



THE OREGON STATE BOARD OF EDUCATION

Provide leadership and vision for Oregon’s Public Schools and districts by enacting equitable policies and promoting educational practices that lead directly to the educational and life success of students.

AGENDA

Annual Retreat (Day 1)
OSU-Cascades
1500 SW Chandler Avenue
Bend, OR 97702
Tuesday, August 22, 2023

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to [Corey Rosenberg](#) at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our [Boardbook](#) page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

- 1. **Call to Order**
Time: 9:00 AM
- 2. **Overview of the Oregon Department of Education** **2**
Time: 9:30 AM
- 3. **Overview of Oregon's 9 Federally Recognized Tribes and Tribal Consultation** **74**
Time: 11:00 AM
- 4. **Break for Lunch**
Time: 12:00 PM
- 5. **Teambuilding**
Time: 1:00 PM
- 6. **Adjourn**
Time: 4:00 PM



Agency Overview

Oregon State Board of Education

Dr. Williams, Director

August 22, 2023

2

Leading and Learning Together

2023-24
School Year

Oregon Department of Education



How?

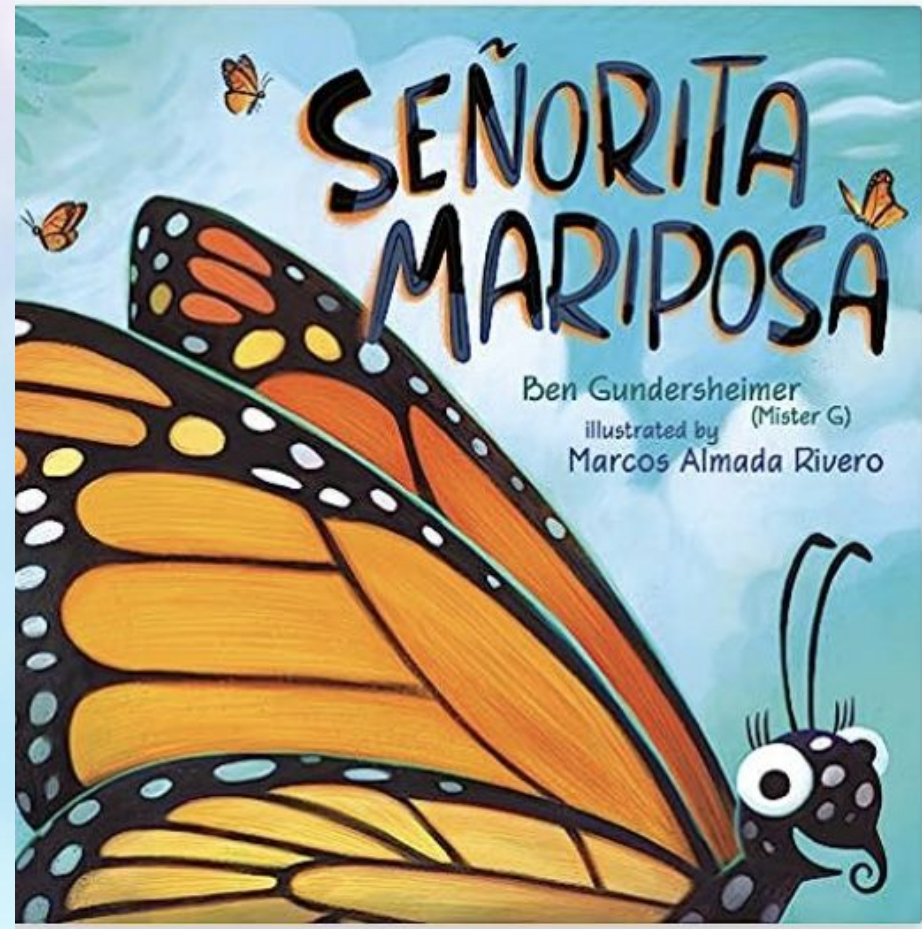
- Centering students
- Consciousness and Care
- Community and Coalition Building
- Confidence and Conviction



Campaign Ingredients

Desired outcomes
Targeted Audiences
Targeted Partners
Methodologies
Budget
Owner(s)
Timeline
Disney Books?

<https://vimeo.com/489957950>



Here to Listen and Support

- Synthesize information gathered from engaging with staff and stakeholders
- Review and incorporate existing data on strengths and opportunities
- Create opportunities to acknowledge and celebrate strengths
- Report to the State Board and community
- Build upon and/or establish mechanisms to address opportunities for growth



“Let us put our minds together and see what life ⁷
we can make for our children.”

— Sitting Bull

Agenda

- History
- Governance Structure + Sister Agencies
- Organization
- Who We Serve
- Anti-Racism & Equity Policies
- Partnership with OHA & ODE on Student Mental & Behavioral Health
- Early Literacy + Bill Implementation
- How to Reach Us

History



Oregon Department of Education (ODE) was created by the Legislature in ORS 326.111. ODE is administered by a Superintendent of Public Instruction, which is the Governor; however, the Superintendent, by statute, appoints a deputy as a delegate to administer the Department and the State Board of Education.



In 2013, HB 3234 and HB 3231 established the Early Learning Division (ELD) and Youth Development Division (YDD), respectively, in ODE. ELD will separate on July 1, 2023 and become the Department of Early Learning and Care (DELIC).



The Governor appoints both an Early Learning Systems Director and a Youth Development Director to lead their respective divisions within the agency framework of ODE.

History

Since 2013, ODE has experienced significant growth in program and responsibilities:

- ODE's budget, not including the State School Fund, has grown by 163% in General Fund and 195% overall, resulting in an increase from 28 distinct grant-in-aid programs to well over 100 in 2023-25.
- Distributed funding through well over 10,000 grants and contracts to school districts, education service districts, community colleges, universities, tribes and CBOs, a significant increase from three years ago.



Oregon Department of Education

- To provide appropriate oversight for increased programs and responsibilities, as well as the addition of both the Early Learning Division (until June 2023), Educator Advancement Council, and Youth Development Division, overall FTE has grown by more than 70%.
- The corresponding increase to business services positions including IT has grown by a little less than 50%.

Mission and Scope

The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.

- ODE also encompasses the state's School for the Deaf, four public charter schools sponsored by the State Board of Education, regional programs for children with disabilities, early intervention and early childhood special education programs for children 0-5 years old, and education programs in Oregon youth corrections facilities and county juvenile detention facilities.
- While ODE does not provide direct services in school district schools or district-sponsored charter schools, the agency focuses on statutory responsibilities and strategies such as:
 - Developing policies and academic standards as well as curriculum for Tribal History | Shared History
 - Administering numerous state and federal grants
 - Helping districts understand and implement best practices
 - Operating state and federal accountability systems as well as providing detailed transparency into several program operations
 - The Oregon State Board of Education sets educational policies and standards for Oregon's public school districts, education service districts, and public charter schools. The State Board is comprised of nine members appointed by the Governor.
 - ODE also oversees a number of other responsibilities related to student records, child nutrition programs, student transportation, fingerprinting and background checks, student safety and civil rights, and more.

11

Delivery & Summary of Services

A Unified Approach

The Department works in partnership and collaboration with school districts, education service districts, public charter schools, tribes, non-profit and community-based organizations, and other state and local governments to deliver services and supports for:

- Early learning
- K-12 Public Education
- Youth Development & Intervention Services



