

# Building PROMISE:

Increasing educational and employment outcomes for tribal youth and families

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# PROMISE INITIATIVE

OFFICE OF SPECIAL EDUCATION AND  
REHABILITATIVE SERVICES

FEDERAL STRUCTURE AND AUTHORITY

**PROMOTING THE READINESS OF MINORS IN  
SUPPLEMENTAL SECURITY INCOME**

# FEDERAL AUTHORITY

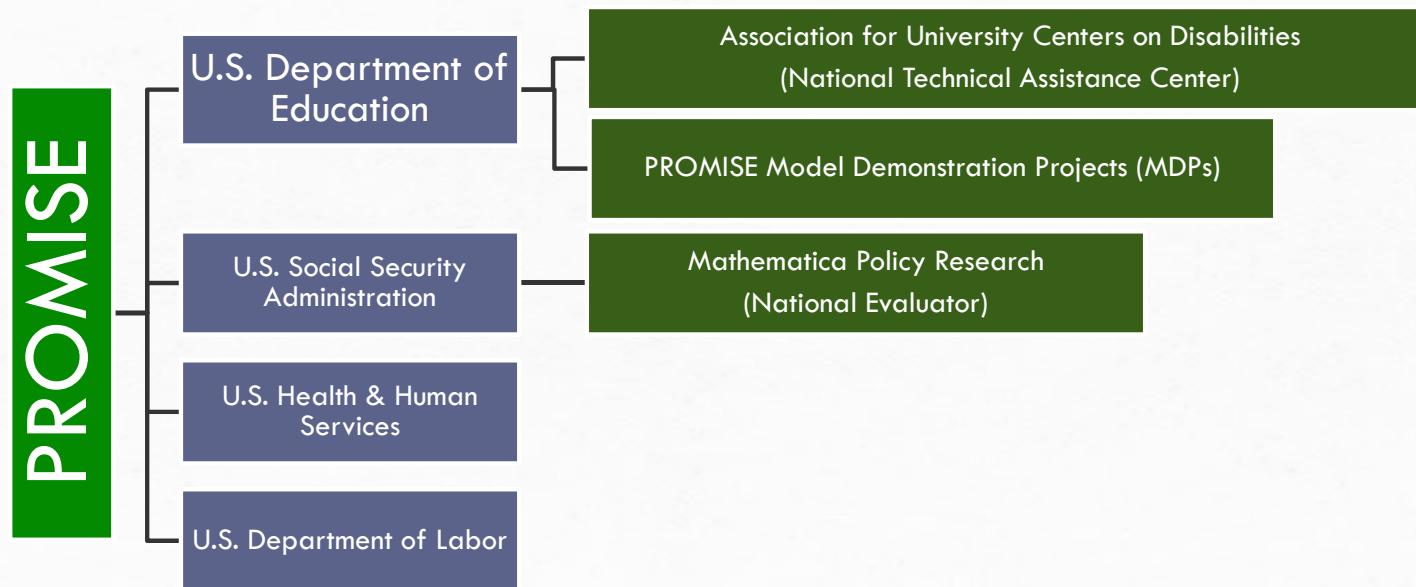
## APPROPRIATIONS

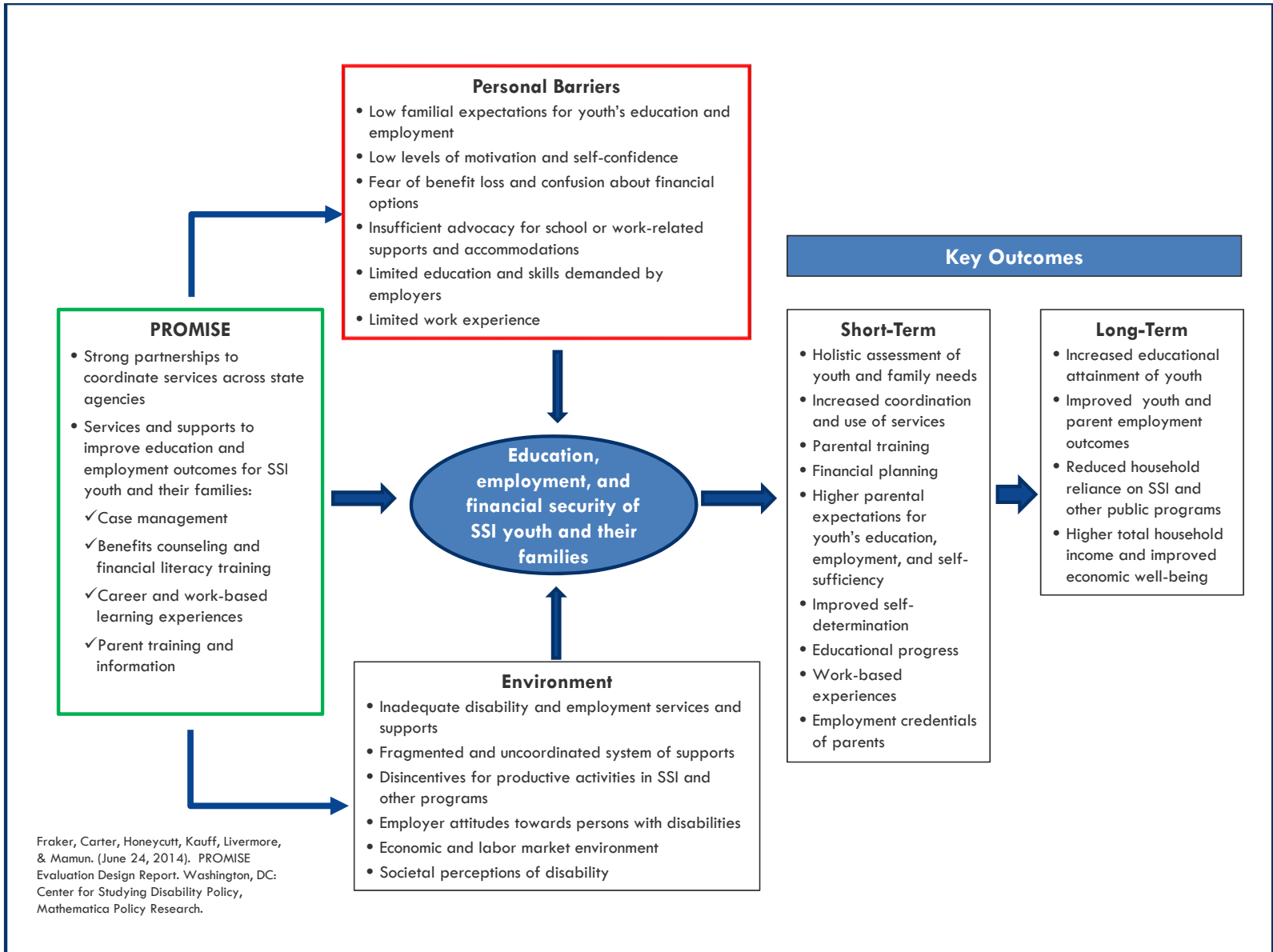
1. The Consolidated Appropriations Act, 2012 (P.L. 112-74) provided funds for activities to improve the outcomes of child SSI recipients and their families.
2. The 6 Model Demonstration Projects received a total of approximately \$229 million for 5 years.



# FEDERAL PARTNERS

## INTERAGENCY





Fraker, Carter, Honeycutt, Kauff, Livermore, & Mamun. (June 24, 2014). PROMISE Evaluation Design Report. Washington, DC: Center for Studying Disability Policy, Mathematica Policy Research.

# RESEARCH DESIGN

## POPULATION

1. Target Population: Youth, 14-16 years of age, enrolled in the SSI program through the Social Security Administration and their families
2. All six grant awardees exceeded the required minimum enrollment of 2,000 participants (total enrollment- 13,444/102%)
3. Experimental Research Design used to test positive outcomes for SSI eligible youth. The control group received typical services available in their state.



