

# LEADCenter

## WIOA POLICY DEVELOPMENT

**The disability community is diverse.** The LEAD Center is committed to being **intentionally inclusive** of race, ethnicity, gender identity, socioeconomic status, and disability in our research, programs, and partnerships. Talking about “intersectional identities” is important, and we strive to foster a learning environment. Therefore, we invite you to join our events with **empathy and open-mindedness.** You can learn more about our dedication to DEIA [here](#).



## Indigenizing Health Career Pathways Across Generations: A Closer Look at Instruction and Practices in American Indian and Alaska Native Education

**August 29, 2023**

*The LEAD WIOA Policy Development Center is led by National Disability Institute and is fully funded by the Office of Disability Employment Policy, U.S. Department of Labor, Grant No. OD-38977-22-75-4-11.*

# Housekeeping I: Captioning

If you wish to personalize the captioning:

- Click the “Live Transcript” button on the Zoom panel to find the Hide Captions option or adjust caption size under the “subtitle settings...” option.
- [Alternatively, you may open a captioning web page in a new browser. Click the link posted in the Chat box.](#)

(Adjust the background color, text color, and font using the drop-down menus at the top of the browser. Position the window to sit on top of the embedded captioning.)

# Housekeeping II: Questions

## Content questions?

Click on the Q&A button and type in your question.

**Tech support questions?** Type your question in the Chat box.



## Moderator

**Fredricka Kawehi Brandow**

Federal Project Officer

US Department of Labor



# Department of Labor Welcome

**Theresa Lujan**

Career Tribal Liaison

U.S. Department of Labor



# Learning Objectives



In this virtual dialogue, participants will:

- Gain a deeper understanding of how indigenizing curriculum and practices leads to greater inclusion and success in health college and career pathways.
- Learn promising practices to inform college and career health pathways success.

## Overview of virtual dialogue series

- Purpose: inform workforce and education systems, including American Indian and Alaska Native (AI/AN) communities, about resources and practices that support AI/AN students in reaching their college and career aspirations.
- The dialogue is a collaborative effort between the White house Initiative on Advancing Educational Equity, Excellence, and Economic Opportunities for Native Americans and Strengthening Tribal Colleges and Universities, Office of Disability Employment Policy, and Department of Education.
- Today's event is the fourth and final in a series that began on November 1, 2022.

# Introduction

## Jim E. Warne

Administrative Affiliate, Arizona College of  
Medicine, Sonoran Center for Disabilities,  
Circle of Indigenous Empowerment (CIE)  
Partner for Indigenizing our Health with  
Office of Disability Employment Policy (ODEP)  
US Department of Labor







THE UNIVERSITY OF ARIZONA  
COLLEGE OF MEDICINE TUCSON

Sonoran Center for  
Excellence in Disabilities

# CIRCLE OF INDIGENOUS EMPOWERMENT

## Presenter (1)

### Beverly Stabber Warne

Oglala Lakota Elder  
Mentor, Founder  
Native American Nursing Education Center  
South Dakota State University



