Building Capacity to Conduct Scientifically and Culturally Rigorous Evaluations in Tribal Communities through the Tribal Home Visiting Evaluation Institute

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Overview

- What is the Tribal Home Visiting Evaluation Institute (TEI)?
- What is the Tribal Maternal, Infant, and Early Childhood Home Visiting program?
- How does TEI build capacity in Tribal communities?
- How does TEI's approach align with the CB's Roadmap for Collaborative and Effective Evaluation in Tribal Communities?
- Questions

Port Gamble S'Klallam Tribe

TEI consists of:

- James Bell Associates, Inc.
- Johns Hopkins Bloomberg School of Public Health, Center for American Indian Health
- University of Colorado School of Public Health, Centers for American Indian and Alaska Native Mental Health
- MDRC

TEI Federal partners

- Office of Planning, Research and Evaluation

- Administration for Children and Families, Office of the Assistant Secretary for Early Childhood Development

- Office of Child Care

Tribal Maternal, Infant and Early Childhood Home Visiting Program

- Administered by ACF in collaboration with HRSA
- Funded through ACA, MIECHV includes 3% set aside for tribal program
- 25 cooperative agreements awarded to Tribes, Tribal consortia, Tribal organizations and urban Indian organizations
- 5-year grants that begin with a needs assessment and a planning year
- 3 cohorts: 13 in FY 2010, 6 awarded in FY 2011, 6 awarded in FY 2012
- Grantees must report to ACF on performance measures, conduct rigorous evaluation and continuous quality improvement activities

Confederated Tribes of Siletz Indians

Tribal MIECHV program goals

1. Supporting the development of healthy, happy, and successful AIAN children and families
2. Implementing high-quality, culturally-relevant, evidence-based home visiting programs in AIAN communities
3. Expanding the evidence base around home visiting interventions for Native populations
4. Supporting and strengthening cooperation and coordination and promoting linkages among various early childhood programs, resulting in coordinated, comprehensive early childhood systems

**Wavoka Monument
Yerington Paiute Tribe**

TEI provides guidance on:

- Tracking and reporting on benchmarks (i.e., performance measures)

- Rigorous evaluation

- Data systems

- Continuous Quality Improvement

- Ethical dissemination and knowledge translation

Taos Pueblo

Three Data Requirements

Benchmarks - Demonstrate Performance Improvement Over Time

Legislatively mandated; grantees develop their own performance measures and indicators; no client level data reported; 36 constructs

- TEI helps grantees develop a benchmark plan, prepare for and conduct data collection, and analyze and report data to ACF; data systems and data management are also TA topics

Rigorous Evaluation- Answer a Focused Evaluation Question Using Rigorous Research Methods

Grantees select question using CBPR approach; use rigorous design to answer question; focus on program impact, adaptations, or implementation strategy

