

Grantee-Led Evaluations in the Tribal Maternal, Infant, and Early Childhood Home Visiting Program: A Compilation of Grantee Evaluation Plan Profiles

September 2018



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This document was prepared for the U.S. Department of Health and Human Services (HHS), Office of Planning Research & Evaluation (OPRE), and Administration for Children & Families (ACF) by James Bell Associates (JBA) under ACF contract number HHSP233201500114G.

GRANTEE-LED EVALUATIONS IN THE TRIBAL MATERNAL, INFANT, AND EARLY CHILDHOOD HOME VISITING PROGRAM: A COMPILATION OF GRANTEE EVALUATION PLAN PROFILES

OPRE Report 2018-107

September 2018

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Introduction

This compilation of Grantee Evaluation Plan Profiles introduces and describes the evaluation studies developed by the Tribal Maternal, Infant, and Early Childhood Home Visiting (Tribal Home Visiting Program) grantees. The profiles are designed for evaluators, program implementers, and federal staff who are looking to assess program impact in complex community contexts and may be most useful for individuals thinking about evaluating tribal home visiting and/or early education initiatives. The Grantee Evaluation Plan Profiles also describe the programs funded through the Tribal Home Visiting Program and highlight the creative approaches grantees developed to rigorously evaluate these programs.

Tribal Home Visiting Program

The Tribal Home Visiting Program provides funding for culturally responsive services to American Indian or Alaska Native (AIAN) families and children to strengthen their communities. The Tribal Home Visiting Program is overseen by the Administration for Children and Families (ACF) in collaboration with the Health Resources and Services Administration (HRSA) and was authorized under Section 511 of Title V of the Social Security Act. From 2010 to 2016, a total of 25 grantees (awarded in three “cohorts”) received federal grants through the Tribal Home Visiting Program, and these grantees served over 3,100 families and provided nearly 55,000 home visits during that time. The goals of the Tribal Home Visiting Program are to—

- Support the development of happy, healthy, and successful AIAN children and families through a coordinated home visiting strategy that addresses critical maternal and child health, development, early learning, family support, and child abuse and neglect prevention needs
- Implement high-quality, culturally relevant, evidence-based home visiting programs in AIAN communities
- Expand the evidence base around home visiting interventions within AIAN populations
- Support and strengthen cooperation and promote linkages among various early childhood programs, resulting in coordinated and comprehensive early childhood services

To achieve these overarching goals, grantees were required to conduct needs and readiness assessments, provide high-quality home visiting services, track and report benchmark data, and conduct rigorous local evaluations. Grantees selected evidence-based home visiting models and, as needed, partnered with model developers to design and implement cultural adaptations and enhancements that reflected their unique community needs and contexts.

Grantee Evaluations

Each Tribal Home Visiting Program grantee was required to develop an evaluation of its program that was driven by community questions and met the ACF-established criteria for rigor. This process optimized the likelihood that findings would be meaningful to the program and the local community and would also contribute to the general knowledge base about successful implementation of high-quality evidence-based home visiting services in AIAN

populations. For many Tribal grantees, contextual factors impacted the design of their evaluation studies including population sizes, local ethics or policies that required services be provided to all those who are eligible to receive them (i.e., excluding random assignment), and general concerns resulting from a history of unethical and harmful research in AIAN communities (Pacheco et al., 2013).

Amid these complex contextual issues, Tribal Home Visiting Program grantees developed dynamic and unique evaluation plans. Evaluations examined a range of topics including Tribal Home Visiting Program outcomes and the effectiveness of cultural adaptations or enhancements to implementation. Evaluation questions were developed using the PICO framework (Testa & Poertner, 2010). This framework guides programs to include the following key components in their question: (P) population that will participate in the evaluation, (I) intervention to be evaluated, (C) comparison that will be used to see if the intervention makes a difference, and (O) outcomes the program expects the intervention to achieve. The designs of the evaluations were determined by the grantee and based on the needs, capacity, interests, and protocols of each unique community. Grantees creatively incorporated research and evaluation methods from many disciplines to develop evaluations capable of recognizing Indigenous ways of knowing and meeting Western-science based standards for rigor. This document presents profiles of the innovative evaluation plans developed by grantees to assess the locally relevant outcomes of their home visiting programs. Findings from the grantees' evaluations will be shared in aggregate through a series of briefs published by the Office of Planning, Research and Evaluation (OPRE). In addition, grantees may share their findings through local dissemination efforts. Please contact the grantee using the contact information provided in the Profile if you would like to discuss their study findings.

The Tribal Evaluation Institute

The Tribal Evaluation Institute (TEI) supported Tribal Home Visiting Program grantees throughout the development and implementation of their evaluation plans. TEI provides technical assistance in the areas of rigorous evaluation, performance measurement, continuous quality improvement, data systems, and ethical dissemination and translation of findings. In 2011, the TEI contract was awarded by OPRE to James Bell Associates (JBA) and its partners: Johns Hopkins Bloomberg School of Public Health Center for American Indian Health, the Centers for American Indian and Alaska Native Mental Health at the University of Colorado, and MDRC. In 2015, OPRE awarded JBA the TEI2 contract to continue its provision of technical assistance with collaborators from the Centers for American Indian and Alaska Native Health at the University of Colorado and Michigan Public Health Institute. TEI's mission is to assist Tribal Home Visiting Program grantees with gathering and using information to help improve the health and well-being of children and families through a community-engaged approach striving to build capacity while honoring local and cultural practices.

Grantee Evaluation Plan Profiles

The Tribal Evaluation Institute (TEI) developed individual grantee Evaluation Plan Profiles¹ based on grantees' submitted evaluation plans.² Each Profile presents a description of the program, a summary of their evaluation plan, and information about their evaluation team. The Profiles identify the home visiting model the grantee implemented, any adaptation or supplements they created, their evaluation question (in PICO format), their evaluation design and outcomes of interest, the type of data they collected and the methods used, their analysis plan, information about their advisory board, and their contact information. Grantees reviewed, provided feedback, and approved their Evaluation Plan Profiles. Grantees also received local approval for the dissemination of these profiles, as desired by their community. These local approval processes may have included review and approval by entities such as a Tribal Board, Tribal Council, and/or a Community Advisory Group. These Profiles can be used as resources for the development and implementation of future evaluations in tribal communities, as well as to inform evaluation-related policies and grant requirements for tribal funding recipients.

¹ Only 23 Evaluation Plan Profiles are provided as one grantee did not complete a plan. The Choctaw Nation of Oklahoma was awarded two grants; thus, the evaluation for both is presented in a single profile.

