



Kate Brown, Governor

AI/AN Advisory Committee

Members

Angie Morrill
Beverly Youngman
Brandon Culbertson
Bridgett Wheeler
Chris Mansayon
Jesse Beers
Julie Bettles
Kelly LaChance
Leilani Sabzalian
Mandy Smoker-Broaddus
Mercedes Jones
Modesta Minthorn
Robin Butterfield
Sally Kosey
Sandy Henry
Scott Minthorn
Sonya Moody-Jurado
Tamara Henderson
Tammie Hunt
Valerie Switzler
Will Hess

Office of Indian Education

Colt Gill
Director

April Campbell,
Indian Education Advisor to Deputy
State Superintendent

Ramona Halcomb
Indian Education Specialist

Debbie Green
Executive Support

Future Meetings

March 10, 2020
May 5, 2020
June 30, 2020
September 1, 2020
November 3, 2020

American Indian/Alaska Native Advisory Committee

JANUARY 7, 2020 | 9:30 a.m. - 4:00 p.m.

Oregon Department of Education- Basement A

255 Capitol Street NE | Salem, OR 97310

Conference call: 866-434-5269, Access code 8269784

AGENDA

9:30	1.0	Welcome / Networking	All
9:40	2.0	Indian Education Office Updates	Staff
10:30	3.0	Tribal History Shared History Update	April Campbell
11:00	4.0	AI/AN Education Plan Work	Members
12:00		Working Lunch (Updates from Members)	
1:00	4.0	Continued	Members
2:45	5.0	Public Comment	
		<i>To provide public testimony, sign-in at the meeting or submit a written testimony prior to the meeting. Each group may have one speaker; each individual or group spokesperson will have three (3) minutes.</i>	
3:00	6.0	Legislative Concept – Regalia	Ramona Halcomb
3:30	7.0	Other Business, Next Meeting Agenda Items	Members
4:00		Adjourn	

ADA accommodations: Please e-mail Debbie Green / Debbie.green@state.or.us



"ODE-Guest"



Kate Brown, Governor

American Indian/Alaska Native Advisory Committee

NOVEMBER 5, 2019 | 9:30 a.m. - 4:00 p.m.

Oregon Department of Education- Room 251 B
255 Capitol Street NE | Salem, OR 97310

MINUTES

Present: April Campbell, Ramona Halcomb, Tamara Henderson, Leilani Sabzalian, Chris Mansayon, Julie Bettles, Will Hess, Mercedes Jones, Sonya Moody-Jurado, Debbie Green

By phone: Valerie Switzler, Robin Butterfield

Visitors: Laura Foley, Nell Tessman, Suzy Merkarski, Lindsay Pearson, Jeremy Wells

1.0 Welcome / Networking

April Campbell opened the meeting at 9:41 p.m. and introduced Dr. Juan Carlos Chavez, Equity Diversity and Inclusion Assistant Superintendent. He shared a native blessing and song. April reviewed the agenda and there were no edits or additions.

2.0 CTE Plan Information

Laura Foley shared highlights from the current Draft Career Technical Education (CTE) state plan, created almost 100 year ago due to equity issues. Students who participate in CTE have a higher graduation rate than the state average. Discussion on how to ensure this plan meets the needs of American Indian /Alaska Native students. The state is reviewing federal requirements and state needs as they develop their priorities. Three main areas of focus include:

- Career Exploration and Guidance (improve recruitment into CTE programs with earlier exploration opportunities)
- Work-based learning
- Tribal recognition

ODE would like feedback from the tribal communities on these questions:

- How can we partner to ensure career exploration and guidance systems are meeting the needs of our American Indian/Alaska Native youth?
- What opportunities to experience CTE in middle school are most important?
- What communication strategies should be used at the state and local level?
- Are there CTE Programs that one or more tribes would like to participate in the development of for the Statewide Program Framework?

3.0 Tribal History Shared History Update

April shared an update on SB 13 and a review of ODE trainings over the summer.

SB 13 (Tribal History/Shared History) law directs ODE to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. As

part of this requirement ODE will hold a “Train the Trainer” event on December 12, 2019. This event will be used to share lessons produced by ODE’s contractor Education Northwest. This training will include discussion about foundations and modeling of lesson plans. There was a suggestion to have this advisory committee review any lesson plans prior to posting them. Original lesson plans were developed using a wide variety of feedback and robust discussion about what to include. This idea was tabled for a future meeting.

