

Title VI Native American Parent, Guardian, Community Public Meeting

2024-2025 Title VI Program Objectives:

- Increase Academic Achievement
- Increase knowledge of cultural identity and awareness
- Increase career readiness skills
- Increase parent participation
- Increase support for at risk students and prevention activities

AGENDA

Tuesday, May 7, 2024

Attendees

1. Welcome and Introductions
 2. Review Purpose of Title VI Formula Grant:
 - a. *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 the local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are 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.*
 - b. Indian Policy and Procedure [hand out]
 3. 2024-2025 Title VI Goals and program review presentation
 - a. AI/AN data shows need to continue Native Ed staff support. (Key: support, not supplant)
 4. Parent Advisory Committee discussion:
 - a. **Choose Objectives for 2025-2026**

Survey: Parents showed interest in all 13 grant objectives.

We can accomplish this by choosing overarching grant objectives: Example: choosing **(b) Increase academic achievement** can include other project objectives such as (a) increase school readiness, (e) increase school attendance rate, or (g) increase graduation rates but is achievable (whereas, a, e, and g are so dependent on home situations that are beyond control of school and NAEP program.)

We want the grant objectives to be achievable.

Parents settled on the same five objectives and advocated for adding: (j) because there is a need and our community will benefit from this objective. We can accomplish this objective by partnering with community organizations such as MBH and ASD programs or staff certified to address these subjects with students. (3:00 and 5:00 sessions agreed and supported suggested objectives.)
- Vote results for 24-25 project:
- (b) Increase Academic Achievement
 - (c) Increase knowledge of cultural identity and awareness
 - (h) Increase career readiness skills
 - (k) Increase parent participation
 - **(j) Increase prevention activities for violence, suicide and substance abuse**
 - (m) Increase support for at risk students
5. 24-25 Project (see reverse)
 6. Chinook Elementary parent, MW agreed to be interim chair of PAC. Work session with all interested PAC parents before end of 23-24 school year to be scheduled.
 7. Future meetings: set calendar of meetings for 24-25 SY in advance, publish on website, and email P/G.

The Native American Education Program (NAEP) in Auburn School District (ASD) will meet the following objectives as authorized by the IPC, Increase: (b) Academic Achievement, (c) Knowledge of Cultural

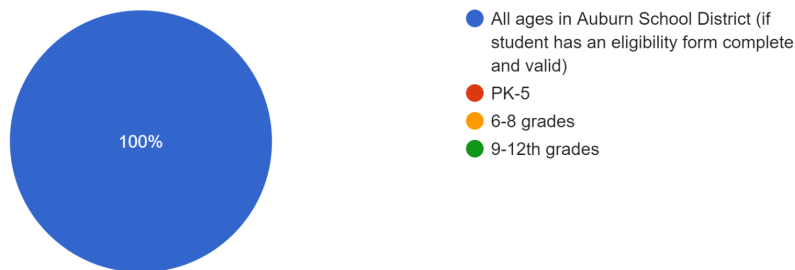
ASD Native American Education Program

Identity and Awareness, (m) Support for At-risk students, (j) Prevention activities for violence, suicide, and substance abuse and (h) Career Readiness. The NAEP in ASD is funded by the Title VI federal program and Impact Aid federal program. Muckleshoot Indian Tribe assists their citizens in ASD with school fees and meals. The NAEP will achieve grant objectives by: HIGH SCHOOLS (Auburn High School: 103 AI/AN students) 1) Provide Study Skills class at Auburn High School 3 periods a day, along with a pull out program (with teacher permission) for students who need tutoring and support during the day (partially funded by Impact Aid); 2) other schools will be monitored and supported by case management; other services based on need in addition to cultural and culturally responsive offerings 3) Title VI funds .2 of a certificated teacher at VCNEC and .part of the teaching salary of AHS .5 teacher. MIDDLE SCHOOLS (Target school: Olympic Middle School: 84 AI/AN students) 4) Support may include (if 2025 Impact Aid is funded) both pull out program (with teacher permission) for students who need tutoring and support during the day, or push in support if needed, short term. 5) Provide after school culture class at OMS 6) A professional/technical staff person will assist with supporting at-risk students in elementary schools; assist with collecting and managing 506 forms and assisting with required parent meetings, Annual Performance Review, and increasing numbers in program; 7) The AI/AN coordinator in partnership with prof/tech will support support and outreach to reach maximum number of AI/AN students across district; 8) Title III and Title VI coordinator collaborate to provide services with shared students for elementary students.

Parent questions/comments:

With our grant, we should serve the following age groups:

12 responses



- We need more Indigenous Paras and Educators
- Support for Native Students is great and it's needed
- Parent/family support - how can education/training/workshops could benefit the whole family? I.e. conflict resolution, understanding puberty, social pressures, mental health, etc.
- Tribal history, culture, government: Does title VI help with teacher trainings, accountability, community engagement for staff, faculty, and leadership?
- Are the positions supported by the grant helping support and promote Since Time Immemorial curriculum?
- Educate staff that work with Native children, ex. terminology: Indian vs Native American
- Support relationships and healing
- Community healing
- Social media
- Help students have a voice