

Minutes
Washington State Native American Education Advisory Committee
February 16, 2022

In attendance

Cindy Kelly	Anna Armstrong
Jennifer LeBret	Joseph Martin
Patricia Whitefoot	Lola Ceja
Jeremy Rouse	Michelle Parkin
Jarrood Da	

Others in attendance

Laura Lynn
Shandy Abrahamson
Jon Claymore
Joan Banker
Mona Halcomb
Jenny Serpa
Julian Guerrero, Director, Office of Indian Education, USDOE

A quorum was declared, and Jennifer LeBret, WSNAEAC Chair, called the meeting to order at 10:10 am.

Agenda Approval

Cindy Kelly made a motion to approve the 2/17/22 WSNAEAC meeting agenda. Else seconded. Motion carried.

12/6/21 WSNAEAC Meeting Minutes

Cindy moved to accept the 12/6/21 WSNAEAC meeting minutes as written. Joseph seconded. Motion carried.

Approval of Revised WSNAEAC Bylaws

Patsy made a motion to approve the WSNAEAC bylaws revising Section X, Conflict of Interest. Cindy seconded. Motion carried.

Julian Guerrero, Director, Office of Indian Education, USDOE

Has been serving in this position since September 2020. One of his primary focuses is to establish and revitalize relationships with Tribes, education committees, and states across the US.

- Discussed the recent opening of Part 1 of the Title VI formula grants program on February 7 and closing March 11. Part 2 of the application will open in April and close May 13.
- Priority on increasing OIE's technical assistance profile for Title VI programs, increasing technical assistance opportunities, and providing meaningful guidance and supports to programs as requested and proactively. OIE will be coordinating group listening sessions and providing answers to frequently asked questions on their website.
- Provide additional guidance on what is in the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act.
- Gather and share promising practices within Title VI programs.
- Strengthen partnerships with state partners and Indian education entities within states.

Issues raised by WSNAEAC:

- A database of students registered within the Title VI program to track them when they transfer and then re-enter a district so Title VI coordinators know a 506 form has been completed. Mr. Guerrero responded that although modernization of their data forums is a priority, OIE would not be able to establish this type of database. They are prohibited by Congress to maintain a national database of student information.
- School district staff validating the active involvement of Native parents and families in Title VI goal setting, work plan, responding to concerns, treating tribal members with respect, etc. Mr. Guerrero: We need to help educate communities that the strongest role the parent committee has is the approval of the Title VI application and is the greatest tool parents have to determine the future directives of the Title VI program. School districts can suggest program goals and objectives, but parents can accept, reject, or collaborate with district staff to determine Title VI work each year. Perhaps OIE could establish opportunities for parent committee hearings, information sessions, etc.
- Title VI program funded staff being asked to take on district responsibilities outside the Title VI work plan. Are districts decreasing services to Native students by requiring Title VI staff to serve as substitutes, curriculum trainers, monitors, etc. A separate meeting to discuss this issue with partners in Washington State will be set up in the near future.
- Increasing services to Native students by encouraging school districts that have sufficient numbers of Native students to apply for Title VI funds but are reluctant to. Also work on capacity building with smaller school districts that may want to apply for Title VI but due to limited staff, are unable to take on one more thing. How do we help get them to a place where they can apply? These are missed opportunities because Title VI programs are where parents can set the tone about what they want the priorities to be for schools when it comes to culture and language. Mr. Guerrero: Tribes are also eligible to apply for Title VI funds. School districts just need to identify that they are not applying paving the way for tribes to apply.
- Maintaining an effective tribal consultation relationship in districts with constant staff turnover.
- Native student data collection as it relates to the federal race category and the three categories of Native students: Native Hispanic, Native non-Hispanic, and Native three or

more races. Cindy shared some of the work the WSNAEAC data subcommittee has been doing in this area to speak to the issue of undercounting Native students.

- Title VI program plan/financial accountability and school staff training.
- School districts opting out of Title VI to avoid collaborating with parent committees and tribal consultation.

Mr. Guerrero agreed that his is not just a one and done meeting and looked forward to collaborating with WSNAEAC in the future.

Legislative Updates

Laura provided an overview of current legislation affecting Native student education, including SSB 5252 which supports the training of school directors engaging in tribal consultation. She also directed members to the legislative update she provides every Friday during session for more information about bills moving through the legislature and their status.

WSNAEAC Subcommittee Reports

SEL Committee:

Laura introduced Arlie Neskahi who has contracted with ONE to serve as the project manager for Mitigating Impacts of Intergenerational Trauma and Strengthening Social Emotional Supports and Development. Arlie began January 24 and has been meeting with the WSNAEAC Social Emotional Learning Subcommittee, as well as OSPI staff who have leadership responsibilities within social emotional learning spaces, school safety, and counseling. Currently working on a 30–60–90-day plan and by mid-March a draft social emotional development framework should be ready to present. Also developing a summer institute for key leaders who are supporting Native learners and families across the state possibly the last week of June (west side) and mid-August (west side). Arlie will be meeting with the SEL subcommittee on a regular basis for guidance and input into his work.

STI/K–12/Higher Education/CTE:

Joseph discussed how he as an STI ambassador and Laura have been meeting on a regular basis to discuss effective implementation of the STI curriculum throughout Pre-K to adult higher education. Fulfilling the legislative mandate requiring the STI curriculum be integrated into all pre-service education programs. It is actually the Professional Educators Standards Board that has the responsibility for supporting and ensuring this mandate is enacted not only to the letter of the law but also within the spirit of the law. There is a higher education committee that convenes about once a month composed primarily of representatives from higher education institutions and also organizations within higher education that support administrator and teacher programs. A survey was done of all the higher education institutions in terms of their awareness about the STI requirements and also what supports are needed. There is a webpage that has been developed and is updated continuously.

For CTE, Shandy discussed identifying and lifting up tribal work integrated programs and design so students can potentially be receiving credits for their participation. She discussed the challenges in obtaining CTE data for Native youth involvement, HB 1867 relating dual credit course data, financial literacy programs aligned to meet Native students' needs, the Life Cycle of the Salmon project, and her work with Career Connect Washington.

Data Subcommittee:

Michelle spoke to the issue of identifying eligible students to participate in the Food Programs. The current application identifies poverty rates within school districts and those rates are utilized for grant applications. But these applications are obsolete, so what has slowly been happening over the past two or three years are the collection of very inaccurate numbers showing that we have the same population we had five years ago, but we've lost 20% of our poverty rate because applications are not getting turned in and the difficulty of going and sitting with families to complete the application because of COVID. This affects LAP and Title I funding.

At this point, Laura introduced Jenny Serpa who is contracting with ONE as a program manager to support the American Indian/Alaska Native Identification and Data Practices Project. One of the objectives of this project is to discover a route to overcome the under identification of Native youth and families for services and resolving the "coding" of Native students. Jenny will be developing trainings and training materials for school districts and various frontline administrative staff to address student race and ethnic identification challenges, and she will identify promising practices. She will talk with schools about their data collection practices, and she will also be working with Native families on the importance of completing school district enrollment paperwork accurately and navigating school systems to get their children the assistance they deserve. Jenny will be collaborating with the WSNAEAC Data Subcommittee as she proceeds with her work.

Office of Native Education Staffing

Mona Halcomb, Native Student Success Program Supervisor, introduced herself; and Jon covered new and soon to be employee positions in ONE.

Meeting adjourned.