

1: Educational Opportunities Tours / Home

Through local and national partnerships, tribal communities can benefit from restored access to systems, knowledge, approaches, networks, and strategies that contribute to sustained engagement resulting in improved early learning opportunities and health benefits for Native families and their children.

Ready to fight back? Sign up for Take Action Now and get three actions in your inbox every week. You can read our Privacy Policy here. Thank you for signing up. For more from The Nation, check out our latest issue. Support Progressive Journalism The Nation is reader supported: Travel With The Nation Be the first to hear about Nation Travels destinations, and explore the world with kindred spirits. Sign up for our Wine Club today. Did you know you can support The Nation by drinking wine? Inside a double-wide trailer on the Warm Springs reservation in central Oregon, nearly two dozen American Indian high-school students sit facing computers, teaching themselves math and history. Rain slaps the roof. Two more students whisper, sharing a joke. Still another student, his face set in a serious expression, stares at the screen before him. Here in the Jefferson County J School District, more than a third of all American Indian students in sixth through 12th grades were suspended at least once during the 2016 school year, making them more than twice as likely to be suspended from school as their white peers. When I asked Holliday if she could introduce me to some of them, she texted back: This school district has failed us my entire lifetime, and it continues to do this today. Many tribal leaders and education experts say these dismal statistics reflect, at worst, overt discrimination—and, at best, the alienation that Native students feel in a school system that has few Native teachers overall as well as limited lessons on Native American history and culture. For decades, the US Congress has allocated money to enhance the learning opportunities for Native students, who are among the poorest in the nation. But that amount is steadily declining on a per-pupil basis, and there is little oversight of how the money is actually used. And though they represent approximately 1 percent of the student population, they account for 2 percent of all school arrests and 3 percent of all incidents referred by school staff to law enforcement, according to data collected by the National Congress of American Indians. Native students also disproportionately attend virtual schools like Bridges, according to an analysis conducted for this article by UCLA. Recent studies show that most students who attend these schools learn less math or reading than their peers in traditional public schools. More than 90 percent of American Indian students attend public schools, while a majority of the rest attend schools administered by the Bureau of Indian Education, where students have some of the lowest graduation rates and test scores nationwide. Low graduation rates contribute to high unemployment on reservations, as well as diminished levels of home ownership. Though Native Americans are regularly omitted from national studies, in large part due to their small population size, studies of other minority groups have found that being expelled or dropping out of school is also associated with higher incarceration rates. He retired on July 1. Molitor adds that the high disciplinary rates stem, in large part, from a lack of cultural understanding among teachers. Schools receiving public money are required to abide by federal anti-discrimination laws, including Title VI of the Civil Rights Act of 1964. Many tribes describe this money as critical for their students. Without it, kids in places like Putnam City, Oklahoma, might go without backpacks, calculators, or caps and gowns at graduation. Districts in other states use the funds to support students by sponsoring Native American clubs, powwows, and Native music or language classes. The US Department of Education conducts only cursory audits of the program, and it fails to ensure that the money is targeted specifically to Native students, rather than the student body at large. He who has the gold rules. Seen as an enlightened alternative to genocide, the federal government and a network of churches created hundreds of Indian boarding schools intended to assimilate Native Americans and eradicate their culture. Riley declared in 1971: Some students were physically or sexually abused by their teachers or dormitory supervisors. Many returned to their families and tribal communities deeply scarred. One teacher that I interviewed on background was placed on administrative leave, ostensibly out of concern that she had shared confidential information about students during our conversation, according to an investigator that the district hired, who contacted me. Less than 1 percent of educators nationwide are American Indian or Alaska Native. A recent study of , black

