



NAVIGATING ADULTHOOD PROJECT 2026: FINAL SUMMARY REPORT



LOS ANGELES COUNTY
DEPARTMENT OF
MENTAL HEALTH
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Native
Muse
Productions



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The Navigating Adulthood Project is funded by the Department of Mental Health (BID # PO-MH-26006817-1)

Project Overview

The American Indian/Alaska Native Underserved Cultural Communities (UsCC) subcommittee was established under the Mental Health Services Act (now known as the Behavioral Health Services Act [BHSA]) for the purpose of increasing mental health access and reducing disparities for American Indian Alaska Natives in the County of Los Angeles. This group works closely with community partners and consumers to increase the capacity of the public mental health system to develop culturally competent, recovery-oriented services specific to American Indian-Alaska Natives and to develop capacity building projects.

The Navigating Adulthood Project (NAP) is one of the UsCC BIDS shared by BHSA, awarded to the American Indian Community Council Inc (AICC). AICC is a native led, certified 501 C3 charitable organization operating since 2010 currently based in Monrovia, Los Angeles County.

AICC has decades of on-going collaboration/interaction with the Department of Children and Family Services (DCFS) providing resources and needs for the Indian Child Welfare Act (ICWA) mandated youth under their supervision. In the past, AICC provided Financial Education Workshops for youth supervised by the American Indian Unit of DCFS. The Navigating Adulthood Project is foundationally similar to the Financial Education Workshops but has far more comprehensive content variety. It requires substantially more time given its guidelines.

Objective

The primary objective of the Navigation Adulthood Project 2026 was to educate and empower 100 American Indian/Alaska Native youth aged 16 to 25 within the Los Angeles County area by equipping them with tools, training, and culturally relevant support needed to successfully navigate the transition from childhood to young adult hood while sustaining a positive connection with their cultural traditions.

Key Activities and Components

NAP was designed to focus on the following key areas:

- Cultural Practices
- Life skills abilities, traditional foods and prep
- Financial literacy skills and understanding
- Mental health resources/access, awareness of disorders and stigma reduction
- Post secondary education/financial aid, scholarships/Career outlook/success

AICC requested adjustments in the original NAP session format, explaining 14 hours of educational content over 7 sessions at 2 hours each would present transportation difficulties and suggested 2 sessions at 7 hours each would likely be more successful. The NAP was amended accordingly.

Four specific Service Planning Area locations were identified, venues were secured, and workgroups were planned for four days 7 hours each, with information supplied along with Agendas specific to the variety of subjects/contents per the BHSC BID Guidelines. A total of 18 youth participated in NAP; 9 youth participated in

only one session, while the remaining 9 youth participated in two sessions. Session agendas are included in Attachment D. Additionally, session details and participant attendance for each are listed in the following table:

Table 1. Workshop Session Details

Session Date	Location	Creative Activity/Focus	Number of Participants
February 14, 2026	Echo Park	Medicine Bag	10
March 14, 2026	Long Beach	Beaded Necklace	6
April 11, 2026	Santa Clarita	Drums and Gourds	4
May 9, 2026	Arcadia	Cultural Practices	7

Program and Promotional Materials

AICC produced the Promotional information in the form of flyers and posted them to the AICC Web site at <https://aiccla.org>. AICC also developed three (3) public service announcements (PSAs), posted them online, and released the first two through their social media sites: Instagram, You Tube, Facebook and Linked In. See PSA video links below.

PSA 1. Introductory Announcement and Participation Promotion – Video [Link](#):

https://youtube.com/shorts/G3w1kx_y-Y?si=RgEZh8c7rlxIYgfe

PSA 2. Progress and Recruitment for Additional Sessions – Video [Link](#):

<https://youtube.com/shorts/tOv5muvw0Zo?si=XVYinwmRyXKwSV1x>

PSA 3. Project Conclusion Summary – Video [Link](#):

<https://youtu.be/8JOp5SRaIU?si=jL0rpAy0kXBWuLUUn>

AICC reached out consistently and repeatedly for assistance and sharing of registration information, flyers, and PSAs throughout the months of NAP (January through May 2026). All registration/recruitment flyers and information were shared via emails and Web site posting and were distributed for repeated sharing and assistance of other Native American/Alaska Native and Indigenous organizations such as United American Indian Involvement (UAI) to include their youth and Behavioral Health Service Programs as well as the Los Angeles County DCFS to include the Transitional Aged Youth (TAY) and Independent Living Program (ILP) of Los Angeles County. In participation with the quarterly meeting of statewide ICWA Stakeholders to include all staff and court members of the ICWA court and Department 421 of Children's Court, AICC shared the outreach and promotional information of NAP. AICC also reached out to several other youth organizations who distributed NAP flyers (see Attachment A.), PSAs, and information, including Indigenous Circle of Wellness, So'oh-Shinálí Sister Project, Pukúu Cultural Community Services (of the Fernandeano Tataviam Band of Mission Indians), and the teachers,

staff, students, and colleagues at College of the Canyons, California State University, Long Beach, Los Angeles City College, UCLA, and California State University, Dominguez Hills.

Project Strengths

Presenters: All workshop facilitators and culturally skilled instructors were of Indigenous descent. This representation aligns directly with BID requirements, ensuring youth learned from leaders who share their backgrounds. Presenters successfully navigated the rich diversity of the 575 federally recognized, sovereign tribal nations, respecting their unique languages, creation stories, and cultural practices.

Identity re-enforcement: During every session, students received information regarding their own tribal heritage as well as that of their peers in the Native American Program (NAP). Participants deeply embraced this opportunity, discovering new aspects of their backgrounds, fostering cultural pride, and sparking a continued desire to research their roots.

Use of outdoor and indoor access venues: The program successfully secured permission to host Sage Cleansing and Blessing ceremonies at both the Santa Clarita and Arcadia venues, overriding common indoor smudging restrictions. For many NAP youth with limited prior exposure to their heritage, this was their first introduction to the history and practice of the ceremony. These cultural activities served as a foundational thread, seamlessly connecting traditional values to lessons in Financial Literacy, Mental Health, and traditional foods, where the Medicine Wheel served as a guiding framework.

Workbook Inclusion: Workshops integrated the workbook, *Indigenous Financial Education: Beyond Money for the Next Generation** created by owner/author, Jennifer Varenchik. Built on years of lived experience, continuing education, and cross-tribal teaching, this resource delivers vital life skills rarely taught in standard school curricula. Key topics included debit card safety, vehicle repossession, housing crises (with localized Los Angeles County resources), methods for accessing tribal supports, and the historical context of financial literacy. The real-world utility of the material was validated by a student's family member, who noted: *"Very real concepts and actual situations, common in economically limited environments. This would have helped me when my car was repossessed."*

*Intellectual Property & Proprietary Rights Note:

Indigenous Financial Education: Beyond Money for the Next Generation is the sole intellectual property of its author, Jennifer Varenchik. Use of this workbook within the Native American Program (NAP) is under an open partnership agreement with the American Indian Counseling Center (AICC), which has permanently integrated the text as a foundational program resource. This curriculum is not a work-for-hire product funded or developed by the Los Angeles County Department of Mental Health (LACDMH). No ownership, derivative, or distribution rights are transferred to LACDMH or any third-party entities.

Project Barriers

1. Insufficient Grant-Funded Incentives and Compensation

Agency Deficit Mitigation: To secure and respect the youth's time, the operating agency independently subsidized the program. The agency provided a \$100 gift card upon completion of each 7-hour session block and survey submission (\$14.29/hour), supplemented by three \$100 opportunity drawings per workgroup to artificially boost engagement.

Resource Competition: Peer educational organizations and county-funded transition programs (such as those providing Individualized Treatment and Services Plans) routinely offer incentives up to \$300 for transition skill-building, leaving this program at a severe competitive disadvantage for youth attendance.

2. Target Demographics and Baseline Census

At the time of project launch, data from child welfare agencies confirmed that the total county-wide census of system-involved youth within the required age bracket hovered around only 12 individuals.

Exhaustive Outbound Recruitment: Despite intensive, county-wide recruitment campaigns—targeting regional child welfare offices, Transition Age Youth (TAY) managers, and Youth Development Services (YDS) liaisons—the eligible pool remained structurally limited. Despite broadening recruitment parameters to include self-identified Native American/Alaska Native/Indigenous youth alongside heritage and ICWA-eligible students still yielded a critically low baseline.

3. High Regional Dispersion and Out-of-County Placements

Geographic Displacement: Due to the high cost of living in Los Angeles County, a significant portion of the target demographic has been placed in out-of-county housing. Over 50% of the relevant TAY demographic reside in Transitional Housing, Supervised Independent Living Placements (SILPs), or foster placements located in non-adjacent counties (such as Riverside County).

Contractual SPA Requirement: The funding mandate strictly required operations across four distinct Service Planning Areas (SPAs). Forcing rigid localized attendance on a population that is geographically fractured and displaced created an insurmountable logistical barrier.

