Learning-Centered Innovation, Measurement and Evaluation:

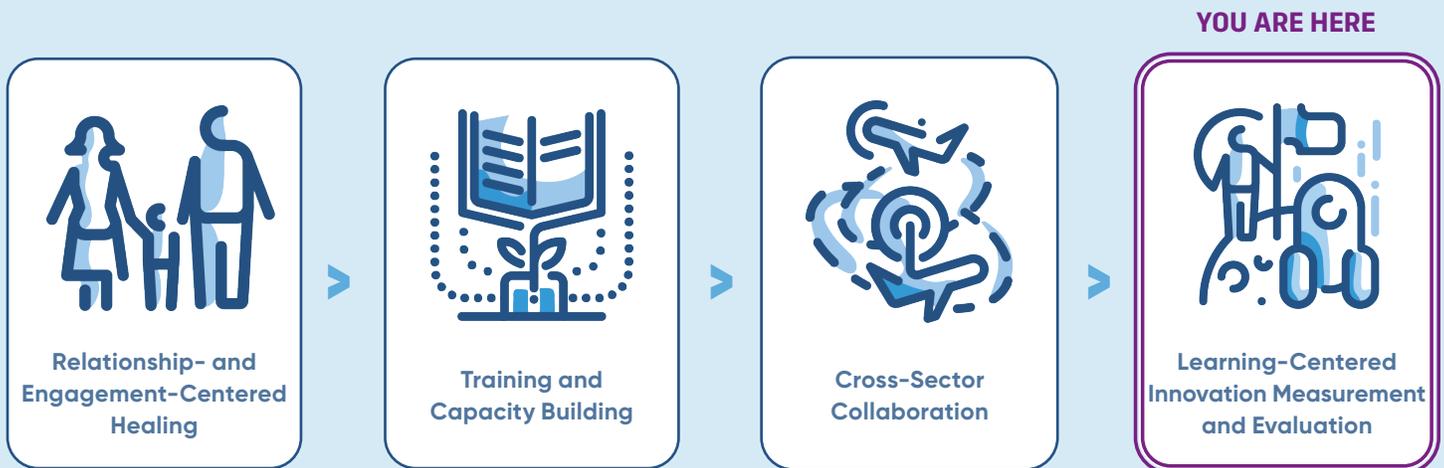## Tools for Applying a Healing-Centered and Trauma-Informed Lens

BACKGROUND

In 2018 –2019, the Child and Adolescent Health Measurement Initiative (CAHMI), in partnership with the California Campaign to Counter Childhood Adversity (4CA) and with support from The California Endowment, convened a multidisciplinary Advisory Committee to advance healing-centered and trauma-informed approaches in the administration of certain marijuana tax funds through California's Proposition 64.

Leveraging a framework from the CAHMI's prior work to develop a **national agenda** to address adverse childhood experiences and promote healing, the CAHMI and consultants conducted an environmental scan, key informant interviews, policy analysis, and a series of Advisory Committee convenings that resulted in six policy criteria and four interrelated categories of recommendations to guide decision-making in certain Prop 64 expenditures.

> These recommendations can inform any local, state, or national policies that aim to promote healing-centered and trauma-informed approaches.

The full report entitled, RECOMMENDATIONS ROADMAP FOR CALIFORNIA PROPOSITION 64 EXPENDITURES: *Advancing Healing-Centered and Trauma-Informed Approaches to Promote Individual, Family, and Community Resilience*, details these four interrelated categories of recommendations: (1) Relationship- and Engagement-Centered Assessment, Interventions, and Healing; (2) Training and Capacity Building; (3) Cross-Sector Collaboration; and (4) Learning-Centered Innovation, Measurement, and Evaluation.

This brief provides additional resources and tools aligned with the fourth of these recommendations: Learning-Centered Innovation, Measurement, and Evaluation.

