



HEALTHY NATIVE YOUTH

ORGANIZATIONAL APPROVAL & YOUTH RECRUITMENT
GUEST SPEAKERS: MICHELLE SINGER & NICOLE TREVINO

October 10, 2018, from 10-11 am PST

Introductions





Today's Agenda

- **Welcome & Welcome Back!** (5 min)
 - A Community of Practice
- **3-minute Recap** (5 min)
 - Selected Curriculum's
- **Organizational Approval** (20min)
- **Youth Recruitment** (20min)
- **Practice In Action** (5 min)

Welcome & Welcome Back!



Use the Chat Box to tell us:

- Your Name
- Email Address
- Your role
- How did you hear about this call?

We Are A Community of Practice



HEALTHY
NATIVE
YOUTH

What is “A Community of Practice”?



Communities of Practice are groups of people who share a concern or a *passion* for something they do, and learn how to do it better as they interact regularly (in our case – monthly).

Three characteristics: a domain (shared identity), a community (who share & help), and a practice.

How Can Collaboration Serve our Youth?

- A mechanism for **collective action**
- A space to **SHARE Strengths and Expertise**
- **HELP**, it: enables another person to solve a problem, to accomplish something, or make something easier
- **PRACTICE**, involves: regular interaction to develop and share tools, concepts, resources, and capabilities for dealing with recurring problems and opportunities



3-minute Recap



HEALTHY
NATIVE
YOUTH

What is Healthy Native Youth?



Search for lessons, subjects and video



HOME

CURRICULA

SUBMIT YOUR CURRICULA

RESOURCES

ABOUT

find curricula

RAISING HEALTHY NATIVE YOUTH
THROUGH CULTURALLY RELEVANT HEALTH EDUCATION



What can the website be used for?



Search for lessons, subjects and videos



HOME

CURRICULA

SUBMIT YOUR CURRICULA

RESOURCES

ABOUT

SEXUAL HEALTH CURRICULA

GIVE US FEEDBACK



COMPARE CURRICULA



VIEW:



FILTER YOUR SEARCH

FINDING THE RIGHT CURRICULA



MULTIMEDIA CIRCLE OF LIFE (MCOL)

Ages
Middle School

Program Setting
Flexible

VIEW MORE



NATIVE IT'S YOUR GAME

Ages
Middle School

Program Setting
Flexible

VIEW MORE



NATIVE STAND

Ages
High School

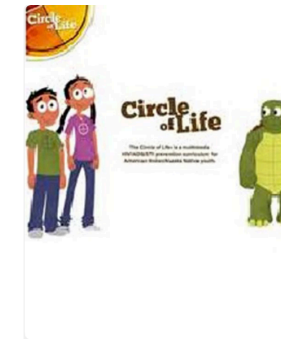
Program Setting
Flexible

VIEW MORE

To be effective, health curricula must be age-appropriate, culturally-relevant, and reflect the values and learning styles of the learners being taught. Finding curricula that meet these requirements for American Indian and Alaska Native youth can be challenging. *Healthy Native Youth* is a one-stop-shop for educators and health advocates who want to expand learning opportunities for youth.

Click on the program name to learn more about each curriculum, including intended age-group, where it can be implemented, and how much time will be required. Lesson plans, handouts, and supplemental materials are also listed there. Many include recorded videos and webinars to help prepare educators to facilitate each program. Finally, we provide information about how the program was designed or adapted, and evaluated with AI/AN youth.

Have you decided on a curriculum?



Use the Chat Box to tell us what you have **SELECTED** and **WHY...**

Have questions about the selection process?



Use the Chat Box to ask questions about certain interventions, or how folks decided on theirs...

