

# NB<sub>3</sub> NATIVE YOUTH ON THE MOVE EVALUATION REPORT

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## EXECUTIVE SUMMARY

This report provides the qualitative results of nine interviews, the Native Youth on the Move (NYM) post report, and the final reflections document produced by New Mexico Health Equity Partnerships. The interviews were between NYM staff and the partner organizations, and contained discussions regarding successes, achievements, lessons learned, and self-guided evaluation of each organization in their work related to the NYM programming. This report provides a detailed description of the key themes that emerged from the qualitative data analysis of those data.

The data from the eight partners organizations, NB3 staff, and the additional contextual data generated qualitative themes of: **growth**, **COVID pandemic**, **relations**, and **keeping track**, with further subthemes described in the full report. A separate theme of **collective impact** characterized the partner organization **relationships** as mutual, mixed mutual, hub or spoke organizations, or non-mutual. Each partner organization is also briefly described in the full result.

## ANALYSIS METHODOLOGY

Analysis of these data was based on an indigenous model that places the indigenous experience at the center of the data, valuing the voices of the community members as the experts and following a decolonizing research paradigm. Like critical race theory, this paradigm centers the indigenous voice, experience, ways of knowing and learning; it honors traditional protocols for knowledge acquisition and possession, and openly recognizes the historical damage committed in the name of science by colonial knowledge-seekers [1]. By recognizing this history, the decolonized investigator asks how their work contributes to the dominant paradigm, how they can resist ongoing repression/oppression, and how they can create research products that first benefit the indigenous communities with whom they collaborate. A key component of this methodology is the creation of research products that contain results that are meaningful for and readable by the community.

I analyzed these data using the following steps:

1. There were two phases of data analysis.
2. Before breaking the analysis into phases, I read the transcripts in their entirety to gain familiarity with the overall content, community member voices, and general thematic material.
3. I read and highlighted the transcripts, noting observed key themes.
4. In the first phase, I uploaded the transcripts to the qualitative data analysis program, NVivo. Using NVivo, I completed a comprehensive coding of the data as follows:
  - a. I first coded the data using the theoretical codes and key themes.
  - b. Next, I coded the data using a deductive approach, breaking each cluster of data within the theoretical codes into smaller sub-units and assigning descriptive code names to help sort and identify underlying themes.
  - c. Throughout the coding process, I made memos and annotated the dataset with observations regarding potential relationships.
  - d. Once all data were coded, I reduced the codes to small clusters, and named each cluster according to their shared characteristics.
  - e. At the cluster stage, I transferred the data to a MS Excel table. Each cluster was categorized and compared against the other category. In this comparison stage, I looked for overlapping or like data and further clustered codes, renaming categories to match the data when appropriate.
  - f. Categories were further compared, reducing, re-clustering, and further refining category names until all data were captured, clustered, and named according to their defining characteristics.
5. In the second phase, my goal was to identify relationships across partner organizations. I first created a grid with all partner organizations in which these organizations could be characterized against all other organizations (See table 1).
  - a. Using the coded data from the first phase, I inserted markers to denote the nature of the relationships according to how each organization described other organizations during their interviews. The organizations weren't comprehensive in their mentions of all organizations, which I interpreted as indicating weaker or very limited relationships, in contrast to those which specifically named and described organizations with whom

they had built, nurtured, or strengthened their partnerships, or identified as an organization from whom they felt they could learn more.

- b. This analysis also allowed me to follow the direction of relationships. An organization which spoke about another indicated one

TABLE 1: EXAMPLE OF RELATIONSHIPS GRID

	National Indian Youth Council					
	New	Collaboration	Change	Nurture	Strengthen	Learn
Cycles of Life						
National Indian Youth Council						
Coalition to Stop Violence against Native Women						
NACA				X		
Spirit of Hoops	X	X			X	
Laguna						
Running Medicine		X		X		X
Tamaya						
NB3Fit					X	

direction, if that other organization spoke equally of the first, than it indicated a bi-directional relationship. From this analysis, I identified the types of relationships that were described by the partner organizations at the end of the program, which is then interpreted as overall Collective Impact.

- 6. I wrote a draft report, which was reviewed by the members of the NB3 team. The NB3 team provided feedback, which I then integrated into the analysis and report.
- 7. I submitted the final report, with completed analysis.

In this report, individuals in the partner organizations are referred to as “partners.” Individuals who participate in the programs hosted by the partner organizations are referred to as “community members.” The NB3 staff members are referred to as “staff.” All verbatim quotes are in *italics* and are provided as examples of the themes or subthemes.

