



Beginning understandings of educations role in intergenerational poverty amongst Native peoples.

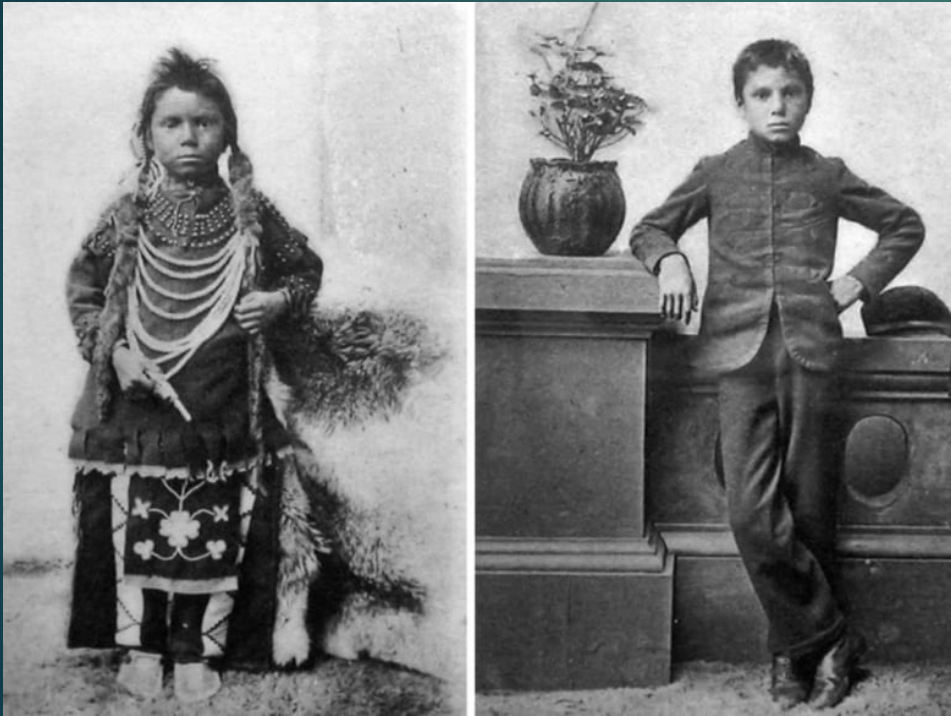
MEGAN BANG
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7.25.22

Plan for today:

Increased educational attainment as a theory of change, without a deep transformation of education models, perpetuates the problem.

- ▶ Historical context of Indian education and present-day manifestations
- ▶ How are Native students doing right now?
- ▶ The importance of culture, language and identity to learning
- ▶ Some Implications

Schooling has been a key tool of assimilation to Native communities

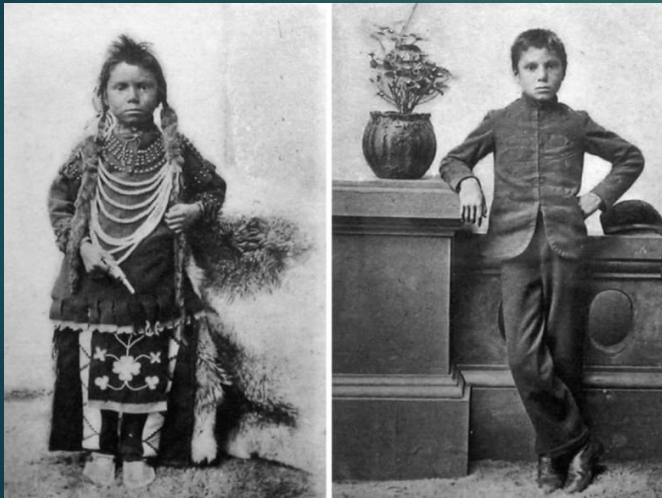


Policy of "Kill the Indian, Save the Man."

