SURVEY ANALYSIS

Pathways to Respecting American Indian Civil Rights
Summative Evaluation Report

Region VIII Equity Assistance Center
Metropolitan State University of Denver
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# Pathways to Respecting American Indian Civil Rights

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Pathways to Respecting American Indian Civil Rights

Executive Summary

The “Pathways to Respecting American Indian Civil Rights” Conference aimed to personalize civil rights enforcement and access by presenting facts and approaches that help providers uphold the law and encourage Natives to assert their civil rights through an engagement process that encourages participants to connect the presentations to their own work, life, and understanding of the topics covered. The conference had two key values for convening: (1) to remove barriers that romanticize, inhibit and omit American Indian & Native American participation in exercising civil rights; and (2) to inform Natives & providers of rights and obligations to establish integrity and accountability for equality.

The Region VIII Equity Assistance Center (EAC) at Metropolitan State University of Denver was the leading host for this conference. The Region VIII EAC is guided by its mission to provide, upon request, technical assistance and training for school boards, school districts, Tribal Education Agencies and other responsible governmental agencies to promote equitable education opportunities and access for all students. They seek to improve equity, access and participation in high quality, research-based opportunities for education for all students and to reduce disparities between and among groups where they arise.

The Conference was attended by a total of 107 participants. Seventy-six percent (63) of the participants reported their ethnicity as Non-Hispanic/Latino and twenty-four percent (20) reported their ethnicity as Hispanic/Latino. Forty-nine percent (45) of the attendants reported their Race as Native American/Alaska Native, thirty-nine percent (36) reported they were White, sixteen percent (15) stated they were Black/African American, three percent (3) reported their Race as Asian, one percent (1) reported being a Native Hawaiian/Other and one percent (1) reported being a Pacific Islander. The following states were represented at the Conference: Colorado, Minnesota, Arizona, Maryland, Kansas, New Mexico, Washington, and the District of Columbia.

When the participants were asked “I would be willing to attend the conference if there was a registration fee,” twenty-nine percent (29) “strongly agreed,” thirty-four percent (34) “agreed,” twenty-five percent (25) “neither agreed nor disagreed,” ten percent (10) “disagreed,” and three percent (3) “strongly disagreed” with the statement. Six participants skipped the question. When asked if “I have the means to pay for the conference if there was a registration fee,” twenty-five percent (25) “strongly agreed,” twenty-nine percent (29) “agreed,” twenty-three percent “neither agreed nor disagreed,” eighteen percent (18) “disagreed,” and six percent (6) “strongly disagreed” with the statement. Six participants skipped the question. When asked “If I witness or experience a civil rights violation, I feel better informed about my ability to address it,” forty-three percent (42) “strongly agreed,” thirty-four percent (33) “agreed,” sixteen percent (15) “neither agreed nor disagreed,” six percent (6) “disagreed,” and one percent (1) “strongly disagreed” with the statement. Ten participants skipped the question. When asked “If I witness or experience a civil rights violation now, I am likely to address it,” fifty-two percent (49) “strongly agreed,” twenty-five percent (26) “agreed,” fifteen percent (14) “neither agreed nor disagreed,” four percent (4) “disagreed,” and two percent (2) “strongly disagreed” with the statement. Twelve participants skipped the question.
Pathways to Respecting American Indian Civil Rights

The American Indians Pathways Taskforce hosted a two-day training and education conference for leadership to promote the civil rights of American Indians. Topics included information on health care, employment, education, environmental justice, and nutrition. Also included were discussions on crisis issues within the Native American communities, such as hate crimes, the loss of culture and violence against Native women. The overall goal of the training and education conference was to provide the audience with answers to a wide range of questions in the Native American community under an umbrella of cultural comfort. Below are charts and comments that illustrate participant responses to the breakout sessions offered at the conference. The responses are presented under the title of each breakout session. Also, the responses accurately express the data collected from each breakout session.
Facilitator Session Notes

American Indian Boarding Schools and its Impact on American Indian Communities in 2014
Facilitator: Maxine; Note Taker: Justin Walker
Presenter: Brent Lee Shelton

1. What stood out from this presentation?
   - "I was surprised by the (boarding schools') continuation into the 20th century."
   - "I was unaware of the church's involvement."
   - "How do you propagate this information to broader audiences? These historical facts and their impact are important."

2. Where do you connect to the info presented? What did you relate to?
   - "I had a friend who attended Rosebud"
   - Experienced first-hand religious divide within family - one family member attended a residential school and "found something"

3. Where are the gaps in the info? Where do you still have questions?
   - What ultimately happened to the residential schools?
   - Shelton responded that in the 60's and 70's tribes became more responsible for their institutions. Today, some boarding schools are operated by the tribes themselves, but that they are similar to other residential prep schools
   - Are these aspects of history taught to students today?
   - Are we able to track down the victims for documentation and healing?
   - Shelton responded by describing the process undertaken in Canada – a political one that involved collecting stories and documenting, but that caused some additional harm by asking people to relive traumatic experiences. He mentioned the re-traumatization in the Canadian experience had resulted in cases of suicide among participants.
   - A participant added that documentary films have been helpful.

