

Tribal Consultation Toolkit Guide 1.0

A guide for:

- Local Educational Agencies (LEAs)
- Tribal Leaders
- Tribal Communities



Photo Courtesy of The Confederated Tribes of the Umatilla Indian Reservation

October 8, 2020
Version 1.0



Photo courtesy of Tribal Attendance Promising Practices

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Oregon
Kate Brown, Governor



March 4, 2020

Dear Tribal Council Members and School Districts,

Our state has the unique opportunity to leverage the Every Student Succeeds Act (ESSA) to better support equitable outcomes for every Oregon student, particularly the success and well-being of our American Indian students.

More than ever before, this new law creates an opportunity for tribal leaders to exercise their sovereign authority and inform the creation of school plans to foster and strengthen implementation and the overall supports provided to American Indian students and their communities.

The Oregon Department of Education is respectfully requesting Tribal Governments meet with affected school districts (districts that receive greater than \$40K in Title VI funding or have 50% or more American Indian/Alaska Native students) to:

- Understand the background of ESSA
- Identify equity levers and opportunities under ESSA to better serve American Indian children
- Consult with school districts to develop plans
- Discuss next steps and engaging future conversations.
- Consultation with Oregon's 9 federally recognized tribes is an essential component of ESSA.

As the Indian Education Specialist for ODE, Ramona Halcomb, has been designated as an official representative from our agency to provide technical assistance with tribal consultation with Oregon tribes and affected school districts regarding ESSA.

If appropriate, Ramona Halcomb can work directly with tribal Education Directors, or school district leaders to identify a day and time to schedule the initial tribal consultation. Please contact Ramona.halcomb@ode.state.or.us or 971-209-0731.

Thank you for your dedication and continued collaboration to ensure American Indian students have the opportunity to thrive and reach their full potential.

Respectfully,

Colt Gill

Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Dear Colleague:

Thank you for your hard work and commitment in implementing the new requirements of the Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA represents a unique opportunity to increase equity and access for all children. I write today to offer guidance on a provision in the law that is of particular importance to our Nation's tribal communities: the requirement under section 8538 of the ESEA, as amended by the ESSA¹, for affected local educational agencies (LEAs) to consult with Indian tribes and tribal organizations on issues affecting Native students.²

Consultation will create opportunities for LEAs and tribal leaders to work together on behalf of American Indian and Alaska Native students. The consultation process will allow affected LEAs to gather input from Indian tribes and tribal organizations, fostering a collaboration that is a critical part of improving academic outcomes for Native students.³

The enclosed Frequently Asked Questions provide basic information to assist LEAs in ensuring that this process drives positive outcomes for administrators, Indian tribes and tribal representatives, and, most importantly, Native students.

I look forward to continuing to work with you and your staff to address the needs of our Native students.

Sincerely,

Tribal Consultation Toolkit Guide 1.0

Ann Whalen
Senior Advisor to the Secretary Delegated the Duties
of Assistant Secretary for Elementary and Secondary
Education

¹Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

²Under Title 1, State educational agencies (SEAs) are also required to conduct timely and meaningful consultation with Indian tribes, among other entities, prior to submitting their State plan to the Secretary (ESEA section 1111(a)(1)(A)).

³The U.S. Department of Education conducted tribal consultation on the changes to the ESEA generally, which included the SEA and LEA consultation requirement, with four meetings which took place April 24, April 28, May 12, and June 27, 2016.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Frequently Asked Questions

ESEA, Section 8538, CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS

1. What are the consultation requirements under section 8538 of the ESEA¹?

In general, section 8538 requires affected local education agencies (LEAs) (see Question 3 for definition of “affected LEA”) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs (see Question 5 for more information on the program covered by section 8538). This requirement is designed “to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native” students.” The consultation must be done “in a manner and in such a time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute” to plans under covered programs.

2. When do the consultation requirements under section 8538 of the ESEA begin?

Consultation requirements under section 8538 of the ESEA begin with the plans or applications for fiscal year (FY) 2017 formula grant funding, or for the 2017-2018 school year. Affected LEAs (see Question 3) that educate American Indian/Alaska Native (AI/AN) students will be required to consult with local Indian tribes prior to submitting a plan or application under covered ESEA formula grant programs (see Question 5).

3. Which LEAs must consult with Indian tribes in accordance with section 8538 of the ESEA?

Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; *or* 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000. In order to determine whether an LEA has 50 percent or more of its enrollment made up of AI/AN students, an LEA should use the enrollment data from the 2016-2017 school year to determine whether it is an affected LEA in FY 2017. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. An LEA that receives an Indian education formula grant award greater than \$40,000 in FY 2016 is in an affected LEA for consultation purposes in FY 2017. Please contact Bernard Garcia, at Bernard.garcia@ed.gov, Group Lead for Title VI Indian Education Formula Program, Office of Indian Education, OESE, for assistance in determining whether an LEA is an affected LEA under section 8538 of the ESEA.

4. How can an LEA find information about tribes?

The Bureau of Indian Affairs (BIA) publishes an official list of federally recognized tribes each year. This list is available at the Title VI community practice website under “Additional Resources”: <https://easie.grads.360.org/#communities/pdc/documents/9980>. To find tribal addresses, see the list at the National Congress of American Indians (NCAI) website: <http://www.ncai.org/tribal-directory>. If you need information about the local tribe or tribal organization in your service area, contact your respective state office for assistance.

¹ Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by ESSA.

