



Tiyana Casey

Biography

House Committee on Natural Resources

Subcommittee for Indigenous Peoples of the United States

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Inash wanisha Tiyana Richelle Casey. Kush wash nash shitaiktnei. Miimi Inmi antananma Inmi pchakni panishaishxinxa nch'i wanapain. Pawacha Wasqumam, Ishatknitama, Nixiyawipam, Shinwanishma ku Cayuse. Antananma Inmi pshtkni Pawacha shiapu tananma wiyat tichamkni.

Hello, my name is Tiyana Richelle Casey. I am a Wasco Band Warm Springs Native with Yakama, Umatilla, Nez Perce, and Cayuse heritage from my Mother's side. On my Father's side of the family, we are German and Irish.

Because my Mother was removed from her family in Warm Springs and adopted into a non-native family in the Willamette Valley, I have experienced what happens to the stability of an indigenous family when culture is dismissed and non-existent. I have also experienced and witnessed the stabilizing affects that indigenous culture has on a family and individual. My personal experience of this resiliency has been through the reunion of my family in Warm Springs, and our involvement in Columbia River people's (Nchi'wanapum) cultural traditions.

Post-college, my work has primarily been driven towards serving indigenous communities, focusing on empowering indigenous youth, and being the person I needed while I was growing up. My professional experience includes: Youth Advocacy Case-Management and Indigenous Science Education at the Native American Youth and Family Center; Native Programs co-ordination and outreach at Washington State University; Community Leadership classroom facilitation at Chemawa Indian School through Wisdom of the Elders; Traditional Ecological Knowledge classroom facilitation at Beaverton School District through Wisdom of the Elders, and volunteering to lead outdoor science learning through several Portland-Area Non-Profits.

The inclusion of Indigenous culture in my education has had such a positive impact on myself and youth who I have worked with. Because of this, I am most driven towards incorporating indigenous ways-of-knowing, and the field of Traditional Ecological Knowledge (TEK) as a method for prevention; to empower youth in being proud of who they are. I hope to pursue a Master's of Science Education in TEK beginning the school year of 2020.