



# Region X Tribal TANF Conference

September 28, 2011

U.S. Department of Health & Human Services  
Administration for Children and Families

Tulalip Resort & Casino

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# Objectives

- The current evaluation environment;
- Impact of Inter-generational trauma on evaluation & community mobilization efforts;
- What is evaluation?
- How to use evaluation for effective advocacy;
- Emerging roles for family & community members; and
- Lessons Learned.

# Four purposes of TANF:

- Assisting needy families so that children can be cared for in their own homes;
- Reducing the dependency of needy parents by promoting job preparation, work, and marriage;
- Preventing out-of-wedlock pregnancies; and
- Encouraging the formation and maintenance of two-parent families.

# Paradigm Shift

- The path to self-sufficiency took a detour. **Low-skilled jobs with wages and benefits** that can support families with children **are scarce**.
- Faced with this stark reality, many advocates are now redefining the problem of "welfare." In a paradigm shift that focuses on **moving families out of poverty** instead of just requiring heads of households to get a job, advocates consider a variety of strategies that will address the root problem of welfare—that of poor families.

# Paradigm Shift

- General strategies that reduce poverty include: increasing family income, reducing family expenses, expanding family opportunities, building knowledge and skills, and promoting stronger family/parental responsibility (National Center for Children in Poverty, 1999). These general strategies indicate that the reduction of poverty is largely reliant on the investment of resources in individual families. If welfare reform provisions target strategies that invest in families and family wellness by providing adequate social supports and opportunities for secondary education and meaningful employment, public policy will truly impact poverty.

# Paradigm Shift

- “An appropriate strategy needs to be set in place to help formulate and support long-term self-sufficiency goals: to develop skills to move into higher paying jobs, to manage family demands competently in the face of requirements for good daily work performance, and to attend to family development tasks, so that the next generation can build on the success of this one. Addressing these complex and challenging issues is, in the final analysis, more important....than simply getting people into the laborforce" (Berns & Drake, 1998).

# Inter-Generational Trauma

- Brave Heart & Debruyn, (1998) noted that historical trauma has a layering effect and is the "cumulative emotional and psychological wounding over the life span and across generations, emanating from massive group trauma".

# Trauma

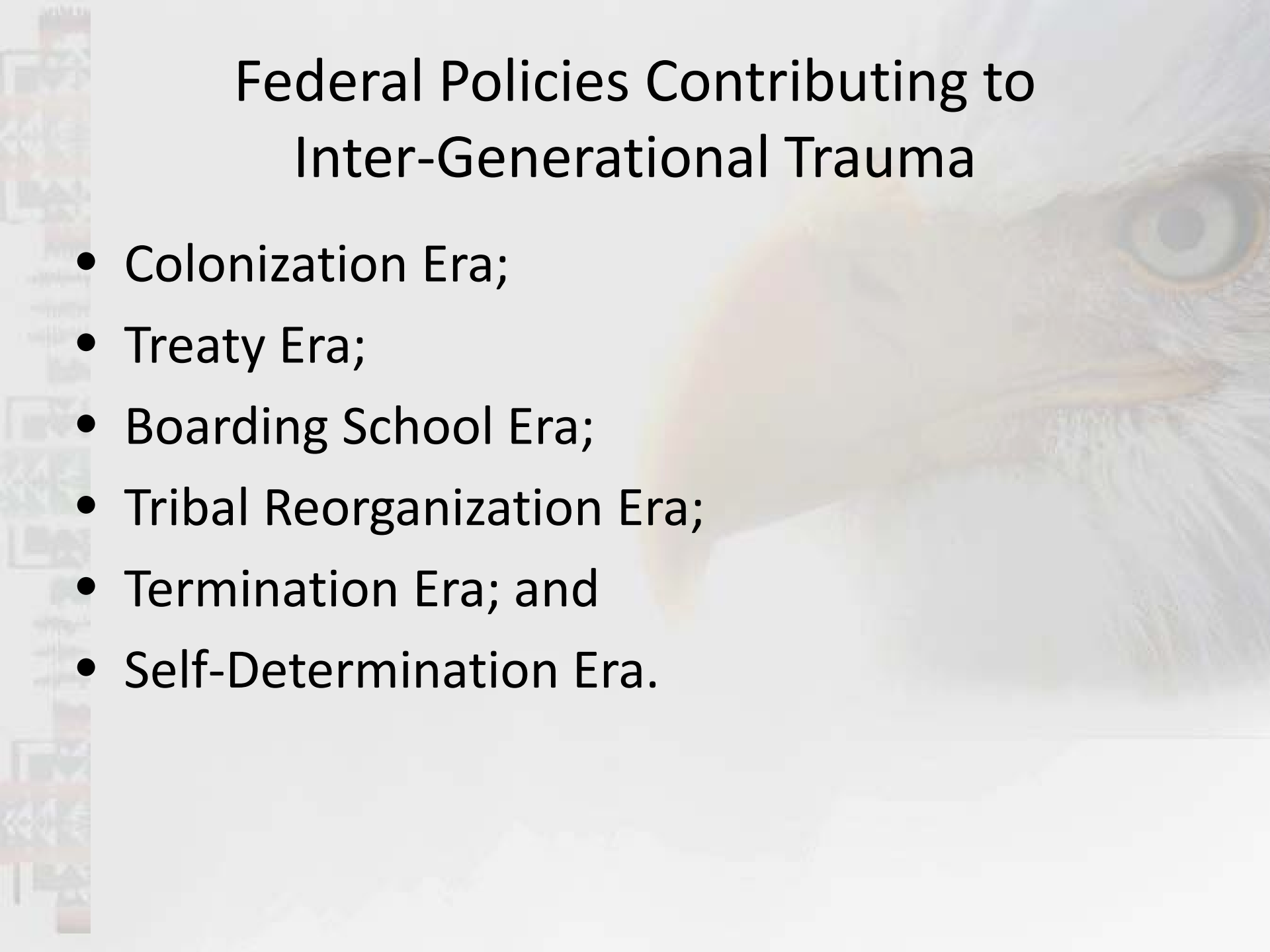
(Sztompka, 2000)

“Trauma is not a stable condition, but a dynamic, evolving process or sequence.”