- ▶ Congress acknowledged that from "the beginning, Federal policy toward the Indian was based on the desire to dispossess him of his land. Education policy was a function of our land policy." – Kennedy Report
- ▶ 408 Boarding schools in 431 locations aimed at eradicating Indigenous intellectual, cultural, and linguistic forms of life.
 - ▶ Earliest opening date of a boarding school 1801 – last opened 1969.
- ▶ Different types of schools
 - ▶ On reservation government controlled
 - ▶ Independently run schools supported by federal appropriations
 - ▶ Contract schools – including to religious associations
- ▶ These schools were funded by the wealth accumulation of territorial acquisition and land theft, and the benefits derived from these, in a variety of ways. (Newland, 2022)

Issues deeply present in everyday life still

Grandpa boarding school survivor
– Alive lives with us
2 Aunties and 1 Uncle alive today
attended boarding school



Grandma boarding school survivor – passed on
2nd grandpa passed on

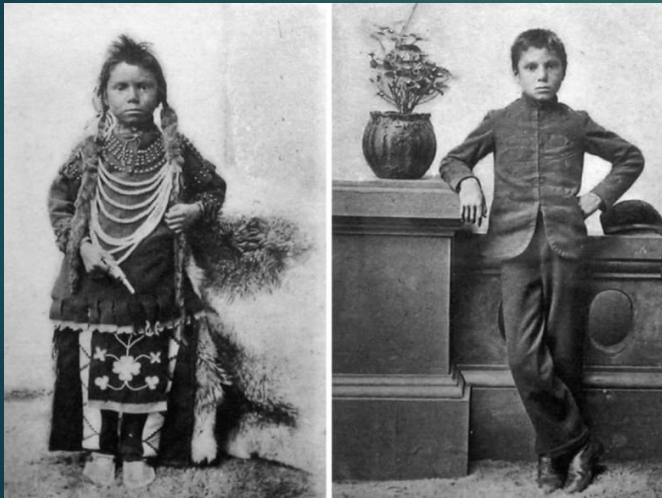


First male to graduate high school - Was not allowed to walk in his graduation ceremony unless he removed all cultural indicators.



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Where are Native students today and how are they doing?

A focus on K-12

- ▶ 29% of Native people are under 18 years of age.
- ▶ 90% of Native students attend public schools (NEAP, 2019).
- ▶ Majority of Native students **do not** go to school on/in reservation schools – or tribally controlled schools.
- ▶ 2019 National Indian Ed Study
 - ▶ Low density public schools
 - ▶ High density public schools
 - ▶ Bureau of Indian Ed schools

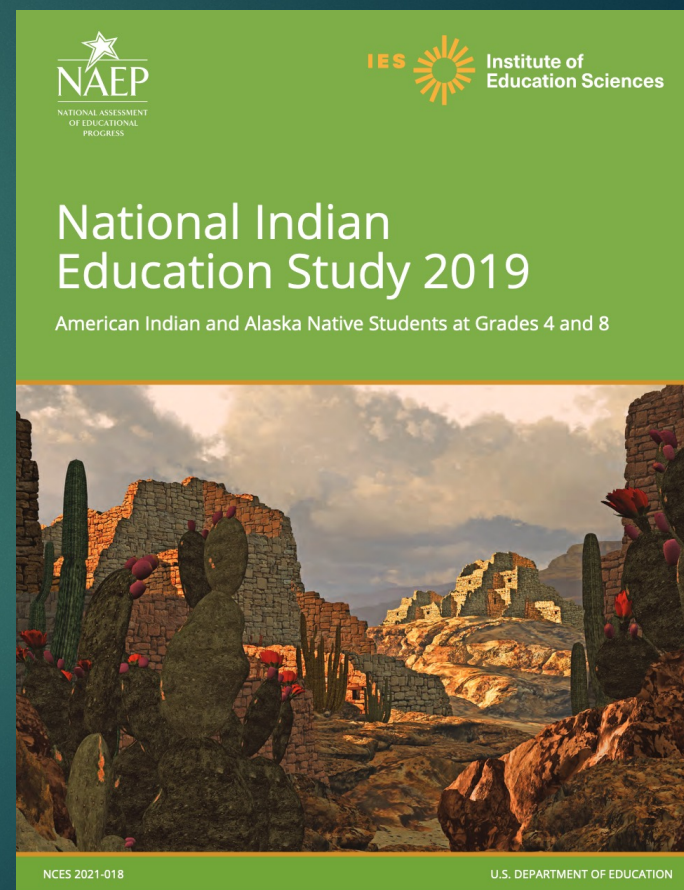


Figure 1. Trend in fourth-grade NAEP reading average scores for AI/AN students, by school type/density: Various years, 2005–19