Organizational Approval



HEALTHY
NATIVE
YOUTH

Making The Case For Youth



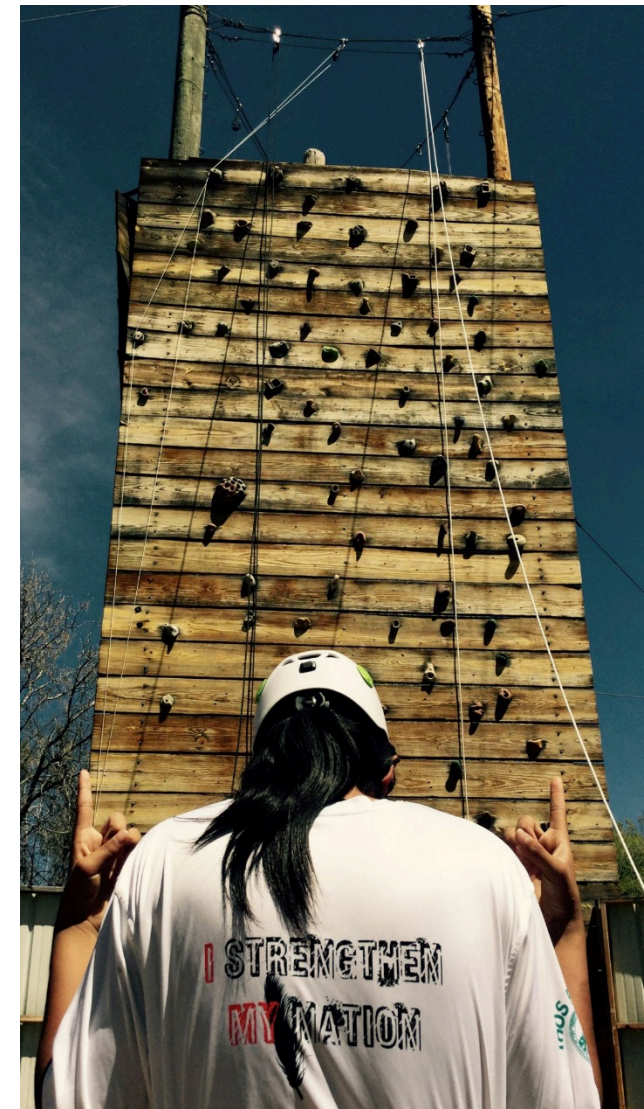
- Alcohol & drugs
- Depression & suicide
- Early pregnancy
- HIV/AIDS/STDs
- Condoms
- Violence & bullying
- Negotiation & refusal skills
- Acting out
- Identity issues
- Respecting differences (LGBTQ)



Seek Community Buy-in



- In Indian Country, tribal and community leaders are keenly aware of the challenges faced by their teens.
- Community readiness challenges:
 - ❖ to motivate beyond the problem
 - ❖ Commit to capacity and resources



The Big Picture & Establish Precedent

- Sexual health messaging can be challenging in Indian Country.
- Sexual health & Reproductive decisions are shaped by both traditional and contemporary social norms.
- Culturally relevant adolescent sexual health education curricula are needed to deliver age appropriate health promotion programs.
- A national infrastructure for delivery of programs is on the rise and a movement.
- There are implementation efforts currently in the works!





Your Chosen Curriculum..

Be Transparent About:

- 1) Your Choice
- 2) Topics
- 3) Why it's needed

The logo for WERNATIVE, featuring a stylized letter 'N' composed of a grid of colorful squares in shades of blue, yellow, and red.

WERNATIVE

WE R NATIVE TEACHER'S GUIDE

Ages: High School | Program Setting: Flexible

[VIEW MORE](#)

The logo for NATIVE VOICES, featuring a black feather with the text "NATIVE VOICES" written in white on it.

NATIVE VOICES

Ages: High School, Young Adults | Program Setting: Flexible

[VIEW MORE](#)

The logo for NATIVE IT'S YOUR GAME, featuring the text "NATIVE IT'S YOUR GAME" in a stylized, graffiti-like font with colorful splatters.

NATIVE IT'S YOUR GAME

Ages: Middle School | Program Setting: Flexible

[VIEW MORE](#)

The logo for Native STAND, featuring the word "Native" in a colorful, multi-colored font and "STAND" in a bold, black font below it.

Native STAND

The logo for SAFE, featuring the word "SAFE" in large, blue, block letters with a slight shadow effect.

SAFE

The logo for Circle of Life, featuring the text "Circle of Life" in a stylized font, with illustrations of a person and a green creature.

Circle of Life

How to Describe Curriculum

➤ Culturally Relevant

- Inter-Tribal Stories/activities from various tribes

➤ Health Promotion

- Healthy Relationships
- Reproductive Health
- STIs/HIV/AIDS Prevention
- Early Pregnancy/Parenting

➤ Flexible/Adaptable Format

- 60-90 minute segments
- Urban and Reservation
- For use in boarding schools, after school programs, in-school, etc.
- User-Friendly Manuals

Are You Being Abused?

Take the most important quiz of your life to find out.

Read this list carefully and think about each question. Place a check mark next to the ones that apply to you. (You don't have to mark anything on your paper, if you prefer not to. But read through the list and think about your answer for each.)

