



Kate Brown, Governor

AI/AN Advisory Committee

Members

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

Office of Indian Education

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

2019-20 Meeting Dates

- May 5, 2020*
- June 30, 2020*
- September 1, 2020*
- November 3, 2020*

American Indian/Alaska Native Advisory Committee

APRIL 7, 2020
1:30 p.m. - 4:00 p.m.

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AGENDA

1:30	1.0 Welcome / Networking	All
1:40	2.0 Approval of March 10, 2020 Minutes	Chair Henderson
1:45	3.0 Indian Education Office Updates	Staff
	3.1 Contact Information Updates	
	3.2 COVID-19 Update	
2:00	4.0 AI/AN Education Plan Feedback	Deleana OtherBull
	4.1 Approval of AI/AN State Education Plan	
3:00	BREAK	
3:10	5.0 AI/AN OAR Rules Feedback	Deleana OtherBull
	5.1 Approval of AI/AN OAR Rules	
3:55	6.0 Confirming Next Meeting Date	Members
4:00	Adjourn	



Kate Brown, Governor

American Indian/Alaska Native Advisory Committee

MARCH 10, 2020 | 9:30 a.m. - 4:00 p.m.
Oregon Department of Education- Room 251B
255 Capitol Street NE | Salem, OR 97310

MINUTES

Present: Deleana OtherBull, April Campbell, Debbie Green, Sonya Moody-Jurado, Mercedes Jones, Chris Mansayon

By phone: Sandy Henry, Robin Butterfield, Julie Bettles, Rudyane Rivera-Lindstrom, Tony Rosilez (in-person at 1 p.m.)

ODE Visitors: Lindsay Pearson, Tamara Dykeman, Jeremy Wells, Blake Whitson

1.0 Welcome / Networking

April Campbell welcomed the advisory committee members and introduced the new Office of Indian Education (OIE) staff Deleana OtherBull. Deleana is the new Student Success Coordinator. Advisory committee members then introduced themselves by phone and in-person.

2.0 Approval of January 7, 2020, Minutes

April Campbell moved to approve the minutes as presented. After a vote, the minutes were approved; no edits or changes were noted.

3.0 Indian Education Office Updates

ODE is providing training and lesson plan samples to help districts fulfill the requirements of SB 13. Two trainings have been completed with two more scheduled through April. This does not constitute an endorsement of plans and lessons that districts will take back to their classrooms. Today's work will include reviewing and discussing draft rules and AI/AN Plan feedback. This work needs to be completed by the end of June 2020 for submission to the Legislature. The 2020 legislative concept to allow AI/AN students rights to wear regalia or items of cultural significance at high school graduation did not pass. ODE will resubmit this legislative concept for the 2021 long session. Robin Butterfield met with the geography grant recipients from The Gray Family Foundation. Robin gave a short presentation of the ODE website where current lesson plans and information about SB 13 is located. For questions and information about:

- Senate Bill 13, contact April Campbell
- The AIAN Advisory Committee and Education Plan, contact Deleana OtherBull
- TAPP (Tribal Attendance), contact Ramona Halcomb.

The OIE will be hiring one additional staff member this year and will be recruiting for two intern positions over the summer. We will send position descriptions to the committee when they are developed and send further information when it is available.

The Early Learning Division (ELD) released four grant applications that are available to Tribal governments. There will also be a position opened up at ELD for a Tribal Liaison.

4.0 AI/AN Education Plan Work

Deleana OtherBull presented the draft mission and vision statements for the Office of Indian Education for discussion and feedback.

The mission of the Office of Indian Education is to support the efforts of local educational agencies, tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian students; and ensure that all students have the supports needed to be successful.

Deleana asked for and received consensus to approve this language for the new mission statement.

Next she read through the new vision statement:

*Our traditional Native cultures and values are the foundations of our learning therefore, the Office of Indian Education ~~will~~ **shall**:*

- *Promote the understanding and use of educational sovereignty;*
- *Support use of traditional knowledge and language;*
- *Improve educational opportunities and results in our communities; and*
- *Continue to support individual identities of our Native students and youth.*

Consensus from committee is to adopt the new mission and vision statements with the change of 'will' to 'shall' in the opening sentence of the vision statement. These new mission and vision statements will be used to guide efforts in the OIE (Office of Indian Education).

Deleana led the committee in a review and discussion of the draft AI/AN Education Plan, gathering feedback and consensus with each objective.

Working lunch included a cultural activity.

