

2024 Legislative
Commission on Indian
Services Annual Report
Oregon Department of Education
Office of Indian Education



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Introduction

It is hard to believe another year has almost pasted. Please accept the 2024 Government-to-Government Annual Report as required by ORS 182-162-182.168. We hope this report has captured the highlights of this year and the Oregon Department of Education's continued commitment in partnership with the nine federally recognized tribes of Oregon.

Appreciate our partnership!

Dr. Charlene Williams, Director & April Campell, Assistant Superintendent

Activities of the Agency under ORS 182.162 to 182.168.

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

Key Contacts at Oregon Department of Education, Office of Indian Education

- Dr. Charlene Williams, Director of the Oregon Department of Education
- April Campbell, Assistant Superintendent, Office of Indian Education
- Renée Roman Nose, Native American Student Success Coordinator
- Brent Spencer, Indian Education Coordinator
- Nicole Barney, Tribal Early Literacy Education Specialist
- Brandon Culbertson, Early Literacy Program Analysis
- Stacy Parrish, Education Program Specialist
- Stephanie Gluck, Research and Data Analyst
- Raina Reece, Executive Support

Government to Government Education Cluster Tribal Representative(s)

- Diane Teeman, Tribal Council, Burns Paiute Tribe
- Jemiah Wassman, Education Director, Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians
- Marsha Frost, Education & Culture Manager, Coquille Indian Tribe
- Jennifer Reid, Education Director, Cow Creek Band of Umpqua Tribe of Indians
- Jesse Jackson, Cow Creek Band of Umpqua Tribe of Indians
- Angie Fasana, Education Manager, Confederated Tribes of Grand Ronde
- Julie Bettles, Education Manager, Klamath Tribes
- Alissa Lane, Education Manager, Confederated Tribes of Siletz Indians
- Sonya Moody-Jurado, Education Specialist, Confederated Tribes of Siletz Indians
- Jaime Crane, Education Manager, Confederated Tribes of the Umatilla Indian Reservation
- Valerie Switzler, General Manager Education and Culture, Confederated Tribes of Warm Springs

Office of Indian Education and Oregon Department of Education Roles

Mission for the Office of Indian Education:

The mission of the OIE is to support the efforts of local educational agencies, Tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian/Alaska Native students; and ensure that all students have the supportive structures needed to be successful.

Vision for the Office of Indian Education:

Our traditional Native cultures and values are the foundations of our learning, therefore, the OIE shall:

- Promote the understanding and use of educational sovereignty;
- Support use of traditional knowledge and language;
- Improve educational opportunities and results in our communities; and
- Continue to support individual identities of our Native students and youth.

The OIE supports ODE's efforts to build relationships, effectively communicate, and coordinate consultation with the federally recognized of Oregon and assists ODE staff to identify specific areas of collaboration and consultation and develop and implement programs affecting Tribes. The OIE identifies programs that affect Tribes in multiple ways:

- The ODE produces and publicly reports academic achievement data and other performance indicators of schools' ability to serve the educational needs of American Indian students. ODE's Office of Accountability, Research and Information Services prepared [American Indian/Alaska Native Students in Oregon: A Review of Key Indicators](#) report released in March 2020. The report is available on ODE's website in addition to being linked here. An updated report will be coming out in 2025.
- The ODE maintains an [Office of Civil Rights](#) which gathers information and investigates complaints of any civil rights violations affecting American Indian students.
- The ODE regularly reviews state content standards for inclusion of content promoting the understanding of American Indian history at the state and national level.
- The ODE maintains a supporting role with local school districts and school district consortiums to assist with the technical assistance of the federal Title VI Indian Education Formula grant.
- The ODE offers professional development and technical assistance for ODE staff, district staff, and other educational institutions in working with AI/AN students, their families, and the nine federally recognized Tribes in Oregon.
- The OIE staff serves on several internal and external committees, and participates in hiring, reviewing policies, procedures, practices, and initiatives which may impact Tribes.

Agency and Tribal Consultation and Communication

Government to Government Practices -

- The ODE promotes active Tribal contact, consultation, and communication primarily through the Office of Indian Education within ODE, in accordance with practices outlined in the ODE Tribal Consultation Communication Procedure and the ODE Tribal Consultation Community Policy.

