



Kate Brown, Governor

**AI/AN Advisory
Committee Members**

- Chair Tamara Henderson*
- Vice-chair Brandon Culbertson*
- Angie Fasana*
Alternate: Mercedes Jones
- Angie Morrill*
- Beverly Youngman*
Alternate: Sonya Moody-Jurado
- Jennifer Vickneshill*
Alternate: Bridgett Wheeler
- Chris Mansayon*
- Josh Davies*
- Julie Bettles*
Alternate: Will Hess
- Leilani Sabzalian*
- Modesta Minthorn*
Alternate: Sally Kosey
Alternate: Scott Minthorn
- Robin Butterfield*
- Sandy Henry*
- Valerie Switzler*
- Vanessa Bahe*
Alternate: Diane Teeman
- Office of Indian Education**
April Campbell
Director
-
- Ramona Halcomb*
Indian Education Specialist

2020-21 Meeting Dates
June 1, 2021

American Indian/Alaska Native Advisory Committee

MAY 4, 2021

9:00 a.m. – 11:30 a.m.

Oregon Department of Education

Join [ZoomGov Meeting](#)

Meeting ID: 160 017 0080

Passcode: OIE

One tap mobile

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AGENDA

- | | | |
|--------------|---|-----------------|
| 9:00 | 1.0 Call to Order, Opening Remarks | Chair Henderson |
| | 1.1 Opening Blessing | TBD |
| | 1.1 Committee Roll Call/Introductions | |
| | 1.2 Introductions & Welcome to Partners | Chair Henderson |
| 9:20 | 2.0 Review of March 2, 2021 Minutes | All |
| 9:25 | 3.0 Office of Indian Education Updates | OIE Staff |
| | 3.1 Ready Schools, Safe Learners 2021-22 School Year Guidance – discussion | |
| | 3.2 Summer guidance update | |
| | 3.3 Staffing | |
| | 3.4 Budget | |
| | 3.5 Upcoming events | |
| | 3.6 Legislative update | |
| 10:15 | Break | |
| 10:25 | 4.0 AI/ AN Advisory Committee Business | Chair Henderson |
| | 4.1 New Charter language for membership | |
| | 4.2 Outreach/recruitment process for open seats | |
| | 4.3 Committee Meeting Schedule for 2021-2022 | |
| 11:00 | 5.0 Community Comment | Chair Henderson |
| | Public testimony may be submitted ahead of time in writing to AIAN.AdvisoryCommittee@OregonLearning.org .
If providing community comment during the meeting, please notify the administrator, Lisa Pinheiro, at the beginning of the meeting. | |
| 11:10 | 6.0 Other Business, Next Meeting Agenda Items | All |
| 11:30 | 7.0 Adjourn | |

American Indian/Alaska Native Advisory Committee

MARCH 2, 2021

9:00 a.m. – 11:00 a.m.

Oregon Department of Education

DRAFT Minutes

Present: Chair Tamara Henderson, Vice-chair Brandon Culbertson, Julie Bettles, Josh Davies, Sandy Henry, Angie Fasana, Chris Mansayon, Leilani Sabzalian, Valerie Switzler, Modesta Minthorn, Sally Kosey, Vanessa Bahe

Staff: April Campbell, Ramona Halcomb, Lisa Pinheiro

ODE Staff & Partners: Nicole (intern), Tamara Dykeman, Jennifer Patterson, Scott Nine, Michael Reyes,

Visitors:

1.0 Call to Order, Opening Remarks

Chair Henderson called the meeting to order at 9:05 a.m.

1.1 Opening Blessing

1.2 Committee Roll Call

Roll call was conducted by Lisa Pinheiro and a quorum is present.

1.3 Introductions & Welcome to Partners

Partners and guests introduced themselves for the record.

2.0 Review of January 5, 2021 Minutes

Chris Mansayon moved to approve the minutes, Sandy Henry seconded.

Minutes were approved.

3.0 Office of Indian Education Updates

April Campbell provided an updates: First position closed this morning and received 60+ applications. Timeline is slated to have interviews conducted by the end of March with the position filled mid-April. The second position was recently approved by ODE Human Resources. That position will be posted within the next week. Notices will go out to advisory members.

