



Whittling the Circle from a Square Peg: How Translating Cultural Tools Bridge to Program Evaluation

December 14, 2022



Tribal Youth Resource Center
www.TribalYouth.org

Opening



Tribal Youth Resource Center
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WELLNESS COURT TRAINING AND TECHNICAL ASSISTANCE PRESENTERS



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This project was supported by Grant #15PJDP-21-GK-04048-MUMU awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

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▶ Our Time Together Today

1. Explore Indigenous and Western evaluation frameworks.
2. Demonstrate how Indigenous community-driven values (cultural connectedness as an example) can be evaluated through local level efforts to improve Juvenile Healing to Wellness programs.
3. Introduce two evaluation tools that can be effectively implemented with Indigenous youth.




HISTORICAL AND CULTURAL EVALUATION



Image courtesy: Sioux Indian Museum, U.S. Department of the Interior, Indian Arts and Crafts Board, Rapid City





“Strength-based approaches to health and wellness in tribal communities are not new, but are embedded in diverse tribal best practices, established by **systematic observation** over centuries, that have been **passed down orally** from generation to generation.

The **oral transmission of tribal best practices** results in increased supervision and fidelity through a one-on-one mentorship model in which training typically occurs over decades...

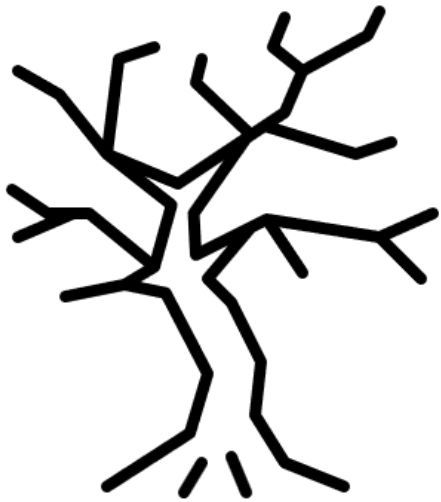
Unlike randomized clinical trials used in western science, tribal science has collected knowledge of long-term effects of practices that are in tune to the role of the environment.”

(2016, DR. JAMI BARTGIS, ONE FIRE ASSOCIATES, LLC)

[HTTPS://COLORADOSPH.CUANSCHUTZ.EDU/DOCS/LIBRARIESPROVIDER205/JOURNAL_FILES/VOL2_6/26_3_2019_104_KING.PDF](https://coloradosph.cuanschutz.edu/docs/librariesprovider205/journal_files/vol2_6/26_3_2019_104_king.pdf)



WESTERN AND INDIGENOUS FRAMEWORKS

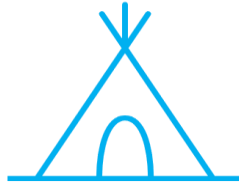


**Risk, Harm, Disease, Illness,
Compliant/ Noncompliant**

23% alcohol use in last 30 days of boys aged 12-18.

33% of young females reported tobacco use in the last year.

95% of youth reported increased connection to Lakota culture and identity.



**Health, Healing, Wellness,
Strengths, Resiliency,
Relationships**

Our young men aged 12-18 have a combined 1,350 days of sobriety!

67% of young females have never used tobacco.



EVALUATION PROTOCOLS

Indigenous



Western

<https://about.citiprogram.org>



▶ JHWC KEY COMPONENTS

Key Component #8: Monitoring and Evaluation

Process measurement, performance measurement, and evaluation are tools used to monitor and evaluate the achievement of program goals, identify needed improvements to the Tribal Healing to Wellness Court and to the tribal court process, determine participant progress, and provide information to **governing bodies**, interested **community groups**, and **funding sources**.

OJJDP PERFORMANCE MEASURES

Sample Program Measures from OJJDP (Full List of Performance Measures Can Be Located [Here](#))

- Number of Training Events Held
- Number of Partnerships Developed
- Number of new data-informed services employed
- Number of People Trained

Program Related Performance Measures

- Number of program youth served during the reporting period.
- Percentage of eligible individuals served by a culturally specific service.
- Percentage of eligible individuals who completed high school.
- Percentage of eligible individuals with improved positive relationships with tribal elders.

Additional Target Behaviors

- School Attendance
- Grade Point Average
- GED Completion
- High School Education

- Job Skills
- Employment
- Family Relationships
- Cultural Skill
- Pro-Social Relationships
- Community Involvement
- Occupational Training

▶ Sharing Our Story: Local Level Evaluation

What does **our** community want to know, see, hear from **our** Juvenile Healing to Wellness program?

