



SKPS Native Education Program

Public Hearing
January 27, 2025

Agenda/Outline

- Welcome/Introductions
- 2024-25 Program Information
 - PAC Update – Savannah
 - ONAEF Partnership
 - School Intervention Updates
 - Professional Development
 - Family Engagement
- Title VI Grant
- Needs Assessment Survey Responses
- World Café
 - Essential Questions



Common Metrics Review

3rd Grade Reading	% proficient on statewide ELA assessment
9GOT	% earning at least $\frac{1}{4}$ of grad credits by end of the summer following 9th grade
Regular Attenders	% attending more than 90% of their enrolled school days
4-Year Graduation	% earning a regular or modified diploma within 4 years
5-Year Completion	% earning a regular, modified, extended or adult HS diploma or GED within 5 years

2024-2025 School Year

Native Education Program Goals

Native Ed Programs' Strategic Plan


Equitable Outcomes for AIAN+ Students

How we will do this:

- Academic Coaching
- ARISE – College & Career Prep Resources & Support
- Family Enrichment Nights
- On-Demand Literacy Nights
- Native Clubs
- Summer Programs
- TAPP



2024 Summer Program



2024-25 Native Education Program Completed Events

- ✓ **Writing Workshop & AIAN Event** – 10 students attended the workshop and approx. 150 students, families and community members attended the event
 - ✓ **Academic Coaching** – 2 students attended these sessions to date (commenced Nov. 5, 2024)
 - ✓ **Native Clubs** – 36 students currently participating
 - ✓ **Fall On-Demand Lit Night** – 238 students received “Kepunumuk Weeachumun’s Thanksgiving Story” and all AIAN students in grades Prek-5 had access to the on-demand read-along and activities
 - ✓ **Storytelling Event with Ed Edmo** – 20 students and 21 family members attended. All students received an age-appropriate book.
 - ✓ **Winter On-Demand Lit Night** – 253 students received “The Christmas Coat, Memories of my Sioux Childhood” Lit Night kits and all AIAN students in grades Prek-5 had access to the on-demand read-along and activities
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TITLE VI / NATIVE EDUCATION

2024-25 Program Future Events

Objective: Increase academic achievement and knowledge of cultural identity and awareness

- ✓ **Family Engagement** –Enrichment Nights planned for February, March and April
- ✓ **Spring On-Demand Lit Night** - Title VI students (PreK – grade 5) will receive books and activity kits and all AIAN students in grades Prek-5 will have access to the on-demand read-along and activities
- ✓ **Native Clubs Conference** – April 2025
- ✓ **Native Ed Graduation Celebration** – May 2025
- ✓ **TAPP Attendance Recognition Celebration** – scheduled for May 2025

Che Finch, CRF for North /McKay Feeder Schools

- **Attendance Matters**

- Mentoring Middle School students is yielding some positive results as they enter high school
- Partnering with middle school to address barriers, incl. bullying has resulted in improved attendance

- **North & McKay Native Clubs (est. 2019)**

- North HS clubs are primarily student led at this point
- Working with Mona Smith (TAPP) to encourage student participation and leadership interest in McKay Native Club

- **NEP Program**

- Grant student regularly attends Academic Coaching





Kylee Daulton, CRF for South Salem/Sprague Feeder Schools

- Focused on increasing AIAN Student Sense of belonging
- Established Native Clubs in Elementary Schools
 - Battle Creek
 - Four Corners
 - Lee
 - Wright
- Continue to grow High School Native Clubs est. 2019
 - South Salem
 - Sprague
- Plans to expand Native Clubs
 - All feeder Elementary Schools
 - Middle Schools

Jennifer Hook, Recruitment Specialist

Recruiting for Willamette Academy

- Five-year out-of-school college access program at Willamette University that serves students by providing additional support through mentoring, tutoring, monthly Saturday sessions and a summer camp
- Serves students grades 8th through 12th from the Salem-Keizer School District
- Currently we have two students in the program
- Recruitment is now underway for next year's cohort, so far, three AIAN students have been recommended by their counselor.

