

NATIONAL INDIAN CHILD WELFARE ASSOCIATION
TOP GRANT FINAL EVALUATION
Grant Number: 41-60-IO1023

Overview of the Project

NICWAnet was designed to accomplish three objectives: 1) to improve the well being of Native American Indian Children and families; 2) to improve the child welfare services that Native American Children received; and 3) to strengthen tribal and state Indian child welfare programs through access to technology.

The primary emphasis has focused on Native American children who are placed in substitute care by state child welfare agencies at an alarming rate of 12.5 per thousand, compared to 6.9 per thousand for all other races. This serious problem was compounded by the historical fact that Native American children appeared to be inappropriately removed from their homes by the state children's services division and the courts.

NICWAnet's objective was to make training, technical assistance, data base decision making , case oriented problem solving and resource location possible for even the smallest of tribes in the most remote locations of the country.

The initial NICWAnet project consisted of the following nine components:

1. Searchable Databases

This project will allow users to search the ICWA tribal contact and attorney database via the NICWA website.

This project will constitute these high-level features:

1. The visitor will click tribal contact/programs/attorney link via the NICWA website.
2. The visitor will set the search criteria: Contacts, Programs or Attorneys, and Tribe or State
3. The visitor receives a list of contacts matching their search criteria.

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2. NICWA Online Assistance

This project will allow visitors to review a Frequently Asked Question list and a program technical assistance menu as well as send questions via email to NICWA's consultation.

This project will constitute these high-level features:

1. The visitor will click technical assistance via the NICWA website.
2. The visitor will be able to: Read the FAQ list; send an email requesting staff assistance with specific questions;
3. Review a checklist of steps in an ICWA case

3. Listserves and Discussion Groups

This project will allow visitors to take part in online discussion groups and provide NICWA the capabilities to administer email list internally and provide mass email distributions.

This project will constitute these high-level features:

1. The visitor will click discussion groups from the NICWA website.
2. A list of available discussion groups will display as well as allowing a visitor to create a new discussion thread.
3. NICWA staff will can distribute mass emails via a listsery software component based on collected email addresses.
4. Add/remove emails from list.
5. Automatic delivery.

4. Online Registration

This project will allow visitors to register for NICWA conferences and sign-up to attend the NICWA Training Institute.

This project will constitute these high-level features:

1. The visitor will click on the conference or NICWA Training Institute link on the NICWA website.
2. The visitor will be able to view all conferences in the upcoming months.
3. The visitor will be able to view information about the NICWA Training Institute, where it is located, cost, etc.
4. The visitor will be able to view the courses offered at the Training Institute.
5. The visitor will be input personnel information for registration like name, address, etc.

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- a. Personnel information will be secured by using SSL to encrypt the data transmission.
6. The visitor can securely pay for the conference or training course using a credit.
7. A third party will process the payment with no credit card information captured by NICWA.

5. Tribal Training Needs Assessment

This project will allow tribes to assess the ICWA training needs of their social welfare staffs. Features

This project will constitute these high-level features:

1. A tribe contacts NICWA to ask for training.
2. The tribe is assigned an access code to use the NICWA training Web page.
3. Using the access code, selected tribal workers complete the online training assessment form.
 - a. Individual assessments can remain anonymous, or
 - b. a tribe could assign respondents ID numbers allowing only the tribe to identify them
4. When a form is completed the results are loaded into an SQL database
5. A program then analyzes the data and produces a report identifying the training needs of the tribe

6. Web-Based Training for the Indian Child Welfare Act

This project will allow end users to attend online trainings to learn about the Indian Child Welfare Act.

This project will constitute these high-level features:

1. The visitor will click on the "Web-based Training" link of the NICWA website.
2. The visitor will sign up for a training and receive a password to access the course.
3. The visitor will study each of 17 modules, each with an online "knowledge check" at the end.
4. The course will follow a performance path of actions to take in ICWA cases.

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5. There will also be information about Native American cultural considerations, social work practice, and ways that the ICWA and the American Safe families Act interrelate.
6. The visitor will be able to study online or print out materials.
7. At the end of the course, the visitor can take an exam to earn a NICWA Training Certificate.

7. NICWA Library

This project will allow users to access the NICWA library catalogue and link to a database for online retrieval of electronic document records.

This project will constitute these high-level features:

The visitor will click on the Library link of the NICWA website.