PROMISE  
**MODEL DEMONSTRATION PROJECTS**



# PURPOSE

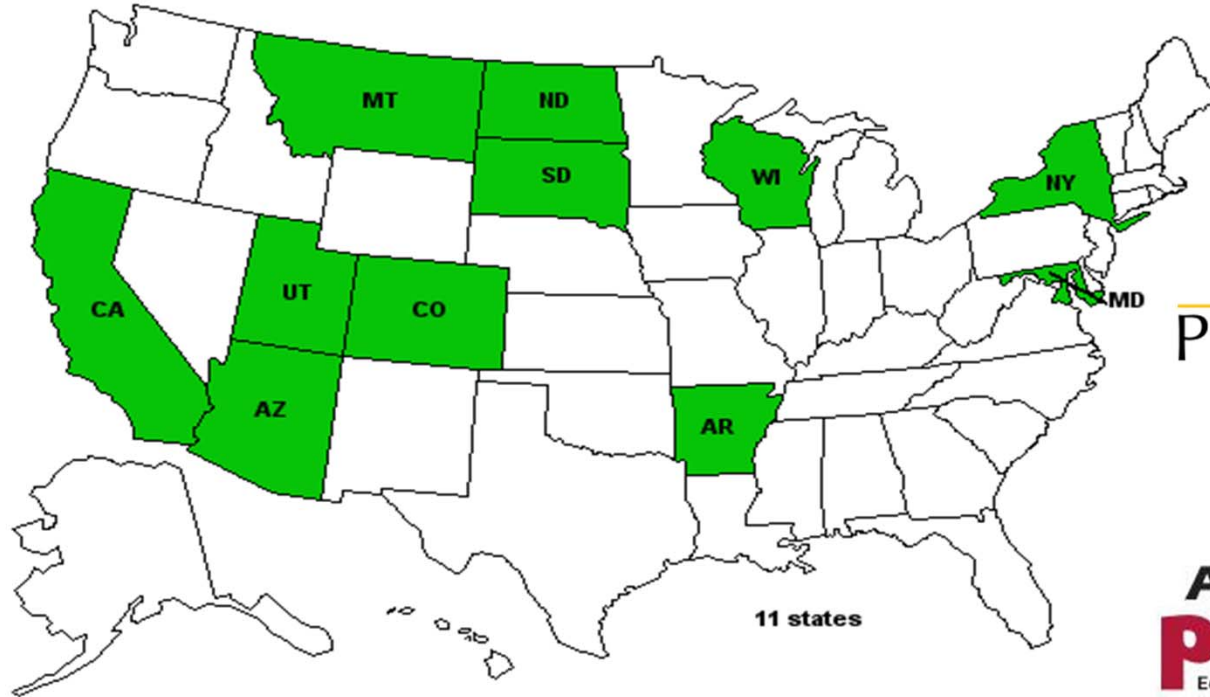
## COMPETITIVE GRANT AWARDS

1. FY2013 for 5 years to implement Model Demonstration Projects (MDPs) to promote positive outcomes for children who receive SSI and their families.
2. Encourage new ways of providing support and to build an evidence base on the effectiveness of promising interventions related to the transition from school to postsecondary education and employment.
3. The AUCD PROMISE TA Center was awarded in FY2014. [www.promisetacenter.org](http://www.promisetacenter.org)





**ASPIRE**



# PROMISE MDP CORE FEATURES

## REQUIREMENTS

- **Develop partnerships** with agencies and organizations
- **Provide services and supports** which include:
  - case management
  - benefits counseling and financial capability services
  - career and work-based learning experiences, to include paid employment in integrated settings
  - parent training and information
- **Provide professional development** for stakeholders