Regarding SB 13, OIE has two new interns. Nhung Luong, is working to support SB 13 and drafting lesson plans; and Nicole Barney is primarily working to support TAPP. OIE is receiving requests from districts particularly with respect to lower grades. OIE continues to work with all nine tribes as they develop lessons. Reminder, all deliverables for that grant must be submitted by June 30, 2021 and grantees will receive another notification from OIE in a couple of weeks.

Ramona provided updates: Due to cost savings realized as a result of Covid safety measures, such as travel and meeting restrictions, additional funding was made available to TAPP programs. TAPP project managers

were queried as to whether they wanted supplemental funds. Eight of the nine sites requested additional funding. For the remaining funds available, April has approved supplementing Title VI program funding. Ramona will send an email to project directors asking whether they want supplement funds, how many 506 forms the program has and how the funds will be used. Funding will be based on the percentage of students. Funds available will also be influenced by how many of the 29 Title VI programs are interested.

Look for that email (if you run a program) and return it as soon as possible to help get it through the procurement process.

Anyone connected to TAPP will receive a template for two part report: (1) What has happened through June 2021, and (2) what are your plans for the next biennium? Mona is attempting to get the paperwork started for next biennium and through the procurement process as efficiently as possible.

ODE's EveryDay Matters grant has collaborated with OIE to do a detailed TAPP evaluation highlighting best practices. The evaluation will be conducted by the University of Oregon. Nicole [name], OIE intern is assisting and you will be receiving communication from Nicole directly.

April provided additional updates:

Tribal Regalia legislation HB 2052 is scheduled for work session in the House today. If it is approved by the House, it will go to the Senate next.

ODE's FY 2021-2022 budget is in the midst of the legislative process. The budget for Office of Indian Education (OIE) is currently proposed at \$7.9 million. These funds, support the AI/AN Student Success Plan and will be used for Grant in Aid, either through RFP/RFA, non-competitive grants or continuation grants. In anticipation and due to the short time frame of getting funds out the door for the current nineteen awardees, OIE is looking at extending funding in the biennium for those projects. Mona and April are working through the procurement process to prepare in advance to get funds out the door in July.

The Department of Administrative Services (DAS) establishes training required of all state agency employees. One of their efforts is around equity, diversity and inclusion. DAS wants to use Senate Bill 13 as a basis for all state agency training.

4.0 Grant Awards Update:

Still working with all grantees to gather additional information. OIE will be providing a written report directly to the advisory committee and will also be posted on OIE webpage. Eighteen awards were granted across the state, with an additional late application that will likely receive an award. The projects vary from \$16K to larger that are about \$150K. Either focusing on educator pathways or the strengthening SB 13, or identification of best practices in serving AIAN students. Additionally, working on six grants to support language programs. Still working with procurement and DOJ to get those contracts perfected.

ODE Partner Updates:

Jennifer Patterson, Office of Teaching Learning and Assessment: The Office of Teaching, Learning and Assessment is concerned with digital learning, standards and structural support, assessment, data and operations grants management, secondary and post-secondary transitions and federal systems.

Scott Nine, Office of Education Innovation and Improvement: The Office of Education Innovation and Improvement was created to assist in implementing the Student Success Act. Launching the Student Investment Account. EII is concerned with school or district improvement process and programs. Six programs, varying in size and scope include:

