

Salud y Querencia Web Talkshow

EPISODE 2: SANTA CLARA PUEBLO COVID RESPONSE

Date: 2/15/22

Guest: Jeremy Oyenque, Director of Youth and Learning at Santa Clara Pueblo, Acts as Secretary of Education

BACKGROUND

- Santa Clara had fires and floods that led to prolonged emergency management mode
- Provided preparedness for Covid-19 (5 Aspects of Emergency Management: prevention, mitigation, preparedness, response, recovery)

COVID RESPONSE

- Quick response due to experience with emergency management; quick learning curve to adapt response systems from fire/flood to Covid
- Proactive approach kept numbers low compared to neighboring communities
- Tribal leadership initiated a director's meeting; put together team of directors and officers to fulfill new, Covid-related roles
 - Several had social and customer service backgrounds
 - Utilized Head Start and language teachers for operations to distribute food
 - Forestry, fire dept and police dept vehicles were used for delivery
 - Set up team of shoppers that would shop for individuals to keep most people at home
- First response was to feed the people, as stores were bare and empty
 - Schools and senior centers were closed down
 - Developed and implemented food distribution program; delivered directly to seniors and others (3500-5000 meals delivered/week)
 - Ordered bulk flour, beans, rice; re-packaged and distributed to community
 - Established resource tracking (eg. PPE, sanitizer, etc.)
- Enacted public health orders; established tribal state of emergency in March 2020; shut down large gatherings, rec centers, schools, senior centers; set up contact tracers
- Following focus on providing food the Pueblo shifted to address the Covid impacts on behavioral health
- Technology and internet access barriers arose
 - Worked with schools to get hotspots and park-and-serve locations (e.g. library, in tribal vehicles)

IMPACTS OF COVID

- Covid has impacted work life balance, both for students and for teachers

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- Some schools, for example Santa Clara schools, are still virtual (from Head Start to High School); Remember this is new for teachers and students
- Understand how the role of those in the schools have changed (i.e., Education Assistants' knowledge of technology elevated their role in administering education; Schools and teachers can play a role in addressing increased domestic violence, suicide attempts, substance use and other behavioral health impacts)
- Increased meetings for professionals, and has pushed that expectation onto children; we have asked a lot of children during this time; we all need to acknowledge this and seek understanding of impacts
- We need to hold the collective impact that Covid has had on all of us, from professional, mental, behavioral, etc.
- Prepare for myriad impacts of Covid (listed above) by addressing hierarchy of needs; provide basic necessities (i.e., food, internet)
 - Anticipate impacts of total shut down (due to Covid) on people with substance use disorder
- Explore difference between recovery and healing (in response to Covid); healing can be prevention

COMMUNITY ENGAGEMENT

- Elders discussed impacts on Spanish Flu and this urged caution among community
- Abq has one of largest tribal populations in USA; ideas to partner with and support urban tribal community
 - Map and utilize existing resources, connections and communities
 - Examples: NACA, First Nations, think outside the box (eg. Bars, Bow and Arrow, Dirty Bourbon), meet people where they are
 - Identify access points
 - Use accessible language
 - Connect with youth and young adults
 - Turn negatives into positive (eg. Graffiti, recruit natural leadership in rebellious youth)
- Santa Clara Response to home visiting during the pandemic
- Implemented the FACE Program - Family and Child Education Program
 - used Zoom (have not had any in person classes)
 - BIA Federally funded
 - Robust program
 - Absorbed Early Head Start
 - Significant incentives for participation for families to attend meetings