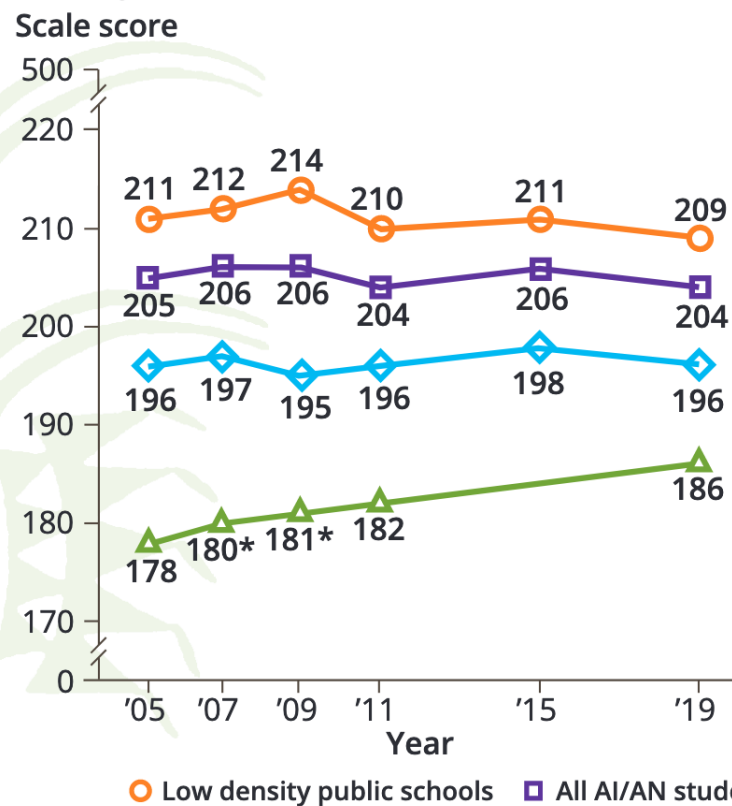


Figure 2. Trend in eighth-grade NAEP reading average scores for AI/AN students, by school type/density: Various years, 2005–19

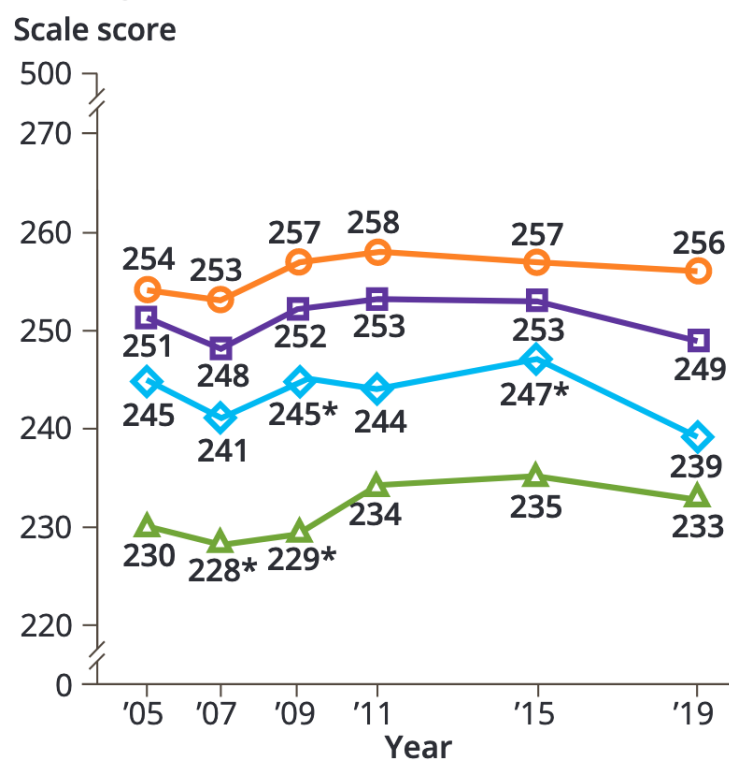


Figure 3. Trend in fourth-grade NAEP mathematics average scores for AI/AN students, by school type/density: Various years, 2005–19

