



COLORADO
Department of Education

Title VI Directors/Coordinators Meeting

April 14, 2017

Objectives

- Title VI Website
- State and Federal Updates
- Changes in the administration of the Title VI Formula Grant
- Resources
- Fall Meeting

Title VI Website

- Title VII has been changed to Title VI to avoid any confusion
- Meeting Agendas
- Input into the ESSA state plan
- Important Announcements
 - Side-by-Side Comparison of Title VII in NCLB to the Current Law: Title VI in ESSA
 - Changes in Administration to Title VI Formula Grant
- Getting Started
 - Letter of Intent
 - Roles, Responsibilities and Resources

Title VI Website



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Title VI - Indian, Native Hawaiian, and Alaska Native Education

Our Mission

The Office of Culturally and Linguistically Diverse Education provides support to Colorado school districts, schools, and educational leaders in the academic, linguistic, and social-emotional challenges and opportunities of culturally and linguistically diverse students to ensure equitable access to grade level standards and ensure a well-rounded education.

Title VI - Indian, Native Hawaiian, and Alaska Native Education

The Office of Indian Education (OIE), located in the Office of the Under Secretary (OUS), was created in 1972 under the Indian Education Act. The Every Student Succeeds Act (ESSA) of 2015 amends the Indian education programs in OIE as Title VI, Part A of Elementary and Secondary Education Act. The Federal legislation focuses on the education of American Indians, Alaska Natives and Native Hawaiians for preschool to graduate school.

Title VI is designed to ensure that American Indian, Native Hawaiian and Alaska Native students meet challenging state academic content and student academic achievement standards, as well as meet the unique culturally related needs.

To see the complete text of the ESSA statute, please click [here](#).

Important Announcements

- [Side-by-Side Comparison of Title VII in NCLB to the Current Law: Title VI in ESSA](#)
- [Changes in Administration to Title VI formula grant](#)



Side-by-Side Comparison

Section	<i>No Child Left Behind</i>	<i>Every Student Succeeds Act</i>	<i>Changes</i>
Part A: Indian Education	<p>SEC. 7101. STATEMENT OF POLICY. It is the policy of the United States to fulfill the Federal Government’s unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.</p>	<p>SEC. 6101. [20 U.S.C. 7401] STATEMENT OF POLICY. It is the policy of the United States to fulfill the Federal Government’s unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children. <i>It is further the policy of the United States to ensure that Indian children do not attend school in buildings that are dilapidated or deteriorating, which may negatively affect the academic success of such children.</i></p>	<p>STATEMENT OF POLICY:</p> <ul style="list-style-type: none"> ESSA includes additional language to Statement of Policy: See text in <i>green</i>.
	<p>SEC. 7102. PURPOSE. (a) PURPOSE.—It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities <i>to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.</i> (b) PROGRAMS.—This part carries out the purpose described in subsection (a) by authorizing programs of direct assistance for— (1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives; (2) the education of Indian children and adults; (3) the training of Indian persons as educators and counselors, and in other professions serving Indian people; and (4) research, evaluation, data collection, and technical assistance.</p>	<p>SEC. 6102. [20 U.S.C. 7402] PURPOSE. It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities— (1) <i>to meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;</i> (2) <i>to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and</i> (3) <i>to ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.</i></p>	<p>PURPOSE:</p> <ul style="list-style-type: none"> ESSA consolidates the “Purpose” section by including language from the “Programs” section. See text that was deleted in <i>red</i>. ESSA removes the category of research, evaluation, and technical assistance from the overall purpose of the Title and refines the purpose of Title VI to support Native students through Native culture, community, language, and tribal history and ensures that staff working with Native students are culturally competent. See changes from NCLB → ESSA in <i>blue</i> text.
	<p>SEC. 7111. PURPOSE. It is the purpose of this subpart to support local educational agencies in their efforts to reform elementary school and secondary school programs that serve Indian students in order to ensure that such programs— (1) are based on challenging State academic content and student academic achievement standards that are used for all students; and (2) are designed to assist Indian students in meeting those standards.</p>	<p>SEC. 6111. [20 U.S.C. 7421] PURPOSE. It is the purpose of this subpart to support the efforts of local educational agencies, <i>Indian tribes and organizations, and other entities in developing elementary school and secondary school programs</i> for Indian students that are designed to— (1) <i>meet the unique cultural, language, and educational needs of such students; and</i> (2) <i>ensure that all students meet the challenging State academic standards.</i></p>	<p>PURPOSE:</p> <ul style="list-style-type: none"> ESSA includes Indian tribes and organizations and other entities as key players to developing school programs that best support Indian students for the first time in the Federal law that governs education. See text in <i>green</i>. ESSA includes a focus on Native culture and language in addition to ensuring that Indian students meet academic standards. See language change from NCLB → ESSA in <i>blue</i> text.

