

Title I, Part A and the Learning Assistance Program (LAP)

Recommendations for leveraging funds to provide effective supports for Native American students

Local Education Agencies (LEAs) have broad flexibility in designing Title I, Part A and Learning Assistance Program (LAP) services to support the unique strengths and educational needs of each student and their families. School and LEA teams conduct annual needs assessments in consultation with stakeholders to decide how funds will support students in the upcoming school year. LEAs use Title I, Part A to provide students with a well-rounded education. LAP is a supplemental program that helps students reach grade level in English language arts and math.

When planning Title I, Part A and LAP services for Native American students, begin with discussions with local tribes, elders, and families, asking “What services and programs might we offer to support our children in receiving a well-rounded education?” Recognize that Washington tribes are sovereign nations with treaty-protected rights. Each tribe has its own values, languages, and teachings. Build partnerships to design Title I, Part A and LAP programs that are culturally relevant and meaningful to Native American students and their communities.

The following strategies are identified in [From Where the Sun Rises](#) and recommendations from the Office of Superintendent of Public Instruction’s (OSPI) Office of Native Education and the Washington Native American Education Advisory Committee. While these recommendations have come forward in the context of serving Native American students, recognize that practices serving the needs of Native American students are often also effective for all learners and that these are a few examples rather than an exhaustive list.

Unless otherwise noted in blue italics, the strategies can be funded for:

- All students in a school with a Title I, Part A Schoolwide Program, if aligned to the schoolwide plan.
- Students identified as eligible in a Title I, Part A Targeted Assistance Program.
- Students identified as eligible for LAP services.
- In some cases, for eligible students through a district Title I, Part A set-aside.

Community Partnerships

- Develop plans through ongoing tribal consultation required by the Every Student Succeeds Act (ESSA). (*District Title I, Part A administrative set-aside only.*)
- Partner with elders as educators, including to share traditional stories and knowledge through the oral tradition.
- Seek advisement from Title VI Native Education leaders.
- Engage tribal community members who have strong connections and are trusted by tribal students, families, communities, and organizations led by the tribes in meaningful and ongoing collaboration.
- In the Needs Assessment process, disaggregate multiple data points by student group, ensuring the maximum identification of Native American students. Use measures, such as disaggregated LAP growth data, to determine effectiveness of services.
- Share multiple data points, including LAP growth data, disaggregated by student group with tribal students, families, communities, and organizations led by the tribes to support goal setting.

Well-rounded education means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

From Where the Sun Rises provides recommendations for serving Native American students within Washington’s educational system. Its vision can inform how we collaborate with families and with tribes to serve Native American students in Title I, Part A and LAP: “Indian education dates back to a time when all children were identified as gifted and talented. Each child had a skill and ability that would contribute to the health and vitality of the community. Everyone in the community was expected and trained to be a teacher to identify and cultivate these skills and abilities. The elders were entrusted to oversee this sacred act of knowledge being shared. That is our vision for Indian education today.”

Family Engagement

- Provide meaningful opportunities for families to have voice in program planning and evaluation, such as through engagement with the Title VI Native Education and Johnson-O'Malley parent committees.
- Host family nights to introduce the [Since Time Immemorial](#) and tribally-developed curriculum resources to support families in building language and literacy with their children.
- Host family engagement activities that welcome, honor, and respect Native children's extended family.
- Strengthen partnerships between families, communities, tribes, and schools with outreach to families through reservation-based activities, including parent-teacher conferences on the reservation.

Student Well-Being

- Ensure school counselors are focused on addressing relational, social, emotional, and well-being of students, not only in addition to academics.
- Integrate Native-centered Social Emotional Learning (SEL) approaches into all lessons across all content areas and for all grade levels.
- Prioritize hiring of Native educators, counselors, and mental health providers to serve Native American and Alaska Native children, youth, and families.
- Create mentorship programs for Native American youth which teach about traditional values, connect students to their culture and identity, promote health and education, and provide support in challenging circumstances.
- Establish programs that:
 - Promote the stability and continuity of education and appropriate services for Native American children and adolescents during transitions, such as foster care placement, residential treatment, transfers within state districts, and dropout students returning to school to receive their high school diploma or equivalency (GED).
 - Reduce the rates of risk factors among Native American youth for substance and alcohol abuse, depression, suicidality, and other rates of mental health disorders.
 - Establish culture-based prevention and intervention programs for Native American youth, including those who have been placed in foster care, have history of substance or alcohol use, have been in residential treatment, or have dropped out of school.

