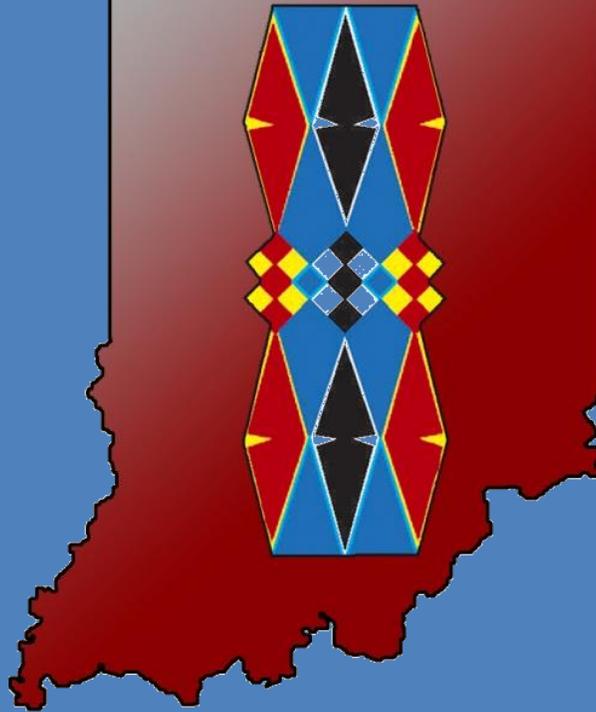


Indiana Native American
Indian Affairs Commission



There is Unity in CommUnity

Indiana Native American Indian Affairs Commission

FY2016 Annual Report

July 1, 2015 – June 30, 2016

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Preface from the Executive Director

Indiana's Native American Indian population holds the unique status of being the only cultural entity which ties Indiana's past to its present, and they will most certainly be an integral part of Indiana's future.

In order to get an accurate portrayal of Indiana's Native Americans, it's important to lay a foundation of data that compares Indiana's population against national statistics as well as data that measures the success of programs and initiatives created by this Commission. While national data is easily accessible, data specific to Indiana's Native Americans is limited at best. Because information gathered from low population groups, such as Native Americans, is often lumped into the "Other" category during data collection, it's challenging to find statistics on the indigenous people who live in this state.

Another point worth mentioning is the accuracy of the data that does exist. Much of the statistical information available on Indiana's Indians comes from the 2010 Census. This data in and of itself is inaccurate with respect to Indiana's Native population. Historically there is a great deal of distrust among Native people with regard to any involvement with the U.S. government. With a past that includes forced removals, broken treaties, boarding schools and cultural genocide, today's Native American Indians often decline participating in data collection efforts or avoid identifying as being Native American to prevent discrimination and stereotyping. In addition, the 2010 Census reports only Native Americans who are One Race; it does not take into account those who are two or more races. It is estimated there are upwards of 60,000 Native Americans living in Indiana. That said, it is the goal of this Commission to reach as many of Indiana's Native people as possible and to encourage them to accurately complete the 2020 Census so as to create a more solid foundation of data in the future.

The INAIAC Commissioners

Native American Commissioners

	<p>Sally Tuttle, Chair Choctaw Nation of Oklahoma</p>	<p>A resident of Indiana for over 40 years, Sally is an enrolled member of the Choctaw Nation and has been active in improving the lives of Indiana Native American Indians and Alaska Natives through her work with the American Indian Council in Lebanon and American Indian Center of Indiana, Inc. In addition, she was one of the cofounders of the INAIAC and was instrumental in creating the Native American license plate, which is the primary source of funding for the Commission. Additionally, Sally has been involved in several national organizations as both a representative and an advocate of Native American Indians. She and her husband enjoy classic cars and spending time with their children and grandchildren.</p>
	<p>Nathan Underwood, Vice Chair Tlingit and Haida Indian Tribes of Alaska</p>	<p>I am employed as an Aircraft Dispatcher. My hometown is Juneau, Alaska, but I now live in southern Indiana. My hobbies and free time are spent with my family, playing guitar and drums, and playing/watching sports. I plan on returning to Alaska for the summers after retirement.</p>
	<p>Erin Oliver, Secretary Miami Nation of Indians of Indiana</p>	<p>I was raised in Miami County, Indiana, where I graduated from North Miami High School. I obtained my B.A. from the University of Notre Dame in American Studies. I earned my J.D. and Certification of Indigenous Law and Policy from Michigan State University College of Law. Volunteer work includes serving on the Board of Directors at the Eiteljorg Museum, and as a Tribal Council Member of the Miami Nation of Indiana. I currently reside in Lafayette, Indiana with my husband, Kyle, our two young sons, and golden retriever.</p>
	<p>Tracy Locke, Citizen Potawatomi Nation</p>	<p>Tracy Locke is a member of the Citizen Potawatomi Nation. She resides in Lafayette, Indiana, with her husband and daughter. Tracy is currently a stay-at-home mom who is actively involved in volunteering as a mentor with Big Brothers/Big Sisters, Bible Study Fellowship, and the Potawatomi Trail of Death Association. Her Potawatomi grandfather, Chief Abram B. Burnett, was removed from Menomonee's village and acted as an interpreter during the 1838 Trail of Death.</p>

	<p>Shannon Turner, Diné Nation from Manygoats Clan</p>	<p>Shannon Turner is an enrolled member of the Dine’ Nation from Manygoats clan, born for Zuni-Edgewater Clan. Her maternal Grandfathers are Reed People Clan and her paternal Grandfathers are Manymules Clan. She was raised deeply rooted in her traditional Navajo culture, ceremonies, language, and Native American Church and is a fluent speaker of the Navajo language. Shannon holds a bachelor’s degree from Northern Arizona University with a duo major in special education and elementary education, and has a master’s degree from Indiana University in English as a second language. In her free time she enjoys making jewelry, beading and playing sports such as volleyball and basketball. Shannon has a daughter and she and her husband have three boys. Their family is active in the Navajo culture as well as participating in her husband’s ceremonial grounds in Oklahoma. They are also involved in historical re-enactments and work with historic sites to provide educational programs that involve 18th century Eastern Woodlands Indian culture.</p>
	<p>Pete Magnant, Keweenaw Bay, L’Anse Reservation</p>	<p>I retired from Ivy Tech in May of 2014 after being there since July of 1974. I was a program chair for my first three years, the health and human services division chair for 25 years and my last duties were as an advisor/instructor. Course taught outside the core class in the Emergency Care Technician Program included: community health, disease conditions, anatomy and physiology, medical terminology, medical law and ethics and cultural diversity. I live in Mooresville. I have been able to travel internationally going east and west primarily. I have cousins living on and near the reservation in Baraga, MI, where I visit more frequently in my youth and now every two to three years.</p>
<p>Agency Commissioners</p>		
	<p>David Liebel, Delegate for the Indiana Department of Correction</p>	<p>In his role as director for Religious and Volunteer Services, Dave works closely with chaplains and community involvement coordinators at IDOC facilities across Indiana. He also provides support and guidance to the Purposeful Living Units Serve (PLUS) Program and other initiatives including Responsible Fatherhood and Healthy Marriage. Dave came to the DOC from the Office of Faith-Based and Community Initiatives where he served as Marketing and Outreach Manager. Prior to joining state government in 2005, Dave worked with faith-based organizations locally and internationally. Past responsibilities include mission director for a local church, school administrator, and coordination of short term mission trips. Dave is a native of Indianapolis, and a graduate of Indiana Wesleyan University. He is currently working on a Master of Arts in Organizational Leadership</p>

