



DEPARTMENT OF
EDUCATION

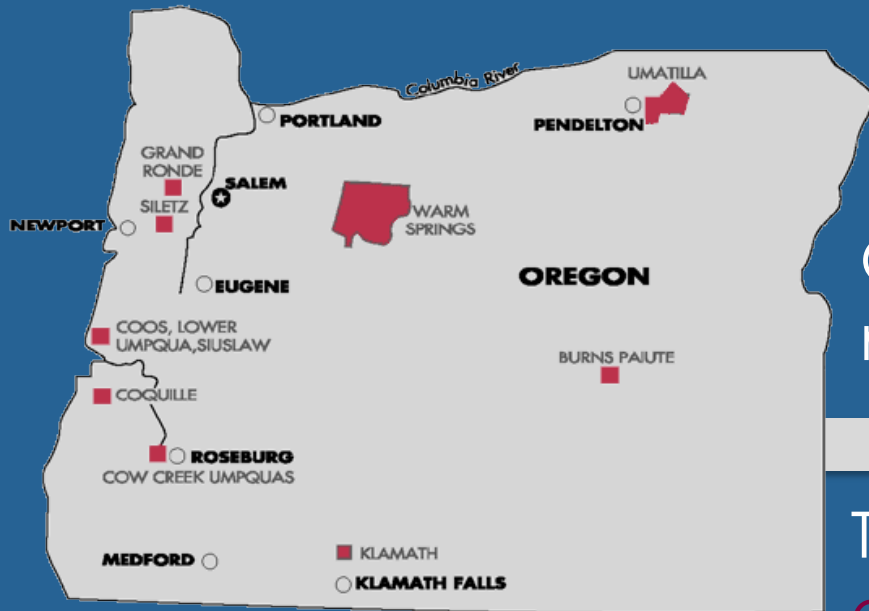
Oregon American Indian/Alaska Native Education State Plan

Presentation
African American / Black Advisory Panel
February 5, 2016

History

- Existing plan at ODE (mid-80's)
- Staffing to support plan (building capacity)
- AI/AN Advisory Panel
- Alignment to ODE Strategic Plan Goals
- Finalized and approved by State Board of Education





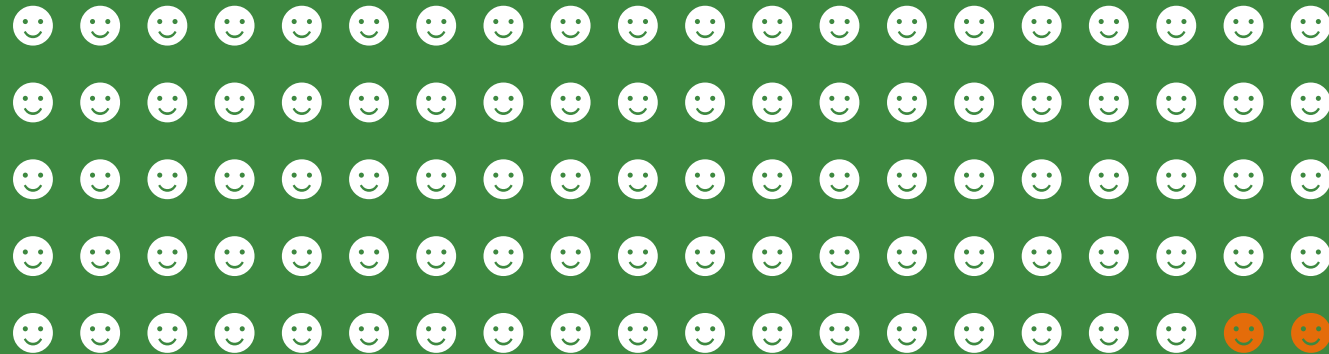
Oregon has nine federally recognized tribes. The members of these tribes **live throughout** the state.

The members of other tribes **live throughout** the state and country.

How many Native American or AI/AN people are there?



Native American or American Indian/Alaska Native people make up about 1 percent of the American population. In Oregon we are 1.8 percent. In Oregon classrooms, 1.5 percent of students identify as AI/AN.



Roughly 2 in 100 or about **9,161** of 567,098 all Oregon students.