# Federal Policies Contributing to Inter-Generational Trauma

- Colonization Era;
- Treaty Era;
- Boarding School Era;
- Tribal Reorganization Era;
- Termination Era; and
- Self-Determination Era.



# “Retreatism”

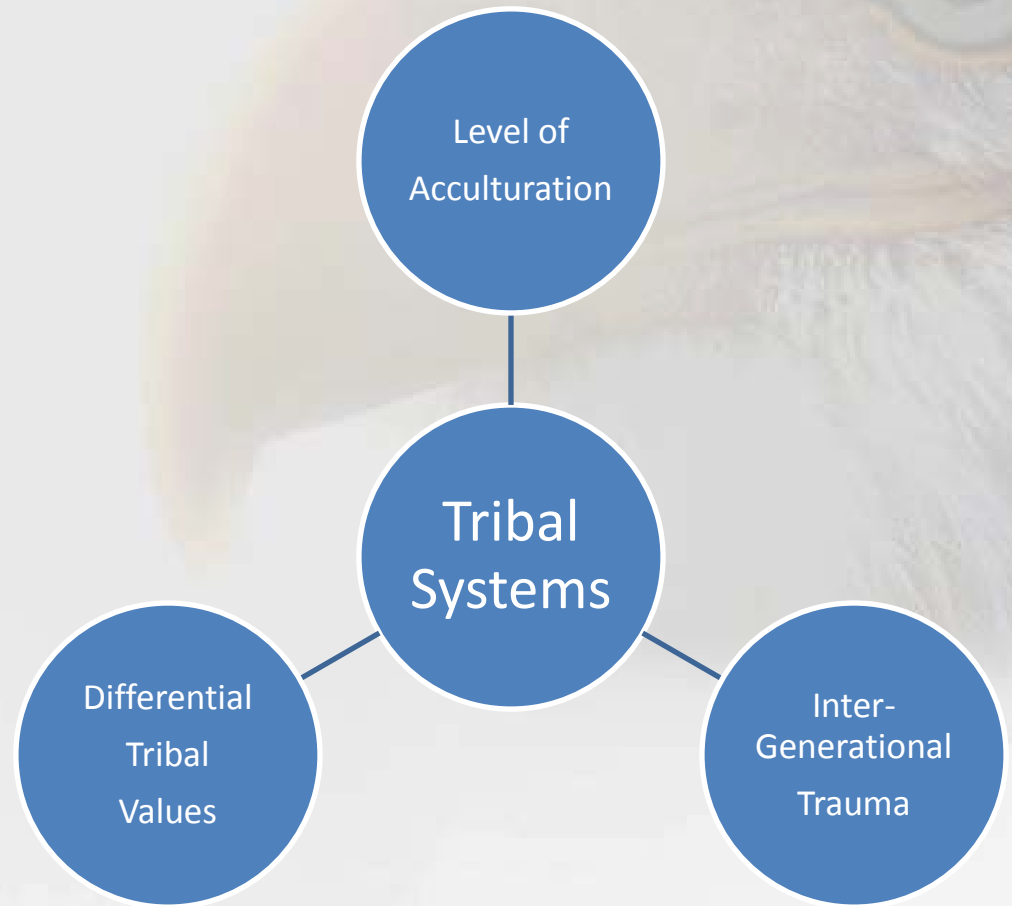
(Negative/Passive)

## Responses to Cultural Trauma

- Ignoring trauma;
- Repressing trauma;
- Striving to forget it;
- Acting as if trauma does not exist;
- Uncertainty and risk;
- A “business as usual” attitude (repressing anxiety);
- Faith that things will work out;
- Pessimism & a “hedonistic” tendency (enjoy life in the here and now, before danger strikes); and
- Collective social response against perceived dangers.

# The Filtering Process: Tribal Systems

- All Tribal Systems are filtered through:
  - Impact of Trauma;
  - Acculturation; and
  - Core values and beliefs.



# Impact on community mobilization & evaluation efforts

- White European values and beliefs permeate tribal environmental, political, and social systems which in most cases result in behaviors that inhibit or clash with traditional values and beliefs.
- Evaluation & Cross-Agency Collaboration is plagued by:
  - Territorialism & “silo-ing” of services,
  - Political favoritism, and a
  - Seemingly lack of concern regarding traditional
  - cultural protocols,
  - Non-responsive to the opinions of elders,
  - Little or no input into tribal planning processes
  - Generalized apathy (hopelessness & helplessness) towards agreeing to become involved.

# Tribal Barriers to Evaluation

- ✓ Little or no confidentiality:  
Individuals, families and community.
- ✓ Negative attitudes (based on previous experiences, skill levels, need not documented).
- ✓ Stigma (associated w/services).
- ✓ Services & programs (unwilling to collaborate & share information, e.g. loss of power).

# Issues Impacting Evaluation & Community Planning



# “Stone Soup”

## Social Ecological Paradigm – The Pot!

- The social ecological paradigm suggests that in order to promote factors which influence community mobilization & interest in supporting evaluation efforts must recognize the interaction of:
  - Intrapersonal factors which comprise individuals’ personal characteristics (e.g., knowledge, skills, self-concept, attitudes);
  - Interpersonal processes (e.g., formal and informal groups and networks within which individuals evolve);
  - Institutional factors (e.g., social institutions with organizational characteristics, formal and informal rules of operations); and
  - Community factors (e.g., norms, beliefs, and values that regulate the relationships and boundaries among organizations, community partnerships or coalitions.

