



Native Health Initiative
www.loving-service.us



HEALERS OF TOMORROW PROGRAM REPORT



2024

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ASSOCIATE
DIRECTOR

HEALERS OF TOMORROW

Healers of Tomorrow (HOT) is our 9-month mentorship program for high school students interested in pursuing health in their careers. Each student is paired with a mentor who is a health professional, or pursuing a health profession at the Graduate level. Our program runs from September to May, and each month our students are exposed to many healthcare careers through guest speakers with lived experience and knowledge to share.



WHAT IS HOT?

A core part of our program, which inspired the vision for Native Health Initiative in our early days, was to be an organization aimed to teach aspiring young health professionals about the complex health inequities which Indigenous peoples face. We emphasize that health goes beyond being seen in the ER, or in the doctors office. Through HOT, each of our students have created their own unique community-based health project to improve at least one area of health in their chosen community. Throughout the years we have seen many students' creativity shine through as well as their passion for helping their communities.



WHO IS HOT FOR?

Our programs encourage participation from all communities, but we do focus on recruiting Indigenous and other under-resourced youth. While our programs throughout Native Health Initiative serve all who are willing and able to join us, Healers of Tomorrow is an Albuquerque-based program. The interest in Healers of Tomorrow extends well beyond Albuquerque and includes youth from around the state and even outside the state of New Mexico. This tells us that our path to reach even more youth is in developing a program in rural areas.



2023-2024 COHORT PROGRAM DEMOGRAPHICS

5

COUNTIES
REACHED

- Bernalillo County
- Santa Fe County
- Sandoval County
- Valencia County
- Cibola County

- Bosque School
- Cibola High School
- Albuquerque High School
- Early College Academy
- Albuquerque Academy
- Albuquerque Institute of Mathematics and Science
- Cleveland High School
- Academy for Technology and the Classics

- Bernalillo High School
- Mark Armijo Academy
- Sandia Preparatory
- NexGen+ Academy
- Sandia High School
- Volcano Vista
- Los Lunas High School
- Grants High School

16

HIGH SCHOOLS
REPRESENTED

25

MENTEES
(63% RETENTION RATE)

11

MENTORS



2024-2025 COHORT PROGRAM DEMOGRAPHICS

3

COUNTIES
REPRESENTED

- Bernalillo County
- Sandoval County
- Apache County - AZ

- Albuquerque Institute of Mathematics and Science
- Window Rock High School
- Albuquerque High School
- Early College Academy
- Cibola High School
- La Cueva High School
- Eldorado High School

- Bernalillo High School
- Volcano Vista High School
- Valley High School
- Del Norte High School
- Albuquerque Academy
- Cottonwood Classical
- NexGen+ Academy
- Rio Rancho High School

