



**Native American Advisory Committee (NAAC) Meeting**

**April 3 – 4, 2019**

**Oxford, MS**

**Summary Report**

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## **Executive Summary**

The Institute of Child Nutrition (ICN) strives to meet the needs of all child nutrition professionals who participate in federal child nutrition programs. However, there are untapped opportunities to address the unique training needs of specific populations, such as Native American school nutrition professionals (SNPs). Many Native American SNPs lack awareness of ICN's existence and familiarity with the many resources and services available to aid them in operating and managing school nutrition programs. These factors are further compounded by barriers such as predominately rural locations, inadequate access to transportation, and access to high-speed internet.

Additionally, language barriers and low literacy skills also tend to be a hindrance. Furthermore, Native American SNPs are an underserved population, and many tribal schools have never received formalized training to aid them in enhancing their school meal operations. As a result, ICN, in conjunction with the U.S. Department of Agriculture (USDA), Food and Nutrition Service (FNS), plans to address this need by providing accessible and culturally relevant trainings and resources specific for Native American SNPs.

A first step in the process involved establishing and convening a Native American Advisory Committee to leverage partnerships in the Native American SNP community to provide guidance and recommendations on education, training, and technical assistance for Native American SNPs. On April 3–4, 2019, the Institute of Child Nutrition (ICN) held its inaugural Native American Advisory Committee (NAAC) meeting. The primary aim of the meeting was to explore best practices for developing education and training materials for school nutrition professionals (SNPs) working in Native American schools. A secondary aim was to identify strategies for increasing knowledge of and access to ICN's resources and services in Native American communities. The following individuals and organizations attended the initial Native American Advisory Committee Meeting:



Native American Advisory Committee

| <b>Committee Members</b>             | <b>Organizations</b>  |
|--------------------------------------|---|
| Marcia Anderson, MS, RDN             | Alaska Native Tribal Health Consortium  |
| Connie Black, PhD, RD                | Mississippi Band of Choctaw Indians   |
| Carol Chong, MS, RDN, LDN            | Alliance for a Healthier Generation   |
| Felix Griego                         | Student Success and Wellness Bureau, State of New Mexico  |
| Dawn Irvine                          | Arizona Department of Education, School Food Programs   |
| Yannitta Ivanoff                     | Bering Strait School District   |
| Sarah Miracle, RDN, LD, MBA, FAND    | Oklahoma Tribal Engagement Partners   |
| Margene Purcella, SNS                | Central Consolidated School District  |
| Paula Szloboda, Therapeutic Chef     | Tao Pueblo Division of Health and Community Services  |
| Donna Tall Bear, MS, CHES            | University of Oklahoma  |
| Kellie Thompson                      | Katheryn M. Buder Center for American Indian Studies at Washington University in St. Louis, MO                                |
| *Claire Siekaniec, MSc, RD, CSSD, LD | Alaska Native Tribal Health Consortium (*not an advisory member, Marcia Anderson requested Claire participate in her absence) |

| <b>USDA Representatives</b>        |                               |
|------------------------------------|-------------------------------|
| Cheryl Jackson Lewis, MPA, RD, LDN | USDA/FNS National Office      |
| Samia Hamdan, MPH, RD              | USDA/FNS MWRO Regional Office |
| Ebony James, MS, RD                | USDA/FNS National Office      |
| Gina O'Brian, RDN                  | USDA/FNS MPRO Regional Office |
| Kiev Randall, MS, RD               | USDA/FNS National Office      |



During the meeting, ICN and USDA staff engaged the NAAC in dialogue to determine the best approaches for fostering strong, sustainable partnerships with key stakeholders, allied organizations, institutions of higher education, and Native American Tribes/Nations.

Furthermore, opportunities for collaboration were explored. Topics discussed included the problematic histories between the United States Government and State agencies; the importance of knowing the unique traditions, customs, beliefs, and food ways of each Tribe/Nation served; effective methods for outreach; important marketing outlets and entities; and the successful development of education and training materials. Attendee feedback was gathered through structured, facilitator-led activities, which included individual work with report out, group work with report out, and group discussions. Key recommendations provided by the group were:

- ICN must work intentionally and invest time to build sustainable relationships and partnerships in order to increase the likelihood of tribal acceptance due to historical mistrust and improve education program efficacy.
- ICN must be responsive when working with Native American populations and follow through with projects and other commitments as planned. ICN should consider broadening its approach beyond developing and implementing school nutrition training materials.
- ICN should conduct a needs assessment to hear first-hand what Native Americans perceive to be their needs and barriers. The committee voiced that they were not comfortable speaking on behalf of all Native Americans. Each tribe and nation will have varying needs. ICN should attend conferences and meetings to build relationships and hear what needs are discussed on a national level, and subscribe to Tribe/Nation newsletters to capture the needs of Native American populations at the local level.

- ICN should develop and market generic templates (i.e., curriculum and poster templates) that can be tailored to meet the unique needs of various Tribes/Nations. ICN should first determine what is already available. Next, provide resource templates for tribes to develop and translate themselves in their native languages using components of the curriculum or posters designed and supplied by ICN.

