



AMERICAN INDIAN
AND ALASKA
NATIVE
WORKFORCE
DEVELOPMENT:
CHALLENGES AND
OPPORTUNITIES

Dean's Lecture Series

University of Minnesota

November 8, 2023

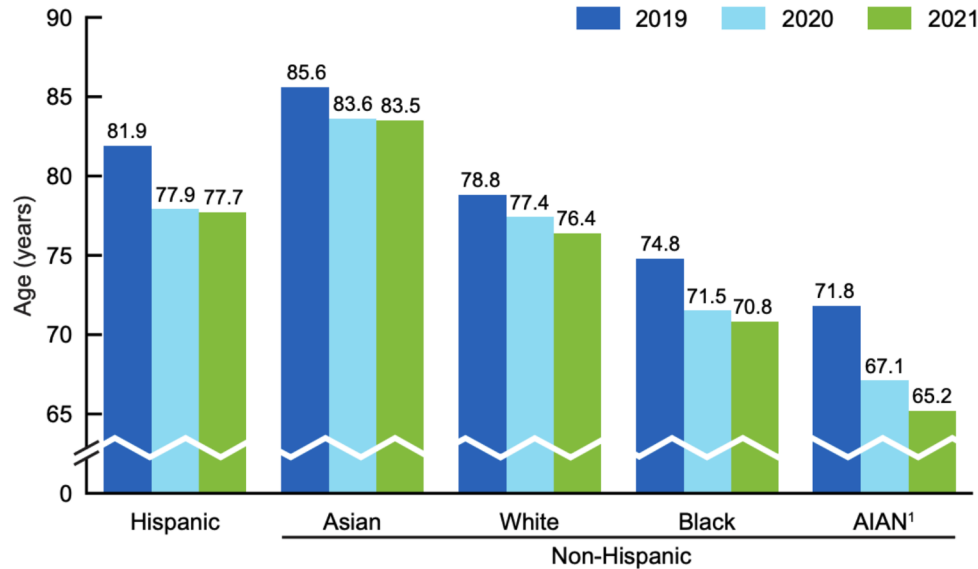
Mary Owen, MD and Amanda Dionne

Center of American Indian and Minority Health

Native American and Alaska Native Life Expectancy Declines, CDC Reports

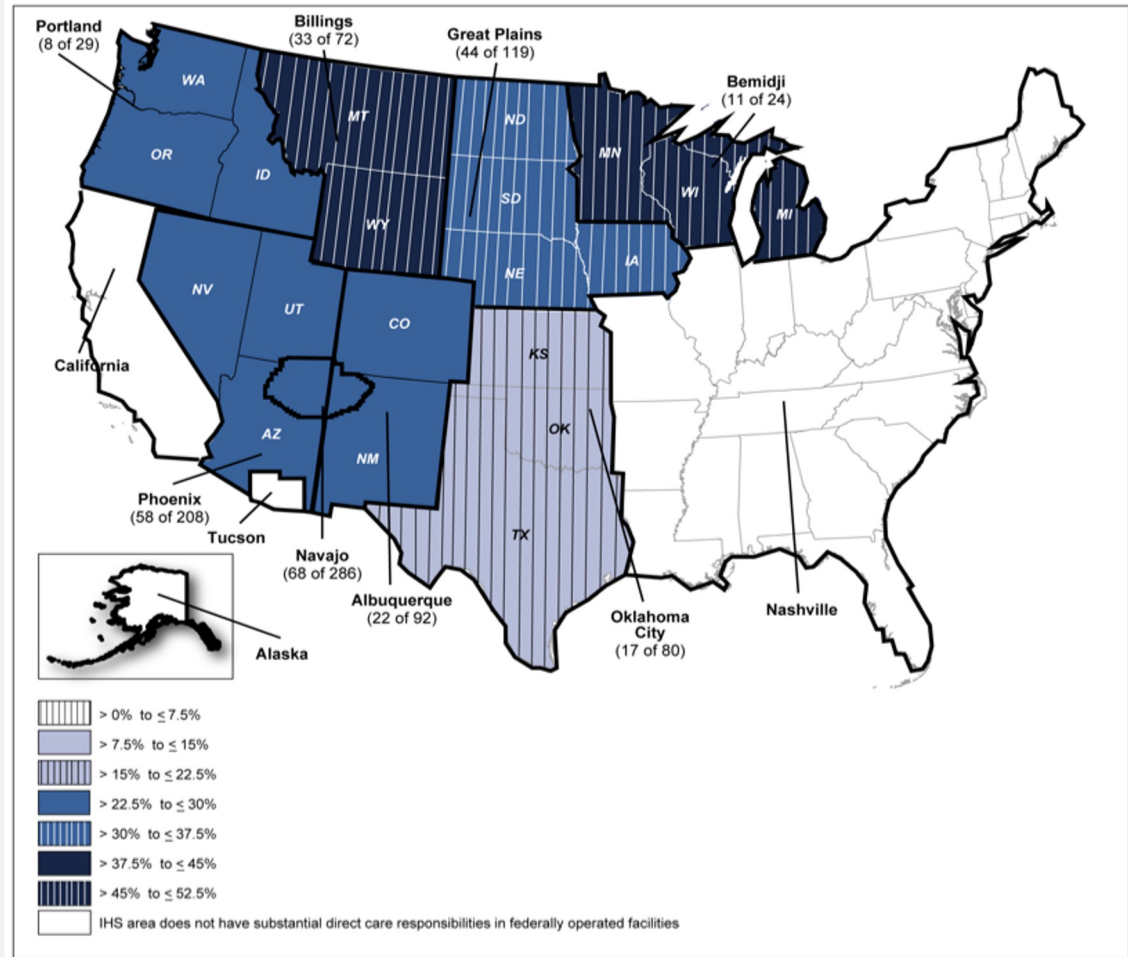


Yahoo News Health Native Health Desk



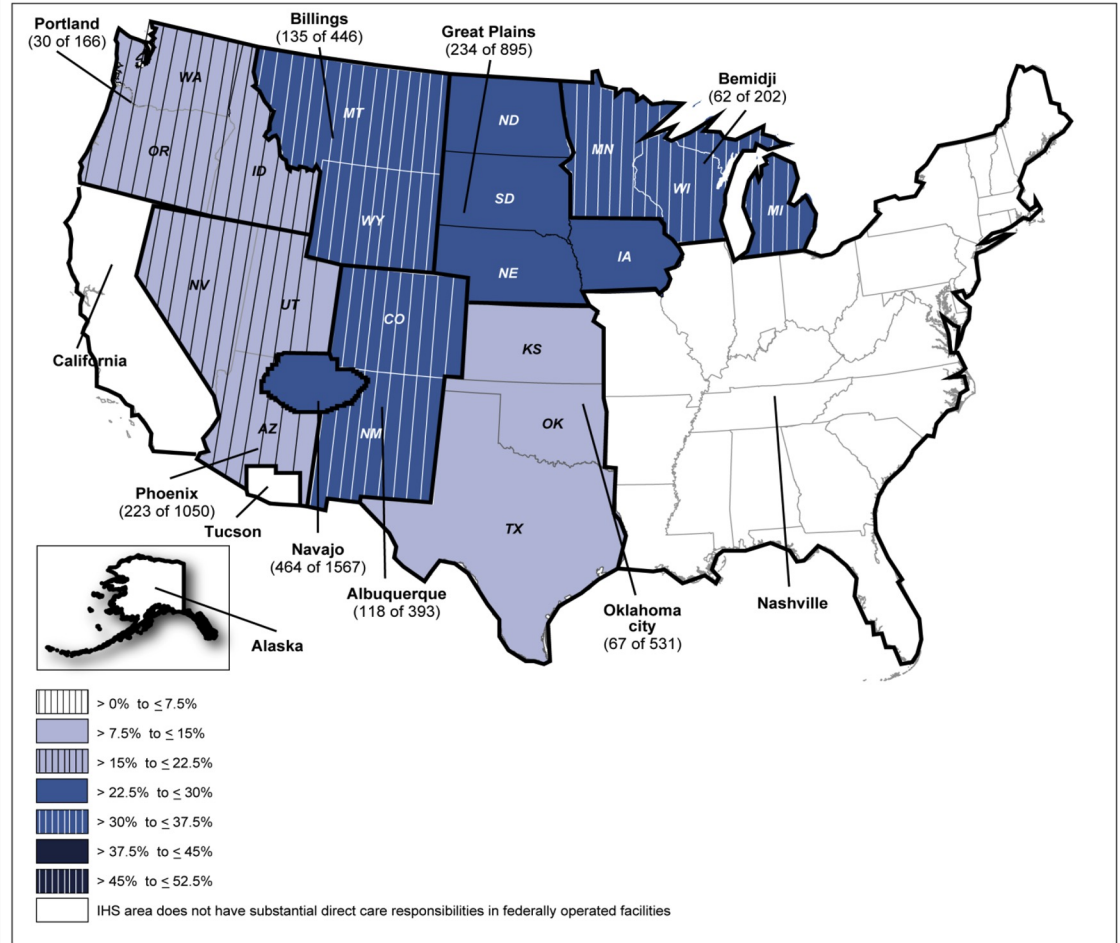
SOURCE: NATIVE NEWS ONLINE

Figure 3: Physician Vacancy Rates in the Eight Indian Health Service (IHS) Areas with Substantial Direct Care Responsibilities, November 2017



Source: US Government Accountability Office 2018 Report on IHS Workforce Shortages