- Student Investment Account: Student Investment Account: The Student Investment Account is financed solely by the Corporate Activity Tax (CAT). Due to the economic impact of Covid-19, what was originally projected at \$472 million spread across 197 school districts and eligible charter schools was reduced to \$150 million and its scope narrowed. The current Governor's Recommended Budget for 2021-2023 biennium is returned to 50 percent of CAT, projected at \$389 million for each year of the biennium (\$778.8 for the biennium).
- High School Success Program (Measure 98): Focus on grades 9-12, working with CTE programs, college-level opportunities, and dropout prevention strategies, school districts, charter schools, juvenile and youth correction facilities. Approximately \$330 million. Calls for partnerships with community and tribal communities.
- EveryDay Matters addresses chronic absenteeism. OIE and TAPP offers unique perspectives in how to do this work. The program was suspended mid biennium. And is in the current Governor's budget and depending on legislature, it may receive funds.
- Early Indicator and Intervention System: Provides school districts with resources to pay for software to track indicators of early warning of concerns and early success. The program design is "do no harm". The program is relatively new with \$1 million in technical assistance funds. Much work yet to be done in designing how the resource is utilized with opportunities for OIE collaboration and input.
- Federal (ESSA) School District Improvement Team: This team is dedicated to school and district level improvement. Important intersection between the work of the team and school district consultation, better collaboration in design of the program. Significant overlap in the data used to identify schools and districts for federal accountability and the data for SIA and Intensive coaching.
- Intensive Coaching Program (also referred to as Student Success Teams): This program, part of the Student Success Act, will be launched in the near future. Focus is on the most significantly challenged school districts and offers a 4-year invitation into the program. The school district must formally accept the invitation. Participating districts receive additional grant-in-aid, above and beyond the SIA funds, as well as coaching, with expert perspectives making up part of the Student Success Team. Participating districts must accept the recommendations of the Student Success Team pertaining to investments and strategies for both SIA funds as well as the additional Grant in Aid (GIA) for the program. The program is scheduled for approximately \$25 million for the 21-23 biennium, with funds distributed based on ADMw of the participating districts (exact amounts will vary). The program was delayed amidst Covid. Currently designing ways to build in various areas of expertise in that design. Currently a couple of months away from making the first invitation.
- Intensive Coaching Program (formerly known as Student Success Teams): This program, part of the Student Success Act, will be launched in the near future. Focus is on the most significantly challenged school districts and offers a 4-year invitation into the program. The school district must formally accept the invitation. The program provides significant additional funds conditioned on the school district's full responsibility for how it spends the SIA funds, how it intensive coaching funds are used, and the school district has to hear the team's recommendation for operations. The

program was delayed amidst Covid. Currently designing ways to build in various areas of expertise in that design. Currently a couple of months away from making the first invitation.

5.0 AI/ AN Advisory Committee Business

Best Practices Workgroup update and discussion: Tamara, Brandon, Leilani, and April and Lisa had a conversation about students who are getting D's and Fs. Brought up 10-day drop policy; and ways to mitigate, for example credit recovery.

Brandon offered that the last meeting of the workgroup covered a broad range of topics focusing on the disparate impacts on students as a result of grading practices and 10-day drop policies. The workgroup acknowledge the need to address this with urgency including identifying ways of achieving immediate tangible goals through policy and practice. The workgroup acknowledged there are areas in which the advisory committee can weigh in on and provide perspective and feedback.

The workgroup seeks feedback on programs, policies or practices that are being implemented and are demonstrating measured positive results. As an example, Brandon offered that Beaverton School District is looking at an outdoor school intensive program, though it will not be without challenges in getting students engaged in the summer.

The workgroup finds it problematic that students, often those who are underserved, are faring the worst which speaks to inequities in the system; including access in terms of technological divide, further disenfranchising those already underserved. The workgroup intends to continue work in this area to identify areas in which change can be achieved and methods to do so.

In addition to programs, policies or practices, the workgroup seeks feedback on how resources, funding or otherwise, is being allocated or reallocated to support students stay engaged or reengage.

Leilani added that it was clear that the advisory committee can advocate for a policy preventing teachers or schools issuing Fails or Incompletes at such high levels to Native students. Acknowledging that local control is a factor we then turned our attention to ODE issued guidance such as the *equitable grading guidance*. The question then became, how did we ensure that principals and superintendents are implementing these best practices. The discussion also included secondary to post-secondary continuing pathways, particularly for high school seniors. We looked at what is happening and ways we can advocate and work with post-secondary institutions to be sure students are not being punished. Discussion then turned to highlighting best practices and good work already being done in school districts. Leilani recounted one district's policies where they employed a "no grade" practice. Before issuing a "no grade" however, the administrative team and teacher must review the attendance policy, the support systems in place, the level of student engagement provided, and what future supports for the student would be needed.

