



**2021 Indigenous Youth Wellness Summit  
“Community Resilience: Nurturing and  
Protecting Youth Wellness”**

**REPORT & RECOMMENDATIONS**



AUGUST 2021



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## INTRODUCTION

The New Mexico Indigenous Youth Council Post-Summit Report & List of Recommendations outlines the recommendations gathered from the 2021 Indigenous Youth Wellness Summit, "Community Resilience: Nurturing and Protecting Youth Wellness." Hosted virtually on June 11-12, 2021, the Indigenous Youth Wellness Summit resulted from numerous calls by tribal leadership and youth to improve access to behavioral and mental health services and resources, both in and outside of tribal reservations. During the COVID-19 Pandemic, access to these resources has been stifled by limited broadband capacity and lack of tribal behavioral health providers, among other systemic challenges that tribal communities continue to face.

The New Mexico Indian Affairs Department (IAD or Department) formed its inaugural Indigenous Youth Council (IYC or Council) in early 2021. The formation of the Council followed two listening sessions that IAD held with tribal youth from across the state. The IAD selected members representing the state's 23 Nations, Tribes, and Pueblos and the urban Native community to engage with the Department and help steer the work related to the issues raised at the listening sessions. One of the main issues raised at the listening sessions was the need for improved access to mental health resources.



Figure 1 – 2021 Indigenous Youth Council planning for the virtual Summit.

## New Mexico Indian Affairs Department **Indigenous Youth Council**

- PRIORITY: TO PROMOTE MOVEMENT AND PHYSICAL HEALTH.

- PRIORITY: TO NURTURE MENTAL HEALTH THROUGH SELF-CARE STRATEGIES.

- PRIORITY: TO INCREASE UNDERSTANDING ABOUT HEALTHY RELATIONSHIPS, HEALTHY BOUNDARIES, AND STRENGTHENING SELF-CONFIDENCE.

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- PRIORITY: TO ELEVATE INDIGENOUS YOUTH VOICES & REPRESENTATION IN CRITICAL DECISION-MAKING.



## INTRODUCTION

*continued*

In the spring of 2021, the IYC partnered with Honoring Native Life (HNL) to develop and execute a statewide Indigenous Youth Wellness Summit. Created in 2011, HNL serves as a clearinghouse for Native American suicide prevention and is housed at the University of New Mexico Department of Psychiatry and Behavioral Sciences Division of Community Behavioral Health. In partnership, the IYC and HNL chose to take a holistic view of wellness, expanding the understanding that mental wellness is influenced by all parts of being: physical, mental, social & emotional, and spiritual & cultural well-being. The two parties then worked to categorize the Summit's sessions in that framework. Planning process partners then worked to lay these ideas into the Gathering of Native Americans (GONA) model. The GONA model is a culture-based planning process where community members gather to address community-identified issues. It uses an interactive approach that empowers and supports the participants. The full agenda of the Youth Wellness Summit can be found in the Appendices.

During the 2021 Indigenous Youth Wellness Summit, plenary sessions addressed physical wellness, mental wellness, and mental health resilience through skill-building, which included presentations on using art as therapy and healthy relationships and boundaries, respectively. Four breakout sessions were also conducted where the groups reported out to the Summit audience after each session. All sessions included a facilitator and notetaker to gather and record participant feedback. Then, the IYC, with its partners, utilized this feedback to develop recommendations to the state of New Mexico, the IAD, tribal leadership, and other tribal partners like HNL to better support Indigenous youth to improve their holistic wellness. The recommendations are listed below.



Figure 2 – 2021 Indigenous Youth Wellness Summit Logo  
created by Haatzee Designs

## New Mexico Indian Affairs Department **Indigenous Youth Council**

- PRIORITY: TO PROMOTE MOVEMENT AND PHYSICAL HEALTH.
- PRIORITY: TO NURTURE MENTAL HEALTH THROUGH SELF-CARE STRATEGIES.
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## LIST OF RECOMMENDATIONS

The IYC developed the following list of recommendations, incorporating their knowledge and Summit participant feedback. There are four priority areas with their own respective recommendations, grouped under the holistic view of health and well-being: the physical being, the mental being, the social & emotional being, and the spiritual & cultural being. The IYC developed two additional priorities: (1) Elevating Youth Voices and (2) Learning from the COVID-19 Pandemic and its impacts on tribal communities. The IYC also organized the recommendations into target timeframes of short-term (<2 years), mid-term (2-5 years), and long-term (5+ years).

### PHYSICAL BEING

#### **PRIORITY: TO PROMOTE MOVEMENT AND PHYSICAL HEALTH.**

Indigenous youth recognize the importance of physical health and movement as a tool to reduce emotional and psychological stressors such as anxiety and depression as well as chronic illnesses like diabetes. They also seek to uplift dialogue regarding body positivity, as information based in dominant culture can encourage body shame, fat phobia, and ableism that directly threaten Indigenous youth's mental and emotional well-being and discourages physical health activities. Furthermore, Indigenous youth hope to secure tools and spaces to practice movement where communities can come together to be physically healthy. They believe that access to tribal lands, green spaces, and recreational areas like parks and community gardens allow tribal communities to engage in intergenerational and culturally specific modes of movement like growing traditional food and playing traditional games.

#### **RECOMMENDATIONS:**

##### *Short-term (> 2 years)*

- To encourage Native culture-based activities in schools, such as running, traditional dances, and Indigenous games.
- To encourage healthy and traditional food and support opportunities for youth to learn to cook foods in a healthy way.
- To organize walking and hiking clubs, such as tribe- or tribal youth council-sponsored events or a Native Health Initiative (NHI) Running Medicine chapter for tribal youth.
- To provide regular education and outreach on interactive movement, such as yoga, Zumba, or other activities that can be done virtually or in-person at a tribe's wellness center.

2021 Indigenous Youth Wellness Summit  
“Community Resilience: Nurturing and Protecting Youth Wellness”



- To encourage everyday movement to reduce stress and anxiety and to improve brain cognition to reduce risk of disease.
- To centralize the importance of food, water, sleep, movement, ceremony, and sacred space have on the body and mind in tribal communities.

*Mid-term (2-5 years)*

- To fund tribal programs for seed-sharing programs, communal gardens, plant nurseries, and fields to cultivate traditional foods, pass on knowledge regarding traditional agriculture, and encourage intergenerational relationships.
- To invest in tribal wellness centers or other places that encourage holistic wellness.
- To support campaigns such as the #Landback campaign, which is an Indigenous rights movement encouraging the return of land and resources to Indigenous stewardship.

*Long-term (> 5 years)*

- To further protect and defend Indigenous peoples' religious freedoms and access to sacred sites and natural and cultural resources, such as access to Chaco Canyon, Bandelier National Monument, Bears Ears Monument, and others.
- To allocate land and water to tribes outside of tribal areas, especially protecting water from threats like water contamination.

“Today I was incredibly proud to welcome U.S. Surgeon General Dr. Vivek Murthy to New Mexico and to join him to speak with a group of state youth leaders about their pandemic experience, their resilience, and youth vaccine outreach.” – **Gov. Lujan Grisham**

July 13, 2021





## MENTAL BEING

### PRIORITY: TO NURTURE MENTAL HEALTH THROUGH SELF-CARE STRATEGIES.



Indigenous youth desire more accessible and diverse self-care strategies in their communities to enhance day-to-day community wellness. Self-care is the practice of taking action to preserve or improve one's own health or mental health or anything one does for oneself that is nourishing. Self-care is shown to positively impact emotional and physical well-being,

IYC Member Kaylee Wood speaks with KRQE-TV news about the Youth Summit, June 7, 2021. Watch online at <https://youtu.be/DoYBaSEQg1M>

and it can also incorporate spiritual and cultural nourishment through the development of traditional self-care strategies in addition to contemporary approaches. The overall benefits of providing communities with the ability to nurture mental health through accessible and diverse self-care

strategies include reducing burnout and stress by focusing on communal and individual happiness. It is the hope of the Indigenous youth that building futures focusing on mental health will prioritize mental health care and destigmatize mental illness.

