

Healthy Start Virtual Grantees' Meeting

Transformative Evaluation for Healthy Start

Donna Mertens, PhD
Gallaudet University

June 24, 2020



Agenda



| | |
|---------------------------|-------------------------------------|
| | |
| Housekeeping | Jordan-Tate Thomas, NICHQ |
| Introductions | Lina Barrett, MCHB, DHSPS |
| Transformative Evaluation | Donna Mertens, Gallaudet University |
| Q&A | All |
| Closing | Jordan-Tate Thomas, NICHQ |

Meeting Logistics



Please note the following:



- This session is being recorded, and will be archived for future viewing.



- All participants are muted upon entry. We ask that you remain muted to limit background noise.

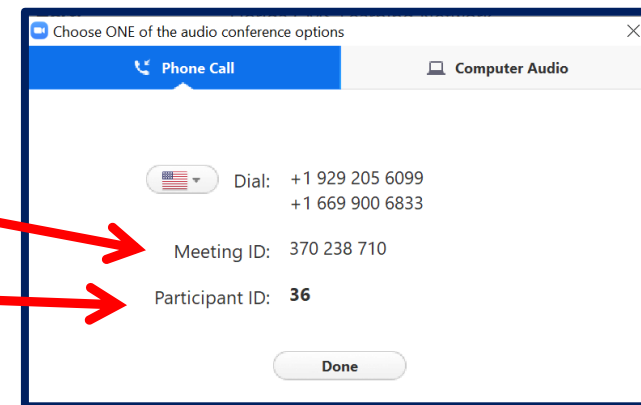
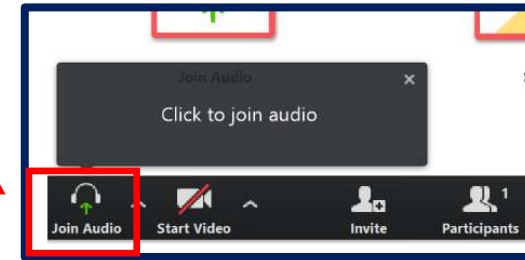


- Members are encouraged to participate in the discussion by typing your comment/asking questions using the chat box.

Connecting to the Audio Conference



- Join Zoom Meeting by **clicking Zoom Meeting link** & launching the Zoom application
- An audio conference box will appear
 - If you do not see the box click the **'Join Audio' button**
- From the audio conference box: Select to **"Phone Call"** or **"Computer Audio"**
- If using the phone:
 - dial the number next to **"Dial"**
 - You will be prompted to enter the **"Meeting ID"**
 - Then you will be prompted to enter the **"Participant ID"**



Ways to Participate: Chat



A screenshot of a Zoom meeting window. The window title is "Zoom Participant ID: 49 Meeting ID: 617-788-369". The main area shows meeting details: "Meeting Topic: Healthy Start Webinar", "Host: HS TA & Support Center", "Invitation URL: https://zoom.us/j/617788369", and "Participant ID: 49". At the bottom, there is a toolbar with icons for "Join Audio", "Start Video", "Invite", "Participants", "Share", "Chat", "Record", and "Leave Meeting". A "Zoom Group Chat" sidebar is open on the right side of the window. A red box highlights the "Chat" button in the toolbar, with an arrow pointing to the chat sidebar. Another red box highlights the "Chat" button with the text "At the bottom of the Zoom window, you will see a 'Chat' button". A third red box highlights the chat sidebar with the text "After you click the 'Chat' button, a sidebar will appear where you can chat to all participants". A fourth red box highlights the chat input area with the text "Chat here to everyone!". The chat input area includes a "To: Everyone" dropdown, a "File" icon, and a text input field labeled "Type message here...".

Need Help or Have a Question?



