

May 21, 2025 | 10:00-11:00 am PST



We Are Here Now Toolkit

Land Acknowledgement

NPAIHB serves the 43 federally-recognized tribes of Oregon, Washington and Idaho and our office is located within the traditional and ancestral homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin, Kalauya and many other indigenous nations of the Willamette and Columbia River regions.



**NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD**
Indian Leadership for Indian Health



Funding Credit

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.



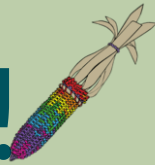
Let us
Start with a
Blessing...

**You, whose day it is, make it
beautiful. Get your rainbow colors,
so it will be beautiful.**

-Nootka song to bring fair weather



Yá'át'ééh! haʔt sləx̣il! Hau Koda!



Paula Firemoon

(unci'/grandma)

Sioux, Assiniboine

I love my extended family.

pfiremoon@fpcc.edu



Olivia Johnson

(she/her)

Sioux, Assiniboine

I love laughter, connecting with others, and enjoying time with friends and family.

ojohnson@fpcc.edu



Elizabeth Rink

(she/her)

I love being outside in nature and laughing with all the wonderful people in my life....

elizabeth.rink@montana.edu



**NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD**

Indian Leadership for Indian Health

Live Virtual Training Logistics



Logistics

- You are muted
- If comfortable, share video
- AI Notetaker is disabled

Engagement

- Chat box
- Icons (Zoom & More)





WELCOME BACK WITH *Healthy Native Youth*



Welcome!





Please introduce yourself in the chat box. Include your:

- Name, Pronouns
- Tribe/ Organization
- What are you hoping to learn today?



Digital Learning Tool

A document titled "Digital Learning Agreement" with a teal circular background. At the top are four icons: a person, a book, a speech bubble, and a thumbs up. The text includes instructions for teachers/parents, a pledge for students, and sections for "Be responsible", "Stay safe", and "Think first". It is signed by "common sense education" and includes a Creative Commons license.

Digital Learning Agreement

Teachers or parents: Use this document at the beginning of the school year to set a positive culture of digital citizenship in your classroom. Copy or download this form, and add or delete items to customize it. Go over the pledge with students; then make sure the student and a parent/caregiver sign it.

As a student and a digital citizen, I agree to:

Be responsible. I will ...


- Do my best to complete my schoolwork and assignments.
- Take care of my device by:
 - not dropping or tossing it.
 - putting it down on a clean, flat surface.
 - not eating or drinking when I use it.
- Tell my teacher and parent or caregiver if my device is broken, stolen, or lost.
-

Stay safe. I will ...

- Not share my school account passwords with anyone other than my teacher and parent or caregiver.
- Not create accounts or share private information without my family's permission. (This includes my full name, date of birth, address, phone number, and photos or videos of myself.)
- Tell my teacher or an adult I trust if anything makes me feel uncomfortable online, or if anyone acts inappropriately toward me.
-

Think first. I will ...

- Remember that teachers and administrators can see whatever I say and do on a school-issued device during video meetings, in emails and chats, and on shared documents.
- Not post anything online that I wouldn't want my family, teachers, college admissions officers, or future employers to see because posts and comments can be saved and shared without my knowledge.

 **common sense education** © 2018

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- Investigate whether a source is credible because not all information online is true.
- Give proper credit whenever I use, reference, or share someone else's creative work online.

https://docs.google.com/document/d/15od_aYkTTQMzfz8p7tDJaIjr9s-JGaJrNkmEk-8GX4/edit



**NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD**
Indian Leadership for Indian Health

We've Got Goals!

