

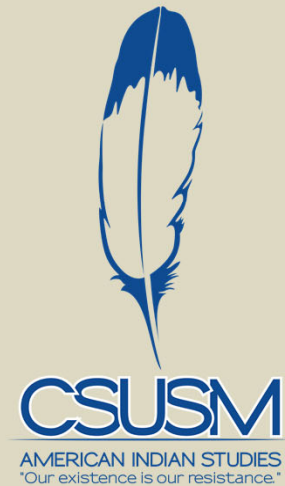


# Education and Early Childhood Development

AUGUST 25, 2022



**Presented by**  
**Dr. Joely Proudfit**  
Chair, American Indian Studies Department, CSUSM  
Director, California Indian Culture & Sovereignty Center





HONOR THE LAND  
HONOR THE PEOPLE

HONOR THE ANCESTORS  
HONOR THE CHILDREN

HONOR THE PAST  
HONOR THE FUTURE



# Southern California Tribal Chairmen's Association

CLICK ON A TRIBE - GO TO ITS WEBSITE

**Cahuilla**  
RIVERSIDE COUNTY

**Chemehuevi**  
SAN BERNARDINO COUNTY

**Pala**  
SAN DIEGO COUNTY (shaded area)

**Rincon**  
SAN DIEGO COUNTY (shaded area)

**San Pasqual**  
SAN DIEGO COUNTY (shaded area)

**Mesa Grande**  
SAN DIEGO COUNTY (shaded area)

**Santa Ysabel**  
SAN DIEGO COUNTY (shaded area)

**Pauma**  
SAN DIEGO COUNTY (shaded area)

**La Jolla**  
SAN DIEGO COUNTY (shaded area)

**Los Coyotes**  
SAN DIEGO COUNTY (shaded area)

**Escondido**  
SAN DIEGO COUNTY (shaded area)

**Julian**  
SAN DIEGO COUNTY (shaded area)

**Inaja-Cosmit**  
IMPERIAL COUNTY

**Barona**  
IMPERIAL COUNTY

**Viejas**  
IMPERIAL COUNTY

**Sycuan**  
IMPERIAL COUNTY

**Jamul**  
IMPERIAL COUNTY

**Campo**  
IMPERIAL COUNTY

**Ewiiapaayp**  
IMPERIAL COUNTY

**Manzanita**  
IMPERIAL COUNTY

**La Posta**  
IMPERIAL COUNTY

**Temecula**

**San Diego**

**Tijuana**

**Havasu Lake**

**Salton Sea**

**Oceanside**

**San Diego**

**Pacific Ocean**

Scale in Miles

0 5 10 15 20 25 30 35

SCTCA is a multi-service non-profit corporation established in 1972 for a consortium of 19 federally-recognized Indian tribes in Southern California.

# SCTCA

# JOELY PROUDFIT, PAYÓMKAWICHUM

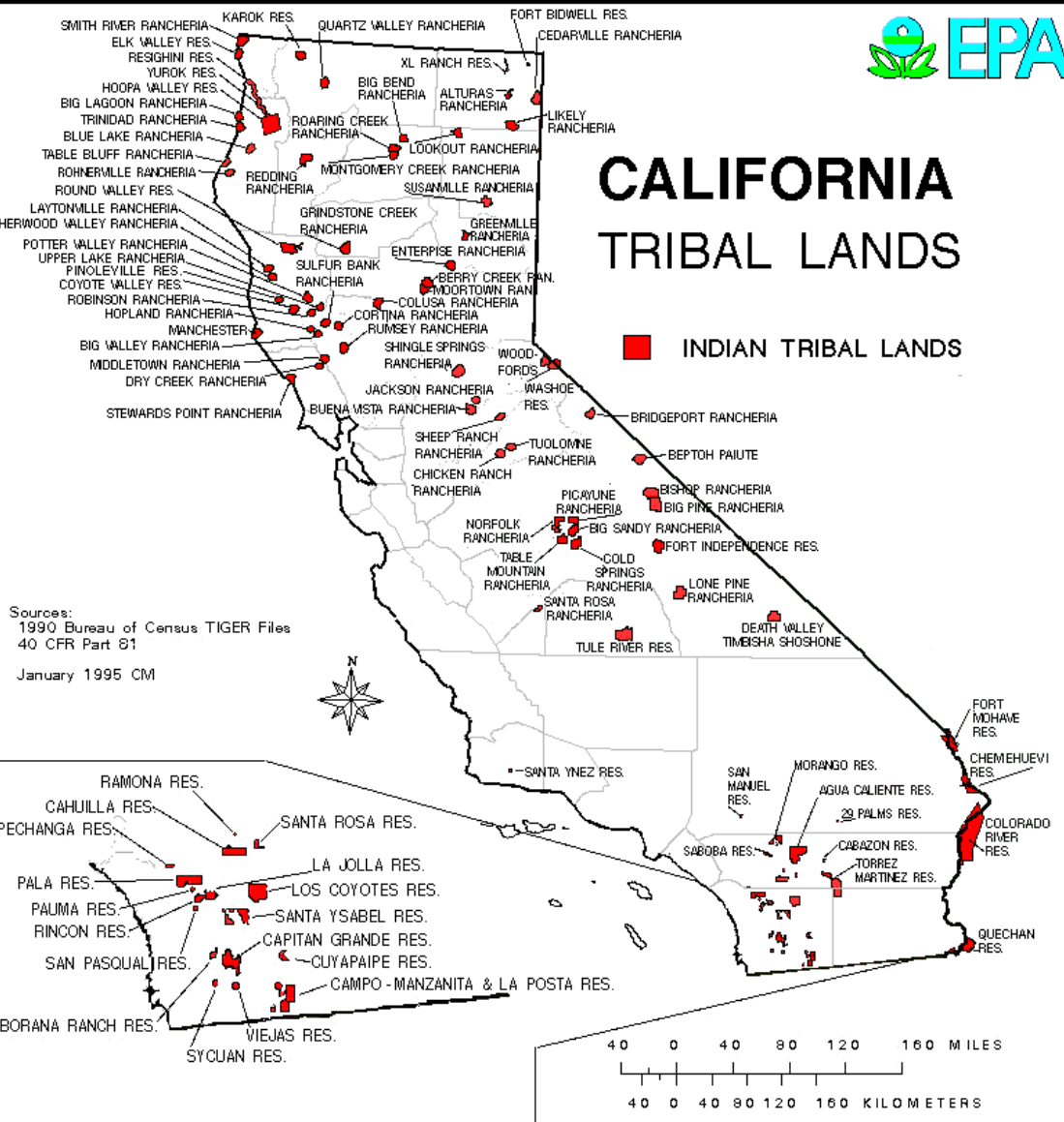
- B.A., M.A. & Ph.D. in Political Science
- Chair & Professor, American Indian Studies Department
- Director, California Indian Culture and Sovereignty Center
- Director, California's American Indian & Indigenous Film Festival
- Owner, Naqmayam Communications
- Owner, Native Media Strategies, LLC
- Commissioner, California Commission on the Status of Women and Girls
- Board Chair, Vision Maker Media
- Member, California American Indian Oversight Committee
- Member, California Indian Education for All
- Appointed to the National Advisory Council on Indian Education by President Obama
- Former Associate Professor of Public Administration at California State University, San Bernardino, and Director of the Tribal Government, Management and Leadership Program at CSUSB
- Former Department Chair of the American Indian Studies Department at San Francisco State University
- Author of *On Indian Ground: A Return to Indigenous Knowledge: Generating Hope, Leadership and Sovereignty through Education*





