

Konaway Nikka Tillicum Native American Youth Academy: Cultural Identity, Self-Esteem, Academic Optimism



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OUTLINE

- Literature Review
- Theory & Framework
- Intervention
- Research Questions & Hypothesis
- Results
- Discussion & Future Directions

LITERATURE REVIEW

Education

- Predictor of physical & mental health
- + income, - incarceration, + healthier lives
- Limited education is predictive of earlier death
- School dropout = public health crisis

Native American Youth

- Lowest HS enrollment, graduation, college completion
- Lowest life expectancy, high negative health risk behaviors
- Tribal Education Crisis
- Historical relationship of Native Americans & US education
- “Kill the Indian, save the child”

POSITIVE YOUTH DEVELOPMENT

Builds on strengths & positive socialization

Increase protective factors & decrease risky behaviors

Positive environment

Skill building activities

Positive adult & peer relationships

Increase community support (home, school)

Increase internal & external strengths

Increase health & wellbeing

Increase protective factors

PROTECTIVE FACTORS FOR NATIVE YOUTH

CI

Cultural Identity

- How one self identifies with a larger group
- +School functioning
- +Psychosocial functioning
- +Self-esteem
- +Purpose in life
- +Academic achievement

SE

Self-Esteem

- Overall subjective evaluation of ones own worth
- +School connectedness
- +Belonging
- -Depressive symptoms
- -Anxiety symptoms
- +Social functioning

AO

Academic Optimism

- Cognitive belief of expectation of one's own academic ability.
- +Sense of community
- +Positive affect
- +Health outcomes
- +Graduation rates
- +College enrollment



INTERVENTION



Konaway Nika Tillicum
NATIVE AMERICAN YOUTH ACADEMY

7
days

Konaway
Family

SOU

PYD

Dorms

Culturally
Based
Education





Mock
College
Classes

Cultural
Activities



Electives



Recreational
Activities



PARTICIPANTS



11-18
years old

32% Male
68% Female

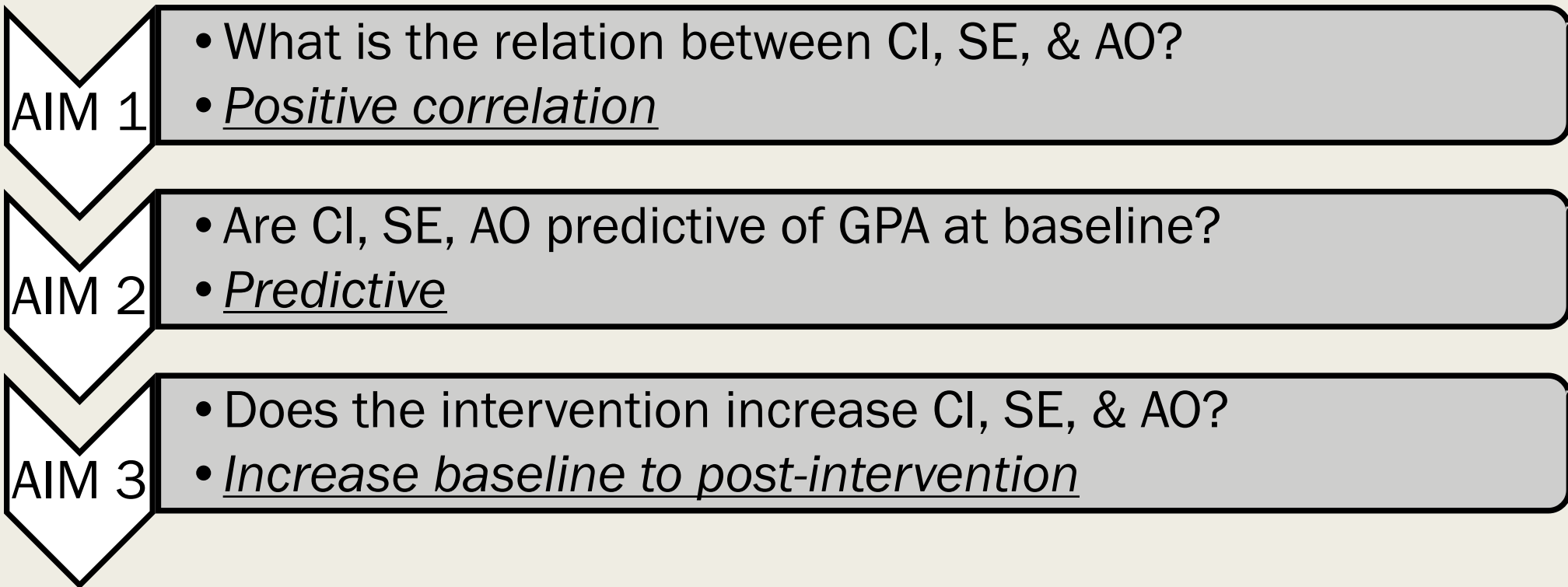
Enrolled in middle
school or high school