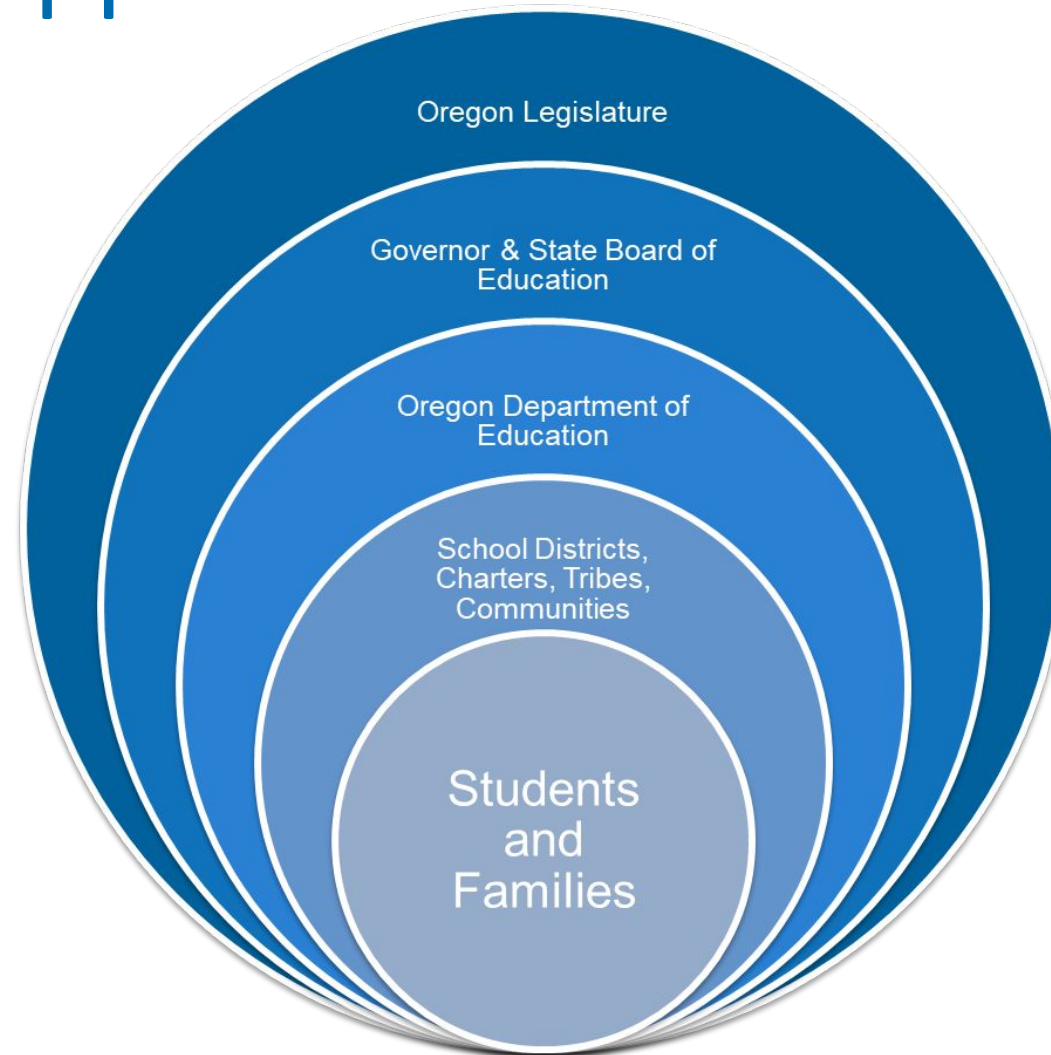
12

A Systemic Approach

ODE is also designated as Oregon's State Education Agency (SEA) - The USDE, USDA, and other agencies are key partners through ODE as an SEA.

Influencers & Partners

- Tribes
- Communities
- AI/AN SS Advisory
- AA/B SS Advisory
- LLL SS Advisory
- PI/NW SS Advisory
- LGBTQ2SIA+ SS Advisory
- IR SS Advisory
- SICC
- SACSE
- EL Advisory Group
- ELA Advisory Panel
- Oregon Commissions
- Educators and Administrators of Color

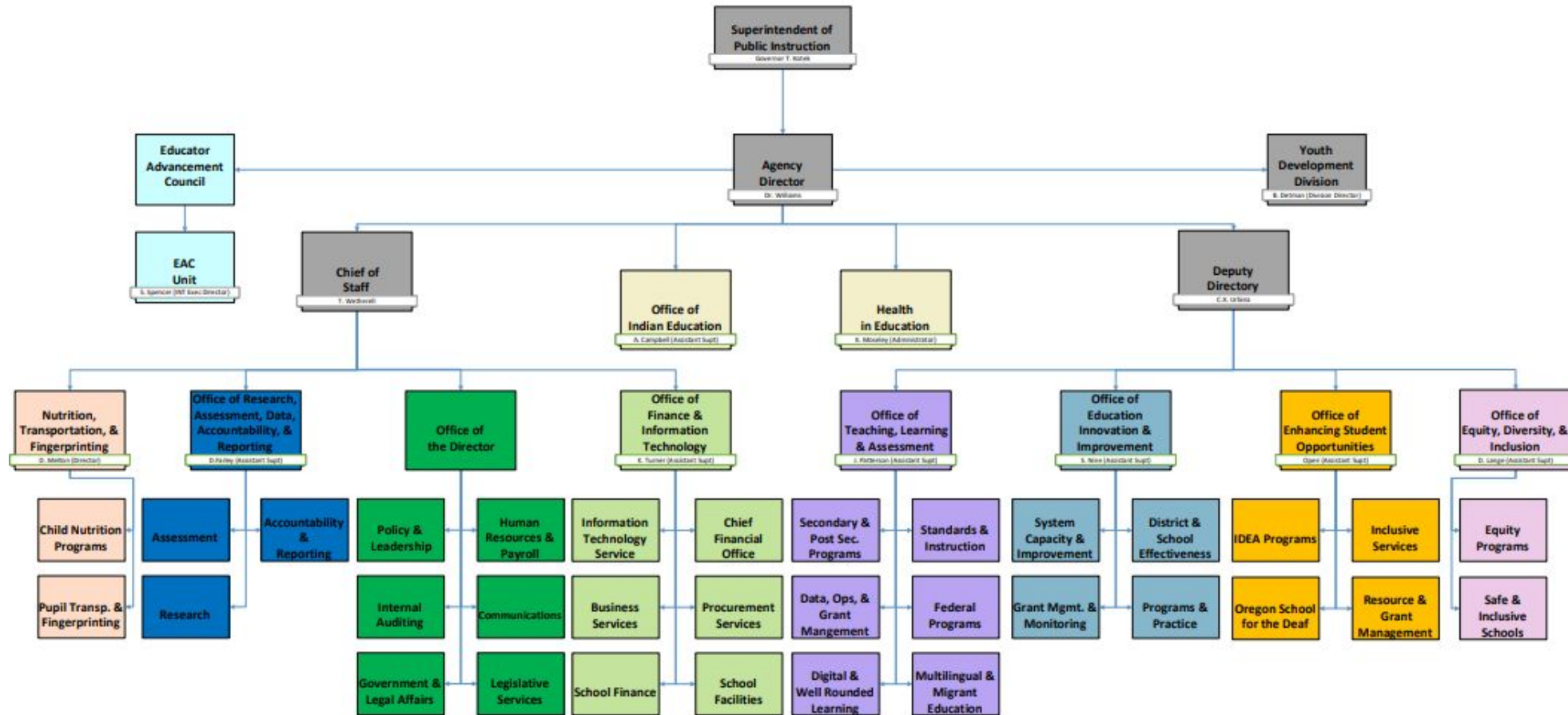


Influencers & Partners

- Government-to-Government
- OEA
- OSEA
- COSA
- OSBA
- OAESD
- OASBO
- OSSA
- OSAA
- Charter Lobbies
- QEC
- EAC
- ELC
- HECC
- YDC
- ODE/SBE Rules Advisory Committee

13

How ODE is Organized



ODE E-Team



Dr. Williams
Director



Carmen Xiomara Urbina
Deputy Director



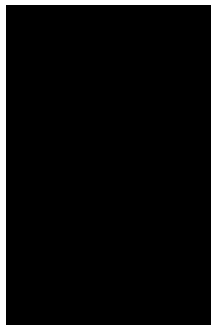
Tenneal Wetherell
Chief of Staff

15



Scott Nine

Office of Education
Innovation and
Improvement



Office of Enhancing
Student Opportunities



Deborah Lange

Office of Equity, Diversity,
and Inclusion



Jennifer Patterson

Office of Teaching, Learning
and Assessment



Kai Turner

Office of Finance and Information
Technology



Zoe Larmer

Legislative Director



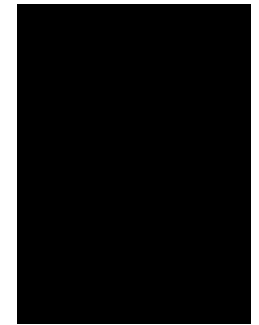
Kati Moseley

Ready Schools, Safe Learners
Manager



April Campbell

Director of the Office of
Indian Education



Sara Spencer
Interim Executive Director of
the Educator Advancement
Council

Key Offices and Teams

- **The Early Learning Division (ELD)**
 - Led by the Oregon Early Learning Systems Director, a Governor appointed position.
 - Works with the Early Learning Council (ELC), a Governor appointed council.
 - *By statute, the ELD will separate and become its own agency called the Oregon Department of Early Learning and Care (DELIC) on July 1, 2023.*
- **The Youth Development Division (YDD)**
 - Led by the YDD Director, a gubernatorial appointed position.
 - Works with the Youth Development Council (YDC), a Governor appointed council.
- **The Educator Advancement Council (EAC)**
 - Led by the EAC Executive Director, an at-will position appointed by the Director of the ODE.
 - Works with the Educator Advancement Council (EAC), a self-appointing council.

16

Key Offices and Teams

- Office of the Director
 - Government and Legal Affairs Team
 - Government Relations & External Affairs Team
 - Health in Education Team
 - Child Nutrition Program, Pupil Transportation, and Fingerprinting Team
 - Human Resources Team
 - Communications Team
 - Student Success Act Coordination
 - Agency Strategic Plan Coordination

17

Key Offices and Teams

- Child Nutrition Programs + Pupil Transportation and Fingerprinting/Background Checks
- Educator Advancement Council
- Office of Education Innovation and Improvement
- Office of Enhancing Student Opportunities
- Office of Equity, Diversity, and Inclusion
- Office of Finance and Information Technology
- Office of Indian Education
- Office of Research, Assessment, Data, Accountability, & Reporting
- Office of Teaching, Learning, and Assessment
- Youth Development Division

18

Sister Agencies

Note: YDD and EAC are housed within ODE

ODE works with several agencies, those reflected here have a direct partnership through statute, MOA, IAA, or Project.

