



Oregon Department of Education

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2014 Annual Report to the Legislative Commission on Indian Services Activities of the Agency under ORS 182.162 to 182.168.

The Oregon Department of Education (ODE) provides the following information related to actions of the state agency in developing and implementing programs in collaboration with Oregon Tribal governments.

Key State Contacts	Key Tribal Contacts
Rob Saxton Deputy Superintendent of Public Instruction	Kerry Opie, Education Director Burns Paiute
Sarah Pope Chief of Staff, Oregon Department of Education	Angela Bowan, Education Director Confederated Tribes of Coos, Lower Umpqua & Siuslaw
Cindy Hunt, Government & Legal Affairs Manager, Oregon Department of Education	Bridgette Wheeler, Education & Culture Manager Coquille Indian Tribe
April Campbell Indian Education Advisor, Oregon Department of Education	Tammie Hunt, Education Manager Cow Creek Band of Umpqua Tribe of Indians
	John Harp, Interim Education Manager Confederated Tribes of Grand Ronde
	Brenda Frank, Education Manager Klamath Tribes
	Bev Youngman, Education Manager Sonya Moody-Jurado, Education Specialist Confederated Tribes of the Siletz Indians
	Ramona Halcomb, Education Manager Confederated Tribes of the Umatilla Indian Reservation
	Val Switzler, Culture & Heritage Manager Confederated Tribes of Warm Springs

As the Oregon Department of Education's Indian Education Advisor, April Campbell is responsible for working directly with the Deputy Superintendent of Public Instruction and Chief of Staff to identify specific areas of collaboration and consultation and for developing and implementing programs that affect tribes. The ODE identifies programs that affect Tribes in multiple ways:

- The ODE produces and reports publically all academic achievement data and other performance indicators of schools' ability to serve the educational needs of Native American students.
- In 2014, as part of Oregon's approved ESEA flexibility waiver, Oregon redesigned the school and district report cards to better convey how schools are doing at ensuring students achieve college and career readiness. The purpose of the report card redesign

was to (a) more accurately reflect student learning and growth, (b) incorporate key measures of college and career readiness, (c) align the report card with district's achievement compacts, and (d) make the Report Cards more user friendly and accessible. The ODE produces an analysis on each individual school and school districts in improving the academic success of Native American students.

- The ODE requires school districts to develop Comprehensive Improvement Plans to address any deficiencies noted under either state or federal law. Monitoring includes corrective action plans for districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- The ODE maintains an Office of Civil Rights that gathers information and investigates complaints of any civil rights violations that impact Native American students.
- The ODE maintains an Office of Equity that directly support the efforts of the Indian Education Advisor .
- The ODE regularly reviews the state content standards for inclusion of content that promotes understanding of Native American history at the national and state level.
- The ODE maintains a supporting role with local school districts to assist with the implementation of the federal Title VII Indian Education programs.
- The ODE maintains active participation with various advocacy groups that are concerned with Indian Education issues.

The efforts of the state agency to promote communication and consultation between state agencies and Tribes:

- The ODE promotes active tribal contact, consultation, and communication through the Indian Education Advisor. The Indian Education Advisor meets at least quarterly with the Education Cluster of the Government-to-Government process to create and monitor an annual work plan; to exchange information on issues impacting Tribes and schools; to review and establish policy positions on issues impacting the Tribes; to receive questions and requests for data, research and information; to maintain active communication with all aspects of the educational enterprise including the department of Community Colleges & Workforce Development, the Early Learning Council, Higher Education Coordinating Commission, Oregon University System, the Teachers Standards & Practices Commission, the Oregon Student Assistance Commission, Youth Development Council, and the Oregon Education Investment Board. In addition, the Indian Education Advisor meets regularly with the Director of Legislative Commission on Indian Services and the Governor's Education Policy Advisor.
- Through collaboration with Tribal Governments and the Oregon State Legislature, the ODE successfully received support for the Indian Education Advisor in the 2013 Regular

Session. This collaborative effort has allowed ODE and Tribal Governments a full time staff at ODE to support the efforts of the Government to Government process and consultation with Tribes.