DEFINITIONS, MAPS, AND DATA  
**RURAL, TRIBAL, AND FRONTIER**  
**COMMUNITIES SERVED BY THE GRANTEES**

# RURAL DEFINITION

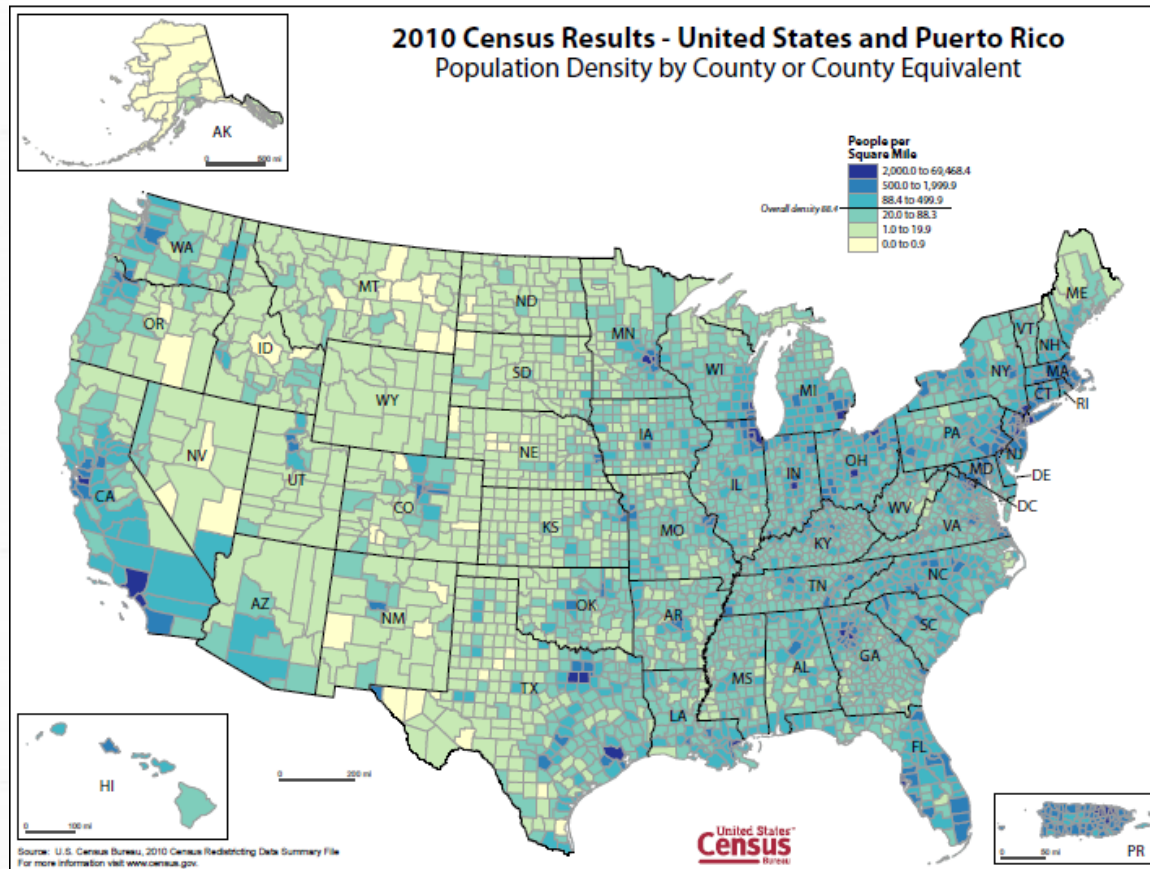
## NOT URBAN, BUT NOT NON-METRO

- The Census Bureau identifies two types of urban areas:
  - Urbanized Areas of 50,000 or more people;
  - Urban Clusters of at least 2,500 and less than 50,000 people.
- “Rural” encompasses all population, housing, and territory not included within an urban area.
- Metropolitan Statistical Areas or "metro" areas are defined at the county level, and most counties have a mix of urban and rural areas.



