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*Kate Brown, Governor*

**AI/AN Advisory Committee Members**

***Chair Tamara Henderson***

***Vice Chair Leilani Sabzalian***

*Angie Fasana*

*Portland, Position Open*

*Beaverton/ Hillsboro, Open*

*Sonya Moody-Jurado*

*Alternate: Molly Hockema*

*Bridgett Wheeler*

*Chris Mansayon*

*Juliana Marez*

*Julie Bettles*

*Luhui Whitebear*

*Modesta Minthorn*

*Alternate: Pamela Shippentower*

*Nicole Butler-Hooten*

*Robin Butterfield*

*Sandy Henry*

*Shelby Maerz*

*Valerie Switzler*

*Diane Teeman*

**Office of Indian Education**

*April Campbell, Director*

*Renee Roman Nose, Native American Student Success Coordinator*

*Brent Spencer, Indian Education Coordinator*

*Brandon Culbertson, Education Engagement Coordinator*

*Stacy Parrish, Indian Education Specialist*

*Raina Reece, Executive Support Specialist*

*Jennifer Belle, Office Specialist*

*Natalie Altermatt, Executive Support Specialist*

**2022 Meeting Dates**

*February 14th, 2022*

**American Indian/Alaska Native Advisory Committee**

**January 10th, 2022**

**9:30 a.m. – 12:00 p.m.**

**Oregon Department of Education**

**Join by Zoom**

<https://www.zoomgov.com/j/1605517155?pwd=bEh1UGRLY016VGRUaVRkNEZUVjREUT09>

**AGENDA**

**9:30 1.0 Call to Order, Opening Remarks** Chair Henderson

1.1 Opening Blessing TBD

1.2 Committee Roll Call/Introductions

Stacy Parrish, Raina Reece, Renee Roman Nose, Natalie Altermatt, Sandy Henry, Tamara Henderson, Susan Samek, Brandon Culbertson, April Campbell, Jennifer Belle, Renae Guenther, Mercedes Jones, Leilani Sabzalian, Luhui Whitebear, Brent Spencer, Chris Mansayon, Nicole Butler-Hooten, Valeria Atanacio, Sonya Moody-Jurado, Molly Hockema, Modesta Minthorn, Angie Fasana, Robin Butterfield, Valerie Switzler, April Negrette, Shelby Maerz

1.3 Introductions & Welcome to Partners Chair Henderson

**9:40 2.0 Review of December 2022 Minutes** All

Any changes or Edits that you would like to offer to December’s minutes? No Suggestions

**9:45 3.0 AI/AN Advisory Committee Business**

3.1 Open Seats: Potential Applicant Introduction

Voting – Portland/ Beaverton

Waiting on applications to come back, positions for Portland and Beaverton are open.

**9:55 4.0 Updating AI/AN Student Success Plan**

*Full Group*:

Final Minutes for this section will be documented from the Jamboard notes during full group discussion, these are suggested comments and questions from those who attended.

4.1 Goal 3 Objective 1 – 10:20

COVID has impacted our strategies to train the trainer in Goal 3 Objective 1

What does the expectation look like to school districts?

-How are districts reporting back – how do we know when a district is implementing a curriculum

-What would excite teachers to use THSH curriculum? – RB

-The THSH site could be updated to be more user friendly and have sections catered to classroom teachers, school leaders, district leaders, school boards, etc.

-There is a need to track compliance to this initiative and next steps regarding implementation.

-Need to make sure the lessons have a Head-Heart-Hands approach whenever possible... not just facts!

-Make the SB 13 prof. dev. modules on ODE's site mandatory for all teachers and administrators. That should help with the implementation of the curriculum

-We need to think through the key elements for managing complex change: Vision-Skills-Resources-Incentives-Plan

-Before you create a training of trainers there should be a basic Training in the benchmarks.

-Put that the lesson plans are put into the school district's curriculum maps.

-Put the scope and sequence as a benchmark

-From Valerie - Break out the "language" component and keep this objective separate from THSH.

-From Luhui - Ensure a policy packet is included for school boards who are the ones who navigate curriculum decisions.

-Require curriculum implementation plan.

-Increased communication about the trainings and reminders about the curriculum set (some teachers are still not aware and/or using it)

4.2 Goal 3 Objective 2 – 10:45

“Create a lesson plan that can be utilized in early learning” who is creating these lesson plans, are we partnering with sources. We currently have not started this action but this would be in partnership with the agency and we are starting to work out the beginning details for this action.

