

Native Spirit Boys & Girls Club

Development, implementation, and evaluation of a culturally-grounded after school program for American Indian youth on an urban-based reservation.

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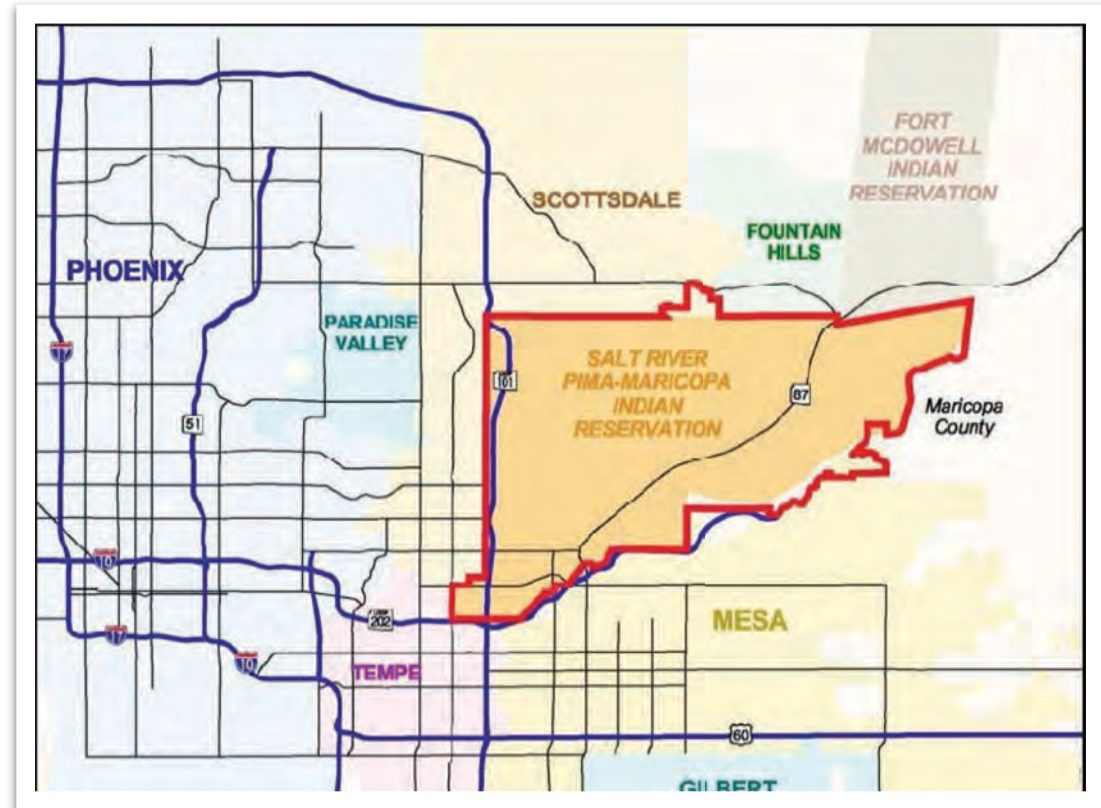
Native Spirit: Peach Springs

- Master's Degree in Public Health
- Native Spirit
 - 10 sessions
 - Culturally-grounded
 - Resilience
 - Cultural knowledge
 - Classroom behavior



Salt River Pima-Maricopa Indian Community (SRPMIC)

- Community Demographics/History
- Population ~11,000
- Two communities into one
- “urban-based reservation”



Map of SRPMIC in relation to Metropolitan Phoenix

Salt River Community

- Assets
 - Culture
 - Schools
 - After-school programs
 - Resources
- Interest in cultural revitalization



Program Development

- Recruit Community Advisory Board
 - Guide curriculum adaptation, implementation, and evaluation
- Curriculum Adaptation
 - Ensure new content is relevant to SRPMIC
- Identify session facilitators
 - Community content practitioners



Program Development

Cultural Value	Activity
Language	Introduce Yourself
Creation Stories*	Storytelling
History	Visit Historical Site
Responsibility	Planting Seeds
Respect*	Harvesting and Gathering
Community	Traditional Songs and Dance
Recognition	Ceremony of Recognition

Cultural Value	Activity
Teamwork	Traditional Outdoor Games
Patience	Traditional and Modern Art
Traditions	Cooking a Meal
Growth	Coming of Age
Service*	Service for Community
Cultural Identity	Life Away from Home

