

POLICY AND RESOURCE ROUNDTABLE
RACIAL EQUITY FOR NATIVE YOUTH
FRIDAY, OCTOBER 10, 2014

AGENDA:

Policy and Resource Roundtable Agenda:
Racial Equity for Native Youth
October 10, 2014
9:00am-12:00pm

9:00 – 9:45am	<u>WELCOME & OPENING REMARKS</u> <ul style="list-style-type: none">- Introductions- CNAY Updates- Meeting Agenda	CNAY Staff Senator Byron Dorgan (ret.), CNAY Founder and Chairman
9:45 – 10:50am	<u>WHAT WE LEARNED IN 2014: THEMES AND MOVING FORWARD</u> <ul style="list-style-type: none">- Highlight key themes coming out of series;- Determine what is missing; and- Identify areas where the roundtable group can make an impact. <p style="text-align: center;">---- Break ----</p>	All
11:00 – 11:45am	<u>EXISTING EFFORTS TO IMPROVE OUTCOMES FOR NATIVE YOUTH</u> First Kids 1st Initiative <ul style="list-style-type: none">- Highlight collaboration between national tribal organizations to prioritize Native youth and build a Native Youth Agenda (15 minutes) Department of Justice Task Force Snap Shot <ul style="list-style-type: none">- Provide background on DOJ Task Force, highlight initial findings around impact of exposure to violence, and updates on report (15 minutes) Commission on Native Children <ul style="list-style-type: none">- Present on legislation aimed at addressing poor outcomes for Native youth and the need for improved interagency coordination (15 minutes)	Jacqueline Pata, Executive Director Denise Desiderio, Policy & Legislative Director, National Congress of American Indians Jim Antal, Deputy Associate Administrator, Office of Juvenile Justice and Delinquency Prevention, US Department of Justice Alison Grigonis, Legislative Assistant, Office of US Senator Heidi Heitkamp
11:45 – 12:00pm	<u>CLOSING AND NEXT STEPS</u> <ul style="list-style-type: none">- Participant Updates- Survey Evaluations- 2015 Roundtable Series	All

ATTENDEES

CENTER FOR NATIVE AMERICAN YOUTH

- **US Senator Byron Dorgan** (ret.), Founder and Chairman
- **Erin Bailey**, Executive Director
- **Ryan Ward**, Senior Program Associate
- **Amber Richardson**, Program Assistant
- **Joaquin Gallegos**, Policy Fellow
- **Tiffanie Yakum**, Intern

PRESENTERS

- **Mari Hulbutta**, *Wilma P. Mankiller Fellow*, National Congress of American Indians
- **Jim Antal**, *Deputy Associate Administrator*, Office of Juvenile Justice and Delinquency Prevention, US Department of Justice
- **Alison Grigonis**, *Legislative Assistant*, Office of US Senator Heidi Heitkamp (**attended 11am-12pm**)

FEDERAL AGENCY PARTICIPANTS

- **Jim Antal**, *Deputy Associate Administrator*, Office of Juvenile Justice and Delinquency Prevention, US Department of Justice
- **Rae Gould**, *Program Specialist*, Advisory Council on Historic Preservation
- **Ron Lessard**, *Chief of Staff*, White House Initiative on American Indian and Alaska Native Education, US Department of Education
- **Marissa McInnis**, *Communications Director*, American Indian Environmental Office, Environmental Protection Agency
- **Juanita Mendoza**, *Program Analyst*, Bureau of Indian Education
- **Stephanie Robinson**, *Foreign Affairs Officer*, US Department of State
- **Lawrence Shorty**, *Director*, 1994 Tribal Land Grant Program, US Department of Agriculture
- **Georgeline Sparks**, *Tribal Affairs Group*, Centers for Medicare & Medicaid Services

NATIONAL TRIBAL ORGANIZATION PARTICIPANTS

- **Mari Hulbutta**, *Wilma P. Mankiller Fellow*, National Congress of American Indians
- **Alfred Larbi**, *Intern*, National Council of Urban Indian Health
- **David Sanborn**, *Executive Director*, National American Indian Housing Council
- **Addie Smith**, *Government Affairs Associate*, National Indian Child Welfare Association (**by phone**)
- **Jack Trope**, *Director*, Association on American Indian Affairs

