

Outreach to Native Parents Through Title VI



Robin Butterfield
Native American Parent Technical Assistance Center

Available online at:

<https://www.parentcenterhub.org/naptac-tier2-outreach/>

Overview of Presentation

- Key Outreach Questions
- Indian Education Act: Why?
- Unique Legislation
- Legislative Changes
- Services Provided
- Implications for Parent Center Staff





That's Me!

Answer each statement that applies to you by standing and proudly proclaiming "That's me!"

Or press the letters "TM" in the answer window of this webcast.



What | So What | Now What?



**Let's reflect.
What did we just
do? What did we
find out?**

We don't see things
as they are,

...Anais Nin

We see them
as we are.



Education

**“There is no such thing
as a *neutral* educational process.**

**Education either functions as an instrument which is used to
facilitate the integration of the younger generation into the
logic of the present system and bring about conformity to it,**

**or it becomes the *practice of freedom*, the means
by which men and women deal critically and creatively
with reality and discover how to participate in the
transformation of their world.”**

Paolo Friere

Indian Education Act: Why?

“As early as 1744, an Indian elder described members who returned from schools of the white man, as being unfit for tribal life, not able to speak the tribal language well, unfit to be counselors, and hence unable to make worthwhile contributions to the tribe.”

Key Outreach Questions

What are the most effective ways to **publicize our next workshop** for Native parents?

Who **knows the Indian community best** in our area?

Who might have a **history with Native students** in the school district?

Who might be able to **give some history** of the Native community in our area?



Who could be called upon to serve as an **advocate for Native parents** who need to attend an IEP meeting?

About 93% of Native students attend public schools,



but there exists little in the curriculum to attend to their cultural needs.

Native Students are disproportionately **suspended** from school.

Native high school students are also **retained** disproportionately.

American Indian/Alaska Native (AI/AN) high school students are **chronically absent** (26%).

AI/AN males represent 0.6% of all students, yet 2% of students are **expelled** without educational services.



More than 1 out of 5

AI/AN males with disabilities served by IDEA received one or more out of **school suspensions**

compared to

1 out of 10

white males with disabilities served by IDEA

“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 education 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 basic elementary and secondary educational needs, but also the ***unique educational and culturally related academic needs*** of these children.”

Early Recognition of Unique Needs for Federal Funds for Indian Education

**Congress
authorized
targeted funds
to improve Indian
education**



- *Johnson O'Malley* (PL 81-874, 1958) | Funds were allocated to provide supplemental services for Native children
- *Indian Education Act* (1972) | Reauthorized in 1974, 1988, 1992, 1994, & 2015
- *Native American Languages Act* (PL 101-477, 1990/ 1992)

Unique Legislation: Indian Education Act



What makes this legislation unique?

1 It recognizes that American Indian/Alaska Natives(AIAN) have *unique* educational and culturally related academic needs and distinct language and cultural needs.

2 It is the only *comprehensive* Federal legislation that provides for educational opportunities from pre-school to graduate level.

Unique Legislation: Indian Education Act



What does this legislation provide?

3 It focuses national attention on the educational needs of AI/AN learners, reaffirming the Federal government's *special trust responsibility* for the education of Native people due to treaties.

4 It provides *services* to AI/ANs that are not provided by the Bureau of Indian Affairs, and to the over-93% of Native students attending public schools.

Indian Education Act: Legislative Changes

The Act primarily authorizes **formula** and **competitive grants** directly to local educational agencies, tribes, and tribal organizations



- Teacher training programs and fellowships for Natives seeking to become teachers [Title IV, 1974]
- BIA schools became eligible for grants, and authorization for Gifted and Talented was added [Title V, 1988]
- Comprehensive educational plans to meet high academic standards were added [Title IX, 1994]

Indian Education Legislative Changes



As part of the Elementary and Secondary Act (ESEA)|No Child Left Behind, the formula grants were to be based on the **same challenging content standards as all students** [Title VII, 2001]

Currently, the Indian Education Act strengthens the priorities of:

- **collaboration** between tribes and school districts, and
- increased **tribal language** programs [Title VI, 2015]



Basic Services Provided

- Attendance strategies
- Native cultural activities
- Counseling
- Cultural resources
- Dropout strategies
- Learning events
- Field trips
- Newsletters
- Regular parent meetings / family events
- Transition strategies
- Tutoring
- Youth activities / Native games
- Summer programs / camps
- other

Implications for Parent Center Staff: Improving Outreach to Native Parents



- Regular meetings
- Newsletters
- Posters or flyers disseminated
- Targeted trainings
- Expanded networks
- Title VI trainings for Parent Center Staff

Questions?

Concerns?

Comments?

