

Q&A from NACE/NIEA Webinar 9.12.12

<p>Q: Thanks, Dawn...you were great!!! Luann Frazer, Cass Lake-Bena Schools Minnesota</p>	<p>Thank Luann. I'm glad you found the webinar useful.</p>
<p>Q: Were these studies done only on reservations?</p>	<p>None of the studies I cited was done in a reservation-only setting. Several, though, included reservation participants:</p> <ul style="list-style-type: none"> • Bruce & Edwards, 2009 • Cajete, 1994 • Deloria & Wildcat, 2011 • Kratochwill, McDonald, Levin, et al., 2004 • Kushman & Barnhardt, 2001 • LaFromboise, Hoyt, Oliver, & Whitbeck, 2006 • Mackety & Linder-VanBerschoot, 2008 • National Caucus of Native American State Legislators, 2008 • Reyhner, 1992 • Teufel-Shone, Siyuja, Watahomigie, & Irwin, 2006 • Ward, 2005 • Zehr, 2007
<p>Q: Our Central Consolidated School District established various MOA's with local tribal organizations and with our Dine Nation :)</p>	<p>This is excellent. Would you be willing to permit NIEA to post samples of these MOAs on our website to share with others?</p>
<p>Q: What type of interventions or tools can we provide to help parents give better quality involvement</p>	<p>Start with needs assessments and evaluations. Ask parents and school staff what "quality" involvement means to them (i.e., If you could see quality involvement, what would it look like?). Is the current quality and level of involvement meeting the needs of parents and schools? What do parents and school staff recommend to improve the quality of parent involvement (to close the gap between what is and what they would like to see)? Evaluate your parent involvement programs to determine what needs to be improved. Following are links to some parent involvement survey tools.</p> <ul style="list-style-type: none"> • Milwaukee Public Schools parent involvement survey tools: http://www2.milwaukee.k12.wi.us/title_i/Web_Pages/titleparentpage.htm • Family and Community Involvement (Center for Education and Study of Diverse Populations): http://www.google.com/url?sa=t&rct=j&q=parent%20involvement%20tool%20%22native%20american%22&source=web&cd=1&sqj=2&ved=0CC4QFjAA&url=http%3A%2F%2Fwww.cesdp.nmhu.edu%2FProject%2520EC-ELL%2FFamily%2520%26%2520Community%2520Involvement.doc&ei=nMdpUJH8Fsur0AGF9YGQCA&usq=AFQjCNGMOues-PHoafZCebzqCrHe31fbMg

<p>Q: Would you speak to how the study was conducted and the population demographics of participants, (e.g. rural Natives vs Urban)?</p>	<p>Regarding the report, <i>Examining American Indian perspectives in the Central Region on parent involvement in children's education</i> (Mackety & Linder-VanBershot, 2008), the complete methodology, including demographics and the focus group protocol are included in the report, which is available for free on the Internet.</p> <p>This was a qualitative study, involving five focus group interviews with 47 self-selected parents of American Indian students in one Central Region state. Parents had at least one American Indian child attending one of 10 pre-selected public elementary schools having a "mid-size city" locale classification and a relatively high American Indian student population. Parents were invited via invitation letters mailed directly to parents and distributed through school newsletters.</p> <p>Participants included married and single parents, cohabitating partners, foster parents, and primary care grandmothers. Household sizes ranged from one to six children. Parents overall were affiliated with seven different tribes and nine home reservations. Parents revealed diversity in their personal upbringing and education. Some were educated in tribal schools, and some in off-reservation boarding schools. Some were raised in foster homes or with relatives who were not their parents, and others had grown up in urban communities after their families left the reservation. Regarding highest levels of education, six parents had high school degrees, one had a GED, and 15 had at least some college education, including four who had degrees. The remainder did not have diplomas or GEDs. The range of parent employment included college student, homemaker, blue collar worker, social service worker, preschool teacher, and small business owner.</p> <p>Mackety, D. M., & Linder-VanBershot, J. A. (2008). <i>Examining American Indian perspectives in the Central Region on parent involvement in children's education</i> (Issues & Answers Report, REL 2008-No. 059). Washington, DC: Institute of Education Sciences, Regional Educational Laboratory Central. Available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2008059</p>
<p>Q: What is an example of an Intentional activity that the schools hosted and how did they accommodate the whole family?</p>	<p>One intentional activity mentioned during the slide presentation was the tribal-school community dinners conducted by the La Conner School District and the Swinomish Tribe. The purpose of the event is to improve tribal parent attendance at parent-teacher conferences and build relationships between the tribe and school staff so parents are more comfortable communicating with staff about their children. Student/parent/teacher preK-12 conferences are held at the tribal community building noon-5 pm, twice per year. Parents can get all of their children's conferences done in one day. While parents are in conferences, activities are provided for all the children. Following conferences, the tribe provides an education dinner for school staff, tribal members, and all other attendees. The dinner includes a youth awards ceremony. The school superintendent reported that they've had as many as 500 individuals attend one of these events.</p>