Does your boyfriend or girlfriend:

- Act jealous or possessive?
- Demand to know where you are at all times?
- Try to control where you go, what you wear, or what you do?

Coyote's Carelessness

- What was Coyote's motivation for his actions?
- Was Coyote's behavior acceptable?
- Why didn't the other sisters get suspicious?



Coyote Dances with a Star

- What lesson do you think Coyote learned from his experience with the first star?
- What did he learn from the comet?
- Why didn't he learn his lesson after the first star and not try and dance with the stars again?



Coyote and the Mallard Duck

- What was Coyote's motivation behind his actions?
- Was his behavior acceptable?
- What could the sisters have done differently to prevent this from happening?
- How was the sick girl healed?
- Did Coyote deserve to be recognized as a powerful?



Iktome and the Ignorant Girl

- What was Coyote's motivation behind his actions?
- Was his behavior acceptable?
- Does the girl realize what is happening to her?
- What could have the girl done differently to prevent this from happening?
- What will happen to the girl now? How will she be treated? How will she behave?



Tolowim Woman and Butterfly Man

- What did the woman hope to gain?
- Why didn't the woman hang onto the first Butterfly Man, as he instructed her to?



The Woman Who Loved a Serpent Who Lived in a Lake

- Did the woman know she would kill her husbands if she had sex with them? Did she mean to kill her husbands?
- Why did the last husband get suspicious?
- What did she die from?



Your Case for Approval



- **Uses active learning**
 - Student engagement
- **Uses primary prevention techniques**
 - Non-judgmental attitudes
 - Information sharing
 - Advocating specific behaviors
 - Positive role modeling
 - Promoting personal commitment
- **Healthy, positive sexual expression in relationships**
 - Natural expression vs. shame-based





Types of Approval

Implementation Site

- In School
 - ▣ BIA
 - ▣ Tribal Public
- After School
- Clubs/ Youth Centers
 - ▣ B&GC
 - ▣ Tribal Depart/ Clinic
- Jurisdiction
 - ▣ Tribal vs. Public vs. Private

Approval Route

- School Principal & Curriculum Manager
- School Board
- Department Supervisor
- Tribal Council
 - ▣ Resolution
 - ▣ Letter of Support



Preparation is Key!

2. How will you recruit youth in your community to participate in Native STAND?

(Write a few sentences, thinking about the following questions...)

- a. Are you building upon an existing youth program or creating a new one?
- b. How will you reach out to youth and their parents to obtain consent forms?
- c. How will you keep in touch with participants and their parents, to schedule sessions?

3. When and where will you teach the Native STAND lessons?

(Write a few sentences, thinking about the following questions...)

- a. During the school day? Afterschool? Weekends? As a summer program?
- b. Do you have an alternate location as back-up?
- c. Is the location easily accessible for students?
- d. Is transportation an issue or could it be a potential barrier? If it is a barrier, what can you do to support your youth's transportation needs?

4. What is your intended timeline for implementing the Native STAND curriculum?

(Write a few sentences, thinking about the following questions...)

- a. How often will you meet?
- b. How many lessons will you cover per day, week, month? Will you offer one lesson over multiple days? Multiple lessons in one day?
- c. When do you expect to use the youth baseline survey?

9. (Important!) How will you respond to a youth in crisis?

(Write a few sentences, thinking about the following questions...)

- a. Do you have a local health clinic or mental clinic that you can refer students to?
- b. What are the reporting requirements for your organization, Tribe, or State?

10. How will you keep your community informed about the Native STAND program?

(Write a few sentences, thinking about the following questions...)

- a. Newspapers?
- b. Social media?
- c. Email?
- d. Calendar?

11. What are your plans for longer term program sustainability?

(Write a few sentences, thinking about the following questions...)

- a. Will you offer support to the Native STAND teens to act as peer educators?
- b. Will you work with your organization to sustain and integrate Native STAND as an ongoing effort?
- c. Do you plan to leverage community support?

Important Questions To Anticipate

For Seeking Approvals

Example: Curriculum Mapping Tool

Curriculum Mapping Tool Alignment with National Health, Sexuality and Arizona Health Education Standards Grades 9-12 Strands 1-7

Final Revision 07/16/15 by RZ

Curriculum Title: Native STAND (10 Session Adaptation)
Author & Publisher: Mike Smith (developer of the original STAND curriculum)
Publication date: 2007

By the end of 12th Grade

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important to promote sexual health.

