Civic Canopy Summit

Denver, Colorado

1:15-3:15

November 28 2018

Principles Focused Evaluation

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Our Agenda Today

Opening

Conversation #1: Foundations

Conversation #2: Understanding Principles

Conversation #3: Crafting Principles

Conversation #4: Evaluating Principles

Conversation #5: Conflicting Principles

Questions

Closing

TRIADS

What questions are you bringing to today's session?

Foundations

Illustration #1

Mentoring

Evolving Evaluation

Traditional
- Grants
- Projects & Programs
- Clusters of grants
- Goal attainment
- Outcomes
- Implementation

Generating…
- Lessons
- Recommendations

Next Generation
- Mission fulfillment
- Strategy
- Advocacy campaigns
- Policy change
- Systems Change
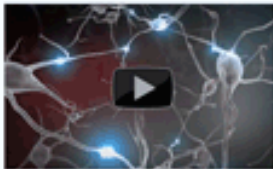- Complex dynamic interventions

THE 6 PRINCIPLES FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS™

11.2 Principles of Sports Training

1. The Principle of Continuity
2. The Principle of Overload
3. The Principle of Individual Differences
4. The Principle of General & Specific Preparation
5. The Principle of Progression
6. The Principle of Specificity
7. The Principle of Active Involvement
8. The Principle of variety
9. The Principle of warm up & cool down
10. The Principle of Rest & recovery
11. The Principle of Ensuring results
12. The Principle of Cyclicity

Google's Nine Principles of Innovation

Innovation comes from everywhere	Focus on the User	Bet on Technical Insights
It is the job of everyone to innovate, from top to bottom and many times, by allowing each employee the opportunity to contribute to big innovative ideas, you will get some surprising results.	Solve customer problems. Design a beautiful and useful user experience, and the revenue will follow.	Think about whether your business has any unique insights or information assets that can be used and combined to innovate something new
Launch and Iterate Ship your products out to market early and often rather than waiting until they are absolutely perfect to take them to market. The most important button on any product is the feedback button.	**Think 10X** If you improve your process a little each day, you only achieve incremental progress. Innovative change means you need to think about how to change things by 10X	**Default to open** By opening up your development to the world, you are tapping into a huge community of all the top 1% minds in the world.
Fail Well If you don't fail often, you're not pushing the boundaries of innovation. Failure is a badge of honor. Be honest about it and fail	**Have a Mission that Matters** The most important principle for innovation in your organization is having a mission that people can believe in. Having a sense of mission and	**20% Time** Give your employees 20% of their time to focus on the items they are most passionate about. This truly allows everyone in the organization the time to act on their innovative spirit.

Three Core Concepts in Early Development

Experiences Build Brain Architecture

Serve & Return Interaction Shapes Brain Circuitry

Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child 🛡 HARVARD UNIVERSITY

Shared Principles of Primary Care

PERSON & FAMILY CENTERED

CONTINUOUS

COMPREHENSIVE & EQUITABLE

TEAM BASED & COLLABORATIVE

COORDINATED & INTEGRATED

ACCESSIBLE

HIGH VALUE

Mandela-Tutu Principles of Truth & Reconciliation

- Bring together the oppressor and the oppressed

- Speak the truth to each other

- Confession

- Forgiveness

- Reconciliation

9

The latest addition to the field of evaluation.

- The principles is the unit of analysis and the evaluation focus:

  the evaluand
  Approach to programming
  Way to navigate complex dynamic systems
  Approach to evaluation

Principles-
Focused
Evaluation
The GUIDE

Quinn Patton

Podcast

https://www.betterevaluation.org/en/events/webinar/principles-focused-evaluation

Baseline

- Identify a principle that informs and guides your life choices and decisions. Any kind of choice. Work. Family. Money. Relationships. Faith. Any principle.

- *Write it down.*

- That's your baseline, your starting point, *your first principle*. See if it changes, or your approach to following it changes, as we work on principles-focused evaluation today.