## RESULTS

The key findings from this analysis are divided into three groups. The first group consists of a group of themes which emerged from the qualitative data analysis. The second group provides an in-depth description of the Collective Impact of the NYM programming, detailing the types of relationships that resulted through the program. Through the third group, a series of brief synopses of each partner organization, the full Collective Impact is appreciated through examination of each organization’s personality and overview of relationships. See Table 2 for a list of all themes and subthemes.

TABLE 2: RESULTS

Analysis Phase	Theme	Subtheme
Qualitative Data Analysis		
Growth		
		Organizational growth, internal and external
		Personal growth
COVID pandemic		
		COVID Shift
		Innovation
Relations		
		Service
		Transactional perspective
		Good relative
		Partnering
		Reciprocity
Keeping track		
		Visualize the work
		Indigenous wellness
Collective Impact		
Relationships		
		Relationship Types
		Strong Mutual
		Mixed Mutual
		Hub or Spoke Organization
		One-sided (non-mutual)

## QUALITATIVE DATA ANALYSIS

The qualitative analysis provided important insight into the partner organizations’ overall experience in the NYM program. Their descriptions of personal growth as they learned new ways to engage with partners and innovations in keeping track indicated NYM provided them with important opportunities for organizational change. There was a high degree of appreciation for the Indigenous-centered model used across the program, which some identified as contributing to an overall sense of wellness. Among the community partners, there were varying

levels of engagement in the concept of service and partnership; for some NYM provided new insight into how they could become better relatives.

## GROWTH

At this unique and historic time, partner organizations identified their participation in NYM as a time for growth, including INTERNAL AND EXTERNAL ORGANIZATIONAL GROWTH and personal growth. NYM’s use of collective learning events, called Gatherings, brought the partner organizations together for shared learning and collaboration opportunities. This innovative approach was unexpected by some and seen as an opportunity for partners to learn new skills, extend out of their areas of comfort, and engage in co-learning. Through these events, partners found they built skills they could apply within their organizations and with collaborators. The partners described learning the importance of communication, creating a strong foundation, and how to build and strengthen relationships within their community and with potential collaborators. Many reflected on the importance of diversity of thought- this became particularly important with the onset of the COVID-19 pandemic in March 2020, when they needed all teammates to perform at 100%. There was a feeling of new appreciation for everyone’s skillsets and personal assets, what they brought to the team.

Beyond organizational growth, the importance of the participants' PERSONAL GROWTH was reinforced repeatedly in the interviews. They found the Gatherings as settings for personal growth, and noted these Gatherings as being rewarding, positive, energetic, creative, and personally nourishing experiences. They also described observing and learning from watching leadership in action, particularly from NB3 staff. Many spoke of the importance of being self-reflective, open to feedback, and flexible, and those qualities helped them learn more from the Gatherings. The participants observed that they received ongoing, meaningful support from NB3, and this experience was both innovative and important to their growth. Specific areas of personal growth are listed in Table 3.

**TABLE 3: PERSONAL GROWTH**

<b>Specific areas of personal growth were:</b>
• Model the behavior you want to see
• Keep an open mind
• Make space in your schedule for learning
• Time management is critical/ manage workload
• Be open to feedback
• Learn to return to your base during stressful situations
• Think outside the box
• Trust yourself
• Trust the process

## COVID PANDEMIC

Partner organizations described how the COVID pandemic impacted their work, illustrating the challenges they encountered, how they had to SHIFT their work to accommodate the limitations forced on them by the pandemic, and the many INNOVATIONS they developed to adapt to these limitations. The participants described many activities which, when summed together, demonstrate a collective shift in their overall operations, activities, and methods for reaching and working with children. Some groups described difficulties with collaborating with tribes due to the closure of tribal borders, leaving them effectively cut off from their community partners. Some made the pivot less difficult by accessing other funding sources, while others found themselves without the necessary funds to do their work. One organization is entirely volunteer run, this organization experienced exponential growth in community participation during the pandemic, which they struggled to manage without any paid staff.

Community partners described a range of difficulties with technology, which included having to find and provide computers to children who were without any access to needed technologies. Others were limited by having children without any access to broadband internet, limiting their access to Zoom or other web-based meeting platforms. Shifting to digital communications required participants to quickly master new technologies, which was a challenge for some. They noted that participating children had no apparent difficulties with this shift. Others found it was difficult to deliver the program curriculum via Zoom, so staff had to develop new skill sets to keep kids interested.

