



Comprehensive Tribally-Driven Research Agenda

November 8, 2007 DRAFT

This draft research agenda was derived from the 2005 *Creating a Collective Vision for Indian Country* session,¹ a survey of national Native issue-focused organizations and NCAI Committee Chairs,² existing issue-specific research agendas,³ tribal leaders' 2008 budget priorities,⁴ and NCAI staff suggestions.⁵ This document represents an initial draft of a comprehensive tribal research agenda that is shared for review and refinement. This effort is ongoing and the agenda will evolve over time as the policy challenges that tribal leaders face and prioritize evolve. Refinements and adjustments to the agenda will occur annually in conjunction with NCAI's Mid-Year meeting.

The purpose of this agenda is to generally guide the work of the Center with its partners. The Center does not have the capacity, and is not necessarily best-positioned, to address every issue on this agenda⁶ but will make contributions in various areas of this agenda depending on the priorities highlighted by tribal leaders, strategic opportunities to proactively address policy,⁷ the Center's expertise and capacity, and availability of partners and resources to do the work.⁷ This effort to consolidate and draw attention to the research priorities identified by tribal leaders serves as an important resource to many organizations, scholars, and students that are striving to address the research questions of Indian Country.

The research agenda below is organized according to the NCAI Committee and Subcommittee structure. This allows for easy review and creates a natural opportunity for refinement of the agenda through the NCAI Committee process. Committees are bolded and identified by Roman Numerals. Subcommittees are underlined, and specific issue areas within the Subcommittees are italicized.

I. Human Resources

Indian Child and Family Welfare

- What are appropriate definitions and measures for well-being at the community and national level?

¹ This "world café" conversation occurred at NCAI's 2005 Annual meeting in Tulsa, Oklahoma. More than 300 tribal leaders, tribal staff, elders, and youth participated in this event. Broad questions were used to invite small group conversation, and general responses were captured. This conversation helped to contextualize and prioritize the more specific issue-based research agendas. For more information, see www.ncaiprc.org/index.php?todo=menu&which=39.

² At NCAI's 2005 Annual meeting the chairs of all of NCAI's Committee and Subcommittee chairs were surveyed about the critical current issues and emerging issues in their issue area as well as research, data, or information needed within their issue area to proactively address the issues.

³ A literature review on research needed in these subject areas yielded a variety of existing issue-specific research agendas. There are all cited in the footnotes.

⁴ These priorities were developed for the BIA/Tribal budget advisory council.

⁵ In November 2007, NCAI staff were surveyed about the critical current issues and emerging issues in their issue area as well as research, data, or information needed within their issue area to proactively address the issues.

⁶ Notably, many of the research areas highlighted are interconnected and cannot be seen in isolation.

⁷ The work of the Center necessarily involves forward-thinking, longer-term work as well as a smaller body of work that aims to be responsive to the immediate policy research needs of tribal leaders. The balance involved here is important. The bulk of the work must be focused on emerging issues and not merely responsive to current challenges. Relationships with partner organizations are helpful in identifying, scoping, and marshalling resources to address these emerging issues.

- What is the impact of intergenerational trauma on American Indian/Alaska Native children, families, and communities? What resources are available to address the effects?
- What outcome measures are appropriate in assessing the progress of Native children, families, and communities in addressing intergenerational trauma?
- What social services and financial assistance programs are available to American Indian/Alaska Native families and children? How are these services funded? How are they delivered? How culturally appropriate are they? What impact do they have on the families and children who receive them?

*Child Welfare*⁸

- What is the status of Native children and youth nationally?
- What are the out-of-home placement rates of American Indian/Alaska Native children in state and tribal custody?
- What are the rates of American Indian/Alaska Native children receiving juvenile justice services?
- What is the nature and character of juvenile justice services received by American Indian/Alaska Native children?
- What is the status of urban/off-reservation American Indian/Alaska Native children?
- What child well-being indicators are most appropriate for American Indian/Alaska Native children? How can they be consistently collected and reported?
- What relationship exists between tribal policy and the well-being of American Indian/Alaska Native children?
- What evidence-based practices are appropriate for American Indian/Alaska Native children?
- How can the evidence base for culturally appropriate American Indian/Alaska Native practices be developed?
- What data and research about American Indian/Alaska Native youth suicide exists?
- What articles or reports about youth suicide prevention or intervention exist? What curriculum resources exist?
- How can existing American Indian/Alaska Native youth suicide resources be best shared with tribal communities?

Violence Against Women

- What are the rates of domestic violence, sexual assault, and stalking against American Indian/Alaska Native women?
- To what extent does violence against Native women co-occur with methamphetamine use or alcohol abuse?
- What are the long-term effects of abuse on Native women?
- What factors contribute to higher rates of domestic violence?
- What are the racial dynamics of violence against Native women?
- What types of tribal domestic violence programs are most effective?
- How effective is the “violence against women is not traditional” message in reducing rates of violence against women? What effect does it have on the abuser? Is documenting the traditional role of women (as valued, respected, etc.) in Native communities an effective prevention or intervention strategy?

⁸ Adapted from National Indian Child Welfare Association PowerPoint presentation given at NCAI 2005 Mid-Year Session in Green Bay, Wisconsin.