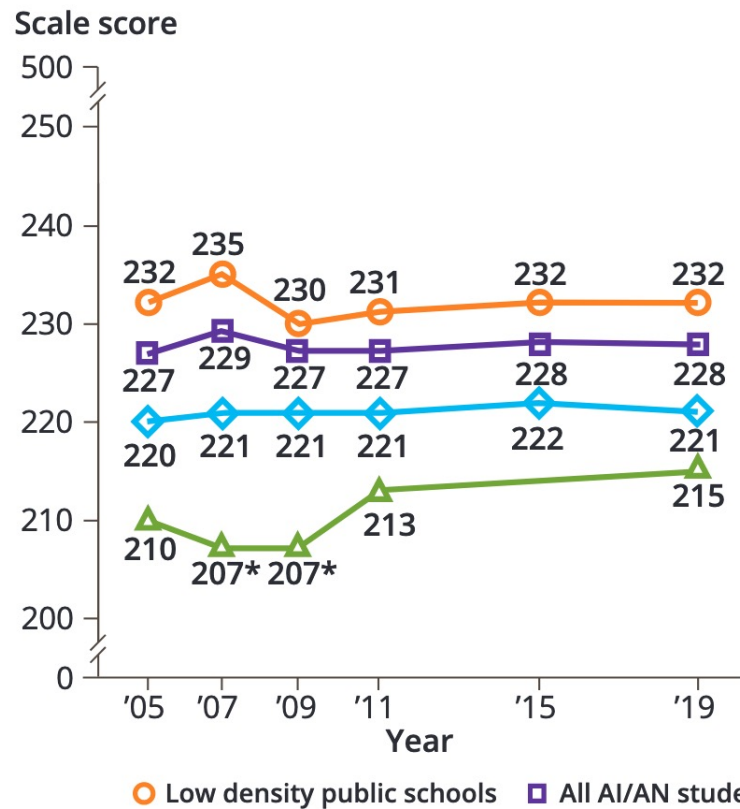
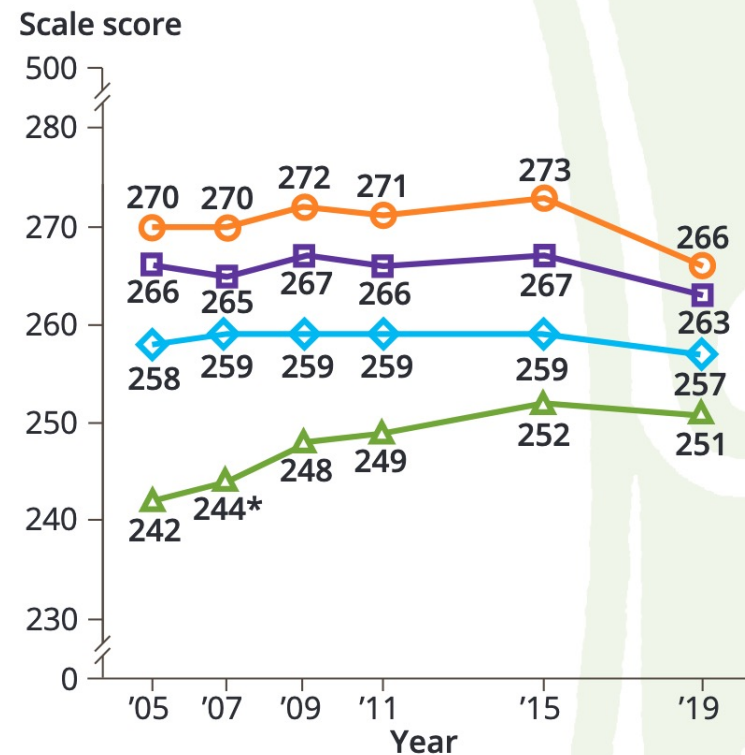
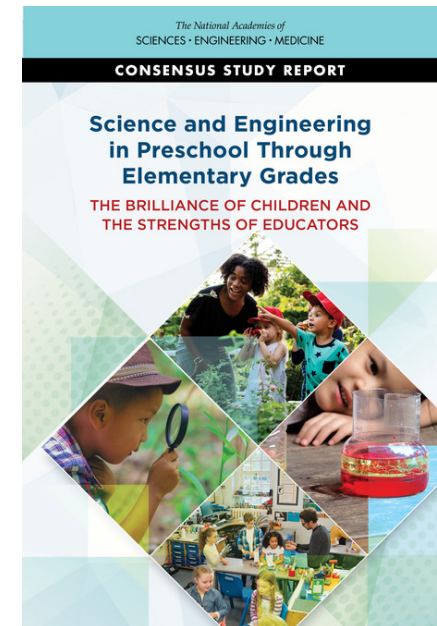
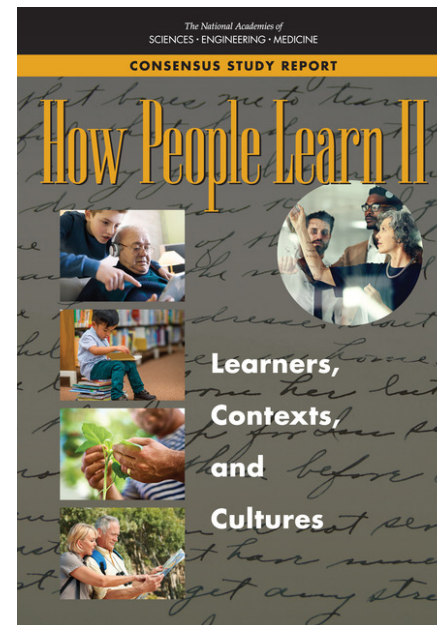


