Native Education Collaborative

Connecting partners | Cultivating resources

Native Education Resources

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Native Education Resources

Informed by indigenous education experts from across the country, the National Comprehensive Center's American Indian and Alaska Native Education Project developed this list of resources to help build state education agencies' (SEAs) capacity to improve the learning lives of indigenous children and youth and enhance their effectiveness in collaborating with tribal education departments (TEDs) (also known as tribal education agencies (TEAs)), tribal representatives, and local education agencies (LEAs)[1].

The resources are organized into the following six categories of state support for indigenous education, which emerged from interviews the National Comprehensive Center conducted with leaders in indigenous education from tribes, states, organizations, and local school districts:

- Native Culture and Language
- Tribal Consultation and Sovereignty
- Teachers and Leaders
- College and Career Readiness and Access
- Physical and Behavioral Health
- Promising Programs and Practices

Native Culture and Language

The Native Culture and Language category includes resources related to history and culture in curricula for all students; place-based tribal history, language, and culture; and culturally responsive and culture-based teaching.

Becoming Visible: A Landscape Analysis of State Efforts to Provide Native American Education for All

http://www.ncai.org/policy-research-center/research-data/prc-publications/NCAI-Becoming_Visible_Report-Digital_FINAL_10_2019.pdf

> This report, from the National Congress of American Indians, describes state efforts to bring high-quality educational content about indigenous people and communities into all K-12 classrooms in the United States.

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[1] Several factors determined which resources to include in this document that are representative of the diversity of American Indians and Alaska Natives. The resources chosen are specific to Native populations and demonstrate some successful practices and programs. They are not intended to promote specific tribes. The resources are from trusted and known sources and are available at no cost. The expert panelists mentioned a number of resources during the interviews, which are also included. This document will continue to grow to include additional resources that are relevant to Native populations.

CREDE Standards for Effective Pedagogy

http://manoa.hawaii.edu/coe/crede/sample-page/

The Center for Research on Education, Diversity, and Excellence (CREDE) Hawai'i Project developed the CREDE Standards for Effective Pedagogy for culturally and linguistically diverse students, which includes a rubric to measure the use of these standards.

Culture-Based Education Curriculum Repository

http://niea-resourcerepository.org/

The National Indian Education Association's Culture-Based Education Curriculum Repository serves as a clearinghouse for quality curricula that is respectful of cultural and traditional knowledge and uses innovative instructional strategies to ensure indigenous students succeed.

Culture-Based Education and Its Relationship to Student Outcomes

http://www.ksbe.edu/_assets/spi/pdfs/CBE_relationship_to_student_outcomes.pdf

This report, from the Kamehameha Schools Research and Evaluation Division, describes a study indicating that culture-based educational strategies positively impact Hawaiian student outcomes.

Kalispel Language Immersion School (SnyoyoʔspuʔúsmL)

https://kalispeltribe.com/our-language/curriculum/

Kalispel Language Immersion School (SnyoyoʔspuʔúsmL) is an alternative learning experience that provides funding for state-certified teachers to work one-on-one with students and families. Students receive immersion instruction in science, math, and reading.

Mathematica's On the Evidence Podcast: Shift to At-Home and Online Learning Underscores the Importance of Culturally Responsive Education Practices in Schools

https://www.mathematica.org/commentary/shift-to-at-home-and-online-learning-underscores-the-importance-of-culturally-responsive-education

In this episode of Mathematica's podcast, learn insights on implementing culturally responsive practices from a principal and an education researcher.

Native American Education For All

https://illuminatives.org/native-education-for-all/

IllumiNative launched its Native American Education For All initiative to deliver free digital lesson plans and activities for distance learning in response to COVID-19. The first phase of the initiative was released in partnership with the National Indian Education Association.

Native American Parent Technical Assistance Center Library

https://www.parentcenterhub.org/welcome-to-the-naptac-library/

This library, developed by the former Native American Parent Technical Assistance Center and hosted by Center for Parent Information Resources, includes materials created for Parent Centers for indigenous culture and outreach to indigenous communities.

Native Knowledge 360

http://nmai.si.edu/nk360

Native Knowledge 360, developed by the National Museum of the American Indian, includes resources for teaching and opportunities for professional development.

Yup'ik First Language Program

http://www.afn.ca/uploads/files/education2/stabilizing_indigenous_languages,center_for_excellence_in_education,_2007.pdf#page=155

Lower Kuskokwim's Yup'ik First Language program delivers instruction to students in the heritage language by a certified first-language teacher beginning in kindergarten. The transition to English increases gradually each year at a rate determined by each school's plan of service.