15

HIGH SCHOOLS
REPRESENTED

16

MENTORS

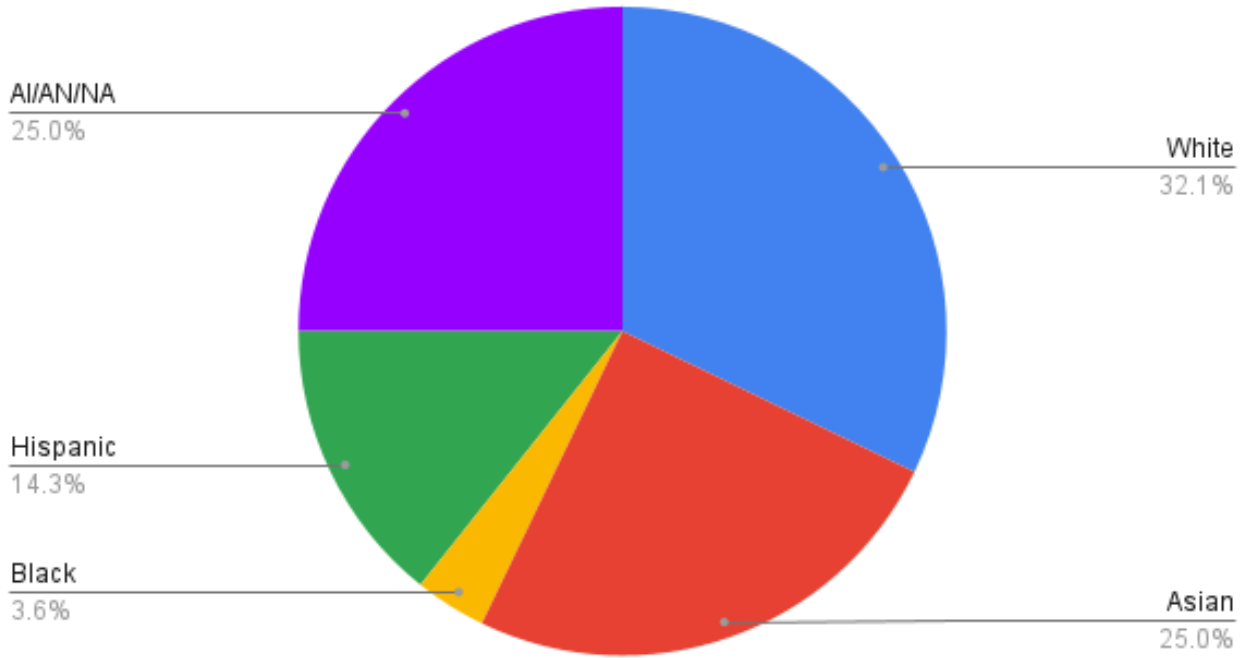
27

MENTEES
(100% RETENTION RATE)