4.0 Gray Family Foundation

Nell Tessman, Program Officer with the Gray Family Foundation, provided members an overview of their Foundation. Their mission is to engage people in Oregon as active stewards of our communities and natural environments. The Foundation provides four grant programs which include: Geography Education, Environmental Education, Outdoor School, and Camp Maintenance. The Foundation desires to engage tribal communities to inform them of grants available which connect youth to the physical, human, and environmental geography of natural resources in Oregon. They are working to develop an equitable process for funding and outreach to all communities across Oregon and wanted the Advisory Committee to be aware of grant opportunities and the process for applying through their Foundation. Other opportunities within the Gray Family Foundation include participation in their advisory committee, and participation in grant reviews and scoring.

5.0 Office of Indian Education Update

April Campbell shared two positions will be added to the Office of Indian Education in the next year. One position will be posted in November and will be used to hire someone who can both support their office technically and have a background able to teach Indian Education basics among other skills. The other position, yet to be determined, will be hired closer to summer 2020. Debbie Green reviewed the new webpage for the committee and gathered feedback on changes and what members would like to see added. Ramona Halcomb gave a brief TAPP update.

Working Lunch (Updates from Members)

6.0 Review AI/AN Student Success Plan Draft

April reviewed a draft of the American Indian/Alaska Native Student Success Plan (2020-2025) with committee members. She gathered feedback from the group as they reviewed the plan together. The main priorities of the Student Success Plan are:

- Increase Graduation Rates of American Indian/Alaska Native Students
- Diversity the Educator Workforce
- Educator Workforce Diversification and Capacity Building
- Implement AI/AN Curriculum
- Continue Authentic Community Engagement
- Accountability
- Reduce Chronic Absenteeism
- Early Learning
- Teacher Standards and Practices Commission
- Support post-secondary Educational Opportunities

April asked members to send additional priorities and any missing key accountability partners to her by December 16th. Recommendation to include youth voice in the planning process.

7.0 Language Use Survey

Suzy Merkarski, from the Office of Teaching, Learning, and Assessment at Oregon Department of Education, is surveying districts on a common first step for identifying potential English learner students – the Language Use Survey. The first section of the survey focuses specifically

on getting your voice and feedback regarding Oregon's current Language Use Survey. There was a recommendation to send the survey to Title VI Coordinators.

Jeremy Wells, School and Community Wellness Advocate, shared his new role in the Office of Equity, Diversity and Inclusion. He serves as a communication conduit. He is a former teacher in Oregon schools and has the expertise to help new employees get up to speed as quick as possible. Wells will advocate for districts and communities that communicate concerns and find opportunities for ODE that impact their communities.

8.0 Other Business

Mona asked members to send current best practices, promising practices, and resources which we can share with districts focusing on improving outcomes for our AI/AN students and youth.

9.0 Next Meeting Agenda Items

- *Dedicating a future advisory committee meeting to SB 13 lesson plans
- *Review AI/AN Student Success Plan Draft

Adjourn at 4:15 p.m.

American Indian / Alaska Native Student Success Plan Revision Worksheet

Tentative timeline (Native Student Success Coordinator may revise):

- January 31: Initial goals to AI/AN plan complete
- February 20: Comments from AI/AN Advisory Committee due
- March 5: Draft of AI/AN Plan to Education Cluster
- March 10: Final draft of AI/AN Plan to Advisory
- April 23: 1st reading of AI/AN Plan to State Board of Education
- May 5: Update to Advisory Committee
- June 9: Update to Education cluster
- June: Final adoption by State Board

Target areas (outlined in the introduced language of Senate Bill 13 during the 2019 session):

- A. Disproportionate discipline – page 2
- B. Parent engagement – page 3
- C. Before and after education activities – page 4
- D. Early Childhood and kindergarten readiness – page 5
- E. Improve literacy and numeracy levels (K-3) – page 6
- F. Student transitions (focus on MS-HS) – page 7
- G. Culturally responsive pedagogy and practices (ECE to PS) – page 8
- H. Culturally responsive curricula (ECE to PS) – Tribal History / Shared History – page 9
- I. Increase attendance (ECE-PS-Cert Programs - TAPP) – page 10
- J. Increase attendance (4-year institutes) – page 11
- K. Other – pages 12-14

For each Target area answer the following questions (keeping in mind a 5 year plan and highest impact):

1. What do we think we know about this target area?
2. What information / data supports these theories? What do we know works?
3. What more might we need to explore (more information / data)?

After answering the above questions. Create a goal statement: Draft a one or two sentence as to how the Oregon Department of Education may address this target. Also keep in mind much of these efforts likely will take place in a district, school, and/or classroom.

Once the draft goal statement is completed answer the following questions:

1. How might this goal be evaluated?
2. Who might be partners to ensure this goal is successful?
3. How do we know it's working?