



Evaluation Proposal for Caldera's Youth Program

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1.0 Guiding Principles

Data Justice Approach:

This evaluation is centered on the principle of data justice with the aim of addressing historical injustices perpetuated through data collection and dissemination. [Research & Data Justice](#)

Systematic Inquiry:

We will conduct a thorough, methodical, and contextually relevant inquiries, ensuring comprehensive assessment of the program's impact on historically marginalized communities. [Guiding Principles \(eval.org\)](#)

Common Good and Promoting Equity:

We shall prioritize the equitable treatment of data, ensuring that historically marginalized communities, are represented and empowered throughout the evaluation process. [Guiding Principles \(eval.org\)](#)

Respect for People:

We work to maximize benefits and minimize risks for groups and individuals associated with the evaluation. We will ensure that those who contribute data do so willingly and have the opportunity to amplify and empower their voices. [Guiding Principles \(eval.org\)](#)

Integrity:

We uphold honesty and transparency in our communication, ensuring that evaluation procedures are accurately described, and that data and findings are presented truthfully and comprehensively. [Guiding Principles \(eval.org\)](#)

2.0 Positionality Statement

As a diverse evaluation team, we recognize the impact of our varied backgrounds. Recognizing historical injustices, we aim to amplify marginalized voices, including those of BIPOC youth and underserved rural communities.

Through reflexivity, we critically examine our own biases and privileges, ensuring that this evaluation promote equity, transparency, and accountability for positive social change.



3.0: Introductory Overview

3.1 Overview of Caldera

- A nonprofit organization with headquarters in Portland, Oregon.
- Established in 1996 by Dan Wieden and his family with a focus on the strengths of youth and communities.
- **Mission:** "To inspire and support youth from underserved rural and urban communities by awakening the potential of their creative voice".
- Promotes racial equity and inclusion by cultivating an "inclusive creative community that welcomes marginalized voices and historically excluded people and groups."
- Has engaged over 15,000 youth through direct work, summer camps, school-wide assemblies, performances, and exhibitions since inception.



3.2 The Youth Program

- A no-cost, year-round Youth Program that fuses the arts, environment, and mentorship to cultivate a young person's regular creative practice in a variety of artistic mediums and support their emotional and mental health.
- Engages underserved middle and high school youth in the Portland Metro area and rural Central Oregon, with an emphasis on Black, Indigenous, and People of Color (BIPOC) and under-resourced rural residents.
- Aid learners in building a sustainable future through immersive creative learning experiences and the long-term support of dependable mentors.
- Program Components: Mentorship Weekend Intensives and Camp Caldera



3.2 Understanding the Evaluation Needs

To effectively evaluate Caldera's Youth Program and address the overarching strategic question “*What can creativity do when applied in everyday life to solve our community's most pressing challenges, one learner at a time?*,” the evaluation will focus on;

- Program Outcomes and Impacts
- Data Justice
- Racial Equity, Inclusion and Culturally Responsiveness
- Freedom of Expression
- Creativity

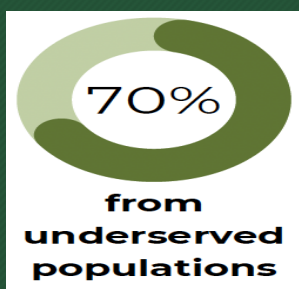


3.4 Situation Analysis, Oregon

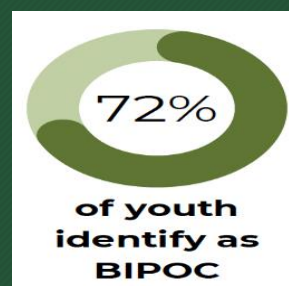
- ❑ Population is 4.2 million in 2020, up 10.6% from 2010 ([US Census Bureau, 2021](#)).
- ❑ Diversity Index (46.1%): White alone, not Hispanic or Latino (71.7%); Black or African American alone, not Hispanic or Latino (1.9%); American Indian and Alaska Native alone, not Hispanic or Latino (0.1%); Asian alone, not Hispanic or Latino (4.5%); Native Hawaiian and Other Pacific Islander alone, not Hispanic or Latino (0.4%); Some Other Race alone, not Hispanic or Latino (0.5%); Two or More Races, not Hispanic or Latino (6.1%); Hispanic or Latino (13.9%) ([US Census Bureau, 2021](#)).
- ❑ Age: Under 18 (20.5%); 18 and over (79.5%) ([US Census Bureau, 2021](#)); Persons 65 years and over (19.2%) ([US Census Bureau, n.d.](#)).



