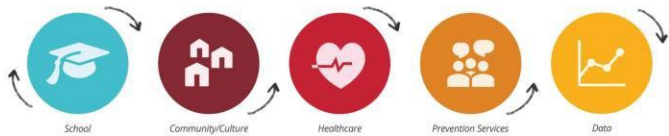




**National Indian
Education Association**

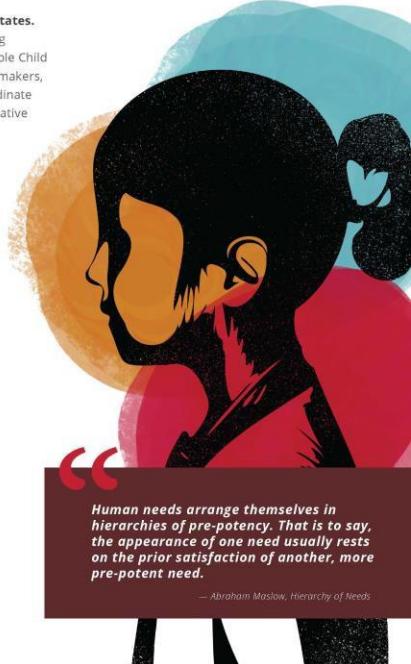
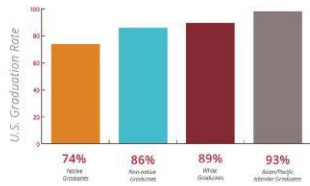
NIEA WHOLE CHILD INITIATIVE

Multi-Tiered Systems of Support Framework | Data-Driven Decision Making
Setting a Whole Child Vision for Student, School and Community | School Based Health Centers | Substance Use Prevention



» There are **574 Native American Tribes** in the United States. A "one-size-fits-all" approach to transforming the learning systems that serve these students will not work. The Whole Child Initiative emphasizes partnerships with education policymakers, Whole Child organizations, and local institutions to coordinate and streamline learning services and opportunities for Native students. In this way, we can build the learning systems specifically designed to meet the needs of the students.

» NIEA's Whole Child Initiative **focuses on Health Education** and creating a **comprehensive Social Emotional Climate** to support Native children's **mental, emotional, and physical wellbeing**. Building on the work of compassionate visionaries who recognize the impact of adverse childhood experiences, the Whole Child Initiative combines Social Emotional Learning (SEL) strategies with data-driven decision-making. Fundamental to this initiative is direct partnership with parents and local leaders to identify and implement appropriate strategies for each community's unique conditions.



“Human needs arrange themselves in hierarchies of pre-potency. That is to say, the appearance of one need usually rests on the prior satisfaction of another, more pre-potent need.”
— Abraham Maslow, Hierarchy of Needs

CORE PILLARS

- Policy & Advocacy**
Advancing Native education policy at federal, tribal, state, and local levels.
- Tribal Education Capacity-Building**
Supporting tribes to determine and build the capacity of their learning systems to effectively serve students in schools on their land.
- Whole Child Initiative**
Creating a framework that is part of the academic wheel, closing gaps that address the social, mental, spiritual, physical, and emotional needs of Native students.
- Post-Secondary Success**
Promoting opportunities for Native students to attend college, pursue careers, and support community readiness by developing post-secondary pathways that align with individual and community needs.



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CORE PILLARS

- Research, Assessment, & Evaluation**
Collaborating with Tribes and Native communities in the development of standards and assessments that respect and acknowledge language of instruction and cultural heritage.
- Teaching, Learning, & Leadership**
Developing and implementing innovative, community-based strategies to solve the teacher and administrator pipeline challenge impacting Native students in both rural areas and urban settings.
- Language & Culture-Based Education**
Strengthening the connections between language, culture, and education to ensure that Native learning systems are grounded in the community's identity.



