

# The Keya Foundation's Communities That Care Coalition



Developed in partnership with the University of Washington  
Center for Communities That Care



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## Community Action Plan 2025

To be used to address CTC's priority areas for Eagle Butte youth.  
Prepared by Communities That Care Volunteers.

## About Us

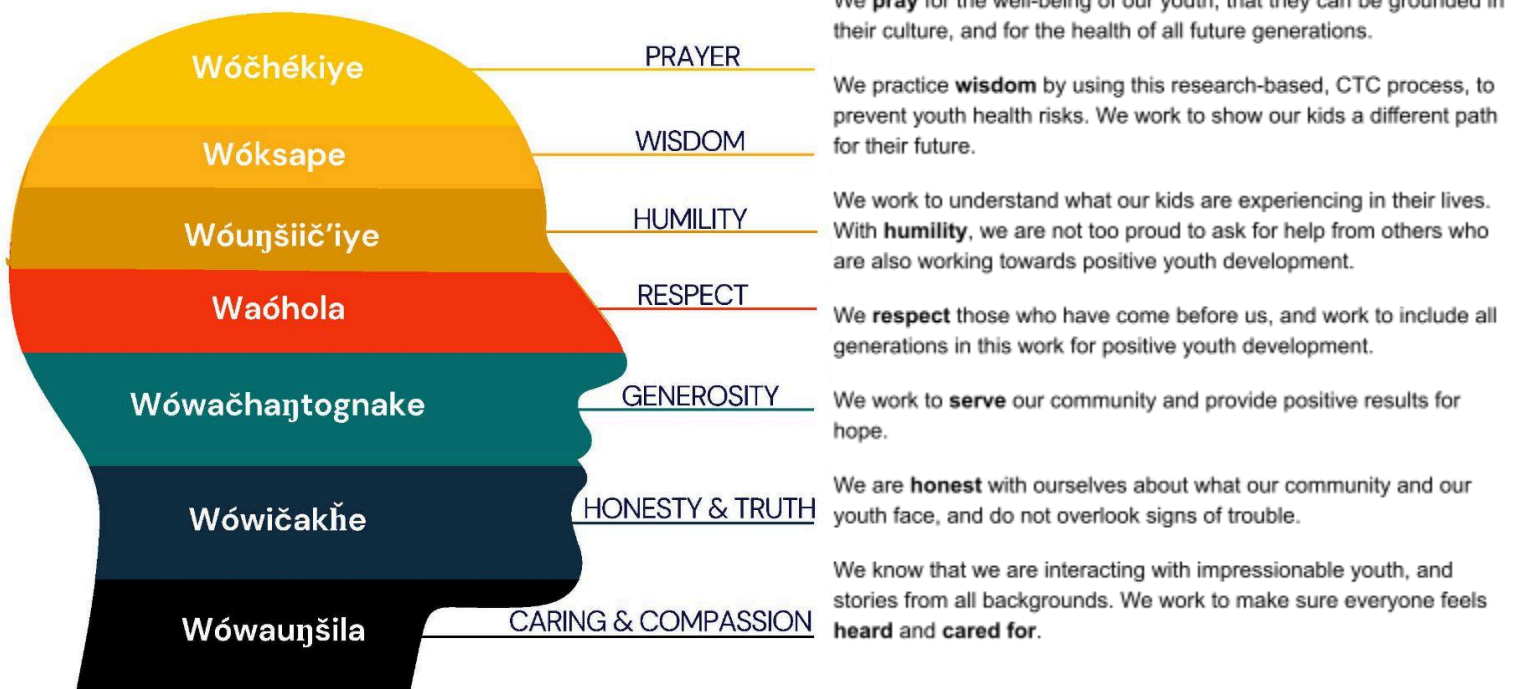
Since 2020, The Keya Foundation's Communities That Care (CTC) Coalition has been dedicated to improving the health and well-being of young people in the Eagle Butte community. Our future goal is to expand this important work to other Cheyenne River Sioux Tribe (CRST) communities, ensuring that all youth on CRST have the opportunity to build skills, gain recognition deserved, and thrive.

### Vision, Mission, and Values

The **CTC vision** is for our Cheyenne River communities to be a place where our youth are healthy, culturally grounded, confident in their identity, and equipped with the fundamental skills for success in life.

The **CTC mission** is to bring together schools, families, youth, and the community to improve youth lives. Through collaborative efforts, we create opportunities that nurture the physical, cultural, and emotional well-being of Cheyenne River youth, equipping them with the knowledge and skills to lead fulfilling lives, and contribute positively to their community.

The CTC Coalition works to embody the **7 Lakota Values** in work and daily practice...