3.5 Caldera's Youth Participants Characteristics



Racial demographics: 72% are BIPOC, including Multiracial (20%), Latino (18%), Indigenous American (16%), African American (13%), Asian (4%), Pacific Islander (1%). 28% are White ([AEA Student Evaluation Case Competition, 2024](#)).



Underserved populations: 70% are from underserved populations, including youth who are eligible for free and reduced lunch, from low-income families, or in the foster care system ([AEA Student Evaluation Case Competition, 2024](#)).



Geography: 60% are from Central Oregon, and 40% are from the Portland Metro area. ([AEA Student Evaluation Case Competition, 2024](#)).



Gender identity: female (64%), male (22%), non-binary (9%), and gender fluid/self-described (5%) ([AEA Student Evaluation Case Competition, 2024](#)).

3.6 Arts Education

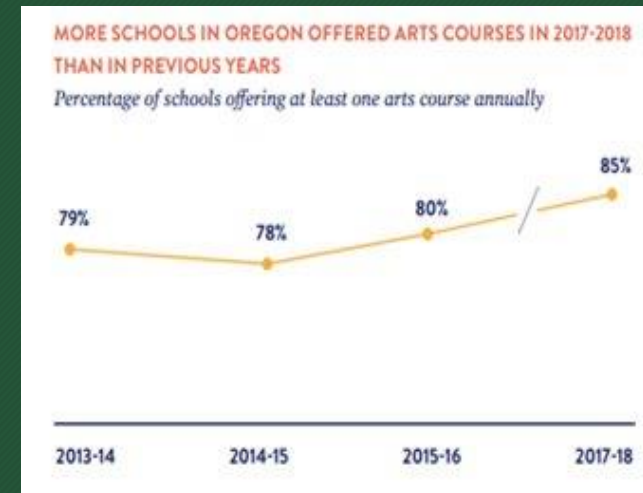
United States

There are 2,095,538 students in 5,041 K-12 public schools in the US without access to arts education (dance, music, theatre, visual arts, Media Arts, other) for the 2018/2019 school year. Despite 92% having access to music education, a disproportionate number of students without access to music and arts education are in urban or rural areas, schools with high free/reduced-price meal eligibility, and predominantly Black, Hispanic, or Native American populations. [National Arts Education Status Report 2019](#)

Oregon

"Students in Oregon do not have equitable access to arts education, despite its known benefits". In the 2017-2018 academic year, around 85% of schools in Oregon provided at least one arts course to some students, marking a modest yet significant rise compared to previous years, as depicted in the graph. [oregon arts education snapshot2019.pdf \(oregoncf.org\)](#)

In Oregon 36 counties, 179 schools reported offering zero arts courses, six counties reported offering at least one art course, At least one school did not report any arts courses. [Oregon Community Foundation \(oregoncf.org\)](#)



Source: [oregon arts education snapshot 2019.pdf \(oregoncf.org\)](#)

4.0 Partner Analysis and Engagement

4.1: Partner Engagement

Level of Partners	Name of Partners	Role	Mode of Engagement	Ethical Considerations
Primary Partners	Learners	Key informants providing firsthand feedback on their experiences and needs	Focus groups, art-based feedback sessions, and digital storytelling	<ul style="list-style-type: none"> Informed Consent from learners and guardians.
	Program staff	Co-developing evaluation goals, methods and questions.	Regular meetings and workshops	<ul style="list-style-type: none"> Training and Awareness on ethical standards Address potential conflict of Interest
	Schools and community Organizations	Partnership, collaboration, and providing feedback.	Collaborative forums.	<ul style="list-style-type: none"> Collaboration Agreements detailing each party's roles, responsibilities,
	Subject matter experts (Professional artists, Environmentalists, mentors, naturalists)	Provide Indepth knowledge, context and insights	Collaborative forums and shared platforms for discussion and feedback	<ul style="list-style-type: none"> Expertise and Bias
	Funders	Support and guide the evaluation.	Structured briefings and consultative meetings.	<ul style="list-style-type: none"> Transparency of program goals and open communication.
	School Counsellors	Providing information and feedback.	Focus group discussions	<ul style="list-style-type: none"> Support Roles. Referrals and Reporting.
Secondary Partners	Alumni & Peer Mentors	Provide feedback on experiences, highlighting successes, challenges and areas of improvements	Focus group discussions,	<ul style="list-style-type: none"> Role Clarity Training
	Families of learners and Communities	Providing feedback	Family workshops and feedback sessions	<ul style="list-style-type: none"> Engagement and Consent Cultural Sensitivity

