

Who's evidence?

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Land Acknowledgements



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Our Team

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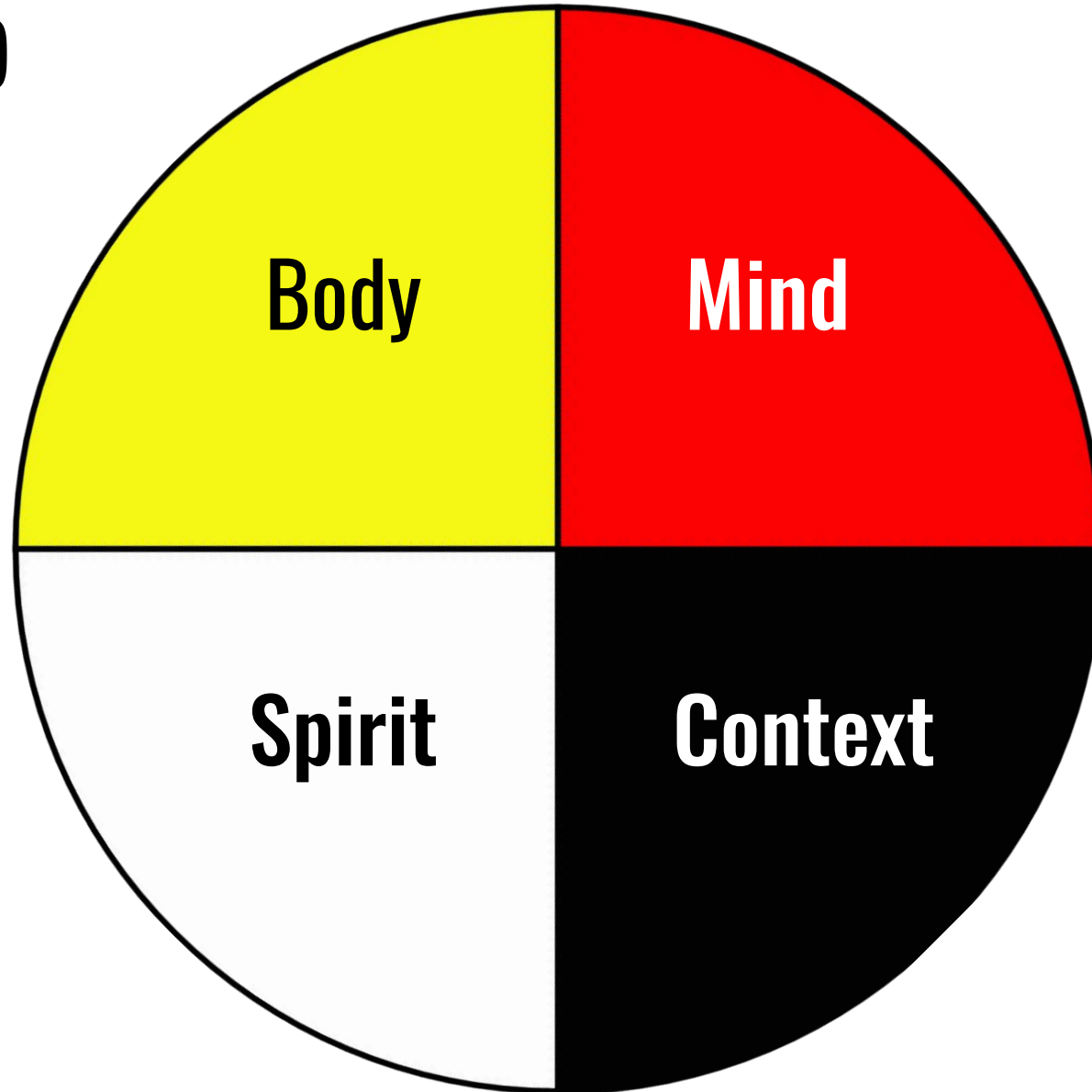
Problem: Oregon State policy mandates for evidence-based mental health services to receive funding.

But whose evidence?