The meeting culminated with the NAAC members identifying four action steps to employ when moving forward with Native American/Tribal Schools initiative. A summary of the action steps is provided below.

1. Step 1
  - a. Establish consistent messaging.
  - b. Be aware of the products and services provided.
  - c. Build relationships (may take 12-18 months).
2. Step 2
  - a. Work with NAAC members to develop and conduct a needs assessment and exploratory work.
  - b. Identify potential partners.
  - c. Identify measures of success.
  - d. Communicate clearly, while not overpromising.
  - e. Be cognizant of tribal Institution Review Boards (IRBs) and follow processes accordingly.
3. Step 3
  - a. Review needs assessment findings.
  - b. Assess resources.
  - c. Prioritize findings from needs assessment.
  - d. Apply information from needs assessment.
4. Step 4
  - a. Identify potential training partners.
  - b. Develop materials and trainings.
  - c. Invite Tribal/Nation liaisons to participate in trainings.





**SUMMARY OF NAAC FEEDBACK  
AND  
SUGGESTED STRATEGIES**



### **NAAC Feedback: Partnership and Collaboration**

The NAAC recommended that ICN proceed intentionally when building and sustaining partnerships. Investing time; acquiring knowledge of the problematic history with the U.S. government; and gaining an understanding that Tribes/Nations are sovereign entities with their own discrete cultures, languages, traditions, and foodways are crucial for ICN’s program success. The committee strongly suggested that ICN broaden its approach beyond developing and implementing education and training materials only for school nutrition professionals. ICN was also advised to become knowledgeable and cognizant of Tribal/Nation expectations, rhythms, meeting customs, traditional beliefs about food, and expectations during site visits, trainings, and other interactions.

The NAAC provided an invaluable output when seeking out U.S governmental, Tribal/Nation members, and interested parties. ICN should rely on the NAAC, USDA Office of Tribal Relations, State agencies, and new partners for guidance moving forward. ICN should identify additional partners and seek input on the project plan to eliminate duplication. Their reigning suggestion was to take time to identify individuals who could assist with ICN’s work and ensure the work’s sustainability. Finally, the NAAC provided insight on signs and symptoms of and how to effectively counter resistance—including a lack of support, poor attendance, disinterested body language, and apathy. When communicating with Native Americans, it is important that they know ICN is listening, that ICN does value their role (their ancestors’ role), and their experiences.



### Suggested Strategies

| Session Topic  | Strategy   |
|--|--|
| <b>Objective:</b> Identify Native American cultural histories and resistance to government intervention.     |  |
| <p><b>History of Relationships Between the U.S Government and Native American Tribes/Nations/Pueblos</b></p> | <p>Understand and be compassionate about:</p> <ul style="list-style-type: none"> <li>• The history of breaking treaties</li> <li>• The historic approach to Native American populations including removal, genocide, and assimilation</li> <li>• Repeated dishonoring of Tribal/Native American traditions</li> <li>• No explanation for implemented or altered policies</li> <li>• Pushed social, economic, and political agendas</li> <li>• Decisions made without Tribal/Native American input</li> <li>• Disregarded Tribal/Native American consultations</li> <li>• The history of boarding schools (cultural genocide)</li> <li>• Previous government nutrition programs that are considered a form of nutricide by Native American people</li> </ul>  |
| <p><b>Collaborate/Network</b></p>  | <p>Identify partners to include:</p> <ul style="list-style-type: none"> <li>• Existing partners</li> <li>• Tribal/Nation liaisons</li> <li>• Tribal/Native American members</li> <li>• People who are knowledgeable about culturally specific foods</li> <li>• People who are involved in the targeted child nutrition programs</li> <li>• People with experiences working with tribes and USDA programs at all levels</li> <li>• Key players in school districts, charter and cultural schools, Head Start programs, and extensions</li> <li>• USDA regional points of contact</li> <li>• Key players in State agencies</li> <li>• Key stakeholders</li> <li>• Key decision makers</li> <li>• Compliance auditors to find deficiencies</li> <li>• Formal and informal leaders who support or resist efforts</li> <li>• Change makers and influencers</li> <li>• Frontline workers</li> <li>• Trusted individuals</li> <li>• Educators</li> <li>• Students</li> <li>• Parents</li> <li>• Tribal/Native American marketing staff</li> <li>• Public affairs specialists</li> <li>• Potential trainers</li> </ul> |