4. Socioeconomic, Transportation, and Schedule Conflicts

Transit Deficits: The majority of eligible youth lack private vehicles and rely entirely on public transit or guardian transportation. Guardian work schedule shifts, inoperable vehicles, and rising fuel costs frequently disrupted attendance.

Competing Basic Responsibilities: Youth in this demographic frequently cancelled attendance due to sudden shift-work opportunities or urgent domestic responsibilities, such as providing emergency backup childcare for their families.

Saturdays and Court-Mandated Schedules: Weekend programming conflicted with critical personal timelines, including youth who had fixed, mandatory reunification visits with biological parents every Saturday.

5. Institutional Redundancy and Over-Saturation of Services

Duplication of County Services: The local child welfare system's Youth Development Services (YDS) divisions have expanded rapidly, offering an array of internal resources that may mirror the workshop curriculum to some degree.

Voluntary Program Fatigue: Because most TAY programming is voluntary, external community agencies heavily compete for the same small pool of youth. Many services required by the BID, such as supportive housing assistance and foundational transition skills, are already directly provided and heavily incentivized by the county's internal Supportive Housing Divisions, leading to service saturation.

Summary of Evaluation Data

Project Evaluation Summary

Retrospective post- then pre- questionnaires were utilized to gather feedback from twenty-seven (27) evaluation respondents. Respondents were asked to rate their level of agreement with each statement using a 5-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. This scale was used to assess participants' knowledge, perceptions, confidence, and attitudes before and after the workshop. For reference, see Attachment B. *Project Evaluation Survey*.

Overall, participant feedback on the workshops was highly positive. The evaluation results demonstrate that the workshop was highly successful in creating a culturally safe, respectful, and engaging learning environment. Most respondents strongly agreed that the training was clear, engaging, culturally respectful, and useful to their daily lives. The results suggest the workshops successfully increased participant confidence, awareness of community and mental health resources, and connection to culture and community.

Participants reported increased confidence, stronger awareness of community resources, and meaningful connections to culture and identity. The exceptionally high recommendation rate reflects strong community value and participant satisfaction.

Future workshops may benefit from reviewing session pacing and exploring ways to improve accessibility and convenience of location for participants.

Key Strengths Identified

1. Clarity and Understanding:
92.6% of participants agreed or strongly agreed that the workshop content was clear and easy to understand, with 77.8% strongly agreeing.
 2. Facilitation and Environment:
Participants responded very positively to the facilitators, with 96.3% agreeing or strongly agreeing that facilitators created a respectful and welcoming environment.
 3. Cultural Relevance and Indigenous Perspectives:
 - 96.3% agreed or strongly agreed that the workshop activities were engaging and culturally relevant.
 - Additionally, 100% of participants agreed or strongly agreed that the workgroup respected and incorporated Indigenous values and perspectives.
 4. Usefulness and Practical Application:
 - 96.3% reported that the information provided was useful and applicable to their lives.
 - After the workshop, 95.9% felt prepared to apply what they learned.
-

5. Increased Confidence and Awareness:

- 88.9% felt more confident in the topics covered during the workshop.
- All participants (100%) agreed or strongly agreed that the workshop increased their awareness of available community resources.

6. Recommendation to Others:

Every participant indicated they would recommend the workshop to others in their community, including 92.6% who strongly agreed.

7. Support and Resources:

95.6% agreed or strongly agreed that they know where to go for additional support and resources following the workshop.

8. Connection to Culture and Community:

87.5% agreed or strongly agreed that the workshop strengthened their connection to culture, community, or identity.

Areas for Improvement Identified

While feedback was overwhelmingly positive, some areas showed opportunities for refinement:

1. Workshop Length and Pacing:

This item received the lowest strong agreement score. Only 56% agreed or strongly agreed that the workshop length and pacing felt appropriate, while 28% were neutral and 16% disagreed. This suggests some participants may have found the sessions too long, too short, or unevenly paced.

2. Location and Accessibility:

Although most participants viewed the location positively, 32% selected neutral and 4% disagreed that the workshop location was accessible and convenient. This may indicate transportation, timing, or venue accessibility concerns for some attendees.

3. Materials and Resources:

Feedback on workshop materials remained positive overall, with 92% agreeing or strongly agreeing that the handouts and resources were helpful, though a small percentage (8%) remained neutral.

Workshop Evaluations

Post- then Pre- Workshop Evaluation Summary

(N = 27 Participants)

The post- and pre-workshop evaluation results demonstrate a substantial positive shift in participants' cultural knowledge, confidence, and understanding of the connection between culture and wellness following the workshop. See detailed explanations below in addition to Attachment C. *Retrospective Post- then Pre- Questionnaire Sample* for reference.

The pre- and post-workshop comparisons show clear positive outcomes across evaluation areas. Participants reported increased cultural awareness, stronger familiarity with tribal traditions and ceremonies, and a deeper understanding of how culture contributes to physical, emotional, mental, and spiritual well-being. The reduction in neutral and negative responses, alongside the substantial increase in strong agreement, demonstrates that the workshop effectively strengthened cultural connection and promoted culturally grounded wellness perspectives.

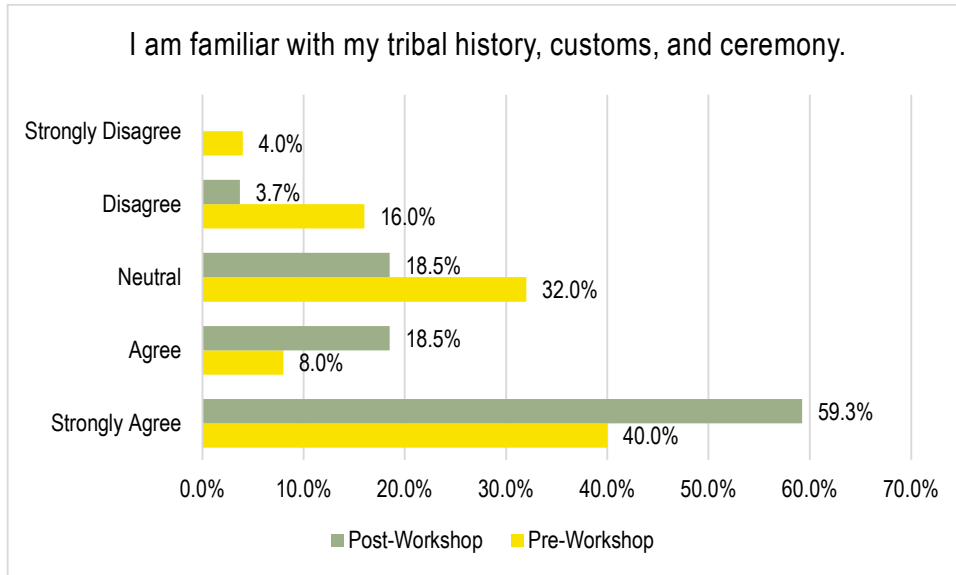
Additionally, results suggest that the workshop was highly effective in increasing participants' understanding of the importance of financial literacy. Prior to the workshop, many participants were either uncertain or did not fully recognize how financial literacy contributes to a strong financial foundation. Following the workshop, participants expressed agreement with the statement, and the majority strongly agreed. This shift indicates increased confidence in the value of financial literacy and a stronger appreciation for its role in supporting long-term financial stability and success.

Finally, results indicate that the workshop enhanced participants' career outlook by fostering a clearer understanding of their professional options. These metrics demonstrate that the workshop successfully delivered actionable clarity, empowering participants with the confidence needed to navigate their future career paths effectively. A detailed breakdown of the survey results follows.

Increased Familiarity with Tribal History, Customs, and Ceremony

Participants showed significant growth in their familiarity with tribal history, customs, and ceremony after participating in the workshop. Overall, these findings indicate that the workshop helped participants strengthen their cultural knowledge and understanding, with notable reductions in uncertainty and disagreement.

