



# TITLE VI YOUTH SERVICES PROGRAM



## NEWSLETTER

March 2024: Issue 1



### WHAT IS TITLE VI?

## GRANT PURPOSE:

The Title VI grant is funded to provide a “unique and culturally related” educational experience while ensuring that “Indian students gain knowledge and understanding of Native communities, languages, Tribal histories, traditions, and cultures” and that school leaders and staff who serve Indian students are able to provide them “culturally appropriate and effective instruction”.

Aligning with the CTUIR Education Department mission and goals, Title VI focuses on learning literacy (pinášuk<sup>w</sup>at) by connecting the students with their ancestral past through methods that are based in Tribal traditions.

The Youth Services team strives to provide the support our students need to succeed by making sure they and families are connected to necessary resources, receiving academic assistance, and are participating in Indigenous Ways of Knowing, with the goal of increasing graduation rates and preparing students for economic sovereignty.

### From Kendall Rosario, Youth Services Manager

I am excited to begin disbursing our first ever Title VI Newsletter. We look forward to sharing information on the work that our team does to support, encourage, and facilitate growth, identity, and success within our AI/AN youth. We will also provide you important dates, student shout outs, fun facts, and other news happening in the Youth Services Program.

### DOES YOUR STUDENT QUALIFY?

**If your student, yourself, or a grandparent is an enrolled member of a Federally Recognized Tribe or Band or if your student is a descendant of a parent or grandparent who meets these requirements, your student qualifies.**

**A 506 form needs to be completely filled out and returned to your respective Indian Education Coordinator, the school’s front desk, or the Title VI Youth Services Manager. Use the QR code below to access a fillable 506 form:**



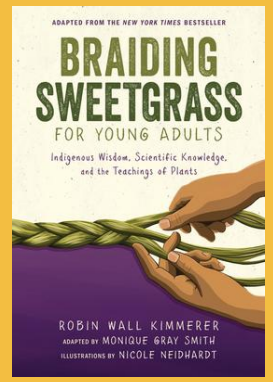
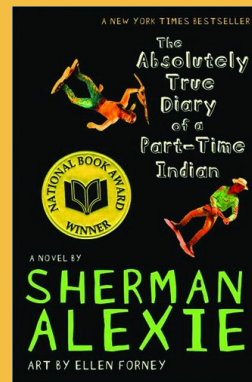
## Title VI Youth Services Program Needs Assessment

We want to hear from you! Please use the QR code to take the Needs Assessment so we know how we can better serve the students in our community.



## What has Title VI been up to?

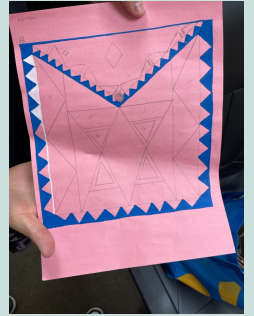
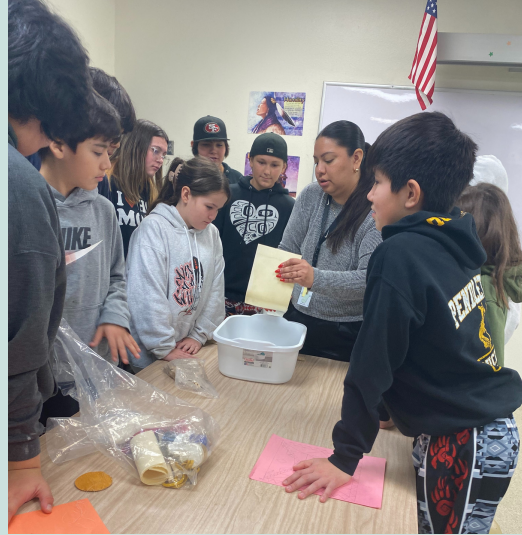
- Cultural classes at SMS and PHS taught by Talia Tewawina- parfleches, medicine bags, chokers, breast plates, and moccasins.
- Emotional resiliency and student support speakers: TEEN Truth (NCS) & Dr. Brooks Gibbs (Washington Elementary, PHS, NCS)
- Lt. Col. KingSlack from Army Corps of Engineers, Walla Walla District, Presentation on women in leadership (NCS, PHS, SMS).
- Special Education Parent Engagement Night at Nixyaawii Education Center. We introduced our new Special Education Coordinator and gave families an overview of SPED services throughout their child's school career.
- Increasing literacy! Title VI bought about 2000 books written by NA authors about NA people to give away to AI/AN students and families and to place in the libraries of all schools within the Pendleton, Athena-Weston, Pilot Rock, LaGrande, and Helix school districts.