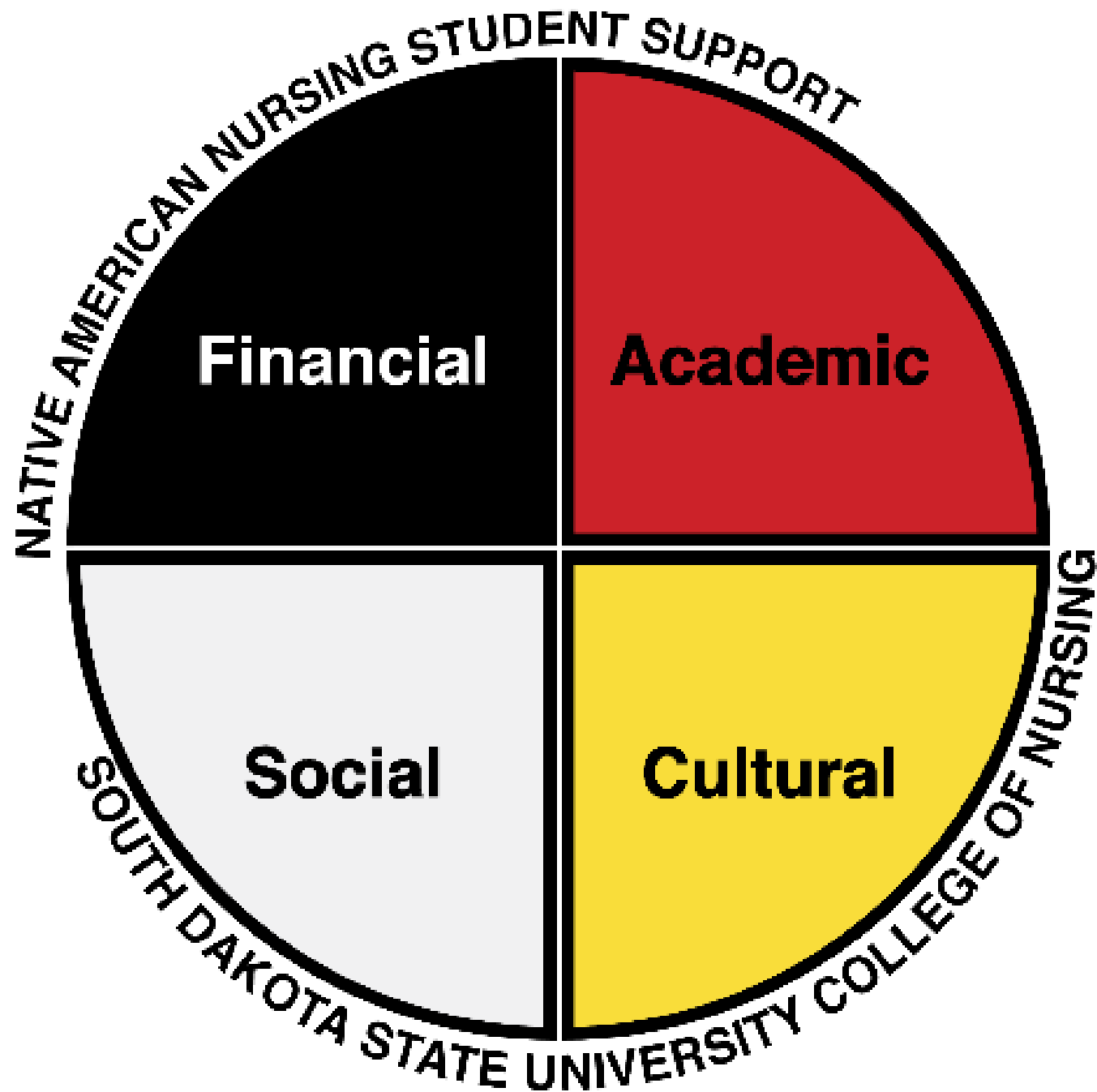


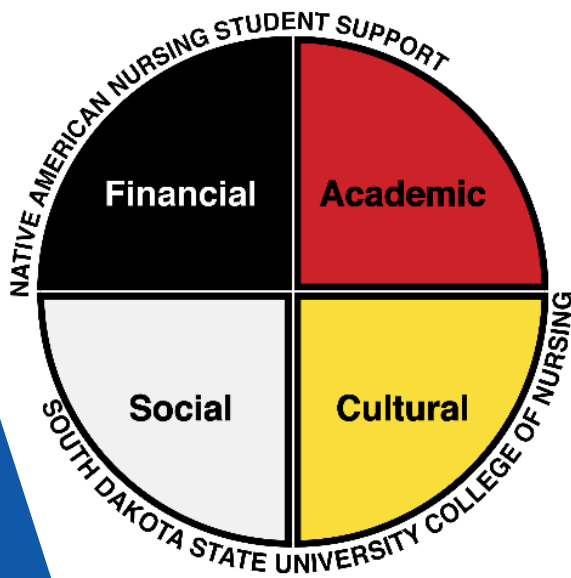
**SOUTH DAKOTA  
STATE UNIVERSITY**  
*College of Nursing*



# **NATIVE AMERICAN NURSING EDUCATION CENTER**

**Indigenizing Health Career Pathways Across Generations:  
A Closer Look at Instruction and Practices in American  
Indian and Alaskan Native Education**

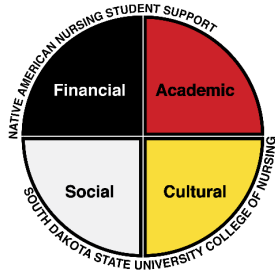




# Financial

- Emergency Funding
- Stipends
- Scholarship and Outside Funding
- Financial Planning Sessions
- Community Partners
- Gift Cards

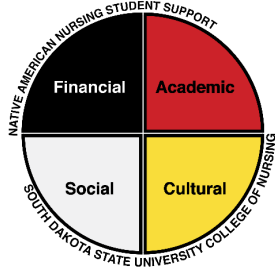




# Academic

- Academic Advising
- Tutoring (SDSU & Community)
- Mentoring (Peer & Community)
- Resource Room
- Study Pod's
- Conferences