- TEI helps grantees develop an evaluation question and design using the PICO approach, provide TA on developing IRB protocol, analysis and ethical dissemination of results
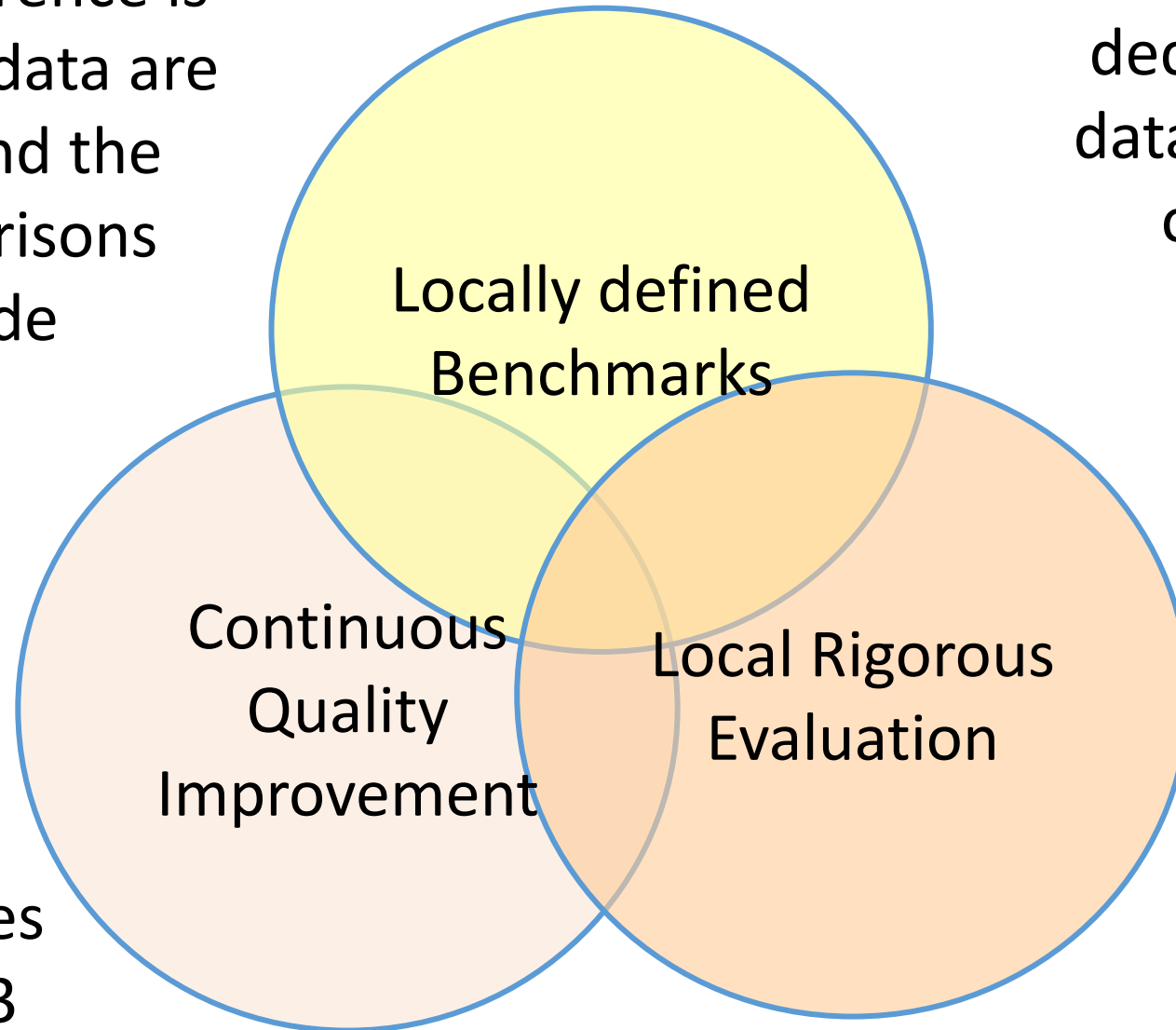
Continuous Quality Improvement – Use Data to Identify and Test Changes to Improve Program

Grantees select CQI topic like screening rates, family retention, breastfeeding initiation; use benchmark or other program data in a collaborative process to make data-driven improvements to program

- TEI assists grantees in preparing for and conducting Plan-Do-Study-Act cycles

TEI Collaborative Process

Federal Home
Visiting Team

DOHVE (State MIECHV TA Provider)

Consultants

TEI

Federal Project
Officers

Tribal Early
Childhood Research
Center

Model Developers

VisTA

A relational technical assistance process

Federal and TA Input ⟷ **Tribal Evaluation Institute** ⟷ **Grantee Home Visiting Team** ⟷ **Community Input**

Federal Team

Community Advisory Board

Evaluator(s)

