colorado commission of indian Affairs & Colorado department of education

# Indigenous Education Community Needs Assessment

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About Education Northwest

Education Northwest is a nonprofit, nonpartisan organization dedicated to helping all children and youth reach their full potential. We partner with public, private, and community-based organizations to address educational inequities and improve student success. While most of our work centers on the Pacific Northwest, our evaluations, technical assistance, and research studies have national impact and provide timely and actionable results.

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## Executive Summary

The state of Colorado is home to over 207,787 American Indians and Alaska Natives,[[1]](#footnote-2) making it one of 14 states with an Indigenous population of 100,000 or more (US Census, 2020). The U.S. Department of Education’s Title VI Indian Education program plays a crucial role in supporting Native American students and promoting cultural awareness within educational institutions. This evaluation seeks to assess the program’s impact and effectiveness, focusing on alignment with federal objectives, implementation at the state and local levels, and outcomes for Native American students. Key data collection activities included online surveys with administrators, educators, and community members at Title VI school districts and one-on-one virtual interviews with Title VI Indian Education Directors for school districts and Tribal Nations.

By examining key performance indicators, multiple groups’ perspectives, and programmatic challenges, this evaluation aims to provide a comprehensive analysis of how well the Title VI program meets its goals in Colorado and what changes may be needed to supplement and improve upon efforts to support Indigenous students.

### Key findings

#### Identifying and understanding Indigenous learners

1. Interviewees in schools describe challenges in accurately identifying Indigenous learners in their districts using the ED 506 Form of Native Student Eligibility for the Title VI Indian Education Formula Grant Program. In addition, data system issues and federal race and ethnicity reporting guidelines also lead to the undercounting of Native student populations.
2. Administrators and educators have limited access to data on Indigenous students’ academic experiences, particularly in the areas of discipline, special education, multilingual education, and gifted and talented programming.

#### Strengthening culturally relevant curriculum, instruction, and pedagogy

1. Interviewees and survey respondents indicate a strong need to include more Indigenous content in curriculums, as well as culturally relevant instruction and pedagogy. Over a third of community members who completed the survey felt their district’s teaching materials were offensive.
2. Over half of administrator and educator respondents were not familiar with Native education resources to supplement their instruction. Over 60 percent of surveyed administrators and educators were not familiar with the Nuu-ciu Strong resource guide for 4th grade and the Nuchiu Strong resource guide for grades K-1.

#### Increasing collaboration with districts, schools, Tribes, and families

1. Interview and survey respondents spoke of a need to increase collaboration with districts, schools, Tribes and families. Half of administrator and educator respondents indicated that their school rarely or never engages in a productive dialogue with Indigenous communities and families.
2. Interviewees emphasized the necessity of strong communication, collaboration, and increased transparency between district leaders and Indian Education Offices for Title VI programs to thrive.

#### Engaging with families and community members

1. Community members who participated in the survey indicated a lack of familiarity with the resources provided by the district and schools for Indigenous learners and families, including Title VI Indian Education program offerings.
2. Nearly 20 percent of community member survey respondents indicated that fees for participation and transportation were challenges to their participation in school activities. Other challenges included not having the time, the timing of activities conflicting with work responsibilities, a lack of awareness of school activities, and a lack of inclusivity.

#### Connecting to postsecondary opportunities

1. Research highlights the significant benefits of high school support of college campus visits. Only 13 percent of community members felt that their school or district supports Indigenous students in visiting college campuses, while 21 percent were unsure whether their school or district did so.

### Recommendations

#### Identifying and understanding Indigenous learners

**Strengthen Data Collection and Analysis: Develop robust data collection methods in collaboration with Indian Education staff to improve Native student identification, track academic performance and program effectiveness.** To inform policy decisions, promote equitable instructional practices, and improve educational outcomes—all of which should be communicated to American Indian and Alaska Native families and communities.

**Enhance student support services.** Provide targeted support for Native American students, particularly holistic student services (e.g., housing, food, transportation, or technology) to support student attendance and learning. Offer counseling or other services that address student challenges related to academics and well-being.

**Provide opportunities for greater collaboration on general education programs.** Build a system for ongoing participation in the planning and communication of school and district programs by Title VI staff members and Tribal education departments to ensure the programs meet Indigenous students’ needs.Collect and incorporate feedback from students, parents, and educators to continuously improve programs.

#### Strengthening culturally relevant curriculum, instruction, and pedagogy

**Expand both Native American curriculum content and culturally relevant instruction.** Expand upon the 2022 Social Studies Standards work that specifically recognizes the Southern Ute Indian Tribe, the Ute Mountain Ute Tribe, and Indigenous communities with ties to Colorado. Provide professional learning for teachers to investigate the new standards and build plans for implementation across in districts across the state. Collaborate with Tribes and Tribal organizations on planning and delivery.

