

Preparing American Indian Students for College and Career Readiness

August 17, 2017



Meet the presenters:



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PhD

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State University*



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Readiness
Research
Alliance*

Agenda

1. Why Cultural Competence is Key

2. First Q&A Session

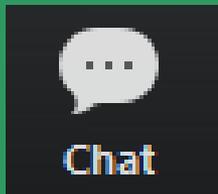
3. Support for American Indian Students

4. Second Q&A Session

Using the Zoom Platform



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 - You have the option to dial into the phone line or listen through computer audio.

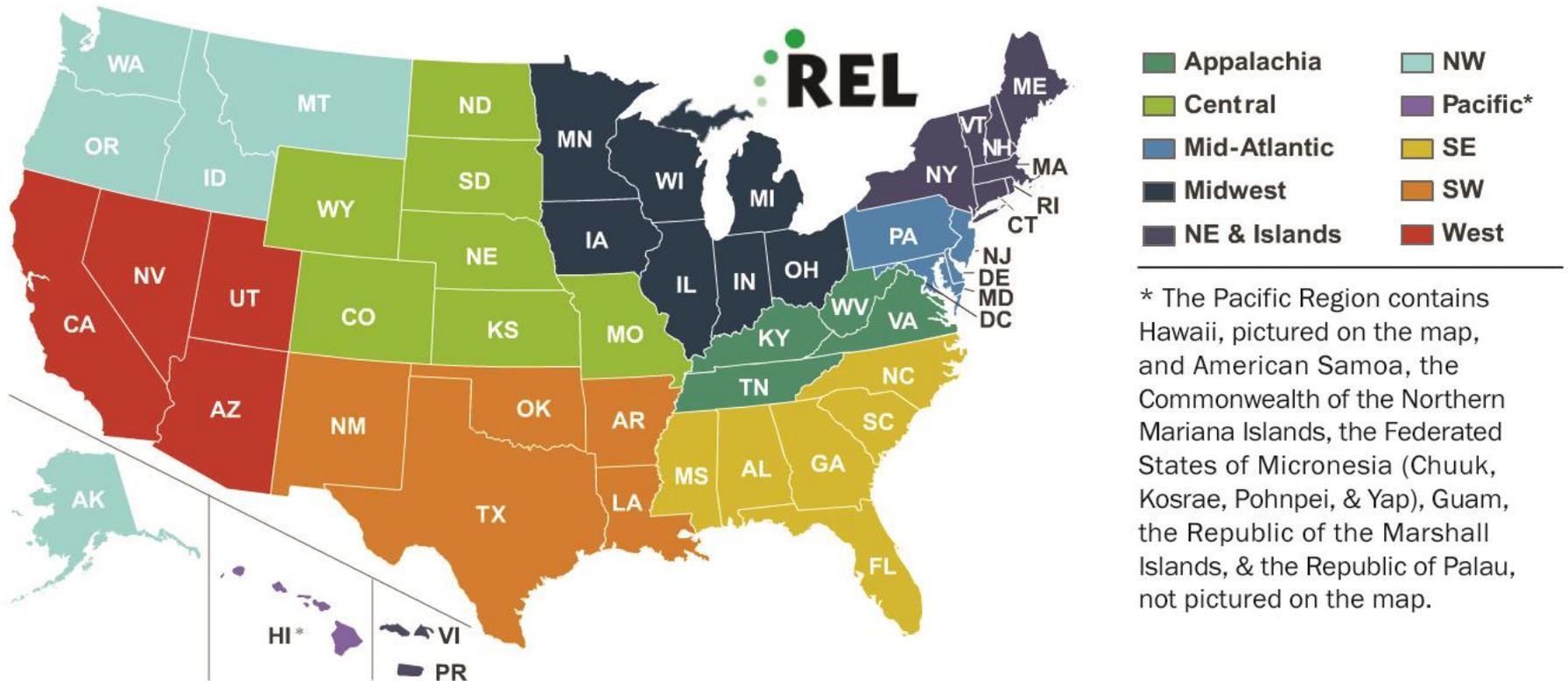


- Click on the Chat box to introduce yourself, ask questions for the presenters, or let us know about any technical issues.



- We have live closed captioning available during the webinar – to see the captions, click on Closed Caption.

Regional Educational Laboratories



The RELs are funded by the U.S. Department of Education's Institute of Education Sciences (IES).

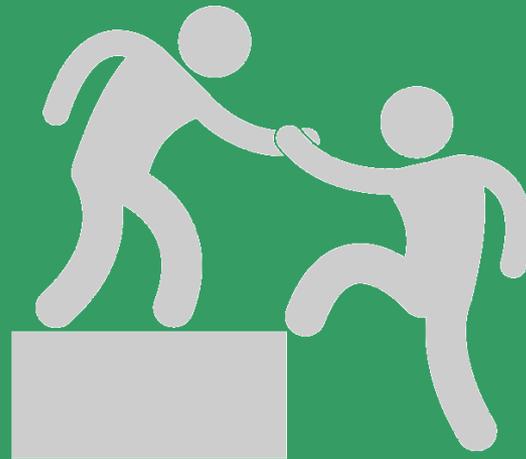
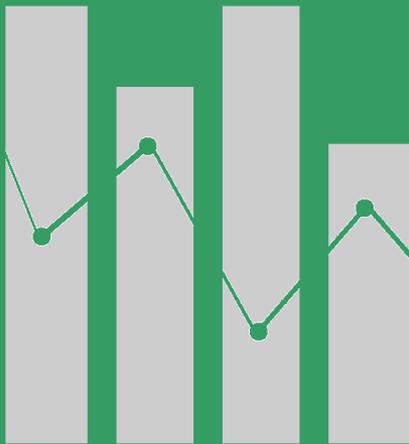
With whom does Regional Educational Laboratory (REL) Midwest work?

School districts, state education agencies, and other education organizations in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin



What does REL Midwest do?

Applied research, technical assistance, and engagement activities to help partners understand research and evidence.





Collaborative Research Partnerships

Four research alliances:

- Midwest Alliance to Improve Teacher Preparation
- Midwest Achievement Gap Research Alliance
- **Midwest Career Readiness Research Alliance**
- Midwest Early Childhood Education Research Alliance

One networked improvement community:

- Iowa Learning and technology Networked Improvement Community

Midwest Career Readiness Research Alliance

- The goal of the alliance is to explore the postsecondary readiness and pathways of public high school students, with a focus on understanding opportunity gaps experienced by students in rural districts, including American Indian students.
- This work is beginning in Minnesota, with a community of practice in additional Midwest states.