4. What is practical/easy to act on?
   - A participant who teaches undergraduate education courses said that she thought this history and perspective should be included in those courses.
   - An employee from The City of Aurora Government mentioned that in her experience connecting with the native American community there has been difficulty; this session would help her do that better.

5. What is challenging to act on?
   - A participant said they were frustrated when people learn an historical perspective but do not in turn contribute to solving problems. The ongoing mascot issue, with all its complexities, was mentioned as an example.
   - A mother of Native American background added that she had to each year speak to her children's' school teachers about how/why the Columbus Day celebrations were harmful for her children, implying that the teachers don't understand, even after her attempts to enlighten them.
   - A participant asked: "How can one help trauma victims?"
   - Responses from participants included mention of organizations working on wellness, White Bison was given as an example.
   - A participant who self-identified as a film-maker added: "Just listen to the stories"

6. What are the opportunities to grow / advance this work?
   - A woman who self-identified as "Christian Native American" described how her Christian identity conflicted with her tribal identity because there was much antipathy among the tribe and some of her family towards Christians and Christianity. The word "god" was prohibited and she had to avoid speaking about or identifying as Christian in the community to avoid conflict.

7. What is the significance of this topic - or - what did you learn?
   - "This is an important part of American History that needs to be learned and acknowledged."

8. Who needs to learn more about this?
   - A participant suggested people who are second, third, and fourth generation and continue to be affected by the intergenerational trauma need to learn this history and its intergenerational impact.

9. What is the best approach to engage others in conversation?
   - "Speak up."
   - "Tell the truth regardless of how difficult it is."
   - We're living in a global world – Native Americans experienced things that are happening in other places.

10. How will you use info from this session?
    - No responses offered
Facilitator Session Notes
National Labor Relations Board
Facilitator: Paul Kabotie
Presenter: Matt Lomax

1. What stood out from this presentation?
   - Protection for concerted activity
   - Decrease of cases 1980 to 2013
   - Knowing claim has more basis, if not acted alone

2. Where do you connect to the info presented? What did you relate to?
   - General info, working in concert
   - Importance of Outreach

3. Where are the gaps in the info? Where do you still have questions?
   - More clarification on who is represented
   - Jurisdiction on Tribal reservation
   - Examples of American Indian jurisdiction
   - How much impact it has w/American Indians
   - Promotion of agency

4. What is practical / easy to act on?
   - Knowing how to file a claim
   - Knowing where to find more information

5. What is challenging to act on?
   - Uneducated on Act – NLRA – itself & filing for unrepresented people

6. What are the opportunities to grow / advance this work?
   - Concerted activities / non-union
   - Education – distribution of info
   - Filing online

7. What is the significance of this topic – or – what did you learn?
   - Knowing that employees have rights / back pay
   - Applies to Tribes
   - Employees are protected, even if not in a union
   - Appeals process

8. Who needs to learn more about this?
   - Employees
   - Tribes
   - Employees, specifically, in service industries
   - Employers
   - Trade associations

9. What is the best approach to engage others in conversation?
   - Outreach / education
   - PSA’s
   - PSA’s in different languages
   - Social networks

10. How will you use info from this session?
    - Tell other people
    - Knowing the signs for filing a claim
    - Referrals
Facilitator Session Notes

Mental Health First Aid
Facilitator: Sheryl Johnson
Presenter: Debbie Stafford

1. What Stood Out From the Presentation?
   - The Quiz
   - The Awareness
   - Group Involvement
   - Kevin Mills Story [About Suicide Attempt]

3. What are the gaps in the info? Where do you still have questions?
   - Sweat Lodges
   - Ceremonies
   - Cultural Perceptions
   - Talking Circles
   - Cultural Responsiveness

4. What is practical/easy to act on?
   - ALGEE: Assess for Risk of Suicide or Harm, Listen non-judgementally, Give reassurance and Information, Encourage appropriate professional help, Encourage appropriate self-help
   - Energy

6. What are the opportunities to advance/grow this work?
   - American Indian needs stronger voice and greater visibility in the community.

8. Who needs to learn more about this?
   - Judges
   - Guardian Ad Litem
   - Prosecutors
   - Special Advocates
   - Tenants
   - Property Managers
   - Elected Officials
   - Policy Makers

Appendix
Facilitator Session Notes
The Power of Indian Tribes

The Power of Indian Tribes: Educational Sovereignty
Facilitator: Karen John
Presenter: Rick Williams

1. What stood out from the presentation?
   - TCUs as tribes exercising sovereignty!
   - (Everything!) Tribes CAN exercise sovereignty!

