



Oregon Title VI Indian Education Community of Practice

January 15, 2026, 10AM-11AM

First –

Rename your Zoom Name to your...

- first and last name
- name of district ,ESD, or Tribe, and
- official role for Title VI - Project Coordinator, Authorized Official Representative, student liaison, etc.
- Pronouns

Then –

- *Drop in the Chat that little something extra or a ritual you do to feel your best self in mind, body, and spirit.*

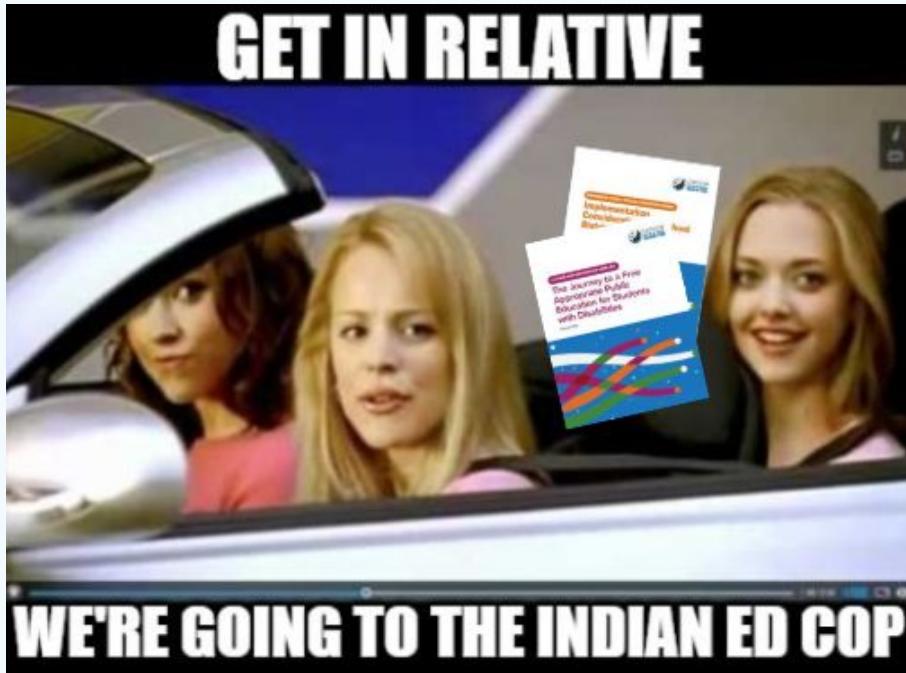
Today's Agenda -

NPAIHB Adolescent Health Projects

Professional Learning Series - AIAN SSP

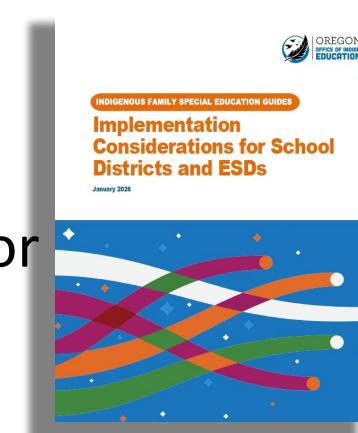
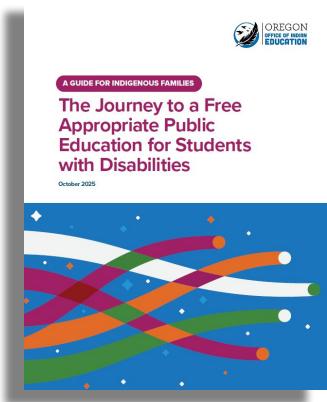
US Department of Education Deadlines
and Information

Looking Ahead - Bring your
SPED Director, SPED Staff,
Family Engagement Specialists,
Etc



Content Preview for February 19 - Districts, ESDs, and Tribal Partners

- Learn about the intended purpose of the guides
- Brief overview of unique needs of Native students in regards to Special Education
- Guided reflection questions
- Preview the resources, familiarizing with the content
- Review the "Implementation Considerations for School Districts and ESDs" to see how these guides can be utilized in the district or ESD
- Complete a brief survey to share feedback, questions, and requests for support for our team



