

From Relational World View to Community Evaluation

Kathleen Earle Fox, Ph.D.

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NICWA

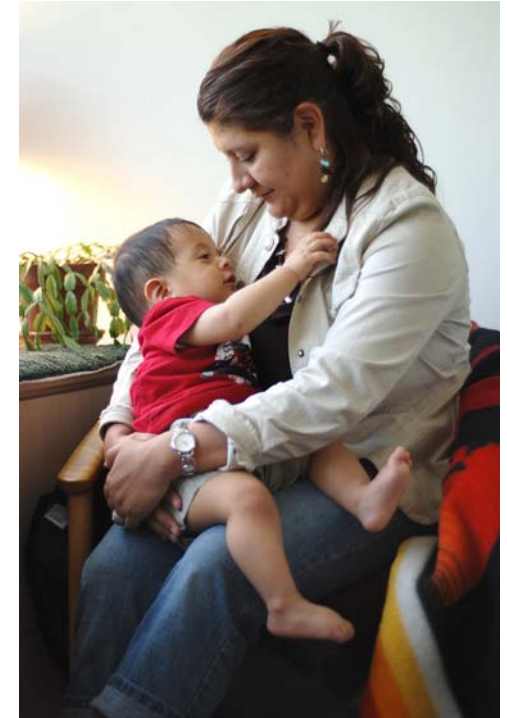
National Indian Child Welfare Association

Protecting our children • Preserving our culture

“The culture of the clinic is not the culture of the community”- J. Gone

Casualties of Euro-American domination:

1. Spirituality
2. Psychological well-being
 - Depression, demoralization
 - Substance abuse
 - Historical trauma
3. Indigenous ceremonies, healing
4. Culturally appropriate healing



Participatory Research Model

Steering Committee: Tribal members have responsibility for:

- **Final research design**—using RWV model
 - ❖ Review and pilot at first meeting
 - ❖ Basic training in conducting interviews, focus groups
- **Selecting and convening on-site research participants**
 - ❖ Chosen by tribal member(s) of Steering Committee
- **On site interviews and focus groups**
 - ❖ NICWA buys food and takes notes
 - ❖ Consent forms completed by all participants
- **Review and revision of final report**