Although the purpose of these recommendations targeted expenditures of California's marijuana tax initiative, the recommendations have much broader implications and can inform any local, state, or national policies that aim to promote healing-centered and trauma-informed approaches. Please visit **Prop64Roadmap.org** to view the full report and other resources.

| Relationship- and Engagement-Centered Healing | > | Training and Capacity Building | > | Cross-Sector Collaboration | > | Learning-Centered Innovation Measurement and Evaluation |

OVERVIEW

Recommendation 4 of the **Recommendations Roadmap** calls for an enduring and purposeful innovation, measurement, and evaluation infrastructure that fosters meaningful reflection and learning, innovation, and support for scaling of healing-centered and trauma-informed innovations as they emerge.

As part of this infrastructure, an inquiry and evaluation model is needed, particularly when engaging vulnerable populations on sensitive health topics, that facilitates their healing and focuses on engaging participants, centering their stories, and supporting communities to determine their own metrics for success (see more detail in Recommendation 4.3). Drawing from the emerging frameworks, models and examples described in the resources below, a healing-centered and trauma-informed inquiry and evaluation model may differ from traditional evaluation models in that it:

> **Recommendation 4 calls for an enduring and purposeful innovation, measurement, and evaluation infrastructure.**

- Centers the narratives of participants in the design, implementation, and evaluation of healing-centered and trauma-informed approaches

- Applies trauma-informed principles to all aspects of evaluation design and implementation (e.g., safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice, and equity)[1]

- Ensures that members of the community participating in the evaluation inform the evaluation design, methods and metrics, and interpretation of findings

- Allows evaluation participants to reflect on and make meaning of the data collected

- Engages evaluators as empathetic facilitators that can affirm participant experiences and facilitate healing, rather than as detached and objective observers that extract knowledge

- Uses methods and metrics to assess multiple determinants of a healing-centered and trauma-informed approach, including:

  - organizational and systemic factors that impact healing-centered and trauma-informed approaches (e.g., policies, staff training and well-being, environment, leadership)

  - individual staff and participant engagement experiences

  - individual staff and participant outcomes

This brief provides resources and tools to further support the development of a healing-centered and trauma-informed inquiry and evaluation model. Resources are grouped into the following categories:

- **Frameworks:** These resources describe frameworks and theories for evaluation that center issues of equity and healing.

- **Approaches and Techniques:** These resources describe specific techniques that can be implemented during an evaluation to enhance equity and healing.

- **Measurement Models and Metrics:** These resources describe models, tools, and metrics specific to measuring a healing-centered and trauma-informed system or organization.

- **Examples from the Field:** These resources include select examples from the field that demonstrate healing-centered and trauma-informed evaluation methods in action.

RESOURCES

Frameworks

Equitable Evaluation Initiative (EEI)
https://www.equitableeval.org

The Equitable Evaluation Initiative seeks evaluation to be a tool for and of equity for those that have placed equity as core to their work. The equitable evaluation framework is grounded in 3 principles:

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[1] See SAMHSA (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach.

1. **Evaluation and evaluation work should be in service of equity.** Production, consumption, and management of evaluation and evaluative work should hold at its core a responsibility to advance progress towards equity.
2. **Evaluative work can and should answer critical questions about the:** ways in which historical and structural decisions have contributed to the conditions that need to be addressed; effect of a strategy on different populations; effect of a strategy on the underlying systemic drivers of inequity; and ways in which cultural context is tangled up in both the structural conditions and the change initiative itself.
3. **Evaluation should be designed and implemented commensurate with the values underlying equity work:** multi-culturally valid and oriented toward participant ownership.

Tamarack Institute
https://www.tamarackcommunity.ca/

The Tamarack Institute's **inquiry framework** is based on the argument that social innovators and evaluators should be on the look-out for (at least) three broad types of results that emerge in any effort to change a system:

1. **Strategic Learning** – learning more about the actions, thinking, and mode of being that guide the work of social innovators.
2. **Systems Change** – progress in changing the drivers of systems, the behaviors of system actors, and the overall behavior of the system.
3. **Mission Impact** – the programmatic effects on people (or ecology), the targeted impact on specific groups (geographic and/or demographic), and effects at the population level.

Youth Participatory Action Research
http://yparhub.berkeley.edu/

YPAR (Youth-led Participatory Action Research) is an innovative approach to positive youth and community development based in social justice principles in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them.

