RESEARCH & TRAINING CENTER FOR PATHWAYS TO POSITIVE FUTURES

The Webinar will begin shortly

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- Audience members will be muted until Q&A

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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

- 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

- 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 Thirstrup

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.

NAYA Family Center

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)

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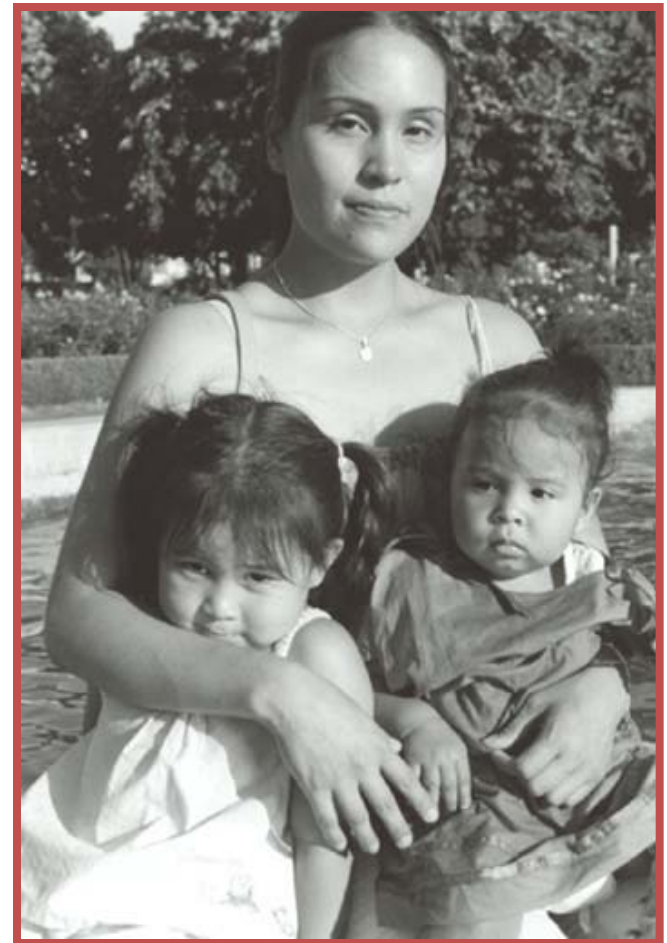- Relational World View (RWV) model

