



OREGON
DEPARTMENT OF
EDUCATION

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American Indian / Alaska Native Student Success Plan 2020-2025

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FORWARD

The newly created Office of Indian Education at the Oregon Department of Education is pleased to share the new strategic American Indian/ Alaska Native Student Success Plan. This five-year state plan will guide agency decision-making through 2020-2025. This plan provides our communities with a refreshed mission, shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students in the state of Oregon. We grounded this plan with the primary goal of student success for AI/AN students.

Development of the Native Student Success Plan was a collaborative effort shared by the AI/AN Advisory Committee Members, AI/ AN students and youth, Tribes, ODE leadership, the general AI/AN community and other committed stakeholders. By engaging the wider community through public community conversations, reviewing data, and centering the voices, needs and experiences of AI/AN students, this team shared leadership over several months to create a five-year roadmap with set objectives that will improve the ways the Oregon Department of Education supports equity and excellence for each AI/AN student .

In each, we have identified specific objectives, strategies and key indicators that will allow us to measure the state's progress and prioritize resources in a way that honors our mission, vision and values and centers the communities we serve as a whole.

VISION FOR STUDENT SUCCESS PLAN

The purpose of the American Indian/ Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together to achieve that vision. The Student Success Plan is a proven strategy that will increase attendance rates, high school graduation rates and create a pathway for equity and excellence for all AI/AN students.

Mission for the Office of Indian Education:

The mission of the Office of Indian Education is to support the efforts of local educational agencies, tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian students; and ensure that all students have the supports needed to be successful.

Vision for the Office of Indian Education:

Our traditional Native cultures and values are the foundations of our learning therefore, the Office of Indian Education will:

- Promote the understanding and use of educational sovereignty;
- Support use of traditional knowledge and language;
- Improve educational opportunities and results in our communities; and
- Continue to support individual identities of our Native students and youth.

SHARED HISTORY

The historical legacy of education and its efforts for the tribes and Nations in the state of Oregon spans across hundreds of years and largely has been an adversarial topic up until recently.

The United States has a unique federal trust responsibility which stems from the treaties signed between sovereign tribes and the U.S Government in the 1800s. The treaties signed between the U.S Government and tribes provided provisions outlined by the government that promised tribes access to education largely in exchange for land and rights.

After the signing of treaties in the late 1800s, military-based facilities were rehabilitated into boarding schools for Native American children. In addition to these government-run boarding schools, church-based mission schools became a standard for government-provided education for tribes. These schools were underfunded, overcrowded and poorly maintained.

It is documented that the forcible removal of Native American children from their families and their communities was a deliberate process of assimilation. On arrival to school, children's hair was cut, their traditional clothing removed, and their Native languages forbidden. Children as young as four-years old endured rampant emotional, physical, sexual and mental abuse while in the care of boarding schools.

It is until recently that policymakers and leaders have recognized the trauma that children and communities have faced as a result of these assimilation policies and have moved towards strengthening better educational policies and practices through government to government relationships at the federal, state and tribal levels.

In 2013, the Oregon Department of Education hired 1 full time staff dedicated to support the 40-40-20 goal for American Indian / Alaska Native (AI/AN) students. In 2014, ODE brought together the American Indian / Alaska Native Advisory Panel.

Over a nine-month collaborative process, the Advisory Panel members provided feedback and guidance in order to update the state's 20-year old American Indian/Alaska Native Education State Plan. The plan generated by the American Indian / Alaska Native Advisory Panel included 11 state educational objectives with accompanying strategies and measurable outcomes extending efforts through the 2017-2018 academic year. In 2016, ODE hired an additional Education Specialist.

In 2017, the Advisory Committee began updating the plan and its objectives. It is important to recognize that over 20 years ago, the Oregon American Indian / Alaska Native Education State Plan was originally approved by members and educators within American Indian and Alaska Native communities, the State Board of Education, and staff of the Oregon Department of Education. This newly revised plan, outlined in the document below, honors this previous work and builds on that wisdom, while also being mindful of the changing educational landscape of

Oregon. The plan is the product of this process and is a road map for state efforts to improve opportunities and outcomes for American Indian youth in Oregon.

The Advisory Committee strategically aligned the plan with the ODE’s strategic goals and key initiatives, including boosting attendance and graduation rates for American Indian / Alaska Native students, providing culturally relevant professional development for school district staff, increasing recruitment and retention of Native teachers, and implementing historically-accurate, culturally-embedded Native American curriculum and instructional materials across the K-12 system.