Professional Development

Provide professional learning to any staff member in a school with a Title I, Part A Schoolwide Program, or provide professional learning targeted to meet the specific needs of eligible students in a Title I, Part A Targeted Assistance Program or Learning Assistance Program, with the following goals:

- Raise awareness and understanding of educators about the continued impacts of intergenerational trauma and violence and the resiliency of tribal peoples.
- Acknowledge intentional and unintentional bias.
- Implement cultural competency with a holistic approach.
- In collaboration with the tribe(s) nearest your district, fully implement the [Since Time Immemorial](#) and tribally-developed curriculum with fidelity and integrity. *(Title I, Part A Schoolwide only.)*
- Provide culturally relevant instruction for Native American students.
- Create learning environments which support the development of identity, a sense of belonging, and the interconnectivity of all things.
- Understand of the unique place-based attributes of the communities served by the school, including traditional values, beliefs, and ways of knowing.
- Build relationships and partnerships with Native tribes and communities.

Professional learning may be developed in collaboration with or provided by the tribe.

Academic Acceleration

- Provide supplemental language and literacy instruction using the [Since Time Immemorial curriculum](#), tribally-developed history lessons, and the [Northwest Native American reading curriculum](#).

- Use data that includes maximum identification of American Indian and Alaska Native American students (AI/AN Non-Hispanic, AI/AN Hispanic, AI/AN Two or More races) for planning, analysis, and decision making. The Education Committee of the Affiliated Tribes of Northwest Indians has collaborated with Education Northwest to develop a case study and infographic. [OBSCURED IDENTITIES: Improving the Accuracy of Identification of American Indian and Alaska Native Students](#); [Native Youth Count: A resource guide for families of American Indian and Alaska Native students](#) (A recommendation for conducting an effective needs assessment rather than a program-funded activity.)
- In the Needs Assessment process, disaggregate multiple data points by student group, ensuring the maximum identification of Native American students. Use measures, such as disaggregated LAP growth data, to determine effectiveness of services.
- Coordinate resources and supports to implement prioritized Title VI Native Education and Johnson-O’Malley program goals, and coordinate with other programs and services (i.e., Title III English Language Learning, Migrant Education, Career and Technical Education, Special Education, etc.).
- Implement Mastery-Based Learning pathways for the purposes of graduation. (Title I, Part A Schoolwide only.)
- Enhance opportunities for students to engage in tribal language learning and growth.
- Provide environmental education through outdoor classrooms and other forms of experiential education, connecting to core Native belief systems and practices of environmental health.
- Provide field trips to sites related to Native culture.
- Implement place-based education which integrates language and culture (curriculum development and implementation): The partnership of “Native community members, family members, and parents, along with their children, teachers, and administrators” to “develop, implement, and evaluate authentic learning experiences that actively engage Native and non-Native students...When implementing place-based education, students’ past experiences, curiosities, and interests are the context for curriculum development.” Learn more: [From Where the Sun Rises](#).
- Offer a variety of options for completing courses (e.g., credit retrieval opportunities, after-school programs, flexible summer school, virtual options).
- Offer enrichment and talent development opportunities for students to build on their strengths. Talent development uses enrichment strategies and instructional supports to help students develop and demonstrate higher levels of academic achievement. Teachers become talent scouts.

Diagnostic Assessments

Diagnostic assessments are allowable with program funds in a Title I, Part A Schoolwide. While these recommendations apply in all schools, to be allowable with program funds in Title I, Part A Targeted Assistance and LAP programs, these assessments must be supplemental.

- Use assessment processes that identify the assets and strengths of Native children, youth, and families with a collectivist approach.
- Recognize intentional and unintentional bias and deficit narratives in diagnostic assessments.
- Connect system indicators with student performance indicators (including policy, funding, paraeducator, teacher, and administrator experience working with Native American students, families, and communities, etc.).
- In partnership with families, elders, and tribes, identify holistic measures of success, beyond test scores.

Contact Us

Title I, Part A	<ul style="list-style-type: none"> • Title1a@k12.wa.us • https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part
Learning Assistance Program	<ul style="list-style-type: none"> • LAP@k12.wa.us • https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap
Office of Native Education	<ul style="list-style-type: none"> • Jon Claymore, jon.claymore@k12.wa.us, Executive Director • Dr. Laura Lynn, laura.lynn@k12.wa.us, Program Supervisor • Joan Banker, joan.banker@k12.wa.us, Instructional Program Specialist II • Shandy Abrahamson, Shandy.Abrahamson@k12.wa.us, Career Connected Learning Tribal Engagement Specialist • https://www.k12.wa.us/student-success/access-opportunity-education/native-education