COMMUNITY ORGANIZATION PARTICIPATION

- **Kraynal Alfred**, *INSPIRE Project Director*, Native American Political Leadership Program

- **Troy Lewis**, Assistant Director, Washington Internships for Native Students

STUDENT INTERNS

- **Brian Barlow**, White House Initiative on American Indian/Alaskan Native Education
- **Stephanie Collier**, Washington Internships for Native Students
- **Jasmine Locklear**, Washington Internships for Native Students
- **Sarah Tedesco**, White House Initiative on American Indian/Alaskan Native Education

CENTER FOR NATIVE AMERICAN YOUTH

- **Welcome & Opening Remarks**
 - **Introductions:** All participants introduce themselves and their agency or organization.
 - Senator Byron Dorgan, CNAY Chairman/Founder, provides a brief overview of CNAY, the Policy and Resource roundtable, and the agenda for the meeting.
 - Framing the Discussion: History of Native Americans and Voting
 - *Civil Rights Act of 1866:* “That all persons born in the United States, and not subject to any foreign power, excluding Indians not taxed, are hereby declared to be citizens of the United States.”
 - *Senator Jacob Howard:* “I am not yet prepared to pass a sweeping act of naturalization by which all the Indian savages, wild or tame, belonging to a tribal relation, are to become my fellow citizens and go to the polls and vote with me.”
 - *James Rood Doolittle during Senate floor debate regarding the Fourteenth Amendment:* He was concerned that granting citizenship to “all those wild Indians” would “degrade that citizenship”. He was also concerned that Indian citizenship would “overwhelm the power of the white vote”.
 - After World War I, any Indian who fought “had demonstrated that they had become part of the larger Anglo culture and were no longer wholly Indian” – Act of November 6, **1919**.
 - The federal government has repeatedly failed in its trust responsibility to Native peoples. Today is an opportunity to discuss the priority issues from the perspective of youth and review the key issues, challenges explored this year.
 - It’s time to stop asking the federal government for help and time to start making demands. We should demand adequate funding for programs and critical services supporting Indian children. We have stories to back up the need:
 - For example, Dana Lee Jetty, member of CNAY Board of Advisors, from North Dakota testified during a Senate Committee on Indian Affairs oversight hearing on youth suicide in Indian Country. She and her mom took her sister to a busy mental health clinic for help and did not receive the care she needed. Her sister took her life not long after seeking help.
- **CNAY Updates**

- New Mexico youth outreach visits:
 - Native American Community Academy (Albuquerque, NM)
 - Santo Domingo High School (Santo Domingo, NM)
 - Del Norte Title VII Program (Albuquerque, NM)
 - Kewa Wellness House (Santo Domingo, NM)
- National Indian Health Board Conference in Albuquerque, NM.
- Nike N7 Summit – Portland, OR
- Opportunity Nation – Focused on identifying and developing opportunity for youth ages 16-24 who are not in school and not working. Opportunity youth also referred to as disconnected youth.
- Oral Health Project – elevating youth voices through youth-written op-eds
- **CNAY Public Event – November 19**
- **Background on 2014 Roundtable Series on Equity:**
 - CNAY Federal Matrix lists federal programs and resources focused on Native youth
 - Today’s meeting is the last in a four-part series. Previous roundtable themes:
 - January: *Native Youth Health & Wellness*
 - April: *Supportive Native Communities*
 - September: *Educational Opportunities and Academic Success*
 - This roundtable series looked at issues facing Native kids and identified pressure points for actionable change. Through the series we elevated youth needs, federal programs and activities that address youth issues, highlighted gaps, and today we will explore missing priorities and develop pathways for solutions.
- **Today’s Meeting and Theme: “Racial Equity for Native Youth”**
 - Goals for the meeting is to determine what we are missing in terms of youth priorities and identify individual and institutional power of each participant to address priorities.
 - Youth Priorities Gathered by CNAY (can also be found in PowerPoint in DropBox):
 - Education
 - Lack of resource awareness and accessibility of resources
 - Need for culturally-based curricula.
 - Language differences/barriers (e.g. standardized testing in English is difficult for students who may primarily speak Yupik at home).
 - Lack of support from teachers, peers.
 - Use of racial slurs and racist imagery in schools.
 - Cultural & Language Preservation
 - Suicide prevention in urban and tribal communities (Native youth at roundtables have asked that this issue be its own separate topic, aside from general health and wellness issues).
 - Health & Wellness
 - Sport identified as a positive outlet.
 - Youth not involved or interested in sport report that there is a void for that positive outlet.
 - Diabetes Prevention (a specific issue area Native youth say needs deeper engagement).

