

TITLE VI YOUTH SERVICES

JANUARY 2024



What is Title VI?

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^wat) 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.

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:



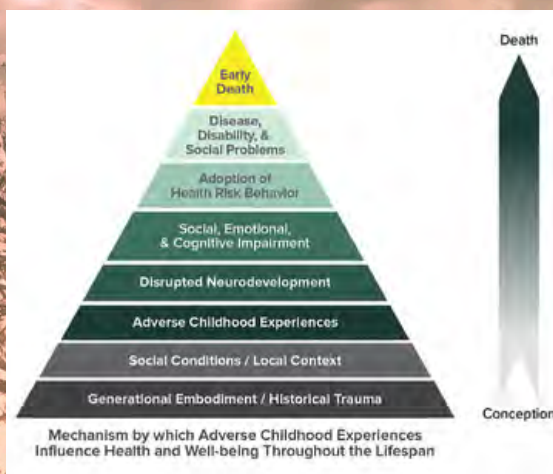
SCAN ME



“THE OTHER SIDE OF THE ACES PYRAMID”

ADVERSE CHILDHOOD EXPERIENCES

You might remember the piece about the ACE Study in the June newsletter this year. The purpose of providing that information was to inform community members and non-Native staff who work with our students about the kinds of ACEs that affect AI/AN students, the degree that which they are affected - and in turn, how their education is impacted. The research pulled for that was from 2021 or earlier. Since then, a study has been published in the International Journal of Environmental Research and Public Health that sheds a new light on ACEs and how the same model is being used to guide AI/AN communities through their healing to increase community well-being that is perpetual and sustainable.



SHIFTING THE FOCUS FROM TRAUMA TO HEALING

ACEs Conceptual Framework

Healing Conceptual Framework

- | | | |
|------------------------------------|---|---|
| Historical Trauma | → | Intergenerational Healing/Indigenous Sovereignty |
| Social Conditions/Local Context | → | Thriving Economic and Safe Communities |
| Adverse Childhood Experiences | → | Positive Childhood, Family, and Community Experiences |
| Disrupted Neurodevelopment | → | Consistent Corrective Experiences and Cultural Identity Development |
| Adoption of Health Risk Behaviors | → | Cultural Values |
| Disease Burden and Social Problems | → | Disease Burden and Social Problems |
| Early Death | → | Early Death |

What happens when we focus on protective and compensatory experiences (PACES) rather than a deficit model? What if we change the perspective from *why we are here* to *where we are going*?

For more information about this, check out the full article!

Rides At The Door, M., & Shaw, S. (2023, February 25). The other side of the Aces Pyramid: A healing framework for indigenous communities. International journal of environmental research and public health. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10001615/>

“THE OTHER SIDE OF THE ACES PYRAMID”

HOW DOES TITLE VI IMPLEMENT THIS INTO OUR WORK WITH STUDENTS?

Focusing on positive childhood, family, and community experiences, rather than Adverse Childhood Experiences: we, along with our partners, have an obligation to be a protective factor- to participate in their positive childhood and community experiences and be their safe space.

Our goal is to provide these protective pathways for our students which lead them to increased positive identity, increased belonging, and pride for themselves and their families. Therefore, we bring their culture to them in the schools. We teach them various traditional arts, support them in their social-emotional growth, create a school climate that which includes their people, and remind them every day that who they are is significant in this world. They have the power to become who they want to become. Most importantly, we make sure they know that we believe in them.

We do not do this alone. To succeed at this goal, we have to collaborate with school staff and other agencies to ensure all pieces of the puzzle are addressed. We appreciate the work everyone does in providing support to our young ones.

NATÚUK^wYAAMŠAMAŠ
WE BELIEVE IN YOU

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VIRTUAL COMPLIMENT BOX

January 24th is National Compliment Day!

Give a Title VI Indian education employee, school staff member, or a student a virtual compliment by using the QR code below. Be anonymous or be known! Staff and students will be given their compliments at the end of the month!



SCAN ME



TITLE VI STILL HAS JACKETS AND SHOES!

**IF YOUR STUDENT DID NOT
RECEIVE A JACKET OR PAIR OF
SHOES DURING THE COAT DRIVE,
WE STILL HAVE SOME AVAILABLE.**

**PLEASE CALL KENDALL AT 541-
429-7887 OR 541-969-6047 OR
EMAIL**

**KENDALLROSARIO@CTUIR.ORG TO
CHECK AVAILABILITY OF ITEMS
AND THEIR SIZES AND SCHEDULE
A TIME TO PICK UP.**



WOMAN'S FANCY COLORING PAGE

These "Indigenous Baddiez" coloring pages can be found at www.bethanybmartdesign.com, along with Dakota language resources and other information. Feel free to make copies and share with your little ones!





THE IMPORTANCE OF BOOKS!

"People who buy more books than they can possibly read can now use science to justify their spending sprees. As Pacific Standard reports, new research confirms that people who grow up with books at home tend to have higher reading comprehension and better mathematical and digital communication skills."