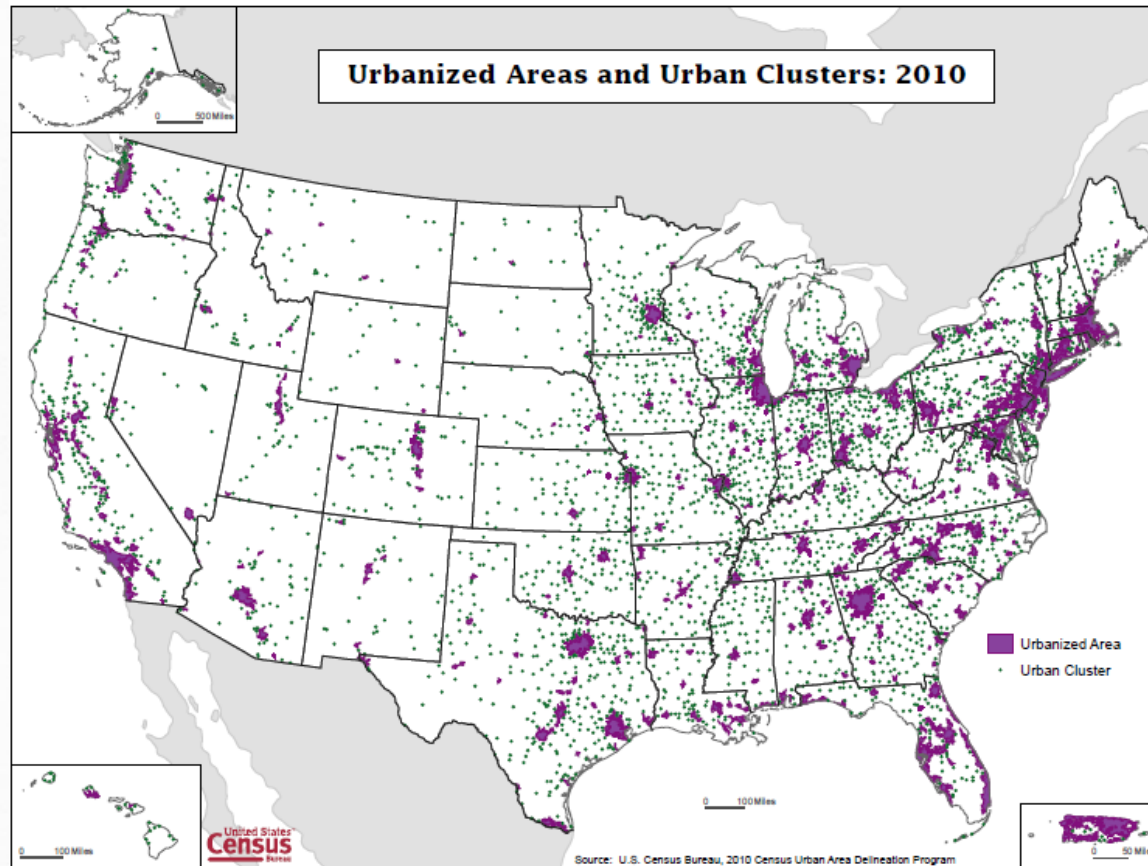
# NON-METROPOLITAN AREAS

MAP SOURCE: U. S. BUREAU OF THE CENSUS



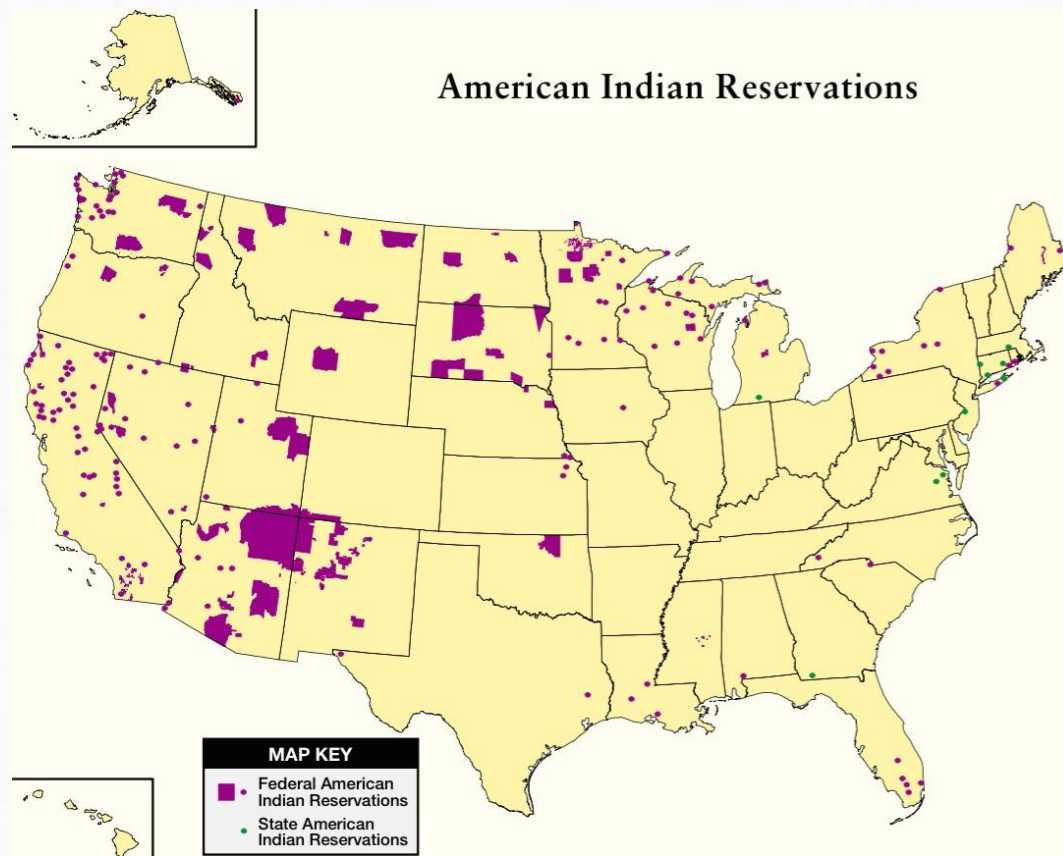
# URBANIZED AREAS

MAP SOURCE: U. S. BUREAU OF THE CENSUS



# TRIBAL LANDS

MAP SOURCE: U. S. BUREAU OF THE CENSUS





# PROMISE PARTICIPANTS

## RURAL AREAS

<b>Project</b>	<b>Rural Participants</b>	<b>Total Participants</b>	<b>Percentage</b>
<b>Arkansas</b>	578	1040	56%
<b>ASPIRE</b>	582	1033	56%
<b>California</b>	172	1467	12%
<b>Maryland</b>	444	996	45%
<b>Wisconsin</b>	381	1018	37%



# IMPACT

- 1786 youth receiving enhanced interventions through PROMISE live in rural areas (27% of the total number; 32% of the 5 projects serving rural communities)
- All youth receive SSI (Supplemental Security Income), meaning their household incomes are less than 100% FPL
- Not all youth have IEPs or 504 Plans







## Beginning with the end in mind

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- Desire for representation of all citizens in the states: urban, rural, frontier and tribal.
- Desire to include staff that represent the race, ethnicity and culture of the youth and families
- Everyone – all cultures want a positive trajectory into the future
- Tradition and a future that is better and improved



# American Indian Representation

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- American Indian communities are underrepresented in research, both federal and state initiatives
- ASPIRE
  - ✓ 49 sovereign American Indian Tribes in the six states
  - ✓ Intention to include members of American Indian Tribes and those who identify as American Indian
  - ✓ Tribes must approve contact with members, (IRB - Institutional Review Board or Council approval)



## But First...

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It's important to understand the back story.

What are the experiences of American Indian Tribes in terms of a relationship with the federal government, research studies, or with Whites in general?

This history is important.