SHARED FUTURE

INSERT FUTURE GOALS, ASPIRATIONS, ETC- consult more on this

In September 2017, the American Indian / Alaska Native Students In Oregon: A Review of Key Indicators¹ report was published. The primary data source for this report is available on the ODE website at [ODE Reports](#). This data was utilized to drive discussions and create objectives outlined in the revised 2018-2023 American Indian Alaska Native Education Plan. It is important to recognize, these objectives are not all inclusive but a guide to improve educational outcomes including system improvements for our AI/AN students.

During the 2019 legislative session, the American Indian / Alaska Native Student Success plan was codified into law under the Student Success Act. Include up to date information about SSA (SSA Guide).

All objectives outlined in this plan is an overarching effort to increase graduation rates for AI/AN students in which these students and youth meet and exceed statewide averages for all students and youth.

We look forward to the implementation of this plan and the realization of a universal, equitable education for all our children.

SHARED LEADERSHIP

[INSERT G2G TRIBAL PARTNERS ADVISORY COMMITTEE NAMES AND TITLES]

DRAFT

GOAL 1

AMERICAN INDIAN AND ALASKA NATIVE STUDENT SUCCESS

All students enrolled in early learning programs, school districts, and post-secondary institutions in Oregon are engaged and empowered through relevant, rigorous learning opportunities that foster equity and excellence so that AI/AN students can succeed.

OBJECTIVE 1: Adopt and support increased accuracy for the identification criteria of AI/AN students enrolled in early learning, K12, and post- secondary institutions.	
STRATEGY: Support systems and advocate for processes that lend to the positive identification of AI/AN students in school districts.	
Action	Benchmarks
Identify existing and promising practices of positive identification of AI/AN students in early learning, K12, and post- secondary institutions.	2020-2025, ongoing – support practices identified through internal review, advocate for increased research as to how AI/AN students are identifying and convening of advisory committee
Identify gaps in the positive identification of AI/AN students in early learning, K12, and post- secondary institutions.	
Adopt new policy and practice at the district level that accurately accounts for AI/AN student identities	

OBJECTIVE 2: Increase access to high quality, community-based early learning programs that center culturally connected environments that prepare AI/AN students for kindergarten.	
STRATEGY: Support systems and advocate for processes that lend to the successful recruitment of AI/AN enrollment into early learning programs and increase successful transitions from early learning to kindergarten.	
Action	Benchmarks
Identify existing and promising practices of enrollment of AI/AN students in early learning	identify what is currently being done and how it is measured under current OIE state plan
Increase AI/AN Early Learning Personnel	

Support and empower workshop offerings and resources to support parents and guardians on a variety of topics that center the benefit of early learning.	Set aside funds to target AI/AN family engagement
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[insert data from ai/an 2019 report re: identification once its finalized]

OBJECTIVE 3: Decrease the occurrences and over-representation of AI/AN students experiencing academic suspensions, expulsions or pushout.	
STRATEGY: Enhance social-emotional wellness and balance for students through supporting positive behavioral health, healthy lifestyles, safety and a connection to culture so that AI/AN students can thrive.	
Action	Benchmarks
Review the exclusionary discipline practices used disproportionately against students of color and differently-abled students through examining district policies and identifying AI/AN student data.	A framework will be developed for OIE to review discipline policies and practices of districts. OIE will review AI/AN data and make recommendations.
Engage family and community to center student success in providing support for so that AI/AN students can thrive within the classroom.	Set aside funds to target AI/AN family engagement and community involvement.
Improve/create opportunities for family mentoring programs to guide families through school processes or assist with hardships	

[insert data from ai/an 2019 report re: discipline once its finalized]

OBJECTIVE 4: Increase attendance and graduation rates of AI/AN students.	
STRATEGY: Cultivate a culture where attendance is valued, encouraged and sustained through centered support at school, at home and in community.	
Action	Benchmarks
Implement comprehensive projects that center Tribal Attendance Pilot Program and promising practices for AI/AN students enrolled in early learning and K12.	TAPP benchmarks?
Partner with tribes and other stakeholders to identify and advocate for culturally responsive approaches to increase attendance and increase graduation rates.	A framework will be developed for districts to review absences related to cultural activities and culturally related absences.