students found that if they had at least one African-American teacher between third and fifth grade, their chances of dropping out declined by 29 percent. The OIE declined to answer whether it had made any reforms since the audit. Eighty-seven percent of the references to American Indians in the various state academic standards, upon which textbooks are based, concern events that happened before , according to one study; only Arizona, Washington, Oklahoma, and Kansas teach about the boarding schools. Though the situation is better than it was 50 years ago, Native American content in school textbooks still perpetuates cultural stereotypes, while few textbooks convey the tribal perspectives on historical events and cultural concerns, according to a survey. For example, some Nebraska textbooks have described American Indians as lazy and drunk. These reflections are so wrong, so totally off base, that our students disengage from learning. This lack of understanding filters down to the classrooms of local schools, where teachers and administrators are often ignorant about their Native students. For example, Warm Springs and other tribes hold funeral ceremonies that last for several weeks; some school districts expel students who miss so many classes. The class grew silent. She continued to tear the paper. To that end, a small but growing number of states like Washington now encourage or require that Indian Education be taught to all students, at all levels of schooling. He pointed to the work of Eileen Quintana, a celebrated Title VI administrator in Utah who, through her Ute dancing classes and dedication to students, is credited with raising American Indian graduation rates in her district from 37 percent when she started 20 years ago to percent last year. A bill introduced earlier this year in the US Senate aims to develop more such teachers: It creates incentives, such as loan forgiveness and scholarships, for teachers who work in schools with a large population of Native students. Such partnerships may help to keep Native kids in school and supported. For example, the Chickasaw Nation, based in Oklahoma, now receives notification from the school district when students are truant, triggering a tribally led process to contact families and provide wraparound services for the students to keep them in school. DeVos advocates a voucher system, which would provide students with public money to attend private schools. But to use these vouchers, most tribal students would have to travel more than 70 miles round-trip to get to and from school. DeVos also promotes virtual schools like the trailer in Warm Springs, where students learn primarily from computer programs. Savannah Holliday, the student who was expelled in every year of middle school, went on to receive a full scholarship to Southern Oregon University, where she plans to study forensic pathology. She credited her success to her mother and her participation in a traditional-dancing group. Everything at Madras High School is not of my culture, but at dance practice I fit in, and I feel less alone. To submit a correction for our consideration, [click here](#). For Reprints and Permissions, [click here](#).

2: Education | NCAI

Build upon the Native Children's Agenda Policy Portfolio to create a unified, updated, child-focused policy portfolio, including joint policy priorities, unified tribal strategies prioritizing children, and new strategies aim at new audiences and keys take holders.

Native students perform two to three grade levels below their white peers in reading and mathematics. They are percent more likely to drop out of school and percent more likely to be expelled than white students. These statistics represent a snapshot of the current problem facing Native students. In addition, the effects of poor economic conditions in many Indian communities add to the challenges facing families and schools. Low-income homes, lack of adequate health care, and other factors create challenges that add to the achievement gap. The North American continent once was home to at least distinct Native cultures. Now, many cultures have disappeared or are struggling to survive. Native people throughout the United States have attempted to regain the practices that helped define them as a people. Many tribes have created dictionaries of their languages, elders have been asked to record their knowledge and memories, and countless other efforts have been made to connect the past with the present. Educational systems have been vital in many of these efforts, as tribal colleges and public schools have worked to restore and catalog this knowledge. Included are discussions of the Native student and information about where Native students live and attend school. Information also is included about where these students live. American Indian, Alaska Native and Native Hawaiian students are not evenly distributed across the country; many live on reservations, while others live in urban areas. The following policy recommendations are further discussed in this report, with additional supportive policies. Ensure access for Native students to a curriculum that prepares them for the rigors of a new economy and college, thus enabling them to fully participate in the workforce. Address the multi-dimensional, contextual problems associated with decreased achievement in schools before students begin school, thereby helping them arrive at school ready to learn. Increase the voice of Native peoples and their participation in the work of schools, and make schools more culturally relevant places for Native children. Ensure adequate distribution of resources to Native students. This report represents a call for assistance from the National Caucus of Native American State Legislators to our colleagues in every state—regardless of the size of their American Indian, Alaska Native and Native Hawaiian student population—to close the achievement gap between these students and their non-Native peers. Collaborative efforts are required, and we invite all to join us in the pursuit of educational excellence and equity for Native students.

3: Educational Opportunities - Pediatric Residency Program | Children's National

Post-Secondary Education Opportunities and Student Support Systems for American Indian/Alaska Native Youth Webinar Presenters – Billie Jo Kipp, Ph.D., is the President of the Blackfeet Community College.