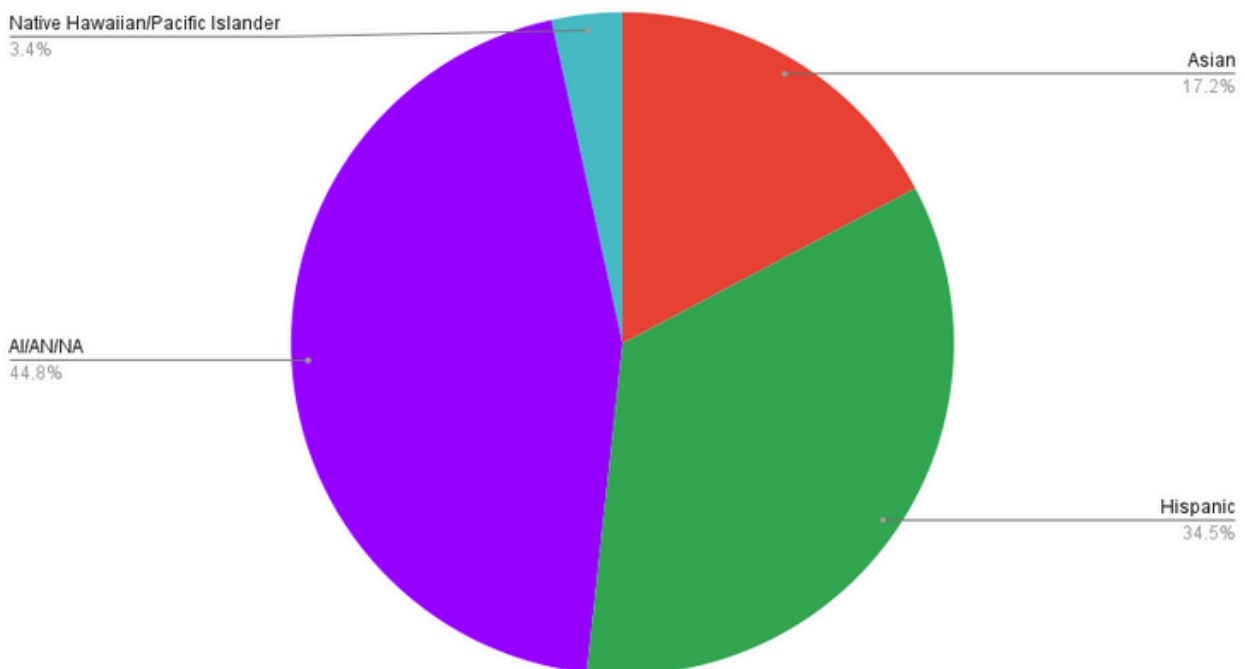


PROGRAM DEMOGRAPHICS

2023-2024 Cohort by Ethnicity



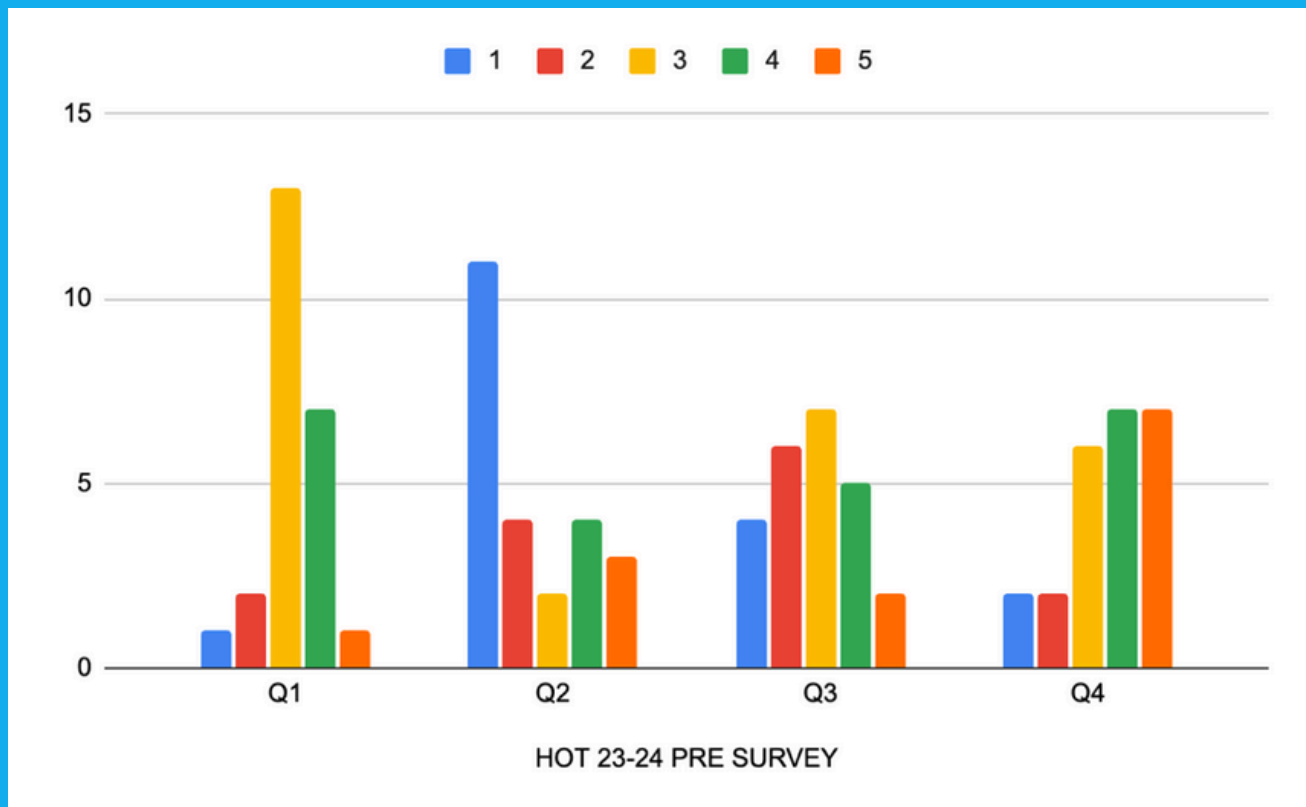
2024-2025 Cohort by Ethnicity



IMPACT

At the beginning of the Program, our students completed a pre-survey, which was presented as a knowledge scale, 1 being they do not know much about the topic to 5, which is they know a lot. The following questions were asked in the pre-survey:

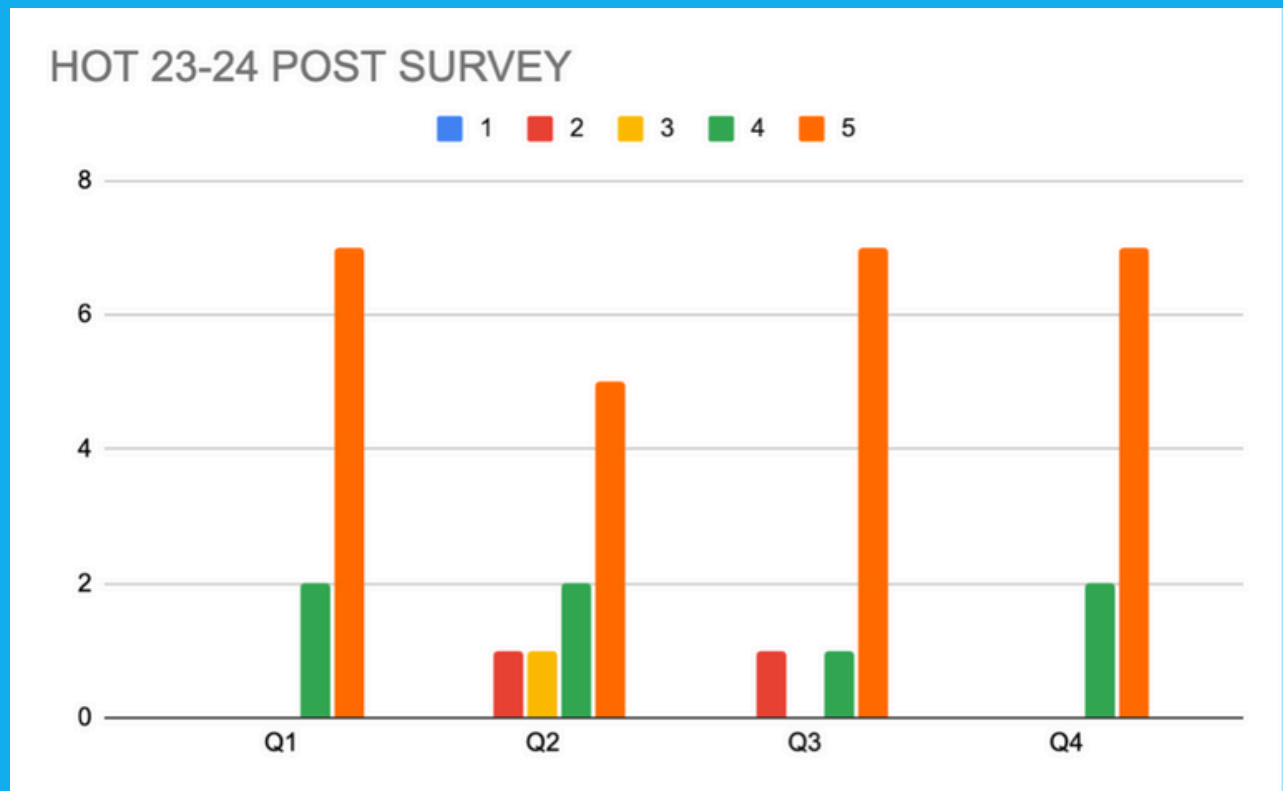
1. I know a lot about different healthcare career options.
2. I have a relationship with a mentor who will help prepare me for my chosen career path.
3. I know a lot about the path to apply to medical school, nursing school, or my desired career prep school.
4. I am comfortable designing, implementing, and summarizing a community health project in my community.



IMPACT

At the end of the program in May, our students were asked the same questions along with additional questions for feedback. Below are the results of the post-survey:

1. I know a lot about different healthcare career options.
2. I have a relationship with a mentor who will help prepare me for my chosen career path.
3. I know a lot about the path to apply to medical school, nursing school, or my desired career prep school.
4. I am comfortable designing, implementing, and summarizing a community health project in my community.



IMPACT

The results indicate our students learned about the different health career options they have through the HOT program bringing in guest speakers from a variety of different backgrounds. Most students felt they had a relationship with their mentor. Most students feel that they do understand how to apply to different schools within the medical field. Almost all students felt they were comfortable with designing and carrying out their projects to completion.

Additional open-ended questions were asked to our students to gauge how we can improve this program for future cohorts. Below are the questions which were asked:

1. How do you think NHI can improve this program for next year?
2. What were area of health you would have liked for HOT to cover?
3. Describe your experience working on your community health project. Did you feel like you had enough time, support, and funds to make your community health project successful?
4. Overall, do you feel like you had support from your mentor, HOT Coordinators, and NHI staff? If not, how would you have liked to have been better supported?

Through these open-ended questions, our students expressed that they wish we met in person more than once a month to give more opportunity to learn about different areas of health and interact with their peers. Students felt supported by their mentors, NHI staff and HOT Coordinators, and they felt like they did have enough time, support, and funds to make their individual projects successful. We took into consideration other areas of health to incorporate into our next cohort.