### Followed CTC Model

Developed by the University of Washington's Social Development Research Group, the Center for CTC applies the principles of Prevention Science—a research-based, proven public health prevention strategy. This initiative focuses on building protective factors in the lives of our youth while reducing risk factors. By fostering meaningful opportunities, teaching essential skills, and recognizing the achievements of our youth, we create strong, positive connections between young people and adults. These bonds, in turn, establish clear standards for healthy behaviors and promote long-term well-being.

## Volunteers & Partners

CTC is deeply grateful to collaborate with the many caring and dedicated organizations, along with the community members who staff them, within the communities we serve. Through these partnerships, we have built strong relationships with community leaders and volunteers, all united in the shared mission of promoting the well-being of our youth on the Cheyenne River Sioux Tribe (CRST) Reservation.

The CTC Coalition is a **community-driven initiative—built by the community, for the community.** It brings together a diverse group of leaders who serve as Coalition Volunteers, Stakeholders, and Community Partners. These individuals represent a wide range of sectors, including the education system, youth-serving organizations, health services, private institutions, and parents, all working collaboratively to support and uplift the community.



## Awards and Recognition

Since its inception, the CTC Coalition has been honored with multiple awards in recognition of its impactful work with community partners. These accolades include recognition from the CRST Title I Program, the Community Helping Hands Award from the School Administrators of South Dakota in partnership with Cheyenne-Eagle Butte 20-1 Schools, and the Chronic Disease Prevention Partner of the Year Award from the South Dakota Department of Health.

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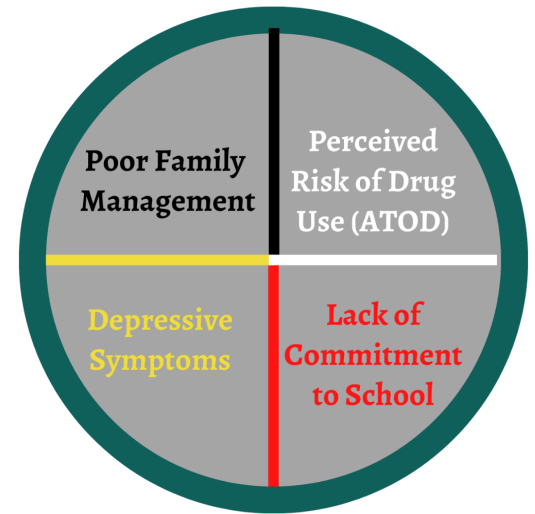
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## Executive Summary

This Community Action Plan serves as a roadmap to use in addressing the priority risk factors identified in The Keya Foundation’s Communities That Care (CTC) Coalition. **This system is a way for members of a community to work together to promote positive youth development.** The CTC Framework was developed by the Social Development Research Group at the University of Washington. Their research has identified risk factors and protective factors that can predict and prevent negative health and behavior outcomes.

### Steps that Preceded this Report:

1. May 2020 - Began the CTC Process by recruiting, orienting, and training members
2. May 2021 - CTC Prevention Needs Survey with Eagle Butte schools grades 6th-12th
3. January 2022 - CTC recommended priority areas based on survey results and community leaders approved priority areas. **(Figure 2)**
4. May 2022 - Assessed youth-development and prevention resources and organizations that target priority areas in Eagle Butte.
5. June 2022 - CTC recommended programs to address gaps in priority area services and community leaders approved programs. Initially these programs were supporting Positive Action in Cheyenne-Eagle Butte School grades 2nd-6th, and implementing the Strengthening Families Program.
6. April 2023 - CTC Prevention Needs Survey with Eagle Butte schools grades 6th-12th
7. June 2023 - CTC confirmed that initial risk priorities identified in 2021 were still prevalent. **(Figure 2)**
8. December 2023 - Assessed additional youth-development and prevention resources that target priority areas.
9. February 2024 - CTC recommended programs to address gaps in priority area services and community leaders approved programs. **(Table 1)**



**Figure 2**

	Poor Family Management	Perceived Risk of Drug Use (ATOD)	Lack of Commitment to School	Depressive Symptoms
Natural Helpers		✓	✓	✓
Positive Indian Parenting	✓	✓		
Second Step		✓	✓	✓

**Table 1**

The drafting of this document, the CTC Community Action Plan, was the next step in the Communities That Care process. In April 2024, members of the CTC Coalition created community-level outcomes, program-level outcomes, and participant outcomes for these programs. These are included in the Community Action Plan.

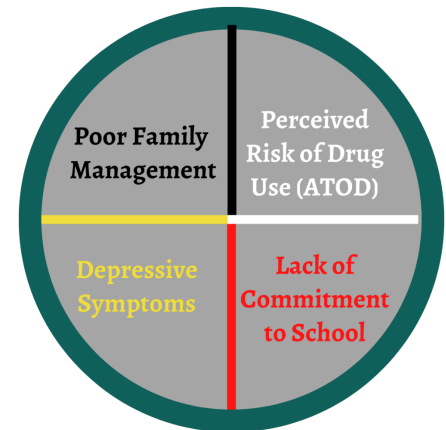
## Introduction

### Purpose and use of the plan

The Keya Foundation's Communities That Care (CTC) Coalition presents its 2025 - 2027 Community Action Plan. This plan describes the results of the work completed thus far in the CTC effort. It will describe the changes we want for our community, the programs, and practices that will be implemented to address the community's identified priority areas, and the outcomes that will measure progress toward our community's vision.