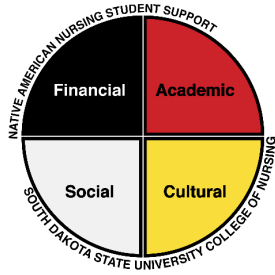




# Social

- Student Lounge
- Mentoring Program
- Student & Community Outreach
- Great Plains Native American Nurses Association
- Inclusion of Family, Children, and Friends





# Cultural

- Wohanpi Na Wounspe (Soup And Learn)
- Honoring Ceremony
- Talking Circles
- Inipi (sweat lodge)
- Community And Higher Education Partners
- Increased knowledge of ceremonies and language





# Native American Nursing Education Center (NANEC)

## Seven Traditional Values of the Lakota

1. **Fortitude** can be seen as the inner strength
2. **Wisdom** is the ability to make the right decisions for self, for family and for community
3. **Courage** is the willingness to put oneself in harm's way to protect family and community
4. **Generosity** is giving of possessions, time and energy to others so that they may prosper
5. **Honor** is having integrity, honest character – one who can be trusted
6. **Respect** is understanding the importance of all creation, including people, animals and earth
7. **Humility** is the core value, within



# Indigenizing Health Career Pathways: *South Dakota State University Example*

- Create an atmosphere where students feel they belong
  - Make it beautiful and meaningful
  - Include cultural reference points with art, quotations, décor, things that are familiar to students
  - Integrate ceremonies to compliment academic process
- Utilize Indigenous Ways of Leadership
- Show pride in being indigenous healthcare professionals
- Use symbolism that connects indigenous experience and college experience (a feather and a stethoscope together in a ceremony for example)
- Change education systems, create new structures to do so:  
example: created the Native American Nursing Education Center (NANEC)

## Effective Mentorship Practices - from NANEC

- Attend to costs of basic needs of food, housing, transportation
- 15:1 student to mentor ratio
- Intentional mentorship that reinforces habits such as keeping appointments on time, maintaining a mentoring relationship
- Be mindful of the steps and stages in a students' academic program and where the student currently is in the process
- Students must feel your caring and dedication
- Reinforce students' desire to give back to their communities
- Instill taking action to make positive changes and activism, learn how to affect change including at the policy level

## Presenters (2)

### Meggan Judge

Nursing Student,  
Alaska Pacific University



### JoLean Fultz

former Nursing Student,  
Alaska Pacific University



# ALASKA PACIFIC UNIVERSITY



- Culturally Safe Healthcare course: an entry-point & inclusive gateway to university
- Alaska Native Tribal Health Consortium partnership for clinical placements and employment in Tribal Care Facilities.
- Indian Health Service (IHS) Scholarship to cover basic needs of food and housing for some students.
- Six rural nursing cohort sites in far outlying areas for student access



ALASKA NATIVE  
TRIBAL HEALTH  
CONSORTIUM



**LEADCenter**  
WIOA POLICY DEVELOPMENT

## Presenters (3)

### **Darold Harmon Joseph**

Assistant Professor of Special  
Education, Educational  
Specialties  
Northern Arizona University  
(NAU)