Figure 2: Overall Vacancy Rates for Providers in the Eight Indian Health Service (IHS) Areas with Substantial Direct Care Responsibilities, November 2017



Source: US Government Accountability Office 2018 Report on IHS Workforce Shortages

American Indian or Alaska Native Medical School Graduation Rates

Table B-4: Total U.S. MD-Granting Medical School Graduates by Race/Ethnicity (Alone) and Gender, 2018-2019 through 2022-2023



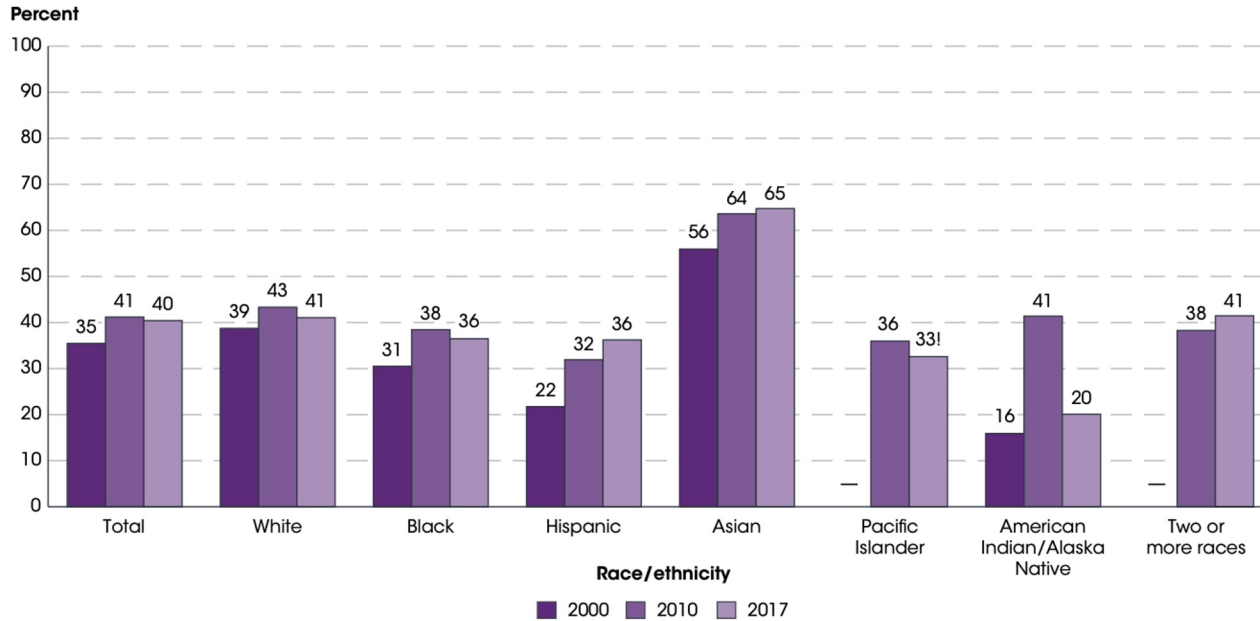
The table below displays the racial and ethnic characteristics of graduates of U.S. MD-granting medical schools by gender from 2018-2019 through 2022-2023. The "Multiple Race/Ethnicity" category includes those who selected more than one race/ethnicity response. Please email datarequest@aamc.org if you need further assistance or have additional inquiries.