TEI Liaisons

Tribal Home VisTA: Programmatic TA

Tribal government or leadership

Tribal Early Childhood Research Center

Elders or cultural advisors

Project Director, Coordinator and other staff

A relational technical assistance process

Federal and TA Input

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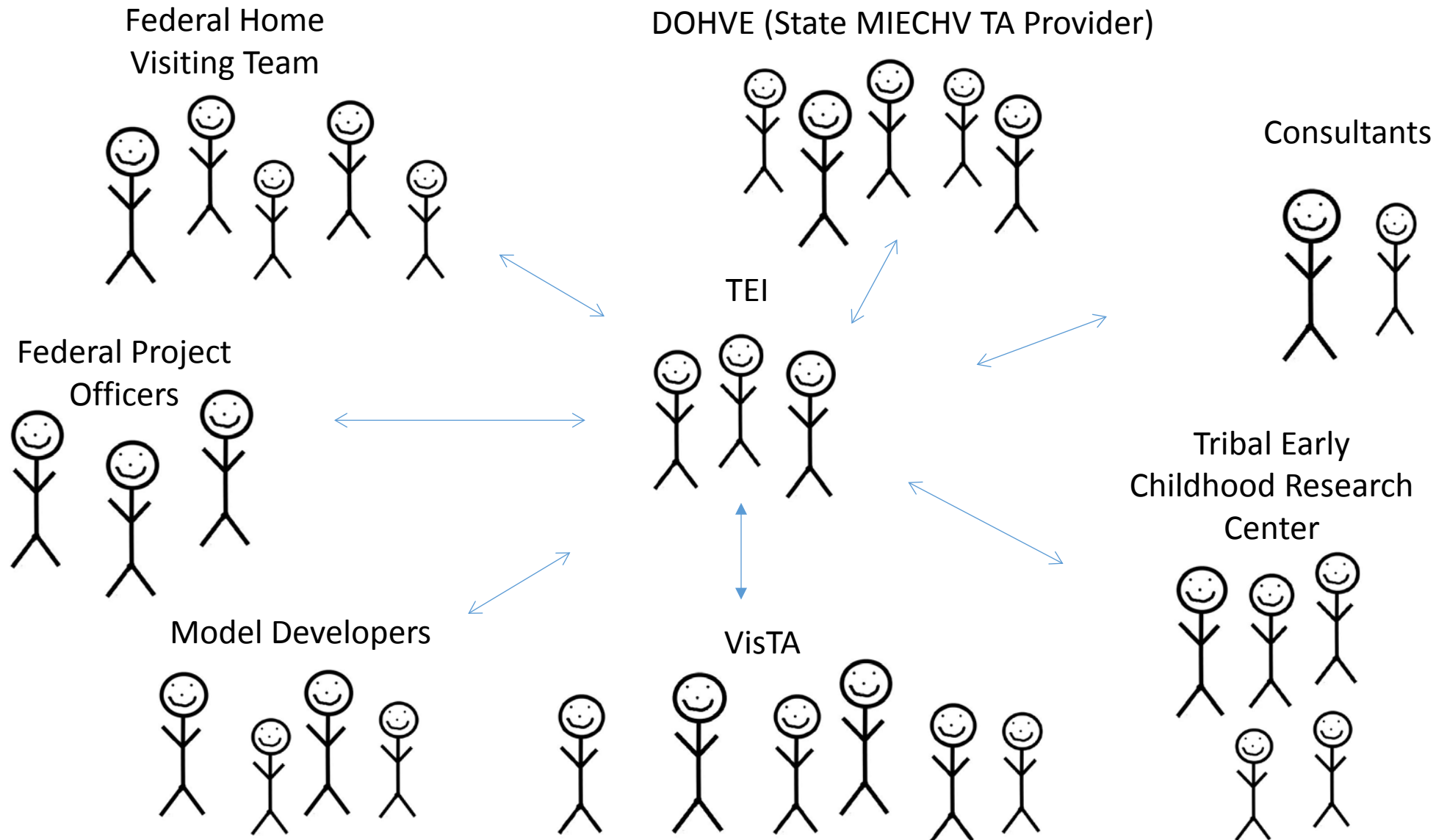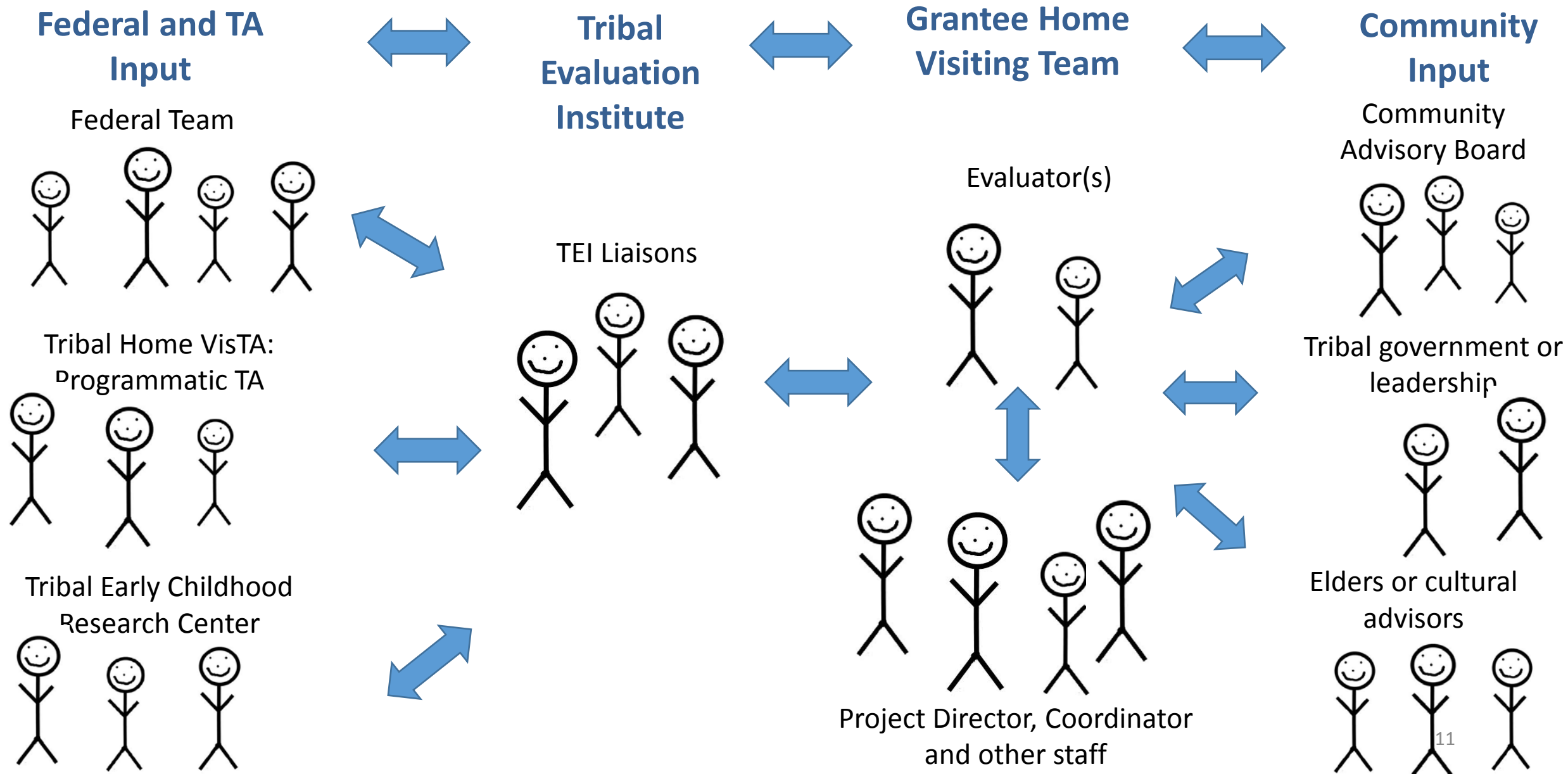
TA modalities
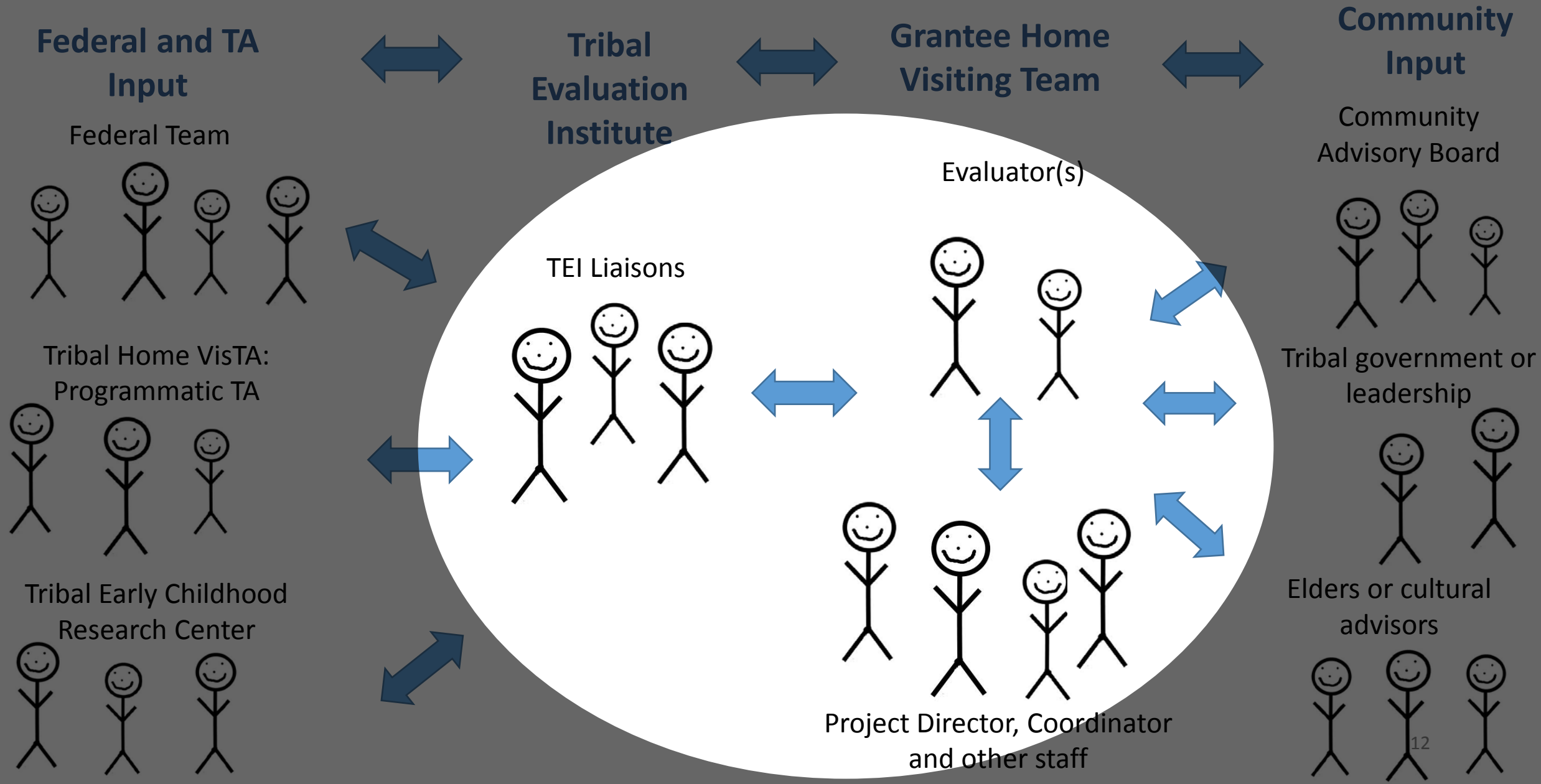
Conference calls