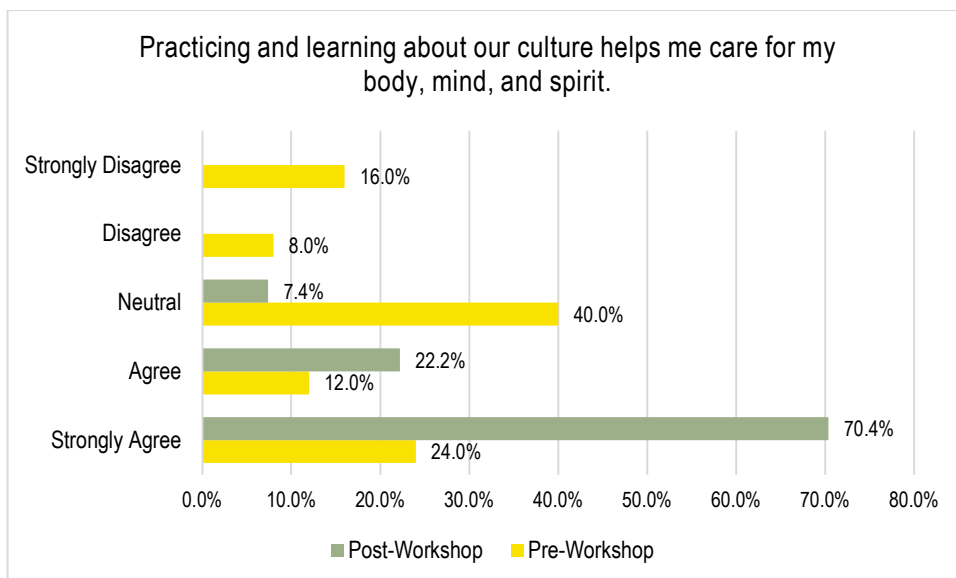
Figure 1. Familiarity with Tribal History, Customs, and Ceremony



Increased Understanding of Culture as Wellness

Participants also demonstrated a strong increase in recognizing the importance of practicing and learning about culture as a way to care for their body, mind, and spirit. These results suggest the workshop had a meaningful impact on participants' understanding of the relationship between cultural practices and holistic wellness.

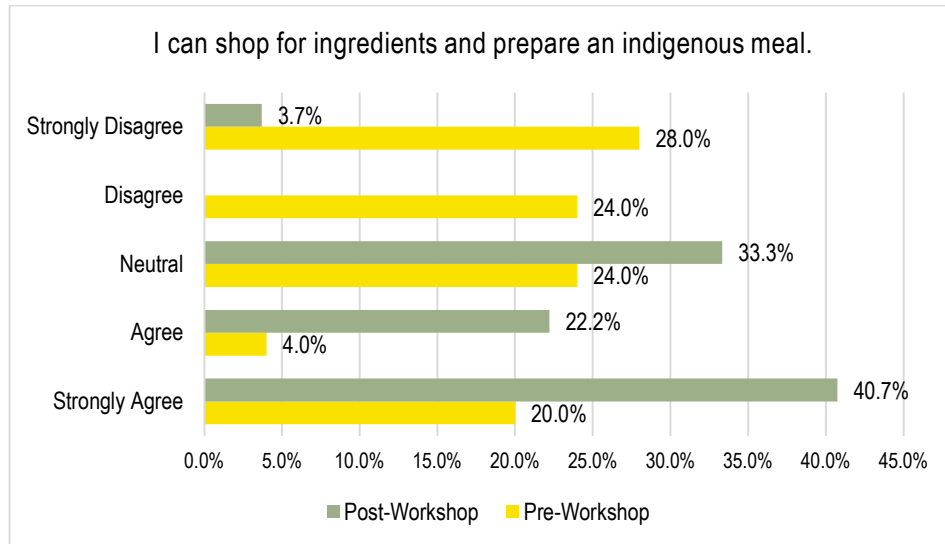
Figure 2. Understanding of Culture as Wellness



Confidence Preparing Indigenous Meals

Among workshop participants, post-workshop survey results indicated increased confidence in participants' ability to shop for ingredients and prepare an Indigenous meal. These findings suggest the workshop improved participants' confidence and skills related to preparing Indigenous meals.

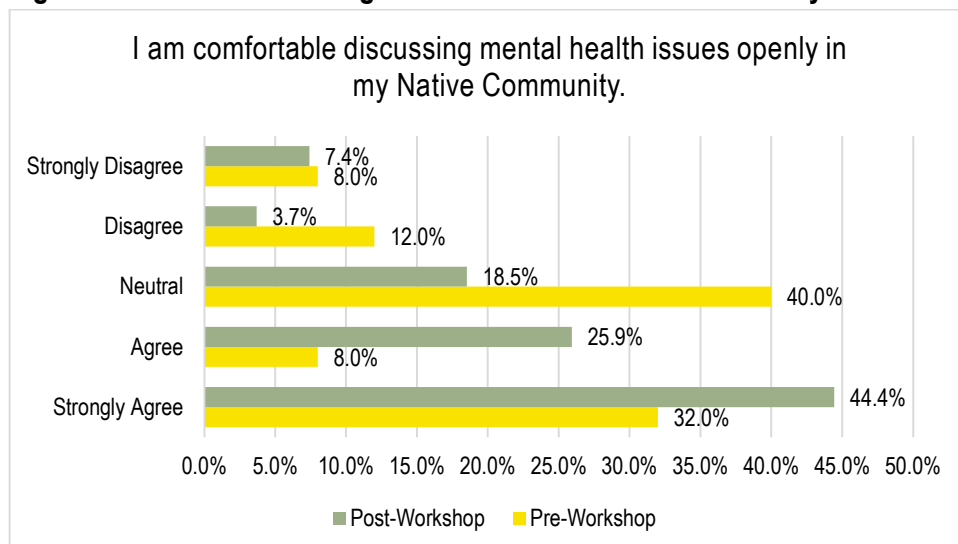
Figure 3. Confidence Preparing Indigenous Meals



Comfort Discussing Mental Health Issues in Community

Among the 27 workshop participants, post-workshop survey results showed a notable increase in participants' comfort discussing mental health issues openly within their Native community. These findings suggest the workshop positively improved participants' openness and comfort in discussing mental health issues within their community.

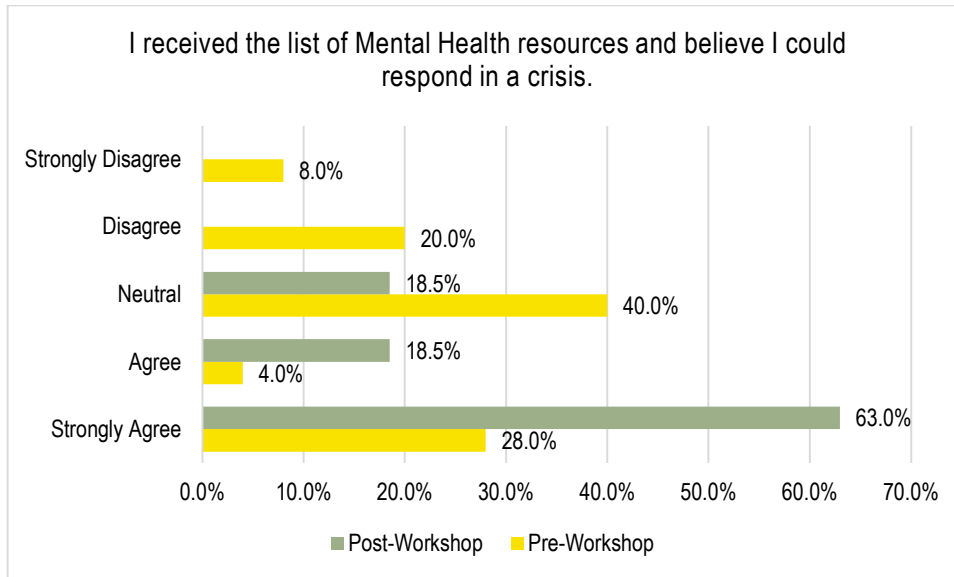
Figure 4. Comfort Discussing Mental Health Issues in Community



Awareness of Available Mental Health Resources

Among the 27 workshop participants, post-workshop survey findings demonstrated a substantial increase in participants' confidence that they had received mental health resources and could respond in a crisis situation. These results suggest the workshop significantly improved participants' awareness of available mental health resources and their confidence in responding during a crisis.