### **Amanda Hunter**

Native Spirit Program  
Center for Health Equity  
Research  
NAU



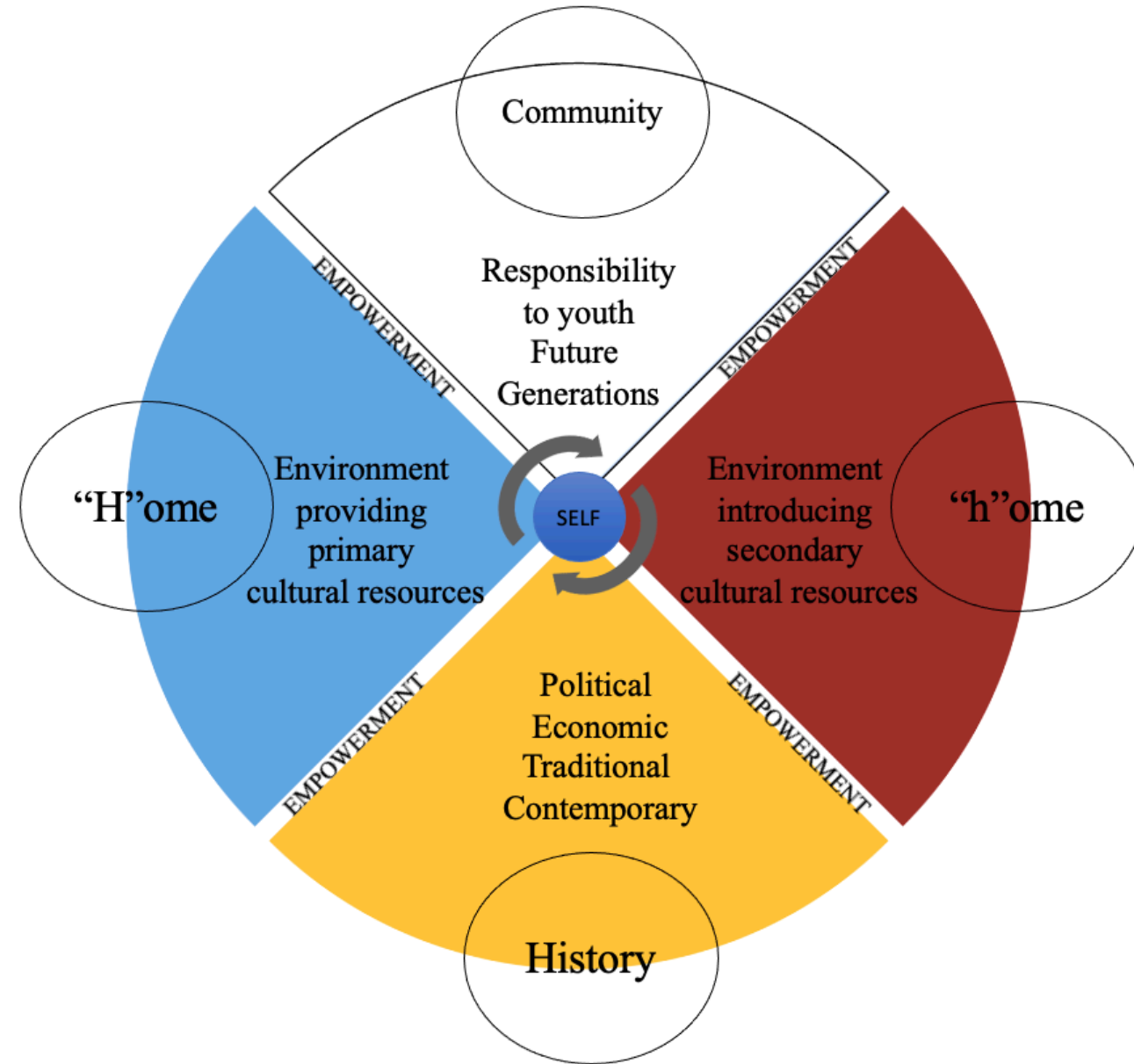
### **Lisa Lomavaya**

Indian Health Services Public  
Relations/Coordinator  
Indigenous Pride Health  
Worker Program, Hopi  
Healthcare Center



# Pathways to Success: Home, Community & History

- Knowing the stories of where we come from
- Identifying and leveraging assets and strengths
- The Nahongvita (empowerment) Model
  - Home
    - The places our names come from home
    - The places we engage to inform worldviews
  - Community
    - Bridging communities
  - History
    - Critical awareness of micro and macro histories



# *Culturally Sustaining and Responsive Education*

## **Why?**

- It's past due
- 2019 National Indian Education Study Report
  - How much do you know about your American Indian tribe or Alaska Native group? For example, you may know about the traditions, or arts and crafts of your tribe or group.
  - 8<sup>th</sup> grade student responses:
    - 18% Nothing
    - 27% A little
    - 33% Some
    - 22% A lot
- Creating a both/and framework

THIS IS COMMUNITY WORK



# ***Culturally Responsive Assessment of Indigenous Schooling (CRAIS)***

## ***Principles Examples***

### **Relationality, relationships, and communities**

- Example: Encourage students to understand themselves within broader communities

### **Indigenous knowledge systems and language**

- Example: Leverage norms, values, traditions, interests of local/regional Indigenous community are for learning opportunities

### **Sociopolitical context and concepts, and specifically sovereignty, self-determination, and nationhood**

- Example: Recognize treaty rights and/or federal Indian law

**[Link to Culturally Responsive Assessment of Indigenous Schooling \(CRAIS\) Tool](#)**

## ***CRAIS Principles Examples continued***

### **Representation of Indigenous peoples**

- Example: Represent indigenous people as contemporary (not only historical)

### **Critical understandings of diversity, and specifically race**

- Example: Actively work to counter stereotypes of Indigenous people and/or communities