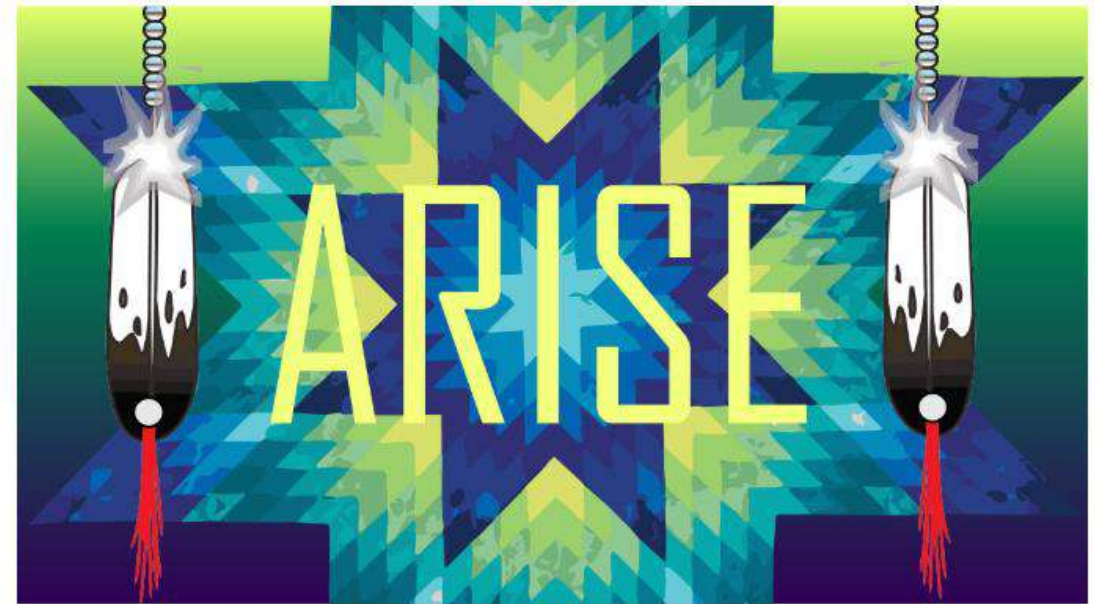
Career Technical Education Center (CTEC)

- Worked closely with student to encourage and support them in completing the CTEC Auto Body Program application process
- Partnered with McNary HS to advocate for the student to be accepted in the CTEC program
- Student is thriving in the program



Supporting College and Trades Career Paths

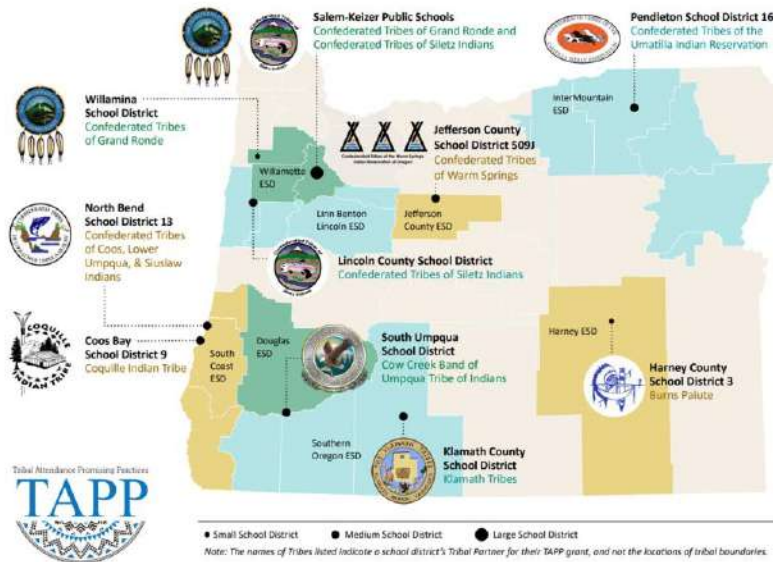
- Native Ed Program ARISE
- Provide FASFA, college, scholarship and personal statement support



