The Multi-Site Implementation Evaluation of Tribal Home Visiting

Tribal Maternal & Child Health Symposium
November 26, 2018 | Sandia Resort & Casino | Albuquerque, NM

MUSE

Centers for American Indian &
Alaska Native Health
colorado school of public health

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OPRE

What I will share with you today

- What MUSE is all about

- Why MUSE needs Tribal Home Visiting programs engaged in all phases of the study

- Some of the ways MUSE has engaged Tribal Home Visiting program partners so far

- Reflections on the successes and challenges of program partners engaging in research

MUSE

What MUSE is all about

muse
/myo͞oz/

To think about something carefully and thoroughly

[Merriam Webster]

MUSE is an

IMPLEMENTATION EVALUATION

- Examining how Tribal Home Visiting programs are planned, implemented, and adapted

- Examining how community and cultural context impact implementation

MUSE builds on research by Tribal Home Visiting grantees

In the 1st round of Tribal Home Visiting

- Grantees developed rigorous local, single-site evaluations
- Locally-relevant evaluation questions were identified
- Evaluation designs selected were acceptable and feasible in communities
- 23 different evaluations were implemented

2ⁿᵈ round of Tribal Home Visiting funding

In 2016, grantees were given a choice when they applied for continued program funding:

1. Participate in the MUSE, and/or
2. Conduct a local efficacy study

Grantees 2016 Tribal Home Visiting Implementation and Expansion Grant Proposals

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Local Efficacy Study
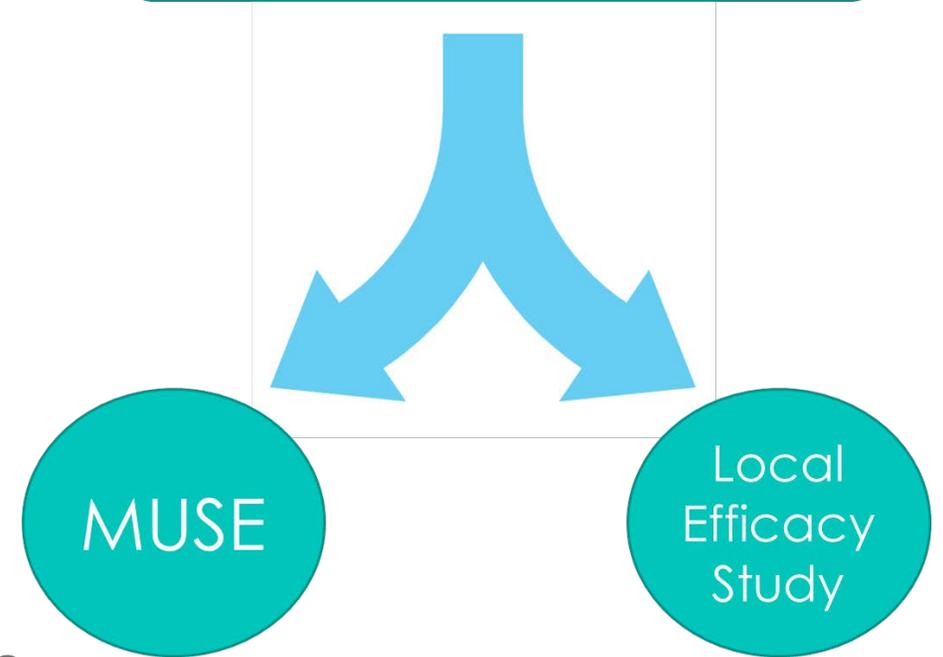
14 of 17 grantees opted into MUSE at the time of application for funding; 3 grantees actively participated in the planning process for MUSE and have now opted into the study.

Key Features of MUSE

MUSE is a **MULTI-SITE** study

- 17 sites from across the country
- Tribes, consortia, Indian organizations
- Urban, rural, remote settings

- Unprecedented look at home visiting across tribal communities
- Opportunity to synthesize shared learning across grantees
- Can inform home visiting in other tribal communities

Key Features of MUSE

MUSE is an IMPLEMENTATION evaluation

MUSE won't tell us if home visiting works

There is already substantial evidence that home visiting improves outcomes for families and children.

We won't compare families who receive home visiting to families who don't.

- Families will not be randomly assigned, some to receive home visiting and some not.
- So we won't be able to tell if home visiting makes a difference. MUSE is not an outcomes study.

We also won't compare different home

Key Features of MUSE

MUSE is an **IMPLEMENTATION** evaluation

MUSE will help us understand how tribal programs are making home visiting work for their communities

MUSE will investigate:

- How programs **PLAN** to implement home visiting in their communities

- How programs **DELIVER SERVICES** to families (who, when, where, and how)

- How programs **SUPPORT** service delivery (training, supervision, etc.)

- How local **CONTEXT** impacts implementation

Key Features of MUSE

MUSE ENGAGES STAKEHOLDERS in all phases of the study

From its inception, MUSE has been different than most – if not all – national studies of federally funded programs in a critical way.

Stakeholder engagement – including a deep commitment to engaging grantees in all phases of the study process – is integral to the MUSE study.

Strong foundation for MUSE

- Grantees expressed interest in collaborating on evaluation.

- Federal partners expressed interest in understanding how home visiting is being implemented in tribal communities across programs and models.

- MUSE team members had worked with tribal home visiting grantees for 6 years, building trust and relationships.

- MUSE team members have extensive experience partnering with tribal communities on evaluation and research and are committed to collaborative research with program partners in tribal communities.

Who is the MUSE team?

Worked with tribal home visiting grantees for 6 years, building trust and relationships.

Extensive experience partnering with tribal communities on evaluation and research.

Committed to collaborative research with program partners in tribal communities.

MUSE Evaluation & Data Teams

Nancy Whitesell
Principle Investigator,
Centers for American Indian & Alaska Native Health (CAIANH)
University of Colorado

Kate Lyon
Project Director,
James Bell Associate (JBA)