# CALIFORNIA TRIBAL LANDS

INDIAN TRIBAL LANDS



Sources:  
1990 Bureau of Census TIGER Files  
40 CFR Part 81  
January 1995 CM

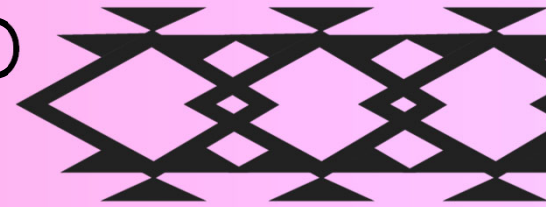
109 federally recognized tribes

45 tribal communities formerly recognized that were terminated as part of the Termination policy in the 1950s

Nearly 80 non-federally recognized tribes



# CALIFORNIA INDIAN CULTURE AND SOVEREIGNTY CENTER



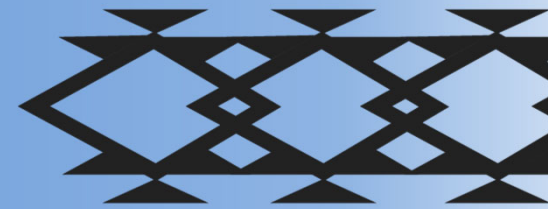


## MISSION STATEMENT

The CICSC fosters collaborative research and community service relationships between the faculty, staff, and students of CSU San Marcos and members of Tribal communities, for the purpose of developing and conducting research projects that support the maintenance of sovereignty and culture within those communities.



# AMERICAN INDIAN STUDIES DEPARTMENT







# CSUSM



AMERICAN INDIAN STUDIES  
"Our existence is our resistance."

## MISSION STATEMENT

The American Indian Studies Department provides students with a research, community, and place-based program of study. We accomplish this through an integrated approach to understanding tribal knowledge about the diverse history, government-to-government relationships, community, culture, and social needs of American Indians in California and the US. Students in AIS learn to work effectively with and for Original Nations and tribal communities as they interface with non-Indian communities to exercise tribal sovereignty.

# CURRENT ENROLLMENT AT CSUSM

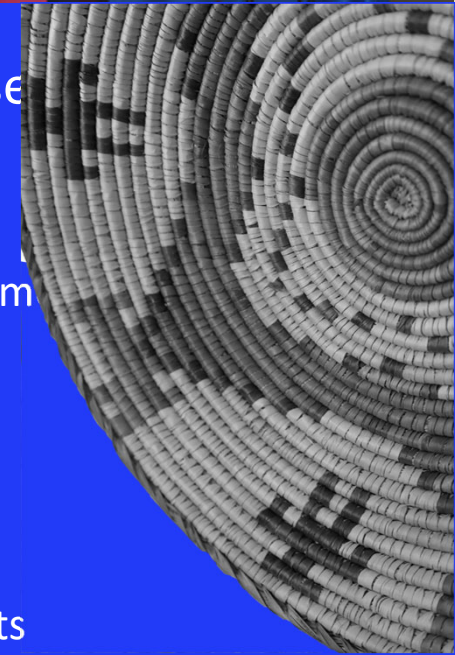
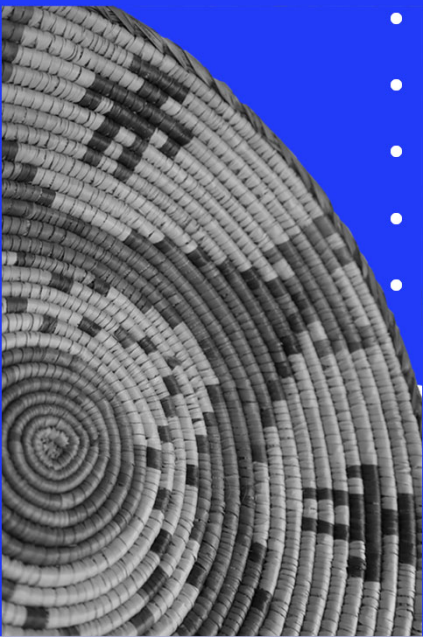
- 4% AIAN Student Population
- Highest in any UC/CSU
- Students from many local reservations





## We work to implement our Tribal Initiative (2005- present)

- Active Native Advisory Council (NAC)
- Placed-Based Approach
- Tribal Liaison under Office of the President in Community Engagement
- California Indian Culture and Sovereignty Center (est. 2009)
- Engaged CICSC Steering Committee
- Engaged American Indian Studies Department/Major/Minor
- Engaged American Indian Student Alliance
- Collaborate to host signature tribal campus and community events
- MOUs with tribes and tribal organizations (Iipay, Soboba, Sherman)
- Hiring of AIAN Faculty and Staff



# AIAN K-12 STUDENTS IN CALIFORNIA

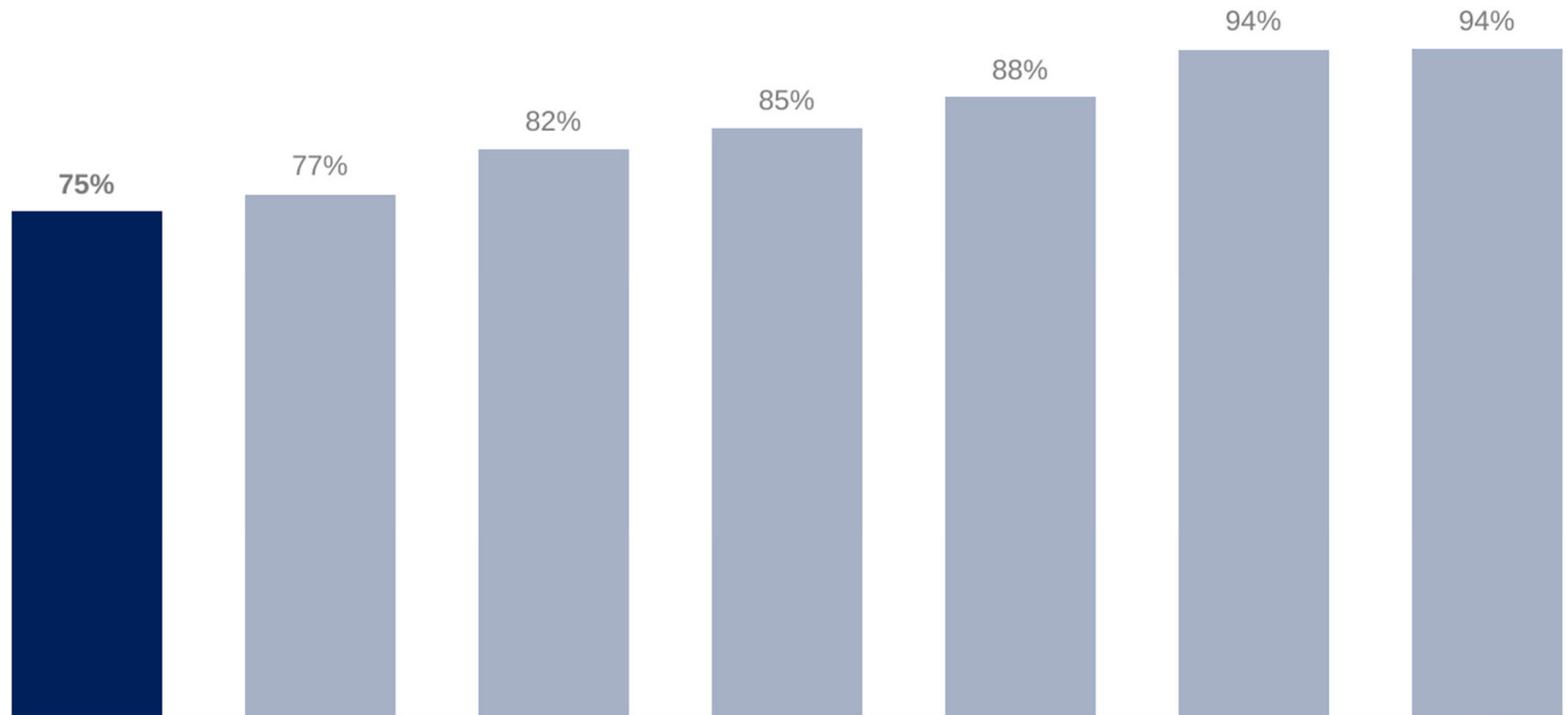
- California is home to nearly 200 tribal nations
- The state is home to the most AIANs in the nation
- California has 32,500 AIAN students