(Joffres, C. et al, 2002)

# EVALUATIVE THINKING

- The process of evaluative thinking is being aware of what your ideas are based upon, the limitations of what you know, and identifying new information and new sources of information needed to get to a better understanding.



# EVALUATIVE THINKING

- Raise vital questions and challenges;
- Frame questions and challenge assumptions clearly and precisely;
- Assess relevant information;
- Arrive at well-reasoned conclusions and solutions; and
- Think on a broader and more open-minded level.

# Why evaluate?

**To advocate ... with organized  
information supporting the  
cause, idea, or proposal ...**



Evaluation, as a tool of advocacy, is...

**...a way to collect and organize  
information that could be used in support  
of a cause, to improve services/systems or  
to support a grant proposal ...**



**Advocacy is...**

**...to speak or write in support of ...**

**An act or process of supporting a  
cause or proposal ...**

# The Difference...

ADVOCACY is:

- Presenting a given idea to influence another person.



EVALUATION is:

- A way of asking questions about that idea – to prove it or to learn something else.



# Why evaluate?

To answer questions, such as:

- Does the program work as intended?
- Do improvements occur and do they matter?
- Have the requirements of a program been met?

# Emergence of Partnerships

- **Families talked to**
- **Families consulted**
- **Families serve as data collectors**
- **Families serve as research staff**
- **Families consult researchers**

