



Kate Brown, Governor

**AI/AN Advisory
Committee Members**

- Chair Tamara Henderson
- Vice-chair Brandon Culbertson
- Angie Morrill
- Beverly Youngman
- 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
- Valerie Switzler
- Will Hess

**Office of Indian
Education**

- Colt Gill
Director
- Deleana OtherBull
Native American Student
Success Coordinator
- April Campbell,
Indian Education Advisor
- Ramona Halcomb
Indian Education Specialist
- Trinity Minahan
Education Specialist
- Debbie Green
Committee
Administrator

2020-21 Meeting Dates

- January 5, 2021
- March 2, 2021
- May 4, 2021
- June 1, 2021

American Indian/Alaska Native Advisory Committee

NOVEMBER 3, 2020

9:00 a.m. – 11:00 a.m.

Oregon Department of Education

Join by Zoom Meeting:

<https://www.zoomgov.com/j/1605325823?pwd=ZFBSbFBDRXA1OGVyMCtsY3podFhRZz09>

Meeting ID: 160 532 5823

Passcode: 199004

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AGENDA

9:00	1.0 Call to Order, Opening Remarks	Chair Henderson
	1.1 Introductions, attendance	
9:20	2.0 Review of September 1 2020, Minutes	All
9:25	3.0 Office of Indian Education Updates	OIE Staff
	3.1 Summary of Student Engagement Webinar on Distance Learning	
10:00	4.0 Agency/Partner Agency Updates & Highlights – Discussion Only	All
10:05	5.0 RFA (Request for Application) Updates	OIE Staff
	5.1 Deadline extension	
	5.2 Update on applications	
	5.3 Grants for Supporting Indigenous Languages Update	
10:30	6.0 AI/ AN Advisory Committee Business	OIE Staff
	6.1 Approval of Updated AI/ AN Advisory Committee Charter	
10:40	7.0 AI/AN OARs & Updated Definitions	OIE Staff
10:45	8.0 Community Comment	Chair Henderson
	Public testimony may be submitted ahead of time in writing to AIAN.AdvisoryCommittee@OregonLearning.org . If providing public comment during the meeting, please notify the administrator, Debbie Green, at the beginning of the meeting to be added to the speaker list.	
10:55	9.0 Other Business, Next Meeting Agenda Items	All
11:00	10.0 Adjourn	

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



“ODE-Guest:

American Indian/Alaska Native Advisory Committee

SEPTEMBER 1, 2020

9:00 a.m. – 11:30 a.m.

Oregon Department of Education

MINUTES

Present: Chair Tamara Henderson, Mercedes Jones, Brandon Culbertson, Angie Morrill, Julie Bettles, Leilana Sabzalian, Sonya Moody-Jurado, Mandy Smoker-Broadus, Modesta Minthorn, Will Hess, Chris Mansayon, Sandy Henry

Staff: Deleana OtherBull, Trinity Minahan, Debbie Green, Ramona Halcomb, April Campbell

Partners: Lindsay Pearson, Emil Tsao, Shadiin Garcia, Tamara Dykeman, Anthony Rosilez, Josh Davies

1.0 Call to Order, Opening Remarks

1.1 Introductions, attendance

Chair Henderson welcomed advisory committee members and introductions were made and attendance recorded. We determined that a quorum was present.

2.0 AI/ AN Advisory Committee Vice-chair Election

Chair Henderson opened up nominations for advisory committee Vice-chair. Julie Bettles nominated Brandon Culbertson, seconded by Angie Morrill. No other nominations were put forth and nominations were closed. Brandon Culbertson accepted the nomination and a motion was requested. Julie Bettles moved to elect Brandon Culbertson as Vice-chair of the American Indian/Alaska Native Advisory Committee, seconded by Sonya Moody-Jurado. No discussion. After a vote, motion passes with a vote of 11-0-0.

3.0 Review of June 30, 2020, Minutes

Chair Henderson asked committee members to briefly review the minutes. No edits were suggested. Members have one week to submit written suggestions before the minutes become official and will be publicly posted.

4.0 Office of Indian Education Updates

4.1 Ready Schools, Safe Learners Guidance

Ramona Halcomb shared a brief update of the current version of Ready Schools, Safe Learners (RSSL) guidance last released on August 11, 2020. Three iterations of the guidance have been provided to date. There will be a few small upcoming changes to include tribal consultation language requirements for districts. We will send a link out with these changes to committee members.