Zinn Education Project

https://www.zinnedproject.org/about/

The Zinn Education Project provides classroom resources for educators to introduce students to a more accurate, complex, and engaging understanding of history than traditional textbooks and curricula.

Tribal Consultation and Sovereignty

The Tribal Consultation and Sovereignty category includes resources related to state monitoring of tribal consultation and tribal management of schools.

Best Practices for Tribal Consultation

https://www.niea.org/niea-consultation-guides

The National Indian Education Association developed resources for states and districts to implement best practices when engaging in tribal consultation.

Frequently Asked Questions: ESEA, Section 8538—Consultation with Indian Tribes and Tribal Organizations

https://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf

U.S. Department of Education developed a *Frequently Asked Questions* guide for *Section 8538 of* the Elementary and Secondary Education Act of 1965 (ESEA), regarding consultation with Indian tribes and tribal organizations.

States and Tribes' ESSA Tribal Consultation Guidance

Some states and tribes provide guidance on tribal consultation related to the Every Student Succeeds Act (ESSA).

- South Dakota
  https://doe.sd.gov/title/documents/18-Tribal-Consultation.pdf

- Navajo Nation Department of Diné Education
  http://navajonationdode.org/uploads/PressRelease/0d1fe6b58437484a938607e14b72fc4d/NN_Tribal_Consultation_Guide_2019.pdf

- Oklahoma
  https://sde.ok.gov/sites/ok.gov.sde/files/Tribal%20Consulation%20Guide.pdf

- Colorado
  https://www.cde.state.co.us/cde_english/tribalconsultationform

Tribal Consultation Pre-Planning Tool for Tribes

https://nwcc.educationnorthwest.org/sites/default/files/essa-tribal-consultation-preplanning-toolkit.pdf

Northwest Regional Comprehensive Center developed a Tribal Consultation Pre-Planning Tool for Tribes to assist with more effective consultation processes with local districts.

Tribal Leaders Toolkit

http://www.ncai.org/NCAI_Tribal_Leader_Toolkit_Education_Choice_2018.pdf

The National Congress of American Indians' *Tribal Leaders Toolkit* is designed to support tribal decision making for schools and students.

Teachers and Leaders

The Teachers and Leaders category includes resources related to preparation and recruitment of indigenous teachers and leaders, building educators' knowledge of indigenous culture and history, and inclusion and certification of indigenous speakers and culture experts in school programs.

American Indian Teacher Program

https://www.pdx.edu/tribal-gov/sites/www.pdx.edu.tribal-gov/files/printAitpreport.pdf

The American Indian Teacher Program prepares indigenous students to become teachers for urban schools with significant numbers of indigenous students.

I LEAD Project

http://www.montana.edu/education/ilead/

Montana State University – Bozeman's I LEAD project recruits, educates, certifies, and places indigenous educators into administrative positions in schools with high populations of indigenous students.

Indigenous Knowledge for Effective Education Program

https://www.uidaho.edu/ed/resources/student/ikeep

Indigenous Knowledge for Effective Education Program (IKEEP), at the University of Idaho, recruits and certifies culturally responsive indigenous teachers using a cohort model.

The Liber Institute

http://theliberinstitute.org/

The Liber Institute builds the leadership capacity of teachers and principals to redesign the cultural and instructional practices of schools. The Institute organizes its work in three interwoven strands: a culturally responsive teaching fellowship for teachers, transformational leadership coaching for school leaders, and a liberatory design lab focused on unearthing and incubating local approaches to building more equitable schools and institutions.

NACA Inspired Schools Network

http://www.nacainspiredschoolsnetwork.org/

The NACA Inspired Schools Network works with fellows who are committed to indigenous communities to establish schools throughout the country that will create strong leaders who are academically prepared, secure in their identities, healthy, and ultimately working to transform their communities.

Native American Language and Culture Certificates

Several states offer Native American Language and Culture Certificates authorizing individuals to teach indigenous languages and cultures of specific tribes and pueblos.

- New Mexico
  https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/native-american-language-and-culture-certificate-prek-12/

- Arizona
  https://www.azed.gov/oie/files/2018/03/NativeLanguageTeacherCert_brochure.pdf

- Oregon
  https://www.oregon.gov/tspc/Documents/RAC_Documents_5_8_17/amer%20indian.pdf

Native Education Certificate Program

https://education.uw.edu/programs/necp

the University of Washington School of Education's Native Education Certificate Program is designed for students who plan to teach indigenous students.