# Levels of Evaluation

## **INDIVIDUAL CHILD AND FAMILY LEVEL**

Assesses children and their families

E.g., Clinical assessments or educational testing

## **SERVICE DELIVERY LEVEL**

Assesses services

## **SYSTEM LEVEL**

Policy and funding decisions occur



# Types of Evaluation

Process Evaluation

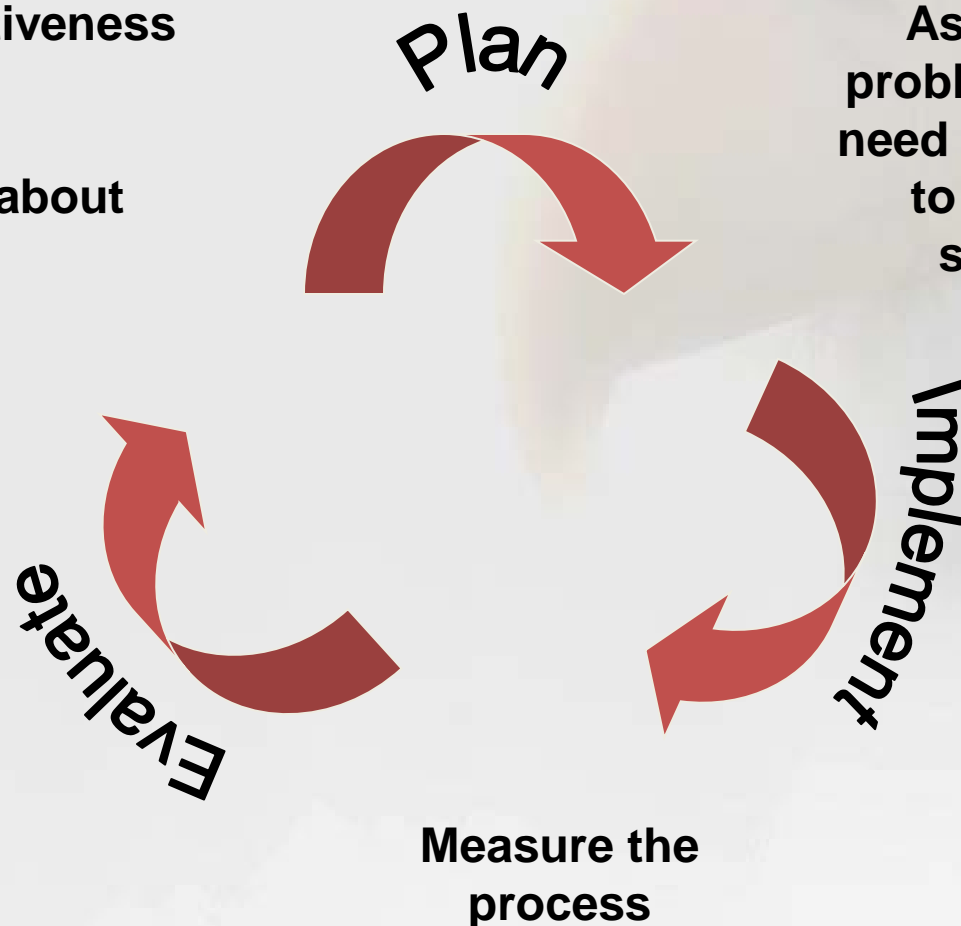
Outcome Evaluation

Cost Effectiveness

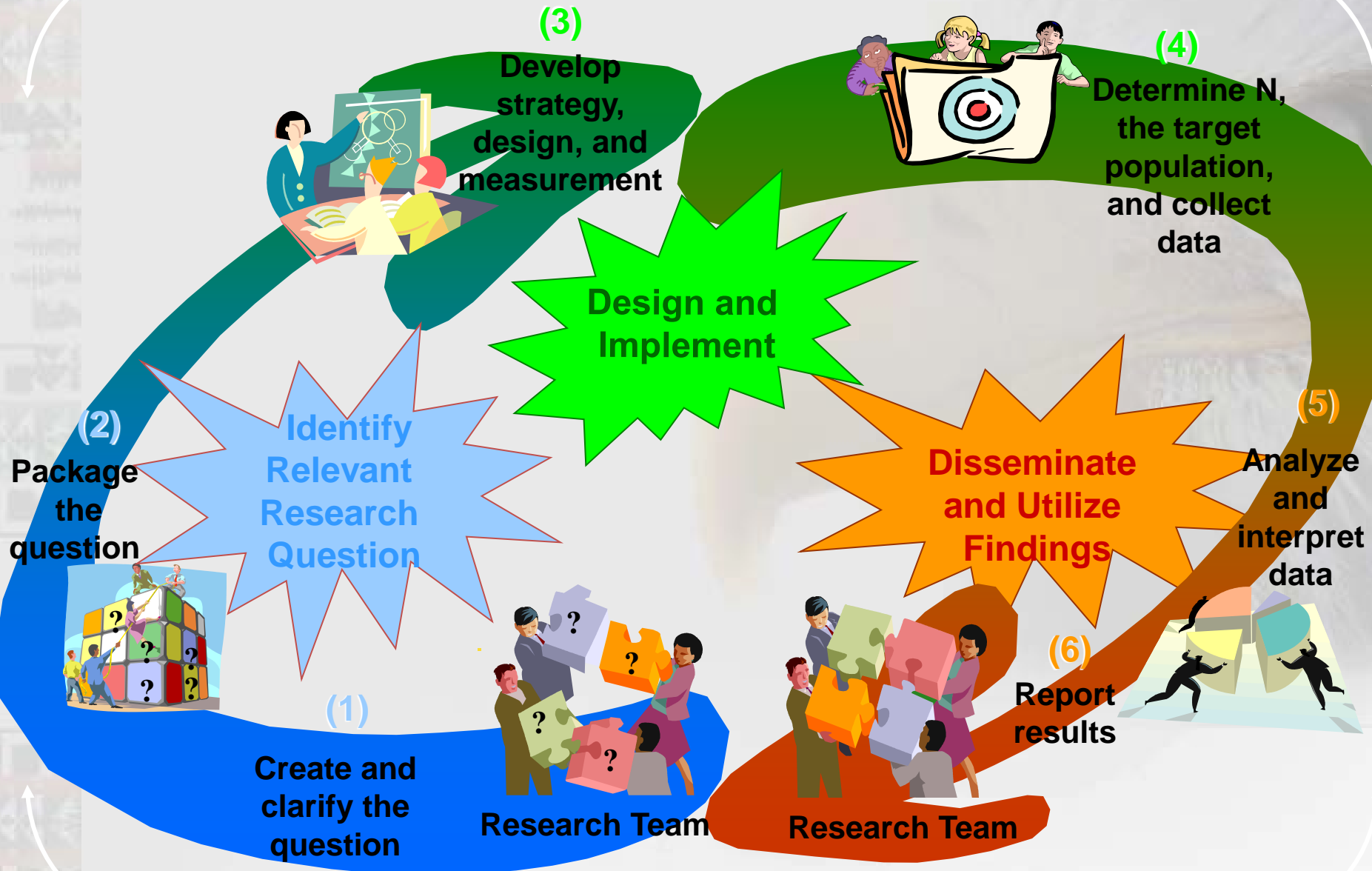
Quality Assurance

# Stages of System of Care Development and the Uses of Evaluation

- Cost effectiveness
- Outcomes
- Decisions about program adaptation



# Current Events Changing Social Values



## Effects of Evaluation

# What is the question?

- **WHO** made up the question?
- **WHY** was it being asked?
- **WHO** did the asking?
- **WHO** funded the study?

# A GOOD evaluation question is...

- Clear
- Concise – can be stated in a sentence or two
- Concrete and focused
- Feasible to study
- “So what?”

# Generate Your Questions



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# The **REAL** measure of a **GOOD** evaluation:

- Can it pass the “***SO WHAT***” test -- will it help children and families?
- Will the study answer the question?
- Were families involved?
- Will it possibly help impact policy?

# **How** was the question answered?

- **WHAT** type of information was collected?
- **WHO** was asked for information?
- **HOW LONG** a time was information collected for?
- **WHO** did the asking?
- **HOW MANY** people were asked?

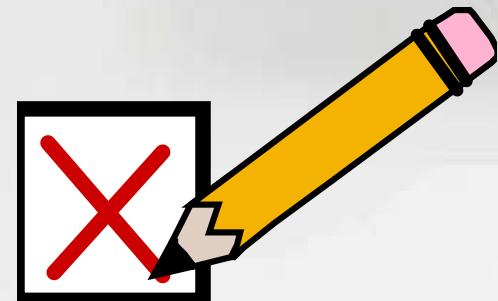


# Questions to ask about the study:

- **WHAT** was measured (satisfaction, empowerment, behavior)?
- **WHAT** are the findings?
- **HOW** can the information be used?

# Quantitative Tools:

- **Quantitative** studies are ones that use measurement and analysis to yield ***numbers*** (quantities).
- The administration of **questionnaires, surveys**, and other **standardized instruments** are the most popular methods for collecting quantitative data.