A.R.I.S.E. is a platform on Canvas to assist Native students who are looking past High School and making decisions on their path forward into the workforce, college, or technical skills. We are consistently made aware of opportunities that will help to further our students' success after High School, with this platform we are hoping to assist students in navigating the possibilities beyond SKPS, and using this platform to share these opportunities with our Native and Indigenous students. Many of these opportunities can be time sensitive so we will try to keep things as up to date as possible.

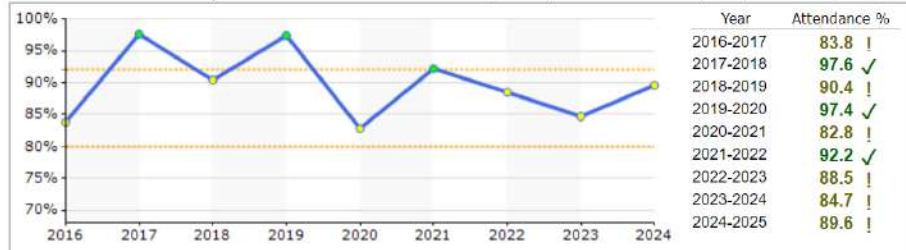
Scholarships	FAFSA	Colleges & Universities	Trade and Technical
Internships	Summer Opportunities	Leadership Events	Community Events

TAPP SCHOOL DISTRICTS AND TRIBAL PARTNERS



Attendance Summary

✓ Standard Met (>=92%) • ! Standard Not Met (<92%) • X Critical (<80%) ^



Mona Smith, TAPP Family Advocate for the McKay Feeder System

- Worked with Waldo Staff to build relationship with student and their family
- Student & Family felt seen and welcomed at school event
- Student's sense of belonging and attendance has improved
- Student is now viewed as a class leader
- Is currently an office aid at Waldo

Sense of Belonging and Needs Assessment Survey Results

2024 FALL STUDENT SENSE OF BELONGING MEASURES GRADES 3 - 5

Sense of Belonging

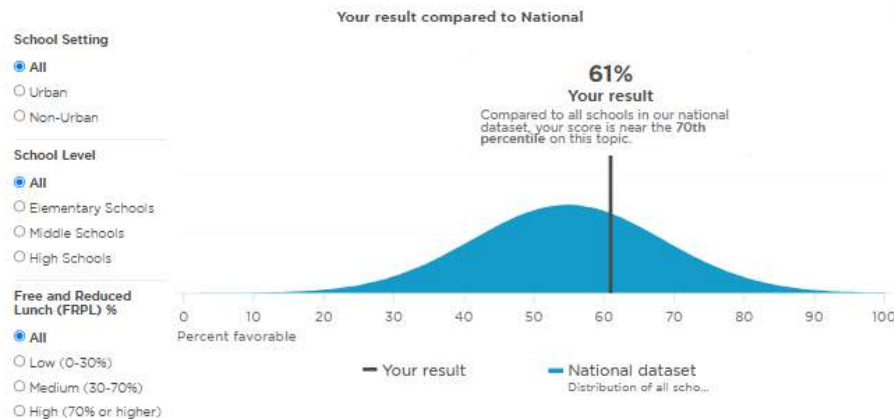
Based on 6,638 responses

How much students feel that they are valued members of the school community.

How have results changed over time?