Tess Abrahamson-Richards
Project Coordinator, JBA

Michelle Sarche
Co-Investigator, CAIANH

Melina Salvador
Methods Specialist, JBA

Amy Stiffarm
Research Assistant, JBA

Melanie Estarziau
Senior Research Associate, JBA

Alex Joraanstad
Research Associate, JBA

Kerry Ryan
Research Associate, JBA

Matthew Poes
Senior Research Associate, JBA

ACF – OPRE
Aleta Meyer
Nicole Denmark
Tia Zeno

Stakeholders

Tribal leaders, grantees,

local stakeholders

Evaluation consultants

Federal Tribal MIECHV

Technical Work Group

Internal Senior Advisors
Jill Filene, JBA
Doug Novins, CAIANH
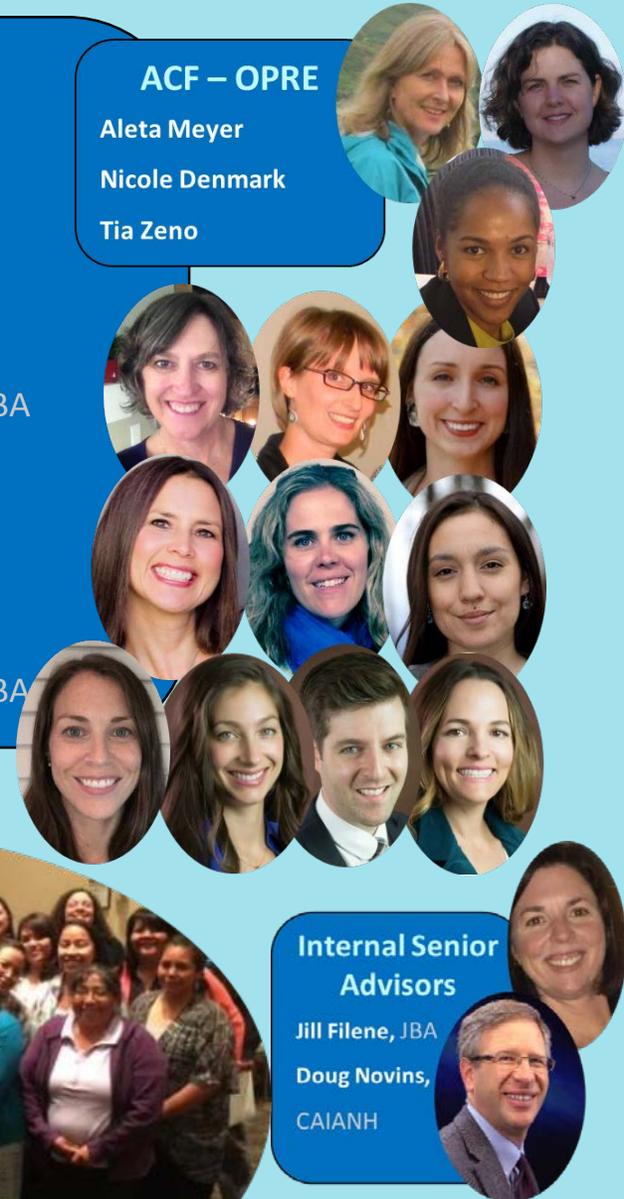
Three Aims of MUSE

☝ Identify and describe the primary influences shaping tribal home visiting program planning

✌ Identify and describe how home visiting programs are being implemented

🖖 Explore what supports home visiting implementation in tribal communities

Proposed MUSE Data Collection Tools


Content analysis of implementation plans

Qualitative interviews of staff and caregivers

Existing local program data

Caregiver surveys

Rapid reflect

Staff surveys

Implementation Logs

MUSE Evaluation Questions

Aim 1

Identify and describe primary influences shaping tribal home visiting program planning

1. **What is the local context that informs planning?**

2. How are implementation science principles reflected in local program planning?

3. What is the degree of alignment between local context and implementation science principles? How are differences addressed in planning?

4. **How do model requirements inform program planning?**

5. What adaptations, enhancements, and supplements to existing home visiting models are planned? Why?

MUSE Evaluation Questions

Aim 3

Explore what supports home visiting implementation in tribal communities

12. What influences relationships between home visitors and families?

13. **What influences what happens during home visits?**

14. What influences the amount of home visiting families receive?

15. **What influences staff self-efficacy and job satisfaction?**

16. What influences tribal home visiting programs' ability to implement their programs as intended?

Why MUSE engages Tribal Home Visiting programs

Following a Roadmap

Why Tribal Home Visiting program partners are essential throughout the MUSE study process

Roadmap for Collaborative and Effective Evaluation in Tribal Communities

http://www.acf.hhs.gov/cb/resource/tribal-workgroup

Values
Indigenous Ways of Knowing | Respect for Tribal Sovereignty
Strengths Focus | Cultural and Scientific Rigor | Community Engagement
Ethical Practices | Knowledge Sharing

Program Directors | Tribal Evaluators | Evaluation Partners | Program Staff

Relationship Building

Knowledge & Skill Building

Indigenous worldviews undervalued

Intergenerational and community trauma

Tribal Government

Policy Makers

Community Members

Cultural Authorities & Spiritual Leaders

Tribal Colleges

Universities

Professional Organizations

Evaluation practice that involves the community in determining priorities

Dialogue with community to anchor evaluation within cultural & ethical practices

Clear guidelines and examples of evaluation components important to the community

Clear guidelines and examples of required evaluation components tied to funding

Transparency in evaluation and translation for community

Building a New Narrative
Collaborative, Culturally Responsive Evaluation
System Improvement
Guided by Local Questions, Data, and Insight
Meaningful analyses
Bidirectional Learning
AI/AN evaluation skills

Cultural protocols for community-engaged, comprehensive evaluation

Mentoring for evaluation design & implementation

Guidelines for selecting, adapting, developing, administering, & interpreting evaluation instruments

Storytelling to support staff & community interpretation of evaluation data

Training in use, interpretation, storage of data

Consolidation & coordination of data across community programs

Developing policies, establishing clear guidelines, and building tribal infrastructure for evaluation

Invasive, imposed evaluation

Distrust

Judgmental evaluation

Historical Context

MUSE

Engaging key stakeholders

Some stakeholders are engaged frequently and repeatedly – program partners, academic consultants, federal program partners.

Others are engaged intermittently – tribal governments, organizational leadership, community members.

http://www.acf.hhs.gov/cb/resource/tribal-workgroup

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Key MUSE stakeholders

Tribal Grantee Communities
Elders
Tribal leadership
Families
Other family service providers
Research review entities

Tribal Grantees (TGs)
Program Directors
Home Visitors & Other Staff
Local Evaluators

MUSE Team
(JBA, CU, OPRE)

Federal Partners (FPs)
THV Program Office
HRSA

Evaluation Consultants (ECs)
(Implementation Researchers

Technical Assistance Providers (TAs)
PATH & TEI

MUSE

Intensive engagement: The Technical Workgroup

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Elders
Tribal leadership
Families
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Tribal Grantees (TGs)
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Local Evaluators

Technical Workgroup (TWG)
TGs
FPs
TAs
ECs

MUSE Team
(JBA, CU, OPRE)

Federal Partners (FPs)
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Spectrum of engagement

Where does MUSE fit?