5.0 School Safety, Bullying, and Anti-Harassment

Jeremy Wells requested feedback on two documents that were e-mailed to committee members this morning. The first is SB 52, Suicide Prevention rules which require all school districts to develop a suicide prevention plan. He asked for feedback on using linguistically and culturally responsive language. The second is for Section 36 which is about developing a school safety and prevention system. He requested committee members review Section 36 and then provide guidance on how to ensure the equity lens is present and any needs assessments needed with the Native population. Feedback for Section 36 is requested by the end of March.

6.0 American Indian/Alaska Native Students in Oregon Report

Blake Whitson shared slides on the AI/AN Students in Oregon Report and reviewed key indicators. The full report is completed and was just presented at the G2G Education Cluster meeting for

review. It will be available soon for distribution. In the development of this report, other states' data reports were reviewed to determine what data points should be included in the Oregon report. Important data points noted in the report include demographics, assessment, and outcome data. To note, discipline for AI/AN students fall into four subjective categories and 65.5% of AI/AN alone students graduated within four years in 2017-18.

The committee requested to add nomination and election of an AI/AN Advisory Committee Chair to the agenda. Sonya Moody-Jurado nominated Tamara Henderson as chair, seconded by Julie Bettles. Tamara accepted the nomination. The motion was put to a vote and passed. The time frame for serving as chair will be part of a future discussion.

7.0 Public Comment

Robey Clark provided public comment.

8.0 AI/AN Education Plan Work Continued

Advisory Committee members continued their discussion and provided feedback on the draft AI/AN Education Plan.

Scott Nine, assistant superintendent for the Office of Education, Innovation, and Improvement came to introduce himself to the group. He spoke about gathering input at a future meeting from this group on what knowledge and expertise can be shared with school districts and ESDs to have supports in place to partner more skillfully with Tribes.

9.0 Language Use Survey

Susy Mekarski reviewed the development of the 2020-21 Language Use Survey (LUS) and what the process is for identifying how AI/AN students qualify as a potential English Learner. Districts have reached out to ODE for guidance which led to the development of an Education Draft Guidance document.

10.0 Other Business, Next Meeting Agenda Items

Advisory members decided to hold a virtual meeting on April 7th, 1:30-4:00 to review and approve final draft of AI/AN state plan.

Adjourn at 4:00 p.m.



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American Indian / Alaska Native Student Success Plan 2020-2025

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, sexual orientation, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310; Telephone (503) 947-5600; Fax (503) 378-5156

FORWARD

The newly created Office of Indian Education at the Oregon Department of Education is pleased to share the new strategic American Indian/ Alaska Native (AI/AN) Student Success Plan. This five-year state plan will guide agency decision-making through 2020-2025. This plan provides our communities with a refreshed mission that centers shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students in the state of Oregon. We grounded this plan with the overarching goal of success for AI/AN students and out of school youth.

Development of the Native Student Success Plan was a collaborative effort shared by the AI/AN Advisory Committee Members, AI/ AN students and youth, Tribes, ODE leadership, the Government to Government Education Cluster (comprised of representatives from each of the 9 federally recognized tribes in Oregon), the general AI/AN community and other committed stakeholders. By engaging the wider community through public community conversations and data analyses, the Office of Indian Education (OIE) worked to center the voices, needs and experiences of AI/AN students and youth. The OIE team shared leadership over several months to create a five-year roadmap with set objectives that will improve the ways the Oregon Department of Education supports equity and excellence for each AI/AN student.

In each section, we have identified specific objectives, strategies and key indicators that will allow us to measure the state's progress and prioritize resources in a way that honors our mission, vision and values and centers the communities we serve as a whole.

VISION FOR STUDENT SUCCESS PLAN

The purpose of the American Indian/ Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together to achieve that vision. The Student Success Plan is a proven strategy that will increase attendance rates, high school graduation rates and create a pathway for equity and excellence for all AI/AN students.

Mission for the Office of Indian Education:

The mission of the Office of Indian Education is to support the efforts of local educational agencies, tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian/ Alaska Native students; and ensure that all students have the supports needed to be successful.

Vision for the Office of Indian Education:

Our traditional Native cultures and values are the foundations of our learning therefore, the Office of Indian Education shall:

- Promote the understanding and use of educational sovereignty;
- Support use of traditional knowledge and language;
- Improve educational opportunities and results in our communities; and

- Continue to support individual identities of our Native students and youth.

SHARED HISTORY

The historical legacy of education and its efforts for the tribes and Nations in the state of Oregon spans across hundreds of years and largely has been an adversarial topic until recently.

