Pickers Can be Choosers: Choosing a Program
Phase II: Implementation Toolbox
January 12, 2021, 10:00-11:30 am PST
Let us Start
with a
Blessing

“Can’t stop the spirits when they need you. This life is more than just a read through.”
– Red Hot Chili Peppers
Dr. Stephanie Craig Rushing (she/her)
I love coffee.
scraig@npaihb.org

Michelle Sarche (she/her)
I love art.
michelle.sarche@cuanschutz.edu

Nicole Treviño-WRN (she/they)
I love dogs.
healthed@nicoletrevino.com

Claudia Luna-Meza (she/her)
I love traveling.
Claudia.Lunameza@uth.tmc.edu
Live Virtual Training Logistics

Logistics
- You are muted
- If comfortable, share video

Engagement
- Zoom Poll & Breakout Activity
- Chat box
- Icons (Zoom & More)
Welcome, Welcome, Welcome!

Please introduce yourself in the chat box. Include your:

★ Name, Pronouns
★ Tribe/ Organization
Group Agreements

★ Participate Fully

★ Delay Distractions

★ Honor Different Experiences

★ Be Brave & Explore

★ Others? (Type in the chat)
We’ve Got Goals!

By the end of today’s session, you will be able to...

★ **choose** which criteria are most critical to your program

★ **identify** tools to help you choose the best program for your site/setting

★ **listen** to the highlights of Native youth programming

"Let us put our minds together and see what life we can make for our children."
Where we are going

1. *Zoom Poll* - 3 min
2. HNY Implementation Toolbox: Phase II - Choose - 15 min
3. Program Highlights - 8 min each
   a. We R Native, Native STAND, Native It’s Your Game, Native WYSE Choices
4. *Breakout Session: Toolbox Scavenger Hunt* - 15 min
5. *Let’s Talk About it!* - 10 min
Wellness Moment

20/20: Screenbreak
1. The Big Picture

Phase II - Choose
Get Tools From Our Implementation Toolbox

As a member of your community, you already know a lot about what your community needs to better support youth. Other members of your community – like youth, parents, teachers, youth advocates and school counselors – also have important perspectives and are vital decision-makers and champions when you select and implement a health ed curriculum.

The steps and tools in the Implementation Toolbox will help walk you through important phases in the planning process with ready-to-go templates, tips, examples, and words of encouragement.

Start From the Beginning
Find Your Best Starting Point

See the Big Picture
Stay connected beyond programming

All things are rooted in relationships! Keep cultivating potential collaborations and utilize community engagement opportunities to find ways to stay connected with youth, caregivers and community beyond programming. The momentum of a first round of implementation will grow with youth involvement and peer support. Keep the implementation journey going and expand your circle of support.
Choose

OVERVIEW: Choose a culturally-relevant health program and get approval if needed

Goal: Decide which program aligns with your goals and values. Consult with decision-makers to find a curriculum that meets community needs. Choose a culturally-relevant health curriculum and get approval if needed.
Where do I start?

**Gather**

**Choose**

Get support: Identify decision makers. Learn more

Choose which criteria are most critical to your program. Learn more

Select a program that aligns with your goals. Learn more

Get approval if needed. Learn more

Youth voice: Seek input from youth and community. Learn more
TEMPLATE – HNY EDUCATOR LETTER OF SUPPORT

To Whom It May Concern:

As the [Your Role/Position] at [School, Tribe, Organization, Agency], I am writing to give my approval and support to [HNY educator] to be the primary representative from [Clinic/Program/Dept/Organization]. We have a memorandum of agreement with the [Implementation Host Site] that the [HNY educator] will be responsible for:

1) Delivering the (HNY Curriculum Program Selection) program
2) Maintaining the necessary program documentation
3) Assisting with student recruitment and retention efforts
4) Attending partner planning and coordination meetings
5) Communicating with school administrators, parents and caregivers on a monthly basis on program progress and student achievements

As a collective community effort, we support the delivery of (HNY Curriculum Program Selection).

If you have any questions, please feel free to contact me at (contact info – phone and email).