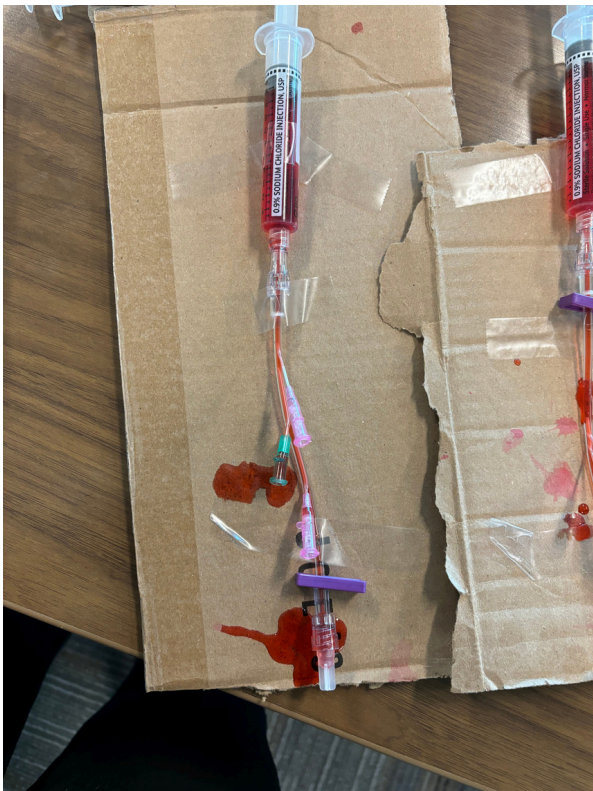
HOT FOR THE FUTURE



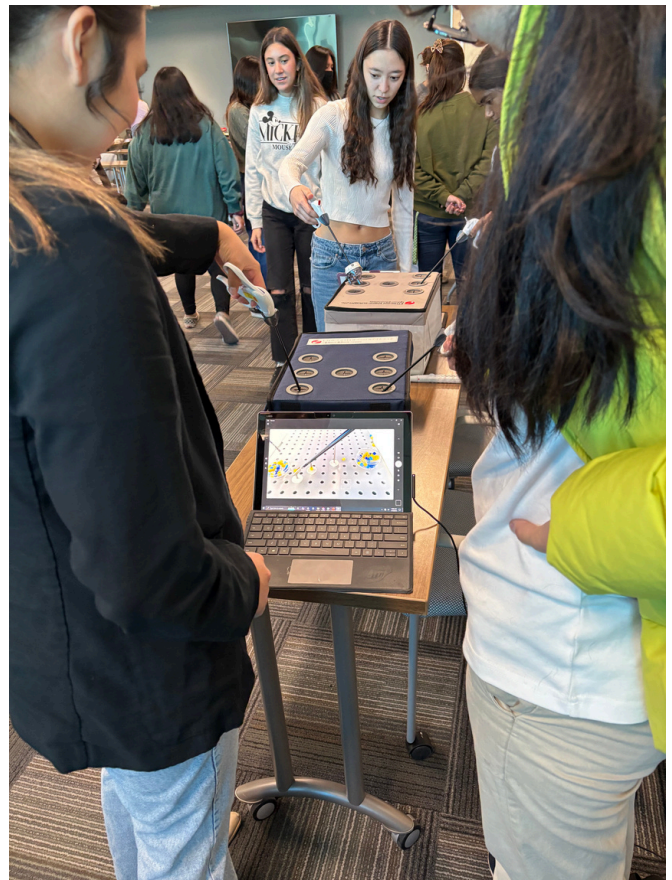
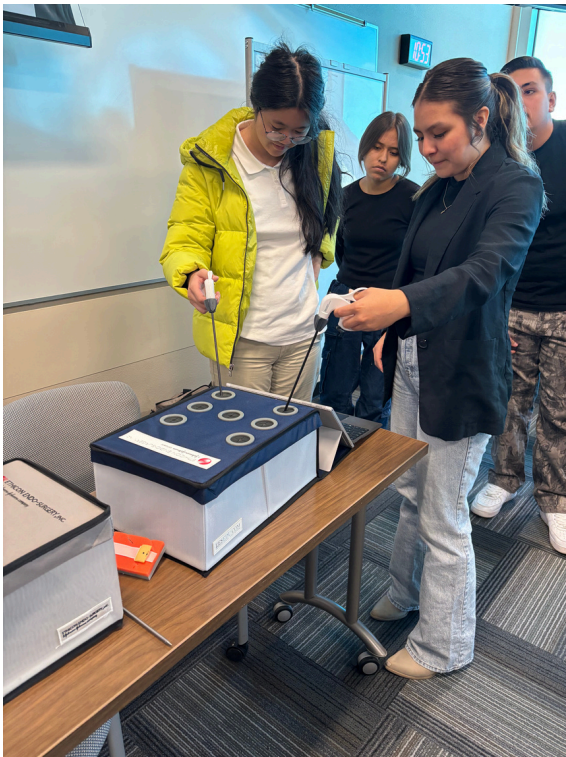
In fiscal year 2025, we started to think about ways to sustain and expand our Healers of Tomorrow program. In this current cohort, we have implemented changes such as;