- What prevention programs exist? What activities do they entail? Which activities are effective in reducing violence against Native women?
- What federal funds are available to tribes and Native non-profits for addressing violence against women? How are grantees using these funds? What outcomes are they experiencing as a result of federally-funded programs and services?
- How are tribal governments utilizing grant monies authorized under the Violence Against Women Act?
- In what ways does the common Native approach to healing male abusers as opposed to the mainstream approach to punish and vilify male abusers dictate different intervention approaches? Are tribal communities really more likely than mainstream communities to have programs focused on healing male abusers? Does this healing approach aid Indian Country in building coalitions that would not be possible if Indian Country were to take the same punitive approach as the mainstream violence against women movement?
- What is the criminal justice response to violence against Native women? What is the health response (IHS rape kit protocol, etc)?
- What are the attitudes of federal law enforcement officials to prosecution of offences related to violence against Native women?
- What are the declination rates for prosecutions of crimes related to violence against Native women?
- How do sentences compare for convicted perpetrators of violence against Native women with perpetrators of violence against non-Native women?

Disabilities⁹

Service Utilization

- How do tribal communities make use of available resources for American Indians/Alaska Natives who have disabilities?
- What services are being provided?
- Where are services provided and who is providing them?
- Are services culturally appropriate?
- Are services effective?
- Who is being reached by available services? Who is not? Are the demographics of clients served changing over time?
- What are the barriers to accessing services?
- What proportion of American Indian/Alaska Native children have access to early screening (birth- 3 years old) for developmental disabilities, learning disabilities, etc.? What barriers to access exist? How can they be overcome?
- How is service use affected by direct referrals from providers, employers, schools, unions, and family members? To what extent is self-referral relied upon?
- What best practice models exist for providing accessible, culturally appropriate services to American Indians/Alaska Natives who have disabilities?
- To what extent does stigma influence service utilization rates? What contributes to stigma in particular communities? What can be done to minimize the effects of stigma?
- What do communities need to develop more effective outreach programs?

⁹ Davis, J. et al. (2002). Workgroup on American Indian research and program evaluation methodologies, symposium on research and evaluation methodology: Lifespan issues related to American Indians/Alaska Natives with disabilities. Flagstaff, AZ: Northern Arizona University, American Indian Research Rehabilitation and Training Center.

- What inherent strengths of individuals and communities can be used by clinicians to promote wellness?

Research Methodology

- How can methods that demonstrate successful program outcomes become evidence-based practice?
- What standards of research methodologies for research conducted with American Indians/Alaska Natives who have disabilities can be agreed upon? How can funding agencies honor acceptable standards when awarding grants?
- What publications have addressed or demonstrated appropriate research and program evaluation efforts in Indian Country?

Education

*Educational Outcomes for Students*¹⁰

- What is the status of the academic achievement of American Indian/Alaska Native students? Has this status changed in the last two decades? If so, how? What factors contribute to this change?
- What is the status of the educational attainment of American Indian/Alaska Native students? Has this status changed in the last two decades? If so, how? What factors contribute to this change?
- What is the status of other education-related outcomes, such as job skills and readiness, health and fitness, substance abuse, etc., of American Indian/Alaska Native students?
- What best practices and reform models have been demonstrated to be effective in enhancing academic achievement, attainment, and/or other education-related outcomes of American Indian/Alaska Native students?

*Native Language and Culture*¹¹

- What are the effects of incorporating American Indian/Alaska Native language and culture into school curriculum on educational outcomes (i.e. improved academic achievement, increased life satisfaction, increased sense of self-confidence, etc.)?
- What best practices have been determined effective for implementing a culturally relevant learning environment? What factors serve as barriers to or facilitators of implementation?

*Teachers, Schools, and Educational Resources*¹²

- What methods are effective for developing, recruiting, and retaining qualified American Indian/Alaska Native teachers for schools with large American Indian/Alaska Native enrollments?
- What effective and replicable teaching approaches, models, etc. exist to enhance outcomes for American Indian/Alaska Native students?
- What best practices exist for promoting positive parent or community involvement in schools serving American Indian and Alaska Native students?

¹⁰ Strang, W. and von Glatz, A. (2001, November). American Indian and Alaska Native education research agenda. Washington, DC: U.S. Department of Education. This publication also provides multiple specific sample study questions under each of the priority research areas identified.

¹¹ Ibid.

¹² Ibid.

- What effective models for before and after school programs targeting American Indian/Alaska Native students exist? What impacts do they have on American Indian/Alaska Native school achievement?

*Students with Special Needs*¹³

- What are the personal, social, and educational characteristics of American Indian and Alaska Native children in special, compensatory, and gifted or talented education programs? What best practices exist for valid assessment of special needs?
- What are effective practices for working with American Indian/Alaska Native students with special needs?

*Early Childhood Educational Needs*¹⁴

- What is the status of infant and pre-school-age American Indian/Alaska Native children in school readiness (a) prior to entering school, (b) during school, and (c) at school completion?
- What education-related pre-existing conditions do American Indian/Alaska Native students have as they enter early education programs (i.e. health status, language ability, etc.)? What programs and services are available for infants and pre-school-aged American Indian/Alaska Native children?