ODE Title VI Indian Education Community of Practice

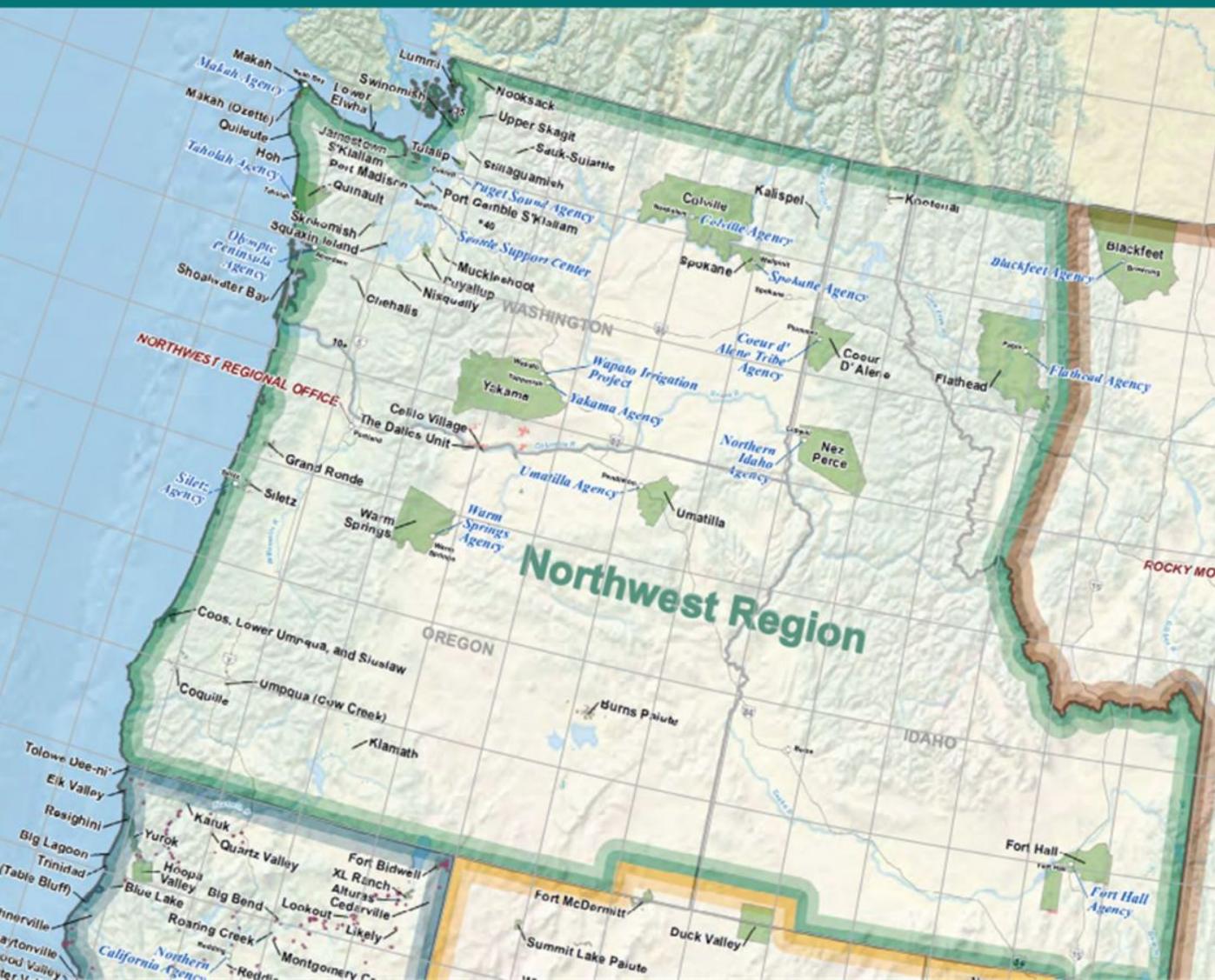
NPAIHB Adolescent Health Projects

January 15, 2026





About NPAIHB



Established in 1972

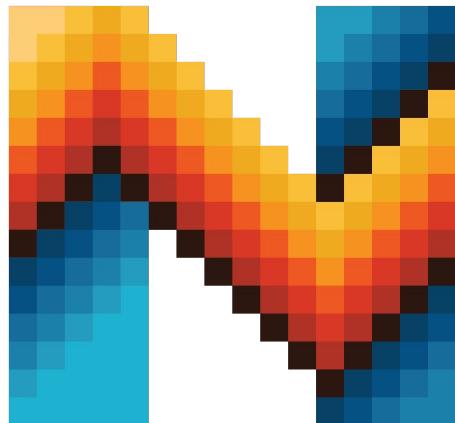
Non-profit serving the 43 federally recognized tribes of Oregon, Washington, and Idaho.