Native American or
Alaska Native (38 tribes)

11.3 % reservation
88.7% outside

GPA
($M=3.13$)

RESEARCH QUESTIONS & HYPOTHESIS



CURRENT STUDY/RESEARCH DESIGN

- Community Based Participatory Research (CBPR)
- Positionality
- Collaborative
- Quasi-experimental
- Pre/Baseline & Post measures
- Camp check in & last day
- Voluntary 96.8%
- No incentives
- 2 years of data

Cultural Identity

- Multigroup Ethnic Identity Measure (MEIM)
 - 14-item
- Cultural Affinity Scale (NA)
 - 5-item

Self-Esteem

- Rosenberg Self-Esteem Scale (RSES)
 - 10-item

Academic Optimism

- School Success Profile (SSP)
 - Future Scale
- 12 item

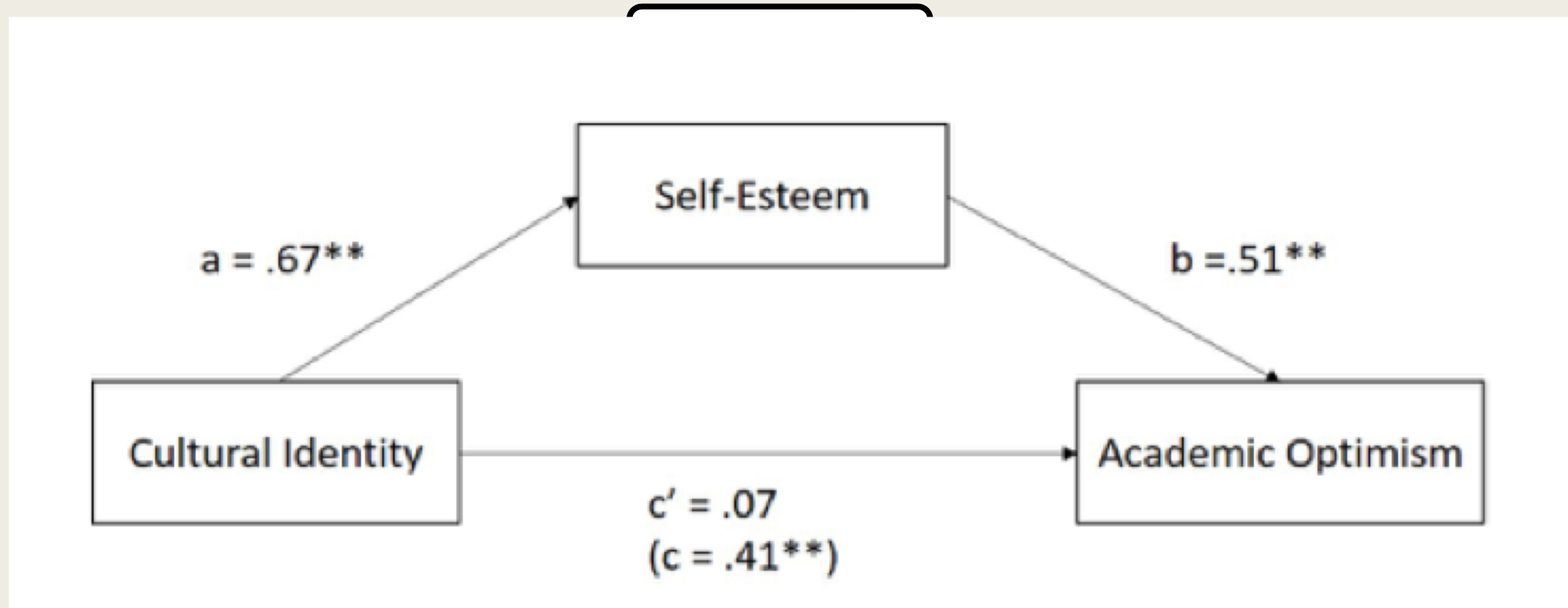


RESULTS



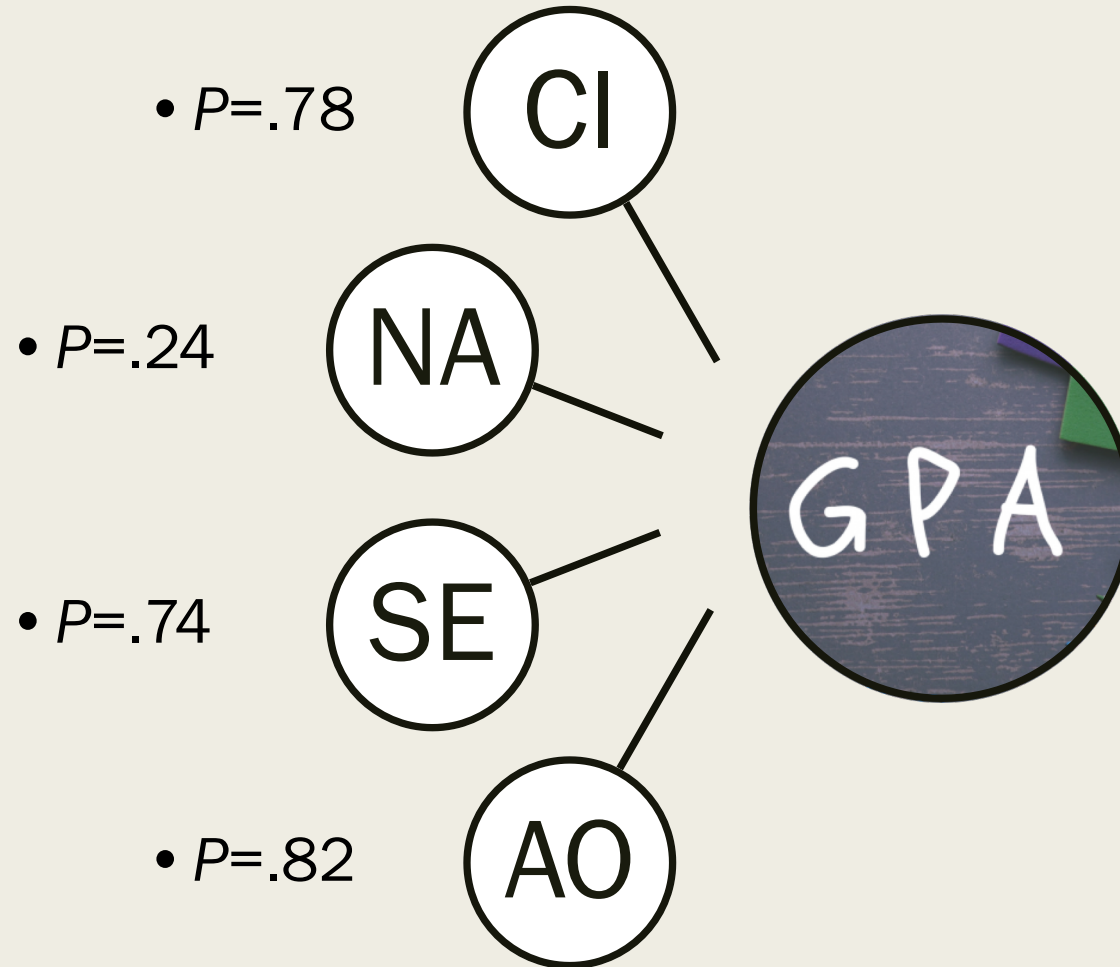
AIM 1

- What is the relation between CI, SE, & AO?



AIM 2

- Are CI, NA, SE, & AO predictive of GPA at baseline?



AIM 3

- Does Konaway increase CI, SE & AO?

	Baseline	Post	
CI	4.15	4.38	$p=.002$
AO	3.28	3.62	$p=.000$
SE	3.03	3.24	$p=.014$
NA	3.84	4.20	$p=.001$