Sapsikala (Teacher) Program

https://education.uoregon.edu/sapsikwala

The Sapsikala (Teacher) Program uses a cohort-within-a-cohort model for students to learn Indigenous methodologies for teaching while obtaining Oregon teacher licensure.

College and Career Readiness and Access

The College and Career Readiness and Access category includes resources related to barriers to school success for indigenous students and ways to address these barriers, pathways to college and careers, and engagement of indigenous parents in the learning lives of their children.

The American Indian KnowledgeBase

www.sc3ta.org/knowledgebases/American_Indian.html

The American Indian KnowledgeBase, developed by the South Central Comprehensive Center, is an online resource for educators to use in closing the achievement gap for indigenous students.

The American Indian Measurable Success Initiative

http://www.coloradoedinitiative.org/wp-content/uploads/2017/03/CEI-AIMSonepager_27Mar2017.pdf

The American Indian Measurable Success Initiative implements the Colorado Legacy Schools Model to increase the number of indigenous students enrolling and succeeding in advanced placement math, science, and English courses.

College Horizons

http://www.collegehorizons.org/Websites/collegehorizons/images/downloads/2017%20Programs/CH%202017%20Save%20the%20Date%20Flyer.pdf

College Horizons is a 6-day "crash course" that prepares students for the college application process.

Policy Analysis: State and Federal Policy, Native American Youth

http://www.ecs.org/wp-content/uploads/State_and_Federal_Policy_for_Native_American_Youth.pdf

The Education Commission of the States' *Policy Analysis: State and Federal Policy, Native American Youth,* describes the indigenous youth population, educational challenges, and state and federal policies to address needs.

Project 3C

https://www.uncp.edu/resources/southeast-american-indian-studies/initiatives/project-3c

Project 3C, funded by the U.S. Department of Education's Office of Indian Education, provides indigenous students with experiences and skills necessary to: accomplish goals successfully; increase similarities between their interests and career choices; and broaden their college and career opportunities in science, technology, engineering, and mathematics (STEM).

Physical and Behavioral Health

The Physical and Behavioral Health category includes resources related to behavioral health supports, circles of care or wrap-around services, and services to offset effects of trauma.

CASEL Program Guides: Effective SEL Programs

https://casel.org/guide/

Collaborative for Academic, Social, and Emotional Learning (CASEL) Program Guide: Effective Social and Emotional Learning (SEL) Programs provides information for evaluating and selecting social and emotional learning programs for schools.

CASEL SEL Resources during COVID-19

https://casel.org/covid-resources/

CASEL President Karen Niemi notes that "when physical distancing is deemed necessary, social and emotional connectedness is even more critical." CASEL's COVID-19-related resources include guides for school educators, parents, and anyone who works with children. They also offer a free, weekly webinar series.

Centers for Disease Control and Prevention: Stress and Coping—COVID-2019

https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html

In this resource from the Centers for Disease Control and Prevention (CDC), learn how people react differently to stressful situations, how to take care of yourself and your community, and how to safely come out of quarantine. Also find information for parents, people at higher risk, and responders.

Confident Parents, Confident Kids: Supporting Social and Emotional Health during the COVID-19 Pandemic

https://confidentparentsconfidentkids.org/2020/03/13/my-kids-school-is-closed-so-now-what/

This article reviews home-schooling tips and how to create a coping kit to deal with anxiety during the COVID-19 pandemic.

COVID-19 Materials for Tribes

https://www.uihi.org/resources/talking-with-children-about-covid-19/

Johns Hopkins Center for American Indian Health produced materials related to COVID-19 for tribes to distribute for a variety of audiences, including children.

National Child Stress Network's Coping in Hard Times Fact Sheets

These fact sheets from the National Child Stress Network discuss how challenging financial circumstances affect communities, their organizations, their members' sense of safety and ability to calm, self- and community-efficacy, connectedness, and hope. The fact sheets are geared toward community organizations and leaders, high school and college-age youth, parents, and school staff.

- Community organizations and leaders
  https://www.nctsn.org/resources/coping-hard-times-fact-sheet-community-organizations-and-leaders
- High school and college-age youth
  https://www.nctsn.org/resources/coping-hard-times-fact-sheet-youth-high-school-and-college-age
- Parents
  https://www.nctsn.org/resources/coping-hard-times-fact-sheet-parents
- School staff
  https://www.nctsn.org/resources/coping-hard-times-fact-sheet-school-staff

Families and Schools Together

https://www.researchgate.net/publication/222920838_Families_and_Schools_Together_An_experimental_analysis_of_a_parent-mediated_multi-family_group_program_for_American_Indian_children

Families and Schools Together (FAST) is a parent-mediated multi-family group program for indigenous children. An analysis of FAST found statistically significant improvement on indicators around aggressive behavior, withdrawnness, and academic competence for participating students.

