

Serving American Indian Youth with Academic and Behavioral Supports

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Niobrara Public Schools

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

Achievement Data

Reading

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

Math

Data Years	All Grades	American Indian	White	Difference	State Average	Difference
2013-2014	47%	28%	74%	-46%	71%	-43%
2014-2015	48%	28%	78%	-50%	72%	-44%
2015-2016	54%	47%	73%	-26%	73%	-26%
2016-2017	50%	47%	57%	-10%	72%	-25%

Science

Data Years	All Grades	American Indian	White	Difference	State Average	Difference
2013-2014	41%	26%	69%	-43%	72%	-46%
2014-2015	49%	38%	91%	-53%	72%	-34%
2015-2016	59%	42%	92%	-50%	72%	-30%
2016-2017	42%	29%	60%	-31%	70%	-41%

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

INCAATIE



NIOBRARA CULTURAL AWARENESS THROUGH EDUCATION

Three-Pronged Approach

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

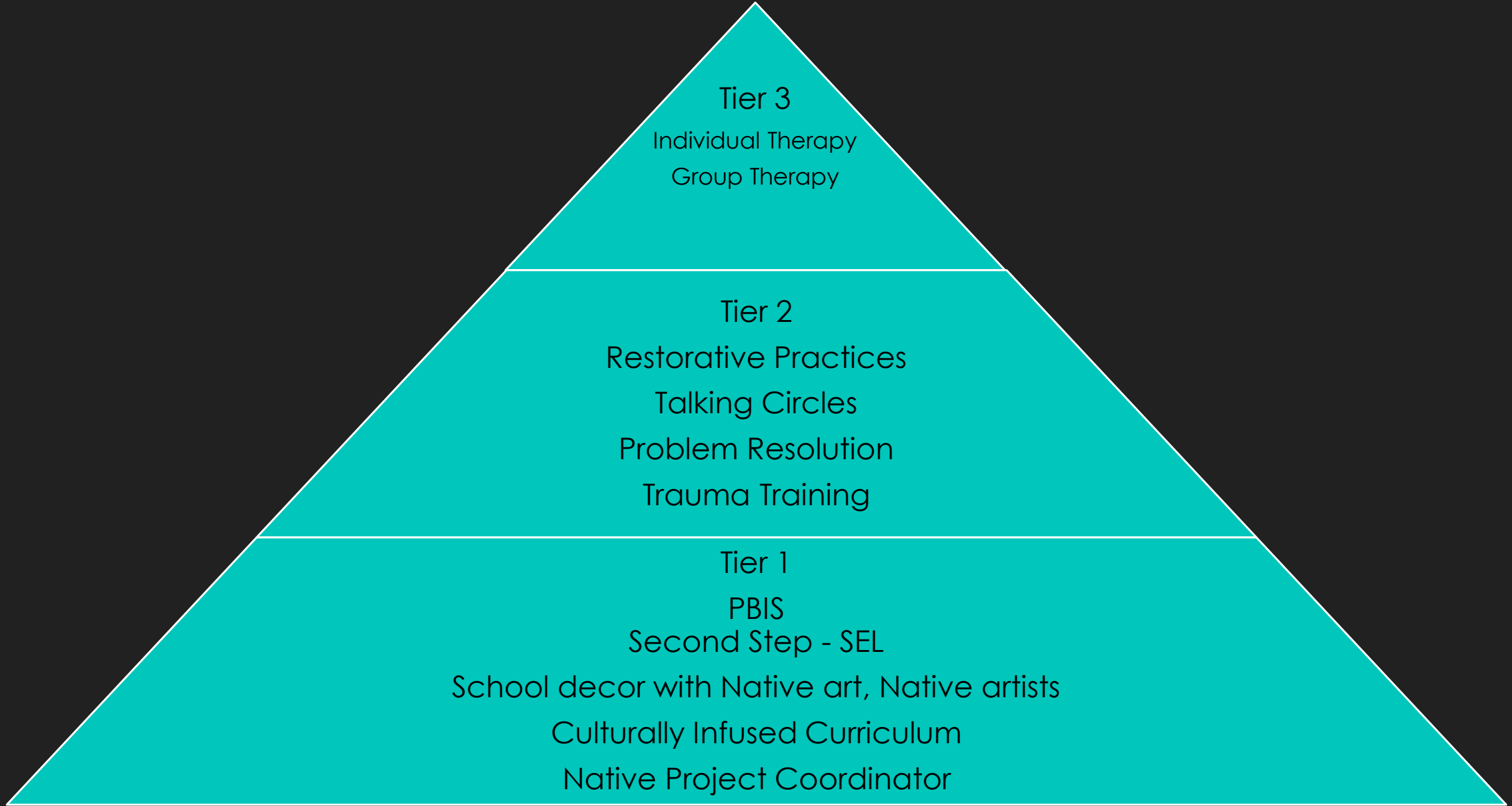
- Goal 1: Collaborate with existing tribal resources and programs to support the multi-tiered framework to increase cultural awareness throughout the district.
- Goal 2: Provide tiered mental health and behavioral supports and activities to all students as determined by level of their needs.
- Goal 3: 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

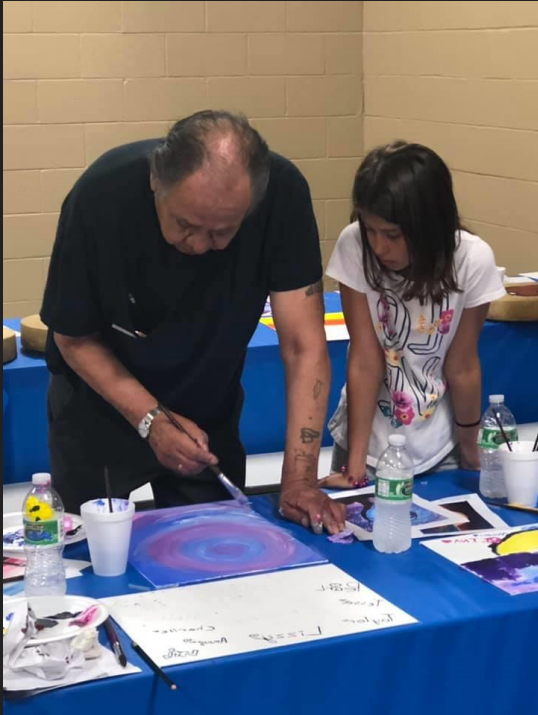
Working Collaboratively with the Tribes

- 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