4.2 Communication and Intended Use

Primary Intended User	Evaluation Information Needed	Channel of Communicating Evaluation Findings	Time of Sharing the Evaluation Information	Intended use of Evaluation Information
Funder	Program impact; Effectiveness of program in achieving its objectives.	Abridged report, Formal reports and presentations.	After key milestones and at program end.	To assess return on investment, inform strategic planning, and decide on future funding.
Subject matter experts (Professional artists, Environmentalists, mentors, naturalists)	Impacts of partnerships.	Community meetings, emails, social media, newsletters.	Regular updates throughout the program	To enhance collaboration and adapt strategies for partnerships.
Learners	Satisfaction with the program.	Direct feedback sessions, social media.	At the end of specific activities/events.	To improve youth engagement in the program.
Program staff	Program implementation feedback, areas for improvement.	Internal meetings, evaluation report.	Continuously and post-evaluation.	Program improvement.
Schools and community Organizations.	Educational outcomes, integration with curricular activities	Workshops, academic conferences	During and at the end of the program	To integrate findings into educational curricula and policies
Families of learners and communities.	Feedback on program	Feedback sessions.	At the end of the evaluation	To support the program.

5.0 Logic Model

Program Goal: To inspire and empower BIPOC youth and underserved communities by nurturing their creative voices and fostering personal growth.

Inputs: <i>Resources</i>	Activities:	Outputs:	Outcomes- Impact		
			Short-Term	Mid-Term	Long-Term
<ul style="list-style-type: none"> - Funds. - mentors, artists, environmentalists, community partners. - Facilities -Materials -Caldera Program staff 	<ul style="list-style-type: none"> - Youth Recruitment - Art Workshops -Mentorship sessions -Environmental learning sessions -Community building activities -Summer learning programs 	<ul style="list-style-type: none"> - # youths recruited - # of Arts Workshops - # of Mentorship Sessions - # Environmental learning sessions - # of learners attending programs 	<ul style="list-style-type: none"> - Increased participation rates - Enhanced artistic skills and environmental awareness - Improved social interactions and community connections. -Increases in academic interest and performance 	<ul style="list-style-type: none"> -Increased creativity -Self-efficacy, -Confidence, -Belonging, -personal and leadership skills, -Strengthened relationships with mentors and peers, - Ongoing academic improvements and career exploration in creative fields 	<ul style="list-style-type: none"> - Improved personal growth (Career path and choice, Job attainment and Leadership skills) -Improved racial equity, inclusion and Freedom of expression -Improved racial equity, inclusion and Freedom of expression -Community Transformation

Assumptions	External Factors
<ul style="list-style-type: none"> •Community Support: Ongoing engagement and support from community, schools, and organizations. •Cultural Receptivity: Arts and environmental education are valued within the communities served. •Positive Environment: A supportive and inclusive environment facilitates personal growth. 	<ul style="list-style-type: none"> •Economic Stability: Economic changes could affect funding and community priorities. •Community Dynamics: Shifts in demographics or community interests could influence participation. •Social Movements: Emerging social movements could either bolster or challenge program goals.