The United States has a unique federal trust responsibility which stems from the treaties signed between sovereign tribes and the U.S Government in the 1800s. The treaties signed between the U.S Government and tribes provided provisions outlined by the government that promised tribes access to education largely in exchange for land and rights.

After the signing of treaties in the late 1800s, military-based facilities were rehabilitated into boarding schools for Native American children. In addition to these government-run boarding schools, church-based mission schools became the standard for government-provided education for tribes. Government policy allowed children to be forcibly removed from their homes and communities. They were sent to boarding schools often located thousands of miles away. These schools were grossly underfunded, overcrowded and poorly maintained.

It is documented that the forcible removal of Native American children from their families and their communities was a deliberate process of assimilation. On arrival to school, children's hair was cut, their traditional clothing removed, and their Native languages forbidden. Children as young as four-years old endured rampant emotional, physical, sexual and mental abuse while in the care of boarding schools.

It is until recently that policymakers and leaders have recognized the trauma that children and communities have faced as a result of these assimilation policies and have moved towards strengthening better educational policies and practices through government to government relationships at the federal, state and tribal levels.

SHARED FUTURE

In 2011, the State of Oregon enacted legislation (ORS 350.014) that created the 40-40-20 goal for Oregon's educational achievement that by 2025:

- 40% of Oregonians will complete a 4-year degree,
- 40% of Oregonians will complete a 2-year degree or certificate, and
- 20% will earn a high school diploma or the equivalent.

In 2013, the Oregon Department of Education hired 1 full-time staff dedicated to support the 40-40-20 goal for American Indian / Alaska Native (AI/AN) students. In 2014, ODE brought together the American Indian / Alaska Native Advisory Panel, a panel comprised of 29 members

representing Tribes, Postsecondary Institutes, Title VI Indian Education, non-profit organizations, community-based organizations, and AI/AN communities from across the state .

Over a nine-month collaborative process, the Advisory Panel members provided feedback and guidance in order to update the state's 20-year old American Indian/Alaska Native Education State Plan. The plan generated by the American Indian / Alaska Native Advisory Panel was approved by the State Board of Education and included 11 state educational objectives with accompanying strategies and measurable outcomes extending efforts through the 2017-2018 academic year. In 2016, ODE hired an additional Education Specialist.

In 2017, the Advisory Committee began updating the plan and its objectives. It is important to recognize that 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. This 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. The plan is the product of this process and is a road map for state efforts to improve opportunities and outcomes for American Indian youth in Oregon.

The Advisory Committee strategically aligned the plan with the ODE's strategic goals and key initiatives, 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.

In September 2017, the American Indian / Alaska Native Students In Oregon: A Review of Key Indicators¹ report was published. The primary data source for this report is available on the ODE website at [Reports and Data](#). This data was utilized to drive discussions and create objectives outlined in the revised 2018-2023 American Indian Alaska Native Education Plan. It is important the recognize, these objectives are not all inclusive but a guide to improve educational outcomes including system improvements for our AI/AN students.¹

During the 2019 legislative session, the American Indian / Alaska Native Student Success plan was codified into law under the [Student Success Act](#).

All objectives outlined in this plan is an overarching effort to increase graduation rates for AI/AN students in which these students and youth meet and exceed statewide averages for all students and youth.

¹ *American Indian / Alaska Native Students In Oregon: A Review of Key Indicators*, Oregon Department of Education September 2017. http://www.oregon.gov/ode/reports-and-data/researchbriefs/Documents/Internal/American_Indian_Alaska_Native_Students_In_Oregon.pdf

SHARED LEADERSHIP

The AI/AN State Advisory Committee on Indian Education 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:

- American Indian Student Success Outcomes
- Increase Graduation, increased achievement by closing opportunity gaps, increase attendance, address disproportionate discipline
- Diversity educator advancement and workforce development (what about recruiting?)
- School, district, community, tribal development and engagement
- Professional development
- Curriculum and instructions

The AI/AN 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.

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 representative
- Early childhood representative
- Higher education representative
- Oregon Indian Education Association (OIEA)
- At-large representation

Current 2020 AI/AN State Advisory Committee on Indian Education Members

Jesse	Beers	Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians
Julie	Bettles	Klamath Tribes
Robin	Butterfield	Winnebago/Chippewa
Shadiin	Garcia	Laguna Pueblo
Tamara	Henderson	Laguna Pueblo
Sandy	Henry	Cow Creek Band of Umpqua Tribe of Indians
Will	Hess	Klamath Tribes
Vanesssa	Bahe	Burns Pauite Tribe