Important Announcements

- Section 8538 of the ESEA, as amended by the ESSA, now requires LEAs that meet certain criteria, to consult with Indian tribes and/or tribal organizations on issues affecting American Indian students. For information on tribal consultation requirements visit <https://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf>. Each LEA must maintain in the agency's records a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. This affirmation will need to be provided to the CDE. The Yearly Affirmation Form can be found on our Title VI website at https://www.cde.state.co.us/cde_english/titlevi.
- In an effort to increase awareness of the Title VI Formula Grant and support Colorado school districts with the application process, CDE is collecting information from those districts intending to apply. Districts that are interested in applying for this funding opportunity must submit a Letter of Intent to apply through Survey Monkey at https://www.surveymonkey.com/r/title_vi_1718 by August 31, 2017.
- Before submitting an application to the Secretary under section 6114 of the ESEA, a local educational agency shall submit the application to the SEA, which may comment on such application. CDE is asking each LEA to submit a copy of their Title VI application to Georgina Owen, Title VI Coordinator, by June 30th of each year.

Title VI Website

Getting Started

- [Indian Education Formula Grant Community](#)
- [Formula Grant Electronic Application System for Indian Education \(EASIE\) Part I Webinar](#)
- [Sample Parent Letter \(DOC\)](#)
- [506 Student Eligibility Certification Form \(PDF\)](#)
- [Formula Grant Electronic Application System for Indian Education \(EASIE\) Part II Webinar](#)
- [EASIE FAQs \(PDF\)](#)
- [Roles, Responsibilities and Resources \(PDF\)](#)
- [Letter of Intent](#)

Annual Performance Report (APR)

- [Annual Performance Report \(APR\) Powerpoint \(PDF\)](#)
- [Annual Performance Report \(APR\) Recording](#)

Title VI Website

- Tribal Consultation
 - Section 8538 of the ESEA, as amended by the ESSA, now requires LEAs that meet certain criteria to consult with Indian tribes and/or tribal organizations on issues affecting American Indian students.
- Tribal Consultation Criteria
 - has 50 percent or more of its student enrollment made up of AI/AN students
 - received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000
- Tribal Consultation Resources and Yearly Affirmation Form

Tribal Consultation

- [Colorado Commission of Indian Affairs](#)
- [Federally Recognized Tribes by the Department of the Interior \(PDF\)](#)
- [Building Relationships with Tribes: A Native Process for ESSA Consultation \(PDF\)](#)
- [Yearly Affirmation Form](#)
- [ESSA FAQs \(PDF\)](#)

Yearly Affirmation of Tribal Consultation Form

FY 20__ Affirmation of Tribal Consultation
For School Year Ending June 30, 20__



Local Education Agency (LEA) Information

Name of LEA: _____

LEA Superintendent: _____

Phone: _____

LEA Federal Programs Coordinator: _____

Phone: _____

E-mail: _____

Provide signatures of appropriate official(s) from Indian tribe(s) and/or tribal organization(s) located in the area served by the LEA (section 8538(a))

Tribe or Tribal Organization	Print Name	Signature
1.		
2.		
3.		
4.		