4 Primary Goals:

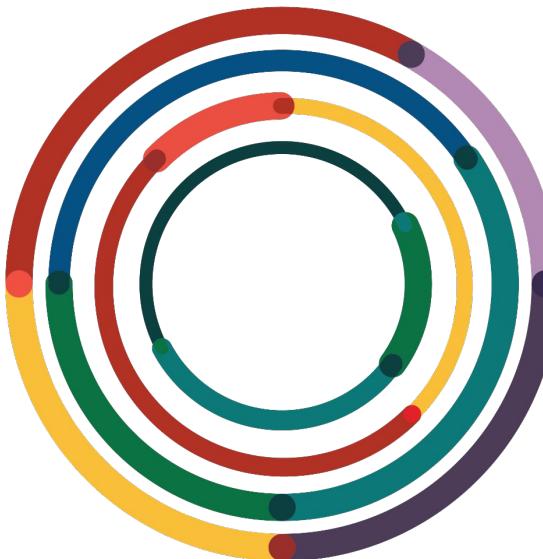
- Health promotion and disease prevention
- Legislative and policy analysis
- Training and technical assistance
- Surveillance and research



NORTHWEST PORTLAND AREA
INDIAN HEALTH BOARD
Indian Leadership for Indian Health

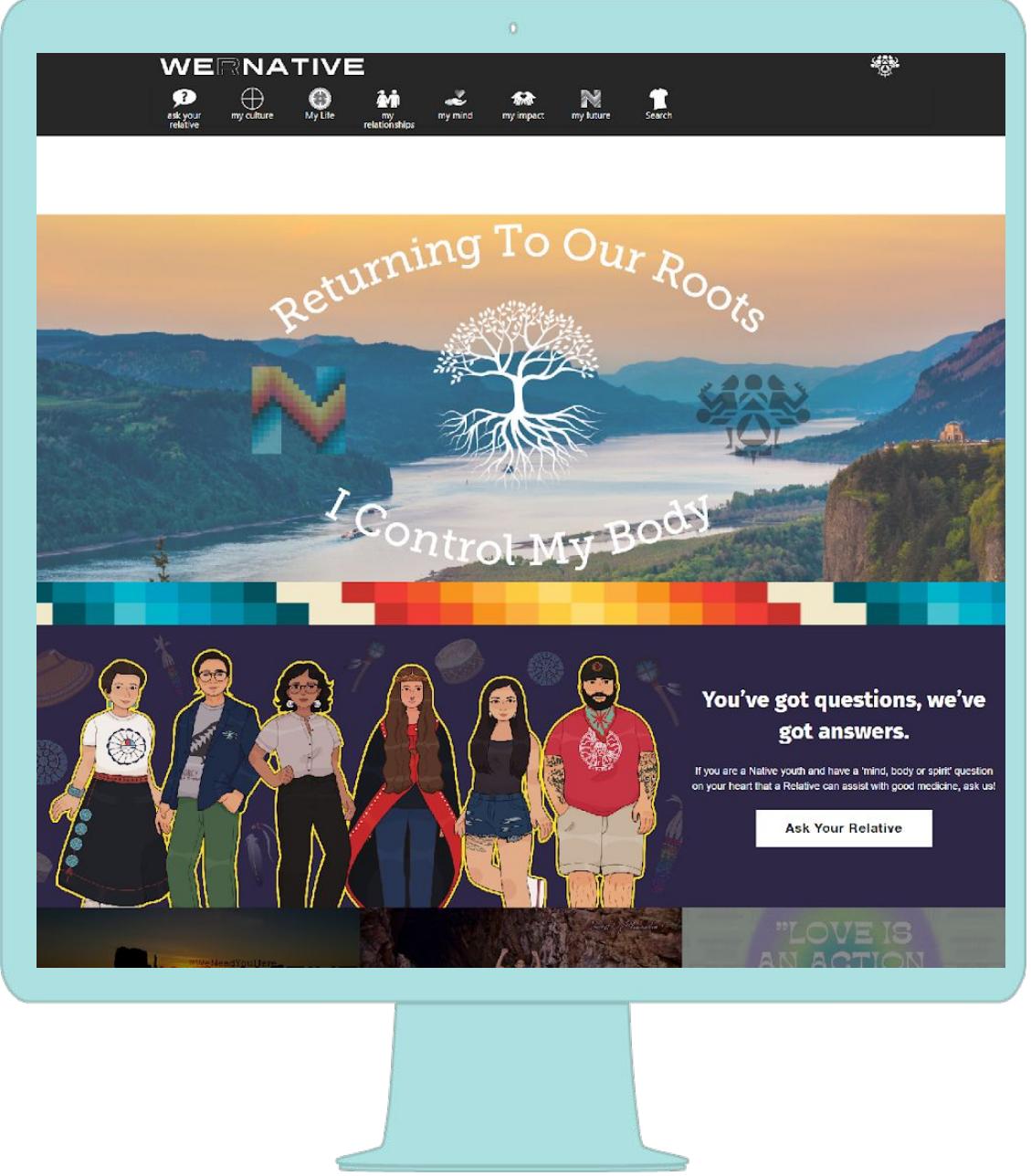


WE R NATIVE
A PROJECT OF NPAIHB



**HEALTHY
NATIVE
YOUTH**
A Project of NPAIHB

We R Native and Healthy Native Youth are projects of the Northwest Portland Area Indian Health Board and NWTEC funded by the Indian Health Service ETHIC II grant fund.



