

2023-22 Title VI Indian Education Application Unofficial Version

This is the unofficial version because the application that comes from the online system isn't in a user friendly format.

ELECTRONIC APPLICATION SYSTEM FOR INDIAN EDUCATION (EASIE) PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. Public

reporting burden for this collection of information is estimated to average 3.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection

of information. The obligation to respond to this collection is required to obtain or retain benefit under [Sections 6111-6119 of the ESEA](#).

Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email

ICDocketMgr@ed.gov and reference the OMB Control Number of the collection.

DEFINITIONS AND FREQUENTLY ASKED QUESTIONS

This year's EASIE Part II application has been preloaded with all available data certified from the prior year. If your entity finds that data are not preloaded for one or more questions, no prior year data was available to load for that question. If any data needs to be updated, applicants can overwrite the preloaded data in the data fields.

Welcome to the EASIE Title VI Part I Survey for Fiscal Year (FY) 2023-24

EASIE Title VI Part I Demographics

Applicant Name: Southwest Region Schools

PR Award #: S060A230760

Applicant Identification: EQERAW1N8

Applicant Mailing Address:

P.O. Box 90

Dillingham, AK 99576

Project Director:

Jon Clouse, Federal Programs Director

907 842 5287

jclouse@swrsd.org

Authorized Representative:

Steve Noonkesser, Superintendent

907 842 5287

snoonkesser@swrsd.org

EASIE Title VI Part I Multi Year Options for Returning Applicants

Do you want to continue the multi-year application? Yes

Indicate if services and/or objectives will be changed? No changes

EASIE Title VI Part I Indian Student Count

Total Indian student count as verified by ED506 forms on file: 545

Total student enrollment: 624

Section 1: General Project Information

Allocation Information: Total SY 2022-23 Allocation 1 - Initial Allocation Amount: \$212,151

Indian Student Count: 545 Grant Award Date: 2023-07-01 through 2024-06-30

Title VI project will provide activities/services for that grade.

Grades Offered: PK K 1 2 3 4 5 6 7 8 9 10 11 12

Section 2b: Comprehensive Program for American Indian/Alaska Native Students

1. Coordination of Services with Formula Grant Programs

Please indicate any other Federal Aid programs, such as Title I, Rural and Low Income School Program (RLIS), Small, Rural Achievement Program (SRSA), Impact Aid, or similar, that:

(a) were available to your entity during the last school year (2021-22); and

(b) if that program is currently coordinated with Title VI services.

Prior Program Type

Program Type	(a) is this program available?	(b) is this program coordinated with Title VI services?
Department of Education Formula Grant Programs		
Title I	YES	YES
Rural and Low-Income School Programs	YES	NO
Impact Aid	YES	YES
Migrant Education	YES	NO
Other Federal, Tribal, State, or local Programs		
BIE: Johnson O'Malley	YES	NO
ESSER II COVID Relief	YES	YES
ESSER III COVID Relief	YES	YES
Other Program 3		
Other Program 4		
Other Program 5		

2. Description of Comprehensive Program for American Indian/Alaska Native Students

Each application must include a description of the applicant's specific use of Title VI funds in coordination with your overall comprehensive program for meeting the culturally related academic needs of Indian children, including their language and cultural needs.

Describe how the comprehensive program for AI/AN Students (using a variety of funding sources) will meet the culturally related academic needs of AI/AN students, including their language and cultural needs with an explanation of specific programs and activities. In addition to your explanation of the comprehensive program, also include a description of coordination with other Federal, State and local aid programs such as Title I, Rural and Low Income School Program (RLIS), Small, Rural Achievement Program (SRSA), Impact Aid, or Johnson O'Malley that currently coordinate with your Title VI project, or which will coordinate with Title VI during the grant year.

Title VI funds must be used to supplement (and not supplant) other Federal, State and local funding sources (see FAQs Part II).