Yearly Affirmation of Tribal Consultation Form

Check if the tribe(s) and/or tribal organization(s) did not respond to the LEA's repeated good-faith attempts (3) for Indian tribal consultation

List tribe(s) and/or tribal organization(s) that did not respond to the LEA's repeated attempts for Indian tribal consultation.

1.

2.

3.

4.

|

Yearly Affirmation of Tribal Consultation Form

Check below to affirm that all of the required topics were discussed during the consultation process:

<input type="checkbox"/> How student's needs will be identified (academically, culturally and linguistically)	<input type="checkbox"/> Proportion of funds allocation for services
<input type="checkbox"/> What services will be offered	<input type="checkbox"/> Title programs under ESEA
<input type="checkbox"/> Size and scope of equitable services	<input type="checkbox"/> How, where, when and whom services will be provided
<input type="checkbox"/> Equitable services to teachers and parents	<input type="checkbox"/> How services will be assessed and improve based upon assessment results
<input type="checkbox"/> How and when decisions about the delivery of services will be made	<input type="checkbox"/> Parent and tribal engagement

Yearly Affirmation of Tribal Consultation Form

Affirmation & Signatures

We agree that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESEA.

We agree that we have participated in meaningful and timely discussion on each Title under ESEA and have chosen to participate in the programs marked below.

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart I (Indian Education Formula Grants to Local Educational Agencies)

We agree that timely and meaningful consultation shall continue throughout implementation and assessment of services provided under section 8538 on the following dates: _____

Public School Superintendent or Designee

Date

State and Federal Updates

- State Plan
 - The final plan to be approved by the State Board of Education and signed off on by the governor will be submitted to the USDE in April
 - Based on the direction set by the State Board of Education and the transition at the federal level, the plan Colorado submits to the USDE will address only the federal requirements
 - Before submitting an application to the Secretary under section 6114 of the ESEA, CDE is requiring each school district to submit a copy of their Title VI application to Georgina Owen, Title VI Coordinator, by June 30th of each year.
- Changes as a result of ESSA
 - Letter of Intent
 - Yearly Affirmation Form of Tribal Consultation
 - Parent Committee By-Laws