**STRENGTHENING OUR
SOVEREIGN NATION**

**Amanda R. Tachine,
Arizona State University's
Center for Indian Education**

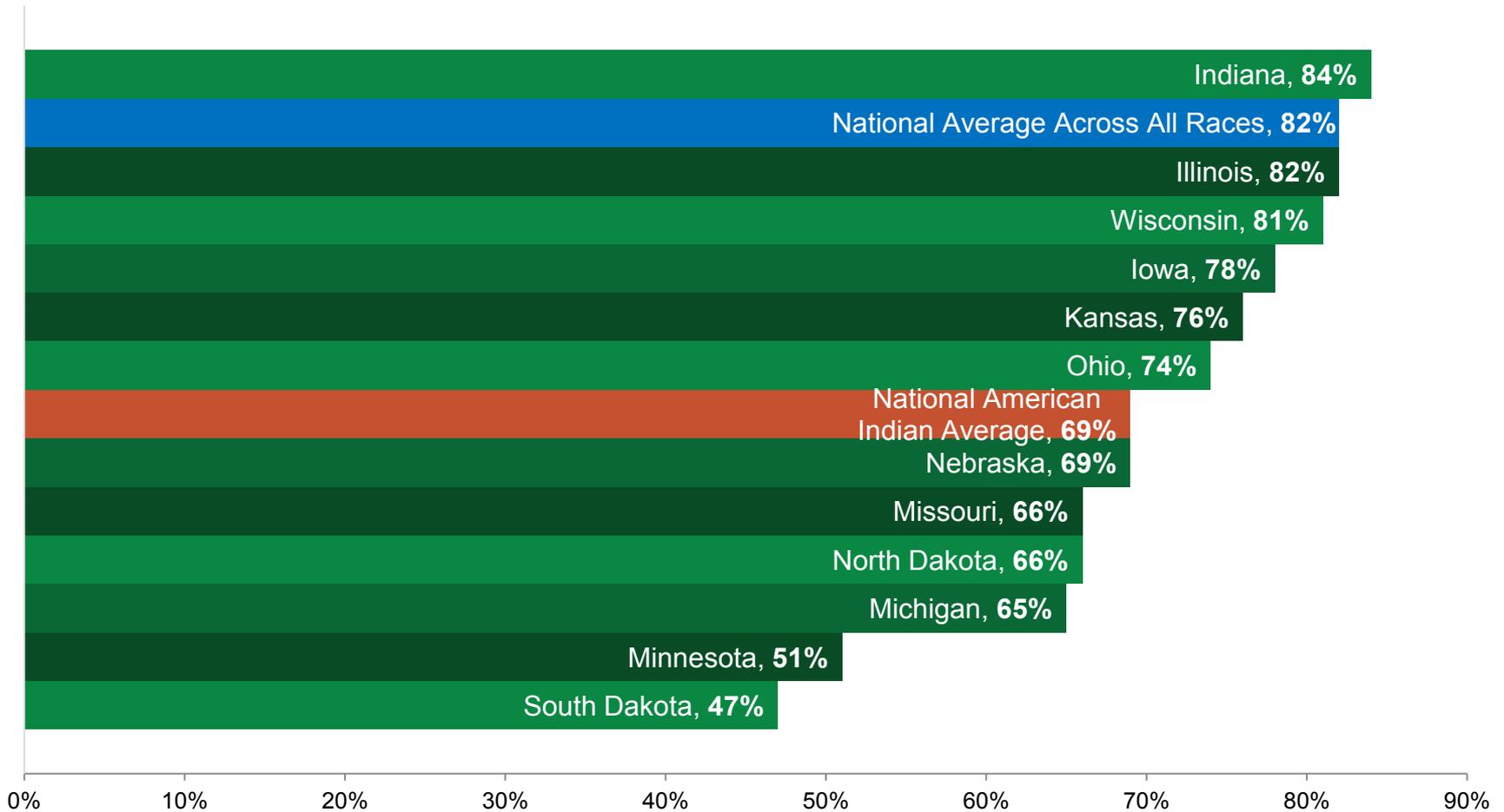


**“telling our stories with love”
(Malia Villegas, 2016)**

“Native youth and Native education are in a state of emergency.”



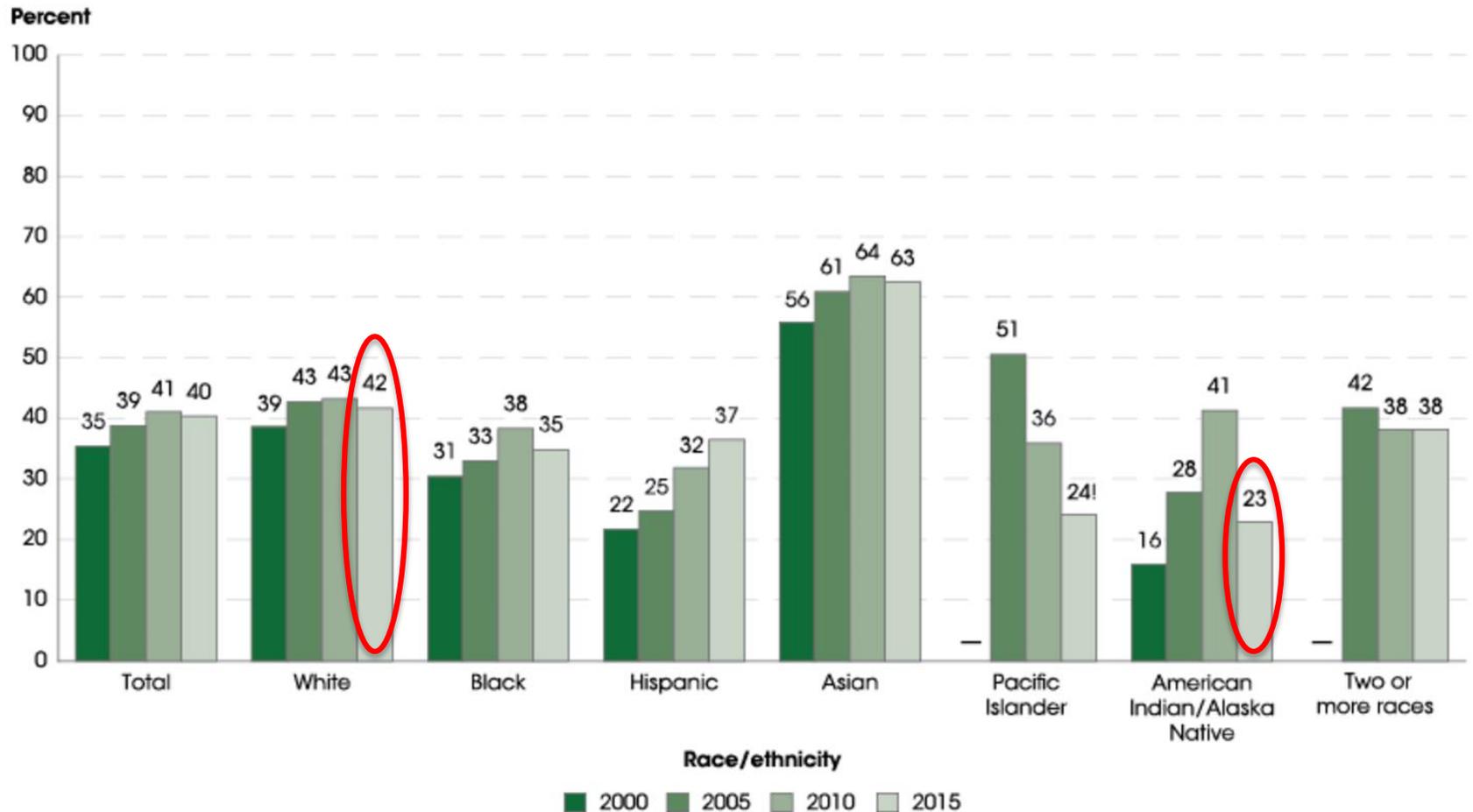
American Indian Graduation Rates in Midwest and Central States



