



## AI/AN Student Success Grant Awardees

The Office of Indian Education (OIE) at the Oregon Department of Education is pleased to share [American Indian/ Alaska Native \(AI/AN\) Student Success Plan](#). This five-year state plan will guide agency decision-making through 2020-2025 and provide resources to entities seeking to support native students, youth, families, and educators. The purpose of the American Indian/Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together to achieve that vision.

The AI/AN Student Success Plan is a strategy that will increase attendance rates, high school graduation rates and create a pathway for equity and excellence for all AI/AN students [and these district wide efforts provide positive impacts to all students](#). This plan provides resources to support tribes, districts, education service districts, non-profits, and community-based organizations to implement data-driven priorities designed to meet the needs of AI/AN students, educators, and language programs in the state of Oregon. We grounded this plan with the overarching goal of success for AI/AN students, out-of-school youth and educators.

### *AI/AN Educator Success Grants*

**Beaverton School District**

**\$125,000.00**

**Brandon Culbertson**  
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Beaverton School District Educator Success Grant seeks to establish an SB13 k-12 TOSA to help other TOSA's, administrators and teachers both certified and classified to implement SB13 within their various content and grade areas through professional development offerings and sequenced curriculum integration. Other areas of focus will be reducing AI/AN truancy, increasing graduation rates, increasing accurate data collection and systems functionality to better address AI/AN erasure, in addition to providing support and guidance to the incoming Title VI AI/AN Program Coordinator.

**Chemeketa Community College**

**\$120,660.00**

**R. Taylor**  
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Chemeketa Community College AI/AN Educator Success Grant funds will be used to increase the number of ECE certified Native American teachers and create culturally responsive ECE teaching materials. The project will provide tuition, technology stipends and textbooks for 25 Early Childhood Education students who are part of Oregon's Tribal communities. The students will learn together in a cohort focused on culturally responsive teaching and serving

Native American communities. The project will also partner with professionals working in Native American serving early childhood programs to build a culturally responsive curriculum for college programs that will then be distributed statewide.

**Confluence**

**\$16,000.00**

**Colin Fogarty**  
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**Heather Gurko (Tlingit)**  
[heather@confluenceproject.org](mailto:heather@confluenceproject.org)

Confluence will offer a series of Native-led, professional development workshops that will help prepare Oregon teachers to accurately incorporate Native voices and perspectives into their lessons across multiple subject areas. These workshops align with concepts outlined in the Essential Understandings of Native Americans in Oregon and with the Critical Orientations for Indigenous Studies Curriculum (6 Ps). Though virtual, we will tailor the content to specific Tribal homelands and include speakers and/or representatives from the Tribes who are geographically closest to the teachers participating in the workshop. Educators will also have access to our Digital Library of interviews, documentary shorts, writings, and photo galleries at our website [www.confluenceproject.org](http://www.confluenceproject.org) This allows our workshops to include asynchronous learning opportunities for teachers to sit and listen to Native Elders share their insights and experiences, unedited and uninterrupted.

**Coquille Tribe**

**\$85,100.00**

**Bridgett Wheeler**  
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This grant project demonstrates a commitment and readiness to services that are culturally responsive and inclusive by working closely and intuitively with our Tribal Higher Education students. The Coquille Tribe recognizes the struggles and challenges that our students experience at higher education institutions. Many of these challenges are due to lack of social supports, lack of cultural supports, lack of connection, financial burdens, first generation college students, and less than 7 generations from first contact on the Southwest Coast. We will be able to further invest in home/school visits with students, identify specific needs of students to keep them engaged and be have the flexibility to support the students with resources to ensure their success. Strategic community relationships between the Coquille Indian Tribe and community agencies will be advanced by working together to support Native American and Alaskan Educators, and identifying placements, internships, practicum, Letters of Reference, and support to local public-school systems to support enrolled Coquille Tribal Members to bring cultural awareness into their schools.

**Jefferson County School District**

**\$125,000.00**

**Melinda Boyle**  
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The goals of the Jefferson County School District 509-J American Indian educator success program are to (a) increase school, college and career readiness and educational opportunities for American Indian students (b) close the achievement/opportunity gap for American Indian students, (c) increase opportunities for family, tribal and community participation in students' education and career aspirations and (d) increase opportunities for student learning through multi-tiered system and support for students who have experienced trauma or mental illness. Activities that will address these needs are (1) expanded educational support and student choice through project-based learning, math, and literacy, (2) professional development in collaborative problem solving, historical trauma, and math intervention, (3) using RTI to improve student academic disparity, (4) providing ongoing support for AVID and our PLC's, and (5) ensuring that our educators and staff have the resources and tools to support American Indian students.

**Multnomah Education Service District  
(MESD)**

**\$125,000.00**

**Sarah Phillips**  
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Our grant proposal described two strands of work that we intend to accomplish by June 30th: (1) Working as a Tribal liaison with districts and Tribes to identify/streamline consultative processes and communication channels, and (2) facilitate debriefs and planning sessions with local educators as they complete the Tribal History/Shared History professional learning modules and support planning for next year. Districts have identified teams of teachers who are completing the ODE modules and are beginning to implement the lessons. We intend for the debrief and planning sessions to begin in April. We are in the midst of outreach to find a one or a couple individuals to fulfill the two strands of work detailed above.