## A Bit of History

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- People native to the North American continent were frequently recruited to fight on behalf of the non-native armies claiming the land.
- Federal Government relationship to tribes through treaties
- 1824, establishment of the Bureau of Indian Affairs under the War Department to oversee trade and treaty relations



## A Bit of History

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- 1849, the Bureau of Indian Affairs is transferred to the Department of the Interior
- 1868, the 14<sup>th</sup> Amendment declares born or naturalized people as citizens, but this had no effect on American Indians. Citizenship was gained by serving in the military, marrying whites or accepting land allotments for development.





## A Bit of History

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- Westward expansion, homesteading, gold/silver mining – all contributed to increased conflicts with American Indian Tribes
- Increasingly American Indians were forced to smaller, and non-traditional lands (Trail of Tears, the Long Walk) and often grouped with traditional enemies
- Education and ‘normalization’ occurred in boarding schools, away from families and the community



## A Bit of History

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- 1887 Dawes Act requires people to demonstrate heritage by blood quantum, allotted land that could then be recovered by the US Government
- 1924 Indian Citizenship Act grants that all non-citizen Indians born within the territorial limits of the USA are declared citizens.
- Citizenship did not mean voting rights. Voting is a state's right. 1962 - voting rights in every state.



## A Bit of History

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- 1934, Indian Reorganization Act restored tribal lands and permitted tribes to organize under federal law for the purpose of self-government.
  - ✓ Defined a person as Indian based on three criteria, tribal membership, ancestral descent, or blood quantum.
  - ✓ Required the creation of Constitutions, governmental structures and laws



## A Bit of History

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- Application process for federal recognition:
  - ✓ A Process to be recognized by the US government as sovereign, or to a person being granted membership to a federally recognized tribe.
  - ✓ Non-Acknowledged Tribes are tribes which have no federal designation as sovereign entities - not to be confused with recognition of individuals, which are defined by the BIA as any descendant of the Indigenous peoples of the Americas which is a US citizen.



# 1934 Indian Reorganization Act

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- Right to self-govern, tribal sovereignty and self-determination.
- Right to establish the membership requirements.
- Form government, enforce laws, tax, license and regulate activities, zone, and exclude people from tribal lands.
- Limitations similar to states: neither have the power to make war, engage in foreign relations, or coin money.



## Other Landmark Legislation

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- Indian Civil Rights Act of 1968 – applied most Bill of Rights' requirements and guarantees to Indian tribal governments
- Indian Self-Determination and Education Act of 1975 – reaffirmed Congress' policies that tribal governments should be permitted to control education, contracts and grants affecting Indians



## Other Landmark Legislation

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- Indian Child Welfare Act of 1978 – established federal rules to ensure that Indian children removed from their homes are placed with Indian families whenever possible to preserve cultural values.



## Other Landmark Legislation

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- Indian Gaming Regulatory Act of 1988 - recognizes Indian gaming as a vehicle for achieving economic self-sufficiency on reservations, and details the authority and role of tribal governments, the federal governments and the states in Indian gaming





## Other Landmark Legislation

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- Indian Tribal Justice Act of 1993 - reaffirmed the responsibility of the U.S. government to tribal governments, including the protection of the sovereignty of each tribal government; and confirmed that Congress has recognized the self-determination, self-reliance and inherent sovereignty of Indian tribes.



# Federal Acknowledgment Process, 1978

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- Office of Federal Acknowledgment is charged with deciding which groups are eligible to achieve the status of federal recognition
  - ✓ Since 1900 - a distinct community, existing from historical times;
  - ✓ it must have political influence over its members;
  - ✓ it must have membership criteria; and



# Federal Acknowledgment Process, 1978

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- continued,
  - ✓ It must have membership that consists of individuals who descend from an historical Indian tribe and who are not enrolled in any other tribe. The existence of persistent political relationship as an aspect of tribal relations is also emphasized



# States Recognize Tribes

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- If Tribes are not federally recognized, they can be recognized by their states – 61
- Examples of two tribes seeking federal recognition
  - ✓ United Houma Nation (Louisiana)
  - ✓ Little Shell Tribe of Chippewa Indians of Montana



# The Present

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# American Indian Education & Employment

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- 22 % American Indians live on tribal lands (2010 Census Bureau, down from 47% in 2000)
- American Indian graduation rate is <80%, compared to 94% of white students (childstats.gov)
- Disproportionately suspended or expelled, representing 1% of all students, but a 2% rate of out of school suspensions and 3% rate of expulsion. (White House Native Youth Report)



# American Indian Education & Employment

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- High School dropout rates are double the national average (Journal of American Indian Education)
- 13% of American Indians have undergraduate degrees compared to 24% in the general population. (NIEA)
- Employment rate is 9-10% higher than the national average, Some tribes report persistent rates above 80% (Bureau of Labor Statistics)