Understanding Principles

Principles

- Provide direction but not detailed prescription
- Are grounded in values about what matters
- Are based on evidence about how to be effective
- Must be interpreted and applied contextually,
- Require judgment in application
- Inform choices at forks in the road
- Are the rudder for navigating complex dynamic systems
- Point to outcomes and impacts
- Can be evaluated for both process (implementation) -- **and results**

DRIVING

RULE:

PRINCIPLE

STOP

DEFENSIVE
DRIVING

RECIPES vs PRINCIPLES

REPLICATION RECIPE

Add 1/4 teaspoon of salt

ADAPTIVE PRINCIPLE
Season to taste & situation

Exercise

Rule:

30 minutes of aerobic exercise each day

Principle:

Exercise regularly at a level that supports health and is sustainable given your health, life style, age, and capacity.

EVALUATION

Rule (Contract obligation)

Deliver the report on time: the date specified in the contract.

U-FE Principle

Target deliver of findings to be timely and useful for informing decisions and learning opportunities.

Monitor situational developments that may affect timeliness.

Crafting Principles

Illustration #2

Poverty Reduction

Vibrant Communities, Canada

What are the 5 components of Vibrant Communities?

In April 2002, fifteen communities and the three national sponsors met for a three day forum in Guelph, Ontario to create Vibrant Communities. They jointly developed an experiment designed to test a "new" way to tackle poverty in a way that acknowledged the complex nature of poverty and the challenge of achieving scale in poverty reduction efforts. The new way was not a model, but rather a set of five core principles that local communities agreed to follow in mounting locally unique campaigns:
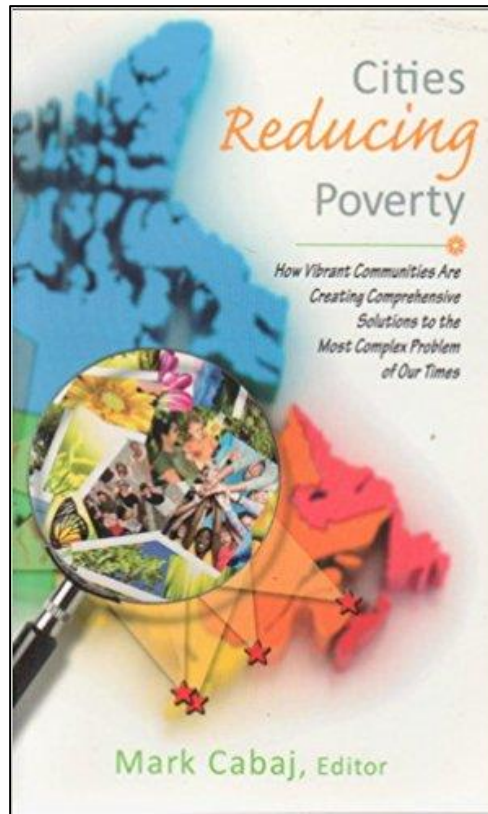
Principles

1. Poverty Reduction – focus on reducing poverty as opposed to alleviating the hardships of living in poverty

2. Comprehensive Thinking & Action – address the inter-related causes of poverty rather than its individual symptoms

3. Multisectoral Collaboration – engage individuals and organizations from at least four key sectors – business, government, non-profit and persons who've experienced poverty – in a joint effort rather than one sector