Finally, Leilani shared that the workgroup acknowledged that while it could scan the landscape to see what is happening at the district level, we already know how native students are negatively impacted. We clearly then must communicate the urgency and pursue the "what now?"

The workgroup is seeking group feedback and guidance from the Advisory. What are others seeing, doing? What would you like to see your district do or shift toward?

Julie suggested that the workgroup reach out to Youth Transition Programs (YTP), college advisors and look at the need to improve counselor-student ratios at the high school level, particularly the 10th grade level.

In terms of increased resources for credit recovery or tutoring, Julie also mentioned that among the two school districts in Klamath County, one school district focuses funding in the summer credit recovery programs. With Counties that are geographically large, it is hard to reach students who are not within the city limits, so more can be done in terms of outreach to all schools. Klamath Falls School District and Klamath County School Districts are targeting funding into those areas.

Sandy Henry mentioned that Douglas County is moving to partner with industry to engage youth in education. Douglas County Partners for Student success has a significant grant through the Youth Development Division. Douglas County is working hard to get students connected, graduated and gainfully employed.

Tamara commented NAYA is seeing more students interested in GED. NAYA received a re-engagement grant. Portland Public Schools (PPS) Superintendent shared that, in relationship to 10-day drop practices, PPS was creating essentially a bank of funds for credit recovery options for youth who are not attending yet who have not dropped.

Sandy cited the need to continue to support districts and youth engaged in an education program, with emphasis on CTE programs a viable track for many students.

Brandon agreed and mentioned there is a way to engage underserved students and partner with these programs.

Julie commented that when schools closed last spring, students were not allowed to change schools during the closure. Clearly intended to prevent the spread of Covid, however, preventing students from moving could also be something that is stopping students from continuing and completing school and could be a barrier to completion. It may be something to look at, acknowledging there are varying metrics across counties.

Sonya Moody also described the activities of Willamette ESD in which it is partnering and developing a CTE program called Willamette Career Academy which will serve the district, which includes a lot of rural school areas. This fall will offer diesel technology, health services, and cosmetology. Next fall will include manufacturing technology, computer science and information, and construction technology. Will help those smaller districts that don't have as many CTE options as well as student who have had challenges getting into CTE programs in the Salem Keizer School District.

Mona brought up that OIE has been hearing from families about the social emotional challenges students transitioning from 9th to 10th grades are experiencing. This cohort of students was beginning the transition to high school when schools closed to be replaced by remote learning. Now, with the prospects of returning to brick and mortar, students are feeling some anxiety. Perhaps the ODE could look at ways to support reorientation and getting comfortable with being among students again.

Discussion on Equitable Grading Practices, 10-Day Drop:

Scott Nine: Rationale was not to protect districts or pool funds. With schools and students shifting to remote learning, the intent of waiving the 10-day drop policy was to protect students from being dropped due to absence which could be caused by technology and other challenges of remote learning. The ODE expects the school districts not drop student from its rolls. ODE guidance demonstrates the expectation that school districts follow students and support those students unless and until the student enrolls in another school district.

As we examine this going forward, there are distinctions between what the state can do and what the school district can do. Sharper guidance can be considered.

Equitable grading practice will stay a local decision and practice, but to be clear, that while ODE was not going to intervene as an across the board solution, ODE issued guidance documents addressing grades and student supports. Are school districts “getting it”? There may be other ways of putting greater emphasis on why this is important to address.

Jennifer offered a link to ODE’s Equitable Grading Webinar: <https://youtu.be/U6uOI8YR7V8>

Jennifer also offered thoughts on the discussion. ODE is currently in the process of maximizing federal and state funds for summer programming; Interested in rethinking traditional credit recovery options for students; CTE and career connective learning is important; Will provide additional CTE information to the advisory committee; Acknowledging the grading disparities and attendance challenges of native students and the need for strategies to reconnect and re-engage; There is no state policy or guidance that limiting or restricting students from moving among schools; this would be a district policy and/or a district specific option.