|                                    |   |
|------------------------------------|---|
| <b>Conduct Research</b>            | <p>Understand, respect, and value:</p> <ul style="list-style-type: none"><li>• Sovereign, unique, and discrete Tribal/Native American Nations and cultures</li><li>• Languages specific to Tribes/Nations</li><li>• Hierarchies and elder respect</li><li>• Family/kinship ties</li><li>• Customs and traditions</li><li>• Ceremonies</li><li>• Spiritual relationships to food and the land</li><li>• Specific Tribal/Nation food ways</li><li>• Effects of climate change</li><li>• Current intertribal relationships (cohesive and contentious)</li><li>• Interpersonal customs between Tribes/Nations</li><li>• Challenges</li><li>• Perspectives</li><li>• Experiences</li></ul>   |
| <b>Build Relationships</b>         | <ul style="list-style-type: none"><li>• Be aware that because of histories, it will take months to build trusting relationships.</li><li>• ICN is working within a reasonable existing deficit of mistrust and suspicion.</li><li>• Ask people and groups how they wish to be identified—Tribe, Indian, Nation, Pueblo, other?</li><li>• Utilize face-to-face interactions, phone calls, invitations, and frequent visits, and attend important conferences. (Avoid just focusing on tasks and training.)</li><li>• Build trust and keep on building trust.</li><li>• Be honest.</li><li>• Be honorable.</li><li>• Demonstrate respect.</li><li>• Communicate effectively. (Be aware of U.S. normativity.)</li><li>• Avoid judgment.</li><li>• Involve Tribal/Native American members in decision-making and the development of trainings and resources.</li><li>• Share stories.</li><li>• Be sensitive to Tribal/Nation identities.</li></ul> |
| <b>Pay Attention to Resistance</b> | <p>Signs and symptoms include:</p> <ul style="list-style-type: none"><li>• Low attendance/disengagement</li><li>• Ignoring</li><li>• “I don’t know” statements</li><li>• Shutting down/failing to communicate</li><li>• Not showing up</li><li>• Fear</li></ul>   |



|                                  |   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"><li>• Blaming</li><li>• Crying</li><li>• Non-responsive or frustrated body language, facial expression, and eye contact</li><li>• Argumentative or speaking out against policies</li><li>• Loss of hope</li><li>• Passive/aggressive</li><li>• Aggressive behavior</li><li>• Agreeing, but no carry through</li><li>• No feedback or negative feedback</li><li>• Not utilizing the resources</li><li>• Unhappy leaders, parents, community members, and students</li><li>• People unwilling to take responsibility for parts of the process</li><li>• Inflexibility</li></ul>                       |
| <p><b>Address Resistance</b></p> | <ul style="list-style-type: none"><li>• Identify the problem.</li><li>• Avoid assumptions.</li><li>• Avoid a “fixing” mindset.</li><li>• Listen meaningfully.</li><li>• Validate concerns.</li><li>• Identify effective ways of communication. (Ask about and be aware of Native American communication norms.)</li><li>• Acknowledge and appreciate Tribal/Nation wisdom.</li><li>• Identify problems or impasses.</li><li>• Find points of connections and collaboration.</li><li>• Engage all partners or create focus groups—involve Tribes and State agencies for solutions.</li><li>• Acknowledge and value feedback.</li></ul> |



## **NAAC Feedback: Marketing and Outreach**

The NAAC provided invaluable feedback for effective outreach and marketing. Topics discussed and targeted suggestions include effective communication; conducting a needs assessment survey; and hosting, conducting, and attending conferences and entity/community events. Varied uses of Tribal/Nation and U.S. media, as well as attending/hosting events/conferences and webinars were determined to be the best venues for well-connected and sustainable outreach. It was once again strongly suggested that ICN consider the uniqueness of each Tribe/Nation during outreach and marketing efforts. The NAAC reminded ICN to consider varied approaches and to be sensitive to unique Tribal/Nation cultures, traditions, messaging, and interpersonal responses.