² The evaluation plans outlined grantees' proposed methods for implementing their evaluations. TEI reviewed the evaluation plans, identified themes across selected elements of the plans, and created codes based on the themes. Each plan was then coded and codes were used to populate Evaluation Plan Profile templates. Some qualitative elements of the plans were not conducive to being coded (e.g., unique ways in which grantees culturally enhanced programs). This information was summarized in the Profiles.

Program Description	
Grantee	Cherokee Nation
Evaluator	Pamela Gutman, Cherokee Nation, with consultation from Paul Spicer, Ph.D., University of Oklahoma
Duration of Evaluation³	1.5 months
Cohort	3
Home Visiting Model(s)	SafeCare Augmented
Adaptations/Supplements	Implemented home visiting model without adaptation
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Can the SafeCare Augmented intervention (I) reduce the risk for, and incidence of, childhood neglect and abuse (O) for Cherokee Nation Native American families (P), as compared to similar Native American families not receiving SafeCare Augmented intervention (C)?
Cultural Adaptation Subject of Evaluation	No
Evaluation Design	Matched Comparison Design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Distress and unhappiness, problems with child and self, problems with family, problems with others, rigidity
Data Type	Quantitative
Data Collection Method	Survey; administrative data
Target Sample Size	Total = 200 participants (100 - intervention; 100 - comparison)
Data Collection Instruments	Child Abuse Potential Inventory (CAPI); Infant and Toddler Social Emotional Assessment (ITSEA); Survey of Wellbeing for Young Children (SWYC)
Analysis Plan	Grantee planned to use t-tests or comparison measures to determine areas of improvement, one-way ANOVA ⁴ to assess causality, and linear regressions to examine correlation of factors. Tests were planned to assess program effects on parenting and child maltreatment, and to compare program families and counties with those from counties not served.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	The Cherokee PARENTS program staff worked on the compilation, analysis, and reporting of the data. Pamela Gutman led the evaluation, and Dr. Spicer served as an evaluation consultant.
Evaluation Advisory Board	Tribal Council; Cherokee Nation IRB
Contact Information	Pamela Gutman – pamela-gutman@cherokee.org; 918-453-5077

³ Duration of evaluation describes the amount of time a participant was expected to participate in the study

⁴ Analysis of variance

Program Description	
Grantee	Choctaw Nation of Oklahoma
Evaluator	Judy McDaniel, McDaniel & Associates Consulting, L.L.C.
Duration of Evaluation	12 months
Cohort	1 (Chahta Inchukka), 3 (Chahta Vlla Apela)
Home Visiting Model(s)	Parents as Teachers
Adaptations/Supplements	Cultural adaptations were provided during monthly Group Connections meetings using the Positive Indian Parenting curriculum. During these gatherings, the staff provided cultural activities such as language, basketry, pottery, stickball, doll making, beadwork, and dancing.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do Chahta Inchukka and Chahta Vlla Apela (I) positively impact early childhood development/wellness outcomes (O) for Native American children from high-risk families (P) as evidenced by outcome results from the Ages and Stages Questionnaire, the Knowledge of Infant Development Inventory, and immunizations at 12 months of age, as compared to the outcomes from similar high needs families who did not participate in the Chahta Inchukka and Chahta Vlla Apela programs (C)?
Cultural Adaptation Subject of Evaluation	No
Evaluation Design	Matched Comparison Design
Study Type	Outcome/Impact
Outcomes	<i>Child:</i> Development <i>Parental:</i> Knowledge of child wellness and development, participation in child wellness activities
Data Type	Quantitative
Data Collection Method	Questionnaires; state immunization records
Target Sample Size	Total = 100 (50 - intervention; 50 - comparison)
Data Collection Instruments	Ages and Stages Questionnaire (ASQ-3); Knowledge of Infant Development Inventory (KIDI)
Analysis Plan	Grantee planned to use t-tests to determine significant differences between treatment and comparison groups.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	Judy McDaniel led the evaluation team and was assisted by evaluation statistician/analyst, Sarah Rowland. The data system was managed by a technical consultant.
Evaluation Advisory Board	Leadership Team
Contact Information	Sarah Rowland – sarah.rowland7855@gmail.com; 580-931-7855

Confederated Salish and Kootenai Tribes

Program Description	
Grantee	Confederated Salish and Kootenai Tribes
Evaluator	Dana Grant
Duration of Evaluation	9-12 months
Cohort	2
Home Visiting Model(s)	Parents as Teachers
Adaptations/Supplements	The Parents as Teachers model was enhanced with parent training in leadership, communication, and planning grounded in the community culture.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do parents/guardians/caregivers enrolled in the home visiting program (P) and who participate in leadership training opportunities (I) demonstrate improved commitment to the home visiting program and attain personal goals (O) at a higher rate than families enrolled in the home visiting program who do not participate in leadership training opportunities (C)? ; Do parents/guardians/caregivers enrolled in the home visiting program (P) who participate in leadership training opportunities (I) demonstrate increased confidence, self-esteem, and community connections (O), compared to before their participation in the leadership training (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Qualitative Within Person Design
Study Type	Process/Fidelity and Outcome/Impact
Outcomes	<i>Parental:</i> Goal attainment, confidence, self-esteem, community connection, retention
Data Type	Qualitative and Quantitative
Data Collection Method	Interviews, focus group activities, surveys
Target Sample Size	Total = 5-7 individuals (enhancement group); 20-30 individuals (comparison group)
Data Collection Instruments	Goal Attainment Scale
Analysis Plan	Grantee planned to examine correlations among goal attainment scores, retention, and participation; and to analyze qualitative data using a theory-driven approach.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	The lead evaluator implemented evaluation activities and entered data. The project director approved all activities.
Evaluation Advisory Board	Advisory Team included program staff, evaluators, Social Services Department Head, and representatives from Salish Kootenai College, Early Childhood Services, Collaborative Partnership Council, and the community.
Contact Information	Dana Grant – grantdana@hotmail.com; 406-240-0640

