APPENDIX A  
Tribal Attendance Pilot Project Grant  
2016-2017

PROPOSAL COVER PAGE  
(Please Print or Type – All Fields Must Be Completed)

<table>
<thead>
<tr>
<th>Project Name: Harney County District #3 and Burns Paiute Tribe Attendance Collaborative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount: $150,000</td>
</tr>
</tbody>
</table>

**Project Director:** Harney School District #3 Superintendent  
Address: 550 N. Court  
City: Burns | State: OR | Zip: 97720  
Phone: 5415736811 | Email: mcbridem@harneyesd.k12.or.us

**Grant Fiscal Agent Contact:** Harney ESD/Kaeko Blackburn  
Address: PO Box 460  
City: Burns | State: OR | Zip: 97720  
Phone: 541 573 4824 | Email:kblackburn@harneyesd.k12.or.us

**Tribal Partner:** Kerri Opie  
Address: 100 Pasigo Street  
City: Burns | State: Oregon | Zip: 97720  
Phone: 541-573-8013 | Email: KERRY.OPIE@BURNSPAUIUTE-NSN.GOV

**Participating Partner:** Harney School District #3  
Address: 550 N. Court  
City: Burns | State: Oregon | Zip: 97720  
Phone: 541- 573-6811 | Email: mcbridem@harneyesd.k12.or.us

* Add additional partner contacts as applicable.
PROPOSAL NARRATIVE

2016-2017 Tribal Attendance Pilot Project (TAPP) Grant Proposal

1) Through a collaborative process with the Burns Paiute Tribe/Harney School District #3 needs were identified that clearly showed gaps in both attendance and achievement in the Native American population compared to their cohort peers. It is with these needs in mind that the committee moved forward in attempting to close this gap and show significant improvement in both areas.

School personnel included the middle school principal, elementary principal, Director of Student Services who participated along with Tribal contacts including the Education Specialist and Education Parenting Coordinator along with grant writing services and collaboration provided by Harney ESD’s School Improvement Director.

This project is an opportunity to enhance the relationships between the Burns Paiute Tribe and Harney School District #3 and develop a sustainable system that will help decrease the attendance and achievement gap for Native American students. This position will be charged with helping to develop the sustainable system to be implemented during 2016-2017.

2a) Activity: The TAPP Coordinator will track attendance of Native students and communicate to stakeholders.

The TAPP Coordinator will utilize community, school district and tribal resources to impact the attendance of students.

Professional development of Harney District 3 staff around cultural competency and successful strategies in engaging students.

Staff will be encouraged to participate in cultural activities with local tribes.
Tribal Attendance Pilot Project (TAPP) Grant 2016-2017

2b) **GOAL**: Ensure that AI/AN students and families receive school, district and community supports that improve attendance.

2c) **OUTCOME**: Students participating in the Tribal Attendance Pilot Project who currently have attendance below 80% will improve attendance by 10% and students participating in the attendance pilot with attendance between 80% and 90% will improve attendance by 5%.

2d) **INDICATOR**: School district will analyze attendance data and document a significant decrease in chronic absenteeism among AI/AN students.

3) The TAPP Coordinator's job description was developed with Tribal input as well as Harney School District #3 input. The school district will provide office space along with a majority of office equipment to ensure success of the position. The hiring process will include Tribal input, school district input and community stakeholder input. A search will be done in several areas to include job fairs in the Northwest, but will also include digital job postings on key job search sites.

**HARNEY COUNTY SCHOOL DISTRICT #3**
**JOB DESCRIPTION**

**JOB TITLE:** TAPP Coordinator

**REPORTS TO:** Superintendent

**EVALUATED BY:** Superintendent

**JOB SUMMARY:**

This position provides early interventions and outreach as a student and family advocate. The coordinator will work with students, families, key school staff, and tribal and community stakeholders to reduce levels of absence and to promote excellent attendance resulting in high levels of achievement.
MINIMUM QUALIFICATIONS:

• High School diploma and 5 years experience working with the local native community or Bachelor’s with 3 years of experience working with the community.
• Must have reliable, insured transportation for required travel throughout the area.
• Possession of current Oregon state driver’s license.
• Knowledge of and experience working with the customs, culture, and nature of tribal families and tribal youth.

