



Oregon Department of Education

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2015 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
Dr. Salam Noor Deputy Superintendent of Public Instruction	Kerry Opie, Education Director Burns Paiute
Michelle Hooper 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
	Leslie Riggs, Education Manager Confederated Tribes of Grand Ronde
	Julie Bettles, Education Manager Klamath Tribes
	Bev Youngman, Education Manager Sonya Moody-Jurado, Education Specialist Confederated Tribes of the Siletz Indians
	Modesta Minthorn, 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 affecting 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 2015, 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 and Indian Education Specialists positions at ODE.
- 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 Oregon Department of Education (Early Learning Division and Youth Development Division), Higher Education Coordinating Commission, the Teachers Standards & Practices Commission, the Oregon Student Assistance Commission, and the Chief Education Office. 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. In 2015, ODE and Tribal Governments supported an additional full time staff, Indian Education Specialist at ODE. This position was filled in September 2015.

The policy that the state agency adopted under ORS 182.164:

- a. Oregon Department of Education has two full-time positions. The Indian Education Advisor, April Campbell, and the Indian Education Specialist, Tabitha Whitefoot, whom are 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 2015. This is not an all-inclusive list of meetings, activities, and events, but intended to high-level highlights which directly impact consultation and collaboration with Oregon Tribes.

Meeting / Activity	Month (2015)
Senate Bill 1509 (Native Mascot) Workgroup meeting	January
Meeting with Director of Commission on Indian Services	January
Commission on Indian Services – general update to commission	February
Tribal Governance – Legislative Day – Salem	February
Senate Bill 1509 (Native Mascot) Rule Hearing	February
Education Cluster Meeting - Salem	March
Native Language Meeting – Salem	March
American Indian Alaska Native Education State Plan - Salem	March
Outreach to Tribes – Native Mascot SB 1509 consultation requests	March
Native Mascot SB 1509 consultation – Siletz Tribal Council	March
Participation in National Johnson O’Malley (JOM) Conference	March
Native Mascot SB 1509 consultation – Coquille Tribal Council	April
Native Mascot SB 1509 consultation – Grand Ronde	April
Willamina School District / Grand Ronde Tribe – Willamina	April
American Indian Week event at Capitol	May
Umatilla Tribe – meeting regarding State Tribal Education Partnership	May
Meeting with Director of Commission on Indian Services	June
Meeting with Governor’s Education Advisor	June
Deputy Superintendent of Public Instruction met with Grand Ronde Tribal Council	June
Education Cluster Meeting – Cow Creek	June
Commission on Indian Services – general update to commission	July
Tribal Vocational Rehabilitation Meeting – Salem	July
Siletz Tribal Vocational Rehabilitation partnership with ODE	July
Tribal Attendance Pilot Project presentation – Conf Call	July
Legislative Commission on Indian Services – general update to commission	August

Tribal Vocational Rehabilitation Meeting – Siletz Salem Office	August
Meeting with Director of Commission on Indian Services	August
Native American Heritage Planning for November	September
Education Cluster Meeting – Umatilla	September
Display of Tribal Flags in public schools – outreach to tribes for consultation	September
Tribal Attendance Pilot Project consultation with Tribal Education Directors	September
Tribal Leaders Meet and Greet with key educational leaders	October
Native American Heritage Planning for November	October
Native Language Meeting – Salem	October
Display of Tribal Flags in public school rule (1 st reading to State Board of Education)	October
Native American Heritage Day – Salem	November
National Indian Education Association – Portland	November
Education Cluster Meeting – Umatilla	December
Tour of Grand Ronde Education – Grand Ronde	December
2015 Tribal State G2G Summit	December
Native Mascot SB 1509 2 nd reading of rules	December
Tribal Attendance Pilot Project (adoption)	December
Display of Tribal Flags in public schools (adoption)	December
Tribal Vocational Rehabilitation Meeting – Salem	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 2015 efforts:

- The State-Tribal Education Partnership (STEP) pilot grant project completed in 2015. 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 convened in 2015 and anticipate consulting with Tribes early 2016 to solicit feedback and consultation. The work builds off of the streamlined process for Head Start and will be a foundation for further work with tribal childcare.