-What does it mean to provide a culturally responsive learning based curriculum?

-Action item #1: clarity around lesson plans specific to Early Learning. What format does it take and who is involved.

-Provide culturally responsive professional development to support implementation.

-Ensure that when this work does begin that lesson plans and materials are written in alignment with the Science of Reading and the new literacy framework being rolled out by ODE

-Again, need to address the Vision-Skills-resources-Incentives-plan for early learning

-Develop implementation plans for Early Learning Programs.

-Have measurable to create accountability for implementation.

-Create an early learning certificate

-Create lesson plans and help early learning programs embed the lessons into their curriculum maps.

Separate Action plan to incentivize the use of the curriculum for Early Childhood

**10:45 Break**

**10:55** 4.3 Goal 3 Objective 3 – 11:15

Valerie: I welcome OIE to come to the language conference to gather information at the conference. March 26-29 and all nine tribes are invited!

-Robin Butterfield: add curriculum, ways to measure (benchmarks)

-Curriculum should be a separate Action item in the plan.

-Break the second box into two sections; one focusing on certifying Native speakers, and two establishing Pathways(?)

-Convene Native Language speakers to establish greatest areas of need.

-Think through the action items into Vision-Skills-Resources-Incentive- and a plan

-Create and separate the action items

-Valerie Switzler: I still don’t know about how to create the sticky notes. However, I like that OIE supports language with a grant and funding through THSH.

-Identify places nationally where successful Native Language immersion is taking place. Tease out those success variables or best practices.

-Provide or encourage funding for schools to hire their own language teachers that are licensed by the tribes. Tribal language programs are pretty small (funding and people)

*Time Permitting:*

4.4 Goal 4 Objective 1

-Trainings (i.e. Talking Points re: The plan and Tribal History/Shared History) would be great to move us (advisory committee) to the next level as ambassadors.

-Data need or teacher work group (opportunities for teacher voice-building the bridge-liaison).

-Need to distinguish between Indian Ed capacity building and overall ODE staff

-Lei Sabzalian: continue to improve external communication about OIE efforts.

-Provide Advisory Committee written reports organized around the State plan.

-Other than titles, can you give more information about what each staff member does

4.5 Goal 4 Objective 2

-Explore Work with OEA.

-April N (EAC): be helpful to "assign" state agency efforts which OIE wants/needs supports to move objectives forward

-Lei S: helpful to flush out benchmarks - point to more measurable.

-Exit interviews of/for Native professionals who have left the field.

-Develop framework around Indigenous Knowledge praxis

-Need for data to best support

-Can scholarships require that the recipient work in education in Oregon for a set amount of time after receiving their license? This could improve AIAN hiring/retention in OR.

-More clarity around data review in action #2. Name Sapsikwala?

-Doesn't diversifying the educator workforce come under a separate Goal? If so the first paragraph should be placed elsewhere.

-Has the office looked at additional funding options such as the Meyer Memorial Trust or the Oregon Community foundation< etc.?

-Is the data-gathering in Action 2 already in place?

-From MM - What are teachers saying who are leaving the profession or leaving certain schools?

-From Nicole - What are the current initiatives districts are putting in place to recruit AI/AN staff?

4.6 Goal 4 Objective 3

4.7 Goal 4 Objective 4

Modesta: Want to promote language and not just umbrella terms it, we are looking to see what is being done with how to support the language. We do not want to throw money at it, I want to see exactly what the priorities are.

Possibly stating a state of emergency depending on leadership approval. This will be investigated once we can partnership with other agencies. Looking at dev a language needs assessment from each of the tribes to bring this back to the Ed cluster. Language is a priority for us, we are looking also at large scale to what we can do at ODE as a whole. Our first step is to identify the need then we can better support them and move forward in the process.

**11:45 5.0 Community Comment** Chair Henderson

Public testimony may be submitted ahead of time in writing to

[AIAN.AdvisoryCommittee@OregonLearning.org](mailto:AIAN.AdvisoryCommittee@OregonLearning.org)

**11:50 6.0 Other Business and Next Meeting Agenda Items** All

6.1 Proposed February meeting 9:30 a.m. – 12:00 p.m.

6.2 Next Steps

**12:00 Adjourn**