Site visits
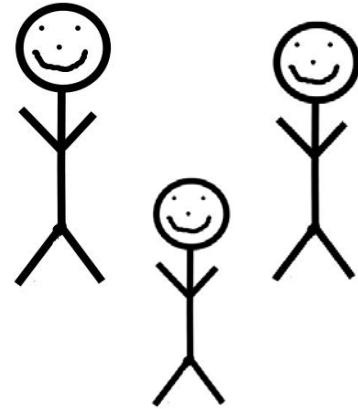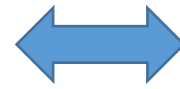
Grantee meetings
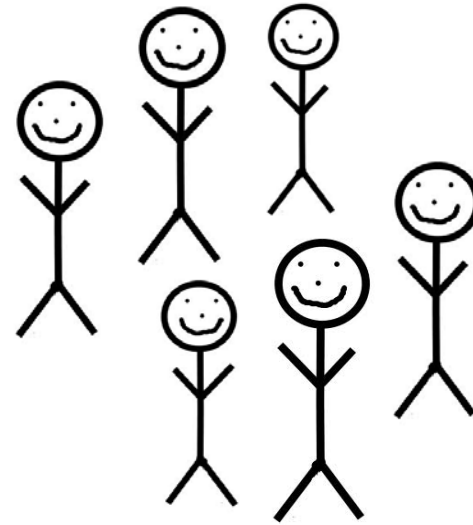
Tribal Evaluation Institute