- After the release of the *Condition of Education for Oregon's Tribal Students* in January 2013, a study from the Chalkboard Project, the Government to Government Education Cluster (comprised of representatives from each of Oregon's nine (9) federally recognized tribes), created a Policy Option Package (POP) to solicit state funding to reduce chronic absenteeism of Native American students. The study revealed nearly one-third (33%) of Native American students in all grades were chronically absent (missing 10% or more of school days). While All Other students were at less than one-fifth (19%) chronically absent.
 - a. This year the Oregon legislature set aside \$1.5 million to reduce chronic absenteeism of native students. This project is referred to as the Tribal Attendance Pilot Project (TAPP). As a lead in the solicitation of this funding source, the Government to Government Education Cluster requested participation in the selection of schools / districts to receive funds. Each of Oregon's nine (9) federally recognized tribes, has identified a school or district to participate in TAPP. Specifically, participating school / district will receive an estimated \$150,000 to hire a family advocate position with deep local connections to create a school-wide initiative to reduce chronic absenteeism.
 - b. The intent of the collaboration is to strengthen the links between the tribes and the schools that serve enrolled tribal members. However, because this is a school-wide initiative it will positively impact the attendance of every student attending those schools.
 - c. The remaining \$150,000 will be used by Oregon Department of Education(ODE) to mount a broad-based messaging campaign about the importance of school attendance, to provide technical support and training for the family advocate cohort, and to monitor and report on the effectiveness of the pilots.
 - d. As outlined in the POP, Oregon ODE will work with Oregon's nine federally recognized tribal governments to assist in the preselection of schools / district and create the framework for administrating TAPP funds to each site.
 - e. In addition, ODE will collect best practice models created through these funds to make available to other districts.
 - f. Additional outcome products include evaluation of promising practices, robust data sharing partnerships, and impetus for a tribal member performance improvement plan that highlights the effective collaboration of the tribes and school districts.
 - g. As many organizations and agencies are working on a variety of issues pertaining to chronic absenteeism across the state ODE has created an TAPP Technical Advisory Panel comprised of leaders in this topic to support TAPP participants.
- The American Indian Alaskan Native Culturally Relevant Teaching, Learning, and Pedagogy grants submitted final reports September 2015. Eight (8) applicants throughout the state and each of the 9 Oregon federally recognized tribes are partners with at least one of the grantees. Each grantee engaged 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.

- The American Indian Alaska Native Oregon State Education Plan Advisory Panel has tribal representation from each of Oregon's tribal governments. The Advisory Panel initially convened in July 2014, to create the first draft of the AI / AN state education plan. The Advisory Panel finalized the plan and took it before the ODE State Board of Education for adoption in April 2015. Since the adoption of the AI / AN Education State Plan, ODE staff have been providing updates at the quarterly Education Cluster Government to Government meetings. To view a copy of the updated plan visit at http://www.ode.state.or.us/opportunities/grants/nclb/title_vii/2015-final-oregon-american-indian-alaska-native-state-plan.pdf
- The 2013 Legislature adopted SB 215 Native Mascot which was later vetoed by the Governor. The Governor cited to the state board's process and findings in his veto message as one reason for his veto. The 2014 Legislature adopted SB 1509 Native Mascot which represents a negotiated compromise between the Governor and proponents of the legislation. Proponents of the legislation argued that Oregon tribes should have more of an active role in the decision of whether a public school should be allowed to use a Native American mascot. Although the bill did not specifically overturn the existing state board rule, the bill has the following components:
 - a. Allows districts that enter into an agreement with an Oregon federally recognized Native American Tribe to use a mascot that represents, is associated with or is significant to the tribe. Agreement must be approved by the state board.
 - b. Directs the state board to adopt rules relating the agreement and the agreement approval process.
 - c. Direct the state board to consult with the tribes as part of rule adoption process.
 - d. Rule must be adopted by January 1, 2017.

Draft rule for SB 1509 was brought before the State Board of Education in May 2015. At that meeting the board voted to reject staff recommendations and did not adopt the rule. Additional discussions with Oregon tribal government representatives occurred throughout the months of April to December 2015. The State Board of Education is scheduled to review a 2nd reading of rules at the December 10th meeting.

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