- Use the chat box to message a NICHQ staff member
- All staff have this picture as their Zoom thumbnail



#HealthyStartStrong



- Spread the word about #HealthyStartStrong on social media
- Throughout the meeting, post about what you're learning/enjoying about the meeting
- Include the hashtag #HealthyStartStrong and be sure to tag @NICHQ

We Are #HealthyStartStrong



Poll #1

Donna Mertens, PhD, Gallaudet University



Donna M. Mertens



- Author of best-selling evaluation textbook
- Past President of AEA
- Former editor of the Journal of Mixed Methods Research
- Professor Emeritus, Gallaudet University



“Transformational change is needed for our societies, economies and our relationship with the environment to become sustainable”



IDEAS: THEME FOR 2019 GLOBAL CONFERENCE

- On many fronts the world needs transformational change to be able to reach the aspirations expressed in the SDGs and the Paris Agreement: a world free of poverty; leaving no one behind; and ensuring a prosperous and equitable future in diverse and inclusive societies, with economies that increase wealth but not while undermining our food, clean air and living circumstances, with a climate and biodiversity that safeguards the future of humankind. A transformational change is one that reshapes models, policies, structures, practices, culture and management.”

Chat Box: What are your thoughts about transformation in your project?



- What do you understand the term transformation to mean in your project?
- What are your thoughts regarding how evaluation can contribute to transformative change?

Answering the Challenge: Transformative Evaluation



- Underlying assumptions that rely on ethical stances of inclusion and challenging oppressive structures;
- An entry process into the community that is designed to build trust and make goals and strategies transparent;
- Dissemination of findings in ways that encourage the use of results to enhance social, environmental and economic justice and human rights
- Addressing intersectionality when culturally responsive, feminist, critical race, equity-focused, and Indigenous theories are relevant in the evaluation context

<http://zendaofir.com/the-et-cetera-of-transformative-evaluation/>
Stephen Porter and Donna Mertens (2019)

Poll #2

Definition of Mixed Methods

(Mertens & Wilson, 2019)

- Collect and analyze qualitative and quantitative data
- Integrate the data at various levels and stages of the study
- In a single study or a sequence of studies
- Methodologically eclectic
- Synergy between quantitative and qualitative aspects of the study

Evaluation Assumptions

Guba and Lincoln

- Axiological: Nature of Ethics
- Ontological: Nature of Reality
- Epistemology: Nature of Knowledge & Relation Between Knower & That Which Would Be Known (Evaluators and Stakeholders)
- Methodology: Nature of systematic inquiry

Transformative Paradigm

| Assumptions | Beliefs |
|--------------|--|
| Axiology | Cultural respect; promote social, environmental and economic justice & human rights; address inequities; reciprocity; resilience; interconnectedness (living and nonliving); relationships |
| Ontology | Multi-faceted; consequences of privilege; historically situated |
| Epistemology | Interactive; trust; coalition building |
| Methodology | Transformative, dialogic, culturally responsive, mixed methods; policy change |

Health Disparities

Case: Reduce health disparities

How does the transformative lens open up our understanding of health disparities



Photo via USAID

Versions of Reality: Ontology

Oppressive:
If only they would make better
choices....



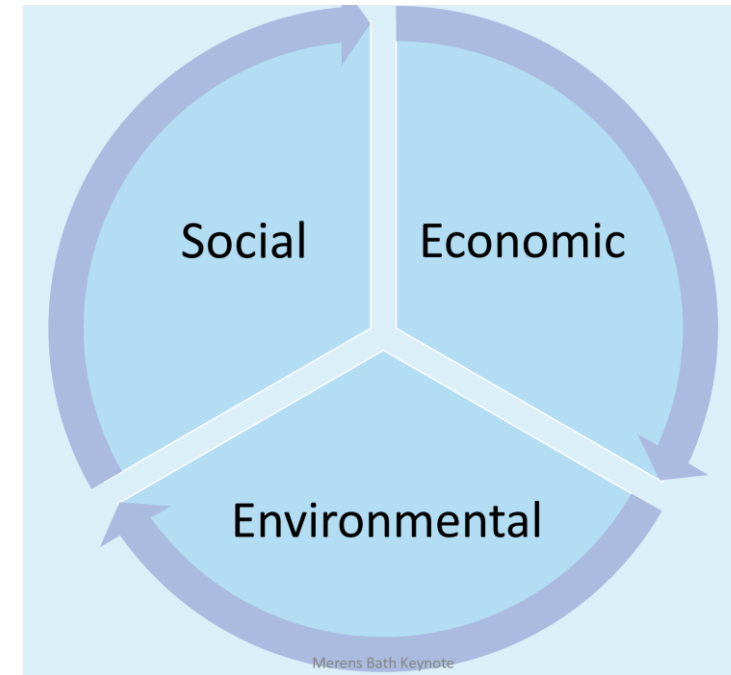
Healthy Start Virtual Grantees' Meeting, June 2020

