Building New Partnerships: Learning to Work with American Indian and Alaska Native Communities

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Kendra King Bowes, Native American Management Services, Inc. (NAMS)
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Disclaimer

• Educational or instructional materials referenced during this presentation are for informational purposes only. Presenters' references to these materials do not constitute endorsement by FYSB. Any statements expressed are those of the presenters and do not necessarily reflect the views of FYSB.
Objectives

• By the end of this workshop, participants will be able to:
  – Understand more about American Indian/Alaska Native (AI/AN) communities and unique challenges faced by Native youth as it relates to adolescent sexual health;
  – Assess opportunities for partnership with Native communities; and
  – Describe at least 3 promising practices for working with Native communities.
Our 90 Minutes Together

• Introductions & Icebreaker
• AI/AN Communities in the U.S.
• Partnering to Better Serve AI/AN Youth
• Promising Practices for Working with Native Communities
• Experience from the Tribal Personal Responsibility Education Program (Tribal PREP)
• Reflection and Q&A
That’s Me!
That’s Me!

- Warm-up: I work in the field of teen pregnancy prevention.
- I am a direct service provider.
- I am an evaluator.
- I am an administrator or program manager.
- I do something other than those roles.
- I work for a tribe.
- I work for a tribal organization.
- I work for an organization that partners with tribes or tribal organizations.
- I have done TPP work with tribes or tribal organizations before.
- I want to learn more about promising practices for working with Native communities!
Understanding more about...

AMERICAN INDIAN/ALASKA NATIVE COMMUNITIES
AI/AN Communities in the U.S.

- 567 federally recognized tribes and approximately 200 state/non-federally recognized tribes
- 5.4 million self-identified AI/ANs alone or in combination with other races
- 71% of AI/ANs now in urban areas
- States with largest AI/AN population in 2010: California, Oklahoma, Arizona, Texas, New York, New Mexico, Washington, North Carolina, Florida and Michigan
American Indian or Alaska Native Alone or in Combination as a Percent of County Population: 2010

Percent of Population
- 8.0 or more
- 3.0 to 7.9
- 1.5 to 2.9
- Less than 1.5
Locating Federally Recognized Tribes

- Federal Bureau of Indian Affairs: [www.indianaffairs.gov](http://www.indianaffairs.gov)

  - The **Tribal Leaders Directory** provides contact information for each federally recognized tribe. The electronic, map-based, interactive directory also provides information about each BIA region and agency that provides services to a specific tribe. Additionally, the directory provides contact information for Indian Affairs leadership. [http://www.bia.gov/WhoWeAre/BIA/OIS/TribalGovernmentServices/TribalDirectory/index.htm](http://www.bia.gov/WhoWeAre/BIA/OIS/TribalGovernmentServices/TribalDirectory/index.htm)
Risk and Protective Factors for...

AMERICAN INDIAN/ALASKA NATIVE YOUTH
Activity: Facts and Figures!

• At your table, there is an envelope with strips of paper containing statistics and their accompanying data points.

• In your groups, work to match the statistics with the correct data points.

• Once you are satisfied with your answers, tape them to the flip chart provided for your table.

• Post your flip chart on the wall.
• Percentage of all teens in the U.S. who are of AI/AN descent (2000 Census): 2%

• Number of teens on the U.S. census who report being AI/AN and of only one race (2000 Census): 232,000

• Number of teens on the U.S. census who report being AI/AN in addition to another race (2000 Census): 57,600

• Percentage of AI/AN youth who have ever had sex (YRBS, 2011): 69%

• Percentage of AI/AN youth who report using a method of contraception the first time they had sex (NLSAH, 2009): 63%

• Percentage of AI/AN youth who report using a method of contraception the last time they had sex (NLSAH, 2009): 59%
• Percentage of AI/AN youth who report using a condom the last time they had sex (NLSAH, 2009): **35%**

• Teen birth rate (per 1,000 females) of AI/AN youth ages 15-19 (NCHS, 2015): **25.7**

• Teen birth rate (per 1,000 females) of AI/AN youth ages 18-19 (NCHS, 2015): **45.8**