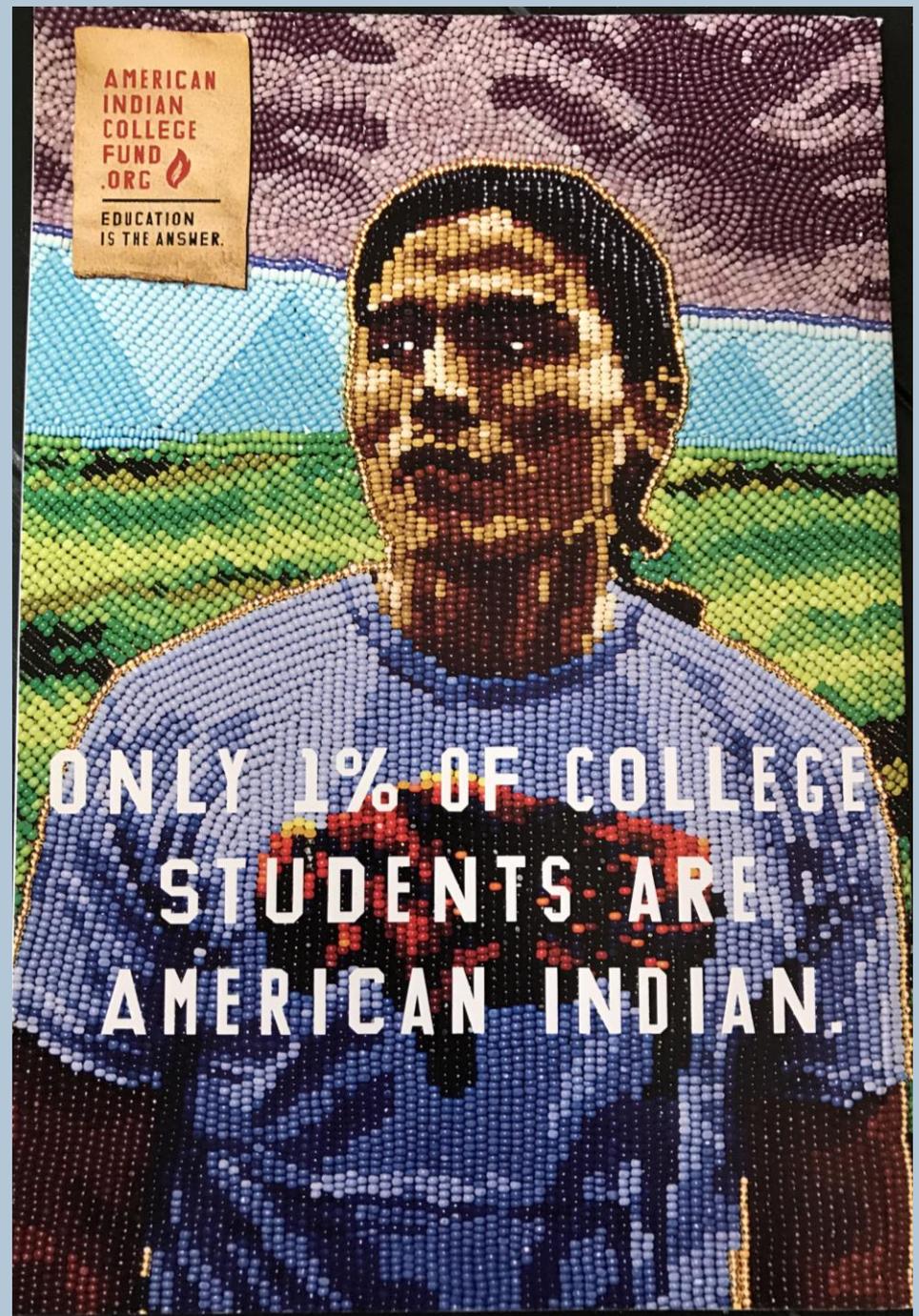
The immediate college enrollment rate for high school completers was 40% in 2015.

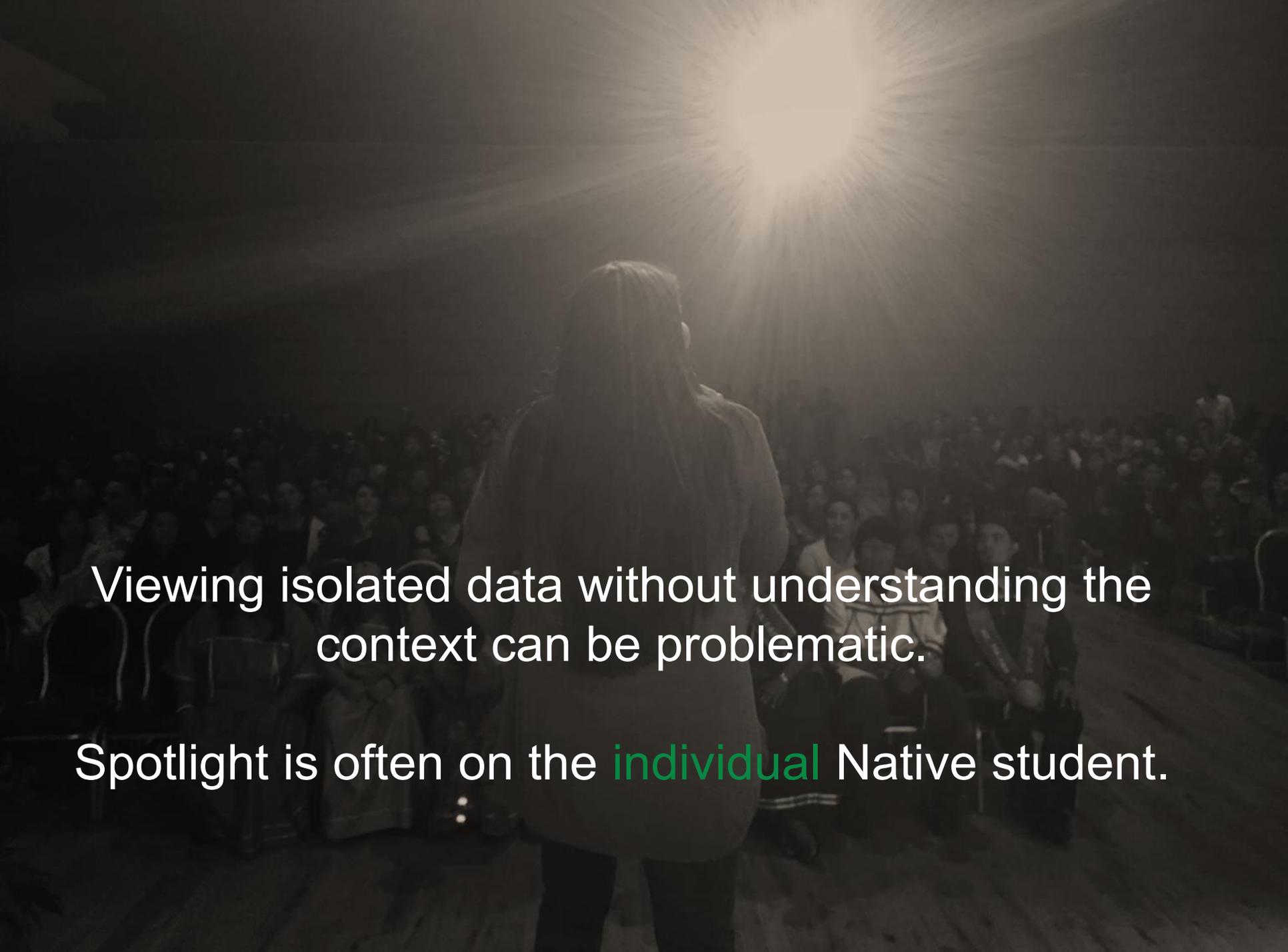
For American Indian/Alaska Native students, that rate is **nearly half** the overall average.