Example: Cultural Connectedness is a culturally based protective factor **against substance use and suicide** that seeks to form and strengthen cultural identity as young INDIGENOUS men and women to increase belonging and pride.

We do know that both traditional knowledge and recent research has linked culture as a protective factor for **better health and social outcomes** for Indigenous peoples (Snowshoe et al., 2015; Garrouette et al., 2003; Gone, 2013; McIvor, Napoleon, & Dickie, 2009; Pu et al., 2013; Walter & Simoni, 2002; Whitbeck, Hoyt, Stubben, & LaFromboise; 2001).

We have a local level measure meaningful to our community and to our program. Now what?!



EVALUATION TOOL

Eco-Mapping



Eco-Mapping Relationships

Objectives

- Identify and understand who in your community you **Do, Don't, or Should** work with.
- Begin to develop a **Visual Tool** of an interagency network of services and support.
- Provides an understanding of the needs and resources of this network.

Activity

- Identify different relationship roles for each agency.
- Identify collaborative strengths and challenges for these relationships.
- Identify ways to strengthen your interagency network.





Program Relationships

1. Brainstorm
2. Draw the community map on your paper.
3. Draw connecting lines between each system as follows:

Strong or Positive Working Relationships

Weak or Tenuous Working Relationship

Stressful Working Relationship

Poorly Defined Relationships

Arrows Indicate Direction of the Flow of Services or Energy



Eco-Mapping Reflections

1. What does this map tell you about your agency and its relationship to other services or groups in the community?
2. Who are the services you can rely on when you need them?
3. Are there services that need your help?
4. Are there places where you might want to build a stronger relationship?

▶ Example of Eco-Mapping





EVALUATION TOOL

Cultural Connectedness Scale





1. I know my cultural/ spiritual name or Indigenous name.

___ no ___ yes

2. I can understand some Native American/ Indigenous language(s).

___ no ___ yes

3. I use ceremonial medicine (See example list #1) for guidance or prayer or for other reasons.

(See example list #2).

Example List #1	Example List #2
Tobacco	Guidance
Sage	To talk to the creator
Cedar	Prayer
Sweetgrass	Asking for a blessing in a sacred manner
Corn Pollen	Cultural Connections
Angelica Root	Spiritual Connections
Gopai	
Palo de santo	





12. Please answer each statement as it best fits your life and experience.

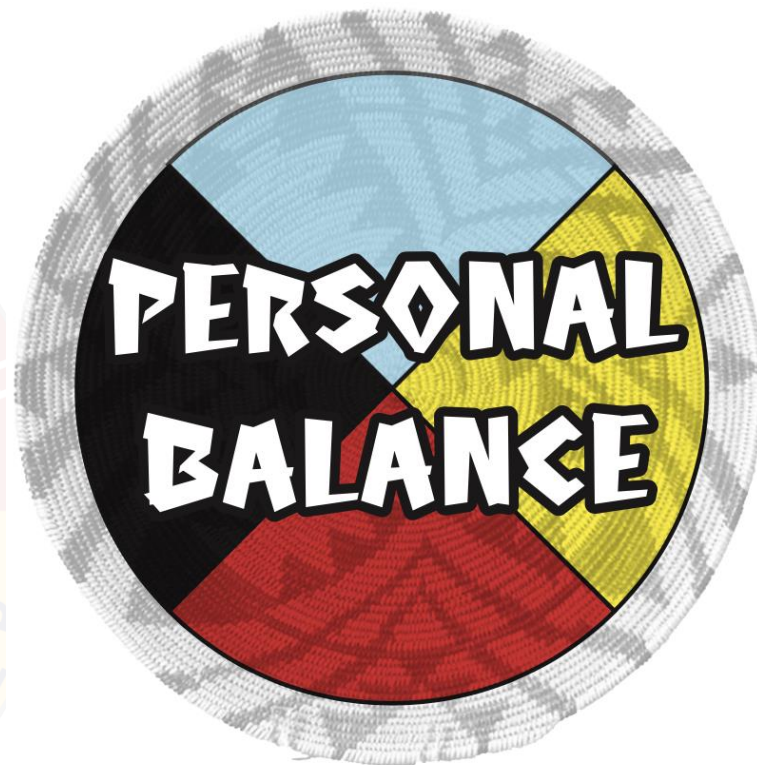
	Strongly Disagree	Disagree	Do Not Agree or Disagree	Agree	Strongly Agree
A. I have spent time trying to find out more about being Native American/Indigenous, such as its history, traditions and language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. I have a strong sense of belonging to my Native American/Indigenous community, Nation or Tribe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. I have done things that will help me understand my Native American/Indigenous background better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please answer how often you experience the following:

	Never	Once/Twice in the Past Year	Every Month	Every Week	Every Day
A. How often do you offer a traditional medicine for cultural purposes? (See <i>Example List #1</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. How often do you use traditional medicines ? (See <i>Example List #1</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. How often does someone in your community or someone you are close with use traditional medicines ? (See <i>Example List #1</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

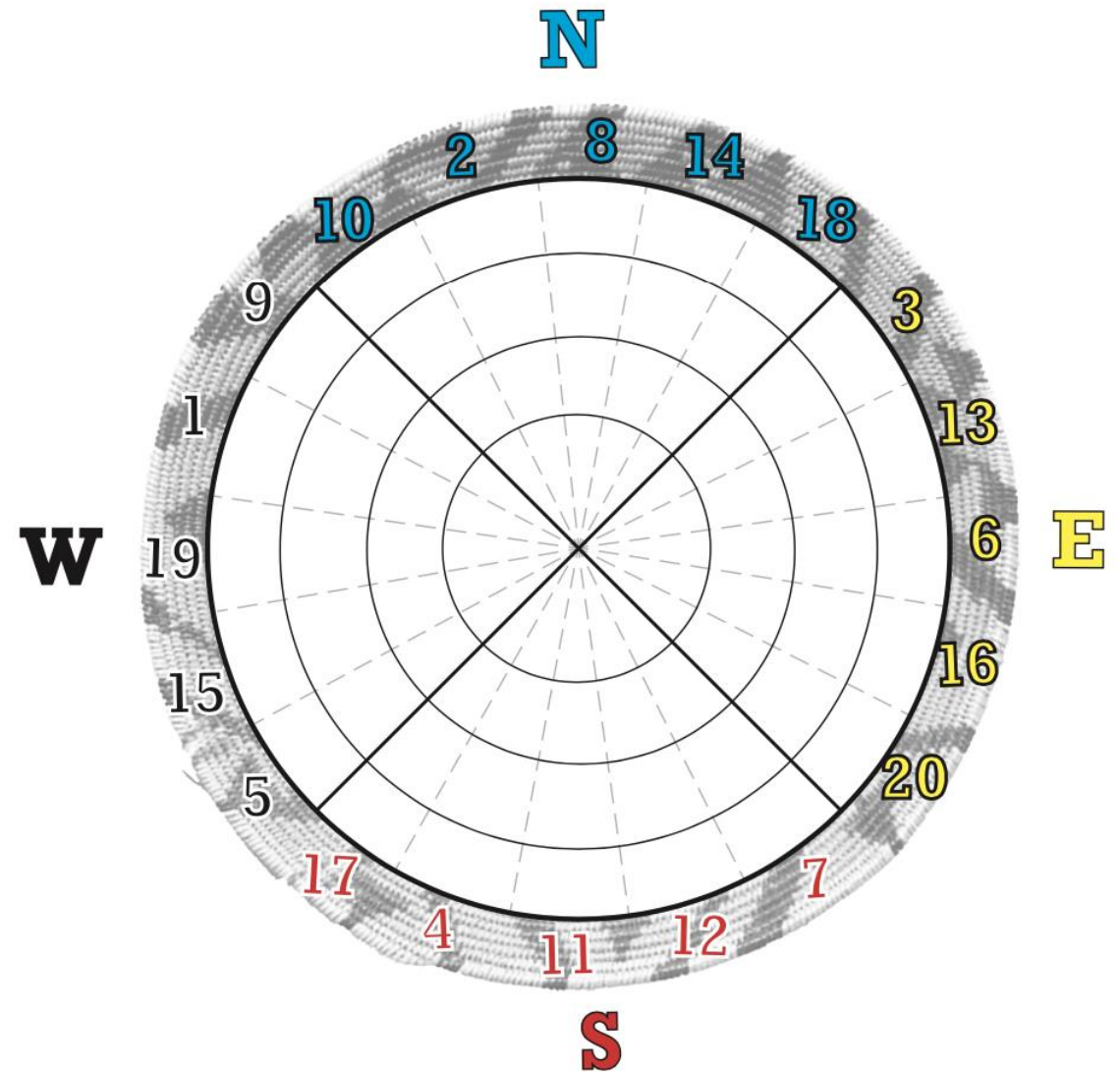


	Statement	score	color
1	I take responsibility for my mistakes and actions.		Black
2	I talk with elders about my options before making a decision.		Blue
3	I belong and actively participate in clubs and afterschool activities (church, sports, Native gatherings/ceremonies, etc.).		Yellow
4	When my family and friends do well I try to tell them.		Red
5	I try to practice things I need to or can improve on, to reach my goals.		Black
6	I feel connected to my family.		Yellow
7	Each day I do something positive that I		Red