5. On which programs must an affected LEA consult with Indian tribes?

Beginning with FY 2017, affected LEAs must consult with Indian tribes before submitting plans or applications for the following programs under ESEA:

- Title I, Part A (Improving Basic Programs Operated by State and Local Education Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

6. When should affected LEAs conduct consultation required under section 8538 of the ESEA?

LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs, to ensure an “opportunity for ... appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute” to an LEA’s plan (section 8538(a)). The timeline for each consultation is dictated by requirements of the relevant formula grant program, which have different application deadlines. For example, a State may have a deadline for LEAs to submit a consolidated local plan to the State by a certain date in 2017, so for those programs the consultation must be completed before that date. Given that tribes may receive multiple requests for consultation, LEAs should consider arranging for informational meetings prior to consultation.

7. What should an LEA do to ensure “meaningful consultation”?

In order to ensure that consultation is meaningful, LEAs should provide Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, an opportunity to provide input and feedback to the LEA on plans for any covered program. An LEA should consider providing a list of issues or questions on which the LEA seeks input, or provide draft plans for this purpose, in advance of the consultation. An LEA should consult before it makes a final decision on significant and substantive issues related to the content of the plans. In addition, an LEA should consider providing written responses to tribal input received during consultation to explain how input was considered.

8. What documentation is required for consideration with Indian tribes under section 8538 of the ESEA?

Each LEA must maintain in the agency’s records and, for State-administered ESEA programs, provide to the SEA, a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. If tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place.

9. May an LEA combine this consultation with other requirements regarding tribal or parent involvement?

Yes, an LEA may coordinate or consolidate the required ESEA consultation with the parent activities required under the Indian Education formula grant program, the Impact Aid program, and the Johnson O’Malley program. An LEA may only do so, however, if the activity in question – i.e., the consultation – meets all of the requirements of each program. For example, an LEA may plan a public hearing or meeting with its local tribe or tribal organization regarding its education program generally in order to meet the Impact Aid requirements for Indian Policies and Procedures; that hearing with the tribe could incorporate the elements of the LEA’s proposed plans under the covered programs, rather than hold a separate consultation event. The LEA should involve the local tribe or tribal organization in planning the best approach that satisfies the needs of the tribe(s) and the LEA in a time-effective manner, and that meets the requirements of the various programs.

10. If an LEA has multiple tribes in the geographic area it serves, or if there is one tribe and multiple LEAs, must there be separate consultations with each tribe or LEA?

Where there are multiple tribes and a single LEA, the LEA may hold a consultation that includes all affected local tribes or tribal organizations. Similarly, where there are multiple LEAs and one tribe, there is no federal prohibition against a joint consultation held by several LEAs. In both cases the LEA must ensure that the tribe or tribes have a meaningful and timely opportunity to give input into an LEA’s plans or applications.

11. Can the department provide additional information?

Yes, the Department may offer assistance or provide other information upon request. Please contact the Office of Indian Education (OIE) at IndianEducation@ed.gov.



Photo courtesy of The Cow Creek Band of Umpqua Tribe of Indians

Tribal Consultation: Introduction & Overview

This guide is an overview of tribal consultation requirements under the Every Student Succeeds Act (ESSA) the latest reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. ESSA replaces the requirement of the No Child Left Behind (NCLB) Act, the previous reauthorization of the United States national education law. Tribal Consultation takes place on a government-to-government basis and involves elected representatives of tribal nations .

All districts receiving Title Grant Awards of more than \$40,000 for Title VI or have over 50 percent American Indian enrollment must engage in Tribal Consultation. Consultation is required for any kind of program covered by ESSA, not solely Title VI. It is the responsibility of the school district to initiate tribal consultation. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program.

Tribal Consultation works best when the time to build authentic trusting relationships has occurred. It is important to understand there is no conventional approach to Tribal Consultation; it must adapt to the needs of each Indian community, being aware of capacity and the need for on-going inclusion of tribal perspectives. Consultation is a process to allow collaboration between the tribe and the district to enhance the educational opportunities of American Indian/Alaska Native students.

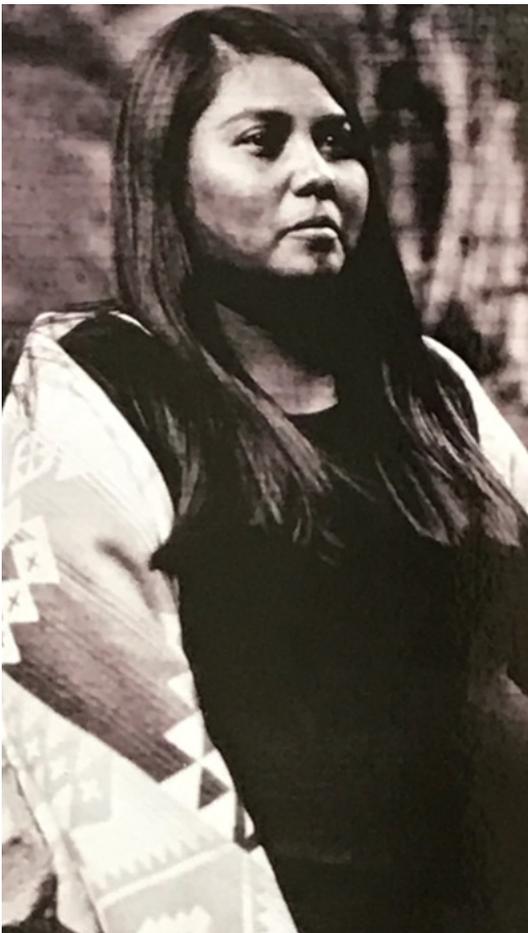


Photo courtesy of The Klamath Tribes



Photo courtesy Timothy Gonzalez; The Confederated Tribes of Grand Ronde

Federal Title Programs

Opening Statement:

Excerpts from September 26, 2016 Dear Colleague Letter from U.S. Department of Education:

“Under section 8538, an affected Local Education Agency (LEA) is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; or 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the Every Student Succeeds Act 1 (ESSA) in the previous fiscal year that exceeds \$40,000.