2. Where do you connect to the information presented? What did you relate to?
   - Immersion School at Pine Ridge (K-5)
   - Political history - important foundation (we need Indian 101 @ every Pathways)
   - TCUs as leaders in sovereignty and higher ed best practices
   - Legal issues re: sovereignty (limited)
   - I live it

3. Where are gaps in the info? Where do you still have questions?
   - American Indian human rights are being heard in international courts. Why don’t we hear them @ US Supreme Court since we have treaties w/US?
   - More on educational issues & history of it.

4. What is practical/easy to act on?
   - Support TCUs - $ (all ways)
     - Build economy
     - Viable in 21st Century
   - Learn the history - your tribe and US Indian policies
   - Encourage elected tribal officials to be sovereign
   - Semantics and perceptions
   - Sovereignty comes from within!

5. What is challenging to act on?
   - The availability of needed funding
   - Lack of knowledge/history of mainstream
     - Tribal politics and US politics
   - Changing the paradigm

6. What are the opportunities to advance/grow this work?
   - Lobby for more $ for individual student’s needs and services to support them
   - Educate other colleges for partnerships
   - Sovereign domestic nations can/should/will become policy mature
   - Be a VOICE at the table
   - Honor traditions and try new methods to lift from poverty
   - Educate community and then inspire others
   - Support native Tribes
   - Consultations lite (NAGPRA)

7. What is the significance of this topic? Or, what did you learn?
   - Acknowledging Native Americans
   - Conversation, dialogue to mobilize action
   - “Walk our talk” – information & tools to challenge STATUS QUO and present solutions
   - “Solution oriented”

8. Who needs to learn more about this?
   - Native Peoples
   - Policy Makers
   - ALL of Humanity
   - Higher ed administrators and faculty

9. What is the best approach to engage others in this conversation?
   - Historical barriers (cultural)
   - Educate on Native Culture(s)
   - Inspire other communities
   - Insist, make policies! Montana “Indian Education for all!”

10. How will you use the information derived from this session?
    - Continued research and education
    - Talk, talk, talk to everyone
    - Share story – lived experiences of today’s Indian People!
Facilitator Session Notes
Center for Native American Youth (CNAY)
Facilitator: Alex
Presenter: Ryan Ward

1. What stood out from the presentation?
   - Continued need for empowerment
   - Cultural Preservation
   - Concern for Native Youth (Passion)
   - Info About CNAY
   - Giving Youth A Voice
   - Inspired By the CFC Youth and the Programs They Create
   - Concerns for Native Youth Suicides and Education
   - Confronting Racism on the Mascot Issues
   - The Video
   - Youth Sharing Their Programs
   - Group Discussion Issues

2. Where do you connect to the information presented? What did you relate to?
   - Cross-Section With Education
   - Title VII Parent Committee
   - Parent Participation & how to reach the parents
   - Educating Administration & Teachers
   - Getting Youth Involved
   - Topics Discussed Were Broad and relatable (discrimination, education, college)
   - Health & Wellness - as a counselor
   - Blood Quantum - preservation and discrimination
   - Native Relocation issues and native youth displaced by adoption thefts
   - As a parent supporting youth action

3. Where are gaps in the Info? Where do you still have questions?
   - Follow-up pertaining to issues brought up
   - How Tribes are eliminated – Has to bring them back.
   - Board questions - working board or name only
   - Getting information to the communities and parents
   - Get beyond identifying issues & offering solutions and good practices instead
   - How we approach issues outside Indian Communities.
   - Native organizations and Latino Organizations
   - Funding Opportunities
   - How do we connect communities with CNAY
   - Programs not open and available to native youth outside program click
   - Expanding with other community groups

4. What is practical/easy to act on?
   - Access To Online Information – Social Media
   - Reports
   - Sending Emails of Events
   - Increase Collaboration With Other Native Programming
   - Media and the issues tied with that
   - Taking information on Champions of Change back to community and nominating students
   - Nomination Forms for Students
   - Honoring Native Youth Graduating High School or College.

5. What is challenging to act on?
   - Getting youth in a good program?
   - Communication - some don't have form of technology
   - Funding to support youth ideas or efforts whether is a program or event
   - Motivating youth to not give up and stay positive about action and motivating other to support them.
   - Transition from historical trauma to empowerment
   - Forms of ignorance and trying to prevent it when some are not willing to change
   - Inspiring Youth
   - Student Needs are Complex
   - Listening getting families to participate
6. What are the opportunities to advance/grow this work?
- Networking
- Collaborations - City, Tribe, Town/County at local level - State & Federal
- Connecting youth with elders
- Connecting professionals and educators with youth
- Travel
- 1 Day for Native students with in their title seven program to focus on all these issues to stem community
- Expand knowledge and awareness
- Share information/website with community, colleagues and students

7. What is the significance of this topic? Or, what did you learn?
- Awareness of all the issues and programs for youth
- Youth have the opportunity to make change
- Can use youth speaker or youth panel
- It is important and significant that native youth have leadership opportunities
- Hearing directly from youth about youth
- Youth are important - have role to carryout traditions and voice
- Being educate to being leader - voice presentation
- Empowerment of Native Youth
- Importance of internships
- Mentoring from Elders and Leaders
- Adults supporting youth advocacy

