

Native American Legislative Liaison Committee Meeting

Monday October 19, 2020

Electronic Meeting

Title VI Programs

1. Initiatives

2. Graduation Rates

3. Tribal Consultation

4. Title VI Meetings

5. Title VI sites

American Indian/Alaska Native Initiatives  
Title VI Programs  
Utah State Board of Education  
2020-2021

1. Every Student Success Act (ESSA) plan.
2. Demographics: 7,212 K-12 students; 20/41 Title VI Programs sites.
3. Monthly Title VI Coordinators Meetings, Virtual Meetings.
4. Title VI EASIE (Electronic Application Systems of Indian Education) Grant:
  - a. establishing objectives
  - b. objectives for ESSA Tribal consultation
  - c. coordination of services with other programs, (i.e. Title I, III, special education, homeless, counseling, etc.)
  - d. annual performance report reflected the goals and objectives
5. Professional Development for the Title VI Coordinators, Virtual PD.
6. Professional Development offered to school districts, schools, education departments, agencies, etc. to address the needs for American Indian students, Virtual meeting.
7. Native American Language Symposium, Virtual Conference.
8. Tribal Leadership Quarterly Meetings, Education updates.
9. Continue the MOU between the Department of Dine' Education and USBE: Student Data Sharing 12/30/2023, and Dine' Language/Cultural Endorsements, (on-going).
10. Navajo language class offerings: Washington, Nebo, Alpine, Provo, Granite, SLC, Canyons, Iron and Sevier School Districts (September, 2020 - February, 2021, Virtual classes).
11. Navajo Government class offerings, Spring semester: south region Washington, Iron, Sevier School Districts; northern region Nebo, Provo, Alpine, Canyons, Jordan and Salt Lake School Districts (February, 2020 – March, 2021, Virtual classes).
12. Student Leadership Conferences, Virtual Conference.
13. Scholarship night, Virtual meeting.
14. Eagle Camp Summer School, Nebo School District, K-12.
15. Salt Lake School District, Summer School.

16. Summer School, Provo School District.
17. Earth Connections Day Camps at Red Butte Garden, Thanksgiving Point, and Ophir Education Center, Tooele SD, with BLM, Urban Indian Center, U.S. Bureau of Reclamation, Title VI Programs.
18. Sacred Images Project, partnership with Center for Documentary Expression and Arts.
19. West Ed. Comprehensive Center, American Indian State Alliance (Arizona, Nevada, New Mexico, Utah).
20. Tribal Consultation – ESSA, (Sec. 8538).
21. American Indian and Alaska Native Amendments (SB 14) awarded \$250,000.00, Uintah School District, Eagle View Elem. School.
22. American Indian and Alaska Native Amendments (HB 43) awarded \$250,000.00, San Juan School District.

**Challenges:**

1. Virtual meetings/conferences
2. Technology available for AI/AN students
3. Identify Native speakers from each tribe to teach class
4. PD and strategies to address graduation rate and improve test scores
5. K-12 education resources (current)
6. School Districts/Charter Schools to apply for the Title VI Formula Grant Application
7. Every Student Succeed Act (ESSA), Tribal Consultation

Graduation Rates  
Utah State Board of Education  
2019-2020

| <b><u>Groups</u></b>    | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> |
|-------------------------|--------------------|--------------------|--------------------|--------------------|
| All                     | 84.7%              | 86.0%              | 87.0%              | 87.4%              |
| Blacks                  | 73.0%              | 73.0%              | 75.0%              | 74.8%              |
| <b>American Indians</b> | <b>70.2%</b>       | <b>74.9%</b>       | <b>77.0%</b>       | <b>79.3%</b>       |
| Asian                   | 88.6%              | 89.0%              | 92.4%              | 91.4%              |
| Hispanic                | 74.3%              | 77.0%              | 78.1%              | 79.5%              |
| Pacific Islander        | 84.4%              | 86.0%              | 85.4%              | 83.5%              |
| White                   | 87.5%              | 88.0%              | 89.3%              | 89.7%              |

**Utah State Board of Education  
Title VI Indian Education  
Tribal Consultation Plan  
Every Student Success Act (ESSA)**

## **Introduction**

### **Background**

"With this bill, we reaffirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will." — President Barack Obama

The new Education Law, Every Student Succeeds Act (ESSA) section 8538, Public Law 114-95 is a measure to reauthorize the fifty-year-old Elementary and Secondary Education Act (ESEA) known as No Child Left Behind (NCLB) the nation's national education law. The new ESSA law recognizes educators, families, communities, and Tribes to create a better opportunity for their students in schools.