The partner organizations described multiple innovations developed in response to their need to reach children isolated by the pandemic. They observed that innovation requires preparation and communication. As they reflected on their work, it was clear that they used many innovations to bridge gaps and meet the deliverables of the funding. Among those innovations used were Facebook, which they used to make general announcements and issue challenges, Facebook live and zoom for events, and celebration circles, which were essentially smaller social pods, allowing them to maintain some degree of COVID-safe practice. One group made effective use of the U.S. Postal Service, mailing activity kits to participating children in their program.

## RELATIONS

The data from this cohort of eight partner organizations provided rich insight into the multi-dimensional Indigenous concept of Relations, and the spectrum across which this concept spans in a diverse group of Native American

organizations. Participating organizations described in many ways how Relations and maintaining balance in relations influenced their work. These descriptions were clustered into the themes of PARTNERING, GOOD RELATIVE, SERVICE, TRANSACTIONAL PERSPECTIVES, and RECIPROCITY.

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*Relations as an overarching concept roughly encompasses the connections between living and non-living beings existing together in this shared place. These connections range from formal to informal; the concept of relations and the connections between relations is considered foundational to Indigenous ontologies.*

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In PARTNERING and building partnerships, the organizations described new ways of expanding outreach to subpopulations of children. They were excited to have the opportunity to introduce children to new sports. They also found that part of partnering was observing where new partnerships could be created and facilitating those relationships.

Being a GOOD RELATIVE was important to the Partner Organizations. To be a good relative, they discussed the importance of strong and open communication. With effective communication, they could understand overlaps in shared work and collaborate to avoid overlaps in the future. They learned from the Gatherings that they could share challenges and barriers, find potential collaborations, and

TABLE 4. CHARACTERISTICS OF A GOOD RELATIVE

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Respecting boundaries</li> <li>• Be accountable to collaborators, team members</li> <li>• Be responsive to requests</li> <li>• Have the right people at the table</li> <li>• Be consistent in communities</li> <li>• Be accountable to families and children</li> </ul> |
|--|

ultimately grow together. The participants discussed enjoying meeting others who were doing similar work, and how this enhanced their experiences. The qualities of being a good relative included appreciating the shared values and goals of all partners, the importance of being accountable, seeing partners as collaborators and not competitors, and being responsive to all

requests, including those involving invitations to birthday parties or feast days. Some also remarked on the importance of maintaining their presence in the communities in which they worked, recognizing that their relationships were not just with the children but with the whole families. For more details on being a good relative, see Table 4.

In a subset of the interviews, people talked about being of SERVICE to their community and to the other collaborators. This role of service included recognizing the importance of raising up new leaders. Those who had interviews that included this quality of service were tangibly aware of their role in communities, in that they expressed an understanding that they were present to serve without expectation of receiving goods, money, or other service in return. They also spoke about mentoring and of observing NB3 as their mentors, demonstrating how to be of service to the community. Not every partner organization that described service was explicit, but one had a very clear mission in their prioritization of service and its relationship to traditional Indigenous values. Part of the vision of service was to employ staff members from the communities with whom they partnered. These staff members

then acted as mentors to the youth in those communities, representing a path to success and leadership, while also allowing demonstrating the important cultural value of giving back to the community.

In contrast, several participating groups indicated perspectives on collaborations and professional partnerships from a TRANSACTIONAL PERSPECTIVE. To fit into the transactional category, a partner organization demonstrated certain characteristics. This included using language in their interviews that was focused on their personal and organizational goals without mention of collective or community gain, and focusing on the transactional benefit- what they would gain from the interaction- in discussion of partnerships and relationship building done through Native Youth on the Move. Furthermore, these groups relied on quantitative data to measure success, which included number of children participating, number of communities reached, and even using more focused measurements such as degree of achievement per child within their programs. This type of measurement was not always in alignment with the Indigenous centered Keeping Track approach to measurement used within NB3 programs. These groups were also similar in their discussion of their use of participant incentives as leverage in communities. One group did mention the provision of gear for participation in an event, but they were clear in their discussion of this event that the leveraged relationships were in benefit of the children, and their choice of incentive had a specific community and cultural value (cold weather outdoor gear used for snowboard, which could then be used to assist elders in outdoor chores). Finally, these groups appreciated the value of graphic notetaking but did not recognize that it required special skills or that graphic notetakers are paid for their work. As an example of transactional perspective, one partner organization reflected on the novelty of the idea of collaborating with other non-profit organizations working in the same field (instead of seeing them as competition). This comment reflects the extent to which relationship building and reciprocity amongst collaborating organizations was innovative to that partner organization.