Confederated Tribes of Siletz Indians

Program Description	
Grantee	Confederated Tribes of Siletz Indians
Evaluator	Eleanor Gil-Kashiwabara, Ph.D., Regional Research Institute; Lindsay Merritt, Regional Research Institute
Duration of Evaluation	18 months
Cohort	3
Home Visiting Model(s)	Family Spirit
Adaptations/Supplements	Implemented home visiting model without adaptation
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Does the "Your Growing Child" modules within the Family Spirit home visiting intervention (I) increase parent knowledge of child developmental milestones while subsequently increasing parent self-efficacy and decreasing parenting stress (O) among women enrolled at most one month postpartum in the home visiting program (P), compared to before receiving the modules (C)?
Cultural Adaptation Subject of Evaluation	No
Evaluation Design	Single Case/Time Series Design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Knowledge of child developmental milestones, self-efficacy, stress
Data Type	Quantitative
Data Collection Method	Questionnaires
Target Sample Size	Total = 5-10 participants
Data Collection Instruments	Family Spirit Knowledge Assessment; Parenting Self-Efficacy and Competence Scale; Parent Daily Stress Report
Analysis Plan	Grantee planned to use visual analysis to analyze change within and across participants for quantitative data.
Additional Evaluation Question	What would the Siletz community be like if it were supporting and promoting traditional child development practices and knowledge through the home visiting program? Grantee planned to analyze qualitative data through an iterative, community-based process.
Evaluation Team	
Description of Evaluation Team	The Regional Research Institute assisted the grantee in development and implementation. The team trained home visitors on the instruments, established the evaluation advisory council, and analyzed and reported evaluation findings.
Evaluation Advisory Board	Home Visiting Advisory Council was comprised of Tribal Leaders, community members, and county representatives.
Contact Information	Lindsay Merritt – Incoffey@pdx.edu

Program Description	
Grantee	Eastern Band of Cherokee Indians (EBCI)
Evaluator	Jon Miles, Ph.D., Searchlight Consulting L.L.C.
Duration of Evaluation	12-24 months
Cohort	2
Home Visiting Model(s)	Nurse Family Partnership (NFP)
Adaptations/Supplements	Implemented home visiting model without adaptation (other than inclusion of some multiparous ⁵ mothers)
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do families (P) who participate in EBCI's NFP program (I) have better clinical outcomes related to early chronic disease risk factors (including pregnancy and early childhood clinical outcomes) (O) compared to families who do not receive NFP services (C)?
Cultural Adaptation Subject of Evaluation:	No
Evaluation Design	Matched Comparison Design
Study Type	Outcome/Impact
Outcomes	<i>Maternal:</i> Later smoking status, pregnancy complications, blood pressure, presence and treatment of gestational diabetes <i>Infant:</i> Birth weight, infant weight during first year of life <i>Both:</i> Duration of pregnancy/gestational age at birth
Data Type	Quantitative
Data Collection Method	Electronic health records from the local tribal hospital
Target Sample Size	Total = 40-50 individuals (intervention group); 40-100 individuals (comparison group)
Data Collection Instruments	Data was collected from electronic health records from the local tribal hospital
Analysis Plan	Grantee planned to use propensity score matching or other matching technique to assist with group equivalence and multiple regression for each planned comparison between groups, using an intent to treat analysis.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	Nurse home visitors collected evaluation data. The EBCI NFP evaluator was responsible for analyzing the data. Reporting was a combined responsibility for the evaluator, the nurse supervisor, and the project director.
Evaluation Advisory Board	EBCI NFP Community Advisory Board
Contact Information	Jon Miles, Ph.D. – searchlightjcm@yahoo.com; 703-889-0676

⁵ Having experienced one or more previous childbirths

Program Description	
Grantee	Fairbanks Area Native Association (FNA)
Evaluator	Elaine Andaloro
Duration of Evaluation	12 months
Cohort	1
Home Visiting Model(s)	Parents as Teachers (PAT)
Adaptations/Supplements	Home visitors tailored content of enhanced PAT curriculum to goals and needs of the family; examples of enhancements include traditional recipes, traditional songs, culturally appropriate handouts, cultural activities (making a drum).
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do parents participating in the culturally enhanced PAT program (P, I) show increased attendance and retention in the home visiting program (O) compared to mothers who participated in the non-culturally enhanced PAT program previously (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Matched Comparison Design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Percentage of home visits kept, length of time in program, cultural involvement/identity <i>Program:</i> delivery of intervention
Data Type	Quantitative
Data Collection Method	Attendance records; survey
Target Sample Size	Total = 32 (16 - intervention; 16 - comparison)
Data Collection Instruments	Native Identity Scale; Multigroup Ethnic Identity Measure
Analysis Plan	Grantee planned to use Pearson correlations and paired sample t-tests to compare rates of participation and length of time in program between the historical comparison group and enrolled participants.
Additional Evaluation Question	FNA also assessed the delivery of the cultural enhancements. At every visit, home visitors recorded in the Personal Visit record and the Visit Tracker home visiting database whether the culturally enhanced components were delivered as planned. This portion of the evaluation served as an assessment of fidelity/implementation.
Evaluation Team	
Description of Evaluation Team	Elaine Andaloro and FNA staff led evaluation planning. Ms. Andaloro assisted with instrument development and evaluation of outcomes. Staff training, data collection, and administration of instruments were done by Tribal Home Visiting (THV) staff. Data analysis was done by FNA staff.
Evaluation Advisory Board	Fairbanks Native Association Board of Directors
Contact Information	Melissa Charlie – mcharlie@fairbanksnative.org; 907-452-1648 extension 6224

Program Description	
Grantee	Inter-Tribal Council of Michigan, Inc.
Evaluator	Lisa Abramson
Duration of Evaluation	29 months
Cohort	3
Home Visiting Model(s)	Family Spirit
Adaptations/Supplements	Enhanced Family Spirit curriculum to promote early literacy and support parental behaviors that impact early literacy of child/family and to train staff to support early literacy skills.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	When compared to families receiving standard Family Spirit Home Visiting services (C), do families who participate in scaled up Family Spirit Home Visiting services with early learning enhancements (P, I) have improved achievement in developmental parenting skills, responsiveness, encouragement, and teaching skills that support early literacy for children age 36 months to 5 years of age, and/or improved developmentally appropriate early literacy skills for children age 36 months to 5 years of age (O)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Matched comparison design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Affection, responsiveness, encouragement, teaching, perceived impact on early literacy/school readiness, cultural appropriateness <i>Child:</i> school readiness, early literacy
Data Type	Quantitative and Qualitative
Data Collection Method	Observation and instrument by home visitor, focus groups
Target Sample Size	Quantitative Total = 10 sites (approximately 200 children); Qualitative Total = 6 focus groups (2 staff, 4 client)
Data Collection Instruments	Parenting Interactions with Children Checklist of Observations Linked to Outcomes (PICCOLO); Lollipop Test; focus group protocol
Analysis Plan	Grantee planned to test the difference between group means on posttest scores of the Lollipop with pretest scores as a covariate. For focus group analysis, the grantee planned to generate themes from the transcripts, develop a coding structure, and have two individuals code the transcripts.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	Inter-Tribal Council of Michigan was responsible for training, data collection, data management, analysis, and reporting, with Michigan Public Health Institute as an evaluation consultant.
Evaluation Advisory Board	Project Advisory Committee
Contact Information	Lisa Abramson – labramson@itcmi.org; 906-632-6896