Leilani stated that ODE Equitable Grading guidance is strong though when we don’t have data, we don’t know whether the guidance is effective and impactful and in the hands of the right people. How can we share ODE guidance more broadly and more directly? What is the right mechanism? Would like to have a scan of grades by student demographic group.

Scott Nine: Grading policy is the domain of the school districts. Equitable grading has been elevated to ODE superintendents, and through several ODE offices, is being elevated and amplified through various outlets, such as RSSL Office Hours, newsletters, etc. To get the guidance into practice and see change is a district level action. Will pull that into the conversation for both the immediate and the year ahead.

Jennifer mentioned that the “Credit Earning Assurance Plan” was intended to help provide some assurances for students around a whole list of things. For example, a school can’t retain a student or hold a student back in the 2020-2021 school year and, any Incomplete obtained in 2020-2021 can be made up in school year 2020-21. If we want to extend or adapt that requirement or potentially consider a similar model of peer review as mentioned earlier. Would like feedback on whether Credit Earning Assurance Plan has worked and whether additional approaches should be examined.

Jennifer offered additional resources:

Addressing grades and credit options: <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Addressing%20Grades%20and%20Credit%20Options.pdf>

Attendance Best Practices: <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/RSSL%20Attendance%20Best%20Practices.pdf>

Full invitation to everyone here to join RSSL Office Hours every Monday from 3-4 p.m.

Zoom information (the zoom information is the same every week - you will most likely be asked to add the zoom information into the chat):

Topic: RSSL Office Hours

Time: Mondays from 3:00 – 4:00 pm

Join Zoom Meeting

<https://us02web.zoom.us/j/84790320094>

Meeting ID: 847 9032 0094

Passcode: 770772

One tap mobile

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Dial by your location

+1 669 900 6833 US (San Jose)

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+1 346 248 7799 US (Houston)

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+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

Meeting ID: 847 9032 0094

Passcode: 770772

Jennifer will be invited to attend the next Best Practices/Grading practices workgroup.

Advisory Committee Business:

As part of the Student Success Act, the Oregon Department of Education is seeking to maintain consistency in charters and similar guiding documents of the various advisory committees. Because of that, today's discussion touched on the committee charter, committee positions that remain open, recruitment and nomination process and potentially adding new positions.

Additionally, the committee discussed term limits (currently three years), attendance requirements and optimum timing for filling the open seats.

Committee positions: Some suggestions included adding a committee position for Alaska Native and Hawaiian native representatives, representatives of tribal student/youth, a tribal elder, rural/urban youth representative(s), K-12, higher education and special education representatives.

Attendance requirements: Another question is attendance requirements for committee members who are not representatives of sovereign nations. Sovereign nations are not subject to attendance requirements. This also applies to the three-year term limitation.

The committee examined appropriate expectations for meeting attendance. Missing two consecutive meetings was suggested and those in attendance agreed that it was a reasonable expectation.

Youth/Student positions: Youth voice would be beneficial, though it is important to be thoughtful about how we provide space for them without burdening them/asking them to attend a four hour meeting. The AIAN Advisory Committee meets typically in the morning. Would that be problematic for student involvement? The LatinX Student Success Advisory Committee is they hold afternoon meetings after school hours. In most cases, schools support students attending and participating in leadership opportunities.

It was discussed to have a formalized youth organization, such as a tribal youth organization, appoint one or two members to serve as representatives.

Quorum issues are factors to consider when considering adding additional positions. There are different ways to work with that, such as adding “ex-officio” or non-voting members.

Nomination Form

The committee then reviewed the nomination process and form. There is no requirement that the nomination come from a current committee member, and no provision preventing one from nominating themselves.

Timing: It was also suggested that the nomination process be held at set calendar dates in order to fill vacancies as they occur and maintain full membership.

Chair Henderson suggested to have OIE staff prepare a summary of today’s discussion and suggestions, add this to the May meeting agenda for a committee discussion and decision then invite a student representative(s) to join the June meeting.

