



NACS NEWS

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November is National Native American Heritage Month!

Submitted by Bonnie LaForme, IHAWP Facilitation Assistant

Each November, we celebrate the vibrant cultures, traditions, and histories of Native and Indigenous peoples — and honor their lasting contributions to the United States. This month is also a time to reflect on the challenges Native communities have faced throughout history and continue to overcome with strength, resilience, and pride.

How it began:

The celebration has deep roots, but it became official in 1990 when

President George H. W. Bush signed a joint resolution declaring November as the first *National American Indian Heritage Month*. The observance was later expanded to honor Alaska Natives as well.

Why November?

November holds special meaning — it's a season of harvest, gathering, and gratitude. Many Native American tribes also hold cultural, spiritual, and social events during this time, making

it the perfect month to celebrate heritage and community.

Celebrating and sharing culture:

Across the country, you'll find events, performances, exhibits, and educational programs that highlight Native American music, art, dance, and storytelling. These experiences offer a chance to learn, connect, and honor the diverse voices and enduring traditions of Native peoples.

Life is a Puzzle, Solve it Drug Free!

Submitted by Brittnie Zurbrick, Health & Wellness

Every year, Red Ribbon Week is celebrated on October 23rd – 31st. This is the largest and longest running substance use prevention campaign. As part of National Substance Abuse Prevention Month, it is the perfect time to emphasize the importance of making healthy choices. Take the pledge to stay away from unhealthy substances that can cause harm to our bodies and minds.

Red Ribbon Week was started by the National Family Partnership in 1988 in response to the 1985 mur-

der of DEA Agent, Enrique Camerena. Coalitions and the community came together to take a stand against drugs and the destruction it causes. You can show your support by wearing red every year during the last week of October and making intentional decisions to avoid harmful substances all year round.

The theme this year for Red Ribbon Week is "Life is a Puzzle, Solve it Drug Free"! Every year a new theme is chosen from sub-

missions from students across the country. The deadline for submissions for the 2026 theme is December 4th, 2025, by midnight. More information can be found at redribbon.org.

Our favorite way to celebrate Red Ribbon Week is by using the coloring sheets provided by the National Family Partnership. It is relaxing and a great way to model a healthy management strategy. The theme may be RED ribbon, but we like to use our creativity and add a little color in!



These are the red ribbon coloring sheets. These particular ones were colored by students at School 53. The students who colored these range in age from 3rd to 7th grade.

The Importance of Native American Heritage Month

Submitted by George T. Ghosen, Editor

Native American Heritage Month is important because it honors the rich histories, cultures, and contributions of Indigenous peoples, while also promoting education, reflection, and reconciliation.

Why It Matters

Native American Heritage Month, observed every November, serves several vital purposes:

Celebration of Culture and Identity: It's a time for Native communities to celebrate their traditions, languages, and spiritual practices. As Presley Heavy Runner of the Eastern Shoshone Tribe shared, it's a moment to honor one's roots, family, and ancestors.¹

Recognition and Visibility: The month reminds the broader public that Native Americans are not just part of history—they are present, thriving, and contributing to society today.¹

Education and Awareness: It en-

courages schools, institutions, and individuals to learn about Native American history, including both achievements and struggles. This helps dismantle stereotypes and correct historical inaccuracies.²

Honoring Ancestors and Elders: Many use the month to reflect on the sacrifices and resilience of their elders. Ashley Jahner of the Standing Rock Sioux Tribe emphasized honoring those who paved the way for future generations.¹

Preserving Sacred Sites and Stories: Across states like Washington, Native American Heritage Month highlights sacred places and storytelling traditions, helping preserve Indigenous knowledge and heritage.³

Historical Background

- The roots of this observance go back over a century. In

1916, New York declared the first "American Indian Day" after advocacy by Red Fox James of the Blackfeet Nation.⁴

- In 1990, President George H. W. Bush signed a joint resolution officially designating November as National American Indian Heritage Month.^{4,5}
- Every U.S. president since has issued annual proclamations reaffirming its importance.

Why It's Still Relevant

Despite centuries of marginalization, Native American communities continue to fight for sovereignty, representation, and justice. This month offers a national platform to amplify their voices and foster deeper understanding.

(¹ [Buffalo's Fire](#), ² [Des Plaines Public Library](#), ³ [Seattle Magazine](#), ⁴ [Native News Online](#), ⁵ [National Archives](#))

The Indian Civil Rights Act (ICRA) Created to Benefit Blacks and Indians

By Kevin A. Thompson, [Indigenous Network](#), December 31, 2024

The Indian Civil Rights Act (ICRA) came into being as a result of the assassination of Dr Martin Luther King and a decade of protests, mostly by Black Americans. [It was activist Phoenix Moon who first tipped me off to this glaring fact hiding in plain sight.](#)

Dr. King was killed on April 4, 1968; and as many Black people rioted in reaction, President Johnson signed the new Civil Rights Law into effect on April 10.

This act, officially known as the Civil Rights Act of 1968, guaranteed that American Indians would

enjoy all the rights already in the Constitution, not just from the federal government, but from their own Tribal governments.

But the Indian Civil Rights Act (ICRA) is only part of the 1968 Act. Other portions are the Fair Housing Act, banning housing discrimination on the basis of race; and the H. Rap Brown Act, which deals with accusations of carrying firearms across state lines with the intent to incite rioting. (The activist H. Rap Brown is currently in federal prison on later charges and advocates are requesting President

Biden to grant him clemency as he is terminally ill.)

Even US Hate Crime Laws are based in the Civil Rights Act of 1968. Another result was the Division of Indian Health was elevated to a federal bureau. The 1973 Wounded Knee Occupation was actually based on dissatisfaction with the elected Sioux government, though it is unclear if the Indian Civil Rights Act was invoked at any time during the 71-day Occupation.

Though Civil Rights is usually
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framed as a Black issue, and it was the fires of the King riots that got president LBJ to sign such sweeping legislation, the name that has stuck with the 1968 Civil Rights Act is the “Indian Civil Rights Act.”

This is surprising, because the most high-profile Indian protests of the era, [Alcatraz \(1969-70\)](#) and [Wounded Knee \(1973\)](#), happened after the passage of the Indian Civil Rights Act. It was 14 years of Black Civil Rights activism, from the 1954 murder of [Emmit Till](#) and the [Montgomery Bus Boycott](#) to the numerous other marches and battles; that got the Indian Civil Rights act passed. Mrs. Rosa Parks and MLK’s wife, Coretta, were Civil Rights activists of part-Indian origin.

Or maybe it is a federal admission that many Indian people and Black people are the same people.

As always, thanks to [Phoenix Moon](#) for Intellectual inspiration

References:

[Civil Rights Act of 1968](#), Wikipedia
[Indian Civil Rights Act 1968: 55th Anniversary](#), YouTube
[Summary of the 1968 Civil Rights Act](#)

How did the Civil Rights Act of 1968 impact the creation of the Employment and Training Act of 1973?

The Civil Rights Act of 1968 played an important foundational role in shaping the Employment and Training Act of 1973 by reinforcing the federal commitment to equal opportunity and anti-discrimination policies. Here's how the 1968 Act influenced the 1973 legislation: **Civil Rights Act of 1968: Expanding Protections**

- The 1968 Act, also known as the Fair Housing Act, primarily

addressed discrimination in housing, but it built upon the momentum of the 1964 Civil Rights Act, which prohibited discrimination in employment, education, and public accommodations.

- It reinforced the federal government's role in promoting civil rights and laid the groundwork for broader anti-discrimination enforcement across sectors.¹

Influence on Employment and Training Act of 1973

- The Employment and Training Act of 1973 (also known as the Comprehensive Employment and Training Act or CETA) was designed to address unemployment and underemployment, especially among disadvantaged groups.
- The Civil Rights Acts of the 1960s, including the 1968 Act, helped shape the affirmative action policies and equal opportunity mandates embedded in CETA. These included:
 - ◊ **Targeted support for minorities and women** in job training and placement programs.
 - ◊ **Requirements for nondiscriminatory hiring practices** by employers receiving federal funds.
 - ◊ **Oversight mechanisms** to ensure compliance with civil rights standards.^{2,3}

Connecting the Dots

- The Civil Rights Movement and its legislative victories created a legal and moral imperative for future laws to actively promote equity.
- CETA reflected this shift by embedding civil rights principles into economic policy, ensuring that employment

programs served as tools for social justice—not just economic relief.

(¹ [Abogados Gold](#), ² [Political Jar](#), ³ [U.S. Commission on Civil Rights](#))

The Employment and Training Act of 1973 significantly impacted Native American programs by promoting job training and employment opportunities.

This legislation aimed to enhance economic self-sufficiency among Native American communities through various initiatives. Here are key aspects of its influence:

Job Training Programs

- Established funding for job training programs specifically targeting Native Americans.
- Focused on skills development to improve employability in various sectors.

Economic Development

- Encouraged economic development initiatives within tribal communities.
- Aimed to reduce unemployment rates among Native Americans by fostering local job creation.

Collaboration with Tribes

- Promoted partnerships between federal agencies and tribal governments.
- Allowed tribes to tailor programs to meet their specific needs and cultural contexts.

Long-term Impact

- Laid the groundwork for future legislation aimed at improving economic conditions for Native Americans.
- Contributed to ongoing discussions about sovereignty and self-determination in economic matters.

Native American Community Services of Erie & Niagara Counties, Inc.

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“A Tradition of Caring”
 From NACSWNY.org

Native American Community Services (NACS) is a non-profit organization founded in 1975 to provide quality health and social services to the off-reservation Native American population in Erie and Niagara Counties. In keeping with our “Tradition of Caring,” we have since grown into a full-scale human services agency committed to helping the entire community, regardless of race or background. NACS has developed innovative and evidence-based approaches that are intended to significantly improve the lives of those who engage in our programs and services. NACS has offices in Buffalo, Niagara Falls and Lockport, New York.

NACS began as a single program to address unemployment in the Buffalo Native American community and was originally incorporated as the **“Native American Manpower Program.”** Through this initial work, barriers to successfully obtaining or retaining employment and other pressing needs of local Native families were identified. Following the establishment of the Indian Child Welfare Act (ICWA) in 1978, further programs were initiated that began to focus on advocacy and support for Native American children and families. Soon

after this expansion, the corporation changed to its present name to reflect these additional services. Youth programs and casework services became available in the 1980’s.

Native American Foster Care and culturally based approaches to alcohol and substance abuse prevention programs were initiated later that decade. In the early 1990’s, NACS was one of the first agencies to begin addressing the impact of HIV/AIDS in the local Native American community. By the 2000’s, NACS had expanded its programs to include services to Elders and the developmentally disabled. In 2009, NACS co-produced a documentary titled “Unseen Tears” that explored the intergenerational impacts of historical trauma on our local Native population. Soon after, culturally specific interventions to address those issues were developed such as our Healthy Generations project, Stages of Life Empowerment (SOLE) program, and Healing Our People through Empowerment (HOPE) approach, in addition to expanded cultural and community programming and resources.