Figure 5. Awareness of Available Mental Health Resources



Session-Specific Workshop Survey Results

I. Echo Park Session (n=10)

Figure 6. Understanding Wants and Needs - Echo Park Session

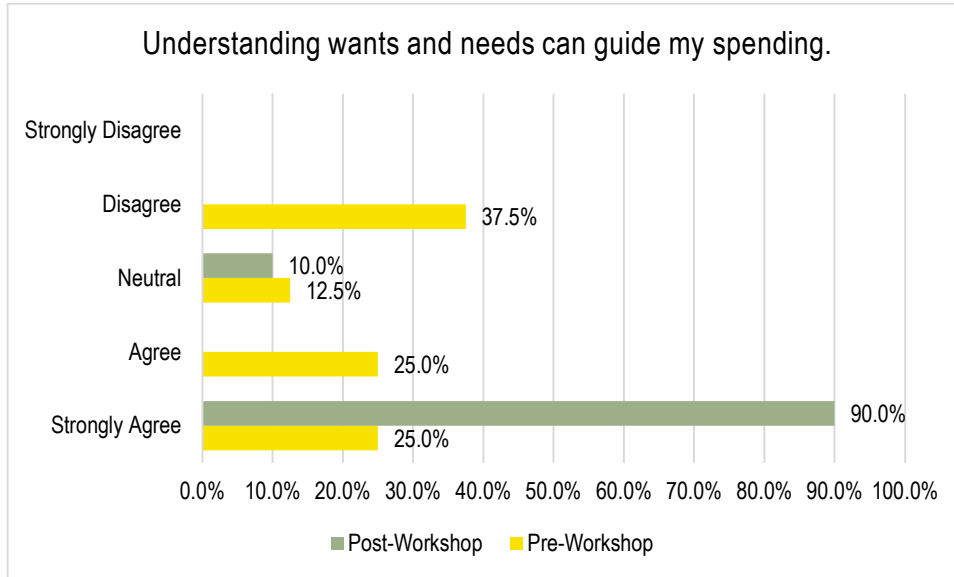


Figure 7. Creating a Simple Spending Plan - Echo Park Session

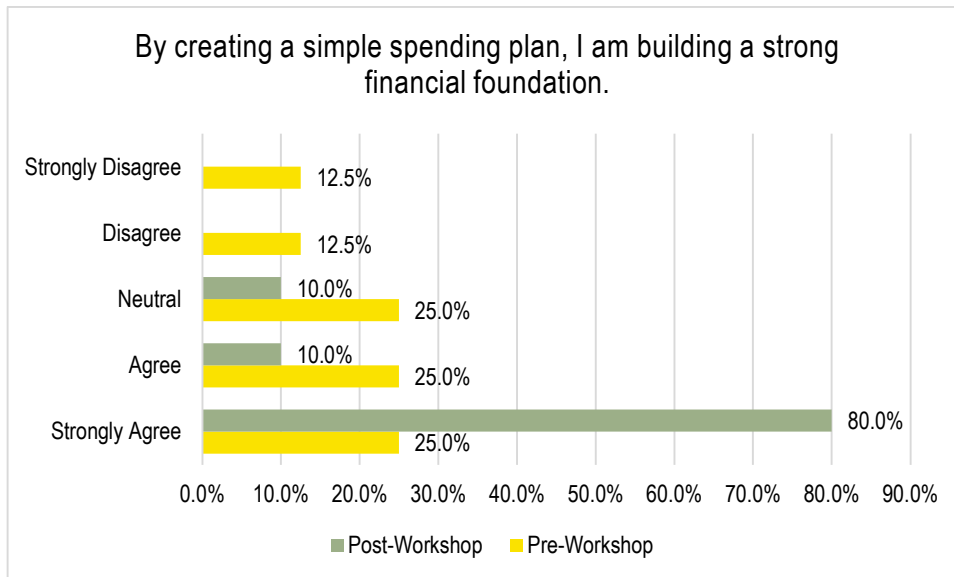
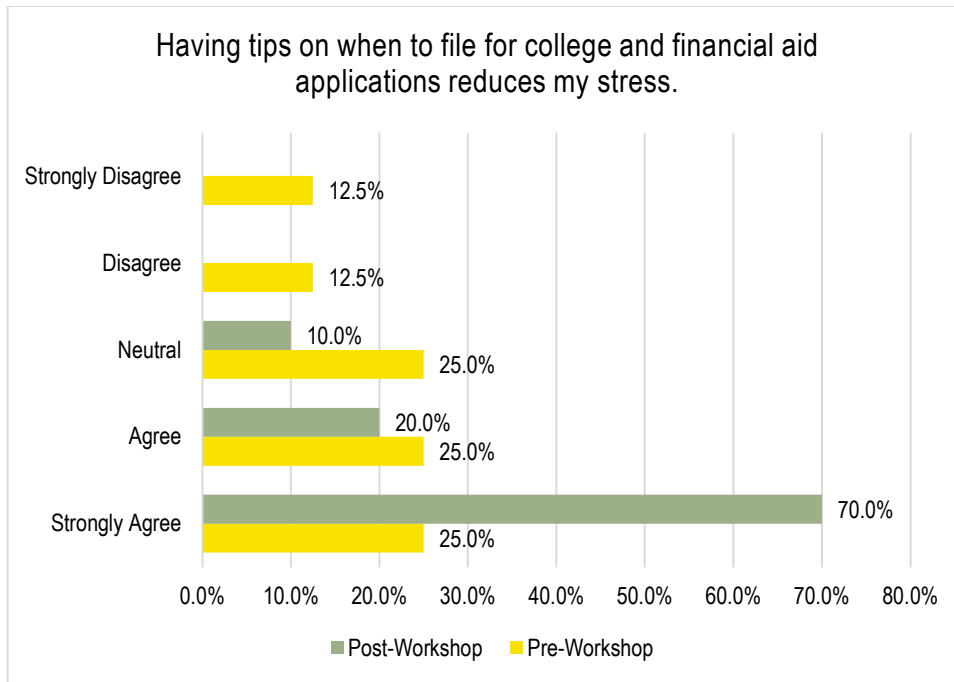


Figure 8. Reduction of Stress with Tips for College and Financial Aid Applications - Echo Park Session