Program Description	
Grantee	Kodiak Area Native Association (KANA)
Evaluator	Charlie Johanson-Adams, Leading EDGE Consulting & Coaching; Danise Cathel, Statistician; Cassie Keplinger, KANA
Duration of Evaluation	12 months
Cohort	1
Home Visiting Model(s)	Parents as Teachers
Adaptations/Supplements	Implemented home visiting model without adaptation
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do primary female guardians, of children ages birth to 5 years (P), who receive CAMA's home visitation services (I) demonstrate an increase in positive parenting behaviors and improved parent/child relationships (O) compared to their previous measures (C)?
Cultural Adaptation Subject of Evaluation	N/A
Evaluation Design	Dynamic Waitlist
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Improvement in parenting behaviors, improvement in parent-child relationship
Data Type	Quantitative
Data Collection Method	Surveys
Target Sample Size	Total = 10 participants
Data Collection Instruments	Home Observation for Measurement of the Environment (HOME) Inventory
Analysis Plan	Grantee planned to use descriptive statistics to describe pre/post outcome measures, a mixed effects regression model, and ANCOVA ⁶ to compare mean differences of the outcome variables.
Additional Evaluation Question	Grantee planned to assess the quality of the home visit as a measure of fidelity/implementation evaluation. Home visitors used the Home Visit Rating Scale to capture home visitor facilitation of parent-child interaction, responsiveness to family, relationship with family, and non-intrusiveness; parent-child interaction during home visit; parent engagement during home visit; and child engagement during home visit. Data were planned to be collected to assess the percentage of increase for the quality of the home visits at 6 months.
Evaluation Team	
Description of Evaluation Team	KANA staff was responsible for collecting and reporting evaluation data. Leading EDGE Consulting was responsible for data analysis, data-based decision making, and reporting.
Evaluation Advisory Board	Tribal leadership in the Koniag region; KANA Board of Directors
Contact Information	Cassie Keplinger – cassie.keplinger@kodiakhealthcare.org

⁶ Analysis of covariance

Program Description	
Grantee	Lake County Tribal Health Consortium, Inc. (LCTHC)
Evaluator	Cathy Ferron, Ferron & Associates; Merrill Featherstone, Human Services Director, LCTHC
Duration of Evaluation	6 months
Cohort	1
Home Visiting Model(s)	Parent-Child Assistance Program (PCAP)
Adaptations/Supplements	The home-based Nurturing Parenting curriculum was enhanced with Native activities and elements.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do the Native American women with children age birth to 5 (P) who receive intensive case management services through the LCTHC THV (I) achieve higher levels of change in parenting stress and reported use of nurturing parenting practices (O), compared with Native American mothers who are not receiving intensive case management services based on the PCAP home visiting model (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Matched Comparison Design
Study Type	Outcome/Impact
Outcomes	<i>Mothers:</i> Parental stress, use of nurturing parenting skills
Data Type	Quantitative
Data Collection Method	Surveys
Target Sample Size	Total = 38-48 (30-36 women - intervention group; 8-12 women - comparison group)
Data Collection Instruments	Parental Stress Scale (PSS); Nurturing Skills Competency Scale (NSCS)
Analysis Plan	Grantee planned to use paired t-tests to analyze differences between pre/post means of PSS and NSCS and Pearson and Spearman Rank correlation coefficients to examine relationship between changes in PSS and results of the NSCS.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	LCTHC Human Services Department was responsible for implementation and evaluation. Cathy Ferron provided technical assistance and consultation.
Evaluation Advisory Board	Tribal Data Workgroup included tribal community representatives, family advocates, data analyst, program coordinator, and evaluator.
Contact Information	Cathy Ferron – caferronassoc@comcast.net; 415-453-5647

Program Description	
Grantee	Native American Community Health Center, Inc.
Evaluator	NATIVE HEALTH in collaboration with Wendy Wolfersteig, Ph.D., Director of SIRC Evaluation and Partner Contracts
Duration of Evaluation	12-24 months
Cohort	1
Home Visiting Model(s)	Parents as Teachers (PAT)
Adaptations/Supplements	The Baby FACE, a PAT program tailored for tribal populations, was included. The cultural enhancement included group session discussions led by a traditional specialist and covered traditional families and methods of raising children.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do families (P) that receive the enhanced family engagement strategy (discussions at group sessions, facilitated by traditional specialist, covering traditional families and methods of raising children) (I) stay in the program longer (O) than families who do not receive the enhanced family engagement strategy (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Nonmatched Posttest Design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> program participation, satisfaction, retention
Data Type	Quantitative
Data Collection Method	Personal visit records; group attendance records; exit records; surveys
Target Sample Size	Total = 60 families (approximately 90 children); (30 - intervention group; 30 - comparison group)
Data Collection Instruments	Core Competencies Self-Assessment Source; PAT Group Connection Feedback form; PAT Parent Satisfaction Survey
Analysis Plan	Grantee planned to include a comparison group that was not offered the enhancement and two treatment groups: families who were offered and attended the enhancement and families who were offered but chose not to attend. Grantee planned to use survival analysis to test the hypothesis.
Additional Evaluation Question	Do Phoenix area urban AIAN families receiving an enhanced PAT home visiting program demonstrate increased participation compared to families who receive standard services?
Evaluation Team	
Description of Evaluation Team	The Southwest Interdisciplinary Research Center was contracted to be the evaluator.
Evaluation Advisory Board	Community Advisory Board was comprised of a teen parent, an Elder, a Native Health's Board of Directors member, a community member, and a program coordinator.
Contact Information	Samantha Highsmith – shighsmith@nachci.com; 602-279-5262 x3315