*Educational Standards and Assessments*¹⁵

- What are the characteristics of standards and assessments for schools with large enrollments of American Indian/Alaska Native students that are effective in improving academic performance and addressing the unique cultural needs and situations of those students?
- What best practices exist for implementing standards and assessment systems for schools with large enrollments of American Indian/Alaska Native students?
- How do tribal education departments define and measure success? Does this differ from mainstream education departments? If so, how?
- To what extent do tribal schools work with state schools? What are the greatest opportunities and challenges for collaborative work on educational standards and assessments?
- What are the school administration needs with regard to educational standards and assessments of American Indian/Alaska Native students? What support and resources are needed?

Higher Education

- What proportion of American Indian/Alaska Native students pursue higher education at mainstream academic institutions?
- What factors do American Indian/Alaska Native students consider in their choice to attend a mainstream academic institution?
- What opportunities and challenges do American Indian/Alaska Native students face at mainstream academic institutions?
- What support services are critical to retaining and graduating American Indian/Alaska Native students?

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

- What support services are critical to assisting American Indian/Alaska Native students in their post-graduation transition back to their communities?

*Tribal Colleges*¹⁶

- What is the current status of institutional operations and funding of tribal colleges?
- How can tribal colleges best show outcomes/results of their work with regard to individual students and communities as a whole? What measures are most appropriate? (i.e. How can the economic or community impact of tribal colleges and their programs be measured? How can new growth opportunities (i.e. job creation) that result from tribal college programming initiatives be measured?) How can this information most effectively be shared with stakeholders?
- How should tribal colleges measure the number of people served (community education participants vs. enrolled students)?
- How does funding for tribally-controlled community colleges compare to that of other institutions of higher education? What funding formulas are employed for various funding streams? How do these formulas impact overall funding for tribal colleges?
- What variables are important components for a tribal college funding formula? How can need be accurately measured?
- What capacities do tribal colleges want to have (i.e. a comprehensive HHS initiative, ways to conduct basic and applied institutional research, etc.)? How can the capacity of tribal colleges be built? How can tribal college capacity building efforts incorporate community development?

Education Research

- What methodologies for and models of conducting education research in schools do tribes prefer?
- What unique considerations should researchers be aware of and take into account when conducting education research with American Indian/Alaska Native students?

Elders¹⁷

- What do existing data show about the rates of chronic disease, such as Alzheimer's and other dementia, osteoporosis, amputations and other diseases which affect activities of daily living, of the elderly American Indian/Alaska Native population? How do these chronic diseases impact provider time and other health care resources?
- What barriers prevent elderly American Indians/Alaska Natives from receiving services? How can these barriers be overcome?
- How does the American Indian/Alaska Native vision of long-term care differ from the Western view? What do elders in long-term care facilities think about the appropriateness of current models of care? How effective are existing models of long-term care for American Indian/Alaska Natives?
- How are long-term care facilities financed on reservations and in American Indian/Alaska Native communities? How does financing of state and private facilities differ from the financing of facilities on American Indian/Alaska Native lands?

¹⁶ American Indian Higher Education Consortium survey. Submitted to NCAI PRC January 2006.

¹⁷ Joseph-Fox, Y. and Martin Kekahbah, T. (1999, August 17). Establishing a national health services research agenda for American Indians and Alaska Natives. Washington, DC: National Indian Health Board.

- Conduct feasibility study of nursing homes co-owned by a tribe and a community. Identify factors that contribute to cultural sensitivity, management stability, financial security, and cooperation.
- What are the health needs of post-menopausal women, including addressing osteoporosis and the use of Estrogen Replacement Therapy?

Health¹⁸

Addictions- Prevention, Treatment & Aftercare

- What are the most effective treatment modalities, spanning from the role of community partnerships, innovative approaches in education which incorporate tribal cultural traditions, integration of traditional healing practices, promotion of responsible tribal policies and support of tribal leadership, the training and counseling skills of American Indian/Alaska Native counselors, models of patient care, forms of effective aftercare, peer counseling, and identification of what communities can do to help themselves?
- What are resiliency factors of those who chose not to abuse alcohol and drugs?
- What patterns of substance use and abuse do Indian Health Service (IHS) and tribal health screening data reveal? What is the relationship of substance use and abuse to other trauma?
- What is the relationship between various types of policies and enforcement modalities? What are their respective strengths and weaknesses in relation to substance abuse and domestic violence?
- What are the attitudes of medical providers towards American Indians/Alaska Natives who are engaged in substance abuse?
- Conduct a meta-analysis of the literature on American Indian/Alaska Native substance abuse.
- What is the potential of American Indian/Alaska Native organizations and others who target substance abuse to maximize resources, reduce fragmentation of treatment and prevention efforts, including school and community based prevention programs, tribal law enforcement, and unified case management within tribal health systems?
- What are existing sources of research funding that tribes are eligible for? How can more research funds be put into the hands of tribes, tribal organizations, tribal colleges, and American Indian/Alaska Native researchers?
- What are the future impacts of effective prevention efforts specific to Fetal Alcohol Spectrum Disorder?
- What research is needed in additional areas other than alcohol, i.e. drug abuse, inhalant abuse, eating disorders, sexual abuse, and other compulsive behaviors, such as gambling?
- What does a cost-benefit analysis of IHS-sponsored research on substance use and abuse show?

Diabetes

- What are the opportunities and barriers to home dialysis for American Indians/Alaska Natives? What model programs exist for home dialysis in remote communities? What considerations are there for cost, effectiveness, safety, compliance, patient satisfaction, and support needs? How do these compare to considerations for receiving services in a dialysis center?

¹⁸ Ibid.

