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Unit of Analysis ID Number: 107

Sector: Provost

Division: College of Education & Human Sciences

Unit for Assessment: National Native Children’s Trauma Center

State the mission, objectives, and primary functions of this unit: The National Native Children’s Trauma Center (NNCTC) offers training and technical assistance to tribal, federal, state, and private agencies in the impacts, prevention, and mitigation of childhood traumatic stress and suicide. This work involves partnerships across the mental health, educational, juvenile justice, and child welfare systems in Indian Country and in urban areas with American Indian/Alaska Native (AI/AN) populations. As the only Category II Center within the National Child Traumatic Stress Network devoted exclusively to serving AI/AN populations, the NNCTC provides national expertise on historical, community and childhood trauma in tribal communities.

The mission of the National Native Childhood Trauma Center is to address high rates of traumatic stress among AI/AN children by working under the guidance of U.S. tribal nations to implement, adapt, and evaluate trauma interventions. This work requires understanding, respect, and honoring of tribal sovereignty, specific community needs, and the use of traditional healing practices.

Objectives

- Maintain long-term partnerships with tribal, local, regional, and national stakeholders to enable responsiveness to locally identified needs and to promote policies benefitting traumatized AI/AN children
- Increase school-based supports and services for AI/AN students with trauma exposure by integrating universal school-wide interventions with selective clinical resources
- Increase supports for at-risk AI/AN children involved with the child welfare system
- Increase supports for at-risk AI/AN children involved with the juvenile justice system
- Increase number of clinicians serving AI/AN youth who use evidence-based, culturally adapted trauma treatment
- Conduct high-fidelity cultural adaptations
- Develop, evaluate, and disseminate original products

Identify the primary users of the unit: The primary external users of our unit include our tribal, federal, and private partners who serve American Indian and Alaska Native children and youth. Recent and current partners include agencies and schools on most Montana reservations and tribal communities in Alaska, Washington, Idaho, North and South Dakota, Minnesota, Wyoming, Colorado, Nebraska, Arizona, and North Carolina. Our current funding sources include two grants from the Substance Abuse
and Mental Health Services Administration (SAMHSA) and one grant from the Office of Juvenile Justice and Delinquency Prevention (OJJDP). As part of our work on these grants, we are currently engaged in long-term projects to bring trauma-informed care to the Bureau of Indian Affairs’ Human Services units on a national basis, to the Indian Health Service’s Billings Area (which serves reservations in Montana and Wyoming) and to a national sample of Bureau of Indian Education schools.

Internally, faculty and students across multiple departments and colleges (College of Education, School of Social Work, Department of Psychology) use our unit to conduct multidisciplinary research and evaluation projects and to participate in programmatic activities in their areas of expertise. Both because of our track record of obtaining large federal grants and our relationships with tribal communities in Montana, the Northwest, and nationally, we are able to provide faculty with research and service opportunities that would otherwise not be available to them.

Submit Organizational Chart: 17Admin106_SubmitOrganizationalChart_1001094958.pdf

Complete the FTE Detail Excel spreadsheet provided in the link below.: 17Admin106_CompletetheFTEDetailExcelspreadsheetprovidedinthelinkbelow_1001101027.pdf

Finance: Budget and Financial Planning, Purchasing/Procurement

Research: Pre-award, Post-award, Research compliance

Human Resources: Employee Hiring (recruitment through on-boarding), Payroll Processing

Communications: Marketing and Communications, Website Maintenance/Development, Social Media, Event Planning