But how many books is enough to make a difference? The magic number seems to be above 80, according to a team of researchers led by senior sociology lecturer Joanna Sikora of Australian National University. Those who had around 80 books at home tended to have average scores for literacy—defined as "the ability to read effectively to participate in society and achieve personal goals"—while owning fewer than 80 books was associated with below-average literacy. Literacy continued to improve as the number of books increased to about 350, at which point the literacy rates remained steady.

Their findings are based on comprehensive surveys taken between 2011 and 2015 by the Programme for the International Assessment of Competencies. Respondents were between the ages of 25 and 65, and they came from 31 countries, including the U.S. and Canada. First, they were asked to estimate how many books they had at home when they were 16 years old. After racking their brains for a mental image of their childhood libraries, they were tested for reading comprehension, their understanding of common mathematical concepts, and their ability to use digital technology as a communication tool. The results showed a positive correlation between these skill sets and having books at home.

"Growing up with home libraries boosts adult skills in these areas beyond the benefits accrued from parental education, or own educational or occupational attainment," the researchers wrote in their paper, published in the journal *Social Science Research*.

The greatest impact, not surprisingly, was seen in the area of reading comprehension. Likewise, a 20-year study from 2010 suggested that access to a home library impacts a child's educational attainment just as much as their parents' occupations and education levels. Researchers aren't sure if digital books will have the same positive effects if they eventually outnumber printed materials, but the team behind this latest study did point out that "home library size is positively related to higher levels of digital literacy."

GETTING BACK TO SCHOOL AFTER THE WINTER BREAK

Getting back into a routine after winter break can be tough for some students. Here are a few tips to get your family back on track!

Keep It Simple

Bedtime Routine

During the break, student's schedules tend to tip with bedtimes and wake-up times being later. Help transition your student by getting them to bed at their normal time, so they get all the rest they need to focus on school.

Prep Your Mornings

Get clothes laid out and lunches packed the night before. If you have multiple students, set a bathroom time for everyone to keep everyone moving in the same direction.

Frame it as a New Beginning

The start of a new semester means that many students are starting again with a clean slate. This is an opportunity for students to clean out their backpacks, revamp their organizational tools, and start fresh. Setting new goals for the second semester may motivate students to power through the last half of the year with a purpose!

Teachers and Staff

Sadly, not every student's holiday was one to remember. As we all get back into the school routine, please be empathetic towards our students who may not have much to share about their winter break. Unfortunately, CTUIR and surrounding Tribes lost several people before and over the break and students may still be affected by these losses. If some students seem off as they return, this could be why. We appreciate everyone who has a hand in supporting our students and their future. Thank you so much for your hard work and dedication!

BETTER
TOGETHER

WHAT'S TITLE VI UP TO?

NEW IN JANUARY

LUNCH GROUPS

One of the most difficult things that the Indian Education Coordinators run into is time. School schedules do not allow for very many opportunities to do intentional work with our AI/AN students, so we've decided to do lunch groups! At Sunridge and NCS, coordinators will facilitate lunch groups with a dedicated number of students. Title VI will provide outside lunch food and students will either be participating in a reading group at SMS or a social-emotional work group at NCS. Students will be rewarded for attending every session!

BASKET WEAVING

Gayla Blankenship continues her amazing basket weaving classes at Sherwood and McKay and her Native book readings at Pendleton Early Learning Center.

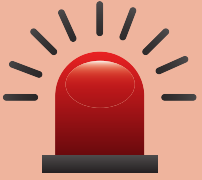
POSTER PROJECT

Rachel Guardipee and Talia Tewawina will be collaborating to create posters of local CTUIR 'notable' people. Talia's classes will choose who they want to interview or research. Once that is completed, information will be put on posters and posters will be provided to the schools to showcase. They should be up by sometime in March or April.

MAP PROJECT

Wynema Thurman has been working on creating maps that exhibit all of the Tribes that our students are affiliated with. Maps will dispersed and displayed at all of the schools.

TITLE VI YOUTH SERVICES NEEDS ASSESSMENT



One of the reasons Title VI began our newsletters was to provide the community with an inside look of what Title VI does. There seemed to be a lot of confusion, lack of knowledge, and /or unfavorable opinions about Title VI and I have made it my goal to address all of those issues. Our newsletters have been going out since March of this year and have included this opportunity to provide your feedback through this QR code. I have not received one entry as of yet. I do believe that the community should have a say in how our students are supported and I truly do want to hear from you! All entries are anonymous unless you want to be known. **Please use the QR code to take the Needs Assessment so we know how we can better serve the students in our community. OR access the form by using this link:**
https://docs.google.com/forms/d/e/1FAIpQLSc8MUN63pNP3crpzmLiBVS4zNxjXBexqhonRbRpXYkRdWVv8A/viewform?usp=sf_link



TITLE VI TEAM

Gayla Blankenship: PELC, Sherwood, Mckay

Cara Greene: Sunridge Middle School

Wynema Thurman: Athena-Weston, Pilot Rock

Talia Tewawina: Teaching Indian Ed classes at Sunridge and PHS

Rachel Guardipee: Nixyaawii Community School