8. Who needs to learn more about this?
- Everyone - Policy Makers, Youth Serving Organizations, Grant Funders, Youth Themselves and Their parents.
- Schools, Colleges, Non-Native Programs Human Services
- Funders
- Youth of all Ages (Elementary and Middle School)
- Families
- College Faculty/Student Faculty, Congress
- Communities We Live In
- Government Agencies
- School Boards/City Council
- Communities outside of Native American Communities
- Me

9. What is the best approach to engage others in this conversation?
- Awareness through traditional and social media; positive press – for hope
- Teaching non-Natives, Judges, human services, by Native Educator's
- Webinar's
- Tribes immediate use of media (i.e. town crier, newspaper, articles)
- Collaboration with community organizations
- Involve school administration
- 1 on 1 conversations – Listen (not just talk)

10. How will you use the information derived from this session?
- Share with colleagues, inform policy makers, share with grantess
- Communicate it with youth and non-Native programs
- Make personal posts on social media
- Find out more about what the organizations does to fund youth initiatives
- Facebook Comment
- College Diversity Program
- Share Information With Native Youth To Get Them Involved
- Bring to parent committee and Indian education coordinator
- Use as a reference in writing.

Appendix
Facilitator Session Notes

Current Early Childhood Education Funding Initiative: The Positive Impact for AI Children & Their Families
Presenter: Marilyn Chipman

1. What stood out from the presentation?
   - Phase 3 – more information on developments and funding
   - Direct effect on American Indians
   - Removal of Indian Students from their culture and its impact
   - That the conditions portrayed still exist
   - How recently the help or awareness came
   - The amount of money available
   - The overview of the threads: 1,2,3 and tying it together

2. Where do you connect to the info presented? What did you relate to?
   - We work for the Feds within our regions; we work with 37 Tribes and organizations
   - To the education piece and the new initiatives
   - Work with DPS Indian Education
   - Work for U.S. Dept of Education – both want to know what is available & what information is being given out
   - Jefferson County Dept of Education
   - Impact of history on Today’s students
   - Politics of supporting/funding education
   - Yes, equity
   - Early childhood education

3. Where are the gaps in the information? Where do you still have questions?
   - How do we help guarantee funding continues, despite political & local turnover?
   - Move specific information on the new initiatives and how it will be rolled out in Indian Country
   - How does BIA fit in?
   - Besides Headstart, how else is funding effecting families & public schools
   - Too quick a time for in-depth learning
   - How are special needs students impacted?
   - How will funding be allocated & monitored with accountability?

4. What is practical/easy to act on?
   - Meeting people
   - Writing
   - Educating other people on other cultures (i.e. boarding school systems and its effects)
   - Identifying opportunities
   - Self-learning
   - Making new contacts to spread information
   - Share information with follow-up

5. What is challenging to act on?
   - Longevity
   - Awareness
   - Change
   - Getting rid of perceptions
   - Negativity
   - Accomplishing goals with minimal funding
   - Collaboration – in and outside one’s own organization (turf wars)
   - Getting the word out
   - Accountability/Enforcement

6. What are the opportunities to advance/grow this work?
   - Reintroduce the culture
   - Recognize those of same culture
   - Include urban population
   - Opportunity for written culture
   - To grow early childhood
   - Start with family
   - More higher education classes – more elder involvement
   - Convincing policy makers
   - Speaking to more outside groups (Chambers of Commerce, business groups)
7. What is the significance of this topic – or, what did you learn?
   - Increases awareness of the need to address culture educational needs
   - Funding is needed to promote educational needs
   - Establish values
   - Traditionally we teach to young
   - Begin with early childhood
   - Our kids are our foundation and our future
   - Families are the first teachers – encourage family / school partnership

8. Who needs to learn more about this?
   - Businesses
   - Community / local / government
   - School administrative
   - Church
   - Community
   - Policy makers
   - School districts
   - Parents
   - All of the above

9. What is the best approach to engage others in this conversation?
   - Economic growth
   - Impact on taxes / revenue
   - Benefits of Education
   - Individual success stories (in addition to data)
   - One-on-one [x] word of mouth
   - Maybe multi-media apps???