<ul style="list-style-type: none"> ▪ Partner with Tribal Colleges too! 	Thanks for this recommendation.
<ul style="list-style-type: none"> ▪ Mackety referred to a report, but I didn't catch the name of it. 	All of the articles I mentioned are in the references section of the slide set.
<ul style="list-style-type: none"> ▪ Wonderful and miigwech!! 	--
Q: How to address or overcome a Parents bad or poor experience in their Public Education experience?	A parent or other family member's bad experience with a school (or with public education, in general) can set the tone for the duration of his/her relationship with that school, impacting his/her willingness to trust school staff or engage in school activities. The first step is to build relationships of genuine sincerity, mutual trust, and respect with these parents. Ask them about their experiences, listen to what they say, and discuss how you will work together to overcome them. Make personal invitations to them, let them know they are welcome and wanted, greet them by name, post school signs in Native languages. Send parents positive messages about their children. Remember that it takes time to build trust.
Q: Thank you for your time and information to engage the Whole Family in Public Education.	--
Q: In addition to Native teachers; Native administrators and Native support staff.	Thanks for this recommendation.
Q: Yes I would like the reference list! Excellent webinar!	All of the references are in the webinar slides at the end of the presentation. Links are provided to free full-text articles, if available.
Q: How to involve local or community Tribes as a resource (E.g. Cultural history, how to engage families, interact with TANF families, how to engage the school's personnel in Tribal activities, partner for other grant/foundation funding).	<p>I recommend calling the tribe's education department director or education committee chair. While some tribes have well-staffed and well-resourced education departments, others may not so may need assistance in working with schools. The Tribal Education Departments National Assembly (TEDNA, www.tedna.org) and the National Indian Education Association (www.niea.org) are both great resources to help you connect with tribes and to help tribes and schools work together who may need additional assistance. Here are some resources to help tribes and schools work together:</p> <p>Beesley, A. D., Mackety, D. M., Cicchinelli, L. F., Shebby, S., Rainey, J., & Cherasaro, T. (2012, In Press). <i>Partnerships between tribal education departments and local education agencies</i>. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Available at http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=293</p> <p>Bowers, A. (2011). <i>Tribal education departments report 2011</i>. Boulder, CO:</p>

	<p>Native American Rights Fund & TEDNA. Available at http://www.niea.org/data/files/tedna%202011%20teds%20report.pdf</p> <p>Mackety, D. M., Bachler, S., Barley, Z., & Cicchinelli, L. (2009, May). <i>American Indian education: The role of tribal education departments</i>. Denver, CO: Mid-continent Research for Education and Learning. Available at http://www.ed.gov/edblogs/whiaiane/files/2012/04/The-Role-of-Tribal-Education-Departments.pdf</p> <p>McCoy, M. L. (1998). <i>Cooperative agreements in Indian education</i>. Boulder, CO: Native American Rights Fund. Available at http://narf.org/pubs/edu/green.pdf</p> <p>Red Owl, S., Hall, T., Havens, F., Puskarenko, T., Cannon, D., Martin, P., Juneau, C., Taylor, C., Sly, G., & McCoy, M. (2000, June). <i>Tribal-state partnerships: Cooperating to improve Indian education</i>. Paper presented at the meeting of the National Congress of American Indians, Juneau, AK. Available at http://www.narf.org/pubs/misc/copyncaip.htm</p> <p>Tribal Education Departments National Assembly [TEDNA]. (2006). <i>A manual for chief state school officers and state education agencies on American Indian and Alaska Native tribal sovereignty, federal education programs for tribal students, and tribal education departments</i>. Boulder, CO: Author. Available at http://www.narf.org/pubs/misc/csso.htm</p>
<p>Q: In regards to ADD and medication... beyond educating parents in the difference between medication use and substance abuse don't you think that the teachers and schools need to be educated on TRUE child behavior??? Meaning that kids are ACTIVE and to engage in learning, being passively 'fed' information isn't conducive to educational growth. It is extremely hard to believe that 45 out of 47 students need to be medicated even if they do come from difficult backgrounds.</p>	<p>I agree that more education needs to happen to help teachers recognize, understand, and respond appropriately to students' activity levels and learning styles. I've always been a fan of hands-on, interactive, constructivist learning experiences, which are oftentimes found only in out-of-school learning environments. Unfortunately, most classrooms aren't designed to accommodate this.</p> <p>As a clarification, the study I conducted involved 47 parents and no students. Each parent had at least one and some as many as six children. Of the 47 parents, 45 told me that they had at least one child on ADD/ADHD medication. For some of these parents, most or all of their children were medicated. Thus the number of children medicated among the 45 parents is likely greater than 45.</p>
<p>Q: You mentioned a Sanderson Boarding</p>	<p>Here's the link to the Sanderson project: Sanderson, W. L. (2011). <i>Advocacy or apathy? American Indian parent</i></p>