**Professional development for educators.** Offer training on cultural competency, available Native education teacher resources, and the specific needs of Native American students.Encourage teachers to participate in workshops and seminars focused on inclusive education practices.

**Expand access to Native American language programs.** Invest in language preservation and revitalization. Develop and support programs that teach Native American languages.

#### Increasing collaboration among districts, schools, Tribes, and families

**Foster partnerships with Tribal organizations.** Collaborate with local Tribes and Tribal communities to develop educational programs and resources.Consult and engage with Tribal and community leaders in the decision-making process for educational initiatives, programs, and other offerings.

**Promote awareness and understanding.** Conduct awareness campaigns and use a variety of communication strategies to inform the broader community about Tribal and school events, curriculum, Title VI programming, and related topics.

#### Engaging with families and community members

**Improve family and community engagement.** Facilitate regular communication and collaboration, in multiple formats and settings, between schools and Native American families—particularly in rural areas.Work alongside Tribes, Tribal organizations, Tribal families and other entities to facilitate community events that celebrate Native American culture and heritage. Use multiple methods to inform district and school families to maximize participation.

#### Connecting to postsecondary opportunities

**Increase scholarship and grant opportunities.** Advocate for more scholarships and grants specifically for Native American students.Partner with local businesses and organizations   
to fund educational opportunities including apprenticeships and other programs.

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## Introduction

The state of Colorado is home to over 207,787 American Indians and Alaska Natives, making it one of 14 states with an Indigenous population of 100,000 or more (US Census, 2020). Of that number, 5,348 are school-aged children, with a vast majority in 179 districts across the state (Colorado Department of Education, 2024). There are twelve school districts in Colorado with Indian Education Title VI programs that play a crucial role in supporting Native American students and promoting cultural awareness within educational institutions. The funded programs provide a wide range of supports that would otherwise be unavailable—including extended learning opportunities, tutoring, and cultural activities. In Colorado—one of few states that supports Title VI programs through its department of education—the success of these programs is pivotal in shaping educational outcomes for Native American students.

Several districts, beyond the twelve current Title VI school districts, have a large enough enrollment of Indigenous students to qualify for Department of Education Title VI grant funding designed to address the unique cultural, language, and academic needs of American Indian and Alaska Native students. While the existing programs provide important resources for Native American students, it is crucial to expand the number of Title VI Indian Education programs in school districts to meet the needs of all Native American students in Colorado.

This evaluation seeks to assess the impact and effectiveness of the Title VI Indian Education program in Colorado, focusing on alignment with federal objectives, implementation at the state and local levels, and outcomes for Native American students. By examining key performance indicators, stakeholder perspectives, and programmatic challenges, this evaluation aims to provide a comprehensive analysis of how well the Title VI program meets its goals in Colorado.

The findings from this evaluation will inform Tribes, policymakers, educators, and community members about the strengths and areas for improvement within the Title VI Indian Education program. Ultimately, this evaluation aims to contribute to ongoing efforts to enhance educational equity and cultural responsiveness for Native American students in Colorado.

## Data Collection and Summary of Findings

From February to June 2024, the Education Northwest team conducted a series of data collection activities to better understand the needs and priorities of Indigenous education efforts across Colorado. Key activities included online surveys and virtual one-on-one interviews. Education Northwest and the Colorado Commission of Indian Affairs and the Colorado Department of Education made the survey publicly available to the state’s Title VI school districts, including administrators, educators, and community members. The study team interviewed ten of the Title VI and Tribal Education Directors across the state. Interviews lasted 45 minutes and were recorded and transcribed for analysis.

To learn about the Colorado’s educational context and to incorporate local knowledge into the evaluation design, we established check-in meetings with Colorado Commission of Indian Affairs and the Colorado Department of Education staff. These meetings provided us with ongoing guidance and feedback on data collection instruments and activities. In addition, we met with the Colorado Title VI Directors and Tribal Education Directors across the state to understand key areas of concern and priorities for the data collection activities. The Commission of Indian Affairs, Department of Education, Title VI Directors, and Tribal Education Directors also provided feedback on both the interview protocol and survey instrument.

A total of 35 administrators, 25 Title VI staff members, 156 educators, and 223 community members responded to the survey. Forty-seven percent of administrators, Title VI staff members, and educators taught at or supported the elementary school level, 43 percent at the middle school level, and 37 percent at the high school level. Most of the educators who responded to the survey identified as white, while most community members identified as Native American in the United States (see figure 1).

Figure 1. How do you define your race/ethnicity? Select all that apply.

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent.

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Almost a third of community member survey respondents live on a reservation or in a Native community. Most administrator and educator respondents live in an urban city or small town   
(see figure 2).

Figure 2. Where do you currently live?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Below, we draw upon these interviews and survey findings to describe key needs, concerns, and areas of opportunity for furthering Indigenous education efforts in the state of Colorado.