	Graduate Race/Ethnicity Responses	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Men	American Indian or Alaska Native	22	18	15	10	19
	Asian	2,147	2,183	2,219	2,229	2,288
	Black or African American	470	509	563	534	522
	Hispanic, Latino, or of Spanish Origin	555	601	605	612	620
	Native Hawaiian or Other Pacific Islander	7	2	6	6	7
	White	5,971	5,743	5,589	5,456	5,153
	Other	210	223	254	238	246
	Multiple Race/Ethnicity	823	830	932	1,020	1,043
	Unknown Race/Ethnicity	34	19	20	31	45
	Non-U.S. Citizen and Non-Permanent Resident	139	152	143	134	128
Total		10,378	10,280	10,346	10,270	10,071
Women	American Indian or Alaska Native	14	17	20	12	19
	Asian	2,178	2,357	2,490	2,524	2,637
	Black or African American	760	831	878	886	873
	Hispanic, Latino, or of Spanish Origin	503	582	673	597	563
	Native Hawaiian or Other Pacific Islander	3	7	4	5	4
	White	4,948	5,063	5,160	5,264	5,173
	Other	177	191	235	203	254
	Multiple Race/Ethnicity	786	911	959	1,109	1,158
	Unknown Race/Ethnicity	18	12	24	35	36
	Non-U.S. Citizen and Non-Permanent Resident	170	139	137	150	132
Total		9,557	10,110	10,580	10,785	10,849

Source: Association of American Medical Colleges

COLLEGE ENROLLMENT

Figure 2. College enrollment rates of 18- to 24-year-olds, by race/ethnicity: 2000, 2010, and 2017



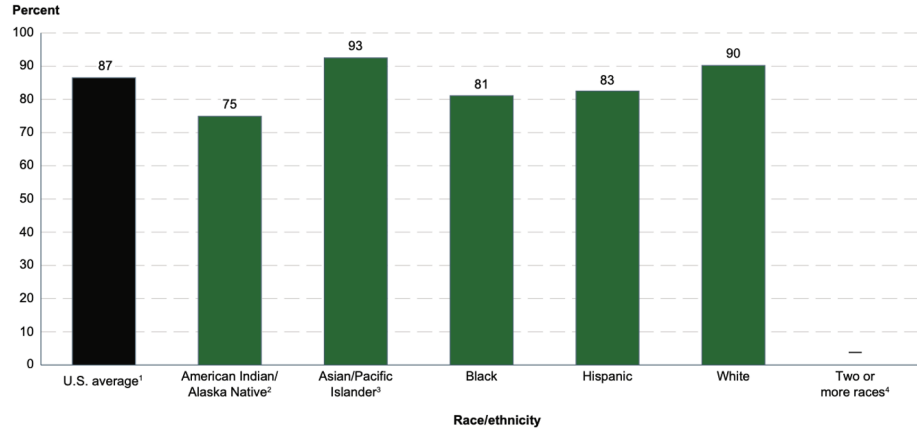
Source: National Center for Education Statistics

NATIONAL HIGH SCHOOL GRADUATION RATES

Source: National Center for Education Statistics

ACGR by Race/Ethnicity and State

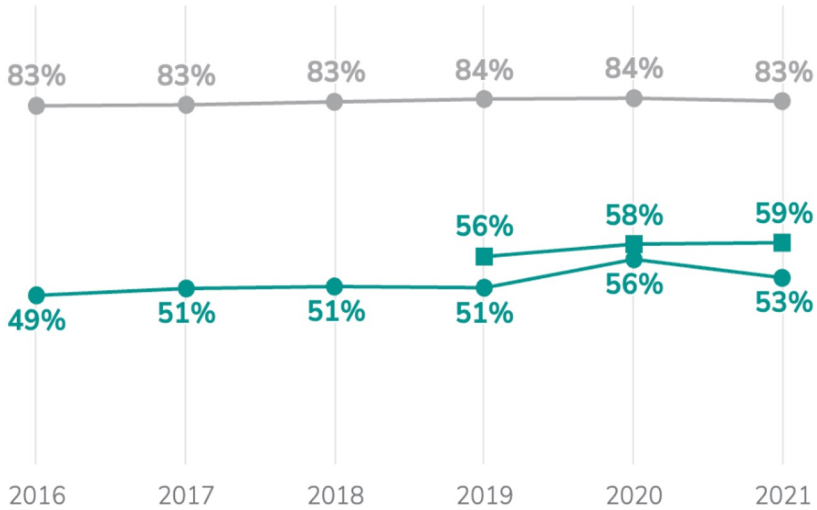
Figure 2. Adjusted cohort graduation rate (ACGR) for public high school students, by race/ethnicity: 2019–20



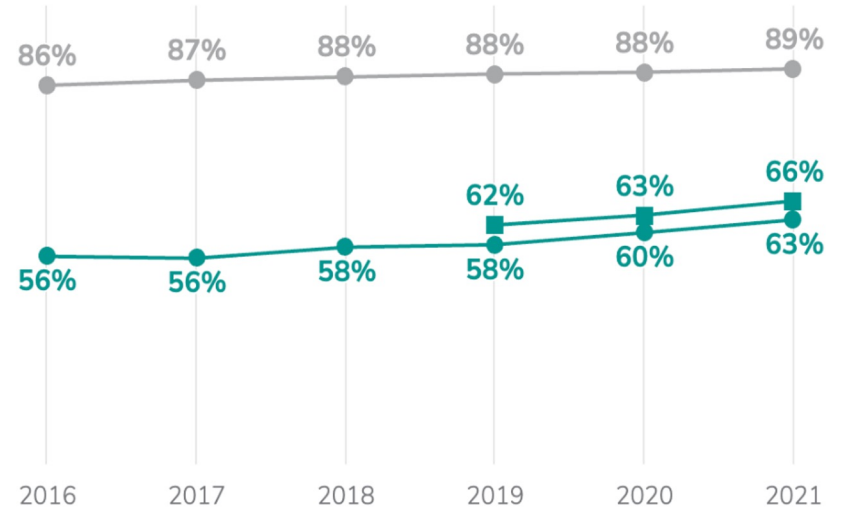
Share of students **graduating high school**

- All students
- American Indian/Alaska Native students, state definition
- American Indian/Alaska Native students, federal definition