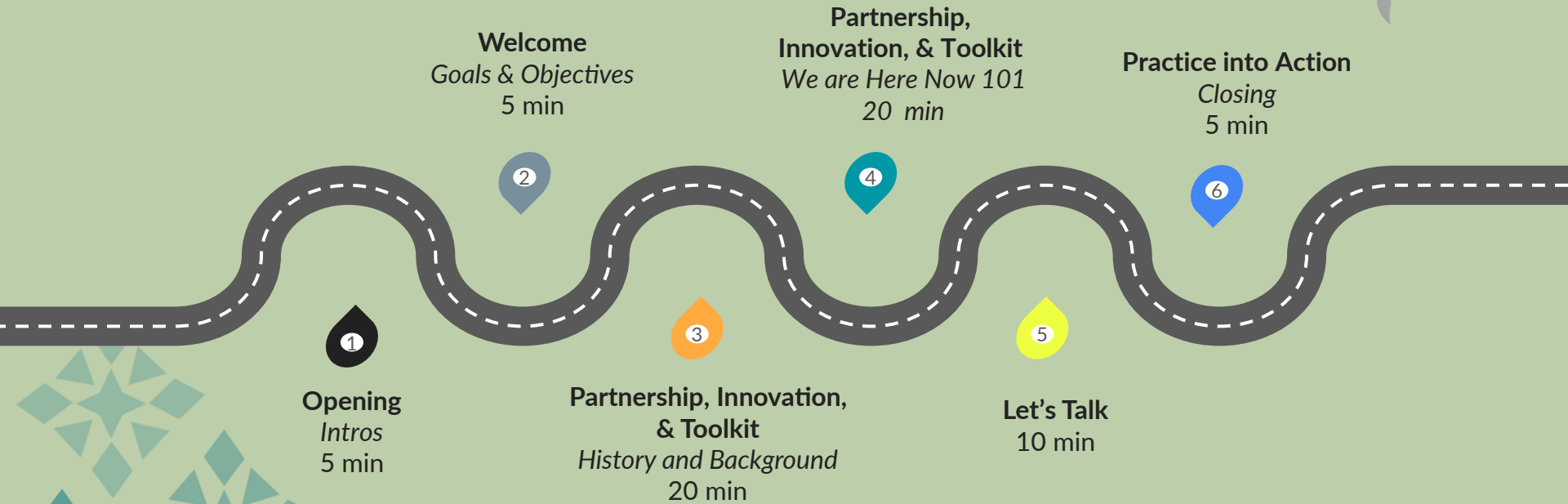
By the end of today's session,
you will be able to...

- **Learn** about innovative partnerships in AI/AN Adolescent Health
- **Gain** knowledge about a new intervention and toolkit



