



Nutrition and Aging Resource Center

Quick Guide to Title III and Title VI Nutrition Partnership



This document reviews helpful ways that Title III and Title VI nutrition providers can work together. Through partnerships, providers can work to meet the goals of the Older Americans Act.

Important steps to partnership.

- Learn about Title III and Title VI programs.
- Learn about needed services.
- Provide services and reduce duplication.
- Gain community support.

Planning for a Partnership?

- [Tribal Sovereignty](#) is the federal right of tribes to self-govern.
- Know that each tribe may have its own rules and regulations.
- Identify the [leader](#) for the tribe and [Title VI programs](#).
- Set up a 'meet and greet' with tribal leaders.
- Make cultural awareness practices.
 - ◊ Make a system that assesses cultural awareness. Also, host trainings for Indian nations, tribes, pueblos, or Native villages.
 - ◊ Seek providers with an understanding of cultural value, or a provider that can provide cultural knowledge trainings.
 - ◊ Practice diverse hiring.
- Find the positive differences between the Title III and Title VI programs.
- Review what State Units on Aging (SUA) have in their state plan and Area Agency on Aging (AAA) plans.



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Apply Partnership:

- Decide which tribes to work with, while thinking about the following.
 - ◊ The greatest need. (wait lists of older adults not receiving services, poverty levels, number of chronic diseases, etc.).
 - ◊ Is the tribe already working with a non-nutrition program?
 - ◊ Is assistance needed from other community agencies?
 - ◊ Is the tribe ready to partner?
- Confirm communication methods.
 - ◊ Add the Title VI Director and appropriate tribal staff to receive communications.
 - ◊ Make sure state, AAAs, and local service providers maintain updated lists of tribal contacts.
- Organize how to refer clients and share information between AAAs/service providers and tribal organizations.
- Include Title VI grantee staff, service recipients, or both on organization boards.



Maintaining Partnership:

- Have a person keep good communication to build relationships.
- Meetings can be helpful to think of solutions or work together on events.
- Regularly share goals and plans.
 - ◊ Changes in leadership mean things may change. Make sure organizations understand the commitment to work together.
- Reach out for help.
 - ◊ [ACL Regional staff](#) can help support partnership efforts.
- Do not give up. Partnership can take time.

Resources:

- [Working with Tribal Nations](#) is a free online training from the [National Indian Health Board](#).
- [Older Indians](#) provides news, information for grantees, and more.
- [ACL Diversity Toolkit](#) provides a starting point for discussions on how to better serve diverse groups of older adults.
- [Native Elder Service Locator](#) from the [National Resource Center on Native American Aging, University of North Dakota](#) is useful for finding services, resources, and data available by area.
- [Services for Native Americans](#) (OAA Title VI)
- [National Resource Center for Alaska Native Elders](#)
- [National Resource Center for Native Hawaiian Elders](#)



▶ Models of Collaboration

Cooperation

- Referrals between organizations.
- Information sharing.

Coordination

- One-time or occasional events.
- Regular meetings.

Partnership

- Shared funding.
- Cooperative events.
- Shared resources.
- Regular advertising.

Service Integration

- Continuous communication.
- Collaboration at leadership and staff levels.
- Forming of new programs or services.

▶ NOTE:

- The models of collaboration work continuously and can happen in any order.
- Cooperation is the least involved and complex model.
 - Service integration is the most involved and complex model.