Grades 9-12 Knowledge Expectations:

National Standards Core Concepts	Rubric score for how completely performance indicator is addressed <i>0= not at all, 1= partially, 2= fully</i>	Included at another grade level and/or in a different content area? <i>0=No, 1=Yes</i>	Lesson title and page number that applies
SH1.12.1 Explain how to build and maintain healthy family and peer relationships	2		(2) Goals and Values 6-2 The Seven Grandfathers pg. 2 & 3 6-3 Introduction to Values pg. 4 6-4 Values Voting pg. 5 & 6 (3) Healthy Relationships 7-2 What is Love pg. 2 7-4 Sex vs Intimacy pg. 4 7-5 What is a Healthy Relationship pg. 4 7-6 Are you in a Healthy Relationship pg. 6 20-3 What is Abuse pg. 3 20-4 Say Something pg. 4 (6) Reproductive Health Part 2 9-4 Healthy Pregnancies pg. 4 9-5 Keeping Healthy pg. 5 9-6 GLBTQ Reproductive Health Issues pg.6
SH1.12.2 Analyze characteristics of healthy relationships.	2		(2) Goals and Values 6-2 The Seven Grandfathers pg. 2 & 3 6-3 Introduction to Values pg. 4 6-4 Values Voting pg. 5 & 6 (3) Healthy Relationships 7-2 What is Love pg. 2 7-4 Sex vs Intimacy pg. 4 7-5 What is a Healthy Relationship pg. 4 7-6 Are you in a Healthy Relationship pg. 6 20-3 What is Abuse pg. 3 (5) Reproductive Health Part 2 9-4 Healthy Pregnancies pg. 4 9-5 Keeping Healthy pg. 5 9-6 GLBTQ Reproductive Health Issues pg.6
SH1.12.3 Summarize the qualities of a healthy dating relationship.	2		(3) Healthy Relationships 7-5 What is a Healthy Relationship pg. 4 7-6 Are you in a Healthy Relationship pg. 6 20-3 What is Abuse pg. 3 20-4 Say Something pg. 4
SH1.12.4 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.	1		(3) Healthy Relationships 20-4 Say Something pg. 4 (5) Reproductive Health Part 2 9-5 GLBTQ Reproductive Health Issues pg.6
SH1.12.5 Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth, and development and sexual health.	2		(2) Goals and Values 6-2 The Seven Grandfathers pg. 2 & 3 6-3 Introduction to Values pg. 4 (3) Healthy Relationships 20-4 Say Something pg. 4 (4) Reproductive Health

		8-4 Learning the Parts pg. 4 8-5 Big Changes: Stages of Adolescent Development pg. 6 8-6 It's That Time of the Month Again pg. 8 (5) Reproductive Health Part 2 9-4 Healthy Pregnancies pg. 4 9-5 Keeping Healthy pg. 5 9-6 GLBTQ Reproductive Health Issues pg.6 (6) STD's 15-3 Getting Tested-Know Your Rights pg. 2 (7) Pregnancy 11-2 Pregnancy/Parenting in the First Person pg. 2
SH1.12.6 Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, apps and tablet applications).	0	
SH1.12.7 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.	2	(4) Reproductive Health 8-4 Learning the Parts pg. 4 (5) Reproductive Health Part 2 9-4 Healthy Pregnancies pg. 4 9-5 Keeping Healthy pg. 5 9-6 GLBTQ Reproductive Health Issues pg. 6 (6) STD's 14-3 STD Quiz pg. 2 14-4 STD Overview (STD Fact Sheets) 14-5 Local STD Data pg. 5 (8) Drugs and Alcohol 21-4 Effects of Drugs & Alcohol on Sexual Behavior pg. 3 & 4 (9) The Downside to Hooking Up 10-3 Benefits of Abstinence pg. 3 10-5 Risk Continuum pg. 4, 5, 6 10-6 Reducing Sexual Risk pg. 7
SH1.12.8 Analyze the factors that contribute to engaging in sexual risk behaviors.	2	(1) Introduction/Preface 1-4 Risky Business, pg. 5, 6, 7 & part of 8 (2) Goals and Values 6-2 The Seven Grandfathers pg. 2 & 3 (3) Healthy Relationships 7-2 What is Love? pg. 2 7-4 Sex vs Intimacy pg. 4 20-3 What is Abuse pg. 3 (4) Reproductive Health 9-2 Brainstorm & Self-Assessment pg. 2 (5) Reproductive Health Part 2 9-4 Healthy Pregnancies pg. 4 9-5 Keeping Healthy pg. 5 9-6 GLBTQ Reproductive Health Issues pg. 6 (7) Pregnancy & Parenting 11-2 Pregnancy/Parenting in the First Person pg. 2 11-4 Risks of Teen Parenthood pg. 3 (8) Drugs and Alcohol 21-2 Intro to Drugs & Alcohol pg. 2 21-3 Drunk Barbie pg. 3 21-4 Effects of Drugs & Alcohol on Sexual Behavior pgs. 3-4 21-5 Myths & Facts About Drugs pg. 4 (9) The Downside to Hooking Up 10-3 Benefits of Abstinence pg. 3 10-5 Risk Continuum pg. 4, 5, 6 10-6 Reducing Sexual Risk pg. 7
SH1.12.9 Analyze the factors that protect one against engaging in sexual risk behaviors.	2	(2) Goals and Values 6-2 The Seven Grandfathers pg. 2 & 3 (3) Healthy Relationships 7-5 What is a Healthy Relationship pg. 4 7-6 Are You in a Healthy Relationship pg. 6 (5) Reproductive Health Part 2 9-4 Healthy Pregnancies pg. 4 9-5 Keeping Healthy pg. 5 9-6 GLBTQ Reproductive Health Issues pg. 6 (6) STD's 14-4 STD Overview (STD Fact Sheets) pg. 4 14-5 Local STD Data pg. 5

