

POLICY & RESOURCE ROUNDTABLE

GENERATION INDIGENOUS

FRIDAY, JANUARY 16, 2014

NOTES

AGENDA

9:00 – 9:30am	<u>WELCOME & OPENING REMARKS</u> <ul style="list-style-type: none">- CNAY Updates- Meeting Overview and Introductions	CNAY Staff
9:30 – 9:55am	<u>THE PRESIDENT’S COMMITMENT TO NATIVE YOUTH</u> <ul style="list-style-type: none">- Updates on policy and budget priorities- Native youth report- Bureau of Indian Education reform	Jodi Gillette , Special Advisor to the President for Native American Affairs, The White House
9:55 – 10:20am	<u>GENERATION INDIGENOUS: OVERVIEW</u> <ul style="list-style-type: none">- Native Youth Ambassadors & Summit- Cabinet Native youth listening tour- Native Youth Community Projects	Jodi Gillette Anne Marie Bledsoe Downes , Deputy Assistant Secretary – Indian Affairs, US Department of the Interior
	<u>NATIONAL NATIVE YOUTH NETWORK</u> <ul style="list-style-type: none">- Goals, partners, and program components- Convening with funding stakeholders in Spring 2015- Mapping of federal resources, preview of discussion	Erin Bailey , Executive Director, Center for Native American Youth Josie Raphaelito , Program Manager, Center for Native American Youth
	--BREAK--	
10:30 – 11:45am	<u>DISCUSSION: COLLABORATIVE EFFORTS AND ENGAGEMENT</u> <ul style="list-style-type: none">- Generation Indigenous efforts at the federal level- Getting engaged in Generation Indigenous	All ; Dr. Yvette Roubideaux , Acting Director, Indian Health Service; Leslie Wheelock , Director of the Office of Tribal Relations, US Department of Agriculture; William Mendoza , Executive Director, White House Initiative on American Indian/Alaska Native Education
11:45 – 12:00pm	<u>CLOSING</u> <ul style="list-style-type: none">- General participant updates- Survey evaluations	All

ATTENDEES

CENTER FOR NATIVE AMERICAN YOUTH

- Ryan Ward, Program Associate
- Josie Raphaelito, Program Associate
- Amber Richardson, Program Assistant
- Joaquin Gallegos, Policy Fellow
- Lucas Wakefield, Intern

PRESENTERS

- Jodi Gillette, Special Advisor to the President for Native American Affairs, The White House
- Anne Marie Bledsoe Downes, Deputy Assistant Secretary – Indian Affairs, US Department of the Interior
- Dr. Yvette Roubideaux, Acting Director, Indian Health Service
- Leslie Wheelock, Director of the Office of Tribal Relations, US Department of Agriculture
- William Mendoza, Executive Director, White House Initiative on American Indian/Alaska Native Education

FEDERAL AGENCY ATTENDEES

- Jim Antal, US Department of Justice
- Amber Artis, US Department of Justice
- Athena Brown, US Department of Labor
- Bethany Case, US Department of Justice
- Sheila Cooper, Substance Abuse and Mental Health Services Administration
- Clint Curtis, Indian Health Service
- Meredith DeFraitess, White House Office of National Drug Control Policy
- Yesenia Diaz, President's Council on Fitness, Sports & Nutrition
- Patrick Dunckhorst, US Department of Justice
- Bria Gillum, White House Domestic Policy Council
- Rae Gould, Advisory Council on Historic Preservation
- Valerie Hauser, Advisory Council on Historic Preservation
- Rick Haverkate, US Department of Health and Human Services
- Ron Lessard, US Department of Education
- Chad Maisel, US Department of Agriculture
- Tamara Mayberry, White House Office of National Drug Control Policy
- Kara McDonagh, US Department of Justice
- Marissa McInnis, Environmental Protection Agency
- Juanita Mendoza, Bureau of Indian Education
- Alex Murphy, White House Domestic Policy Council
- Dr. Ais Murray, Indian Health Service
- Rellani Ogumoro, US Department of the Interior
- Jean Plaschke, Substance Abuse and Mental Health Services Administration
- Dana Richey, US Department of Agriculture
- Michelle Sauve, Administration for Native Americans