Affected LEAs must consult with Indian tribes before submitting plans or applications for the following programs under ESEA:

- *Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)*
- *Title I, Part C (Education of Migratory Children)*
- *Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)*
- *Title II, Part A (Supporting Effective Instruction)*
- *Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)*
- *Title IV, Part A (Student Support and Academic Enrichment Grants)*
- *Title IV, Part B (21st Century Community Learning Centers)*
- *Title V, Part B, subpart 2 (Rural and Low-Income School Program)*
- *Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)*

LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs, to ensure an “opportunity for . . . tribal representatives designated to consult on behalf of the tribe. The purpose of tribal consultation is allow tribes to meaningful and substantive contributions” to an LEA’s plan (section 8538(a)). The timeline for each consultation is dictated by requirements of the relevant formula grant program, which have different application deadlines. For example, a state may have a deadline for LEAs to submit a consolidated local plan to the state by a certain date in 2017, so for those programs the consultation must be completed before that date. Given that tribes may receive multiple requests for consultation, LEAs should consider arranging for informational meetings prior to consultation.”

Title I-A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Description

Title I-A is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Districts allocate funds to eligible schools based on ranking by each school's percentage of poverty.

Allowable Expenditures

Allowable expenditures include what is supplemental, necessary and reasonable:

- Activities that provide eligible students with evidence based and well-rounded learning opportunities
- Instruction and instructional supports in all academic areas
- Non-instructional supports including behavior and mentoring support and social-emotional learning
- Family engagement and partnership
- Professional development
- Extended learning time
- Activities that promote improving school quality and climate

Examples

Examples of activities include:

- Supplemental staff
- Engaging families and the community in a meaningful manner that impacts the academic achievement of students.
- Implementing systems that support students with social and emotional learning.
- Extended learning time opportunities such as preschool, summer or after school learning.

Best Practices

- Tribal consultation and engagement of families as partners in the education of students is a focus, as well as promoting reform in high-poverty schools and ensuring students' access to evidence-based instructional strategies and challenging academic content.
- Schools and districts that use Title I funds to support climate and culture development of all students.
- Connecting and engaging families and communities in the whole learning experience.

Primary Contacts:

Jen Engberg: jen.endberg@state.or.us

Lisa Plumb: lisa.plumb@state.or.us

Title I-A Set-Asides: Homeless Students (McKinney Vento)

Description

Title I-A districts are required to reserve a portion of their funds to serve the needs of McKinney-Vento eligible homeless students. These funds are for students experiencing homelessness PreK-12.

Allowable Expenditures

Unaccompanied homeless students and those who are in homeless families are eligible for:

- Immediate enrollment,
- Transportation to/from their school of origin,
- Support for afterschool and athletic activities.

Allowable expenditures include:

- Liaison FTE
- Transportation
- Tutoring
- School and athletics fees
- Clothing and school supplies

Examples

Examples of successful use of Title I funds include:

- Transportation to the student's school of origin.
- School supplies including Backpacks, PE clothes, etc.
- Student athletic fees including medical exam coverage.

Best Practices

Tribal consultation and engagement of families as partners in the education of students is focused upon ensuring identification for students who may experience need, joint support for families and students to ensure access to school and activities and connections to community-based support for students and families.

Primary Contact:

Michele Paton: Michele.Paton@state.or.us

Notes:

Title I-C: Education of Migratory Children

Description

The Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. The goal of the MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Local Educational Agencies receive three allocations:

- 1) Regular Year,
- 2) Summer School, and
- 3) Preschool.

Allowable Expenditures

Allowable expenditures include what is supplemental, necessary and reasonable:

- Expenditures must be spent on the four goals of the Title I-C, Migrant program which are:
 - Preschool readiness,
 - Meeting benchmarks in Reading,
 - Meeting benchmarks in Mathematics, and
 - Graduation.
- Statewide support includes:
 - Stride Academy and Big Universe (two online programs to help with reading and math for students K-8),
 - Leadership opportunities in the summer,
 - Accident insurance,
 - Basic personnel to support the program.

Examples

- There are only 18 Migrant programs in the state. Nine are school districts with large numbers of migrant students and nine are Educational Service Districts (ESDs) that cover a wide area of districts.
- Native Americans within these districts and ESDs should receive the services that all migratory students receive.

Best Practices

Of the 18 Title I-C Migrant programs, Ontario SD, Woodburn SD and Columbia Gorge ESD are stellar in that over 90% of their students are graduating. Some have 100% graduation.

Primary Contact:

Susy Mekarski: Susan.Mekarski@state.or.us

Notes:

Title I-D: Neglected and Delinquent or At-Risk Children

Description

Title I-D is to improve educational services for students in local, tribal, and state facilities or institutions for neglected (N), delinquent (D), or at-risk youth. These students have increased rates of absenteeism, dropping out, and not meeting state academic standards. Title I-D provides federal funding to state agencies and districts that provide educational services to these students.

Allowable Expenditures

Allowable expenditures include:

- Provide educational services, as well as prevention and rehabilitative services to students who are involved in the justice system or are at risk of dropping out of high school.

Funds can be used to provide:

- Teachers,
- Educational supplies and materials,
- Credit recovery options and professional development for staff working with these students.

Funds can generally be spent on activities allowed in Title IA.

Examples

Title I-D is split into parts. Subpart 1 funding goes directly to state run agencies (for example, the Oregon Department of Education receives some money to administer programs for the Oregon Youth Authority). Subpart 2 funding goes to school districts to use for programs for at-risk youth. Students who benefit from these services are defined as “delinquent” or “neglected,” meaning they have involvement with the justice system or have been abandoned by their parents.