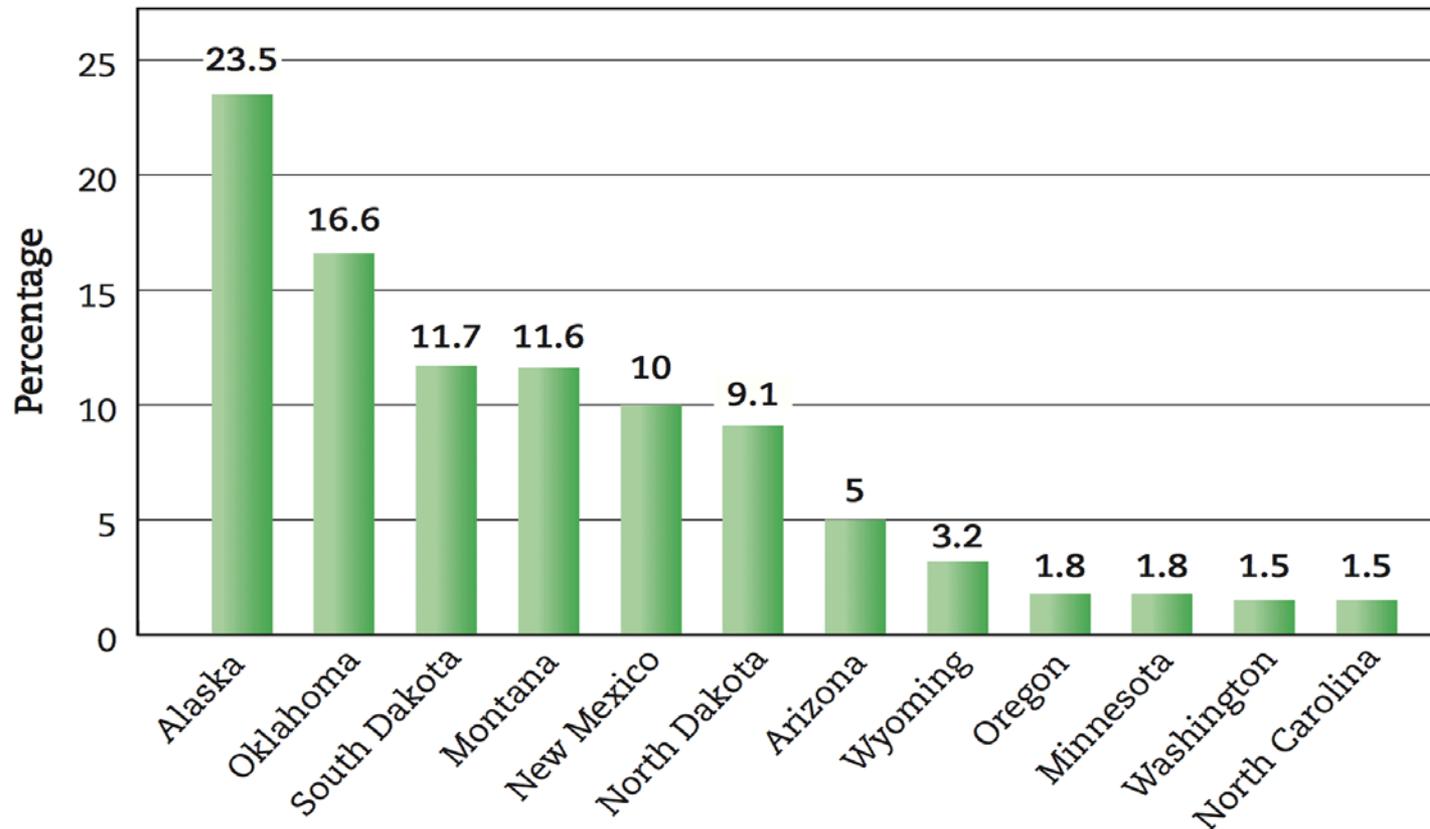
State and Federal Updates

- State/Tribal Consultation
 - Curriculum units to teach Ute History
- ED 506 Identification Certification
 - Newest version is on our Title VI website or Indian Ed Formula Grant Community website
 - The entire form needs to be filled out
 - If a student moves from one district to another, the form needs to be redone. A district cannot use the same form from another district.
- Student Identification for the ED 506 Identification Certification Support
 - Infinite Campus
 - Data Office will be creating another list comprehensive of all your district's American Indian and Alaska Native students from your district data

Resources

- The State of American Indian Education Today
 - http://www.csai-online.org/sites/default/files/CSAI%20AIAN_Literature_Review.pdf
- Improving Educational Outcomes of American Indian/Alaska Native Students
 - http://www.csai-online.org/sites/default/files/CSAI%20AIAN_School_Guidance_Plan.pdf
- Strategies to Improve Outcomes for American Indian Students
 - http://www.csai-online.org/sites/default/files/CSAI%20AIAN_Strategies_Overview.pdf

States with the Largest Percentages of AI Students, 2011-12 School Year



The State of American Indian Education Today

AI Student Average Scale Scores on NAEP Fourth Grade Reading in Selected States, 2005–2015

Location	2005	2007	2011	2015	At or above Basic Achievement Level (2015)
Nation	204	203	202	202	81%
Alaska	183	188	175	184	34%
Arizona	186	187	185	191	36%
Minnesota	n/a	205	195	198	41%
Montana	201	204	200	199	44%
New Mexico	190	197	193	184	31%
North Carolina	199	202	192	198	45%
North Dakota	198	204	206	204	50%
Oklahoma	211	213	212	223	73%
Oregon	197	206	213	192	36%
South Dakota	201	196	197	192	39%
Washington	n/a	205	202	198	45%
Wyoming	n/a	200	192	204	47%

