

# Culturally-specific Outcomes-based Youth Development Service Plans



Building on Family  
Strengths Conference:  
Putting Youth &  
Families First  
Portland, Oregon  
June 2009

# Project Overview

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- 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)



# Project Overview – Purposes

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- ▣ 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

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- National Indian Child Welfare Association (NICWA), Portland, OR
  - Terry Cross, Kathleen Fox, Laura John
  
- Research and Training Center on Family Support and Children's Mental Health (RTC), Portland, OR
  - Barbara Friesen, Pauline Jivanjee, L. Kris Gowen, Pachida Lo, Abby Bandurraga
  
- Native American Youth and Family Center (NAYA), Portland, OR
  - Nichole Maher, Cori Matthew, Shannon Effler, Ryan Pinkham, Valerie Nelson, Case Managers and youth

# Rationale

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

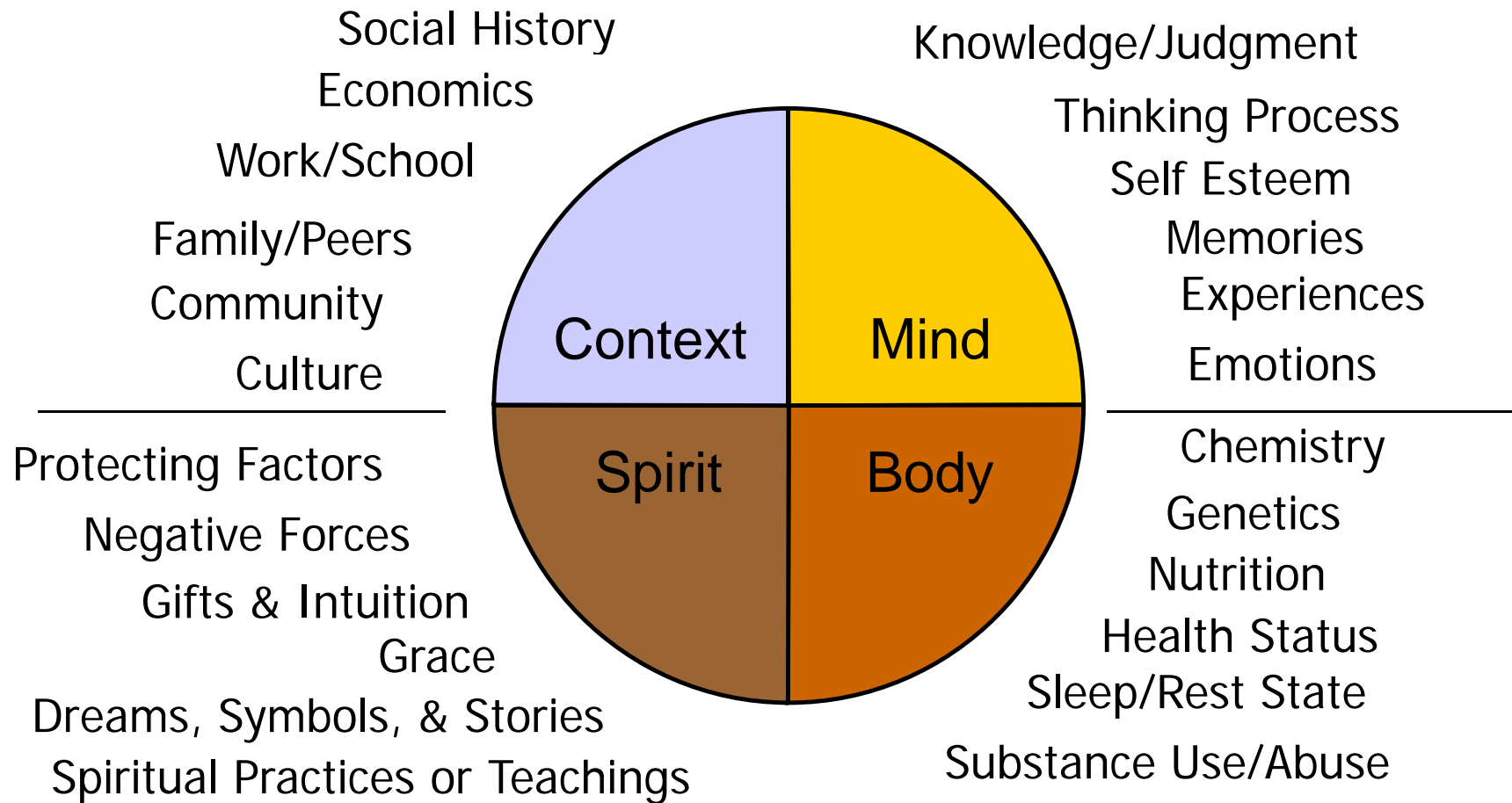
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- ❑ Respect for indigenous knowledge
  - Community-defined effectiveness
  - Relational World View (RWV) model
- ❑ Equality of partners
- ❑ Valuing different expertise
- ❑ Community as biggest stakeholder
  - Local and Native culturally responsive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