Program Description	
Grantee	Native American Health Center, Inc. (NAHC)
Evaluator	Farha Marfani, M.S.P.H.
Duration of Evaluation	3 months
Cohort	2
Home Visiting Model(s)	Family Spirit
Adaptations/Supplements	Positive Indian Parenting
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do families enrolled in the Strong Families Home Visiting program (P) that receive <i>Positive Indian Parenting</i> + services as usual (i.e. <i>Family Spirit</i> curriculum and case management) (I) demonstrate improvements in <i>parenting outcomes</i> (O) as compared to families that receive Services as Usual only (i.e. <i>Family Spirit</i> curriculum and case management) (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Randomized Control Trial
Study Type	Outcome/Impact
Outcomes	<i>Parental</i> : Self-efficacy, responsiveness, cultural connection
Data Type	Qualitative and Quantitative
Data Collection Method	In-depth interviews; surveys; observations
Target Sample Size	Total = 40 (20 - intervention, 20 - comparison)
Data Collection Instruments	Parent Self-Efficacy and Competence Scale; Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO); NAHC Cultural Identity Survey; in-depth interview guide
Analysis Plan	Grantee planned to use paired t-tests to examine the difference in outcome measures within participants of each group and independent t-tests to compare outcomes between groups. Grantee planned to use NVivo9 to conduct qualitative analysis, utilizing a team-based approach to coding.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	NAHC had overall responsibility for collecting and reporting evaluation data, and the NAHC Community Wellness Department had direct responsibility for implementation and evaluation of the program.
Evaluation Advisory Board	Strong Families Home Visiting Community Advisory Council
Contact Information	Shamika Dokes-Brown – shamikad@nativehealth.org

Program Description	
Grantee	Native American Professional Parent Resources, Inc.
Evaluator	Debra Heath, M.P.H., University of New Mexico (UNM)
Duration of Evaluation	8-9 months
Cohort	1
Home Visiting Model(s)	Parents as Teachers (PAT)
Adaptations/Supplements	PAT lessons were enhanced with inter-tribal core values and beliefs and traditional parenting practices.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do Native families participating in THV (P) that receive culturally enhanced PAT (I) demonstrate increases in cultural self-efficacy, cultural interest, and cultural connectedness (O) compared to Native families that receive standard (non-culturally enhanced) PAT through Early Head Start (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Matched Pre/Posttest Design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Cultural self-efficacy, cultural interest, cultural connectedness
Data Type	Quantitative and Qualitative
Data Collection Method	Survey and Focus Groups
Target Sample Size	Total = up to 80 (50 - intervention, 30 - comparison)
Data Collection Instruments	Cultural Connectedness Scale (comprised of Affirmation and Belonging subscale of Multigroup Ethnic Identity Measure, Ethnic Behaviors/Ethnic Identity Search subscale)
Analysis Plan	Grantee planned to use factor analysis to assess self-efficacy, cultural interest, and connectedness; t-tests, cross-tabulations, correlations and multiple regression to analyze change from pretest to posttest, group differences, and relationships; and thematic analysis and triangulation to analyze focus group data.
Additional Evaluation Question	How do cultural enhancement dosage levels affect participants' cultural self-efficacy, interest, and connectedness? What outcomes are perceived by participants and staff? How do participants define cultural connectedness? What activities are perceived as enhancing connectedness? What are facilitators and barriers to implementation and to hypothesized intervention effects?
Evaluation Team	
Description of Evaluation Team	Division of Community Behavioral Health, UNM, Department of Psychiatry & Behavioral Sciences managed the evaluation study.
Evaluation Advisory Board	THV Community Advisory Board (tribal and community organizations), and the Parent Advisory Group (families receiving home visiting services) and THV Staff
Contact Information	Rebecca Riley – rriley@nappr.org and Justina Stewart – jstewart@nappr.org; 505-345-6289

Port Gamble S’Klallam Tribe

Program Description	
Grantee	Port Gamble S’Klallam Tribe
Evaluator	Marc Bolan, Ph.D. - Marc Bolan Consulting
Duration of Evaluation	3 months
Cohort	1
Home Visiting Model(s)	Nurse Family Partnership (NFP)
Adaptations/Supplements	Cultural adaptations included providing services to multiparous women, pairing the nurse home visitor with a community Elder, and incorporating cultural enhancements as part of group activities.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Among participants with newborn children (P), does participation in the Nurse Family Partnership (NFP) home visiting strategy with an emphasis on stress management practices and techniques (I) reduce parental stress (O), compared to parental stress prior to this component (C)?
Cultural Adaptation Subject of Evaluation	N/A
Evaluation Design	Single Case/Time Series Design
Study Type	Outcome/Impact
Outcomes	<i>Mothers</i> : Daily stress levels
Data Type	Quantitative
Data Collection Method	Survey
Target Sample Size	Total = 5-7 families
Data Collection Instruments	Modified version of the Fisher Parent Daily Stress Report Tool - Infant Version
Analysis Plan	Grantee planned to use a visual assessment of changes in the behavioral trend over time to analyze quantitative data.
Additional Evaluation Question	N/A
Evaluation Team	
Description of Evaluation Team	Marc Bolan provided oversight and managed the overall program evaluation. The Project Director, Jolene George, assisted in the planning and implementation of the evaluation.
Evaluation Advisory Board	Partners included the Chi-E-Chee coalition, comprised of tribal residents and staff from local service agencies; the Port Gamble S’Klallam Tribal Council; Port Gamble S’Klallam Health Clinic; Northwest Portland Indian Health Board; Port Gamble S’Klallam Children and Family Services Advisory Board, and Nurse Family Partnership Bridge Partnership Community Advisory Board
Contact Information	Marc Bolan, Ph.D. – marc.bolan@comcast.net

Program Description	
Grantee	Pueblo of San Felipe
Evaluator	Debra Heath, M.P.H., Division of Community Behavioral Health, Department of Psychiatry, University of New Mexico
Duration of Evaluation	6-7 months for the pre/post study group
Cohort	1
Home Visiting Model(s)	Family Spirit
Adaptations/Supplements	Cultural adaptations included adding a "Cultural Goal" type in the goal setting options of the Family Spirit curriculum.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Does participation in Project Katishtya Eh-wahs Valued Always (KEVA) Tribal Home Visiting, the Family Spirit Home Visiting, Circles of Security, and Cultural Parenting Curriculum (I), increase supports and reduce barriers to parenting goals (O) among parent participants (P), compared to before participating in KEVA (C)?
Cultural Adaptation Subject of Evaluation	No
Evaluation Design	Qualitative Within Person Design
Study Type	Process/Fidelity and Outcome/Impact
Outcomes	<i>Parental:</i> Perceived impacts of Project KEVA and its components (Family Spirit curriculum, cultural parenting curriculum, Circles of Security) on participants' abilities to achieve their goals
Data Type	Qualitative
Data Collection Method	Semi-structured interviews
Target Sample Size	Maximum of 45 individuals
Data Collection Instruments	Semi structured interview guides
Analysis Plan	Grantee planned to use thematic analysis to analyze qualitative data.
Additional Evaluation Question	How has the program helped clients to be better parents? How has the program influenced the creation of a nurturing home environment? How does the program affect parents' abilities to fulfill their parenting goals? What are the facilitators and challenges to program enrollment, participation, retention, and completion?
Evaluation Team	
Description of Evaluation Team	Debra Heath led the evaluation team, data collection and analysis, and reporting. Community data collectors served as interviewers and as consultants for data analysis, interpretation, and reporting.
Evaluation Advisory Board	Evaluation Advisory Committee was comprised of members of San Felipe Systems of Care Task Force.
Contact Information	Debra Heath – deheath@salud.unm.edu; 505-350-6172 and Beverly Gorman – begorman@salud.unm.edu