Narrative Explanation of the Program Logic Model

Foundation and Resources	Essential inputs like mentors, artists, and partnerships underpin the program's activities, equipping it to foster creative and environmental engagement.
Activating Change	Activities such as workshops and mentorship sessions provide platforms for creative expression and environmental learning, engaging youth deeply with their communities.
Visible Markers of Progress	Outputs like increased participation rates and number of workshops illustrate the program's effective reach and educational impact.
Evolving Outcomes	Short-term gains in skills and engagement lead to mid-term developments in creativity, confidence, and community ties, setting the stage for significant personal growth.
Long-Term Vision	Long-term impacts include alumni advancing in education and careers, enhanced community leadership, and transformative social contributions.
Navigating Assumptions and External Influences	Assumptions about resource stability and community support guide the program, which adapts to external factors like economic shifts or policy changes to sustain its impact.

6.0 Evaluation Matrix

- Theoretical Approach:

We adopt a transformative evaluation approach that aims not just to assess but also to empower and engage participants and promote equity and inclusion.

- Evaluation Methodology:

This evaluation incorporates a mixed methods approach to ensure a robust and balanced assessment. This methodology has been tailored to align with the specific contexts and needs of our program, aiming to provide actionable insights and foster continuous improvement.

- Sampling Strategy:

Our sampling strategy is designed to be inclusive and representative, capturing a wide range of perspectives and experiences within the program's scope. This strategy helps in mitigating biases and enhances the reliability and applicability of our evaluation outcomes.



CONT'D.

- Integration:

Our evaluation approach integrates multiple data sources and perspectives, synthesizing information from both direct program interactions and broader community impacts. This integration allows for a holistic view of the program's influence and effectiveness, connecting micro-level outcomes with macro-level implications.

- Ethical Considerations:

We adhere to a strict ethical standards throughout the evaluations process. This includes ensuring the confidentiality and anonymity of participants, obtaining informed consent, and employing non-intrusive data collection techniques. Our ethical approach is guided by the principles of respect, responsibility, and reciprocity towards all partners.

- Data Justice:

Central to this evaluation is the principle of data justice, which seeks to treat all data and derived insights with fairness, especially regarding marginalized and historically underrepresented groups. This involves careful consideration of how data is collected, analyzed, and used, ensuring that our evaluation practices do not perpetuate inequality but rather promote equity and inclusion.



Evaluation Question 1:
How has the program impacted youth personal growth?

Sub Questions	Indicator/Performance Measure	Method	Data collection Method and Approach	Source of Data/ Means of Verification	Data Analysis Plan
How do youth describe the impact of the program on their personal growth?	Career path and choice, Job attainment and Leadership skills	Qualitative	Semi-structured interviews, Document Analysis, and focus groups to explore personal experiences and perceptions.	Interviews with participants; Focus group discussions with students; Program Documents	Thematic analysis to identify common themes and patterns in qualitative responses.
To what extent has the program impacted youth personal growth?	Extent of personal growth	Quantitative	Surveys and structured assessments conducted before and after program participation.	Pre- and post-program assessment results; Survey data collected from participants.	Descriptive statistics to calculate mean improvements; Paired t-tests to assess statistical significance of changes.

Evaluation Question 2:

What are the impacts of the program's on enhancing creative voices of BIPOC youth and individuals in underserved rural communities?

Sub Question	Indicator/Performance Measure	Method	Data collection Method and Approach	Source of Data/ Means of Verification	Data Analysis Plan
What are the lived experiences and perceptions of BIPOC youth and individuals from underserved rural communities on enhancement of creative voices?	Participant perspectives on creative voices	Qualitative	Focus groups, in-depth interviews, and participant observation	Direct feedback from program learners and other partners; Recorded interviews; Observational notes; learners creations	Thematic analysis to identify common themes and patterns in perceptions and experiences.
To what extent does the program contribute to enhancement of creative voices of BIPOC youth and individuals from underserved rural communities?	<ul style="list-style-type: none">The extent of enhancement of creative voices among BIPOC youth and rural individuals.	Quantitative	Review of program records; surveys.	Program records, and Survey Reports	<ul style="list-style-type: none">Descriptive statistics to calculate percentages and compare the enhancement of creative voices to general learners.Inferential Statistics to determine the extent.

Evaluation Question 3:

What impact has the program had on advancing racial equity, inclusion and freedom of expression?