### Identifying and understanding Indigenous learners

Interviewees described challenges in accurately identifying Indigenous learners in their districts. In the survey, about 70 percent of community member respondents reported feeling very comfortable self-identifying as Indigenous on school forms (see figure 3). However, most director interviewees reported that families aren’t comfortable completing the [ED 506 Form of Native Student Eligibility](https://easie.communities.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=45632) for the Title VI Indian Education Formula Grant Program. For example, one Title VI representative told us that while over 1,400 students in their district identify as Native, only 170 completed the ED 506 form. In addition, interviewees spoke of data systems issues, including school systems auto-identifying mixed-race Native students as “white” and masking student identities under a “multi-race” category, which led to difficulty identifying Native students and undercounting Native student populations. This issue is often compounded by the federal race/ethnicity reporting guidance that districts must follow.

Figure 3. Do you feel comfortable self-identifying as Indigenous, Native American, American Indian, or Alaska Native when enrolling or registering for school?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

In the survey, we asked administrators and educators the extent to which they were familiar with Indigenous student data by various categories (see figure 4). Over 60 percent of respondents had limited to no familiarity with Indigenous student data in the areas of discipline, special education, multilingual learners, and talented and gifted programming.

Figure 4. To what extent are you familiar with Indigenous student data in the following areas?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

### Strengthening culturally relevant curriculum, instruction and pedagogy

Interviewees and survey respondents indicated a need to expand both Native American curriculum content and culturally relevant instruction. One of the Title VI representatives spoke of the importance of raising the racial consciousness of educators, employing cultural humility, and integrating culturally relevant practices.

“Number one, big picture, is having teachers be more racially conscious of what it means to be Native in the U.S., to have more cultural humility of being humble in those ways of, ‘What can I learn about my students so that I can teach them in a more proper way?’ Just to have our teachers raise their consciousness level so that our students can quit being harmed in our schools, and then more culturally relevant teaching practices. That’s what I would want for teachers so that our outcomes for our students can be better, so that our families more connected and feel like they’re welcomed in buildings.”

– Title VI Director

Over 60 percent of the surveyed administrators and educators were not familiar with the [Nuu-ciu strong resource guide](https://ccia.colorado.gov/initiatives/nuu-ciu-strong-resource-guides) for 4th grade and Nuchiu Strong resource guide for grades K-1. The guides are important resources for districts as they begin to implement the revised 2022 Social Studies Standards (mandatory beyond 2024) that include knowledge and understanding of the two federally recognized Tribes in Colorado—the Southern Ute Indian Tribe and the Ute Mountain Ute Tribe—and Tribes with ties to Colorado. The survey showed a similar proportion of familiarity across school levels (see figure 5).

Figure 5. Are you familiar with the Nuu-ciu Strong resource guides for elementary schools?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Similarly, community members who responded to the survey indicated a need for more culturally relevant curriculum and instructional materials. Over a third of community member respondents felt their district’s teaching materials were offensive (see figure 6).

Figure 6. Have you ever felt like the teaching materials used by the district were offensive?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Over half of community member survey respondents felt their district or school did not make an effort to call upon Indigenous families and leaders, incorporate Indigenous perspectives, or provide instructional materials that reflect students’ cultural background, ethnicity, and identity (see figure 7).

Figure 7. Community member perspectives of district curriculum and instructional materials

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Similarly, we asked administrators and educators whether they were familiar with resources to supplement instruction about Indigenous history and experiences. We disaggregated responses by rurality (see figure 8). According to the Colorado Department of Education, a Colorado school district is considered rural if its enrollment is fewer than 6,500 students and the distance from large urban or urbanized areas conforms to that used by the National Center for Education Statistics (Hammond, 2013). About half of respondents in urban cities or rural areas were familiar with such resources, while a higher proportion of respondents from small towns were not.

Figure 8. Are you familiar with resources that can supplement your instruction about Indigenous history and experiences?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

In the survey, we asked administrators, educators, and community members the extent to which Indigenous culture is visible in their classroom, school, or district environment. We found differing perceptions from administrators and educators and community members. About half of administrators and educators felt Indigenous culture was visible to a great or some extent. Over 60 percent of community members felt Indigenous culture was visible to minimal or no extent (see figure 9).

Figure 9. To what extent is Indigenous culture visible in the classroom, school,   
or district environment?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

### Increasing collaboration with districts, schools, Tribes, and families

#### Collaboration with districts, schools, and community members

Interviewees and survey respondents highlighted the importance of nurturing relationships among schools, parents, and community members. Title VI and Tribal Education Directors spoke of a of variety ways in which they connect with community members. For example, district-run community councils and committees, such as the Native American Parental Advisory Committee and the Indigenous Parent Action Committee, bring parents and others from the community to the school. In addition, schools host cultural events, such as an Indigenous graduation ceremonies for Indigenous students and their families, First Gatherings, arts and crafts events, game nights, and family nights. Districts also contract with community members who have relevant expertise to bring cultural events or workshops, guest speakers, or other activities to schools. In addition   
to bringing community members to schools, Title VI Directors and Tribal Education Directors emphasized the importance of school personnel building community connections, such as by participating in cultural events.

