

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

<p>Parent and Community Engagement</p>	<ol style="list-style-type: none">1) Consultation2) As a community consult needs of our population3) How can we identify more Native American students under Title VI4) Identification of Native homeless population and specific cultural and social needs5) 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 support8) Trauma training9) College enrollment, graduation rate and college A.P. classes10) CDE doesn't receive Title VI funding but supports the program11) Title I working with Special Education or Title I and III could create a web of services12) 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.
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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

	<p>of Native American students.</p> <p>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.</p> <p>22.) Staff and schools that enroll Native American students should be trained in Title VI requirements and its benefits.</p> <p>23.) Staff and schools that enroll Native American students should be trained in Title VI requirements and its benefits.</p>
<p>Standards and Assessment</p>	<ol style="list-style-type: none"> 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

	<p>accountability?</p> <p>13.)By creating a non-bias cultural test</p> <p>14.)Provide flexibility due to differing learning styles.</p> <p>15.)College enrollment graduation rate H.S. and college A.P. classes</p> <p>16.)CDE doesn't receive Title VI funding but supports the program</p> <p>17.)Title I working with Special Education or Title I and III could create a web of services</p> <p>18.)If Title VI isn't included on the state list it isn't always considered to be part of the programs (Unintentional)</p> <p>19.)Consolidated application might include a question on how Tilt VI is integrated/leveraged for the benefit of Native American students.</p> <p>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.</p> <p>21.)Staff and schools that enroll Native American students should be trained in Title VI requirements and its benefits</p>
<p>System of Differentiated Accountability</p>	<p>1.) More funding</p> <p>2.) Title I working with Special Education or Title I and III could create a web of services</p> <p>3.) By creating a non-bias cultural test</p> <p>4.) How can we guide districts within the LEA plan to dig deeper? Change structure of LEA plan?</p> <p>5.) How can we improve federal race/ethnicity reporting?</p> <p>6.) Performance of Title I schools and not just looking at standards</p> <p>7.) Monitoring both Title I and non-Title I schools</p> <p>8.) Identifying Native students in the</p>

	<p>SPFs and disaggregated: AI, AN, NH as a subgroup</p> <ul style="list-style-type: none">9.) N count needs to be lower so that we can identify students often lost10.) 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 classes17.) Need to know more about the different Title programs18.) CDE doesn’t receive Title VI funding but supports the efforts19.) Title Programs get siloed and it’s difficult to access other resources20.) 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
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	<p>trained in Title VI requirements and its benefits.</p> <p>24.) With more Native American students identified, how can we receive more and to justify that increase?</p>
<p>Student Services</p>	<ol style="list-style-type: none"> 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 12. Need to know more about the different Title programs 13. CDE doesn't receive Title I funding but supports the program 14. Title programs get siloed and it's difficult to access other resources 15. Title I working with Special Education or Title I and III could create a web of services 16. If Title VI isn't included on the state list it isn't always considered to be part of the programs (unintentional) 17. Consolidated application might include a question on how Title VI is integrated/leveraged for the benefit of Native American students.

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<p>Low Performing Schools</p>	<ol style="list-style-type: none"> 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 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 "oportunity 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

	<p>differing learning styles</p> <ul style="list-style-type: none">16.) Provide more funding in grants not only for N.A. students but all.17.) Socio-emotional support18.) College enrollment, graduation rate H.S. and college A.P. classes19.) Need to know more about the different Title programs20.) CDE doesn't receive Title VI funding but supports the program21.) Title programs get siloed and it's difficult to access other resources22.) Title I working with Special Education or Title I and III could create a web of services23.) If Title VI isn't included on the state list it isn't always considered to be part of the programs (unintentional)24.) Consolidated application might include a questions on how Title VI is integrated/leveraged for the benefit of Native American students.25.) Districts should appoint a Title VI/Indian Education person for the state to communicate and coordinate.26.) Staff at schools that enroll Native American students should be trained in Title VI requirements and its benefits.27.) With more Native American students identified, how can we receive more and to justify that increase?
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