### Suggested Strategies

| Session Topic  | Strategy  |
|--|---|
| <p><b>Objective:</b> Establish sustainable outreach tactics, relevant marketing approaches, and effective promotion of ICN’s training and resources to school nutrition professionals (SNPs) working in Native American schools.</p> |   |
| <b>Communication</b>   | <ul style="list-style-type: none"> <li>• Use social media.</li> <li>• Study and refer to Tribal/Native American websites.</li> <li>• Ask for clarification if necessary.</li> <li>• Create group emails with appropriate plain language.</li> <li>• Engage in frequent dialogue.</li> <li>• Encourage regular feedback on resources, educational materials, and training.</li> <li>• Hold regular or virtual and meaningful in-person Tribal/Native American consultations.</li> <li>• Be clear to Tribes/Nations that you are not an inspector.</li> <li>• Build in time for deadlines.</li> <li>• Invest in the community, not just the project.</li> </ul> |
| <b>Conduct a Needs Assessment</b>  | <ul style="list-style-type: none"> <li>• Questions to ask:               <ul style="list-style-type: none"> <li>○ Query Tribes/Nations and State agencies about existing and needed resources.</li> <li>○ Query State agencies to identify gaps/needs.</li> </ul> </li> <li>• Use varied methods of contact like phone calls, emails, face-to-face meetings, surveys, and questionnaires.</li> <li>• Search for data that can be qualitative and quantitative.</li> </ul>   |
| <b>Conduct and Attend</b>  | <ul style="list-style-type: none"> <li>• Regional and state meetings</li> <li>• Tribal/Nation events</li> <li>• Regular face-to-face or virtual quarterly or biannual conferences               <ul style="list-style-type: none"> <li>○ National Congress on American Indians</li> <li>○ National FDPIR Conference</li> <li>○ School Nutrition Association (ANC and State-based)</li> <li>○ Seeds of Native Health – National Nutrition Conference</li> <li>○ United Nations Food Sovereignty Conference</li> </ul> </li> <li>• Regional, Tribal, and community meetings</li> <li>• Community activities and events</li> </ul>                               |
| <b>Suggested Marketing Outlets</b>   | <p>Regional and Tribal/Nation:</p> <ul style="list-style-type: none"> <li>• Social media webpages</li> <li>• Email</li> <li>• Radio</li> <li>• Newspapers</li> <li>• Newsletters</li> <li>• Health organization newsletters</li> </ul>  |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Daily bulletins</li><li>• Youth groups</li><li>• Language local and regionally-specific posters</li><li>• Calendars</li><li>• Conferences</li><br/><li>• U.S.:</li><li>• Health organization newsletters<ul style="list-style-type: none"><li>○ SNAP Ed Connection</li><li>○ USDA Office of Tribal Relations newsletters</li></ul></li><li>• State agencies</li><li>• Listserves</li><li>• Conference sponsors<ul style="list-style-type: none"><li>○ State School Nutrition Association conferences</li><li>○ Native American Nutrition conference</li><li>○ National Association of Food Distribution Programs on Indian Reservations conference</li><li>○ Seeds of Native Health conference</li><li>○ Bureau of Indian Affairs (BIA) conference</li><li>○ Bureau of Indian Education (BIE) conference</li></ul></li></ul>  |
| <p><b>Preferred Marketing Organizations/Entities</b></p> | <p>Nutrition/distribution organizations:</p> <ul style="list-style-type: none"><li>• Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)</li><li>• SNAP-Ed</li><li>• Bureau of Indian Affairs (BIA)</li><li>• Bureau of Indian Education (BIE)</li><li>• School Nutrition Association (SNA) and local SNA chapters</li><li>• American Public Health Association (APHA)</li><li>• Society for Nutrition Education and Behavior (SNEB)</li><li>• USDA Office of Tribal Relations</li><li>• Association of Nutrition and Food Service Professionals</li><li>• Food Distribution Program on Indian Reservation Program (FDPIR)</li><li>• Oneida Food Service</li><li>• Food distributors</li><li>• American Commodity Distribution Association (ACDA)</li></ul> <p>Health organizations/entities:</p> <ul style="list-style-type: none"><li>• National Indian Health Board</li><li>• National Council of Urban Indian Health</li><li>• Indian Health Services</li><li>• Southern Tribal Health Board Public Health Conference</li></ul> |





**Preferred Marketing Organizations/Entities, cont.**

- Tribal Health Board
- Tribal Health Organizations
- Tribal Epidemiology Centers
- Alaska Native Tribal Health Consortium
- National Indian Health Board
- Centers for Disease Control and Prevention (CDC) – Diabetes/Tribal resources
- Native American Partnerships for Diabetes Prevention
- Academy of Nutrition and Dietetics local chapters
- American Indian Cancer Prevention

Tribal/Native American and other entities:

- Tribal colleges
- First Nations Development Institute (FNDI) (<https://www.firstnations.org>)
- Native American Partnership
- National Congress of American Indians (NCAI)
- Native Pollinator
- Inter-tribal organizations
- Local community programs
- Annual meetings for tribes or their websites for contact info
- The State agency of Alaska
- State Academy of Nutrition and Dietetics meetings
- Oklahoma Caucus of the state legislature
- Smithsonian traditional foods
- Schools
- Special Olympics

### **NAAC Feedback: Education and Training**

The NAAC had concrete ideas concerning how to develop culturally appropriate education and training resources. A central suggestion offered involved the importance of engaging Tribal/Nation liaison involvement and feedback when developing resources. Background research, initial and sustained contact with Tribal/Nation liaisons during all points of the process is crucial to ensure resources are well received and efficacious. NAAC members



strongly suggested that templates could be created, but that Tribal/Nation and State agency liaisons should be consulted to individualize certain components of the resources—this will ensure Tribal/Nation acceptance and continued usage.

The NAAC also explored best avenues for types of trainings, successful development and implementation of culturally appropriate trainings, and effective strategies for working with trainers. NAAC members advocated for varied types of trainings, preparatory work involving Tribal/Nation’s consistent and respectful input, a needs assessment survey, things to consider when developing well-received training, and timely and routine feedback loops.

