

Family and Community Engagement

Lower Kuskokwim School District
NAM Grantee 2016
October 6, 2016





#Central Yup'ik Eskimo

- #56 Yup'ik villages (federally recognized)
- #15,000 people
- #59,000 square miles
- #no road connection ("Ice road/river" during the winter)
- #Practice hunting, fishing and gathering way of life

Alaska's Indigenous Languages

Language Families

I. Eskimo-Aleut

- a. Aleut
- b. Eskimo
 - i.

Alutiiq (Sugpiaq)

ii.

Central Yup'ik

iii.

Siberian Yup'ik

iv.

Inupiaq

2. Tsimshian

3. Haida

4. Athabaskan-Eyak-Tlingit

a. Tlingit

b. Eyak

c. Athabaskan

Historically Speaking

The Mission of the LOWER KUSKOKWIM SCHOOL DISTRICT is to ensure bilingual, culturally appropriate and effective education for all students, thereby providing them with the opportunity to be responsible, productive citizens.



WE KNOW THIS MISSION WILL NOT
BE ACCOMPLISHED WITHOUT
PASSIONATE FAMILY AND
COMMUNITY ENGAGEMENT

HOWEVER...



OUR INTENT IS ALWAYS BETTER THAN OUR
IMPLEMENTATION
OUR IMPLEMENTATION IS MORE DILIGENT
THAN OUR OUTCOME SHOWS
WHEN OUR INTENT AND OUTCOME MATCH
OUR WORK IS DONE

MEANWHILE

“Ca assirluni piqatarqan
ilungqenricuituq”

“Elders used to say that a lot” Rachel Nicholai



TWO GOALS OF THIS GRANT ARE:

- # TO INCREASE YUP'IK (INCIDENTALLY ENGLISH) LANGUAGE PROFICIENCY THROUGH THE PRESERVATION AND RESTORATION OF FLUENT YUP'IK PROFICIENCY AND USE AMONG STUDENTS.
- # TO IMPLEMENT REGULAR ASSESSMENT OF YUP'IK LANGUAGE FLUENCY THROUGH THE CREATION AND USE OF A VALID, RELIABLE BUT YUP'IK LANGUAGE CONGRUENT PROFICIENCY TEST. WE WANT TO KNOW IF OUR STUDENTS ARE MAKING PROGRESS IN YUP'IK.

HERE IS OUR INTENT

1. WE WILL HAVE ELDER VOICES IN ALL OF OUR PLANNING: ON THE STEERING COMMITTEE AND AMONG OUR EXPERT LANGUAGE GROUP.

RATIONALE: ELDERS ARE WELL RESPECTED AND THEIR VOICES WERE THE TEACHERS OF YOUNG PEOPLE UNTIL SCHOOLS CAME IN FROM THE OUTSIDE

HERE IS OUR INTENT

2. WE WILL USE THE 23 MEMBERS OF CNE-PAC (CENTRAL NATIVE EDUCATION PARENT ADVISORY COMMITTEE) AS A BIAS REVIEW COMMITTEE FOR TEST ITEMS CREATED BY THE EXPERT GROUP.

RATIONALE: THIS COMMITTEE IS AN OFFICIAL REQUIREMENT OF TITLE I. THEY HAVE OPERATED FOR 20+ YEARS. THEY ARE LANGUAGE AND CULTURAL EXPERTS FROM EACH VILLAGE. WE ARE NOW ASKING THEM TO USE THAT EXPERTISE. TEST ITEM REVIEW IS A CRITICAL FUNCTION AND HONORS THE COLLABORATIVE EXPERTISE OF THE GROUP

HERE IS OUR INTENT

3. LKSD WILL IDENTIFY:

-3 COMMUNITIES WHERE CHILDREN STILL SPEAK YUP'IK TO THEIR FAMILIES & PEERS ON A DAILY BASIS IN AND OUT OF SCHOOL.

-3 COMMUNITIES WITH THE LOWEST ACADEMIC ACHIEVEMENT

UNDER THE GRANT, A TEAM OF PRINCIPAL INVESTIGATORS WILL WORK WITH EACH WILLING COMMUNITY TO CREATE A PLAN TO SLOW OR REVERSE LANGUAGE SHIFT

THE VILLAGE LANGUAGE SUPPORT LEADERSHIP TEAM WILL BE COMPOSED OF:

- # THE TWO CO-PRINCIPAL INVESTIGATORS FOR THE GRANT (ONE IS A YUP'IK SPEAKER, ONE IS NOT)
- # THE CNE-PAC REPRESENTATIVE FOR THE VILLAGE (SEE PREVIOUS SLIDE)
- # A TRIBAL COUNCIL MEMBER
- # THE SCHOOL-COMMUNITY ADVOCATE

THE VILLAGE LANGUAGE SUPPORT LEADERSHIP TEAM

- # MEETS 3 TIMES A YEAR
- # THE EMPHASIS IS ON VILLAGE COLLABORATION FOR SLOWING OR REVERSING LANGUAGE SHIFT
- # THE DISTRICT IS COMMITTED TO EXTENDING AND SUPPORTING ANY IDEA THAT HAS IMPACT ON GEPRA MEASURES TO OTHER VILLAGES WHO WISH TO ADAPT THE IDEA TO THEIR SITE

THE RULES FOR OUR FAMILY AND COMMUNITY ENGAGEMENT PIECES:

AS A LEADERSHIP TEAM MEMBER YOU ARE NOT ALLOWED TO PASS THE BUCK:

AN IDEA FOR MAKING SURE EACH FAMILY PARTICIPATES IS TO ASK EACH FAMILY TO IDENTIFY WHO WILL REPRESENT THEM, AND PERSONALLY INVITE THAT PERSON

NOT: WE POSTED THE MEETING UP BUT NO ONE CAME. IF THEY WERE INTERESTED THEY WOULD COME. NOT OUR FAULT, HMMM?



REMEMBER

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