Best Practices

Title I-D funds are best used when ensuring the education provided in secure care facilities are at the same level of rigor that students in school districts receive. Students involved with the justice system are often behind academically and have other learning challenges. Time away from traditional school settings can widen this gap. Providing strong social emotional learning programs in schools is another best practice that helps students stay in school and avoid involvement in the justice system.

Primary Contact:

Jen Engberg: jen.endberg@state.or.us

Notes:

Title II-A: Supporting Effective Instruction

Description

Title II-A is to improve teacher and school leader quality and focuses on:

- 1) Preparing, training, and recruiting high-quality teachers and principals, and
- 2) Providing minority students and students from low-income families with equitable access to effective educators.

Allowable Expenditures

Allowable expenditures include:

- Activities to support the quality and effectiveness of teachers, principals and other school staff
- Address the learning needs of all students
- Professional development across all content areas and including social-emotional and trauma informed care
- Ensuring equitable access to effective educators including increasing teacher effectiveness for Students with Disabilities and English Learners

Examples

- Induction and mentoring of teachers and principals
- Instructional coaching
- Professional collaboration
- Developing educator content knowledge and culturally responsive practices across all academic areas
- Social-emotional learning, trauma informed care and other mental health supports
- Coursework and endorsements in areas of identified need within the district
- Incentives for teaching or leading in high needs schools
- Incentives to recruit and retain a diverse workforce

Best Practices

Focusing deeply on a few needs and engaging in multiple strategies to address those needs is considered best practice. As an example, Hillsboro school district has identified improving outcomes and supports for its Latinx population and so focused the use of its IIA funds on increasing the number of teachers with ESOL endorsements, funding a .5 Dual Language TOSA position, providing professional learning in sheltered instructional strategies (GLAD) and developing PLCs specific to dual language teachers.

Primary Contact:

Sarah Martin: Sarah.Martin@state.or.us

Notes:

Title III: English Language Acquisition and Language Enhancement

Description

Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners attain English language proficiency and meet state academic standards. Federal funding is provided through various grant programs to assist state education agencies and local education agencies in accomplishing this. The state education agency receives funds for both Title III state formula grants and grants for immigrant children and youth based on the number of ELs and immigrant children and youth in the state.

Allowable Expenditures

Allowable expenditures include:

- Developing lessons that integrate ELD standards through various disciplines
- Developing formative assessment that measure English Language Proficiency
- Ensuring that all teachers across all grades are highly supported to own and transform their instructional practice
- Providing coaching and support on co-teaching
- Extended day
- Supporting educators to develop a granular understanding of ELD components
- Lesson progression, data informed instructional practice changes
- Parent activities that support school success

Examples

To increase the English Language proficiency of English learners by providing effective language instruction programs

- To provide effective professional development to classroom teachers, principals, and or other school leaders, and administrators
- To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners which shall include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs

Best Practices

- In identifying and targeting what best practice may work best for a particular situation, the school/district may wish to do a needs assessment that is informed by both qualitative and quantitative data. Below are some possible options.
- Develop clear language targets that support grade level content targets, proficiency level, and academic need for ELs including specific targets for dual-identified students as per their IEP.
- Apply effective ELD assessment practices to monitor ongoing language processes through differentiated avenues that are aligned to ELPA standards and as a way to identify instructional practice changes.

- Have administrator supports to ensure that the instructional experience of each EL is adjusted throughout the year.
- Provide PD around the ELPA standards, and support teachers with the assessment and analysis to monitor language process of ELs.
- EL coaches to support summer school ELD teachers with language specific instructional strategies in math and ELA.
- Coordinate district wide EL parent engagement initiatives.

Primary Contact:

- Susy Mekarski: Susan.Mekarski@state.or.us

Notes:

Foster Care

Description

ESSA specifically addresses the needs of children in Child Welfare/Tribal foster care. The purpose of including foster care provisions is to ensure educational stability for all students.

Allowable Expenditures

The primary allowable expense is transportation. DHS and ODE currently have a transportation agreement that reimburses districts (and tribes) for 100% of their transportation costs.

Examples

Students in the foster care system move frequently and research indicates that for each new education setting, a child can lose between 4-6 months of education. Ensuring educational stability is critical and allowing students to remain in their school recognizes the connections they have made to teachers, peers, activities etc.

Best Practices

Oregon state law also allows for foster care students-many who are credit deficient-to receive a state diploma that requires 24 credits. Foster care students do not have to meet the school district credit requirements or the specific courses required to earn a school district diploma.

Primary Contact:

Joni Gilles: Joni.Gilles@state.or.us

Notes:

Title IV-A: Student Support and Academic Enrichment (SSAE)

Description

The SSAE program is intended to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education, improving school conditions for learning, and the use of technology to improve academic achievement and digital literacy of all students.

Allowable Expenditures

Districts that receive \$30,000 or more must spend at least 20% of the allocation to support well-rounded education, at least 20% to support safe and healthy students, and at least "some funds" to support the effective use of technology. The minimum allocation is \$10,000 and districts that receive less than \$30,000 must meet at least one of the above requirements.

Examples

Examples include:

- Providing students with a well-rounded education (e.g., college and career counseling, STEM, music and arts, civics, IB/AP, computer science);
- Supporting safe and healthy students (e.g., comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education); and
- Supporting the effective use of technology (e.g., professional development, blended and personalized learning, and devices).

Best Practices

Tribal consultation and engagement of families as partners in the education of students is a focus, as well as promoting reform in schools and ensuring students' access to evidence-based instructional strategies and challenging academic content.