Community Comment: No Community Comment was submitted

Next meeting agenda (May 4, 2021):

- Discuss next year’s meeting schedule
- Adding position(s) on board; student representatives
- Attendance requirements.
- Updates from Best Practices Workgroup: grading practices; 10-day drop

Adjourned at 11:40 AM

***American Indian Alaska Native (AI/AN) State Advisory Committee Charter
to the Office of Indian Education, Oregon Department of Education (ODE)***

December 10, 2018

Purpose:

The AI/AN State Advisory Committee, referred to as Committee here on, on Indian Education is created for the following purposes:

- A. Advise the Oregon Department of Education on educational matters affecting American Indian and Alaska Natives, with a focus on the following priorities:
 - a. American Indian Student Success Outcomes
 - b. Graduation, achievement, attendance, discipline
 - c. Diversify educator advancement and workforce development
 - d. School, district, community, tribal development and engagement
 - e. Professional development
 - f. Curriculum and instruction
- B. Provide guidance, input, advocacy and recommendations on policy, rules and legislation related to Indian Education.
- C. Recommend goals and measurable objectives for the American Indian/Alaska Native Student Success Plan to implement by the Oregon Department of Education.

Government to Government:

The Oregon Department of Education (ODE) has a unique relationship with each of the nine (9) federally recognized tribal governments of Oregon. Through a Government-to-Government process and utilizing ODE's Tribal Consultation and Communication Policy, decisions having implications for the nine (9) federally recognized tribal governments will continue to be vetted through the Government-to-Government Education Cluster and/or working in collaboration with each individual tribal government.

Membership:

The Committee shall consist of members who are advocates and representatives of the AI/AN education community in the state of Oregon.

Each of the nine (9) federally recognized tribal governments will be invited to select a member to serve on the Committee; selection of such appointees will be submitted in writing to the Office of Indian Education.

Organizations, entities, and individuals will be invited to submit nominations seeking membership, which will be considered and approved by the ODE OIE.

Selected members will receive a letter from the Director of the Oregon Department of Education confirming membership and will include an outline of commitment, meeting dates, and other pertinent information. Members will receive reimbursement for mileage and parking for each meeting attended.

Committee memberships will serve three (3) year terms and may seek reinstatement upon term expiration. Vacated positions will be reaffirmed or refilled by each tribe/organization/entity within a reasonable time period.

Each Committee member may select a delegate to serve in their absence. Said delegate shall enjoy all the rights and privileges for the Committee meetings. Delegates should be informed and prepared in advance for meetings.

Members will be required to RSVP to indicate whether they or a delegate will be present prior to each meeting. RSVP's will be sent to Nicki Prather (nicki.prather@state.or.us).

18 Member Committee will include representatives from:

Oregon's nine (9) Federally recognized tribal governments
Metro/Urban (Portland, Salem, Beaverton, Eugene/Springfield) Rural
Title VI
Early childhood representative Higher
education representative
Oregon Indian Education Association (OIEA) At-
large representation

Responsibilities of members:

1. Attend scheduled meetings either in person or remotely.
2. Actively participate in all scheduled meetings (*Voting members delegates will have same voting responsibilities as voting members).
3. Bring relevant information from tribes or other represented entities/organizations to Committee.
4. Connect with constituents and local networks to share with Committee.
5. Members will review minutes and materials prior to meetings.

Removal from the Committee will occur when a member is absent for two (2) consecutive meetings. The only exception to this rule is when prior notice is provided to the Committee Chair and to the Oregon Department of Education, Executive Assistant.

An exception to the removal clause shall remain in effect for the representatives of the 9 Federally recognized Tribes who operate under the purview of a separate sovereign government.

The charter shall be reviewed and reassessed by the Committee annually.

Terms and Duties of Officers Section:

1. Chairperson and vice-chairperson shall be elected from and by the Committee and serve for a minimum of one year.
2. The chairperson shall preside at all meetings of the Committee. The chairperson will represent the Committee at State Board of Education meetings and other meetings deemed important by the Committee.
3. The vice-chairperson shall assume all duties of the chairperson in the chairperson's absence.
4. The chairperson, in collaboration with ODE staff designee, shall be responsible for establishing the agendas for meetings. An agenda, together with relevant materials, shall be sent to members at least two (2) weeks in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the committee chair, and approved by committee members at the following meeting.