1. The visitor will be able to search the 3,800 volume NICWA Library catalog for specific documents.
2. The visitor will be able to download 20,000 digitized documents, including articles, forms, tribal codes, etc.
 - a. (This portion is contingent on receiving an IMLS library digitization grant)
3. The visitor will be able to link directly to documents available on the web which are not included in NICWA's digitized collection.

8. Online Case Management and Data Reporting

This project will allow tribal social workers to enter client information, maintain case management files, track children and families, and generate custom reports in a secured web environment. This system will allow tribes to record and report demographic, incidence rates, and service utilization data to state and federal agencies.

This project will constitute these high-level features:

1. Tribes would subscribe to the *case management system* through NICWA and receive access accounts.
2. Users would input information into forms chosen by their tribe to maintain client records.
 - a. This would include client intake records, client history, client case files and service delivery records.
3. Tribal case managers and supervisors would have access to specific levels of information as appropriate.

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4. Users could generate reports for tribal use and for state and federal reporting.
5. NICWA would (with tribal permission) be able to generate statistical information without accessing individual files.

9. NICWA Linking Project

This project will allow Indian families to learn about becoming foster or adoptive homes, and where to seek a home study. Social workers (users) will be able to search a registry of Indian families approved to adopt or provide foster care, with information identifying their Tribe and other data.

This project consisted of these high-level features:

1. Families will visit the site to get information and learn about how to become a foster or adoptive parent.
2. They will be able to register on the site by contacting NICWA.
3. A NICWA staff would verify their adoption status with tribe and/or state and provide the family with a password.
4. Family members could enter data in their own records on the password-protected site.
5. Social workers would contact NICWA for access to the Indian Family registration site.
6. NICWA staff would verify their credentials and provide the social worker with a password.
7. The social worker (user) needing to place an Indian child could search the site for appropriate families and receive information on contacting them.

Evaluation Design and Data Collection:

The original evaluation design was to: 1) test the service with focus groups at different stages of the project and utilized this feedback in the final design; 2) assess the completion of the project objectives through activity logs and narrative documentation; 3) document the volume of user participation and user satisfaction with on-line evaluation and suggestions forms; 4) use of qualitative professional review of materials and presentations; and 5) assess the impact of NICWAnet activities on services for Native American Children and families, testing impact on case outcomes in selected sample of test users. Essentially, each service component was to be evaluated using evidence of completion, evidence of use and evidence of

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worth or outcome. Outcomes was to be determined by in depth case study methodology assessing the impact of the services on the outcomes of those cases reviewed.

Data collection process was to designed to utilize an automated count of individual responses to questions in the questionnaire, as well as narrative responses. In addition to responses gathered during the focus group process. Each point of data collection was to be achieved via electronic means. (See Appendix A). Below are the eight components of NICWAnet and the evaluation and data collection methodology utilized to assess the effectiveness of each component. Appendix G provides a visual impression of what the end users viewed as they entered information into the system.

LISTSERVES - Yes/ No Satisfaction survey (Appendix A)

NICWA ON- LINE ASSISTANCE - Talking with end users, counting hits on site, follow up e-mail and satisfaction survey. (Appendix B)

SEARCHABLE DATABASE - A users and source of information satisfaction survey. How was the information used? (Appendix B)

CASEMANAGEMENT AND REPORTING TO TRIBES- Records management outcomes. A Pre and post-test of case management citations/violations from management/tribe. From failing to passing.

ON LINE REGISTRATION- user satisfaction survey. (Appendix B)

TRIBAL TRAINING NEEDS - Track number of users and satisfaction. (Appendix C)

ON LINE TRAINING- Automated survey. (Appendix C)

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NICWA LIBRARY- User satisfaction and number of hits. (Appendix B)

The methodology employed for analyzing the data was a combination of quantitative and qualitative assessments. The quantitative analysis was a simple state analysis utilizing means to determine effectiveness of services offer through this project. The qualitative assessment was the narrative analysis of the assessed perceived effectiveness and usefulness of the services offered.

Findings:

Actual implementation of the NICWAnet project was significantly impaired by the withdrawal of one primary partner, One Care Place and the inability to secure the participation of Tribes throughout the country to subscribe to the automated case management system.

