



## Day 2 Breakout Session Summary

April 27, 2021

### Tailoring Supports for Rural & Tribal Youth

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**Presenters:** Allen Pratt, [National Rural Education Association](#); Dr. Laurie Barron, [Evergreen School District](#) in Montana; Carla Knapp, Boys & Girls Clubs of America

This tabletop discussion explored holistic approaches to providing summer programming in rural and tribal communities.

### Session Highlights

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- » In Montana's Evergreen School District, they will provide the full experience this summer with wraparound services, meal provision, health clinics, and physical education programs. (It will not be just math and reading remediation.) They are also trying to stay away from digital programming this summer and are partnering with community organizations to provide supports and services during both the summer and the school year. For more experiential learning opportunities, they are reaching out to civic organizations, museums, libraries and providers of nature/outdoor experiences.
- » There are over two hundred Boys & Girls Clubs of America (BGCAs) that serve students on Native lands. They help youth achieve academic success, avoid risky behaviors and lead healthy lifestyles. They also provide afterschool homework help and other learning opportunities. They have taken some of the best programs and adapted them for Native youth including Diplomas to Degrees and Project Learn. In the summer, they provide Summer Brain Gain.
- » It is important to take a holistic approach to summer enrichment that provides a cultural connection. Students knowing their history and creating a sense of belonging builds resilience.
- » During COVID, BGCAs have become learning labs for youth with technology barriers and broadband issues. In addition, they created a virtual platform that is safe and free for youth to encourage the continuation of education.
- » BGCA has partnerships with the Bureau of Indian Education, American Indian College Fund, clubs chartered with tribal departments of education, and other organizations.

### Shared Resources

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- » [50 State Afterschool Network Contacts](#)
- » [Maximize Student Recovery: Community-Based Afterschool and Summer Programs Accelerate Student Learning](#)
- » [Native Education Collaborative](#)
- » [Partnerships in Action](#)



## Questions and Answers on Tailoring Supports for Rural & Tribal Youth

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### **How does a student's sense of place (either in a rural or Native context) fit into summer enrichment?**

It is important to take a holistic approach to summer enrichment that provides a cultural connection. Belonging is a prerequisite to learning. Students knowing their history creates a sense of pride and a sense of belonging. It builds resilience and provides an environment for students to thrive.

### **Are you planning to continue to provide all the wraparound supports you've mentioned for students in the future?**

With ESSER funding, the Evergreen School District in Montana plans to continue to provide these supports (e.g., health clinics, fitness, and mental health services) during both the school year and summer for at least the next three years. After that time, they will evaluate other funding sources (e.g., Title I and IDEA) to try to continue these services year-round.

### **How do we ensure that these new funds are accessible to smaller, rural-based providers with limited capacity to apply for grants?**

Partnering with school districts to provide wraparound services is one way for those organizations to receive funding. Many districts need staff support this summer, especially as teachers are exhausted from COVID and need a break this summer.

### **What are your strategies for engaging tribal communities in non-digital learning and enrichment?**

Some Boys and Girls Clubs on tribal lands are open in-person and others are virtual. They have provided wraparound supports including meal distribution during COVID.

The Evergreen School District is trying to stay away from digital programming this summer and is planning to partner with community organizations to provide supports and services. Engagement in experiential learning opportunities is ideal. The district is reaching out to civic organizations, museums, libraries, and providers of outdoor education experiences.

### **How do you go about incorporating unique traditions, cultures, and values when a Boys & Girls Club is established in a Native community?**

Native communities are diverse. The Boys & Girls Club's work in tribal communities incorporates Native traditions into their curriculum. For example, a nutrition education curriculum would explore indigenous foods and traditions. If working on a STEM project, they may design the project with something representative of the specific community like a tribal flag.