Criteria 1. - Bullet 1.: The NNCTC strongly aligns with the research-oriented elements of the UM2020 institutional mission. In addition to providing opportunities for faculty and students to conduct applied interdisciplinary research, we are arguably UM’s most active unit in the area of cultural outreach to tribal communities and urban AI/AN populations. As the National Child Traumatic Stress Network’s only Category II Center focused on AI/AN populations, we provide national leadership on trauma-related issues affecting Native children and are frequently invited to provide practice and policy recommendations to our peers in the field and to tribal, federal, state, and local officials. In our daily work of training and consulting with service providers in tribal settings and evaluating the effects of interventions, we embody the UM2020 values of engagement, by building a bridge from UM to underserved and marginalized communities, and diversity, by supporting the integration of tribal ways of knowing and being into science-based treatment and service delivery frameworks. The tribally oriented forms of knowledge and being that structure our work and relationships represent an inherently sustainable alternative to the exploitative norms of the past. In addition to embodying these values in all of our off-campus activities and the dissemination of our work in the field, our staff members also teach classes based on our real-world experience through the School of Social Work and the School of Extended and Lifelong Learning, ensuring the transmission of core UM and NNCTC values internally.

Criteria 1. - Bullet 2.: The NNCTC contributes revenue to UM and receives no support from the General Fund. We are entirely grant-funded, and the indirect costs generated by our awards provide support to the Office of Research and Sponsored Programs, the College of Education and Human Sciences, and the Institute for Educational Research and Service. In addition to being a financial asset to UM, we are likewise, as noted above, a leading ambassador for UM among Montana’s largest minority population and Native populations nationally. A history of mistrust often defines relations between university researchers
and indigenous populations in the U.S. Our center arguably does more to address this history and build trust between tribal communities and UM than any other unit on campus.

Criteria 2. - Bullet 1.: The NNCTC is primarily an outward-facing unit focused on research and service in Native communities. As such, this prompt is not entirely applicable to us.

We provided 0 training and guest lectures in FY 12-13; 7 guest lectures in FY 13-14; 5 guest lectures and 2 trainings in FY 14-15; 4 guest lectures and 2 trainings in FY 15-16; and 2 guest lectures and 4 trainings in FY 16-17. Departments that benefited from these guest lectures and trainings include: School of Social Work, Department of Curriculum & Instruction, Department of Health and Human Performance, School of Law, Department of Counselor Education & Supervision, Department of Communication Sciences & Disorders, and the Department of Public Health.

Since 2010, the NNCTC has served as a practicum site for 10 UM graduate students in Social Work, 3 UM graduate students in Psychology, and 1 Social Work student at the Brown School of Washington University in St. Louis. Students gain familiarity with working on grant funded projects, research in our field, the use and adoption of trauma-informed EBPs in Indian Country, community based participatory research and the principles of research design and evaluation. Among the UM Students who have satisfied practicum/internship or other degree requirements with NNCTC during this period, three have gone on to hold staff positions at our center.

Criteria 2. - Bullet 2.: The NNCTC has delivered education and services in a broad range of settings, ranging from rural to urban, from small organizations to federal agencies, during the past five fiscal years. Since 2012 the NNCTC has provided community, statewide, and national trainings and consultations to over 28,000 people in general trauma awareness; trauma-informed systems change; historical trauma; the Attachment, Self-regulation, and Competency Framework; Trauma-Informed Positive Behavioral Intervention and Supports; Cognitive Behavioral Intervention for Trauma in Schools; Students, Trauma and Resiliency (STAR); Psychological First Aid; Suicide Alertness for Everyone (safeTALK); Applied Suicide Intervention Skills Training (ASIST); Think Trauma Training for Juvenile Justice Settings; Child Welfare Trauma Training Toolkit; Secondary Traumatic Stress and Self-Care; Child and Family Traumatic Stress Intervention; Parent-Teacher Home Visit model; Welcome, Honor, Connect framework; Trauma-Focused Cognitive Behavioral Therapy; and various additional topic related in which our partners can utilize directly with youth.

Demand has continuously outpaced NNCTC capacity during the past five years. At current staff FTE levels, we are able to satisfy the training, consultation, and evaluation needs associated with our more than 27 ongoing partnerships and collaborations. At present we are unable to accept new invitations to partner unless we close out existing partnerships or find new funding sources that will allow us to hire additional staff.