FOR YOUTH



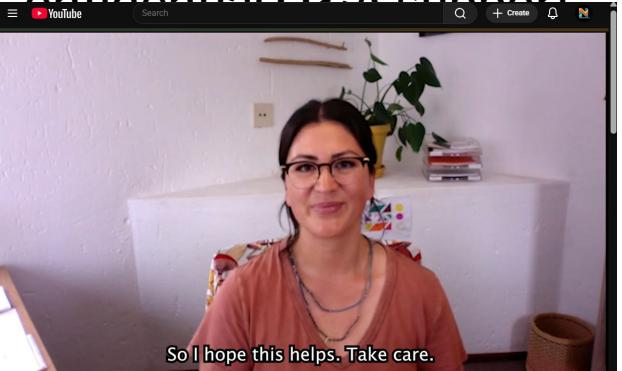
Multimedia health resource
for Native youth by Native
youth

Follow us @wernative



Ask Auntie / Ask a Relative

Confidential Q&A support



Youth Engagement

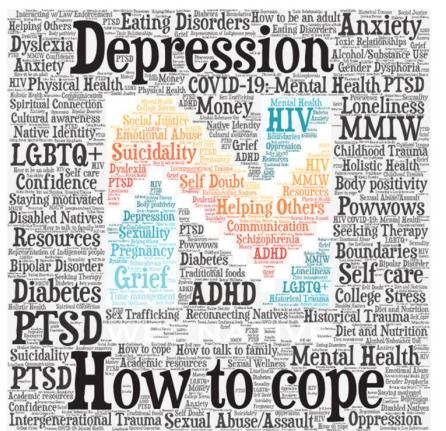
Leadership + Educational Pathways



Website

Health and Wellness + Culture and Identity

Articles, Stories, Resources



Text Messaging & Campaigns

Weekly health tips + challenges



Community Outreach

Workshops + Tribal partnerships

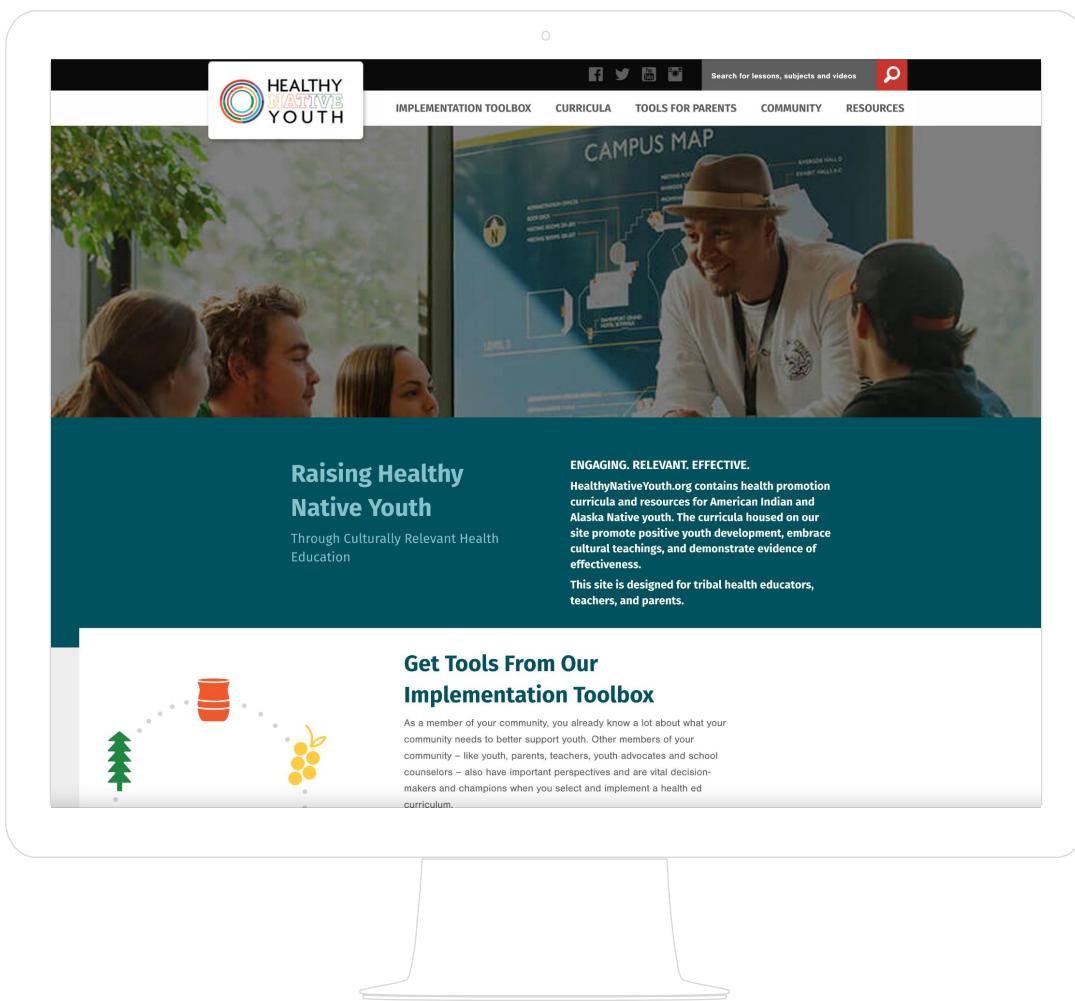


Social Media

Instagram • YouTube



Healthy Native Youth



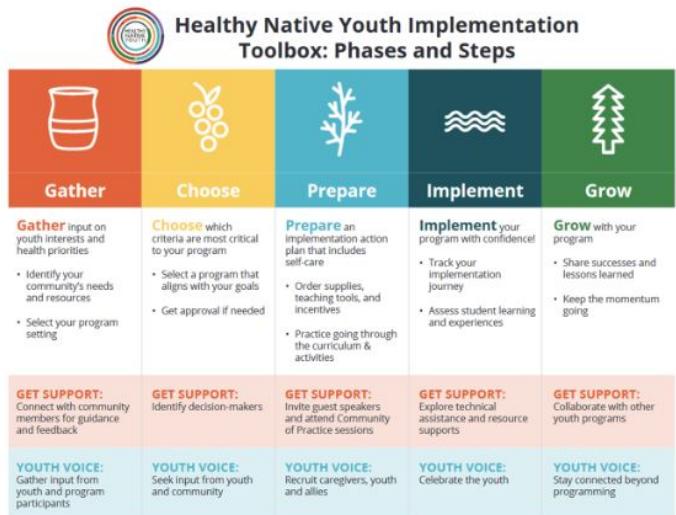
FOR CARING ADULTS AND EDUCATORS



- Implementation Toolbox
- Filter & Compare Tool
- Stand-alone Lessons
- Tools for Caring Adults
- Community of Practice
- Resources, Support, & TA
