

**Title VI (Indian Education) Stakeholder Meeting
Notes from ESSA discussion**

Parent and Community Engagement

- 1) Consultation
- 2) As a community consult needs of our population
- 3) How can we identify more Native American students under Title VI
- 4) Identification of Native homeless population and specific cultural and social needs
- 5) What (statutory, policy, etc.) mechanisms are in place to ensure that Tribes are being heard? Pre and post ESSA?
- 6) How can CDE partner with tribal educational initiatives and needs? Tribes need/want to contribute, collaborate, coordinate, and plan in advance with state and districts.
- 7) Socio-emotional support
- 8) Trauma training
- 9) College enrollment, graduation rate and college A.P. classes
- 10) CDE doesn't receive Title VI funding but supports the program
- 11) Title I working with Special Education or Title I and III could create a web of services
- 12) Districts should appoint a Title VI/Indian Education person for the state to communicate and coordinate with.
- 13) Staff at schools that enroll Native American students should be trained in Title VI requirements and its benefits.
- 14) Advance planning and coordination with Tribal education authorities.
- 15) Funding and collaboration on community-based initiatives with Colorado tribes that aid Native-language acquisition.
- 16) Pre and post student surveys
- 17) Measureable system for assessing the inclusion of tribes.
- 18) Through authentic community and stakeholder engagement, much can be learned from Elders, parent and community members about their expectations. This information can then drive the development of expanded accountability systems.

Quality Instruction and Leadership

- 1.) More funding
- 2.) Consultation
- 3.) If Title VI isn't included on the state list it isn't always considered to be part of the programs (unintentional)
- 4.) How can we guide districts within the LEA plan to dig deeper? Change structure of

LEA plan?

- 5.) How can we identify more Native American students?
- 6.) Recruitment and retention of teachers
- 7.) Including Indigenous languages in Title VI and raising awareness
- 8.) Performance of Title VI and non-Title I schools and not just looking at standards
- 9.) Monitoring both Title I and Non-Title I schools
- 10.) Experiential/Capstone-performance standards
- 11.) Shift thinking to look at the "Opportunity Gap"
- 12.) How can we identify language deficiency?
- 13.) Provide flexibility due to differing learning styles.
- 14.) Provide more funding in grants not only for N.A. students but all
- 15.) College enrollment graduation rate H.S. and college A.P. classes
- 16.) Need to know more about the different Title programs
- 17.) CDE doesn't receive Title VI funding but supports the program
- 18.) Title programs get siloed and it's difficult to access other resources
- 19.) Title I working with Special Education or Title I and III could create a web of services
- 20.) Consolidated application might include a question on how Title VI is integrated/leveraged for the benefit of Native American students.
- 21.) Districts should appoint a Title VI/Indian Education person for the state to communicate and coordinate. Appoint a point person for each subgroup of students.
- 22.) Staff and schools that enroll Native American students should be trained in Title VI requirements and its benefits.
- 23.) Staff and schools that enroll Native American students should be trained in Title VI requirements and its benefits.
- 24.) Support and/or inclusion of Tribal-based education programs in state and district agendas.
- 25.) Shared professional development opportunities between Tribes, CDE and LEAs.
- 26.) Funding and collaboration on community-based initiatives with Colorado tribes that aid Native-language acquisition.
- 27.) Shared reports-Tribal, District and State
- 28.) Pre and post student surveys
- 29.) Post-secondary/career readiness data and programming.
- 30.) Measureable system for assessing the inclusion of tribes.
- 31.) First review higher quality studies such as <http://ies.ed.gov/ncee/wwc/product#/ContentTypeld:3,SortBy:RevisedDate,SetNumber:1> and <http://westcompcenter.org/indian-education/> Maybe what is in these practice guides could be aligned with local preferences to develop strategies for improving achievement. It is important to engage local Elders, community members and parents in the discussion in authentic ways when pursuing culturally relevant instruction.
- 32.) Teacher retention information can be found at

<http://www.wolakotaproject.org/wolakota-project-elements/wolakota-courage-to-teach-circles/>

- 33.) Make closing the opportunity gap part of the school and school district improvement process.
- 34.) Explore innovative school models that have shown success in closing the opportunity gap.

Standards and Assessment

- 1.) Include Native history in our standards with an emphasis on Ute Mountain Ute and Southern Ute tribes.
- 2.) How can we improve federal race/ethnicity reporting?
- 3.) Recruitment and retention of teachers
- 4.) Including Indigenous languages in Title VI and raising awareness
- 5.) Performance of Title I and non-Title I schools and not just looking at standards
- 6.) Monitoring both Title I and Non-Title I schools
- 7.) Identify native students in the SPFs and disaggregated: AI. AN. NH, as a subgroup
- 8.) N count needs to be lower so that we can identify students often lost
- 9.) Experiential/Capstone-performance standards
- 10.) Shift thinking to look at the “opportunity Gap”
- 11.) How can we identify language deficiency?
- 12.) What are multiple methods of assessment programs for accountability?
- 13.) By creating a non-bias cultural test
- 14.) Provide flexibility due to differing learning styles.
- 15.) College enrollment graduation rate H.S. and college A.P. classes
- 16.) CDE doesn’t receive Title VI funding but supports the program
- 17.) Title I working with Special Education or Title I and III could create a web of services
- 18.) If Title VI isn’t included on the state list it isn’t always considered to be part of the programs (unintentional)
- 19.) Consolidated application might include a question on how Title VI is integrated/leveraged for the benefit of Native American students.
- 20.) Districts should appoint a Title VI/Indian Education person for the state to communicate and coordinate. A point person should be identified for each subgroup.
- 21.) Staff and schools that enroll Native American students should be trained in Title VI requirements and its benefits
- 22.) Shared professional development opportunities between Tribes, CDE and LEAs.
- 23.) Shared reports-Tribal, District and State
- 24.) Post -secondary/career readiness data and programming.
- 25.) First review higher quality studies such as

<http://ies.ed.gov/ncee/wwc/product#/ContentTypeId:3,SortBy:RevisedDate,SetNumber:1> and <http://westcompcenter.org/indian-education/> Maybe what is in these

practice guides could be aligned with local preferences to develop strategies for improving achievement. It is important to engage local Elders, community members and parents in the discussion in authentic ways when pursuing culturally relevant instruction.