- What American Indian/Alaska Native health models exist for patient consultations with kidney specialists early in the course of diabetes? What approaches are most effective in delaying the on-set of end stage renal disease?
- Why is there little nutritional planning to prevent and control diabetes in institutional food programs, such as school lunches, commodity foods, and senior citizen meals programs? How can these programs be educated as to the role they can play in diabetes prevention?
- What are the specific barriers (i.e. transportation, drug costs, access to specialists, etc.) to accessing diabetes care in American Indian/Alaska Native communities? What are cost-effective approaches to overcoming these barriers?

Accessibility of State Block Grant Funding to Indian Health Programs

- What are the impacts of congressional reform, such as health or welfare, on tribal populations? How can we ensure that tribes will have the ability to participate in state block grant fund distribution?
- How can existing data support block grant fund distribution for American Indians/Alaska Natives? What data systems are needed? What impact do inappropriately classified death certificates have on state block grant allocations?
- What existing health research initiatives provide necessary documentation and evidence for defining the needs of American Indians/Alaska Natives, differentiating Native populations from non-Native ones?
- What are useful support mechanisms and best practices to strengthen tribal efforts in the development of state and federal health policies and programs?
- What alternative approaches exist to eliminate legal barriers that require states to assume financial risk for tribes?
- What legislative authorities prevent tribes from accessing state block grant funds? What precedents exist for giving tribes direct access to state block grants?
- What impact does gaming have on American Indian/Alaska Native health funding?

Measuring Unmet Health Needs

- How do American Indian/Alaska Native populations compare to non-Native populations (aggregate comparisons) with respect to population density, topography, degrees of system integration and diversity of systems of payment?
- How do reimbursements differ between IHS/tribal systems and non-IHS services?
- What are the global funding possibilities for IHS eligible clients? How does this compare to other standards of revenue enhancement?
- What standard benefits/packages are assured variously- through private indemnity insurance plans, Health Maintenance Organizations (HMOs), Medicaid, and Medicare- to all beneficiaries over a given period of time?
- What funding inequities are caused by migration of patients among facilities? What impact does this funding disparity have on the age and condition of facilities? Does this ultimately lead to problems with accreditation of facilities?
- To what extent are American Indians/Alaska Natives not enrolled in the IHS/tribal system and using other providers?
- To what extent does the IHS/tribal system bear unfunded mandates? What is the impact of these mandates?
- How can management information systems improvement contribute to enhanced revenues at all service levels?

Recruitment and Retention of Health Care Professionals

- What recurring problems exist with regard to recruiting and training American Indian/Alaska Native health care professionals? What existing research documents these problems? Why do these problems persist after more than 20 years of efforts to address them?
- How effective is the IHS webpage as a recruiting tool? What recruiting approaches do other employers use? How can IHS efforts be improved?
- Track and interview IHS scholarship recipients. Why don't they stay with the IHS? Are they working for tribal or urban programs? Are there any patterns that can predict those who will make a long-term commitment to American Indian/Alaska Native health? How do the costs and benefits of the scholarship program compare with other strategies for recruitment and retention?
- How do medical training programs (e.g. programs for other health professionals) encourage or discourage older students? How can training programs be better designed to allow people who are already working in the health field to progress to more highly trained and professional positions? What role can tribal colleges play in this process? How effective is the Career Opportunities Act?
- What can be learned from communities that have a successful record of retaining health professionals?
- How effective is the use of midlevel practitioners and provider teams in reducing the number of physicians needed, increasing retention and continuity of care, and increasing the number of American Indian/Alaska Native health professionals?
- How effective is the Commissioned Corps? What might improve effectiveness in the future?

Medicaid and Medicare

- Assess feasibility of state-by-state database that merges IHS user and services data with state Medicaid claims files. How else can IHS users and resources available to them be more accurately profiled? What other data elements would be useful in identifying differences in existing patterns of care and barriers to care?
- What impact has the IHS/Health Care Financing Agency (HCFA) memorandum of agreement had on the level of Medicaid collections and state approaches to licensing tribal facilities?
- How do managed care and American Indian/Alaska Native health programs interface?
- What is the impact of welfare reform on American Indian/Alaska Native people? To what extent do TANF and other Medicaid categorical eligibility programs provide additional health services for IHS beneficiaries and additional funding to American Indian/Alaska Native health providers? What are the long-term effects of the five-year lifetime time limit on Temporary Assistance for Needy Families (TANF) on American Indian/Alaska Native families? What impact have different state policies for funding supplemental services to Native people had on American Indians/Alaska Natives?
- What are the barriers to demonstration projects that allow for direct tribal billing to HCFA? What would the benefits of such a demonstration be? How can the barriers be overcome?