4-very true, 3-somewhat true, 2-neutral, don't know, 1-somewhat untrue, 0-very untrue

EAST Spiritual Yellow	Sense of Belonging: Personal pride, respect, connectedness, faith, prayer, purpose, vision, love (INFANCY)
SOUTH Emotional Red	Mastery of Skills/Gifts: self-esteem, accomplishments, happiness and enjoyment, impulse/emotional control, sensitivity, forgiveness, attitude (CHILDHOOD)
WEST Physical Black	Interdependence: Humility and accepting responsibility, practice and reaching your potential, power/control, Physical health, have vision/reach goals (ADULTHOOD)
NORTH Mental Blue	Generosity: Problem solving, wisdom, freedom from fear, hate, jealousy etc., committed to lifelong learning and service, doing things in moderation, truth, (ELDER)



East – Spiritual, South – Emotional, West – Physical, North – Mental
(yellow) (red) (black) (blue)

▶ BELMONT PROCESS

What did you hear?

What did you see?

What did you feel?



<https://www.samhsa.gov/sites/default/files/gona-goan-curriculum-facilitator-guide.pdf>



JUVENILE HEALING TO WELLNESS COURT

PHASED PROGRESSION



Personal Balance Tool Pre

Personal Balance Tool Post;
Cultural Connectedness Scale Post

Cultural Connectedness Scale Pre

Orientation

Youth participates in intake and assessment. Team supports youth stabilization and orientation.

Engagement

Youth engages in goal-oriented plans and treatment. Team engages in intensive supervision and support.

Enrichment

Youth participates in expanded development opportunities. Team supports community connection.

Transition

Youth builds upon the natural supports developed as part of the program. Team supports program graduation.

Continuity

Youth remains engaged in youth-serving programs. Team supports identification of after-care resources.

Developed by Anna Cough, Tribal Youth Resource Center, October 2020
This project was supported by Grant #2018-MU-MU-K001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.





LOCAL LEVEL DATA COLLECTION PLAN EXAMPLE

MEASURE	TOOL	FREQUENCY	DATA LEVEL
Increase Cultural Connectedness	Cultural Connectedness Scale (pre/post)	Annually with Summer Immersion Experience	Community
Increase Life Skills Increase Goal Setting Skills	Personal Balance Tool (pre/post)	Phase 2 Engagement (pre) and Phase 3 Enrichment or Phase 4 Transition (post)	Community



▶ RESOURCES

Cultural Connectedness Scale

https://coloradosph.cuanschutz.edu/docs/librariesprovider205/journal_files/vol26/26_3_2019_104_king.pdf

<https://www.nicwa.org/wp-content/uploads/2019/11/2019-10-30-Cultural-Connectedness-Fact-Sheet.pdf>

Personal Balance Tool

https://coloradosph.cuanschutz.edu/docs/librariesprovider205/journal_files/vol23/23_3_2016_1_barraza.pdf?sfvrsn=72d1e0b9_2

Eco-Mapping

<https://harvest.usask.ca/bitstream/handle/10388/14203/SANDERS-DISSERTATION-2022.pdf?sequence=1&isAllowed=y>

Melton, A.P. (2002) Collaboration and Resource Sharing to Improve Services to Indian Youth, American Indian Development Associates Quarterly, Volume 1, Issue 1. Retrieved from: <http://www.aidainc.net/Publications/collaboration.htm>.

KEY TAKEAWAYS

Each JHWC is encouraged to develop local level measures of value and importance to the Nation they serve. As well as collaboratively plan and implement (Indigenous and/or Western) evaluation methods that best fit the community.

Local level evaluation is critical to the buy-in and sustainability of the program.

The Personal Balance Tool, the Cultural Connected Scale and Eco-Mapping are examples we shared of useful tools for your Juvenile Healing to Wellness Program to consider for evaluation.



▶ DISCUSSION/QUESTIONS?



Closing



Tribal Youth Resource Center
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Reach Out

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