- The OIE meets quarterly with the Education Cluster of the Government-to-Government process 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 enterprises including the Oregon Department of Education, Division of Early Learning and Care, Youth Development Division, Higher Education Coordinating Commission, the Educator Advancement Council, the Teachers Standards & Practices Commission, and the [Oregon Tribal Student Grant](#).
- In addition, the Assistant Superintendent for the Office of Indian Education meets with the Director of Legislative Commission on Indian Services, the Governor's Education Advisor, and the Education Initiative Director.

Local Education Agency (LEA) and LEA-Consortium Tribal Consultation Practices

- The Office of Indian Education in collaboration with the nine federally recognized tribes of Oregon updated the previous Tribal Consultation toolkit and launched a revised [Tribal Consultation Toolkit 2.1](#) to assist affected school districts, school district consortiums, and Tribes in the Consultation process. Presently, the OIE is working with numerous departments to ensure ODE is in compliance with our obligations for state consolidated monitoring of Tribal Consultation.
- The ODE, in collaboration with the Government-to-Government Education Cluster, revised the Native American Student Success Plan, which was codified into law in 2019. The current plan was adopted in March 2020 and is posted on ODE's website: [Native American Student Success Plan](#). At this time, the AI/AN Student Success Plan is undergoing revision to meet the evolving needs of the Tribes and AI/AN students throughout the state of Oregon. The 2025-2030 plan will be available later this year upon review and approval by the AI/AN Advisory Committee and the Government-to-Government Education Cluster.

State agency adopted policy under ORS 182.164

- a. The Office of Indian Education (OIE) staff include:
 - April Campbell, Assistant Superintendent
 - Renée Roman Nose, Native American Student Success Coordinator
 - Brent Spencer, Indian Education Coordinator
 - Stacy Parrish, Indian Education Specialist
 - Stephanie Gluck, Research and Data Analyst
 - Nicole Barney, Tribal Early Literacy Education Specialist
 - Brandon Culbertson, Early Literacy Policy Analyst
 - Raina Reece, Executive Assistant

Staff are responsible for assisting other offices within ODE to determine programs having Tribal implications. In 2024, OIE worked extensively with the following departments and agencies on key issues having direct impacts on AI/AN students and the school districts who support in their success –

- Extensive support of the creation of the [Oregon's Early Literacy and Adolescent Framework](#), and the Early Literacy Success Tribal Grants
 - State Board of Education overview of Office of Indian Education efforts and update on Mascots
 - [ODE's Office of Education Innovation and Improvement](#) on the updates of the [Integrated Guidance](#) application and [Community Engagement toolkit](#) to ensure consistent language on Tribal Consultation and Tribal communication
 - ODE's Federal Systems Team on ensuring compliance to ESEA 8538 Tribal Consultation requirements for Covered Programs
 - [Teacher Standards and Practices Commission](#) (TSPC) on the revision of the [Social-Emotional and Culturally Sustaining Teaching Practices](#) standards and accompanying framework
 - ODE staff were invited to initial trainings on the launch of the revised Tribal Consultation Toolkit 2.1
 - Internal ODE Tribal Affiliation data justice work study (AI/AN max count - data collection).
 - Provisions of [ORS 182.162 to 182.168](#) are reviewed annually with ODE staff.
- b. The Assistant Superintendent of the OIE reports directly to the Director of the Oregon Department of Education, to inform the ODE leadership on issues related to Tribes in the state. The Office of Indian Education Assistant Superintendent also serves as a member of the Executive Leadership team.
- c. The Oregon Department of Education engages in frequent and active interagency collaboration and communication through a variety of venues including active electronic networks (ODE AI/AN website, social media, newsletters, list serves, emails) and additional communication through active communication between the Tribes and ODE.
- d. The Office of Indian Education staff attended and participated in the following meetings and activities in 2024. This is not an all-inclusive list of meetings, activities, and events, but intended to demonstrate high-level interactions and activities, which directly impact consultation and collaboration with Oregon Tribes.