NACS continues to strengthen and/or expand programs toward addressing the vast needs of our

target population. Our programs are now organized into four components, focused in the following key areas:

- ◆ **Economic Self-Sufficiency:** including emergency/basic needs support, academic achievement, workforce development, financial literacy and long-term asset building.
- ◆ **Family Services:** including family preservation, foster care, parenting programs and family support.
- ◆ **Health and Wellness:** including prevention of/risk reduction for alcohol/substance abuse and teen pregnancy, along with partnerships to improve general physical well-being.
- ◆ **Community and Cultural Services:** including Elders and cultural programs, such as a speaker series, Native American language preservation and a cultural resource library.

Through our “Tradition of Caring,” NACS will continue its mission to help strengthen individuals and families mentally, emotionally, physically, spiritually, and financially, while also building a greater sense of community. It’s our belief that a healthy and thriving Native American population contributes to the vibrancy of the whole Buffalo-Niagara Region!

Two Significant Treaties Between U.S. Government & Native Nations

The Treaty of Canandaigua, signed in 1794, established peace between the United States and the Iroquois Confederacy. This treaty aimed to resolve conflicts over land and sovereignty following the American Revolutionary War. Key points include:

Recognition of Land Rights

The treaty acknowledged the land

rights of the Iroquois and established boundaries for their territories.

Peace and Friendship

It formalized a relationship of peace and friendship, ensuring mutual respect and cooperation.

Compensation for Losses

The U.S. government agreed to provide compensation for lands

taken from the Iroquois during the war.

Significance

This treaty is considered a foundational document in U.S.-Native American relations, influencing future treaties and policies.

Celebrations of this treaty often

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focus on its historical importance and the ongoing relationship between Native American tribes and the U.S. government.

Key Aspects of the Celebration:

- **Cultural Events:** Celebrations typically include traditional music, dance, and storytelling, highlighting Iroquois culture.
- **Educational Programs:** Workshops and lectures may be held to educate attendees about the treaty's significance and its impact on Native American rights.
- **Commemorative Ceremonies:** Events often feature speeches from tribal leaders and government officials, emphasizing reconciliation and respect for treaties.

Significance: The treaty is seen as a foundational document that recognized the sovereignty of the Iroquois and set a precedent for future treaties. Celebrating it fosters awareness of Native American history and rights.

The Treaty of Fort Stanwix, signed in 1768, was a significant agree-

ment between the British Crown and various Native American tribes. It aimed to establish peace and delineate land boundaries following conflicts in the Ohio Valley. Here are key points about the treaty:

Background

- The treaty was negotiated after the French and Indian War, during a time of increasing colonial expansion into Native territories.

Main Provisions

- It recognized certain land rights for the Iroquois Confederacy and other tribes, particularly in present-day Pennsylvania and New York.
- The treaty established a boundary line intended to limit colonial encroachment on Native lands.

Impact

- The treaty was largely ignored by settlers, leading to further conflicts and tensions between Native Americans and colonists.
- It set a precedent for future treaties, often disregarded by colonial and later U.S. governments.

The Treaty of Fort Stanwix had significant consequences for both Native American tribes and colonial settlers.

Land Cessions

- The treaty resulted in the cession of large tracts of land from the Iroquois Confederacy to the British, particularly in present-day Pennsylvania and New York.

Impact on Native Tribes

- It weakened the Iroquois' influence and control over their territory, leading to increased tensions with other tribes and settlers.

Colonial Expansion

- The treaty facilitated westward expansion by colonial settlers, contributing to conflicts with Native Americans in subsequent years.

Precedent for Future Treaties

- It set a precedent for future treaties between Native Americans and the British, often disregarding tribal sovereignty and rights.

The Indian Removal Act and Andrew Jackson

The Indian Removal Act was enacted by the United States Congress and signed into law by President **Andrew Jackson** on **May 28, 1830**. Jackson was a strong proponent of the policy, which authorized the federal government to negotiate treaties that would relocate Native American tribes living east of the Mississippi River to lands west of the river.

This legislation led to the forced displacement of thousands of Native Americans, most notoriously the [Trail of Tears](#), during which the Cherokee Nation and other tribes suffered immense hardship and

loss of life. The act remains one of the most controversial and consequential pieces of legislation in U.S. history.

President Andrew Jackson's Message to Congress 'On Indian Removal' (1830)

From [Milestone Documents](#), *National Archives*

On December 6, 1830, in his annual message to Congress, President Andrew Jackson informed Congress on the progress of the removal of Indian tribes living east of the Mississippi River to land in the west.

In the early 1800s, American demand for Indian nations' land increased, and momentum grew to force American Indians further west. The first major step to relocate American Indians came when Congress passed, and President Andrew Jackson signed, the Indian Removal Act of May 28, 1830.

The Act authorized the President to negotiate removal treaties with Indian tribes living east of the Mississippi River, primarily in the states of Georgia, Tennessee, Alabama, Mississippi, North Carolina, and others. The goal was to re-

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move all American Indians living in existing states and territories and send them to unsettled land in the west.

In his message on December 6, 1830, President Jackson informed Congress on the progress of the removal, stating, "It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation."

Jackson declared that removal would "incalculably strengthen the southwestern frontier." Clearing Alabama and Mississippi of their Indian populations, he said, would "enable those states to advance rapidly in population, wealth, and

power."

By the end of Jackson's Presidency, his administration had negotiated almost 70 removal treaties. These led to the relocation of nearly 50,000 eastern Indians to the Indian Territory—what later became eastern Oklahoma. It opened up 25 million acres of eastern land to white settlement and, since the bulk of the land was in the American south, to the expansion of slavery.

Perhaps the most well-known treaty, the Treaty of New Echota, ratified in 1836, called for the removal of the Cherokees living in Georgia, North Carolina, Tennessee, and Alabama. The treaty was opposed by many members of the Cherokee Nation; and when they refused to leave, Maj. Gen. Winfield Scott was ordered to

push them out. He was given 3,000 troops and the authority to raise additional state militia and volunteer troops to force removal.

Despite Scott's order calling for the removal of Indians in a humane fashion, this did not happen. During the fall and winter of 1838-39, the Cherokees were forcibly moved from their homes to the Indian Territory—some having to walk as many as 1,000 miles over a four-month period. Approximately 4,000 of 16,000 Cherokees died along the way. This sad chapter in our history is known as the "Trail of Tears."

By the 1840s, nearly all Indian tribes had been driven west, which is exactly what the Indian Removal Act intended to accomplish.

Trails of Tears, Plural: What We Don't Know About Indian Removal

By [Jeffrey Ostler](#), [HUMANITIES](#), Summer 2024, Volume 45, Number 3

On June 22, 2020, protesters attempted to take down an equestrian statue of Andrew Jackson that had stood in front of the White House for 167 years. Typical of media coverage of this event, a National Public Radio story explained why the protesters targeted the seventh president: "President Jackson, who was a Tennessee slaveholder, signed into law the Indian Removal Act in 1830, which led to the expulsion of Native Americans east of the Mississippi River."

The Cherokees' forced march to Oklahoma, during which thousands died, became known as the Trail of Tears." This brief narrative encapsulated what journalists, the educated public, and many U.S. historians know about Indian removal. Andrew Jackson was responsible for the policy. The Cherokees were its main victims.

This story is too simple. Although Jackson's top priority upon becoming president in 1829 was to secure removal legislation, by his own admission, the Indian Removal Act was the "happy consummation" of a policy "pursued for nearly 30 years." Jackson likely had in mind Thomas Jefferson's advocacy of relocating Indigenous nations. When Jefferson purchased Louisiana from France in 1803, he declared that the new territory would "give establishment in it to the Indians on the east side of the Mississippi, in exchange for their present country."

Another problem with singling out Jackson is that he was no longer in office during the Cherokee Trail of Tears. It was Jack-

son's successor, Martin Van Buren, who oversaw the death of thousands of Cherokees forced west in 1838-39. This, of course, does not get Jackson off the hook. He agitated to evict the Cherokees during his entire presidency. An exclusive focus on Old Hickory, however, gives the erroneous impression that removal was the brainchild of a single, particularly bad president. In fact, the removal of Indigenous people was a national priority with broad consensus.

Often, the consensus behind removal has been obscured by conflict over the passage of the Indian Removal Act. Many Americans, especially in the North, opposed the legislation. One leading opponent was Jeremiah Evarts, a Protestant missionary, who wrote a series of essays under the pen

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name William Penn. Evarts powerfully argued that forcing the Cherokees from their homelands violated Christian principles. Catharine Beecher, a leading reformer in Hartford, Connecticut, took up the cause and encouraged women to petition Congress against the legislation. The removal bill passed the Senate comfortably (28 to 19), but the margin in the House was slender (102 to 97). Many who voted against the legislation worried it would damage a Christian nation's honor, though some were motivated more by political animosity toward Jackson.

Historians have speculated that had removal legislation failed in 1830, the United States might have taken a very different path and allowed Cherokees (and other Indigenous nations) to remain in their homelands. Even if the vote had gone the other way, however, Jackson and his allies, most notably the state of Georgia, would have continued to push for removal.

Opposition would have remained, but it probably would have weakened over time. Most opponents of the 1830 legislation were not completely against removal. Their main objection was to the coercive methods Georgia was using to evict the Cherokees. These included passing laws aggressively asserting jurisdiction over the Cherokee Nation, despite its treaties with the federal government, and allowing Georgia settlers to take up Cherokee lands.

Missionaries and others who supported the Cherokees believed that the Cherokees would eventually have to move west. They wanted Cherokees to freely assent to this prospect. The only people who were unalterably opposed to Cher-

okee removal were the Cherokees themselves. In an "Address to the People of the United States," the Cherokee National Council informed its audience that "if we are compelled to leave our country, we see nothing but ruin before us."

It is understandable that narratives about removal have focused on the Cherokees. Not only were they central to the debates about the Indian Removal Act, they remained in the spotlight when they filed suit before the Supreme Court, challenging Georgia's laws that undermined their treaty rights. In *Cherokee Nation v. Georgia* (1831), the Supreme Court ruled that the Cherokee Nation was, in the words of Chief Justice John Marshall, a "domestic dependent nation." As such, it did not have standing before the Court and could not challenge Georgia's laws attacking Cherokee sovereignty. The Cherokees then used Georgia's arrest of the missionary Samuel Worcester, who had been residing inside the Cherokee Nation, to return to the Supreme Court.