*"I challenge you all to help one another, to encourage one another and let's encourage people to get involved."*

**Mescalero Apache President Gabe Aguilar speaks to encourage Indigenous youth to participate in their community.**  
Presentation via Facebook, June 9, 2021





## **RECOMMENDATIONS:**

### *Short-term (> 2 years)*

- To encourage and support planting and growing traditional foods, gardening, sheep herding, and providing spaces to incorporate a connection to nature daily.
- To implement and fund experiential mental health prevention programming, such as the National Indian Youth Leadership Program's Project Venture curricula that engages Indigenous youth in experiential learning and challenges that are proven to reduce mental distress and suicidal ideation and assist in socialization of Indigenous youth in their own communities and beyond.
- To promote and fund Indigenous youth and elder-talking circles, community wellness events, and health and fitness challenges.
- To transform physical education classes in public schools to classes that integrate holistic wellness approaches with an emphasis on mental health.

### *Mid-term (2-5 years)*

- To invest in mechanisms to learn more Indigenous knowledge, such as the traditional use of plants and herbs.
- To fund the construction and/or maintenance of adequate tribal community facilities for community behavioral health programs, nutrition programs, and community centers.
- To fund and support the construction of urban Native community gardens and safe spaces for outdoor activity for Indigenous families and youth.

### *Long-term (> 5 years)*

- To educate and normalize the concept of self-care and self-care strategies in and outside tribal communities.
- To introduce the GONA model for community engagement, education, and strategic planning for tribal youth in all communities.



## SOCIAL & EMOTIONAL BEING

**PRIORITY: TO INCREASE UNDERSTANDING ABOUT HEALTHY RELATIONSHIPS, HEALTHY BOUNDARIES, AND STRENGTHENING SELF-CONFIDENCE.**

Indigenous youth are concerned about equal opportunities and access to education resources promoting healthy relationships, boundaries, and mentorship on-and-off the reservation. The prominence of peer and community engagement in unhealthy relationships and boundary settings occurs in urban, rural, and reservation settings. Yet, accessibility to support systems and infrastructure to help youth identify the characteristics of boundaries, healthy boundary setting, relationships, and characteristics of a healthy relationship including guiding healthier choices and exploring how unmet needs can contribute to unhealthy relationships, is scarce. It is critical that Indigenous youth are equipped with the knowledge and know-how to build happy, healthy, and safe futures for themselves and with their loved ones. As such, Indigenous youth hope to expand access and resources regarding healthy relationships, boundaries, and mentorship to all Indigenous youth living on and off the reservation.



*“Whether it be the Indigenous Youth Council, Native American clubs or a basket weaving class, it is important to get involved. Be proud of your Indigenous roots, participate in activities to learn more about your traditions and find ways to give back to your Tribe.”*

**President Edward Velarde  
Jicarilla Apache Nation**



## RECOMMENDATIONS:

### *Short-term (> 2 years)*

- To provide elder mentorship opportunities for Indigenous youth, young adults aged 25-30+, and those living in urban centers.
- To encourage access to workshops and training on the prevention of alcohol and substance misuse.

### *Mid-term (2-5 years)*

- To fund and conduct educational programming for youth on healthy relationships in tribal and urban Native communities.
- To invest in pre-professional and educational opportunities in behavioral health to increase Indigenous workforce.

### *Long-term (> 5 years)*

- To provide access to behavioral health services and resources to Indigenous youth on and off the reservation.
- To fund training and educational initiatives for state and tribal leadership on healthy relationships to address systemic gender discrimination stemming from colonization.



*“You are valuable leaders. You are scholars. Keep up your physical, spiritual, and emotional well-being...”*

*“Foster culture, language, and our traditions in a good way. You are the future of what we hold dear in our Pueblo community in the ways of our culture, language, songs, prayers, and families. You are the ones we will look to in the future.”*

*Chairman Wilfred Herrera, Jr.  
All Pueblo Council of Governors  
Governor, Laguna Pueblo*



## SPIRITUAL & CULTURAL BEING

**PRIORITY: TO GROW AND INVEST IN ACTIVITIES THAT SUPPORT CULTURAL REVITALIZATION, CULTURAL GROUNDING, AND TRADITIONAL HEALING.**

Throughout the 2021 Indigenous Youth Wellness Summit, Indigenous youth resoundingly voiced the need for the state and its partners to invest in Indigenous cultures and languages. Indigenous youth experienced the extreme disturbance of their spiritual and cultural ways of life during the COVID-19 Pandemic as Indigenous ceremonies were either modified or cancelled completely. As of the writing of this report, this reality remains true for Indigenous youth as they do not have access to their ceremonies, dances, and community gatherings. Indigenous youth are also experiencing the insurmountable loss of loved ones, religious leaders, and other culture and language-keepers during this Pandemic. Their hope is to grow in their cultural groundings to both preserve Indigenous cultures and languages and to heal.

### RECOMMENDATIONS:

#### Short-term (> 2 years)

- To advocate for a statewide multiagency proclamation supporting Indigenous language revitalization in New Mexico.
- To recognize all Indigenous languages of the 23 Nations, tribes, and Pueblos as official languages of New Mexico.
- To provide an annual Indigenous culture week (e.g., Native Language Day, Indigenous Peoples' Day, statewide Day of Prayer, etcetera).
- To implement a land acknowledgement standard for New Mexico, including an intertribal land acknowledgement for major cities in the state.

#### Mid-term (2-5 years)

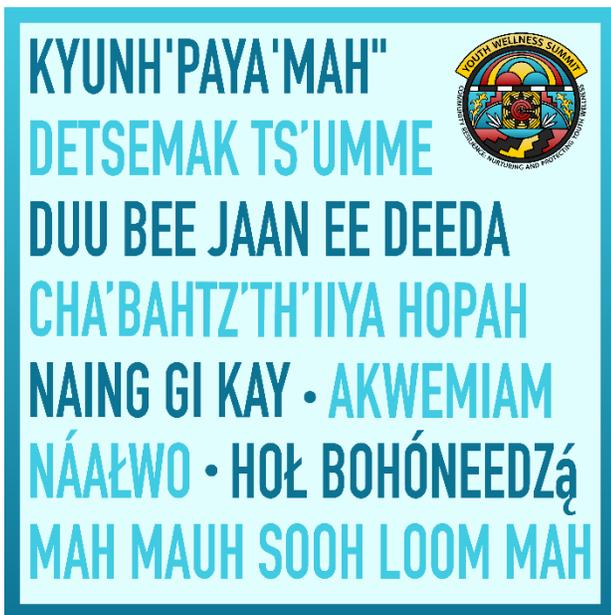
- To promote development and funding of activities, programs, and classes that encourage cultural engagement and revitalization. Potential options may include:
  - To develop coloring and other activity books with culture and language teachings, such as crossword puzzles, word searches, etcetera.
  - To provide virtual cooking classes of traditional foods.



“Resilience’ translated into each language of the state’s 23 Nations, Tribes, and Pueblos. Created by Haatze Designs.”



- To provide ways to find resilience in culture programs (e.g., learning creation stories, supportive language teaching with safe spaces to learn from mistakes, etcetera).
- To provide cultural art-making classes like silversmithing, dress-, belt-, or moccasin--making with intergenerational knowledge keepers.
- To invest in the revitalization and preservation of Indigenous languages in ways that respect and promote tribal data sovereignty. Potential options include:
  - To standardize a Native language-honors track in public schools.
  - To implement a bilingual seal of Native language literacy in tribal and public schools.