Primary Contact:

Lisa Plumb: Lisa.Plumb@state.or.us

Notes:

Title IV-B: 21st Century Community Learning Centers (21st CCLC)

Description

The purpose of the 21st Century Community Learning Centers (21st CCLC) program is to establish community learning centers during out-of-school time hours. These competitive grants require a significant partnership between a Local Education Agency and at least one community-based organization. Services provided focus on:

- 1) Providing academic enrichment in core academic subjects such as reading, writing and mathematics;
- 2) Offering students a broad array of additional services, programs and activities that foster youth development; and
- 3) Offering families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Allowable Expenditures

Allowable expenditures include:

- Transportation to and from program,
- Academic activities aligned to school and district continuous improvement plans and state standards,
- Youth development opportunities based on interest of students and supports the purpose of the grant,
- Activities that provide families with active and meaningful engagement and educational opportunities,
- Funds must supplement and not supplant other federal and state funds,
- Activities to support the evaluation of performance measures aimed at ensuring availability of high-quality academic enrichment opportunities.

Examples

Examples include closing opportunity gaps by providing:

- Academic enrichment programs that are aligned to the school's curriculum,
- Mentoring programs,
- Parental involvement and family literacy,
- English learner programs,
- Services for students with disabilities,
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness,
- Career and Technical Education programs (CTE),
- Science, Technology, Engineering and Mathematics (STEM) programs,
- Mental health, drug and violence prevention, and trauma informed practices
- Cultural programs,
- Health and physical education,

- Arts and music activities.

Best Practices

1. **Partnerships:** Programs should strive for engagement with and outreach to schools, families, and communities and promote complementary alignment of school day. The program braids funds with other federal, state and other community-based organizations to provide a robust program.
2. **Diversity, Inclusion, Access, and Equity:** Programs should ensure that they are available and accessible for all youth; programs should develop and implement policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront; program should support staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.
3. **Safety, Health, and Nutrition:** Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment; and provide nourishment based on health and wellness standards for children and youth.
4. **Youth-Centered:** Programs should focus on youth development, interest, and influence; provide experiential and age-appropriate activities; ensure relevant, authentic, and developmentally appropriate opportunities for youth voice and choice and ensure those opportunities are reflected in planning, programming, and opportunities for youth leadership; and intentionally support academic, social, and emotional competence-building.
5. **Social and Emotional Learning and Active Engagement:** Programs should be intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking; programming and activities should intentionally support high levels of youth engagement and expectation; the program environment and activities should cultivate a sense of belonging.
6. **Evaluation and Continuous Improvement:** programs should engage in regular and ongoing action planning for continuous improvement.

Primary Contact:

Raquel Gwynn: Raquel.Gwynn@state.or.us

Notes:

Title VI Indian Education Formula Grant Program

Description

The Title VI Program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children and ensure that all students meet the challenging State academic standard. The program is the U.S. Department of Education principal vehicle for addressing the particular needs of Indian children.

Allowable Expenditures

Each local educational agency that receives a grant under this subpart shall use the grant funds, in a manner consistent with the purpose for services and activities that:

- Are designed to carry out the comprehensive program of the local educational agency for Indian students, and described in the application of the local educational agency submitted to the Secretary under section 7114(a);
- Are designed with special regard for the language and cultural needs of the Indian students; and
- Supplement and enrich the regular school program of such agency.

Particular Activities:

The services and activities may include:

- Culturally related activities that support the program described in the application submitted by the local education agency;
- Early Childhood and family programs that emphasize school readiness;
- Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic content and student academic achievement standards;
- Integrated educational services in combination with other programs that meet the needs of Indian children and their families;
- Career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Vocational and Technical Education Act of 1998, including programs for tech-prep education, mentoring, and apprenticeship;
- Activities to educate individuals concerning substance abuse and to prevent substance abuse;
- The acquisition of equipment, but only if the acquisition of the equipment is essential to achieve the purpose described in plan;
- Activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the local educational agency;
- Activities that incorporate American Indian and Alaska Native specific curriculum content, consistent with State standards, into the curriculum used by the local educational agency;
- Family literacy services; and

- Activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.
- School-wide Programs
- Notwithstanding any other provision of law, a local educational agency may use funds made available to such agency under this subpart to support a school wide program if:
 - The committee established pursuant to section 7114(c)(4) approves the use of the funds for the school wide program; and
 - The school wide program is consistent with the purpose described in section 7111.
- Limitation on Administrative Costs
- No more than five percent of the funds provided to a grantee under this subpart for any fiscal year may be used for administrative purposes.

