

Defining Effectiveness in Culturally-Based Programs

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Introduction



Project Overview

- Practice-Based Evidence: Building Effectiveness from the Ground Up
- Five-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)
- 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.

Partners

- National Indian Child Welfare Association (NICWA), Portland, OR
- Research and Training Center on Family Support and Children's Mental Health (RTC), Portland, OR
- Native American Youth and Family Center (NAYA), Portland, OR

NAYA's Challenge

- To demonstrate the effectiveness of agency-wide services and the organization as a whole.
 - Accelerated by state and federal requirements for evidence-based practices (e.g. Oregon SB 267).

Evidence-Based Practice (EBP)

- Definition: Knowledge obtained through scientific methods about the prevalence, incidence, or risks for mental disorders, or about the impacts of treatment or services.... (Hoagwood, Burns, & Weisz, 2002, p. 329).
- Advantages:
 - EBP is one way of increasing the likelihood that services will be effective;
 - EBP should be cost effective – services that are provided are known to be those that work;

Practice-Based Evidence (PBE)

- ❑ Definition: PBE is information gathered from service providers, families, and youth used to identify effective interventions and areas for program or practice improvement. Participatory research methods are integral.
- ❑ Advantages:
 - Information about desired goals and outcomes come directly from the people receiving services;
 - Cultural factors can be explicitly included in outcomes and interventions;
 - Effectiveness can then be measured according to these outcomes.

Participatory Research

- Research is collaborative
- Researchers partner with communities in determining research questions, design, methodology, data collection, protocol, and ownership of data
- “Studies that practice participatory research with American Indian/Alaska Native communities are also likelier to succeed among American Indians/Alaska Natives” (Davis & Reid, 1999)