### Risk and Protective Factor Data Collection

The CTC developed its outcome-focused plan after the coalition volunteers identified four risk factors as priorities for community planning (**Figure 2**). These priorities were initially identified through the 2021 CTC Prevention Needs Survey, administered to students in grades 6th-12th at Eagle Butte schools. Community leaders approved these priorities in January 2022. A subsequent survey conducted in 2023 confirmed that these risk priorities were still prevalent.



**Figure 2**

### Analysis of Existing Community Resources

Coalition Volunteers completed an assessment of Eagle Butte's youth-development and prevention resources and organizations who were currently targeting these risk factors in May 2022. With an inventory of over 40 current community resources, volunteers selected programs to address these priorities. Community leaders approved these recommendations in June 2022. The second round of surveying in April 2023 reaffirmed the continued relevance of the initial risk priorities, leading to an additional assessment of resources in December 2023. In February 2024, the CTC recommended a change of programs to address gaps in services. The programs of Natural Helpers and Positive Indian Parenting were chosen, as well as continued support for evaluating the Cheyenne-Eagle Butte School's grades 3rd-6th Second Step Curriculum.

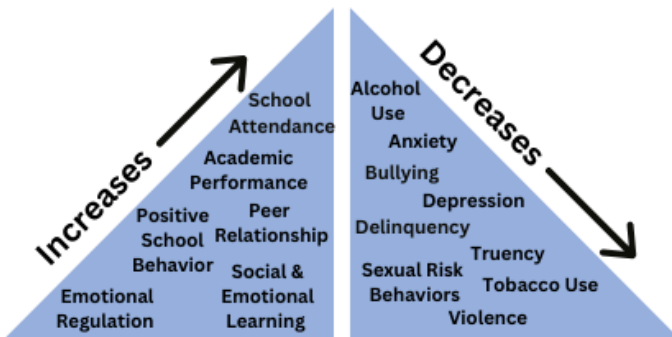
The updating of this document, the CTC Community Action Plan, was the next step in the Communities That Care process. In April 2024, members of the CTC Coalition established community-level outcomes, program-level outcomes, and participant outcomes for the new chosen programs of Natural Helpers and Positive Indian Parenting. These outcomes were designed to define the desired changes for the Eagle Butte community, measure progress, and evaluate the impact of the programs. The community-level outcomes include behavior and risk-factor outcomes, while the program-level outcomes focus on implementation goals and the extent of the desired changes among participants. The Community Action Plan now includes these detailed outcomes as part of its strategy to effect positive change within the community.

## Recommendations

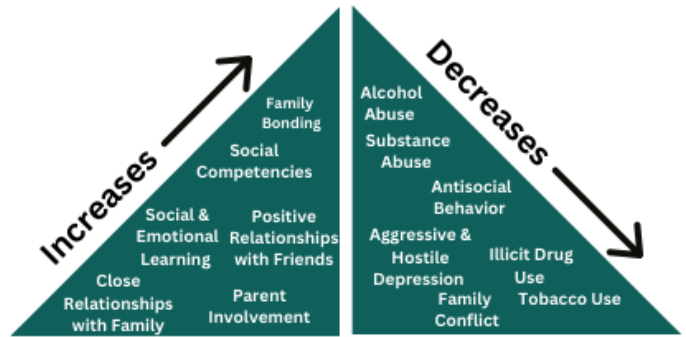
Based on the results of the community assessment, 2023 survey reports, and identified survey gaps the CTC Coalition recommended and received approval of the following recommendations.

(Recommendations are not in a specific order)

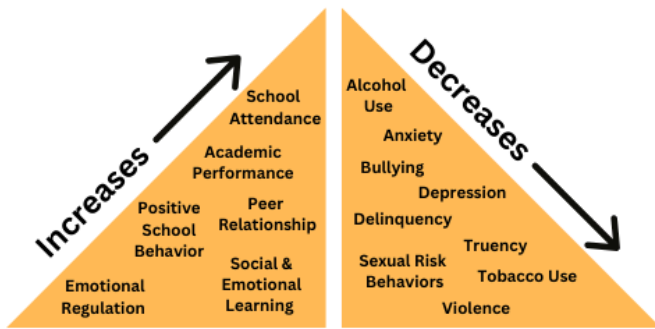
1. Work with Cheyenne-Eagle Butte (C-EB) schools to implement the Natural Helpers program in 6th grade (**Figure 3**).
2. Explore the option of implementing the Natural Helpers program in grades 7th-12th in the C-EB School (**Figure 3**).
3. Explore the option of implementing the Positive Indian Parenting program (**Figure 4**) in the Eagle Butte Community.
4. Support the implementation and evaluation of the Second Step (**Figure 5**) curriculum in 3rd-6th grades for the C-EB Schools.



