

Early Findings and Next Steps

**Native
STAND**



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PRC
Prevention Research Centers

Center for Healthy Communities
Oregon Prevention Research Center

Since our last call...

We have emailed each site:

1. A report combining the pre- post- data for all of your youth
2. A report for all sites and all youth combined
 - You can compare your findings to those from the entire Native STAND Nation.
3. A list of key findings from the study – what we know to date

Outline

1. Major Findings

- Barriers and facilitating factors in program delivery
- Our Youth as they started Native STAND
- Our Youth as they finished Native STAND

2. Next Steps for Us

- Move Native STAND into Healthy Native Youth
- Update and enhance -> “Native STAND 2.0”

3. What does this mean for you?

Major findings

Barriers and facilitating factors in program delivery

Geographical Reach of Native STAND



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Getting Native STAND Up and Running

- 31 sites **(65%)** were able to **implement within the 1st year** following training.
- An additional 12 sites **(23%)** implemented in their **2nd or 3rd year**.
- 4 sites **(8%)** implemented only in the **first year and chose not to continue**.

Quotes from Educators

“I got feedback from a young man’s parents, and the dad was indicating that [Native STAND] made it easier to talk to him about the different STDs, and about relationships, because of what we’ve been implementing.” – Nichole Gonzales

“[Native STAND youth] are even being role models and mentors for their younger siblings and cousins -- they look up to them.” – Donna Quintana

“It’s just amazing, the conversations that these youth are having...they’re really not scared to talk about it. They just need a place to do it.” – Robby Bill



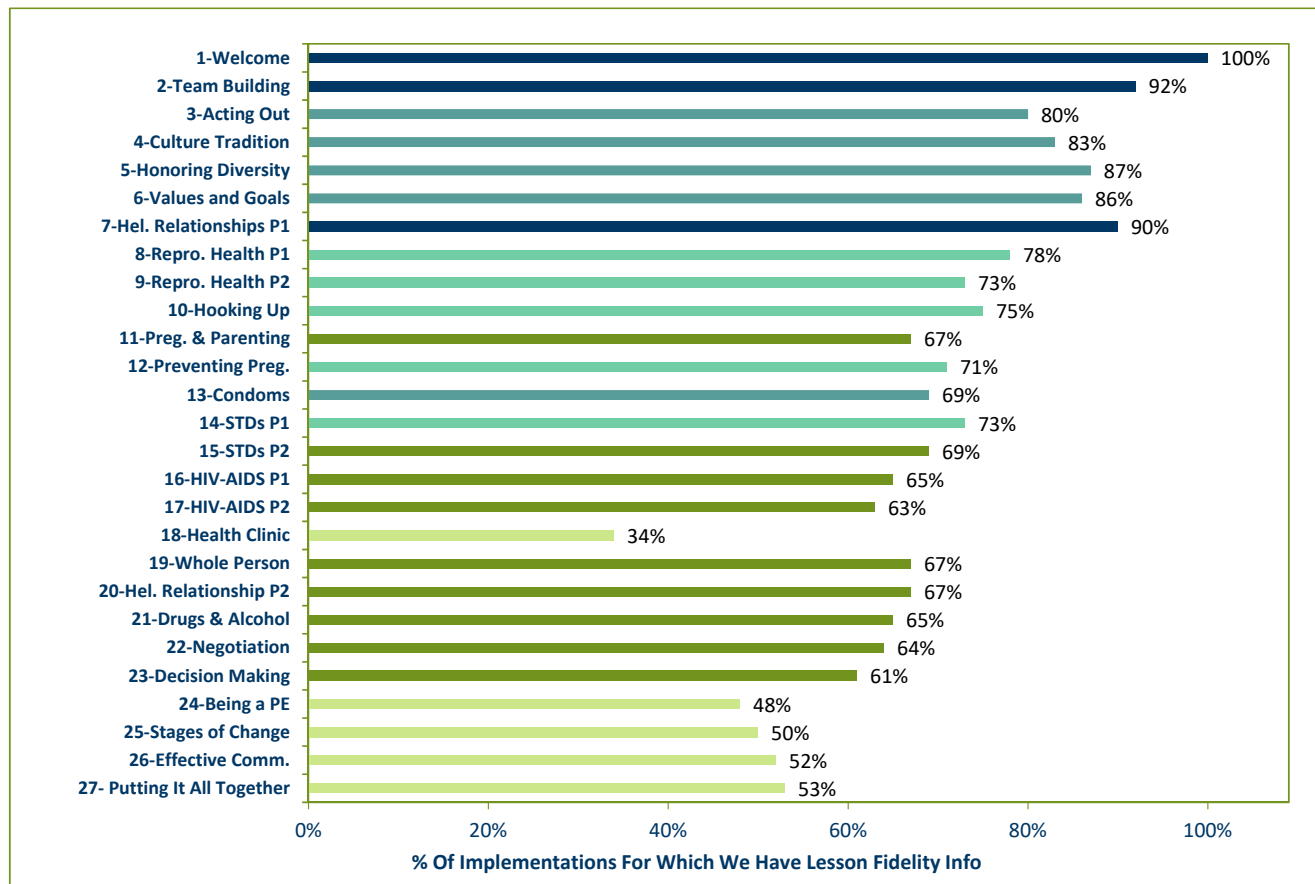
Barriers to implementing

- Site logistics, including space and scheduling issues **(38%)**
- Changes in primary educator **(36%)**
- Organizational changes - leadership, stability, or capacity **(31%)**
- Changes in other key staff **(27%)**

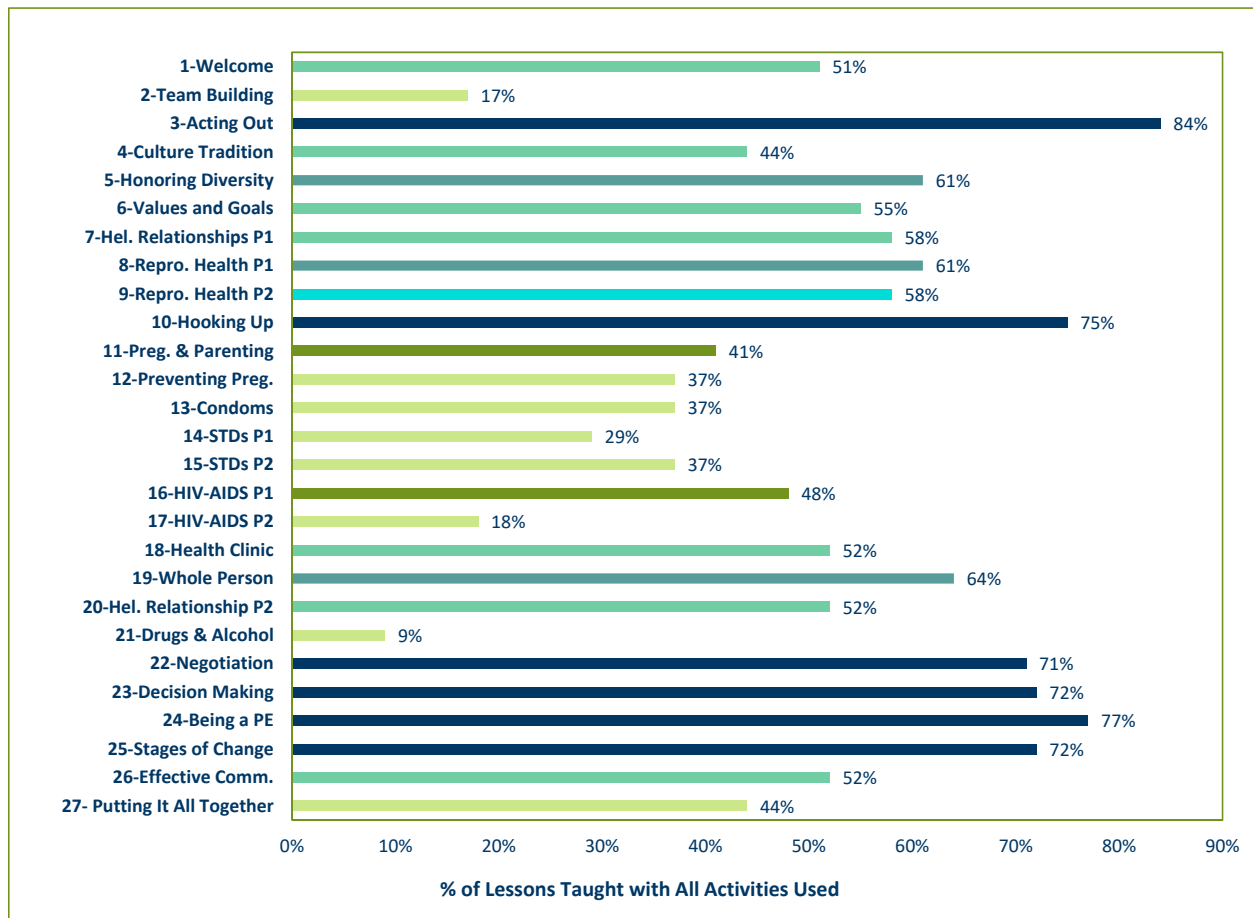
Facilitators of implementing

- Native STAND Project Staff **(47%)**
- Providing incentives for students **(40%)**
- Sharing resources and knowledge with other educators **(36%)**
- Sharing the educator role with another **(33%)**
- **XX of the 43 sites** which implemented **(XX%)** have reported continuing with Native STAND in some form.