NPAIHB

Where Are We Going





NenŪnkŪmbi/ Edahiyedo We Are Here Now

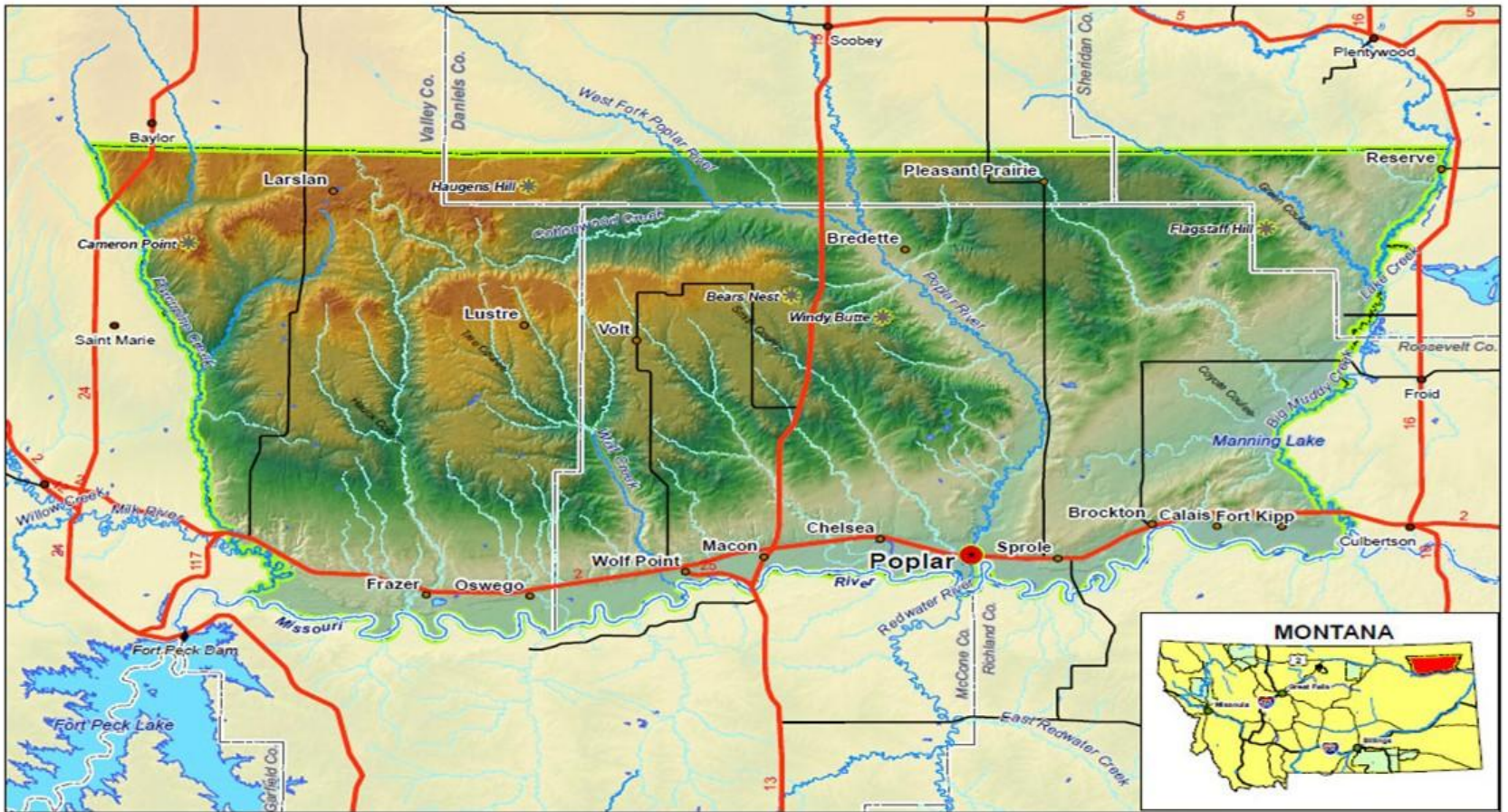


Sexual and reproductive health interventions grounded in community and culture have the potential to improve wellbeing within individuals, families, communities and systems.



Our Story

- We Are Here Now is grounded in a 20-year partnership with the Fort Peck Tribes Executive Board (TEB), the Fort Peck Tribal Health Department (FPTH), Fort Peck Community College (FPCC), and Montana State University (MSU).
- We Are Here Now was initiated by the Fort Peck Tribal Executive Board in 2014 based on a study with Montana State University on sexually transmitted infections and the TEB's concerns about unintended pregnancies in high school students.
- Based on an exploratory and pilot study from 2014 to 2017, FPCC and MSU designed, implemented, and evaluated We Are Here Now from 2018 to 2024.



FORT PECK INDIAN RESERVATION - Assiniboine and Sioux Tribes -



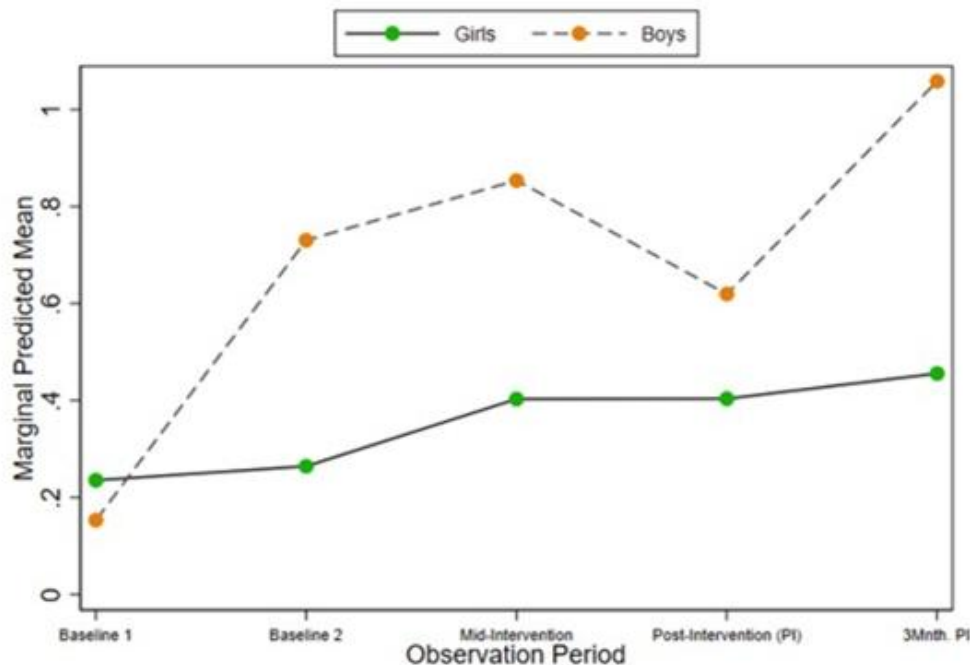
- Tribal Headquarters
- Reservation Boundary
- County Boundaries