Similar but not as individually focused, was the subtheme of RECIPROCITY. Reciprocity and Transactional Perspective shared the characteristic of describing how partner organizations approached relationships with other organizations. The difference was that partner organizations who described reciprocity were more interested in a relationship that resulted in mutual gain. Through the collaborative approach promoted at the Gatherings, participants described the importance of reciprocity as a strategy for building and maintaining relationships. To illustrate this subtheme, a partner organization commented on the importance of meeting and becoming familiar with the other organizations, so they knew everyone's mission and scope. This knowledge allowed them to refer families to other camps and student programs if they couldn't meet specific needs. Others noted that they all had complementing resources, so they could build off each other in collaborative partnerships. This focus on mutually beneficial relationships demonstrates that reciprocity as a theme is ultimately a positive result, unlike the transactional approach, which only benefits the single organization.

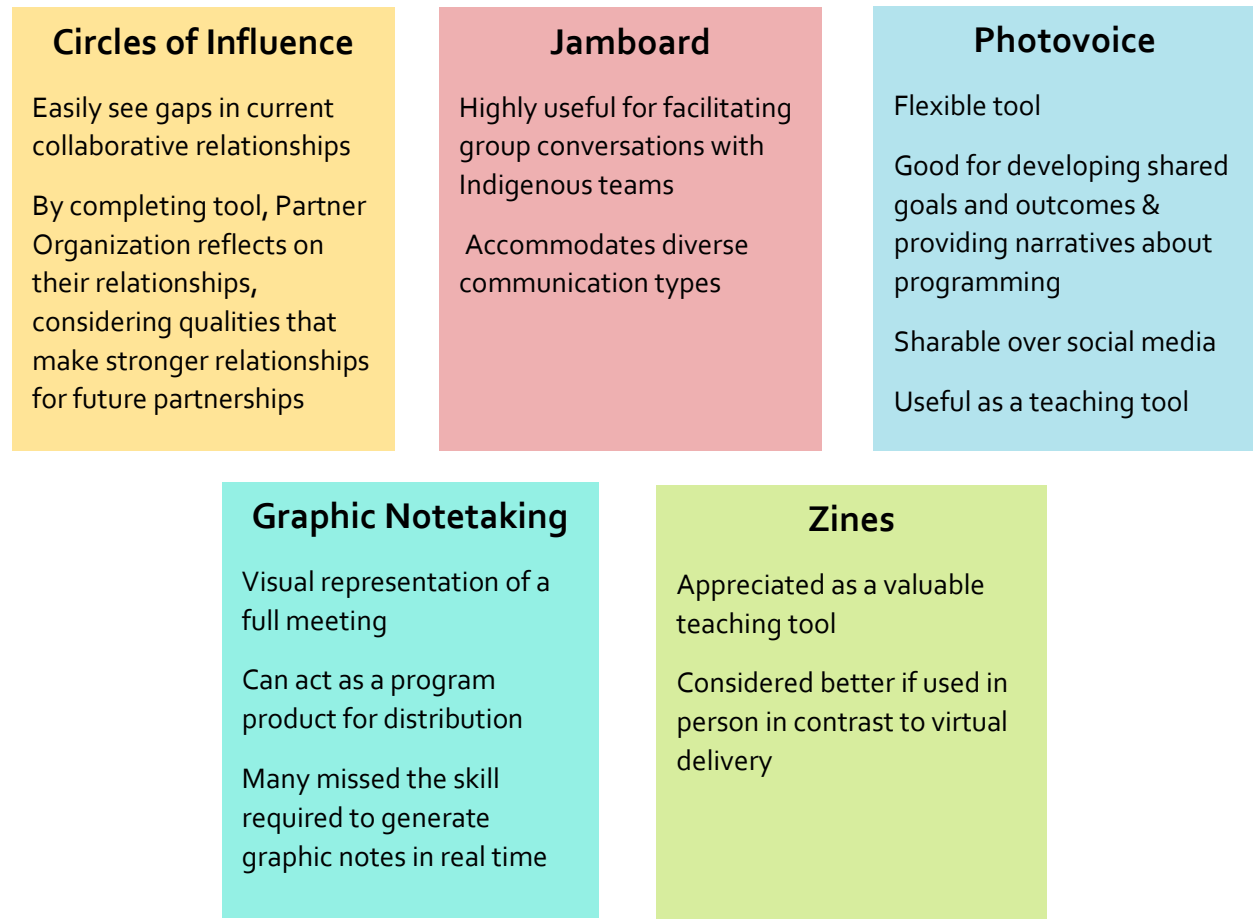
## KEEPING TRACK

The partner organizations engaged in important discussions about Indigenous forms of evaluation during the Gatherings. These discussions, framed as Keeping Track, provided the partner organizations with new ways to conceptualize measuring their impact in the communities with whom they collaborated. These discussions, and the tolls that NB3 used to illustrate innovation in Keeping Track were powerful teaching tools that helped the partner organizations identify their own strengths and



weaknesses. They also highlighted their own Indigenous approaches to wellness, demonstrated through the discussions of their work and the goals they had for their work.