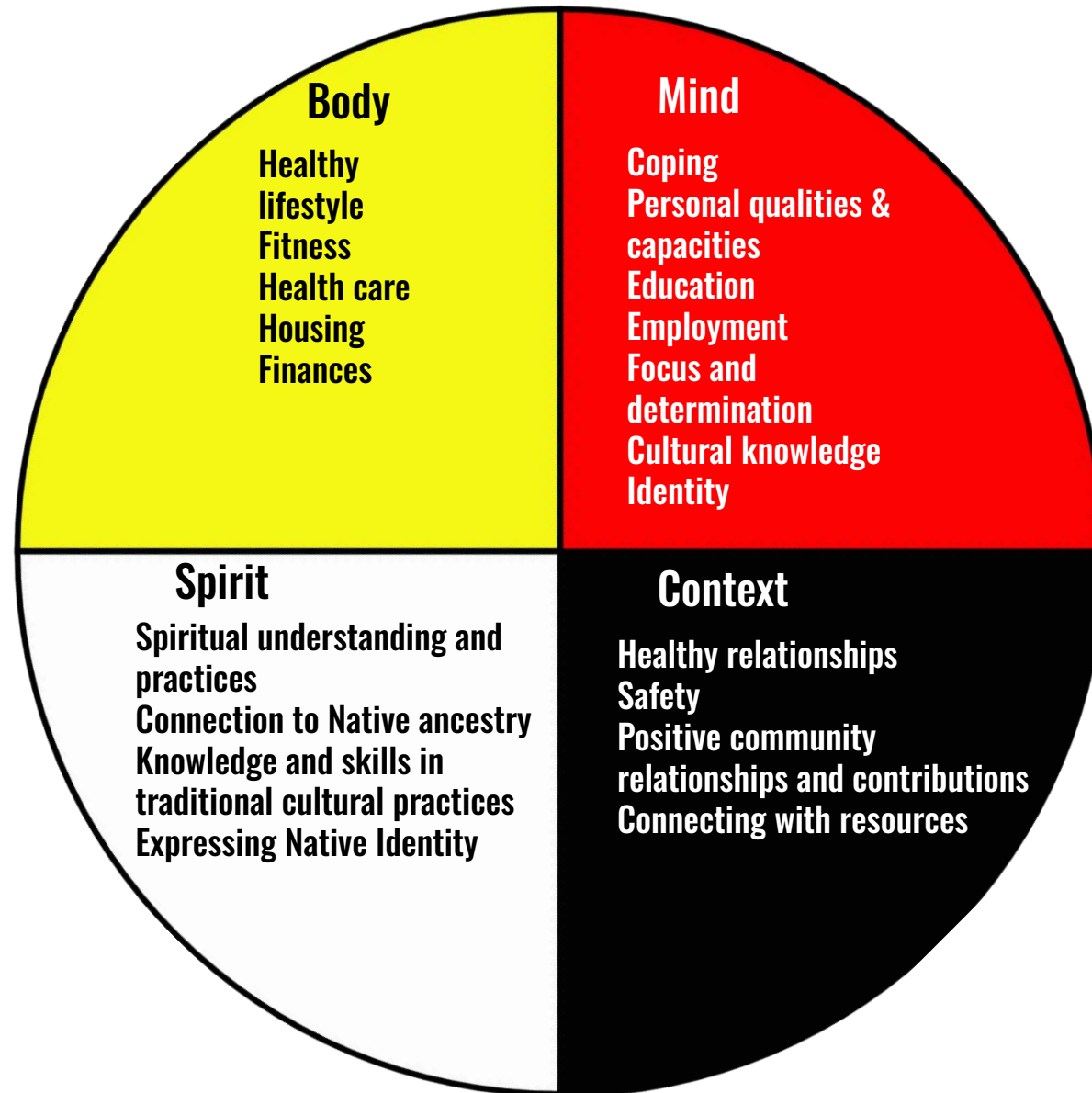
Solution: Employ a practice-based evidence approach to identify best practices in a real world setting.

Used community-based participatory, culturally inclusive approaches to understand and seek understanding and knowledge

**The Relational Worldview
Model (Cross, 1997)**



Community-generated outcomes (sample)