Other Recommended Health Research

- How many Emergency Medical Service programs access third party reimbursements to cover their costs?
- What effect has family planning efforts had on birth rates?
- What effect does migration of American Indian/Alaska Native patients from urban to rural, reservation settings have on HIV/AIDS? What are the catastrophic costs? Are there community support systems? Is there availability of new drugs through the IHS? What are the housing needs of people with HIV/AIDS? What type of community health education is most effective and avoids stigmatization of people with HIV/AIDS?
- Examine the Contract Health Services (CHS). What is being covered with CHS funds? Do certain IHS areas depend on CHS funds as opposed to direct service funds? Are there access to care issues under CHS?
- To what extent is cancer screening available in Indian Country? What is the role of IHS? What resources are needed? What resources are currently being directed to prevention and treatment of cancer?
- What are the rates of sexually-transmitted diseases, including Chlamydia, in Indian Country? What treatment services are available?
- What are the needs for biomedical research?
- Of what benefit may genetic research be to tribes? What reservations do tribes have about genetic research? What positions have tribes taken on this issue?
- To what extent are tribes using DNA testing? For what purposes?
- What is the relationship of diet and nutrition to certain health conditions?
- What is the relationship between contaminants and health risks related to nuclear waste, the food chain, and its impact on Alaska Natives?
- What roles do Community Health Representatives play in the provision of primary care services and needed documentation in tribal communities?
- Examine the relationship between domestic violence amongst men, women, families, and gangs. What successful models are addressing domestic violence? What causes this type of abuse? What are profiles of abusive family members?
- What do we know about smoking and tobacco abuse? Is there a need for no smoking laws? What are the health effects of smoking on birth, illness, and family members? What successful mechanisms exist for reducing tobacco abuse? What is the relationship between smoking and heart disease?
- How are traditional American Indian/Alaska Native values integrated into health care? How might American Indian/Alaska Native values be examined in a research agenda?
- What is the status of the IHS water and sanitation program? Which Regions still suffer from infectious diseases? Which Regions still have poor water and sanitation facilities? What has been the impact of services to date?
- Examine injury and safety/prevention needs. Are there enough child safety seats available to American Indian/Alaska Native children? How many American Indians/Alaska Natives are being injured in pickup trucks? Are there auto companies available to assist with limited seat belts? Are communication and prevention programs working effectively to apprise American Indians/Alaska Natives on issues of safety?
- What proportion of IHS funds are spent on mental health services? For what mental health services specifically are IHS funds used? To what extent are funds spent on (a) prevention and (b) treatment? To what extent are IHS-funded mental health services culturally tailored

to specific Native populations/clients? What impact have IHS-funded mental health services had on Native populations?

- What activities are the Substance Abuse and Mental Health Services Administration (SAMHSA) Circles of Care grantees implementing? What outcomes are resulting from these activities? What lessons have been learned from Circles of Care grantee evaluations?
- What suicide prevention, intervention, and healing strategies are tribal communities using effectively?
- What proportion of American Indian/Alaska Native children are eligible for the State Children's Health Insurance Program (S-CHIP)? What proportion of eligible children are enrolled in S-CHIP? What barriers to enrollment exist? How can they successfully be overcome?
- What is the effect of intrauterine methamphetamine transmission/addiction on infants? On toddlers? What treatment options and services are effective in working with these children? How can services be coordinated and streamlined to best meet their needs?
- To what extent are methamphetamine-affected children and children with fetal alcohol spectrum disorder misdiagnosed as autistic?

II. Land & Natural Resources

Energy & Mineral Policy

- How can tribes gain access to existing energy grids? How can future policy ensure tribes equal opportunity to become energy producers?
- What advantages can tribes utilize to establish large-scale renewable energy projects?
- What barriers exist to tribes becoming major players in the alternative energy arena? What creative strategies have tribes used to overcome these challenges? What resources have tribes used to build infrastructure?
- What options are available for tribes in the future of renewable energy production in the U.S.?
- What tools and methodologies do tribes need in order to provide for their own energy needs?

Environmental Protection & Land Use

- What structures and processes do tribes use for comprehensive planning?
- How can tribes work to minimize the effects of environmental change?
- How are American Indian/Alaska Native people adapting to the environmental changes that are occurring in their communities?
- How is climate change affecting American Indian/Alaska Native peoples? How can these effects be documented? How should this information be shared outside of American Indian/Alaska Native communities?
- What challenges to water rights are tribes currently facing? What can tribes do to better secure these rights?
- How can tribes use their resources and authority to protect their land interests and alleviate the need for condemnation?

Environmental Regulation

- What information and resources are necessary to support tribes in becoming more actively involved in environmental regulatory policymaking?
- How much have tribal environmental offices grown in size and responsibility? How much potential for future growth is available under federal environmental regulatory laws?

- What is the cost to state, federal, and tribal programs if federal law reduces or rescinds the scope of tribe's environmental regulatory authority under existing law? What costs would non-governmental entities bear if existing tribal regulatory authority were reduced or rescinded?
- Compared to state and federal programs, what level of resources do tribes' environmental regulatory programs expend to meet comparable regulatory responsibilities?
- What current tribal environmental regulation do tribes exercise under the federal policy of "treatment as states?" What tribal environmental authority do tribes exercise regardless of that federal delegation?

Trust Lands, Natural Resources & Agriculture

Trust Lands

- What is the nature and character of fractionated lands? Where are they located? How many allotted tracts are there? How many owners do allotted tracts have?
- What is the economic effect of fractionated lands – lost productivity; tracking interests can take up the vast amount of time and budgets at the BIA regional offices (as small as a postage stamp)
- How is TAAMS improving the quality of data? How can TAAMS data assist in developing better approaches to land policy? How does external research apply in Indian Country (into African American land loss for instance)? How is it funded? How could we partner with these researchers and funders to gather data that is specific to Indian Country?
- How much land is the Secretary taking into trust each year? Where is it located? How long did it take to put in into trust? How much land is going out of trust each year? How many are on-reservation acquisitions? How many are off-reservation?