- Community Needs
 - Racism
 - Homelessness
 - Justice System (lack of policy presence, juvenile justice, and reentry)
 - Land Preservation (protect connection to land and place)
 - **CNAY's Approach to Gathering Native Youth Perspectives:** To date, CNAY has held 99 roundtables in 20 states.
 - CNAY creates a curriculum/framework and resource packet tailored to each community (includes federal and local resources (i.e., camps, schools, etc.)
 - After each listening session, CNAY produces report to share with community.
 - Elevate stories without naming youth roundtable participants
 - CNAY shares those priorities with federal agencies, national stakeholders, and collaborative partnership through annual Native Voices Report
 - While CNAY brings youth to events, spending time with youth in their space/communities is the best way to understand and build relationships.
- CNAY theory of change is that communities and leaders know what they need and we try to them to the right resources or people.

Notes Format:

Following notes on the presentations, you will find information shared during the break-out discussions, which includes: priorities, barriers and impacts that can be made by participants.

PRESENTATIONS

- Department of Education School Environment Listening Tour:
 - The White House Initiative on American Indian and Alaska Native Education is partnering with Department of Education Office of Civil Rights on a school environment listening tour (<http://www.ed.gov/news/media-advisories/us-department-education-launches-first-ever-school-environment-listening-tour->).
 - The tour seeks to collect real life stories from Native youth – not just about racist imagery and mascots but about how disproportionate bullying, offensive symbols, etc. affect school climate for Native students and their education.
 - Example: A young Native boy sent home for having hair in long braid.
 - Parents often feel like they do not have the power to address bullying in schools so the tour aims to give families a mechanism to address problems if this is happening.
 - The tour will also gather insight on school environment, including bullying, discipline, offensive imagery and symbolism, through direct testimony from Native youth.
 - The first listening session on the tour took place today on October 10, near Milwaukee and move on to Alaska during the Elders and Youth conference.
 - **Erin Bailey:** Dakota Brown, 2013 Champion for Change was recently featured on MSNBC to speak about the Native mascot issue: <http://www.msnbc.com/jos--diaz-balart/watch/native-american-teen-talks-redskins-debate-312098371504>
 - Dakota also testified before the school board in his home town about removing racist mascots within the school system and in local places to create a district environment where that type of imagery would not be allowed.
 - His presentation included powerful photos of old advertisements and examples of R-word usage.

- Work Force Development and Job Training:
 - Providing job training for Native youth is important for developing a skilled work force, as well as providing young people with opportunities.
 - NCAI is working with tribes to create jobs but tribes unable to fill current positions due to a lack of qualified tribal applicants.
 - The young people who need job training may not be aware of available programs/opportunities.
 - Apprenticeships should be an option. Higher education is not for everyone and apprenticeships give students an opportunity to earn while they learn.
- Opportunity Youth or Disconnected Youth:
 - Programs and efforts focus mainly on college-bound students, but there are many young people in Indian Country not on that track:
 - There should also be some focus on the kids who are not in school or currently working. More jobs/internship opportunities as well as youth employment programs should be made available.
 - The unemployment rate in some communities is at 80%, so providing opportunities may be difficult. It is difficult to encourage a kid to stay in school and get a job when there are no jobs.
 - AmeriCorps is a volunteer program, but is a genuine employment opportunity for Native American youth.
- Youth with Disabilities:
 - It is important to connect with young people who have disabilities, as they are often left out of conversations and priorities.
 - For example, youth with Fetal Alcohol Spectrum Disorders may have needs that differ greatly from youth in a typical high school classroom, some of whom are more motivated or higher-achieving than others.
- Importance of Youth and Land Preservation:
 - There is a lack of historic preservation professionals coming through ranks.
 - Land preservation connects to culture and sacred sites, so it has the potential to negatively impact tribes going forward.
- Utilizing Tribal Colleges and Universities (TCUs):
 - TCUs provide a great place for educating and training Native American youth, but they are often underfunded and disconnected from job providers.
 - For example, Geological institutions in DC need more employees, scientists and biologists out in the field. They are seeking college students who are about to graduate and are starting to make that career connection.
 - It is important to work more with industry and union groups to try and make that bridge connection from colleges to careers.
- Youth and Elder Mentorships:
 - Finding positive role models within the community willing to engage is sometimes difficult.