	<p>Joe Moser, Delegate for the Indiana Department of Family and Social Services Administration</p>	<p>Joe Moser was appointed Director of Indiana Medicaid in November 2013. He oversees the policy and program direction for Indiana’s Medicaid programs, which currently cover 1.2 million Hoosiers. Joe was a member of the Governor Pence’s team that developed the Healthy Indiana Plan 2.0 program. He also currently serves on the board of the National Association of Medicaid Directors, the organization for state Medicaid Directors across the country. Before joining Indiana Medicaid, Joe was the director of government affairs at Medicaid Health Plans of America (MHPA), a national trade association for Medicaid managed care organizations. Joe also previously worked in the U.S. Congress where he worked on Medicaid, Medicare, SCHIP, Indian Health Service and public health issues. Mr. Moser worked on legislation including the Medicare Modernization Act of 2003, the Deficit Reduction Act of 2005, the Children’s Health Insurance Program Reauthorization Act of 2009, and legislation that established the Medicaid Commission. Joe is originally from Coal City, Indiana, and has a bachelor’s degree from Marian University and a master’s degree from Miami University in Ohio. Joe enjoys golf, running, philanthropy, and barbequing with his family and friends.</p>
	<p>Greg Bedan, Delegate for the Indiana Department of Education</p>	<p>Greg Bedan serves as the Communications Director for the Indiana Department of Education. He has been in this position since March 2013. He previously worked for the Indianapolis Symphony Orchestra. From 1991 to 2004, Greg work at the Economic Development and State Tourism office. In his free time Greg enjoys hand cycling.</p>
	<p>Stacy Townsley, Delegate for the Indiana Commission for Higher Education</p>	<p>Stacy Townsley currently serves as Associate Commissioner for Research and Analysis for the Indiana Commission for Higher Education (CHE). In that role, she oversees the Commission’s data collection and reporting initiatives. Prior to moving to Indiana and joining CHE in 2014, Stacy served in academic administrative roles at a small private college in Kansas, and has taught courses in research methodologies and organizational systems change and development. Stacy’s academic and professional interests center on supporting effective cross-cultural/cross-sector collaboration. She earned her Ph.D. from Saybrook University, her master’s degree from the University of Texas at Austin, and completed her undergraduate work at the University of Tulsa. Stacy resides in Indianapolis with her husband Wes and her children Liah and Toby.</p>

	<p>Commissioner Steve Braun, Indiana Department of Workforce Development (Brenda Summers, Delegate)</p>	<p>Steve Braun was appointed in 2014 to serve as Indiana's Commissioner of the Department of Workforce Development, which is tasked with building a highly skilled and educated Hoosier workforce that can compete in the global economy. Prior to graduating from Harvard University, Commissioner Braun was born and raised in Southern Indiana. After receiving a business degree, Braun immediately went to work for Price Waterhouse. Shortly after, he started his own technology consulting business that grew to over 750 employees across 13 offices nationwide. Both experiences have given him a unique understanding of the challenges facing today's workforce. Prior to leading DWD, Braun served in the Indiana House of Representatives, while continuing to remain active as an entrepreneur in tech companies and in real estate and agriculture. Commissioner Braun and Jennifer, his wife of 31 years, reside in central Indiana where they have raised their five children, and are active members of the community.</p>
	<p>Cameron F. Clark, Director, Indiana Department of Natural Resources</p>	<p>Cameron F. Clark is the Director of the Department of Natural Resources and Indiana's State Historic Preservation Officer, and he serves as the chairman of the Review Board. He was appointed as the director of the DNR by Gov. Pence in 2013 after two years as DNR's chief legal counsel. He has a law degree from Indiana University and an undergraduate degree in economics from Vanderbilt.</p>
	<p>Antoniette Holt, Delegate for the Indiana Department of Health</p>	<p>Antoniette M. Holt is currently the Director for the Office of Minority Health for the Indiana State Department of Health. Her work involves specialized knowledge of state government, public health, cultural competence, diversity, health equity, and minority health concerns and issues. Previously she served as the deputy director and epidemiologist for the Office of Minority Health and the Office of Cultural Diversity and Enrichment. She has conducted research and led community outreach projects related to cultural competency and health disparities. Ms. Holt has been responsible for the execution and investigation of a variety of reports and studies focused on minority health concerns. Antoniette is considered an expert in her field and is often consulted and invited to provide valuable input on urgent matters that involve underserved communities within Indiana and the nation. During her time off, she is committed to helping others. She enjoys volunteering at her local church and with other organizations. Ms. Holt thoroughly enjoys taking part in mission trips and serving others around the world. She has traveled to West Africa, South Africa, and Haiti. She also enjoys spending time with her family and friends</p>

Legislative Commissioners

	<p>Sen. Randy Head, Non-voting President Pro Tem Appointment</p>	<p>Sen. Randy Head (R) serves the 18th District, which includes the following counties: Cass, Fulton, Miami and portions of Carroll, Kosciusko and Marshall. He has represented District 18 since 2008. He is currently on the following Standing Committees: Local Government (Chair), Elections, Civil Law, Commerce & Technology, Utilities, Judiciary, Courts & Juvenile Subcommittee, Commission on Improving the Status of Children (Co-Chair). Senator Head also serves on the Employment Subcommittee for the Indiana Native American Indian Affairs Commission. He received his BA from Wabash College and his JD from IU Bloomington. He and his wife reside in Logansport.</p>
	<p>Rep. Dan Leonard, Non-voting Speaker of the House Appointment</p>	<p>State Representative Dan Leonard (R) has served House District 50 (Huntington, Allen and Wells counties), since 2002. He has been assigned to the Judiciary, Labor and Employment, Public Policy, and Ethics and Veterans Committees. Currently, Rep. Leonard serves as Ranking Minority Member of the House Employment and Labor Committee. Prior to his service as a public official, Rep. Leonard served as president of the South Side Business Association in Huntington County, president of the Huntington Chamber of Commerce, and Salvation Army board member. Since 1978, Rep. Leonard has owned the Southside Furniture Company in Huntington. Rep. Leonard has achieved a perfect voting record in the Indiana House. He was awarded “Legislator of the Year” during the 2006 session.</p>

The Purpose of the INAIAC

The Indiana Native American Indian Affairs Commission studies and makes recommendations to appropriate federal, state and local governmental agencies in areas of concern to our state's Native and non-Native people and communities. The ultimate objectives are to bring the Native communities together, help identify and provide opportunities to the Native American community, and enhance social, cultural, community and economic development in Indiana.

The Five Focus Areas of the INAIAC

The statute which governs the INAIAC (IC 4-23-32) denotes the five primary areas on which the INAIAC is to focus: Education, Employment, Health, Housing and Civil Rights. Ideas and potential initiatives are often created at the Subcommittee level then taken to the full Commission for discussion and action. Public comments are a regular part of Commission meetings and those comments are taken into consideration when decisions are made.

It is important to note that there is an overlap within these focus areas, i.e., better education usually leads to better employment opportunities, which in turn may increase the likelihood that individuals will become homeowners, and so on.

Education

Education is considered to be of paramount importance on several levels: Within the classroom it's important to teaching students accurate historical information; it is equally important to teach the educators this same information so as to ensure what they bring to the classroom is based in fact rather than perpetuating the mistruths that often surround Native American history. An example of this would be the story of the first Thanksgiving. Classroom projects around this time of year often include pictures of pilgrims wearing black hats and buckles on their shoes, sitting down to a friendly feast with the local Indians. Europeans of that era did not wear the aforementioned clothing and the mass killing of several hundred Indians following the first feast is often omitted when discussing the origins of this holiday. Referring back to the five focus areas of this Commission, it's easy to see how education will overlap into other subcommittee initiatives so the primary focus of the Education Subcommittee thus far has been on student education.