What Units Were Taught?



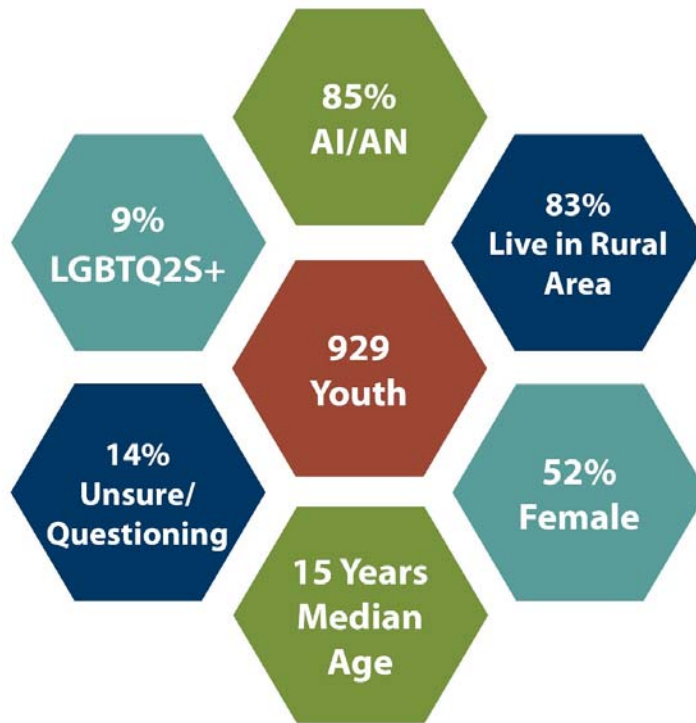
Lessons taught By the Book vs. Not



Major findings

Pre-questionnaire

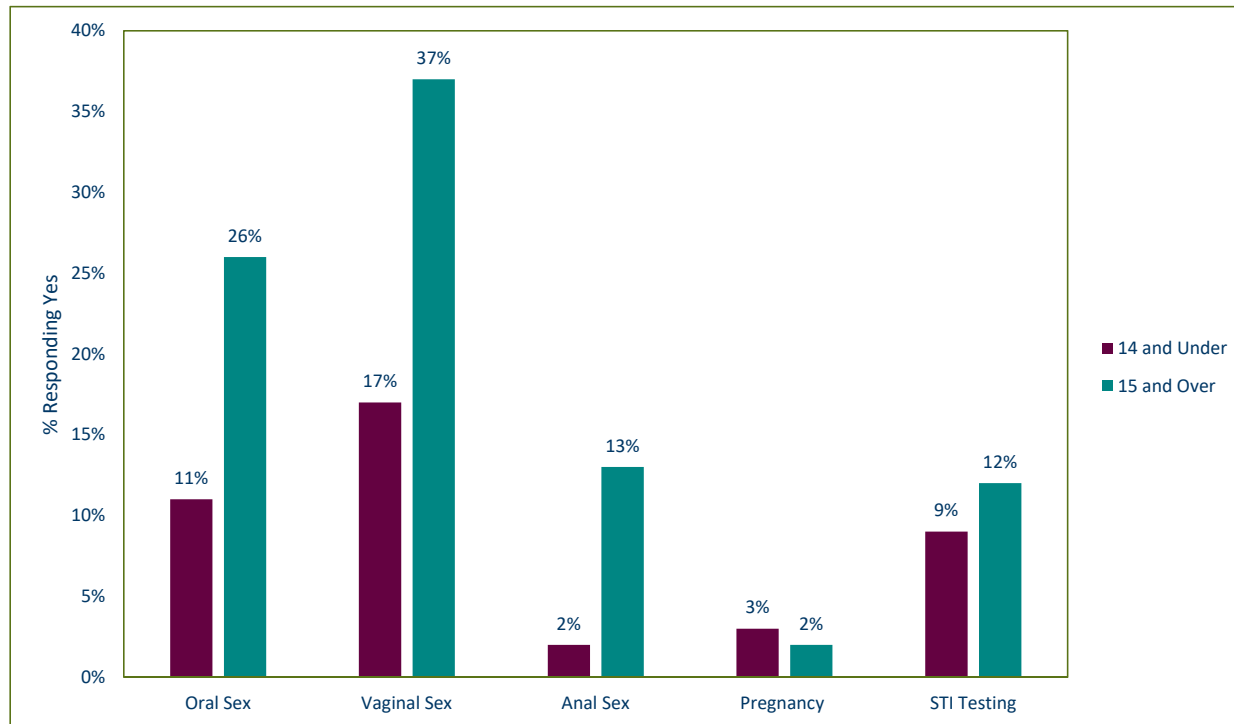
Reach – Youth Participant Characteristics



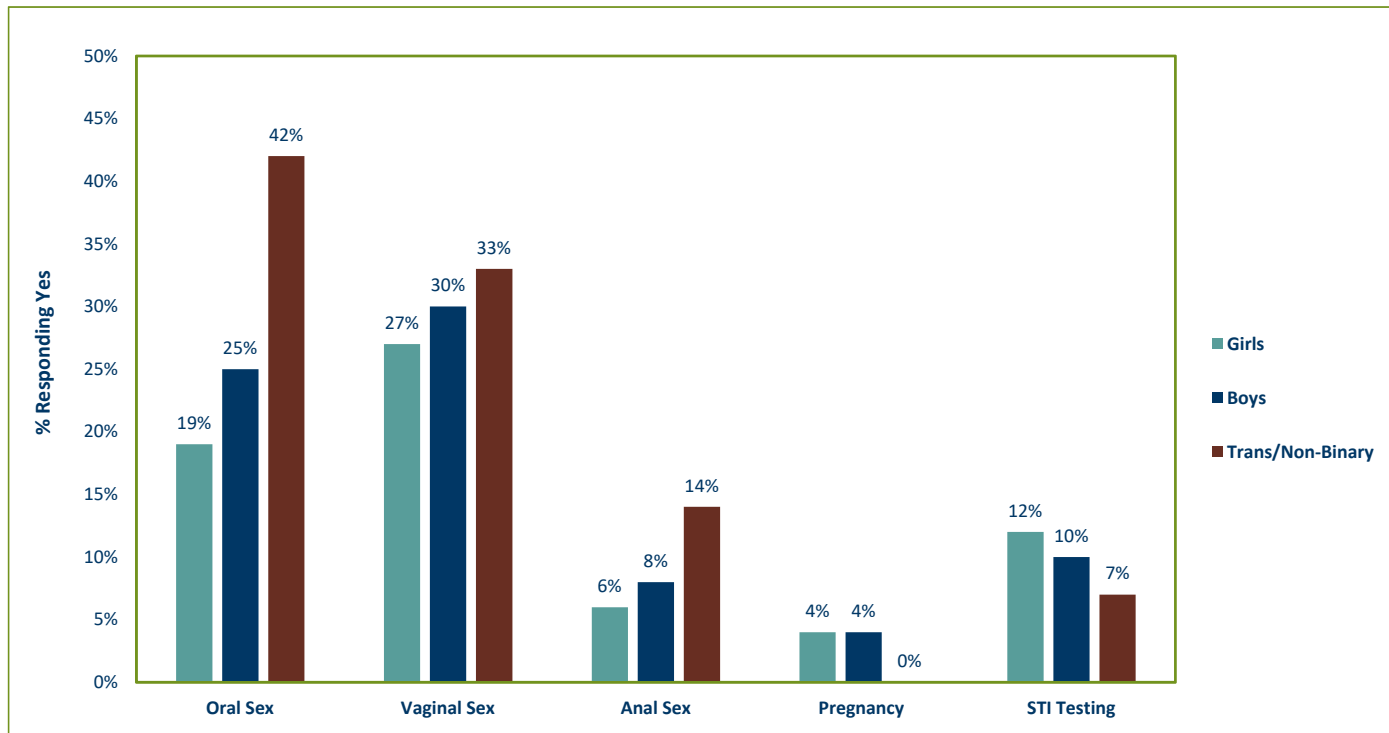
*929 youth completed both pre- and post- questionnaires