Linear Worldview Medical Model



Social History → Presenting Problem → Assessment → Treatment → Outcome

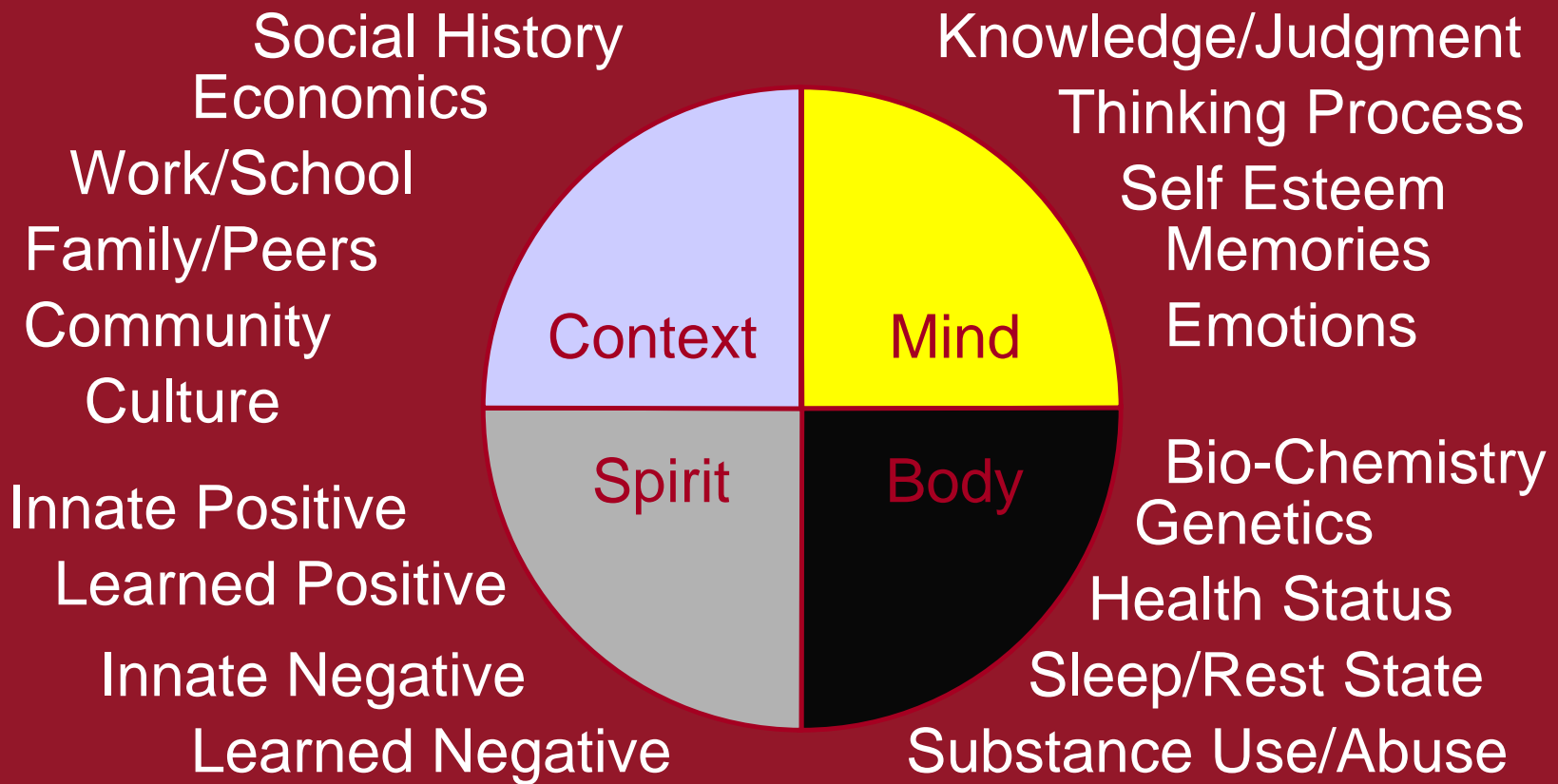
Relational Worldview

Native and Tribal Thought

- Fluid, cyclical view of time
- Each aspect of life is related
- Services aim to restore balance
- Interventions may not be directed at “symptoms”
- Underlying question is “how?”