QUALIFICATIONS:

• Must be able to perform each essential duty satisfactorily.
• Ability to exercise tact, diplomacy, independent judgement and aptitude for handling and processing privileged information with professional integrity.
• Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others’ ideas and contributing to building a positive team spirit.
• Excellent written, verbal and interpersonal communication skills
• Demonstrated effectiveness in organizational and office administration skills.
• Ability to work effectively with staff, community, and district personnel.
• Demonstrated ability to successfully supervise district personnel.
• Excellent organizational skills.
• Ability to work independently.
• Ability to work accurately with attention to detail.
• Must be knowledgeable with Microsoft Office Suite, Infinite Visions, AESOP, TieNet, Edupoint and School Master.

JOB REQUIREMENTS – (May include, but are not limited to the following):
• Provide personalized early interventions and outreach.
• Develop programmatic response to barriers
• Identify family barriers and provide necessary and/or appropriate resources.
• Assist and support families in locating resources and scheduling appointments with community resources that best meets their needs.
• Provide support and education in parent and youth activities that encourages developmentally appropriate activities for the changing needs of youth.
• Coordinate a collaborative approach with teachers that benefits all youth.
• Assist Families in navigating through needed/suggested services.
• Encourage, increase and support parent involvement through attendance.
• Regularly check in with families to identify reasons for absence and work with families to find a solution.
• Create specialized plans between students, teachers and families based on specific needs that allow students to meet all academic requirements.
• Communicate attendance interventions and put together a program for staff development.
• Develop and maintain positive, appropriate, professional relationships with students and recognize necessary boundaries in interactions with students.
• Attend all state level meetings and trainings and Government to Government quarterly meetings with tribal representatives.
• Maintain the integrity of confidential information relating to a student, family, colleague, or district patron.
• Follow all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable job descriptions.
• Frequent driving for home visits sometimes in outlying areas.
• Conduct Needs Assessments on families and assists them in accessing services to address any identified needs.
• Creates a service plan in conjunction with family goals to improve attendance.
• Coordinates services for parents to be educated in areas of attendance through trainings.
• Works in conjunction with the Tribal Family service coordinator to provide appropriate tribal programs and community resources to identify program service requirements.
• Provides appropriate environment and adult guidance for participation of children with special needs/disabilities.
• Maintains the established monitoring system that assures compliance with performance standards and program goals.
• Participates in regular training programs and conferences.
• Provides weekly reports/meets with Tribal partners.
• Works with Tribe and family to complete tribal release forms.
PHYSICAL REQUIREMENTS – (This is not necessarily an exhaustive or all-inclusive list):

• Frequent reaching, handling, talking and hearing.

• Mobility to work in a typical office setting and use standard office equipment, stamina to remain seated and maintain concentration for an extended period.

• Hearing and speech to communicate in person or over the telephone.

• Vision to read printed materials, computer screens and/or other monitoring devices.

• Exert force to 15 pounds occasionally or a negligible amount of force frequently to lift, carry, push, pull or move objects.

The following describe the physical tasks that may generally be required of an employee. Reasonable accommodations may be possible in the case of some tasks.

1. In a work day employee may:
   a. Stand/Walk: □ None □ 4-6 Hours ■ 6-8 Hours
   b. Sit: □ None □ 4-6 Hours ■ 6-8 Hours
   c. Drive: □ None □ 4-6 Hours ■ 6-8 Hours

2. Employee may use hands for repetitive:
   a. ■ Single Grasping ■ Pushing and Pulling ■ Fine Manipulation

3. Employee may use feet for repetitive movement as in operating foot controls:
   ■ Yes □ No
4. Employee may need to:

   a. Bend: □ Frequently ■ Occasionally □ Not at all
   b. Squat: □ Frequently ■ Occasionally □ Not at all
   c. Climb: □ Frequently ■ Occasionally □ Not at all
   d. Lift: □ Frequently ■ Occasionally □ Not at all

I have read this job description and agree with its contents. This job description supersedes all previous job descriptions for this position.

