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*Tina Kotek, Governor*

**AI/AN Advisory Committee Members**

***Chair Tamara Henderson***

***Vice Chair Leilani Sabzalian***

*Angie Fasana*

*Portland, Position Open*

*Beaverton/ Hillsboro, Open*

*Sonya Moody-Jurado*

*Molly Hockema*

 *Alternate: Marsha Frost*

*Chris Mansayon*

*Juliana Marez*

*Julie Bettles*

*Luhui Whitebear*

*Modesta Minthorn*

*Alternate: Pamela Shippentower*

*Nicole Butler-Hooten*

*Robin Butterfield*

*Sandy Henry*

*Shelby Maerz*

*Valerie Switzler*

*Diane Teeman*

**Office of Indian Education**

*April Campbell, Director*

*Renee Roman Nose, Native American Student Success Coordinator*

*Brent Spencer, Indian Education Coordinator*

*Brandon Culbertson, Education Engagement Coordinator*

*Stacy Parrish, Indian Education Specialist*

*Raina Reece, Executive Support Specialist*

*Jennifer Belle, Office Specialist*

*Natalie Altermatt, Executive Support Specialist*

**2023 Meeting Dates**

*April 11th, 2023*

**American Indian/Alaska Native Advisory Committee**

**March 14th, 2023**

**9:30 a.m. – 12:00 p.m.**

**Oregon Department of Education**

**Join by Zoom**

**AGENDA**

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

 1.1 Opening Blessing TBD

 1.2 Committee Roll Call/Introductions

 1.3 Introductions & Welcome to Partners Chair Henderson

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

Is there any changes in the minutes that any committee members would like changed? No Comment. Okay you have one week to submit to changes to Raina before they are posted to their site**.**

**9:45 3.0 Initiative Director** Pooja Bhatt

3.1 Governor’s Agenda on improving early learning and K-12 outcomes

I wanted to start by sharing the governor’s Budget, we are not looking at cuts at the education budget since this is one of her priorities. The Oregon tribal student grant was so amazing and Gov Kotek is pleased to recommend this in her 2023 biennium cycle. Governor Kotek is the first to put this in her two year budget and this shows how important it is to have this grant and what type of investment this impact has. We want to invest in our people and individuals who serve our kids. Investing in our workforce includes early learning programs and enhancements of what is already in place. We need to stabilize our workforce. We are looking to invest in our facilities and expand capacity which would help expand early learning facilities, grants and technical assistance. Legislature session ends in June and it is a long process and we are currently working with legislature to make sure all areas of the projected budget match the needs of Oregon. Moving into early literacy, how do we get children off to a good start with early learning?

Julie: Summarizing early literacy a collective response: it truly means family engagement, availability of resources, literacy reflective of community values, big brother/ sister programs, funding that evaluates/ assesses programs to determine, Oregon department of education starting with the parent as the first educator.

Pooja: I heard a quote that I really like and has stuck with me, *before a child learns to read and write they learn to listen and speak.*

There are two bills being considered and is summarized into two sections: School Strategies and community strategies. A: Aligning teacher preparation to ensure elementary teachers are prepared to teach reading and writing, building public awareness of the importance of early literacy and our collective role and responsibilities. School Strategies: thinking of parents are full partners in education and bring student –family centered early literacy support. This would be implemented in the 2023-34 school year. The Community Strategies would be to expand existing culturally and linguistically responsive early literacy programs with family and caregiver engagement. Train the Trainer concept.

Questions? Brandon: Curious about adult literacy and community work- Providing support and Guidance for adults who were not supported in literacy, How can we help the adults be the first line for education? –

Are there currently any support for adults? No, at the moment so this seems to be a huge need

For the Siletz Tribe we are offering parenting classes and online resources since the pandemic.

Julie: The vroom model – Looking at engaging parents with their child in ways other than sending books home and asking them to read. There is many helpful tips that we are looking to get out in literacy nights that will help build that connection between parent and student.