# Qualitative Tools:

- The information obtained is generally expressed **without numbers ... organizing words, information, and observations**
- Methods include case studies, observations, document reviews, focus groups, and interviews

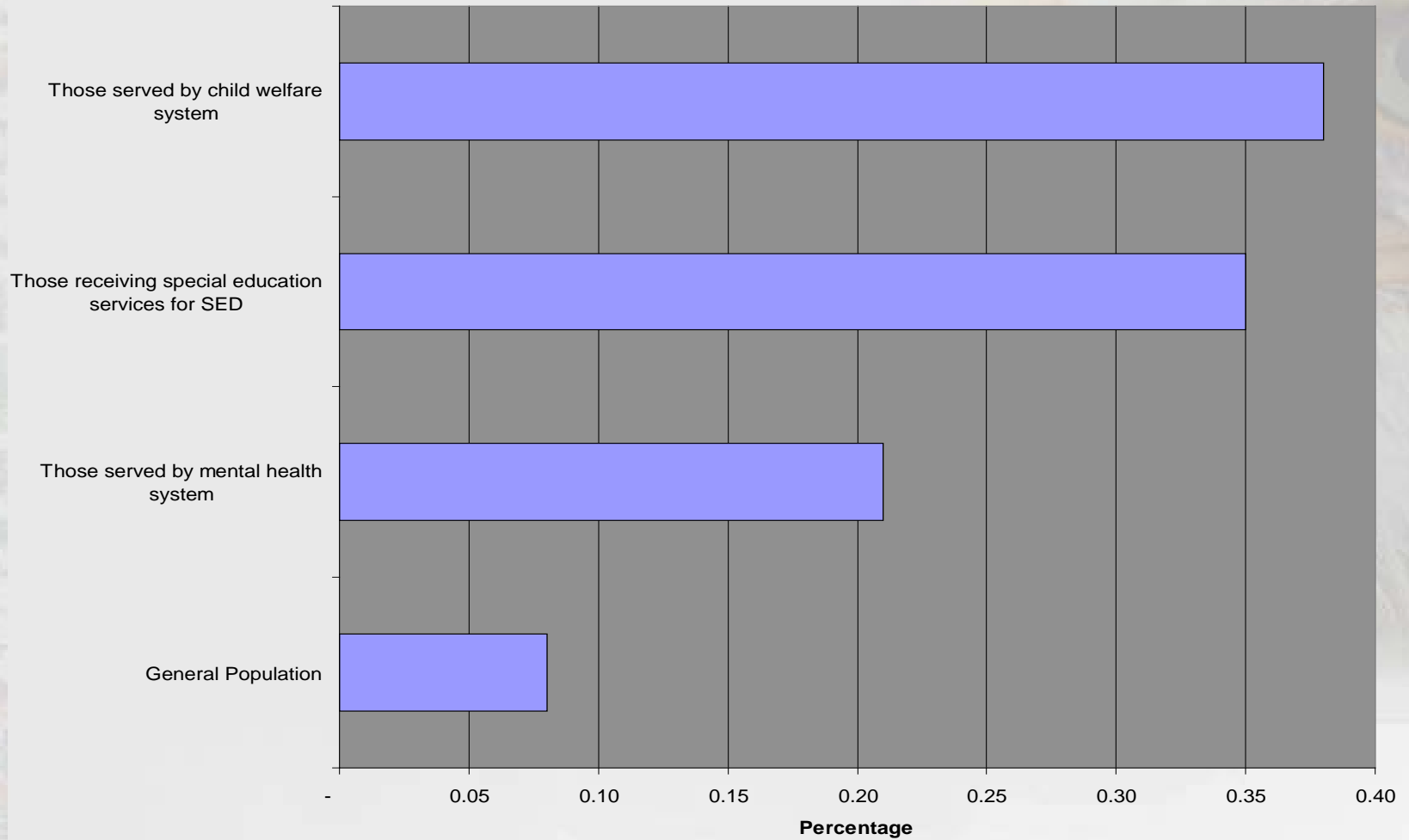
# Using Qualitative Data

- Review comments with program staff for continuous quality improvement ;
- Help to identify cultural competence issues (types of assessment – individual/family, services, system);
- Better understanding of family perspective of services;
- Help programs to better explain their roles to families;
- Update and improve service delivery structures;
- Recognize “practice-based” approaches to recruit & sustain family interest in services; and
- Staff Training - address issues in working with clients.