Sub Questions	Indicator/Performance Measure	Method	Data collection Method and Approach	Source of Data/ Means of Verification	Data Analysis Plan
What changes have been observed in attitudes, perceptions and behaviors related to equity, inclusion, and freedom of expression?	Changes in attitudes and perceptions towards racial equity; behavioral changes in inclusion practices and freedom of expression.	Qualitative	Focus groups, interviews, ethnographic studies, and observational studies.	Program participants, program staff, community members	Thematic analysis to identify patterns and trends in attitudes and perceptions; content analysis of observed behaviors
To what extent has the program contributed to reducing racial disparities?	Level of access to opportunities; pre- and post-program; comparison of opportunity of access.	Quantitative	Surveys	Program records, community surveys, Racial equity index	Descriptive and inferential statistics to compare pre- and post-program levels of access and measure disparities.

Evaluation Question 4:
How has the program impacted community transformation?

Sub Questions	Indicator/Performance Measure	Method	Data collection Method and Approach	Source of Data/ Means of Verification	Data Analysis Plan
what are the experiences and perceptions of communities and partners on how the program has contributed to community transformation?	communities and partners self-reported perceptions of the program contribution to community transformation.	Qualitative	Semi-structured interviews, focus groups	Program participants, Interview Reports,	Thematic analysis to identify common themes and perceptions related to freedom of expression
How has the youth program impacted community transformation?	community crime rate; environmental quality; employment rate; education attainment levels; literacy level.	Quantitative	Surveys; secondary data.	Survey report from participants; community crime records; employment records; education record.	Descriptive statistics for survey data; secondary data analysis

Evaluation Matrix Narrative

- The evaluation of Caldera's Youth Program embraces a mixed-methods design grounded in a Transformative Evaluation Approach, which focuses on harnessing and elevating the inherent strengths and resources of BIPOC youth and rural communities. This approach integrates quantitative tools such as surveys and assessments, which capture vital data on program engagement and outcomes, highlighting the assets and capacities participants bring to and develop through the program.
- Qualitative methods, including interviews and focus groups, are utilized to explore how the program builds upon existing community strengths and individual talents, fostering personal and collective growth, and cultural responsiveness. These methods provide deeper insights into how participants leverage their newfound skills and resources to impact their communities positively.



CONT'D.

- Data sources are carefully selected to mirror the diverse strengths across participants and community settings, encompassing program records, participant feedback, and community surveys. The timing of data collection aligns with critical milestones in the program's implementation, enabling the evaluation to capture both the immediate benefits and the sustainable impact facilitated by the program.
- Analysis techniques are specifically chosen based on the nature of the data, with statistical methods applied to quantify engagement levels and outcome metrics, while thematic analysis is used to identify and elaborate on the key themes that emerge from the narrative data. This dual approach ensures the findings are not only statistically sound but also rich with contextual depth, reflecting the community's and participants' assets in line with the Asset-based Approach principles.

Anticipated Challenges and Mitigation Strategies

Anticipated Challenges	Mitigation Strategies
Inclusively engaging BIPOC and rural youths	Build strong community partnerships for better outreach
Upholding data justice principles such as privacy and unbiased data interpretation	Establish strict data governance protocols
Accessibility of quality data	Quality and reliable data; multiple data collection method; training data collectors.
Equitable resource distribution to meet diverse needs	Create flexible plans for managing fluctuating resources
Adapting the evaluation framework to dynamic goals and contexts	Enhance accessibility with remote participation options and transport support



Caldera Strategic Question Answered!

Strategic Question

“What can creativity do when applied in everyday life to solve our community's most pressing challenges, one learner at a time?”

Our View!

We seek to DIRECTLY answer the Caldera's strategic question through the evaluation question 4 which looks at the impact of the program on community transformation.

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AEA365 Blog post on avoiding the term stakeholder - <https://aea365.org/blog/best-of-aea365-as-an-evaluator-do-i-use-words-e-g-stakeholder-that-can-be-harmful-to-others-by-goldie-macdonald-anita-mclees/>

[Guiding Principles \(eval.org\)](https://www.eval.org)

programming - <https://files.eric.ed.gov/fulltext/EJ1271548.pdf> 7.evaluation - <https://www.acacamps.org/article/camping-magazine/five-trends-camp-evaluation>

equity, inclusion, and racial justice - <https://www.aecf.org/blog/racial-justice-definitions>