**Total NA/AN K-12 Students by County**

County	All Students	Native American Students
Los Angeles	1,492,652	3,433
San Diego	508,169	2,456
Riverside	428,992	2,033
San Bernardino	403,137	1,872
Humboldt	18,501	1,620
Sacramento	245,906	1,615
Fresno	204,418	1,275
San Joaquin	148,948	1,161
Orange	485,835	1,079
Shasta	26,935	1,077
Kern	189,949	1,054
Santa Clara	272,132	893
Mendocino	13,203	874
Butte	31,760	782
Tulare	104,049	777
Sonoma	70,449	610
Del Norte	4,228	589
Stanislaus	109,990	585
Alameda	228,356	577

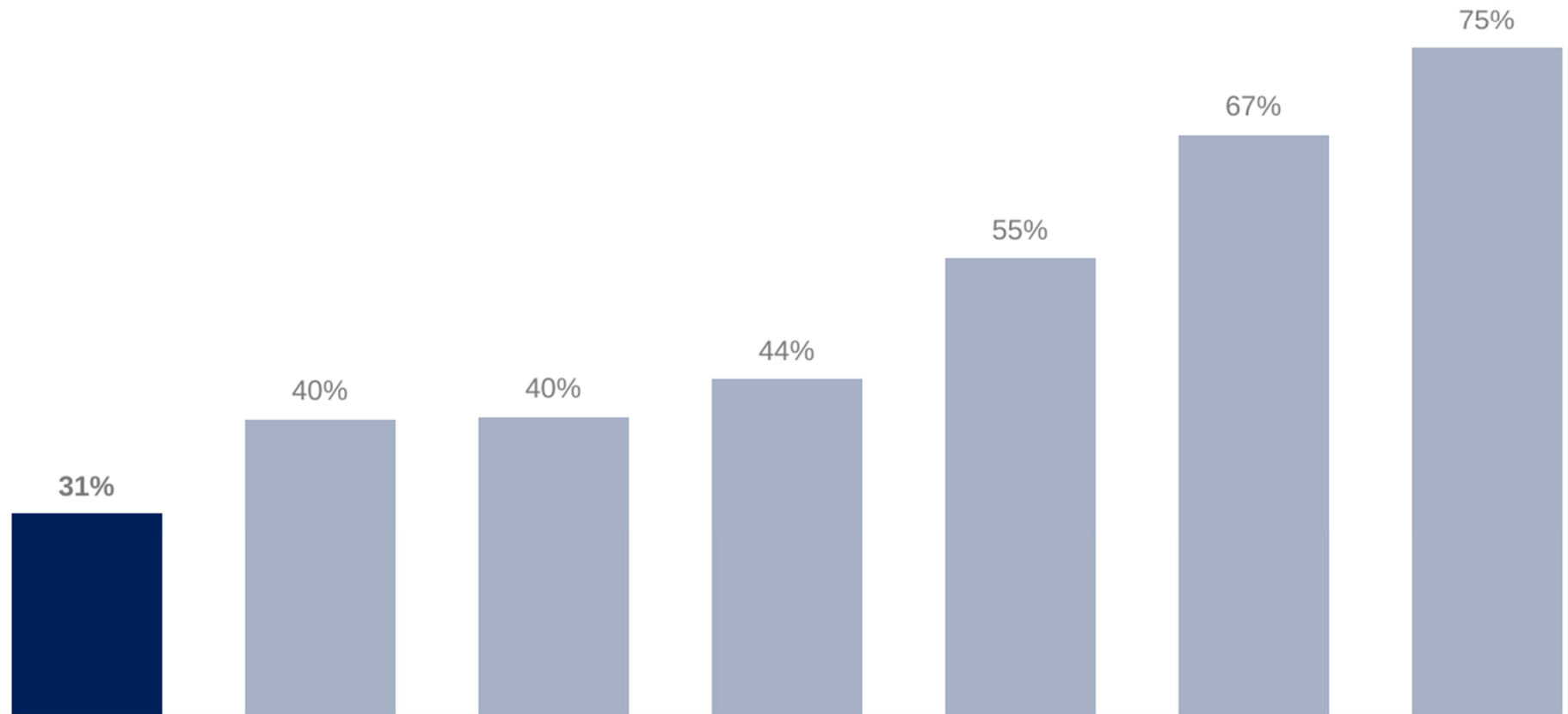
# GRADUATION RATES BY RACE/ETHNICITY

CALIFORNIA PUBLIC SCHOOLS



# GRADUATES MEETING UC/CSU REQUIREMENTS

CALIFORNIA PUBLIC SCHOOLS





THE STATE OF  
AMERICAN INDIAN  
& ALASKA NATIVE  
EDUCATION IN CALIFORNIA  
2016

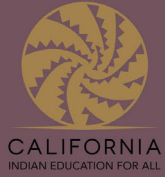
DR. JOELY PROUDFIT WITH DR. THERESA GREGOR

## STATISTICALLY INSIGNIFICANT

- Native American students are often left out of educational research and initiatives, due to their small population sizes.
- American Indian students and American Indian communities are often overlooked or erased and therefore our needs are not met.



# SURVEY ON THE IMPACT OF COVID-19 ON AMERICAN INDIAN K-12 STUDENTS IN CALIFORNIA



## PURPOSE OF REPORT

The purpose of this survey was to gather important data regarding the impact of the COVID-19 pandemic on American Indian and Alaska Native (AIAN) students in California to share with educational leaders, tribal leaders, public health experts, policy makers, and advocacy groups. This information has implications for supporting AIAN students and their families as they navigate through these challenging times.

## BACKGROUND

American Indian and Alaskan Native (AIAN) students and their families have been disproportionately impacted by school closures and COVID-19. AIAN students in California are often erased or overlooked due to the small overall student population and the effects of structural racism. No student population is too small to count or be included. It is vital that our AIAN students be included in educational needs, dialogues, assessments, relief efforts, and resource dissemination. These survey results will help advocates find ways to support AIAN students in California during this crisis.

## CALIFORNIA LANDSCAPE

California is home to 109 federally-recognized Tribes, more than 70 non-federally-recognized Tribes, and three of the nation's largest Urban Indian communities in San Diego, the Bay Area, and Los Angeles County. The state has 6,163,001 students in K-12 schools, and of those, there are 30,282 AIAN students. The majority of the AIAN students attend public school classrooms on tribal lands and in urban centers.

## SURVEY METHODOLOGY

In an effort to support AIAN students in California who have been historically underserved, the California Indian Culture and Sovereignty Center, California Indian Education for All, the California Indian Museum and Cultural Center, and the San Diego County Office of Education surveyed AIAN families to determine their needs as a result of COVID-19. The survey was conducted from May to June 2020 and represents 97 Tribes. This research study has received Instructional Review Board (IRB) approval in accordance with the California State University, San Marcos IRB procedures for research involving human subjects. This report is a summary of key findings from California tribal community participants.



