



OIE EASIE Grant Public Hearing 2021-22



Land Acknowledgement

"We would like to acknowledge that the land on which we gather is the land of the Mdewakantan Dakota people. It is within District 833's responsibility as an academic institution to disseminate knowledge about Native peoples and their history with this land. Consistent with the District's commitment to diversity and inclusion, District 833 works towards building relationships with Native American students and families through academic pursuits and historical recognitions."

General Information

- Grant submission due May 14th
- Grant renewal is every 3 years, instead of annually
- OIE will compare the applicant's current Indian student count for FY 2021 with the Indian student count provided by the same applicant on its FY 2020 application. OIE will allocate awards based on the higher of the student counts reported by an applicant in either FY 2020 or FY 2021.

2.2 2.1 Description of Coordination of Services for American Indian/Alaska Native Students

The Title VI impact aid will provide funding for a part-time Native American Cultural Liaison. This position will assist in family nights, cultural field trips, college tours and professional development for our Parent Advisory Committee.

Our goal is to provide a space for our Native American families to establish community and continue to support our students in building a positive cultural identity while learning the skills to become successful in school and life. Throughout the school year we will host family nights and will invite elders and/or community members to provide our students and families the opportunity to learn about their traditional and cultural ways. Family nights could take the shape of field trips, guest speakers, traditional foods and/or crafts.

Students will attend a variety of colleges and career fairs throughout our region with a goal of preparing our students to be college/career ready after graduation.

The District 833 Indian Education programming will be funded with the Minnesota Department of Education Indian Education Formula Aide combined with the Title VI Federal Funds.

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2021-2022
Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application
	<input checked="" type="checkbox"/> Parent Committee meeting
	<input checked="" type="checkbox"/> Within a written report
	<input checked="" type="checkbox"/> Posted on website
	<input type="checkbox"/> Other open meeting
	<input type="checkbox"/> Sent home with student
	<input type="checkbox"/> Radio Broadcast
	<input type="checkbox"/> Newsletter
How is LEA responding to findings of previous assessment(s)?	<input type="checkbox"/> No changes in services/programs
	<input checked="" type="checkbox"/> Modifications to services/programs at LEA level
	Please describe : Increased supports and services to Native American students and families by our native American Liaison.
	<input type="checkbox"/> Modification to services/programs within project
Public Hearing Date : 04/29/2021	Please describe :

2.2.5.1 Description of Meaningful Collaboration with Tribes

ISD 833's first action to collaborate with a Native American tribe was to consult with an elder from the Ojibwe tribe, Mary Lyons, along with Francisca Smith, Fonda Smith, and Randy Gresczyk. These collaborations include family nights and language tables, where they educate families and high school students on ceremonies, the land, language, and Ojibwe culture. Tynielle Ziegler from the Lower Brule Sioux Tribe has taught elementary students, middle school students, and high school students on cultural arts, such as brick stitch and medicine pouches. Throughout the year we invited parents/consultants of Ojibwe, Lakota, Meskwaki, Dakota, and Ho-Chunk tribal affiliation to help with family nights and participate in speaking with to attendees at family nights.

ISD 833 also attends the Equity Alliance meetings that consists of American Indian Liaisons/Educators that represent different school districts and tribes. Every month we receive Native studies resources, consultants, ideas, and feedback that can be utilized to help students and families in our districts.

These partnerships have helped with the transition of many students who have recently been moved from the reservation, who have been adopted by non-native families, or to families who have are displaced from their own culture and Native traditions.

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase knowledge of cultural identity and awareness

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Service Provided

Cultural enrichment Culturally-Responsive mentoring, Culturally-responsive academic enrichment (e.g., after school programs, projects), Culturally-responsive early childhood programs and activities, Student advocacy or leadership, Cultural enrichment (e.g., events, field trips, clubs)

Data Source Student surveys, interviews, or focus groups Student surveys, interviews, or focus groups

Objective: Increase academic achievement

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle School grades, High school grades

Service Provided: Culturally-responsive academic enrichment (e.g., after school programs, projects) Culturally-responsive academic support (e.g., study skills, homework support), Overall, in reading or ELA, in mathematics, in science, in other subjects (e.g., social studies), Culturally-responsive professional development

Data Source: Academic assessment data, graduation rates

Objective: Increase support for at-risk students

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle School grades, High school grades

Service Provided: Culturally-responsive academic enrichment (e.g., after school programs, projects) Culturally-responsive academic support (e.g., study skills, homework support), Overall, in reading or ELA, in mathematics, in science, in other subjects (e.g., social studies), Student advocacy or leadership,

Data Source: Academic assessment data, graduation rates

Objective: Increase parent participation

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle School grades, High school grades

Service Provided: Parent Groups, Family nights, Family outreach, Family literacy with culturally-based materials, Cultural enrichment (e.g., events, field trips, clubs), Indian education, including language and history)

Data Source Parent surveys, interviews, or focus groups, parent participation data

Budget

Proposed use to funds to be used on personnel budget line to create the following...

JOB TITLE: Native American Community/Cultural Liaison (Elementary)

POSITION SUMMARY:

American Indian Community/Cultural Liaison will serve as a bridge from student-to-student; student-to-school; school-to-family and family-to-community. The focus is on engaging, supporting and empowering American Indian students in order to increase and improve communication and cultural understanding, resolve concerns student-student, student to school, and school to family, and increase protective factors for students. Build long-term, meaningful relationships with American Indian families resulting in increased parent involvement and student success.

Anticipating funding of this position would come out of the OIE EASIE Grant Budget: \$32,000

A&I would provide funding for the .1 FTE to create a .6 FTE position if needed

Q&A Session

Thank you for your audience. If you have further comments or questions please contact Sandy Saucedo-Falagan.
ssaucedo@sowashco.org