Sincerely,

(Signature)

Department/Program Administrator or Organizational Leader
MEMORANDUM OF AGREEMENT

Between

[School or Organization Name]

And

[Tribe or Partner Name]

I. PURPOSE
This Memorandum of Agreement (MOA) is made between the [School or Organization Name] and the [Tribe or Partner Name]. The purpose of this MOA is to delineate the responsibilities of each party to implement the [Program Name].

II. GENERAL INFORMATION
The [Program Name] is... [Add a few sentences about the program you selected. You can find this information on the Healthy Native Youth website.]

III. SCOPE
This Agreement constitutes the entire agreement between the parties and supersedes any previous agreement between the parties regarding the [Program Name]. It is agreed that this agreement is not intended and shall not be construed to create the relationships of agent, servant, employee, partnership, joint venture or association between the [Tribe/Partner Name] and [School/Organization Name].

By entering into this agreement, the [School or Organization Name] agrees they shall [What is the agreement? Allow program activities to take place? List here], in compliance with stated program objectives outlined herein.

In addition, as partners in the delivery of this curriculum, they will [List any additional duties or requirements here].

IV. ARTICLES OF AGREEMENT

1. The [Tribe or Partner Name] will...
### Table: Program Comparison

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Program Setting</th>
<th>Duration</th>
<th>Cost</th>
<th>Student/Teacher Ratio</th>
<th>Certification Required</th>
<th>Evidence of Effectiveness</th>
<th>Endorsement</th>
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<tbody>
<tr>
<td>Respecting the Circle of Life</td>
<td>Middle School</td>
<td>Community-based</td>
<td>8 youth sessions</td>
<td>2 hours + 1 follow-up session with a parent and teen</td>
<td>2 hours</td>
<td>8-12:1</td>
<td>No</td>
<td>Best Practice</td>
</tr>
</tbody>
</table>
Seeking Volunteers!

- Use the Toolbox for six months
- Provide feedback on what works well and what can be improved
- Recommend other tools to include in the Toolbox
- Complete two online surveys before and after using the Toolbox
- $25 e-gift card Thank You for each survey

Interested? Email claudia.lunameza@uth.tmc.edu
2. We RNative Curriculum & Resources

10 interactive lessons using WRN’s multimedia health resources for Native youth 13-18
WRN Curriculum & Educational Resources

Curriculum Details:

- 10, 50-minute, interactive sessions on media literacy & comprehensive health topics can be used with other HNY programs & enhancement activities
- For Native Youth Age 13-18
- Delivery in- or out-of-school, or in Community-Based or Residential settings
- Customizable Cultural Teachings
- Fidelity Monitoring Guide, Training & TA available
- Medically Accurate, Trauma Informed, Asset-Based & Aligned with Common Core
- Approved for use on Tribal PREP & Aligned to reinforce ACYF Adult-Preparation Topics
WRN Curriculum Units

Unit 1: Introducing WRN Program & Website
- WRN Introduction
- Media Literacy

Unit 2: I Strengthen My Nation
- Drugs & Alcohol Research & Report
- Ask Auntie

Unit 3: Native VOICES
- Native VOICES Video
- Healthy Relationships, Personal Rules & Consent

Unit 4: We Are Connected
- We Need You Here
- Stand Up. Stand Strong.

Unit 5: Make a Difference
- Make a Difference in Your Community
- Make a Plan for Your Community
WRN is best for:

<table>
<thead>
<tr>
<th></th>
<th>Providing a brief curriculum program.</th>
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<tbody>
<tr>
<td>01</td>
<td>• Only 10 sessions, 50 minutes per session</td>
</tr>
<tr>
<td></td>
<td>• Easy to use as a quick start program</td>
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<tr>
<td></td>
<td>• Can be scaled up or down, customized to meet your needs</td>
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<thead>
<tr>
<th></th>
<th>Introducing a range of health topics.</th>
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<tbody>
<tr>
<td>02</td>
<td>• Includes content on: sexual health, drugs and alcohol, bullying, suicide prevention, and seeking support/building community</td>
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<td></td>
<td>• Can be a first round of programming to build upon over time</td>
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<tr>
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<th>Teams with minimal resources/capacity.</th>
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<tr>
<td>03</td>
<td>• Easy to use for first time educators/facilitators</td>
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<tr>
<td></td>
<td>• Extensive training or expertise isn’t necessary, minimal prep time required for lesson implementation</td>
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<td></td>
<td>• Includes lots of additional resources to optimize your time</td>
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<thead>
<tr>
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<th>Connecting youth to additional resources &amp; supports.</th>
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<tbody>
<tr>
<td>04</td>
<td>• WRN Website developed by and for Native Youth</td>
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<td></td>
<td>• Text Messaging Line</td>
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<td></td>
<td>• Social Media Pages</td>
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<tr>
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<th>Getting programming started &amp; customizing for your tribe/community</th>
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<tr>
<td>05</td>
<td>• WRN is a great entry point for starting health education programming with Native Youth</td>
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<td>• Easy to incorporate into your tribe or community’s cultural teachings</td>
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3. Native STAND