### Suggested Strategies

| Session Topic   | Strategy  |
|---|---|
| <p><b>Objective:</b> Develop strategies for creating culturally appropriate training and resources for school nutrition professionals.</p> <p><b>Objective:</b> Provide guidance to ensure ICN’s existing resources communicate effectively and are culturally sensitive.</p> <p><b>Objective:</b> Provide recommendations for culturally sensitive marketing messages, recruitment of trainers, and training delivery.</p> |   |
| <p><b>Resource Development</b></p>  | <p>Preparatory work:</p> <ul style="list-style-type: none"> <li>• Engage Tribal liaisons and members on what trainings/topics have been used, not used, and are needed.</li> <li>• Create focus groups and seek out individuals to construct a feedback loop on the effectiveness of materials.</li> <li>• Engage feedback from knowledgeable individuals and ask these questions:               <ul style="list-style-type: none"> <li>○ How would you revise existing materials?</li> <li>○ How are resources being used?</li> <li>○ Are existing resources beneficial?</li> </ul> </li> </ul> <p>Offer Tribal/Native American members the choice of prioritizing the training/topics:</p> <ul style="list-style-type: none"> <li>• Produce training/resources that resonate and work for tribes.</li> <li>• Seek to identify their nutritional standards.</li> <li>• Conduct exploratory work on what resources have been used and what are desired.</li> <li>• Research what kinds of marketing materials are well accepted.</li> <li>• Highlight the benefits of the materials to the Tribes/Nations.</li> <li>• Create collaborative materials.</li> </ul> <p>Resource Suggestions:</p> <ul style="list-style-type: none"> <li>• Provide hands-on training in the kitchen or cafeteria.</li> <li>• Focus on skills development.</li> <li>• Create activities that meet staff needs.</li> <li>• Conduct demonstrations that may be repeated.</li> <li>• Use available resources.</li> <li>• Be concise and to the point.</li> <li>• Do not rush through material, and do not talk too fast.</li> <li>• Make sure instructions are clear, simple, and doable.</li> <li>• Ensure accuracy.</li> <li>• Provide flyers or posters to put in the workspace.</li> <li>• Tie nutritional info to familiar/traditional foods:               <ul style="list-style-type: none"> <li>○ Integrate school and community gardens.</li> <li>○ Incorporate traditional foods in menu planning.</li> <li>○ Create standardized recipes.</li> </ul> </li> </ul> |

|                                    |   |
|------------------------------------|---|
| <p><b>Resource Utilization</b></p> | <p>Create templates (relevant to general development as well):</p> <ul style="list-style-type: none"> <li>• Research local words or language.</li> <li>• Incorporate traditional foods in menu planning and in photos.</li> <li>• Create standardized and adaptable recipes.</li> <li>• Make them colorful (regional colors).</li> <li>• Make them simple.</li> <li>• Use a larger font.</li> <li>• Make both generic and food-based.</li> <li>• Make sure they are fillable documents.</li> <li>• Consider men vs. women roles within each tribe.</li> <li>• Include Native American representation and families.</li> <li>• Allow things to be personalized with logos, photos, and colors.</li> </ul>  |
|                                    | <p>Effective utilization of educational materials:</p> <ul style="list-style-type: none"> <li>• Provide copies of the materials.</li> <li>• Utilize a central resource locator (i.e., Child Nutrition Sharing Site).</li> <li>• Utilize Tribal/Nation liaisons or State agencies for best practices to introduce materials.</li> <li>• Create info banks with culturally appropriate photos.</li> <li>• Allow ample time and resources for feedback on materials.             <ul style="list-style-type: none"> <li>○ Check-in with Tribal/Nation liaisons for appropriate timelines.</li> </ul> </li> <li>• Vary in-person and online training.</li> <li>• Use a webinar platform where participants can see each other.</li> </ul>   |
| <p><b>Types of Trainings</b></p>   | <ul style="list-style-type: none"> <li>• In-person, virtual, and webinars</li> <li>• Training in leadership so everyone can be empowered</li> <li>• Training at conferences/breakout sessions</li> <li>• Pre-recorded trainings that can be viewed when time allows</li> <li>• Review-and-revise existing ICN trainings to ensure cultural appropriateness</li> </ul>   |
| <p><b>Training Development</b></p> | <p>Preparatory work:</p> <ul style="list-style-type: none"> <li>• Conduct a needs assessment—ask Tribal/Native American communities what trainings they need or have had.</li> <li>• Collaborate with Tribal/Native American liaisons and State agency partners.</li> <li>• Consistently allow time and resources to seek feedback about <i>what is</i> and <i>what is not</i> working, and create focus groups to further discuss and evaluate the effectiveness of training. Ask these questions:             <ul style="list-style-type: none"> <li>• Are you interested in the project?</li> <li>• What are your top training needs?</li> <li>• What doesn't work about existing materials?</li> <li>• What currently works for you?</li> <li>• What are the challenges?</li> <li>• What are the learning styles in rural or remote areas?</li> </ul> </li> </ul> |



- What challenges are you experiencing in delivering information to your intended audience?
- Would you be willing to review materials as they are developed?
- Review different Tribal/Native American websites for examples of existing trainings and resources that have been and are effective.
- Look at national websites to identify needs, gaps, and trends as well as to begin to recognize what designs, terminology, etc., are culturally appropriate.
- Standardize all trainings to ensure consistent educational messaging nationwide.
- Be attentive to space and room arrangements, and consider meeting in circles which are Native customs.
- Be attentive to cognitive learning abilities and student styles.
- Consider cultural attention spans.
- Incentivize the training. (Ask partners what types of incentives work.)
- Leave time in the training schedule for tours/accept invitations.
- Provide technology training.
- Use available and test accessible technology.