Within four years of starting



Within seven years of starting



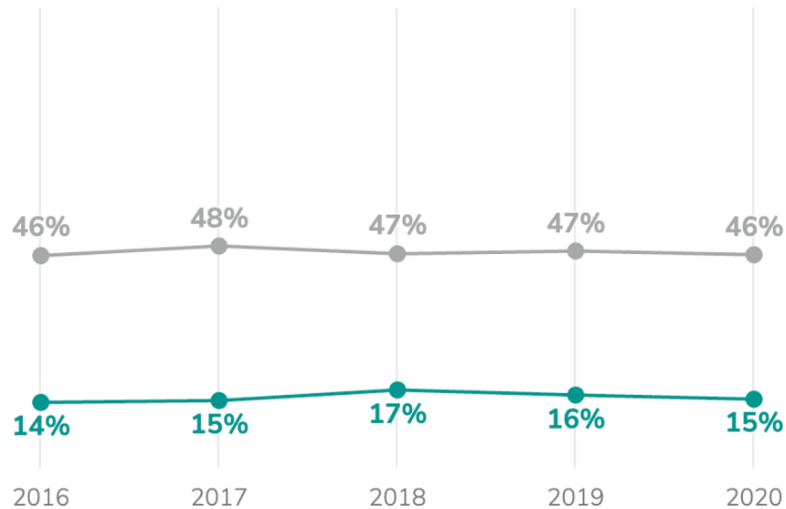
As of the 2018-2019 school year, the Minnesota Department of Education reports some data for American Indian/Alaska Native students using both state and federal definitions. Both definitions are shown in the graduation charts here; for definition details, see the proficiency-related charts at top. Source: Minnesota Department of Education 2016–2022 files.

Share of students **showing college readiness** on college entrance exam benchmarks

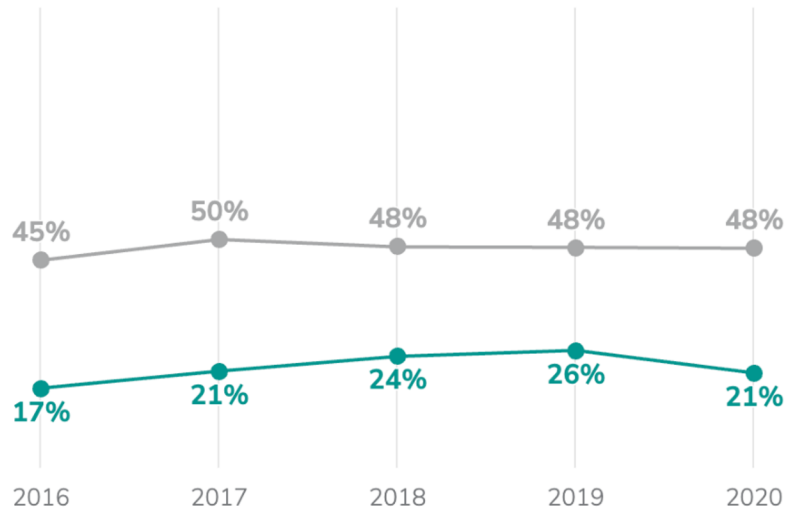
● All students ● American Indian/Alaska Native students



Math



Reading



Students taking the ACT college entrance exam are asked to self-select one racial/ethnic category; thus, the charts above reflect students who identify as American Indian/Alaska Native alone. This aligns with the federal definition noted in the proficiency-related charts at top. Source: ACT Graduating Class Database.

Treaty period: 1770's-1870's

Not all treaties were the same:

- all included land
- most recognized sovereignty
- **most promised protected reservation land and services including medical care, education, food and clothing**

1770's-1832: Independent nations

1832-1870's: Domestic dependents

1871: US HR stopped recognizing individual Tribal nations as independent nations with whom they would negotiate treaties



Treaty of Penn with Indians by Benjamin West

DOCTRINE OF TRUST RESPONSIBILITY

- US Supreme Court interpretation of a body of nearly 400 treaties between the US government and Indian tribes. The Doctrine of Trust Responsibility states that the US government has a responsibility to uphold its end of bargaining with Indian tribes by both respecting the autonomy of tribes and providing for their health, education, and well-being.
- In 1977, the Senate report of the American Indian Policy Review Commission expressed the trust obligation as follows:

The purpose behind the trust doctrine is and always has been to ensure the survival and welfare of Indian tribes and people. This includes an obligation to provide those services required to protect and enhance tribal lands, resources, and self-government, and also includes those economic and social programs which are necessary to raise the standard of living and social well-being of the Indian people to a level comparable to the non-Indian society.

- Persistence of Doctrine, 1983, *US. v. Mitchell*, "the undisputed existence of a general trust relationship between the United States and the Indian people" which "has long dominated the government's dealings with Indians." Again in *United States v. Navajo Nation*, 2003 and *United States v. White Mountain Apache Tribe*, 2003

1969 REPORT
OF THE
COMMITTEE ON LABOR AND
PUBLIC WELFARE
UNITED STATES SENATE

MADE BY ITS
SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION

PURSUANT TO

S. Res. 80

(91st Cong., 1st Sess.)

E. SUMMARY OF HISTORICAL FINDINGS

I. Policy Failure

The dominant policy of the Federal Government towards the American Indian has been one of coercive assimilation. The policy has resulted in:

- A. The destruction and disorganization of Indian communities and individuals.
- B. A desperately severe and self-perpetuating cycle of poverty for most Indians.
- C. The growth of a large, ineffective, and self-perpetuating bureaucracy which retards the elimination of Indian poverty.
- D. A waste of Federal appropriations.

II. National Attitudes

The coercive assimilation policy has had a strong negative influence on national attitudes. It has resulted in:

- A. A nation that is massively uninformed and misinformed about the American Indian, and his past and present.
- B. Prejudice, racial intolerance, and discrimination towards Indians far more widespread and serious than generally recognized.

III. Education Failure

The coercive assimilation policy has had disastrous effects on the education of Indian children. It has resulted in:

- A. The classroom and the school becoming a kind of battleground where the Indian child attempts to protect his integrity and identity as an individual by defeating the purposes of the school.
- B. Schools which fail to understand or adapt to, and in fact often denigrate, cultural differences.
- C. Schools which blame their own failures on the Indian student and reinforce his defensiveness.
- D. Schools which fail to recognize the importance and validity of the Indian community. The community and child retaliate by treating the school as an alien institution.
- E. A dismal record of absenteeism, dropouts, negative self-image, low achievement, and, ultimately, academic failure for many Indian children.
- F. A perpetuation of the cycle of poverty which undermines the success of all other Federal programs.

