

Addressing Yazzie-Martinez Findings Related to Native American Student Outcomes

CCSD Presentation to Legislative Finance Committee

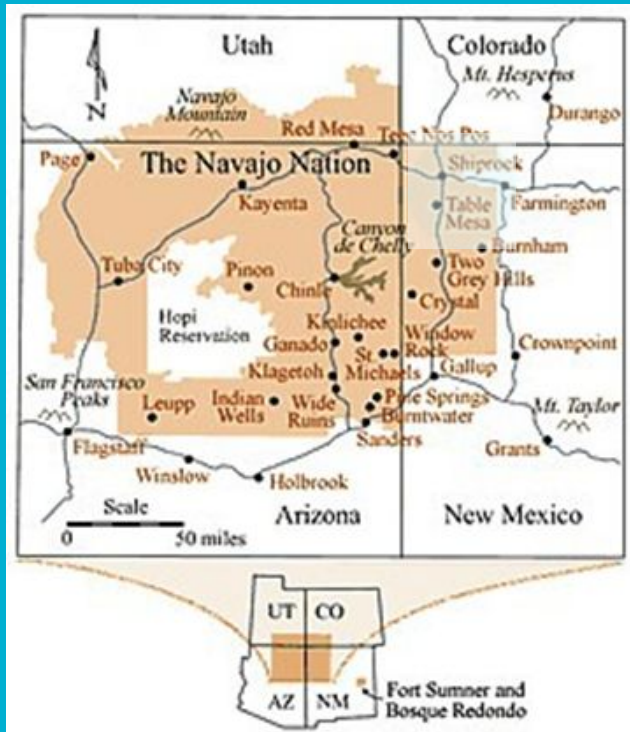
July 23, 2021



Opportunity Out of Challenge

- Our Children Deserve the best we can give them for the simple fact that they are our children.
- Despite best efforts of very capable and talented educators educational and social emotional gaps remain - what can we do differently to meet the needs of our students?
- Yazzie-Martinez findings
- Legislative Appropriations
- Impact Aid
- Carbon-Capture student opportunities - Bond Wilson

CCSD Demographics



- Rural and Remote
- long travel time to bus stop and then long bus ride to school
- Spotty, if any, access to internet
- 30 to 40 % of families do not have electricity, potable water, indoor plumbing (in remote areas this is as high as 70%)
- Poverty rate is almost 4 times the national mean
- lowest median family income of \$14,000
- lowest per capita income of \$4,788
- More than 75% of Navajo School Age Children live in poverty
- Unemployment 70%
- Free and reduced meals

CCSD Demographics

- No municipal amenities
- Unless provided by the School District there are little to no municipal amenities (i.e., no public libraries, no municipal swimming pools, no rec centers, no parks)
- Less than 2% taxable property
- 80% of the District's tax revenues come from the San Juan Generating Station and Mine and the Four Corners Power Plant

COVID PANDEMIC:

- Spotlight on poverty and lack of access to technology and infrastructure and daily meals
- Heightened social emotional needs of students
- Increased Child Homelessness
- Exponential increase in Learning Gaps

Plant Closure-Disproportionate Impact



Challenges;

- COVID Pandemic

- Identified Learning Gaps:

- Historic/Current re Impact Aid

- Yazzie-Martinez

- Remote/Rural

- Poverty

- COVID

- Potential Plant Closures

- Shorting of operational budget for below standard facility needs

- Poverty and Social Emotional Trauma

- Historic Underfunding of Capital and Maintenance/ technology infrastructure

Opportunities

- **COVID Re-Entry and Technology Infrastructure Expansion**
- **Focus in all Departments on Bridging Gaps**
- **Creation of InterCultural Community Outreach Department**
- **Impact Aid and Other Funding to Address Yazzie-Martinez**
- **Stronger Community Ties and Participation in Economic Development:**
 - **National**
 - **Statewide**
 - **Regional Four Corners**
 - **Navajo Government-to- Government**

Development of InterCultural Community Outreach Department

Challenge of Board to minimize/mitigate potential closures

Mapping - What is working; What isn't working?

Findings -

- Resources spread too thin: Pool and Expand Resources

- High Leadership Turnover: Stabilize Leadership

- Inter-Departmental Collaboration and Coordination

- Systemic gaps

ICO Mission

• Implementation of measures to address Yazzie Martinez findings

Bridge Student Learning Gaps

• Bridge Social Emotional Needs

• Community Outreach

• Implementation of Community School Programming

• Graduate Profile

• Maximization of Grant Opportunities and Funds to Accomplish Goals

Step 1: Identification of problem areas/hot spots:

Programmatic Mapping :

- Mapped all programs/services related to improving student outcomes
- Assessed what is working and what isn't working
- Evaluated what is needed to improve outcomes
- Evaluated the role of the Department(s) that contribute to outcomes for each program/service
- Evaluated how each program/service was linked to other programs/services and the timing of the programs/services and reporting requirements so that a critical path could be identified and developed.