Figure 4. Trend in eighth-grade NAEP mathematics average scores for AI/AN students, by school type/density: Various years, 2005–19



High Level Principals from the Science of Human Learning & Development

- ▶ Cultural practices and identity are intertwined with disciplinary learning.
 - ▶ Strong racial and cultural identity associated with higher academic performance
 - ▶ Many students experience “ethnic” and academic identity conflicts
- ▶ Engaging prior knowledge is critically important in building new knowledge and impacts knowledge organization and memory
- ▶ Learning, identity, and wellbeing of learners improves when culturally responsive instruction and instructional materials are utilized.
- ▶ Teachers’ and schools’ stances about equity impact instruction.



Education is systemically producing Indigenous absence aka conditions that prevent learning for Native students

- ▶ Standards
- ▶ Teacher Preparation/Requirements
- ▶ Curricular Resources
- ▶ Schools today are the main drivers of Indigenous absence in peoples' knowledge enabling systemic racism and challenges for Native peoples.
- ▶ Indigenous youth face mental health challenges at a significantly different rate than other youth – A key issue is being able to imagine a present and future self (Elliot & Fryberg, 2020).

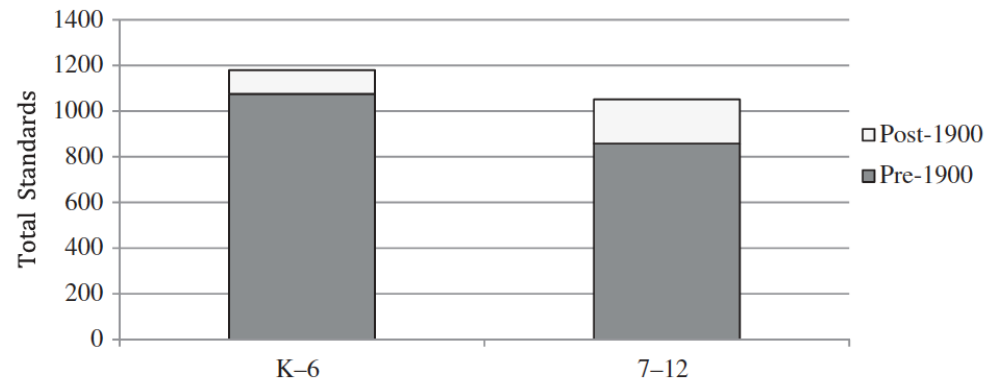


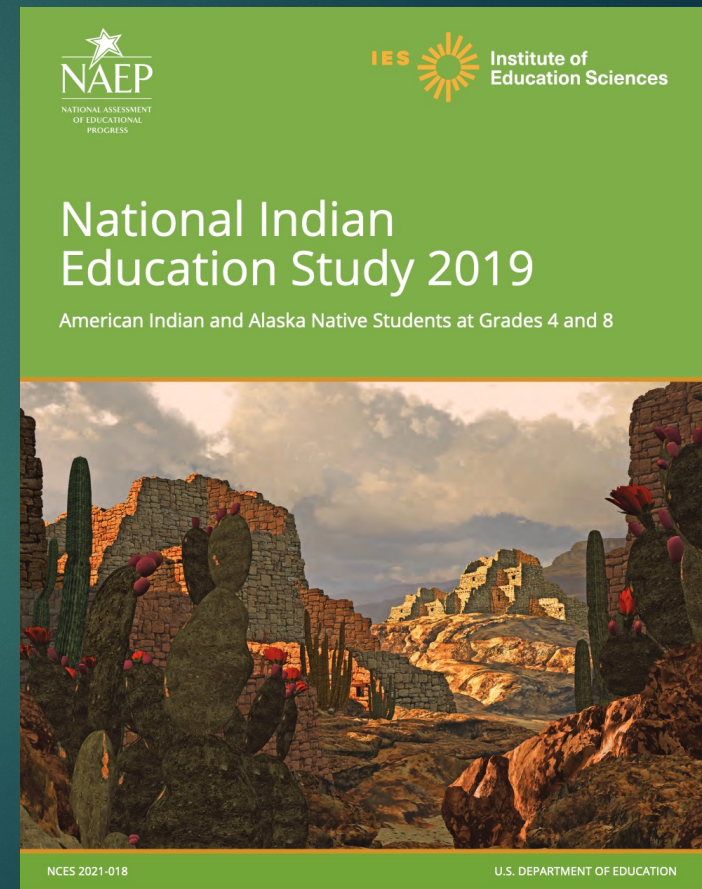
Figure 1. Number of Coded Standards Pre- and Post-1900

Only 50% of states require teaching about Indigenous peoples. 87% of US educational standards dictate the teaching of Indigenous peoples in the context of pre-1900 U.S. history (Shear et al. 2015).

Teachers Report Broad Absence or Minimal Presence of Native people

Language Arts/Social Studies

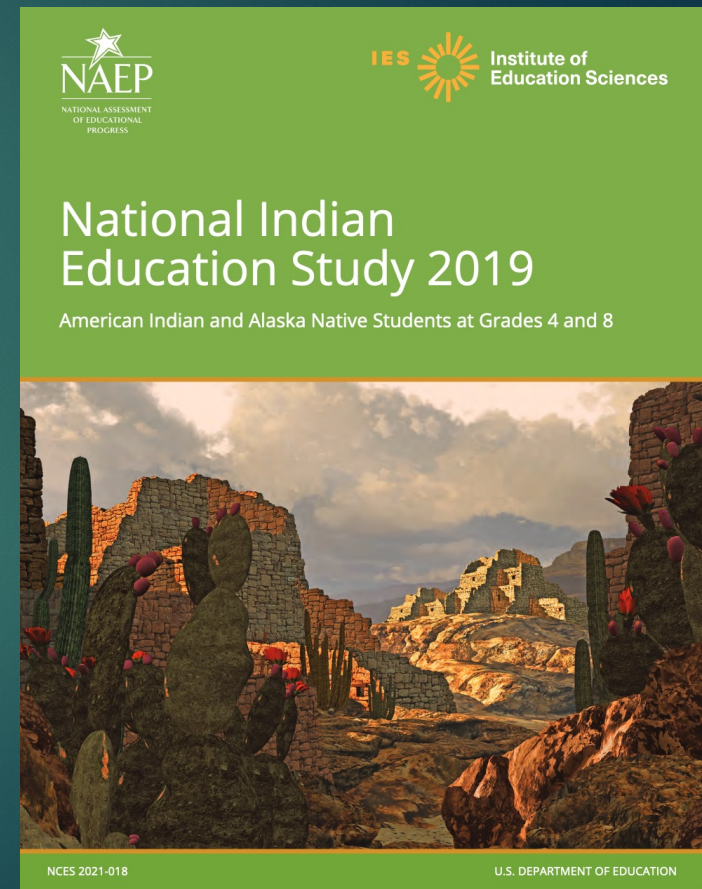
- ▶ 4th grade
 - ▶ Overall 52% say never or once a year
 - ▶ LD: 73%, HD: 47%, BIE: 20%
 - ▶ 18% overall say daily or weekly
- ▶ 8th grade
 - ▶ Overall 73% say never or once a year
 - ▶ LD: 90%, HD: 58%, BIE: 21%
 - ▶ 18% overall say daily or weekly