IV. Causes of the Policy Failure

The coercive assimilation policy has two primary historical roots:

- A. A continuous desire to exploit, and expropriate, Indian land and physical resources.
- B. A self-righteous intolerance of tribal communities and cultural differences.

CAUSES

Cultural disconnect

Early literacy

Social Determinants of Education

CULTURAL DISCONNECT

Absence of historical truths, devaluation

“Stop Outs” (Rosen)

Individualism v. Community

BOARDING SCHOOLS 1860-78

- **Commissioner of Indian Affairs**, Jefferson Morgan:

“A wild Indian requires a thousand acres to roam over, while an intelligent man will find a comfortable support for his family on a very small tract. When the rising generation of indians have become civilized and have learned how to utilize the land they live on, a vast domain now useless can be thrown open to settlement and become the seat of great farms, happy homes, thriving towns and cities, and vast mining and commercial industries. Barbarism is costly, wasteful and extravagant. Intelligence promotes thrift and increases prosperity.” (Adams, pg 20)

“Kill the Indian and Save the Man”

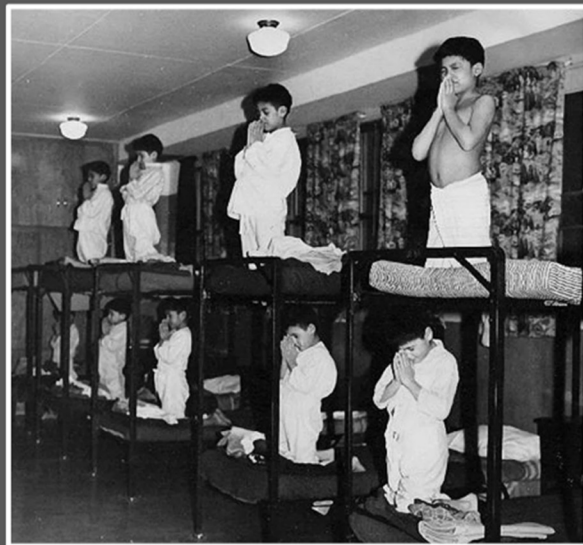
- Captain Richard Henry Pratt

Stated Purpose of BIA Boarding Schools:

“Assimilate American Indian children into the American culture by placing them in institutions where they are forced to reject their own culture.”



Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.
Library and Archives Canada / NL-022474



Thomas Wyatt, M.D.

Why Canada is mourning the deaths of hundreds of children

By Holly Honderich
BBC News, Washington

15 July



GETTY IMAGES

The discovery has prompted an outpouring of grief

The discovery in May of the remains of 215 Indigenous children - students of Canada's largest residential school - prompted national outrage and calls for further searches of unmarked graves.

Since then, more unmarked gravesites have been found, providing previews of investigations by Canada's First Nations into the deaths of residential school students.

A rising tally of these graves - more than 1,100 so far - has triggered a national reckoning over Canada's legacy of residential schools. These government-funded boarding schools were part of policy to attempt to assimilate Indigenous children and destroy Indigenous cultures and languages.





Federal Indian Boarding School Initiative Investigative Report

May 2022

Assistant Secretary – Indian Affairs
Bryan Newland



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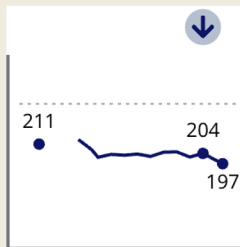
RACE/ETHNICITY

HIDE

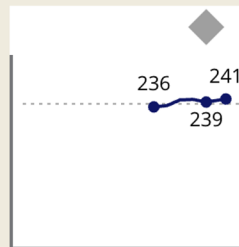


EARLY LITERACY 4TH GRADE READING SCORES

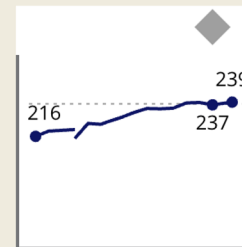
American Indian/
Alaska Native 🔍



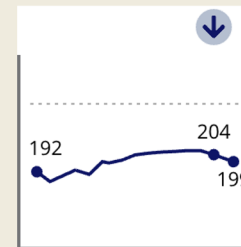
Asian 🔍



Asian/Pacific
Islander 🔍



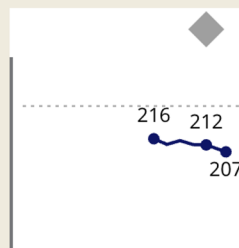
Black 🔍



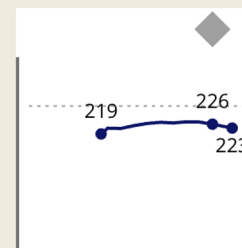
Hispanic 🔍



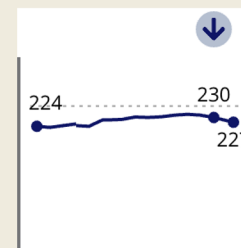
Native Hawaiian/
Other Pacific
Islander 🔍



Two or More Races 🔍



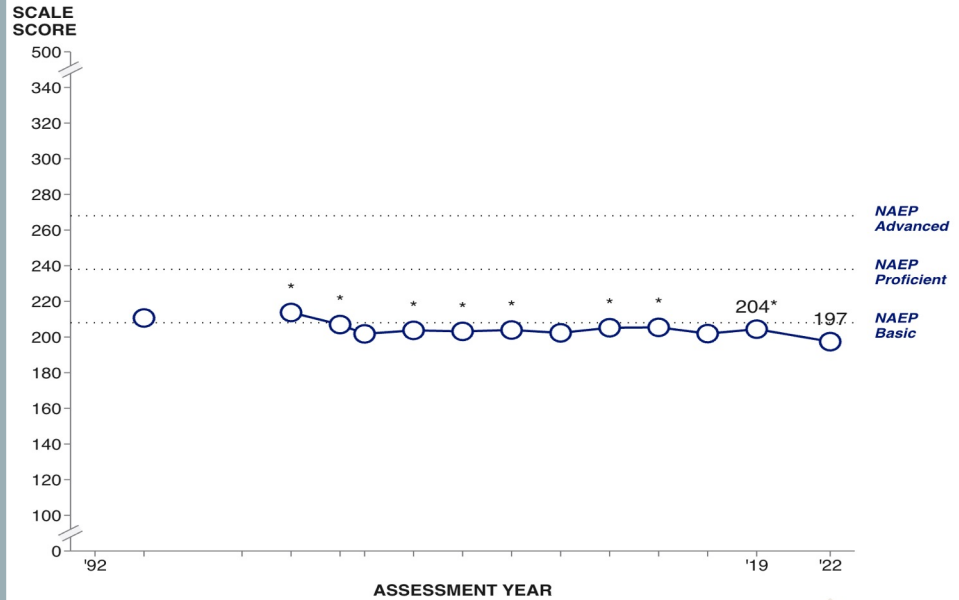
White 🔍



EARLY LITERACY

4TH GRADE READING SCORES

FIGURE | Trend in fourth-grade NAEP reading average scores for American Indian/Alaska Native students