Why Am I Always Being Researched?
https://chicagobeyond.org/researchequity/

This guidebook is designed or community-based organizations, researchers and funders. It outlines seven inequities held in place by power and calls out how they get in the way of truth and impact – access, information, validity, ownership, value, accountability, and authorship. Each inequity is followed by specific questions to guide organizations, researchers and funders to relate to one another differently for greater impact.

Approaches and Techniques

A guide to incorporating a racial and ethnic equity perspective throughout the research process
Child Trends
https://www.childtrends.org/publications/a-guide-to-incorporating-a-racial-and-ethnic-equity-perspective-throughout-the-research-process?fbclid=IwAR1q8SOWJGgQA7sQUZ84grs1BhhH9_-Txqgj0wkKWSy_BD_czHpxKO3V3V4

This resource offers five guiding principles to help researchers incorporate a racial and ethnic equity perspective into research. These guiding principles can help researchers better identify where inequities exist, their structural cause, and the environments and conditions that perpetuate those inequities.

An Introduction to Research Justice
Data Center for Research Justice
https://www.powershift.org/sites/default/files/resources/files/Intro_Research_Justice_Toolkit_FINAL1.pdf?fbclid=IwAR3Jg8kdWhkjQdFF5adt2iaUtB82fnOxBo2IcU9SmxxzEj0VeYeeCL6Z_fg

An Introduction to Research Justice is intended for community organizers to apply tools and concepts of Research Justice to organizing. Th is toolkit encourages marginalized communities to recognize their own expertise and to develop their own analysis of the issues that impact them.

Equity in Practice Checklists
Learning for Action
http://learningforaction.com/resource-library/equity-tools

Learning for Action developed a series of considerations—summarized in checklist format—to help incorporate an equity lens into evaluation work. The checklists (1) Encourage us to be intentional and proactive about authentically representing multiple perspectives, and (2) Pose critical questions designed to challenge our biases and illuminate where we can be more inclusive and culturally responsive. The checklist series is organized into eight parts, which align to critical junctures in the evaluation process. **Download the eight individual checklists: Project Design**, **Evaluation Project Launch**, **Evaluation Plan & Timeline Development**, **Evaluation Project Mid-Point Check-In**, **Theory of Change & Logic Model Development**, **Instrument Development & Data Collection**, **Data Interpretation & Analysis**, **Reporting & Presenting Findings**.

Reflections on Applying Principles of Equitable Evaluation
https://www.wested.org/wp-content/uploads/2019/07/resource-reflections-on-applying-principles-of-equitable-evaluation.pdf

This brief explores the topic of equitable evaluation and how it can be applied to real-life evaluation research, drawing upon the authors own reflections and lessons learned. Equitable evaluation is defined as an approach that addresses the dynamics and practices that have historically undervalued the voices, knowledge, expertise, capacity, and experiences of all evaluation participants and stakeholders, particularly people of color and other marginalized groups. Reflections and strategies are provided for each phase of evaluation design and implementation.

Talking Circles: A Culturally Responsive Evaluation Practice
https://journals.sagepub.com/doi/10.1177/1098214019899164

The purpose of this article is to describe how Talking Circles can be a culturally responsive evaluation practice for those evaluators wishing to build relationships, share power, elicit stakeholder voice, solve problems, and increase participants' capacity for program design, implementation, and evaluation.

The Importance of Culture in Evaluation: A Practical Guide for Evaluators
https://www.communityscience.com/pdfs/CrossCulturalGuide.r3.pdf

The report suggests three key characteristics that affect interactions among people and are therefore critical considerations in cross-culturally competent evaluation – culture, social identify or group formation, and privilege and power. The report recommends questions and strategies that an evaluator should consider for each characteristic.

Trauma-Informed Evaluation
https://www.pathlms.com/aea/courses/15601

This e-learning course provide evaluators with an understanding of the causes and effects of individual and intergenerational trauma and teaches evaluators how to integrate the principles of trauma-informed care into their practice. The first session describes the impact of trauma, adverse childhood experiences, and intergenerational trauma on peoples and communities. The second session describes how empathy, voice and listening can facilitate healing, promote resilience, and empower evaluation participants as well as specific trauma-informed evaluation practices for protocol design, data collection, and data analysis.