- DELC - Department of Early Learning and Care
- TSPC - Teacher Standards and Practices Commission
- HECC - Higher Education Coordinating Commission
- DOJ - Department of Justice
- SOS - Secretary of State
- OHA - Oregon Health Authority
- ODHS - Oregon Department of Human Services
- DAS - Department of Administrative Services
- ODR - Oregon Department of Revenue
- Business Oregon
- DCBS - Department of Consumer and Business Services
- OEMD - Oregon Emergency Management Department
- ODOT - Oregon Department of Transportation
- Treasury
- Oregon State Library
- Oregon Lottery
- Oregon Military Department and Veterans Affairs
- Oregon Commissions
- OSP - Oregon State Police
- ERB - Employment Relations Board
- OFD - Oregon Forestry Department
- OPRD - Oregon Parks and Recreation Department
- The Marine Board
- BOLI - Bureau of Labor and Industries
- Several Licensing Boards
- Several Legislative Offices
- State Fair and Exhibition Center

Major Changes: 2013-23

Over the last three biennia, ODE has changed significantly:

- HB 3234 and HB 3231 (2013) established the Early Learning Division (ELD) and Youth Development Division (YDD), respectively, in ODE.
- HB 3232 (2013) directed strategic investments in education for a variety of targeted areas to assist in furthering the progress toward Oregon's statewide education goal of 40/40/20.
- HB 3233 created the Network of Quality Teaching and Learning.
- In 2015, ODE implemented a standardized assessment tool (Smarter Balanced) to more accurately measure student progress toward college and career readiness.
- HB 3380 created the ability for ODE to implement the Preschool Promise Program in September 2016 that expands preschool options through a "mixed delivery" preschool program.

Major Changes: 2013-23

- HB 3499 (2015) provided resources for ODE to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner program;
- HB 2016 (2015) provided resources for the agency to develop and implement a statewide education plan for students enrolled in early childhood through post-secondary education who are black or African American, or students who are disproportionately served;
- SB 447 (2015) created opportunities to provide state matching funds to school districts that incentivized communities to approve local bond measures and leverage resources for much needed capital improvement for schools throughout the state;
- SB 586 (2015) expanded the maximum age of youth served through the Youth Development Division from 20 to 24;
- Implemented a new statewide education plan in accordance to the Every Student Succeeds Act (ESSA) which replaced the No Child Left Behind (NCLB) in 2015.

21

Major Changes: 2013-23

- HB 2246 (2017) directed the implementation of Measure 98 (approved in November 2016) and the creation of the High School Success Grant Program to target resources for improving the high school graduation rate of Oregon students;
- SB 182 (2017) established the Educator Advancement Council for the purposes of making recommendations for the funding of educator professional learning and other educator supports in 2019-21. Replaces the Network of Quality Teaching and Learning;²²
- SB 13 (2017) directs the Department to develop a curriculum relating to the Native American experience in Oregon and make the curriculum available to school districts;
- HB 2845 (2017) directs agency to convene advisory group to identify where statewide social studies fail to recognize the histories, contributions, and perspectives of ethnic and social minorities, and adopt ethnic study standards for statewide curriculum.

Major Changes: 2013-23

- SB 5020 (2017) provides state bonding support to continue efforts in providing state matching funds to school districts that incentivize communities to approve local bond measures, as well as provide funding support for capital improvement at the Oregon School for the Deaf;
- SB 1062 (2017) requires schools to adopt Healthy and Safe School Plans to address environmental conditions in currently owned or leased buildings.
- HB 3427 created the Student Success Act (SSA) and generated additional reviews through a corporate activities tax that is made available to the Oregon Department of Education out of the Fund for Student Success.
- COVID-19 Impacts to the education system
- HB 2166 (2021) separates EAC from ODE.

23



Governance Structure

24

Governance Structure



State Board of Education

ORS 326.021 establishes the nine member State Board of Education (SBE) to direct ODE in establishing policy for the administration and operation of the public elementary and secondary schools in the state of Oregon.

25



Youth Development Council

ORS 417.847 establishes the 23 member Youth Development Council (YDC) to direct the YDD in its role of overseeing a unified system that provides services to school-age children through youth 24 years of age.

Governance Structure



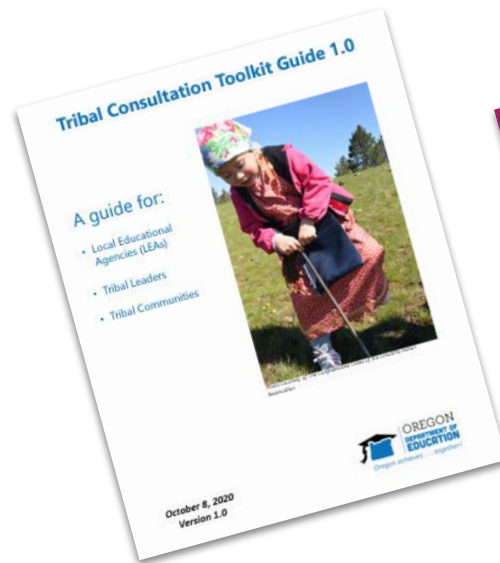
Educator Advancement Council

ORS 342.940 establishes the Educator Advancement Council for the purposes of providing resources related to educator professional learning and other educator support. The council functions through an interagency agreement which provides the framework in the collective effort of establishing a system of educator networks by which every educator in Oregon has access to professional learning opportunities. Additionally, the EAC works to connect educator networks and facilitates communications within and among the networks to improve teaching and learning.

26

Boards, Commissions, Councils, Committees and Advisory Groups staffed and supported by ODE

- ODE is home to 35+ Boards, Commissions, Councils, Committees and Advisory Groups that include engagement with educators, students, families, communities, and tribes.



Some Key Boards, Commissions, Councils, Committees and Advisory Groups staffed and supported by ODE

- State Board of Education
- Youth Development Council
- Educator Advancement Council
- STEM Investment Council
- Fair Dismissal Appeals Board
- Quality Education Commission
- Government-to-Government Education Cluster
- Rules Advisory Committee
- Statewide CTE Advisory Council
- Student Success Advisory Groups
 - American Indian/Alaska Native
 - African American/Black
 - Latino/Latina/Latinx and Indigenous Peoples of Central and South Americas²⁸
 - Pacific Islander/Native Hawaiian
 - LGBTQ2SIA+
 - Refugee and Immigrant
- English Language Learner Advisory Group
- State Interagency Coordinating Council
- State Advisory Council for Special Education



Who We Serve

29

About Us

- The Oregon Department of Education works in partnership with school districts, education service districts, public charter schools, tribes, and community partners to foster equity and excellence for every learner;
- Together, we serve over 553,012*+ K-12 students and support 81,826* school employees, including teachers, administrators and classified staff;
- We believe every student should have access to a high-quality, well-rounded learning experience; and
- We work to ensure every student in Oregon graduates with a plan for their future.