As a U.S. citizen, Worcester had standing before the Court. In *Worcester v. Georgia* (1832), the Court ruled that Georgia's laws undermining Cherokee sovereignty were unconstitutional, a great victory for the Cherokees and an important precedent in American Indian law to this day. Soon, however, Cherokees realized that the chief executive would not enforce the Court's decision (Jackson supposedly said, "John Marshall has made his decision, now let him enforce it"). A majority of Cherokees, under the leadership of Principal Chief John Ross, tried to fight off removal, but a minority, led by

John Ridge, signed a removal treaty in 1835. This ignited another national debate as the Senate considered ratification. Even though the treaty clearly did not have the support of the Cherokee Nation, the Senate ratified it by a vote of 31 to 15, one more than the necessary two-thirds majority.

The treaty, which was ratified in 1836, gave the Cherokees two years to move to Indian Territory (present-day Oklahoma). The army began rounding up 19,000 Cherokees in May 1838. Around 2,000 died from measles, dysentery, and fevers in detention camps that summer before their journey west had even begun. Over the next several months, between 2,000 and 3,000 more perished on the way to Indian Territory and shortly after their arrival.

The Cherokee Nation's heroic fight against removal, its implications for American Indian law, and the suffering and loss of life on their trail of tears are all an integral part of any history of Indian removal. Nonetheless, the Cherokees were far from the only nation to be targeted for removal. College-level textbooks often point out that in addition to the Cherokees, the other major southeastern nations (Chickasaws, Choctaws, Creeks, and Seminoles) were also forced from their homelands during the 1830s. Their trails of tears were just as horrific. But textbooks generally ignore the many nations in the North who were also removed.

Reflecting a blind spot among U.S. historians, Jill Lepore in her magisterial *These Truths: A History of the United States* erroneously states that the policy of Indian removal "applied only to the South." In fact, all or portions of the fol-

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lowing northern nations were evicted in the 1830s and 1840s: Delawares (Lenapes), Haudenosaunees, Ho-Chunks, Kickapoos, Miamis, Ojibwes, Ottawas, Potawatomis, Sauks and Mesquakies, Shawnees, and Wyandots.

Recognizing that removal affected all Indigenous nations east of the Mississippi River is important for two reasons. First, it counters a

tendency to locate America's evils primarily in the South. It is true, of course, that what the 1619 Project terms America's "original sin" of slavery was centered in the South (though slavery continued to be legal in many northern states into the early nineteenth century). But America's other "original sin"—removal and the violent dispossession of Indigenous peoples more broadly—was not limited

to the South. From the time of the American Revolution, taking Native lands was a national priority. Second, a full accounting of the impact of removal requires us to consider not only the consequences for the Cherokee Nation and the other southeastern nations but for the northern nations as well. There were many, many trails of tears.

For the rest of this compelling article, click [HERE!](#)

The True Story Behind Disney's Pocahontas

Written By Meera Baswan, [The Indigenous Foundation](#)

Contrary to Disney's portrayal of this well-known 'family film,' the true story of Pocahontas is not one of a romance, but a tragedy. Pocahontas was one of the first real-life Missing and Murdered Indigenous Women (MMIW).

Historical Inaccuracies and White-washing

While many may know this historical figure as Pocahontas, to family and those around her, she was known by different names. Her primary name at birth was Amonute, and her secondary name was Matoaka, meaning "flower between two streams." The heartbreaking life of Pocahontas was one of tragedy and violence - the story of a young girl who was brutally raped, kidnapped, and allegedly murdered by those who were meant to keep her safe.

Disney's version of Pocahontas centers John Smith, the man Pocahontas supposedly fell in love with. In reality, John Smith came to her town when she was only 9 or 10 years old, while he was 27 years old. Despite Disney's narrative, the two were never romantically involved. In fact, John Smith was feared by many Indigenous children in the area he was in, and was known to enter villages and hold

various chiefs of tribes at gunpoint, demanding food and supplies.

Violence Against Indigenous Women and Girls

The early 1600's were an incredibly dangerous time period for tribes near Werowocomoco, including Pocahontas' tribe. When English colonizers arrived in Werowocomoco, they began targeting women and young children, and began sexually assaulting Indigenous girls. Many planned to kidnap Pocahontas, as she was the chief's daughter. When she was only 15 or 16, the threat of possible kidnapping increased. Sadly, Matoaka ended up being kidnapped and was forced to give up her first child. Her husband, Kocoum, whom she had only been married to recently before, was killed by those who kidnapped her. An English colonist, Captain Samuel Argall sought to find her, thinking that a captured daughter of the chief would prevent attacks from certain Indigenous tribes. Argall threatened the chief that if he didn't relent, he would attack the village. He also told the chief that Pocahontas would only be gone temporarily. This was a promise he quickly broke.

The disregard white colonists had for Indigenous peoples was shown when Argall, (prior to leaving), gave the chief a pot made of copper, and claimed he traded it for Pocahontas. This essentially meant he equated the value of her life and freedom to that of a copper pot. Prior to leaving her village, Pocahontas had to give her baby (known as little Kocoum) to the women of the village. "Trapped onboard an English ship, she was not aware that when her husband returned to their village, he was killed by the colonists" (Indian Country Today).

Upon being kidnapped, Pocahontas was brought to England. During this time, she was allegedly raped and abused by her English captors. Later on, she gave birth to another son, Thomas. She was eventually converted to Christianity, and her name was changed to Rebecca.

Due to the atrocities committed by white settlers against Indigenous peoples, there were many English individuals who disapproved and were against the injustices that Indigenous groups endured at the hands of colonization. As a result,

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Pocahontas was brought to England as a political symbol, a show of peace between English settlers and Indigenous groups. “According to the accounts of Mattachanna, she realized that she was being used and desperately desired to return home to her father and little Kocoum. During her travels in England, Pocahontas did meet John Smith and expressed outrage due to the mistreatment of his position as leader of the colonists and the betrayal to the Powhatan people” (Indian Country Today). Some time after the journey was made, Pocahontas was set to return to her home in the Spring of 1617. At the time, Pocahontas was perfectly healthy and in good condition to return, according to accounts by Mattachanna. However, shortly after having dinner along with John Rolfe and her Argall, she vom-

ited and died. She had not even turned 21 at the time of her death, and despite her family requesting that her body be laid to rest in her tribe, Rolfe and Argall brought her to Gravesend in England where she was buried at a church. Her father was heartbroken at the news after having learned from Mattachanna that his daughter had died. He ended up dying from grief less than a year after Pocahontas.

Disney’s Romanticization of Pocahontas

When comparing the portrayal of Pocahontas through Disney’s lens as opposed to the accurate historical accounts, there is a stark difference. Not only has Disney inaccurately portrayed the life of Pocahontas - they have also romanticized her life, and in extension, sugarcoated the trau-

ma Indigenous peoples faced through colonization. The life of Pocahontas was filled with sorrow and is not one that should be seen as a love story. The romanization of Pocahontas’ life is extremely problematic, as it veils many of the harsh realities Indigenous peoples faced at the time. The true story of Pocahontas strays far from her seemingly perfect life.

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The Real History and Dark Truth of Thanksgiving in America

Story by Charlotte Hilton Andersen, [MSN](#), 10/24/25

Americans ranked Thanksgiving as their second favorite holiday after Christmas. It seems like no surprise—from football games to stuffing to the [Macy’s parade](#), Thanksgiving is both uniquely American and full of treasured traditions. But this rosy picture of modern celebrations leaves out most of the **real history of Thanksgiving**.

Yes, Thanksgiving is a time to celebrate everything we are grateful for and get together with loved ones for an epic feast. It’s the start of the holiday season in the United States, providing the foundation for many happy memories and lots of fun.

But before you even Google “[When is Thanksgiving?](#)” spend a little time learning the true roots of the

holiday. We spoke with Amy Jakober, the senior communications officer for First Nations Development Institute and Raymond Foxworth, PhD, a citizen of the Navajo Nation, to give you a deeper understanding of and appreciation for Thanksgiving. Yes, you can still settle down with family to give thanks. But it’s important to know what you’re celebrating and unlearn some long-held myths.

Did you learn the real history of Thanksgiving?

Chances are your grade-school understanding of the [Thanksgiving story](#) involved Pilgrims and Indians sitting down to a happy meal together and becoming fast friends. The lesson likely involved cartoons depicting settlers and Native Americans smil-

ing in celebration, along with a possible mention of Pocahontas.

So, what’s wrong with that? Nearly everything, it turns out. For starters, Pocahontas, a member of the Powhatan tribe, died in 1617, four years before the first Thanksgiving. And according to the real history of Thanksgiving in America, settlers were hardly the kindly, giving Pilgrims we learned about in our youth.

How did Thanksgiving start?

Most of what we know about early American settlers comes from the journal of William Bradford, the first governor of Plymouth, Massachusetts. He notes that in 1620, the *Mayflower* brought the Pilgrims to Plymouth Rock, where they established a colony and began farming.

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The following year, they had a bountiful harvest and decided to give thanks for the food with a three-day celebration. Historical records show that there was indeed a meeting between the Pilgrims of Plymouth Colony and the Wampanoag tribe at this time.

But the [Native Americans](#) weren't honored guests. They likely weren't even invited.

Many historians now think that Wampanoag soldiers heard celebratory gunshots and screams from Pilgrim settlements. The Wampanoag assumed they were under attack, and because they had a diplomatic treaty of mutual defense with the Pilgrims, they sent 90 soldiers to the settlers' aid, explains Jakober.

When was the first Thanksgiving?

The Pilgrims may have celebrated in 1620, but that wasn't actually Thanksgiving. So when was the first Thanksgiving? That occurred in the fall of 1621, in what is now Massachusetts. But here's a piece of [Thanksgiving trivia](#): It didn't become well known until Bradford's journal was discovered and published by Sarah Josepha Hale, a magazine editor, in the early 1800s.

Hale was so taken with the story of that first Thanksgiving that she lobbied five U.S. presidents to make it a federal holiday. In 1863, President Abraham Lincoln finally declared Thanksgiving an official U.S. holiday, an act he saw as a step toward reuniting the fractured country after the Civil War. He put it on the calendar for the last Thursday of November.

In December 1941, President Franklin D. Roosevelt changed Thanks-

giving to the fourth Thursday in November to avoid confusion in years where there is a fifth Thursday in November. He also reasoned that this change slightly lengthened the holiday season, which was good for the economy. Considering Black Friday is nearly a holiday in and of itself, it's safe to say he was right.



The first Thanksgiving 1621 / J.L.G. Ferris. The Foundation Press, Inc., c1932

What did the first Thanksgiving look like?

The first Thanksgiving bore little resemblance to what we would recognize as a traditional Thanksgiving today, some four centuries later.

The event was a harvest festival with a mix of religious, pagan and practical traditions dating back centuries. The pious Pilgrims centered the celebration around Thanksgiving prayers and gratitude to God for their bounty, but they also had bonfires, [Thanksgiving songs](#), food and gunshots that got the attention of the Native Americans.