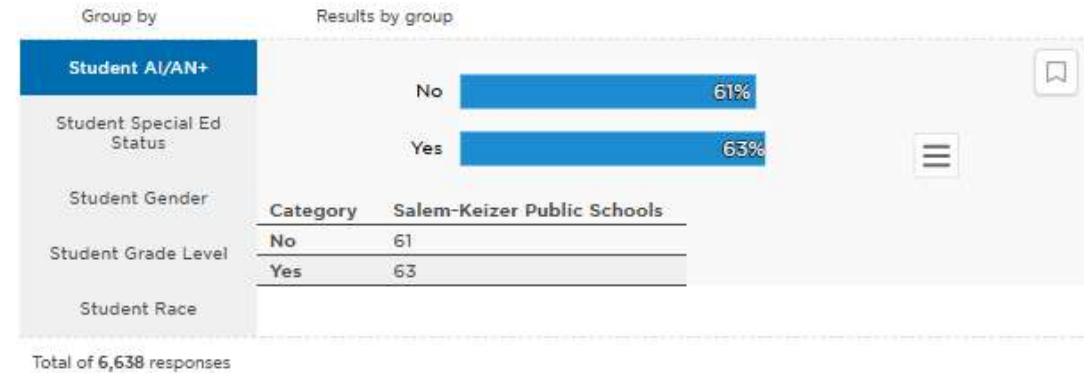


How do these results compare to benchmarks?



Data Source: Fall 2024 Panorama Survey

How did different groups respond?



Sense of Belonging 2024-25 goal: 63%

- No – 61% of all students responded favorably
- Yes – 63% of AIAN+ students responded favorably, an increase of 5% over Fall 2023 favorable response of 58%
- AIAN+ students met the 2024-25 Sense of Belonging goal.

2024 FALL STUDENT SENSE OF BELONGING MEASURES GRADES 6 - 12

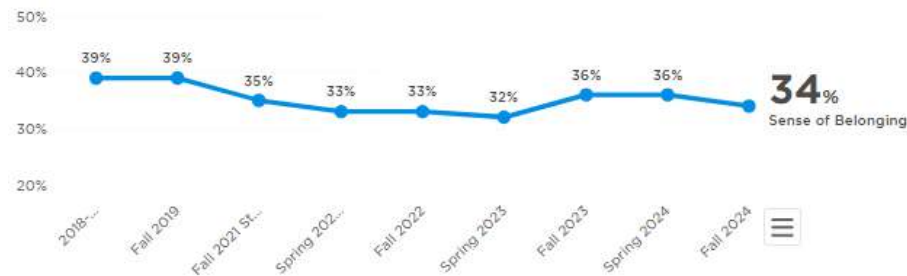
Sense of Belonging

Based on 14,092 responses

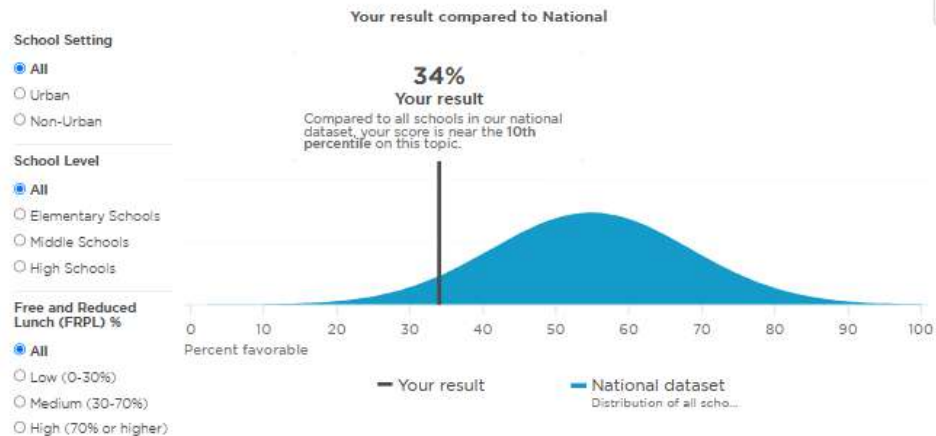
How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable



How do these results compare to benchmarks?