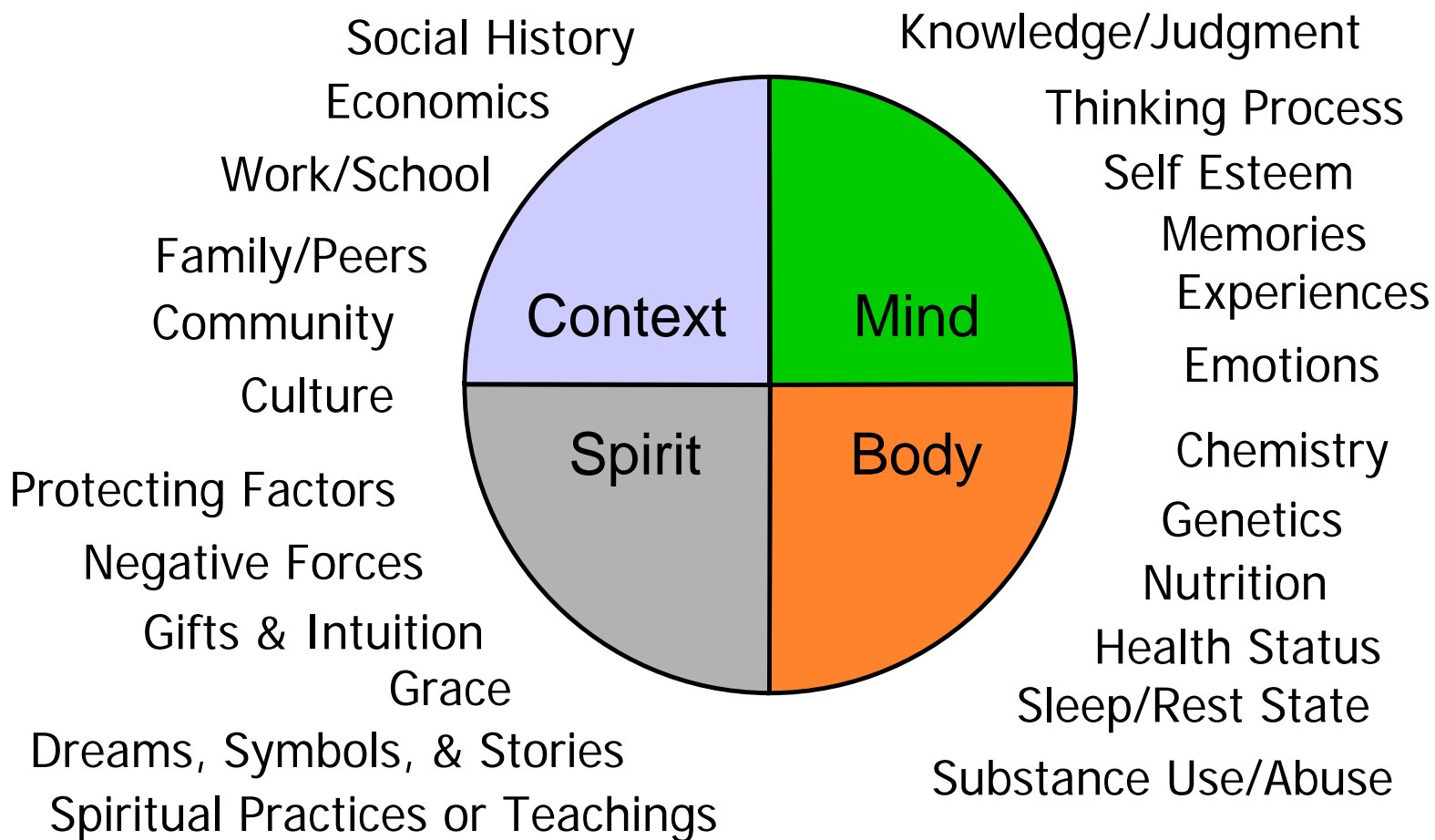


Defining Effectiveness



Relational Worldview

Individual and Family Level



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



What We Did

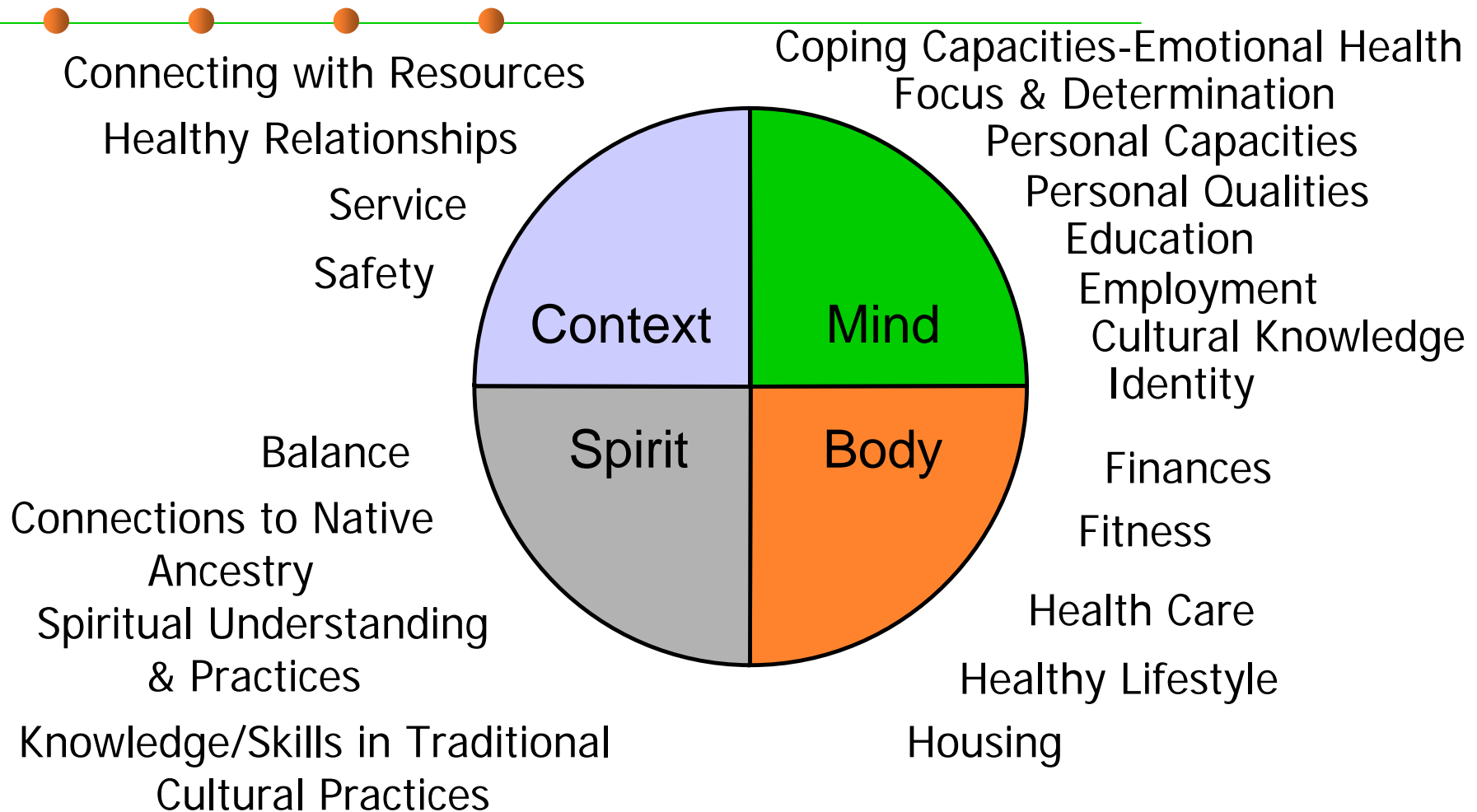
- Individual recruitment of youth, families, elders, and community partners
- Human subjects approval and consent process
- Food, transportation, and meeting space
- Facilitator and note taker
- Child care
- Participant review of notes
- Data analysis by team using Relational Worldview as a framework