The ESSA law allows greater opportunities for stakeholders to communicate and make recommendations that is a significant part of this act. This will also serve as a mechanism for consultation among all stakeholders. The ESSA consultation with stakeholders and specifically with the American Indian Tribal Leadership will engage parents, families, and communities to become more involved. Because of the involvement, the consultation process will help to ensure success for students and accountability for schools. Some of the provisions are as follows:

- advances equity by upholding critical protections for disadvantaged and high-need students.
- require all students to be taught to the high academic standards that will prepare them to succeed in college and to be career ready.
- ensure significant assessment information be provided to educators, families, students, and community regarding the students' progress.
- assist to support and grow local interventions developed by local leaders and educators.
- sustain and expand to high quality K-12 schools.
- accountability and proper support for those low performing schools with student's not making academic progress and address the low graduation rates over extended periods.

### **Tribal Consultation**

Under the Every Student Success Act (ESSA) section 8538, Public Law 114-95 the affected districts are required to consult with local Tribal Nations on the development of their education plans. The intended purpose is how ESSA applies to schools that fall under their criteria. To create and sustain meaningful consultation the National Indian Education Association (NIEA) recommends a process that enables both the communities and LEAs advance the educational goals of the American Indian students. The essential elements from the National Indian Education Association (NIEA) entitled "Building Relationships with Tribes," A Native Process for Local Consultation Under ESSA recommend four significant elements:

1. **Consensus-Based Decision-Making** which empowers the community to share, invest, build trust and offer opportunities.

2. **Act with Respect** offers an avenue to overcome the longstanding of mistrust between stakeholders. All representatives maintain relationships with stakeholders based on mutual respect, learning, and understanding to find solutions that benefit both the Native community and local and state agencies.
3. **Know Native Communities** is significant to enhance the general understanding of the history, traditional practices, beliefs, values, and language the impact the Native students' education. This understanding and partnership between the Native communities and stakeholders is significant for the success of the American Indian students.
4. **Sustain Progress** is perhaps the critical step to sustain the progress of monitoring and evaluating the educational needs to reflect the students' progress. This is to address the needs and concerns of the Native student. (NIEA, 2017)

### **Affected Local Educational Agencies (LEA)**

An affected LEA is a school district, charter school, or a Tribal school that receives Title VI (Formula Grant Application) Federal funding and are required to consult with local Tribes. There are a few school districts affected in Utah. The consultation criteria are as follows:

- An enrollment of 50 percent or greater of American Indian/Alaskan Native students.
- A school district who received more than \$40,000.00 or more in fiscal year 2016.

Schools are required to document their consultation activities. While there may be multiple Tribal consultation requests it is recommend to handle each request separately to honor the Tribes sovereignty.

### **Timely Consultation**

The Title VI Indian Education Coordinators meet monthly during each academic year with the American Indian Education Specialist from the Utah State Board of Education (USBE). Because of the required consultation with the American Indian Tribes, ESSA, section 8538, the Title VI Coordinators developed consultation recommendations and submitted to the USBE American Indian Education Specialist who presented the consultation recommendations to the Utah Tribal Leadership. The Utah Tribal Leaders also made recommendations to the plan to improve the partnership and consultation mechanism. The consensus topics as are follows:

- Strengthen Tribal assurances.
- Creating and Strengthening Education Programs.
- Provide Funding for American Indian/Alaskan Native Students.
- Appendixes for full disclosure.

### **Meaningful Consultation**

Consultation with the Tribes are required and recommended to be mandated and meaningful to occur at the earliest possible time. This consultation ensures the Tribal Nations their views are well respected and honored. The following are a few of the recommendations intentions:

- to empower the community thru communication and partnerships.
- to share the in-depth understanding of the school community.
- sustain and address the concerns within the school and school district.
- provide Tribal Leaders and community members with regular updates and opportunities for dialog of programs being implemented.