# Relational Worldview (Cross, 1995)

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# Products

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- NAYA Assessment Tool
- Articles and Reports
- Conference Presentations
- **Relational Worldview Outcomes-based Youth Development Planning Protocol (RWV Planning Protocol)**

# Community-Based, Participatory Research –Defining Success

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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

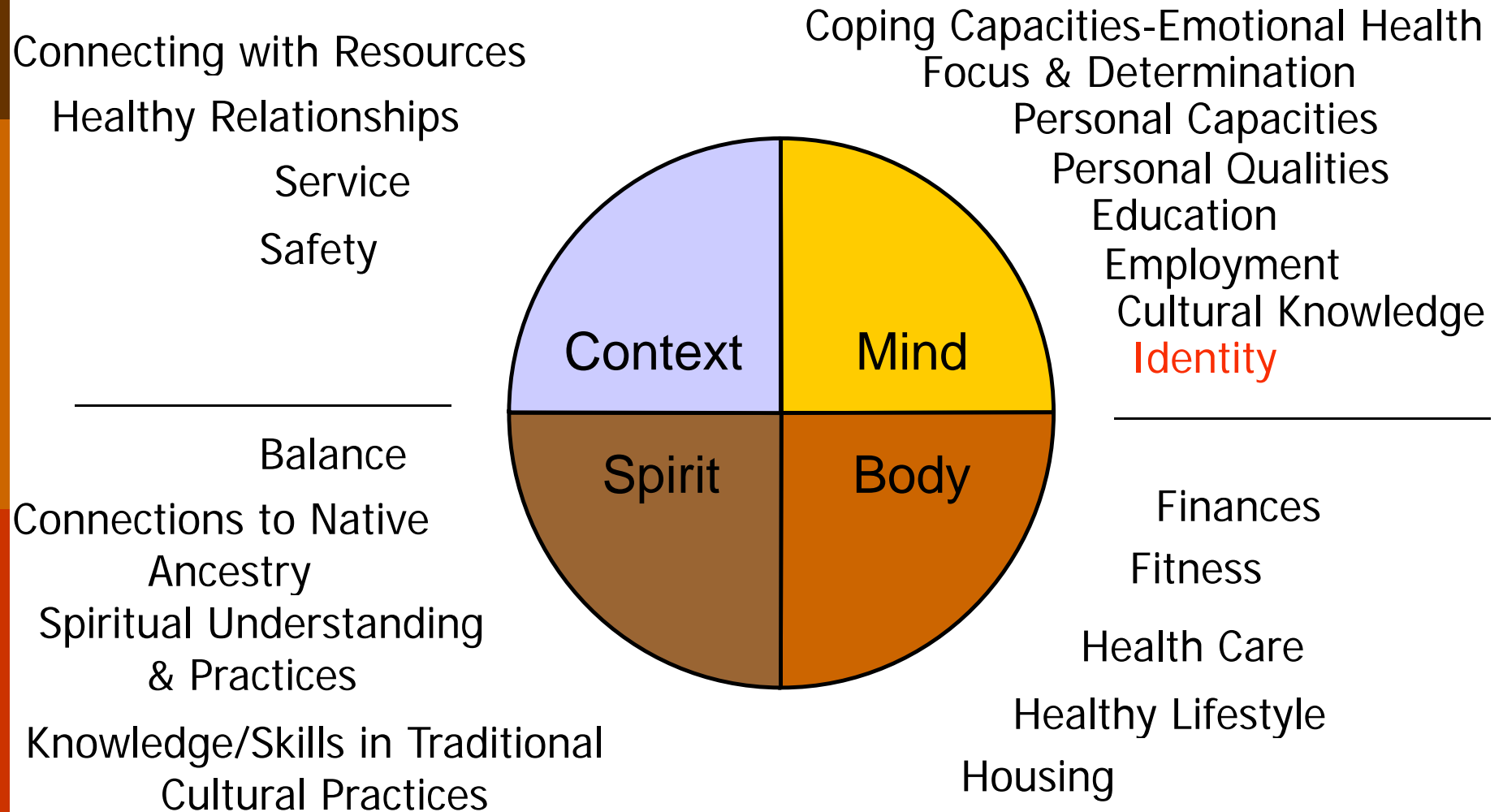
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- ▣ Focus groups with nine diverse stakeholder groups
  - middle school youth
  - high school youth
  - Pathways youth
  - family members
  - elders
  - community partners
  - NAYA program managers, staff, and board members