Natural Resources

- To what extent are tribes managing their own natural resources? To what extent is the Secretary doing it? What hybrid situations exist? Why?
- Tribes have authority over their lands, but certain restrictions hinder environmental sustainability and adversely impact the health and welfare of tribal members. What restrictions are problematic? What impacts do they have? What is needed to address these restrictions?
- How do tribes balance the protection of natural resources and development of a local economy on tribal lands?
- Are there alternative uses for tribal lands that could make them more profitable? What impact does BIA management of tribal lands have compared to tribal management through self-governance?

Agriculture

- What policies would best support American Indian/Alaska Native tribes in becoming successful agriculture producers?
- According to the Intertribal Agriculture Council, American Indian/Alaska Native tribes are 50 years behind the general agrarian public in the implementation of conservation programs because of past agreements between the U.S. Department of Interior (DOI) and U.S. Department of Agriculture (USDA) which excluded USDA programs on DOI-managed properties. Other than more federal funding, what resources can address the conservation needs of American Indian/Alaska Native tribes, the largest land owning group in the U.S.?

- What federal government policies and resources specifically protect tribal agricultural products and animal meat from being impacted by outbreaks such as E coli, Avian Flu, and Bovine Spongiform Encephalitis (BSE)/"Mad Cow Disease?"
- What policies and resources are required to facilitate tribal exportation of their agricultural products and goods to countries outside the U.S.?

III. Litigation & Governance

Tribal Gaming

- What governance structures do tribes use to make decisions about gaming? How effective are the respective structures?
- What is the general public's level of awareness about tribal gaming's contributions to non-tribal services?
- In the absence of potential gaming revenue, what percentage of applications for federal recognition would be financially possible?
- What state and federal tax revenue and private enterprise development would be lost through land into trust requests that would be used for tribal gaming?
- To what extent have tribal resources been dedicated to the development and enforcement of tribal codes for gaming operations?
- What amount of resources do tribes expend in the process of securing a compact agreement with a state for a class III tribal gaming operation?
- What are the social, economic, and political impacts of gaming in tribal communities?
- To what extent is there corruption in tribal gaming enterprises?
- What is the impact of off-reservation on tribal communities involved in such enterprises? What is the impact on tribes nationally? What is the impact on neighboring non-tribal communities?
- What percentage of gaming tribes distribute dividends to members (i.e. per capita payments)? What are the range of per capita policies that tribes have in place?
- What considerations about and alternatives to per capita payments should tribes be aware of? Are there other models, in the US or internationally, that could be applied in Indian Country?
- Are the assumptions that underlie efforts to prevent expansion of tribal gaming correct? (Eg does it hold true that one tribe opening a casino will decrease the market share of a nearby tribe that already has a casino?) Do casinos attract and create more gamblers or do they divide the market?

Jurisdiction & Tribal Government

Governance Structures

- How does the stability of tribal governance structures impact the community? Would it be most effective to focus strategies to strengthen governance on tribal constitutions, term limits, staggered terms and related issues? Are there other ways to increase stability?
- What does tribal governance mean to tribes and American Indian/Alaska Native citizens?
- How has tribal governance changed over time?
- How are tribes organized to govern? What structures are in place? How effective are various structures?
- Do governance structures vary by region? By what other factors do they vary?
- How have tribes balanced increasing external pressures and increasing governance responsibilities in their communities?

- What do tribal communities want tribal governance to look like in 20 years? What resources are necessary to support this vision?
- What impact does consistent federal under-funding of tribal programs have on American Indian/Alaska Native communities and tribal governments? What will the long-term impact of under-funding be?
- To what extent do discretionary federal grants to tribes include matching requirements? What is the range of matching contributions required? What is the average match? How significant of a barrier does this requirement pose to tribes?

Public Safety

- How is justice administered in Indian Country? What institutions are in place? What is working well? What is problematic?
- What is the impact of Pub. Law 280 status on the tribes who are designated as such?
- To what extent do federal prosecutors decline to prosecute cases referred to them by tribal law enforcement?
- To what extent do tribal judges experience political pressure? What are tribes doing to diminish this pressure?
- What attitudes do tribes and tribal members have toward jury systems?
- To what extent are tribes, local governments, and states sharing criminal information? What types of challenges arise in sharing this information?
- What types of due process protections are utilized by tribal courts? Are they effective?
- Do tribal courts treat all people fairly?
- What impact would tribal criminal jurisdiction over non-Indians have on tribal communities? What is the effect on a community of having no jurisdiction over outsiders? How does it affect community sense of safety, justice etc? How would giving jurisdiction back impact the community? Do tribal members feel like they live in a place where the rule of law does not apply? How do those perceptions affect hope/future orientation?
- What is the impact of quality of relationships on outcomes? This question permeates all areas. What is the impact of turfism? What makes a good cross-jurisdictional agreement? What is the relationships between the actual agreement and how the agreement is applied?
- What happens to people arrested on the reservation? What happens to their cases?
- Do we get better results from restorative justice?
- Is the reflection of the Western system better or worse? What impact does it have on legitimacy?