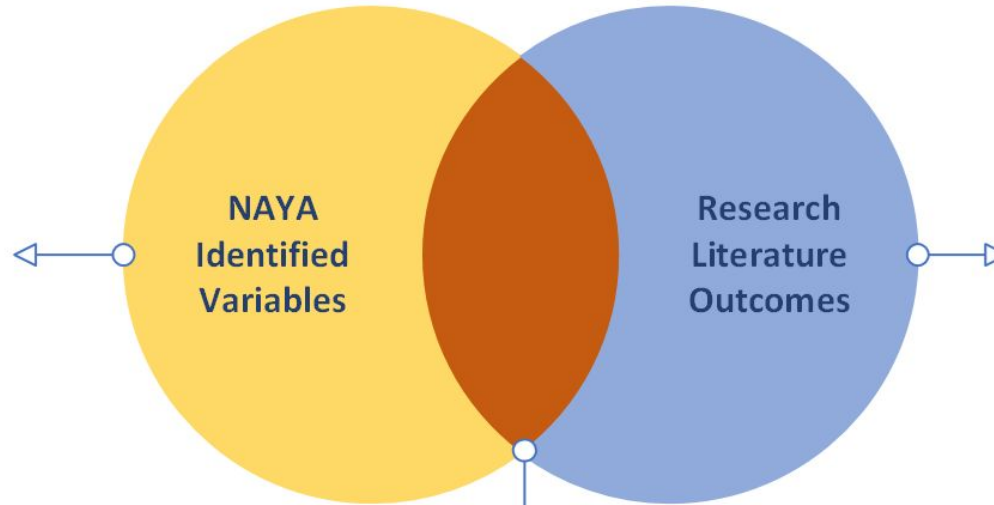
Problem: How to both honor community-identified outcomes and recognize White western funding obligations.

Whose values are reflected in our evaluation tools?

Solution: Crosswalk community-identified outcomes to Western grant mandates

“Walk in both worlds”

- **Positive cultural identity**
- **Community-mindedness**
- School belongingness
- Reduced perceived discrimination
- Hope
- Spirituality
- Positive relationships with adults
- Conflict resolution



- Lower depression
- Lower alcohol use
- Anti-drug adherence
- Increased physical activity
- Consistent use of birth control
- Increased hopefulness
- Higher employment
- School belongingness

- **Higher self-esteem**
- **Lower antisocial behavior**
- Lower internalizing behavior
- Reduced suicide
- School Success
- Higher social functioning
- Increased resilience
- Better physical health
- Better psychological health
- Better health practices
- Lower gang involvement
- Perception of less neighborhood disorder
- Better athletic performance
- Decreased likelihood of hurting someone

Crosswalk (2010)

- Project Officer approval
- Created a case assessment tool for youth services using NAYA's variables (the ones in the horizontal axis plus the ones in red).

Figure 1.b. Relationship of NAYA-identified outcomes to variables from existing evidence

	NAYA-IDENTIFIED VARIABLES							
	Community-mindfulness	Positive cultural identity	School belongingness	Reduced perceived discrimination	Hope	Spirituality	Positive relationships with adults	Conflict resolution
Lower depression	■			■	■			
Lower alcohol use	■	■	■					■
Lower antisocial behavior	■							
Lower internalizing behavior	■							
Reduced suicide		■		■	■	■		
School success		■				■	■	■
Increased school belongingness		■						
Anti-drug adherence		■	■					
Higher self-esteem		■						
Higher social functioning		■						
Increased resilience		■						
Better physical health		■						
Better psychological health		■				■		
Better health practices			■		■			
Increased physical activity			■				■	
Consistent use of birth control			■	■			■	
Lower gang involvement							■	
Perception of less neighborhood disorder					■			
Better athletic performance					■			
Increased hopefulness						■		
Higher levels of employment							■	
Decreased likelihood of hurting someone							■	■

OUTCOMES FROM THE RESEARCH LITERATURE (NAYA-IDENTIFIED OUTCOMES ARE IN RED)

Lessons Learned During the Process

- Community-based research takes time: “Move at the speed of trust”
- Putting White Western definitions of “success” to the side and listen to what matters to the community
- How to frame questions: “normalizing behavior”
- Learning different ways of thinking/understanding the cultural milieu.

Continued Reflections

- Talk about colonialism and abuses in research
- In our academic writing and conference presentations, the researcher story was centered. Do better.

This experience continues to shape our work.

Citations

Friesen, B. J., Gowen, L. K., Lo, P., Bandurraga, A., Cross, T. L., & Matthew, C. (2010). Literature support for outcomes in evaluating culturally- and community- based programs. Indicators of success for urban American Indian/Alaska Native Youth: An agency example. Practice-Based Evidence Project, Research & Training Center on Family Support & Children's Mental Health, Portland State University: Portland, OR.

<https://nexusevaluation.co.uk/2024/01/18/transforming-monitoring-evaluation-and-learning-systems-a-call-to-action/> Yulye Jessica Romo Ramos

