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Tribal Attendance Pilot Project

581-017-0365

Definitions

The following definitions apply to OAR 581-017-0365 to 581-017-0375:

- (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.
- (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.

Stat. Auth.: ORS 327.800
Stat. Implemented: ORS 327.800

581-017-0367

Establishment

- (1) The Tribal Attendance Pilot Project is established to support collaboration between tribes and school districts in efforts to design, implement, and improve the attendance of American Indian/Alaska Native students in schools.
- (2) The Department of Education shall award non-competitive grants to qualified applicants.
- (3) The grant funds will be used to hire a family advocate position that would work to create effective strategies to reduce absenteeism for American Indian Alaska Native students in a preselected school or schools. Grant recipients shall use best practice concepts which include the following five components:
 - (a) Recognizing good and improved attendance;
 - (b) Engaging students and parents in school culture;
 - (c) Monitoring and reporting attendance data and practices;
 - (d) Providing personalized early intervention and outreach supports; and
 - (e) Development of programmatic responses to identified barriers as needed.
- (4) Additional expectations of the grant 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 overcome barriers to regular attendance.

Stat. Auth.: ORS 342.950
Stat. Implemented: ORS 342.950

581-017-0369

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 the tribes.
 - (b) Be prepared to enter into an inclusive partnership with the designating tribe.
 - (c) Include tribal consultation in the hiring of the family advocate position (1.0 FTE).
 - (d) Track and disseminate attendance data with the Department of Education and tribal representatives.
- (2) Qualified applicants must be available to work with the consulting team provided by the Department 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 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

581-017-0371

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 OAR 581-017-0365 to 581-017-0375.
- (2) The Department shall award grants 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;
- (d) Whether the grant application demonstrates how district and community partners will collaborate on a mutually designed proposal in which all essential parties participate;
- (e) Whether the grant application meets the requirements of OAR 581-017-0365 to 581-017-0375; and
- (f) Whether the grant application clearly documents the school district's and tribe's capacity to implement and carry out programming and services for the Tribal Attendance Pilot Project and demonstrates intentions to work in a collaboration with identified partners.

(3) A grant application must include a description of how the school district and tribe will collaborate with other governmental entities and private organizations to meet the goals of the grant, including, not limited to:

- (a) Title VII Indian Education Programs;
- (b) Post-secondary institutions;
- (c) Youth organizations;
- (d) Health providers and consortia;
- (e) Advocacy organizations, and other private, non-profit, business, and 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; and
- (h) Food banks and nutrition specialists.

(4) A grant application must include a description of a plan for communication with families that is regular, uses diverse media channels and shares student achievement status and goals.

(5) A grant application must include an Attendance Project Plan that:

- (a) Reflects relevant research and practices;
- (b) Uses and monitors local data;
- (c) Recognizes good and improved attendance;
- (d) Engages students and parents;
- (e) Provides personalized early intervention and outreach; and
- (f) Develops programmatic responses to barriers (as needed).

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

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

581-017-0373

Funding

(1) The Department will award grants of up to \$150,000 based on participation per pilot site. If a pilot site either does not participate in the grant or does not meet the requirements of the grant, monies designated for that pilot site may be distributed equally among the other pilot sites even if the pilot sites have already received the maximum award under this subsection.

(2) Grantees shall use funds received for activities outlined in the participation proposal including the hiring of one community-based family 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

581-017-0375

Reporting

(1) Grant recipients 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