1,203 youth completed the pre-questionnaire only

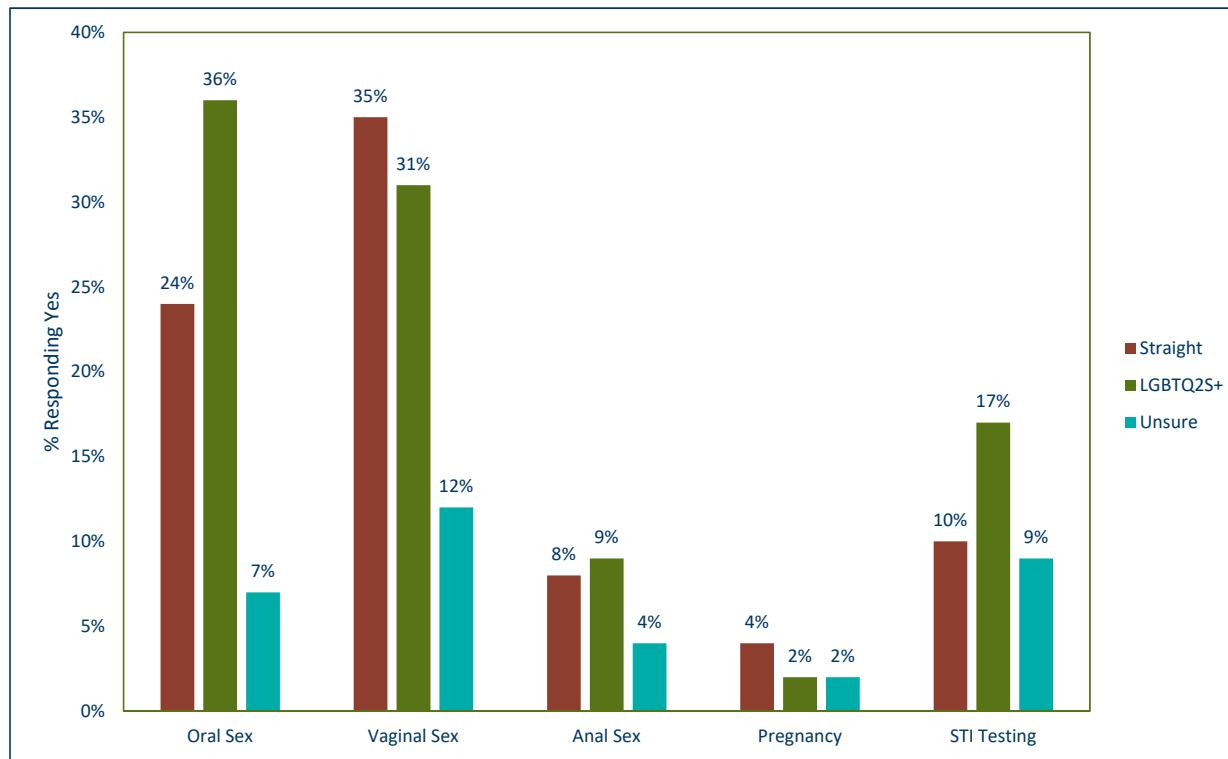
Baseline Sexual Activity by Age



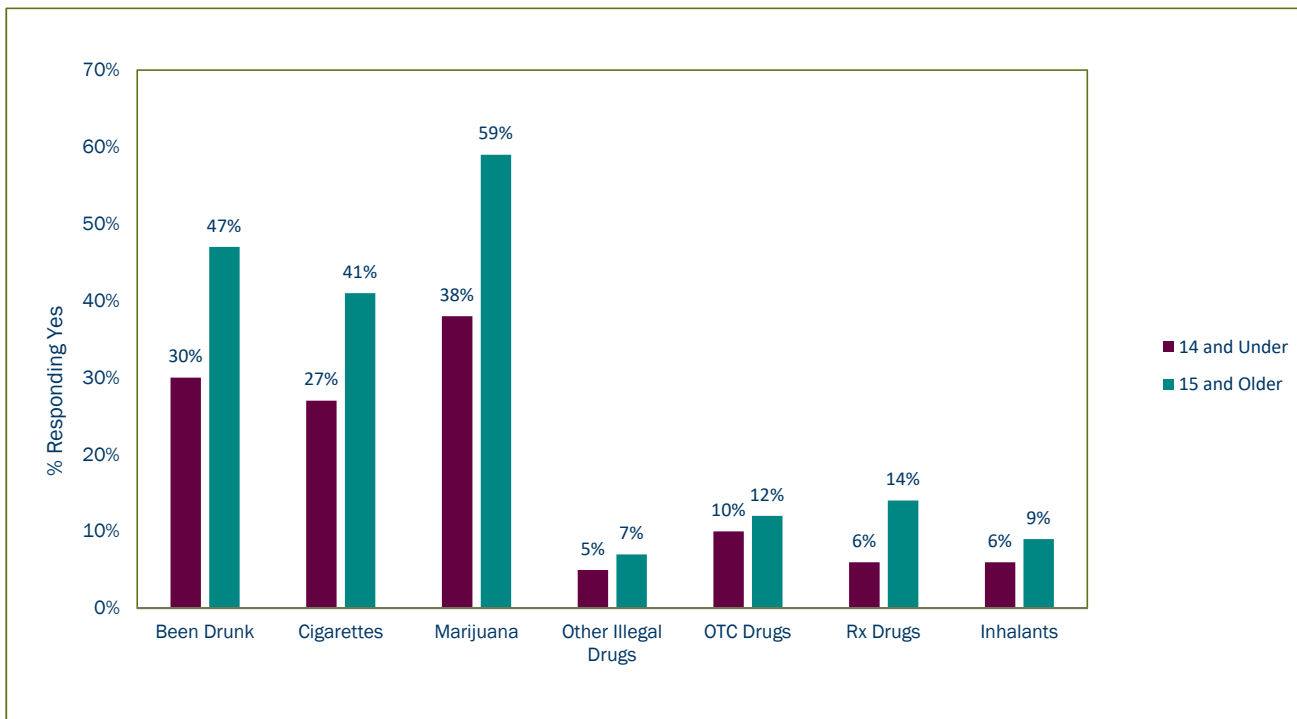
Baseline Sexual Activity by Gender



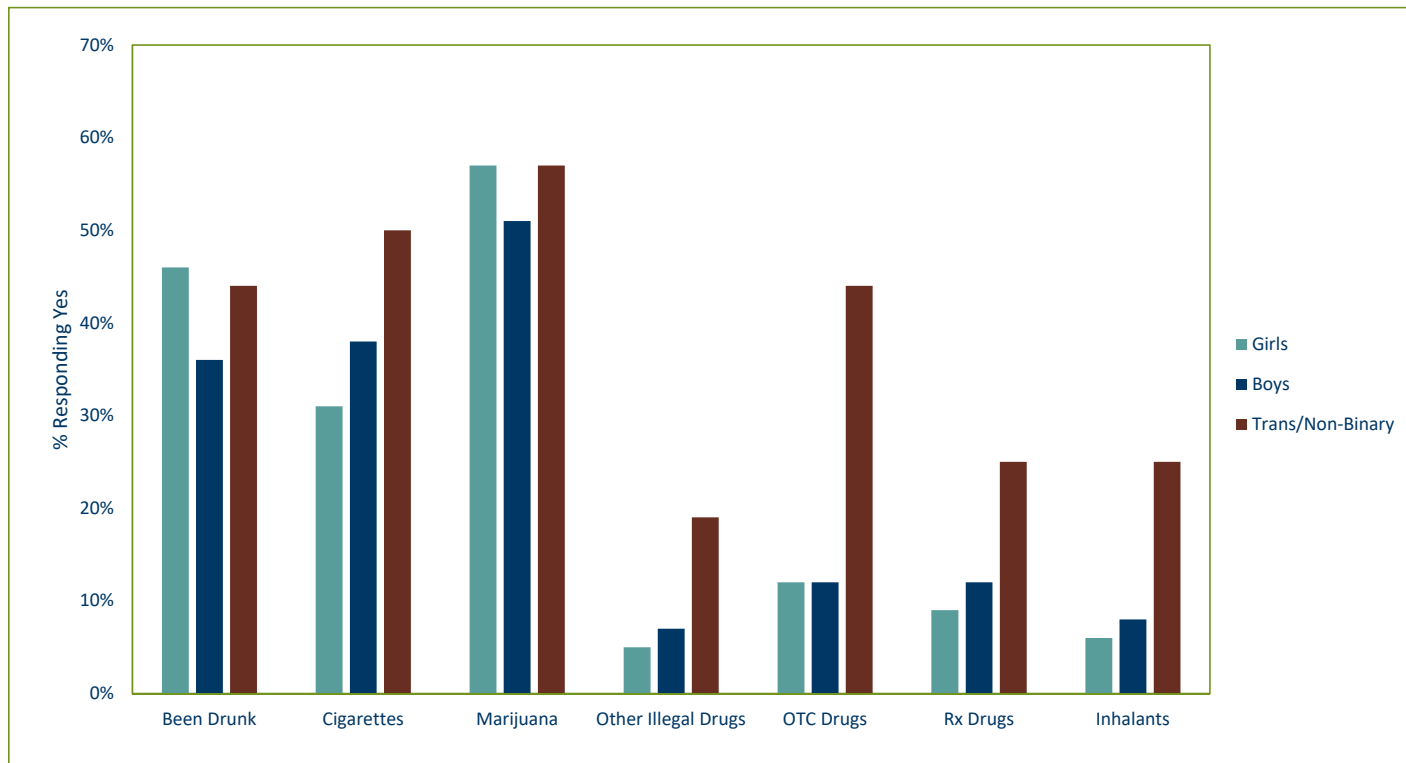
Baseline Sexual Activity by Orientation