Transformative:
Poverty, unemployment,
educational attainment, wealth
Access to grocery stores and
healthy food and safe places to
exercise
Stress associated with lower SES
and systemic discrimination
Residential segregation
Access to affordable health care
Culturally responsive health care

Transformative Ethics

- Cultural Respect
- Build relationships
- Design to address social, economic and environmental justice
- Address inequities
- Reciprocity
- Resilience

Three types of Justice



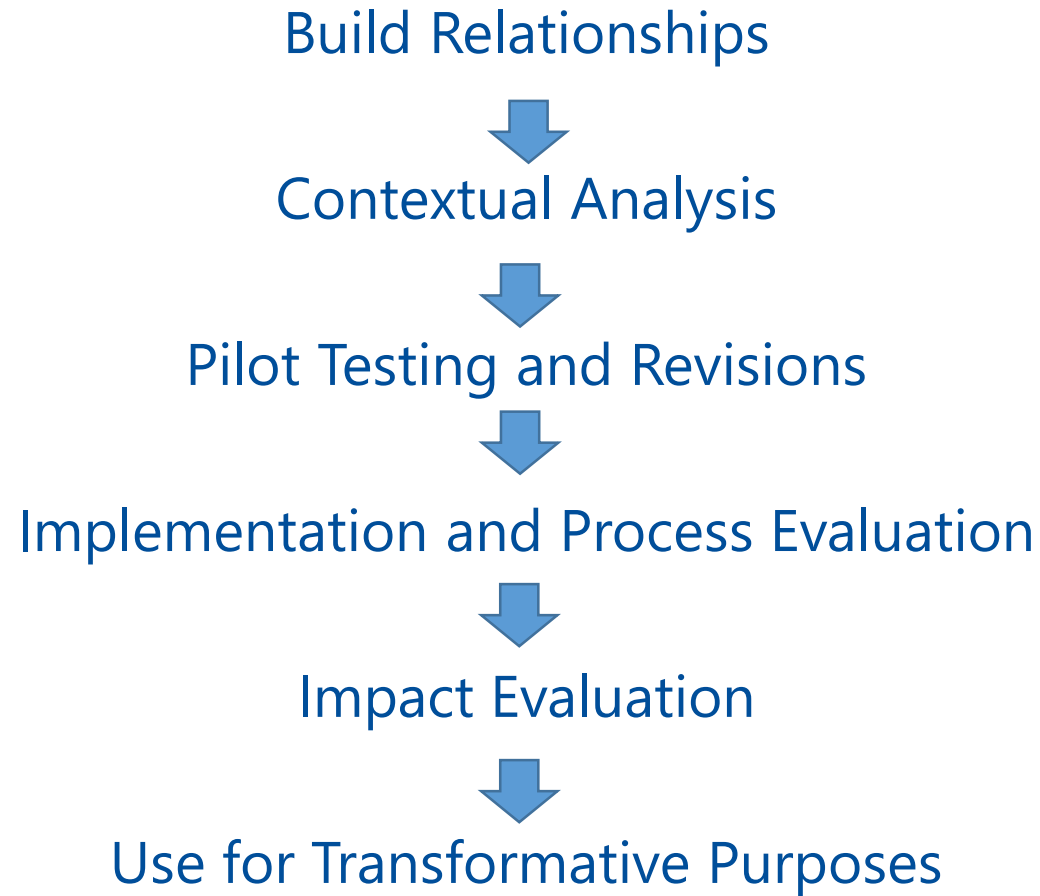
Relationships with Stakeholders



Distant from, neutral, “objective”
Oppressive

Transformative
Interactive
Culturally responsive
Recognizing heterogeneity
Develop trust
Build coalitions (Fight for Fifteen)

Transformative Mixed Methods Design



Generic Transformative Mixed Methods

| | | | | | |
|--------------------------------------|--|---|--|--|--|
| Build relationships | Contextual analysis | Pilot intervention | Implement intervention | Determine effectiveness | Use findings for transformative purposes |
| Review literature | Focus groups, survey, extant data, literature, GIS mapping | Observations, interviews, photo voice, focus groups, surveys, pre/post data collection, team meetings | Similar data collection as for pilot | Post data collection (indicators, art work, poetry, photos, mapping) | Use for policy change |
| Individual and group consultation | Identify value positions | | Add process evaluation of implementation | Examine relationship quality | Use to refine intervention |
| Develop relationships and coalitions | Develop intervention | | Collect data on unexpected outcomes | | Use to improve and expand relationships |
| Develop working strategies | | | | | |

Transformative Mixed Methods Design: Reducing violence in immigrant communities

| Build relationships | Contextual Analysis | Development of Intervention | Pilot Intervention and process evaluation | Use for transformative purposes |
|---|---|--|---|--|
| <p>Develop a team that includes community members and agency staff</p> <p>Establish strategies for working together</p> | <p>Social assessment</p> <p>Epidemiological assessment</p> <p>Behavioural and environmental assessment</p> <p>Education assessment</p> <p>Policy assessment</p> | <p>Build capacity of providers</p> <p>Develop culturally and linguistically relevant information</p> <p>Provide opportunities for discussion about family violence</p> | <p>Implementation and process evaluation:</p> <p>Synthesize monthly discussions; focus groups</p> <p>Provide opportunities to share experiences of success or challenge</p> | <p>Impact and outcome evaluation</p> <p>Document strategies that build cohesiveness and trust</p> <p>Begin tracking family violence cases by the justice system differentiated by cultural group</p> |

Evaluating Coalitions



Susan M. Wolfe, Ann
Webb Price and Kyrah K.
Brown Eds. (2020)

Relationship building



- Identify existing community action groups and understand the history of their efforts;
- Identify existing formal, informal, and potential leaders;
- Identify community needs and gaps in services;
- Identify community strengths and opportunities;
- Understand your target population (both needs and assets) in order to improve, build, and secure project credibility within the community; and
- Create a momentum for project activities by getting community input.

Chat Box: Transformative Ethics - Relationships



- Who are the major stakeholders and what do you think you know about the cultural norms and beliefs of these groups?

How could you use mixed methods to:

- Identify the cultural norms and beliefs that might be operating in the community?
- Appropriately engage members of the community?
- How would you take into account the expertise, knowledge, and strengths of the community in order to provide a platform for authentic engagement between the evaluator and the community?
- Sketch out the relationship building stage of your evaluation study

Chat Box: Evaluating Collaborations and Coalitions



- Transformative lens:
 - Who sets the coalition agenda?
 - Who is engaged?
 - How are they engaged?
 - What evidence is there that the coalitions include members of marginalized communities in culturally respectful ways?
 - How are power differences addressed?
 - How do you connect program outcomes with functioning of the collaborative or coalition?

Poll #3

Generic Transformative Mixed Methods

| | | | | | |
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Contextual Analysis

- Cultural
- Historical
- Political
- Environmental
- Legislative
- Power structures



Purpose: Context Analysis To Gain Insights/Determine Necessary Inputs



- Evaluation Purposes:
 - Context
 - Capacity building/Organizational assessment
 - Needs and Assets Assessment
 - Relevance of current services/structure

Chat Box: What mixed methods could you use to gather data about the context?



- Propose both quantitative and qualitative methods to gather data about the context.

Utilization for Transformative Purposes



- The value of sharing information throughout the course of the evaluation is emphasized to facilitate midcourse corrections if an intervention is not moving toward the desired goal.
- Planning for utilization is essential during the initial design of the study; the topic of the study must be presented to participants in order to ensure that the data are gathered and disseminated in a way that they can be used to achieve the goals of social change and social justice.
- Policy analysis and advocacy are avenues to social change from the perspective of grass-roots organizations.