The policy that the state agency adopted under ORS 182.164:

- a. Oregon Department of Education has one full-time person designated as the Indian Education Advisor, April Campbell, of whom is responsible for developing and implementing programs that affect Tribes.
- b. Through interagency collaboration and communication, ODE Leadership, including ODE directors, are instructed on how to identify programs that may/can affect Tribes and to report all such programs to the Indian Education Advisor for review.
- c. The Indian Education Advisor reports directly to the Deputy Superintendent of Public Instruction to keep the ODE leadership informed on issues related to Tribes in the state.
- d. Oregon Department of Education engages in frequent and active interagency collaboration and communication through a variety of venues including active electronic networks (ODE Indian Education website, list serves, emails) and additional communication through active electronic, telephonic, and direct communication between the Tribes and ODE.
- e. The Indian Education Advisor attended and participated in the following meetings and activities in 2014:

Meeting / Activity	Month (2014)
Commission on Indian Services – general update to commission	February
Tribal – State Summit Conference – Salem	February
Education Cluster Meeting - Coos	March
Warm Springs – meeting with Culture / Education	April
Tribal – State Meeting with Governor – Salem	April
Grand Ronde – met with Education	April
Umatilla Tribe – meeting regarding State Tribal Education Partnership	May
Education Cluster Meeting – at Umatilla	June
AI AN Education State Plan – planning meeting in Salem	July
State Tribal Education Partnership grant meeting – in Salem	August
Commission on Indian Services – update to commission SB 739	September
Education Cluster Meeting – at Cow Creek	September
AI AN Education State Plan – planning meeting at Umatilla Tribe	September
StORY Time Campaign kick-off with Grand Ronde – at Willamina	October
AI AN Education State Plan – planning meeting at Grand Ronde	October
StORY Time Campaign kick-off with Klamath – at Chiloquin	October
AI AN Education State Plan – planning meeting at Cow Creek	November
Native American Mascot (SB 1509) – workgroup meeting in Salem	November
Education Cluster Meeting – at Lewis & Clark	December
AI AN Education State Plan – planning meeting at Portland	December

- f. Provisions of ORS 182.162 to 182.168 are reviewed annually with ODE staff.

g. The Indian Education Advisor provides oversight to implementation of the ODE American Indian/Alaskan Native Education State Plan.

Highlights of 2014 efforts:

- Efforts continue to move forward with the State-Tribal Education Partnership (STEP) pilot grant project. The project is a partnership between the Oregon Department of Education and the Confederated Tribes of Umatilla Indian Reservation to increase the role of tribal education agency in the education of American Indian/Alaska Native (AI/AN) students so the tribal education agency and State educational agencies can, through collaboration, better meet the needs of AI/AN children.
- Consultation efforts have allowed several opportunities for authorized tribal representation to participate on key strategic advisory committees, panels, and advisory boards.
- The Head Start Collaboration Project has been focused on recruiting Head Start Programs in QRIS participation, including Tribal Head Start programs. A representative group has been meeting since June 2014 and includes Grand Ronde Tribal Head Start Director, Indian Education Advisor to Deputy Superintendent of Public Instruction, Indian Health Services leaders, ELD Equity Specialist, Administrator for the Office of Child Care and Licensing Managers and is led by Oregon Head Start Collaboration Director from the Early Learning Division. The goal of this work is to establish participation options that recognize existing tribal systems and are culturally supportive. The group will continue to meet in the 2015 and plan to share their work and receive feedback from Tribes starting in February 2015. The work builds off of the streamlined process for Head Start and will be a foundation for further work with tribal childcare.
- ODE worked closely with the Oregon Education Investment Board staff and Early Learning Division to identify two communities / tribes for the efforts of increased targeted early literacy support. The Confederated Tribes of Grand Ronde and Klamath Tribes were selected. The Oregon Early Literacy Grant provides funds to Early Learning Hubs, libraries, providers of early learning services, and schools to expand the reach of evidence-based early literacy programs for children ages 0-6. This grant, along with the recent launch of StORy Time. every day. everywhere., Oregon's statewide literacy campaign, presents a unique opportunity for partnership between the South Central Early Learning Hub and the Klamath Tribes, as well as Early Learning Hub, Inc (serving Marion and Polk Counties) and the Confederated Tribes of Grande Ronde, as each of these areas have been identified as a high priority for the launch of the StORy Time campaign.
 - a. Klamath Project: OEIB worked with the Early Learning Division to coordinate the sending of \$25,000 in remaining Early Literacy Grant funds to the South Central Early Learning Hub to specifically include the tribe in the co-building of culturally specific strategies to engage and empower tribal families in literacy building. The grant will be distributed by December 2014 and activities will begin