Across interviews and surveys, respondents spoke of a need to increase collaboration among districts, schools, families, and community members. Half of administrator and educator respondents indicated that their school rarely or never engages in a productive dialogue with Indigenous communities, including elders, Tribal governments, and/or parents and families (see figure 10).

Figure 10. How often does your school engage in a productive dialogue with Indigenous communities, including elders, Tribal government, and/or parents and families?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Some interviewees talked about the positive relationships between their district and the Indigenous community. More often, interviewees described how experiences of Indigenous students and families being treated poorly by the district permeate the community. As one interviewee described,

“There is a distrust embedded in the community that is very difficult to navigate. A prevailing distrust of government and official entities is still very pervasive in the community. And so, I think that, individually, if a family develops a relationship with the school and with the teacher, I think that that can be very positive. But overall, I still think that there is this underlying distrust, and I totally understand.”

– Title VI Director

A history of mistrust of the district can create barriers to forming strong relationships. Title VI Directors spoke of the importance of celebrating accomplishments, in addition to soliciting feedback on opportunities for change. As one Director described,

“I think there's a lot of negativity about, ‘It’s not enough yet,’ but we’re working on that. We’re working on how we accept our celebrations as part of the work you all are doing and being able to celebrate our accomplishments.”

– Title VI Director

#### Collaboration between district leadership and Indian Education Offices

The districts located nearest the Southern Ute Indian Tribe and the Ute Mountain Ute Tribe have established memorandums of understanding that seek to formalize the relationship between the school districts and Tribes to improve students’ academic success and their attendance. As part of the memorandums, districts and Tribes share data, notify each other of functions, activities, and meetings, include Tribal representatives on boards and committees, and invite Tribes to provide   
in-school tutoring and counseling services.

However, interviewees emphasize that the relationship between the Indian Education Office and district is largely dependent upon district leadership. Indian Education Directors would like more transparency in data sharing to understand Native students’ needs and an increase in communication and collaboration among the Indian Education Office and school and district leaders.

### Engaging with families and community members

Interviewees and survey respondents indicated a need for responsive outreach to families and community members to build relationships, hear feedback, and provide information about services. Title VI Directors spoke of reaching out to families through emails, flyers, phone calls, and home visits. Interviewees reflected on the importance of ensuring families know of the supports available to them in the district. As one director described,

“Our initiative this year was to make sure every family knew that we existed, whether that be through an email, but ideally it was meeting face-to-face with every student in every school this year.”

– Title VI Director

However, community members who participated in the survey indicated a lack of familiarity with the resources districts and schools provided for Indigenous learners and families (see figure 11). Less than half of respondents receive information about Title VI Indian Education program offerings, and less than a third participate in Title VI activities. Only 40 percent of respondents know who assists Indigenous families in their district or school.

Figure 11. Community member familiarity with supports for Indigenous learners and   
their families.

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

About half of community members who responded to the survey felt their district or school never or seldom made them aware of opportunities for Indigenous families to foster involvement in school activities (see figure 12). About half reported that the district sometimes or often notified them of opportunities.

Figure 12. How often does the district or your school make you aware of opportunities for Indigenous families to foster involvement in school activities?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

In interviews, Title VI Directors and Tribal Education Directors emphasized the importance of ongoing outreach to Indigenous families and community members to ensure that the services provided meet their needs. As one Title VI Director told us,

“I don’t know that we do a really good job of explaining supports to families. We always think we know best and we want to do for families instead of doing with families … we need to explain whatever it is that we’re trying to do or that we’re wanting to do to make sure what we’re doing is wanted and it’s also understood.”

– Title VI Director

Another Tribal VI Director also spoke of the importance of listening to students and families, of not making assumptions, and of doing personalized outreach.

“A thoughtfulness around how making sure that we’re listening to our students and parents of what support they need. When we first started this program, we made a lot of assumptions about what families needed. So, making sure that we’re really going to our community, and not just asking what you need, but making those personalized phone calls.”

– Title VI Director

#### Challenges to participating in school activities

We asked community members about challenges to engaging in school activities (see figure 13). Over a third of respondents indicated that they do not experience such challenges. Among those that do have difficulty, nearly 20 percent specified fees for participation and transportation. Other challenges respondents mentioned included having the time to participate, the timing of activities conflicting with work responsibilities, a lack of awareness of school activities, and a lack of inclusivity or cultural awareness at the activities.

Figure 13. What are the challenges, if any, for you to participate in school activities?   
Select all that apply.