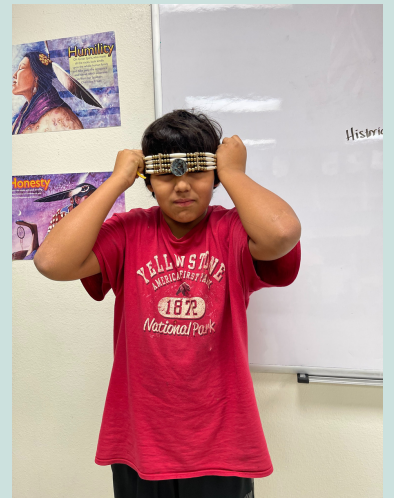
**Athena-Weston School Board Meeting: 3/11**  
**Title VI Public Hearing: Tuesday, 4/9**  
**Title VI Summer School: Tentatively 6/10**

# Indian Education

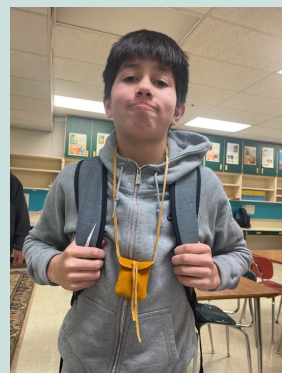
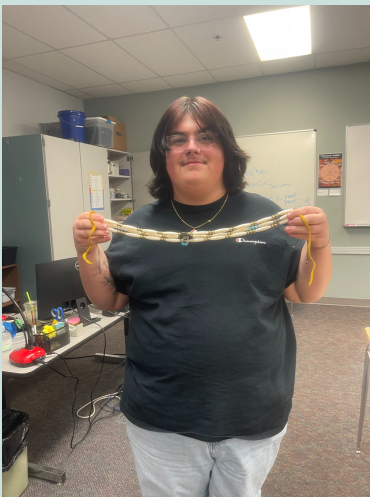
# PARFLECHE MAKING



# Choker Making



# MEDICINE BAGS

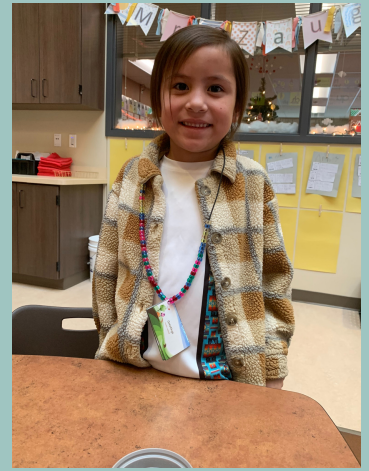


# LANGUAGE NECKLACES

Coordinators brought sets of language cards to Washington and Sherwood Elementary Schools where they strung them onto their own beaded necklaces. Students can now wear them and have the language available to them whenever they want.



níixmáycqi - Good Morning



níix tk<sup>wí</sup> - Good day

níixpáčway - Good afternoon



níix k<sup>wláawit</sup> - Good evening



níix scátpa - Good night



íi áw - See you later



# STUDENT SHOUT OUTS



Jedi is a hard worker and it is really showing in his academic progress this year. He is a kind friend, and his peers love him. Jedi practices our monthly character traits with intent and is just an all around great kid who makes the world a better place. Mrs. Bostwick states she is lucky to have Jedi in the Bee class, and the PELC is lucky to have Jedi as part of our school family.

"Leandra does a wonderful job logging in each day to complete her assignments. She is very successful and I am proud of her." -Jenny Corey, PVLA

**Leandra Hart**



Tasheena Broncheau is a 7th grader at Sunridge Middle School. She is such an amazing student. Her attendance and attitude has greatly improved. She shows a lot of extraordinary leadership skills in the classroom. She is also on the Girls basketball team."

Dylan Star is an 8th grader at Sunridge middle school Dylan has a huge heart and has a great attitude. I have witnessed him helping others when needed, he is also willing to help during class. He has a great attitude and is always willing to help.



**Kendal  
Thompson  
Red Elk**

Kendal always shows up with a great attitude and is ready to work. He has become a mentor in Traditional Arts. He helps his peer's problem-solve and uses hands-on learning to develop their skills. He is extremely creative and hardworking!