Helpful for school admin approvals

for delivery & youth access

Examples: Approval Forms



MEMORANDUM OF AGREEMENT BETWEEN THE

{Insert TRIBE or ORGANIZATION}

AND

Oregon Health & Science University (OHSU) Prevention Research Center
Center for Healthy Communities

“Native STAND Dissemination Project”

April 1, 2017 through September 30, 2019

THIS AGREEMENT, effective from April 1, 2017 through September 30, 2019, is between Oregon Health & Science University (OHSU) Center for Healthy Communities and the {TRIBE or ORGANIZATION}, herein called the Center for Healthy Communities and the {TRIBE or ORGANIZATION}.

WHEREAS, the Center for Healthy Communities is interested in evaluating the implementation of an evidence-based healthy decision-making curriculum for American Indian/Alaska Native teens and young adults, called Native STAND; and

WHEREAS, through expression of support by the {Tribe's Council/ School Principal/Organization's Executive Director}, the {TRIBE or ORGANIZATION} has agreed to participate in this project. If desired by the tribe, a resolution will be passed in support of the project.

THEREFORE, BE IT RESOLVED, that the {TRIBE or ORGANIZATION} and the Center for Healthy Communities mutually agree to the following terms and conditions:

I. RESPONSIBILITIES OF THE {TRIBE or ORGANIZATION}

A. Project Implementation

1. The Tribe/Organization agrees to work with the Center for Healthy Communities for the duration of the Native STAND dissemination project.
2. The Tribe/Organization agrees to identify one lead educator, who will serve as the on-site Native STAND project coordinator (by: April 1, 2017).
3. The Tribe/Organization agrees to identify and obtain local Institutional Review Board (IRB) approval for the Native STAND dissemination project (if required by the Tribe/Organization), and provide documentation of IRB consent/approval to the Center for Healthy Communities (by: July 31, 2017).
4. The on-site lead educator will attend a week-long training provided by the Center for Healthy Communities at the Summer Institute in Portland, Oregon, which includes training on: delivery of the Native STAND curriculum, research ethics, program

RESOLUTION NO. C11-XXX-17

RESOLUTION OF THE PASCUA YAQUI TRIBE APPROVING A MEMORANDUM OF AGREEMENT BETWEEN THE TRIBE AND OREGON HEALTH & SCIENCE UNIVERSITY CENTER FOR HEALTHY COMMUNITIES

WHEREAS, the Tribal Council is the governing body of the Pascua Yaqui Tribe and has the authority to negotiate and enter into agreements with a public entity on behalf of the Tribe (Article VI, Sections 1(a) and (w) of the Constitution of the Pascua Yaqui Tribe); and

WHEREAS, the Tribal Council is empowered to regulate all scientific activities that involve the Tribe, to grant permits related to those activities, and to adopt rules and regulations to protect the health and general welfare of the Tribe (Article VI, Sections 1(l) and (o) of the Constitution); and

WHEREAS, the Pascua Yaqui Tribe Health Services Division has recommended that it is in the best interests of the Tribe and its members to partner with the Oregon Health & Science University (OHSU) Prevention Research Center – Center for Healthy Communities for the “Native STAND Dissemination Project”; and