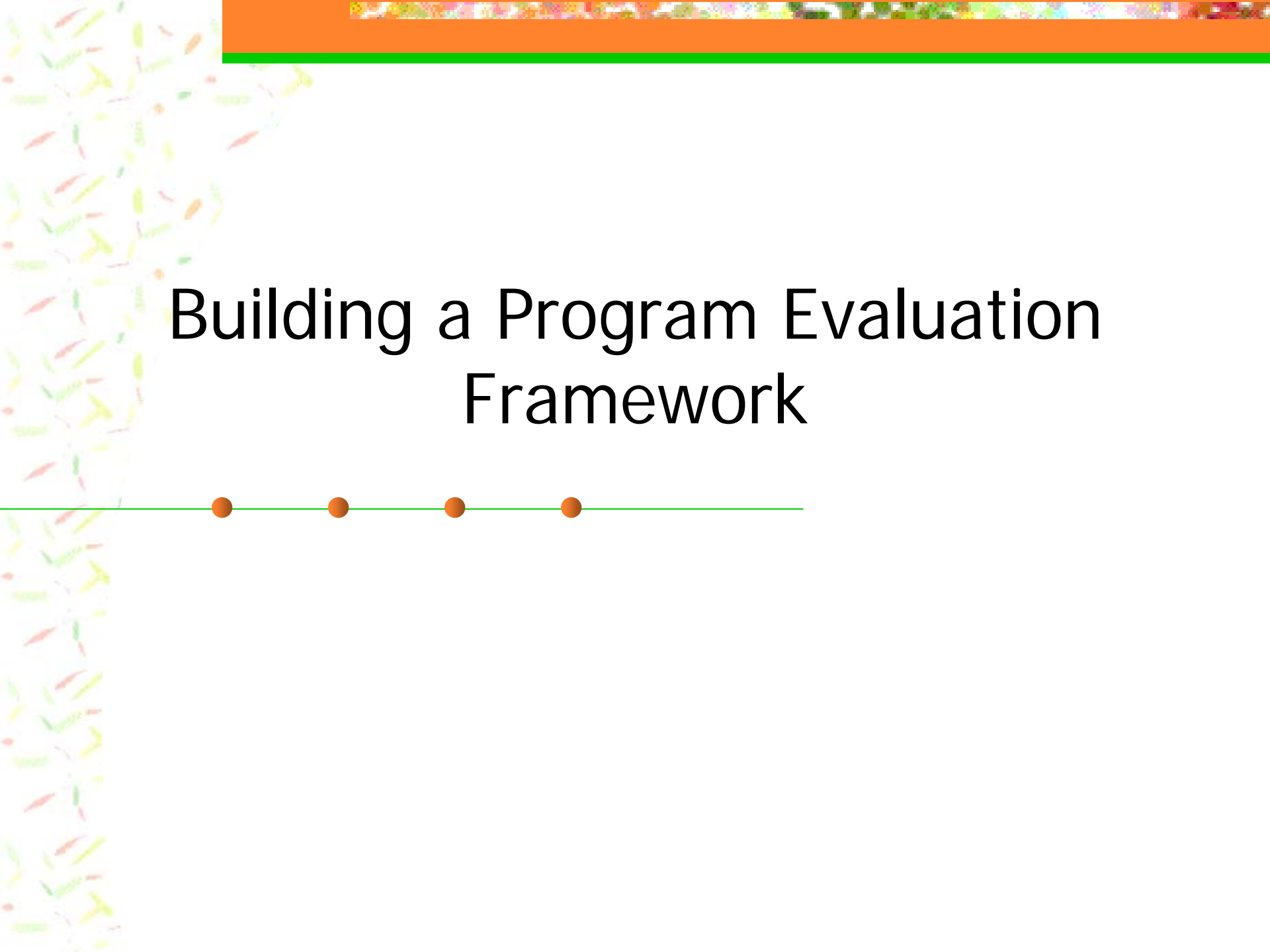


What We Asked

- **What does success look like for Native American youth?**
- What is necessary to help support youth in achieving success in their lives?
- What are the conditions that hinder a youth's progress toward success?
- How do NAYA Family Center services contribute to a youth's success?
- Are there other things that NAYA could be doing that would be helpful?
- Is there anything else you would like to add that we have not talked about?

Findings : Youth Success





Building a Program Evaluation Framework



Building a Program Evaluation Framework through Community-Based Research

■ Development Steps

- Search literature and other sources for measures that address youth outcomes;
- Assess each measure re: appropriateness for individualized case planning assessment tool;
- Review literature addressing youth outcomes seen as potential mediators of more distal outcomes.
- Develop on-line youth self-assessment tool (NAYA Assessment Tool, or NAT).

Locating/Selecting/Developing Measures



Steps

- Conduct search for appropriate measures
 - Literature
 - Internet
 - Contacts
- Assess measures: Review by research team, staff
- Develop measures when necessary (e.g., items re: relationships with adults, cultural activities, living situation).

Locating/Selecting/Developing Measures (Cont.)

Steps

- Prepare and test online assessment tool
 - Develop using Survey Monkey
 - Pre-pilot test
 - Review by middle school and high school students
 - Content
 - Clarity
 - Appropriateness

NAYA Staff Role

- Review of ideas
- Critique of measures
 - Cultural review
 - Practical application
- Staff support of pre-pilot and pilot
 - Logistics
 - Preparation of youth and families
 - Consents

Results from Pre-pilot

- The NAT took a lot less time to finish than we thought
- Examples of changes suggested
 - Have all choices presented; i.e., don't just say "interested" also have "not interested."
 - Increase cultural sensitivity (e.g., alcohol use, "choose to live by" rather than "live by" other cultures).
 - Update language (e.g., "down in the dumps").

PBE Outcomes in NAYA Assessment Tool

- Positive cultural identity
- School belongingness
- Reduction in perceived discrimination
- Hope
- Spirituality
- Positive relationships with adults
- Community mindedness
- Resilience
- Education/ employment
- Financial needs met
- Safe & stable housing
- Healthcare needs met
- Regular exercise
- No/reduced alcohol & drug use
- Safe sexual behavior
- Reduced depression/ suicidality
- Conflict resolution



[Exit this survey >>](#)

NAYA, NICWA & PSU

Your Strengths, Support & Resources



Please respond to the following questions.

To what extent...

	Not at all	A little	Sometimes	Quite a bit	A lot
10. Do you have people you look up to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Do you know where to go in your community to get help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Are you treated fairly in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do you have opportunities to show others that you are becoming an adult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Is getting an education important to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Do you feel you belong at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent .

Not at all A little Sometimes Quite a bit A lot

Do you have people you look up to?

0 0 0 0 0

Do you know where to go in your community to get help?

0 0 0 0 0

Are you treated fairly in your community?

0 0 0 0 0

Do you have opportunities to show others that you are becoming an adult?

0 0 0 0 0

Is getting an education important to you?

0 0 0 0 0

Do you feel you belong at your school?

0 0 0 0 0

Compiling Literature Support

- Literature search for evidence
 - Tie some outcomes to other, more “concrete,” outcomes
 - Youth specific
 - AI/AN specific
- Summaries of literature for select outcomes (mediators)
- Summaries compiled into document for PBE project and NAYA use

PBE Outcomes in NAYA Assessment Tool

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Example: Linking PBE outcomes to 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 (Cont.)

Cultural identity

- 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.



