

The History of Indian Education and Its Impact on Youth Development

May 13, 2022



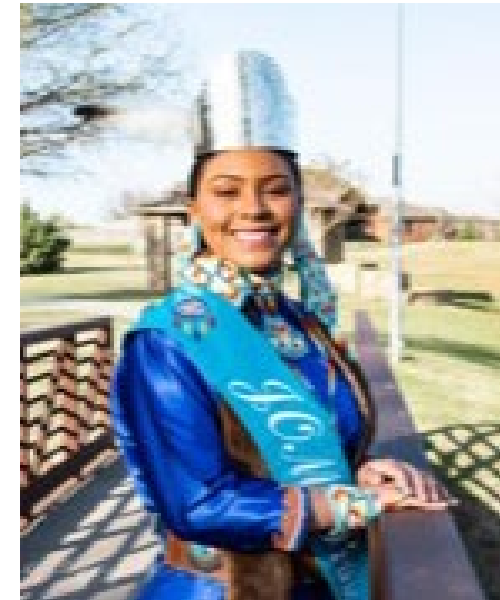
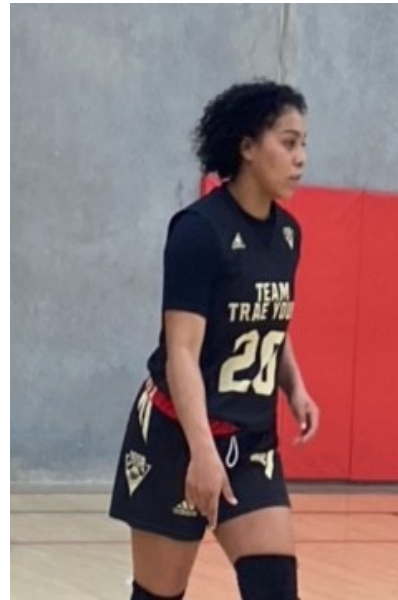
Tribal Youth Resource Center
www.TribalYouth.org

▶ A Greeting from Our Youth

Kennedy Fridia

Wichita, Kiowa and Caddo

Tribal Youth Resource Center Youth Ambassador



▶ Land Acknowledgement:

We come to you today from the homelands of the Kitikiti'sh (Wichita), Gáuigú (Kiowa), N̄m̄n̄n̄ (Comanche), Apache, Kiikaapoi (Kickapoo), and Osage Nations known present day as El Reno and Anadarko, Oklahoma.



Vision:

Envisioning a future where Indigenous youth thrive through traditional life ways.

Purpose:

Enhancing the opportunities for Indigenous communities to expand their potential in protecting and nurturing their most sacred asset – the youth.