NICWA completed the development of the evaluation tools for the following objectives: ListServices, NICWA Library, the ON-LINE Assistance, the Searchable Data Base, and the On-Line Classes. During the testing phase of the evaluation, we found some difficulties with extracting evaluation data from the database, which does not permit the development of a meaningful report. However, identifying these difficulties early in the process allowed NICWA modify the system on the front end of the process.

The results of the activities proved not be particularly helpful in determining the effectiveness of NICWA's efforts in improving or increasing the positive outcomes for Native American Children in need of child welfare services. The On-Line ICWA Course was ineffective in securing data that would effectively demonstrate the quality of information shared in the automated system. It appears that there was an unforeseen anomaly in allowing participants to by-pass the course evaluation questions and respond only in the comments section (Please Attached Evaluation Forms). From the responses to the comments section there was no prevailing pattern in the comments that would suggest that NICWA could be more specific, direct or focused in their on-line course delivery of the ICWA course material. The On-Line ICWA Course had 378 participants take the final test with 174 or 46% passing, the remaining 204 participants either didn't pass or didn't complete the exam.

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NICWA was unable to secure the endorsement of Tribes subscribing to the computerized records case management data base decision making case/program planning linking the tribes to a national case management/client information system, primarily because of the withdrawal of 1CarePlace support.

Technology Focus Group Summary (Details in Appendix D)

1) Themes:

- Need for improvement/need for data
- Desire for progress
- Need for training and more understanding
- More reporting is being done through the use of the computer to make the process faster and easier. This is becoming the norm.
- Wide use of Internet and e-mail however very mixed responses on CMS
- Accessibility to other organizations and information

2) Themes regarding how the changes affect services for children and families:

- Makes services better and easier
- Increased efficiency and accountability
- Increased accessibility (to information and people)
- Duplication issues
- There is a need for training but this takes time away from practice
- Need for implementation

3) This is a very complex and loaded question and several themes were:

- Need for technology to be updated
- Technology should be used continuously throughout the case
- Technology should be used to reduce paperwork and manage time (Increased efficiency)
- Tracking/trends
- 20 responses suggested a serious need and desire for technology
- 12 responses specifically suggested a need for some form of CMS

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4) Themes regarding how technology can help tribal programs measure outcomes:

- Measure patterns and trends
- Education
- Regular statistics and ability to measure progress
- Need for central system

5) 15 of respondents felt good or very comfortable using the internet/e-mail.

8 respondents Ok with using the internet/e-mail but had some concerns

2 respondents don't use

6) 16 respondents said YES to using a CMS offered by NICWA.

9 respondents expressed some concern or needed further information.

(maybe)

None of the respondents said NO.

The second and most recent user survey (Appendix F) substantiated the perceptions derived from the original focus. Finally, the NICWANet Project was unable to fully implement the eight elements initially designed for the project. The primary difficulty with the project was lack of buy in from the Tribes subscribing to the data management system which impacted the other efforts at demonstrating the advantages of technology in the overall improvement of outcomes and services for Native American Children.

Recommendations

It is recommended that NICWA utilize this experience as a stepping stone for advancing the concept of improving services and outcomes for Native American Children through the access to technology. This advocacy role could take the form of lobbying for funding to smaller tribes to secure the computer technology required to implement this data base nation wide. A second option for this technology advocacy could take the approach of advocating for federal funding for Tribal registration to the case management/records management system to make training, technical assistance, data base decision making, case oriented problem solving and resource location possible for even the smallest of tribes in the most remote locations of the country.

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APPENDICES

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APPENDIX B

NICWA TOP GRANT
EVALUATION QUESTIONS
for
Listserve/On-Line Registration/
NICWA Library/Searchable Data Base

1. Is your request related to any current project, proposal, or caseload?

NOT AT ALL	0
SOME	1-3
SOMEWHAT	4-7
VERY MUCH	8-10

2. Are you currently working under any deadlines for current contracts or proposals?

3. Do you feel this information will be helpful to your organization or you community?

NOT AT ALL	0
SOME	1-3
SOMEWHAT	4-7
VERY MUCH	8-10

4. Can NICWA help you to be more proficient/effective in your service delivery?

NOT AT ALL	0
SOME	1-3
SOMEWHAT	4-7
VERY MUCH	8-10

5. Did the services received meet your expectations? Please explain.

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NOT AT ALL	0
SOME	1-3
SOMEWHAT	4-7
VERY MUCH	8-10

6. Describe the outcome of the service you received from the ListServe/On-Line Registration/NICWA Library. How would you suggest that this service be changed to improve the quality for your future needs?