A Research-Based Case Assessment and Planning Tool



Research Based Outcomes Assessment and Planning Tool

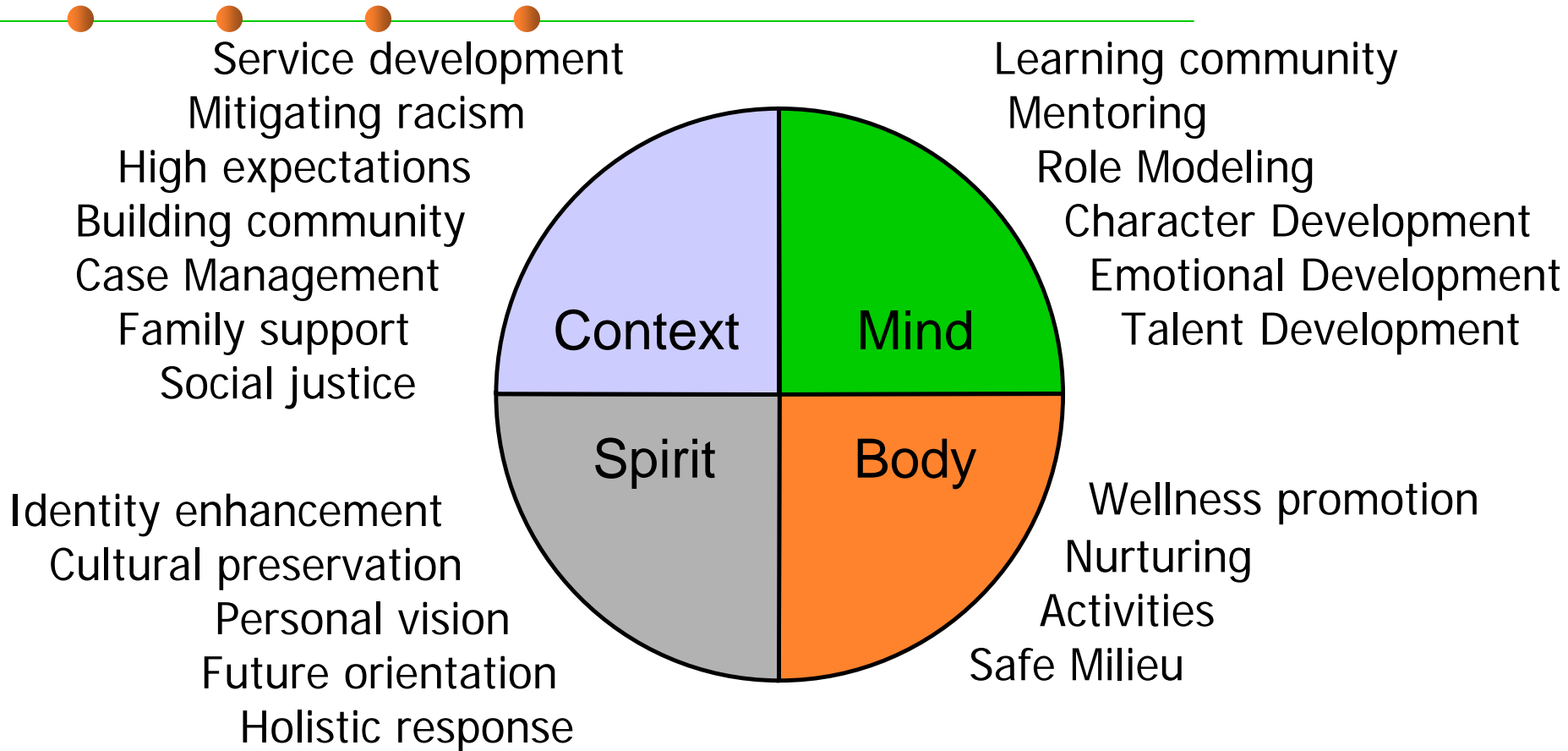
Community Service		
Refers to the extent of service roles that are fulfilled as part of community and cultural life	1	Strong service orientation, helps other follow protocol, helps organize and lead service projects and activities, volunteers regularly in service to elders, community
	1.5	
	2	Regular participation in service roles, supports activities through volunteering for non-leadership roles, usually practices protocols for serving within family, extended family and community
	2.5	
	3	Limited service roles, helps with community activities if called on or assigned, provides aware of cultural protocols for being of service in own family and with extended relatives and elders.
	3.5	
	4	History of occasional service, rarely fulfills service roles in their immediate or extended family, unaware of service roles such as serving elders food, providing seating for elders
	4.5	
	5	No evident cultural, family or community service