- Examples of existing programs:
 - Alaska pairs youth with elders in various programming, including the Elders and Youth Conference.
 - The [Foster Grandparents Program](#) brings elders into school to interact with youth one on one.
- **Youth Perspective:** As a youth, having that relationship with an elder or someone in academia can really bring young people out of hardship because someone can guide you. If they are part of *your* tribe, you have a deeper bond than with an outsider. That could bring a lot of positive change.
- **Youth Perspective:** My community formulated a program to take elders into the school district: “Elders in Education”.
- More Barriers to Success in School:
 - *Graduating High School in Non-Native Schools*
 - **Youth Perspective:** “Getting through high school that is the challenge, especially for Native kids in non-Native spaces. The battle is just getting that far.”
 - **Youth Perspective:** “98% of our kids aren’t in tribal schools and there are policy barriers to how tribes interact with students at other schools. Tribes can’t earmark funds for Native students. So having avenues for tribes to help their students – tribal and federal relationships could help.”
 - *Federal Programs*
 - The Johnson O’Malley Program has helped tribes work with schools to support their students. Yet, JOM numbers have not been updated since 1995, so appropriations have not changed since then either.
 - *Keeping Track of Students*
 - Tribal communities have difficulty keeping track of their students when they are in non-Tribal schools or colleges.
 - *Students Providing Support to Families Back Home*
 - Students in higher education who support their families are not included in these conversations. Students have to take out loans and send money home.
- Systemic and Individual Racism:
 - **Youth Perspective:** “I attend Western Carolina University, and my school was built on top of an old Cherokee camp. They bulldozed the mound and sat school on top of it. That’s not something they advertise in their recruitment packet. It’s kind of hard to go there when you’ve learned about what they’ve done to you.”
 - Identifying and Responding to Microaggression
 - Youth may get to college and the workforce, and then encounter racist comments. Youth need support and help in dealing with racism. Studies show that those who experience microaggression drop out earlier than those who do not experience microaggression.
- Highlighting Models of Effective Systems:
 - Tribal leaders are passionate about these issues but may not have the tools to implement change.

- We want to improve Indian child welfare systems, but what does a good system look like? What are best tribal practices? (“Best” does not necessarily mean formal or evidence-based).
- Guide posts are helpful so that leaders have the resources needed to improve child resources or mental health.

WHAT ARE THE BARRIERS TO ADDRESSING MISSING PRIORITIES JUST MENTIONED?

- Diversity Training is Not Mandatory (for teachers, counselors, those working with youth):
 - **Youth Perspective:** “We need diversity training for counselors in urban areas and elsewhere.”
 - Lack of diversity training programs for employers, agencies, colleges, etc. creates problems within those entities when it comes to racism and discrimination against Natives.
- Lack of Native Youth Interest:
 - Young people, especially disconnected youth, are not interested in certain education or career paths, which would leave a gap of trained professionals.
- Lack of Opportunities:
 - There are few scholarships for trade schools, which is an education option for Native youth.
 - Budget cuts to job training programs mean that young people will not get those skills and training necessary to propel them forward in their careers.
- Marketing Cuts:
 - Marketing and education are the first budgets that are cut. People do not know what is already available and how to use it. More resources needed for elementary school and higher education and to make them more known.

HOW CAN YOU USE YOUR INDIVIDUAL AND INSTITUTIONAL POWER TO ADDRESS THOSE ISSUES FROM WITHIN YOUR ORGANIZATION/AGENCY?

- **WINS:** Use the WINS platform to push resources and raise awareness.
- **National Council of Urban Indian Health:** Can utilize social media to spread the word about available programs and resources to maximize reach and participation.
- **Youth Perspective:** “We have a program for youth involvement, and there’s lots of interest, but there aren’t many volunteers in Oklahoma. They’re doing all they can, but just aren’t spreading the word to get that information into the high schools. We can talk to representatives in our state to get them to spread the word to universities or high schools.”
- **USDA – 1994 Land Grant Program:** Been charged to create more opportunities for interns and scholars.
 - Coordinate with area service centers near tribal colleges and universities and usually a high school located near those institutions.
 - USDA can provide internships to kids as young as 16. More outreach is needed and should work to apply pressure at local level of USDA to make those opportunities possible.