- Lawrence Shorty, US Department of Agriculture
- Georgeline Sparks, Centers for Medicare & Medicaid Services
- Sharece Tyer, Substance Abuse and Mental Health Services Administration
- Eugenia Tyner-Dawson, US Department of Justice
- Michael Weaver, Health Resources and Services Administration

TRIBAL ORGANIZATION/PROGRAM ATTENDEES

- Catelin Aiwohi, Office of Hawaiian Affairs – DC Bureau
- Kraynal Alfred, Native American Political Leadership Program
- Jamie Gomez, National Congress of American Indians
- Patrick Rogers, Office of Hawaiian Affairs – DC Bureau
- Jack Trope, Association on American Indian Affairs

NATIVE YOUTH ATTENDEES

- Jacob Aki, Native American Political Leadership Program
- Neilsa Cisco, Washington Internships for Native Students
- David Clark, Native American Political Leadership Program
- Stephanie Collier, Washington Internships for Native Students
- Emily Doxtator, Washington Internships for Native Students
- Carl Duncan, Native American Political Leadership Program
- Jacquelyn Francisco, Native American Political Leadership Program
- Michael LaValley, Native American Political Leadership Program
- Tracy Oberle, Native American Political Leadership Program
- Tyler Page, Native American Political Leadership Program
- Zaine Ristau, Native American Political Leadership Program
- Michaela Stroup, Native American Political Leadership Program
- Cora Tso, Native American Political Leadership Program
- Charissa Wahwasuck-Jessepe, Washington Internships for Native Students
- Kellylynn Zuni, Washington Internships for Native Students

WELCOME AND PRESENTATIONS

WELCOME AND UPDATES

- **Welcome:**
 - CNAY staff provided a brief overview of CNAY, the resource roundtable group, and the agenda for the morning.
 - The Policy and Resource Roundtable series is for federal agencies, Native youth, and national organizations that focus on Native youth.
 - Today's goal: Create a space for discussion around Generation Indigenous (Gen-I) and the different commitments that are being and can be made across sectors.
 - Past roundtable deliverables:

- Federal Matrix, listing all federal programs that touch Native youth.
 - Sequestration white paper, detailing effects of sequestration on Native youth.
- Following the President’s call to action, we’re continuing to think about how to build on what exists and create new things to make sure Native youth are a priority across the board.
- CNAY want the partnership with the White House to be inclusive, so we are reaching out to organizations with a meaningful invitation to have open calls and dialogue about being a part of the effort.
- **Updates from CNAY:**
 - The new class of Champions for Change will be announced during a public event at the Aspen Institute on February 24. CNAY will honor the Champions at an anniversary reception at the Capital Hilton on February 25. Information can be found [here](#).
 - Raising Awareness: Senator Dorgan published an op-ed entitled “Making American Indian Youth a Priority” in response to the President’s visit to Standing Rock.
 - Increasing Access to Health Care: In December, CNAY convened Oral Health stakeholders – if you’d like to find out about CNAY’s oral health work, contact: Joaquin.gallegos@aspeninst.org.
 - Engaging Foster Youth: On December 8, CNAY hosted a group of Native foster youth who also met with Secretary Duncan and Secretary Jewell during their DC visit.
 - Community Outreach: To date, CNAY has facilitated 101 youth dialogues to hear about Native youth priorities. We are working on the fourth Volume of our Voices of Native Youth Report.
- **More about the Policy and Resource Roundtable Series:**
 - Today’s event is CNAY’s 16th roundtable.
 - In 2014, the roundtable series was attended by 80+ participants across all meetings.
 - We follow a closed-door policy. This is a safe space for productive, collaborative discussion.

OVERVIEW OF THE NATIONAL NATIVE YOUTH NETWORK (NNYN)

- CNAY signed a Memorandum of Understanding (MOU) with the Department of the Interior regarding Generation Indigenous (Gen-I).
 - CNAY plans to work with partners like NCAI and others on this effort.
- In creating National Native Youth Network as part of Gen-I, CNAY is building upon what young people have told us is helpful:
 - Engagement, easier access to resources, more resources (scholarships, mentorships, etc.).
- CNAY is responding to the President’s call to action by using our platform to convene stakeholders and emphasize that everyone’s work plays a part in improving the lives of Native youth (schools, tribes, etc.).
 - Our model is inclusive and we want input from everyone.
- The three main priorities of the NNYN are:

- 1) Elevating Youth Voices
 - 2) Increasing Native youth access to information about education and economic development resources and opportunities, including schools, training, mentors, and other support
 - 3) Connecting Native youth with one another
- How those priorities will be addressed:
 - Web/social portal (taking into account barriers to telecommunication access in Indian Country)
 - Outreach of the President's Cabinet
 - National Youth Conference
 - Funders Convening regarding giving in Indian Country
 - Coalition Building
 - Youth Ambassadors (call to action for youth; creating toolkits for youth across the country to do this work in their communities)
 - A large component of this effort will be focused on communication within and about the Network.

OVERVIEW OF GENERATION INDIGENOUS (GEN-I)

- **Jodi Gillette on the President's commitment to Native youth:**
 - Native youth focus:
 - The President's remarks at the White House Tribal Nations Conference focused directly on youth.
 - This focus comes from his visit to Standing Rock, during which he experienced a powwow, visited with tribal leaders, and a visit with Standing Rock youth.
 - During the listening session there were 6 youth – 3 boys and 3 girls, all between the ages of 14 and 22 years old.
 - The President and First Lady were scheduled to spend 30-45 minutes with the youth, but spent twice that time with them.
 - The youth had honest and candid conversations with the President and First Lady about surviving suicide epidemics, living with housing issues such as overcrowding and homelessness, experiences with foster care, and other issues.
 - Impact on the President and First Lady
 - The President and First Lady were visibly shaken by their talk with the youth. They recognized that these were regular kids with incredible challenges.
 - Kendrick's story:
 - One of the youth named Kendrick lost both his parents to health issues that plague a lot of people on reservations and in communities.
 - Kendrick is currently raising his four brothers by himself at 22 years old.
 - Through the publicity he's gotten, some people are reaching out and helping him with tuition, since he is a full-time student now.
 - There is a lot of good coming to him because he is sharing his story.
 - Not an uncommon story:
 - Kendrick's story is common in Indian Country, but not something that the public is aware of.
 - Jodi grew up in Pine Ridge and worked on issues related to children and families for a dozen years, so she has seen many similar stories.

- As adults, when you're living it and working on it so long, you sometimes don't realize how different Indian Country is from the rest of America and how different Native youth are.
 - Adults tend to compartmentalize and think everybody knows about it, so they often don't convey it in the way that children can.
 - Children can be very frank and candid about reality.
 - Bringing Standing Rock youth to DC:
 - After a few months the kids came out to DC.
 - They were excited and eventually told the President and First Lady: "We didn't think we were ever going to see you again."
 - Dr. Roubideaux and IHS were the primary hosts for their DC visit.
- **Dr. Yvette Roubideaux, Indian Health Service, on Standing Rock youth in DC:**
 - The trip with these youth was life-changing for them.
 - They were able to experience many things and had meaningful conversations with the President, First Lady and others in the President's Administration.
 - In the beginning of the trip, the youth were asked by the National Congress of Americans if they were *advocates*, to which the kids replied, "Maybe..?"
 - NCAI then talked to them more about what advocacy meant.
 - Leading up to meeting the President:
 - The youth participated in an exercise of history of American Indian people and policies over the course of their trip.
 - They engaged with Let's Move Indian Country; went to the SAMHSA conference; met with Valerie Jarrett, Cecilia Munoz, and other top advisors to the President; and met young White House staffers who had come from similar, difficult backgrounds.
 - They got to see what people have overcome and what they're experiencing now as they work at the White House.
 - Meeting the President:
 - The 18 youth and 8 chaperones were shuttled to meet the President in the Oval Office.
 - The youth got to visit the President's private study and take the motorcade to Capitol Hill for lunch.
 - There is a picture of the First Lady with one of the girls, who hugged her and told her she didn't want to leave, and didn't want the moment to end.
 - When they came back and shared about those moments, they were different kids.
 - They were happy, excited, energetic, and inspired.
 - Learning about careers in health:
 - IHS helped them learn about health professions and took them to George Washington University for a tour of the campus and to meet with medical school students.
 - Some of the Native youth said they wanted to be doctors after that experience.
 - Meeting with Secretary Jewell and other activities:

- They also saw a Secret Service demo, took a tour of the White House, toured the federal monuments, spent time with Secretary Jewell, and saw the White House garden and basketball courts.
 - White House staff said: “Our stakeholders *never* get to see this.”
 - The impact of Native youth:
 - The youth from Standing Rock had a profound impact on this Administration.
 - There is strong power in youth voices - their stories.
- **Jodi Gillette on the President’s commitment to Native youth and action:**
 - The importance of Native youth stories:
 - There was a lot of attention on Native youth issues because of their honesty.
 - They understood the historic significance of what had just happened.
 - Beyond Standing Rock youth:
 - The President wanted to know what’s going on throughout Indian Country to create those conditions and whether that’s how it is everywhere.
 - The President also wanted to know if the youth in Standing Rock in June were chosen on purpose because they had particularly challenging lives.
 - The kids were selected because they would benefit from the experience, had gone through struggles, but ultimately were average youth who were involved in color guard or attending college, etc.
 - They were not the most challenged kids by any means.
 - The President and his Cabinet:
 - The President called a meeting of his Cabinet after his visit to Standing Rock and told them what he had heard.
 - His aides said they’d never seen him move on something so quickly.
 - It really bothered him that today there are still people living like this.
 - During the meeting he said, “**These kids are living 200 years of history.** We have to do something. We can’t do it alone.”
 - It’s not going to be the United States government stepping in to fix it. We know how that goes and we acknowledge it.
 - Community impact and the Native Youth Report:
 - The president asked for find points – things that could work in communities.
 - He also asked for a [Native Youth Report](#), which we released at the White House Tribal Nations Conference along with [the fact sheet](#).
 - Bureau of Indian Education reform:
 - The President also asked us to pay attention to the BIE reform. By then, the [blueprint](#) had been released. He is serious about making the system better under his watch.
 - Overview of Native Youth Report:
 - The intent of the Native Youth Report is to shine a light from the White House’s perspective – not only on the history of Native youth issues, but on the data that’s out there.
 - Native youth are doing the worst in many outcome indicators.
 - As Secretary Duncan and the President said, “If you don’t talk about it, how will you fix it?”
 - SAMHSA helped write chapters on mental health with Native youth.

- There is a lot there on education, but less on the justice side since DOJ came out with a report on [American Indian/Alaska Native Children Exposed to Violence](#).
 - We hope people use the Native Youth Report and the DOJ Report as resources to inform efforts going forward.
 - We also hope it is a starting point for discussion and leads to others offering up ideas. Being able to quote a White House report holds a lot of weight.
 - The report covers boarding schools and failed policies (termination and others).
 - It's historic that someone at the level of the President looked at the issues both historically and contemporarily.
 - Making investments:
 - The President talked for the first time ever about investments the federal government is going to make.
 - The FY2016 budget is strong when it comes to these issues.
 - Improving coordination:
 - Next year, we'll try to become better coordinated as agencies.
 - We need to understand each other and make it easier for tribes and communities to access these resources.
 - All of the different funding streams that come into Indian Country do not flow nicely when we aren't coordinated.
 - We realize that and are working to do better.
 - Cabinet Tour of Indian Country:
 - In terms of the Cabinet Tour, there are close to a dozen Cabinet members who will talk with the youth about opportunities, internships, and different things agencies offer.
 - They're looking to elevate youth voices for their agencies and making sure youth are aware of Gen I and other networking opportunities.
 - Youth summit:
 - We're partnering with CNAY on our upcoming youth summit. We're looking at options to not make it a burden for youth to attend, and are taking suggestions on that front.
 - Partners convening:
 - There will be a partners' convening with CNAY regarding Native youth initiatives.
 - Like the President said, this work cannot be done alone.
 - There are foundation, corporations, organizations and philanthropists who have done work in Indian Country and then there are those who are interested but don't know how to help.
 - We're going to host that convening and have a conversation about how people can get involved.
- **William Mendoza, [White House Initiative on American Indian/Alaska Native Education on Native Youth Community Projects](#):**
 - Native Youth Community Projects:
 - The [Native Youth Community Projects](#) come from [Title VII](#) under Department of Education, under Joyce Silverthorne's authority.
 - Those are special programs using FY15 funds.