**Natural Helpers**  
Figure 3



**Positive Indian Parenting**  
Figure 4



**Second Step**  
Figure 5

	Poor Family Management	Perceived Risk of Drug Use (ATOD)	Lack of Commitment to School	Depressive Symptoms
Natural Helpers		✓	✓	✓
Positive Indian Parenting	✓	✓		
Second Step		✓	✓	✓

Table 1

## The Community Action Plan

### How to use the plan

The Community Action Plan is intended to help develop implementation, evaluation, and budgeting plans for the selected programs. These plans should be used to develop:

- Funding strategies by tying funding plans to outcomes and reevaluating funding priorities as outcomes are monitored.
- Evaluation plans for programs by first monitoring the short-term program-level outcomes and then longer-term community-level outcomes.

### Community Level Outcomes

CTC has established community-level outcome goals (**Figure 6**) to address the following priority risk factors identified in Eagle Butte youths lives:

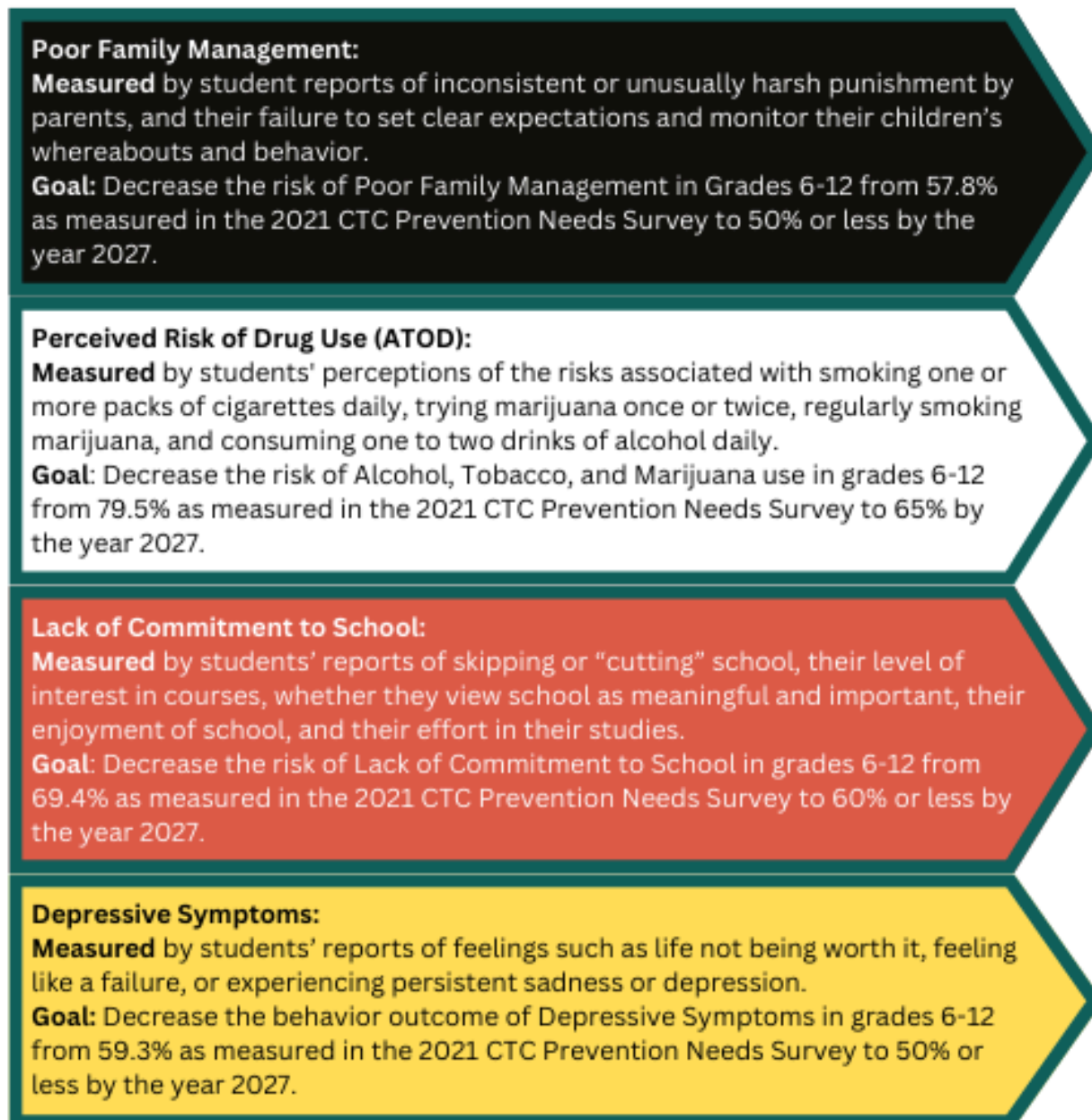


Figure 6



## **Selected Programs, Plans, and Outcomes**

### **Natural Helpers (NH)**

#### **NH Program Overview**

This peer-helping program is based on a simple premise: within every school, an informal “helping network” already exists. Students experiencing problems naturally seek out other students – and also adults – whom they trust. This program taps into and uses this helping network to disseminate as much accurate information as possible to all students. It provides training to students and adults who are already serving as helpers, giving them skills to help others more effectively. Through training, selected Natural Helper (NH) students will learn to identify signs of distress, provide peer support, and connect peers with appropriate resources. This fosters leadership, empathy, and resilience among students while addressing immediate mental health needs.

#### **NH Implementation Plans**

**NH Plan: To combat the risks of Perceived Risk of Drug Use, Lack of Commitment to School, and Depressive Symptoms, The Keya Foundation’s CTC Coalition recommends implementation of the Natural Helpers (NH) program.** CTC will engage partners from the Sacred Heart Center, and C-EB Schools. These partners and any others wanting to support this program will open a request for applications with the goal of 15 C-EB students from each grade cohort (6th, Jr High, and High School) being accepted. Natural Helpers students will be selected based on backgrounds and interests to ensure a well rounded group of students that reach all their peers.

NH students will receive training in the fall, and serve as Natural Helpers throughout the 2024-2025 school year. Students will meet monthly during times that work best with class schedules, and extracurricular activities. In these meetings trained advisors and students will have discussions around peer conversations, self care, personal development, and cultural resilience.