Figure 2. Enrollment rates of 18- to 24-year-olds in degree-granting postsecondary institutions, by race/ethnicity: 2000, 2005, 2010, and 2015



- From 2000-2010, there was a **39% increase** in the overall American Indian/Alaska Native population
- From 1976-present, college enrollment and degree attainment continues to be **at or below 1%**



A person with long hair, seen from behind, stands on a stage. A bright spotlight shines down on them from above, creating a starburst effect. The audience is seated in rows, filling the foreground and middle ground, but they are mostly in shadow. The overall scene is dimly lit, emphasizing the spotlight on the speaker.

Viewing isolated data without understanding the context can be problematic.

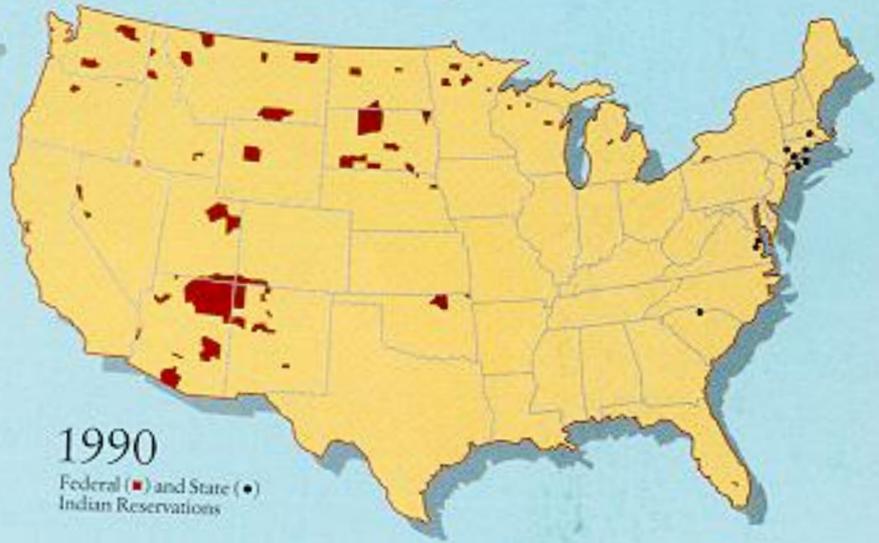
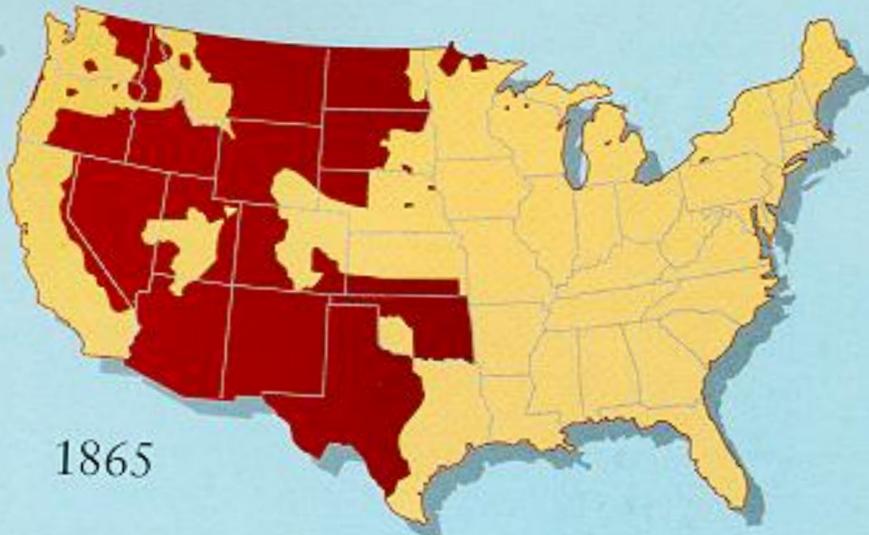
Spotlight is often on the **individual** Native student.



*denotes the invisibility of Native representation in educational conversations because their numbers are so small that many argue they cannot be studied

**History and
sociocultural
context matters**

■ Lands transferred from Indians to Whites
■ Lands held by Indians or returned to Indians



**Federal government implies
Tribal Sovereignty, but Tribal
nations believe that
sovereignty is inherent.**



“Native reminiscences of boarding schools life are full of tears shed in private” (Lomawaima & McCarty, 2006).



Poverty and Unemployment

- Nationally in 2015, the median household income for **Native populations was at \$38,530** compared to \$55,775 for the US.
- **Nationally, 28.4% of Natives live below the poverty level**, double the national average of 14.7%.
 - 35% of Native children under 18 lived in poverty; compared to 21% for all; 12% for whites

Poverty and Unemployment

- The national Native unemployment rate is 12.4%, double the national rate of 6.1%
 - Unemployment is not a clear picture because it measures a person's effort to seek jobs that are assumed to already exist.

Healthcare Concerns

- Among Native youth (10- to 19-year-olds), type-2 diabetes is nearly 3x the national average and 5x higher than among white youth
- Native youth are **more likely** to have used an illegal drug, smoked cigarettes, and participated in binge drinking in the past 30 days **than any other race/ethnic group**

**Suicide is the second leading
cause of death for Native
male youth.**

Suspension, Expulsion, and Threats

- In 2011-12, 6.4% of 9-12 grade students were suspended from school.
 - For Native students, 7.8% were suspended, 10.5% Male students, 5.1% Female students
- Native students also had the second highest expulsion rates.
- In 2013, 18% of Native students were threatened or injured with a weapon on school property
- 11% of Native students were in a fight at school





Much hope lies ahead for us.

