

Pisa tabino (good day),

Thank you for submitting a copy of your EASIE Part II application to the Oregon Department of Education's Office of Indian Education in accordance with Section 6119 of the Title VI Indian Education legislation.

The application has been reviewed and your compliance has been indicated in the [Oregon Title VI Indian Education grantee](#) document which lives on our [ODE Title VI Indian Education website](#).

ODE chooses to review and comment on all applications. This year we will continue to provide standard, Tier 1 comments (reflective questions) on all applications as we are in the second year of ensuring compliance to 6119. In the future we foresee being able to provide more personalized comments on each application. There is no need to reply to any of the comments below, but districts and LEA-Cs can always do so. These comments are intended to spark reflection with the Title VI Indian Education staff and other district departments and programming staff, and with the Indian Parent Committee.

If you have any questions or request additional support for your Title VI Indian Education program, please do not hesitate to reach out.

Tier 1 Comments - Provided to 100% of Grantees

District-wide Staff and Building Communication about the Purpose of the Program

- How are all staff and building leaders communicated about the purpose of the grant?
- How are they made aware of tribal students served by the program?
- Do all key staff at the building level know who to contact to help deliver specialized services to tribal students?

Staff Accountability for Content Learned in Professional Development Activities

- Each grantee identifies professional development activities and the types of staff who will receive those learning experiences (e.g. Cultural Sensitivity training provided to All staff). How are those staff supported throughout the year for applying that learning in support of Native student success? How are they held accountable for the learning so these PD activities are not "one time" events, but opportunities to advance the critical learning needed to support tribal students?

Transparency of the Use of Funding

The #1 concern and complaint received from parents and community members is uncertainty on how funds are utilized for the program. While some of our Indian Education programs are large and can staff full time positions to support it, others are quite small and the roles and responsibilities are added onto other full-time duties. Being transparent on the grant award, how the money will be spent, and who is responsible for leading the work, is a critical step needed to build trust with the community.

- How is this information shared to all students and families served by the program?
- For small districts unable to staff a full-time person to lead the work, how are students and families made aware of who leads program efforts and what that work explicitly entails?

Supporting Native American Staff in Title VI Indian Education Roles

- .56% of teachers in Oregon in the school year 2023-2024 identified as AI/AN, with 2.49% identifying as AI/AN+ ([American Indian/Alaska Native Students in Oregon: A Review of Key Indicators](#), p. 17-18). In Oregon, 85% of Title VI Indian Education programs are located outside of a tribal community and Indigenous educators in those “off-reservation” systems—in both rural and urban districts—are often positioned as cultural translators, advocates, and knowledge holders within those institutions. The work they do to serve Native students, their families, and the greater Native community can unfold in professional isolation because of the constant navigation between their professional roles and the responsibilities they have to the community and to honoring tribal sovereignty.
 - How are Native staff and educators supported in their work holistically to address burn out and to ensure the responsibility of supporting Native students is a shared responsibility in the district?

Ensuring Alignment to District Initiatives or Key Legislation

Indian Education funds are required to supplement, not supplant district efforts to support Native students. Below is a list of key initiatives and legislation that grantees can utilize to ensure their Universal efforts to support tribal students are strong:

- [American Indian and Alaska Native Student Success Plan](#) - Outlining five critical goals for ensuring Native success, the AI/AN SSP is a district's roadmap to supporting tribal students.
 - Goal 1: Champion Tribal Languages
 - Goal 2: Addressing Inequity in Native Student Data - including the recent publication of the [Indigenous Family Special Education guides](#). District implementation of these guides is supported with this document, titled, “[Implementation Considerations for Districts and ESDs](#)”.
 - Goal 3: Pursue Native Excellence
 - Goal 4: Cultivate Holistic Systems of Support
 - Goal 5: Center Culturally Responsive Approaches
- [District Continuous Improvement Planning funds](#) - ODE provides funding for a multitude of programs which are interconnected to ensuring Native success (Early Literacy, High School Success, Career and Technical Education, Student Investment Account, etc).
 - In what ways is funding braided to support the Title VI Indian Education program?
 - How are departments leading those unique programs supported in ensuring the needs of Native students are tended to who are served by those funds?
- [Every Student Belongs](#) - Schools must have policies in place that prohibit hate symbols **and** bias incidents and must have procedures for addressing concerns if they arise.
 - How are all Indian Education staff trained in the district's ESB response plan to support students and families as incidents might arise?
 - How do students and families receive information about ESB?
- [Civil Rights Coordinators](#) - [ORS 332.505\(2\)](#) requires Oregon public K-12 school districts and public charter schools to designate one or more Civil Rights Coordinators to oversee and coordinate compliance with state and federal nondiscrimination laws.
 - How are all Indian Education staff trained in who the district Civil Rights Coordinator(s) is/are and how to support students and families as incidents might arise?

- How do students and families receive information about their state and federal rights related to this?
- Implementation of [Tribal History, Shared History](#) - **All school districts are required to implement lesson plans in every grade level where there is published curriculum from ODE.** Currently, lesson plans are available in grades K, 1, 2, 3, 4, 5, 8, and 10, with more on the way!
 - How is the district ensuring active compliance to THSH implementation? “Active” as defined in [Module 3](#) means the district has –
 - Created a shared vision on the importance of implementing THSH
 - Has established an adult learning culture to support educators and building leaders in the implementation of lesson plans
 - Has a plan to support initial and ongoing training for THSH implementation
 - Has developed accountability systems outlining staff roles in implementing THSH curriculum
 - Has developed Tribal partnerships to implement THSH lessons
 - Provides structures and supports to mentors and instructional coaches, peer collaboration opportunities, and examples of curricular alignment and integration with other initiatives.

Grantees are encouraged to bring these comments to their Indian Education Indian Parent Committee officers, in collaboration with key district staff, to help ensure the district is holistically supporting Native student success.

Thank you for all you do. Please reach out if you need any additional support to continuously improve the implementation of your Title VI Indian Education grant.

Pisa namabitsiana,
Stacy