

Oregon American Indian / Alaska Native Education State Plan 2015

Oregon Department of Education AI/AN Advisory Panel Members:

Angela Bowen, Confederated Tribes of Coos, Lower Umpqua & Siuslaw

Angie Morrill, The Klamath Tribes, University of Oregon

Ardis Juelle Clark, Confederated Tribes of Warm Springs

Brenda A. Frank, The Klamath Tribes

Chelsea Burns, Coquille Indian Tribe

Dawn Malliett, Springfield Title VII

Karen Kitchen, Portland Public Schools Title VII

Kelly LaChance, Bethel Consortium Title VII

Kerry Opie, Burns Paiute

Leilani Sabzalian, Springfield Title VII Program Parent Committee

Leslie Riggs, Confederated Tribes of Grand Ronde

Lynn Anderson, Siuslaw School District Title VII

Louise Wilmes, Beaverton School District Title VII

Matthew Morton, Native American Youth & Family Center

Michael Davis, Oregon State University

Nichole June Maher, Tlingit, Northwest Health Foundation

Ramona Halcomb, Confederated Tribes of the Umatilla Indian Reservation

Randy Stephen Woodley, George Fox University

Rick Molitor, Jefferson County School District

Robin Butterfield, Winnebago/Chippewa-Independent Contractor

Se-ah-dom Edmo, Oregon Indian Education Association

Shadiin Garcia, Laguna Pueblo, Oregon Education Investment Board

Sonya Moody-Jurado, Confederated Tribes of Siletz Indians

Tabitha Whitefoot, Yakama/Independent Contractor
Tammie Hunt, Cow Creek Band of Umpqua Tribe of Indians

Valerie Switzler, The Confederated Tribes of Warm Springs

Foreword

Over a nine-month collaborative process, the American Indian/Alaska Native Advisory Panel Members provided feedback and guidance in order to update the state's American Indian/Alaska Native State Plan. This plan is the product of that process and is a road map for state efforts to improve opportunities and outcomes for Native American youth in Oregon.

The plan includes 11 state educational objectives with accompanying strategies and measurable outcomes. These have all been revised and detailed by members of the American Indian / Alaska Native Advisory Panel to support the educational philosophy within American Indian / Alaskan Native communities.

The Plan aligns with the Oregon Department of Education's strategic goals and key efforts, including boosting attendance and graduation rates for American Indian / Alaska Native students, providing culturally relevant professional development for school district staff, increasing recruitment and retention of Native teachers, and implementing historically-accurate, culturally-embedded Native American curriculum and instructional materials across the K-12 system.

Over 20 years ago, the Oregon American Indian / Alaska Native Education State Plan was originally approved by members and educators within American Indian and Alaska Native communities, the State Board of Education, and staff of the Oregon Department of Education. The newly revised plan, outlined in the document below, honors this previous work and builds on that wisdom, while also being mindful of the changing educational landscape of Oregon.

We look forward to the implementation of this plan and the realization of a universal, equitable education for all our children.

LEARNERS: Every student graduates from high school and is ready for college, career, or civic life.