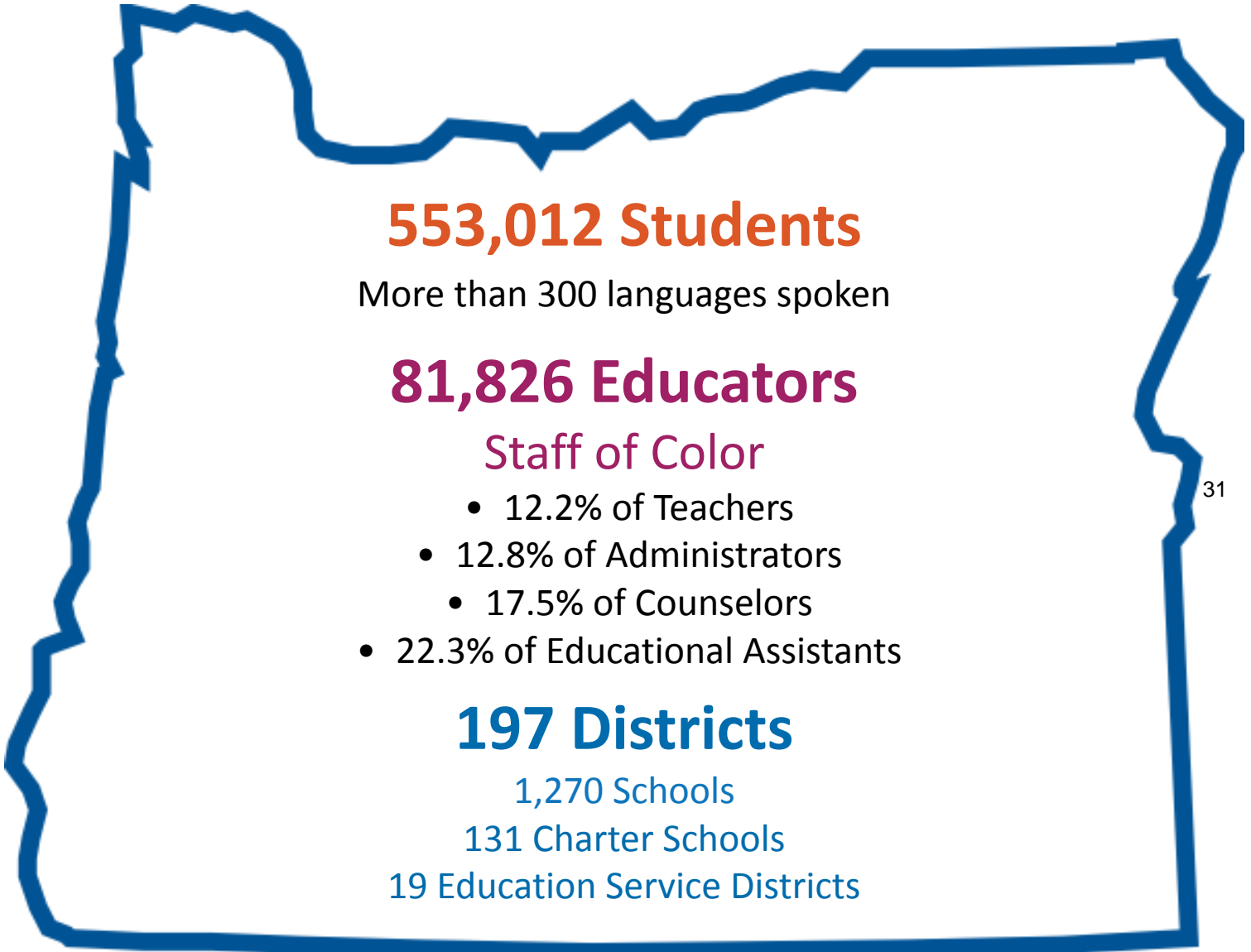
*Data from October 2022

Who We Serve

“My vision is to make sure every child in Oregon is successful and has a safe place to receive a high-quality public education. I’ve seen firsthand how a positive student-teacher relationship can set a child on a successful path for the rest of their life. When we collaborate and build partnerships with students, educators and families we can advance equity and lead all students toward success.”

- *Dr. Charlene Williams*

2022-23 Data



Who We Serve

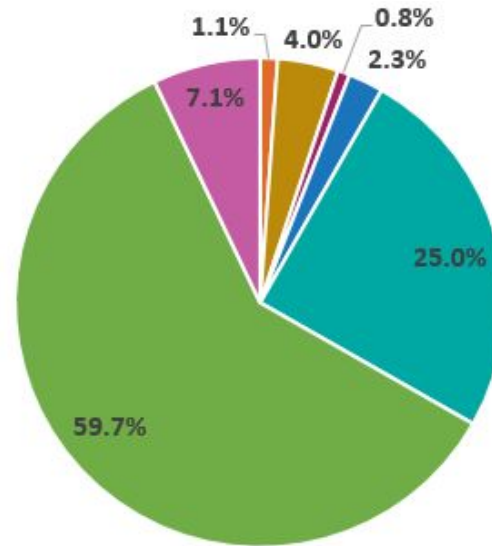
Student Demographics

- Economically Disadvantaged: **74%**
- Ever English Learners: **18%**
- Unhoused/homeless: **3%**
- Mobile Students: **13.9%**
- Students with Disabilities: **15%**
- Lesbian, gay, bisexual, something else, or questioning*: **31.5%**
- Transgender, gender expansive, or questioning*: **8%**

2022-23 Data

Oregon Department of Education

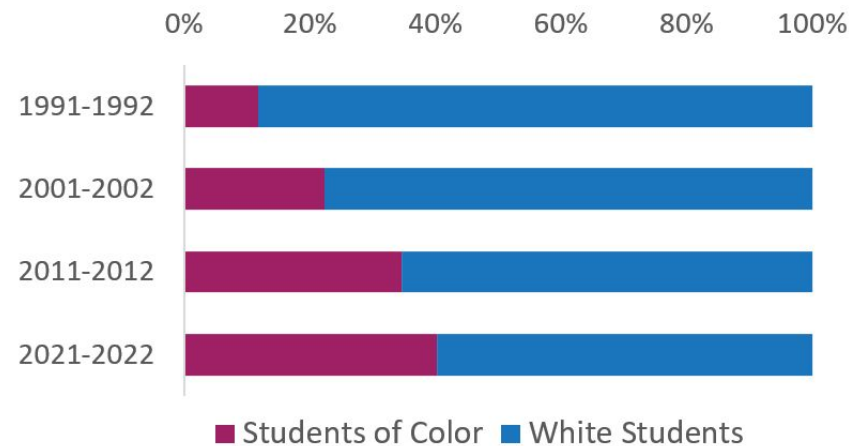
Race and Ethnicity†



- American Indian/Alaska Native: **1.1%**
- Asian: **4.0%**
- Native Hawaiian/Pacific Islander: **0.8%**
- Black/African American: **2.3%**
- Hispanic/Latino: **25.0%**
- White: **59.7%**
- Multi-Racial: **7.1%**

32

Oregon's Increasing Diversity



*According to the [2020 Oregon Student Health Survey](#)

†Note: Data reported using federally defined race/ethnicity groups.

32



Anti-Racism Policies and Equity Policies in Oregon Schools

33

Background



Distributed =
Equity Embedded throughout the system

Equity Evolution @ ODE:

- From an **Equity Lens**
- To an **Equity Stance**
- To a **Distributed Equity Strategic Plan**, which includes:
 - Equity, racial equity, and antiracist approach
 - Equity Decision Tool
 - Equity Impact Analysis

34

ODE Education Equity Stance

ODE is committed to the anti-racist and equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes.

35

This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Background and Engagement Principles



ODE Equity Strategic Plan

**CREATE NEW PATTERNS AND
BUILD STRUCTURAL CAPACITY
FOR EDUCATIONAL EQUITY**

**This IS the Agency
Strategic Plan**

36

ODE Equity Strategic Plan Vision

The Oregon Department of Education will set a foundation for agency-wide culture change by building awareness, skill, and capacity throughout the agency to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon's school systems.

Do the best you can until
you know better.
Then when you know better,
do better.

-Maya Angelou



Moving Equity Forward

- **Standards and Curriculum:**

- [Tribal History/Shared History](#)
- [Ethnic Studies](#)
- [Holocaust & Genocide](#)
- [ODE's HB 2023 - Inclusive Education](#)

- **Students:**

- [Focal Student Groups in the SSA](#)
- [American Indian/Native Alaska State Plan](#)
- [Tribal Attendance Promising Practices](#)
- [African American/Black Student Success](#)
- [Latino/Latina/Latinx Student Success](#)
- [LGBTQ2SIA+ Student Success](#)
- [English Learner Strategic Plan](#) & ODE/COSA Emerging Bilingual Task Force
- [Poverty Report](#)

- **Civil Rights:**

- [Equity & Civil Rights in School Sponsored Activities](#)
- [Every Student Belongs](#)
- [Gender and Racial Discrimination Technical Assistance and Investigations](#)

Other ODE Equity Efforts

- [Essential Understandings - Shared by Nine Nations & One State](#)
- Visiting Teachers Program
- [Oregon State Seal of Biliteracy](#)
- Center for Applied Linguistics (CAL) Partnership
- [DACAmented/Undocumented Collaborative & Toolkits](#)
- Developing internal translation services protocols
- [Established the Office of Indian Education](#)
- Accessible website
- [State Board of Education: Equity Impact Analysis](#)
- Development of ODE's Education Equity Stance and Equity Plan
- [Supporting Gender Expansive Students: Guidance for Schools](#)





Integrated Model of Mental Health

ODE-OHA Partnership

40

Creating the Foundation - ODE-OHA partnership



Centering on mental health and well-being: ***emphasizing strengths, resilience, and enhancing social and emotional abilities.***

Mental health is a cornerstone of education. Part of a continuum of care.