7. How was the informed gained used in the your service delivery system? Was it helpful? How?

8. Which would be more beneficial to your program?

- More Training or More Advocacy

9. Do you have a means of evaluating your service?

- Yes No

10. How effective do you feel your program evaluation is?

NOT AT ALL	0
SOME	1-3
SOMEWHAT	4-7
VERY MUCH	8-10

11. How do you use your evaluation outcomes?

- Planning
 Service Focus
 Not at all

APPENDIX C

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On-line ICWA Course evaluation

DATE: _____

ROLE: (Check your primary role)

Direct services Management Advocate Parent/Foster
Parent

1. What was the most important information, knowledge, skill, or contact you gained from NICWA at this training?

2. How well did the training meet your needs?

Not well Somewhat well Mostly Very well

What would have made it better?

3. Did you find the curriculum valuable to you and your work?

Not valuable Somewhat valuable Mostly valuable
Very valuable

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4. Overall, how would you rate the usability of the on-line ICWA course?

- Poor Fair Good Excellent

5. What specific changes would you like to make in your practice or program, as a result of participating in the training offered by NICWA?

6. How would you prefer to obtain training or technical assistance? (Mark all that apply)

- Conferences Workshops Teleconferences Internet
One-on-One Other

7. Please provide any additional comments or recommendations that could help us to improve.

NICWA thanks you for your participation and feedback regarding our services.

APPENDIX D

Comments from the Online ICWA Course

- To better serve the tribe I work for
- The outline of the details of ICWA was very useful and can continued to be used as a learning tool to peers and others needing direction on ICWA issues.
- Resource for working with DFYS staff and families
- To increase my knowledge and skills of the ICWA laws that are applicable to Indian children.
- I will use the information as it applies to ongoing case management where Indian children and their families are involved
- As a child welfare worker in the state of Wisconsin, I anticipate working closely with various tribes. The information in this course will help guide my practice as I collaborate with the various Indian communities.
- Good brush up
- Good to know the preferences listed for foster care and adoption
- I wanted to see how the information used in this could be used for training staff. It includes much of the information staff get, but that is skimmed over so much they don't really pay attention. The information is great...the process is incredibly long. During the test I was interrupted at least 8-10 times, I am sure I would have done better, ayeeee. Thanks for the opportunity to take it.
- The information from this course will help me determine legibility and it will also help me determine if our area court system is following ICWA guidelines.
- I will use the information that I learned from this course to help me determine eligibility.
- Don't know yet, other than stating I have completed the course.
- It is pertinent information for working with the Port Gamble tribe and the community.
- This will assist me as an advocate for tribes and families in AK who have child custody cases.
- Provided general information for working in the area of child welfare

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- As reference material for future issues that arise. It definitely has provided a good foundation. The only disadvantage was that I was unable to print the pop-up windows with the graphs and glossary info. It would be more helpful to be able to print those.
- I work as a therapist in an ICW agency and work closely with the case managers who must comply with ICW. This information helps me better understand the issues involved in placement and the task of the case managers. I hope it helps me be more of a resource in their work as I often hear about supportive relatives, extended family members, even tribal community members who are close to the children and may be resources for placement should reunification with the parents be delayed.
- The online format of the course was excellent- the pop-up windows, quizzes, and references were also very helpful!
- For resource
- It will help me as I interact with my clients.
- In the course of my job duties as an ICW Social Worker.
- I live in Colorado and would like to be a free resource to any tribe needing help with Colorado agencies.
- I am working for a Tribal Court and we will have jurisdiction over ICW cases.
- I am the designated person in this Indian Child Welfare Dept. to handle all ICWA cases (off reservation). This information is useful.
- In my work as an ICW worker/coordinator for the Kalispell Tribe.
- Working with the Kalispell Tribe as the ICW worker/coordinator.
- To use good social work practices when children of Native American descent are encountered.
- This course has been very useful for my internship for ICW/Social Service Worker.
- Very simple course, would wish for more difficulty in study area.
- In keeping with the standards set by ICWA.
- This course provided valuable information. I am not currently working with Native Americans on a regular basis. However, this course has prompted me to review past work that I have done on a reservation in order to assess the propriety of that work. I plan on working with Native Americans in the future and believe this course information

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will be VERY helpful. How can I obtain copies of the flow charts provided in the program?