**NH Budget:** The Natural Helpers (NH) Training for advisors and students is provided at no cost by the Western Prevention Resource Center. Program expenses include a portion of lead advisor and organization salaries (FTE), monthly meeting and activity supplies, speaker honorariums, and costs for the end-of-year trip and awards banquet. The total estimated cost for each grade cohort is \$55,000.

The Communities That Care (CTC) Coalition has been contracted to support and implement the NH program within the C-EB Schools. Although the contracted amount is completely discounted as in-kind contributions, it still reflects the CTC Coalition’s commitment to the school's programming support. The remaining funds will be secured by the CTC Coalition through grant writing, fundraising efforts, and additional in-kind contributions from partners.

#### **NH Evaluation Plans**

- **Evaluation of Training:** Both NH students and advisors will complete pre- and post-training surveys to assess their understanding of program principles and readiness to engage in the program.

- **Evaluation of Student Knowledge:** Advisors will administer pre-, mid-, and post-program surveys to NH students to gather feedback on their experiences, including changes in peer support, cultural resilience, and mental health awareness. NH students will also complete a half-page reflection or success story to provide qualitative insights and document achievements, emphasizing their influence on peers and the community.
- **Evaluation of Sessions:** Advisors will continuously monitor and evaluate the NH Program's effectiveness. To ensure the program's fidelity, advisors will complete meeting checklists to track student participation, attendance, practice of the seven Lakota Values, and behavioral changes. A trained CTC Observer will also sit in on one session per school semester to ensure fidelity of programming delivery.
- **Evaluation of School Environment:** Students in grades NH cohort serves will complete a pre- and post- one page anonymous survey to determine grade level school climate, mental health, use of Lakota Values and Natural Helper Resources. Also, the biennial CTC Prevention Needs Assessment will be conducted in April 2025 with Eagle Butte students in grades 6th-12th to assess risk and protective factors in students' lives across school, peer, home, and community categories. Comparison data from the previous surveys conducted in 2021 and 2023 will be analyzed to identify changes in each evaluation area.

## NH Participant-Level Outcomes

The Natural Helpers (NH) program has been designed with the following participant-level outcomes, aiming to foster measurable changes in key areas of youth development:

**Positive Behaviors:** Through the implementation of NH, participants will:

1. Increase engagement in positive behaviors, such as abstaining from alcohol, tobacco, and marijuana use.
2. Strengthen their commitment to school, enhancing academic focus and resilience.
3. Improve coping strategies for managing depressive symptoms, fostering emotional well-being.



**Knowledge:** Participants will:

1. Deepen their understanding of the harmful effects of alcohol, tobacco, and marijuana use.
2. Gain insights into the importance of academic commitment and its role in personal success.
3. Enhance awareness of depressive symptoms, including their impact and management strategies.