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent.

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

In addition, we asked administrators and educators about some of the challenges that prevent Indigenous families from participating in school activities (see figure 14). A third indicated transportation was a major challenge. In open-ended responses, administrators and educators wrote that they often don’t know what challenges prevent Indigenous families from participating.

Figure 14. From your perspective, what are some of the challenges that prevent your Indigenous families from participating in activities beyond the school day? Select all that apply.

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent.

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

### Connecting to postsecondary opportunities

Research highlights the significant benefits of high school support for college campus visits, emphasizing improved college match and fit, enhanced enrollment and persistence, and better financial planning. College campus visits help students choose colleges that align with their preferences, improve financial literacy and academic motivation, and reduce college-going anxiety, leading to higher retention and graduation rates (Castleman et al., 2014; National Association for College Admission Counseling, 2019; Perna & Titus, 2004; Hoxby & Turner, 2015). Collectively, these findings underscore the importance of high school support for college campus visits in facilitating informed decisions and successful college transitions.

Figure 15. Do you feel the district or your school provides opportunities for Indigenous students to visit college or university campuses?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Of all administrators and educators surveyed, 70 percent indicated that their district or school provides opportunities for postsecondary visits to some extent or less. Only 13 percent of community members felt that their school or district supports Indigenous students in visiting college campuses, while 21 percent were unsure whether their school or district did or not.

Figure 16. Do you feel the district or your school shares information about alternative educational pathways?

Source: Authors’ analysis of 2024 Colorado Title VI survey responses.

Of community members, 14 percent feel that their school or district shares information about alternative educational pathways to a great extent, while 31 percent of administrators and educators who feel the same. The distribution of responses regarding information about alternative education pathways was very similar to that of responses regarding opportunities for visits to college campuses.

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## Appendix A. Administrator and Educator Survey

### Background

Table A1. Which of the following most closely matches your primary job responsibility?

|  | Count | Percentage |
| --- | --- | --- |
| Administrator | 35 | 16% |
| Teacher | 156 | 72% |
| Title VI Coordinator or Director | <5 | \* |
| Title VI Staff | 22 | 10% |

\*To protect participant privacy, we suppressed data with less than five responses.

Source: Administrator and educator survey administered by Education Northwest.

Table A2. How many years have you been in your current role?

|  | Count | Percentage |
| --- | --- | --- |
| 1 to 5 years | 94 | 44% |
| 6 to 20 years | 96 | 44% |
| Over 20 years | 26 | 12% |

Source: Administrator and educator survey administered by Education Northwest.

Table A3. What school level(s) do you teach or support? Select all that apply.

|  | Count | Percentage |
| --- | --- | --- |
| Elementary school | 102 | 47% |
| Middle school | 92 | 43% |
| High school | 80 | 37% |

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Administrator and educator survey administered by Education Northwest.

Table A4. How do you define your race/ethnicity? Select all that apply.

|  |  |  |
| --- | --- | --- |
|  | Count | Percentage |
| Native American in the United States | 19 | 9% |
| Alaska Native | <5 | \* |
| Asian | <5 | \* |
| Black or African American | <5 | \* |
| Latina/o/x or Hispanic | 31 | 14% |
| Native Hawaiian or other Pacific Islander | <5 | \* |
| White | 171 | 79% |
| Other | 7 | 3% |

\*To protect participant privacy, we suppressed data with less than five responses. Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Administrator and educator survey administered by Education Northwest.

Table A5. Where do you currently live?

|  | Count | Percentage |
| --- | --- | --- |
| Urban city | 81 | 38% |
| Small town | 76 | 35% |
| Rural area (not a reservation) | 54 | 25% |
| Reservation/Native community | 5 | 2% |

Source: Administrator and educator survey administered by Education Northwest.

### Knowledge of Indigenous student population

Table A6. To what extent…

|  | To no extent | To minimal extent | To some extent | To a great extent |
| --- | --- | --- | --- | --- |
| Do you know which students in your school or classroom identify as Indigenous? | 7% | 16% | 34% | 42% |
| Are you familiar with the Tribes that the students in your school or classroom represent? | 23% | 21% | 23% | 32% |
| Do you collaborate within your district to meet the unique needs of Indigenous students? | 29% | 28% | 24% | 19% |
| Are you involved with the Title VI Indian Education Program at your school (i.e., attending meetings, events, or other program offerings)? | 64% | 17% | 11% | 7% |

Source: Administrator and educator survey administered by Education Northwest.

Table A7. How often does your school engage in a productive dialogue with Indigenous communities, including elders, Tribal government, and/or parents or families?

|  |  |  |
| --- | --- | --- |
|  | Count | Percentage |
| Daily | 13 | 8% |
| Weekly | 16 | 9% |
| Monthly | 39 | 23% |
| Annually | 19 | 11% |
| Rarely or never | 86 | 50% |

Source: Administrator and educator survey administered by Education Northwest.