SURVEY ON THE IMPACT OF COVID-19 ON AMERICAN INDIAN K-12 STUDENTS IN CALIFORNIA



## EDUCATION

Distance Learning; Student Access to Technology and Reliable Internet



**One in four AIAN students does not have access to a computer and reliable internet access.**

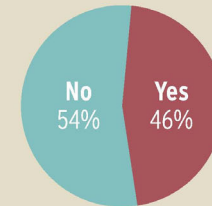
## Learning Differences, Styles, and Accommodations

Extensive research is needed to determine the rate of learning disabilities and differences throughout Indian Country. One in eight students receives special education services in the state of California. While specific disabilities and differences range from mild to severe, American Indian students are at risk for negative physical and behavioral health outcomes when their disabilities are compounded by historical trauma. For example, many students of color with learning differences and disabilities experience higher rates of being bullied, receiving school discipline, and dropping out. For American Indian students these outcomes are combined with effects of historical trauma that include low self-esteem, depression, anxiety, self-destructive behaviors, and addiction. This survey indicates that due to the pandemic, AIAN parents lack access to critical resources that can help meet the needs of their children's learning differences and disabilities. During the pandemic, it is critical that AIAN students and parents receive increased access to and resources for assessment, diagnosis, and distance learning support if we are going to effectively work to counteract these negative outcomes.

## Child Care

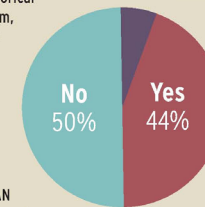
Child care has been an ongoing challenge for families with nearly half of all those surveyed experiencing gaps. Gaps in child care interfere with opportunities for families to generate income and for students to be supported in virtual learning.

Since COVID-19, are there any current gaps in your child care that are impacting your ability to support your child/children in virtual learning?



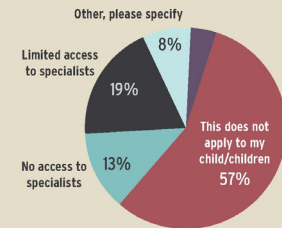
Does your child/children have a learning difference or disability?

6% Prefer not to answer



How has COVID-19 impacted your special needs child?

4% Prefer not to answer







## STUDENT MENTAL AND PHYSICAL WELL-BEING

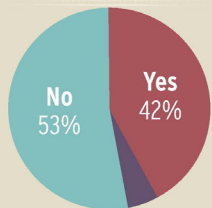
For many families, the COVID-19 pandemic and distance learning are impacting students' ability to access consistent nutrition and counteract social isolation through connection to their teachers, peers, and community and cultural activities.

### Food Security

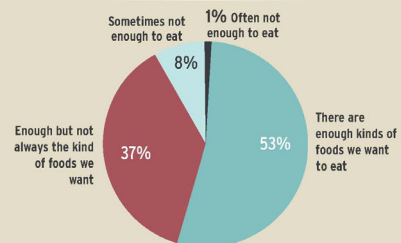
More than 40% of families surveyed rely on their school for meals. When asked about the amount and type of food in their house, nearly one in 10 families said there is sometimes or often not enough to eat at home.

Before COVID-19 did your child/children depend on their school for meals.

■ 5% Prefer not to answer



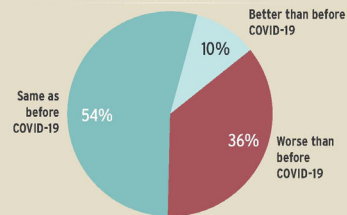
Please choose one of the following statements that best describes the food in your household.



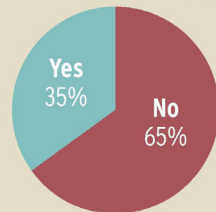
### Impacts on Emotional Well-Being and Physical Fitness

Most of the surveyed families have access to health care, but many families and students are experiencing psychological and physical impacts due to the pandemic.

What is your child's overall psychological well-being, including feelings of anxiety and/or depression?



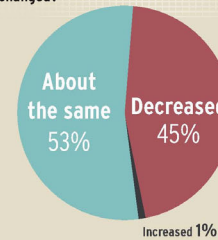
Since COVID-19, do you feel that your child/children are getting enough physical exercise?



## HOUSEHOLD ECONOMIC IMPACT

Job loss and child care gaps have a significant impact on a family's ability to earn income. Nearly half of all families surveyed have reported gaps in their child care. Of those surveyed, 45% said they have experienced a decrease in income during the COVID-19 pandemic.

How has COVID-19 impacted your household financial situation, has your financial income changed?



## SUMMARY

Since the closures of schools and businesses due to the COVID-19 pandemic, a significant percentage of AIAN families reported that their students are struggling with access to virtual learning materials and support, food, exercise, education specialists, and experiencing worsening mental health. One in four students does not have access to a device or internet access to be able to engage in effective, rigorous distance learning. More than 40% of families that were surveyed are impacted by food insecurity, while 36% of families reported having children with worsening mental health since COVID-19 closed schools and businesses. Nearly 70% of respondents said their student is not getting enough physical activity.

### Community Mitigation Strategies

Many Tribes and tribal community organizations are working to increase protective factors to address both the educational and emotional and physical well-being needs

of AIAN students, as well as counteract negative outcomes of historical trauma. Beyond the typical kindergarten through 12th grade educational experience, AIAN students also typically engage in cultural learning opportunities that promote physical and mental well-being and community and cultural connectivity. While many of these opportunities have been limited by the pandemic, some tribal communities are continuing to offer virtual after-school programs that address educational gaps, social isolation, and the transmission of cultural knowledge through native language, environmental stewardship, food sovereignty, traditional arts, and more.

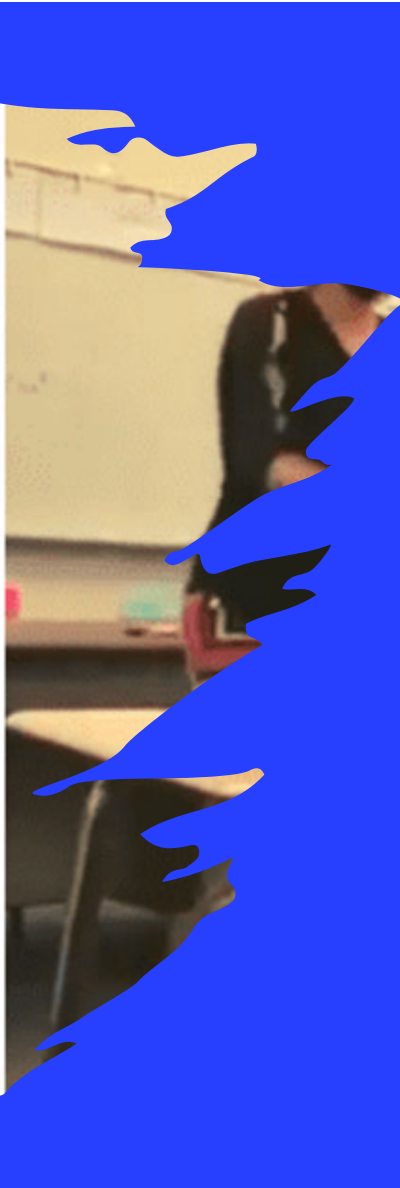
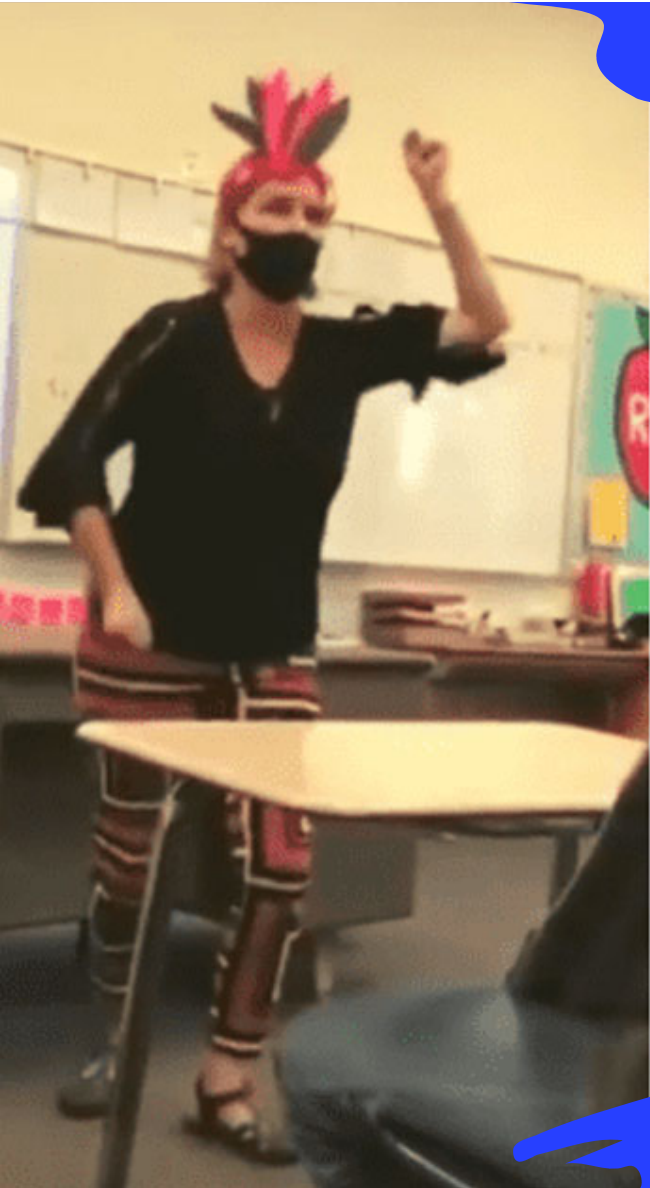
The findings from this survey have strong implications for educators and policy makers as the crisis continues and the new school year begins. It is clear that our American Indian families are experiencing disproportionate impacts and as educators, policy makers, and advocates, immediate action is needed.