Community-based participatory evaluation & research

Top-down evaluation & research

Community-based participatory

Community-based participatory evaluation & research

- Conceived of jointly by a program-research institute partnership
- Often borne out of existing relationships
- The goal is authentic balanced partnership in every phase
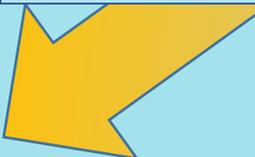
Top-down

- Developed and implemented with limited input from participating programs
- Required
- In multi-site contexts, limited flexibility

Top-down evaluation & research

Many factors drive the level of community-engagement, including:
- Evaluation project origin & goal
- Orientation & mission of evaluation team and/or institute
- Scope of work, interests of participating organizations
- Funder support; contract/grant specifics
- Time and money

Community-based participatory evaluation & research
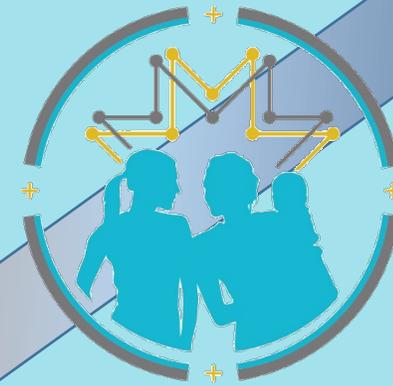
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Top-down evaluation & research

Stakeholder engagement throughout MUSE

October 2016 → November 2018 → September 2022

Engaging stakeholders

- Co-creating the conceptual model
- Delineating questions
- Designing the study
- Local Research Review
- Data Collection Training
- Data Collection
- Data Analysis
- Dissemination
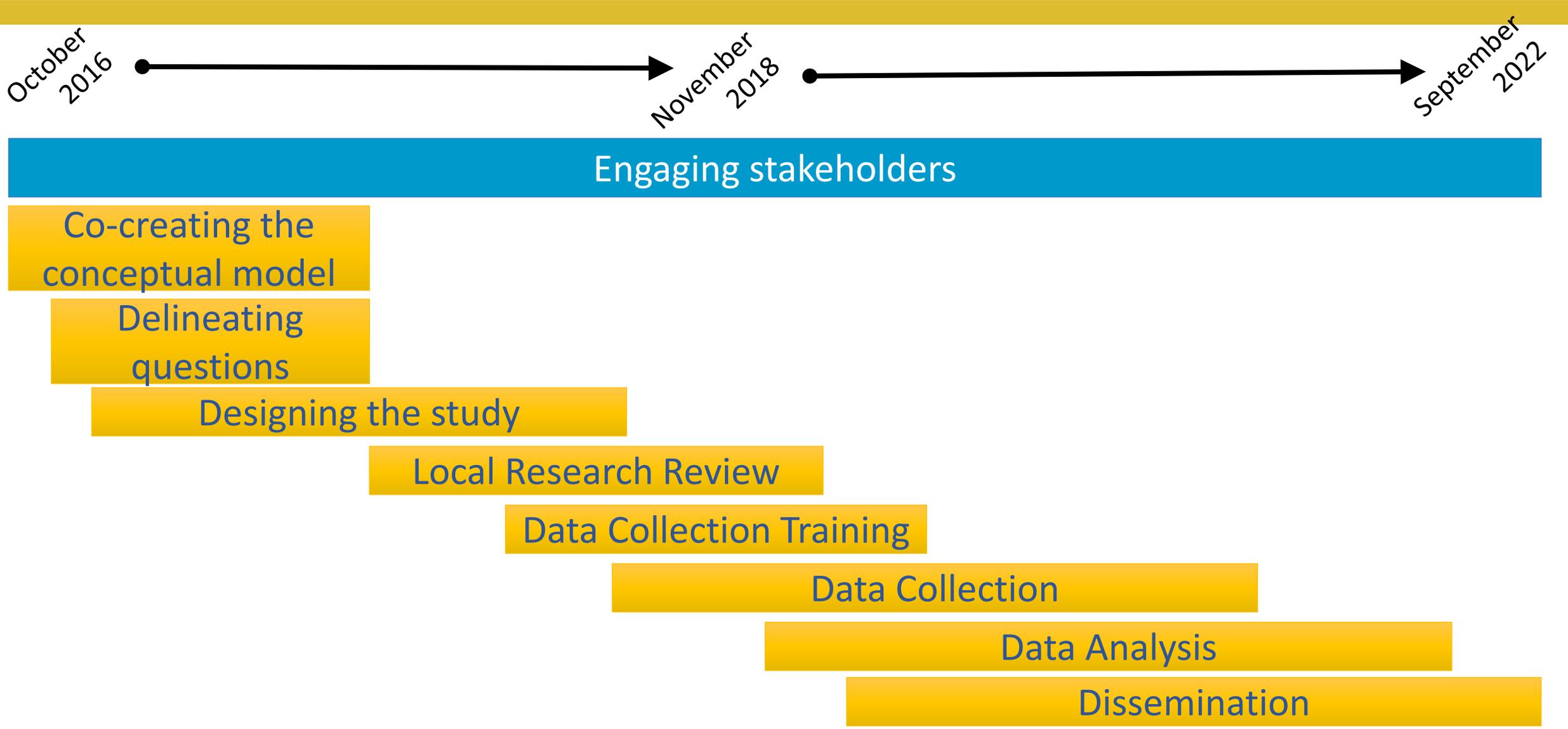
Why MUSE needs engaged grantees throughout

- To design a study with aims, questions, and hypotheses that are relevant and important for Tribal Home Visiting.

- To develop and refine instruments and measures that will provide accurate data for tribal communities.

- To create efficient data collection methods that do not place undue burden on grantee staff and families

Some Key Ways We've Gotten Stakeholder Input Over the Past 2 Years

Consultation

OPRE
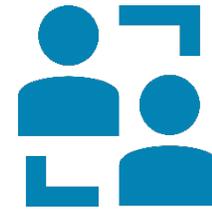
Funding Agency Guidance

Grantee Webinars

1:1 Phone Calls
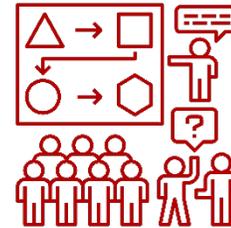
MUSE Grantee Meetings & Conference Sessions