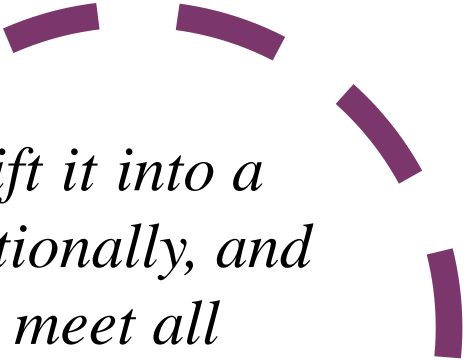
Shifting the Paradigm

Leading through education sovereignty, NIEA and its members are creating a paradigm shift in policy, in structures, and changing systems to shift, support, and serve our students from early education through to their high school graduations and beyond. Through tribal sovereignty, we believe Native education can lead to the healing of the broken American education system impacting not just Native students but ALL students. Native communities have already developed evidence-based solutions and programs rooted in Indigenous values to advocate for the holistic well-being of all students, prioritizing the emotional, mental, social, spiritual, and academic health of kids.

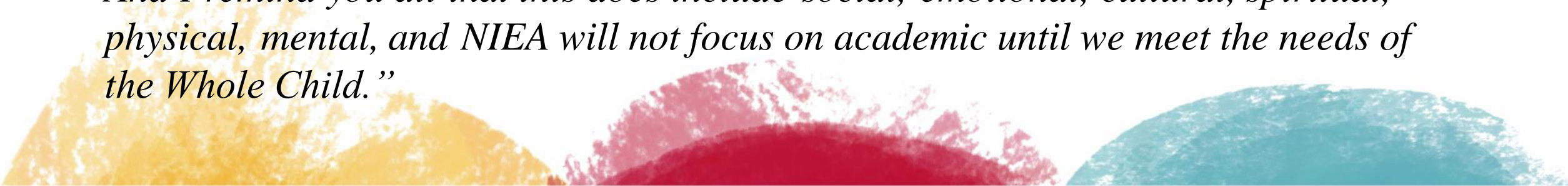


Tribal Sovereignty

Leading the Shift in Learning



"I am asking for you to help to stop the spinning of the world and shift it into a different direction, because that's what needs to happen mentally, emotionally, and physically, in our learning spaces. This paradigm shift is necessary to meet all students' needs, not just Native students."



"We must create learning systems, not education systems. We must create learning opportunities that embrace what we know, how we know it, and how we apply it. And I remind you all that this does include social, emotional, cultural, spiritual, physical, mental, and NIEA will not focus on academic until we meet the needs of the Whole Child."