- The lowest graduation rates of any racial group, but they are also dying by suicide at the highest rate of any demographic group in the U.S.
- Native teens are twice as likely to be disciplined than their white peers in school
- Twice as likely to be incarcerated for minor crimes than teens of any other race.
- Childhood poverty 29.2%

## INVISIBILITY IS THE MODERN FORM OF RACISM





## SYSTEMIC ERASURE IN K-12

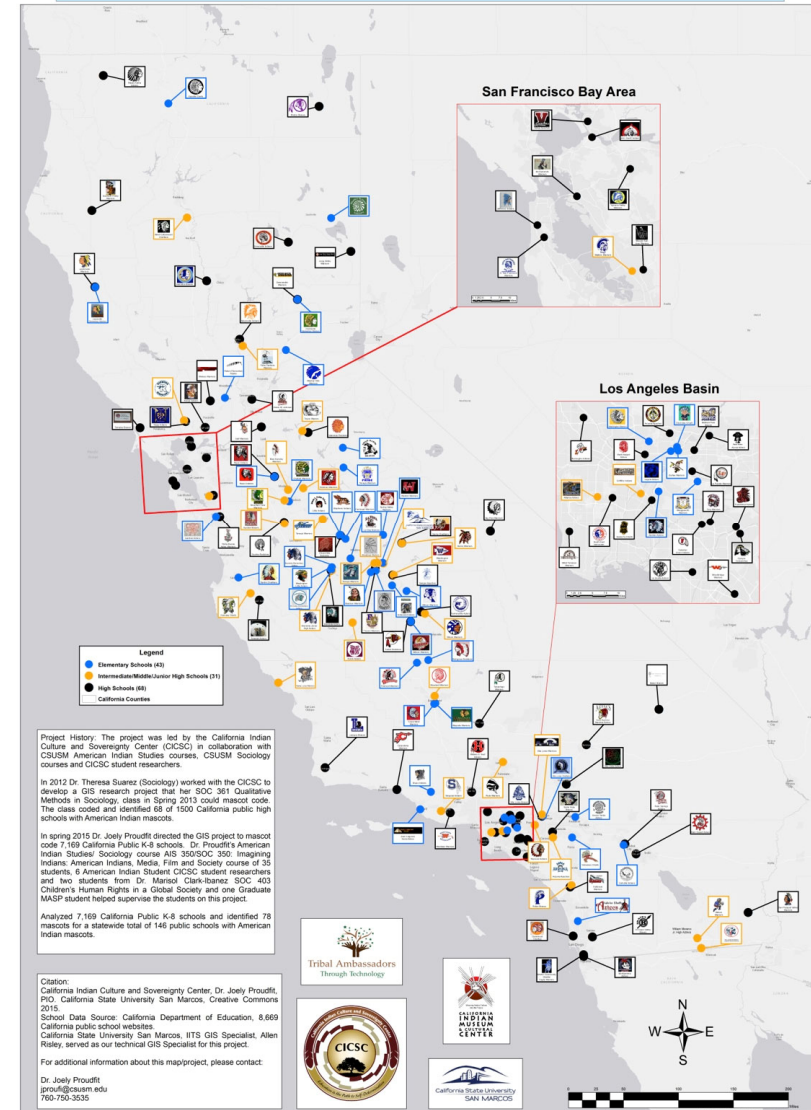
The invisibility of California Native peoples and the erasure of contemporary California Native Americans' contributions, innovations, and accomplishments in K-12 education fuels harmful biases in generation after generation of Americans who grow up learning a false, distorted narrative about us.



# 2015 California AB-30 School or Athletic Team Names: California Racial Mascots Act.



## Cultural Appropriation in California Public K-12 Schools: Tribal Mascots and Stereotypes





# COLONIZATION AND CALIFORNIA INDIANS

We must address colonization if we are to address the racism California Indians students experience today.

California Indian students are invisible to most

# CHALLENGES FOR TEACHERS

- There are over 307,000 California K-12 teachers
- **Only 0.5%** of California teachers are AIAN





SYMBOLS  
OF  
OPPRESSION

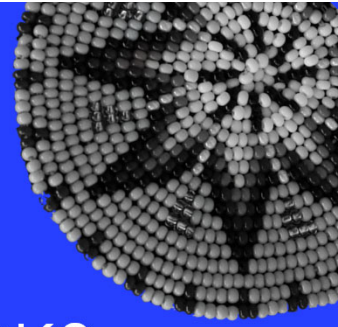


# INTELLECTUAL FREEDOM VS. HISTORICAL TRAUMA



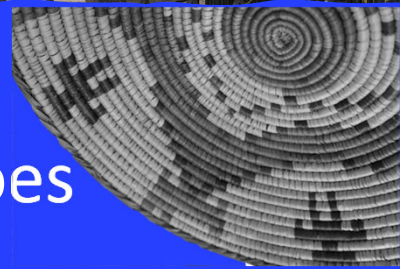
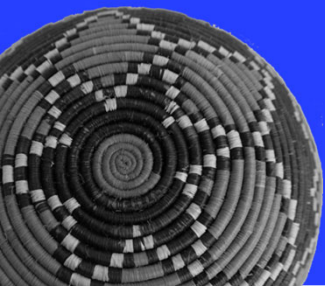


# RECENT WHITE SUPREMACY ATTACKS



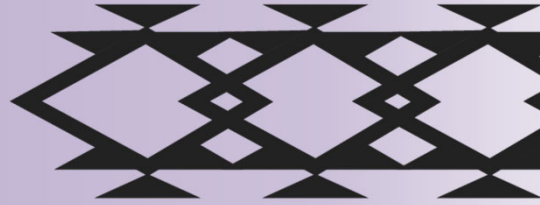


Taking down these symbols of oppression does not change our past it changes our future