____________________________________  ____________________________
Signature                                      Date

____________________________________
Print Name

4) The AI/AN students in School District #3 show a significant attendance gap and achievement gap when compared to cohort peers. Attendance data for AI/AN is as follows:

2011-2012
District-wide - 93.63% (Includes Silvies Charter School)
BHS - 92.67%

2012-2013
District-wide - 90.03 (Includes Silvies River Charter School @ 100%), BHS - 91.1, Alt School - 77%
2013-2014

District-wide - 90.5%, BHS - 84.9%, Alt School - 85.3%

2014-2015

District-wide - 91.1%, BHS- 84.1%, HMS-93.94%, Slater-93.85%, Alt School - 88.3%

District 3 does have 2 individuals specifically working with the AI/AN population one funded by Title VII funds and general fund dollars and in addition the Burns Paiute Tribe funds an Education Parent Coordinator that has an office in the school district and direct contact with AI/AN students and parents.

4b) The population of Harney School District #3 staff is above 88%

Caucasian/White and the remaining percentage made up of Mixed and/or Hispanic racial makeup as reported on the Harney District #3 school report card for 2014-2015. There are no AI/AN (Alaskan Native and/or American Indian or Native American) employees as reported on the school district report card. In terms of a reflection of the student body the district staff nearly mirrors that of the student population other than the AI/AN population.

4c) Harney District #3 students have several factors contributing to chronic absenteeism in schools. Economically disadvantaged student percentage fluctuates from year to year but doesn’t drop below 50% of students living in poverty. Additionally, while there is district transportation to the nearby reservation the Burns Paiute Tribe the nearest district school is 2.5 miles from the Tribe.

5) School attendance is and will be a high priority for Harney School District #3 and the communication plan is key for attendance and academic success. Using
several tools in the school district toolbelt including the SchoolReach call home system, the district webpage, Back to School Night, parent teacher conferences, the local media, social media and various other school publications.

Another key component of this plan is to communicate with both school staff and the Burns Paiute Tribe Parent Committee as well as parent(s)/guardian(s). A communication gap currently exists and rekindling this relationship is key to the success of this project and it will be the task of the TAPP coordinator to spark this fire.

6) Title VII personnel, school principals and classroom teachers have attempted to deal with the achievement gap and attendance; however, a systemic approach has not been attempted and therefore it seems as if the district and tribe are ready for this systemic change as both parties are attempting efforts at this time.

7) Potential barriers to the implementation of TAPP may include the lack of cultural competency training; however, this is addressed in our plan. Rekindling the relationship between families and the school will require both parties to come to the table and leave the past in the past and commit to building relationships for the future.

8) Partners mainly include the school district and the tribe and the vast array of services that each provide. School District #3 offers a Title VII program and recently acquired a CTE Revitalization grant that focuses on underserved populations. The requirements of this grant will help to fulfill the objectives including attendance and math and science assessment pushes.
While loose partnerships exist between several community agencies these partnerships will be tightened through the life of this grant and the work of the TAPP Coordinator, which he/she will be tasked with in developing the system. One such way that this will be done will be as a member of the Community Response Team, which encompasses several community social service groups including juvenile justice, DHS, law enforcement, victims assistance and others.

Another partner includes Harney ESD, which commits a piece of the newly hired school psychologist to the grant and efforts for tribal attendance.

8b) All three partners listed played a role in the development of the grant and had equal opportunity for input and creation of the proposal.

8c) Implementation of the project by partners will be key to the success of the grant. The tribal community must participate in parental focus groups, while the school district must take part in these groups as well. As needs develop for individual students, the TAPP coordinator will provide resources and suggested services and the tribal partners and school district must work in unison to ensure success for students in community services. Tribal parents and the district must work hand in hand in doing what is best for each and every student.

8d) As partnerships are developed beyond the school district and the tribe the partnerships must be maintained and be a sustainable relationship that will be built by the TAPP Coordinator. Again, the role of the TAPP Coordinator is to build a sustainable systemic system for the Burns Paiute Tribe and Harney School District.
#3. This will include culturally responsive leadership and culturally responsive community engagement including but not limited to:

a) Commitment to reform the educational system to reflect culturally responsiveness through organization of the school and the school policies and procedures.

b) Creating a welcoming and inclusive climate for all families.

c) Providing opportunities for school staff to engage positive school attendance strategies.

d) Community involvement of stakeholders (families, tribes, advocacy organizations, and other private, non-profit business, governmental, and faith-based organizations).

e) Communication with families that is regular, uses diverse media and shares student attendance and achievement status and goals.
Budget (Section B)

f) Budget Narrative
   a) Through a collaborative process the budget line items were developed with input from community stakeholders that included Burns Paiute Tribal staff, Harney School District #3 principals and directors, Burns Paiute Tribal parents and staff of Harney Education Service District. A focus was given to professional development of district and tribal staff so as to provide a background of cultural competency as well as a focus on hiring a high quality individual that will develop relationships with students and staff of the school district and the Burns Paiute Tribe.