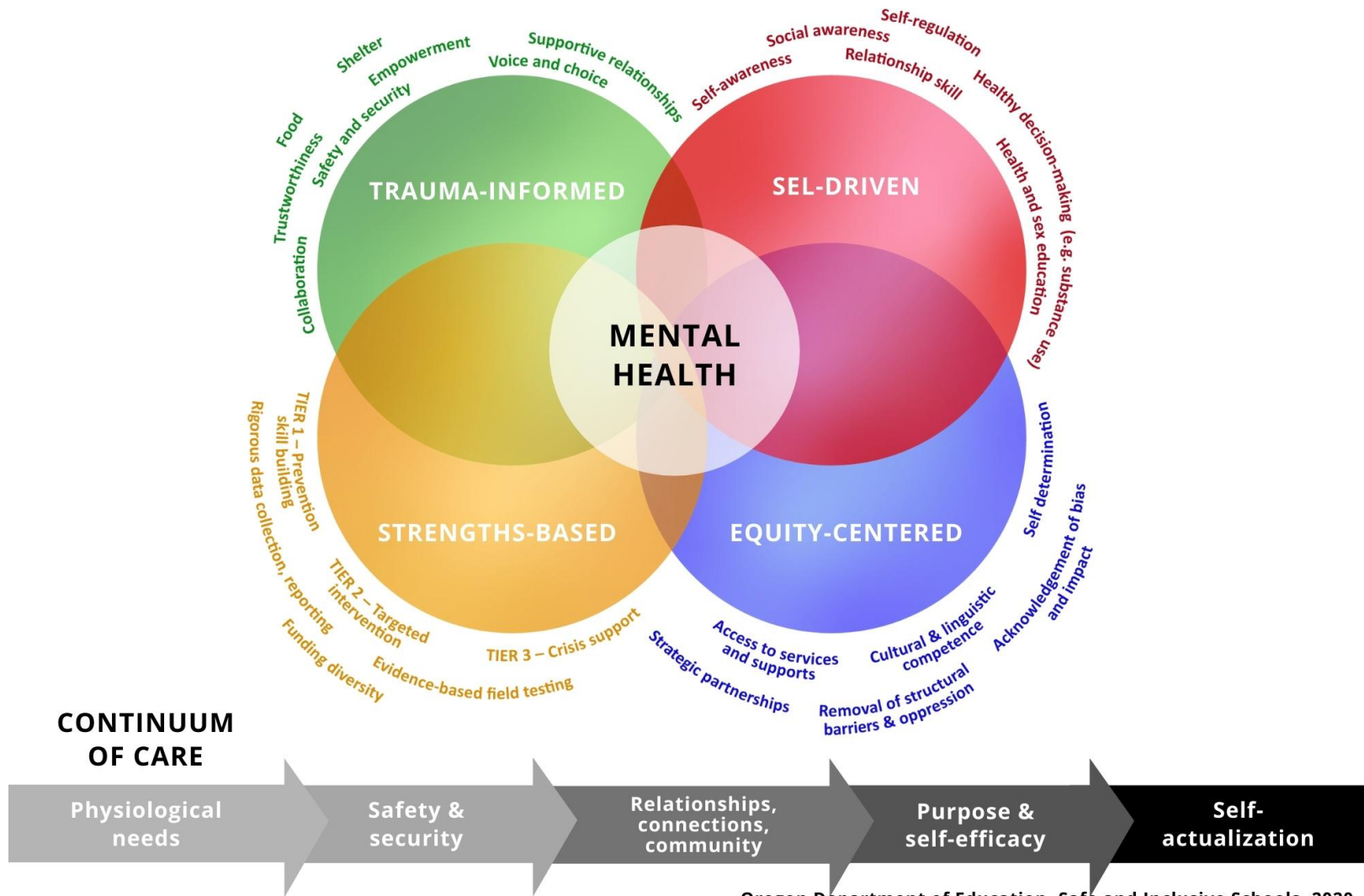
Supported by four interconnected pillars of practice.

Commitment to collaboration with OHA to ensure schools have full access to mental health resources.

41

Integrated Model of Mental Health

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities



Oregon Department of Education, Safe and Inclusive Schools, 2020

Mental Health Resources



- Mental health refers to the emotional, social, cognitive, behavioral, physical, and relational thriving of individuals and systems. ODE believes that mental health is centered within a continuum of care that meets each person's needs for physical and emotional safety, security, social connection, identity, diversity, and purpose. ODE has a number of mental and behavioral health initiatives that focus on the prevention, intervention and response to the mental health needs of school communities.
- Please explore [ODE's Mental Health Resources](#).



ODE's 2023 Legislative Agenda

44

ODE's Legislative Agenda for the 2023 Session

With the support of the Governor's Office, ODE had significant success in achieving its legislative agenda. Among those victories were:

- [HB 2280](#), which ensures the definition of consent that students learn in school will be the same definition used in school policies, aligning expectations of behavior and outcomes
- [HB 2281](#), asking districts to identify one or more Civil Rights Coordinators
- [HB 3144](#), codifying the Pacific Islander/Native Hawaiian Student Success Plan
- [SB 1050](#), which will support educators with professional development for the new social science standards including Ethnic Studies and Holocaust/Genocide
- [HB 2275](#), which is the next small step in our [Grant Consolidation](#) work
- [HB 3198](#), a significant investment in Early Literacy
- [SB 215](#), which makes technical fixes in ODE programs
- [SB 1002](#), continuing support for districts with school safety and emergency management needs

45

ODE's Legislative Implementation

In total, [over 120 bills passed that ODE will have some responsibility for implementing](#). Some of the bills include new staffing for the agency, some will be absorbed by current staff. Some bills will require collaboration with communities and the Rules Advisory Committee to provide OAR drafts for consideration by the State Board of Education. Some of these OARs will also require Consultation with sovereign tribal nations. Here are some of the more significant implementation lifts the SBE will be involved in:

46

- [House Bill 3173](#) establishes Task Force on Tribal Consultation to identify and clarify requirements of state agencies to engage in tribal consultation.
- [Senate Bill 819](#) modifies abbreviated school day program requirements.
- [House Bill 3383](#) increases membership of State Board of Education to include additional representative of congressional district and to include member engaged as classified staff member for public school or education service district.
- [House Bill 3198](#) establishes Early Literacy Success Initiative.
- [Senate Bill 3](#) requires students to complete one half-credit of higher education and career path skills and one half-credit of personal financial education as requirements for high school diploma.
- [Senate Bill 283](#) establishes task forces to study and make recommendations on statewide educator salary schedules and. It directs the Department of Education to develop a plan to establish and maintain a statewide data system on the education workforce in Oregon. It provides direction to the Educator Advancement Council to administer a beginning teacher and administrator mentorship program.

Legislative Structure



47

BILL
INTRODUCED

REFERRED TO
APPROPRIATE
COMMITTEE

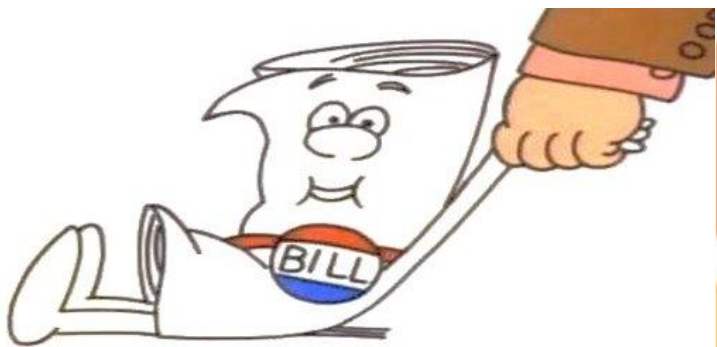
SUBCOMMITTEE
REVIEW AND
MARK UP

COMMITTEE
REVIEW, MARK UP
AND VOTE ON BILL

CHAMBER
DEBATES AND
VOTES ON BILL

HOW A BILL BECOMES A LAW

In the Oregon Legislature, there are two chambers, House of Representatives and the Senate. The two chambers use the same process for passing legislation, although there are differences in rules and jurisdiction.



! DENOTES WHERE A BILL CAN FAIL

OTHER CHAMBER
CONSIDERS BILL

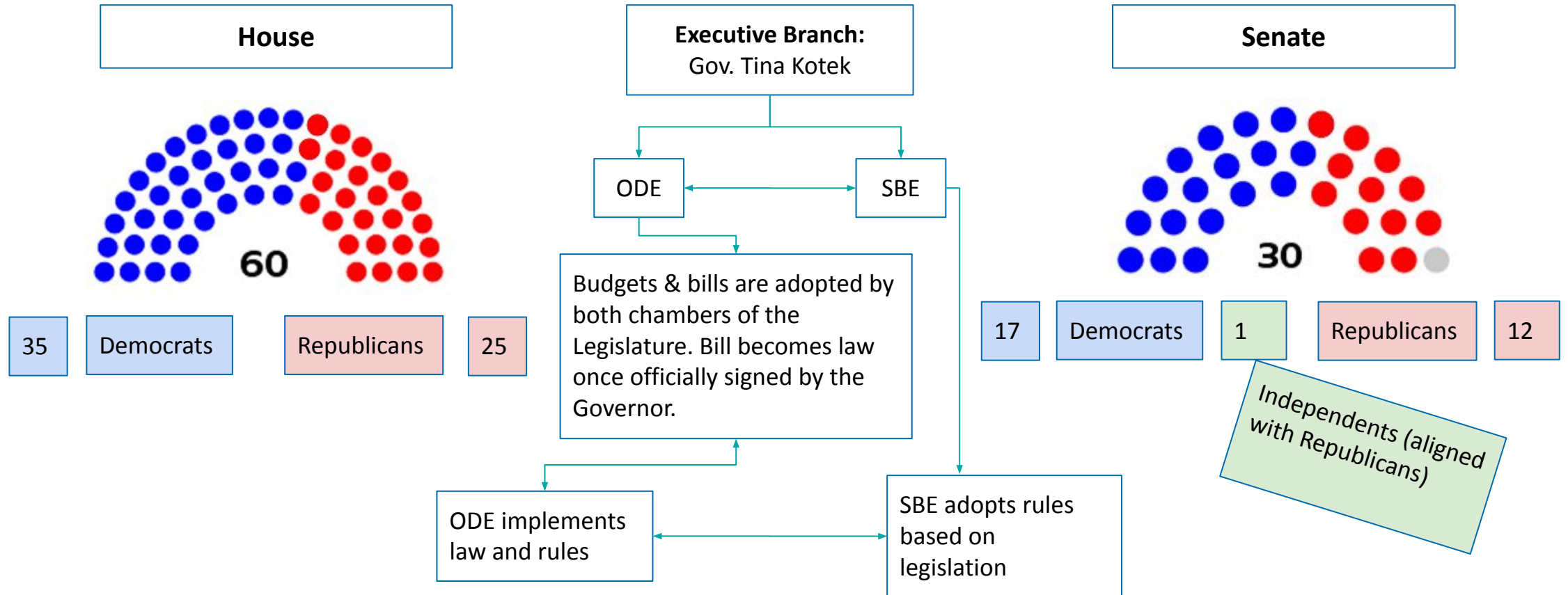
CONFERENCE
COMMITTEE

BOTH CHAMBERS
VOTE ON FINAL
BILL

BILL BECOMES
LAW

GOVERNOR
SIGNATURE

Legislative Structure & Education Policy Governance



Current Structure: Committees



Current Structure: Committees

Policy Committees

Senate Education Committee

- Sen. Michael Dembrow, Chair (D)
- Sen. Suzanne Weber, VC (R)
- Sen. Sara Gelser Blouin (D)
- Sen. Lew Frederick (D)
- Sen. Dick Anderson (D)
- Sen. Art Robinson (R)
- Sen. Rob Wagner (D)

