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A recording of this webinar will be available online at www.pathwaysrtc.pdx.edu
More than a nice thing to do: Using Practice-Based Evidence for Outcome Evaluation in Native Youth Programs

Presented by:
Terry L. Cross, MSW, ACSW, LCSW, Executive Director, NICWA
Project Overview

• Practice-Based Evidence: Building Effectiveness from the Ground Up

• Ten-year collaborative effort between the Native American Youth and Family Center (NAYA), National Indian Child Welfare Association (NICWA), and the Research and Training Center on Family Support and Children’s Mental Health (RTC)

• To develop strategies for documenting the effectiveness of NAYA’s services
Project Overview – Purposes

• To develop strategies for documenting the effectiveness of NAYA’s services

• To develop a process for conducting evaluation based on known “good outcomes” of community-based programs.

• To enhance the transition to adulthood experience of Native youth (new)
NICWA
• Terry Cross, Sarah Kastelic, Jennifer Rountree

NAYA
• Cori Matthew, Travis Rice, Nichole Maher, Ashley Thistrup

PSU
• Barbara Friesen, Kris Gowen, Abby Bandurraga, Pauline Jivanjee
Our Mission
…to enhance the diverse strengths of our youth and families in partnership with the community through cultural identity and education.
Rationale

To demonstrate the effectiveness of agency-wide services and the organization as a whole.

- To respond needs within the urban AI/AN community in Portland, Oregon
- To begin providing an evidence base for culturally rooted interventions for Native youth
- To develop a methodology for community based organizations to evaluate their own programs
- To enable the agency to receive state funding for services
  - Accelerated by state and federal requirements for evidence-based practices (e.g. Oregon SB 267)
Our Philosophy

Respect for indigenous knowledge
• Community defined effectiveness
• Relational World View (RWV) model

Equality of partners

Valuing different expertise

Community as biggest stakeholder
• Local and Native culturally responsive services

Each partner needs the other
Relational Worldview (Cross, 1995)

- Context
  - Social History
  - Work/School
  - Family/Peers
  - Community
  - Culture

- Mind
  - Knowledge/Judgment
  - Thinking Process
  - Self Esteem
  - Memories
  - Experiences
  - Emotions

- Spirit
  - Protecting Factors
  - Negative Forces
  - Gifts & Intuition
  - Grace
  - Dreams, Symbols, & Stories
  - Spiritual Practices or Teachings

- Body
  - Gifts & Intuition
  - Grace
  - Health Status
  - Sleep/Rest State
  - Substance Use/Abuse
  - Chemistry
  - Genetics
  - Nutrition
Community Based Participatory Research – Defining Success

- Focus groups with stakeholders (youth, agency staff, elders, etc.)
- Member checking with focus group participants
- Collaborative data analysis using the RWV
- Presentation of preliminary report to NAYA community and gathering feedback
- Incorporation of feedback into the analysis
- Use of findings with literature review to develop NAYA Assessment Tool and Planning Protocol
Focus groups with nine diverse stakeholder groups

- Middle school youth
- High school youth
- Pathways youth
- Family members
- Elders
- Community partners
- NAYA program managers, staff, and board members
Findings: Youth Success

Context
- Connecting with Resources
- Healthy Relationships
- Service
- Safety

Mind
- Coping Capacities
- Emotional Health
- Focus & Determination
- Personal Capacities
- Personal Qualities
- Education
- Employment
- Cultural Knowledge
- Identity

Spirit
- Connections to Native Ancestry
- Spiritual Understanding & Practices
- Knowledge/Skills in Traditional Cultural Practices

Body
- Finances
- Fitness
- Health Care
- Healthy Lifestyle
- Housing
Development of the NAYA Assessment Tool (NAT)

- Created on-line, self-administered NAT incorporating new and existing measures
  - Purpose of NAT is to guide case-planning and be vehicle for program evaluation
- Conducted pre-pilot test to elicit feedback from youth and NAYA case managers
- Incorporated feedback into fine-tuning of NAT
Refinement of the NAYA Assessment Tool (NAT)

• Converted the NAT from Survey Monkey to NAYA’s Efforts to Outcomes (ETO) performance management software.
  • Purpose is to embed the evaluation capacity within the organizational infrastructure and to connect/correlate change in NAT scores to outcomes across all of NAYA’s services.