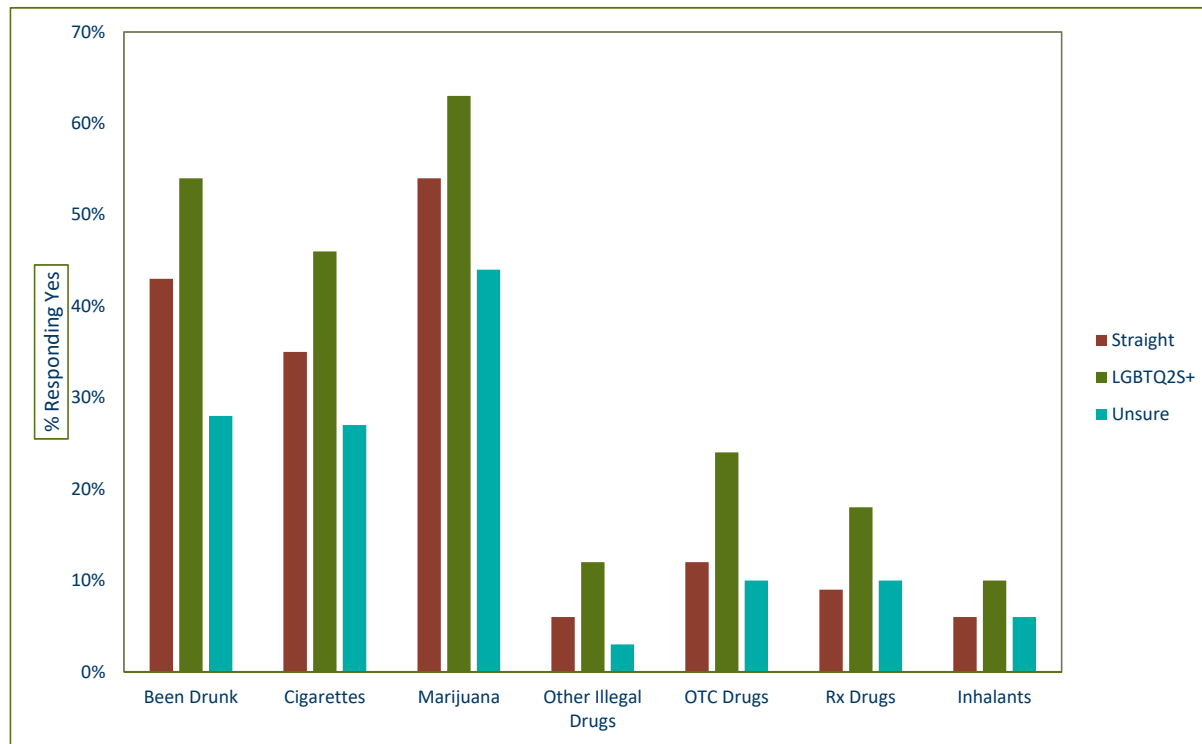
Baseline Drugs and Alcohol by Age



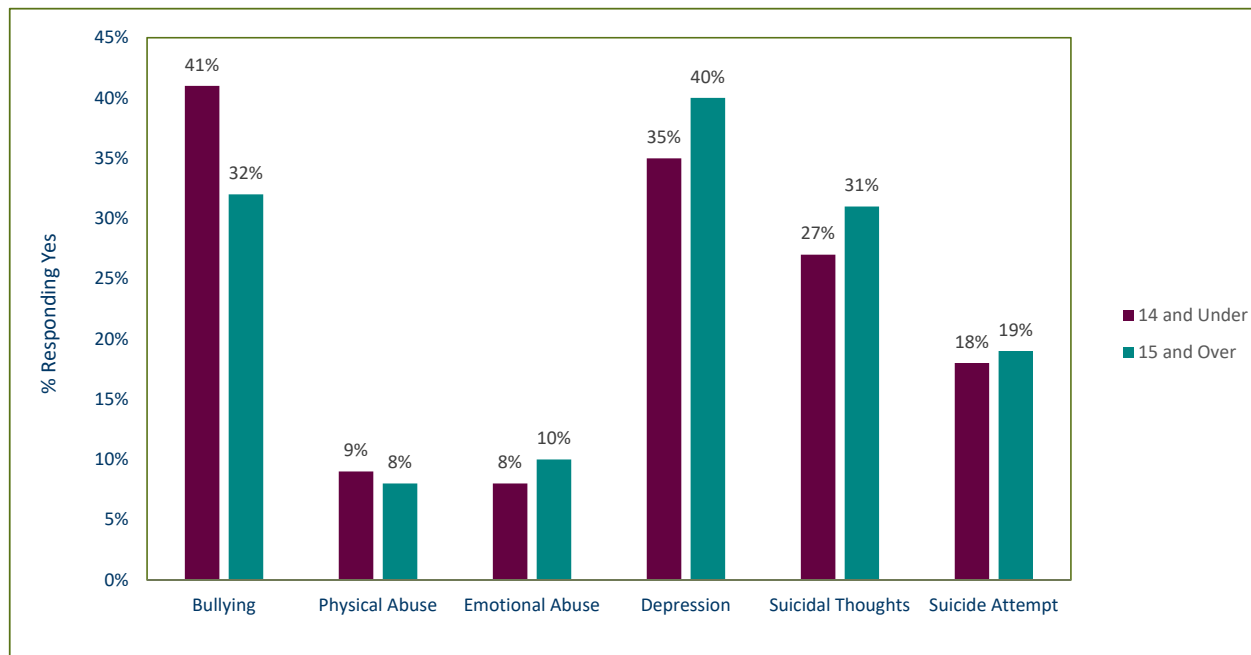
Baseline Drugs and Alcohol by Gender



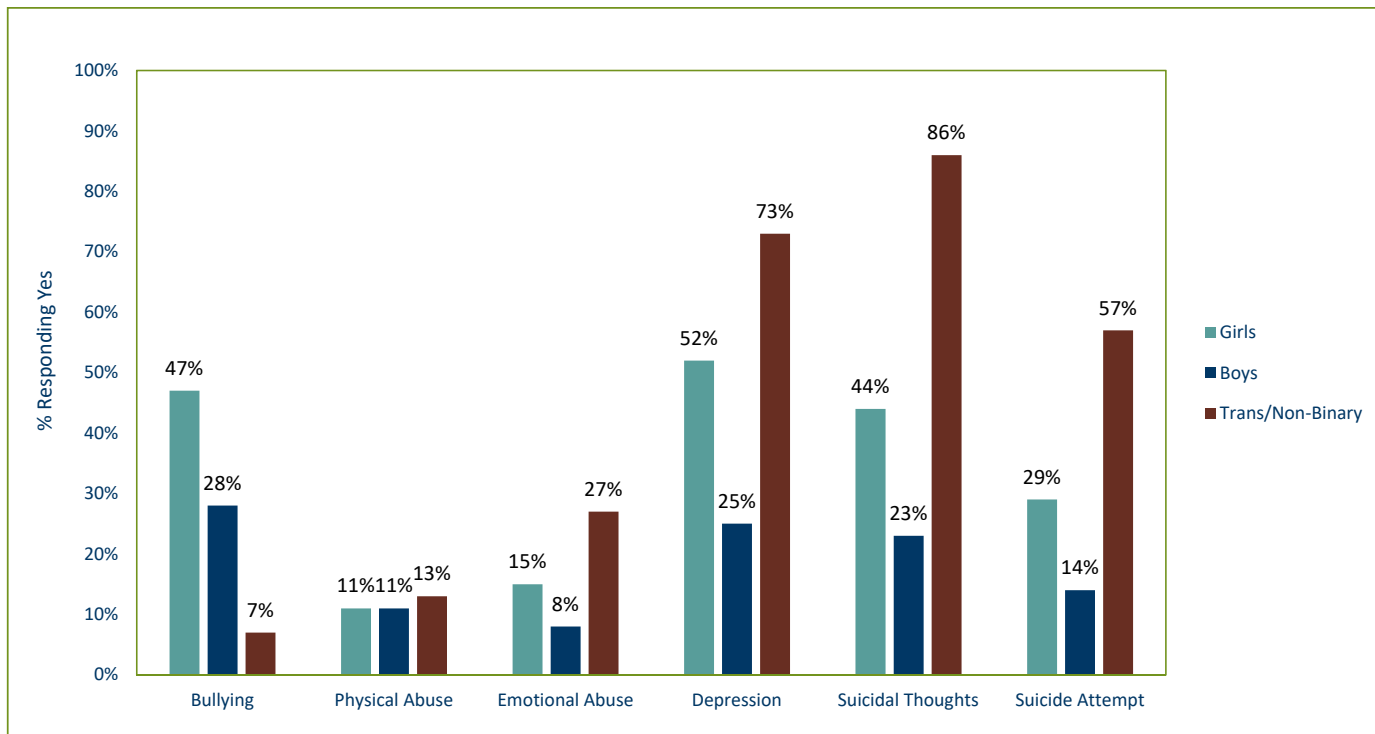
Baseline Drugs and Alcohol by Orientation