18 lesson that support healthy decision making for Native high school students
Findings can be found on the Healthy Native Youth website under the Evaluation Tab of the Native STAND curriculum section at [www.HealthyNativeYouth.org](http://www.HealthyNativeYouth.org).

**Effectiveness of Native STAND:**
A five-year study of a culturally-relevant sexual health intervention

**Methods**
- 2014 to 2019, American Indian Alaska Native youth (N = 960)
- 48 communities throughout the US
- Pre-post study design to evaluate efficacy

**Findings**
- Results demonstrate immediate post-intervention effect on participants.
  - 20% decrease in past year bullying
  - 29% increase in sexual health communication skills
  - 46% increase in how to use a condom correctly
  - 224% increase in promoting serious peer to peer conversations about sex
  - 395% increase in reflecting on lessons learned during Native STAND

**Implications**
- Native STAND is an effective Evidence Based Intervention (EBI) for AI/AN high school youth
- Demographics, including age groups, gender, sexual identity (straight and 2SLGBT), geography (urban/rural), and tribal affiliation

**Conclusion:**
This study demonstrated the effectiveness of Native STAND when delivered in a variety of school and community settings. Efforts are now underway to update Native STAND for medical accuracy, improve alignment with typical class periods, and promote its use and an effective EBI for AI/AN youth on [www.HealthyNativeYouth.org](http://www.HealthyNativeYouth.org).

**Reference:**
WELCOME AND INTRODUCTION

Activity Purpose: The primary purpose of this activity is to give Native STAND Students a clear understanding of the program and to establish the need for the program.

Stages of Change Process: Getting Information

Youth will:

- Describe the goals, content, and procedures of the program.
- Describe the magnitude of the problem of teen pregnancy and STIs.
- Describe the role of a peer advocate.

<table>
<thead>
<tr>
<th>Activity Outline</th>
<th>Core Content Components</th>
<th>Instructional Method</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>1 Welcome/Overview</td>
<td>• Introduction</td>
<td>• Minilecture</td>
<td>25 minutes</td>
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<tr>
<td></td>
<td>• Native STAND Journey</td>
<td>• Minilecture/Handout</td>
<td></td>
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<tr>
<td></td>
<td>• M&amp;M Activity</td>
<td>• Icebreaker Activity</td>
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<tr>
<td>2 Introducing Lesson Concepts</td>
<td>• Safety Statement</td>
<td>• Minilecture</td>
<td>15 minutes</td>
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<td></td>
<td>• Risky Business Activity</td>
<td>• Small Group Activity</td>
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<tr>
<td></td>
<td>• FAQ</td>
<td>• Minilecture</td>
<td></td>
</tr>
<tr>
<td>3 Peer Advocate Overview</td>
<td>• Introduction to Peer Advocate Concept</td>
<td>• Large Group Discussion</td>
<td>5 minutes</td>
</tr>
<tr>
<td>4 Native STAND Agreements</td>
<td>• Native STAND Group Agreements</td>
<td>• Large Group Activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td>5 Closing</td>
<td>• Final Reflection</td>
<td>• Large Group Reflection</td>
<td>5 minutes</td>
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What's New?