The participants were specifically asked to reflect on the different tools they were taught to VISUALIZE THE WORK. In those reflections, the partner organizations were enthusiastic in their positive feedback on the tools that used visual media to display information. The most popular tool was Photovoice, which received the most comments, all of which were positive. The feedback is summarized in the graphic below.



Although it manifested in different ways, INDIGENOUS WELLNESS was central to all the Partner Organizations. Values reflected in each partner organizations' mission statement and evident in their interviews showed that Indigenous Wellness is an integrated view of health. This view included wellness of mind, body, and spirit. Indigenous Wellness also included more group-specific concepts, such as land-based learning, Indigenous education, movement as medicine, and the use of an Indigenous curriculum. Participants also described other paths to wellness that included healthy relationship skills, good nutrition, exercise, development of effective positive coping skills, diabetes prevention, discipline, hard work, positive self-esteem, drinking water, and family wellness.

## What is Indigenous Wellness?



I want to pay it forward and teach leadership skills, so kids won't be limited when they grow up.

It's important to me that the children learn about health and nutrition so they will be healthy adults.

We have a place where kids have positive role models, and they can enjoy being around other kids. That has been hard with COVID.

We want a program where children can be proud of who they are and what they can accomplish.

We want our program to be a place where kids can relax and just be kids without the stresses of COVID.

## COLLECTIVE IMPACT

To understand the relationships that developed, grew, and changed through the course of the Native Youth on the Move program, I isolated that analysis and examined the inter-related impacts across all the partner organizations. In this analysis, I looked for mutuality (when both partners spoke of a collaboration equally), exclusion (when neither partner mentioned the other), and the directional nature of the relationships. Some organizations attracted collaborations and one organization was clearly eager to learn from and support all the other members of the cohort. In most cases, one organization would characterize their relationship using different language than the other, but there was a sense of partnership or collaboration that had developed. Table 4 provides a summary of all the relationships and the directions of these relationships.

### RELATIONSHIPS

TABLE 4: COLLECTIVE IMPACT PARTNER ORGANIZATION DIRECTIONAL RELATIONSHIPS

<b>Strong Mutual Relationship</b>		
Definition: description of relationship was balanced regarding the nature of the collaboration.		
NACA	↔	Running Medicine
Running Medicine	↔	National Indian Youth Council
National Indian Youth Council	↔	Spirit of Hoops
<b>Mixed Mutual Relationship</b>		
Definition: description of relationship was mixed regarding the nature of the collaboration, but the partnership was still evident.		
NACA	↔	Tamaya
Running Medicine	↔	NB3Fit

National Indian Youth Council	↔	NB3Fit
NACA	↔	Cycles of Life
Coalition to Stop Violence against Native Women	↔	NACA
<b>Hub or Spoke Organization</b>		
Definition: Organization acted as a hub or spoke, either attracting <u>many other organizations</u> to them (receptive/receiving), or dedicating attention many other organizations (expressive, or learning from)		
NACA	←←	Running Medicine National Indian Youth Council Coalition to Stop Violence against Native Women NB3Fit
Laguna	←←	Spirit of Hoops National Indian Youth Council Running Medicine NB3Fit NACA Tamaya
Running Medicine	→→	Tamaya Coalition to Stop Violence against Native Women Laguna Cycles of Life Spirit of Hoops
NB3Fit	→→	Tamaya NACA Coalition to Stop Violence against Native Women Laguna Cycles of Life Spirit of Hoops
<b>Not Mutual (one-sided)</b>		
Definition: organization was observably isolated, with very few partnerships (Running Medicine and NB3Fit are removed from these partnerships because they are observed previously to be an expressive hub organization).		
Cycles of Life	←←	Laguna NB3Fit
Spirit of Hoops	←←	NACA National Indian Youth Council

## ORGANIZATIONAL SUMMARIES

The following Brief Organizational Summaries will provide further descriptive information to fill in contextual information missing from Table 4. By reading the organizational summaries and comparing them against Table 4, the reader should be building a personality profile of each partnering organization, informing their interpretation of the overall results provided in this report.