*"'Resilience' translated into each language of the state's 23 Nations, Tribes, and Pueblos. Created by Haatz Designs."*

- To provide virtual language classes while people are home, using secure links, such as encrypted platforms, to protect language.
- To incorporate traditional arts & crafts and lifeways programming in tribal language department efforts.
- To create language classes at various age- and speaking-levels for tribal members in and outside of tribal reservations.
- To fund and provide technical assistance training for tribal personnel to teach and archive language and cultural documents in tribal libraries.
- To fund and provide technical assistance to host virtual cultural teachings, using secure, encrypted tools or platforms.
- To fund programming that will take tribal members to cultural sites such as Chaco Canyon, Pueblo Bonito, Mesa Verde, and

other traditional sites with cultural knowledgeable holders, when and where appropriate.

- To ensure that all state employees tasked with the care of public lands that contain tribal cultural sites are adequately educated on tribal nations' ties to and continued access to these lands.

*Long-term (> 5 years)*

- To fund, educate staff, and support technology and infrastructure of tribal Libraries, and the development of language revitalization programs.
- To advocate for digital preservation and protection of data at the tribal level, developing tribal-informed archive systems.

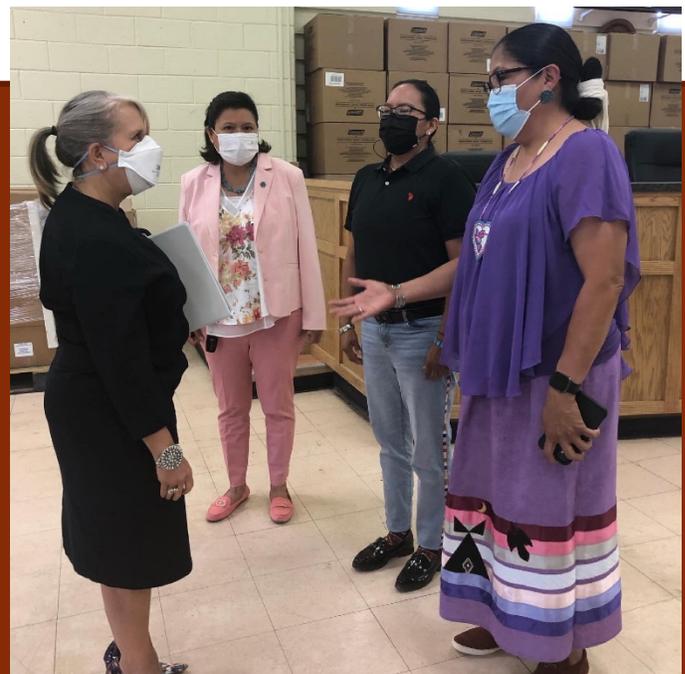
2021 Indigenous Youth Wellness Summit  
"Community Resilience: Nurturing and Protecting Youth Wellness"



- To fund research and draft publications on Indigenous language maintenance and cultural sovereignty, including traditional arts & crafts and lifeways.



Navajo Nation President and First Lady Jonathan and Phefelia Nez address the IYC Summit via video



Governor Michelle Lujan Grisham visits with members of the Shiprock Chapter of the Navajo Nation, July 9, 2021



## LESSONS LEARNED FROM THE PANDEMIC

### **PRIORITY: TO INTEGRATE LESSONS LEARNED FROM THE COVID-19 PANDEMIC AND ITS IMPACT ON TRIBAL COMMUNITIES.**

The COVID-19 Pandemic has disproportionately affected New Mexico's tribal communities. Its impacts have greatly affected and will continue to negatively affect tribal communities in terms of culture and language, healthcare, education, infrastructure, crisis response, and our individual health and wellness. We must learn from this universal event to continue to support the whole person's spiritual, emotional, physical, and mental health and build back our tribal communities better than before.

#### **RECOMMENDATIONS:**

##### *Short-term (> 2 years)*

- To continue and to further support urban Native families with monetary relief, support circles, and other services.
- To continue to support the funding of emergency food banks.
- To support a tribal convocation to review lessons learned from the COVID-19 Pandemic, discuss emergency management planning, celebrate the return to traditional practices and communal gatherings, and provide a space for Indigenous youth perspectives on how to build back better.

##### *Mid-term (2-5 years)*

- To educate tribal communities on mental health support as a required component of crisis/ emergency response planning.
- To develop Native-specific hotlines and warmlines for mental health crisis response.
- To provide technical assistance to tribes on the use of social media as a means of information sharing during emergency response.
- To explore the use of drone deliveries of essential supplies for safety purposes.

##### *Long-term (> 5 years)*

- To support the continued development of emergency communication systems and crisis response planning for tribal communities.
- To fund tribal broadband infrastructure and ongoing infrastructure projects, especially water.
- To construct and manage emergency shelters for unsheltered relatives.



## ELEVATING YOUTH VOICES

### **PRIORITY: TO ELEVATE INDIGENOUS YOUTH VOICES AND REPRESENTATION IN CRITICAL DECISION-MAKING.**

Indigenous youth seek the inclusion of their voices and representation in critical decision-making to ensure their concerns are addressed in tribal and state issues. By pushing forward the IYC's mission and purpose to raise support for holistic health and well-being of Indigenous youth across New Mexico, Indigenous youth gain the infrastructure to develop recommendations for and by youth through the IYC and in tribal youth councils throughout New Mexico.

### **RECOMMENDATIONS**

#### *Short-term (> 2 years)*

- To present the post-Summit report and its recommendations to state and tribal leadership as well as the interim Indian Affairs Committee (IAC) in 2021.
- To utilize social media platforms to support health and wellness messaging, challenges, and highlight youth efforts from various tribal communities.
- To continue to provide press and speaking opportunities for Indigenous youth.
- To be more inclusive by increasing the representation of Indigenous youth across the state, including urban, LGBTQ2S+, and Afro-Indigenous youth.
- To establish a permanent fund for the Indigenous Youth Council that will be used to fund activities like annual/bi-annual Indigenous youth summits, in-person events, and Indigenous youth scholarships.
- To provide opportunities for leadership development and fellowship programs for Indigenous young adults 25-30+ to assist tribal youth groups and programming.

#### *Mid-term (2-5 years)*

- To set up tribal youth councils, establish a commission of tribal youth councils, and ensure their longevity through mentorship programs and funding.
- To expand leadership roles for Indigenous youth, particularly for Indigenous women and girls.
- To create a New Mexico tribal youth policy fellowship in partnership with tribal and state organizations similar to the Santa Fe Indian School Policy Institute.

#### *Long-term (> 5 years)*

- To implement youth workshops within tribal communities on the holistic frameworks of well-being (physical, mental, social, emotional, cultural, and spiritual health). See Appendix for full Summit Agenda.
- To support art and other education projects in non-tribal communities across the State to promote the visibility of tribal people in a modern context.
- To allocate more resources and funding towards mental health, especially mental health services for Indigenous youth and young adults.



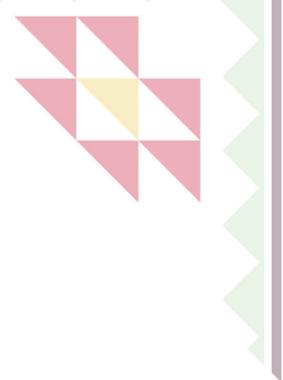


## CONCLUSION

As New Mexico begins its recovery, it is the Indigenous Youth Council's hope that recommendations from the Summit will serve as a catalyst in making instrumental change for Indigenous youth and their holistic wellness. These recommendations are true products of love, co-developed by the IYC and our peers at the Indigenous Youth Wellness Summit. The IYC hopes these youth-driven recommendations reach state and tribal leadership from a sincere place of wanting to contribute to the well-being of our communities and tribal members.