Share and disseminate culturally relevant best practices and strategies for closing the opportunity gap for AI/AN students through increasing attendance.	Opportunities will be provided for districts and tribes to work together to understand culturally relevant practices.
Identify and review district policies with higher numbers of AI/AN enrollment on attendance and its impact on AI/AN students.	Review more

OBJECTIVE 5: Increase enrollment and access for AI/AN students in post-secondary education, career and technical education programs, and career readiness.	
STRATEGY: Foster strength-based approaches to college and career readiness of AI/AN students through increasing student engagement and empowerment in relevant, cultural learning opportunities that center AI/ AN student success.	
Action	Benchmarks
Identify existing and promising practices for the enrollment of AI/AN students into post- secondary institutions.	Set aside funds to target AI/AN student college and career readiness programs.
Encourage and incentivize districts and schools to provide opportunities for AI/AN students to visit post-secondary institutions and learn more about available career and technical education programs.	Set aside funds to target AI/AN student college and career readiness programs.
Identify opportunities to strengthen career and technical education programs in tribal communities for AI/AN students.	Set aside funds to target AI/AN student college and career readiness programs.

[insert data from ai/an 2019 report re: college/ CTE]

GOAL 2	EDUCATOR SUCCESS
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All educators and staff at early learning programs, school districts, and post-secondary institutions have a high-performing culture where employees have the training, support and professional development to contribute effectively to AI/AN student success.

OBJECTIVE 1: Develop and grow staff and educators to support AI/AN student success.	
STRATEGY: Through culturally-relevant professional development and technical assistance opportunities to districts, schools have a supportive culture where employees have the training, support and professional development to contribute effectively to AI/AN student success.	
Action	Benchmarks
Ensure that educator certification processes result in educators who understand Essential Understandings regarding Oregon Tribes.	
Provide professional development and technical assistance opportunities to districts that center AI/AN culture	
OBJECTIVE 2: Increase the number of AI/AN identified teachers, paraprofessionals, and administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon’s AI/AN student population.	
STRATEGY: Foster strength-based approaches for educators and staff at early learning programs, school districts, and post-secondary institutions to embrace a high-performing culture of equity and excellence that center AI/ AN student success.	
Action	Benchmarks
Identify existing and promising practices of positive identification of AI/AN teachers, paraprofessionals, and administrators in early learning, K12, and post-secondary institutions.	
Increase the number of AI/AN persons who enroll in Educator Preparation Programs through partnerships that center recruitment, mentorship and program support.	
Increase the retention of AI/AN personnel in schools by creating a support network and promising practices that seek to retain personnel.	

GOAL 3	CURRICULUM SUCCESS
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[insert blurb about curriculum]

OBJECTIVE 1: 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. This curriculum will be aligned with the national and state standards.	
STRATEGY: Educators (administrators, teachers, paraprofessionals, all support staff, school boards) will receive AI/AN culturally responsive professional learning that will cover the Essential Understandings of Indian of Senate Bill 13 to allow for implementation.	
Action	Benchmarks
Ensure that educator certification processes result in educators who understand Essential Understandings regarding Oregon Tribes.	Hold Train the Trainer trainings for SB 13
Provide professional development and technical assistance opportunities to districts that center AI/AN culture	Ask April for benchmarks

GOAL 4	SUCCESSFUL ECOSYSTEMS OF SUPPORT
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OBJECTIVE 1: Build internal ODE capacity by strengthening the organizational infrastructure and strategies of the Office of Indian Education to meet the needs of the student success plan	
STRATEGY: Increase staffing to increase support to schools, Title VI, Federally Recognized Tribes in Oregon, and AI/AN communities.	
Action	Benchmarks
Hire staff for the OIE office to meet key deliverables in student success plan	Hire positions
Increase awareness and support to Advisory Committee and provide meetings for committee.	benchmarks
Provide accountability, transparency and reports from OIE to key stakeholders	<ul style="list-style-type: none"> ▪ Annual Report to State Board of Education. ▪ Annual Report to Gov to Gov. ▪ Annual report to Legislative Commission on Indian Services

OBJECTIVE 2: ODE, ELD, YDC, EAC, HECC, and TSPC will strategically invest and collaborate with federally recognized tribes in Oregon, Native/Indian organizations, Title VI Programs, and AI/AN community programs to implement, support, and further the AI/AN student success plan	
STRATEGY: Strategically invest and collaborate to further the AI/AN student success plan through shared planning and support for AI/AN students.	
Action	Benchmarks
	Hire
	benchmarks

OBJECTIVE 2: Support government to government relationships between ODE and federally recognized tribes in Oregon through tribal consultation.