• Estimated rate of HIV diagnoses among AI/AN males (per 100,000) (CDC, 2011): **18**

• Estimated rate of HIV diagnoses among AI/AN females (per 100,000) (CDC, 2011): **14.5**

• Gonorrhea rate in 2010 among the AI/AN population was _____ times the rate among whites (CDC, 2010): **4.6**

• Percentage increase in the rate of Chlamydia among AI/AN population between 2009 and 2010 (CDC, 2011): **7.8%**
Protective Factors Among AI/AN Youth

- Cultural Connectedness/Enculturation
  - Reduced prevalence of suicide
  - Academic success
  - Increased school belongingness
  - Stronger adherence to anti-drug norms
  - Higher self-esteem
  - Higher social function
  - Increased resilience (a combination of pro-social and lack of problem behaviors)

- Adolescent self-efficacy
  - Decreased alcohol use
  - Decreased suicide attempt
  - Decreased violent behavior

- Family connectedness
  - Increase in mental health and well-being
  - Academic success
  - Increased resilience
  - Decreased alcohol use
  - Decreased substance use
  - Decreased violent behavior

Partnersing to better serve AI/AN youth
Small Group Work: Instructions

- Go to your assigned table based on the sticker on your handout.
- At your table, read the youth case study that is provided.
- As a group, discuss any initial reflections you have about the young person in your case study.
- Pass out the partnering organization descriptions; have each person read about 1-2 potential partners.
- In your group, have each person share briefly what they learned about their potential partner organization(s).
- Discuss as a small group which potential partners you think would be the best fit to better serve your young person.
- Identify your top 2-3 ideal partners.
- Prepare to report out to the larger group about your case study and selections.
Partnerships

- Tribal Governments
- Urban Indian Programs/Clinics
- Area Indian Health Boards and Inter-Tribal Organizations
- Indian Education Programs
- Native Youth Councils, Clubs, Associations
- Cultural Programs
Promising Practices for Working with Native Communities

• Establish connection within tribe or Native organizations
• Include images of AI/AN youth with others in materials
• Provide culturally appropriate resources, examples, etc.
• Include cultural activities and Native elders
• Have youth share their culture with others
• Use stories
• Include art and hands-on activities
• Allow enough wait time when asking students questions
Partner to Increase Protective Factors

• Increasing the number of protective factors available to AI/AN adolescents is \textit{as effective or more effective} in promoting healthy behaviors than decreasing risk factors.

• Interventions that focus on enhancing protective factors are especially beneficial because the positive health effects affect \textit{all} members of a community.

Source: Mackin et al. 2012
Native Teen Voices Study

- Minnesota–based study of 148 Native male and female adolescents

- Identified five themes for preventing teen pregnancy in Native communities
  - Show Native youth the reality and consequences of adolescent pregnancy
  - Enhance and develop culturally relevant school– and community–based pregnancy prevention programs for Native youth through the implementation of Native–led pregnancy prevention discussions (relying on family members and elders) and culturally based activities and programs (e.g., include Native ceremonies and other cultural practices)
  - Improve Native adolescents‘ access to contraceptives
  - Discuss adolescent pregnancy with Native youth allowing them the opportunity to talk to Native peers and facilitators or other trusted adults about the issue
  - Use key prevention messages and media, which includes representations of AI/AN youth, to reach Native youth

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Tribal Personal Responsibility Education Program (Tribal PREP)

- Funds tribes and tribal organizations to develop and implement culturally appropriate APP programs among AI/AN youth
  - 2011-2015 cohort: 16 grantees
  - 2016-2021 cohort: 8 grantees
Zuni Youth Enrichment Project (ZYEP)

DY MESA Program

- ZYEP’s track record of successful programming in Zuni
- Identified key stakeholders early and involved them in the planning process: Zuni Public School District
- Developed a well organized plan with achievable milestones
- Highlighted the positive aspects of the program: promoting youth development > preventing negative outcomes
- Program Advisory Council
Seeing from a New Perspective: Revisiting the Case Study

• In your, case study groups:
  – Identify one promising practice for working with Native communities
  – Describe how it could apply to your case study
  – Report out to the larger group
1. One idea I have about partnership that has taken root during this session is...