Relational Worldview

Individual and Family Level

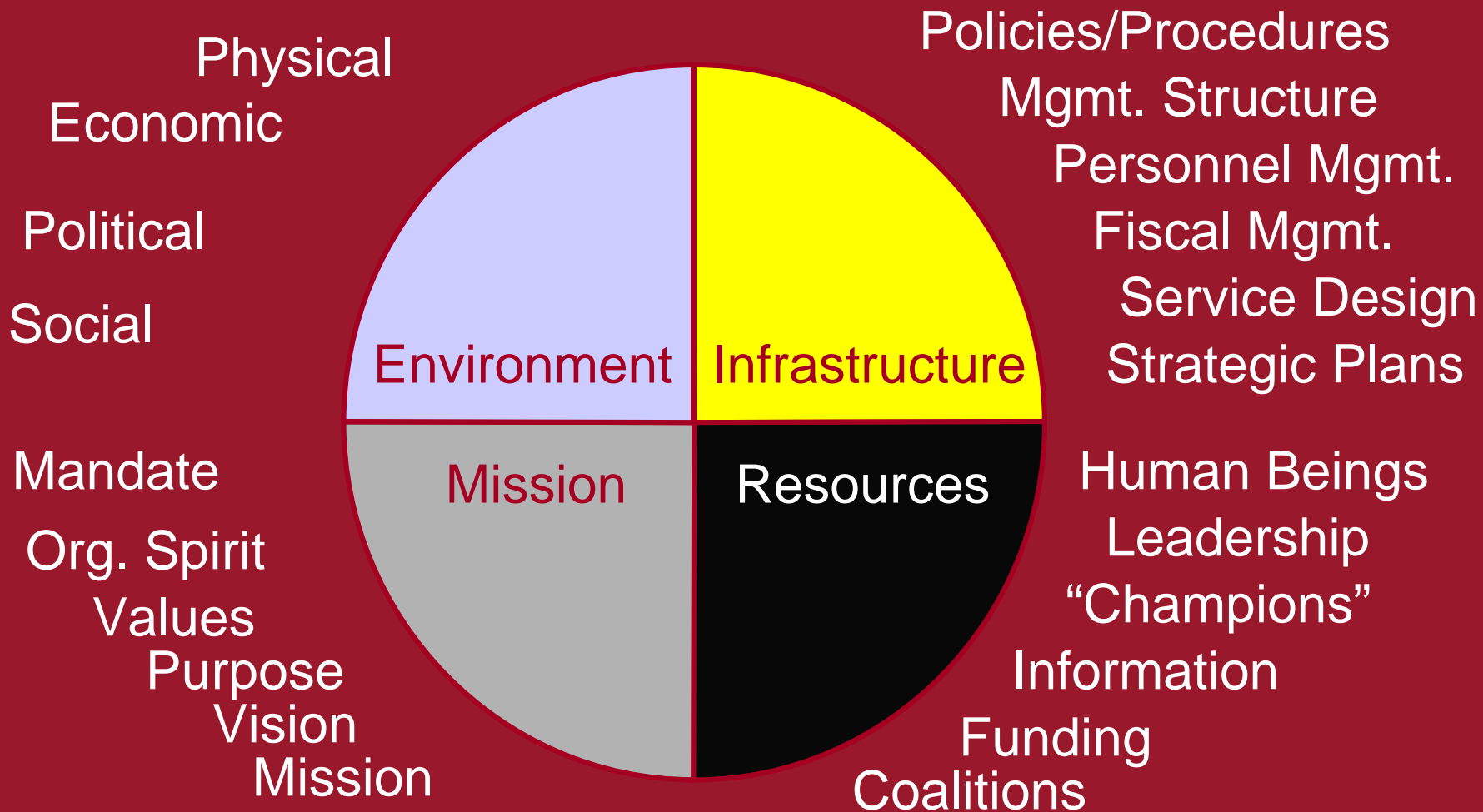


From Individual to Organization

- The RWV model of balance can be applied to organizations, individuals, and communities.
- Each element of the individual model has a parallel in an organization.
- This is the basis for NICWA's approach to agency climate that is used for evaluation.

Relational Worldview

Organizational Level



Context



Environment

Context:

- **Family**
- **Culture**
- **Work**
- **Community**
- **History**
- **Climate/weather**

Environment:

- **Political leadership**
- **Community views**
- **Community support**
- **Tribal history**
- **Economy**
- **Educational opportunities**

Questions: Environment

Political Leadership – Internal/External

- What is the awareness and involvement of the (tribal/external) political leadership about the issues (example: Facing youth in transition from adolescence to adulthood?).

Community Views on youth (ages 16-24)–Internal/External

- What are the attitudes toward youth (in your/outside the) community?



Environment, continued

Community Support – Internal/External

- What are the strengths of (your/outside the) community that may help to provide services and supports to youth in transition?
- What are the barriers to securing community support for youth in the community?

Tribal History

- What are the significant events that have shaped your tribal history?
- What are the traditional/mainstream values and rituals in your community that pertain to youth ages 16-24?

Economic Environment

- What types of jobs are available for youth in your community?
- How qualified or prepared are youth to take advantage of these employment opportunities?

Educational Environment

- How do adults/youth in your community view education?
- Are there opportunities/barriers for secondary education?

Answers: Environment

New York

- “A few bad examples give ‘em a wrong impression”
- (On education) “Is different for each person. Some say it’s too hard, some say it’s not important, others keep at it and they think ‘Yeah, I’ll come back to it.’”
- “Our grandparents survived residential school. That says something about our resilience.”

Washington State

- “We are the future – once we grow up we’re gonna be running the rez.”
- “My uncle told me, he said, ‘Don’t settle for your GED, it doesn’t give you (anything), go for your high school diploma.’”
- “Traditional healing and medicine went underground but it’s coming back now.”

Mind



Infrastructure

Mind:

- **Intellect**
- **Emotion**
- **Memory**
- **Judgment**
- **Experience**

Infrastructure:

- **Service availability**
- **Service use**
- **Interagency collaboration**
- **Federal, state, and tribal policy**

Questions: Infrastructure

Service Availability:

What types of services are available?