<p>Home Experience study. Would you also post more information about how to access this study?</p>	<p><i>involvement in an off-reservation middle school</i>. Unpublished master's capstone project, Hamline University, Saint Paul, MN. Retrieved from http://www.dakotatesl.com/2012_conferences</p> <p>Here's a link to a follow-up survey from the project: http://www.google.com/url?sa=t&rct=j&q=parent%20involvement%20tool%20%22native%20american%22&source=web&cd=3&sqi=2&ved=0CDkQFjAC&url=http%3A%2F%2Fdakotatesl.com%2Fyahoo_site_admin%2Fassets%2Fdocs%2FHandout_NABE_2012.5861308.doc&ei=nMdpUJH8Fsur0AGF9YGQCA&usq=AFQjCNElr7-gNKYpysq6D13W7Y7kMmRnow</p>
<p>Q: The process of colonization has meant that first nations people live in an oppressed situation and in order to become liberated the process has to be reversed. Having internalized oppression there could be internal violence and aggression, lack of identity crises, etc. What suggestions do you have for reversing the negative behaviors that have manifested as a result of colonization that could result in increased parental participation and increased academic success?</p>	<p>I'm reminded of a quote by Tunisian decolonization activist, Albert Memmi, "In order for that [colonization] legitimacy to be complete, it is not enough for the colonized to be a slave, he must also accept his role" (in Wilson & Yellow Bird, 2005, p. 2). While we hope the majority culture would recognize and eliminate the lingering injustices of colonization—indeed many are doing that on our behalf—the reality is that it will not happen without our intervention. We as Native people must actively work toward decolonization, and do so in peaceful, intelligent, courageous, and constructive ways. We begin by revitalizing our languages and cultures in our homes and schools, assuring that the truth is told in education and public settings, reacquiring our Native lands, protecting our environments and cultural sites, working to remove harmful colonizing images and stereotypes, acknowledging and healing historical trauma, and advancing tribal sovereignty, among others. Such actions can be beneficial and empowering in the healing process. Counseling and other interventions may likely be needed to help some individuals overcome negative behaviors. The following book is also a good resource: Wilson, W. A., & Yellow Bird, M. (2005). <i>For indigenous eyes only: A decolonization handbook</i>. Sante Fe, NM: School of American Research.</p>
<p>Q: We have offered many parent programs, attendance is poor. With most family members working by the time they get home, have some sort of meal the evening is late and going to a "parenting" program doesn't seem to be appealing.</p>	<p>I recommend talking with parents through informal conversations, interviews, surveys, or focus groups to ask them what <i>would</i> be appealing. Our Native parents are unique in many respects, so typical parent programs that may work in other settings may not work with our parents. We may need to structure our parent programs as full-family events that include a meal and separate but concurrent activities for all of a family's children. They should give families a chance to meet and mingle with other Native families. Parent programs need to be fun, interesting, and worthwhile to attend, something they look forward to rather than dread.</p>
<p>Q: The relationship between families and schools really needs to change and perhaps the old boarding school style</p>	<p>Agreed. Students are more likely to graduate if their families support and engage in their schools and have high expectations for their children's education. Before support and engagement can happen, trust needs to be built. Families need to feel welcomed, accepted, respected, and understood by their schools. They need to feel that the relationships they build with school</p>

<p>of no parent involvement needs to also change. We have a large dropout rate affecting future generations.</p>	<p>staff are genuine. They need assurance that teachers and administrators care and that their children are in a safe, equitable, and supportive environment.</p>
--	---