36th Annual National American Indian Conference on Child Abuse and Neglect
April 17, 2018
Listening to Many Voices

Presented by:
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Practice-based Evidence: Building Effectiveness from the Ground Up

15 year collaboration between:

- Native American Youth and Family Center (NAYA)
- National Indian Child Welfare Association (NICWA)
- Research and Training Center for Pathways to Positive Futures, Portland State University
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

- To demonstrate that incorporating culturally specific, community defined outcomes into services will reduce delinquency among AI/AN youth.
Our Mission
...to enhance the diverse strengths of our youth and families in partnership with the community through cultural identity and education.
Cultural Arts & Sports

Educational Programs
Youth and Family Services

Foster Care Program
Pathways
Independent Living Program
Healing Circle
Housing & Employment Programs
Generations Project
Gang Prevention Program

College and Career Services
https://vimeo.com/225011486
Practice-Based Evidence
Project Rationale

- To demonstrate the effectiveness of agency services and the organization as a whole:
  - Respond to needs within the Urban AI/AN community in Portland, Oregon;
  - Build an evidence base for culturally-based interventions for Native youth;
  - Develop an approach for community based organizations to evaluate their own programs;
  - To enable the agency to receive state funding for services
    - Response to state and federal requirements for evidence-based practices, Oregon SB 267
Team Philosophy

Respect for indigenous knowledge
- Community defined effectiveness
- Relational World View (RWV) model
- Equality of partners
- Value different expertise
- Community as biggest stakeholder
  - Local and Native culturally responsive services
- Each partner needs the other
Relational Worldview (Cross, 1995)

Context
- Social History
- Economics
- 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
- Chemistry
- Genetics
- Nutrition
- Health Status
- Sleep/Rest State
- Substance Use/Abuse
Community Based Participatory Research – Defining Success

- Conducted **Focus groups** with various NAYA stakeholders
- Used **Member checking** with focus group participants
- Collaborated on **data analysis** using the RWV
- Presented **preliminary report** to NAYA community and gathered feedback
- **Incorporated feedback** into the analysis
- **Used research literature review** to develop NAYA Assessment Tool and Planning Protocol
Defining Youth Success

Focus groups with nine stakeholder groups:

Youth:
  - middle school
  - high school
  - Pathways

Family members

Elders

Community partners

NAYA:
  - program staff
  - program managers
  - Board members
What does “success” look like for Native American youth?
Findings: Youth Success

Context
- Connecting with Resources
- Healthy Relationships
- Service
- Safety
- Balance
- Connections to Native Ancestry
- Spiritual Understanding & Practices
- Knowledge/Skills in Traditional Cultural Practices

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

Spirit

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

- Created on-line, self-administered evaluation (NAT) to guide case-planning and be used for program evaluation
  - Existing measures and some new ones

- Conducted pre-pilot test to elicit feedback from youth and NAYA case managers

- Used feedback to fine-tune the NAT
Refinement of the NAYA Assessment Tool (NAT)

- Incorporated NAT data into NAYA’s database to embed this evaluation capacity

- Developed summarized domain scores to inform case managers & youth about interventions and change over time

- NAT-T: Added Transition Measure to learn about transition from high school

- NAT-T2: Added Delinquency Measures
Defining Practices: Linking Outcomes to Practice

- Management Team Process
- Document Review
- Focus Group Data
- PhotoVoice Project
- 23+- Strategic Interventions and Practices
- Theory of Change – Logic Model
23 Strategic Cross-Functional Practices

Service development
Mitigating racism
Safe milieu
Building community
Case management
Family support
Social justice
Ceremony
Cultural preservation
Personal vision
Future orientation
Holistic response
High expectations

Learning community
Mentoring
Role modeling
Character development
Emotional development
Identity enhancement
Talent development
Wellness promotion
Nurturing Activities (recreation+)

Context
Mind
Spirit
Body
Linking Outcomes to Service Array

Portland Youth & Elders Council
Making the Invisible Visible
Coalition of Communities of Color
NAYA/Verde Sustainable Energy Project
Sibling & Family Visit Night
Family Night

Elders Services
Culture Night
Positive Indian Parenting
Cultural Arts
Native Club
Powwow Gatherings

NAYA Early College Academy
Native Community Employment Services
Youth Camps and Seasonal Programming
Youth Gang Prevention & Outreach
Morrison “Hand in Hand” Counseling
Homeless Youth Services
Rent Well housing classes
Continuing Education
Pathways to Adulthood Learning Center

Recreation
Individual Development Accounts
Healing Circle
Homeownership
Microenterprise
Energy Assistance
Housing Stability Assistance
Emergency Food & Clothing
Financial Wellness
Continuing Education
Tax Assistance
Health Coverage for Children
Use with Youth for Planning

My Self-Knowledge
Considering each area of the Relational Worldview Model, develop personal goals that will lead to balance.

Connected to family
Supportive adults
Giving/Service
Friends

Knowledge/skills
Self-esteem
Emotions
School

Hope
Intuition
Ceremony
Honor/Traditions
Inter-connectedness

Food
Safety
Stability
Healthy lifestyle
Talents/Activities

**CONTEXT goal:**

Reflection about my learning and achievement so far:

Action plan for meeting this goal:

My support network:
Building Support for Agency Change

- Bridging 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
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.
There is a significant relationship between many strength based and cultural measures and youth risk and protective factors.

Higher scores on many strength based and cultural measures were associated with lower risk factors & increased protective factors.

Notable exceptions:
- Cultural resilience
- Community mindedness
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<th>Depression</th>
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Parental Depression

Depression

Juvenile Offending, Delinquency

Lack of coping, conflict management, positive identity

Lower educational attainment, employment opportunities

School - low connection, skipping, suspension

Perceived Discrimination

Substance Use

Peer Relationships, Positive and Negative

Parental Depression

Depressive symptoms lower self-control: low interest, fatigue, feelings of worthlessness, low ability to plan, short-term thinking
Where We Are Now

- Updating & cleaning the dataset for larger sample – more powerful analyses
- Continuing to present together
- Looking for new opportunities to continue the work
I think of the poverty in my community and how the homeless collect bottles to get money....

I think at NAYA they show you that when you have community you take care of one another and you don’t just let something fall because everything is connected.”
“This place helps you figure out who you want to be.”

This is a picture of the pond behind the school. It’s really calming. Being here [at NAYA] we really emphasize your Native side and I’m part Native .... Being closer to nature and earth, like this, it really helps bring out that Native part of you. This helps me appreciate that Native side of me.”
“I feel like it’s a metaphor picture.”

It has a deeper meaning. When I think of roses I think of how you’re closed up and then you bloom....

I connect to [NAYA] because before I came here I was holding back, like a closed rose.”
Contact Information

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Boyfriend-Girlfriend Items

Do you have a boyfriend or girlfriend?

When you are with your BF-GF, how often:

1. Do you have fun with your boyfriend/girlfriend?**
2. Are you able to be yourself with BF-GF?
3. Are you kind to each other?

How often would you say your BF-GF

1. Controls most of your daily activities?
2. Gets jealous or has severe fits of anger?
3. Decides whether or not you see your family or friends?

**1-4: Never, sometimes, most of the time, always.