# American Indian Education & Employment

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- Suicide is the 2<sup>nd</sup> leading cause of death for youth ages 15 to 24, 2.5 times higher than the national rate; attempted suicide is double the national average (1/9, 1/5)
- American Indian teens experience highest suicide rate of any population group. (2010 Census)





# What does this mean for Research?

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- Why is this important to anyone wanting to work with members of an American Indian Tribe?
  - ✓ Tribes control access to their members
  - ✓ Concern of exploitation
  - ✓ Desire to protect their members in human subjects in research
- PROMISE – the most vulnerable – minors, with disabilities, living in poverty



## ASPIRE's Process

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- Primary Institutional Review Board – the University of Utah
- Use of Reliance Agreements and Federal Wide Assurance by ASPIRE's 13 hiring authorities
- Staff Training
  - ✓ Completion of CITI – human subject research
  - ✓ Twice yearly security and research protections



# Awareness and Respect

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- American Indian Tribes are sovereign nations who have the right to govern their people, including access to those people
- A history of conflict and genocide; loss of homeland, denigration of ethnicity and heritage; scarcity of trust and respect
- People who lived this process – are still alive



# At the Sovereign Nation's Direction

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- Abide by tribal laws and allowed practices
- Learn the approval process
- Understand the Tribe's expectations
  - ✓ To begin, reporting, publication, data ownership, closing the research
- Seek approval of the Tribe's Research/Institutional Review Board or Council



## What has ASPIRE Learned?

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- Learn who makes the decisions in the Tribe(s) and who is empowered to work with you
- Relationships are local, make the time to build and maintain relationships; budget accordingly
- Tribal leadership changes – stay up to date and communicate



## What has ASPIRE Learned?

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- Sincere and honest conversations; be transparent
- Learn the acceptable language (American Indian, Native American, etc.) and use what you are asked to use
- Hiring Members of the Tribe may be helpful



# What has ASPIRE Learned?

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- Learn how the cultures is different from your own
  - ✓ Individualism verses collectivism
  - ✓ Chronemics
  - ✓ Mobility
- Accept cultural training when offered by Tribes



# American Indians in ASPIRE

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<b>At Enrollment</b>	<b># who identified</b>	<b>Enrolled/ Named a Tribe</b>
<b>Youth Identify Race as American Indian</b>	227	131
<b>P/G 1 Identify Race as American Indian</b>	191	134
<b>P/G 2 Identify Race as American Indian</b>	18	14