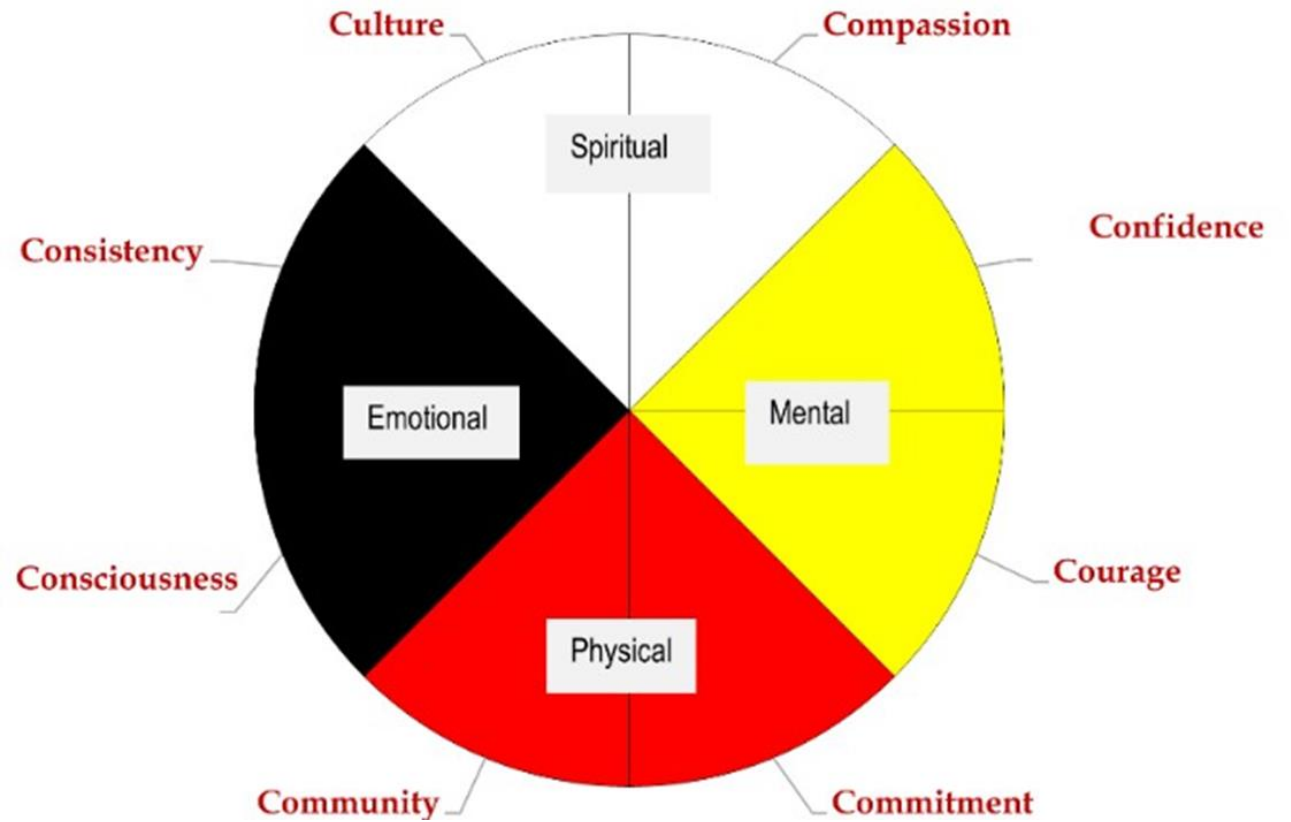


Diana Cournoyer, Oglala Sioux Tribe
NIEA Executive Director

What Does a Whole Child Approach to Native Education Look Like?



Whole Child Initiative



Prevention...

- Supports social and emotional development
- Supports parents and strengthens families
- Expands evidence-based programs in communities and schools
- Prevents and addresses trauma
- Addresses social determinants of health
- Improves the safety, stability, of community environments



Strategic Prevention Framework

Prevention. While the statistics and personal accounts of Native people's exposure to trauma are staggering, there are many strategies and interventions that can lessen the lifelong impact of that trauma.

~NIEA Listening Session Report~



Provide wraparound student support in schools. Schools are the prevention arm of the mental health system and should be adequately resourced to deliver quality, wraparound student support. School counselors, social workers, and psychologists should be trained to deliver culturally competent, tiered mental health services to Indigenous youth.