< Drag to change focal years >

— Accommodations permitted

* Significantly different ($p < .05$) from 2022.

Source: National Assessment of Education Progress Report 2022

Table 34. Percentage of fourth- and eighth-grade AI/AN students in NAEP reading and mathematics, by performance level and selected factors: 2019

Factor	Reading		Mathematics	
	Higher-performing AI/AN students	Lower-performing AI/AN students	Higher-performing AI/AN students	Lower-performing AI/AN students
Grade 4				
Students reported that trying very hard even after making mistakes described them “very much”	59*	44	58*	39
Students reported that they started working on assignments right away “all or almost all of the time”	56*	31	49*	29
Students reported that wanting to become better in math or a better reader during the current school year was “exactly” like them	74*	45	71*	47
Grade 8				
Students reported that trying very hard even after making mistakes described them “very much”	39	28	30	30
Students reported that they started working on assignments right away “all or almost all of the time”	25	15	19	16
Students reported that wanting to become better in math or a better reader during the current school year was “exactly” like them	47	31	52	42

Source: National Center for Education Statistics

SOCIAL DETERMINANTS OF EDUCATION

Table 31. Percentage of fourth- and eighth-grade AI/AN students, by school type/density and student characteristic: 2019

Grade and student characteristic	All AI/AN students	School type/density		
		Low density public schools	High density public schools	BIE schools
Grade 4				
Attend city schools	16	29	2 ^a	#
Attend suburban schools	16	28	#	3 ^a
Attend town schools	21	19	32 ^a	7 ^{a,b}
Attend rural schools	46	24	66 ^a	90 ^{a,b}
Identified as English learners	12	9	9	30 ^{a,b}
Identified as students with disabilities	17	18	17	14 ^{a,b}
Eligible for National School Lunch Program	74	67	88 ^a	96 ^{a,b}
More than 100 books in home	22	23	17 ^a	16 ^a
Computer in home	52	54	47 ^a	44 ^{a,b}
No days absent from school	34	36	31	33
Grade 8				
Attend city schools	17	26	3 ^a	6 ^a
Attend suburban schools	15	26	#	#
Attend town schools	26	23	33	12 ^{a,b}
Attend rural schools	43	25	64 ^a	82 ^{a,b}
Identified as English learners	10	3	9 ^a	26 ^{a,b}
Identified as students with disabilities	17	17	16	16
Eligible for National School Lunch Program	72	61	84 ^a	96 ^{a,b}
Parent(s) graduated from college	42	44	37 ^a	29 ^{a,b}
More than 100 books in home	14	19	11 ^a	7 ^{a,b}
Computer in home	68	76	60 ^a	45 ^{a,b}
No days absent from school	30	33	30	29

Table 32. Percentage of fourth- and eighth-grade AI/AN students in NAEP reading and mathematics, by performance level and selected factors: 2019

Factor	Reading		Mathematics	
	Higher-performing AI/AN students	Lower-performing AI/AN students	Higher-performing AI/AN students	Lower-performing AI/AN students
Grade 4				
Home has Internet access	93*	62	93*	70
Home has more than 100 books	29	18	29*	18
School has materials about AI/AN people	70*	56	65	63
Grade 8				
Home has Internet access	95*	85	95*	84
Home has more than 100 books	30*	5	28*	7
School has materials about AI/AN people	80*	68	80	71

Source: National Center for Education Statistics

Table 33. Percentage of fourth- and eighth-grade AI/AN students in NAEP reading and mathematics, by performance level and selected factors: 2019

Factor	Reading		Mathematics	
	Higher-performing AI/AN students	Lower-performing AI/AN students	Higher-performing AI/AN students	Lower-performing AI/AN students
Grade 4				
Families involved in volunteer programs	76*	53	73	62
Families involved in parent-teacher organizations	81*	68	83*	73
Families involved in academic club	31	21	26	19
Grade 8				
Families involved in volunteer programs	61	49	66*	51
Families involved in parent-teacher organizations	71*	56	67	61
Families involved in academic club	29	23	39*	23

Figure 3. Adjusted cohort graduation rate (ACGR) for White and Black public high school students, by state: 2019–20