STRATEGY: Build and sustain meaningful relationships and cyclical consultation through high level strategies, hearings and listening sessions between tribes and ODE.	
Action	Benchmarks
Support tribal consultation between school districts and federally recognized tribes in Oregon	OIE will develop and update annually a tribal consultation guide for districts.
Support and improve government to government relationships and consultation between ODE and federally recognized tribes in Oregon.	benchmarks
Support community conversations between federally recognized tribes in Oregon and OIE	OIE will hold

ACCOUNTABILITY PARTNERS

Knowing many partners outside the K12 systems impact our AI/AN youth, we anticipate working with the following partners to realize the objectives and strategies outlined in this plan.

	<u>State Agencies</u>	<u>Tribal Governments</u>	<u>Non-Profits</u>	<u>Other</u>
	Oregon Department of Education -Early Learning Division -Youth Development Division -Educator Advancement Council	Burns Paiute Tribe	ChalkBoard	
	Higher Education Coordinating Commission	Confederated Tribes of Cow Creek Band of Umpqua Indians	Education Northwest	
	Teacher Standards Practices Commission	Confederated Tribes of Coos, Lower Umpqua, and Siuslaw	Native American Youth and Families	
	Oregon Youth Authority	Confederated Tribes of Grand Ronde		
	Oregon Housing Authority	Confederated Tribes of Siletz		

	State Agencies	Tribal Governments	Non-Profits	Other
	Department of Health & Human Services	Confederated Tribes of the Umatilla		
	Educator Equity Advancement	Confederated Tribes of Warm Springs		
		Coquille Indian Tribe		
		Klamath Tribe		

DRAFT

**Enrolled
House Bill 3427**

Sponsored by COMMITTEE ON RULES (at the request of Representative Barbara Smith Warner)

CHAPTER

AN ACT

Relating to education funding; creating new provisions; amending ORS 316.037, 327.008, 327.527, 327.535, 329.095, 417.790 and 417.847; prescribing an effective date; and providing for revenue raising that requires approval by a three-fifths majority.

Be It Enacted by the People of the State of Oregon:

SECTION 38 EXCERPT ONLY – NOT THE ENTIRE BILL

STATEWIDE EQUITY INITIATIVES

SECTION 38. (1) As used in this section, “plan student” means a student enrolled in early childhood through post-secondary education who:

(a) Is an American Indian or Alaskan Native; and

(b) Has experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

(2)(a) The Department of Education shall develop and implement a statewide education plan for plan students.

(b) When developing the plan, the department shall consult with representatives from tribal governments and from executive branch agencies who have formed government-to-government relations to focus on education. Additionally, the department may receive input from an advisory group consisting of community members, education stakeholders and representatives of the Early Learning Division, the Youth Development Division and the Higher Education Coordinating Commission.

(c) The department shall be responsible for:

(A) Implementing the plan developed under this subsection;

(B) Developing eligibility criteria, the applicant selection process and expectations for recipients of grant awards described in this section; and

(C) Advising the State Board of Education on the adoption of rules under this section.

(3) The plan developed under this section must address:

(a) The disparities experienced by plan students in every indicator of academic success, as documented by the department’s statewide report card and other relevant reports related to plan students;

(b) The historical practices leading to disproportionate outcomes for plan students; and

(c) The educational needs of plan students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.

- (4) The plan developed and implemented under this section must provide strategies to:
- (a) Address the disproportionate rate of disciplinary incidents involving plan students as compared to all students in the education system;
 - (b) Increase parental engagement in the education of plan students;
 - (c) Increase the engagement of plan students in educational activities before and after regular school hours;
 - (d) Increase early childhood education and kindergarten readiness for plan students;
 - (e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;
 - (f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;
 - (g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
 - (h) Support the development of culturally responsive curricula from early childhood through post-secondary education;
 - (i) Increase attendance of plan students in early childhood programs through post-secondary and professional certification programs; and
 - (j) Increase attendance of plan students in four-year post-secondary institutions of education.
- (5) The department shall submit a biennial report concerning the progress of the plan developed and implemented under this section to a committee of the Legislative Assembly related to education at each even-numbered year regular session of the Legislative Assembly.
- (6) The department, in consultation with the advisory group, shall award grants to early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, tribal governments and community-based organizations to implement the strategies provided in the plan developed and implemented under this section.
- (7) To qualify for and receive grants described in this section, an applicant must identify and demonstrate that the applicant meets the eligibility criteria adopted by the State Board of Education by rule.