Please enter narrative response here (Please limit to 2,000 characters): All schools within Southwest Region School District are Title I Schoolwide schools. The district coordinates with other programs including Title IA, Impact Aid, ESSER II COVID Relief, ESSER III COVID Relief and the general fund budget to support the districts comprehensive initiative to support the culturally related academic needs of our Alaska Native/American Indian children. This comprehensive programs is call the Yup'ik Studies program. The Yup'ik Studies program was based on Tribal and parent feedback. The Yup'ik Studies program focuses on the culturally-relevant pedagogy to meet the unique learning styles of our Alaska Native/American Indian children. One example is the Total Physical Response System for teaching the Yup'ik language. The Yup'ik Studies program also emphasizes teaching the Yup'ik language in all grades. There is dedicated time for Yup'ik language instruction including secondary courses for which students receive credit toward graduation. Another specific component of the Yup'ik Studies program is to teach the Yup'ik traditions, kinship studies, traditional place names, seasonal activities, and other culturally-relevant topics. Title VI funding is used to fund three full-time teachers for salaries and benefits. These three teachers will provide instruction to students based upon the objectives of the Indian Education grant, with a focus on 6-12 grade students. The programs listed in first paragraph are used to ensure that the Yup'ik Studies program is being implemented in all of our schools and at all grade levels. Title IA, Impact Aid, ESSER II COVID Relief, ESSER III COVID Relief and the general fund budget support the salaries of paraprofessionals and teacher salaries and benefits to implement the Yup'ik Studies program. In addition, these programs support curriculum development, instructional supplies, intensive instructional camps, and professional development for staff on the curriculum, and pedagogy.

3. Coordination of Services Professional Development

Describe the professional development opportunities that will be provided by your coordination of services to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children, and all teachers who will be involved in programs assisted by this grant, have been properly trained to carry out such programs. The professional development opportunity or opportunities can be funded using other local, State, and/or Federal funds.

	Types of Staff	Type of Professional Development Activity	Content
1	Teachers and other school professionals new to the Indian community	School-based coaching or mentoring	Cultural Awareness Education and Sensitivity
2	All teachers and other school professionals	Pre-service training or orientation	Cultural Awareness Education and Sensitivity
3	Subset of teachers	Workshops/Sessions	OTHR: Development & Implementation of Yupik Studies Curriculum
4	Subset of teachers	Conferences, including national, regional, state, or LEA-sponsored	OTHR: Pedagogy development

4. Dissemination of Assessment Data

Provide information on how the state assessment data of all Indian students (not just those served) are used. Indicate how you plan to disseminate information to the Indian Community, Parent Committee, and the Indian Tribes whose children are served by the local education agency.

Please check all that apply. All applicants must respond to these items.

Public hearing for application	YES
Indian Parent Committee meeting	YES
Other open meeting	YES
Within a written report	YES
Posted on website	YES
Sent home with student(s)	YES
Radio broadcast	NO
Newsletter/Newspaper	NO

5a. Use of Assessment Data

Indicate how assessment data from the previous school year were used.

No changes in services/programs	YES
Modification to services/programs	NO

6. Public Hearing Requirement Date

Having a public hearing satisfies the program requirement of providing a full opportunity to understand the program and to offer recommendations regarding the program. Holding a public hearing is a required element for all Indian Education Formula Grant applicants and must be conducted prior to application certification.

Indicate the date on the public hearing was held for SY 2022-23: 04-25-2023

7. Description of Meaningful Collaboration with Tribes

To be answered by LEAs, LEA-C, BIE Operated, and Bureau Grant and Contract Schools and Consortium of BIE contract/grant schools only.

As required by ESEA Section 6114, provide information detailing your LEA's meaningful collaboration with Tribes located in the community in the development of the comprehensive program and the results of the collaboration.