- Case planning
- Case planning. It would be informational to know what was not correctly answered on the test so I could concentrate on learning these areas.
- In working with children and families in the child protection and juvenile court cases.
- Job related
- Job related
- I hope to refer to the course material when/if I have an ICWA case.
- I am currently reviewing records of Native American children in foster care to determine if they may be eligible for SSI or SSA benefits. This has helped me understand ICWA, ASFA, MEPA and IEP. It was interesting to compare the differences between non-native children and native children services.
- Training others
- I currently work as a Children's Protection Services Social Worker with the State of WA, DSHS, DCFS.
- Currently work as a C.P.S. Social Worker for the State of WA, DSHS, DCFS.
- This course has helped confirm procedures that the state is mandated to follow. I am aware that they are not always following the procedures set forth in the ICWA.
- Child welfare work
- Child welfare work; also, About 3 of the questions and answers were tricky ; state workers need clear and direct information to understand what they should do and not do. Thanks.
- I may inform my clients of their rights as Native parents.
- It helped me understand ICW more
- Question number 8 given a lower score as unable to access/take the test after completing the course.
- I plan to use this information to increase best practice and knowledge and to train others.
- Better understanding of the adoption process
- Adoption information for myself and families

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- I have worked in the ICW unit for Washington State. I will continue to focus on compliance with ICWA
- I feel that it gave broad information. From this, I know what I need to research more. I feel that this course would be for someone without any knowledge of ICWA and it would be just an introductory course. I did feel some parts of the course were very vague. For example when talking of "active efforts", it would be useful to state some examples of what are considered "active efforts" because I really don't understand what would be considered so. Oh, there were also some mix-ups in information. In section 3, on the online version, modules 14 and 15 are switched. Where it says one, the other is covered and vice versa. Also, in section 2, module 9 "Jurisdiction" the course objectives state "qualified expert witness" will be covered and in section 3, module 14(?) the course objectives state "jurisdiction" will be covered. It was very confusing.
- Oh, also it would be nice to know what questions I got wrong and what the correct answers would be.
- In Court proceedings. I am a certified Indian Child Welfare Expert Witness for Kern County, in California
- Jon is testing the evaluation.
- Toward tribal terminations
- I will use this knowledge in my work with Tribes, Native parents and the collaborators that I work with.
- Fds
- For ICW terminations
- I hope to work with Indian families to help them understand their rights better.
- To become familiar with ICWA and also Tribe customs.
- To further my knowledge of ICWA and also of Indian cultures.
- I plan to work with a children's home upon graduation from college. It is less than 30 minutes from a reservation, and I believe it will be very necessary for me to have this knowledge. In addition I now reside in a state that has no reservations or BIA office. The Indian children that are living here are at serious risk of having their cases processed without ever being afforded the benefits they should have under ICWA. The level of ignorance on the part of social workers and lawyers is astonishing.