Tammie	Hunt	Cow Creek Band of Umpqua Tribe of Indians
Mercedes	Jones	Confederated Tribes of Grand Ronde
Sally	Kosey	Confederated Tribes of the Umatilla Indian Reservation
Chris	Mansayon	Confederated Tribes of Grand Ronde
Modesta	Minthorn	Confederated Tribes of the Umatilla Indian Reservation
Scott	Minthorn	Confederated Tribes of the Umatilla Indian Reservation
Sonya	Moody-Jurado	Confederated Tribes of Siletz Indians
Angie	Morrill	Portland Public Schools
Angie	Fasana	Confederated Tribe of Grand Ronde
Leilani	Sabzalian	Springfield Title VI, U of O
Valerie	Switzler	Confederated Tribes Of Warm Springs
Bridgett	Wheeler	Coquille Indian Tribe
Beverly	Youngman	Confederated Tribes of Siletz Indians

GOAL 1

AMERICAN INDIAN AND ALASKA NATIVE STUDENT SUCCESS

All students enrolled in early learning programs, school districts, and post-secondary institutions in Oregon are engaged and empowered through relevant, rigorous learning opportunities that foster equity and excellence so that AI/AN students can succeed.

IDENTIFICATION

According to the latest *American Indian / Alaska Native Students In Oregon: A Review of Key Indicators Report*, in 2018-2019 Oregon reported 7,101 students as AI/AN – Alone representing a 1.2 percent of students enrolled in Oregon public schools. However, being inclusive of AI/AN students who additionally identified as Latino/a/x or Multi-Racial, the numbers of AI/AN

combination students increased enrollment to 53,159, representing 9.2 percent of students enrolled in Oregon. ODE reports that this is the fifth year of decline for AI/AN identified students in Oregon which accounted for a decrease of 11 percent of enrolled students from 2014-2015.

OBJECTIVE 1: Adopt and support increased accuracy for the identification criteria of AI/AN students enrolled in early learning, K12, and post- secondary institutions.	
OVERARCHING STRATEGY: Support systems and advocate for processes that lend to the accurate identification of AI/AN students in school districts.	
Action	Benchmarks
Identify existing and promising practices of positive identification of AI/AN students in early learning, K12, and post- secondary institutions.	Support practices identified through internal review that lend to increased and accurate identification. Advocate for increased research as to how AI/AN students are identifying
Identify gaps in the positive identification of AI/AN students in early learning, K12, and post- secondary institutions.	Provide recommendations and guidance to school districts and ODE on identification gaps
Adopt new policy and practice at the district level that accurately accounts for AI/AN student identities	Provide policy recommendations to ODE that will give guidance to school districts to adopt new identification criteria to accurately account for AI/AN students
Develop guidance and communication tools for students, youth, and families on identification of AI/AN students in K-12 system.	Create guidance document and supports for districts to utilize during registration processes.

EARLY LEARNING

Oregon’s Early Learning Programs provides opportunities to foster the development of preschool aged children and promote their school readiness. It is the goal of the Office of Indian Education to increase AI/AN families’ access to high quality, community-based early learning programs is to support the learning and development needs of young children.

OBJECTIVE 2: Increase access to high quality, community-based early learning programs that center culturally connected environments that prepare AI/AN students for kindergarten.
OVERARCHING STRATEGY: Support systems and advocate for processes that lend to the successful recruitment of AI/AN enrollment into early learning programs that are culturally

responsive, inclusive, developmentally appropriate and seek to increase successful transitions from early learning to kindergarten.	
Action	Benchmarks
Identify existing and promising practices of enrollment of AI/AN students in early learning and support initiatives that center AI/AN students under the <i>Raise Up Oregon: A Statewide Early Learning System Plan</i>	Identify what is currently being done and how it is measured under current ODE state plan. Create guidance and recommendations on enrollment promising practices.
Increase AI/AN Early Learning educators and personnel in early learning programs.	Identify and provide guidance and recommendations to diversifying the early learning educator workforce and improving cultural responsiveness in schools.
Support and empower workshop offerings and resources to support parents and guardians on a variety of topics that center the benefit of early learning.	Set aside funds to target AI/AN family engagement

AI/AN DISCIPLINE INCIDENTS

AI/ AN students’ physical, social, mental, emotional, and cognitive development in K-12 are vital as they navigate through their educational journeys. It is documented and researched that students are more successful when they have social-emotional wellness support and balance through supporting positive behavioral health, healthy lifestyles, safety and a connection to culture so that AI/AN students can thrive.