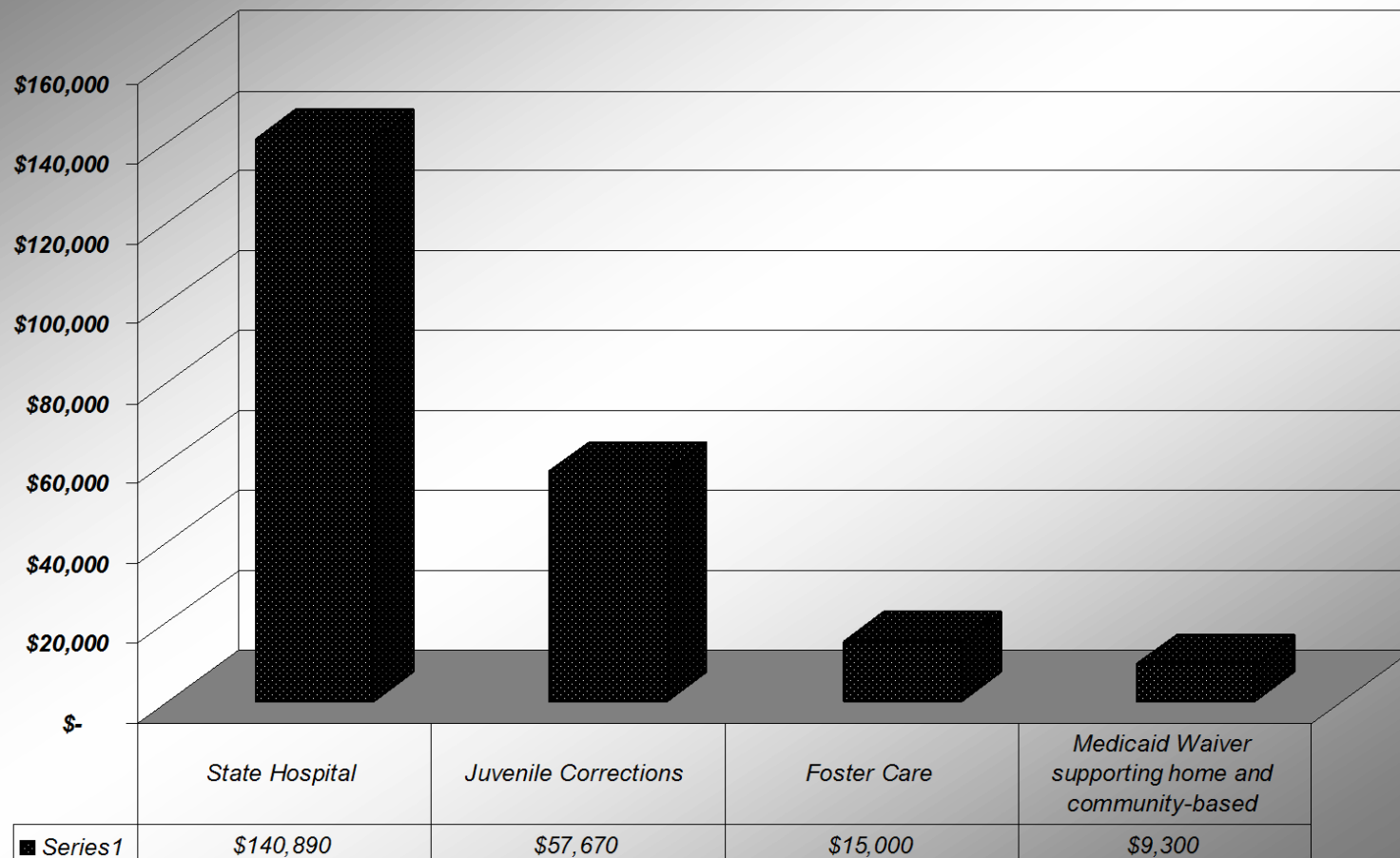
# Pictures of the Data

- **Bar Charts:** compare like items (height, shoe sizes)
- **Pie Charts:** show relationships of parts to a whole (budgets, ethnicity)
- **Time Charts:** show change over time (differences in satisfaction from intake to six months)

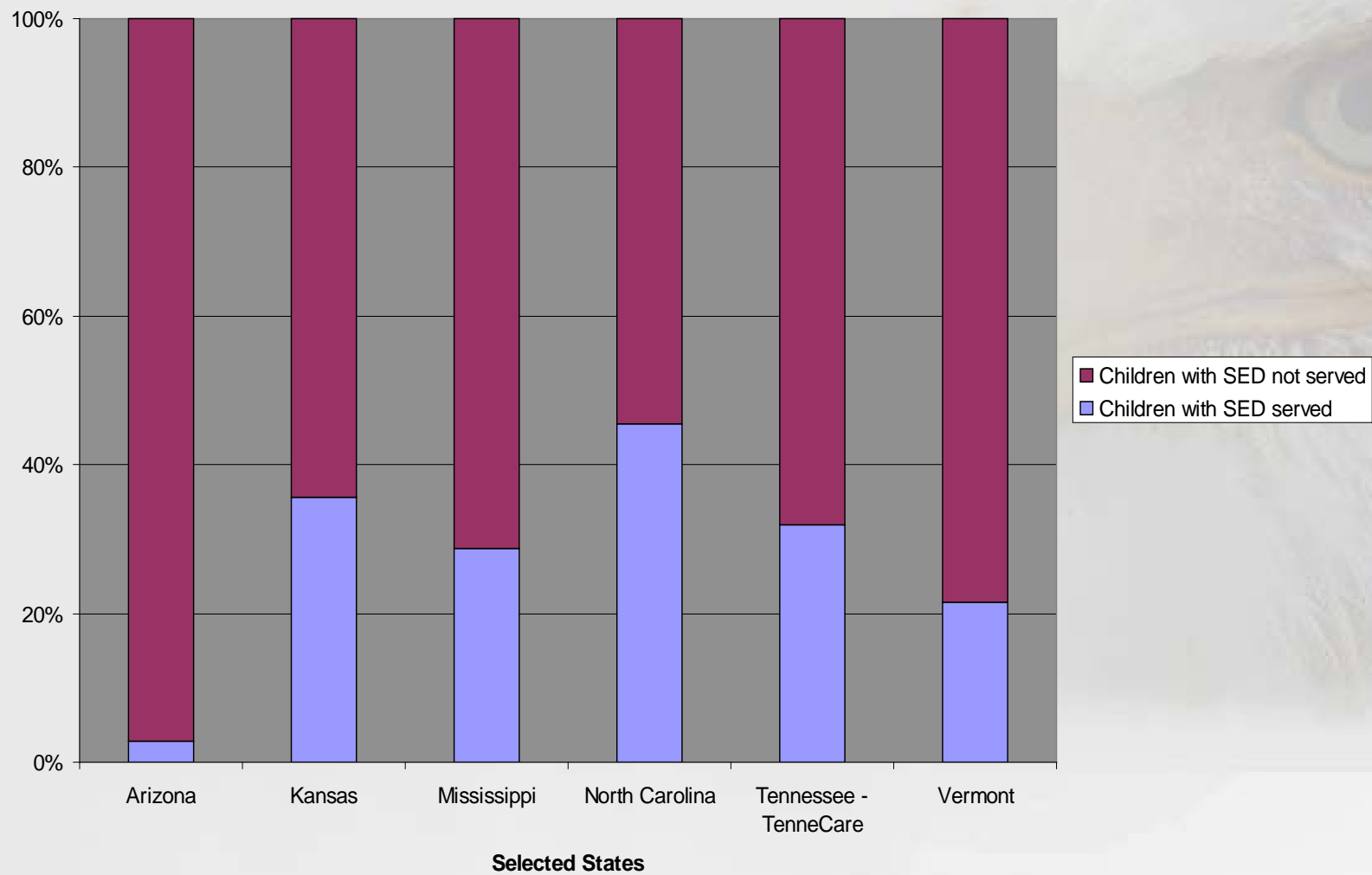
**Incarceration Percentages of 17-year old males in Vermont**  
**Source: Dr. John Pandiani, Vermont Department of Developmental and Mental Health Services, 1998**