How did different groups respond?



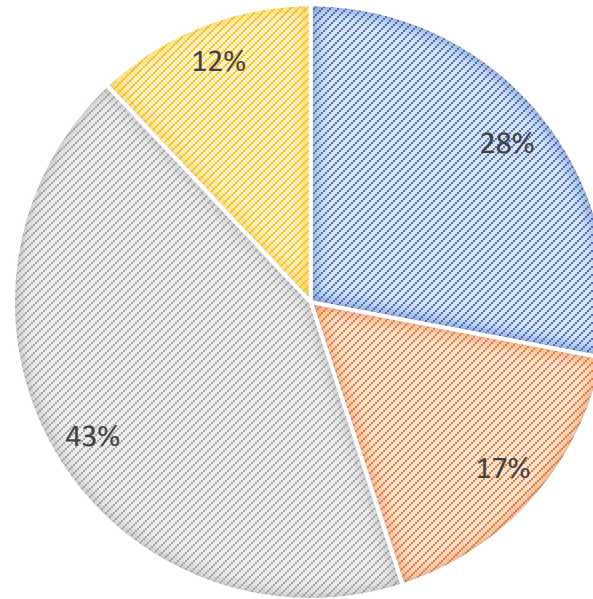
Sense of Belonging 2024-25 goal: 35%


- No – 34% of all students responded favorably, a decrease of 2% compared to Fall 2024 favorable response of 36%
- Yes – 32% of AIAN+ students responded favorably, a decrease of 2% compared to 34%

Needs Assessment Survey Demographics

155 PEOPLE PARTICIPATED IN THE NEEDS ASSESSMENT SURVEY

■ Parents ■ Students ■ Educators ■ Administrators





Tribal History/Shared History

Most students surveyed said that learning about current issues affecting Native Americans is either important or extremely important

Most students surveyed said that they occasionally see correctly represented Native American people in textbooks or books written by Native Americans in the libraries

Tribal History/Shared History

- At least half of educators surveyed said they have knowledge of TH/SH
- Less than 15% of educators said they integrate TH/SH into their curriculum.
- Most educators surveyed said that they are unfamiliar with the TH/SH materials, do not know how to integrate it into their curriculum, and they do not have background knowledge to support integrating it into their curriculum.
- More than half of educators surveyed stated they want professional development in Culturally Responsive Instruction, Tribal History/Shared History curriculum and implementation, and to understand the communities of Native American student's historical trauma.

Student School Attendance

- Over 65% of students stated that it is important to go to school everyday
- 30.7% of students stated that they receive encouragement from adults at school
- Over 60% of educators stated that their school/district implements programs and interventions to support student attendance

School Climate

- **School Meetings:**
 - Less than 22% of educators stated that they invite the Native Education Program team to participate in school meetings for Native Education students.
- **School opportunities for students to connect to Native American culture:**
 - Clubs
 - Native Education Program supports and events
 - School assemblies
 - Lessons given in advisory class
 - District sponsored events



Services and Events

- Parents of Native American students ranked services that the Native Education Program provides in order of importance:
 1. Summer School
 2. Literacy on Demand
 3. Culture Nights and Native Clubs tied
 4. Academic Coaching
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Services Needed

- Parents stated their students needed the services listed in the table

Summer job program for youth	More in-person culture nights	More swimming lessons and life skills teaching	Computer grants for students
More social emotional learning items	Yoga at summer school	In person tutoring	Scholarship seeking and writing support
School supplies	Clothing, grocery, and gas gift cards	Bus passes	Pow Wow
More field trips to colleges	Native Club – Houck	Expand TAPP	More Culture Resource Facilitators
Tutoring expansion	Access to obtain Tribal Card		

Q&A Session



QUESTIONS



COMMENTS



CONCERNS

[NEP TVI PUBLIC HEARING ATTENDEE FEEDBACK](#)