NIEA will collaborate and engage stake holders at the state and tribal level to raise awareness and effectively impact implementation of priorities. NIEA will enhance policy expertise and strengthen tribes, communities, and stake holder capacity to increase participation on Native education implementation locally. NIEA will engage with organizations in the public and private sector to inform Native education issues. In alliance with tribe, communities, and stake holders, NIEA will drive Native education priorities to the national population. NIEA will strengthen and ensure the federal trust responsibility with the White House and other federal agencies. NIEA will create opportunities for members to advocate on behalf of their communities. NIEA will ratify Native priorities advancing national legislation. NIEA will advocate additional funding for the spectrum of Native education with Congress, the Office and Management and Budget, and other federal agencies. NIEA will cultivate relationships between Congress and their constituents. NIEA will empower members with the necessary tools and resources to become agents of change for Native education. NIEA will strive to enhance the relationship with members. NIEA will develop an advocacy tool kit empowering its membership and communities. NIEA will disseminate relevant information. NIEA will be the convening organization for all Native education priorities at the national, state, and tribal level. NIEA will strengthen existing alliances to advocate for Native education priorities. NIEA will expand outreach by building Native voice. NIEA will optimize its presence and voice through collaborative dialogue, collective thinking, and sharing of innovative promising practices. NIEA will utilize alliance networks to increase distribution and dissemination of information, resources, and advocacy efforts. NIEA will craft clear, effective messages. NIEA will broaden the use of current communication methods. In alliance with tribes, communities, and stakeholders, NIEA will cultivate opportunities for all Native children to access quality culturally responsive education resources. NIEA will build awareness on the necessity of culture-based education. NIEA will increase access to quality, cultural responsive education resources through a national repository. NIEA will reinforce tribal sovereignty by advocating for tribes on programs and services. In alliance with tribes, communities, and stakeholders, NIEA will generate opportunities for all educators to access and contribute to quality culturally responsive education resources. NIEA will identify promising practices. NIEA will identify and assess tribal standards integration processes to share with local education agencies. NIEA will provide culturally responsive evaluation tools for educators to assess their effectiveness and provide necessary support. NIEA will identify promising practices that cultivate culturally responsive learning environment for Native students. NIEA will support educators and leaders in creating and sustaining culturally responsive learning practices. NIEA will optimize capacity through strengthen dalliances to sustain culturally responsive learning practices and environments. NIEA will protect, support, and advance self-determination in tribal education agencies. NIEA will develop and expand key partnerships with in states. NIEA will empower tribes to increase participation on Native education implementation. NIEA will ensure consultation with tribal governments and their education departments are specifically included and represented in state and federal policy development. NIEA will convene national dialogues to develop relationships and strength entrust. NIEA will expand outreach with intentional partners and increase participation with coalitions. NIEA will enrich relationships among states, local districts, and tribal education agencies. NIEA will reinforce tribes to expand the scale, reach, efficiency, and effectiveness of their tribal education agencies. NIEA will assist tribes and keys take holders with the development of needs assessments for tribal education agencies. NIEA will collaborate with tribes, national organizations, and state education agencies that have tribal education codes to add to the repository. Assess current professional development policies at state and local levels. Provide increased opportunities for personalized learning experiences that meet the professional needs of adult learners. Establish a national clearing house of culture-based education resources to support Native and non-Native educator needs. In partnership with Native and non-Native organizations, determine continue education

opportunities at the state and national levels. In collaboration with BIE leadership, create high-quality professional learning experiences and ensure they are designed and delivered in a variety of approaches and tailored to the individual needs of educators and tribal leadership. NIEA will drive system change with educators, leaders, and community members. Develop means for assisting educators assess their effectiveness and receive support in areas where they see the need for improvement. Determine an evidence based process to engage elders and community members in schools serving Native students. Develop a network of educators who share best practices for instruction and work to provide lesson plans and in sights on culturally appropriate practice. Create opportunities for educators, community members, tribal leaderships, and students to share their knowledge and network across diverse fields of study. Analyze current wrap-around service programs in high Native population local education agencies and Bureau of Indian education operated and funded schools. Create platform to share promising practices with parents, teachers, and other service providers. In alliance with tribes, communities, and stake holders, NIEA will cultivate and nurture strategies that create the conditions in which Native children can thrive. Work with national, state, and tribal policy makers and advocates to adopt promising and proven standards of practice that provide supports for Native students. Partner with researchers to build repository to include knowledge on social emotional development, mental wellness, nutrition, and summer learning. Assess the effectiveness of culture-based education standards and pedagogy using the Coalition for Indigenous Language and Culture-based Education rubrics. Support the development of a culturally responsive assessment system consisting of tools to assess and inform learning. NIEA will strengthen policy expertise and capacity to empower tribes to increase participation on Native education implementation locally. In alliance with tribes, communities, and stakeholders, NIEA will endorse systems and policies that appropriately measure Native student success. Create a working group of assessment and culture-based education experts to lead continual dialogue and guide the assessment conversation. Identify literature reviews, reports, briefings, and testimonies presenting culture-based education and successful assessment systems. Explore the potential for creating a PK accreditation system. NIEA will highlight and advocate for Native controlled and driven programs that focus on identifying and addressing barriers to college readiness. NIEA will support programs designed to improve completion rates for Native students in post-secondary programs and improve career readiness. NIEA will support the ethical and accurate collection of data on post-secondary enrollment and completion by Native students. NIEA will support opportunities for Native people to re-engage in education. NIEA will support culturally responsive programs that prepare Native youth to be leaders in their community through the attainment of advanced degrees or vocational programs. NIEA will support the creation of culturally responsive wrap-around service programs that prepare members for future planning. NIEA will address the school-to-prison pipeline by focusing on increased advocacy efforts and intervention programs. NIEA will analyze non-traditional schooling methods and provide Native communities alternative avenues to credit earning and graduation attainment.