4. Community Asset-Building – build on community strengths rather than focusing on its deficits

5. Learning & Change – embrace a long term process of learning and change rather than simply undertaking a series of specific interventions
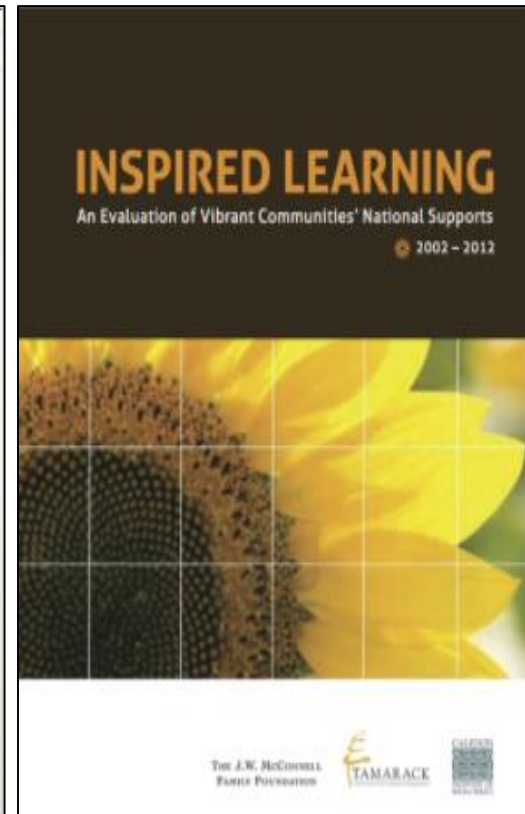
Reports
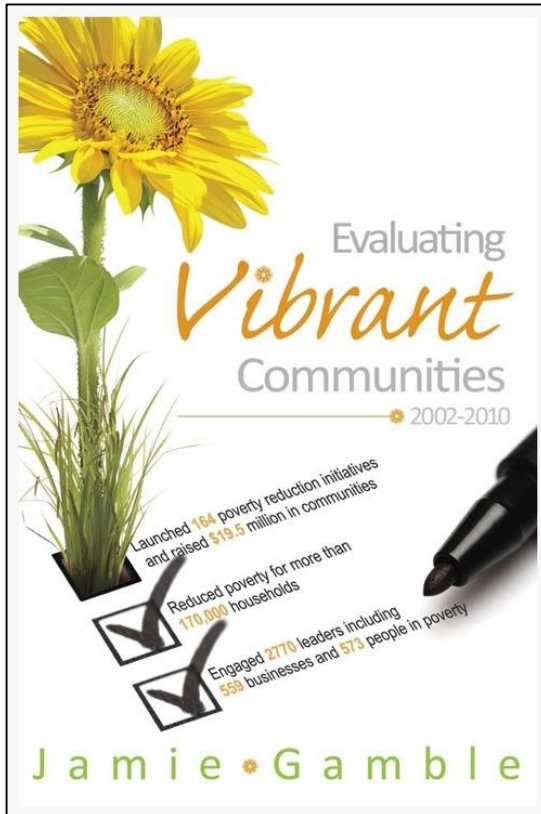
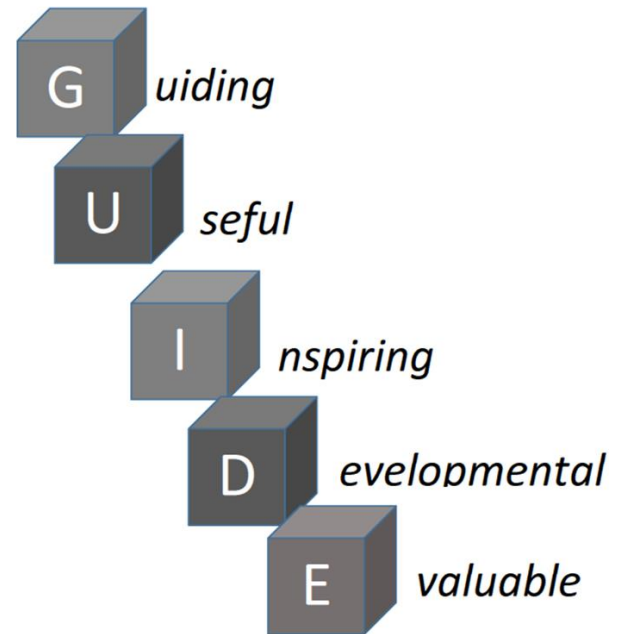| Results, Principles & Learning | Six Case Studies | Learning Supports |

Framework

SMART Goals

GUIDE Framework

GUIDE Framework for Effectiveness Principles

S — pecific
M — easurable
A — chievable
R — ealistic
T — imely

G — uiding
U — seful
I — nspiring
D — evelopmental
E — valuable

Note: R is sometimes *Relevant* rather than Realistic; T is sometimes *Time-bound*, not Timely.