Native people in Oregon are members or descendants of over 567 tribal communities.

Not all Native Americans live on or near their reservation.

Some students will have limited or no contact with their native heritage and traditions.

Some AI/AN students are multi-racial.



Not all AI/AN students are enrolled in a tribe.

Not all Native students will receive benefits from a tribe.

Not all Native students attend Bureau of Indian Education Schools

AGENDA

The plan itself

What can
ODE do?

Why do we
need a
plan?

Landscape
of Indian
Country in
Oregon

Impact Aid Law: Provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties.

1950

Indian Self-Determination and Education Assistance Act: Declares that the U.S. Congress recognizes a Federal obligation to be responsive to the principle of self-determination through Indian participation, decision-making and administration of educational and service programs.

1975

1930

1972

1978

1990

Johnson O'Malley Act: Provides financial assistance for supplemental programs designed to meet the specialized and unique educational needs of eligible Indian students.

Indian Education Act: Provides formula grant and competitive grant assistance to local education agencies and Indian-controlled schools for programs to address the special educational and culturally related academic needs of Indian children.

Indian Self-Determination and Education

Assistance Act: Declares that the U.S. Congress recognizes a Federal obligation to be responsive to the principle of self-determination through Indian participation, decision-making and administration of educational and service programs.



Indian Education Act: Provides formula grant and competitive grant assistance to local education agencies and Indian-controlled schools for programs to address the special educational and culturally related academic needs of Indian children.

Tribally Controlled Community Colleges Act: Provides financial and technical assistance for the establishment, operation, and improvement of tribally controlled community colleges.



AI/AN students:

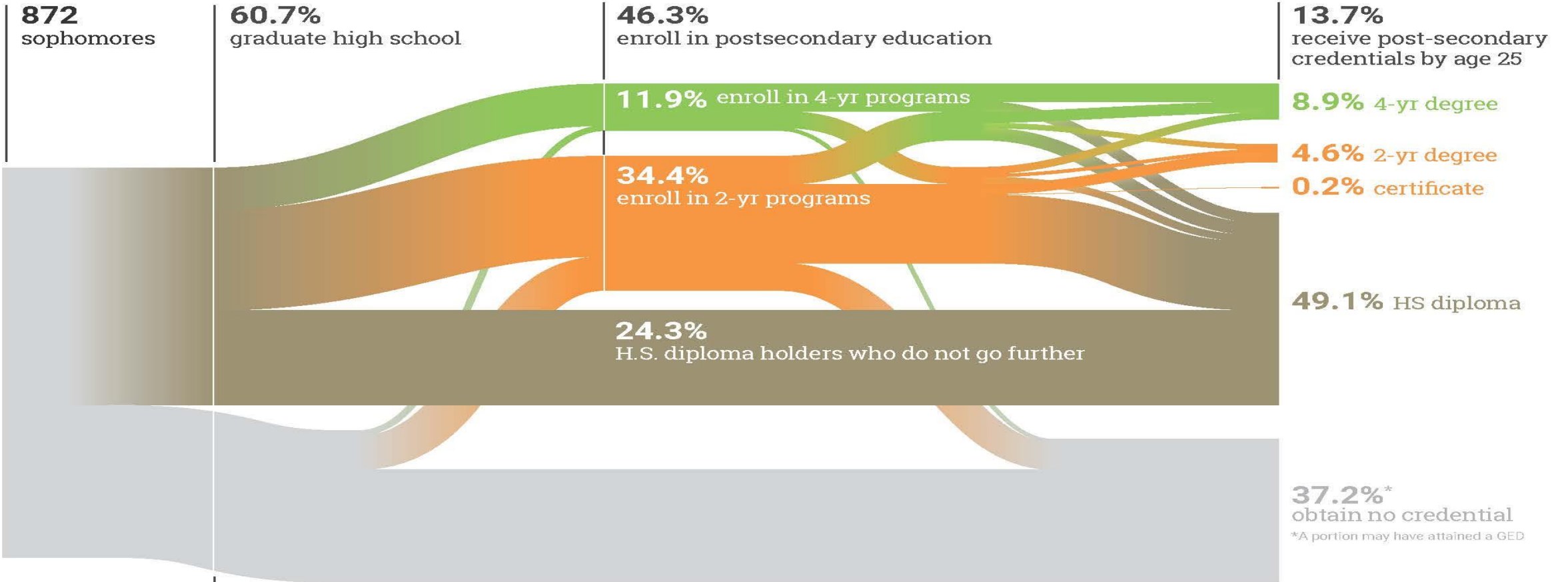
- From 2011-2014, the percentage of American Indian/Alaska Native students who were proficient on the reading and math tests (OAKS) was consistently around 13% lower than ALL students across grades 3, 5 and high school
- Have higher incidence of absenteeism and discipline referrals issues
- Dropout at a higher rate
- Are identified for learning disabilities at a greater rate
- Are over-represented for free and reduced lunch
- Have a lower rate of attending and successfully completing college and vocational training