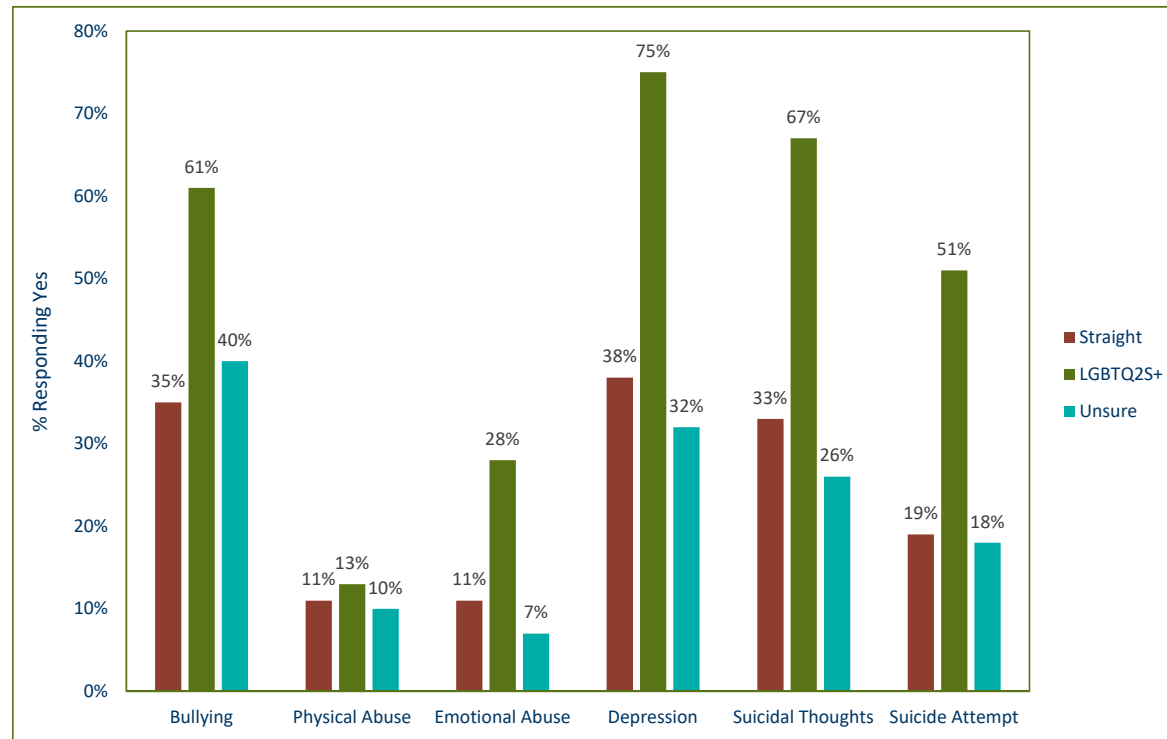
Baseline Abuse and Mental Health by Age



Baseline Abuse and Mental Health by Gender



Baseline Abuse and Mental Health by Orientation



Major findings

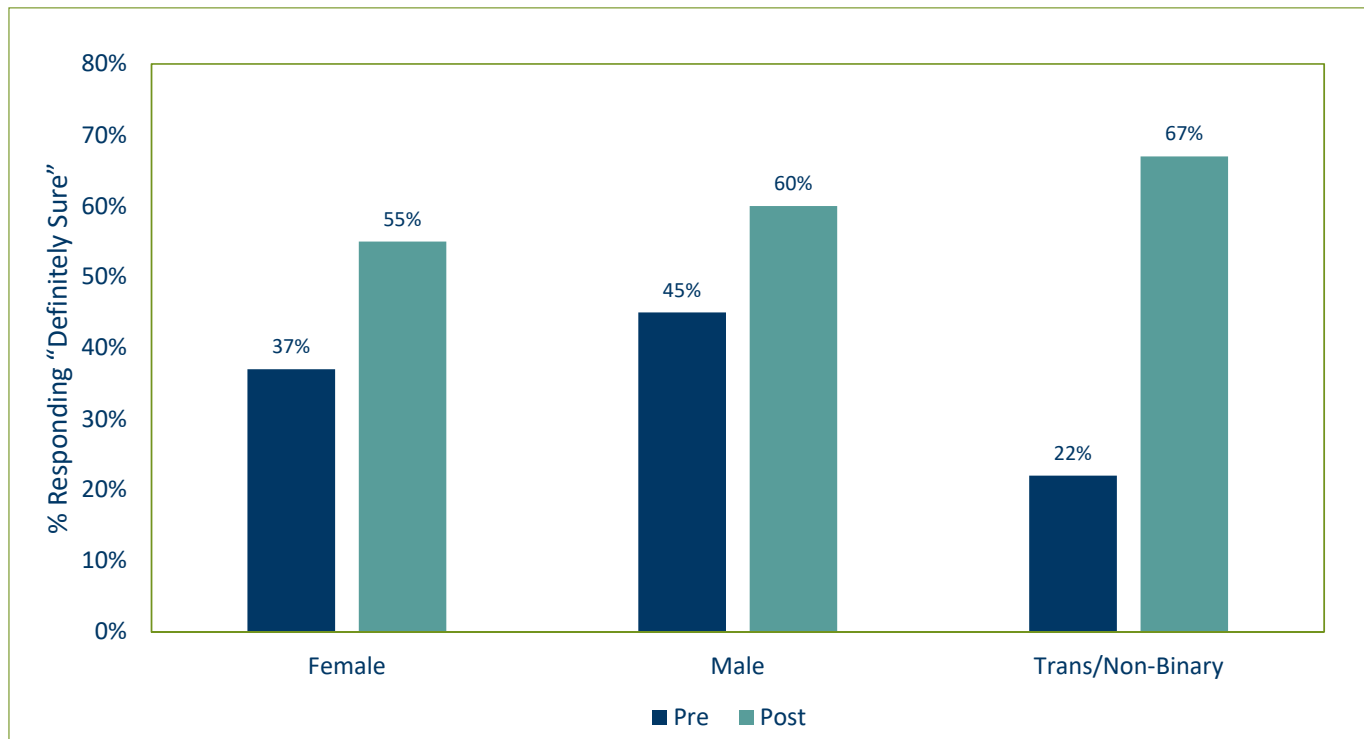
Comparison of pre- to post- questionnaires (n = 923)