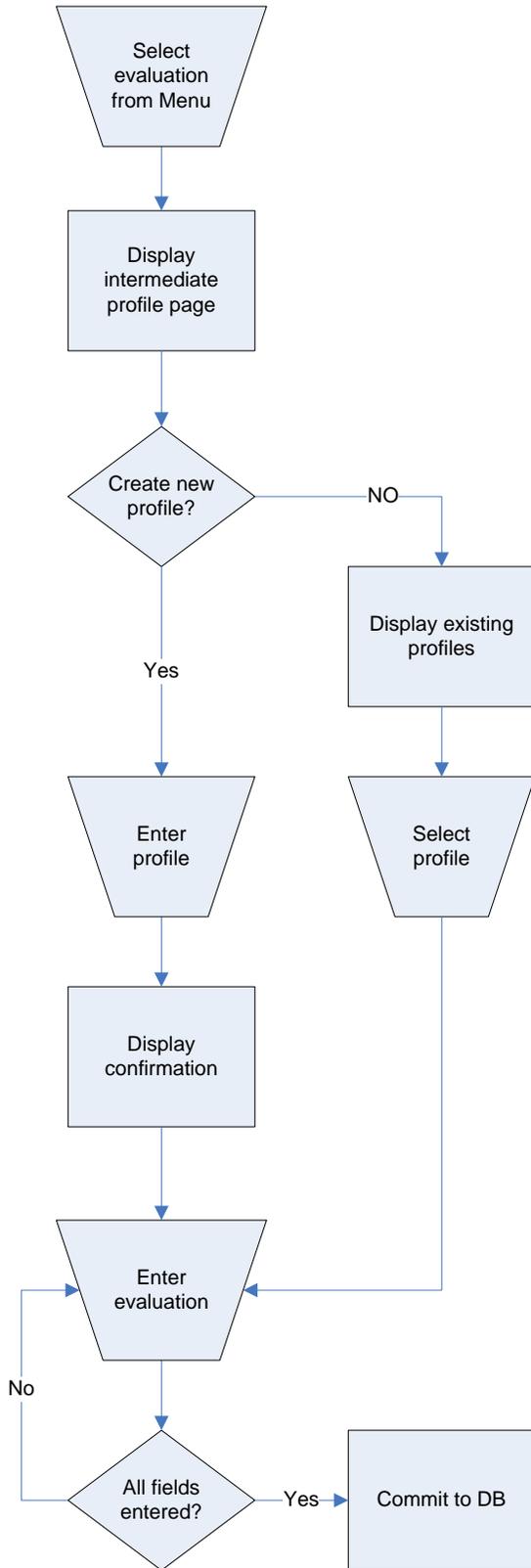
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- We have very limited contact with Native American families. Because of this, when it does come up, it is difficult to know where to start to be sure to meet all of the requirements. This was very helpful and gives good flow charts in an easy to understand format. I will use the modules I printed out as a reference in the even I am uninvolved in a possible ICWA case.
- As a resource tool when possible ICWA cases are assigned to me.
- For Native terminations.
- Awareness of when and what to do in the event of contact with an Indian child or family as it relates,
- Improving the lives on Indian children and families.

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APPENDIX E



APPENDIX F

22nd Annual NICWA Conference, Denver, CO, April 3-7, 2004
Technology Focus Group Questions

1. Computer technology is changing the way the world does business, including child welfare programs. What are some of the changes that you and your program have experienced?
2. How do you see these changes affecting services for children and families in general and in tribal child welfare practice?
3. Please tell us how technology is or is not being used in your program. How do you think technology should be used in your program?
Prompts: What about client tracking or case records, reporting, databases?
4. Measuring service outcomes has become an important priority for the federal government and other funders. Can you think of some ways that you think technology can help tribal programs measure outcomes?
Prompts: What about measuring trends, frequency of problems?
Prompts: What about relating treatment approaches to placement outcomes?
5. Many programs now have access to e-mail or to the internet. How comfortable are you using the internet for getting information or training?
6. If an Internet based client tracking system were available from NICWA to your program at a reasonable cost do you think your program might use it?

APPENDIX G

Technology Focus Group Answers

1. **Computer technology is changing the way the world does business, including child welfare programs. What are some of the changes that you and your program have experienced?**

Responses:

- A. Blank,
- B. N/A
- C. We use CMS, needs work
- D. Promised FACIS, but don't yet have it, It will help with foster care certification
- E. Not using any programs, like to see progress
- F. Putting more reports on computer, more—all reports on computer for access to contact info & reports
- G. Alternative to the phone & fax
- H. Sharing of files/reports via email/shared network
- I. Completing court documents on computer & a need for statistics on uses
- J. Availability of info. Faster & more professional documents
- K. Yes, also have people understand it, know how to work with it
- L. Installing computers for word processing and not utilizing its full capacity
- M. Sometimes the computer is a hindrance and at other times it is very helpful
- N. None
- O. There's not enough expertise to develop computer tech in tribal programs. What is used is outdated
- P. Staying in contact with other agencies, clients. Using computer as a research tool.
- Q. Most experiences are pleasant, at times sites are shut down for modifications
- R. Not enough info on case management available to us.
- S. State CW workers & DA communicate via email and rarely return phone calls. We have DSL, with adoption paper is OK, with state need to be online
- T. Recording is done on computer as well as authorizations, but I'm concerned about back-ups,8-tracks

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- U. Information is easy to pull up
- V. Easy access to other Native organizations
- W. Need for more accurate data for program planning and community education
- X. We have Internet in our office and mostly use email, especially with DHS. We're kept up to date
- Y. None

2. How do you see these changes affecting services for children and families in general and in tribal child welfare practice?