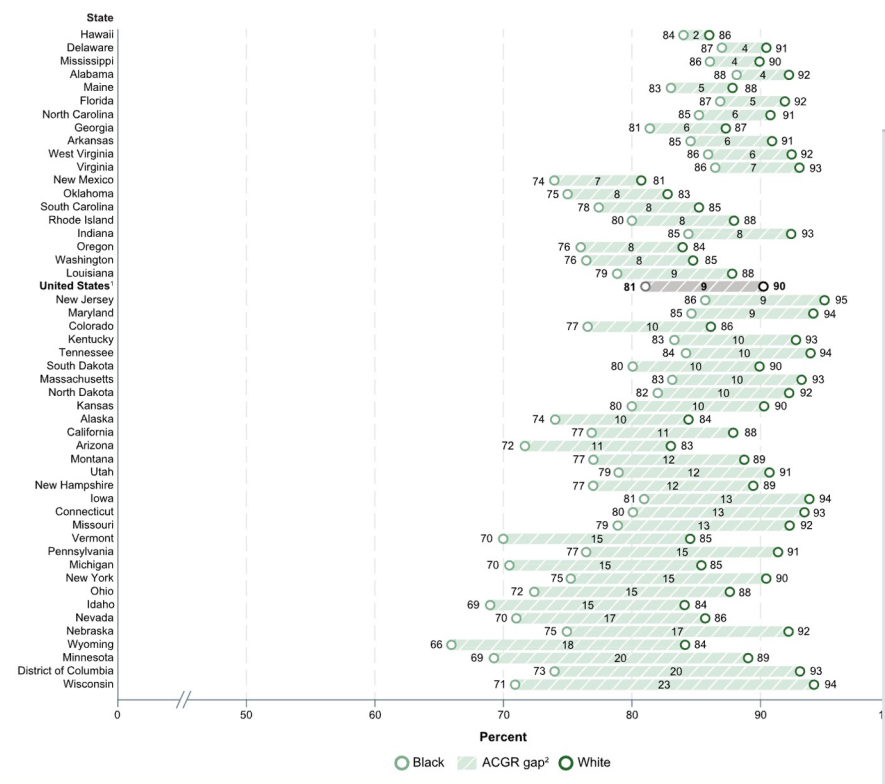
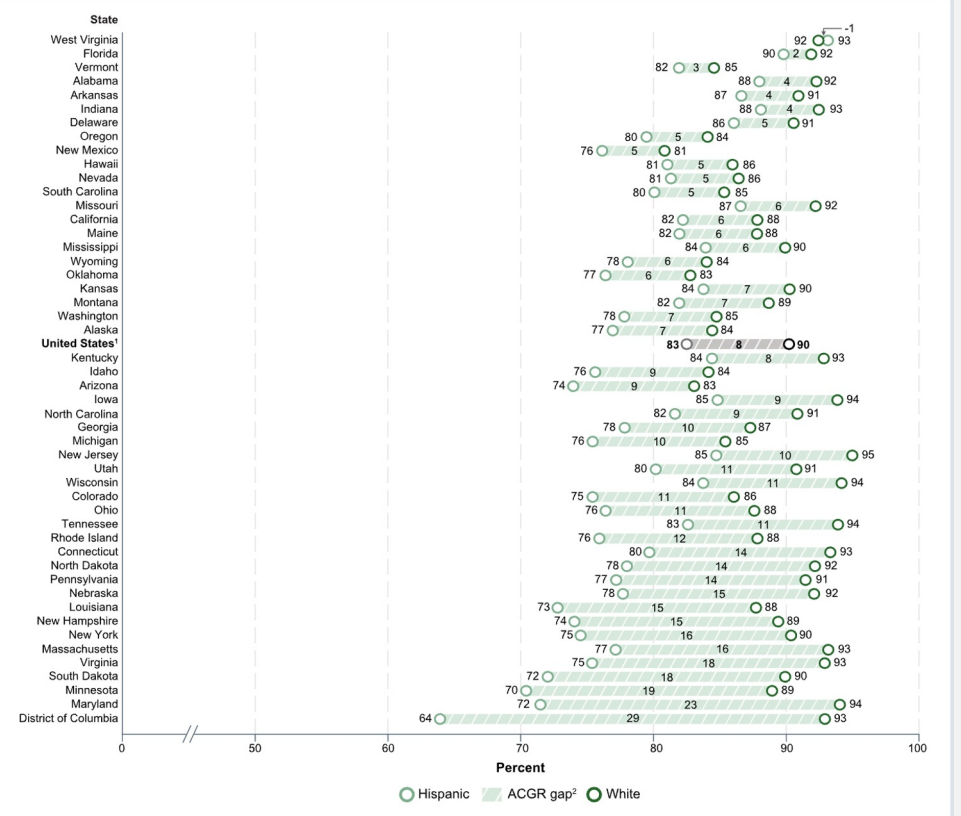


Figure 4. Adjusted cohort graduation rate (ACGR) for White and Hispanic public high school students, by state: 2019–20



Source: National Center for Education Statistics

SOLUTIONS

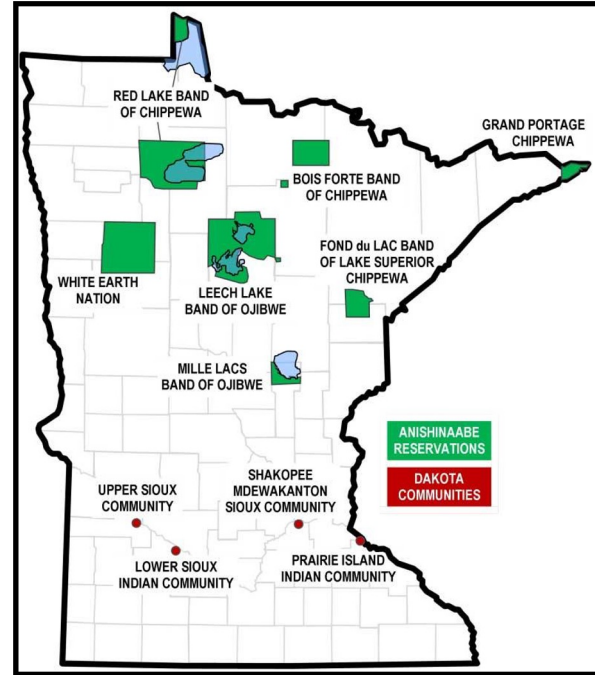
- Culturally informed
- Holistic v. piecemeal
- Family involvement
- Tribal community, governments, and organizational involvement
- Longitudinal student support and transition programs
- American Indian & Alaska Native developed and/or guided

Wisconsin Act 31 | 1989-91

- Representative Frank Boyle, 89th Assembly District
- Response to racism and ignorance of history, treaty rights and tribal sovereignty during the Walleye Wars of the 1980s
- All public schools are required to provide lessons on the history, sovereignty and culture of the 11 tribes and bands of federally-recognized tribes in Wisconsin

MINNESOTA TRIBAL COMMUNITIES

<https://www.dot.state.mn.us/tribaltraining/tribe-map.html>





Center of American Indian and Minority Health

Educating and Recruiting | Conducting Research

We're working to make a positive impact on American Indian and Alaska Native health.