Within the training:

- Create culturally appropriate training for different regions/tribes.
- Utilize culture, family, traditional examples in developing the training.
- Open with culturally appropriate ceremony opening prayer, honoring elders and the land.
- Use plain language.
- Develop effective introductions for training:
  - Clearly identify the goals of the meeting.
  - Identify how training meet community needs.
- Observe, listen, and ask during training.
- Use visual and hands-on methods.
- Use graphics/materials that represent the audience.
- Keep trainings simple and on point to allotted hours.
- Schedule breaks for community building/networking opportunities.
- Create training evaluation tools and continual and regular feedback loops with Tribal/Nation liaisons/State agencies/training participants.

**Working with Trainers**

Effective methods for selecting trainers:

- Know your community members.
- Identify likely and effective trainers.
- Encourage community collaboration/partner with liaisons.
- Train Tribal/Nation members to be instructors and facilitators.
- Involve Tribal/Nation representatives and students in training.
- Using local Tribal/Nation members, adopt a train-the-trainer approach.
- Diversify groups (i.e., age, gender, tribal groups).



- Give plenty of notice for training.
- Schedule training according to Tribal/Native American needs and rhythms.
- Provide meals for trainers and community.
- Provide incentives.

Interpersonal tips and cultural sensitivities:

- Utilize in-person feedback.
- Be patient, not pushy.
- Facilitate effective conversation along Tribal/Nation norms.
- Use humor.
- If you make a mistake, apologize.
- Never pick up a feather and keep it (cultural significance/tradition).
- Celebrate the completion of training (certificate), or provide a letter to supervisor.
- Avoid cultural appropriation in presentation and speech.

### NAAC's Suggested First Four Steps

|               |  |
|---------------|--|
| <b>Step 1</b> | <ol style="list-style-type: none"> <li>1. Make sure ICN has consistent messaging.</li> <li>2. Know your product.</li> <li>3. Build relationships. (This may take 12–18 months.):           <ul style="list-style-type: none"> <li>○ Attend conferences/participate in tribal events.</li> <li>○ Send invitations to Tribal/Nation members and liaisons.</li> <li>○ Create interactions.</li> <li>○ Make connections with the right folks.</li> <li>○ Make contacts with prospective trainers.</li> <li>○ Identify potential partnerships and growth.</li> <li>○ Partner with organizations that have a capacity for growth.</li> </ul> </li> </ol>   |
| <b>Step 2</b> | <ol style="list-style-type: none"> <li>1. Work with NAAC members to develop and conduct a needs assessment and exploratory work:           <ul style="list-style-type: none"> <li>○ Explore existing Tribal/Nation liaison knowledge about or partnerships with ICN.</li> <li>○ Solicit State agencies' findings for administrative review.</li> <li>○ What resources are you currently using?</li> <li>○ Identify needs and gaps.</li> <li>○ What type of training is needed?</li> <li>○ Identify existing resources.</li> <li>○ What kind of nutrition education support would you like?</li> <li>○ What types of resources, educational materials, and/or training are needed?</li> <li>○ Prioritize critical needs.</li> <li>○ Be careful about carrying information away or harvesting information.</li> </ul> </li> <li>2. Identify potential partners:           <ul style="list-style-type: none"> <li>○ Indian boarding schools</li> <li>○ Tribal/Nation student population</li> <li>○ Tribal Head Start Programs from U.S. Department of Health and Human Services (HHS)</li> <li>○ Schools on tribal lands</li> </ul> </li> <li>3. Together ICN and Tribes should identify measures of success.</li> <li>4. Communicate clearly, and do not over promise.</li> <li>5. Be cognizant of tribal Institutional Review Board (IRBs) and follow processes accordingly.</li> </ol> |
| <b>Step 3</b> | <ol style="list-style-type: none"> <li>1. Review findings of the needs assessment.</li> <li>2. Assess and self-assess human and material resources regarding what can be done.</li> <li>3. Prioritize what you have learned from the needs assessment.</li> <li>4. Apply what you have learned from the needs assessment.</li> </ol>   |
| <b>Step 4</b> | <ol style="list-style-type: none"> <li>1. Identify potential training partners.</li> </ol>   |

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>○ Partner with university students, host internships and have them deliver the training.</li><li>○ Develop and use a train-the-trainer approach.</li></ul> <p>2. Develop materials and training.</p> <ul style="list-style-type: none"><li>○ Connect with knowledgeable individuals to revise existing templates and training. Seek out feedback and make language accessible and jargon-free.</li></ul> <p>3. Invite Tribal/Nation liaisons to participate in training.</p> <ul style="list-style-type: none"><li>○ Use verbiage that is inviting: “You mentioned you could use this, and we have this ...”</li></ul> |
|--|--|





**ICN's BROAD SCOPE OF PLANS:  
BASED ON MEETING OUTCOMES**



### **Rational**

Combining the efforts of multiple stakeholders will add depth and breadth to ICN's impact on the school nutrition environment in Native American (NA) schools.

### **Goal**

ICN's goal is to establish and advance cross-sector partnerships that are conducive to meeting the professional development needs of school nutrition professionals (SNPs) working in NA schools through strategic collaboration.

### **Strategy**

ICN plans to utilize the recommendations provided by the NAAC, as well as those derived from the Native American Exploratory Task Force meeting, was designed to identify multiple approaches to facilitating Native American's access to ICN's resources and services, along with identifying relevant allied organizational partners and consultants. These partners will aid in ensuring ICN's approaches to educating and training school nutrition professionals working in NA schools are culturally appropriate. Furthermore, these partners will serve as liaisons, promoting ICN's services in the field and throughout Native/Tribal communities.