The Education Pathway

NATIVE AMERICAN STUDENTS

Where the Oregon public high school class of 2006* went over the next nine years

*sophomores in 2003-04



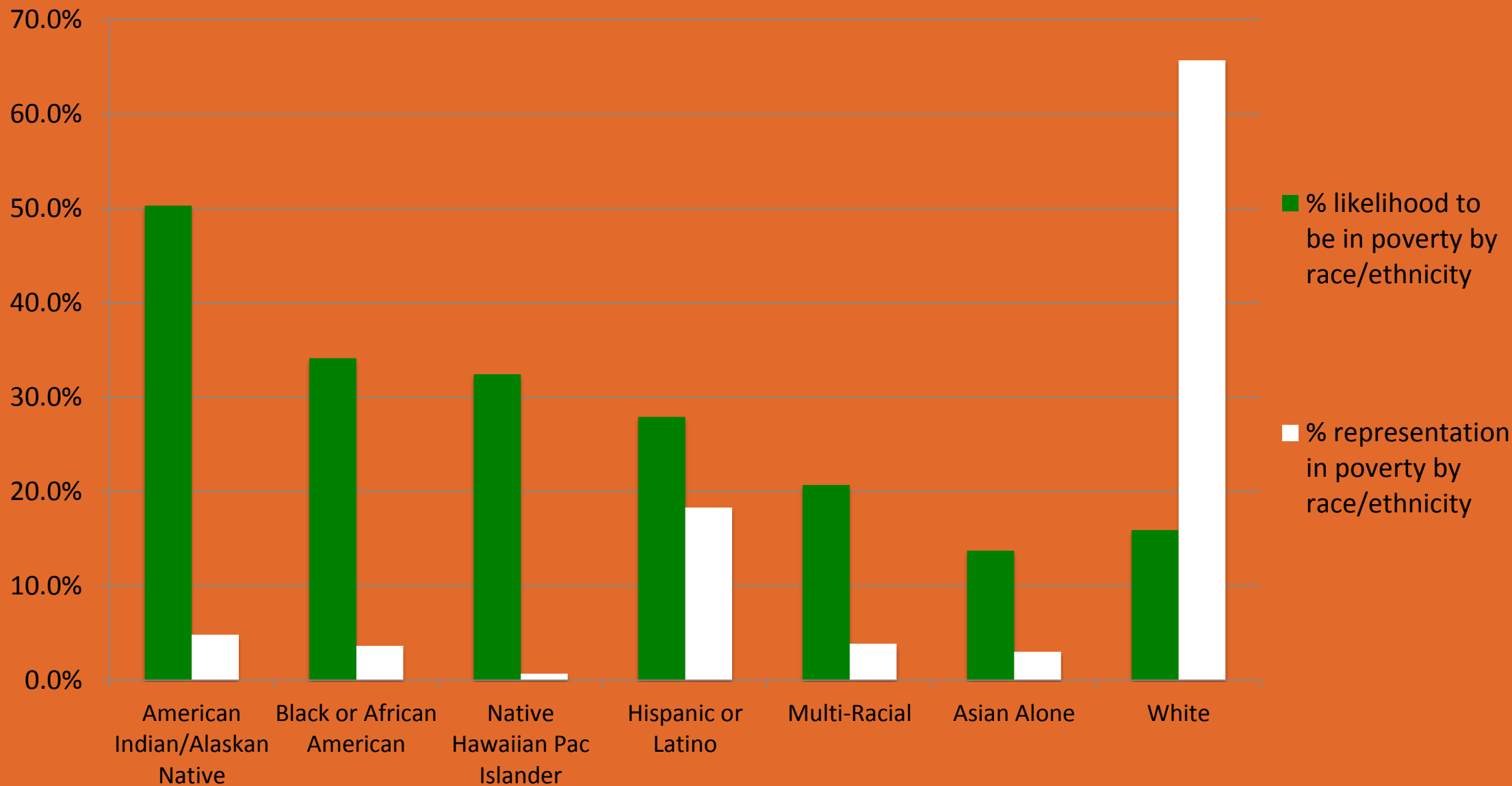
39.3%
do not hold an Oregon
public high school diploma