First Kids First Initiative

http://www.ncai.org/policy-research-center/research-data/prc-publications/First_Kids_1st_Data_Resource_Book_FINAL__6_30_2019.pdf

The First Kids First Initiative is a collaborative effort between the National Congress of American Indians, National Indian Education Association, National Indian Child Welfare Association, and the National Indian Health Board. Under this initiative, these organizations developed a resource book on factors that help indigenous youth thrive and risks that may prevent them from thriving.

National Native Children's Trauma Center

https://www.nnctc.org/

The National Native Children's Trauma Center (NNCTC) is a Category 2 Treatment and Service Adaptation Center within the National Child Traumatic Stress Network. NNCTC focuses on increasing service providers' ability to respond to the trauma-related needs of indigenous children and youth in culturally appropriate ways.

Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic

https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic

These resources includes guidance, recommendations, and resources provided by child trauma experts at Child Trends and the Child Trauma Training Center at the University of Massachusetts.

Resources to Support Students During the Pandemic from the Center on PBIS

https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic

The Center on Positive Behavioral Interventions and Supports (PBIS) created resources to provide effective practices for guiding student behavior in remote learning spaces. The resources include Responding to the COVID-19 Outbreak through PBIS; Supporting Families with PBIS at Home; Creating a PBIS Behavior Teaching Matrix for Remote Instruction; and Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive.

- Responding to the COVID-19 Outbreak through PBIS
  https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis
- Supporting Families with PBIS at Home
  https://www.pbis.org/resource/supporting-families-with-pbis-at-home
- Creating a PBIS Behavior Teaching Matrix for Remote Instruction
  https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction
- Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive
  https://www.pbis.org/resource/getting-back-to-school-after-disruptions-resources-for-making-your-school-year-safer-more-predictable-and-more-positive

Restorative Justice: Resources for Schools

https://www.edutopia.org/blog/restorative-justice-resources-matt-davis

These resources cover information on implementing restorative justice in schools and provides examples of successful restorative justice programs.

SAMHSA: Coping with Stress During Infectious Disease Outbreaks

https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885

In this fact sheet, the Substance Abuse and Mental Health Services Administration's (SAMHSA) provides tips for coping with stress during an infectious disease outbreak. It describes common signs of stress and how to know when to get help.

SAMHSA Tribal Training and Technical Assistance Center

www.samhsa.gov/tribal-ttac/webinars/youth-family

The SAMHSA Tribal Training and Technical Assistance Center has a series of mental health webinars for indigenous youth and their families.

Talking with Children about COVID-19

https://www.uihi.org/resources/talking-with-children-about-covid-19/

Talking with Children about COVID-19 is a resource for adults that describes on how they can talk to young children about COVID-19. It was developed by the Urban Indian Health Institute.

What Shapes the Health of Native American Children in New Mexico

http://www.nb3foundation.org/wordpress/wp-content/uploads/2017/12/NB3_NM_FactSheet_v121217WEB.pdf

What Shapes the Health of Native American Children in New Mexico is from the NB3 Foundation, a national indigenous nonprofit organization. It highlights relevant research on the health of indigenous children in New Mexico to raise awareness, help guide discussions, and support policy developments that improve future wellbeing of indigenous children.

Promising Programs and Practices

The Promising Programs and Practices category includes resources related to how states encourage localities (schools, tribes, and organizations) to innovate, identify practices and programs that show promise, and help promising programs and practices grow.

Stimulating Innovation (or Making Innovation Meaningful Again)

http://www.centeril.org/handbook/resources/fullchapter/Stimulating_Innovation_SA.pdf

The Center on Innovations in Learning's *Handbook on Innovations and Learning* describes states' intentional search for locally generated promising programs and practices.

Project Evident

https://www.projectevident.org/

Project Evident offers services to states and districts focused on using evidence to improve decision making and drive better and more sustainable outcomes.

Proving Ground

https://provingground.cepr.harvard.edu/

Proving Ground, out of Harvard University's Center for Education Policy Research, helps states and districts identify and test evidence-based solutions to specific challenges to student achievement.