“Educating Youth About Native Truth”

In November 2015, the INAIAC hosted an event for K-12 students from across the state entitled, “Educating Youth About Native Truth.” Over 850 students attended; a majority of these students were from Indianapolis Public Schools and there was one 7th grade class from Warsaw, Ind. Students were able to witness and participate in Native American dancing provided by the Pokagon Band of Potawatomi’s dance troupe. The Miami Nation of Indians of Indiana provided the drum and singers. A total of 14 demonstration vendors were present and students got to see traditional craftsmanship in the form of bone carving, basket weaving, rug making and storytelling. One vendor displayed plants indigenous to Indiana and educated students about the many ways Indians used these plants for food, tools, housing construction and as containers. Hands-on activities included making Hawai’ian leis and beaded bracelets and touching a jingle dress. In advance of the event, we provided teachers with a Treasure Hunt list to encourage students to visit the vendors and engage them in conversation so they could learn about the culture and check items off their Treasure Hunt list.

Through a collaborative effort with the Indiana Department of Education, this event was videotaped in its entirety. Two edited videos were extracted and added to our YouTube Channel. One of the videos is about a minute-and-a-half long and can be used for promotional purposes; the other video is four-and-a-half minutes long and depicts the student’s participation in this event.

Follow-up surveys were provided to the teachers and although no one completed or returned them, a couple of comments were made by teachers as they were leaving about the value of such an event. The following was cited in this Commission’s 2015 Annual Report:

A staggering 87 percent of references to American Indians in all 50 states’ academic standards portray [Indians] in a pre-1900 context.¹

It goes without saying there is value in providing cultural events that contain an educational goal and truth-based outcome. Without them, students will continue to view Native Americans as a people of the past.

¹ *Theory & Research in Social Education*, Sarah Shear, associate professor of social studies education at Pennsylvania State University in Altoona. (Shear, 2014)

Classroom Education

The Education Subcommittee identified classroom education as a future focus effort. It is important to ensure that what is being taught in today's Indiana curriculum is historically accurate and that the Native story is told. American history classrooms usually do not discuss the forced removals onto desolate reservation land, placement into boarding schools and the abuse that occurred within their walls, the systematic removal of ancient languages and customs, or the fact that there are 567 nations co-existing with the U.S. government's borders. Nor is it mentioned the life-saving and life-changing contributions Natives have made toward the growth of this nation: The Wampanoag Indians taught the first immigrants how to survive; the Indian Code Talkers used their Native language, which was never deciphered by the enemy, to win World War II; or how in 1847, the impoverished Choctaw Nation scraped together \$170 and sent it to Ireland to help feed starving people (the sum would be close to \$5,000 in today's money).²

To this end, Podcasts were included in the 2016-2019 Strategic Plan to be used as a way of providing teachers with accurate historical information. Creating podcasts is time and labor intensive so research is being conducted to find existing podcasts that can be shared with K-12 educators.

² *"The Choctaw-Irish Bond Lives On,"* The Choctaw Nation News and Events, March 30, 2016 (<https://www.choctawnation.com/news-events/press-media/choctaw-irish-bond-lives>)

Post-Secondary Education

The 2015 Annual Report of this Commission identified the need for creating post-secondary educational scholarships for Indiana’s Native American students who attend an Indiana college or university. The following data was obtained from the Commission for Higher Education and depicts Undergraduate and Graduate level enrollment for the 2015-2016 academic school year at 106 Indiana colleges and universities across the state.

Undergraduate (2015-2016)			Graduate (2015-2016)		
Total Undergraduate Enrollment	# Students Enrolled Reported as American Indian or Alaska Native	% of Total UG Enrollment	Total Graduate Enrollment	# Students Enrolled Reported as American Indian or Alaska Native	% of Total GR Enrollment
528,647	1,410	0.3%	74,269	165	0.2%

The top 10 Indiana colleges and universities for Native American enrollment:

Undergraduate Level		Graduate Level	
Ivy Tech Community College	573	Indiana Wesleyan University-Marion	33
Indiana Wesleyan University-Marion	56	Purdue University-Main Campus	22
Vincennes University	54	Marian University	21
Indiana State University	48	Ball State University	18
Indiana University-Bloomington	43	Indiana University-Bloomington	17
Purdue University-Main Campus	41	Indiana University-Purdue University-Indianapolis	7
ITT Technical Institute-Indianapolis	40	Valparaiso University	5
Indiana University-Purdue University-Fort Wayne	38	American College of Education	4
Indiana University-Purdue University-Indianapolis	37	University of Notre Dame	4
Indiana Institute of Technology	35	University of Southern Indiana	4

To reduce barriers and provide a platform for post-secondary education, the INAIAC created scholarships. The American Indian Center of Indiana, Inc. (AICI), serves as the third party administrator for the INAIAC scholarship program. The AICI is a WIOA 166 federal grant recipient (Workforce Innovation and Opportunity Act) and serves as the only statewide workforce center for Indiana’s Native American people. A component of their program includes awarding education scholarships to participants who are unemployed, underemployed, recent high school graduates or GED recipients. Because of this partnership, Native students who approach the AICI regarding education funding opportunities can apply for both the AICI and the INAIAC scholarships.

In May 2016 the first Summer School scholarships were awarded. Although there were five scholarships of \$1,000 each available, only four students were found eligible (of the five who applied) so the \$5,000 was divided equally among them. The breakdown of these scholarships was as follows:

Navajo	IU Bloomington	Graduate*
Cherokee	Notre Dame	Undergrad
Osage Nation	IU Bloomington	Undergrad
Prairie Band Potawatomi	IU Bloomington	Undergrad

* This student was a 35-year-old parent returning to school

Employment

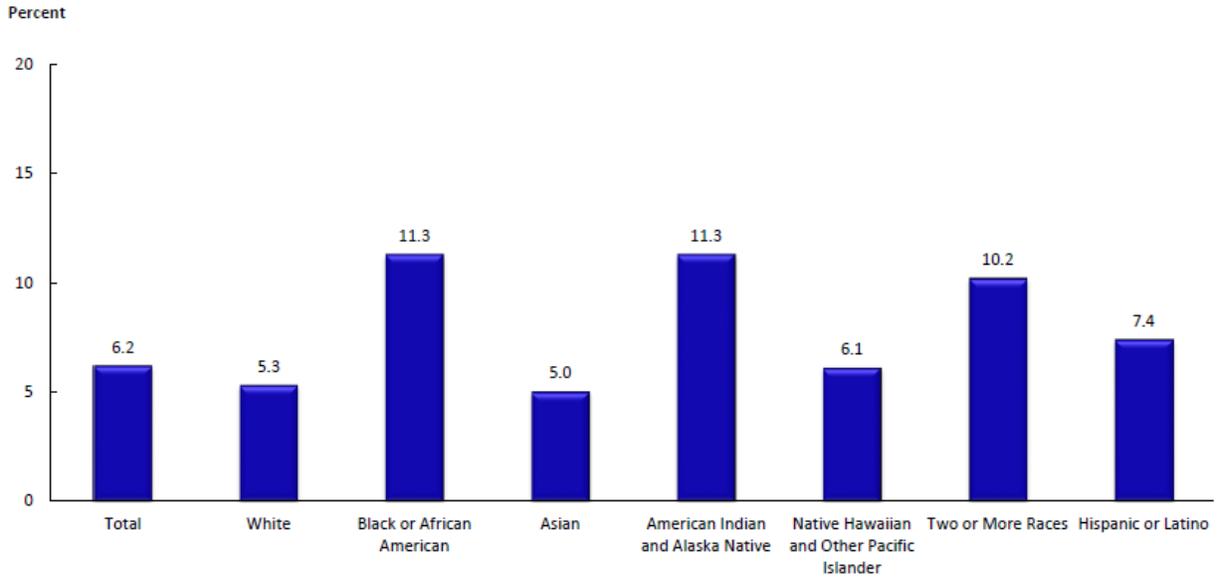
Data reflecting the employment rates for Native Americans in Indiana does not exist. According to an article published by the Economic Policy Institute, “The Great Recession has kept the American Indian unemployment rate above 10 percent for five years. The American Indian unemployment situation is particularly bad in the Midwest, Northern Plains, and Southwest.”³

In their November 2015 report entitled, “Labor Force Characteristics by Race and Ethnicity, 2014,” the Bureau of Labor Statistics (BLS) stated, “In 2014, the overall unemployment rate for the United States was 6.2 percent; however, the rate varied across race and ethnicity groups. Among the race groups, the rates were higher for Blacks (11.3 percent), American Indians/Alaska Natives (11.3 percent), and people of Two or More Races (10.2 percent) than for Asians (5.0 percent), Whites (5.3 percent), and Native Hawaiians and Other Pacific Islanders (6.1 percent).”⁴ Within this report the BLS published the following graph regarding unemployment – the only graph within their report that includes data for Native American/Alaska Natives:

³ Algernon Austin, “High Unemployment Means Native Americans Are Still Waiting for an Economic Recovery,” Economic Policy Institute, Dec. 17, 2013.