As this work evolves, recruitment and retention of relevant partners will be an ongoing effort. ICN will continually seek partners who can increase the efficacy of services extended to school nutrition professionals working in NA schools. All lists and databases will be reviewed and updated accordingly. ICN will also continue to rely on the experience and expertise of the NAAC, which may warrant accepting additional committee members. To further strengthen the team, ICN will identify and invite three additional subject matter experts to serve on the advisory council. At least one or more of these persons should be employed with the Bureau of Indian Education (BIE).

### Next Steps for Partnership and Collaboration

|   | <b>Plan</b>   | <b>Action Steps</b>  | <b>Resources Needed</b> | <b>Timeline</b>                    | <b>Measure of Success</b>  |
|---|---|--|-------------------------|------------------------------------|--|
| <b>Short Term</b>   | 1. ICN will begin building relationships with key stakeholders and allied organizations, based on NAAC recommendations. | a) Draft a contact list that includes key stakeholders and point of contacts within allied organizations   | Staff time              | Begin immediately (ongoing effort) | Detailed contact list  |
|   |   | b) Make initial contact with potential partners identified to discuss ICN's goals and determine short-term and long-term interests in partnering, as well as potential areas for collaboration (e.g., relationships building among tribes; marketing ICN resources, training, and events; and resource review) |                         |                                    |  |
| c) Categorize contacts based on information collected during step b |   |  |                         |                                    |  |
|   | 2. ICN will begin recruiting trainers to assist with relevant projects.   | a) Reach out to NAAC members to solicit contact information for tribal members and professionals with relevant experience  | Staff time<br>NAAC      | Begin immediately (ongoing effort) | List of trainers and content developers with relevant experience |
|   |   | b) Email contacts to introduce ICN and the RFP process   |                         |                                    |  |
|   |   | c) Establish a consultant database for projects specific to the target audience  |                         |                                    |  |

|                  | <b>Plan</b>   | <b>Action Steps</b>   | <b>Resources Needed</b>   | <b>Timeline</b> | <b>Measure of Success</b>                 |
|------------------|---|---|---|-----------------|---|
| <b>Long Term</b> | 3. ICN will leverage partnerships (including NAAC) to develop, promote, and provide education and training opportunities to school nutrition professionals working in NA schools. | a) Create a contact list and establish a database of consultants who are experienced in multicultural education and training<br>b) Identify specific projects/projects needs and expand the action plan to include more specific details regarding those projects, as well as the partners who will assist with meeting the identified project outcomes | Staff time<br><br>Consultants/<br>Partners<br><br>Funding for<br>projects<br>identified | Ongoing         | Deliverables as outlined for each project |



## **Broad Scope of Plans: Marketing and Outreach**

### **Rational**

Many school nutrition professionals working in NA schools are unfamiliar with ICN and the free services provided by the organization. Other major barriers that can be addressed through outreach efforts are lack of trust and locality.

### **Goal**

ICN's goal is to engage in marketing and outreach efforts that raise awareness of the organization's existence, as well as provide school nutrition professionals working in NA schools with equitable access to its resources and services.

### **Strategy**

ICN plans to utilize its social media outlets to engage NA schools, school nutrition professionals, and allied organizations. ICN also plans to market its trainings and services to school nutrition professionals working in NA schools through newsletters and attendance at conferences and other relevant events. Based on a recommendation given by the NAAC, ICN will also consult with respective Tribes/Nations to identify best practices for culturally sensitive marketing and outreach to reach a wide audience. Moving forward, ICN will consider best approaches for implementing strategies discussed during the NAAC meeting, such as providing regional trainings.

### Next Steps for Marketing and Outreach

|  | <b>Plan</b>   | <b>Action Steps</b>   | <b>Resources Needed</b>   | <b>Timeline</b>                    | <b>Measure of Success</b>   |
|--|---|---|---|------------------------------------|---|
| <b>Short Term</b>  | 1. ICN will begin utilizing its social media outlets to engage school nutrition professionals working in NA schools.  | a) Identify relevant allied organizations to like and follow  | Staff time<br>NAAC  | Begin immediately (ongoing effort) | Metrics from monthly social media reports                           |
|  |   | b) Determine relevant posts made by organizations to share and promote  |   |                                    |   |
|  |   | c) Identify culturally appropriate posts to share through ICN outlets at least once a week (e.g., recipes, success stories related to a tribal school/school nutrition professional, showcase ICN training at tribal schools) |   |                                    |   |
| <b>Short Term</b>  | 2. ICN will begin expanding the reach of its quarterly newsletter to include school nutrition professionals working in NA schools.  | a) Research contact information for NA school nutrition point of contacts and create a mailing list   | Staff time  | Begin immediately (ongoing effort) | List of NA school nutrition contacts at schools throughout the U.S. |
|  |   | b) Collaborate with ICN marketing director to ensure the newsletter reaches the target population   |   |                                    |   |
| <b>Short Term</b>  | 3. ICN will begin planning to exhibit at one NA conference in 2019 to raise awareness of services and ensure school nutrition professionals working in NA schools know how to access materials and request trainings. | a) Attend at least one conference in 2019, based on NAAC recommendations  | Staff time<br><br>Funding for staff travel and conference materials | Begin immediately (ongoing effort) | Conference deliverables   |
| b) Identify other conferences to attend, based on NAAC recommendations |   |   |   |                                    |   |