II. Santa Clarita Session (n=4)

Figure 9. Understanding Wants and Needs – Santa Clarita Session

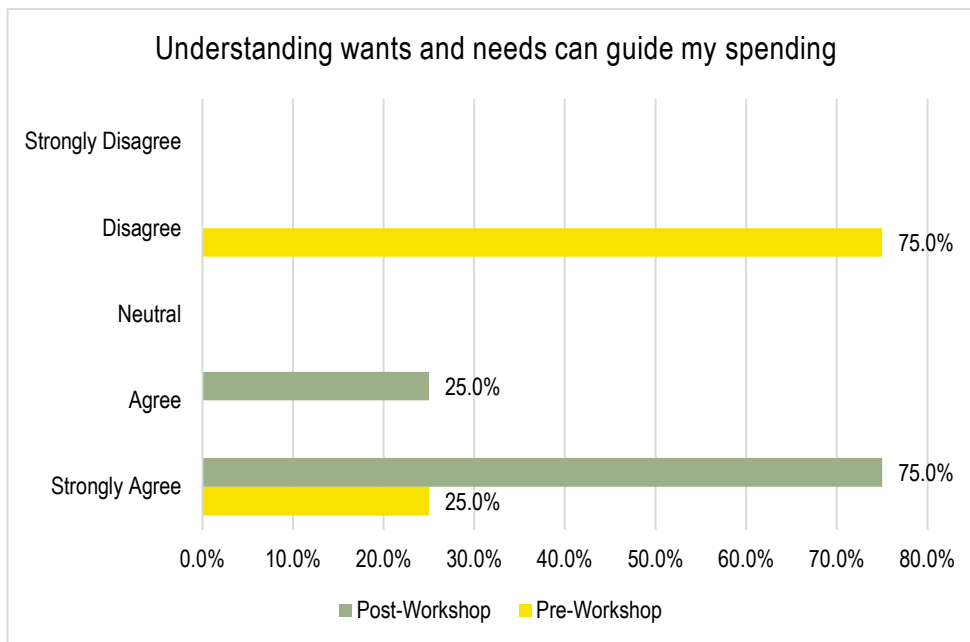


Figure 10. Creating a Simple Spending Plan – Santa Clarita Session

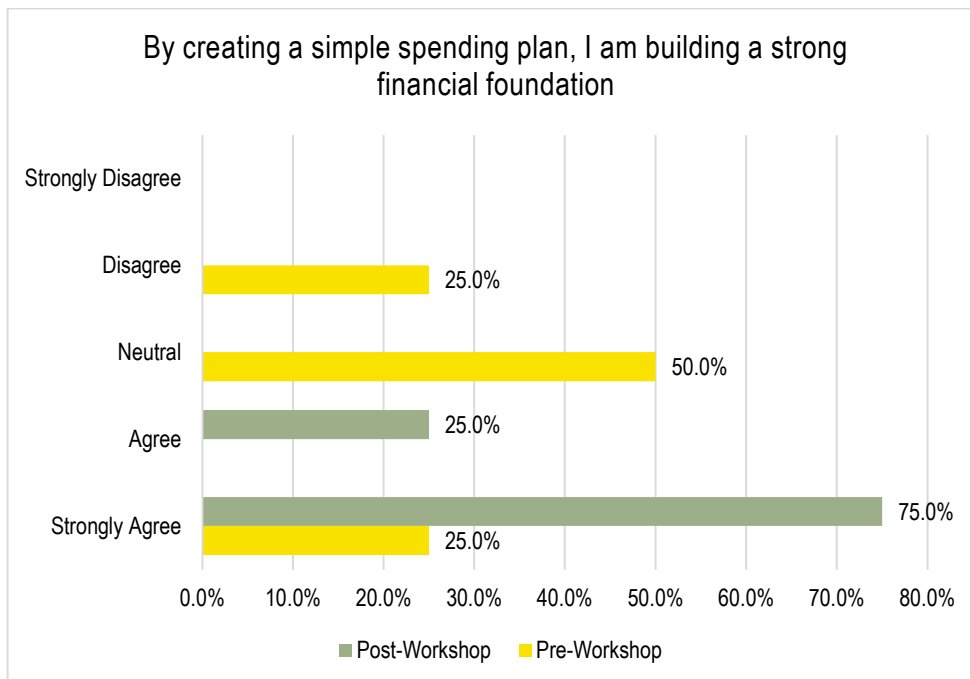
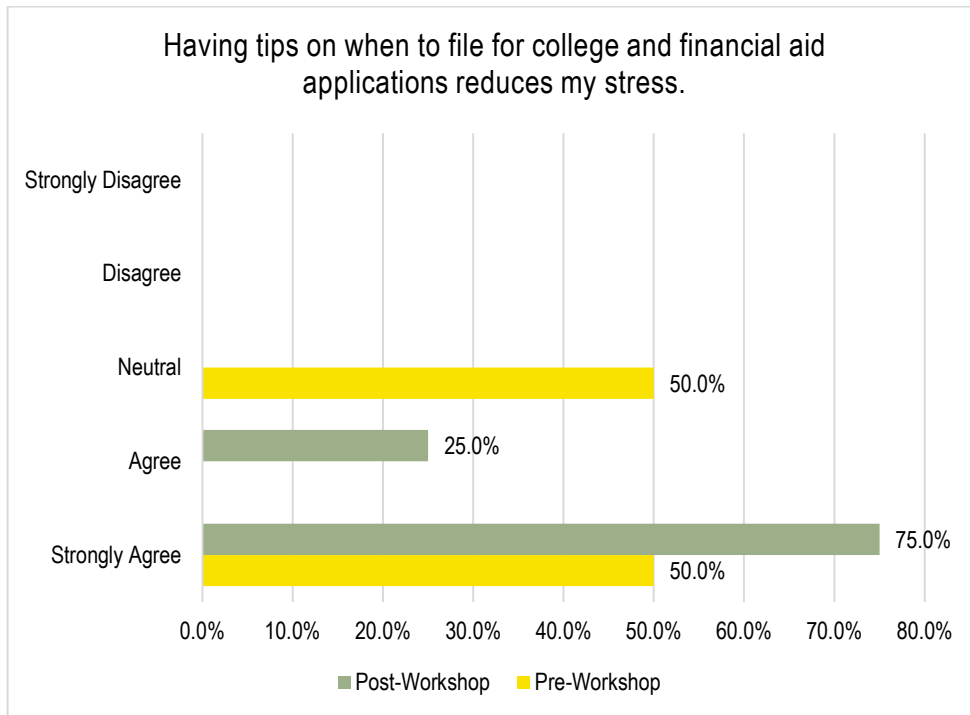


Figure 11. Reduction of Stress with Tips for College and Financial Aid Applications – Santa Clarita Session



III. Long Beach Session (n=7)

Figure 12. Understanding Career Options to Pursue a Rewarding Career – Long Beach Session

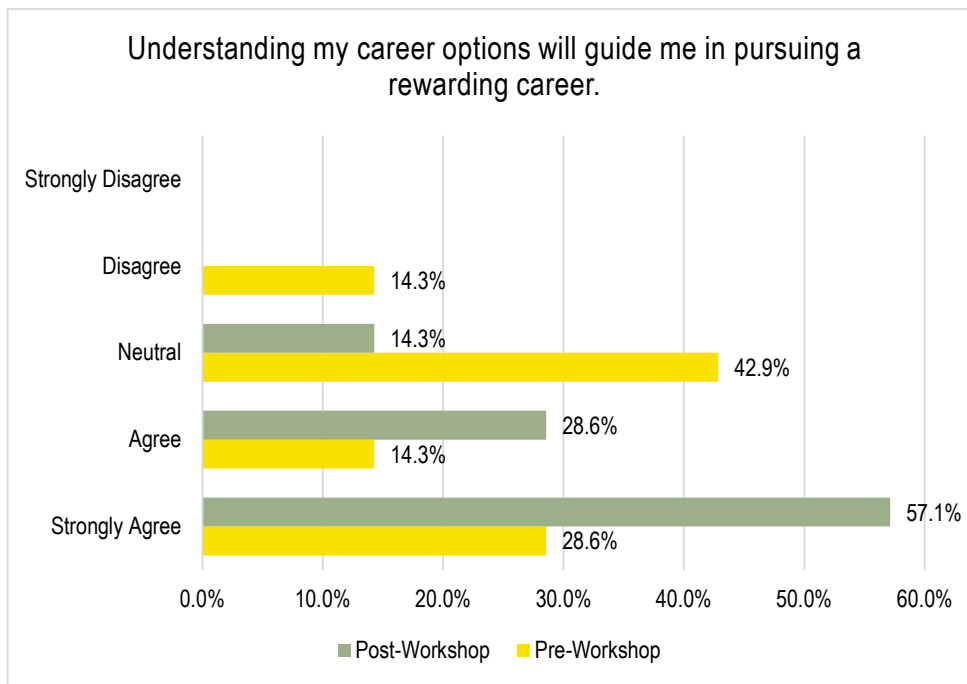


Figure 13. Building a Strong Financial Foundation by Understanding Financial Literacy – Long Beach Session

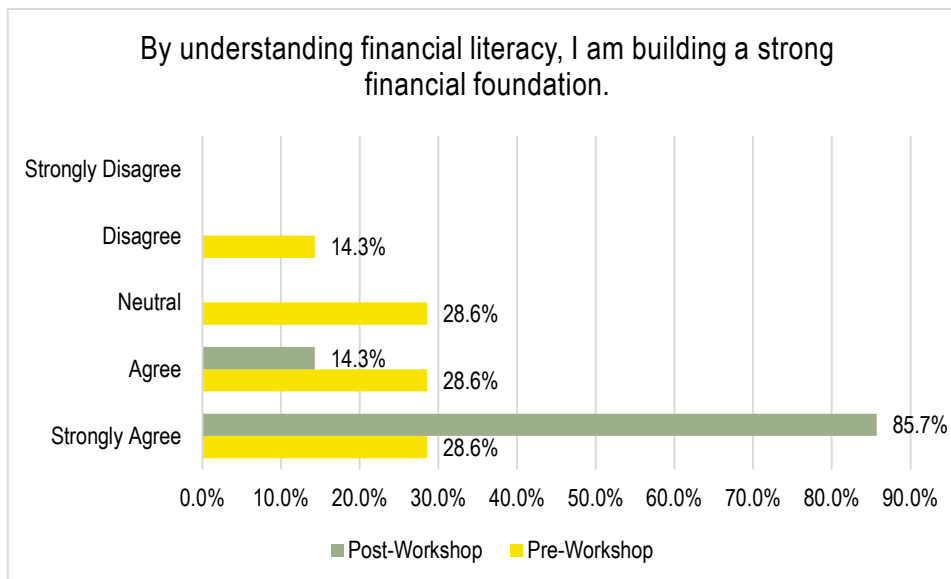
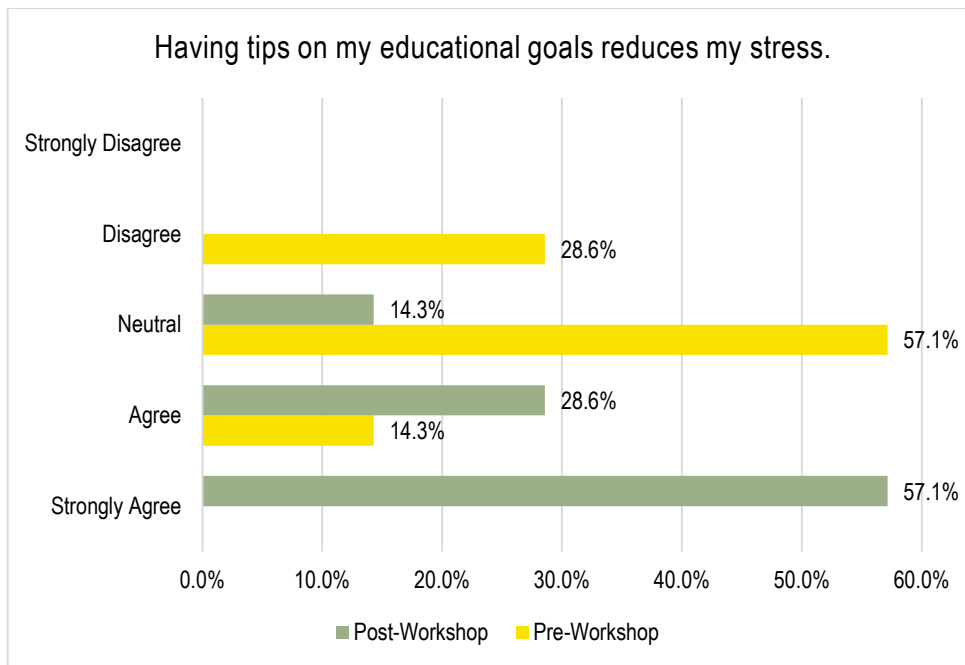


Figure 14. Reduction of Stress by Having Tips on Educational Goals – Long Beach Session



IV. Arcadia Session (n=6)

Figure 15. Building a Strong Financial Foundation by Developing a Strong Financial Mindset – Arcadia Session