# Attendance Matters

## Oregon Department of Education 2022 statistics

| Institution                        | Institution Type | Student Group                 | Students Included | Number Regular Attenders | Percent Regular Attenders | Number Chronically Absent | Percent Chronically Absent |
|------------------------------------|------------------|-------------------------------|-------------------|--------------------------|---------------------------|---------------------------|----------------------------|
| Pendleton SD16                     | District         | American Indian/Alaska Native | 333               | 163                      | 48.9                      | 170                       | 51.1                       |
| Sherwood Heights Elementary School | School           | American Indian/Alaska Native | 18                | 10                       | 55.6                      | 8                         | 44.4                       |
| Washington Elementary School       | School           | American Indian/Alaska Native | 95                | 52                       | 54.7                      | 43                        | 45.3                       |
| Sunridge Middle School             | School           | American Indian/Alaska Native | 66                | 42                       | 63.6                      | 24                        | 36.4                       |
| Pendleton High School              | High School      | American Indian/Alaska Native | 59                | 27                       | 45.8                      | 32                        | 54.2                       |
| Nixyaawii Community School         | High School      | American Indian/Alaska Native | 59                | 24                       | 40.7                      | 35                        | 59.3                       |
| Pendleton Early Learning Center    | School           | American Indian/Alaska Native | 25                | 6                        | 24                        | 19                        | 76                         |
| Athena-Weston SD 29RJ              | District         | American Indian/Alaska Native | 32                | 19                       | 59.4                      | 13                        | 40.6                       |
| Weston Middle School               | School           | American Indian/Alaska Native | 11                | 4                        | 36.4                      | 7                         | 63.6                       |
| Weston-McEwen High School          | High School      | American Indian/Alaska Native | 17                | 13                       | 76.5                      | 4                         | 23.5                       |

<https://www.oregon.gov/ode/reports-and-data/students/Pages/Attendance-and-Absenteeism.aspx>

### DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

### WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.
- Keep in mind that complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home. If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home

### When Do Absences Become a Problem?



**CHRONIC ABSENCE**  
18 or more days

**WARNING SIGNS**  
10 to 17 days

**SATISFACTORY**  
9 or fewer absences

Note: These numbers assume a 180-day school year.

### ATTEND TODAY, ACHIEVE TOMORROW

#### GOOD SCHOOL ATTENDANCE MEANS...



**ELEMENTARY STUDENTS**  
read well by the end of third grade

**MIDDLE SCHOOLERS**  
pass important courses

**HIGH SCHOOLERS**  
stay on track for graduation

**COLLEGE STUDENTS**  
earn their degrees

**WORKERS**  
succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.



Visit Attendance Works at [www.attendanceworks.org](http://www.attendanceworks.org) for free downloadable resources and tools!

<https://www.attendanceworks.org>



# GRADUATION SUCCESS

**“Only nine of Oregon’s 300-plus high schools had at least 10 Indigenous students in their class of 2023 – the state’s minimum threshold for which it will report a school’s graduation rate. One is Pendleton High School, where 14 out of 17 Indigenous students graduated on time in 2023, an 82% rate that far surpasses state averages.”**

Use the QR code to see  
the full article!



## DATA JUSTICE!

State data is often skewed due to how students are listed in the system. Many of the numbers you see on the previous page represent only a portion of the whole picture. Students who are listed in the system as AI/AN AND Hispanic will not be accurately represented. This also applies to those who are considered multi-racial. This is being slowly addressed by the Office of Indian Education and Oregon Department of Education. However, until then, numbers will continue to be inaccurate. It is important that if you identify as AI/AN, that you mark that on the Race and Ethnicity Form provided in your registration packet for any school your student attends. To see what that form looks like, please see the QR code below.



# TITLE VI

## Logo Contest



### Logo Contest Information

Title VI Youth Services Program is holding a Logo Design Contest! The logo will be featured on program event material, 2024 Title VI staff hoodies, and promotional items!

Who can submit an entry: Any AI/AN student between 6th and 12th grade.

Logo submission deadline: July 31st, 2024

What are we looking for? The Title VI Youth Services Program strives to individually support our AI/AN students with a goal of shrinking the achievement gap and increasing graduation rates for the whole student population. We also strive to provide our students with a platform to learn more about their Native American heritage to increase identity, purpose, confidence, and motivation to succeed. Your logo should encompass three main themes: 1.) AI/AN identity, 2.) Connection and belonging, 3.) AI/AN academic success and Tribal Sovereignty

Submission: To submit, please email your logo to [kendallosario@ctuir.org](mailto:kendallosario@ctuir.org) or drop off at the Nixyaawii Education Center (46251 Náxš Wínataš). Submissions should include 1.) Name, 2.) Age, 3.) Tribal Affiliation (including decadency), 4.) School 5.) Contact email and phone number