Tribal/State Relations

- What things have states and tribes agreed to in existing law enforcement agreement? What is the application of this to federal law?
- What other agreements (e.g. state/tribal tax agreements) exist and can be learned from?
- What percentage of resources do tribal interests and state interests (individually) expend in addressing either compulsory or voluntary tribal/state relationships? Are expenditures comparable for neighboring governments?
- Are mandatory (i.e. compelled by law) collaborative relationships between tribes and states more or less costly than voluntary collaboration? Do states and tribes share equally in the cost of the collaborations?
- What is the status quo? We don't have basic descriptive research in this area. How does it differ? What are the factors that make it good or bad? How do you define positive/negative

- How does land status (e.g. checkerboard vs. relatively uninterrupted land base) affect the quality of relationships between tribe and state law enforcement officials?

International Indigenous Issues

- To what extent does federal Indian law violate the *United Nations Declaration on the Rights of Indigenous Peoples*? Are there opportunities to leverage this?
- How do tribes define/interpret the authorities under Article 3 of the *U.N. Declaration on the Rights of indigenous Peoples*? Do tribes perceive these Article 3 authorities as being different than the authorities under federal law?
- To what extent have tribes developed regulations to govern their relationships with Indigenous Peoples located outside of the United States? What perceived and actual benefits can accrue to tribes through relationships with and understanding of what is occurring outside of the U.S.?
- What impact does globalization have on U.S. tribes' definition and understanding of sovereignty? What impact does globalization have on the concepts of trust responsibility and self-determination?
- What existing tribal concerns that are irresolvable in the federal arena may tribes consider resolving in an international arena?
- What economic development opportunities would tribes consider that involve partners, either governmental or private, that are located outside of the United States?
- How do the trade laws apply to Indigenous peoples? Is there a unique opportunity? What are tribes doing around international trade and commerce?
- How do similar Indigenous people deal with issues we face here?

Citizen/Political Engagement

- How do tribes determine citizenship? What criteria do they use?
- How have tribes' citizenship criteria changed over time? What factors influence these decisions? What impact have changing eligibility criteria for citizenship had on tribes?
- How do tribal citizens make well-informed decisions? What information sources do they rely on? To what degree do they rely on the American Indian/Alaska Native media? To what degree do they rely on the mainstream media?
- How do grassroots organizations create a local groundswell to support systemic change?
- What are the benefits and consequences of tribes increasing political engagement in federal and state elections?
- What is the interplay between federal definitions and tribal membership requirements – blood quantum vs other criteria?
- To what extent do interactions between tribal membership directors increase the capacity of tribes to develop effective membership policies?

Urban American Indian/Alaska Native Citizens

- Where are urban American Indians/Alaska Natives located (in which cities and where in those cities)?
- Who are urban American Indians/Alaska Natives (tribal member, single identifiers, multiple identifiers, recent immigrants, etc.)?
- When and why do American Indians/Alaska Natives migrate to urban areas and leave their reservations/tribal homelands?
- How many generations of urban American Indians/Alaska Natives are now living in cities?

- How do individuals who identify as American Indian/Alaska Native in combination with another race (or races) define their identity within the urban American Indian/Alaska Native community? Are there important issues that surround these individuals inclusion in the urban American Indian/Alaska Native community?
- How does income “match up” with quality of life for urban American Indian/Alaska Natives?
- What services are offered specifically to urban American Indian/Alaska Native populations?
- How does the trust responsibility apply outside of reservation borders? What are the implications politically and programmatically?

Research Capacity

- What are tribes’ capacities to collect and analyze their own data?
- What kinds of management information systems do tribes currently have in place?
- What kind of data are tribes most in need of (i.e. for local policymaking, distribution of resources, etc.)?
- Which tribes are conducting their own censuses? What data are they collecting? How are they using it?
- In what ways are tribes controlling research on their lands and with their citizens? What are the relative advantages and disadvantages of various models? What models exist for tribal data ownership and data sharing?

Media

- To what extent are tribes, American Indian/Alaska Native businesses, American Indian/Alaska Native nonprofits, and American Indian/Alaska Native citizens actively reaching out to the media (both mainstream and Native) to share stories about the positive things that are going on in their communities?
- How can media be used to inform grassroots decision-making and build a groundswell for systemic change?
- How can media targeting grassroots organizations and coalitions be most effective? What messaging, format, and distribution mechanisms are effective?

Human, Religious & Cultural Concerns

Religious & Cultural Concerns

- What barriers to religious practices do incarcerated American Indians/Alaska Natives face while in the penal system?
- What are the rehabilitative benefits to incarcerated American Indians/Alaska Natives of engaging in traditional spiritual practices?
- What are the recidivism rates for American Indians/Alaska Natives who engaged in traditional spiritual practices during their incarceration?
- What are the effects of demeaning imagery and negative stereotypes on the self-esteem of American Indians/Alaska Natives, including adolescents and youth?
- What are the effects of engaging in traditional cultural practices on the self-esteem of American Indian/Alaska Native adolescents and youth?
- How does activism in traditional cultural activities relate to rates of substance abuse, criminal activity, suicide, and graduation rates?
- What are the effects of communal tribal cultural activities on the cohesiveness of tribal communities?

- What impact has the Native American Graves Repatriation Act had on the ability on tribes to retrieve and control human remains and important cultural resources?