- **Advisory Council on Historic Preservation:**
 - Raise the profile of the needs of Native youth and importance of engagement.
 - Adjust career training to be more geared toward tribal people and youth.
- **Native American Political Leadership Program (NAPLP):** Collaborate more to support Native students in DC by creating more opportunities to bring them together to speak with mentors or local agency heads. Get students involved in policy development early on in their academic and professional careers.
- **Association on American Indian Affairs (AAIA):** AAIA is partnering with OJJDP and NICWA to develop systems that promote alternatives to incarceration and serve other groups of kids who have been left behind. Focus on getting them treatment and services and expanding that to additional communities.
 - AAIA previously considered supporting nontraditional students and trade schools but did not act. Considering plans to revisit those ideas.

NATIONAL CONGRESS OF AMERICAN INDIANS - MARI HULBUTTA

- First Kids 1st is a collaborative effort involving the National Indian Health Board, National Indian Child Welfare Association, National Congress of American Indians, and National Indian Education Association.
 - The initiative is still in the stages of brainstorming. Seeking stakeholder input:
 - Policy documents are floating around about Native children’s wellness and wellbeing and those should be shared with the organizations.
 - NCAI is having a session at NCAI Annual in Atlanta at the end of this month. There, the organizations are hoping to generate commitments from participants of the annual NCAI conference around how to implement First Kids 1st and share community-based approaches. Following that session, NCAI will share more information about the First Kids 1st.
 - Through First Kids 1st, the partner organizations are formalizing all the informal work the four organizations are already doing together, revamping and revising the Native Children’s Agenda, using the expertise of those four organizations, and increasing coordination across national Native nonprofits.
 - NCAI wants to involve the other important partners, like those as a part of the roundtable series in this work.
- Goals of First Kids 1st:
 1. Galvanize policy and community efforts around children and family in each organization’s mission areas: NCAI for governance, NIHB for health, NIEA for education, and NICWA for child welfare;
 2. Celebrate Native youth; and
 3. Create better daily experiences for them.
- NCAI Resiliency curriculum: Partner organizations are planning to develop a resiliency curriculum that will “train the trainer” and foster peer support.

- Background on the American Indian/Alaska Native Task Force on Children Exposed to Violence:
- 2009 DOJ study looked at exposure to violence and its impact on children.
 - Through that, DOJ learned that 60% of children had been exposed to violence within the past year, either directly as a victim (personal or physical abuse) or indirectly as a witness to violence in the home or community.
 - The Attorney General created the Defending Childhood Initiative to examine the impact of violence on children.
 - From that study, it was learned that children exposed to violence are at greater risk for encountering the criminal or juvenile justice system. DOJ believes this can be addressed by prevention, intervention, research, and evaluation.
 - In 2010, DOJ addressed this issue by providing funding for communities to develop programs for to combat violence. There were eight grantee communities.
 - The National Task Force had four public hearings across the country and made 56 recommendations.
 - The report is on DOJ website:
<http://www.justice.gov/defendingchildhood/cev-executive-sum.pdf>
 - One of those recommendations was to create a specific task force to look at issues of kids exposed to violence among AI/AN youth.
- At the 2013 White House Tribal Nations Conference, the President announced the formation of the new task force.
 - The Task Force held four public hearing/listening sessions over the course of the year to gather information on violence and associated issues.
 - There were two components: a federal working group composed of the DOJ, BIA, BIE, and HHS and a 13-member federal advisory committee.
 - Senator Dorgan and Joanne Shenandoah were selected as Co-Chairs.
 - Former Associate Attorney General Tony West oversaw the Task Force and included the Office for Victims of Crime, the Bureau of Prisons, BIA, and Health and Human Services in the working group to dig deeper and address the issues we learned about.
 - Field hearings:
 - Bismarck, ND.
 - Looked at violence in the home. Focused on the intersection between domestic violence and child maltreatment, sexual abuse, etc.
 - Scottsdale, AZ.
 - Visited Pima Maricopa community and studied the Juvenile Justice response to kids exposed to violence and how the system responds to kids involved with detention, courts, probation.
 - Based on the notion that of the youth involved in the juvenile justice system, there is a big crossover with child welfare

systems and they are often victims themselves of child maltreatment.