**Cost of Services to children with SED in Kansas**  
**Source: 1999 Testimony Before the Senate Ways and Means Subcommittee on Social Services,**  
**Keys for Networking**



## Overview of Unmet Children's Mental Health Needs





# Communicate the Results!

- Simplified Quarterly Partner Reports  
Responding to partners specific questions – e.g. effectiveness, length of services, reunifications etc.
- Community Awareness: Regular reporting in tribal news, radio, flyers (IHS waiting areas).
- Regular reports to tribal council: Give them something to “brag about”, to advocate, etc.

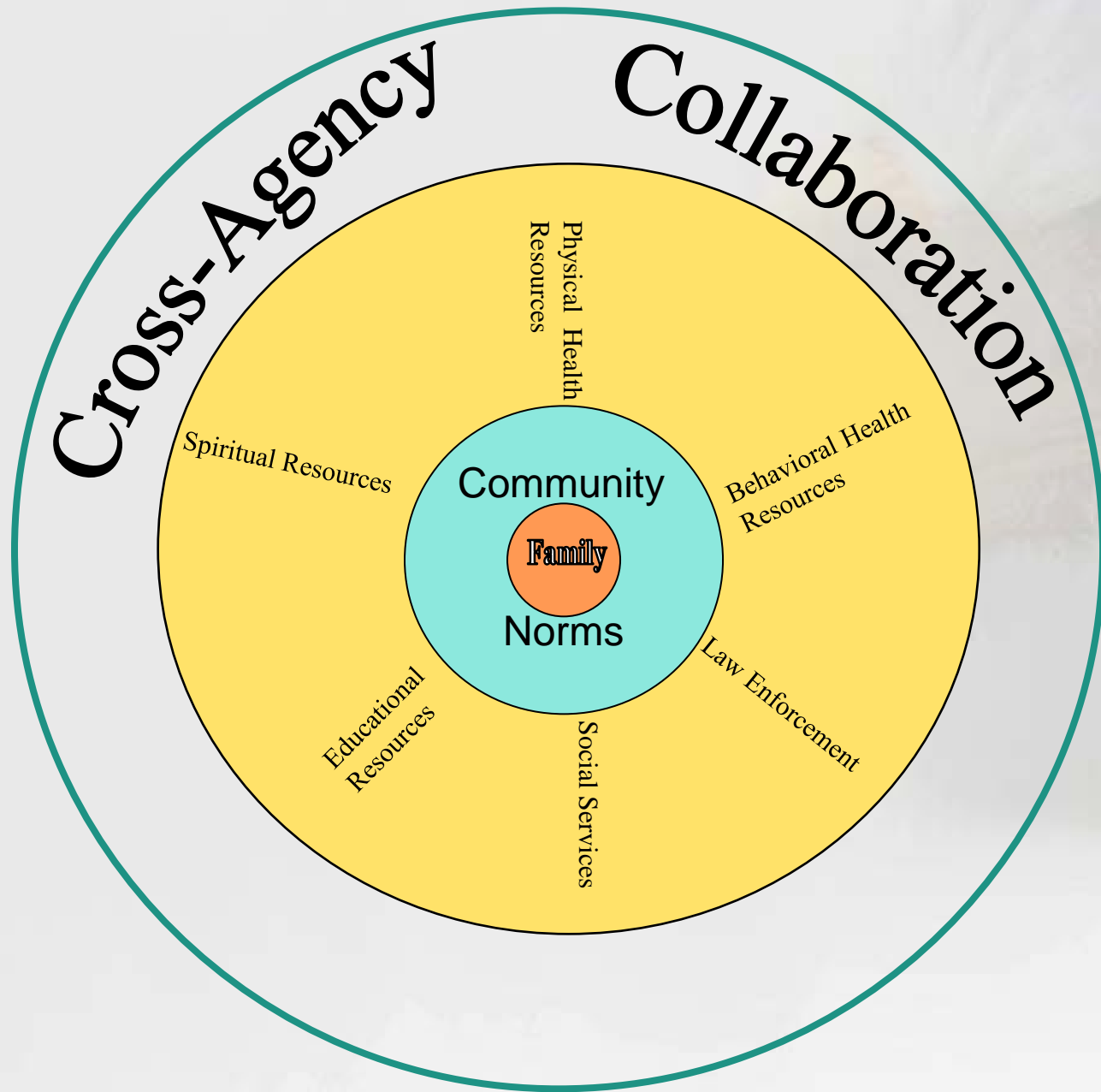
# Utility of Evaluation Data

- Interweave outcomes with clinical practice
- Increased understanding of program effect on service outcomes
- Program managers can use information to improve outcomes and target interventions
- Supports Evidence-Based AND Practice-Based Interventions

# Challenges

Improve quality of services:  
assessing clinical outcomes





# Family-Centered Evaluation

- Family “knows best” !
- Recognize the potential burden/harm of instrumentaton
- Identify & build on the strengths of the family (e.g. cultural & spiritual assessment)
- Collaboratively develop family TX goals
- Celebrate the “little & big” steps toward accomplishing goals.