Grantee Home Visiting Team

Feedback on plans

Webinars

Toolkits

Developing and implementing a performance monitoring system (benchmarks)

- Grantees develop and operationalize performance measures that correspond to 36 Federally mandated benchmark constructs

- Grantees select appropriate measures that correspond to community priorities and provide useful data for continuous quality improvement

- Iterative process of collaborating on benchmark plan as a program team, engaging with community, and working with TEI

Benchmark Plan Draft

Send to TEI Liaison

TEI develops Feedback

Receive written feedback

Benchmark Review Call

Consult with community

Rigorous evaluation

- Grantees develop an evaluation question that is important to the community and will contribute to the knowledge base
- Grantees select an evaluation design that is both rigorous and acceptable to the community
- Grantees are encouraged to narrow the focus of the evaluations due to resource limitations:
    - Measure small set of outcomes
    - Examine component of HV program
    - Focus on implementation strategy (e.g., recruitment, retention)
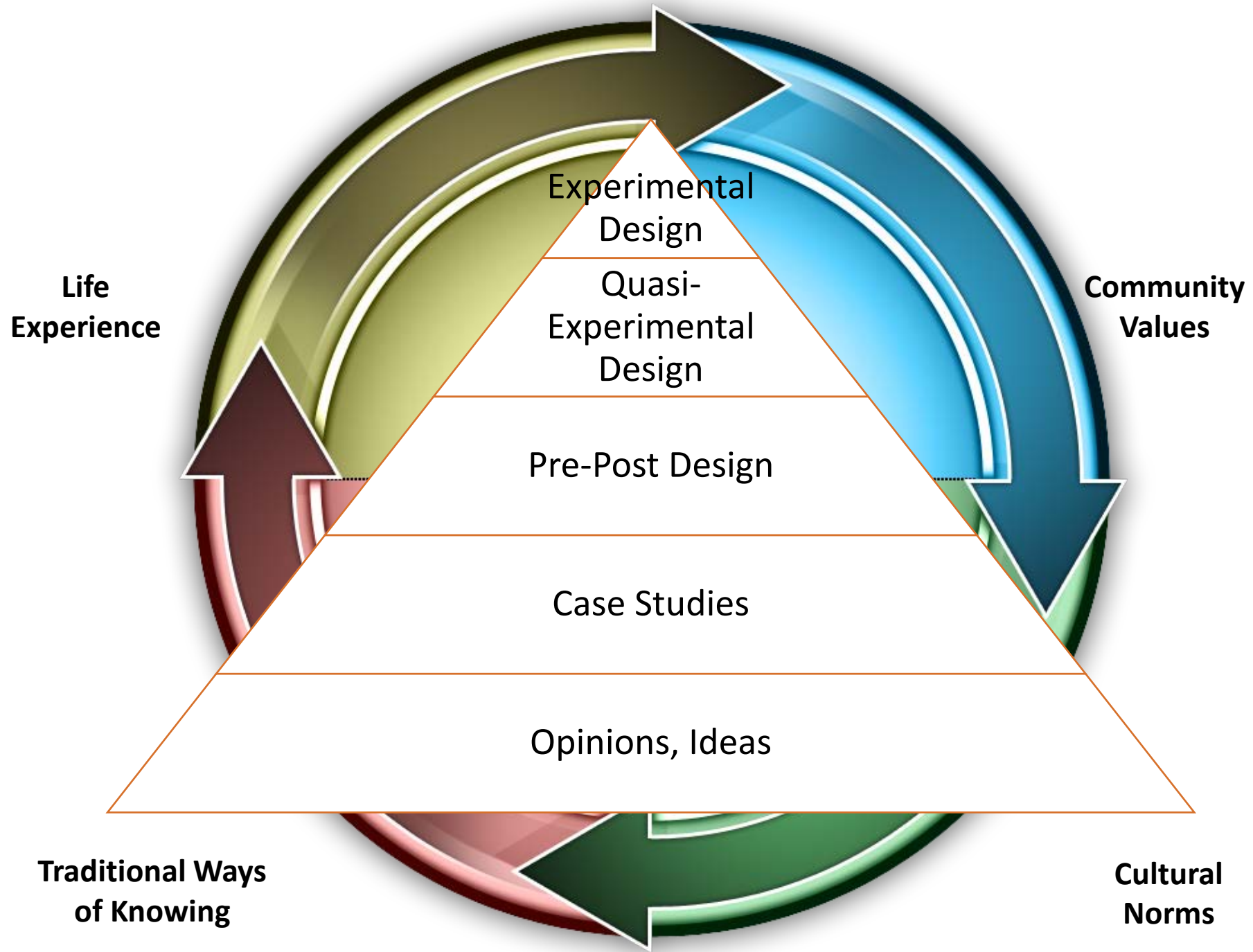   - Evaluate enhancement or adaptation
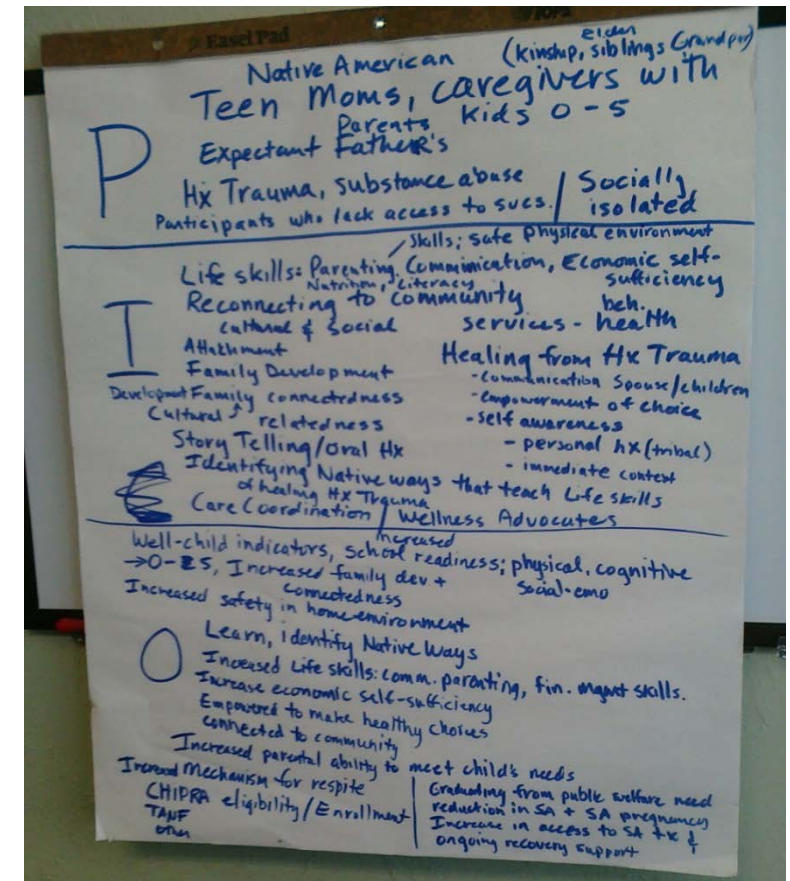
Population