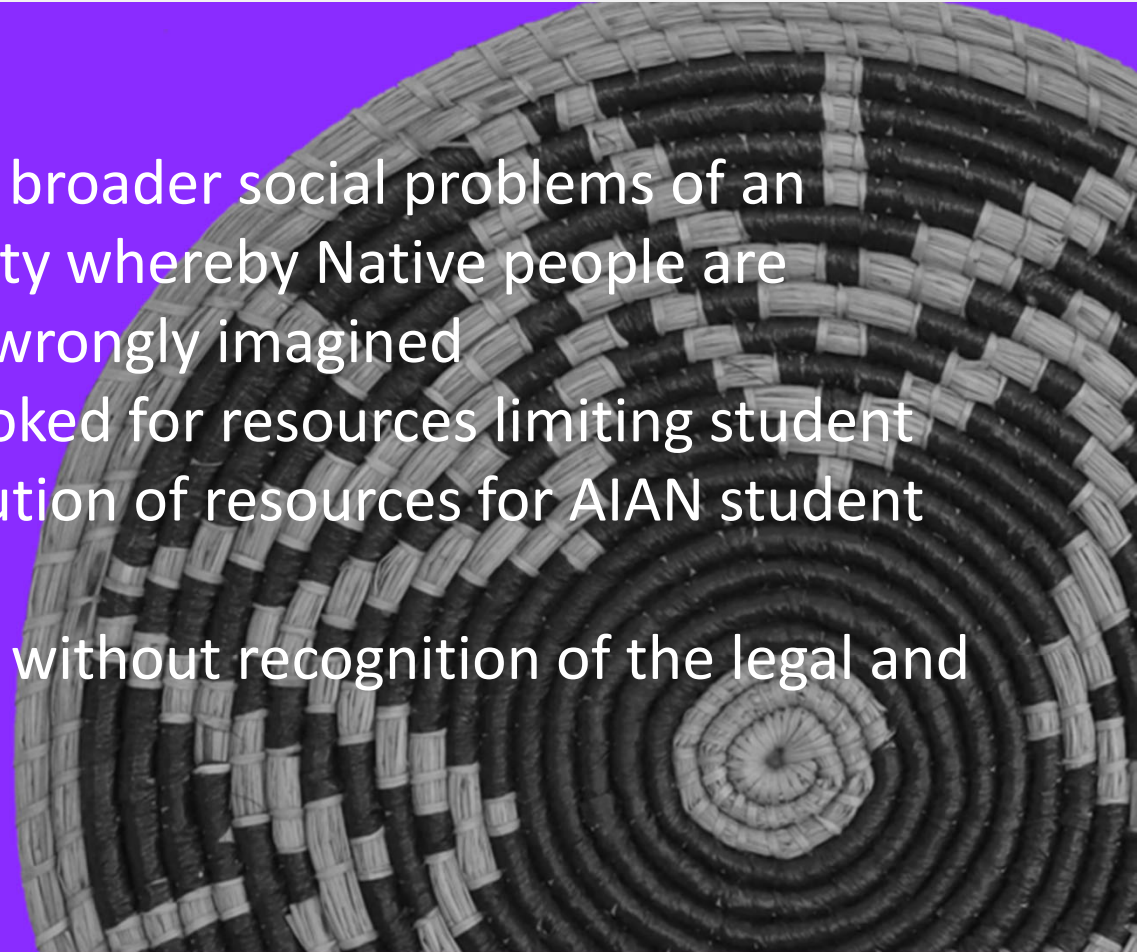


# DECOLONIZING ACADEMIA



# ACADEMIC COLONIALISM DEFINED

- A system that reproduces the broader social problems of an inherent settler colonial society whereby Native people are rendered invisible, erased or wrongly imagined
- Erasure means we are overlooked for resources limiting student success and equitable distribution of resources for AIAN student success
- Subsumed into “settler state” without recognition of the legal and political difference





## WHY THIS MATTERS



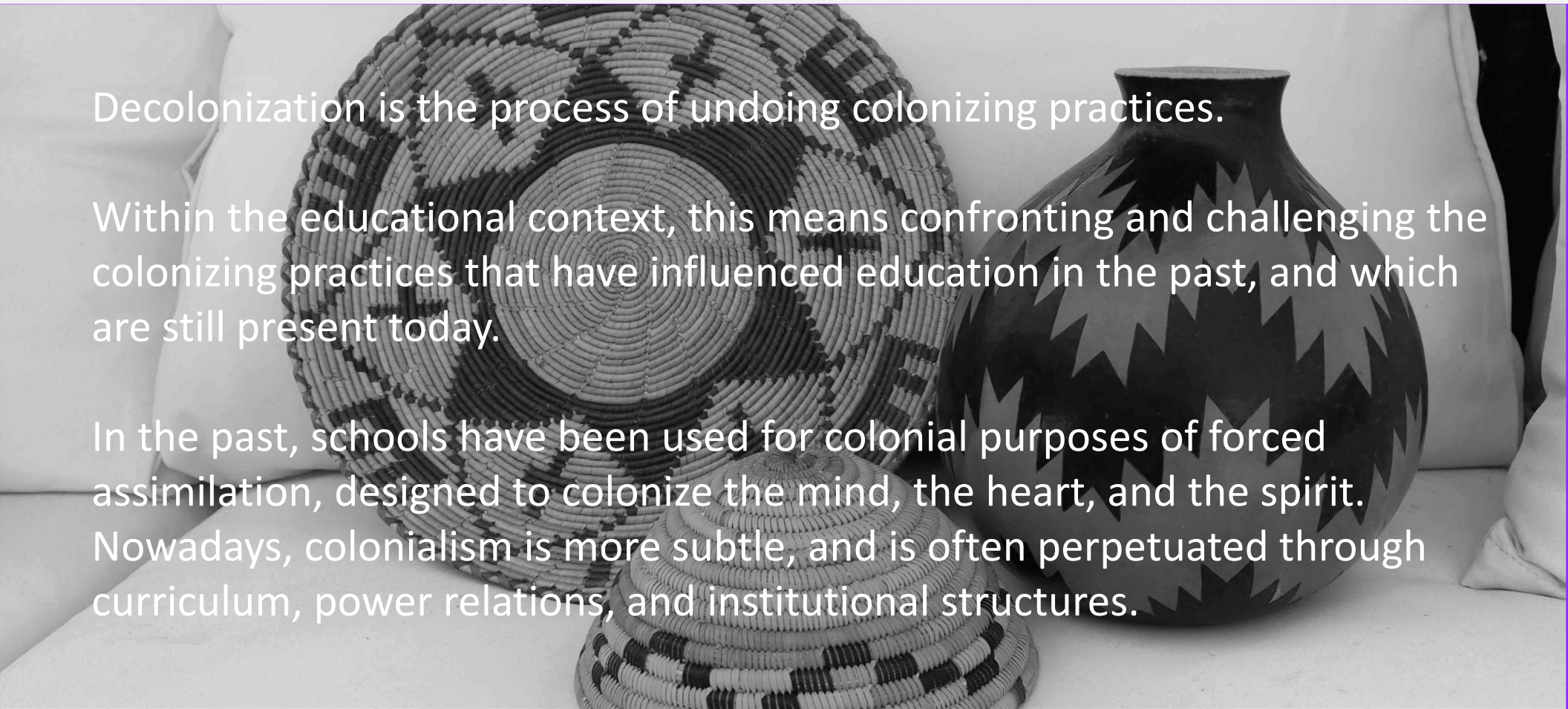
Decolonization fits into the broader goals of reconciliation for American Indians and with the settler state. Schools are vital sites for decolonization and student empowerment.

# DECOLONIZING THE ACADEMIC INSTITUTION

Decolonization is the process of undoing colonizing practices.

Within the educational context, this means confronting and challenging the colonizing practices that have influenced education in the past, and which are still present today.

In the past, schools have been used for colonial purposes of forced assimilation, designed to colonize the mind, the heart, and the spirit. Nowadays, colonialism is more subtle, and is often perpetuated through curriculum, power relations, and institutional structures.



# DECOLONIZING THE ACADEMIC INSTITUTION




stitutions means we create  
ive, respectful, and honor  
frican peoples.



# IMPORTANT QUESTIONS

It is also important to confront the power relations within these institutions.