The safekeeping of community and cultural longevity lies in the aspirations formulated through the Indigenous Youth Wellness Summit where New Mexico's Indigenous youth spoke to the trauma, gaps, and failures of youth-specific holistic well-being. Youth strongly advocated for the need to generate nuanced, innovative, and culturally specific problem-solving solutions to facilitate community and individual healing, many offering such solutions themselves. The introspectiveness and intelligence displayed at the convening showcased a new generation of Indigenous leadership determined to bring their visions of wellness to fruition. In leading a future of wellness, Indigenous youth have hope and trust in state and tribal leadership to begin instrumental change at the guidance of New Mexico's Indigenous youth. Likewise, Indigenous youth ask for hope and trust in the vision the IYC has laid throughout these priorities and recommendations.





**APPENDIX A: Members of the Indigenous Youth Council**

## MEMBERS OF THE INDIGENOUS YOUTH COUNCIL



**Jeremy Begay** is a member of the Mescalero Apache Tribe. Jeremy is 21 years old and currently attends New Mexico State University, majoring in pre-nursing. He also works a full-time job at the Inn of the Mountain God Resort and Casino. Jeremy is a member of the Mescalero Nde Youth Council that is associated with the Mescalero Prevention Program. The Nde Youth Council helps the Mescalero Apache youth by offering workshops providing motivational youth activities and educating youth in the community. The focus is to help the youth get involved and to find a better way to cope with mental and physical health rather than to go a different route, which may lead to drug addiction, alcohol, and suicide.

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**Triston B. Black** is a citizen of the Navajo Nation. His clan relations are of the Towering House clan, born for the Bitter Water clan, maternal lineage is of the Folding Within Arms clan, and his paternal lineage is of the Many Goats clan. Triston is a graduate student at Arizona State University, studying Indigenous Education. Mr. Black was appointed by the 3 Branch Chiefs of the Navajo Nation to serve on the Navajo Nation Youth Advisory Council. Navajo culture, language, history, and governance is of utmost importance to Triston, he centers his goals and objectives in life around these principles. His hobbies include silversmithing, moccasin-making, and listening to elder wisdom. Sá'ah Naagháí Bik'eh Hózhóón (To Live and Long and Happy Life) is the foundational teaching in his education, procession, and everyday livelihood as a Navajo individual. Triston is always eager to learn, even if that means sharing a meal with one another. Mr. Black is honored to serve on the Indigenous Youth Council among his peers, but also recognizes the responsibility to advocate for all tribal youth across the State of New Mexico.



**Alysia Coriz (she/they)** comes from Kewa Pueblo (formerly known as Santo Domingo Pueblo) and currently serves as the Co-Chair of the All Pueblo Council of Governors Youth Committee. She is also the Female Co-President for the Kewa TRUTH Youth Council and former Co-President of the UNM Kiva Club. Alysia is a 2020 recipient of UNITY's 25 under 25 Award and an Uplift Climate Fellow. She is passionate about creating empowerment through community building, revitalizing, and maintaining Indigenous languages and cultures, and making positive social change in Native communities beginning with young people. When she is not busy organizing, Alysia can be found creating traditional arts and crafts, whether it is making Pueblo jewelry with her family in their multi-generational business or teaching her younger sister how to embroider and sew traditional and contemporary clothing. Alysia holds a bachelor's degree in Native American Studies, with a concentration in Indigenous Learning Communities, and a minor in Business Management from the University of New Mexico. She hopes to continue her education further with a master's and a doctorate degree, to continue supporting students in their educational journey.

## MEMBERS OF THE INDIGENOUS YOUTH COUNCIL

**Shayna Naranjo (she/her)** is from the Pueblo of Santa Clara and a senior at Stanford University. She is pursuing a degree in Comparative Studies in Race and Ethnicity with a focus in Politics, Public Policy, and Equity and a minor in Social and Cultural Anthropology. She currently serves as a Co-Chair for the All Pueblo Council of Governors Youth Committee which aims to engage and integrate youth voices and perspectives in advocacy work concerning the 20 Pueblos in New Mexico and Texas. Shayna is also a former IAD intern, working at the Department during the summer before her junior year where she co-produced a podcast that covered a variety of issues such as New Mexico's Missing and Murdered Indigenous Women Task Force, food sovereignty, and broadband access. Shayna is looking forward to carrying conversations relating to Indigenous youth and mental health into spaces with youth representation from all 23 Pueblos, Nations, and Tribes in New Mexico.



communities.

**Trinity Roybal (she/her)** is from P'osuwageh Owingeh (Pojoaque Pueblo/Water Drinking Place Village). She is 17 years old and a junior at Santa Fe Waldorf High School. Trinity currently resides in Santa Fe with her parents and three dogs. She enjoys drawing, reading, and spending time with her family. Trinity is interested in finding ways to get Native youth engaged on issues such as Missing and Murdered Indigenous Women, language revitalization, and learning to grow traditional foods. She looks forward to being a part of the council and working with the other members to help connect Native people and assist in bringing much needed resources to tribal

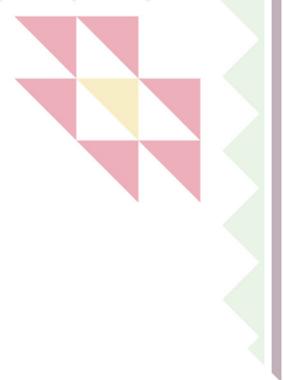
**Ian Teller** is from the Navajo Nation; he is of the Bitter Water Clan and born for the Towering House Clan. Ian attended Ft. Lewis College and recently graduated with a Bachelor of Arts in Business Administration. Ian has been admitted to the University of Southern California Thornton's School of Music, where he will pursue a Master of Science in music industry. Ian enjoys film and photography in his spare time and hosts a vlog on Youtube under the name Yazh.



Indigenous Youth Council and looks forward to working with all the amazing people that are a part of this council.



**Kaylee Wood** a member of the Jicarilla Apache Nation, located in north central New Mexico. Kaylee's parents are Romaine and Alison Wood. She is currently attending the College of Nursing at the University of New Mexico and resides in Albuquerque, NM. Kaylee is a member of the UNM Student Nurses Association, which involves nursing students giving back to our communities and meeting other nursing students. As former Miss Jicarilla Apache 2018-2019, she had the privilege to be an ambassador for her tribe, which gave her the opportunity to meet a lot of great people and participate in several amazing events. Kaylee is excited to be a part of the New Mexico Indian Affairs Department's inaugural



**APPENDIX B: Honoring Native Life Post-Summit Report**

**UNM Community Behavioral Health Division/Honoring Native Life Report  
Submitted to NM Indian Affairs Department  
Suicide Prevention Initiative**

**Proposed Activities and Deliverables**

Honoring Native Life proposed to plan, coordinate, and implement the following activities to support NM IAD's Suicide Prevention Initiative. All activities were completed by June 25, 2021:

**Suicide Prevention & Intervention Training for Behavioral Health Providers**

- a) Provide up to five (5) training webinars for behavioral health providers in Tribal Communities.
- b) Two-hour trainings must be provided by faculty and/or independently licensed clinicians.
- c) Webinars must offer free continuing education credits to providers.
- d) Potential topics for the webinar include risk assessment, safety planning, non-suicidal self-injury, grief & loss and the impacts on communities, and self-care for behavioral health providers.