10. How will you use this information from this session?
    - Share with co-workers, educators, parents, communities
    - Try to have internet conversations, Facebook, etc.
    - Continue Learning
Facilitator Session Notes
HIPAA and the Civil Rights Laws OCR/HHS Enforces
Presenter: Emily Prehm

1. What Stood Out From the Presentation?
   - Complaint process
   - HIPAA information
   - BA agreements
   - Data sharing

2. Where Do You Connect to the Information Presented? What Did You Relate To?
   - Website
   - Related to HIPAA & Title II
   - Related to complaint process
   - Learning about what OCR/HHS covers
   - IHS examples

   - It's all new s not sure why to ask
   - Provides more real-case examples

4. What is Practical/Easy to Act on?
   - Understanding HIPAA
   - Business associates agreements
   - HITEC
   - Data share
   - Referring to the website
   - Printing out complaint form and related information from site

5. What is Challenging to Act On?
   - Understanding BA agreements
   - Technology needs
   - HIPAA
   - OCR - still confused - possibly ran short of time

6. What Are the Opportunities to Advance/Grow This Work?
   - Healthcare reform
   - More opportunities within advancement
   - Education
   - Attending Training
   - Video presentation - sampling scenarios

7. What is the Significance of This Topic or - What Did You Learn?
   - Clear definition of HIPAA
   - Data sharing
   - Consequences of breaches
   - OCR interaction of HIPAA
   - What OCR can/cannot do

8. Who Needs to Learn More About This?
   - Healthcare providers
   - Public
   - Employers
   - Employees
   - Patients

9. What is the Best Approach to Engage Others in This Conversation?
   - Willing participants
   - More examples/case studies as it relates to multicultural issues
   - Call on folks

10. How Will You Use Information Derived From This Session?
    - Share with staff, county, partners, providers, etc.
    - Use to refer complaints

Appendix
Facilitator Session Notes

Protecting Civil Liberties & Information Privacy in Cyberspace & the Real World
Facilitator: Paul Kabotie

1. What stood out from this presentation?
   - How quickly your privacy is exposed when you post online
   - How new the field is w/o a comp... framework
   - Learned something I never knew
   - Better understanding of what to be aware of (should bring some info & awareness also to the Denver Indian Center) because this info is valuable / good to know
   - Get exposure wherever possible (e.g. newsletters)
   - How multifaceted the issue is / information is available in so many forms

2. Where do you connect to the info presented? What did you relate to?
   - Personal / credit info on me
   - Personal financial info available from my own posting
   - Work-related in this area

3. Where are the gaps in the info? Where do you still have questions?
   - Not understanding all the new technologies
   - Moving / changing too fast
   - Generational lack of understanding

4. What is practical / easy to act on?
   - Getting free credit reports
   - Looking up more info on sites / resources provided
   - Ease of access to new technologies
   - Reading privacy policies of sites you interact with to see how they use your data.

5. What is challenging to act on?
   - Pervasive issue / magnitude of info is too great to manage / track
   - Too much exposure
   - Not enough info on protections
   - Can't get info from companies (e.g. phone co.)
   - Legal challenges b/c system/bureaucratic limits
   - Follow up
   - Blind trust that private industry is doing what they say
   - Enforcement
   - Who are the bad actors – hard to find

6. What are the opportunities to grow / advance this work?
   - Educating more on systems
   - Having more info on technology
   - Education on government protections / enforcement
   - Numbers / sites as resources to call
   - Public information
   - Mandating disclosures

7. What is the significance of this topic – or – what did you learn?
   - Significant b/c affects so many aspects of life
     - Personal
     - Medical / health
     - Educational
     - Financial
     - Government
   - Learned there are a lot of topics to look at & be concerned about
   - Creating a record of your life that you never intended
   - Sense of security that you think you have, but really don't

8. Who needs to learn more about this?
   - Bring up in schools so kids learn early & consequences of public postings, etc (and know where to bring attention)
   - Everyone / average consumer
   - Especially easy targets like the elderly
   - Better notices
   - Less force / requirement to use data (e.g. SS# on driver's license)

Appendix
Facilitator Session Notes
Protecting Civil Liberties

9. What is the best approach to engage others in conversation?
   - More conferences / programs like this
   - Teach more about rights & how to enforce them
   - Internet posts to be aware & where to complain
   - Bring in Native Individual or Organization to help w/credit issues (info & protections)
   - More info on nightly news for people to be able to easily learn

10. How will you use info from this session?
    - Personal use of better understanding of issues
    - Work use of seeing the larger issue beyond the privacy / security enforcement of my agency
    - Bring the info here to other members of my / any community for people who aren’t / can’t attend
    - Bring additional awareness to them on my own
    - Teach the info / issue to others
    - Be aware – more self reliant
    - Legal outreach
Facilitator Session Notes
Domestic Violence

Domestic Violence 101
Presenter: Debbie Stafford

1. What Stood Out From the Presentation?
   - The cycle of violence
   - There are specific ways to break the cycle - it's not hopeless
   - No info on power/control
   - Stages of Development

2. Where Do You Connect to the Information Presented? What Did You Relate To?
   - I liked the use of Erik Erickson's stages of development in explaining/expounded upon trauma informed care
   - Most was new information and eye opening.
   - Being victim/survivors

   - How to impact change at a community level
   - The dynamics of a victim
   - The prevalence of occurrence on and off
   - Red flags for potential abusers
   - The attitudes about women that contribute to the behavior e.g. the role of men vs. women. the right of men to control women/children
   - Domestic violence = power and control
   - The definition of abuse. Difference between abuse & domestic violence
   - Gaps - cultural responsive
   - With working with native nations