2024 Meetings, Activities, and Events

We continue to experience the lingering impacts of the pandemic to present day. In-person meetings are increasing; however, many remain virtual with interactions via Zoom, Teams, e-mail and telephonic communication both for ODE and Tribes. The use of available modalities has continued throughout 2024, with increasing in-person and hybrid options becoming the norm.

Meeting and Events Snapshot

Meeting detail	Month (2024)
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Affiliated Tribes of Northwest Indians Winter Conference Title VI Indian Education Community of Practice State Indian Education Directors Gathering AI/AN Advisory Committee Meeting	January
Legislative Commission on Indian Services Tribal Governance Legislative Days AI/AN Advisory Committee Meeting Title VI Indian Education Community of Practice House Bill 2656 Accountability Kickoff	February
Education Cluster Meeting (G2G) Indigenous Education State Leaders Network AI/AN Advisory Committee Meeting Title VI Indian Education Community of Practice	March
Indigenous Education State Leaders Network AI/AN Advisory Committee Meeting	May
Meeting with Director of Legislative Commission on Indian Services Education Cluster Meeting (G2G) Indigenous Education State Leaders Network AI/AN Advisory Committee Meeting	June
Legislative Commission on Indian Services Retreat Indigenous Education State Leaders Network AI/AN Advisory Committee Meeting	July
Tribal State Annual Summit Indian Education State Leaders Network Klamath Tribes Community Conversation	August
Education Cluster Meeting (G2G) Indigenous Education State Leaders Network AI/AN Advisory Committee Meeting	September
AI/AN Advisory Committee Meeting Indigenous Education State Leaders Network	October
Indigenous Education State Leaders Network AI/AN Advisory Committee AI/AN Advisory Committee Meeting Tribal History / Shared History	November
Education Cluster Meeting (G2G) Indigenous Education State Leaders Network	December

Highlights of the 2024 AI/AN State Education Plan Implementation Efforts

The [State Board of Education](#) adopted the AI/AN State Plan [administrative rules](#) (OAR 581-017-0640 to 581-017-0655). Those rules established the AI/AN Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, education service districts,

postsecondary institutions of education, community-based organizations and Tribe(s) who are working to design, implement, improve, expand, or otherwise revise programs and services for American Indian/Alaska Native students.

The Native American Student Success Coordinator provides oversight to implementation of the ODE American Indian/Alaska Native Student Success Plan. The plan was created with assistance of the American Indian/Alaska Native Oregon Department of Education Advisory Committee. Revisions to the plan were adopted in March 2020. The Education Cluster, through the government-to-government process, approves all final plan adaptations. The plan is available on ODE's website: [Native American Student Success Plan](#). The updated 2025-2030 AI/AN Student Success Plan is currently in the final edit process and will be released in 2024, after approval from the AI/AN Advisory Committee and the Government to Government Education Cluster.

Data Justice - Implementation of American Indian/Alaska Native (AI/AN) Student Data Collection:

The initial phase of OIE's data justice efforts began with the updating the AI/AN Student Data Collection to include all federally recognized tribes (including Alaska) as published annually by the Bureau of Indian Affairs' [Indian Entities Recognized by and Eligible To Receive Services From the United States Bureau of Indian Affairs](#). Beginning with the 2024-25 school year, ODE will collect Tribal Affiliation for students. This information has already been shared with District Data Collection staff to support implementation. This code signifies a student's affiliation through their own, their parent's or their grandparent's enrollment in a federally recognized tribe. This addition will be included within Secure Student Identifier (SSID) collections, and therefore all student level collections containing those core fields, to allow for a Tribal Affiliation option, in association with race and ethnicity fields – represented by the code in the Tribal Affiliation field. However, it will only be required in the Average Daily Membership (ADM) collection.