The Suicide Prevention Webinar Series “**Training for Behavioral Health Providers in Tribal Communities**” was held from March 10 through May 25, 2021. A total of 261 people attended the 6 webinars. For individuals who were eligible, UNM Community Behavioral Health (CBH) provided Continuing Education (CE) Credits through the NM Counseling and Therapy Board. A total of 69 CEs were provided. Additionally, 69 Certificates of Completion were provided. The content of the series were tailored for American Indian providers, and providers working in American Indian Tribal programs or Tribal serving organizations. The series included following 2-hour presentations:

**1. Community Readiness Model for Suicide Prevention** by Jennifer Nanez, LMSW and Connie O'Marra, LCSW. March 10, 2021

Learning Objectives:

- i. Summarize the Community Readiness Model and its use in developing community outreach strategies for suicide prevention.
- ii. Identify the six dimensions of community and the nine stages of readiness as part of the model.
- iii. Examine readiness stages, their meaning, and strategies to increase community awareness and engagement.
- iv. Examine implementation of the community readiness model during COVID related restrictions in tribal communities.

Attendees: 39

NM Counseling & Therapy Board CE Hours: 5

Certificates of Completion: 12

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**2. Building Systems to Respond to Suicide Crises** by Esther Tenorio, Ryan Sanchez, Jimel Sandoval, Bernice Chavez, and Deb Altschul, PhD. March 25, 2021

Learning Objectives

- i. Develop strategies for building a crisis response infrastructure.
- ii. Summarize benefits of making cultural adaptations to evidence-based practices.
- iii. Develop strategies for implementing cultural adaptations of evidence-based practice.
- iv. Utilize lessons learned to develop strategies for suicide crisis response.

Attendees: 56

NM Counseling & Therapy Board CE Hours: 11

Certificates of Completion: 10

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**3. Screening for Risk and Safety Planning** by Laura Rombach, LPCC and Amy Rouse, MD. April 9, 2021

Learning Objectives:

- i. Describe factors that increase risk of suicide in tribal communities.
- ii. Demonstrate how to identify risk using the Columbia Suicide Severity Rating Scale.
- iii. Identify when a safety plan is indicated and how to help a patient construct a safety plan.
- iv. Apply strategies to incorporate suicide screening and safety planning in tribal community health care practice.

Attendees: 62

NM Counseling & Therapy Board CE Hours: 15

Certificates of Completion: 12

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**4. Overview of Cognitive Therapy for Suicide Prevention and Cultural Adaptations** by Laura Rombach, LPCC and Leah Bogusch, PhD. April 28, 2021

Learning Objectives

- i. Organize client's case formulation and narrative of suicidal attempts and/or ideation.
- ii. Integrate clients' past suicidal history with learned affective, behavioral, and cognitive strategies during relapse prevention protocol.
- iii. Describe approaches to making cultural modifications of cognitive therapy for use in the treatment of suicidal clients.
- iv. Utilize strategies to apply cultural modifications in your clinical practice.

Attendees: 35

NM Counseling & Therapy Board CE Hours: 9

Certificates of Completion: 7

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**5. Grief After Suicide: Supporting Tribal Communities Through Loss** by Barbara Aragon, MSW and Amy Rouse, MD. May 11, 2021

Learning Objectives

- i. Describe normative grief reactions to death by suicide
- ii. Identify risk and protective factors characteristic of indigenous individuals and communities after a suicide loss.
- iii. Discuss cultural grief and mourning practices in the context of bereavement of suicide.
- iv. Describe complicated grief and related conditions after suicide and/or traumatic loss and guiding principles for their treatment.
- v. Analyze the role of traditional beliefs and practices in postvention planning.

Attendees: 35

NM Counseling & Therapy Board CE Hours: 14

Certificates of Completion: 16

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**6. The Practice of Self-Care: A Guide to Healing in Native Communities** by Jennifer Nanez, LMSW and Connie O'Marra, LCSW. May 25, 2021 \*\*this presentation was 1-hour

Learning Objectives:

- i. Review Covid-19 impact on Behavioral Health practices in the past year.
- ii. Examine compassion fatigue and burnout signs, symptoms and risk factors and impact on service provision.
- iii. Review barriers to self-care planning and explore self-care practice prompts.

Attendees: 34

NM Counseling & Therapy Board CE Hours: 15

Certificates of Completion: 12

**Total number of Attendees: 261**

**Total number of NM Counseling and Therapy Board CE hours: 69**

**Total number of Certificates of Completion: 69**

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**Tribal Youth Wellness Webinar Series**

- a) Host a standalone webinar series dedicated to Tribal youth wellness and resiliency during COVID-19 pandemic.
- b) Webinars will provide youth with tools and resources to overcome challenges related to grief & loss, stress, anxiety, among other mental health conditions and emotional tensions.
- c) Webinars will be pre-recorded and posted to websites, social media, etc. Along with resources and contact information for crisis support services.

1. **Self-Care for Indigenous Youth Wellness Summit** produced by Suzanne Pearlman  
15 minutes in length

2. **Native Health Initiative – Mental Health Video** produced by Native Health Initiative  
17 minutes in length

3. **Healing through Arts** produced by Mallery Quetawki  
15 minutes in length

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### **Virtual Tribal Youth Summit**

- a) Host a virtual Tribal youth summit on wellness in collaboration with guidance from IAD. The goal is to engage the state's Native American youth in a mental health and behavioral health conference.
- b) Provide youth trainings and workshops to identify recommendations for the state to support Tribal youth wellness (ex. Suicide Prevention and Self-Care).
- c) Incorporate Tribal youth representatives identified by IAD to help with planning.
- d) Provide therapeutic items for 50-60 attendees (i.e., Journals) to include in the summit packets. Additional items for the summit packets will be provided by IAD.

### **Planning Process and Partners:**

Indigenous Youth Council (IYC)

Indian Affairs Department (IAD)

Tribal Tech, LLC

Wopila Consulting

Jeri Brunoe Training and Consulting

Nickole Fox Consulting

Planning for the Indigenous Youth Wellness Summit began in January 2021. The above listed entities met on a regular basis, at times meeting weekly with IAD and HNL; bi-weekly with the IYC.

The Indigenous Youth Wellness Summit was created with input from the Indigenous Youth Council. The Indigenous Youth Council (IYC) focused on COVID impact on youth mental health and wellness and ideas shared were collated into categories that touched on body, mind, emotion and spirit. Tribal Tech and planning process partners then worked to lay these ideas into the framework of the Gathering of Native Americans (GONA) model and create an agenda for the day and a half event. The GONA framework allows for the establishment of a cohesive group, introduces and issue that has impacted the community or group, examines resilience and supports, and assists in planning for the future.

### **Recruiting Speakers/Presenters**

HNL was lead in recruiting and securing speakers and presenters including processing the necessary purchase orders to pay for speaker services. Each of the speakers selected were vetted by the Indigenous Youth Council, NM IAD, and the planning partners. An emphasis was placed on local subject matter experts familiar with the NM Tribal communities represented; and on national speakers with expertise in the areas of focus requested by the IYC.

### **Registration and Announcements**

Save the Date and other announcements and messaging designed and distributed by HNL

The registration process was developed with implementation and oversight by the HNL program, and was based on past youth summit experience. HNL utilized the REDCAP platform for the registration process and included in a NM IAD and UNM Community Behavioral Health (UNM CBH) vetted consent form for participation.

Registration was limited to 18-25-year-old youth, however it was noted that a few younger than 18 registered and requested parental consent to participate.

### **Logo Design**

Marcus Trujillo was recruited by the IYC to design the logo for the Summit. The IYC, HNL, and NM IAD met with Mr. Trujillo on several occasions to discuss the theme of the Summit and design recommendations. This collaboration resulted in not only a logo for the Summit but also a frame/boarder which was used for announcements and other printed materials.

### **Implementation:**

Virtual 2021 Youth Wellness Summit – Community Resilience: Nurturing and Protecting Youth Wellness, June 11, 3:00 pm to 7:00 pm & June 12, 9:00 am to 3:00 pm. Fifty (50) Native American youth between the ages of 16 and 25 registered for the event, representing the 22 Pueblos, Apache Tribes, and Navajo Nation. A total of 50 youth and 4 adults registered and participated in the Summit. Ten individuals served as presenters and 4 individuals served as guest speakers.