4.2 Statewide In-service Day Activities

Trinity Minahan shared there will be two (2) virtual asynchronous professional development opportunities available for educators on October 9th (Statewide Teacher In-service Day). The first is a storyboard project of short videos with different presentations on the background of SB 13 which

include *The Essential Understandings Process*, *The 6 P's (Critical Orientations for Indigenous Studies Curriculum)*, and Tribal Place based curricula as well as lesson modeling demonstrations. These presentations will be recorded for anytime access and teachers can earn PDUs for participation. The second online training to be made available will be the first of a series roll-out of interactive online professional development on the *Essential Understandings of Native Americans in Oregon* as well as the *Critical Orientations for Indigenous Studies Curriculum*. This first series release on October 9 will be Essential Understandings (EU's) 1 and 2 (of 9). The remaining EU's will be released in weeks following October 9. All of the online trainings will be housed in iLearn and made available via web links on the ODE website. Educators can establish an account, log-in for access and receive PDUs for completion. A more detailed update and preview will be provided later in the meeting.

4.3 Tribal Consultation Toolkit Update

Ramona Halcomb provided a brief update and noted we are adding final edits this week. The document will then be reviewed by our partners prior to completion and printing. This toolkit will be a living document and updated from time to time as needed.

4.4 Other

Lindsay Pearson from Early Learning Division (ELD) provided a brief update. Valeria Atanacio is the newly hired ELD Tribal Affairs Manager. She began with the ELD in August 2020. She is a citizen of Grand Ronde Tribe. She joined the ELD from an Early Learning Hub in Marion and Polk counties overseeing the implementation of Preschool Promise. She holds a graduate certificate in Infant Toddler Mental Health and a degree in Psychology, both conferred from Portland State University and is finishing her master's in Early Childhood Education Inclusive Curriculum & Instruction also at PSU. She most enjoys spending time with her family camping, travelling and enjoying different foods and cultural experiences of the world.

The Early Childhood Equity Fund may reopen although I have yet to have confirmation on that so as of now there is no process.

We may have Preschool Development Grant funds to do different projects such as Tribal Language Books or other language revitalization projects (similar to what Grand Ronde has done and is currently doing). Please let me know if anyone is interested.

5.0 Legislative Update – Review of Special Session

Ramona Halcomb noted that the Legislature reviewed the Regalia legislative concept (LC) and asked questions about why other cultures are not included in this law. After a legal review, it was approved to move through with the Regalia LC as written to be Indian focused. A final justification for why it is only Indian focused will be submitted by Ramona to the Legislature later this week. This will be addressed during the main legislative session in 2021. The Legislative short session which just ended was primarily budget focused. The student success plans (centering equity) have been supported by ODE and the Legislature. The Oregon Department of Education along with the State Board of Education (SBE) is drafting a legislative concept banning the use of hate symbols in Oregon schools. SBE had its first reading of the language last week.

6.0 AI/ AN Advisory Committee Business

6.1 Approval of Updated AI/ AN Advisory Committee Charter

Deleana OtherBull reviewed changes to the Charter with committee members. Committee members and guests provided input on how to achieve consistent strength based language. Discussion about updating terms of service for chair, vice-chair, and committee members.

6.2 Approval of Updated Advisory Committee Nomination Form

The final edits for the Charter and nomination form will be sent to advisory committee members for their review. Consensus will be requested at the next meeting.

6.3 Review recommended changes to OARs
Deleana OtherBull reviewed the changes and process in getting the permanent rules approved. The current rules are temporary and set to expire in December 2020, giving us a tight deadline to turn around permanent rules for our grant program. After the first draft, the rules will be presented at the Government to Government (G2G) meeting to approve the draft rules and allow for any input on changes. Then rules go to the SBE, with hope of permanent adoption in November. Next steps include cleaning up the OARs with comments and feedback received, then to G2G for approval prior to taking to SBE.

7.0 **SB 13- Tribal History / Shared History Online Professional Development Preview** Trinity
Minahan gave advisory committee members a review of the SB 13 virtual curriculum. This curriculum provides an understanding of the Essential Understandings and 6Ps for educators to build the foundation for teaching, training, and being a source of support, knowledge, and advocacy within their school/district/organization for the SB 13 Tribal History/Shared History curriculum. There will be a phased roll out on October 9 for the first state-wide in-service date and continuing from there every few weeks!

8.0 **Community Comment**
No community comment received.