Red Cliff Band of Lake Superior Chippewa

Program Description	
Grantee	Red Cliff Band of Lake Superior Chippewa
Evaluator	Catherine Ayoub, Ed.D., Brazelton Touchpoints Center (BTC)
Duration of Evaluation	6 months
Cohort	3
Home Visiting Model(s)	Parents as Teachers
Adaptations/Supplements	Use of doulas ⁷ as home visitors, cultural consultants ensured program was culturally based and included Ojibwe language
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do Red Cliff mothers and children who participate in Zaagichigaazowin (P), a culturally enriched adaptation of Parents as Teachers that extends to the prenatal period (I), have better health outcomes-prenatally, perinatally, and when the child reaches six months of age (O), compared to Red Cliff children who participated in Honoring Our Children (C), a previously implemented home visiting program with variable dosage?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Interrupted Time-series
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Intent to breastfeed, prenatal care, depression, alcohol use, smoking status, stress, breastfeeding/feedback practices, program utilization <i>Infant:</i> Birthweight, birth type, birth events, immunization status
Data Type	Quantitative
Data Collection Method	SPHERE ⁸ data
Target Sample Size	Total = 100 (50 infants - intervention; 50 families - comparison)
Data Collection Instruments	SPHERE Prenatal, Postpartum, and Infant assessments; Parenting Stress Index Short Form
Analysis Plan	Grantee planned to use t-tests to compare outcomes between groups, regression models to assess pre/post measures, and growth modeling to examine longitudinal data.
Additional Evaluation Question	What are the differences in use of services between HOC and Zaagichigaazowin? How do participants use services? What is the quality and meaning of the relationship between participants and doulas? Does Zaagichigaazowin maintain model fidelity? Grantee planned to use thematic analysis to analyze qualitative data.
Evaluation Team	
Description of Evaluation Team	BTC had overall responsibility for evaluation.
Evaluation Advisory Board	Red Cliff Community Health Center Board
Contact Information	Catherine Ayoub – catherine.ayoub@childrens.harvard.edu; 857-218-4374

⁷ Non-medical birth companion or post-birth supporter

⁸ Secure Public Health Electronic Record Environment

Program Description	
Grantee	Riverside-San Bernardino County Indian Health, Inc. (RSBCIHI)
Evaluator	Nancy Reifel, University of California, Los Angeles (UCLA)
Duration of Evaluation	24 months
Cohort	2
Home Visiting Model(s)	Parents as Teachers (PAT)
Adaptations/Supplements	Enhanced PAT with geographic information systems (GIS) resource mapping
Evaluation Plan	
Study 1	
Primary Evaluation Question (PICO Format)	Do children and caregivers (P) enrolled in the RSBCIHI Outreach home visiting program (PAT home visiting program with GIS resource management) (I) have a higher proportion of referral completions for services, parent empowerment, and child development (O) after implementation of the GIS resource management system when compared to themselves before implementation of a GIS resource management system (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Before-After Time Series
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Empowerment <i>Child:</i> Communication development, intellectual development, social/emotional development, physical development <i>Program:</i> Percentage of referrals completed
Data Type	Quantitative
Data Collection Method	Program records; survey
Target Sample Size	Total = 112 families
Data Collection Instruments	Family Empowerment Survey; ASQ-3
Analysis Plan	Grantee planned to calculate marginal distributions of each measure and use bivariate analysis to compare completed referrals, empowerment, and child development outcomes between PAT intervention group before introduction of GIS resource management and after; and multiple regression to model empowerment in three domains and child development in four domains. Grantee planned to control for factors such as demographic risk status and program dose.
Additional Evaluation Question	
Study 2	

Primary Evaluation Question (PICO Format)	Do children and caregivers (P) enrolled in the RSBCIHI Outreach home visiting program (PAT home visiting program without GIS resource management and home visiting program with GIS resource management) (I) have a higher parent empowerment, and child development (O) compared to the families not enrolled in a home visiting program (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Cross-sectional with naturally occurring control group
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Empowerment (three domains and total) <i>Child:</i> Communication development, intellectual development, social/emotional development, physical development
Data Type	Quantitative
Data Collection Method	Survey
Target Sample Size	Total = 200 families (100 - PAT group, 100 - control group with no home visiting)
Data Collection Instruments	Family Empowerment Survey; ASQ-3
Analysis Plan	Grantee planned to calculate marginal distributions of each measure for (1) control group, (2) PAT before GIS resource management, and (3) after GIS resource management; and use bivariate analysis to compare empowerment and child development outcomes between control group and PAT intervention group before introduction of GIS resource management and between control group and PAT intervention group after introduction. Multiple regression was intended to be used to model empowerment in three domains and child development in each of the four domains, controlling for factors such as demographics and risk status.
Additional Evaluation Question	
Evaluation Team	
Description of Evaluation Team	RSBCIHI (Priscila Jensen, Project Director) was responsible for evaluation data collection and reporting. UCLA (Nancy Reifel) was responsible for reporting evaluation data.
Evaluation Advisory Board	Riverside San Bernardino County Indian Health, Inc. COO, Director of Behavioral Health, Clinical Director, two Tribal Chairpersons, four Tribal Parents, three Early Childhood Program Leaders
Contact Information	Priscila Jensen – polivia@rsbcihi.org; 951-849-4761 x1139