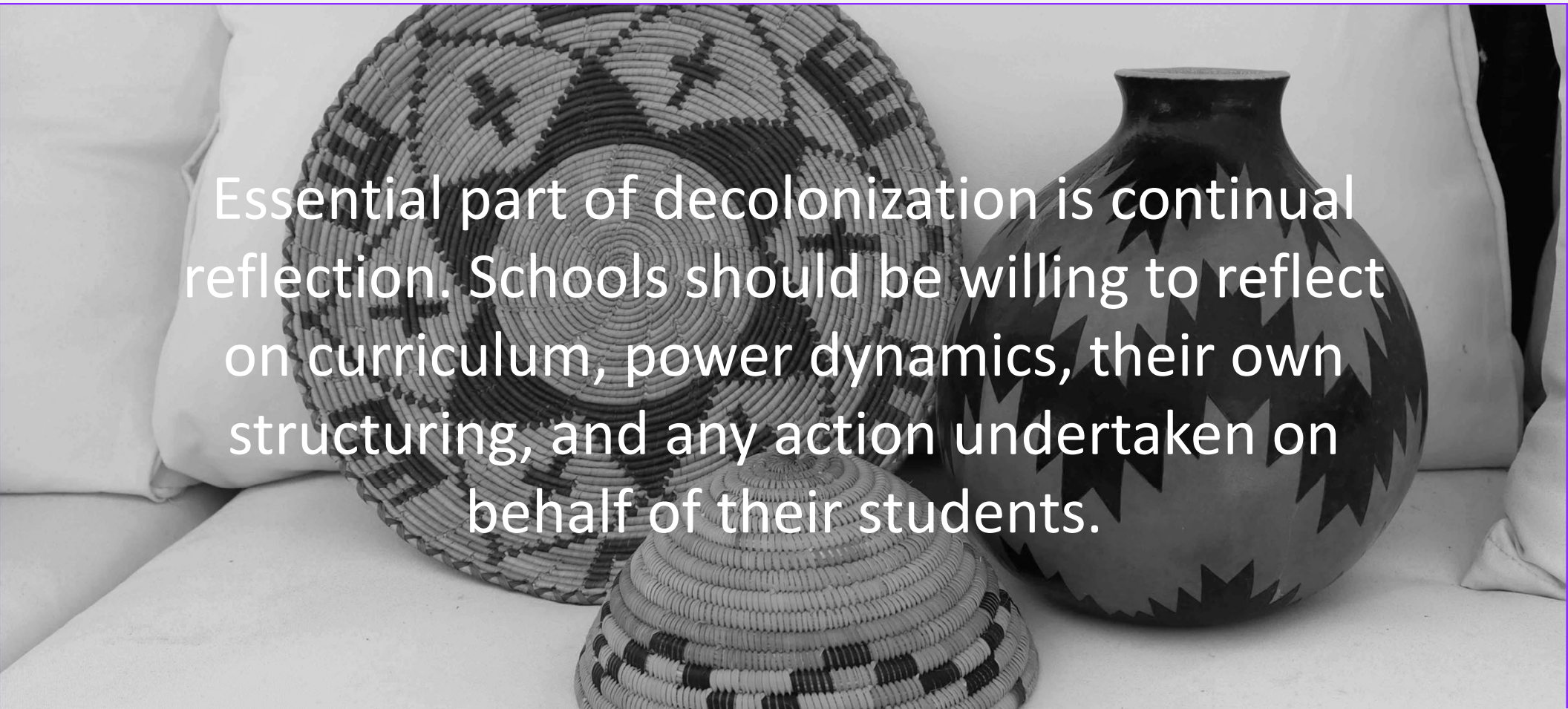
Some questions to ask are:

- Who is in control of knowledge?
  - What is their role?
  - How did they gain this role?
  - What maintains their power?
  - Within a diverse population of students, part of decolonization is learning how to be an ally, and to work in solidarity with each other—not just among students, but staff as well.
- 





# REFLECTION



Essential part of decolonization is continual reflection. Schools should be willing to reflect on curriculum, power dynamics, their own structuring, and any action undertaken on behalf of their students.

# UNDERSTANDING FEDERAL INDIAN POLICY AND ACADEMIC FRAMEWORKS

- Federal policy has included violent processes of extermination, expulsion, assimilation
- Assimilation resulted in boarding schools, linguicide, and epistemicide
- 46 years of self-determination has not reversed legacy of centuries of abuse and historic trauma





# DECOLONIZING YOUR CAMPUS



- Critical to the process of decolonization
- Requires critical reflection and learning
- Encourages individuals to think about what it means to occupy space on California Indian lands and enact an ethic of accountability to those who did not consent to massive land cessions that became California.
- Centers Indigenous Ecological Knowledge
- Requires an investment of resources
- Requires relationship building & engagement
- Establishing formal protocols and process for tribal and community consultation
- Takes us out of history books & provides opportunities for learning about the rich cultures and contributions
- Requires an examination of spaces, buildings & names
- Are we visible on your website, print collateral, campus-wide videos?
- Respect for Indigenous students



CALIFORNIA  
INDIAN EDUCATION FOR ALL

## MISSION STATEMENT

Our mission is to help teachers and schools educate children and youth about the diverse histories, cultures and contributions of California Native peoples.

<https://caindianeducationforall.com/>

# PLACED-BASED EDUCATION


- Institutions should take a hard look at how they've interacted with California Indian communities and people in the past and present.
- What is the role of settler colonialism and how does the school/campus benefit from it?
- Does your campus engage in the production of knowledge, research that impacts California Indians in positive or negative ways?
- Work with California Indians to make action plans to correct past wrongs and strategically plan for the future.
- Centering place-based approaches of Native Ways of Knowing.
- Move beyond land acknowledgments and include Practices & Protocols.
- Look around does our campus visibly include a representation of the Native peoples of this land (naming, buildings, student centers, staff, faculty, convocation, graduation videos, campus website, campus marketing materials)
- Is your campus erasing California Indians?



# AUTHENTIC ENGAGEMENT: MEANINGFUL TRIBAL CONSULTATION



Consultation is a process, not a single event. As projects develop, they change according to the input received and changing situations.

- Establish an External Native Advisory Board
  - Establish and Internal Implementation Committee
  - Engage tribes from the outset to ensure that sincere, good faith efforts at consultation take place.
- 

# STRATEGIES FOR AIAN STUDENT SUCCESS



- De-centering Whiteness
- Culturally Responsive Teaching
- Design and incorporate place-based learning and Native Ways of Knowing
- Engaging with tribal community and families
- Offer wraparound services
- Non-performative Land Acknowledgements
- Respect and engage tribal protocols and practices
- Recognition and honoring of Tribal Sovereignty
- Representation of Native perspectives
- Being an Ally
- Tribal Community participation and leadership
- Empower AIAN student agency and voice

# DESIGNING FOR SUCCESS

- Expand indigenized professional learning and collaboration with teachers and staff
- Engage students in cultural learning opportunities
- Provide mentorship opportunities for AIAN students
- Foster/Strengthen native community bonds
- Build capacities to respond to racism and negative school experiences
- Empower and engage student agency and voice





# AIAN STUDENTS AND FAMILIES VOICE THAT:

- AI/AN students are not positively represented in the curriculum
- Need for more diverse perspectives in learning
- Need for culturally responsive teaching
- AI/AN students want to be seen, heard, and understood



# DECOLONIZATION TIPS

1. Learn and listen, don't label everything and anything decolonization, check yourself
2. Establish External Native Advisory Council
3. Create Space for Dialogue
4. Defer to Authentic AIAN expertise
5. Create campus learning opportunities, campus-wide reads, campaigns, opportunities
6. Land back, naming and claiming
7. Centering place-based
8. Decolonize the curriculum, prioritize Indigenous knowledges and materials
9. Allow for small language courses to proceed
10. Allow for small seminar classes to proceed
11. Remove long process and stall tactics
12. Meaningful representations (art, language)
13. Nothing about us without us
14. Budget are moral documents and can assist in decolonizing
15. Invest in (authors, events, books, grant opportunities)
16. Moving beyond inclusion and equality towards equity
17. Don not invest in or promote faux progressive solutions