### LAGUNA PUEBLO

Laguna Pueblo spoke about how they learned from the collective experience and being open to learning from the other groups in the cohort, recognizing that there is learning in observing how others approach a problem. Talked about being partners with the community and families. Found relationships where they had shared interests and goals most nurturing. Laguna Pueblo did not describe having strong partnerships or collaborations with cohort members.

- They specifically named **Cycles of Life** as a new relationship, but that was the only group. Other members of the cohort named them, but often it was in blanket statements such as, “we learned from everyone in the cohort.”
- **Spirit of Hoops** named one of their group members as being generous with his time by volunteering to help at their events, which was recognized as an asset to the entire team.
- Partnered with **Jackson Lake Academy** to bring MMA to kids
- Strengthened relationships with **Cycles of Life** and **Aztec**.

*Laguna Pueblo:*

*... But just, really, allow yourself to be creative in the way where you go about things. A lot of times, we tend to just focus on how we done it, and that's the only way. But again, when you're working with a collective, you have to take in everything, as far as what other organizations are doing, and their approach. And necessarily, you may not be comfortable with some of it, but you learn from it. You tend to take, and you tend to learn about how that works. And then maybe that's something that, for me, of course, it opened my eyes to doing things a lot differently.*

### RUNNING MEDICINE

This is a volunteer-run organization that values the impact of collective effort. They note that their rapid growth and lack of paid employees makes consistent relationship stewarding harder than it might be for others. Running Medicine also talks about receiving mutual nurturing support and learning from all the groups in the cohort. The cohort included them as being a nurturing presence.

- They state having established relationships with the **I Will Run For Her** coalition, **Laguna Pueblo**, and **Acoma Pueblo**.
- They have a supportive collaboration with **Spirit of Hoops** involving recruiting kids for participating in their programs. They also referred children to the **National Indian Youth Council's** summer hiking program.

*NB3: can you tell us something new you learned from these gatherings?*

*Running Medicine:*

*I think for myself, the one thing new I learned was that, if we work collectively together, how powerful that movement is and how much we can do as a collective than solely doing it on our own and what an impact we leave on our community when we do work together and we do support each other in*

*our efforts. Because all our efforts are fitness related and making healthy communities. And by doing it together, it's more of a powerful impact than it would be as one group solely doing it by itself.*

## CYCLES OF LIFE

This partner organization was relatively new in their field at the start of the funding period. Receiving this grant gave them dedicated time to grow the organization, identify gaps in knowledge, and locate new and needed resources and networks. Participating in NYM also provided them with training and mentoring that helped them identify their best skills and where they were going to focus moving forward.

- Strongest in-cohort relationship was with **NACA**
- Many new external relationships, including **Kevin from Oahu, Pueblo Action Alliance, Working Classroom, May's Skateboards, IAIA**.
- Collaborations with **Storyriders** and the **Outdoor Education Fund**
- **Laguna** explicitly mentioned them as a new and promising collaboration.
- Others in the cohort included them as being relationships they would generally nurture and help support in the future.

### *Cycles of Life:*

*I'll share a story that I had with [colleague] when I went and visited him last year. I was telling him about all the work that we were doing, that we're screen printing with you, that we're making stickers. And he said, "The purpose of this work is to build community, and you can't do everything for community." You're not supposed to do everything, like print the shirts, organize the events, and do the work because it does not allow for others to be a part of it. And I think that was a really big wake up call for me, was we don't have to do everything, and be everything for everyone. We were working on bikes, we were printing shirts, we were making stickers, we were doing murals, and we're like, "We can do it." Out of a 10 by 10 space, that was crazy.*

*And I think we all got a little crazy. And so, we realized that we have to reach out to others that are skilled, more skilled in videography, or even more skilled at screen printing, and allow them to be a part of this figure work. So, that to me was a big lesson, is that you don't have to take it on, and I think for a lot of young people, young, young brown people, we have this ... feeling that we're insufficient, that we're not enough. So, we have to overcompensate.*

*Yeah. To add to that, I feel like there was times where sometimes we'd plan for the best, and we hope for the best, and sometimes things turn out a different way, and we just adapt and go along with it. And we definitely had a lot on our plate but I feel like it was like an experiment in some ways to figure out what fit us best, and how we can serve the community in the best way we can.*

## SPIRIT OF HOOPS

Spirit of Hoops is a national organization that travels across the country hosting basketball camps. Their model is different from the other organizations in the cohort, which is important to note. The director and staff are Indigenous but not from the area, so the success of their programming relies on their ability to identify partnering sites where they can deliver the camps.