“To me, educating a child means equipping him or her with the capability to succeed in the world he or she will live in.

*... **Education is more than book learning, it is also value-learning”***

Leona Okakok (1989, p. 253-254).



“Culturally responsive education recognizes, respects, and uses students’ identities and backgrounds as meaningful sources for creating optimal learning environments” (Gay, 2000, p. 3).

“Being culturally responsive is more than being respectful, empathetic, or sensitive. Accompanying actions, such as having high expectations for students and ensuring that these expectations are realized, are what make a difference” (Gay, 2000, p. 3).

Culturally Responsive Schooling for Indigenous Students

- Enhanced self-esteem
- Developed healthy identity formation
- More self-directed and politically active
- Have a positive influence on their tribal communities
- Achieve academically at higher rates



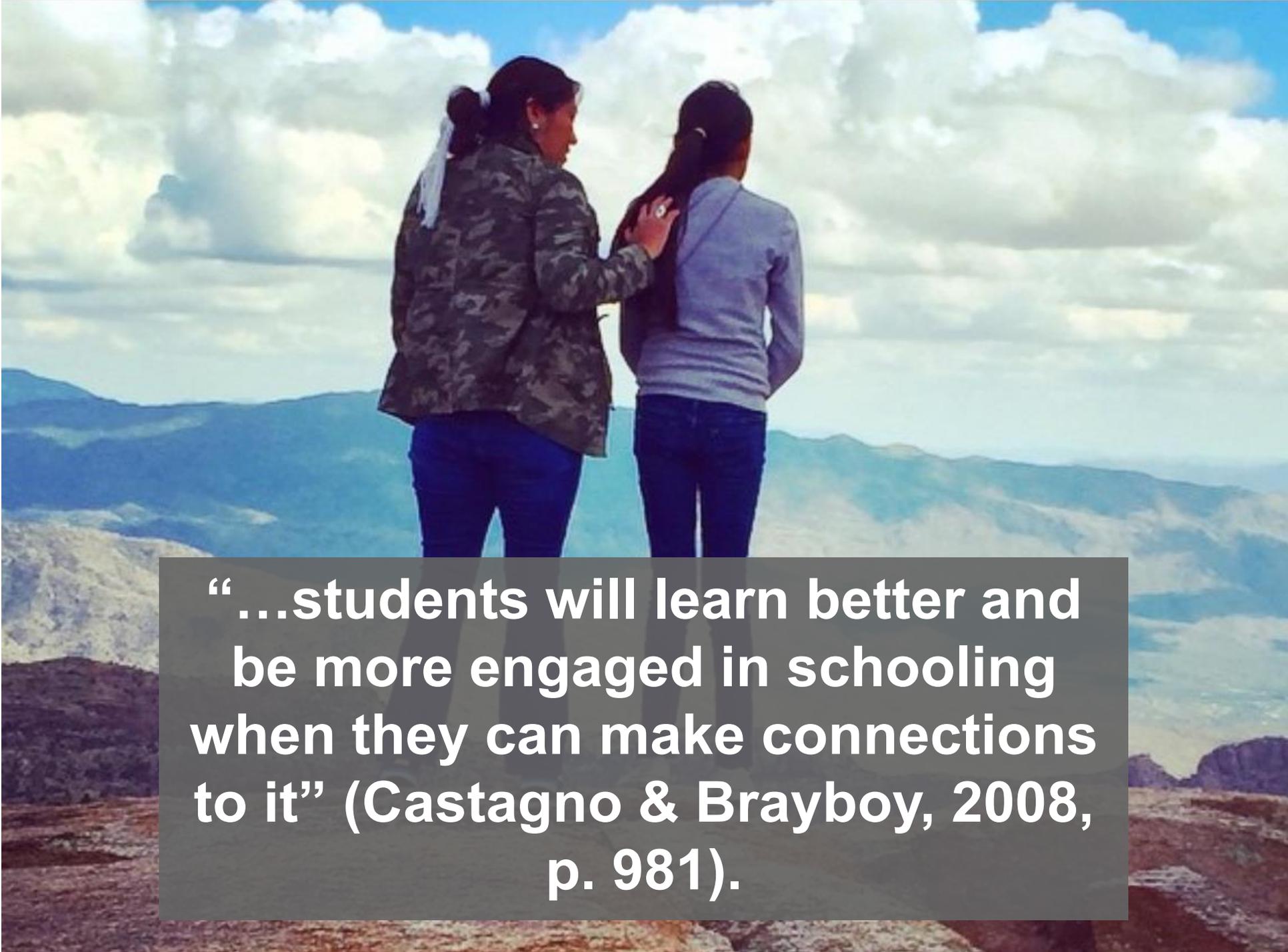
Keep in mind...

- Recognize the error of viewing learners to one-dimensional generalizations (Lomawaima & McCarty, 2006)
- Focus is on the student or as a subject, need to also focus on the larger systems (teachers/administrators, policies, school/educational norms)
- **“Do not teach our children our culture. Use our culture to teach them.”** (Belgarde, 2002, p.42)

College and Career Pathways

- History and sociocultural context matters; consider how you are utilizing that knowledge to inform your programming/planning.
- How are you utilizing culturally responsive approaches in college and career readiness?
- Incorporate sovereignty and self-determination in your college and career readiness



A photograph of two women standing on a mountain peak, looking out at a vast landscape under a cloudy sky. The woman on the left is wearing a camouflage jacket and blue pants, and the woman on the right is wearing a light blue sweater and dark pants. They are both looking towards the right side of the frame. The background shows rolling hills and mountains under a bright, cloudy sky.

“...students will learn better and be more engaged in schooling when they can make connections to it” (Castagno & Brayboy, 2008, p. 981).