4: Education of Native Americans

January 12, READ THE COMPLAINT HERE. SUPAI, ARIZONA - This morning, children of the Havasupai Tribe and the Native American Disability Law Center ("NADLC") filed a federal civil-rights action against the United States government for failure to provide equal educational opportunities afforded to other students throughout the country.

The suit is the first federal civil rights action ever filed to address a wholesale denial of educational opportunities for both the general education and special education of Native American students. It was filed in U. District Court in Phoenix. Instead, he is sent home from school almost every day. He is in sixth grade, but he can barely read or spell basic words. Failure to provide general education: There is no instruction in science, history, social studies, foreign language, art, or physical education. Nor does the school offer any culturally relevant instruction. Teacher vacancies and chronic understaffing: Due to insufficient numbers of teachers, the school regularly shuts down for weeks at a time. Classrooms have been run by non-certified personnel, such as a janitor and school secretary, or by temporary staff who rotate out every two weeks. Denial of basic instructional materials: The school does not have sufficient textbooks, a functioning library, or any extracurricular activities, such as athletics, arts, music, or clubs. No system to provide special education and a full day of education to students with disabilities: Because the school lacks the capacity and trained staff to deliver appropriate education and accommodations for children with disabilities, these students are routinely physically excluded from school and punitively disciplined on account of their disabilities. This is an eminently fixable problem. BIE data also shows these children fall further behind the longer they attend the school. This case is important for Native children throughout the country. For more information on the case, visit: Native Americans with disabilities face unique legal issues that require advocacy designed to enforce, strengthen and bring their legal rights into harmony with their communities. The Law Center strives to advocate with a generosity of spirit to ensure that Native Americans with disabilities have access to justice and are empowered and equal members of their communities and nations. The Law Center accomplishes its work by collaborating with tribal nations to advance the rights of persons with disabilities, providing direct legal services to individual clients, providing training and education to individuals with disabilities and their families and communities, and by bringing impact litigation to protect and promote the rights of Native Americans with disabilities. Learn more at www. Founded in , Public Counsel strives to achieve three main goals: Through a pro bono model that leverages the talents and dedication of thousands of attorney and law student volunteers, along with an in-house staff of more than 75 attorneys and social workers, Public Counsel annually assists more than 30, families, children, immigrants, veterans, and nonprofit organizations and addresses systemic poverty and civil rights issues through impact litigation and policy advocacy. For more information, visit www. Our nearly lawyers represent clients in a broad range of complex and high-profile matters in the areas of corporate, litigation, real estate and financial restructuring. Supreme Court justices, 11 former federal prosecutors, four fellows in the American College of Trial Lawyers, and two former chairs of the American Bar Association Section of Litigation. Since its founding in , Sacks Tierney has distinguished itself by its skill, energy, integrity, community leadership, pro bono volunteerism, and pioneering expertise in legal areas of special value including Indian Law and Tribal Relations. It is an affiliate of the national American Civil Liberties Union. It is the largest civil liberties organization in New Mexico with over 6, members, working in the courts, the legislature and our communities to protect the rights of all people living in New Mexico.

5: [USC03] 20 USC Improvement of educational opportunities for Indian children and youth

A stronger foundation for tribal/state relations is needed to enable us to work together to preserve and protect our natural resources and to provide economic vitality, educational opportunities, social services and law enforcement that allow the governments to protect, serve and enhance their communities.

