# **OAR 584-017-0640**American Indian/Alaska Native Student Success Grant: **Definitions**

The following definitions apply to OAR 581-017-0640 to 581-017-0655:

(1) “Achievement gap” means the research-based gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.

(2) “American Indian/ Alaska Native Student Success Grant” means the Grant established in OAR 329.843.

(3) “Community-based organization” means a nonprofit organization that is representative of a community or significant segments of a community, which is located within or in close proximity to the community it serves.  This includes culturally specific organizations that have an expressed mission of providing services to specific populations within a community.

(4) “Culturally responsive” means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

(5) “Culturally Specific Organization” means local organizations led and staffed by persons of color that primarily serve communities of color; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety believes/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

(6) “Disproportionate discipline” means disproportionate rates of suspensions and expulsions for American Indian/ Alaska Native students compared to their white classmates “who commit similar infractions and who have similar discipline histories.”

(7) “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) or a social welfare organization under 501(c)(4) of the Internal Revenue Code as defined in ORS 314.011.

(8) “Opportunity gap” means the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

(9) “Plan student” means a student enrolled in early childhood through post-secondary education who:

(a) Is an American Indian or Alaskan Native; and

(b) Has experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

(10) “Student” means individuals who self-identify as American Indian/ Alaska Native who are enrolled in early childhood through post-secondary education.

(11) “Tribe(s)” means a federally recognized tribal government in Oregon; Burns Paiute, Confederated Tribes of Coos, Lower Umpqua and Siuslaw, Confederated Tribes of Cow Creek Band of Umpqua, Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of Warm Springs, Coquille Tribe, and/or Klamath Tribes.

**Statutory/Other Authority:** ORS 329.843
**Statutes/Other Implemented:** ORS 329.843
**History:**

# 581-017-0643American Indian/Alaska Native Student Success Grant: **Establishment**

(1) There is established the American Indian/ Alaska Native Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, Education Service Districts, post-secondary institutions of education, community-based organizations and Tribe(s) who are working to design, implement, improve, expand, or otherwise revise programs and services for American Indian/ Alaska Native students. The programs and services to be provided under the grant will address one or more of the following indicators for American Indian/ Alaska Native Students:

(a) Address the disproportionate rate of disciplinary incidents involving plan students as compared to all students in the education system;

(b) Increase family engagement in the education of plan students;

(c) Increase the engagement of plan students in educational activities before and after regular school hours;

(d) Increase early childhood education and kindergarten readiness for plan students;

(e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;

(f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;

(g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;

(h) Support the development of culturally responsive curricula from early childhood through post-secondary education;

(i) Increase attendance of plan students in early childhood programs through post-secondary and professional certification programs;

(j) Increase attendance of plan students in four-year post-secondary institutions of education; and

(k) Increase financial resources to sustain and advance the work of the American Indian/ Alaska Native Student Success Plan.

(2) Subject to available funds, the Department of Education shall award grants based on a detailed description of proposed programming or services. The programs or services may include:

(a) The scale-up of an existing program or service; and

(b) The implementation of a new program or service.

(3) The purpose of the grant program is to provide funds to applicants that document an understanding of the unique needs of American Indian/ Alaska Native students, and who have the potential to become exemplar programs and who create collaborative practices relating to strategies outlined in the American Indian/ Alaska Native Student Success Plan.

**Statutory/Other Authority:** ORS 329.843
**Statutes/Other Implemented:** ORS 329.843
**History:**

# 581-017-0646American Indian/Alaska Native Student Success Grant: **Eligibility**

(1) To be eligible to receive the American Indian/ Alaska Native Student Success Grant, an organization must:

(a) Be an early learning hub, a provider of early learning services, a school district, an education service district, an Education Service District, a post-secondary institution of education, a tribal government, a community-based organization or a culturally specific organization;

(b) Serve a percentage and/or number of American Indian/ Alaska Native Student populations determined by the Oregon Department of Education;

(c) For existing programs or services that are being scaled up, provide data to the Department of Education documenting that the majority of their students who are served through the programming or services by the organization are American Indian/ Alaska Native;

(d) For new programs or services, provide information to the Department about how the program or services will serve American Indian/ Alaska Native students; and

(e) Be actively engaged in or prepared to enter into an inclusive partnership and or consortium with other eligible entities invested in the success of the project that seeks to close gaps for American Indian/ Alaska Native students through the implementation of culturally responsive programming or services. The partnership or consortium must meet the following criteria:

(f) Consortiums and partnerships must include a culturally specific organization.