# Findings : Youth Success

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# Development of the NAYA Assessment Tool (NAT)

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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

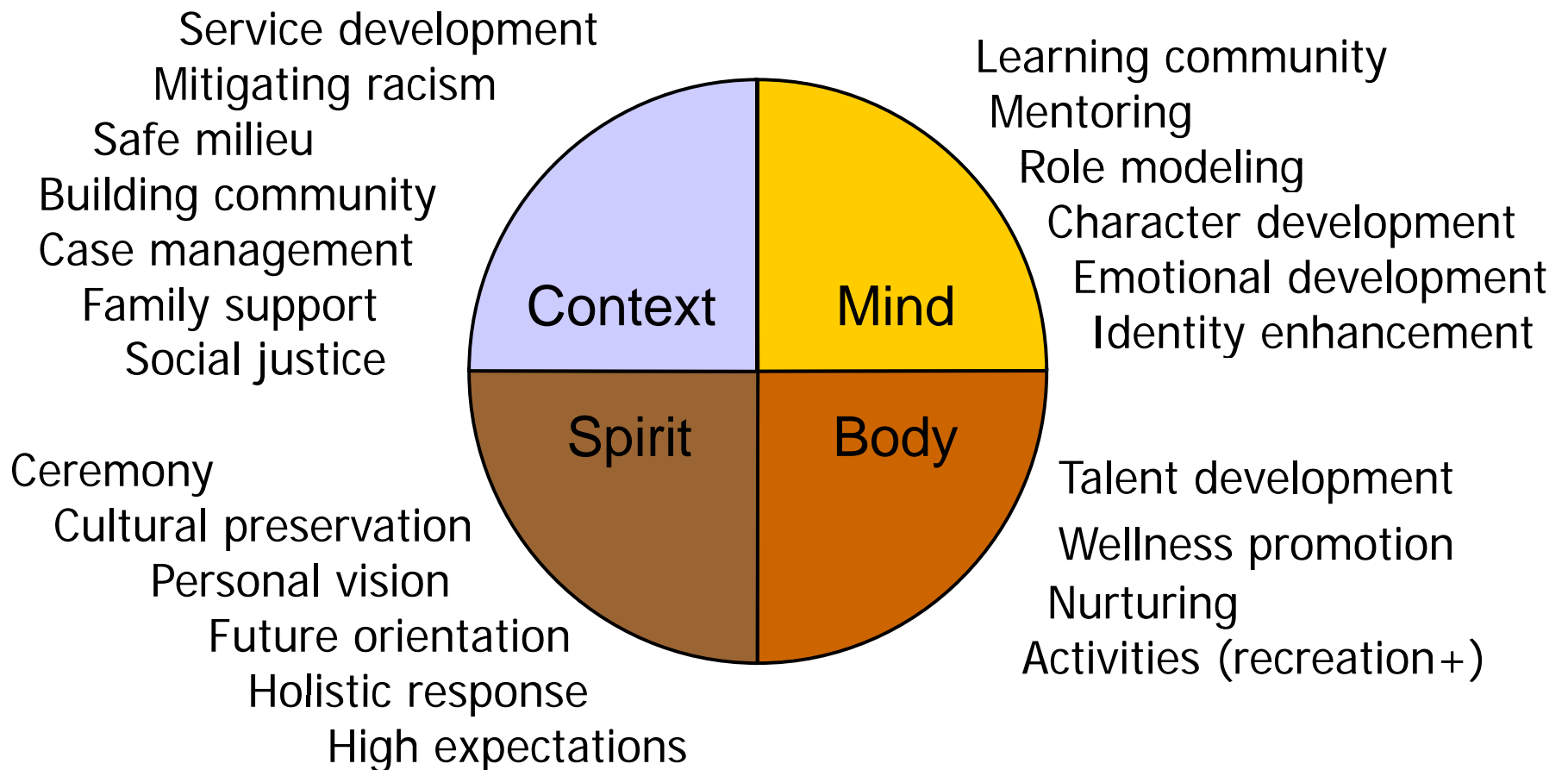
# Defining Practices

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

# 23 Strategic Cross-Functional Practices

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# Development of Case Planning Tool