WHEREAS, the Native STAND Dissemination Project (Students Together Against Negative Decisions) is a culturally relevant healthy decisions curriculum for enhancing and promoting positive Native youth development and well-being. The curriculum is an evidence-based intervention for high-school age Native students, incorporating tradition and culture to support the prevention of sexually transmitted infections, HIV/AIDS, and to prevent teen pregnancy. The curriculum also addresses drug and alcohol use, suicide, and healthy relationships; and

WHEREAS, the Health Services Division recommends approval of a Memorandum of Agreement (MOA) with OHSU Center for Healthy Communities, which is incorporated herein by this reference; and

WHEREAS, the MOA will provide \$10,000 to the Tribe for implementation support of the Native STAND curriculum; and

WHEREAS, the Health Services Division has submitted the MOA for research review pursuant to the Tribe's Research Code; and

WHEREAS, the Center for Healthy Communities will share data and findings from the project as an aggregate written report, and provide a separate and confidential report for the Tribe with data and findings. Any references to

Memorandum of Agreement

Tribal Resolution

Examples: Community Approval



TAOS PUEBLO
CORE PREVENTION PROGRAM
DIVISION of HEALTH & COMMUNITY SERVICES
P.O. Box 18446 • Taos, New Mexico 87571 • (575) 758-7824 • (575) 758-3246

9/12/18

Dear Parents/Guardians,

My name is Naomi Concha and I am the Youth Outreach Coordinator for Taos Pueblo. I will be working alongside Julia Okanee, who is a Youth Outreach Worker. The purpose of this letter is to introduce ourselves as we will be more present in the schools and community, engaging with the Native American youth population. We are also planning on recruiting another Youth Outreach Worker to expand the program. We hope to formally meet each of you in person sometime in the near future.

As part of our youth outreach program, we will be providing services to your child (ren) in the school, but mostly in the community setting, via After School Indigenous Club and other activities. Some of the services offered will be: adopted evidenced based curriculums, as well as activities (outdoor, art, dance, music, leadership building, field trips, Tiwa language immersion, tutoring, etc.), service learning projects, and the further development of Youth Council. Attached to this letter you will find a brochure outlining our programs and activities. Should you give permission for your student(s) to participate, please stop by Red Willow Education Center to fill out permission slips. The After School Program is 5 days a week from 3 pm - 5:30 pm. You may also stop by our office at Health & Community Services during the day before 3 pm. There will be regular reminders and updates for any future events and any out of town trips will require a separate permission slip (transportation may be provided with advanced notice for many of the events/activities).

Our goal is to provide a safe, drug free and structured environment for the youth of our community while engaging them in fun and meaningful opportunities. We want to encourage all Native students to participate and take advantage of the exciting things to come. We look forward to working with you all! Please do not hesitate to call with any questions you may have. We can be reached at 575-758-7824 ext.108 (Julia) and ext.109 (Naomi) or 575-779-3177 (Naomi's work cell phone).

Sincerely,

Naomi Concha, Youth Outreach Coordinator

Julia Okanee, Youth Outreach Worker

SRPMIC DHHS PREVENTION INTERVENTION SERVICES
"Native STAND Program Orientation"
February 10, 2018
Recreation Department
12:00-4:00 PM

AGENDA

- I. Welcome and Introductions
- II. How we got started
- III. Native STAND Program Curriculum
- IV. Parents and students review and sign permission slips, students take survey (Once completed parents/guardians may leave)
- V. Break
- VI. Native STAND Journey-Goals, content, and procedures of the NS Program
- VII. Team Building-Learning to trust and cooperate with one another
- VIII. Acting Out-Role playing
- IX. Closing/Feedback/Movie time

Letter to Parents/Guardians

Community Presentation

What is your approval process?

Getting Community Approval and Buy-In

One of the lessons we learned throughout the process of developing the Native STAND curriculum is the importance of taking a holistic approach when approaching communities to discuss the curriculum. Just as the curriculum itself is comprehensive, so are the lives of the youth we hope to reach with Native STAND. STD, HIV, and teen pregnancy prevention are important to youth—but they are not *everything* there is for youth. Youth need support in making healthy decisions in every aspect of their lives, including sexual decisions. We hope that Native STAND will promote healthy decision-making for Native youth throughout their lives.

How Native STAND is implemented in your community depends on many things: Will it be part of a school health curriculum? Will it be an after school program? Will it be used in a public, private, tribal, or BIA school? Is the school physically located on Tribal lands? Is the school located in a state with restrictions on what can be taught in schools?