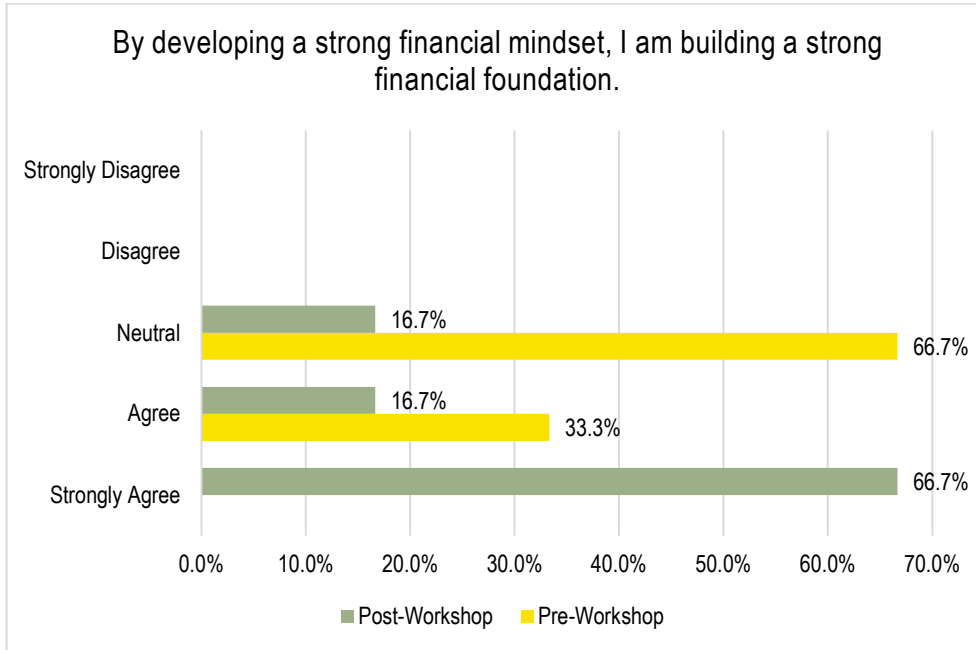


Figure 16. Understanding the Importance of Long-Term Financial Goals – Arcadia Session

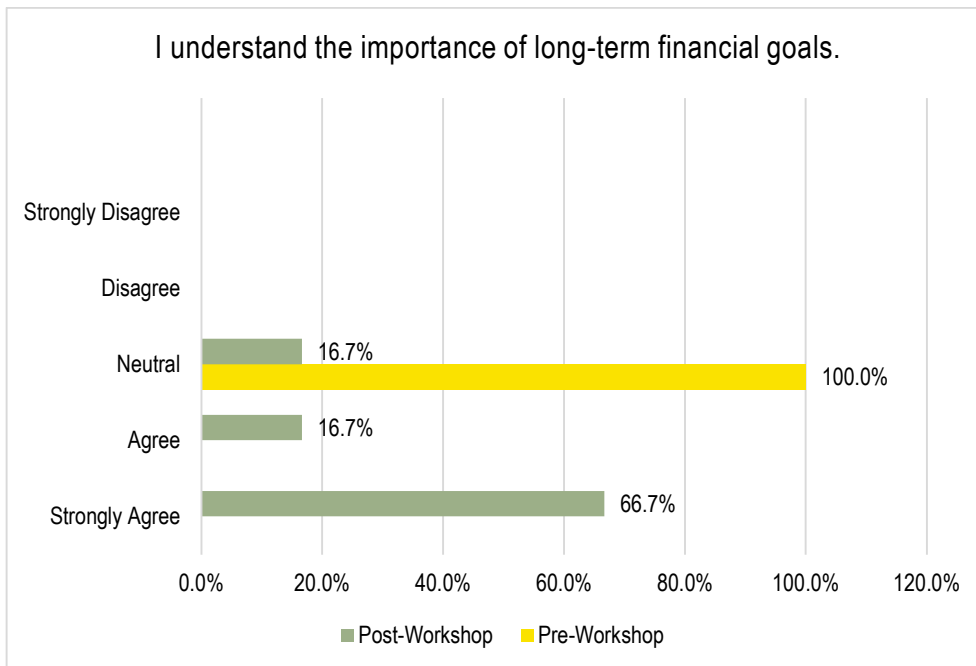
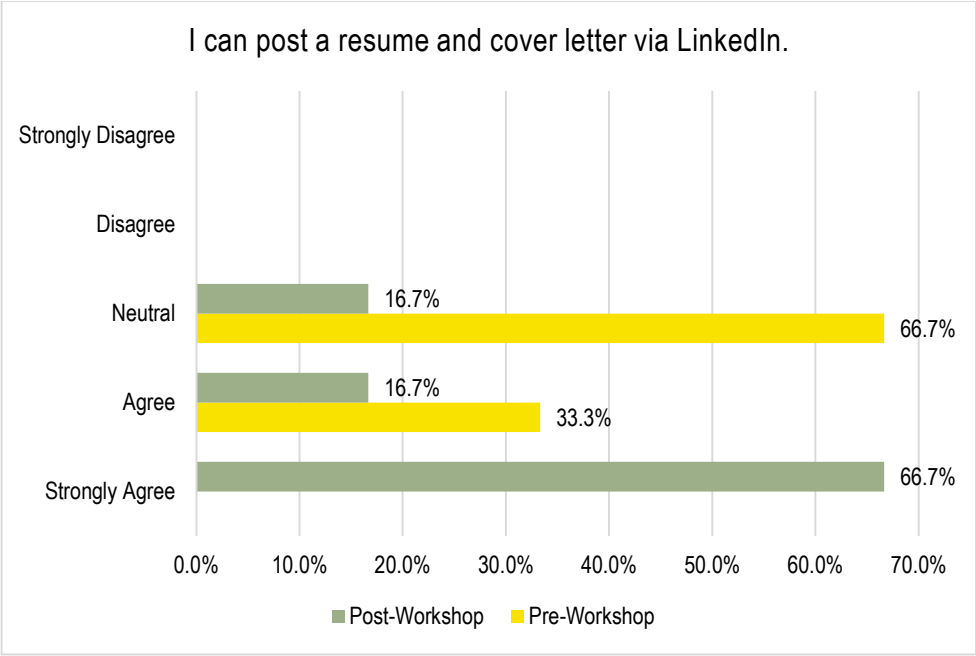


Figure 17. Ability to Post a Resume and Cover Letter Via LinkedIn – Arcadia Session



Community and Participant Feedback

Participant Qualitative Feedback

Open-ended responses demonstrated that participants gained valuable knowledge and skills across several domains, including financial literacy, career readiness, educational planning, mental health and wellness, personal growth, and culturally grounded life skills. Participants frequently reported increased confidence, preparedness for future goals, and greater awareness of available resources and opportunities.

1. Financial Literacy & Financial Planning

Participants frequently described increased confidence and preparedness related to budgeting, saving, financial stability, and long-term financial planning.

Example themes/comments:

- Applying for scholarships
- Learning to budget and distinguish needs vs. wants
- Creating spending plans and savings habits
- Understanding credit
- Planning for financial future and long-term goals
- Managing money responsibly

2. Career Readiness & Employment Skills

Many participants highlighted gaining practical workforce preparation skills and greater confidence related to employment opportunities.

Example themes/comments:

- Resume and cover letter preparation
- Job readiness and job search skills
- Understanding the hiring process
- Feeling more confident getting a job
- Career exploration and workplace comfort
- Gaining useful career information and training

3. College & Educational Opportunities

Several respondents discussed increased awareness of educational pathways and resources.

Example themes/comments:

- Applying to college
- Learning about scholarships
- Becoming more aware of opportunities and options
- Using guides, templates, and resources for future planning

4. Mental Health, Emotional Wellness & Resilience

Participants also described emotional growth, stress management, and improved mental wellness.

Example themes/comments:

- Improved comfort with mental health conversations
- Feeling more relaxed and emotionally prepared
- Building stronger mental, emotional, physical, and spiritual health
- Preparing for stressful situations and increased acceptance of success and failure

5. Life Skills, Confidence & Personal Growth

A broader theme across many responses was increased confidence, motivation, responsibility, and preparedness for adulthood.

Example themes/comments:

- Becoming more responsible
- Learning skills applicable “in college and beyond”
- Feeling empowered and motivated
- Developing habits and practical life skills
- Gaining connections and support systems

6. Cultural & Healthy Living Skills

A smaller but meaningful theme involved applying culturally grounded wellness and food preparation knowledge.

Example themes/comments:

- Preparing Indigenous meals
- Using wild rice in cooking
- Integrating cultural food practices into daily life

Direct Quotes

“The information I received will help me build a stronger foundation in my mental, emotional, physical, and spiritual health.”

“What was most helpful for me was the book on Indigenous Financial Education.”

“I really loved the singing and financial portions. They were very educational and helpful for handling financial costs and situations in life and school.”

“The part about emotions and mental health helped me the most.”

“I really enjoyed partaking in an indigenous meal.”