Tribal Home Visiting Program Office Input

Technical Workgroup

Public Comments

MUSE

How MUSE engages Tribal Home Visiting program staff

3 examples of Tribal Home Visiting staff engaging to shape MUSE

1. Co-creating a Conceptual Model
2. Quality Café
3. Sticky Note Parking Lot

Example 1 | We invited grantees to co-create the MUSE conceptual model, laying the foundation for substantial stakeholder input
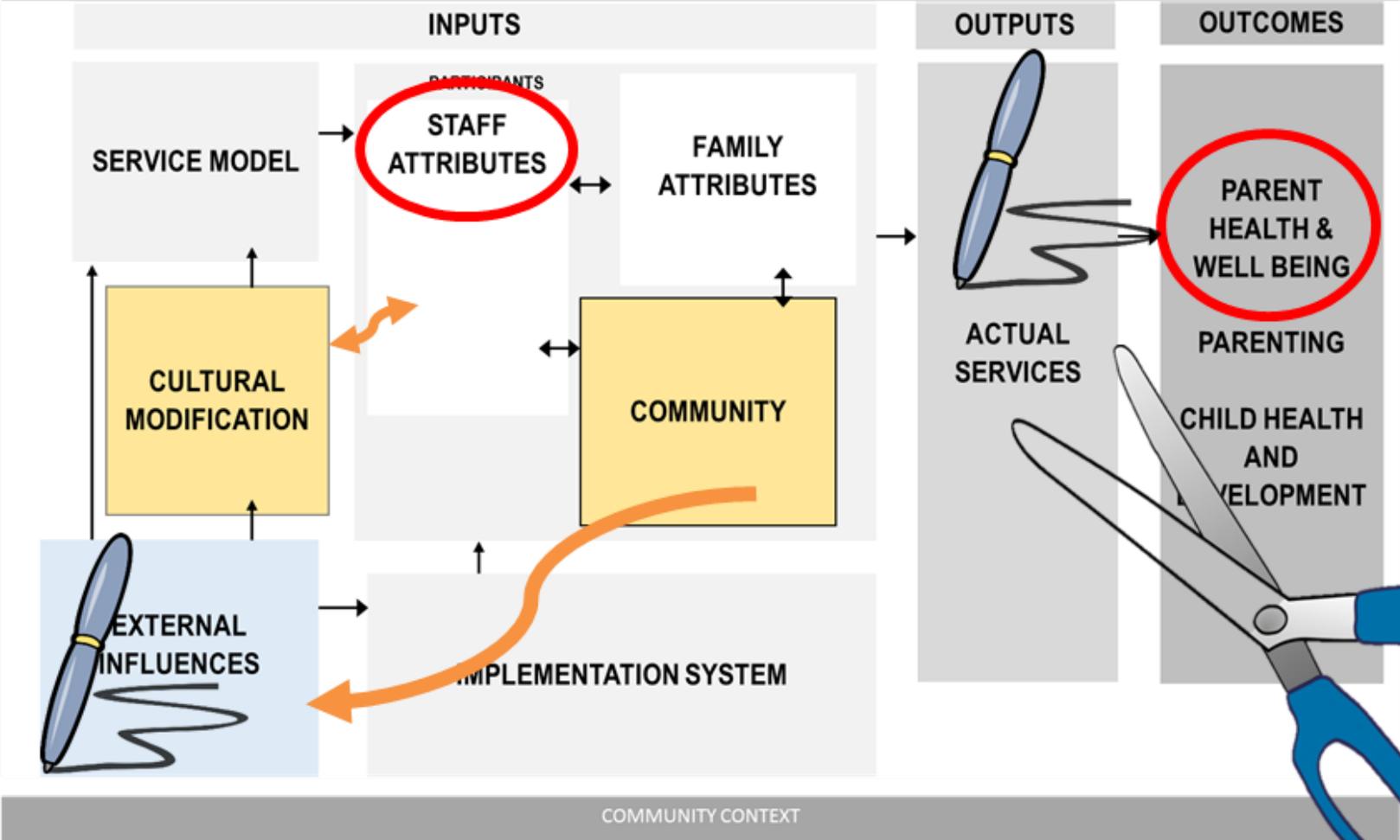
Example 1 | Grantee and federal stakeholders came together in an interactive workshop to create 5 models of Tribal Home Visiting
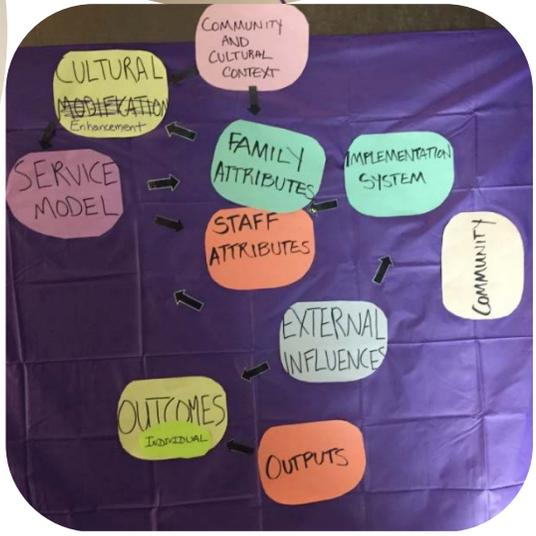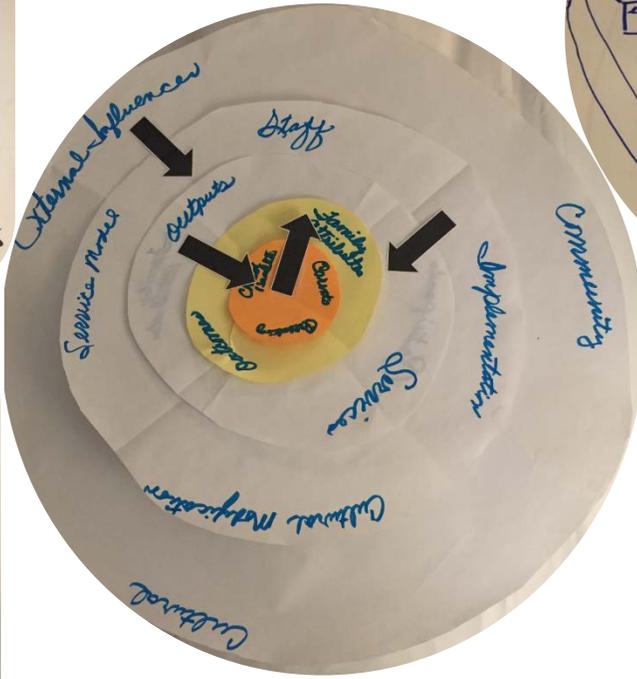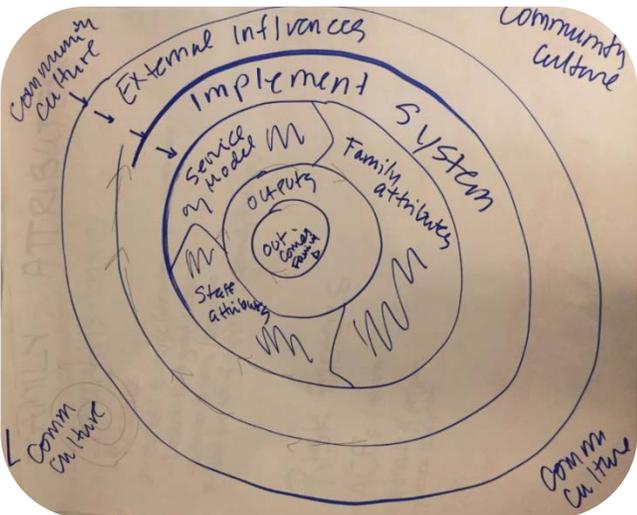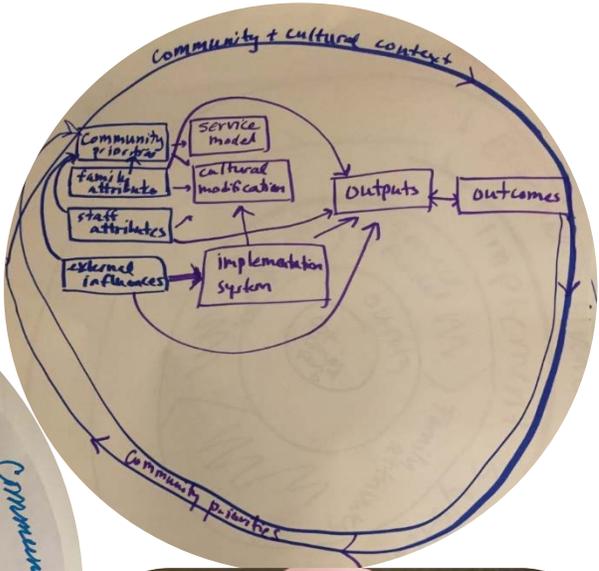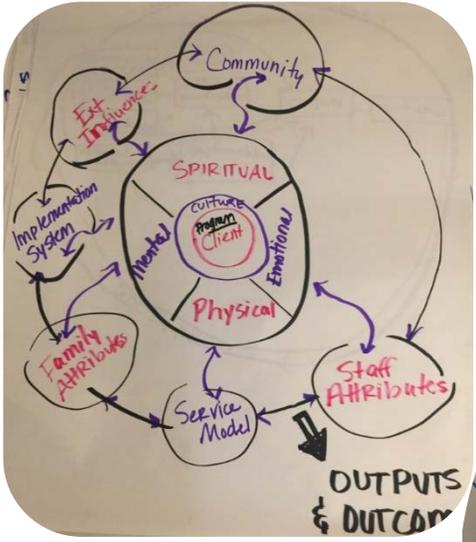
Example 1 | We incorporated common elements from the 5 models to create a MUSE conceptual model of tribal home visiting