Table A8. To what extent are you familiar with data on Indigenous students by:

|  | To no extent | To minimal extent | To some extent | To a great extent |
| --- | --- | --- | --- | --- |
| Special education | 36% | 23% | 26% | 15% |
| Talented and gifted programming | 41% | 25% | 24% | 9% |
| Multilingual learners | 34% | 26% | 30% | 10% |
| Discipline data | 44% | 19% | 23% | 15% |
| Attendance | 35% | 22% | 22% | 21% |
| Student achievement | 35% | 20% | 29% | 16% |

Source: Administrator and educator survey administered by Education Northwest.

### Opportunities for engagement

Table A9. To your knowledge, how does your school reach out to Indigenous families to share information? Select all that apply.

|  | Count | Percentage |
| --- | --- | --- |
| Social media | 100 | 46% |
| Emails | 131 | 61% |
| Flyers | 85 | 39% |
| Phone calls | 90 | 42% |
| Other | 33 | 15% |

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Administrator and educator survey administered by Education Northwest.

Table A10. Are Indigenous students at your school or district engaged in the following activities beyond school hours? Select all that apply.

|  | Count | Percentage |
| --- | --- | --- |
| Athletics | 112 | 52% |
| Clubs | 121 | 56% |
| Apprenticeships | 22 | 10% |
| Other | 23 | 11% |

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Administrator and educator survey administered by Education Northwest.

Table A11. To your knowledge, what are the challenges do your Indigenous families to participate in activities beyond the school day? Select all that apply.

|  | Count | Percentage |
| --- | --- | --- |
| Transportation | 77 | 36% |
| Fees | 38 | 18% |
| Childcare | 42 | 19% |
| Student grades | 42 | 19% |
| Length of activities | 42 | 19% |
| Other | 41 | 19% |

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Administrator and educator survey administered by Education Northwest.

Table A12. To what extent is Indigenous culture visible in the school or district environment (i.e., bulletin boards, posters, books, activities, etc.)?

|  | Count | Percentage |
| --- | --- | --- |
| To no extent | 19 | 12% |
| To minimal extent | 63 | 38% |
| To some extent | 68 | 41% |
| To a great extent | 15 | 9% |

Source: Administrator and educator survey administered by Education Northwest.

### Curriculum, instruction, and pedagogy

Table A13. How is instruction at your district or school made culturally relevant and engaging for Indigenous students?

|  |  |  |
| --- | --- | --- |
|  | Count | Percentage |
| Differentiated instruction | 70 | 32% |
| Instructional supports | 66 | 31% |
| Materials/Resources | 73 | 34% |
| Accommodations | 71 | 33% |
| Interventions | 64 | 30% |
| Guest speakers | 62 | 29% |
| Tutoring | 63 | 29% |
| Small group work | 62 | 29% |
| Large group work | 41 | 19% |
| Other | 28 | 13% |

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Administrator and educator survey administered by Education Northwest.

Table A14. From your perspective, is the Indigenous perspective included in the district’s social studies curriculum?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 30 | 19% |
| No | 65 | 41% |
| I’m not sure | 64 | 40% |

Source: Administrator and educator survey administered by Education Northwest.

Table A15. Are you familiar with resources that can supplement your instruction about Indigenous history and experiences?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 86 | 55% |
| No | 69 | 45% |

Source: Administrator and educator survey administered by Education Northwest.

Table A16. How familiar are you with the Nuu-ciu Strong resource guides for elementary schools?

|  | Count | Percentage |
| --- | --- | --- |
| Not at all familiar | 52 | 72% |
| Somewhat familiar | <5 | \* |
| Moderately familiar | 6 | 8% |
| Very familiar | 10 | 14% |

\*To protect participant privacy, we suppressed data with less than five responses.

Source: Administrator and educator survey administered by Education Northwest.

Table A17. To what extent…

|  | To no extent | To minimal extent | To some extent | To a great extent |
| --- | --- | --- | --- | --- |
| Does your school provide instructional materials (i.e., textbook, handouts, or resources) that  reflect students’ cultural background, ethnicity, and identity? | 15% | 40% | 34% | 11% |
| Does your school offer opportunities to teach American Indian language? | 67% | 12% | 16% | 4% |
| Does your school make an effort to call upon Native families and leaders as experts in culture, language and history? | 30% | 33% | 29% | 7% |
| Are you provided with sufficient professional development to use culturally competent strategies for teaching American Indian students? | 40% | 33% | 20% | 7% |

Source: Administrator and educator survey administered by Education Northwest.