**Skills:** Participants will develop and refine critical life skills, including:

1. The ability to refuse alcohol, tobacco, and marijuana confidently and effectively.
2. Maintaining a strong commitment to school, even in the face of challenges.
3. Coping with depressive symptoms, using healthy and adaptive strategies



**Attitudes:** The program will foster positive shifts in participants' attitudes, such as:

1. Cultivating a preventative mindset towards alcohol, tobacco, and marijuana use.
2. Reinforcing their commitment to academic achievement as a pathway to success.
3. Reducing stigma around mental health, encouraging openness and support for depressive symptoms.



## **Positive Indian Parenting (PIP)**

### **PIP Program Overview**

Positive Indian Parenting is a curriculum developed by the National Indian Child Welfare Association (NICWA) to help parents and families remember traditional teachings and practice them. Historically, Indigenous people had rich teachings that helped children grow up safe with strong families. Colonization threatened those teachings. This curriculum, originally developed in 1980, has been renewed through the years to fill the need for knowledge on traditional Indigenous parenting practices that have been lost.

### **PIP Implementation Plans**

**PIP Plan: To combat the risks of Poor Family Management, and Perceived Risk of Drug Use The Keya Foundation's CTC Coalition recommends implementation of the Positive Indian Parenting (PIP) Program.** CTC will engage partners from the CRST Cultural Center to gather and present to stakeholders from various community and Tribal organizations. After reaching consensus on stakeholder participation and finalizing implementation plans, recruitment will begin for volunteers to be trained as facilitators.

Once the facilitator training is complete, recruitment for participants will commence. Over the course of twelve months, CTC plans to host a total of five cohorts, each consisting of eight weekly sessions with 12 adults per cohort. Participants' children are welcome to attend the sessions. Each session will last two hours, with the first 1.5 hours dedicated to parent programming while children engage in separate cultural activities that align with the parent program. During the last half-hour, parents and children will come together to share a meal and practice what they've learned. Volunteer facilitators will use PIP materials provided during their training to lead these weekly sessions.

**PIP Budget:** Training of facilitators is free through the South Dakota Department of Social Services. Program expenses include a portion of facilitators and organization salaries (FTE), meeting and activity supplies, and speaker honorariums. The total estimated cost is \$30,000. Supplemental funds after in-kind contributions will be secured by the CTC Coalition through grant writing, fundraising efforts, and additional in-kind contributions from partners.

### **PIP Evaluation Plans**

- **Evaluation of Parent/Guardian Knowledge:** Parents and guardians attending PIP sessions will complete a one-page baseline survey to assess their current knowledge before starting the program. After completing all program sessions, they will take a post-program survey to measure knowledge gained. Additionally, participants will complete a session-specific post-survey to evaluate their understanding of each lesson.
- **Evaluation of Sessions:** Facilitators will continuously monitor and evaluate the effectiveness of the PIP Program. To ensure fidelity, facilitators will complete checklists at the end of each session to track traditional parenting practices since the last session, participation, attendance, completion of session objectives, and observed behavioral changes. A trained CTC Observer will also sit in on one session per cohort to ensure fidelity of programming delivery.
- **Evaluation of Home Environment:** The biennial CTC Prevention Needs Assessment will be conducted in April 2025 with Eagle Butte students in grades 6th-12th to assess risk and

protective factors in students' lives across school, peer, home, and community categories. Comparison data from previous years of 2021 and 2023 surveys will be analyzed to identify changes and trends in the family sector.

## PIP Participant-Level Outcomes

The following participant outcomes were developed for the **Positive Indian Parenting Program**. Upon completing the program, parents and guardians will demonstrate significant growth in the following areas:

**Positive Behaviors:** Through the implementation of Positive Indian Parenting, participants will:

1. Increase engagement in positive behaviors, such as abstaining from alcohol, tobacco, and marijuana use.
2. Enhance the practice of effective family management to foster healthier family dynamics.



**Knowledge:** Participants will:

1. Gain a deeper understanding of the harmful effects of alcohol, tobacco, and marijuana use.
2. Understand the importance of effective family management in promoting a healthy home environment.



**Skills:** Participants will:

1. Strengthen skills in refusing alcohol, tobacco, and marijuana.
2. Develop and implement positive family management strategies.



• **Attitude:** Participants will:

- Adopt more positive attitudes toward preventing alcohol, tobacco, and marijuana use.
- Recognize the significance of family management as a vital element of parenting.



## **Second Step (SS)**

### **SS Program Overview**

Children benefit from social-emotional learning (SEL) at any time, but today it's especially important to help them develop the skills they need to connect and thrive. The curriculum is based on research, and is designed to help students succeed in school, and become thoughtful and productive adults. Second Step aims to reduce impulsive, high-risk, and aggressive behaviors, while increasing children's social competence and other protective factors.