**[Link to Culturally Responsive Assessment of Indigenous Schooling \(CRAIS\) Tool](#)**

# Culturally-Grounded After-School Programs

- Participation in after-school programs is beneficial
- Core curriculum based on Indigenous values and practices
- Example: Native Spirit
  - Boys & Girls Clubs
  - 10 sessions
  - 1.5-2 hours
  - Session leaders are local cultural knowledge holders
- Mechanisms for success
  - Indigenous values instill self-esteem and resilience
  - Builds support network of trusted adults and peers



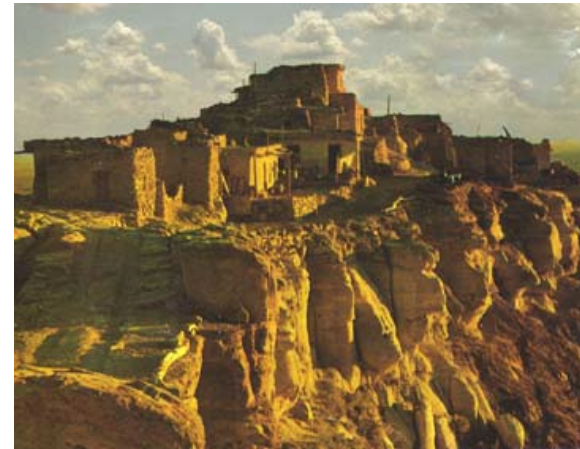
# Indigenous Pride Health Worker Program (IPHW)

- 21st year at the Hopi Health Care Center (HHCC)
- Hosted by HHCC & sponsored by Colorado Plateau Center for Health Professions
- Goal: Provide local Hopi & Tewa youth personal & professional development and exposure to health professions; “Growing Our Own”
- All training presenters donate their time to the IPHW Program



# IPHW - Polacca, Arizona

- IPHW is hosted at the Hopi Health Care Center, an IHS Hospital located on the Hopi reservation
- The Hopi reservation is situated in the northeast corner of AZ, and is an extremely isolated rural community
- About 46% of the population is at or below the human services poverty level
  - (Hopi Tribe Office of Economic Development & Community Planning)
- Only 25% of the population have completed/obtained a college degree
  - (Hopi Tribe Office of Education)



# HOPI'S CULTURE

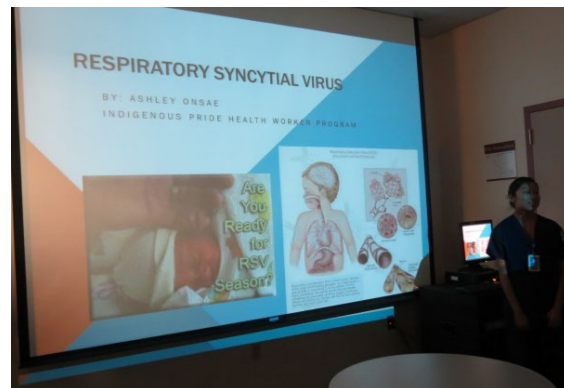
- Hopi's are very rich in culture and traditions
- Hopi's have a very active ceremonial culture with activities year round
- Most of the core teachings and participation in ceremonies starts in adolescent years
- By the age of 17-18 youth have a strong commitment and sense of obligation to cultural responsibilities
- Planning educational endeavors sometimes comes secondary to maintaining cultural responsibilities





## 3 Major Components to IPHW

- Research Project & IPHW Community Health Fair
- Community Service
- Patient Care Mentorship







Questions?

# Resources (1)

1. [Culturally Responsive Assessment of Indigenous Schooling Tool](#)
2. Three Previous Dialogues:
  - a. [Mental Health within Native Communities: A Story of Resilience, Recovery, and Employment](#) (November 1, 2022)
  - b. [Helping Native Youth Succeed through Family and Community Engagement](#) (March 15, 2023)
  - c. [Advancing Financial Mobility within Native Communities](#) (May 3, 2023)

## LEAD Center Website

**LEADCenter**

WIOA POLICY DEVELOPMENT

[LEADCenter.org](http://LEADCenter.org)

Sign up for information and notifications.

# CONNECT WITH US

➤ Follow the LEAD Center on...



Facebook: [Facebook.com/LEADCtr](https://www.facebook.com/LEADCtr)



Twitter: [Twitter.com/LEADCtr](https://twitter.com/LEADCtr)



LinkedIn: [LinkedIN.com/Company/ODEP-LEAD-Center](https://www.linkedin.com/company/ODEP-LEAD-Center)



YouTube: [YouTube.com/User/LEADCtr](https://www.youtube.com/user/LEADCtr)

# Thank You for Joining!