Examples

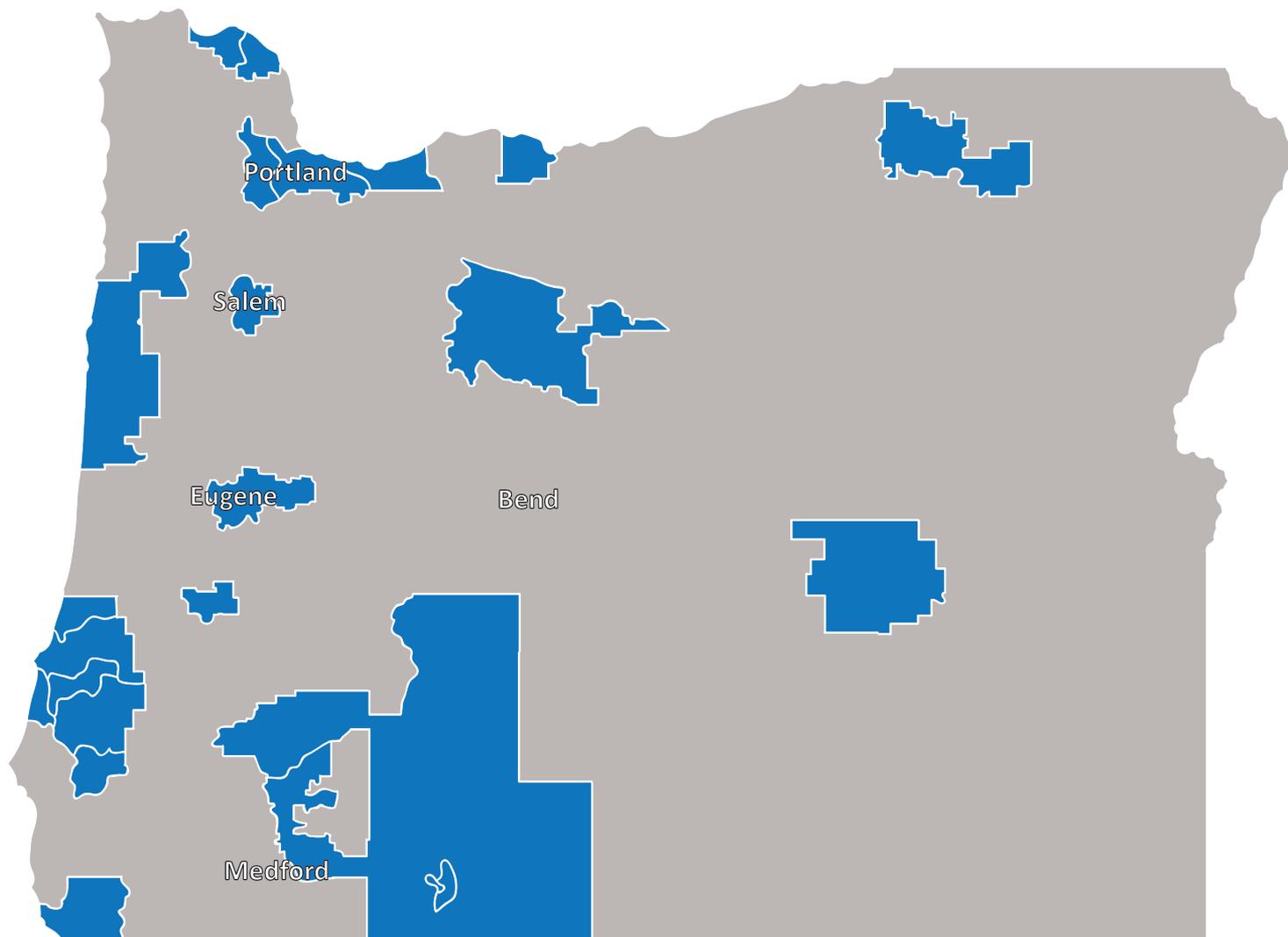
Grant funds supplement the regular school program by meeting the culturally related academic needs of Indian children. Projects help Indian children sharpen their academic skills, assist students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable. Funds support such activities as culturally- responsive after-school programs, Native language classes, early childhood education, tutoring, and dropout prevention.

Primary Contact:

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Notes:

ODE 2019 Title VI Programs



Bandon School District #54
 Beaverton School District
 Bethel School District
 Brookings-Harbor School District 17C
 Clatskanie School District
 Coos Bay School District 9
 Coquille School District #8
 David Douglas School District
 Douglas County School District #4
 Eagle Point School District 9
 Eugene School District-4J
 Harney County School District #3
 Hillsboro School District
 Jefferson County School District 509-J
 Klamath County School District

Klamath Falls City Schools
 Lincoln County School District
 Multnomah School District No. 1
 Myrtle Point School District/aka Coos County 41
 North Bend School District #13
 North Wasco County SD 21
 Powers School District #31/aka Coos County 31
 Rainer School District #13
 Reynolds School District
 Salem Keizer Public Schools
 Springfield School District
 Willamina School District 30 J
 Yoncalla School District #32

*Milton-Freewater School District

These districts are required under ESSA to have Tribal Consultation

*50% or more AIAN students

Tribal Consultation vs. Communication

50% or Greater AIAN Enrollment:

Official Tribal Consultation is required. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program.

Receive \$40K or Greater in Title VI Funds:

Official Tribal Consultation is required. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program.

Neither of the above criteria apply:

Engage in Tribal communication: The core values recommended by the Office of Indian Education rightly point to a continuum of engagement that uses the level of impact as a guide for the level of involvement that should be planned for the relevant communication with the Nine Federally recognized tribes in Oregon and tribal organizations.

Step 1: Planning & Pre-Consultation

Before the consultation meeting:

- 1 Complete** - School district and tribe should **complete** the Tribal Consultation worksheet template.
- 2 Exchange** - Complete the **exchange** of Tribal Consultation worksheets with one another.
- 3 Identify** - Complete the alignment rubric to **identify** points of agreement, overlap, and areas needing further discussion.
- 4 Develop** - Incorporate feedback received from the tribal nation(s) and **develop** a first consultation draft.

Question:

Why does Tribal Consultation matter?

Answer:

With Tribal Consultation, school districts are in a unique position to place emphasis on understanding the beliefs, attitudes and educational priorities Tribal Governments have for their youth. Partnering and soliciting feedback from those committed to lifelong support of their citizens can allow schools to be strategic in meeting the needs of American Indian/Alaska Native youth. However, care needs to be taken in recognizing the importance of seeking feedback and understanding the views of those who are given the authority to consult and those who have been designated by the tribe for consultation.