1. Are there local Indian Tribes located in the community? Yes

Southwest Region School District has several policies and procedures in place to ensure that meaningful collaboration occurs with tribes in the communities in which includes a survey, public meetings in each community, and an annual public meeting. In October 2022, the District sent a survey to each Tribal Council to get more information about the comprehensive program. This survey served as a method of evaluation and to identify needs that need to be addressed. In addition to the survey, a public meeting occurs in each community to discuss the comprehensive program. These meetings were in-person and via zoom in order to maximize participation. Tribal representatives are invited to attend this meeting. Below are the dates for which this meeting occurred and the Tribal Organization in that community. 2/4/23 Aleknagik Tribal Council in Aleknagik; 9/14/22 Clarks Point Village Council in Clarks Point; 9/30/22 New Stuyahok Tribal Council in New Stuyahok; 10/13/22 New Koliganek Village Council in Koliganek; 9/13/22 Manokotak Village Council in Manokotak; 9/16/22 - Ekwok Village Council in Ekwok; 12/6/22 Togiak

Traditional Council in Togiak; 9/22/22 Twin Hills Village Council in Twin Hills. An annual public meeting was held on April 25, 2023. The comprehensive program was presented and there was an opportunity for feedback and collaboration during this meeting all of these meetings. The collaboration efforts have resulted in broad support of continuing to provide, and expand where possible, distance learning opportunities for Yupik language acquisition courses that are taught by Yupik language experts. Another area of need is to provide resources that parents can use with their children to support teaching Yupik, especially for parents that do not speak Yupik. The district is including the Yugtun app on all district provided mobile devices and will promote this app to parents.

As required by ESEA Section 6115, Title I schoolwide applicants must identify how the use of funds in a schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program. In the section below, describe how the use of funds in a Title I schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program.

Southwest Region School District serves eight, very small communities located in rural Alaska. The total student body in our schools range from 13 at the smallest school to 200 at the largest school. In order to provide the most efficient and effective services to students, it is necessary to consolidate the funds in a schoolwide program. The consolidation of funds allows students to receive culturally-relevant instruction from certified teachers. Students from the smaller schools will have access to these teachers through distance/blended learning systems. It is critical to be able to provide greater access to high-quality instruction for all of our Alaska Native/American Indian students. Without the consolidation of funds into schoolwide programs, we would not be able to serve all of our students equitably. Other benefits include a broader range of access to elective courses and project-based instruction during "exploration weeks" that are focused around the project objectives and schoolwide program goals. Overall, the consolidation of funds provides a more robust program for all students.

Section 5: Section 427 of General Education Provisions Act (GEPA)

Use the space below (limited to 2000 characters) to provide information for GEPA Section 427. Describe the steps you propose to take to ensure equitable access to, and participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

School Board Policy 0410 Non Discrimination in District Programs and Activities. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The district will ensure that Alaska Native/American Indian students and economically disadvantaged students are able to participate equally in the program. The program will be extended to all grade levels and each school with dedicated time for Yup'ik Studies instruction. This will include instruction provided via distance delivery to students that might not have a fluent Yup'ik teacher. The professional development will provide instructors with the skills and knowledge to implement high quality instruction to students. Teachers certified to teach Yup'ik Studies courses will meet basic language proficiency and local cultural knowledge. Courses will be made available to high school students with meet the foreign language requirements to be eligible for the Alaska Performance Scholarship. All teachers will participate in professional development to ensure cultural standards are a part of lesson plans to integrate the local culture wherever possible.

Section 6: General Comments

Use the space below (limited to 2000 characters) to provide additional information including the following:

(a) If you selected "Other" from any drop-down menu, provide comments describing the reason why "Other" was selected; if there is not space to define it within the data sections.

(b) If needed, provide an explanation of any anomalies that assist the Department in analyzing your application.

Type of Professional Development Activity 3 - The training for the subset of teachers is specific to the delivery of the curriculum that has been developed through the project. The focus is effective instructional activities including total physical response system of instruction and effect implementation of the curriculum. Type of Professional Development Activity 4 - The training for the subset of teachers is specific to focus on best practices of Native language instruction. There are a number of conferences that focus on successful implementation of Native language instructional methodologies from which the Yupik Studies teachers and staff will benefit from learning about. The idea is to build a Native language program to stop language loss and begin preserving the language in our communities by starting with the students. Research indicates that a strong foundation in cultural identity supports is linked to academic improvement. A key component to a strong cultural identity is being fluent the Native language.