~ NIEA Listening Session Report ~



Prevention Core Competencies Training, Durant OK



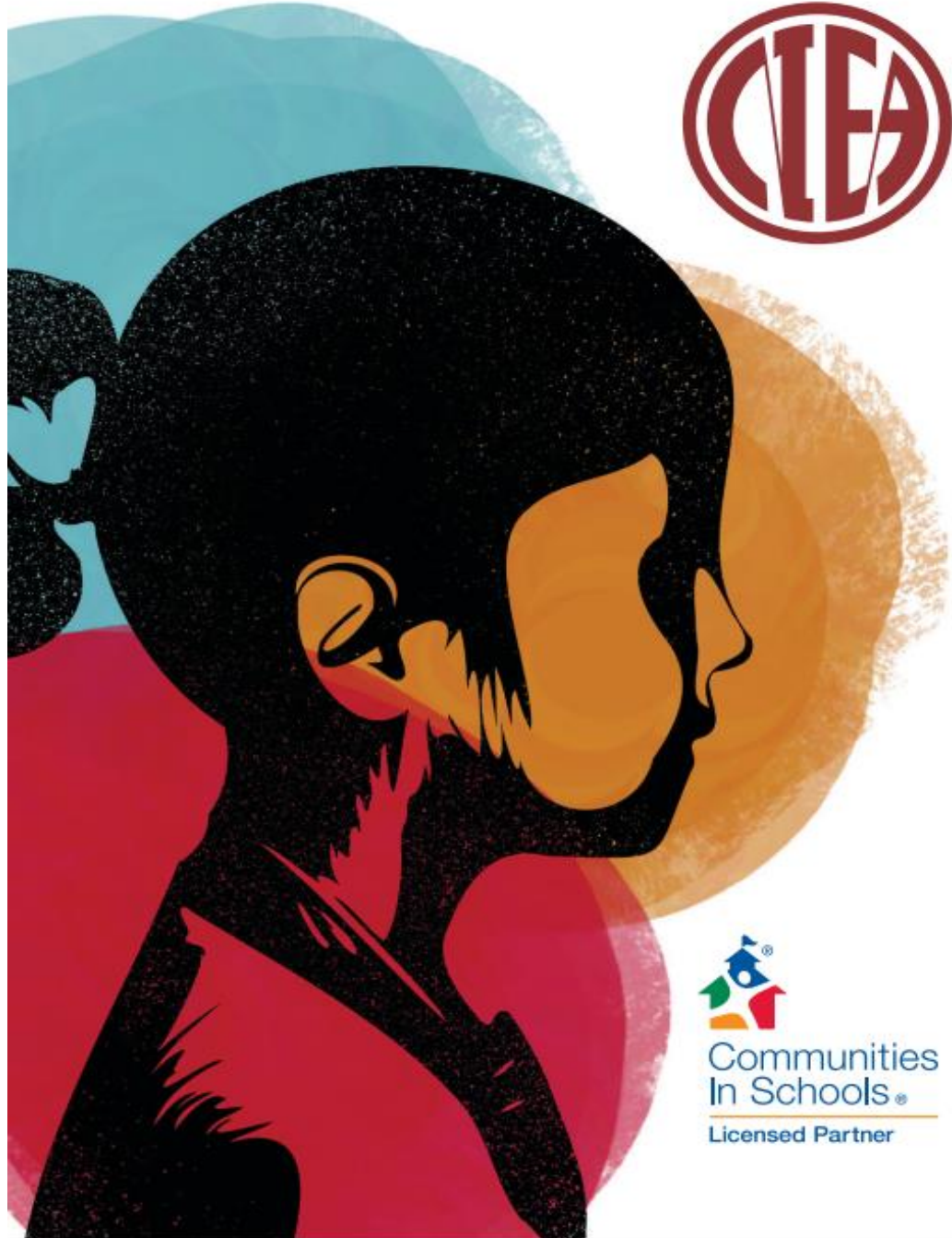


TRIBAL COMMUNITIES IN SCHOOLS

NIEA, as a licensed partner of Communities in Schools (CIS) National, is implementing a Tribal CIS model in partnering schools across the country. This evidenced based model will increase impact at schools serving Native students by supporting Native students with integrated and culturally grounded services such as:

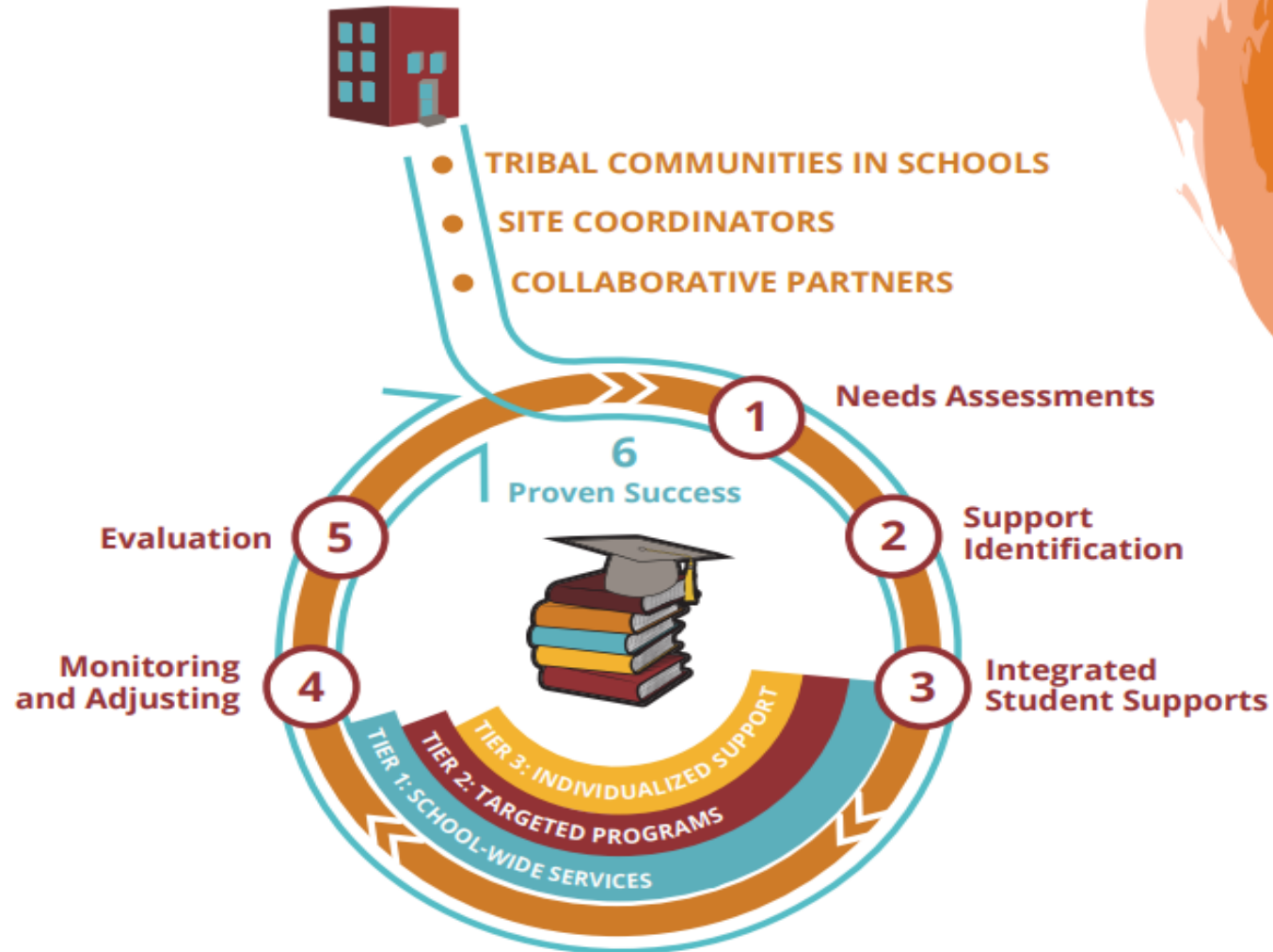
- Active community, tribal, and family engagement
- Integrated student supports through Tiered Support Services
- Collaborative leadership and practices with school, community, and tribes
- Expanded and enriched learning opportunities providing cultural knowledge and experiences
- Attention to physical, mental, spiritual, and emotional well being

For more information on how you can bring TCIS to your school, contact Donna Richey, TCIS Manager, at drichey@niea.org