9.0 **Other Business, Next Meeting Agenda Items**

9.1 2020-21 Meeting Schedule

Chair Henderson led the committee in determining meeting dates for the remainder of 2021. Currently we are scheduled through November 3, 2020. The committee decided to keep a shorter timeframe for these meetings (9-11 a.m.) and if there are any agency updates, to send these in document form to Debbie Green prior to the meeting so we can add them into the agenda and meeting packet. We will provide these updates at the beginning of each meeting when introductions are done. Additional discussion about including the RFA efforts as a standing agenda item, rotating partner updates and partner agency highlights, and beginning and ending in prayer.

2021-21 Meeting Schedule:

November 3, 2020	9-11 a.m.
January 5, 2021	9-11 a.m.
March 2, 2021	9-11 a.m.
May 4, 2021	9-11 a.m.
June 1, 2021	9-11 a.m.

Closing Prayer provided by Josh Davies.

11:30 **Adjourn at 11:34 a.m.**

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

 "ODE-Guest"



Oregon achieves . . .

**AIAN Advisory Committee
November 3, 2020
Docket Item #5.0**

RFA Update Summary:

American Indian/ Alaska Native (AI/ AN) Student Success Plan Grant Program

Concept: The current rules for the AI/AN Student Success Plan were adopted as temporary in May 2020 and will expire December 2020. They were created to provide the framework for the current AI/ AN Student Success Plan to be implemented. The Student Success Plan was adopted in May 2020 and the framework for its grant program was created through the temporary OARs. We are currently issuing RFAs for grant funds.

The RFA deadline to submit an application was extended to November 6, 2020.

Prior to extending the deadline, OIE had received only 10 applications although 29 entities had downloaded the application. As a team, we started exploring reasons as to why entities were not applying. We hope to encourage others to apply.

We are also providing direct, non-competitive- grants to eligible entities who are working to implement a language educational program within community.



**American Indian Alaska Native (AI/ AN) State Advisory Committee on Indian Education
to the Oregon Department of Education's Office of Indian Education
Advisory Committee Charter**

Statement of Purpose:

The AI/AN State Advisory Committee on Indian Education, referred to as Committee here on, was created to advise the Oregon Department of Education on educational matters affecting American Indian and Alaska Natives, with a focus on the following priorities:

- Foster increase of American Indian/ Alaska Native student success outcomes
- Increase graduation rates, increase attendance and enrollment, and increase academic achievement by addressing the systemic inequities created by inequitable environments
- Address disproportionate discipline
- Support diversity educator advancement, recruitment and workforce development
- Center school, district, community, tribal and family engagement
- Increase professional development
- Develop curriculum and instructional materials

The AI/ AN State Advisory Committee provides guidance, input, advocacy and recommendations on policy, rules and legislation related to Indian Education. They recommend goals and measurable objectives for the American Indian/ Alaska Native Student Success Plan to implement by the Oregon Department of Education.

Membership:

The Committee shall consist of 18 members who are advocates and representatives of the AI/ AN education community in the state of Oregon.

Each of the nine (9) federally recognized tribal governments will be invited to select a member to serve on the Committee; selection of such appointees will be submitted in writing to the Office of Indian Education.

Organizations, entities, and individuals will be invited to submit nominations seeking membership, which will be considered and approved by the ODE Office of Indian Education.

Selected members will receive a letter from the Director of the Oregon Department of Education confirming membership and will include an outline of commitment, meeting dates, and other pertinent information. Members will receive reimbursement for mileage and parking for each meeting attended.

18 Member Committee will include representatives from:

- Oregon's nine (9) Federally recognized tribal governments
- Metro/Urban (Portland, Salem, Beaverton, Eugene/Springfield)
- Rural Title VI
- Early childhood representative
- Higher education representative
Oregon Indian Education Association (OIEA)
- At-large representation

Membership Terms of Service:

Committee members serve two-year terms.

If a committee seat is vacated mid-term, a replacement will be selected by an ad-hoc subcommittee of ODE staff and current committee members. That individual will complete the term they are filling and are still allowed to serve two 2-year terms.

Each Committee member may select a delegate to serve in their absence. Said delegate shall enjoy all the rights and privileges for the Committee meetings. Delegates should be informed and prepared in advance for meetings.

Members will be required to RSVP to indicate whether they or a delegate will be present prior to each meeting. Send RSVP's to Debbie Green (debbie.green@state.or.us).

Decision-making Authority:

The Committee is advisory where the members share their ideas, suggestions, and recommendations to guide ODE staff to develop plans, documents, and action items. ODE staff is responsible for summarizing highlights from the meetings and responding to information requests and key action items. ODE will communicate how it acted on the advice provided by advisory members at the following meeting. Minutes of the advisory meeting will be shared publicly.