- Upload & Submit Your Own Curricula

Implementation Toolbox

Planning framework and tool



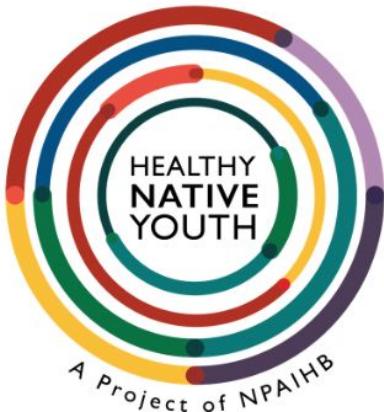
Community of Practice

Resources + stories from the field + capacity building



Website

Health and Wellness Curricula + Implementation Toolbox + Resources, Lessons



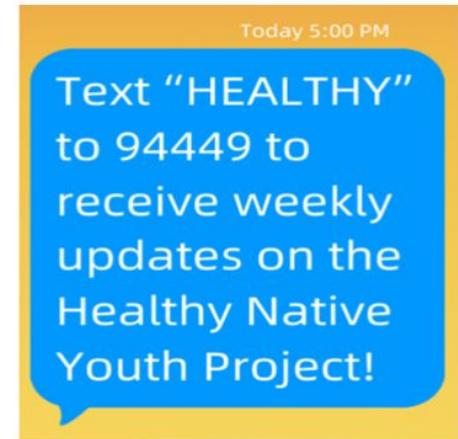
Social Media

Instagram • YouTube



Text Messaging & Campaigns

Weekly health tips + curriculum



TA & Training

Workshops + partnerships





Community of Practice

Held every second Wednesday of the month

- @ 10:00 am PT
- For: Tribal health educators, teachers, parents, prevention specialists; people who share a passion for improving the lives of Native youth
- Recorded Sessions Library with slides & resource materials.



Scan the QR code to Register
for next month's CoP!