- 4-yr program/degree
- 2-yr program/degree
- high school diploma
- no credential

ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz
To learn more: oregonlearns.org

Oregon Statewide Poverty Data by Race/Ethnicity 2009-2013

The percentage of individuals whose family income falls below the poverty threshold for their family size



AGENDA

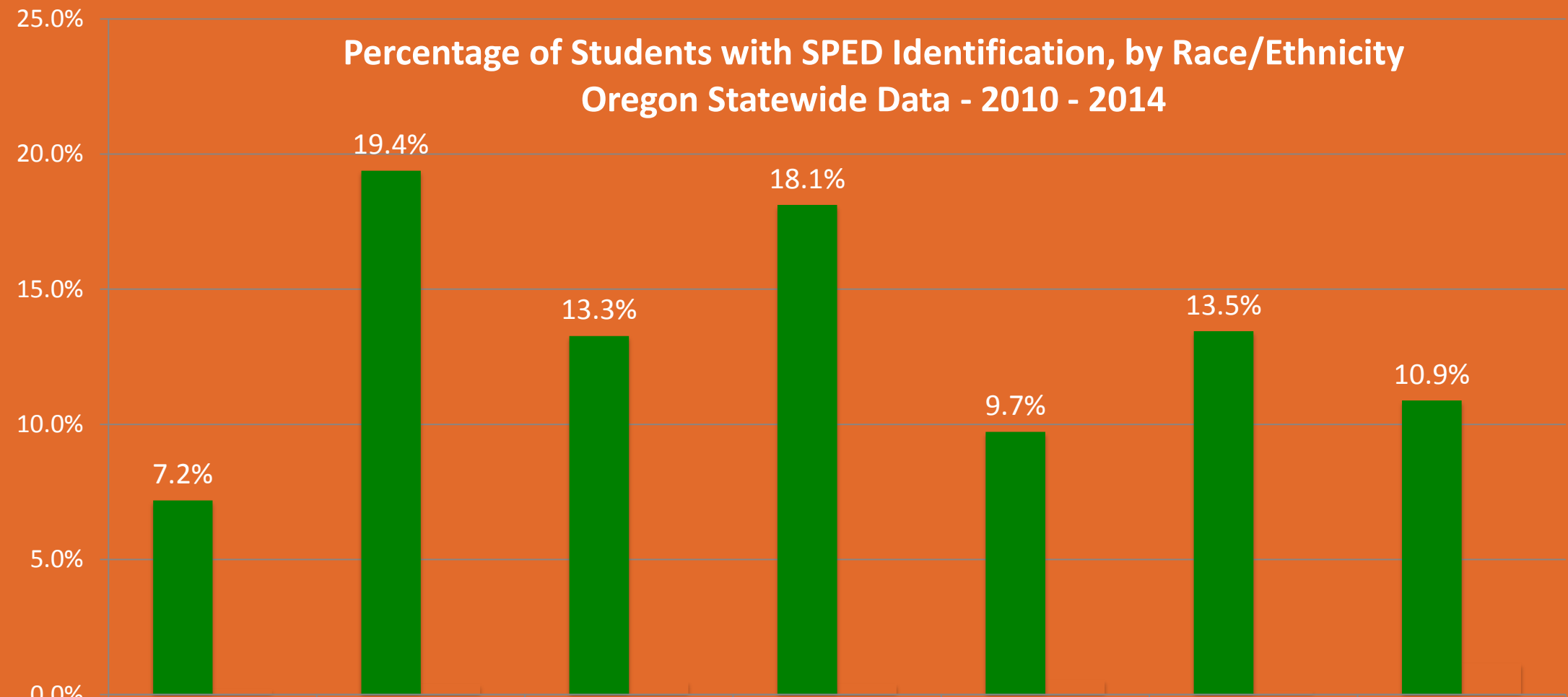
The plan itself

What can
ODE do?