Step 1: Identification of problem areas/hot spots:

Graduate Profile

- Assess Student Needs
- Assess Community/Parent Needs and Expectations
- Conduct analysis of data collected to identify trends used to create actual graduate profiles
- Data analysis enables the development of a roadmap that allows for backwards planning

Identification of teacher, principal, administrative training and process gaps

Graduate Profile: Updates and Timeline

- Focus Groups Continue with Chapter Houses
- Focus Groups with local businesses
- Data review and analysis continues
- Preliminary findings with special considerations for...
 - IEC recommendations
 - Alignment to CCSD Programs
 - MLSS
 - Whole Child Framework
 - Psyince Guys
 - Wellness Policy
- Includes strong presence of Culture and Language

SY 2021 -2022

- Preliminary Data Presented to stakeholders July and August
- Develop Instructional program and pilot of GP
- Leadership Analysis and planning with data
- PD alignment and development
- Performance Assessment Development
- Plan and Do

SY 2022 -2023 Full Implementation Study and Act

Data on Focus Groups and Participants

54 Adult Focus Groups **14** Student Focus Groups

844 Adult Participants **207** Student Participants



Graduate Profile Survey

1,225 Responses

Step 1 Identification of problem areas/hot spots:

Develop Gap Assessment/Identification of At-Risk Students and Expand Data Function

1. need tool to expand upon graduate profile information with existing data to better identify educational and social-emotional gaps for student groups and by student
2. Assess if current data collection, tracking and retention is adequate or has gaps
3. Implement expanded data needs

Focus Group Reoccurring Themes

- Culture- History, government
- Language (Diné, or other language)
- Self Identity
- Communication (written and verbal)
- Life Skills
- Perseverance/Grit
- Social Emotional
- Career Exploration/College Readiness
- Financial Literacy
- Health
- Collaboration
- Critical thinking
- Technology Skills
- Organization/Time Management
- Interpersonal Skills
- Setting Goal
- Reading for Comprehension

Step 2: Identify Solutions/Action Plan

Priorities in bridging gaps

Structure/Align programs to address priority gaps/needs

(The things needing the most attention that will bring the biggest improvement to gaps)

Step 3 Implementation of Mapping Outcomes

Resource Coordination - Orchestra

Training

Increased collaboration between BMEP and MLSS

Project Safety Net: Holistic Whole Child Approach

Expanded Grant Work to Match Expanded Programming

Community Schooling

Community Outreach

Graduate Profile

Equity Council

Step 4: Benchmarks and Accountability

- A. Perform gap analysis on what we are doing now with data collection and analysis and whether it is adequate to track effort with outcomes
- B. Expand data gathering and tracking function to track progress on above
- C. Performance indicators
- D. Accountability metrics
- E. Set-up system to track who needs follow-up and track follow-up
- F. Is money spent making a difference (track funding allocated and track outcomes)
- G. Are team resources making a difference (track resources allocated (man hours plus activities) and outcomes)

ICO Initiatives

- Parent/Community partnerships
- Johnson O'Malley and Impact Aid Grants
- Indian Education and Equity Council
- Title VI, Dual Language and cultural heritage programming
- Student and Staff Safety Net
- Social Emotional Wellness Programs from a cultural and holistic approach
- Develop internal and external partnerships with key stakeholders
- Graduate Profile
- College and Career/Trade Readiness
- Community Schools

Expanded District Calendar - provides ICO initiative opportunities

JOM - planning for after-school activities and events through the year

- These events can be scheduled on Fridays
- Club participation can be scheduled on Fridays
- Enrichment Activities, workshops, peer to peer social activities, etc.
- Parent engagement; support programming, workshops, trainings, etc.
- No class time interruption (less loss of instruction time)

JOM - PD for Culture/Heritage Teachers on Fridays

Safety Net (Holistic Wellness) - planning for after school events.

- Social emotional workshops, seminars, webinars, etc.
- Safety Net - (Holistic Wellness) - Parent Partnering/Family Engagement
- Parenting series; after-school workshops, webinars, presentations (resources, services, support programs, etc)
- Safety Net - Food Pantry-support, programming, organization, etc
- Safety Net - PD for district employees - social/emotional wellness, holistic wellness, etc.

**Thank you for representing and fighting for
the needs of our students**