- Definition of Tribal Affiliation Code: This field signifies a student's connection to an AI/AN Tribal Affiliation through their own enrollment, their parent's or their grandparent's enrollment, regardless of ethnicity and primary, secondary or multiple race categorization.
- This code indicates Tribal Affiliation with a federally recognized Tribe and aligns with the United States Bureau of Indian Affairs, Federal Register, including all Alaska Native Tribal Affiliation designations. This ensures accurate assessment of Tribal Affiliation across races and ethnicities, supporting a more comprehensive representation of all AI/AN Student Populations within Oregon. To view Dr. Williams [messaging to all districts](#) (administrators, IT personnel).
- Brandon Culbertson has been recently appointed to the role of Data Manager for the new AI/AN-Tribal Affiliation Data collection by OIE Assistant Superintendent April Cambell. In this capacity, he will also represent OIE on the ODE's Data Governance Committee.

Tribal Attendance Promising Practices (TAPP)

Tribal Attendance Promising Practices awarded \$1.9 million to support ten school districts for the 2023-2025 biennium for addressing the root causes of chronic absenteeism in AI/AN+ students (\$190,753.77 awarded per site). An additional \$953,768.85 of one-time funds for the 2024-2025

school year was awarded to the following TAPP Sites to expand their programs with the aim of increasing the percentage of AI/AN+ students served by a full-time TAPP Family Advocate. Those districts are as follows:

- Klamath County School District (funding for one additional full-time advocate to serve non-Chiloquin schools)
- Jefferson County School District (funding for two additional full-time advocates to serve at Warm Springs K-8 and at Madras High School)
- Pendleton School District (funding for one additional full-time advocate to serve at the secondary level)
- Willamina School District (funding for one additional full-time advocate to serve at the secondary level)

Looking Ahead to 2025-2027 Biennium

Legislators have submitted a legislative concept to expand TAPP to new districts and at existing sites. We will keep the Education Cluster updated on this as it moves through the process. We are incredibly excited about the possibility of expanding TAPP to additional districts!

Professional Development for TAPP Districts

TAPP Family Advocates meet monthly for a Community of Practice. TAPP Site Teams come together quarterly in webinars to share out on progress and to receive professional development on high priority areas for TAPP. Here are the slide decks for these two meetings since the start of the year -

- [November 2024 TAPP Quarterly Webinar #2](#)
- [Sept. 26, 2024, TAPP Quarterly Webinar #1](#)
- [Sept. 2024 TAPP Family Advocate Monthly Meeting](#)
- [October TAPP Family Advocate Monthly Meeting](#)
- [November TAPP Family Advocate Monthly Meeting](#)
- [November 21, 2024, TAPP Quarterly Webinar #2](#)

2023-2024 School Year Attendance Data

Attendance data for the 2023-2024 school year have been published statewide and can be found on the [Attendance and Absenteeism website](#). High level overviews of attendance and other data for American Indian and Alaska Native students can be found on the recently published [Statewide Annual Report Card](#).

Here are highlights we are able to share at this time –

- The Regular Attender rate for AI/AN students for SY23-24 was 52.8%. This reflects an increase of 4.3% since the 2021-2022 school year. The Regular Attender rate for All Students was 65.7%.
- 7/10 TAPP Districts increased the Regular Attender rate for AI/AN+ students by an average of 6.2%. Three TAPP Districts exceeded the state AI/AN Regular attender rates – Pendleton, Klamath County, and South Umpqua. However, only four TAPP districts exceeded the state average for AI/AN+ attendance.

- Klamath County and South Umpqua School Districts' AI/AN RA rates far exceeded even the state total RA rate, with South Umpqua exceeding the state by 35% and Klamath County exceeding the statewide average by 5%.

Call to Action - 7/10 TAPP Districts have critical rates of AI/AN students at a Tier 3 level, meaning one out of every five AI/AN students in these districts are attending school less than 80% of the time or missing more than 35 days of school a year. This data reflects a need for these districts to evaluate their tiered response system for attendance and also to build out additional support for these significantly impacted students, potentially being underserved in a district.