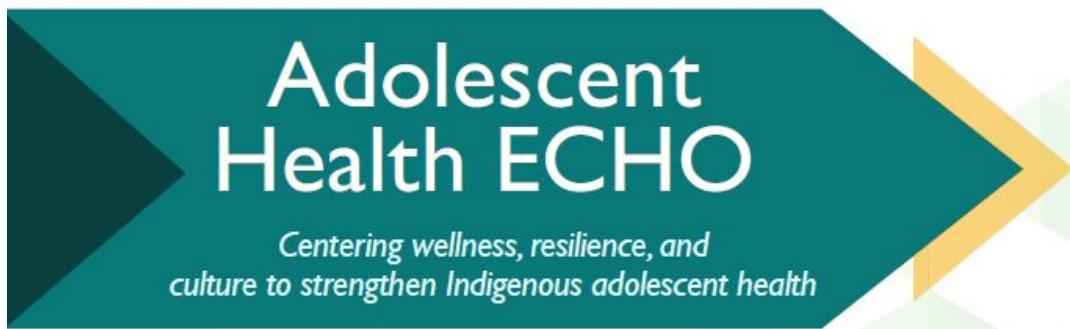
Sign up for SMS updates



NEW:

NPAIHB Adolescent Health ECHO

Begins Feb 14th at 12 PM PT



What?

A collaborative to learn from physicians caring for American Indian and Alaska Native (AI/AN) adolescents and adolescents themselves! Through monthly 1-hour teleECHO sessions, attendees will gain improved capacity to care for AI/AN adolescents. They will receive access to clinical and policy related resources, and have the opportunity to discuss challenging cases in sessions as well.

When?

2nd Wednesday of every month at 12pm PT/ 1pm MT

What topics will be covered?

- Sexual and reproductive health
- Mental health
- Substance use
- Disordered eating
- Long COVID and infection associated chronic illness
- Supporting identity development
- Sexually transmitted infections
- Foster care
- Healthy weight management
- Policy implications

How to Connect

[At the time of clinic, simply click here to join](#)
[Password: ECHO](#)





Thank you

Let's set up a call!

Contact us: native@npaihb.org



Professional Learning Series - 2025-2030 AIAN SSP



OREGON
OFFICE OF INDIAN
EDUCATION

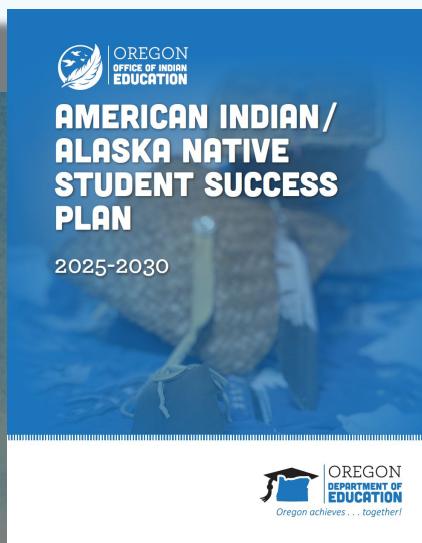
American Indian and Alaska Native Student Success Plan 2025-2030

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

Reflection

As you read the letter from Assistant Superintendent of the Office of Indian Education April Campbell (page 3), identify words or phrases which resonate or impact you.

- Jot down your initial reaction and thoughts after reading it.
- Then, we will share out the reflections or reactions you have.



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

Five Key Goals to Advance AI/AN Outcomes



Champion Tribal Languages



Address Inequity in Native Student Data

Chat Drop - Seeing the names of the five goals of the plan, where does this work already show up concretely district-wide and in your Title VI programming?



Pursue Native Excellence



Cultivate Holistic Systems of Support



Center Culturally Responsive Approaches

This Plan is Organized in the Following Manner:

Goals & Overviews

- Each goal begins with a brief overview to provide context on why it was prioritized for Native student success.
- High-level statewide data is provided, but 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 district, but we encourage readers to engage in “sense-making”-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 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 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 us to ensure the success of Oregon AI/AN students.

ASK - What do we need to know about this topic based on our needs and context?

ASK - What data do we need to review to see how we are doing with this goal?

ASK - In what ways can these Goals and Objectives guide our programming while strengthening district-wide systems?

ASK - What can this work look like in our district, in our schools, and in our classrooms? How will we be held accountable to progress?

ASK - How might we better access and leverage available resources?

ASK - What might it look like to better partner with Tribes? ESD? RENs? Indian and Community-Based Organizations? Other Agencies?

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Example of the Layout -

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 Overview of Secondary Education in the Department

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](#)

Champion Tribal Languages

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Address Inequity in Native Student Data

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Pursue Native Excellence

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Center Culturally Responsive Approaches

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Deeper Dive

Please take the time to read through any goal of the plan you initially identify as an area which makes sense for your District to focus on more strategically in 2026-2027 and beyond.