| Objectives | Strategies | Metrics & Milestones |
|--|---|--|
| <p>1. Increase graduation rates for AI/AN students to meet or exceed statewide average of all students.</p> | <p>Create campaign to elevate awareness of resources that are available to AI/AN students that could increase graduation rates.</p> <p>Partner with tribes and other stakeholders to identify and advocate culturally responsive approaches to increase graduation rates.</p> <p>Share and disseminate culturally relevant best practices and strategies for closing the opportunity gap for AI/AN students.</p> | <p>Annually ODE will initiate and communicate a campaign regarding resources that are available to AI/AN students and participate in large scale in-services that will increase graduation rates.</p> <p>ODE will partner with tribes and other stakeholders to identify and advocate for implementation in classrooms using culturally responsive approaches to increase graduation rates.</p> <p>ODE will provide a framework for districts to share and disseminate culturally relevant best practices and strategies specific to closing the opportunity gap for every AI/AN students.</p> |
| <p>2. Increase college or career readiness of AI/AN students to meet or exceed statewide average of all students. All AI/AN students will have the opportunity to graduate from HS with a minimum of</p> | <p>Encourage and incentivize districts to provide opportunities for AI/AN students to visit post-secondary institutions. Pursue funds to support a state-wide college access day for AI/AN students</p> <p>ODE will provide support to districts in implementing AI/AN culturally specific college and career readiness programs, services, and resources to every student beginning in third grade in order to create conditions for student engagement, leadership, and empowerment.</p> <p>ODE will coordinate with HECC to develop strategies to increase post-secondary exit to high-paying employment opportunities.</p> | <p>Identification of funds to target AI/AN student college and career readiness programs.</p> <p>Promotion of existing AI/AN college and career readiness opportunities on ODE website.</p> <p>HS college credit data (BY 2017) – ODE College & Career Readiness data – ODE Access & Affordability Initiative reports-HECC ODE’s College & Career Programs - ODE Career Readiness & Workforce</p> <p>Development data from HECC</p> <p>Middle School early warning data - ODE</p> |
| <p>3. Increase AI/AN attendance to meet or exceed statewide average for all students.</p> | <p>Chief Education Office will support a policy option package for funding to support a Tribal Attendance Pilot Program. The program would target schools in need of additional support to improve AI/AN attendance. Create a climate survey (a tripod survey for students, educators, and parents) in schools struggling with truancy of AI/AN students in order to identify barriers to attendance. Partner with Youth Development Division to leverage efforts of this program.</p> <p>In addition to lessons learned from pilot, research, identify and disseminate best practices, strategies, and tools for districts to adapt to their local contexts to improving attendance for all AI/AN students.</p> <p>ODE work with districts to convert cultural absences into credit earning opportunities.</p> | <p>Secure and distribute funding for pilot program – Chief Education Office/Legislature</p> <p>Disseminate funds and track progress – Chief Education Office/ODE</p> <p>Develop framework for districts to review absences related to cultural activities - ODE</p> <p>Attendance data - ODE</p> |

Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

| Objectives | Strategies | Metrics & Milestones |
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| <p>4. Districts will recruit, hire, place and retain a minimum of 5% AI/AN educators (equally distributed among administrators, teachers, & support staff) or a percentage equal to the percentage of AI/ AN</p> | <p>Diversify the hiring pool of AI/AN teacher candidates by:</p> <ol style="list-style-type: none"> 1. ODE encouraging districts to place job postings for teacher, administrative, and classified positions in Native specific media outlets, and 2. Creating an ODE resource page that provides resources, networks, and strategies for recruiting, hiring, and retaining AI/AN teachers, administrators, and classified staff <p>Offer place-based and general Professional Development to district HR offices and/or hiring panels on equitable hiring practices.</p> | <p>Oregon Educator Network (website)– ODE</p> <p>Professional Development offered– ODE</p> <p>Licensed educators data – TSPC</p> |
| <p>5. Ensure 100% of educators (administrators , teachers, support staff, school boards) receive AI/AN culturally responsive training at least once per academic year.</p> | <p>ODE will support districts in developing Equity Plans which will include providing AI/AN culturally responsive professional development opportunities for all staff at least once per year.</p> <p>ODE will create a list of appropriate AI/AN culturally responsive trainings which districts can access.</p> <p>Explore a partnership with TSPC to offer an Indigenous Educational Sovereignty Certificate that teachers can obtain through continuing education units. The certificate will include information on teaching about AI/AN people and effective teaching to AI/AN students.</p> | <p>Promote list of professional development training opportunities on ODE website.</p> <p>Develop IES Certificate – TSPC/ODE</p> <p>Equity Plan development – ODE (Equity Unit)</p> <p>AI/AN Educator data - TSPC</p> |
| <p>6. 100% of pre-service students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribe.</p> | <p>ODE will connect with current Native Teacher prep programs at UO and PSU to assist with current outreach efforts and invite input on additional strategies to meet this objective.</p> <p>Identify funds to create Native American Educator hiring campaign.</p> <p>ODE work with districts to convert cultural absences into credit earning opportunities.</p> | <p>Outreach to PSU & UO – ODE</p> <p>Campaign funding & structure – Chief Education Office</p> <p>Continued work with the Oregon Educator Equity Act – ODE & Chief Education Office</p> <p>Oregon Educator Equity Act Report – Chief Education Office AI/AN Educator data - TSPC</p> |

Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

| Objectives | Strategies | Metrics & Milestones |
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| <p>7. Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials that are developed in collaboration with local tribes and are aligned with the Common Core State Standards and state standards.</p> | <p>ODE will support efforts to develop legislative language which mandates implementation of (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials.</p> <p>ODE will continue to collect AI/AN curriculum which is, or can be aligned to the Common Core.</p> <p>ODE will provide a framework for districts to share and disseminate culturally relevant best practices, strategies, and curriculum to successfully increase educational opportunities for AI/AN students.</p> <p>Continue efforts with Advisory Panel, Oregon Tribes, OIEA, and other AI/AN stakeholders to develop legislative language for the 2017 session – ODE & et al</p> | <p>Enrolled bill</p> <p>Utilization of SB 739 website to house information - ODE</p> |

Communities: Meaningfully engage elders, parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

| Objectives | Strategies | Metrics & Milestones |
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| <p>8. Chief Education Office, ODE, ELD, YDC, HECC, and TSPC will strategically invest and collaborate with Oregon’s federally recognized tribes, Native/Indian organizations, Title VII Programs, and AI/AN community programs to implement, support, and maintain culturally relevant family/parent engagement so that every AI/AN child will begin their educational journey ready to succeed.</p> | <p>Leverage and connect to existing engagement efforts (including social events, entertainment, science nights, open houses, and community clubs).</p> <p>Chief Education Office staff will convene the necessary agents to target funds for a minimum of 10 Native communities and tribes to support community driven “Community Conversations” (CC). Chief Education Office will improve student/ parental/ community engagement by establishing a cadre to facilitate “CC” and assist with the drafting of local “CC” action plans with strategies for improving engagement.</p> <p>Engagement efforts will be led by Chief Education Office and ODE et al.</p> <p>Utilize AI/AN Advisory Panel, Education Cluster (Government to Government), and other stakeholder groups to solicit best practices to engage community conversations – ODE & et al</p> | <p>Survey results collected and analyzed</p> |

ODE: Internal systems and processes support Equity Initiatives.

| Objectives | Strategies | Metrics & Milestones |
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| <p>9. Create accurate identification criteria for who is counted as an AI/AN student and require districts to collect data.</p> | <p>Establish a task force that will use multiple definitions (i.e. Federal, Title VII, District, NCES, etc.) to create one “flagged” data set for all Oregon educational agencies to adopt.</p> <p>Develop a campaign to inform districts about the new data collection mandate.</p> | <p>Create task force – ODE & Chief Education Office to develop definition – Task Force</p> <p>Coordinate with ODE Data Team to create an AI/AN flag - ODE</p> <p>Disseminate to education agencies – Chief Education Office</p> |
| <p>10. Establish framework for accountability of implementation of the AI/AN State Plan.</p> | <p>ODE will report to the State Board of Education twice per year on the implementation efforts of the AI/AN Education State Plan.</p> <p>ODE will create an annual AI/AN report on progress of the AI/AN Education State Plan. Data to include: attendance; discipline; SPED; graduation rates; achievement; drop-out; post-secondary entrance; TAG rates; poverty (FRL); homeless; ELL/second language; and other data as available.</p> | <p>Annual Report – ODE</p> |
| <p>11. Continue to build internal ODE capacity by strengthening the organizational infrastructure and increasing staffing to increase support to schools, Title VII, Oregon Federally Recognized Tribes, and AI/AN communities.</p> | <p>Gather existing state Indian Education legislation to create a comprehensive Indian Education bill that would include increased resources dedicated to AI/AN education at ODE.</p> <p>Create Professional Development for ODE staff on the State Indian Education Plan (include cultural competency, sovereignty, Oregon Federally Recognized Tribes, and other identified trainings) to be offered to ODE staff and other educational agencies.</p> <p>Increase representation of AI/AN stakeholder input for programs and services offered through ODE (advisory boards, committees, hiring panels, etc.).</p> | <p>Connect with tribal government lobbyist and other AI/AN organizations to support efforts - ODE</p> <p>Training opportunities available to ODE staff - ODE</p> <p>AI/AN Indian Education Bi-annual & Annual Plan - ODE</p> |