Criteria 3. - Bullet 1.: There are 25 Category II centers in the National Child Traumatic Stress Network (NCTSN) funded for the 2016-2021 grant cycle. As the only Category II Center specializing in American Indian and Alaska Native populations, our services do not compare directly to those of other centers. We do know that we conduct more trainings with AI/AN child-serving agencies and schools than any other NCTSN center: 645 trainings from 2012 to 2016. Our productivity and leadership within the Network is additionally reflected in the continuity of our funding. The current grant cycle marks our fourth consecutive cycle of funding under the SAMHSA NCTSN initiative. Only six other Category II Centers have been funded for as many as four cycles.
The NNCTC completed its UM Five Year Center Review in 2016. In its comments on the Review, the faculty senate provided the following judgment of our center’s performance: “NNCTC’s strength is in the ability to bring together diverse strengths and resources both at the University of Montana but also in the communities served by the Center. The respectful collaborations that the NNCTC has developed with tribal communities allows important and relevant education to flow in all directions, and therefore professionals and students have benefited from the expertise gained by this exchange of information. The NNCTC enhances the educational and professional experiences available at the University of Montana and therefore enhances the reputation of the University.”

Criteria 3. - Bullet 2.: In order to offer up-to-date professional development for our partners in tribal communities, as a center we must constantly provide for the professional development and engagement of our staff. In the past two years, five employees have received train-the-trainer certifications in suicide prevention and related training programs (ASIST, safeTALK, Youth Mental Health First Aid), and three employees have received training in a clinical intervention for childhood trauma (Attachment, Self-Regulation, and Competency). Additionally, staff members are encouraged to take advantage of employee tuition waivers to advance their careers through education at UM. Currently our center’s Director, a licensed mental health clinician, is pursuing a Ph.D. in Counselor Education and Supervision. Our founding Director (2007-2015) completed the coursework for an Interdisciplinary Ph.D while on the job and completed her dissertation while employed for the U.S. Justice Department, before returning to the center to assume a role as Project Director. Another staff member recently completed a Masters in Social Work while on the job at the NNCTC, and yet another is taking classes to prepare for pursuit of an MSW.

Criteria 3. - Bullet 3.: The NNCTC supports the research interests of staff members and interdisciplinary faculty partners, including Dr. David Schuldberg (NNCTC Director of Evaluation and Professor in the Department of Psychology), Dr. Marilyn Bruguier-Zimmerman (NNCTC Project Director), Ashley Trautman, MSW, JD (NNCTC Juvenile Justice Training and Technical Assistance Specialist and Assistant Professor in the Department of Social Work), Dr. Alicia Mousseau (NNCTC School Training and Technical Assistance Specialist), and Maegan Rides At The Door, LCPC, NCC, (NNCTC Director and Doctoral Student in the Counselor Education Department).

Recent publications include the following (limited due to word count constraints):


Criteria 3. - Bullet 4.: The NNCTC primarily collaborates with the College of Education and Human Sciences, the School of Social Work, and the Department of Psychology. Our training of students complements and enriches the curricula of these academic programs. NNCTC’s Project Director, Dr.
Marilyn Bruguier-Zimmerman, has served as an adjunct faculty member in the UM School of Social Work. Her work has resulted in a Social Work course (SW 491: Social Justice in Indian Country), a course that is based directly on her research and service activities with the NNCTC. Dr. Zimmerman has also co-taught two other social work classes (SW 595: Traumatology and SW 530: History of Social Policy). The NNCTC Director, Maegan Rides At The Door, LCPC, NCC is currently co-teaching SW 491: Social Justice in Indian Country for the Autumn 2017 semester with NNCTC colleague Ashley Trautman, MSW, JD, NNCTC Juvenile Justice TTA Specialist and Professor in Social Work. Ms. Rides at the Door will also offer a two-day trauma workshop for the Counselor Education Department’s Fall Workshop Series and serve as lead instructor for COUN 575: Multicultural Counseling in Spring 2018. The NNCTC collaborates with other faculty on campus to provide educational opportunities; for example, on May 25, 2017 Dr. Zimmerman and Mark Lane, NNCTC Research Associate, provided a Youth Mental Health First Aid Training free of charge for the campus and Missoula community.

