

American Indian Alaskan Native Oregon Indian Education State Plan

GOAL	LEARNERS: Every student graduates from high school and is ready for college, career, or civic life.	Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.	Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.	Communities: Meaningfully engages elders, parents, stakeholders, and the larger community to help make Oregon's schools the best in the country.	ODE: Internal systems and processes support Equity Initiatives.
OBJECTIVE	Districts increase graduation rates for AI/AN students to meet or exceed statewide average of all students.	<p>Districts will recruit, hire, place and retain a minimum of 5% AI/AN educators (administrators, teachers, support staff) or a percentage equal to the percentage of AI/AN students in the district, whichever is greater.</p> <p>The AI/AN staff should be distributed equally among administrators, teachers, and support staff.</p>	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 that are developed in collaboration with local tribes and are aligned with the Common Core State Standards and state standards.	OEIB, ODE, ELD, YDC, HECC, and TSPC will strategically invest and collaborate with Oregon's federally recognized tribes, Native/Indian organizations, Title VII Programs, and AI/AN community programs to implement, support, and maintain culturally relevant family/parent engagement so that every AI/AN child will begin their educational journey ready to succeed.	Create accurate identification criteria for who is counted as an AI/AN student and require districts to collect data.
STRATEGY	<p>Annually ODE will initiate and communicate a campaign regarding resources that are available to AI/AN students and participate in large scale in-services that will increase graduation rates.</p> <p>ODE will partner with tribes and other stakeholders to identify and advocate for implementation in classrooms of culturally responsive approaches to increase graduation rates.</p> <p>ODE will provide a framework for districts to share and disseminate culturally relevant best practices and strategies specific to closing the opportunity gap for every AI/AN students.</p>	<p>Diversify the hiring pool of AI/AN teacher candidates by:</p> <ol style="list-style-type: none"> 1. ODE encouraging districts to place job postings for teacher, administrative, and classified positions in Native specific media outlets, and 2. Creating an ODE resource page that provides resources, networks, and strategies for recruiting, hiring, and retaining AI/AN teachers, administrators, and classified staff <p>Offer place-based and general Professional Development to district HR offices and/or hiring panels on equitable hiring practices.</p>	<p>ODE will support efforts to develop legislative language which mandates implementation of (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials.</p> <p>ODE will continue to collect AI/AN curriculum which is, or can be aligned to the Common Core.</p> <p>ODE will provide a framework for districts to share and disseminate culturally relevant best practices, strategies, and curriculum to successfully increase educational opportunities for AI/AN students.</p> <p>Continue efforts with Advisory Panel, Oregon Tribes, OIEA, and other AI/AN stakeholders to develop legislative language for the 2017 session – ODE & et al</p>	<p>Leverage and connect to existing engagement efforts (including social events, entertainment, science nights, open houses, and community clubs).</p> <p>OEIB staff will convene the necessary agents to target funds for a minimum of 10 Native communities and tribes to support community driven "Community Conversations" (CC). OEIB will improve student/ parental/ community engagement by establishing a cadre to facilitate "CC" and assist with the drafting of local "CC" action plans with strategies for improving engagement.</p> <p>Engagement efforts will be led by OEIB and *ODE et al.</p> <p>Utilize AI/AN Advisory Panel, Education Cluster (Government to Government), and other stakeholder groups to solicit best practices to engage community conversations – *ODE & et al</p>	<p>Establish a task force that will use multiple definitions (i.e. Federal, Title VII, District, NCES, etc.) to create one "flagged" data set for all Oregon educational agencies to adopt.</p> <p>Develop a campaign to inform districts about the new data collection mandate.</p>
MILESTONES/ DATA POINTS	<p>Conduct annual in-service opportunities.</p> <p>Kindergarten Readiness data – ODE Early Learning Supports – ELD Monitor 9th Grade on Track data – ODE Graduation rates (4th year & 5th year) – ODE Middle School early warning data - ODE SPED, TAG, Diploma Types - ODE*</p>	<p>Oregon Educator Network (website)– ODE Professional Development offered– ODE</p> <p>Licensed educators data – TSPC</p>	<p>Enrolled bill Utilize SB 739 Website to house information - ODE</p>	<p>Survey results collected and analyzed.</p>	<p>Create task force – ODE & OEIB Develop definition – Task Force Coordinate with ODE Data Team to create an AI/AN flag - ODE Disseminate to education agencies - OEIB</p>
OBJECTIVE	<p>Increase college or career readiness of AI/AN students to meet or exceed statewide average of all students.</p> <p>All AI/AN students will have the opportunity to graduate from HS with a minimum of 3 college credits.</p>	<p>Ensure 100% of educators (administrators, teachers, support staff, school boards) receive AI/AN culturally responsive training at least once per academic year.</p>			<p>Establish framework for accountability of implementation of the AI/AN State Plan.</p>