- Similar to [Promise Neighborhoods](#), they're place-based initiatives having an impact in tribal communities.
 - Partnerships and flexibility:
 - The NYCPs are a critical priority and the grants are meant to pull together partnerships and try to balance the flexibility with funds in tribal communities.
 - Enhanced technical assistance:
 - The Department of Education as others will be coordinating technical assistance to grantees prior to development and during implementation.
 - They have reached out to some of you on those efforts.
 - Being culturally competent in those efforts is essential.
 - They need to be localized and understand multiple layers of governments.
 - Funding and timeline:
 - There is a \$3M available for FY15, and the timeline is very quick.
 - Those monies need to be out the door by September 2016.
- **Ann Marie Bledsoe Downes on the US Department of the Interior's role:**
 - Background on [White House Council on Native American Affairs](#):
 - The Council was created by Executive Order in July, 2013 in an attempt to break down siloes on issues related to Indian Country.
 - Personal background:
 - I'm in the Department of the Interior. I'm coming from Indian legal education.
 - I worked on energy and economic development, self-governance, and climate change as focus areas prior to the White House.
 - Interagency working groups:
 - We have an interagency working group of the White House Council and we convene council members quarterly.
 - They've started to take ownership on the planning.
 - Communication efforts:
 - Additionally we want to play a supportive role and communicate to agencies about what's happening with budget coordination, the Cabinet Tour, etc.
 - We want to be on the same page, hold each other accountable, and offer ideas and solutions for challenges that are coming up in each of our agencies.
 - Partnering with CNAY:
 - Interior is a formal partner with CNAY on the National Native Youth Network and look forward to working with them. We didn't get to have one-on-one interaction with the youth during their visit, but it was great to hear those stories.
 - We look forward to being involved in those experiences.
 - BIE reform:
 - We are a key component of the BIE reform as well.
 - Other focus areas:
 - Other focus areas for us are energy, environment and climate change, education, economic development and infrastructure.
 - Committees within the council focus on those topics and mirror the goals of the Executive Order.

- Supporting new initiatives:
 - As new initiatives come in, we want to make sure we are supporting those as well. Gen I is one of those new priorities.

QUESTIONS

- **Kraynal Alfred, NAPLP** – What role can educational institutions play in supporting Generation Indigenous efforts?
 - **Jodi Gillette, White House:**
 - Setting up a way to plug in youth, tribes, urban Indian organizations (Indian centers), non-profits, and other organizations, and educational institutions (colleges, TCUs).
 - Will reach out to institutions and individuals to see how you want to plug in and what you think would be most helpful.
 - Outreach is important.
 - There are great programs, but not enough youth know about the internships, scholarship, and other opportunities in their backyard (summer jobs at national parks, etc.).
 - It's important to get the word out and reach youth where they're at. Awareness of those opportunities creates hope and goals to strive for.
 - **Erin Bailey, CNAY:**
 - This is an inclusive effort – it's important to not reinvent the wheel.
 - The President's call to action is an opportunity to reach out to educational institutions and other stakeholders to involve them in Generation Indigenous.
 - CNAY has been reaching out to educational institutions by doing presentations with their admissions and diversity departments to determine what their student population looks like.
 - If it isn't reflective of the population then it is important to figure how to fix that by learning where they are reaching out, which schools they're recruiting from and offer to make introductions to ensure that they're engaging a more reflective population and doing what's necessary to include Native students.
 - Sometimes the partnership can simply mean gathering all scholarship information into one place.
 - Often, when institutions are given those ideas, they're willing to change things to bring folks to the table.
 - Ultimately, educational institutions can play a large role in this effort, especially in providing more opportunities for Native youth.