Photo courtesy of Tribal Attendance Promising Practices



Photo courtesy of The Burns Paiute Tribe

Step 2: Consultation



Photos courtesy of The Cow Creek Band of Umpqua Tribe of Indians

Possible Questions to Consider for Tribal Consultation:

- How many students are from our tribe?
- What languages are taught or spoken in your schools?
- How many American Indian/Alaska Native educators are there in the school district? What roles do they hold (teacher, administrator, paraprofessional)?
- What programs are available for American Indian/Alaska Native youth? E.g., clubs, cultural events, etc.
- Gather data for American Indian/Alaska Native transfer students on the following:
 - 9th grade on track
 - attendance
 - Career & Technical Education (CTE) opportunities
 - college courses in high school
 - discipline actions
 - other priorities as established by the tribe
 - push-outs
 - students in after school programs
 - students in after alternative education
 - students in extra-curricular activities (e.g., band, sports, debate)
 - students with IEPs
 - Talented & Gifted
 - truancy

Once the LEA develops the a draft from the Tribal Consultation Worksheets, the LEA and the tribal nation(s) will hold the consultation meeting.

Once the parties have reached consensus, the partners will work together and identify areas needing further discussion.

After reaching consensus, the partners will work together to develop measurable outcomes and determine a year-long meeting schedule to monitor and shape progress.

LEAs must consult with the tribal nation(s) on the following programs:

Complete descriptions of Title Programs, including allowable expenditures and examples are found on pages 10-23.

These Title Programs descriptions will assist in the preparation, planning, and tracking of consultation between local educational agencies (districts) and tribal nations. These tools are intended to help tribal leaders and school administrators engage in timely and meaningful consultation.

Title I

Part A: Improving Basic Programs Operated by State and Local Educational Agencies
Part C: Education of Migratory Children
Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk.

Title II

Part A: Supporting Effective Instruction

Title III

Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act

Title IV

Part A: Student Support and Academic Enrichment Grants
Part B: 21st Century Community Learning Centers

Title V

Part B, subpart 2: Rural and Low-Income School Program

Title VI

Part A, subpart 1: Indian Education Formula Grants to Local Education Agencies



*Photo courtesy of **The** Cow Creek Band of Umpqua Tribe of Indians*

Step Three: Finalize



Photo courtesy of The Confederated Tribes of the Umatilla Indian Reservation

STEP #1
The LEA incorporates the consultation agreements into the final plan and submits it to the tribal nation(s) for final review.

STEP #2
Both partners complete and sign the Tribal Consultation Worksheet & Affirmations template.

STEP #3
Both partners submit the Consultation Worksheet and Affirmations template to the Oregon Department of Education along with the final drafts of the Consultation Worksheet.

Affected Districts

Districts required to consult with tribes include districts with:

- An enrollment of 50 percent or greater American Indian/Alaska Native students
- A Title VII Indian Education grant of more than \$40,000 prior to 2016*
OR A Title VI Indian Education grant of more than \$40,000 prior to 2016*

*This Title VII/Title VI threshold open the door for requiring Consultation and once these criteria have been met, **ALL** funding requires Tribal Consultation.

Step Four: Monitor & Review Progress

Consultation is an on-going process. After the initial consultation agreement plan, the partners should continually monitor and review their plans and their students' outcomes.

LEAs and tribal nations should schedule follow-up consultations to discuss opportunities and challenges, and they should be ready to adjust consultation plans as necessary.

If the LEAs and tribal nations feel the need to revise their consultation plan, they can do so by updating the Consultation Worksheets and submit any revisions to the Office of Indian Education at the Oregon Department of Education.



Photo courtesy of Tribal Attendance Promising Practices



Photo courtesy of Tribal Attendance Promising Practices

Affirmations

We agree that timely and meaningful consultation occurred before the LEA submitted plans or applications for the following Title programs under ESSA.

We agree that we have participated in meaningful and timely discussion on each Title under ESSA and have chosen to participate in the programs marked below.

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 (Rural and Low-income School Program)
- Title VI, Part A, Subpart I (Indian Education Formula Grants to Local Educational Agencies)
- Other _____

We agree that timely and meaningful consultation shall be on-going. An agenda will be agreed upon at least two weeks prior to the follow-up consultation. We shall meet to assess programs and track accountability on the following dates:

Title	Signature	Date
Superintendent or designee		
Designated Tribal Representative		

Consultation Worksheet/ Preparation Checklist

Share your understanding of consultation at the federal level (use attached documents and Questions to Consider During the Consultation Process) and state level (review the consultation protocols that are already in place, if any)

- Share your understanding of your state's ESSA plans
- Review current Memoranda of Understandings or Agreements
- Review any current state education acts/bills/policies related to Indian Education
- Articulate clarity on consultation goals:
 - What does a successful consultation look like?
 - What is your tribe's commitment to the consultation process?
 - What concerns do you have about this process?
- What data do we have, and what data do we need?
- What are the outcomes and objectives of the consultation?
- Review the guide and answer questions or adjust the form accordingly
- Follow-up/support
 - Meeting facilitation?
 - Help with logistics (e.g., location, AV needs, transportation)
 - Who is representing your tribe at the consultation?

Contact Information for Participants

Name/Contact Information of Local Education Agency:

Name/Contact Information of School Officials to Attend:

Name/Contact Information of Tribal Officials to Attend:

Sample Agenda

(Your Logo)

[Name of Tribe Consultation] with [Name of Educational Agency (District)]

Date and Time

Location

Invitees

Agenda

10:00 - 10:15 Introductions

10:15 - 10:20 Agenda Modifications

10:20 - 12:00 Title Programs Discussion

- Outreach for Prior Knowledge/related experience and/or Previous Tribal Input
- Tribal Support to schools on this Topic (past or current)
- Relevant Tribal Needs for Information on this Topic
- Future Tribal Support on this Topic including but not limited to Tribal Resolutions
- Questions for Oregon Department of Education
- Questions for District

12:00 - 12:15 Agreements and Next Steps

12:15 - 12:30 Set a date and time for follow-up

ESSA Terms/Definitions

Academic Standards – a set of benchmarks for what all students should know and be able to do by the end of each grade level in order to advance to (and be ready for) the next grade level. States are required to have standards in reading/language arts, math, and science. They may also have standards in other subjects including social studies or physical education. See also: assessment

Accountability – The policies and procedures states use to set goals for how well all students (and groups of students) should be doing academically, measure and identify how well schools do in meeting those goals, and support and improve schools and districts that are failing to meet the state goals.