Intervention
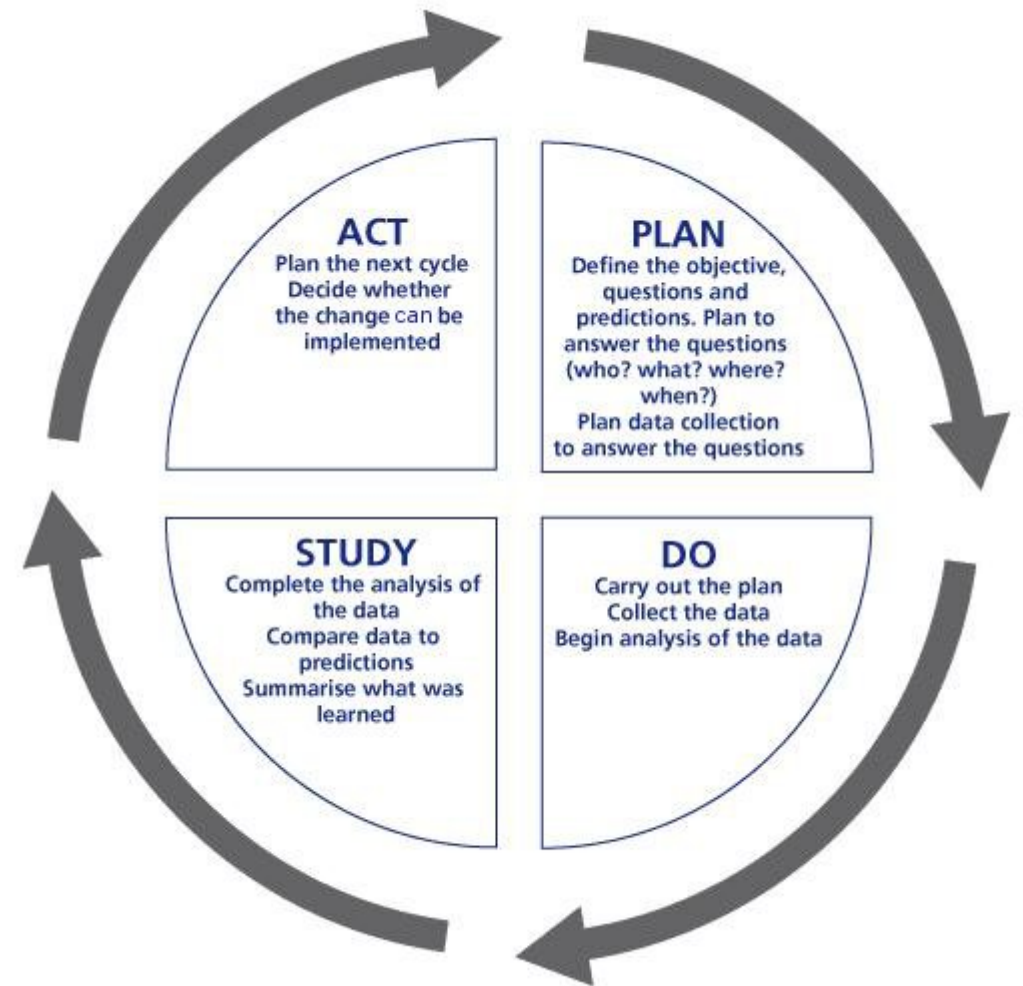
Comparison

Outcomes

Take a look..

Increased adherence to prenatal care

Improved parent-child interaction

Using data to improve programs (CQI)

- Grantees receive support to implemer Plan-Do-Study-Act cycles to improve implementation fidelity/quality and outcomes
- PDSA is inclusive, transparent process that involves entire program team
- Use existing benchmark, evaluation, o implementation data
- Emphasis on discovery, learning and testing new approaches

ACT
Plan the next cycle
Decide whether the change can be implemented

PLAN
Define the objective, questions and predictions. Plan to answer the questions (who? what? where? when?)
Plan data collection to answer the questions

STUDY
Complete the analysis of the data
Compare data to predictions
Summarise what was learned

DO
Carry out the plan
Collect the data
Begin analysis of the data

A few hot TA topics

- Identifying ethical and meaningful comparisons for rigorous evaluation
- Evaluating cultural adaptations
  - Identifying measures of cultural knowledge, identity, and practices & community connectedness
- Supporting intensive data collection efforts in Tribal communities
  - Preparing home visitors to collect data in the home
  - Addressing concerns around collecting data in small, isolated, close-knit communities.
- Identifying appropriate measures of parenting
  - Lack of parenting measures that have been validated for Tribal communities
  - Need for strengths-based measures that inform practice
  - Use of observational measures and videotaping are often a cultural mismatch

# Relationship building – what's worked

- Early site visits facilitate early relationship building

- Resources available for invaluable face-to-face time

- Intensive benchmark TA process builds foundation for evaluation TA

- Continuity of relationships is key

- Continuity helps TEI build understanding of grantees

- Trust is built by adding value

Choctaw Nation of Oklahoma

Knowledge and skill building – what's worked

- A phased approach to developing benchmark and evaluation plans is more efficient, easier to digest
- Be strategic about what TA to provide at individual versus universal level
- Peer learning opportunities
- Provide concrete examples and help translate them into unique grantee settings
- Modify approach based on grantee capacity and needs
- Target audience for TA extends well beyond evaluators
- Successive cohorts allow us room to improve