Source: NCES (2016)

BIE School vs. Public School

- In 2011, AI students in low-density public schools scored 24 points higher on the 8th grade reading assessment than did their peers in BIE schools.
- For the same year, the difference between the two groups' performance on the 8th grade mathematics assessment was 22 points.
- Similar gaps occurred in 4th grade reading and mathematics.
- AI students in low-density public schools performed close to or above the average for all students in each grade and in both subjects (NCES, 2012)
- Based solely on NIES data on NAEP assessments, one might conclude that AI students are better served by low-density public schools than by BIE schools.

High School Graduation

- The 1991 Indian Nations at Risk Task Force report noted that, of all racial/ethnic groups, AI/AN students had the highest high school dropout rate in the nation, with 36 percent of AI/AN 10th grade students eventually dropping out of school.
- Approximately 69% of AI high school students graduate in 4 years.

Graduation Rate Percentages by Selected Demographics, 2010–11 School Year

Total Average	79
AI/AN	65
Asian/Pacific Islander	87
Hispanic	71
Black	67
White	84
Economically Disadvantaged	70
Limited English Proficient	57
Students with Disabilities	59

The State of American Indian Education Today

College and Career Readiness

- 41% of AI students scored proficient in English on the 2013 ACT, compared to 64% for all students.

Percentages of AI Students Meeting ACT Benchmarks for College and Career Readiness, 2013

	English	Reading	Mathematics	Science	Across all four subjects
All Students	64	44	44	36	26
AI Students	41	26	22	18	10

Source: ACT (2014).

- Evidence-Based Strategies
 - Incorporate Culturally Responsive Instruction
- Historically, classroom instruction has been presented in a manner that excludes indigenous knowledge and identity, disconnecting students' cultural competency from academic understanding.

Cultural Relevance	Include topics of cultural significance, draw on cultural experts, and provide opportunities for students to reach deeper cultural understanding.
Standards Based	Identify state standards and the expectations embedded within, and provide properly sequenced opportunities for students to develop deeper understanding of standards.
Best Practices	Incorporate culturally appropriate instructional strategies, focus on student understanding and use of knowledge, guide students in active and extended inquiry, and foster cooperative and respectful classroom environment.
Assessment	Include ongoing assessment of students' understanding, skill, and knowledge application; and allow for diverse and varied demonstrations of student understanding.

- Develop a Master Plan
 - *Needs assessment* – identify specific problems and needs.
 - *Goal setting and prioritization* – goals should be precise, time-bound, and measurable.
 - *Action steps for each goal* – intermediate steps should have clearly defined objectives, individual and team responsibilities, funding needs, and timelines.
 - *Implementation* – action steps should be monitored for progress and adjusted as necessary to meet goals.
 - *Collection of performance data* – outcome information should be collected and reported frequently to all stakeholders.
 - *Annual written report* – provided to full team, school/district leaders, and community.
 - *Evaluation* – identify which goals have been met, what actions are most likely to help reach remaining goals, and next steps.

Strategies to Improve Outcomes for American Indian Students

- Recommended Actions to Reduce Barriers
 - Socioeconomic Status
 - Highly Qualified Teachers and Instruction
 - Family and Community Involvement
 - AI/AN High-Risk Factors
 - Geographical Distance and/or Isolation
 - Physical School Conditions
 - Distribution and Population of Schools

Strategies to Improve Outcomes for American Indian Students

- Successful AI/AN instructional strategies often include the following:
 - Language Competence, especially reading at an early age
 - Fostering the belief that motivation and effort are more important than innate ability
 - Emphasis on short term goals
 - Activity-based instruction
 - Cooperative learning and peer tutoring
 - Intergroup competition vs. individual competition
 - Connecting subjects to local and traditional knowledge

Fall Meeting



COLORADO COMMISSION OF INDIAN AFFAIRS



Ute Tribal Royalty are ambassadors of the Ute Culture

QUESTIONS?