   $60000 was dedicated to the salary of the TAPP Coordinator.
   $10000 was dedicated to the salary of the School Psychologist.
   $12000 was dedicated for stipends for professional development for staff.
   $5000 was dedicated for an extra duty stipend for the TAPP Coordinator.

   Total of $87000

   Benefits included $3500 for the school psychologist, $8100 for stipends, $21000 for the TAPP Coordinator, and $1750 for the Extra Duty Contract. ($34350)

   In state travel is budgeted at $4000 and Professional Development at $12000.

   Supplies is budgeted at $2550 and Supplies and Equipment for a laptop computer/printer, etc. is budgeted at $2600.

   Indirect is budgeted at $7500 (5%).
b) The first role to describe is that of the TAPP Coordinator. This individual will be a new hire to Harney School District #3 in collaboration with the Burns Paiute Tribe. This individual is at the heart of the new program and shall serve as a liaison between schools, the tribe and the family. In addition, they will serve as a liaison that enforces compulsory attendance while working with community and tribal social services, law enforcement, etc. This position will produce attendance reports and report to students, families, school staff, etc. while working with groups to improve attendance rates and reduce the attendance and achievement gap. In addition to the regular salary of the individual an extra duty contract will be attached for hours worked outside of the normal contracted hours for after hour meetings. Secondly, a school psychologist will be contracted to assist in a multitude of duties including assessment, progress monitoring, risk assessment, mental health interventions, behavioral interventions, instructional support, family-school-community collaboration, etc.

Professional development is an essential component within the implementation of attendance initiatives. To ensure that staff attend the trainings provided, a stipend will be paid for their professional learning time outside of school hours.

c) Contracted services will include professional development training around cultural competency for educators. This training will be hosted in Burns to support a greater number of local educators. The Burns Paiute Tribal officers have offered to contribute to the learning of the newly hired individual, through
additional training and expertise, as a support to the TAPP coordinator’s professional development.
d) In kind conferences will include travel to and from the Gov. to Gov. trainings as provided by the Burns Paiute Tribe.
e) The new staff member will need office supplies including a computer, printer, etc. Professional development opportunities will also call for supplies including large paper, markers, nametags, etc.
f) Computer hardware to include laptop, laser printer, Microsoft Office and Windows.

Sustainability Plan (Section C)

Sustainability of grants is crucial to the success of any grant program. Positive systems built by this position, which will support and foster a strong relationship between the schools and the Burns Paiute Tribe, is the goal and foundation of this grant. The personnel will create the system and when the system is in place the project can be sustained. Systems take staffing and staffing will be assisted with general fund dollars as well as personnel from the Burns Paiute Tribe.
APPENDIX B

Statement of Assurances for District

District Name: Harney School District #3
Address: 550 N. Court
City: Burns State: OR Zip: 97720
Phone: 5415736811 Email: mcbride@harneyesd.k12.or.us

The organization assures:
1. Adherence to the expectations stated in the proposal.
2. Participating project directors and/or project staff will be released to participate in planning and design activities.
3. None of the moneys received through this grant will be used to replace expenditures for required programs that are the responsibility of the sponsoring agency.
4. The organization will participate fully in all agreed program evaluations and continuous improvement processes with the Oregon Department of Education.
5. The organization agrees to abide by all terms of its grant proposal. The Oregon Department of Education must approve any modifications to the proposal in writing.
6. The following fiscal and program reports will be submitted to the Oregon Department of Education by their respective due dates: Initial Progress Report due June 30, 2016; Interim Progress Report due February 1, 2016; Final Report with narrative due June 30, 2017.
7. Grant recipients must commit to providing all of the requested reports and deliverables in order to receive the funds.
8. The organization will be required to share strategies, models, evaluation information, and lessons learned with other organizations involved in this work.
9. The undersigned have read the proposal packet, understand the requirements of the organization’s participation and commit their support.