“I would also like to see more physical activities offered and how they relate to our cultural well-being.”

“The staff are all approachable and helpful. This helps make a welcoming environment.”

“[I] really enjoyed gathering in a circle and learning about the history of the instruments. It felt special.”

“The prayer circle before drumming and the stories while learning how to play the drum [were the most helpful and meaningful to me] because it connected my native identity and spirituality to my cultural music.”

"I enjoyed the business handshake practice because I usually struggle with eye contact and interacting formally."

Key Community Stakeholder Feedback

High-Level Judicial Endorsement: A Children's Court Commissioner—and former educator of several decades—attended a workshop and strongly advocated for TAY to receive this financial information as early as possible.

Relatable and Realistic Content: Participants and stakeholders noted that the curriculum realistically addresses diverse financial situations and reduces the stigma and embarrassment of discussing financial hardships.

Cultural Integration: Attendees deeply appreciated the integration of traditional elements, specifically noting the impactful connection to the Medicine Wheel, the four directions, and the practice of smudging.

Inclusive Environment: The workshop structure successfully fostered inclusivity by encouraging universal participation, which strengthened the collective group dynamic.

Hospitality: Attendees highly praised the quality of the food provided during the events.

Direct Quotes

"Such a good variety of financial situations, it is real life and kids this age group really need to know. Too often people are embarrassed and don't talk about the hard times."

"[I] never realized how the Medicine wheel and the four directions play such an important part on so many of our cultural levels."

"Loved the smudging, you should do that all the time."

"Having, allowing, and asking everyone to participate not only makes the circle bigger and builds inclusivity, but it also really makes us all stronger."

"My family really enjoyed the native food. It added a holistic sense of wellness and upliftment."

Recommendations for Future Programming/Project Opportunities

1. Establish a Centrally Located Workshop Hub

Recommendation: Host in-person hub sessions in a highly centralized region, specifically Metro Los Angeles (SPA 4).

Justification: Los Angeles County's vast geography creates severe commuter strain for participants traveling from outlying areas like the Antelope Valley (Palmdale/Lancaster), Santa Monica, the South Bay beach cities, and the San Fernando Valley. A central hub reduces total transit times and ensures equitable access.

2. Align Group Sessions with Community Residency

Recommendation: Avoid mandates that force youth to attend workshops in Service Planning Areas (SPAs) outside of where their specific communities actively reside.

Justification: Requiring cross-SPA travel to unfamiliar districts creates unnecessary barriers to attendance and diminishes engagement.

3. Implement Hybrid and Virtual Learning Formats

Recommendation: Introduce virtual class alternatives to complement the in-person curriculum.

Justification: While remote learning lacks the hands-on intimacy of face-to-face gatherings, the digital format bypasses severe regional traffic barriers. Transitioning to a hybrid model will substantially increase overall attendance, safety, and convenience.

4. Optimize Session Duration and Scheduling

Recommendation: Adjust the workshop schedule to run from 10:00 AM to 3:00 PM.

Justification: Condensing the schedule makes the sessions significantly less onerous for youth who must commute, leading to sharper focus, better retention, and improved punctual attendance.

5. Provide Equitable Participant Stipends

Recommendation: Establish a realistic, competitive stipend structure for participating youth.

Justification: Financial incentives should be re-evaluated to match the baseline compensation provided by contemporary peer educational organizations, respecting the youth's time and competing obligations.

6. Maintain Essential Hospitality and Core Resources

Recommendation: Continually fund the provision of snacks, beverages, and full meals at all sessions.

Justification: Nutritional hospitality remains a vital component of community care.

Attachments

Attachment A. NAP 2026 Flyer - All Locations

NAVIGATING ADULTHOOD PROJECT 2026
CALLING ALL ENROLLED AND
SELF-IDENTIFIED AI/AN AGES 16-25
LIMITED SEATS ARE AVAILABLE
REGISTER NOW TO LEARN AND EARN!

REGISTER AT WWW.AICCLA.ORG
***ADMISSION TO EACH GROUP REQUIRES YOUR**
REGISTRATION CONFIRMATION ID



WORKGROUP A

FEBRUARY 14 SAT.

LOCATION: Boys & Girls Club
 250 Glendale Blvd,
 Echo Park, CA 90026

*ADMISSION TO EACH GROUP REQUIRES YOUR REGISTRATION CONFIRMATION ID

Serving youth in SPA's 4, 5, 6, 7, 8 to include: Metro LA, Lincoln Heights, El Sereno, Highland Park, Silverlake, Los Feliz, Atwater Village, Hollywood, Monterey Hills, Par LS Brea, Pico Union, Baldwin Hills, Beverly Hills, Ladera Heights, Palisades, Santa Monica, Venice San Pedro, Inglewood, Torrance, Redondo Beach, Inglewood, WLA, Westwood, Culver City, Bell, South Gate, Huntington Park, and surrounding areas.

LOCATION: (TBA) SPA 8 - San Pedro or Torrance

Serving youth in SPA's 4, 5, 6, 7, 8 to include: Metro LA, Lincoln Heights, El Sereno, Highland Park, Silverlake, Los Feliz, Atwater Village, Hollywood, Monterey Hills, Par LS Brea, Pico Union, Baldwin Hills, Beverly Hills, Ladera Heights, Palisades, Santa Monica, Venice San Pedro, Inglewood, Torrance, Redondo Beach, Inglewood, WLA, Westwood, Culver City, Bell, South Gate, Huntington Park, and surrounding areas.

WORKGROUP B

MARCH 14 SAT.

WORKGROUP A

APRIL 11 SAT.

LOCATION: (TBA) SPA 1 - Antelope Valley or Santa Clarita

Serving youth in SPA's 1, 2, 3 to include: (Antelope Valley) Palmdale/Lancaster San Fernando & Santa Clarita Valleys Pacoima and North Hills, San Gabriel Valley and Arcadia, Pasadena, Highland Park, and El Sereno, Glendale

LOCATION: (TBA) SPA's 2, 4 - San Fernando Valley/San Gabriel Valley

Serving youth in SPA's 1, 2, 3 to include: (Antelope Valley) Palmdale/Lancaster San Fernando & Santa Clarita Valleys Pacoima and North Hills, San Gabriel Valley and Arcadia, Pasadena, Highland Park, and El Sereno, Glendale

WORKGROUP B

MAY 9 SAT.

ADA Accommodations available upon request.



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Attachment B. Project Evaluation Survey

Navigating Adulthood Project 2026



Project Evaluation Survey

Please complete the following survey to help us understand the effectiveness of today's WorkGroup. Your feedback will guide future programming and ensure we continue to meet the needs of the community.

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Workshop Experience

Statement	Post Rating (Today)	Then rating (Before the WorkGroup)
1. The workshop content was clear and easy to understand.	12345	12345
2. The facilitator(s) created a respectful and welcoming environment.	12345	12345
3. The workshop activities were engaging and culturally relevant.	12345	12345
4. The information provided was useful and applicable to my life.	12345	12345
5. I feel more confident in the topics covered during the workgroup.	12345	12345
6. The workgroup increased my awareness of available community resources.	12345	12345
7. The workgroup respected and incorporated Indigenous values and perspectives.	12345	12345
8. I would recommend this workshop to others in my community.	12345	12345



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Navigating Adulthood Project 2026 Evaluation



Logistics and Accessibility

Statement	Rating	
	12345	12345
9. The workshop location was accessible and convenient.	12345	12345
10. The workshop length and pacing felt appropriate.	12345	12345
11. The materials provided (handouts, resources, supplies) were helpful.	12345	12345

Knowledge and Skill Application

Statement	Rating	
	12345	12345
12. I feel prepared to apply what I learned after the workgroup.	12345	12345
11. I know where to go if I need additional support and resources.	12345	12345
12. The workgroup strengthened my connection to culture, community or identity.	12345	12345



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Navigating Adulthood Project 2026 Evaluation



Open-Ended Questions

1. What part of the workgroup was most helpful and meaningful to you?

2. What could be improved for future workgroups?

3. What additional topics or activities would you like to see offered?

4. Please share any additional comments or feedback.



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Attachment C. Retrospective Post- then Pre- Questionnaire Sample

Navigating Adulthood Project 2026

Retrospective Post-then-Pre Questionnaire



For each statement below, please rate your level of agreement as you feel today (POST) and how you felt before the workshop (THEN). This helps us understand changes in knowledge, confidence, and skills gained from the workshop.