Tamara: The GED program increased massively once the pandemic hit for parents and students that wanted to either graduate early or help their students with materials. We want to keep these programs up and this one is currently going to be discontinued in June and we would like to keep this going. We don’t want to have something in place and see the need being met then taking it away because it creates an uncertainty. We are looking at options to keep this open with different funding.

Stacy: We need more support in our rural schools with technical assistance. This is currently in parenthesis in the plan, but I would like to have this led in rural school districts. They are lacking on a huge level and impacts the tribal communities, school districts, and communities in general.

Pooja: Thank you for your feedback, time and space with me today. I have learned a lot and I appreciate the support.

**1o:30 Break**

**10:40 4.0** **Office of Indian Education**

4.1 SSP Update

We met with our tribal representatives at Government to Government Education Cluster last week along with individual meetings with 6 of our 9 tribes from December - February. Our primary reason was to learn their priorities and engagement process, It was humbling to sit and listen to our 9 nations. Our tribes have been trying to fill job positions and this has been difficult to do. You will be getting an executive report at what is currently happening, some of these are CTE and STEM, homelessness etc. Will share more in the follow up material. With our plan we sent this out late and this is a first edition, please read it over and mark it up, ask questions, take this to your community and bring this to the next meeting in April. Thank you all for your time and consideration.

 4.2 Updates – April Campbell & Team

 The THSH lessons that were translated into Spanish are still being updated and once approved will be sent out to all educators. We are getting more approval to post tribal lesson plans on our sites and have had a lot of good feedback, we are excited to keep working with the tribes to include more tribal curriculum. Title VI continues to meet monthly, ODE does not have any oversight but does hold space for this event. We have fielded questions from Title VI sites and provided guidance or referred to the U.S department of Education. The language grant is open to all nine federally recognized Tribes of Oregon and is a non-competitive grant for $100,000 to support tribal language efforts, including additional language speaker training and certification. The Transitions Grant goal is to improve the transitions success rates for these key moments in the educational journey between Kindergarten, elementary, middle, high school, and post-secondary education. Four Grantees are currently doing this work.

Luhui – do you have any guidance on that this is different from the ethnic studies **-** any one pagers?We are getting some questions on this and we are looking into getting building a one pager to differentiating the ethnic studies. The language Grant – please request your draw downs and we look forward to more in the future. The Language Documentary Film will be told by each tribe and meetings have been set up. This process is moving forward and it is very exciting. Each tribe will be given a copy of interviews and the documentary itself. If you have not scheduled your meetings with Firestarter Studio please do so as soon as possible. The U of O discipline study once complete UO will provide professional development to help reduce the rates of over discipline experienced by AI/ AN students. NSSO will be helping student outcomes for Native Students and Families by providing greater understanding of how to successfully navigate through complex school systems. This is being administered through seven Tribes and eight ESDs. TAPP efforts and at an all-time high with attendance rates increasing by 13%. Stacy is currently on her spring site visits and will be hosting a May symposium for all of the TAPP family advocates and tribal partners.

ESSER III we have five of the nine grants approved and two at DOJ, and two awaiting submission. The proposed grant report date is August 15th, 2023. ESD Grant progress has 4/5 with one awaiting submission. The Areas of Aligned focus for this grant are culturally specific FTE, culturally responsive SEL, Health and Wellness, Title VI support, community engagement, and supplemental Title VI support.

**11:20 5.0 OIEA Update**

Email announcement for registration has went out and if you are looking for this please let me know! Our request for presenters is still open and we are still accepting applications. We are holding this at PSU this year and are very excited to hold this event! OIEA membership is required and included in the conference Fees

**11:30 6.0 AI/AN Advisory Committee Business**

6.1 Open Seats: Potential Applicant Introduction

 Kainoa Sandberg – Beaverton

No objections – Kainoa’s Application has been accepted

**11:40 7.0 Community Comment** Chair Henderson

 Public testimony may be submitted ahead of time in writing to

 AIAN.AdvisoryCommittee@OregonLearning.org

**11:50 8.0 Other Business and Next Meeting Agenda Items** All

 8.1 Proposed April 11th meeting 9:30 a.m. – 12:00 p.m.

 8.2 Next Steps

**12:00 Adjourn**