Intervention Overview

Individual	Family	Community	Systems
<p>Native STAND (NS)</p> <p>18-session school-based curriculum (2x/month for 9 months)</p>	<p>Parent Packet: A Sexual and Reproductive Health Guide for Parents</p>	<p>Cultural Mentoring Program (CM)</p> <p>6 mentoring sessions</p>	<p>Agency Coordination (AC)</p> <p>Monthly Meetings for 12 months</p>
<p>NS 1: Introduction - Part 1</p> <p>NS 2: Introduction - Part 2</p> <p>NS 3: Culture & Tradition - Part 1</p>		<p>CM 1A: Dakota Sioux Kinship Networks & Concept of Family</p>	
<p>NS 4: Culture & Tradition - Part 2</p> <p>NS 5: Healthy Relationships - Part 1</p> <p>NS 6: Healthy Relationships - Part 2</p>		<p>CM 1B: Nakoda Kinship Networks & Concept of Family</p>	
<p>NS 7: Reproductive Health - Part 1</p> <p>NS 8: Reproductive Health - Part 2</p> <p>NS 9: Reproductive Health - Part 3</p>		<p>CM 2: Traditional Male/Female Roles & Cultural Beliefs About Healthy Relationships</p>	
<p>NS 10: Pregnancy & Parenting</p> <p>NS 11: Preventing Pregnancy & Condoms</p> <p>NS 12 & 13: Sexually Transmitted Diseases & HIV/AIDS</p>		<p>CM 3: Cultural Values About Behavior</p>	
<p>NS 14: Alcohol & Drugs</p> <p>NS 15: Mental Health & Sex</p> <p>NS 16: Negotiation, Refusal Skills, & Decision-Making</p>		<p>CM 4: Cultural Beliefs About Parenting and the Role of Family</p>	
<p>NS 17: Effective Communication</p> <p>NS 18: Putting It All Together</p>		<p>CM 5: The Role of Ceremony in Traditional Dakota & Nakoda Culture</p>	<p>AC meetings will take place to remove barriers and facilitate SRH services for Fort Peck tribal youth. AC meetings will be monthly between the Fort Peck Tribal Health Department, Indian Health Services, schools, the Fort Peck Health Promotion Disease Prevention Program, Fort Peck Community College, MSU researchers, and other youth-serving agencies on the Fort Peck Reservation.</p>