Pre/Post Differences – “Can use condom correctly”

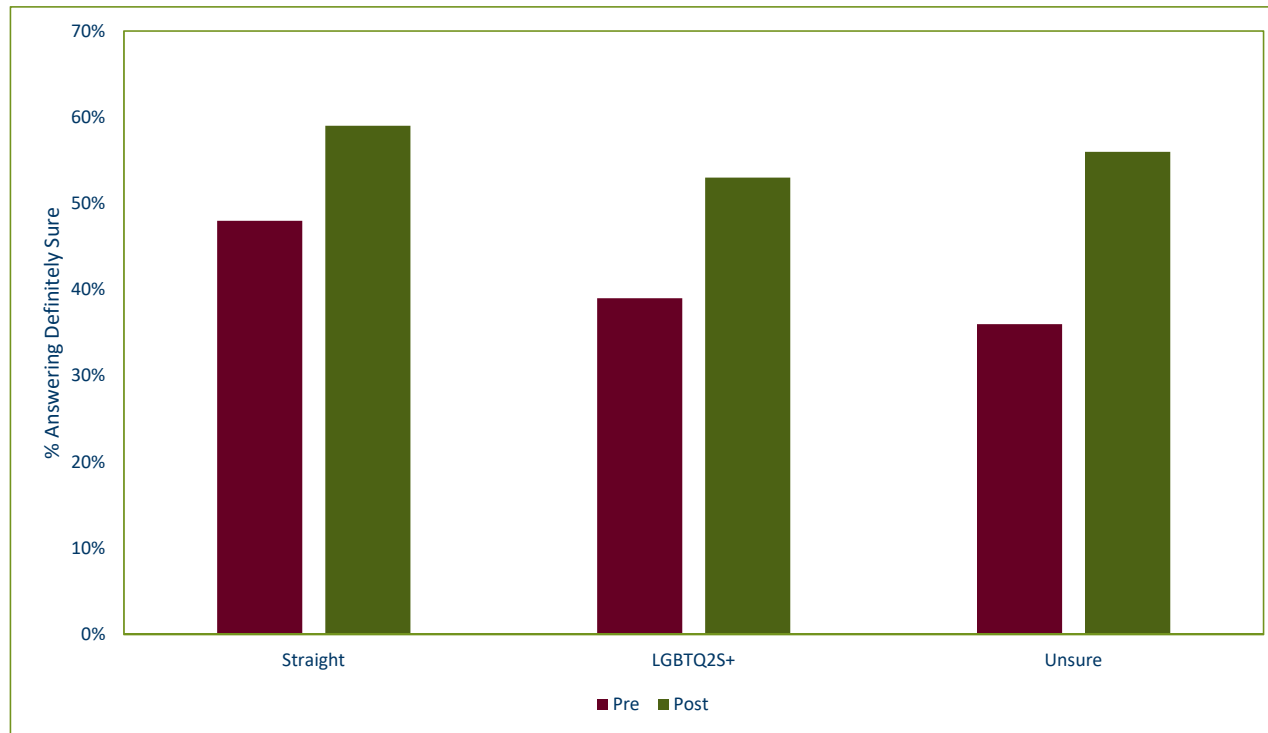
- Age



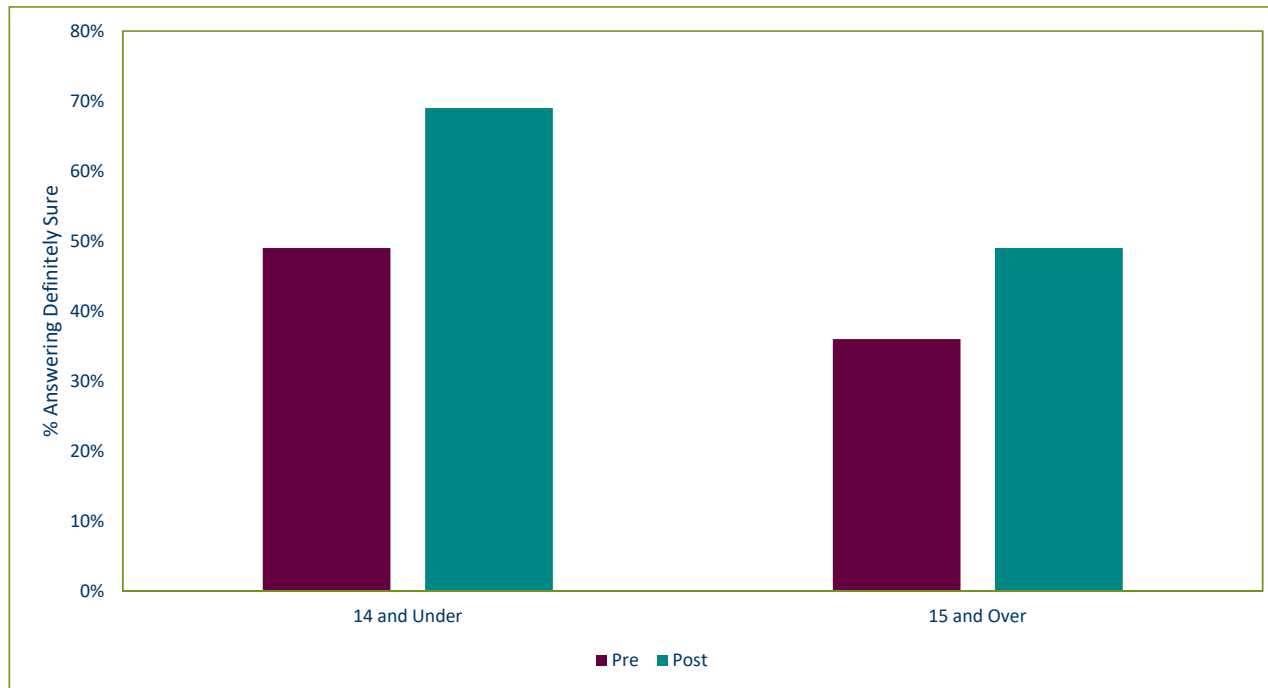
Pre/Post Differences – “Can use condom correctly” - Gender