● Streamlined the number of lessons, focusing on the most important skills
● Ensured lessons could be delivered in a 50-minute class
● Updated content for medical accuracy
● Improved inclusion for Two Spirit and LGBTQ+ participants
● Made trauma-informed adjustments to each lesson
● Updated the teaching methods and formats
NS2.0 is best for:

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</table>
| **01** | Providing a more comprehensive curriculum program. | - 18 sessions, ~50 minutes per session works well for longer engagement across a range of health topics  
- Flexible design supports integration with other HNY programs or other content |
| **02** | Supporting a consistent group of youth. | - Lessons build upon and reinforce each other so youth are reflecting on their goals and growing together over time  
- Youth are also encouraged to be peer advocates and reflect regularly on how to share what they are learning to support others |
| **03** | Teams with minimal resources/ capacity. | - Easy to use for first time educators/ facilitators  
- Extensive training or expertise isn't necessary, minimal prep time and resources required for lesson implementation |
| **04** | Covering Sexual Health & Healthy Relationships in greater depth. | - NS2.0 covers sexual health, anatomy, STI/HIV prevention and healthy relationships thoroughly along with other topics  
- Lesson topics and depth can support use with youth at higher risk for HIV, STIs, unplanned pregnancy or dating violence |
| **05** | Communities in need of a program with an evidence base | - Native STAND has been evaluated by NPAIHB in various settings with positive results  
- Native STAND 2.0 builds upon the evidence base as well as feedback and innovations NS facilitators learned in the field |
4. Native It’s Your Game

13 web-based HIV/STI and pregnancy prevention lessons for Native middle school youth
Native It’s your Game (Native IYG) is a web-based HIV, STD, and pregnancy prevention curriculum for American Indian and Alaskan Native (AI/AN) youth ages 12-14.

Native IYG is set in a “virtual mall” where learners will be directed to different “stores”, or locations to play interactive games, watch videos, evaluate scenarios, and follow role-model stories.

https://www.healthynativeyouth.org/curricula/native-its-your-game/
Select the Teen Parents that you want to hear from...

- Married Teen Couple
- Teen Dads
- Former Teen Mom
- Teen Moms

YOUTH VIDEOS
N-IYG 2.0 Features

Includes
★ New Class Management Portal
★ New Facilitation Manual
★ New Fact Sheets
★ More inclusive for 2SLGBT students
★ Upgraded software to HTML/Java Script

Downloadable Links Now Available For Those With Limited Internet Access!
### Respecting the Circle of Life

- **Age**: Middle School, High School, Young Adults
- **Program Setting**: Community-Based
- **Duration**: 8 youth sessions | 2 hours + 1 follow-up session with a parent and teen | 2 hours
- **Cost**: The Center for American Indian Health is now disseminating RCL through ETR, a nonprofit organization. Communities can purchase the RCL program through ETR’s catalog, which only includes programs with proven evidence.
- **Student/Teacher Ratio**: 8-12:1
- **Certification Required**: No
- **Evidence of Effectiveness**: Best Practice
- **Endorsement**: CDC’s HIV Effective Interventions, ETR’s Evidence-based Programs
5. Native WYSE Choices

Sexual Health, Life Skills, and Drinking for young Native urban women
Native WYSE CHOICES is a new curriculum on the horizon...
And you can help!
Native WYSE CHOICES stands for:

Native Women
Young, Strong, and Empowered
making CHOICES
Native WYSE CHOICES is a mobile health app
Native WYSE CHOICES is a mobile health app

Designed for urban young Native women
Native WYSE CHOICES is a mobile health app to support them in making the CHOICES about sexual health and alcohol use that are right for them.
Hey there! To get started, watch this video by Auntie!

Please click the maximize button on top left corner to view the video in full screen.
Native WYSE CHOICES is an adaptation of CHOICES

Changing High-Risk Alcohol Use and Increasing Contraception Effectiveness Study

https://www.cdc.gov/ncbddd/fasd/choices-program-prevent-alcohol-exposed-pregnancies.html
Native WYSE CHOICES is an adaptation of CHOICES

Changing High-Risk Alcohol Use and Increasing Contraception Effectiveness Study

https://www.cdc.gov/ncbddd/fasd/choices-program-prevent-alcohol-exposed-pregnancies.html

And builds on a prior adaptation of CHOICES for Native youth called “American Indian Youth CHOICES” which was supported by the National Institute on Alcoholism and Alcohol Abuse