Communities
In Schools®
Licensed Partner

INTEGRATED STUDENT SUPPORT IMPLEMENTATION MODEL

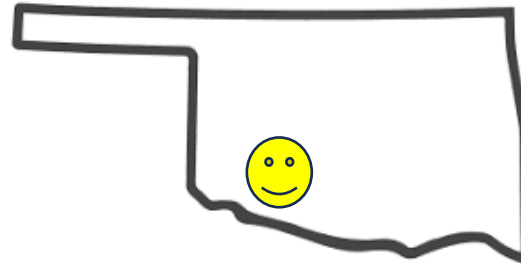


<https://www.niea.org/tribal-communities-in-school>



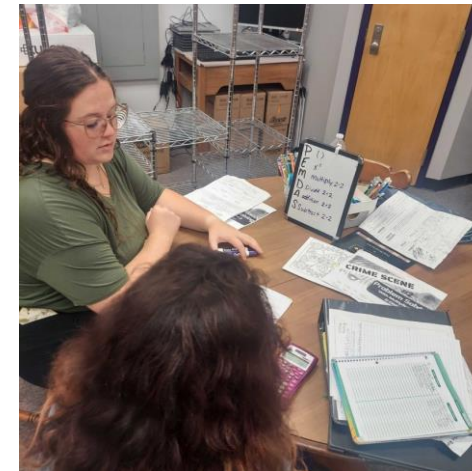
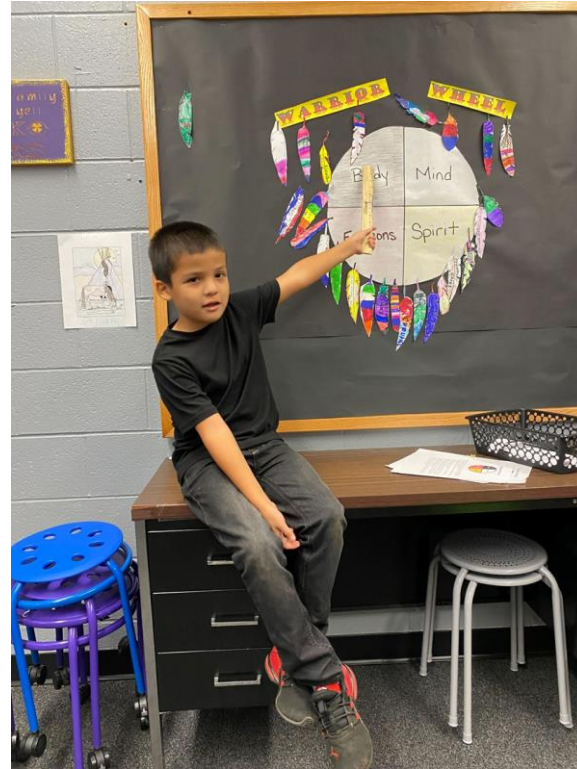
NIEA Tribal
Communities In
Schools
Current Impact

3 States
14 Schools
5 School Districts:
Public Schools
3 Tribal Schools
2100+ students
46+ Tribes



Whole Child TCIS Implementation

TCIS in Anadarko





GRADUATING

88% of seniors graduated.



ACHIEVING GOALS

92% improved behavior; and, 86% made academic and coursework improvement.



STIMULATING GROWTH



98% of students stayed in school and 100% were promoted to the next grade.

ENGAGING PARTNERS



150 community partners provided support services.



PROVIDING SUPPORTS

1,417 students received targeted, individual reinforcement.

LEVERAGING DONATIONS



CIS leveraged \$186,940 through in-kind donations.



Our data shows that Anadarko students receiving individual case-managed services during the 2020-2021 school year achieved the following results:



98%

of students remained in school throughout the 2020-2021 school year



86%

of students made progress toward or met their academic goals



88%

of Seniors graduated or received their GED



97%

of students made progress toward or met their social/emotional learning goals



92%

of students made progress toward or met their behavior goals



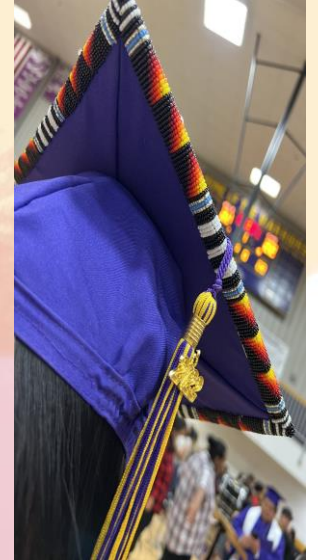
100%

of K-11 students were promoted to the next grade level



50%

of graduates went on to some form of postsecondary education



Impacting Partnerships with Decision Makers



Transforming Indigenous Learning Environments

NIEA WHOLE CHILD INITIATIVE FINDINGS

Education Sovereignty "It begins with Us"