|                  | <b>Plan</b>  | <b>Action Steps</b>  | <b>Resources Needed</b>                    | <b>Timeline</b>  | <b>Measure of Success</b>                        |
|------------------|--|--|--|--|--|
| <b>Long Term</b> | 4. ICN's ARD will begin planning to conduct a needs assessment to inform marketing and outreach efforts. | a) Plan and conduct a needs assessment                       | Staff time                                 | Begin immediately  | Deliverables as outlined by ICN's ARD            |
|                  |  | b) Identify specific strategies based on assessment findings | Funding for marketing and outreach efforts | Findings will guide long-term marketing and outreach efforts | Deliverables as outlined for subsequent projects |

## **Broad Scope of Plans: Education and Training**

### **Rational**

Some school nutrition professionals working in NA schools may have never received training to aid them in meeting federal school meal regulations and/or enhancing their school meal operations.

### **Goal**

ICN's goal is to provide culturally appropriate training to meet the unique needs of school nutrition professionals working in NA schools.

### **Strategy**

Due to the cultural differences present among tribes, ICN will act upon the NAAC's recommendation of conducting a needs assessment. This assessment will allow ICN to identify areas where general approaches can be taken, as well as how to best tailor existing materials to meet the unique needs of school nutrition professionals working in NA schools. Findings from the assessment will also guide new resource development. Additionally, ICN plans to ensure staff and consultants are prepared to meet the needs of school nutrition professionals working in NA schools through the creation of informational fact sheets and other educational opportunities.



### Next Steps for Education and Training

|                              | <b>Plan</b>   | <b>Action Steps</b>   | <b>Resources Needed</b>        | <b>Timeline</b>                             | <b>Measure of Success</b>          |
|------------------------------|---|---|--------------------------------|---|------------------------------------|
| <b>Short Term</b>            | 1. ICN will begin reviewing and revising existing face-to-face training materials.      | a) Review materials   | Staff time                     | Begin immediately (ongoing effort)          | Deliverables for revised materials |
|                              |   | b) Categorize materials as presently acceptable for training NA school nutrition professionals, needs minor revisions, needs major revisions                    | Consultants/<br>Partners       |   |                                    |
|                              |   | c) Identify revisions that can be completed internally and those that need to be completed externally, then proceed accordingly                                 | Funding for external revisions |   |                                    |
|                              | 2. ICN will begin creating educational resources for ICN staff and consultant trainers. | a) Using NAAC feedback as a guide, develop tip sheets for ICN staff and consultants   | Staff time                     | Begin immediately (ongoing effort)          | Completed tip/fact sheets          |
|                              |   | b) Provide tip sheets to relevant staff and trainers who are presently training in the field and those who attend trainer orientations/train-the-trainer events |                                |   |                                    |
|                              | 3. ICN will pilot trainings that require minor revisions.                               | a) Identify course(s) and locations.  | Staff time                     | Begin as soon as resources are deemed ready | Evaluations of pilot training      |
| b) Conduct pilot training(s) |   | Consultants<br><br>Site/Participants for training opportunity   |                                |   |                                    |



|                  | <b>Plan</b>  | <b>Action Steps</b>   | <b>Resources Needed</b>              | <b>Timeline</b>                                 | <b>Measure of Success</b>                        |
|------------------|--|---|--------------------------------------|---|--|
| <b>Long Term</b> | 4. ICN's ARD will begin planning to conduct a needs assessment to inform education and training efforts. | a) Plan and conduct needs assessment  | Staff time                           | Begin immediately                               | Deliverables as outlined by ICN's ARD            |
|                  |  | b) Identify needed training topics, modalities, etc. based on assessment findings   | Funding for new resource development | Findings will guide future resource development | Deliverables as outlined for subsequent projects |
|                  | 5. ICN will conduct site visits to schools that serve predominately NA students.                         | a) Collaborate with State Department of Ed. and Bureau of Indian Ed. to schedule site visits to stay abreast of needs and trends, as well as promote the ICN as a source of education, training, and technical assistance | Staff time<br><br>Funding for travel | Ongoing   | Completed site visit forms                       |



## **Conclusion**

The Native American Advisory Committee recommended that ICN strategically build and sustain partnerships within the Native/Tribal communities. The process of relationship-building will require a significant investment of time, an awareness of the historical perspectives within the community regarding the U.S. government, and a clear understanding that Tribes/Nations are sovereign entities with their own discrete cultures, languages, traditions, and foodways which need to be implemented within ICN's training resources. These efforts will offer buy-in of ICN's training programs and success within the Native/Tribal communities. ICN will submit the Facilitator's Report to both USDA and the Native American Advisory Committee to confirm the recommendations outline and move forward as directed.