Defining Practices

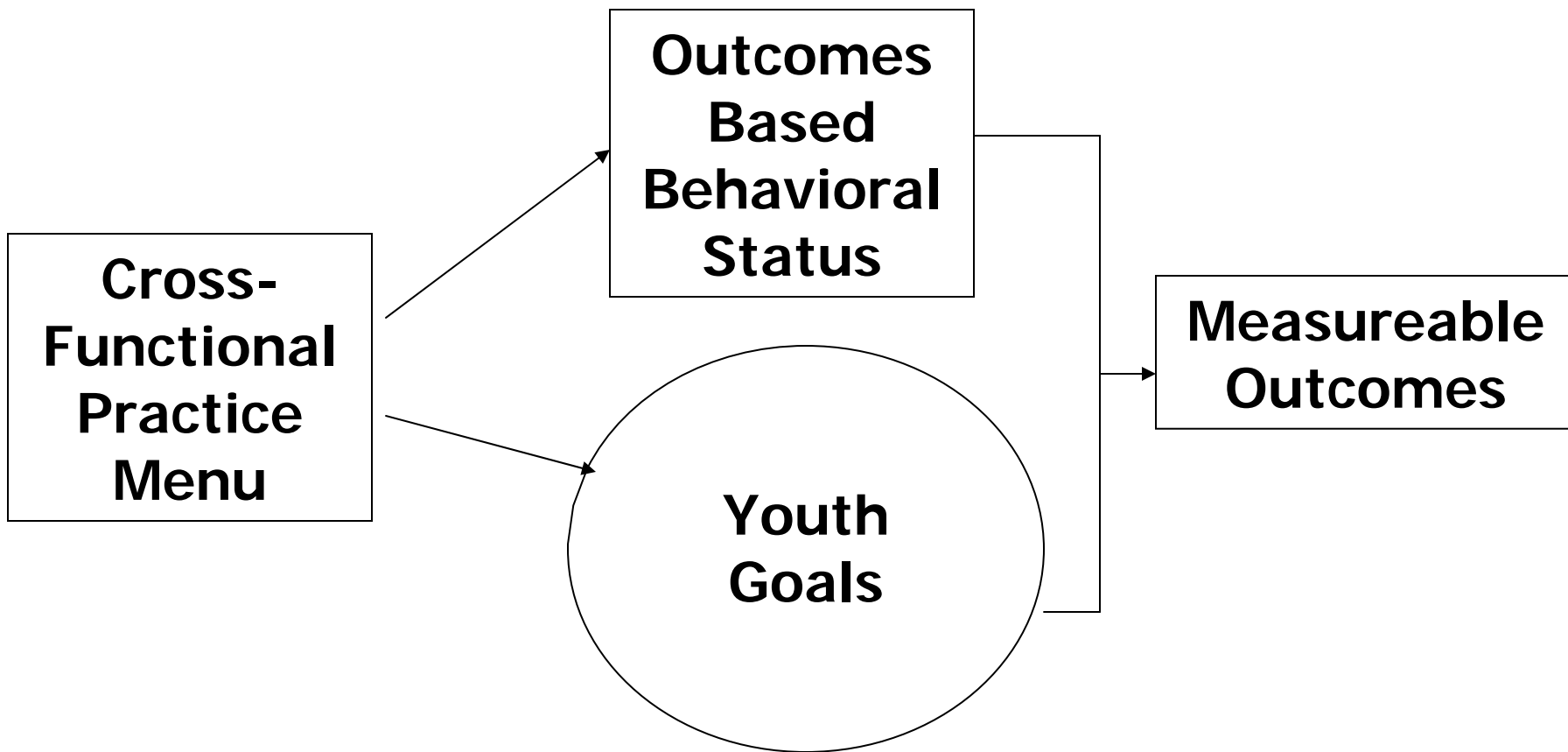
- Management Team Process
- Document Review
- Focus Group Data

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

23 Strategic Cross-Functional Practices



Research Guided Case Planning





Implications for Policy and Practice



Implications

- Integrating evaluation into organizational culture
- Research in service to practice to evidence
- Practice Based Evidence
 - (Will it be good enough?)

Contact Information

Nichole Maher, Executive Director
Cori Matthew, Director of Youth Services
Native American Youth and Family Center
nicholem@nayapdx.org
corim@nayapdx.org
www.nayapdx.org

Barbara J. Friesen, PhD Director
Pauline Jivanjee, PhD, Research Associate
Kris Gowen, PhD Research Associate
Research & Training Center on Family Support
& Children's Mental Health
Portland State University
friesenb@pdx.edu
jivanjee@pdx.edu
gowen@pdx.edu
www.rtc.pdx.edu

Terry Cross, Executive Director
National Indian Child Welfare Association
terry@nicwa.org
www.nicwa.org



Portland, Oregon