**Portland State University**

**\$124,979.37**

**Maria Tenorio, Ed.D**  
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**John Nimmo, Ed.D.**  
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**Ingrid Anderson Ed.D.**  
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The *Indigenous First Steps: Family, Culture, Community* project, hosted at Portland State University, is designed to create: a community-designed 12-credit Early Childhood Professional Development Certificate that integrates Native language, culture, histories, knowledges, and oral stories for recovering and sustaining culture; offer a 3-credit summer class for 16 early childhood educators to prepare for the certificate; and, develop new pathways to credentialing in the Oregon Registry and towards Teacher Education.

**Southern Oregon Education Service District  
(SOESD)**

**\$125,000.00**

**Tanya Frisendahl**  
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*Southern Oregon ESD's American Indian and Alaska Native (AI/AN) Educator Cadre Project* is designed to recruit as well as develop educators to provide culturally relevant curriculum and activities in support of (AI/AN) student success. In Jackson and Josephine Counties alone, the SOESD educates students representing 92 federally or state recognized tribes. By creating safe spaces for professional learning and dialogue, exploring and embracing the Indigenous perspective, and increasing skills to teach in culturally responsive ways, the project will help the SOESD to adequately support high academic outcomes for this diverse student body. To that end, the project will grow long-standing partnerships such as those with Southern Oregon University's Native American Studies program and the community's Consortium Parent Committee while also forging new ones. Hosted by the district's Office of Migrant/ELL/Indian Education, project leaders will hire staff to implement objectives, maintain meaningful partnerships, and achieve project outcomes.

**Confederated Tribes of Warm Springs**

**\$150,000.00**

**Valerie Switzler**  
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Pending summary.

*AI/AN Student Success Grants*

**Newberg School District**

**\$80,000.00**

**Jillian Felizarta**  
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Our AI/AN grant will be used to enhance and diversify all of our buildings' library materials for both print and digital resources. With increased access to culturally relevant materials and curriculum, our students' attendance, engagement and transition to various levels across our system will improve. Our grant will also be used to support students' post-secondary education as well as CTE or vocational programs.

**Bars to Bridges**

**\$75,000.00**

**Christine Otto**  
[cotto@mesd.k12.or.us](mailto:cotto@mesd.k12.or.us)

Bars to Bridges (B2B) supports positive educational transitions and outcomes for justice-involved youth and their families on multiple levels. Our Transition Specialists provide trauma-informed and culturally responsive wrap around support and mentoring for our youth. We advocate for equitable educational and cultural experiences through outreach with schools and community partners, and share resources on interagency practices. Additionally, we provide relevant and culturally responsive professional development and resources to students, families, educators, juvenile justice service providers and community members.

**Blue Mountain Community College**

**\$65,041.23**

**Roman Olivera**  
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BMCC is the closest college to the Confederated Tribes of the Umatilla Indian Reservation (CTUIR), and serves the largest population of AI/AN students of all Oregon community colleges. 2020-21 ODE AI/AN Student Success grant funding will initiate several activities to increase Native American culture and presence on BMCC's campus and enhance ease of transitions for Native American-identifying students. These activities will create opportunities for BMCC to adopt key learnings and incorporate them into day-to-day college operations, with a goal to inspire a shift in college social norms and quality of interactions with students.

**Klamath County SD**

**\$149,919.00**

**Jessie DuBose**  
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The project – Promoting Success of Native Students: A Collaboration Between School Districts and The Klamath Tribes – is a collaboration between four partner agencies: The Klamath Tribes, Southern Oregon ESD, Klamath Falls City Schools, and Klamath County School District. Grant resources will be used equitably across the region to best serve our Native American students via full-time advocates supporting academic success, graduation outcomes, and post-secondary paths. The goal is to ensure on-track status for juniors and seniors and increase their enrollment and access in career and technical education programs and post-secondary opportunities. In future iterations of this project, we will focus equally on the 8th- to 9th-grade transition and the early years of high school.

**Hillsboro School District**

**\$75,000.00**

**Olga Acuña**  
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The single most important factor to a young person’s success is a consistent relationship with a caring adult. Through this grant, the Hillsboro School District will be able to hire a graduation specialist who will serve as a mentor and work to know each student by name, strength and need, a frame by which the district strives to embrace every student and family. Targeting cultural diversity as an asset, within our AI/AN school community, will be essential to the trust building and two-way commitment: building a sense of belonging, community building, and creating safe and culturally relevant spaces. In order to do this successfully and in a culturally responsive manner, we will be partnering with parents, local tribal communities and other AI/AN community youth programs in the area.