4. What is Practical/Easy to Act on?
   - Being culturally responsive on info

5. What is Challenging to Act On?
   - Very limited resources available to tribes to address DV. Challenge is to encourage mainstream providers to abstain from racism to freely/equally treat native victims/perps
   - Understanding perpetrator men/women
   - Breaking the cycle

6. What Are the Opportunities to Advance/Grow This Work?
   - Providing culturally specific advocacy for victims to include spiritual awareness e.g. sweat lodges
   - Continue to provide support to effective policy changes
   - Policy changes to ease/facilitate prosecution
   - Education/knowledge
   - Being respectful

7. What is the Significance of This Topic or - What Did You Learn?
   - Huge significance from the cultural perspective - no way to heal unless there is more understanding
   - Understanding how to rehabilitate perpetrators/break the cycle
   - We need to heal ...
   - Impacts women worldwide

8. Who Needs to Learn More About This?
   - Everybody
   - Men/woman/child families
   - Young people at pre-dating ages to learn what is abusive behavior & therefore should be avoided

9. What is the Best Approach to Engage Others in This Conversation?
   - Through culture
   - Domestic Violence Screening
   - Involve victims/perpetrators

10. How Will You Use Information Derived From This Session?
    - I want to dive more into breaking the cycle of domestic violence - talk to my husband and brother about their ideas
    - Share with family and friends
    - Education/Family/Community

Appendix
Facilitator Session Notes
A Lakota Way to Master English

The Lakota Way of Mastering English Reading
Dr. Jim Green with Chance and Josie

1. What stood out from the presentation?
   - Way to teach reading by association of sounds to colors
   - That there are different ways of teaching
   - Spelling unnecessary

2. Where do you connect to the info presented? What did you relate to?
   - Phonemic Awareness
   - SBR
   - Fluency
   - Music-Shape and Singing

3. Where are gaps in the info? Where do you still have questions?
   - Would like to know how to get the information
   - Implementation for all ages
   - Does this work? What are the results?

4. What is practical/easy to act on?
   - It is a game that you can win?

5. What is challenging to act on?
   - Not getting in the way of the learner
   - If you can’t hear nuances of sound

6. What are the opportunities to advance/grow this work?
   - To use it for every age
   - Learn a new language

7. What is the significance of this topic? Or, what did you learn?
   - Make it easier to learn a new language

8. Who needs to learn more about this?
   - Those who make written tests

9. What is the best approach to engage others in this conversation?
   - Be direct
Facilitator Session Notes
Public Accommodations Discrimination

Facilitator: Francie
Presenter: Aubrey Elenis

1. What stood out from this presentation?
   - New rules and regulations that I was not aware of
   - I had not really previously been exposed to or considered civil rights in such situations or the rules & regulations that apply
   - My employment issue was against the law! (I was right!)

2. Where do you connect to the info presented? What did you relate to?
   - Federal agency - accommodation & employment-related laws
   - Federal employee w/HUD (FHEO) - very similar language, procedures, etc.
   - Go through the gov. process first

3. Where are the gaps in the info? Where do you still have questions?
   - I think the material was covered thoroughly; no questions!
   - Material was covered thoroughly
   - Not that I'm aware of. No.

4. What is practical / easy to act on?
   - Finding an appropriate course of action after such an instance of discrimination
   - Keeping abreast of the laws and sharing the information
   - Getting info off the website

5. What is challenging to act on?
   - How can I best inform people who contact my office of their rights?
   - Stay aware of timeframes
   - Know timeframes
   - Having the courage to act

6. What are the opportunities to grow / advance this work?
   - What are the opportunities to advance / grow this work?
   - Take training classes offered by DORA
   - Be able to (somewhat) advise others by obtaining knowledge / training

7. What is the significance of this topic – or – what did you learn?
   - It is important to know & understand CR I all situations
   - A lot... very important for employees and people in general to know their rights
   - Important to recognize & act accordingly to such circumstances

8. Who needs to learn more about this?
   - Everyone
   - All persons who work with the public
   - All, but especially minorities, the poor, immigrants, etc.

9. What is the best approach to engage others in conversation?
   - Are they aware of CR?
   - Do they know their rights?
   - Education and outreach, especially to minorities, immigrants, etc.

10. How will you use info from this session?
    - If a situation related to this subject matter ever arises for me in some form, I would have a better understanding of what I could/should do
    - Keep your business card in a prominent place to continually think about what we discussed today
    - Tell my family and friends what I learned
    - Share
Facilitator Session Notes
U.S. Department of Labor

Facilitator: Randy John
Presenter(s): Patricia McMahon and Theresa

1. What stood out from this presentation?
   Short on people to do this important work
   Short on resources as well
   Need more collaboration & sharing of information

2. Where do you connect to the info presented? What did you relate to?
   How can we continue to improve and be more effective
   Must continue civil rights efforts
   Making process more user friendly / improve access

3. Where are the gaps in the info? Where do you still have questions?
   Clarify discrimination is discrimination.
   These issues are complex
   We must consider the unique issues in the Native American communities

4. What is practical / easy to act on?
   Learn more about these laws, policies, pathways
   Provide more information – how do we change the mind set?