- They described making new relationships and collaborations with **National Indian Youth Council** and **Laguna**.

- They also spoke of successes with partnering with the external partners **City of Albuquerque, Jemez Pueblo, San Felipe Pueblo, Taos Pueblo**, and a community that included **Dine Youth**.
- Native Youth on the Move cohort participants benefitted from the participation of Spirit of Hoops. Specifically, the **National Indian Youth Council** and **Running Medicine** spoke of learning from Spirit of Hoops.
- **NB3Fit** described strengthening this new relationship, accentuating the value of their participation.

*Spirit of Hoops:*

*What we could do, we can't get on the reservation. And we have some problems with communications, because there's not always someone there. I really notice now, before you get someone on the phone, and then they'll... You don't anymore, you get a recording, which number do you want? So it's just a direct phone call isn't as strong as it has been. And I'm sure that means you need to go to emails. But we chose the path of, let's do something that could be beneficial with the equipment that we had already had to give that away to these groups, which we're still going to do more of that. Some groups, it's just they haven't decided or haven't come back at all to me.*

*So we'll be sending out more of those care packages. That's what I call them, these are care packages. We care for you. And we'll do more of that, and that's one way we cope with the virus thing.*

#### NATIONAL INDIAN YOUTH COUNCIL

This organization was new to working with children and in a time of transition, with a significant staffing change that impacted the continuity with the cohort process. This was referenced several times during the final interview. Their work includes a wide range of services, from voter registration to helping people earn their GED.

- The strongest relationship this organization spoke of was with **NB3**. This may be due to the staffing change mid-course into the grant.
- Their next important relationship was with **First Nations**, a relationship that they worked to nurture.
- The other members of the cohort valued the participation of the National Indian Youth Council. Specifically, **Spirit of Hoops, NACA**, and **Running Medicine** named them as an organization with which they wished to collaborate or actively continue their relationship.

*NIYC:*

*I appreciate the NB3 staff taking the time to really be intentional about how you brought people together, and how you created a space for people to connect and that whole culture is called [inaudible 00:20:07], you created that. That family, that connection, that relationality. And looking at the worst that we do when you're working with kiddos, I think it's sacred. It's something that, you're giving yourself to these young people and you're mentoring them, you're coaching them. You're teaching them and to be able to come to this space and say, "From the very beginning, we want to make sure that we're really intentional about how we're working together as adults, but also translates to how we work with the kiddos." I really appreciate that. And I think that for me, that was something new that I learned from the gatherings is how to be more intentional about the space that we create.*

### COALITION TO STOP VIOLENCE AGAINST NATIVE WOMEN

The Coalition to Stop Violence against Native Women was skilled at developing collaborative relationships that helped them meet their vision of advocating for women, children, LGBTQ2S+ people to create violence free communities. Drawing on their collaborative relationships and large network, they were able to host diverse events in service of their mission.

- As an example, partnerships they developed allowed them to provide youth with the necessary gear and transportation to take a group of youth snowboarding. Specifically, that one event required partnerships with **NMX, Warehouse 508, City of Albuquerque,** and the **Pajarito Mountain Ski Area.**
- Other external organizations they fostered relationships with included **the Mountain Center, Red Planet, Planned Parenthood, Santa Fe Indian School, Bureau of Indian Education schools,** and **Christina Castro.**
- Within the cohort, they built and nurtured a relationship with **NACA.**
- **NACA** was mutually appreciative of their partnership. The **National Indian Youth Council** also spoke of their hopes to collaborate and nurture their relationship with CSVANW.

CSVANW:

*And so, we let all of their youth that were just Warehouse 508, come learn about consent and cyber bullying and just be a part of that which was cool. And then, we, shortly after this on the snowboard trip, because NMX is an off shoot of Warehouse 508, so they work, NMX, I think is their fiscal sponsor. So, NMX was the one that sponsored the snowboarding trip and gave us all their, let us use all the rental gear for the snowboard boots, bindings. They're the ones that set up the partnership with the city of Albuquerque, so the city of Albuquerque buses would take us back and forth. Or their vans.*

*And then, as far as strengthening our relationship, too, if you think about it, like, we held an event after this that we partnered with Warehouse 508 for. It was a youth poetry slam. And I think doing this Native Youth On The Move project with them helped strengthen that relationship and enabled that to happen. Kind of greased those wheels to, and after we partnered with them, we just continually share and promote each other's events. What are, like, what are you have to offer youth that we can offer our community and what are we offering in our community that can, is beneficial to youth at Warehouse 508. So, it's really good.*

### NATIVE AMERICAN COMMUNITY ACADEMY

NACA was appreciative of all the partners in their cohort and found opportunities to collaborate or learn from everyone. This partner organization was remarkable in their ability to quickly adapt to challenges, which included making dramatic changes to their curriculum at the onset of the COVID-19 pandemic. As a team, they were thirsty for new approaches to leadership, collaboration, meeting facilitation, and group communication.