⁴ “Labor Force Characteristics by Race and Ethnicity, 2014,” Bureau of Labor Statistics, November 2015, p. 2.

Chart 4. Unemployment rates by race and Hispanic or Latino ethnicity, 2014 annual averages



Note: People whose ethnicity is identified as Hispanic or Latino may be of any race.
 Source: Current Population Survey, U.S. Bureau of Labor Statistics.

Based upon these reports, it's relatively safe to assume that unemployment rates for Native Americans in Indiana is equal to that of African Americans and higher than any other race or ethnic group within the state.

Given the strong connection between education and employment, a snapshot of high school and college graduation rates among Native Americans was reviewed. Through data collected by the U.S. Census Bureau, the American Community Survey estimates the following with respect to Native Americans who finish high school and attain at least a bachelor's degree.⁵

Subject	United States											
	Total		Percent		Males		Percent Males		Females		Percent Females	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	1,546,183	+/-9,439	(X)	(X)	750,420	+/-5,739	(X)	(X)	795,763	+/-5,212	(X)	(X)
High school graduate or higher	1,222,960	+/-8,416	79.1%	+/-0.2	581,415	+/-5,216	77.5%	+/-0.3	641,545	+/-4,593	80.6%	+/-0.2
Bachelor's degree or higher	212,711	+/-3,605	13.8%	+/-0.2	93,917	+/-2,099	12.5%	+/-0.2	118,794	+/-2,414	14.9%	+/-0.3
Asian alone	11,220,496	+/-9,370	(X)	(X)	5,165,744	+/-6,542	(X)	(X)	6,055,152	+/-5,553	(X)	(X)

When compared to the White Alone category, a difference of 10% is noted regarding high school graduation rates and the numbers of college degrees ranks 2-3 times higher among the White Alone population.⁶

⁵ U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

⁶ U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Subject	United States											
	Total		Percent		Males		Percent Males		Females		Percent Females	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
White alone	161,426,754	+/-29,080	(X)	(X)	78,411,791	+/-17,492	(X)	(X)	83,014,963	+/-15,064	(X)	(X)
High school graduate or higher	143,105,261	+/-102,036	88.7%	+/-0.1	68,997,895	+/-53,918	88.0%	+/-0.1	74,107,366	+/-51,887	89.3%	+/-0.1
Bachelor's degree or higher	50,142,764	+/-219,691	31.1%	+/-0.1	24,574,848	+/-110,823	31.3%	+/-0.1	25,567,916	+/-111,666	30.8%	+/-0.1

Whether there is a direct connection between the lower number of high school graduates within the Native American/Alaska Native population and those who choose to pursue vocational training rather than attain a college degree is undetermined. The American Indian Center of Indiana reports they receive approximately 35 requests per year for financial assistance for vocational training.

In response, the INAIAC's Employment Subcommittee discussed creating Vocational Scholarships for those who want to learn a trade rather than earn a degree. Examples of these trade skills include airplane mechanic, home health care, veterinary assistant and culinary training. The INAIAC is again looking at collaborating with the American Indian Center of Indiana since they already serve as a Native American workforce center for Indiana. Both the Employment Subcommittee and the Education Subcommittee met and subsequently recommended to the full Commission that the Vocational Scholarships, if created, would best fit under the Education Subcommittee's oversight.

A new and unexpected barrier has been identified among Native Americans in Indiana with regard to employment. As noted in the Preface, many Indians do not want to identify as such because of the historical trauma associated with being Indian. We're finding the practice of identifying as a race other than Native American is being done on job applications. Indications are that many of Indiana's Native people are classifying themselves as Caucasian because they believe it will give them an advantage for getting a job. In fact, the opposite may very well be true since employers must exercise diversity when hiring minorities. This poses a challenge to the Commission to find ways to educate the Native community about the importance of self-identification.

In the end, the Employment Subcommittee has defined its role as one of information and referral. It would not be an efficient or effective use of this Commission's resources to create or re-create programs and/or services that already exist. To that end, our website has been populated with links to potential employers, resume builders, interview skill tips, and other avenues designed to assist the job seeker at any level. In addition, job announcements received by the Commission are shared across social media. We will always be open to collaborating with organizations already providing employment services

Health

Creating an Indian Health Care facility is a long-term goal of this Commission. As noted in the FY2015 Annual Report, Native Americans in Indiana face obstacles when receiving health care at an Indian Health Care facility – an environment in which they can receive free health care along with a sense of being understood culturally. Although health care is available through Indiana's Healthy Indiana Plan, this limits individual choice in the type of health care they may want to receive. Because there are no federally recognized tribes in Indiana, the likelihood of establishing an Indian Health Service clinic or hospital is probably nonexistent. Conversations with the Indian Health Service revealed they will not fund any new clinics until the current ones are brought up to standards that align with a 21st century medical facility. However, should the Pokagon Band of Potawatomi Indians be granted their federal land trust in South Bend, Ind.,(as is expected) the result would mean Indian reservation land exists

within Indiana’s borders; this would open up health care service opportunities that currently do not exist.

Should the Pokagons not receive the land grant, a potential solution would be to partner with an existing Indiana health care provider, preferably one that has clinics across the state. The 2010 census map identifies pockets of high Native American population; creating partner clinics within those areas would be optimal. Being able to offer Indiana’s Native people both traditional and contemporary health care options at all levels would be unprecedented in the history of the Indiana health care system. Services could include mental health, addiction, prenatal, and general well being checkups.

Before pursuing any initiatives, however, it is imperative that health data on Indiana’s indigenous population be collected and analyzed. Although national data exists, there is very little specific to Indiana. The information that does exist has been gathered by the American Indian Center of Indiana via funding received from the Indiana Minority Health Coalition. Screenings for heart health, diabetes, cholesterol and other areas has been collected over the past several years. In order to justify the need for Indian Health Services in Indiana, information on other health areas must be collected. Using national data may provide a foundation for making comparisons, it cannot accurately reflect the health status of Indiana’s Native people. Demographics influence health and it’s likely that most national health data is obtained from Indians who are living on reservations rather than the urban and rural nature of Indiana.