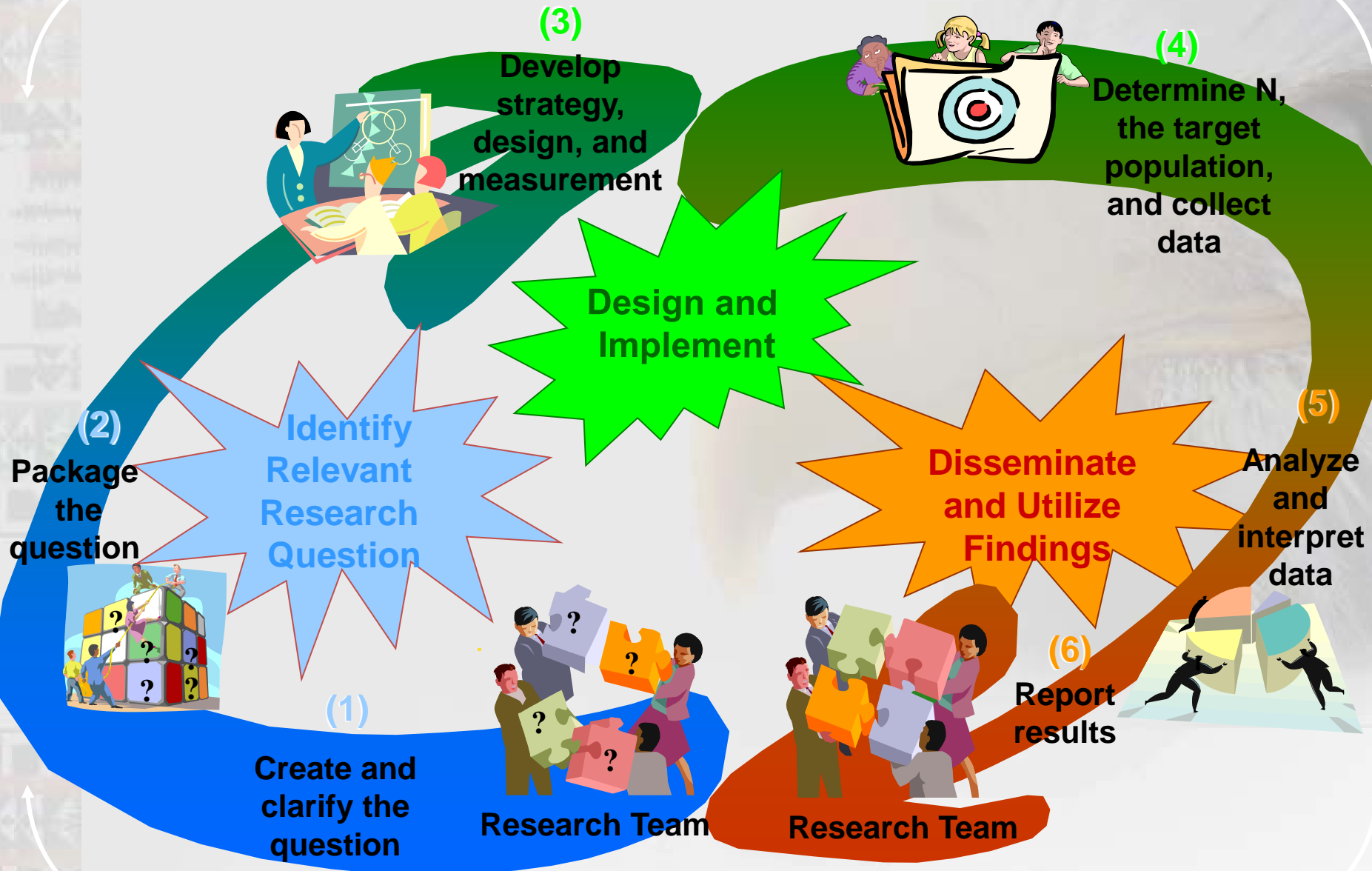
# Lessons Learned

- Build tribal capacity for research/evaluation:
  - Tribally established research agenda
  - Development of tribal IRB's
  - Development of community advisory committee (broad membership)
  - Build parent/community voice & skills:
    - Design
    - Selection of instruments
    - Data collection model
    - Interpretation
    - Dissemination of results

# Formation of Evaluation Teams

- ✓ Identify “likely” partners (e.g. interested parents & elders, tribal court, tribal health, schools/tribal colleges etc.)
- ✓ Establish relationships – (recognizing the effects to historical trauma)
- ✓ Jointly identify “un-met” family & system needs
- ✓ Conduct an environmental resource scan
- ✓ Compare, share and examine current data collection & evaluation efforts (both required and local level)
- ✓ Collaboratively establish commitment to key operational practices (e.g. level of info shared & not shared, viability of cross-program data collection)
- ✓ Collaboratively develop the evaluation “questions” which can be woven into current required and individual program evaluation efforts.

# Cyclical Evaluation & Addressing Community Issues



Effects of Evaluation



# Possible Future Directions

- Participatory research/evaluation design
  - placing Tribes “behind the wheel” !
- Support for tribally-driven studies
- Support the development of federal, state, and Tribal mechanisms (policy) which protect participant and community confidentiality and ownership of data



# Evaluation Partnerships Coming Together!

*Diagline '00*

The background of the slide features a close-up, slightly faded image of a wolf's face, focusing on its eye and snout. On the left side, there is a vertical decorative border with a repeating geometric pattern in shades of brown, tan, and white.

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