### School climate and safety

Table A18. To what extent…

|  | To no extent | To minimal extent | To some extent | To a great extent |
| --- | --- | --- | --- | --- |
| Do you establish trusting relationship with Indigenous students and families? | 4% | 15% | 40% | 41% |
| Does your school engage with families to support student attendance? | 3% | 15% | 42% | 40% |
| Do you have a system in place for identifying students that may need mental health services? | 5% | 13% | 43% | 40% |
| Does your school partner with Indigenous families and community members to  reduce bullying? | 21% | 23% | 35% | 20% |

Source: Administrator and educator survey administered by Education Northwest.

### Postsecondary opportunities

Table A19. To what extent…

|  | To no extent | To minimal extent | To some extent | To a great extent |
| --- | --- | --- | --- | --- |
| Does your school or district provide opportunities for Indigenous students to visit college or university campuses? | 16% | 18% | 35% | 30% |
| Does your school or district provide opportunities for Indigenous students and families to learn about and apply for higher education (i.e., support with the application processes, FAFSA, financial aid documents, scholarships)? | 12% | 18% | 39% | 31% |
| Does your school share information about alternative educational pathways (i.e., workforce development programs, certificates, etc.)? | 8% | 21% | 41% | 31% |

Source: Administrator and educator survey administered by Education Northwest.

## Appendix B. Community Member Survey

### Background

Table B1. Have you, in the past or currently, had child(ren) who were enrolled in Colorado Public Schools? Select all that apply.

|  | Count | Percentage |
| --- | --- | --- |
| Yes, I have child(ren) who are currently enrolled in Colorado  Public Schools | 145 | 65% |
| Yes, my child(ren) previously attended Colorado Public Schools | 50 | 22% |
| No, I do not have children who attended Colorado Public Schools | 28 | 13% |

Source: Community member survey administered by Education Northwest.

Table B2. How do you define your race/ethnicity? Select all that apply.

|  | Count | Percentage |
| --- | --- | --- |
| Native American in the United States | 135 | 64% |
| Alaska Native | <5 | \* |
| Asian | 5 | 2% |
| Black or African American | <5 | \* |
| Latina/o/x or Hispanic | 44 | 21% |
| Native Hawaiian or other Pacific Islander | 7 | 3% |
| White | 49 | 23% |
| Other | 13 | 6% |

\*To protect participant privacy, we suppressed data with less than five responses. Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Community member survey administered by Education Northwest.

Table B3. Where do you currently live?

|  | Count | Percentage |
| --- | --- | --- |
| Urban city | 83 | 40% |
| Small town | 42 | 20% |
| Rural area (not a reservation) | 24 | 12% |
| Reservation/Native community | 57 | 28% |

Source: Community member survey administered by Education Northwest.

### Knowledge of Indigenous student population

Table B4. Do you feel comfortable self-identifying as Indigenous, Native American, American Indian, or Alaska Native when enrolling or registering for school?

|  | Count | Percentage |
| --- | --- | --- |
| Not comfortable at all | <5 | \* |
| A little comfortable | 11 | 9% |
| Somewhat comfortable | 23 | 18% |
| Very comfortable | 90 | 71% |

\*To protect participant privacy, we suppressed data with less than five responses.

Source: Community member survey administered by Education Northwest.

Table B5. To what extent do you feel the district or your school is familiar with the Tribes that students represent?

|  | Count | Percentage |
| --- | --- | --- |
| To no extent | 41 | 23% |
| To a minimal extent | 67 | 37% |
| To some extent | 44 | 24% |
| To a great extent | 19 | 10% |
| I’m not sure | 11 | 6% |

Source: Community member survey administered by Education Northwest.

Table B6. Do you know who assists Indigenous families in the district or at your school?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 82 | 42% |
| No | 71 | 36% |
| I’m not sure | 42 | 22% |

Source: Community member survey administered by Education Northwest.

Table B7. Do you receive information about Title VI Indian Education Program meetings, events, or other program offerings?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 92 | 47% |
| No | 77 | 40% |
| I’m not sure | 25 | 13% |

Source: Community member survey administered by Education Northwest.

Table B8. Do you receive services or participate in activities hosted by the Title VI Indian Education Program?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 57 | 29% |
| No | 113 | 58% |
| I’m not sure | 26 | 13% |

Source: Community member survey administered by Education Northwest.

### Opportunities for engagement

Table B9. How often does the district or your school make you aware of opportunities for Indigenous families to foster involvement in school activities?

|  | Count | Percentage |
| --- | --- | --- |
| Never | 39 | 22% |
| Seldom | 42 | 23% |
| Sometimes | 41 | 23% |
| Often | 41 | 23% |
| I’m not sure | 17 | 9% |

Source: Community member survey administered by Education Northwest.

Table B10. To your knowledge, how does your school reach out to Indigenous families to share information? Select all that apply.

|  | Count | Percentage |
| --- | --- | --- |
| Social media | 74 | 35% |
| Emails | 126 | 60% |
| Flyers | 60 | 28% |
| Phone calls | 37 | 18% |
| Other | 31 | 15% |
| I’m not sure | 21 | 10% |

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Community member survey administered by Education Northwest.