On a national level, the top 10 leading causes of death among Native Americans (as noted in the chart below) were ranked in the following order: Heart Disease, Cancer, Accidental Death (unintentional), Chronic Liver Disease, Diabetes, Lower Respiratory Disease, Vascular Disease, Suicide, Influenza/ Pneumonia, and Nephritis (kidney disease)⁷

Cause of death (based on ICD-10)	White			Black			American Indian or Alaska Native			Asian or Pacific Islander		
	Rank ¹	Deaths	Percent of total deaths	Rank ¹	Deaths	Percent of total deaths	Rank ¹	Deaths	Percent of total deaths	Rank ¹	Deaths	Percent of total deaths
All causes	2,237,880	100.0	...	308,960	100.0	...	18,008	100.0	...	61,570	100.0
Diseases of heart (I00-I09,I11,I13,I20-I51)	1	524,695	23.4	1	73,095	23.7	1	3,288	18.3	2	13,270	21.6
Malignant neoplasms(C00-C97)	2	502,932	22.5	2	69,090	22.4	2	3,153	17.5	1	16,524	26.8
Chronic lower respiratory diseases(J40-J47)	3	134,541	6.0	6	9,934	3.2	6	788	4.4	7	1,838	3.0
Accidents (unintentional injuries).....(V01-X59,Y85-Y86)	4	117,242	5.2	4	14,168	4.6	3	1,997	11.1	4	2,646	4.3
Cerebrovascular diseases(I60-I69)	5	111,035	5.0	3	17,088	5.5	7	649	3.6	3	4,331	7.0
Alzheimer’s disease(G30)	6	84,990	3.8	9	6,567	2.1	11	304	1.7	8	1,680	2.7
Diabetes mellitus(E10-E14)	7	59,741	2.7	5	13,435	4.3	5	945	5.2	5	2,367	3.8
Influenza and pneumonia(J09-J18)	8	47,293	2.1	11	5,611	1.8	9	412	2.3	6	1,911	3.1
Intentional self-harm (suicide)(*U03,X60-X84,Y87.0)	9	38,675	1.7	16	2,421	0.8	8	489	2.7	10	1,188	1.9
Nephritis, nephrotic syndrome and nephrosis(N00-N07,N17-N19,N25-N27)	10	37,976	1.7	7	8,586	2.8	10	338	1.9	9	1,246	2.0
Chronic liver disease and cirrhosis(K70,K73-K74)	11	33,508	1.5	15	3,103	1.0	4	951	5.3	14	608	1.0
Septicemia(A40-A41)	12	31,512	1.4	10	6,386	2.1	12	289	1.6	12	753	1.2
Assault (homicide).....(*U01-*U02,X85-Y09,Y87.1)	19	7,362	0.3	8	7,876	2.5	13	263	1.5	19	308	0.5

... Category not applicable.

¹Based on number of deaths. Ranks above 10 are provided for informational purposes when a cause is among the top 10 for at least one of the groups being compared.

On a statewide level we can only assume that Indiana’s indigenous population falls somewhere in this chart, but again, additional information specific to Indiana must be gathered. Whether the decision is made to partner with an existing health provider or pursue a clinic with Indian Health Services, more

⁷ “Deaths: Leading Causes for 2014,” Melonie Heron, Ph.D., National Vital Statistics Report, Vol. 65 No. 5,” U.S. Department of Health, Center for Disease Control, June 30, 2016, p. 38

data will need to be collected. Since the AICI already receives funding for health screenings, this Commission will likely continue partnering with the AICI towards this end goal.

Housing

It's unfortunate that there is not much of an update to this section compared to last year's annual report. To recap, enrolled Native Americans living in Indiana are eligible for the HUD Section 184 Mortgage Lending program. This guaranteed loan can be used to purchase a home, refinance a current mortgage, remodel a current home or purchase land on which to build a new home. The HUD Section 184 website⁸ includes Indiana as being an eligible state and yet the program is not promoted here. This is because lenders must purchase special software for this loan and HUD must provide training, but the training program has been suspended. If a borrower approached their lender about getting a Section 184 loan the lender would not be able to write the loan and would have to send it off to a lender that could – that would result in the initial lender losing out on the commission and interest they would have made so there's no incentive for Indiana lenders to promote this program.

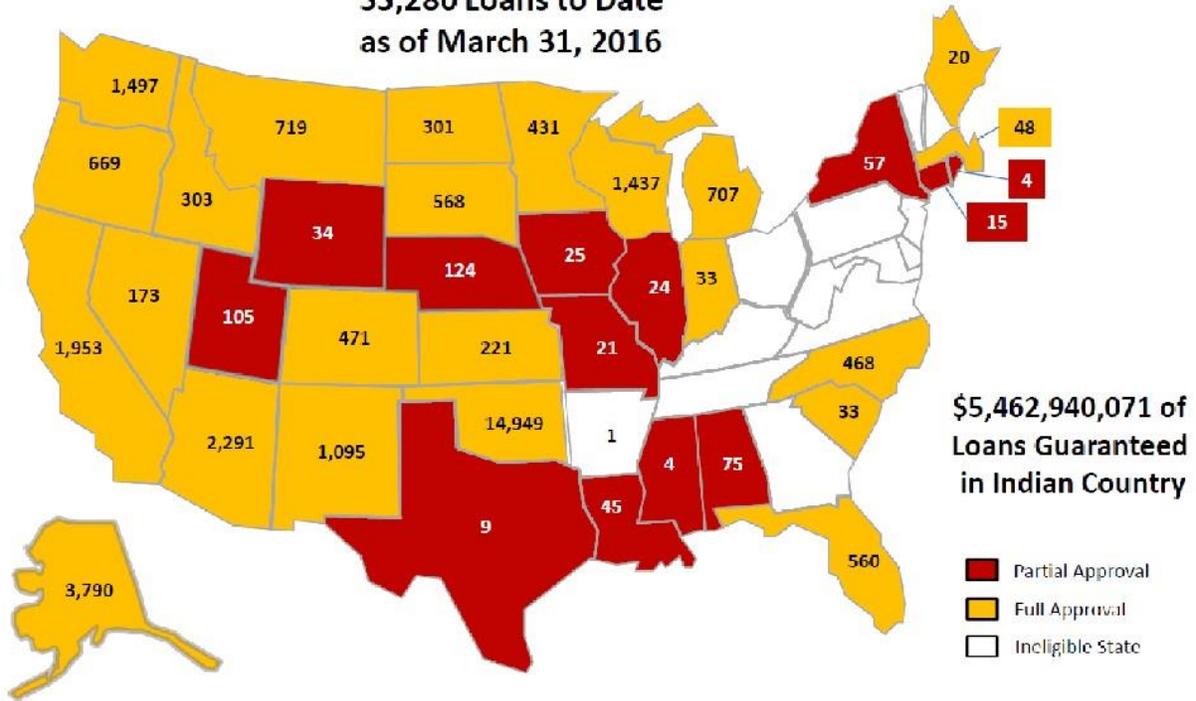
Since the inception of the HUD Section 184 program, Indiana has been listed as an approved state. Referring to the chart below,⁹ if we look at our neighbors in Michigan we see that 707 of these loans have been fully approved as opposed to 33 in Indiana. An assumption could be made that a majority of these 33 loans were written in northern Indiana given the high population of Pokagon Indians living in that area. Even if they are not, there is a clear disconnect between the number of loans written and approved in Indiana and those approved in Michigan.

⁸ Housing and Urban Development, Section 184 Participating Lenders List, https://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/ih/homeownership/184/lender_list

⁹ Housing and Urban Development, Section 184 Guaranteed Loan Program, https://portal.hud.gov/hudportal/images/hudimg?id=section184_map.jpg

Loans Guaranteed with Section 184

33,280 Loans to Date
as of March 31, 2016



For Hawaii, see the Native Hawaiian Loan Guarantee, Section 184a

Rev 1.20.17

In order to have a solid foundation of data on which to build a program that brings awareness to the HUD 184 loan, a formal Freedom of Information Act request was submitted to HUD by this office in May 2016. To date, no information has been received. Several phone calls and emails have been sent in an effort to hold HUD accountable for this FOIA request but as of the date of this report, no information has been received.

Civil Rights

Religious Freedom

In keeping with the 2016-2019 Strategic Plan, the INAIAC sent a letter to all 164 Indiana hospital administrators providing educational information about the 1978 American Indian Religious Freedom Act (AIRFA) which affords federal protection to Native Indians over their right to pray in accordance with their cultural beliefs.¹⁰ This was done in response to the calls and emails received by individuals who were denied their right to pray either as a patient or as a visitor in a hospital setting. Additionally, cultural competency presentations were offered to educate hospital personnel about cultural practices; to date, this office has not been contacted for any such presentations. We will continue to make ourselves available as an information resource, not only to hospitals but to all public entities.

