30am – 11:30am**

Alarilla, A. E. & Nguyen, T. H.

In 2019 - 2020, we conducted an evaluation of the Truth, Racial, Healing and Transformation (TRHT) initiative at a Hawaii university. Using a qualitative approach, we analyzed the TRHT participants' written reflections and interviews to gauge TRHT's effectiveness and the extent of achievement regarding its cognitive, affective and behavioral outcomes. In this roundtable, we pose questions related to three main AEA Evaluator Competencies: Methodology; Planning and Management; and Interpersonal. Our questions focus evaluators' attention on issues related to data triangulation and navigating interpersonal relationships when delicate power dynamics are involved in interviews.

**Uplifting voices and stories: Evaluating strategies to help Native Hawaiian youth to succeed**  
**Tuesday, October 13. 10:30am – 11:30am**

Riley, K., Antonio, M., Burrage, R., Park, M. L., Lee, P., Manson, T.

This presentation is based on a partnership between Lili'uokalani Trust and the Myron B. Thompson School of Social Work. In this project, we use an Indigenous approach to evaluation and discuss perceptions of risk and resilience of Native Hawaiian communities through the use of participant-informed systems mapping, Geographical Information System (GIS) data, and a comprehensive literature review of interventions that focus on youth success and the strengths of the Native Hawaiian community at large. Presenters will lead a discussion that will apply information presented, while considering future actions, opportunities, and implications for the field of evaluation.

**Video Evaluation Reports Roundtable: Using popcorn, powerful stories, and pictures to share your data**

**Thursday, October 15. 9:00am – 10:00am**

Mathies, A.

While evaluators hail themselves as champions of using creative ways to share data, the traditional written evaluation report remains a standard practice for many evaluation projects. This roundtable will demonstrate how video evaluation reports can increase stakeholders' understanding and use of findings, using examples from a professionally-produced video evaluation report on a caretaking initiative. Participants will discuss ways they could integrate video reporting into their own evaluation work. With the widespread availability of digital and video technology, there are vast opportunities for evaluators to utilize visual mediums to disseminate findings.

**When Knowledge isn't Enough: Adapting Moore's Five-Level Outcomes Model to Evaluate Workforce Development**

**Wednesday, October 14. 10:30am – 11:30am**

Mitchell, M. & Penndorf, K, Nelson, S.

Often evaluation of a training or intervention ends with changes in participants' knowledge and attitudes. How can evaluators dig deeper to address changes in confidence and practice? What framework can evaluators add to their toolkit to further assess impact? Moore's Five-Level Outcomes Model, originally devised as a model to assess continuing medical education, can be adapted to serve the needs of evaluators. We will discuss how Moore's model was used to evaluate a suicide-specific workforce development program and quantify changes in staff's knowledge, confidence, and performance of suicide safer care in large mental health organizations across Maine.

**Winning! Doing the Success Story Slide**

**Friday, October 16. 9:00am – 10:00am**

Clark, D. & Munsey, M.

A success story is a narrative that highlights program achievements, including policy changes. Effective stories involve a dance between identifying what the program can take credit for, providing sufficient context to understand the results, and making it interesting to the reader. Mastering the art of telling the story of a program, intervention, or policy change is an essential skill that is achieved by learning the steps and practicing the dance. During this session Partnerships For Health will offer a process and format for developing success stories and give participants the opportunity to try the success story slide.