Contrary to what you might've learned in elementary school, this was no potluck dinner where Pilgrims hung elaborate [Thanksgiving decorations](#) and Native Americans brought the roasted turkey. But there was a meeting, and they did share a

meal together, according to Bradford. The Wampanoag people brought deer, and there was some type of cooked fowl, although it was most likely duck, not turkey. They also ate cranberries, vegetables, cornmeal and pumpkin—but not in the form of pumpkin pie.

Why is Thanksgiving still controversial?

What's the harm in believing the happy version so many of us grew up with? It's just a story, right? This [whitewashing](#) downplays the long and bloody series of conflicts between white settlers and Native Americans that would occur over the next two centuries.

"Narratives of a harmonious Thanksgiving celebration were created to justify westward expansion and Manifest Destiny," Jakober explains. The term "Manifest Destiny," coined more than two centuries after the first Thanksgiving, was the belief that settlers were destined by God to expand across America and prosper.

The "simple" story also perpetuates myths that still harm Native Americans today, says Foxworth, who serves as the inaugural program director of the Indigenous Knowledge Initiative for the Henry Luce Foundation.

What is the real history of Thanksgiving?

"The myths of Thanksgiving marginalize the truth of what really happened in North America. We need to understand, acknowledge and share that true history," Foxworth says. "Only by doing so can we start to move toward healing and reconciliation between Native people and European colonizers."

A good place to start: Get the facts

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about three debunked myths that Foxworth wishes people would understand.

What are some Thanksgiving myths?

As you celebrate this holiday now and beyond, take note of these popular myths about the day.

1. Myth: The “first Thanksgiving” started the tradition that founded the holiday

Truth: The harvest celebration of 1621 was not called Thanksgiving and was not repeated every year. The next official “day of thanksgiving” was after settlers massacred more than 400 Pequot men, women and children. Governor Bradford’s journal decreed, “For the next 100 years, every Thanksgiving Day ordained by a governor is in honor of the bloody victory, thanking God that the battle had been won.”

2. Myth: Pilgrims and Native Americans were friends who worked together

Truth: This was true in some limited conditions, like the diplomatic treaty of protection. But more often, the settlers took what they wanted while tens of thousands of Native Americans died of diseases brought by the colonizers (sometimes intentionally), and more were captured and sold into slavery. Even Squanto, famous for translating and teaching the settlers how to farm native crops, learned those skills out of necessity after being kidnapped as a child and sold into slavery in Spain. He returned to Cape Cod to find that he was the only surviving member of his tribe.

3. Myth: The Pilgrims taught the “uncivilized” Indians about

Thanksgiving

Truth: Many people still have a picture of Native Americans living in dirt and squalor until the European settlers enlightened them. Nothing could be further from the truth. Native Americans had large and complex societies long before settlers arrived. They already had established harvest celebrations, feast traditions and holidays of their own. They were also well aware of the virtue of gratitude and had their own religious beliefs and rituals.

How can you support Native Americans this holiday and beyond?

Once you understand the complicated real history of Thanksgiving, there are things you can do to celebrate the holiday in a meaningful way while respecting and honoring Native Americans, Foxworth says. You can also make new traditions with your loved ones.

Share the truth

Talk to your children and other loved ones about the real history of Thanksgiving. Correct myths when you hear them. Have open discussions in public places, like schools.

Avoid stereotypes in decorations and crafts

Be aware of how you represent Native Americans in crafts and media. For example, in some schools, students may make [Thanksgiving crafts](#) like headbands using feathers. “But in many Native American cultures, feathers are highly religious articles, and presenting sacred activities in trivial ways can be highly offensive and disrespectful, even

if it seems perfectly innocent,” Foxworth explains.

Donate to organizations led and controlled by Native Americans

Donating money can go a long way toward helping, but not all charities are created equal. The First Nations Development Institute has [compiled a list of hundreds of community partners](#) that are working in Native American food sovereignty, language preservation, youth programs, community building and asset building.

Learn more

Read books, both for yourself and with your children, that portray Native American and American history in an accurate way. Seek out books by Native authors. Talk to Native Americans and learn about their culture and how they celebrate Thanksgiving. Choose a book to share with your family on Thanksgiving and tell [untold stories of Native Americans](#).

About the experts

* **Amy Jakober** is the senior communications officer for First Nations Development Institute, the most highly-rated American Indian nonprofit in the nation, that provides direct financial grants, advocacy and more for Native American communities throughout the United States. Jakober has more than 20 years of communications, marketing and copywriting experience in both corporate and nonprofit sectors. She joined First Nations in 2020, where she share news and highlights about First Nations and their grantees.

* **Raymond Foxworth**, PhD is a citizen of the Navajo Nation. He serves as the inaugural pro-

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gram director of the Indigenous Knowledge Initiative for the Henry Luce Foundation. He is the former Vice President of First Nations Development Institute (First Nations) headquartered in Longmont, Colorado. At First Nations, I led the

organization's fundraising, grantmaking and external communications.

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American Diabetes Month 2025

By [Alycia O'Dell](#), [Impactful Ninja](#)

American Diabetes Month focuses on raising awareness about diabetes, a chronic condition that affects over [38.4 million Americans](#). This annual observance is dedicated to educating the public about the risks, prevention, and management of diabetes while celebrating the strength and resilience of those living with it. So, we had to ask: What is the most important information you need to know about this year's American Diabetes Month?

The Most Important Information About American Diabetes Month at a Glance

1 **The big picture:** [American Diabetes Month](#) brings attention to the growing epidemic of diabetes, a condition that affects almost [12% of the population](#) in the US alone. It encourages education about [Type 1](#), [Type 2](#), and [gestational diabetes](#), focusing on prevention, early detection, and management strategies.

2 **Why it is important:** Diabetes is the [eighth leading cause of death](#) in the US, and managing it is crucial for preventing [severe complications](#) such as heart disease, stroke, and kidney failure. By spreading awareness and promoting healthier lifestyles, American Diabetes Month helps prevent new cases and improves the quality of life for those already diagnosed.

3 **How you can get involved:** You can take action by educating yourself and others about diabetes prevention, joining awareness events, or supporting research and treatment initiatives:

♥ **Participate in a walk or run:** Join a [local event](#) to raise funds for diabetes research. If you're feeling creative, you can even consider setting up your own

awareness event.

- ♥ **Advocate for healthy living:** Share resources on maintaining a balanced diet and active lifestyle on social media or through local community events.
- ♥ **Support diabetes charities:** Donate or volunteer with organizations to prevent and manage diabetes.



A Brief History of American Diabetes Month

When was this event established?: American Diabetes Month was established in 1975 by the [American Diabetes Association](#) to highlight the [growing prevalence](#) of diabetes and the importance of prevention and treatment. The event was officially recognized by [President Ronald Regan in 1981](#). Its roots are tied to the American Diabetes Association's efforts to provide education and advocacy for diabetes-related issues.

How has it developed since then?: Since its inception, American Diabetes Month has grown into a nationwide movement, mobilizing communities, healthcare providers, and organizations to combat the diabetes epidemic. And, in 1991, the cause went global with the launch of [World Diabetes Day](#), founded by the [International Diabetes Federation](#) and the [World Health](#)

[Organization](#). Furthermore, the American Diabetes Association [officially trademarked](#) American Diabetes Month in 1997, solidifying its role as a key initiative in the fight against diabetes.

3 Interesting Facts About American Diabetes Month

1. **Symbolic Blue Circle:** The [blue circle logo](#) is the global symbol for diabetes awareness, representing the unity of the worldwide diabetes community in the fight against the disease. The color blue reflects the sky that unites all nations and is also the color of the [United Nations flag](#).
2. **Undiagnosed Diabetes Prevalence:** It's estimated that nearly half of all people living with diabetes are undiagnosed, meaning that approximately [240 million people](#) worldwide are unaware they have the condition. This lack of diagnosis increases the risk of serious complications such as heart disease, kidney failure, and vision loss.
3. **Discovery of Insulin:** [Insulin](#) was discovered in 1921 by Canadian scientists Frederick Banting and Charles Best, a breakthrough that revolutionized the [treatment of diabetes](#). Before this discovery, a diagnosis of type 1 diabetes was often a death sentence, but [insulin therapy](#) has since saved millions of lives worldwide, making it one of the most [significant medical advancements](#) of the 20th century.

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Native American Youth Face Type II Diabetes Rates Up to 64 Times Higher Than Non-Native Peers

By Elyse Wild, [Native News Online](#), October 08, 2025

Native American youth have Type II diabetes at a rate up to 64 times their non-Native peers. That's according to a systematic review published last week in *Diabetologia*, a peer-reviewed medical journal on diabetes.

The review extracted data from 49 studies conducted between 1978 and 2019 on the prevalence of type II diabetes in the Aboriginal, First Nation and American Indian/Alaska Native populations. It included data from at least 15 distinct Native American studies across multiple regions, including the Great Plains, Navajo Nation, Cherokee Nation, Northern Plains Indians, and various Indian Health Service reservations.

Youth from the Akimel O'odham

& Tohono O'odham and Gila River Indian Communities showed the highest prevalence of Type II diabetes at 6.4%

Young Native women bear the highest burden of the disease, with AI/AN female youth having diabetes at rates 77% higher than their male counterparts.

Native youth also experience worse outcomes with diabetes, suffering higher mortality rates compared to non-Indigenous youth, even with similar age at diagnosis and disease duration, pointing to gaps in healthcare accessibility.

Diabetes in AI/AN youth has only worsened in the past four decades. Across Native communities included in the review, the disease has risen 3-8 times since 1980.

The review noted that a handful of the studies included used data from the Indian Health Service records, which may have resulted in the prevalence of the disease being underestimated due to barriers in access to care.

National Alzheimer's Disease Awareness Month Everything You Need To Know

Updated February 18th, 2025 by [BetterHelp Editorial Team](#)

Medically reviewed by [Julie Dodson, MA, LCSW](#)

November is a month for raising awareness about Alzheimer's disease. Alzheimer's Awareness Month signifies a time to teach people about how this disease affects millions of people around the world and encourage more research and support for those affected. Currently, [over 55 million](#) people are living with Alzheimer's or a different form of dementia.

During the month of November, individuals and organizations can come together to participate in activities focused on spreading awareness and encouraging discussion about Alzheimer's disease. Many people might show their support by wearing purple, a color that symbolizes the fight against Alzheimer's, or take part in fundraising events, like the Walk to End Alzheimer's.

Continue reading to learn more about the ongoing effort to improve the lives of those diagnosed with this debilitating and life-altering condition.

The history of Alzheimer's Awareness Month

Alzheimer's Awareness Month started in the 1980s when [President Ronald Reagan](#) announced

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that November would be National Alzheimer's Disease Awareness Month. This decision helped spotlight a disease that impacts millions of people all over the world.

Around the same time, the [Alzheimer's Association](#) was created and became a key player in raising awareness and helping people affected by Alzheimer's. Over the years, Alzheimer's Awareness Month has become increasingly important. It's now a yearly worldwide event that encourages people to take action and learn more about this serious illness.