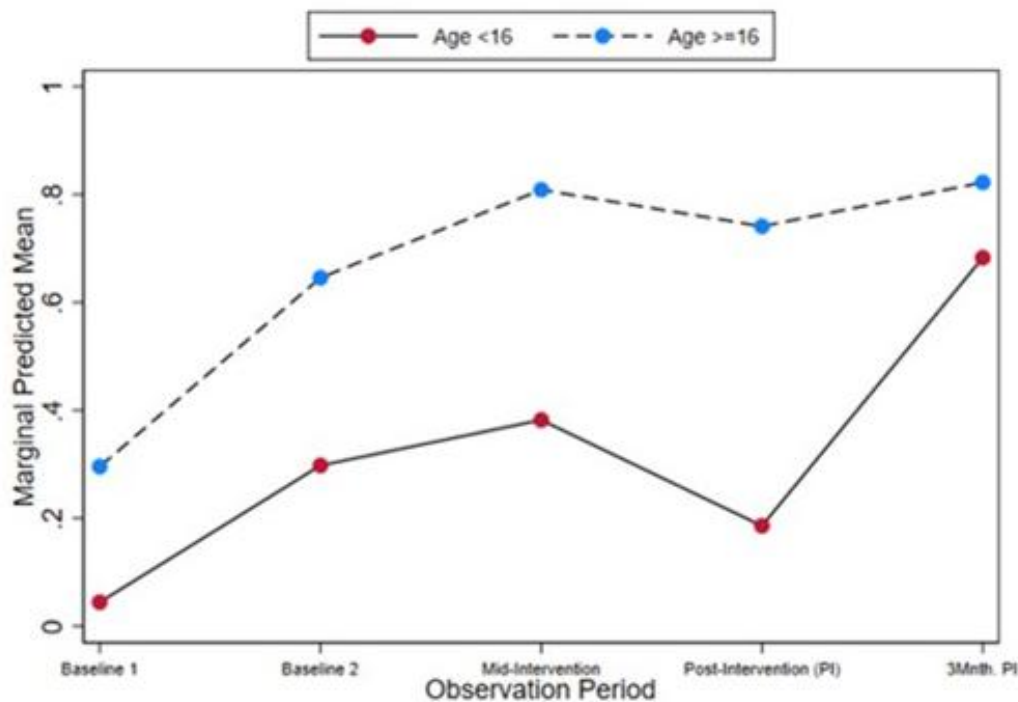
Figure 2. Marginal Predicted Mean Number of Protected Sex Acts by Observation Period and Gender of Student*: Multi-level, multicomponent sexual and reproductive health intervention for American Indian Youth (NE), Fort Peck Reservation, 2019-2023



*Values represent the marginal predicted mean number of protected vaginal and anal sex acts derived from a negative binomial regression model. The model was adjusted for age, gender, intervention period, interaction effects between age group, gender, and intervention period, school site, months since baseline, any change in gender identity, and COVID-19 impact. Random intercepts were included to account for clustering within individual students, and predictions were offset by the log of the number of sexual partners.



Figure 3. Marginal Predicted Mean Number of Protected Sex Acts by Observation Period and Age of Student*: Multi-level, multicomponent sexual and reproductive health intervention for American Indian Youth (NE), Fort Peck Reservation, 2019-2023



*Values represent the marginal predicted mean number of sexual partners derived from a mixed-effects linear regression model. The model was adjusted for age, gender, intervention period, interaction effects between gender and intervention period, school site, months since baseline, any change in gender identity, and COVID-19 impact. Random intercepts were included to account for clustering within individual students.



NE Secondary and Tertiary Outcomes

Secondary Outcomes	Gender	Age
Delayed Onset of Sexual Intercourse	Male, $p=0.034^*$	≥ 16 years of age, $p=0.003^{**}$
Decreased Frequency of Sex	Female, $p=0.010^{**}$	≥ 16 years of age, $p=0.016^{**}$
Tertiary Outcomes		
Increased Caregiver Communication	Female, $p = 0.010^{**}$	< 16 years of age, $p=0.025^{**}$
Increased Utilization of SRH Clinical Services	Female, $p = 0.005^{**}$	≥ 16 years of age, $p=0.029^{**}$ < 16 years of age, $p=0.009^{**}$

*mid-intervention; ** 3 month post-intervention

Table 1: Main themes, related subthemes, and associated endorsements from each perspective (youth, caregiver, teacher, FAS forms)

Main theme	Subtheme	Endorsements			
		Youth	Caregivers	Teachers	FAS
Facilitators to intervention delivery	Integrating local cultural knowledge	x	x	x	x
	Encouraging youth engagement with multiple teaching modalities	x	x	x	x
	Leveraging community and relationships to deliver SRH-specific content	x	x	x	
	Caregivers supporting caregivers		x	x	x
	Fostering administrative flexibility	x		x	x
Barriers to intervention delivery	Loss of Indigenous cultural knowledge and practices	x	x	x	
	Youth disengagement	x	x	x	x
	Historical loss of SRH educational practices	x	x	x	
	Less-than-expected caregiver representation		x	x	x
	Administrative inflexibility	x		x	x
Perceived outcomes of the intervention	Restoring Indigenous cultural knowledge		x	x	
	Learning healthy relationships	x	x	x	
	Encouraging sexual behavior change	x	x	x	
	Encouraging healthy communication	x	x	x	
Suggestions for future intervention delivery	Continuing integration of cultural knowledge and community building	x	x	x	x
	Including new learning topics	x	x		
	Incorporating administrative changes	x	x	x	x

View & Download We Are Here Now Toolkit

<https://www.allysonkelleypllc.com/we-are-here-now>

→ ↻ 🌐 allysonkelleypllc.com/we-are-here-now ☆ 📄 🌐

We Are Here Now

read more



What's included in the We Are Here Now toolkit?