Program Description	
Grantee	South Puget Intertribal Planning Agency (SPIPA)
Evaluator	John Moritsugu, Ph.D.
Duration of Evaluation	4 months
Cohort	1
Home Visiting Model(s)	Parents as Teachers (PAT)
Adaptations/Supplements	Positive Indian Parenting curriculum and the use of Native community members as home visitors culturally enhanced the PAT curriculum.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do parents who participate in the SPIPA Healthy Families Project (P) show increases in the use of traditional Native American parenting practices (O) after successful participation in the Parents as Teachers and Positive Indian Parenting curriculums, delivered by community members as home visitors (I), compared to before participating in the program (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Single Case/Time Series Design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Presence or absence of specific traditional parenting behavior
Data Type	Quantitative
Data Collection Method	Counts recorded by home visitor
Target Sample Size	Total = 6 families
Data Collection Instruments	Positive Native Parenting Behavior Scale (developed by grantee)
Analysis Plan	Grantee planned to analyze baseline data to describe parent use of traditional Native American parenting practices and to develop a stable use pattern; and analyze service delivery data for the same purpose and to assess departures of behavior. Grantee planned to use graphs to depict changes in magnitude, rate, or direction, along with correlation and regression; and regression and graphing to capture change between baseline and the final phase of the intervention.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	The evaluation consultant, program coordinator, data analyst, and home visitors worked together with community advisors.
Evaluation Advisory Board	Healthy Families Program Parent Advisory Committee; SPIPA Board of Directors; tribal-based staff involved in the home visiting program
Contact Information	Shelley Wiedemeier – wiedemeier@spipa.org; 360-462-3990

Program Description	
Grantee	Southcentral Foundation (SCF)
Evaluator	Vanessa Hiratsuka, Ph.D., M.P.H.
Duration of Evaluation	24 months
Cohort	1
Home Visiting Model(s)	Nurse Family Partnership (NFP)
Adaptations/Supplements	NFP facilitators were adapted to primiparous ⁹ mothers, including changes in images and stories aligned with culture. New facilitators were designed for high-risk multiparous ¹⁰ women.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do high social risk primiparous and multiparous mothers (P) who participate in the NFP home visiting program, modified for cultural resonance and multiparous mothers (I), show improvement in selected child health outcomes and reductions in selected maternal and child health risk indicators (O) compared to a historical comparison group of mothers (propensity matched controls) who did not receive the modified NFP program (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Matched Comparison Design
Study Type	Process/Fidelity and Outcome/Impact
Outcomes	<i>Parental:</i> Third trimester tobacco use, alcohol, other substances; preterm delivery; rapid subsequent births, breastfeeding <i>Child:</i> Child hospitalization for injuries, emergency department visits for injuries (ICD-9 codes), immunized at 24 months
Data Type	Qualitative and Quantitative
Data Collection Method	Key informant interviews; medical records
Target Sample Size	Aim 1: 36 interviewees; Aim 2: 196 interventions and 392 matched controls
Data Collection Instruments	Interview guide
Analysis Plan	Grantee planned to analyze qualitative data using thematic network analysis, and quantitative data using intention-to-treat analysis, general linear model, logistic-linear model, and odds ratios/incidence ratios.
Additional Evaluation Question	Determine impact of a modified NFP program on primiparous and multiparous Alaska Native women and their families.
Evaluation Team	
Description of Evaluation Team	Evaluation completed by SCF clinical, research/evaluation staff.
Evaluation Advisory Board	Board of Directors (Tribal Leaders); oversight by Alaska Area IRB, Alaska Native Tribal Health Consortium, and SCF
Contact Information	Marisa Wang – mwang@scf.cc; 907-729-4996

⁹ Having given birth to only one child

¹⁰ Having experienced one or more previous childbirths

Program Description	
Grantee	Taos Pueblo
Evaluator	Rebecca Kilburn, Ph.D., RAND Corporation
Duration of Evaluation	12 months
Cohort	2
Home Visiting Model(s)	Family Spirit and Home Instruction for Parents of Preschool Youngsters
Adaptations/Supplements	Implemented home visiting model without adaptation
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do families participating in Tiwa Babies (P) that receive incentives spread out over the first year (Plan A) (I) receive a higher total number of home visits (and higher percentage of recommended visits) (O) than families participating in Tiwa Babies that receive a larger incentive at the end of the first year (Plan B) (C)?; Are families participating in the Tiwa Babies (P) that receive a large incentive at the end of the first year (Plan B) (I) more likely to still be active in the program at the end of the year (O) than families participating in Tiwa Babies that receive incentives spread out over the first year (Plan A) (C)?
Cultural Adaptation Subject of Evaluation	No
Evaluation Design	Randomized Control Trial
Study Type	Process/Fidelity and Outcome/Impact
Outcomes	<i>Program</i> : Number of home visits; proportion of families still active in the program
Data Type	Quantitative
Data Collection Method	Administrative records
Target Sample Size	Total = 40 families
Data Collection Instruments	Grantee planned to collect data from administrative records.
Analysis Plan	If the sample sizes are large enough, the grantee planned to compare the means for the total number of home visits families received in 1 year for Plan A group and Plan B group using a two-sample t-test; and use a z-statistic to test if the proportions of families still active in the program at the end of 1 year are the same for Plan A group and Plan B group.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	Home visitors collected evaluation data, and the lead evaluator was responsible for data analysis and reporting.
Evaluation Advisory Board	Tribal Governor receives project updates at least twice a year.
Contact Information	Ezra Bayles – ebayles@taospueblo.com; 575-758-7824 x113

Program Description	
Grantee	United Indians of All Tribes Foundation
Evaluator	Myra Parker, J.D., Ph.D., M.P.H., Psychiatry & Behavioral Services, University of Washington
Duration of Evaluation	12 months
Cohort	2
Home Visiting Model(s)	Parents as Teachers (PAT)
Adaptations/Supplements	Surface level enhancements (PAT+SE) included hiring AI/AN home visitors; cultural materials; serving traditional meals; group connections at cultural locations. Deep structural level enhancements (PAT+DS) included cultural activities at group connections, Elder visits, and referrals to traditional healers.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do urban American Indian parents/caregivers (P) who receive the culturally adapted Ina Maka Family Program (IMFP) home visitation services for 12 months (I), demonstrate greater change in parenting outcomes (O) compared to parents/caregivers who receive the non-adapted IMFP home visitation services (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Quasi-experimental design using randomization
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Confidence, participation in group activities, program satisfaction, retention <i>Program:</i> Home visitor satisfaction of IMFP
Data Type	Qualitative and Quantitative
Data Collection Method	Home Visit Report; survey; talking circles/focus groups
Target Sample Size	Total = 45 families total (24 families – intervention, 21 families - control) and 40-48 talking circle participants
Data Collection Instruments	Karitane Parenting Confidence Scale; Satisfaction Surveys
Analysis Plan	Grantee planned to use a regression model to compare program impact across groups and an analysis approach to be decided in partnership with the community to analyze qualitative data.
Additional Evaluation Question	Do urban AI parents/caregivers who receive the PAT+DS IMFP home visitation services for 12 months have higher rates of engagement/participation and retention, and do they demonstrate greater satisfaction, compared to parents/caregivers receiving the PAT+SE IMFP home visitation services?
Evaluation Team	
Description of Evaluation Team	Dr. Myra Parker was lead evaluator. A contractor supported coding and analysis. Lynnette Jordan and Katie Hess provided IMFP feedback and insight into the process.
Evaluation Advisory Board	Scientific and Community Advisory Board (SCAB)
Contact Information	Dr. Myra Parker – myrap@uw.edu; 206-616-5887