5. What is challenging to act on?
   Identify obstacles & find alternatives
   Mind set / negative attitudes are greatest challenge

(Note: The balance of the questions were not completed by the group due to time constraints.)
Facilitator Session Notes

U.S. Department of Education
Presenter: Heidi Kutcher

1. What stood out from this presentation?
   - Areas where OCR are able to assist
   - Sexual discrimination/age discrimination examples
   - Communication skills of presenter
   - The need for this type of information
   - Range of protections available

2. Where do you connect to the info presented? What did you relate to?
   - Information about Native kids being disciplined differently/more harshly
   - Access into re: students with disabilities
   - Native issue relayed by the presenter, personal experience

3. Where are the gaps in the info? Where do you still have questions?
   - What do the mediation resources look like/where to find them
   - Process, how to
   - Additional examples. Ones we heard were good.

4. What is practical / easy to act on?
   - Educating community members and schools re: this information
   - Website-CRDC
   - Educating Public

5. What is challenging to act on?
   - Knowledge of and accessibility to services less available to those most in need
   - Challenges regarding being aware of what the issues are and what challenges you can bring
   - Getting information, practicability of the information

6. What are the opportunities to grow / advance this work?
   - Outreach to families regarding availability of services
   - Education of professionals
   - Makes you a better person

7. What is the significance of this topic – or – what did you learn?
   - Knowledge of resources to ensure fairness
   - Ensures That Native kids Have Equitable
   - Better understanding of law
   - Better understanding of rules

8. Who needs to learn more about this?
   - Native Americans
   - School districts
   - School boards/administrators
   - Media
   - Parents/families
   - Children's advocates
   - School counselors
   - Non-profits
   - Elected tribal, local, state, federal officials, and representatives

9. What is the best approach to engage others in conversation?
   - Ask the questions?
   - Give experiences
   - Be well informed
   - Take action when indicated
   - Share information and resources

10. How will you use info from this session?
    - New training & Program expansion
    - Respond when need arises
    - We will access the resources
    - Reference in writing, publications, presentations
Facilitator Session Notes
New Federal Identification Guidelines

New Federal Identification Guidelines and the Misidentification of American Indian or Alaska Native Students
Presenter(s): Marcela Parra, Dan Jesse, Carolina Jackson-Brown, Tanya Amrine, Martin Reinhardt, Joyce Silverthorne, and Amadeo Shihe

1. What stood out from this presentation?
   - Lack of adequate funds
   - 506 identifiers & lack of understanding
   - Lack of understanding by people filling out forms (second person checked agreement with this)
   - How identity permeates all other civil rights issues
   - The connection of Indian Education funding to equality

2. Where do you connect to the info presented? What did you relate to?
   - Indian Education Program at DPS
   - Tribal interest in the identity questions
   - People's questions in the session
   - Impact aid

3. Where are the gaps in the info? Where do you still have questions?
   - Unclear definitions of census categories
   - Not sure how 506 funds affect Native Americans/Alaska Natives
   - Not familiar with the 506 form
   - Tribal input
   - Urban communities & the lack of support from Tribes

4. What is practical/easy to act on?
   - Information sharing
   - Share information with my colleagues & staff
   - Sharing information
   - Education of players involved
   - To look at census
   - Process of getting 506's out to parents

5. What is challenging to act on?
   - Making sure forms are completed correctly
   - Figuring out where to begin the change process
   - Initial stages of the process
   - Dealing with multiple sovereigns and organizations
   - Make sure parents know how to fill out the form
   - Getting parents informed

6. What are the opportunities to grow/advance this work?
   - Gaining contacts
   - Collaboration
   - Get Tribes here
   - Spread the word

7. What is the significance of this topic—or—what did you learn?
   - It's important to be involved
   - Data is important on Civil Rights for Native Americans
   - It is core. (There is a notation of agreement with this statement from another participant, check mark)
   - A vital issue is brought to awareness and data to follow. (There is a notation of agreement with this statement from another participant, check mark)

8. Who needs to learn more about this?
   - Everyone at all levels. (There is a notation of agreement with this statement from another participant, check mark)
   - Federal staff in Civil Rights and program areas
   - Change agents in community/stakeholders, example school reps – board of education
   - Especially those who hold high places
   - School Administrative staff
   - School Administrative secretaries
   - Schools, Districts and State

9. What is the best approach to engage others in conversation?
   - More time. (There is a notation of agreement with this statement from another participant, check mark)
   - Media outreach
   - Training
   - Free trainings/modules. (There is a notation of agreement with this statement from another participant, check mark)
   - Low stakes environment, joint productive activity

10. How will you use info from this session?
    - Share with colleagues @ federal level
    - Share with my colleagues at DPS and Indian Education