AMERICAN INDIAN/ ALASKA NATIVE STUDENT SUCCESS PLAN

2025-2030



Implementation Considerations

- All districts are required to use each Student Success Plan in their district planning, including the use of Student Investment Account funds.
- Title VI Indian Ed grantees are uniquely positioned more than other districts to intentionally use the AIAN SSP as a guide for their improvement planning efforts.
- Furthermore, taking the time to review the plan with your Indian Parent Committee can be a powerful activity to drive your Indian Education programming.

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.

This general guidance can be found on page 7 of the AIAN SSP.

Implementation Considerations

Pre-Planning

- Invite key staff to read and annotate the AIAN SSP on their own with the lens – *In what ways does my role and responsibilities intersect with this work?*
- Gather key staff together to answer the questions on slide 23, taking notes on data, additional information to gather, and ways to capture what is missing to best see how a goal and applicable objectives live in your district.
- Allow everyone time to collect and gather their information.

Work Session

- Come together to share out on the goals and objectives – What is the current state? Where is their opportunity to strengthen or better align resources, communication, and supports?
- Prioritize what makes sense for your District or ESD context.
- Use this dynamic planning and collaboration to highlight and refine Title VI Indian Education programming – just in time for the EASIE Part 2 window!



US Department of Education Deadlines and Information

Exploring the Federal Website

US Department of Education > Indian Education Formula Grants site -

<https://www.ed.gov/grants-and-programs/formula-grants/formula-grants-special-populations/indian-education-formula-grants-formula#home>

- Great sections to explore
- Share with the Indian Parent Committee
- Link to your Title VI Indian Education website



Exploring the EASIE Website

Have you had changes in key personnel?

Any time there is a change in key personnel, including the Project Director or Authorized Official Representative, entities must submit an administrative action memo to the US Department of Education's Office of Indian Education to ensure that the correct personnel information is updated in the G5 system. Entities can submit a memo following the Microsoft Forms Survey link provided in this document.

<https://easie.communities.ed.gov/#communities/pdc/documents/10541>

Exploring the EASIE Website

EASIE Part 1 Support (Feb 2 - March 6)

Formula Grant EASIE Part I Resource Page -

<https://easie.communities.ed.gov/#program/easie-part-i>

Key Sections

- Select the duration for project objectives (single or multi-year)
- Select the applicant type
- Submit the Indian student count total
- Upload supporting eligibility document

Best Practices

- Review 506 forms for accuracy, especially if inheriting someone else's forms
- Revisit and strengthen District record keeping processes for 506 forms (school and district level)
- Review district registration data with another staff member to identify potential new families for eligibility
 - To better customer service – Maintain internal notes for who is and isn't eligible
- Looking ahead to 26-27 – Collaborate with district staff responsible for registration documents and processes
 - 506 Forms
 - ODE Tribal Affiliation requirements
(**NOTE - **NOT THE SAME REQs AS 506**;
This is NOT the same process as the federal 506 count. ODE's process is about self-disclosure vs. proving enrollment or descendants.

Exploring the EASIE Website

Looking Ahead - EASIE Part II (March 30 - May 8)

Formula Grant EASIE Part II Resource Page -

- <https://easie.communities.ed.gov/#program/easie-part-ii>

Best Practices

- Calendar out planning times with the Indian Parent Committee
- Ensure your district has scheduled the Public Meeting
- Reach out to tribes ASAP if you have not already to either complete:
 - Meaningful Collaboration or
 - Tribal Consultation
 - Hillsboro, Lincoln County, North Clackamas, and Portland – work with your *unified application* colleagues to ensure succinct outreach with Tribes

General Formula Grant Timeline



This is a general visual of the Title VI school year timeline. All LEAs and LEA-Cs should adhere to all published DOE timelines to plan their efforts.

Data Snapshots Found on the Following Slides

Additional Support or Technical Assistance?

Stacy Parrish, Education Program Specialist II

- Email - stacy.parrish@ode.oregon.gov

Book an Office Hours -

- [**Book time with STACY PARRISH * ODE**](#)