Reporting Formats



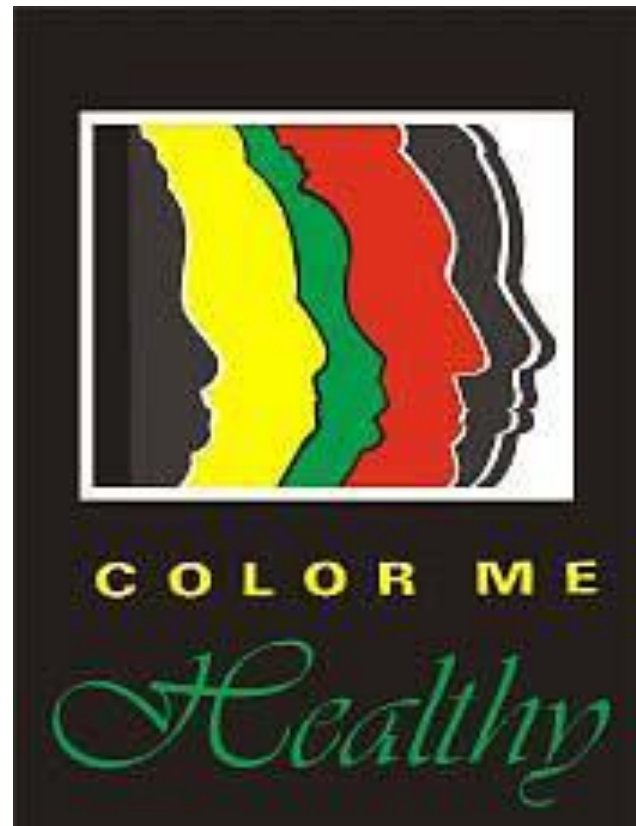
- Written formats: voice and privilege
- Focus groups & interviews
- Visual presentations
 - Drawing pictures
 - Photos, videos, slide shows
- Ethnodrama
- Web-based
- Community-based

Chat Box: Data Reporting & Use



- Who would you include in the preparation and dissemination of findings?
- How would you include members of the community in this process?
- What challenges might you anticipate encountering at this stage of your study?
- How would you deal with power differences among those involved in these activities?
- What is your thinking about ownership of the data and how would you handle this issue?
- What aspects of the transformative paradigm are most salient at this point in the study?
- How would you include constructive action for improved relationships, coalitions, intervention, and policy?