▶ EVENT FACILITATORS



DEIDRA FLURRY

TRAINING AND TECHNICAL
ASSISTANCE SPECIALIST
TRIBAL YOUTH RESOURCE CENTER



AMBER SILVERHORN-WOLFE

CONSULTANT
TRIBAL YOUTH RESOURCE CENTER

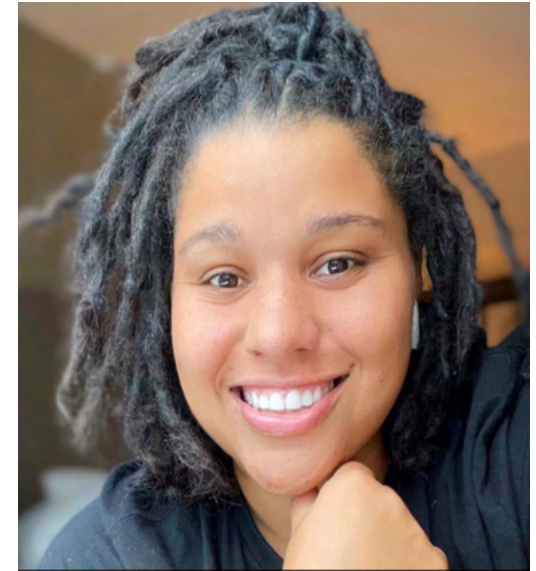
▶ EVENT PANELISTS



Donna Richey
Tribal Services Director
Communities in Schools
of Mid America



Tesia Zientek
Director of Education
for Citizen Potawatomi
Nation



Chelsey Dorrough
SAMHSA Grant
Administrator for
Wichita and Affiliated
Tribes

▶ LEARNING OUTCOMES

- 1) Overview of impact of state and federal education policies on Native People/Communities;
- 2) Generational trauma and its impact on student success and family engagement;
- 3) Strategies for building effective relationships with communities, tribal nations, and K-12 schools for healthier student outcomes.



YOUTH SHARE



NATIVE AMERICAN STUDENTS RESPOND TO AMERICAN EDUCATION

Native youth are told that they are future leaders of our Nations, yet they often feel unsupported in their communities and within the American education system. We feel honored to share this message from #Kumeyaay youth, as they bluntly tell their reality, truth, hopes and dreams. ABOUT MATIKA WILBUR: Photographer. Adventurist. Road Warrior. Avid believer in love. Creator of #Project562

▶ A brief overview of historical events, laws, and policies that have made an impact on K-12 Indian education



HISTORICAL TIMELINE OF EVENTS

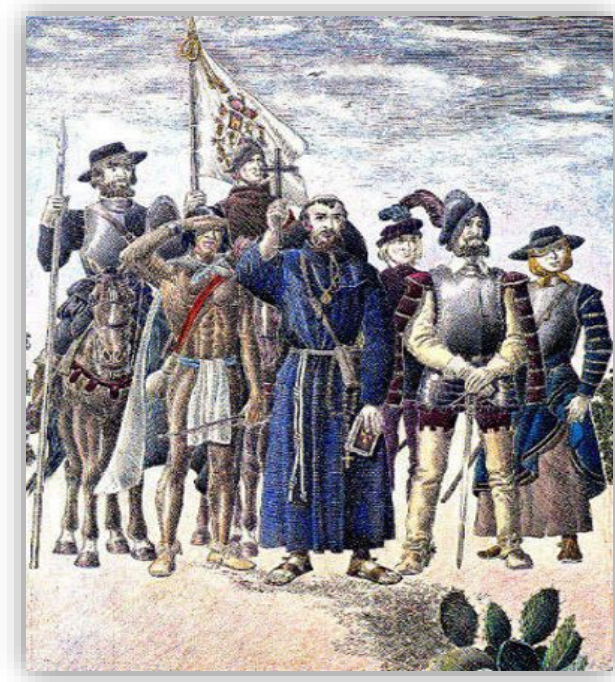
1492

Christopher Columbus lands on a Caribbean Island after three months of traveling. Believing at first that he had reached the East Indies, he describes the natives he meets as “Indians.” On his first day, he orders six natives to be seized as servants.



1516

The Spanish monarchy created an office of Protector of the Indians. Priests of the Franciscan Order established missions throughout Mexico in order to work with Indians after the Pope confirmed the indigenous people were capable of comprehending the Catholicism. It had taken less than 100 years for missions to form across present day Florida and New Mexico.



HISTORICAL TIMELINE OF EVENTS

1830

President Andrew Jackson signs the Indian Removal Act, which gives plots of land west of the Mississippi River to Native American tribes in exchange for land that is taken from them - "Manifest Destiny"



1879 to 1930

The U.S. Commissioner of Indian Affairs mandated instruction for Native American students to be delivered in only English language and the introduction arithmetic, science, history and art as standard academic subjects. Federal policies which favored boarding schools separating children to the age of 3 from their families gave an additional boost to the goal of assimilation. R. H. Pratt's now well-known phrase to describe the philosophy of assimilation: "**Kill the Indian in him, and save the man.**" Disease, overcrowding, physical and sexual abuse were widespread among boarding schools and day schools.