MUSE Conceptual Model Version 5.0...
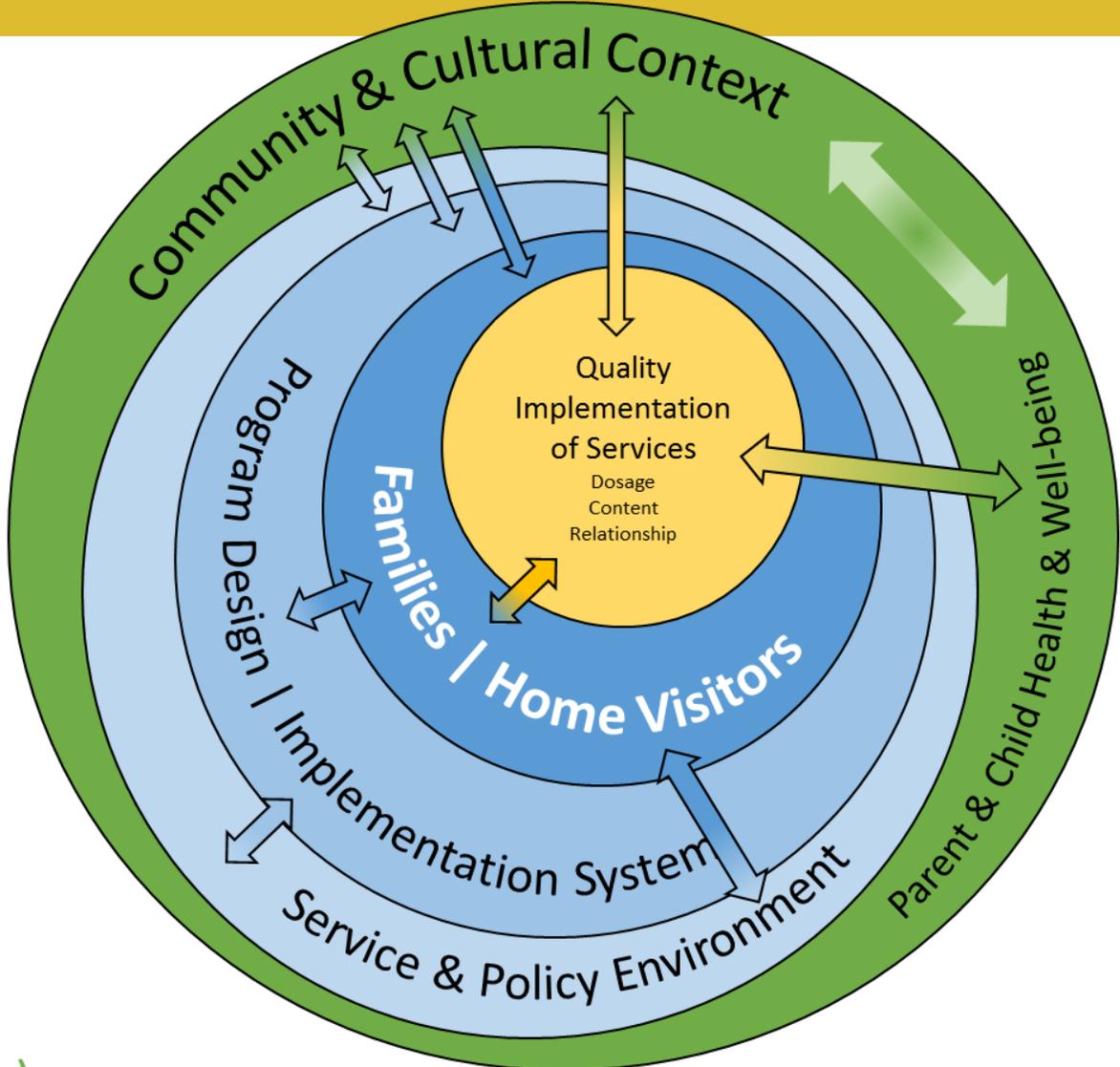
Drivers of Implementation Quality (Inputs)
Implementation Quality (Outputs/Services)
Parent and Child Health & Well-Being (Outcomes)