STRATEGY	<p>ODE will encourage and incentivize (when possible) districts to provide opportunities for AI/AN students to visit or attend or be visited by various colleges and/or career/vocational training programs.</p> <p>ODE will communicate that:</p> <ul style="list-style-type: none"> • These are district responsibilities, not the sole responsibility of Title VII • AI/AN students need to be included in all college and career exposure opportunities. <p>ODE will pursue funds to support a state-wide college access day for AI/AN students</p> <p>ODE will provide support to districts in implementing AI/AN culturally specific college and career readiness programs, services, and resources to every student beginning in 3rd grade in order to create conditions for student engagement, leadership, and empowerment.</p> <p>ODE will coordinate with HECC to develop strategies to increase post-secondary exit to high-paying employment opportunities.</p>	<p>ODE will support districts in developing Equity Plans which will include providing AI/AN culturally responsive professional development opportunities for all staff at least once per year.</p> <p>ODE will create a list of appropriate AI/AN culturally responsive trainings which districts can access.</p> <p>Explore a partnership with TSPC to offer an Indigenous Educational Sovereignty Certificate that teachers can obtain through continuing education units. The certificate will include information on teaching about AI/AN people and effective teaching to AI/AN students.</p>	<p>ODE will report to the State Board of Education twice per year on the implementation efforts of the AI/AN Education State Plan.</p> <p>ODE will create an annual AI/AN report on progress of the AI/AN Education State Plan. Data to include: attendance; discipline; SPED; graduation rates; achievement; drop-out; post-secondary entrance; TAG rates; poverty (FRL); homeless; ELL/second language; and other data as available.</p>
MILESTONES/ DATA POINTS	<p>Identification of funds to target AI/AN student college and career readiness programs. Promote existing AI/AN college and career readiness opportunities on ODE website.</p> <p>HS college credit data (BY 2017) – ODE College & Career Readiness data – ODE Access & Affordability Initiative reports- HECC ODE’s College & Career Programs - ODE Career Readiness & Workforce Development data from HECC Middle School early warning data - ODE</p>	<p>Promote list of professional development training opportunities on ODE website. Develop IES Certificate – TSPC / ODE Equity Plan development – ODE (Equity Unit)</p> <p>AI/AN Educator data - TSPC</p>	<p>Annual Report - ODE</p>
OBJECTIVE	<p>Increase AI/AN attendance to meet or exceed statewide average for all students.</p>	<p>100% of pre-service students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribe.</p>	<p>Continue to build internal ODE capacity by strengthening the organizational infrastructure and increasing staffing to increase support to schools, Title VII, Oregon Federally Recognized Tribes, and AI/AN communities.</p>
STRATEGY	<p>OEIB will support a policy option package for funding to support a Tribal Attendance Pilot Program. The program would target schools in need of additional support to improve AI/AN attendance. Create a climate survey (a tripod survey for students, educators, and parents) in schools struggling with truancy of AI/AN students in order to identify barriers to attendance. Partner with Youth Development Division to leverage efforts of this program. <i>Note that this is a strategy connected to nine</i></p>	<p>ODE will connect with current Native Teacher prep programs at UO and PSU to assist with current outreach efforts and invite input on additional strategies to meet this objective.</p> <p>Identify funds to create Native American Educator hiring campaign.</p>	<p>Gather existing state Indian Education legislation to create a comprehensive Indian Education bill that would include increased resources dedicated to AI/AN education at ODE.</p> <p>Create Professional Development for ODE staff on the State Indian Education Plan (include cultural competency, sovereignty, Oregon Federally Recognized Tribes, and other identified trainings) to be offered to ODE staff and other educational agencies.</p>

tribes and is proposed by Oregon's Federally Recognized Tribes.

In addition to lessons learned from pilot, research, identify and disseminate best practices, strategies, and tools for districts to adapt to their local contexts to improving attendance for all AI/AN students.

ODE work with districts to convert cultural absences into credit earning opportunities.

Increase representation of AI/AN stakeholder input for programs and services offered through ODE (advisory boards, committees, hiring panels, etc.).

MILESTONES/ DATA POINTS	Secure and distribute funding for pilot program - OIEB/Legislature	Outreach to PSU & UO – ODE	Connect with tribal government lobbyist and other AI/AN organizations to support efforts - ODE Training opportunities available to ODE staff - ODE
	Disseminate funds and track progress – OIEB/ODE	Campaign funding & structure – OEIB & ODE	
	Develop framework for districts to review absences related to cultural activities - ODE	Continued work with the Minority Teacher Act – ODE & OEIB	
	Attendance data - ODE	Minority Teacher Act Report – OEIB AI/AN Educator data - TSPC	AI/AN Indian Education Bi-annual & Annual Plan - ODE

*ODE & et al – Oregon Department of Education leads efforts with other state educational agencies and divisions (Early Learning Division, Youth Development Council, Higher Education Consortium Commission, Teacher Standards & Practices Commission, Oregon Education Investment Board)

AI/AN – American Indian / Alaska Native

ELD – Early Learning Division of the Oregon Department of Education

NCES – National Center for Education Statistics

ODE – Oregon Department of Education

OEIB – Oregon Education Investment Board

OIEA – Oregon Indian Education Association

Oregon’s Federally Recognized Tribes –

- Burns Paiute
- Confederated Tribes of Coos, Lower Umpqua & Siuslaw
- Coquille Indian Tribe
- Cow Creek Band of Umpqua Tribe of Indians
- Confederated Tribes of Grand Ronde
- Klamath Tribes
- Confederated Tribes of Siletz Indians
- Confederated Tribes of the Umatilla Indian Reservation
- Confederated Tribes of Warm Springs

Title VII – Title VII Indian Education

TSPC – Teacher Standards Practice Commission

YDD – Youth Development Division of the Oregon Department of Education