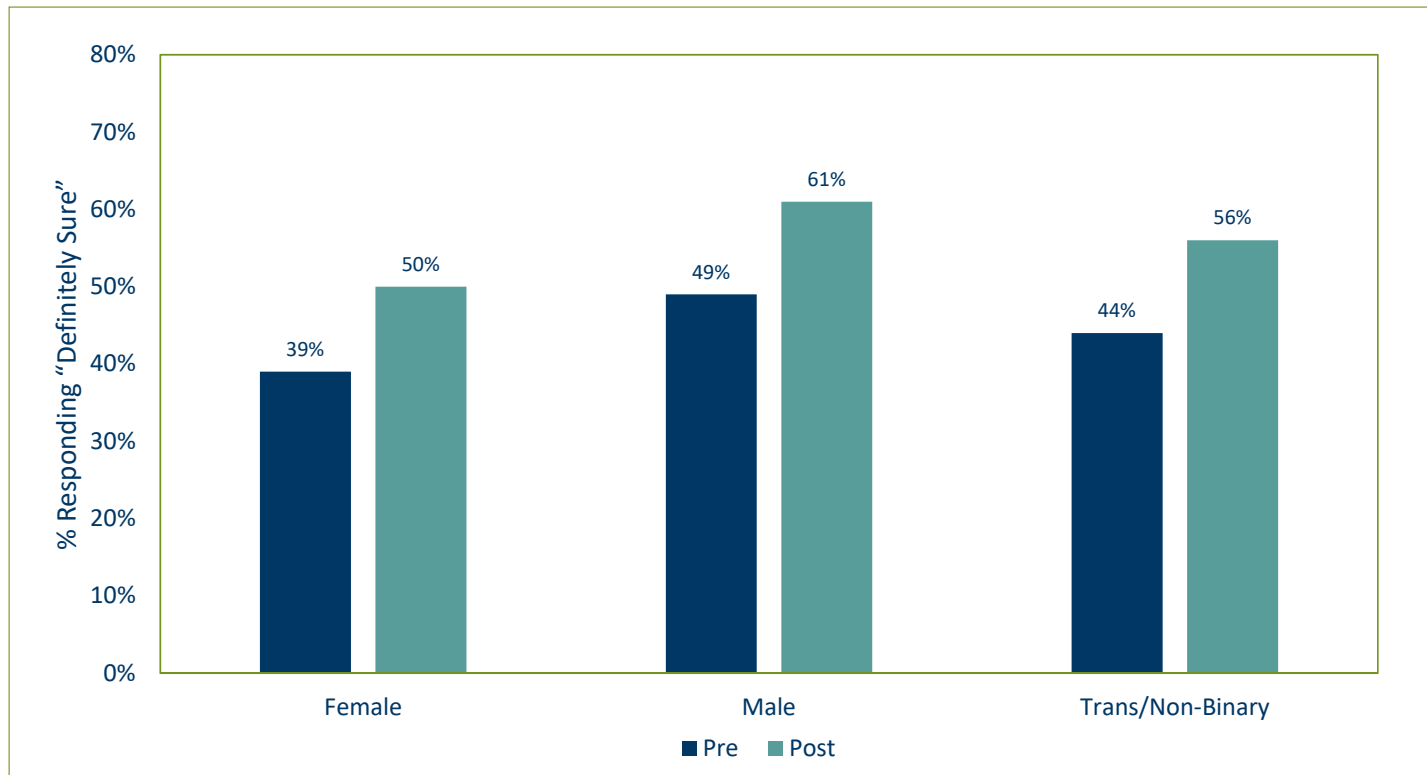
Pre/Post Differences – “Can use condom correctly” - Orientation



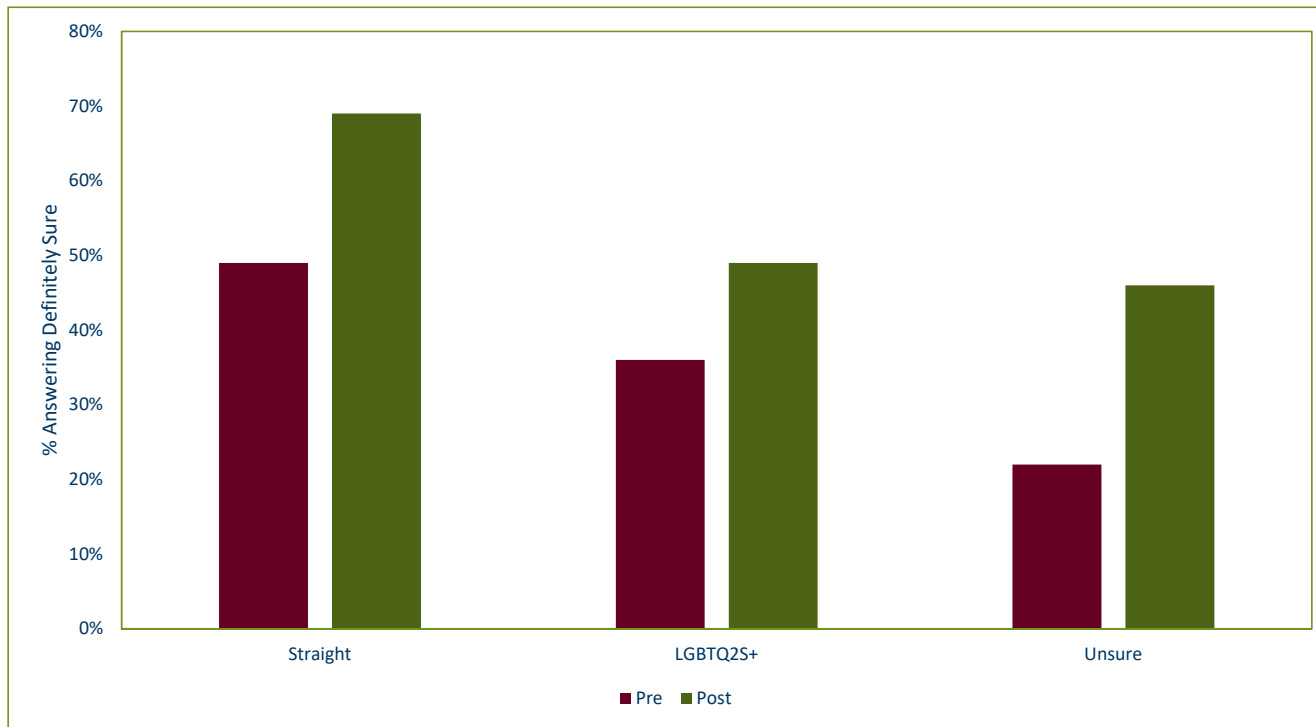
Pre/Post Differences – “Can get a condom” - Age



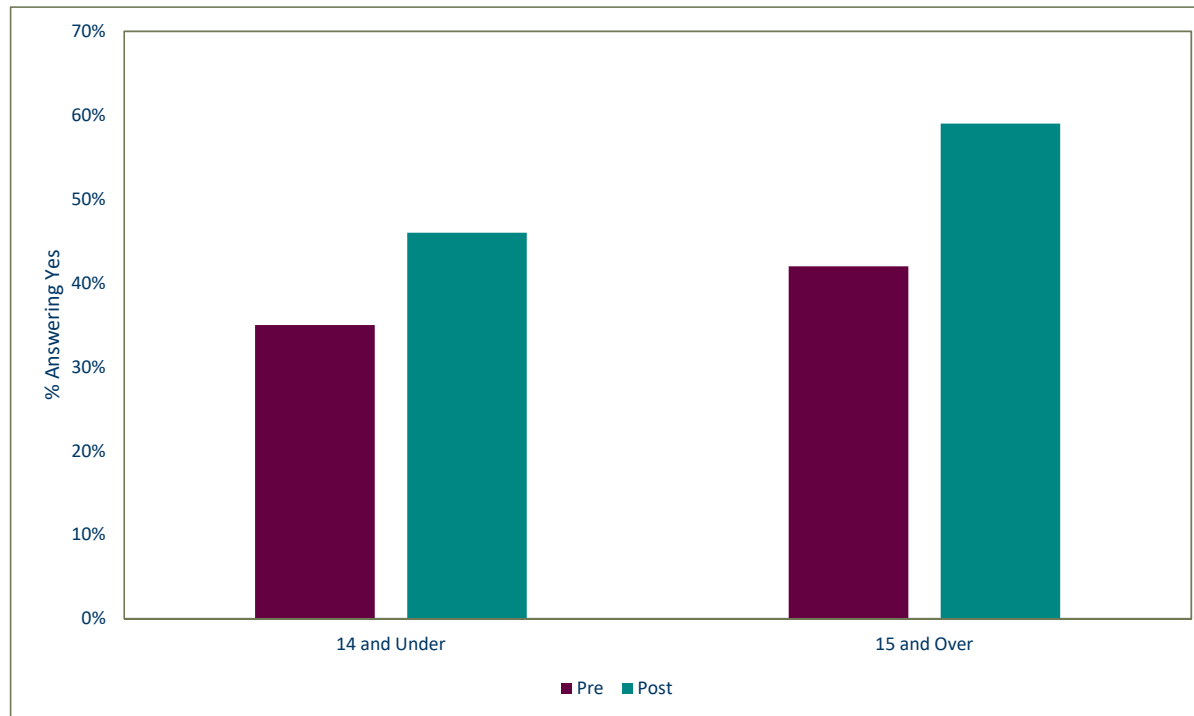
Pre/Post Differences – “Can get a condom” - Gender