- **Part 1** Beginning the Journey: Where We Have Been
- **Part 2** Intervention Components and Materials
- **Part 3** Evaluation
- **Part 4** Dissemination Methods and Examples
- **Part 5** Cultural Relevance
- **Part 6** Preparing for a Randomized Controlled Trial (RCT) in a Tribal Community
- **Part 7** Supporting Materials

This has been a living intervention. It was not set in stone. If we had to run it the way we had it in the beginning, we would not have had this success. We had to make changes and listen to the people we were educating. It will always need fine-tuning. It is a different school and a different group of kids.

Something that they can listen to and get it. This intervention is the product of a lot of the ground fine-tuning. We did not just read, come in, and say we should do this. We worked it, and we tried it. It will always need that as time changes. You might go to another community. People are all different in every community.

- Olivia Johnson



Part 2: Intervention Components & Materials

- Individual= 18 sessions with school-based curriculum (2x month/9 months)
- Community= 5 Cultural Mentoring sessions with Cultural Mentor
- Family= Parent Packet: ***A Sexual and Reproductive Health Guide for Parents***
- Systems= Agency Coordination



Individual: Native STAND



- Introduction Part 1
- Introduction Part 2
- Culture & Tradition Part 1
- Culture & Tradition Part 2
- Healthy Relationships Part 1
- Healthy Relationships Part 2
- Reproductive Health Part 1
- Reproductive Health Part 2
- Reproductive Health Part 3
- Parenting & Parenting
- Preventing Pregnancy & Condoms
- Sexually Transmitted Diseases
- HIV/AIDS
- Alcohol & Drugs
- Mental Health & Sex
- Negotiation, Refusal Skills, & Decision-Making
- Effective Communication
- Putting It All Together



Community: Cultural Mentoring Sessions

Topics covered

- Kinship networks
- Concepts of Family
- Traditional male & female roles
- Healthy relationships
- Tribal-specific ceremonies

Collaborative effort

- Elders
 - Nakoda & Dakota
 - Male & Female
- Cultural mentors
 - Nakoda & Dakota
 - Male & Female
- Fort Peck Language & Cultural programs