- Reaching out to recruit mentors who are practicing or retired health professionals.
- Offering mentor orientation to better prepare our mentors for what to expect when working with mentees prior to the start of the cohort in September.
- Adding in a 2nd mandatory meeting each month between mentee and mentor pairings with guiding questions to help support both mentees and mentors in communicating with each other and building a strong working relationship.
- Adding an additional 30 minutes to each monthly in person meeting so students get more time to work in groups and with their mentor on projects.
- Switching methods of communication to something more easily accessible.
- Incorporating hearing from more Native/Indigenous guest speakers.
- Providing more opportunities for HOT mentees and mentors to join other NHI led and sponsored events.
- Moving project dates up so students have more time to work on their projects.
- Increasing stipend amount allowed to students to use for their projects





Students learning how to do IV's with Anesthesiology resident.



Mentees learning about laparoscopy technology and how to maneuver using equipment.

COMMUNITY PROJECT EXAMPLES

Ch'iyyáán for Children



I am a junior at Volcano Vista High School and plan to pursue a degree in biomedical sciences.



Amaya Lee

Ch'iyyáán for Children aimed to introduce Native American nutrition and wellness to third graders at Sierra Vista ES. I wanted to combine my love for traditional foods while educating others on the significance it has to my culture.

- Slides about Native foods and relation to spiritual, physical, and mental wellness
- Grinding stone demonstration
- Blue corn mush tasting



New Mexico Nutrition & Food Assistance

By: Akansha Nanda

Idea Formation

- Community Health Worker Certification Clinical Training
- The Roadrunner Food Bank Hunger Hotline/Food Assistance Phone



Advocate

Raise your hand and lend your voice! Hunger is a serious issue in our state with 1 in 4 children at risk of hunger and 1 in 6 overall. You can take action by advocating and educating others about policies that impact our neighbors struggling with hunger.

Info Gathering

- Contacted Roadrunner Food Bank
- Mr. Jason Riggs, Director of SNAP and Benefits Outreach @ RRFB
- Renee Euler, MS, RDN, Nutrition Dept, Central New Mexico Community College

Flier Sample



I have been offered admission to the UNM BA/MD Program among other combined medicine programs nationally!

Resource Distribution



CPR in the Park

Sephira and Ronen Becker

We feel that CPR is a vital skill for everyone to know, so by educating the people in our community with hands on CPR and AED use, survival chances of a cardiac arrest increase. The more people that know this skill, the more chance someone has of surviving.





My project was about helping children on the spectrum to be more independent this included showing them to keep good hygiene they learned how to properly wash their hands and we cooked pasta from scratch which helped them learn how to cook with an adult present



Healthy Habits



I enjoyed this project not only because I got to hangout with the kids but I got to make a connection with all of them

I learned so much from them not only did they teach me how they learn and process stuff they also taught me patience



Sadie Wiggins

Most teens will have skin issues that affect their appearance and confidence. Unfortunately, we are not taught how to care for our skin, or worse, we get incorrect information from social media.

I created teen skincare brochure kits with the goal of learning and then educating students at my high school, Early College Academy (ECA).



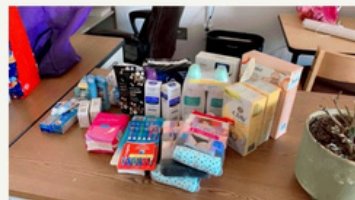
Working with the UNM Dermatology Clinic as well as other practitioners, I made and distributed 75 brochure kits in the ECA math and science classroom, the girls bathroom, and a school informational table.

The project was an instant success, with one ECA teacher saying "kids were fighting like animals" for the skin care kits.



Melanie Singer

Melanie centered her community project around mental health awareness, specifically in single mothers. She helped her local community by creating a donation drive for Roberta's place in Grants, NM. Roberta's place is a place individuals like single mothers that are in need from domestic violence, provide support services, victims advocacy, and emergency shelter if needed. Melanie help the donation drive for one month and she received a car full of donations from her community and was donated to Roberta's place.



Melanie is currently a senior at Grants High School. She is going to attend University of New Mexico and go into the nursing program to become a future pediatric nurse.