Criteria 4. - Bullet 1.: All funds that contribute to the revenue of NNCTC are designated. For FY 2012-2013, the NNCTC generated $1,611,062 in revenue (ACF, OJJDP FIRE, OJJDY NYR, SAMHSA 2007 Y5, SAMHSA Program Income, SAMHSA 2012, SNEP, and a gift account) with $1,625,021 in expenses. For FY 2013-2014, the NNCTC generated $1,977,889 in revenue (ACF, OJJDP FIRE, OJJDP NYR, SAMHSA 2007 Y5, SAMHSA Program Income, SAMHSA 2012, SIG, SNEP, and a gift account) with $2,007,594 in expenses. For FY 2014-2015, the NNCTC generated $1,618,815 in revenue (ACF, CSKT, OJJDP FIRE, SAMHSA 2012, SIG, SNEP, and a gift account) with $1,618,798 in expenses. For FY 2015-2016, the NNCTC generated $1,488,337 in revenue (ACF, PRA, SAMHSA 2012, SNEP 3, and a gift account) with $1,488,418 in expenses. For FY 2016-2017, the NNCTC generated $1,092,337 in revenue (ACF, OJJDP, SAMHSA 2012, SAMHSA 2016, SNEP 3, Vision 21, and a gift account) with $1,092,418 in expenses. The main categories of expenses for these grant funds include salary, benefits, contractual, supplies, travel, communication, and indirect costs. The NNCTC generated a grand total of $7,788,449 for the past five fiscal years with $7,832,168 in expenses.

Criteria 4. - Bullet 2.: The Director of the Institute for Educational Research and Service (IERS), Dr. Rick van den Pol, retired from his position in June 2016. As a tenured professor with more than 35 years of service to the university at the time of his retirement, Dr. van den Pol’s salary represented a significant expense to IERS and the NNCTC grants on which he served as Principal Investigator. Upon his retirement, the NNCTC’s Director, Maegan Rides at the Door, assumed the role of PI on the center’s two current SAMHSA grants. These changes resulted in a $216,575.00 decrease in personnel costs on the SAMHSA NCTSI grant project and a $139,619.00 decrease in personnel costs on the SAMHSA GLS SNEP project. The cost savings, along with a third grant award from the Office of Juvenile Justice and Delinquency Prevention, have enabled the NNCTC to hire six employees or faculty since this change occurred.

Because the NNCTC is entirely grant-funded, our revenue picture is permanently fluid. However, since its inception the Center has consistently succeeded in obtaining grant awards sufficient to retain core staff.

Criteria 4. - Bullet 3.: The NNCTC currently collaborates with the UM Center for Children, Families, and Workforce Development. Together we have developed a two-week orientation curriculum for the Bureau of Indian Affairs Rocky Mountain Region Social Services. This curriculum is the first BIA Social Services curriculum of its kind, as there was no orientation curriculum prior to this partnership. The National BIA Social Services Office plans to post the curriculum on the BIA Center of Excellence Website for dissemination to all service units across the country. The NNCTC and the Center for Children, Families, and Workforce Development have and will continue to collaborate in disseminating and training BIA providers nationally using this curriculum.
The NNCTC also collaborates with the UM Social Science Research Laboratory to help the Montana Board of Crime Control meet their goals and objectives on a Vision 21: Linking Systems of Care grant to develop a statewide trauma screening tool and accompanying manual. This will be the first trauma screening tool to be developed specifically for Montana and the first to be deployed statewide. There are only three other Linking Systems of Care grant projects in the nation focusing on this work right now.