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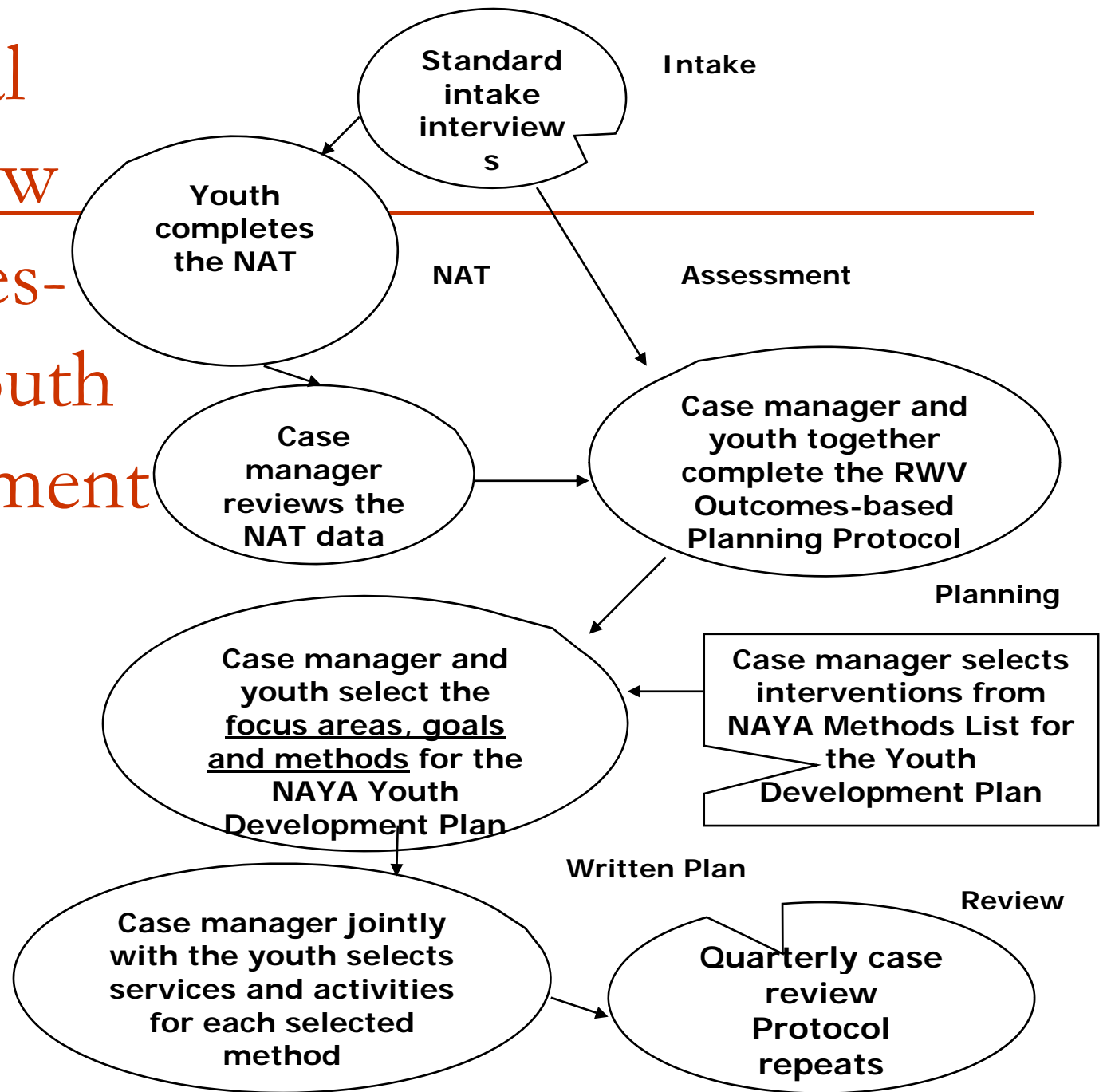
- Developed case planning protocol based on RWV and NAT identified outcomes
- Conducted large and small group discussions with NAYA staff to identify best-practices
  - List of 23 Strategic Interventions developed based on these discussions
- Identified cross-program philosophy and practices related to NAYA mission and values