• Developed summarized domain scores for each of the scales within the NAT to help inform case managers and youth as to interventions and change over time.
Defining Practices

- Management Team Process
- Document Review
- Focus Group Data

- 23+- Strategic Interventions and Practices
- Theory of Change – Logic Model
23 Strategic Cross-Functional Practices

Context
- Service development
- Mitigating racism
- Safe milieu
- Building community
- Case management
- Family support
- Social justice

Mind
- Learning community
- Mentoring
- Role modeling
- Character development
- Emotional development
- Identity enhancement

Spirit
- Ceremony
- Cultural preservation
- Personal vision
- Future orientation
- Holistic response
- High expectations

Body
- Talent development
- Wellness promotion
- Nurturing
- Activities (recreation+)
Development of Case Planning Tool

- Developed case planning protocol based on RWV and NAT identified outcomes

- Conducted large and small group discussions with NAYA staff to identify best-practices
  - List of 23 Strategic Interventions developed based on these discussions

- Identified cross-program philosophy and practices related to NAYA mission and values
Outcomes-Based Youth Development Planning Protocol

• The consists of 23 items representing the desired outcomes defined by the community.

• Arranged across the four quadrants of the RWV.

• The case manager and youth determine which behavioral description is the most closely aligned with the youth’s current status.

• The case manager and youth select the behavioral description that the youth would like to achieve in their development plan.

• Together they prioritize one or two items in each quadrant.

• These items are referred to in the development plan as “Focus Areas.”
# Relational Worldview Outcomes-based Youth Development Planning Protocol

## Cultural Identity

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consistent use of positive language regarding heritage, sense of pride in group identity, supports others who experience discrimination.</td>
</tr>
<tr>
<td>1.5</td>
<td>Comfortable with identity, Generally exhibits a positive cultural identity, identifies with positive role models, media, rejects negative stereotypes.</td>
</tr>
<tr>
<td>2</td>
<td>May struggle with sense of belonging</td>
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<tr>
<td>2.5</td>
<td>Neither supports or tears down cultural heritage, does not talk about identity with others, rarely tells others of cultural identity, wants to “fit in and be a kid”</td>
</tr>
<tr>
<td>3</td>
<td>Denies or makes occasional negative remarks regarding their own cultural heritage, expresses stereotypes, makes negative remarks about others of their culture</td>
</tr>
<tr>
<td>3.5</td>
<td>Ridicules or puts down their cultural or racial identity</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Culturally-defined Success
Identifying Effectiveness

• Used RWV and community feedback to develop list of possible indicators of successful outcomes

• Extensive literature review to locate culturally appropriate measures of outcomes
  • Development of new measures where none were found to exist

• Outcomes measures reviewed by core partners, NAYA staff and youth
Relationship of NAYA-identified outcomes to existing evidence

Outcomes in red are NAYA-identified outcomes; all items in right column are outcomes from the research literature.
Cultural Identity

Cultural identity is a person’s sense of ethnic pride, “the awareness and loyalty to one's culture of origin,” (LaFromboise, Coleman, & Gerton, 1993) and “the social category individuals decide to adopt or stress” (Waters, 1990).
Example: Linking PBE outcomes to Research Literature

- Positive cultural identity is associated with:
  - Reduced prevalence of suicide (AI/AN).
  - School success (AI/AN).
  - Reported increased school belongingness (AI/AN).
  - Stronger adherence to anti-drug norms (AI/AN).
  - Higher self-esteem (AI/AN).
  - Higher social function (AI/AN).
  - Increased resilience (a combination of pro-social and lack of problem behaviors)(AI/AN).
  - Positive physical health.
  - Better psychological health.
Building Support for Agency Change

- Building a bridge between the service delivery world and the research world

  - Continuing presence of NAYA staff person throughout process

  - NAYA staff often served as a liaison who facilitated communication between case managers and research team
Building Support for Agency Change, continued:

- Staff training relating to implementation of NAT and case planning tool
  - Supervisor training
  - Staff coaching one on one
  - Case consultation

- Participatory training to incorporate all perspectives and to receive feedback on refining NAT and case planning tool
  - Board, management, staff
Where We Are Now – Evaluation

- Quantitative data analysis
- Gathering and analyzing qualitative “ground up” data to help understand quantitative results
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