Question & Answer Session



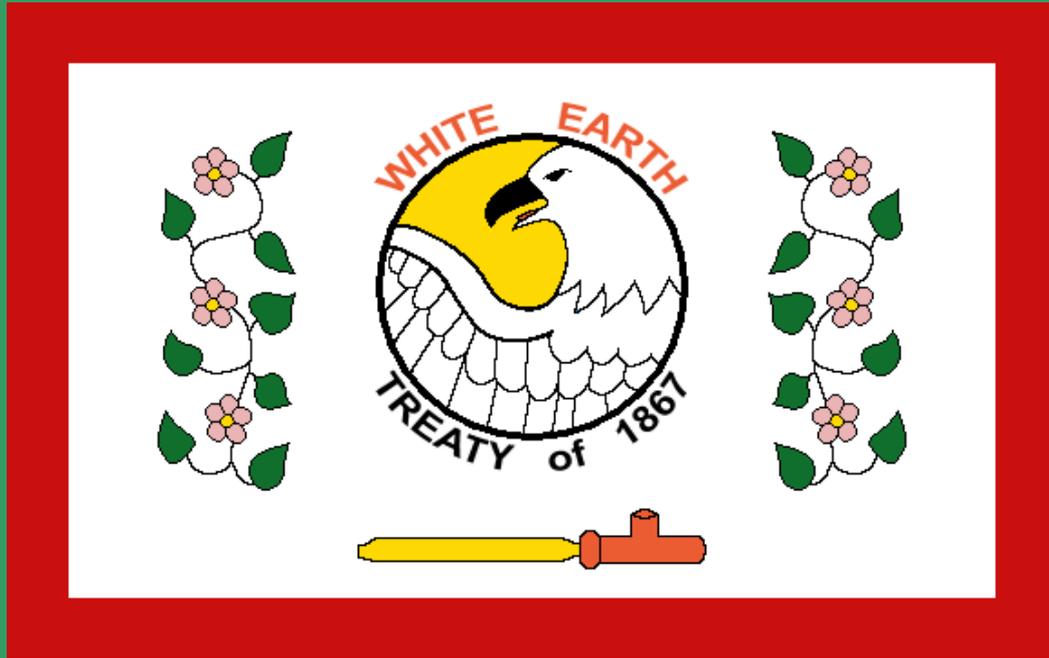
Amanda Tachine,
PhD



Strategies to Support American Indian Students

Tami Johnson, M.A., Ed.S.
Minneapolis Public Schools





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Gaa-waabaabiganikaag indojiba,
migizi indoodem.

Minneapolis Public Schools



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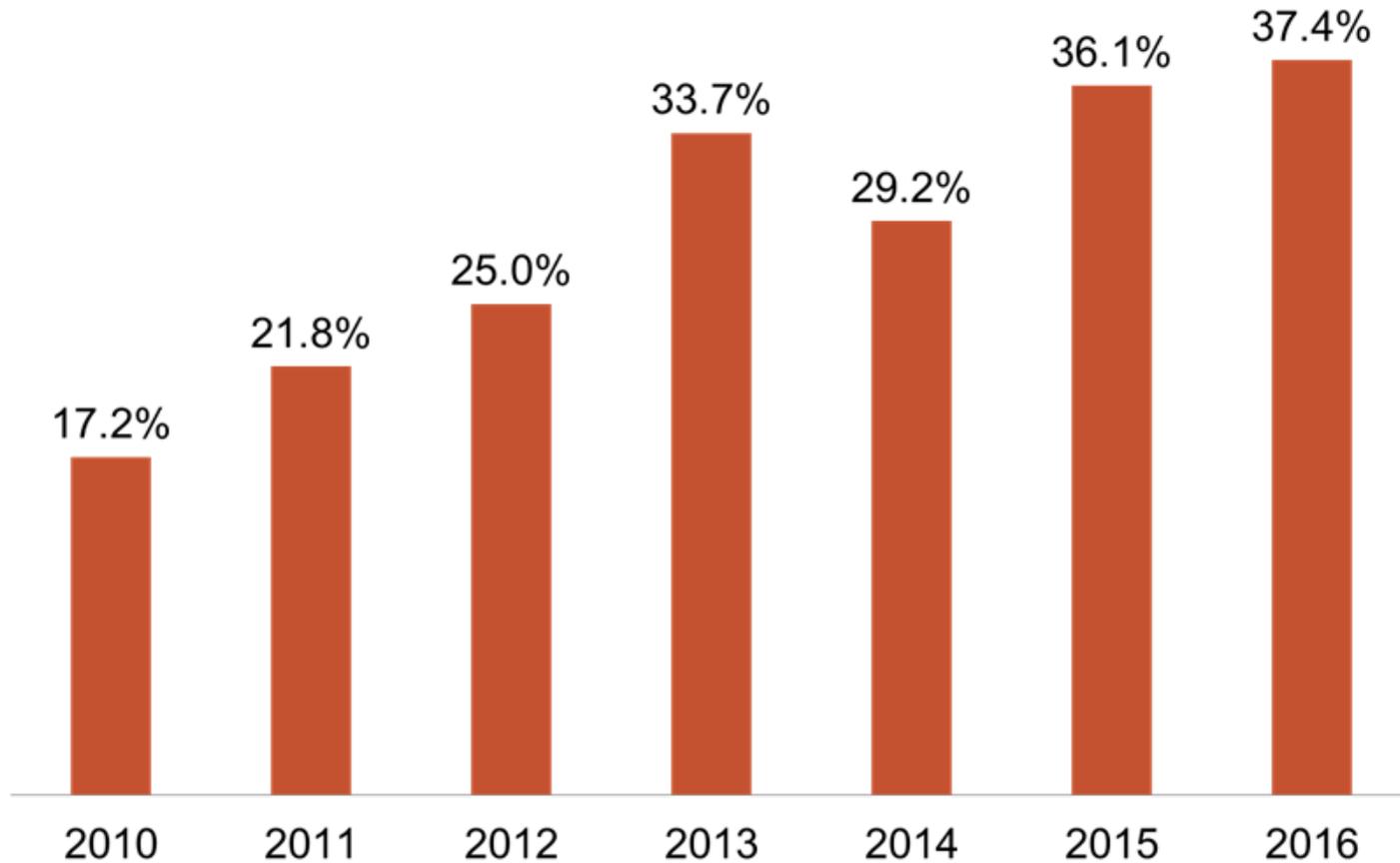
Indian Education Program