Equality of partners

Valuing different expertise
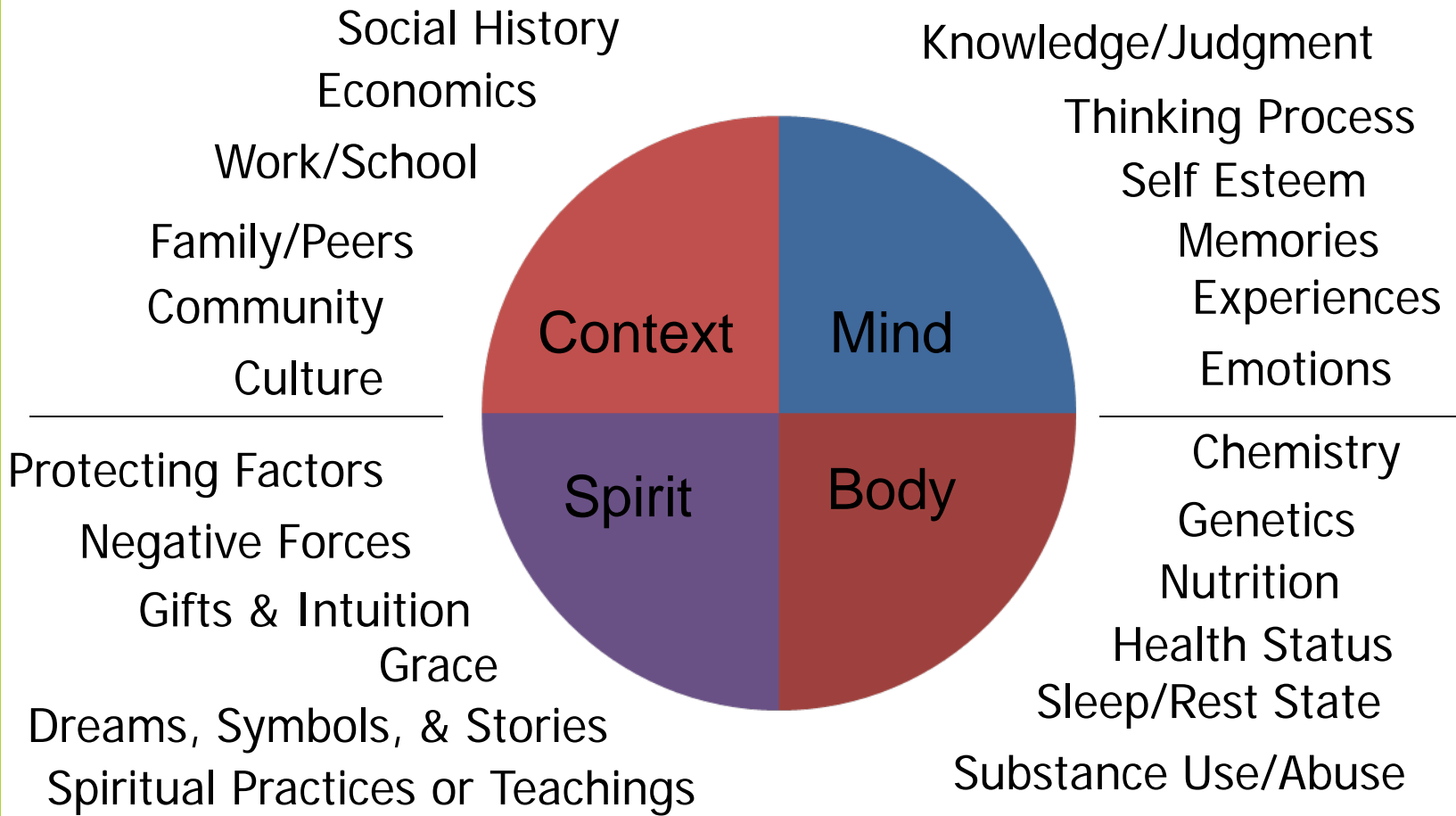
Community as biggest stakeholder
- Local and Native culturally responsive services