White Earth Band of Chippewa Indians

Program Description	
Grantee	White Earth Band of Chippewa Indians
Evaluator	Cyndi Anderson, Mosaic Consulting, Inc.
Duration of Evaluation	12 months (prenatal to age one)
Cohort	1
Home Visiting Model(s)	Nurse Family Partnership (NFP)
Adaptations/Supplements	White Earth Nation did not make any specific adaptations to the model. However, NFP approved the use of registered nurses when individuals with BSNs (bachelor of science in nursing) were not available, the delivery of home visiting services through a Team Nurse approach, and the provision of services to multiparous women.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Do multiparous moms who receive services through Nurse Family Partnership enhanced engagement strategy (P, I) access community resources and complete service referrals (O) at a higher rate than prior to enrollment in NFP program (C)?
Cultural Adaptation Subject of Evaluation	No
Evaluation Design	Interrupted Time Series
Study Type	Outcome/Impact
Outcomes	<i>Program:</i> Referrals to services, access to services, provision of information about access to services, referral follow up <i>Parental:</i> Satisfaction
Data Type	Quantitative
Data Collection Method	NFP Data Collection Forms (completed by home visitor); survey
Target Sample Size	Total = 30-35 women (intervention)
Data Collection Instruments	Model specific instruments
Analysis Plan	Grantee planned to use graphing along with t-test and ANOVA when appropriate to compare the two groups, the Durbin-Watson test statistic to account for non-independent samples, and descriptive statistics to analyze the parent satisfaction survey.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	White Earth Home Health was responsible for the majority of data collection. Cyndi Anderson was responsible for analyzing and reviewing the data and reporting.
Evaluation Advisory Board	White Earth Tribal Council
Contact Information	Sarah Snetsinger – sarahs@whiteearth.com; 218-983-3286

Program Description	
Grantee	Yellowhawk Tribal Health Center (YTHC)
Evaluator	Eleanor Gil-Kashiwabara, Ph.D., Regional Research Institute; Lindsay Merritt
Duration of Evaluation	1-2 months
Cohort	3
Home Visiting Model(s)	Family Spirit
Adaptations/Supplements	The de-stress boosters were implemented in addition to the Family Spirit curriculum and provided information and resources to cultivate a strong support system around parenting stress for postpartum women with moderate/high parenting stress levels.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Does receiving de-stress boosters to the Family Spirit curriculum (I) reduce stress (O) in women who are enrolled prenatally, are receiving the Family Spirit curriculum sequentially, and are identified as having moderate to high levels of stress (P), compared to prior to receiving the boosters (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Single Case/Time Series Design
Study Type	Outcome/Impact
Outcomes	<i>Parental: Stress</i>
Data Type	Quantitative
Data Collection Method	Self-report survey
Target Sample Size	Total = 5-10 participants
Data Collection Instruments	Parent Daily Report
Analysis Plan	Grantee planned to use visual analysis to analyze change within and across participants for quantitative data.
Additional Evaluation Question:	What would the Umatilla community look like if it were supporting and promoting traditional breastfeeding practices through the home visiting program? Grantee planned to use qualitative data to answer this question in the form of Rez Cafes, with a target sample of 15-20 community members. Grantee planned to analyze qualitative data through an interactive, community-based process.
Evaluation Team	
Description of Evaluation Team	The Regional Research Institute for Human Services at Portland State University partnered with the YTHC for data collection, reporting, and disseminating evaluation findings.
Evaluation Advisory Board	Home Visiting Advisory Council was comprised of tribal leaders, community members, and service providers.
Contact Information	Lindsay Merritt – Incoffey@pdx.edu; 503-725-9631.

Program Description	
Grantee	Yerington Paiute Tribe
Evaluator	William Evans, Ph.D. - University of Nevada, Reno (UNR); Julianna Chomos, M.A. - UNR
Duration of Evaluation	Variable (Data was collected from the point when a stable baseline was established throughout program enrollment.)
Cohort	1
Home Visiting Model(s)	Parents as Teachers
Adaptations/Supplements	Home Visitors engaged in the Native American practice of smudging during visits; shared information on traditional Paiute foods, medicines, stories, and language; and provided a calendar with community events.
Evaluation Plan	
Primary Evaluation Question (PICO Format)	Among primary caregivers (P), does the onset of cultural enhancements to the PAT curriculum (i.e., smudging, discussion of traditional practices) (I) demonstrate a clear change in the pattern of primary caregiver characteristics (e.g., stress levels, cultural engagement/attachment) (O) compared to the pattern of primary caregiver characteristics before the intervention (C)?
Cultural Adaptation Subject of Evaluation	Yes
Evaluation Design	Single Case/Time Series Design
Study Type	Outcome/Impact
Outcomes	<i>Parental:</i> Stress, frequency of use of traditional songs/stories/chants/lullabies, number of community events attended each week, discussion of traditional foods/medicine with others, use of traditional foods in recipes and of traditional Paiute language
Data Type	Quantitative
Data Collection Method	Survey
Target Sample Size	Total = 10 - 20 families
Data Collection Instruments	Parental Stress Thermometer; questions regarding frequency of use of traditional songs/stories/chants/lullabies, traditional Paiute language, traditional foods in recipes, discussion of traditional foods or medicine with others, and number of community events attended each week
Analysis Plan	Grantee planned to analyze single case design data using a visual analysis. This involves graphing data points for the different outcome variables and examining trends over time. Parental cultural engagement was to be analyzed as a composite score to increase confidence in using the construct.
Additional Evaluation Question	None
Evaluation Team	
Description of Evaluation Team	Yerington Paiute staff collected and de-identified data. Evaluators at UNR analyzed and reported findings.
Evaluation Advisory Board	Tribal Chairman, potentially Tribal Council Members and Elders
Contact Information	Holly Ditzler – hditzler@ypt-nsn.gov; 775-783-0285 x370

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