OAR 584-017=XXXX

Definitions

(1) The following definitions apply to OAR 581-017-0550 to 581-017-0682:(1) “Achievement gap” means the research-based gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.

(2) “American Indian/ Alaska Native Student Success Grant” means the Grant established in OAR 329.843.

(3) “Community-based organization” means a nonprofit organization that is representative of a community or significant segments of a community, which is located within or in close proximity to the community it serves. This includes culturally specific organizations that have an expressed mission of providing services to specific populations within a community.

(4) “Culturally responsive” means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

(5) “Culturally Specific Organization” means local organizations led and staffed by persons of color that primarily serve communities of color; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

(6) “Disproportionate discipline” means disproportionate rates of suspensions and expulsions for American Indian/ Alaska Native students compared to their white classmates “who commit similar infractions and who have similar discipline histories.”

(7) “Non-profit organization” means:

(a) An organization established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501(c)(3) or a social welfare organization under 501(c)(4) of the Internal Revenue Code as defined in ORS 314.011.

(8) “Opportunity gap” means the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

(9) “Plan student” means a student enrolled in early childhood through post-secondary education who:

(a) Is an American Indian or Alaskan Native; and

(b) Has experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

(10) “Student” means individuals who self-identify as American Indian/ Alaska Native who are enrolled in early childhood through post-secondary education.

(11) "Tribe(s)" means a federally recognized tribal government in Oregon; Burns Paiute, Confederated Tribes of Coos, Lower Umpqua and Siuslaw, Confederated Tribes of Cow Creek Band of Umpqua, Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of Warm Springs, Coquille Tribe, and/or Klamath Tribes.

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-017-XXXX

Establishment

(1) There is established the American Indian/ Alaska Native Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, Education Service Districts, post-secondary institutions of education, community-based organizations and Tribe(s) who are working to design, implement, improve, expand, or otherwise revise programs and services for American Indian/ Alaska Native students. The programs and services to be provided under the grant will address one or more of the following indicators for American Indian/ Alaska Native Students:

- (a) Address the disproportionate rate of disciplinary incidents involving plan students as compared to all students in the education system;
- (b) Increase parental engagement in the education of plan students;
- (c) Increase the engagement of plan students in educational activities before and after regular school hours;
- (d) Increase early childhood education and kindergarten readiness for plan students;
- (e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;
- (f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;
- (g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- (h) Support the development of culturally responsive curricula from early childhood through post-secondary education;
- (i) Increase attendance of plan students in early childhood programs through post-secondary and professional certification programs; and
- (j) Increase attendance of plan students in four-year post-secondary institutions of education.
- (k) Increase financial resources to sustain and advance the work of the American Indian/ Alaska Native Student Success Plan.

(2) Subject to available funds, the Department of Education shall award grants based on a detailed description of proposed programming or services. The programs or services may include:

(a) The scale-up of an existing program or service; and

(b) The implementation of a new program or service.

(3) The purpose of the grant program is to provide funds to applicants that document an understanding of the unique needs of American Indian/ Alaska Native students, and who have the potential to become exemplar programs and who create collaborative practices relating to strategies outlined in the American Indian/ Alaska Native Student Success Plan.

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-017-XXXX

Eligibility

(1) To be eligible to receive the American Indian/ Alaska Native Student Success Grant, an organization must:

(a) Be an early learning hub, a provider of early learning services, a school district, an education service district, an Education Service District, a post-secondary institution of education, a tribal government, a community based organization or a culturally specific organization;

(b) Serve a percentage and/or number of American Indian/ Alaska Native Student populations determined by the Oregon Department of Education;

(c) For existing programs or services that are being scaled up, provide data to the Department of Education documenting that the majority of their students who are served through the programming or services by the organization are American Indian/ Alaska Native;

(d) For new programs or services, provide information to the Department about how the program or services will serve American Indian/ Alaska Native students; and

(e) Be actively engaged in or prepared to enter into an inclusive partnership and or consortium with other eligible entities invested in the success of the project that seeks to close gaps for American Indian/ Alaska Native students through the implementation of culturally responsive programming or services. The partnership or consortium must meet the following criteria:

(f) Consortiums and partnerships must include a culturally specific organization.