Each partner needs the other

Social History
Economics
Work/School
Family/Peers
Community
Culture

Knowledge/Judgment
Thinking Process
Self Esteem
Memories
Experiences
Emotions

| Context | Mind |
| Spirit | Body |

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

Chemistry
Genetics
Nutrition
Health Status
Sleep/Rest State
Substance Use/Abuse

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- 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
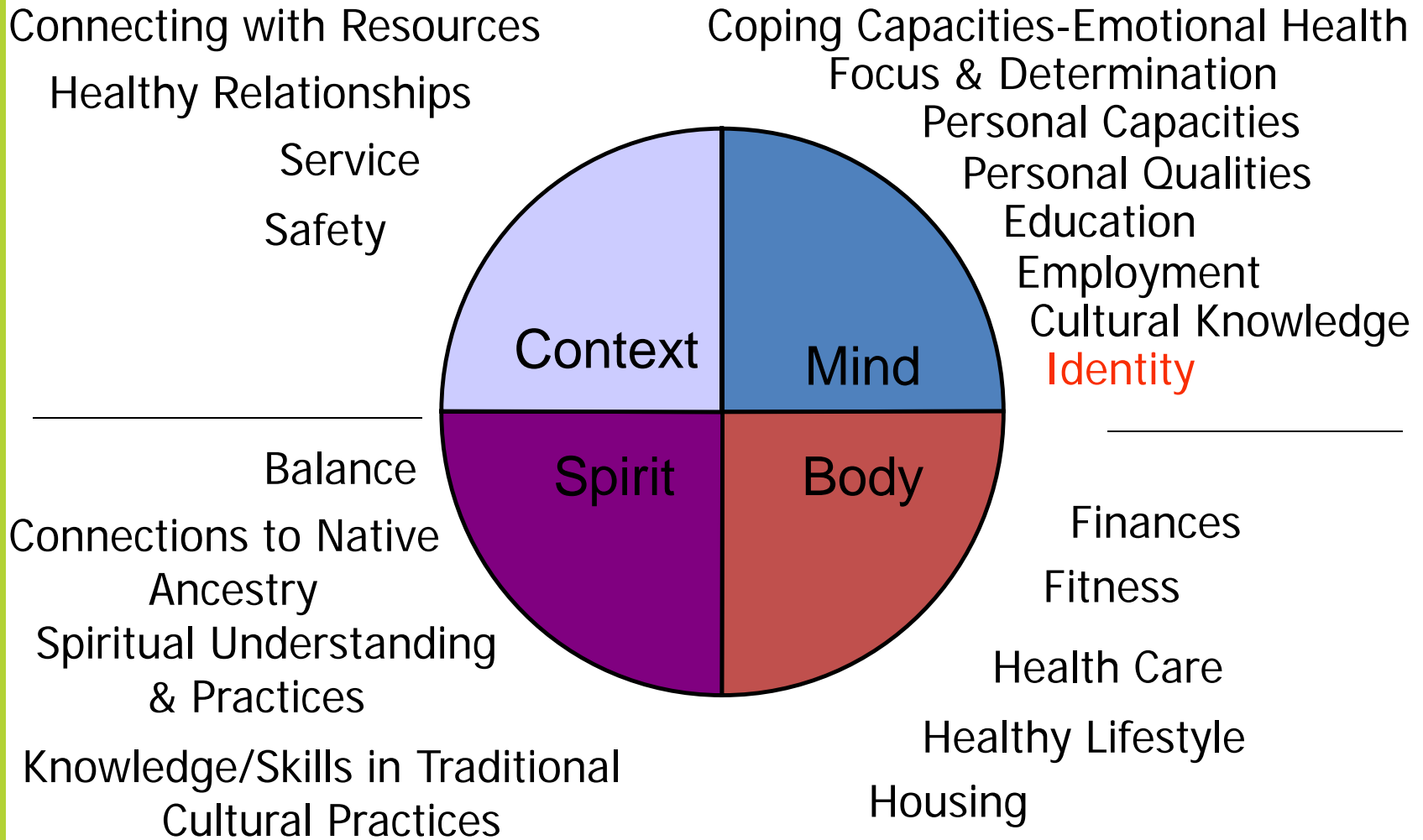
Defining Youth Success

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

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Connecting with Resources

Healthy Relationships

Service

Safety

Coping Capacities-Emotional Health

Focus & Determination

Personal Capacities

Personal Qualities

Education

Employment

Cultural Knowledge

Identity

Context

Mind

Spirit

Body

Balance

Connections to Native Ancestry

Spiritual Understanding & Practices

Knowledge/Skills in Traditional Cultural Practices

Finances

Fitness

Health Care

Healthy Lifestyle

Housing

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- 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