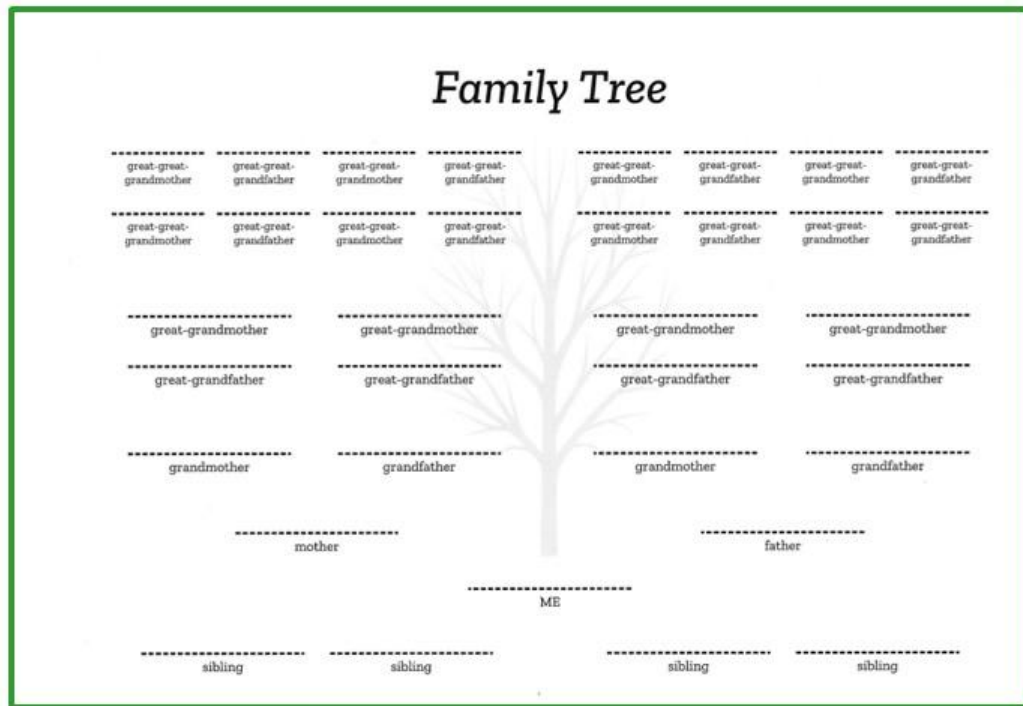
Cultural Mentoring Session

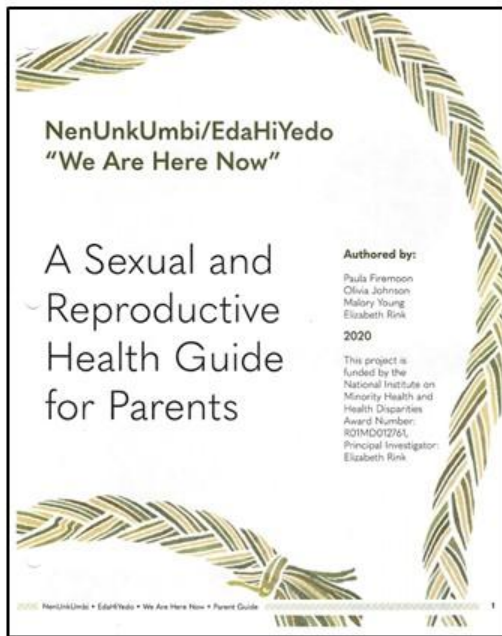
“Kinship Networks & Concept of Family” Family Tree Activity

This session concludes with an activity in which we help students to identify their immediate and extended family members and place them in their correct areas on the tree.

We provide information on resources that are available to help them find pertinent information to complete their family tree.

The end of class is spent using resources that are available in the classroom and use oral history from Cultural Mentor and educators to help fill in any unknown members if they are familiar with the family.





Materials

The Sexual and Reproductive Health Guide for Parents Packet

What it provides

- Empowerment
- Education
- Safe environment

Family

Topics covered

- Kinship networks
- Puberty
- Making decisions about sex
- Sexual Protection
- Sexually Transmitted Diseases
- Birth Control
- Sexual Abuse/Rape
- Masturbation
- Negotiation skills
- Cyber safety

Parent Guide: Pages 6, 8-34, 36, 44

SYSTEMS

Focus on eight system level topics related to sexual and reproductive health.

1. Contraceptive Access
2. Quick Start Provision of Hormonal Contraceptive/IUD
3. Emergency Contraception
4. Cervical Cancer Screening
5. Cost, Confidentiality, Consent
6. Health Center/Agency Infrastructure
7. Health Center/Agency Environment

- Meetings
 - Monthly (12 months)
 - With collaborative members
 - Fort Peck Tribal Health Department
 - Indian Health Services
 - Schools
 - Fort Peck Health Promotion Disease Prevention Program
 - Fort Peck Community College
 - Montana State University researchers
 - Other youth-serving agencies

Let's View the Toolkit!

<https://www.allysonkelleypllc.com/we-are-here-now>



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- Olivia Johnson





*Chatfeed Convo:
Type Questions,
Ask Away!*



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INDIAN HEALTH BOARD
Indian Leadership for Indian Health



Closing





HEALTHY NATIVE YOUTH

The Healthy Native Youth project provides health promotion curricula and resources for American Indian and Alaska Native youth.

Curricula

Stand-Alone
Lesson

Handouts

Resources

Health Topics

- **Mental Health**
- **Physical Health**
- **STI Prevention**
- **Goal Setting**
- **Healthy Relationships**
- **Drugs and Alcohol Prevention**
- **Boundary Setting**
- **Effective Communication**

For access to our curricula and resources, email us at native@npaihb.org

Contact us for technical assistance & training:

native@npaihb.org



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INDIAN HEALTH BOARD
*Indian Leadership for Indian Health*²⁸

Mark Your Calendars!