- They were specifically appreciative of **NB3**, from whom they felt they learned a lot about Indigenous evaluation and facilitation. They also were very pleased with the **New Mexico Health Equity Partnership** and spoke about all they learned at the Gatherings.
- Of all the partners, NACA was commented on the most by the other organizations as being an organization they were impressed by. Indeed, the only organization that did not mention NACA was **Spirit of Hoops**. All other organizations were interested in collaboration, nurturing, and



strengthening their partnership with NACA, and the **National Indian Youth Council** and **Running Medicine** spoke of how they learned from NACA.

NACA:

*Impact in telling your story. Yeah, there were a few pieces. The tools that we've learned about through this process with the team, like I said, definitely the Photovoice, some of the other tools like the Jamboard, I think that was literally the first time I had seen that, was with this team. And then the other piece, I think the other sessions that were super helpful in continuing our work was just the sessions with Renee and the strategies around how to envision your programming, right, as it aligns with your funding. Those sessions always come back as how do you strategize your reporting to align with... so that way you can continue to do what you want to see rather than having to plan around what your grant looks like or what your grant says.*

### NB<sub>3</sub>FIT

This organization was unusual in this cohort because of their relationship to the lead organization, NB<sub>3</sub>. Their longevity in the region as partners in hosting youth sports and health focused programming also contributed to their pre-existing relationships with many of the other participants in the cohort.

- This partner is very familiar with the strategies presented throughout the funding period.
- Their existing partnerships and relationships were evident, as was their comfort in the overall curriculum and pedagogy used in the Gatherings.
- The partners spoke specifically of developing a relationship with and learning from **Spirit of Hoops**.
- **National Indian Youth Council** spoke of NB<sub>3</sub>Fit as being an organization they learned from.
- External organizations that were described as strong partners included tribes with golf courses, like **Sandia Pueblo**.

NB<sub>3</sub>Fit:

*Yeah, I believe just what [my colleague] said, our ability to be consistent and to be reliable is what allows us to have these partnerships with these communities. And the continued partnerships, even currently and in the future is just because they know that we're going to bring our best, and they know that we're going to be organized, and the kids are going to have fun, and they're going to get a lot out of what we're doing. We're trying to figure out how to get into some new newer communities, but the ones that we're currently partner with now, we just have been there for such a long time. And we've seen kids go through our programming, and grow up, and just become pillars in their communities.*

NB<sub>3</sub>Fit

*We get invited to birthday parties from the kids, we get invited to feast days. So, I think it's just that ability to have that type of relationship with the community is what really helps us, and it also drives us, because we know that we're making an impact in these communities. And we like seeing that, and that's why we continually try to go back there because we know that they want us there. That's a big thing, because you don't ever want to go to a place where you're not wanted, because it makes things harder. And then just the relationships with golf courses and places like that, it's been great.*

### TAMAYA

Tamaya was a previous grantee with NB<sub>3</sub>, and they described drawing on skills they learned from the prior grant and applying them to the work they did with NYM. Many of the challenges they faced in the



course of the grant were logistics-oriented, so having partner organizations which were more mature in their development provided them with strong mentoring and collaboration opportunities. Other partner organizations in the cohort described them as being relationships they would generally nurture and help support in the future, speaking to their friendly and collaborative culture.

- Spoke about their new and strengthened relationships with **NACA** and **Laguna**
- They spoke of nurturing their relationship with **ZYEP**, who they had met through a prior NB3 program.

*NB3:*

*So when you're looking at the relationships maintained on that, reflect on your journey over the past two years with this grant, can you tell us what it was that helped you maintain these relationships?*

*Tamaya:*

*I think just constantly working, keeping that consistent working relationship is what helped us to maintain that. And then also... How would you say? Being reciprocal in that as well. If they needed help with anything we've always offered with the adult wellness department, with education, with our department of natural resources, things of that nature. If they've ever needed our assistance, we've always offered to assist them. So I think that's what really helps us sustain that working relationship.*

This report was prepared by  
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