Diversify Hiring Pool of AI/AN Teacher Candidates, Administrators and Staff Members

ODE works closely with the [Educator Advancement Council](#) (EAC) specifically with the [Tribal Nations Educator Collaborative](#), Grow Your Own, and collaboration of Tribal History / Shared History. The EAC releases the Educator Equity Report and continues to be committed to:

- Fully fund and increase the number of highly qualified American Indian/Alaska Native teachers and administrators
- Create an American Indian/Alaska Native educator network for current practicing educators
- Capture, communicate, and amplify key learnings and promising racially affirming practices in education
- Support and emphasize the importance of Indigenous pedagogy
- Advocate for policy initiatives that center Tribal sovereignty and voice
- Convene state and national Tribal leaders, educators, and scholars to guide future efforts

Title VI Indian Education:

Currently, 50 entities throughout Oregon receive the benefits of a Title VI Indian Education formula grant. Please see this complete list of [FY24-25 awardees](#). Title VI Coordinators and staff are supported by a monthly Community of Practice, which takes place the third Wednesday of the month from 11-12. An average of 35 educators attend this meeting. Here are the slide decks from those meetings -

- [November 2024 Slidedeck – Oregon Title VI Community of Practice](#)
- [October 2024 Slidedeck - Oregon Title VI Community of Practice](#)
- [September 2024 Slidedeck - Oregon Title VI Community of Practice](#)

Prospective Applicants for SY 2025-2026

The OIE led the first-of-its-kind webinar to recruit additional school districts and ESDs to consider applying for a new Title VI Indian Education program for SY 2025-2026. In total, [50 school districts and 10 ESDs](#) were invited to participate in the Information Session. Follow up Office Hours have been conducted regularly with prospective applicants. The registration deadline for new programs closed on December 6.

Tribal Consultation between School Districts and Tribes:

The OIE released an updated toolkit in June – the [Tribal Consultation Toolkit 2.1](#). Version 2.1 included critical updates on guidance for Title VI Consortia, as well as additional guidance and support for tribal leaders on questions they can ask districts when engaging in tribal consultation for State Education Agency (SEA)- Administered Federal Title programs and for Integrated Guidance.

On-Demand Modules - Exciting Announcement

The first-of-their-kind modules for Tribal Consultation have been produced to not only help any Oregonian understand the tribal consultation requirements for school districts and school district consortiums but also to offer an in-depth orientation and technical assistance to help these districts and the nine federally recognized tribes of Oregon prepare for tribal consultation windows accordance to the standard set forth by this toolkit.

The course's five modules are designed to help participants gain a greater understanding of the following key concepts:

- Gain knowledge of the legislation, key terms, and requirements for tribal consultation in the context district and tribes in Oregon.
- Explore the first two sections of the toolkit, including a deepening understanding of the history of Native education in Oregon and the federal laws and state requirements related to tribal consultation.
- Complete an orientation to the last half of the toolkit, gaining knowledge of the responsibilities of school districts and consortiums before, during, and after consultation, as well as key guidance and documents to support their planning efforts for tribal consultation.
- Understand how to conduct combined consultations, as well as how to ensure effective pre-consultation preparation.
- Increase knowledge of the plans and applications in Oregon which require tribal consultation, as well as how to prepare for these unique plans by orienting themselves to key sections of the toolkit.

Please visit [ODE Tribal Consultation Toolkit: On Demand 24/25](#) to sign up for an account with PDNetworks. After registering with PDNetworks, you will receive instructions to register for the "Honoring Education Sovereignty" Tribal Consultation modules in Canvas. Districts and ESD who are not required to engage in Tribal Consultation are encouraged to complete Module 1 to gain a general understanding of consultation.

Affected Districts and District Consortiums are encouraged to complete Modules 1-4 to receive an in-depth orientation to the [Tribal Consultation Toolkit 2.1](#) and information on how to ensure authentic cycles of Tribal Consultation.

Trainings

- June 2024 - Tribal Education Directors and tribal representatives were invited to engage in training on these new updates. A copy of that training can be found [here](#).
- July 2024 - [District Leader Training to Support Upcoming Windows of Consultation](#)
- September - [Office of Teaching, Learning, and Assessment all staff annual training](#)
- December - [Office of Education, Innovation and Improvement all staff annual training](#)
- Upcoming - December 16 - Tribal Education Director and Tribal Representatives Information Session for the Upcoming Integrated Guidance Application

Closed or Upcoming Tribal Consultation Windows

- Closed Window - SEA-Administered Federal Title Programs was due October 1, 2024
- Upcoming Window - Integrated Guidance, due anytime between March 1 and April 30, 2025

While the US Department of Education administers the Title VI-A formula grants, the Office of Indian Education provides non-statute support to the 37 district awardees of the grant.