FEDERAL AGENCIES AND GENERATION INDIGENOUS

- **Dr. Roubideaux, Indian Health Service:**
 - Personal background:
 - Rosebud Sioux and a physician.
 - Has worked with various youth related programs throughout career.
 - Prior to this position, worked in academia with health professional programs, encouraging youth to become doctors and health professionals.
 - Standing Rock youth and the Director's personal journey:

- When she was 16, she took a trip to DC that opened her eyes to so many things that were part of a world beyond what she knew – similar to the experience that Standing Rock youth had.
 - Indian Health Service’s role:
 - Provide basic health services to Native Americans.
 - IHS addresses health-related needs for youth and their families.
 - IHS challenges:
 - IHS is both underfunded and understaffed.
 - IHS and Gen-I:
 - When the President releases the budget, you’ll be able to see specific investments. IHS is committed to using our role in the federal government as the provider of health and behavioral health services to contribute to Gen I.
 - The Methamphetamine Suicide Prevention Initiative (MSPI) program:
 - This is important because suicide is something Native youth are dealing with in communities. There are ways to prevent suicide and help people know how to deal with it and get evidence-based practices out there.
 - IHS has 130 meth suicide prevention programs around the country –37% provide services in schools (cultural activities, anti-bullying programming, etc.) to promote strength and resiliency.
 - Difficulties unique to Native youth:
 - Challenges for Native youth include: housing issues, poverty, violence, alcohol abuse, and other issues.
 - Finding ways to put programming in place to emphasize protective services for youth and raise awareness of those programs and resources is essential and can give youth a good beginning to help when they’re adults.
 - Looking forward:
 - IHS is a committed partner to the Gen-I initiative is looking forward to increasing healthcare and behavioral services for Native youth.
- **Lisa Wheelock, US Department of Agriculture:**
 - USDA and Indian Country:
 - USDA can have a large, positive impact on Indian Country.
 - Indian Country is eligible for almost all of USDA’s programs.
 - USDA can help with tribal schools, healthcare, broadband, and other things.
 - 90,000 employees and 90% are in the field.
 - USDA’s Indian Country programs:
 - Let’s Move Indian Country.
 - All of the big nutrition programs, including food distribution programs like SNAP, FDIPR and WIC.
 - Summer Feeding Program:
 - Rolling out a Summer Feeding Program in Indian Country, which provides food for kids across the country for kids when they’re out of school.
 - Food distribution is easy in urban areas, but difficult in rural places, where transportation is lacking.
 - Public-private partnerships important for that initiative.
 - If you have a community that wants a summer food program, let Leslie know: leslie.wheelock@osec.usda.gov

- Housing challenges:
 - Housing is a major challenge for youth. Families are living on top of each other, creating an environment in which it is hard to learn, and hard to get peace and quiet.
 - Tribes have told USDA that the housing waiting list outnumbers the HUD houses available.
- BIE school funding challenge:
 - USDA does not fund BIE schools, but is trying to break that system up to make it possible.
- USDA Indian hiring challenges:
 - Hiring is a challenge for the federal government. USDA doesn't have Indian preference in its hiring;
 - Started working on the Pathways Program, where college and graduate students are going through workshops, learning about federal resumes, and sometimes doing interviews on the spot for actual jobs.
 - USDA is trying to look more like the people we serve.
- Connecting with Native youth:
 - When the Champions for Change and White House Youth Ambassadors were in town, we did a session on the hiring process with federal tribal employees. We talked about who we are, where we're each from, and how we got to where we are. There was lots of networking. We are hosting another roundtable like that in Florida on resume building. Another is being held at AIHEC in March, in Albuquerque.
- Challenges around tribal colleges:
 - USDA is trying to consolidate work with Tribal Land Grant Colleges and TCUs.
 - They are currently represented in 3 different offices, and work done with them is scattered among 12 out of 17 agencies.
- Youth opportunities:
 - The Youth Conservation Corps provides opportunities to work on the land in tribal communities.
 - Tribal folks are behind it and working on it immensely.
- USDA has a tribal climate research organization:
 - They work on conservation issues like habitat and water quality.
 - There is a Regional Conservation Partnership Program.
 - These are challenge grants, and 5 of the awardees were tribes.
- Looking forward:
 - USDA looks to be a strong partner in Generation Indigenous going forward.
- **William Mendoza, White House Initiative on American Indian and Alaska Native Education:**
 - Secretary Duncan's commitment:
 - Secretary Arne Duncan has been one of our strongest advocates in this work since visiting the tribal youth in Lame Deer, MT.
 - Maintaining dedicated funding for tribal communities (not everything has been restored from sequestration).
 - Engaging effectively with Native Youth (understanding opportunities and improving Native youth outcomes).
 - Making an impact:

- Must examine education from earliest to eldest, from cradle to career and focus on policy, outreach, and engagement.
 - Communication is often 80% of the problem.
 - Getting awareness to communities has been a critical priority.
- The bigger picture:
 - The BIE reform and blueprint has been a result of focusing on Native youth and has folded into The White Council on Native American Affairs.
 - Gen-I is now the culmination of the work that the White House initiative has been trying to achieve.
- [School climate listening tour](#):
 - Recently completed a tour on student environment for Native American students.
 - The impact of a negative school climate “is a hard thing to measure, but a key issue with tribes.”
 - Native youth civil rights are being violated and the tour found that a relationship and perspective that adds value to the American fabric wasn’t being acknowledged and led to a lack of opportunities, and was actually harmful to those students.
 - Parallel to this was imagery and symbolism (mascots), which had vast influence on school curriculum, resources, history, and practices still in place for teachers. All were having an adverse impact on our learners throughout continuing education and lead to stereotyping, bullying, fear of isolation and retaliation and harm, emotionally and physically.
 - The tour covered 9 cities, in 7 states across the country. There were over 1,000 participants made up of parents, entire families, and youth. In order to direct this toward Native Youth, we had to repackage a lot of this.
 - Instead youth were asked to share their stories.
 - There was a lot of emotional power and intense things we heard – anger, frustration, relief. It was a healing exercise. The listening felt good in and of itself but the work wasn’t done.
- Following up on the tour:
 - The tour was mentioned in the [Native Youth Report](#).
 - Recommendations will be designed for everyone – DOJ and HHS can help with that.
 - WHIAIANE is interested in how you are helping people in your communities.
 - With the issue of imagery and symbolism, there is a need to make the connection to the harm, which is major in establishing harm and injury for the Office for Civil Rights.
 - In December, a group of disconnected youth and foster youth came out to DC. Youth from the student environment tour came out to DC again on January 21.
 - **Erin Bailey, CNAY**: The Office of Civil Rights investigates those reports about hostile environments.
 - One of CNAY’s commitments was making sure that people know about the process for filing a complaint.

Preserving Native languages:

- **Federal efforts and Native language summit:**
 - The White House Initiative on American Indian/Alaska Native Education signed an MOA with the Bureau of Indian Education and on the US Department of Education on revitalization and preservation of native languages.
 - This was the first time the 3 agencies came together around the issue of Native languages.
 - The focus was on: How can we include Native languages throughout our kids' lives and education?
 - The next Native language summit will be held in September 2015.

- **Administration for Native Americans programming**
 - Administration for Native Americans (ANA) has the most flexible, dedicated funding for Native languages, as a result of the Native Languages Act and Esther Martinez Native American Languages Preservation Act of 2006.
 - Though there is funding, there is not enough to meet the entire need.
 - The purpose of the Native Languages Working Group is to coordinate efforts across the federal government. There is flexibility and lots of federal partners that have little pieces of language efforts.
 - Through the process of surveying the landscape, it was clear that other partners were need to help make this work, such as the Smithsonian, the Museum of Library Services, and more.
 - ANA is project-based, and not an ongoing source of funding, so it comes and goes for communities.
 - Language needs consistent and ongoing programming.
 - Space is an issue (finding facilities where they're holding these classes and partnering with schools).
 - There are protective factors at play in ensuring that people have a welcoming space to learn their language.
 - We are helping best practices and considering how best to reach out and get commitments from schools.
 - This is an ongoing challenge we want to address during the 2015 language summit.

Native Hawaiian inclusion:

- **Jacob Aki, Native American Political Leadership Program:** What efforts are there to help Native Hawaiians and preserve our Native language?
 - **Bill Mendoza, WHIAIANE:** There are cross-sections of our work that touch on Native Hawaiian issues. Native language, assessments in Hawaii are difficult. We handle those as they come forth.
 - Our initiative is specifically designed for Native Americans and Alaska Natives.