2. One way I might branch out in my work is...

3. I still have some room to grow when I think about...
Resources

- **American Indian and Alaska Native Culture Card - A Guide to Build Cultural Awareness:** [http://store.samhsa.gov/shin/content/SMA08-4354/SMA08-4354.pdf](http://store.samhsa.gov/shin/content/SMA08-4354/SMA08-4354.pdf)

- **Healthy Native Youth:** [www.healthynativeyouth.org](http://www.healthynativeyouth.org)

- **Native American Heritage Month:** [http://nativeamericanheritagemonth.gov/index.html](http://nativeamericanheritagemonth.gov/index.html)

- **Native Youth Sexual Health Network:** [http://www.nativeyouthsexualhealth.com/](http://www.nativeyouthsexualhealth.com/)


- **Rock Your Mocs:** [https://www.facebook.com/RockYourMocs/](https://www.facebook.com/RockYourMocs/)

- **Urban Indian Health Institute:** [http://www.uihi.org/](http://www.uihi.org/)

- **We R Native:** [http://www.wernative.org/](http://www.wernative.org/)

Thank you!

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AI/AN Communities in the United States:

- 567 federally recognized tribes and approximately 200 state/non-federally recognized tribes
- 5.4 million self-identified AI/ANs alone or in combination with other races
- 71% of AI/ANs now in urban areas
- States with largest AI/AN population in 2010: California, Oklahoma, Arizona, Texas, New York, New Mexico, Washington, North Carolina, Florida and Michigan.

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*Notes, sketches, and ah-ha's...*
### Facts and Figures for AI/AN Youth

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# Protective Factors Among AI/AN Youth

## Cultural Connectedness/Enculturation
- Reduced prevalence of suicide
- Academic success
- Increased school belongingness
- Stronger adherence to anti-drug norms
- Higher self-esteem
- Higher social function
- Increased resilience (a combination of pro-social and lack of problem behaviors)

## Family Connectedness
- Increase in mental health and well-being
- Academic success
- Resilience
- Decreased alcohol use
- Decreased substance use
- Decreased violent behavior

## Adolescent Self-Efficacy
- Decreased alcohol use
- Decreased suicide attempt
- Decreased violent behavior

## Partnerships
- Tribal Governments
- Urban Indian Programs/Clinics
- Area Indian Health Boards and Inter-Tribal Organizations
- Indian Education Programs
- Native Youth Councils, Clubs, Associations
- Cultural Programs
Promising Practices for Working with Tribes | Notes
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- Establish connection within tribe or Native organizations
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- Provide culturally appropriate resources, examples, etc.
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- Use stories
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- Increasing the number of protective factors available to AI/AN adolescents is *as effective* or *more effective* in promoting healthy behaviors than decreasing risk factors.
- Interventions that focus on enhancing protective factors are especially beneficial because the positive health effects affect *all* members of a community.

- Show Native youth the reality and consequences of adolescent pregnancy
- Enhance and develop culturally relevant school- and community-based pregnancy prevention programs for Native youth through the implementation of Native-led pregnancy prevention discussions (relying on family members and elders) and culturally based activities and programs (e.g., include Native ceremonies and other cultural practices)
- Improve Native adolescents’ access to contraceptives
- Discuss adolescent pregnancy with Native
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Healthy Teen Network Conference, 2016

| youth allowing them the opportunity to talk to Native peers and facilitators or other trusted adults about the issue | Use key prevention messages and media which includes representations of AI/AN youth to reach Native youth. |

Notes, doodles, and ah-has...

Resources

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**Reflection**

One idea I have about partnership that has taken root during this session is...

One way I might branch out in my work is...

I still have some room to grow when I think about...
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Case Study #1
Sue is a tribal member living in an urban area. She is in the sixth grade at a local public school. She plays basketball and is involved in the Native American Student Association at her school. She also is a jingle dress dancer and enjoys participating in pow-wows. She and her family get health care from the Indian health clinic in their city.