R21AA17596
Native Youth and an Urban Community

Advisory Board provided input

Content
Mobile format
Recruitment methods
A randomized control trial is underway
How to get involved
Follow us on social media

**Empowerment**

*View Insights*

- Liked by return2heart and 117 others

Empowerwysechoices You are the most precious thing in the world. Always remember to talk to yourself like you would your elder or auntie - with great... more

**Arts/Fun**

*View Insights*

- Liked by arizona_jimmed and 530 others

Artwysechoices Did you love 'Breaddogs' or 'Neighbor' or Rutherford Falls? Check out these other Indigenous casted shows... more

**Health**

*View Insights*

- Liked by nickneed and 118 others

Healthwysechoices The Delta variant has COVID-19 cases on the rise everywhere. It's more important... more

Visit the COVID-19 Information Center for vaccine resources.
Share our recruitment flyer
Just please don’t download the app!

Funding

• This project is supported by the National Institute on Alcohol Abuse and Alcoholism of the National Institutes of Health under grant number SR01AA025603.

• The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health (NIH).
Breakout Activity: Toolbox Scavenger Hunt

1. In Your Breakout Room: Find “Choose”
   - What is the 1st Step in the Choose Phase?
   - **Talk** about steps you’ve taken to get approval for your programs

2. In Your Breakout Room: Find “Choose”
   - What **Tool** can help choose the best program for your setting?
   - **Talk** about how you have engaged youth in the selection process
6. Let’s Talk About it!

Logistics
- Share Your Video
- Use the Chatfeed

Engagement
- Use the Chatfeed
- ASL
- Zoom Reactions
Chatfeed Convo:
Type Questions, Ask Away!
Practice in Action

Taking it back home!
Find Curricula on Healthy Native Youth

★ Filter & Compare Tool
★ All Materials Needed to Implement
★ Enhancement Activities
★ Resources & Support
★ Upload & Submit Your Own Curricula
Text “Caring” to 65664 For Youth

To get regular reminders about how awesome you are from people who care and who’ve got your back!

https://www.healthynativeyouth.org/resources/
“College” to 65664
For College Youth
Text

To get regular reminders about how awesome you are from Native College students who have been there and care about what you’re going through!

LAUNCHED SEPT. 6TH!

https://www.healthynativeyouth.org/resources/
Talking is Power
For Adults

Tips & Resources for
★ Talking to Youth About Sexual Health
★ Getting the convo started
★ Online Printable Resources here

Text "EMPOWER" to 97779

EMPOWER to 97779

Text EMPOWER to 97779

Talking to youth about sensitive topics is never easy, but it’s important. You are your teen’s biggest influencer when it comes to making decisions about sex and healthy relationships.

We’ll cover sexual health, pregnancy, STDs, and consent. You don’t need to have all the answers, you just need to start talking – be open and honest – and keep at it. Talking with your teen will help them make healthy decisions.

#TalkingIsPower #weRnative
#HealthyNativeYouth
To get regular reminders about how much you are appreciated and cared for from other Native Vets who have been there and care about what you’re going through!

https://www.healthynativeyouth.org/resources/
Healthy Native Youth Newsletter
Stay up to Date with the Latest...
## 2021-22 Community of Practice Lineup