Service Utilization:

What types of data are collected?

- Who collects the data?
- Is data shared with other agencies?
- Do you share data with your tribal council?

Interagency Collaboration

- How do youth transition between child and adult services?
- How do you help youth successfully transition?

Policy

- How do you resolve conflicts between federal, state, and tribal policies?

Answers: Infrastructure

NEW YORK

- **“We work with the state to lobby for services.”**
- **“No one else (tribal communities in the state) has tribal/state agreements; no one else has the array of services.”**

WASHINGTON

- **“There’s a lot of support out there that we don’t recognize or be thankful for.”**
- **“We have to become more accepting of cultural healing and activities as a means of healing.”**

Body Resources

Body:

- **Chemistry**
- **Genetics**
- **Nutrition**
- **Substance use/abuse**
- **Rest/sleep**
- **Age**
- **Condition**

Resources

- **Personnel**
- **Funding**
- **Youth and family involvement**
- **Leadership**

Questions: Resources

Program Staff

- What are the key staff skills and knowledge needed to address the needs of this youth population?
- How available are workers with these skills? What type of training is needed?

Funding

- What are the federal, state, tribal, and private funding sources that support services for this population?

Youth and Family Involvement

- How are youth and family members involved in your tribe's services?
- How are youth and family members involved in non-tribal programs that serve your youth?

Leadership

- What role do you see leadership playing in helping support youth and their families? Who are the leaders?

Answers: Resources

NEW YORK

- (Due to funding) “tribal programs are focused on tribal priorities.”
- “Elders have started a building with a multigenerational program day care.”
- “We don’t have leaders, there is not really anyone like that for youth.”

WASHINGTON

- “Uncle Bruce represents us, our work, him, and those in the Long House.”
- “I would do anything I can to put a youth center together—fund raising, find money out there—if enough really want it, the youth will pull it together and get it done.”

Spirit



Mission

Spirit:

- **Spiritual practices/teachings**
- **Dreams, symbols, stories**
- **Grace, protecting forces**
- **Negative forces**

Mission:

- **Mission and vision**
- **Elder access and support**
- **Practice principles**
- **Cultural preservation**

Questions: Mission

Vision and Mission

- If you could design an ideal community that would support youth transitioning to adulthood, what would it look like?
Who would be involved, role, services?
- How important is the role of spirituality for youth preparing for adulthood?
- Elder access and support
- Practice principles

Cultural Preservation

- What are the cultural pieces that are most important to supporting youth ages 16-24 in your community?
- What do members of this age group generally do to have fun?