HISTORICAL TIMELINE OF EVENTS

1928

A non-political study was published which was titled The Problem of Indian Administration, also known as the Meriam Report conducted an examination of Indian boarding school affairs. The report revealed several egregious findings. The Indian Service employees had not been properly trained. Poor food quality and quantity as well as lack of sanitary facilities made the children more susceptible to diseases like tuberculosis and trachoma. Boarding schools were not appropriate for elementary age children and an increase in the number of day schools would be beneficial. It also concluded that the federal government was failing at its goal to protect Native Americans, their homelands, and their resources.

1934

The Johnson O'Malley Act allowed the secretary of the interior to enter in to contracts with states and territories to pay them for providing services to Indian students. Although public schools received additional funding for Indians, many students who enter into these new communities were faced with racial resistance and JOM funding typically went into the school's general fund not exclusively towards Indian students.

HISTORICAL TIMELINE OF EVENTS

1972

The Indian Education Act empowers parents; funds student programs. The Indian Education Act establishes the Office of Indian Education and the National Advisory Council on Indian Education, and provides federal funds for American Indian and Alaska Native education at all grade levels. Funding is to be used to supplement programs to help manage the special needs of Indian students, provide culturally enriched education and promotion of bilingual curriculum.

2006

Esther Martinez Native American Languages Preservation Act is an education policy that overturned centuries of systematic linguistic and cultural repression by supporting the rights of Native peoples to use and maintain their language. It provides funding for community – based and school – based language revitalization programs.



PANELIST DISCUSSION



GENERATIONAL TRAUMA

- Also referred to as intergenerational trauma, historical trauma gets passed down from those who directly experience an incident to next generations.
- The term “historical trauma” was coined by Dr. Maria Yellow Horse Brave Heart in the 1980s specifically in relation to the colonization, forced relocation, and assimilation of Native Americans.



▶ GENERATIONAL TRAUMA

According to the CDC, Adverse Childhood Experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

GENERATIONAL TRAUMA

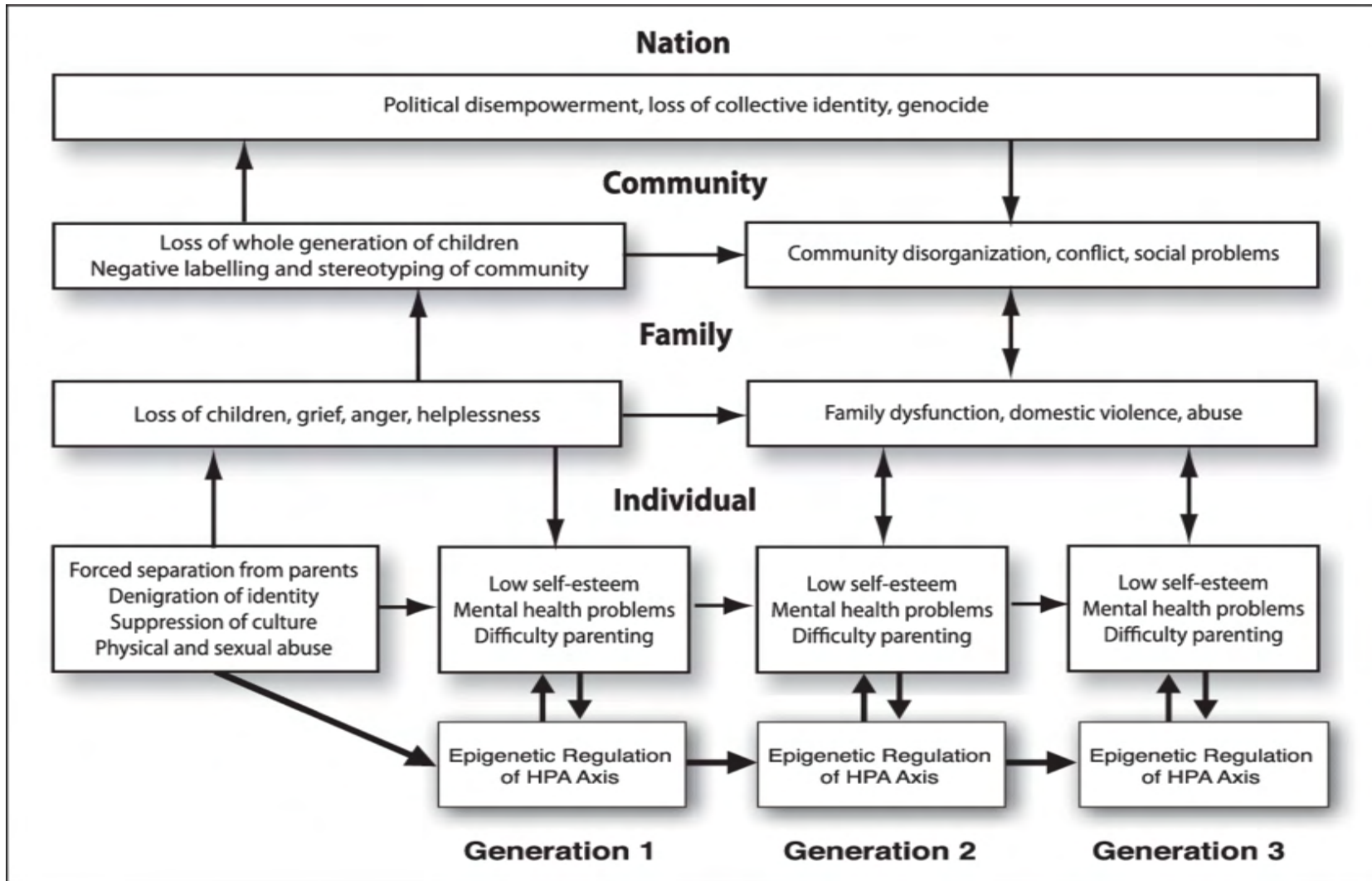
Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation or household members being in jail or prison