Table B11. To your knowledge, what are the challenges do your Indigenous families to participate in activities beyond the school day? Select all that apply.

|  |  |  |
| --- | --- | --- |
|  | Count | Percentage |
| Transportation | 35 | 17% |
| Fees | 39 | 18% |
| Childcare | 26 | 12% |
| Student grades | 31 | 15% |
| Length of activities | 22 | 10% |
| Other | 25 | 17% |
| I don’t experience challenges to participating in activities | 76 | 36% |

Notes: Respondents could select more than one response, so percentages will sum to more than 100 percent. The N includes all respondents who chose at least one response.

Source: Community member survey administered by Education Northwest.

Table B12. To what extent do you feel like the district or your school make Indigenous culture visible in schools (i.e., bulletin boards, posters, books, activities, etc.)?

|  | Count | Percentage |
| --- | --- | --- |
| To no extent | 41 | 23% |
| To minimal extent | 67 | 37% |
| To some extent | 44 | 24% |
| To a great extent | 19 | 10% |
| I’m not sure | 11 | 6% |

Source: Community member survey administered by Education Northwest.

### Curriculum, instruction, and pedagogy

Table B13. To what extent do you feel like the district or your school’s instruction is responsive to the needs of Indigenous students?

|  | Count | Percentage |
| --- | --- | --- |
| To no extent | 39 | 22% |
| To minimal extent | 59 | 33% |
| To some extent | 40 | 22% |
| To a great extent | 19 | 11% |
| I’m not sure | 21 | 12% |

Source: Community member survey administered by Education Northwest.

Table B14. From your viewpoint, is the Indigenous perspective included in the district’s social studies curriculum?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 30 | 17% |
| No | 92 | 52% |
| I’m not sure | 55 | 31% |

Source: Community member survey administered by Education Northwest.

Table B15. From your viewpoint, do you feel that the district or your school provides instructional materials (i.e., textbooks, handouts, or resources) that reflect students’ cultural background, ethnicity, and identity?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 21 | 12% |
| No | 113 | 64% |
| I’m not sure | 43 | 24% |

Source: Community member survey administered by Education Northwest.

Table B16. Do you feel the district or your school makes an effort to call upon Indigenous families and leaders as the experts in culture, language, and history?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 40 | 22% |
| No | 95 | 53% |
| I’m not sure | 43 | 24% |

Source: Community member survey administered by Education Northwest.

Table B17. Have you ever felt the teaching materials used by the district were offensive?

|  | Count | Percentage |
| --- | --- | --- |
| Yes | 66 | 37% |
| No | 65 | 36% |
| I’m not sure | 48 | 27% |

Source: Community member survey administered by Education Northwest.

### School climate and safety

Table B18. To what extent do you feel like the district or your school partners with Indigenous families and community members to reduce bullying?

|  |  |  |
| --- | --- | --- |
|  | Count | Percentage |
| To no extent | 50 | 28% |
| To minimal extent | 50 | 28% |
| To some extent | 39 | 22% |
| To a great extent | 10 | 6% |
| I’m not sure | 27 | 15% |

Source: Community member survey administered by Education Northwest.

Table B19. To what extent do you feel teachers at your district or school make an effort to establish relationships with Indigenous families?

|  |  |  |
| --- | --- | --- |
|  | Count | Percentage |
| To no extent | 43 | 24% |
| To minimal extent | 44 | 25% |
| To some extent | 42 | 24% |
| To a great extent | 30 | 17% |
| I’m not sure | 18 | 10% |

Source: Community member survey administered by Education Northwest.

### Postsecondary opportunities

Table B20. To what extent…

|  | To no extent | To minimal extent | To some extent | To a great extent | I don’t know |
| --- | --- | --- | --- | --- | --- |
| Do you feel the district or your school provides opportunities for Indigenous students to visit college or university campuses? | 21% | 22% | 23% | 13% | 21% |
| Do you feel the district or your school provides opportunities for Indigenous students and families to learn about and apply for higher education (i.e., support with the application processes, FAFSA, financial aid documents, scholarships)? | 18% | 26% | 18% | 15% | 23% |
| Do you feel the district or your school shares information about alternative educational pathways (i.e., workforce development programs, certificates, etc.)? | 19% | 26% | 21% | 14% | 21% |

Source: Community member survey administered by Education Northwest.

1. In this report, we use the terms American Indian, Native American, Indigenous, and Native interchangeably (see the[Smithsonian National Museum of the American Indian](https://americanindian.si.edu/nk360/faq/did-you-know#:~:text=What%20is%20the%20correct%20terminology,by%20their%20specific%20tribal%20name) for more information and guidance on terminology).  [↑](#footnote-ref-2)