As a result, all stakeholders can provide meaningful engagement, appropriate dialog, effective coordination, and support an initiative all levels.

# Appendix

**Every Student Success Act (ESSA)  
Section 8538  
Utah Title VI Programs  
Utah Tribal Consultation Recommendations  
2016-2017**

## 1. Tribal Consultation

### A. Strengthen Tribal Assurances

*\*Innovative programs (community service, read along, pow-wow, pageants, etc.)*

- 1) Community service/recognition towards graduation
- 2) Teaching Utah Tribal languages
- 3) Incorporating Indigenous literature & curriculum
- 4) Student mentorship programs
- 5) American Indian Arts to enhance academic achievement
- 6) Cultural based reading/storytelling activities
- 7) Partner with state STEM programs to develop culturally based activities

*\*Data sharing with Tribes*

- 1) Test Scores (ACT, Native Language, state tests, ELL)
- 2) Graduation rates/dropout rates
- 3) Attendance
- 4) Be aware of FERPA

*\*Professional development, in-service training*

- 1) American Indian Sensitivity Training – School Districts
- 2) Funding from Title programs I, III, VI
- 3) Title VI Coordinator's training/in-service
- 4) Grant/budget training
- 5) Scholarships
- 6) Utah Tribal Leaders training

*\*Parent engagement, participation, involvement (the how to)*

- 1) Parent committee training
- 2) Home visits
- 3) Title VI training – 506 Forms
- 4) Coordinators attend social events
- 5) Cultural night

## **B. Creating and Strengthening Education Programs**

### ***\*Raise academic achievement (ACT, math, English, science, social studies, etc.)***

- 1) Awareness of ACT Preparation and fee waivers
- 2) Title VI tutoring lab/prep lab
- 3) Develop partnerships across school districts
- 4) Access to assessment data
- 5) Educational Parent Summit
- 6) Access to language/culture education

### ***\* Provide bilingual and bicultural programs and projects***

- 1) Guaranteed Education Specialists with cabinet member
- 2) Professional development/language awareness
- 3) Culturally/linguistically responsive classrooms
- 4) Bi-literacy seal
- 5) Title VI Native language programs
- 6) Tribal investment & recommendations in bilingual/bicultural programs
- 7) Sharing Native cultural resources
- 8) Access to Tribal college resources
- 9) Developing an awareness & advocacy of Tribal issues

### ***\*Transition and tracking students from elementary thru post-secondary programs***

- 1) Grant Writing
  - a. Frequent data updates – to build capacity
- 2) Work closer with school support services
- 3) Check & connect programs
- 4) Tutor-mentors connections
- 5) Home work nights

### ***\*Partnerships with institutions of higher education and technical programs, etc.***

- 1) Education pipeline programs
- 2) Connect with Gear-up/TRIO, college prep programs
- 3) Connect with University Outreach opportunities
- 4) College Walk programs
- 5) CTEC/Concurrent/AP classes/honors programs
- 6) FAFSA/Scholarship events
- 7) Community Education
- 8) ACT Prep
- 9) Businesses (what do they have to offer, ex; Home Depot, Lowes, etc.)



***\*Activities that include and support culture, language development, traditions, etc.***

- 1) Navajo Language class (Native language classes)
- 2) Navajo Government class (Native Government classes)
- 3) Family Nights/bringing in culture & language instructors
- 4) Participation in Governor's Summit
- 5) Arts and crafts class
- 6) Sacred Images projects
- 7) UNITY club
- 8) Pow-wow's

***\*Comprehensive related services***

- 1) Title I, III, VII
- 2) 21<sup>st</sup> Century
- 3) Special Education
- 4) Gifted & talented
- 5) At-risk
- 6) Homeless
- 7) etc.).