Teachers Report Broad Absence or Minimal Presence of Native people

Mathematics

- ▶ 4th grade
 - ▶ Overall 85% say never or once a year
 - ▶ LD: 96%, HD: 79%, BIE: 59%
 - ▶ 8% overall say daily or weekly
- ▶ 8th grade
 - ▶ Overall 88% say never or once a year
 - ▶ LD: 99%, HD: 82%, BIE: 59%
 - ▶ 6% overall say daily or weekly



Issues are central to everyone not just Native peoples.

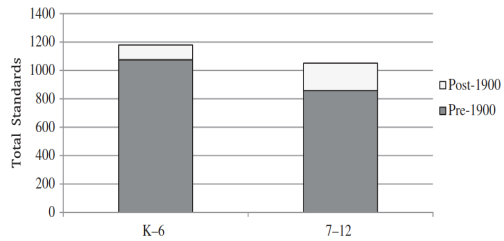
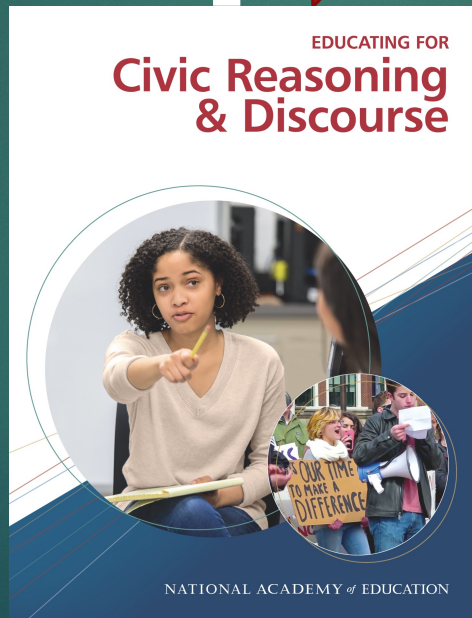


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Understanding issues of equity with and for Native people are distinct from other racialized minorities. Indeed, efforts that do not recognize this can increase problems.



THE WHITE HOUSE



NEWS & UPDATES

White House Commits to Elevating Indigenous Knowledge in Federal Policy Decisions

NOVEMBER 15, 2021 • PRESS RELEASES

*White House Office of Science & Technology Policy and
Council on Environmental Quality release first-of-its kind
memorandum to initiate new federal guidance on
Indigenous Traditional Ecological Knowledge*

Implications & Needs

- ▶ Transformation of understanding of educational paradigms and relationships to US wealth and economic development with respect to Native peoples.
- ▶ Schooling experiences that are grounded in and contribute to the revitalization of Indigenous peoples (knowledges, culture, and language)
 - ▶ Investments in curricular materials & teacher education
- ▶ Policies that take seriously the historical trauma that has been systemically inflicted and helps to support the cultivation of wellbeing.
- ▶ Transformation of relationships between schools, families, and communities.