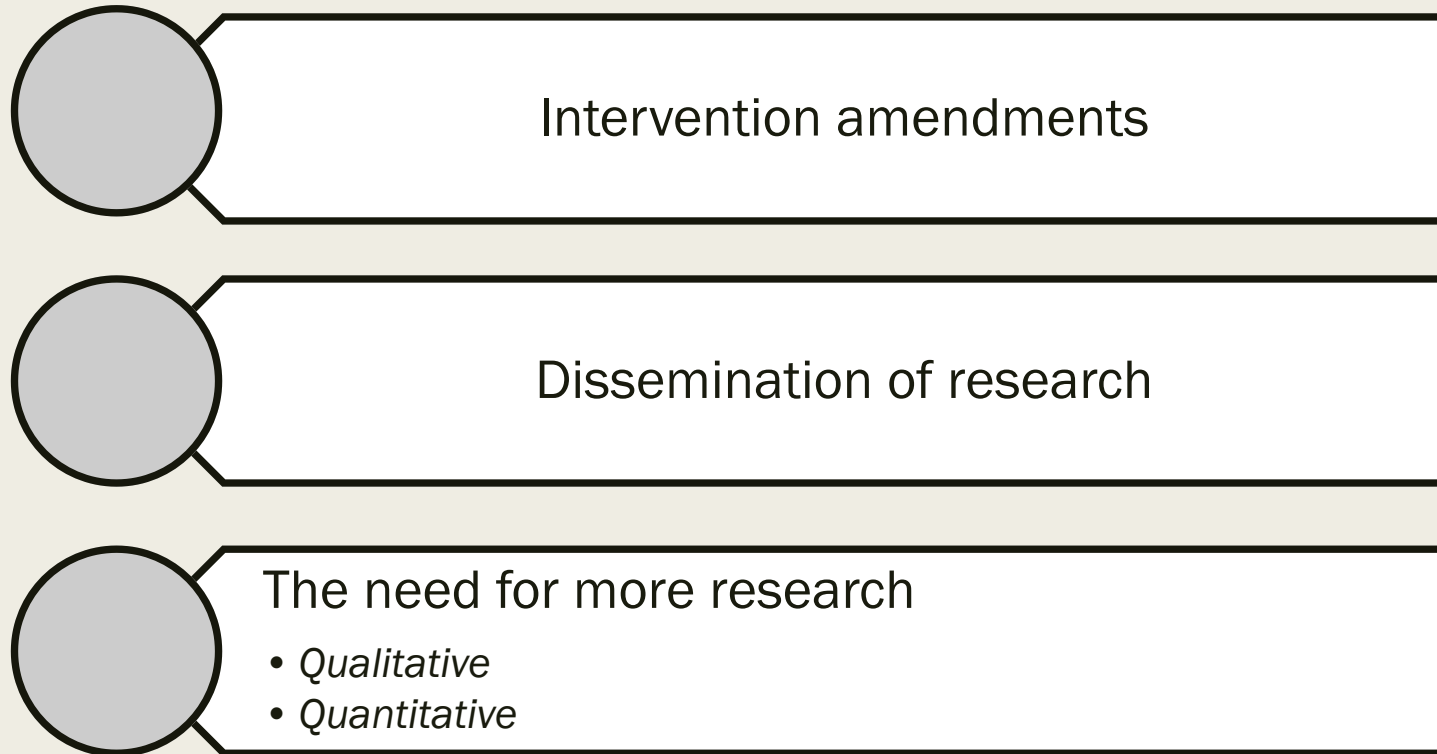
DISCUSSION



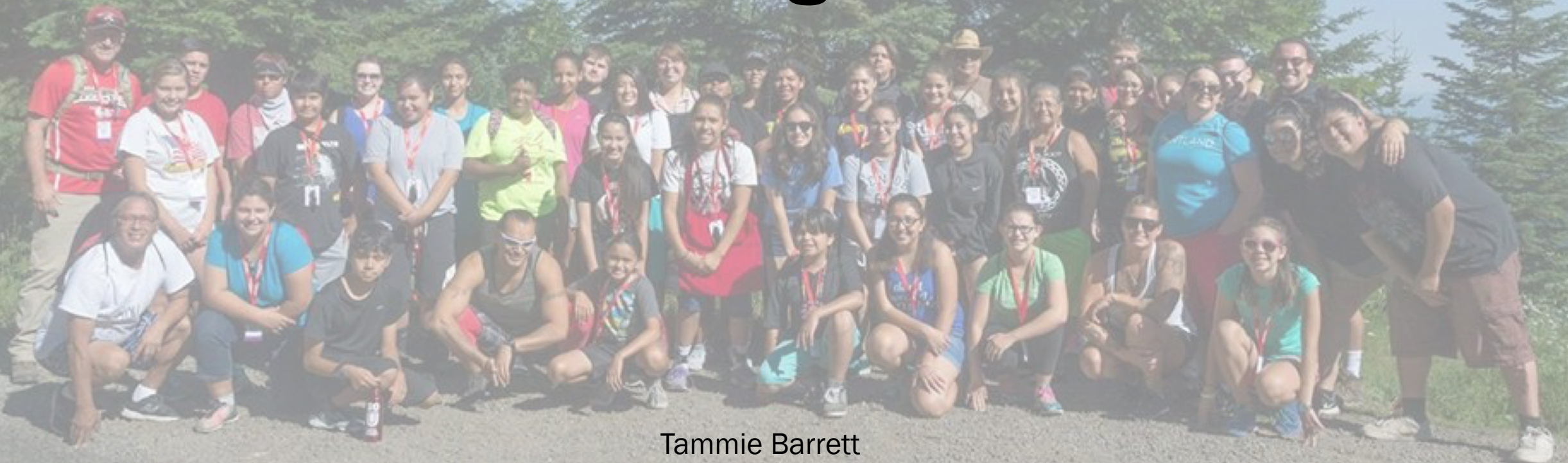
IMPLICATIONS

- Identifies variables that assist in promoting success of Native youth in education
- Measures the intended outcomes of the Konaway program
- Shows the lack of relationship of GPA
- Adds to the literature
- Identifies intervention focus point

FUTURE DIRECTIONS



***“Let us put our minds together and see what
life we can make for our children”
-Sitting Bull***



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