Text/Call -

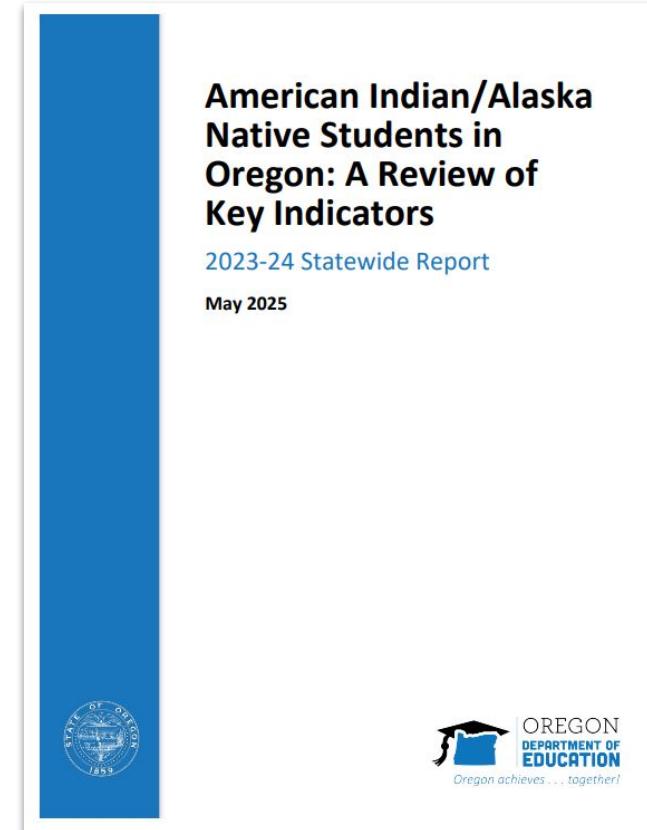
- 971-208-0270

Email OIE for anything -

- ODE.IndianEd@ODE.Oregon.gov

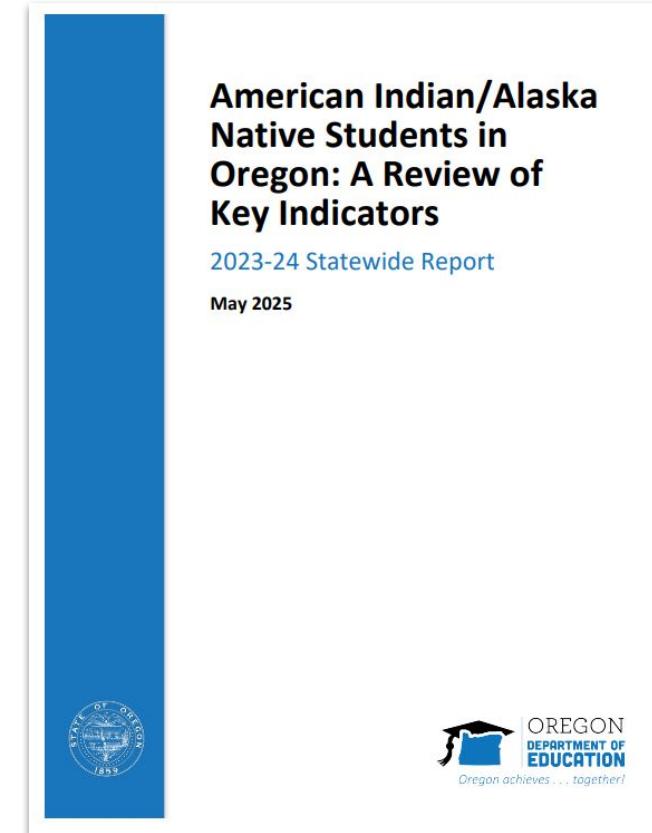
AI/AN Key Indicator Report - Released May 2025

- Provides a comprehensive and inclusive overview of American Indian/Alaska Native (AI/AN) student educational experiences and outcomes statewide, while honoring the full diversity of AI/AN student identities.
 - Includes AI/AN multiracial and AI/AN Hispanic/Latino identifying students (collectively shown as AI/AN Plus in report)
- [Access the AI/AN Key Indicator Report here](#)



Using the report to support Native students

- Complements the Office of Indian Education 2025-30 AI/AN Student Success Plan goals
- Aligning for Student Success: Integrated Guidance application
- Grant applications (Title VI Indian Education formula grants)
- Tribal Consultation
- Research initiatives and proposals
- Programming for community-based organizations
- Inform examination of AI/AN student data at local level



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ODE Publicly Available Data and Report

- [Achievement Data \(ELA, Math, Science\)](#)
- [Attendance and Absenteeism](#)
- [Cohort Graduation Rate](#)
- [Dropout Rates in Oregon High Schools](#)
- [Discipline Data](#)
- [English Learners](#)
- [Houseless Student](#)
- [Language of Origin](#)
- [Ninth Grade On-Track](#)
- [Postsecondary Enrollment](#)
- [Student Enrollment Reports](#)
- [Student Educational Equity Development Survey \(SEED\)](#)
- [Special Education Data](#)

Reports published by ODE

- [At-A-Glance School and District Profiles](#)
- [Educator Equity Report](#)
- [Oregon Report Card \(Online\)](#)
- [Oregon Statewide Educator Survey](#)
- [Oregon Statewide Report Card](#)
- [ODE Research and Data Briefs](#)

Note. This list is not exhaustive of all data available from ODE. Visit the [ODE website](#) for other data availability.