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Description</th>
<th>Registration Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Back-to-School: Intentional Balance</strong>&lt;br&gt;September 8, 2021</td>
<td>Watch Recorded Session here</td>
<td>What a year! It has been more than ever. We find the need to create intentional safe spaces for everyone and those we serve to acknowledge, rebuild, and thrive. This upcoming school year...</td>
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<td></td>
<td>Join Robert Johnson from the Native Wellness Institute and Denise Brooks from the NTAH who will help create space for you to work through trauma, re-maturation in the workplace, time management, and resilience to serve youth towards intentional balance.</td>
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<tr>
<td><strong>Cultural Competency to Raise Healthy Native Youth</strong>&lt;br&gt;October 13, 2021</td>
<td>Watch Recorded Session here</td>
<td>Culture is impacted in everything that we do, from how we engage, learn, and process information. In order to lead our Native youth, we must take our experience and the science behind cultural approaches to heart. Therefore, and listen to how best support the health of our Native youth.</td>
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<tr>
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<td></td>
<td>Join the NNVH, Tribal Health Coalition, and Native Social Work Alliance to share your experience in creating culturally competent communities.</td>
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<tr>
<td><strong>Tackle Trauma with Care</strong>&lt;br&gt;November 10, 2021</td>
<td>Watch Recorded Session here</td>
<td>Indigenous communities have long recognized trauma skills to cope with, rebuild, and reinforce healthy living.</td>
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<td>Join the NNVH's Trauma Center to walk through trauma informed care to address and heal from the trauma we have experienced individually and collectively during the pandemic. Together, we begin and thrive.</td>
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<tr>
<td><strong>Set the Stage for Program Success</strong>&lt;br&gt;December 8, 2021</td>
<td>Click here to register</td>
<td>You have gathered youth and community feedback to identify health goals, resources, and needs. How will you address the NDOSE phase?</td>
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<td>Join the NNVH to talk about how to GATHER and process community and youth input on health priorities and determine the stage for program success.</td>
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<tr>
<td><strong>Natives Can Be Choosers: Choosing a Program</strong>&lt;br&gt;January 12, 2022</td>
<td>Click here to register</td>
<td>Let the NNVH help drive cultural changes for program selection, funding approval, and also by the youth in the selection process. Learn from program developers on Native youth programming: Win-Win Option. Learn TAOA, Tribal WISE Choices, Native IT’s Your Game.</td>
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<td><strong>Thrive in the Spaces we Create</strong>&lt;br&gt;February 9, 2022</td>
<td>Click here to register</td>
<td>Help native youth build affirming inclusive, safe, and creative spaces together using Indigenous leadership and peer counseling approaches.</td>
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<td>How have Native youth used creative expression to positively process reactions to diverse spaces. Come learn from you can help you in your community to do the same.</td>
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<td>March 9, 2022</td>
<td>Prepare for Implementation Success</td>
<td>Now that you have chosen a program, you can prepare for implementation success! Let the NNVH team help you prepare an IMPLEMENT plan that includes recruitment, grant application, budgeting, and timelines for implementation success. You’ve got this, and we’re got your back!</td>
<td>Click here to register</td>
</tr>
<tr>
<td>April 12, 2022</td>
<td>Stand Up to STD/HIV Stigma</td>
<td>As health educators we face the challenges of standards and youth attitudes, biases, misinformation, and STD/HIV stigma that impact and harm the health of our tribal communities. Learn how to stand up to STD/HIV stigma through dynamic and interactive approaches to Indigenous health. And hear about successful NDOSE self-care programs from the Native Native Tribal Health Consortium. Want to learn more?</td>
<td>Click here to register</td>
</tr>
<tr>
<td>May 10, 2022</td>
<td>Concerning Social Media Posts Workshop</td>
<td>Let you know you can become the trusted voice of peers can learn by when they see or post concerning messages on social media, build preventive messages, challenging others who may not share thoughts of safety, and understanding an attack. However, youth may show depressive symptoms and social isolation on social media, like Instagram, TikTok, Twitter, Facebook, and through text messaging.</td>
<td>Click here to register</td>
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<tr>
<td>June 6, 2022</td>
<td>Staying Connected</td>
<td>Staying is fast approaching and so our connectionists share how we can stay connected and keep programs momentum going with innovative programs and peer-to-peer networks.</td>
<td>Click here to register</td>
</tr>
<tr>
<td>July 11, 2022</td>
<td>Sustain and Grow your Program</td>
<td>Congratulations! You have implemented your program and are now in the GROW phase! Let the NNVH team help you reflect on what worked, what can change, and what you’ve learned to help keep the momentum going.</td>
<td>Click here to register</td>
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| Contact us | [Contact](https://example.com) | [www.healthnativewealth.org](https://example.com) | Text HEALTHY to 27770 | Click here to register | Click here to register |
We LOVE helping...

- Request TA & Training
- TA Evaluation Form
Thank you!

You can find us at:
Amanda Gaston, MAT
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Let us
Close with
a Blessing

“Love is something you can leave behind when you die. It’s that powerful.”
– John (Fire) Lame Dear
Rosebud Lakota, 1972