Marilyn McBride
Print Name of Authorized Agent
2/16/14 Date

Superintendent
Title

Signature of Authorized Agent
Signature
2/16/14 Date
APPENDIX C

Commitment / Collaborative Partnership Agreement

Collaborators Detail Statements

The district and tribe have reviewed, discussed, and agreed to their part in implementing the project proposed in this grant proposal:

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Harney School District #3</td>
</tr>
<tr>
<td>2. Burns Paiute Tribe</td>
</tr>
</tbody>
</table>

List below possible community resources or partner agencies. If time allows submit letters of collaboration. Letters will be required as project partnerships develop.

Harney Education Service District

A letter of collaboration that details the commitment of the agency or institution to the project goals must be included for the required partners (1 and 2) Additional partners listed above will be contacted and letters requested. Letters will then be submitted as available. The collaboration detail statements will address:

- Types of expertise they will lend to achieve the project goals.
- Commitments of staff time and availability to assist with the realizing the project goals.
- The specific resources (financial, in-kind, materials, expertise, etc.) the partner will contribute to the project.
- The limitations of their involvement.
- The commitment of the partner beyond the life of the grant.

Commitment letters demonstrate active and on-going collaboration in the project and exceeds a standard letter of support.
# APPENDIX D

**Proposed Budget Worksheet**

**Title of Project:** Harney TAPP  

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**Project Start Date:** January, 2016  
**Project End Date:** June 30, 2017

<table>
<thead>
<tr>
<th><strong>Tribal Attendance Pilot Project</strong></th>
<th>LOCAL*</th>
<th>IN-KIND &amp; OTHER SOURCE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Staff</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>87000</td>
<td>3500</td>
<td>90500</td>
</tr>
<tr>
<td>Benefits</td>
<td>34350</td>
<td>1120</td>
<td>35470</td>
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<tr>
<td>In-State Travel</td>
<td>4000</td>
<td>500</td>
<td>4500</td>
</tr>
<tr>
<td>Professional Development</td>
<td>12000</td>
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<td>12000</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>2550</td>
<td></td>
<td>2550</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Supplies and Equipment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>2600</td>
<td></td>
<td>2600</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (less than $300)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Indirect/Overhead Indirect Cost @ 7% maximum</strong></td>
<td>7500</td>
<td></td>
<td>7500</td>
</tr>
<tr>
<td><strong>E. Other (Include explanation)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>COLUMN TOTAL</strong></td>
<td>150000</td>
<td></td>
<td>155120</td>
</tr>
</tbody>
</table>

* There is no requirement for matching funds, however, contributions of private funds and in-kind donations of time and materials will be considered as indicators of support by partners.
## APPENDIX E

### Participating School Profile (please submit a profile for each identified school)

Complete the following table as applicable. Add rows as needed.

<table>
<thead>
<tr>
<th>District</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harney School District 3</td>
<td></td>
</tr>
</tbody>
</table>

**Slater Attendance**: Percent of AI/NA students attending 90% enrolled days or more:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>84%</td>
</tr>
<tr>
<td>2013-14</td>
<td>47%</td>
</tr>
<tr>
<td>2012-13</td>
<td>71.5%</td>
</tr>
<tr>
<td>2011-12</td>
<td>**</td>
</tr>
</tbody>
</table>

**Hines Middle School**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>100%</td>
</tr>
<tr>
<td>2013-14</td>
<td>89%</td>
</tr>
<tr>
<td>2012-13</td>
<td>56%</td>
</tr>
<tr>
<td>2011-12</td>
<td>**</td>
</tr>
</tbody>
</table>

**Alt Ed**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>0%</td>
</tr>
<tr>
<td>2013-14</td>
<td>50%</td>
</tr>
<tr>
<td>2012-13</td>
<td>20%</td>
</tr>
<tr>
<td>2011-12</td>
<td>**</td>
</tr>
</tbody>
</table>
### BHS

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>47%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>33%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>36.4%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>**</td>
</tr>
</tbody>
</table>

#### Percent Meeting or Exceeding

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of American Indian / Alaskan Native (Grades 3-5)</th>
<th>Middle (Grades 6-8)</th>
<th>High (Grade 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Mathematics 14.3%</td>
<td>33.3%</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Reading 14.3%</td>
<td>83.3%</td>
<td>**</td>
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</tbody>
</table>