**NAYA**

**\$83,099.00**

**Tamara Henderson**  
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The Native American Youth and Family Center’s (NAYA) College and Career Center focuses on 8<sup>th</sup> grade to youth aged 24, serves up to 200 students annually, and NAYA’s Learning Center (LC) focuses on 2<sup>nd</sup> to 8<sup>th</sup> grade students, serving more than 150 students annually. This Project will allow NAYA to expand their existing center-based services with a focus on increasing the graduation rates of AI/AN students they serve, increasing the number of successful student transitions at all levels, with a focus on middle and high school aged youth, and a focus on high school to post-secondary education. NAYA will have more formal programming to expand our services to include more college readiness activities for 6<sup>th</sup> – 8<sup>th</sup> graders, while preparing them to successfully transition into middle school then high school. NAYA is very pleased to be able to expand our college readiness and transitions services by following our participating Native youth to and through the first two years of college/university/trades to support their pursuits.

**Portland Public Schools**

**\$149,902.00**

**Sunshine Guzman**  
[sguzman@pps.net](mailto:sguzman@pps.net)

Portland Public Schools Title VI Indian Education Project is a proud recipient of AI/NA Student Success Grant. The Grant will be used in two ways to support our American Indian and Alaska Native students in PPS, especially during distance learning. Culturally specific, academic, enrichment take home activity kits will be disbursed during the academic school year. The projects will keep students engaged, involved with Indian Education and provide academic support through cultural learning. American Indian and Alaska Native high school students will get access and connected to Career and technical Education opportunities in four areas: Sustainable Agriculture, Natural Resources, Digital Media and Filmmaking. We will contract with Native community partners as part of the CTE coursework. CTE courses are generally more hands-on than traditional academic coursework. Improve employer-valued skills for students such as teamwork, problem solving and communication. The benefits of CTE programs go well beyond job training. CTE programs engage students and improve attendance and graduation rates. *Increase Enrollment and access for American Indian and Alaska Native students in post-secondary education, career technical education programs and programs that encourage career readiness. These activities will allow our students to connect, engage and benefit through cultural learning.*

**Southern Oregon Education Service District  
(SOESD)**

**\$149,410.00**

**Charlie Bauer**  
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**Teresa Cisneros**  
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The heart of this initiative will be the formation of sixteen additional Native American Student Unions (NASUs) at middle and high schools within our Title VI Indian Education Consortium districts. The NASUs will affirm identity and facilitate the sharing of different traditions from all tribes, serve as a space for

teachings from local Elders from Red Earth Descendants (RED) and the Southern Oregon Indian Center (SOIC), and engage college level NASU members as mentors for the high school and middle school NASU students.

**Willamina School District**

**\$150,000.00**

**Carrie Zimbrick**  
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We plan to create lessons, based on SB 13 guidance, for all grades k-12, grade-level teachers will be working on this in June. In addition we are translating school signage to Chinuk and will permanently display it along with the English version. We will partner with a local native artist to create classroom art projects at the elementary school that will be permanently displayed throughout the school and at the 6-12 level an artist to serve as a "guest educator" in our art classes, to introduce students to native artwork and techniques.

### *AI/AN Supporting Indigenous Languages Grants*

**Confederated Tribes of Coos, Lower Umpqua,  
and Siuslaw Indians**

**\$150,000.00**

**Roselynn Lwenya, PhD**  
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The CTCLUSI will utilize the language grant from ODE to implement a number of projects including: 1) To administer a language needs assessment for Tribal community to identify the existing gaps in both written and spoken indigenous language communication, 2) To support the current CTCLUSI language programming which works to strengthen curriculum development and support successful capacity development implementation of language classes for Miluk, Hanis, and Sha'yuushtl'a uhl Quuiich languages. 3) To develop and establish language benchmarks based on listening, oral, reading, writing, and cultural skills to support Native speakers and students wishing to obtain their language requirement for a BA, or as a 3<sup>rd</sup> one-year language requirement for a linguistics degree, 4) Training and building capacity in tribal transcribers to support the development of a searchable database and other language learning tools such as a dictionary and app for smartphones, 5) To establish an internal process that allows the Tribal Council to authorize members to teach in the Oregon public schools, and 6) to prepare reports that reflect and evaluate the accomplishments, needs, and next steps engaging in language revitalization.

**Confederated Tribes of Warm Springs**

**\$150,000.00**

**Valerie Switzler**  
[valerie.switzler@wstribs.org](mailto:valerie.switzler@wstribs.org)

The AI/AN language grant will support the ongoing work of the Native Language teachers who are supporting language work at the Warm Springs K8, the internship program for new teachers for preschool, and curriculum development at the Warm Springs Language Program. From this grant a heritage plan has been developed and will become a living document for the work at the Warm Springs Language program.

**Confederated Tribes of Grand Ronde**

**\$150,000.00**

**Kim Rogers**  
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Pending summary.

**Klamath Tribes**

**\$150,000.00**

**Mandy Roberson**  
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Pending summary.

**Coquille Tribe**

**\$150,000.00**

**Roselynn Lwenya**  
[rlwenya@ctclusi.org](mailto:rlwenya@ctclusi.org)

The Coquille Tribe is creating an northern dialect of Athabaskan speaker manual that will include language acquisition tips, an annotated bibliography, as well as brief history and grammatical descriptions of the language that will facilitate language acquisition and usage in their tribal community and programs.

**Burns Paiute Tribe**

**\$150,000.00**

**Diane Teeman**  
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Pending Summary.