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree Knowledge, Skills, and Confidence

Statement	Post Rating (Today)	Then rating (Before)
1. I am familiar with my tribal history, customs and ceremony.	12345	12345
2. Understanding how and why we use Traditional Instruments has helped me care for my body, mind and spirit.	12345	12345
3. I am comfortable discussing mental health issues openly in my Native Community.	12345	12345
4. I received the list of Mental Health resources and believe I could respond in a crisis.	12345	12345
5. I can shop for ingredients and prepare an indigenous meal.	12345	12345
6. By creating a simple spending plan, I am building a strong financial foundation	12345	12345
7. Understanding wants and needs can guide my spending.	12345	12345
8. Having tips on when to file for college and financial aid applications reduces my stress.	12345	12345

Open-Ended Question:

9. How will the information you received in today's Workgroup assist you in the future?



Attachment D. NAP Session Agendas



AGENDA

SATURDAY, FEBRUARY 14

WORKGROUP - A



9:45AM

10:00AM

10:30AM

11:10AM

12:00 PM - 1:00 PM

LUNCH/LIFE SKILLS

1:00PM- 1:10PM

4:30PM-4:50PM

4:50AM-4:55PM

4:55AM-5:00PM

EARLY BIRD CHECK-IN

- STUDENTS CHECK IN, RECEIVE SUPPLIES AND AGENDA
- LOCATE SEATS, COFFEE, SNACKS AND DRINKS

WELCOME/CULTURAL

- HOUSEKEEPING/TIME HONORING
- OPENING PRAYER, LAND ACKNOWLEDGEMENT
- INTRODUCTIONS
- OUR GARDEN OF COMMUNITY AGREEMENTS

CULTURAL ACTIVITY

- MEDICINE AND CREATING MEDICINE BAG

MENTAL HEALTH & WELLNESS

- MENTAL HEALTH WELLNESS, DISPELLING MYTHS/STIGMA

12:00 PM - 1:00 PM

LUNCH/LIFE SKILLS

RETURN & RE-GROUND MEDITATION

1:10 PM – 4:00 PM -FINANCIAL LITERACY

- UNDERSTANDING YOUR RESOURCES AND INCOME
- WANTS VS. NEEDS: MAKING SMART SPENDING DECISIONS
- CREATING A SIMPLE SPENDING PLAN
- BUILDING A STRONG FINANCIAL FOUNDATION

4:00 PM – 4:30 PM – COLLEGE READINESS, OPTIONS & FINANCIAL AID

- SCHOLARSHIP FITNESS
- APPLYING TO COLLEGE 101

Q & A WORKGROUP A

- RETROSPECTIVE POST-THEN-PRE QUESTIONNAIRE & EVALUATION

OPPORTUNITY DRAWING

CLOSING PRAYER



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AGENDA

SATURDAY, MARCH 14

WORKGROUP - B



9:45AM

EARLY BIRD CHECK-IN

- STUDENTS CHECK IN, RECEIVE SUPPLIES AND AGENDA
- LOCATE SEATS, COFFEE, SNACKS AND DRINKS

10:00AM



WELCOME/CULTURAL

- HOUSEKEEPING/TIME HONORING
- OPENING PRAYER, LAND ACKNOWLEDGEMENT
- INTRODUCTIONS
- OUR GARDEN OF COMMUNITY AGREEMENTS

10:30AM

CULTURAL ACTIVITY

- CULTURAL ACTIVITY

11:10AM

MENTAL HEALTH & WELLNESS

- MENTAL HEALTH WELLNESS, DISPELLING MYTHS/STIGMA

12:00 PM - 1:00 PM

LUNCH/LIFE SKILLS

1:00PM- 1:10PM

RETURN & RE-GROUND MEDITATION



1:10 PM – 2:10 PM -FINANCIAL LITERACY

- GROWING YOUR MONEY AND UNDERSTANDING COMPOUND INTEREST
- SETTING FINANCIAL GOALS AND THINKING LONG-TERM
- DEVELOPING A STRONG FINANCIAL MINDSET
- FINANCIAL SAFETY AND EMERGENCY RESOURCES

2:10–4:30PM–COLLEGE PREPAREDNESS/TRADE SCHOOL OPTIONS

- REVISIT TRADE SCHOOL OPTIONS
- JOB/CAREER OPPORTUNITIES
- RESUMES/LINKEDIN
- INTERVIEWS
- 2ND INTERVIEW

4:30PM-4:50PM

Q & A WORKGROUP A

- RETROSPECTIVE POST-THEN-PRE QUESTIONNAIRE & EVALUATION

4:50AM-4:55PM

OPPORTUNITY DRAWING

4:55AM-5:00PM

CLOSING PRAYER



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AGENDA

SATURDAY, APRIL 11

WORKGROUP - A



9:45AM

10:00AM



10:30AM

11:10AM

CHECK-IN

- STUDENTS CHECK IN, RECEIVE SUPPLIES AND AGENDA
- LOCATE SEATS, COFFEE, SNACKS AND DRINKS

WELCOME/CULTURAL

- HOUSEKEEPING/TIME HONORING
- OPENING PRAYER, LAND ACKNOWLEDGEMENT
- INTRODUCTIONS
- BINGO
- OUR GARDEN OF COMMUNITY AGREEMENTS

CULTURAL ACTIVITY

- THE DRUM AND THE GOURD
 - INDIGENOUS INSTRUMENTS HOW AND WHY WE USE THEM

MENTAL HEALTH & WELLNESS

- MENTAL HEALTH WELLNESS
 - FOUR DIRECTIONS OF THE MIND A YOUNG WARRIORS GUIDE TO STAYING WHOLE

12:00 PM - 1:00 PM

LUNCH/LIFE SKILLS

1:00PM- 1:10PM RETURN & RE-GROUNDING MEDITATION

1:10PM - 4:00PM -FINANCIAL LITERACY CHAPTERS 1&2

- MEDICINE WHEEL AND OUR PEOPLE HISTORICALLY
- UNDERSTANDING YOUR RESOURCES AND INCOME
- WANTS VS. NEEDS: MAKING SMART SPENDING DECISIONS
- CREATING A SIMPLE SPENDING PLAN
- BUILDING A STRONG FINANCIAL FOUNDATION



4:00 PM - 4:30 PM - COLLEGE READINESS, OPTIONS & FINANCIAL AID

- SCHOLARSHIP FITNESS
- APPLYING TO COLLEGE 101
- COMMUNITY COLLEGE, UNIVERSITY AND UC'S
- COLLEGE OF THE CANYONS SUPPORT SERVICES & FINANCIAL SUPPORT

4:30PM-4:50PM Q & A WORKGROUP A

- RETROSPECTIVE POST-THEN-PRE QUESTIONNAIRE & EVALUATION

4:50AM-4:55PM **OPPORTUNITY DRAWING**

4:55AM-5:00PM **CLOSING PRAYER**



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AGENDA

SATURDAY, MAY 9

WORKGROUP - B



8:30AM - 9:15AM

9:15AM - 9:30AM



9:30AM - 10:30AM

10:30AM - 11:30AM

11:30AM

12:30PM - 12:40PM



3:45PM - 4:10PM

4:10PM - 4:20PM

4:20PM - 4:30PM

CHECK-IN

- STUDENTS CHECK IN, RECEIVE SUPPLIES, BINGO CARD AND AGENDA
- LOCATE SEATS, COFFEE, SNACKS AND DRINKS
- STAFF INTRODUCTIONS

WELCOME/CULTURAL - LAURA ESCOBAR

- HOUSEKEEPING/TIME HONORING
- OPENING PRAYER
- LAND ACKNOWLEDGEMENT
- STUDENT INTRODUCTIONS
- GARDEN OF COMMUNITY AGREEMENTS
- BINGO

CULTURAL ACTIVITY - SHANNON RIVERS

- CULTURAL SHARING

MENTAL HEALTH & WELLNESS - ROBYN GOMEZ

- WHAT DOES WELL LOOK LIKE?
- RECOGNIZE/RESPOND TO SIGNS OF MENTAL HEALTH ISSUES/WHAT'S EMERGENT

NUTRITION, SHOP & PREP LIFE SKILLS /TRADITIONAL MEAL BY CHEF MARCUS OSORIO (CHEROKEE/SAC&FOX)

RE-GROUNDING - ROBYN GOMEZ

12:40 - 1:50 - INDIGENOUS FINANCIAL LITERACY - JENNIFER VARENCHIK

- GROWING YOUR MONEY AND UNDERSTANDING COMPOUND INTEREST
- SETTING FINANCIAL GOALS AND THINKING LONG-TERM
- DEVELOPING A STRONG FINANCIAL MINDSET
- FINANCIAL SAFETY AND EMERGENCY RESOURCES

1:50PM - 3:45PM - POST SECONDARY PURSUITS - BRANDSON SILVA

- COLLEGE APPS/SCHOLARSHIP FITNESS
- TRADE SCHOOL OPTIONS
- JOB/CAREER OPPORTUNITIES - SAFE CYBER SEARCHING
- WHY THIS JOB/ CAREER
- RESUMES WITH COVER LETTERS/LINKEDIN
- CONFIDENT INTERVIEWING

Q & A WORKGROUP B

- RETROSPECTIVE POST-THEN-PRE QUESTIONNAIRE & EVALUATION

AWARD CEREMONY - LAURA/RACHEL

- GIFT CARD DRAWING - RACHEL/LAURA
- CLOSING PRAYER











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