(g) If the organization is a culturally specific or community-based organization, it must have at least one school district or post-secondary institution as a partner.

(h) If the organization is an early learning hub or provider of early learning services, it must have at least one school district or post-secondary institution as a partner.

(i) Grants may be established with federally-recognized Tribal governments, education service districts (ESDs), education-focused non-profit organizations, and other qualified entities for purposes allowed in this rule, but the fiscal agent must be one of the eligible recipients identified in subsection (1)(a) of this rule.

(2) A single grant proposal may include more than one eligible applicant, but the fiscal agent must be one of the eligible applicants identified in subsection (1) of this rule.

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-017-XXXX

Criteria

(1) The Oregon Department of Education Office of Indian Education will establish a process for eligible grant recipients to request the American Indian/ Alaska Native Student Success Grant each year for which grant funds are available. The Department, in consultation with the Advisory Committee, shall award grants to early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, tribal governments and community-based organizations to implement the strategies provided in the plan developed and implemented under this section.

(2) The Oregon Department of Education will identify eligible entities as per guidance and approval process to be conducted for the American Indian/ Alaska Native Student Success Plan for Grant funds. All proposals must comply with the requirements of the Department's Procurement process. Grants shall be awarded based on the following criteria:

(a) Ability of the applicant to identify how funds will be used to address school attendance and chronic absenteeism, Pre-K to 3rd grade, middle and high school, utilizing programs that create educational supports and developmental assets leading to continual and increased attendance for American Indian/ Alaska Native students. In Pre-K programs, this is specific to increased enrollment and attendance in early learning programs which foster success upon entering the K-12 education system. A critical examination of the negative impact of disproportionate rates of American Indian/ Alaska Native students named in discipline behaviors leading to suspensions and expulsions is also a key component in this area;

(b) Ability of the applicant to demonstrate knowledge, experience, and expertise in addressing parent and community engagement to improve academic achievement and graduation rates for American Indian/ Alaska Native students; and

(c) Ability of the applicant to increase student participation in summer school, improved academic preparation, transitions from early childhood to kindergarten, middle school to high school, high school to college and/or increase graduation rates and decreased dropout rates.

(2) The Department shall give priority to proposals that meet the minimum criteria and:

(a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.

(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for addressing the needs of American Indian/ Alaskan Native student populations, including demonstrated intentions to work in a collaborative way with school districts or post-secondary institutions.

(3) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

(a) Whether the applicant meets the minimum requirements in OAR 581-017-XXXX;

(b) Geographic location of grant applicants to ensure geographic diversity and representation within the recipients of and students served by grant programs funded throughout the state. This includes areas of the state that demonstrate a lack of sufficient services for American Indian/ Alaska Native students;

(c) Whether grant applicants demonstrate commitment and readiness to use best practice around culturally responsive programming and services to close gaps for American Indian/ Alaska Native students; and

(d) Whether applicants demonstrate evidence of prior implementation of a robust culturally responsive program or service as a way to close opportunity gaps for American Indian/ Alaska Native students.

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-0XX-XXXX

Funding

(1) The Office of Indian Education will determine the distribution of the Native American/ Alaska Native Student Success Plan Grant funds each fiscal year.

(2) Grantees shall submit a detailed budget narrative and complete a budget template for the program or service that being funded through the grant.

(3) Grantees shall use funds received for the current program scale-up and new program planning and implementation as outlined in the request for proposal.

(4) Grantees must be able to expend the funds for allowable purposes specified in the request for proposal within the grant timeline according to acceptable accounting procedures.

(5) Funds received by a grantee under this section must be separately accounted for and may be used only for the purposes described in the grant agreement. A grant recipient may use up to five percent for administrative costs, including indirect costs, as determined by the grant agreement.

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-0XX-XXXX

Reporting

The Oregon Department of Education Office of Indian Education shall provide to grant recipients a template for an interim and final grant report.

(a) Grantees must submit a final report prior to receiving their final request for funds.

(b) Each year, Grantees must report on the grant in the manner and form required by the Department.

Statutory/Other Authority: ORS 329.843
Statutes/Other Implemented: ORS 329.843
History: