



OREGON
OFFICE OF INDIAN
EDUCATION

AMERICAN INDIAN / ALASKA NATIVE STUDENT SUCCESS PLAN

2025-2030



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Oregon achieves . . . together!



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DEPARTMENT OF EDUCATION

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From Intention to Impact: Elevating American Indian/Alaska Native Student Success Together

My sincere gratitude goes to the American Indian/Alaska Native Advisory Committee and Tribal Partners for entrusting the Office of Indian Education at the Oregon Department of Education with the responsibility of holding the 2025-2030 American Indian/Alaska Native Student Success Plan. The Office of Indian Education acknowledges this responsibility as both an honor and a privilege.

hayi masi (many thanks)

It is my pleasure to share with you the renewed American Indian/Alaska Native Student Success Plan (AIANSSP) for 2025-2030. While comprehensive, this five-year plan does not encompass all of the work and efforts of the Office of Indian Education (OIE). The priorities outlined in these pages are essential for all of us – Champion Tribal Languages, Addressing Inequity in Native Student Data, Pursuing Native Excellence, Cultivating Systems of Support, and Centering Culturally Responsive Practices. I invite you to make these goals your priority. I encourage every Education Service District, Local Education Agency, Educator, Partner Native family and Tribal community to converse at home, in board meetings, and on the moccasin trail to focus our efforts to elevate Native student success together.

As partners in this endeavor, we invite each of you to address the legacies of settler colonialism which persist in our educational systems today acknowledging Oregon's complex history with Indigenous peoples and the generational impacts which Native students and families continue to experience, recognizing the path forward requires us to embrace this truth and acknowledge our sacred responsibility to serve our most precious resource: our youth.

While this renewed American Indian/Alaska Native Student Success Plan elevates these priorities and outlines pathways for achieving them. The solutions – how we can get there – are already within us. Our Ancestors, the Land, and the Water are all waiting for us to take the lead. For the Oregon Department of Education (ODE), the Office of Indian Education, the Government-to-Government Education Cluster, and the AI/AN Advisory Committee, the urgency of the priorities outlined in this plan cannot be minimized. Our youth represent the future; they will be the protectors of the sovereignty of our tribes and the stewards of our cultures, lifeways, and languages for generations to come.

With respect,

April Campbell

Assistant Superintendent
Office of Indian Education
Oregon Department of Education
Citizen of the Confederated Tribes of Grand Ronde



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Building on the progress and lessons learned from the previous plan, the 2025-2030 American Indian/Alaska Native Student Success Plan (AIANSSP) serves as a strategic framework to guide Education Service Districts, Local Education Agencies, educators, tribal leaders, ODE departments, interagency partners, and community in support of native excellence throughout Oregon.

The AIANSSP is organized around five key goals, each addressing specific priorities to advance AI/AN outcomes:

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The Office of Indian Education

Purpose and Key Partners



Our Mission

The mission of the Office of Indian Education is to support the academic success and well-being of all American Indian/Alaska Native students by centering culture, language, identity, and sovereignty in education. We collaborate with the nine Federally Recognized Tribes in Oregon, external partners, and community organizations to expand culturally responsive education and create equitable opportunities.



The Vision of the Office of Indian Education

We envision a future where every American Indian/Alaska Native student graduates with purpose, fully equipped with the skills, knowledge, and cultural grounding. Through strong partnerships, systemic change, and advocacy that reflect tribal priorities, we strive to support an education system where Native students are affirmed in their identities and prepared to serve as stewards of their sovereignty and communities.

Key Partners

The Nine Federally Recognized Tribes in Oregon

The State of Oregon has long recognized and emphasized the importance of continued communication and partnership with The Nine Federally Recognized Tribes in Oregon. [Executive Order No. 96-30](#) states:

These Indian tribes were in existence prior to the formation of the United States of America, and thus retain a unique legal status. The importance of recognizing the relationship that exists between the tribes and state government cannot be underestimated.

Oregon's law [ORS 182.162 to 182.168](#) on tribal consultation further demonstrates the state agency's commitment to promote positive government-to-government relations between the state and tribes.

The American Indian and Alaska Native Advisory Committee

In accordance with their adopted bylaws, 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 AIANSSP to be implemented by the Oregon Department of Education.

The Nine Federally Recognized Tribes in Oregon

These tribal nations have inhabited the area we now call Oregon since time immemorial, maintaining a profound connection to the land, waters, and natural resources that have sustained their cultures, traditions, and ways of life for countless generations. The following list and map highlight the nine federally recognized Tribes in Oregon, each with its own unique history, culture, and connection to the land.



Source: <https://www.eugene-or.gov/5083/Intergovernmental-Tribal-Relations>

- [Burns Paiute Tribe](#): (541) 573-2088
- [Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians](#): (541) 888-9577 or (888) 280-0726
- [Coquille Indian Tribe](#): (541) 756-0904 or (800) 622-5869
- [Cow Creek Band of Umpqua Tribe of Indians](#): (541) 672-9405
- [Confederated Tribes of Grand Ronde](#): (800) 422-0232 or (503) 879-5211
- [The Klamath Tribes](#): (800) 524-9787 or (541) 783-2219
- [Confederated Tribes of Siletz Indians](#): (541) 444-2532
- [Confederated Tribes of the Umatilla Indian Reservation](#): (541) 276-3165
- [Confederated Tribes of the Warm Springs Reservation](#): (541) 553-1161



This Plan is Organized in the following Manner

Goals & Overviews

- Each goal begins with a brief overview to provide context on why it is prioritized for Native student success.
- High-level statewide data is provided, but school districts are encouraged to examine their own local AI/AN student data for deeper understanding.

Objectives as a Roadmap

- Every goal includes specific objectives to serve as guidance for implementation.
- Some objectives may not apply directly to every ESD or school district, but we encourage readers to engage in sense-making by considering how each objective connects to their local work.
- Statutory alignment: Each goal ties to [ORS 329.843](#), ensuring compliance with state requirements.

Evidence of Restoration, Reclamation, and Revitalization

- Instead of simply listing measurable outcomes, this section reflects aspirations and long-term impacts we hope to achieve.
- These words-Restoration, Reclamation, and Revitalization-hold deep meaning in Tribal self-determination and cultural preservation.
- Our goal is to inspire school districts to chart their own progress and success in supporting AI/AN students.

Throughlines for Ensuring Success

- This new section (2025-2030) connects key policies, legislation, and ODE initiatives to help school districts understand available supports and alignments.
- Helps educators leverage existing resources and partnerships to better serve AI/AN students.

Key Partners & Collaboration

- We recognize and uplift ODE departments, interagency teams, and external partners who are critical to implementing and sustaining this work.
- This is a collective effort, and we encourage all partners to actively engage with the Office of Indian Education to ensure the success of Oregon AI/AN students.



How You Can Use This Plan in Your School District or Educational School District (ESD)

- ✓ **USE THE GOALS & OBJECTIVES AS A GUIDE** for professional development, strategic planning, and student support initiatives.
- ✓ **APPLY THE STATUTORY ALIGNMENT** to ensure school district policies meet compliance requirements.
- ✓ **ENGAGE IN SENSEMAKING** by adapting the objectives to fit your school district or ESD's specific needs.
- ✓ **LEVERAGE AVAILABLE RESOURCES** listed under 'Throughlines for Ensuring Success' to support implementation.
- ✓ **PARTNER WITH TRIBES & KEY AGENCIES** to strengthen student success and cultural responsiveness.

A Note to the Reader About the Terms

Throughout this document we use the following terms interchangeably for American Indian and Alaska Native students. While each term carries unique meaning and nuances within "Indian Country," they all reflect the state's Indigenous youth diaspora.

American Indian and Alaska Native+ (AI/AN+) – The Oregon Department of Education (ODE) uses the terms American Indian and Alaska Native (AI/AN) and American Indian and Alaska Native Plus (AI/AN+) to refer to students with membership, association, or descendance from a Federally Recognized Native American Tribe or Alaska Native Corporation. This affiliation affirms political status as citizens of sovereign nations and confers specific legal rights established through treaties between the federal government and Native Nations. These rights include access to federal benefits, healthcare, and educational programs, and are accompanied by responsibilities under tribal laws and governance.

The designation AI/AN+ is the most inclusive term used by ODE. It includes multiracial and/or Hispanic Native American students, ensuring representation of the full diversity of Indigenous student identities. Throughout this document, the term AI/AN+ will be used to promote inclusivity.

Native or Native American – speaks to more collective terms.

Indigenous – speaks to any group of people native to a particular area or region





Goal 1: Champion Tribal Languages

Overview

Tribal languages are vital to the cultural identity, heritage, and sovereignty of the Tribal communities of Oregon. Tribal language education not only enhances academic achievement but also contributes to the holistic well-being of Native youth by fostering a sense of belonging, resilience, and cultural identity, which are critical factors for long-term educational success (McCarty, 2021). Language revitalization efforts are crucial to preserving tribal languages for future generations. This goal, symbolically placed as the Office of Indian Education's first goal, sets the course to not only ensure the unique Tribal languages of Oregon continue to be strengthened, but so Native youth can experience learning these languages in more of Oregon's schools as a means of celebrating and honoring their culture.

Statutory Objectives: (g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education and (k) Align the plan with similar statewide education plans developed and implemented by the Department of Education.

OBJECTIVE 1A: Uplift and Amplify Tribal Language Revitalization Efforts

- OIE will continue to hold space for the Language Advisory Group, central to supporting the nine federally recognized Tribes in Oregon as they strive to address and overcome the challenges associated with language preservation, protection, and renormalization, while also sharing effective practices amongst one another.
- Collaborate with Tribes in Oregon to map the current landscape, recognize their individual needs, and pinpoint areas that require support for their American Indian language initiatives, delivering consistent resources and assistance for their programs.

OBJECTIVE 1B: Strengthen and Provide Holistic Support for Licensed Tribal Language Teachers and School District Tribal Language Programs

- Collaborate with tribes to create tribally led and sustainable opportunities for language teachers to learn and be immersed in their language through mentorship with tribal elders and other language teachers, ensuring a deep, authentic connection to the language they teach.
- Provide technical assistance for tribal language teachers in applying for the American Indian Language license.
- Provide resources and guidance to school districts to ensure American Indian Language initiatives and programs are thoughtfully implemented in school districts, including supporting tribal language teachers in their integration as a licensed educator in the school district.

OBJECTIVE 1C: Support School Districts with AI/AN+ Multilingual Learners (MLLs)

- Provide additional guidance and technical assistance to Local Education Agencies (LEAs) in the identification of AI/AN+ MLLs and culturally responsive methods to support their growth and celebrate their linguistic talents.
- Promote the Oregon State Seals of Biliteracy and Multiliteracy to school districts, tribes, and students to ensure youth fluent in their tribal language receive acknowledgement for their achievements.

EVIDENCE OF RESTORATION, RECLAMATION, AND REVITALIZATION

- Increased tribal language learning opportunities in schools;
- Growth, sustainability, and retention of professionally licensed tribal Language educators;
- Marked growth in the attainment of the Oregon State Seals of Biliteracy and Multiliteracy by Native youth for demonstrating fluency in their tribal language.

THROUGHLINES FOR ENSURING EXCELLENCE**Key Initiatives**

- [Oregon State Seal of Biliteracy](#)
- [Comprehensive Oregon Multilingual Learner Strategic Plan](#)

Tribal Partners

- [The Nine Federally Recognized Tribes in Oregon](#)

ODE Partnership

- [ODE's Multilingual Team](#)
- [ODE's Office of Teaching, Learning and Assessment](#)

Interagency Alignment and Collaboration

- [Teacher Standards and Practices Commission \(TSPC\)](#) [American Indian Language License](#)



Goal 2: Address Inequity in Native Student Data

OVERVIEW

Native American students are resilient, intelligent, and full of potential, yet they continue to face significant disparities in education which reinforce cycles of educational disadvantage and limit future opportunities. This shows up in student counts, overrepresentation of Native students in Special Education, underrepresentation of students in Talented and Gifted programming, and in the disproportionate rates of discipline of AI/AN + students.

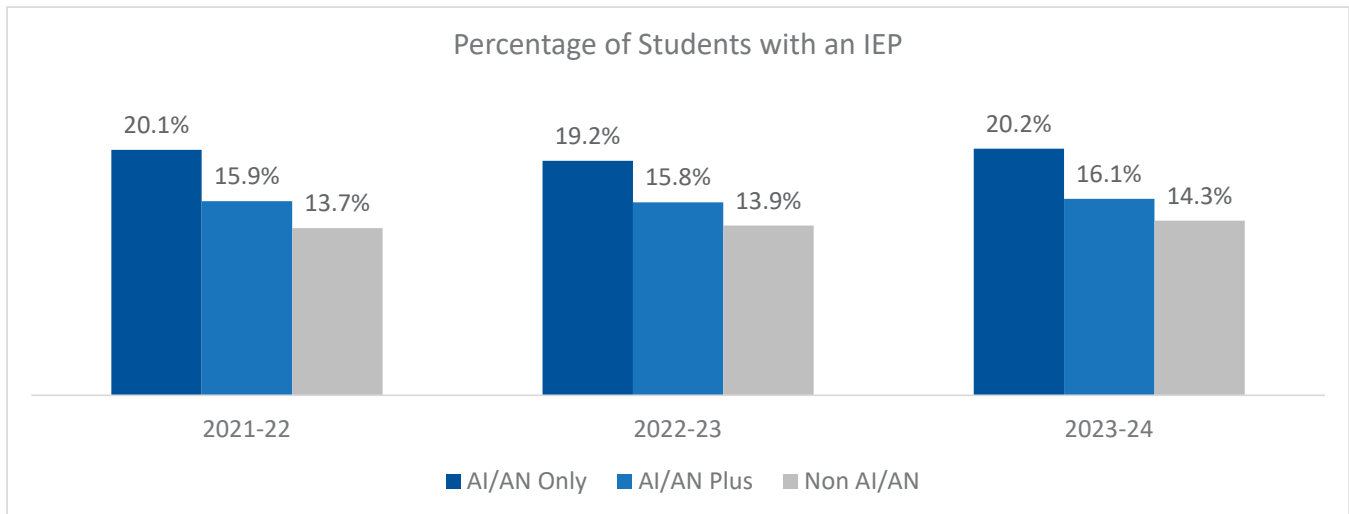
The most critical of these issues begins with the impact of federal race and ethnicity reporting requirements which underrepresent student counts and in turn, misrepresent Native student populations throughout the state. This critical issue leads to gaps in services, inadequate resource allocation, and barriers to educational success. Changing the data collection practices, known at ODE as the work of data justice, is a step towards healing historic and contemporary injustices and harms perpetuated through continued misidentification and undercounting of Native youth which fails to consider the unique political designation and subsequent rights and responsibilities afforded to AI/AN individuals through federal trust and treaty responsibilities.

2023-24 AI/AN (Federal Count)	AI/AN and Hispanic/ Latino/a/x	AI/AN Multiracial	2023-24 AI/AN+	AI/AN Proportion of total Student Enrollment	AI/AN+ Proportion of total Student Enrollment
6,150	23,409	11,384	40,943	1.2%	7.5%

Note. The AI/AN+ count of students is inclusive of all racially identified American Indian/Alaska Native (AI/AN) students. This specifically includes AI/AN- Hispanic/Latino/a/x, and AI/AN- Multiracial students.

Overrepresentation of AI/AN+ students in Special Education throughout the K-12 education system in Oregon negatively impacts students. This disparate outcome can be due to implicit bias leading to misidentification of students where cultural differences or language barriers are mistaken for learning disabilities. Furthermore, deficit thinking toward Native families and tribal communities can lead to lower expectations, limiting access to rigorous coursework, programming, and stigmatization. The disproportional identification of Native students for modified diplomas is also further evidence that school districts must do more to examine their own practices to address this bias and misidentification.

The initial phase of OIE's data justice efforts began with the updating of the AI/AN Student Data Collection to include all federally recognized tribes (including Alaska) as published annually by the Department of the Interior, Bureau of Indian Affairs: [Indian Entities Recognized by and Eligible To Receive Services From the United States Bureau of Indian Affairs](#). Beginning with the 2024-25 school year, ODE will collect Tribal Affiliation for students. This information has already been shared with School District Data Collection staff to support implementation. This code signifies a student's affiliation through their own, their parent's or their grandparent's enrollment in a Federally Recognized Tribe or Alask Native Corporation. This addition will be included within the Secure Student Identifier (SSID) collections, and therefore all student-level collections containing those core fields, to allow for a Tribal Affiliation option, in association with race and ethnicity fields, which are represented by the code in the Tribal Affiliation file.



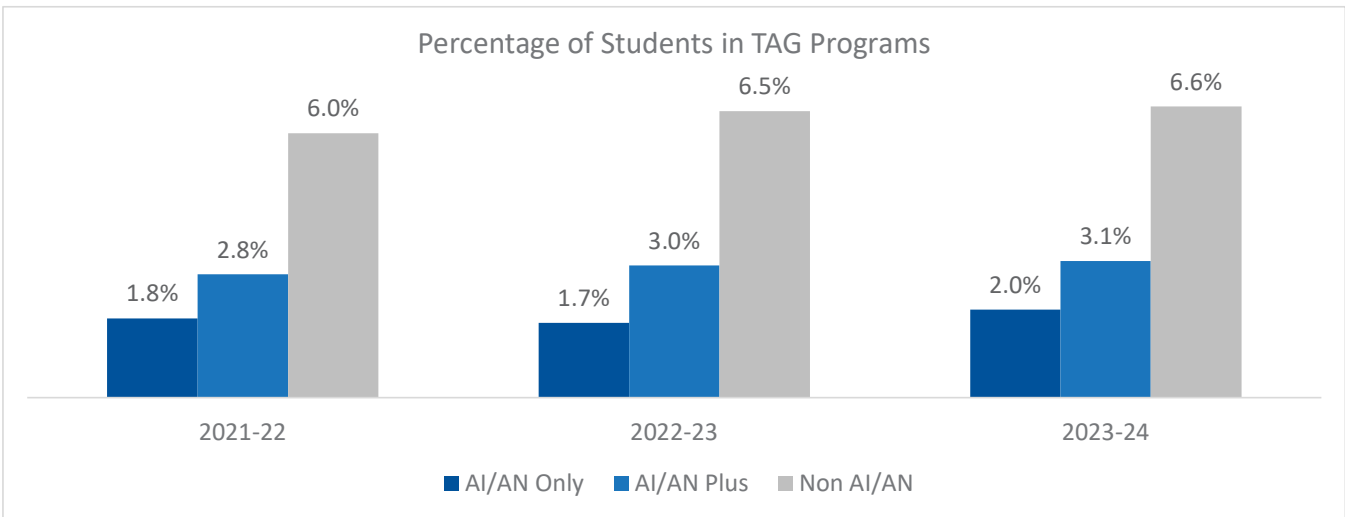
A bar chart titled Percentage of Students with an IEP for the 2021-22, 2022-23 and 2023-24 school year separated by student groups: AI/AN Only, AI/AN Plus, and Non AI/AN. In 2023-24, 20.2% of AI/AN Only, 16.1% of AI/AN Plus, and 14.3% of Non AI/AN students had an IEP. In 2022-23, 19.2% of AI/AN Only, 15.8% of AI/AN+, and 13.9% of Non AI/AN students had an IEP. In 2021-22, 20.1% of AI/AN Only, 15.9% of AI/AN+, and 13.7% of Non AI/AN students had an IEP.

Source: ODE Fall Membership; Percentage of Students with an IEP; AI/AN Only, AI/AN Plus, and Non AI/AN, school years 2021-2022, 2022-2023, and 2023-2024.

A disproportionality paradox arises with Native Talented and Gifted representation. This term refers to a situation which a particular group is both overrepresented in one category (i.e., Special Education) and underrepresented in another (i.e., Talented and Gifted). In Oregon, Native American students are disproportionately placed in Special Education, suggesting possible biases in how disabilities are identified as outlined above, while at the same time, they are disproportionately excluded from Talented and Gifted programs, indicating barriers to recognition of their strengths. This paradox highlights inequities in educational assessment, access, and opportunity, rather than actual differences in ability.



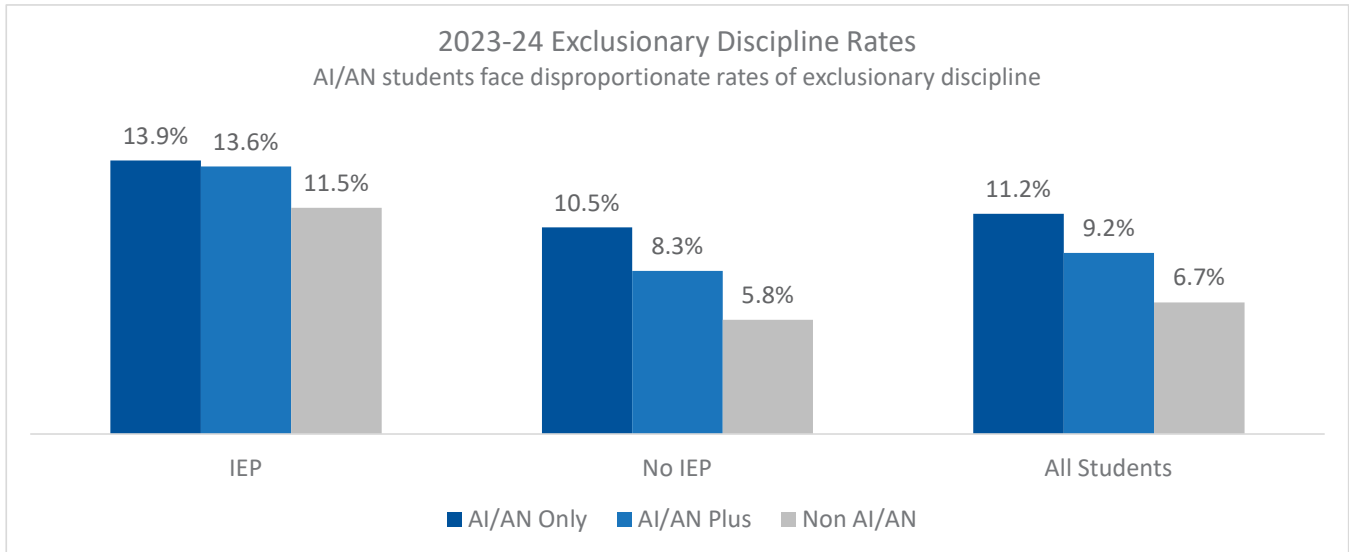
This exclusion also limits opportunities for academic enrichment and perpetuates the achievement gap.



A bar chart titled Percentage of Students in TAG Programs for the 2021-22, 2022-23 and 2023-24 school year separated by student groups: AI/AN Only, AI/A+, and Non AI/AN. In 2023-24, 2% of AI/AN Only, 3.1% of AI/AN+, and 6.6% of Non AI/AN students were identified in TaG Program. In 2022-23, 1.7% of AI/AN Only, 3% of AI/AN+, and 6.5% of Non AI/AN students were identified. In 2021-22, 1.8% of AI/AN Only, 2.8% of AI/AN+, and 6% of Non AI/AN students were identified.

Source: ODE Spring Membership; Percentage of Students in TaG Programs; AI/AN Only, AI/AN Plus, and Non AI/AN, school years 2021-2022, 2022-2023, 2023-2024.

Despite making up a smaller percentage of the student population, Native youth experience higher rates of suspensions, expulsions, pushouts, and exclusions. These disciplinary measures can lead to missed instructional time, social harm and stigmas, academic disadvantages through inappropriate instruction, disengagement from school, and a higher likelihood of dropping out. Moreover, frequent disciplinary actions can contribute to a negative school climate, in which AI/AN students may feel disenfranchised, alienated, or marginalized.



A bar chart titled 2023-24 Exclusionary Discipline Rates with the subtitle AI/AN Students face disproportionate rates of exclusionary discipline. The rate was 13.9% for AI/AN Only students with IEP, 10.5% for AI/AN Only students with no IEP, and 11.2% for all AI/AN Only students. The rate was 13.6% for AI/AN+ students with IEP, 8.3% for AI/AN+ students with no IEP, and 9.2% for all AI/AN+ students. The rate was 11.5% for Non AI/AN students with IEP, 5.8% for Non AI/AN students with no IEP, and 6.7% for all Non AI/AN students.

Source: ODE Discipline; 2023-2024 Exclusionary Discipline Rates for Students with an IEP, No IEP, and All students; AI/AN Only, AI/AN+, and Non-AI/AN.

Statutory Objectives: (a) Address the disproportionate rate of disciplinary incidents involving plan students as compared to all students in the education system and (g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education.



OBJECTIVE 2A: Advance Equitable Identification of Native Students

- Create and offer training in collaboration with the Office of Research, Assessment, Data, Accountability, and Reporting (RADAR) to ODE to further support key staff, ESDs, school districts, students, and families on the importance of accurate data collection of tribally affiliated students to inform programming and school district improvement efforts.
- School districts engage in the data collection of tribally affiliated students in accordance with ODE guidance.

OBJECTIVE 2B: Address Disparate Identification of Native Students in Special Education

- Ensure accurate identification of Native students in special education by providing additional guidance to school districts and ESDs on the analysis of data to identify disproportionalities beyond federal requirements, by promoting culturally responsive assessments and tools, and advocating for the use of informational resources to empower Native families with their rights and responsibilities in Special Education.

OBJECTIVE 2C: Increase Representation in Talented and Gifted Programs

- Collaborate with the [Office of Enhancing Student Opportunities](#) (OESO) to provide additional guidance to ESDs and school districts to ensure TAG identification processes are inclusive and culturally responsive to the unique needs of Native students, elevating these resources to families and tribal communities.

OBJECTIVE 2D: Address Disparities in Discipline, Suspensions, Expulsions, Exclusions, and Push Outs

- Provide technical assistance and support to school districts in developing and implementing policies and restorative and trauma-informed approaches that mitigate the harm experienced by Indigenous students because of the overuse of subjective disciplinary actions.
- Identify partnerships with Indian and Community Based Organizations (CBOs) to offer training to families and tribal communities on their rights, relevant school discipline policies, and how to address any adverse experiences they are experiencing in their local school district.



EVIDENCE OF RESTORATION, RECLAMATION, AND REVITALIZATION

- Accurate school district submissions for the ODE Tribal Affiliation Data Collection;
- Use of the Tribal Affiliation marker to publish disaggregated data statewide, supporting increased data-driven decisions that improve outcomes for Native students;
- Higher representation of Indigenous students in TAG programs;
- School districts see a significant reduction in disciplinary incidents involving AI/AN and AI/AN+ students, contributing to more equitable and supportive educational experiences;
- Greater adoption and implementation of restorative and culturally responsive disciplinary practices across schools, enhancing school culture and increasing a sense of belonging for Native students.

THROUGHLINES FOR ENSURING EXCELLENCE

Key Initiatives

- [Significant Disproportionality Identification](#)
- [TAG Statutes and Oregon Administrative Rules \(OAR\)](#)
- [Oregon School Discipline Laws and Regulations](#)
- [Oregon School Discipline webpage](#)
- [Adolescent Literacy Framework](#) (see Section 3: Reaching All Learners)

Related Research and Publications

- [Oregon Statewide Report Card](#)

ODE Partnerships

- [Office of Research, Assessment, Data, Accountability, and Reporting \(RADAR\)](#)
- [Office of Enhancing Student Opportunities \(OESO\)](#)





Goal 3: Pursue Native Excellence

Overview

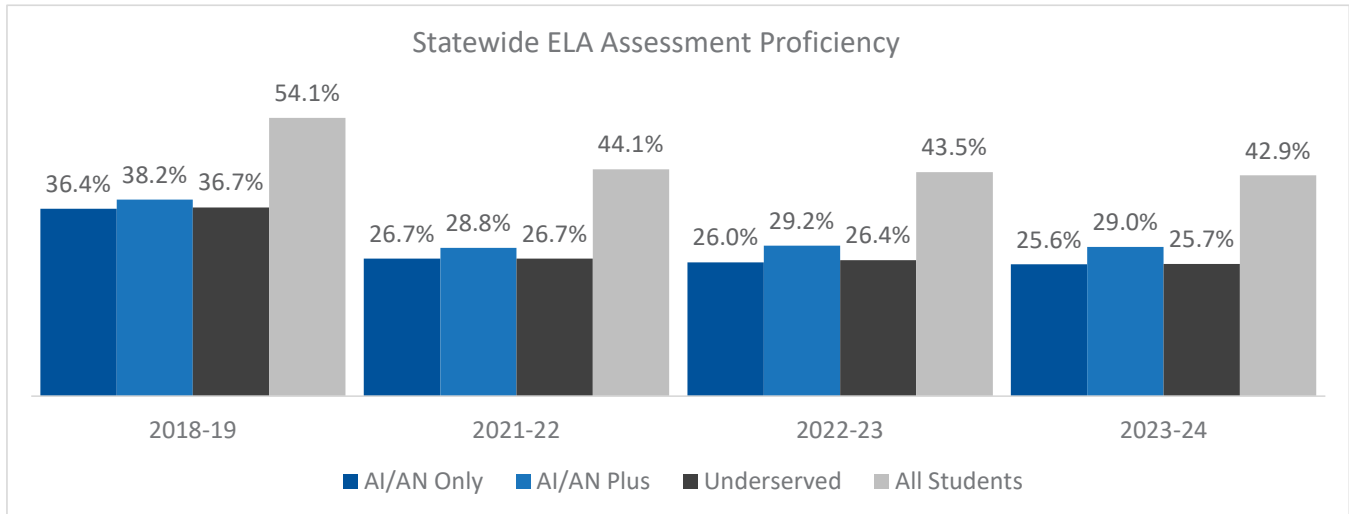
The success of Native youth in the K-12 system and postsecondary education is vital to the long-term sovereignty, cultural preservation, and self-determination of their tribes. Education empowers Indigenous students with the knowledge, skills, and credentials necessary to navigate and influence political, legal, and economic systems that impact their communities. With a strong start in elementary with Early Literacy – critical to success in later years – and by earning degrees, licensures, and certifications, Native youth can step into leadership roles in governance, law, healthcare, education, and environmental stewardship-fields critical to protecting treaty rights, tribal sovereignty, and cultural heritage.

Additionally, their success in higher education strengthens economic stability within their communities, ensuring that future generations have the resources and representation needed to thrive.

Investing in Native students' education is an investment in the future of their tribes, equipping them to be protectors, advocates, and changemakers for the next generation. In Oregon, that investment begins with early literacy, a foundation for lifelong learning and academic success. The [Early Literacy Success Initiative](#), established through [House Bill 3198](#), prioritizes culturally and linguistically responsive practices to support literacy development across the state. As part of this initiative, the nine federally recognized Tribes of Oregon receive non- competitive allocated funding through the Tribal Early Literacy Grant to develop literacy programs tailored to the unique needs of their communities. School districts also receive funding through the Early Literacy Success School District Grant, which strengthens early literacy and provides opportunities to support AI/AN students' literacy success.

For Native students, literacy is deeply interconnected with oral history and language, serving as a bridge to familial knowledge, historical continuity, and cultural identity.





A bar chart titled Statewide English Language Arts (ELA) Assessment Proficiency for the 2018-19, 2021-22, 2022-23 and 2023-24 school year separated by student groups: AI/AN Only, AI/AN+, Underserved, and All Students. For the 2021-22, 2022-23 and 2023-24 school years, around 26% of AI/AN Only, 29% of AI/AN Plus, 26% of Underserved and 43% of All Students met ELA proficiency. In the 2018-19 school year, 36.4% of AI/AN Only, 38.2% of AI/AN Plus, 36.7% of Underserved and 54.1% of All Students met ELA proficiency.

Source: ODE Achievement; Underserved Races/Ethnicities, Students are included if they are a member of an underserved race/ethnicity; (Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander).

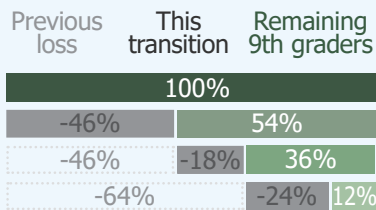
As Native youth exit elementary school, ensuring students have opportunities to explore tools and resources that expand their career awareness and help them identify interests and strengths that support career success is critical. At ODE, [Career Connected Learning](#) (CCL) provides resources for parents, mentors, educators, industry leaders, and community-based organizations to help students navigate learning about, and preparing for, a career of their choice. These tools help students build career awareness, identify personal strengths, and explore necessary employability skills. Additionally, some resources guide students through the transition from K-12 education to their future career paths (Oregon Department of Education, n.d.). Ensuring Native youth are experiencing these CCL opportunities, as well as equitable access and enrollment in [Career and Technical Education](#) (CTE) courses and programs of study, have shown to have significant impacts on their graduation rates.

Ensuring Native success in postsecondary education, especially with the opportunity provided in the [Oregon Tribal Student Grant](#), means schools must be providing Native youth with opportunities to enroll in rigorous coursework throughout high school. However, Native students in Oregon still face inequitable access to this coursework and are also less likely to enroll in college courses during high school (36%) and earn fewer credits before graduation than White students, despite opportunities to earn college credit at little to no cost ([Oregon Higher Education Coordinating Commission, 2021](#)).



Oregon Loses Native American/Alaska Native Talent at Every Step

Native American/Alaska Native

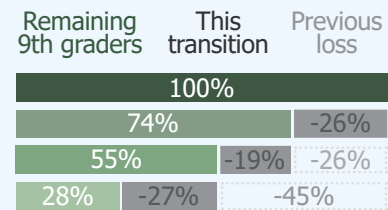


88% of Native American/Alaska Native 9th graders did not obtain a college degree or certificate within six years after high school.

Some students are disengaged before high school and may not enroll in 9th grade. Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

Source: Oregon Department of Education (ODE) and HECC analysis of student-level data. Rates may differ from ODE due to cohort definitions.

White



72% of White 9th graders did not obtain a college degree or certificate within six years after high school.

Enrolled in 9th grade
Graduated high school
Enrolled in higher education
Graduated from postsecondary

Source: Oregon Department of Education (ODE) and HECC analysis of student-level data. Rates may differ from ODE due to cohort definitions: Oregon Loses Native American/Alaska Native Talent at Every Step.

Equity access to Career Connected Learning, Career and Technical Education, and rigorous coursework in middle school and high school, will prepare our youth to thrive in postsecondary education. This is vital to the long-term sovereignty, cultural preservation, and self determination of their tribes, and to future economic success.

The Office of Indian Education believes that if we work together in support of Early Literacy efforts to ensure our Native youth are leaving elementary school on grade level and excited about what literacy can do for them, then they will be set up for secondary success. Ensuring equitable access to Career Connected Learning, Career and Technical Education, and rigorous coursework in middle school and high school, will prepare youth to thrive.

OBJECTIVE 3A: Expand Culturally Responsive Early Literacy Practices

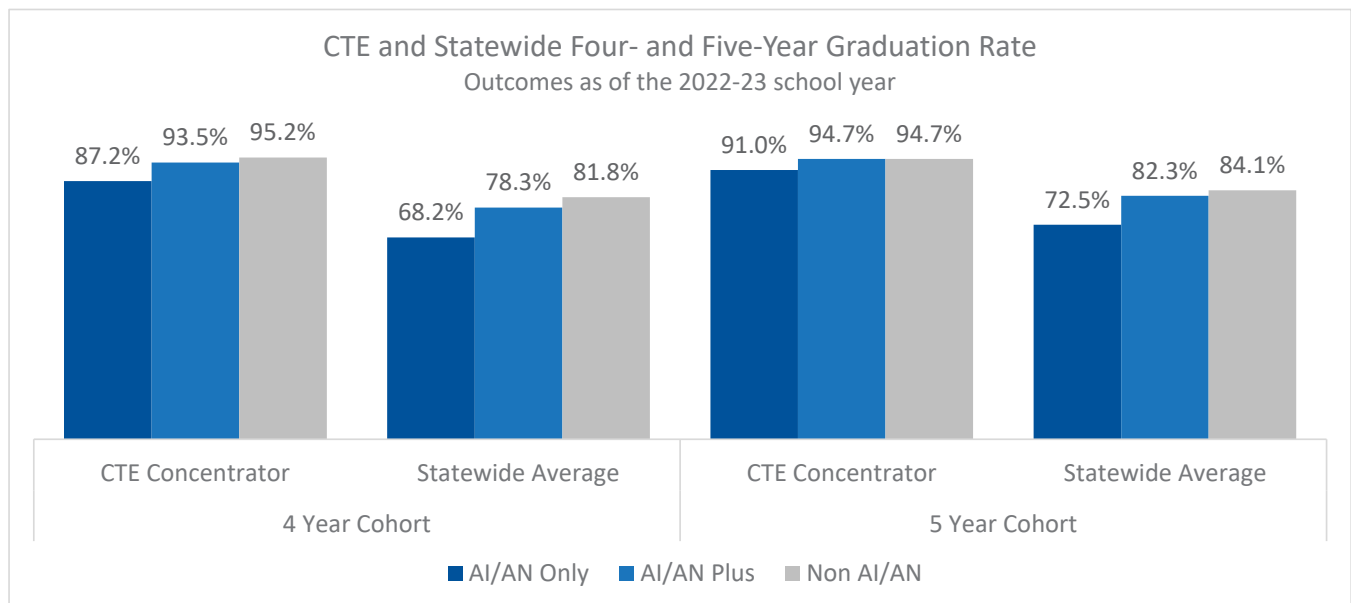
- Ensure literacy instruction and materials reflect AI/AN cultures by incorporating Indigenous perspectives, histories, languages, and storytelling.
- Provide professional development for educators on culturally sustaining literacy instruction that integrates AI/AN languages, storytelling, and traditions.
- Raise awareness and urgency around AI/AN early literacy rates by disaggregating data, analyzing subgroup performance, and identifying areas for targeted support and growth.

OBJECTIVE 3B: Strengthen Collaboration with Tribes and Families to Support Early Literacy

- Engage AI/AN families as key partners in early literacy efforts by providing resources and outreach to support home literacy development, building on the vibrant cultures and experiences they bring to the classroom.
- Build sustained partnerships with Tribes to ensure early literacy programs align with Indigenous knowledge, language, and the distinct educational priorities of each of the nine Tribes in Oregon.
- Leverage Early Literacy Success School District Grants to co-develop localized literacy strategies that reflect the unique cultural and linguistic needs of AI/AN students.

OBJECTIVE 3C: Improve Graduation Rates Through Increased Enrollment in Career Connected Learning (CCL) and Career and Technical Education (CTE)

- Actively foster engagement among Tribal nations, Education Service Districts (ESDs), LEAs, OIE, and CCL/CTE staff to expand awareness of and access to Career Connected Learning (CCL) and Career and Technical Education (CTE) available in the local school districts to Native students and their families.
- ESDs and school districts conduct comprehensive program reviews to identify strategies for improving and expanding access to CCL and CTE opportunities for Native students.
- Center tribal voices to ensure workforce development needs are reflected in current and future CCL and CTE programs. Establish processes to identify access barriers for AI/AN students, helping inform necessary improvements at both the state and local levels.
- Support efforts to improve and expand state data collection for CCL and CTE, ensuring inclusion of AI/AN+ and tribally affiliated students. This supports equitable enrollment of Native students across all CTE Programs of Study.



A bar chart titled CTE and Statewide Four- and Five-Year Graduation Rate with the subtitle Outcomes as of the 2022-23 school year. For 4 Year Cohort, the graduation rate was 87.2% for AI/AN Only CTE Concentrator, 93.5% for AI/AN+ CTE Concentrator, and 95.2% for Non AI/AN CTE Concentrator. The statewide 4 Year Cohort graduation average was 68.2% for AI/AN Only, 78.3% for AI/AN+, and 81.8% for Non AI/AN students. For 5 Year Cohort, the graduation rate was 91% for AI/AN Only CTE Concentrator, 94.7% for AI/AN+ CTE Concentrator, and 94.7% for Non AI/AN CTE Concentrator. The statewide 5 Year Cohort graduation average was 72.5% for AI/AN Only, 82.3% for AI/AN+, and 84.1% for Non AI/AN students.

Source: ODE Graduation; CTE and Statewide Four and Five Year Graduation Rate: Outcomes as of the 2022-2023 school year for AI/AN Only, AI/AN Plus, and Non-AI/AN students for CTE Concentrator Statewide percentages. The Four-Year Cohort denotes graduation rate for students who began high school in the 2019-20 school year. Five-year Cohort denotes graduation for students who began high school in the 2018-19 school year.



OBJECTIVE 3D: Heighten Urgency that High School is the Foundation for Success in Post-Secondary Education

- Utilize the [Education Plan and Profile](#), which serves as a roadmap to guide student learning from middle school through high school and into postsecondary education and career pathways. Communicate the importance of this tool to students, families, tribes, tribal communities, and school districts. Begin promoting the Oregon Tribal Student Grant no later than 9th grade to give Native students the opportunity to plan their high school experience with this goal in mind.
- Emphasize the importance of ensuring equitable access and enrollment in rigorous coursework for Native students, including middle school honors courses, courses that offer high school credit, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment opportunities. School districts and ESDs should review their data and programming to identify strategies that increase Native student representation and success in these advanced courses.

Statutory Objectives: (b) Increase parental engagement in the education of plan students; (c) Increase the engagement of plan students in educational activities before and after regular school hours; (e) Improve literacy and numeracy levels among plan students between kindergarten and grade three; and (f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance; (i) Increase attendance of plan students in early childhood programs through postsecondary and professional certification programs; and (k) Align the plan with similar statewide education plans developed and implemented by the Department of Education. Kinder to Grade 5 - Elementary Years.



EVIDENCE OF RESTORATION, RECLAMATION, AND REVITALIZATION

- School districts and tribal communities foster thriving professional learning communities to continuously improve early literacy instructions through shared knowledge and best practices;
- Educators gain greater confidence and competence in delivering culturally responsive early literacy instruction to Native students;
- AI/AN+ students show consistent year-over-year growth in English proficiency rates;
- Increases in AI/AN+ enrollment in CTE Programs of Study occur throughout the state;
- The Higher Education Coordinating Commission (HECC) reports higher percentages of Native students graduating from high school with college credit, as well as an increase in students enrolling in higher education and graduating from post-secondary.

THROUGHLINES FOR ENSURING EXCELLENCE

Key Legislation

- [Early Literacy Success Initiative](#) established through [House Bill 3198](#)

Key Initiatives

- [OIE's Tribal Early Literacy webpage](#)
- [Career Connected Learning](#) (CCL)
- [Career and Technical Education](#) (CTE)
- [Education Plan and Profile](#)
- [Higher Education Coordinating Commission Strategic Plan 2024-2029](#)
- [Oregon Tribal Student Grant](#)

ODE Partnerships

- Student Success Act (SSA) Coordinators from the [African American/Black Student Success Plan](#), [Latino/a/x and Indigenous Student Success Plan](#), the [LGBTQ2SIA+ Student Success Plan](#), the [Native Hawaiian/Pacific Islander Student Success Plan](#), and the [Immigrant and Refugee Student Success Plan](#)

Interagency Alignment and Collaboration

- [Department of Early Learning and Care](#)
- [Youth Development Council](#)
- [Higher Education Coordinating Commission](#)
- [Educator Advancement Council](#)
- [Teacher Standards and Practices Commission](#)





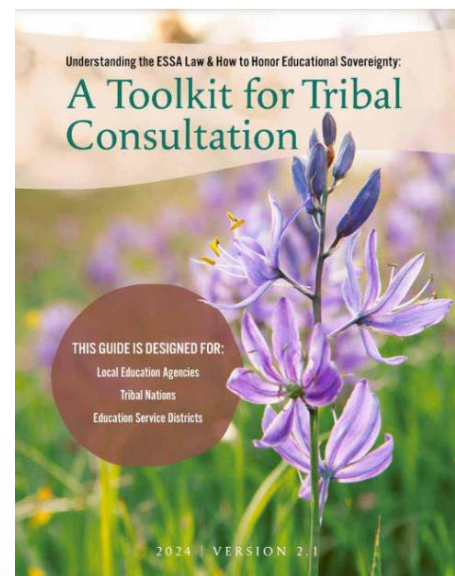
Goal 4: Cultivate Holistic Systems of Support

Overview

Native youth in the K-12 education system face unique challenges that require a holistic approach to support their academic, social, emotional, and cultural well-being. Many AI/AN+ students experience systemic barriers, such as historical trauma, underrepresentation in curricula, and disparities in educational resources. Cultivating holistic systems of support in Oregon includes ensuring all ESDs and school districts can internalize ODE's American Indian and Alaska Native Student Success Plan in order to incorporate its guidance into school district improvement planning efforts (i.e., [Aligning for Student Success: Integrated Guidance](#)) required under [HB2275](#) wherein school districts must consider recommendations from the advisory groups formed by the Oregon Department of Education for the purposes of the statewide education plans developed and implemented by the department.

The Nine Federally Recognized Tribes in Oregon are central to influencing these systems of support. The Burns Paiute Tribe, Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians, Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of Warm Springs, Cow Creek Band of Umpqua Tribe of Indians, Coquille Indian Tribe, and Klamath Tribes have all contributed guidance and wisdom to the continued academic success of AI/AN students. At ODE we remain rooted in the belief that the voices of these sovereign nations in school district improvement planning spaces are critical to improving outcomes and creating safe and welcoming learning environments where all students can thrive. Serving as an equity lever, tribal consultation offers an opportunity to co-create school district plans and establish partnerships in support of Native student excellence.

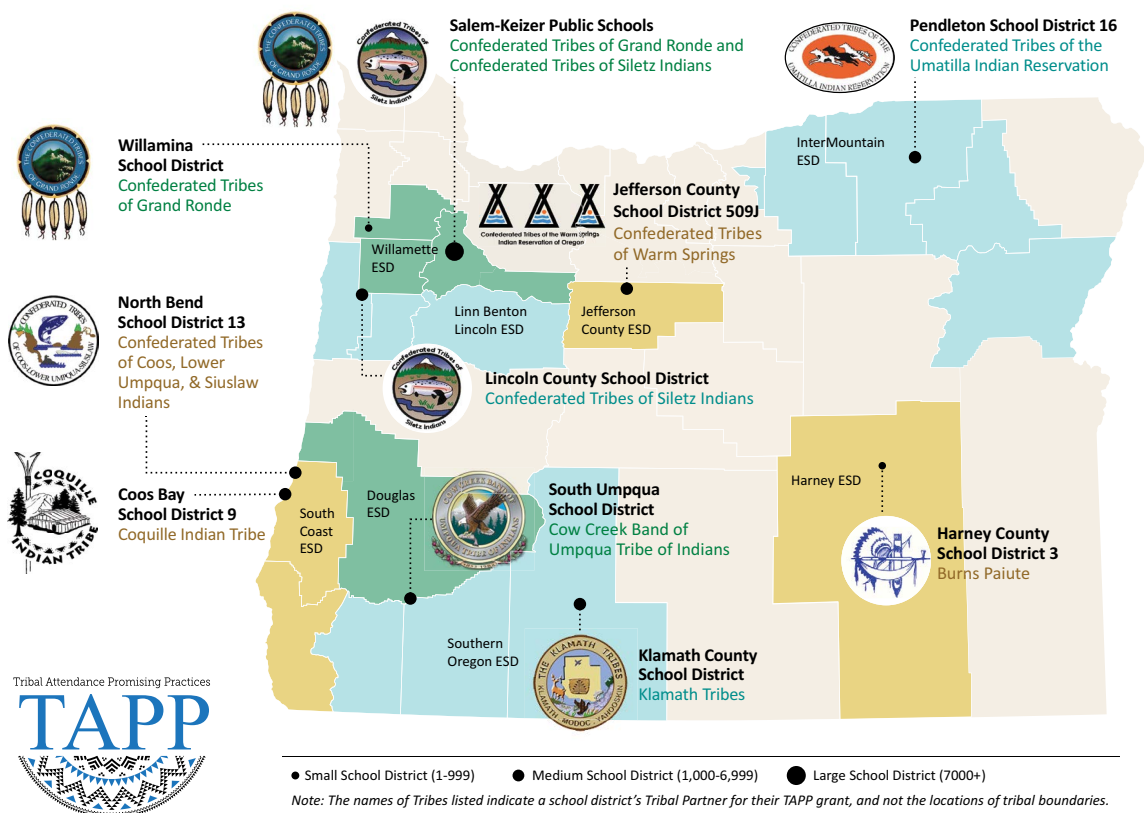
Enacted in 2017, [ORS 329.493](#) mandated the inclusion of K-12 Native American curriculum in Oregon public schools and required professional development for educators. [Tribal History/Shared History](#) (THSH) ensures Native representation in curricula, a significant step toward integrating the histories, cultures, and contributions of the nine Federally Recognized Tribes in Oregon into the public-school curriculum.



Additionally, elevating programming with strong connections with tribes, tribal communities, and families, such as the Tribal Attendance Promising Practices (TAPP) grant and the Title VI Indian Education Formula Grants program, further reinforces the sense of identity and belonging that Native youth need to face the unique challenges in the K-12 system with agency.

By prioritizing these holistic systems of support, ESDs, school districts, and schools can empower Native youth to thrive academically and socially while preserving and honoring their cultural heritage and unique strengths they bring to Oregon's classrooms. This not only enhances educational outcomes but also strengthens Indigenous communities for future generations.

TAPP SCHOOL DISTRICTS AND TRIBAL PARTNERS



Statutory Objectives: (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; and (k) Align the plan with similar statewide education plans developed and implemented by the Department of Education.



OBJECTIVE 4A: Leverage Key Legislation in Support of Native Success

- Promote the AIANSSP through a wide variety of communication strategies and learning experiences, both internally and with ESDs and school districts, to provide greater cultural understanding and increase awareness and urgency of the goals outlined in the plan.
- Share the AIANSSP with tribal communities and families to raise awareness of the plan and inspire ways for them to better advocate for Native students' needs to the local school district.
- Provide annual guidance, ongoing professional development, and technical assistance to ESD and Local Education Agency (LEA) leadership in partnership with other key ODE offices to support full implementation of Tribal History/Shared History (THSH) curriculum.
- Establish procedures for tracking compliance to THSH legislation and methods for evaluating the impact of the THSH curriculum on all students.

OBJECTIVE 4B: Honoring Educational Sovereignty through Tribal Consultation

- Support tribal consultation between ESDs, school districts, and Oregon's nine federally recognized Tribes by offering regular training on the [Tribal Consultation Toolkit](#) and implementing accountability practices to ensure compliance with federal law.
- Provide annual consultation training across ODE departments to align internal practices with federal and state consultation requirements.

OBJECTIVE 4C: Invest in Targeted Programs Designed to Increase Outcomes for Native Students

- Strategically and intentionally expand the Tribal Attendance Promising Practices (TAPP) program to additional school districts in Oregon serving high populations of AI/AN and AI/AN+ students and provide context-based support to ensure successful implementation.
- Create a comprehensive manual and resource repository which uplifts TAPP's best and promising practices to help disseminate TAPP's promising practices at the state, regional, and national levels.
- Cultivate a Title VI Indian Education Community of Practice to reduce professional isolation, foster greater collaboration, and spread the expertise and insights of individual Title VI educators throughout the state.



EVIDENCE OF RESTORATION, RECLAMATION, AND REVITALIZATION

- In their [Integrated Guidance](#) application and other key plans, individual school districts see year-over-year gains in Native student outcomes related to school environment, academic progress, and academic success as seen in the [At-A-Glance School and School District Profiles](#);
- All school districts are in full compliance with Tribal History/Shared History legislation
- Marked increases of school districts teaching the tribal curriculum (place-based history) of the local tribe(s) to supplement THSH lesson plans;
- All affected ESDs and school districts (those receiving more than \$40,000 in Title VI Indian Education formula grant funds) engage in consultation for all required plans and applications in alignment with federal legislation;
- TAPP expands to additional school districts, and they are supported to ensure successful implementation of the grant;
- Tribal Attendance Promising Practices are shared with ESDs and school districts annually through a variety of professional development experiences;
- School district and ESD consortium Title VI awardees demonstrate measureable outcomes in tribal student success related to their respective grant priorities.

THROUGHLINES FOR ENSURING EXCELLENCE

Key Legislation

- [HB2275](#)
- Tribal History/Shared History Legislation [ORS 329.493](#)
- [584-410-0070 Culturally Sustaining Practices to Promote Equity, Teacher Standards and Practices Commission](#) State Standards for Educator Preparation Providers
- [Executive Numbered Memo 001-2020-21](#) Tribal Regalia at Public School Ceremonies

Key Initiatives

- [Oregon's AI/AN Advisory Committee website](#)
- [Aligning for Student Success: Integrated Guidance](#)
- [Oregon's Tribal Consultation website](#)
- [Oregon's Tribal Consultation Toolkit version 2.1](#)
- [Oregon's Tribal History, Shared History website](#)
- [Student Educational Equity Development \(SEED\) Survey](#)
- [Tribal Attendance Promising Practices \(TAPP\)](#)
- [Oregon's Title VI Indian Education website](#)

Related THSH Research and Publications

- [Stories of Successful implementation](#) October 3, 2024
- [Stories of Successful implementation](#) October 5, 2024
- [Status Assessment Report](#)
- [Marzano Report Strategies](#)
- [Since Time Immemorial: Tribal Sovereignty in Washington State](#)
- [Indian Education for All: Montana Indian Education for All Resources](#)

ODE Partnerships

- [Office of Education, Innovation, and Improvement](#)
- [Teacher Standards and Practices Commission \(TSPC\)](#)



Goal 5: Center Culturally Responsive Approaches

Overview

As educators, it is our responsibility to ensure that every student feels seen, heard, and valued within our schools. This is especially true for our Native youth, who have long been marginalized in educational systems. It is imperative that we in the Office of Indian Education model this by centering student voices in our ongoing improvement efforts. For 2025-2030, we have made the intentional decision to create an AI/AN+ Student Advisory Council, where Native youth leaders can share their experiences and influence the policies and practices that shape their education.



Implementing a school-wide culture that is culturally responsive to AI/AN+ students must include comprehensive lesson plans focused on [Transformative Social Emotional Learning](#) (TSEL) and [Tribal History/Shared History](#) curriculum which accurately portray Native cultures and highlight the vibrant, contemporary contexts of Tribal Nations in Oregon.

Para 3, edit to: Native histories have been minimized or misrepresented both historically and into contemporary times, this has contributed to the erasure of Indigenous contributions and perspectives. As a result, ODE has partnered with representatives of the nine Federally Recognized Tribes in Oregon to create the [Essential Understandings of Native Americans in Oregon](#). These nine essential understandings serve as an introduction to the vast diversity of tribal cultures throughout the state.

In 2017, the Oregon Department of Education enacted [ORS 329.493](#), which mandated the inclusion of K-12 Native American curriculum in Oregon public schools and required professional development for educators to implement it. As

we continue to provide school districts with curricular materials that not only reflect Native identities but also educate all students about the rich and diverse histories of Native peoples and their ongoing significance today. We remain committed to providing increased support for educators implementing this powerful curriculum.

In the Office of Indian Education, we know that when we invest in culturally affirming and inclusive practices and in the educators responsible for delivering them, we enhance student engagement, foster a stronger sense of belonging, and build school communities rooted in mutual respect and equity. With Tribal History/Shared History (THSH) curriculum, school districts have the power and responsibility to transform our educational environments into places where Native students thrive, and all students gain a deeper, more accurate understanding of our nation's history.

OIE is committed to leading this critical work with the urgency, dedication, and courage it demands.

Statutory Objectives: (c) Increase the engagement of plan students in educational activities before and after regular school hours; (g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education; and (h) Support the development of culturally responsive curricula from early childhood through post-secondary education.

OBJECTIVE 5A: Center Native Student Voices

- Create an AI/AN Student Advisory Council (AIANSAC) to elevate student voices and create greater depth of understanding of student experiences, needs, and pathways to success. By empowering these student leaders through the AIANSAC, their input will be utilized and will strengthen the implementation of the AIANSSP and inform other efforts of the Office of Indian Education.

OBJECTIVE 5B: Promote the Use of Culturally Appropriate Frameworks, Tools, and Practices to Support Native Youth Mental Health and Well-Being

- ESDs and school districts use the [Transformative Social and Emotional Learning Framework and Standards](#) to guide them in their creation of their [Integrated Model of Mental Health](#); OIE will provide additional guidance and technical assistance for how Oregon's TSEL can be utilized to better serve Native youth and their unique cultural needs, creating supplemental materials as necessary.
- OIE will elevate guidance and resources to ESDs and school districts to support them in developing additional tiered supports for Native students related to Suicide Prevention and [Substance Abuse](#) mitigation strategies, as well as integrating [Trauma Informed Practices](#) within schools.

OBJECTIVE 5C: Provide Support to Educators to Successfully Implement Tribal History/Shared History Lesson Plans

- Provide regular and ongoing professional development opportunities specifically focused on building teachers' capacity in delivering the THSH curriculum from lessons learned from the field and in research published on implementation. This new professional learning will expand on the [Essential Understandings of Native Americans](#) in Oregon and existing modules and will include workshops, webinars, and in-person training sessions.
- Create a repository of resources to provide additional support to educators on the implementation of THSH lesson plans. This will include providing critical background knowledge for lessons, aligned to ODE academic content standards, multilingual supports, and culturally responsive teaching methods.
- ESDs and school districts regularly promote local professional development opportunities to support educator capacity to implement THSH, including ESD learning opportunities, school district in-services, and services provided by the Educator Advancement Council such as the Regional Educator Networks.



OBJECTIVE 5D: Continued Tribal History/Shared History Lesson Plan Development (K-12) and Curriculum Updates

- Collaborate regularly with other ODE departments, Tribal leaders, and educators to ensure the published THSH curriculum remains historically accurate, culturally relevant, community-based, contemporary, developmentally appropriate, aligned with academic content standards adopted under [ORS 329.045](#), and revised in accordance with any new changes as they occur.
- Ensure the development of new lesson plans across multiple content and grade levels currently without THSH lesson plans, with marked urgency.

OBJECTIVE 5E: Promote the Implementation of Tribal Curriculum to Further Supplement Tribal History/Shared History Lesson Plans

- Share out clear guidance to school districts on the implementation of the published tribal curriculum to honor the local tribes and elevate the significance of place-based history, as a way of supplementing the Tribal History/Shared History lesson plans.
- Provide funding and technical assistance to Oregon Tribes for developing tribal curriculum aligned with educational standards, while honoring Tribal sovereignty.



EVIDENCE OF RESTORATION, RECLAMATION, AND REVITALIZATION

- OIE ensures Native student voice are elevated to address issues impacting their educational experience;
- Enhanced well-being and sense of belonging among AI/AN+ students as reflected in [SEED](#) data and other local measures of student perception and engagement;
- Further research and assessment show educators are feeling fully supported by school district leadership in the implementation of THSH;
- Tribes report a significant increase in school districts accessing and utilizing their respective tribal curricula.

THROUGHLINES FOR ENSURING EXCELLENCE

Key Initiatives

- [Oregon's Accountability Framework](#)
- [Oregon's Integrated Model of Mental Health](#)
- [Oregon Transformative SEL Framework and Standards](#)
- [Strengthening Social, Emotional and Culturally Sustaining Teaching Practices A Framework for Oregon Educator Preparation Teacher Standards and Practices Commission](#) Winter 2022
- [Essential Understandings of Native Americans in Oregon](#)
- [Oregon's Tribal History, Shared History website](#)
- [Tribal Curriculum from the Nine Tribes](#)

Interagency Partners

- [Educator Advancement Council](#)
- [Central Oregon REN \(Crook, Deschutes, & Jefferson counties\)](#)
- [Columbia REN \(Gilliam, Hood River, Sherman, Wasco, & Wheeler counties\)](#)
- [Douglas REN \(Douglas County\)](#)
- [Eastern Oregon REN \(Grant, Harney, Lake, Malheur, & Wallowa counties\)](#)
- [Multnomah-Clackamas REN \(Multnomah & Clackamas counties\)](#)
- [Northwest REN \(Clatsop, Columbia, Tillamook, & Washington counties\)](#)
- [Oregon Trail REN \(Baker, Morrow, Umatilla, & Union counties\)](#)
- [South Coast to Valley REN \(Coos, Curry, Marion, Polk, & Yamhill counties\)](#)
- [Southern Oregon REN \(Jackson, Josephine, & Klamath counties\)](#)
- [Western REN \(Benton, Lane, Lincoln, & Linn counties\)](#)



Conclusion

The 2025-2030 American Indian/Alaska Native Student Success Plan (AIANSSP) represents a comprehensive and collaborative effort to address the unique educational needs of AI/AN students in Oregon. Grounded in the principles of equity, cultural responsiveness, and Tribal sovereignty, this plan builds on the progress made in previous years and sets forth a clear path for continued improvement in the educational experiences and outcomes of all AI/AN and AI/AN+ students.

Over the past five years, the [2020-2025 AIANSSP](#) has laid a solid foundation for supporting AI/AN students across the state. Notable achievements include the expansion of data justice initiatives, the development of culturally responsive disciplinary practices, the expansion of TAPP into the first urban area by partnering with the Salem-Keizer School District, and the successful implementation of Tribal History/Shared History curriculum. These milestones have demonstrated the power of collaboration and the effectiveness of targeted strategies in enhancing educational outcomes for Native American students.

Together, we can create a future where all Native American students not only succeed in school, but also carry forward the rich traditions and knowledge of their communities, contributing to a brighter and more inclusive future for all.

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- AI/AN Key Indicator Report 2025. <https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/SB13%20Curriculum/AIAN%20Students%20in%20Oregon%20A%20Review%20of%20Key%20Indicators%202023-24.pdf>

AI/AN Advisory Committee Members

The AI/AN State Advisory Committee on Indian Education was established to advise the Oregon Department of Education on educational matters affecting American Indian and Alaska Native students.

Representatives from the Nine Federally Recognized Tribes in Oregon

Burns Paiute Tribe

Tribal Representative: Diane Teeman, Alt. Mileah Skunkcap

Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians

Tribal Representative: Jemiah Wassman

Confederated Tribes of Grand Ronde

Tribal Representative: Angela Fasana

Confederated Tribes of Siletz Indians

Tribal Representative: Alissa Lane-Keene, alt. Sonya Moody-Jurado

Confederated Tribes of the Umatilla Indian Reservation

Tribal Representative: Jaimie Crane

Confederated Tribes of Warm Springs

Tribal Representative: Valerie Switzler

Coquille Indian Tribe

Tribal Representative: Marsha Frost, Alt. Becky Cantrell

Cow Creek Bank of Umpqua Tribe of Indians

Tribal Representative: Jennifer Reid, Alt. Jesse Jackson

Klamath Tribes

Tribal Representative: Julie Bettles

Metro/Urban Representatives

Portland: Tamara Henderson

Beaverton/Hillsboro: Open

Salem: Shelby Maerz

Eugene/Springfield: Leilani Sabzalian

Oregon Indian Education Association Representative

Roshelle Weiser-Nieto

Higher Education Representative

Chris Mansayon

At-large Representatives

Luhui Whitebear

Elder Representative

Robin Butterfield

Rural Title VI Representative

Open

Early Childhood Representative

Nicole Butler-Hooten

Youth Representative

Open

OIE Team Members

Below is a list of OIE team members, their roles, Tribal affiliations, and the primary projects they work on:

April Campbell

Confederated Tribes of Grand Ronde

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The Cheyenne and Arapaho Tribes of Oklahoma

Native American Student Success Coordinator

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Brent Spencer - Tribal History/Shared History

Confederated Tribes of the Umatilla Indian Reservation

Indian Education Coordinator

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Open - Early Literacy Education Specialist

Brandon Culbertson - Tribal Language and Early Literacy

Northern Arapaho (Associate Member) and

Assiniboine & Sioux Tribes of Fort Peck,

(Associate Member, Yankton Sioux)

Senior Tribal Early Literacy Advisor

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Klamath Tribes

Indian Education Specialist

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Raina Reece - Executive Support

Yurok Tribe

Executive Support Specialist

Raina.Reece@ode.oregon.gov



Appendices

Appendix A: Historical Context

The history of public education for the nine federally recognized Tribes in Oregon spans hundreds of years, much of it marked by damaging policies and practices, until more recent efforts to address these profound injustices. Many of these tribes have treaties with the United States, establishing a unique federal trust responsibility. As noted by the Supreme Court in [United States v. Mitchell \(1983\)](#), this responsibility stems from treaties signed between sovereign Tribes and the U.S. government in the 1800s. Article VI of the U.S. Constitution states, “...all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land.” These treaties often promised Tribes access to education in exchange for land and other rights and must still be honored today.

Beginning in 1860, military-based facilities were converted into boarding schools for Native American children. Government-run boarding schools, alongside church-based mission schools, became the standard for government-provided education for Tribes. Government policy during this time allowed for the forcible removal of Native American children from their homes and communities, sending them to boarding schools often located thousands of miles away. These schools were grossly underfunded, overcrowded, and poorly maintained—a situation documented in the [Meriam Report](#) of 1928 and again in the 1969 Kennedy Report titled [Indian Education: A National Tragedy - A National Challenge](#).

The forcible removal of Native American children from their families and communities was a deliberate process of assimilation. Upon arrival at these schools, children’s hair was cut, their traditional clothing was removed, and they were forbidden to speak their Native languages. Children as young as four years of age endured rampant emotional, physical, sexual, and mental abuse, and many children died while in the care of boarding schools.

These assimilation policies have caused significant trauma that is still widely felt in most AI/AN communities today. The impact of these experiences is not confined to the distant past but continues to affect individuals, families, and communities, contributing to significant educational disparities that persist. This ongoing trauma was highlighted in President Obama’s [2014 Native Youth Report](#), which noted that despite 88 years passing since the *Meriam Report*, many of the challenges and barriers to accessing educational opportunities for AI/AN youth remain unchanged.

Despite these challenges, the inherent resilience and strength of AI/AN youth, families, and communities have driven a powerful movement toward reclamation and healing. This movement, supported by the efforts of policymakers and leaders, has led to the strengthening of educational policies and practices through Government-to-Government relationships at the federal, state, and Tribal levels. In June of 2021, U.S. Secretary of the Interior Deb Haaland announced the Indian Boarding School Initiative, designed to investigate and report on the impact of these schools. The initiative, which has produced its first two volumes, documents the historical and ongoing trauma of boarding schools. Haaland has also traveled across the country to meet with boarding school survivors, sharing resources for healing, and her office is creating the [Oral History Project](#) to document the experiences of these survivors.

Building on this movement toward reclamation and healing, recent efforts in Oregon have been particularly evident through the passage of several key pieces of legislation:

- [OAR 581-017-0365 to 581-017-0375](#) - (2017)
Established the Tribal Attendance Promising Practices (TAPP) program to address attendance disparities and support consistent school attendance among AI/AN students.
- [Senate Bill 13 \(SB13\)](#) - (2017): Led to the creation of the Tribal History/Shared History curriculum and mandated its inclusion in Oregon's public school curriculum.
- [Senate Bill 971](#) - (2019): Declared the American Indian languages of Oregon's nine Tribes as official heritage languages, authorizing Tribes to determine their needs and plans for language revitalization. The bill also directed the Oregon Department of Education (ODE) to provide assistance and support for these efforts.
- [House Bill 3198](#) - (2023): Focused on early literacy initiatives to support the foundational reading and language skills of AI/AN students.

These legislative actions represent significant steps toward honoring the histories and contributions of Oregon's nine federally recognized Tribes and ensuring that AI/AN students see themselves reflected in their education.

While these advances are noteworthy, AI/AN students in Oregon continue to face significant challenges, highlighting the need for a comprehensive and coordinated approach to support their academic success. The 2025-2030 AIANSSP builds on the foundations laid by previous efforts, aiming to create an educational environment where AI/AN students can thrive academically, culturally, and socially. This plan is a testament to the resilience of AI/AN communities and the ongoing commitment to equity, justice, and the recognition of Tribal sovereignty in education.



Appendix B: Historical Context Timeline

The following timeline highlights key legislative, policy, and educational milestones that have shaped the landscape of American Indian/Alaska Native (AI/AN) education in Oregon.

1800's: Indian Boarding Schools were established and forced Indian children into cultural assimilation.

1928: The Meriam Report exposed the abuse of Indian children at boarding schools resulting in the improvements for Indian students' education and the establishment of public schools on reservations.

1934: Johnson-O'Malley (JOM) Act of 1934 allowed Native students to enroll in public and private schools.

1965: Elementary and Secondary Education Act (ESEA) of 1965 allowed tribal education departments (TEDs) to govern their education systems and receive federal financial support. This act also created funding for State Tribal Education Partnerships (STEP) grants.

1972: The Indian Education Act of 1972 gives direct financial support to improve academic achievement for Indian students who attend public, Tribal and Bureau of Indian Affairs schools. It also created the Office of Indian Education and the National Advisory Council on Indian education.

1975: The Indian Self-Determination and Education Assistance Act (ISDEA) of 1975 allowed federally recognized American Indian Tribes to enter contracts with the federal government but they had to follow federal guidelines.

1988: The Tribally Controlled Schools Act of 1988 allowed federally recognized tribes to apply for federal grants so they can operate their own schools, operate other tribally controlled schools, and choose to operate BIE-funded schools.

1989: [ORS 336.067\(1\)\(b\)](#), "Instruction in Ethics and Morality," led the State Board of Education to specifically address the incorporation of American Indian history, culture, and heritage into the general curricula.

1991: The first [Oregon American Indian/Alaska Native Education State Plan](#) was developed and published by the Oregon Department of Education (ODE) after seven years of collaborative work by members and educators of the American Indian and Alaska Native communities, the State Board of Education, and ODE staff.

1996: [Executive Order 96-30](#) was issued by the Governor of Oregon, establishing Government-to-Government relations with the nine federally recognized Tribes in Oregon to improve services and develop avenues for consultation.

2011: The State of Oregon enacted [ORS 350.014](#), creating the 40-40-20 educational achievement goal for Oregon by 2025.

2013: ODE hired a full-time staff member dedicated to supporting the 40-40-20 goal for AI/AN students. That same year, a study by the Chalkboard Project released [The Condition of Education for Members of Oregon's Indian Tribes](#).

2014: ODE, in collaboration with partners, began updating the 20-year-old [American Indian/Alaska Native Education State Plan](#). This process culminated in the State Board of Education adopting the updated Native American/Alaska Native Education State Plan in 2015.

2015: Under Section 1111 of the ESSA, tribes and tribal organizations were able to receive funding to increase academic achievement and tribal relationships between local and state governments.

2015: Part C, Title VI of the [Every Student Succeeds Act \(ESSA\)](#) outlined national expectations for providing quality education for American Indian, Alaska Native, and Hawaiian students. Additionally, a Temporary Rule—Tribal Attendance Pilot Project (TAPP) was established under [OAR 581-018-0520](#) to [581-018-0535](#), granting funding for TAPP.

2016: ODE hired an additional Education Specialist to further support AI/AN education initiatives.

2017: ODE's Office of Accountability, Research, and Information Services prepared the [American Indian/Alaska Native Students in Oregon: A Review of Key Indicators](#) report, which was updated in 2020 to further discussions on improving outcomes for Oregon's AI/AN student population. [Senate Bill \(SB\) 13](#), known as Tribal History/Shared History, was also passed, directing ODE to create [K-12 Native American curriculum](#) for inclusion in Oregon public schools and to provide professional development for educators.

2019: The Oregon Legislature passed the [Student Success Act](#), which represented a historic investment in the state's education system, providing over \$1 billion annually to support educational improvements, including specific provisions for AI/AN students.

The legislature also codified the AI/AN Student Success Plan into statute ([ORS 329.843](#)) as part of the Student Success Act.

2020: The State Board of Education adopted the current [2020-2025 AI/AN Student Success Plan](#).

2021: Secretary of the Interior Deb Haaland [announced the Federal Indian Boarding School Initiative](#), a comprehensive effort to recognize the troubled legacy of federal Indian boarding school policies with the goal of addressing their intergenerational impact and to shed light on the traumas of the past.

2021: ODE's Office of Indian Education (OIE) hired a Native American Student Success Coordinator and an Indian Education Coordinator to enhance its support for AI/AN students.

2022: The first [Federal Indian Boarding School Initiative Investigative Report](#) was published in May.

2022: The passage of [HB 3198](#) focused on advancing early literacy initiatives, which include targeted support for AI/AN students to ensure they have the foundational reading and language skills necessary for academic success.

OIE expanded its team by hiring an Indian Education Engagement Coordinator, an Indian Education Specialist, an Executive Support Specialist, and an Office Specialist.

2023: OIE began the process of updating the AI/AN Student Success Plan for 2025- 2030, working closely with the State AI/AN Advisory Committee, internal partners, and the Government-to-Government Education Cluster. OIE also hired a .5 Research and Data Analyst.

2024: The [Second and Final Federal Indian Boarding School Initiative Investigative Report Volume II](#) was published under President Joe Biden who delivered national remarks to the Nation and issued a formal apology on the atrocities committed under the American Indian Boarding School policy to all Tribal Nations and peoples.

OIE continued to expand its efforts by hiring an Early Literacy Education Specialist and Early Literacy Policy Analyst to further support the educational needs of AI/AN students.



Appendix C: Terminated and Later Restored Tribes in Oregon

Confederated Tribes of Grand Ronde

- Terminated: August 13, 1954 (Western Oregon Indian Termination Act, Public Law 588)
- Restored: November 22, 1983 (Grand Ronde Restoration Act, Public Law 98-165)

Confederated Tribes of Siletz Indians

- Terminated: August 13, 1954 (Western Oregon Indian Termination Act, Public Law 588)
- Restored: November 18, 1977 (Siletz Restoration Act, Public Law 95-195)

Cow Creek Band of Umpqua Tribe of Indians

- Terminated: August 13, 1954 (Western Oregon Indian Termination Act, Public Law 588)
- Restored: December 29, 1982 (Cow Creek Band Restoration Act, Public Law 97-391)]

Klamath Tribes (Klamath, Modoc, and Yahooskin Band of Snake Indians)

- Terminated: August 13, 1954 (Klamath Termination Act, Public Law 587)
- Restored: August 27, 1986 (Klamath Restoration Act, Public Law 99-398)

Coquille Indian Tribe

- Terminated: August 13, 1954 (Western Oregon Indian Termination Act, Public Law 588)
- Restored: June 28, 1989 (Coquille Restoration Act, Public Law 101-42)

Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians

- Terminated: August 13, 1954 (Western Oregon Indian Termination Act, Public Law 588)
- Restored: October 17, 1984 (Coos, Lower Umpqua & Siuslaw Restoration Act, Public Law 98-481)

Burns Paiute Tribe

- Terminated: Under various federal policies but not explicitly included in major termination acts
- Restored: 1972 (federal recognition reaffirmed administratively)

Tribes Not Terminated

Some Oregon Tribes, such as the Confederated Tribes of the Umatilla Indian Reservation and the Confederated Tribes of Warm Springs, were never terminated and maintained continuous federal recognition.



Appendix D: Oregon's Student Success Act

The Oregon Student Success Act ([Oregon House Bill 3427](#)), passed in 2019, represents a landmark investment in the state's education system to ensure equitable access to quality education for all students, including historically underserved populations such as AI/AN students. When fully implemented, the Student Success Act (SSA) will invest approximately \$2 billion per biennium to support educational improvements, focuses on critical areas including early childhood education, mental and behavioral health, and reducing academic disparities.

The Act established the Student Investment Account (SIA), which provides funding to school districts to address gaps in academic achievement, particularly for marginalized groups. For AI/AN students, the SSA is a critical tool in advancing educational equity, supporting culturally responsive teaching, and promoting the integration of Tribal history and perspectives into the broader curriculum. Through the implementation of the SSA, Oregon aims to create a more inclusive and effective educational environment that respects and uplifts the unique cultural identities and educational needs of AI/AN students. As a direct outcome of the SSA's commitment to equity, the 2025-2030 American Indian/Alaska Native Student Success Plan was developed to address the unique educational needs of AI/AN students in Oregon.

Appendix E: Photo Credit

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