Mascots and Imagery

¹⁰ American Indian Religious Freedom Act of 1978, codified at 42 U.S.C. § 1996

Also within the realm of the Civil Rights umbrella is the use of mascots and Native American imagery. The past INAIAC Chair felt the Commission's role was to make itself available to Indiana schools to hold discussions about how it makes Native American Indians feel when exposed to mascot names or derogatory images. By meeting with school board members he hoped to widen their understanding of the deep and long-lasting repercussions of being Native and being exposed to such negative associations with their culture. The new Chair would like to see this Commission create a position statement and issue it to all Indiana schools that are still using Native American mascots and imagery.

IDOC Native Circles

Within the Indiana Department of Correction there are 11 facilities with active Native Circles. These groups meet one to two times per week depending upon the size of the group and facility staffing. Four of these facilities have sweat lodges. The INAIAC has supported the Native Circles by holding listening session visits and making concerted efforts to secure volunteers for those locations that do not have committed volunteer facilitators. The challenge in locating these individuals is multi-tiered: find someone who is interested in volunteering, who lives within close proximity to the facility in need, who passes the background check, and above all, who is qualified to lead these Circles using the Seven Grandfather Teachings. To date, the INAIAC has successfully connected a qualified individual to the Branchville Correctional Facility; three other locations are still in need.

During the listening session visits, one request was heard repeatedly: the men want information about the tribe with which they are affiliated or believe they are affiliated. To that end, and with the assistance of a part-time employee secured by the Indiana Social Status for Black Males, a resource library has been created. Information is obtained directly from each tribe's website or other publications issued by the tribe. In the absence of a website, information is gleaned from sources such as *The History Channel Network*, *the Public Broadcasting Station (PBS) website*, and *National Geographic*. As of the writing of this report, we have information on 23 federally recognized tribal nations, all of which has been sent to the chaplains who oversee the 11 Native Circles. We also received one request for information on the Taino Indians from Puerto Rico which was sent directly to the offender who requested it.

INAIAC Initiatives

Stand Down Events

A Stand Down is an event hosted for the sole purpose of aiding homeless veterans and often include services such as free dental checks, health screenings, hygiene products, clothing, blankets, backpacks and food. The INAIAC is networked with several of the Stand Down hosting organizations across northern and central Indiana; oddly, there is only one Stand Down known to exist in southern Indiana. It takes place in Evansville and is designed to serve veterans from Indiana as well as Kentucky and Illinois. This Commission approved the purchase of items to be donated at these events and through the generous spirit of volunteers at VFW Post 1120 in Indianapolis, two pairs of socks were wrapped around one water bottle and secured with a bungee cord. During FY2016, the INAIAC attended nine Stand Down events and distributed approximately 700 of the water bottle bundles along with a variety of printed materials.

EVENT	DATE	General Flyer	Section 184 Flyer	Water Bottle Bundles
Stand Down	Goshen, Ind.	8	17	122
Stand Down	Ft. Wayne, Ind.	27	29	136
Stand Down	Muncie, Ind.	12	4	63
Stand Down	South Bend, Ind.	17	33	85
Stand Down	Marion, Ind.	9	11	41
Stand Down	Anderson, Ind.	23	7	56
Stand Down	Churubusco, Ind.	14	5	38
Stand Down	Kokomo, Ind.	19	12	91
Stand Down	Evansville, Ind.	27	42	67
TOTALS		156	160	699

'Squaw' Renaming Project

Within the Indiana state lines there are seven geographical features which contain the word 'squaw' in their name. It is widely held within the nationwide Native community that this is a highly offensive label for women. The U.S. Geological Survey has formally recognized the negative connotation of this word and, upon application, will officially change the name of any geological feature that contains this word in its name.

To that end, we began by reaching out to the historic preservation officers at the three predominant tribes indigenous to Indiana: the Potawatomi, the Miami and the Shawnee. Over time this endeavor morphed into a youth language preservation project. A teenaged member of the Citizen Potawatomi Nation provided suggestions for renaming the features in her tribe's portion of the project map (northern Indiana). A multitude of benefits result from this approach: young tribal members are involved at the community level, language preservation efforts are supported, the state is eradicated of culturally derogatory language, and hopefully they are educated in the process.

	NAME	LOCATION	CATEGORY	TRIBE
1.	Squaw Creek	Allen County	Stream	Potawatomi
2.	Squaw Branch	Carroll County	Stream	Potawatomi
3.	Squaw Creek	Clark County	Stream	Shawnee
4.	Squaw Hollow	Floyd County	Valley	Shawnee
5.	Squaw Run	Franklin County	Stream	Miami
6.	Squaw Run	Marion County	Stream	Miami
7.	Squaw Creek	Warrick County	Stream	Shawnee

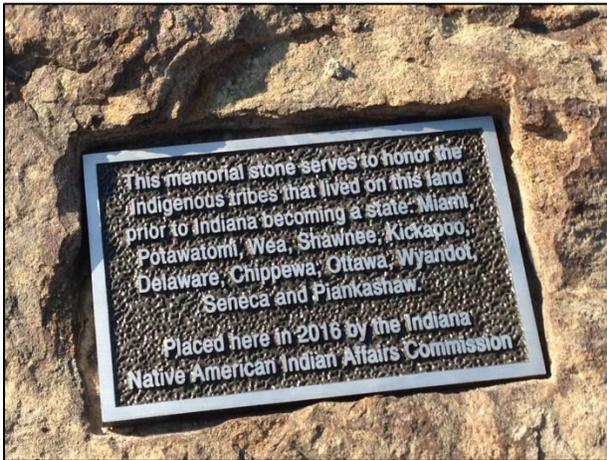
Community Events

In addition to attending Stand Downs, the INAIAC also had a presence at 11 other events during FY2016. The goal in visiting these events was to make the public aware that the INAIAC had been re-seated and was operational.

EVENT	LOCATION	GEN'L FLYER	CULTURAL CARDS	SECTION 184 FLYER	NAT'L CONGRESS BLACK INDIANS FLYER	NA HIST. SITES TRI-FOLD	INAIAC GEN'L INFO TRI-FOLD	ICWA BROCH.	IN*SOURCE	AICI NEWSLTR
Black Expo	Indianapolis, Ind.				9					
Mihshikinaahkwa Powwow	Columbia City, Ind.	17	3	15		18				
ICRC Baseball Game	Indianapolis, Ind.	44				27				
Traditional Powwow	Lebanon, Ind.	6	1	1	3	5		2		2
Tecumseh Lodge Powwow	Tipton, Ind.	8	2	1	1	4		1		12
Andersontown Powwow	Anderson, Ind.	11	5	6	9	25		3	1	17
Bluff City Powwow	Rockport, Ind.	8	0		0	13		23	0	18
Feast of the Hunters' Moon	Lafayette, Ind.	15				10				
International Festival	Indianapolis, Ind.					15				
NAECC/Purdue	West Lafayette, Ind.					10				
ICRC event	Indianapolis, Ind.					19				
	TOTALS	109	11	23	22	146	0	29	1	49

Bicentennial Legacy Project

The INAIAC applied for and was awarded Bicentennial Legacy Project status for our plan to place memorial stones around the state in honor of the tribes who once lived here. In all, there were 11 tribes who occupied this land before Indiana became a state. The original idea included planting trees at each stone placement location to symbolize the roots of the Indigenous peoples of this area; however, that portion of the idea was abandoned and only the stones will be placed. The plaques have been purchased from Grandview Aluminum and sent to Garrity Stone Company; both companies are based in Indiana. The completed stones will look like this:



The stones will be delivered in FY2017. Nine of them will be placed on properties owned by the Indiana Department of Natural Resources at the following locations:

Potato Creek, Pokagon, Mounds and Clifty Falls State Parks; Portland Arch, Hoosier Prairie and Shrader-Weaver Nature Preserves; Atterbury Fish & Wildlife Area; and, Pike State Forest.