House Education Committee

- Rep. Courtney Neron, Chair (D)
- Rep. Boomer Wright, VC (R)
- Rep. Zach Hudson, VC (D)
- Rep. Tracy Cramer (R)
- Rep. Emily McIntire (R)
- Rep. Hoa Nguyen (D)
- Rep. Andrea Valderrama (D)

Budget Committees

Joint Ways & Means Sub Ed Committee

- Sen. Lew Frederick, Co-Chair (D)
- Rep. Susan McLain, Co-Chair (D)
- Sen. Suzanne Weber (R)
- Sen. Michael Dembrow (D)
- Rep. Hoa Nguyen (D)
- Rep. Tracy Cramer (R)
- Rep. Emily McIntire (R)
- Rep. Ricki Ruiz (D)

51

ODE Legislative Team Roles & Responsibilities

52

Roles and Responsibilities

Government Relations Team

- Primary contact for the legislature at ODE
- Identifies bills to track
- Assigns bill to appropriate Legislative Coordinator
- Determines when ODE staff testify
- Reviews written testimony
- Attends meetings
- Discusses bills/policy with legislators
- Reviews bill analyses and fiscal impact statements (FIS)
- Coordinates with other agencies, Governor's Office
- Assists in bill implementation

Legislative Coordinators

- Assign bills to Bill Managers
- Track due dates on analyses
- Review analyses
- Forwards analyses to ODE Fiscal Impact Coordinator
- Review work plans for bill implementation

53

Bill Managers

- Analyze bills
- Work with assigned ODE Budget Analyst
- Monitor action on bills & alerts both unit legislative coordinator & Government Relations team
- Testify when needed (determined by Government Relations Director)

Roles and Responsibilities

ODE Budget Analyst

- Writes Fiscal Impact Statement based on bill analyses with input from Bill Managers
- Forwards analysis to Fiscal Impact Coordinator for review
- Prepares agency budget information for Ways & Means
- Analyzes Legislatively Adopted Budget for agency

Fiscal Impact Coordinators

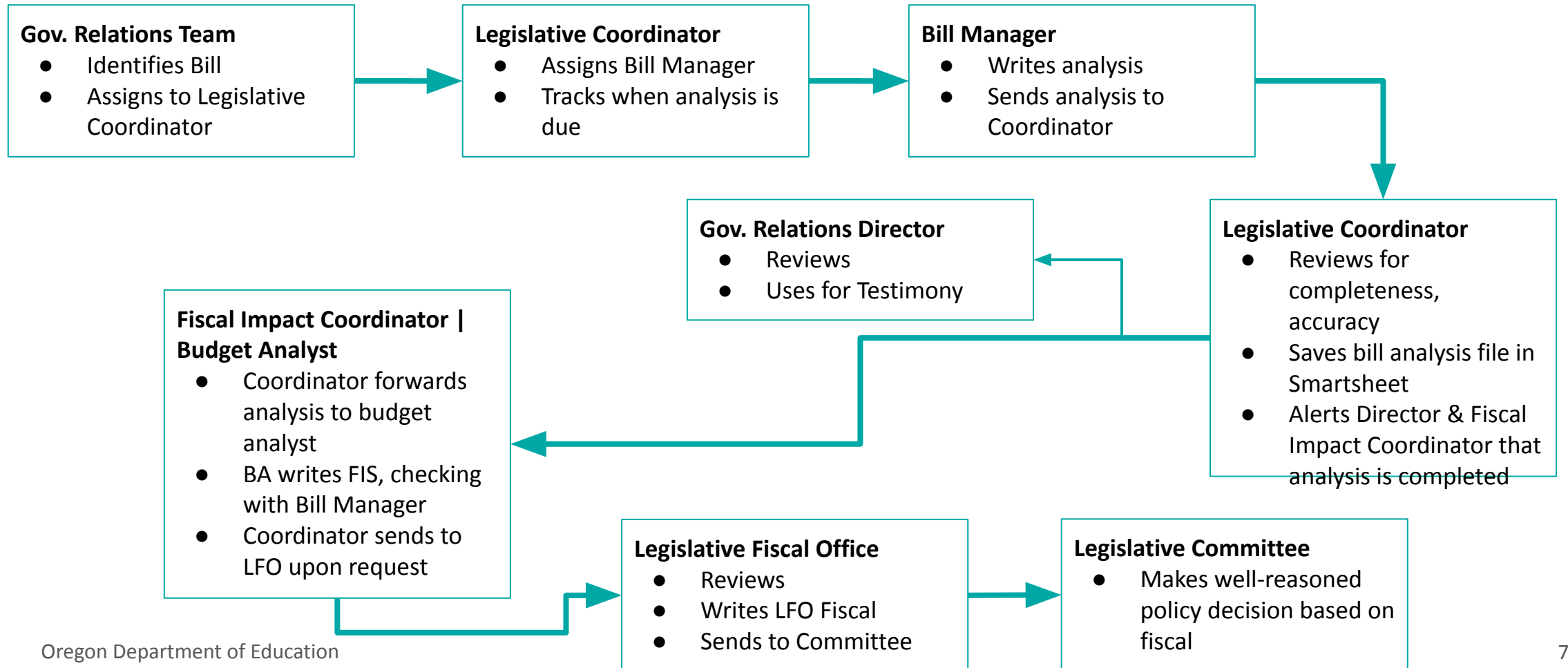
- Reviews bill analyses from Legislative Coordinators
- Assigns budget analyst to bill
- Responds to request for fiscal impact statements from Legislative Fiscal Office

54

Director & Assistant Supervisor

- Testify on high priority bills or when requested
- Present Agency budget to Ways & Means
- Coordinate with Governor's Office
- Assist the Government Relations Director to meet the legislative needs of ODE

ODE Legislative Process



55

Questions?

colt.gill@ode.oregon.gov
zoe.larmer@ode.oregon.gov



Student Success Advisory Groups

State Board of Education Retreat

August 22-23, 2023

57

Office of Equity, Diversity, and Inclusion

Student Success Plans (SSP)

Student Success Plan requirements set by Law, Statute, and Rule
Plans adopted by State Board of Education



African
American/
Black Student
Success Plan

[ORS 329.841](#)
HB 2016 (2015)



Latino/a/x
Student
Success Plan

[ORS 329.845](#)
HB 3427 (2019)



LGBTQ2SIA+
Student
Success Plan

[ORS 329.847](#)
SB 52 (2021)