Affirmation of Consultation – Districts will need to have an affirmation signed by each tribe consulted in order to document that consultation took place. If districts cannot obtain this affirmation, they must document their consultation efforts and activities as part of any plan or application they submit for a program under specified sections of ESSA.

Appropriate Officials – The term “appropriate officials” means:

- Tribal officials who are elected; or
- Appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under Section 8538.

Assessment – Another word for “test.” in the federal education policy context, the term “assessment” refers to the one standardized annual test required under federal law I every grade between 3-8 and at least once in high school (grades 9-12_). These measure student achievement (what a student knows and can do) and not measure intelligence (a student’s underlying ability and potential).

Chronic Absenteeism – This is a measure for how many students miss a significant number of school days-such as 10 percent of school days-for any reason, excused or unexcused. This is different from average daily attendance, which is the percent of students in attendance throughout the year.

Consultation with Indian Tribes and Tribal Organizations – To ensure timely and meaningful consultation on issues affecting American Indian and /Alaska Native students, and affected local educational agencies shall consult with appropriate officials from Indian tribes or tribal organization approved by the tribes located in the area served by the local educational agency prior to the affected local education agency’s submission of a required plan or application for a covered program under this Act or for program under Title VI of this Act.

Covered Programs – Affected LEAs are required by ESSA to consult with tribes on plans or applications for programs covered the following:

- Title I, Part A (Improving Basic Programs Operated by State and Local Education Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)

- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 (Rural and Low-Income School Programs)
- Title VI, Part A, Subpart 1 (Federal Indian Education Formula Grants to Local Education Agencies)

Disaggregated Data – Disaggregated data refers to data that is broken down to see information about different groups of students. Under the Every Student Succeeds Act, data must be disaggregated by race, ethnicity, family income, disability status, English learner status, gender, migrant status, status as a child in foster care, homelessness status, or military connected status.

English Language Proficiency – The ability to speak, listen to, read, and write English accurately and quickly. Students who are learning English as a second language are typically called “English learners” until they master the English language. This is different from proficiency in English/language arts, which is mastering the state’s academic content standards for reading, writing, speaking, listening, and using language.

English Learner – A student between the ages of 3-21 in elementary or secondary school whose native language is a language other than English. Identified English learners are entitled to civil rights protections and accommodations. Title III of ESSA provides funding to support English learners.

Indian Community-Based Organization – means any organizations that –

- (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community;
- (b) assists in the social, cultural, and educational development of Indians in such community;
- (c) meets the unique cultural, language, and academic needs of Indian students;

Indicators - Indicators are measures of different aspects of the education system that – taken together – create a picture of a school’s effectiveness at educating all students (e.g. Graduation rates, expulsion rates, assessment scores). ESSA requires certain indicators in state accountability system and allows for others.

Individualized Educational Program (IEP) – A plan or program developed by a team, including teachers, specialists, and families, that is designed to meet the educational needs of a student with a disability who qualifies for specialized instruction. Schools are required under the Individuals with Disabilities Education Act (IDEA) to create IEP’s for students with disabilities who qualify for specialized instruction.

Local Educational Agency (LEA) – The formal name for governmental bodies that are legally sanctioned by the state to administer elementary or secondary schools (e.g. school district. Charter school that is also a district) in a community. See also SEA

Meaningful Consultation – The earlier NCLB did not require SEAs or districts to consult with tribes. ESSA,, however, mandates timely and meaningful consultation. Consequently, many SEAs and districts will be seeking input and assistance from tribes to develop shared understanding of meaningful consultation, which is required by ESSA but not defined by it. Tribal nations can draw on their experience of consultation processes that will allow for regular, sustainable tribal input.

Needs Assessment – The analysis of the needs of a school that has been identified for support and improvement. This analysis forms the basis of a school’s support and improvement plan.

State Educational Agency (SEA) – The formal name for governmental bodies that are legally sanctioned by the state to provide information, resources, and technical assistance to schools, districts, and people in the community served by schools (e.g. state department of education). See also: LEA

Title I Plan / consolidated state plan – A state’s plan for complying with the requirements of ESSA. A state has the option of submitting plans separately for each title (e.g. Title I plan, Title III plan) or for submitting a plan which describes what the state intends to do to comply with the requirements of the entire law (consolidated plan). These plans must be developed in consultation with tribes, stakeholders, be available for public comment, and be submitted to and approved by the U.S. Department of Education. ESSA includes various requirements for the information included in a state’s plan such as specifics of the statewide accountability system.

Tribe - The Bureau of Indian affairs (BIA) publishes an official list of federally recognized tribes each year. This list is available at the Title VI community of practice website under “Resources”: <https://www.govinfo.gov/content/pkg/FR-2018-01-30/pdf/2018-01907.pdf> To find tribal addresses, see the list at the National Congress of American Indians (NCAI) website: <http://www.ncai.org/tribal-directory>

Resources/References

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Oregon Department of Education

Office of Indian Education

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www.oregon.gov/ode

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmerican-Education/Pages/default.aspx>