In more recent years, another public awareness campaign known as the [Alzheimer's & Brain Awareness Month](#) has emerged, which takes place in June. This event focuses on both Alzheimer's and other dementias, spreading awareness and understanding of these diseases on a global scale. During June's Alzheimer's & Brain Awareness Month, people are encouraged to wear purple and participate in various activities that show their support for those living with Alzheimer's and dementia.

In addition to the November and June awareness campaigns, World Alzheimer's Month is in September every year. World Alzheimer's Day, celebrated every year on September 21st, is a specific day that aims to raise further awareness about Alzheimer's disease and its effects on individuals, families, and communities.

Why is Alzheimer's Awareness Month 2025 important?

Alzheimer's Awareness Month in 2025 seeks to shine a spotlight on Alzheimer's disease and other forms of dementia. Let's highlight some of the goals of Alzheimer's

Awareness Month, as well as key events during the month to spark discussions and promote support.

Goals of Alzheimer's Awareness Month

The main goal of Alzheimer's Awareness Month is to raise awareness about Alzheimer's and other dementias. The month is dedicated to communicating information about early signs and symptoms of these diseases (such as memory loss) and to encourage early detection and treatment. Alzheimer's Awareness Month also works to clear up misconceptions and lessen the stigmas associated with these diseases, creating a more supportive environment for those affected and their families.

Another goal of Alzheimer's Awareness Month is to unite people in the fight to end Alzheimer's. The month encourages people to take action, including voting for better healthcare policies, increasing the funding for Alzheimer's research, and supporting groups focused on finding a cure or more effective treatments.

Key events during Alzheimer's Awareness Month

Various events take place during Alzheimer's Awareness Month to raise awareness and support efforts to fight the disease. One such event is the 2025 Walk to End Alzheimer's, organized by the Alzheimer's Association. The walk unites communities across the nation in an effort to raise money for Alzheimer's care, support, and research.

Another key initiative, taking place during Alzheimer's Awareness Month, is the "[Go Purple](#)"

campaign. People are asked to wear purple, the color that stands for Alzheimer's awareness, throughout the month. This shows support for those affected by the disease and raises awareness about Alzheimer's and other forms of dementia.

Several other activities are organized by different groups, including educational talks, support group meetings, and different fundraising events. These all aim to involve the public and help spread knowledge about Alzheimer's and other forms of dementia.

Support and resources for Alzheimer's disease

With [advancements in research](#) and new FDA-approved drugs, there is hope for slowing the progression of this neurodegenerative disease in its early stages and providing relief to millions of patients and their families. For those seeking guidance and assistance, numerous organizations offer support groups, educational materials, and other resources. Those affected and their loved ones can stay informed and connected as they experience the journey of Alzheimer's.

- [Alzheimer's Association](#): A leading organization in Alzheimer's research and support, offering a 24/7 Helpline, Caregiver Center, Alzheimer's Navigator, and educational resources.
- [Alzheimer's Foundation of America](#): Provides resources, support groups, memory screenings, and educational materials for those affected by Alzheimer's. They also host events and awareness campaigns during Alzheimer's Awareness Month in November.

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ber.

- National Institute on Aging: As part of the U.S. government's National Institutes of Health (NIH), the National Institute on Aging (NIA) offers a wealth of Alzheimer's and dementia information, resources, and ongoing research studies.
- [Dementia Society of America](#): A nonprofit organization that raises awareness, provides support, and offers resources for individuals and families dealing with dementia.
- [Family Caregiver Alliance](#): Offers resources and support specifically for family caregivers of adults with cognitive and memory impairments. Their services include fact sheets, webinar trainings, and an online caregiver support group.

Through these organizations and many others, individuals affected by Alzheimer's and dementia along with their loved ones can find invaluable information, support networks, and a community on which to rely for help.

How to promote awareness of Alzheimer's disease

Spreading awareness of Alzheimer's disease can help encourage more research into the disease, reduce the stigma attached to it, and push for better care and resources for patients and their families. Here's how you can help promote Alzheimer's awareness:

* **Wear purple**

Consider showing your support and solidarity by wearing purple, the official color of Alzheimer's awareness. You might also encourage friends, family, and coworkers to wear purple throughout the months of June, September, and November to visually show support for Alzheimer's and brain

health.

* **Discuss facts and information**

Educating yourself and others on the symptoms, causes, treatments, and prevention strategies for Alzheimer's disease can be another great way to encourage awareness. Communicate credible, science-based information on social media, at your workplace, and in your community.

* **Attend or organize events**

You might participate in events such as the [Walk to End Alzheimer's](#), an event that raises funds and awareness for Alzheimer's research, care, and support. You might also consider organizing your own local event like a community walk, bake sale, or benefit concert to donate to the cause.

* **Donate to Alzheimer's research**

You can support organizations dedicated to Alzheimer's research, such as the Alzheimer's Association. Your donations may help advance the fight for a cure and provide much-needed care and support for those affected by the disease.

* **Advocate for policy changes**

Consider reaching out to local, state, and federal representatives and urge them to increase funding for Alzheimer's research and improve care for patients and caregivers. You can also sign petitions or join advocacy groups that focus on Alzheimer's disease and related dementias.

These are just a few of the many ways you can promote awareness and support for Alzheimer's disease during Alzheimer's Awareness Month. You can be creative in your efforts, as even the smallest actions may have a meaningful impact. You can also collaborate with others to make a difference in the fight against

Alzheimer's disease.

Online therapy for Alzheimer's disease

[Online therapy](#) has become a promising choice for people with Alzheimer's disease and their caregivers. Studies have shown that online therapy may help relieve symptoms and support those affected by this brain disease and their loved ones. One study found that a virtual health coach was beneficial for caregivers of people with frontotemporal degeneration, a type of dementia closely related to Alzheimer's. Authors of the study found health coaching to be a personalized and beneficial intervention that provided support for caregivers. These include helping both caregivers and those managing Alzheimer's cope with stress and foster self-care routines to improve health and wellness.

There are many benefits to online therapy for Alzheimer's patients and their caregivers. One of the main benefits is its convenience. Online therapy allows people to connect with licensed therapists in the comfort of their own homes. This option can be especially helpful for people who have trouble moving around or who live in remote locations. The ease may also lead to more regular therapy sessions and better results over time.

Another benefit of online therapy is flexibility. Sessions can be scheduled at convenient times, and there is no need to spend time commuting to and from appointments. Flexible scheduling can be especially valuable for caregivers who are juggling multiple responsibilities and may have limited time for in-person sessions. Further, online therapy platforms can offer a broader range of therapists

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from which to choose, giving people the opportunity to find a professional who might focus specifically on dementia care.

Takeaway

Alzheimer's Awareness Month helps raise awareness about Alzheimer's disease and other dementias, as well as the ongoing need for research, advocacy, and support for those affected by these conditions. During the month, individuals and organizations world-

wide are encouraged to showcase purple, the color representing Alzheimer's awareness, and participate in events like the Walk to End Alzheimer's to support this global cause. Taking part in Alzheimer's Awareness Month may be a helpful step in spreading knowledge about the disease and challenging the stigma surrounding it along with promoting early detection and encouraging the use of support systems for those living with dementia. For those living with

Alzheimer's and their caregivers, online therapy may be a convenient way to receive support.

Are you or a loved one living with Alzheimer's?

[Chat with an online therapist who could help](#)



Bladder Health Awareness Month

From [National Today](#), October 2025

Bladder Health Month is observed every year in November to highlight the importance of the Bladder — also known as Urinary Bladder, various disorders that affect the bladder, how to prevent diseases that affect the bladder, and how to treat them. The bladder joins the kidneys, ureter, urethra, and some other minor organs to form the urinary system. They collectively eliminate waste from the body, regulate blood volume and blood pressure, control levels of electrolytes and metabolites, and regulate blood pH. They form one of the most important systems in the body as without them functioning well, toxic substances stay in the body. An infection to any part of the system is called a Urinary Tract Infection (U.T.I.).

History of Bladder Health Month

The study of how well the bladder, sphincters, and urethra hold and release urine is called the “Urodynamic” study. Urodynamic studies show how well the bladder works and why there could be blockages or leaks. Over the years, the study of the entire urinary system has been known as Urology.

Although Urology was only offi-

cially considered a separate surgical specialty in the early 20th century, its roots can be traced as far back as the Renaissance. Genitourinary diseases have been present since the beginning of the human race, but the first treatise was written solely by a Spanish physician named Francisco Diaz in 1588. “The Treatise on all the Diseases of the Kidneys, Bladder, Urine, and Growths on the Penis” was a major milestone in urology and medical history in general, as it was one of the first works in medical literature to be written in a common language. This improved the lives of countless patients with urologic conditions as it allowed the wide dissemination of his collected urologic knowledge to practitioners.

Another person in history that made great strides in urology was Maximilian Nitze, a German urologist. He specialized in research of kidney disorders and other urological problems and he is credited with the invention of the modern cystoscope; a device used in diagnostics of the bladder alongside Viennese instrument maker Joseph Leiter.

The Nitze–Leiter cystoscope was demonstrated publicly for the first time in 1879. In 1897, Hugh Hampton Young, who is now known as the father of modern American urology began practicing at the clever recommendation of his praised mentor, William Halsted, and with indirect support from the well-accomplished pathologist William Welch. The field was not organized and few well-defined treatments were available for Urological diseases. He made great strides to support how we treat urological diseases today.

Bladder Health Month FAQs

1. What is Enuresis?

Enuresis is a repeated inability to control urination and most occur in the elderly.

2. Is it possible for your bladder to heal itself?

The bladder is an expert at repairing itself. When the organ is injured by infection or injury, it can swiftly heal by utilizing specialized cells in its lining to rebuild tissue and restore a barrier against hazardous elements contained in urine.

3. What vitamins are good for bladder health?

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Vitamin C from fruits and veggies is associated with decreased urinary urgency.

How to Observe Bladder Health Month

Go for a checkup

Observe Bladder Health Month by going for a checkup. This ensures that you keep your bladder healthy and can quickly detect any anomaly.

Drink lots of water

Take care of your bladder and entire urinary system by drinking lots of water. Water regulates your pH level and so is very good for the Bladder

Spread awareness

Spread awareness of Bladder Health Month with posts on social media. With social media, others can see what the month is about and do well to take care of their Bladder as well.

5 Surprising Facts About The Urinary System

Generate urine every 10 to 15 seconds

The kidneys generate urine every 10 to 15 seconds.

The bladder can store 16 ounces

A healthy adult bladder can store up to 16 ounces of urine for two to five hours.

Healthy urine appears light yellow

The color of healthy urine is light yellow or the color of straw.

Pink urine indicates the presence of blood

When urine becomes pink, it indicates the presence of blood and a much-needed visit to the Doctor.

Dark colored urine and dehydration

Dark or honey-colored urine shows signs of not drinking enough water.