- 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
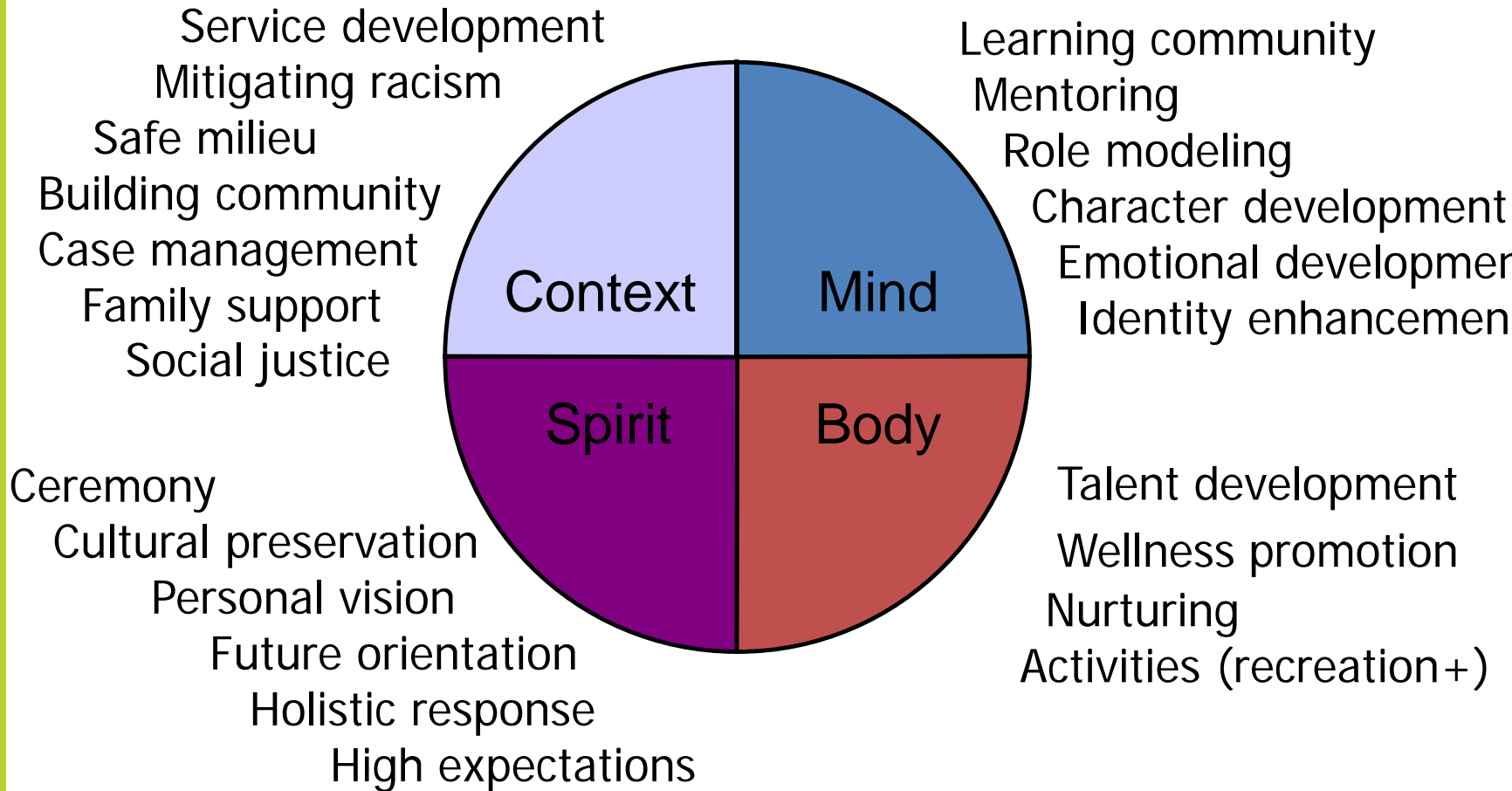
- Management Team Process
- Document Review
- Focus Group Data

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

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

Learning community
Mentoring
Role modeling
Character development
Emotional development
Identity enhancement

Context

Mind

Spirit

Body

Ceremony
Cultural preservation
Personal vision
Future orientation
Holistic response
High expectations

Talent development
Wellness promotion
Nurturing
Activities (recreation+)

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• 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

- 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."