Nickole Fox Consulting and Wopila Consulting were leads on providing the Zoom technology platform as well as working behind the scenes to ensure a smooth event. Both days were successful with few to no technical glitches.

Jeri Brunoe, a nationally known and highly respected motivational speaker, youth leadership expert, an educator as well as a gifted writer, and an actor was the MC for the Summit. Ms. Brunoe provided motivational messages and physical activities throughout the event.

The UNM CBH also supported the effort by having clinicians on standby in a virtual safe room for any youth participants who may have had the need to take a moment to talk through any content that was difficult emotionally, and were ready to provide support throughout the event.

The planning team (noted above) served as facilitators and notetakers for all of the breakout sessions. One community member was recruited to support this effort.

### **Day 1 Highlights**

Approximately 40 people attended Day 1, including Governor Michelle Lujan Grisham, Secretary Lynn Trujillo, and Lexie James, Miss Native American USA.

Presentations were provided by Jennifer Nanez and Connie O'Marra of SAMHSA Tribal Training and Technical Assistance Center under Tribal Tech LLC, who set the stage with the explanation of the GONA framework and a review of the agenda for the summit. The first Breakout Session helped to develop group cohesion and a chance to get to know each other, as the small groups formed and worked together to develop a team name and cheer.

Chelsey Luger and Thosh Collins of Well for Culture (WFC) conducted a presentation on physical wellness and movement as healing. WFC is centered on their original model for holistic health and wellness: the Seven Circles of Wellness. WFC designed this approach to a balanced

lifestyle in order to offer a wellness worldview that is rooted in an Indigenous cultural perspective and ancestral knowledge and supported by research. Throughout WFC's slide show presentation, they integrated light movement, guided meditation, and breathing exercises with emphasis on body positivity.

Suzanne Pearlman provided an introduction on mental health and wellness titled Nurturing Mental Health: This immersive and interactive session provided basic information about how risk and protective factors influence mental well-being and empower participants with practical skills. Participants were provided a self-care plan template that focused on the 8-dimensions of wellness and resources to use throughout the conference and beyond.

### **Day 2 Highlights**

Approximately 35 people attended including Mescalero Apache Tribe President, Gabe Aguilar and All Pueblo Council of Governors, Secretary David Toledo.

Day 2 began with a presentation by Deidre Yellowhair-Begay, Ph.D. and Jeremiah Begay titled, "Mental Health Resilience through Skill Building." This presentation focused on general mental health awareness and wellbeing. The presenters provided self regulation skills for participants, such as five finger breathing, self grounding techniques and the STOPP exercise to add to their personal toolkits to promote mental health and resilience.

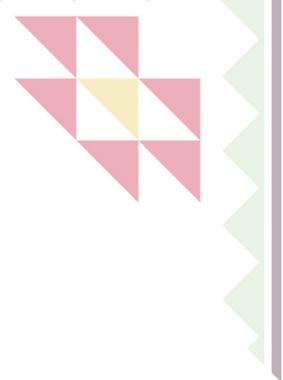
Mallery Quetawki presented "Nurturing Spirit through Creativity." This presentation focused on how art can help to keep our sense of community and heritage alive, and supports expression of emotion through art. Ms. Quetawki discussed the creative tools we have to keep our well-being healthy and to promote positive outcomes to the stressors we face. Ms. Quetawki walked the youth through an interactive exercise in art and gave youth the opportunity to share their examples. Ms. Quetawki also went on to share examples of art as a means of communication for public health messaging including most recent behavioral health messaging shared during the peak of the COVID pandemic in Tribal communities.

Brandi Lucero & Becki Jones of Native Community Health Network presented "Healthy Relationships and Boundaries." This lesson was designed to help youth identify the characteristics of boundaries, healthy boundary setting, relationships and characteristics of a healthy relationship. The interactive session provided youth to explore together unmet needs and how that can influence involvement in unhealthy relationships, and how recognizing unmet needs can guide youth to healthier choices and supports. .

Four (4) Breakout Sessions were conducted, during which time the groups worked to answer: "What's Happening in Our Communities", "What Have You Learned About Coping During COVID-19", "What Kind of Support Do You Need From Various Health Systems, Schools, Community, Tribal Leadership, State Government, and Others", and "What Do You Want To Give Back To Your Community". These Breakout Sessions were an opportunity for the youth to discuss various topics relating to mental health and wellbeing, concerns, and how they could contribute to addressing mental health and wellbeing with their families and communities.

After each breakout session, the groups reported out to the Summit audience. All sessions were included a facilitator and notetaker. Feedback from the breakout sessions as well as the general sessions were recorded via notetakers. This feedback will be used to develop recommendations to NM IAD and the Honoring Native Life program for future youth efforts and youth support. The recommendations will be presented by the IYC to State and Tribal Leadership.

All Power Point presentations and breakout sessions notes have been sent to NM IAD. HNL and Tribal Tech, LLC will meet with the IYC and NM IAD to collate the notes and presentations. The IYC and NM IAD will draft formal recommendations.



**APPENDIX C: 2021 Indigenous Youth Wellness Summit Agenda**

AGENDA

Community Resilience: Nurturing and Protecting Youth Wellness  
Hosted by New Mexico Indian Affairs Department  
UNM Honoring Native Life

June 11, 2021 3:00 PM - 7:00 PM and  
June 12, 2021 9:00 AM - 3:00 PM

Day 1 – Friday, June 11  
3:00 PM – 7:00 PM

3:00 PM – 3:20 PM

Summit Opening

Invocation – Triston Black (*Diné*), IAD Youth Council  
Introduction to the New Mexico Indian Affairs Department  
Indigenous Youth Council – Kalee Salazar (*Taos + Santa Ana Pueblos*)  
Honoring Native Life – Teresa Gomez, MA (*Isleta Pueblo*)

3:20 PM – 3:30 PM

New Mexico State Governor Michelle Lujan Grisham

Introduced by Alysia Coriz (*Kewa Pueblo*), IAD Youth Council

Michelle Lujan Grisham is the thirty-second governor of the state of New Mexico, the first Democratic Latina to be elected governor in U.S. history.

A longtime state Cabinet secretary at both the New Mexico Department of Aging and Long-term Services and Department of Health, Lujan Grisham has been a leading advocate for senior citizens, veterans and the disabled as well as investments in health care infrastructure and innovative programming that has improved access and quality of care for New Mexicans across the state. She was elected to the U.S. Congress in 2011, serving three terms in Washington on behalf of New Mexico's 1st Congressional District. As a member of Congress, she worked aggressively to support local tribes, equal pay for women, public schools, public lands and veterans' health care; she also advocated strongly for saving and creating clean New Mexico jobs

Lujan Grisham was born in Los Alamos and graduated from St. Michael's High School in Santa Fe before earning undergraduate and law degrees from the University of New Mexico. A 12th-generation New Mexican, she is the mother of two adult children and grandmother of three. She is the caretaker for her mother, Sonja.

AGENDA (contin.)

3:30 PM – 3:40 PM

**New Mexico Indian Affairs Secretary Lynn Trujillo** (*Sandia Pueblo*)  
 Introduced by Kaylee Wood (*Jicarilla Apache Nation*), IAD Youth Council

**Lynn Trujillo** currently serves as the Cabinet Secretary for the Indian Affairs Department. She was appointed by Governor Michelle Lujan Grisham on January 22, 2019, and unanimously confirmed by the New Mexico Senate on February 20, 2019.

Prior to joining the Administration, Secretary Trujillo worked with Native American tribes and organizations throughout the United States as a National Native American Coordinator for USDA Rural Development programs, bringing resources to tribal communities. Her experience includes organizing in tribal communities, developing programs to preserve Native culture and language, and practicing Indian law in Washington, D.C., and New Mexico.