For the 2018-2019 school year, nine percent of AI/AN – Combination students received one or more discipline incidents during the school year while 6.3 percent of Non – AI/AN students received one or more discipline incidents. The highest rate of discipline incidents is among AI/AN – Alone students with 12.8 percent of students having one or more discipline incidents in 2018-2019. Thus, demonstrating that AI/AN students disproportionately experience disciplinary incidents more than their non-Native peers. Many of these incidents are subjective and open to interpretation. For example, minor misbehavior of a student may be met with the student being removed from the classroom for the day at the full discretion of the teacher.

OBJECTIVE 3: Decrease the occurrences and over-representation of AI/AN students experiencing academic suspensions, expulsions or pushout.	
OVERARCHING STRATEGY: Enhance social-emotional wellness and balance for students through supporting positive behavioral health, healthy lifestyles, safety and a connection to culture so that AI/AN students can thrive.	
Action	Benchmarks
Review the exclusionary discipline practices used disproportionately against students of color and differently abled students through examining district policies and identifying AI/AN student data.	A framework will be developed for OIE to review discipline policies and practices of districts. OIE will review AI/AN data and make recommendations.
Engage family and community to center student success in providing support for so that AI/AN students can thrive within the classroom.	Set aside funds to target AI/AN family engagement and community involvement.
Improve/ create opportunities for family mentoring programs to guide families through school processes or assist with hardships	Set aside funds to assist AI/AN families in strengthening their resilience and recognizing their strengths.

ATTENDANCE

After the release of the Condition of Education for Oregon’s Tribal Students in January 2013, a study from the Chalkboard Project, the Government to Government Education Cluster, created a Policy Option Package (POP) to solicit state funding to reduce chronic absenteeism of American Indian/Alaska Native students. Following a successful pilot year, TAPP was reauthorized for the 2017-2019 biennium. The Oregon legislature set aside resources to operate TAPP projects to reduce chronic absenteeism of native students in nine preselected Oregon school districts.

Over the last five years the percent of AI/AN – Combinations students on-track to graduate by the end of their ninth-grade year has increased from 68.6 percent in 2014-15 to 76 percent in 2018-19. The greatest increase however is observed among AI/AN – Alone student on-track to graduate which went from 59.6 percent in 2014-15 to 71.7 percent in 2018-19 representing a 12 point increase. This is correlated with reduced chronic absenteeism, as prior to TAPP funding the percent of AI/AN – Alone students Had a 33% chronic absenteeism rate compared to a rate of 19% by their peers.²

OBJECTIVE 4: Increase attendance and graduation rates of AI/AN students.
OVERARCHING STRATEGY: Cultivate a culture where AI/AN students and families are welcomed at schools. Schools embrace culturally appropriate practices.

² *American Indian / Alaska Native Students In Oregon: A Review of Key Indicators*, Oregon Department of Education September 2017. http://www.oregon.gov/ode/reports-and-data/researchbriefs/Documents/Internal/American_Indian_Alaska_Native_Students_In_Oregon.pdf

Action	Benchmarks
Implement comprehensive projects that center Tribal Attendance Pilot Program and promising practices for AI/AN students enrolled in early learning and K12.	Expand the 9 preselected districts that serve high numbers of AI/AN students
Partner with tribes and other stakeholders to identify and advocate for culturally responsive approaches to increase attendance and increase graduation rates.	A framework will be developed to review student absences related to cultural activities and culturally related absences across districts. Guidance and recommendations will be given to districts.
Share and disseminate culturally relevant best practices and strategies for closing the opportunity gap for AI/AN students through increasing graduation rates.	Opportunities will be provided for districts and tribes to work together to understand culturally relevant promising practices.
Identify and review district attendance policies with higher numbers of AI/AN enrollment and the policies its impact on AI/AN students who experience chronic absenteeism.	Support and build the capacity of family advocates which have deep local connections to create school-wide initiatives to reduce chronic absenteeism

TRANSITIONS

AI/AN students who feel connected and socially represented within their schools and classrooms are more likely to engage and to learn. Students’ transitions between schools — whether transitioning from pre-k to kindergarten or advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness to their peers, teachers and school. Intentional planning to support students’ transitions can make the critical difference for student success.

Being proactive in the supportive planning to center successful transitions for AI/AN students through kindergarten, middle school, high school, and graduation provides a foundation for lifetime success.