Example 1 | This approach to co-creating a conceptual model facilitated creative thinking and discussion within and across program teams
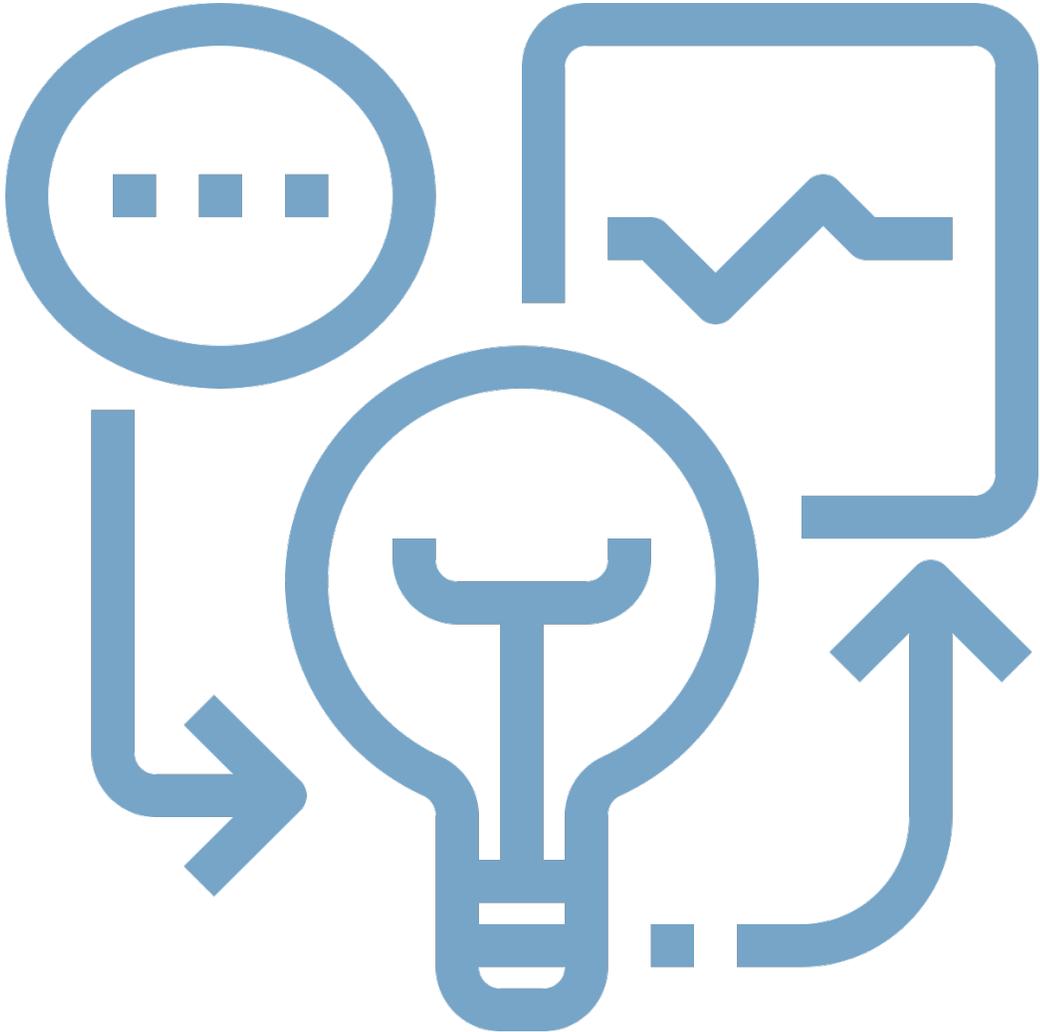
Example 2 | We asked grantees to participate in a Quality Café to identify indicators of successful home visiting implementation in tribal communities
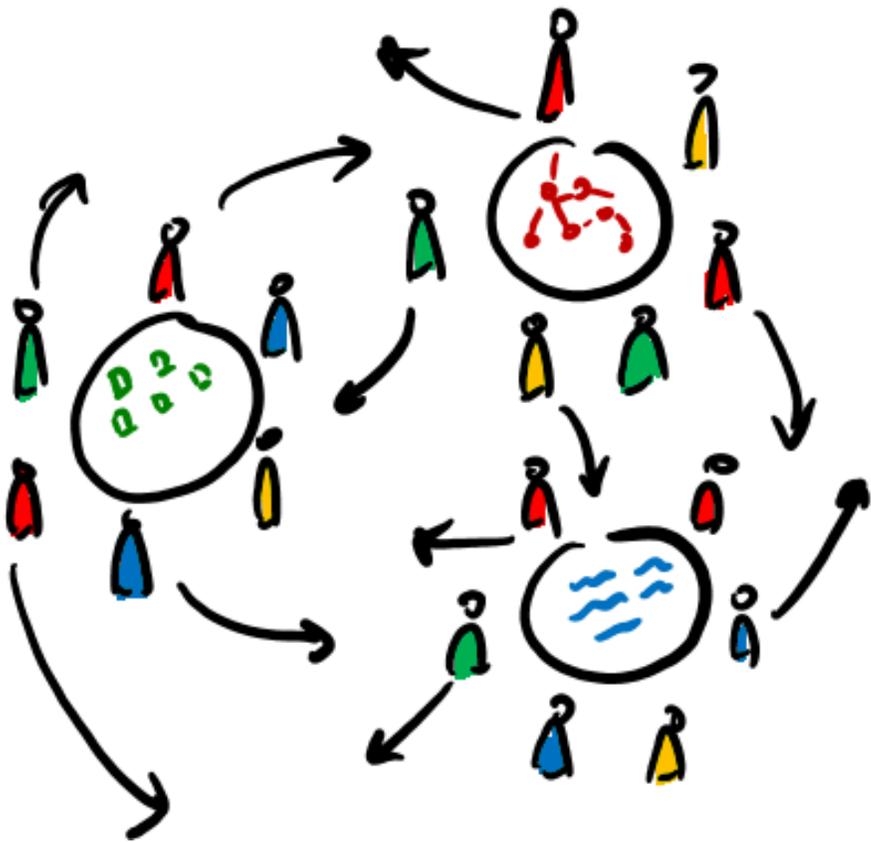
Example 2 | Quality Café table topics lined up with the elements of the conceptual model we co-created with grantees

Q1
When a visit is going well the interaction is……

Q2
A good relationship looks like…

Q3
Home visit content needs to be…

Q4
Home visitors plan content by…

Q5
The right amount of home visiting is…

Q6
Creative ways to engage families are…

Q7
A home visitor needs to be able to do…

Q8
Home visitors feel supported when…

Q9
Program is a good fit for your community when…

Q10
Program is supported by the community when…

Example 2 | Informed the MUSE study questions and instruments

- Helped us identify what was critical to explore about relationships, dosage, content, community fit and staff characteristics

- Generated constructs assessed in our interview protocols, staff and participant surveys and Rapid Reflect home visit questionnaire

- Caused us to reorient our overall approach to the implementation study to focus less on quality

Example 2 | Grantee staff articulated indicators of successful home visiting that we used when designing our MUSE instruments

Sample Indicators

- Strengths-based response to families' needs and challenges
- Meeting caregivers where they're at – tailoring services to fit a particular family's needs
- Being responsive and flexible in the moment
- Trusting, open communication between home visitor and caregiver