### **SS Preliminary Implementation Plans**

**SS Plan:** To combat the risks of Perceived Risk of Drug Use, Lack of Commitment to School, and Depressive Symptoms, The Keya Foundation's CTC Coalition recommends support in implementing and evaluating the Second Step (SS) curriculum. SS is currently being implemented through the C-EB Upper Elementary school grades 2nd-6th. The SS Facilitator will meet with each class for 30 minutes on a 6-day cycle, engaging approximately 500 students, multiple times, throughout the school year. The facilitator will utilize the provided SS materials, and teachers will have access to supplemental lessons for enrichment as needed.

**SS Budget:** The C-EB Schools have already secured a subscription to the SS materials and budgeted for the facilitator's salary, so no additional monetary support is required from the CTC Coalition for programming.

The Communities That Care (CTC) Coalition has been contracted to support the implementation and evaluation of the SS program within the C-EB Schools. Although the contracted amount is completely discounted as in-kind contributions, it still reflects the CTC Coalition's commitment to the school's programming support. The remaining supplemental funds for time spent supporting 3rd-6th grade will be secured by the CTC Coalition through grant writing, fundraising efforts, and additional in-kind contributions from partners.

### **SS Evaluation Plans**

- **Evaluation of Student Knowledge:** The SS Facilitator will administer a one-page baseline survey to assess students (grades 3rd-6th) current knowledge before starting the program. After completing all program sessions, they will take a post-program survey to measure knowledge gained at the end of the school year.
- **Evaluation of Sessions:** The SS Facilitator will continuously monitor and evaluate the SS Program's effectiveness. To ensure the program's fidelity, advisors will complete monthly checklists to track student participation, attendance, and behavioral changes. A trained CTC Observer will also sit in on one session per grade each school semester to ensure fidelity of programming delivery.
- **Evaluation of School Environment:** The biennial CTC Prevention Needs Assessment will be conducted in April 2025 with Eagle Butte students in grades 6th-12th to assess risk and protective factors in students' lives across school, peer, home, and community categories. Comparison data from previous years of 2021 and 2023 surveys will be analyzed to identify changes and trends in the school sector.

## SS Participant Level Outcomes

The following participant outcomes were developed for the Second Step program. Students who engage with this curriculum will experience improvements in the following areas:

### Positive Behaviors:

1. Increase engagement in positive behaviors, such as abstaining from alcohol, tobacco, and marijuana use.
2. Strengthen their commitment to school and improve their ability to cope with depressive symptoms.



### Knowledge:

1. Gain a deeper understanding of the harmful effects of alcohol, tobacco, and marijuana use.
2. Recognize the importance of school commitment and develop a clearer understanding of depressive symptoms.



### Skills:

1. Strengthen their ability to refuse alcohol, tobacco, and marijuana.
2. Build skills to maintain commitment to school and effectively cope with depressive symptoms.



### Attitudes:

1. Develop more positive attitudes toward alcohol, tobacco, and marijuana prevention.
2. Reinforce their commitment to school and reduce the stigma associated with depressive symptoms.



## Goals for Coalition Development

### 1. Expand Volunteer Engagement:

- Increase the number of volunteers actively participating in CTC initiatives from the Eagle Butte community.
- Foster deeper community involvement by recruiting individuals passionate about supporting local youth.

### 2. Amplify Youth Input:

- Enhance youth participation in shaping activities and operational procedures to ensure their voices are heard and valued.

### 3. Targeted Recruitment:

- Actively recruit individuals with expertise in grant writing, fundraising, and marketing.
- Strengthen connections by involving members with relationships to state, tribal, and city government.

### 4. Enhance Professional Development:

- Increase the availability of professional development opportunities and issue-specific training sessions for all Coalition members, equipping them with the skills and knowledge to drive impactful change.

These goals are designed to strengthen the Coalition's capacity, diversify its expertise, and ensure its initiatives remain inclusive, community-driven, and effective.

## Goals for Promoting the Social Development Strategy (SDS)

A cornerstone of our CTC initiative is to foster community-wide protection by embedding the Social Development Strategy (SDS) into all aspects of our work. To achieve this, CTC has successfully implemented the following activities:

### Completed Activities

#### 1. Social Development Strategy Training:

- Coalition volunteers participated in the SDS workshop in February 2023.
- Following the training, Coalition members facilitated sessions for school personnel, Title I staff, Oyate Connections Staff, and Sacred Heart Center, equipping them to integrate SDS principles into their fields.
- To date, three community SDS training sessions have been conducted, reaching a total of 53 participants.

#### 2. CTC Champion Effort:

- Since its inception in 2021, the annual CTC Champion Award has grown significantly.
- In 2023, we expanded the recognition effort to include the **monthly Good Relative Award**, allowing students to be nominated on a monthly basis throughout the school year.
- At the end of the year, students from transitional grades (6th, 8th, and 12th) who were nominated are considered for the **CTC Champion Award**.