***\*Increase attendance and high school graduation rates***

- 1) Create an ESSA Committee with all Title VI programs in their district
- 2) Access to data
  - a. Test scores, attendance, graduation rates, dropout rates
- 3) Mentoring
- 4) Parent Involvement – communication
  - a. School Board
  - b. IPAC
  - c. School PTA participation
  - d. Trust Lands
  - e. Technology/social media
- 5) After school programs (21<sup>st</sup> century)
- 6) Summer camps/summer school/enrichment programs
- 7) Partnerships with Tribe/community resources

**C. Provide funding for AI/AN students**

***\*Increase recruit and retain highly qualified teachers and administrators***

- 1) American Indian Education Act (Utah SB 14 and HB 43)
- 2) Work with local colleges and universities
- 3) Grow your own concept
- 4) Invite – mentoring

***\*State and national conferences, workshops, in-service, etc.***

- 1) Funding for State and National Conferences
- 2) Indigenous Language Conferences
- 3) Active member pertaining to American Indian Education Programs  
(Title VI Coordinators, 2017)

**Objectives**

- I. Stakeholders (schools, community, parents, tribal leadership, etc.)
- II. On-going, open, and responsive dialogue
- III. A process of on-going conversation
- IV. Transparency with measurable outcomes
- V. Achievement, expectations, and support  
(NIEA Tribal Consultation Guide, 2016)

Title VI Coordinators Meetings  
2020-2021  
Virtual Meetings

| <b><u>Date</u></b> | <b><u>Time</u></b> | <b><u>Virtual Site</u></b> |
|--------------------|--------------------|----------------------------|
| September 18       | 9:00-10:30 am      | TBA                        |
| October 16         | 9:00-10:30 am      | TBA                        |
| November 20        | 9:00-10:30 am      | TBA                        |
| December 18        | 9:00-10:30 am      | TBA                        |
| January 22         | 9:00-10:30 am      | TBA                        |
| February 19        | 9:00-10:30 am      | TBA                        |
| March 19           | 9:00-10:30 am      | TBA                        |
| April 16           | 9:00-10:30 am      | TBA                        |
| May 14             | 9:00-10:30 am      | TBA                        |

## Title VI Formula Grant Sites

2020-2021

### School District-Coordinator

### Email

1. \* **Alpine - Jeanie Groves,** [jgroves@alpinedistrict.org](mailto:jgroves@alpinedistrict.org)
2. \* **Cache, Logan, Box Elder - Kris Hart,** [kris.hart@ccsdut.org](mailto:kris.hart@ccsdut.org)
3. \* **Canyons – Matthew Emerson,** [matthew.emerson@canyonsdistrict.org](mailto:matthew.emerson@canyonsdistrict.org)
4. \* **Davis – Sarai Neumarker,** [sneumarker@dsdmail.net](mailto:sneumarker@dsdmail.net)
5. \* **Duchesne – Amanda Jenks,** [ajenks@dcsd.org](mailto:ajenks@dcsd.org)
6. **Grand – Cora Shonie,** [shoniec@grandschools.org](mailto:shoniec@grandschools.org)
7. \* **Granite – Wendy Peterson,** [wpeterson@graniteschools.org](mailto:wpeterson@graniteschools.org)
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12. **Ogden- Lucille Transtrum,** [transtruml@ogdensd.org](mailto:transtruml@ogdensd.org)
13. **Provo – Meredith Lam,** [meredithl@provo.edu](mailto:meredithl@provo.edu)
14. \* **San Juan – Brenda Whitehorse,** [bwhitehorse2@sjsd.org](mailto:bwhitehorse2@sjsd.org)
15. \* **Salt Lake City – Tia Yazzie,** [tia.yazzie@slcschools.org](mailto:tia.yazzie@slcschools.org)
16. **Sevier – Thomasia White,** [thomasia.white@seviersd.org](mailto:thomasia.white@seviersd.org)
17. **Tooele – Stephanie Rowley,** [srowley@tooeleschools.org](mailto:srowley@tooeleschools.org)
18. \* **Uintah – Melissa Taveapont,** [melissa.taveapont@uintah.net](mailto:melissa.taveapont@uintah.net)
19. \* **Washington – Mike Grisenti,** [mike.grisenti@washk12.org](mailto:mike.grisenti@washk12.org)
20. **Weber – Lillian Tsosie-Jensen** [litsosie@wsd.net](mailto:litsosie@wsd.net)

**\*ESSA (sec. 8538) affected school districts recommend Tribal consultation.  
(School districts that receive more than \$40,000.00 or have more than  
50% American Indians in their district).**