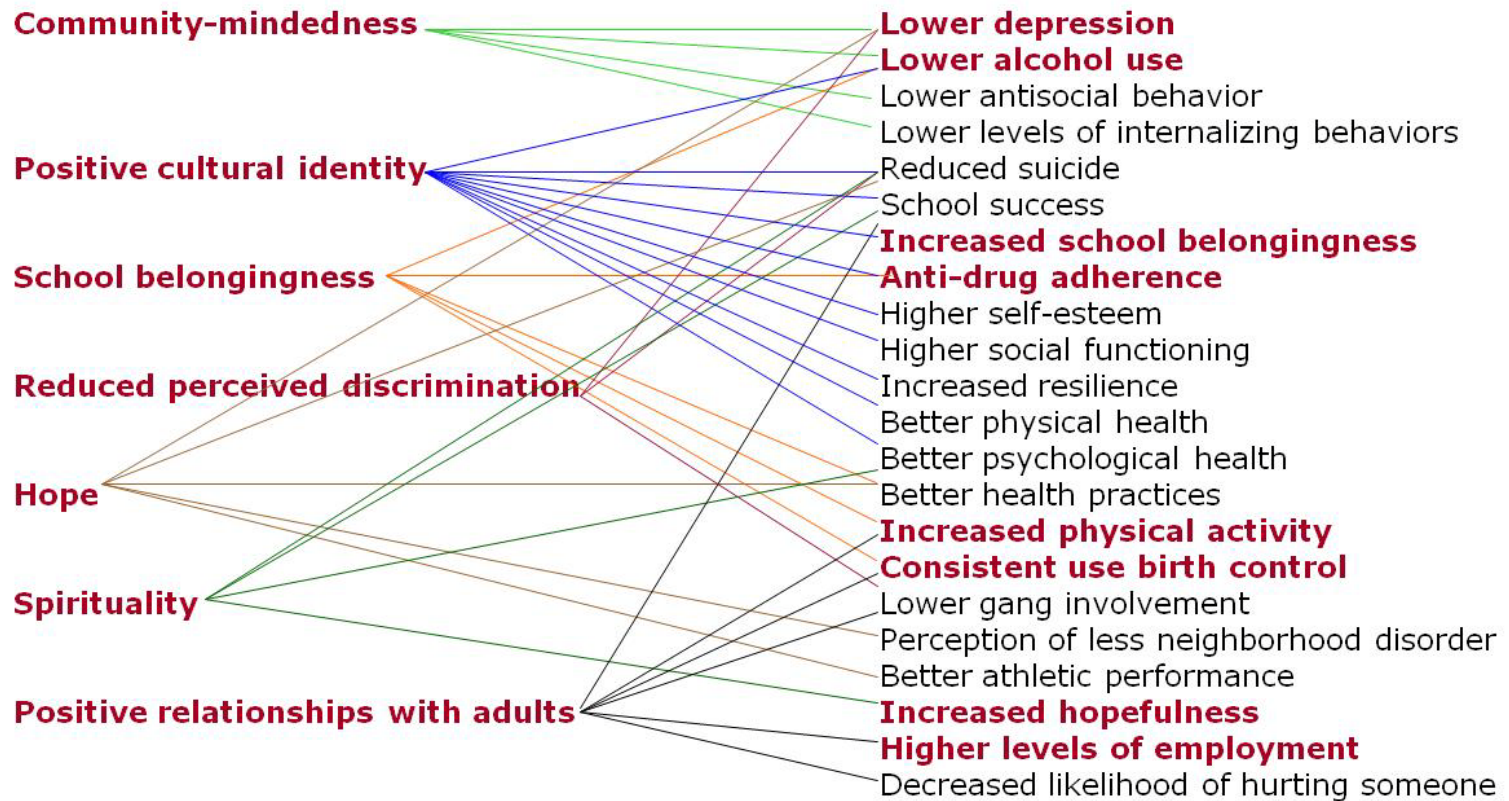| Cultural Identity		
Refers to the extent of positive regard the youth exhibits toward their racial, cultural heritage and identity.	**1** **1.5**	**Consistent use of positive language regarding heritage, sense of pride in group identity, supports others who experience discrimination.**
	2 **2.5** **3**	**Comfortable with identity, <u>Generally exhibits a positive cultural identity, identifies with positive role models, media, rejects negative stereotypes.</u>** <u>**May struggle with sense of belonging**</u>
	3.5 **4**	**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"**
	4.5	**Denies or makes occasional negative remarks regarding their own cultural heritage, expresses stereotypes, makes negative remarks about others of their culture**
	5	**Ridicules or puts down their cultural or racial identity**

Culturally-defined Success

- 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

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Community-mindedness

Positive cultural identity

School belongingness

Reduced perceived discrimination

Hope

Spirituality

Positive relationships with adults

Lower depression
Lower alcohol use
Lower antisocial behavior
Lower levels of internalizing behaviors
Reduced suicide
School success
Increased school belongingness
Anti-drug adherence
Higher self-esteem
Higher social functioning
Increased resilience
Better physical health
Better psychological health
Better health practices
Increased physical activity
Consistent use birth control
Lower gang involvement
Perception of less neighborhood disorder
Better athletic performance
Increased hopefulness
Higher levels of employment
Decreased likelihood of hurting someone

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).

- 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 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

- 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

- Quantitative data analysis

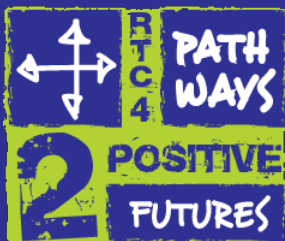- Gathering and analyzing qualitative "ground up" data to help understand quantitative results

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