

**STATE BOARD OF EDUCATION – ADMINISTRATIVE RULE SUMMARY**

**Title/OAR #: First Reading**—Tribal Attendance Pilot Project (TAPP) / 581-018-0520 to 581-018-0535

**Date:** December 10, 2015

**Staff/Office:**

**New Rule**     **Amend Existing Rule**     **Repeal Rule**

**Hearing Date:**  **Hearings Officer Report Attached**

**Prompted by:**  **State law changes**     **Federal law changes**     **Other**

**Action Requested:**

**First Reading/Second Reading Agenda**     **Adoption**     **Adoption/Consent**

**PROPOSED/AMENDED RULE SUMMARY:** Adoption of the rules to implement the Tribal Attendance Pilot Project (TAPP) which is a limited duration, one-time appropriation to reduce the chronic absenteeism of Native American students in a school or district.

**BACKGROUND:**

After the release of the *Condition of Education for Oregon's Tribal Students* in January 2013, a study from the Chalkboard Project, the Government to Government Education Cluster (comprised of representatives from each of Oregon's nine (9) federally recognized tribes), created a Policy Option Package (POP) to solicit state funding to reduce chronic absenteeism of Native American students. The study revealed nearly one-third (33%) of Native American students in all grades were chronically absent (missing 10% or more of school days). While All Other students were at less than one-fifth (19%) chronically absent.

This year the Oregon legislature set aside \$1.5 million to reduce chronic absenteeism of native students. This project is referred to as the Tribal Attendance Pilot Project (TAPP). As a lead in the solicitation of this funding source, the Government to Government Education Cluster requested participation in the selection of schools / districts to receive funds. Each of Oregon's nine (9) federally recognized tribes, has identified a school or district to participate in TAPP. Specifically, participating school / district will receive an estimated \$150,000 to hire a family advocate position with deep local connections to create a school-wide initiative to reduce chronic absenteeism.

The intent of the collaboration is to strengthen the links between the tribes and the schools that serve enrolled tribal members. However, because this is a school-wide initiative it will positively impact the attendance of every student attending those schools.

The remaining \$150,000 will be used by Oregon Department of Education(ODE) to mount a broad-based messaging campaign about the importance of school attendance, to provide technical support and training for the family advocate cohort, and to monitor and report on the effectiveness of the pilots.

## 6.a

As outlined in the POP, Oregon ODE will work with Oregon's nine federally recognized tribal governments to assist in the preselection of schools / district and create the framework for administrating TAPP funds to each site. In addition, ODE will collect best practice models created through these funds to make available to other districts.

Additional outcome products include evaluation of promising practices, robust data sharing partnerships, and impetus for a tribal member performance improvement plan that highlights the effective collaboration of the tribes and school districts.

As many organizations and agencies are working on a variety of issues pertaining to chronic absenteeism across the state ODE has created an TAPP Technical Advisory Panel comprised of leaders in this topic to support TAPP participants.

### **ISSUES/CONCERNS THAT SURFACED DURING RULE WORK:**

- Underlined the need for a robust collaboration between the tribal community and the school district.
- The selection process took longer than anticipated as selection of school/district was determined by Oregon tribal governments.
- Schools/districts have the discretion to decline. If this occurs, ODE will work with the tribal government to select another school/district interested in participating. If still unsuccessful, funds will be divided equally to other participating schools/districts.
- As districts are required to hire an individual who is culturally representative of the community with deep community connections and each district/school has unique hiring processes which may or may not be culturally adequate.
- Recommended that ODE provide skills development for the family advocate cohort.

### **CHANGED SINCE LAST BOARD MEETING?** (so members can focus on what's different)

- N/A; first read—hasn't been before board  
 No; same as last month  
 Yes – As follows:

**FISCAL IMPACT:** Legislative funding of \$1.5 million to be distributed by second round (January 2016) and will expire by September 2017.

**EFFECT OF YES VOTE:** Tribal Attendance Pilot Project funds will be released to select school / districts in January 2016.

**EFFECT OF NO VOTE:** Appropriated funds will not be available until Board approval and release at a later date.

### **STAFF RECOMMENDATION:**

- Adopt administrative rule as prepared this month  
 Adopt administrative rule next month  
 No recommendation at this time (rarely used)