Example 2 | Facilitated interactive discussion among grantees, generated feedback from all stakeholders, and identified constructs for measurement
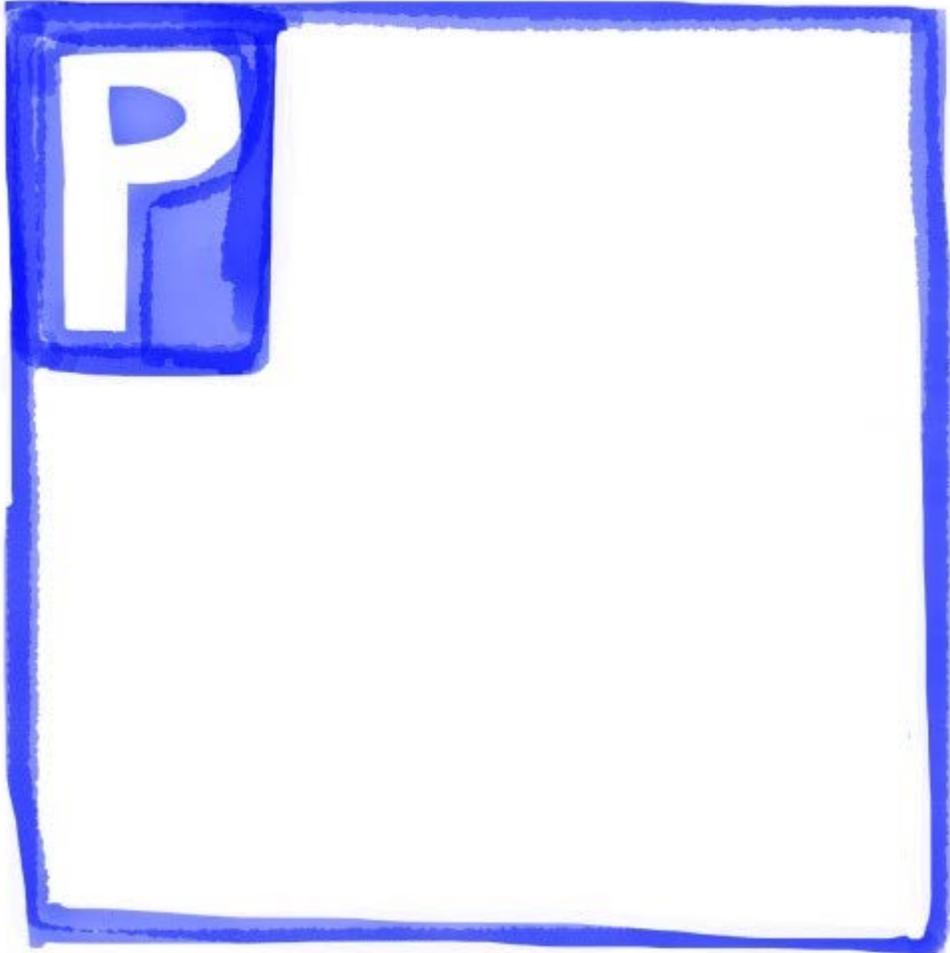
Example 3 | We presented a 3-day data collection training to over 100 grantee staff. We knew lots of questions and site-specific queries would arise.
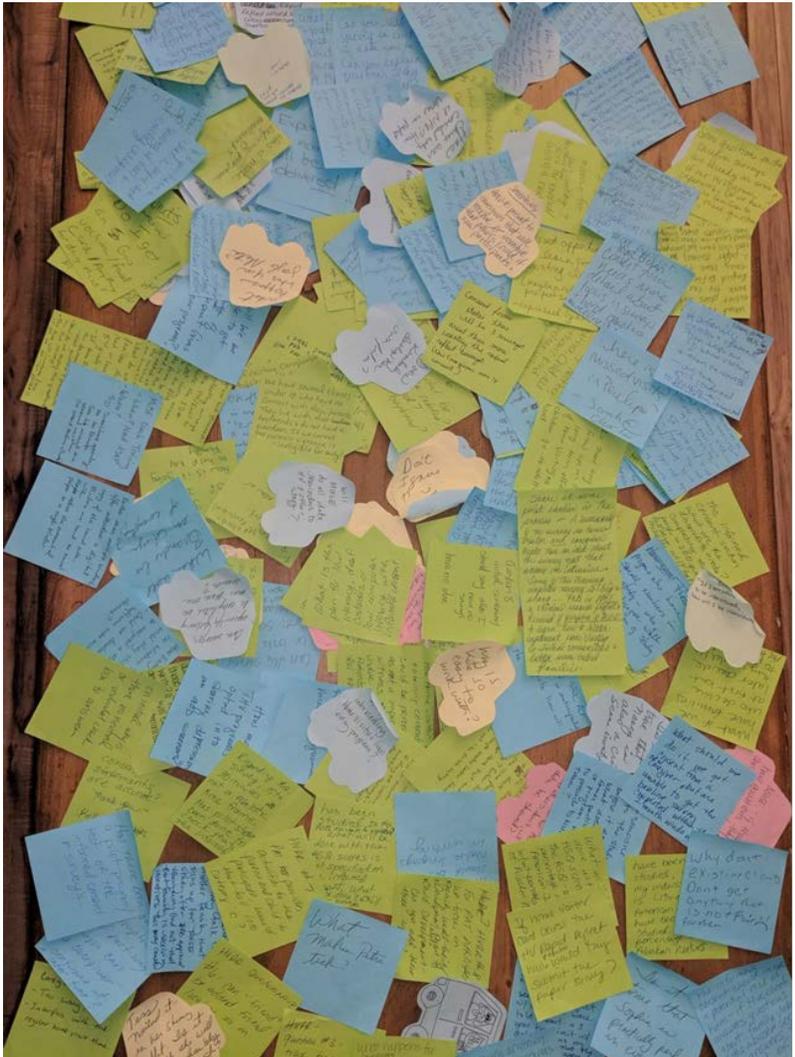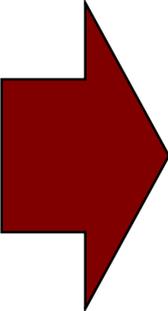
Example 3 | We collected the sticky notes and organized them by topic, and eventually into Study area of impact (protocol, future training, FAQ, etc.).
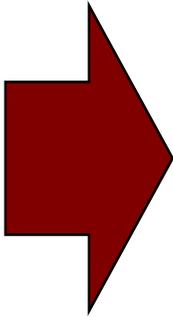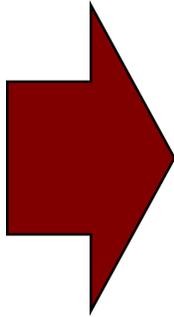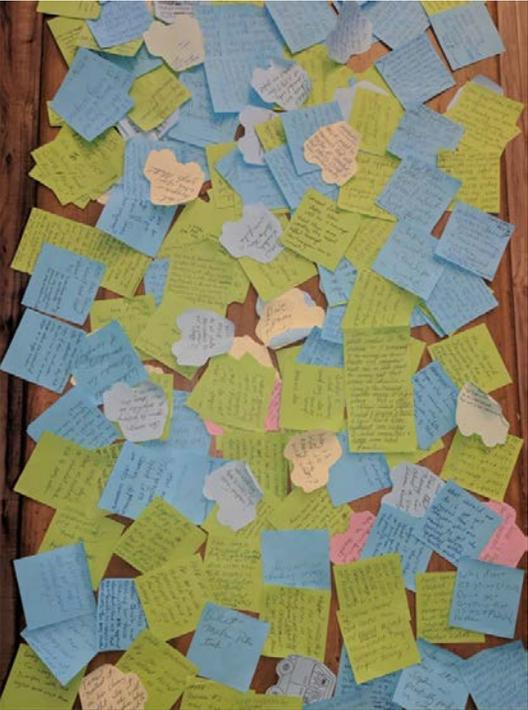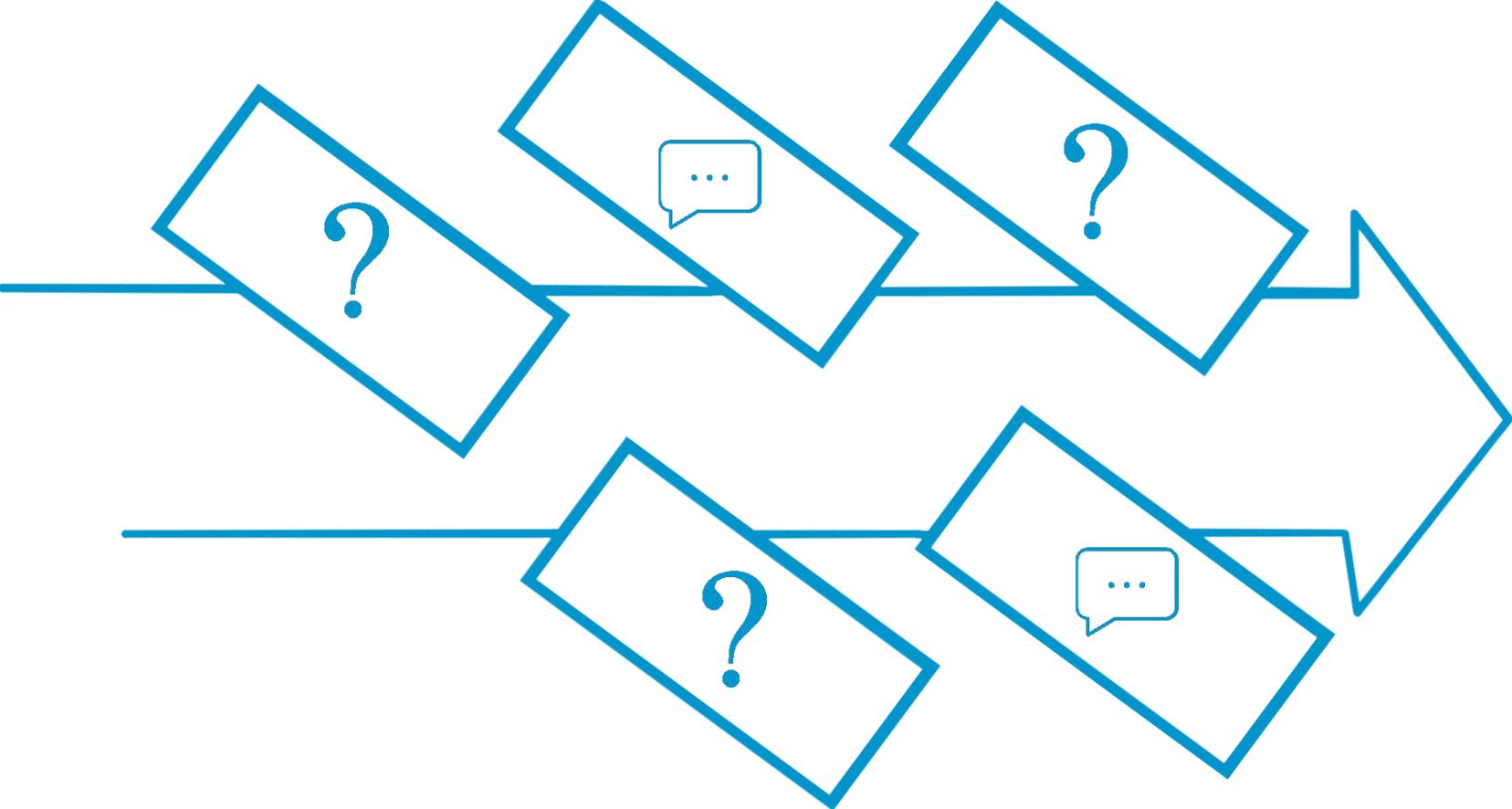
Some Reflections on this Process