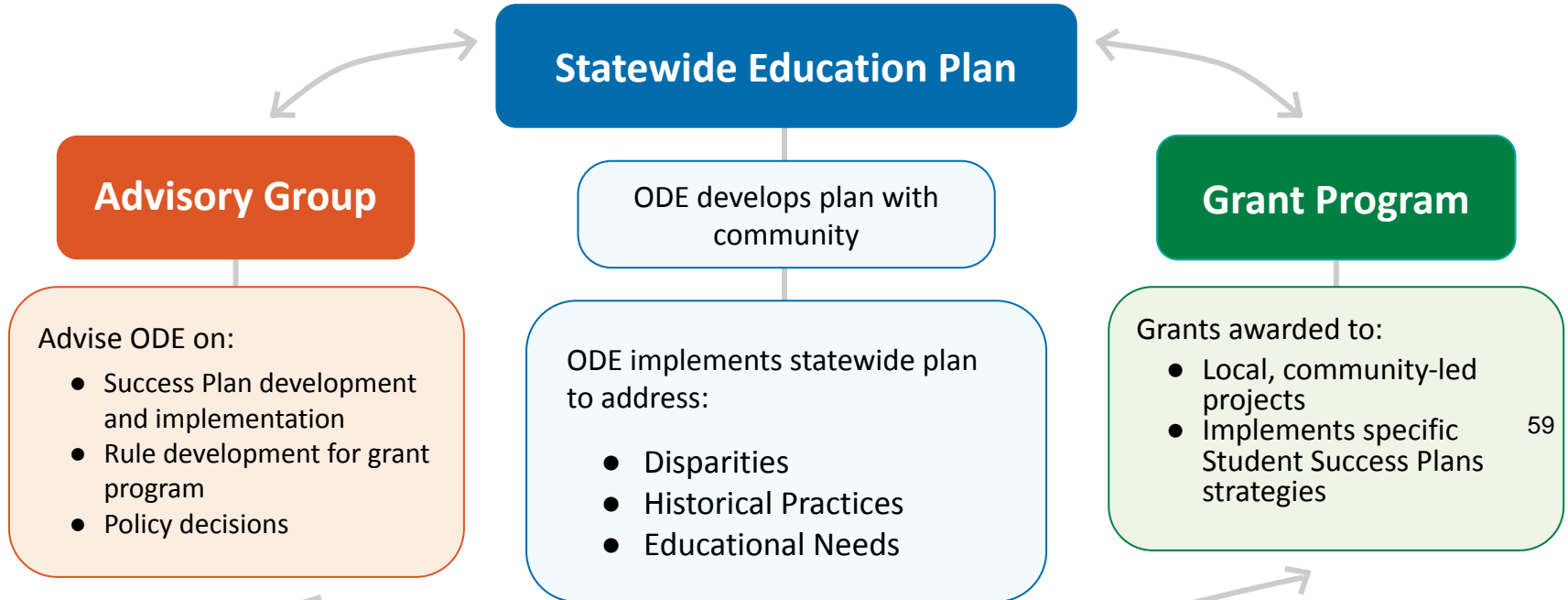


Native
Hawaiian/
Pacific Islander
Student
Success Plan

ORS forthcoming
[HB 3144](#) (2023)

58

Student Success Plan Components



59

Advisory Group Structure



Recruitment Process

- Membership requirements
- Intersectional & regional representation
- Ongoing engagement and outreach
- Town Hall opportunities



Charter

- Time expectations
- Term limits
- Co-chairs



Expertise & Feedback

- Advise ODE, who retains decision making authority ⁶⁰
- Advocate for community needs
- Set & prioritize agendas with co-chairs

Roles & Impact of Advisory Groups

Advisory Groups are part of **Community-Driven Accountability Systems**: To honor the voices with closest proximity to harm caused by our systems, we must create accountability practices that are driven by community voice in order to...

- ensure the **voices, needs, and priorities** of students and their communities are reflected in the SSPs and their implementation.
- bring **awareness of real-time experiences** of students and families in Oregon schools and highlight high need areas.
- share knowledge of local **culturally specific best practices** and **partnerships** with community and local culturally specific organizations.

Contributory topic examples:

- assess and revise **student success plans**
- supporting **DACA/Dreamers** and **Newcomer** students
- **family engagement** and **linguistic access**
- culturally responsive **emotional health**
- intensely **hostile political climate** for ⁶¹ students of color and LGBTQ2SIA+ students and adults in schools
- support & concerns via **advisory group and community member** engagement

The Expansive Nature of Diaspora

- All SSPs are intended to serve a culturally-specific diaspora of students.
- Diasporas are expansive in nature.
- For example, within the Native Hawaiian/Pacific Islander diaspora, there are thousands of islands that are represented by an equal amount of cultures and languages.
- This is also true of the Black, Latinx/a/o, and LGBTQ2SIA+ diaspora
- EDI makes a conscious effort to recognize power dynamics that exist within each diaspora and maintain expansive representation of each diaspora in each advisory group

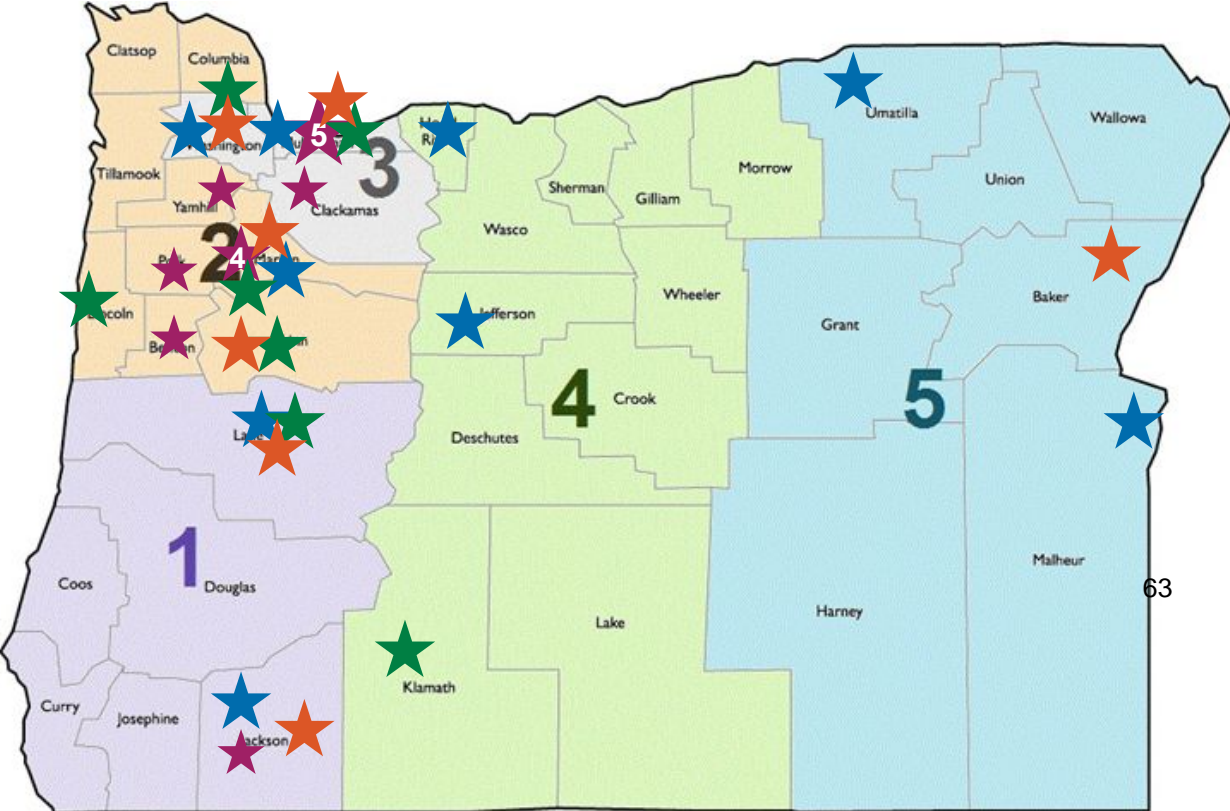


62

Photo by [AugierLe42e](#) on [wikimedia](#)

Geographic Representation of Members

- ★ AABSS
- ★ Latinx
- ★ LGBTQ2SIA+
- ★ NH/PI



American Indian / Alaska Native Student Success Plan

Student Success Plan requirements set by Law, Statute, and Rule
Plans adopted by State Board of Education



[ORS 329.843](#)

Meet the Team



[April Campbell](#)

Assistant Superintendent
Office of Indian Education



[Renee Roman Nose](#)

Native American Student
success Coordinator



[Brandon Culbertson](#)

Indian Education Engagement
Coordinator



[Stacy Parrish](#)

Indian Education Specialist



[Raina Reece](#)

Executive Support Specialist



[Jennifer Belle](#)

Office Specialist



[Brent Spencer](#)

Indian Education
Coordinator

Oregon Department of Education

Office of Indian Education

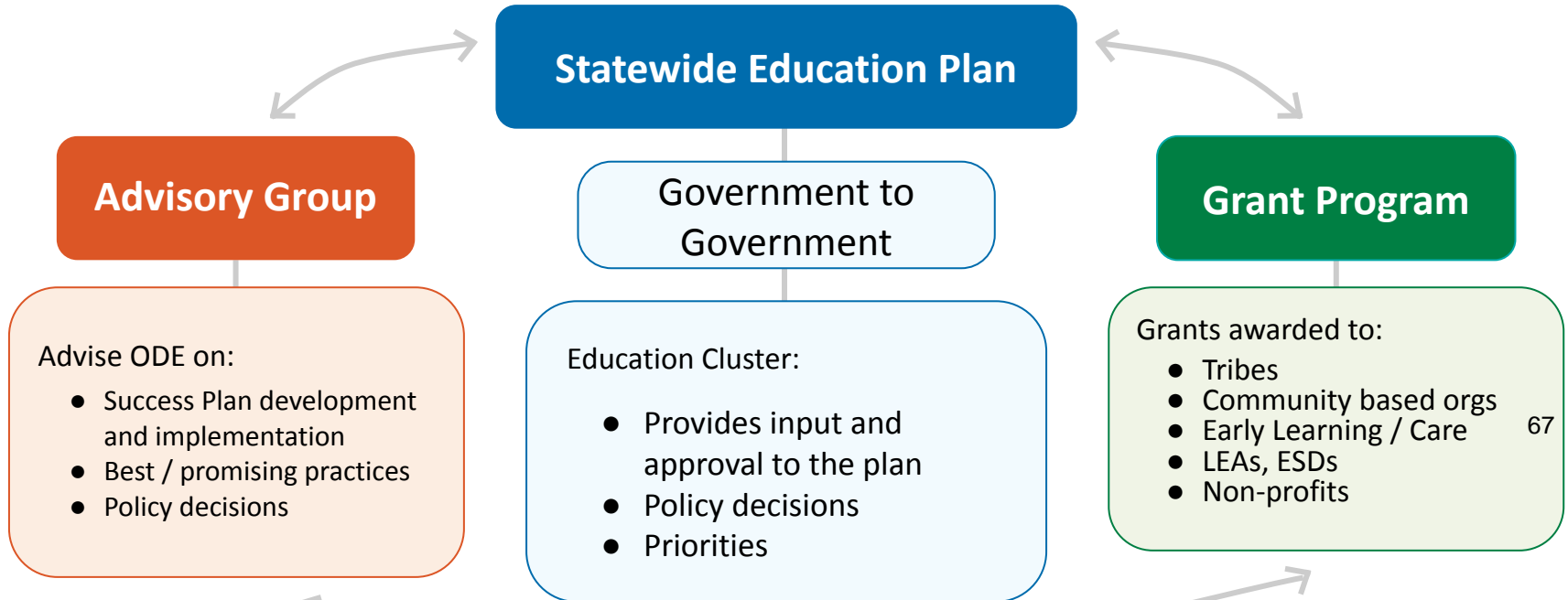
American Indian / Alaska Native Student Success Plan Successful Ecosystems and Government to Government Relations