Resources Education of Native Americans Native American education efforts in the United States have been a mixed-bag as far as success goes. On one hand, Native American children have the highest drop-out rates of any ethnic group in the US. On the other hand, there are many education programs out there that are actively working to turn that tide around. National non-profit groups, federal agencies, independent researchers, and trade groups alike have been working on this issue for decades now. While they have made some gains, the sheer number of Native Americans dropping out of high school or college is enough to make the task one of Herculean measure. The real issue facing people that are trying to solve this problem is identifying the things that cause natives to drop out in the first place. Much of this has its roots in the early governmental approach that the government took to educating Native American children. After the policies of "Indian Removal" and relocation had passed, there was a large push within the country to educate native children in boarding schools. These schools would later be ousted as depraved, abusive facilities where children were beaten and starved for speaking their native language or practicing their spiritual beliefs. The horrible conditions that Native American children faced at these schools have had a lasting impact on the way Native Americans view "public" education. Due to the actions taken against their ancestors in the early settlement of the United States, there is a definite climate of mistrust or apathy toward the government. This lack of trust creates an environment where the value of a public or state education is simply not fully understood or appreciated. Without the motivation necessary to keep going on with studies, Native American children decide to drop out. They mostly drop out between the 7th and 12th grades. These numbers are even higher in areas where parents of Native American children complain of a major lack in understanding of native culture. In order to turn the tide on these statistics, a number of educational programs have been bolstered to provide even greater opportunities for Native American students. The federal government has created specialty internship and school scholarship programs that it hopes will help Native American youth succeed. Also, many schools have begun to take native culture more seriously. There have been a number of schools that have successfully implemented programs that teach educators and staff about native culture, giving them a better perspective on how to interact with native students. The schools that have these "cultural sensitivity" classes have seen a noted decline in the amount of disciplinary actions they take against Native American students. Some credit the sensitivity training itself, but only time will tell which programs were the most effective. There are many issues surrounding Native American education. It is a complex issue that demands a thoughtful perspective on the many difficulties that native children are born into. These difficulties can compound when these children are faced with a world that seems to neither understand them nor want to understand them. Their culture is often very different than the culture of their classmates, so they can find themselves feeling isolated. These issues have been the impetus for the creation of many federal, state, corporate, individual, and tribal initiatives to help Native Americans excel more readily in school.

6: Striving To Achieve: Helping Native American Students Succeed

It is the policy of my Administration to support activities that will strengthen the Nation by expanding educational opportunities and improving educational outcomes for all AI/AN students in order to fulfill our commitment to furthering tribal self-determination and to help ensure that AI/AN students have an opportunity to learn their Native.

7: Grants & Funding | Administration for Children and Families

Department Of Energy Tribal Educational Opportunities. Educational Opportunities and Strengthening Children's

Museum of Houston.

8: Our Story – National Indian Education Association

NCAI is committed to ensuring that American Indian and Alaska Native students have the best educational opportunities possible, including access to a quality education system that respects and addresses their unique cultural and linguistic needs.

9: How America Is Failing Native American Students | The Nation

In the past, Tribal officials and American Indian educators have indicated that an unbroken "pipeline" from early learning to career is necessary to foster the educational success of American Indian and Alaska Native (AI/AN) students.

Supremacy of Aberdeen-Angus cattle. Pearson exceptional children North Carolina Troops, 1861-1865: A Roster (Volume X: Infantry, 38th-39th and 42nd-44th Regiments) Amelie yann tiersen piano sheet music 2nd puc kannada poems summary Its about Change. its about You! Miracles in the storm Trade secrets case digest 24. The Lines of Torres Vedras 377 Accompanied by a CD of with various tracks: Marc Hoffman performing the lullaby, spoken word readings, an Success with Words, 4th edition (Succes With Words) III Mechanism of acetylcholinesterase inhibition by fasciculin: 5 ns molecular Chapter 4. Initiation rites ; Account of the Royal Irish Academy, from 1st April, 1846, to 31st March, 1847. No. XI . cv-cxix Religious symbolism of Michelangelo Teaching thinking skills across the early years Umikers management skills seventh edition Theatres Strangest Acts Specification and informational issues in credit scoring Janes Air Forces of the World Ths of history apush End of all things Chapter 2 I Henry Stokes and Telling the Truth Becoming a fashion designer. Distributive justice and the value of information : a (broadly Rawlsian approach Jeroen van den Hoven and Real charmers : cobras and their kin Crime beyond borders Recruiting singers 5. Developmental disorders From Tadpole to Frog (Welcome Books: How Things Grow) The rise of national competitive corporatism Reach for your dreams in 5-D stereograms Opportunities in word processing careers Foreword Elliott West Sex, lies, and Republican hypocrisy : the downfall of the GOP, 1994-2006 Ar verb practice worksheet The emerging American church Authorization: reading the body of the slave Number one Millbank Understanding Reptile Parasites (Advanced Vivarium Systems)