Government to Government:

The Oregon Department of Education (ODE) has a unique relationship with each of the nine (9) federally recognized tribal governments of Oregon. Through a Government-to-Government process and utilizing ODE's Tribal Consultation and Communication Policy, decisions having implications for the nine (9) federally recognized tribal governments will continue to be vetted through the Government-to-Government Education Cluster and/or working in collaboration with each individual tribal government.

Responsibilities of members:

Attend scheduled meetings either in-person or remotely. Meetings will be held in-person and/or virtually to allow for full participation of committee members across the state.

1. Share relevant information and updates from communities and/or organization to the Committee.
2. Connect with constituents and local networks to share with the Committee.
3. Review minutes and materials prior to meetings.
4. Inform ODE staff if you anticipate missing one or more meetings.

Workgroups:

Committee members will be asked to volunteer or participate in any formal or ad-hoc workgroups deemed necessary by the committee or agency. Assistance in coordinating additional meetings or other contributions will be provided by ODE.

Removal from the Committee and/or workgroup will occur when a member is absent for two (2) consecutive meetings. An exception to this rule is when prior notice is provided to the Committee Chair and to the Oregon Department of Education, Executive Assistant.

An exception to the removal clause shall remain in effect for the representatives of the 9 Federally recognized Tribes who operate under the purview of a separate sovereign government.

The Charter shall be reviewed and reassessed by the Committee annually.

Terms and Duties of Officers Section:

1. Chairperson and vice-chairperson shall be elected from and by the Committee and serve for a minimum of one year.
2. The chairperson shall preside at all meetings of the Committee. The chairperson will represent the Committee at State Board of Education meetings and other meetings deemed important by the Committee.
3. The vice-chairperson shall assume all duties of the chairperson in the chairperson's absence.
4. The chairperson, in collaboration with ODE staff designee, shall be responsible for establishing the agendas for meetings. An agenda, together with relevant materials, shall be sent to members at least the Friday preceding the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the committee chair, and approved by committee members at the following meeting.

Conflicts of interest:

Committee members will be asked to declare any and all potential conflicts of interest. Since this committee is advisory in nature, the agency does not want to exclude voices from participation. All committee members will submit a conflict of interest form upon accepting their membership. Conflicts of interest include place of employment, volunteer or board positions, close family members connected to potential grantee organizations, etc.

The Charter shall be reviewed and reassessed by the Committee annually

AI/AN OARs & Updated Definitions:

American Indian/ Alaska Native (AI/ AN) Student Success Plan Permanent Rules & Updates

Concept: The current rules for the AI/AN Student Success Plan were adopted as temporary in May 2020 and will expire December 2020. They were created to provide the framework for the current AI/ AN Student Success Plan to be implemented. The Student Success Plan was adopted in May 2020 and the framework for its grant program was created through the temp OARs.

These proposed permanent rules will establish an eligibility and the plan's grant funding processes for its grant opportunities to support the strategies and objectives in the plan.

Major updates & changes to Rules:

- Revision of language in OAR 581-017-0681 that is clear, consistent and rooted in strength-based approaches that supports the long-term goals of the AI/ AN Student Success Plan.
- Updated and expanded definitions that consistent with community and have been vetted by the Rules Advisory Committee (RAC) at ODE to ensure more consistency across grant projects.
- Increased clarity on funding eligibility, criteria, and priorities.
- Proposed changes for Rules allow for multiple RFAs
- Increased admin rate (10%) for Tribes

American Indian/Alaska Native Student Success Grant

Draft dated 5-1-2020

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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 ORS 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 beliefs/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.

American Indian/Alaska Native Student Success Grant

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(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 the Klamath Tribes.

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-017-0643

American 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;

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- (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 postsecondary 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:

581-017-0646

American Indian/Alaska Native Student Success Grant: Eligibility

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

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- (a) Be an early learning hub, a provider of early learning services, a school district, an education service district, a post-secondary institution of education, Tribes, 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 Tribes, 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:

581-017-0649

American 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

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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, Tribes 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 5th 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.

(3) 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.

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

American Indian/Alaska Native Student Success Grant

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- (a) Whether the applicant meets the minimum requirements in 581-017-0646 (eligibility) and 581-017-0649 (criteria).
- (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:

581-017-0652

American 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 is 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:

581-017-0655

American Indian/Alaska Native Student Success Grant: Reporting

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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.