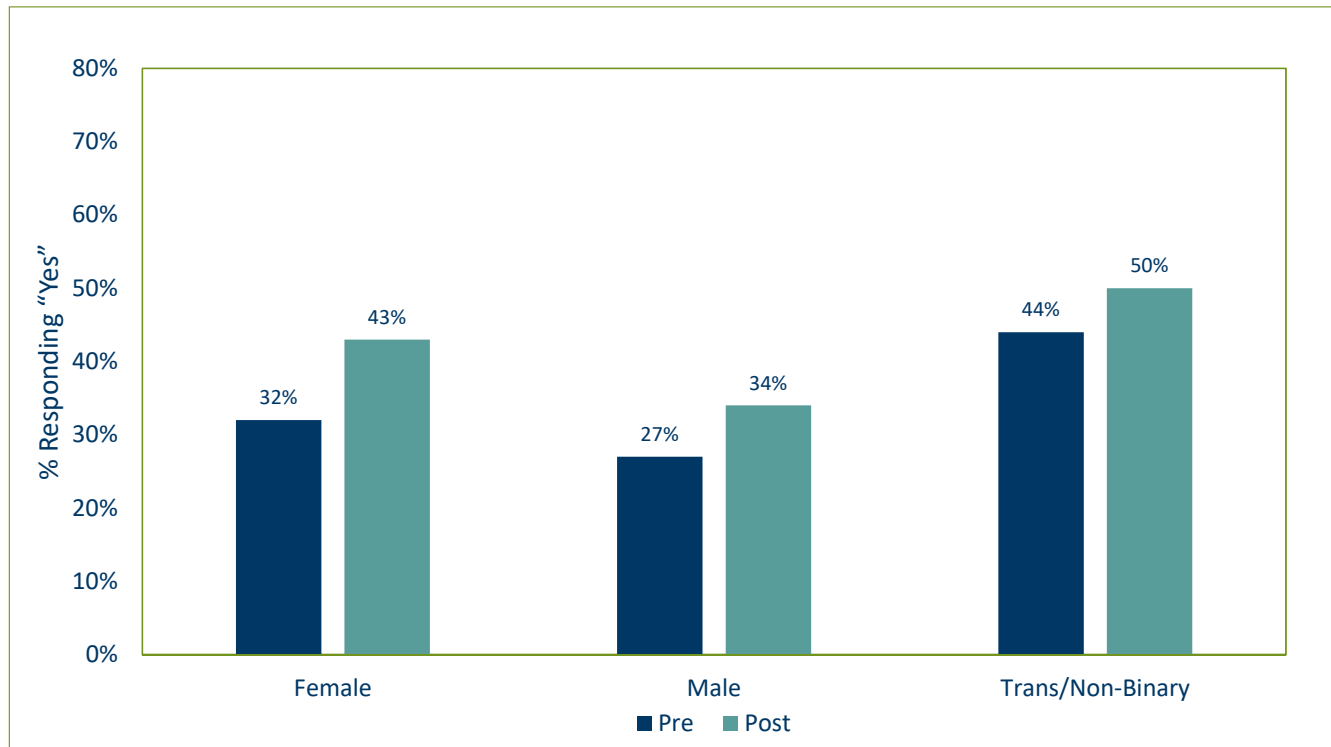
Pre/Post Differences – “Can get a condom” - Orientation



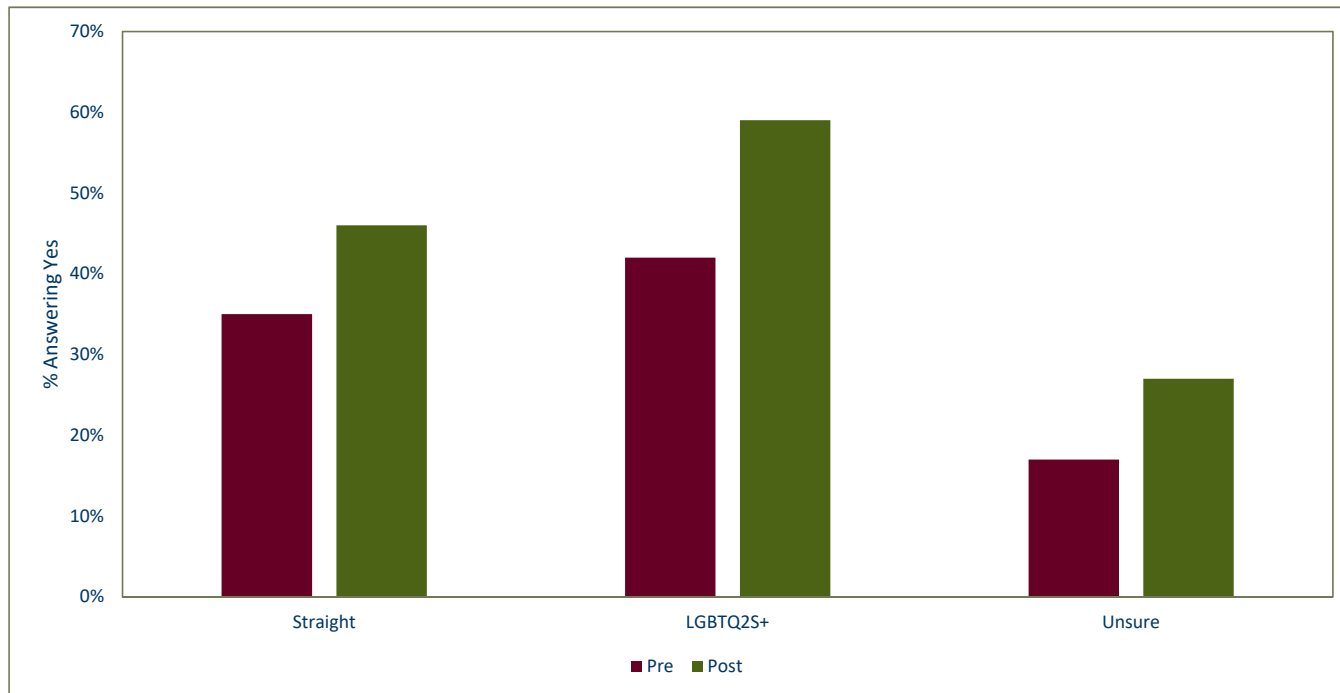
Pre/Post Differences – “Had conversation about sex with friends” - Age



Pre/Post Differences – “Had conversation about sex with friends” - Gender



Pre/Post Differences – “Had conversation about sex with friends” - Orientation



Next Steps

Improvements and enhancements to Native STAND

Incorporating Native STAND into the Healthy Native Youth program

Improvements to Native STAND

- Make the curriculum more affirmative and inclusive of LGBTQ+2S youth.
- Make more extensive use of digital technology to deliver the learning activities.
- Add current issues: historical trauma, suicide, opioids, sexting, trafficking, vaping, sexual assault awareness
- Add journaling and mindfulness exercises
- Add personal plan for healthy relationships

Current actions

- Moving content to www.healthynativeyouth.org
- June workshop with 18 educators generated a “wish list” of recommendations and needs.
- Testimonials were video-taped for future marketing efforts.
- Plans are being made to develop new online technical support and training modules.

What does this mean for you?

How can you get technical assistance?

Please keep going with Native STAND!

- Sorry, but we can no longer process the pre- post- questionnaires!
 - But you can do this yourself. Just be careful to keep things anonymous and private.
 - We are happy to send you e-files for any of our supporting materials, but we cannot respond fast.
(email Dr. Lambert at lambertw@ohsu.edu)
- Documentation is being added to the Healthy Native Youth website (www.healthynativeyouth.org)
- Participate in the Community of Practice calls (second Wednesdays at 10 AM PST)

Thank you!

- We are continuing to perform analyses and to write reports.
- We will send you copies as the reports are completed over the coming months.
- Soon you will receive copies of PowerPoint slides that you can use as you please to present your findings to your communities.

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