*Please note the examples above are not a complete list of adverse experiences. Many other traumatic experiences could impact health and well-being.

ACEs are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. ACEs can also negatively impact education, job opportunities, and earning potential.

GENERATIONAL TRAUMA





PANELIST DISCUSSION



Understanding the importance of creating strategies to establish and maintain effective relationships between tribal nations and schools in order to collaboratively and effectively meet the needs of American Indian Youth



COLLABORATION AND COMMUNITY

WHAT WE ARE MADE OF

Communities in Schools of Mid-America and American Indian Schools - School Year 2022-2023

ACHIEVING GOALS
 80% made progress toward interim goal #200
 Improved behavior and 80% made academic and social network improvement

STIMULATING GROWTH
 85% of schools engaged in school, 85% of services provided, and 100% of students were connected to their next goals.

PROVIDING SUPPORTS
 We monitor individual, regional, and national contributions.



ENGAGING PARTNERS
 132 community partners provided support and/or resources.

LEVERAGING DONATIONS
 285 leveraged \$1,950,000 through school partners.

SERVING STUDENTS
 CIS provided support services for 147 students. 88% of students were on track toward their 20% American Indian, 17% of students were White, 15% Hispanic/Latino, 6% Black, 12% Asian, and 1% Multiracial.

SUPPORTING FAMILIES
 407 instances of parent meeting participation were recorded.



Communities in Schools of Mid-America has been providing supportive interventions at all American Indian Schools since 2010.



The Communities in Schools of Mid-America program at American Indian Schools is supported by funding from the National Indian Education Association.

Donna Richey, Tribal Services Director | donna.richey@ciamic.com | 405.688.2628



Communities in Schools

Communities in Schools builds relationships that create a Circle of Success, empowering students to succeed in school and outside the classroom.





PANELIST DISCUSSION



COLLABORATION AND COMMUNITY

Terms:

Office of Elementary and Secondary Education - OESE

Office of Indian Education - OIE

Local Education Agency - LEA

State Education Agency - SEA

Tribal Education Agency - TEA

Tribal Education Department - TED

▶ QUESTIONS






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Envisioning a future where Indigenous youth thrive through traditional lifeways.

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Please complete
our session
evaluation

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