

Tribal Attendance Pilot Project

Definitions

The following definitions apply to OAR 581-018-0520 to 581-018-0535:

(1) “American Indian”/Alaska Native means persons having origins in any of the original peoples of North and South America (including Central American) and who maintain tribal affiliation or community attachment.

(2) “Tribe” means:

- (a) The Confederated Tribes of the Warm Springs Indian Reservation.
- (b) The Confederated Tribes of the Umatilla Indian Reservation.
- (c) The Burns-Paiute Tribe.
- (d) The Confederated Tribes of Siletz Indians of Oregon.
- (e) The Confederated Tribes of the Grand Ronde.
- (f) The Cow Creek Band of Umpqua Indians.
- (g) The Confederated Coos, Lower Umpqua and Siuslaw Tribes.
- (h) The Klamath Tribe.
- (i) The Coquille Tribe.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 23-2014, f. & cert. ef. 6-24-14

(3) “tribal(ly) enrolled” means an individual who is recognized as a member of one of the Oregon nine federally recognized tribal governments.

(4) “chronic absenteeism” means missing 10% or more of school days in an academic year.

(5). “family/community advocate” means a community-based individual hired in collaboration with the designated tribe to develop strategies and partnerships with relevant community resources to staff and implement the attendance project in the designated school district

(6) “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) of the Internal Revenue Code as defined in ORS 314.011.

(7) “Title VII Indian Education” means a federally funded program receiving United States Department of Education Title VII — Indian, Native Hawaiian, and Alaska Native Education funding.

581-018-0523

Establishment

(1) There is established the Tribal Attendance Pilot Project to support collaboration between the tribe and school district in efforts to design, implement, and improve the attendance of American Indian/Alaska Native students in schools.

(2) The non-competitive grant, up to \$150,000 per site, will be awarded by January 2016 and the grant cycle ends September 2017. A detailed description of proposed programming, partnerships, and strategies will be required.

(3) The grant funds will be used to hire a community advocate position that would work to create effective strategies to reduce absenteeism for American Indian Alaska Native students in a preselected school or schools. Using best practice concepts from *Attendance Works*, strategies should include the following five components:

1. Recognizing good and improved attendance
2. Engaging students and parents in school culture
3. Monitoring and reporting attendance data and practices
4. Providing personalized early intervention and outreach supports
5. Development of programmatic responses to identified barriers as needed

Additional expectations will focus on planning, implementing, and monitoring the strategies applied to reduce chronic absenteeism. These strategies should include these goals:

- (a) Robust collaboration between tribe and school district;
- (b) Strengthening relationships between school district, local community services, and federally recognized tribal government programs;
- (c) Improving the attendance of American Indian/Alaska Native students, and positive impact to the entire school community around regular attendance; and
- (d) Development, implementation, monitoring, and dissemination of best practices in an effort to reduce chronic absenteeism and ameliorate barriers to regular attendance.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 23-2014, f. & cert. ef. 6-24-14

581-018-0526

Eligibility

(1) To be eligible to receive the Tribal Attendance Pilot Project funds a qualified applicant must:

- (a) Be a school district identified by one of Oregon's federally recognized tribal governments.
- (b) Be prepared to enter into an inclusive partnership with the designating tribe.
- (c) Include tribal consultation in the hiring of the community advocate position (1.0 FTE).
- (d) Track and disseminate attendance data with ODE and tribal representatives.

(2) Qualified applicants must be available to work with the consulting team provided by Oregon Department of Education to receive guidance and support.

(3) A single grant may be used to serve more than one school as long as the program goals can be met by the single hire (1.0 FTE) in the course of a normal (40 hour) work week.

(4) The Department of Education shall monitor the programs, provide technical assistance and training, support parental outreach, provide coordination of efforts, develop and report out lessons learned and best practices, and implement a broad-based messaging campaign about the importance of school attendance.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 23-2014, f. & cert. ef. 6-24-14

581-018-0529

Criteria

(1) The Oregon Department of Education shall establish a request for participation and develop criteria to gauge full participation in the Tribal Attendance Pilot Project. All proposals must comply with the requirements of ORS 342.950 and rules adopted to implement that section.

(2) Grants shall be released on the following criteria:

- (a) Whether the grant application identifies how the district will partner with the local tribe, tribal representatives and families to improve attendance for American Indian/Alaska Native students;

- (b) Whether the grant application describes a strong and robust plan to meet the needs of American Indian/Alaska Native students and families to reduce chronic absenteeism;
- (c) Whether the grant application describes expected outcomes and a strong and robust plan to achieve those outcomes; and
- (d) Whether the grant applications demonstrates how district and community partners will collaborate on a mutually designed proposal in which all essential parties participate.

(3) Collaboration and inclusion not limited to:

- (a) Title VII Indian Education Program.
- (b) Postsecondary institutions.
- (c) Youth organizations.
- (d) Health providers and consortia.
- (e) Advocacy organizations, and other private, non-profit, business, faith-based organizations as appropriate.
- (f) Juvenile justice, police, parole and probation, and other needed enforcement agencies
- (g) Counseling, mental health, and other social service providers
- (h) Food banks and nutrition specialists

(4) Communication with families that is regular, uses diverse media and shares student achievement status and goals.

(5) Attendance Project Plan that:

- (a) Reflect relevant research and practices
- (b) Use and monitor local data
- (c) Recognize good and improved attendance
- (d) Engages students and parents
- (e) Provides personalized early intervention and outreach
- (f) Develops programmatic responses to barriers (as needed)

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

(7) The extent to which the proposal clearly documents its capacity to implement and carry out programming and services for Tribal Attendance Pilot Project and demonstrates intentions to work in a collaboration with identified partners.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 23-2014, f. & cert. ef. 6-24-14

581-018-0532

Funding

- (1) The Department will award grants of up to \$150,000 based on participation per pilot site.
- (2) Grantees shall use funds received for activities outlined in the participation proposal including the hiring of one community-based advocate (1.0 FTE).
- (3) 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.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 23-2014, f. & cert. ef. 6-24-14

581-018-0535

Reporting

- (1) The tribal representatives, community advocate, and district representatives will provide detailed responses to surveys and questionnaires as developed by the Oregon Department of Education no more than five (5) times during the grant cycle.
- (2) The Oregon Department of Education shall provide grant recipients a template for a 6-month report, (June 30, 2016), an interim report (January 15, 2017) and a Final Review report (July 31, 2017) that includes a detailed narrative prior to receiving the final funds.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

Hist.: ODE 18-2014(Temp), f. & cert. ef. 3-28-14 thru 9-24-14; ODE 23-2014, f. & cert. ef. 6-24-14