Trauma-Informed Evaluation: A Tip Sheet for Collecting information
https://cdn.fs.pathlms.com/65qBqXywTs6mSQC0XQ9o?cache=true

This is a brief tip sheet on trauma-informed strategies for data collection and evaluation, including types of data collection, informed consent, instrument development, interviewing training, confidentiality, and follow-up.

Measurement Models and Metrics

Measuring Traumatic Care Series
Traumatic Stress Institute
https://traumaticstressinstitute.org/wp-content/uploads/2020/02/Measuring-Trauma-Informed-Care-Series-Final.pdf

This 3-Part series was created to support schools and organizations in planning and implementing effective program evaluation for trauma-informed interventions. Part I describes trauma-informed care and why it is important to measure it. Part II presents a measurement framework, a brief list of psychometrically valid tools and considerations for measuring trauma-informed care. Part III outlines evaluation questions, examples of target outcomes and associated measurement tools.

Measuring the Impact of Trauma-Informed Care
Center for Health Care Solutions
https://www.traumainformedcare.chcs.org/wp-content/uploads/Montefiore-Brief_021220-1.pdf

The Center for Health Care Strategies provides resources from trauma-informed care leaders across the country to help improve patient outcomes, increase patient and staff resilience, and reduce avoidable health care service use and costs. While geared toward health care settings, resources can be applied to many other settings. The *Measuring the Impact of Trauma-Informed Care* brief proposes a measurement model for trauma-informed primary care and suggests potential variables that could be assessed for each major intervention component.

Examples from the Field

Healing Trauma: Evaluation Report
https://www.stephaniecovington.com/assets/files/HT%20evaluation%20full%20report%20June%202019.pdf

This report describes the evaluation methods and results for the Healing Trauma intervention, implemented with criminal justice involved women. The mixed methods evaluation used pre- and post- program questionnaires to evaluate mental health outcomes, trauma-related problems, behaviors, and emotional regulation as well as focus groups upon completion of the program to understand the participants' experiences in the program. The focus groups centralized women's voices and provided a platform for the women's reflections, insights, and experiences in order to determine the true value of the program.

Self-Healing Communities
https://www.rwjf.org/en/library/research/2016/06/self-healing-communities.html

The Self-Healing Communities Model (SHCM) consists of four phases of community engagement that provide increasing opportunity for community members to overcome or reduce stress and adversity and the life challenges they generate by developing and expanding healthy social and cultural networks and practices. SHCM uses a developmental evaluation approach. Data from local participation is used to generate a powerful community journey story that explains success as it unfolds over time and invites deep commitment to culture change within a community. Communities use data to build a sense of shared identity. That shared identity drives next-step improvements to the community's strategy.

The Child and Family Practice Model: Relationship-Building Listening Sessions
https://cfpic.org/sites/default/files/RELATIONSHIP-BUILDING,%20LISTENING%20SESSIONS,%20SHARED%20OUTCOMES.pdf

To effectively build community partnerships, the child welfare agency and its leaders in implementing jurisdictions worked to understand and be responsive to the historical trauma and experiences of the communities and Tribes whose families and children were being served. This opened the eyes of the agency and its leaders to new ways of doing business and to how to support staff in culturally responsive, trauma-informed work with children, families, communities, and Tribes.

The RYSE Center's Listening Campaign
https://static1.squarespace.com/static/58ece61644024383be911a95/t/593e57012e69cf4a3e12ec6d/1497257742081/RYSE+Listening+Report+2016.pdf

RYSE's Listening Campaign aimed specifically to emphasize youth voice, experience, and meaning making as part of research, as well as to enhance youth engagement and community participation. A 'funneled' approach to data collection was utilized, beginning with multiple 'community conversations' and survey distribution amongst 380 youth throughout the city before engaging smaller cohorts of youth via five focus groups and an additional six semi-structured interviews with six young adult and youth providers in Richmond. Utilizing a modified grounded theory approach to analyze demographic and survey data along with focus group and interview transcripts, the Listening Campaign aimed to identify youth self-description of experience with trauma exposure, define key domains of exposure, distress, coping strategies and help-seeking behaviors as well as identify emergent theoretical formulations about the impact and function of violence exposure on youth experience as described by youth themselves.