Relational Worldview



Outcomes-based Youth  
Development Planning  
Protocol

Relational  
Worldview  
Outcomes-  
based Youth  
Development  
Planning  
Protocol




# Outcomes-Based Youth Development Planning Protocol

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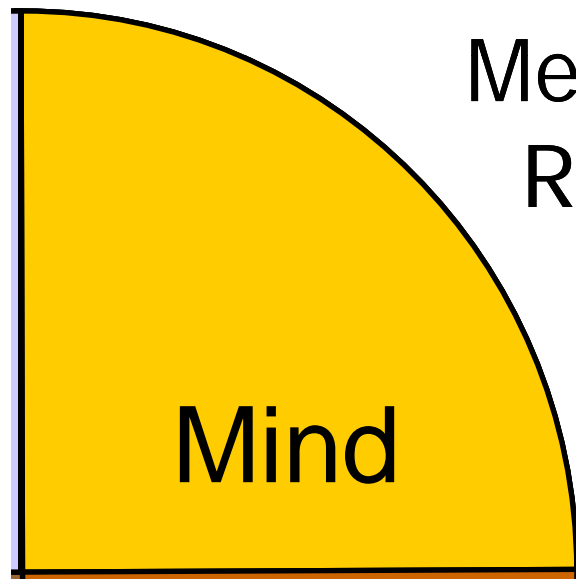
- ❑ Consists of 28 items representing the desired outcomes defined by the community.
- ❑ Arranged across the four quadrants of the RWV.
- ❑ The case manager and youth determine which behavioral description is the most closely aligned with the youth's current status.
- ❑ The case manager and youth select 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		
<p>Refers to the extent of positive regard the youth exhibits toward their racial, cultural heritage and identity.</p>  <p>Culturally-defined Success</p>	1	Consistent use of positive language regarding
	1.5	heritage, sense of pride in group identity, supports others who experience discrimination. Comfortable with identity.
	<u>2</u>	<u>Generally exhibits a positive cultural identity,</u>
	2.5	<u>identifies with positive role models, media, rejects negative stereotypes. May struggle with sense of belonging.</u>
	3	Neither supports or tears down cultural heritage,
	3.5	does not talk about identity with others, rarely tells others of cultural identity, wants to "fit in and be a kid."
4	Denies or makes occasional negative remarks	
4.5	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.	

# Mind Quadrant Strategic Cross-Functional Practices

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Learning community

Mentoring

Role modeling

Character development

Emotional development

Identity enhancement

# Research Guided Case Planning

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**Focus Areas:** (The care manager and youth jointly choose focus areas. If more than two add additional pages.)

**Identity:**

Cultural Identity: \_\_\_\_\_

Group Esteem: \_\_\_\_\_

**Personal Capacities:**

Communication: \_\_\_\_\_

Education: \_\_\_\_\_

Employment: \_\_\_\_\_

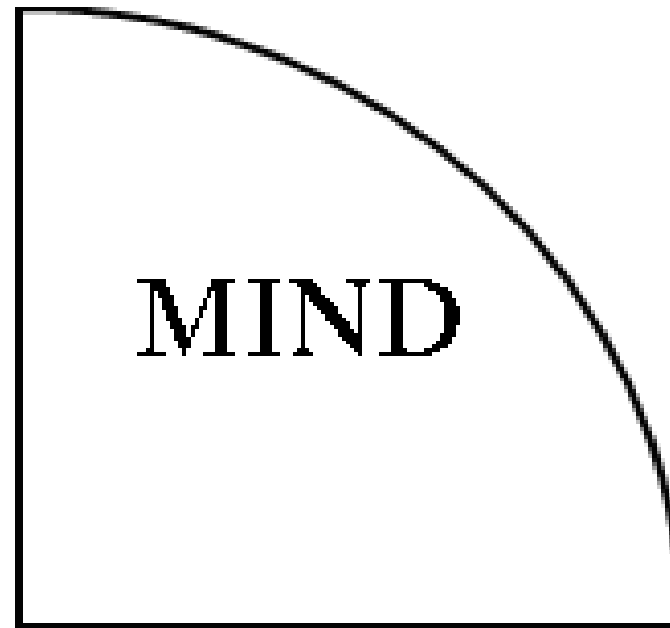
**Personal Qualities**

Self Esteem: \_\_\_\_\_

Focus/Determination: \_\_\_\_\_

**Emotional Wellbeing**

Depression/Agitation: \_\_\_\_\_



**Goal 1:** (The care manager and youth jointly choose the goals based on developing to next highest level beyond current status on the Outcomes Based Assessment Tool.)

