Serving American Indian Youth with Academic and Behavioral Supports

Debra Anderson, MSW, PhD
Diane Wolfe, EdD
Margaret Sandoz, EdS
## Niobrara Public Schools

<table>
<thead>
<tr>
<th>Populations</th>
<th>Population</th>
<th>Medium Income</th>
<th>Unemployment Rate</th>
<th>Poverty Rate</th>
<th>Children in Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niobrara</td>
<td>346</td>
<td>$30,556</td>
<td>2.5%</td>
<td>25.9%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Verdigre</td>
<td>575</td>
<td>$38,214</td>
<td>0.0%</td>
<td>6.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Wausa</td>
<td>590</td>
<td>$55,714</td>
<td>0.9%</td>
<td>10.7%</td>
<td>23.7%</td>
</tr>
<tr>
<td>Creighton</td>
<td>614</td>
<td>$62,778</td>
<td>1.7%</td>
<td>7.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Crofton</td>
<td>677</td>
<td>$50,833</td>
<td>0.2%</td>
<td>8.9%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Bloomfield</td>
<td>955</td>
<td>$35,577</td>
<td>2.5%</td>
<td>16.8%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Yankton, SD</td>
<td>14,516</td>
<td>$41,174</td>
<td>3.6%</td>
<td>17.4%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Knox County</td>
<td>8,472</td>
<td>$47,692</td>
<td>3.0%</td>
<td>12.5%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1,826,341</td>
<td>$54,384</td>
<td>4.2%</td>
<td>12.4%</td>
<td>16.3%</td>
</tr>
</tbody>
</table>
## Achievement Data

### Reading

<table>
<thead>
<tr>
<th>Data Years</th>
<th>All Grades</th>
<th>American Indian</th>
<th>White</th>
<th>Difference</th>
<th>State Average</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>55%</td>
<td>40%</td>
<td>78%</td>
<td>-38%</td>
<td>77%</td>
<td>-37%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>69%</td>
<td>56%</td>
<td>89%</td>
<td>-33%</td>
<td>77%</td>
<td>-21%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>84%</td>
<td>80%</td>
<td>90%</td>
<td>-10%</td>
<td>82%</td>
<td>-2%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>28%</td>
<td>27%</td>
<td>39%</td>
<td>-12%</td>
<td>51%</td>
<td>-24%</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th>Data Years</th>
<th>All Grades</th>
<th>American Indian</th>
<th>White</th>
<th>Difference</th>
<th>State Average</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>47%</td>
<td>28%</td>
<td>74%</td>
<td>-46%</td>
<td>71%</td>
<td>-43%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>48%</td>
<td>28%</td>
<td>78%</td>
<td>-50%</td>
<td>72%</td>
<td>-44%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>54%</td>
<td>47%</td>
<td>73%</td>
<td>-26%</td>
<td>73%</td>
<td>-26%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>50%</td>
<td>47%</td>
<td>57%</td>
<td>-10%</td>
<td>72%</td>
<td>-25%</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Data Years</th>
<th>All Grades</th>
<th>American Indian</th>
<th>White</th>
<th>Difference</th>
<th>State Average</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>41%</td>
<td>26%</td>
<td>69%</td>
<td>-43%</td>
<td>72%</td>
<td>-46%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>49%</td>
<td>38%</td>
<td>91%</td>
<td>-53%</td>
<td>72%</td>
<td>-34%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>59%</td>
<td>42%</td>
<td>92%</td>
<td>-50%</td>
<td>72%</td>
<td>-30%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>42%</td>
<td>29%</td>
<td>60%</td>
<td>-31%</td>
<td>70%</td>
<td>-41%</td>
</tr>
</tbody>
</table>
2018
NATIVE YOUTH COMMUNITY PROJECTS

US Department of Education Competitive Grant Opportunity
Grant submitted Summer of 2018
Grant awards announced September 30, 2018
Four Year Projects
$750,000 per year
Requires partnership with a tribal entity
NCATE focuses on three approaches to improve outcomes for students, improve school-community relationships, and support families to ensure a healthy community. The three are:

1) Improve behavioral and mental health supports, systems, and practices.

2) Expand the infusion of Native American culture throughout the district.

3) Provide college and career opportunities for students that improve post-secondary success.
Objectives and Performance Measures

• Goal 1: Collaborate with existing tribal resources and programs to support the multi-tiered framework to increase cultural awareness throughout the district.
• Goal 2: Provide tiered mental health and behavioral supports and activities to all students as determined by level of their needs.
• Goal 3: To decrease the number of student referrals and suspensions by 40 percent over four years.
• Goal 4: Increase access to post-secondary prep and programming over four years.
• Goal 5: Develop a sustainable program that serves the needs of our American Indian students.
Infusing Native culture throughout the school district

- Focus on engaging administrators, teachers, and Native community.
- Assess curriculum, teach staff about Native culture/history, integrate cultural concepts and practices into curriculum.
- Expose staff & students to artists, entrepreneurs, performers, and Native professionals.
Develop a model for addressing behavioral and mental health

- Implement PBIS
- Train about trauma (especially historical trauma)
- Identify Tier 1, 2, and 3 strategies
- Improve access to therapy
Tier 3
- Individual Therapy
- Group Therapy

Tier 2
- Restorative Practices
- Talking Circles
- Problem Resolution
- Trauma Training

Tier 1
- PBIS
- Second Step - SEL
- School decor with Native art, Native artists
- Culturally Infused Curriculum
- Native Project Coordinator
Develop plan for helping Native students make a successful transition to adulthood

- Work closely with tribal leaders to improve school-tribal relations
- Support student growth and development
Unique/Critical Components of the Project
Building the Trust

- School Community Liaison and Project Coordinator are Native American
- Involve tribal members in curriculum development
- Create new opportunities for students, e.g., Culture Club, Summer Camp, Photography Club
- Include symbols of culture in the halls, classrooms
Working Collaboratively with the Tribes

- Build and support parent group and listen to input
- Quarterly advisory meetings
- SCL and Project Coordinator meet with other tribes to build relationships
- Increase attendance rates (go get kids); incorporate incentives
- Provide art-infused experiences; field trips for exposure to “outside” world
Pay Attention to Individual Needs

- Individualize teaching and career counseling to student's goals, e.g., student who wants to be a farrier – how can we help him reach his goals.

- Create Summer Camp opportunity:
  - Drum-making, beading, painting drums, photography, archery, pottery, drones
  - Focus on enrichment, engagement, cultural exposure
  - LMHP available
Daniel Longsoldier - artist
Traditional Beading
Supporting Teachers and Administrators

- Create safe place for open conversations between tribal members and school staff, e.g., funerals that last 4 days vs. school attendance policies
- Create culturally-responsive policies
- Provide teachers access to 9 credit hours from local university, that enables career advancement:
  - Native American culture
  - Native history
  - Integration into curriculum
Understanding Trauma

- Teach school staff the impact of trauma on the brain
- Understand the meaning of behavior, e.g., trauma triggers
- Utilize a trusted person to teach and work with the kids re: hope, goal-setting; Dream Big, Think Tall, Make the World Better.
- Incorporate Second Step into K-8; assess for cultural relevance
- Hire LMHP to work with students and staff
Thank you