- Award announcements are shared over school intercoms, on media platforms, and in local newspapers to celebrate student achievements and reinforce the community's commitment to SDS principles.
3. **Integration into Events:**
- All CTC-partnered events in schools and the broader community are designed with SDS as their foundational framework.

## Future Plans

### 1. Broaden Community Engagement:

- Extend SDS training sessions to a wider audience, including parents, guardians, and youth-serving organizations.
- Host SDS-focused workshops at community events, powwows, and gatherings to reach diverse segments of the community.

### 2. SDS in Education:

- Collaborate with local schools to integrate SDS principles into their curricula and school activities.
- Create SDS-themed educational materials, such as posters and videos, to display in classrooms and common areas.

### 3. Recognition and Awards Expansion:

- Introduce new award categories, such as "Community Leader Champion," to honor adults and organizations that exemplify SDS values.

### 4. SDS Media Campaign:

- Create a social media campaign centered around the SDS values to inspire community-wide adoption.
- Share success stories and testimonials from students, families, and professionals who have benefited from SDS implementation.

By continuing to prioritize and promote the Social Development Strategy, we aim to create a strong foundation for sustainable, community-wide protection and positive development.

## Conclusions & Recommendations

### Summary of key findings

The following are **previous** key findings that have importance to the CTC Community Action Plan:

- We have identified the following priority risk factors for the community: Poor Family Management, Perceived Risk of Drug Use (ATOD), Depressive Symptoms, and Lack of Commitment to School.

The following are the **current** key findings of the CTC Community Action Plan:

1. To address the risk factors of Lack of Commitment to School, Depressive Symptoms, and Perceived Risk of Drug Use (ATOD), our CTC Coalition selected the Natural Helpers program.
2. To address the risk factors around Poor Family Management and Perceived Risk of Drug Use (ATOD), our CTC Coalition selected the Positive Indian Parenting Program.



3. To address the risk of Lack of Commitment to School, Perceived Risk of Drug Use, and Depressive Symptoms, our CTC Coalition recommended support in implementing and evaluating the Second Step curriculum.

### **Recommendations for next steps**

The following are recommendations for next steps that need to be taken by those responsible for implementing, budgeting and evaluating programs in Phase Five of the CTC effort.

#### Recommendation: Work with C-EB school to implement the Natural Helpers program in 6th grade.

1. Identify future sources of funding, including local, state and federal funding streams and grants.
2. Finalize detailed implementation plans to deliver each program with fidelity.
3. Develop specific evaluation plans to monitor program delivery and participant outcomes.
4. Recruit, and announce acceptance to students who have applied for NH.
5. Host training for NH students and advisors.
6. Implement Monthly Meetings.

#### Recommendation: Explore the option of implementing the Natural Helpers program in grades 7th-12th in the C-EB School.

1. Work with C-EB Administration to complete steps needed to approve implementation of NH in grades 7th-12th.
2. Identify future sources of funding, including local, state and federal funding streams and grants.
3. Finalize detailed implementation plans to deliver each program with fidelity.
4. Develop specific evaluation plans to monitor program delivery and participant outcomes.
5. Recruit, and announce acceptance to students who have applied for NH.
6. Host training for NH students and advisors.
7. Implement Monthly Meetings.

#### Explore the option of implementing the Positive Indian Parenting program in the Eagle Butte Community.

1. Identify future sources of funding, including local, state and federal funding streams and grants.
2. Finalize detailed implementation plans to deliver each program with fidelity.
3. Develop specific evaluation plans to monitor program delivery and participant outcomes.
4. Host community meeting with CTC Coalition, partners, and community stakeholders for consensus of implementation and evaluation plan.
5. Recruit, hire, and train a Program Coordinator and Facilitators for the Positive Indian Parenting Program.
6. Recruit, enroll, and host participants in weekly sessions.

#### Support the implementation and evaluation of the Second Step programming in 3rd-6th grades for the C-EB School.

1. Develop specific evaluation plans to monitor program delivery and participant outcomes.
2. Connect with the Second Step facilitator regarding fidelity tracking materials.
3. Participate in semester end observations.
4. Complete fidelity report after the 2024-2025 school year.

## Appendices

### References

Communities That Care University of Washington Center's Website  
<https://communitiesthatcare.net>

Natural Helpers  
<https://www.youthandfamilyservices.org/wprc/>

Keya Foundation's CTC Coalition Website  
<https://www.keyafoundation.org/communities-that-care-coalition>

Positive Indian Parenting  
<https://www.nicwa.org/about-pip/>

Second Step  
<https://www.secondstep.org/>

### Acknowledgments

We want to thank our partners at the Cheyenne-Eagle Butte and Windswept Academy Schools for their approval and coordination of the survey administration and the continued support in our coalition's efforts. Thank you to our CTC Coalition members who have created this report. **Last, but not least, we want to thank our youth for being the reason for our cause as we look to empower current and future generations.**



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