- Worked with Erin Bailey of CNAY to set up a listening session with the Gila River Youth Council so that we were not only hearing from adults and providers, but from youth directly.
- Ft. Lauderdale.
 - Theme: Violence in the community.
 - Co-located with the NICWA conference.
- Anchorage, AK.
 - Field hearings in Alaska. Worked with Val Davidson, Alaska Native. Visited Bethel, Napaskiak, and Emmonak, AK.
 - In Alaska and Arizona, there was an emphasis on addressing the issue on and off the reservation.
- There was an additional listening session in Minnesota, where the Task Force visited the Ain Dah Yung homeless shelter.
- The Task Force will present final report to the Attorney General on November 18 on 7th Street NW, in Chinatown. The presentation is a public event, listed on the federal register.

- Senator Heitkamp understands and is passionate about Indian Country. She says that she will not feel successful if she does not do something measurably successful for Native children.
 - She wanted first Senate bill to be about Native children.
 - Her office pulled research related to Native children – and there was not a lot.
 - There are discussions of individual programs that have been successful, but there isn't really a bigger picture for where we want to go. We want to know what actual item we can implement to lead to different outcomes.
- Senator Heitkamp worked with Native advocates like CNAY, NIEA, NCAI, and others to gather themes of their work that are barriers for Native kids and the three big things Heitkamp decided to address were lack of data, lack of funding, and lack of coordination.
 - Lack of access to high quality data:
 - Tribes need data to better advocate for funding and apply for grants.
 - Improve integrity of data (for stronger budget recommendations to Office of Management and Budget)
 - Lack of Funding:
 - Data will help make the case for more funding to appropriators.
 - Lack of Coordination
 - Congressional offices have limited means and will likely not appropriate the right amount of money to fulfill its trust responsibility and be socially responsible. How can we use existing resources in a more coordinated way and leave the power with leaders to do what is best for their people by being sensitive to jurisdictional and land issues, etc.?
 - There are siloes. Health workers are at IHS but not at school. Kids are not getting screened or getting mental health services. Police are in some areas and not in others.
 - The most successful tribes knit these programs together. If we are solely relying on the federal government, otherwise it looks like a bunch of boxes and not connected.
- Commission Goals:
 - What's the definition of a successful child for tribal leaders? Multiple issues and departments come into play – housing and infrastructure, food, social services – to create a holistic picture of what it means for a child to be successful.
- The Commission bill ([Senate Bill S16.22](#)) is bipartisan. Bill has 33 bipartisan cosponsors in the Senate. Senator Dorgan and the Administration have testified in support of this bill.
- The bill provides three years to put together recommendations for moving the needle on outcomes. There is a Native Advocacy Committee that includes one Native youth.
- Heitkamp hopes the bill will be passed soon so the work can begin.

- The **Native American Political Leadership Program (NAPLP)** has expanded its mission to include high school students. The application process for next year's class will open in November. Please send to any youth who may be interested.
 - Includes Academic Boot Camp –Native Politics in the American Political System.
 - Students network with both Native and international students.
 - Students get help adjusting to life in DC.
 - **There will be a symposium on Native mentorship on November 20**, which will include a panel on border-town racism and its impact on Native youth (specifically, Native males – in light of the White House My Brother's Keeper Initiative)
- The **Native American Indigenous Studies Association (NAISA)** will have its **8th meeting in early June**.
 - An invitation will be extended to undergraduate students.
 - Tribal people are invited to attend.
 - This is an international association of indigenous scholars with 800 formal members.
 - Good opportunity to hear what's happening at the international level.
- **Washington Internships for Native Students (WINS)** is accepting applications for its new class.
 - The deadline is November 1st.
 - Graduate students are eligible to apply.
- The **George Washington Native Student Alliance** is always open to new partnerships and to push current initiatives. There will be a Heritage Month event on November 20.
- The **Association on American Indian Affairs** has opportunities for work study students: http://www.indian-affairs.org/scholarships/aaia_scholarships.htm

OTHER MATERIALS

Please visit the CNAV's DropBox website to view presentations, handouts, participant lists, and other items shared during the October 10 roundtable.