Responses:

- A. The staff need to be informed <educated>
- B. Changes are going on
- C. When fixed it will be good
- D. State has FACIS, they have info we don't have
- E. Better case management, better service
- F. Makes paperwork easier, doesn't affect the families
- G. Faster & Hopefully better service delivery
- H. We can provide help quicker if Internet is available
- I. Need funds for training. Takes time away from meeting with families
- J. Reach more families because of the info
- K. Better P.A. system
- L. I believe it's a great step forward to keep stats & all kinds of side benefits
- M. Getting info instantly vs. phone hold & US Mail. Faster info means faster help for families
- N. N/A if we had the technology it may be more efficient
- O. Blank
- P. I believe it can make services to children and families better
- Q. No drastic impact
- R. More efficient and in a timely manner
- S. Less excuses form workers when we CC emails to others
- T. Documentation & authorization more complex and duplication is taking time from direct services.
- U. Quicker services
- V. We are finally moving forward for children & families, to build bridges & work together

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- W. We need to make choices about the directions we're going & data assists us
- X. Info can be processed and dealt with sooner vs. phone messages. Laptops can go anywhere
- Y. It would help if they could be implemented.

3. Please tell us how technology is or is not being used in your program.

How do you think technology should be used in your program?

Prompts: What about client tracking or case records, reporting, databases?

Responses:

- A. Good, needs to be updated
- B. Not up to date technology
- C. CMS and Intake
- D. Could use technology in case records & reporting
- E. Would like to be online, or have a better system
- F. If more co-workers used computer it would be easier. We have database access with tons of info
- G. Need a tribal database to track client services
- H. Shared folder/network, except we have slow Internet connection speeds
- I. Technology should be used for case recording? For stats, include categories to fit all tribes.
- J. Programs for court documents, case records, etc.
- K. Yes
- L. Not being used, it should be in every step from intake to therapeutic services
- M. We have a slow system. My records are on computer and it helps keep them organized
- N. Not being used. We need tech for all the above reasons—more efficient, could see our number served
- O. It's not being used, tracking system & stats for trends, we need a CMS very bad
- P. We use a database and do research, but most important for ICW programs
- Q. Tech is not used, yes it should be used to access info quickly, it would benefit tracking the variety of people who enter the system

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- R. Not enough technology being used. It would help reduce paper work & manage time
- S. DSL, PowerPoint, Excel-creating forms and maintaining budget. We don't use a CMS
- T. I'd like computer tech to reference fathers & their families to establish resources for children & allow $\frac{1}{2}$ siblings to know each other. Also, need to identify previous agencies involved (across states) for histories
- U. We're not all database competent
- V. I have not used technology, but could use it to track client/children and with statistics.
- W. Very little technology available other than basic data bases
- X. Not connected to our legal department. We use technology to keep in touch. We don't have a database and rely on paper.
- Y. Tracking <clients>

4. Measuring service outcomes has become an important priority for the federal government and other funders. Can you think of some ways that technology can help tribal programs measure outcomes?

Prompts: What about measuring trends, frequency of problems?

Prompts: What about relating treatment approaches to placement outcomes?

Responses:

- A. Continue data updates
- B. N/A
- C. Blank
- D. Time studies 2X/quarter
- E. Tracking, CMS, back-up info, handy, manageable
- F. After using (years) may see patterns & tendencies emerge, then may be able to predict outcomes
- G. Don't know
- H. Better if state & federal governments can access data easier via a central database, i.e., NICWAnet
- I. Case management, case outcome service plans include a cultural component to be mandatory
- J. Very good, all ICWA programs need the use of computers & TRN (or TRW) in their use

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- K. People don't understand technology. Educate our people
- L. Stats keeping, roll keeping & measuring progress
- M. Build a system were each tribe can report outcomes, do frequent surveys online, offer Q & A chat room
- N. We can track clients progress and compare
- O. All the above is a problem
- P. Great if all tribes use the same tracking system, database, and program outcome measurements
- Q. Maintain statistics are key benefit to our program
- R. Measure the needs of clients. Track funds that are being used for families, where more or less is needed
- S. Measuring ICW outcomes would be difficult-cases are different. Abuse cases and placement—yes
- T. Need specifics to not get general answers
- U. More personnel for tribal programs
- V. It would help develop research data and allocating funds
- W. Tracking reunification success or failure; and incidents of abuse, treatment, & effectiveness
- X. No (ideas for outcomes). Databases would need to be used in every program and include training.
- Y. Blank

5. Many programs now have access to e-mail or to the Internet. How comfortable are you using the Internet for getting information or training?