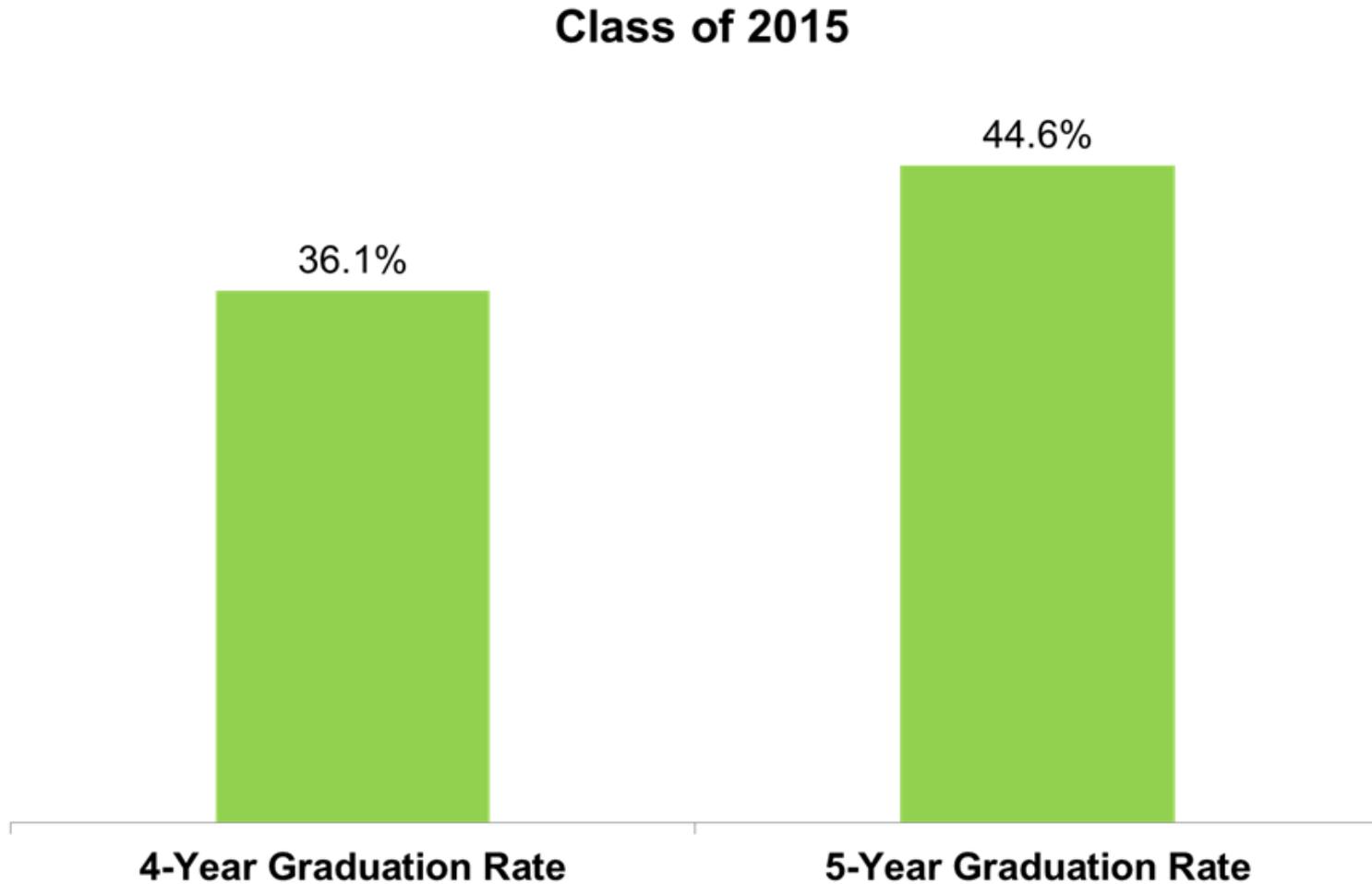
- 36,000 + students
- 1,300 + American Indian (3.6%)
- 50 + tribal nations represented
- Ojibwe and Lakota are largest tribal groups
- Staff: school counselors, school social workers, teachers, associate educators and a linguist

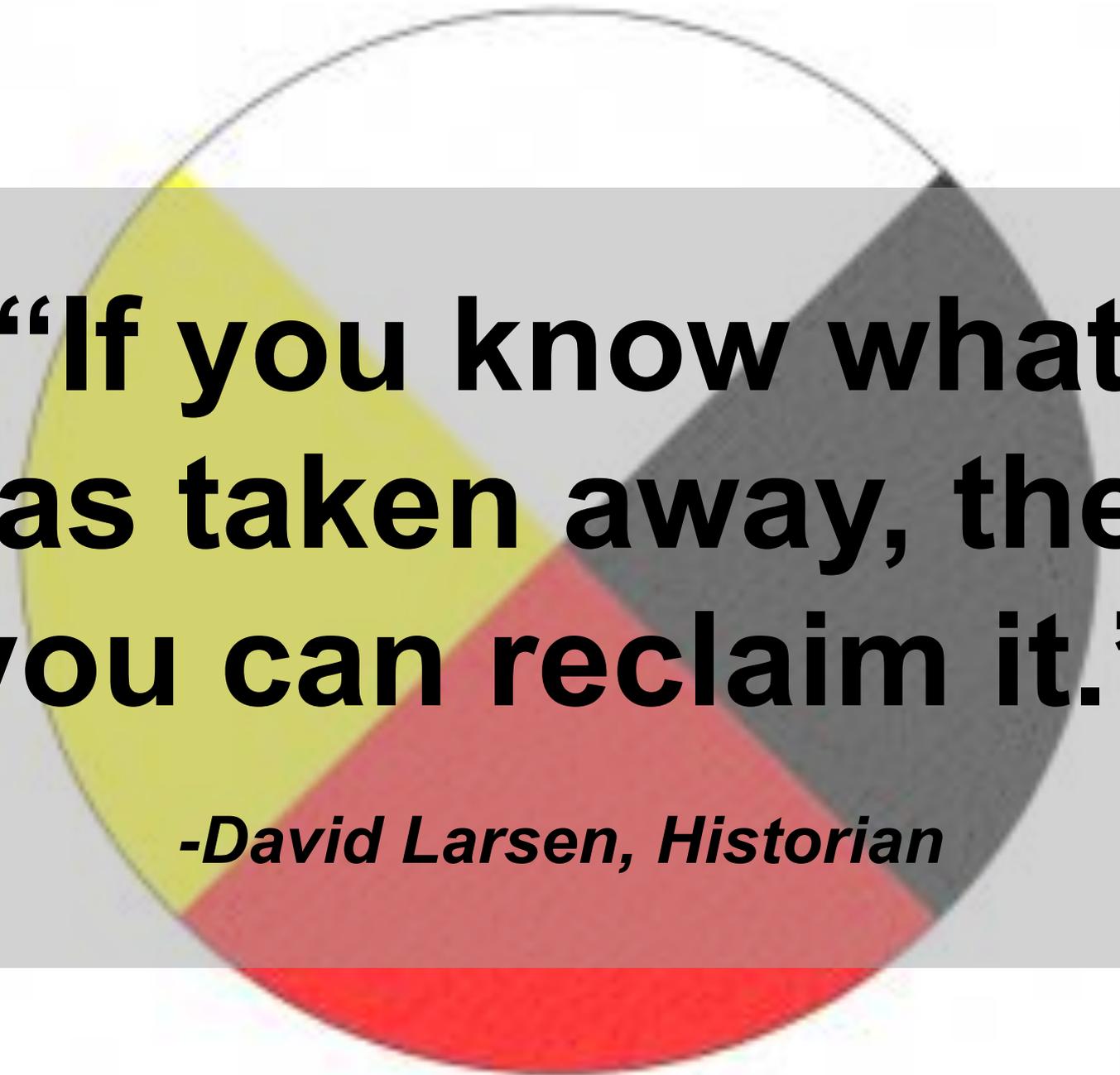
MPS American Indian 4yr Graduation Data

Percentage of American Indian Students Graduating High School in 4 Years



MPS Am. Ind. Graduation Rate Comparison





**“If you know what
was taken away, then
you can reclaim it.”**

-David Larsen, Historian



“The boarding schools have had different effects on my family. Like my grandpa said it wasn’t that bad, because he is actually sort of grateful he got sent because he learned how to work and learned almost everything he needed to know in order to survive in the ‘white man’s world.’ Though he got his hair cut and his language taken away, he still remembers (some of) it.”