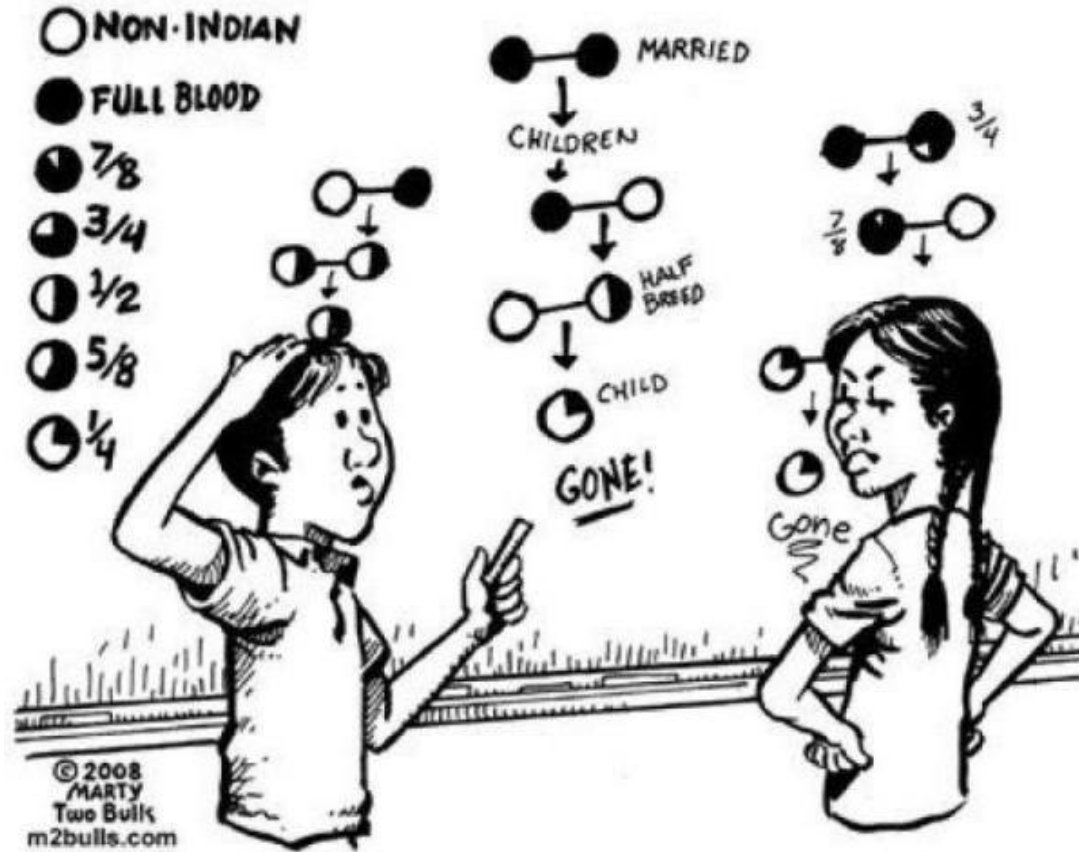
# Tribes Represented in ASPIRE

Youth (131) – 24 tribes	P/G 1 (134) – 29 tribes	P/G 2 (14) 7 P/G 2 at enrollment
Blackfeet	Blackfeet	Fort Belknap Indian Community (Gros Ventre)
Cheyenne River Sioux	Campo Band of Diegueno Mission Indians	Navajo Nation
Chippewa Cree	Cherokee (one of four)	Northern Arapaho
Confederated Salish and Kootenai Tribes	Cherokee Nation	Oglala Sioux
Crow	Cheyenne River Sioux	Rosebud Sioux
Crow Creek Sioux	Choctaw	Turtle Mountain Band of Chippewa Indians
Mississippi Chipewa, White Earth Band of Ojibiwa	Confederated Salish and Kootenai Tribes	Ute
Navajo Nation	Crow	
Northern Arapaho	Crow Creek Sioux	
Northern Cheyenne	Gila River Indian Community	
Oglala Sioux	Little Traverse Bay Bands of Odawa Indians, MI	
Oneida Nation of Wisconsin	Navajo Nation	
Pascua Yaqui	Northern Cheyenne	
Rosebud Sioux	Ogala Sioux	
San Carlos Apache	Omaha	
Shoshone-Bannock	Pascua Yaqui	
Sisseton-Wahpeton Oyate	Rosebud Sioux	
Standing Rock Sioux	Salish/Blackfoot	
Three Affiliated Tribes of North Dakota	San Carlos Apache	
Tohono O'odham	Shoshone-Bannock	
Turtle Mountain Band of Chippewa Indians	Sisseton-Wahpeton Oyate	
United Keetoowah Band of Cherokee	Standing Rock Sioux	
White Mountain Apache	Tohono O'odham	
Yankton Sioux	Tsimshian - First Nation Canada	
	Turtle Mountain Band of Chippewa Indians	
	United Keetoowah Band of Cherokee	
	White Mountain Apache	
	Winnebago Tribe of Nebraska	
	Yankton Sioux	





# BLOOD QUANTUM



Hey wait a minute, we're disappearing!



# What has ASPIRE Learned?

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- Walking in two worlds
  - ✓ A young person raised in two or more cultures
  - ✓ Native American and Non-Native parents/adoptive parents
  - ✓ Benefits of enrollment (Belonging, VR, Education, etc.)



## What has ASPIRE Learned?

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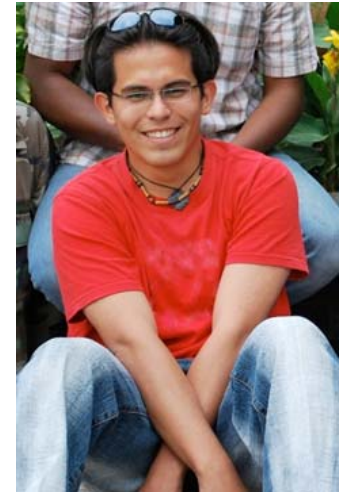
- Respect the chosen identity
  - ✓ Enrolled membership does not equal heritage identity
  - ✓ The individual may identify with the heritage, but not be an enrolled member.
  - ✓ Respect the process of choosing an identity.



# Future Research Considerations

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- Begin early, do your homework, learn as much as you can, invest time and energy
- Identify contacts that are in existing agencies or departments
- Be intentional and proactive





# Future Research Considerations

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- Identity – race and ethnicity
  - ✓ Importance of selecting more than one identity
- Mobility –
  - ✓ To maintain engagement, recognize cultural mobility
  - ✓ Utilize all avenues to maintain communication
- Cultural Competency is ongoing and never ends
  - ✓ Admit when you don't know something.
  - ✓ Be humble and respectful



# Summary

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- Respect
- Listen
- Communicate
- Identity
- Chronemics
- Mobility





# Discussion - Questions

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## Contact Us

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