3:40 PM – 3:55 PM

**Miss Native American USA Lexie James** (*Tewa-Hopi*)  
 Introduced by Trinity Roybal (*Pojoaque Pueblo*), IAD Youth Council

**Lexie James** is a 24 year-old member of the Tewa and Hopi tribes. She is Corn Clan from the Village of Tewa. Her Hopi name is Piphongsi referring to the tobacco flowers in bloom. Her mother is Jacqueline James.

Lexie is the current reigning Miss Native American USA 2019-2021 where she advocates for her platform, "The Journey Isn't Over, suicide prevention and mental health wellness."

James is currently employed as the Youth Liaison for the Hopi Opportunity Youth Initiative. Aside from her job and title, Lexie is the Co-Founder of Nurturing Indigenous Intelligence, a grassroots organization to supporting Indigenous students. Lastly, James sits as a board member for the non-profit, 'Three Precious Miracles', dedicated to assisting Native children in foster care, kinship care or adopted.

3:55 PM – 4:00 PM

**Logo Designer – Marcus Trujillo** (*Laguna Pueblo*)  
 Introduced by Jeremy Begay (*Mescalero Apache Tribe*), IAD Youth Council;

**Marcus Trujillo (he/him)** is an enrolled tribal member with the Pueblo of Laguna in affiliation with the Village of Paraje. Marcus graduated from the University of New Mexico with a BA in Religious Studies, a minor in Psychology and a certificate in Peace & Justice Studies. Coming from a background of traditional art since his youth, Marcus began graphic designing with the vision to empower Pueblo Indigenous Peoples through representation and creative expression.

## AGENDA (contin.)

Today, Marcus is the Communications Designer for Pueblo Action Alliance, a Women-led, grassroots, frontline organization in Southern Tiwa Territory that promotes cultural sustainability and community defense by addressing environmental and social impacts in Indigenous communities. Marcus also works with the Office of Laguna Learning, an office that focuses on traditional language sustainability within the Pueblo of Laguna. Within this work, merging graphic design with passions for social and environmental justice, Marcus moves forward to use his talents to embody solidarity kinship with Indigenous communities. This work is meaningful to Marcus as he believes that art fuels the movement, the way it fueled Pueblo ancestors through revolution to present-day resistance.

4:00 PM – 4:15 PM

**Welcome & Overview of Summit** – Jeri Brunoe (*Confederated Tribes of Warm Springs*)

Introduced by Triston Black (*Diné*), IAD Youth Council

**Jeri Brunoe** is an enrolled member of the Confederated Tribes of Warm Springs, Oregon she has worked in Indian Country for over 30 plus years and is the founder and owner of Jeri Brunoe Training & Consulting (JBTC). Jeri's experience has included being a Leadership Trainer, College faculty member, Prevention Coordinator/Trainer and GONA Facilitator . Jeri is a certified "Core Team & Crisis Intervention/Prevention Specialist" and is a graduate of the Bill McGrane Self-Esteem Institute in Advance Psycho-linguistics/ Neurolinguistics and an Oregon State University alum. She was raised with her traditional native values and continues to practice her cultural "Way of Life". She currently serves as a board member on the National Indian Youth Leadership Project; an international adventure training program. Ms. Brunoe is a nationally known and highly respected motivational speaker, youth leadership expert, an educator as well as a gifted writer, and an actor. She has appeared in films, television, commercials and performed in the theater.

4:15 PM – 4:30 PM

**What is GONA (Gathering of Native American Model)** – Jennifer Nañez (*Acoma Pueblo*) and Connie O'Marra (*Citizen Potawatomi Nation of Oklahoma*)

**Jennifer S. Nañez**, MSW, LMSW, currently serves as a Training and Technical Assistance Coordinator with the SAMHSA Tribal Training and Technical Assistance Center under Tribal Tech LLC, and is an enrolled tribal member of the Pueblo of Acoma, New Mexico. Ms. Nañez has been in the social work and education fields for over 20 years with an emphasis in serving the American Indian population, and promoting effective community engagement and clinical work in the

American Indian community. Ms. Nañez has worked in Urban Indian, Tribal, Federal, and University systems, and now provides support to Tribal communities nationally in her current role. Ms. Nañez's interests lie in suicide prevention and mental health treatment support working within a healing from Historical Trauma framework; and supporting community readiness, resilience, and capacity building in our Tribal communities.

## AGENDA (contin.)

**Connie O'Marra, LCSW** is a licensed social worker and earned her Master of Social Work degree from the University of California, Los Angeles. She has worked to promote individual and community wellness for over 30 years. Her experience includes providing individual clinical interventions to women, children, and families and helping Native American communities organize efforts to strengthen and increase cultural protective factors. Her most recent experience includes coordinating activities for two SAMHSA contracts, Native Connections and the Tribal Training and Technical Assistance (TTA) Centers, which

**4:30 PM – 4:50 PM**      **Breakout Session: Team Names and Cheer** – Jeri Brunoe, Jennifer Nañez, and Connie O'Mara

**4:50 PM – 5:50 PM**      **Presentation: Nurturing Health and Resiliency through Movement and the Body** – Well for Culture – Chelsey Luger (*Lakota + Ojibwe*) and Thosh Collins (*Onk-Akimel O'odham + Wa-Zha-Zhi + Haudenosaunee*)

**Well For Culture (WFC)** is centered on our original model for holistic health and wellness: the Seven Circles of Wellness. WFC designed this approach to a balanced lifestyle in order to offer a wellness worldview that is rooted in an Indigenous cultural perspective and ancestral knowledge and supported by research. Throughout WFC's slide show presentation, they will integrate light movement, guided meditation, and breathing exercises with emphasis on body positivity. If time permits, WFC will include time for Q&A and participant discussion.

**Chelsey Luger** is from the Turtle Mountain Band of Chippewa and Standing Rock Sioux Tribe in North Dakota. She double majored in History and Native American Studies at Dartmouth College, concentrating on comparative histories of global Indigenous cultures and post-colonial theory. She later earned an M.S. in Digital Media at Columbia University's Graduate School of Journalism. In her work as a journalist, she highlights activist movements and environmentalism as it relates to wellness and Native culture. Chelsey is passionate about motivating youth to stay active and healthy in order to build mental-physical-spiritual strength.

**Thosh Collins** was raised in Salt River, Arizona. He works as a photographer and serves as a board member for the Native Wellness Institute. He draws strength and motivation from the spiritual cultural practices of our ancestral people, and recognizes the inherent physical durability embodied by them. Thosh uses this understanding as the basis to encourage all to embrace reclaim their health as he contributes to the growing wellness movement across Native Country in a way that is holistic and culturally appropriate.

**5:50 PM – 6:00 PM**      **Break & Raffle**

## AGENDA (contin.)

6:00 PM – 6:45 PM

**Presentation: Nurturing Mental Health: Self-care and Mental Wellness** – Suzanne Pearlman

This immersive and interactive session will provide basic information about how risk and protective factors influence mental well-being and empower participants with practical skills. Participants will develop a self-care plan that focuses on the 8-dimensions of wellness and resources to take with them throughout the conference and beyond.

**Suzanne Pearlman (she/her)** is a nationally recognized specialist in curricula development, training programs, as well as a subject matter expert in cultural adaptations of standardized curricula with a focus on equity and access. Current work experience includes designing and implementing innovative curricula content for indigenous southwest Indigenous communities; technical assistance and training to the University of New Mexico's Consortium for Behavioral Health Training and Research; developing and adapting evidence-based content for virtual, national training environments for the National Council for Behavioral Health; serving as a National Trainer for Mental Health First Aid in teen, youth, adult and corporate curricula; and consulting with local state departments on implementation of culturally appropriate training content.