Lake County Tribal Health Consortium
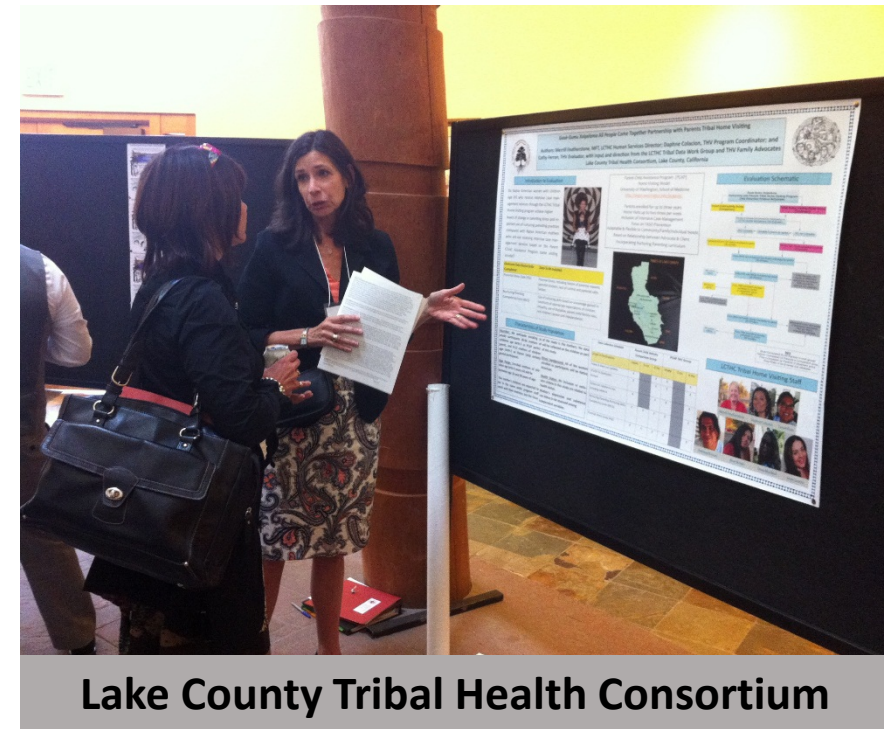
Support for community engagement in determining evaluation priorities

- TEI supports community engagement by:
  - Encouraging participation from a diverse group of program and evaluation team members on planning calls
  - Supporting changes to planning timelines to incorporate feedback/input
  - Emphasizing requirement for/necessity of community engagement on site visits, webinars, phone calls, plan reviews
  - Asking critical questions (have you presented this design to your advisory committee? How do you think your home visitors will feel about collecting these data? Etc.)
  - Sharing experiences across grantees/cohorts (How some communities have reacted to certain observational measures, etc.)
  - Better understanding the communities through face to face interaction with Tribal leadership, community partners, and families on site visits (These partners are often included in initial "PICO" exercise)
- Emphasize meaningful community input in <u>all</u> evaluation phases
- Example: Inter-tribal Council of Michigan

Evaluations anchored in community and cultural context

- Federal guidance allows for individualized as opposed to prescriptive approach – respects diversity

- Flexibility to define evaluation questions facilitates consideration of examinations of program model fit:
  - Lead many grantees to examine cultural enhancements to home visiting models
  - Lead some grantees to develop theories of change regarding native parenting practices

- Flexibility to define performance measures results in benchmark plans that reflect community context

- Example: In remote Native villages where subsistence patterns of living are the traditional way of life, changes in household income have little meaning; some grantees selected adapted measures of economic security

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Kodiak Area Native Association

Evaluations that blend scientific and cultural rigor

- Negotiating the balance:
  - Recognizing the value of indigenous ways of knowing and methods of inquiry
  - Application of appropriate and rigorous research methods
- Accommodating both will result in evaluation findings that will be meaningful to grantee community and to other tribal communities
- Example 1: Southcentral Foundation's use of historical comparison group and propensity score matching to evaluate impact of model, plus qualitative study of cultural fit of model.
- Example 2: Pueblo of San Felipe's evaluation of a newly developed cultural parenting curriculum evaluated using an internal comparison and qualitative methods

Southcentral Foundation

Impacts of capacity building

- Tribal communities are better prepared to oversee and conduct evaluation and consume evaluation information

- Improved services and outcomes through the integration of data into decision making

- Communities are invested in and take ownership of their evaluation plans and benchmark data collection

Confederated Salish and Kootenai Tribes

Questions?

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