Of the two remaining stones, one will be located at the Seven Pillars property in Peru, Ind., which is owned by the Miami Nation of Indians of Indiana, and the other will be at the Waapaahsiki Siippiwi Mounds Historical Park in Fairbanks, Ind. To our knowledge, this is the only Bicentennial Legacy Project hosted by a single organization that spans the entire state. Every year thousands will see these memorial stones and be reminded of who lived here before Indiana's statehood.

Victory Field Teepee

Victory Field is home of the Indianapolis Indians minor league baseball team and is located in downtown Indianapolis. Just outside the entrance to the field is a teepee, which presents an excellent education opportunity.



Victory Field recently celebrated its 12 millionth fan during a game this year, a year that also marks the 20 year anniversary of the ballpark, which opened on July 11, 1996. Among 160 minor league teams, only one (the Buffalo Bisons in New York) has had higher attendance than Victory Field.¹¹

Ideas being discussed include replacing the teepee with an imitation bark house, representational of what the Woodlands people of this area would have lived in. Ideally it would be nice if this replica was designed, crafted and installed by an Indiana Native artist. It could potentially be large enough to allow 3-4 people to stand inside. Inside the bark house, the walls could support signage that educates visitors about bark houses and about who really lived in teepees and why they did.

Also being discussed is the possibility of Victory Field staff including educational information on the scoreboard screen during breaks such as the seventh inning stretch. This, in conjunction with the bark house, has the potential of educating 600,000 people per year, thereby reducing or eliminating the myths and stereotypes often associated with Native American Indians. No other project within the scope of this Commission has the potential to impact and educate the Indiana public about Native Americans to this degree.

Engaging the Community

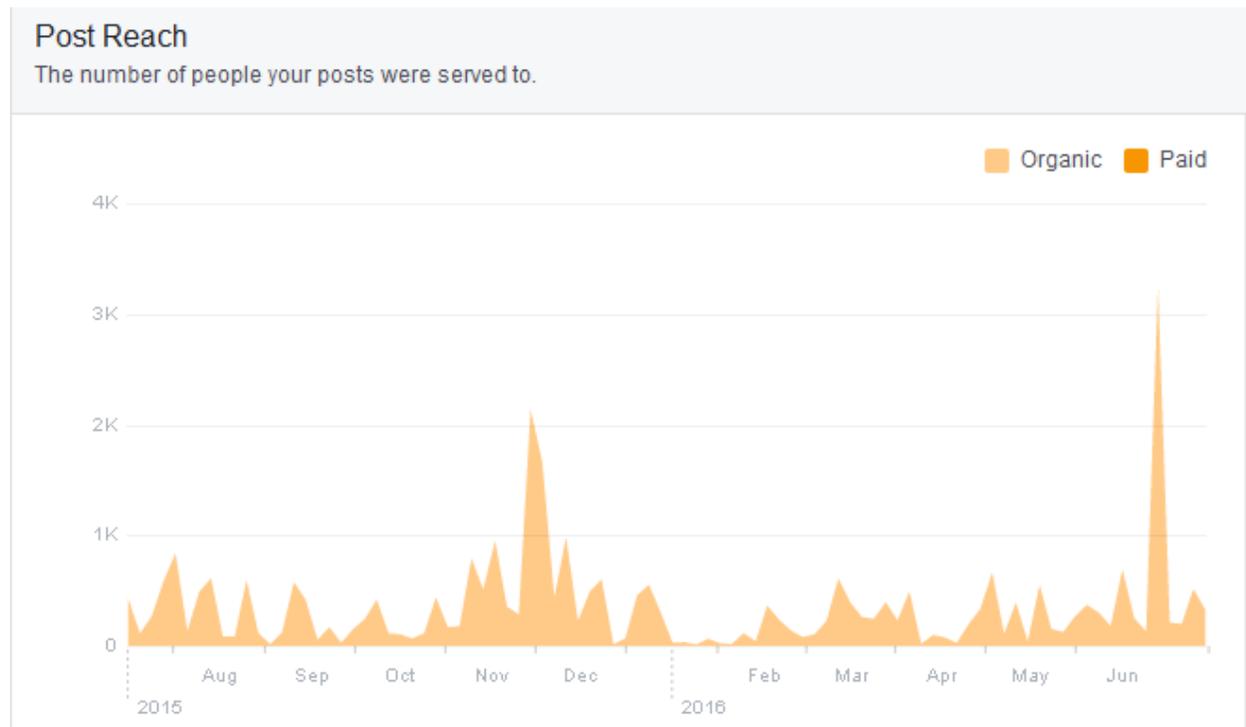
Significant growth has been seen in the areas of social media and community engagement. A side-by-side comparison reflects this growth over FY2016.

FY2015		FY2016	
Facebook	294	Facebook	728
Twitter	2	Twitter	31

¹¹ "Victory Field to surpass 12 million fans," www.MILB.com (the official site of Minor League Baseball), May 20, 2016; http://www.milb.com/news/article.jsp?ymd=20160520&content_id=179221448&fext=.jsp&vkey=news_milb

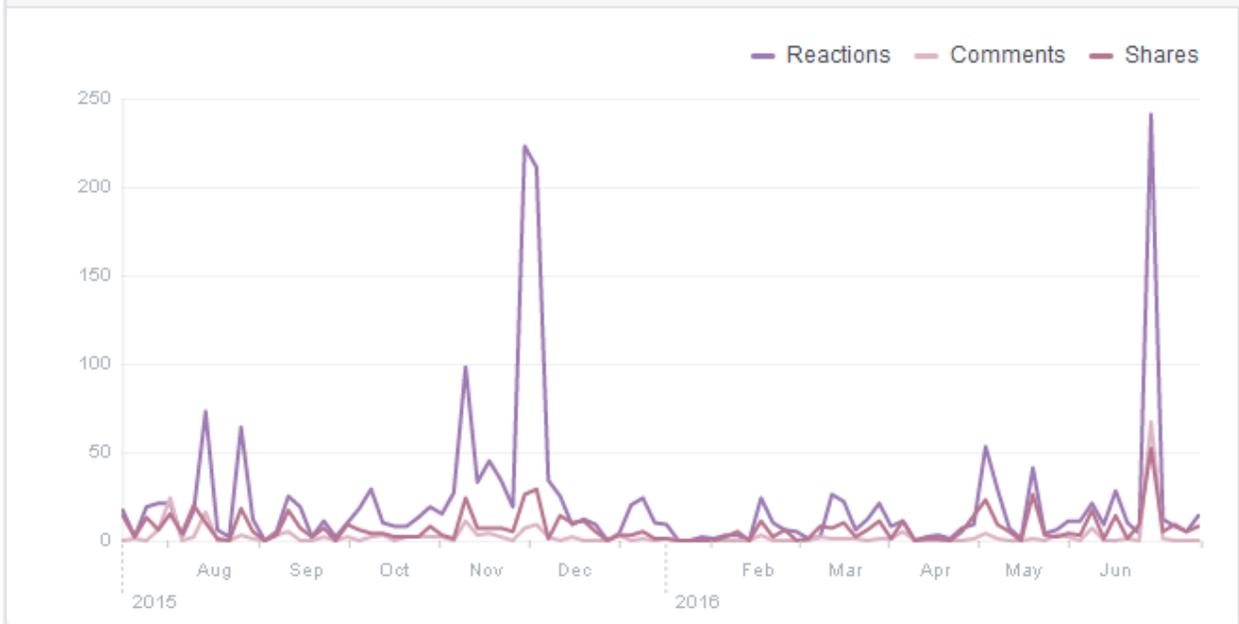
Email list serve	157	Email list serve	1,161
YouTube Channel	1	YouTube Channel	1
Website (see below)			

Facebook and Twitter: Activity on the INAIAC Facebook page is consistently about the same. Noticeable spikes in community engagement (Likes, Comments and Shares) were seen during times of Commission activity such as before and after our Educating Youth event and when the new Chair was appointed. The INAIAC Twitter account is linked directly to the Facebook page, hence, no original tweets are sent out. Whatever is posted on Facebook is automatically sent out on Twitter. The spikes noted in the following two graphs reflect posts about our Educating Youth event in November 2015 and the appointment of our new Chair in June 2016.