Listening Sessions Conducted by the National Indian Education Association and the Center for Educational Improvement and its Coalition for the Future of Education

In March 2023, the National Indian Education Association (NIEA), with support from the Center for Educational Improvement (CEI) and its Coalition for the Future of Education, conducted a series of three virtual listening sessions with Native educators, families, community members, policymakers, and allied stakeholders. The NIEA invited the CEI as an ally based on its experience in engaging communities to support transformational education systems focused on collective healing and whole child learning.

A Paradigm Shift to Implement Learning Systems – Major Findings

- Promising Educational Practices for Native Youth
- Educational Sovereignty
- State and Regional Initiatives
- Compassionate Healing Practices
- The Unique Strengths and Needs of Individual Tribes
- More Resources, Better Financing, Research and Policy Changes

We must create learning systems, not education systems. We must create learning opportunities that embrace what we know, how we know it, and how we apply it. And I remind you that this prioritizes children's social, emotional, cultural, spiritual, physical, and mental needs. NIEA doesn't focus on academic until we have met the whole child.

— Dana Courtney, NIEA Executive Director

Education Sovereignty through the lens of Prevention is a Protective Factor that contributes to healing for students, families and communities.

— Melanie Johnson & Rachel Riano, NIEA Whole Child Initiative



NIEA's listening sessions and whole child work is focused on creating a Framework that is part of the academic wheel & closing gaps that address the social, mental, spiritual, physical and emotional needs of Native students.

Listening Sessions By The Numbers

81

Tribes represented.

520

Participants, comprised of educators, policy makers, & family members.

41

States represented.

24

Representing Agencies with school districts, most frequently represented.

50

Represented Positions, with director of schools most represented.

Concerns expressed during the sessions:

- Furthering equity and inclusion
- Native voices not being heard
- Racism and systemic barriers that Native American students face
- Funding and lack of resources for students & their families
- Educating students about truth - and accurate portrayal of history
- Lack of effective leadership and quality education
- Community engagement and educational understanding
- Student and family mental health and well-being
- Defining student success
- Lack of parental involvement
- Lack of Native representation

Recommendations for the future of education for Native students:

- Build tribal education capacity
- Advocate for Native education
- Integrate Native culture and language into the curriculum
- Implement a cultural pedagogy supporting family dynamics of Native children
- Develop a whole child vision
- Foster identity and sense of belonging
- Create policy changes in public schools to honor Native preferences

For more information, please contact Melanie Johnson at MJohnson@niea.org



The National Indian Education Association

WHOLE CHILD APPROACH



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Areas of Concern

Furthering equity, inclusion, and antiracism

Native voices not being heard

Racism and systemic barriers

Funding

Educating students with accurate portrayals of history

Lack of effective leadership and quality education

Lack of resources for students and their families

Community Engagement and educational understanding

Student and family mental health and well-being

Defining student success

Providing for the well-being and mental health of Native children and youth

Lack of parental involvement

Lack of Native representation



Emerging Model of the Whole Child Approach

Addressing Emotional, Mental, Physical, and Spiritual Needs



Recommendations

- Build tribal education capacity
- Advocate for Native education
- Integrate Native culture and language into the curriculum
- Implement a cultural pedagogy supporting family dynamics of Native children
- Develop a whole child vision
- Foster identity and sense of belonging
- Create policy changes in public schools to honor Native preferences.
- Establish Indigenous evaluation and data collection practices for schools and tribal communities



Pilamayaye

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