Why Bladder Health Month is Important

A. It reminds us to take care of our health

With Bladder Health Month, we are reminded to take care of one of the most important parts of our body, the bladder. It does so much more than just storing and passing out urine.

B. It reminds us to drink water

Bladder Health Month comes with the reminder to drink lots of water. Drinking lots of water doesn't just help the bladder but makes other systems function optimally as well.

C. It helps the economy

When more people take care of their Bladder, there'll be fewer visits to the hospital due to Urinary Tract Infections or illnesses. This helps to build the economy as resources are not used up.

Top 40 Tips For A Leak-Free Life

From [National Association For Continence](#) (NAFC)

Together, we can bring hope and help to millions

Every November, NAFC joins with healthcare providers and organizations around the country to raise awareness of bladder health. **It's an incredibly important initiative because talking about bladder and bowel symptoms is still so taboo.** By showing the world that there's nothing to be ashamed of, we can help people just like you recognize that they're not alone and get them started on their own journey towards drier days.

You know how hard it can be – how much misinformation is out

there, and how embarrassment can keep you from getting the care you deserve. So how do we get past these challenges? By talking. By sharing. By showing that we're not afraid to speak the truth about a condition that affects as many as 1 in 4 Americans. The more people see and hear about incontinence, the less taboo it becomes and the more comfortable they'll be when it comes to finding solutions for themselves.

That's why, for **Bladder Health Awareness Month**, we've created more than [40 friendly, sharable graphics](#) with simple tips to live a life without leaks. You'll see them in our social media pages and on our website, and we encourage you to help us spread the word by reposting them to your platforms, too.

Beyond that, we encourage you to use this opportunity to take action for your own benefit. If you're new to NAFC, you may not have gotten very far on your own treatment path, but there's never a better time than now to make progress. Speak to your doctor about your symptoms, and if you're feeling uncomfortable about it, [click here](#) for our guide on how to have a confident, comfortable conversation. Don't have a doctor? We've got you covered! [Click here](#) for our free, easy-to-use doctor finder.

Download All 40 Bladder Health Awareness Tips [HERE!](#)

When you live with a condition that nobody ever wants to talk about, it can feel like you're the only one in the world dealing with your problems. The truth is, there are millions of others out there going through the exact same issues, and if they could only hear just

(Continued on page 21)

(Continued from page 20)

how big the incontinence community actually is, they wouldn't feel so all alone.

That's why we're not just sharing tips and resources over the next month, we'll also be sharing the stories of people just like you along with proven, practical insights from experts in bladder care. We hope that this November you'll find comfort knowing that you're one of many, and with the knowledge that you're in good

company, reach out to find the solutions and support you deserve.

Life Is Just Better Without Leaks

Too many people think that incontinence is inevitable. That it's something that 'just happens' as you get older and there's nothing that can be done about it. That couldn't be further from the truth.

The fact is, nobody should have to live with leaks, especially considering all the proven, effective

treatments that are available today – including some that you can start on your own, right now, at home. Want to learn more?

Click below for details:

- ♦ [Diet and incontinence](#)
- ♦ [Lifestyle changes](#)
- ♦ [Pelvic floor exercises](#)
- ♦ [Pelvic strengtheners](#)
- ♦ [Absorbent products](#)
- ♦ [Catheters](#)
- ♦ [Bulking agents](#)
- ♦ [Medications](#)
- ♦ [Advanced therapies](#)

What is the Importance of SNAP Benefits?

SNAP benefits are crucial for reducing hunger, alleviating poverty, and boosting public health and local economies. They support over 41 million Americans monthly, especially children, seniors, and people with disabilities.¹

Here's a deeper look at why SNAP (Supplemental Nutrition Assistance Program) matters:

Fighting Hunger and Food Insecurity

- **SNAP is the largest anti-hunger program in the U.S.,** helping 1 in 8 Americans afford food each month.²
- It **reduces the likelihood of food insecurity by up to 30%,** ensuring families have access to nutritious meals.¹
- Participants include **working families, older adults, and people with disabilities** living on fixed incomes.³

Reducing Poverty and Economic Strain

- SNAP **raises household income,** allowing families to afford essentials like housing, utilities, and medicine.¹
- In 2022, **SNAP lifted 30% of recipient households above the poverty line.**¹
- Every **\$1 in SNAP benefits generates \$1.79 in economic activity,** stimulating local economies.⁴

Supporting Public Health

- SNAP helps **older adults eat healthfully,** preventing chronic diseases and promoting independence.⁵
- It improves **diet quality and access to fresh food,** which is linked to better health outcomes across all age groups.⁵

Protecting Vulnerable Populations

- Nearly **62% of SNAP participants are in families with children,** and **37% are in households with seniors or people with disabilities.**³
- These groups are especially vulnerable to food insecurity and benefit most from consistent nutritional support.

In short, SNAP is more than just a food assistance program—it's a lifeline that strengthens families, communities, and the economy.

Below are some informational links regarding Emergency Food Assistance and SNAP benefits as a result of the Federal Governmental shut-down:

- ♦ Governor Hochul's 10/27/25 Press release - [Governor Hochul Holds Rally with New Yorkers Impacted by Republican Cuts and Announces \\$30 Million in Emergency Food Assistance Funds | Governor Kathy Hochul](#)
- ♦ From OTDA on November SNAP Benefits - [SNAP Benefits Shutdown | OTDA](#)
- ♦ New work requirements for single adults that go into effect 11/1/2025 (regardless of the federal shut-down) - [SNAP Work Requirements | SNAP | OTDA](#)
- ♦ Food Pantry listing from the DOH website - [Food Pantries | Department of Health](#)

(¹ [Feeding America](#), ² [Johns Hopkins Bloomberg School](#), ³ [CBPP](#), ⁴ [FRACC](#), ⁵ [NCOA](#))



Native American Heritage Month



FOOD DRIVE

donations accepted through November



DROP-OFF LOCATIONS



Native American Community Services

1005 Grant Street Buffalo, NY 14207

1522 Main Street Niagara Falls, NY 14305*

76 West Avenue Lockport, NY 14094*

*by appointment only

For More Information:

call Brianna at (716) 574-3384

email blongwell@nacswny.org

ITEMS NEEDED

- ▶ Non-perishable goods
- ▶ Canned goods
- ▶ Pasta
- ▶ Peanut butter
- ▶ School friendly snacks
- ▶ Formula



REDISCOVERING OUR ONKWEHON:WE TRADITIONS

ABOUT US

ROOTS is here to increase the availability of cultural education programs and resources for the urban Haudenosaunee people. We aim to implement opportunities to learn about Haudenosaunee traditions and practices through an increased number of Haudenosaunee cultural programs

CLASSES

arts/cooking classes
cultural speaker series
elder and youth information exchange
community socials
singing and dancing classes
yearly marketplace

GOAL

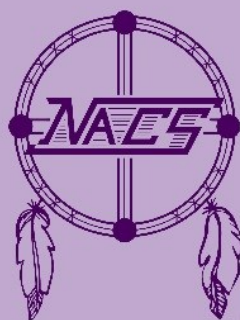
The long-term community goal would be that all Native Americans have access to opportunity, knowledge, and the ability to incorporate traditional concepts and teachings within their families and communities

Arriana Smith
ROOTS Project Specialist
asmith@nacswny.org

Colleen Casali
ROOTS Project Coordinator
ccasali@nacswny.org

Dakota Jonathan
ROOTS Project Specialist
djonathan@nacswny.org

FUNDED BY: THE DEPARTMENT OF HEALTH AND HUMAN SERVICES-
ADMINISTRATION FOR NATIVE AMERICANS



PARENTING *Circle*

This Native American Family Research program is aimed at enhancing family dynamics to reduce your child's risky behaviors and to learn about family health preparedness.

STUDY REQUIREMENTS

- 10 weekly classes
- Participation in a parenting and health research study
- Families will be randomly selected to participate in Parenting in 2 Worlds or Healthy Families in 2 Worlds

ARE YOU ELIGIBLE?

- ✓ Self-Identify as Native American
- ✓ Live in urban area of Erie & Niagara County
- ✓ Are a primary caregiver of Native American youth 12-17 years old

HIGHLIGHTS

- Childcare services provided for enrolled participants
- Healthy food provided
- **Your Family could be eligible to receive up to \$300 in gift cards**



Scan QR Code
to Register

<https://forms.gle/Q3ROM7VSWbFHeiT67>

Participation is voluntary

ASU IRB # STUDY00016808 | Approval Period 3/17/2023 - 2/20/2026



716-339-1831



pjacobs@nacswny.org



Calling All Buffalo/Niagara Native Mothers, Fathers, Caregivers, Grandparents, & Community Organizations

Join us for our Community Asset Mapping Gathering

Hosted by NACS – Healthy Generations Program

Let's come together!

We invite Native mothers, fathers, caregivers, and grandparents from our service areas to share your experiences and ideas. Together, we'll explore the strengths and resources in our community and help shape programs that support families and children.



Event Details:

November 12, 2025.
5:00pm - 8:00pm
1005 Grant Street, Buffalo, NY
Dinner will be served

Healthy Generations:

- Supports healthy pregnancies and child development
- Offers culturally grounded home visiting services
- Builds strong community partnerships
- Listens to families to guide future programs



Why Your Voice Matters!

Join us for an evening of connection, conversation, and community.

**To REGISTER: Contact Sherrie Kechego (716) 574-3378
or skechego@nacswyn.org**

Family-friendly space – all are welcome!

Employment Opportunity



www.nacswny.org

Native American Community Services of Erie & Niagara Counties, Inc.