Voting Rights

- What are the English literacy rates in American Indian/Alaska Native communities?
- How many people still speak Indigenous languages as a first language?
- How many American Indians and Alaska Natives use language assistance at the polls?
- How many American Indians/Alaska Natives are registered to vote?
- How many actually vote in state and federal elections?
- What factors influence voting among American Indian/Alaska Native people?
- What strategies are effective for increasing voter turn-out?
- What strategies are effective in protecting American Indian/Alaska Native voters at the polls?
- What hostility do Native people encounter? How far is the polling place away? What are the barriers to voting?
- Attitudes about voting – what are they? How do they differ?
- Photo id percentage of folk possessing them

Taxation

- To what degree do tribes use tax incentives to attract private enterprise to their reservations?
- What percentage of tribal member purchases are done remotely, i.e. by catalog, internet, telephone?
- How are individual purchase patterns, both on and off the reservation, impacted by what taxes are applicable to reservation business?
- How much revenue leaves the reservation and never comes back in the form of dual taxation from state governments?

IV. Economic, Finance & Community Development

Housing

- What are the primary barriers to American Indian/Alaska Native home ownership? How have tribes effectively addressed these challenges?
- An increasing number of tools and resources to support American Indian/Alaska Native homeownership have been made available, yet American Indians/Alaska Natives still have lowest rates of home ownership in the U.S. Under what circumstances have these tools been ineffective? What additional tools are needed? What role, if any, do social and cultural factors play in low home ownership rates among American Indians/Alaska Natives?
- How can tribes and the Bureau of Indian Affairs work together to expedite trust land lease approval for homebuyers?
- What options exist for maintaining current tribal housing inventories?
- What is the impact of meth production in tribal homes? What strategies are tribes using to curb drug creation? What penalties are tribal housing authorities imposing to address this? Are there examples of tribal drug policies that do go beyond penalizing and evicting families, creating more homeless families still involved with drug creation/use?

Economic Development, Finance & Employment

- How many people do tribal governments employ? How many people do tribal businesses employ? How many people do American Indian/Alaska Native-owned businesses employ?

- Are there long-term implications of building tribal economies on tribal government-owned entities?
- What proportion of enterprises are owned by tribes? How does this affect the economic health of tribal communities? How does the international development learning apply to Indian Country (i.e. government owned businesses are less efficient than privately owned)? Does this apply to Indian Country? Where are the good comparisons? Do governments run these kind of enterprises elsewhere?
- What are the differences between tribally-owned businesses (intended to provide a public benefit through the general revenue fund of a government) and businesses owned by individual tribal members?
- To what extent are financial education programs available to tribal members? Are they effective? What other skill development programs (like entrepreneurship education) positively impact tribal economies?
- What proportion of tribal members have access to a bank account? What level of access do tribal members have to banks and financial institutions compared to non-Indians?
- How are predatory lenders and predatory tax preparers impacting American Indian/Alaska Native communities?
- What types of tribal policies promote private enterprise development on tribal lands?
- Do efforts to encourage entrepreneurship among tribal members work? Do they contribute to the long-term stability of tribal communities?
- What findings would a comparative analysis of various economic development policies yield (i.e. tax exempt bond financing, various federal tax incentives, imposition of various tribal taxes, etc.)? What policies seem to be most effective? Why?
- What are the costs and benefits associated with various federal tax incentives?
- Which economic development policy or policies are most attractive to Indian Country?
- What impact do tribally owned 8(a) companies have on tribal communities?
- How do tribal governmental uses of non-tax revenue sources compare to states or other governments?
- What economic development indicators are appropriate measures for Indian Country?
- To what extent is increasing economic disparity between and within tribes a concern? What, if anything, could be done to address this? Should anything be done?
- What is the size of the Indian economy? Can we measure the GDP for Indian Country?

Transportation & Infrastructure

Transportation

- What creative solutions have tribes found to provide safe roads (creating and maintaining safe road systems) on their lands? What funding sources outside of the federal government exist? What examples of creative funding exist?
- What tools and methodologies do tribes need to provide safe roads and secure funding?
- What are tribes' transportation needs? How is population growth affecting tribal needs?
- To what extent are tribes creating (or joining existing) public transportation systems? How useful are these systems to tribal citizens?

Infrastructure

- What infrastructure data is already available? How complete and accurate are these data?

- From what existing data sources can a comprehensive inventory of infrastructure needs be compiled? What necessary information might not be collected through existing data collection mechanisms?
- What options exist for funding infrastructure development? How do tribes think infrastructure development should be funded? Which federal agencies should be involved? How? What other resources should be marshaled?

Telecommunications

- What are the rates of telephone penetration and broadband access in American Indian/Alaska Native communities across the country?
- How are communities impacted by their penetration rates?
- What challenges have tribes who have chosen to enter the market as telecommunications providers encountered? What benefits have they brought to their communities?
- What are the sovereignty and economic development implications of the lack of tribal ownership of spectrum?
- Does the exercise of tribal regulatory authority of telecommunications services increase access?

V. Veterans¹⁹

- How many American Indian/Alaska Native veterans have served in the various military branches? In each war?
- To what extent do American Indian/Alaska Native people disproportionately serve in the armed forces?
- What are the socio-economic needs of American Indian/Alaska Native veterans? How are these needs being addressed? Where are American Indian/Alaska Native veterans receiving services?
- What best practices for providing accessible, culturally appropriate services for American Indian/Alaska Native veterans?

¹⁹ These research questions were identified by the NCAI Veterans Committee at the NCAI 2005 Mid-Year Session in Green Bay, Wisconsin.