G **Guiding**
- Prescriptive -- provides advice and guidance
- Directional -- specifies direction and informs priorities
- Effectiveness-oriented (active verb wording) -- "Do this..." to be effective
- Distinctive from its opposite or alternative

U **Useful**
- Points toward desired results
- Describes how to be effective
- Supports making choices and decisions
- Utility resides in being interpretable, doable, feasible, and actionable

I **Inspiring**
- Values-based, ethically grounded
- Meaningful
- Is important, evokes a sense of purpose

D **Developmental**
- Context sensitive
- Complexity adaptable
- Enduring (not time-bound)

E **Evaluable**
- Can document & judge whether it is followed
- Can document & judge what results
- Can determine if it takes you where you want to go

Lets Turn These Into 'GUIDE' Principles: Use 'active' verbs

- Caring
- Honesty
- Health
- Responsibility
- Inclusiveness
- Respect

Toronto

®

"Principles are like prayers. Noble, of course, but awkward at a party."

Lady Crawley, the Dowager Countess, Downton Abbey

Evaluating Principles

The Three PFE Questions

1. To what extent and in what ways is the principle meaningful to those to whom it is meant to provide guidance?

2. To what extent is the principle adhered to?

3. If adhered to, to what extent and in what ways does it lead to desired results?

Illustration #3

Paris Declaration on Aid Effectiveness

AID WORKS WHEN WE WORK TOGETHER

The Paris Declaration on Aid Effectiveness

The Paris Declaration (2005) is a practical, action-oriented roadmap to improve the quality of aid and its impact on development. It gives a series of specific implementation measures and establishes a monitoring system to assess progress and ensure that donors and recipients hold each other accountable for their commitments. (OECD)

The Paris Declaration outlines the following five fundamental principles for making aid more effective:

Paris Declaration Principles

1. Ownership: *Developing countries set their own strategies for poverty reduction, improve their institutions and tackle corruption.*

2. Alignment: *Donor countries align behind these objectives and use local systems.*

3. Harmonisation: *Donor countries coordinate, simplify procedures and share information to avoid duplication.*
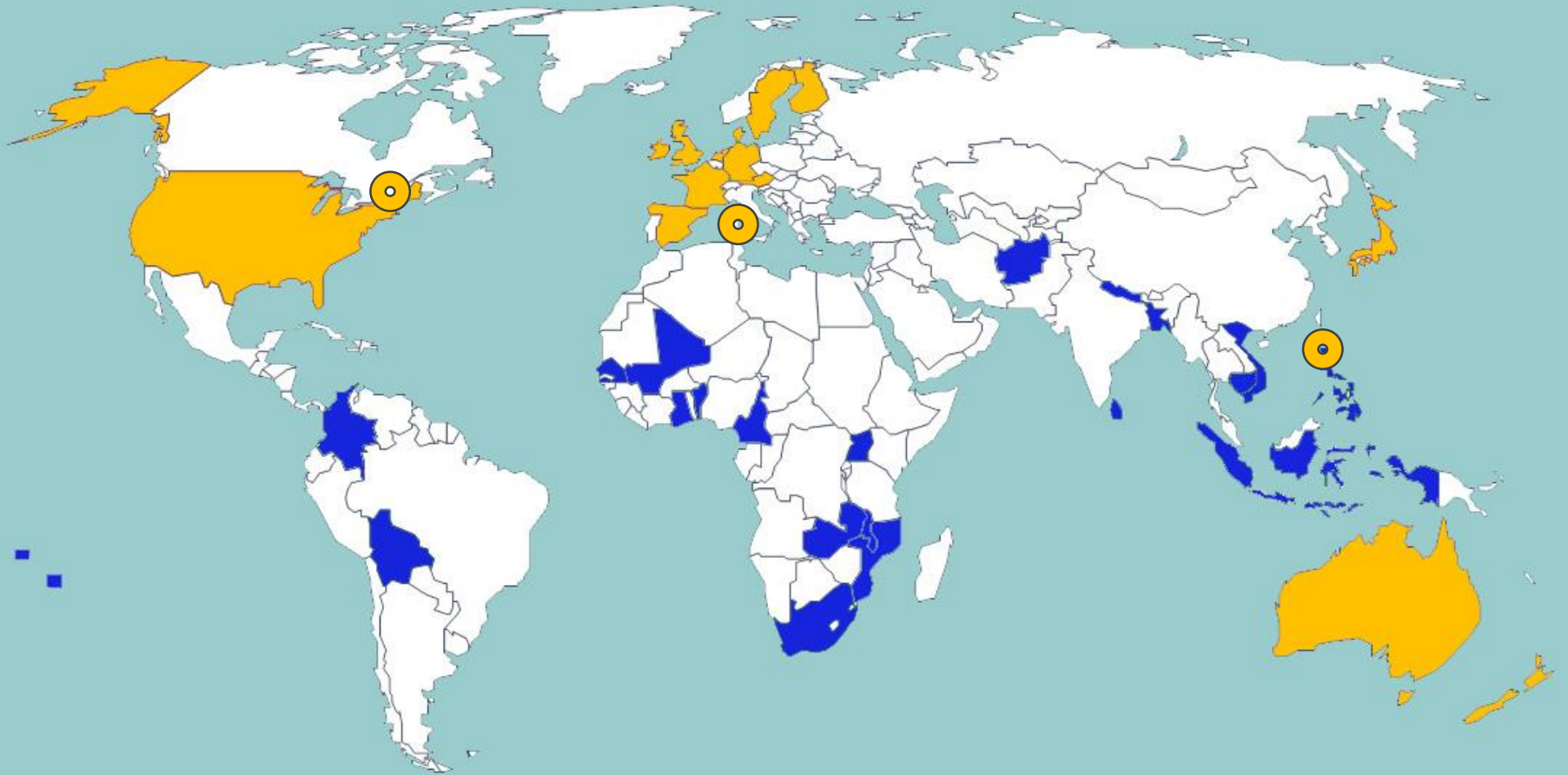
4. Results: *Developing countries and donors shift focus to development results and results get measured.*