MICHAEL N. MARTIN, EXECUTIVE DIRECTOR

1005 Grant St. Buffalo, NY 14207 • Phone: 716-874-4460 • Fax: 716-874-1874
 1522 Main St. Niagara Falls, NY 14305 • Phone: 716-299-0914 • Fax: 716-299-0903
 76 West Ave. Lockport, NY 14094 • Phone: 716-302-3035 • Fax: 716-302-3037
 100 College Ave. Suite 200, Rochester, NY 14607 • Phone: 585-514-3984 • Fax: TBD
 960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Program Secretary

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$17.00-\$18.00 / hour

Office: 1005 Grant Street, Buffalo, NY 14207

SUMMARY:

The Program Secretary is responsible for greeting and guiding all NACS' visitors to the appropriate staff/component, understanding all NACS' services and responding to general questions. Incumbent will provide clerical assistance in support of NACS' staff, programs, and other NACS' business. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Greet and guide all visitors in a friendly and professional manner.
- Liaison between building personnel and NACS' staff and inform them of events, mail, packages, and building issues.
- Maintain a clean and well-maintained reception area with relevant and up-to-date information.
- Answer phone calls in a friendly and professional manner and provide basic information to callers, directing them to the appropriate staff.
- Refer non-routine or sensitive requests to the appropriate staff.
- Facilitate effective communication between various components of the organization.
- Manage office machines and ensure an adequate stock of office supplies.
- Process incoming and outgoing mail, maintaining confidentiality of sensitive information.
- Monitor staff sign-in/out and keep accurate records.
- Coordinate room requests and calendar schedules for staff and community room use.
- Assist in the planning and execution of meetings, including room setup and recording meeting minutes.
- Assist in the usage of the language and cultural resources library and enforce circulation protocols.
- Order office supplies, food, equipment, and any other needs for programs.
- Maintain necessary documentation and ensures the timely completion of all necessary reports and recordkeeping, including the utilization of database systems.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Associate degree in an appropriate field of study or 2 years of related experience in a similar position.
- Experience working with community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge of local Native American communities.
- Computer skills and understanding of office applications including MS Office Suite.
- Interpersonal skills to work cooperatively and effectively with individuals and groups
- Excellent organizational skills with strong attention to detail. Strong written and verbal communication skills.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
| • Paid Time Off (PTO) | • Health & Dental Insurance |
| • Life Insurance | • Employee Assistance Program |
| • Flexible Spending Account (FSA) | • 403 (b) Retirement Plan |

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity



www.nacswny.org

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960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Workforce Development Specialist

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$19.00-\$20.00 / hour

Office: 100 College Ave. Suite 200, Rochester, NY 14607 – travel required

SUMMARY:

The Workforce Development Specialist assists in planning and implementing goals and objectives of the Workforce Development Component as well as ensuring quality of service provision to clients. Incumbent will be flexible to evening and weekend schedules as needed. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Conducts initial intake and comprehensive testing to determine client eligibility and needs.
- Develops an Individual Employment Plan (IEP) with clients.
- Develops and provides workshops to clients in such areas of academic, life skills, and technical areas.
- Keeps abreast of current trends in the local job market.
- Establishes an effective support network and provides referrals for clients.
- Attends and participates in weekly component staff and other required meetings.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.
- Develops an outreach action plan to successfully recruit and retain participants and employers in the program.
- Conducts outreach to academic entities, unions, coalitions, service providers, and other individuals/agencies to promote services, develop linkages, build network opportunities and advocate for issues in the Native American community.
- Develops and nurtures relationships with employers for on-the-job training agreements and work experience opportunities for clients.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree in human services or related field of study preferred, with three (3) years' experience in workforce development including supervision and program management.
- Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge of local area service providers.
- Effective problem solving, organization, time management, and communication skills.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
| • Paid Time Off (PTO) | • Health & Dental Insurance |
| • Life Insurance | • Employee Assistance Program |
| • Flexible Spending Account (FSA) | • 403 (b) Retirement Plan |

For consideration send resume to: humanresources@nacswny.org

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Equal Opportunity Employer

Position: Foster Care Caseworker
Salary/Range: \$21.00- \$23.00

Type: Full-time/ hourly/ non-exempt
Office: Erie & Niagara Counties – travel required

SUMMARY:

This position works in conjunction with the Local County Department of Social Services (LCDSS) and is responsible for protecting the health, safety, and well-being of the children on their caseload and provides support to foster parent(s) through case management services, crisis management, home visits, weekly contact, monitoring of service compliance, documentation, ongoing training, and advocacy. The main objective for this position is to effectively work towards reunification, achieving permanency for children while actively assessing the needs of the child, foster parents, and coordinating interventions when necessary. Incumbent will be responsible for day-to-day casework duties ensuring the Indian Child Welfare Act (ICWA) of 1978 is followed when placement of Native American children into foster care is indicated. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides all aspects and elements of casework services to an assigned caseload. Conducts casework contacts with families, as needed but at least twice a month, face-to-face in their homes and community settings to focus on goals.
- Assists in the National Training & Development Curriculum (NTDC) classes.
- Responsible for case planning with children in foster care and their families to achieve a positive and safe permanency plan.
- Participates in the compliance and implementation of ICWA as well as new/current social service laws and regulations.
- Assists all foster parents in attaining training requirements specific to foster care certification.
- Must enter and maintain required child welfare information including but not limited to person and family information, periodic family assessment and service plans, plan amendments, and progress notes in CONNECTIONS.
- Makes detailed and completes case studies, recommending and defining short and long-term social needs and goals of children and families.
- Participates in DSS permanency planning, court hearings, and school related meetings for the child(ren).
- Maintains regular and consistent contact with all appropriate members of the 29-I (VFCA) license team, providing current information and responding to requests as needed.
- Responsible for facilitating visitations including providing safe and reliable transportation when needed.
- Must consistently remain vigilant and proactive in assessing safety and risk concerns at all times.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree required, in a human service field or related field of study.
- Knowledge of ICWA, Adoption Safe Family Act, Federal and State regulations, as well as mandated reporting requirements.
- Effective problem solving, organization, time management, and communication skills.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Health & Dental Insurance
- Flexible Spending Account (FSA)
- Life Insurance
- Employee Assistance Program
- 403 (b) Retirement Plan

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity



www.nacswny.org

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 960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Erie County Youth Clubhouse Site Supervisor

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$20.00- \$21.00 / hour

Office: 1005 Grant St., Buffalo NY, 14207

SUMMARY:

Under the guidance of the Health & Wellness Coordinator, the Youth Clubhouse Supervisor is responsible for assisting and leading in the performance of day-to-day duties in delivering and providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all Native American youth (ages 12-17 years old) clubhouse members. This position will lead in the oversight of activities, cultural programming, and supervise youth leaders. Incumbent must be available for non-traditional hours (evenings and weekends). The Clubhouses are open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement, plan, and lead program activities, field trips, and workshops in accordance with contractual obligations both virtually and in-person.
- Have knowledge and understanding of substance use and ensure youth programming utilizes a percentage of research and evidence-based and best practices prevention models.
- Serve as a facilitator and member of the Youth Advisory Council.
- Coordinates scheduling of the Clubhouse Youth Leaders.
- Organize, supervise, and provide safe transportation for youth clubhouse members.
- Ensures Clubhouse maintenance, cleanliness, and safety is maintained.
- Recruit participants for the clubhouse program through outreach events and materials.
- Maintain necessary documentation and ensures the timely completion of all necessary recordkeeping, including the utilization of database systems.
- Ensures the program remains compliant with all contractual obligations and requirements.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree from accredited institution with supervisory experience or relevant role.
- Experience working with at-risk youth, community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge and understanding of substance use.
- Effective problem solving, organization, time management, and communication skills.
- Computer skills: ability to use Microsoft Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Life Insurance
- Flexible Spending Account (FSA)
- Health & Dental Insurance
- Employee Assistance Program
- 403 (b) Retirement Plan

For consideration send resume to: humanresources@nacswny.org

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Equal Opportunity Employer

Position: Erie County Clubhouse Youth Leader- 3 openings

Type: Part-time/ hourly/ non-exempt

Hours: 20 hours per week. Non-traditional (must be available for day, evening, and weekend hours)

Salary/Range: \$17.00- \$18.50 / hour

Office: 1005 Grant Street, Buffalo, NY 14207

SUMMARY:

The Clubhouse Youth Leaders assist the Clubhouse Manager in providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all members. The Clubhouse welcomes self-identified Native American youth and young adults ages 12-17 years old. Clubhouse programming includes recreation & pro-social, education, evidence-based / best practices, skill building, wellness, and cultural activities. Leaders will provide transportation, supervision, and leadership. Recruitment through outreach, attending and participating in weekly staff meetings will also be required. Leaders must be available for non-traditional hours (evenings and weekends). The Clubhouse is open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise, provide leadership, and be a positive role model for youth.
- Deliver workshops and activities in a confident and organized manner.
- Ensure youth programming utilizes a percentage of evidence-based prevention models.
- Provide safe transportation and/or supervision of youth to and from clubhouse activities.
- Recruit youth through local outreach efforts.
- Adhere to data collection and performance measurement requirements determined by SAMHSA and OASAS.
- Maintain necessary documentation and ensure the timely completion of all necessary recordkeeping.
- Ensure Clubhouse maintenance, cleanliness, and safety is maintained.
- Other duties as assigned.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's or Associates degree in human services or related field of study preferred.
- Experience working with community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge and understanding of substance use, and experience with at-risk youth.
- Effective problem solving, organization, time management, and communication skills.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements.
- Familiarity with and sensitivity toward local Native American communities.
- Must have a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program
- Holiday Pay (if scheduled)

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity



www.nacswny.org

Native American Community Services of Erie & Niagara Counties, Inc.

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100 College Ave. Suite 200, Rochester, NY 14607 • Phone: 585-514-3984 • Fax: TBD
960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Niagara County Youth Clubhouse Site Supervisor

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$20.00- \$21.00 / hour

Office: 1522 Main St, Niagara Falls, NY 14305

SUMMARY:

Under the guidance of the Health & Wellness Coordinator, the Youth Clubhouse Supervisor is responsible for assisting and leading in the performance of day-to-day duties in delivering and providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all Native American youth (ages 12-17 years old) clubhouse members. This position will lead in the oversight of activities, cultural programming, and supervise youth leaders. Incumbent must be available for non-traditional hours (evenings and weekends). The Clubhouses are open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement, plan, and lead program activities, field trips, and workshops in accordance with contractual obligations both virtually and in-person.
- Have knowledge and understanding of substance use and ensure youth programming utilizes a percentage of research and evidence-based and best practices prevention models.
- Serve as a facilitator and member of the Youth Advisory Council.
- Coordinates scheduling of the Clubhouse Youth Leaders.
- Organize, supervise, and provide safe transportation for youth clubhouse members.
- Ensures Clubhouse maintenance, cleanliness, and safety is maintained.
- Recruit participants for the clubhouse program through outreach events and materials.
- Maintain necessary documentation and ensures the timely completion of all necessary recordkeeping, including the utilization of database systems.
- Ensures the program remains compliant with all contractual obligations and requirements.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree from accredited institution with supervisory experience or relevant role.
- Experience working with at-risk youth, community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge and understanding of substance use.
- Effective problem solving, organization, time management, and communication skills.
- Computer skills: ability to use Microsoft Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
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| • Life Insurance | • Employee Assistance Program |
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960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Niagara County Clubhouse Youth Leader- 2 openings

Type: Part-time/ hourly/ non-exempt

Hours: 20 hours per week. Non-traditional (must be available for day, evening, and weekend hours)

Salary/Range: \$17.00 - \$18.50/ hour

Office: 1522 Main Street, Niagara Falls, NY 14305

SUMMARY:

The Clubhouse Youth Leaders assist the Clubhouse Manager in providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all members. The Clubhouse welcomes self-identified Native American youth and young adults ages 12-17 years old. Clubhouse programming includes recreation & pro-social, education, evidence-based/ best practices, skill building, wellness, and cultural activities. Leaders will provide transportation, supervision, and leadership. Recruitment through outreach, attending and participating in weekly staff meetings will also be required. Leaders must be available for non-traditional hours (evenings and weekends). The Clubhouse is open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise, provide leadership, and be a positive role model for youth.
- Deliver workshops and activities in a confident and organized manner.
- Ensure youth programming utilizes a percentage of evidence-based prevention models.
- Provide safe transportation and/or supervision of youth to and from clubhouse activities.
- Recruit youth through local outreach efforts.
- Adhere to data collection and performance measurement requirements determined by SAMHSA and OASAS.
- Maintain necessary documentation and ensure the timely completion of all necessary recordkeeping.
- Ensure Clubhouse maintenance, cleanliness, and safety is maintained.
- Other duties as assigned.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's or Associates degree in human services or related field of study preferred.
- Experience working with community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge and understanding of substance use, and experience working with at-risk youth.
- Effective problem solving, organization, time management, and communication skills.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements.
- Familiarity with and sensitivity toward local Native American communities.
- Must have a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program
- Holiday Pay (if scheduled)

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity



www.nacswny.org

Native American Community Services of Erie & Niagara Counties, Inc.

