Spokane Public Schools
Native Education Program Update: 2021-22
Department of Family and Community Engagement
Title VI: Indian, Native Hawaiian, & Alaska Native Education

SEC. 6101. STATEMENT OF POLICY. (20 U.S.C 7401)

It is the policy of the United States to fulfill the Federal Government’s unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children. It is further the policy of the United States to ensure that Indian children do not attend school in buildings that are dilapidated or deteriorating, which may negatively affect the academic success of children.
Program Goals

- Sense of belonging
- Student achievement
- College readiness
- Professional development
Funding Model: Title VI Eligibility Requirements

Student must be an enrolled tribal member or a first- or second-generation descendant tribal member from a:

• Federally Recognized- an American Indian or Alaska Native tribal entity limited to those indigenous to the U.S. The Department of Interior maintains a list of federally-recognition tribes, which OIE can provide you upon request.

• State Recognized- an American Indian or Alaska Native tribal entity that has recognized status by a State.

• Terminated Tribe-a tribal entity that once had a federally recognized status from the United States Department of Interior and had that designation terminated.

• Organized Indian Group- Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994
Program Description

Culturally responsive mentoring

Academic mentoring

Cultural Activities

Community Partnerships
Staffing

Anna Eagle Bear: MTSS Specialist
• Salk Middle School
• Shaw Middle School
• Curriculum Development
• Professional Development

Courtney Larcom
• Lewis and Clark High School
• North Central
• Rogers High School
• Shadle Park High School

Nichole McDaniel
• Rogers High School
Improvement Strategies: 2020-21

• Develop relationships with neighboring tribes and engage in meaningful consultations
• Develop data system to integrate with data tools and community partners
• Implement structures to increase return of 506C forms
• Increase Urban Native organization community partners
• Look for alternative grants
Native Education: Three Year Strategic Plan 2021-2023

• **Strategic Pillar 1**: Prepare approach for cultural curriculum development
• **Strategic Pillar 2**: Identify funding resources for programmatic expansion
• **Strategic Pillar 3**: Create a systemic network engagement plan
• **Strategic Pillar 4**: Develop a comprehensive communication plan
Strategic Pillars: Outcomes

**Pillar 1**: Prepare approach for curriculum development

• Outcomes
  • Update 14 social studies class curricula to include Eastern Washington tribes’ histories, experiences, and voices, with 5 curricula updated the first year, 4 the second year, and 5 the third year.
    • First year: 2 elementary school, 1 middle school, 2 high school
    • Second year: 2 elementary school, 1 middle school, 1 high school
    • Third year: 3 elementary school, 1 middle school, 1 high school
Strategic Pillars: Outcomes

Pillar 2: Expand resources for programmatic expansion

• With support from 10 stakeholders, identify and apply for 5 funding sources by the end of Year 1

• By the end of the third year, obtain $1.5 million in grant funding to hire 5 staff, and direct $500,000 to training efforts
Strategic Pillars: Outcomes

**Pillar 3: Create a systemic network engagement plan**

- Expand tribal consultations with 3 neighboring tribes and 3 urban organizations
- Identify 54 internal stakeholders using feeder school patterns
  - 20 in the first year
  - 20 in the second year
  - 14 in the third year
Pillar 4: Develop a comprehensive communication plan

• Enter into 8 data-sharing agreements by June 30 of each year
  • 2 in 2022
  • 3 in 2023
  • 3 in 2024
• Produce a monthly newsletter (10 per year) for the next 3 years
Comments and/or Questions