Criteria 4. - Bullet 4.: The NNCTC has been 100% supported by external revenue since its inception. 2016 SAMHSA NCTSI Category II funding (October 2016-September 2021) totals $3,000,000 ($600,000 per year), with an 8% indirect cost rate. SAMHSA GLS SNEP funding (October 2016-September 2021) totals $3,680,000 award ($736,000 per year divided between the NNCTC and a tribal partner) with a 0% indirect cost rate (a condition of partnership imposed by the tribe). OJJDP Defending Childhood funding (October 2016-September 2019) totals $1,261,000, with a 33% indirect cost rate. A contract with the Montana Board of Crime Control for a Vision 21 Linking Systems of Care project (July 2016-December 2017) totals $39,621, with an 8% indirect cost rate.

The NNCTC has a small Gift Account (balance: $2,696) for non-grant expenses, which is insufficient to meet infrastructure needs. Due to a restructuring of our organization, the NNCTC does not currently control its own indirect cost account. Following Dr. van den Pol’s retirement (described above), the NNCTC ceased operating under the supervision of its parent organization, the Institute for Educational Research and Service (IERS) and began reporting directly to the Dean of the College of Education and Human Sciences. Currently the NNCTC continues to support grant administration personnel from IERS, and NNCTC indirect cost revenue remains under the control of IERS. To address our infrastructure needs, the NNCTC requires control of the indirect cost revenues that it has generated.

Criteria 5. - Bullet 1.: Strategic Opportunity 2: Invest in People. Our center provides a dynamic interdisciplinary research and service hub that offers exceptional professional development opportunities for staff and for affiliated faculty and students. Our current Director has risen to a leadership position rapidly and is among the youngest Native American leaders of any service or research organization nationally. As described above, professional development is strongly encouraged and enabled by flexible scheduling and supportive supervision.

Strategic Opportunity 3: Partner with Place. Our work necessitates intensive travel and constant connection with the landscapes and people in tribal communities across Montana. Tribal cultures are inseparable from their geographies and landscapes, and our work requires staff members to adapt to local ways of being and knowing each time we connect with a tribal partner. As described throughout, our center is a UM leader in “valu[ing] diversity by learning from and developing knowledge and best practices with tribal communities, colleges, and people, and by becoming a premier institution for Native American education, scholarship, and engagement.”

Strategic Opportunity 5: Foster Knowledge Creation and Innovation. As described throughout, our center is a national leader in the field of trauma-informed services for American Indian/Alaska Native populations. We are uniquely positioned to obtain research funding in this and related areas.

Criteria 5. - Bullet 2.: The NNCTC has fluctuating revenue from year to year due to our exclusive reliance on grant funding. It is difficult for our center to employ a Departmental Research Administrator without using grant funds on the position, typically an unallowable expense, and our access to indirect cost funds is limited, as described above. It would be more cost-efficient if all Departmental Research Administrators were centralized and we were able to utilize this pool of professionals as needed for grant administration. It seems difficult for Departmental Research Administrators to keep up with demand depending on how many grants are to be administered for any department at any given time.
Criteria 5. - Bullet 3.: As a grant-funded unit, the NNCTC is always subject to fluctuations in resources. Funding from UM would allow us to enhance employees’ job security and ensure that our national reputation endures regardless of the vagaries of Congressional appropriations and the increasingly competitive grant application process. Our track record of obtaining continuous funding speaks to our ability to survive independently of UM resources; however, stabilizing financial resources would improve our ability to retain staff and to pursue opportunities that fall outside the scope of current grant activities.

We also face constraints due to federal restrictions on allowable expenses. As noted above, administrative expenses are currently a pressure point for the organization that could be alleviated through campus-wide restructuring (described above) or a dedicated UM funding stream. Purchasing and updating technology assets such as personal computers and training equipment (e.g., projectors, audio equipment) also often falls outside the allowable scope of grant expenses, an inconvenience that limits our effectiveness. Additionally, we frequently convene gatherings in tribal communities where it is customary to offer group meals as a sign of respect, but most federal sponsors do not allow the purchase of food and drink with grant funds. A stable source of funding for such expenses would allow us to enhance the level of services we provide in tribal communities.