OBJECTIVE 5: Increase the occurrences of successful student transition planning at all levels	
OVERARCHING STRATEGY: Enhance social-emotional wellness and balance for students through supporting positive behavioral health, healthy lifestyles, safety and a connection to culture so that AI/AN students can thrive through transition critical points in their education.	
Action	Benchmarks
Engage family and community to center student success in transitions by providing support for so that AI/AN students are supported during transitions and/or who are transferring to a new school	A framework will be developed for OIE to review discipline policies and practices of districts. OIE will review AI/AN data and make recommendations.
Support early identification of AI/AN student strengths and challenges at critical transition points so students may transition ready to learn and with a cognitive foundation that prepares them for the future through school practices, educational support and research-based experiences that advance total well-being.	Set aside funds to target AI/AN transition programs that increase the number of successful transitions for AI/AN students that are informed by high-quality data and advances them towards readiness for success in career, college and community.
Create guidance on promising practices for early learning programs and school districts to implement high-quality and culturally responsive intervention for transition planning at all levels for AI/AN students.	Set aside funds to target AI/AN student early intervention for transition planning and support that includes an emphasis on efforts that are culturally responsive, inclusive, developmentally appropriate and seek to increase successful transitions.

POST-SECONDARY AND CTE ENROLLMENT

Enrollment in K-12 pathway programs can increase student engagement and support long-term student success by providing fundamental support through critical transitions in AI/ AN students’ educational opportunities. The Office of Indian Education seeks to increase the career and college readiness of high school graduates through Post-Secondary and Career and Technical Education (CTE) Enrollment. CTE provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

For AI/AN – Combination students, 56.07 percent were enrolled in a post-secondary institution within 16 months of their graduation from high school in 2016-2017. This compares to 65.05 percent for Non–AI/AN students from the same graduating year.

The new goal, approved by the Higher Education Coordinating Commission states that, "Oregon anticipates more than 120,000 additional jobs requiring post-secondary training or education between now and 2030. In order to meet this need, 300,000 additional adult Oregonians should earn a new degree, certificate or credential valued in the workforce during that time. Because Oregon has substantial attainment gaps among minority, low income and rural Oregonians, the state will also commit to reducing those attainment gaps by half during the decade."

OBJECTIVE 6: Increase enrollment and access for AI/AN students in post-secondary education, career and technical education programs, and career readiness.	
OVERARCHING STRATEGY: Foster strength-based approaches to college and career readiness of AI/AN students through increasing student engagement and empowerment in relevant, cultural learning opportunities that center AI/ AN student success.	
Action	Benchmarks
Identify existing and promising practices for the enrollment of AI/AN students into post- secondary institutions and CTE programs.	Set aside funds to target AI/AN student college and career readiness programs.
Encourage and incentivize districts and schools to provide opportunities for AI/AN students to visit post-secondary institutions and learn more about available career and technical education programs.	Set aside funds to target AI/AN student college and career readiness programs.
Identify opportunities to strengthen career and technical education programs in tribal communities for AI/AN students.	Set aside funds to target AI/AN student college and career readiness programs.
Increase college or career readiness of AI/AN students to meet or exceed statewide average of all students and expand outreach that centers CTE and the Perkins Plan (targeted outreach and relationship building among the tribes with CTE).	Set aside funds to target AI/AN student college and career readiness programs. All AI/AN students will have the opportunity to graduate from high school with a minimum of 3 college credits

GOAL 2	EDUCATOR SUCCESS
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All educators and staff at early learning programs, school districts, and post-secondary institutions have a high-performing culture where employees have the training, support and professional development to contribute effectively to AI/AN student success.

Research from the Oregon Indian Education Association and the National Indian Education Association demonstrate that competent and committed teachers have the greatest influence on AI/AN student achievement beyond the students’ families. The Office of Indian Education knows that the primary strategy to recruit and retain committed teachers must be done by

supporting teachers’ teaching programs and professional licensure that include coaching and mentoring so that they are successful in the classroom with their students.

OBJECTIVE 1: Develop and grow staff and educators to support AI/AN student success.	
OVERARCHING STRATEGY: Through culturally relevant professional development and technical assistance opportunities to districts, schools have a supportive culture where employees have the training, support and professional development to contribute effectively to AI/AN student success.	
Action	Benchmarks
Ensure that educator certification processes result in educators who understand Essential Understandings regarding Oregon Tribes.	Support funding to diversifying the educator workforce and improving cultural responsiveness in schools by collaborating with TSPC during recruitment phases.
Provide professional development and technical assistance opportunities to districts.	Create guidance and recommendations for the coordination of professional development and technical assistance for districts