Answers: Mission

NEW YORK

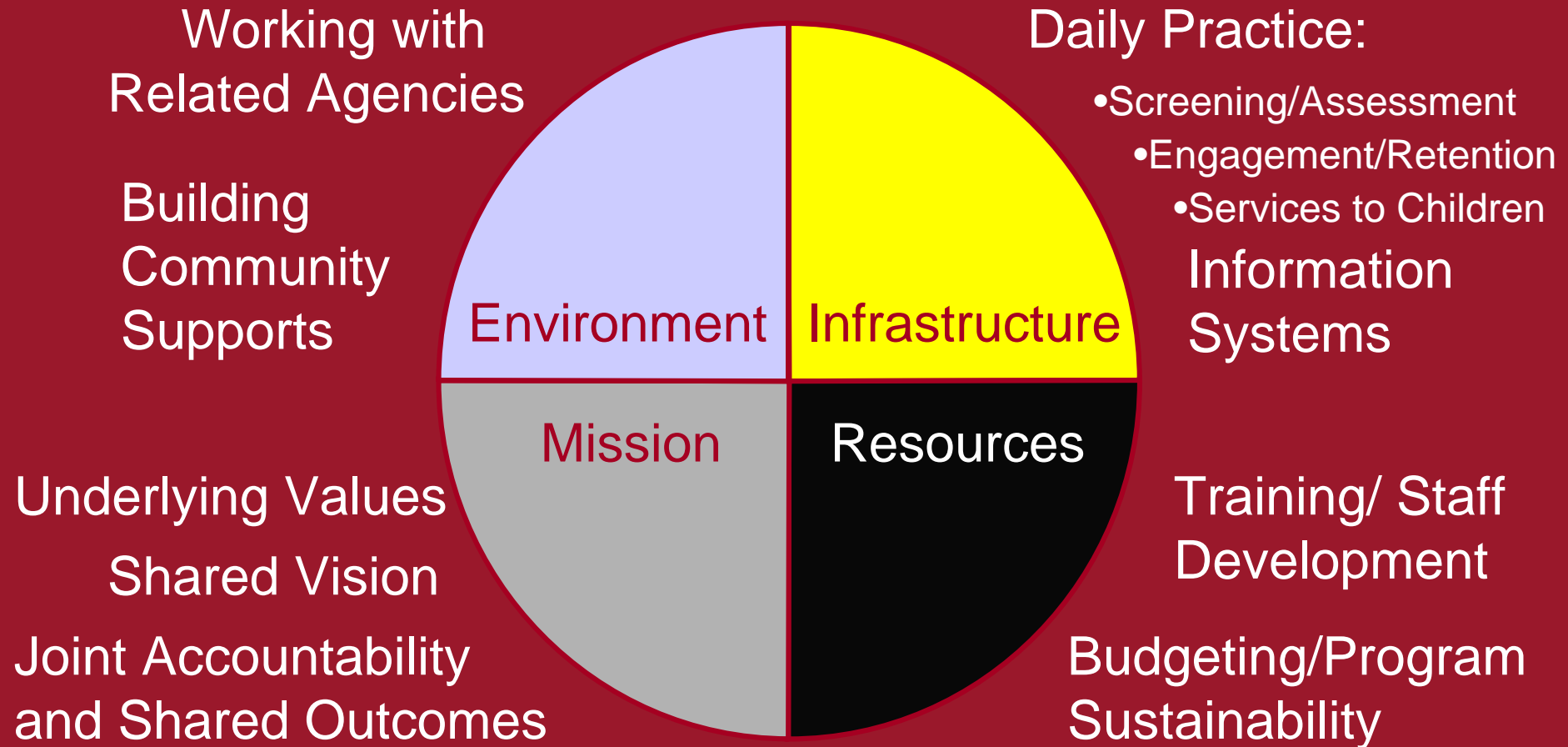
- “We need more helping one another, more respect, more unity no matter what they (youth) do.”
- (Youth aged 16-24) “gotta know who they really are, gotta know there’s places that help them, know not to be afraid to go and talk to elders.”
- “I wanted to learn the language ‘cuz it would be cool to talk with my friends and no one else would really understand.”

WASHINGTON

- “We are waiting for the right people to wake up.”
- “We used to live all up and down the canal and we belong up there with the hills.”
- “Youth should be included in cooking salmon, oysters – then we wonder why they’re not doing it the way they should.”

Relational Worldview

Development of a Quantitative Evaluation Tool*



* Developed by the National Center on Substance Abuse and Child Welfare

Examples: Context

1) Tribal leadership is aware of the issues that affect child welfare services and is committed to helping address these issues.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

2) State/County political leadership in our area is supportive of collaboration with tribal child welfare programs and staff.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

Examples: Infrastructure

1) Multi-disciplinary service teams have been developed by tribal child welfare that include members of related service organizations, including traditional healers when appropriate.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

2) Tribal child welfare staff provide outreach to clients who do not keep their initial appointment or drop out of treatment.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

3) Tribal child welfare has developed the capacity to automate data about the characteristics and service outcomes of the clients.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

Examples: Resources

1) Tribal child welfare has a multi-year staff development plan that includes periodic updates to the training and orientation received by staff.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

2) Funding sources for tribal child welfare services are adequate for the services provided.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

Examples: Mission

1) Elders are regularly involved in giving advice to staff of the tribal child welfare agency.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

2) The mission and core beliefs of the tribal child welfare agency are reflected in their service to community children, youth and families.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

3) There are many opportunities to be involved in cultural activities in this community.

- Disagree Somewhat Agree Agree
 Not Sure/Don't Know

Let's remember why we are really here
today...