Responses:

- A. Good
- B. Very comfortable
- C. Blank
- D. Very comfortable
- E. Very comfortable
- F. Concerns with confidential info online
- G. Very!
- H. Very comfortable, easier & quicker than before
- I. Just starting <to get comfortable>
- J. Not necessary for me
- K. Don't use it

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- L. use it, but our worksite doesn't allow us to use it or hook-up to the Internet
- M. Very comfortable, but our office doesn't have email
- N. Comfortable, but can't ask questions in person though
- O. Very few have access. I'm comfortable with using it, but could learn more.
- P. Yes, but believe workshops are also important.
- Q. Very comfortable
- R. Most of our tribe has access to email. Very comfortable
- S. We have access. For training I like had copy as I'm out of my office a lot
- T. I can use the Internet and get information via email.
- U. Very
- V. It's great for tribes & bands with limited incomes (non-casino)
- W. Very comfortable
- X. We use it all the time
- Y. Good

6. If an Internet based client tracking system were available from NICWA to your program at a reasonable cost do you think your program might use it?

Responses:

- A. Good
- B. Yes, most definitely
- C. Yes!
- D. Not sure, staffing concerns
- E. Depends on the tribe
- F. Yes
- G. Still worry about files being hacked
- H. Yes
- I. Unsure
- J. I would really hope so!
- K. Yes
- L. Maybe, I'm not in charge of funds
- M. Yes, I think they might
- N. Possibly, I don't make fiscal decisions
- O. Yes
- P. Yes

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- Q. Yes
- R. I hope so!
- S. Yes, if it is user friendly and addressed our tribes office needs.
- T. Yes, I'd like to see adoption search help built into a system where children & parents can register being Native and not part of a huge non-Native population
- U. Yes
- V. Yes
- W. I think it would be considered
- X. Sure
- Y. Yes

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APPENDIX H

The screenshot shows a Microsoft Internet Explorer browser window displaying the NICWA website. The address bar shows the URL: http://localhost/evaluations/tops_eval/evaluation/tops_eval.asp?type=6001. The page features the NICWA logo and navigation links: Home, About NICWA, Get Involved, Services, Resources, and Policy & Research. A red banner reads "Protecting Our Children, Preserving Our Culture". On the left, there are links for Registration, Tribal Assessment, and ListServe, with "Submit Evaluation" highlighted. The main content area is titled "Evaluation Profile" and contains a form with five numbered questions, each with a dropdown menu, and a text area for explanation.

NICWA
National Indian Child Welfare Association

[Log In](#) | [Search](#) | [Site Map](#) | [Contact Us](#)

[Home](#) | [About NICWA](#) | [Get Involved](#) | [Services](#) | [Resources](#) | [Policy & Research](#)

**Protecting Our Children,
Preserving Our Culture**

Registration
Tribal Assessment
ListServe
• [Overview](#)
• **Submit Evaluation**

Evaluation Profile

Please fill in the following information to create an assessment profile:

- ▶ 1. Is your request related to any current project, proposal, or caseload?
- ▶ 2. Are you currently working under any deadlines for current contracts or proposals?
- ▶ 3. Do you feel this information will be helpful to your organization or your community?
- ▶ 4. Can NICWA help you to be more proficient/effective in your service delivery?
- ▶ 5. Did the services received meet your expectations?

A. Please explain.

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NICWA: National Indian Child Welfare Association - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://localhost/evaluations/tops_eval/evaluation/tops_eval.asp?type=6001

6. Describe the outcome of the service you received from the ListServe/On-Line Registration/NICWA Library?

A. How would you suggest that this service be changed to improve the quality for your future needs?

7. How was the information gained used in your service delivery system?

A. Was it helpful?

B. How?

8. Which would be more beneficial to your program?
 More Training More Advocacy

9. Which would be more beneficial to your program?
 Yes No

10. How effective do you feel your program evaluation is?

11. How do you use your evaluation outcomes?
 Planning Service Focus Not at all

Back Continue

Done Local intranet