5. Mutual accountability: *Donors and partners are accountable for development results.*
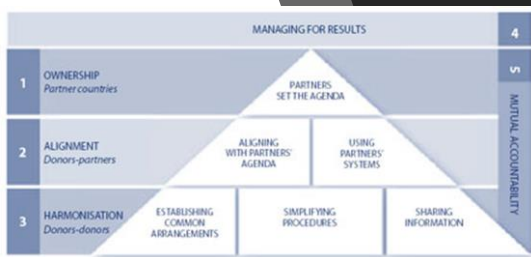
Relationships: Country Evaluations & Donor Studies

CORE INTERNATIONAL EVALUATION TEAM

MANAGING FOR RESULTS — 4

1 OWNERSHIP
Partner countries — PARTNERS SET THE AGENDA

2 ALIGNMENT
Donors-partners — ALIGNING WITH PARTNERS' AGENDA — USING PARTNERS' SYSTEMS

3 HARMONISATION
Donors-donors — ESTABLISHING COMMON ARRANGEMENTS — SIMPLIFYING PROCEDURES — SHARING INFORMATION

5 MUTUAL ACCOUNTABILITY

Evaluation metrics

- Distance
- Direction
- Speed

- **Country ownership** has advanced farthest

- **Alignment** and **harmonization** improved unevenly.

- **Mutual accountability** and **managing for results** lagging most

- Action on mutual accountability is now **the most important need** - backed by transparency and a realistic acceptance and management of risks

OVERALL FINDINGS

Transparency & Dissemination:
Full reports and supporting materials

All documents from the Evaluation, including the full country evaluations and donor studies, can be found

in English, French and Spanish

on

www.busanhlf4.org

and

www.oecd.org/dac/evaluationnetwork/pde

These sites also have links to a number of videos illustrating key aspects of the Paris Declaration and the Evaluation

Report Template

- What is the principle?

- Why does the principle matter?

- What are the evaluation findings and data on 3 evaluation questions?

    - Meaningful?

    - Applied? Where best? Where weak? Why?

    - Contribute to a bigger result or goal?

- What are the implications for refining principles or adjusting practices?

Exercise

Lets review a key principle from your work using this template.