26.) Identify data elements and systems needed to monitor progress in closing the opportunity gap.

27.) Make closing the opportunity gap part of the school and school district improvement process.

System of Differentiated Accountability

- 1.) More funding
- 2.) Title I working with Special Education or Title I and III could create a web of services
- 3.) By creating a non-bias cultural test
- 4.) How can we guide districts within the LEA plan to dig deeper? Change structure of LEA plan?
- 5.) How can we improve federal race/ethnicity reporting?
- 6.) Performance of Title I schools and not just looking at standards
- 7.) Monitoring both Title I and non-Title I schools
- 8.) Identifying Native students in the SPFs and disaggregated: AI, AN, NH as a subgroup
- 9.) N count needs to be lower so that we can identify students often lost
- 10.) Shift thinking to look at the "Opportunity Gap"
- 11.) How can we identify more Native American students? (can we define an identification process specifically for Colorado)?
- 12.) How can we identify language deficiency?
- 13.) What are multiple methods of assessment programs for accountability?
- 14.) By creating a non-bias cultural test?
- 15.) Provide flexibility due to differing learning styles.
- 16.) College enrollment, graduation rate and college A.P classes
- 17.) Need to know more about the different Title programs
- 18.) CDE doesn't receive Title VI funding but supports the efforts
- 19.) Title Programs get siloed and it's difficult to access other resources
- 20.) If Title VI isn't included on the state list it isn't always considered to be part of the programs (unintentional)
- 21.) Consolidated Application might include a question on how Title VI is integrated/leveraged for the benefit of Native American Students.
- 22.) Districts should appoint a Title VI/Indian Education person for the state to communicate and coordinate.
- 23.) Staff at schools that enroll Native American students should be trained in Title VI requirements and its benefits.
- 24.) With more Native American students identified, how can we receive more and to justify that increase?

- 25.) Effective communication and shared data systems between LEAs and Tribal education authorities.
- 26.) Shared professional development opportunities between Tribes, CDE and LEAs.
- 27.) Shared reports-Tribal, District and State
- 28.) Post -secondary/career readiness data and programming.
- 29.) First review higher quality studies such as <http://ies.ed.gov/ncee/wwc/product#/ContentTypeld:3,SortBy:RevisedDate,SetNumber:1> and <http://westcompcenter.org/indian-education/> Maybe what is in these practice guides could be aligned with local preferences to develop strategies for improving achievement. It is important to engage local Elders, community members and parents in the discussion in authentic ways when pursuing culturally relevant instruction.
- 30.) Identify data elements and systems needed to monitor progress in closing the opportunity gap.
- 31.) Make closing the opportunity gap part of the school and school district improvement process.

Student Services

1. More funding
2. Consultation
3. How can we guide districts within the LEA plan to dig deeper? Change structure of LEA plan?
4. As a community consult needs of our population.
5. Monitoring both Title I and Non-Title I schools
6. Identification of Native homeless population and specific cultural and social needs
7. Shift thinking to look at the "Opportunity Gap"
8. Provide more funding in grants not only for N.A. students but all
9. Socio-emotional support
10. Trauma training
11. College enrollment, graduation rate H.S. and college A.P. classes
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17. Consolidated application might include a question on how Title VI is integrated/leveraged for the benefit of Native American students.
18. Districts should appoint a Title VI/Indian Education person for the state to communicate and coordinate. Districts should appoint a point person for each subgroup,

19. Staff at schools that enroll Native American students should be trained in Title VI requirements and its benefits
20. Support and/or inclusion of Tribal-based education programs in state and district agendas.
21. Shared professional development opportunities between Tribes, CDE and LEAs.
22. Funding and collaboration on community-based initiatives with Colorado tribes that aid Native language acquisition.
23. Shared reports-Tribal, District and State
24. Pre and post student surveys
25. Post -secondary/career readiness data and programming
Paying attention to federal and state rules such as supplement, not supplant, knowing the resources available in these programs, and by understanding fiscal issues such as blended funding streams, clever school administrators can leverage resources in multiple ways.
26. Teacher retention information can be found at <http://www.wolakotaproject.org/wolakota-project-elements/wolakota-courage-to-teach-circles/>

Low Performing Schools

- 1.) More funding
- 2.) How can we guide districts within the LEA plan to dig deeper? Change structure of LEA plan?
- 3.) As a community consult needs of our population
- 4.) How can we improve federal race/ethnicity reporting?
- 5.) Recruitment and retention of teachers
- 6.) Performance of Title I schools and not just looking at standards
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- 41.)Shared reports-Tribal, District and State
- 42.)Pre and post student surveys
- 43.)Post -secondary/career readiness data and programming.
26. Paying attention to federal and state rules such as supplement, not supplant, knowing the resources available in these programs, and by understanding fiscal issues such as blended funding streams, clever school administrators can leverage resources in multiple ways.
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- 45.)Explore innovative school models that have shown success in closing the opportunity gap.