Next CoP: June 11, 2025

10 AM PST via zoom

Topic: GROW Phase



COMMUNITY OF PRACTICE

As a community, we share our strengths and experiences about how we can uplift and support our Native youth. Sessions include resources and opportunities to engage with topical experts and caring adults.

WHEN?

60-minute virtual gatherings are held the second Wednesday of April, May, and June 2025.

Start Times:
9:00 AK, 10:00 PST, 11:00 MST,
12:00 CST, 1:00 EST

CONTACT US:
native@npaihb.org

**REGISTER VIA THE
EVENTS CALENDER**
<https://www.npaihb.org/>



Register in the events
calendar on
www.npaihb.org



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INDIAN HEALTH BOARD
Indian Leadership for Indian Health

Ahe'hee! Quyana! Thank you!

(Since 2021)

[I Know Mine](#)

[I Want the Kit](#)

[Safe in the Village](#)



Alaska Native Tribal Health Consortium



[I Want the Kit](#)

[Respecting the Circle of Life](#)



Johns Hopkins - Center for Indigenous Health



[Native It's Your Game](#)

[Healthy Native Youth Implementation Toolbox](#)



University of Texas - School of Public Health



Project Red Talon Regional Network

A Project of the Northwest Portland Area Indian Health Board



Inter Tribal Council of Arizona, Inc.


[ITCA Landing Page](#)

[Healthy Native Youth @ ITCA](#)



Southern Plains Tribal Health Board

[Native Test](#)



NPAIHB

Northwest Portland Area Indian Health Board

[Healthy Native Youth We R Native](#)

Partners:

- [Paths ReMembered](#)
- [Indian Country ECHO](#)
- [Native Health Resources](#)



NORTHWEST PORTLAND AREA INDIAN HEALTH BOARD
Indian Leadership for Indian Health

Email us at: native@npaihb.org



TEC Regional Locator Map



Reach out & connect with your regional health board for:

- *Technical Assistance
- *Training
- *Resources
- *Opportunities

tribalepicenters.org

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Contact Information



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TribalEpiCenters.org

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<p>California Tribal Epidemiology Center Roseville, CA epicenter@crihb.org // Phone: (916) 929-9761 crihb.org/ctec</p>	<p>Great Lakes Inter-Tribal Epidemiology Center Lac du Flambeau, WI Phone: (715) 588-1092 glitc.org/programs/epi-home</p>
<p>Great Plains Tribal Epidemiology Center Rapid City, SD gptec@gptchb.org // Phone: (605) 719-5410 greatplaintribalhealth.org/great-plains-tribal-epidemiology-center.html</p>	<p>Inter Tribal Council of Arizona, Inc. TEC Phoenix, AZ tecinfo@itcaonline.com // Phone: (602) 258-4822 itcaonline.com/tec</p>
<p>Navajo Epidemiology Center Window Rock, AZ navajoepi@navajo-nsn.gov // Phone: (928) 357-6237 nec.navajo-nsn.gov</p>	<p>Northwest Tribal Epidemiology Center Portland, OR npaihb@npaihb.org // Phone: (503) 228-4185 npaihb.org/epicenter</p>
<p>Oklahoma Area Tribal Epidemiology Center Oklahoma City, OK info@spthb.org // Phone: (405) 652-9216 spthb.org/programs/tribal-epi-center</p>	<p>Rocky Mountain Tribal Epidemiology Center Billings, MT Phone: (406) 252-2550 rmtlc.org/tribal-epidemiology-centers</p>
<p>United South and Eastern Tribes TEC Nashville, TN Phone: (615) 872-7900 usetinc.org/tribal-epidemiology-center</p>	<p>Urban Indian Health Institute Seattle, WA info@uihi.org // Fax: (206) 812-3030 uihi.org</p>



Let us Close with a Blessing



“The hearts of the little children are pure and therefore, the Great Spirit, may show to them many things which older people miss.”

~Black Elk (Hehaka Sapa) Oglala Lakota Sioux)