in early 2015. Through advocacy by the OEIB, the campaign components taking place in the Klamath community have also been designated an Oregon Solutions Project, a program of the Prosperity Initiative. As a result the Klamath Tribe will receive ~\$10,000 toward a dedicated convener to bring key cross-sector partners together over a series of months to determine how to best leverage the \$25,000 investment from the Early Learning Division, build systems to engage and empower families who are not currently connected and determine sustainability strategies to keep momentum moving. Once the group has a plan in place, the project and the partnerships within, will be formally recognized by Governor Kitzhaber as an Oregon Solutions project.

- b. Grand Ronde Project: OEIB worked with the Early Learning Division to coordinate the sending of \$25,000 in remaining Early Literacy Grant funds to the Marion / Polk County HUB to specifically include the tribe in the co-building of culturally specific strategies to engage and empower tribal families in literacy building. Conversations on specific projects continue into 2015.
- ODE has actively consulted with Tribes through Government to Government and Commission on Indian Services to acquire resource materials to fulfill the Enrolled SB739 requirements regarding Oregon Studies. The website for Oregon Studies SB 739 can be viewed at <http://www.ode.state.or.us/search/page/?id=4222> . ODE has contracted with several Native American educators to review existing resources and identify additional resources to be included on the website.
 - Funding of \$850,000 was used to fund the American Indian Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy grant. Eight (8) applicants throughout the state and each of the 9 Oregon federally recognized tribes are partners with at least one of the grantees. Awarded proposals are posted on the ODE website (www.ode.state.or.us/home/). ODE facilitated a collaborative grantee meeting on November 25th to review project progress and provide a venue of networking and sharing. Each grantee is engaging conversations with tribal partners on a variety of projects including developing localized tribal curriculum and instruction, building relationships and conversations on improving Native American graduation, creating classroom programs which include Native American cultural and language, developing culturally responsive educator evaluation tools, and investing in providing pre-service and educator professional development.
 - SB 1509 (Native Mascot) update – ODE hired facilitators Dr. Johnny Lake and Robin Butterfield to convene the work group tasked with drafting Oregon Administrative Rules associated with SB 1059. The initial workgroup meeting was held on November 19th, 2014; representatives from 4 Oregon Tribes participated in the discussion. The next workgroup meeting will be held on January 6th, 2015 (9 am to 4 pm) in Salem; and recommendations from this workgroup will be presented sent to tribes for comments. It is anticipated the draft rule will be presented to the State Board of Education for review and approval prior by March 2015.

- The American Indian Alaskan Native Oregon State Education Plan Advisory Panel has tribal representation from tribes. The Advisory Panel convened in July 2014, and meets monthly to create the first draft of the AI / AN state education plan. The Advisory Panel has finalized the goals and objectives for the plan. The October and November Advisory Panel meetings were dedicated to identifying specific strategies to support the goals and objectives. Attached is the most recent version (November 18th) of the AI /AN state plan. ODE encourages continued consultation with Oregon tribes on the development and finalization of the plan. The AI / AN Advisory Panel will be meeting on December 18, 2014 in Portland to provide recommendations to ODE on developing indicators of success for the plan.

ODE is proud of the work accomplished with our tribal governments this year. The ODE highly values its relationship with Oregon tribal governments and its participation in the Government-to-Government process. We look forward to continuing this important work.

Respectfully Submitted,

April Campbell, Indian Education Advisor