MICHAEL N. MARTIN, EXECUTIVE DIRECTOR

1005 Grant St. Buffalo, NY 14207 • Phone: 716-874-4460 • Fax: 716-874-1874
1522 Main St. Niagara Falls, NY 14305 • Phone: 716-299-0914 • Fax: 716-299-0903
76 West Ave. Lockport, NY 14094 • Phone: 716-302-3035 • Fax: 716-302-3037
100 College Ave. Suite 200, Rochester, NY 14607 • Phone: 585-514-3984 • Fax: TBD
960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Positions: Community Service Worker (CSW) wraparound services Level I - Clinical

Type: Casual/ hourly/ non-exempt

Salary/range: \$50-\$75/ hour

Office: Erie & Niagara Counties – travel required

SUMMARY:

The Level I CSW will provide wraparound services that are comprehensive, individualized support systems designed to address the unique needs of individuals and families, in the context of mental health, behavioral health, or developmental disabilities. This role involves providing targeted, time-limited services to families to help them meet their goals, participating in Child & Family Team (CFT) meetings, and helping link families with sustainable supports. The CSW will partner with the Care Coordinators. The CSW must have their master's degree and be licensed to provide specific wraparound services. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Goal directed, trauma informed, culturally sensitive, and evidence-based practice of face-to-face, and possible therapeutic intervention which focuses on the mental health/behavior needs of the client and/or family members.
- Vendors must document the type of evidence-based intervention used in all progress notes.
- When clinical needs indicate ongoing community-based support following care coordination, the service provider is responsible for facilitating a smooth transition. This includes educating families about available clinical support options, assisting with engagement and referral processes to appropriate community-based providers, and offering additional support as needed to ensure continuity of care through CFT.
- Must successfully complete training requirements and other mandatory training programs as required for the role.
- Implement, plan, and lead, appropriate services in accordance with the vendor codes and descriptions.
- Maintain on-going communication with families to provide advocacy and support ensuring the needs are met and fostering strong relationships.
- Progress notes must be clear and specific, document progress toward goal completion aligned with the Plan of Care.
- Services may include pre-and-post evaluation, which must be shared with the family and Care Coordinator.
- Establish and sustain ongoing contact with Care Coordinators and Vendor Supervisors, ensuring alignment of services and resolution of client needs.
- Facilitate and implement activities aimed at promoting the development and enhancement of essential skills for clients.
- Provide safe and timely transportation for clients to and from services and activities, supporting their participation in required programs, as needed.
- Assess and consider cultural, environmental, and safety factors that impact the client and those within their immediate sphere, ensuring support and care.
- Supervise and engage the client in the necessary programs and activities as directed by the vendor description.
- Must consistently remain vigilant and proactive in always assessing safety and risk concerns.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.

Employment Opportunity

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EDUCATION, QUALIFICATIONS, AND SKILLS:

- Master's degree in human services or related field.
- Experience working with at-risk youth and parents/caregivers of at-risk youth.
- Certification licenses LCSW, LCAT, LMFT, LMSW, LMHC.
- Bilingual is a plus.
- Effective problem solving, organization, time management, and communication skills.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program

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Equal Opportunity Employer

Positions: Community Service Worker (Wraparound) Level II & III – Non-Clinical

Type: Casual/ hourly/ non-exempt

Salary/range: \$20-\$45/ hour

Office: Erie & Niagara Counties – travel required

SUMMARY:

The Level II & III CSW will provide wraparound services that are non-clinical. This role involves providing targeted, time-limited services to families to help them meet their goals, participating in Child & Family Team (CFT) meetings, and helping link families with sustainable supports. The CSW will partner with the Care Coordinators. Services may include but not limited to Academic Coaching, Family Peer or Youth Peer Advocate, Adult/ Home Skill Builder and Youth Skill Builder. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Must successfully complete training requirements and other mandatory training programs as required for the role.
- Implement, plan, and lead, appropriate services in accordance with the vendor codes and descriptions.
- Maintain on-going communication with families to provide advocacy and support ensuring the needs are met and fostering strong relationships.
- Progress notes must be clear and specific, document progress toward goal completion aligned with the Plan of Care.
- Establish and sustain ongoing contact with Care Coordinators and Vendor Supervisors, ensuring alignment of services and resolution of client needs.
- Facilitate and implement activities aimed at promoting the development and enhancement of essential skills for clients.
- Provide safe and timely transportation for clients to and from services and activities, supporting their participation in required programs, as needed.
- Assess and consider cultural, environmental, and safety factors that impact the client and those within their immediate sphere, ensuring support and care.
- Supervise and engage the client in the necessary programs and activities as directed by the vendor description.
- Must consistently remain vigilant and proactive in always assessing safety and risk concerns.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Level II: Bachelor's degree, associates degree or higher based on New York State Education Department licensure. Experience working with at-risk youth.
- Level III: High school/GED. Experience working with at-risk youth and includes being a parent of a child with social, emotional, behavioral, mental health, medical, addiction or developmental needs or self-identified as a person who has experience with the developmental challenges.
- Bilingual is a plus.
- Effective problem solving, organization, time management, and communication skills.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program

For consideration send resume to: humanresources@nacswny.org

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Equal Opportunity Employer

Position: Data & Evaluation Coordinator

Type: Full-time/ hourly/ non-exempt

Salary Range: \$24.00- \$29.00 / hour

Office: Buffalo (travel is required- Niagara Falls, Lockport, Rochester & Syracuse)

SUMMARY:

NACS seeks an experienced and mission-driven Data & Evaluation Coordinator (EDC) to provide cross-program support for organizational data management and quality improvement efforts, and in particular support its Healthy Generations Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program. This position plays a critical role in ensuring compliance with contractual obligations for program data collection, reporting, evaluation, and performance management. The DEC will lead the technical aspects of the Community Needs and Readiness Assessment (CNRA), including design, implementation, data analysis, and reporting. Additionally, this position provides evaluation and quality improvement support across NACS' programs, contributing to data system integrity, performance measurement, and continuous quality (CQI) efforts. Must be willing to travel across all NACS' service areas (Buffalo, Niagara Falls, Lockport, Rochester and Syracuse). All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Serve as a key technical partner in the CNRA process and MIECHV implementation plan development, including instrument design, community engagement, data collection, analysis, and reporting in alignment with Health Resources & Services Administration (HRSA) Tribal MIECHV requirements.
- Effectively engage with staff, community members, and stakeholders.
- Lead and be the primary contact for NACS' data tracking system development and implementation.
- Design and execute data collection strategies and tools to support performance measurement and evaluation activities.
- Train staff and other participants on data collection tools, systems, and protocols.
- Collaborate with program teams and organization leadership to identify, track, and report on measurable outcomes and key performance indicators.
- Ensure data quality and integrity for meeting required program reporting requirements and contribute to continuous program improvement.
- Provide quality assurance/quality improvement (QA/QI) and performance management technical assistance to NACS' leadership and programs.
- Analyze and interpret program data to inform decision-making, strategic planning and grant reporting.
- Develop dashboards, summaries, and evaluation reports tailored to various audiences (internal leadership, funders, and community partners).
- Contribute to organization-wide theory of change activities, including logic models, process mapping, and workflow analysis.
- Assist in the data and evaluation aspects for new program development and support the grant writing process.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree in Public Health, Social Sciences, Statistics, Data Science, or a related field.
- At least 3 years of professional experience in program evaluation, data analysis, or performance measurement.
- Experience with a federal data reporting is a plus.
- Demonstrated experience designing and implementing community-based needs assessments or similar participatory evaluation processes.

Employment Opportunity

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- Strong knowledge of qualitative and quantitative research methods, survey tools, and data visualization platforms (e.g., Excel, Power BI, Tableau).
- Proficiency with data analysis software.
- Ability to communicate findings clearly and respectfully to both technical and non-technical audiences, including Native Communities.
- Commitment to cultural humility and working within a Native American-serving organization.
- Must be flexible to evening and weekend hours as needed.
- Ability to become certified in CPR & First Aid. Must be able to do medium lifting.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

PREFERRED:

- Experience working with Tribal MIECHV or similar maternal and child health home visiting programs
- Knowledge of Indigenous research methodologies or community-based participatory research (CBPR).
- Familiarity with federal data reporting systems or evaluation frameworks in a non-profit or government funded program setting.
- Experience partnering with Native American populations in research and evaluation with an understanding of data sovereignty.

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
| • Paid Time Off (PTO) | • Health & Dental Insurance |
| • Life Insurance | • Employee Assistance Program |
| • Flexible Spending Account (FSA) | • 403 (b) Retirement Plan |

For consideration send resume to: humanresources@nacswny.org

Nya:wëh, Thanks for reading!

Please share this newsletter with family, friends, and coworkers. If you know of anyone who would like to receive the month NACS News by email, please have them send their first name, last name, and current email address to: gghosen@nacswny.org

You can also look for our newsletter on our [website](#).

FUNDED BY: Erie County Department of Social Services; New York State Office of Children & Family Services; New York State Office of Alcoholism & Substance Abuse Services; Community Foundation for Greater Buffalo; National Urban Indian Family Coalition; Niagara County Department of Social Services, Niagara County Office of the Aging; United Way of Niagara, US Department of Labor; Administration for Native Americans (ANA); Indigenous Justice Circle; Jessie Smith Noyes Foundation; Erie County Department of Mental Health; NYS Research Foundation for Mental Health; NYS Medicaid Program 29-I; Western New York Foundation; New York State Department of Health/AIDS Institute, Tribal Home Visiting Program, Administration for Children and Families, Health and Human Services as well as businesses, foundations and caring individuals.

I’d like to help NACS continue it’s Tradition of Caring...

PLEASE ACCEPT MY CONTRIBUTION OF: ☐\$5 ☐\$10 ☐\$25 ☐\$50 ☐\$100 ☐OTHER:

☐ I’D LIKE TO VOLUNTEER MY TIME. I CAN...

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