#### Graduation Details (if applicable)

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshman On-Track</th>
<th>Graduation Rate</th>
<th>Completion Rate</th>
<th>Drop-Out Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33%</td>
<td>4-yr cohort - 0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>5-yr cohort - 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>Graduation Rates - Native Americans/Alaskan Indians</td>
<td>2014-2015 50%</td>
<td>2014-2015 0%</td>
</tr>
<tr>
<td></td>
<td>4-yr cohort - 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-yr cohort - 0%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
<td>Graduation Rates - Native Americans/Alaskan Indians</td>
<td>2013-2014 100%</td>
<td>2014-2015 0%</td>
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<tr>
<td>2013-2014</td>
<td></td>
<td>4-yr cohort - 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td></td>
<td>5-yr cohort - 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td>4-yr cohort - 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td></td>
<td>5-yr cohort - 100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Oregon Department of Education
Please list current school or district activities focused on improving attendance. Include specific references to AI/AN issues.

Title VII staff and Tribal Education Consultant work with students and teachers to identify needs in both attendance and academic achievement. Phone calls home each day from School Reach system when students are absent.
February 16, 2016

To Whom it May Concern

As the Superintendent of Harney County School District #3, I am writing this letter of support for the Tribal Attendance Pilot Program (TAPP) grant application by Harney ESD.

With the support of this grant the school district will work to promote excellent attendance, reduce levels of chronic absenteeism and work with children and families to promote high levels of attendance. Harney County School District #3 will provide office space for the TAPP Coordinator and will work to leverage Title VII funds and general fund dollars to meet the needs and coordination of grant activities.

Harney County School District #3 will work collaboratively with the Burns Paiute Tribe to ensure the goals that are aligned with this grant proposal, including efforts to track and report outcomes.

Sincerely,

[Signature]

Dr. Marilyn McBride
Superintendent,
Harney County School District #3
American Indian / Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy Grant 2014-2015

Burns Paiute Tribe ~ Education Department
100 Fasigo Street
Burns, Oregon 97720
541-573-8013

February 17, 2016

To whom it may concern,

The primary purpose of this letter is to share our support and commitment for the Tribal Attendance Pilot Project (TAPP) between the Burns Paiute Tribe and Harney County School District #3.

This collaboration will include the Parent Coordinator, the Parent Committee, as well as the Burns Paiute Education Specialist, who has been with the Tribe in excess of ten years and brings to the table vast knowledge of community/student dynamics. In addition to that, she will also serve as a contact resource for the parents.

In the beginning stages of initial contact with the Parenting Coordinator, special attention will be given to attendance and tardiness. She will work to enhance the relationship with the TAPP Coordinator, school district and the Tribal school population. The Parent Coordinator is currently housed in the Burns High School four days per week during the entire school year. She circulates between the elementary, middle school and high school. She currently has one on one interaction with the native student population on a daily basis. The Parent Coordinator keeps track of students’ grades, attendance, and tardiness and allows for additional time to help facilitate the Native American Club. Additionally, we hope to assist in establishing a process that will develop into a sustainable system to reduce chronic absenteeism for our Native Students.

In order to allow for greater progression for our students, we have realized that we need to build a relationship based with a foundation of trust. Consultation is a critical ingredient of a sound and productive School District and Tribal relationship. Working together towards a common goal and continuing to be consistent and open with our communication will be the key to success. We all need to understand this will be a process that requires every person and organization to encourage parent participation in order to improve and achieve our proposed goals.
We are committed to this process as demonstrated by being in our second year working on the same goals set forth in the TAPP project. We now feel we have the buy in from the School District Administration to produce more positive outcomes. Our time on this project is funded by the Burns Paiute Education Program. The TAPP Coordinator will be invited to attend the Government to Government Education Quarterly Cluster Meeting, accompanied by BPT Tribal Staff. Additionally, we will also contribute to any requests that the TAPP Coordinator may have that are within our ability to assist. Lifelong education of our Native Youth is of our upmost priority and we are dedicated to continue this hard work not only through the grant duration, but for many, many years following.

Respectfully submitted,

Brenda Sam
Parent Committee Chairwoman