Case Study #2
Alec lives in a town with a population of approximately 20,000. He is an eighth grader at the local public school, where he gets support from the Indian Education Program. He is an enrolled tribal member and lives within the service area of his tribe. He is active in the United National Indian Tribal Youth (UNITY) Council. He travels an hour away to the tribal health clinic to receive health care.

Case Study #3
Kara lives on a reservation with her family and extended family. They are in a rural area several hours away from the nearest city. She uses Indian Health Service for her health care needs and attends a Bureau of Indian Education school. She is on the Student Council and is taking a Native language class. She is in the seventh grade.

Case Study #4
Tom is in the ninth grade at a Bureau of Indian Education boarding school and has been attending the school for the last few years. His family lives out-of-state, but he is able to visit them during school breaks. Through afterschool programs, he has been learning about his classmates and their various tribal communities.
Case Study #5

Ann is a sixth grader living in a large city in the Midwest. She is not an enrolled tribal member, but enjoys learning about her Native heritage by attending local pow-wows and heritage festivals. Her family is involved in the local Urban Indian Association and she has joined an American Indian/Alaska Native club at her school.

Case Study #6

Brady is an eighth grader whose family has moved back and forth between the reservation and an urban area based on employment opportunities for his parents. He enjoys participating in the culture camp held every summer by his tribe.
Partnerships

Tribal Governments:

The U.S. government officially recognizes more than 560 Indian tribes in the contiguous 48 states and Alaska. These federally recognized tribes are eligible for funding and services from the federal government, either directly or through contracts, grants, or compacts. Tribal governments may provide their own services such as healthcare, youth programs, etc.

Urban Indian Health Programs:

There are many non-profit organizations nationwide that receive some amount of funding from the Indian Health Service. Almost half of the programs receive Medicaid reimbursement as Federally Qualified Health Centers. A range of programs include: information, outreach and referral, dental services, comprehensive primary care services, limited primary care services, community health, substance abuse (outpatient and inpatient services), behavioral health services, immunizations, HIV activities, health promotion and disease prevention, and other health programs funded through other state, federal, and local resources (i.e. WIC, Social Services, Medicaid, Maternal Child Health, etc.).

Area Indian Health Boards and Inter-Tribal Organizations:

Area Indian Health Boards typically cover a particular region of the country, aligning with the Indian Health Service areas. Within that region, they cover multiple states and numerous tribes. They are non-profit organizations that offer diverse health promotion and prevention educations programs, as well as specialized public health services, and technical assistance to their member tribes. There are also inter-tribal organizations, which represent the tribes in their state, such as the Inter-Tribal Council of Michigan or Inter-Tribal Council of Arizona. Inter-tribal organizations act as a forum, serve as an advocate, and provide technical assistance to member tribes.

Indian Education Programs:

Indian Education programs are supported through the federal government. Through these programs, supplemental services are provided to American Indian/Alaska Native students enrolled in grades PK-12. Eligibility for services is based on a completion of a federal form.
Services provided may include: academic tutoring, cultural books, cultural enrichment activities, scholarship information, etc. Some schools may also have a parent advisory committee that assists with activities.

**Native Youth Councils, Clubs, Associations:**

A youth council represents a practical way of enabling youth to have a meaningful role in helping solve community problems. Types of youth councils include: Tribal Youth Councils; Alaska Native Village Youth Councils; Urban Youth Councils; High School Indian Clubs; and Church-sponsored Youth Groups. Groups provide a collective voice and represent the tribal youth in all matters that concern them; serve as a means of mobilizing and coordinating the actions of youth, other community members and organizations toward positive goals; promote the development of future tribal leaders; help solve problems facing tribal youth; coordinate school and community service projects; and provide opportunities for the youth to interact for fun and fellowship. There are also almost 175 Native Boys and Girls Clubs across the country that serve nearly 90,000 Native youth.

**Cultural Programs:**

These programs may involve participation in ceremonies and rituals, tribal crafts, and traditional forms of living. Specific examples include: attending social dances, storytelling, sewing quilts, learning Native language, cooking traditional foods, making jewelry and moccasins, hunting, fishing, traditional sports, etc. These activities are hosted by tribes, urban Indian centers, elders groups, local colleges and universities, museums/cultural centers, etc.