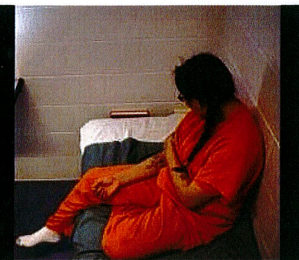


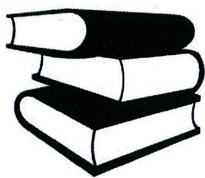
Are Native Youth Being Pushed into Prison?

An infographic produced by the National Congress of American Indians

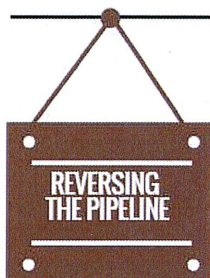


BACK

to
School



It is time to go back to our schools - for families and tribal leaders to be engaged in what is happening in our children's classrooms and defend their learning needs.



OUT

of
Shackles

It is time to get our children out of shackles - wherever discipline is biased, inappropriate, severe, or where alternative measures may be pursued. Our children deserve better.

The school-to-prison pipeline is formed by a combination of factors, including: insufficient school funding, a lack of special education services, zero-tolerance policies, pressure to push out low-performing students to boost test scores, and the presence of police in schools. At-risk students removed from school by suspension or expulsion are more likely to fall behind, dropout, and get involved with the justice system.

Pipeline Indicators for Native Students:

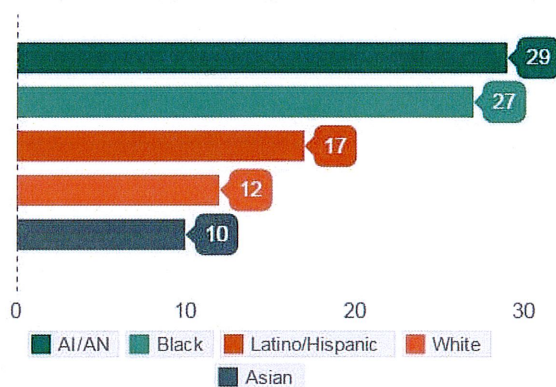


In 2010-2011, nearly 1 in 3 (31%) American Indian and Alaska Native (AI/AN) students attended high-poverty public schools. (Ross et al., 2012).

13% of Native boys and 7% of Native girls received out-of-school suspensions in 2012 (U.S. Department of Education, 2014b).



Native boys with disabilities received the most out-of-school suspensions (U.S. Department of Education, 2014b).



% of boys with disabilities receiving out-of-school suspensions



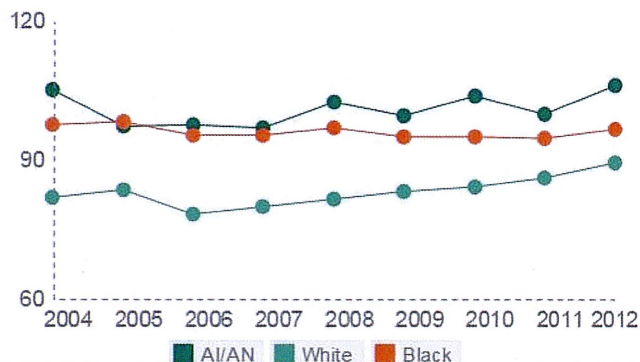
There is an increasing need to recruit and retain quality teachers in Indian schools - especially as 18% of AI/AN students are in special education, as compared with 10% of all other students (National Education Association, 2015).

Native Youth in Detention:



AI/AN students represent less than 1% of the student population, yet are 2% of school arrests and 3% of referrals to law enforcement (U.S. Department of Education, 2014b).

1 in 4 students referred to law enforcement and subjected to school-related arrests have special education needs and disabilities (U.S. Department of Education, 2014b).



Juvenile Delinquency Court Referrals, per 100 Arrests

Despite the fact that AI/AN juvenile arrest rates decreased by 55% between 1980-2012, the graph above shows that once Native youth are arrested, it is harder for them to escape the system - being referred to courts at a much higher rate than White youth (Puzzanchera & Hockenberry, 2015).

(Continued on reverse)



"Native children behind bars are not receiving any classroom teaching or other educational services at all" (Indian Law & Order Commission, 2013).

Pipeline Indicators for Native Students:



Students with disabilities are 3x more likely to be subjected to physical restraint (75% v. 25%) and 2x more likely to receive one or more out-of-school suspensions (U.S. Department of Education, 2014b).

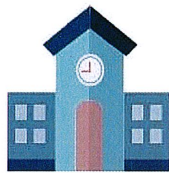
Culturally and linguistically diverse students often receive more severe punishment than White students do for the same type of behavior (National Education Association, 2008).



AI/AN students with disabilities are most often identified as having a specific learning disability (46.4%), a speech/language impairment (15.8%), or an emotional disturbance (6.3%) (U.S. Department of Education, 2014a).

Compared to 3% of public schools, 37% (68 of 185) of Bureau of Indian Education (BIE) schools are in disrepair, requiring \$1.3 billion to meet the infrastructural need.

While BIE school improvement funding dropped 76% since 2004, the only other federal school system (administered by the Department of Defense) received \$5 billion to renovate 134 schools (Star Tribune, 2014).



Promising Practices:



School discipline reforms in Texas have reduced the number of students charged with crimes for misbehavior by as much as 80% in just one year (Wilkie, 2015).

The first reform dramatically limited the kinds of police citations that could be issued to students. The second specifically eliminated "disruption of class" as an offense category.

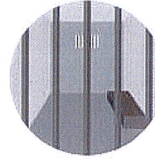
In 2012, Texas ranked among the top 3 states for AI/AN graduation rates (87%) (National Education Association, 2015).



NCAI Policy Research Center

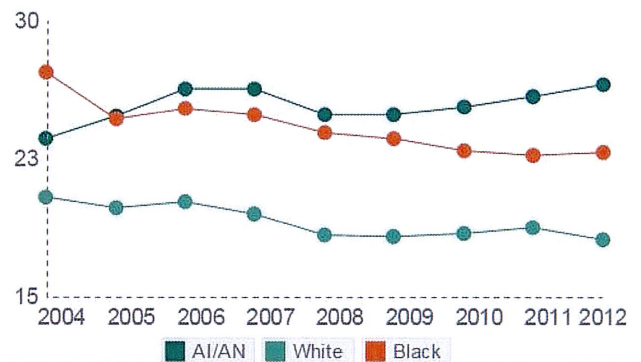
1516 P St. NW - Washington, DC - 20005
[202] 466-7767 - www.ncai.org/prc

Native Youth in Detention:



Compared to White juvenile offenders, Native youth are 1.5x more likely to be incarcerated and referred to the adult criminal system (Arya & Rolnick, 2011).

The graph below illustrates this trend - once Native youth enter courts, it is far more likely that they will be placed in detention (Puzzanchera & Hockenberry, 2015).



Delinquency Referrals Detained, per 100 Court Referrals

Promising Practices:

The Tribal Green Reentry Program, funded by the Office of Juvenile Justice and Delinquency Prevention, has demonstrated success over the 4 years of its implementation.

Across 3 sites - the Rosebud Sioux Tribe, Mississippi Band of Choctaw, and the Hualapai Tribe - programs were developed to ensure that Native youth involved with the justice system could continue to learn, expand their skills (particularly in green technologies and environmental management), enhance their cultural knowledge, improve familial relations, and focus on their wellness and rehabilitation.

All sites reported that their youth attended school more regularly and had positive learning experiences.



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