Specifically, the OIE provides a space for a Title VI Community of Practice each month for Title VI staff to listen and learn from one another. Through regular Office Hours, the OIE also provides adaptive leadership coaching to Title VI awardees on pressing issues impacting their unique and respective district contexts. In October of 2023, a new [ODE Title VI website](#) launched at the request of LEAs and LEA-Cs.

Grant Programs – Tribal Non-Competitive Funds

Language

The Tribal Languages program is a continuing, non-competitive grant available to the nine federally recognized Tribes of Oregon to support language preservation and revitalization. These resources can be used for Tribal language preservation, promotion and use, certification of new language instructors, training, and language curriculum development. Funds available to each Tribe: \$200,000 which may be used July 1, 2023, through June 30, 2025. Funds can be used to expand, support and encourage the educational, cultural, and heritage purposes which center Tribal languages, and seek to build the traditional and cultural language capacities of their students, youth, families and communities. The language grants center the AI/AN Student Success State Plan Goal 3: “American Indian Tribal languages have been spoken in Oregon since time immemorial and are still spoken today. As original Native speakers age, there is urgency to ensure the preservation and maintenance of heritage languages spoken within each of the nine federally recognized Tribes in Oregon.”

NEW Tribal Languages Advisory Committee:

In response to requests for ODE to convene an official Tribal Language Advisory Committee, we are in the process of recruiting and confirming tribally appointed committee members. On June 17, each Tribe received a request seeking an individual participant from their respective Tribe to serve as a member of the Oregon Department of Education (ODE) Tribal Language Advisory Committee. The initial meeting is set to convene in January 2025, via Doodle Poll to be sent in the near future. We are hoping to recruit individuals with Tribal language backgrounds to best inform the office and agency to:

1. Establish goals and measurable objectives for the committee;
2. Establish structure and meeting dates/times for committee meetings;
3. Provide guidance, input, advocacy, policy and legislative recommendations related to Tribal Languages; and revitalization efforts.
4. Provide recommendations for inclusion in the American Indian/Alaska Native Student Success Plan, as well as in other ODE plans related to Tribal Languages.

Additional language efforts include contracting with Fire Starter Studios, a documentary filmmaker, to produce *Native Voices: The Enduring Languages of Oregon Tribes*, a language preservation and promotion film. This film features representatives from each Oregon Tribe as they share their efforts to preserve, protect, and promote their languages. The film, which is approximately 90 minutes in length, will be made available to each Tribe, and will be utilized in training, shared in presentations in support of language preservation, and in other advocacy efforts to support Tribal languages. Release in Summer 2025.

NEW Early Literacy Success Tribal Grants:

The Early Literacy Success Initiative, established under House Bill 3198 in 2023, aims to enhance early literacy among children from birth to third grade, reduce academic disparities, support parental involvement, and provide culturally responsive, research-aligned literacy learning.

As part of this initiative, \$2 million was set aside specifically for the nine federally recognized Tribes of Oregon, ensuring dedicated resources to support Tribal early literacy efforts. This initiative honors Tribal sovereignty and centers Tribal ways of knowing. It acknowledges families as children's first teachers and emphasizes the connection between literacy and language revitalization.

The Early Literacy Success Initiative includes the School District Grants, Community Grants, Tribal Grants, and the Birth through Five Literacy Plan administered by the Department of Early Learning and Care (DELC).

*Key Updates***1. Project Plan Submissions:**

- a. Two Tribes have submitted their project plans, and OIE continues outreach to Tribes to discuss ideas, questions, and concerns.
- b. We encourage Tribes to connect with Nicole Barney, Early Literacy Education Specialist, for any questions, support, or ideas related to their project plans. Submissions are still welcome.