Once you know the answers to these questions, you can begin to identify the approval process that needs to happen. Depending on the situation, this can add many months onto the start-up process, especially if Tribal approval is required. You may have to make presentations to many groups to get community buy-in, including Tribal Councils, Boards of Education, School Boards, community groups, etc. Start early! Raise awareness of need. Get the input and support of concerned stakeholders.

If possible, it is very important to have an information session for parents of the selected peers before the program starts. (This will probably not be possible if you are implementing the curriculum in a residential school. Look for opportunities when parents may visit the school to have such a meeting.)

Again, depending on the situation, you may or may not need parental consent for the students to participate as peer educators in Native STAND. In some cases, an “active” or “opt-in” consent may be necessary. (This is a consent that the parents or guardians must sign in order for a student to participate in an activity.) In other settings, a “passive” or “opt-out” consent will suffice. (This is a consent that goes home to the parents or guardians with a statement that they should sign the

Use the Chat Box
to tell us what the
approval process
is for your
community...

Questions about the approval process?



Use the Chat Box
to tell us what
questions you
have about the
approval
process...

Youth Recruitment



HEALTHY
NATIVE
YOUTH

What have been your most effective methods for recruiting youth?

- Enter your ideas into the chat box!
- Some options:
 - ▣ Social Media
 - ▣ Recruitment through partnerships with other programs
 - ▣ Using incentives
 - ▣ Captive audiences (school based programs)
 - ▣ Snowball recruitment
 - ▣ Incorporating programming into existing after-school services
 - ▣ Flyers and posters
 - ▣ Food or incentives



Why Recruitment Matters

- Sets the tone for your program
- First opportunity to learn about your students and their families or community
- First opportunity to make a good impression
- Ensures program success
- Helps meet your grant or evaluation recruitments
- Provides the number of students needed for activities in class

Any other reasons why recruitment matters?



Use the Chat Box to tell us what you think...