Reactions, Comments, and Shares

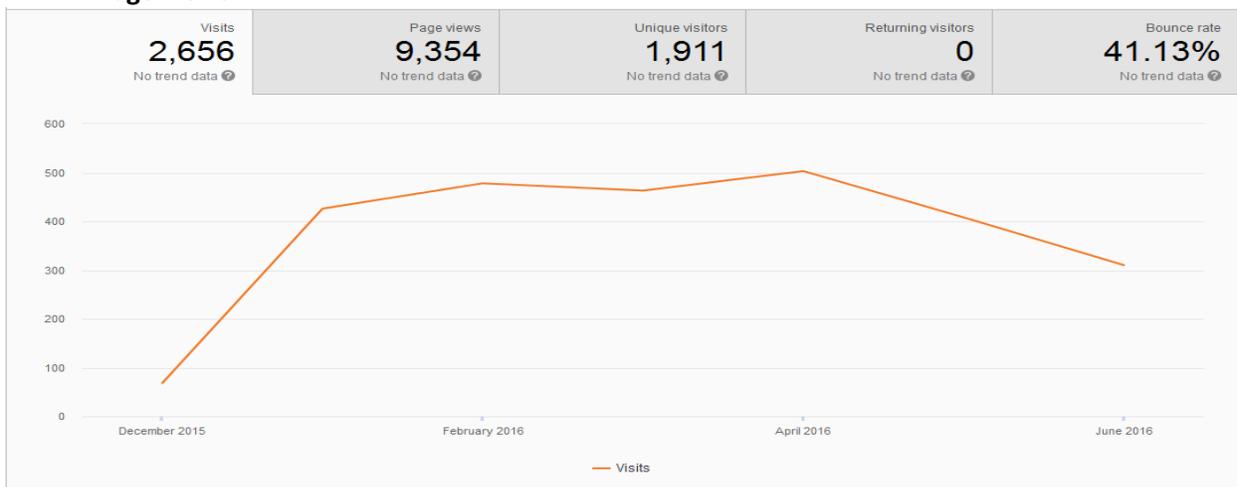
These actions will help you reach more people.



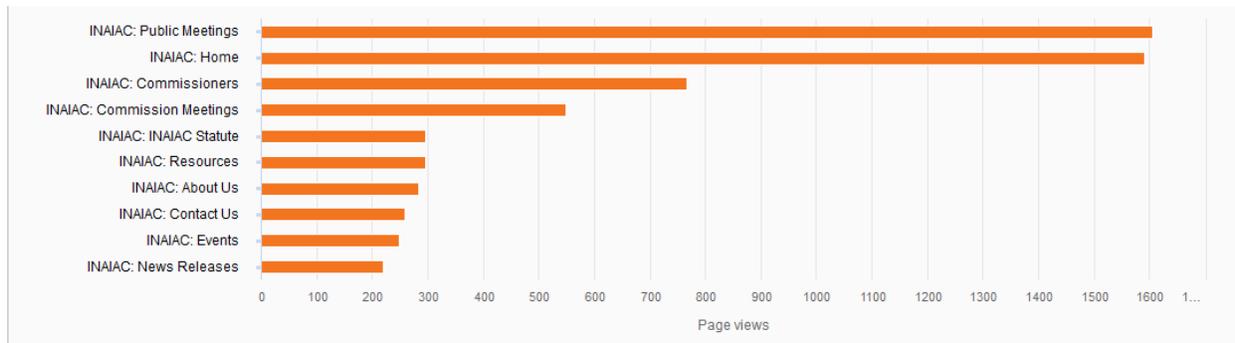
YouTube Channel: The Indiana Department of Education is currently editing the video taken at the Educating Youth event. From the 10+ hours of video that was recorded, one 4.5 minute video will be created as will one 2-minute promotional video. The latter will be shared with teachers in the hopes of encouraging attendance at the next youth event. Both will be placed on our YouTube Channel; we currently have no subscribers on our YouTube channel.

INAIAC Website: Due to a migration of the IN.gov website to a new platform, analytic data is only available from December 17, 2015 – June 30, 2016; therefore, half of the fiscal year’s data cannot be included in the graphs below:

Page views



Most popular pages visited



List Serve: There are currently 1,023 subscribers on the INAIAC list serve. Individuals may join the list serve in a number of ways: 1) signing up directly on the website 2) attending a meeting or event and providing an email address on the signup sheet, or, 3) contacting the office via phone, email or social media and request their email be added.

Additional Resources: The INAIAC website also includes information on the following topics relevant to the Native community:

- Harvesting plant/ tree material for medicinal or ceremonial purposes
- Indiana Archaeology Law
- Native American Graves and Repatriation Act (law regarding Native American human remains and artifacts)
- Indiana Department of Veterans’ Affairs
- The Indian Child Welfare Act (laws surrounding the placement of Native children in foster care)
- Social Security and SSI Disability information for Native Americans and Alaska Natives
- Native American language resources
- Indiana Historical Bureau Resources (links to historical Indiana information)

Financial Report

The most current financial data available from the Indiana Civil Rights Commission (ICRC) is the May 2015 report, which indicates income and expenses through April 2015. The absence of an ICRC Chief Financial Officer prohibits a more current report from being available to include here.

The spreadsheet clipping below shows monthly income from the Indiana Native American specialty license plate sales, with the exception of September, which reflects when the Indiana Bureau of Motor Vehicles officially transferred the license plate public trust funds to the INAIAC. Other than September, monthly income vacillates between \$2,300 and \$6,100.

The average monthly income – excluding September and with June’s report missing – is approximately \$4,375. The lowest months were December and January, presumably because of the holidays, and the highest month was March, possibly because that’s when many tax return checks arrive. The most current available balance for the end of FY2016 is \$407,050. As for Expenses, the INAIAC executive director was working with the ICRC CFO (prior to her departure) to correctly place our expenses. It will likely be some time before that is accomplished.

July	August	September	October	November	December	January	February	March	April	May	June	BALANCE
\$ (3,650.00)	\$ (5,750.00)	(\$363,300.00)	\$ (3,525.00)	\$ (5,200.00)	\$ (2,325.00)	\$ (2,675.00)	\$ (5,275.00)	\$ (6,100.00)	\$ (4,550.00)	\$ (4,700.00)	\$ -	\$ (407,050.00)

The INAIAC Strategic Plan

The INAIAC 2016-2019 Strategic Plan outlines the following objectives:

1. Educate the non-Native medical community in the areas of Native culture and tradition with respect to smudging.
2. Create an option for Native Americans who are members of federally recognized tribes to receive health care from a Native American physician at a location that ensures such health care is at no cost to the individual.
3. To educate the Native American public in Indiana about the Section 184 Lending Program.
4. To bring about greater awareness within the employment industry regarding traditional and spiritual practices within the Native American community.
5. To improve the college graduation rates among Indiana's Native Americans at the vocational, four-year and master's degree levels.

In reviewing the contents of this FY2016 Annual Report, this Commission is on track towards completing these identified objectives. Steps have been taken to educate hospital administrators about the federally protected right to smudge; scholarships have been created to help improve the college graduation rates of Indiana's Native American students; and, data is being collected towards the end goal of establishing a Native health care clinic in Indiana. In keeping with its mission statement, the INAIAC continues to enhance social, cultural, community and economic development among the Native American population in Indiana.