-Highland Park Senior High School Student

“While my grandma hated it because she also got everything taken away. It affects me because...I don’t know my own language and their purpose was to assimilate us and it actually worked ‘cause I’m not who I should be.”

-Highland Park Senior High School Student



Counseling Program

***Supplements and compliments the work students do with their building counselor (My Life Plan, ASCA)**

- College planning groups (9th-12th grade)
- 1:1 student planning/Senior transitions
- Cognitive behavioral groups (7th-12th grade)
- College visits and rep. coordination
- College Fair

Counseling Program

- Parent communication
- Collaboration w/ building staff
- Student advocacy
- Professional development
- Community collaborations

Through a Native Lens



College Planning Groups

Curriculum

Write each year, borrow and adapt
Hands on, physical activity, ice-breakers
Growth mindset and psychology
Share data

8-10 sessions

College Planning Groups

Native Lens

- Know ourselves and our history
- Explore cultural values in decision making-i.e: 7 Grandfather Teachings, community, family
- Incorporate Ojibwe and Dakota language
- Use stories and 3rd person when discussing difficult topics
- Problem solve and share success as a community

Sample Curriculum Sessions

Session 1/Introductions (Oct. 28 ACT test registration deadline Sept. 22)

Introductions in Ojibwe, Dakota or other
Group overview and theme – 7
Grandfather Teachings
7 Teachings mixer

Sessions 2/Introductions

7 Grandfather Teachings video
7 Grandfather Teaching animals- Ojibwe and Dakota

Story: *Throw Yourself In*

Teachings mural and summary handout

Session 3

Respect/Buffalo
Buffalo diagram

Story: *Education is Our Buffalo* discussion and poster

Session 4 (Dec. 9 ACT test registration deadline Nov. 3)

Love/Eagle and Bravery/Bear
Story: *King of the Nerds* and Poetry Slam
Youth in Action- what would you change?

Session 5 (Dec. 9 ACT test registration deadline Nov. 3)

Humility/Wolf and Wisdom/Beaver
College Admissions Criteria and Essays
Admissions Committee

Throw Yourself In

by *Elizabeth Anne Reese*

I hold a pinch of cornmeal in my palm. I put my thoughts and prayers into it and throw it. Into the fire, over the drums, onto a shrine, I throw a part of myself in with the cornmeal.

Do you want to know how I have survived my educational journey? It's simple: I threw myself in. I threw my ideas into classroom discussions, I threw my passion into my service work, I threw my best arguments into my papers and I threw my heart into my friendships. Then I hoped and prayed that, by throwing my entire self into the arena, I hadn't just jumped off a cliff.

I walked onto Yale University's campus, as a freshman, when I was sixteen years old. Suffice it to say, I was intimidated. My freshman dorm looked like the real version of Cinderella's Castle from Disneyland. My roommates were the daughters of an Academy Award winning screenwriter and a United States Senator, respectively. In my very first class at Yale, one of my peers actually started his comment with the phrase, "When I read it in the original ancient Greek..." Now I know this is the part



Elizabeth Anne Reese

did well in school, but they never pressured me to succeed nor expected me to go to a top university. When it came time to apply for colleges, we didn't know much about what my options would be.

College Horizons encouraged me to apply to their summer program designed to help Native students through the college application process. When

Senior Transition Support

1:1 work all year,
increases in Spring

- Tribal enrollment or lineage documentation (CIB/CDIB)
- FAFSA
- Testing and test prep
- College applications, housing and college orientation
- Scholarships (Fastweb.com, Native American Scholarship Database, etc.)





Senior Transition Support

Spring groups around transitions

- Introverts and Extroverts
- Home sickness/family pressures
- Roommate relationships/resolving conflict
- Micro-aggressions
- Gathering resource list and contacting college supports

Follow-up at student request after graduation

Professional Development

With district staff, graduate students in Ed.

- History of American Indian Education-
from boarding schools to tribal colleges
- Best practice when working with American Indian students and families

Professional Development

With district staff, graduate students in Ed.

- Financial Aid workshop for families and training for counselors
- Cognitive Behavioral Interventions for Trauma in Schools with cultural supplements

Resources

Minneapolis Indian Education website:

<http://indianed.mpls.k12.mn.us/>

*College Readiness

Videos to better understand educational history:

- Gikinoo'Amaadiwin: "We Gain Knowledge", 2002
www.ojibwe.org
- In The Whiteman's Image, 1992
- Our Spirits Don't Speak English, 2008
- Where the Spirit Lives, 1989 (available on YouTube)

Resources

American Indian Graduate magazine:

<http://www.aigcs.org/>

Books to better understand educational history:

- *Education for Extinction*, Adams, 1995
- *Survival Schools: The American Indian Movement and Community Education in the Twin Cities*, Davis, 2013
- *Not My Girl*, Jordan-Fenton and Pokiak-Fenton, 2014 (also, *Fatty Legs*, *When I Was Eight* and *A Stranger at Home*)

Question & Answer Session



Tami Johnson

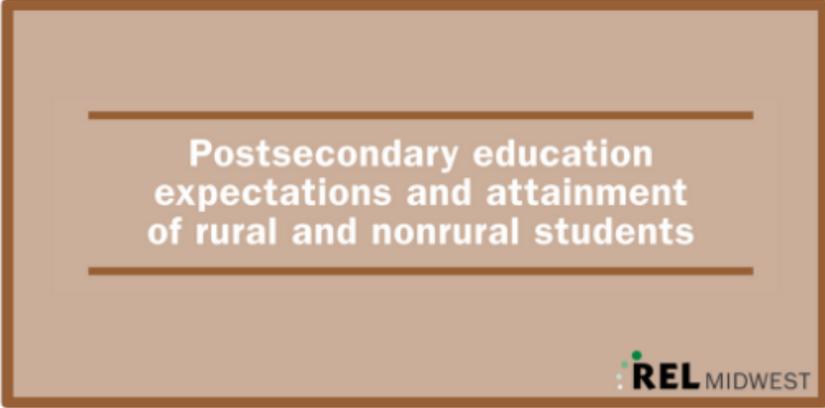
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<https://ies.ed.gov/ncee/edlabs/regions/midwest/default.aspx>

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RELMidwest @RELMidwest · Apr 30
What happens after high school for #rural and nonrural students? Our researchers explored #postsecondary journeys: ies.ed.gov/ncee/edlabs/pr...



Postsecondary education expectations and attainment of rural and nonrural students

RELMIDWEST

2 1

RELMidwest @RELMidwest · Apr 29
Through a PLC, researchers can share strategies to collaborate and encourage #eddata use among practitioners: ies.ed.gov/ncee/edlabs/pr...



Reflections from a Professional Learning Community for Researchers Working in Research Alliances

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RELMidwest @RELMidwest · Apr 28
This quick video makes understanding our work REL-actively easy:

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