2. Funding and Expenditures:

- a. Funding is available for each Tribe for up to \$222,222.22 as a non-competitive set-aside, with funds available for use from March 7, 2024, through June 30, 2025.
- b. DELC also has \$200,000 available for Tribes, separate from the OIE Early Literacy Tribal Grants allocation.
- c. OIE recognizes the tight timeline and is working to expedite the grant contract process.
- d. Funding for the 2025-2027 biennium is anticipated, ensuring continued support for Tribal early literacy initiatives.
- e. OIE and DELC are collaborating to streamline grant reporting for the Early Literacy Grants. We welcome feedback and ideas from Tribes to make the process as effective and user-friendly as possible.

3. Rules Fix:

- A temporary rules fix allowing Tribes to access their federal indirect rates has been approved.
- The process for permanent rules adoption has begun and is expected to be completed by March 2025.

4. Staffing Updates:

- We are pleased to announce that Brandon Culbertson has accepted the role of Early Literacy Senior Tribal Policy and Education Advisor within OIE. Brandon will focus on uplifting the language revitalization component of these grants, helping to strengthen the connection between literacy and language.

Elementary and Secondary School Emergency Relief Funds (ESSER III) Tribal Community Revitalization Grants:

ODE set aside resources from ESSER III funds in response to the disproportionate impact Tribes experienced with the COVID pandemic, wildfires, water shortages, and other barriers which may have had a direct impact to education, culture, and/or languages within Tribal communities. Funding available to each Tribe: \$375,000 was used from July 2022, through September 30, 2024. These funds will not continue.

Tribal History/Shared History Grants (THSH):

THSH resources continue to be available to Tribes. These resources are continuing, non-competitive grants available to Tribes to support work on placed-based lesson development, curriculum, professional development, and training. Inter-Agency Grant Agreements have been sent to all nine Oregon Tribes and are awaiting execution. Funds available to each Tribe: \$200,000 which may be used July 1, 2023, through June 30, 2025.

Our office is moving forward to continue the development of additional grade level lesson plans for the ODE THSH mandated lessons. These lessons will focus on kindergarten through grade three and will include lessons in all five content areas. These content areas include Math, Science, Social Studies, English Language Arts, and PE/Health. This will result in 40 new lessons for educators to implement within Oregon schools.

Our office is near completion of the creation of lessons for 9th Grade and will be reviewing the completed lessons very soon.

A Community of Practice (COP) has been created to provide communication and monthly meetings for educators to share experience and information around successful implementation of THSH lessons within the classroom. The first COP met in November and will continue to meet on the second Wednesday of each month.



In response to a request at the September, Government to Government meeting, a THSH Support meeting has been established that is dedicated to the Tribes. This meeting will be held monthly in order to provide support to the Tribe's THSH lesson plan development, to share ideas, and to provide updates on potential funding opportunities. We will not meet in December due to the Government-to-Government meeting; however, we will resume in January with regular monthly meetings.

Several resources are available on ODE's [Tribal History/Shared History](#) webpage. Including: Spanish Translations; [Introductory Video on Tribal History/Shared History](#); [Educator Toolkit](#); and [Training Modules on the Understandings of Natives of Oregon](#).

The OIE is collaborating with WestED to build new professional learning modules which support THSH lesson plan implementation. These modules will be Canvas based. We are assembling an advisory team to help guide the modules and will meet later in December. The modules will be developed by June 30, 2025.

On November 12th, Director of Education, Dr. Williams and Assistant Superintendent April Campbell, sent out a letter to District Superintendents and school staff the served as a reminder of the Senate Bill 13 mandate to deliver Tribal History/Shared History lessons within their respective schools. This letter can be found by following this link:

<https://content.govdelivery.com/accounts/ORED/bulletins/3c177f8>.

Closing Efforts

Consultation efforts between ODE and Oregon Tribes have allowed several opportunities for authorized Tribal representation to participate on key strategic advisory committees, panels, and advisory boards. Your participation in these critical spaces continues to guide and inform our work in support of Tribal sovereignty. ODE is proud of the work accomplished with our Tribal governments this year. The ODE highly values its relationship with Tribal Governments and its participation in the government-to-government process. We look forward to continuing this important work.

Respectfully Submitted,



April Campbell, Assistant Superintendent for the Office of Indian Education
Oregon Department of Education