Spoiler alert: It's not always easy

1. Striving to balance voices among stakeholders with differential levels of power – both real and perceived – within the Tribal Home Visiting program structure.
   - Grantees
   - Federal program staff
   - University researchers

2. Making sure we don't only hear from individuals who very frequently speak up.

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Spoiler alert: It's not always easy

3. Working within a structure where we have much more access to managers and evaluators than home visitors –
   - figuring out how to extend engagement efforts to home visitors in order to hear their valuable input.

4. Gathering feedback effectively via virtual platforms –
   - in person meetings <u>always</u> more effective but only feasible about once a year.

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Spoiler alert: It's not always easy

5. Providing ample opportunity for input during meetings while also streamlining the process for gathering feedback –
   - identifying mechanisms that ensure representative feedback
   - Identifying mechanisms that allow critical conversation and discussion to take place

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Spoiler alert: It's not always easy

6. Genuinely considering input from 17 grantees, balancing standardization with flexibility, requires thoughtful consideration of alternatives –
   - and their impact on the scientific integrity of the study.
7. Integrating grantee guidance results in a stronger study that is scientifically, culturally, and contextually rigorous –
   - but revising plans means revising timelines and has a domino effect on things like Tribal approvals.

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So the question is . . .

#WASITWORTHIT?

We believe it is

Our community-engaged approach has shaped the MUSE study in ways we didn't anticipate

- Conceptual model, study questions, indicators, measures, and data collection protocols look very different as a result of stakeholder engagement

- Study timeline was adjusted to accommodate substantial, iterative, ongoing input

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Greater contextual rigor and increased stakeholder investment in MUSE have emerged from this process

- Contextual rigor = validity of the study in the MUSE communities

- Contextual rigor is a critical consideration in community-engaged studies with populations underrepresented in research and evidence-based model testing

Questions?

Please reach out to me with any questions about MUSE

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thank you!