- We work closely with AAPI on those programs that fold into ours. One of the youth coming for listening tour is of Native Hawaiian descent.
 - **Leslie Wheelock, USDA:** AAPI was established by Executive Order. The Secretary of USDA has put his goal in alignment with the goals of the Executive Order. If you look under that initiative, you are likely to be able to find answers to some of your questions.
- **Jacob Aki:** My main concern is that there isn't a lot of representation for my people. So for those of us who are here, we need to show face and show up here to make it known that we care about our culture and what's affecting other indigenous peoples around this country. We are willing to support, willing to teach, willing to learn. In terms of language programs, we have full immersion programs from pre-school to high school. For us, if we can be of any assistance, we will. I'm interning at the Office of Hawaiian Affairs (OHA).
 - **Erin Bailey, CNAY:** We met with OHA to scrub our documents to make sure our language is reflective and inclusive of Native Hawaiian youth.
 - **Athena Brown, US Department of Labor:** We serve Native Hawaiians with our programs.
 - **Ron Lessard, WHIAIANE:** Native Hawaiians are included in the federal definitions for Indian tribe, so we need to incorporate that.
 - **Erin Bailey, CNAY:** Gen-I is inclusive of Native Hawaiians.
- **Jacob Aki:** I want to thank you for the work you're doing to perpetuate the legacy of our Native peoples. We all face the same problems. Especially for my generation, it's important that that we come together at the same table and learn from one another and teach each other.
 - **Leslie Wheelock, USDA:** I'm going to go back to our education agency to ask if they can produce references to agencies that are supporting Native Hawaiians.

Utilizing the private sector:

- **Dana Richey, USDA:**
 - Along with the scholarships and internship opportunities you mentioned, you identified philanthropic organizations you work with like Clinton Global Initiative, Casey Family Programs. Are you also working with the for profit sector, companies who have a direct or indirect interest in finding scholarships and internships that may also lead to careers?
- **Bill Mendoza, WHIAIANE:** 12% of our students are served in the for-profit sectors of higher education. Tribal colleges are serving 7%.
 - You raise a great point about collaborations for targeted investments for these students from the private sector. We are having conversations about where and how to invest.
 - We need to do more with Gen-I around that.

Substance Abuse Resources:

- **Meredith DeFrait, Office of National Drug Control Policy (ONDCP)**
 - Preventing substance abuse:

- Local coalitions are coming together to prevent youth substance use. We focus on youth in grades 8-12, but are developing community strategies to affect a greater range of people.
 - Problems with the applications:
 - The application process has been problematic for some communities.
 - Some community sectors aren't always represented or parallel.
 - For example, we need representatives from faith institutions, businesses, and media.
 - Making strides:
 - ONDCP is working to have more tribes who understand the requirements and can get past the initial cutoffs on statutory eligibility.
 - 3 years ago, 6 tribes applied and none of them met the statutory eligibility.
 - Recently, 5 tribal applicants were awarded grants.
 - Willingness to help:
 - ONDCP are willing to help people learn how to apply for the grants. There are online workshops you can attend to look into this.
 - Upcoming opportunities:
 - A [Request for Applications](#) recently came out.
 - Challenges with cultural competence:
 - Another struggle is incorporating cultural competence into youth prevention efforts.
 - ONDCP doesn't just focus on tribal youth, but they're a huge part of this. ONDCP needs more representation in the clouting process and when reaching out in prevention month, *drug facts week*, SAMHSA's week in May, etc.
 - ONDCP needs more feedback on framing message in a way that speaks to Native youth.
 - The awards:
 - ONDCP awards 5-year grants at \$125k per year.
 - A match is required and once you have the grant, there are activities you can do to support your own cultural promulgation.
 - For example, this could take the form of having people learn more about their culture and learn from elders in an appropriate setting.
 - There are lots of things you may already be going in your communities that also have the ability to prevent youth substance use.
- **Leslie Wheelock, USDA:** USDA might be able to help with recruiting businesses. What are the specific requests for those organizations?
 - **Meredith DeFraités, ONDCP:** You have to have a coalition in place that is in these fields, and you have to have that organization sign off to be a part of the ongoing initiative.
- **Tamara Mayberry, ONDCP:** Part of challenge is that the deadline isn't long enough to get buy-in from the community. ONDCP are working between agencies and have increase the timeline to

the past 60 days now so you can get more buy-in from the business community and tribal leadership.

THEMES

- Prioritizing and investing in Native youth
- Breaking down silos
- Interagency collaboration

FOLLOW-UP

Please visit the CNAY's [Dropbox](#) to view presentations, handouts, participant lists, and other items shared during the roundtable.