Prior to consulting, Ms. Pearlman led behavioral health system transformation efforts and developed curricula at state and national levels that effectively engaged diverse communities; Tribes and Pueblos; child welfare and juvenile justice systems; managed care entities; city and county governments; law enforcement; and educational system partners toward improved, culturally-informed curricula and training programs.

6:45 PM – 6:50 PM

**Preview of Day 2 & Participant Assignments** – Jeri Brunoe

6:50 PM – 7:00 PM

**Closing Prayer** - Hon. Ty Vicenti (*Jicarilla Apache Nation*)

7:00 PM

**Adjourn Day 1**

## AGENDA (contin.)

Day 2 – Saturday, June 12, 2021  
9:00 AM – 3:00 PM

- 9:00 AM – 9:10 AM      **Invocation** – President Gabe Aguilar (*Mescalero Apache Nation*)
- 9:10 AM – 9:20 AM      **Recap of Day 1 and Overview of Day 2** – Jeri Brunoe
- 9:20 AM – 10:00 AM    **Presentation: Nurturing Mental Health Resilience through Skill Building** – Dr. Deidre Yellowhair-Begay (*Diné*) and Jeremiah D. Simmons (*Navajo/Yankton Sioux*)

This presentation will focus on general mental health awareness and wellbeing. The presenters will also provide skills for participants to add to their personal toolkits to promote mental health and resilience.

**Deidre Yellowhair-Begay, Ph.D. (she/her/hers)** is currently a Post-Doctoral Fellow at the University of New Mexico with a clinical placement in the Pueblo of San Felipe. She graduated from Western Michigan University with a Ph.D. in Counseling Psychology and completed her pre-doctoral training at the University of New Mexico. Dr. Yellowhair-Begay also received her Master of Arts in Counseling Psychology from Western Michigan University and a bachelor's degree in Psychology and English from Fort Lewis College.

A native from Arizona, she has dedicated her research and studies to addressing multicultural issues; specifically, how systemic racism impacts mental health in American Indian communities. Clinically, her interests are focused on combining community-driven, culturally informed with evidence-based practices to create healing spaces for clients in Indigenous communities. She has given multiple presentations to tribal communities on mental health issues including historical trauma, suicide prevention, microaggressions, bias/prejudice/racism, strength-based/culturally informed approaches to mental health care.

**Jeremiah D. Simmons, MS (he/him/his)** is currently a Pre-Doctoral Psychology Intern at the UNM Health Sciences Center with a clinical placement in the Pueblo of San Felipe. He is a doctoral candidate in the Department of Psychology with a concentration in Clinical Psychology. He graduated from Stanford University with a bachelor's degree in Human Biology. Jeremiah, a native New Mexican, was raised in Mescalero, New Mexico, and while he associates himself with the Mescalero Apache Indian Reservation, his family originates from the Lakota and Navajo tribes. His research activities are broadly focused on adolescent health disparities with an emphasis on mental and behavioral health, behavioral health policy, and co-occurring disorders.

Jeremiah aims to develop and evaluate effective interventions that target American Indian youth, adapt evidence-based models for American Indian communities in culturally and linguistically

## AGENDA (contin.)

appropriate ways, and reduce health disparities affecting American Indians by shaping behavioral health policy.

10:00 AM – 10:30 AM	Team Breakouts and Report Out
10:30 AM – 10:45 AM	Break
10:45 AM – 11:15 AM	Team Breakouts and Report Out
11:15 AM – 12: 00 PM	Presentation: Nurturing Spirit through Creativity - Mallery Quetawki ( <i>Zuni Pueblo</i> )

The aesthetic imagery created by one's own hand or by others have been shown to promote an individual and collective well-being. During these difficult times we face, art has kept our sense of community and heritage alive as well as serving as an outreach tool for communicating health and science information to Indigenous communities. In this session we will discuss the creative tools we have to keep our well-being healthy and to promote positive outcomes to the stressors we face. We will share examples of the arts and public health intersections as well as an art exercise that promotes healing.

**Mallery Quetawki** is from the Pueblo of Zuni. She is the mother of two and shares residence in both Albuquerque and Zuni Pueblo. She received her B.S. in Biology with a minor in Art studio in 2009 from UNM-ABQ. She is currently the Artist-in-Residence with the Community Environmental Health Program at the University of New Mexico College of Pharmacy. Her work with CEHP has focused on tailoring scientific concepts into culturally relatable art and graphics for Native American communities affected by abandoned uranium mines in the United States specifically in the Southwest region of the country. Her work has recently shifted into creating Covid-19 PSA's and videos for Indigenous communities.

12:00 PM – 12:30 PM	Lunch Break
	Distinguished Guest Address – Ricardo Caté ( <i>Kewa Pueblo</i> ), Artist

**Ricardo Caté** believes that laughter has always been a part of being Indian and that Native humor is culturally unique and at the heart of our resilience and survivability. Mr. Caté uses humor through his cartoons to understand and heal from personal or historical trauma. Mr. Caté is widely considered one of the most prominent Native American cartoonists working today and is the only Native American cartoonist carried in a daily mainstream newspaper. His cartoon, "Without Reservations" is published daily in the *Santa Fe New Mexican* and the *Taos News*. It explores the irony and poignant humor found in the Native American experience of living in dominant culture. He brings attention and focus to serious issues as a way to foster understanding and change by making us see things in a new and relatable way.

AGENDA (contin.)

12:30 PM – 1:15 PM                      **Presentation: Healthy Relationships and Boundaries** - Native Community Health Network - Brandi Lucero (*Isleta Pueblo*) and Becki Jones (*Diné*)

This lesson is designed to help participants identify the characteristics of a healthy relationships. They will look at different examples of relationships to determine if the relationship is healthy, unhealthy, or abusive. They will practice giving advice to someone who is in an unhealthy or abusive relationship. Finally, participants will have the opportunity to think about what qualities are most important to them in their relationships or future relationships.

**Brandi Jiron** is from Isleta Pueblo and is a community health worker with the Native Community Health Network. She received her bachelor’s degree in Public Health from Fort Lewis College and started her journey shortly after graduating. Since then, her focus has been providing health education services and linkage to essential resources to people within Indigenous communities in the Southwest. When she is not doing a zoom presentation you can usually find her Spending time with her family and walking her dogs along the ditch bank.

**Becki Jones (She/They)** identifies as a Diné Queer Femme based out of occupied Tiwa territory, Albuquerque, NM. They are Tótsohnii, born for ‘Áshjǫ́hi’, their maternal grandpa is Mą’ii deeshgiizhinií, and their paternal grandpa is Tábaqáhá. She has been a sexual health educator with Planned Parenthood of the Rocky Mountains for 5 years and the Program Manager for the Native Community Health Network for almost 2 years. Becki has been heavily involved with creating partnerships with local Indigenous organizations in Albuquerque, and after her grant with NM DOH ended, the NCHN program was created to continue that work. She recently was certified as a transformational life coach. She is a full spectrum Diné Doula that can provide abortion Doula services for Diné clients and other Indigenous clients. Becki also serves as a committee member of the Red Ant Collective, a communist organization that serves the greater SW area. On her off time, she enjoys playing music in her bands, making resin jewelry, reading and studying, and hanging out with family, comrades and friends. She is pro-abortion, pro repro justice, pro Indigi/Queer/Black/Marx feminism, anti-capitalist, anti-colonialist and anti-white supremacy.

1:15 PM – 2:15 PM                      **Team Breakouts and Report Out**

2:15 PM – 2:45 PM                      **Wrap Up Day 2 – Jeri Brunoe**  
**Create a Self-Care Plan – Tribal Tech, LLC**  
**Breathing Techniques, Stretching**

2:45 PM – 3:00 PM                      **Closing Prayer – APCG Secretary David Toledo (*Jemez Pueblo*)**

3:00 PM                                      **Adjourn Day 2**



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