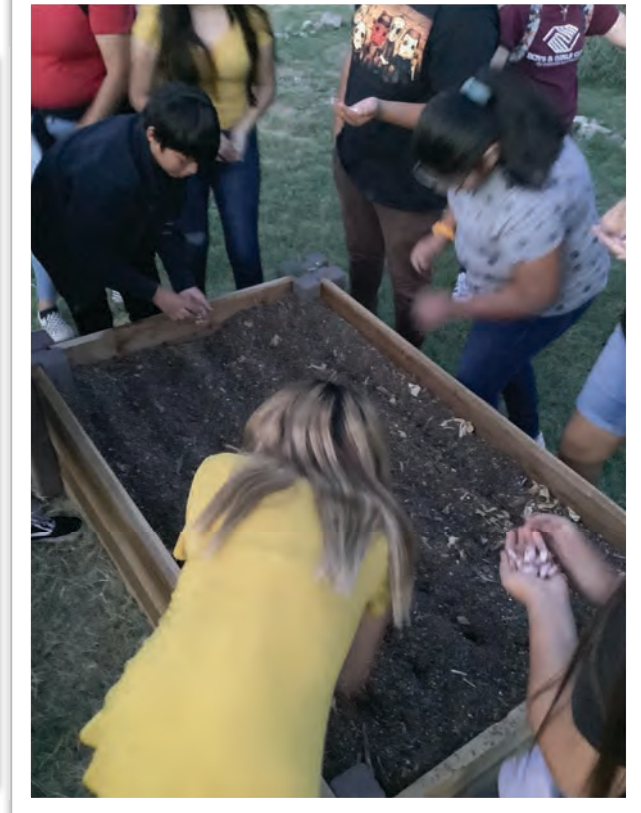
Implementation

- Boys & Girls Clubs of Greater Scottsdale
 - Lehi Branch
 - Red Mountain Branch
- Every Thursday from 5:30 - 7:00PM
- September – December 2019



Implementation

- Lead by 1-2 community members



Did participation in Native Spirit, a culturally-grounded after-school program for O’odham and Piipaash teens (grades 7-12), impact resilience, cultural identity, and self-esteem?

Schedule of Assessments			
Time of Assessment	Data Source	Measure	Construct
Pre-test survey	Self-Report survey	Demographic survey	Baseline Demographics
Pre-test, post-test	Self-Report survey	Rosenberg Self-Esteem Scale [53]	Self-Esteem
	Self-Report survey	12-item Child and Youth Resilience Measure (CYRM-12) [54]	Resilience
	Self-Report survey	Phinney’s Revised Multigroup Ethnic Identity Measure (MEIM-R) [55, 56]	Cultural Identity
Conclusion of every session	BGC Records	Program Attendance	Participation
Post-Intervention	Qualitative Interviews	Indigenous Evaluation	Native Spirit Impact

Qualitative Interviews

Participant Characteristics (n = 11)	
Measure	Mean or Percent (SD)
Age	14.55 (1.63)
Female (%)	54.55
AIAN (%)	100
Grade (%)	
7 th	18.18
8 th	9.1
9 th	18.18
10 th	45.45
11 th	0
12 th	9.1

- Resilience
 - Overcoming Challenges
- Cultural Identity
 - Importance of Songs
 - Curiosity about cultural knowledge
- Self-Esteem
 - Confidence
- Cultural Engagement
 - Through family
 - Through community



Qualitative Interviews

“It made me feel like. It just made me, it inspired me. Like, how did they do the things they do. How they accomplished things.”

- 13 y/o female in 8th grade (Resilience and Cultural Identity)

“Yeah, I feel like I can fit in with everyone else now, even though I'm not the same color, color tone, because that's mainly the problem. People think I don't fit in because my color.”

- 13 y/o male in 7th grade (Self-esteem)

“It was just talking about how the beans been passed down from generation to generation and how they're still around and how to plant them and how to take care of them. It was just very interesting...Yeah. And plus my mom likes planting stuff, too. So, I gotta learn more for her.”

- 15 y/o female in 10th grade (Cultural Engagement)

Quantitative Surveys

Participant Characteristics (n = 19)	
Measure	Mean or Percent (SD)
Age	14.32 (1.63)
Female (%)	42.11
AIAN (%)	94.74
Grade (%)	
7 th	21.05
8 th	21.05
9 th	21.05
10 th	26.32
11 th	5.26
12 th	5.26

- Resilience
 - Increase in mean resilience scores (p = 0.1608)
- Self-Esteem
 - Increase in mean self-esteem scores (p = 0.2682)
- Cultural Identity
 - Increase in mean cultural identity (p = 0.0022**)



Next Steps

- Continue analyzing data including academic grades and attendance
- Report information out to each SRPMIC district
- Implementation of Native Spirit Spring 2020
- Funding for the future

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