Interventions: Culturally Responsive and Transformative



Conclusions: Transformative Mixed Methods

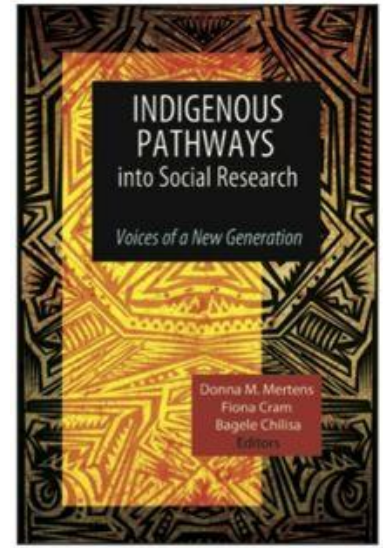
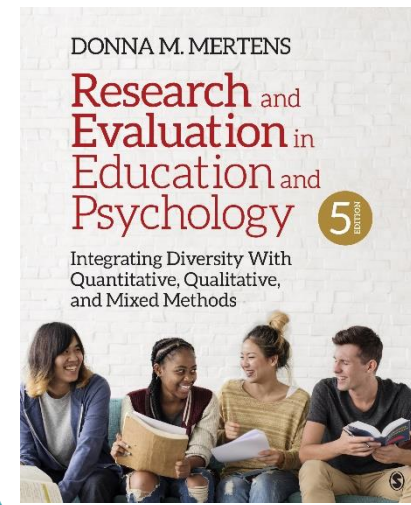
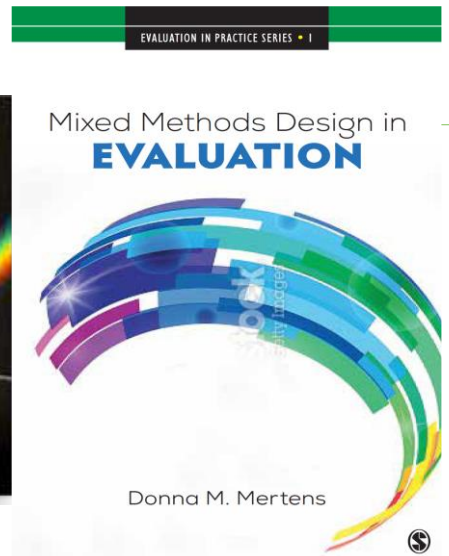
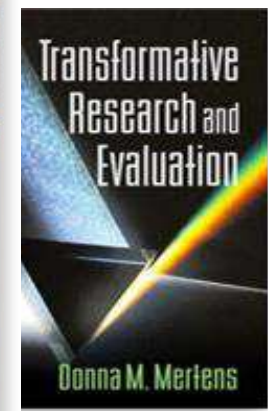
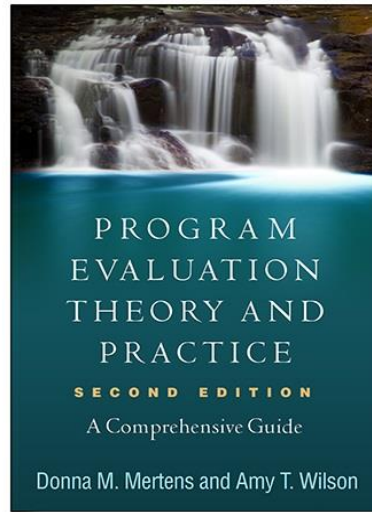


- Raises new kinds of questions
- Innovations to address complexity in addressing wicked problems
- Focuses on relationship building with policy makers and members of marginalized communities
- Cautions us to consider how to support constructive change and avoid introducing additional harm

Final Words

- Courage
- Mixed Methods: Capture complexity, address social justice, and ethics
- Teams – researchers/evaluators and coalitions
- Capacity development





- Mertens, D.M. (2018). *Mixed Methods Design in Evaluation*. Thousand Oaks, CA: SAGE.
- Mertens, D. M. & Wilson, A. (2019). *Program Evaluation Theory and Practice: A Comprehensive Guide. 2nd ed.* NY: Guilford.
- Mertens, D. M. (2020). *Research and evaluation in education and psychology: Integrating diversity with qual, quant and mixed methods.* 5th ed. Thousand Oaks, CA: Sage.
- Mertens, D. M. (2009). *Transformative research & evaluation.* NY: Guilford..
- Mertens, D.M., Cram, F., & Chilisa, B. (Eds.) (2013). *Indigenous pathways.* Walnut Creek, CA: Left Coast Press.

Resources



- [Transformative Research and Evaluation, Research and Evaluation in Education and Psychology 5th ed. and Program Evaluation Theory and Practice 2nd ed.](#)
Website:
<http://transformativeresearchandevaluation.com/>
- Center for Culturally Responsive Evaluation and Assessment ([CREA](#))
- Bagele Chilisa, Professor at the University of Botswana, [Indigenous Research Methodologies](#)
- Maori community in New Zealand: [Decolonizing Methodologies: Research and Indigenous Peoples](#)
- AEA TIGs (www.eval.org): Feminist, Disability, LGBTQ, Multi-Cultural Issues in Evaluation, and Indigenous

Homework



- What will you do differently as a result of having participated in this session?
- It takes all of us working together (Eleanor Roosevelt)
- Donna.mertens@gallaudet.edu



Questions?



Closing

Jordan Tate Thomas,
NICHQ

Up Next



Federal Activities Complementary to Healthy Start Efforts

Beginning at 4:30 p.m. EST