\_\_\_\_\_  
\_\_\_\_\_

**Methods:** (To be chosen from the Mind Related Methods, add specific activities and services)

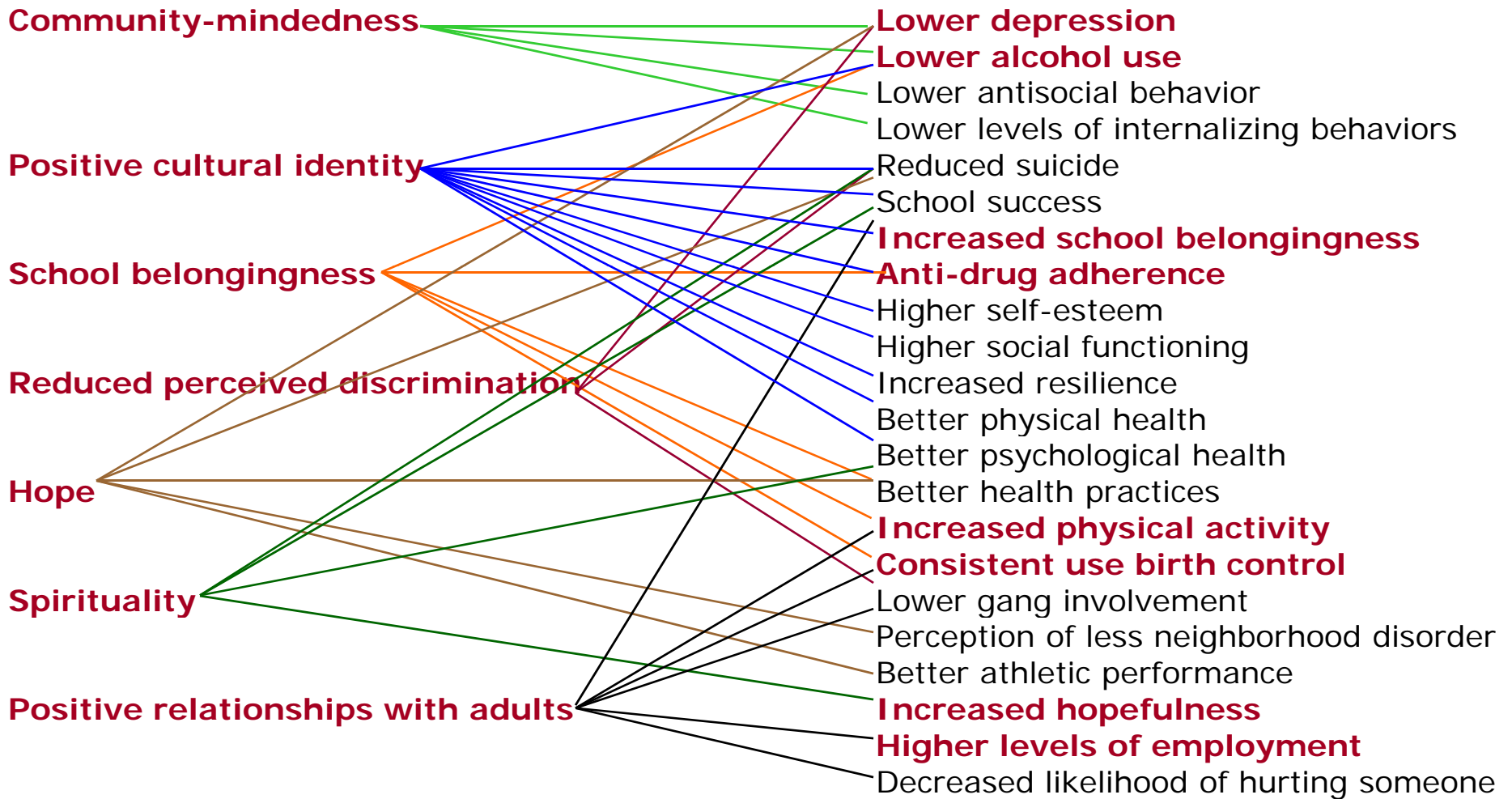
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# Identifying Effectiveness

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- 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.

# 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

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- 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

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- 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:

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- ❑ Staff training relating to implementation of NAT and case planning tool
- ❑ Participatory training to incorporate all perspectives and to receive feedback on refining NAT and case planning tool



# What We Learned

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# Where We Are Now – Evaluation

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

# Contact Information

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