The Office of Indian Education uses a shared leadership model in the creation of American Indian / Alaska (AI/AN) Native Student Success Plan inviting a multitude of partners in developing the plan's goals, objectives, and strategies. Several goals and objectives within in the plan are supported by other state agencies including Early Learning Division, Youth Development Council, Higher Education Coordinating Commission, Educator Advancement Council, and the Teacher Standards Practice Commission.

In March 2020, the [AI/AN Advisory Committee](#) in support of the Government to Government Education Cluster approved the current [2020-2025 American Indian / Alaska Native Student Success Plan](#). 66

This revised plan honors previous work and builds on that wisdom, while also being mindful of the changing educational landscape of Oregon. The plan is the product of this process and is a road map for state efforts to improve opportunities and outcomes for AI/AN students in Oregon.

Student Success Plan Components



Oregon Department of Education

Office of Indian Education

American Indian / Alaska Native Student Success Plan Increasing Native Student Graduation Rates and Outcomes

The **Successfully Navigating School Systems Grant** was established for grantees to help Native students and families successfully navigate school systems.

The **Successful Transitions Grant** was established for grantees to develop a refreshed mission, centering shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students. The Plan is grounded with the overarching goal of success for these students as well as out-of-school AI/AN youth.

The [Tribal Attendance Promising Practices Grants](#) is a continuation efforts from prior biennium. This effort provides funds to 10 grantees focusing on creating and implementing proven practices increasing graduation rates for our AI/AN students.

Oregon Department of Education

Office of Indian Education

American Indian / Alaska Native Student Success Plan Curriculum and Native Languages

[Tribal History / Shared History](#) was enacted in 2017, whereby every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. This curriculum is aligned to national and state standards. The law requires ODE to develop curriculum and professional development and training opportunities for educators. Over 45 lessons have been developed in grades 4th, 5th, 8th, 10th, and 11th grades in multiple content areas and asynchronous online training modules are available.

In addition, resources are provided to the nine federally recognized tribes in Oregon to create individual place-based lessons to accompany ODE lesson plans. The ODE fully executed 9 grants to support this effort, conducted an initial implementation evaluation report, and translated all current lessons into Spanish. Funding dedicated to this effort will be fully expended. Continuation on additional lesson plan development and training will be ongoing.

69

Oregon Department of Education

Office of Indian Education

American Indian / Alaska Native Student Success Plan Curriculum and Native Languages

Tribal Language Pilot Project is a collaborative research and course offering endeavor that seeks to gather and synthesize promising practices and identify problems of practice. A component of this work is establishing Chinuk Wawa course offerings within a school district to provide a roadmap and resource for additional districts.

70

Indigenous Language Grants was established to acknowledge Native Languages are vital and critical to the educational success of Native students. Nine (9) grants have been awarded to the federally recognized tribes in Oregon, to support Native Language revitalization efforts.

Oregon Department of Education Office of Indian Education

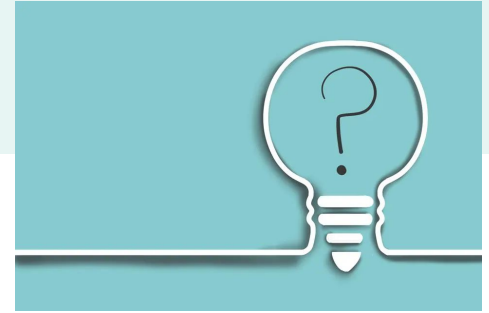
Through the Office of Indian Education Initiatives, the Department manages \$8 m in temporary federal funding for ESSER III:

- Tribal Community Revitalization Grants:
 - The Nine Tribal Nations of Oregon are utilizing these funds to offer culturally enriching, culturally responsive community services, including youth development and engagement, culture/STEAM camps, land-based learning opportunities, community culture, language offerings, Tribal Elders connections, and capital investments. This community-directed outcomes-driven framework facilitates cultural exchange, language, and relationship-building opportunities.
- Social and Emotional Grants:
 - Provided funding to 5 ESDs to support culturally specific FTE positions internally and engagement and direct student support opportunities in partnership with Tribal governments and Tribal community consultation. Activities and areas of support include cultural and linguistic revitalization, culturally responsive SEL support and academic support, including educator THSH support.

71

Discussion

Questions





Tribal Relations

State Board of Education
August 2023

74



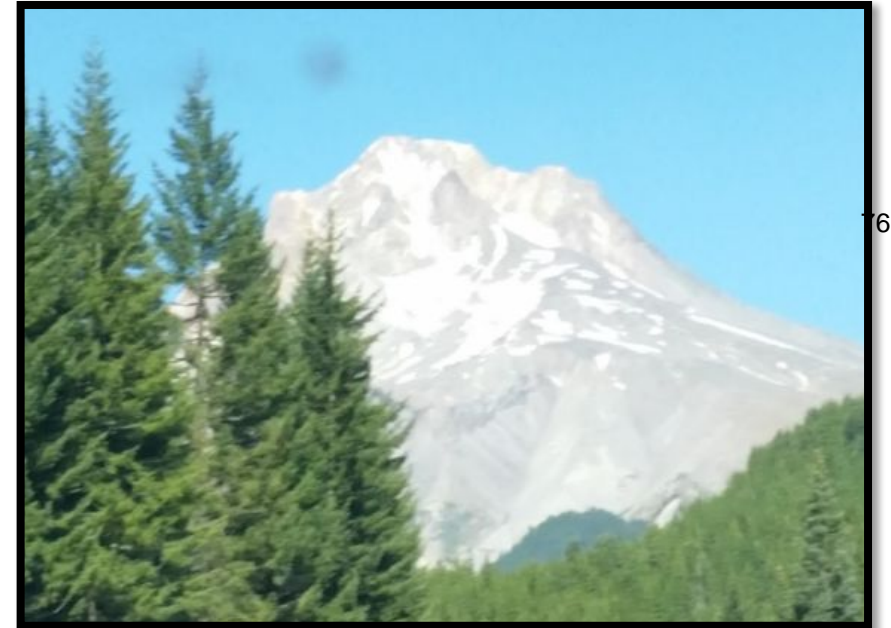
Common Terms

Tribal Sovereignty

Treaty

Federal Recognition

Member or Citizen



TRU **UST**

77



ORS 182.162-168

78



Identification

Identification occurs when ODE staff recognizes an action to consider for tribal consultation; or the tribe requests ODE staff to consult on an action. Regardless of whether ODE or a tribe requests consultation, ODE will consider the following:

80

The action may have tribal implications for:

- One or more tribes,
- The relationship between ODE and tribe(s),
- The distribution of power and responsibilities between ODE and tribe(s), or
- Tribal citizens.

Notification

Notification includes sufficient information for tribal officials to make an informed decision about whether to participate in consultation, and how to provide informed input. Notification includes:

- Overview of the consultation process – how ODE anticipates gathering input from tribe
- Description of the topic(s) to be discussed – providing sufficient information to allow tribe to make an informed decision
- Description of how input from the tribe(s) will be received
- Timeframe for submitting such input
- Contact information for the ODE employee (Indian Education Advisor to Deputy Superintendent of Public Instruction) who can provide technical assistance, respond to questions, or provide clarifications

81

Input

ODE performs Consultation and documents Input from the tribe(s). ODE staff considers the input received from tribes into its decision-making process.

82

Follow-up

ODE staff will follow-up with tribe(s) regarding the action or decision taken after consultation. Prior to request for consultation, notify ODE's Indian Education Advisor. All consultations will be documented and notifications of progress sent to ODE's Indian Education Advisor.

83





Early contact and engagement







87







Questions????

April Campbell, Assistant Superintendent
Office of Indian Education
april.campbell@ode.oregon.gov

89