OBJECTIVE 2: Increase the number of AI/AN identified teachers, paraprofessionals, and administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon’s AI/AN student population.	
OVERARCHING STRATEGY: Foster strength-based approaches for educators and staff at early learning programs, school districts, and post-secondary institutions to embrace a high-performing culture of equity and excellence that center AI/ AN student success.	
Action	Benchmarks
Identify existing and promising practices of positive identification of AI/AN teachers, paraprofessionals, and administrators in early learning, K12, and post-secondary institutions.	Provide recommendations and guidance to Higher Education Coordinating Commission and ODE on identification gaps
Increase the number of AI/AN persons who enroll in Educator Preparation Programs through partnerships that center recruitment, mentorship and program support. Support the development of transparent and streamlined pathways from community colleges to university teacher preparation programs which includes practices of transfer pathways and cross sector actions promoted by Career College	Support the Educator Advancement Council in advocating for lowering the cost of teacher preparation by increasing funding for the Oregon Teacher Scholars Program (OTSP) to provide scholarships and help AI/AN students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon’s educator workforce.

Collaborative (C3) and the Educator Advancement Council.	
Increase the retention of AI/AN personnel in schools by creating a support network.	Provide recommendations and guidance to HECC on best practices within Oregon and other states for recruiting and retaining AI/AN teachers and personnel.

GOAL 3	CURRICULUM SUCCESS
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All educators and staff at school districts are supported with the training, support and professional development to effectively implement Senate Bill (SB) 13, known as Tribal History/ Shared History, in their classrooms at all grade levels.

In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/ Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum.

OBJECTIVE 1: 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. This curriculum will be aligned with the national and state standards and will create opportunities to expand those requirements across multiple content areas.	
OVERARCHING STRATEGY: Educators (administrators, teachers, paraprofessionals, all support staff, school boards) will receive AI/AN culturally responsive professional learning that will cover the Essential Understandings of Indian of Senate Bill 13 to allow for implementation.	
Action	Benchmarks
Provide SB 13 Tribal History/Shared History Train-the-Trainer trainings to educators	Hold Train the Trainer trainings for SB 13 and certify teachers to implement lesson plans in their classrooms
Provide professional development and technical assistance opportunities to districts and educators that center AI/AN culture, language and learning across multiple content areas of SB 13.	Create recommendations and guidance for districts on oversight and intervention for teachers needing professional development and TA.
Finish and release the remaining curriculum lesson plans	By 2025, all lesson plans will be available for all grade levels to implement.
Curriculum adapted for accessibility (blind and deaf)	By 2025, all lesson plans will be available and provide accessibility

OBJECTIVE 2: Every Early Learning Program in Oregon implements lesson plans on historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials by 2025.	
OVERARCHING STRATEGY: Educators (administrators, teachers, paraprofessionals, all support staff, school boards) will receive AI/AN culturally responsive professional learning that will cover the Essential Understandings of Indian of Senate Bill 13 to allow for implementation.	
Action	Benchmarks
Create a lesson plan that can be utilize in Early Learning Programs that support the SB 13 Tribal History/Shared History	A lesson plan will be created by 2025 that is specifically tailored to early learning programs.
Provide professional development and technical assistance opportunities to early learning educators that center AI/AN culture, language and learning across multiple content areas of SB 13 in anticipation of the roll-out of the early learning lesson plan.	Early Learning educators will be certified to implement lesson plans in their classrooms and will be given TA and training.
Provide resources and support to tribes to develop their own Place-Based curriculum	Set aside funds to assist tribes to develop their own Place-Based curriculum and provide capacity building support for the creation of the curriculum.

GOAL 4	SUCCESSFUL ECOSYSTEMS OF SUPPORT
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Successful ecosystems of support must rise to meeting the challenges that our AI/AN students, their families and communities face today in order to ensure the success of our students. These ecosystems call to our creativity in our approaches to teaching, learning, leading, and problem solving. The Office of Indian Education must center the social needs of AI/AN students, community partners, and financial resources to support student success. And it must provide office operational supports that are efficient and transparent to provide a high level of service and accountability.

OBJECTIVE 1: Continue to build internal ODE capacity by strengthening the organizational infrastructure and strategies of the Office of Indian Education to meet the needs of the student success plan	
OVERARCHING STRATEGY: Increase staffing to increase support to schools, students and families, Title VI programs, Federally Recognized Tribes in Oregon, and AI/AN communities.	
Action	Benchmarks
Hire staff for the OIE office to meet key deliverables in student success plan	Staff will be hired to support all aspects of implementation of the AI/AN Student Success Plan.
Increase awareness and support to Advisory Committee and provide meetings for committee.	Increased awareness for the facilitation, charter and role of the Advisory Committee will be implemented. Capacity will be built on the advisory committee.
Provide accountability, transparency and reports from OIE to key stakeholders	<ul style="list-style-type: none"> ▪ Annual Report to State Board of Education. ▪ Annual Report to Gov to Gov. ▪ Annual report to Legislative Commission on Indian Services