Appendix
Pathways to Respecting American Indian Civil Rights
Facilitator Questions

Conference Facilitator Procedures
Pathways to American Indian Civil Rights

Facilitation Process for All Break Outs

Agenda
- Introduce Presenter
- 1 Hour Presentation
- Initiate and Guide Small Group Dialogues
- Session Evaluation

Small Team Instructions
1. Quickly read topic as a small team
2. Discuss and add a couple of bullets (2 minutes)
3. Move to the next flip chart – Clockwise
4. Continue until your team has visited and answered questions at each station

Each session will have 10 flip charts to complete in a Round-Robin format:
1. What stood out from the presentation?
2. Where do you connect to the information presented? What did you relate to?
3. Where are gaps in the info? Where do you still have questions?
4. What is practical/easy to act on?
5. What is challenging to act on?
6. What are the opportunities to advance/grow this work?
7. What is the significance of this topic? Or What did you learn?
8. Who needs to learn more about this?
9. What is the best approach to engage others in this conversation?
10. How will you use the information derived from this session?

Facilitator Materials Needed/Session
Flip Chart Pad & Stand
12 Different (Dark colored markers)
Masking Tape
Envelopes to receive evaluations at the end of the conference

Appendix
Pathways to Respecting American Indian Civil Rights
Education, Health, Nutrition, Justice, Employment, Housing & Other Services
July 14-15, 2014

Listen, Learn, Motivate, Move

CALL FOR PRESENTERS

CONFERENCE INTENT
The "Pathways to Respecting American Indian Civil Rights" Conference has two key values for convening:

1) To remove barriers that romanticize, inhibit and omit American Indian & Native American participation in exercising civil rights; and
2) To inform Natives & providers of rights and obligations to establish integrity and accountability for equality

In keeping with these values, the theme of 2014 Pathways will focus on moving from learning to action by encouraging participants to Listen, Learn, Motivate and Move through each presentation.

DESIRED IMPACT OF PRESENTATIONS & CONFERENCE
Issues and opportunities surrounding civil rights access and enforcement are compelled by law, embedded in local, State and Federal systems and services and, are deeply personal because of their connection to equality and the human experience of justice in America. The Conference aims to personalize civil rights enforcement and access by presenting facts and approaches that help providers uphold the law and encourage Natives to assert their civil rights through an engagement process that encourages participants to connect the presentations to their own work, life and understanding of the topics covered.

CONFERENCE APPROACH
Each session is intended to spur deeper engagement of participants-to-topic and participants-to-participants across these four arenas:

1) Navigating civil rights access and enforcement
2) Understanding Native Justice: teaching and then connecting issues across topics, agencies & resources
3) Highlighting native participation and power
4) Defining the resources to produce effective civil rights engagement and efforts

Each selected presentation will feature a collaborative team made up of: the Presenter(s), and a mentor + youth facilitation team. The format of each 1.5 hour session will be:

- **Presenter** delivers facts, content, information legal framework of the assigned topic (30 minutes)
- **Presenter** provides "+" and "-" examples of challenges & opportunities; or, describe scenarios where approach to the topic has succeeded or gone wrong (20 minutes)

Appendix
Pathways to Respecting American Indian Civil Rights
Education, Health, Nutrition, Justice, Employment, Housing & Other Services
July 14-15, 2014

Listen, Learn, Motivate, Move

- **Facilitation Team** engages participants in activity to discuss presentation & process implications for their own work, agencies (**20 minutes**)
- **Participants** re-engage with **Presenter** to clarify understanding, highlight own discussions and ask questions arising from small team dialogue (**20 minutes**)

TOPICS


Every topic presented should not exceed a total of **50 minutes** and should cover the following:

1) Explain the law and how it applies to Native Americans and American Indians
2) Give examples of both negative and positive approaches, experiences (in that order)
3) Feature the significance of addressing this topic (establish practical connection between the law & the individual)
4) In your presentation, as Presenter, highlight potential solutions, efforts or approaches that support, promote, advance or achieve Native American or American Indian civil rights access, equality or enforcement in the area you’ve chosen to present. (Give participants insights on what they can do individually and collectively).

PRESENTATION SELECTION

Special consideration will be given to topics that address:

- Children with disabilities, children’s issues (education, health, wellbeing),
- Domestic violence issues,
- Homelessness,
- Overrepresentation in criminal justice systems,
- Basic federal Indian law & sovereignty,
- Veterans issues,
- Two Spirit/LGBTQ,
- Where and how to access grants, resources & alliances that support civil rights work

PRESENTER MATERIALS

Pathways is committed to establishing a resource and reference center of information that supports civil rights education, access or enforcement. Presenters with materials to distribute must bring copies and provide Conference conveners with electronic versions of materials to enable information to be uploaded, referenced and made available via the worldwide web. You must provide your own powerpoint equipment if it is required for your presentation.

DEADLINE: Presentation Proposals are due by ____________________________