Conflicting Principles & Practices

Illustration #4

Homelessness Youth Collaborative

- Three emergency shelters
- Two drop-in centers
- One street outreach collaborative
- Two counties in the Twin Cities metro

Principles-focused evaluation

1. Identified principles in draft form
2. Collaboratively identified fourteen youth
3. Interviewed youth, reviewed their case file, interviewed a nominated staff person
4. Synthesized information and wrote case stories
5. Reviewed stories with the youth
6. Analyzed stories, looking for principles and emergent themes

PRINCIPLES FOR WORKING WITH HOMELESS YOUTH

1. *Journey oriented.* Interact with youth to help them understand the interconnectedness of past, present, and future as they decide where they want to go and how to get there.

2. *Trauma-informed care.* Recognize that all homeless youth have experienced trauma; build relationships, responses, and services on that knowledge.

3. *Nonjudgmental engagement.* Interact with youth without labeling or judging them on the basis of their background, experiences, choices, or behaviors.

4. *Harm reduction.* Contain the effects of risky behavior in the short term, and seek to reduce its effects in the long term.

5. *Trusting youth–adult relationships.* Build relationships by interacting with youth in an honest, dependable, authentic, caring, and supportive way.

6. *Strengths-based approach.* Start with and build on the skills, strengths, and positive characteristics of each youth.

7. *Positive youth development:* Provide opportunities for youth to build a sense of competency, usefulness, belonging, and power.

8. *Holistic.* Engage youth in a manner that recognizes that mental, physical, spiritual, and social health are interconnected and interrelated.

#1: Journey Oriented

Interact with youth to help them understand the interconnectedness of past, present and future as the decide where they want to go and how to get there

The opposite
Immediate outcomes focus: housing

#2: Trauma-Informed

Recognize that most homeless youth have experienced trauma; build relationships, responses, and services on that knowledge

The opposite
Standards of behavior; compliance with rules

#3: Non-Judgmental

Interact with youth without labeling or judging them on the basis of background, experiences, choices or behaviors

Harm Reduction

Contain the effects of risky behavior in the short-term and seek to reduce its effects in the long-term

The opposite: Zero tolerance

- [Rahim's] not going to send me to the next man, put me onto the next person's caseload. He just always took care of me.[…]I honestly feel like if I didn't have Rahim in my corner, I would have been doing a whole bunch of dumb shit. I would have been right back at square one. I probably would have spent more time in jail than I did. I just felt like if it wasn't for him, I probably wouldn't be here right now, talking to you.

-Thmaris

#5 Trusting Youth-Adult Relationships

True caring by staff is profoundly important to youth.

Build relationships by interacting with youth in an honest, dependable, authentic, caring and supportive way

And you be like, "Okay, I have all this on my plate. I have to dig in and look into [the choices I'm making] to make my life more complete." And I felt that on my own, I really couldn't. Not even the strongest person on God's green Earth can do it. I couldn't do it. So I ended up reaching out to [the youth shelter], and they opened their arms. They were like just, "Come. Just get here," and they got me back on track.

-Pearl

If I was to sit in a room and think about, like, everything that happened to me or I've been through, I'll get to cryin' and feelin' like I don't wanna be on Earth anymore—like I wanted to die. When I talk to somebody about it, it makes me feel better. The people I talk to about it give me good advice. They tell me how much they like me and how [good] I'm doin'. They just put good stuff in my head, and then I think about it and realize I am a good person and everything's gonna work out better.

-Maria

How this is different

The opposite of this principle (*trusting adult-youth relationships*) is to;

focus on the transaction (ex: help with GED preparation, help with resume writing, help applying for housing) while minimizing opportunities for relationships to develop.

Conflicting Principles & Practices

What would you do?

Opening it Up

Opening it Up

1. Take 10 minutes to share your questions.

2. Take 5 minutes to land on three significant questions.

3. **One question per card.**

4. We'll chat about them.

Podcast

https://www.betterevaluation.org/en/events/webinar/principles-focused-evaluation

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Conversation #3: Crafting Principles

Conversation #4: Evaluating Principles

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Closing

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