

FOR IMMEDIATE RELEASE

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Navajo Nation awarded ARPA grant for American Indian Resilience in Education

The U.S. Department of Education announced the recipients of their latest grants for Fiscal Year 2021. As part of its American Rescue Plan, a number of grant opportunities were devoted to tribal communities and educational entities.

Particularly, the American Indian Resilience in Education (AIRE) grant was earmarked for Tribal Educational Agencies (TEA) to provide direct services to Native American students. All submissions of this grant were to be aligned with one or more of the activities authorized under section 6121(c) of the Elementary and Secondary Act of 1965, as amended to ESEA.

The Navajo Nation is a proud recipient of the AIRE grant and will receive \$1.3 million arranged over the course of three years. An early analysis on education on the Navajo Nation helped declare the top three priorities this grant will support.

This grant will assist learning opportunities to increase Navajo cultural knowledge and understanding for teachers and administrators, the socio-emotional learning (SEL) of students, and enhance Navajo values in the school and community.

The project is titled: “The CRR Project: Culture, Resilience, and Responsiveness: Supporting Navajo Nation Students, Teachers, School Leaders, and Parents.”

The goal is to provide professional development opportunities for educational stakeholders across the entire Navajo Nation through collaborative learning environments that remove isolation and increase shared best practices despite school climate, location, and agency. The project aims to serve all Navajo Nation students.

Ultimately, through this grant the Navajo Nation will establish high-quality teaching tools that emphasize culture and SEL to help transform onsite, blended, and virtual classrooms into learning environments. These environments would aim to promote students toward graduation and increase student completion rates.

The overall impact of these environments would improve school climates so teachers, school leaders, and counselors are attuned with students through inclusivity and support, including student identity-development and engagement within and outside school settings.

DODE would like to thank the following contributors to the project proposal and research: Shawna Becenti, Head of School for Navajo Prep, Darah Tabrum, Dean of Student and Community Engagement for Navajo Prep, the Navajo Prep Board of Education and their grant writer, as well as our entire DODE team.

This grant is a substantial step forward for all students on the Navajo Nation, and DODE appreciates its team members and their collaborators from Navajo Prep for this undertaking. DODE looks forward to beginning the research to support the project’s implementation.

Nizhonígo díí bee 'ada'siilb 'éi niha'alchinií da nooséél do.

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