(g) If the organization is a culturally specific or community-based organization, it must have at least one school district or post-secondary institution as a partner.

(h) If the organization is an early learning hub or provider of early learning services, it must have at least one school district or post-secondary institution as a partner.

(i) Grants may be established with federally recognized Tribe(s)/Tribal governments in Oregon, education service districts (ESDs), education-focused non-profit organizations, and other qualified entities for purposes allowed in this rule, but the fiscal agent must be one of the eligible recipients identified in subsection (1)(a) of this rule.

(2) A single grant proposal may include more than one eligible applicant, but the fiscal agent must be one of the eligible applicants identified in subsection (1) of this rule.

**Statutory/Other Authority:** ORS 329.843
**Statutes/Other Implemented:** ORS 329.843
**History:**

# 581-017-0649American Indian/Alaska Native Student Success Grant: **Criteria**

(1) The Oregon Department of Education Office of Indian Education will establish a process for eligible grant recipients to request the American Indian/ Alaska Native Student Success Grant each year for which grant funds are available. The Department, in consultation with the Advisory Committee, shall award grants to early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, tribal governments and community-based organizations to implement the strategies provided in the plan developed and implemented under this section.

(2) The Oregon Department of Education will identify eligible entities as per guidance and approval process to be conducted for the American Indian/ Alaska Native Student Success Plan for Grant funds. All proposals must align with the objectives outlined in the most current American Indian / Alaska Native Student Success Plan and comply with the requirements of the Department’s Procurement process. Grants shall be awarded based on the following criteria:

(a) Ability of the applicant to identify how funds will be used to address school attendance and chronic absenteeism, Pre-K to 3rd grade, middle and high school, utilizing programs that create educational supports and developmental assets leading to continual and increased attendance for American Indian/ Alaska Native students. In Pre-K programs, this is specific to increased enrollment and attendance in early learning programs which foster success upon entering the K-12 education system. A critical examination of the negative impact of disproportionate rates of American Indian/ Alaska Native students named in discipline behaviors leading to suspensions and expulsions is also a key component in this area;

(b) Ability of the applicant to demonstrate knowledge, experience, and expertise in addressing family and community engagement to improve academic achievement and graduation rates for American Indian/ Alaska Native students; and

(c) Ability of the applicant to increase student participation in summer school, improved academic preparation, transitions from early childhood to kindergarten, middle school to high school, high school to college and/or increase graduation rates and decreased dropout rates.

(2) The Department shall give priority to proposals that meet the minimum criteria and:

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

(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for addressing the needs of American Indian/ Alaskan Native student populations, including demonstrated intentions to work in a collaborative way with Tribe(s), school districts and/or post-secondary institutions.

(3) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

(a) Whether the applicant meets the minimum requirements in OAR 581-017-XXXX;

(b) Geographic location of grant applicants to ensure geographic diversity and representation within the recipients of and students served by grant programs funded throughout the state. This includes areas of the state that demonstrate a lack of sufficient services for American Indian/ Alaska Native students;

(c) Whether grant applicants demonstrate commitment and readiness to use best practice around culturally responsive programming and services to close gaps for American Indian/ Alaska Native students; and

(d) Whether applicants demonstrate evidence of prior implementation of a robust culturally responsive program or service as a way to close opportunity gaps for American Indian/ Alaska Native students.

**Statutory/Other Authority:** ORS 329.843
**Statutes/Other Implemented:** ORS 329.843
**History:**

# 581-020-0652American Indian/Alaska Native Student Success Grant: **Funding**

(1) The Office of Indian Education will determine the distribution of the Native American/ Alaska Native Student Success Plan Grant funds each fiscal year.

(2) Grantees shall submit a detailed budget narrative and complete a budget template for the program or service that being funded through the grant.

(3) Grantees shall use funds received for the current program scale-up and new program planning and implementation as outlined in the request for proposal.

(4) 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.

(5) Funds received by a grantee under this section must be separately accounted for and may be used only for the purposes described in the grant agreement. A grant recipient may use up to five percent for administrative costs, including indirect costs, as determined by the grant agreement.

**Statutory/Other Authority:** ORS 329.843
**Statutes/Other Implemented:** ORS 329.843
**History:**

# 581-020-0655American Indian/Alaska Native Student Success Grant: **Reporting**

The Oregon Department of Education Office of Indian Education shall provide to grant recipients a template for an interim and final grant report.

(1) Grantees must submit a final report prior to receiving their final request for funds.

(2) Each year, Grantees must report on the grant in the manner and form required by the Department.