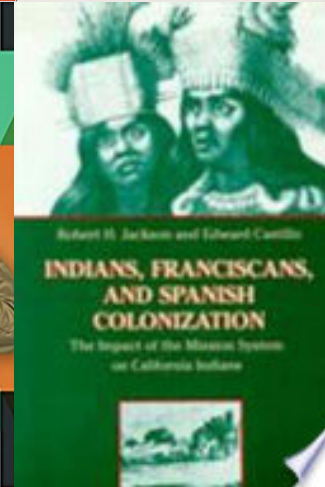
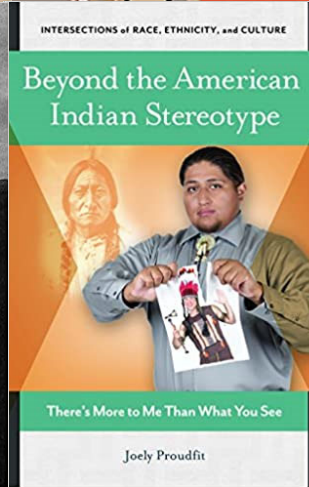
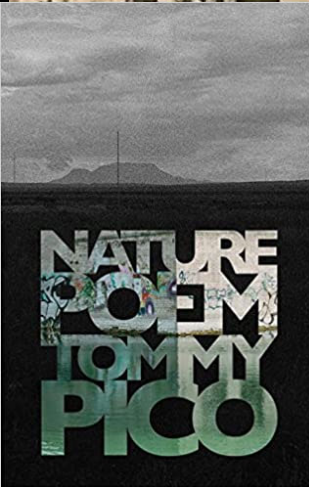
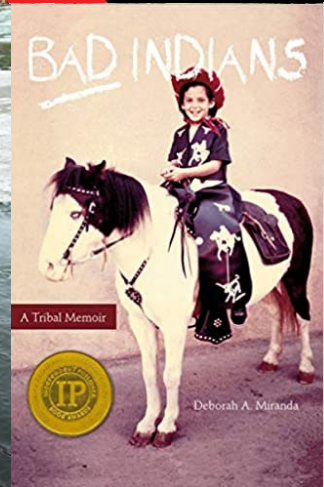
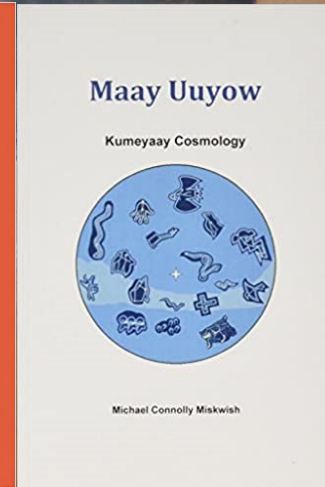
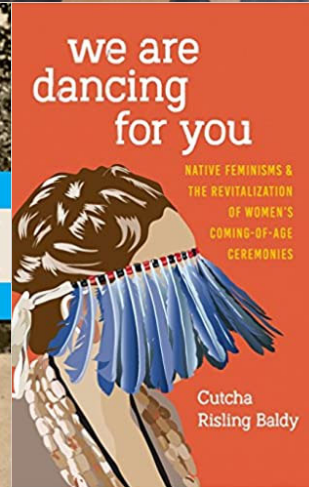
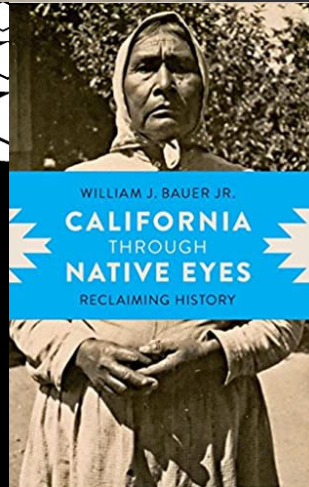
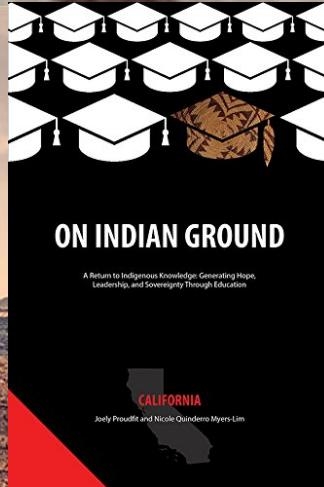
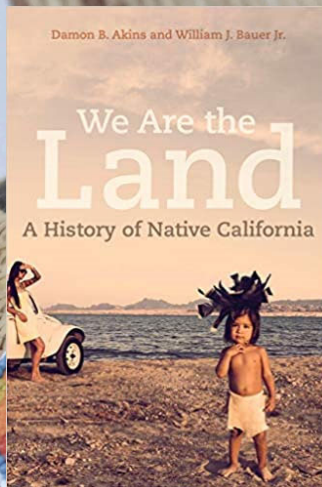


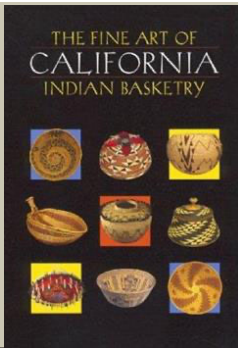
# CENTERING CALIFORNIA INDIANS

## **Respect, Responsibility, Relationships and Reciprocity**

- Requires critical reflection and learning
- Centers Indigenous Ecological Knowledge
- Centering place-based approaches of Native Ways of Knowing
- Investment of resources for instruction and teacher training in culturally responsive teaching
- Relationship building and tribal community engagement
- Intergenerational learning opportunities
- Examination of spaces, buildings, and names
- AIAN visibility on school website, brochures, videos, and social media

# CALIFORNIA INDIAN VOICES & SCHOLARSHIP





# CELEBRATING CALIFORNIA INDIANS TODAY

Cultural Revitalization

Center Indigenous Knowledge

Land Restoration



## CALIFORNIA INDIAN REPRESENTATION MATTERS

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*Essential factors for student success:  
Feeling nurtured, connected, engaged,  
valued, being seen and heard*

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*“Education is the path  
to self-determination”*

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*We must not forget the humanization  
of the Indigenous student.*

*“If they can see it, they can be it”*



# ADDITIONAL RESOURCES FOR SUPPORTING AIAN STUDENTS



## American Indian Education Talking Circle

Monthly Meetings Start on Sept. 15

### MONTHLY TOPICS:

- Tribal consultation toolkit
- Title VI programs
- AI/AN student success
- Understanding sovereignty
- Innovative tribal education programs
- Indigenous language preservation
- UC opportunity plan
- AI/AN college and career support
- Grant funding updates

**AUDIENCE:**  
District AI/AN education directors, Title VI TOSAs, tribal education directors, and Title VI leaders

**Virtual meetings:**  
3:30 to 5:30 p.m. PDT on selected Thursdays 

**Register at:**  
<https://sdcoe.k12oms.org/902-223504> 

Contact: **Staci Block, Ed.D.**  
[staci.block@sdcoe.net](mailto:staci.block@sdcoe.net) 

**FREE**  
Community of Practice



## Native Ways of Knowing WEBINAR SERIES

Learn from Scholars



Joely Proudfit, Ph.D.   John Tippecanick, Ph.D.   Nicole Lim, J.D.   Stan Rodriguez, Ph.D.   Debbie Reese, Ph.D.



### DIGITAL MICRO-COURSES

## Native Ways of Knowing



CALIFORNIA INDIAN EDUCATION FOR ALL

## Equity Blueprint for Action



# No\$úun Lóoviq!

**CSUSM**

AMERICAN INDIAN STUDIES  
Our existence is our resistance



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