Educating Native Students, Then and Now

NAPTAC’s Summary of “Native Nations and American Schools: The History of Natives in the American Education System”

A product of NAPTAC
Native American Parent Technical Assistance Center
Summary by Robin Butterfield
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Native Nations and American Schools

Who wrote the report?
National Indian Education Association

Use this summary of the report to:
• better understand the historical context and current state of Native education; and
• inform your work with families who are American Indian/Alaska Native (AI/AN).

Did You Know...?

567
Federally Recognized Tribes in the U.S.

5.2 million
U.S. citizens identify themselves as having AI/AN ancestry

42%
AI/AN population under the age of 25

78%
AI/AN population living outside of Tribal areas

Essential Understandings

Recognizing the painful past

Oppressive federal policies of the past have had a devastating impact on Native communities.

Boarding School Era
To enforce assimilation, Native children were taken from their tribal communities and sent to boarding schools far from home.

These were harsh environments where students were not permitted to wear their Native clothing, speak tribal languages, or practice tribal customs.

1926 Meriam Report
An investigation into the conditions in Indian country & the impact of federal policy on tribal communities.

Findings
“Indian schools had significantly lower social & educational standards than urban and rural schools serving the general population of American students.”

Recommendations
Base curriculum on Native cultures and history. Acknowledge the diversity between tribes and their needs.

Native American Parent Technical Assistance Center
Online at: https://www.parentcenterhub.org/naptac-tier1-culture/
Essential Understandings
continued

In 1934
New Federal laws passed brought changes.

In 1969
Report released on 2-year national study of conditions and education in Indian Country.

Modern Education Laws
A Brighter Future for Native Students

Legislation in the 1970s and after marked a shift in federal policy, which now it supports the ability of tribes to approve or disapprove of programs for their own Native students.

1934 Indian Reorganization Act
- Revised policies about assimilation of Natives
- Provided some recognition of tribal sovereignty

1934 Johnson O’Malley Act
- Provided funds for public schools that had schools located on or near tribal land

The Kennedy Report
Detailed the low quality of virtually every aspect of the education of Native students in both the Bureau of Indian Affairs (BIA) and public schools

Recommendations of Report
Echoed many in the 43-year-old Meriam Report

1972 Indian Education Act
- Formula grant program of the U.S. Department of Education
- Focuses on the “unique culturally related academic needs” of Native students
- Created the National Advisory Council on Indian Education, which oversees all U.S. DOE programs and funds that impact Native students

1975 Indian Self-Determination and Education Assistance Act
Tribes now contract directly with the federal government to operate their own education programs.

Types of Schools Native Students Currently Attend

<table>
<thead>
<tr>
<th>Bureau of Indian Education (BIE) Schools</th>
<th>Tribally Controlled Grant/Contract Schools</th>
<th>Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Funded within the U.S. Department of Interior</td>
<td>• Funded through the BIE</td>
<td>• Funded primarily by states with supplemental funds from the U.S. DOE</td>
</tr>
<tr>
<td>• Operated by the BIE</td>
<td>• Operated through tribal control, grant, or contract</td>
<td>93%</td>
</tr>
</tbody>
</table>

AI/AN students educated in public schools

- 183 schools located in 23 states

Promising Practices

Culture-Based Education
Academically effective and locally meaningful for Native students and communities

Immersion Schools
Full-day or half-day teaching and learning in a Native language, including instruction in all content areas

Language Nests
For young children from birth to 5 • Provide vibrant, home-like environments where young children interact with fluent speakers of Native languages

Other sections in NIEA’s Native Nations and American Schools
• Federal policy toward Native Alaskans
• Barriers to success faced by Native students
• Key Native education legislation and Executive Orders