RESEARCH →

46

Years Training Undergraduate
Students

AIAN SUMMIT →

6

Week Summer Enrichment Program

MEDICAL STUDENTS →

#2

In Training Native American
Physicians

IHEART INDIGENOUS HEALTH EDUCATION AND RESOURCE TASKFORCE

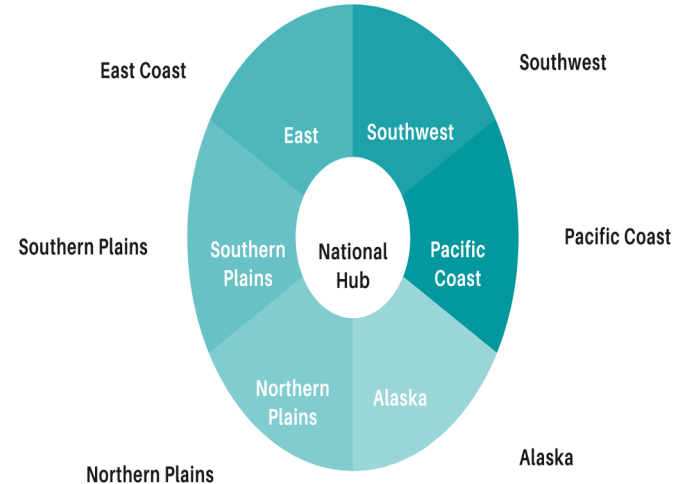
Goal:

Improve AIAN education and health outcomes.

Objectives:

- Increase the numbers of and effectiveness of existing AIAN pathways programs
- Increase the numbers of AIAN graduating health professionals
- Increase the numbers of AIAN health professionals returning to work in AIAN communities

AIAN WORKFORCE DEVELOPMENT REGIONAL HUBS



Community Colleges

Tribal Colleges

Private Schools

**2 -Year Post-
Secondary Schools**

K-12

Tribal/BIE Schools

Public Schools

Post-baccalaureate programs

Regional Pathway Hubs

**Health Professions
Practicum**

Nursing

Dentistry

Residency
Programs

Pharmacy Practicums

Nursing Practicums

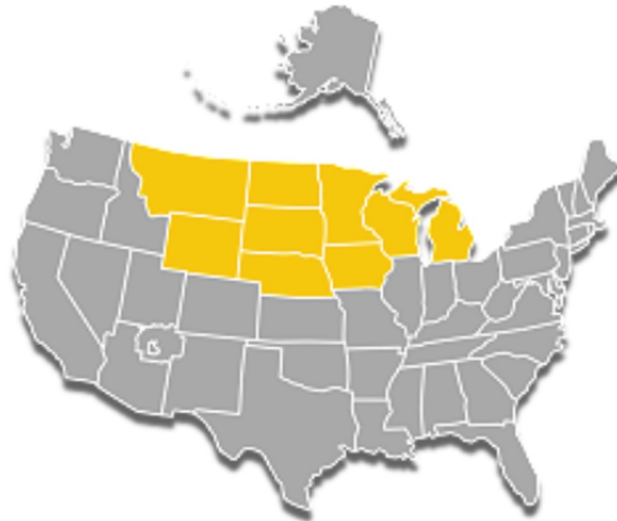
**Health Professions
School**

Pharmacy

Medicine/DO

Public Health

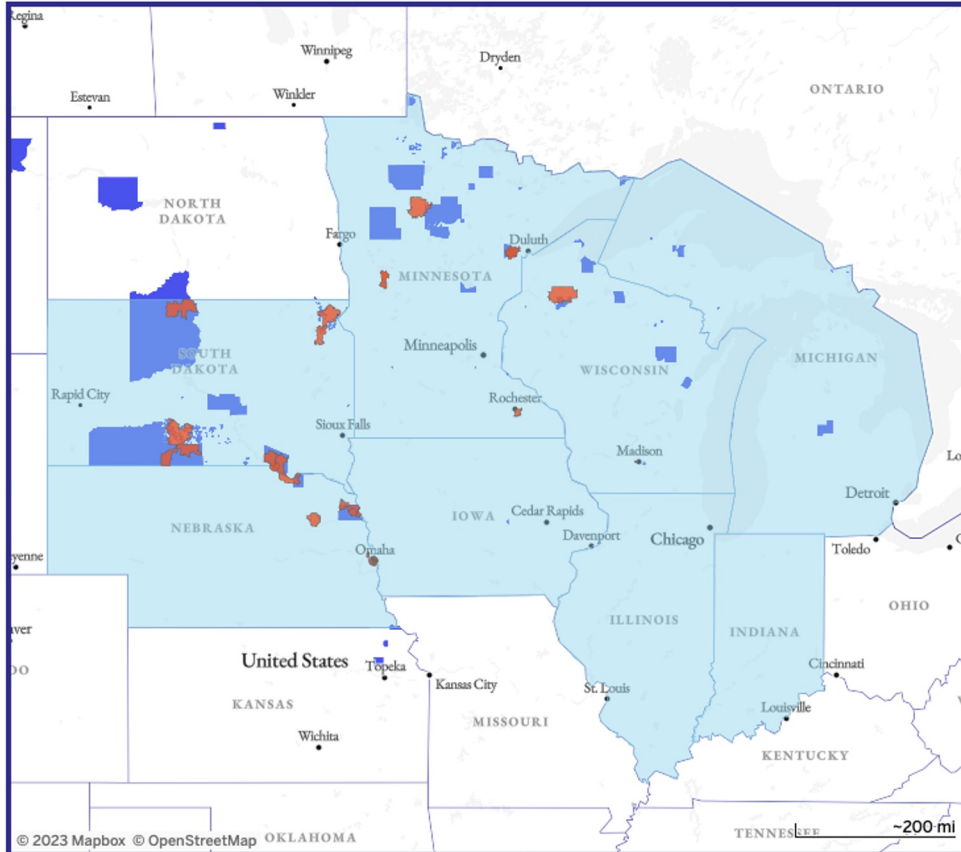
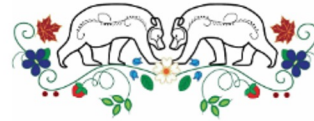
IHEART
NORTHERN
PLAINS





Find a Native-specific

Health Professions Program



Age Level

Health Profession

State

City

How to use this dashboard

Features to explore:

- Filtering the list can be done by using the filters above
- Resetting your filters can be done by refreshing the dashboard
- Hovering over an **orange shape** will show more details (i.e., tooltip)
- Selecting an **orange shape** on the map will allow you to click on the website URL for the program and get a program list

In Summary

- AIAN health disparities are impacted by limited access to care
- Access can be improved by improving educational outcomes at all levels of education and increasing the numbers of AIAN graduating health professionals
- The causes of AIAN educational disparities are systemic and deeply rooted in this country's history
- Changing AIAN educational outcomes requires solutions that are holistic, longitudinal, and sustained, and led by AIAN people.

Miigwech

Gunalcheesh'

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