OBJECTIVE 2: ODE, ELD, YDC, EAC, HECC, and TSPC will strategically invest and collaborate with federally recognized tribes in Oregon, Native/Indian organizations, Title VI Programs, and AI/AN community programs to implement, support, and further the AI/AN student success plan	
OVERARCHING STRATEGY: Strategically invest and collaborate to further the AI/AN student success plan through shared planning and support for AI/AN students.	
Action	Benchmarks
Realign professional development resources to support student success objectives by prioritizing collaborations that strengthen teacher development, teacher recruitment and teacher retention.	Set aside funding to support professional development resources for teacher prep programs and accountability. Provide opportunity for AI/AN educators to build support networks/ activities as well as career advancement opportunities.
Increase commitment and support to diversifying the educator workforce and improving cultural responsiveness in schools for AI/AN educators on the frontend of teacher recruitment and retention.	Data will be reviewed at the district level and documenting progress of current initiatives that are being used to recruit AI/AN educators. Recommendations will be provided for new statewide investments in teacher recruitment and retention.
Support the Educator Advancement Council in advocating for lowering the cost of teacher preparation by increasing funding for the Oregon Teacher Scholars Program (OTSP) to provide scholarships and help AI/AN students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon’s educator workforce.	Set aside funding to support access for AI/AN students to pursue teacher prep programs.

OBJECTIVE 3: Support government to government relationships between ODE and federally recognized tribes in Oregon through tribal consultation.	
STRATEGY: Build and sustain meaningful relationships and cyclical consultation through high level strategies, hearings and listening sessions between tribes and ODE.	
Action	Benchmarks
Support tribal consultation between ODE, school districts and federally recognized tribes in Oregon by expanding capacity for meaningful consultation.	OIE will develop and update annually a tribal consultation guide for districts.
Support government to government relationships and consultation between ODE and federally recognized tribes in Oregon.	OIE will hold and facilitate Tribal Consultation, as needed or requested by Tribal Government and Gov to Gov

	meetings that result in feedback being provided to school districts and ODE from tribes.
Support meaningful community conversations between federally recognized tribes in Oregon and ODE that lend to strengthened consultations.	OIE will host community conversations with each Tribal Government.

1.	COMMUNITY PARTNERS
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Knowing many partners outside the K12 systems impact our AI/AN youth, we anticipate working with the following partners to realize the objectives and strategies outlined in this plan.

	State Agencies	Tribal Governments	Non-Profits	Other
	Oregon Department of Education -Early Learning Division -Youth Development Division -Educator Advancement Council	Burns Paiute Tribe	ChalkBoard	
	Higher Education Coordinating Commission	Confederated Tribes of Cow Creek Band of Umpqua Indians	Education Northwest	
	Teacher Standards Practices Commission	Confederated Tribes of Coos, Lower Umpqua, and Siuslaw	Native American Youth and Family Center	
	Oregon Youth Authority	Confederated Tribes of Grand Ronde	Oregon Indian Education Association	
	Oregon Housing Authority	Confederated Tribes of Siletz	National Indian Education Association	

	Department of Health & Human Services	Confederated Tribes of the Umatilla		
	Educator Equity Advancement	Confederated Tribes of Warm Springs		
	Regional 12 Headstart	Coquille Indian Tribe		
		Klamath Tribe		

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OAR 584-017-0640

American Indian/Alaska Native Student Success Grant: Definitions

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

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

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

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

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

(5) "Culturally Specific Organization" means local organizations led and staffed by persons of color that primarily serve communities of color; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community's cultural practices, health and safety 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.

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

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

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

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

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

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

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-017-0643

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;

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

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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:

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

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

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

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

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

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

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

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

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

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

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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 each year for which grant funds are available. The Department, in consultation with the Advisory Committee, shall award grants to early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, tribal governments and community-based organizations to implement the strategies provided in the plan developed and implemented under this section.

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

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

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

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

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

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

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

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

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

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

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

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

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-020-0652

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 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.

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

Statutory/Other Authority: ORS 329.843

Statutes/Other Implemented: ORS 329.843

History:

581-020-0655

American Indian/Alaska Native Student Success Grant: Reporting

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

- (1) Grantees must submit a final report prior to receiving their final request for funds.
- (2) Each year, Grantees must report on the grant in the manner and form required by the Department.