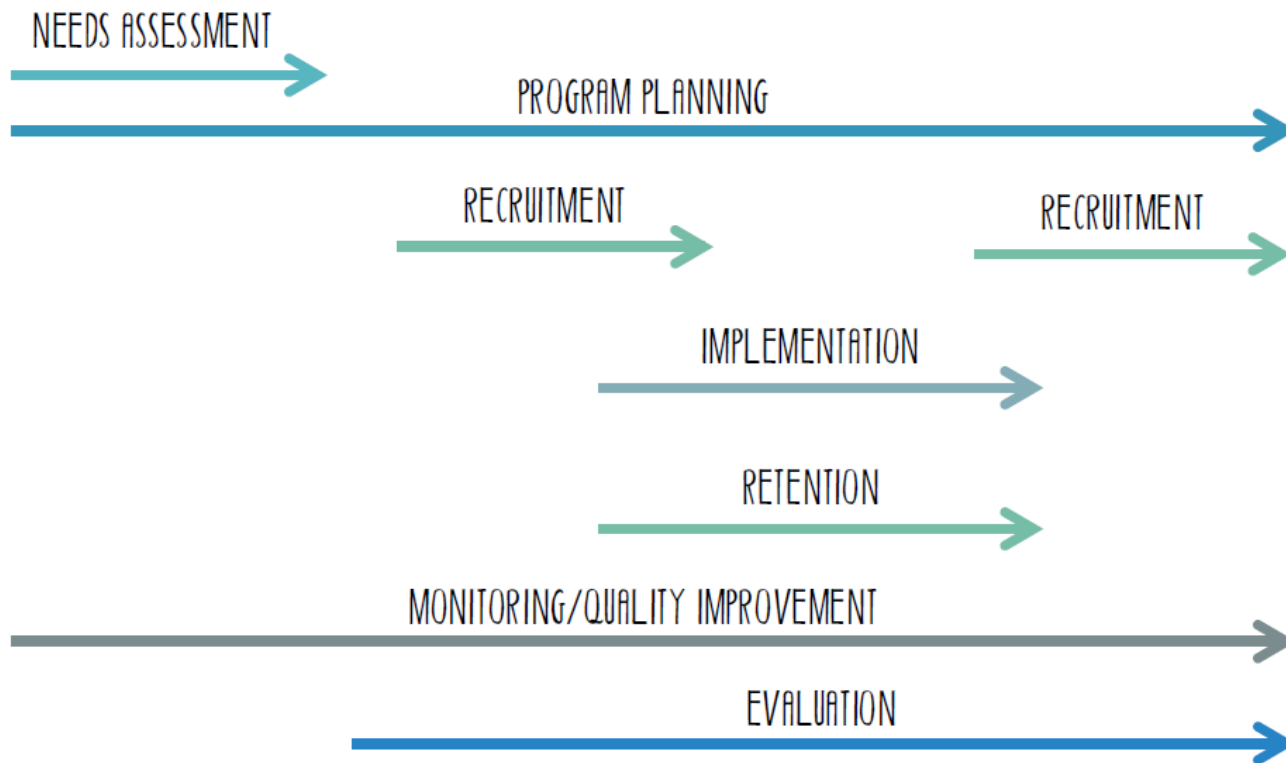


Recruitment Planning

- Youth Programs include:
 - ▣ Needs Assessment
 - ▣ Program Development/
Planning
 - ▣ Recruitment
 - ▣ Implementation
 - ▣ Retention
 - ▣ Program Monitoring/
Quality Improvement
 - ▣ Evaluation
- Have Fun
- Add Dedicated
Recruitment Time to
Your Timeline
- Use Several Methods
- Track and Monitor Your
Process for QI
- Make Improvements to
Your Processes

Timing for Recruitment

PROGRAM IMPLEMENTATION TIMELINE



Recruitment Planning and Tracking

Broad Recruitment/ Outreach

Date	Site/Location	Recruitment Method	# of Contacts	Follow Up Tasks	Progress/ Notes
10/8/18	East School	Drop of flyers for PTA Meeting	35 flyers	Check in with Parent Liaison	Check back in 2 weeks to enroll
10/13/18	Health Fair @ Clinic	Tabling, mini-presentation at lunch	150 people	Follow up Email to interested students/ parents	35 parents wanted more information about enrollment

Targeted Recruitment/ Outreach

Date	Site/Location	Recruitment Method	# of Contacts	Follow Up Tasks	Progress/ Notes
10/9/18	Q After-School Program	Presentation to After-School Program Students	15 youth	Send additional flyers/ permission slips for parents	Check back in 2 weeks to enroll
10/10/18	West School	Presentation to Parent/Teacher Association	10 parents	Email enrolled students/parents	Enrolled 9 students for Cohort 1

How will you recruit youth?



Use the Chat Box to tell us how you plan to recruit youth...

Practice in Action



HEALTHY
NATIVE
YOUTH

What do we KNOW? What can we SHARE?



Use the Chat Box
to tell us what
you think...

Promotional Materials



**HEALTHY
NATIVE
YOUTH**

www.healthynativeyouth.org
@healthyn8vyouth
Listserve: Text "YouthNews" to 22828
Text Message: Text "Healthy" to 97779
fb.com/HealthyNativeYouth
native@npaihb.org



ENGAGING. RELEVANT. EFFECTIVE.

HealthyNativeYouth.org is a one-stop-shop to expand learning opportunities for Native youth. The site includes curricula, trainings, and tools to help you deliver age-appropriate health programs.



Next Steps/ Collaboration...



□ **Homework:**

What resources will you need to implement your curriculum (e.g. time/ schedule, location, staff, getting the word out)?

How will I know if I'm delivering the content as intended?

□ **Who Can I invite to the next call?**

Implementation Planning & Fidelity Monitoring

Guest Speakers: Stephanie Craig Rushing & Nicole Trevino

November 14th (Wed.), 10-11 am PST



Community of Practice Goals

Second Wed. of every month from 10-11PST	Community of Practice Focus
September 12th	Using HNY to Select A Curriculum
October 10th	Organizational Approval & Youth Recruitment
November 14th	Implementation Planning & Fidelity Monitoring
December 12th	Parent Engagment & How to Answer Parent Questions
Janurary 9th	Youth Engagement: Social Media, Text Messaging
February 13th	Technical Assistance for Selected Curriculum & Trouble Shooting Tech Issues
March 13th	Cultural Connectedness: Supporting curriculum with Enhancement Activities
April 10th	LGBTQ2S Inclusion
May 8th	New to the Rez: Becoming an Ally, Understanding & Working with Tribal Communities
June 12th	Tap into Online Resources: We R Native & I Know Mine
July 10th	Stay Connected: Community Engagement
August 14th	HNY Feedback Session

Thank you! Other questions?

Contact:

Amanda Gaston, MAT
agaston@npaihb.org



This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary's Minority AIDS Initiative Fund.



HEALTHY
NATIVE
YOUTH