Why do we
need a
plan?

Landscape
of Indian
Country in
Oregon

Percentage of Students with SPED Identification, by Race/Ethnicity Oregon Statewide Data - 2010 - 2014



■ % of population in SPED	7.2%	19.4%	13.3%	18.1%	9.7%	13.5%	10.9%
StdDev	0.2%	0.4%	0.5%	0.4%	0.6%	0.2%	1.2%

Statewide in Oregon, Black/African American and Native American students are over-represented in Special Education

AGENDA



The plan itself

What can
you do?

Why do we
need a plan

Landscape
of Indian
Country in
Oregon

The Plan

01

LEARNERS:

- Increase grad rates
- Increase CCR, vocational training
- Increase attendance

03

SCHOOLS/DISTRICTS:

Curriculum, assessment tools, & materials that are:

- historically accurate,
- culturally embedded,
- place-based,
- contemporary, and developmentally appropriate



THE OBJECTIVES

EDUCATORS

- Recruit, hire, and retain a diverse workforce
- Professional development
- TPP alignment

COMMUNITIES:

- Educational agency outreach
- Culturally relevant engagement

ODE:

- Accurate data
- Accountability framework
- Internal capacity

02

04

05

ODE

The ROLE of the State



LEARNERS
OBJ 1
OBJ 2
OBJ 3
EDUCATORS
OBJ 1
OBJ 2
OBJ 3
SCHOOLS/DISTRICTS
OBJECTIVE 1
COMMUNITIES
OBJ 1
ODE
OBJ 1
OBJ 2
OBJ 3
OBJ 3

Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials that are developed in collaboration with local tribes and are aligned with the Common Core State Standards and state standards.

The ROLE of the State

LEARNERS
OBJ 1
OBJ 2
OBJ 3
EDUCATORS
OBJ 1
OBJ 2
OBJ 3
SCHOOLS/DISTRICTS
OBJECTIVE 1
COMMUNITIES
OBJ 1
ODE
OBJ 1
OBJ 2
OBJ 3

STRATEGIES

METRICS/
MILESTONES

Repository of
curriculum and
resources

ODE will support efforts to develop legislative language which mandates implementation of (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials.

ODE will continue to collect AI/AN curriculum which is, or can be aligned to the Common Core.

ODE will provide a framework for districts to share and disseminate culturally relevant best practices, strategies, and curriculum to successfully increase educational opportunities for AI/AN students.

Continue efforts with Advisory Panel, Oregon Tribes, OIEA, and other AI/AN stakeholders to develop legislative language for the 2017 session – ODE & et al

AGENDA



The plan
itself

What can
DE do?

Why do we
need a plan

Landscape
of Indian
Country in
Oregon

How does this plan serve all students?

What is your role?



Strategies to increase grad rates for AI/AN student benefits all students.

Culturally responsive teaching benefits all students.

Attendance strategies benefits all students.

Diversifying the workforces benefits all students.

Historically accurate curriculum benefits all students.

Dissemination of best and promising practices benefits all students.

AGENDA

The plan
itself

What can
DE do?

Why do we
need a plan

Landscape
of Indian
Country in
Oregon

How is this plan good for all kids? *Answered*

What is your role? *Identify ways to support this plan.*



“We are not bookmarks in history. We are thriving, living people of culture. We are among you right now – in your classrooms. We are a living history. We’re not relegated to the past; we’re among you.”

- Leslie Riggs

For more information.....

Tabitha Whitefoot, Indian Education Specialist
tabitha.whitefoot@state.or.us (503) 947-5695

April Campbell, Indian Education Advisor to Deputy Superintendent of Public Instruction
april.campbell@state.or.us (503) 947-5810